



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, MAY 14, 2020

Board Room
Central Services
Administration Building

SPECIAL MEETING AGENDA

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

- 1:00 pm 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
- 1:30 pm 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **COMMENTS FROM THE PUBLIC AND STAFF
 GROUP REPRESENTATIVES**
- BUSINESS ARISING FROM PREVIOUS MEETING**
5. **ANDREW SCHOOL JUNIOR HIGH PROGRAM** M. Liguori
(encl.)
- ADJOURNMENT

RECOMMENDATIONS TO MAY 14, 2020 BOARD OF TRUSTEES

2. That the Board meet In Camera.
That the Board revert to Regular Session.
3. That the Agenda be adopted as amended or as circulated.
4. *Comments from the Public and Staff Group Representatives*
 - 5.1 That the Board of Trustees approve the closure of Grades 7-9 at Andrew School effective June 30, 2020, and, if approved;
 - 5.2 That the Grade 7-9 students in the Andrew School attendance area be designated to Lamont High School and Vegreville Composite High School.



RECOMMENDATION REPORT

DATE: May 14, 2020

TO: Board of Trustees

FROM: M. Liguori, Superintendent

SUBJECT: Andrew School - Closure of Junior High School Program

ORIGINATOR: M. Liguori, Superintendent

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

REFERENCE: Board Policy 15: School Closure and Program Reduction

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:

1. **That the Board of Trustees approve the closure of Grades 7-9 at Andrew School effective June 30, 2020, and, if approved;**
2. **That the Grade 7-9 students in the Andrew School attendance area be designated to Lamont High School and Vegreville Composite High School.**

BACKGROUND:

Andrew School is a Kindergarten to Grade 9 school located in the Village of Andrew, a small rural farming community in the northeast region of Lamont County. The 2016 Census reported a population of 425 in Andrew. An analysis of census data from 2006-16 shows an overall population decline of 15.90% in the Andrew School attendance area during that period (see Appendix 1 Census - Population Change).

The original Andrew School was constructed in 1957 with an area of 1,026 square metres. Additions were done in 1964, 1980, and 1991 to bring the total gross floor area of Andrew School to 3,556 square metres. Following



RECOMMENDATION REPORT

that, the Village of Andrew added 859 square metres along with 80 square metres of circulation space for a combined building total gross area of 4,495 square metres. The series of additions and renovations to Andrew School were completed to improve the facility condition as well as teaching and learning environments. The Facility Condition Index for the school is rated good (see Appendix 2 Andrew School Infrastructure).

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

CURRENT SITUATION

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

| Grade | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21* |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| K | 4 | 11 | 10 | 10 | 16 | 13 | 7 | 6 | 3 |
| 1 | 12 | 5 | 12 | 12 | 8 | 17 | 10 | 7 | 7 |
| 2 | 7 | 9 | 6 | 11 | 12 | 9 | 18 | 9 | 7 |
| 3 | 10 | 8 | 10 | 8 | 9 | 11 | 10 | 16 | 7 |
| 4 | 9 | 9 | 11 | 9 | 7 | 9 | 10 | 11 | 14 |
| 5 | 13 | 7 | 8 | 10 | 10 | 5 | 8 | 10 | 11 |
| 6 | 2 | 14 | 6 | 10 | 10 | 9 | 4 | 7 | 11 |
| 7 | 15 | 0 | 13 | 7 | 9 | 10 | 7 | 2 | 5 |
| 8 | 12 | 15 | 0 | 13 | 7 | 8 | 11 | 7 | 2 |
| 9 | 15 | 10 | 14 | 0 | 10 | 9 | 8 | 1 | 3 |
| 10 | 8 | 13 | 9 | 12 | 1 | 7 | 8 | | |
| 11 | 15 | 7 | 12 | 6 | 10 | 5 | 6 | | |
| 12 | 10 | 13 | 8 | 12 | 6 | 12 | 3 | | |
| Returning 12 | 1 | 1 | 1 | 1 | 0 | 4 | 2 | | |
| Total | 133 | 122 | 120 | 121 | 115 | 130 | 112 | 76 | 70 |

* Registered enrolment as of April 29, 2020

Andrew School has a student capacity of 385. As of Sept. 30, 2019, it had 76 Kindergarten to Grade 9 students, for a total utilization rate of 31 per cent. Junior high enrolment was:

- Grade 7 - 2 students
- Grade 8 - 7 students
- Grade 9 - 1 student

In the 2019-20 school year, 11 junior high students who reside within the Andrew attendance area attended another school:

- Lamont High: 9 students (2 with high school siblings)
- Mundare School: 1 student
- St. Mary's School: 1 student



RECOMMENDATION REPORT

For the 2020-21 school year, 70 students have registered to attend Andrew School; 10 are in junior high:

- Grade 7 - 5 students
- Grade 8 - 2 students
- Grade 9 - 3 students

For the 2020-21 school year, 8 junior high students who reside within the Andrew attendance area are registered to attend another school:

- Lamont High: 4 students (2 with high school siblings)
- Mundare School: 1 student
- St. Mary's School: 1 student
- Vegreville Junior Senior High: 2 students

The low student numbers at Andrew School equate to a small teaching and support staff. At the junior high level there is one multi-grade class. Option and Career and Technology Foundations classes are limited, and students have little or no opportunity to participate in extra-curricular activities such as clubs or athletics.

Alberta Education's Accountability Pillar Survey results for a three-year period (2017-19) show that there are concerns in most measure categories as reported by staff, parents, and students (see Appendix 3 Accountability Pillar Survey Summary).

KEY POINTS

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

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

If the junior high school program were to be closed at Andrew School, the elementary attendance area would remain the same. Junior high school students would be designated to either Lamont High or Vegreville Junior Senior High. Students residing east of Andrew, along Highway 855 and Range Road 164, would be designated to attend Vegreville Junior Senior High. Students residing within the Village of Andrew and west of Highway 855 and Range Road 164 would be designated to Lamont High (see Appendix 6 Proposed Lamont County Junior/Senior High Rural Attendance Boundaries).

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

Currently there are ten students registered for junior high school at Andrew for the 2020-21 school year. These students would be re-designated to Lamont High or Vegreville Junior Senior High. The addition of these students would have minimal impact on each of those school's overall enrolment and capacity.

As of Sept. 30, 2019, Lamont High had a student head count of 303 students. The total student capacity is 464 and the utilization rate is 67 per cent. Enrolment projections for Lamont High indicate relatively flat population growth (see Appendix 7 Lamont High Enrolment).

As of Sept. 30, 2019, Vegreville Junior Senior High a student head count of 356 students in Grades 7-12. The school has a total capacity of 918 students and a utilization rate of 43 per cent. Enrolment projections for Vegreville Junior Senior High indicate relatively flat population growth (see Appendix 8 Vegreville Junior Senior Enrolment).

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

Value scoping sessions have been identified for the County of Minburn and Lamont County. Through these sessions, EIPS can identify prospects for further maximizing the efficient utilization of Division facilities.

2021-24 THREE-YEAR CAPITAL PLAN AGGREGATED PRIORITY LIST

| Priority | School | Sector | Year 1 | Capacity | Cost |
|----------|---|--------|---|----------|--------------|
| 1-A | Rudolph Hennig Junior High, Fort Saskatchewan High | 3 | Replacement of Rudolph Hennig Junior High and Fort Saskatchewan High School into one new facility on the Southridge Site. Result of the 2018 Value Scoping. | 1,400 | \$58,000,000 |
| 1-B | Sherwood Park Placeholder | 1 | Placeholder will focus on Sherwood Heights Junior High. Result is forthcoming based on the 2020 Sherwood Park Value Scoping. | TBD | TBD |
| Priority | School | Sector | Year 2 | Capacity | Cost |
| 2 | James Mowat Elementary | 3 | Result of the 2018 Value Scoping | 650 | TBD |
| 3 | Win Ferguson Elementary | 3 | Result of the 2018 Value Scoping | 470 | TBD |
| Priority | School | Sector | Year 3 | Capacity | Cost |
| 4 | Sector 5 Value Scoping | 5 | Sector 5 Value Scoping - Planning funds | TBD | \$40,000 |
| 5 | Sector 4 Value Scoping | 4 | Sector 5 Value Scoping - Planning funds | TBD | \$40,000 |

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

Ten Andrew junior high school students would be relocated to either Lamont High or Vegreville Junior Senior High.

V. The need for, and extent of, busing

In the current school year, 39 students that reside in the Andrew K-9 attendance area are bused to other schools:

| | ALH | MUN | LHS | VJS | Catholic |
|-------------|-----|-----|-----|-----|----------|
| Elementary | 2 | 4 | | | 3 |
| Junior High | | 1 | 7 | | 1 |
| Senior High | | | 7 | 9 | 5 |
| Total | 2 | 5 | 14 | 9 | 9 |

In the morning Vegreville students are transported on two direct buses, while students attending Lamont are transported with Andrew School students to Andrew and then transfer to a Lamont bus. In the afternoon, three buses transport students from Lamont and Vegreville to Andrew where they transfer to the bus that transports them home. The average ride time for these students is 57 minutes, with the longest ride 97 minutes and shortest ride 28 minutes.

If the ten Andrew students registered for junior high in 2020-21 were redirected to attend Lamont and Vegreville schools, there would be minimal cost implications for busing. The current average ride time for those students to Andrew is 30 minutes and if directed to Lamont High or Vegreville Junior Senior High, it would increase to 65 minutes. Below is a chart of pick up/drop off times and ride times for the junior high students:

| Earliest Pick-up Current | Earliest Pick-up Proposed | Latest Drop-off Current | Latest Drop-off Proposed |
|--------------------------|---------------------------|-------------------------|--------------------------|
| 6:53 am | 6:50 am | 3:43 pm | 4:40 pm |

| Shortest AM Current | Shortest AM Proposed | Shortest PM Current | Shortest PM Proposed |
|---------------------|----------------------|---------------------|----------------------|
| 8 min | 30 min | 1 min | 45 min |

| Longest AM Current | Longest AM Proposed | Longest PM Current | Longest PM Proposed |
|--------------------|---------------------|--------------------|---------------------|
| 67 min | 97 min | 43 min | 75 min |

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

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

If the junior high school program were to be closed and students re-designated to Vegreville Junior Senior High and/or Lamont High, they would have access to a wider selection of required and optional programming, special education, sports programs, and extracurricular options such as:

- Art
- Band
- Career and Technology Foundations (construction, food studies, fashion studies, digital media and design, leadership, sports acceleration, fitness and wellness, recreational fitness, outdoor education, COMtech);
- Drama
- French
- Sports teams, extracurricular activities and clubs; and
- LINKS - Special Education System program (at Lamont and Vegreville).

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

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

EDUCATIONAL IMPACT

If a closure of Grades 7-9 were approved, Andrew School would become a Kindergarten to Grade 6 school with the elementary programming remaining status quo. There would be no adjustment to the K-6 attendance boundaries and from a programming perspective, there would also be no change in operational costs for delivery unless parents decided to enroll their elementary aged child at another school and the class sizes became not financially viable. The capital impact is that there would be additional space within the school that could be re-purposed.



FINANCIAL IMPACT

For 2020-21, the funding model for rural schools has changed. There is no longer a per pupil grant for schools that have a weighted moving average (WMA) that is under 155 students. These schools are eligible for the Rural Small Schools Grant. The grant recognizes that rural schools face unique operational challenges and the delivery of educational services when funded solely on student enrolment because they are unable to realize economies of scale on staffing and other expenses. In addition, they are disproportionately affected by fluctuations in student enrolment.

The Weighted Moving Average is calculated as follows:

- 20% of student full-time equivalent (FTE) for 2018-19
- 30% of student FTE for 2019-20
- 50% of student FTE for 2020-21

The Rural Small Schools grant is determined based on WMA thresholds between 35 and 155 students:

| | |
|------------------------|-------------|
| Group 1 (<35) | \$25,000 |
| Group 2 (=>35 <55) | \$450,000 |
| Group 3 (=> 55 < 75) | \$620,000 |
| Group 4 (=> 75 < 95) | \$750,000 |
| Group 5 (=> 95 < 115) | \$860,000 |
| Group 6 (=> 115 < 135) | \$940,000 |
| Group 7 (=> 135 < 155) | \$1,000,000 |

The 2020-21 WMA for Andrew school as a K-9 is 77.85 student FTE, resulting in funding of \$750,000 (allocation to Andrew School would be \$691,122).

The 2020-21 WMA for Andrew school as a K-6 is 72.85 student FTE, resulting in funding of \$620,000 (allocation to Andrew School would be \$571,328).

Removing the junior high program at Andrew School will result in an overall funding reduction of \$130,000 for EIPS. If all 10 students, attend another school within our Division, the overall WMA for EIPS would increase by 5 and our funding would increase by \$30,320 (\$6,064/ student * 5 students). Closing the junior high, there would be a net loss of \$100,000 to the Division in Alberta Education Funding.

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

EDUCATIONAL IMPACT

If junior school programming were to remain at Andrew School, students would still not have the same access to optional programming as offered at other Division schools. In addition, due to low enrollment, core subjects would continue to be provided in one multi-grade classroom by one teacher. An issue of equity in programming opportunities, student engagement, well-being, and achievement would continue to be present.

FINANCIAL IMPACT

If junior high school programming were to remain, EIPS would qualify for an additional funding of \$130,000 for the 2020-21 school year for EIPS. However, in 2021-22, even with the junior high students included, the funding would drop to \$620,000 for EIPS.



RECOMMENDATION REPORT

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ATTACHMENTS

Appendix 1 Census - Population Change

Appendix 2 Andrew School Infrastructure

Appendix 3 Accountability Pillar Survey Summary

Appendix 4 Andrew Public Consultations: Report Summary

Appendix 5 Lamont County Elementary/Junior High Rural Attendance Boundaries

Appendix 6 Proposed Lamont County Junior/Senior High Rural Attendance Boundaries

Appendix 7 Lamont High Enrolment

Appendix 8 Vegreville Junior Senior High Enrolment

Appendix 9 Total Cost Per Student

ML:da

Map: By School Catchments

View: Census - Population Change

Year : Change from 2006 to 2016

Gender : Both

Age Group : 0 - 65+

Measure : % of Total Population

Sorted by data (descending)

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

Map: By School Catchments

View: Census - Population Change

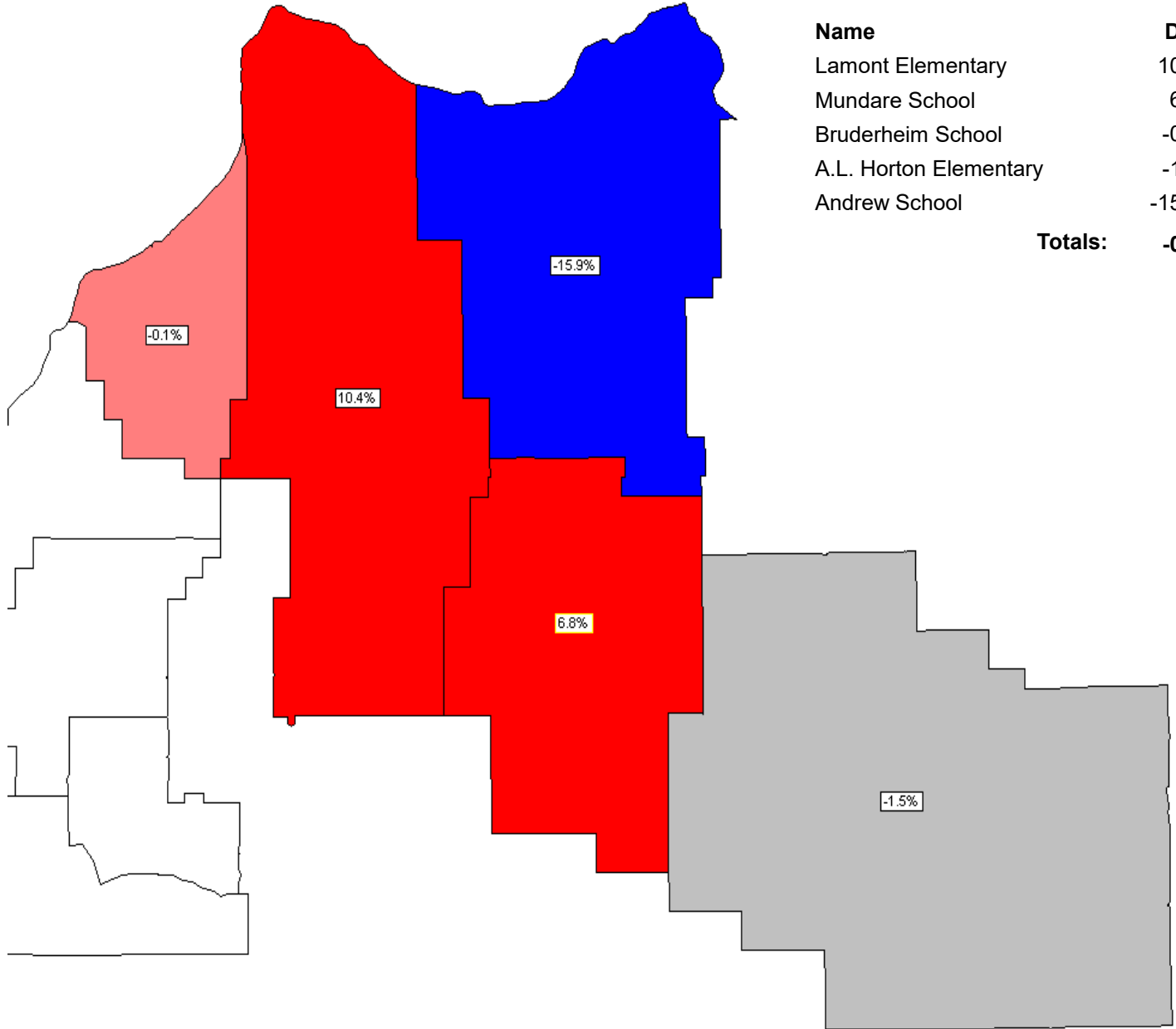
Year : Change from 2006 to 2016

Gender : Both

Age Group : 0 - 65+

Measure : % of Total Population

Sorted by data (descending)



Map: By School Catchments

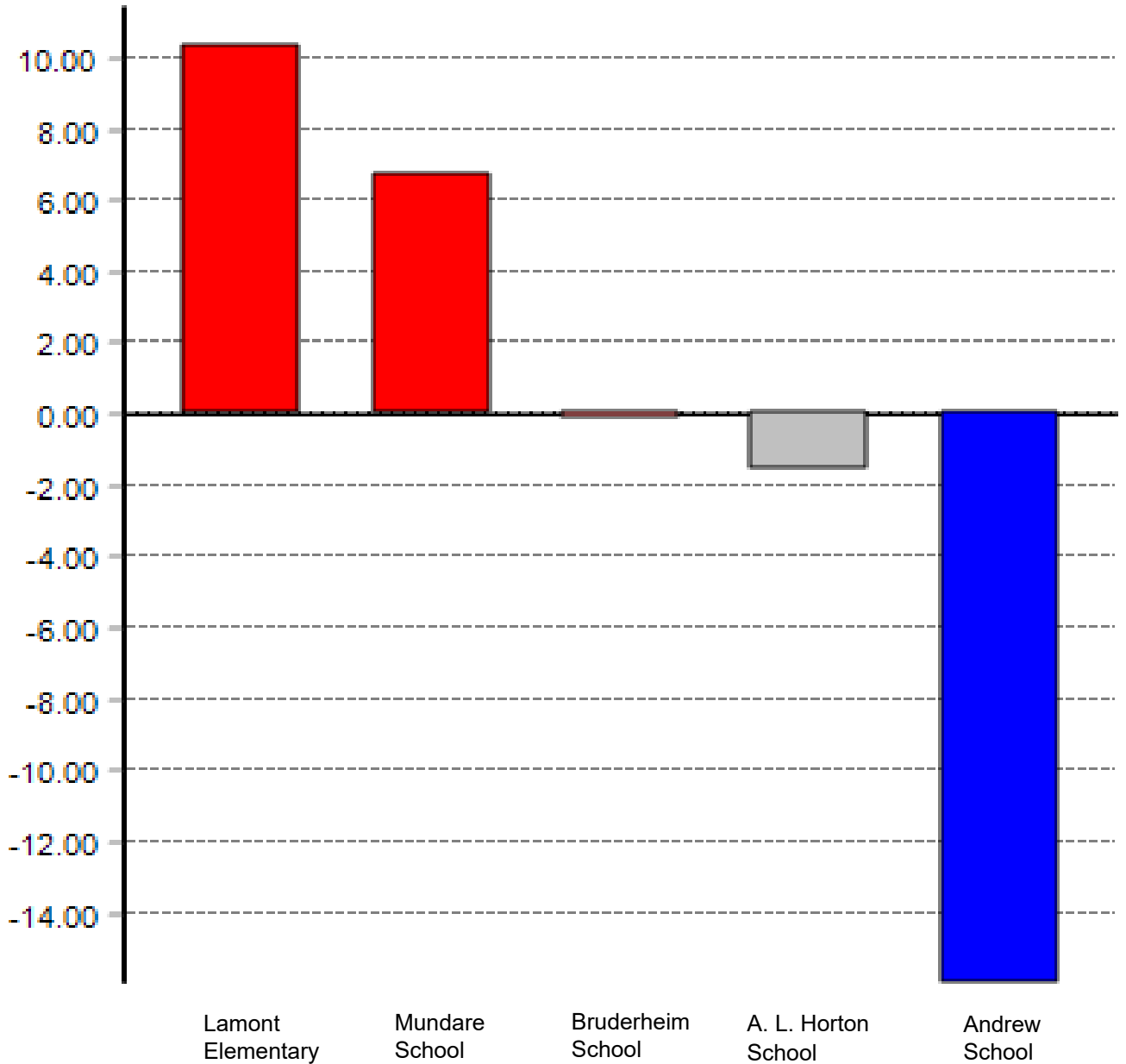
View: Census - Population Change

Year : Change from 2006 to 2016

Gender : Both

Age Group : 0 - 65+

Measure : % of Total Population



Infrastructure

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

An addition of 859 square metres was added by the Village of Andrew for a Civic Centre and along with 80 square metres of circulation space. The combined total Gross Area is 4,495 square metres. The space for the Civic Centre is not considered in the following calculations as the area is not owned by EIPS.

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

Renovations include:

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

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

FCI is calculated in accordance with the following formula.

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

Key indicators for Andrew School are identified below

$$\frac{\$1,523,354.00}{\$14,815,185.00} = 0.10$$

| Replacement Cost | Five-Year Requirement Cost | FCI |
|------------------|----------------------------|------|
| \$14,815,185 | \$1,523,354 | 0.10 |

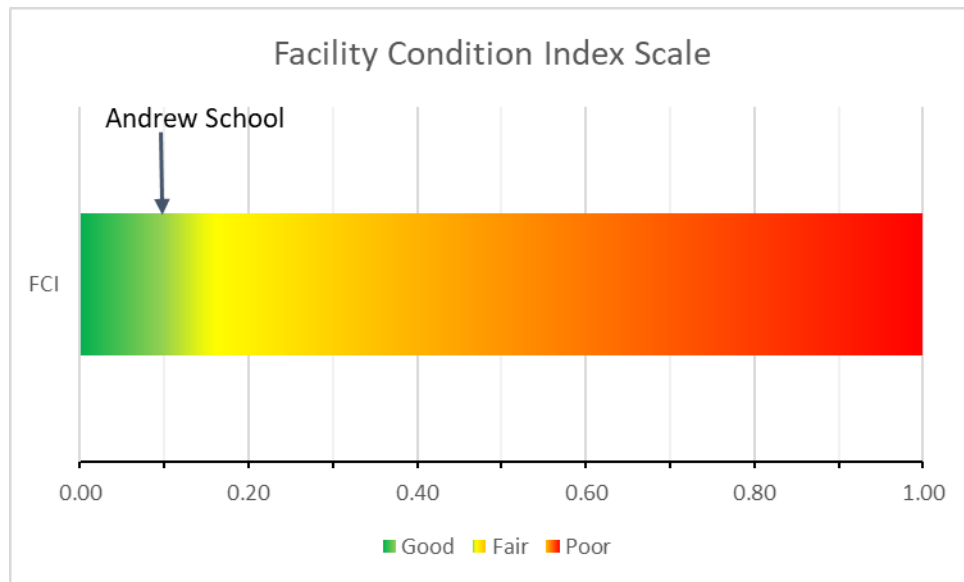
FIVE-YEAR FACILITY CONDITION INDEX

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

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

Facility Condition Index scale ranges from 0 to 1.00

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



Infrastructure Maintenance Renewal (IMR) and Maintenance

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

| Andrew School | | |
|----------------------------------|----------------------|-----------------|
| Work Type | Cost | IMR Year |
| Chimney Extension | \$ 978.00 | 2014/15 |
| Automation Controls | \$ 75,869.00 | |
| Barrier Free Washroom Install | \$ 26,938.00 | |
| Gym Backboard | \$ 8,179.00 | 2015/16 |
| Swale | \$ 13,716.00 | |
| Door Replacement | | |
| | \$ 10,502.00 | 2016/17 |
| Bottle Filler | \$ 3,463.00 | |
| BMS Sensors | \$ 3,251.00 | |
| 911 Install | \$ 554.00 | |
| Building review | \$ 2,759.00 | |
| Roofing* | \$ 4,649.00 | |
| Blinds | \$ 2,528.00 | 2017/18 |
| Security Film | \$ 483.00 | |
| Flooring Upgrades | \$ 26,070.00 | |
| Roofing Report | \$ 406.00 | 2018/19** |
| Field Drainage | \$ 2,286.00 | |
| Roof Repair Phase 2 | \$ 46,492.00 | |
| Re-roofing Section A | \$ 108,096.55 | |
| 2 CO detectors - Boiler room | \$ 3,528.00 | 2019/20 |
| Flooring replacement NE corridor | \$ 30,000.00 | |
| Roof leak at County area | \$ 15,000.00 | |
| Total | \$ 385,747.55 | |

*Roofing project commenced in the 2017-18 school year and was not completed until the 2018-19 school year. As such final costs have been adjusted for the 2017-18 year and carried forward to the 2018-19 school year.

** The 2018-19 Year has been updated to final costs.

Afterhours community use of Andrew School Gymnasium and Sports Fields

Andrew School has two spaces available for afterhours community use including the gymnasium and an ancillary room. Afterhours bookings of Andrew School over the last two years has been low. The community has made some use of the afterhours spaces and has collaborated with the school to utilize classrooms space when needed.

Andrew School Playground and Grounds

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

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

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

Disclaimer on life cycle analysis.

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

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



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

| Measure Category | Measure | Andrew School | | | Alberta | | | Measure Evaluation | | |
|---|--|----------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 81.0 | 82.0 | 80.4 | 89.5 | 89.5 | 89.3 | Low | Maintained | Issue |
| Student Learning Opportunities | Program of Studies | 63.9 | 59.0 | 61.5 | 81.9 | 81.9 | 81.5 | Very Low | Maintained | Concern |
| | Education Quality | 81.4 | 84.7 | 80.0 | 90.1 | 90.1 | 89.6 | Low | Maintained | Issue |
| | Drop Out Rate | 7.9 | 2.2 | 3.8 | 3.0 | 3.2 | 3.3 | Low | Maintained | Issue |
| | High School Completion Rate (3 yr) | 47.5 | 66.9 | 78.7 | 77.9 | 76.5 | 76.1 | Very Low | Declined | Concern |
| | PAT: Acceptable | 65.8 | 62.5 | 55.6 | 73.4 | 73.6 | 73.2 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades K-9) | PAT: Excellence | 1.3 | 5.0 | 3.8 | 19.5 | 19.4 | 18.8 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 87.5 | 88.8 | 88.6 | 83.0 | 82.7 | 83.1 | High | Maintained | Good |
| | Diploma: Excellence | 0.0 | 21.1 | 16.6 | 22.2 | 21.2 | 21.5 | Very Low | Declined | Concern |
| | Diploma Exam Participation Rate (4+ Exams) | 39.6 | 0.0 | 13.8 | 54.9 | 54.6 | 53.1 | Low | Improved | Acceptable |
| | Rutherford Scholarship Eligibility Rate | 33.3 | 25.0 | 25.0 | 62.3 | 60.8 | 60.8 | n/a | Maintained | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 58.1 | 42.7 | 55.3 | 57.9 | 59.4 | 59.3 | High | Maintained | Good |
| | Work Preparation | 88.2 | 63.1 | 65.8 | 82.7 | 82.6 | 81.9 | Very High | Improved | Excellent |
| | Citizenship | 62.7 | 69.8 | 67.2 | 83.7 | 83.9 | 83.6 | Very Low | Maintained | Concern |
| Parental Involvement | Parental Involvement | 90.5 | 83.2 | 78.5 | 81.2 | 80.9 | 80.7 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 66.5 | 58.1 | 61.8 | 81.4 | 81.2 | 80.2 | Low | Maintained | Issue |

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2018
 School: 3401 Andrew School



| Measure Category | Measure | Andrew School | | | Alberta | | | Measure Evaluation | | |
|---|--|----------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 65.9 | 81.0 | 80.1 | 89.0 | 89.5 | 89.4 | Very Low | Declined Significantly | Concern |
| Student Learning Opportunities | Program of Studies | 48.2 | 63.9 | 60.6 | 81.8 | 81.9 | 81.7 | Very Low | Declined | Concern |
| | Education Quality | 70.7 | 81.4 | 80.1 | 90.0 | 90.1 | 89.9 | Very Low | Declined | Concern |
| | Drop Out Rate | 2.9 | 7.9 | 4.6 | 2.3 | 3.0 | 3.3 | High | Maintained | Good |
| | High School Completion Rate (3 yr) | 43.7 | 47.5 | 61.2 | 78.0 | 78.0 | 77.0 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 75.0 | 65.8 | 61.5 | 73.6 | 73.4 | 73.3 | Intermediate | Maintained | Acceptable |
| | PAT: Excellence | 13.2 | 1.3 | 3.4 | 19.9 | 19.5 | 19.2 | Low | Improved | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 57.7 | 87.5 | 87.7 | 83.7 | 83.0 | 83.0 | Very Low | Declined | Concern |
| | Diploma: Excellence | 0.0 | 0.0 | 12.6 | 24.2 | 22.2 | 21.7 | Very Low | Declined | Concern |
| | Diploma Exam Participation Rate (4+ Exams) | 14.6 | 39.6 | 19.6 | 55.7 | 54.9 | 54.7 | Very Low | Maintained | Concern |
| | Rutherford Scholarship Eligibility Rate | 33.3 | 33.3 | 29.2 | 63.4 | 62.3 | 61.5 | n/a | Maintained | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 35.1 | 58.1 | 50.8 | 58.7 | 57.9 | 59.0 | Very Low | Maintained | Concern |
| | Work Preparation | 40.0 | 88.2 | 72.9 | 82.4 | 82.7 | 82.4 | Very Low | Declined Significantly | Concern |
| | Citizenship | 52.1 | 62.7 | 67.0 | 83.0 | 83.7 | 83.7 | Very Low | Declined Significantly | Concern |
| Parental Involvement | Parental Involvement | 79.7 | 80.5 | 82.8 | 81.2 | 81.2 | 81.0 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 46.9 | 66.5 | 60.8 | 80.3 | 81.4 | 80.7 | Very Low | Declined | Concern |

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2019
 School: 3401 Andrew School



| Measure Category | Measure | Andrew School | | | Alberta | | | Measure Evaluation | | |
|---|--|----------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 85.2 | 85.9 | 76.3 | 89.0 | 89.0 | 89.3 | High | Improved | Good |
| Student Learning Opportunities | Program of Studies | 49.8 | 48.2 | 57.0 | 82.2 | 81.8 | 81.9 | Very Low | Maintained | Concern |
| | Education Quality | 79.9 | 70.7 | 78.9 | 90.2 | 90.0 | 90.1 | Very Low | Maintained | Concern |
| | Drop Out Rate | 0.0 | 2.9 | 4.3 | 2.6 | 2.3 | 2.9 | Very High | Improved | Excellent |
| | High School Completion Rate (3 yr) | 73.2 | 43.7 | 52.4 | 79.1 | 78.0 | 77.5 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 64.6 | 75.0 | 67.8 | 73.8 | 73.6 | 73.6 | Very Low | Maintained | Concern |
| | PAT: Excellence | 4.2 | 13.2 | 6.5 | 20.6 | 19.9 | 19.6 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | * | 57.7 | 77.3 | 83.6 | 83.7 | 83.1 | * | * | * |
| | Diploma: Excellence | * | 0.0 | 7.0 | 24.0 | 24.2 | 22.5 | * | * | * |
| | Diploma Exam Participation Rate (4+ Exams) | 9.2 | 14.6 | 18.0 | 56.3 | 55.7 | 55.1 | Very Low | Maintained | Concern |
| | Rutherford Scholarship Eligibility Rate | 33.3 | 33.3 | 30.6 | 64.8 | 63.4 | 62.2 | Very Low | Maintained | Concern |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 45.6 | 35.1 | 45.3 | 59.0 | 58.7 | 58.7 | Low | Maintained | Issue |
| | Work Preparation | 77.6 | 40.0 | 63.8 | 83.0 | 82.4 | 82.6 | Intermediate | Improved | Good |
| | Citizenship | 63.7 | 52.1 | 61.5 | 82.9 | 83.0 | 83.5 | Very Low | Maintained | Concern |
| Parental Involvement | Parental Involvement | 71.6 | 79.7 | 84.5 | 81.3 | 81.2 | 81.1 | Low | Declined | Issue |
| Continuous Improvement | School Improvement | 54.6 | 46.9 | 57.2 | 81.0 | 80.3 | 81.0 | Very Low | Maintained | Concern |

Public Consultations: Report Summary

ANDREW SCHOOL | SENIOR HIGH PROGRAMMING

LAST UPDATED: April 2019



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BACKGROUND

In fall 2018, the Board of Trustees directed the Elk Island Public Schools (EIPS) administration to facilitate public consultations with the Andrew community regarding the senior high programming at Andrew School. The question at hand: how to address the issue of equity of education in the senior high grades at Andrew School.

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

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

Based on the feedback collected from the sessions, EIPS administration developed three preliminary options for senior high students living in the Andrew School attendance area. All three options were presented to the community at a public feedback session on Feb. 20, 2019. To complement the public feedback session the Division also conducted a survey to gather even more input from the community about the three options.

Following that, trustees participated in a third working-group session with Andrew School students, grades 7-11. The meeting focused on bus ride times, programming and the ideal senior high. Collectively, the feedback gathered will help the Board determine the best course of action to address the issue of equity of education for students living within the Andrew School attendance area.

PUBLIC ENGAGEMENT SUMMARY

WORKING-GROUP MEETING NO. 1: OCT. 29, 2018

Andrew School staff: 18 in attendance

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

WORKING-GROUP MEETING NO. 2: OCT. 31, 2018

Elected officials from Lamont County and Andrew: 12 in attendance

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

STUDENT FORUM: NOV. 6, 2018

Andrew School students, grades 8-12: 32 in attendance

At the student forum, EIPS provided background data, presented its concerns and described why the consultation is occurring. After the presentation, students engaged in a facilitated group discussion and feedback-gathering exercises focused on three key questions: the ideal senior high, the gap between the ideal and reality, and important considerations for the Board (see page 4, “Student Forum: Summary”).

COMMUNITY CONVERSATION: NOV. 22, 2018

Andrew School community: 43 in attendance

At the community conversation, EIPS provided background data, presented its concerns and described why the consultation is occurring. After the presentation, participants engaged in a facilitated group discussion and feedback-gathering exercises focused on three key questions: what is most important about Andrew School?, what learning opportunities are most important for students in the senior high grades?, and what are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew? (see page 11, “Community Conversation: Summary”).

PUBLIC FEEDBACK SESSION: FEB. 20, 2019

Andrew School community: 49 in attendance

At the public feedback session, presented the three preliminary programming options for senior high students living in the Andrew School attendance boundary. The session took the form of an open-house, with multiple topic-specific stations. The stations allowed participants to rotate through the room, at their own pace, and discuss the specific options with EIPS representatives, ask questions and share feedback about the options and what matters most to them (see page 25, “Feedback Session: Summary”).

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

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

At the student working-group meeting, EIPS provided background information and engaged in a group discussion about bus ride times, programming, off-site CTS options and what the ideal situation looks like for senior high students in grades 10 through 12 living in Andrew. (see page 56, “Working-Group Meeting No. 3: Summary”).

ANDREW SCHOOL STUDENT FORUM

SESSION SUMMARY: NOV. 6, 2018

Project Overview

Elk Island Public Schools (EIPS) Board of Trustees is reviewing programming for senior high students living in the Andrew School attendance boundary. The goal: To determine what factors are most important to Andrew students, families, staff and community members when it comes to providing equitable educational opportunities for senior high students. As such, the Division's gathering feedback from the Andrew community about possible ways to address the issue. Input received through the consultation process will ultimately help inform decisions about senior school programming in Andrew going forward.

Session Overview

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

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

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

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

MAJOR THEMES

OPTIONS

- more options
- flexible choice
- longer time in options classes
- mechanics, cosmetology, drama, trades, computer programming, wood shop
- drivers education
- second languages
- music, arts, foods
- business options and commerce
- life skills and adventure
- life skills such as job seeking, resumes and taxes

- actual options, not mandatory
- more CTF and CTS courses
- career and life planning—someone to talk to
- options for non-core courses
- more courses and options

PROGRAMMING

- all courses taught by a teacher, no distance education
- bigger classes
- well-stocked labs
- subject specialists teaching courses
- 10-minute breaks and longer lunch break
- longer core classes
- balanced core courses
- structured flex time

RESPECT

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

SPORTS

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

COMMUNITY

- students helping students
- laughter
- busy halls
- teachers helping
- talking
- more people
- activities after school
- student clubs
- updated decor
- more activities both in school and after school
- everyone learning

OTHER COMMENTS

- computers and technology used, people who know how to use it
- better use of technology
- cafeteria—for food and for taking a class)
- adjustable temperature control in each room
- desks instead of tables
- permit energy drinks
- vending machines
- longer school days and more days off

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

MAJOR THEMES

NOT ENOUGH PEOPLE

- not enough people for sports teams or to offer enough options
- hardly any high school sports teams
- lack of students
- very few in gym class
- not a lot of options for friend groups
- we need more students
- we don't have enough kids in our school
- small social circle
- not a lot of friends
- not many clubs
- with the amount of kids in gym class, you can't do much

TEACHERS DON'T TEACH SPECIFIC SUBJECTS

- teachers should teach what they're good at
- teachers should know what they're teaching—for example, a teacher for each core subject
- no specialized teachers here
- teachers are limited
- no life planning or people to talk to about the future
- lack of specialized teachers
- we need specialized teachers
- no specialized teachers for band, shop, photography

THERE ARE VERY FEW OPTIONS

- no actual options are offered
- no mechanics option

- only mandatory options are offered
- no second languages
- no courses you need for post-secondary
- commercial foods used to be a thing and I would like for it to come back, I would take it
- other schools have many other options and choices, and they can choose them
- in Andrew School, we need more options for more learning for a future job
- lack of options for courses
- lack of technology classes
- lack of technology use
- not enough options
- we don't have options
- we need business
- wo music course

THERE IS A LACK OF RESPECT

- teachers don't dress formally
- no respect
- school is not taken seriously
- wasted classes
- very little respect
- some rules are unreasonable
- kids with phones just listen to music
- vandalism—things are broken
- in other schools, there's respect towards other students and teachers in Andrew School, we need more respect towards each other and towards the teachers
- lack of kindness

FEW SPORTS AND NO AFTER SCHOOL ACTIVITIES

- not enough sports teams
- very few field trips
- no planning for after school
- a lacrosse team would be nice
- other schools care about their sports team and show up to practice at Andrew, the sports teams don't care and the teachers staying after school are on the a team
- we don't have girls' sports teams
- no wheelchair sports

NO CAFETERIA OR VENDING MACHINES

- no proper cafeteria
- no concession
- no lunch or food options
- no cafeteria to buy food or have a course

INFRASTRUCTURE

- not enough desks
- no air conditioning
- balanced heat or adjustable
- no proper AC or heating
- we have tables, not desks
- lighting is bad
- no current or good gym equipment and no gym seating such as bleachers
- no space to eat is a problem

OTHER COMMENTS

- don't allow energy drinks
- no well stocked labs
- science supplies are bad and some don't work
- really short breaks between classes
- teachers don't communicate
- short lunches
- not enough learning
- technology is misused
- not enough group work
- no theme in Andrew—unlike Lamont, which has blue as a school colour
- the school is small
- no room choice
- there should be structured self-directed learning
- wood shop poorly supplied. It's better to bring wood home and use the tools there or the wood at home is better.
- school doesn't have enough money
- not enough metal for welding
- long bus ride

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

MAJOR THEMES

EFFECTIVE DISCIPLINE

- give more punishment—kids purposely kicked out because they don't want to be there.
- we stop bullying

MORE OPTIONS FOR CLASSES

- if we had more options, maybe people would want to come to our school
- give students a slight choice for their classes
- if we had more and better classes, more kids would come and kids would be less like jerks
- supervised self-directed options
- online courses
- options for specific things that kids choose
- better gym activities
- provide more options

MORE SPECIALIZED TEACHERS

- get more specialized teachers and set up different non-core subjects
- our school could get more teachers to teach more options
- get teachers to teach only one subject
- we could get more teachers of certain expertise to get us more classes and take over other classes so all teachers can have more prep time, giving us better classes and making teachers less stressed.
- have specialized teachers teach little kids then help upper grades
- keep specialized teachers at their subject all the time

INCREASE TECHNOLOGY USE

- use a more technology-based curriculum to help students learn how to properly use technology

NEW THEME OR RENOVATION OF THE SCHOOL

- fix the showers
- build a cafeteria
- vending machines
- upgrade the school so it attracts more people

THIS SCHOOL IS FINE HOW IT IS

OFFER A FOUR-DAY WEEK

- instead of early dismissal, have one Friday off per month

WE NEED MORE PEOPLE

- school needs more money and more teachers
- we could have better options if we had more students and teachers
- to get kids here, we need changes

ADVERTISE THE SCHOOL

- no one wants to move to Andrew

ACCESS TO SPORTS

- more students for sports

KINDNESS

- make school kind
- be welcoming to other people coming into the school
- be respectful to subs

BUS GRADES 10 TO 12 AWAY

- lose school, make it a K-9

HIRE A GUIDANCE COUNSELLOR

OTHER COMMENTS

- there should be more buses
- we have no after school activities and we should have after school sports
- let us choose our options
- school should know what we want
- have flex as a free period but more strict
- be able to buy lunch at a cafeteria
- if things don't change, everyone will leave
- girls can't be on a sports team because of how many students we have
- more people or switch schools
- get rid of the flex and make classes longer
- there's lots of vandalism
- relocate schools
- more funds, more students—more money should come to Andrew School
- merge schools
- more field trips
- need a different room for in-school suspensions—kids can use their phone in there

Next Steps

EIPS senior administration and the Board are reviewing the input received through the student forum. A public meeting with the community will follow on Nov. 22, 2018. Collectively, the input will help the Division develop possible options to address the issue of equity of education in the senior high grades at Andrew School. The Division expects to share these potential options with the Andrew community in early 2019.

ANDREW SCHOOL COMMUNITY CONVERSATION

SESSION SUMMARY: NOV. 22, 2018

Project Overview

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

Session Overview

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

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

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

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

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

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

What We Asked

Participants attending the Community Conversation were asked three questions:

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

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

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

What We Heard

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

- Pg. 15: Transcribed Flipcharts
- Pg. 21: Round 3 Priorities
- Pg. 23: Transcribed Worksheets

IMPORTANCE OF ANDREW SCHOOL

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

Some other comments recorded during this round of discussion were people liked that the school was from kindergarten to Grade 12 and had a strong elementary component; and the need for

consistency of staffing. There were also questions around why students have left the school and whether there was an opportunity to bring them back; and what the transition plan would be should there be changes to the senior high programming.

IMPORTANT LEARNING OPPORTUNITIES

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

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

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

IMPORTANT FACTORS FOR DECISION-MAKING

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

Programming: Giving students the best opportunities; electives and core subjects for all levels of learning.

Teachers: Access to teachers for core classes; are multi-course classes best for students and teachers; need to provide respect for everyone; strengthen the program to retain staff and students.

Division considerations: Share data and communicate plans; consider what parents think makes a quality education in Andrew.

Community: Consider the community perspective and economic impact; community should be attractive to new residents; school should have community connections.

Small School: Small caring environment; need the same opportunities for these students; create a community of learners.

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

MEETING EVALUATION

The Community Conversation was generally well received, with 28 of the 32 evaluation form

respondents rating their satisfaction with the meeting as Strongly Satisfied or Satisfied. All between one and five of the respondents indicated Agree or Strongly Agree to the following:

- The objectives of the session were clear.
- The background information provided was clear and easy to understand.
- There were sufficient opportunities to provide input.
- The facilitators encouraged everyone to participate.
- I understand how my feedback will be used.
- Participating in this session was a good use of my time.

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

Next Steps

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

ANDREW SCHOOL COMMUNITY CONVERSATION

TRANSCRIBED FLIP CHARTS: NOV. 22, 2018

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

PRIORITIES

Priorities were determined by table groups at the community conversation event

- Stays part of the community
- Level of education provided for students x2
- Family feel
- K-12
- Utilize facility
- Travel time
- Community Spirit
- Consistency in staff
- Great education/quality
- Quality of education
- Proximity to home
- Class size – not too big or too small
- Close to home
- Smaller class size preferred (1 on 1 support)
- Availability of course programming
- Bussing is easier when the school is here – less commuting
- Offer opportunities for kids who drop out and all grades of kids
- They know the kids in the school – not just a number!
- Keeping it open
- Strong elementary – making our school different
- Transition plan
- Pillar of the community
- Like the small classes regardless of split – split programming not an issue
- Is there data on why kids have left? Others
- Level of opportunities that is equal to other schools in EIPS (across all schools)
- Proper bussing if the choice to go to other schools
- Elementary needs to stay here in Andrew
- K-12 Loved that!
- Parent involvement and being connected to the schools
- People will move away
- Businesses will suffer
- Best for community
- Keep it LOCAL
- Course options available
- Buses

- Better prepared for future
- Need school spirit
- Teach independence
- Strong community
- Very large elementary
- Small class equals more help where needed
- Teacher/student relation
- Increase bus boundary
- Sports needed (kids suffering)
- Bring local kids back
- We lack government support
- Everyone knows everyone
- Kids can't play afterschool
- Industry support
- Smaller class size
- Prepared for the 'real world'
- Welcoming school
- Sense of community
- Heritage of the Andrew school
- Unique events
- Close knit families
- Recognition of family members
- Serves needs of local students
- How many students are in each grade (and moving up)
- Students don't have to commute to other communities
- They fight for kids!
- More time and willingness to help kids
- The history of our community is kept in our school
- Students are proud to have been a part of Andrew
- Give kids in the area chances to join together
- Love it's a part of our community—it's our hub!
- Opportunity to display our accomplishments
- Welcoming, don't have to make lots of new friends each year
- Giving people a reason to move to Andrew
- Proper high school education
- Opportunity to rebuild high school
- Having teachers willing to stay
- Options to build strong elementary – Special programs, Green, Ukrainian
- Using tech we currently have access to
- Home value decrease with no high school
- Relationships and community (lifelong relationships)
- Shorter ride times, proximity to school – reasonable travel times

Round 2: What learning opportunities are most important for students in the senior high grades?

PRIORITIES

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

OTHERS

- Opportunities to access teachers in specific course work
- Access to outreach programming in the school? Support
- Instructor lead course with lesson planning
- Offering courses for students to discover themselves
- Distance learning and video conferencing
- More structure
- Variety of options
- Career counseling
- Social opportunities
- Courses for students interested in trades
- Quality of education

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

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

PRIORITIES

- Attract teachers for the school (retention)
- K-12 is more attractive to people moving to the community
- High school students deserve the best
- Communication of the plan
- If K-9 high quality education
- K-9 students need to be included
- Access to the data, transparency of the decision

- Need to consider the impacts on the entire school if program is closed
- Do we have to be everything to everybody?
- Career focused
- Transition rate data – Andrew student going to Vegreville
- Surveying parents of students of choice
- Ability of teachers to teach what they are asked to
- About the students and is it fair to teachers
- Is support available to access virtual opportunities
- Importance of human and hands on experience in classrooms
- Economic factors – to families and the District
- Opportunities for social experiences for students
- Transportation proximity
- What are the other schools offering
- Electives and core subjects equally distributed throughout school year
- Full year course study for core subjects
- Class length per subject too long or too short
- Designated areas for elementary, junior high, and senior high
- Busing
- Social opportunities
- Teacher fit and flexibility
- Provide core/non-core opportunities based on interests
- Career counselling
- Work experience
- Arts – music, band, drama
- Not every background and home life are equal
- Why don't Mundare kids come to Andrew for high school?
- Keep giving them the opportunity to know and build their community
- Think about how we can strengthen the program so everyone stays (kids and teachers!)
- Think about how we can make Andrew THE destination school!
- When school leaders leave, can't take strong teachers with them
- Give Andrew kids wider social opportunities
- Understanding how to build a senior high culture – knowledge of the adolescent brain/learning/mental health
- Commitment to build teams/culture
- Consistency, routine, respect (for everyone!)
- Appropriate use of technology
- Working with parents as part of the educational team
- Utilize technology to provide programming
- Attract students who are designated to attend
- Preventing staff turnover
- Student choice
- Transportation must be reasonable
- Community connections

- Field trips
- Best for local students
- More opportunities to speak because class size smaller
- How to teach small class sizes, is it video conference
- Access to teacher for Core or is it correspondence
- Career/future beyond high school
- Giving the best opportunities
- Physical activities
- Outreach model that gives flexibility
- Gets 1 on 1 here not likely somewhere
- Have more time for students, builds their confidence
- Student and staff relationships
- Don't shut down the high school, K-12 is the reason why we are here
- Could lead to business closing down if we lose the senior high program
- Learning opportunities to virtual learning
- Community size and keeping community together
- Community attraction for new residents
- Transportation
- Programming be available to all levels of learning including virtual learning
- Why are families choosing to leave the community school?
- Small caring environment

ANDREW SCHOOL COMMUNITY CONVERSATION

ROUND 3 PRIORITIES: NOV. 22, 2018

WHAT ARE THE MOST IMPORTANT FACTORS EIPS SHOULD CONSIDER WHEN MAKING DECISIONS ABOUT PROGRAMMING FOR SENIOR HIGH STUDENTS IN ANDREW?

PROGRAMMING

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

TEACHERS

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

DIVISION CONSIDERATIONS

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

COMMUNITY

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

SMALL SCHOOL

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

ADDITIONAL PRIORITIES

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

ANDREW SCHOOL COMMUNITY CONVERSATION

TRANSCRIBED WORKSHEETS: NOV. 22, 2018

WHAT IS MOST IMPORTANT TO YOU ABOUT ANDREW SCHOOL?

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

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

- Fine arts—language opportunity
- Having people aware of new students struggling
- Job shadowing
- Social groups – opportunity
- Career counselling
- Academic support with caring teachers
- I would like the students to have access to the courses they require
- To be able to choose the courses that they require for entry into University/College.
#Sciences
- Have different options that other schools have
- Why have so many kids left?? Why aren't you asking this question?

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

WHAT ARE THE MOST IMPORTANT FACTORS EIPS SHOULD CONSIDER WHEN MAKING DECISIONS ABOUT PROGRAMMING FOR SENIOR HIGH STUDENTS IN ANDREW?

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

ANDREW SCHOOL FEEDBACK SESSION

SESSION SUMMARY: FEB. 20, 2019

Project Overview

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

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

Session Overview

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

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

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

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

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

Preliminary Options

OPTION 1: STATUS QUO

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

OPTION 2: GRADE RECONFIGURATION (K-9) | SHORTER BUS RIDE TIMES | CHANGE IN BELL SCHEDULE

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

OPTION 3: GRADE RECONFIGURATION (K-9) | LONGER BUS RIDE TIMES | BELL SCHEDULE STAYS THE SAME

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

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

What Was Heard

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

- Pg. 29, Feedback Session: Option 1.”
- Pg. 30, “Feedback Session: Option 2.”
- Pg. 31, “Feedback Session: Option 3.”
- Pg. 33, “Feedback Session: Worksheet.”

OPTION 1

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

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

OPTION 2

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

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

OPTION 3

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

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

WORKSHEETS

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

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

Next Steps

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

ANDREW SCHOOL FEEDBACK SESSION

TRANSCRIBED FEEDBACK SHEETS: FEB. 20, 2019

OPTION 1: STATUS QUO

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

COMMUNITY

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

COSTS

- EIPS providing transportation nice.

PROGRAMMING

- This is the only good option
- Keep it status quo.
- Keep our school status quo.
- Core Classes in Andrew; option classes in Lamont or Vegreville twice a week.
- Keep K-12 X 3
- Keep it K-12. Offer options and core subjects, which are not covered by Andrew School, as summer school. For example, mechanics in Vegreville and **provide transportation** from Andrew school to Vegreville.
- Keep it K-12 with expansion for community courses and classes, night school and weekend programs for adults and upgrading students.
- Open satellite classes for students—senior high classes and college classes.
- Keep space for Andrew students in Lamont option classes, for example food.
- Option classes in Vegreville too.
- Like things the way they are.
- Keep our school K-12.
- Would like to keep this a K-12 school but have all main classes offered to high school kids. May have a bus that would be willing to join another school for sports.
- Run a bus in afternoon to Lamont or Vegreville for options.
- Music program.

TRANSPORTATION

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

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

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

CHILD CARE & AFTER SCHOOL

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

PROGRAMMING

- Another option perhaps, combine Mundare high school students and have them come to Andrew. Make two small schools viable. Rather than feeding into already large schools.
- Looks like the best option.
- Prefer this option over No. 3. Prefer No. 1.
- I'm all for this options!
- Love this option. More opportunity at another school!
- Keep it status quo.
- Good option to allow equal opportunity to go either to Vegreville or Lamont High schools
- I really like this option.
- Love this option. More opportunity at another school.

- I would rather Andrew stay K-12. My son’s going in to Grade 10 feels the same. My son just graduated Grade 12 (2017-18) and he did get the education he requires to succeed. He is now almost done first year college.
- It’s hard enough to get my kid out of bed for an 8:30 start.
- So many kids have extracurricular activities, for example hockey. Some games don’t finish until after 10 p.m. making it already hard to get up in the morning.
- I like this one.

TRANSPORTATION

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

OTHER

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

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

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

CHILD CARE & AFTER SCHOOL

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

TRANSPORTATION

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

ANDREW SCHOOL FEEDBACK SESSION

TRANSCRIBED WORKSHEETS: FEB. 20, 2019

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

COMMENT 1: Bus ride times are long enough already. If ride times were any longer, my child would be riding the bus for almost three hours each day.

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

COMMENT 3: I'm not liking the Division of my two children. One child has to go to Lamont and the other has to stay in Andrew, or pay a fee of \$800. I think this is too costly. I would want both my sons to be in school together! The fee should be exempt OR much more affordable!

COMMENT 4: If it stays status quo, I feel our vote doesn't matter (having a child going in to high school). All the elementary kids' parents want to keep status quo. They will outnumber high school parents as there are less kids in high school. Elementary kids are receiving a far more normal social experience in school. I feel like those parents would feel the same way when their kids reach Grade 10. I want more for my child, more sports, better and more options, a social life in a school, instead of having a class with only a few kids where kids feel that they don't belong.

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

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

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

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

ANDREW SCHOOL ONLINE SURVEY

FEEDBACK SUMMARY: FEBRUARY 20 TO MARCH 5, 2019

Project Overview

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

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

Survey Overview

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

Survey Results

SURVEY RESPONDENTS

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

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

OPTION 1: STATUS QUO

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

Programming: Remains the same where viable.

Boundaries: Attendance boundaries remain the same.

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

Q2

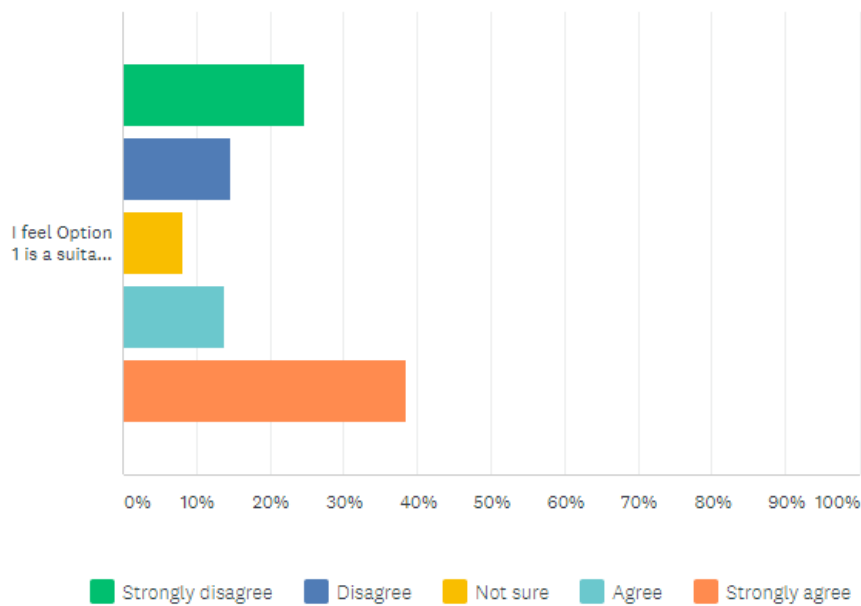


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Please indicate your level of agreement with the following statement:

Answered: 109 Skipped: 8



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

[Comments \(49\)](#)

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

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

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

OPEN-ENDED RESPONSES

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

- Students who feel the need to leave and blame the school for lack of options are wrong. With the technology available options are available.
- Perhaps school boundaries could be extended a bit to draw more children to this school. Some from the St. Michael area could come to Andrew.
- while it is beneficial to have smaller class sizes in the elementary and junior high levels, it is detrimental for the high school students and teachers. The high school students do not have peer groups that they can truly choose, they are forced to be friends/friendly with the people in their class, as there is no one else. So for example, if the group of students in that age group is destructive or rude on a regular basis, that could be the normal culture at the school (which is what it has been mostly for 2 years now). You have teachers who are teaching 3-4 Math/Science/Social/English sections at once. Teachers work as hard as they can for the students, but there is only so much a 30-1 student can get out of a class when they only get 10-15 min of class time a day for their specific section. Higher level sciences have classes anywhere from 1-3 students, or do not exist at all. All of these factors hurt the students in their long term growth and development into being functional and contributing members of society. The students need more options in terms of classes to take, whether it be core or option classes. There is only so much we as a staff can offer here, there is no cosmetics class, no commercial kitchen, no mechanics or autobody, no music/band programs, no robotics or advanced coding/computer classes. We are doing the best we can with what we have, but at the end of the day it ultimately hurts the students overall, which is why we are here in the first place. So to keep this high school going is ultimately going to hurt the students, they need a drastically different high school experience, fast.
- Put students first for a change. Travelling for hours at a time do not benefit children as they travel to and from school. Long morning rides can cause children to become drowsy and cranky when they arrive at school. Long rides home cause extra long days and cranky tired children who may not even want to attend school.
- It's not pedagogically sound to have a high school experience such as what exists in Andrew when a full experience is only a short drive away. If this were such a great option we wouldn't be having this conversation.
- Option 1 is the only possibility. Andrew School is a wonderful school and a pillar of the community and surrounding area.
- more subjects offered , more students interests can be met in a bigger school -great staff in Andrew School but small class sizes and less students engage makes it harder to teach and strive for success - small grade sizes can be hard not just for academic, but for social dynamics. This makes it hard for students who are different feel like they belong, social pressure and isolation. In bigger school atmosphere, more per group so students will fill like they belong
- this is a terrible option for high school students, they will be lacking in every aspect of high school life.
- I don't believe that alternatives & options for this option have been fully explored. My understanding is that there is no high school in Mundare - can the Mundare students not be bused to Andrew? I am sure that innovative ways of delivering the education that Andrew students deserve can be found.

- When asked if physics could be offered it was denied. Would like to see main courses offered.
- I would love this to be the option but as a high school parent I dont like that our students do not have the opportunity to take all of the core classes like physics or chem. So unless all of these classes are offered and something could be arranged so the athletic kids could maybe join forces with another school in the district this is really not an option.
- They need access to more programs and courses.
- Please keep it open one more year for the grade 11 to graduate. Going there ever since kindergarten would really suck to leave on the last year
- Keep the high school in Andrew!
- It's not suitable.. not enough kids . No options . No proper social setting. When they get further I school .. a lot of students have to work alone because of lack of children and courses .. 1 graduate for this year ???. Insane.. they get robbed of their graduation as well if there are only a few kids or just all boys .. which is how it basically is right now for my son
- Expand programs and attract more students.
- We love Andrew school!!!
- We love Andrew school!!
- I am a extremely active parent! And if the high school gets taken away then i lose control of that as i am not able to travel!
- I think if it stays the same kids should have the option of doing to highschool at another school with no extra cost to the families for school of choice or bussing. I think doing K-9 well is better then struggling with K-12
- I feel Option 1 , is the best for the students, school and community for the long term. The school Trustees need to look at more then just the dollars and cents. the full value of the school as a whole unit (P-12) is needed for this village to survive and thrive. As population numbers fluctuate, in the school and surrounding areas villages and hamlets who have lost their schools , never recover. Sadly many villages , loss more population as the remaining students are bused away, and move away. Point in case look at Dewent Alberta, also a on HWY 45 , it was once a busy village ! It is no longer a village, it has been reduced to a hamlet. Property values have dropped, population has dropped it is a sad collection of empty buildings... their school was shut down ! The village can not rebuild due to the lack of services, no one wants to move there, as there is no school. This is not what we want to happen here in Andrew ! Many of us are parents and would like to see the school expand ! Please take a look at Myrnam ! This school has expanded and developed an Adult education center, and continuing education center for the community ! The trustees need to look at other options ! We can add more value to our school , village and surrounding community , by looking for ways to increase our school in it's adaptability and service to all. This can be facilitated ! This can be done ! This school , with a small expansion can be used for night classes, non-curriculum courses, satellite classes for distance education/colleges ! There is a strong opportunity to expand into an agricultural training center with Olds College for the growing and development of HEMP and a first in Alberta to facilitate training to just new farmers but to existing ones also ! There is so much more of an opportunity here to expand

and develop with industry, community and government, then how to save a few dollars and cut the budget !

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

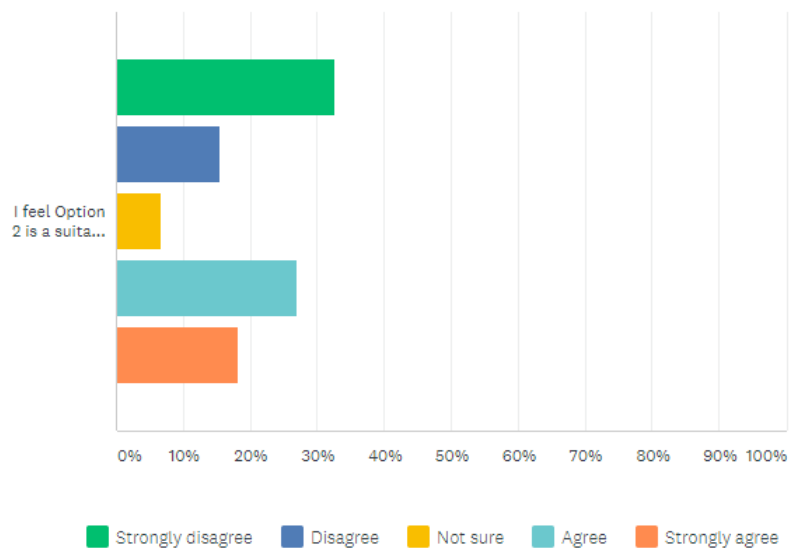
Option 2: Grade Reconfiguration (K-9) | Shorter Bus Ride Times | Change in Bell Schedule

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

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

Please indicate your level of agreement with the following statement:

Answered: 104 Skipped: 13



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

[Comments \(42\)](#)

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

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

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

OPEN-ENDED RESPONSES

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

made for them. Removing the high school will eventually mean, that the families will move as well, so again, the whole community will suffer for the decisions that you make, and that isn't right. People move to a small town, because they want that, and the education here that is offered is part of their decision to settle here.

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

December 12, 2018, in the journal Science Advances, has found that pushing back the start time of high schools by almost an hour increased the amount of sleep students got each day by more than half an hour. The study also showed that starting the school day a bit later was linked to improved academic performance and decreased sleepiness in kids. - starting earlier too might have students skipping school, tired, and lack of engagement in classes

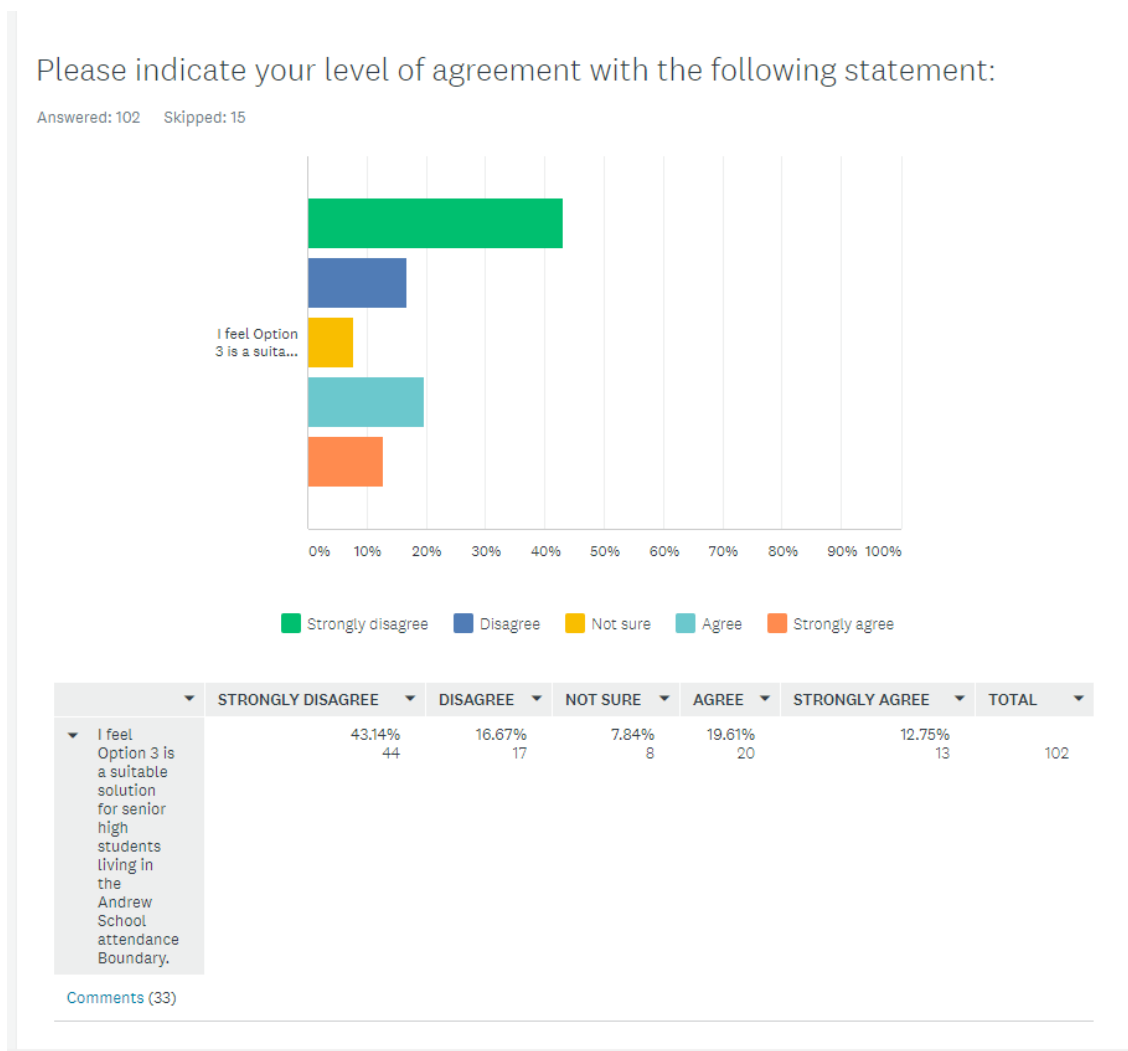
- this is the best option for high school students. I have to choose what is best for my child who is going into grade 10, I want him to have access to more classes, options, sports teams, people/ friends in general.
- How are the Andrew students supposed to be able to participate in the extracurricular opportunities and the sports programs in particular when they are spending almost all of their daylight hours on the bus? Participatioin in anything that occurs outside of school hours is virtually impossible thus the advantage of bussing to Lamont & Vegreville is lost.
- I like this option but I dont like this option. For my Jr high and sr high student it's to too early of day and is doable but I don't feel it's fair to elementary students to be even functioning or expected to function at school at 750 in the morning. This could mean some kids would be on the bus for 630 and that sounds ridiculous for a lower elementary student. I feel the high school students should be expected to function earlier than elementary students
- Closing the high school should not be the answer.
- Better everything
- Keep status Quo!!!
- It allows for a greater course selection.
- I don't think kids and parents will be excited about getting up an hour earlier. It makes for a very long day for kids. And parents get to spend less time with them because they have to go to bed earlier. It causes stress on parents and kids getting up earlier.
- This will lead to a continual bleed off of resources , teachers and community involvement ! The remaining Students will have less and so will the village and surrounding communities.
- This is a very early start of the day for all students. I am concerned that any plans for before and after school care won't materialize or will be difficult to maintain.
- I'm not sure if the kids being on the bus as early as 6:30 is a good idea, especially the little ones.
- You can NOT expect children to start learning that early. Changing the bell schedule will be detrimental in a rural setting. Children will be expected to wake up far too early and will need to either be in bed earlier (meaning many kids won't see both of there parents before going to sleep every night in a farm settin) AND working parents will be required to pay for additional after school childcare.
- To long on the bus and it's discrimination to parents and kids that can't afford a car for their children to drive themselves to make che commute time reasonable
- This seems a fair option as long as students are not on a bus before 7am.

- I think that there will be many challenges with an earlier start time with many families. I have spoken with 3 parents who together have 10 children that they will relocate to a different school.
- I like the idea of school being done earlier in Andrew and shorter bus rides. I don't agree with Lamont High being chosen as the designated school and would rather see Vegreville composite as the new designated school. I've heard rumours that it's to keep kids in Lamont county but this is untrue as Mundare is also Lamont county but they are bussed to Vegreville.
- Why currently are families allowed to have their kids attend another school when there's one in the community where they live? There would be enough students if these families remained at Andrew School which would then allow the opportunities for the kids at Andrew School. Why would you allow the siblings to move as well? Important to keep the school enrolment as high as possible by keeping all families at the school where they live.
- Parents should be able to vote on whether veg or lamont would be the designated school. If it truly is about options veg would be the choice. How would the Catholic school fit in?
- For parents who have younger students that work , it might be harder for them. I think harder for them. Students are already tired coming to school, I prefer times being the same. What happens the weather is bad or Andrew School busses are not running but Lamont busses are. This would effect the high school students. Would be better to have their own transportation picking them up. Some students would prefer going to Vegreville and live closer to that location. Why couldnt this be an option for the kids closer to Vegreville. Shorter bus rides for them plus there is a bus going to Vegreville already. It does not matter Lamont due to my location. Thinking of others
- I have everything i need and everything i want in classes from Andrew. I don't need any other extra classes from any other school. KEEP IT HOW IT IS
- to early for elementary perhaps?
- If the high school is destined to close I would prefer option 2. We have 2 children who are 6 years apart, therefore they will never be in high school together. I feel it would be beneficial to our family to have the kids both get ready and leave the house at the same time, on the same bus.
- this will give the kids a long bus ride and it could be hard on them.
- My child already rides the bus for over an hour one way each day. I don't want them to have to spend so much of their day on a bus. If my child decides to participate in after school activities, I would have to drive 40 minutes out of my way to pick them up. There are more educational options available at the other schools but our location is so remote that travelling to any of the suggested schools would be ridiculous.

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

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

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



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

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

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

OPEN-ENDED RESPONSES

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

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

- My current bus ride is already 90 mins each day one way.
- keep the highschool open so we can graduate here
- potential for 4 hrs on the bus best case scenario for my child is 6:55 leaving and 5 pm return. worst case is roughly 20 minutes longer. These are based on what I believe to be optimistic bus times. I fear a scenario change could see 6:30 and 5:30 for my kids to be away for the day.
- This is the worst option for our family. Based on where we live, our kids would have a 2 hour bus ride each way while attending high school. This is ridiculous to me. It would also be very inconvenient to have different pick up times for our 2 children.
- up to 4 hours a day on a bus isn't fair to a child. most adults wouldn't do that for a job, how can we expect children to do it????
- My child already travels on the bus far too long in a day. My job and community are in the Andrew area. If my child decided they wanted to participate in after school activities, I would have to drive 40 minutes out of my way to pick them up. Our community would suffer if the high school closed.

Additional Comments

OPEN-ENDED RESPONSES

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

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

- I truly hope you do take everyone's opinions and thoughts into consideration for what's best for Andrew school and it's students, people move to Andrew because of the fact that it's a small school and not an over crowded city/town school.
- I feel EIPS has done a great job in delivering and dealing with this situation. it is a tough decision for all involved but I feel the students are in need of this change to prepare them academically and socially for the next step in their lives. Thank~you to everyone who has put so much time and energy into this situation.

- The whole community will suffer from the high school closing. Change the boundaries.... help us receive more students. I think it is a very sad and devastating situation that these kids whom have gone to school with each other since play school are now faced with the possibility of not graduating together
- I wish u would have included st. Mary's school
- What happens to the younger k-9 kids if an early bus picks them up before their senior high sibling is picked up. Or what happens after school if the k-9 kids are out before the senior kids. My mom needed me or my brother to watch our younger sister after school until she was home at 4pm
- Well it is understandable to make Lamont the designated school, and it work for most students, Vegreville would suit certain students with certain needs more appropriately. The cost of bussing is a hindrance and large burden for this area and I believe that if a student is more suited for Vegreville, bussing options should be made more affordable, or at least taken into consideration. I also feel that our 7-9 students, and future students not be forgotten about as well. With such low numbers there are students concerned they will not be able to participate in school sports. Or the lack of students that we have to create clubs of interest for the few students that have. What can we do for these students? I trust you will see this from a student's perspective and what will benefit the students most, because they are truly the most important aspect of all of these decisions.
- After school childcare may need to be an option future explored is option two moves forward. Many parents rely on the older students in their home to look after their children until they get home. I really don't want to quit my job to have to ensure my younger students have someone there at 2:45 when they get off the bus, until their older brother gets home.
- If option two moves forward, after school childcare would be necessary for many parents with students in both senior and elementary school. Just for that time when Andrew school afternoon bell happens and the senior buses arrive at the school.
- I was fortunate to graduate from Andrew school. My graduating class had 14 students and I loved how close we all became. But since being graduated I realize how many opportunities were missed as we had combined classes to account for smaller class sizes. We also missed out on several option classes that other students were able to experience. As much as I loved graduating from Andrew, I've seen them struggling more and more to compete with senior high courses.
- Don't try to fix what isn't broken. It won't be your child on that bus, or in that school, so leave things the way they are.
- Don't try to change things to make it better for you. Listen to the people who live here, and who have children going to Andrew School. Listen to the people who pay the School Tax, and who actually care about their community as a whole. If you want to bring up the attendance in the school, incorporate Willingdon into this school, as it is only an 8 mile jaunt. Make a deal with the other county, and problem solved. You could have done this years ago, but

obviously, a non issue for bringing in another county. They do this in the cities with public schools, and private schools, so maybe think about it. Just because EIPS thinks this is the solution, doesn't mean that is in fact what the solution is. We are a small community, and the school plays a huge part in people coming back to a small town. We do not want to become Willingdon, and if you remove the school, that is exactly what you are gonna turn us into.

- For the sake of the well being of students, they need to have the opportunity to experience senior high in another environment. Anything less would be a disservice to the students.
- I don't see any cost saving to the proposed options 2 & 3. Busing is a major cost to consider plus safety.
- We have a beautiful school here and would like a sincere effort made to increase attendance here. Perhaps some Sr High school course could be offered by distant learning.
- At the end of the day its about the students, and giving them the best education in the best possible environment for their personal, emotional, educational and social development.
- Keeping the school open doesn't make sense for them in the long run. The village may suffer from this, or it may finally rally and force parents and community members to take a more active stance in the school (as in the years that I have been here, my programs have had 0 volunteers from the Andrew area, but lots of complaints that certain extra curricular activities are dying (buy in from community would help that). There aren't enough students to make this work as a high school anymore, it is unfortunate, but it is true. Each year we see an exodus of students, and the one or two students we get/year never stick around. Statistically and economically, I do not see the value in keeping the High School programming as it is now, as an option. Tough call for the board, I know, but politics aside... its about the kids... help them by giving them the ability to have a proper high school experience.
- The boundary changes should be changed to benefit Andrew and not the other way around
- As trustees you need to be bold and do what is right.
- Remember to think about the entire county not just those who live closer to Vegreville and Lamont.
- I feel that if EIPS had something in place that prevented the 30-35 students who have chosen to leave Andrew School in the last 5 years or so, we wouldn't be in this position. There should be justifiable reasons for leaving a school. Most of these weren't. It's a shame that a good building isn't being used to it's potential. In addition, closing the high school will greatly negatively impact the community, etc. What a shame.
- no
- Some of our student live closer to the Vegreville boundary and it would be good to have those student be able have a choice to go to Vegreville Composite without bus fees. Exception to go their is if you live closer to Vegreville. If not, then Lamont School is their school because of the boundaries are closer to Lamont

- I think the decision of the parents with kids in or going into high school should be looked at most right now, we want a better education and a normal high school experience for our kids.
- I am very much opposed to the options that require that students in the Andrew school must ride the bus for 3 to 4 hours a day.
- I just wish the decision would be made sooner than later as we all just want an answer already
- I would prefer to keep my child local and my community alive.
- I feel that the vocational courses are valuable to students interested the trades programs. It can give a good introduction to more options.
- Keep the high school in Andrew. The bus times would be too long for them to travel to Lamont or Veg.
- EIPS's decisions in the past have seen the course offerings and opportunities at Andrew school reduced to the point where people are leaving. The School building is in good shape and the resources are already there. Why not make the school a desirable place to educate our children again instead of shutting it down? The first step would have to be a statement from EIPS if their intentions to improve the course offerings, otherwise there's no way that enrolment numbers will do anything other than continue to decline.
- I think the other grades should be able to get better education without it bein a huge fee for bussing!!!!
- The board needs to make a final decision soon, so students don't leave the school due to uncertainty. Expand options and actively attempt to get students to stay, return to and bring new students to the school. I would pull my daughter out of Andrew in junior high to send her to a school with more option courses and extracurricular activities so that she can have the full Jr and Sr shool experience as i did being a graduate of EIPS. Dedicated teachers in art, drama, music etc, bring a higher level of in class experience in my opinion . Same can be said for core teachers as well. Having to wear many hats can be challenging. I would like to see a renewed commitment and investment in Andrew School and the community. The facility is in good shape and the parent council and the community worked tirelessly to remove and replace the playground over the last few years. It is my strong belief that if the senior high does close down, it will be followed by the junior high closure and inevitable full closure due to mass exodus having a devastating impact on the town and local community. Larger centres gain the most focus and funding due to population, but small town schools are a part of the provinces diversity and should not be chopped short sightedly due to current economic and budgetary concerns.
- We Love andrew k-12 school that's why we moved here
- unfortunately I feel the decision as already been made, and this was just an exercise! But I'm still praying that you will KEEP STATUS QUO!!! I am deeply involved in my children's lives and if you do this you will ultimately end that for me

- I'm hearing a lot of the junior high kids wanting to switch as well. There are the same amount of kids in highschool as there are in junior high and they are missing out as well on the sports teams, class interactions and options. I think the junior high kids should have access to Lamont school as well as the highschool kids without a school of choice fee.
- I really want the Andrew School to remain like it is however my child's education is most important
- Stop bussing students to Vegreville that should be going to Andrew school Would boost attendance in Andrew
- The Trustees have allowed time to look at how to cut costs and close the school, how about an equal amount of time for ideas on how to expand, develop and utilize the school so it benefits all. We all know there a few of the teaching staff that would love to see the school close, so their job would be moved to Lamont, as it would be more convenient fro them. But the Trustees need to know it effects more then a couple students ! The village and surround community need to be considered as future development depends on there being a school here for all students.
- What about the students who want to graduate from Andrew School? Students who are in Grade 11 now and are looking forward to their final school year and graduation in 2020. Some have gone to Andrew School for almost their entire schooling. Andrew School will never get their high school back once it is closed. A loss to the students, families and community.
- I strongly feel that the high school students should be sent to lamont for high school, i am a graduate & i wish i had that option. They need more student interaction, more options, more classes offered so they don't have to take a math 30-1 class by themselves & end up dropping out of it because it is to challenging on their own... send them to lamont high
- As an alumni I can tell you that there is nothing wrong with small class sizes and the additional attention per student they entail. The school has sports teams and there's nothing wrong with the everyone makes the team mentality. We are a thriving small community and I would NOT split my older and younger children either.
- Focus on keeping kids in andrew school. The higher teacher to student ratio makes up for the programming issues
- Andrew School is a beautiful new school with rich history and countless alumni that became successful after their time in Andrew. Creativity and perserverence from the school, division, and community should be enough to keep the high school thriving.
- I strongly believe our school could preform much better as a K-9 school, rather than a K-12.
- If the high school does infact close, my children will not attend Lamont high school. Something like this can very negatively effect the whole town. With longer bussing rides and in a different town many other things in Andrew will suffer. It will be next to impossible for after school activities, the elementary will start to dwindle even the local business will take a hit. One very appealing amenity in Andrew is having a k-12 school and it would be sad to have even 3 grades have to leave.

- I don't want to see Andrew high school shut down, it is a very valuable piece of this community. If the high school is shut down it is unfortunately then going to affect the resale of properties here in the community and surrounding area as people aren't going to move out here for school if their kids then have to sit on a bus for up to 90 minutes. I just wish there was a way you could redo the whole High school in general, look at other kids getting bussed in here (for example the mundare kids) to bring our class sizes up. Our elementary is strong so that means when those kids hit high school we could have had big class sizes. This decision, I hope the board realizes, affects more than the school, it ultimately affects our community and can lead to more devastation to the community.
- I feel in the very near future with the high numbers of upcoming students the senior high enrolment will go up. It is important for students to remain in home community, smaller classes promote better learning 1:1 time with teachers. Keeping the education in the community is very important!!
- Andrew school needs better teachers in all grades, teachers that want to be there. A way to keep the highschool open should be attempted before other options are explored. No kid should be spending 2 hours one way on a bus. If the highschool closes parents should be able to vote on which school becomes the designated school.
- Child care accessibility for after school while waiting for the senior high students to transfer. Then having some of the students who waited until senior high students arrived Get buses home with older siblings
- I am surprise that you have just considered one school to go to as designated school. Some students live close to the Two Hills County and Vegreville, so this means a distance for them. It would have been nice for these students to have an option to go to Vegreville Comp School but catch the bus in Andrew with no cost, but have to meet the bus like the students now going to Vegreville. The rest that want to go to Lamont have a bus picking them up. We live closer to Lamont so Lamont is better but thinking about the other students. Some of these students are grandfathered and can go to Two Hills or Vegreville but decided to come to Andrew. These students might consider leaving Andrew and going to a closer school.
- Keep it open so we can graduate where we started and be able to reach this life milestone with the friends we love and share this experience with each other.
- Keep it open
- I really want the high school to stay open so i can graduate with my friends which I've been going to school with since playschool. I love this school and everything it has to offer.
- I am a student in Grade 11 and I really would like to graduate in Andrew. I've been going here my whole life and I don't want to leave on my final year.
- I feel the choice of two and three are confusing the issue, this is simple transportation and school timing issues. the choice should be between offering high school programming in Andrew or Not. then if not prevails review school bell and bus logistics
- no

- losing the high school could be bad for the town. it could chase away future people from moving here if they find out that there kids could be on a bus for so long. a better idea would be to work out a deal with mundare and maybe split grades k-6 to mundare 7-12 in andrew since we have a shop class and home ec,
- Closing the high school would be a serious blow to the Andrew community. Because we're in a remote location, travelling to other centers is time consuming and inconvenient. Why would families want to live in this community if there isn't a k-12 education available?
- Keeping the school open keeps this community alive. the doors shut on the high school the doors shut on this town.
- I feel it's important to keep the high school in Andrew. Bus times would be much longer for our students if they are sent else where. I think most students wouldn't choose Lamont as their choice so this would be another loss for EIPS.

Next Steps

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

ANDREW SCHOOL WORKING-GROUP MEETING: STUDENTS GRADES 7-11

MEETING SUMMARY: MARCH 19, 2019

Project Overview

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

Throughout fall 2018, public consultations were conducted with students, families, staff, town and county officials, and community members. These included two working-group meetings, a student forum and a community conversation. Topics presented at all four sessions were similar in nature—background information, Andrew school successes and challenges, and important considerations. The feedback received through the working-group session, the student forum and community conversation was invaluable. Collectively, the input gathered helped the Division develop three preliminary programming options, which were presented to the community at a public feedback session on Feb. 20, 2019. Attendees were also invited to comment and give feedback on the preliminary options through an online survey. Based on feedback from the public feedback session and online survey, Trustees hosted a third working-group meeting.

Working-Group Meeting Overview

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

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

Question 1:

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

JUNIOR HIGH GROUP 1 RESPONSES

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

JUNIOR HIGH GROUP 2 RESPONSES

- I don't want to lose the good schedule I have now, but after a while I'd get used to it. So it would probably be worth it to be in a school with more kids. I ride the bus for 25 minutes currently. More classes and more kids is more important than long rides. I sleep on the bus anyway.
- More opportunities are good. The times don't matter to me. The sleep that you lose can you just get back on the bus. There are opportunities to do homework on the way home. More opportunities, more choices, more kids.
- Same thing from me. I live a block away and I don't take the bus currently. If I took the bus I could go to a bigger school with better classes, so I could get used to a bus ride. We don't really have the population here for a lot of extra things.
- I would like more classes. More sports would be good.
- I live across the street. The bus would be different but once I get used to it, it would be fun to have more sports.

- It would be more annoying to get to school, but I'd do it if I have to. I don't really like having more people around, I like the one on one help. A bigger class would be an adjustment.
- More options would be nice, but taking the bus for longer than 10 minutes would be annoying.
- More opportunities would be worth the longer bus ride. In most classes you could have a better opportunity for more friends, more job skills.

GRADE 10 RESPONSES

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

GRADE 11 RESPONSES

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

Question 2

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

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

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

JUNIOR HIGH GROUP 1 RESPONSES

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

JUNIOR HIGH GROUP 2 RESPONSES

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

DO YOU LEARN BETTER IN A CLASSROOM WITH A TEACHER?

- Unanimous yes.

DO YOU ENJOY BEING IN CLASS WITH OTHER STUDENTS?

- Unanimous yes.
- I can’t do self-directed learning. I need help from the teacher.
- I wouldn’t do well if I had to teach myself.
- I could do self-directed learning. Core courses and options.
- I would be able to do it, but I’d still need someone to explain stuff to me sometimes. Someone coming in once a week probably wouldn’t be enough for me.

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

GRADE 10 RESPONSES

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

GRADE 11 RESPONSES

- We've done a streaming class.
- I'm not really a fan of it.
- It wasn't effective for me.
- I don't think it would change much. It's still just a class.
- I could learn from a livestream. If I need to learn something I can just search up a youtube video and find the answers myself.
- I learn better with a teacher in a class.
- I would be able to adapt to a livestream.
- I could adapt to a live stream, that's how I feel. I prefer a teacher though.
- I like Moodle because I can do the work on my own time, and I can organize things myself.

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

Question 3

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

JUNIOR HIGH GROUP 1 RESPONSES

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

really make sense. You're not benefiting in the long run because you're not taking the whole course. I already signed up to go to Lamont next year. It would be inconveniencing kids already in the course, pushing them back.

- I agree. You don't get the full benefit going a few times a month.
- I agree.

JUNIOR HIGH GROUP 2 RESPONSES

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

GRADE 10 RESPONSES

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

WHAT OPTIONS WOULD YOU LIKE TO HAVE AVAILABLE?

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

GRADE 11 RESPONSES

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

Question 4

"When you think about the ideal senior high experience, what does that look like and include?"

JUNIOR HIGH GROUP 1 RESPONSES

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

- If the school stays open, what's going to change? If the school doesn't close, what is going to happen instead?
- When we use moodle, we are supervised but the teacher doesn't respond. We just watch videos, it's really confusing. If a teacher was there to walk us through it that would be good, but we don't really understand it.

WHAT ABOUT THE SOCIAL PART? WHAT'S IT LIKE BEING THE ONLY GIRL IN YOUR CLASS?

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

WHAT OPTIONS DO YOU HAVE AND WHAT WOULD YOU LIKE?

- There are no options here. Only culinary class or shop. There's a lot of down time, and we don't get to choose at all. I want to go into physiotherapy, but I'd need science courses not provided here. I'm going to Lamont next year. There's nothing here for anyone who knows what they want to do.
- We had options, but they were not taken seriously. Kids messed around, and the school stopped offering them. Schools should have options like cosmetology. But I don't know what's out there because I haven't seen them all.
- I want art.
- If you have a friend at the other school, you could talk to them. I can't play D&D or do coding courses here.
- Shop, fixing vehicles – mechanics course.
- I'd really enjoy art choice, computers and coding
- I'd like more arts programming – drama, music, art and graphic design.
- I'd like an art program. But if you don't like it, you shouldn't have to take it.
- I take leadership and physical ed. I didn't have scheduling to take other options.
- I'd just like to do field trips where all the people go.

JUNIOR HIGH GROUP 2 RESPONSES

- Large classrooms, lots of options. Next year the grade 9s are going into the dash classes. It would be nice if they were all separate instead of being all jumbled together. Lots of sports teams would be nice. More opportunities for field trips and other activities.
- At a bigger school, there are more options. Bigger sports teams, more people. When you get to class there will be more questions asked, so you could learn from other students too.

- I haven't gone to very many schools, so I don't know what could really be different. But I agree that it's better when the classes aren't so jumbled.
- Having more options classes would be nice.
- I like this school how it is, but more options, bigger population and more sports teams would be nice.
- More population and more options. I like smaller classes, but you can't have more options if you don't have the population for it.
- More population, bigger school gives you more options.
- More people, bigger classes would be fun. There would be more friends you could talk to.
- We're always stuck with the same people here, at a bigger school there would be more opportunities to talk to different people.

GRADE 10 RESPONSES

- The options here are not great. Having teachers to help is good, but the selection of courses is poor here.
- Personal one on one teaching is great. As for options, I feel forced to take them. Taking work experience, have lots to catch up. Teachers friendly, know people's names. Kids don't show respect for teachers and other students here. Close groups, going to a bigger school, make friends right away. New kids get picked on year after year. Energy of school to be better.
- At Lamont and Vegreville, you can have different friend groups. We don't have that option.
- Agreed, it would be nice to have more possible friends. New kids here can't fit in because the others have known each other their whole lives. There are no girls sports here, I would like to play other sports and can't do it in Andrew. We're forced to take options, we don't get to pick what we want to do.
- I'm used to big classes and more friend options, other groups. I had lots of choices at my last school, but there are no real options here. There are so many more in a bigger place like Vegreville or Lamont. At those schools you can choose your friends, while here at Andrew, you're pushed into a group.
- I likes Andrew the way it is.
- It would be nice to have more sports teams than we have. We had to play junior high kids because there are no kids for senior teams. So we're the worst team in the league.
- It's demoralizing to lose all the time.
- I'd love more sports and gym. We don't get gym every semester. I can't imagine not playing sports until I graduate. There are lots of teams in Lamont, like curling, basketball and volleyball.
- There are four kids in my gym class. We can't do anything.
- I have independent study for a double period. There isn't even a teacher there.
- There are two kids on our archery team, the one sport that doesn't die. Do other schools have archery?
- The shop class has limited wood. You can barely build anything.
- I would like a bigger class. Social life is very important too.

WHAT SHOULD THE TRUSTEES KNOW BEFORE MAKING A DECISION?

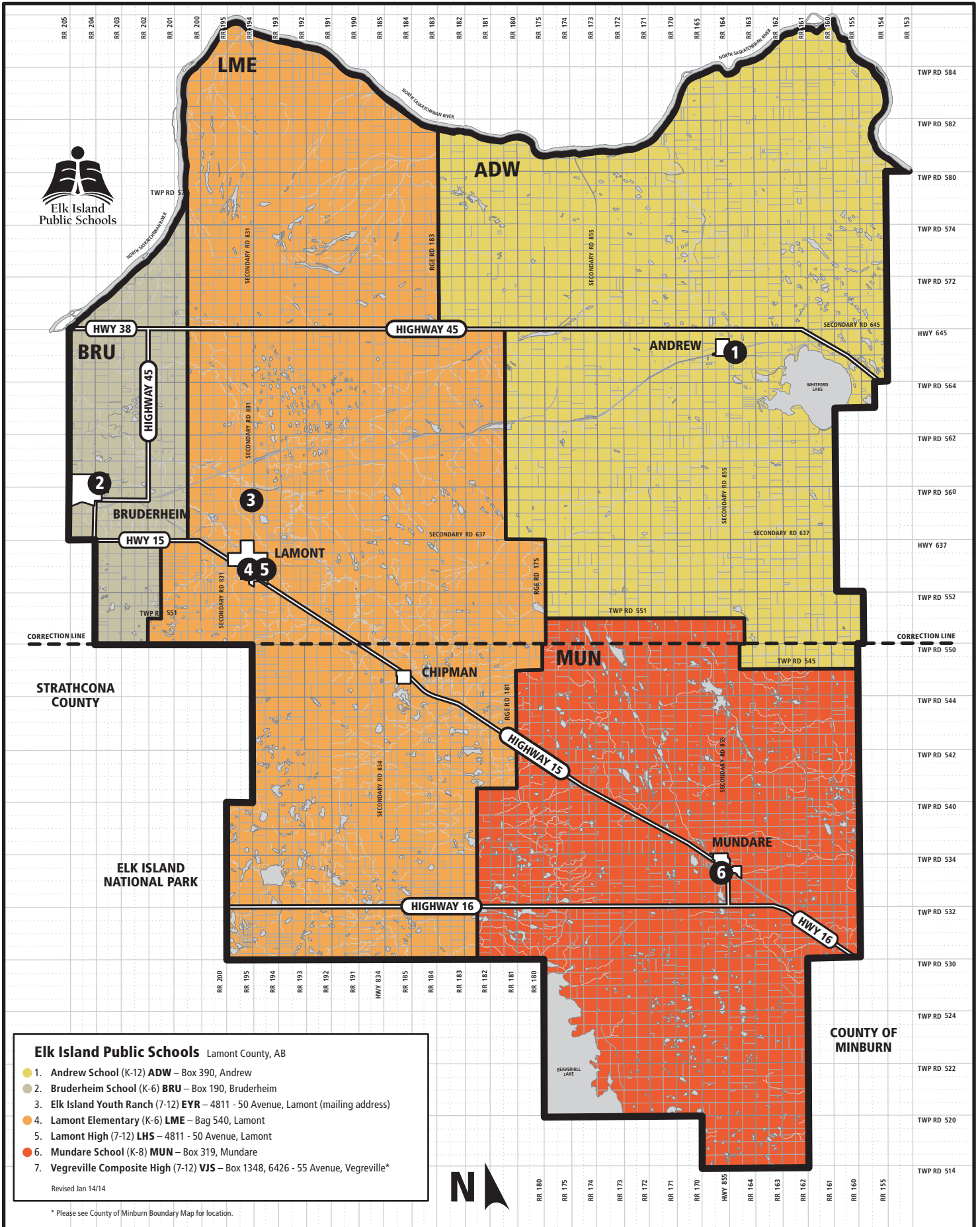
- I would go to different school. I don't see Andrew going anywhere. Kids will leave anyway. It's too late for it to grow.
- I agree. It boils down to a lack of kids. And kids are leaving anyway.
- The student population is just going to keep decreasing until the school is empty.
- My mom would like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

GRADE 11 RESPONSES

- I feel like everyone has a different high school experience. I've adapted to where we are, and I'm okay with it. Someone in a bigger school has their own high school experience. But what I'm getting here is good for me. I want to stay here and graduate with my friends.
- I agree. Everyone has their own experience of what high school is. I like what we've got here with small class sizes. We've been here for a while so it would be nice to graduate together.
- I don't really need a club to explore my interests, I've got that on my own.
- We've been here since Kindergarten. I'd like to graduate with our class. We're close with the teachers and in a big school, you wouldn't know them as well.
- I haven't gone to Andrew for as long as everyone else, but I still think this is a good school to be at. Not being able to graduate here would suck.
- I don't really know my ideal experience because I haven't experienced anything else but what we have here. I've adapted to what we have here, and I'm getting what I want, what I need to succeed in my later life. I've been with these people my whole life so it would be nice to graduate with them.
- I like it here. We all grew up together. I wouldn't leave. It would be nice to have more sports teams. We had the opportunity to play on a team last year, and that was nice and it's too bad to not have that anymore, but it was good to have the experience when we did.
- If we had more sports, I wouldn't play them because I'm focused on the academic side of things and getting what I need to graduate.
- I want to focus on my academics as well, so sports teams aren't important to me.
- Most of the younger kids, they want to go to a different school. Most of them haven't been here long enough to know what it means to finish here. We're so close to the finishing point, it would be nice to be able to finish here.
- It's nice how the school is close to where we live. The other schools are another 30 minutes at least. It's convenient to have it in the area where we don't have long bus rides.

Next Steps

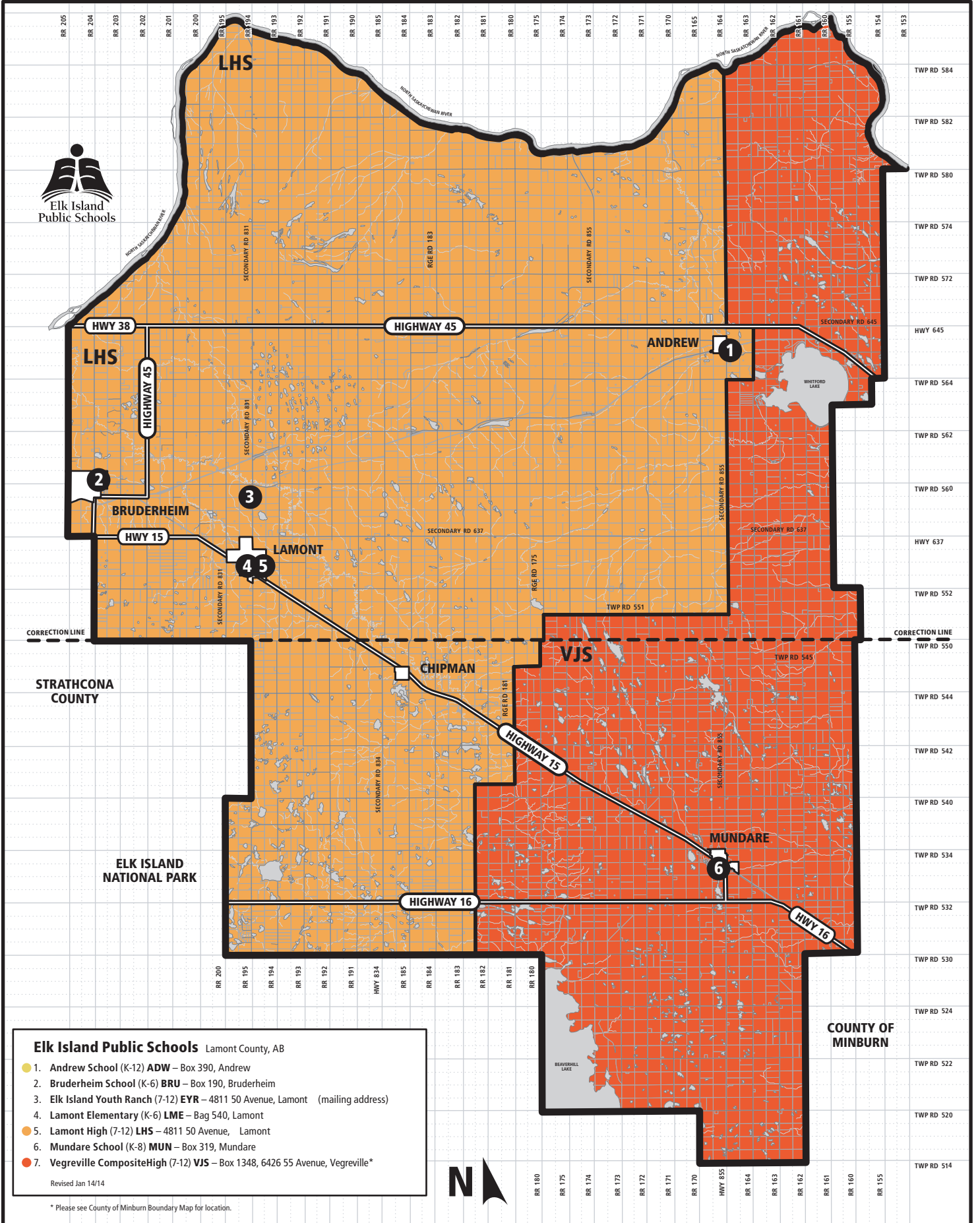
Currently, EIPS senior administration and the Board are reviewing all the input received through the various public consultation sessions and survey. The Board will take into consideration all the information and feedback received before making a final decision, which is expected to take place within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



Elk Island Public Schools' Junior and Senior High Rural Attendance Boundaries

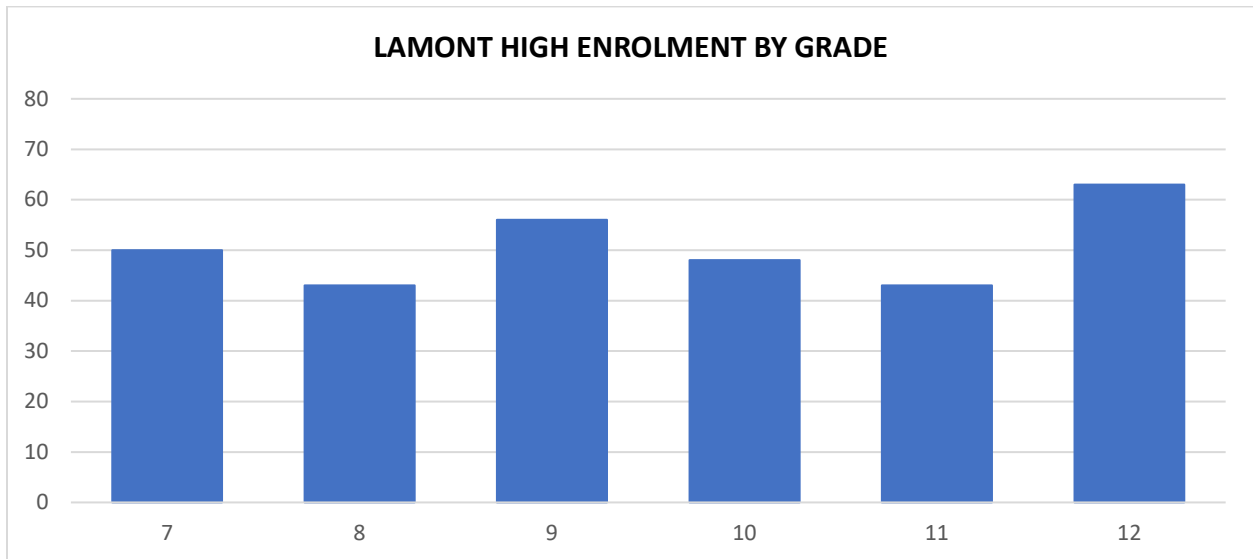
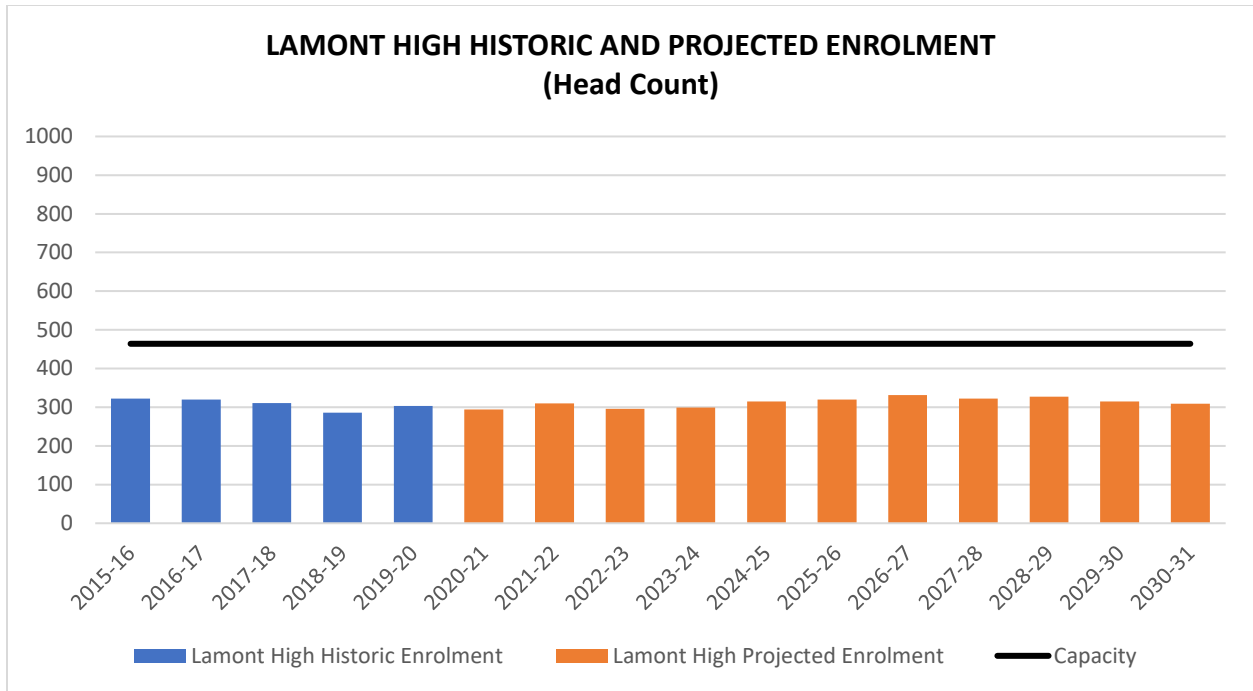
Proposed 2020-21

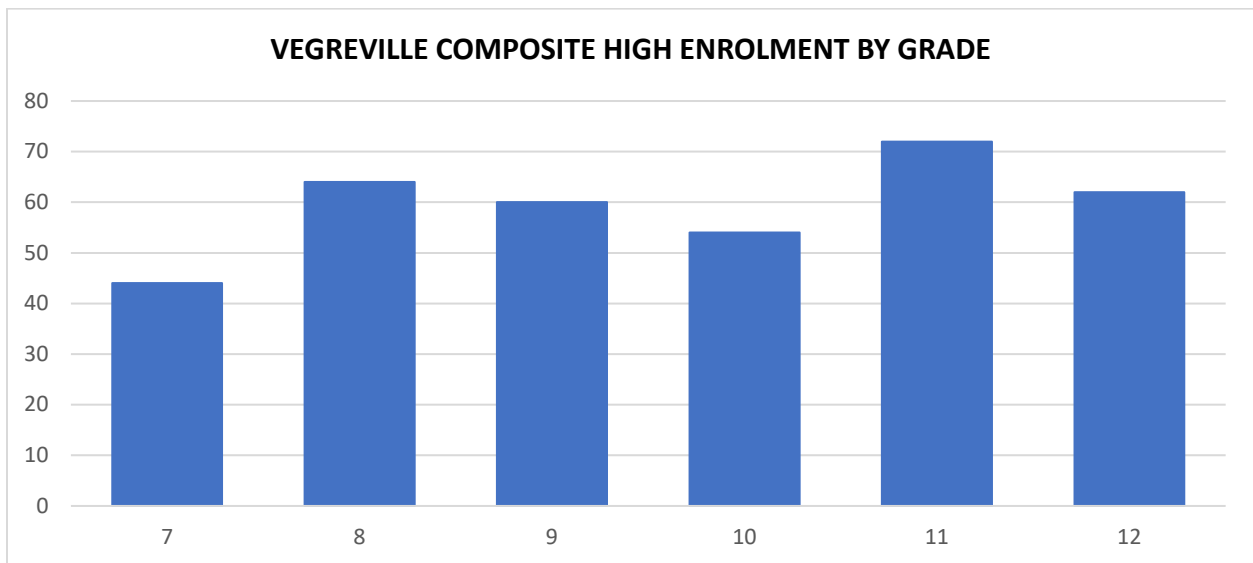
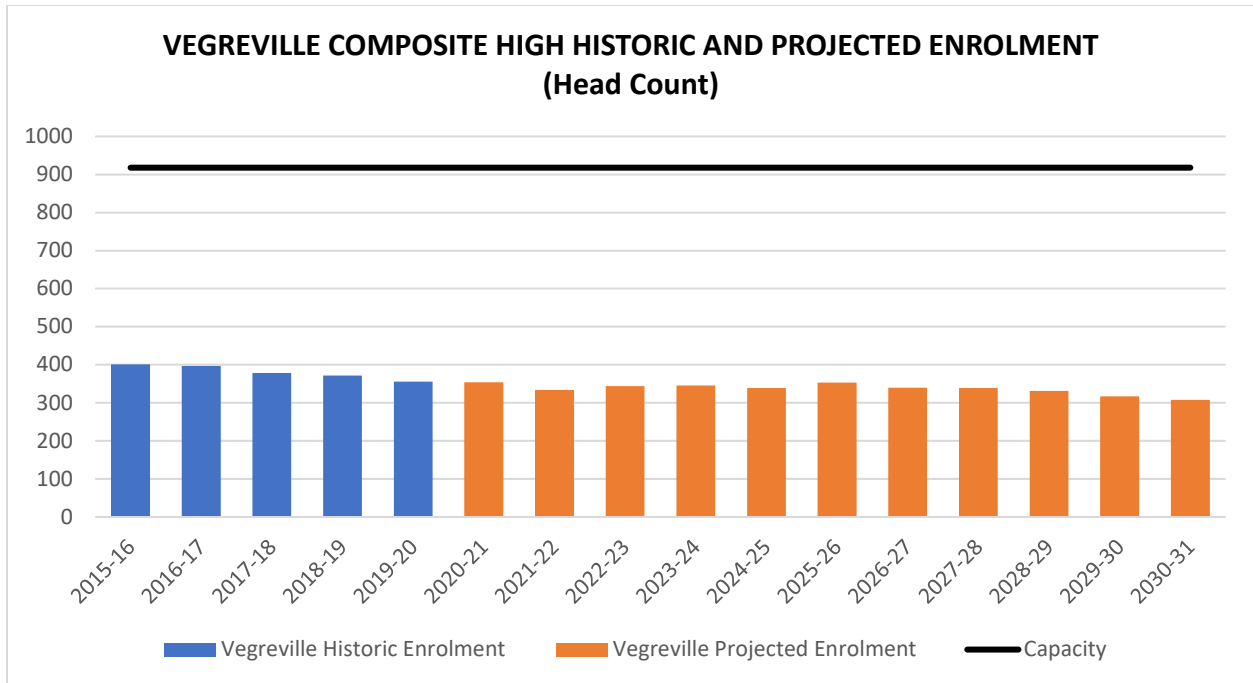
Lamont County, Alberta



- Elk Island Public Schools** Lamont County, AB
- 1. Andrew School (K-12) **ADW** – Box 390, Andrew
 - 2. Bruderheim School (K-6) **BRU** – Box 190, Bruderheim
 - 3. Elk Island Youth Ranch (7-12) **EYR** – 4811 50 Avenue, Lamont (mailing address)
 - 4. Lamont Elementary (K-6) **LME** – Bag 540, Lamont
 - 5. Lamont High (7-12) **LHS** – 4811 50 Avenue, Lamont
 - 6. Mundare School (K-8) **MUN** – Box 319, Mundare
 - 7. Vegreville Composite High (7-12) **VJS** – Box 1348, 6426 55 Avenue, Vegreville*
- Revised Jan 14/14

* Please see County of Minburn Boundary Map for location.





ELK ISLAND PUBLIC SCHOOLS
Total Cost Per Student 2018-19

| School Name | Prior Year Rank | EIPS Rank | Enrolment Sep 2018 ¹ | Instructional ² | | Operations & Maint. ³ | | Total Cost Per Student | Small School Funding ⁴ |
|---|-----------------|-----------|---------------------------------|----------------------------|------------------|----------------------------------|------------------|------------------------|-----------------------------------|
| | | | | 2018-2019 Actuals | Cost Per Student | O & M Costs | Cost Per Student | | |
| Andrew School | 2 | 1 | 112 | 1,436,701 | 12,828 | 214,743 | 1,917 | 14,745 | 145,731 |
| Mundare School | 3 | 2 | 136 | 1,461,187 | 10,744 | 172,482 | 1,268 | 12,012 | 91,691 |
| Pleasant Ridge Colony | 1 | 3 | 8 | 89,679 | 11,210 | - | - | 11,210 | |
| Bruderheim School | 5 | 4 | 128 | 1,205,987 | 9,422 | 152,220 | 1,189 | 10,611 | 69,685 |
| École Parc Élémentaire | 4 | 5 | 239 | 2,235,611 | 9,354 | 200,417 | 839 | 10,193 | |
| Pine Street Elementary | 33 | 6 | 313 | 2,898,549 | 9,261 | 187,450 | 599 | 9,859 | |
| Lamont Elementary | 6 | 7 | 279 | 2,412,219 | 8,646 | 214,133 | 768 | 9,413 | |
| Vegreville Composite High | 9 | 8 | 354 | 2,564,990 | 7,246 | 474,207 | 1,340 | 8,585 | |
| Lamont High | 7 | 9 | 277 | 2,071,455 | 7,478 | 257,488 | 930 | 8,408 | 3,835 |
| A. L. Horton Elementary | 12 | 10 | 331 | 2,441,182 | 7,375 | 229,041 | 692 | 8,067 | |
| Uncas Elementary | 11 | 11 | 205 | 1,442,994 | 7,039 | 153,642 | 749 | 7,788 | 15,101 |
| Castle (Scotford Colony) | 27 | 12 | 24 | 186,021 | 7,751 | - | - | 7,751 | |
| Fort Saskatchewan High | 10 | 13 | 388 | 2,591,800 | 6,680 | 370,469 | 955 | 7,635 | |
| Rudolph Hennig Junior High | 29 | 14 | 413 | 2,726,790 | 6,602 | 316,847 | 767 | 7,370 | |
| Fort Saskatchewan Elem/Christian | 16 | 15 | 724 | 4,940,524 | 6,824 | 364,596 | 504 | 7,328 | |
| James Mowat Elementary | 21 | 16 | 358 | 2,446,717 | 6,834 | 165,361 | 462 | 7,296 | |
| Bev Facey Community High | 15 | 17 | 914 | 5,787,387 | 6,332 | 870,640 | 953 | 7,284 | |
| Clover Bar Junior High | 25 | 18 | 343 | 2,229,961 | 6,501 | 248,539 | 725 | 7,226 | |
| SouthPointe School ⁵ | 8 | 19 | 421 | 2,780,236 | 6,604 | 260,938 | 620 | 7,224 | |
| Woodbridge Farms Elementary | 32 | 20 | 312 | 2,077,004 | 6,657 | 174,875 | 560 | 7,218 | |
| Mills Haven Elementary | 14 | 21 | 452 | 3,054,788 | 6,758 | 188,891 | 418 | 7,176 | |
| Fultonvale Elementary Junior High | 18 | 22 | 499 | 3,257,684 | 6,528 | 314,204 | 630 | 7,158 | |
| Wye Elementary | 30 | 23 | 389 | 2,586,134 | 6,648 | 174,998 | 450 | 7,098 | |
| Salisbury Composite High | 20 | 24 | 1,115 | 6,980,717 | 6,261 | 880,917 | 790 | 7,051 | |
| Ardrossan Junior Senior High | 28 | 25 | 801 | 5,072,331 | 6,332 | 569,250 | 711 | 7,043 | |
| Ardrossan Elementary | 23 | 26 | 561 | 3,682,164 | 6,564 | 259,095 | 462 | 7,025 | |
| Win Ferguson Elementary | 19 | 27 | 436 | 2,862,756 | 6,566 | 185,543 | 426 | 6,992 | |
| Westboro Elementary | 24 | 28 | 331 | 2,130,579 | 6,437 | 175,247 | 529 | 6,966 | |
| Brentwood Elementary | 17 | 29 | 423 | 2,736,764 | 6,470 | 208,668 | 493 | 6,963 | |
| Strathcona Christian Academy Secondary | 22 | 30 | 591 | 3,818,206 | 6,461 | 290,565 | 492 | 6,952 | |
| Glen Allan Elementary | 13 | 31 | 400 | 2,569,065 | 6,423 | 179,991 | 450 | 6,873 | |
| Wes Hosford Elementary | 26 | 32 | 458 | 2,935,483 | 6,409 | 197,352 | 431 | 6,840 | |
| Strathcona Christian Academy Elementary | 34 | 33 | 585 | 3,550,746 | 6,070 | 247,170 | 423 | 6,492 | |
| Lakeland Ridge (K-9) | 35 | 34 | 759 | 4,491,390 | 5,918 | 396,254 | 522 | 6,440 | |
| Sherwood Heights Junior High | 31 | 35 | 531 | 3,071,254 | 5,784 | 297,099 | 560 | 6,343 | |
| F. R. Haythorne Junior High | 37 | 36 | 623 | 3,535,093 | 5,674 | 377,356 | 606 | 6,280 | |
| École Campbelltown | 36 | 37 | 572 | 3,289,174 | 5,750 | 197,900 | 346 | 6,096 | |
| Davidson Creek Elementary ⁶ | | | - | 638,750 | N/A | 211,460 | N/A | N/A | |
| Ministik Elementary | | | - | - | N/A | 20,362 | N/A | N/A | |
| Total/Average | | | 15,805 | 106,290,072 | 6,725 | 10,400,410 | 658 | 7,383 | 326,043 |

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

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

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

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

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

* Davidson Creek Elementary opened in September 2018.