



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, NOVEMBER 26, 2020

Board Room
Central Services
Administration Building

AGENDA

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

- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
- 10:00 am 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**
4.1 Board Meeting – Oct. 15, 2020 (encl.)
5. **CHAIR REPORT** T. Boymook
5.1 Central Department Results Reviews – Nov. 4-5, 2020 (verbal)
5.2 Alberta School Board Association Fall General Meeting – Nov. 16-17, 2020
5.3 Schools Results Reviews – Nov. 19, 20, 23 and 24, 2020
6. **SUPERINTENDENT REPORT** M. Liguori
(verbal)
7. **COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORTS** H. Wall
Meeting held Oct. 23, 2020 (verbal)
9. **ATA LOCAL REPORT** D. Zielke
(verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
- NEW BUSINESS**
10. **BUSINESS ARISING FROM IN CAMERA**
- 10:25 am 11. **UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2020** M. Liguori/C. Cole
(encl.)
- 10:35 am 12. **2020 AUDITED FINANCIAL STATEMENTS** M. Liguori/C. Cole
MNP LLP (encl.)

- 13. **2020-21 FALL BUDGET REPORT** M. Liguori/C. Cole
(encl.)
- 14. **BOARD POLICY 2: ROLE OF THE BOARD** R. Footz
(encl.)
- 15. **BOARD POLICY 3: ROLE OF THE TRUSTEE** R. Footz
(encl.)
- 16. **ANNUAL EDUCATION RESULTS REPORT 2019-20** M. Liguori/S. Stoddard
(encl.)
- 17. **APPOINTMENT OF RETURNING OFFICERS** M. Liguori
(encl.)
- 18. **EIPS DIVISION CALENDAR 2021-22** M. Liguori/D. Antymniuk
(encl.)
- 19. **SHERWOOD PARK VALUE SCOPE REPORT** M. Liguori/B. Dragon
(encl.)

COMMITTEE REPORT

- 20. **ADVOCACY COMMITTEE** T. Boymook
Meeting held Oct. 22, 2020 (verbal)
- 21. **AUDIT COMMITTEE REPORT** C. Holowaychuk
Meeting held Nov. 3, 2020 (verbal)

REPORTS FOR INFORMATION

- 22. **TRUSTEES' REPORTS/NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS TO NOV. 26, 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.
- 4.1. That the Board of Trustees approve the Minutes of Oct. 15, 2020 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive for information the Chair report.
6. That the Board of Trustees receive for information the Superintendent report.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
10. *Business Arising from In Camera.*
11. That the Board of Trustees approve the transfer of \$548,814 from internally restricted operating reserves to unrestricted surplus to offset the net result of 2019-20.
12. That the Board of Trustees approve the Aug. 31, 2020 Audited Financial Statements.
13. That the Board of Trustees approve the operating budget for 2020-21 of \$201,532,895 for Elk Island Public Schools, for the period Sept. 1, 2020 to Aug. 31, 2021.
14. That the Board of Trustees approve the amendments to Board Policy 2: Role of the Board, as presented.
15. That the Board of Trustees approve the amendments to Board Policy 3: Role of the Board, as presented.

16. That the Board of Trustees approve Elk Island Public Schools' Annual Education Results Report 2019-20 and the Annual Education Results Report Overview 2019-20, as presented.
17. That the Board of Trustees appoint Karen Baranec as the Returning Officer and Laura McNabb as the Substitute Returning Officer for conducting the 2021 trustee elections for Elk Island Public Schools (EIPS) under the *Local Authorities Election Act* or amendments there to.
18. That the Board of Trustees approve the change to the 2021-22 EIPS Division Calendar, as presented.
- 19.1 That the Board of Trustees accept the recommendations of the Value Scoping Session report produced by START Architecture.
- 19.2 That the Board of Trustees direct administration to amend the Three-Year Capital Plan Priority 1-B to reflect Solution C of the Value Scoping Session report.
20. That the Board of Trustees receive for information the report from the Advocacy Committee meeting held Oct. 22, 2020.
21. That the Board of Trustees receive for information the report from the Audit Committee meeting held Nov. 3, 2020.



BOARD MEETING MINUTES

October 15, 2020

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, October 15, 2020, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9:02 a.m.

BOARD MEMBERS PRESENT

On site:

T. Boymook, Board Chair
C. Holowaychuk, Vice-Chair
R. Footz
J. Seutter
H. Stadnick
H. Wall

Via video conference:

S. Gordon
A. Hubick
D. Irwin

ADMINISTRATION PRESENT

M. Liguori, Superintendent
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communication Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:02 a.m. with all trustees noted above in attendance.

IN CAMERA SESSION

174/2020 | Trustee Wall moved: That the Board meet in camera (9:02 a.m.).

CARRIED UNANIMOUSLY

175/2020 | Trustee Stadnick moved: That the Board revert to regular session (10:14 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:14 a.m. and reconvened at 10:24 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

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

AGENDA

Board Chair Boymook called for additions or deletions to the Agenda.

The Student Expulsion Committee Report was added following the Policy Committee Report, as item 14.

176/2020 | Trustee Wall moved: That the Agenda be adopted, as amended.
CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the Sept. 24, 2020 Board Meeting Minutes.

177/2020 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve the Minutes of Sept. 24, 2020 Board Meeting, as circulated.
CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

178/2020 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.
CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

179/2020 | Trustee Stadnick moved: That the Board of Trustees receive the Superintendent's report for information.
CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations and delegations were presented.

Association and Local Reports

ASBA ZONE 2/3 REPORT

Trustee Wall presented to the Board the report from the ASBA Zone 2/3 meeting held on Sept. 25, 2020.

180/2020 | Trustee Wall moved: That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.
CARRIED UNANIMOUSLY

ATA LOCAL REPORT

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

181/2020 | Trustee Seutter moved: That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
CARRIED UNANIMOUSLY

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

BYLAW NO. 007/20 – THE ESTABLISHMENT OF WARDS AND ELECTORAL SUBDIVISIONS

Superintendent Liguori presented to the Board the Election bylaw No. 007/20 for the establishment of wards and electoral subdivisions, for approval. Pursuant to section 37 of the *Education Act*.

182/2020 | Trustee Wall moved: That bylaw No. 007/20 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given first reading.

Secretary-Treasurer Cole called “point of order” and stated that bylaw No. 007/20 needed to be read in its entirety in accordance with the *Board Procedures Regulation 82/2019*, section 6, Readings of bylaws. Secretary-Treasurer Cole proceeded to read bylaw No. 007/20.

Trustee Stadnick recommended that the Board vote on motion 182/2020 following the first reading.

182/2020 | CARRIED UNANIMOUSLY

183/2020 | Trustee Wall moved: That bylaw No. 007/20 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given second reading.

CARRIED UNANIMOUSLY

184/2020 | Trustee Wall moved: That bylaw No. 007/20 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given third reading.

CARRIED UNANIMOUSLY

185/2020 | Vice-Chair Holowaychuk moved: That Appendix A of Board Policy 7: Board Operations, Bylaw No. 005/17 be replaced with Bylaw No. 007/20.

CARRIED UNANIMOUSLY

2021-22 MODULAR CLASSROOM PLAN

Educational Planner Dragon presented to the Board the 2021-22 Modular Classroom Plan for approval.

186/2020 | Trustee Footz moved: That the Board of Trustees direct administration to request funding to relocate four modular classrooms to SouthPointe School—two from Pine Street Elementary and two from École Campbelltown.

CARRIED UNANIMOUSLY

Committee Reports

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on Oct. 13, 2020, for information.

187/2020 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on Oct. 13, 2020.

CARRIED UNANIMOUSLY

STUDENT EXPULSION COMMITTEE

Trustee Stadnick presented a report from the Student Expulsion Committee meeting held on Oct. 13, 2020, for information.

188/2020 | Trustee Stadnick moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Oct. 13, 2020.

CARRIED UNANIMOUSLY

Reports for Information

UNAUDITED FINANCIAL REPORT FOR SEPTEMBER 1, 2019 TO AUGUST 31, 2020

Director Lewis presented to the Board the Unaudited Financial Report for Sept. 1/19 to Aug. 31/20 for information.

189/2020 | Vice-Chair Holowaychuk moved: That the Board of Trustees receive for information the Unaudited Financial Report for Sept. 1/19 to Aug. 31/20 for Elk Island Public Schools.

CARRIED UNANIMOUSLY

UNAUDITED ACCUMULATED SURPLUS AT AUGUST 31, 2020

Secretary-Treasurer Cole presented to the Board the Unaudited Accumulated Surplus at Aug. 31, 2020 for information.

190/2020 | Trustee Irwin moved: That the Board of Trustees receive for information the Unaudited Accumulated Surplus at Aug. 31/20.

CARRIED UNANIMOUSLY

ENROLMENT REPORT

Superintendent Liguori presented to the Board the Enrolment Report for the 2020-21 school year for information.

191/2020 | Trustee Seutter moved: That the Board of Trustees receive for information the Enrolment Report for the 2020-21 school year for Elk Island Public Schools.

CARRIED UNANIMOUSLY

Trustees' Report, Notices of Motion and Request for Information

Reports by trustees were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 12:14 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Accumulated Surplus at Aug. 31, 2020

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services

REFERENCE: Board Policy 2: Role of the Board

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approve the transfer of \$548,814 from internally restricted operating reserves to unrestricted surplus to offset the net result of 2019-20.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will approve the transfer of funds to reserves.

This approval process coincides with the year end in preparation for the finalization of the audited financial statements.

Elk Island Public Schools (EIPS) has an operating deficit of \$1.48 million for the year ended Aug. 31, 2020. This decreases the Accumulated Surplus to \$18.26 million. Accumulated surplus is the primary indicator of the financial resources that EIPS has available to provide future services. Accumulated surplus includes investment in Board funded tangible capital assets (\$6.22 million), unrestricted surplus, operating reserves (\$11.26 million), and capital reserves (\$0.78 million).

The net reserve transfer for 2019-20 is \$0.55 million, which includes the operating deficit of \$1.48 million and a surplus of \$0.93 million from current year transactions for unsupported capital assets.

The Division has established school and department reserves, as well as capital reserves, in accordance with Board Policy.



RECOMMENDATION REPORT

The balance of operating reserves is \$11.26 million. Reserves of \$3.78 million are designated for use by schools and departments to support future years. Division Allocated Reserves has a balance of \$0.41 million; these reserves will be used to fund specific expenses as identified by the Board. Division Unallocated Reserves are at \$7.07 million.

The operating reserves balance is greater than the spring projection by \$2.81 million (Attachment 3 - Column H - Row M). Projections were completed in the spring of 2020 with many unknowns due to COVID-19 and the in-school class closures.

- At year end, Central Services and School reserves were \$0.42 million less than projections. At the time of projections (early April), school reserves were estimated at 1% of operations due to the difficulty of schools completing projections and departments estimating conservatively due to many unknowns.
- The Division Allocated reserves are \$0.08 million greater as the three remaining projects (Heritage Hills Elementary start-up, Enterprise Resource Planning and curriculum costs) were not completed at year-end.
- The Division Unallocated reserve is \$3.15 million greater primarily due to:
 - School surpluses greater than 1% of budgets (\$0.58 million);
 - Next Step surpluses greater than 2% of budgets (\$0.25million);
 - Department surpluses greater than 1% of budgets (\$0.20 million);
 - Department Hold Harmless program surpluses were \$1.07 million higher than projected primarily due to \$0.45 million additional savings in utilities as a result of school closures and lower utility rates, and \$0.56 million due to less medical leave time after schools closed and less private business days taken than projected;
 - In-year funding remaining at year end (\$0.14 million);
 - Standard cost deficit less than budgeted (\$0.25 million);
 - Revenue achieved greater than allocated (\$0.49 million greater than projected) due to being conservative in the spring and estimating a loss on summer school and funding shortfalls because of unearned CEU credits;
 - Capital purchases from school and department operating budgets (\$0.14 million).

These variances were offset by COVID-related costs of \$0.10 million incurred prior to year-end.

EIPS strives to keep the Division Unallocated Reserve at a minimum of 2% of EIPS' budget (approximately \$4 million) to cover emergent issues, price fluctuations and stabilize funding in the future. At Aug. 31, 2020, the balance in this unallocated reserve is \$7.07 million (3.61% of 2020-21 budget)

The balance of capital reserves at Aug. 31, 2020 is \$0.78 million. These reserves are for the purchase of future capital assets.



RECOMMENDATION REPORT

Each year, Alberta Education provides a Financial Reporting Profile that compares financial information of school divisions across Alberta and to other comparably sized jurisdictions. This document allows a review and evaluation of the current financial position.

A comparison of EIPS' operating and capital reserves to other divisions is provided in the table below. The current financial position indicates a decrease to operating reserves of 0.48% or 1.21 days and a decrease to capital reserves of \$7 per student. If EIPS maintained capital reserves at the average rate, reserves would be \$4.6 million using the average rate of divisions with similar enrolment. These statistics are useful for analyzing financial health.

	Aug. 31, 2019	Aug. 31, 2020	Change
OPERATING RESERVES (excluding school generated funds)			
As a % of expenses			
EIPS	5.47%	4.99%	-0.48%
All divisions	4.54%		
Divisions with similar enrolment	5.29%		
Equated to operational days			
EIPS	13.69 days	12.48 days	-1.21 days
All divisions	11.35 days		
Divisions with similar enrolment	13.22 days		
CAPITAL RESERVES			
Per student			
EIPS	\$54	\$47	-\$7
All divisions	\$306		
Divisions with similar enrolment	\$276		

COMMUNICATION PLAN:

Following approval by the Board, the accumulated surplus will be communicated as part of the 2020 Audited Financial Statements which will be submitted to Alberta Education and posted on the EIPS website.

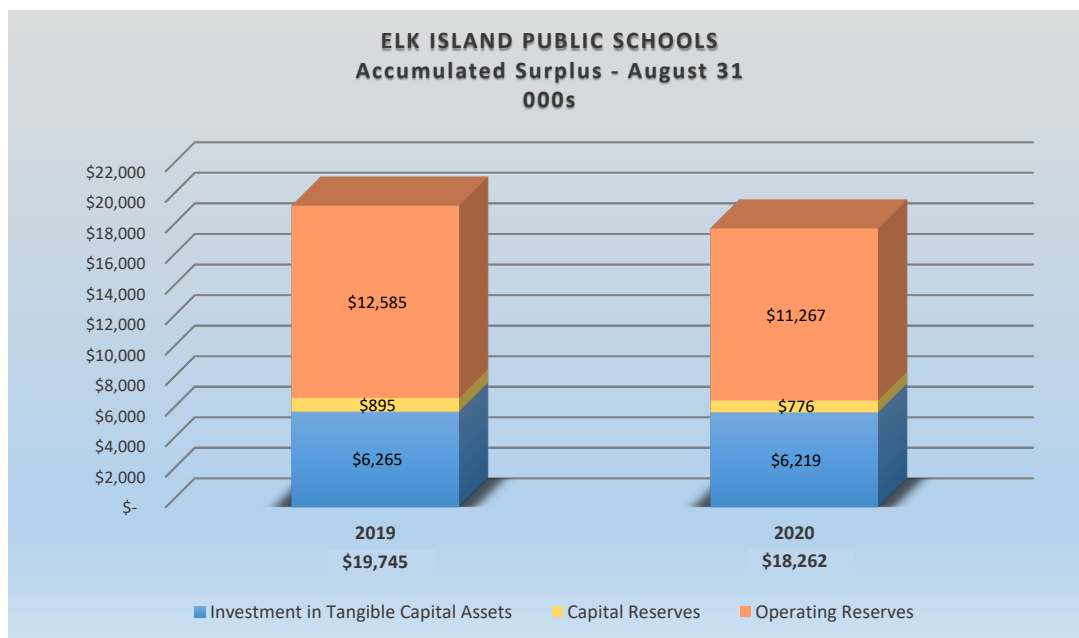
ATTACHMENTS:

1. Accumulated Surplus
2. Reserves
3. Operating Reserves
4. Operating Reserves – Central Services
5. Operating Reserves – Schools - Operations
6. Operating Reserves – School Generated Funds

**ELK ISLAND PUBLIC SCHOOLS
Accumulated Surplus
August 31, 2020**

	A=B+C+D+E	B	C	D Internally Restricted		E
	Accumulated Surplus	Investment in Tangible Capital Assets	Unrestricted Surplus	Operating Reserves	Capital Reserves	
Audited - August 31, 2019	\$ 19,745,026	\$ 6,265,344	\$ -	\$ 12,584,725	\$ 894,957	
Surplus/(Deficit)	(1,483,277)	-	(1,483,277)	-	-	
Board Funded Capital Asset Additions	-	1,164,606	(258,440)	(768,695)	(137,471)	
Net Amortization, Debt & Disposals	-	(1,211,384)	1,192,903	-	18,481	
Net Reserve Transfer	-	-	548,814	(548,814)	-	
Actual - August 31, 2020	\$ 18,261,749	\$ 6,218,566	\$ -	\$ 11,267,216	\$ 775,967	

- A Accumulated surplus which includes investment in Board funded tangible capital assets, unrestricted surplus and internally restricted reserves
- B Board funded (unsupported) tangible capital assets
- C Surplus/(deficit) transferred to reserves
- D Operating reserves including Schools - Operations, School Generated Funds, Central Services and Division reserves
- E Capital reserves available for future unsupported capital purchases



ELK ISLAND PUBLIC SCHOOLS

Reserves
August 31, 2020

	A	B	C		D	E = A+B+C+D
	Audited 31-Aug-19	Contributions /(Use)	2019-20 Capital Effect		Transfers	Actual 31-Aug-20
OPERATING RESERVES						
Central Services (Attachment 4)	\$ 1,089,200	2,032,875	\$ -	\$ (2,282,204)	\$ (2,282,204)	\$ 839,871
Schools - Operations (Attachment 5)	1,677,816	762,284	-	(1,436,273)	(1,436,273)	1,003,827
School Generated Funds (SGF)(Attachment 6)	1,639,390	300,043	-	-	-	1,939,433
Central Services & Schools	4,406,406	3,095,202	-	(3,718,477)	(3,718,477)	3,783,131
Leveraging Student Achievement	418,697	(72,233)	-	(346,464)	(346,464)	-
Election	90,486	-	-	(90,486)	(90,486)	-
School Building	457,098	(309,803)	-	(119,798)	(119,798)	27,497
Enterprise Resource Planning	1,202,250	(70,050)	(768,695)	-	-	363,505
Projects	641,480	(244,673)	-	(374,185)	(374,185)	22,622
EIPS Division Allocated (Attachment 3)	2,810,011	(696,759)	(768,695)	(930,933)	(930,933)	413,624
EIPS Division Unallocated (Attachment 3)	5,368,308	(3,881,720)	934,463	4,649,410	4,649,410	7,070,461
	\$ 12,584,725	\$ (1,483,277)	\$ 165,768	\$ -	\$ -	\$ 11,267,216

B 2019-20 deficit of \$1,483,277

C Use of Reserves for Enterprise Resource Planning and the net effect of unsupported capital transactions

D Budgeted transfers to EIPS Division Allocated reserve, and the year-end transfers from schools/departments

	A	B	C		D	E = A+B+C+D
	Audited 31-Aug-19	Contributions /(Use)	2019-20 Capital Effect		Transfers	Actual 31-Aug-20
CAPITAL RESERVES						
Facility Services	\$ 114,378	\$ -	\$ -	\$ -	\$ -	\$ 114,378
Land Purchase	-	-	(137,471)	137,471	137,471	-
Aging Equipment at Schools	197,957	-	-	-	-	197,957
Information Technologies Infrastructure	342,164	-	-	-	-	342,164
EIPS Division Allocated	540,121	-	(137,471)	137,471	137,471	540,121
EIPS Division Unallocated	240,458	18,481	-	(137,471)	(137,471)	121,468
	\$ 894,957	\$ 18,481	\$ (137,471)	\$ -	\$ -	\$ 775,967

B Proceeds on the sale of unsupported assets

C Use of reserves for the unsupported costs of land purchase

ELK ISLAND PUBLIC SCHOOLS
Operating Reserves
August 31, 2020

	A	B	C	D		E	F = A + B + C + D + E	G	H = F - G
				2019-20					
	Audited Balance	Contributions	Capital	Budget	Year End	Actual	Actual	Projection	Variance
	31-Aug-19	/ (Use)	Effect	Transfer	Transfer	Balance	Balance	Balance	
						31-Aug-20	31-Aug-20	31-Aug-20	
Central Services & Schools	\$ 4,406,406	\$ 3,095,202	\$ -	\$ (984,495)	\$ (2,733,982)	\$ 3,783,131	\$ 4,200,656	\$ (417,525)	
Leveraging Student Achievement	418,697	(72,233)	-	(346,464)	-	-	-	-	-
Election	90,486	-	-	-	(90,486)	-	-	-	-
Davidson Creek Elementary	30,944	3,312	-	-	(34,256)	-	-	-	-
Ardrossan Elementary Replacement Planning	10,437	(4,895)	-	-	(5,542)	-	-	-	-
Heritage Hills Elementary	80,000	-	-	(80,000)	-	-	-	-	-
School Building	335,717	(308,220)	-	-	-	27,497	-	27,497	
Enterprise Resource Planning	457,098	(309,803)	-	(80,000)	(39,798)	27,497	-	27,497	
Central Projects	1,202,250	(70,050)	(768,695)	-	-	363,505	335,392	28,113	
Off To a Good Start	1,202,250	(70,050)	(768,695)	-	-	363,505	335,392	28,113	
Mechanical Cooling for Modulars	148,655	-	-	(148,655)	-	-	-	-	-
Modular Relocation	196,963	-	-	(196,963)	-	-	-	-	-
New Curriculum Costs	215,031	(213,688)	-	-	(1,343)	-	-	-	-
Projects	80,831	(30,985)	-	(27,224)	-	22,622	-	22,622	
Projects	641,480	(244,673)	-	(372,842)	(1,343)	22,622	-	22,622	
EIPS Division Allocated Reserves	2,810,011	(696,759)	(768,695)	(799,306)	(131,627)	413,624	335,392	78,232	
Capital Effect - Purchases from Operating Budgets		-	(258,440)	-	-	(258,440)	(296,366)	37,926	
Capital Effect - Annual Amortization		-	1,192,903	-	-	1,192,903	1,206,366	(13,463)	
Transfer from Division Allocated Reserves		-	-	-	1,343	1,343	-	1,343	
Current Funding Shortfalls		(5,457,094)	-	1,783,801	-	(3,673,293)	(3,673,293)	-	
COVID-related Costs		(97,321)	-	-	-	(97,321)	-	(97,321)	
Schools - Surplus Exceeding 1%		-	-	-	577,092	577,092	-	577,092	
Election Cost Accrual		(100,000)	-	-	90,486	(9,514)	(9,514)	-	
Outreach/Continuing Education - Surplus		-	-	-	253,514	253,514	-	253,514	
Departments Surpluses >1%		-	-	-	470,999	470,999	266,532	204,467	
Departments - Internally Restricted Programs		-	-	-	52,566	52,566	-	52,566	
Departments - Hold Harmless Programs		-	-	-	1,379,811	1,379,811	308,249	1,071,562	
School Building return from Division Allocated		-	-	-	39,798	39,798	-	39,798	
In Year Funding Unspent		140,316	-	-	-	140,316	-	140,316	
Standard Cost Deficit less than budgeted		245,841	-	-	-	245,841	-	245,841	
Revenue greater than allocations		1,246,413	-	-	-	1,246,413	755,000	491,413	
Capital purchases from operating budgets		140,125	-	-	-	140,125	-	140,125	
EIPS District Reserve	5,368,308	-	-	-	-	5,368,308	5,368,308	-	
EIPS Division Unallocated Reserve	5,368,308	(3,881,720)	934,463	1,783,801	2,865,609	7,070,461	3,925,282	3,145,179	
Total EIPS Division Reserves	8,178,319	(4,578,479)	165,768	984,495	2,733,982	7,484,085	4,260,674	3,223,411	
Total Operating Reserves	\$ 12,584,725	\$ (1,483,277)	\$ 165,768	\$ -	\$ -	\$ 11,267,216	\$ 8,461,330	\$ 2,805,886	
EIPS Division Unallocated Reserve (K)									
As a percentage of operating expenses (2019-20)	2.87%					3.78%			
Dollars above/(below) 2% of operating expenses (2019-20)	\$ 1,630,255					\$ 3,332,408			
As a percentage of operating expenses (2020-21)						3.61%			
Dollars above/(below) 2% of operating expenses (2020-21)						\$ 3,148,239			

G Projection Balance 31-Aug-20 presented as part of the 2020-21 Spring Budget

ELK ISLAND PUBLIC SCHOOLS
Operating Reserves - Central Services
August 31, 2020

	Operating				Internally Restricted/Hold Harmless			H Department Transfers	I = D + G - H Reserve Balance 31-Aug-20
	A Surplus/ (Deficit)	B % of Budget	C Transfer > 1% to Division	D = A - C Carry- forward	E Surplus/ (Deficit)	F Transfer to Division	G = E - F Carry- forward		
Board of Trustees	\$ 2,224	0.4%	\$ -	\$ 2,224	\$ -	\$ -	\$ -	\$ -	\$ 2,224
Education Executive									
Superintendent	79,585	10.8%	72,236	7,349	18,708	255	18,453	-	25,802
Communications	26,523	4.9%	21,074	5,449	-	-	-	-	5,449
Supports For Students - Central									
Associate Superintendent	12,674	3.3%	(18,121)	30,795 ²	376,371	-	376,371	-	407,166
Secondary Education	25,855	3.0%	(42,867)	68,722 ²	7,437	2,437	5,000	8,772 ³	82,494
Elementary Education	79,655	9.1%	70,883	8,772	-	-	-	(8,772) ³	-
Specialized Supports	97,649	6.8%	83,226	14,423	3,009	3,009	-	-	14,423
Human Resources									
Associate Superintendent	53,641	2.3%	30,686	22,955	147,080	147,080	-	-	22,955
Staff Relations & Training	90,272	16.3%	84,726	5,546	97,121	97,121	-	-	5,546
Recruitment & Staffing	563	0.1%	-	563	562,462	562,462	-	-	563
Business Services									
Secretary - Treasurer	3,318	1.1%	343	2,975	31,586	31,586	-	-	2,975
Financial Services	70,936	4.1%	53,472	17,464	-	-	-	-	17,464
Facility Services	181,714	1.7%	74,051	107,663	588,427	588,427	-	-	107,663
Information Technologies	64,431	1.8%	29,230	35,201	(4,670)	-	(4,670)	-	30,531
Student Transportation	114,616	1.1%	-	114,616	-	-	-	-	114,616
Next Step Continuing Education - Non Credit	12,060	2.9%	12,060	-	-	-	-	-	-
Total Central Services	\$ 915,716	2.8%	\$ 470,999	\$ 444,717	\$ 1,827,531	\$ 1,432,377	\$ 395,154	\$ -	\$ 839,871

² Approved Operating Reserve Carryforward Exceptions:

Associate Superintendent - Supports for Students: contract fulfillment	26,940
Secondary Education (Instructional Supports for 2020-21): Readers/Writers Workshop rescheduled due to COVID	<u>60,000</u>
	<u>86,940</u>

Surplus from Elementary Education has been used to fund carryforward exceptions made for Associate Superintendent Supports for Students and Secondary Education

³ Surplus from Elementary Education transferred to Secondary Education, as departments will be amalgamated for 2020-21 and renamed Instructional Supports

	TOTAL TRANSFERS
Division Unallocated Reserve for Hold Harmless Program Deficits (such as Snow Removal and Maternity)	-
Balance to Division Unallocated Reserve	1,379,811
Total Central Services Transfers (Attachment 2)	<u>523,565</u>
	<u>1,903,376</u>

Elk Island Public Schools
Operating Reserves - Schools - Operations
August 31, 2020

	A	B	C	D = B + C	E = D / A	F	G = D - F
	2019-20						
	Fall Budget	Carry-Forward	Adjustments ¹	Total Carry-Forward	% of Budget	Transfers	Reserve Balance 31-Aug-20
Sector 1 - Sherwood Park							
Bev Facey Community High	\$ 7,224,886	\$ 1,565	\$ 9,528	\$ 11,093	0.2%	\$ -	\$ 11,093
Brentwood Elementary	3,100,051	29,698	-	29,698	1.0%	-	29,698
Clover Bar Junior High	2,438,652	47,056	-	47,056	1.9%	4 47,056	-
Davidson Creek Elementary	3,374,625	81,295	-	81,295	2.4%	47,549	33,746
École Campbelltown	3,174,702	53,177	-	53,177	1.7%	21,430	31,747
F.R. Haythorne Junior High	4,154,796	(7,011)	-	(7,011)	(0.2%)	-	(7,011)
Glen Allan Elementary	2,490,795	9,356	-	9,356	0.4%	-	9,356
Lakeland Ridge	4,530,752	16,884	-	16,884	0.4%	-	16,884
Mills Haven Elementary	2,914,816	62,548	-	62,548	2.1%	33,400	29,148
Pine Street Elementary	2,773,394	43,621	-	43,621	1.6%	2 6,249	37,372
Salisbury Composite High	6,983,338	(140,337)	363,212	222,875	3.2%	2 134,976	87,899
Sherwood Heights Junior High	3,586,020	22,590	-	22,590	0.6%	-	22,590
Strathcona Christian Academy Elementary	3,495,479	46,802	-	46,802	1.3%	11,847	34,955
Strathcona Christian Academy Secondary	3,771,199	43,299	3,207	46,506	1.2%	8,794	37,712
Wes Hosford Elementary	2,820,170	25,087	-	25,087	0.9%	-	25,087
Westboro Elementary	2,745,295	46,561	-	46,561	1.7%	19,108	27,453
Woodbridge Farms Elementary	2,363,740	23,439	-	23,439	1.0%	-	23,439
Sector 2 - Strathcona County							
Ardrossan Elementary	3,341,586	54,776	-	54,776	1.6%	21,360	33,416
Ardrossan Junior Senior High	4,986,845	26,455	9,270	35,724	0.7%	-	35,724
Fultonvale Elementary Junior High	3,111,604	25,224	-	25,224	0.8%	-	25,224
Uncas Elementary	1,449,004	60,876	-	60,876	4.2%	46,386	14,490
Wye Elementary	2,320,203	32,450	-	32,450	1.4%	2 1,711	30,739
Sector 3 - Fort Saskatchewan							
Castle (Scotford Colony)	193,812	2,746	-	2,746	1.4%	808	1,938
École Parc Élémentaire	2,259,221	24,316	-	24,316	1.1%	1,724	22,592
Fort Saskatchewan Christian	2,715,974	23,443	-	23,443	0.9%	-	23,443
Fort Saskatchewan Elementary	2,411,788	36,671	-	36,671	1.5%	12,553	24,118
Fort Saskatchewan High	3,062,235	24,497	3,236	27,733	0.9%	-	27,733
James Mowat Elementary	2,458,936	30,824	-	30,824	1.3%	6,235	24,589
Rudolph Hennig Junior High	3,019,669	33,549	-	33,549	1.1%	3,352	30,197
SouthPointe School	3,177,836	35,446	-	35,446	1.1%	-	35,446
Win Ferguson Elementary	2,794,471	128,702	-	128,702	4.6%	100,757	27,945
Sector 4 - Lamont County							
Andrew School	932,592	21,270	-	21,270	2.3%	11,944	9,326
Bruderheim School	1,164,593	15,916	-	15,916	1.4%	4,270	11,646
Lamont Elementary	2,368,719	30,219	-	30,219	1.3%	6,532	23,687
Lamont High	2,260,646	8,352	10,795	19,147	0.8%	-	19,147
Mundare School	1,421,438	41,356	-	41,356	2.9%	27,142	14,214
Sector 5 - County of Minburn							
A.L. Horton Elementary	2,363,304	22,293	-	22,293	0.9%	-	22,293
Pleasant Ridge Colony	92,584	1,479	-	1,479	1.6%	553	926
Vegreville Composite High	2,817,920	51,204	(20,163)	31,041	1.1%	4 7,877	23,164

Continued on next page

Elk Island Public Schools
Operating Reserves - Schools - Operations
August 31, 2020

	A	B	C	D = B + C	E = D / A	F	G = D - F
	2019-20						
	Fall Budget	Carry- Forward	Adjustments ¹	Total Carry- Forward	% of Budget	Transfers	Reserve Balance 31-Aug-20
Supports for Students - Schools							
Early Learning	2,835,499	(27,799)	-	(27,799)	(1.0%)	(28,189)	390
Mental Health Capacity Building	225,061	-	-	-	0.0%	-	-
Regional Collaborative Service Delivery	1,047,277	-	-	-	0.0%	-	-
Specialized Supports - Schools	362,908	65,657	-	65,657	18.1%	7,028	58,629
School Nutrition Program	166,000	-	-	-	0.0%	-	-
Partners 4 Science	164,284	26,283	-	26,283	16.0%	2	11,643
Other							
Next Step Home Education	145,357	25,957	-	25,957	17.9%	3	25,957
Next Step Outreach	2,277,028	19,776	167,347	187,123	8.2%	3	187,123
Next Step Continuing Education - Credit	500,265	(5,391)	45,825	40,434	8.1%	3	40,434
Total Schools - Operations	\$ 120,391,369	\$ 1,242,177	\$ 592,257	\$ 1,834,433	1.5%	\$ 830,606	\$ 1,003,827
³ Outreach/Continuing Education Surplus to Division Unallocated Reserve						253,514	
Schools Surplus >1% to Division Unallocated Reserve						577,092	
School - Operations Transfers (Attachment 2)						830,606	

¹ Includes CEU and Adult Fee adjustments

² Approved Reserve Carryforward Exceptions

⁴ Reserve Carryforward Adjustment for Planned Deficit

ELK ISLAND PUBLIC SCHOOLS
Operating Reserves - School Generated Funds (SGF)
August 31, 2020

	A	B	C = A + B	D = C / enrolment
	Reserve Balance 31-Aug-19	2019-20 Surplus/ (Deficit)	Reserve Balance 31-Aug-20	Average \$'s Per Student
Sector 1 - Sherwood Park				
Bev Facey Community High	\$ 117,193	\$ 17,355	\$ 134,548	\$ 132
Brentwood Elementary	30,932	4,555	35,487	79
Clover Bar Junior High	63,858	12,172	76,030	230
Davidson Creek Elementary	2,089	19,480	21,569	36
École Campbelltown	5,575	24,471	30,046	54
F.R. Haythorne Junior High	129,819	(9,157)	120,662	187
Glen Allan Elementary	17,478	15,099	32,577	85
Heritage Hills Elementary (formerly Wye School)	7,566	69,726	77,292	220
Lakeland Ridge	69,457	1,702	71,159	90
Mills Haven Elementary	75,560	(3,464)	72,096	172
Pine Street Elementary	29,203	(2,641)	26,562	73
Salisbury Composite High	285,824	44,292	330,116	290
Sherwood Heights Junior High	45,145	27,941	73,086	125
Strathcona Christian Academy Elementary	28,924	(832)	28,092	48
Strathcona Christian Academy Secondary	89,046	8,989	98,035	163
Wes Hosford Elementary	35,041	1,914	36,955	84
Westboro Elementary	17,826	3,755	21,581	60
Woodbridge Farms Elementary	22,999	(12,133)	10,866	34
Sector 2 - Strathcona County				
Ardrossan Elementary	14,810	1,931	16,741	30
Ardrossan Junior Senior High	166,391	(65,264)	101,127	117
Fultonvale Elementary Junior High	63,224	(8,549)	54,675	109
Uncas Elementary	11,993	(1,359)	10,634	51
Sector 3 - Fort Saskatchewan				
École Parc Élémentaire	13,715	(3,696)	10,019	32
Fort Saskatchewan Christian	23,767	10,259	34,026	83
Fort Saskatchewan Elementary	26,828	2,233	29,061	93
Fort Saskatchewan High	(58,213)	70,364	12,151	28
James Mowat Elementary	36,376	8,120	44,496	116
Rudolph Hennig Junior High	24,151	13,334	37,485	80
SouthPointe School	7,387	6,295	13,682	28
Win Ferguson Elementary	14,875	2,175	17,050	40
Sector 4 - Lamont County				
Andrew School	17,310	162	17,472	230
Bruderheim School	4,862	5,076	9,938	76
Lamont Elementary	9,087	5,253	14,340	47
Lamont High	43,619	1,828	45,447	150
Mundare School	23,564	9,634	33,198	217
Sector 5 - County of Minburn				
A.L. Horton Elementary	44,244	4,680	48,924	144
Vegreville Composite High	27,385	23,287	50,672	142
Next Step Outreach	40,060	(11,382)	28,678	81
Continuing Education	10,420	2,438	12,858	N/A
Total School Generated Funds	\$ 1,639,390	\$ 300,043	\$ 1,939,433	\$ 107



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Audit Committee

SUBJECT: 2020 Audited Financial Statements

ORIGINATOR: Mark Liguori, Superintendent

RESOURCE STAFF: Candace Cole, Secretary-Treasurer
Leah Lewis, Director, Financial Services

REFERENCE: Board Policy 2: Role of the Board
Board Policy 8: Board Committees

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, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the Aug. 31, 2020 Audited Financial Statements.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will approve the Audited Financial Statements.

Under Board Policy 8: Board Committees, Section 2, the Audit Committee is charged with assisting the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved, by overseeing the processes for managing and reporting on financial activities and related internal controls.

On Nov. 3, 2020, the Audit Committee met and reviewed the Aug. 31, 2020 Audited Financial Statements.

Financial Services has prepared financial statements, including notes, for the year ended Aug. 31, 2020 in the standard format required by Alberta Education. MNP LLP has audited these statements and plans to issue an unqualified opinion.



RECOMMENDATION REPORT

Page 2 of 2

The Statement of Financial Position (Page 4) displays a net financial asset position of \$10.4 million, indicating that EIPS has adequate financial assets to cover liability balances. Additionally, non-financial assets include \$150.1 million of capital assets, \$1.4 million of prepaid expenses, and \$250,000 of inventory. Spent deferred capital contributions total \$143.8 million and is comprised of provincial funding spent on capital assets. This balance will decrease over time as these assets are used. Also shown is the accumulated surplus of \$18.3 million which represents net resources available to carry out EIPS operations in the future.

The Statement of Operations (Page 5) summarizes the operating deficit of \$1,483,277. As per Public Sector Accounting Standards, the budget numbers reflect those approved by the Board in the spring of 2019.

COMMUNICATION PLAN:

Following approval, the financial statements will be submitted to Alberta Education and posted on the EIPS website.

ATTACHMENTS:

1. Financial Statements

Financial statements

The Board of Trustees of Elk Island Public Schools

August 31, 2020

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020**
[Education Act, Sections 139, 140, 244]

The Board of Trustees of Elk Island Public Schools

Legal Name of School Jurisdiction

683 Wye Road Sherwood Park AB T8B 1N2

Mailing Address

780-464-3477, finance.dept@eips.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of The Board of Trustees of Elk Island Public Schools presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Ms. Trina Boymook

Name

Signature

SUPERINTENDENT

Mr. Mark Liguori

Name

Signature

SECRETARY-TREASURER OR TREASURER

Ms. Candace Cole

Name

Signature

November 26, 2020

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

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Independent Auditor's Report

To the Board of Trustees of The Board of Trustees of Elk Island Public Schools:

Opinion

We have audited the financial statements of The Board of Trustees of Elk Island Public Schools ("EIPS"), which comprise the statement of financial position as at August 31, 2020, and the statements of operations, remeasurement gains and losses, change in net financial assets, cash flows and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of EIPS as at August 31, 2020, and the results of its operations, its remeasurement gains and losses, change in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of EIPS in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information obtained at the date of this auditor's report is information included in the annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing EIPS's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate EIPS or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing EIPS's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of EIPS's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on EIPS's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause EIPS to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Leduc, Alberta

November 26, 2020

Chartered Professional Accountants

STATEMENT OF FINANCIAL POSITION
As at August 31, 2020 (in dollars)

	2020	2019
FINANCIAL ASSETS		
Cash and cash equivalents (Schedule 5)	\$ 16,090,146	\$ 11,046,629
Accounts receivable (net after allowances) (Note 3)	\$ 3,801,598	\$ 6,758,328
Portfolio investments		
Operating (Schedule 5; Note 4)	\$ 7,718,731	\$ 9,875,164
Endowments	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ -
Total financial assets	\$ 27,610,475	\$ 27,680,121
LIABILITIES		
Bank indebtedness (Note 5)	\$ -	\$ -
Accounts payable and accrued liabilities (Note 6)	\$ 12,871,506	\$ 13,288,039
Unspent deferred contributions (Schedule 2)	\$ 4,282,983	\$ 2,132,082
Employee future benefits liabilities	\$ 21,000	\$ 58,939
Environmental liabilities	\$ -	\$ -
Other liabilities	\$ -	\$ -
Debt		
Supported: Debentures	\$ -	\$ -
Unsupported: Debentures	\$ -	\$ -
Mortgages and capital loans	\$ -	\$ -
Capital leases (Note 7)	\$ -	\$ 330,647
Total liabilities	\$ 17,175,489	\$ 15,809,707
Net financial assets	\$ 10,434,986	\$ 11,870,414
NON-FINANCIAL ASSETS		
Tangible capital assets (Schedule 6)	\$ 150,063,029	\$ 142,850,193
Inventory of supplies	\$ 250,129	\$ -
Prepaid expenses (Note 8)	\$ 1,358,075	\$ 1,278,628
Other non-financial assets	\$ -	\$ -
Total non-financial assets	\$ 151,671,233	\$ 144,128,821
Net assets before spent deferred capital contributions	\$ 162,106,219	\$ 155,999,235
Spent deferred capital contributions (Schedule 2)	\$ 143,844,470	\$ 136,254,209
Net assets	\$ 18,261,749	\$ 19,745,026
Net assets (Note 9)		
Accumulated surplus (deficit) (Schedule 1)	\$ 18,261,749	\$ 19,745,026
Accumulated remeasurement gains (losses)	\$ -	\$ -
	\$ 18,261,749	\$ 19,745,026
Contractual obligations (Note 10)		
Contingent liabilities (Note 11)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	Actual 2020	Actual 2019
REVENUES			
Government of Alberta	\$ 185,504,429	\$ 178,589,601	\$ 188,675,232
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 5,185,443	\$ 2,908,915	\$ 4,956,626
Sales of services and products	\$ 2,745,196	\$ 1,961,201	\$ 3,040,025
Investment income	\$ 327,698	\$ 450,004	\$ 515,188
Donations and other contributions	\$ 1,554,303	\$ 1,212,096	\$ 1,453,354
Other revenue	\$ 240,857	\$ 297,560	\$ 397,385
Total revenues	\$ 195,557,926	\$ 185,419,377	\$ 199,037,810
EXPENSES			
Instruction - ECS	\$ 10,399,855	\$ 10,517,087	\$ 10,388,170
Instruction - Grades 1 - 12	\$ 144,283,223	\$ 136,644,929	\$ 147,500,974
Plant operations and maintenance (Schedule 4)	\$ 23,999,514	\$ 22,562,781	\$ 23,271,638
Transportation	\$ 11,050,285	\$ 9,584,645	\$ 10,623,295
Board & system administration	\$ 6,548,850	\$ 6,575,069	\$ 6,902,389
External services	\$ 809,067	\$ 1,018,143	\$ 1,228,709
Total expenses	\$ 197,090,794	\$ 186,902,654	\$ 199,915,175
Annual operating surplus (deficit)	\$ (1,532,868)	\$ (1,483,277)	\$ (877,365)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (1,532,868)	\$ (1,483,277)	\$ (877,365)
Accumulated surplus (deficit) at beginning of year	\$ 19,745,026	\$ 19,745,026	\$ 20,622,391
Accumulated surplus (deficit) at end of year	\$ 18,212,158	\$ 18,261,749	\$ 19,745,026

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2020 (in dollars)

	2020	2019
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ (1,483,277)	\$ (877,365)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 7,008,747	\$ 6,264,832
Net (gain)/loss on disposal of tangible capital assets	\$ (12,739)	\$ (34,412)
Transfer of tangible capital assets (from)/to other entities	\$ (203,032)	\$ (478,313)
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (5,472,459)	\$ (4,844,262)
Deferred capital revenue write-down / adjustment	\$ 105,970	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (37,939)	\$ 10,000
Donations in kind	\$ -	\$ -
	\$ (94,729)	\$ 40,480
(Increase)/Decrease in accounts receivable	\$ 2,956,730	\$ (1,845,996)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (250,129)	\$ -
(Increase)/Decrease in prepaid expenses	\$ (79,447)	\$ 769,434
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (416,533)	\$ (2,065,296)
Increase/(Decrease) in unspent deferred contributions	\$ 2,150,901	\$ (1,946,151)
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Capital in accounts payable	\$ (2,135,279)	\$ (4,485,922)
Total cash flows from operating transactions	\$ 2,131,514	\$ (9,533,451)
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (14,130,263)	\$ (17,689,874)
Net proceeds from disposal of unsupported capital assets	\$ 18,481	\$ 74,978
Capital in accounts payable	\$ 2,135,279	\$ 4,485,922
Total cash flows from capital transactions	\$ (11,976,503)	\$ (13,128,974)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ (3,350,463)
Proceeds on sale of portfolio investments	\$ 2,156,433	\$ 8,756,981
Total cash flows from investing transactions	\$ 2,156,433	\$ 5,406,518
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ (13,893)
Increase (decrease) in spent deferred capital contributions	\$ 13,062,720	\$ 16,126,218
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ (330,647)	\$ (330,647)
Total cash flows from financing transactions	\$ 12,732,073	\$ 15,781,678
Increase (decrease) in cash and cash equivalents	\$ 5,043,517	\$ (1,474,229)
Cash and cash equivalents, at beginning of year	\$ 11,046,629	\$ 12,520,858
Cash and cash equivalents, at end of year	\$ 16,090,146	\$ 11,046,629

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	2020	2019
Annual surplus (deficit)	\$ (1,532,868)	\$ (1,483,277)	\$ (877,365)
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (9,811,025)	\$ (14,130,263)	\$ (18,037,519)
Amortization of tangible capital assets	\$ 7,207,091	\$ 7,008,747	\$ 6,264,832
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (12,739)	\$ (34,412)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 18,481	\$ 74,978
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ (203,032)	\$ (478,313)
Other changes Disposal of supported capital asset	\$ -	\$ 105,970	\$ -
Total effect of changes in tangible capital assets	\$ (2,603,934)	\$ (7,212,836)	\$ (12,210,434)
Acquisition of inventory of supplies	\$ -	\$ (250,129)	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ (79,447)	\$ 769,434
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)		\$ 7,590,261	\$ 11,629,601
Other changes	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets	\$ (4,136,802)	\$ (1,435,428)	\$ (688,764)
Net financial assets at beginning of year	\$ 11,870,414	\$ 11,870,414	\$ 12,559,178
Net financial assets at end of year	\$ 7,733,612	\$ 10,434,986	\$ 11,870,414

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2020 (in dollars)

	2020	2019
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Other Adjustment	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2020 (in dollars)**

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2019	\$ 19,745,026	\$ -	\$ 19,745,026	\$ 6,265,344	\$ -	\$ 0	\$ 12,584,725	\$ 894,957
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2019	\$ 19,745,026	\$ -	\$ 19,745,026	\$ 6,265,344	\$ -	\$ 0	\$ 12,584,725	\$ 894,957
Operating surplus (deficit)	\$ (1,483,277)		\$ (1,483,277)			\$ (1,483,277)		
Board funded tangible capital asset additions				\$ 1,164,606		\$ (258,440)	\$ (768,695)	\$ (137,471)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (5,743)		\$ (12,738)		\$ 18,481
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (7,008,747)		\$ 7,008,747		
Capital revenue recognized	\$ -			\$ 5,472,459		\$ (5,472,459)		
Debt principal repayments (unsupported)	\$ -			\$ 330,647		\$ (330,647)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (425,227)	\$ 425,227	
Net transfers from operating reserves	\$ -					\$ 974,041	\$ (974,041)	
Net transfers to capital reserves	\$ -					\$ (137,471)		\$ 137,471
Net transfers from capital reserves	\$ -					\$ 137,471		\$ (137,471)
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2020	\$ 18,261,749	\$ -	\$ 18,261,749	\$ 6,218,566	\$ -	\$ 0	\$ 11,267,216	\$ 775,967

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2020 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2019	\$ 10,152,791	\$ 780,579	\$ 597,366	\$ 114,378	\$ 1,439,095	\$ -	\$ 345,231	\$ -	\$ 50,242	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2019	\$ 10,152,791	\$ 780,579	\$ 597,366	\$ 114,378	\$ 1,439,095	\$ -	\$ 345,231	\$ -	\$ 50,242	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ (768,695)	\$ (137,471)	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 18,481		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 425,227		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ -		\$ (462,206)		\$ (247,435)		\$ (230,615)		\$ (33,785)	
Net transfers to capital reserves		\$ -		\$ -		\$ 137,471		\$ -		\$ -
Net transfers from capital reserves		\$ (137,471)		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2020	\$ 10,578,018	\$ 661,589	\$ 135,160	\$ 114,378	\$ 422,965	\$ -	\$ 114,616	\$ -	\$ 16,457	\$ -

**SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2020 (in dollars)**

	Alberta Education				Other GoA Ministries			Other Sources			Total
	IMR	CMR	Others	Total Education	Alberta Infrastructure	Other GOA Ministries	Total Other GoA Ministries	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)											
Balance at Aug 31, 2019	\$ 856,975	\$ -	\$ 365,727	\$ 1,222,702	\$ -	\$ -	\$ -	\$ 61,214	\$ 38,090	\$ 99,304	\$ 1,322,006
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2019	\$ 856,975	\$ -	\$ 365,727	\$ 1,222,702	\$ -	\$ -	\$ -	\$ 61,214	\$ 38,090	\$ 99,304	\$ 1,322,006
Received during the year (excluding investment income)	\$ 3,212,599	\$ -	\$ 510,147	\$ 3,722,746	\$ -	\$ 35,000	\$ 35,000	\$ 200,520	\$ 49,377	\$ 249,897	\$ 4,007,643
Transfer (to) grant/donation revenue (excluding investment income)	\$ (1,345,986)	\$ -	\$ (298,466)	\$ (1,644,452)	\$ -	\$ -	\$ -	\$ (77,217)	\$ (87,173)	\$ (164,390)	\$ (1,808,842)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ 16,153	\$ -	\$ -	\$ 16,153	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,153
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at Aug 31, 2020	\$ 2,739,741	\$ -	\$ 577,408	\$ 3,317,149	\$ -	\$ 35,000	\$ 35,000	\$ 184,517	\$ 294	\$ 184,811	\$ 3,536,960
Unspent Deferred Capital Contributions (UDCC)											
Balance at Aug 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ 810,076	\$ -	\$ 810,076	\$ -	\$ -	\$ -	\$ 810,076
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ 810,076	\$ -	\$ 810,076	\$ -	\$ -	\$ -	\$ 810,076
Received during the year (excluding investment income)	\$ 1,883,158	\$ 2,730,000	\$ 225,000	\$ 4,838,158	\$ 6,340,567	\$ -	\$ 6,340,567	\$ -	\$ -	\$ -	\$ 11,178,725
UDCC Receivable	\$ -	\$ -	\$ 3,163	\$ 3,163	\$ 1,598,615	\$ -	\$ 1,598,615	\$ -	\$ -	\$ -	\$ 1,601,778
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 17,102	\$ -	\$ 17,102	\$ -	\$ -	\$ -	\$ 17,102
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and Ab Treasury	\$ -	\$ -	\$ -	\$ -	\$ 104,000	\$ -	\$ 104,000	\$ -	\$ -	\$ -	\$ 104,000
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ (1,883,158)	\$ (2,107,448)	\$ (228,163)	\$ (4,218,769)	\$ (8,746,889)	\$ -	\$ (8,746,889)	\$ -	\$ -	\$ -	\$ (12,965,658)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at Aug 31, 2020	\$ -	\$ 622,552	\$ -	\$ 622,552	\$ 123,471	\$ -	\$ 123,471	\$ -	\$ -	\$ -	\$ 746,023
Total Unspent Deferred Contributions at Aug 31, 2020	\$ 2,739,741	\$ 622,552	\$ 577,408	\$ 3,939,701	\$ 123,471	\$ 35,000	\$ 158,471	\$ 184,517	\$ 294	\$ 184,811	\$ 4,282,983
Spent Deferred Capital Contributions (SDCC)											
Balance at Aug 31, 2019	\$ 6,010,247	\$ -	\$ 469,939	\$ 6,480,186	\$ 127,405,360	\$ 1,799,129	\$ 129,204,489	\$ 569,534	\$ -	\$ 569,534	\$ 136,254,209
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2019	\$ 6,010,247	\$ -	\$ 469,939	\$ 6,480,186	\$ 127,405,360	\$ 1,799,129	\$ 129,204,489	\$ 569,534	\$ -	\$ 569,534	\$ 136,254,209
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ 203,032	\$ -	\$ 203,032	\$ -	\$ -	\$ -	\$ 203,032
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 1,883,158	\$ 2,107,448	\$ 228,163	\$ 4,218,769	\$ 8,746,889	\$ -	\$ 8,746,889	\$ -	\$ -	\$ -	\$ 12,965,658
Amounts recognized as revenue (Amortization of SDCC)	\$ (234,544)	\$ (21,431)	\$ (20,645)	\$ (276,620)	\$ (4,847,136)	\$ (323,966)	\$ (5,171,102)	\$ (24,737)	\$ -	\$ (24,737)	\$ (5,472,459)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (105,970)	\$ (105,970)	\$ -	\$ -	\$ -	\$ (105,970)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at Aug 31, 2020	\$ 7,658,861	\$ 2,086,017	\$ 677,457	\$ 10,422,335	\$ 131,508,145	\$ 1,369,193	\$ 132,877,338	\$ 544,797	\$ -	\$ 544,797	\$ 143,844,470

**SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2020 (in dollars)**

REVENUES	2020							2019
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 11,377,064	\$ 130,193,716	\$ 15,597,055	\$ 8,497,450	\$ 6,721,177	\$ 301,502	\$ 172,687,964	\$ 182,154,232
(2) Alberta Infrastructure	\$ -	\$ -	\$ 4,913,906	\$ -	\$ -	\$ -	\$ 4,913,906	\$ 5,513,413
(3) Other - Government of Alberta	\$ -	\$ 444,846	\$ 323,966	\$ -	\$ -	\$ 111,299	\$ 880,111	\$ 854,763
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ 53,163	\$ -	\$ 54,457	\$ 107,620	\$ 152,824
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ 2,184,331	\$ -	\$ 724,584	\$ -	\$ -	\$ 2,908,915	\$ 4,956,626
(10) Sales of services and products	\$ -	\$ 1,704,026	\$ -	\$ 942	\$ 7,318	\$ 248,915	\$ 1,961,201	\$ 3,040,025
(11) Investment income	\$ -	\$ 445,200	\$ -	\$ -	\$ -	\$ 4,804	\$ 450,004	\$ 515,188
(12) Gifts and donations	\$ -	\$ 892,832	\$ -	\$ -	\$ -	\$ 7,753	\$ 900,585	\$ 1,069,171
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 279,079	\$ 279,079	\$ 362,973
(14) Fundraising	\$ -	\$ 311,511	\$ -	\$ -	\$ -	\$ -	\$ 311,511	\$ 384,183
(15) Gains on disposal of tangible capital assets	\$ -	\$ 18,481	\$ -	\$ -	\$ -	\$ -	\$ 18,481	\$ 34,412
(16) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 11,377,064	\$ 136,194,943	\$ 20,834,927	\$ 9,276,139	\$ 6,728,495	\$ 1,007,809	\$ 185,419,377	\$ 199,037,810
EXPENSES								
(18) Certificated salaries	\$ 4,581,785	\$ 82,932,615	\$ -	\$ -	\$ 776,025	\$ 180,997	\$ 88,471,422	\$ 92,984,743
(19) Certificated benefits	\$ 962,141	\$ 18,761,240	\$ -	\$ -	\$ 164,934	\$ 36,675	\$ 19,924,990	\$ 20,177,907
(20) Non-certificated salaries and wages	\$ 3,166,384	\$ 16,578,576	\$ 2,755,661	\$ 913,732	\$ 3,651,801	\$ 230,060	\$ 27,296,214	\$ 30,220,611
(21) Non-certificated benefits	\$ 818,825	\$ 4,799,669	\$ 619,783	\$ 181,014	\$ 772,181	\$ 55,505	\$ 7,246,977	\$ 7,852,073
(22) SUB - TOTAL	\$ 9,529,135	\$ 123,072,100	\$ 3,375,444	\$ 1,094,746	\$ 5,364,941	\$ 503,237	\$ 142,939,603	\$ 151,235,334
(23) Services, contracts and supplies	\$ 932,310	\$ 12,280,317	\$ 13,650,212	\$ 8,470,936	\$ 1,099,881	\$ 514,906	\$ 36,948,562	\$ 42,413,529
(24) Amortization of supported tangible capital assets	\$ 1,025	\$ 23,712	\$ 5,447,722	\$ -	\$ -	\$ -	\$ 5,472,459	\$ 4,844,262
(25) Amortization of unsupported tangible capital assets	\$ 54,617	\$ 1,263,058	\$ 89,403	\$ 18,963	\$ 110,247	\$ -	\$ 1,536,288	\$ 1,420,570
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 328
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,152
(29) Losses on disposal of tangible capital assets	\$ -	\$ 5,742	\$ -	\$ -	\$ -	\$ -	\$ 5,742	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 10,517,087	\$ 136,644,929	\$ 22,562,781	\$ 9,584,645	\$ 6,575,069	\$ 1,018,143	\$ 186,902,654	\$ 199,915,175
(32) OPERATING SURPLUS (DEFICIT)	\$ 859,977	\$ (449,986)	\$ (1,727,854)	\$ (308,506)	\$ 153,426	\$ (10,334)	\$ (1,483,277)	\$ (877,365)

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2020 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2020 TOTAL Operations and Maintenance	2019 TOTAL Operations and Maintenance Restated
Non-certificated salaries and wages	\$ -	\$ 1,880,946	\$ -	\$ -	\$ 874,715			\$ 2,755,661	\$ 2,770,719
Non-certificated benefits	\$ -	\$ 438,436	\$ -	\$ -	\$ 181,347			\$ 619,783	\$ 654,507
Sub-total Remuneration	\$ -	\$ 2,319,382	\$ -	\$ -	\$ 1,056,062			\$ 3,375,444	\$ 3,425,226
Supplies and services	\$ 4,807,066	\$ 952,025	\$ 99,721	\$ 1,559,674	\$ 66,635			\$ 7,485,121	\$ 9,530,063
Electricity			\$ 1,570,495					\$ 1,570,495	\$ 1,888,524
Natural gas/heating fuel			\$ 720,653					\$ 720,653	\$ 959,762
Sewer and water			\$ 183,727					\$ 183,727	\$ 265,255
Telecommunications			\$ 332,203					\$ 332,203	\$ 341,697
Insurance					\$ 2,168,532			\$ 2,168,532	\$ 582,390
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 5,447,722	\$ 5,447,722	\$ 4,819,525
Unsupported						\$ 89,403		\$ 89,403	\$ 269,387
Total Amortization						\$ 89,403	\$ 5,447,722	\$ 5,537,125	\$ 5,088,912
Interest on capital debt									
Supported							\$ -	\$ -	\$ 328
Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ 1,189,481				\$ 1,189,481	\$ 1,189,481
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ -
TOTAL EXPENSES	\$ 4,807,066	\$ 3,271,407	\$ 2,906,799	\$ 2,749,155	\$ 3,291,229	\$ 89,403	\$ 5,447,722	\$ 22,562,781	\$ 23,271,638

SQUARE METRES									
School buildings								209,338	210,008
Non school buildings								4,276	4,857

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2020 (in dollars)

Cash & Cash Equivalents	2020			2019
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 16,090,146	\$ 16,090,146	11,046,629
Cash equivalents				
Government of Canada, direct and guaranteed		-	-	-
Provincial, direct and guaranteed		-	-	-
Corporate		-	-	-
Other, including GIC's		-	-	-
Total cash and cash equivalents		<u>\$ 16,090,146</u>	<u>\$ 16,090,146</u>	<u>\$ 11,046,629</u>

Portfolio Investments	Average Effective (Market) Yield	2020			2019
		Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	2.62%	\$ 7,718,731	\$ 7,718,731	\$ 7,718,731	\$ 9,875,164
Bonds and mortgages		-	-	-	-
Total portfolio investments	<u>2.62%</u>	<u>\$ 7,718,731</u>	<u>\$ 7,718,731</u>	<u>\$ 7,718,731</u>	<u>\$ 9,875,164</u>

See Note 4 for additional detail.

Portfolio investments

Operating

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2020	2019
Cost	\$ 7,718,731	\$ 9,875,164
Unrealized gains and losses	-	-
	<u>7,718,731</u>	<u>9,875,164</u>
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	<u>-</u>	<u>-</u>
Total portfolio investments	<u>\$ 7,718,731</u>	<u>\$ 9,875,164</u>

The following represents the maturity structure for portfolio investments based on principal amount:

	2020	2019
Under 1 year	100.0%	22.0%
1 to 5 years	0.0%	78.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	<u>100.0%</u>	<u>100.0%</u>

SCHEDULE 6

School Jurisdiction Code: 2195

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2020 (in dollars)**

Tangible Capital Assets	2020						2019
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years	
Historical cost							
Beginning of year	\$ 1,475,856	\$ 14,752,596	\$ 220,676,595	\$ 12,874,155	\$ 2,589,822	\$ 5,140,898	\$ 257,509,922
Prior period adjustments	-	-	-	-	-	-	-
Additions	137,471	7,671,409	4,741,387	1,152,267	-	630,761	14,333,295
Transfers in (out)	-	(19,557,143)	18,403,569	74,370	-	1,079,204	-
Less disposals including write-offs	(105,970)	-	-	(28,712)	(121,115)	-	(255,797)
Historical cost, August 31, 2020	\$ 1,507,357	\$ 2,866,862	\$ 243,821,551	\$ 14,072,080	\$ 2,468,707	\$ 6,850,863	\$ 271,587,420
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 99,776,382	\$ 7,770,929	\$ 2,239,417	\$ 4,873,001	\$ 114,659,729
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	4,642,897	1,722,871	141,528	501,451	7,008,747
Other additions	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(22,970)	(121,115)	-	(144,085)
Accumulated amortization, August 31, 2020	\$ -	\$ -	\$ 104,419,279	\$ 9,470,830	\$ 2,259,830	\$ 5,374,452	\$ 121,524,391
Net Book Value at August 31, 2020	\$ 1,507,357	\$ 2,866,862	\$ 139,402,272	\$ 4,601,250	\$ 208,877	\$ 1,476,411	\$ 150,063,029
Net Book Value at August 31, 2019	\$ 1,475,856	\$ 14,752,596	\$ 120,900,213	\$ 5,103,226	\$ 350,405	\$ 267,897	\$ 142,850,193

	2020	2019
Total cost of assets under capital lease	\$ 1,653,235	\$ 1,653,235
Total amortization of assets under capital lease	\$ 1,653,235	\$ 1,322,588

Assets under capital lease include equipment with a total cost of \$1,653,235 (2019 - \$1,653,235) and accumulated amortization of \$1,653,235 (2019 - \$1,322,588).

Work in Progress includes \$228,162 in playground equipment (2019 - nil), \$2,638,699 for betterments to existing buildings (2019 - \$2,868,439), nil for new schools (2019 - \$10,657,558), nil for modulars (2019 - \$285,329), and nil for computer software and infrastructure (2019 - \$941,270).

Buildings include leasehold improvements with a total cost of \$1,450,728 (2019 - \$1,450,728) and accumulated amortization of \$1,352,887 (2019 - \$1,343,992) as well as site improvements with a total cost of \$1,735,877 (2019 - \$1,461,642) and accumulated amortization of \$238,388 (2019 - \$176,789).

SCHEDULE 7

2195

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2020 (in dollars)**

	FTE	Remuneration	Benefits	Allowances	ERIP's / Other Paid	Expenses	Total Excluding Expenses 2020
Board Members:							
Trina Boymook, Chair	1.00	\$48,257	\$2,566	\$4,593		\$808	\$55,416
Randy Footz	1.00	\$35,560	\$0	\$7,990		\$2,022	\$43,550
William Gordon	1.00	\$35,560	\$0	\$4,590		\$680	\$40,150
Colleen Holowaychuk	1.00	\$35,560	\$2,083	\$7,990		\$1,948	\$45,633
Annette Hubick	1.00	\$35,560	\$1,836	\$3,240		\$832	\$40,636
Don Irwin	1.00	\$35,560	\$0	\$3,240		\$818	\$38,800
Jim Seutter	1.00	\$35,560	\$0	\$4,590		\$826	\$40,150
Harvey Stadnick	1.00	\$35,560	\$0	\$4,253		\$847	\$39,813
Heather Wall, Vice Chair	1.00	\$41,734	\$2,262	\$5,266		\$672	\$49,262
Subtotal	9.00	\$338,911	\$8,747	\$45,752		\$9,453	\$393,410
Mark Liguori, Superintendent	1.00	\$241,957	\$42,128	\$3,500	\$4,167	\$8,085	\$291,752
Candace Cole, Secretary-Treasurer	1.00	\$171,682	\$33,736	\$0	\$0	\$3,879	\$205,418
Certificated		\$88,201,796	\$19,882,862	\$20,002	\$0		\$108,104,660
School based	865.70						
Non-School based	23.60						
Non-certificated		\$26,679,605	\$7,204,494	\$0	\$60,264		\$33,944,363
Instructional	408.20						
Plant Operations & Maintenance	34.20						
Transportation	9.00						
Other	41.10						
TOTALS FOR THE YEAR ENDED AUGUST 31, 2020	1,392.80	\$115,633,951	\$27,171,967	\$69,254	\$64,431	\$21,417	\$142,939,603
TOTAL FOR THE YEAR ENDED AUGUST 31, 2019	1,446.40	\$122,865,529	\$28,029,980	\$70,830	\$268,995	\$38,880	

1. Authority and purpose

The Board of Trustees of Elk Island Public Schools ["EIPS"] was established under the authority of the *Education Act*, 2012, Chapter E-0.3, to provide education programs in the counties of Strathcona No. 20, Lamont No. 30, the western portion of Minburn No. 27, and the City of Fort Saskatchewan.

EIPS receives allocations under Education Grants Regulation (AR 120/2008) from the Government of Alberta. The regulation allows for the setting of conditions and use of grant monies. EIPS is limited on certain funding allocations and administrative expenses.

2. Summary of significant accounting policies

Basis of presentation and use of estimates

These financial statements have been prepared in accordance with the Chartered Professional Accountants of Canada Public Sector Accounting Standards. The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates which have been made using careful judgment. Significant areas requiring the use of estimates include accrued liabilities and the useful lives of tangible capital assets. Actual results could differ from those estimates. The financial statements have been prepared within the framework of the significant accounting policies summarized below.

Financial instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. EIPS recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, debt, and other liabilities. Unless otherwise noted, it is management's opinion that EIPS is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items upon initial recognition.

Cash and cash equivalents

Cash and cash equivalents include cash and investments with maturity dates of three months or less.

EIPS has invested surplus funds in accordance with Section 54(2) of the *Education Act*.

Portfolio investments

Portfolio investments consist of guaranteed investment certificates with initial maturity dates in excess of 90 days recorded at cost.

Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the operating surplus (deficit), provides the change in net financial assets (debt) for the year.

2. Summary of significant accounting policies [continued]

Tangible capital assets

Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.

Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to EIPS are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The discount rate used to determine the present value of the lease payments is the lower of EIPS's rate for incremental borrowing or the interest rate implicit in the lease.

Tangible capital assets are amortized over their estimated useful lives on a straight-line basis as follows:

Buildings	25 to 50 years
Other equipment and furnishings	5 to 25 years
Vehicles and buses	5 to 10 years
Computer hardware and software	3 to 5 years

Only tangible capital assets with costs in excess of \$5,000 are capitalized.

Amortization is not recorded on assets under construction. A full year of amortization is recorded on all tangible capital asset additions in the year the asset is acquired, or in the year construction is completed and the asset is ready for its productive use.

Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of EIPS to provide services or when the value of future economic benefits associated with the assets are less than their net book value. For supported assets, the write-downs are accounted for as reductions to spent deferred capital contributions.

Deferred contributions

Deferred contributions includes contributions received for operations that have stipulations that meet the definition of a liability per Public Sector Accounting Standards Section PS 3200 *Liabilities*. These contributions are recognized by EIPS once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

2. Summary of significant accounting policies [continued]

Deferred contributions also includes contributions for capital expenditures, unspent and spent:

- Unspent deferred capital contributions represents externally restricted supported capital funds provided for a specific capital purpose received or receivable by EIPS but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per Section PS 3200 when expended.
- Spent deferred capital contributions represents externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related tangible capital asset. Amortization over the useful life of the related tangible capital asset is due to certain stipulations related to the contributions that require EIPS to use the asset in a prescribed manner over the life of the associated asset.

Operating and capital reserves

Operating reserves are established to provide for the costs of future operating expenses. Capital reserves are established to provide for future replacement or upgrading of tangible capital assets. These reserves are established and expended in accordance with policies established by the Board of Trustees or external restrictions specified by the Government of Alberta.

Pensions

Pension costs included in these financial statements comprise the cost of employer contributions for current service of employees during the year.

EIPS participates in the multi-employer Local Authorities Pension Plan, which is accounted for as a defined contribution plan with the cost of the pension benefits recognized as contributions are payable. Annual contributions expensed for the year ended August 31, 2020 were \$2,388,454 [2019 – \$2,790,541]. At December 31, 2019, the Local Authorities Pension Plan reported a surplus of \$7,913,261,000 [2018 – surplus of \$3,469,347,000].

Teachers' Retirement Fund contributions by the Government of Alberta for current service are a component part of education system costs and are formally recognized in the accounts of the school jurisdictions, even though the jurisdictions have no legal obligation to pay these costs. Current service contributions have been recognized as revenue from the Government of Alberta and as certificated benefits expense. Annual contributions by the Government of Alberta for the year ended August 31, 2020 were \$9,764,734 [2019 – \$10,109,093]. At August 31, 2019, the Teachers' Retirement Fund reported a surplus of \$3,448,098,000 [2018 – surplus of \$2,697,272,000].

Revenue recognition

Instruction grants and fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered. Rental and other sales and services are recognized as revenue as sales and services are provided. Investment income is recognized as revenue on the accrual basis.

Eligibility criteria are criteria that EIPS has to meet in order to receive certain contributions. Stipulations describe what EIPS must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

2. Summary of significant accounting policies [continued]

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with Section PS 3200. Such liabilities are recorded as deferred contributions. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred operating contributions and recognized as revenue in the year the stipulated related expenses are incurred;
- Unspent deferred capital contributions; and
- Spent deferred capital contributions.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of expenses

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

Program reporting

EIPS's operations have been segmented as follows:

- **ECS Instruction:** The provision of Early Childhood Services education instructional services that fall under the basic public education mandate.
- **Grade 1-12 Instruction:** The provision of instructional services that fall under the basic public education mandate.
- **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services [to and from school], whether contracted or board operated, including transportation facilities.
- **Board and System Administration:** The provision of board governance and system-based/central office administration.
- **External Services:** All projects, activities and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs. Revenues and expenses associated with being the banker board and administrator for the Regional Collaborative Service Delivery are reported as external services from Alberta Education.

2. Summary of significant accounting policies [continued]

Contributed services

Volunteers assist schools operated by EIPS in carrying out certain activities. Because of the difficulty of determining the fair value of such services, and the fact that such assistance is generally not otherwise purchased, contributed services are not recognized in the financial statements.

Trusts under administration

EIPS administers funds under trust agreements on behalf of various beneficiaries. Trusts under administration are disclosed in note 13 and excluded from the financial reporting of EIPS.

3. Accounts receivable

	2020 \$	2019 \$
Alberta Education	961,626	1,179,280
Alberta Infrastructure	1,654,883	3,940,924
Government of Canada – Goods and Services Tax	382,154	651,948
Municipal construction deposits	545,541	852,752
Other	257,394	133,424
	3,801,598	6,758,328

4. Portfolio investments

EIPS's portfolio investments of \$7,718,731 [2019 – \$9,875,164] consist of guaranteed investment certificates with interest rates ranging from 1.80% to 3.10% [2019 – 1.60% to 3.10%] and maturity dates ranging from September 25, 2020 to May 25, 2021.

5. Bank indebtedness

EIPS has a \$5,000,000 revolving credit facility available for operations which bears interest at prime less 0.5% and is due on demand. At August 31, 2020, nil [2019 – nil] was drawn on the facility. The prime rate at August 31, 2020 was 2.45% [2019 – 3.95%].

EIPS has access to a \$3,000,000 corporate credit card facility for operations.

6. Accounts payable and accrued liabilities

	2020 \$	2019 \$
Accrued vacation pay liabilities	654,578	563,249
Other employee-related accrued liabilities	4,210,663	4,421,932
Prepaid student fees and other unearned revenue	2,209,552	1,092,489
Trade accounts payable and accrued liabilities	5,796,713	7,210,369
	12,871,506	13,288,039

7. Obligation under capital lease

Capital leases are funded by EIPS and consist of the following:

	2020	2019
	\$	\$
Equipment, due 2020 with a net book value of nil [2019 - \$330,647]	—	330,647
	—	330,647

The lease is non-interest bearing. No further payments are due.

8. Prepaid expenses

	2020	2019
	\$	\$
Prepaid insurance	428,921	366,789
Prepaid software	630,027	742,945
Prepaid professional development	218,000	—
Prepaid monthly rent	23,554	27,515
Other	57,573	141,379
	1,358,075	1,278,628

9. Net assets

	2020	2019
	\$	\$
Reserves for operations	9,327,783	10,945,334
School generated funds	1,939,433	1,639,391
Total operating reserves	11,267,216	12,584,725
Investment in tangible capital assets	6,218,566	6,265,344
Capital reserves	775,967	894,957
	18,261,749	19,745,026

10. Contractual obligations

EIPS has contractual obligations and other commitments as follows:

	Building leases	Building projects	Service providers	Total
	\$	\$	\$	\$
2021	263,338	1,274,360	1,283,381	2,821,079
2022	68,183	—	535,956	604,139
2023	—	—	504,259	504,259
2024	—	—	141,742	141,742
2025	—	—	143,159	143,159
Thereafter	—	—	737,558	737,558
	331,521	1,274,360	3,346,055	4,951,936

In addition, EIPS has lease commitments in place for two schools. These commitments consist of a fixed annual commitment of \$445,920 [2019 – \$445,920] plus variable annual commitments currently totaling \$661,315 [2019 – \$754,561]. The lease agreements expire in 2032.

11. Contingent liabilities

In the ordinary course of operations various claims and lawsuits are brought against EIPS. The ultimate settlement of such matters is not expected to be significant to the overall financial position of EIPS. The resolution of such matters and the amount of loss, if any, will be accounted for in the period of determination.

EIPS is a member of a reciprocal insurance exchange called Alberta School Boards' Reciprocal Insurance Exchange. A portion of the premiums paid each year represents equity contributions to the insurance fund. These payments have been recorded as expenses in the financial statements, as the value of equity is subject to liability claims.

12. School generated funds

	2020	2019
	\$	\$
Beginning balance	1,672,042	1,648,912
Fees	2,234,719	3,861,267
Fundraising	311,512	384,183
Gifts and donations	544,978	717,019
Other sales and services	1,643,078	2,633,319
	4,734,287	7,595,788
Uses of funds	(3,134,537)	(5,350,342)
Total direct cost of goods sold to raise funds	(1,332,312)	(2,222,316)
	(4,466,849)	(7,572,658)
Ending balance	1,939,480	1,672,042
Balance included in deferred contributions	47	32,652
Balance included in accumulated surplus	1,939,433	1,639,390
	1,939,480	1,672,042

13. Trusts under administration

The following trust balances represent assets that are held in trust by EIPS but not recorded in the financial statements of EIPS.

	2020 \$	2019 \$
Regional Collaborative Services Delivery ["RCSD"]	—	393,608
Scholarship trust funds	134,646	139,362
Other trusts	28,507	32,063
	163,153	565,033

EIPS administers funds on behalf of the RCSD and, accordingly, amounts held at year-end are restricted in their use. The RCSD is controlled by Government of Alberta departments. During the year, EIPS received \$58,148 [2019 – \$58,317] for its fund management services.

14. Nutrition Program

	2020 \$	2019 \$
Revenue		
Alberta Education – current year	166,000	166,000
Alberta Education – prior year	—	33,800
Total Revenues	166,000	199,800
Expenses	166,000	187,238
Annual Surplus/Deficit	—	12,562

The School Nutrition Program supports the provision of a healthy lunch to students, serving two elementary schools in the Division. The average estimated number of students served per meal is 200 (2019 – 200). The surplus from August 31, 2019 will be used in the school year ending August 31, 2021.

15. Elk Island Public Schools Partners in Education Foundation

Elk Island Public Schools Partners in Education Foundation [the "Foundation"] was established under the authority of the *Societies Act* (Alberta) to assist EIPS in improving the efficiency with which it carries out its charitable objectives. The Foundation dissolved in June 2020. It was not a controlled entity and has therefore not been consolidated with EIPS's financial information.

16. Statement of cash flows

Supplementary disclosures in respect of the statement of cash flows are as follows:

	2020 \$	2019 \$
Interest received	491,090	538,048
Interest paid - supported	—	1,129

17. Related party transactions

EIPS's primary source of revenue is from the Government of Alberta through its related departments. EIPS's ability to continue its operations is dependent on this funding.

Related parties are departments controlled by the Government of Alberta and entities controlled by those departments. The amounts due to and from related parties bear no interest and are unsecured, with no stated terms of repayment. Revenues and expenses are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

	Balances		Transactions	
	Financial assets \$	Liabilities \$	Revenues \$	Expenses \$
Government of Alberta				
Alberta Education				
Receivables/payables	961,626	—	—	—
Deferred revenue	—	3,317,149	—	—
Unspent deferred capital contributions	—	622,552	—	—
Spent deferred capital contributions	—	10,422,335	—	—
Revenues/expenses	—	—	172,687,964	24,364
Alberta Infrastructure				
Receivables/payables	1,654,883	—	—	—
Unspent deferred capital contributions	—	123,471	—	—
Spent deferred capital contributions	—	131,508,145	—	—
Revenues/expenses	—	—	4,913,906	—
Treasury Board and Finance				
Amortization of supported tangible capital assets	—	—	323,966	—
Spent deferred capital contributions	—	1,369,193	—	—
Alberta Health Services	54,280	—	535,345	—
Other Government of Alberta ministries	—	—	—	622
Other Alberta school jurisdictions	57,523	65,522	107,620	212,967
Post-secondary institutions	—	—	20,800	3,788
Other related parties				
Alberta Pension Services Corporation	—	—	—	2,388,399
Total 2019-20	2,728,312	147,428,367	178,589,601	2,630,140
Total 2018-19	5,202,657	137,747,109	188,675,233	2,950,729

18. Unaudited information

The unaudited schedule of fees and unaudited schedule of central administration expenses were prepared by EIPS administration and approved by the Board of Trustees. Amounts in these schedules are presented for information purposes only and have not been audited.

19. Comparative figures

Certain comparative figures have been reclassified to conform to the current year's presentation.

20. Budget amounts

The budget was prepared by EIPS and approved by the Board of Trustees on June 25, 2019.

21. Subsequent events

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a global pandemic, which continues to spread in Canada and around the world. This pandemic is evolving and EIPS continues to respond with public health measures and financial assistance as necessary. The duration and potential impacts of COVID-19 are unknown at this time. As a result, we are unable to estimate the effect of these developments on the financial statements.

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2020 (in dollars)

	Actual Fees Collected 2018/2019	Budgeted Fee Revenue 2019/2020	(A) Actual Fees Collected 2019/2020	(B) Unspent September 1, 2019*	(C) Funds Raised to Defray Fees 2019/2020	(D) Expenditures 2019/2020	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2020*
Transportation Fees	\$1,117,217	\$1,089,000	\$724,584	\$0	\$0	\$724,584	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$105,008	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$746,806	\$890,653	\$515,293	\$72,586	\$0	\$561,284	\$26,595
Activity fees	\$1,492,505	\$1,532,417	\$623,369	\$10,020	\$20,777	\$645,539	\$8,627
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$783,829	\$827,953	\$596,448	\$0	\$0	\$617,660	\$0
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$659,806	\$682,141	\$423,777	\$0	\$0	\$438,849	\$0
Non-curricular goods and services	\$51,455	\$163,279	\$25,444	\$1,687	\$0	\$26,349	\$782
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$4,956,626	\$5,185,443	\$2,908,915	\$84,293	\$20,777	\$3,014,265	\$36,004

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2020	Actual 2019 Restated
Cafeteria sales, hot lunch, milk programs	\$520,071	\$787,574
Special events, graduation, tickets	\$3,384	\$365,368
International and out of province student revenue	\$25,653	\$35,274
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$466,884	\$776,696
Adult education revenue	\$0	\$0
Preschool	\$3,160	\$0
Child care & before and after school care	\$82,580	\$97,862
Lost item replacement fee	\$85,034	\$36,186
Parent paid donations and fundraising (estimated)	\$427,995	\$555,398
TOTAL	\$1,614,761	\$2,654,358

SCHEDULE 9

**UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES
For the Year Ended August 31, 2020 (in dollars)**

EXPENSES	Allocated to Board & System Administration			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 494,002	\$ 42,297	\$ -	\$ 536,299
Educational administration (excluding superintendent)	\$ 354,384	\$ 40,718	\$ -	\$ 395,102
Business administration	\$ 1,305,919	\$ 207,750	\$ -	\$ 1,513,669
Board governance (Board of Trustees)	\$ 394,121	\$ 106,249	\$ -	\$ 500,370
Information technology	\$ 455,578	\$ 122,648	\$ -	\$ 578,226
Human resources	\$ 1,132,839	\$ 100,588	\$ -	\$ 1,233,427
Central purchasing, communications, marketing	\$ 771,921	\$ 60,222	\$ -	\$ 832,143
Payroll	\$ 378,909	\$ 35,709	\$ -	\$ 414,618
Administration - insurance			\$ 41,705	\$ 41,705
Administration - amortization			\$ 110,247	\$ 110,247
Administration - other (admin building, interest)			\$ -	\$ -
Administration - facility services	\$ 77,268	\$ 341,995	\$ -	\$ 419,263
Other	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 5,364,941	\$ 1,058,176	\$ 151,952	\$ 6,575,069



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2020-21 Fall Budget

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
Lisa Branter, Senior Accountant II, Financial Services
Christine Gillis, Senior Accountant II, Financial Services

REFERENCE: Board Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION

That the Board of Trustees approve the operating budget for 2020-21 of \$201,532,895 for Elk Island Public Schools, for the period Sept. 1, 2020 to Aug. 31, 2021.

BACKGROUND:

Board Policy 2: Role of the Board, section 8.2 Fiscal Accountability establishes that the Board of Trustees approve the annual budget.

New for 2020-21, the provincial government introduced Bill 5 which results in school divisions requiring ministerial approval to access operating reserves. This includes all reserves at schools and departments (including Student Transportation), reserves from school generated funds (SGF), and Division Allocated and Unallocated Reserves. The Ministry has approved an EIPS reserve usage of \$4.72 million for 2020-21. The Fall Budget was developed utilizing 100% of this approved usage amount.

The proposed allocation of funds allows schools and departments to maintain essential services and supports the mission, values and Division priorities.

The Spring Budget was developed based on the integral assumption operations would resemble as close as possible to prior years, in that no adjustments were made for potential costs because of COVID-19. At that time,

it was unknown what the exact re-entry plan would look like for the start of the new school year in September 2020. On May 6, the province identified three possible options for school re-entry:

1. for schools to be open as much as possible under normal conditions;
2. for schools to be generally open but with some health restrictions in place, such as physical distancing and personal protective equipment (PPE); and
3. teacher-directed at-home learning continues.

There were issues to be considered under all three scenarios, such as PPE use, physical distancing, increased cleaning at schools and on buses, increased substitute costs for staff who became ill or were quarantined, etc. Estimates for costs associated with these issues were not included in the Spring Budget because of the uncertainties of operating during COVID-19, and management was not able to adequately substantiate costs at that time. To prepare for the upcoming school year and the unknown expenses, the Board set aside \$1 million from the Unallocated Reserves in the Spring Budget (Emergent Funds).

In late August, the province announced schools would re-open in September under Scenario One. Scenario One involves the safe relaunch of in-person classes resuming with near normal with health measures. The Fall Budget has been prepared under the assumption that operations will continue in Scenario One for the full school year. With two months experience operating under Scenario One, administration is better able to evaluate the costs associated with working within the COVID-19 environment. Estimates of these COVID-related costs have been included in the Fall Budget.

Budget Report (Attachment 1)

The 2020-21 Fall Budget was developed with a conservative approach due to the uncertainty of the external environment. The assumptions utilized are detailed in the Budget Report.

The 2020-21 Fall Budget has been updated for the following items:

- usage of the Government of Canada “Safe Return to Class” funding received;
- the effect of the Sept. 30, 2020 student enrolment decreases on expected 2021-22 revenue (deferral of 2020-21 revenue);
- changes in revenue not related to enrolment;
- changes in allocations as a result of reductions to insurance premium estimates;
- updates to other general estimates arising from more updated information;
- updates to estimated actual carryforwards from the 2019-20 year-end;
- updates for reserve spending, including re-allocation of approved reserve usage; and
- changes to expenses based on the above updates.

The 2020-21 Fall Budget is based on the following budget principles:

- equitable distribution of funds and programs; and
- transparent and understandable changes to allocations.

In Summary

For 2020-21 EIPS has prepared a \$201.53 million operating budget drawing \$4.72 million from operating reserves. The use of reserves allows EIPS flexibility to cover any potential emergent issues that arise after budget completion and allows the Division to support:

- students with one-time supports in the areas of early learning, specialized supports, curriculum and instructional supports;
- school and department savings up to 1%;
- expected use of school generated funds on non-recurring supplies, services and equipment; and
- completion of the enterprise resource planning project.

EIPS has faced reduced funding from Alberta Education (AE) for the last two years:

- In the fall of 2019-20, EIPS experienced the first year of reduced funding and was able to offset it with the use of reserves totaling \$7.96 million by reprioritizing EIPS' reserve use and depleting a substantial amount of reserves.
- In the spring of 2020-21, the provincial government requested funding of \$2.36 million be returned from Base Instruction, and \$1.25 million from Student Transportation as the COVID-19 pandemic situation resulted in the cancellation of in-school classes and staff reductions. Despite the clawback, changes in operations during COVID-19 allowed for some additional savings in 2019-20 due to reduced travel, professional development, certificated substitute costs, etc.; these offset some of the budget impacts in 2019-20.
- For the 2020-21 year, EIPS has deferred enrolment-based revenue related to students who did not materialize in September. The 2020-21 reported decreased actual enrolment will negatively affect the 2021-22 Weighted Moving Average enrolment calculations and reduce the revenue received in 2021-22.
- A further reduction estimated at 50% of the Bridge Funding, which equates to \$3.05 million is also expected for 2021-22, provided the province maintains the \$8.20 billion cap on education funding. However, as the Bridge Funding was to fund future growth at schools, it is unknown whether AE will change the method of calculation for this Bridge Funding given the decrease in enrolment being experienced by all school divisions across the province.

Before the start of the COVID-19 pandemic, the Spring Budget saw significant decreases in staffing in both schools and departments - a situation happening not only at EIPS but at several school divisions provincially. Although a portion of the staff reductions at schools that were incorporated in the 2020-21 Spring Budget were reversed in the updated Fall Budget, this reprieve is very likely temporary as they were funded by the "Safe Return to Class" monies. There is no reliable way to predict the timeframe in which school divisions will be required to operate under pandemic restrictions, as the duration of the pandemic is itself unknowable. EIPS cannot expect that the additional pandemic-related funding, received for the 2020-21 school year, will continue next year, should the situation continue into 2021-22.



RECOMMENDATION REPORT

Alberta Education Supplemental Reports (Attachment 2)

The 2020-21 Fall Budget has been prepared for internal use only as AE no longer requires an updated budget be submitted. As part of the Audited Financial Statements, AE has required completion of two additional schedules to be submitted by Nov. 30, 2020; these are updated based on the November budget. Schedule 10 is for reporting the full time equivalent enrolled students. This totals to Sept. 30, 2020 enrolment of 16,969 as reported in the Fall Budget Report. Schedule 11 is for reporting the full-time equivalent personnel, which totals to the 1,322.3 as reported in the Fall Budget Report. These schedules have been attached for the Board's information only.

COMMUNICATION PLAN:

Following approval by the Board, the budget will be communicated to the leadership team, staff, the appropriate community and school-family groups, and be available on the EIPS website.

ATTACHMENTS:

1. EIPS 2020-21 Fall Budget Report
2. Alberta Education Supplemental Reports



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Fall Budget
Report**

2020-21

**Report to the
Board of Trustees**

Nov. 26, 2020

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Budget Summary

The 2020-21 Fall Budget has a planned operating deficit of \$4.72 million, which is offset by operating reserves. Revenue increased by \$5.42 million to \$196.82 million from the Spring Budget, while expenses increased by the same margin to \$201.53 million.

Accumulated Surplus is projected to be \$13.55 million at Aug. 31, 2021 and is comprised of:

- \$7.47 million in operating reserves:
 - School Generated Funds are projected to be \$1.12 million;
 - Division Allocated Operating Reserves are projected to be \$0;
 - Division Unallocated Operating Reserve is projected to be \$6.35 million (3.15%);
 - ideal balance is a minimum level of 2.0% of budget (approximately \$4.0 million)
- \$0.12 million in Capital Reserves.
- \$5.96 million in Investment in Tangible Capital Assets.

Capital items to be funded from Capital Reserves include: \$0.11 million for vehicle replacement, and \$0.54 million for making wireless improvements.

Student enrolment is 16,969 at Sept. 30, 2020.

- A decrease of 501 students (2.9%) from the 2020-21 Spring Budget
- A decrease of 431 students (2.5%) from Sept. 30, 2019

Staffing is 1,322.30 FTE at Sept. 30, 2020

(CERTIFICATED 873.69 FTE, CLASSIFIED 448.61 FTE)

- An increase of 25.95 FTE (2.0%) from the 2020-21 Spring Budget
- A decrease of 61.55 FTE (4.4%) from the 2019-20 Fall Budget

Compensation

- No economic increase is projected—all staff salaries have a 0% increase.
- Inflationary salary costs are related to grid movement and benefit costs.

Instruction spending comprises 77.2% of the total budget and 79.2% when capital is excluded, which equates to \$9,493 per student (2020-21 Spring Budget = \$9,018 per student).

System administration spending is \$4.48 million (2.2% of total expenses), which is within the \$6.21 million grant provided by Alberta Education (AE). The additional funds have been distributed for other Divisional uses, as allowed in the *2020-21 Funding Manual*. There was a reduction of \$0.09 million in system administration grant funding compared to the Spring Budget due to a deferral of grant revenue related to enrolment decreases. System administration spending also decreased from spring estimates due to decreased insurance premiums.

Budget Process

On April 23, 2020, the Board of Trustees approved assumptions and allocations used to build the 2020-21 Budget.

New for 2020-21, AE no longer requires an updated fall budget to be submitted; at the time the new *2020-21 Funding Manual* was developed it used a 3-year weighted average with estimated enrolment for 2020-21. Therefore, funding would not be adjusted based on September 30 enrolment numbers thus no longer requiring the submission of an updated budget.

This Fall Budget has been updated for the Government of Canada's "Safe Return to Class" funding, changes to enrolment, changes to revenue and expense estimates, updated reserve spending and actual reserve carryforwards. The consolidated budget in this report is based on the best information available at the time of its development.

RESERVES

The provincial government introduced Bill 5 which results in school divisions requiring ministerial approval to access operating reserves. This includes School Generated Funds (SGF), all reserves at schools and departments (including Student Transportation) and Division Allocated and Unallocated Reserves. EIPS cannot access any of its operating reserves beyond what was submitted in the 2020-21 Spring Budget and approved by the Minister. However, EIPS can adjust the usage amounts between the reserve categories provided the total reserve usage does not exceed the total approved amount.

In the spring, given the reductions in the 2019-20 budget made by the province in response to COVID-19 and the resulting uncertainty in operations, schools completed their budgets without any carryforward surplus. EIPS estimated (on a consolidated basis) 1% of reserve carryforward for schools (\$1.19 million) at that time. For the Fall Budget, this consolidated school reserve amount was removed, and actual 2019-20 year-end surplus carryforward amounts (up to 1%) were allocated directly to the respective schools.

Departments entered their surplus (up to 1%) in the Spring Budget as per projections made in April, based on March actuals and on post-COVID-19 implications (\$1.37 million). For the Fall Budget, actual department surplus amounts (up to 1%) were allocated to the respective department.

In the Spring Budget, EIPS estimated 50% (\$0.82 million) of the SGF reserve would be used to ensure schools had the flexibility to draw down their SGF beyond their opening balance. Total actual SGF reserves were increased to \$1.94 million at Aug. 31, 2020, however the reserve usage estimate for 2020-21 was not adjusted and now equates to 42% of the total SGF reserve.

In the Spring Budget, \$1.0 million of Division Unallocated Reserves was set aside as "Emergent Funds". This amount was split \$500,000 to Schools To Be Allocated (TBA), and \$500,000 to Central (Fiscal). Administration was to seek Board approval to access these funds to offset potential impacts to estimates, given the uncertainty and instability created by the external environment. For the Fall Budget, these emergent funds have been consolidated with other available funds and reallocated to support the Fall Budget Adjustment to schools and COVID-19 Cost allocations.

Fall Budget Adjustments and COVID-19 Cost Allocations

In September 2020, the Government of Canada announced “Safe Return to Class” grant funding of which EIPS will receive \$6.12 million. Using this funding, along with insurance premium savings, the balances remaining in To Be Allocated from the Spring, and the remaining unallocated reserves that were approved for usage by the Minister, EIPS was able to make additional allocations to schools and departments to support COVID-related changes in activities, and cover additional COVID-related costs.

Funds Available:	\$000s
Safe Return to Class funding	6,115
Insurance savings re: reduction in premiums	3,929
To Be Allocated (TBA) remaining from Spring	952
Emergent Funds reserve allocation from Spring	1,000
Other available reserve amounts	639
Subtotal	12,635
Alberta Education deferred re: decrease in enrolment	(1,967)
School allocation adjustments: decrease in enrolment	698
Net Funds Available for Allocation	11,366

Funds were allocated to schools via Fall Budget Adjustment Allocation based on September 14 enrolment of in-school learners, with funds also directed to Next Step Outreach and Out of School Learning – Kindergarten to Grade 9, to support students who choose not to return to in-classroom learning. Additional funds were directed to schools experiencing budget shortages as a result of enrolment decreases from spring levels. Funds were also set aside for Leveraging Student Achievement and Enhanced Kindergarten initiatives.

Allocated to Schools:	\$000s
<i>Fall Budget Adjustment Allocations</i>	
Sector One	1,746
Sector Two	370
Sector Three	596
Sector Four	151
Sector Five	106
Subtotal	2,969
Additional allocations to cover school budget shortages	87
Excess allocations returned by schools	(46)
Next Step Outreach	272
Out of School Learning – Kindergarten to Grade 9	1,460
Leveraging Student Achievement	80
Enhanced Kindergarten	50
Other allocation adjustments	10
Total allocations to schools	4,882
<i>Held in To Be Allocated (Schools)</i>	
Staffing and substitute support (Illness)	3,896
Outreach	79
Miscellaneous	18
Remaining available to be allocated	425
Total Held in To Be Allocated	4,418
Total Allocated to Schools	9,300

Fall Budget Adjustments and COVID-19 Cost Allocations (continued)

COVID-19 Cost allocations were made to central departments to support the additional expenses associated with operating during the pandemic, including increased costs of personal protective equipment (PPE), increased custodial expenses, upgrades and additions to online learning platforms, increased contracted transportation costs associated with time required to thoroughly clean buses each day, and additional staffing and support costs.

Allocated to Central Departments:	\$000s
COVID-19 Cost Allocations	
Personal Protective Equipment & Supplies	591
Contracted Custodial and Custodial Supplies	784
Learning Management System	100
Contracted Transportation	245
Additional Staffing and Support	189
Total COVID-19 COST Allocations	1,909
Information Technology Support	65
Out-of-School Learning (curriculum)	50
Assurance Model Surveys	20
Staff Professional Development including Off To A Good Start	80
Other Allocation Adjustments	(58)
Total Allocated to Central Departments	2,066

Summary:	\$000s
Allocated to Schools	9,300
Allocated to Central Departments	2,066
Total Allocations	11,366

Budget Assumptions

EIPS established assumptions in the spring, based on the best information available at that time, and these were the building blocks of the 2020-21 budget. Changes in key assumptions such as reserve usage, enrolment and standard cost have the potential to significantly affect the budget. For the Fall Budget, assumptions have been added or updated as necessary to account for changes in circumstances and information available at this time. The following outlines the Spring Budget assumptions and the change in these assumptions as reflected in the Fall Budget.

General

Spring Budget Assumption: Operations will be “normal” with no adjustment made for potential costs due to COVID-19.

Fall Budget Update: Operations have not returned to “normal”. Schools are operating in “Scenario One” as outlined by the Ministry and expected costs due to COVID-19 related to operating in this manner have been estimated and included in the Fall Budget. The Fall Budget has been developed under the assumption that operations will continue under Scenario One for the entire school year.

Spring Budget Assumption: Funding will be received in full, and not reduced due to the government’s response to the COVID-19 pandemic.

Fall Budget Update: As a result of the reduction in enrolment, revenue has been reduced to reflect the expected adjustment that will be made to 2021-22 Alberta Education funding once the 2021-22 Weighted Moving Average (WMA) enrolment is calculated. This revenue will be deferred for 2020-21, with an offsetting adjustment made to the funds available for distribution in the Fall Budget Adjustment and COVID-19 Cost Allocation.

Spring Budget Assumption: Funding for both the Alberta Health Services (AHS) grant for speech language pathologists and Mental Health Capacity Building (MHCB) grant were excluded from the Spring Budget to be fiscally prudent, as Administration had not received confirmation at that time that the grants would continue for 2020-21.

Fall Budget Update: Funding for MHCB was confirmed for 2020-21, while funding for speech language pathologists was officially discontinued by AHS. Fall Budget revenue increased by \$225,061.

Spring Budget Assumption: The Spring Budget was built with a 100% overall increase to all insurance premiums for 2020-21.

Fall Budget Assumption: Due to a change in provider, the expected increase in insurance premiums has been reduced to 35% over the quoted premiums provided in May. The projected savings have been redistributed as part of the Fall Budget Adjustment and COVID-19 Cost allocation. At the time of writing this budget report, the final premiums for 2020-21 have not been received so this line item remains an estimate.

Budget Assumptions (continued)

Other General Assumption Updates:

- *100% of the operating reserve usage requested in the Spring Budget was approved by the Minister and is expected to be fully utilized in 2020-21.*
- *Lease funding of \$651,746 for Strathcona Christian Secondary and Strathcona Christian Elementary, as estimated in the Spring Budget, was confirmed for 2020-21 by AE Capital Planning Department.*
- *As reflected in the Spring Budget, operations for Continuing Education – Non-Credit and Home Education have ceased for 2020-21.*
- *Consistent with the Spring Budget, Carbon tax costs continue to be factored into the Fall Budget. The federal rate is to increase from \$30/tonne to \$40/tonne effective April 1, 2021 and to \$50/tonne April 1, 2022. On Feb. 24, 2020, the Alberta Court of Appeal found the Federal Carbon Tax unconstitutional and is going back to the Supreme Court of Canada. There is no way to predict if and when the federal government would have to remove the Carbon Tax from Albertans, should the Alberta government succeed.*
- *Fee collection rates for 2020-21 are expected to be similar to 2019-20 collection rates, which is consistent with the assumption made in the Spring Budget.*
- *Assessments of Program Unit Funding students are still expected to be completed by the deadlines imposed by AE.*

Compensation

- No economic increase has been projected (all staff salaries have a 0% increase).
- Inflationary salary costs are related to grid movement and benefit costs.
- Staffing at the schools is mostly complete. Substantial estimates were made in the Spring Budget relating to salary standard cost. In preparation of the Fall Budget, these estimates were reviewed in light of current circumstances and determined to still be applicable. No adjustments were made to standard cost rates.

Enrolment

- Enrolment has decreased to 16,969 from 17,470 in Spring 2020-21.
- Alberta Education (AE) has changed how enrolment is calculated and funded in the new *2020-21 Funding Manual*. The methodology being used now is a formula called Weighted Moving Average (WMA), which consists of 2018-19 actual enrolment (20%), plus 2019-20 estimated enrolment (30%), plus 2020-21 projected enrolment (50%).
- The primary variance between enrolment and WMA is because an ECS student is counted at a 0.5 FTE in WMA. Rural school enrolment is included in the total WMA, however it is excluded from the grant calculations for Basic Instruction. The WMA is factored into most of the new AE grants.
- EIPS' WMA for 2020-21 as calculated using September 30, 2020 actual enrolment is 16,443.95 (2020-21 Spring Budget - 16,677.65).
- Because the 2020-21 actual enrolment was lower than spring projections, AE will claw back the associated excess funding, in full, in 2021-22. The expected clawback amount has been calculated as per the methodology outlined in the *2020-21 Funding Manual* and has been excluded from revenue.
- A significant number of students have chosen to not to return to in-classroom learning. For Fall Budget purposes, these students have been included in the enrolment count at their registered school.

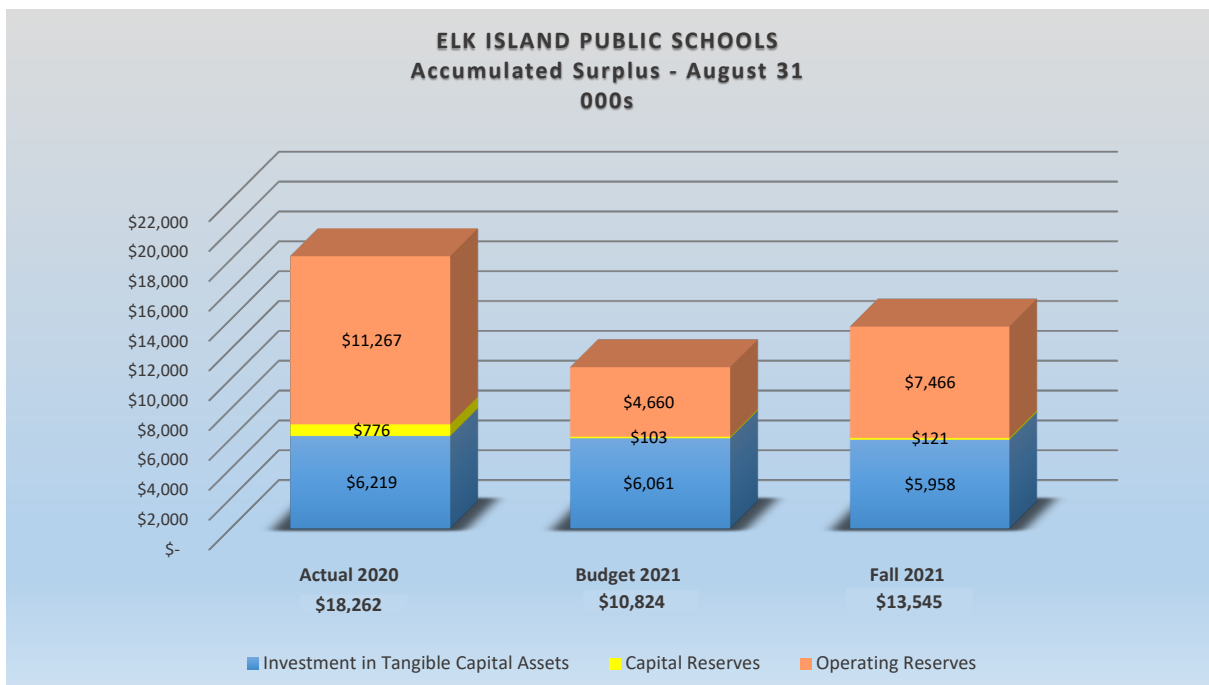
Budget Assumptions (continued)

Department Estimates and Assumptions

- Facility Services took over responsibility for the Facility Rental Program from Next Step Continuing Education – Non-Credit. In the Spring Budget, revenue assumptions were based on the impact of the COVID-19 pandemic subsiding, and it was assumed that all facilities would be available to rent by Sept. 1, 2020. However, the pandemic has since worsened and in the Fall Budget, facility rentals have been eliminated. The pandemic's effect on custodial supplies expense for 2020-21 was unknown when the Spring Budget was approved. At the time of Fall Budget development, we have some experience operating in the COVID-19 environment, and therefore have included estimated custodial costs required for Scenario One operations. Snow removal and utility costs are based on a three-year average as snowfall and temperatures can fluctuate dramatically each year.
- Student Transportation has implemented a two-tiered fee structure where all students riding the bus pay fees. The increase in revenue is to cover increased contracted transportation costs as well as anticipated insurance costs. AE is conducting a review of the transportation funding formula and has increased the transportation grant by 5% as an interim measure. Fuel rate estimates used in cost calculations have been reduced for 2020-21 from \$1.30/litre (2019-20 and 2018-19) down to \$1.20/litre to reflect the current and trending oil prices. There was no change in these assumptions between the Spring and Fall Budgets.
- In the Spring Budget, Human Resources had changed from using a three-year average to a four-year average for budgeting sick leaves and maternity costs. These amounts vary from year-to-year and an average was a more realistic amount to budget. In the fall, adjustments to these estimates were made to reflect expected absenteeism due to COVID-19. The projected cost increase of \$3.90 million has not been allocated at this time and is held in TBA for distribution as circumstances warrant. Alberta Education's secondment postings for 2020-21 were not known at the time of the Spring Budget, and therefore the related Secondment revenue and corresponding expense were excluded. Subsequently, the AE Secondment postings were finalized, and the Secondment revenue and expense have been reflected in the Fall Budget. For the Spring Budget, it was unknown whether any CTS Bridge funds would be required. No bridging students have been employed by the Division in 2020-21, so CTS Bridge funds have been excluded from the Fall Budget.
- Insurance premiums were estimated in the Spring Budget at 100% increase over the previous year, based on a May 15 industry update which indicated premium rates could increase by 50% to 100%. Based on updated information available for the Fall Budget, mainly due to switching insurance providers, this estimate was updated to a 35% increase over the quoted premiums. At the time of this budget report, EIPS is still awaiting final premium statements.
- In the Spring Budget, carbon tax for 2020-21 was estimated to remain at \$198,000 for utilities (same as 2019-20) and increase to \$93,500 for diesel (2.21 cents/litre) related to Student Transportation, for a total of \$291,500; it was \$284,000 for the prior year. Facility Services has signed a new contract reducing the rate/GJ from \$3.99 to \$2.56 (which could have a potential savings of \$200,000 based on 2018-19 consumption volumes – Transmission and Distribution rates are anticipated to continue rising). Carbon tax estimates were reviewed for the Fall Budget, taxes for utilities are projected to increase by \$33,000.
- The Canadian dollar exchange rate was set at \$1.41 in the Spring Budget (increasing from \$1.37 in the 2019-20 Fall Budget). For the 2020-21 Fall Budget, this estimate was adjusted to \$1.31; however the impact on individual budgets was not significant enough to change.

Accumulated Surplus					
	A=B+C+D+E	B	C	D Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2020	\$ 18,261,749	\$ 6,218,566	\$ -	\$ 11,267,216	\$ 775,967
Surplus/(Deficit)	(4,716,353)	-	(4,716,353)	-	-
Board Funded Capital Asset Additions	-	965,759	(311,260)	-	(654,499)
Net Amortization, Debt & Disposals	-	(1,226,260)	1,226,260	-	-
Net Reserve Transfers	-	-	3,801,353	(3,801,353)	-
Budget - August 31, 2021	\$ 13,545,396	\$ 5,958,065	\$ -	\$ 7,465,863	\$ 121,468
Spring Budget - August 31, 2021	10,824,204	6,060,769	-	4,659,977	103,458
Variance - Fall to Spring	2,721,192	(102,704)	-	2,805,886	18,010

- A. Accumulated surplus which includes investment in Board funded tangible capital assets, unrestricted surplus and internally restricted reserves
- B. Board funded (unsupported) tangible capital assets
- C. Surplus/(Deficit) that is transferred to reserves
- D. Operating reserves including Schools - Operations, School Generated Funds, Central Services and Division Reserves
- E. Capital reserves available for future capital purchases



Accumulated Surplus

Accumulated Surplus (pg. 8)

Accumulated surplus will decrease from 2019-20 to 2020-21 by \$4.72 million primarily due to the reduction of:

- Operating Reserves of \$3.8 million;
- Investments in Tangible Capital Assets of \$0.26 million (amortization and debt repayments exceeding unsupported capital asset purchases); and
- Capital Reserves of \$0.66 million.

Accumulated surplus is projected to be \$13.55 million at August 31, 2021 comprised of:

- \$7.47 million in operating reserves:
 - School Generated Funds are projected to be \$1.12 million;
 - Division Allocated Operating Reserves are projected to be \$0;
 - Division Unallocated Operating Reserve is projected to be \$6.35 million (3.15%);
 - Ideal balance is a minimum level of 2.0% of budget (approximately \$4.0 million).
- \$0.12 million in Capital Reserves.
- \$5.96 million in Investment in Tangible Capital Assets.

Administration has put in a request to Alberta Education requesting a transfer of up to \$1.0 million from Operating Reserves to Capital Reserves. At the time of writing this report EIPS has not heard back. When the 2021-22 Spring Budget is being completed, this amount will be confirmed. The reasoning for this request is that EIPS Capital Reserves are almost depleted and Operating Reserves came in higher than budgeted.

Reserves					
	A	B	C	D	E = A+B+C+D
	Audited 31-Aug-20	Contributions /(Use)	2020-21 Capital Effect	Transfers	Budget 31-Aug-21
OPERATING RESERVES					
Central Services	\$ 839,871	\$ (844,542)	\$ -	\$ 4,671	-
Schools - Operations	1,003,827	\$ (2,478,492)	-	1,474,665	-
School Generated Funds (SGF)	1,939,433	(819,695)	-	-	1,119,738
Central Services & Schools	3,783,131	(4,142,729)	-	1,479,336	1,119,738
Leveraging Student Achievement	-	(80,000)	-	80,000	-
School Building	27,497	(27,497)	-	-	-
Enterprise Resource Planning	363,505	(363,505)	-	-	-
Central Projects	22,622	(102,622)	-	80,000	-
EIPS Division Allocated	413,624	(573,624)	-	160,000	-
EIPS Division Unallocated	7,070,461	-	915,000	(1,639,336)	6,346,125
	\$ 11,267,216	\$ (4,716,353)	\$ 915,000	\$ -	\$ 7,465,863
Spring Budget	\$ 8,461,330	(4,716,353)	\$ 915,000	\$ -	4,659,977
Variance - Fall to Spring	\$ 2,805,886	\$ -	\$ -	\$ -	\$ 2,805,886

- B. Projected deficits are supported by school, department and Division reserves
- C. Net effect of unsupported capital transactions
- D. Budgeted and projected transfers between the EIPS Division Allocated/Unallocated reserve and the projected transfer from schools/departments for surplus in excess of set limits.

	A	B	C	D	E = A+B+C+D
	Audited 31-Aug-20	Contributions /(Use)	2020-21 Capital Effect	Transfers	Budget 31-Aug-21
CAPITAL RESERVES					
Facility Services	\$ 114,378	-	\$ (114,378)	\$ -	\$ -
Aging Equipment at Schools	197,957	-	-	(197,957)	-
Wireless Improvements	342,164	-	(540,121)	197,957	-
EIPS Division Allocated	540,121	-	(540,121)	-	-
EIPS Division Unallocated	121,468	-	-	-	121,468
	\$ 775,967	\$ -	\$ (654,499)	\$ -	\$ 121,468
Spring Budget	\$ 757,957	-	\$ (654,499)	\$ -	103,458
Variance - Fall to Spring	\$ 18,010	\$ -	\$ -	\$ -	\$ 18,010

- B. Proceeds on disposal of unsupported assets year to date
- C. Use of reserves for purchases of unsupported assets
- D. Budgeted transfer from Aging Equipment at Schools to Wireless Improvements

Operating Reserves - Projection												
	A	B	C	D	E = A + B + C + D	F	G = E + F	H	I = G + H	J	K = I + J	
	Audited	2020-21			Budget	2021-22	Estimate	2022-23	Estimate	2023-24	Estimate	
	Contributions											
	31-Aug-20	/(Use)	Capital Effect ¹	Transfer	31-Aug-21	Estimate	31-Aug-22	Estimate	31-Aug-23	Estimate	31-Aug-24	
Central Services & Schools	N	\$ 3,783,131	\$ (4,142,729)	\$ -	\$ 1,479,336	\$ 1,119,738	\$ -	\$ 1,119,738	\$ -	\$ 1,119,738	\$ -	\$ 1,119,738
Leveraging Student Achievement		-	(80,000)	-	80,000	-	-	-	-	-	-	-
Heritage Hills Elementary		27,497	(27,497)	-	-	-	-	-	-	-	-	-
School Building		27,497	(27,497)	-	-	-	-	-	-	-	-	-
Enterprise Resource Planning		363,505	(363,505)	-	-	-	-	-	-	-	-	-
Central Projects		363,505	(363,505)	-	-	-	-	-	-	-	-	-
Off To a Good Start		-	(80,000)	-	80,000	-	-	-	-	-	-	-
New Curriculum Costs		22,622	(22,622)	-	-	-	-	-	-	-	-	-
Projects		22,622	(102,622)	-	80,000	-	-	-	-	-	-	-
EIPS Division Allocated Reserves	O	413,624	(573,624)	-	160,000	-	-	-	-	-	-	-
Capital Effect - Purchases from Operating Budgets		-	(311,260)	-	(311,260)	(200,341)	(511,601)	(198,801)	(710,402)	(198,801)	(909,203)	
Capital Effect - Annual Amortization		-	1,226,260	-	1,226,260	1,125,341	2,351,601	1,058,801	3,410,402	1,058,801	4,469,203	
Funding Shortfall		-	-	(1,639,336)	(1,639,336)	-	(1,639,336)	-	(1,639,336)	-	(1,639,336)	
EIPS District Reserve		7,070,461	-	-	7,070,461	-	7,070,461	-	7,070,461	-	7,070,461	
EIPS Division Unallocated Reserve	P	7,070,461	-	915,000	(1,639,336)	6,346,125	925,000	7,271,125	860,000	8,131,125	860,000	8,991,125
Total EIPS Division Reserves	Q = O + P	7,484,085	(573,624)	915,000	(1,479,336)	6,346,125	925,000	7,271,125	860,000	8,131,125	860,000	8,991,125
Total Operating Reserves	R = N + Q	\$ 11,267,216	\$ (4,716,353)	\$ 915,000	\$ -	\$ 7,465,863	\$ 925,000	\$ 8,390,863	\$ 860,000	\$ 9,250,863	\$ 860,000	\$ 10,110,863
Unallocated Reserve (P)												
As a percentage of operating expenses	S = P/U		3.78%			3.15%		3.61%		4.03%		4.46%
Dollars above 2% of operating expenses	T	\$ 3,332,408				\$ 2,315,467		\$ 3,240,467		\$ 4,100,467		\$ 4,960,467
Operating Expenses	U	\$ 186,902,654				\$ 201,532,895		\$ 201,532,895		\$ 201,532,895		\$ 201,532,895
		2019-20 Actuals				2020-21 Fall Budget		2020-21 Fall Budget		2020-21 Fall Budget		2020-21 Fall Budget

¹ Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. As the current purchases are less than the amortization of prior year purchases a surplus is created. The effect is non-cash but the surplus created is available for use.

Reserves

Operating Reserves (pg. 10 & 11)

The **OPERATING RESERVES** table on page 10 provides a summary of the budgeted changes in Operating Reserves for 2020-21. The **OPERATING RESERVES PROJECTION** table on page 11 provides more detail for the changes in Operating Reserves for 2020-21, as well as a projection of the use of reserves for 2021-22 and 2022-23.

Central Services & Schools (row N)

All School and Department reserve carryforwards (excluding School Generated Funds) as per the 2019-20 Audited Financial Statements have been included in allocations. EIPS is estimating 100% usage of Central Services & Schools operating reserves, and 42% usage of School Generated Funds operating reserves.

Division Allocated Operating Reserves (row O)

The Division Allocated Operating Reserves are used to fund specific expenses identified by the Board. Proposed changes for 2020-21 have been identified as well as estimates for 2021-22 to 2023-24 to outline future needs. Each year, Administration will bring the planned use of Division reserves to the Board for approval.

In 2020-21, Division Allocated Reserves totaling \$0.57 million (column B) will be used for:

- Leveraging Student Achievement (\$0.08 million)
- School Building, specifically opening costs for Heritage Hills Elementary (\$0.03 million)
- Enterprise Resource Planning (\$0.36 million)
- Central Projects, including New Curriculum Costs and Off To A Good Start (\$0.10 million)

\$0.16 million will be transferred (column D) from Division Unallocated Reserves to Division Allocated Reserves to offset the budget shortfall between the opening reserve balances and the expected usage of allocated reserves.

Division Unallocated Operating Reserve (row P)

The Division Unallocated Operating Reserve is available to provide some flexibility to cover potential emergent issues, price fluctuations, and to stabilize funding in future years. As per EIPS' budget assumptions, the Division Unallocated Operating Reserve ideal balance is a minimum of 2% of EIPS budgeted operating expenses or approximately \$4 million.

\$0.16 million is transferred from EIPS Division Unallocated Reserves to EIPS Division Allocated Reserves to support Leveraging Student Achievement (\$0.08 million) and Central Projects (\$0.08 million) with an additional \$1.48 million transferred to Central Services & Schools to offset the budget shortfall.

Capital asset purchases of \$0.31 million and amortization of \$1.23 million have been included in the 2020-21 projection (column C) as capital assets purchased from current year funding are offset by amortization from prior year purchases, creating a surplus in the reserve.

As per the 2019-20 Audited Financial Statements, the Division Unallocated Reserve was 3.78% of total 2019-20 Operating Expense, \$3.33 million above the 2% target. For 2020-21, this unallocated reserve is expected to decrease to 3.15% of total 2020-21 budgeted operating expense, or \$2.32 million above the 2% target.

Reserves (continued)

Capital Reserves (pg. 10)

Capital Reserves can be used for the purchase of future capital assets and can be accessed with Board approval. To access Capital Reserves for operating expenses, the Division would have to obtain permission from the Minister.

The 2020-21 Fall Budget includes a plan for the purchase of capital items of:

- Capital Reserve spending for the purchase of new Facility Services' vehicles of \$0.11 million
- Capital Reserve spending for Wireless Improvements of \$0.54 million
- Transfer of \$0.20 million from Aging Equipment at Schools to Wireless Improvements

To be fiscally prudent, EIPS has requested approval from the Minister to transfer \$1.0 million from Operating Reserves to Capital Reserves as the remaining balance is projected at \$0.12 million. A response has not yet been received so the reserve schedules have not been updated to include this transfer.

STATEMENT OF REVENUES AND EXPENSES

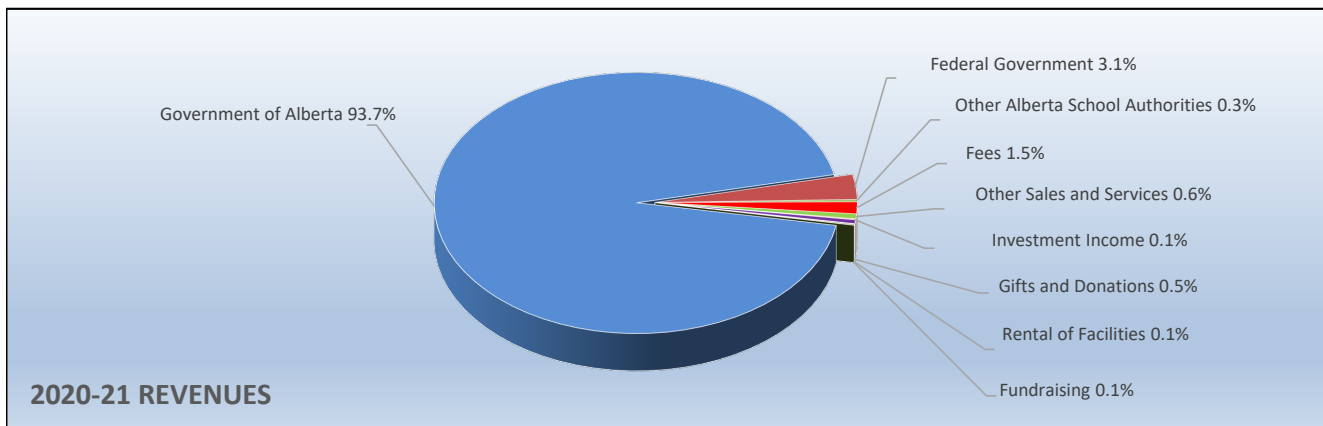
	2020-21 Budget	2020-21 Fall	Change	% Change
REVENUES				
Government of Alberta				
Alberta Education (<i>Page 17</i>)	\$ 176,829,977	\$ 178,347,063	\$ 1,517,086	0.9%
Other Government of Alberta	4,835,882	6,153,496	1,317,614	27.2%
	<u>181,665,859</u>	<u>184,500,559</u>	<u>2,834,700</u>	<u>1.6%</u>
Federal Government	-	6,114,500	6,114,500	100.0%
Other Alberta School Authorities	108,522	562,611	454,089	418.4%
Fees	4,968,636	2,911,000	(2,057,636)	(41.4%)
Other Sales and Services	2,657,573	1,210,605	(1,446,968)	(54.4%)
Investment Income	220,148	231,000	10,852	4.9%
Gifts and Donations	1,155,853	936,880	(218,973)	(18.9%)
Rental of Facilities	233,974	109,387	(124,587)	(53.2%)
Fundraising	384,183	240,000	(144,183)	(37.5%)
	<u>191,394,748</u>	<u>196,816,542</u>	<u>5,421,794</u>	<u>2.8%</u>
EXPENSES				
Instruction				
Schools	132,974,683	134,269,115	1,294,432	1.0%
Central Services	18,983,081	21,235,314	2,252,233	11.9%
	<u>151,957,764</u>	<u>155,504,429</u>	<u>3,546,665</u>	<u>2.3%</u>
Operations & Maintenance	27,271,650	29,352,471	2,080,821	7.6%
Transportation	11,767,336	11,995,095	227,759	1.9%
System Administration	4,824,619	4,477,830	(346,789)	(7.2%)
External Services	289,732	203,070	(86,662)	(29.9%)
	<u>196,111,101</u>	<u>201,532,895</u>	<u>5,421,794</u>	<u>2.8%</u>
OPERATING DEFICIT	\$ (4,716,353)	\$ (4,716,353)	\$ -	0.0%

STAFFING - FULL TIME EQUIVALENT (FTE)

	2020-21 Budget	2020-21 Fall	Change	% Change
SCHOOLS				
Certificated (<i>Page 24</i>)	821.37	859.55	38.18	4.6%
Classified (<i>Page 24</i>)	349.09	336.36	(12.73)	(3.6%)
	<u>1,170.46</u>	<u>1,195.91</u>	<u>25.45</u>	<u>2.2%</u>
CENTRAL SERVICES				
Certificated (<i>Page 37</i>)	19.64	14.14	(5.50)	(28.0%)
Classified (<i>Page 37</i>)	106.25	112.25	6.00	5.6%
	<u>125.89</u>	<u>126.39</u>	<u>0.50</u>	<u>0.4%</u>
TOTAL STAFFING				
Certificated	841.01	873.69	32.68	3.9%
Classified	455.34	448.61	(6.73)	(1.5%)
	<u>1,296.35</u>	<u>1,322.30</u>	<u>25.95</u>	<u>2.0%</u>

Revenue and Expense Notes (for variances greater than \$75,000 and 5%)

The variances identified in the Statement of Revenue and Expenses may be the aggregate of a number of different changes, both positive and negative. The explanations provided below are intended to highlight the primary contributors to the identified variance, and may not add up to the total change.



The changes in revenue from Alberta Education are detailed on page 17.

The increase in **Other Government of Alberta** revenue is resulting from the Mental Health Capacity Building (MHCB) grant totaling \$0.23 million. At the time of the Spring Budget it was unknown if the MHCB grant would be funded and therefore it was not included. There was also a grant in the amount of \$1.13 million for the demolition and abatement of the Wye Elementary site that was added to the Fall Budget.

In September 2020, the Federal Government announced the "Safe Return to Class" grant to be allocated to all school divisions. EIPS received \$6.12 million in funding related to this grant.

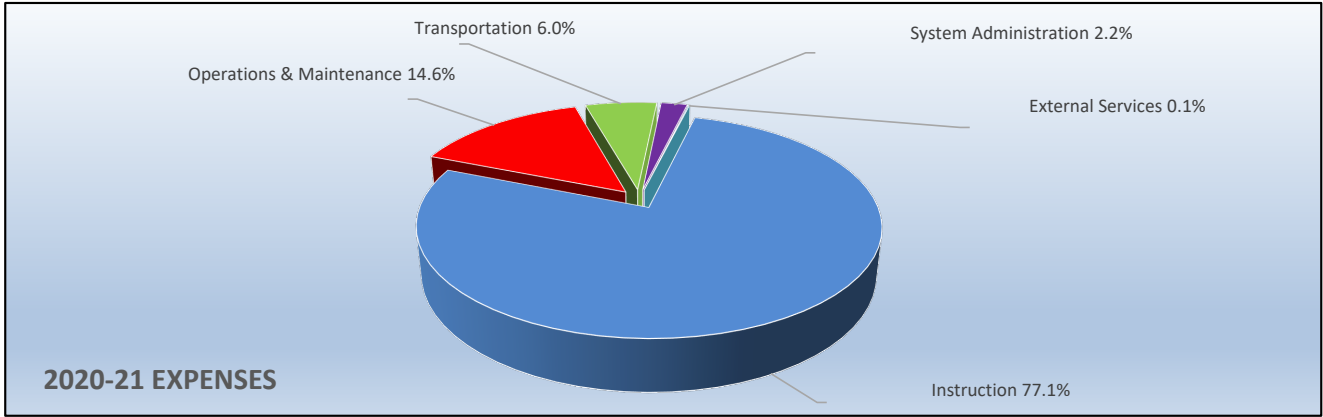
Other Alberta School Authorities revenue increase is due to the formation of the Eastern Edge Low Incidence Team.

The pandemic has had a significant impact on total **Fees** and **Other Sales and Services**, as School Generated Funds (SGF) programs have either been cancelled or significantly reduced for 2020-21, resulting in a total decrease of \$3.53 million. Expenses related to SGF have been reduced by an offsetting amount. This is offset by an increase of \$0.03 million for international tuition, which have been removed in the Spring Budget.

The decrease in SGF activities has also affected **Gifts & Donations** revenue, resulting in a decrease of \$0.35 million related to SGF gifts, donations, sponsorships and grants. These decreases are offset by a donation of \$0.14 million received from the Partners for Education foundation for the Partners for Science (P4S) program.

Revenue from **Rental of Facilities** has been decreased as rental bookings are no longer being accepted due to the pandemic.

Revenue and Expense Notes (continued)



School Instruction expenses increased \$3.55 million as Fall Budget Adjustment allocations provided additional funding for schools. Increases in certificated salaries (\$6.09 million) and classified salaries (\$0.28 million) were offset by a decrease of \$2.82 million in services, contracts, and supplies, due largely to reduced SGF expenditures.

The increase in **Operations & Maintenance** expenses include demolition and abatement costs related to the Wye Elementary site for \$1.13 million, increased costs associated with operating during the COVID-19 pandemic (increased purchases of personal protective equipment and increased custodial costs) totaling \$1.53 million and increased IMR expenditures totalling \$2.74 million. These increases are offset by reductions in estimated insurance premiums by \$3.49 million.

System Administration decreased primarily due to a reduction in estimated insurance premiums.

External Services expenses have decreased as facility rentals have been effectively eliminated due to the pandemic which has resulted in reduced contracted custodial and custodial supplies costs.

ALBERTA EDUCATION REVENUE

	2020-21 Budget	2020-21 Fall	Change	% Change
Base Instruction				
Early Childhood Services (ECS)	\$ 4,243,890	\$ 4,165,058	\$ (78,832)	(1.9%)
Grades 1-9	70,722,411	69,579,347	(1,143,064)	(1.6%)
High Schools	26,163,097	26,163,097	-	0.0%
Distance Education	50,000	50,000	-	0.0%
Hutterite Colony Funding	50,000	50,000	-	0.0%
Outreach Programs	150,000	150,000	-	0.0%
Rural Small Schools	2,630,000	2,420,000	(210,000)	(8.0%)
	<u>104,009,398</u>	<u>102,577,502</u>	<u>(1,431,896)</u>	<u>(1.4%)</u>
Services & Supports				
Specialized Learning Support	12,689,636	12,554,931	(134,705)	(1.1%)
ECS Pre-K Program Unit Funding (PUF)	1,601,400	1,404,150	(197,250)	(12.3%)
First Nations, Métis and Inuit Education	1,584,131	1,584,131	-	0.0%
English as a Second Language	397,206	377,760	(19,446)	(4.9%)
Refugee Students	13,200	4,950	(8,250)	(62.5%)
Institutional Programs	362,858	362,858	-	0.0%
	<u>16,648,431</u>	<u>16,288,780</u>	<u>(359,651)</u>	<u>(2.2%)</u>
School - System Needs				
Operations & Maintenance	16,193,943	16,134,752	(59,191)	(0.4%)
SuperNet	393,600	393,600	-	0.0%
Transportation	10,295,381	10,295,381	-	0.0%
Infrastructure Maintenance and Renewal	3,549,028	6,288,770	2,739,742	77.2%
	<u>30,431,952</u>	<u>33,112,503</u>	<u>2,680,551</u>	<u>8.8%</u>
Community				
Socio-Economic Status	1,086,109	1,070,890	(15,219)	(1.4%)
Geographic	1,489,824	1,476,766	(13,058)	(0.9%)
School Nutrition Program	150,000	150,000	-	0.0%
	<u>2,725,933</u>	<u>2,697,656</u>	<u>(28,277)</u>	<u>(1.0%)</u>
Jurisdictions				
System Administration	6,297,328	6,209,690	(87,638)	(1.4%)
Additional				
Bridge Funding for New Framework	6,104,477	6,104,477	-	0.0%
	<u>6,104,477</u>	<u>6,104,477</u>	<u>-</u>	<u>0.0%</u>
Other				
Dual Credit Programming	50,000	50,000	-	0.0%
French Language Funding	113,800	176,610	62,810	55.2%
Lease Support	651,746	651,746	-	0.0%
Odyssey Languages Assistant Program	-	75,000	75,000	100.0%
Donation of Personal Protective Equipment	-	122,930	122,930	100.0%
Secondments	-	606,741	606,741	100.0%
	<u>815,546</u>	<u>1,683,027</u>	<u>867,481</u>	<u>106.4%</u>
Supported Amortization	393,912	503,428	109,516	27.8%
Teacher Pensions	9,403,000	9,170,000	(233,000)	(2.5%)
	<u>\$ 176,829,977</u>	<u>\$ 178,347,063</u>	<u>\$ 1,517,086</u>	<u>0.9%</u>

Alberta Education Revenue Notes (for variances greater than \$75,000 and 5%)

Because the 2020-21 actual enrolment was lower than spring projections, a portion of **Base Instruction, Services & Supports, Operations & Maintenance, Community and Jurisdiction** totalling \$1,967K is unearned for 2020-21 and has been removed from revenue in the Fall Budget and reclassified to deferred revenue. This unearned revenue amount was calculated as per the methodology outlined in the *Funding Manual* based on the actual decrease in enrolment from spring to fall. Alberta Education (AE) will claw back this excess funding in 2021-22 as an adjustment to the WMA calculated for 2021-22 funding purposes.

In addition to the above adjustment, EIPS can also expect a decrease in future revenue as a result of the decrease in WMA, as 2020-21 enrolment decreases will be factored in at 30% in determining the WMA for 2021-22 and at 20% in determining the WMA for 2022-23.

Infrastructure Maintenance and Renewal (IMR) has increased by \$2,740K. Funding was announced for the new Capital Maintenance and Renewal (CMR) grant in 2019-20, and the impact of that funding was not known at the time of Spring Budget. However, CMR has provincial deadlines attached to the funding, therefore priorities were changed to focus on the CMR projects resulting in some IMR projects being carried forward into 2020-21.

In addition, IMR requirements are that a minimum of 30% of IMR funding be designated to support capital projects. For 2020-21, 30% of IMR funding is \$1,521K.

(\$000s)	2020-21 Budget	2020-21 Fall	Change
IMR Funding	\$ 5,070	\$ 5,070	\$ -
Prior Year Carry Forward	-	2,740	\$ 2,740
IMR Capitalized (30%)	(1,521)	(1,521)	\$ -
IMR Revenue Total	\$ 3,549	\$ 6,289	\$ 2,740

Funding for the **Odyssey French Languages Assistant Program** was unknown at the time of Spring Budget development. It was subsequently confirmed for 2020-21 in the amount of \$75K.

Personal Protective Equipment Grant was the value of the materials and supplies that the Alberta Government provided the Division for a safe re-entry of schools in the fall. This value includes the masks, thermometers and face shields that the division received.

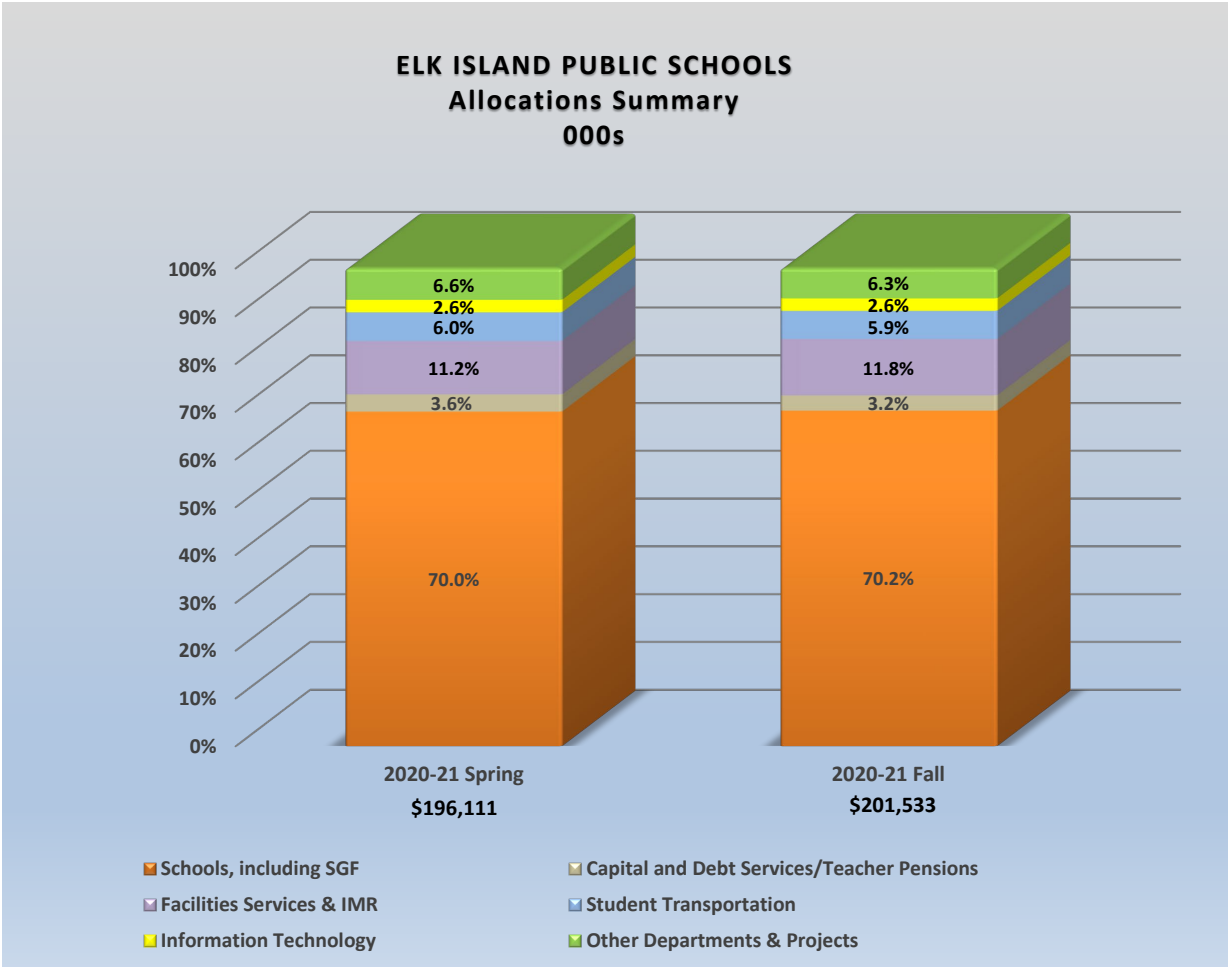
Secondments were not budgeted for in the spring as at the time there was no confirmation on the total number of FTE's Alberta Education were seconding. Secondment contracts are now in place and total \$607K. This revenue has an equal offsetting salary expense.

Supported Amortization increased by \$106K related to amortization increases for CMR funded projects. The details of the CMR projects were still being finalized at the time of Spring Budget therefore, were not included in the spring amortization projections. In addition, actual amortization calculations increased by \$4K.

Teacher Pensions have decreased by \$233K due to the Alberta Teacher Retirement Fund contribution rates for employers decreasing from 11.29% to 10.87% starting in September 2020.

ALLOCATION RECONCILIATION

	2020-21 Budget	2020-21 Fall	Change	% Change
Schools, including SGF	\$ 132,974,683	\$ 137,292,223	\$ 4,317,540	3.2%
Supports for Students - Schools	4,469,871	3,993,071	(476,800)	(10.7%)
(page 23)	137,444,554	141,285,294	3,840,740	2.8%
Capital and Debt Services/Teacher Pensions	7,033,976	6,436,261	(597,715)	(8.5%)
Facility Services	18,406,308	17,547,471	(858,837)	(4.7%)
Infrastructure Maintenance and Renewal	3,549,028	6,288,770	2,739,742	77.2%
Information Technologies	5,122,075	5,291,917	169,842	3.3%
Student Transportation	11,675,337	11,903,097	227,760	2.0%
Other Departments	12,879,823	12,780,086	(99,737)	(0.8%)
	58,666,547	60,247,602	1,581,055	2.7%
	\$ 196,111,101	\$ 201,532,896	\$ 5,421,795	2.8%



Allocations Reconciliation Notes (for variances greater than \$75,000 and 5%)

On May 28, 2020, the Board of Trustees approved the 2020-21 Spring Budget, which did not include estimates for pandemic costs due to the uncertainties of what operations in a COVID-19 environment would look like. For the Fall Budget, schools are operating in Scenario One as mandated by the Ministry. The Fall Budget is based on the assumption that schools will continue to operate in Scenario One for the entire school year. As a result, significant changes have been made to allocations to support the change in activities and costs associated with operating during the pandemic.

Schools and Supports for Students - Schools				
(\$000s)	2020-21 Budget	2020-21 Fall	Change	% Change
Allocations to Schools	\$ 112,967	\$ 119,516	\$ 6,549	5.8%
Heritage Hills Elementary Replacement	-	27	27	100.0%
Leveraging Student Achievement	-	80	80	100.0%
School Generated Funds	8,318	4,297	(4,021)	(48.3%)
Division Year End Carryforward	1,188	-	(1,188)	(100.0%)
To Be Allocated	954	4,419	3,465	363.2%
Emergent Funding	500	-	(500)	(100.0%)
Teacher Pensions	9,048	8,953	(95)	(1.0%)
Supports for Students – Schools	4,470	3,993	(477)	(10.7%)
School Allocations	\$ 137,445	\$ 141,285	\$ 3,840	2.8%

Change in Allocations to Schools:

(\$000s)	
Fall Budget Adjustment - to Sectors	\$ 2,969
Excess allocations returned	(46)
Fall Budget Adjustment - Outreach	272
Fall Budget Adjustment - Out of School Learning - Kindergarten to Grade 9	1,460
Transfer from Supports for Students - Schools to support Out of School Learners	473
Transfers from Supports for Students - Central to support Out of School Learners	768
Addition allocations to cover budget shortages	87
Actual Surplus Carryforwards allocated to respective schools	937
Decrease in allocations based on enrolment	(600)
Decrease in Program Unit Funding allocations	(98)
Increase in Specialized Support allocations	315
Other allocations to schools	12
Total Change in Allocations to Schools	\$ 6,549

School Generated Funds have decreased as physical distancing required during the pandemic results in limitations and cancellations of extracurricular and athletic activities being offered at the schools.

Allocations Reconciliation Notes (continued)

In the spring, **Division Year End Carryforward** was estimated at 1% for all schools on a consolidated basis. For the Fall Budget, this consolidated allocation was removed and actual surplus carryforward amounts were included in Allocations to Schools.

Change in To Be Allocated

(\$000s)	
Emergent Funds transferred to TBA	\$ 1,000
Safe Return to Class funding from the Government of Canada	6,115
Insurance Savings	3,929
Increased reduction from District Reserves	639
Revenue deferred	(1,269)
Allocated to Schools	(4,882)
Allocated to Central	(2,066)
Other	(1)
Total Change in To Be Allocated	\$ 3,465

Emergent funding was pulled from Division Unallocated Reserves in the Spring Budget and set aside for unknown future costs. \$500K was allocated to Schools and \$500K was allocated to Departments (Fiscal). For the Fall Budget, the allocation from Fiscal was moved to schools and the full \$1,000K was included in the Fall Budget Adjustment allocations made to schools.

Teacher pensions have decreased as contribution rates decreased to 10.87% from 11.29% in 2019-20.

Change in Supports for Students - Schools

(\$000s)	
Transfer to Schools to support Out of School Learning - Kindergarten to Grade 9	\$ (473)
Allocation to Early Learning for Enhanced Kindergarten	50
Transfers to Schools for Specialized Supports	(315)
Decrease Program Unit Funding transfer to schools	98
Reclass PUF allocation returned to TBA	(98)
Mental Health Capacity Building grant	225
Eastern Edge Low Incidence Team funding	454
Partners in Education Foundation funding	143
Decrease in reserve carryforwards from Spring estimates	(550)
Other change in transfer to/from central departments	(11)
Total Change in Supports for Students - Schools	\$ (477)

Allocations Reconciliation Notes (continued)

CENTRAL ALLOCATIONS

Capital & Debt Services allocations decreased due to transfer of Emergent Needs allocation (\$500K) to Schools, and a reduction in Teacher Pensions (\$138K), offset by a net increase in allocations for capital amortization (\$40K).

Facility Services allocations decreased due to reduction in insurance premiums estimate (\$3,358K), offset by COVID-19 cost allocation (\$1,407K), increase in Supplemental Revenue from Alberta Education grant for Demolition and Abatement of prior Wye Elementary school site (\$1,006K), and increased use of reserve carryforwards (\$86K).

Increase in **Information Technology** allocation comprises \$96K COVID-19 Cost Allocations, \$65K additional allocation to support 1.0 Systems Analyst FTE, adjustments to actual reserve carryforwards \$4K and transfers from other departments totaling \$5K.

Student Transportation allocations have increased due to COVID-19 Cost allocations (\$245K), offset by decreased use of reserve carryforwards (\$17K).

Change in **Other Departments**

(\$000s)	
COVID-19 Cost Allocations	\$ 158
Allocation for Assurance Model Surveys	20
Transfer to support Out-of-School Learning (curriculum)	50
Transfers to Supports for Students Schools to support Out-of-School Learning	(768)
Reduction to Block Allocation for reduced insurance premiums estimate	(448)
Increased use of reserve carryforwards	143
Increased Secondment revenue	602
Increased instructional grants	144
Other	(1)
	\$ (100)

Schools Summary					
Enrolment	2020-21	2020-21	Change	% Change	Note
	Budget	Fall			
Sector 1 - Sherwood Park <i>(Page 25)</i>	9,999	9,862	(137)	(1.4%)	
Sector 2 - Strathcona County <i>(Page 26)</i>	2,086	2,027	(59)	(2.8%)	
Sector 3 - Fort Saskatchewan <i>(Page 27)</i>	3,303	3,242	(61)	(1.8%)	
Sector 4 - Lamont County <i>(Page 28)</i>	931	875	(56)	(6.0%)	
Sector 5 - County of Minburn <i>(Page 29)</i>	694	691	(3)	(0.4%)	
	<u>17,013</u>	<u>16,697</u>	(316)	(1.9%)	
Elk Island Youth Ranch Learning Centre	7	5	(2)	(28.6%)	
Next Step Outreach	330	267	(63)	(19.1%)	
To Be Allocated	120	-	(120)	(100.0%)	A
(Page 31)	<u>17,470</u>	<u>16,969</u>	<u>(501)</u>	<u>(2.9%)</u>	

Expenses	2020-21	2020-21	Change	% Change	Note
	Budget	Fall			
Sector 1 - Sherwood Park <i>(Page 25)</i>	\$ 63,124,983	\$ 65,293,832	\$ 2,168,849	3.4%	
Sector 2 - Strathcona County <i>(Page 26)</i>	12,511,655	12,828,724	317,069	2.5%	
Sector 3 - Fort Saskatchewan <i>(Page 27)</i>	21,713,073	22,432,819	719,746	3.3%	
Sector 4 - Lamont County <i>(Page 28)</i>	7,421,142	7,680,126	258,984	3.5%	
Sector 5 - County of Minburn <i>(Page 29)</i>	5,210,144	5,317,971	107,827	2.1%	
(Page 33)	<u>109,980,997</u>	<u>113,553,472</u>	<u>3,572,475</u>	<u>3.2%</u>	B
Elk Island Youth Ranch Learning Centre	353,389	355,584	2,195	0.6%	
Next Step Continuing Education - Credit	503,868	503,868	-	0.0%	
Next Step Outreach	2,128,048	2,400,530	272,482	12.8%	C
Out of School Learning - Kindergarten to Grade 9	-	2,701,808	2,701,808	100.0%	D
Supports for Students <i>(Page 35)</i>	4,469,871	3,993,071	(476,800)	(10.7%)	E
Heritage Hills Elementary Replacement (Wye Elementary)	-	27,497	27,497	100.0%	F
Leveraging Student Achievement	-	80,000	80,000	100.0%	G
Teacher Pensions	9,048,400	8,953,300	(95,100)	(1.1%)	H
To Be Allocated	954,311	4,419,469	3,465,158	363.1%	A
Division Year End Carryforward	1,188,210	-	(1,188,210)	(100.0%)	I
Emergent Funding	500,000	-	(500,000)	(100.0%)	J
School Generated Funds	8,317,460	4,296,695	(4,020,765)	(48.3%)	K
	<u>\$ 137,444,554</u>	<u>\$ 141,285,294</u>	<u>\$ 3,840,740</u>	<u>2.8%</u>	
		(Page 19)			

Schools Summary - continued

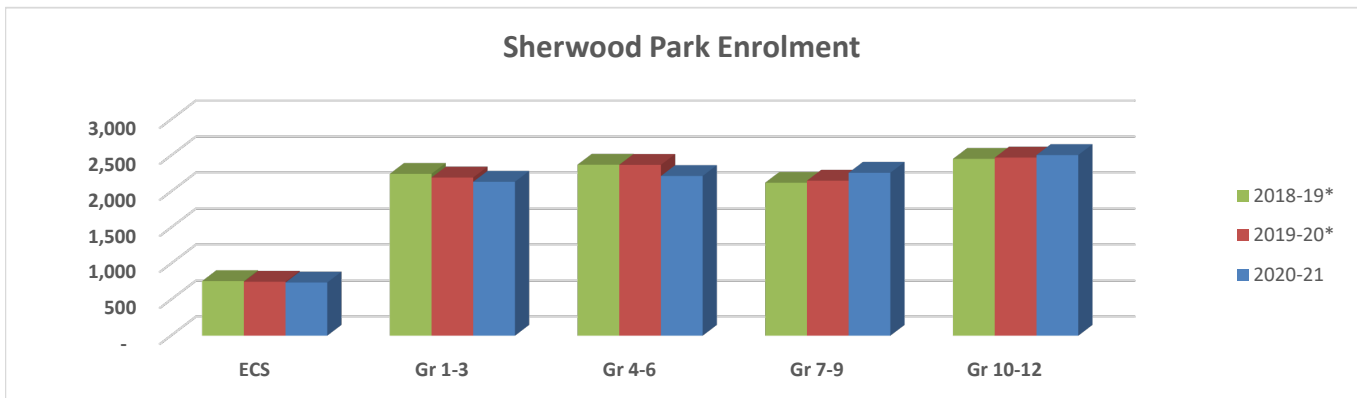
	Certificated			Classified			Note
	2020-21 Budget	2020-21 Fall	Change	2020-21 Budget	2020-21 Fall	Change	
Staffing - Full Time Equivalent (FTE)							
Sector 1 - Sherwood Park <i>(Page 25)</i>	453.97	465.83	11.86	143.73	156.24	12.51	
Sector 2 - Strathcona County <i>(Page 26)</i>	95.41	96.63	1.22	22.35	25.04	2.69	
Sector 3 - Fort Saskatchewan <i>(Page 27)</i>	154.11	156.18	2.07	56.43	62.24	5.81	
Sector 4 - Lamont County <i>(Page 28)</i>	49.69	50.17	0.48	21.97	25.83	3.86	
Sector 5 - County of Minburn <i>(Page 29)</i>	35.37	36.13	0.76	14.59	16.15	1.56	
<i>(Page 34)</i>	788.55	804.94	16.39	259.07	285.50	26.43	B
Elk Island Youth Ranch Learning Centre	3.40	3.40	-	-	-	-	
Next Step Continuing Education - Credit	0.70	0.70	-	0.76	0.76	-	
Next Step Outreach	11.80	14.30	2.50	5.55	5.55	-	
Out of School Learning - Kindergarten to Grade 9	-	27.21	27.21	-	0.75	0.75	D
Supports for Students <i>(Page 35)</i>	3.90	5.20	1.30	58.70	30.26	(28.44)	E
To Be Allocated	4.11	3.80	(0.31)	1.35	1.04	(0.31)	A
Division Year End Carryforward	8.91	-	(8.91)	2.93	-	(2.93)	I
School Generated Funds	-	-	-	20.73	12.50	(8.23)	K
	821.37	859.55	38.18	349.09	336.36	(12.73)	

Notes

- A. To Be Allocated (TBA) enrolment related to the spring budgeted enrolment projection has been removed as all enrolment is now reflected at the schools based on the September 30 count. To Be Allocated amounts include \$3.90 million held to support staffing and substitute costs and \$0.42 million for items as approved by the Board from operations during the COVID-19 pandemic.
- B. A Fall Budget Adjustment was allocated to all schools from the additional funding received via the Federal Government "Safe Return to Class" grant, the savings generated by the decrease in insurance premiums, the transfer of amounts previously held for emergent needs and the available balance remaining in approved division unallocated reserve usage. The allocations to schools were also adjusted for changes in enrolment between spring and fall.
- C. Expenses for Next Step Outreach have increased to support increased enrolment as a result of the COVID-19 pandemic.
- D. Out-of-School Learning - Kindergarten to Grade 9 expenses include both staffing and materials required to create and administer on-line programming for students who have opted to learn from home during the pandemic. For Fall Budget, these students are included in the enrolment counts of their registered school. At September 30, there were 1,657 students in Out of School Learning - Kindergarten to Grade 9.
- E. Supports for Students' expenses have decreased as further allocations were made directly to schools to support student needs. In addition, actual funds carried forward from 2019-20 operating surpluses were lower than spring projections.
- F. Expenses reflect replacement school opening costs not funded by provincial capital funding. Actual funds carried forward from School Building operating reserves were higher than spring projections.
- G. Funding for Leveraging Student Achievement was allocated as part of the Fall Budget Adjustments.
- H. Subsequent to Spring Budget approval, Teacher Pension contribution rates for 2020-21 were decreased.
- I. Division Year End Carryforward Adjustment had been calculated and applied as 1% of total aggregate 2019-20 Fall Budget for Schools. For the Fall Budget, this adjustment has been removed as each school received their actual year end surplus as a reserve carryforward allocation, to a maximum of 1% of the 2019-20 Fall Budget for their individual school.
- J. Emergent funding was included in the Fall Budget Adjustment amounts allocated to schools.
- K. School Generated Funds have decreased as SGF activity (including extracurriculars and athletics) is expected to be significantly curtailed because of social distancing required during pandemic operations.

Sector 1 - Sherwood Park

Enrolment	2020-21 Budget	2020-21 Fall	Change	% Change
ECS	749	738	(11)	(1.5%)
Grade 1-3	2,189	2,137	(52)	(2.4%)
Grade 4-6	2,285	2,217	(68)	(3.0%)
Grade 7-9	2,301	2,262	(39)	(1.7%)
Grade 10-12	2,475	2,508	33	1.3%
	9,999	9,862	(137)	(1.4%)



Expenses by Category	2020-21 Budget	2020-21 Fall	Change	% Change
Salaries & Benefits	\$ 60,167,601	\$ 61,886,135	\$ 1,718,534	2.9%
Services, Contracts & Supplies	2,957,382	3,407,697	450,315	15.2%
	\$ 63,124,983	\$ 65,293,832	\$ 2,168,849	3.4%

Salaries & Benefits as % of budget

95%

95%

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	% Change
Certificated	453.97	465.83	11.86	2.6%
Classified	143.73	156.24	12.51	8.7%
	597.70	622.07	24.37	4.1%

Notes

School allocations were adjusted for fall enrolment changes up to September 14. For Sector One, the decrease in regular enrolment during this period was 51 students, which resulted in a decrease in allocations of \$157K. The September 30 count indicated an additional decrease of 86 students for Sector One. No further adjustment for enrolment was made to allocations was made at this time.

Fall Budget Adjustment allocations of \$2,969K were directed to schools. For Sector One, the Fall Budget Adjustment was \$1,746K, and was used to support additional teaching and classroom support FTE.

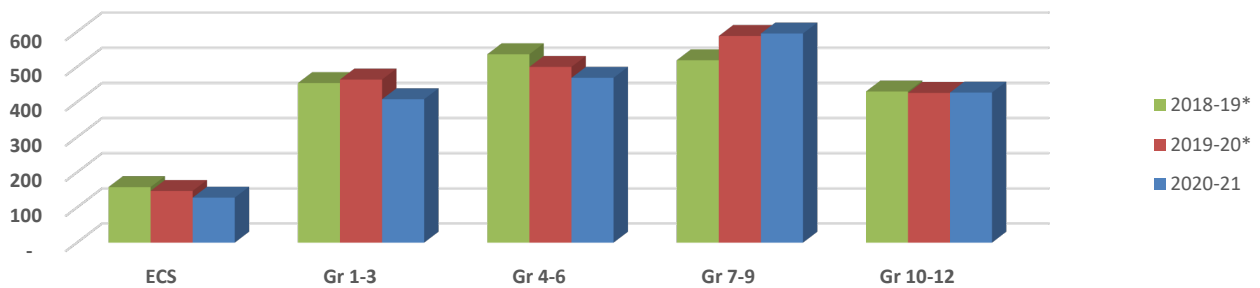
Surplus Carryforwards of \$483K were allocated to Sector One schools in the Fall Budget. The Spring Budget did not include surplus carryforward allocations for individual schools, as consolidated carryforward of 1% of total school budgets was allocated at the division level.

Other allocation adjustments of \$97K include changes to specialized and early learning support allocations.

Sector 2 - Strathcona County

Enrolment	2020-21 Budget	2020-21 Fall	Change	% Change
ECS	149	128	(21)	(14.1%)
Grade 1-3	422	408	(14)	(3.3%)
Grade 4-6	492	469	(23)	(4.7%)
Grade 7-9	596	595	(1)	(0.2%)
Grade 10-12	427	427	-	0.0%
	2,086	2,027	(59)	(2.8%)

Strathcona County Enrolment



Expenses by Category	2020-21 Budget	2020-21 Fall	Change	% Change
Salaries & Benefits	\$ 12,058,428	\$ 12,318,480	\$ 260,052	2.2%
Services, Contracts & Supplies	453,227	510,244	57,017	12.6%
	\$ 12,511,655	\$ 12,828,724	\$ 317,069	2.5%

Salaries & Benefits as % of total budget

96%

96%

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	% Change
Certificated	95.41	96.63	1.22	1.3%
Classified	22.35	25.04	2.69	12.0%
	117.76	121.67	3.91	3.3%

Notes

Basic school allocations made in the spring were adjusted for fall enrolment changes up to mid-September. For Sector Two, the decrease in regular enrolment to mid-September was 39 students, which resulted in a decrease in allocations of \$161K. The September 30 count indicated an additional enrolment decrease of 20 students for Sector Two. No further adjustment was made to allocations as a result of this decrease.

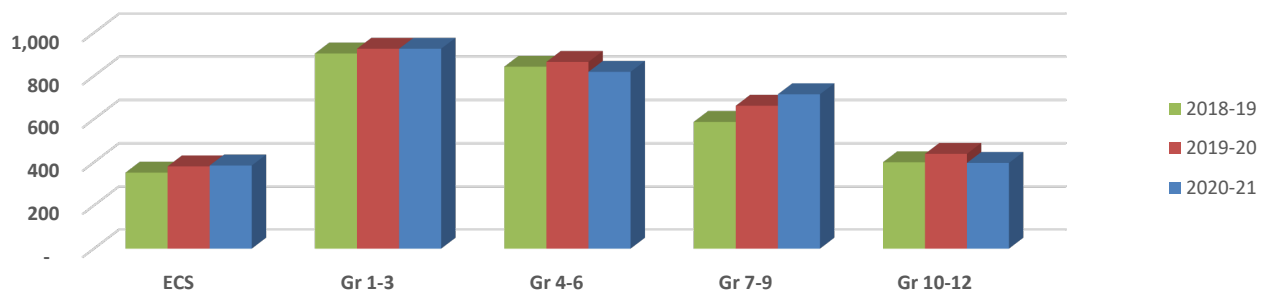
Surplus Carryforwards of \$109K were allocated to Sector Two schools in the Fall Budget. The Spring Budget did not include surplus carryforward allocations for individual schools, as consolidated carryforward of 1% of total school budgets was allocated at the division level.

Fall Budget Adjustment allocations of \$2,969K were directed to schools. For Sector Two, the Fall Budget Adjustment was \$369K, and was used to support additional teaching and classroom support FTE.

Sector 3 - Fort Saskatchewan

Enrolment	2020-21 Budget	2020-21 Fall	Change	% Change
ECS	362	385	23	6.4%
Grade 1-3	957	926	(31)	(3.2%)
Grade 4-6	847	819	(28)	(3.3%)
Grade 7-9	737	715	(22)	(3.0%)
Grade 10-12	400	397	(3)	(0.8%)
	3,303	3,242	(61)	(1.8%)

Fort Saskatchewan Enrolment



Expenses by Category	2020-21 Budget	2020-21 Fall	Change	% Change
Salaries & Benefits	\$ 20,914,710	\$ 21,396,661	\$ 481,951	2.3%
Services, Contracts & Supplies	798,363	1,036,158	237,795	29.8%
	\$ 21,713,073	\$ 22,432,819	\$ 719,746	3.3%

Salaries & Benefits as % of total budget

96%

95%

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	% Change
Certificated	154.11	156.18	2.07	1.3%
Classified	56.43	62.24	5.81	10.3%
	210.54	218.42	7.88	3.7%

Notes

Basic school allocations made in the spring were adjusted for fall enrolment changes up to September 14, 2020. For Sector Three, the decrease in regular enrolment to mid-September was 24 students, which resulted in a decrease in allocations of \$193K. Fort Saskatchewan Elementary was allocated \$57K to cover budget shortages as a result of the change in enrolment. The September 30 count indicated an additional enrolment decrease of 37 students for Sector Three. No further adjustment was made to allocations as a result of this decrease.

Surplus Carryforwards of \$218K were allocated to Sector Three schools in the Fall Budget. The Spring Budget did not include surplus carryforward allocations for individual schools, as consolidated carryforward of 1% of total school budgets was allocated at the division level.

Fall Budget Adjustment allocations of \$2,969K were directed to schools. For Sector Three, the Fall Budget Adjustment allocation was \$596K, and was used to support additional teaching and classroom support FTE.

Other allocation changes include \$44K increased allocation for specialized supports, which supports additional classified FTE.

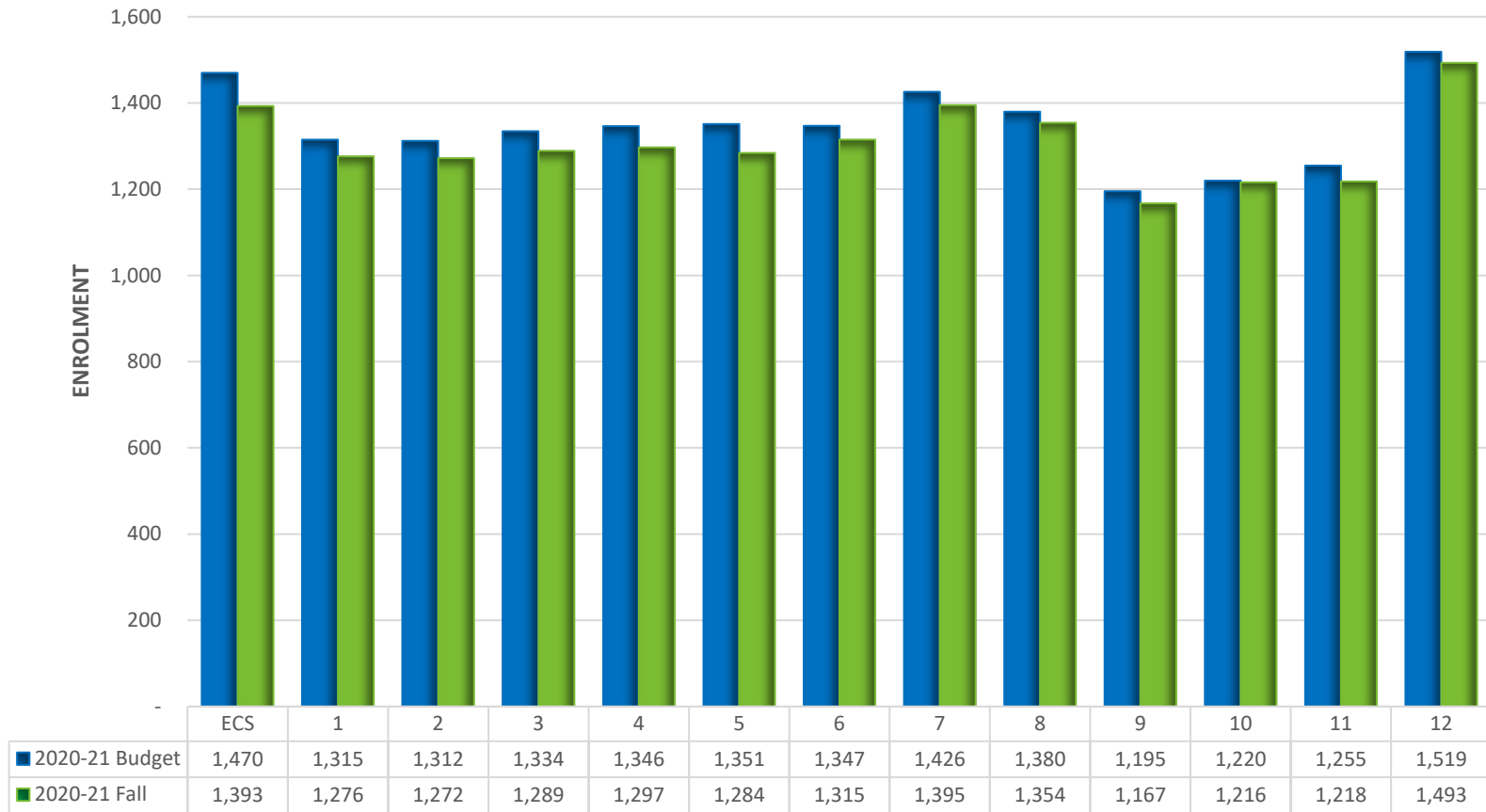
Enrolment Detail - by Sector				
	2020-21 Budget	2020-21 Fall	Change	% Change
Sector 1 - Sherwood Park				
Bev Facey Community High	1,019	1,030	11	1.1%
Brentwood Elementary	433	426	(7)	(1.6%)
Clover Bar Junior High	362	355	(7)	(1.9%)
Davidson Creek Elementary	612	610	(2)	(0.3%)
École Campbelltown	429	405	(24)	(5.6%)
F. R. Haythorne Junior High	652	639	(13)	(2.0%)
Glen Allan Elementary	357	362	5	1.4%
Heritage Hills Elementary (Wye Elementary)	482	471	(11)	(2.3%)
Lakeland Ridge	802	795	(7)	(0.9%)
Mills Haven Elementary	423	412	(11)	(2.6%)
Pine Street Elementary	346	336	(10)	(2.9%)
Salisbury Composite High	1,130	1,170	40	3.5%
Sherwood Heights Junior High	649	639	(10)	(1.5%)
Strathcona Christian Academy Elementary	587	547	(40)	(6.8%)
Strathcona Christian Academy Secondary	614	594	(20)	(3.3%)
Wes Hosford Elementary	415	412	(3)	(0.7%)
Westboro Elementary	357	335	(22)	(6.2%)
Woodbridge Farms Elementary	330	324	(6)	(1.8%)
	9,999	9,862	(137)	(1.4%)
Sector 2 -Strathcona County				
Ardrossan Elementary	544	516	(28)	(5.1%)
Ardrossan Junior Senior High	865	866	1	0.1%
Fultonvale Elementary Junior High	486	456	(30)	(6.2%)
Uncas Elementary	191	189	(2)	(1.0%)
	2,086	2,027	(59)	(2.8%)
Sector 3 - Fort Saskatchewan				
Castle School (Scotford Colony)	24	24	-	0.0%
École Parc Élémentaire	327	307	(20)	(6.1%)
Fort Saskatchewan Christian	420	400	(20)	(4.8%)
Fort Saskatchewan Elementary	289	268	(21)	(7.3%)
Fort Saskatchewan High	400	397	(3)	(0.8%)
James Mowat Elementary	384	399	15	3.9%
Rudolph Hennig Junior High	482	466	(16)	(3.3%)
SouthPointe School	554	553	(1)	(0.2%)
Win Ferguson Elementary	423	428	5	1.2%
	3,303	3,242	(61)	(1.8%)
Sector 4 - Lamont County				
Andrew School	64	64	-	0.0%
Bruderheim School	132	117	(15)	(11.4%)
Lamont Elementary	305	290	(15)	(4.9%)
Lamont High	285	284	(1)	(0.4%)
Mundare School	145	120	(25)	(17.2%)
	931	875	(56)	(6.0%)


Enrolment Detail - by Sector - continued


	2020-21 Budget	2020-21 Fall	Change	% Change
Sector 5 - County of Minburn				
A. L. Horton Elementary	327	321	(6)	(1.8%)
Pleasant Ridge Colony	13	13	-	0.0%
Vegreville Composite High	354	357	3	0.8%
	<u>694</u>	<u>691</u>	<u>(3)</u>	<u>(0.4%)</u>
Total Enrolment in Sectors	<u>17,013</u>	<u>16,697</u>	<u>(316)</u>	<u>(1.9%)</u>
Elk Island Youth Ranch Learning Centre	7	5	(2)	(28.6%)
Next Step Outreach	330	267	(63)	(19.1%)
To Be Allocated	120	-	(120)	100.0%
Total Enrolment	<u>17,470</u>	<u>16,969</u>	<u>(501)</u>	<u>(2.9%)</u>
Enrolment by Grade *				
ECS	1,470	1,393	(77)	(5.2%)
Grade 1-3	3,961	3,837	(124)	(3.1%)
Grade 4-6	4,044	3,896	(148)	(3.7%)
Grade 7-9	3,999	3,913	(86)	(2.2%)
Grade 10-12	3,659	3,658	(1)	(0.0%)
	<u>17,133</u>	<u>16,697</u>	<u>(436)</u>	<u>(2.5%)</u>
Elk Island Youth Ranch Learning Centre	7	5	(2)	(28.6%)
Next Step Outreach	330	267	(63)	(19.1%)
Total Enrolment	<u>17,470</u>	<u>16,969</u>	<u>(501)</u>	<u>(2.9%)</u>

* Includes To Be Allocated Students

ELK ISLAND PUBLIC SCHOOLS 2020-21 Budget Enrolment Comparative by Grade



2020-21 Spring Enrolment

 17,470
 Includes TBA enrolment of 120

2020-21 Fall Enrolment

 16,969

Schools Expenses - Detail by Sector by Category

	2020-21 Budget	2020-21 Fall	Change	Salaries & Benefits	Services, Contracts & Supplies	Total Salaries* as % of Total Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 6,804,693	\$ 6,965,445	\$ 160,752	\$ 6,437,168	\$ 528,277	92%
Brentwood Elementary	3,003,257	3,115,423	112,166	2,983,600	131,823	96%
Clover Bar Junior High	2,794,105	2,820,869	26,764	2,662,434	158,435	94%
Davidson Creek Elementary	3,505,343	3,688,543	183,200	3,507,149	181,394	95%
École Campbelltown	2,441,561	2,487,388	45,827	2,389,309	98,079	96%
F.R. Haythorne Junior High	4,121,963	4,251,868	129,905	4,072,632	179,236	96%
Glen Allan Elementary	2,280,539	2,366,192	85,653	2,270,554	95,638	96%
Heritage Hills Elementary (Wye Elementary)	2,791,621	2,929,304	137,683	2,773,916	155,388	95%
Lakeland Ridge	4,388,594	4,622,827	234,233	4,347,512	275,315	94%
Mills Haven Elementary	2,764,822	2,846,320	81,498	2,733,288	113,032	96%
Pine Street Elementary	2,512,676	2,639,746	127,070	2,477,373	162,373	94%
Salisbury Composite High	6,877,354	7,302,295	424,941	6,885,130	417,165	94%
Sherwood Heights Junior High	3,770,269	3,911,241	140,972	3,637,621	273,620	93%
Strathcona Christian Academy Elementary	3,349,677	3,379,480	29,803	3,209,756	169,724	95%
Strathcona Christian Academy Secondary	3,583,017	3,618,924	35,907	3,436,174	182,750	95%
Wes Hosford Elementary	2,548,398	2,645,346	96,948	2,577,334	68,012	97%
Westboro Elementary	2,800,412	2,870,575	70,163	2,754,864	115,711	96%
Woodbridge Farms Elementary	2,786,682	2,832,046	45,364	2,730,321	101,725	96%
	<u>63,124,983</u>	<u>65,293,832</u>	<u>2,168,849</u>	<u>61,886,135</u>	<u>3,407,697</u>	<u>95%</u>
Sector 2 - Strathcona County						
Ardrossan Elementary	3,216,864	3,282,289	65,425	3,154,598	127,691	96%
Ardrossan Junior Senior High	4,813,152	4,984,681	171,529	4,816,506	168,175	97%
Fultonvale Elementary Junior High	2,978,844	2,987,050	8,206	2,886,977	100,073	97%
Uncas Elementary	1,502,795	1,574,704	71,909	1,460,399	114,305	93%
	<u>12,511,655</u>	<u>12,828,724</u>	<u>317,069</u>	<u>12,318,480</u>	<u>510,244</u>	<u>96%</u>
Sector 3 - Fort Saskatchewan						
Castle School (Scotford Colony)	198,315	200,253	1,938	178,851	21,402	89%
École Parc Élémentaire	2,167,033	2,177,895	10,862	2,084,955	92,940	96%
Fort Saskatchewan Christian	2,613,552	2,658,431	44,879	2,577,601	80,830	97%
Fort Saskatchewan Elementary	2,271,544	2,295,662	24,118	2,191,898	103,764	95%
Fort Saskatchewan High	2,822,062	2,959,006	136,944	2,781,379	177,627	94%
James Mowat Elementary	2,391,242	2,573,570	182,328	2,461,113	112,457	96%
Rudolph Hennig Junior High	3,005,056	3,065,769	60,713	2,898,989	166,780	95%
SouthPointe School	3,435,795	3,582,741	146,946	3,438,919	143,822	96%
Win Ferguson Elementary	2,808,474	2,919,492	111,018	2,782,956	136,536	95%
	<u>21,713,073</u>	<u>22,432,819</u>	<u>719,746</u>	<u>21,396,661</u>	<u>1,036,158</u>	<u>95%</u>
Sector 4 - Lamont County						
Andrew School	649,736	716,231	66,495	689,601	26,630	96%
Bruderheim School	1,137,749	1,197,337	59,588	1,144,098	53,239	96%
Lamont Elementary	2,290,027	2,394,185	104,158	2,281,221	112,964	95%
Lamont High	2,157,948	2,270,580	112,632	2,153,308	117,272	95%
Mundare School	1,185,682	1,101,793	(83,889)	1,044,362	57,431	95%
	<u>7,421,142</u>	<u>7,680,126</u>	<u>258,984</u>	<u>7,312,590</u>	<u>367,536</u>	<u>95%</u>
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,494,024	2,552,561	58,537	2,432,023	120,538	95%
Pleasant Ridge Colony	99,443	100,369	926	94,085	6,284	94%
Vegreville Composite High	2,616,677	2,665,041	48,364	2,531,072	133,969	95%
	<u>5,210,144</u>	<u>5,317,971</u>	<u>107,827</u>	<u>5,057,180</u>	<u>260,791</u>	<u>95%</u>
	<u>\$ 109,980,997</u>	<u>\$ 113,553,472</u>	<u>\$ 3,572,475</u>	<u>\$ 107,971,046</u>	<u>\$ 5,582,426</u>	<u>95%</u>

* Includes salaries supported by First Nations, Métis and Inuit revenue.

Schools Staffing by Sector - Full Time Equivalent (FTE)

	Certificated			Classified ¹			Total Change
	2020-21 Budget	2020-21 Fall	Change	2020-21 Budget	2020-21 Fall	Change	
Sector 1 - Sherwood Park							
Bev Facey Community High	46.63	47.59	0.96	17.41	17.29	(0.12)	0.84
Brentwood Elementary	22.50	23.38	0.88	6.16	5.95	(0.21)	0.67
Clover Bar Junior High	19.59	19.29	(0.30)	7.87	7.80	(0.07)	(0.37)
Davidson Creek Elementary	25.31	26.21	0.90	7.84	8.95	1.11	2.01
École Campbelltown	19.40	19.69	0.29	2.83	3.05	0.22	0.51
F.R. Haythorne Junior High	29.06	29.88	0.82	9.27	10.31	1.04	1.86
Glen Allan Elementary	14.77	16.19	1.42	7.08	7.62	0.54	1.96
Heritage Hills Elementary (Wye Elementary)	21.14	22.34	1.20	4.46	4.46	-	1.20
Lakeland Ridge	32.85	33.86	1.01	8.81	9.85	1.04	2.05
Mills Haven Elementary	18.89	19.36	0.47	7.57	8.66	1.09	1.56
Pine Street Elementary	15.08	15.02	(0.06)	8.92	12.99	4.07	4.01
Salisbury Composite High	52.53	55.02	2.49	11.77	12.93	1.16	3.65
Sherwood Heights Junior High	28.50	29.12	0.62	6.51	6.75	0.24	0.86
Strathcona Christian Academy Elementary	23.79	23.71	(0.08)	7.75	8.16	0.41	0.33
Strathcona Christian Academy Secondary	27.79	27.61	(0.18)	5.23	5.87	0.64	0.46
Wes Hosford Elementary	19.04	20.13	1.09	5.62	5.51	(0.11)	0.98
Westboro Elementary	18.50	18.50	-	9.62	10.87	1.25	1.25
Woodbridge Farms Elementary	18.60	18.93	0.33	9.01	9.22	0.21	0.54
	453.97	465.83	11.86	143.73	156.24	12.51	24.37
Sector 2 - Strathcona County							
Ardrossan Elementary	23.85	24.24	0.39	6.22	6.82	0.60	0.99
Ardrossan Junior Senior High	38.55	39.12	0.57	6.43	7.66	1.23	1.80
Fultonvale Elementary Junior High	22.94	22.77	(0.17)	5.68	5.79	0.11	(0.06)
Uncas Elementary	10.07	10.50	0.43	4.02	4.77	0.75	1.18
	95.41	96.63	1.22	22.35	25.04	2.69	3.91
Sector 3 - Fort Saskatchewan							
Castle School (Scotford Colony)	1.10	1.10	-	0.81	0.81	-	-
École Parc Élementaire	15.20	14.90	(0.30)	5.83	6.68	0.85	0.55
Fort Saskatchewan Christian	19.75	19.69	(0.06)	5.47	6.41	0.94	0.88
Fort Saskatchewan Elementary	16.09	16.10	0.01	6.25	6.01	(0.24)	(0.23)
Fort Saskatchewan High	20.79	20.99	0.20	6.56	7.52	0.96	1.16
James Mowat Elementary	16.80	17.81	1.01	6.39	7.61	1.22	2.23
Rudolph Hennig Junior High	22.37	22.38	0.01	5.43	6.01	0.58	0.59
SouthPointe School	24.21	24.93	0.72	9.75	10.39	0.64	1.36
Win Ferguson Elementary	17.80	18.28	0.48	9.94	10.80	0.86	1.34
	154.11	156.18	2.07	56.43	62.24	5.81	7.88
Sector 4 - Lamont County							
Andrew School	4.40	4.53	0.13	1.54	2.79	1.25	1.38
Bruderheim School	7.16	7.37	0.21	4.27	4.95	0.68	0.89
Lamont Elementary	14.91	15.07	0.16	7.83	9.37	1.54	1.70
Lamont High	15.70	16.20	0.50	4.70	5.53	0.83	1.33
Mundare School	7.52	7.00	(0.52)	3.63	3.19	(0.44)	(0.96)
	49.69	50.17	0.48	21.97	25.83	3.86	4.34
Sector 5 - County of Minburn							
A.L. Horton Elementary	17.28	17.95	0.67	6.54	6.94	0.40	1.07
Pleasant Ridge Colony	1.00	1.00	-	0.05	0.05	-	-
Vegreville Composite High	17.09	17.18	0.09	8.00	9.16	1.16	1.25
	35.37	36.13	0.76	14.59	16.15	1.56	2.32
	788.55	804.94	16.39	259.07	285.50	26.43	42.82

¹ Classified FTE is based on a 12-month year

Supports for Students - Schools

Expenses by Category	2020-21	2020-21	Change	% Change	Salaries & Benefits	Services,
	Budget	Fall				Contracts, & Supplies
Early Learning	\$ 1,901,196	\$ 1,396,851	\$ (504,345)	(26.5%)	\$ 1,255,532	\$ 141,319
Mental Health Capacity Building	-	225,061	225,061	100.0%	218,242	6,819
Specialized Supports - Schools	2,269,391	1,917,232	(352,159)	(15.5%)	1,543,146	374,086
School Nutrition Program	150,000	150,000	-	0.0%	79,046	70,954
Partners 4 Science	149,284	303,927	154,643	103.6%	76,566	227,361
	<u>\$ 4,469,871</u>	<u>\$ 3,993,071</u>	<u>\$ (476,800)</u>	<u>(10.7%)</u>	<u>\$ 3,172,532</u>	<u>\$ 820,539</u>

Staffing (FTE)	Certificated			Classified		
	2020-21 Budget	2020-21 Fall	Change	2020-21 Budget	2020-21 Fall	Change
Early Learning	2.00	1.90	(0.10)	21.38	8.40	(12.98)
Mental Health Capacity Building	-	-	-	-	2.50	2.50
Specialized Supports - Schools	1.90	3.30	1.40	34.34	16.38	(17.96)
School Nutrition Program	-	-	-	1.56	1.56	-
Partners 4 Science	-	-	-	1.42	1.42	-
	<u>3.90</u>	<u>5.20</u>	<u>1.30</u>	<u>58.70</u>	<u>30.26</u>	<u>(28.44)</u>

Notes

The decrease in **Early Learning** is due to actual reserve carryforwards from prior year being lower than spring estimates, which required decreases to staffing. A corresponding decrease is noted in Classified FTE.

Funding for the **Mental Health Capacity Building** program was confirmed by Alberta Health Services subsequent to Spring Budget approval. The funding amount is consistent with the contract amount, and the Classified FTE is consistent with prior year.

Change in Specialized Supports - Schools

(\$000s)	
Transfer to Out of School Learning - Kindergarten to Grade 9	\$ (473)
Allocations to schools for newly identified student needs	(315)
Low Incidence Team revenue	454
Difference between estimated reserve carryforward and actual year end carryforward	(2)
Transfer to central Supports for Students	(16)
Total Change in Specialized Supports - Schools	<u>\$ (352)</u>

Staffing added for the Low Incidence Team includes 1.40 certificated FTE and 2.32 classified FTE. The remaining decrease in classified expenses and FTE is due to funds being transferred to schools and to Out of School Learning.

Partners 4 Science has increased as additional funding of \$143K was received from the Partners in Education Foundation. Of this, \$100K is restricted for the purchase of new science kits, while the remaining \$43K is unrestricted, and will be used to upgrade existing kits and purchase additional instructional materials.

Early Learning & Specialized Supports - Schools				
	2020-21 Budget	2020-21 Fall	Change	% Change
Revenues				
Alberta Education Funding				
Early Learning	\$ 3,226,676	\$ 3,029,426	\$ (197,250)	(6.1%)
Specialized Supports	15,082,903	14,948,198	(134,705)	(0.9%)
	<u>18,309,579</u>	<u>17,977,624</u>	<u>(331,955)</u>	<u>(1.8%)</u>
Eastern Edge Low Incidence (100%)				
Specialized Supports	-	454,089	454,089	100.0%
	<u>-</u>	<u>454,089</u>	<u>454,089</u>	<u>100.0%</u>
	<u>18,309,579</u>	<u>18,431,713</u>	<u>122,134</u>	<u>0.7%</u>
Expenses				
Schools				
Early Learning	2,674,864	2,576,762	(98,102)	(3.7%)
Specialized Supports - Schools	15,208,470	15,523,860	315,390	2.1%
	<u>17,883,334</u>	<u>18,100,622</u>	<u>217,288</u>	<u>1.2%</u>
Out of School Learning - Kindergarten to Grade 9	-	473,265	473,265	100.0%
Central Services				
Early Learning	1,924,818	1,415,120	(509,698)	(26.5%)
Specialized Supports - Schools	2,269,391	1,933,244	(336,147)	(14.8%)
	<u>4,194,209</u>	<u>3,348,364</u>	<u>(845,845)</u>	<u>(20.2%)</u>
	<u>22,077,543</u>	<u>21,922,251</u>	<u>(155,292)</u>	<u>(0.7%)</u>
Unfunded	<u>\$ (3,767,964)</u>	<u>\$ (3,490,538)</u>	<u>\$ 277,426</u>	<u>(7.4%)</u>

Notes

Early Learning is funded from Program Unit Funding (PUF), Base Instruction and Specialized Learning Support Funding as well as block allocations.

Specialized Supports - Schools is funded from Base Instruction, Specialized Learning Support, First Nations, Métis and Inuit, Socio-Economic Status, and English as a Second Language funding, as well as block allocations and external revenue for the Eastern Edge Low Incidence program.

CENTRAL SERVICES

Expenses by Department	2020-21 Budget	2020-21 Fall	Change	% Change
Governance (Page 38)				
Board of Trustees	\$ 539,964	\$ 542,188	\$ 2,224	0.4%
Education Executive (Page 39)				
Superintendent	730,021	750,021	20,000	2.7%
Election	50,000	50,000	-	-
Communications	532,720	547,720	15,000	2.8%
	1,312,741	1,347,741	35,000	2.7%
Supports For Students - Central (Page 41)				
Associate Superintendent	827,472	931,325	103,853	12.6%
Instructional Supports	1,426,080	770,104	(655,976)	(46.0%)
Specialized Supports	956,863	963,128	6,265	0.7%
	3,210,415	2,664,557	(545,858)	(17.0%)
Human Resources (Page 43)				
Associate Superintendent	1,636,317	2,414,819	778,502	47.6%
Staff Relations & Training	699,257	779,258	80,001	11.4%
Recruitment & Staffing	2,738,101	2,733,846	(4,255)	(0.2%)
	5,073,675	5,927,923	854,248	16.8%
Business Services (Page 45)				
Secretary-Treasurer	1,149,941	704,590	(445,351)	(38.7%)
Financial Services	1,593,087	1,593,087	-	-
	2,743,028	2,297,677	(445,351)	(16.2%)
Facility Services (Page 46)				
Facilities	18,406,308	17,547,471	(858,837)	(4.7%)
Infrastructure Maintenance and Renewal	3,549,028	6,288,770	2,739,742	77.2%
	21,955,336	23,836,241	1,880,905	8.6%
Information Technologies (Page 48)	5,122,075	5,291,917	169,842	3.3%
Student Transportation (Page 50)	11,675,337	11,903,097	227,760	2.0%
Fiscal Services (Page 52)				
Capital and Debt Services	6,179,376	6,219,561	40,185	0.7%
Teacher Pensions and Insurance	854,600	216,700	(637,900)	(74.6%)
	7,033,976	6,436,261	(597,715)	(8.5%)
	\$ 58,666,547	\$ 60,247,602	\$ 1,581,055	2.7%

(Page 19)

Staffing - Full Time Equivalent (FTE)	2020-21 Budget	2020-21 Fall	FTE Change	% Change
Certificated	19.64	14.14	(5.50)	(28.0%)
Classified	106.25	112.25	6.00	5.6%
	125.89	126.39	0.50	0.4%

GOVERNANCE

Budget	2020-21 Budget	2020-21 Fall	Change
Revenue/Allocations			
Block Revenue Allocations	\$ 539,964	\$ 539,964	\$ -
Reserve Spending	-	2,224	2,224
	<u>539,964</u>	<u>542,188</u>	<u>2,224</u>
Expenses			
<i>Salaries and benefits</i>			
Classified	393,579	393,579	-
<i>Services, Contracts and Supplies</i>			
Dues & Fees	81,100	81,100	-
Staff Dev - Registration	30,930	32,930	2,000
Advertising/Public Relations	8,861	10,185	1,324
Computer Equipment	6,000	10,000	4,000
Contracted Services	6,000	4,000	(2,000)
Subsistence	5,024	3,924	(1,100)
Binding/Copying/Printing	2,000	2,000	-
Telephone/Fax/Cellular	1,270	1,270	-
Rental/Lease	1,000	1,000	-
Supplies & Materials	1,000	1,000	-
Travel	2,600	600	(2,000)
Mileage	400	400	-
Postage/Courier	200	200	-
	<u>146,385</u>	<u>148,609</u>	<u>2,224</u>
	<u>539,964</u>	<u>542,188</u>	<u>2,224</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

EDUCATION EXECUTIVE						
Budget	2020-21 Budget	2020-21 Fall	Change	Superintendent	Communications	Election
Revenue/Allocations						
Block Revenue Allocations	\$ 1,281,490	\$ 1,281,490	\$ -	\$ 704,219	\$ 527,271	\$ 50,000
COVID-19 Cost Allocation	-	15,000	15,000	-	15,000	-
In Year Funding	-	20,000	20,000	20,000	-	-
Reserve Spending	31,251	31,251	-	25,802	5,449	-
	<u>1,312,741</u>	<u>1,347,741</u>	<u>35,000</u>	<u>750,021</u>	<u>547,720</u>	<u>50,000</u>
Expenses						
<i>Salaries and Benefits</i>						
Certificated	433,903	439,402	5,499	439,402	-	-
Classified	698,853	708,853	10,000	190,685	518,168	-
	<u>1,132,756</u>	<u>1,148,255</u>	<u>15,499</u>	<u>630,087</u>	<u>518,168</u>	<u>-</u>
<i>Services, Contracts and Supplies</i>						
Contracted Services	87,802	111,802	24,000	55,802	6,000	50,000
Supplies & Materials	26,094	25,395	(699)	20,293	5,102	-
Subsistence	15,572	15,572	-	14,922	650	-
Advertising/Public Relations	12,300	12,300	-	300	12,000	-
Dues & Fees	7,250	7,250	-	6,250	1,000	-
Binding/Copying/Printing	5,685	5,685	-	4,385	1,300	-
Mileage	5,268	5,268	-	3,768	1,500	-
Staff Dev - Registration	5,648	3,648	(2,000)	2,648	1,000	-
Rental/Lease	3,000	3,000	-	2,500	500	-
Telephone/Fax/Cellular	3,000	3,000	-	2,250	750	-
Staff Dev - Travel	3,916	2,716	(1,200)	2,216	500	-
Staff Dev - Subsistence	2,850	2,250	(600)	2,250	-	-
Travel	1,300	1,300	-	1,250	50	-
Furniture	1,000	1,000	-	1,000	-	-
Publications & Subscriptions	200	200	-	-	200	-
Postage/Courier	100	100	-	100	-	-
Cost Recoveries	(1,000)	(1,000)	-	-	(1,000)	-
	<u>179,985</u>	<u>199,486</u>	<u>19,501</u>	<u>119,934</u>	<u>29,552</u>	<u>50,000</u>
	<u>1,312,741</u>	<u>1,347,741</u>	<u>35,000</u>	<u>750,021</u>	<u>547,720</u>	<u>50,000</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

EDUCATION EXECUTIVE - continued						
Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	Superintendent	Communications	Election
Certificated	2.00	2.00	-	2.00	-	-
Classified	6.68	6.68	-	2.00	4.68	-
	<u>8.68</u>	<u>8.68</u>	-	<u>4.00</u>	<u>4.68</u>	-

Notes

- COVID-19 Cost allocation of \$15K to Communications to support increases related to Communication requirements as a result of the pandemic. Corresponding increases are seen in Classified staffing and Contracted Services.
- In Year Funding of \$20K to the Superintendent budget for Assurance Model Surveys, with corresponding increase in Contracted Services.

SUPPORTS FOR STUDENTS - CENTRAL						
Budget	2020-21 Budget	2020-21 Fall	Change	Associate Super- intendent	Instructional Supports*	Specialized Supports
Revenue/Allocations						
Block Revenue Allocations	\$ 2,569,580	\$ 2,543,871	\$ (25,709)	\$ 353,902	\$ 1,241,264	\$ 948,705
Reserve Spending	488,594	526,707	38,113	407,167	105,117	14,423
Supplemental Revenue	29,001	172,815	143,814	81,004	91,811	-
Targeted Funding	1,634,131	1,634,131	-	1,584,131	50,000	-
Transfers To/From Other Sites	(1,510,891)	(2,212,967)	(702,076)	(1,494,879)	(718,088)	-
	<u>3,210,415</u>	<u>2,664,557</u>	<u>(545,858)</u>	<u>931,325</u>	<u>770,104</u>	<u>963,128</u>
Expenses						
<i>Salaries and Benefits</i>						
Certificated	1,945,451	1,229,569	(715,882)	383,902	351,623	494,044
Classified	768,361	867,712	99,351	370,628	93,812	403,272
	<u>2,713,812</u>	<u>2,097,281</u>	<u>(616,531)</u>	<u>754,530</u>	<u>445,435</u>	<u>897,316</u>
<i>Services, Contracts, and Supplies</i>						
Contracted Services	157,741	213,869	56,128	49,170	134,699	30,000
Supplies & Materials	62,247	76,542	14,295	37,775	31,002	7,765
Equipment	58,118	58,118	-	-	58,118	-
Staff Dev - Registration	47,547	47,547	-	20,000	15,000	12,547
Mileage	41,500	39,250	(2,250)	6,750	20,000	12,500
Dues & Fees	18,500	28,500	10,000	18,500	10,000	-
Publications & Subscriptions	23,500	25,000	1,500	15,000	10,000	-
Software	16,000	16,000	-	-	16,000	-
Computer Equipment	11,500	9,500	(2,000)	3,000	6,500	-
Staff Dev - Travel	9,000	9,000	-	6,000	2,000	1,000
Rental/Lease	8,500	8,500	-	5,500	3,000	-
Subsistence	8,000	8,000	-	4,500	3,500	-
Telephone/Fax/Cellular	15,000	6,500	(8,500)	2,500	4,000	-
Staff Dev - Subsistence	6,500	6,500	-	3,500	2,000	1,000
Binding/Copying/Printing	6,350	6,350	-	2,350	3,000	1,000
Furniture	2,500	4,500	2,000	2,000	2,500	-
Media Materials - Books Only	2,000	2,000	-	-	2,000	-
Travel	1,000	1,000	-	-	1,000	-
Postage/Courier	900	400	(500)	250	150	-
Advertising/Public Relations	200	200	-	-	200	-
	<u>496,603</u>	<u>567,276</u>	<u>70,673</u>	<u>176,795</u>	<u>324,669</u>	<u>65,812</u>
	<u>3,210,415</u>	<u>2,664,557</u>	<u>(545,858)</u>	<u>931,325</u>	<u>770,104</u>	<u>963,128</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

* Instructional Supports includes what was formerly Elementary Education and Secondary Education

SUPPORTS FOR STUDENTS - CENTRAL - continued

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	Associate Super- intendent	Instructional Supports	Specialized Supports
Certificated	13.64	8.14	(5.50)	2.40	2.04	3.70
Classified	7.44	10.44	3.00	5.84	1.00	3.60
	<u>21.08</u>	<u>18.58</u>	<u>(2.50)</u>	<u>8.24</u>	<u>3.04</u>	<u>7.30</u>

Notes

- Increase in reserve funding due to actual yearend surpluses being higher than spring estimates.
- Supplemental revenue for Odyssey and Official Languages Education Program has increased.
- Transfers out have increased by \$768K related to the movement of consultants (5.40 Certificated FTE) and director (0.50 certificated FTE) to Out of School Learning - Kindergarten to Grade 9. Certificated salaries expense has decreased as a result of this movement.
- Transfers in include \$50K to support Out-of-School learning (curriculum) coming from Fall Budget Adjustment allocations, with offsetting expenses in Contracted Services.
- The increase in classified salaries and benefits and classified FTE relates to hiring of French Language assistants for the Odyssey Program.

HUMAN RESOURCES						
Budget	2020-21 Budget	2020-21 Fall	Change	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Revenue/Allocations						
Block Revenue Allocations	\$ 4,648,654	\$ 4,648,654	\$ -	\$ 1,221,660	\$ 693,711	\$ 2,733,283
COVID-19 Cost Allocation	-	142,898	142,898	142,898	-	-
In Year Funding	-	80,000	80,000	-	80,000	-
Reserve Spending	371,851	392,569	20,718	386,459	5,547	563
Supplemental Revenue	53,170	663,802	610,632	663,802	-	-
	5,073,675	5,927,923	854,248	2,414,819	779,258	2,733,846
Expenses						
<i>Salaries and benefits</i>						
Certificated	346,909	346,909	-	196,028	150,881	-
Classified	1,244,734	1,383,136	138,402	651,125	311,783	420,228
	1,591,643	1,730,045	138,402	847,153	462,664	420,228
Staffing - Certificated *	2,156,054	2,152,914	(3,140)	162,005	6,011	1,984,898
Staffing - Classified *	452,803	452,803	-	51,219	90,212	311,372
	2,608,857	2,605,717	(3,140)	213,224	96,223	2,296,270
Secondments - Certificated	53,170	663,802	610,632	663,802	-	-
	4,253,670	4,999,564	745,894	1,724,179	558,887	2,716,498
<i>Services, Contracts and Supplies</i>						
Contracted Services	403,892	512,005	108,113	394,005	118,000	-
Staff Dev - Registration	295,782	295,782	-	221,500	70,782	3,500
Supplies & Materials	40,305	38,545	(1,760)	21,418	16,001	1,126
Subsistence	30,659	30,659	-	26,909	1,800	1,950
Mileage	9,968	9,469	(499)	3,500	2,297	3,672
Staff Dev - Travel	8,991	8,991	-	2,000	4,991	2,000
Dues & Fees	6,308	6,308	-	3,308	1,500	1,500
Rental/Lease	5,600	5,600	-	3,100	2,500	-
Computer Equipment	1,300	4,000	2,700	4,000	-	-
Telephone/Fax/Cellular	4,600	3,600	(1,000)	3,000	-	600
Binding/Copying/Printing	3,000	3,000	-	3,000	-	-
Advertising/Public Relations	3,000	3,000	-	500	500	2,000
Staff Dev - Subsistence	2,000	2,000	-	-	1,000	1,000
Publications & Subscriptions	900	1,900	1,000	1,900	-	-
Furniture	1,200	1,000	(200)	1,000	-	-
Equipment	1,000	1,000	-	-	1,000	-
Cost Recoveries	800	800	-	800	-	-
Repairs & Maintenance	500	500	-	500	-	-
Postage/Courier	200	200	-	200	-	-
	820,005	928,359	108,354	690,640	220,371	17,348
	5,073,675	5,927,923	854,248	2,414,819	779,258	2,733,846
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

* Staffing relates to severance, leaves of absence, substitutes and benefits for illness and maternity/parental leaves

HUMAN RESOURCES - continued

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Certificated	2.00	2.00	-	1.00	1.00	-
Classified	13.98	14.98	1.00	7.00	4.00	3.98
	<u>15.98</u>	<u>16.98</u>	<u>1.00</u>	<u>8.00</u>	<u>5.00</u>	<u>3.98</u>

Does not include FTE related to expenses for secondments, leaves and substitutes for illness or maternity/parental leaves

Notes

- COVID-19 Cost allocation to support additional Occupational Health and Safety activities required as a result of the pandemic. Corresponding increases are noted in classified salaries and benefits expense.
- In Year Funding has been allocated to support professional development including Off To A Good Start training for new staff. Corresponding expenses are in Contracted Services.
- Increase in Reserve Spending relates to surplus carryforwards being higher than spring projections.
- Increase in Supplemental Revenue relates to the addition of Secondment revenue from Alberta Education which had been excluded from the Spring Budget due to uncertainty regarding the 2020-21 postings. This increase is offset in salaries and benefits under Secondments - Certificated.
- 1.0 FTE has been added for an Occupational Health and Safety assistant for one year. This FTE was transferred from Facility Services, as we are not currently doing facility rentals. The FTE will return to Facility Services once the pandemic is over.

BUSINESS SERVICES					
Budget	2020-21 Budget	2020-21 Fall	Change	Secretary- Treasurer	Financial Services
Revenue/Allocations					
Block Revenue Allocations	\$ 2,725,033	\$ 2,277,239	\$ (447,794)	\$ 701,616	\$ 1,575,623
Reserve Spending	17,995	20,438	2,443	2,974	17,464
	<u>2,743,028</u>	<u>2,297,677</u>	<u>(445,351)</u>	<u>704,590</u>	<u>1,593,087</u>
Expenses					
<i>Salaries and Benefits</i>					
Classified	<u>1,742,780</u>	<u>1,742,780</u>	-	288,611	1,454,169
<i>Services, Contracts and Supplies</i>					
Insurance	722,485	274,691	(447,794)	274,491	200
Contracted Services	195,751	195,751	-	129,633	66,118
Staff Dev - Registration	16,946	16,946	-	1,996	14,950
Supplies & Materials	9,600	12,043	2,443	3,043	9,000
Dues & Fees	11,510	11,510	-	2,660	8,850
Computer Equipment	8,000	8,000	-	-	8,000
Furniture	8,000	8,000	-	-	8,000
Rental/Lease	7,700	7,700	-	1,700	6,000
Subsistence	5,100	5,100	-	1,100	4,000
Mileage	4,686	4,686	-	686	4,000
Binding/Copying/Printing	4,400	4,400	-	-	4,400
Telephone/Fax/Cellular	2,300	2,300	-	400	1,900
Staff Dev - Travel	1,920	1,920	-	220	1,700
Advertising/Public Relations	1,000	1,000	-	-	1,000
Travel	450	450	-	-	450
Staff Dev - Subsistence	350	350	-	-	350
Publications & Subscriptions	50	50	-	50	-
	<u>1,000,248</u>	<u>554,897</u>	<u>(445,351)</u>	<u>415,979</u>	<u>138,918</u>
	<u>2,743,028</u>	<u>2,297,677</u>	<u>(445,351)</u>	<u>704,590</u>	<u>1,593,087</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Staffing (FTE)					
	2020-21 Budget	2020-21 Fall	Change	Treasurer	Financial Services
Classified	<u>15.15</u>	<u>15.15</u>	-	2.00	13.15
Notes					

- Block allocations were decreased due to decreases in insurance premiums.

FACILITY SERVICES					
Budget	2020-21 Budget	2020-21 Fall	Change	Facilities	IMR
Revenue/Allocations					
Block Revenue Allocations	\$ 1,284,727	\$ 13,997,745	\$ 12,713,018	\$ 13,997,745	\$ -
COVID-19 Cost Allocation	-	1,406,975	1,406,975	1,406,975	-
Reserve Spending	21,918	107,664	85,746	107,664	-
Supplemental Revenue	253,974	1,260,411	1,006,437	1,260,411	-
Targeted Funding	20,394,717	7,063,446	(13,331,271)	774,676	6,288,770
	<u>21,955,336</u>	<u>23,836,241</u>	<u>1,880,905</u>	<u>17,547,471</u>	<u>6,288,770</u>
Expenses					
<i>Salaries and benefits</i>					
Classified	3,144,071	3,227,717	83,646	3,227,717	-
<i>Services, Contracts and Supplies</i>					
Contracted Custodial Services	4,076,300	4,877,912	801,612	4,877,912	-
Repairs & Maintenance	3,664,028	6,363,770	2,699,742	75,000	6,288,770
Contracted Services	1,147,000	2,426,568	1,279,568	2,426,568	-
Electricity	2,057,000	1,955,000	(102,000)	1,955,000	-
Rental/Lease	1,192,481	1,192,481	-	1,192,481	-
Insurance	4,403,643	910,995	(3,492,648)	910,995	-
Natural Gas/Propane	947,000	877,000	(70,000)	877,000	-
Supplies & Materials	273,315	764,905	491,590	764,905	-
Supplies - Custodial	423,000	699,179	276,179	699,179	-
Water & Sewer	274,385	275,000	615	275,000	-
Equipment	20,000	127,500	107,500	127,500	-
Oil/Gas/Propane	75,000	75,000	-	75,000	-
Vehicle Repair/Maintenance	40,000	50,000	10,000	50,000	-
Staff Dev - Registration	25,000	35,000	10,000	35,000	-
Telephone/Fax/Cellular	22,945	22,945	-	22,945	-
Computer Equipment	5,000	20,000	15,000	20,000	-
Postage/Courier	16,000	16,000	-	16,000	-
Software	10,000	15,000	5,000	15,000	-
Furniture	5,000	10,000	5,000	10,000	-
Dues & Fees	9,000	9,000	-	9,000	-
Subsistence	7,000	7,000	-	7,000	-
Uniforms/Protective	5,000	5,000	-	5,000	-
Binding/Copying/Printing	4,000	4,000	-	4,000	-
Overhead Recoveries	3,000	3,000	-	3,000	-
Staff Dev - Travel	2,500	2,500	-	2,500	-
Advertising/Public Relations	2,000	2,000	-	2,000	-
Staff Dev - Subsistence	1,500	1,500	-	1,500	-
Miscellaneous Bank Charges	4,800	1,000	(3,800)	1,000	-
Amortization of Capital Assets	222,413	-	(222,413)	-	-
Cost Recoveries	(127,045)	(140,731)	(13,686)	(140,731)	-
	<u>18,811,265</u>	<u>20,608,524</u>	<u>1,797,259</u>	<u>14,319,754</u>	<u>6,288,770</u>
	<u>21,955,336</u>	<u>23,836,241</u>	<u>1,880,905</u>	<u>17,547,471</u>	<u>6,288,770</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

FACILITY SERVICES - continued

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change	Facilities	IMR
Classified	32.00	32.00	-	32.00	-

Notes

- Subsequent to Spring Budget approval, the Operations and Maintenance grant reverted back to non-targeted funding, and as such, allocations related to this grant were reclassified from targeted funding to block allocations.

The changes in Block Allocation and Targeted Funding are detailed below:

	<u>Block Allocation</u>	<u>Targeted Funding</u>
Balance, Spring Budget 2020-21	1,284,727	20,394,717
Transfer Operations & Maintenance grant to Block Allocation	16,193,943	(16,193,943)
Decrease in block allocation for reduction in insurance premium	(3,480,925)	-
Increase in IMR funding available for operating	-	2,739,742
Alberta Education Donation of Personal Protective Equipment	-	122,930
Balance, Fall Budget 2020-21	<u>13,997,745</u>	<u>7,063,446</u>

- COVID-19 Cost allocation will be used to support increased purchases of Personal Protective Equipment (PPE) and additional custodial expenses required as a result of the pandemic. Offsetting increases are noted in Contracted Custodial, Supplies & Materials and Supplies - Custodial.
- Reserve Spending has increased as actual year end carryforward amounts were higher than spring estimates.
- Supplemental revenue has increased due to the Abatement grant received related to demolition and abatement of former Wye Elementary site. Offsetting expenses associated with this work are found in Contracted Services.
- Increase in targeted funding relates a higher portion of Infrastructure, Maintenance, and Renewal (IMR) funding being used for operating (repairs and maintenance) expenditures, as opposed to capital expenditures. For 2020-21, 30% of IMR funding is expected to be capitalized, compared to 68% in 2019-20. In addition, Alberta Education has donated \$123K in PPE to the Division. The offsetting usage of these donated supplies is recorded in Supplies & Materials.
- Classified staffing expense has increased due to expected overtime requirements as a result of the pandemic, and the addition of an Assistant Director position (1.0 FTE). This increase is partially offset by the transfer of a 1.0 FTE administrative position to Human Resources to support Occupational Health and Safety during the pandemic. This FTE and the related salaries expense will return to Facility Services once the pandemic is over.
- Amortization expense recorded in the spring has been removed as the vehicle fleet purchases from prior years were fully paid out in 2019-20.

INFORMATION TECHNOLOGIES

Budget	2020-21 Budget	2020-21 Fall	Change
Revenue/Allocations			
Block Revenue Allocations	\$ 4,680,166	\$ 4,745,166	\$ 65,000
COVID-19 Cost Allocation	-	99,681	99,681
Reserve Spending	24,687	35,200	10,513
Targeted Funding	393,600	393,600	-
Transfers To/From Other Sites	23,622	18,270	(5,352)
	<u>5,122,075</u>	<u>5,291,917</u>	<u>169,842</u>
Expenses			
<i>Salaries and benefits</i>			
Certificated	287,107	287,107	-
Classified	2,461,145	2,494,175	33,030
	<u>2,748,252</u>	<u>2,781,282</u>	<u>33,030</u>
<i>Services, Contracts and Supplies</i>			
Software	1,235,683	1,336,518	100,835
Internet	558,564	570,585	12,021
Telephone/Fax/Cellular	312,261	279,168	(33,093)
Contracted Services	130,422	160,691	30,269
Mileage	49,000	49,000	-
Computer Equipment	39,000	39,000	-
Amortization of Capital Assets	-	38,062	38,062
Furniture	-	10,000	10,000
Supplies & Materials	13,129	9,347	(3,782)
Repairs & Maintenance	5,000	5,000	-
Staff Dev - Registration	15,000	4,000	(11,000)
Subsistence	4,000	4,000	-
Dues & Fees	2,000	2,000	-
Staff Dev - Subsistence	1,500	1,500	-
Staff Dev - Travel	7,000	500	(6,500)
Insurance	500	500	-
Binding/Copying/Printing	500	500	-
Rental/Lease	164	164	-
Postage/Courier	100	100	-
	<u>2,373,823</u>	<u>2,510,635</u>	<u>136,812</u>
	<u>5,122,075</u>	<u>5,291,917</u>	<u>169,842</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

INFORMATION TECHNOLOGIES - continued

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change
Certificated	2.00	2.00	-
Classified	22.00	24.00	2.00
	<u>24.00</u>	<u>26.00</u>	<u>2.00</u>

Notes

- Block allocations have increased to support the addition of a Systems Analyst position (1.0 FTE).
- COVID-19 Cost allocation was used to purchase software for on line teaching required to support out-of-school learners (Brightspace). A corresponding increase is noted in Software expense.
- Classified salaries have increased with the addition of the Systems Analyst noted above and an Administrative Assistant (1.0 FTE). This was offset by the deferral to 2021-22 in filling a vacant Assistant Director position, which created savings within the classified salaries expense.
- Amortization expenses have increased due to the purchase of a server which is being amortized over five years.

STUDENT TRANSPORTATION			
Budget	2020-21 Budget	2020-21 Fall	Change
Revenue/Allocations			
COVID-19 Cost Allocation	-	245,000	245,000
Reserve Spending	131,856	114,616	(17,240)
Supplemental Revenue	1,300,500	1,300,500	-
Targeted Funding	10,295,381	10,295,381	-
Transfers To/From Other Sites	(52,400)	(52,400)	-
	<u>11,675,337</u>	<u>11,903,097</u>	<u>227,760</u>
Expenses			
<i>Salaries and Benefits</i>			
Classified	1,173,436	1,173,436	-
<i>Services, Contracts and Supplies</i>			
Contracted Transportation	9,618,850	9,846,609	227,759
Insurance	458,236	379,790	(78,446)
Telephone/Fax/Cellular	124,900	124,900	-
Supplies & Materials	61,490	100,714	39,224
Equipment	25,000	64,223	39,223
Contracted Services	50,000	50,000	-
Miscellaneous Bank Charges	34,000	34,000	-
Rental/Lease	24,000	24,000	-
Cost Recoveries	20,000	20,000	-
Postage/Courier	17,000	17,000	-
Subsistence	15,000	15,000	-
Binding/Copying/Printing	14,000	14,000	-
Staff Dev - Registration	8,000	8,000	-
Staff Dev - Travel	8,000	8,000	-
Oil/Gas/Propane	7,000	7,000	-
Computer Equipment	5,000	5,000	-
Furniture	2,500	2,500	-
Mileage	2,000	2,000	-
Repairs & Maintenance	2,000	2,000	-
Dues & Fees	2,000	2,000	-
Advertising/Public Relations	1,500	1,500	-
Staff Dev - Subsistence	1,000	1,000	-
Publications & Subscriptions	350	350	-
Software	75	75	-
	<u>10,501,901</u>	<u>10,729,661</u>	<u>227,760</u>
	<u>11,675,337</u>	<u>11,903,097</u>	<u>227,760</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

STUDENT TRANSPORTATION - continued

Staffing (FTE)	2020-21 Budget	2020-21 Fall	Change
Classified	9.00	9.00	-

Notes

- COVID-19 Cost allocation made to support additional costs related to COVID-19, including increased in contract time related to bus cleaning. Corresponding increases are seen contracted transportation expense.
- Reserve spending has decreased due to lower than estimated carryforward balances.
- Insurance costs have decreased due to updated premium estimates. The savings have been reallocated to equipment and supplies & materials.

FISCAL SERVICES					
Budget	2020-21 Budget	2020-21 Fall	Change	Capital and Debt Services	Teacher Pensions/ Other
Revenue/Allocations					
Block Revenue Allocation	\$ 944,845	\$ 911,737	\$ (33,108)	\$ 911,737	\$ -
Reserve Spending	500,000	-	(500,000)	-	-
Targeted Funding	5,589,131	5,524,524	(64,607)	5,307,824	216,700
	<u>7,033,976</u>	<u>6,436,261</u>	<u>(597,715)</u>	<u>6,219,561</u>	<u>216,700</u>
Expenses					
<i>Salaries and benefits</i>					
Teacher Pensions - Central	354,600	216,700	(137,900)	-	216,700
<i>Services, Contracts and Supplies</i>					
Amortization of Capital	6,379,376	6,519,561	140,185	6,519,561	-
Supplies & Materials (Emergent Fund)	500,000	-	(500,000)	-	-
Equipment Buyouts	(200,000)	(300,000)	(100,000)	(300,000)	-
Division Year End Carryforward	-	-	-	-	-
	<u>6,679,376</u>	<u>6,219,561</u>	<u>(459,815)</u>	<u>6,219,561</u>	<u>-</u>
	<u>7,033,976</u>	<u>6,436,261</u>	<u>(597,715)</u>	<u>6,219,561</u>	<u>216,700</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Notes

- Decrease in block allocations is due to decreased unsupported amortization costs.
- \$500K allocation made from Division reserves in the Spring Budget was to be used to cover any emergent needs as approved by the Board. This amount was reclassified for the Fall Budget and is consolidated within the Fall Budget Adjustment Allocations made to Schools.
- Teacher pensions have decreased due to reassignment of Central FTE to schools to support Out of School Learning - Kindergarten to Grade 9, as well as a decrease in contribution rates from 11.29% in 2019-20 to 10.87% for 2020-21.



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Alberta Education
Supplemental
Reports**

2020-21

**Report to the
Board of Trustees**

Nov. 26, 2020

**UNAUDITED SCHEDULE OF STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Actual 2020/21	Budgeted 2020/21 (Note 2)	Actual 2019/20	Notes
Kindergarten, and Grades 1 to 12				
Eligible Funded Students:				
Kindergarten	1,234	1,308	1,433	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	617	654	717	0.5 times Head Count
Grades 1 to 9	11,649	12,006	11,933	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	3,694	3,659	4,177	Head count
Grades 10 to 12 - 4th year	198	275	-	Head count
Grades 10 to 12 - 4th year FTE	99	138	-	0.5 times Head Count
Grades 10 to 12 - 5th year	35	60	-	Head count
Grades 10 to 12 - 5th year FTE	9	15	-	0.25 times Head Count
Total FTE	16,068	16,472	16,827	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	-2.5%	-2.1%		
Other Students:				
Total	5	-	3	Note 3
Total Net Enrolled Students	16,073	16,472	16,830	
Home Ed Students	-	-	20	Note 4
Total Enrolled Students, Kindergarten, and Grades 1-12	16,073	16,472	16,850	
Percentage Change	-2.4%	-2.2%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	372	452	395	FTE of students with severe disabilities as reported by the Board via PASI.
Students with Mild/Moderate Disabilities	972	1,130	1,060	FTE of students identified with mild/moderate disabilities as reported by the Board via PASI.
Pre - Kindergarten (Pre - K)				
Eligible Funded Children	159	162	-	Children between the age of 2 years 8 months and 4 years 8 months.
Other Children	-	-	-	Children between the age of 2 years 8 months and 4 years 8 months.
Total Enrolled Children - Pre - K	159	162	-	
Program Hours	400	400	-	Minimum: 400 Hours
FTE Ratio	0.500	0.500	-	Actual hours divided by 800
FTE's Enrolled, Pre - K	80	81.0	-	
Percentage Change	-1.9%	0.0%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	80	71	274	FTE of students with severe disabilities as reported by the Board via PASI.
Students with Mild/Moderate Disabilities	1	11	210	FTE of students identified with mild/moderate disabilities as reported by the Board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2020/2021 budget report preparation.				
3) Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

**UNAUDITED SCHEDULE OF STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Actual 2020/21		Budgeted 2020/21	Actual 2019/20		Notes
	Total	Union Staff		Total	Union Staff	
CERTIFICATED STAFF						
School Based	859.6		821.40	865.70		Teacher certification required for performing functions at the school level.
Non-School Based	14.1		19.60	24.60		Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	873.7	-	841.0	890.3	-	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	3.9%		-5.5%	-1.9%	0.0%	Additional staffing funded from reserves, savings and a safe return to class grant see explanations below.
If an average standard cost is used, please disclose rate:	\$ 105,170		105,170.0	101,170.0		
Student F.T.E. per certificated Staff	0		19.7	18.9		
Certificated Staffing Change due to:						
Enrolment Change	-		-			If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	32.70		(49.3)			Descriptor (required): Additional staffing funded from reserves, savings and a safe return to class grant see explanations below.
Total Change	32.70	-	(49.3)			Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:						
Continuous contracts terminated	-		-			FTEs
Non-permanent contracts not being renewed	-		(29.3)			FTEs
Other (retirement, attrition, etc.)	-		(20.0)			Descriptor (required): Retirements
Total Negative Change in Certificated FTEs	-	-	(49.3)			Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):						
Certificated Number of Teachers						
Permanent - Full time	749.0		766.0	749.0		
Permanent - Part time	132.0		100.0	101.0		
Probationary - Full time	2.0		-	10.0		
Probationary - Part time	-		-	11.0		
Temporary - Full time	11.0		11.0	35.0		
Temporary - Part time	7.0		13.0	29.0		
NON-CERTIFICATED STAFF						
Instructional - Education Assistants	206.4		218.2	221.0		Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction.
Instructional - Other non-certificated instruction	163.7		157.7	187.2		Personnel providing instruction support for schools under 'Instruction' program areas other than EAs.
Operations & Maintenance	31.0		32.0	34.2		Personnel providing support to maintain school facilities.
Transportation - Bus Drivers Employed	-		-	-		Bus drivers employed, but not contracted.
Transportation - Other Staff	9.0		9.0	9.0		Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed.
Other	38.5		38.4	42.1		Personnel in System Admin. and External Service areas.
Total Non-Certificated Staff FTE	448.6	-	455.3	493.5	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-1.5%		-7.7%	-9.1%		
Explanation of Changes:						
The changes in certificated personnel totals is a reflection of the reserves funding, savings and "Safe Return to Class" grant provided by the Government of Canada in the fall. A portion of these three items were used for addressing classroom configuration, learning gaps and supporting mental health. In addition, certificated staff were hired to provide an out of school learning platform for students who preferred to remain at home. The change in education assistants positions in the fall is a reflection of the Division aligning the personnel with the changing educational needs in the classroom and out of school learning.						
Additional Information						
Are non-certificated staff subject to a collective agreement?	No					
Please provide terms of contract for 2020/21 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.						



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 2: Role of the Board

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approve the amendments to Board Policy 2: Role of the Board, as presented.

BACKGROUND:

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

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

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

The Policy Committee met on Oct. 13, 2020 and is recommending amendments to Board Policy 2: Role of the Board as follows:

- a) Section 8.2: For conciseness, remove "to achieve desired results".
"Approve annual budget and allocation of resources. ~~to achieve desired results~~"



RECOMMENDATION REPORT

Page 2 of 2

- b) Section 8.11: Add school fee schedules to the list of fees the Board approves annually.
“Approve school fee schedules, student transportation fees, school facility rental rates, Alberta non-resident and international student tuitions and specialized student services fees charged to other school jurisdictions.”

COMMUNICATION PLAN:

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 2: Role of the Board (marked)
2. Board Policy 2: Role of the Board (unmarked)

Policy 2

ROLE OF THE BOARD

As the corporate body elected by the electors that support Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of appropriate educational services and programs to resident students within the Division, in keeping with the requirements of government legislation and the values of the electorate.

Specific areas of responsibility

1. Accountability to provincial government
 - 1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
 - 1.2. Perform Board functions required by governing legislation and existing Board policy.
2. Accountability to community
 - 2.1. Make informed decisions that consider community values and represent the interests of the entire Division
 - 2.2. Establish processes and provide opportunity for focused community input.
 - 2.3. Report Division outcomes to the community at least annually.
 - 2.4. Develop appeal procedures and hold hearings as required by statute and/or Board policy.
 - 2.5. Model a culture of respect and integrity.
3. Four-year Education Plan
 - 3.1. Provide overall direction for the Division by establishing mission and values.
 - 3.2. Annually approve the process and timelines for the Four-Year Education Plan.
 - 3.3. Identify Board priorities and goals at the outset of the annual Four-Year Education Planning process.
 - 3.4. Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
 - 3.5. Monitor the achievement of outcomes.
 - 3.6. Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
 - 3.7. Approve the Annual Education Results Report for distribution to the public.
4. Policy
 - 4.1. Develop, approve, and monitor the implementation of policies to guide the Division.
 - 4.2. Provide direction in those areas over which the Board wishes to retain authority.
5. Superintendent/Board relations
 - 5.1. Select the Superintendent.
 - 5.2. Provide the Superintendent with clear corporate direction.
 - 5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.

- 5.4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's action, which are exercised within the delegated discretionary powers of the position.
- 5.5. Annually evaluate the Superintendent.
- 5.6. Annually review compensation of the Superintendent.
6. Advocacy
 - 6.1. Identify issues for advocacy on an ongoing basis.
 - 6.2. Plan for advocacy including focus, key messages, relationships and mechanisms.
 - 6.3. Act as an advocate for public education and the Division.
7. Board development
 - 7.1. Develop a plan for Board/trustee development.
 - 7.2. Develop an annual work plan with timelines.
 - 7.3. Annually evaluate Board effectiveness.
8. Fiscal accountability
 - 8.1. Approve budget assumptions and establish priorities at the outset of the budget process.
 - 8.2. Approve annual budget and allocation of resources ~~to achieve desired results~~.
 - 8.3. Approve substantive budget adjustments when necessary.
 - 8.4. Monitor the fiscal management of the Division through receipt of quarterly variance analyses and semi-annual year-end projections.
 - 8.5. Receive the audit report and ensure the terms of engagement are met.
 - 8.6. Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 8.7. Set the parameters for negotiations after soliciting advice from the Superintendent and others.
 - 8.8. Approve conditions of employment for employees/groups.
 - 8.9. At its discretion, ratify Memoranda of Agreement with bargaining units.
 - 8.10. Approve transfer of funds to reserves.
 - 8.11. Approve school fee schedules, student transportation fees, school facility rental rates, Alberta non-resident and international student tuitions, and specialized student services fees charged to other school jurisdictions.
 - 8.12. Approve the Borrowing Resolution.
 - 8.13. Approve the Investment Policy Statement.

Selected responsibilities

1. The Board shall
 - 1.1. Acquire and dispose of land and buildings.
 - 1.2. Approve the Signing Authority Matrix.
 - 1.3. Approve Client Service Centre establishment and termination.
 - 1.4. Approve school attendance areas.
 - 1.5. Name schools and other Division-owned facilities.
 - 1.6. Approve the Division school-year calendar.
 - 1.7. Provide for Division recognition of students, staff and community.
 - 1.8. Make a recommendation to the Minister for the dissolution of a school council.

- 1.9. Approve contracts and agreements as follows:
 - 1.9.1. Consulting contracts with purchase orders in excess of \$350,000 (dual signing authority with the Secretary-Treasurer);
 - 1.9.2. Personal services contracts in excess of \$200,000 (dual signing authority with the Associate Superintendent, Human Resources);
 - 1.9.3. The Superintendent's contract; and
 - 1.9.4. Non-compliant transactions over \$2,500,000 (dual signing authority with the Secretary-Treasurer).
- 1.10. Encourage the formation of a Committee of School Councils (COSC).
 - 1.10.1. If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.
 - 1.10.2. Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns shall not be discussed at COSC meetings.
 - 1.10.3. Further terms of reference and operating procedures shall be as determined by COSC.

Reference:

Sections 33, 51, 52, 53, 54, 60, 67, 139, 222 *Education Act*

Last reviewed:	Last updated:
Sept. 17, 2015	-
Dec. 4, 2017	-
Aug. 30, 2018	Aug. 30, 2018
Oct. 29, 2018	Dec. 3, 2018
Dec. 18, 2018	Jan. 24, 2019
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Policy 2

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 - 2.1. Make informed decisions that consider community values and represent the interests of the entire Division
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 - 3.1. Provide overall direction for the Division by establishing mission and values.
 - 3.2. Annually approve the process and timelines for the Four-Year Education Plan.
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 - 3.7. Approve the Annual Education Results Report for distribution to the public.
4. Policy
 - 4.1. Develop, approve, and monitor the implementation of policies to guide the Division.
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 - 5.1. Select the Superintendent.
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 - 7.1. Develop a plan for Board/trustee development.
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 - 8.2. Approve annual budget and allocation of resources.
 - 8.3. Approve substantive budget adjustments when necessary.
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 - 1.9.3. The Superintendent's contract; and
 - 1.9.4. Non-compliant transactions over \$2,500,000 (dual signing authority with the Secretary-Treasurer).
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 - 1.10.3. Further terms of reference and operating procedures shall be as determined by COSC.

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Sections 33, 51, 52, 53, 54, 60, 67, 139, 222 *Education Act*

Last reviewed:	Last updated:
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Dec. 4, 2017	-
Aug. 30, 2018	Aug. 30, 2018
Oct. 29, 2018	Dec. 3, 2018
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	-
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 3: Role of the Trustee

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approve the amendments to Board Policy 3: Role of the Trustee, as presented.

BACKGROUND:

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

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

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

The Policy Committee met on Oct. 13, 2020 and is recommending amendments to Board Policy 3: Role of the Trustee as follows:

- a) Section 8: Amend the statement to be all-encompassing without listing examples.
"Attend business meetings, caucus meetings and other public duties of the Board. ~~meetings and other business of the Board, for example, but not limited to, committee meetings, results reviews, budgeting/planning sessions, and municipal/community partner meetings~~"



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 3: Role of the Trustee (marked)
2. Board Policy 3: Role of the Trustee (unmarked)

Policy 3

ROLE OF THE TRUSTEE

The role of the Trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission. The oath of office taken or affirmation made by each Trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision-making role in the context of corporate action. A Trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

Specific responsibilities of individual trustees

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Promote positive community engagement.
3. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent.
5. The Trustee, upon receiving a complaint or an inquiry from a parent or community member about operations, shall refer the parent or community member back to the school or department and shall inform the Superintendent of this action.
6. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
7. Attend Board meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best possible outcomes for education within the Division.
8. Attend business meetings, caucus meetings and other public duties of the Board. ~~meetings and other business of the Board, for example, but not limited to, committee meetings, results reviews, budgeting/planning sessions, and municipal/community partner meetings.~~
9. Respectfully bring forward and advocate for local issues.
10. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
11. When delegated responsibility, shall exercise such authority within the defined limits in a responsible and effective way.

12. Participate in Board/Trustee development sessions so the quality of leadership and service in the Division can be enhanced.
13. Stay current with respect to provincial, national, and international educational issues and trends.
14. Share the materials and ideas gained with fellow trustees at a Board Caucus meeting, in written format, following a trustee professional development activity.
15. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
16. Attend school council meetings as assigned.
17. Attend, when possible, Division or school community functions.
18. Participate, when possible, in community initiatives/activities.
19. Attend, when possible, functions of provincial associations of which the Board is a member.
20. Become familiar with, and adhere to, the Trustee Code of Conduct.
21. Report any violation of the Trustee Code of Conduct to the Board Chair.

Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives, and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

The Board Chair, Superintendent and Secretary-Treasurer are responsible for ensuring the development and implementation of the Division's orientation program for trustees.

1. The Division shall provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.
2. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures, and issues.

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 *Education Act*

Last reviewed:

Last updated:

May 25, 2015

May 25, 2015

Oct. 24, 2016

Nov. 24, 2016

Dec. 4, 2017

Jan. 25, 2018

Aug. 30, 2018

Aug. 30, 2018

Oct. 29, 2018

Dec. 20, 2018

Oct. 15, 2019

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Policy 3

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6. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
7. Attend Board meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best possible outcomes for education within the Division.
8. Attend business meetings, caucus meetings and other public duties of the Board. .
9. Respectfully bring forward and advocate for local issues.
10. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
11. When delegated responsibility, shall exercise such authority within the defined limits in a responsible and effective way.
12. Participate in Board/Trustee development sessions so the quality of leadership and service in the Division can be enhanced.

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2. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures, and issues.

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 *Education Act*

Last reviewed: Last updated:

May 25, 2015 May 25, 2015

Oct. 24, 2016

Nov. 24, 2016

Dec. 4, 2017

Jan. 25, 2018

Aug. 30, 2018

Aug. 30, 2018

Oct. 29, 2018

Dec. 20, 2018

Oct. 15, 2019

Nov. 21, 2019

Oct. 13, 2020



RECOMMENDATION REPORT

Page 1 of 2

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent of Schools

SUBJECT: Annual Education Results Report

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

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

REFERENCE: Elk Island Public Schools Four-Year Education Plan

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

EIPS GOAL: All goals

EIPS OUTCOME: All outcomes

RECOMMENDATION:

That the Board approve Elk Island Public Schools' *Annual Education Results Report 2019-20* and the *Annual Education Results Report Overview 2019-20*, as presented.

BACKGROUND:

Each year, Alberta Education requires school jurisdictions to submit an *Annual Education Results Report* (AERR). The report serves as the key planning and accountability tool used in sharing information about the Division with stakeholders. The document contains the Minister's requirements for school board education plans and annual education results reports. Annually, by submitting the report, it ensures a division's education plan and results align with the Ministry of Education's vision, mission, goals, outcomes and performance measures for Alberta's basic education system.

EIPS' *Annual Education Results Report 2019-20* is organized around each of the Division's priorities, goals and outcomes outlined in the EIPS 2020-24 Four-Year Education Plan. The structure ensures the report addresses results achieved and progress made by the Division relative to each priority, goal and outcome throughout the 2019-20 school year. The Division then uses the data and results listed in the AERR to guide future decisions, focus areas and priority strategies. The goal: To support a cycle of continuous growth to improve outcomes across all schools systematically.



RECOMMENDATION REPORT

The report also identifies key performance indicators to help measure each goal, growth and success. Overall, the report ensures the following:

- alignment of the Division's 2020-24 Four-Year Education Plan with the Ministry of Education;
- contextual explanation about the data and results achieved; and
- strengths, celebrated successes and deliberate responses to areas of growth are acknowledged.

Also included, is the AERR Overview 2019-20. The overview was developed in accordance with Alberta Education requirements. Overall, it provides families and community members with easy to understand information about EIPS' progress.

COMMUNICATION PLAN:

If approved by the Board:

- Administration will post the *Annual Education Results Report 2019-20* and the Annual Education Results Report Overview 2019-20 on the eips.ca website on Nov. 30, 2020.
- Administration will notify Alberta Education of the posting by email, with the link included.
- Administration will share the *Annual Education Results Report 2019-20* and the Annual Education Results Report Overview 2019-20 with its leadership staff and with the Committee of School Councils at the January 2021 meeting.

ATTACHMENT(S):

Attachment I: Annual Education Results Report Overview 2019-20

Attachment II: *Annual Education Results Report 2019-20*



Annual Education Results Report Overview 2019-20

Elk Island Public Schools (EIPS) publishes an *Annual Education Results Report* and Four-Year Education Plan, which outlines the Division's strategic direction, opportunities for growth and how it's supporting students to achieve the best possible outcomes. The report identifies EIPS' key priorities and goals, highlights data from the province's Accountability Pillar and incorporates feedback from each of its school's education plans—developed in consultation with school staff and school councils. Overall, the *Annual Education Results Report 2019-20* demonstrates EIPS is meeting the priorities set out in its Four-Year Education Plan, which is to enhance the growth and success of all students. Read the full report at eips.ca/about-us/planning-and-results.

EIPS VALUES

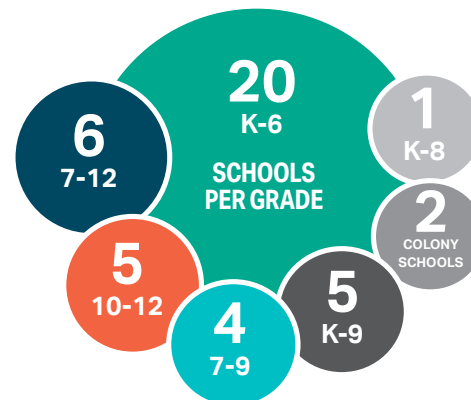
- Commitment to being a student-centred learning organization.
- Decisions are made in the best interests of all students.
- Integrity, honesty and respect are essential.
- Flexible and engaging learning opportunities are key to student achievement.
- Recognition that every student can learn and experience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



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

Overall Accountability Pillar Highlights

Safe and Caring Schools	Very High
Programs of Studies	Very High
Education Quality	High
Low Dropout Rate	Very High
High School Completion Rate	Very High
Transition Rate	High
Work Preparation	High
Citizenship	High
Parental Involvement	High
Continuous Improvement	High



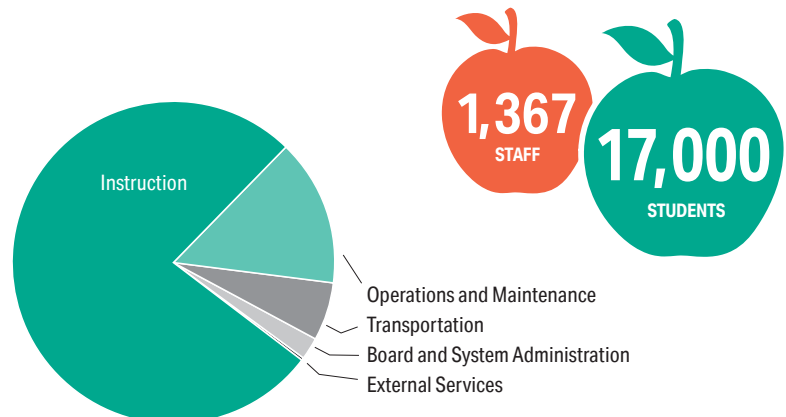
43
SCHOOLS
TOTAL

Schools by location

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

2020-21 Expenses by Program

Instruction	\$155,504,000	77.2%
Operations and Maintenance	\$29,353,000	14.6%
Transportation	\$11,995,000	6.0%
Board and System Administration	\$4,478,000	2.2%
External Services	\$203,000	0.1%
TOTAL	\$201,533,000	100%



Accumulated surplus, as of Aug. 31, 2021: \$13.6 million



Priority 1: Promote Growth and Success for All Students

Goal 1: An Excellent Start to Learning

RESULTS

- 1,615 children were enrolled in Early Childhood Services.
- 577 children were provided with ongoing speech-language services.
- 342 children were provided with ongoing occupational therapy.

STRATEGIES 2020-21

- Assess the reconfigured Play and Learn at School to align with provincial cuts to early learning.
- Use developmental-milestone performance measures to align service delivery and assess early learning programming and services.
- Use Enhanced Kindergarten resources to establish a pilot project targeting children who require small-group intervention.
- Develop and deliver lesson packages for out-of-school learners during the pandemic.

Goal 2: Success for Every Student

RESULTS

- The program of studies rate is "very high."
- The education quality rate is "high."
- The high school completion rate is "very high."
- The school improvement rate is "high."
- The dropout rate is 1.7%.
- Students who transition to post-secondary and apprenticeships within six years of entering Grade 10 is rated "high."
- The achievement gap is closing between self-identified First Nations, Métis and Inuit students and all other students—in some cases, Indigenous students outperformed all others.
- 84% of parents feel their child's taught attitudes and behaviours that will make them successful at work when they finish school.
- 82% of parents feel their child is taught skills, knowledge and attitudes to be successful in life.

STRATEGIES 2020-21

- Mitigate any learning gaps resulting from the suspension of in-school classes by tracking students below grade level and developing intervention plans.
- Enhance consistency and rigour for online teaching and learning for language arts, mathematics, science and social studies.
- Build capacity around Brightspace, the new online learning-management system.
- Establish multi-disciplinary teams to support complex learners across feeder-school groups.
- Deepen student and staff understanding of First Nations, Métis and Inuit history, treaty rights and the impact of residential schools.
- Teach and engage families in preparing students for life after high school.
- Build awareness about career pathways opportunities and information.
- Develop and implement more dual-credit courses.

Priority 2: Enhance High-Quality Learning and Working Environments

Goal 1: Positive Learning and Working Environments

RESULTS

- 89% of teachers, parents and students agree students are safe at school, learning the importance of caring and respect for others, and treated fairly in school.
- 95% of staff feel they have the materials and equipment needed to do their work.
- 91% of staff are satisfied with their school or department as a place to work.

STRATEGIES 2020-21

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

Goal 2: Quality Infrastructure for All

RESULTS

- Heritage Hills Elementary officially opened, one modular unit relocation and 11,078 additional Facility Services related projects.
- Improved network stability to ensure seamless access to core education and business systems.
- 9,041 students were transported on 157 EIPS buses—average ride time was 29.28 minutes.

STRATEGIES 2020-21

- Continue to build communication between Facility Services and schools and departments.
- Support the records-management procedure, Brightspace, atrieveERP and PowerSchool.
- Continue the system-wide route optimization to ensure safe and efficient transportation.

Goal 3: A Culture of Excellence and Accountability

RESULTS

- 91% of certificated staff report professional learning is focused on the Division's priorities.
- 94% of all staff feel professional learning is encouraged within the Division.
- 91% of parents are satisfied with the quality of teaching at their child's school.
- 91% of teachers, parents and students are satisfied with the overall quality of basic education.

STRATEGIES 2020-21

- Develop a targeted professional learning plan, for classified and certificated staff, focused on key competencies required for specific positions—with a system to track competencies and required certifications.
- Continue developing onboarding sessions for new hires and comprehensive leadership-readiness workshops to ensure the successful transition into new positions.

Priority 3: Enhance Public Education Through Effective Engagement

Goal 1: Parent Engagement

RESULTS

- 82% of EIPS parents are satisfied their family is encouraged and supported in helping their child be successful in learning.
- 87% of EIPS families report EIPS schools keep them informed about their child's progress and achievement.
- 80% of EIPS families are satisfied with the opportunity to be involved in decisions at the school.
- 83% of EIPS parents feel there is open and honest communication within their child's school.
- Topics discussed at the Committee of School Councils meetings were shared with school council groups.
- The annual results-review process offered school communities a more holistic understanding of how schools are doing.
- Parent engagement focused on four key areas: early learning, health, wellness and online learning.

STRATEGIES 2020-21

- Implement the assurance framework.
- Provide families with strategies to support their child's growth.
- Engage stakeholders to inform decision-making about schools and departments.
- Enhance engagement with school councils and the Committee of School Councils.
- Engage families to develop the priorities for the Division's new Four-Year Education Plan.

Goal 2: Engaged and Effective Governance

RESULTS

- The Board worked diligently to ensure the Division's voice was heard on various topics impacting the Division, including:
 - local Board autonomy;
 - engagement of boards and school jurisdictions in government decision-making;
 - adequate education funding;
 - *Education Act*;
 - addressing student capacity; and
 - ageing infrastructure.
- 84 advocacy-related media articles, radio and television interviews.

STRATEGIES 2020-21

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

Elk Island Public Schools
Annual Education Results Report
2019-20



Accountability

The *Annual Education Results Report* for Elk Island Public Schools for the 2019-20 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The *Annual Education Results Report 2019-20* was approved by the Board on Nov. 26, 2020.



Trina Boymook
Chair, Board of Trustees



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Greetings

The 2019-20 school year was certainly like no other—a global pandemic and the suspension of all in-school classes. It was, and remains, a challenging time for all of us. As a Division, we’ve had to learn new routines and face obstacles we couldn’t even imagine at the start of the school year. Despite these circumstances, we rose to the occasion to ensure all students’ success.

That’s evident in this year’s *Annual Education Results Report 2019-20*, which outlines how Elk Island Public Schools’ developing students to achieve the best possible outcomes. What the 2019-20 AERR demonstrates is even with the challenges posed by the pandemic, the Division continues to provide students with a high-quality education, support learning achievement, and develop learners with the skills and knowledge needed to help them succeed. These are tremendous accomplishments and the combined result of the determination and hard work of EIPS students, teachers, administrators, support staff, families and community partners.

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

Trina Boymook
Chair, Board of Trustees

As the COVID-19 pandemic continues to impact our school communities, Elk Island Public Schools remains committed to providing high-quality, student-centred educational opportunities for all students to learn and grow. That commitment is illustrated perfectly in this year’s *Annual Education Results Report 2019-20*, which details how the Division’s performing and its plans to improve student learning going forward. What shines through most is how the Division, in spite of all the challenges related to COVID-19, continues to meet both the priorities and goals set out in the Four-Year Education Plan.

In March, when the province cancelled all in-school classes because of the global COVID-19 pandemic, the Division acted quickly and made the best of a continually evolving situation. Staff met the challenges and ensured students had the skills and knowledge needed to transition to the next grade level. They did this through commitment, perseverance, flexibility and creativity. Similarly, students and families did a remarkable job continuing to learn in a time of complete uncertainty. I am so proud of our staff, students and school families who have collectively gone above and beyond, adapted quickly, and rallied behind one clear vision: providing exceptional education for all students.

Looking ahead, we will continue to work together to support a common purpose to promote the growth and success of all students.

Mark Liguori
Superintendent



Profile and Local Context

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,000 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,367 people—861 teachers and 506 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of high-quality educational programs and resources to ensure their success. Core academic subjects, optional courses and complementary programs, such as Career and Technology Studies, Off-Campus Education and second-language courses, take place in inclusive learning environments that form the foundation for whatever they choose to do next. Students also have access to a continuum of classroom supports and services, including specialized learning environments; early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy.

Well-rounded educational opportunities take place within, and outside, the classroom. EIPS offers myriad types of programming in this area, including five language programs—English, French, German, Ukrainian and Spanish; two academic programs—Advanced Placement and International Baccalaureate; faith-based programs—Alternative Christian, Logos Christian; and the Next Step Outreach program. To complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics and more. Collectively, these contribute to a well-rounded education that's developing learners with the skills and knowledge needed to help them succeed and take on the world.

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

EIPS VALUES

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



A Closer Look: Challenges in 2019-20

INFRASTRUCTURE

Over the last few years, one community within Elk Island Public Schools (EIPS) has experienced strong residential growth—Fort Saskatchewan. The growth is at a point where it affects the Division’s ability to provide accommodation for students living within the area. Looking ahead, the Division’s enrolment is projected to continue to rise. In fact, in five years, EIPS expects its enrolment to hit more than 18,000—with the highest growth area in Fort Saskatchewan. To continue to provide high-quality, student-centred education that builds strong, healthy communities, the Division needs a solution to manage the growth and address student capacity issues.

Short-term, EIPS plans to accommodate students through its 2020-21 Modular Classroom Plan. However, it’s a temporary solution. By 2028, all schools in the city are expected to reach maximum capacity. Long-term, to accommodate students, it’s critical EIPS receives funding for a new junior-senior high school in Fort Saskatchewan.

Meanwhile in Sherwood Park, the greatest concern is from Sherwood Heights Junior High and accommodating students should the school experience a major system failure given its age and current Facility Condition Index Value. To ensure high-quality learning environments for students, the Board of Trustees continues to advocate for a replacement school for Sherwood Heights Junior High.

FUNDING

The 2019-20 school year presented significant funding challenges for EIPS. The provincial budget was delivered much later than usual—in fall 2019, as opposed to spring 2019. Provincewide, the late release created implications for education. Within EIPS, the budget revealed a shortfall of roughly \$5.5 million from what was estimated in the spring. The Division chose to access its operating reserves to absorb the funding gap, for that year only. In spring 2020, EIPS wasn’t able to do that. As a result, the Division adjusted the programs and services it offers to students to ensure a balanced budget for the 2020-21 school year. Some of the strategies included reducing allocation amounts for schools and Central Services departments, restructuring the Supports for Students department, eliminating Continuing Education’s non-credit and Home Education programs, and lowering carryforward amounts for schools and departments to 1%. That said, EIPS is using all available resources to ensure it meets the priority, goals and outcomes listed within its Four-Year Education Plan, and all students have the necessary skills to transition to the next grade or world of work.

COVID-19 PANDEMIC

In March 2020, the World Health Organization declared a global COVID-19 pandemic. Shortly after, Alberta’s Chief Medical Officer of Health ordered the suspension of all in-school classes. Immediately, the Division’s priorities shifted to alternative learning—done almost entirely online—and the health and safety of students and staff. EIPS’ *Annual Education Results Report 2019-20* reflects this context. For example, Provincial Achievements Tests and diploma examinations were cancelled resulting in insufficient data. The Division assessment data is also incomplete because of the in-school class suspension. Consequently, the results provided within this year’s *Annual Education Results Report* are based on quantitative and qualitative internal Division and the provincial Accountability Pillar data. Collectively, the results demonstrate how EIPS met its priorities, goals and outcomes throughout the year.



EIPS Four-Year Education Plan

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: More children reach developmental milestones by Grade 1.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

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

Outcome: Self-identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement.

Outcome: More students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments

GOAL 1 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

GOAL 2 QUALITY INFRASTRUCTURE FOR ALL

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

GOAL 3 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engagement and advocacy to enhance public education.

Planning and Reporting

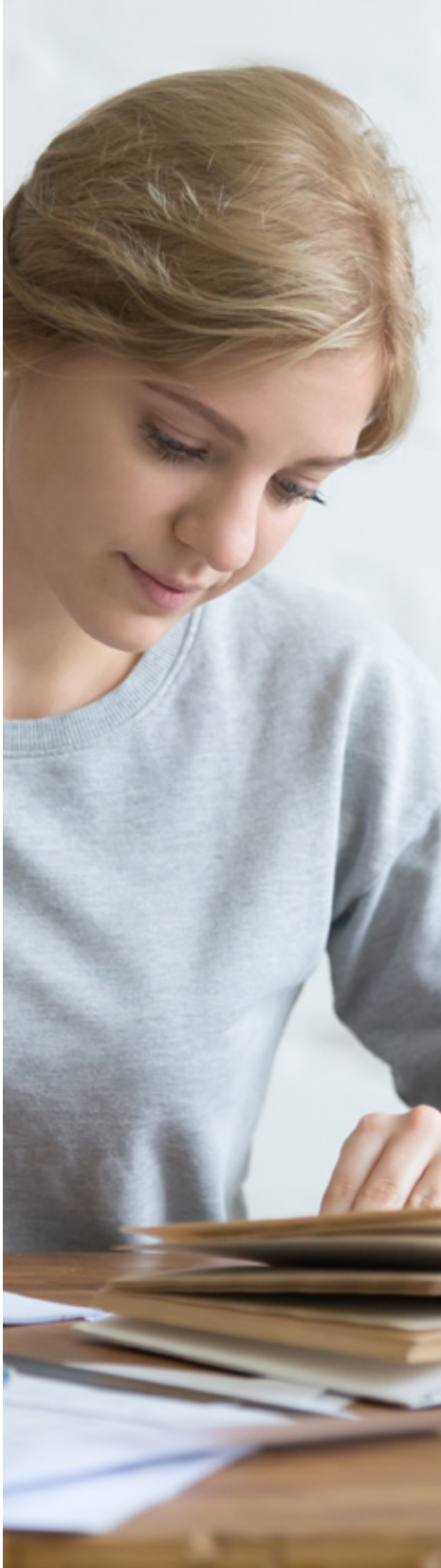


Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and results reports to assess its progress toward achieving the goals and outcomes outlined in the Division’s Four-Year Education Plan. The assessment includes examining and reporting on local measures, provincial measurement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

ACCOUNTABILITY AND PERFORMANCE

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

- developing and updating plans based on results, contextual information and provincial direction;
- incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate;
- preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- implementing research, practicing informed strategies to maintain or improve performance—within and across domains—and focusing on student growth and achievement;
- monitoring implementation and adjusting efforts, as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement and to develop strategies and targets for the next plan—such as evidence-informed decision-making; and
- communicating and engaging with stakeholders about school authority plans and results.



ACCOUNTABILITY AND ASSURANCE

Every spring, Alberta Education allocates funds to school boards to fulfill their delegated responsibilities of providing education programs for the students they serve. The practice creates an accountability relationship between Alberta Education and Elk Island Public Schools (EIPS), which requires transparency and the obligation to answer for, and publicly report on, the spending of public funds and the results achieved.

In addition, school authorities are responsible for providing assurance to their stakeholders that they are fulfilling their responsibilities and students are successful. The key to building public assurance is engaging education partners in the Division's planning and reporting cycle. Within EIPS, that planning and results reporting are integral to the Division's assurance cycle—which involves set processes, actions and analysis of evidence. Collectively, it help to create a culture of continuous improvement. EIPS' assurance process includes:

- Before the election of a new Board of Trustees, the Division engages families, students, staff and key stakeholders to develop its Four-Year Education Plan, which captures the Division's strategic direction.
- Every spring, EIPS reviews the Four-Year Education Plan and fine-tunes it, which involves stakeholder engagement to develop the Division's goals, outcomes, strategies and success measures.
- The revised Education Plan informs the EIPS spring budget and individual Schools Education Plans—also developed with input from staff and school families.
- After announcing the budget, the Division and its schools allocate or re-direct resources to achieve the priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and its schools begin implementing the education plans, using research-based practices, engaging in professional learning, and working to maintain or improve performance in the goals outlined—focusing on student growth and achievement.
- In November, Results Reviews for the previous year take place for the Division and schools—using the Accountability Pillar and internal qualitative and quantitative data. The review complements the education plans and allows schools and departments to share their results, annual plans, successes and challenges with the Board and community. Collectively—trustees, staff and families—gain a holistic understanding of what's happening throughout the Division.
- Following Results Reviews, EIPS publishes its *Annual Education Results Report*. The report outlines how the Division's ensuring students achieve the best possible outcomes and meeting the priorities and goals set out in the Four-Year Education Plan. Then, the Board of Trustees reviews and approves the report. Once approved, it's shared with the government, school communities, the Committee of School Councils and posted online at eips.ca.
- For the remainder of the year, EIPS and schools monitor the implementation of the education plans and adjust efforts, as needed—incorporating stakeholder input based on engagement activities at various points throughout the process.

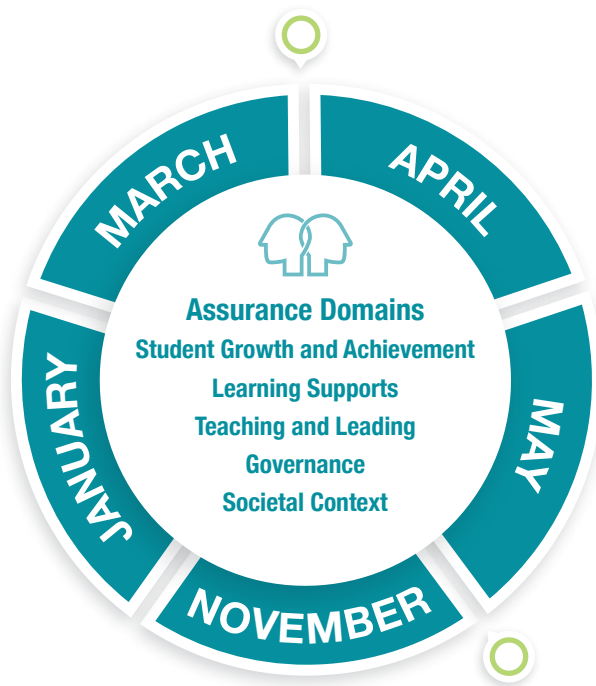
Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful.

The assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

ONGOING GENERATIVE GOVERNANCE

The Board of Trustees consistently reviews emails from stakeholders, and attends monthly school council meetings and Committee of School Councils meetings to gather input and feedback about the Division. Also, a standing generative-governance item is on every Caucus Committee meeting for trustees to share feedback and guide decision-making.



APRIL

- The Division prepares a budget and develops a draft Education Plan for the upcoming school year.
- Schools engage staff and families about budget planning and the priorities for the School Education Plan.
- The Division engages the Committee of School Councils (COSC) about the Division budget and Four-Year Education Plan.

○ APRIL 2020 AD HOC ASSURANCE

- Parent survey: The safe return to school during COVID-19 to inform the re-entry plan.

MAY

- Division submits to Alberta Education its Education Plan for the upcoming school year.

○ JUNE 2020 AD HOC ASSURANCE

- Parent survey: School re-entry planning.

○ AUGUST 2020 AD HOC ASSURANCE

- Parent survey: In-school learning and out-of-school learning.

NOVEMBER

- Schools engage families to review the results from the previous year and invite them to engage in the results-review process.
- The Division engages COSC about the *Annual Education Results Report* for the Division.

JANUARY

- The Accountability Pillar survey is administered to gather feedback from staff, families and students in all assurance domains to guide future decision-making.

MARCH

- The Division gathers feedback from staff and families through an EIPS survey focused on the assurance domains to guide future decision-making.
- In the last year of the Board's four-year term, the Division engages students, staff, families and community members to provide input to develop a new Four-Year Education Plan for the Division.

○ MARCH 2020 AD HOC ASSURANCE

- Staff survey: The safe return to school during COVID-19 to inform re-entry.

May 2020 Accountability Pillar Overall Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS			ALBERTA			MEASURE EVALUATION		
	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
SAFE AND CARING SCHOOLS									
Safe and Caring	88.6	88.2	88.1	89.4	89	89.2	Very High	Maintained	Excellent
STUDENT LEARNING OPPORTUNITIES									
Program of Studies	83.2	82.9	83.0	82.4	82.2	82	Very High	Maintained	Excellent
Education Quality	89.5	88.9	89.4	90.3	90.2	90.1	High	Maintained	Good
Dropout Rate	1.7	1.7	1.6	2.7	2.6	2.7	Very High	n/a	n/a
High School Completion Rate (3 yr)	84.4	83.3	83.1	79.7	79.1	78.4	Very High	Maintained	Excellent
STUDENT LEARNING ACHIEVEMENT (GRADES K-9)									
PAT: Acceptable	n/a	84.5	84.1	n/a	73.8	73.6	High	Improved	Good
PAT: Excellence	n/a	28.5	26.8	n/a	20.6	20	Very High	Improved Significantly	Excellent
STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)									
Diploma: Acceptable	n/a	85.2	85.5	n/a	83.6	83.4	High	Maintained	Good
Diploma: Excellence	n/a	21.2	22.1	n/a	24	23.5	High	Maintained	Good
Diploma Examination Participation Rate (4+ Exams)	60.9	58.1	56.8	56.4	56.3	55.6	High	Improved Significantly	Good
Rutherford Scholarship Eligibility Rate	66.6	64.7	62.7	66.6	64.8	63.5	Intermediate	n/a	n/a
PREPARATION FOR LIFELONG LEARNING, WORLD OF WORK, CITIZENSHIP									
Transition Rate (6 yr)	62	62.6	62.1	60.1	59	58.5	High	Maintained	Good
Work Preparation	81.2	80.7	79.2	84.1	83	82.7	High	Improved	Good
Citizenship	80.3	80.0	80.2	83.3	82.9	83.2	High	Maintained	Good
PARENTAL INVOLVEMENT									
Parental Involvement	78.9	77.7	78.1	81.8	81.3	81.2	High	Maintained	Good
CONTINUOUS IMPROVEMENT									
School Improvement	80.2	81	80.2	81.5	81	80.9	High	Maintained	Good

*Evaluation measures are based on a three-year average (see pg. 62, "Appendix").

Notes

- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 because of the number of students who respond through OurSCHOOL/TFM (Tell Them From Me).
- Aggregated PAT results are based on a weighted average of per cent meeting standards—Acceptable, Excellence. The weights are the number of students enrolled in each course. Courses include English language arts (grades 6, 9, 9 KAE), Français (6e et 9e année), French language arts (6e et 9e année), mathematics (grades 6, 9, 9 KAE), science (grades 6, 9, 9 KAE), social studies (grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Use caution when

interpreting trends over time for the province and those school authorities affected by these events.

- Aggregated diploma examination results are a weighted average of per cent meeting standards—Acceptable, Excellence. The weights are the number of students writing the diploma examination for each course. Courses include English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Participation in diploma examinations was impacted by the fires in May to June 2016 and May to June 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.

- Weighting of school-awarded marks in diploma courses increased to 70% from 50% in the 2015-16 school year. Use caution when interpreting trends over time.
- The 2016 results for the three-year High School Completion and Diploma Examination Participation Rate are adjusted to reflect the correction of the Grade 10 cohort.
- Improvement evaluations are not calculated for school and school authority dropout and Rutherford Scholarship eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Use caution when interpreting school and school authority results over time.

Priority 1:

Promote Growth and
Success for All Students



Goal 1: An Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

Local Outcome: More children reach developmental milestones by Grade 1

Provincial Outcome: Alberta's students are successful

Early Years Demographics

	2016-17	2017-18	2018-19	2019-20
Total number of children enrolled in PALS programs	75	130	169	182
Total number of children enrolled in kindergarten	1,357	1,274	1,253	1,433
Kindergarten children with mild or moderate and severe special needs	218	191	199	309
Percentage of children with mild or moderate and severe special needs	20.5	22.9	25.9	30.4

Performance Measures

PERCENTAGE OF KINDERGARTEN CHILDREN MEETING	2016-17	2017-18	2018-19	2018-19	2019-20
All developmental milestones	n/a	n/a	n/a	53.4	n/a
Awareness of self and environment measures	n/a	n/a	n/a	87.5	n/a
Social skills and approaches to learning measures	n/a	n/a	n/a	78.4	n/a
Cognitive measures	n/a	n/a	n/a	59.4	n/a
Physical-development measures	n/a	n/a	n/a	79.5	n/a
Fine-motor measures	n/a	n/a	n/a	69.1	n/a
Gross-motor measures	n/a	n/a	n/a	76	n/a

Analysis of Results

Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research, centred on families and children between the ages of zero and six, suggests the early years is the most significant period in an individual's life. That's why Elk Island Public Schools (EIPS) identifies an "excellent start to learning" as a goal in its Four-Year Education Plan. The goal sets the foundation for implementing strategies to ensure as many children as possible, entering Grade 1, reach developmental milestones. As such, young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring, and responsive staff members in high-quality early learning environments focused on purposeful, play-based programming.

Young learners are taught by caring staff in high-quality learning environments focused on purposeful, play-based programming



Results

Alberta Education doesn't provide divisions with data about the impact of early learning programming. Consequently, EIPS launch a new kindergarten tool, Early Years Evaluation – Teacher Assessment (EYE-TA). Introduced last year, the EYE-TA is a research-based assessment tool that measures children's development in five domains important to school readiness.

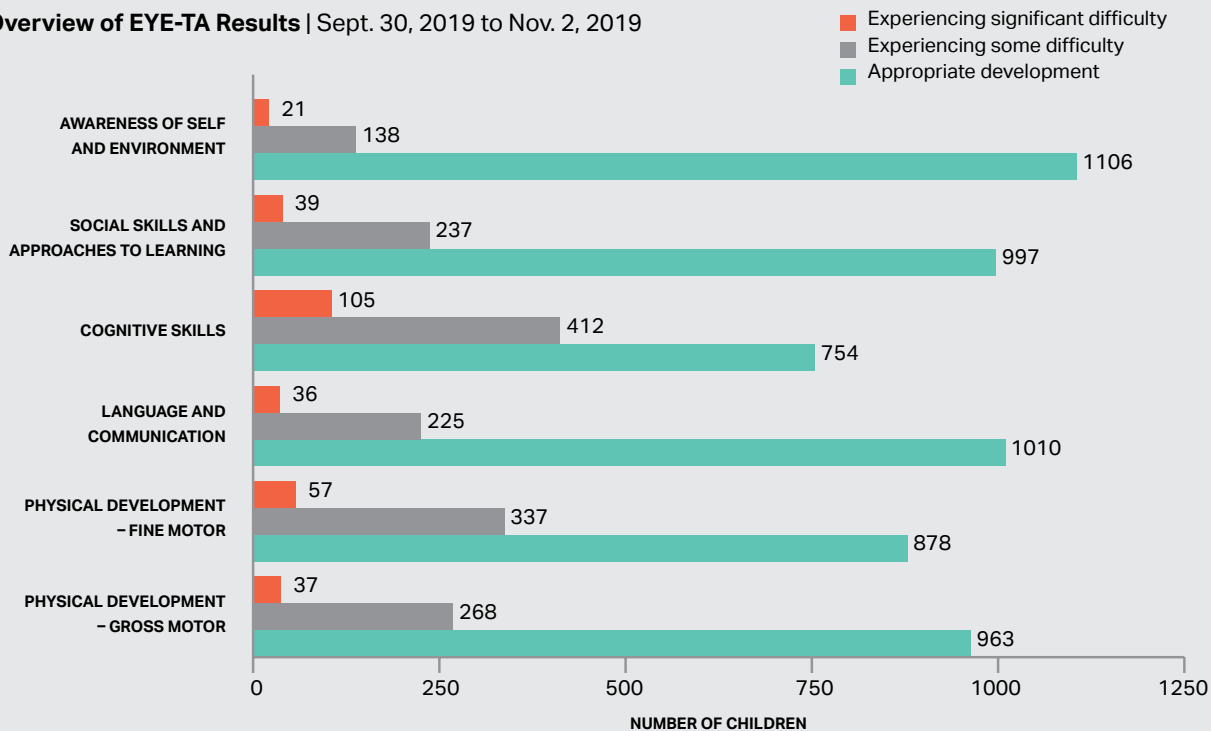
The EYE-TA's five development domains are:

- 1. AWARENESS OF SELF AND ENVIRONMENT**
A child's understanding of the world and his or her ability to make connections with home and community experiences.
- 2. SOCIAL SKILLS AND APPROACHES TO LEARNING**
A child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules.
- 3. COGNITIVE SKILLS**
A child's basic mathematics and pre-reading skills and his or her ability to solve problems.
- 4. LANGUAGE AND COMMUNICATION**
A child's understanding of spoken language and his or her ability to express thoughts and feelings.
- 5. PHYSICAL DEVELOPMENT**
 - **FINE MOTOR** – A child's ability to perform small movements that require hand-eye co-ordination.
 - **GROSS MOTOR** – A child's ability to perform large movements involving arms, legs and body.

Longitudinal research demonstrates kindergarten children's EYE-TA scores are strongly related to their reading outcomes at age eight or nine. The EYE-TA's measures of Cognitive Skills and Language and Communication are the strongest predictors of a child's ability to read at grade level by Grade 3, followed by Fine-Motor Skills, Awareness of Self and Environment, and Social Skills and Approaches to Learning. EIPS uses the EYE-TA data to discern the children who are most likely to require extra support developing their reading skills during the primary school years. Figure 1 offers an overview of EIPS' kindergarten EYE-TA results between September 2019 and November 2019. Because of the cancellation of in-school classes, EIPS couldn't administer a spring post-test. Without that data, it's not possible to accurately measure the impact of the Division's programming and intervention support.

FIGURE 1

Overview of EYE-TA Results | Sept. 30, 2019 to Nov. 2, 2019



PROGRAM OVERVIEW

During the 2019-20 school year, 1,615 children were enrolled in Early Childhood Services (ECS) within EIPS, including 1,433 kindergarten children and an additional 182 in pre-kindergarten programs—up by 13 from the year previous. The Division served 281 children who met Program Unit Funding (PUF) criteria and another 210 children who met mild or moderate criteria in pre-kindergarten and kindergarten programs.

To support EIPS early learners' success, the Division offered early intervention support through the pre-kindergarten Play And Learn at School (PALS) program in Sherwood Park, Ardrossan, Fort Saskatchewan, Lamont, Mundare and Vegreville. The program supports pre-kindergarten children assessed with either severe developmental delays, or mild or moderate developmental delays. To qualify for PALS, children with severe developmental delays must be between the ages of two-years-and-eight months and five years. Meanwhile, children assessed with mild or moderate developmental delays, must be between the ages of three-years-and-eight-months and five years.

Kindergarten programming was available in all 26 of the Division's elementary schools, offered as a full-day, alternating-day program. Additional funding was provided by the Board to cover costs associated with its Enhanced Kindergarten initiative. The aim of the initiative is to support successful transitions into Grade 1 by offering extra help to children who aren't meeting developmental expectations.

For the 2020-21 school year, EIPS had to downsize the Enhanced Kindergarten initiative because of changes in provincial funding. Currently, the Division's exploring ways to still offer the initiative, albeit, with less dollars. One option is to establish a pilot project targeting children who require extra small-group intervention—determined by the EYE-TA—and tracking the intervention up to Grade 3. The reason to track to Grade 3 is because the ability to read at grade level by Grade 3 is a predictor of high school completion. So, long-term, investing early and measuring the impact of early intervention by Grade 3 longitudinally is beneficial. With less provincial funding for early years programming, the Division needs to rethink how it offers the service, and research areas with the highest impact to ensure resources are allocated accordingly.

In addition to the Enhanced Kindergarten initiative, various supports were provided to early learners by the Supports for Students department. EIPS speech-language pathologists (SLPs) provided one-to-one intervention, facilitated small-group activities and lead whole-class activities. SLPs also provided services and supports to children in PALS, kindergarten and school-age classrooms. In total, 148 (81%) children enrolled in the PALS program



received regular speech-language treatment or regular consultative visits, with an SLP assistant available to provide additional support. Of those children, 135 (74%) were assessed by a SLP. Division SLPs also visited individual schools to work with kindergarten children and elementary students every week. Through that work, 473 (33%) kindergarten children were assessed by an EIPS SLP, and 429 children (30%) received ongoing speech and language supports—inclusive of children with severe, moderate or mild disabilities and delays.

Another support was occupational therapy. Once a week, occupational therapists visited PALS classrooms to provide ongoing support to 158 (87%) children. In kindergarten, occupational therapists provided services on a rotating schedule. A total of 184 (13%) kindergarten children received ongoing occupational-therapy support—inclusive of 98 children with severe and 86 students with moderate or mild disabilities and delays. EIPS also provided universal occupational-therapy support services to kindergarten classrooms where all students benefited from growth in this area.

Physical-therapy support was also available to all children enrolled in PALS and kindergarten. During the 2019-20 school year, children in PALS received ongoing physical-therapy consultations in small-group and whole-class activities. In kindergarten, seven children with severe disabilities and delays received ongoing consultative physical-therapy support. By using a group approach it allowed the Division to support more students than in previous years

BUILDING CAPACITY

In the 2019-20 school year, the Division expanded the Loose Parts Play Kits for PALS and kindergarten classrooms. The kits aid in problem-solving; fine- and gross-motor development, hand-eye co-ordination, language and vocabulary building, mathematical and scientific thinking, literacy, and social and emotional development. Thanks to the kit's versatility, children had more ways to discover and be creative during play and exploration.

Similarly, the use of the Phonological Awareness Kits continued in both kindergarten and Grade 1 classrooms –as a shared resource. The kits focus on identifying and manipulating units of oral language and sounds of spoken language. Overall, the kits support phonological awareness, which is a reliable predictor of later reading ability.

New this year, the Early Learning department collaborated with occupational therapists to create kits that help diverse-needs learners access their literacy and numeracy goals. The kits allow learners to have hands-on, interactive experiences with letters and numbers. They also support educators with activity ideas to engage children in meaningful and developmentally appropriate ways. A range of sensory kits were also developed with engaging activities to further enhance and support learning.

The Division also created literacy bag prototypes for kindergarten staff. The bags include various learning materials aimed at engaging diverse learners in literacy outcomes. As well, an English-language-learning consultant and speech-language pathologists worked together to develop a website specifically aimed at supporting teachers who have English language learners in their classrooms.

To further build staff capacity, EIPS developed multiple professional learning sessions and materials for staff. Some of the sessions or materials include: Neuro-Relational Framework to Support Social-Emotional and Learning Needs of Young Learners, Levels of Support in Early Learning, Early Learning Multi-Disciplinary Teams, Universal Occupational Therapy Strategies in the Classroom, Instructional Support Plans and Communicating Student Learning Videos for Educators, Using Early Learning Kits in the Classroom, EYE-TA Training for Teachers, EYE-TA Training for Administrators, Autism, Mental Health, Non-Violent Crisis Intervention, ISP Training and Positive Behaviour Strategies.

Additionally, the Supports for Students department paid for all schools to participate in the Wee Read program during the 2019-20 school year. The program, which focuses on children in kindergarten and Grade 1, helps strengthen language and literacy skills, while at the same time, helps develop an excitement for reading. Through the program, community volunteers visited schools within the Division, sharing their love of books by reading aloud, playing vocabulary games and telling stories about what inspired them when they were children.

RESPONSE TO COVID-19

When the World Health Organization declared a global pandemic and Alberta's Chief Medical Officer of Health ordered the suspension of in-school classes, programming shifted to online supports for early learners. EIPS developed packages for families while learners were at home. A shared drive was created and organized to support teachers with usable resources. The Early Learning department also collaborated with the Division's assistive technology team, made up of a consultant, SLPs and occupational therapists, to create videos with embedded symbolic language. The result: children with complex communication needs were able to see their mode of communication included in daily classroom activities. An Early Learning website was also constructed to support PALS and kindergarten teachers specifically. The Division also created countless activities to engage families, including a series of social-emotional resources and at-home activities.





PARENT ENGAGEMENT

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

While in-school classes were cancelled, the Division offered online speech-language screening for families interested in the PALS program. Sixteen families took advantage of the opportunity. Children requiring full speech-language assessment were scheduled for an appointment in the fall. Families also had the chance to ask questions and discuss concerns about their child's development with a speech-language pathologist. Children were screened in speech sounds and language skills to determine possible eligibility for Program Unit Funding and the PALS program. The sessions provided families with friendly faces to chat with about potential challenges their child is facing. Conversations of this nature are often a difficult first step for families seeking supports for their child. The EIPS team helped make this process easier while also providing guidance and direction.

Families also played an integral role in the Instructional Support Plan (ISP) process—both in the development of student ISPs and the regular review of these documents. As a result, it enhanced understanding around individual

student-learning needs and strengths; communication among families, students and teachers; and the development of long-term plans to help families with transitions and future planning for their child.

Orientation sessions were organized for both PALS and kindergarten families. Individual orientation sessions were offered to PALS parents with their child's teacher. These collaborative sessions included discussions about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements and the first day of school. The goal: To provide families and teachers an opportunity to start developing common objectives for each child's success.

Because of COVID-19 restrictions, Kindergarten Information Nights were different than normal. Each EIPS school with a kindergarten program provided information to families using email, social media, phone calls, videos and handouts. Families were introduced to what a typical day in kindergarten is like, informed about the importance of play-based learning and given an opportunity to ask questions. Early Learning also developed a Kindergarten Questionnaire for parents to fill out and return to schools. The questionnaire was meant as a way to start the school-and-home relationship with families and teachers—integral to each child's success. In the fall, the schools then used a staggered-entry to allow early learners and families to get comfortable with the new surroundings, before the startup of school.

Opportunities for Growth


In terms of early learning, there are two key opportunities for growth. The first is a direct result of COVID-19 and the suspension of in-school classes. Because of the suspension, EIPS was unable to administer the EYE-TA post-test to kindergarten students. The post-test measures the impact of the strategies implemented in the kindergarten classrooms and is critical for the Division when making programming decisions. Data-informed decisions allow EIPS to determine what strategies will have the most impact on children to support them in meeting their developmental milestones—essential for success in Grade 1. Data from the EYE-TA will help move teacher programming and student achievement forward, which is a key priority for EIPS.


The second is the continuation of the Early Learning Screening sessions. The sessions allow families to discuss potential challenges their child is having and make guidance and direction easier. Knowing who requires early intervention is an important factor for student success. As such, EIPS will continue with the process.





Priority Strategy for Education Plan

EIPS will continue its efforts to ensure more children reach developmental milestones by Grade 1. Strategies include:

 Recent changes to the Program Unit Funding forced the Division to reconfigure the PALS program at Pine Street Elementary and École Parc Élémentaire to align with the budget reductions. EIPS will assess and evaluate the new program's effectiveness and adjust accordingly.

 Using the EYE-TA student results, EIPS will create an action plan to support students at a higher risk of not meeting developmental milestones. The plan will include targeted support to students and prioritizing areas of most need to align with the current fiscally reality.

 Using Enhanced Kindergarten resources, EIPS will establish a pilot project that targets children who need extra small-group intervention—as determined by the EYE-TA. The Division will also track the impact of the intervention to Grade 3.

 Early Learning consultants will develop and deliver an out-of-school package for children in PALS and kindergarten who choose not to return to in-school classes because of COVID-19.

Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 1: More students are engaged in school and achieve student-learning outcomes

Local Outcome 2: More students achieve a minimum of one year's growth in literacy and numeracy

Provincial Outcome: Alberta's students are successful

Performance Measures

—percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		RESULTS					EVALUATION			
		2015-16	2016-17	2017-18	2018-19	2019-20	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES										
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	82	83.6	84.4	84.5	n/a	73.8			
	E	24.5	25.1	26.7	28.5	n/a	20.6			
Diploma Examinations	A	85.2	85.7	85.5	85.2	n/a	83.6			
	E	19.3	22.7	22.3	21.2	n/a	24			
Grade 6 PATs – Language Arts	A	90.7	92.2	94.6	94.2	n/a	83.2			
	E	26.1	24.1	26.4	24.7	n/a	17.8			
Grade 9 PATs – Language Arts	A	84.5	86.1	85.6	83	n/a	75.1			
	E	18.9	17.6	18	17.3	n/a	14.7			
English 30-1 Diploma Examinations	A	92.6	92.3	90.4	93.8	n/a	86.8			
	E	11.6	11	13.1	15.2	n/a	12.3			
English 30-2 Diploma Examinations	A	95.1	94.6	94.3	91.2	n/a	87.1			
	E	18.9	14.8	14	15.4	n/a	12.1			
ACCOUNTABILITY PILLAR: OVERALL MATHEMATICS LEARNING OUTCOMES										
Grade 6 PATs – Mathematics	A	81.6	80.7	87	86.3	n/a	72.5			
	E	16.9	17.8	20.9	22.9	n/a	15			
Grade 9 PATs – Mathematics	A	75	77.5	69.3	69.9	n/a	60			
	E	18.1	19.4	19.4	24.4	n/a	19			
Math 30-1 Diploma Examinations	A	69.2	74	75.9	76.5	n/a	77.8	The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, these areas have no achievement-measure ratings for the 2019-20 school year.		
	E	19.4	30	30.3	24.7	n/a	35.1			
Math 30-2 Diploma Examinations	A	76.9	78	77.7	78.3	n/a	76.5			
	E	16.2	17.7	17	17.6	n/a	16.8			

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2015-16	2016-17	2017-18	2018-19	2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: CITIZENSHIP								
Teacher, parent, student agreement students model the characteristics of active citizenship	79.8	80.1	80.5	80	80.3	Good	Maintained	Acceptable
Parent agreement students find schoolwork interesting	76	79	76	78	76	Intermediate	Maintained	Acceptable
Parent agreement students can get the help they need at school with reading and writing	N/A	N/A	92.0	93.3	92.7	Very High	Maintained	Excellent
Teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education	83.4	83.3	82.7	82.9	83.2	Very High	Maintained	Excellent
Teacher, parent and student agreement programs for children at-risk are easy to access and timely	81.5	82.7	81.6	83.5	82.8	n/a	n/a	n/a
EIPS PARENT SURVEY								
My child is demonstrating growth in literacy	n/a	n/a	n/a	88.3	86.6			
My child is demonstrating growth in numeracy	n/a	n/a	n/a	88.8	89			
My child's individual needs are met	n/a	n/a	n/a	86.7	84.2			
My child is encouraged to do his or her best	n/a	n/a	n/a	90.7	89.5			

Analysis of Results

Background

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

Literacy is the ability to read, view, write, design, speak and listen in a way that allows people to communicate effectively. Strong literacy skills ensure the ability to read and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in a various situations. Developing strong literacy skills in students is critical if they're to reach their full potential in school, the workplace and life. Meanwhile, numeracy is defined by Alberta Education as "... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living." A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understanding at home, school, work and in the community. Developing strong numeracy skills in students is critical if they're to reach their full potential.

Results

LITERACY RESULTS

For the 2019-20 school year, provincial achievement data isn't available for the Provincial Achievement Tests (PAT) and diploma examinations. That's because all PATs and diploma examinations were cancelled as a result of COVID-19 and the suspension of in-school classes. Annually, EIPS uses the provincial achievement data to determine how well students are doing in literacy and numeracy overall. Given the lack of provincial achievement data, results reported for this section of the *Annual Education Results Report* are based on the Division's overall PATs and diploma examinations data between the 2015-16 and 2019-20 school years. Results from the Star 360 Reading Assessment and Math Intervention Programming Instrument (MIPI) data offer further evidence about how EIPS ensures more students achieve a minimum of one year's of growth in literacy and numeracy.

LANGUAGE ARTS RESULTS

Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 6 English Language Arts is consistently higher than the province. Overall, in 2018-19, 94.2% met the acceptable standard, and 24.7% met the standard of excellence. Comparably, provinciewide, 83.2% of students met the acceptable standard, and 17.8% met the standard of excellence.

Likewise, the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 9 English Language Arts is also consistently higher than the province. According to the 2018-19 Accountability Pillar results, 83% of EIPS students met the acceptable standard, and 17.3% met the standard of excellence—provincial scores were 75.1% and 14.7%, respectively.

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

In English 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is higher than the province. The overall percentage of EIPS students who met the acceptable standard in English 30-2

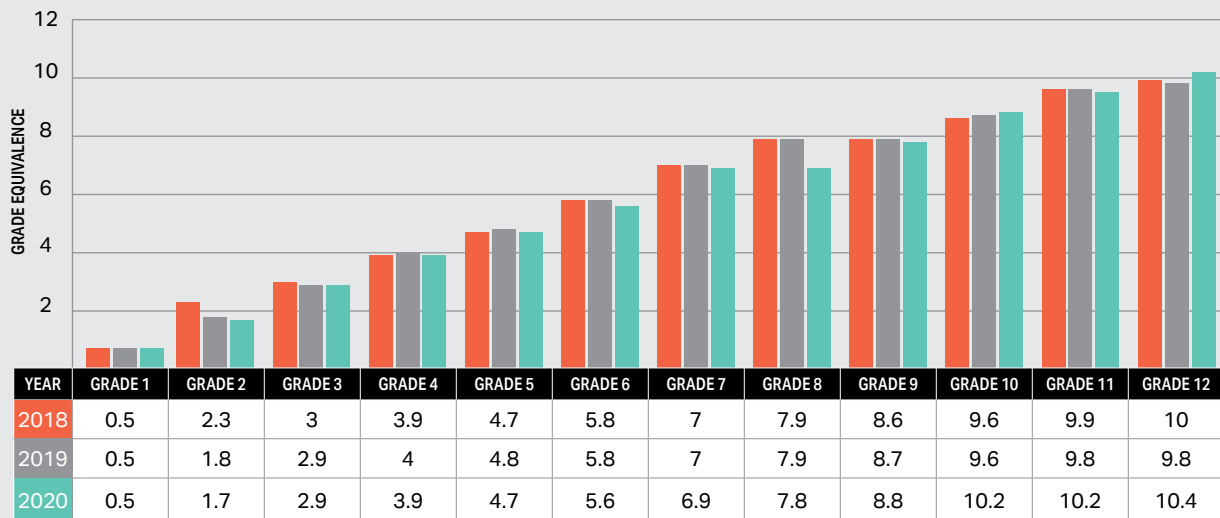
was 91.2%, and 12.1% achieved the standard of excellence. Provincial results were 87.1% and 12.1%, respectively.

The Star 360 Reading Assessments and Star 360 Early Literacy Assessments continued in 2019-20. Typically, the tests are administered twice a year to provide teachers with screening and growth information about a student's, in grades 1 to 12, reading abilities. In the 2019-20 school year, a total of 1,137 students wrote the Star 360 Early Literacy Assessment and 13,420 students wrote the Star 360 Reading Assessment.

Because of the cancellation of in-school classes, EIPS didn't administer the second test in spring 2020. Without the second test, determining comparisons and growth data is challenging. EIPS can, however, analyze the data between fall 2019 and fall 2020. In this time frame, EIPS students who wrote the Star 360 increased the Grade Equivalence (GE) to 0.84. Similarly, the average Scaled Score (SS), which corresponds to about one year's growth, increased to 102.

Chart 1 represents EIPS' average grade equivalence for students for the 2017-18, 2018-19 and 2019-20 school years. Overall, the data suggests one year's growth is achieved when you track a group of students from year to year. For example, in September 2018, Grade 1 students scored an average grade equivalence of 0.5. Then in September 2019, those same students, now in Grade 2, scored an average grade equivalence of 1.8—equalling more than a year's growth. And, in September 2020, when the group was in Grade 3, students scored an average grade equivalence of three—again equalling more than one year's growth.

CHART 1
EIPS Grade Equivalence | Fall of 2018-19 and 2019-20



What makes the STAR 360 so useful is its ability to identify students who are struggling in reading. The tool provides teachers with screening information about each student's reading level, grades 1 through 12, and suggestions for instructional strategies and student groupings. During the school year, those students who were reassessed showed consistent growth—determined by measuring individual student starting points and the amount of improvement made. In addition to screening students struggling, the Star 360 also identifies students who are reading above grade level to ensure they too are provided with the needed support for continued growth.

Using this approach to assessment, intervention and tracking improvement, puts the Division in a better position to support, and enhance literacy skills across

all grade levels and achieve the goal of more students achieving a minimum of one year's growth in literacy.

An area EIPS needs to focus for 2020-21, is around students who were on intervention plans last fall. Looking at Chart 2, it highlights comparison information from fall 2019 and fall 2020. What it illustrates is anticipated gains in literacy, for those students who were on intervention plans did not materialize—likely the result of the in-school class cancellations. However, Chart 2 also illustrates the in-school class cancellation did not result in an increase in the achievement gap for students who were not on intervention plans. Maintaining achievement during a pandemic is an area of success—and a direct result of the Division's efforts in literacy.

CHART 2

Intervention Screening Report: Reading | Fall 2019 and 2020

BENCHMARK CATEGORIES (DIVISION)	SR FALL 2019	SR FALL 2020
At or Above Benchmark	47.6	47.6
On Watch	16.7	17.4
Intervention	18.2	16.7
Urgent Intervention	17.5	18.4
No Data		

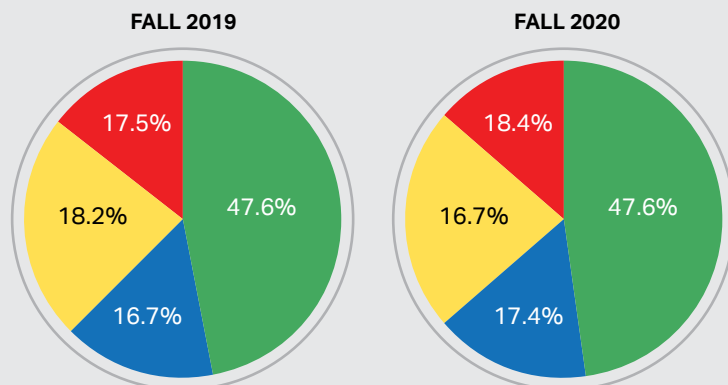
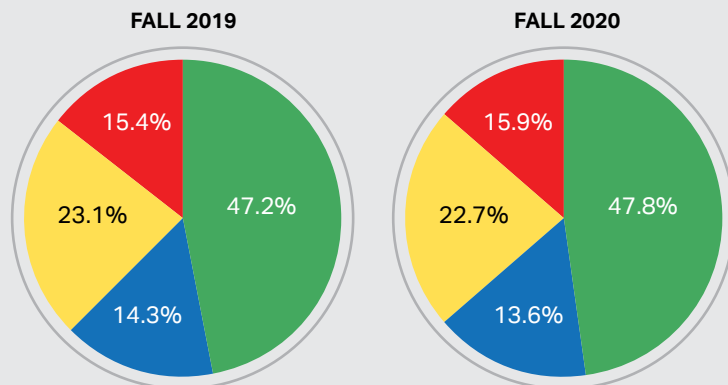


CHART 2.2

Intervention Screening Report: Early Literacy | Fall 2019 and 2020

BENCHMARK CATEGORIES (DIVISION)	SR FALL 2019	SR FALL 2020
At or Above Benchmark	47.2	47.8
On Watch	14.3	13.6
Intervention	23.1	22.7
Urgent Intervention	15.4	15.9
No Data		





BUILDING CAPACITY

Throughout the 2019-20 school year, EIPS focused its attention on literacy programs initiated divisionwide. Once again, consultants worked with Division I and Division II elementary literacy leads. Each lead was identified by a school and participated in various professional learning sessions. The knowledge gained was then shared with colleagues during staff meetings, school-based professional learning days or other collaborative sessions.

The Division continued the Lucy Calkins' reading-and-writing workshops. The focus: grade-group collaboration, planning, correlating the workshops to curriculum and creating divisional documents. As followup, the Division planned to host a Lucy Calkins Homegrown Writing Workshop, delivered by the Teachers College Reading and Writing Project. Unfortunately, COVID-19 forced the Division to postpone the session to 2020-21. Along with the workshop, the pandemic made the Division rethink how to offer professional learning—post-March 2020. Once students transitioned to alternative learning, all professional learning went virtual with consultants supporting teachers using various online platforms.

For French Immersion teachers, the Division brought in Renée Bourgoin, the author of several academic and pedagogical resources in the areas of literacy acquisition and pedagogy, biliteracy, at-risk and struggling second-language readers, cross-linguistic transfer, and inclusion in language immersion. Bourgoin spent a full day with all EIPS French Immersion teachers from kindergarten to Grade 8. She also presented a resource to help French Immersion teachers support second-language readers entitled, *Soutenir les lecteurs en langue seconde*.

At the secondary level, the Division worked with English language arts teachers and leaders to discuss emergent issues, concerns and sound instructional practices. Overall, EIPS worked with teachers and leaders throughout the Division. Work continued around analyzing diploma examinations and PAT results to determine professional learning goals. The sessions were scoped and sequenced to optimize teacher learning—based on data areas that indicate the most benefit to departments and individuals. Topics included:

- teaching film in the ELA classroom;
- teaching the commentary as a personal response to text;
- abandoning the five-paragraph structure;
- 21st-century texts;
- authentic grammar;
- data to inform classroom practice;
- senior high interdisciplinary literacy;
- voice in academic writing; and
- co-constructing meaning with mentor texts.

NUMERACY RESULTS

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

In terms of Mathematics 30-1, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard is slightly lower than the province—the exception being the 2016-17 school year. In 2018-19, the percentage of students meeting the acceptable standard in Mathematics 30-1 increased to 76.5% from 75.9%. And, the percentage of students meeting the standard of excellence decreased to 24.7% from 30.3%. Provincially, 77.8% of students achieved the acceptable standard, and 35.1% achieved the standard of excellence.

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

and Mathematics 30-2 exams in the 2018-19 school year. As such, use caution when interpreting the trend data.

As well, in almost all grades across the Division, student MIPI marks were higher compared to the previous year (see Table 1). Improved results were most notable in Grade 10. EIPS also developed a new MIPI test for students in Mathematics 10-3 and Mathematics 10C, which better assists teachers in identifying students needing intervention support at the senior high level.

BUILDING CAPACITY

EIPS numeracy consultants worked with schools to promote and foster numeracy-rich environments and plan school-based numeracy projects. EIPS continued its focus on incorporating strong pedagogical practices across the Division, such as the Guided Math Framework to cultivate small-group instruction, Number Talks to target mental mathematics and Student Manipulative Kits to support diverse learning styles. Working alongside EIPS consultants, various schools also offered numeracy family nights where parents and students came to the school to participate in numeracy-rich games and activities. Overall, the numeracy family nights helped promote a positive attitude toward numeracy at home.

Another focus area was secondary mathematics—driven by assessment results. At the senior high level, EIPS created common Math 30-1 unit exams to address the spread between school-awarded and diploma grades. The Division also reviewed the common Math 7 and Math 8 final exams, to ensure they reflect the same style and format as the Grade 9 mathematics PAT. At a more granular level, working groups contributed to the development of

TABLE 1
EIPS MIPI Results | 2016-2019

Grade	MIPI AVERAGE				NUMBER OF STUDENTS			
	2016	2017	2018	2019	2016	2017	2018	2019
Grade 2	77	83	80	82.4	1,326	1,329	1,362	1,329
Grade 3	73	75	71	74.4	1,422	1,261	1,308	1,335
Grade 4	71	73	70	71.3	1,391	1,403	1,364	1,311
Grade 5	75	77	69	68	1,169	1,272	1,448	1,298
Grade 6	76	78	69	70	1,182	1,148	1,351	1,388
Grade 7	66	69	67	69	1,155	1,179	1,174	1,331
Grade 8	68	69	69	69.3	1,194	1,142	1,173	1,156
Grade 9	62	66	63	62.1	1,155	1,103	1,073	1,018
Grade 10	49	54	50	n/a	969	943	967	n/a
Grade 10-3	n/a	n/a	n/a	52.3	n/a	n/a	n/a	215
Grade 10C	n/a	n/a	n/a	72.1	n/a	n/a	n/a	627
TOTAL STUDENTS					10,963	10,780	11,220	11,008

unit assessments for grades 7, 8 and 9, which vertically align with expectations on the non-calculator section of the Grade 9 PAT.

Numeracy professional learning also focused on the alignment and standards relating to Math 30-1 and Math 30-2. For example, one professional learning session entitled, “Crash Course in Teaching Math 30,” examined the program of studies, diploma examination expectations and text book misalignments. As well, vertical non-permanent surfaces were used to support the development of instructional strategies. These work as both an engagement tool and a resource to develop student competencies in problem-solving, communication and fluency with procedures.

NEW CURRICULUM

Curriculum is an important component of ensuring success for all learners. In preparation for the new curriculum, and understanding the political context, the elementary education team focused its work using the following learning statement: “Intentional planning fosters conceptual understanding and learning transfer.” What the statement implies is professional learning around the new curriculum is beneficial regardless of whether the draft curriculum is implemented.

As such, the elementary team hosted four, one-hour workshops for administrators. Each workshop focused on one of four main concepts contained within the curriculum—both the current and the draft curriculum. The four main concepts include:

- planning
- pedagogy
- conceptual understanding
- learning transfer

After attending the workshops, administrators took what they learned and shared it with their school sites through related workshops. Professional learning around the new curriculum also included a teacher-in-residency program and learning sessions. The teacher-in-residency program was completed by the Associate Superintendent and elementary team. They first developed new curriculum lesson plans. After developing the plans, they spent three days in 10 EIPS schools teaching the lessons and debriefing with the teachers. A video then followed, showcasing the developed lessons to use as part of the professional learning plan.

Similarly, three learning sessions were planned around the new draft curriculum. Kindergarten to Grade 6 teachers who took part in a half-day professional learning session comparing the current curriculum to the draft curriculum—focusing on the philosophy and program of studies. All kindergarten to Grade 4 teachers received

two full-day sessions addressing unit planning, lesson planning, assessment development and collaboration across schools. EIPS scheduled a third learning session but cancelled it because of the COVID-19 pandemic.

Meanwhile, the secondary education team focused on ways to mindfully target building individual teacher capacity—before the new draft curriculum's even created to ensure the shift in pedagogy begins early. For the most part, the professional learning centred on a lead-teacher model, which incorporated grade-level groupings to begin the conversation about curriculum and how to develop readiness. There were also half-day sessions with administrators before leadership meetings. Again, the sessions focused on readiness, next steps and ways to build capacity. Other professional learning, included exploring verbs associated with specific learning outcome, completing a card sort of the competencies and studying the overarching philosophy of concept-based instruction.

RESPONSE TO COVID-19

In March 2020, the World Health Organization declared a global COVID-19 pandemic, and the province suspended all in-school classes. Immediately, the Division's focus shifted to an online alternative-learning model. EIPS consultants worked full time to support teachers and students shift to the alternative-learning model. Consequently, EIPS teachers transitioned relatively quickly using Google Meet for synchronous teaching and Google Classroom to distribute resources, materials and assignments. Consultants supported this shift through professional learning in the following areas:

- grade-group cohorts for online literacy instruction;
- grade-group cohorts for online numeracy instruction;
- how-to tips for using Google Classroom and Google Meet; and
- assessment in an online environment.

Consultants also provided teachers with opportunities to meet in small groups and one-on-one situations to focus on the teacher's and student's needs in real-time.

Three websites were also developed to support school communities during the in-school class suspension. The first website was for internal Division use. The website included resources for teachers related to online instruction, navigating online tools, assessment and reporting. The second website was for EIPS families and students. It included Division updates, information and resources to successfully navigate the alternative-learning model. Finally, the third website was for elementary students and featured optional activities and lessons related to physical education, art, music and French as a second language.

Opportunities for Growth

EIPS anticipates learning gaps for students in both literacy and numeracy as a result the cancellation of in-school classes. Tools such as the STAR 360 and MIPI, and a new locally developed writing screenshot for students in grades 1 to 6 will help identify some of these gaps. In fall 2020, EIPS received money from the federal government to address issues related to COVID-19. The Division will use some of those funds at the school level to address these gaps in learning.



Priority Strategy for Education Plan

For the 2020-21 school year, the COVID-19 pandemic continues to impact schools—particularly in terms of out-of-school learning and in-school learning. As such, EIPS will implement the following strategies:

A Mitigate learning gaps by assessing literacy and numeracy three times a year, in October, January and March; tracking students below grade level; and developing intervention plans.

(A+2)²
B Redeploy consultants and hire additional teachers to support out-of-school learning. It will also enhance consistency in rigour across online teaching for language arts, mathematics, science and social studies.



Establish multidisciplinary teams to support complex learners across feeder-school groupings.



Deploy consultants to assist with in-school learning and out-of-school learning.



Build capacity around Brightspace, the new online learning-management system, with teachers, students and school families.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 3: Self-Identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement

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

Performance Measures of Self-Identified First Nations, Métis and Inuit Students

		RESULTS IN PERCENTAGES						EVALUATION		
		2015-16	2016-17	2017-18	2018-19	2019-20	ALBERTA 2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES										
Percentage of Grade 6 and Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)*	A	65.3	69.2	72.4	76.8	n/a	n/a			
	E	17.3	14.6	15.0	16.6	n/a	n/a			
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations*	A	79.3	83.0	86.7	80.6	n/a	n/a			
	E	11.2	18.1	9.2	11.7	n/a	n/a			
ACCOUNTABILITY PILLAR: SENIOR HIGH										
High school completion rate within three years of entering Grade 10		69.3	63.1	63.9	70.7	72.8	55.8	Intermediate	Maintained	Acceptable
Annual dropout rate of students aged 14 to 18		2.6	3.4	5.1	1.5	4.3	5.5	Intermediate	n/a	n/a
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		44.4	46.4	48.6	44.2	47.1	35	Intermediate	Maintained	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship		n/a	n/a	n/a	n/a	53.8	n/a	Low	n/a	n/a

* The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, these areas have no achievement-measure ratings for the 2019-20 school year.

Performance Measures

	RESULTS				
	2015-16	2016-17	2017-18	2018-19	2019-20
INTERNAL EIPS DATA					
Number of students self-identifying as First Nations, Métis and Inuit as of June 30	710	837	900	906	1132
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	35	70	100	100	100
Percentage of schools that have a First Nations, Métis and Inuit education lead	n/a	100	100	100	100
EIPS PARENT SURVEY: SPECIALIZED SUPPORTS					
Percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history	n/a	n/a	76.2	78.2	77.9



Performance Measures of English as a Second Language students	RESULTS IN PERCENTAGES						EVALUATION			
	2015-16	2016-17	2017-18	2018-19	2019-20	ALBERTA 2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL	
ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES										
Percentage of Grade 6 and Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)*	A	72.5	72.4	84.5	66.8	n/a	n/a			
	E	13.6	13.8	18.3	15.3	n/a	n/a			
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations*	A	70.8	65.3	57.5	77.8	n/a	n/a			
	E	11.2	10.7	12.5	16	n/a	n/a			
ACCOUNTABILITY PILLAR: SENIOR HIGH										
High school completion rate within three years of entering Grade 10		31.8	80.8	64.9	71.4	90	73.3	Very High	Improved	Excellent
Annual dropout rate of students aged 14 to 18		0	3.4	0	3.5	1	2.2	Very High	n/a	n/a
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		86.9	n/a	54.9	55.7	65.5	65.7	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship		36.4	51.9	53.6	40.0	61.2	55.6	Intermediate	n/a	n/a

*The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, these areas have no achievement measure ratings for the 2019-20 school year.

Analysis of Results

Background

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

The 2019-20 school year is the first year Alberta Education requires school divisions to analyze and report achievement for English as a Second Language (ESL) learners. Alberta Education defines an ESL student as, "someone who first learned to speak, read and write a language other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in class." Effective instruction for ESL students needs to support the achievement of grade-level learning outcomes and promote language acquisition. EIPS believes all teachers, in all subject areas, share the responsibility for language development and the provision of various supports to ensure the success of all students. EIPS uses proficiency benchmarks for ESL as the foundation for determining language proficiency levels and programming needs.



Results

FIRST NATION, MÉTIS AND INUIT EDUCATION

EIPS works hard to ensure all students, including those who choose to self-identify as First Nations, Métis or Inuit, achieve academic growth. As of June 2020, 1,132 EIPS students identify as First Nations, Métis or Inuit, which is up by 226 students from last year. It's a significant increase and an indicator that 1) more students are proud to acknowledge their culture and heritage, and 2) the Division is creating the conditions for a welcoming, inclusive, respectful and safe environment.

First Nations, Métis and Inuit funds received from Alberta Education were used to support school projects and central initiatives. As a result, all Division schools completed projects that offered direct supports for Indigenous students; professional learning around the Teaching Quality Standard and Leadership Quality Standard; and advanced reconciliation within the framework of the Truth and Reconciliation's 94 calls to action.

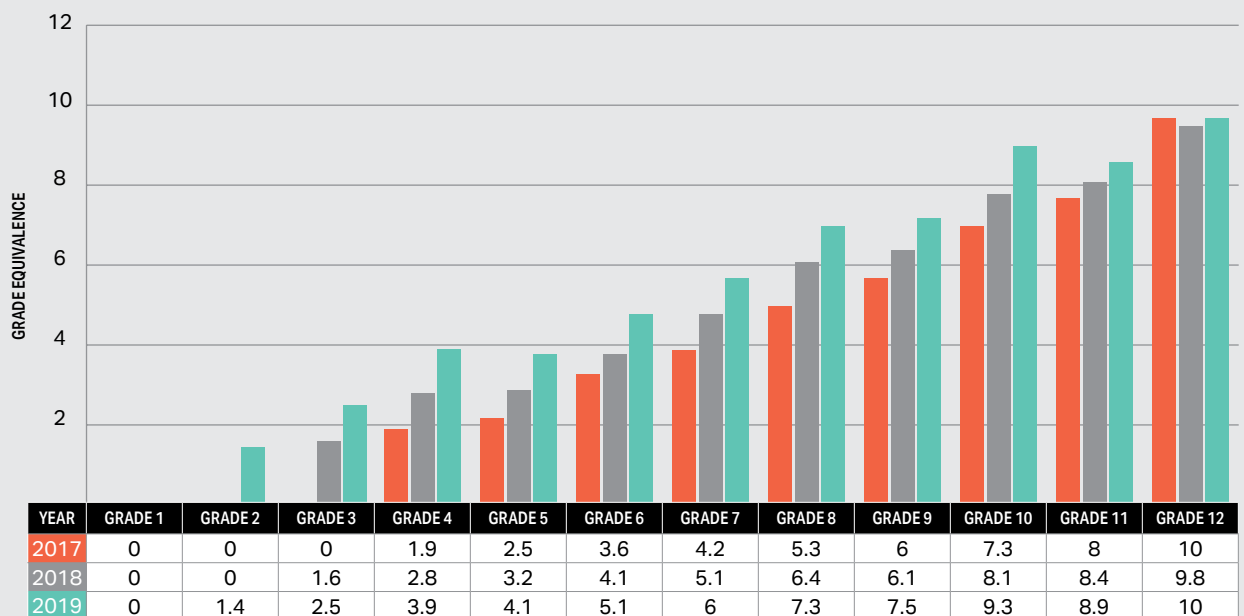
In the spring, all schools submitted Indigenous-related project proposals for the 2020-21 school year. To ensure project consistency, EIPS also developed a formula to determine how to distribute project money to schools—detailed in a new document entitled, *A Guide to Promising Practices to Support First Nations, Métis and Inuit Funding Allocation*. The guide includes funding criteria and offers helpful practices to guide work.

EIPS also continued its focus on literacy, numeracy and effective instructional practices related to First Nations, Métis and Inuit education. The Star 360 Reading Assessment and the Math Intervention Programming Instrument (MIPI) data help support efforts in these areas. Specifically, school administration uses data from both assessment tools to identify students who require intervention support in literacy and numeracy. Targeted supports, funded with First Nation, Métis, and Inuit dollars through the projects mentioned above, were also used to boost educational outcomes for student, who identify as First Nations, Métis or Inuit.

In terms of Star 360 results, Chart 3 provides information about how First Nations, Métis or Inuit students perform on the Star 360 assessment as they move up in grades. Overall, with the exception of grades 11 and 12, students are growing an average of 0.75 to one grade equivalence (GE) per year—the goal is one year's growth.

Chart 3 demonstrates the average GE over the past three years—using the fall Star 360 testing window. It's important to know the data compares the same cohort of students. For example, using the Current Grade 4 data, in 2019, the group's average GE was 3.9. In 2018, that same group was in Grade 3 with an average GE of 2.8. And, in 2017, when the group was in Grade 2 the average GE was 1.9.

CHART 3
First Nations, Métis or Inuit Grade Equivalence using the Star 360



Because of the COVID-19 pandemic, there is no available data for the 2019-20 Provincial Achievement Tests (PATs) and diploma examinations. However, the 2018-19 results help provide additional context in terms of achievement for students within EIPS who self-identify as First Nations, Métis or Inuit. According to the 2018-19 EIPS Accountability Pillar results, 76.8% of self-identified First Nations, Métis and Inuit students met the acceptable standard on all PATs—up from 69.2% in 2016-17 and 72.4% in 2017-18. The 2018-19 provincial average was 54%. Similarly, 16.6% of self-identified First Nations, Métis and Inuit students met the standard of excellence on all PATs—the provincial percentage was 7.4%.

Examining the PAT results, course-by-course, the scores within EIPS for self-identified First Nations, Métis and Inuit students, are considerably higher than the province in all Grade 6 and Grade 9 subjects at the acceptable standard and at all but two at the standard of excellence.

In Mathematics 6, 73% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 12.4% met the standard of excellence. These results are noteworthy because they earned an overall standing of “good” and “acceptable.” Previously, these were identified as areas of “issue” and “concern” in 2017-18. That year, only 68.1% and 5.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard and the standard of excellence, respectively.

Additionally, in Science 9, 80% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, up from 69.5% in 2017-18. Similarly, 25.7% met the standard of excellence. The 2017-18 provincial averages were 52.8% and 10.2%, respectively. These results earned the Division an overall standing of “excellent,” which is impressive considering they were “acceptable” in the 2017-18 school year. Furthermore, comparing the 2017-18 and 2018-19 Science 9 acceptable standard results of EIPS students who identify as First Nations, Métis or Inuit with those of all EIPS students, it illustrates the achievement gap has closed significantly to 4.7% from 14.3%.

In terms of the 2018-19 overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS were maintained, with a decrease at the acceptable standard to 80.6% from 86.7% and an increase to 11.7% from 9.2% at the excellence standard. The results suggest the Division closed the achievement gap at the level of excellence.

Looking closer, English 30-1 and Science 30 both received an overall rating of “excellent” for students who identify as First Nations, Métis or Inuit. In English 30-1, 95.7% of students achieved the acceptable standard compared to 84.4% for the province, and 13% achieved excellence compared to 5.4% for the province. In Science 30, 100% of students who self-identify as First Nations, Métis

or Inuit achieved at the acceptable standard, and 28.6% met excellence. Comparatively, the provincial results were 81.3% and 10%, respectively. Meanwhile, in Physics 30, the overall results were deemed “acceptable” with 81.8% of students who self-identify as First Nations, Métis or Inuit meeting the acceptable standard and 18.2% meeting the standard of excellence. In 2017-18, these were identified as areas of “issue” and “concern” at 71.4% and 0% respectively.

BEING IN RELATION

Another key focus area was relationship building with community elders. A significant part of that effort included continuing the Division’s relationship with Elder Wilson Bearhead, a member of the Wabamun Lake Indian Band who served as a Chief in his community, Grand Chief of the Confederacy of Treaty 6 First Nations and Alberta Regional Chief for the Assembly of First Nations. Throughout the year, he worked with 35 schools, where his teachings and presence were warmly received and valued. Staff also appreciated his ability to connect with students and their families, especially children in care.

In addition to working in schools, Elder Bearhead offered several professional learning sessions, including several learning circles for school staff and lead teachers, multiple blanket exercises, two Indigenous Peoples’ Giant Floor Map presentation and a presentation on the Moose Hide Campaign’s Safe Space Safe Place initiative. He also assisted the Division with developing a draft smudging administrative procedure and a guiding document. In June 2020, Elder Bearhead officially retired as EIPS’ Elder in Residence. While his presence is missed, his teachings and contributions continue to guide the Division’s efforts.

To prepare for Elder Bearhead’s departure, the Division hired a First Nations, Métis and Inuit Advisor, Jeremy Albert, in May 2020. In his role, he ensures the high-quality, culturally meaningful teachings continue, while also providing support to students, educators, leaders and school families. His primary functions include providing timely and direct cultural and academic supports to self-identified First Nations, Métis or Inuit students and their families; allocating and monitoring divisionwide targeted First Nations, Métis and Inuit funding to schools; monitoring annual school Indigenous education projects; and promoting truth and reconciliation by creating and fostering respectful relationships between Indigenous communities and the Division.

BUILDING CAPACITY

For the 2019-20 school year, work continued on leading and deepening understanding of the Teaching Quality Standard, Leadership Quality Standard, and curriculum

supports for EIPS students and staff. Ongoing professional learning took place on professional learning days, at school staff meetings and through in-house targeted workshops. Indigenous teachings were shared in classes, including kindergarten, senior high foods studies, Division II social studies and junior high science. Some schools also worked with the First Nation, Métis and Inuit Centre developing ways to bring Indigenous histories, perspectives and pedagogies into classroom practice. Other efforts included exploring land-based learning, Lunch-and-Learns and staff-meeting presentations.

Particularly noteworthy, the First Nations, Métis and Inuit Education Centre also participated in multi-division think-tank initiatives, land-based learning and working groups, and regular gatherings of Indigenous consultants throughout Treaty 6—organized by the Edmonton Regional Learning Consortium. To ensure effective use of the Indigenous Peoples' Giant Floor Map resource, the centre created documents and sample lesson plans to accompany the map.

As in previous years, EIPS continued to add resources to the Division's lending library—housed at the centre and includes hundreds of titles by First Nations, Métis or Inuit authors and illustrators. Titles were added to the kindergarten to Grade 12 section—both in English and French—and the teacher professional learning

collection. It also continued to lend out the highly popular EduKits—created three years ago and contain cross-curricular connections including physical education, health, music, language arts, art, science, information and communications technology, and mathematics. Last year the kits had a 100% sign-out rate, which speaks to their relevance and versatility.

All schools have a First Nations, Métis, and Inuit education lead, who participate in a range of professional learning and they share back with school staff. The First Nations, Métis and Inuit Education team offered a powerful learning opportunity for leads that included a teaching circle with Elder Bearhead exploring the importance of creating ethical spaces for Indigenous students and their families. In fact, following the teaching circle many schools created or modified ethical spaces within their buildings.

Also notable is the work of a group of lead teachers who co-ordinated an awareness, remembrance and celebration entitled, Candle Day: Honouring the Spirit of Every Child. The idea for the event was inspired by Elder Bearhead's experience at the final hearing of the Truth and Reconciliation Commission, held in Edmonton in 2014. Unfortunately, the event was postponed because of the COVID-19 pandemic. The group plans to reschedule it when the province lifts public-health restrictions.



COMMUNITY SUPPORT

After successfully applying to Shell Canada, nine schools in Fort Saskatchewan and Bruderheim School created Indigenous outdoor learning spaces for staff, students and community to use to learn from the land. To create the outdoor spaces, schools worked closely with the First Nations, Métis and Inuit team to incorporate their own story with the land and journey with Elder Wilson, the curriculum, Indigenous teachings, reciprocity and student responsibility in the spaces.

In addition, schools continued to support Orange Shirt Day, Project of Heart, Have a Heart Day, Blanket Exercises, Moose Hide Campaign, and Bear Witness Day. Several schools also continued exploring land-based learning and fostering relationships with Métis Crossing and Strathcona Wilderness Centre—through professional learning and school field trips. In fact, Woodbridge Farms Elementary developed year-long land-based learning sessions through a partnership with Strathcona Wilderness Centre. Meanwhile, Salisbury Composite High, Fort Saskatchewan High and Ardrossan Junior Senior High School took self-identified students to a variety of post-secondary open houses and career fairs, including the Yellowhead Tribal College Open House and Rupertsland Institute's Career Fair. And, Mills Haven Elementary partnered with the Moose Hide Campaign to develop sample lesson plans for teachers across Canada.

Families were invited to participate in many Indigenous events, which saw a robust attendance—thanks to growing trust

Other related events included an invitation to participate in Cindy Blackstock's Spirit Bear Day in Edmonton to share a song EIPS music teachers co-created with Elder Bearhead, and an invitation to speak at the annual College of Alberta School Superintendents. Regrettably, these events were cancelled because of the COVID-19 pandemic.

Finally, EIPS was intentional in including the parent community in its work around Indigenous education. Families throughout the Division were invited to participate in many of the school-hosted activities and events. Several schools continued to host family teas and feasts, which saw a robust attendance—thanks to growing trust between families and the Division.

RESPONSE TO COVID-19

As with all programming throughout the Division, the focus shifted when the province cancelled in-school classes. Elder Bearhead transitioned to virtual platforms to continue his work with self-identified students. Sharing circles also moved online—Elder Bearhead facilitated two,

focused on a shared journey and expressing gratitude, and another two introduced Jeremy Albert to the EIPS family. The First Nations, Métis and Inuit team also recorded videos of Elder Bearhead sharing teachings, stories and positive messages for EIPS students. Literacy and numeracy support materials and suggestions for use in other subject areas, as part of virtual classrooms, were created for each video. Overall, the videos were welcomed and well-received, generating more than 1,000 views on social media. Finally, to recognize Indigenous History Month and National Indigenous Peoples the Division compiled, created and shared easy-to-access resources for schools.

ENGLISH AS A SECOND LANGUAGE

Reporting achievement results for the Division's English as a Second Language (ESL) learners is a new addition to the *Annual Education Results Report*. Without current Provincial Achievement Tests and diploma examination data, forming an objective and holistic analysis is challenging. However, by analyzing the internal data and provincial results available, it's fair to conclude EIPS is improving its ability to meet the needs of ESL learners.

In September 2019, the Division hired an ESL consultant, resulting in performance measure increases. In terms of high school completion rates, 90% of ESL students graduated with a high school diploma within three years of entering Grade 10, which equates to 27 out of 30 students. It's a significant increase from 71.4% the previous year. Similarly, the ESL dropout rate was 1%, which is down from 3.5% the previous year. That number represents only one student, between the ages 14 and 18, who dropped out of school in the 2019-20 school year. As such, EIPS' provincial achievement measure rating is "very high."

In terms of post-secondary transition rates within six years of entering Grade 10, six out of 12 ESL students transitioned to post-secondary education and one to an apprenticeship. Considering the estimated out-of-province post-secondary registrations, this equates to 65.6% for ESL students—up from 54.9% the previous year. Finally, the Rutherford Scholarship eligibility rate for ESL students was 65.6%—up from 40% the last year.

Reflecting on the previous year, it's believed focusing on benchmarking language proficiency and using the results to target language instructional strategies for each ESL learners benefited students' success. Furthermore, the tracking of the Star 360 and MIPI data for all students and developing intervention strategies for those requiring additional support also helped all students, including ESL learners.

Opportunities for Growth

FIRST NATION, MÉTIS AND INUIT EDUCATION

A concern for EIPS is the fluctuating dropout rate. As such, it remains an opportunity for growth for First Nations, Métis and Inuit students. Another growth area is ongoing support for teachers around embedding First Nations, Métis and Inuit learnings into the curriculum. A third area for growth is around outdoor learning spaces. Using the grant money from Shell, EIPS created nine outdoor Indigenous learning spaces. The spaces offer a valuable opportunity to enhance land-based learning across the Division.

ENGLISH AS A SECOND LANGUAGE






For EIPS, the greatest growth area in ESL is improving results on the Grade 9 PAT exams. EIPS' data suggests there is some disparity in reading and writing, with an almost 9% drop in reading on the 2018-19 PATs.



Priority Strategy for Education Plan



FIRST NATION, MÉTIS AND INUIT EDUCATION

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

-  Continue to develop resources and targeted professional learning experiences to support teachers in meeting the First Nations, Métis and Inuit competencies, as outlined in the 2019 Teaching Quality Standard and Leadership Quality Standard.
-  Continue to develop and share resources—print, people, digital and land—that support making space within the curriculum for Indigenous histories, cultures and perspectives.
-  Continue to focus on strategies to decrease the dropout rate. Establish a plan to identify First Nations, Métis and Inuit students who are not experiencing success and may be at-risk for dropping out. Additionally, develop intervention support that incorporates the guidance of elders and other research-based best practices related to traditional ways of learning.
-  Support land-based learning initiatives within EIPS schools and target professional learning through partnerships with Elk Island National Park and Strathcona Wilderness Centre. The partnerships will support existing and draft programs of study for students in kindergarten to Grade 12.
-  Continue to support First Nations, Métis and Inuit consultants and their work with senior high schools throughout the Division to develop strategies and supports to grow achievement in the standard of excellence category for the diploma examinations.

ENGLISH AS A SECOND LANGUAGE

EIPS is committed to ensuring ESL learners continue to grow and achieve. As such, EIPS will focus on the following strategies:

-  Continue benchmarking assessments and using results to target strategies for ESL learners across all classrooms.
-  Continue to track reading of ESL students and targeting interventions for those who require support.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 4: More students are supported and prepared for life beyond high school

Provincial Outcome: Alberta's students are successful

Performance Measures	RESULTS IN PERCENTAGES						EVALUATION		
	2015-16	2016-17	2017-18	2018-19	2019-20	ALBERTA 2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: HIGH SCHOOL COMPLETION									
High school completion rate of students within three years of entering Grade 10	82.1	81.2	84.6	83.3	84.4	78.4	Very High	Maintained	Excellent
Annual dropout rate of students aged 14 to 18	2.2	1.9	1.1	1.7	1.7	2.7	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship	62.3	60.8	62.5	64.7	66.6	63.5	Intermediate	Improved	Good
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	55.7	55.7	56.4	58.1	60.9	55.6	High	Maintained	Good
ACCOUNTABILITY PILLAR: TRANSITION AND CAREER PLANNING									
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	62.4	63	63.2	60.5	62	58.5	High	Maintained	Good
Percentage of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school	79	77.8	79	77.8	81.2	84.1	High	Improved	Good
EIPS PARENT SURVEY: TRANSITION AND CAREER PLANNING									
My child is being taught knowledge skills and attitudes necessary to be successful in life	n/a	n/a	n/a	80.9	81.9	n/a	n/a	n/a	n/a

Analysis of Results

Background

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

Achieving that outcome was particularly challenging this year. In March 2020, the World Health Organization declared a global COVID-19 pandemic. Soon after, Alberta's Chief Medical Officer of Health suspended all in-school classes. Immediately, Elk Island Public Schools' (EIPS) focus shifted to find new ways to promote and prepare students for life beyond school, using an alternative-learning model.



Results

The Accountability Pillar report is a tool EIPS uses to stay informed about how it's doing relative to achieving outcomes that lead to success beyond senior high. The 2019-20 results confirm the Division continues to show positive achievement in several important areas for senior high students.

Overall, the Division's high school completion rate and dropout rate both received a provincial achievement rating of "very high." In total, 84.4% of EIPS students graduated within three years of entering Grade 10—up from 83.3% the previous year. Provincewide, the percentage was 78.4%. Similarly, EIPS' dropout rate was only 1.7%—compared to the provincial average of 2.7%.

Also noteworthy, the number of students eligible for the Rutherford Scholarship increased in 2019-20 to 66.6%—up from 64.7% the previous year. The percentage of students who wrote four or more diploma examinations within three years of entering Grade 10 increased to 60.9%, compared to 55.6 % provincewide. In fact, EIPS' overall achievement rating in this area was rated "high" and "improved significantly," which bodes well for the Division considering, this was an area of concern in the 2016-17 school year.

Another area of continuous focus: Ensuring more students are supported and prepared for life beyond high school. As such, in addition to academics, EIPS prepares students for success in ways that support their transition into the world of work. That's evident in the Accountability Pillar results, where 81.2% of teachers and families agree students are taught attitudes and behaviours that make them successful at work when they finish school—up from 77.8% the previous year. The increase is likely the result of the Division's efforts related to programming offerings at the junior high and senior high levels.

BUILDING CAPACITY

Last year, EIPS supported Career and Technology Foundations (CTF) teachers in effective planning and assessment. CTF courses provide students in grades 5 through 9 the opportunity to explore interests and career possibilities, which is the foundation for the Career and Technology Studies (CTS) offered in senior high. This year, EIPS aligned its CTF courses with the CTS career clusters. It also provided schools with resources and professional learning opportunities to build a career focus into CTF challenges. For example, Vegreville Composite High created a Grade 7 design-studies course, which incorporates mathematics, science and art curriculum to ultimately create a dream space.

CAREER PATHWAYS

To support students around success beyond high school, the Division hosted a Registered Apprenticeship Placement (RAP) information session for families and students. The information evening coincided with several high school open houses and, as a result, wasn't well attended. The low attendance prompted a shift in the way EIPS delivers information about career pathways programming. From that point on, off-campus co-ordinators worked with each senior high to deliver important programming information to students and families. Off-campus co-ordinators also worked with CTS teachers to plan and host an Industry Night information session. The event was meant to supplement the RAP Information Evening. However, because of COVID-19, the event is postponed until the province lifts the public-health restrictions.

Other initiatives planned or implemented included the Invention Convention, Investigate! Invent! Innovate!, Scratch Day, Coding Quest and Makerspace. Collectively these programs provided students opportunities to explore a variety of potential careers. Although scheduled for the 2019-20 school year, both the Invention Convention and Coding Quest were cancelled because of the pandemic and resulting cancellation of all in-school classes.

An event that did take place before the pandemic was a trade show hosted by EIPS entitled, Your Future: Post-Secondary and Career Fair. Every year the event brings together more than 40 universities, colleges, polytechnics, private schools and sector experts in one place—the largest of its kind in Alberta. Students and family members met with some of the top post-secondary institutions in Canada, asked questions, talked to experts and learned about future career trends. To date, it was the most well-attended show, and "the best run event," according to vendors.

One of the reasons for its success was the rise in industry partners. The high number of partners allowed organizers to divide the room into two key areas: post-secondary and industry partners. Also, for the first time, Strathcona County participated in the fair, representing several new sectors, such as emergency response, parks and recreation, fleet services and administration. After the fair, the county hired two EIPS students through the RAP program to work in its fleet-services department. Meanwhile, another EIPS student received a junior forest rangers placement for the summer, again after attending the event.

In terms of off-campus opportunities, the 2019-20 results don't offer a holistic picture of programming because of the COVID-19 pandemic. In the 2018-19 school year, EIPS students earned a total of 3,364 credits (84,100 work hours). Of those, 965 credits were earned through RAP, totalling 24,125 work hours. In the 2019-20 school year, EIPS had to suspend off-campus placement because



of the pandemic. The fallout: multiple student lay-offs and at least six students losing their RAP placements. As a result, credits and work hours dropped in the 2019-20 year. In total, EIPS students earned 2,011 work experience credits (20,275 work hour), and 540 credits earned through RAP, totalling 1,350 work hours.

Another focus for EIPS was increasing the dual-credit opportunities for students. Using a \$50,000 Dual Credit Startup Funding Grant from Alberta Education, the Division purchased equipment to expand two apprenticeship programs at Salisbury Composite High—the Auto Service Technician program and Hairstyling and Esthetics program. In total, 43 students took advantage of the Auto Service Technician program, two of whom are on track to complete the first-year auto technician service exam. Another six students completed the Automotive Service Technician first-period apprenticeship exam and three started full-time apprenticeships at large car dealerships in the area.

Similarly, 19 additional students took the Hairstyling and Esthetics program, all of whom are working toward their esthetics certification. Also, two hairstylists and four estheticians transitioned into post-secondary training, two students completed esthetician certification, and another two students plan to finish their esthetics certification exam in the 2020-21 school year. Overall, both programs continue to grow in interest and are at capacity year-over-year.

EIPS also used the Dual Credit Startup Grant to grow apprenticeship programs at other Division schools. For example, Bev Facey Community High and Vegreville

Composite High, both received funds to upgrade their food studies facilities. As a result, both schools now offer apprenticeship programs for cooking and baking, and certification for safe food-handling. Bev Facey Community High's cosmetology program also received money to grow its apprenticeship-level programming, which starts in the 2020-21 school year.

Other 2019-20 highlights include the expansion of the power engineering program, which expanded to three schools. An additional steam-time placement was added at Shell Scotford, allowing for three student placements. EIPS also partnered with Sherwood Park-based AT Safety Training Inc. to offer the Foundations in Industry Workplace Safety Training. The course is a five-credit CTS course that provides certification in Fall Protection, CSTS2020, WHIMIS, H2S, Confined Space, Ground Level Disturbance, Transportation of Dangerous Goods, Detection and Control of Flammable Substances. In 2019-20, three senior high schools and 40 students participated in the course. However, like many other career pathway programs, it was cancelled because of COVID-19. That said, students continued with their studies thanks to the career pathways consultant and the alternative-learning model receiving credits and certification.

Lastly, EIPS received an additional \$50,000 Dual Credit Startup Grant to explore new opportunities with post-secondary partners. Currently, the Division is working with NorQuest College to offer various university transfer courses in its senior highs. Some of the courses include introductory psychology, anatomy and physiology.

Opportunities for Growth

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



Priority Strategy for Education Plan

As part of its efforts to support students in being prepared for life after high school EIPS will continue to:



Work with schools in engaging families about ways to support their child prepare for life after senior high—specifically as it relates to career planning and life-skills preparation.



Work with Portage College to build awareness with senior high students about its free university transfer courses.



Develop and implement more dual-credit courses based on student interest, teacher expertise and availability from local colleges and businesses.



Continue to apply for the Dual Credit Startup Grant to offer a cabinetmaking apprenticeship program in cabinetmaking, university transfer courses, an educational assistant program through Portage College, and Foundations in Industry Workplace Safety Training with AT Safety Training.



Work with Division employees who are journeypersons—chefs, cabinetmakers, millwrights, hairstylists—to develop more apprenticeship-level CTS courses.

Priority 2:

Enhance High-Quality Learning
and Working Environments



GOAL 1: Positive Learning and Working Environments

Assurance Domain: Learning Supports

Local Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe

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

Performance Measures	RESULTS IN PERCENTAGES						EVALUATION		
	2015-16	2016-17	2017-18	2018-19	2019-20	ALBERTA 2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING									
Teachers, parents and students in agreement: students are safe at school, are learning the importance of caring for others, learning respect for others and are treated fairly in school	87.7	88.1	88.1	88.2	88.6	89.4	Very High	Maintained	Excellent
Parents who agree teachers care about their child	89	88	88	89	91	n/a	Very High	Improved	Excellent
Students who agree their teachers care about them	79.7	81.3	80.3	83	81	n/a	Intermediate	Maintained	Acceptable
Students who agree they are safe at school	83	83.7	82.7	83	83	n/a	Intermediate	Maintained	Acceptable
Parents who agree their child is safe at school	93	91	92	92	95	n/a	Very High	Maintained	Excellent
Teachers, parents and students who agree each child and youth belongs, is supported and is successful in his or her learning	82.9	83.6	86	85	84.5	n/a	High	Improved	Good
ACCOUNTABILITY PILLAR: CITIZENSHIP									
Teachers, parents and students who are satisfied students model active citizenship	79.8	80.1	80.5	80	80.3	n/a	Intermediate	Maintained	Acceptable
ACCOUNTABILITY PILLAR: SPECIALIZED SUPPORTS									
Teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community	73.3	71.6	72.1	72.5	74	75.2	High	Maintained	Good
Families satisfied with the special support their child has received at school	80	86	79	81	81	n/a	High	Maintained	Good

Performance Measures	RESULTS IN PERCENTAGES				
	2015-16	2016-17	2017-18	2018-19	2019-20
EIPS STAFF ENGAGEMENT SURVEY					
I have the materials and equipment I need to do my work	95	93	94.3	93.6	95.4
The mission, vision and goals of EIPS make me feel my job is important	92	93	91.7	93.2	95.1
I receive recognition or praise for doing good work	88	89	85.8	89.9	88.8
Someone at work cares about me as a person	96.2	97.5	96.5	97.2	97.6
Overall, I am satisfied with my school or department as a place to work	91	92.9	88.7	92.8	91.1
EIPS PARENT SURVEY					
The school staff care about my child	89.4	88.7	87.7	89.9	89.4

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students with a classroom and school environment that is welcoming, inclusive, respectful and encourages a sense of belonging. In this environment, students are best able to learn and develop social responsibility. Equally important, is creating this same environment for EIPS staff so they, too, experience success and feel engaged.

Results

The 2019-20 Accountability Pillar results illustrates EIPS is doing a good job of creating learning environments that are welcoming, inclusive, respectful and safe. Overall, 88.6% of teachers, parents and students agree students are safe at school, are learning respect for others and are treated fairly. Another 91% of parents and 81% of students agree teachers care about their child. As well, 83% of students feel safe in their school, and 95% of parents agree.

Similarly, results from the 2019-20 EIPS Parent Survey, an annual survey to gather feedback from families related to the three priorities outlined in the Four-Year Education Plan, corroborate findings from the Accountability Pillar. In total, 89.4% of parents agree or strongly agree teachers care about their child, and 90.6% agree or strongly agree school is safe for their child. These results reaffirm the Division's ongoing efforts to build staff awareness and capacity to promote positive relationships and prevent bullying behaviours.

Efforts the Division has taken to continually achieve these results include ongoing work to incorporate a comprehensive school-health approach in all EIPS facilities—focused on building welcoming, inclusive, respectful and safe school environments. EIPS also supports multiple divisionwide health-promotion activities with an intentional focus on promoting positive behaviours and mental health and wellness, such as Bullying Awareness Week and Pink Shirt Day. In addition, the Division continues to play an active role with two provincially funded mental health capacity building (MHCB) projects—one in Strathcona County at Ardrossan Junior Senior High, Fultonvale Elementary Junior High and Lakeland Ridge; and the other in Vegreville, which EIPS is the banker board. The goal: To develop and support positive mental health and healthy relationships in children, youth, families and in-school personnel.

Furthermore, the Division, in partnership with the Eastern Edge Regional Collaborative Services Delivery and Alberta Health Services Addiction and Mental Health, offered ongoing caregiver information sessions—for

parents, caregivers and school professionals. The sessions covered a variety of topics, including technology and the teenage brain, respectful limit setting with adolescents, cannabis information, understanding depression, breaking the cycle of anxiety, building executive functioning skills, sleeping your way to better mental health and test anxiety. Even during the suspension of in-school classes, these sessions continued, albeit virtually, to ensure those who needed help had access to resources.

Nutrition is another focus area for the Division. Particularly noteworthy is EIPS' School Nutrition Program. Funded by Alberta Education, the program ensures all students at participating schools—Lamont Elementary and Bruderheim School—have access to well-balanced and healthy meals and snacks. Continuing the program during the in-school class suspension was especially important. EIPS used the program's funding to support community food banks in April, May and June. Food banks used the money to ensure students and their families had continued access to healthy meals and snacks.

BUILDING CAPACITY

To create a climate and culture conducive to learning, EIPS' Supports for Students department promoted social-emotional learning opportunities geared toward school staff. Employees who took part learned ways to integrate positive mental health, healthy relationships and positive behaviour supports into the school and community's fabric. These professional learning sessions explored positive behaviour supports in the classroom; working with students with autism, sexual orientation and gender identity support, non-violent crisis intervention, and a trauma-informed approach to support mental health. Even with COVID-19 and the cancellation of in-school classes, these learning series continued using an online platform.

As well, each EIPS school had an assigned safe-contact staff member to support students, regardless of their sexual orientation or gender identity. Each safe-contact member attended meetings and workshops to ensure access to the proper tools and resources to properly support students and adults in their schools.

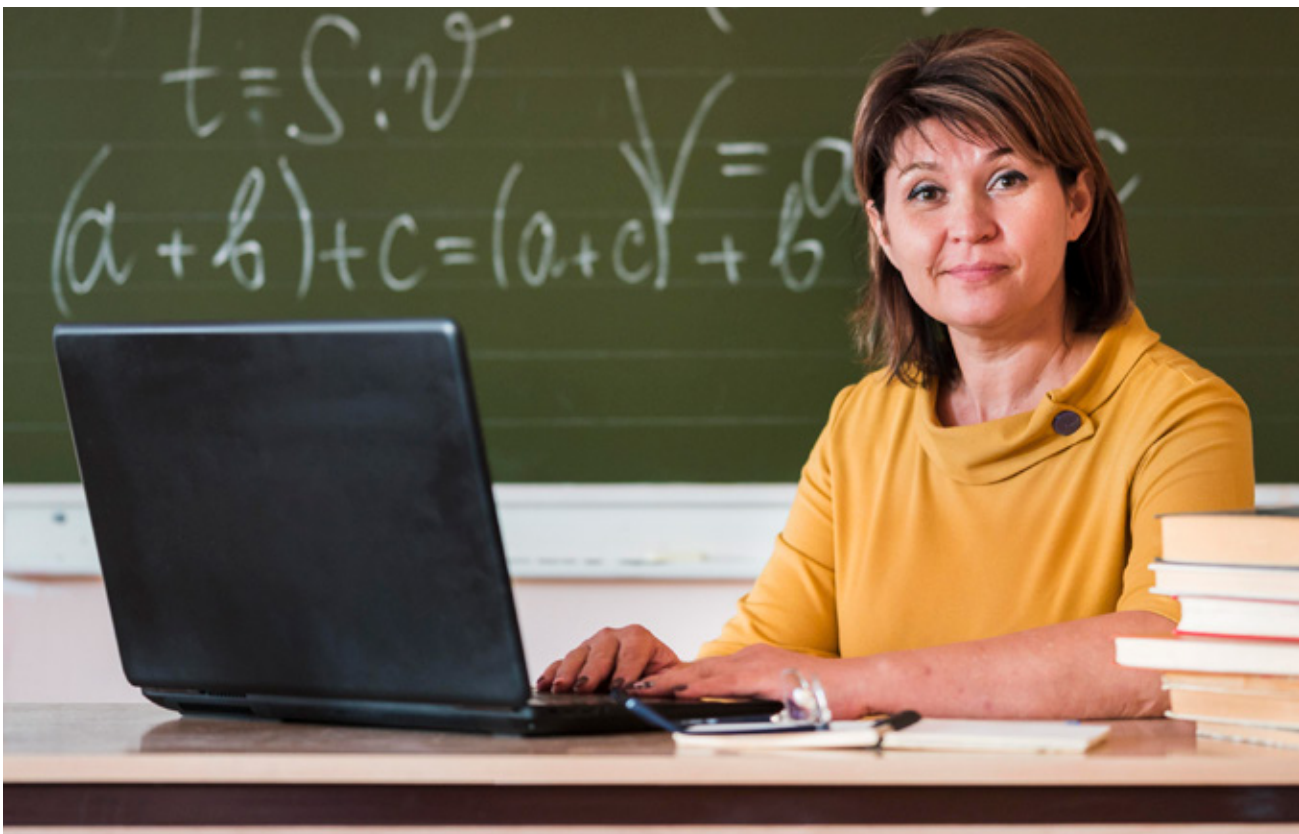
Year-long, the Division continued to use The Violence Threat Risk Assessment protocol, an approach that involves a network of local partners that work together to prevent violence in schools and the community. Partners include the RCMP, Children's Services, Family and Community Services, Alberta Health Services and Primary Care Networks. In total, EIPS had five certificated trainers, by the Crisis Prevention Institute, and two more trainers who offered the Non-Violent Crisis Intervention training, again through the Crisis Prevention Institute. Overall, 263 certificated and classified staff attended Non-Violent Crisis Intervention sessions in the 2019-20 school year.

Other professional learning opportunities included the Connect to Respect training and the Occupational Health and Safety Orientation—taken by 395 employees. A total of 4,339 online health-and-safety courses were completed using Safetyhub, an online safety training platform—since 2017-18 staff have completed 12,335 Safetyhub courses. As well, staff completed 1,462 COVID-19 Job Hazard Assessment modules, 1,255 Hour-Zero COVID-19 training modules, 1,381 WHMIS 2015 training modules and 17,474 emergency preparedness courses.

FOSTERING A HEALTHY ENVIRONMENT FOR STAFF

Equally important is the Division's continued effort to enhance quality-working environments for staff, which is paying off. The 2019-20 Staff Engagement Survey indicates 94.9% of EIPS certificated staff and 96.4% of classified staff feel they have the resources and materials needed to do their work. Similarly, 96.2% of certificated and 91.6% of classified staff feel the mission and goals of EIPS make them feel their job is important. Other highlights include: 97.9% of certificated staff and 96.9% of classified staff feel someone at work cares about them; and 90.2% of certificated staff and 92.7% of classified staff are satisfied their school or department is a good place to work.

New to the 2019-20 Staff Engagement Survey were a set of questions gauging staff perceptions about EIPS' COVID-19 health-and safety-protocols. As expected, in times of uncertainty, some staff did respond to these questions as "unsure." Overall, however, 91.5% of certificated staff and 94.1% of classified staff indicated the Division does a good job of sharing information about COVID-19. As well, 85.2% of certificated staff and 91% of classified staff strongly agree or agree the Division cares about their health and safety. Collectively, these are strong indicators of staff engagement and positive working environments for Division employees.



Opportunities for Growth

In September 2020, the province dissolved all Regional Collaborative Service Delivery (RCSD) partnerships across Alberta. RCSD partnerships served as a way for regional school authorities to work collaboratively with Alberta Health Services, Community and Social Services and Children’s Services to ensure children, youth and families have access to the supports they need to be successful at school. For years, EIPS was part of the Eastern Edge RCSD. Now, in absence of the partnership, it’s vital students and their families continue to have access to needed health-care supports and resources—such as speech-and-language therapy, occupational therapy, complex communication and mental health.

As result, in 2020-21, EIPS entered into a partnership with other school divisions that were part of the former Eastern Edge RCSD to offer educational services to students with low-incidence needs—visually impaired, deaf and hard of hearing, complex communication. The group will also work on ways to include former community partners as well. Not an easy task, as these community partners are no longer funded to support schools.

Also, healthy relationships and positive mental health continue to require deliberate efforts to ensure promotion and prevention, early identification, early intervention, treatment and followup takes place for students who require the services. So, this is another growth area for

EIPS—particularly important this year given the pandemic. For many students and staff, COVID-19 creates heightened anxieties and fears about the present and future. Changes in routines, such as the suspension of in-school classes and the school re-entry, further exacerbate mental health conditions. As such, throughout 2020-21, EIPS will work to support the mental health and wellness of all staff and students.


It will also continue to provide education and support to school staff about mental health literacy and service pathways for students in need of help. And, as always, the Division will continue to support all schools implementing sexual orientation and gender identity (SOGI) resources, restorative practices, trauma-informed approaches, Non-Violent Crisis Intervention training for staff and the Violence Threat Risk Assessment, when necessary.




Priority Strategy for Education Plan


EIPS will continue its efforts to ensure its learning and working environments are welcoming, inclusive, respectful and safe. Strategies include:


 Ensure all health-and-safety protocols, as outlined in the *EIPS COVID-19 Guidelines* are in place across the Division.


 Support staff through online training, resources, materials and activities to ensure EIPS successfully meets the social-emotional needs of staff, students and families—with a focus on the school re-entry.

 Ensure human resources’ guidelines align with the heightened COVID-19 health-and-safety protocols.

 Maintain the Division’s Certificate of Recognition and address any factors that could affect EIPS’ Certificate of Recognition status.

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

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

 Co-ordinate with government agencies and community partners to provide professional learning, awareness and access to resources related to welcoming, inclusive, respectful and safe learning environments.

GOAL 2: Quality Infrastructure for All

Assurance Domain: Learning Supports

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

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

Performance Measures	RESULTS IN PERCENTAGES				
	2015-16	2016-17	2017-18	2018-19	2019-20
EIPS FACILITIES					
Overall school-utilization rate	74	77	75	73	75
Number of new, replacement or modernization capital projects funded versus requested	1 of 5	1 of 4	3 of 4	1 of 4	0 of 1
Approved modular unit classrooms	9 approved	11 approved 3 demolished	0 approved	1 approved 8 demolished 3 relocated	1 relocated
Number of modular units installed and hooked up with occupancy for school startup	9	11	n/a	0 (4 late)	1
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	103	175	127	121	151
Number of maintenance projects completed	128	212	201	340	457
Number of work orders requested	7,304	8,043	7,844	8,723	10,455
Percentage of work orders completed	100	99.6	93	99	93
EIPS Parent Survey: Percentage of parents rating the physical condition of their child's school excellent, good or fair*	n/a	n/a	n/a	81.14	80.6
EIPS TECHNOLOGY					
Number of schools completing the reconfiguring of Active Directory	n/a	38	40	40	Not tracking
Number of Central Services servers migrated to a virtual environment at the Central Data Centre	80	90	75	77	Not tracking
Number of school servers migrated to a virtual environment	50	76	160	120	Not tracking
Number of schools rewired to Category 6 standards	3	6	10	15	33
Number of schools funded with evergreening technology	21	24	26	31	0
Number of schools with fibre connections right to the curb	32	38	43	43	Not tracking
Number of schools with 100 Mbps bandwidth*	n/a	n/a	n/a	n/a	7
Number of schools with 200 Mbps bandwidth*	n/a	n/a	n/a	n/a	27
Number of schools with 300 Mbps bandwidth*	n/a	n/a	n/a	n/a	1
Number of schools with 400 Mbps bandwidth*	n/a	n/a	n/a	n/a	1
Number of schools with 500 Mbps bandwidth*	n/a	n/a	n/a	n/a	1
EIPS TECHNOLOGY					
Number of bus riders at the end of June	8,927	9,304	9,369	9,271	9,041
Number of buses	152	160	161	153	157
Average bus ride time	29.5	28.5	28.4	28.6	29.3
Percentage of buses installed with GPS tracking systems	100	100	100	100	100
Number of parents and students who participated in the Little Elk Island Adventure bus-safety program	395	420	548	853	862

*New measure

Background

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



Results

FACILITY SERVICES

Throughout the 2019-20 school year, the Facility Services department oversaw many projects, including project managing the Heritage Hills Elementary replacement school. The new replacement school—completed on schedule and in time for the 2020-21 school startup—also included the fit-out of furniture and equipment, seasonal work and a playground installation. Similarly, the department handled the closing of Wye Elementary, which Heritage Hills Elementary replaces. The abatement of the school took place in the 2019-20 school year. The demolition is slated for the 2020-21 school year.

In terms of modular classrooms, the department relocated one modular unit to SouthPointe School from Wye Elementary. It also managed the re-roofing of the Truco modular units at Ardrossan Elementary and SouthPointe Schools. Other tasks included completing 457 maintenance, operations and custodial projects; 151 Infrastructure Maintenance and Renewal (IMR) projects; and 10,455 work orders—some of which were carry-overs from the previous year. As well, to stimulate the economy, the Government of Alberta initiated a Construction Maintenance Renewal (CMR) program in 2019-20. Through the program, EIPS received an additional \$3.9 million to begin immediate construction on 13 major projects—all with an expected completion date of fall 2020.

INFORMATION TECHNOLOGIES

EIPS continued to leverage the recent migration to virtual servers, as reported in the *Annual Education Results Report* over the past four years. With the data-centre virtualization project complete, the focus shifted to network connectivity and reliability. Some school sites experienced connectivity and latency issues during the 2019-20 school year—mostly because of issues related to VOIP telephone service and internet response times. The Division engaged both its network provider and consultant services to help resolve these issues.

In early 2020, EIPS noticed improvements. However, testing and reporting abilities were hindered because of the pandemic and the cancellation of in-school classes. The Division used new and existing network monitoring software to determine if the connection issues were internal or service-provider related. Unfortunately, there wasn't enough internal network traffic during the in-school class suspension to determine if a bandwidth or configuration issue exists. As such, EIPS continues to monitor and strategize to ensure a secure, robust and reliable IT environment.

With the temporary reduction of evergreening funding, the Division also focused efforts on IT asset management reporting. By doing so, EIPS improved its ability to have quick and accurate reporting of its IT assets—essential moving forward, given the uncertainty of evergreening funding in the coming years. Many schools also had to loan technology equipment to staff and students to make the emergency alternative-learning model accessible. During this time, providing reliable remote connectivity and student information systems support was key. In fact, the Help Desk's ticket requests significantly increased. Throughout, the IT team worked collaboratively to support users for at-home work and learning.

The Information Technology department also successfully implemented a change advisory board. The new process allows the department to manage the Division's various software using a decision matrix. It also ensures efficient use of funding and preventing any system duplications. The department now plans to expand the process to schools and EIPS Central Services to assist with change management.

STUDENT TRANSPORTATION

Transportation is another component of quality infrastructure. In the 2019-20 school year—September 2019 to when the province cancelled all in-school classes—EIPS transported 9,041 students on 157 buses with an average ride-time of 29 minutes and 28 seconds. Additional buses were added for two reasons: 1) to support the transportation of students to Vegreville and Lamont because of Andrew School's grade reconfiguration, and 2) for capacity issues

on buses in Fort Saskatchewan and Sherwood Park. For students attending schools in Vegreville and Lamont, there was a slight ride-time increase, of approximately 30 seconds—again, the result of the senior high program at Andrew School closing. Overall, given the urban-rural mix, divisionwide ride times are favourable.

Safety was again the priority for the department as it transports students to and from school. EIPS Student Transportation is a leader in the province in this area—thanks to the technology it uses, such as GPS, student scan cards, the Child Check-Mate system and video-surveillance monitoring. The technology is also useful for managing and optimizing rides, ensuring students are accounted for when getting on and off the bus, and assisting with student management.

Student Transportation continues to offer the Little Elk Island Adventure, a bus-safety program for first-time riders. The program is locally developed and educates children and families about school bus procedures and safety. The number of families taking part increased slightly from the previous year. Overall, the Little Elk Island Adventure helps improve student awareness and behaviour on Division buses and gives families a clear understanding of student expectations while riding EIPS buses.

During the suspension of in-school classes, Student Transportation stayed in contact with bus operators to ensure staff retention for the 2020-21 school year. Student Transportation placed phone calls to all bus operators to stay connected, see how they were managing during the pandemic and seek feedback. The communication was well-received by all bus operators. It also illustrates the positive effect conversation elicits.

In the spring and summer of 2020, Student Transportation spent a great deal of time preparing for the school re-entry and ensuring protocols, as outlined by the province and EIPS, were in place. It also established a cleaning process that encompassed a deep clean of buses twice daily, cleaning high-touch areas at transfer sites and a daily disinfection process with an electrostatic sprayer. In addition, the department developed a personal protective equipment policy for students and bus operators. All students must wear masks at bus stops, while riding the bus and at transfer sites. Similarly, bus operators have to wear masks at all times and a shield at bus stops and transfer sites when children board and disembark buses. The policy also included the purchase of various personal protective equipment, such as cleaning products, hand sanitizers for students boarding the bus, and electrostatic sprayers.

Opportunities for Growth

FACILITY SERVICES

Building relationships within and outside the department continues to be an opportunity for growth as it enhances communication around project timelines and status updates. As such, Facility Services will continue to improve communication between its department, school administrators and all other EIPS departments. The goal: To ensure healthy, high-quality learning and working environments and facilities.

Another growth area with respect to Division infrastructure is finding a solution to address student capacity issues. Over the last few years, EIPS has experienced strong residential growth in Fort Saskatchewan. The growth is at a point where it affects the Division's ability to provide accommodation for students living within the area. To continue to provide high-quality, student-centred education that builds strong, healthy communities, the Division needs a solution to manage the growth and address student capacity issue. Short-term, EIPS plans to accommodate students through its 2020-21 Modular Classroom Plan. However, it's a temporary solution. By 2028, all schools in that city are expected to reach maximum capacity. In Sherwood Park, the greatest concern is the deterioration of Sherwood Heights Junior High and accommodating students should the school experience a major system failure given its age and current Facility Condition Index value.

The Division needs a solution to manage growth and address student capacity issues

A third area for growth for the department is the continued use of the one-stop, service-centre experience. Since launching in 2017, the feedback from school administrators is overwhelmingly positive. More visitations by the Facility Services Management Team and small-group meetings between directors and principals will further enhance the relationship process.

INFORMATION TECHNOLOGIES

Information Technologies will continue to improve the feature utilization of existing systems, including PowerSchool and the atrieveERP system. With the increasing need for a robust online-learning experience and the enterprise-management approach to systems, EIPS also shifted to an online learning-management system, Brightspace, in the 2020-21 school year. As such, the department will dedicate a significant amount of time developing the platform and building capacity around it.

Additionally, Information Technologies has aligned the Division's education goals by including the education-technology team with the information technologies department. There are many functions within the Information Technologies portfolio that the educational-technology team can help with in terms of context and consultation. Some of this includes configuration design and process support to guide training and professional learning for end-users.

Currently, the network and server teams use ageing server hardware. So, the department will upgrade the technology stack in its data centre. Continued network- and infrastructure-design improvements are also essential. As such, the network and server teams will work closely to improve the network's stability while providing seamless access to core education and business systems. Furthermore, participating in relevant professional learning will ensure the implementation of new hardware is successful and provide knowledge for ongoing support. These upgrades are critical to safe and reliable access for students for both in-school learning and out-of-school learning.

STUDENT TRANSPORTATION







Student Transportation will continue to review route optimization to find even more opportunities to provide safe and efficient transportation to EIPS students—while also operating within the scope of the transportation budget. Other growth areas for the department include recruitment and retention of bus operators and ensuring safe transportation during the COVID-19 pandemic.








Priority Strategy for Education Plan





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

-  Continue to use the one-stop, service-centre email for all maintenance, operation, and Infrastructure Maintenance and Renewal requests. It will also explore other process efficiencies to enhance communication around project timelines and status updates.
-  Perform VFA and Azzier data analysis to prioritize projects.
-  Continue to advocate, through its three-year and 10-year capital plan, for funding to build a new junior-senior high school in Fort Saskatchewan and a replacement school for Sherwood Heights Junior High in Sherwood Park. EIPS conducted value scoping sessions for both areas and will use the information collected in the two sessions to inform capital planning and ensure the best infrastructure decisions.
-  Implement a three-year modular plan. Then, use that data to revise and update the Division's three-year capital plan and 10-year facility plan.
-  Enable stewardship in all EIPS facilities through procurement and preventative maintenance practices.
-  Ensure occupational health-and-safety protocols such as protective barriers, signage, increased custodial and cleaning practices are in place and monitored.

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

-  Implement and support Brightspace, the Division's online learning-management system.
-  Migrate all file-server data to Division SharePoint sites with enabled records retention policies.
-  Use Division systems to establish digital workflows to support both records management and digital student records, including enhancements to the atrieveERP system and the PowerSchool forms solution.

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

-  Continue efforts related to route optimization and efficient transportation of students within existing buses.
-  Continue efforts around driver training, recruitment and retention.
-  Ensure safe transportation during the COVID-19 pandemic.
-  Migrate toward a web-based transportation software.

GOAL 3: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

Local Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading

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

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2015-16	2016-17	2017-18	2018-19	2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR								
Teachers reporting in the past three to five years the professional learning of in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning	84.8	87.3	85.2	84.2	86.4	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction	90	91	89	87	91	Very High	Improved	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs	83	85	83	83	85	Very High	Improved	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning	82	85	84	83	84	Very High	Maintained	Excellent
Teacher, parent and student satisfaction with the overall quality of basic education	n/a	88.5	89.3	88.9	89.5	Very High	Maintained	Excellent
Teachers, parents and students indicating their schools in their jurisdiction have improved or stayed the same in the last three years	80	80.2	79.5	81	80.2	High	Maintained	Good
Parents satisfied with the overall quality of basic education	90	91	88	91	91	Very High	Improved	Excellent
Parents satisfied with the quality of teaching at their child's school	90	91	88	91	91	Very High	Improved	Excellent

Performance Measures	RESULTS IN PERCENTAGES						
	2015-16	2016-17	2017-18	2018-19	2019-20		
EIPS PARENT SURVEY							
Families satisfied with the quality of education their child's receiving at their school			91.6	91	85.5	88.6	86.4
Families satisfied with the quality of teaching at their child's school			89.8	89.5	85.5	88.4	86.4
Families satisfied with the leadership in their child's school			83.8	83.3	78	81.2	80.9
EIPS STAFF ENGAGEMENT SURVEY							
There is someone at work who encourages my professional learning			94	94.5	91.2	94.4	94
This last year, I have had opportunities at work to grow			94	95.1	92.9	94.1	94.8
My colleagues are committed to doing quality work			88	96.8	96	97	97.6
I receive recognition or praise for doing good work			88	89	85.5	89.9	88.8

Background

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

Results

Overall, feedback from both the 2019-20 Accountability Pillar survey and divisionally administered surveys indicate a high degree of satisfaction among employees about the professional learning offered within EIPS. Using the 2019-20 Accountability Pillar, 86.4% of EIPS teachers feel the Division consistently provides focused, effective, professional learning opportunities that support teachers' professional learning needs—up from 84.2% the previous year. As a result, more teachers also report the professional learning opportunities offered within the Division effectively and significantly address or contribute to their professional development.

Similarly, 91% of teachers agree the professional learning opportunities offered, over the past three years, focused on the jurisdiction's priorities. As such, it's fair to extrapolate the Division's professional learning is tightly tied to its Four-Year Education Plan. Overall, the data illustrates the professional learning offered within EIPS is impactful and contributes to teachers' instructional practice and ongoing professional development.

To complement the Accountability Pillar, EIPS also conducted a staff-engagement survey in spring 2020. The survey was completed by all Division employees—certificated and classified. What the results suggest is the Division has conclusively established a culture of learning throughout the organization. In fact, on all related measures, the responses continue to improve. Particularly notable, 94% of staff reported there is someone at work who encourages their professional learning; 94.8% said they have opportunities at work to learn and grow; 97% reported their colleagues are committed to doing quality work; and 88.8% of employees felt they received recognition or praise for doing good work.

BUILDING CAPACITY

On an annual basis, all probationary, permanent and continuing-contract staff develop, implement and review a Professional Growth Plan. Each plan is pertinent to the employee's position and reflect their professional learning

goals and objectives. The Professional Growth Plans demonstrate a relationship to the quality standard for all staff, and incorporate the education plans of the school, the Division and Alberta Education. Overall, they help foster improvements in instruction, professional growth and improved practice of all Division employees.

As in previous years, new staff members were invited to participate in Off to a Good Start (OTAGS), an EIPS-led orientation conference for new employees. In the 2019-20 school year, the Division offered OTAGS in a reduced form—because of budget constraints—to secretaries, business managers and registrars. The Division only hired two new probationary teachers, as such, they didn't participate in OTAGS. Instead, they received a one-on-one teacher mentor for onboarding support.

Additionally, all principals and assistant principals had the opportunity to participate in six instructional coaching sessions. The sessions were hosted by Sandra Herbst, an author, speaker, coach, consultant and educator with extensive leadership experience in the area of instructional coaching. Participant feedback was overwhelmingly positive. Unfortunately, because of COVID-19 and related public-health restrictions, the Division cancelled the remaining four sessions

The Division also hosted a Classified Professional Learning Day, with 520 classified employees attending the keynote speaker session. The session featured Doug Keeley—a leading communicator, serial entrepreneur, and self-professed “leadership junkie”—who discussed how storytelling fuels leadership, culture and success. In addition, the Supports for Students department hosted numerous sessions throughout the year. For the most part, the sessions focused on capacity building in the areas of literacy; numeracy; discipline; crisis intervention; early learning; career pathways; curriculum; assessment; analysis of achievement data; First Nations, Métis and Inuit history and culture; land-based learning; counselling; and inclusive practices.

Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, COVID-19 presents new challenges—specifically the inability to conduct face-to-face sessions. As such, exploring engaging ways to support building capacity through virtual platforms is essential throughout the 2020-21 school year. Similarly, because Division consultants were re-deployed to support out-of-school learning, one-on-one professional coaching—in literacy and numeracy—is on hold until further notice. As such, EIPS needs to find other ways to support individual teacher practice and sustain momentum in the Readers’ Workshop and Writers’ Workshop.

Furthermore, EIPS is using two new online platforms—a new learning-management system, called Brightspace, and a new enterprise resource planning system, atrieveERP. As such, the Division will focus a significant amount of its professional learning efforts to building capacity for these new platform. Professional learning around Brightspace is the priority. The reason: If the province moves to Scenario 2 or Scenario 3, it’s essential students and teachers can easily navigate the platform for successful out-of-school learning. In addition to Brightspace and atrieveERP, professional learning around PowerSchool is another growth area for the Division.



Priority Strategy for Education Plan

EIPS will continue its efforts to ensure it’s supporting and enhancing the quality of teaching, learning and leading. Strategies include:




Develop a targeted professional learning and communication plan to build capacity for teachers, educational assistants, leadership staff, students and families with Brightspace. Efforts include professional learning days and sessions, weekly learning tasks, one-on-one support and creating an online video-learning series.



Develop targeted functional professional learning for classified and certificated staff focused on key competencies required for specific positions—with a system to track competencies and required certifications.



Continue developing onboarding sessions for new hires and comprehensive leadership-readiness workshops to ensure the successful transition into new positions.



Priority 3:

Enhance Public Education
Through Effective Engagement

GOAL 1: Parent Engagement

Assurance Domain: Governance

Local Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education

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

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2015-16	2016-17	2017-18	2018-19	2019-20	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR								
Parents and teachers satisfied with parental involvement in decisions about their child's education	78.1	78.1	78.4	77.7	78.9	High	Maintained	Good
Parents satisfied their family is encouraged and supported in helping their child be successful in learning	n/a	n/a	n/a	80.3	82.4	Very High	Improved	Excellent

Performance Measures	RESULTS IN PERCENTAGES				
	2014-15	2015-16	2016-17	2017-18	2018-19
EIPS PARENT SURVEY					
Families satisfied with the opportunity to be involved in decisions at their child's school	80.5	79.2	77.5	79.8	80.0
Families that agree there is open and honest communication within their child's school	80.2	79.7	81.2	84	83.3
Families that agree the school keeps them informed about their child's progress and achievement	86	86.1	86.4	88	87.1

Analysis of Results

Background

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

Results

The 2019-20 Accountability Pillar data indicates 78.9% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division—up from 77.7% the year before. That number aligns with results from the EIPS Parent Survey, conducted in March 2020. In the survey, 80% of families indicate satisfaction with the opportunity to be involved in decisions at their child's school; 83.3% of families report open and honest communication within their child's school; and 87.1% say EIPS schools keep parents informed about their child's progress and achievement. Collectively, these results suggest EIPS families are content with their involvement and communication with schools. While this remains relatively consistent year-to-year, it's a continuous focus area for the Division.

BUILDING CAPACITY

Last year, the Division explored ways to support further parent engagement in health and wellness. The result: EIPS partnered with the Eastern Edge Regional Collaborative Services Delivery and with Alberta Health Services Addiction and Mental Health, to offer a series of information sessions for parents, caregivers, and school professionals on a variety of topics, including technology and the teenage brain, respectful limit setting with adolescents, cannabis information, understanding depression, breaking the cycle of anxiety, building executive functioning skills, sleeping your way to better mental health and test anxiety. Even during the suspension of in-school classes, these sessions continued, albeit virtually, to ensure those who needed help had access to resources.

Communicating with new families was another area of focus for the Division. One of the ways EIPS accomplished this was by offering orientation sessions for both Play and Learn at School (PALS) families and kindergarten families. Individual orientation sessions were offered to PALS parents with their child's teacher. These collaborative sessions included discussions about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements and what to expect on the first day of school.

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

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

The cancellation of in-school classes, and switch to alternative learning, made families instant partners in education

PARENTS AS PARTNERS

When the province cancelled all in-school classes, students switched to an alternative-learning model—at home and, mostly, online. Families became instant partners in education. To support this relationship, the Division established a website dedicated to families and students with needed communication, resources and information to navigate the alternative-learning model. To complement this, EIPS also created a second website for elementary students with content and optional learning activities related to physical education, art, music and French.

Meanwhile, in the absence of in-person classes, the Division offered online speech-language screening to families interested in the PALS program, which 16 families took advantage of. Children were screened in speech sounds and language skills to determine Program Unit Funding and the PALS program eligibility. Those who required full speech-language assessment

were referred on for more comprehensive screening, scheduled in fall 2020. The sessions allowed families to ask questions and discuss concerns about their child's development with a Speech-Language Pathologist. Conversations of this nature are often a difficult first step for families seeking support for their child. The EIPS team helped make this process easier, while also providing guidance and direction.

As well, EIPS was intentional in including the school community in its work around Indigenous education. Schools invited families to participate in many First Nations, Métis and Inuit activities and events. Several schools continued to host family teas and feasts throughout the fall and winter. In fact, attendance at these events was noticeably more robust as trust continues to grow between families and the Division.

Additionally, EIPS organized several engagement opportunities with school families. In September 2019, it met with school council members to better understand what consultation methods are most meaningful for families. The Division also conducted several surveys to collect feedback on specific topics, including two surveys about the school re-entry plan, one survey about out-of-school learning and the annual EIPS Parent Survey. Other engagement included regular school communication and monthly newsletters—used to inform students and families about what's taking place within the school and Division. News releases further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Plus, all EIPS schools used various social media platforms to further connect with families.

Each EIPS school council is supported through the Division's Committee of School Councils. School council representatives meet regularly with the Board of Trustees and EIPS senior administration. In the 2019-20 school year, the group met six times to discuss topics impacting the Division and the provincial education system—meetings continued throughout the pandemic, virtually. Some of the agenda topics included the *Education Act*, the *Choice in Education Act*, the Division budget for 2019-20 and 2020-21, engaging parents, student transportation, Alberta's new funding framework, staying connected during COVID-19, navigating Google Classroom, EIPS's draft Four-Year Education Plan, assessment during COVID-19; the Alternative Learning Toolkit, and more. Following each meeting, school council representatives who participated, shared the discussion topics with their own school council members. In 2019-20, the number of schools represented at each meeting ranged between 17 and 27, totalling an average representation of 19 schools at the meetings—consistent with the previous year.









Opportunities for Growth

Although the Division is pleased with the feedback from families about parental involvement, it's committed to continually improve and refine its engagement process. As such, it remains a growth area for the Division. Specifically, EIPS will ensure it considers input from EIPS families and community members before implementing decisions about school education plans, Division priorities and programming within schools and departments.



Priority Strategy for Education Plan

Fostering even more engagement with EIPS school families is an ongoing priority for EIPS. Throughout the 2020-21 school year, strategies include:

-  Engage stakeholders in discussions about infrastructure requirements in Sherwood Park and Fort Saskatchewan.
-  Continue to offer professional learning sessions to support families in engaging their child about health and wellness topics.
-  Provide resources to families about ways to support a child's growth in the areas of literacy and numeracy.
-  Engage stakeholders to develop the priorities for the new EIPS Four-Year Education Plan.
-  Implement the assurance framework with school families.
-  Continue to disseminate timely information internally and externally, so everyone within EIPS is well-informed and aware.
-  Continue to expand communication with EIPS families through updates, newsletters, news releases and social media platforms.
-  Continue to inform EIPS families about the initiatives and events taking place throughout the Division.
-  Continue to offer consistent experiences for families to learn about each school's results and provide input into the School Education Plan.

GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

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

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

Performance Measures	RESULTS				
	2015-16	2016-17	2017-18	2018-19	2019-20
EIPS INTERNAL DATA					
Number of advocacy areas specifically identified and addressed by the Board of Trustees	n/a	5	9	3	2
Number of advocacy letters sent to the minister of education	n/a	7	10	4	5
Number of formal meetings with the minister of education or provincial ministers	n/a	8	6	3	4
Number of formal meetings with Alberta's members of the legislative assembly	n/a	7	6	2	6
Number of formal meetings with mayors in the EIPS jurisdiction	n/a	4	11	2	4
Number of media advocacy articles, radio and television interviews	n/a	9	23	21	84

Analysis of Results

Background

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

Results

Throughout 2019-20, the EIPS Board worked diligently to ensure the Division's voice was heard on various topics impacting the Division, such as local Board autonomy, engagement of boards and school jurisdictions in government decision-making, adequate education funding, the *Education Act*, addressing student capacity issues and ageing infrastructure. Despite the cancellation of in-school classes, the Board continued all efforts to increase public awareness around these issues by engaging the media, government, industry associations, Division families and surrounding community. In March, the focus shifted to virtual platforms because of the pandemic and the public-health restrictions in place.

These efforts were further strengthened through the Board's Advocacy Committee. Every year the committee develops key messages for the Board's advocacy areas and

refines and executes a strategic advocacy plan based on the topics identified by the Board. For the 2019-20 school year, the two key focus areas were education funding and autonomous school boards.

In terms of media, 50 news releases were distributed resulting in various interviews secured with both local and mainstream news organizations including *The Sherwood Park–Strathcona County News*, *The Fort Saskatchewan Record*, *The Lamont Leader*, *Vegreville News Advertiser*, *The Strathcona Bugle*, *Edmonton Journal*, *ThreeSixty Alberta*, *Mix 107.9*, *FortSaskatchewanOnline*, *Country 106.5*, *CBC Television*, *CBC Radio*, *CTV* and *Global*. In total, 635 news stories were published—84 of which focused on the Board's advocacy topics. To accompany these interviews, 17 sets of key messages were developed. Ongoing Board columns were also published in four local newspapers. Collectively, these showcase the innovative learning taking place within the Division, the vibrant

partnerships the Division has established, and why EIPS is an exceptional place to learn and work.

Advocacy messaging was heard during many association and education-based meetings, with the Alberta School Boards Association, Canadian School Boards Association and various levels of government. At all of these, the Board shared its successes, challenges and concerns. Thanks to these efforts, the Board has established an understanding with its stakeholders about EIPS' needs and the issues facing education. The ongoing communication has also helped foster respect and develop a productive working relationship with other elected officials.

These efforts were complemented by various advocacy initiatives, including five advocacy letters written to provincial ministers, four formal meetings with the provincial ministers, six meetings with members of Alberta's legislative assembly and four formal meetings with mayors in the jurisdiction. Numerous informal meetings were also co-ordinated with municipal and

provincial officials to share insight on a range of topics impacting the Division (see pg. 51, "Results").

Finally, the Board worked hard to ensure good communication with its constituents, families and other community members. Trustees presented monthly Board Reports at school council meetings, the Committee of School Council meetings and at regular Board meetings. Trustees also remain committed to its public engagement strategy, which outlines the tactics and tools to use in all EIPS consultation efforts. Using the strategy as a framework, the Board successfully reached out to Division families and key stakeholders on a range of topics, from programming to school-capital projects to the school re-entry plans. Through these efforts, the Board is better informed. The result: A collective understanding of what the needs of EIPS are and why making education a high priority is important within the province.




Opportunities for Growth

While the Board has developed strong and productive working relationships with various elected officials in the communities EIPS serves, nurturing and further strengthening these is essential. As such, in the 2020-21 school year, the Board will continue to foster and build these relationships to ensure regular dialogue continues and community consensus is maintained about issues requiring feedback to formulate workable solutions. Additionally, for the 2020-21 school year, the Board developed an advocacy plan centred around education funding, the value of public school education in Alberta and autonomous school boards. The plan includes strategies, tactics and key messaging, which the Board will use to advocate for the Division. The Board will also develop other opportunities to strengthen additional advocacy areas, as identified.

Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education is a continued priority in the 2020-21 school year. Specific strategies include:

-  Promote effective communication and build relationships with elected officials.
-  Develop and maintain a focused advocacy plan for the 2020-21 school year.
-  Strategically partner with organizations and other school boards to enhance advocacy efforts.
-  Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.

-  Continue to work with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.
-  Continue to use the Division's public engagement strategy to guide all public engagement efforts—at the Division and school levels.
-  Develop new initiatives to engage and mobilize the Division's families and school communities.

Financials and Reports

Summary of Financial Results 2019-20

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

Key Highlights from 2019-20

A year-end deficit of \$1.5 million lowered the accumulated surplus to \$18.3 million. The accumulated surplus is the primary indicator of the financial resources EIPS has available to provide future services. Accumulated surplus includes investment in Board-funded tangible capital assets (\$6.2 million), unrestricted surplus, operating reserves (\$11.3 million) and capital reserves (\$800,000).

Operating reserves of \$4.2 million are designated for use by schools and departments to support future years and for specific initiatives approved by the Board. The unallocated Division reserve, which is \$7.1 million, or 4% of the EIPS budget, provides financial stability for the Division. The minimum level is 2%, or approximately \$4 million. The balance of capital reserves is \$800,000, as of Aug. 31, 2020. These reserves are for the purchase of future unsupported capital assets.

Revenue was less than budget by \$10.1 million, primarily in provincial grant funding because of changes to the funding model, including the elimination of class-size funding and school-fee grants; reduction in government funding as a result of the cancellation of in-school classes; and reduced infrastructure maintenance and renewal spending. In addition, fees, sales and services, fundraising and donation revenues were less than budget because of the cancellation of in-school classes. These changes were offset, somewhat, by the provincial one-time transition funding and increased program-unit enrolment.

Expenses were \$10.2 million less than budgeted, primarily the result of adjusted spending on staffing; contracted services and supplies—the result of the closure of in-school classes, including reduced transportation costs and savings from temporary layoffs; and adjustments made to provincial funding.

Instruction spending comprised 79% of the total budget, or 81% when capital is excluded, which equates to \$8,740 per student. Also, board and system administration spending was 3.5% of total expenses—below the 3.6% maximum imposed by Alberta Education.

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

School Generated Funds

The unexpended school generated funds (SGF) were \$1.9 million, as of Aug. 31, 2020. SGF revenues in the year were \$4.7 million and comprised of:

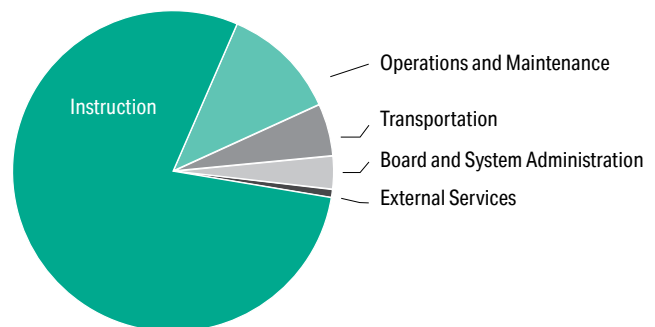
- fees of \$2.2 million—such as field trips, athletics, noon-hour supervision;
- sales and services of \$1.6 million—such as cafeteria and food programs, graduation;
- fundraising of \$300,000; and
- donations and grants of \$600,000.

SGF expenses during the year totalled \$4.5 million.

2019-20 Expenses by Program

Program	Amount	Percentage
Instruction	\$147,162	78.7%
Operations and Maintenance	\$22,563	12.1%
Transportation	\$9,585	5.1%
Board and System Administration	\$6,575	3.5%
External Services	\$1,018	0.5%
TOTAL	\$186,903	100%

All dollar amounts are expressed in thousands





Budget Summary 2020-21

The 2020-21 budget has an operating deficit of \$4.7 million, which is offset by operating reserves. Revenue decreased by \$5.4 million to \$196.8 million, while expenses increased by the same margin to \$201.5 million from the 2020-21 Spring Budget.

ACCUMULATED SURPLUS

The Division projects a \$13.6 million accumulated surplus, as of Aug. 31, 2021, comprised of:

- \$7.5 million in operating reserves
 - Schools and Central Services – \$1.1 million
 - Division unallocated – \$6.4 million, or 3.15% of the EIPS operating expenses

NOTE: The balance is \$2.4 million above the minimum level set by EIPS, which is 2%, or approximately \$4 million.

- \$121,000 in capital reserves
- \$6-million investment in Board-funded tangible capital assets

RESERVE USE

Capital items funded from Division capital reserves

- \$114,000 for the purchase of vehicles for Facilities Services
- \$540,000 to cover costs for wireless improvements

STUDENT ENROLMENT: 16,969, AS OF SEPT. 30, 2020

- A decrease of 501 students, 2.9%, from what was anticipated in the 2020-21 Spring Budget.
- A decrease of 431 students, 2.5%, from Sept. 30, 2019.

STAFF DECREASED TO 1,322.3 FTE

(certificated 873.7 FTE, classified 493.5 FTE)

- An increase of 26 FTE, (2%), from the 2020-21 Spring Budget
- A decrease of 61.6 FTE, (4.4%), from the 2019-20 Fall Budget

COMPENSATION, INSTRUCTIONAL AND ADMINISTRATION SPENDING

- No projected economic increase—all staff salaries have a 0% increase. Inflationary salary costs are related to grid movement and benefit costs.
- Instruction spending comprises 77.2% of the total budget and 79.2% when capital is excluded, which equates to \$9,493 per student.
- System administration spending is \$4.48 million, or 2.2% of total expenses—within the \$6.21-million grant provided by Alberta Education.

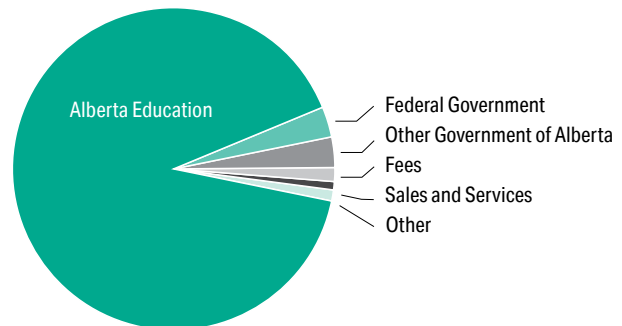
Revenues and Expenses Analysis 2020-21 Budget

STATEMENT OF REVENUES AND EXPENSES	2020-21 SPRING BUDGET	2020-21 FALL BUDGET	\$ CHANGE	% CHANGE
REVENUES				
Government of Alberta – Alberta Education	\$176,830	\$178,347	\$1,517	0.9%
Government of Alberta – Other	4,836	6,153	1,317	27.2%
Federal Government	-	6,115	6,115	-
Fees	4,969	2,911	(2,058)	(41.4%)
Other Sales and Services	2,658	1,211	(1,447)	(54.4%)
Other	2,102	2,080	(22)	(1.0%)
TOTAL	191,395	196,817	5,422	2.8%
EXPENSES				
Instruction	151,958	155,504	3,546	2.3%
Operations and Maintenance	27,272	29,353	2,081	7.6%
Transportation	11,767	11,995	228	1.9%
Board and System Administration	4,824	4,478	(346)	(7.2%)
External Services	290	203	(87)	(29.9%)
TOTAL	196,111	201,533	5,422	2.8%
OPERATING SURPLUS/(DEFICIT)	\$(4,716)	\$(4,716)	\$(0)	0%

All dollar amounts are expressed in thousands

2020-21 Revenues by Source

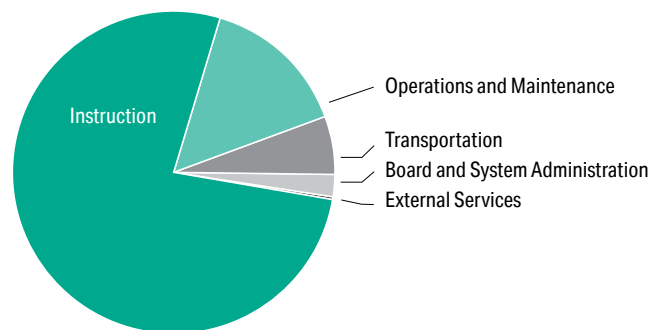
Alberta Education	\$178,347	90.6%
Other Government of Alberta	\$6,153	3.1%
Federal Government	\$6,115	3.1%
Fees	\$2,911	1.5%
Sales and Services	\$1,211	0.6%
Other	\$2,080	1.1%
TOTAL	\$196,817	100%



All dollar amounts are expressed in thousands

2020-21 Expenses by Program

Instruction	\$155,504	77.2%
Operations and Maintenance	\$29,353	14.6%
Transportation	\$11,995	6%
Board and System Administration	\$4,478	2.2%
External Services	\$203	0.1%
TOTAL	\$201,533	100%



All dollar amounts are expressed in thousands

Division Reports

Capital and Facility Projects

Throughout the 2019-20, Facility Services was actively involved in several school-capital construction projects—totalling more than \$26.9 million. In all capital projects, EIPS follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal.

Projects completed or currently in progress include:

- The Heritage Hills Elementary replacement—opened to students on Sept. 1, 2020.
- Wye Elementary abatement—completed fall 2020
- Wye Elementary demolition—slated for completion in fall 2020.
- Modular unit relocation—to SouthPointe School from Wye Elementary.
- Re-roofing of all Truco modular units at Ardrossan Elementary and SouthPointe School.
- Custodial, maintenance and operations work included 457 projects; 10,455 maintenance work orders; 151 Infrastructure Maintenance and Renewal projects and 13 major projects through the Construction Maintenance Renewal program.

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





Parent Involvement

The Division will share the *Annual Education Results Report 2019-20* with the Committee of School Councils in January 2021. At the school level, achievement results were shared with school councils in November 2020. School councils were also given the opportunity to provide input into their school education plans (see pg. 8, "Accountability and Assurance").

Timelines and Communication

EIPS strives to ensure families and communities can easily access the *Annual Education Results Report 2019-20*. The report is available from any member of the Board of Trustees, the Office of the Superintendent, or online at eips.ca, along with additional supplementary information.

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires all school authorities to include an annual report of disclosures in its *Annual Education Results Report*. During the 2019-20 school year, there were no disclosures within EIPS. For a copy of the legislation or for more information and resources, visit the Public Interest Commissioner's website at yourvoiceprotected.ca.

Appendixes

Accountability Pillar Overall Summary

Measure Evaluation Reference

ACHIEVEMENT EVALUATION

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.1	94.1 - 100
Program of Studies	0 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100
Education Quality	0 - 81.9	81.90 - 88.81	88.81 - 94.35	94.35 - 97.1	97.1 - 100
Drop Out Rate	0 - 3.7	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100
High School Completion Rate (3 yr)	0 - 78.73	78.73 - 92.86	92.86 - 100	100 - 100	100 - 100
PAT: Acceptable	0 - 0	0 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100
PAT: Excellence	0 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100
Diploma: Acceptable	0 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100
Diploma: Excellence	0 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100
Diploma Exam Participation Rate (4+ exams)	0 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100
Rutherford Scholarship Eligibility Rate	0 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100
Transition Rate (6 yr)	0 - 14.01	14.01 - 18.7	18.7 - 29.21	29.21 - 35.39	35.39 - 100
Work Preparation	0 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.4	82.40 - 100
Citizenship	0 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100
Parental Involvement	0 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100
School Improvement	0 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100

Notes

1. For all measures except, dropout rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the "Very High" evaluation level, values range from greater than or equal to the lower value to 100%.
2. Dropout rate measure: As dropout rate is inverse to most measures—lower values are better—the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the "Very High" evaluation level, values range from 0% to less than or equal to the higher value.

IMPROVEMENT TABLE

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

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1 - 3.83 (current < previous 3-year average)
Maintained	less than 1
Improved	1 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

OVERALL EVALUATION TABLE

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

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

Definitions for Measures and Key Terms

The **First Nations, Métis and Inuit** results reported for the Accountability Pillar include students who self-identified as First Nations, Métis or Inuit on student registration forms. School authorities must report on Accountability Pillar results for First Nations Métis, and Inuit students in education plans and annual education results reports for monitoring and improving education outcomes.

High School Completion Rate (three-year) is the percentage of students in the Grade 10 cohort who completed high school by the end of their third year, adjusted for attrition.

- High school completion is defined as receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency; entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five Grade 12 courses, including a language arts diploma exam course and three other diploma examination courses.

Post-Secondary Transition Rate (six-year) is the percentage of students in the Grade 10 cohort who entered a post-secondary-level program at an Alberta-based post-secondary institution or registered in an Alberta-based apprenticeship program within six years of entering Grade 10—adjusted for attrition.

- An estimate of the out-of-province post-secondary enrolment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of the province.

Diploma Examination Participation Rate (four-plus exams) is the percentage of students in the Grade 10 cohort who wrote four or more diploma examinations by the end of their third year of high school—adjusted for attrition.

- A student isn't considered a diploma examination participant, if they don't have an examination mark.

Dropout Rate is the percentage of students, 14 to 18 years, registered in Alberta's kindergarten to Grade 12 system who dropout the following year—adjusted for attrition.

- An initial age-specific cohort of students, 14 to 18 years, is established for a given school year, excluding the following groups: students who aren't registered on September 30 of the school year; students registered in schools not affiliated with Alberta, such as Lloydminster; students registered in schools under provincial or federal

authorities; students identified as having a moderate or severe cognitive or severe multiple disabilities; visiting and exchange students; and students attending Hutterite colony schools.

- A student who was in Alberta's education system is considered to have dropped out if:
 - there is no evidence of their participation in the Alberta education system the following school year, including in Alberta-based post-secondary and apprenticeship programs; or
 - they didn't complete high school (see pg. 65, "High School Completion Rate").

Rutherford Scholarship Eligibility Rate is the percentage of Alberta Grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and 12.

- Students must have completed at least one Grade 12 course. Students in the following categories are excluded: students who aren't registered on September 30 of the school year; students registered in schools not affiliated with Alberta, such as Lloydminster; students registered in schools under provincial or federal authorities; students identified in the Grade 12 school year as having a moderate or severe cognitive disability or severe multiple disabilities; students identified in the Grade 12 school year as visiting and exchange students; and students 20 years of age or older on September 1 of the school year.

Provincial Achievement Test Results (acceptable and excellence) are based on all students in each grade—total enrolment in the grade plus the ungraded students in the corresponding year of schooling. Results are calculated for each test. The overall result is the average of each test's results, weighted by the number of students enrolled.

- *PAT: Acceptable* per cent of students who achieve the acceptable standard on Grade 6 and Grade 9 Provincial Achievement Tests.
- *PAT: Excellence* per cent of students who achieve the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.
- In Spring 2020, the province cancelled all PATs as a result of COVID-19 and the suspension of in-school classes.

Diploma Examination Results (acceptable and excellence)

are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of each exam weighted result, by the number of students writing.

- *Diploma: Acceptable* per cent of students who achieve the acceptable standard, 50%, on a diploma examination.
- *Diploma: Excellence* per cent of students who achieve the standard of excellence, 80%, on a diploma examination.
- In Spring 2020, the province cancelled all diploma examinations as a result of COVID-19 and the suspension of in-school classes.

Survey Measures

In public, separate and francophone schools, all students in grades 4, 7 and 10; their parents; and teachers are included in the Accountability Pillar survey. In charter schools and Level 2 private schools, students in Grade 4 and above; their parents; and all teachers are included in the Accountability Pillar survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

SOURCE: Alberta Education



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Appointment of Returning Officers

ORIGINATOR: Karen Baranec, Communications Networking Specialist, Communication Services

RESOURCE STAFF: Laura McNabb, Director, Communication Services

REFERENCE: Board Policy 7: Board Operations

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees appoint Karen Baranec as the Returning Officer and Laura McNabb as the Substitute Returning Officer for conducting the 2021 trustee elections for Elk Island Public Schools (EIPS) under the *Local Authorities Election Act* or amendments there to.

BACKGROUND:

The Board of Trustees of Elk Island Public Schools is composed of nine elected members who work together to govern the school system according to community need while maintaining the standards set by provincial legislation. Trustees are accountable to the community they serve.

Nomination Day is Monday, Sept. 20, 2021. Election Day is Monday, Oct. 18, 2021. The Oct. 18, 2021 Local Authorities Election will mark the beginning of the next four-year term for trustees.

Section 13(1) of the *Local Authorities Election Act* indicates that the elected authority, may, by resolution, appoint a returning officer for the purposes of conducting the election. If the elected authority does not appoint a returning office, the secretary is deemed to have been appointed (Section 13(2)).

Section 13(2.1) of the *Local Authorities Election Act* indicates that the elected authority, must, by resolution, appoint a substitute returning officer. The substitute returning officer has and may exercise all the duties, functions and powers of a returning officer if, through illness, absence or other incapacity, the returning officer is incapable of performing his or her duties.

All duties and responsibilities of the returning officer with respect to the conduct of trustee elections are outlined in the *Local Authorities Election Act*, associated regulations, and amendments there to.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION PLAN:

- A Candidate Handbook will be developed to assist those running for office.
- Nomination Day and Election Day will be advertised and promoted as defined by legislation.
- Communication Services will use the Division website and other communication channels to promote the election.



RECOMMENDATION REPORT

DATE: November 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2021-22 Calendar

ORIGINATOR: Dave Antymniuk, Division Principal

REFERENCE: Policy 2: Role of the Board
Administrative Procedure 130: School Calendars

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approve a revised 2021-22 school year calendar.

BACKGROUND:

Policy 2: Role of the Board, Selected Responsibilities #6, establishes that the Board of Trustees will approve the Division school year calendar. At the December 19, 2019 board meeting the Board of Trustees approved the 2021-22 calendar.

CURRENT SITUATION:

During an election, many EIPS schools are used as polling stations. There is the possibility that Covid-based health and safety restrictions will still be in place for schools when the next municipal election is conducted on October 18, 2021. Concerns over exposure to members of the voting public would be significantly reduced if no students were present on election day. Therefore, senior administration is recommending that month's professional learning day be switched from October 8 to October 18, 2021. This change would not have any impact on instructional hours nor Division operations.

COMMUNICATION PLAN:

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

ATTACHMENTS

1. 2021-22 Calendar
2. 2021-22 Calendar (revised)

ML:da



EIPS DIVISION CALENDAR 2021-22

- Regular School Day
- Early Dismissal for Students
- First Instructional Day (Semester 1 & 2)
- No School – Statutory or Paid Holiday
- No School for All Students and Staff
- No School for Students – Professional Learning/Operational Day

Important Dates

- Aug 30** Professional Learning Day
- Aug 31** Operational Day
- Sept 1** Classes Begin
- Sept 6** Labour Day – Stat.
- Oct 8** Professional Learning Day
- Oct 11** Thanksgiving Day – Stat.
- Nov 8 - 12** November Break
- Nov 11** Remembrance Day – Stat.
- Nov 12** Day-in-Lieu: Parent Teacher Interviews
- Dec 22 - Jan 4** Christmas Break
- Dec 24** Christmas Floater Day – Paid Holiday
- Dec 27** Day-in-Lieu: Christmas Day – Paid Holiday
- Dec 28** Day-in-Lieu: Boxing Day – Paid Holiday
- Jan 3** Day-in-Lieu: New Year's Day – Paid Holiday
- Jan 5** Classes Resume for Students
- Jan 31** Professional Learning Day
- Feb 1** Second Semester Begins
- Feb 10 & 11** North Central Teachers' Convention
- Feb 21** Family Day – Stat.
- Mar 4** Professional Learning Day
- Mar 25** Day-in-Lieu: Parent Teacher Interviews
- Mar 28 - Apr 1** Spring Break
- Apr 4** Classes Resume
- Apr 15** Good Friday – Stat.
- Apr 18** Easter Monday – Paid Holiday
- May 6** Professional Learning Day
- May 20** School Closure Day
- May 23** Victoria Day – Stat.
- June 21** National Indigenous Peoples Day – no exams
- June 28** Last Instructional Day
- June 29** Last Operational Day

AUGUST 2021

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

SEPTEMBER 2021

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

OCTOBER 2021

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

NOVEMBER 2021

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

DECEMBER 2021

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

JANUARY 2022

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

FEBRUARY 2022

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

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

April 2022

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

MAY 2022

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

JUNE 2022

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

JULY 2022

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

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

0 2

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

21 0

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

19 1

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

17 1

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

15 0

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

18 1

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

17 2

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

17 2

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

18 0

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

19 1

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

20 1

2021-22 CALENDAR (revised)

Start Before Labour Day / Unequal Semesters
November Break

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

2021-22

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

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

1. School Instructional & Operational Days

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

Operational Days

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

2. Instructional Day Minimum

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

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	85	336	476
Early Dismissal Day	5	276	23
Semester 1	90	Total	499
Regular Day	86	336	482
Early Dismissal Day	5	276	23
Semester 2	91	Total	505
Total	181		1004

3. Staff Meetings

One Per Month

4 10-Month Classified Staff Paid for 196 Days

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



RECOMMENDATION REPORT

DATE: Nov. 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2020-21 Sherwood Park - Value Scoping Session

ORIGINATOR: Calvin Wait, Director, Facilities Services

RESOURCE STAFF: Brent Dragon, Planner, Facilities Services,
Robert Derech, Assistant Director, Facilities Services
Corrie Fletcher, Communications Specialist, Communication Services

REFERENCE: Alberta Education School Capital Manual – 2015
Administrative Procedure 540: Planning for School Facilities,

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 accept the recommendations of the Value Scoping Session report produced by START Architecture.**
- 2. That the Board of Trustees direct Administration to amend the 2021-24 Three-Year Capital Plan Priority 1-B to reflect Solution C of the Value Scoping Session report.**

BACKGROUND:

On November 1, 2019, the Alberta Government announced funding for the construction of 15 schools and design funding for 10 additional schools across the province. Unfortunately, funding for the replacement of Sherwood Heights Junior High was not an identified project. EIPS had identified four Sherwood Park schools on the 2020-23 Three-Year Capital Plan (see. Attachment 1: 2020-23 Three-Year Capital Plan). Sherwood Heights Junior High has been identified as a major modernization priority for at least a decade. During the 2020-23 Three-Year Capital Plan it was determined that a replacement facility would be more cost effective than a major modernization. The remaining schools in Sherwood Park that were identified on the 2020-23 Three-Year Capital Plan were: École Campbelltown, Pine Street Elementary and Salisbury Composite High. EIPS has also evaluated a series of contingency options to accommodate students currently attending Sherwood Heights Junior High in the event the facility becomes unsuitable for students. These contingency options include re-designating students to Salisbury Composite High and Clover Bar Junior High.



RECOMMENDATION REPORT

In December 2019, Alberta Education provided EIPS with funding to conduct a value scoping session to evaluate alternative solutions to address the infrastructure needs at Sherwood Heights Junior High and the other facilities identified in 2020-23 Three-Year Capital Plan. The objective of the Value Scoping Session was to identify opportunities to improve the value added by ensuring the Division's Capital requests meet the communities need while remaining fiscally responsible. In the event that major system failure occurs at Sherwood Heights Junior High, EIPS must be prepared to accommodate students over the medium to long-term. Furthermore, EIPS has a significant amount of excess capacity in Sector 1 - Sherwood Park. Proposed solutions should right size Division space over the short and medium-term, while ensuring the Division is capable of meeting anticipated growth over the long-term.

In February 2020, EIPS engaged START Architecture to conduct a value scoping session. The COVID-19 pandemic resulted in EIPS delaying the session until the 2020-21 School Year. As a result EIPS identified a placeholder for the results of the value scoping session in the 2021-24 Three-Year Capital Plan (see. Attachment 2: 2021-24 Three-Year Capital Plan). On September 21 and 23, 2020 a two-day working session was conducted. The value scoping session included internal and external stakeholders. The working group was comprised of EIPS trustees, EIPS senior administration, EIPS central staff, EIPS Principals, Strathcona County Council, Strathcona County administration, and various school council chairs. A complete list of invitees and participants can be found in the Attachment 3: Value Scoping Session Report Sherwood Park Schools Solution. Day one of the session involved the organization phase, information phase, scope review, functional analysis and the creative phase. On September 22, 2020 START Architecture took the ideas created on day one and explored them from an architectural and facilities perspective. This information was presented back to the participants on September 23, 2020, which included an evaluation of the ideas. After the completion of the working sessions START Architecture analyzed the information and developed three solutions and recommendations based on the options discussed in the sessions and feedback collection.

A comprehensive overview of the value scoping session can be found in Attachment 3: Value Scoping Session Report Sherwood Park Schools Solution. The following is an overview of the three solutions as presented in the report (see. Attachment 3 page 53 and 54). It is important to note that the information below represents a solution based approach. The report contains detailed information on the cost and scope of each option that make up Solution A, B and C.



Solution A: Option 1, 2, and 13

- This solution would involve the replacement of Sherwood Heights Junior High, combining École Campbelltown and Pine Street Elementary into one replacement school, and rightsizing Salisbury Composite. This would address the outcomes of addressing the current condition of Sherwood Heights, the condition and low utilization issues at Pine Street and École Campbelltown, and the low utilization at Salisbury Composite.
- Capital Costing: The capital cost of \$78.3 million was the highest of the three Solutions. This is due to the need to demolish three existing schools and provide two new replacement schools as well the reduction in area of Salisbury Composite.
- Alternate Criteria to be Considered: It should be noted that the construction cost of this option could be reduced if one of the existing schools was declared surplus another jurisdiction could modernize the facility instead of demolishing the building. In addition, if leasing the existing spaces at Salisbury Composite High is an option, then construction costs could be reduced as less of the building would need to be demolished.

Solution A ranked third from a cost perspective but ranked first in both the combined consensus evaluation and the individual response evaluation.

Solution B: Option 2 and 3

- This solution would involve combining École Campbelltown and Pine Street into a replacement facility in addition to modernizing and expanding Salisbury Composite to accommodate Sherwood Heights students. Solution B does address all of the major outcomes identified by the working group however, it does not address some of the evaluation criteria that was identified as being of high importance such as construction disruption, potential grade reconfigurations, and maintaining internal communities and existing identities.
- Capital Costing: The capital cost of \$76.4 million was the second highest of the three Solutions. This is due to the need to demolish three existing schools and a large modernization / expansion to Salisbury Composite.

Solution B ranked second from a cost perspective but ranked third in both the combined consensus evaluation and the individual response evaluation.

Solution C: Option 6b and 13

- This solution would involve combining Sherwood Heights and École Campbelltown into a single K-9 and addressing Pine Street's ageing infrastructure through a minor modernization, while also reducing Salisbury Composite. Solution C does address all of the major outcomes identified, a major risk is that the result is a large K-9 school that could face challenges in getting approval due to size and the ability for the site and neighbourhood to handle the student numbers.
- Capital Costing: The capital cost of \$72.2 million was the lowest of the three Solutions. This is due to the need to demolish only two existing schools and a reduction in the number of schools by declaring a facility surplus.
- Criteria to be Considered: This solution would involve relocating some programs to Clover Bar in order to meet the capacity of 1,000 students. If no programs were moved, the capacity of the school would increase to 1,200 students to accommodate the projected enrolments at an 80% utilization.
- Alternate Criteria to be Considered: It should be noted, leasing of the existing spaces at Salisbury Composite High is an option, this could result in reduced construction costs and improve the school utilization.



RECOMMENDATION REPORT

Solution C ranked first from a cost perspective but ranked second in both the combined consensus evaluation and the individual response evaluation.

The Value Scoping Session Report outlines the best performing solution as Solution C (see Attachment 3 page 55). This is based on the option requiring the lowest capital cost while meeting a large number of evaluation criteria, specifically the following items:

1. Addresses the current condition of Sherwood Heights.
2. Addresses the ageing infrastructure of Pine Street Elementary and Ecole Campbelltown.
3. Addresses low utilization of Pine Street Elementary, Ecole Campbelltown, and Clover Bar Junior High.
4. Addresses low utilization of Salisbury Composite High School.
5. Lowest initial capital cost of the three Solution options.
6. Reduces number of EIPS school sites with a 2:1 replacement.
7. Minimizes construction disruption to students.
8. Reduces construction risk with a replacement school and minimizing the number of schools requiring modernization.
9. Brings schools in line with Alberta Education guidelines and projected enrolments.
10. Maintains identity and community presence.

COMMUNICATION PLAN:

EIPS will report back to the stakeholders the results of the Value Scoping Session and the following actions that will take place if the Board approves the recommendations.

1. Communicate with the Alberta Education the results of the Value Scoping Session and amend the 2021-24 Three-Year Capital Plan to reflect Solution C.

ATTACHMENT(S):

1. 2020-23 Three-Year Capital Plan.
2. 2021-24 Three-Year Capital Plan.
3. Value Scoping Session Report Sherwood Park Schools Solution.

CC:



Three-Year Capital Plan 2020-2023

March 14, 2019

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1.0 Introduction

Elk Island Public Schools (EIPS) Three-Year Capital Plan 2020-2023 identifies the Division's highest capital priorities for two project types: *New School Construction / Replacement* and *School Building Modernization / Major Additions*.

The 2020-2023 Capital Plan priorities have largely remained the same as the 2019-2022 Capital Plan. The reasoning for this is none of the capital priorities were funded last year and a review of current facility data and student projections have indicated similar trends as identified in the 2019-2022 Capital Plan. Therefore, EIPS made minor adjustments to the capital priorities where new information has become available.

As the sixth largest school divisions in Alberta, EIPS serves over 17,170 students from kindergarten to Grade 12. The 43 schools operated by the Division are dispersed between rural and urban settings within Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona and Lamont counties, and the western portion of the County of Minburn. EIPS is tasked with providing high-quality educational programming and flexible learning environments to residents in both rural and urban settings. The Three-Year Capital Plan helps identify the school facility needs of each community served by the Division by analyzing historic student enrolment data, projecting enrolment trends and evaluating the condition of existing capital assets.

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernizations/replacement schools and new school construction. While the future unfunded projects, identified in the *Alberta Budget 2018 – Fiscal Plan – Capital Plan*, provide some assurance for capital project funding, the timelines remain uncertain. Unfunded capital projects carried forward from the Alberta Budget 2018 include Rudolph Henning Junior High and Sherwood Heights Junior High. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the Division's aging infrastructure.

2.0 Status of Current Capital Plan

No funding announcements have been made for EIPS since March 2017. At that time, funding was announced for the Wye Elementary Replacement School. The original building required significant mechanical and electrical upgrades that would have brought the cost of modernizing the plant beyond its replacement value.

3.0 Status of Current Capital Projects

3.1 Wye Elementary Replacement School – Sherwood Park (Heritage Hills)

Wye Elementary Replacement School is currently scheduled to open in September of 2020. The replacement school is being constructed to accommodate 650 students and is estimated to cost approximately \$20 million to build. This school has been relocated to a site in the Heritage Hills neighbourhood within Sherwood Park.

3.2 Davidson Creek Elementary – Sherwood Park

Davidson Creek Elementary opened in September of 2018. The school is designed to accommodate 600 students within the urban service area of Sherwood Park. The opening of Davidson Creek Elementary has brought high quality learning environments closer to many families.

3.3 Ardrossan Elementary – Strathcona County

Ardrossan Elementary Replacement School opened to students in September of 2018. The school had an opening capacity of 650 and a build-out capacity of 700. The replacement school was constructed beside the old Ardrossan Elementary school, which is currently undergoing abatement and will eventually be demolished.

3.4 SouthPointe School – Fort Saskatchewan

SouthPointe School celebrated a successful grand opening in September 2017. The opening marked the arrival of the first new school in Fort Saskatchewan in 35 years. SouthPointe had an opening capacity of 556 students and a build-out capacity of 800. The build out capacity is achievable through the addition of modular classrooms.

3.5 Fultonvale Elementary Junior High– Strathcona County

The modernization of Fultonvale Elementary Junior High was completed in September of 2017. The modernization which added innovative learning spaces, a collaborative learning commons and a contemporary gathering space, opened with a capacity of 600 students and a build-out capacity of 700.

4.0 Desired Outcomes for the 2020-2023 Capital Plan

The 2020-2023 Three-Year Capital Plan identifies priorities for improving learning environments, responding to community needs, addressing deferred maintenance and sizing Division space to efficiently meet short-term and long-term needs. The desired outcomes of the Three-Year Capital Plan include the following:

- Ensure the Division has sufficient infrastructure to offer high quality learning environments for all students that is geographically located to serve regional demographics.
- Support asset management plans for all buildings.
- Ensure sufficient space is available for partnerships and community supports.
- Be consistent with a sustainable transportation system designed to serve the Division's needs.
- Demonstrate commitment to the upkeep and maintenance of infrastructure needs beyond 2023.
- Support financial efficiencies to ensure Division funds are directed to the areas that provide benefits for the most students.

Consistent application of the Guiding Principles (see Section 5.0) through the development of the Three-Year Capital Plan is expected to build the confidence and trust of all stakeholders involved in the Division's long-range planning. Government stakeholders and the public will see that the Division's infrastructure is effectively supporting high quality learning opportunities and supports for all students, responsive to community needs and enabling the realization of the Division's vision and mission. The Division will have opportunities for ongoing engagement with partners, community members, municipalities and provincial ministries to implement the identified priorities.

5.0 Guiding Principles

The priorities identified in this capital plan combine best practice planning principles with EIPS' Administrative Procedures. The objective is to ensure fair and equitable access to programs and facilities for students across the Division. In keeping with EIPS Priorities, the guiding principles of this capital plan support a model of evidence-based decision making that provides clear, coordinated and consistent recommendations as follows:

5.1 Alignment with EIPS Priorities

Priority 1: Promote growth and success for all students.

Goal 3: Success Beyond High School.

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

The Three-Year Capital Plan aims at ensuring the long-term viability of capital assets within the Division. By providing the right spaces in the correct areas, programming is tailored to the needs of each student. The results are schools that keep students engaged and supported throughout their time at EIPS while igniting a passion for lifelong learning.

Priority 2: Enhance high quality learning and working environments.

Goal 2: Quality infrastructure for all.

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

The Three-Year Capital Plan rationalizes decisions that affect a large portion of central Alberta's population. These decisions must be made through careful consideration of a number of variables. The results ultimately lead to facilities that support student learning and serve the needs of their respective communities.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

Goal 1: Parents as partners.

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

The Three-Year Capital Plan is developed through the analysis of data; shared and refined by senior administration and presented to the Board of Trustees. Decisions that impact program delivery are shared with parents and community stakeholders for input. Engaging stakeholders and communicating goals and objectives are key parts of arriving at well-considered decisions.

5.2 Student Accommodation Principles

- Provide fair and equitable access to facilities for all students.
 - In sectors with surplus student space, Division capital priorities will focus on the management of student space at individual schools through the addition/removal of modular classroom space and the modernization or replacement of facilities.
 - Replacement school requests are considered when the cost for modernization exceeds 75 per cent of the replacement cost.
 - Core student space that is surplus will be identified and considered for potential use by program reconfigurations, partners and/or tenants.
 - Efforts will be made to fill the surplus space with uses that are "exempt" as they improve

- school utilization and provide value to the community (example: not-for-profit leases such as child care and administrative uses).
- Division capital priorities will request that the modernization of all facilities will occur on an ongoing basis so that all matters of education, health and safety are addressed.
 - Modernization is intended to prolong the life of the facility through the replacement of major components. In general, any situation which poses risk to life, health and safety would be a top priority.
 - Modernization is intended to preserve and improve the quality of the learning environment and prolong the life of the facility.
 - In sectors where there are new or developing communities without a local school or in communities where enrolment exceeds space within the designated school, Division capital priorities will focus on the deployment of modular classrooms to the designated receiving school(s) and/or the construction of a new school(s) to serve the additional enrolment pressure.
 - The decision to construct a new school takes into account whether or not the existing building can adequately support the placement of additional modular units. In some cases, additional modular units cannot be added to a school because of code requirements, occupancy loads or site limitations.
 - The construction of an additional new school supports equity of access to quality learning environments for all students.
Division capital priorities for new school construction will support the efficient use of student space and resources.
 - Provide fair and equitable access to program choices for all students.
 - Programming will be aligned with enrolment demand and where students reside.
 - Programming will support effective and efficient use of student space.
 - Programming will support effective and efficient use of student transportation resources.
 - Commit to clear, coordinated and consistent decision making that is transparent.
 - Planning recommendations will be made by consulting with appropriate senior staff and administrations, further refined and communicated through public engagement.
 - Review of municipal documents from Strathcona County, the City of Fort Saskatchewan, Lamont County, the County of Minburn and/or other school boards regarding proposed plans (where appropriate). Additional consultations will occur as needed.
 - Be fiscally and environmentally conscious and responsible.
 - Efficiency and responsibility with regards to funding must be a pillar of all planning decisions.
 - Where possible, planning decisions should bear in mind environmental consequences regarding transportation, facility condition and new facility location.

5.3 New School Construction

New school priorities in this plan are based on an analysis of student growth both as a larger Division and individually by sector. The methodology and guidelines for identifying new school priorities within the Capital Plan are further outlined in Appendix 1 – New Construction Guidelines.

5.4 School Building Modernizations / Major Additions

Major modernizations are prioritized using the following variables: facility condition, student enrolment, school building utilization and modernization/school building age. Each category is ranked to provide an overall score. The methodology and guidelines for identifying major modernization priorities within the Capital Plan are further outlined in Appendix 2 – Major Modernization Guidelines.

Metrics	Utilization	Enrolment	FCI Deferred Maintenance	PO&M and Instruction		Age
School Name	2017/2018 ACU	Historical 5 Year Enrolment Change (%)	2017/2018 FCI Value	Total Cost Per Student	Total Cost Per School	Building Age
A.L. Horton Elementary	78%	4.5%	6%	\$7,920.25	-\$426,575.16	62
Andrew School	35%	-10.0%	10%	\$13,098.93	-\$1,656,645.16	62
Ardrossan Junior Senior High	79%	-3.2%	11%	\$6,912.32	\$2,555,987.84	61
Bev Facey Community High	67%	-13.8%	25%	\$7,507.82	\$3,829,156.84	39
Brentwood Elementary	89%	-7.9%	26%	\$7,373.22	-\$74,346.16	55
Bruderheim School	72%	-5.4%	27%	\$9,684.31	-\$2,054,979.16	41
Clover Bar Junior High	72%	-16.1%	26%	\$7,085.85	-\$541,483.16	48
Ecole Campbelltown	87%	15.2%	20%	\$6,476.44	\$170,446.84	63
Ecole Parc Elementaire	67%	25.9%	22%	\$10,867.36	-\$964,223.16	57
F.R. Haythorne Junior High	103%	-5.5%	24%	\$6,435.09	\$965,330.84	27
Fort Saskatchewan High	58%	-8.6%	17%	\$8,094.59	-\$55,001.16	62
Fultonvale Elementary Junior High	78%	-6.6%	31%	\$7,342.25	\$381,868.84	44
Glen Allan Elementary	89%	-15.6%	29%	\$7,832.35	\$65,933.84	47
James Mowat Elementary	87%	6.2%	37%	\$7,250.10	-\$665,270.16	38
Lakeland Ridge School	86%	3.9%	0%	\$6,509.19	\$1,490,000.84	15
Lamont Elementary	63%	3.9%	21%	\$9,287.54	-\$872,111.16	65
Lamont High	73%	-11.4%	14%	\$8,727.65	-\$697,558.16	62
Mills Haven Elementary	97%	0.9%	33%	\$7,660.35	\$274,717.84	48
Mundare School	60%	-12.7%	26%	\$11,615.53	-\$1,567,748.16	62
Pine Street Elementary	103%	-54.9%	23%	\$6,614.56	\$708,185.84	57
Rudolph Hennig Junior High	77%	-0.5%	13%	\$6,908.58	-\$86,277.16	49
Salisbury Composite High	58%	11.6%	21%	\$7,262.52	\$4,452,108.84	51
Sherwood Heights Junior High	73%	11.0%	25%	\$6,787.43	\$162,220.84	61
Uncas Elementary	57%	0.0%	11%	\$7,956.24	-\$1,702,278.16	42
Vegreville Composite High	44%	-10.8%	18%	\$8,619.87	-\$230,155.16	54
Wes Hosford Elementary	93%	-10.1%	32%	\$7,069.52	-\$38,910.16	45
Westboro Elementary	76%	1.1%	23%	\$7,170.31	-\$1,002,958.16	49
Win Ferguson Elementary	97%	-9.6%	21%	\$7,341.30	-\$176,551.16	43
Woodbridge Farms Elementary	107%	-32.3%	18%	\$6,775.75	-\$385,858.16	41

The above chart is a condensed overview of an analysis tool referred to as a Major Modernization Matrix. The matrix includes a range of matrices used to evaluate and rank each school. The ranking categories are as follows:

Utilization – Determined annually through Alberta Infrastructure’s 2017/2018 ACU report. Typically reported one year behind the current school year.

Historical 5-Year Enrolment Change – Represented as a percentage by subtracting the five-year enrolment from the current enrolment, divided by the five-year enrolment.

FCI Value – Recorded as a percent as determined by dividing the five-year requirement cost by the building replacement cost. Retrieved via Alberta Infrastructure’s VFA Program.

Total Cost Per Student – Costs include PO&M and instruction. The average cost per student is \$7,963.

Total Cost Per School – Costs include PO&M and instruction. Costs are recorded as a dollar value ABOVE or BELOW the average cost per school in the Division. The average cost per school is \$3,333,308.

Building Age – The age of each facility based on the construction date reported in Alberta Infrastructure’s School Facility Condition Evaluation.

The Major Modernization Matrix is used in conjunction with 10-year enrolment projections to gain a better perspective on the viability of each respective facility. Because the tool is designed to work with long-range student projections, the matrix ranking is not used as the sole basis of determining Capital Plan priorities. Other factors that help inform capital priorities include contextual/qualitative information as provided by Facility Services staff and long-range enrolment projections.

6.0 Sector Profiles

Each sector in the Division presents unique opportunities and challenges in the delivery of high quality education. A demographic overview provides context to the priorities recommended within the Three-Year Capital Plan. Part of the overview also includes a review of excess surplus space within each sector. This is used to make recommendations around potential attendance areas, transportation options and right-sizing of certain facilities. Sector capacity is based on the 2017/2018 ACU report from Alberta Infrastructure. Wye Elementary school and the additional capacity anticipated to open in 2020 with Wye Elementary replacement school is included in the Sherwood Park sector. This is because the Wye Elementary replacement school is being constructed in Sherwood Park. Historic enrolment, projections and capacity for Alternative Christian schools were excluded in all sectors with the exception of Fort Saskatchewan (Fort Saskatchewan Christian School) as Fort Saskatchewan Elementary and Fort Saskatchewan Christian share a building.

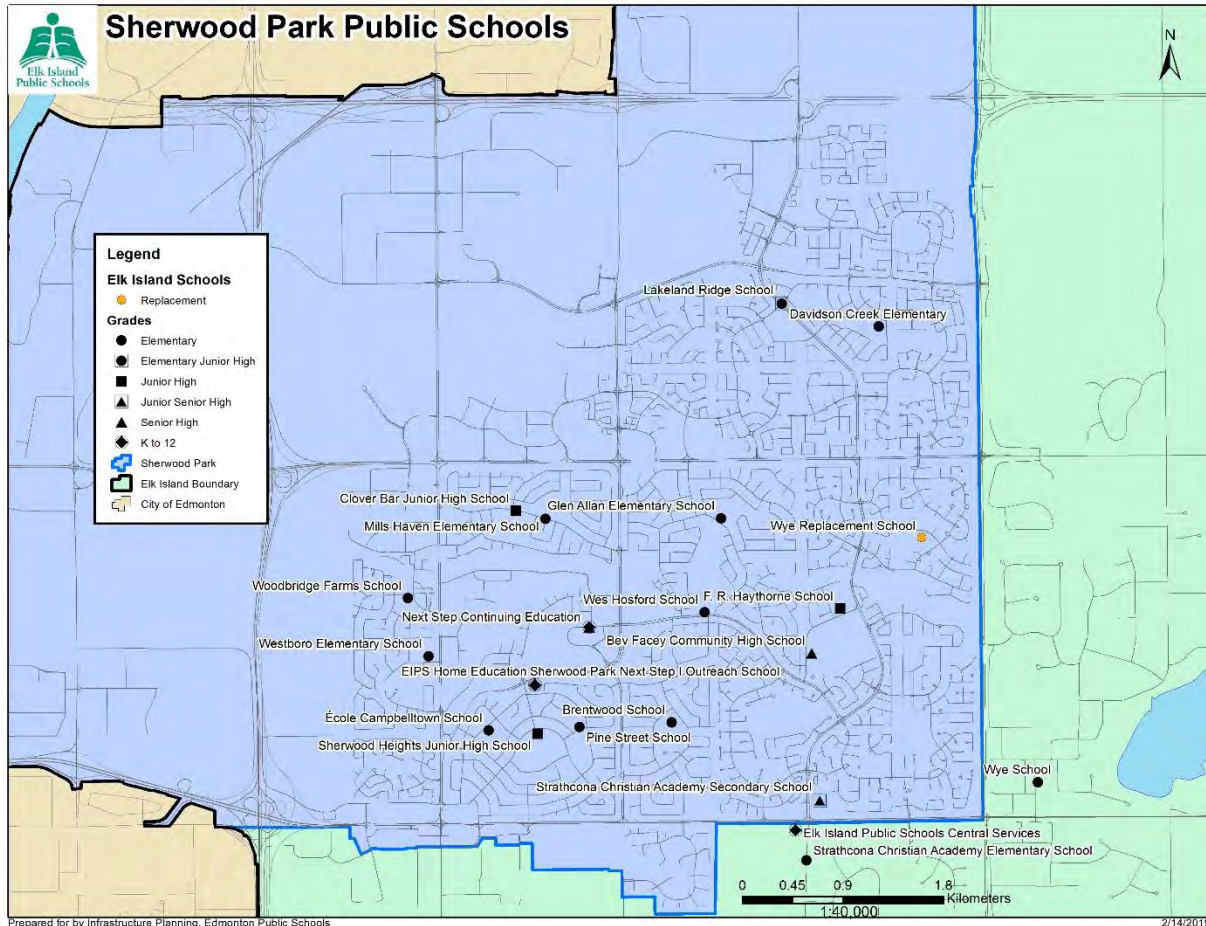
Sector profiles take into consideration economic diversity, growth potential and long-range regional plans. Municipal Development Plans and Area Structure Plans affecting potential growth areas were reviewed as part of each sector profile.

Enrolment and capacity data was graphed for each sector. Each graph plots the number of available K-9 student spaces in schools within each sector along with the recorded enrolment over the past five years. Enrolment and student capacity is then projected forward 10 years. Historic and projected enrolments do not include self-contained special education students or pre-kindergarten students

The visible trend in each EIPS sector demonstrates a surplus of student spaces (capacity) at or beyond 2028. Despite the availability of space, many of the schools within each sector have aging buildings with

a growing deferred maintenance deficit. Sector profiles provide an additional perspective when recommending capital priorities.

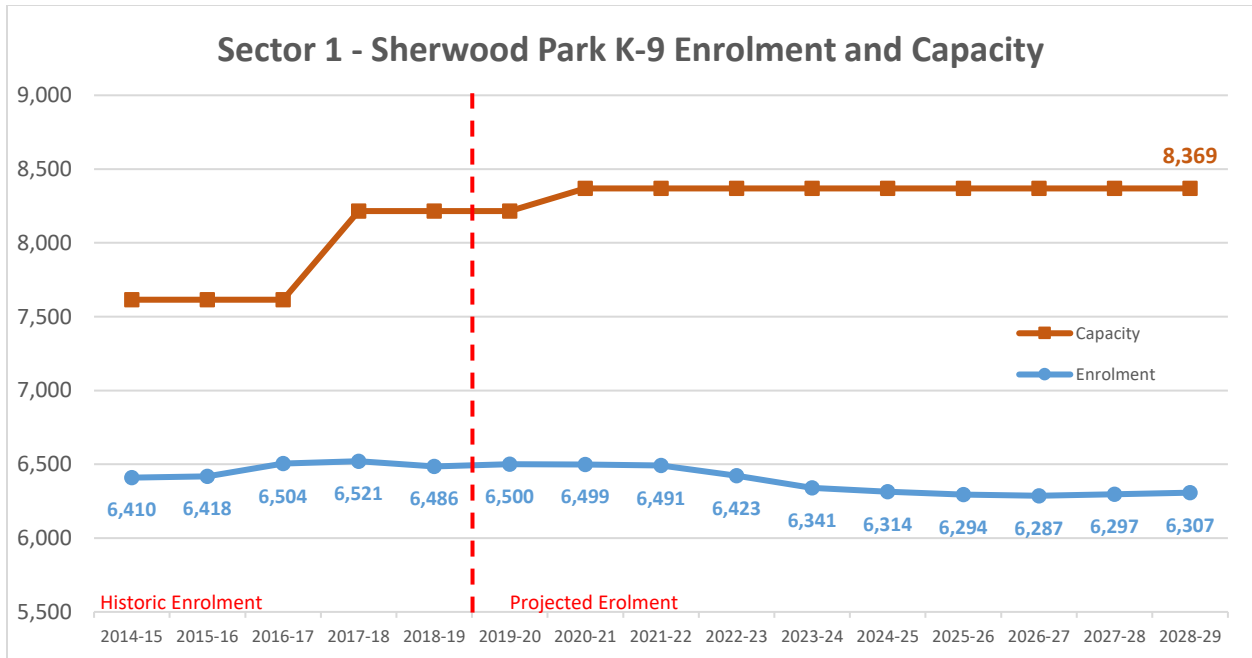
6.1 Sherwood Park



The Hamlet of Sherwood Park is home to **70,618 residents** according to 2016 census data. This is a 9.1% change from its 2011 reported population of 64,733. Proposed new development within the hamlet boundary is expected to occur mainly east of Sherwood Drive and north of Lakeland Drive.

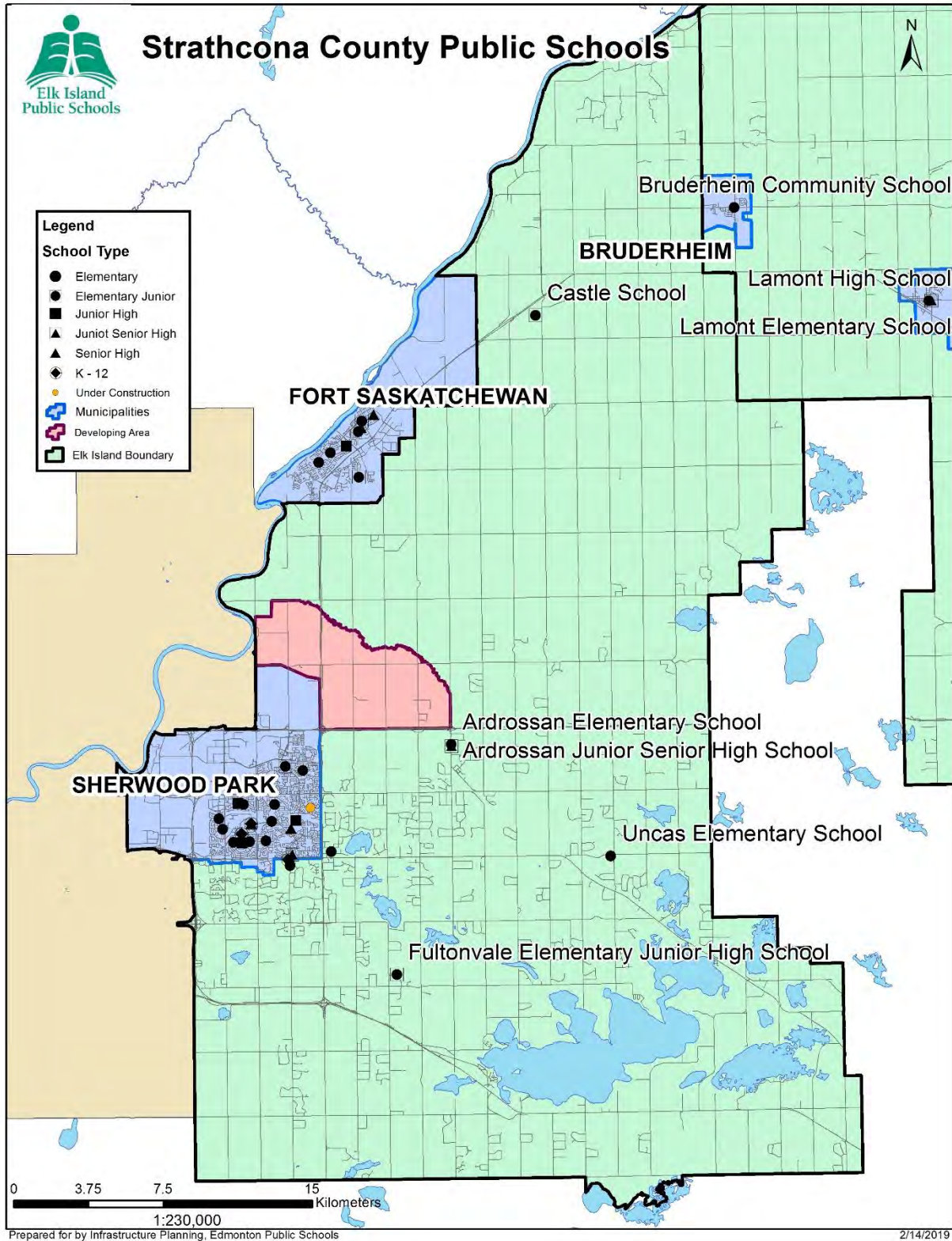
Conversation with developers involved in both Cambrian Crossing and Bremner indicate that both plans are delayed due to unresolved servicing issues, land ownership negotiations and political uncertainty. Concept plans for Bremner hold the most opportunity for transformative change to Sherwood Park’s residency and urban form. Early concepts presented to Council demonstrate an emphasis on diversifying the local economy, accommodating a variety of housing types and maintaining the natural environment.

New communities east of Sherwood Drive, including Summerwood, Aspen Trail, Emerald Hills, Cambrian Crossing and Bremner, and developing communities south of Wye Road, including Salisbury Village and Hillshire, will also have an impact on student enrolment but there is sufficient capacity within existing schools in Sherwood Park beyond 2030.



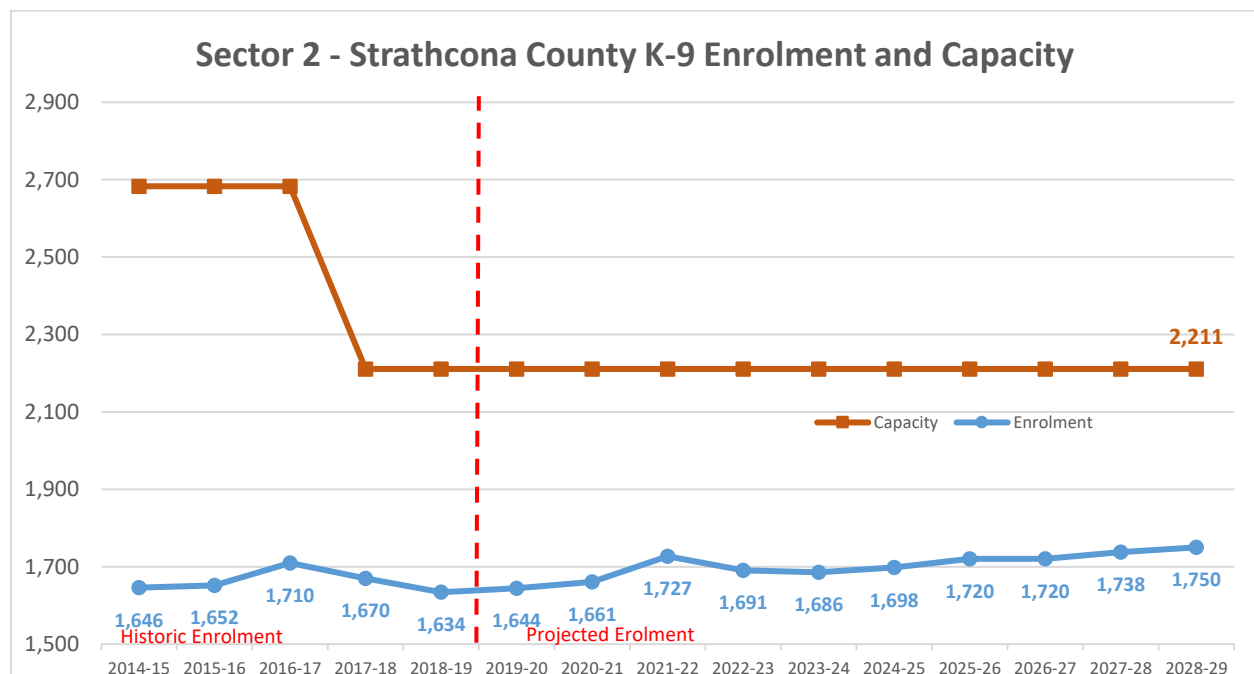
The above graph plots K-9 student space capacity within all EIPS schools in Sherwood Park along with the historical and projected enrolment to 2028. Note that Davidson Creek Elementary (600 capacity) and Wye Elementary replacement (650 capacity) is included in the enrolment and capacity projections. Excess student capacity within the sector is projected to increase to 2,062 in 2028-29. This demonstrates there is sufficient capacity in EIPS facilities to accommodate student growth beyond 2028 in this sector.

6.2 Rural Strathcona County



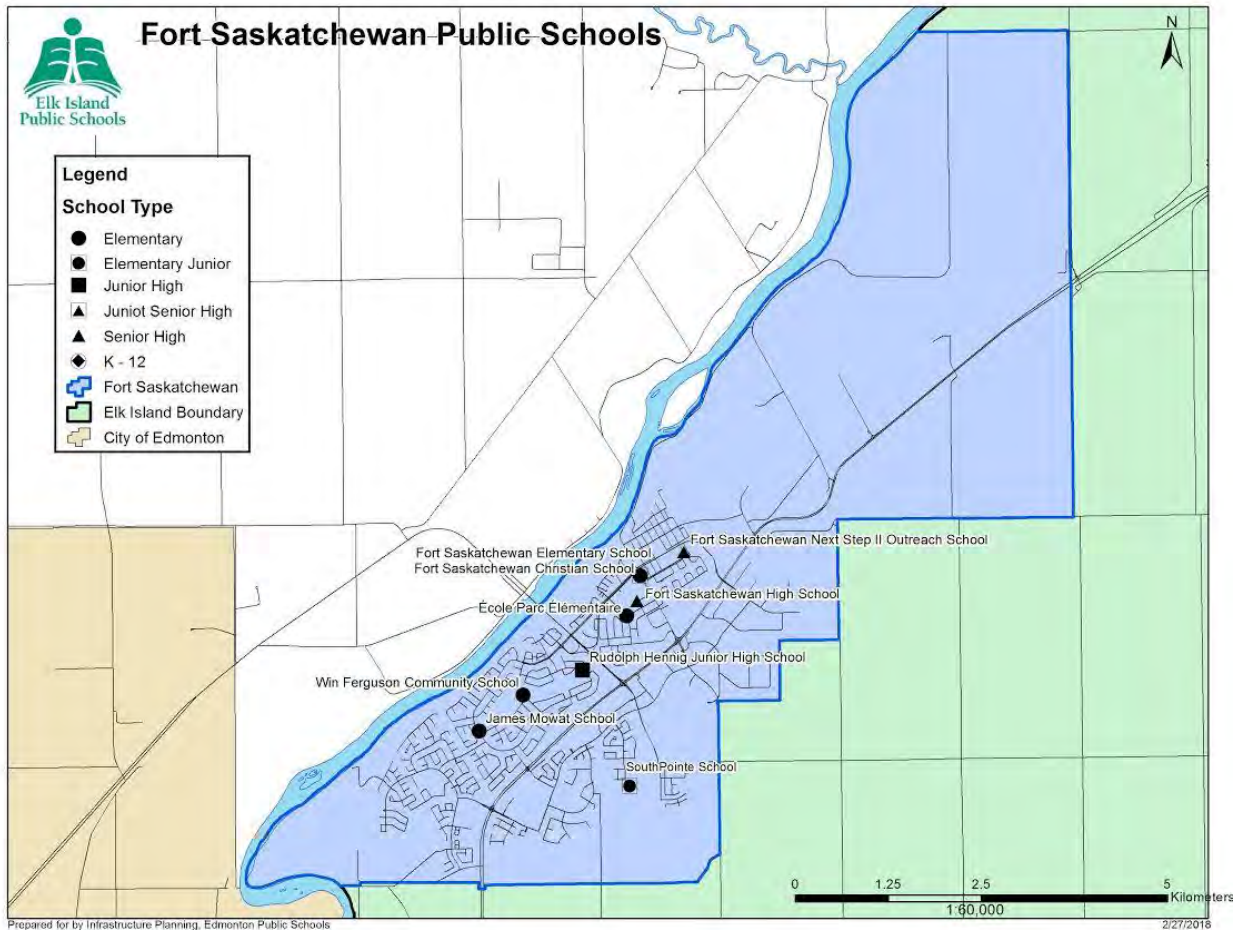
Rural Strathcona County has a population of **27,467 residents** as reported in the 2016 Statistics Canada census. This marks a decrease of 290 reported residents as of the last federal census in 2011. Although this decrease of 0.98% is not statistically significant, the decrease in rural residents and subsequent increase in urban residency reflects a global pattern of urbanization. Economically, the region remains tied to fluctuations in natural resource commodities. Recent economic forecasts indicate an upward trend in both crude oil prices and oil production between now and 2022.

Major industrial drivers within the Strathcona Industrial Area (SIA) include the Keyera Rail Terminal, Kinder Morgan and Keyera Tank Terminal Project, Imperial Oil Co-generation Plant, Kinder Morgan Pipeline Bridge and the Gibson Tank Construction. Upcoming projects that will further strengthen the regional economy include the Heartland Petrochemical Complex—Canada’s first integrated Propane Dehydrogenation and Polypropylene Facility.



Enrolment is projected to gradually increase by approximately 116 students by 2028-29. Despite the anticipated growth the overall excess student capacity within EIPS schools in rural Strathcona County is 461 spaces. This demonstrates the sector has sufficient capacity to accommodate any future growth well into 2028.

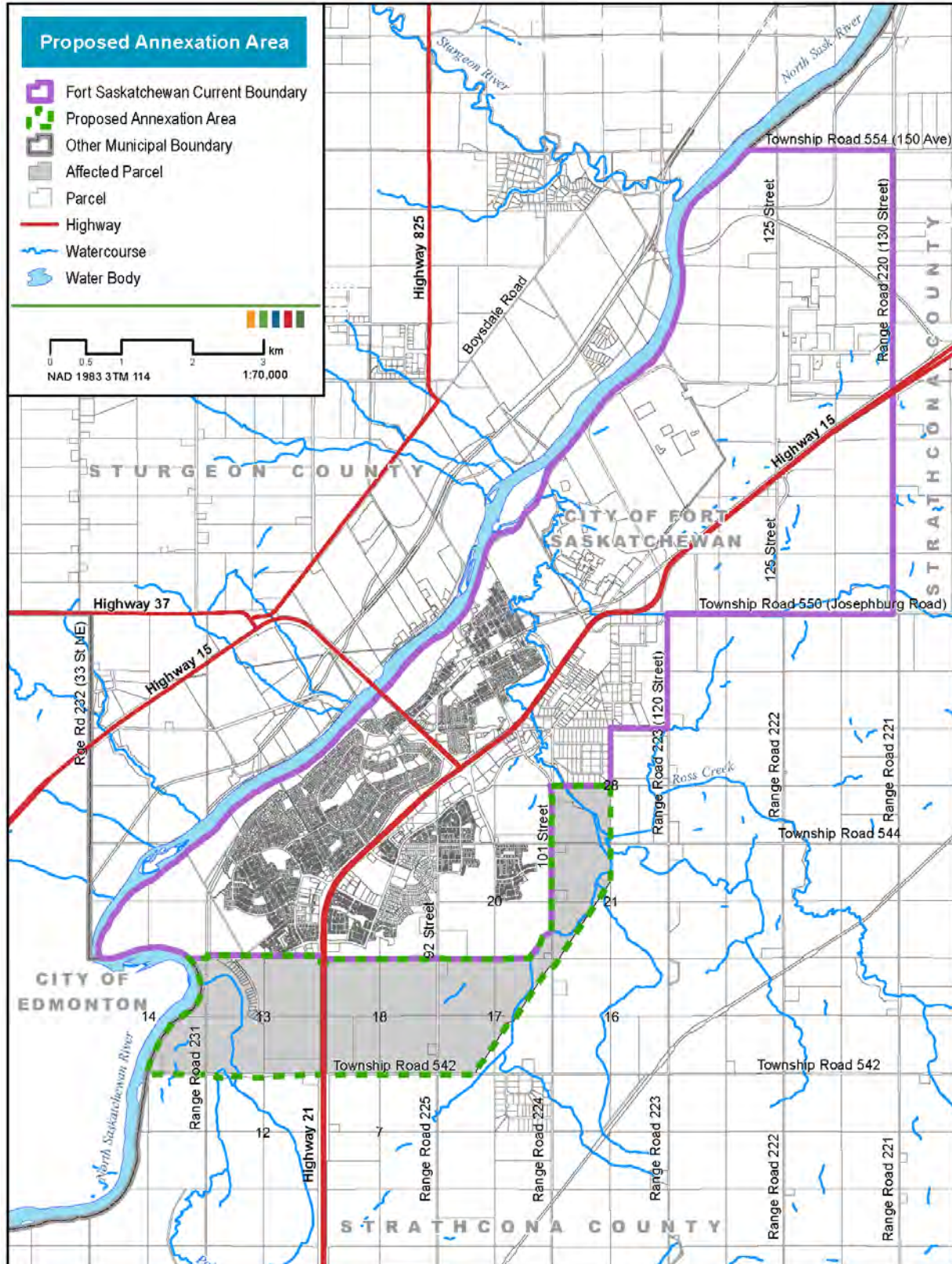
6.3 Fort Saskatchewan



Fort Saskatchewan has a total population of **25,533 residents**. This marks a 3.9% increase from the 2016 municipal census numbers or a population increase of 964 people (<https://www.foresask.ca/city-government/census/results>).

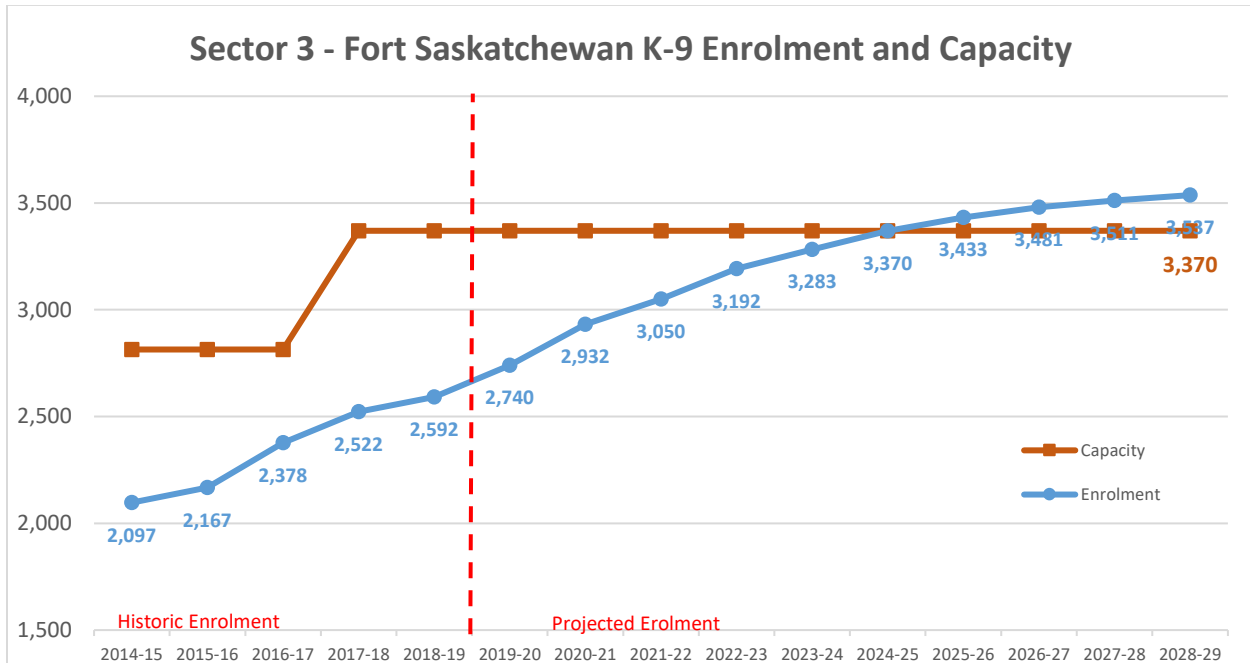
With this population growth, the City and surroundings have experienced residential development pressures, changes in the nature of commercial services and continued industrial development. Part of this increase can be attributed to rising home prices in surrounding municipalities including Edmonton and Sherwood Park. Employment rates in Fort Saskatchewan have remained above the provincial average despite the downturn in 2015.

In recent years, residential development pressures have been most pronounced in Westpark and Southfort, with Area Structure Plans completed for both areas in 2003. Based on projected growth rates, Southfort and Westpark provide enough new land to accommodate new residential development beyond the 2031 horizon of this Municipal Development Plan (MDP). The City of Fort Saskatchewan has completed a Downtown Area Redevelopment Plan and Design Guidelines (DARP) that highlights opportunities for residential intensification in the City Centre area, and it is anticipated this could alleviate some of the pressures on the City's declining residential land base.



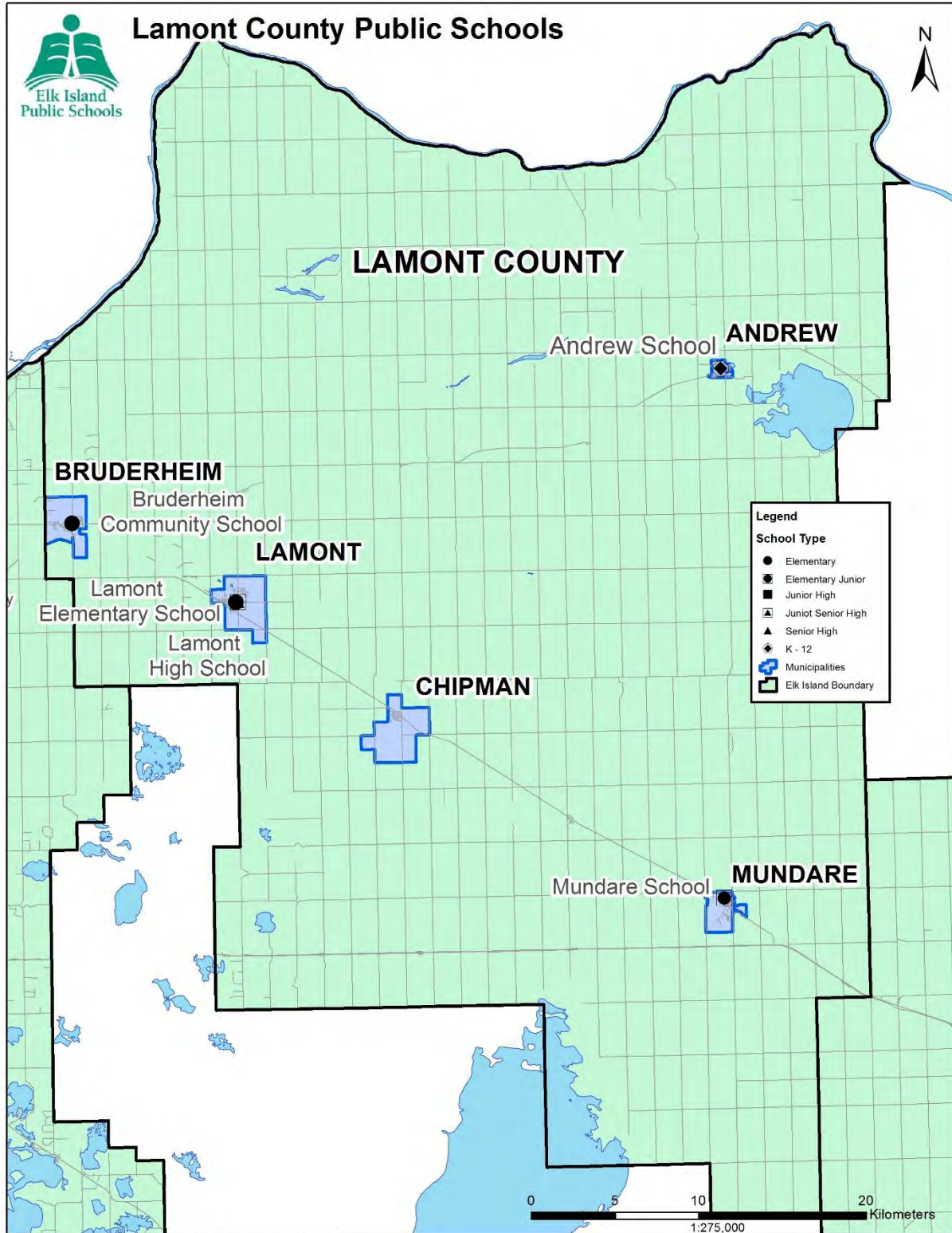
In 2018 Strathcona County and Fort Saskatchewan have agreed to proceed with the annexation of 952 hectares of land. The annexation of lands to Fort Saskatchewan may take up to two years to be

approved by the Municipal Government Board. Upon approval the annexed lands will allow the municipality to accommodate residential and commercial growth. The lands are primarily located along the southwest edge of the city and should be considered when evaluating current and future student within Fort Saskatchewan.



K-9 student capacity within EIPS schools in Fort Saskatchewan is 3,370. Growth projections within the sector show a steady increase over the next 10 years. It is anticipated that within six years the K-9 enrolment will meet or exceed the capacity within the sector. This is further confirmed by birthrate data as reported by Alberta Health via their Interactive Health Data Application (IHDA). Much of the growth in Fort Saskatchewan is concentrated in the developing areas of Westpark and Southfort. SouthPointe School can accommodate an additional 250 students spaces through the placement of modular classrooms. It is important to note that Fort Saskatchewan Christian is included in the capacity and enrolment projections.

6.4 Lamont County

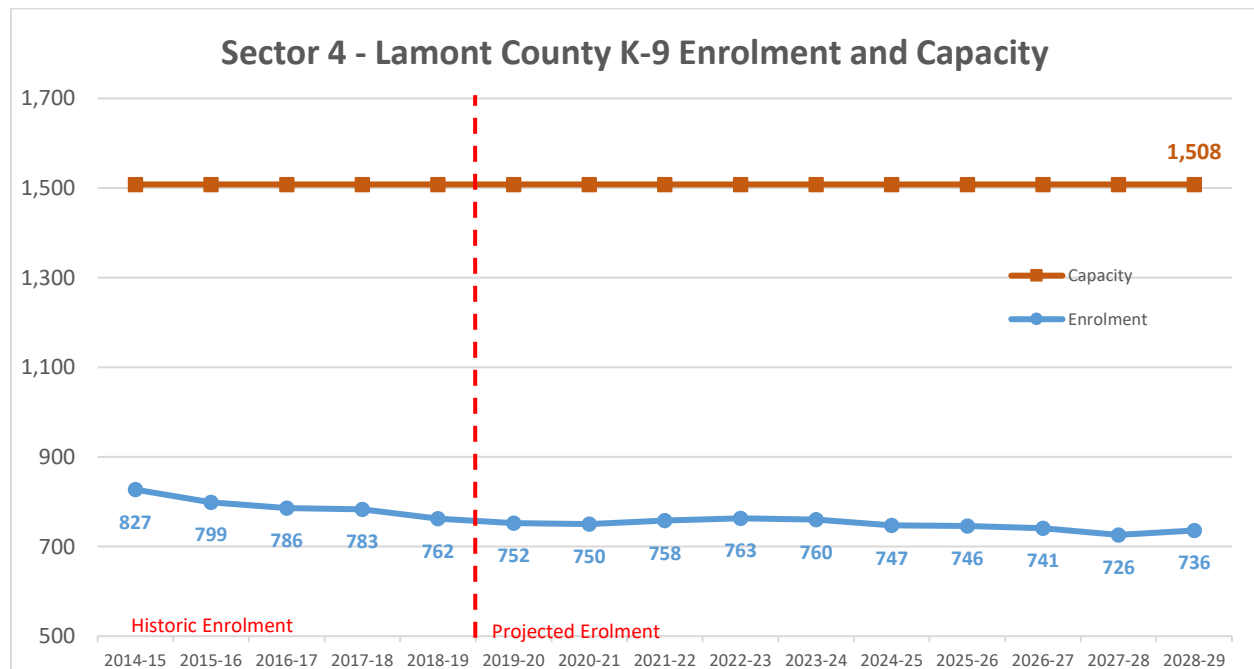


Lamont County has a rural population of 3,899 residents as reported in the 2016 Statistics Canada census. The total population including Bruderheim (1,308), Lamont (1,774), Mundare (852) Andrew (452) and Chipman (247) is **8,532 residents**. This marks a 2.8% increase or 234 people from 2011 (8,298).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

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

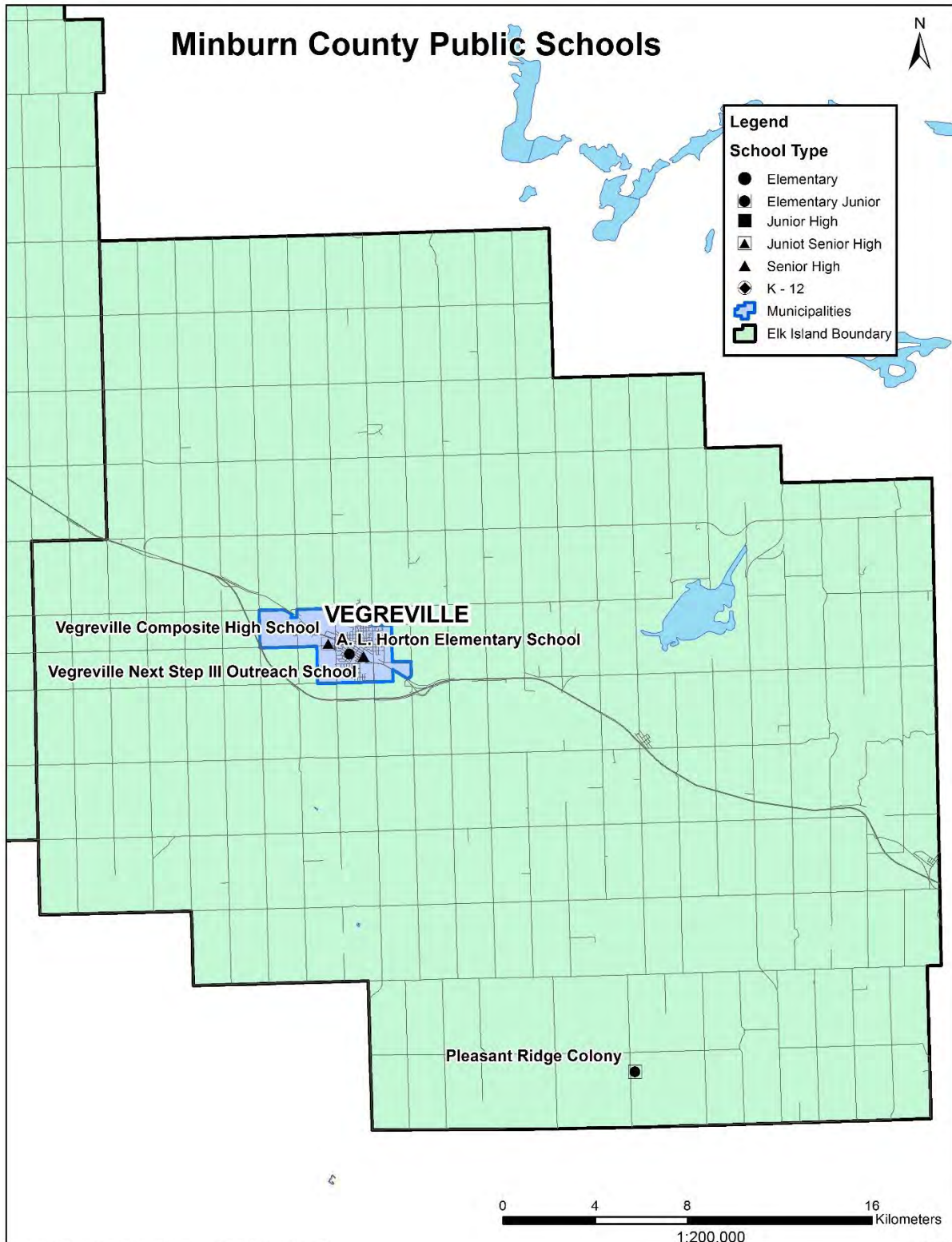
The sector is a largely agriculture-based economy with the exception of the Industrial Heartland Area Structure Plan (ASP). This ASP does not include residential development as part of its land use pattern, however the plan outlines protections for existing agricultural areas as well as residential acreages.

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



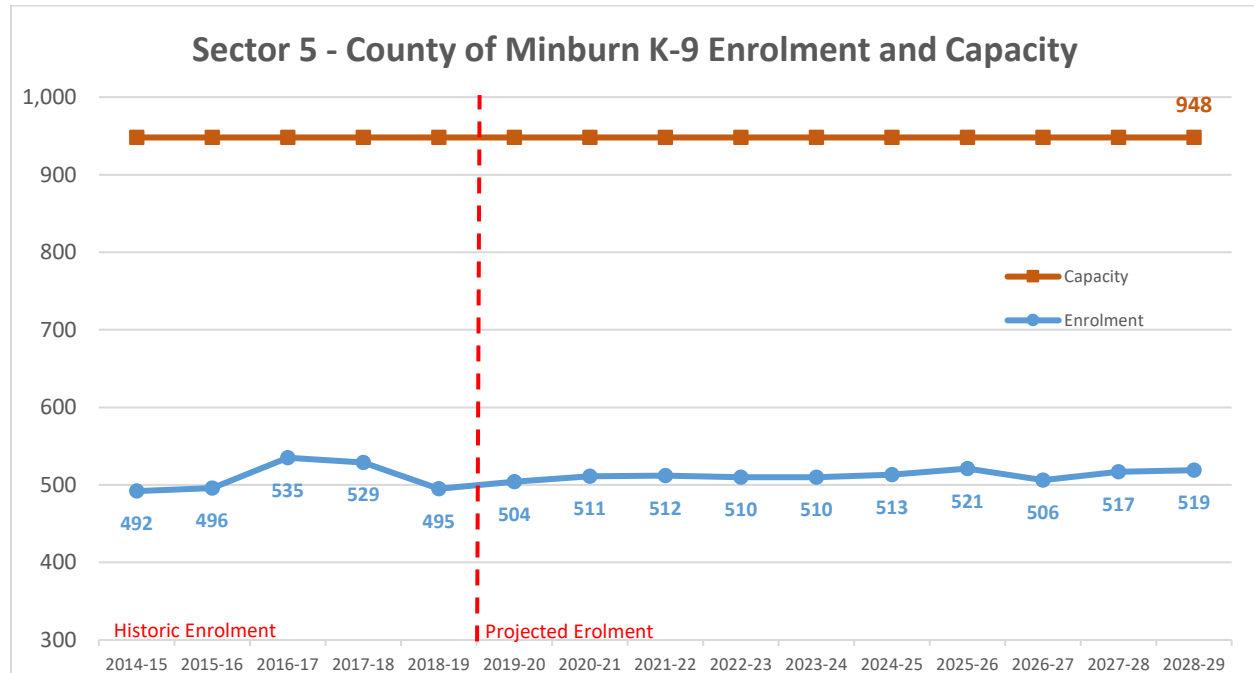
K-9 student capacity within EIPS schools in Lamont County is 1,508. Student enrolment within the sector is projected to decline by 26 students over the next 10 years. The sector will maintain a surplus capacity leveling out at 772 student spaces by 2028.

6.5 County of Minburn



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

EIPS students within the County of Minburn are served by A.L. Horton Elementary, Vegreville Composite High and Pleasant Ridge Colony School.



Enrolment is projected to gradually increase by approximately 24 students by 2028-29. The overall student capacity within EIPS schools in the County of Minburn is 948 spaces. Despite the projected growth within the sector, both schools within Vegreville will have a combined surplus of 429 student spaces.

7.0 List of Major Modernizations and New School Capital Priorities

Alberta Education requires that each school jurisdiction submit a Three-Year Capital Plan as a combined list. This aggregated list provides a balance between needs in both the rural and urban areas overseen by Elk Island Public Schools.

7.1 Aggregated Capital Priority List

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

Some priorities require further technical studies in the form of a Cluster Study and a Value-Management Study. The following definition should be used in this Three-Year Capital Plan:

Cluster Study – A review of programming, functionality, condition and projected enrolment within schools in close proximity. The aim is to optimize the use of the buildings through a combination of replacements, modernizations, grade re-configurations or consolidations,

Value-Management (VM) Study – An in-depth review of key systems within a building to determine its optimal function, measure performance, durability and reliability. The aim is to find the least costly solutions to achieve a set of predetermined requirements.

7.2 Description of Capital Priorities

Sherwood Park Cluster Study

Capacity limitations at some schools and decreases in enrolment at other schools within Sherwood Park require the Division to develop a comprehensive student accommodation strategy to help inform future decisions around the best use of space within all buildings in Sherwood Park.

Sherwood Heights Junior High Replacement

Sherwood Heights Junior High was previously identified as the number 1 priority in the 2019-2022 Capital Plan and listed as a unfunded capital project in Alberta Budget 2018 – Fiscal Plan – Capital Plan. The school is central to the Maplegrove and Sherwood Heights communities and currently accommodates grades 7-9 regular stream, French immersion, Logos, academic excellence and transition programming. Enrolment projections using the existing grade levels and program streams point to a peak enrolment of approximately 676 students by 2028. The building is 61 years old combined with the condition of major systems and challenges with Physical Education programming make this school a suitable candidate for a replacement. In consultation with Alberta Infrastructure the modernization costs of Sherwood Heights would exceed 75% of the cost to replace the facility. The replacement of a facility provides the opportunity to develop high quality learning environments and right size Division space to meet current and future needs.

École Campbelltown Major Modernization

In January 2019 the Board established a second elementary French immersion school in Sherwood Park, designated to the Wye Replacement School and scheduled to open to students for the 2020-2021 school year. With two French immersion programs in Sherwood Park enrolment projections indicate relief to current enrolment pressures at École Campbelltown. École Campbelltown is a 63 year old building that requires mechanical and electrical upgrades to bring it up to current standards. A modernization would also allow the Division to right size École Campbelltown to meet the needs for current and future students who choose to receive French Immersion programming within Sherwood Park.

Pine Street Elementary Major Modernization

Part of the Sherwood Park cluster study is Pine Street Elementary. The building is 57 years old and requires mechanical and electrical upgrades to bring it up to current standards. Enrolment projections for Pine Street Elementary show some relief in enrolment with the opening of Davidson Creek Elementary. Surplus space within Pine Street Elementary will ensure that modernizations happen with the least amount of disruption to student learning.

Fort Saskatchewan Cluster Study

In October 2018 Alberta Education in partnership with Elk Island Public Schools engaged with Cornerstone PMP to conduct a value-management study for schools within Fort Saskatchewan. Cornerstone consulted with various stakeholders including schools families, Principals, EIPS senior administration and trustees. Four concepts were evaluated on a variety of criteria and compared to a baseline concept originally identified by EIPS. The concepts differ in the recommendation around Fort Saskatchewan High and Rudolph Hennig Junior High. All concepts maintained 12 modulars should be added to SouthPointe School; James Mowat Elementary should be demolished and replaced to a 600 capacity building on a new site; and Win Feguson Elementary should be modernized at the schools current capacity. Status que was maintained for Fort Saskatchewan Elementary, Fort Saskatchewan Christian and École Parc Élémentaire in all options. Based on the predicted enrolment pressures, future

developments associated with the proposed annexation, and existing challenges in providing high quality education in close proximity to families, Fort Saskatchewan High School and Rudolph Hennig Junior High should be consolidated into a new purpose built 7-12 school on the Southridge site at a capacity of 1400 students.

Rudolph Hennig Junior High Replacement School in Southridge

Rudolph Hennig Junior High was listed as the number 2 priority on the 2019-2022 Capital Plan. This priority was also listed within the 2018 Alberta Finance Budget Report as an unfunded capital request. The building is 49 years old and is 77% utilized with a current enrolment of 413 students. Projections point to an enrolment decline over the next two years followed by a gradual increase beyond 2030-2031. Due to the condition of major components within the building and limitations related to the size and height of the gymnasium a replacement school in Southridge would best serve the projected needs of the sector.

Fort Saskatchewan High Replacement School in Southridge

Fort Saskatchewan High is located on a 10-hectare parcel shared with École Parc Élémentaire and Fort Saskatchewan Elementary / Fort Saskatchewan Christian. Fort Saskatchewan High is 62 years old. Currently the building is 58% utilized with an enrolment of 387 students. Although the enrolment is projected to increase by 226 students over a 10-year period, the condition of the building and lack of adequate field space provides a barrier to providing a fully rounded high school experience. A replacement school in Southridge would better serve Fort Saskatchewan's high school population by providing access to a more advanced facility and better outdoor amenities. A new building would also add additional capacity to meet the projected needs of the sector.

Vegreville Value-Management Study

A value-management study for A.L. Horton Elementary and Vegreville Composite High is required to adequately arrive at the correct number of student spaces for each grade level within the Vegreville area. A.L. Horton Elementary is 62 years old and is currently 78% utilized with an enrolment of 331 students. Vegreville Composite High is 54 years old and currently 44% utilized with an enrolment of 355 students. A detailed study will need to involve stakeholders from the municipality in conjunction with Elk Island Catholic Schools. A review of surplus student space, projected enrolment and operational costs will determine a student accommodation strategy that addresses the cost of running each school while balancing the need to support programs for students and parents in Vegreville.

Salisbury Composite High – Major Modernization

Salisbury Composite High is 61 years old and is currently 58% utilized with a current enrolment of 1,139 students. The school can accommodate a total of 1,978 students. Current projections indicate enrolment will peak at approximately 1,302 students by 2023 and then continue to gradually decline. However, with new growth areas such as Cambrian Crossing and Bremner scheduled to develop, there continues to be a need for high school space within the sector. As both of these areas begin to develop, the delivery of new schools will inevitably take time to be funded. Modernizing space within Salisbury Composite High would meet the need for additional space, address deferred maintenance issues and improve and optimize student learning spaces. Furthermore, a major modernization would help reimagine CTS programming within the Division by creating opportunities for innovation in personalized pathways and STEM training.

Appendix 1 - New Construction Guidelines

New Construction Guidelines are applied to new school construction projects. The projects are identified and prioritized based on:

- **Current Student Residency Patterns:** the current enrolment total by school and by home residency address. These patterns are compared with historical trends.
- **Projection of Utilization and Enrolment:** student enrolment is projected forward and is used in combination with school capacity to project school utilization forward.
- **Sector Utilization Rates by Residence and Enrolment:** the number of students attending/residing a school in a planning sector divided by the number of student spaces (provincially calculated capacities of the schools) in that sector. The same calculation is provided for projected numbers of students attending these school facilities.
- **Utilization of Current Designated Schools:** the utilization of the schools currently designated to the proposed attendance area. The school utilization is an indication of a school's ability to accept additional students from developing neighbourhoods.

Consideration is also given to:

- **Median Travel Time:** the average travel time in minutes for students on yellow bus one way.
- **Number of Buses:** the number of yellow buses used in the proposed attendance area to transport students to school.
- Replacement school priority is based on a school's condition rating (FCI), utilization, current/projected enrolments and ratio of replacement value to total cost of required maintenance.

Appendix 2 - Major Modernization Guidelines

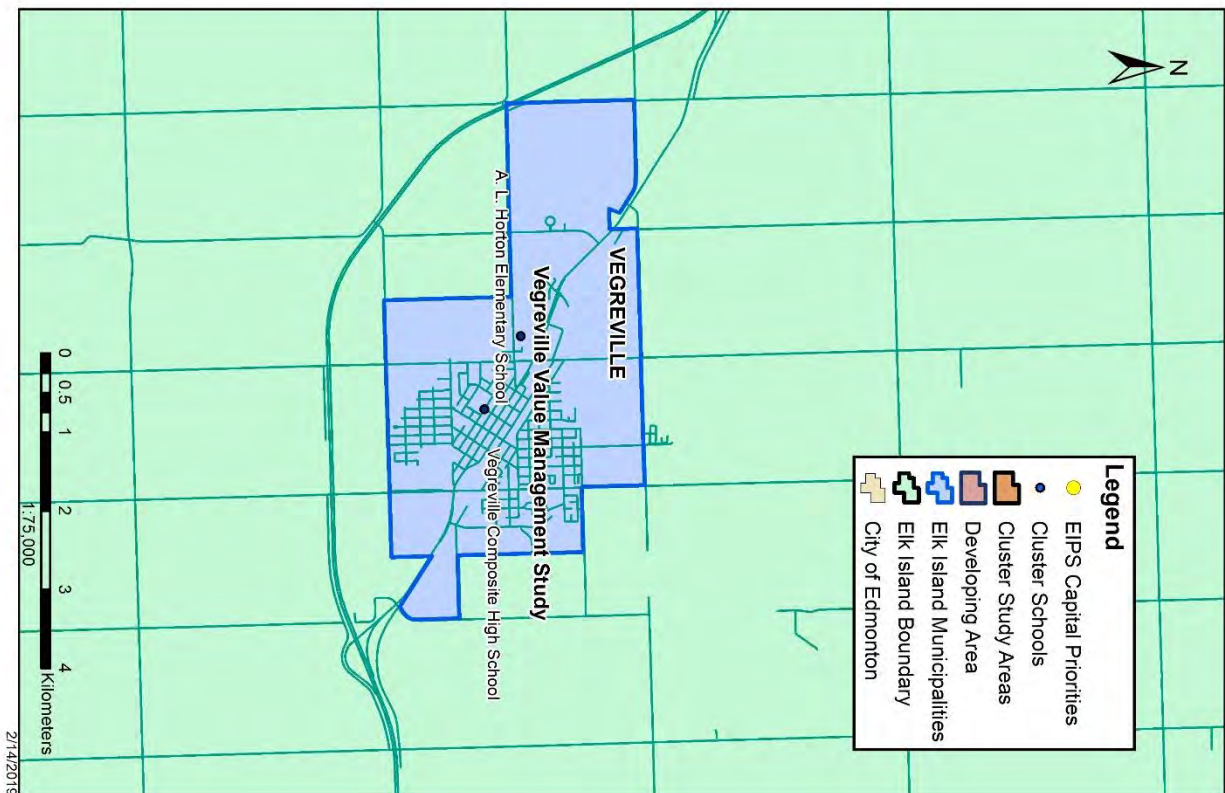
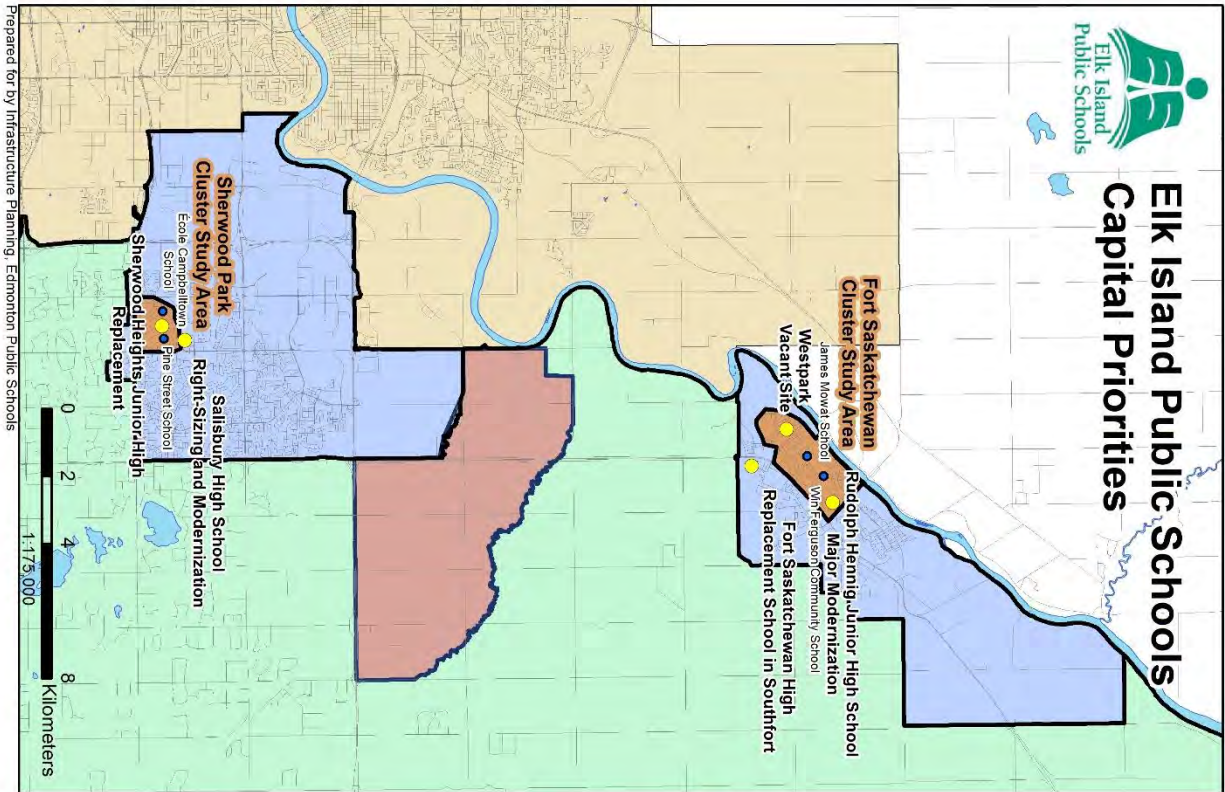
Major Modernization Guidelines are for existing school facilities that are in need of “restoration for either the entirety or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs” (School Capital Manual – Alberta Infrastructure).

The projects are identified and prioritized based on multiple facility-based criteria such as:

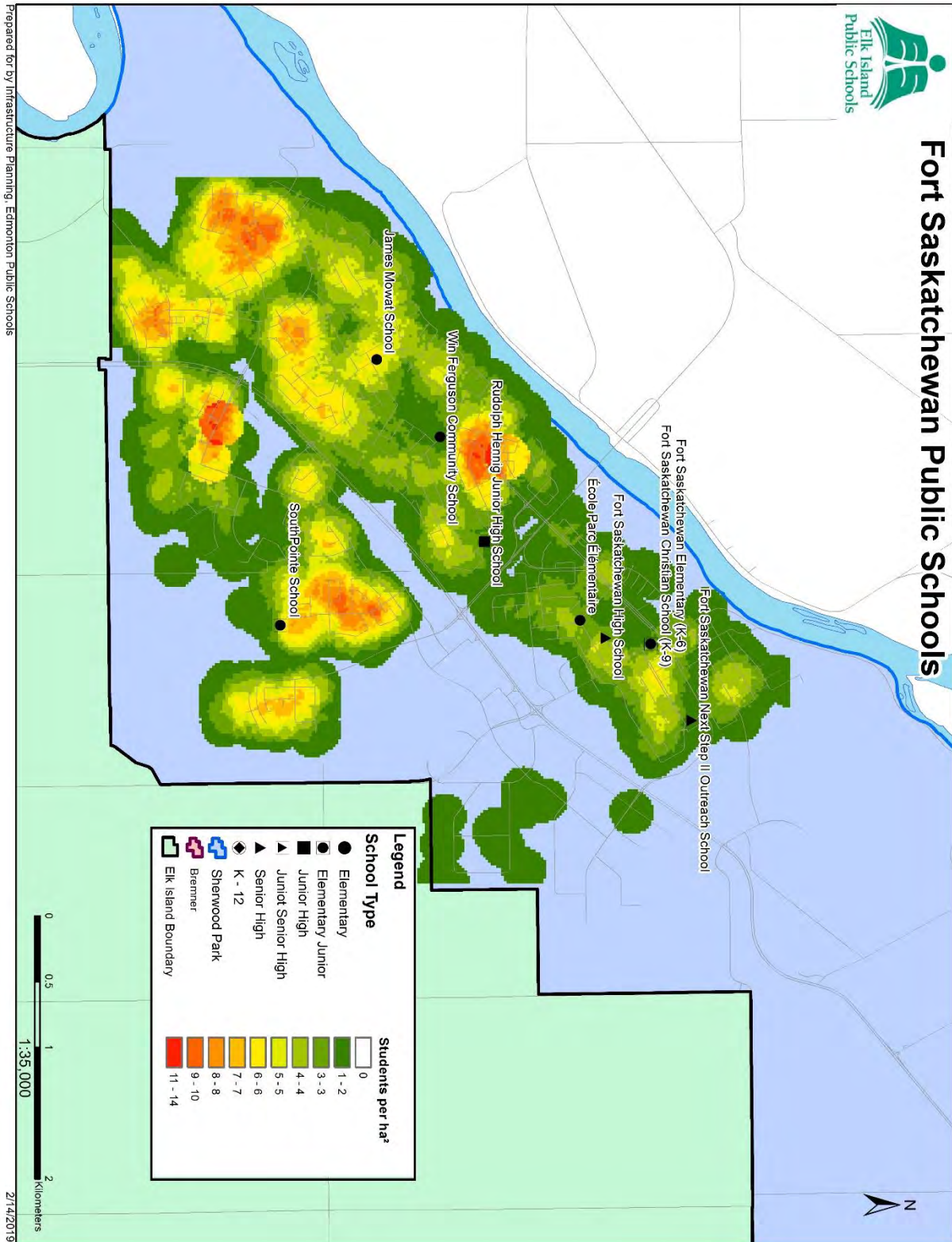
- **Asbestos Abatement Necessity:** the determination of the amount of asbestos abatement required if at all.
- **Barrier-Free Status:** the assessment of the school’s barrier-free status: completely barrier-free, partially barrier-free or not barrier-free at all.
- **Building Envelope Condition:** the condition of the building envelope and whether structural integrity, security, or health and safety of the building have been compromised.
- **Current Enrolment:** the current enrolment of the school as of September 30 for the current school year.
- **Electronic Systems Condition:** the condition of the electronic systems within the building and whether a full or partial replacement is necessary.
- **Facility Condition Index (FCI):** the Facility Condition Index (FCI %) comes from the Alberta Infrastructure evaluations conducted on our facilities within the last five years. Evaluations provide recommended investment values for the subsequent five years and the replacement cost of the building. FCI % equals the investment required divided by the replacement cost.
- **Heating Plant Condition:** the condition of the school’s heating plant/ventilation system (HVAC unit).
- **Infrastructure Maintenance and Renewal (IMR) Spending:** IMR funds previously spent on the school building on maintenance for smaller projects.
- **Projected Enrolment:** the projected enrolment of the school. This ensures the modernization funds are being spent on facilities that are meant to continue to educate students into the future.
- **Roof Condition:** the condition of the roof and whether a partial or total replacement is necessary.
- **Utility and Maintenance Costs:** the cost to provide utilities and maintain the school building.

Project priority may be adjusted due to enrolment, viability, utilization, other capital priorities and extenuating circumstances.

Appendix 3 – Map of Capital Priorities 2020-2023



Appendix 5 – Heat Map of Enrolment in Fort Saskatchewan





2021-2024 Three-Year Capital Plan

March 26, 2020

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1.0 Introduction

Elk Island Public Schools (EIPS) 2021-24 Three-Year Capital Plan identifies the Division's highest capital priorities for two project categories:

- New School Construction and Replacement; and
- School Building Modernization and Major Additions.

The 2021-24 Three-Year Capital Plan priorities have shifted from the 2020-23 Three-Year Capital Plan. In the last provincial budget, EIPS had no capital priorities funded. As a result, the Division has reorganized its capital priorities to address increased enrolment pressures in Sector 3 and a capital commitment from Alberta Education to conduct a value scoping (VS) session focused on an infrastructure request for Sherwood Heights Junior High. Overall, the 2021-24 Three-Year Capital Plan reflects the Division's needs while also acknowledging the work of the 2018 Fort Saskatchewan Value Scoping Session, current facility data, student projections and a commitment to incorporate the results of the 2020 Sherwood Park Values Scoping Session.

As the sixth-largest school Division in Alberta, EIPS serves more than 17,400 students from pre-kindergarten to Grade 12—up by 230 in the last year alone. The 43 schools operated by the Division are dispersed between rural and urban settings and divided into five sectors to understand trends, opportunities and challenges better. The five sectors include:

- Sector 1 – Sherwood Park
- Sector 2 – Strathcona County
- Sector 3 – Fort Saskatchewan
- Sector 4 – Lamont County
- Sector 5 – County of Minburn

EIPS is tasked with providing high-quality educational programming and flexible learning environments to residents across all sectors. The Three-Year Capital Plan helps identify the school-facility needs in each community served by analyzing historic student-enrolment data, enrolment projections, trends and the condition of existing capital assets.

In general, the uncertainty of access to capital funding creates challenges in prioritizing projects for both project categories. The *Alberta Budget 2020 – Fiscal Plan – Capital Plan* provides some assurance the province will fund capital projects. However, individual projects and timelines remain uncertain.

2.0 Status of Current Capital Plan

The last time the province announced funding for an EIPS capital project was in March 2017. At that time, funding was announced for the Wye Elementary replacement school. The original building required significant mechanical and electrical upgrades that brought the cost of a modernization beyond the replacement value.

3.0 Status of Current Capital Projects

3.1 Sherwood Park – Wye Elementary replacement school

The Wye Elementary replacement school, renamed Heritage Hills Elementary, is relocating to the Heritage Hills area of Sherwood Park and is scheduled to open in September 2020. The replacement school will accommodate 650 students and its construction cost is approximately \$20 million.

3.2 Sherwood Park – Davidson Creek Elementary

Davidson Creek Elementary is a new K-6 school that opened in September 2018. The school has a student capacity of 600 and serves a portion of the urban service area of Sherwood Park. The opening of Davidson Creek Elementary has brought high-quality learning environments closer to many families.

3.3 Strathcona County – Ardrossan Elementary

The Ardrossan Elementary replacement school opened to students in September 2018. The school has a student capacity of 650 and is expandable to 700. The school is located beside the old Ardrossan Elementary school, which has since been reclaimed as a landscape area.

3.4 Fort Saskatchewan – SouthPointe School

SouthPointe School celebrated a successful grand opening in September 2017. The opening marked the arrival of the first new school in Fort Saskatchewan in 35 years. SouthPointe opened with a student capacity of 556 and it's expandable to 800. In 2019, the Division utilized reserves to relocate three modular classrooms from Mundare School to SouthPointe School. The Division also worked collaboratively with Alberta Education to develop the 2020-21 Modular Classroom Plan, which outlines the Division's modular classroom requirements.

4.0 Desired Outcomes for the 2021-24 Three-Year Capital Plan

The 2021-24 Three-Year Capital Plan identifies priorities for improving learning environments, responding to community needs, addressing deferred maintenance and sizing Division space to meet short-term and long-term needs efficiently. The desired outcomes of the plan include:

- Ensure the Division has sufficient infrastructure to offer high-quality learning environments for all students that are geographically located to serve regional demographics.
- Support asset-management plans for all buildings.
- Ensure sufficient space is available for partnerships and community supports.
- Be consistent with a sustainable transportation system designed to serve the Division's needs.
- Demonstrate a commitment to upkeep and maintain infrastructure needs beyond 2024.
- Support financial efficiencies to ensure Division funds are directed to the areas that provide benefits for the most students.

Consistent application of the Guiding Principles through the development of the Three-Year Capital Plan is expected to build the confidence and trust of all stakeholders involved in the Division's long-range planning (see Section 5.0, "Guiding Principles"). Government stakeholders and the public will see the Division's infrastructure is effectively promoting high-quality learning opportunities, supports for all students, responsiveness to community needs, and the Division's vision and mission. In addition, EIPS will offer opportunities for ongoing engagement with partners, community members, municipalities and provincial ministries to implement the identified priorities.

5.0 Guiding Principles

The priorities identified in this capital plan combine best practices and planning principles with EIPS' administrative procedures. The objective is to ensure fair and equitable access to programs and facilities for students across the Division. In keeping with EIPS priorities, the guiding principles of this capital plan support a model of evidence-based decision-making to provide clear, co-ordinated and consistent recommendations, which are as follows:

Alignment with EIPS Priorities

Priority 1: Promote growth and success for all students.

Goal 3: Success Beyond High School.

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

The Three-Year Capital Plan aims at ensuring the long-term viability of capital assets within the Division. By providing the right spaces in the correct areas, EIPS can tailor programming to the needs of students. The result: Schools that keep students engaged and supported throughout their time at EIPS while also igniting a passion for lifelong learning.

Priority 2: Enhance high-quality learning and working environments.

Goal 2: Quality infrastructure for all.

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

The Three-Year Capital Plan rationalizes decisions that affect a large portion of central Alberta's population. These decisions must be made through carefully considering a number of variables. The results ultimately lead to facilities that support student learning and serve the needs of their respective communities.

Priority 3: Enhance public education through effective engagement, partnerships and communication.

Goal 1: Parents as partners.

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

The Three-Year Capital Plan is developed through the analysis of data, shared and refined by senior administration and presented to the Board of Trustees. Decisions that impact program delivery are shared with families and community stakeholders for input. Engaging stakeholders and communicating goals and objectives are key parts of arriving at well-considered decisions.

Priority 3: Enhance public education through effective engagement, partnerships and communication.

Goal 2: Supports and Services for Students and Families.

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

The Three-Year Capital Plan provides an opportunity to advocate for potential partnerships with the broader community. The ministries of education and infrastructure and EIPS believe schools serve as important hubs within communities. As such, EIPS is encouraged to identify potential partnerships with local jurisdictions that mutually benefit both the students and broader community.

5.1 Student Accommodation Principles

- Provide fair and equitable access to facilities for all students.
 - In sectors with surplus student space, the Division's capital priorities focus on the management of student space at individual schools through the addition, or removal of, modular classroom space and the modernization or replacement of facilities.

- In accordance with provincial guidelines, replacement school requests are considered when the cost for a modernization exceeds 75 per cent of the replacement cost.
- The Division considers all surplus core student space for potential use by program reconfigurations, partners and tenants.
- The Division makes an effort to fill surplus space with uses that are “exempt” to improve a school’s utilization and provide value to the community—for example, not-for-profit leases such as childcare and administrative uses.
- Division capital priorities will request that the modernization of all facilities occurs on an ongoing basis so all matters of education, health and safety are addressed.
 - Modernization is intended to prolong the life of the facility through the replacement of major components. In general, any situation that poses a risk to life, health and safety is a top priority.
 - Modernization is intended to preserve and improve the quality of the learning environment and prolong the life of the facility.
- In sectors where there are new or developing communities without a local school, or in communities where enrolment exceeds space within the designated school, Division capital priorities focus on the deployment of modular classrooms to the designated receiving school(s) or the construction of a new school(s) to serve the additional enrolment pressure.
 - The decision to construct a new school takes into account whether or not the existing building can adequately support the placement of additional modular units. In some cases, additional modular classrooms cannot be added to a school because of code requirements, occupancy loads or site limitations.
 - The construction of an additional new school supports equity of access to quality learning environments for all students.
 - Division capital priorities for new school construction supports the efficient use of student space and resources.
- Provide fair and equitable access to program choices for all students.
 - Programming aligns with enrolment demand and where students reside.
 - Programming supports the effective and efficient use of student space.
 - Programming supports the effective and efficient use of student transportation resources.
- Commit to clear, co-ordinated and consistent decision-making that is transparent.
 - Planning recommendations are made by consulting with appropriate senior staff and administrations—and further refined and communicated through public engagement.
 - Review of municipal documents from Strathcona County, the City of Fort Saskatchewan, Lamont County, the County of Minburn and other school boards about proposed plans, where appropriate. Additional consultations occur as needed.
- Be fiscally and environmentally conscious and responsible.
 - Efficiency and responsibility regarding funding is a pillar of all planning decisions.
 - Where possible, planning decisions should bear in mind environmental consequences regarding transportation, facility condition and new facility location.

5.2 New School Construction

New school priorities in this plan are based on an analysis of student growth both as a larger Division and individually by sector. The methodology and guidelines for identifying new school priorities within the Three-Year Capital Plan are further outlined in Attachment 1, “Creating Your Three-Year Capital Plan.”

5.3 School Building Modernizations and Major Additions

Major modernizations are prioritized using the following variables: facility condition, student enrolment, school-building utilization, and modernization and school-building age. Each category is ranked to provide an overall score. The methodology and guidelines for identifying major modernization priorities within the Three-Year Capital Plan are further outlined in Attachment 1, “Creating Your Three-Year capital Plan.”

Table 1 provides a summary of the major modernization matrix. Use the definitions following this table when interpreting the information contained within.

Matrix	Utilization	PO&M and Instruction		FCI Deferred Maintenance	Age	Enrolment
School	2018-19 Official Utilization	Total Cost Per Student	Total Cost Per School	FCI Value (March 2019)	Building Age	Four-Year Growth Rate
A.L. Horton Elementary	70%	\$8,067	-\$590,720	Good	63	0.2%
Andrew School	31%	\$14,745	-\$1,609,499	Good	63	-9.3%
Ardrossan Elementary	79%	\$7,025	\$680,316	Good	3	0.7%
Ardrossan Junior Senior High	74%	\$7,043	\$2,380,638	Good	62	0.1%
Bev Facey Community High	66%	\$7,284	\$3,397,084	Fair	40	-2.1%
Brentwood Elementary	80%	\$6,963	-\$315,511	Fair	56	-2.0%
Bruderheim School	70%	\$10,611	-\$1,902,736	Fair	42	-0.9%
Clover Bar Junior High	62%	\$7,226	-\$782,443	Fair	49	-5.5%
Davidson Creek Elementary	77%	\$6,256	-\$26,408	Good	2	
École Campbelltown	95%	\$6,096	\$226,131	Good	64	2.8%
École Parc Élémentaire	67%	\$10,193	-\$824,915	Fair	58	16.3%
F.R. Haythorne Junior High	96%	\$6,280	\$651,506	Fair	28	-1.7%
Fort Saskatchewan Christian*	91%	\$7,328	\$2,044,177	Good	65	5.2%
Fort Saskatchewan Elementary*	85%					-6.6%
Fort Saskatchewan High	57%	\$7,635	-\$298,674	Good	63	-0.1%
Fultonvale Elementary Junior High	77%	\$7,158	\$310,945	Fair	45	5.1%
Glen Allan Elementary	74%	\$6,873	-\$511,887	Fair	48	-4.1%
James Mowat Elementary	84%	\$7,296	-\$648,865	Fair	39	2.5%
Lakeland Ridge	88%	\$6,440	\$1,626,701	Good	16	1.8%
Lamont Elementary	62%	\$9,413	-\$634,591	Fair	66	3.0%
Lamont High	67%	\$8,408	-\$932,000	Good	63	-1.5%
Mills Haven Elementary	86%	\$7,176	-\$17,264	Fair	49	-1.6%
Mundare School	50%	\$12,012	-\$1,627,274	Fair	63	-1.1%
Pine Street Elementary	68%	\$9,859	-\$174,944	Fair	58	-9.4%
Rudolph Hennig Junior High	68%	\$7,370	-\$217,306	Fair	50	3.2%
Salisbury Composite High	60%	\$7,051	\$4,600,691	Fair	52	3.0%
Sherwood Heights Junior High	76%	\$6,343	\$107,410	Fair	62	3.9%
SouthPointe School	82%	\$7,224	-\$219,769	Good	4	
Uncas Elementary	66%	\$7,788	-\$1,664,307	Good	43	1.5%
Vegreville Composite High	43%	\$8,585	-\$221,746	Fair	55	-2.8%
Wes Hosford Elementary	90%	\$6,840	-\$128,108	Fair	46	-2.1%
Westboro Elementary	78%	\$6,966	-\$955,117	Fair	50	1.2%
Win Ferguson Elementary	93%	\$6,992	-\$212,644	Fair	44	-4.4%
Woodbridge Farms Elementary	81%	\$7,218	-\$1,009,064	Good	42	-5.9%
Wye Elementary	77%	\$7,098	-\$499,811	Good	66	-5.6%

*Fort Saskatchewan Christian and Fort Saskatchewan Elementary share a single facility. EIPS does not separate costs related to PO&M, therefore the Total Cost Per Student and Total Cost Per School are provided as one value for both schools.

2018-19 Official Utilization – Determined annually through Alberta Education’s Area Capacity and Utilization Report—typically reported one-year behind the current school year.

Total Cost Per Student – Costs include PO&M and instruction. The information is based on the School Status Report for 2018-19. The average cost per student is \$7,295. Values above the average are highlighted in red and values below the average are highlighted in green.

Total Cost Per School – Costs include PO&M and instruction. The information is based on the School Status Report for 2018-19. Costs are recorded as a dollar value ABOVE or BELOW the average cost per school in the Division. The average cost per school is \$3,260,943.

Facility Condition Index (FCI) Value – Recorded as a per cent. The value is determined by dividing the five-year requirement cost by the building replacement cost. Each school's FCI value is retrieved from Alberta Infrastructure’s VFA Program and converted to the appropriate descriptor.

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

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

- **Good** – Adequate for the intended use and expected to provide continued service life with average maintenance—identified in green.
- **Fair** – Ageing components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing—identified in yellow.
- **Poor** – Upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary—identified in red.

Building Age – The age of each facility based on the construction date reported in Alberta Infrastructure’s School Facility Condition Evaluation.

Four-Year Growth Rate – The change in enrolment for each school divided by the four-year history.

$$\text{Growth Rate} = \frac{(2019-20 \text{ enrol.} - 2015-16 \text{ enrol.})}{(2019-2015)} \div (2015-16 \text{ enrol.})$$

The Major Modernization Matrix is used in conjunction with 10-year enrolment projections to gain a better perspective on the viability of each respective facility. Because the tool is designed to work with long-range student projections, the matrix ranking is not used as the sole basis for determining capital priorities. Other factors that help inform capital priorities include contextual and qualitative information as provided by Facility Services staff and long-range enrolment projections.

6.0 Sector Profiles

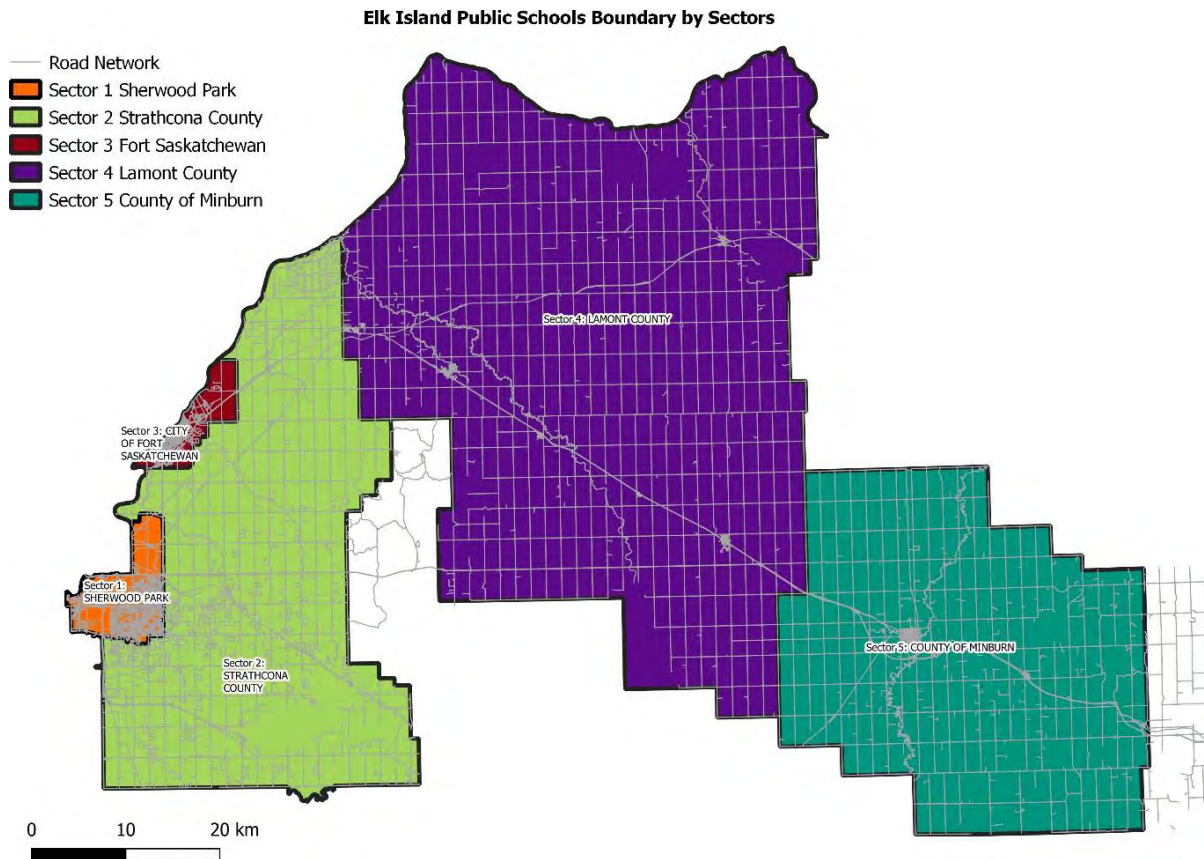


Figure 1 provides an overview of the five sectors that make up EIPS' geographic boundary.

Elk Island Public Schools (EIPS) is comprised of five sectors: Sector 1, Sherwood Park; Sector 2, Strathcona County; Sector 3, Fort Saskatchewan; Sector 4, Lamont County; and Sector 5, the County of Minburn. Sector 5 accounts for the western portion of the County of Minburn.

For each sector, details are provided about the most recent census information. Where available, municipal census information is used. Details regarding major residential development were reviewed for each sector, which was followed by a 10-year kindergarten to Grade 9 enrolment projection for each sector. Strathcona Christian Academy Elementary, Strathcona Christian Academy Secondary, pre-kindergarten and special education students are not included in the enrolment projections.

To better understand student choice, EIPS compared the number of students who reside and attend school in each sector with the available kindergarten to Grade 12 capacity. Residency captures the number of kindergarten to Grade 12 students who reside within the sector boundary. Meanwhile, enrolment captures the number of kindergarten to Grade 12 students who choose to attend schools within the sector. The capacity reflects the total available capacity of schools within the sector. Overall, there are many reasons a student chooses to attend a school other than in the sector they live, such as designation, alternative programs and parental choice. However, when reviewing residency and enrolment in relation to available capacity, opportunities to improve the use of space are apparent.

6.1 Sector 1 – Sherwood Park

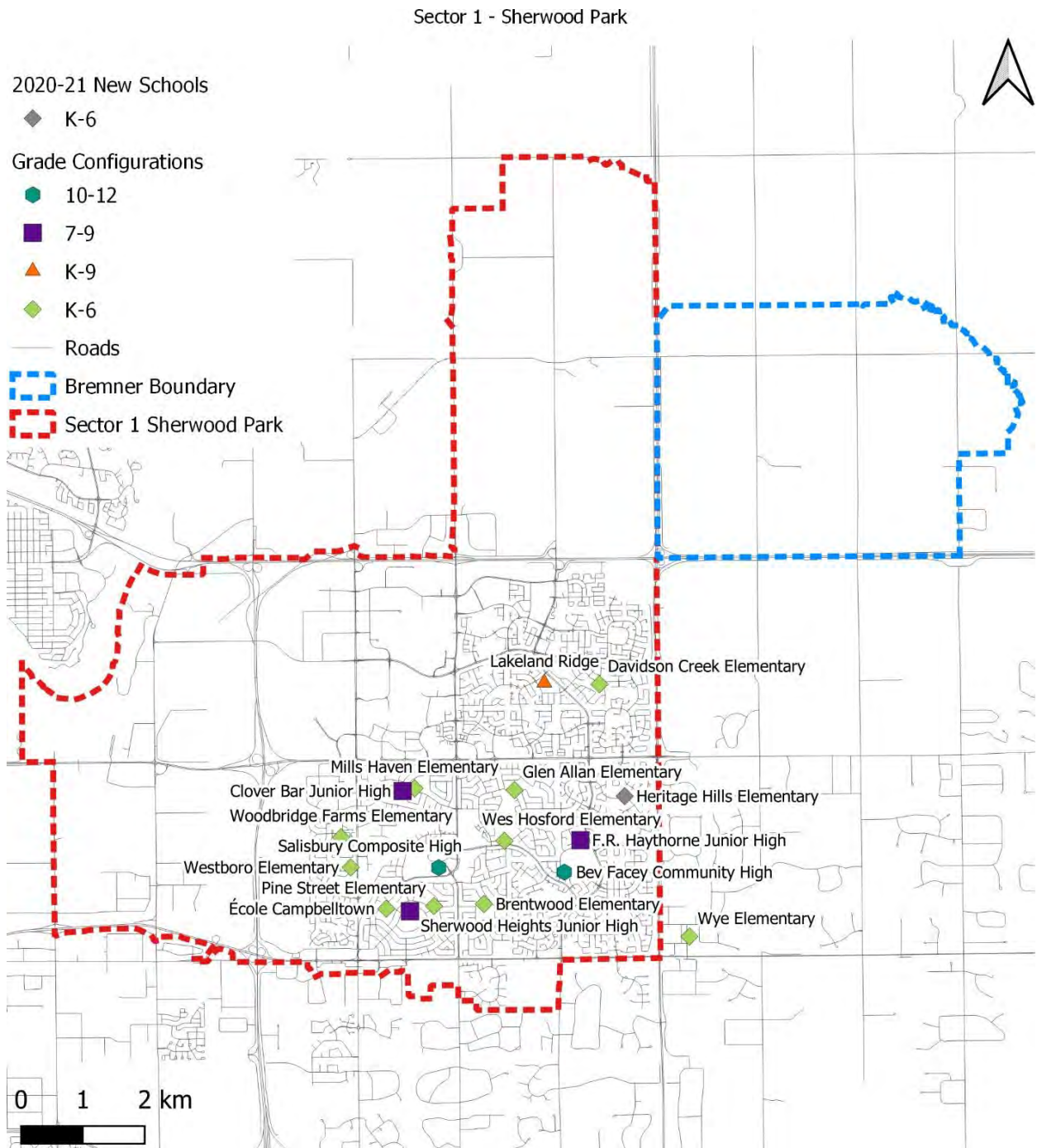


Figure 2 illustrates Sector 1's boundary in red, which corresponds to the urban service area of Sherwood Park. The Bremner area is identified in blue. Within the urban service area all EIPS traditional program schools are identified by grade range. Wye Elementary is included in the Sector 1 analysis because the replacement school, Heritage Hills Elementary, is located within the urban service area.

The population of the urban service area of Sherwood Park is 71,332, according to the 2018 municipal census—up by 3.7 per cent from the population reported in the 2015 municipal census. Strathcona County approved the Bremner Area Concept Plan (ACP) on Sept. 10, 2019. Given the scale of the proposed development, Bremner is shown in both Sector 1 and Sector 2. The Bremner ACP is a high-level strategic document. The most recent information shared by Strathcona County indicates Bremner will accommodate 30,704 residential units and support a population of 79,074 residents. In conversations with Strathcona County, there are several major residential developments planned for the Urban Service Area. These include Aspen Trails, Cambrian Crossing, Centennial, Centre in the Park, Emerald Hills, Hillshire, Salisbury Village and Summerwood North. Sector 1 does have sufficient capacity to accommodate much of this growth. However, school sites are identified in Bremner and Cambrian Crossing as the anticipated number of students will otherwise oversubscribe the available capacity.

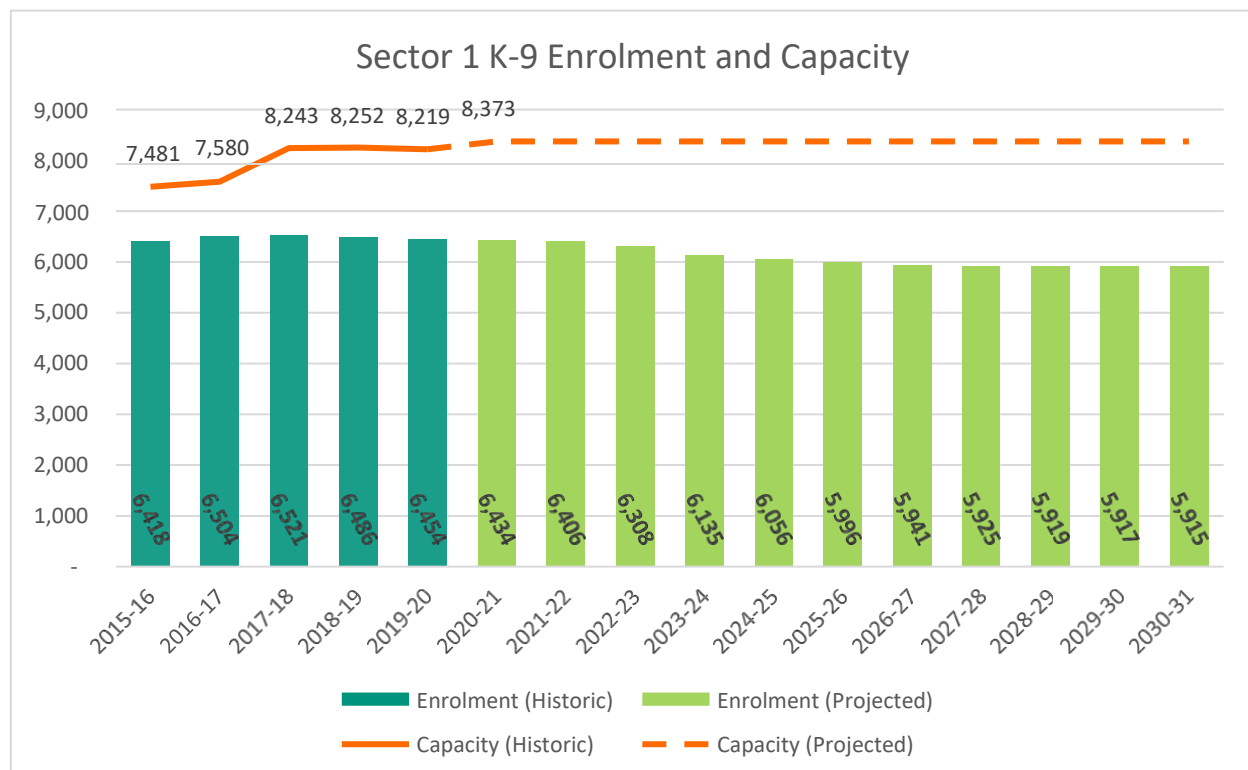


Figure 3 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

Sector 1’s kindergarten to Grade 9 enrolment is anticipated to experience a slight decline between 2019-20 and 2030-31 (see Figure 3). The anticipated decline is 539 students to 5,915 in 2030-31 from 6,454 in 2020-21. As such, this translates to an increase in surplus kindergarten to Grade 9 capacity of 2,458 excess student spaces in 2030-31—up from 1,765 excess student spaces in 2019-20. A reason for this is, in part, is because of an overall declining enrolment and added capacity at Heritage Hills Elementary—slated to open in September 2020.

Sector 1 has sufficient capacity, considering the anticipated kindergarten to Grade 9 enrolment. However, the number of large residential developments expected to begin developing in the next five years may influence the overall trend presented in Figure 3. Furthermore, the excess capacity in Sector 1 is disjointed and not well situated to accommodate the growth areas in Bremner and Cambrian Crossing.

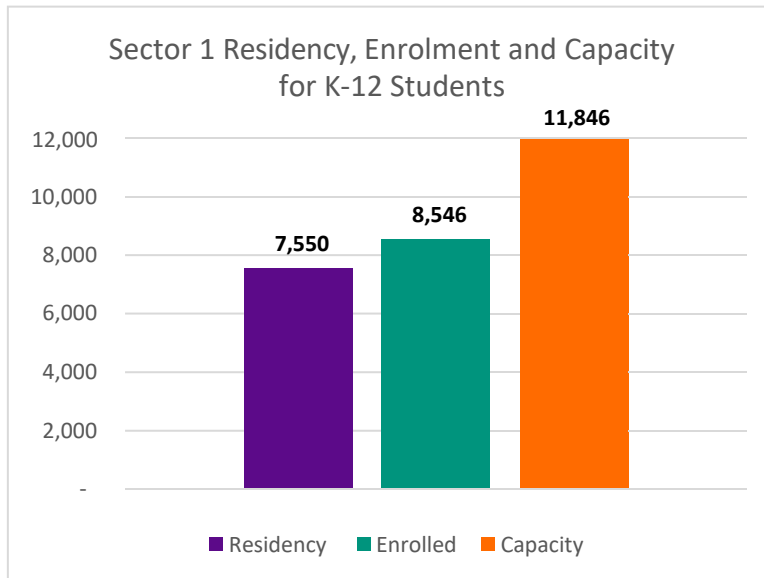


Figure 4 describes the current number of kindergarten to Grade 12 students who reside in Sector 1, who have enrolled in Sector 1 schools, and the total available capacity of Sector 1 schools. The above enrolment is based on Sept. 30, 2019 numbers do not include students in pre-kindergarten or special education programs. Strathcona Christian Academy Elementary and Strathcona Christian Academy Secondary are not included in the above analysis.

Figure 4 illustrates there are 7,550 students in kindergarten to grade 12 residing in Sector 1. That said, 8,546 students chose to attend a Sector 1 school, meaning more students decide to receive educational programming in Sector 1 than reside within the sector—likely for alternative programming. There are many reasons students choose to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. There’s also an excess of 3,300 student spaces in Sector 1 schools.

6.2 Sector 2 – Strathcona County

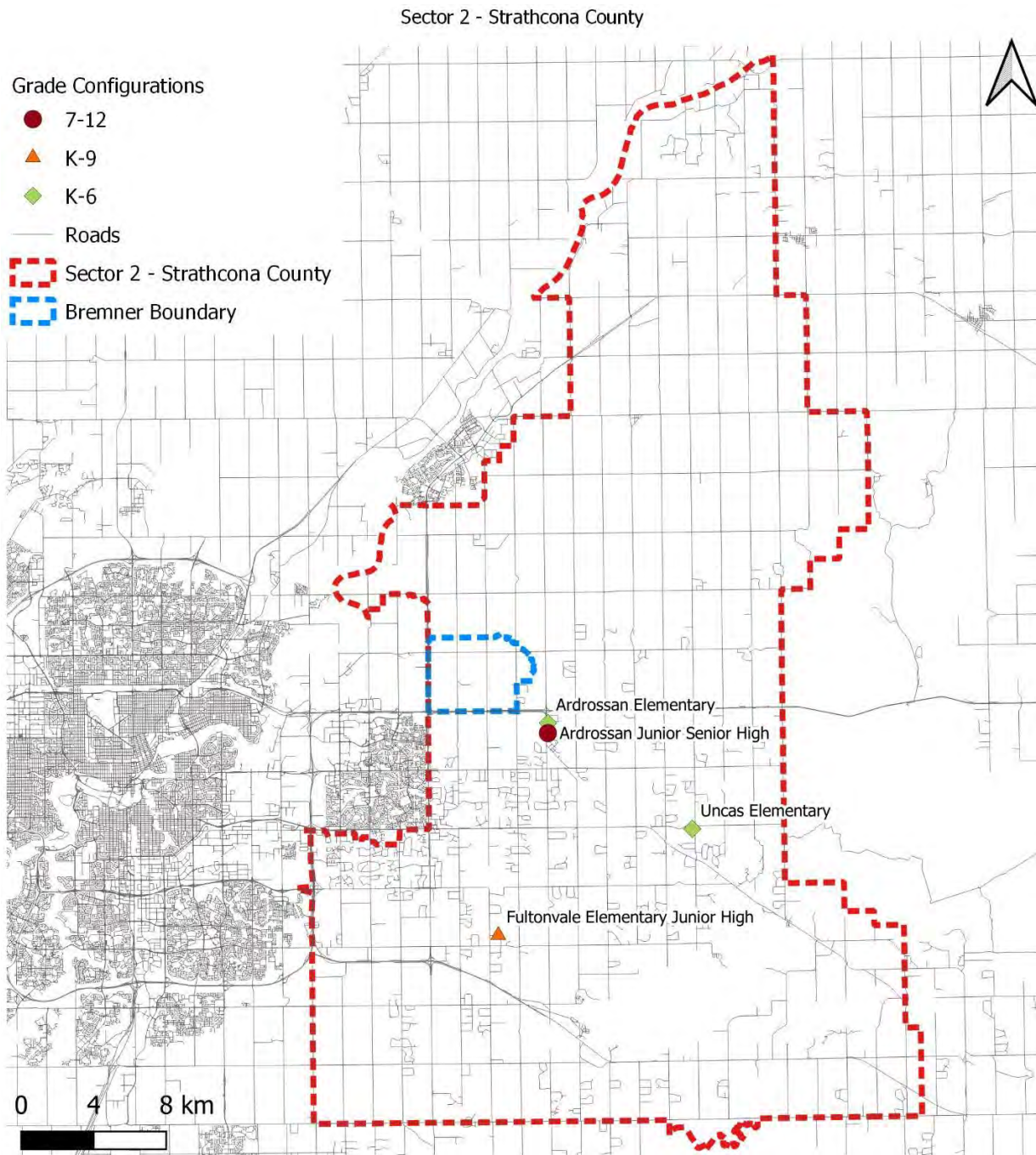


Figure 5 illustrates Sector 2's boundary in red, which corresponds to the rural areas of Strathcona County including the county residential areas. The Bremner area is identified in blue. Within the rural portion of Strathcona County, all EIPS traditional program schools are identified by grade range. Wye Elementary is excluded from the Sector 2 analysis because the replacement school, Heritage Hills Elementary, is located within Sector 1.

The population of the rural service area of Strathcona County is 27,049, according to the 2018 municipal census—up by 0.9 per cent from the population reported in the 2015 municipal census. As discussed in Sector 1, Bremner is included in Sector 2 and Sector 1 (see pg. 11, “Sector 1 – Sherwood Park”). Strathcona County approved the Ardrossan East Area Structure Plan on Oct. 29, 2019. Conversations with the developer and Strathcona County administration indicate Ardrossan East will begin developing as early as 2022. Ardrossan East is designed to accommodate more than 1,500 residential units. It is anticipated the development will take 20 years to complete.

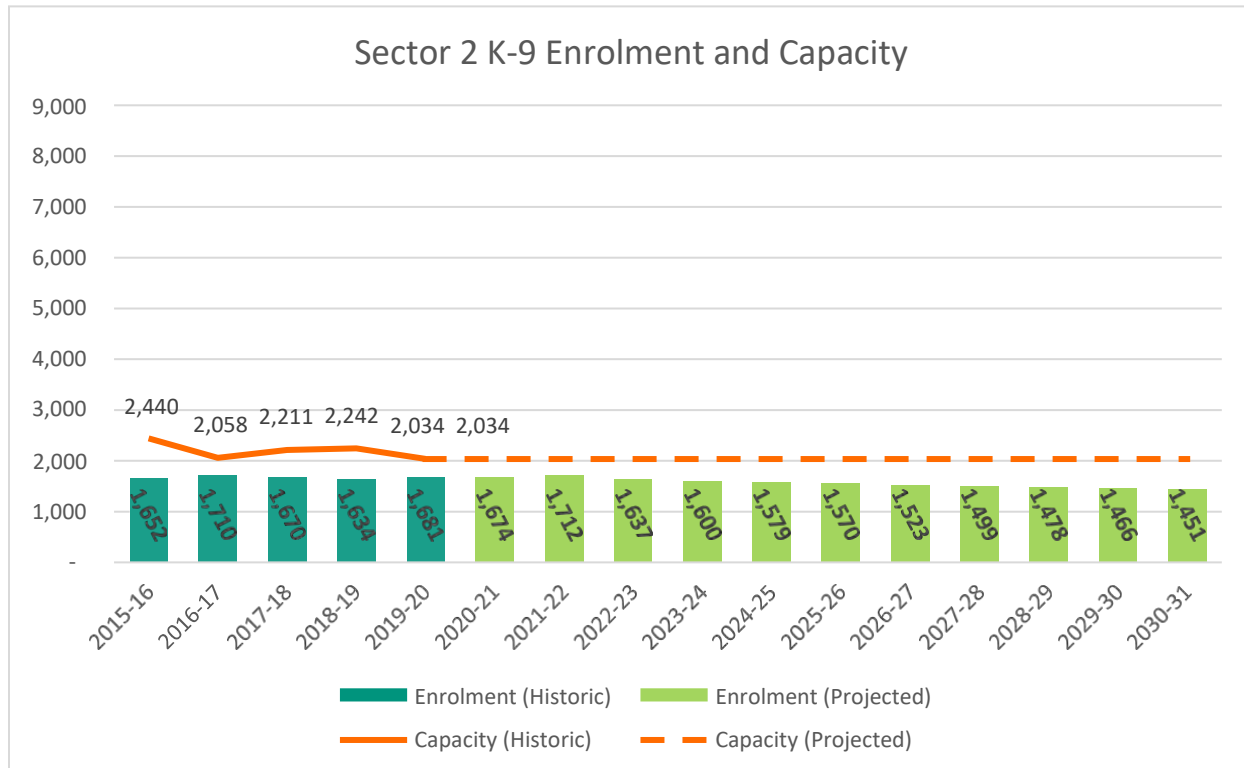


Figure 6 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

The kindergarten to Grade 9 enrolment in Sector 2 schools is anticipated to experience some variability with an overall declining trend between 2020-21 and 2030-31 (see Figure 6). Over this time period, the number of students enrolled in kindergarten to Grade 9 is anticipated to decline by 230 students. The available kindergarten to Grade 9 capacity is projected to increase to 603 excess student spaces in 2030-31 from 373 excess student spaces in 2019-20.

Sector 2 has sufficient capacity considering the anticipated kindergarten to Grade 9 enrolment. However, the residential development of Ardrossan East is anticipated to begin in the next two years and may influence the overall trend presented in Figure 3. Furthermore, the excess capacity in Sector 2 is disjointed and not well situated to accommodate the Bremner and Cambrian Crossing growth areas.

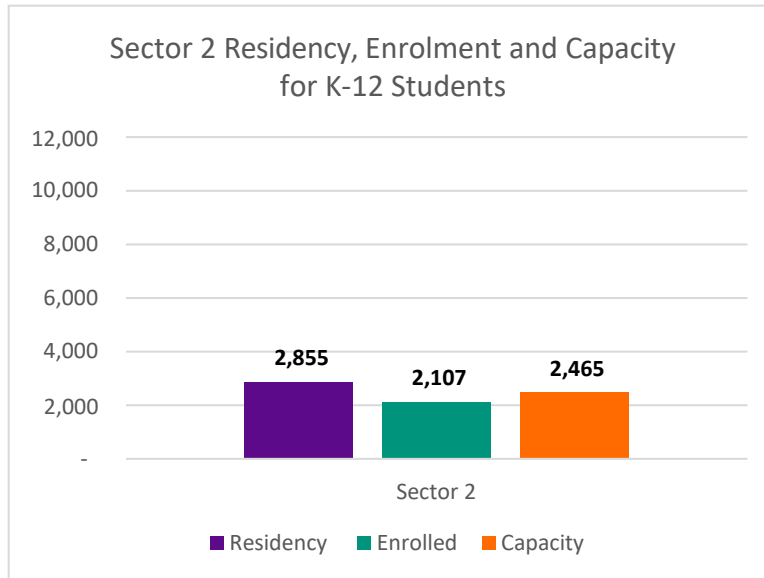


Figure 7 describes the current number of kindergarten to Grade 12 students who reside in Sector 2, who have enrolled in Sector 2 schools and the total available capacity of Sector 2 schools. The above enrolment is based on Sept. 30, 2019 numbers and do not include students in pre-kindergarten or special education programs.

Figure 7 illustrates there are 2,855 students in kindergarten to Grade 12 residing in Sector 2, as of Sept. 30, 2019. A total of 2,107 students were enrolled in Sector 2 schools on the same date, meaning some students choose to leave Sector 2 to receive educational programming in another sector—likely for alternative programming. That said, there are other reasons students decide to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. Furthermore, should all regular kindergarten to Grade 12 students chose to attend a Sector 2 school, an additional 350 student spaces would be required.

6.3 Sector 3 – Fort Saskatchewan

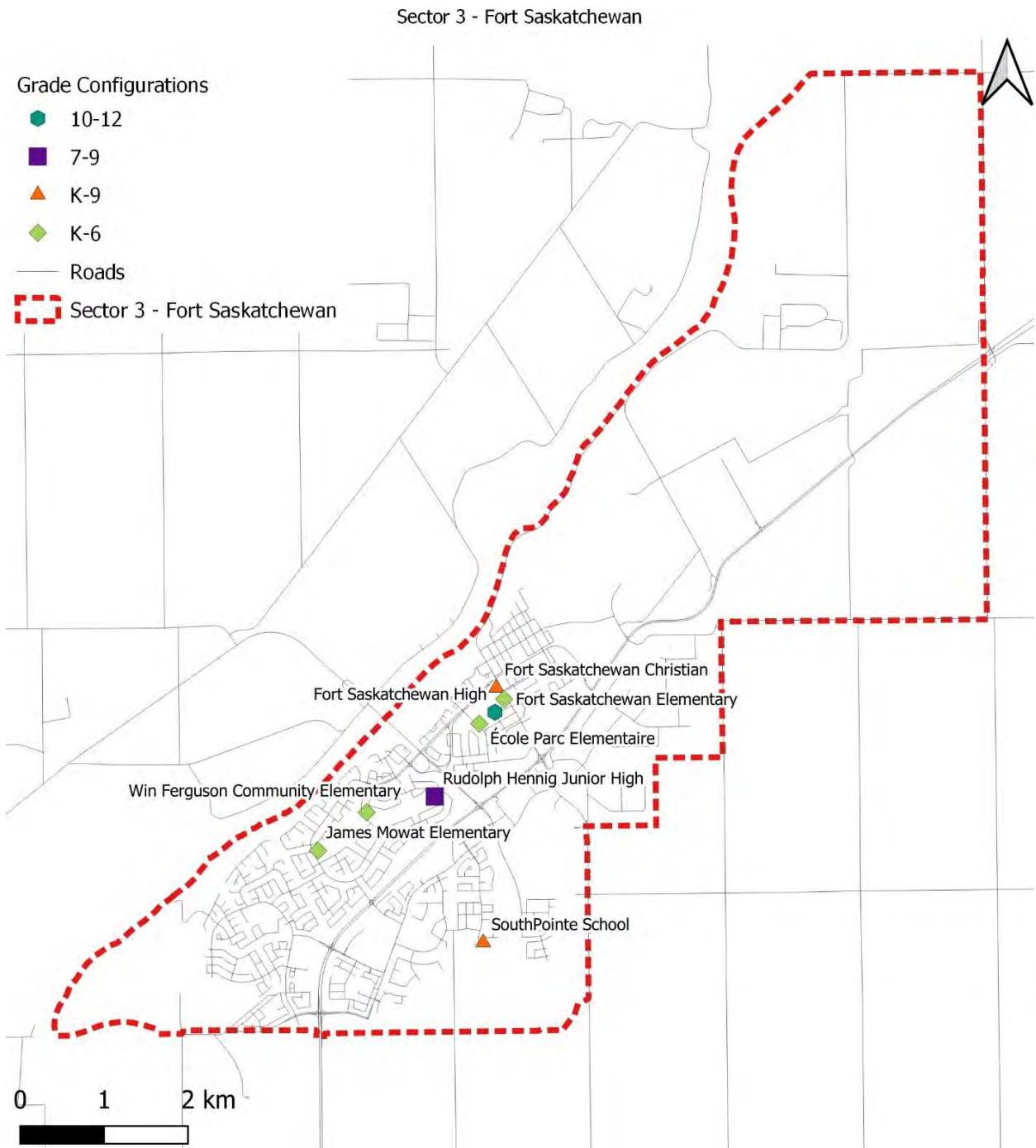


Figure 8 illustrates Sector 3's geographic boundary in red, which corresponds to the municipal boundary of the City of Fort Saskatchewan. All EIPS traditional program schools are identified by grade range. Fort Saskatchewan Christian is included in the following analysis because the facility is owned and operated by EIPS.

The population of the City of Fort Saskatchewan is 26,942 according to the 2019 municipal census—up by 2.33 per cent from the population reported in the 2018 municipal census. The City of Fort Saskatchewan currently has two major residential development areas, Westpark and Southfort. The Westpark ASP accounts for the development in the southwest. Meanwhile, Southfort accounts for the development in the southeast. In 2019, the City of Fort Saskatchewan submitted an application to the Municipal Government Board to annex 952 hectares of land from Strathcona County. The annexation is supported by both municipalities and will provide approximately 30 years of land development for the City of Fort Saskatchewan. Approval by the Municipal Government Board may take up to two years. The lands are primarily located along the southwest edge of the city and should be considered when evaluating current and future needs within Fort Saskatchewan (see Attachment 2, “Proposed Annexation Area”).

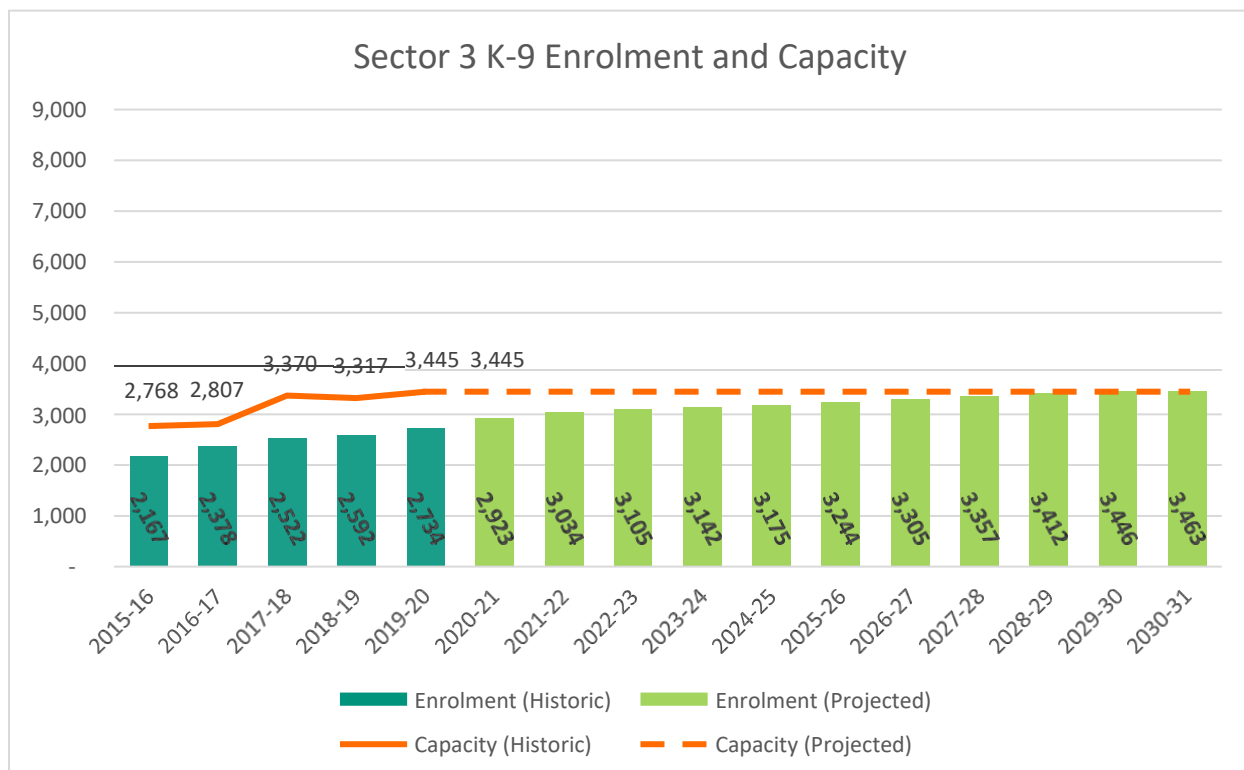


Figure 9 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historic and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

The kindergarten to Grade 9 enrolment in Sector 3 schools is anticipated to increase at a relatively stable pace—to 3,463 in 2030-31 from 2,734 in 2019-20 (see Figure 9). The total increase is 729 students. Notably, the current number of kindergarten to Grade 9 student spaces is not sufficient to accommodate the projected number of students. It is anticipated the number of students enrolled in Sector 3 schools will exceed the available capacity by 2028-29. Also, the residential development that may arise from the annexation land is anticipated to begin developing over the next 10 years and may influence the overall trend presented in Figure 3. Furthermore, the excess capacity in Sector 3 is disjointed and not well situated to accommodate the current and anticipated growth areas in the city.

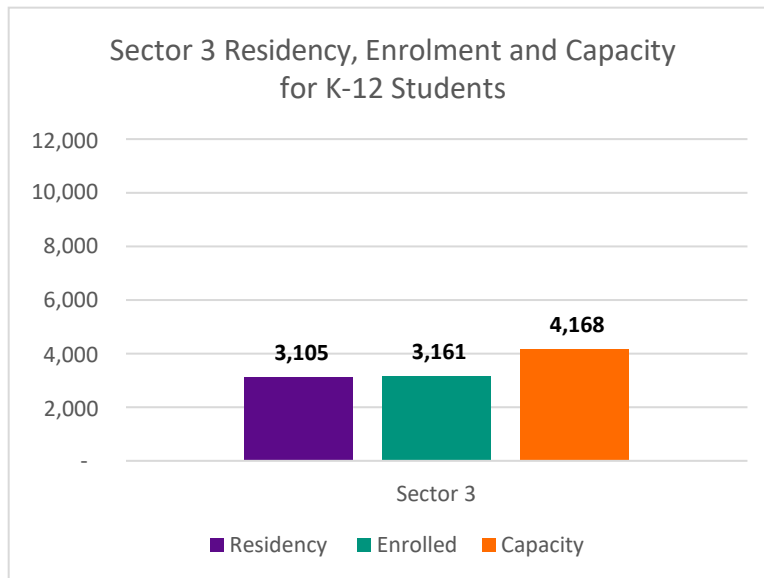


Figure 10 describes the current number of kindergarten to Grade 12 students who reside in Sector 3, who are enrolled in Sector 3 schools and the total available capacity of Sector 1 schools. The above enrolment is based on Sept. 30, 2019 numbers and do not include students in pre-kindergarten or special education programs. Fort Saskatchewan Christian students are included in this analysis.

Figure 10 illustrates there are 3,105 students in kindergarten to Grade 12 residing in Sector 3, as of Sept. 30, 2019. A total of 3,161 students are enrolled in Sector 3 schools on the same date, meaning some students travel into Sector 3 for educational programming—likely for alternative programming. That said, there are other reasons students decide to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. Currently, an excess of 1,000 student spaces are available in Sector 3. However, as illustrated in Figure 9, enrolment in the sector is projected to increase at a steady rate.

6.4 Sector 4 – Lamont County

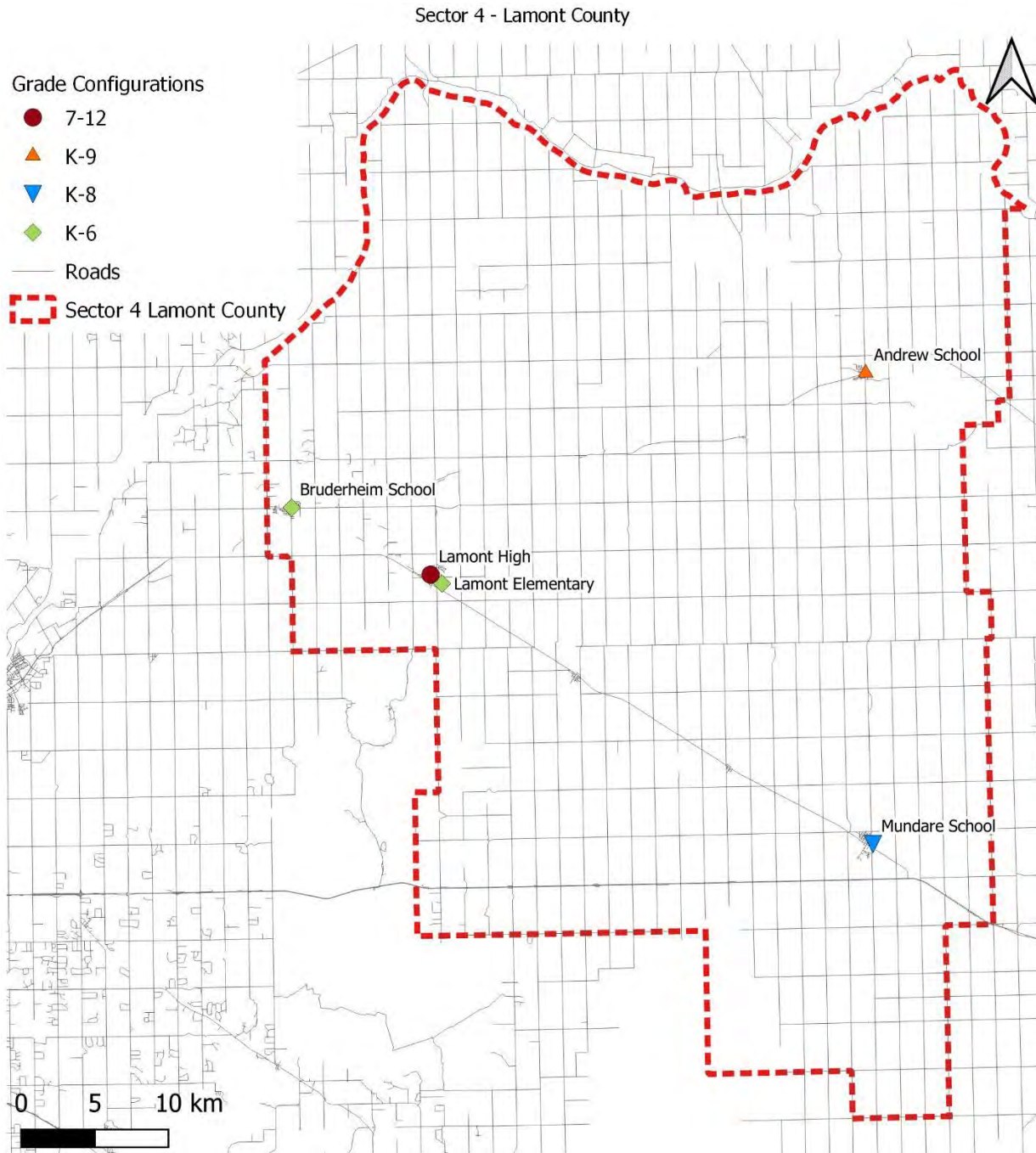


Figure 11 illustrates Sector 4’s geographic boundary in red, which corresponds to the municipal boundary of Lamont County. The municipalities of the Village of Andrew, the Town of Bruderhiem, the Village of Chipman, the Town of Lamont and the Town of Mundare are included as part of Sector 4. All EIPS traditional program schools are identified by grade range.

Lamont County has a rural population of 3,899 residents, as reported in Statistics Canada’s 2016 census data. When you add the Village of Andrew (452), the Town of Bruderhiem (1,308), the Village of Chipman (247), the Town of Lamont (1,774) and the Town of Mundare (852) the sector’s total population is 8,532. The Town of Bruderheim’s 2018 municipal census reports a population of 1,395, up by 87 residents.

Sector 4 is largely agriculture-based, with the exception of the Industrial Heartland Area Structure Plan. The ASP does not include residential development as part of its land-use pattern, however, the plan outlines protections for existing agricultural areas and residential acreages. Industrial development within this area, including the Inter Pipeline Ltd. and Pembina Pipeline Corp. projects, provide continued opportunity for growth within Lamont County. With its centrally located, industrial-zoned land base, the region is ideally situated for industry connections to world markets through rail and high-load corridors.

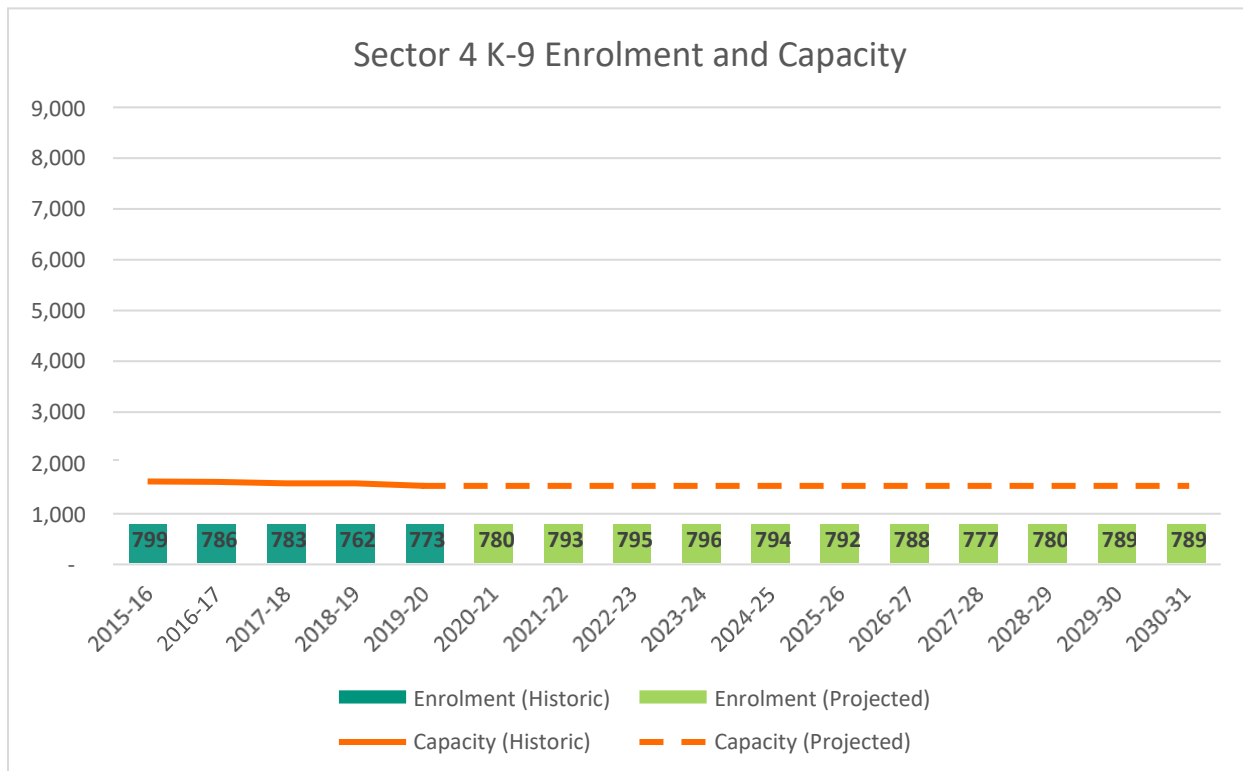


Figure 12 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

Enrolment for kindergarten to Grade 9 enrolment in Sector 4 schools is anticipated to fluctuate between 773 and 796 students (see Figure 12). Notably, the current number of kindergarten to Grade 9 student spaces is nearly twice the anticipated enrolment. EIPS projects Sector 4 schools will have 751 excess student spaces for the duration of the plan period.

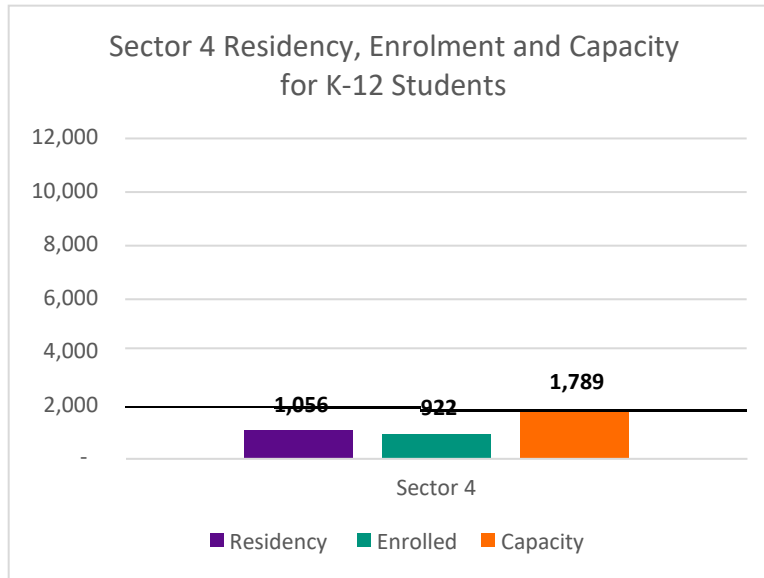


Figure 13 describes the current number of kindergarten to Grade 12 students who reside in Sector 4, who are enrolled in Sector 4 schools and the total available capacity of Sector 4 schools. The above enrolment numbers are based on Sept. 30, 2019 and do not include students in pre-kindergarten or special education programs.

Figure 13 illustrates there are 1,056 students in kindergarten to Grade 12 residing in Sector 4, as of Sept. 30, 2019. A total of 922 students are enrolled in Sector 4 schools, as of the same date, meaning some students travel out of Sector 4 for educational programming—likely for alternative programming. However, there are many reasons student decides to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. If all students living in Sector 4 attend a Sector 4 school, there are 733 excess student spaces.

6.5 Sector 5 – County of Minburn

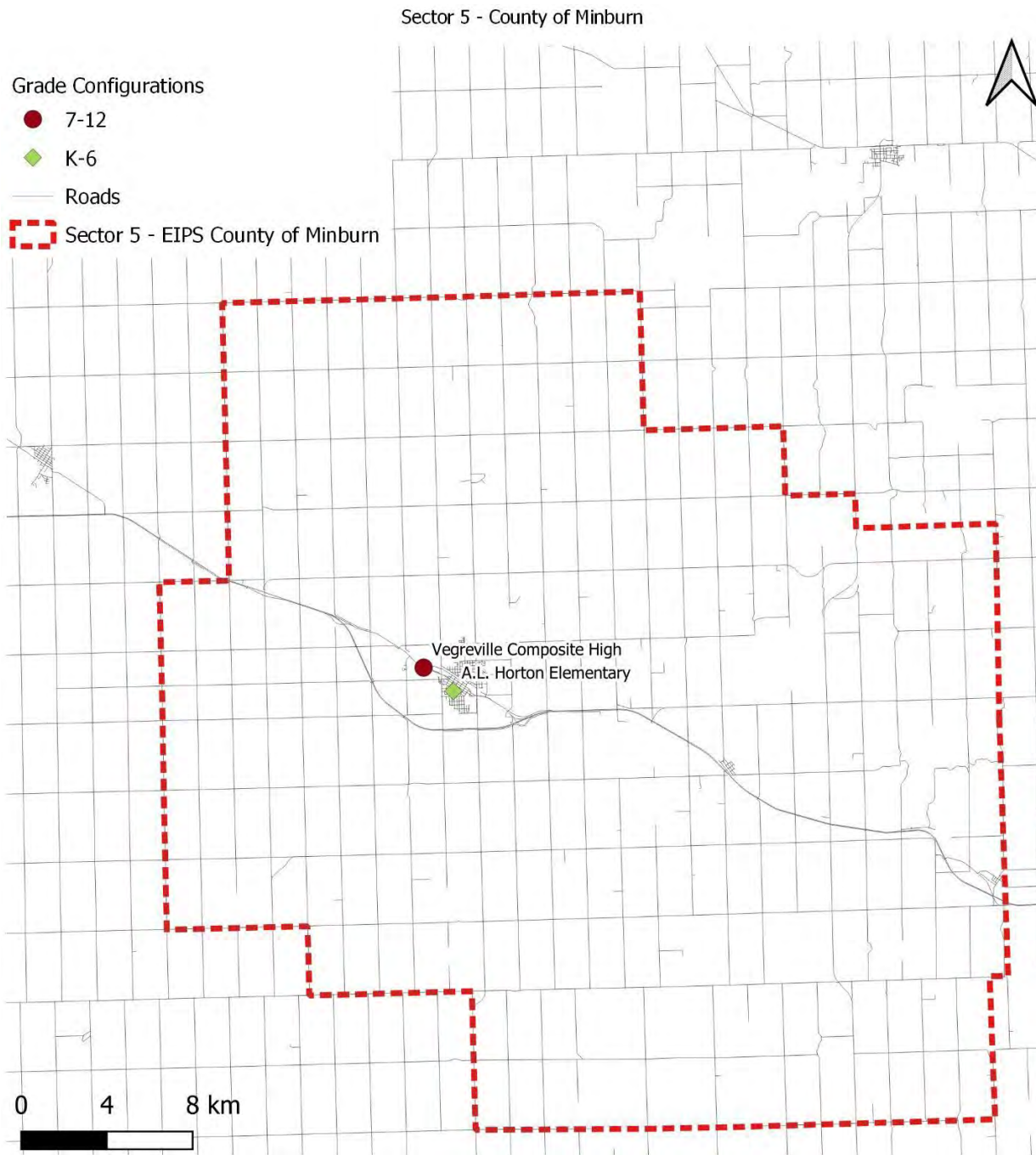


Figure 14 illustrates Sector 5’s geographic boundary in red, which corresponds to the western portion of the County of Minburn. The town of Vegreville is included within the EIPS boundary. All EIPS traditional program schools are identified by grade range.

The County of Minburn has a rural population of 3,188 residents, as reported in Statistics Canada’s 2016 census data. The rural census area includes Lavoy, Ranfurly and Minburn. The town of Vegreville has an additional 5,708 residents. Therefore, the total population—including towns and villages—is 9,430 residents, which marks an overall decrease of seven per cent or 693 people from the 2011 data (10,123). The Division only serves the western portion of this county.

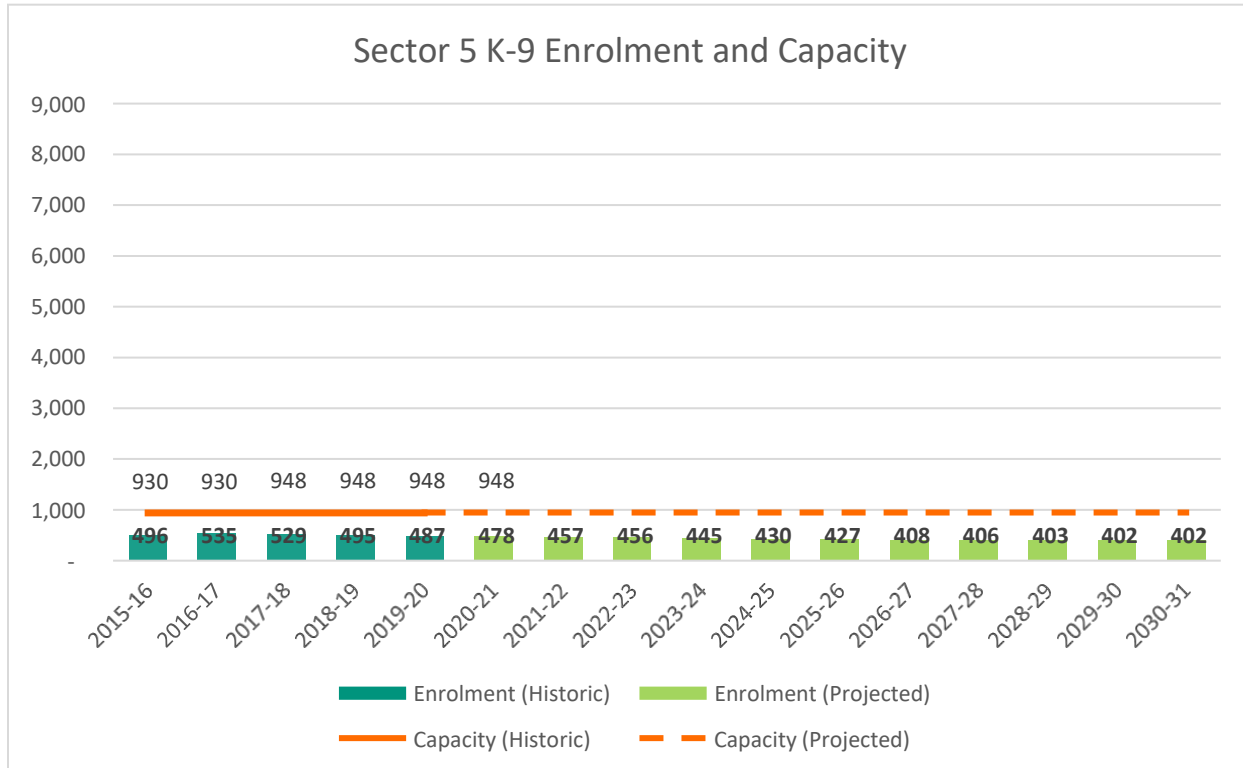


Figure 15 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

Enrolment for kindergarten to Grade 9 enrolment in Sector 4 schools is anticipated to decline to 402 students from 487 students. Notably, the current number of kindergarten to Grade 9 student spaces is nearly twice the current enrolment. EIPS projects Sector 5 will have an excess of 461 student spaces for the duration of the plan period.

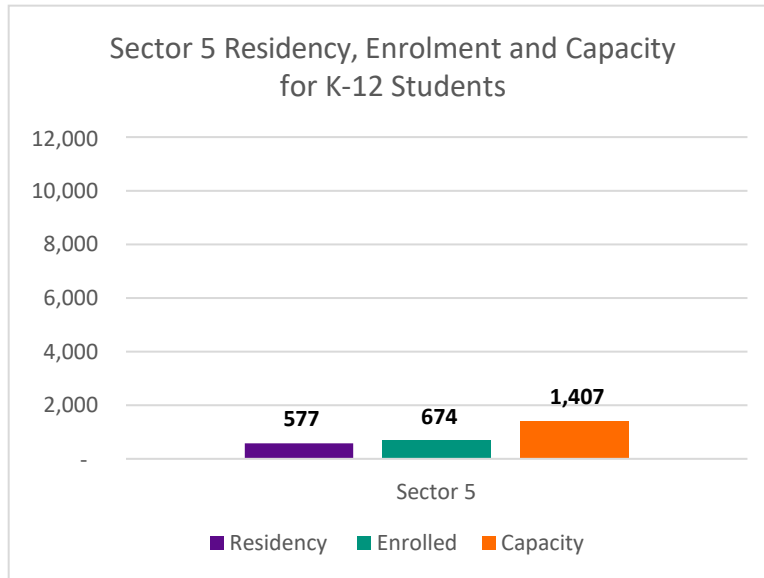


Figure 16 describes the current number of kindergarten to Grade 12 students who reside in Sector 4, who are enrolled in Sector 4 schools and the total available capacity of Sector 4 schools. The above enrolment numbers are based on Sept. 30, 2019 and do not include students in pre-kindergarten or special education programs.

Figure 16 illustrates there are 577 students in kindergarten to Grade 12 residing in Sector 5, as of Sept. 30, 2019. A total of 674 students are enrolled in Sector 5 schools, as of the same date, meaning students travel into Sector 5 for educational programming—likely for alternative programming. There are 733 excess student spaces in Sector 5 compared to 577 students enrolled kindergarten to Grade 12 students.

7.0 List of Major Modernizations and New School Capital Priorities

Alberta Education requires school jurisdictions to submit a Three-Year Capital Plan identifying all project types as an aggregated list. The following criteria are provided to assist school divisions in structuring their capital plans. Each project’s placement is based on the criteria for Year 1, Year 2 or Year 3 (see Attachment 3, “Approval Process for School Building Projects”).

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • well defined and supported with strong evidence of need • able to be implemented immediately • site is serviced and ready 	<ul style="list-style-type: none"> • need is well established • scope requires additional confirmation or definition • site is under development but not yet fully serviced 	<ul style="list-style-type: none"> • project is an emerging need • scope may not be well defined • site identified but not yet serviced

Furthermore, Alberta Education provides the following information to help school divisions identify each project’s needs.

Health and Safety

- Health and safety issues that require resolution may include serious structural deficiencies, presence of hazardous materials, documented air-quality issues and more.

Building Condition

- There are demonstrated and documented deficiencies in the key areas of structural, envelope, interior, mechanical, electrical, building codes and/or standards compliance issues because of age that could not be resolved through the use of Infrastructure Maintenance and Renewal (IMR) funding.

Enrolment Pressures

- Enrolment Growth: The school authority’s existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming

- Project provides new and/or improved program space functionality through reconfiguration, relocation or technology.

Legal

- Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action—for example, Rights to Francophone education under Section 23 of the *Canadian Charter of Rights and Freedoms*.

The following information is used by Alberta Education and provides insight into how projects are categorized across the province. Each school division should consider the level of need for each project. Alberta Education classifies the level of need for each project based on the following information.

High Need (Tier 1)

- Projects that will address school facilities that are unsuitable, unsafe or pose a high risk to students and/or staff.

Medium/High Need (Tier 2)

- Projects that are considered immediate need. An active mitigation strategy may be in place to address the immediate need.

Medium Need (Tier 3)

- Projects that are considered to have emerging needs.

Low Need (Tier 4)

- Projects that may be addressed in the long-term future—seven to ten years.

7.1 Aggregated Capital 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 Session	1,400	\$58,000,000
1-B	Sherwood Park Placeholder	1	Placeholder will focus on Sherwood Heights Junior High. Result is forthcoming and based on the 2020 Sherwood Park Value Scoping Session.	TBD	TBD
Priority	School	Sector	Year 2	Capacity	Cost
2	James Mowat Elementary	3	Result of the 2018 Value Scoping Session	650	TBD
3	Win Ferguson Elementary	3	Result of the 2018 Value Scoping Session	470	TBD
Priority	School	Sector	Year 3	Capacity	Cost
4	Sector 5 Value Scoping Session	5	Sector 5 Value Scoping Session—Planning funds only	TBD	\$40,000
5	Sector 4 Value Scoping Session	4	Sector 4 Value Scoping Session—Planning funds only	TBD	\$40,000

7.2 Detailed Rationale

Each rationale outlines why the project is placed in Year 1, Year 2 or Year 3 and the reason for the project requested.

Priority 1: Description

A significant change from the previous year: EIPS has identified two priorities as the Division's highest need. The reason is because EIPS has engaged with a consultant to start and complete a value scoping session before the end of the 2019-20 school year. Upon completion of the value scoping session, EIPS will bring forward an amendment to the capital plan outlining the Division's preferred option for the Sherwood Park Placeholder.

Priority 1-A: Rudolph Hennig Junior High, Fort Saskatchewan High Replacement

The 2020-23 Three-Year Capital Plan identified Rudolph Hennig Junior High and Fort Saskatchewan High as Phase 1 and Phase 2 of a 1,400-student-capacity replacement school, grades 7-12, on the Southridge site. The 2021-24 Three-Year Capital Plan has combined the two phases into one capital priority. The two-to-one replacement is in alignment with the outcomes of the 2018 Value Scoping Session, which identified the replacement of the two schools as the best-performing option overall. When considering building conditions and enrolment growth, the replacement of the two schools on to the Southridge site allows the Division to accommodate current and future growth.

Since the completion of the 2018 value scoping session, the Southridge school site has been rezoned to public service lands. Furthermore, the developer has committed to advance the subdivision of the school lands if EIPS receives a funding commitment from the Government of Alberta. In combination with the support from the City of Fort Saskatchewan, EIPS is confident the project can be implemented imminently upon funding approval.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report are available in the [May 22, 2019 Board Package \(see pg. 20-191\)](#).

Priority 1-B; Placeholder for Sherwood Park Value Scoping Session

The 2020-23 Three-Year Capital Plan highlights four schools in Sherwood Park as priority projects. Sherwood Heights Junior High was identified as the Division's No. 1 priority with École Campbelltown, Pine Street Elementary and Salisbury Composite High also included. In November 2019, the provincial government announced funding for 15 schools and design funding for an additional 10 school projects across the province. No projects were identified for EIPS. Through conversations with the province's Capital Planning Branch, EIPS was awarded planning funds to conduct a value scoping session to define and establish support for the replacement of Sherwood Heights Junior High. The purpose of the session is to establish support and provide valuable alternatives to the priorities identified in the 2020-23 Three-Year Capital Plan.

Priority 2: James Mowat Elementary Replacement

The replacement of James Mowat Elementary on to the Westpark site was also identified in the Values Scoping Session in 2018 as part of the best-performing option overall. In the previous capital plan, the replacement was identified in Year 2. Increasing enrolment pressures and facility-condition concerns have elevated this capital priority. Furthermore, the anticipated enrolment pressure in Fort Saskatchewan around the Westpark school site has prompted a review of the request. The 2021-24 Capital Plan also requests an increased capacity—of 200 student spaces to 650 from 450.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report are available in the [May 22, 2019 Board Package \(see pg. 20-191\)](#).

For this reason, EIPS has identified a single capital priority in Year 2 as a placeholder for the results of the 2020 Sherwood Park Value Scoping Session. The results of the Sherwood Park Value Scoping will ensure a capital request for Sherwood Heights Junior High provides the largest benefit to the greatest number of stakeholders. EIPS plans to begin working on the value scoping session in mid-to-late 2020.

Priority 3: Win Ferguson Elementary Major Modernization

The modernization of Win Ferguson Elementary was also identified in the 2018 Values Scoping Session as part of the best-performing option overall. A major modernization will address concerns related to the school's deferred maintenance and necessary upgrades to the mechanical and electrical systems. The modernization will also enable EIPS to address current and future community needs by improving access to high-quality learning environments. Win Ferguson Elementary's building is 41 years old, has a 93 per cent utilization rate, and an FCI rating of Fair.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report are available in the [May 22, 2019 Board Package \(see pg. 20-191\)](#).

Priority 4: Sector 5 Value Scoping Session

As identified in section 6.5, "Sector 5 – County of Minburn," there is a significant amount of available capacity (see Figure 15 and Figure 16). Furthermore, the total cost per student to operate Vegreville Composite High is \$8,585, and A.L. Horton Elementary is \$8,067, which is above the average cost per student (\$7,295). By conducting a value scoping session in Sector 5, EIPS can identify opportunities to right-size Division space and evaluate opportunities to direct more dollars into the classroom.

Priority 5: Sector 4 Value Scoping Session

As identified in section 6.4, "Sector 4 – Lamont County," there is a significant amount of available capacity (see Figure 12 and Figure 13). Furthermore, the total cost per student to operate in all five Sector 4 schools is above the Division average of \$7,295. Andrew School (\$14,754), Mundare School (\$12,012) and Bruderhiem School (\$10,611) are the three highest schools to operate on a per-student basis. By conducting a value scoping session in Sector 4, EIPS can identify opportunities to right-size Division space and evaluate opportunities to direct more dollars into the classroom.

8.0 List of Attachments.

- Attachment 1: "Creating Your Three-Year Capital Plan"
- Attachment 2: "Proposed Annexation Area"
- Attachment 3: "Approval Process for School Building Projects"

Current enrolments and enrolment projection information must be provided to Education with the request for new space.

As indicated in section 203 of the *School Act*, before any construction or demolition begins, school jurisdictions must submit a copy of the expansion plans related to construction, addition, or reducing the number of classrooms in the original design of a school.

Jurisdictions must seek approval for additional space for capital projects from the Minister of Education.

All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Criteria for adding to an existing school

A school jurisdiction may choose to include a major addition to an existing school as a priority in their Three-Year Capital Plan when:

- The school experiences increases in existing enrolments with utilization rates nearing or exceeding 100 per cent.
- The school requires additional space for programming (e.g., CTS labs).

Criteria for building a new school

A school jurisdiction may choose to include a new school as a priority in their Three-Year Capital Plan when:

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.
- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.
- The utilization rate for any geographic sector of the jurisdiction is above 100 per cent.

A utilization rate of 100 per cent or greater indicates that a school is approaching a point where consideration should be given to providing additional space. This depends on enrolment trends, utilization rates across the jurisdiction or sector, and current capital projects underway.

3.1.2 Modernization Program

Modernization funding supports the renovation of a school building or portion of a school building to address aging of the physical structure and/or improve the functionality and suitability for present and future educational programs. Modernization projects are assessed based on the following criteria:

- health and safety
- current and projected enrolments
- utilization rate
- strategic location
- cost savings by right sizing
- functionality
- condition as determined by a facility audit.

A modernization project involves renovations to all or part of an existing school in order to:

- overcome major deficiencies throughout a building or a section of a building that threaten the health and safety of students and staff
- accommodate educational programs and integrate delivery of technology, including Career and Technology Studies (CTS) equipment, associated with the modernization project
- provide access and facilities for persons with disabilities
- replace or upgrade building structural components, mechanical and electrical services, and architectural finishes.

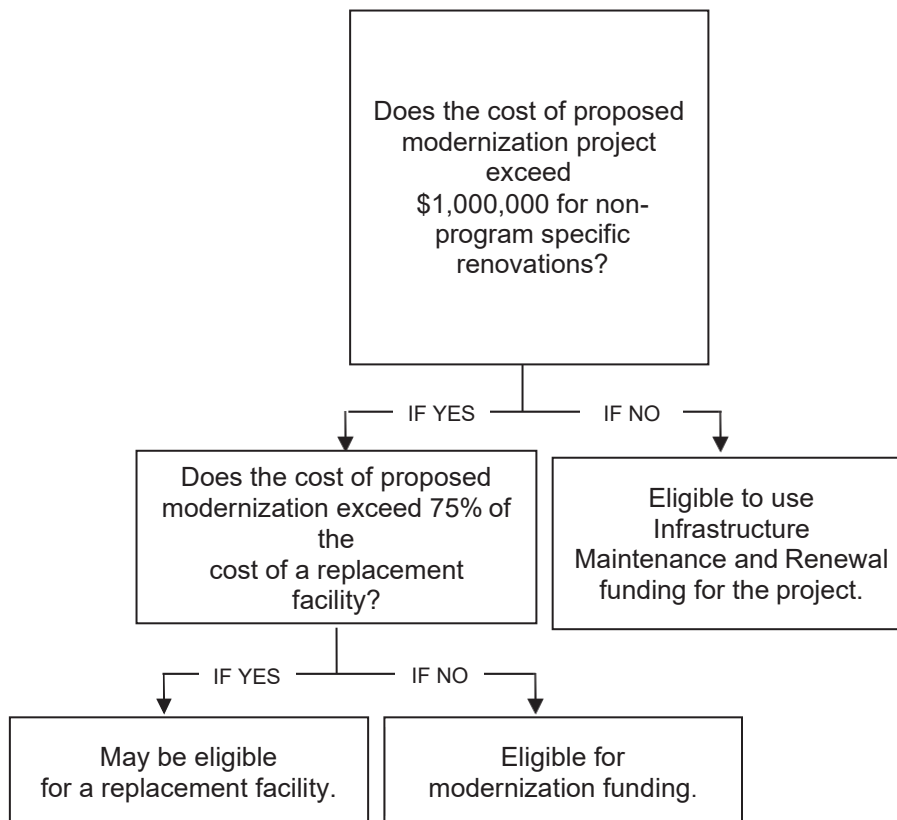
Modernization funding is provided for projects where the total construction cost for non-program specific renovations exceeds \$1,000,000. For any projects under the above-noted cost thresholds, school jurisdictions should use Infrastructure Maintenance and Renewal funding (see section 12).

Where a modernization project is estimated to cost more than 75 per cent of a replacement facility, the school jurisdiction may instead wish to list a replacement facility as a priority in their Three-Year Capital Plan.

Jurisdictions are also required to report to Infrastructure when they have reduced space in a school due to a modernization.

Identifying Modernization Funding Opportunities

The chart below illustrates the process school jurisdictions should follow to identify potential modernization projects. School jurisdictions inform Education of their modernization plans through their Three-Year Capital Plans.



3.2 Prepare the School Site

Discussions with municipalities must occur prior to submitting a request for all high priority new or replacement projects to ensure the site has been identified and services are available.

A Site Readiness Checklist (see Appendix K - Form 8) available at <http://www.education.alberta.ca/media/6414507/form8sitereadiness.doc> must be completed, signed and submitted for each New or Replacement School Project included in the first year of the jurisdiction's Three Year Capital Plan.

Areas that need to be considered include:

- title of land
- appropriate zoning
- topography of site
- any site assessments that have been completed
- adequate road access
- site size considerations
- services to the site
- other concerns about the site.

3.3 Identify Possible Partnerships

The ministers of Education and Infrastructure believe that schools serve as important hubs within communities. School boards are expected to identify potential partnerships with local jurisdictions that would mutually benefit both the students and larger community.

To assist school jurisdictions in identifying and establishing partnership opportunities, please refer to the Partnerships webpage online at <http://education.alberta.ca/departments/ipr/capitalplanning/infrastructureresources.aspx> for the Guide to Partnerships and various resources.

School jurisdictions are encouraged to contact their Education Senior Manager in Capital Planning for any additional information on developing partnerships.

3.3.1 Student Health Services and Parent Link Centres

For information on Student Health accommodations and Parent Link Centre facilities in schools, please contact Education's Capital Planning Sector at 780-643-0951 (toll free by first dialing 310-0000).

3.4 Develop a Budget

This information is to assist you in preparing individual capital project applications. For more assistance and support in developing your budget, contact the Learning Facilities Branch at Infrastructure.

3.4.1 Building Construction Support Prices

The building construction support rates are outlined in the cost templates provided to each school jurisdiction. The SharePoint site link to access this information is <https://extranet.infrastructure.alberta.ca/capitalprojects/pm/cm/ecs/CPMP/Schools/Forms/AllItems.aspx>. Infrastructure will update the cost templates as required in response to fluctuations in

market conditions and construction escalation. For any questions on these templates, please contact the Learning Facilities Branch at Infrastructure.

3.4.2 Location Differentials and Distance Allowances

Location factors are applied to the support rate per square metre to compensate for the higher costs associated with construction in various locations and are now included in the cost templates. For any questions on location differentials and distance allowances, please contact the Learning Facilities Branch at Infrastructure.

3.4.3 Budget Components

The project budget established for each capital project typically includes the following capital cost components:

- Building Construction Costs
- Consultants' Fees
- Project Expenses
- Furniture and Equipment
- Career and Technology Studies (CTS) Equipment
- Other approved project costs, if applicable
- Non-refundable GST.

The total project cost is the sum of the components above.

3.4.3.1 Building Construction Costs (includes site development)

The approved budget is to be used for the physical construction of the school facility and the normal site development costs incurred when undertaking a typical school construction project, including the following:

Building substructure and structure	Exterior walls and cladding
Interior fixed partitions and moveable partitions	Vertical movement systems (elevator, escalator)
Finishes (interior and exterior)	Electrical systems
Mechanical systems	All services on the school site (water, sewer, gas, etc.)
Allowances (design, construction, contingency)	Telephone and data site services
Electrical and mechanical site services	Hard surfaces including fire lane(s)
Fire protection	General conditions and permits
Landscaping (as required to meet the requirements of authorities having jurisdiction and to provide safe access and site drainage)	LEED Certification
Fixtures in the building, such as millwork (including classroom shelving), storage units and counters, gymnasium equipment (basketball backstops, climbing frames, floor inserts required for volleyball or badminton), fixed library shelving, gymnasium equipment storage and dividers for classrooms, gymnasium	Cost escalation

and lockers

Note: The total project cost does not include extraordinary site costs, site acquisitions, access roads to the site, services to the site, or any other landscaping features beyond a five-metre perimeter of the building envelope. The school jurisdiction should work in consultation with the local municipality and the site developers to ensure these items are addressed.

3.4.3.2 Consultants' Fees

The approved budget for consultants' fees is for a prime consultant to provide basic services in accordance with the Alberta Association of Architects (AAA) and the Association of Professional Engineers and Geoscientists of Alberta (APEGGA) recommended conditions of engagement for building projects and Schedule of Professional Fees (see Appendix B):

Basic services include the work of architectural, structural, mechanical, electrical and municipal engineering professional services related to the building construction/site development component.

School jurisdictions and prime consultants are expected to conclude fixed fee agreements for full basic services. School jurisdictions and their consultants should be guided by the definitions within the schedules of Basic and Additional Services developed and published by the AAA and APEGGA.

The consultants' fees are a percentage of the building construction/site development component of the approved budget, for all projects including modular classrooms.

3.4.3.3 Project Expenses

The approved budget for project expenses is for normal project expenses and additional or variable services associated with a school building project. These expenses and services include the following:

Consulting services beyond basic services, such as facility planners, landscape architects, acoustic specialists, interior designers, cost consultants, etc.	Site surveys
Soils reports	Roof assessments, inspections and reporting (if required)
Environmental assessments (Phase 1 Environmental, see Form 8: Transportation and Site Requirement Checklist)	Provision of small scale plans of school buildings
Commissioning of mechanical and electrical systems	Development and building permits
Materials testing and reporting for items such as bore holes, compaction and soils, concrete and mortar	Printing and photocopying, plotting of computer-generated drawings, communication such as postage, long distance telephone calls, courier and travel.

The project expenses are generally calculated as a percentage of the building construction/site development component of the initial approved budget only. Calculation of the project expenses component is the building construction/site development cost times the appropriate percentage (see Appendix B).

3.4.3.4 Furniture and Equipment

The approved budget for furniture and equipment is for the basic furniture and equipment for approved capital projects. Examples include the following:

- stand-alone furniture or storage units and trolleys
- lockers for Grades 7-12
- stage lighting
- clocks
- bleachers
- commercial kitchen fixtures and related air systems
- voice enhancement systems in classrooms
- roll shutters
- air conditioning
- playground equipment
- filing cabinets.

A more complete list can be found in Appendix I.

The furniture and equipment component does not provide funding for the following:

- Fixtures included in the building construction/site development component of the approved budget.
- Computer equipment and local area networks which are funded under Education's Base Instruction funding.

The furniture and equipment component is calculated as a percentage of the building construction/site development component of the initial approved budget only. Calculation of the furniture and equipment component is the building construction/site development cost times the appropriate percentage for all projects, including modular classrooms (see Appendix B).

3.4.3.5 Career and Technology Studies (CTS) Equipment

The approved budget includes funding for projects that provide for or upgrade a CTS area(s). The school jurisdiction should provide a list of CTS pathways it intends to offer within the CTS areas. Note: For each qualified, new or modernized CTS lab within a major capital project, an allocation of \$100,000 for CTS equipment will be provided.

3.4.3.6 Other Approved Project Costs (Ancillary Work)

If other options are shown to be unavailable or not practical, additional funding will be considered on an individual basis and may be provided for approved capital projects, in which ancillary work is required. Ancillary work includes additional and unforeseen costs such as:

- asbestos abatement.
- demolition and material removal costs for entire buildings or wings.

After the approval of a capital project and prior to tender, the school jurisdiction must submit a consultant's report identifying the need for the ancillary work, the proposed method of remediation and the estimated cost of the remediation to Infrastructure, Learning Facilities Branch for review, who will then provide a recommendation to Education.

3.4.3.7 Non-Refundable GST

Funding for the non-refundable GST will be added to the approved budget.

3.5 Charter Schools

Information on Education's support for newly established or existing charter schools can be found in Appendix G: Protocol for Provision of Space For Charter Schools.

A new Charter School may be established following a process identified in the *Charter School Regulation*. Expansion of enrolment would require approval of Education and be subject to available space.

The province is taking action to ensure that charter schools in the future will own the buildings they occupy or have long-term leases in place to align with the length of the school's charter – this will provide an added sense of stability to both students and their families. A collaborative approach involving government, school jurisdictions and municipalities, will provide charter schools with more control over their facilities. The approach is to transfer ownership of facilities from school jurisdictions directly to the charter schools or to secure long-term leases of the buildings. These title transfers and long-term leases will allow charter schools to better plan for the future, because their school buildings will be available for at least the length of the school's charter term.

3.6 Submit Your Three-Year Capital Plan

3.6.1 Submission Considerations

The following should be considered in submitting capital funding requests:

- Jurisdictions are to include all new, addition and replacement schools and preservation and upgrading of existing school facilities in priority order. Note: Beginning with the submission in the 2013-14 fiscal year for the 2013-2016 Three Year Capital Plan, leases are no longer to be included in the submission.
- Clearly differentiate between a new school request that will add capacity to accommodate increasing enrolment and a replacement school request to handle existing enrolment.
- When prioritizing major modernization requests, include minor expansions, upgrading, and facility adjustments to address declining enrolment, etc. in this category. Major modernizations include demolitions and additions of small areas.
- It is the responsibility of a school jurisdiction to provide the rationale for the proposed project including past enrolment and expected enrolment trends, capacity requirements, program needs and facility condition.
- Requests for modular classrooms, if part of a new core school request, should be included in the Web Application Program (WAP) submission (see next section). However, requests for replacement of older portables or new modular classrooms to accommodate enrolment

growth are only submitted to Education annually through the modular classroom program (see section 10).

- All WAP applications are reviewed by Education and Infrastructure. The review may include the transferring of a project to the most appropriate program (Expansion or Modernization). School jurisdictions will be notified of any changes.
- School jurisdictions should submit a single request for any projects that have multiple components (for example, a project may include a modernization, and addition, and a demolition). The request should be made under the category that reflects the primary type of project (for example, should the modernization portion of the project be largest, the project should be categorized as a modernization).

3.6.2 Web Application Program (WAP)

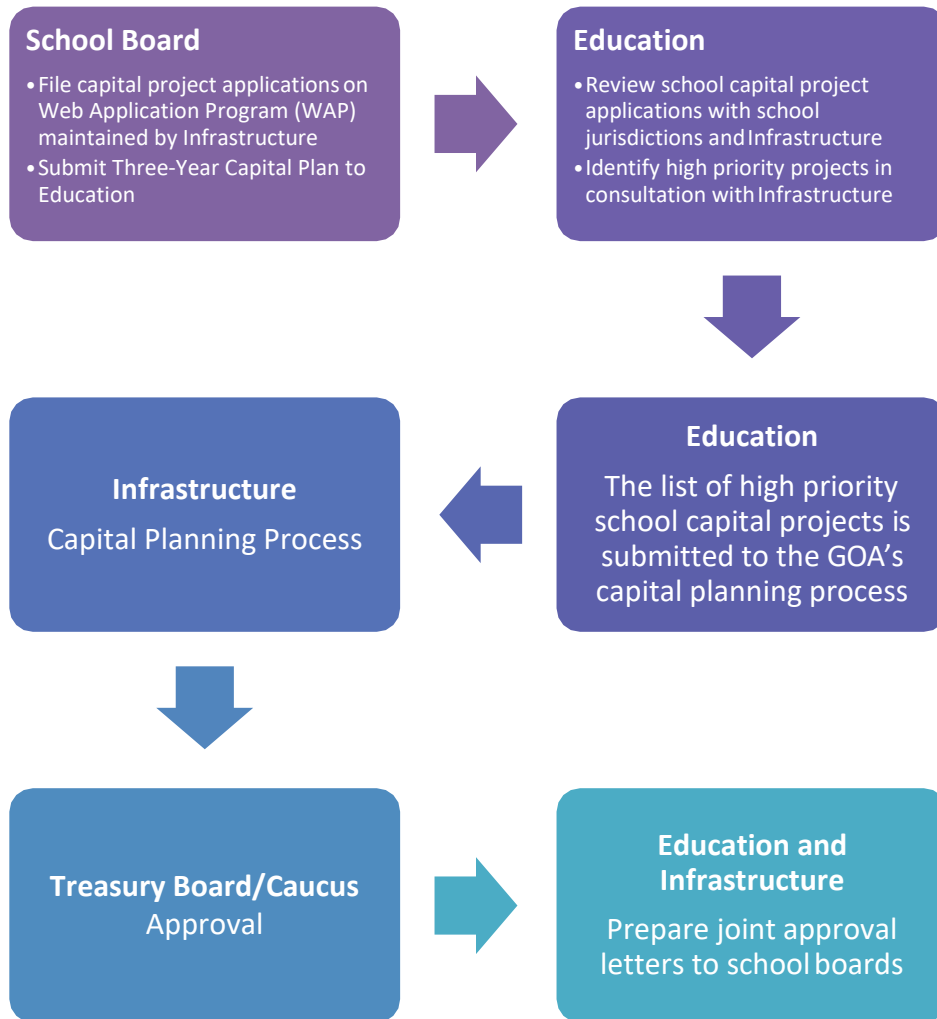
School jurisdictions must submit their Three-Year Capital Plans to Education by April 1 for the next year's school year. Capital projects identified in the Three-Year Capital Plans must also be submitted through Infrastructure's Form 2: Expansion and Modernization Application, available on the Web Application Program (WAP).

Infrastructure will provide each school jurisdiction with the required User-ID and Password for accessing the WAP site. Users are required to maintain the security of their passwords, including changing the password every 60 days. New users and previous users whose passwords have expired must contact Infrastructure for assistance. The WAP will be available to jurisdictions to enter data for a period of time as determined jointly by Education and Infrastructure.

For more information on accessing the WAP site and passwords, please contact the region Director in Learning Facilities Branch, Infrastructure.

4. Approval Process for School Building Projects

As required by the School Act, Part 7, Division 2, ministerial approval must be obtained before a school jurisdiction can begin work on any capital project. There will be no funding provided to a jurisdiction for a project that has been started without prior written ministerial approval.



4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the jurisdictions' priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

Health and Safety – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

Building Condition – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

Utilization Rates – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

Enrolment Projections – Trends and subsequent school board plans for the accommodation of students.

Education Program Delivery and Impact – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

Site Readiness – An appropriately sized site that is serviced and has appropriate access should be available.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

Additional Information, including opportunities for partnership/collaborations between one or more school jurisdictions and/or other partners and other supplementary information such as studies, regional plans.

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.



VALUE SCOPING SESSION REPORT

CONTRACT #: 2020-047
NOVEMBER 17, 2020
FINAL DRAFT



SHERWOOD PARK SCHOOLS SOLUTION

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ELK ISLAND PUBLIC SCHOOLS

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1

EXECUTIVE SUMMARY

1.1 Contextual Project Overview

The Board of Trustees of Elk Island Public Schools operate 43 school facilities with 18 of these schools located in Sherwood Park. Background Information provided by Elk Island Public Schools (EIPS) in conjunction with the Alberta Government:

On November 1, 2019, the Alberta Government announced funding for the construction of 15 schools and design funding for 10 additional schools across the province. Funding for the replacement of Sherwood Heights School was not an identified project. EIPS had identified four Sherwood Park schools on the 2020-23 Three-Year Capital Plan. Sherwood Heights Junior High has been identified as a major modernization priority for at least a decade. During the 2020-23 Three-Year Capital Plan it was determined that a replacement facility would be more cost effective than a major modernization. The remaining schools in Sherwood Park that are identified on the 2020-23 Three-Year Capital Plan are: École Campbelltown, Pine Street Elementary and Salisbury Composite High. EIPS has also evaluated a series of contingency options to accommodate students currently attending Sherwood Heights in the event the facility becomes unsuitable for students. These contingency options include re-designating students to Salisbury Composite High and Clover Bar Junior High.

Alberta Education has provided EIPS with funding to conduct a value scoping session to evaluate alternative solutions for the replacement of Sherwood Heights Junior High. The objective of the Value Scoping Session is to identify opportunities to improve **the value added by ensuring the Division's Capital requests meet the communities need while remaining fiscally responsible.** In the event that major system failure occurs at Sherwood Heights, EIPS must be prepared to accommodate students over the **medium to long-term.** Furthermore, **EIPS has a significant amount of excess capacity in Sector 1 - Sherwood Park.** Proposed solutions should right size Division space over the short and medium-term, while ensuring the Division is capable of meeting anticipated growth over the long-term.

1.2 Value Scoping Session Overview

a.) Summary

On September 21 and 23, 2020, EIPS commissioned a comprehensive Value Scoping Session to fully explore a value comparison **to determine what The Board of Trustees of Elk Island Public Schools' optimal solution is in addressing the five schools identified in the Three-year capital plan within Sherwood Park.**

START Architecture (formerly ONPA Architects) facilitated the discussions through a neutral architectural and facility planning lens and provided supporting materials throughout the discussions.

It should be stressed that the outcome of the Value Scoping Session is not an identification of a preferred option but an evaluation of the various options to assist the School Division in determining what should remain or be revised on their future capital planning.

The Project Team, consisting of the Government of Alberta, Elk Island Public Schools administrators, teachers, board members and parents from the various Sherwood Park schools and Sherwood Park / Strathcona County representatives, chose 8 options for improving education delivery in Sherwood Park.

The Project Team evaluated each option using evaluation criteria agreed upon during Day 1 of the Value Scoping Session. The evaluation criteria served as a benchmark to ensure a fair comparison between all options was achieved.

b.) Organizational Phase

The information gathering phase of the sessions, this involved a number of stakeholder and internal meetings, and included:

- ^ Introductory meeting with select stakeholders
- ^ Internal School Division meeting with Plant Operations and Maintenance Staff
- ^ Site visits to all schools affected by the sessions

c.) Information Phase (What Do We Know?)

Background information was provided to all participants as base information. This included the base information about each of the schools and touched on information such as current capacity, facility condition, current enrolments and projections, comparisons **with Alberta Education guidelines. The discussion identified key considerations in capital planning and outlined the project drivers** for 3 year capital planning and 10 year facility planning. Consideration was also given to factors for considering replacement schools, modernizations, and "solution" projects. Discussion also involved an overview of the priorities from a school board perspective.

d.) Scope

In EIPS' Ten-Year Facility Plan, Sherwood Heights, Salisbury Composite High School, École Campbelltown, and Pine Street Junior High were **all identified as requiring major modernizations or replacement as short and medium term recommendations.** Clover Bar Junior High was included as part of the contingency planning for Sherwood Heights. All of the buildings are between 50 - 60 years old and require upgrades to their mechanical and electrical systems as well as programmatic upgrades for education delivery and have been high on EIPS' Capital Request List for a number of years.

Also a part of the Facility Plan was the recommendation to undertake a cluster study for these schools to address the issues of low utilization and static enrolment projections. The purpose of the two day session was to develop a comprehensive school accommodation strategy to help inform future decisions around the best use of the spaces. The aim is to optimize the use of the **buildings through a combination of modernizations, grade reconfigurations, or consolidations.**

The scope of the sessions dealt with these major aspects:

- ^ Address current condition of Sherwood Heights
- ^ **Address ageing infrastructure and inefficiency of all identified existing facilities**
- ^ **Address low utilization in the identified elementary schools and Clover Bar Junior High**
- ^ Address low utilization of Salisbury Composite High School

In order to achieve Government approval, a "solution" approach will most likely be required. The value scoping sessions look at the best possible use of government resources while providing the most effective use of educational facilities for the families of Sherwood Park.

e.) Functional Analysis (What is Important?)

The Functional Analysis Phase determined the most important criterion to assess the various solutions decided by the **Value Scoping Session participants. This identifies the important wants and needs for the students, the community, and the school division** from a larger perspective of education delivery.

f.) Creativity Phase (Generating Ideas)

Once the criteria was developed, discussion took place through a brainstorming session where all ideas were tabled and discussed. The ideas were not evaluated immediately so that as many possibilities as possible could be brought up. **Fifteen potential options were identified which addressed different aspects for all schools.**

No pre-developed options were presented as the purpose of the session was to have the team members identify what are the important ideas to be addressed. The following suggested options were collaboratively chosen and explored by the Value Scoping Session participants.

g.) Development Phase

Following the tabling and discussion of all options, discussion moved to identifying the best-value options that would provide improved education delivery for the schools. The options were discussed as standalone solutions or as part of a comprehensive **solution combining multiple options. The options identified for further development were:**

- ^ Option 1 – Replace Sherwood Heights as a 1:1 replacement
- ^ Option 1a – Major modernization of Sherwood Heights
- ^ Option 2 – Combine Pine Street and École Campbelltown in a single new replacement school
- ^ Option 2a – Combine Pine Street and École Campbelltown through a major modernization and addition
- ^ Option 3 – Modernize / Expand Salisbury Composite to include Sherwood Heights
- ^ Option 6b – Combine Sherwood Heights and École Campbelltown into a single 1000 student K-9, offer École Campbelltown to the Francophone Board, modernize Pine Street Elementary, reduce modulars at École Campbelltown, Pine Street Elementary, and Clover Bar Junior High, redesignate programs from Sherwood Heights to Clover Bar
- ^ Option 9 – Reduce modular classrooms at École Campbelltown, Pine Street, and Clover Bar to increase utilization
- ^ Option 13 – Reduce Salisbury Composite to an appropriate size of expected enrolments

h.) Evaluation Phase

Using the evaluation criteria, each option was evaluated both as a group and with individual evaluations after the session. **In addition, participants were asked to identify significant likes and dislikes for each option. Rather than ranking the options, each option was evaluated on how it addressed the evaluation criteria. This phase provides a summary of the responses and identifies consensus.**

i.) Summary and Recommendations

A comprehensive value summary was discussed and compared by all participants. This report identifies all of the potential options in order to assist the school division in determining capital planning priorities and what should be further explored.

Due to the nature of the challenges with the schools, no single school can be addressed and a “solution” based response is required. A straight 1:1 replacement of Sherwood Heights is not attainable because it must also address the utilization rates of the other schools as well.

As mentioned earlier, the scope of the sessions deal with these required outcomes:

1. Address current condition of Sherwood Heights
2. Address ageing infrastructure and inefficiency of all identified existing facilities
3. Address low utilization in the identified elementary schools and Clover Bar Junior High
4. Address low utilization of Salisbury Composite High School

3 No single option discussed will address all outcomes. A summary chart provided below identifies how each option addresses each of the required outcomes:



Single Options	Current Condition of Sherwood Heights	Ageing Infrastructure of Identified Facilities	Low Utilization of Elementary Schools and Clover Bar	Low Utilization of Salisbury Composite	Costing
1	yes	no	no	no	\$22,828,982
1a	yes	no	no	no	\$18,161,979
2	no	no	yes	no	\$21,746,122
2a	no	no	yes	no	\$20,405,538
3	yes	no	no	yes	\$54,733,572
6b	yes	yes	yes	no	\$38,431,837
9	no	no	yes	no	\$1,265,000
13	no	no	no	yes	\$33,763,638
Combined "solution" Options					
Solution A: 1,2,13	yes	yes	yes	yes	\$78,338,742
Solution B: 2,3	yes	yes	yes	yes	\$76,479,694
Solution C: 6b,13	yes	yes	yes	yes	\$72,195,475

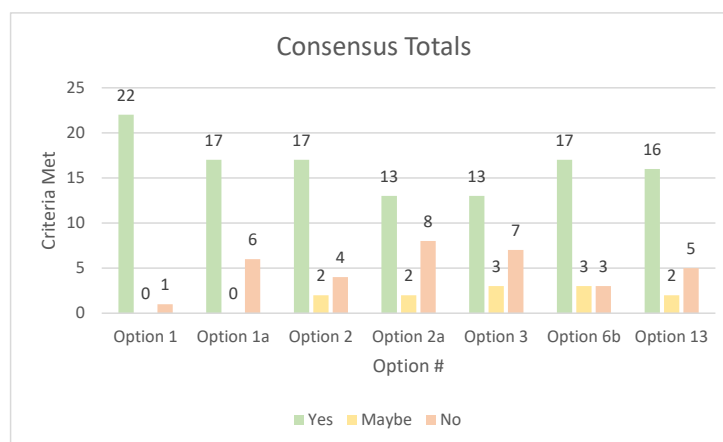
At the end of the sessions, all of the options were discussed with regards to how well they met the evaluation criteria. As no single option would address all of the desired outcomes, each option was reviewed in relation to the evaluation criteria and consensus was reached on how well the option met the criteria.

A "yes" evaluation meant the option fully met the criteria, a "no" meant it did not, while a "maybe" designation indicated that there was potential for the option to meet the criteria but additional or unknown factors could impact it either way.

Overall, each of the options met a majority of the criteria while some had more negatives than others.

Ranking of Combined Solutions

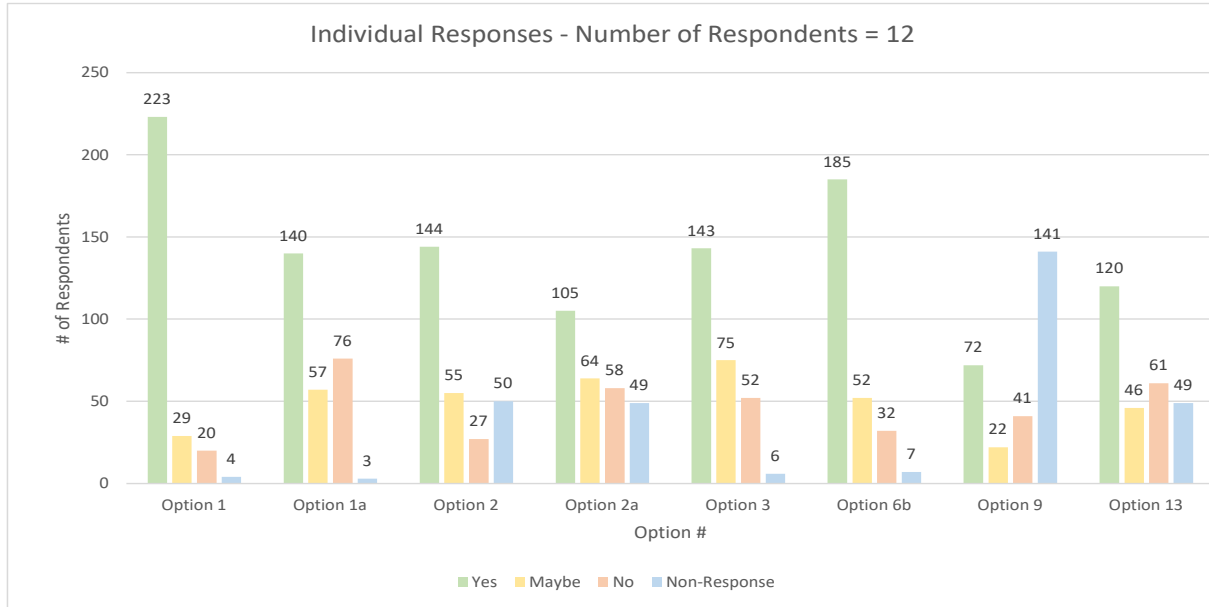
Solution	Cost Ranking	Consensus Ranking	Individual Response Ranking	Average
A 1,2,13	3 of 3 (33.3%)	1 of 3 (99.9%)	1 of 3 (99.9%)	77.7%
B 2,3	2 of 3 (66.6%)	3 of 3 (33.3%)	3 of 3 (33.3%)	44.4%
C 6b,13	1 of 3 (99.9%)	2 of 3 (66.6%)	2 of 3 (66.6%)	77.7%



In addition to the consensus evaluation completed during the session, the evaluation chart was sent to all individuals to ensure that all participants who had attended at different points during the sessions had the opportunity to provide feedback on the options.



The chart below indicates the number of participants who responded to each of the options as being positive, neutral, or negative.



Options Commentary

- Option 1, 2, and 6b had the most positive responses in terms of meeting the evaluation criteria. It should be reiterated that **no single option satisfies all of the outcomes and should be considered as part of a "solution" approach.**
- It is important that other outside factors are taken into consideration in assessing each option. For example Option 6b, **while meeting a number of the evaluation criteria, would result in a large K-9 school that would face difficulty in zoning, site capacity, traffic impact, and planning approval.**
- Option 9 was identified in order to reduce low utilization issues at Pine Street, École Campbelltown, and Clover Bar.** Due to the nature of this option, it could be considered as an immediate separate option to pursue as it would improve numbers at the respective schools and could be a separate capital request under the modular classroom program. The value is that this work would take place regardless of the other options as no matter what option is pursued, the modular units would be relocated.

Solutions Options

Solution A: Option 1, 2, and 13

- ^ This solution would involve the replacement of Sherwood Heights, combining École Campbelltown and Pine Street, and reducing Salisbury Composite. This would address the outcomes of addressing the current condition of Sherwood Heights, the condition and low utilization issues at Pine Street and École Campbelltown, and the low utilization at Salisbury Composite.

Solution B: Option 2 and 3

- ^ This solution would involve combining École Campbelltown and Pine Street, and modernizing / expanding Salisbury Composite to accommodate Sherwood Heights students. **While it does address all of the major outcomes identified, it does not address some of the evaluation criteria that was identified as being of high importance such as construction disruption, potential grade reconfigurations, and maintaining internal communities.**

Solution C: Option 6b and 13

- ^ This solution would involve combining Sherwood Heights and École Campbelltown into a single K-9 and addressing Pine Street's ageing infrastructure through a minor modernization, while also reducing Salisbury Composite. **While it does address all of the major outcomes identified, a major risk is that the result is a large K-9 school that would face many challenges in getting approval due to size and the ability for the site and neighbourhood to handle the student numbers.**
- ^ This solution would involve relocating some programs to Clover Bar in order to meet the capacity of 1000 students. If no programs were moved, the capacity of the school would increase to 1200 students to accommodate the projected enrolments at an 80% utilization.

Best Performing Solution

The best performing option would be Solution C: combining Option 6b and 13. This is based on the option requiring the lowest **capital cost while meeting a large number of evaluation criteria, specifically the following items:**

1. Addresses the current condition of Sherwood Heights.
2. Addresses the ageing infrastructure of Pine Street Elementary and Ecole Campbelltown.
3. Addresses low utilization of Pine Street Elementary, Ecole Campbelltown, and Clover Bar Junior High.
4. Addresses low utilization of Salisbury Composite High School.
5. Lowest initial capital cost of the three Solution options.
6. Reduces number of EIPS school sites with a 2:1 replacement.
7. Minimizes construction disruption to students.
8. Reduces construction risk with a replacement school and minimizing the number of schools requiring modernization.
9. Brings schools in line with Alberta Education guidelines and projected enrolments.
10. Maintains identity and community presence.

Recommended Next Steps

In conclusion to the Value Scoping Sessions, it is recommended that Elk Island Public Schools follow these steps:

Short-Term Tasks:

1. Review the Value Scoping Session Report for support in making a decision on how they would like to revise their school **capital plan taking into consideration the findings of this study.**
2. Develop more detailed reviews / analysis and business case for Sherwood Heights to determine the potential cost and schedule of a major modernization versus a replacement facility.
3. Further develop the strategy for accommodating Sherwood Heights students should the school experience infrastructure failures and the facility cannot continue to operate. Discussion has already taken place with respect to moving students to Salisbury Composite with short notice and this should be formalized as a plan of action should this contingency need to be enacted.
4. Engage with Strathcona County to determine any limitations on the impacted sites that would prevent any of the options to be accommodated.

Medium-Term Tasks:

5. Continue discussions amongst The Board of Trustees of Elk Island Public Schools Value Scoping Session participants.
6. Conduct ESA and geotechnical investigations for the Sherwood Heights site to prepare for a replacement school facility on the site.
7. Additional investigation into the site and building conditions of Pine Street Elementary to address any unforeseen conditions **to ensure that a minor modernization is sufficient and if not, to determine the potential cost and schedule of a major modernization versus a replacement facility.**
8. Continue partnership discussions with Strathcona County and other community groups that may have an impact on the programming and funding of the capital requests. This also includes developing any joint use agreements.

Long-Term Tasks:

9. Monitor and adapt the recommendation in this report based on changes to the community and ongoing discussions.

2 VALUE SCOPING SESSION

2.1 Organization Phase

The Board of Trustees of Elk Island Public Schools - Sherwood Park Schools Solution Value Scoping process was conducted and scheduled as follows:

- ^ Introduction Meeting February 25, 2020 (meeting summary attached in Appendix B)
- ^ Internal School Division Meeting with Plant Operations and Maintenance Staff March 5, 2020 (meeting summary attached in Appendix B)
- ^ Site Visits March 11, 2020 (meeting summary attached in Appendix B)
- ^ Value Scoping Session Day 1 September 21, 2020
- ^ Value Scoping Session Day 2 September 23, 2020

The basis of organization for The Board of Trustees of Elk Island Public Schools- Sherwood Park Schools Solution Value Scoping Session was initiated at the February 25, 2020 Introduction Meeting. Those in attendance at the February, 25th meeting are as follows:

Name	Email	In Attendance
Chris Woollard	cwoollard@startarchitecture.ca	✓
Calvin Wait	calvin.wait@eips.ca	
Robert Derech	robert.derech@eips.ca	✓
Brent Dragon	brent.dragon@eips.ca	✓
Michelle Kowalchuk	michelle.kowalchuk@eips.ca	✓

On March 5, 2020 an Internal School Division Meeting was conducted with Plant Operations and Maintenance Staff Members to document building issues and concerns. The following individuals were involved in the discussions:

Name	Name
Dave Lesanko	Craig Polglase
Allan Schwanke	Allan Salvador
Mel Felske	Juls Santos
Dale Lloyd	Dustin Stortz
John Lochtie	Michelle Kowalchuk

Value Scoping Site Visits took place on March 11, 2020, walking participants through: Pine Street Elementary, École Campbelltown Elementary School, Salisbury Composite High School, Sherwood Heights Junior High School, and Clover Bar Junior High School.

The two-day virtual Value Scoping Session took place on Monday, September 21, 2020 and Wednesday, September 23, 2020. The time line of the Value Scoping Session was pushed back due to the COVID-19 pandemic and ultimately resulted in a virtual session.

The Value Scoping Session was facilitated by Chris Woollard, Architect (START Architecture, formerly ONPA Architects).

The attendee list of participants in the two-day Value Scoping Session can be found in Appendix A.

Background Information

The following information was referenced and assembled in preparation for the session:

- ^ List of invitees and attendance confirmation

School-Specific Information

- ^ Small scale drawings
- ^ Hazmat reports
- ^ Requirement list reports
- ^ Facility condition assessment reports
- ^ RECAPP reports
- ^ Site photos
- ^ Comparison of school with Alberta Education guidelines
- ^ Review of site for future expansion
- ^ Existing facility drawings

General School Division Information

- ^ 2019 - 2022 Three-year capital plan
- ^ 2020 - 2023 Three-year capital plan
- ^ 2021 - 2024 Three-year capital plan
- ^ Sherwood Park attendance boundary maps for elementary, junior high, and senior high
- ^ Recommendation report (Oct. 23, 2019)
- ^ Recommendation report (Oct. 20, 2016)
- ^ Recommendation report (March 16, 2017)
- ^ Recommendation report (October 26, 2017)
- ^ 10 Year facilities plan (2016-2026)
- ^ 10 Year facilities plan (2020-2030)
- ^ 2019 - 2020 Area Capacity and Utilization Report
- ^ 2018 - 2019 Area Capacity and Utilization Report

Strathcona County Information

- ^ Strathcona County population census (2018)
- ^ Strathcona County census reports (2015)
- ^ Strathcona County economic update
- ^ Strathcona County economic directions 2020
- ^ Strathcona County building construction, housing data, and demographics
- ^ Land use bylaw
- ^ Transportation routes
- ^ **Traffic count maps**
- ^ Strathcona County community mapping

Alberta Education and Infrastructure Guidelines

- ^ School capital manual (March 2015)
- ^ Technical design requirements (March 2019)
- ^ Barrier-free design guide (July 2008)

2.2 Information Phase (What Do We Know?)

Day 1 of the Value Scoping Session started out with background information provided to all participants. It was important to disclose all information and give team members the opportunity to ask any questions about the project scope or any of the material discussed.

Once introductions and a brief project scope were completed by Chris Woollard, Alison Matichuk from Alberta Education provided background and key considerations for the Value Scoping Session from an Alberta Education standpoint. The gated approval process was explained to ensure that projects are thought through before approval. The Province's highest priorities are met first and there are limited capital dollars and competition from other government projects. It is important to provide extensive business cases and demonstrate that alternatives have been explored. Key considerations include:

- ^ Demonstrating the right amount of space for current and future enrolment
- ^ **From a maintenance standpoint: important to ensure buildings are more efficient and enable capital maintenance dollars to go further.** Demonstrating the best use of existing infrastructure is a key component.
- ^ Continued municipal and community partnerships are valued by Alberta Education

Mark Latimer from Alberta Infrastructure spoke to considerations from an Alberta Infrastructure standpoint. Key considerations include:

- ^ Functionality: how a space functions to its full potential
- ^ Sustainability: low-carbon design, sustainable design, life-cycle maintenance and maximizing existing systems
- ^ **Flexibility: maintain a high level of flexibility, in a fiscally responsible manner, while keeping in mind annually projected costs**
- ^ Accessibility: must follow universal design guides and be inclusive of all genders, cultures, and religions
- ^ Form: simple design that emphasizes functionality

Mark Liguori from Elk Island Public Schools further explained what are priorities from the School Board's perspective:

- ^ Important to address growth and success for all students looking at long term viability of assets and if the current spaces are in the right places
- ^ Enhance high quality education
- ^ Provide fair access to all facilities
- ^ Address health and safety
- ^ Important to look at new and growing sectors
- ^ **Environmentally and fiscally responsible**

Provincial government prioritizes:

- ^ Locating schools close to where students live
- ^ Support increased CTS opportunities
- ^ Continue to use steel-frame modular units
- ^ Increase capital maintenance and renewal cost-effectiveness

Specific to the Elk Island Public Schools sector, considerations should be made keeping these key aspects in mind:

- ^ Surplus of student spaces
- ^ Ageing space
- ^ Sherwood Heights area: deferred maintenance deficit / lower number of students per hectare.

Capital Planning Process

Chris Woollard described how the Value Scoping Session would unfold and provided background information from the Capital Planning Process (taken from the School Capital Manual Chapter 2 Update - 2020) from Alberta Education. Day one of the Value Scoping Session would begin with a discussion of ideas culminating with a priority list of what the group is looking for to be **addressed in the physical space, functional requirements and program specific elements.**

Base information from the Capital Planning Process outlines the Ten-Year Facility Plan that focuses on the existing facilities' age, condition, utilization and needs. Enrolment, modernization and facility conditions are taken into account.

The Three-Year Plan narrows in on more urgent requests, priorities. The data and evidence scope is clearly defined and the education solution meets the mandate of program delivery.

Various project drivers and definitions exist to assess the need for a **solution**:

- | | |
|--------------------------|---------------------------------|
| ^ Building condition | ^ Functionality and programming |
| ^ Community renewal | ^ Health and safety |
| ^ Declining demographics | ^ Legal |
| ^ Enrolment pressures | |

Circumstances underly the reasons why an existing school should be considered for **modernization**. These factors include:

- | | |
|--|---|
| ^ Health and safety issues | ^ Ability to deliver a specific planned program |
| ^ Age and condition of the building | ^ Current enrolment below 85% |
| ^ Utilization and student demographics | ^ Identify current issues with the building's ability to provide functional programming |
| ^ Ability to deliver standard K-12 education | |

Circumstances underly the reasons why an existing school should be considered for **replacement**. These factors include:

- | | |
|---|--|
| ^ If modernization is more than 75% cost of new school | ^ If utilization is below 85%, intended capacity needs to be identified |
| ^ Evidence that all strategies have been looked at and are not feasible | |

Existing Conditions

Existing building information was gathered and provided to all participants. This included information on:

- ^ Locations
- ^ Attendance Boundaries
- ^ Feeder Framework
- ^ **Grade Configuration**
- ^ Building Area
- ^ Capacity / Utilization
- ^ Current Enrolment and Projections
- ^ Facility Condition
- ^ Maintenance Needs
- ^ Comparison with Alberta Education Guidelines

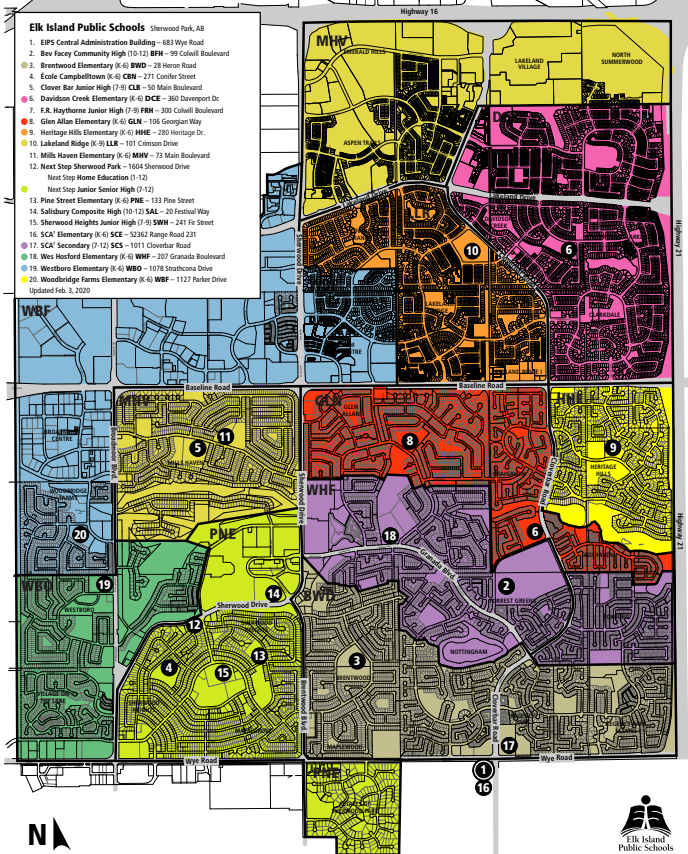
In addition, each Principal / Assistant Principal spoke to the existing condition of their respective school. Their insight, in combination with summaries from the Facility Evaluation reports are described on the following pages.



Elk Island Public Schools' Elementary Attendance Boundaries

Effective 2020-21

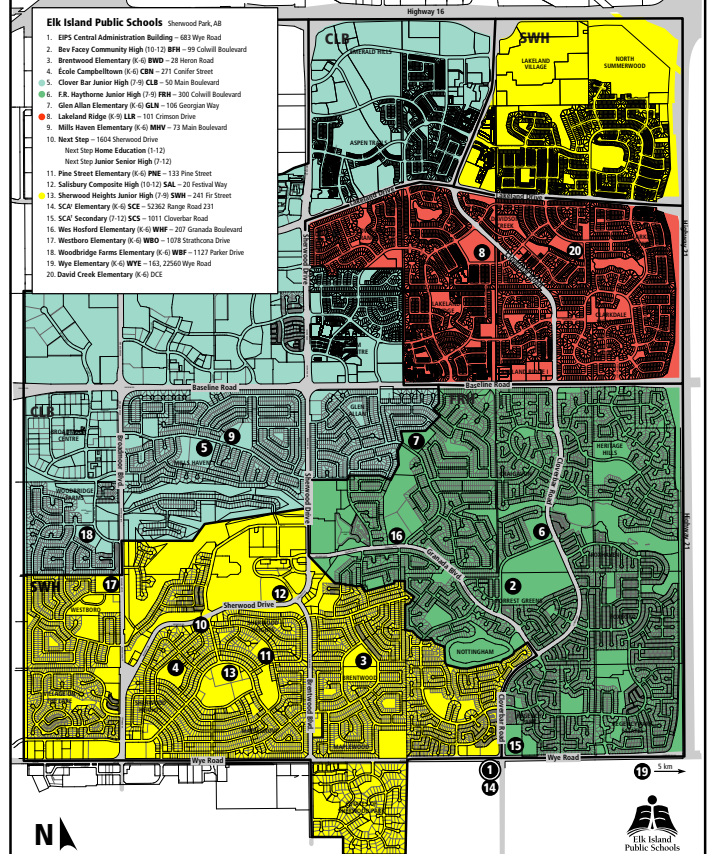
Sherwood Park



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Elk Island Public Schools' Junior High Attendance Boundaries

Sherwood Park

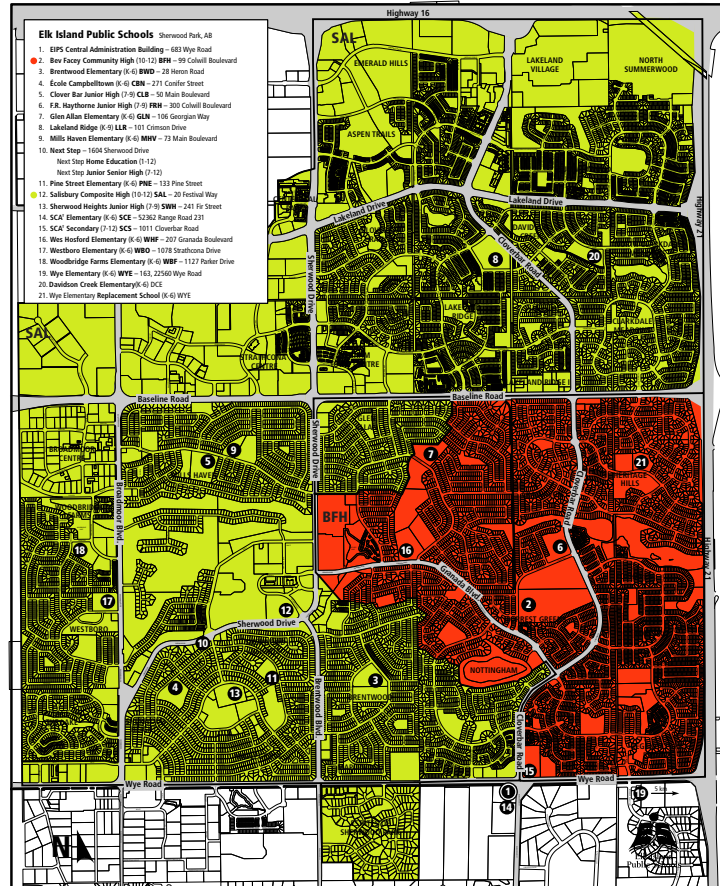


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Elk Island Public Schools' Senior High Attendance Boundaries

Effective 2019-20

Sherwood Park



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The Feeder School Framework

The following feeder school framework is in place within Elk Island Public Schools:

Elementary	Junior High	Senior High
Sherwood Park		
Mills Haven Elementary Woodbridge Farms Elementary ² Glen Allan Elementary	⁴ Clover Bar Junior High	Salisbury Composite High Bev Facey Community High
¹ Brentwood Elementary Pine Street Elementary Westboro Elementary ³ Davidson Creek Elementary	Sherwood Heights Junior High	Salisbury Composite High
Lakeland Ridge ³ Davidson Creek Elementary	Lakeland Ridge	Salisbury Composite High
¹ Brentwood Elementary ² Glen Allan Elementary Wes Hosford Elementary Wye Elementary	F.R. Haythorne Junior High	Bev Facey Community High
Rural Strathcona County		
Ardrossan Elementary Uncas Elementary	Ardrossan Junior Senior High	Ardrossan Junior Senior High
Fultonvale Elementary Junior High	⁵ Fultonvale Elementary Junior High	Ardrossan Junior Senior High Salisbury Composite High Bev Facey Community High
French Immersion		
École Campbelltown	Sherwood Heights Junior High	Ardrossan Junior Senior High
École Parc Élémentaire Ardrossan Elementary	Ardrossan Junior Senior High	Ardrossan Junior Senior High
Logos Christian Program		
Brentwood Elementary Westboro Elementary	⁶ Sherwood Heights Junior High	

¹ A portion of the designated attendance area of Brentwood Elementary is designated to Sherwood Heights Junior High and the other portion is designated to F.R. Haythorne Junior High.

² A portion of the designated attendance area of Glen Allan Elementary is designated to Clover Bar Junior High and the other portion is designated to F.R. Haythorne Junior High.

³ A portion of the designated attendance area of Davidson Creek Elementary is designated to Lakeland Ridge and the other portion is designated to Sherwood Heights Junior High.

⁴ A portion of the designated attendance area of Clover Bar Junior High is designated to Bev Facey Community High and the other portion is designated to Salisbury Composite High School.

⁵ The designated attendance area of Fultonvale Elementary Junior High is further split among three different senior high schools for grades 10-12. For specific information, please review the school attendance area maps.

⁶ After Grade 9 students will be directed to their designated High School.

Sherwood Heights Junior High School

- ^ **Location:** 241 Fir Street in Sherwood Park
- ^ **Grade configuration:** 7-9
- ^ **Year Constructed:** 1958 (additions in 1959, 1998, 1992, 1997)
- ^ **Gross Area:** 7,283 sq. m.
- ^ **Instructional Area:** 3,569 sq. m.
- ^ **Floors:** 1, with section of two floors.
- ^ **Net Capacity:** 759 students
- ^ **Enrolment 2019 / 2020:** 587 students
- ^ **Utilization Percentage:** 77%
- ^ **Facility Condition Index (FCI):** 0.25 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$5,923,900
- ^ **Replacement Cost (from 2017):** \$23,367,525

Principal Comments:

- ^ Air flow, heating, temperature either approximately 15 degrees or approximately 30 degrees, no middle ground
- ^ Electrical issues: power goes out if too many devices are plugged in
- ^ Gymnasium space is an issue; educators cut back on students' gym time to make scheduling work
- ^ Considerable amounts of unusable space that is not functional
- ^ Band room is caving in

Plant Operation / Maintenance Excerpts:

- ^ Roof is leaking in multiple sections
- ^ Exterior stucco is cracking
- ^ Heating system is an ongoing issue
- ^ Signs of frost heave at rear of building
- ^ Boilers require replacement
- ^ Air system is leaking and access is impaired for repair
- ^ No major electrical issues, but panels are at capacity



Sherwood Heights Junior High School



Programming Comments:

- ^ While the facility is close in terms of number of teaching spaces, the school is deficient in instructional area overall.
- ^ The most notable deficiencies are the Gymnasium, Library, Ancillary, and CTS.
- ^ The school is deficient in flexible gathering space which is keenly felt in junior high schools.
- ^ As a result of numerous renovations, the school has a number of different levels for various spaces which makes accessibility an issue.

Area Comparison Chart

#	Existing School (759 Capacity)		#	Provincial Guidelines (750 Capacity 7 - 9 School)		VARIANCE
	Instructional Space	Total Area m²		Instructional Space	Total Area m²	
19	Classrooms	1,317.7	19	Classrooms @ 80m ²	1,520.0	(202.3)
3	Science Classrooms @ 120m ²	287.0	3	Science Classrooms @ 120m ²	360.0	(73.0)
0	Science Classrooms @ 95m ²	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	271.2	2	Large Ancillary @ 130m ²	260.0	11.2
2	Small Ancillary	171.9	3	Small Ancillary @ 90m ²	270.0	(98.1)
1	Gymnasium	561.3	1	Gymnasium	815.0	(253.7)
1	Gym Storage	27.0	1	Gym Storage @ 10% Gym Size	82.0	(55.0)
1	Library	189.3	1	Library	300.0	(110.7)
3	CTS	424.7	3	CTS @ 200m ²	600.0	(175.3)
3	Info Services	318.9	3	Info Services @ 115m ²	345.0	(26.1)
	Subtotal:	3,569.0		Subtotal:	4,552.0	(780.7)
	Total Instructional	3,569.0		Total Instructional Area:	4,552.0	(983.0)
	Number of Instructional Spaces:	35.0		Number of Instructional Spaces:	36.0	(1.0)
	Non-Instructional Space	Total Area m²		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas	-		Admin & Staff Areas	397.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	40.0	-
	Mechanical & Meter	-		Mechanical & Meter	189.0	-
	Recycle Room(LEED)	-		Recycle Room (LEED)	11.0	-
	Physical Education	-		Physical Education	160.0	-
	Circulation	-		Circulation	988.0	-
	Wall Area	-		Wall Area	474.0	-
	Storage Area	-		Storage Area	138.0	-
	Washroom Area	-		Washroom Area	90.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	24.0	-
	Flexible Space	-		Flexible Space	180.0	-
	Wiring/Network	-		Wiring/Network	40.0	-
	Subtotal	-		Subtotal	-	
	Total Non-Instructional	-		Total Non-Instructional	2,731.0	-
	Total Area	3,569.0		Total Area	7,283.0	-
	Area per Student	-		Area per Student	8.91	-

Pine Street Elementary School

- ^ **Location:** 133 Pine Street, Sherwood Park
- ^ **Grade configuration:** K-6
- ^ **Year Constructed:** 1962 (1971 Addition plus modulars)
- ^ **Gross Area:** 3,264 sq. m.
- ^ **Instructional Area:** 2,445.3 sq. m.
- ^ **Floors:** 2
- ^ **Net Capacity:** 579 students
- ^ **Enrolment 2019 / 2020:** 366 students
- ^ **Utilization Percentage:** 63%
- ^ **Facility Condition Index (FCI):** 0.24 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$2,839,091
- ^ **Replacement Cost (from 2017):** \$11,862,823

Principal Comments:

- ^ Concerns around air flow and electricity
- ^ Currently 10 spare classrooms
- ^ Site is older and has 4 modular units (2 from 2013, 1 from 2015); currently used for storage and can be removed to bring utilization number up.

Plant Operation / Maintenance Excerpts:

- ^ Second floor AHU requires replacement
- ^ Exterior doors require replacement
- ^ Interior finishes require repair
- ^ Exterior windows require replacement
- ^ Hot water tanks are nearing the end of their design life
- ^ PA system requires replacement
- ^ Boilers are newer and in good shape
- ^ Roofing is functional and has had partial replacement



Pine Street Elementary School



Programming Comments:

- ^ The school is comparable to the guidelines with regards to number of teaching spaces and instructional area.
- ^ The school currently has two additional instructional spaces above the guidelines but plans have been discussed to relocate two modular classrooms which will bring the facility in line and improve upon utilization rates.

Area Comparison Chart

#	Existing School (579 Capacity)	#	Provincial Guidelines (600 Capacity K-6 School)	VARIANCE	
Instructional Space		Instructional Space			
	Total Area m²		Total Area m²		
19	Classrooms	1,359.3	17 Classrooms @ 80m2	1,360.0	(0.7)
0	Science Classrooms @ 120m2	-	0 Science Classrooms @ 120m2	-	-
3	Science Classrooms @ 95m2	211.2	3 Science Classrooms @ 95m2	285.0	(73.8)
1	Large Ancillary	94.4	1 Large Ancillary @ 130m2	130.0	(35.6)
3	Small Ancillary	247.5	3 Small Ancillary @ 90m2	270.0	(22.5)
1	Gymnasium	354.2	1 Gymnasium	430.0	(75.8)
1	Gym Storage	14.4	1 Gym Storage @ 10% Gym Size	43.0	(28.6)
1	Library	164.3	1 Library	240.0	(75.7)
0	CTS	-	0 CTS @ 200m2	-	-
0	Info Services	-	0 Info Services @ 115m2	-	-
Subtotal:		2,445.3	Subtotal:	2,758.0	(312.0)
Total Instructional		2,445.3	Total Instructional Area:	2,758.0	(312.7)
Number of Instructional Spaces:		29.0	Number of Instructional Spaces	27.0	2.0
Non-Instructional Space		Non-Instructional Space			
	Total Area m²		Total Area m²		
	Admin & Staff Areas	-	Admin & Staff Areas	307.0	-
	Wrap & Collaboration Space	-	Wrap & Collaboration Space	30.0	-
	Mechanical & Meter	-	Mechanical & Meter	162.0	-
	Recycle Room (LEED)	-	Recycle Room (LEED)	11.0	-
	Physical Education	-	Physical Education	70.0	-
	Circulation	-	Circulation	690.0	-
	Wall Area	-	Wall Area	331.0	-
	Storage Area	-	Storage Area	97.0	-
	Washroom Area	-	Washroom Area	72.0	-
	Accessible Washroom Facility	-	Accessible Washroom Facility	12.0	-
	Flexible Space	-	Flexible Space	144.0	-
	Wiring/Network	-	Wiring/Network	30.0	-
Subtotal		-	Total Non-Instructional	1,956.0	-
Total Non-Instructional		-	Total Non-Instructional	1,956.0	-
Total Area		2,445.3	Total Area	4,714.0	-
			Area per Student	7.85	

École Campbelltown Elementary School

- ^ **Location:** 271 Conifer Street, Sherwood Park
- ^ **Grade configuration:** K-6
- ^ **Year constructed:** 1956 (1964 addition plus modulars)
- ^ **Gross area:** 2,867 sq. m.
- ^ **Instructional area:** 2,318.4 sq. m.
- ^ **Floors:** 1
- ^ **Net capacity:** 559 students
- ^ **Enrolment 2019 / 2020:** 402 students
- ^ **Utilization percentage:** 72%
- ^ **Facility Condition Index (FCI):** 0.21 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$2,140,075
- ^ **Replacement Cost (from 2017):** \$10,420,491

Principal Comments:

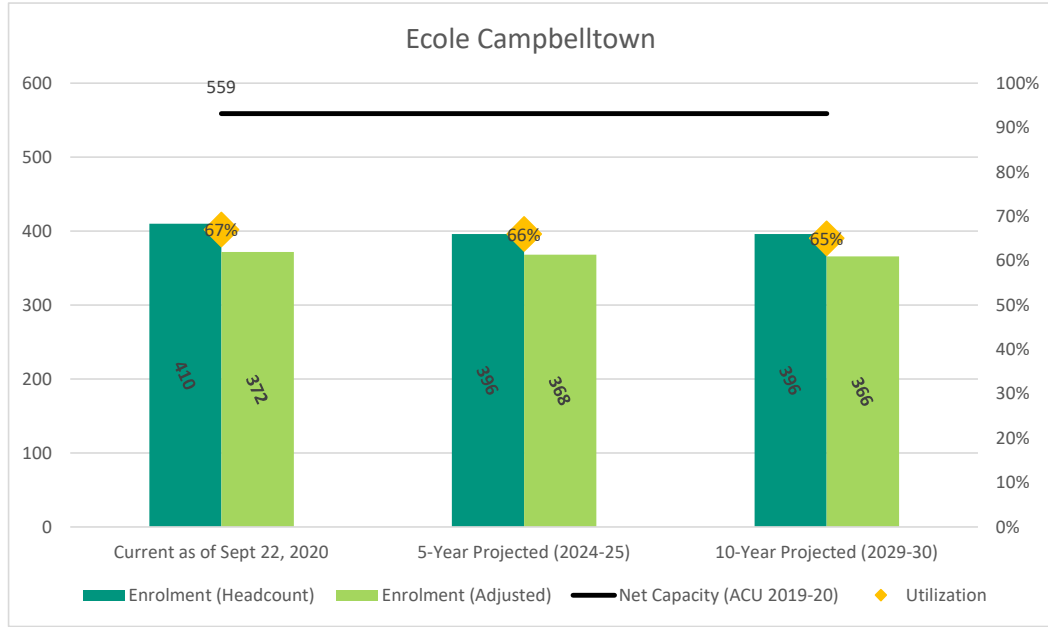
- ^ School itself in relatively fair shape
- ^ Vacant spaces created when students moved to Heritage Hills Elementary
- ^ Only using 2 of 5 modulars
- ^ Some wings have old furnace / vent units which allow a lot of cold air in

Plant Operation / Maintenance Excerpts:

- ^ AHUs are original and require replacement
- ^ No easy access to mechanical room for repair or replacement
- ^ Exterior doors are due for replacement
- ^ Interior doors are acceptable
- ^ Flooring is generally in satisfactory condition
- ^ Ceilings area tile with no easy access for repair



École Campbelltown Elementary School



Programming Comments:

- ^ The school is comparable to the guidelines with regards to number of teaching spaces and instructional area.
- ^ The most notable deficiencies are the Gymnasium and Library.
- ^ The school currently has two additional instructional spaces above the guidelines but plans have been discussed to relocate five modular classrooms which will bring the facility in line and improve upon utilization rates.

Area Comparison Chart

#	Existing School (559 Capacity)		#	Provincial Guidelines (550 Capacity K-6 School)		VARIANCE
	Instructional Space	Total Area m²		Instructional Space	Total Area m²	
19	Classrooms	1,381.6	16	Classrooms @ 80m ²	1,280.0	101.6
0	Science Classrooms @ 120m ²	-	0	Science Classrooms @ 120m ²	-	-
2	Science Classrooms @ 95m ²	151.0	2	Science Classrooms @ 95m ²	190.0	(39.0)
1	Large Ancillary	87.1	1	Large Ancillary @ 130m ²	130.0	(42.9)
3	Small Ancillary	251.4	3	Small Ancillary @ 90m ²	270.0	(18.6)
1	Gymnasium	307.2	1	Gymnasium	430.0	(122.8)
1	Gym Storage	25.5	1	Gym Storage @ 10% Gym Size	43.0	(17.5)
1	Library	114.6	1	Library	220.0	(105.4)
0	CTS	-	0	CTS @ 200m ²	-	-
0	Info Services	-	0	Info Services @ 115m ²	-	-
	Subtotal:	2,318.4		Subtotal:	2,563.0	(244.6)
	Total Instructional	2,318.4		Total Instructional Area:	2,563.0	(244.6)
	Number of Instructional Spaces:	28.0		Number of Instructional Spaces:	25.0	3.0
	Non-Instructional Space	Total Area m²		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas	-		Admin & Staff Areas	307.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	30.0	-
	Mechanical & Meter	-		Mechanical & Meter	162.0	-
	Recycle Room(LEED)	-		Recycle Room (LEED)	11.0	-
	Physical Education	-		Physical Education	70.0	-
	Circulation	-		Circulation	641.0	-
	Wall Area	-		Wall Area	308.0	-
	Storage Area	-		Storage Area	90.0	-
	Washroom Area	-		Washroom Area	66.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	12.0	-
	Flexible Space	-		Flexible Space	132.0	-
	Wiring/Network	-		Wiring/Network	30.0	-
	Subtotal	-		Subtotal	-	
	Total Non-Instructional	-		Total Non-Instructional	1,859.0	-
	Total Area	2,318.4		Total Area	4,422.0	-
				Area per Student	7.85	

Salisbury Composite High School

- ^ **Location:** 20 Festival Way, Sherwood Park
- ^ **Grade configuration:** 10-12
- ^ **Year constructed:** 1968 (1973, 1978 additions)
- ^ **Gross area:** 19,358 sq. m.
- ^ **Instructional area:** 11,027.1 sq. m.
- ^ **Floors:** 2
- ^ **Net capacity:** 1,978 students
- ^ **Enrolment 2019 / 2020:** 1,139 students
- ^ **Utilization percentage:** 58%
- ^ **Facility Condition Index (FCI):** 0.22 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$16,000,084
- ^ **Replacement Cost (from 2017):** \$73,317,630

Principal Comments:

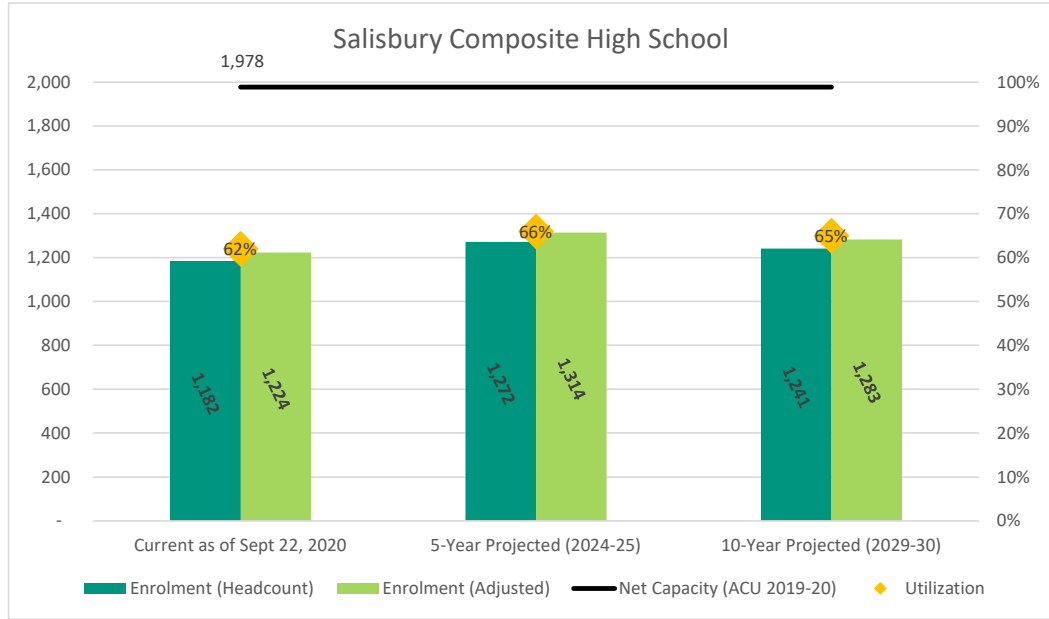
- ^ There is more of a demand for electricity
- ^ Ventilation works well; no hots/colds
- ^ Gym spaces are fully utilized
- ^ CTS areas - not as usable for current programming

Plant Operation / Maintenance Excerpts:

- ^ AHUs are original to the building and have issues / require replacement
- ^ Boilers are original to building and require replacement
- ^ Roof is an issue with leaks in various parts of the building
- ^ **All plumbing fixtures are original and in need of replacement**
- ^ Building automation system requires upgrade
- ^ Domestic water lines have started to undergo replacement
- ^ Exterior windows require repair / replacement



Salisbury Composite High School



Programming Comments:

- ^ The school is deficient in the number of teaching spaces and instructional area. However, due to low utilization rates this is not presenting an issue.
- ^ The most notable deficiencies are the Classrooms, Gymnasium, and Library. Balancing this is the CTS spaces which are larger than standard allocations due to the era in which they were added.

Area Comparison Chart

#	Existing School (1978 Capacity)	#	Provincial Guidelines (2000 Capacity 10-12 School)	VARIANCE
Instructional Space		Instructional Space		
41	Classrooms 3,122.1	52	Classrooms @ 80m2 4,160.0	(1,037.9)
9	Science Classrooms @ 120m2 1,107.5	10	Science Classrooms @ 120m2 1,200.0	(92.5)
0	Science Classrooms @ 95m2 -	0	Science Classrooms @ 95m2 -	-
2	Large Ancillary 620.7	2	Large Ancillary @ 130m2 260.0	360.7
9	Small Ancillary 1,126.0	9	Small Ancillary @ 90m2 810.0	316.0
1	Gymnasium 1,222.5	1	Gymnasium 2,025.0	(802.5)
1	Gym Storage 92.0	1	Gym Storage @ 10% Gym Size 203.0	(111.0)
1	Library 586.1	1	Library 900.0	(313.9)
10	CTS 2,781.8	10	CTS @ 200m2 2,000.0	781.8
2	Info Services 368.4	7	Info Services @ 115m2 805.0	(436.6)
Subtotal:		Subtotal:		(298.0)
Total Instructional 11,027.1		Total Instructional Area: 12,363.0		(1,335.9)
Number of Instructional Spaces 76.0		Number of Instructional Spaces: 93.0		(17.0)
Non-Instructional Space		Non-Instructional Space		
	Admin & Staff Areas -		Admin & Staff Areas 823.0	-
	Wrap & Collaboration Space -		Wrap & Collaboration Space 100.0	-
	Mechanical & Meter -		Mechanical & Meter 405.0	-
	Recycle Room -		Recycle Room (LEED) 22.0	-
	Physical Education -		Physical Education 400.0	-
	Circulation -		Circulation 2,591.0	-
	Wall Area -		Wall Area 1,244.0	-
	Storage Area -		Storage Area 363.0	-
	Washroom Area -		Washroom Area 240.0	-
	Accessible Washroom Facility -		Accessible Washroom Facility 24.0	-
	Flexible Space -		Flexible Space 480.0	-
	Wiring/Network -		Wiring/Network 45.0	-
Subtotal		Subtotal		
Total Non-Instructional -		Total Non-Instructional 6,737.0		-
Total Area 11,027.1		Total Area 19,100.0		-
		Area per Student 8.44		



Clover Bar Junior High School

- ^ **Location:** 50 Main Blvd., Sherwood Park
- ^ **Grade configuration:** 7-9
- ^ **Year constructed:** 1971 (1986 addition plus modulars)
- ^ **Gross area:** 5,152 sq. m.
- ^ **Instructional area:** 3,262.5 sq. m.
- ^ **Floors:** 1
- ^ **Net capacity:** 638 students
- ^ **Enrolment 2019 / 2020:** 331 students
- ^ **Utilization percentage:** 52%
- ^ **Facility Condition Index (FCI):** 0.27 (fair / 2018)
- ^ **Total maintenance needs in the next 5 years (from 2018):** \$4,993,575
- ^ **Replacement Cost (from 2018):** \$18,729,265

Principal Comments:

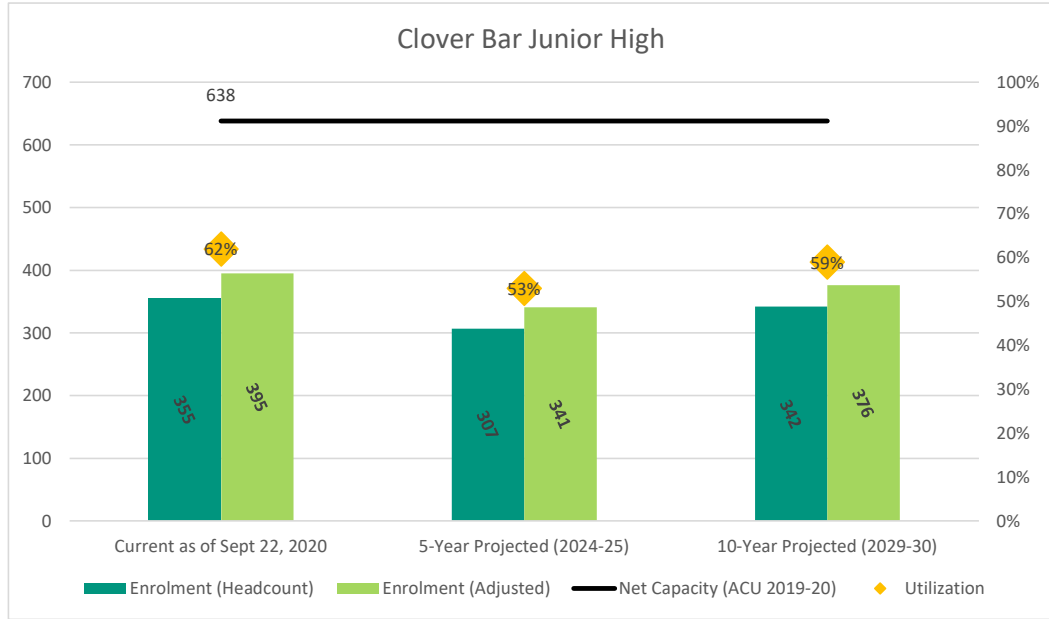
- ^ There are electrical concerns
- ^ CTS spaces are excellent
- ^ Overall a good facility in good shape

Plant Operation / Maintenance Excerpts:

- ^ Air condition unit operating at half capacity
- ^ VAV boxes require upgrading
- ^ Heat exchange units for gym require replacement
- ^ Boilers are operating satisfactorily
- ^ Hot water tank is functional but is nearing the end of it's design life
- ^ PA system requires upgrade
- ^ Lockers and flooring are in generally good condition



Clover Bar Junior High School



Programming Comments:

- ^ The school is deficient in the number of teaching spaces and instructional area. However, due to low utilization rates this is not presenting an issue.
- ^ The most notable deficiencies are the Gymnasium and Classrooms.
- ^ The school is deficient in flexible gathering space which is keenly felt in junior high schools.

Area Comparison Chart

#	Existing School (638 Capacity)	#	Provincial Guidelines (650 Capacity 7-9 School)	VARIANCE
Instructional Space Total Area m²		Instructional Space Total Area m²		
15	Classrooms 1,058.7	16	Classrooms @ 80m ² 1,280.0	(221.3)
3	Science Classrooms 324.8	3	Science Classrooms @ 120m ² 360.0	(35.2)
0	Science Classrooms -	0	Science Classrooms @ 95m ² -	-
2	Large Ancillary 408.8	2	Large Ancillary @ 130m ² 260.0	148.8
1	Small Ancillary 92.4	3	Small Ancillary @ 90m ² 270.0	(177.6)
1	Gymnasium 453.5	1	Gymnasium 815.0	(361.5)
1	Gym Storage 28.2	1	Gym Storage @ 10% Gym Size 82.0	(53.8)
1	Library 197.2	1	Library 260.0	(62.8)
2	CTS 592.4	3	CTS @ 200m ² 600.0	(7.6)
2	Info Services 106.4	2	Info Services @ 115m ² 230.0	(123.6)
	Subtotal: 3,262.4		Subtotal: 4,157.0	(894.6)
	Total Instructional Area: 3,262.4		Total Instructional Area: 4,157.0	(894.6)
	Number of Instructional Spaces: 28.0		Number of Instructional Spaces: 32.0	(4.0)
Non-Instructional Space Total Area m²		Non-Instructional Space Total Area m²		
	Admin & Staff Areas -		Admin & Staff Areas 397.0	-
	Wrap & Collaboration Space -		Wrap & Collaboration Space 40.0	-
	Mechanical & Meter -		Mechanical & Meter 189.0	-
	Recycle Room(LEED) -		Recycle Room (LEED) 11.0	-
	Physical Education -		Physical Education 160.0	-
	Circulation -		Circulation 889.0	-
	Wall Area -		Wall Area 427.0	-
	Storage Area -		Storage Area 124.0	-
	Washroom Area -		Washroom Area 78.0	-
	Accessible Washroom Facility -		Accessible Washroom Facility 24.0	-
	Flexible Space -		Flexible Space 156.0	-
	Wiring/Network -		Wiring/Network 40.0	-
	Subtotal -		Subtotal -	
	Total Non-Instructional -		Total Non-Instructional 2,535.0	-
Total Area 3,262.4		Total Area 6,692.0		-
		Area per Student 9.37		

2.3 Functional Analysis (What is important?)

The Functional Analysis Phase determined the most important criterion to assess the various solutions decided by the Value Scoping Session participants. This identifies the important wants and needs for the students, the community, and the school division from a larger perspective of education delivery.

Item #	Title	Description
1	Resolution for Sherwood Heights (short and long term)	There is an urgency to Sherwood Heights to be addressed in the short term but a long term solution is also required.
2	Systems upgrades	Upgrade building infrastructure, building code upgrades
3	Improve education delivery for all students	Provide flexibility, adaptability, collaboration and independent spaces, access to high quality learning environments, learning commons
4	Maintain community presence / access	Invest in neighbourhood, develop partnerships with community groups, maintain sense of community and community identity
5	Improve utilization rates for the schools	Consolidation of schools or reduction in areas to improve utilization, sustain student enrolment
6	Best value for money	Best use of dollars to achieve the best outcome, minimize capital project requests, minimize construction costs
7	Sustainable	Low carbon, green buildings, energy efficiency, envelope upgrades
8	Accessibility / inclusiveness	Physical and social accessibility
9	Reduction of operational costs	Either through replacement of existing systems or replacement of building
10	Site Safety	Pedestrian, vehicle, bus traffic separation, location on major route and having more space
11	Expansion / replacement / adaptable	Ability to handle expansion / reduction / expansion on site
12	Reduce construction disruption	Modernizations can disrupt schools more than a replacement school, how does the option address minimizing disruptions
13	Improve supervision	Improve passive supervision throughout schools
14	Improve functionality / efficiency	Improves functionality of building and site
15	Meets Alberta Education Guidelines	Meets programming guidelines
16	Programming opportunities	Provides opportunities through larger student numbers, able to maintain same breadth of programming
17	Retain program integrity	For French immersion, Logos program
18	Require grade reconfiguration	How does that impact other schools? Band, sports, etc.
19	Maintain internal community	Sense of belonging, sports programs
20	Aesthetics	Any modernization should be in keeping with the existing school and community aesthetics
21	Exterior play amenities	Adequate activity areas and play structures
22	# of student at a desirable size	Keeping the school within a manageable size
23	Community Acceptance	Public response to the proposed option

2.4 Creativity Phase (Generating Ideas)

Once the criteria is developed, discussion took place through a brainstorming session where all ideas were tabled and discussed. The ideas were not evaluated immediately so that as many possibilities as possible could be brought up.

No pre-developed options were presented as the purpose of the session was to have the team members identify what are the important ideas to be addressed. The following suggested options were collaboratively chosen and explored by the Value Scoping Session participants.

Option #	Title	Potential (yes/no)	Pros	Cons	Risks
1	Replace Sherwood Heights as 1:1 replacement	Yes, in combination with other options below (2, 9)	Long life, energy efficient, code compliant , addresses emergent solution, community is used to having a junior high on site. Able to address all programming needs for a junior high, easiest solution from a culture point of view, little disruption to school experience, infrastructure is in place already, central location for transportation, easy transfer of students from existing to new, can build at correct capacity, correct utilization rates, Sherwood Heights designated area would be retained (students are going to other schools due to condition of building), utilization could actually increase due to improved conditions, avoids losing students to other schools and other divisions, municipality and community supports a new school and condition of school is a topic of much discussion, Sherwood Park continues to grow, difficult to reduce numbers	Has been presented and have been declined before and would not likely change, would require changes at other schools to deal with lower utilization rates, the province will look at two factors - utilization rate and 1:1 replacements are not happening in the province, may not be supported by government, an isolated option that does not address other schools	Not supported by government, Sherwood Heights does not have a lot of time to wait
2	Combining Pine Street and École Campbelltown	Yes, possibly in combination with 1	Does address maintenance requirements, would tie well with 1:1 replacement of Sherwood Heights, no major changes to programming or grade reconfigurations, are fairly close together so there is not a big change in travel distance, would be in alignment with other dual-track schools, would be a 2:1 replacement, gives back school sites to community for park space, no existing recreation infrastructure that would be impacted	Would make the French immersion a dual-track rather than a single track, both schools have recently changed due to students leaving and might be challenging to ask parents for yet another change	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights
3	Modernization / Expansion to Salisbury for junior high	Yes	Junior high students can access high school programs (mechanics, cosmetology, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	An addition would impact the playing fields around the school , Sherwood Heights would need to maintain it's identity which may be tough to integrate, modernizations are very disruptive, community concerns with younger students and older students together, may conflict with planning of Centre in the Park	Dealing with existing structure and unforeseen building conditions, extended completion schedule
4	Combine Salisbury and Sherwood Heights on Sherwood Heights site	No	Junior high students can access high school programs (mechanics, cosmo, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school , wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	Capacity of community for a senior high, bus transfer station would be an issue, long-term pride in the Salisbury site which may be lost, TIA would be a major issue for buses and student vehicles	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction

5	Grade reconfiguration of grade 9's, K-8 replacement for Sherwood Heights, Pine Street, École Campbelltown	No	Would help with Salisbury utilization, addresses utilization rates for Pine Street and École Campbelltown, addresses ageing infrastructure of the 3 sites	French immersion would be tough to accommodate in Ardrossan, not in keeping with other grade configurations in the Division, students could move from BF to Salisbury for an early jump to high school, small number of grade 9's in the high school because the other schools would still have grade 9's, not much community / parent support when this was proposed before, parents may not be open to further disruption at Pine Street and École Campbelltown, could have a very large multi-storey school that would be a problem for approval, could negatively impact Clover Bar with grade 9's leaving early	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction
6	K-9 Replacement for Sherwood Heights, Pine Street, École Campbelltown	Yes	Consistent with other grade school grade configurations, junior high doesn't lose it's identity, junior high and elementary would be in equal numbers, retains french immersion in one building, retains junior high programming, gives back school sites to community for park space, addresses utilization rates for Pine Street and École Campbelltown, addresses ageing infrastructure of the 3 sites	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over Clover Bar, may be a traffic impact in the area	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction
6a	K-9 Replacement for Sherwood Heights, Pine Street and École Campbelltown added as second phase replacement school	Yes	Consistent with other grade school grade configurations, spreads out the cost of a 3:1 replacement, defers elementary into a different budget period, potential costs savings over 2 modernizations, could free up a building for the Francophone school board gives back school sites to community for park space, addresses utilization rates for Pine Street and École Campbelltown, addresses ageing infrastructure of the 3 sites, allows for a phased approach that reduces the initial capital request	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over Clover Bar, may be a traffic impact in the area, results in a less efficient layout with a larger footprint compared to a single replacement school	Site and neighbourhood capacity, planning approval
7	2 K-8's and splitting the 9's to Ardrossan or Salisbury	No	Would impact the most number of schools, reduce maintenance costs, addresses the most existing schools	French immersion junior high program could suffer due to reduced options programming, board will likely not support a K-8 configuration	Relocation of students during construction
8	Junior high attendance boundaries for other junior highs around Sherwood Park	No	Lakeland takes over Northeast, Clover Bar takes over Brentwood and Sherwood Drive, addresses Clover Bar numbers, Cambrian Crossing will start building within the next 5 years which would be slated for Clover Bar	Doesn't address overall condition of facilities, only changes the numbers, reconfigures Lakeland, younger students are in the Northeast, Davidson Creek is full, would need to build another elementary school to take on Lakeland	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights replacement
9	Reduce portables to increase utilizations	Yes	Increases utilization rates, can relocate units to other schools within the Division that need them, could improve on ask for a 1:1 on Sherwood Heights, helps the overall district, units could go back on when the program grows	Doesn't address overall condition of facilities, only changes the numbers, could lose units to other school divisions	

10	Replacement of Sherwood Heights, future addition of combined separate elementary	No	Gets interest, spreads out the cost of a 3:1 replacement, defers elementary into a different budget period, potential costs savings over 2 modernizations, could free up a building for the Francophone school board *Similar to Option 6 and became Option 6a in subsequent discussions.	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over to Clover Bar, may be a traffic impact in the area	Site and neighbourhood capacity, planning approval
11	Combine and replace Salisbury and Sherwood Heights in CITP	No	Junior high program benefits, keeps transfer station, could use playing fields, no school has to live through a modernization , addresses condition of Sherwood Heights, addresses utilization of Salisbury	How does it fit into the CITP vision? Is there space? Would need to go in playing fields, would lose CTS programming spaces , existing school has good bones, may not be a great use of public funds, would place playing fields closer to roads, would impact adjacent amenities like parking and transfer station	May not fit with planning and zoning for County planning of the area
12	Clover Bar and Sherwood Heights as a K-9 and close down École Campbelltown and Pine Street	No	Could offer a school to Francophone Board, addresses utilization rates for affected schools, addresses ageing infrastructure of impacted schools	Affects Mills Haven, other K-6 feeder schools would be affected by the junior highs, creates uneven success with students from different schools	Unforeseen impacts on attendance at other schools in the community
13	Reduce Salisbury to expected enrolment	Yes	Addresses utilization rate, would go hand in hand with Sherwood Heights, could allow use of space by other organizations	Doesn't deal with Sherwood Heights directly - would need to be partnered with another school revision, arrangement of building is difficult to reduce footprint	Dealing with existing structure and unforeseen building conditions, extended completion schedule
14	Combine Clover Bar and Sherwood Heights / combine Pine Street and École Campbelltown	No	Economy of scale in terms of providing more programming, addresses utilization rates for affected schools, addresses ageing infrastructure of impacted schools	Too many students for the programming, loss of identity with combining the two schools, a large junior high which can be intimidating, where would the school go - Clover Bar or Sherwood Heights, get more people driving and increased travel, could reduce the number of junior high spaces and may not be able to accommodate future growth for junior high spaces - just dealing with the now and not the future	Site and neighbourhood capacity, planning approval, relocating students during construction at replacement school site
15	Move Clover Bar to Salisbury	No	Helps with Salisbury's utilization rate	Clover Bar is in the best shape, more comprehensive ask	

2.5 Development Phase

The Value Scoping Session participants agreed on 8 options that could be presented as stand-alone solutions or as part of a comprehensive solution combining multiple options.

Option #	Title	Pros	Cons	Risks
1	Replace Sherwood Heights as 1:1 Replacement	Long life, energy efficient, code compliant, addresses emergent solution, community is used to having a junior high on site. Able to address all programming needs for a junior high, easiest solution from a culture point of view, little disruption to school experience, infrastructure is in place already, central location for transportation, easy transfer of students from existing to new, can build at correct capacity, correct utilization rates, Sherwood Heights designated area would be retained (students are going to other schools due to condition of building), utilization could actually increase due to improved conditions, avoids losing students to other schools and other divisions, municipality and community supports a new school and condition of school is a topic of much discussion, Sherwood Park continues to grow, difficult to reduce numbers	Has been presented and have been declined before and would not likely change, would require changes at other schools to deal with lower utilization rates, the province will look at two factors - utilization rate and 1:1 replacements are not happening in the province, may not be supported by government, an isolated option that does not address other schools	Not supported by government, Sherwood Heights does not have a lot of time to wait

Scope of Work: Provide a new replacement school on the same site and adjacent to the existing school on the existing playing field. Once the new school is complete, the existing school is demolished and new staff parking, visitor parking, bus lane, and student drop-off is provided where the existing school once stood. The site is also reconfigured to replace the playing field lost to the replacement school.



750 STUDENT JR HIGH SCHOOL
GRADES 7-9
6,683 sqm
ONE STOREY

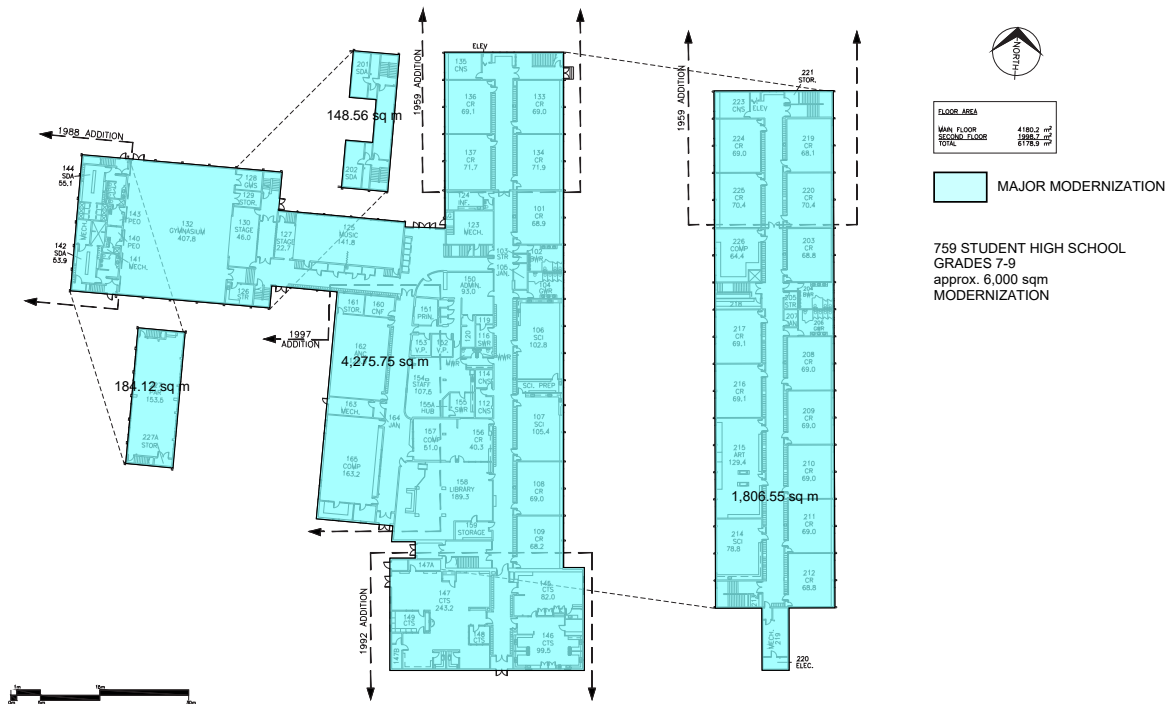


750 STUDENT JR HIGH SCHOOL
GRADES 7-9
4,418 sqm (6,683 sqm TOTAL AREA)
TWO STOREY

Option #	Title	Pros	Cons	Risks
1a	Major Modernization of Sherwood Heights	Would address some major concerns about the Sherwood Heights facility, addresses ageing infrastructure	Lengthy process, students and teachers living in construction zone, would require changes at other schools to deal with lower utilization rates	Dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

- The existing school remains in place and undergoes a major modernization.
- This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies.
- Also included would be upgrading of site amenities such as parking and drop off circulation.



Option #	Title	Pros	Cons	Risks
2	Combine Pine Street and École Campbelltown in a new Replacement School	Does address maintenance requirements, would tie well with 1:1 replacement of Sherwood Heights, no major changes to programming or grade reconfigurations , are fairly close together so there is not a big change in travel distance, would be in alignment with other dual-track schools, would be a 2:1 replacement, gives back school sites to community for park space, no existing recreation infrastructure that would be impacted	Would make the French immersion a dual-track rather than a single track, both schools have recently changed due to students leaving and might be challenging to ask parents for yet another change	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights

Scope of Work:

- Provide a new replacement school on either the Ecole Campbelltown or Pine Street site and adjacent to the existing school on the existing playing fields.
- Once the new school is complete, the existing school site that has the replacement school is demolished and new staff parking, visitor parking, bus lane, and student drop-off is provided where the existing school once stood. The site is also reconfigured to replace the playing field lost to the replacement school.
- The existing school that does not have the replacement school is demolished and the site is reclaimed and turned back to the community for recreation playing fields so that the community is not losing recreation infrastructure.



850 STUDENT ELEMENTARY
GRADES K-6
6,715 sqm TOTAL AREA
ONE STOREY



850 STUDENT ELEMENTARY
GRADES K-6
4,430 sqm (6,715 sqm TOTAL AREA)
TWO STOREY



850 STUDENT ELEMENTARY
 GRADES K-6
 6,715 sqm
 ONE STOREY



850 STUDENT ELEMENTARY
 GRADES K-6
 4,430 sqm (6,715 sqm TOTAL AREA)
 TWO STOREY

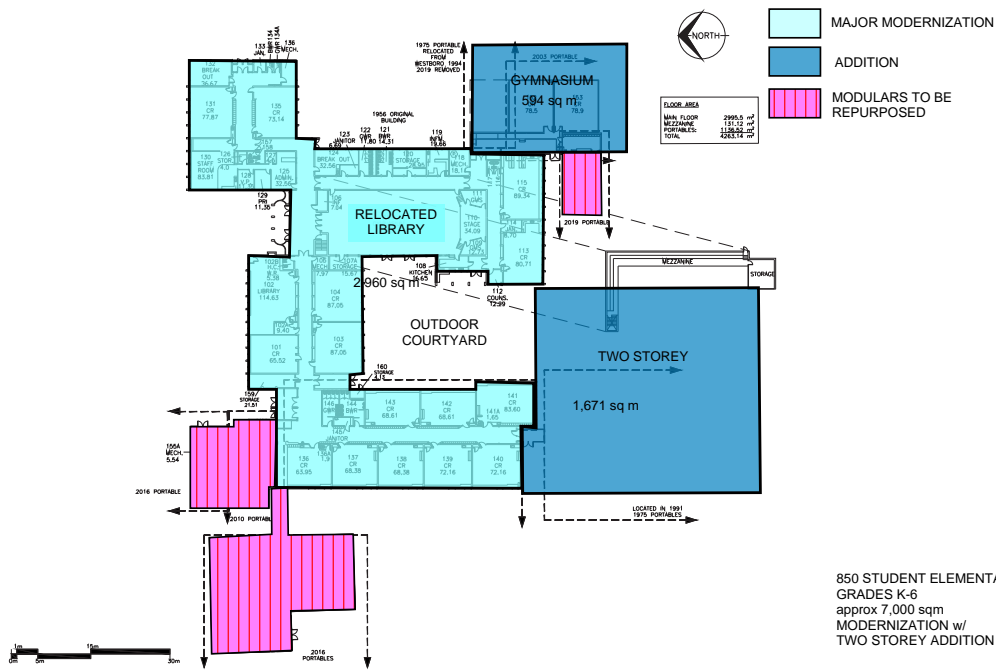
Option #	Title	Pros	Cons	Risks
2a	Combine Pine Street and École Campbelltown with a Major Modernization and Addition to École Campbelltown	Does address maintenance requirements, would tie well with 1:1 replacement of Sherwood Heights, no major changes to programming or grade reconfigurations, are fairly close together so there is not a big change in travel distance, would be in alignment with other dual-track schools, would be a 2:1 replacement, gives back school sites to community for park space, no existing recreation infrastructure that would be impacted	Would make the French immersion a dual-track rather than a single track, both schools have recently changed due to students leaving and might be challenging to ask parents for yet another change	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights

Scope of Work:

- The existing Ecole Campbelltown school remains in place and undergoes a major modernization. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies. Also included would be upgrading of site amenities such as parking and drop off circulation.
- Ecole Campbelltown also has an addition on the South-East portion of the school with a gymnasium addition and a two-storey addition of general classrooms.
- Pine Street Elementary is demolished and the site is reclaimed and turned back to the community for recreation playing fields so that the community is not losing recreation infrastructure.



850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION



850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION

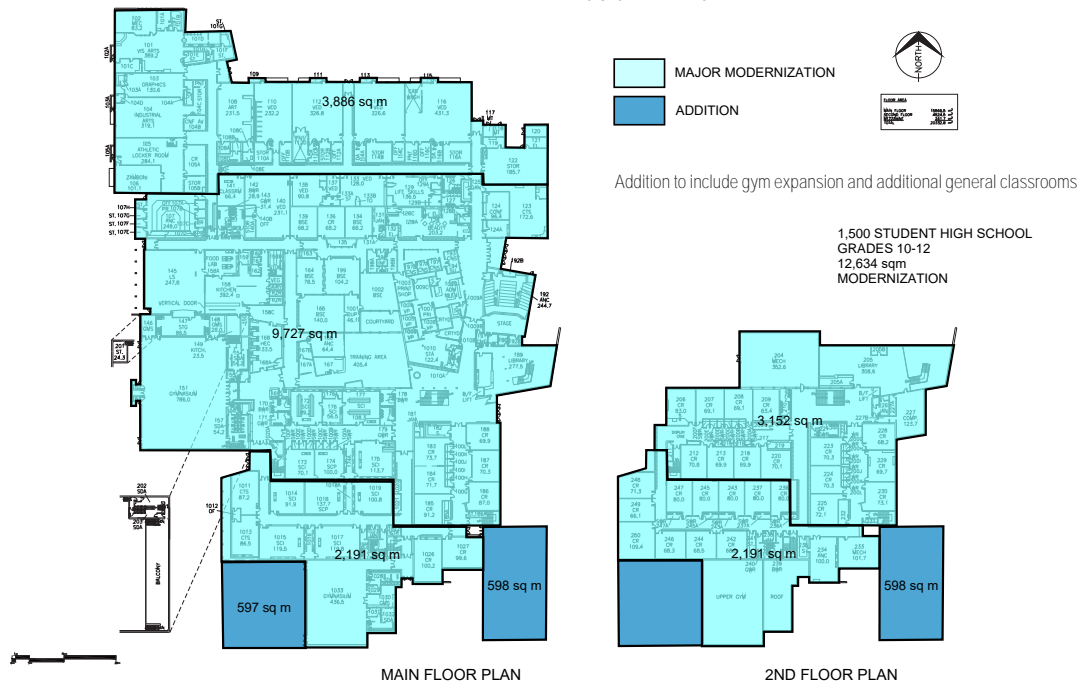
Option #	Title	Pros	Cons	Risks
3	Modernization / Expansion to Salisbury Composite to Include Sherwood Heights	Junior high students can access high school programs (mechanics, cosmetology, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	An addition would impact the playing fields around the school, Sherwood Heights would need to maintain it's identity which may be tough to integrate, modernizations are very disruptive, community concerns with younger students and older students together	Dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

- The existing Salisbury Composite High remains in place and undergoes a major modernization. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to accommodate the addition of the student grades from Sherwood Heights.
- The school also has an addition on the South portion of the school with a gymnasium expansion and a two-storey addition of general classrooms.
- The existing Sherwood Heights school is demolished and the site is reclaimed and turned back to the community for recreation playing fields.



2,250 STUDENT JR/SR HIGH SCHOOL
GRADES 7-12
19,373 sqm
MODERNIZATION w/
TWO STOREY ADDITION



Option #	Title	Pros	Cons	Risks
6b	Combine Sherwood Heights and École Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, modernize Pine Street, relocate modulars as per Option 9, re-designate programs from Sherwood Heights to Clover Bar	Consistent with other grade school grade configurations, gives back school sites to community for park space, could free up a building for the Francophone school board	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over to Clover Bar, may be a traffic impact in the area	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction

Note:

Option 6b was not an option originally discussed on Day 1 of the sessions. During discussions of Options 6 and 6a on the second day of the sessions, a third alternative was discussed and developed and is outlined here as Option 6b.

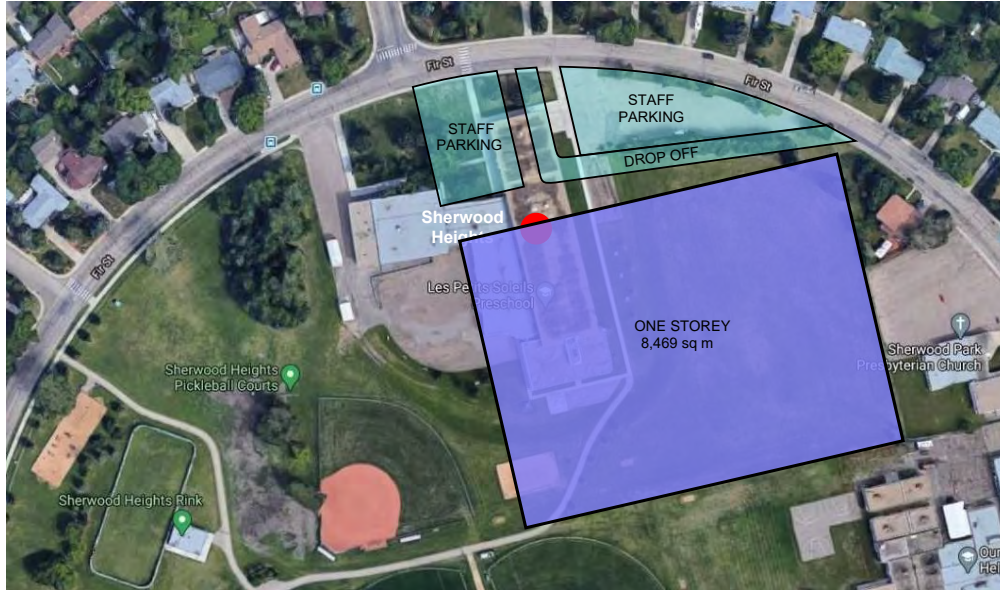
Option 6 involved the combination of Sherwood Heights, Pine Street, and Ecole Campbelltown into a single replacement school. While the intent of the replacement was seen as positive and worth further discussion on the second day, it was felt that combining all three schools onto a single facility would produce a school that was too large and could not be accommodated by the site or the neighbourhood.

Option 6a involved the combination of Sherwood Heights, Pine Street, and Ecole Campbelltown into a single replacement school. However, the difference was that this Option used a phased approach for the replacement buildings. The intent was to construct a replacement school for Sherwood Heights initially, and then add a second phase addition to the school to act as a replacement for Pine Street and Ecole Campbelltown. Similar to Option 6, while a single replacement facility was seen as positive and would spread out the capital costs over multiple budget periods, the school was felt to be too large for the student population, site, or neighborhood.

Due to various concerns raised over Options 6 and 6a, these options were not brought forward and were instead replaced by Option 6b.

Scope of Work:

- Provide a new replacement school on either the existing Sherwood Heights site and adjacent to the existing school on the existing playing field.
- Once the new school is complete, the existing school is demolished and new staff parking, visitor parking, bus lane, and student drop-off is **provided where the existing school once stood. The site is also reconfigured to replace the playing field lost to the replacement school as well as a new play structure for younger grades.**
- Ecole Campbelltown is offered to the Francophone Board for modernization.
- **Pine Street Elementary undergoes a minor modernization to address mechanical and electrical deficiencies, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies.**
- Modular classrooms are relocated from Pine Street and Clover Bar.



1,000 STUDENT ELEMENTARY / JR
 GRADES K-9
 8,469 sqm
 ONE STOREY



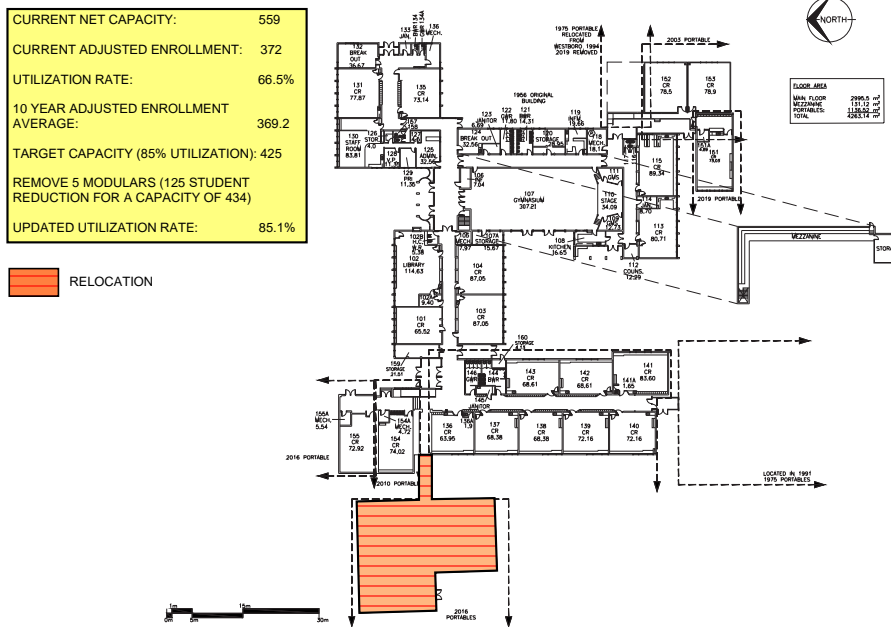
1,000 STUDENT ELEMENTARY / JR
 GRADES K-9
 5,590 sqm (8,469 sqm TOTAL AREA)
 TWO STOREY

Option #	Title	Pros	Cons	Risks
9	Reduce Modular Classrooms at École Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	Increases utilization rates, can relocate units to other schools that need them, could improve on ask for a 1:1 on Sherwood Heights, helps the overall district, units could go back on when the program grows	Doesn't address overall condition of facilities, only changes the numbers, could lose units to other school divisions	

Scope of Work:

- A total of 11 modulars are removed from the schools and relocated to other schools either within the School Division or outside the Division.
- Ecole Campbelltown: Five modular classrooms are relocated and the existing link is demolished. The site is remediated to grass or an asphalt play area.
- Pine Street Elementary: Four modular classrooms are relocated and the existing corridor link is demolished. The site is remediated to grass or an asphalt play area.
- Clover Bar Junior High: Two modular classrooms are relocated but the existing corridor link remains to provide access to the existing Ancillary room. The site is remediated to grass or an asphalt play area.

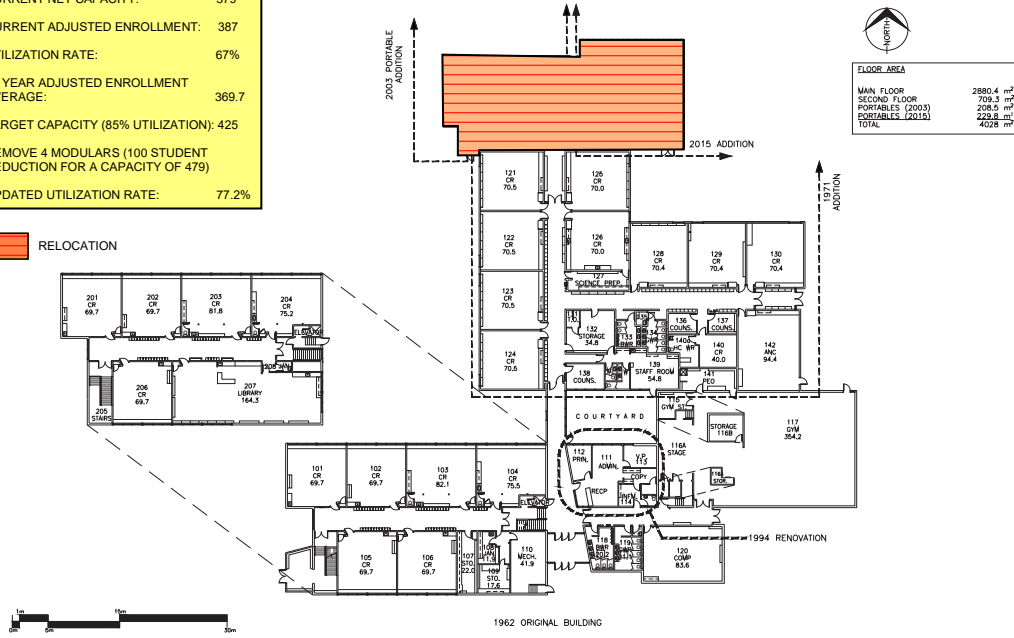
École Campbelltown



Pine Street Elementary

CURRENT NET CAPACITY:	579
CURRENT ADJUSTED ENROLLMENT:	387
UTILIZATION RATE:	67%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.7
TARGET CAPACITY (85% UTILIZATION):	425
REMOVE 4 MODULARS (100 STUDENT REDUCTION FOR A CAPACITY OF 479)	
UPDATED UTILIZATION RATE:	77.2%

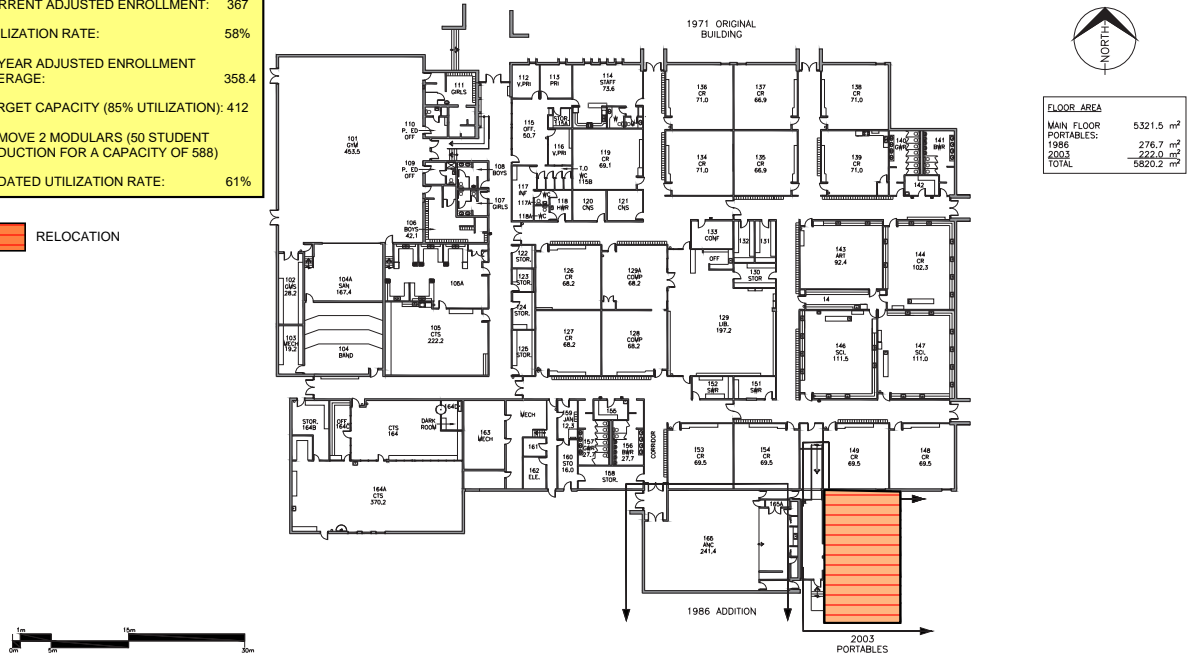
RELOCATION



Clover Bar Junior High

CURRENT NET CAPACITY:	638
CURRENT ADJUSTED ENROLLMENT:	367
UTILIZATION RATE:	58%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	358.4
TARGET CAPACITY (85% UTILIZATION):	412
REMOVE 2 MODULARS (50 STUDENT REDUCTION FOR A CAPACITY OF 588)	
UPDATED UTILIZATION RATE:	61%

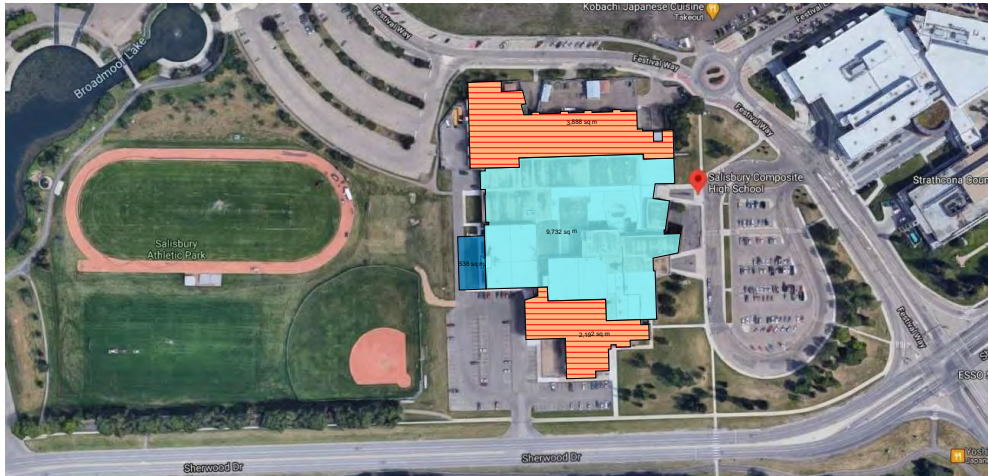
RELOCATION



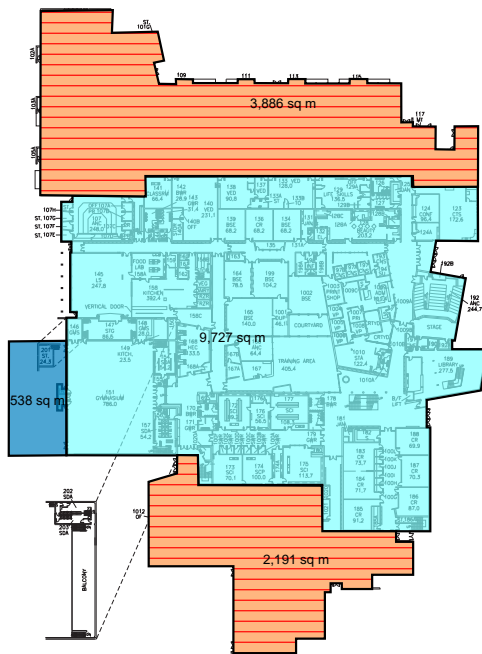
Option #	Title	Pros	Cons	Risks
13	Reduce Salisbury to Appropriate Size for Expected Enrolments.	Addresses utilization rate, would go hand in hand with Sherwood Heights, could allow use of space by other organizations	Doesn't deal with Sherwood Heights directly - would need to be partnered with another school revision, arrangement of building is tough to reduce footprint, would likely lose CTS spaces.	Dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

- The existing Salisbury Composite High remains in place and undergoes a major modernization. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies.
- The school also has an addition on the East portion of the school with a gymnasium expansion.
- The blocking indicates an area of demolition equal to the amount of space required to achieve an ideal utilization. The areas indicated are the most straightforward areas to demolish from a construction point of view but raise questions regarding the existing CTS space allocations.



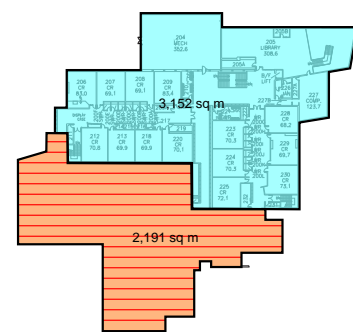
2,250 STUDENT JR/SR HIGH SCHOOL
GRADES 7-12
19,373 sqm
MODERNIZATION w/
TWO STOREY ADDITION



MAJOR MODERNIZATION
ADDITION
DEMOLITION

Addition to include gym expansion and additional general classrooms

1,500 STUDENT HIGH SCHOOL
GRADES 10-12
12,634 sqm
MODERNIZATION



MAIN FLOOR PLAN

2ND FLOOR PLAN

2.6 Evaluation Phase

Using the criterion decided upon during the Functional Analysis Phase, participants were provided with an Evaluation Form to fill out post Value Scoping Session. Individuals were asked to rank each criteria with a yes, maybe or no for each option. The summaries and findings of the final options (consensus and individual's rankings) are outlined below.

EIPS Value Scoping - Consensus Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
m = maybe
n = no
* = Packaged With Other Options

Option	Description	Evaluation Criteria																		Totals					
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / Inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration		Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	22	
																								0	
																								1	
1a	Option 1a- Modernization of Sherwood Heights	y	y	y	y	n	n	y	y	y	n	y	n	y	y	y	y	y	y	y	n	y	y	17	
																								0	
																								6	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	m	y	n	y	n	m	17	
																								2	
																								4	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	n	y	y	y	y	n	y	y	y	n	y	n	y	y	y	y	m	y	n	n	n	m	13	
																								2	
																								8	
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	y	m	y	n	y	y	y	n	y	n	y	y	y	y	m	n	n	n	y	n	m	13
																								3	
																								7	
6b	Option 6b - Combine Sherwood Heights, Pine Street, and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	y	y	m	y	y	y	y	y	y	y	y	y	y	y	y	n	n	y	n	m	17	
																								3	
																								3	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
																								*	
																								*	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	y	y	y	y	n	y	y	y	n	y	n	y	y	y	m	y	y	y	y	n	y	m	16
																								2	
																								5	

EIPS Value Scoping - Individual Evaluation Sheet Summary

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
m = maybe
n = no
nr = non-response

Evaluation Criteria

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance	Total Responses	Number of Respondents
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	11	11	9	12	0	5	10	11	7	12	9	12	6	11	9	11	12	12	12	11	8	11	11	223	12
		1	1	2	0	2	3	1	1	3	0	2	0	6	1	2	1	0	0	0	1	2	0	0	29	
		0	0	1	0	10	4	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	20	
		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	4	
1a	Option 1a- Modernization of Sherwood Heights	8	9	4	9	1	1	4	8	6	2	7	0	3	4	9	8	9	12	11	2	8	10	5	140	12
		2	2	1	1	2	0	4	2	2	4	3	0	6	6	2	4	2	0	1	6	2	1	4	57	
		2	1	7	2	9	11	4	2	4	6	2	12	3	2	1	0	1	0	0	4	1	0	2	76	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	1	9	3	5	7	4	8	9	7	9	7	8	7	8	10	7	3	7	2	10	6	5	2	144	12
		1	1	5	4	2	6	2	1	2	1	3	2	3	2	0	2	2	2	2	0	3	4	5	55	
		8	0	2	1	1	0	0	0	0	0	0	0	0	0	0	1	5	1	6	0	0	0	2	27	
		2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	3	3	3	50	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	0	7	2	6	6	3	8	8	7	2	5	0	4	5	8	7	2	8	3	4	5	4	1	105	12
		2	2	4	2	2	5	1	2	3	3	3	1	4	4	2	2	3	2	0	3	3	5	6	64	
		8	1	4	2	2	2	1	0	0	5	2	9	2	1	0	1	5	0	7	3	1	0	2	58	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	49	
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	9	11	7	6	9	6	8	10	9	2	8	1	5	8	11	10	2	2	2	7	4	6	0	143	12
		2	1	5	1	2	5	4	2	3	7	2	1	6	4	1	2	6	1	4	2	3	4	7	75	
		1	0	0	5	1	1	0	0	0	3	2	10	1	0	0	0	4	9	6	3	3	0	3	52	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	6	
6b	Option 6b - Combine Sherwood Heights, Pine Street, and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modular to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	11	11	7	11	9	10	10	10	8	8	8	9	6	8	11	9	9	1	6	10	7	3	3	185	12
		0	0	3	0	1	1	2	2	3	3	3	2	6	4	1	3	1	1	1	2	2	4	7	52	
		1	1	2	1	2	1	0	0	0	1	1	1	0	0	0	0	2	10	5	0	1	3	0	32	
		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	2	2	7	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	1	2	2	4	5	5	3	3	3	3	2	3	1	3	4	3	3	4	4	3	3	4	4	72	12
		0	0	0	1	1	1	0	0	2	2	1	1	2	2	2	1	2	1	1	1	0	0	1	22	
		5	4	4	1	0	0	3	3	1	1	3	2	3	1	0	2	1	1	1	2	2	1	0	41	
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	7	7	141	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	0	6	2	9	8	4	6	6	7	5	3	2	6	5	8	4	4	9	7	3	6	9	1	120	12
		1	1	4	1	1	3	2	2	2	1	3	1	2	3	2	2	3	1	2	3	1	0	5	46	
		9	3	4	0	1	3	2	2	1	4	4	7	2	2	0	4	3	0	1	4	2	0	3	61	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	49	

Option 1 - Replace Sherwood Heights as a 1:1 Replacement

Participant Feedback:

^ Likes:

- ^ Solves the biggest issue of Sherwood Heights infrastructure issues. Overall this is a good option (Better cost option verses modernization).
- ^ Would like to see Sherwood Heights replaced but understand that the Board presented a quality proposal with community partnerships and it was not accepted, and we will need to make changes to the utilization rates to have this approved.
- ^ Maintains the status quo
- ^ 1:1 keeps things as status quo
- ^ Desperately needed
- ^ It addresses the major concern of the Board that is shovel ready.
- ^ Takes care of the main issue of replacing/modernizing Sherwood Heights.
- ^ It solves the most pressing problem.

^ Dislikes:

- ^ Less preferred than option 6 from a French Immersion programming perspective and only resolves one aging school issue.
- ^ Dislike that this option has been explored and is unlikely to result in a replacement school without further addressing utilization rates, despite the fact that the school is nearly unsafe.
- ^ Fails to address deferred maintenance, utilization and the location of future student populations
- ^ Government doesn't seem keen on this solution thus far
- ^ This will turn into a huge money pit. As is the modernization costs exceed the replacement cost, but believe that once into the project it will far exceed the estimate and that it will cost the same if not more for a replacement school.
- ^ Doesn't address utilization rates of other schools.
- ^ It is not sell-able, already turned down, tough economic times, need more creative solution #6
- ^ It only solves one problem in the cluster of schools.
- ^ Only addresses Sherwood Heights requirements

Option 1a - Major Modernization of Sherwood Heights

Participant Feedback:

^ Likes:

- ^ It addresses the most pressing problem
- ^ None
- ^ Takes care of the main issue of replacing/modernizing Sherwood Heights.
- ^ Would result in a modern and safe junior high for our kids.
- ^ Like that by Modernizing Sherwood Heights the school, not just the name would be maintained within Sherwood Park.
- ^ It addresses the major concern of the Board that is shovel ready.

^ Dislikes:

- ^ Students living through a major renovation. May be safety issues during renovation.
- ^ Renovations typically take years, safety of students is often compromised and it's still an old school.
- ^ Only solves one problem in the most disruptive and least cost-effective way possible.
- ^ Modernization is costly and often has many unforeseen expenses / delays / problems
- ^ This will turn into a huge money pit. As is the modernization costs exceed the replacement cost, but believe that once into the project it will far exceed the estimate and that it will cost the same if not more for a replacement school.
- ^ Huge disruption and huge potential for issues
- ^ Dislike how much the modernizations of Sherwood Heights would impact students attending the school.
- ^ Construction interruption and high risk of cost escalation.
- ^ Do not like the idea of a modernization and do not feel that the disruption to student learning is not worth the marginal savings.
- ^ I hate this option

Option 2 - Combine Pine Street and École Campbelltown in a new Replacement School

Participant Feedback:

^ Likes:

- ^ **Like that this option could give us an opportunity to get a new Junior High that would benefit many students in EIPS.** As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less than desirable as I feel that losing the identity as a school would be a loss for the students and community.
- ^ This option reduces the number of assets within the Division's inventory. And existing infrastructure may be useful to another school division. This option would have to be considered with Option 1a.
- ^ Helps with utilization
- ^ A two for one could be seen as appealing to the Government. Both schools are on our list for modernization. If the modernization costs combined is at a similar cost of a replacement school this might be more cost effective for the government.
- ^ No disruption to current learning and operations while it's being built and removing a perceived "two-tier" delivery of FI programming where one school is single and the other is dual-track.

^ Dislikes:

- ^ This will create concern about deterioration of the French Immersion programming. Over the years, French Immersion has been studied and shown to be "better" for French immersion programming versus a dual track school. With the **change to moving some of the French students to HHE, there was concern and disappointment, however the benefits** are having a brand new school with new technology etc. This seems like a more complicated and clunky option for French immersion in Sherwood Park. I believe it simpler and more of a win-win to combine schools as per option 6. Having two dual-track schools (Pine Street and Campbelltown) and HHE doesn't seem optimized or to make sense for French immersion programming. It would be better to have one single track and then combine the "English" students into the other school.
- ^ This option on its own does not address Sherwood Heights or the location of future grow areas. I think the cost of this solution does not provide the best value to the Government or residents of Sherwood Park.
- ^ Huge elementary school
- ^ Parent and public acceptance is questionable.
- ^ Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
- ^ It does not address Sherwood Heights issue, unless combined with #3, Replacement not worth submitting.
- ^ Doesn't address long term growth pressures of development south of Wye Road.
- ^ Does not address Sherwood Heights

Option 2a- Combine Pine Street and École Campbelltown with a Major Modernization and Addition to École Campbelltown

Participant Feedback:

^ Likes:

- ^ **This option could give us an opportunity to get a new junior high that would benefit many students in EIPS.**
- ^ This option extends the life of existing infrastructure and may enable other school divisions to utilize the Pine Street school or school site.
- ^ That school remains in the best location within the site.
- ^ We remove a facility off ABED books.
- ^ Achieves consistency of delivery of FI programming in Sherwood Park.

^ Dislikes:

- ^ Construction interruption and high risk of cost escalation.
- ^ As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less that desirable as I feel that losing the identity as a school would be a loss for the students and community.
- ^ I dislike that this option as it does not address Sherwood heights directly
- ^ Dislike would be the disruption of a modernization
- ^ Parent and public acceptance is questionable and not sure what problem we are solving.
- ^ Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
- ^ It does not address Sherwood Heights issue, unless combined with #3
- ^ Disruptive learning environment and cost containment risks of a major modernization (+ future enrolment pressures noted in 2)
- ^ Modernization is costly and often has many unforeseen expenses / delays / problems

Option 3 - Modernization and Expansion to Salisbury Composite to Include Sherwood Heights

Participant Feedback:

^ Likes:

- ^ Expansion UP in height would be more suitable at this location. Ability for younger students to get high school programming.
- ^ This option would increase the utilization rate at Sal Comp. Do not like that it would require the loss of Sherwood Heights as a physically independent school.
- ^ This option directly addresses Sherwood Heights and will provide the greatest impact to Students overall, as it addresses concerns at Salisbury, the Division's largest High School. I like that this option makes use of existing infrastructure in a central and accessible location.
- ^ Solves Sal's utilization
- ^ **It would be a resolution to Sherwood Heights and students would benefit from additional CTS opportunities.**
- ^ Addresses Sherwood Heights replacement/modernization and Salisbury Utilization rates. Would provide junior high students with access to better programs/labs at the high school.
- ^ Only if combined with #2, Sabre Cats, 4 to 2 buildings cost saving long term
- ^ Addresses two problems and leverages investment in CTS facilities.
- ^ Note: Although it has been mentioned that the loss of the Cougar identity is a big issue; I don't think it is in the long term. "Sabre Pride" would eventually become the "new normal."

^ Dislikes:

- ^ From a French immersion perspective it is not attractive to expect that students will leave Salisbury to go to Ardrossan for high school. They may leave FI or even EIPS at this point.
- ^ The execution of this project will likely take a long time to implement.
- ^ Everything else - I don't believe this will have widespread acceptance
- ^ **Sherwood Heights would cease to exist. The building configuration limits us from having a school within a school which would require us to retire Sherwood Heights identity.**
- ^ Students living through a major modernization...disruptive to their learning.
- ^ Disrupts 4 school communities, CTS loss of space
- ^ **Having inconsistent grade configurations in Sherwood Park, could create attendance issues by students preferring 7-12 configuration or the alternative of standalone as well as kill the high school FI program. Lack of gym space for a larger population.**
- ^ Modernization is costly and often has many unforeseen expenses / delays / problem

Option 6b - Combine Sherwood Heights and École Campbelltown into a single 1000 student K-9, offer École Campbelltown to the Francophone Board, modernize Pine Street Elementary, reduce modulars at École Campbelltown, Pine Street Elementary, and Clover Bar Junior High, redesignate programs from Sherwood Heights to Clover Bar

Participant Feedback:

^ Likes:

- ^ This has many positives, and is my preferred solution.
- ^ Solves 2 older aging school issues (Sherwood Heights + Campbelltown)
- ^ Offers a smooth transition and support for French Immersion (FI) programming (less likelihood of losing FI students). This would have higher probability of school parents acceptance.
- ^ **Benefits of having older students mentor younger, and younger students potentially exposed to junior high type programming.**
- ^ I don't see many negatives to this option. It achieves many of the goals.
- ^ This option would allow Pine Street to remain a separate school while also allowing for a new junior high.
- ^ **This option directly considers Sherwood Heights and maintains traditional grade configurations.**
- ^ Solves SWH issue
- ^ That it resolves Sherwood Heights issue and at the same time strengthens the French Immersion program by reducing a transition point.
- ^ Sherwood Heights needs, saves a modernization for Campbelltown, and addresses some utilization rate issues at **several schools. It also keeps the French immersion program together from K-9 which would be beneficial.**
- ^ Best solution, Likely palatable for AB Govt, Maintains culture, reduces school changes for FI likely improving retention of FI kids, good for Francophone Board, 3 for 1 from an AB govt perspective.
- ^ Could increase retention of FI students in transition from elementary to JH and addresses multiple issues with one solution.

^ Dislikes:

- ^ Size of the school (I think it will need to be bigger as it will be opened at full capacity.) And population age distribution concerns (i.e., elementary students in a JH dominated school).
- ^ Integrity of single track French Immersion program is lost / size of school is too large
- ^ **Do not like the idea of the different grade configuration and the disruption of new students from Pine Street or other elementary schools joining the existing students in Sherwood Heights at the grade 7 level.**
- ^ The size of the facility. It is on the large size for a K-9. Typically most are around the 950 capacity. And does not address the maintenance and infrastructure concerns of the other 3 facilities.
- ^ Very large school - almost as large as our high schools
- ^ Maybe size, but I think it is doable
- ^ Very large K-9 school.

Option 9 - Reduce Modular Classrooms at École Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates

Participant Feedback:

^ Likes:

- ^ No immediate change for parents.
- ^ This option could allow us to get a new junior high.
- ^ Like that this addresses some low hanging fruit
- ^ Helps with utilization
- ^ Makes short term utilization rate sense

^ Dislikes

- ^ **Does not address maintenance of the five schools.**
- ^ Not a long term option. Does this increase class size? More of a strategic move than a desired move.
- ^ If we move them to Southpointe, we need to pay
- ^ This option is intended to be part of a proposal to obtain a replacement school for Sherwood Heights Option 1 or 6
- ^ Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
- ^ No long term solution for the Sherwood Heights
- ^ This needs to be done in concert with other options in order to bolster case for funding.
- ^ Does not address Sherwood Heights

Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrolments

Participant Feedback:

^ Likes:

- ^ This option might help us get a new junior high by improving utilization rates.
- ^ This option address both Sherwood Heights and Salisbury Composite High. Reduces excess capacity and maintenance costs at the high school level.
- ^ Helps with utilization
- ^ It would reduce our utilization
- ^ If this means "reduce the space that SAL uses and allocate remainder of space to other tenants" then: better use of resources and gives a possible home to Next Step, which also has many blended students with SAL so this would be more seamless.

^ Dislikes:

- ^ Do not think this is a good idea, there would be a high potential for losing CTS spaces
- ^ Potential loss of CTS space and other valuable instructional space and that the school might not be able to provide the same level of programming to EIPS students.
- ^ This option will likely take a long period to execute and fully realize.
- ^ Potential to lose CTS and classroom spaces - major construction disruption
- ^ Reduction of our CTS labs, public to view this as a waste of public dollars as the space will be required on the long range. **There would be a massive disruption to reconfigure the spaces to rebuild CTS labs.**
- ^ This is by far the worst option. It would be ridiculous to spend money to demo parts of Salisbury just to increase its utilization rate. There is nothing good about this option at all.
- ^ Risk that other tenants may not be found or could come and go.
- ^ Does not address Sherwood Heights
- ^ PLEASE NOTE: None of these options addresses the utilization rate at Clover Bar Junior High School

2.7 Summary and Recommendations

A comprehensive value summary was discussed and compared by all participants. This report identifies all of the potential options in order to assist the school division in determining capital planning priorities and what should be further explored.

Due to the nature of the challenges with the schools, no single school can be addressed and a "solution" based response is required. A straight 1:1 replacement of Sherwood Heights is not attainable because it must also address the utilization rates of the other schools as well.

As mentioned earlier, the scope of the sessions deal with the following required outcomes:

1. Address current condition of Sherwood Heights
2. Address ageing infrastructure and inefficiency of all identified existing facilities
3. Address low utilization in the identified elementary schools and Clover Bar Junior High
4. Address low utilization of Salisbury Composite High School

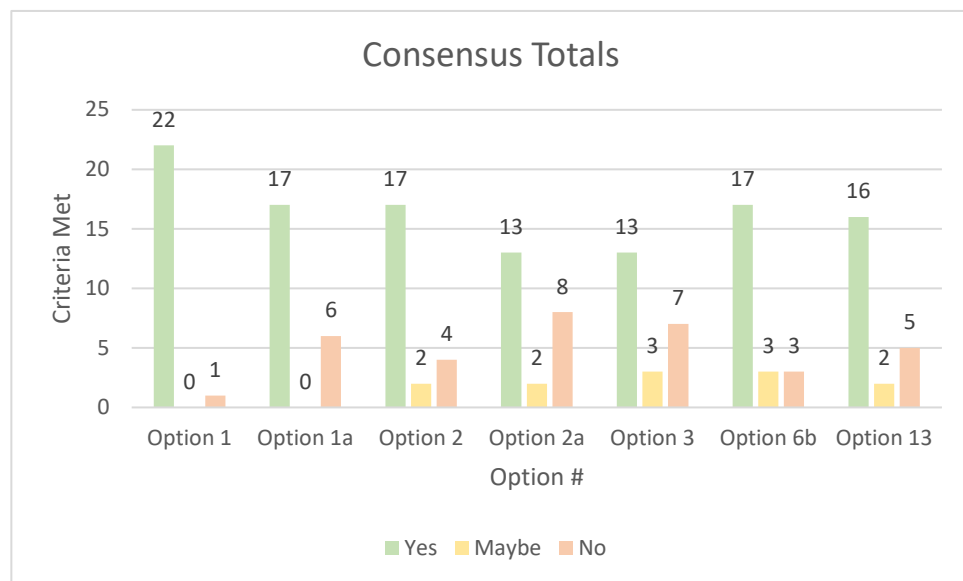
No single option discussed will address all outcomes. A summary chart provided below identifies how each option addresses each of the required outcomes:

Options Evaluation

At the end of the sessions, all of the options were discussed with regards to how well they met the evaluation criteria. As no single option would address all of the desired outcomes, each option was reviewed in relation to the evaluation criteria and consensus was reached on how well the option met the criteria.

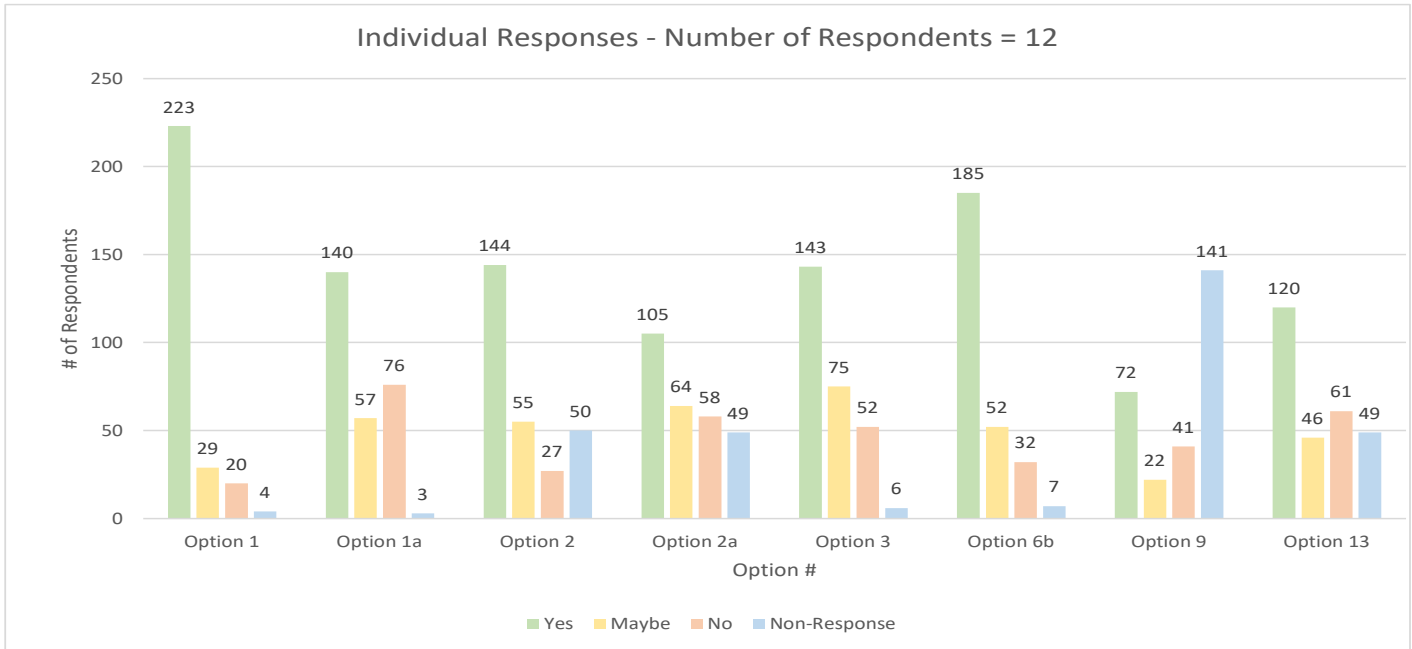
A "yes" evaluation meant the option fully met the criteria, a "no" meant it did not, while a "maybe" designation indicated that there was potential for the option to meet the criteria but additional or unknown factors could sway it either way.

Overall, each of the options met a majority of the criteria while some had more negatives than others.



In addition to the consensus evaluation completed during the session, the evaluation chart was sent to all individuals to ensure that all participants who had attended at different points during the sessions had the opportunity to provide feedback on the options.

The chart below indicates the number of participants who responded to each of the options as being positive, neutral, or negative.



Options Commentary

- Option 1, 2, and 6b had the most positive responses in terms of meeting the evaluation criteria. It should be reiterated that **no single option satisfies all of the outcomes and should be considered as part of a "solution" approach.**
- It is important that other outside factors are taken into consideration in assessing each option. For example Option 6b, while meeting a number of the evaluation criteria, would result in a large K-9 school that would face difficulty in zoning, site capacity, traffic impact, and planning approval.
- Option 9 was identified in order to reduce low utilization issues at Pine Street, École Campbelltown, and Clover Bar.** Due to the nature of this option, it could be considered as an immediate separate option to pursue as it would improve numbers at the respective schools and could be a separate capital request under the modular classroom program. The value is that this work would take place regardless of the other options as no matter what option is pursued, the modular units would be relocated.

Solution Development

All three solutions identified meet the required outcomes that were identified by the stakeholders but achieve them through different means.

Summary of Group Discussion

The group discussions through the two day session identified a number of evaluation criteria of varying importance. Early in the sessions, the following criteria were identified as having a high importance:

- A quick resolution for Sherwood Heights with regards to it's existing ageing infrastructure.
- Maintain internal communities and existing identities.
- **Improving utilization rates for all identified schools so that a capital request would have a greater chance of approval.**
- Minimizing construction disruption for students.
- Keeping the capacity of the schools at a desirable size.

All of the options identified on the first day of discussion were evaluated by the group on the afternoon of the first day and were marked for further development and discussion on the second day. A brief summary of the pros and cons of each of the options is provided below as to how well they addressed the high importance evaluation criteria:

Option 1 - Replacement of Sherwood Heights

Pros: A quick resolution to the issue of the ageing infrastructure of Sherwood Heights.

Cons: A previous request was made for a 1:1 replacement of the school and was not met with success due to the low utilization of the other schools in the area. This option meets the criteria that directly relates to Sherwood Heights but no other schools and therefore must be pursued in combination with other options.

Option 1a - Modernization of Sherwood Heights

Pros: A quick resolution to the issue of the ageing infrastructure of Sherwood Heights but with retaining the existing school and **site configuration**.

Cons: As with Option 1, this option meets the criteria that directly relates to Sherwood Heights but no other schools and therefore must be pursued in combination with other options. This option was not seen as desirable in relation to Option 1 because the schedule is extended to address the issues of the school and also requires students and staff to go through a phased construction with greater construction risks in unknown site conditions.

Option 2 - Combine Pine Street and Ecole Campbelltown in a Replacement School

Pros: Addresses the issue of low utilization in the identified schools through a 2:1 replacement.

Cons: This option addresses the issue of low utilization in some of the area schools but does not address the core reason for the sessions, which is the existing condition of Sherwood Heights, and must be considered in combination with other options.

Option 2a - Combine Pine Street and Ecole Campbelltown through a Modernization

Pros: Addresses the issue of low utilization in the identified schools through a 2:1 replacement.

Cons: Similar to Option 2, this option does not address the core reason for the sessions, which is the existing condition of Sherwood Heights, and must be considered in combination with other options. This option is not desirable in relation to Option 2 because the schedule is extended to address the issues and also requires students and staff to go through a phased construction with greater construction risks in unknown site conditions.

Option 3 - Modernize / Expand Salisbury to Accommodate Sherwood Heights

Pros: Addresses the issue of the ageing infrastructure of Sherwood Heights as well as low utilizations in the identified schools through a 2:1 replacement.

Cons: This is a desirable option as it addresses two of the criteria, one being the core reason for the session which is the existing condition of Sherwood Heights. However, this is not seen as desirable as it does not address the important criteria of maintaining internal communities and existing identities and also extends the schedule to address Sherwood Heights and also requires students and staff to go through a phased construction with greater construction risks in unknown site conditions.

Option 6b - Combine Sherwood Heights and Pine Street, Minor Modernization to Pine Street

Pros: The most complete of the options with regards to addressing the most outcomes and evaluation criteria identified by participants, this Option deals with the existing Sherwood Heights condition with a 2:1 replacement, low utilizations at multiple schools and reduces ownership of one of the schools without the cost of modernization or replacement (pending agreement with the Francophone Board).

Cons: This Option can cause future issues with regards to the size of the facility, an equal experience with new grade 7 students coming from Pine Street, and continuity with the French Immersion program.

Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar

Pros: Increases utilization rates at three of the identified schools. The reduction bring the utilizations at Ecole Campbelltown and Pine Street to acceptable levels.

Cons: This Option deals with utilization rates but does not address the core requirement of dealing with Sherwood Heights' current condition. It also does not deal with the ageing infrastructure of the facilities which have all been identified as being at the end of their design life and requiring updating. This Option should be treated as independent to the identified Solutions as it should take place regardless of the preferred direction for capital planning.

Option 13 - Reduce Salisbury Composite to an Appropriate Size

Pros: Increases utilization rate at the school.

Cons: This Option deals only with the utilization rate at Salisbury Composite and not with the core issue of the current condition of Sherwood Heights and the utilization rates of the other identified schools. A large number of respondents did not react positively to this option as it was seen as spending money with no positive goal or value that also risked the existing CTS programming of the school. Unfortunately, due to the size of the CTS spaces that have developed over time, any major reconfiguration of the school will result in a reduction of CTS programming spaces.

Summary of Cost, Consensus Evaluation, and Individual Responses

In addition to the consensus evaluation completed during the session, the evaluation chart was sent to all individuals to ensure that all participants who had attended at different points during the sessions had the opportunity to provide feedback on the options. These evaluations were also taken into consideration in tandem with the consensus evaluation.

Option 1 - Replacement of Sherwood Heights

Cost: \$22,828,982

Consensus Evaluation:

Yes: 22 / Maybe: 0 / No: 1

Individual Responses:

Yes: 223 / Maybe: 29 / No: 20 / Non-Response: 4

The most positively evaluated option due to the fact that it addressed the highest number of evaluation criteria, it was discussed that this option should be realized through a combination of other Options.

Option 1a - Modernization of Sherwood Heights

Cost: \$18,161,979

Consensus Evaluation:

Yes: 17 / Maybe: 0 / No: 6

Individual Responses:

Yes: 140 / Maybe: 57 / No: 76 / Non-Response: 3

Also a highly-rated Option, this Option was not seen as successful as Option 1 due to schedule and construction phasing around students.

Option 2 - Combine Pine Street and Ecole Campbelltown in a Replacement School

Cost: \$21,746,122

Consensus Evaluation:

Yes: 17 / Maybe: 2 / No: 4

Individual Responses:

Yes: 144 / Maybe: 55 / No: 27 / Non-Response: 50

This Option was highly rated in that it dealt with a high number of outcomes and evaluation criteria.

Option 2a - Combine Pine Street and Ecole Campbelltown through a Modernization

Cost: \$20,405,538

Consensus Evaluation:

Yes: 13 / Maybe: 2 / No: 9

Individual Responses:

Yes: 105 / Maybe: 64 / No: 58 / Non-Response: 49

This Option ranked lower in evaluations due to the disruption anticipated for students and increased construction schedule.

Option 3 - Modernize / Expand Salisbury to Accommodate Sherwood Heights

Cost: \$54,733,572

Consensus Evaluation:

Yes: 13 / Maybe: 3 / No: 7

Individual Responses:

Yes: 143 / Maybe: 75 / No: 52 / Non-Response: 6

This Option ranked lower in evaluations as it met fewer evaluation criteria and anticipated more disruption for students, increased construction schedule, and a loss of internal community and identity.

Option 6b - Combine Sherwood Heights and Pine Street, Minor Modernization to Pine Street

Cost: \$38,431,837

Consensus Evaluation:

Yes: 17 / Maybe: 3 / No: 3

Individual Responses:

Yes: 185 / Maybe: 52 / No: 32 / Non-Response: 7

The most comprehensive Option, discussed and developed on the second day through continued discussions of the earlier Options 6 and 6a, this option ranked high in both the consensus evaluation and individual responses due to the number of criteria it met.

Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar

Cost: \$1,265,000

Consensus Evaluation:

Not rated as it was considered a separate solution to be pursued regardless.

Individual Responses:

Yes: 72 / Maybe: 22 / No: 41 / Non-Response: 141

This Option was not evaluated during the consensus discussions as it was seen as an Option that could be pursued separately to help improve utilization rates.

Option 13 - Reduce Salisbury Composite to an Appropriate Size

Cost: \$33,763,638

Consensus Evaluation:

Yes: 16 / Maybe: 2 / No: 5

Individual Responses:

Yes: 120 / Maybe: 46 / No: 61 / Non-Response: 49

While meeting a number of criteria, this Option ranked lower in evaluations as it was seen as meeting fewer evaluation criteria and was viewed as spending money with no positive goal or value that also risked the existing CTS programming of the school.

Solutions Options

Solution A: Option 1, 2, and 13

Combined Cost: \$78,338,742 - Rank 3 of 3

Combined Consensus Evaluation:

Yes: 55 (79.7%) / Maybe: 4 (5.8%) / No: 10 (14.5%) - Rank 1 of 3

Combined Individual Responses:

Yes: 487 (67.2%) / Maybe: 130 (17.9%) / No: 108 (14.9%) - Rank 1 of 3

- ^ This solution would involve the replacement of Sherwood Heights, combining École Campbelltown and Pine Street, and reducing Salisbury Composite. This would address the outcomes of addressing the current condition of Sherwood Heights, the condition and low utilization issues at Pine Street and École Campbelltown, and the low utilization at Salisbury Composite.
- ^ Capital Costing: The capital cost of \$78,338,742 was the highest of the three Solutions. This is due to the need to demolish three existing schools and provide two new replacement schools as well the reduction in area of Salisbury Composite.
- ^ Alternate Criteria to be Considered: It should be noted that the construction cost of this option could be reduced if one of the existing schools was offered to the Francophone Board instead of demolishing the building. In addition, if leasing the existing spaces at Salisbury is an option, then construction costs could be reduced as less of the building would need to be demolished.

Solution B: Option 2 and 3

Combined Cost: \$76,479,694 - Rank 2 of 3

Combined Consensus Evaluation:

Yes: 30 (65.2%) / Maybe: 5 (10.9%) / No: 11 (23.9%) - Rank 3 of 3

Combined Individual Responses:

Yes: 287 (57.9%) / Maybe: 130 (26.2%) / No: 79 (15.9%) - Rank 3 of 3

- ^ This solution would involve combining École Campbelltown and Pine Street, and modernizing / expanding Salisbury Composite to accommodate Sherwood Heights students. While it does address all of the major outcomes identified, it does not address some of the evaluation criteria that was identified as being of high importance such as construction disruption, potential grade reconfigurations, and maintaining internal communities and existing identities.
- ^ Capital Costing: The capital cost of \$76,479,694 was the second highest of the three Solutions. This is due to the need to demolish three existing schools and a large modernization / expansion to Salisbury Composite.

Solution C: Option 6b and 13

Combined Cost: \$72,195,475 - Rank 1 of 3

Combined Consensus Evaluation:

Yes: 33 (71.7%) / Maybe: 5 (10.9%) / No: 8 (17.4%) - Rank 2 of 3

Combined Individual Responses:

Yes: 305 (61.5%) / Maybe: 98 (19.8%) / No: 93 (18.8%) - Rank 2 of 3

- ^ This solution would involve combining Sherwood Heights and École Campbelltown into a single K-9 and addressing Pine Street's ageing infrastructure, while also reducing Salisbury Composite. While it does address all of the major outcomes identified, a major risk is that the result is a large K-9 school that would face many challenges in getting approval due to size and the ability for the site and neighbourhood to handle the student numbers.

- ^ Capital Costing: The capital cost of \$72,195,475 was the lowest of the three Solutions. This is due to the need to demolish only two existing schools and a reduction in the number of schools by offering a school to the Francophone Board at no / little cost.
- ^ Criteria to be Considered: This solution would involve relocating some programs to Clover Bar in order to meet the capacity of 1000 students. If no programs were moved, the capacity of the school would increase to 1200 students to accommodate the projected enrolments at an 80% utilization.

Summary of Options and Combined Solutions

Single Options	Current Condition of Sherwood Heights	Ageing Infrastructure of Identified Facilities	Low Utilization of Elementary Schools and Clover Bar	Low Utilization of Salisbury Composite	Costing
1	yes	no	no	no	\$22,828,982
1a	yes	no	no	no	\$18,161,979
2	no	no	yes	no	\$21,746,122
2a	no	no	yes	no	\$20,405,538
3	yes	no	no	yes	\$54,733,572
6b	yes	yes	yes	no	\$38,431,837
9	no	no	yes	no	\$1,265,000
13	no	no	no	yes	\$33,763,638
Combined "solution" Options					
Solution A: 1,2,13	yes	yes	yes	yes	\$78,338,742
Solution B: 2,3	yes	yes	yes	yes	\$76,479,694
Solution C: 6b,13	yes	yes	yes	yes	\$72,195,475

Ranking of Combined Solutions

Solution	Cost Ranking	Consensus Ranking	Individual Response Ranking	Average
A 1,2,13	3 of 3 (33.3%)	1 of 3 (99.9%)	1 of 3 (99.9%)	77.7%
B 2,3	2 of 3 (66.6%)	3 of 3 (33.3%)	3 of 3 (33.3%)	44.4%
C 6b,13	1 of 3 (99.9%)	2 of 3 (66.6%)	2 of 3 (66.6%)	77.7%

Best Performing Solution

The best performing option would be the Solution C: combining Option 6b and 13. This is based on the option requiring the lowest capital cost while meeting a large number of evaluation criteria, specifically the following items:

1. Addresses the current condition of Sherwood Heights.
2. Addresses the ageing infrastructure of Pine Street Elementary and Ecole Campbelltown.
3. Addresses low utilization of Pine Street Elementary, Ecole Campbelltown, and Clover Bar Junior High.
4. Addresses low utilization of Salisbury Composite High School.
5. Lowest initial capital cost of the three Solution options.
6. Reduces number of EIPS school sites with a 2:1 replacement.
7. Minimizes construction disruption to students.
8. Reduces construction risk with a replacement school and minimizing the number of schools requiring modernization.
9. Brings schools in line with Alberta Education guidelines and projected enrolments.
10. Maintains identity and community presence.

Rationale of Not Recommending Solutions A and B

Solutions A and B were not recommended as a conclusion of this report due to concerns meeting the evaluation criteria:

Solution A:

- Highest overall capital cost.
- Two replacement schools versus one replacement school in Solution C.
- **Identified by participants as having a low chance of community acceptance.**
- **Would create a school that was felt by participants to be too large for the elementary grade configuration.**
- Comments were made regarding the French Immersion program and it was felt that Option 2 of this Solution would result in a dual-track program which is not desirable.

Solution B:

- Second highest overall capital cost.
- Lowest ranking on combined consensus and individual responses.
- Construction disruption of Salisbury students.
- **Potential grade reconfigurations for other schools in the zone.**
- Loss of internal community of Sherwood Heights.
- **Would create a school that was felt by participants to be too large for a junior / senior high grade configuration.**
- **Concerns were raised with regards to the desirability of a 7-12 grade configuration.**
- Concern was raised about the inequality of having junior high students at Salisbury Composite as well as Clover Bar and the loss of community Clover Bar students would have once they transferred to Salisbury.

It should be pointed out that all of the options discussed had both pros and cons associated with them. While Solution C is recommended, it contains Option 13 (the modernization and reduction of the size of Salisbury Composite) which was not seen as desirable to most participants due to the disruption of the students, construction schedule, cost, and loss of existing programming. However, the only two options to address the utilization of Salisbury were to reduce the size of the building or combine the students from Sherwood Heights into the school. Based on the evaluation criteria developed by the participants, moving the Sherwood Heights students to Salisbury was not a desirable option and therefore the only alternative is to reduce the footprint.

Recommended Next Steps

In conclusion to the Value Scoping Sessions, it is recommended that Elk Island Public Schools follow these steps:

Short-Term Tasks:

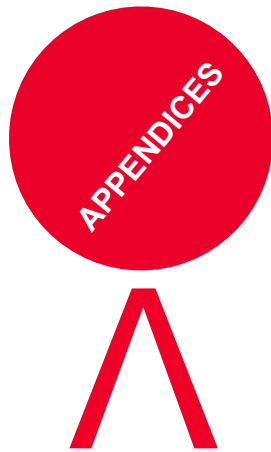
1. Review the Value Scoping Session Report for support in making a decision on how they would like to revise their school **capital plan taking into consideration the findings of this study.**
2. Develop more detailed reviews / analysis and business case for Sherwood Heights to determine the potential cost and schedule of a major modernization versus a replacement facility.
3. Further develop the strategy for accommodating Sherwood Heights students should the school experience infrastructure failures and the facility cannot continue to operate. Discussion has already taken place with respect to moving students to Salisbury Composite with short notice and this should be formalized as a plan of action should this contingency need to be enacted.
4. Engage with Strathcona County to determine any limitations on the impacted sites that would prevent any of the options to be accommodated.

Medium-Term Tasks:

5. Continue discussions amongst The Board of Trustees of Elk Island Public Schools Value Scoping Session participants.
6. Conduct ESA and geotechnical investigations for the Sherwood Heights site to prepare for a replacement school facility on the site.
7. Additional investigation into the site and building conditions of Pine Street Elementary to address any unforeseen conditions **to ensure that a minor modernization is sufficient and if not, to determine the potential cost and schedule of a major modernization versus a replacement facility.**
8. Continue partnership discussions with Strathcona County and other community groups that may have an impact on the programming and funding of the capital requests. This also includes developing any joint use agreements.

Long-Term Tasks:

9. Monitor and adapt the recommendation in this report based on changes to the community and ongoing discussions.



3.0 APPENDIX A: PARTICIPANTS

Name	Company	Email	Contacted	Responded	Attending	21-Sep	23-Sep
Allison Matichuk	Alberta Education	Allison.matichuk@gov.ab.ca	Y	Y	21 - 1 hour	Y	
Amy Schmidt	ONPA	aschmidt@onpa.ca	Y	Y	Y	Y	Y
Annette Hubick	Trustee, EIPS	annette.hubick@eips.ca	Y	Y	Y	Y	Y
Annie Garneau	Assist. Principal, Ecole Campbelltown	Annie.garneau@eips.ca	Y				
Archibald Sangrador	Alberta Education	Archibald.sangrador@gov.ab.ca	Y	n	n		
Ashley Frayn	School Council Chair, SWH	4frayns@gmail.com	Y	Y	Y		
Bill Tonita	Councillor, Ward 4, Strathcona County	bill.tonita@strathcona.ca	Y	Y	Y		
Bree Claude	Director of Family & Community Services	bree.claude@strathcona.ca	Y				
Brendan Salyzyn	Assist. Principal, Salisbury Composite High	Brandon.salyzyn@eips.ca	Y	Y	Y	Y	Y
Brent Billey	Associate Superintendent	brent.billey@eips.ca	Y	Y	Y	Y	Y
Brent Dragon	Planner	brent.dragon@eips.ca	Y	Y	Y	Y	Y
Brian Botterill	Councillor, Ward 3, Strathcona County	brian.botterill@strathcona.ca	Y				
Calvin Wait	Director of Facility Services	calvin.wait@eips.ca	Y	Y	Y	Y	Y
Candace Cole	Secretary-Treasurer	candace.cole@eips.ca	Y	Y	Y	Y	Y
Carol Langford-Pickering	Executive Assistant	carol.langford-pickering@eips.ca	Y				
Chris Gow	Strathcona County	Chris.gow@strathcona.ca	Y	Y	Y	Y	Y
Chris Holden	CSG	cholden@cuthbertsmith.com	Y	Y	Y	Y	Y
Chris Woollard	ONPA	cwoollard@onpa.ca	Y	Y	Y	Y	Y
Christina Keroack	Business Manager Facility Services	Christina.Keroack@eips.ca	Y	Y	Y	Y	Y
Colleen Alpern	Principal, Clover Bar Junior High	colleen.alpern@eips.ca	Y	Y	Y	Y	
Corrie Fletcher	Communications	corrie.fletcher@eips.ca	Y	Y	Y	Y	Y
Curtis Christopher	School Council Chair, CBN	curtisfc@shaw.ca	Y	Y	Y		
Dave Anderson	Councillor, Ward 2, Strathcona County	dave.anderson@strathcona.ca	Y				
Dave Antymniuk	Division Principal	dave.antymniuk@eips.ca	Y	Y	Y	Y	Y
Don Irwin	Trustee, EIPS	don.irwin@eips.ca	Y	Y	Y	Y	Y
Gabe Chemello	School Council Chair, SAL	melloacres@gmail.com	Y				
Grant Fiddes	Assist. Principal, Clover Bar	Grant.fiddes@eips.ca	Y				
Greg Probert	Principal, École Campbelltown	greg.probert@eips.ca	Y	Y	Y	Y	Y
Jacquie Surgenor Gaglione	School Council Chair	jacquie@kayric.com	Y	Y	Y	Y	Y
Janna Widmer	Strathcona County	Janna.Widmer@strathcona.ca	Y	Y	Y	Y	Y
Karen deMontarnal	Parent representative, Heritage Hills	kaw464@hotmail.com	Y	Y	Y	Y	Y
Katie Berghofer	Councillor, Ward 8, Strathcona County	katie.berghofer@strathcona.ca	Y	Y	21	Y	
Kerri Williams	Assist. Principal, Pine Street	Kerri.williams@eips.ca	Y				
Kevin Glebe	Chief Commissioner, Strathcona County	kevin.glebe@strathcona.ca	Y				
Kris Reid	Assist. Principal, Sherwood Heights	Kris.reid@eips.ca	Y	Y	N		
Laura McNabb	Director of Communications	laura.mcnebb@eips.ca	Y				
Lesley Bowman	School Council Chair, PNE & COSC	Lesley@maxandmaude.com	Y	Y	Y	Y	Y
Leta Shannon	President, Boys and Girls Club Strathcona	justirish3@gmail.com	Y				
Liane Schultz	Assist. Principal, Salisbury Composite High	Liane.schultz@eips.ca	Y				
Linton Delainey	Councillor, Ward 6, Strathcona County	linton.delainey@strathcona.ca	Y				
Liz O'Neill	Executive Director, Boys and Girls Club Edmonton and Area	liz.oneill@bgcbigs.ca	Y				
Mark Latimer	Alberta Infrastructure	Mark.latimer@gov.ab.ca	Y	Y	21 - 1 hour	Y	
Mark Liguori	Superintendent	mark.liguori@eips.ca	Y	Y	Y	Y	Y
Melissa Presse	School Council Chair, DCE	melmikcon@telus.net	Y				
Paul Pallister	Principal, Sherwood Heights Junior High	paul.pallister@eips.ca	Y	Y	Y	Y	Y
Rob Bushell	Parent representative, Clover Bar	rbushell@hotmail.com	Y	Y	23		Y
Robert Derech	Assistant Director of Facility Services	robert.derech@eips.ca	Y	Y	Y	Y	Y
Robert Parks	Councillor, Ward 1, Strathcona County	robert.parks@strathcona.ca	Y				
Rod Frank	Mayor, Strathcona County	rod.frank@strathcona.ca	Y	Y	Y		
Sandra Stoddard	Associate Superintendent	sandra.stoddard@eips.ca	Y	Y	Y	Y	Y
Stacy Fedechko	Associate Commissioner, Strathcona	stacy.fedechko@strathcona.ca	Y				
Sunny Sandhu	Principal, Salisbury Composite High	sunny.sandhu@eips.ca	Y				
Tracey Arbuthnott	Principal, Pine Street Elementary	Tracey.Arbuthnott@eips.ca	Y	Y	Y	Y	Y
Travis Hovland	Alberta Education	Travis.hovland@gov.ab.ca	Y	Y	21 - 1 hour	Y	
Trent Franson	ONPA	tfranson@onpa.ca	Y	Y	Y	Y	Y
Trina Boymook	Chair, EIPS	trina.boymook@eips.ca	Y	Y	Y	Y	Y



4.0 APPENDIX B: AGENDAS AND MINUTES

Sherwood Park Value Scoping – Meeting Summary

February 25, 2020 – 11:30 a.m. – CEN Meeting Room E
683 Wye Road, Sherwood Park, AB

Participants and Distribution:

Name	Abbreviation	Email	In Attendance
Chris Woollard	CWO	cwoollard@onpa.ca	✓
Calvin Wait	CW	calvin.wait@eips.ca	
Robert Derech	RD	robert.derech@eips.ca	✓
Brent Dragon	BD	brent.dragon@eips.ca	✓
Michelle Kowalchuk – note-taker	MK	michelle.kowalchuk@eips.ca	✓

Item	Subject	Discussion Points	Action
1.1	Background and Session Objective	<ul style="list-style-type: none"> ➤ The Capital Plan requires annual submission ➤ Sherwood Heights has been on the Capital Plan for at least a decade. It has now become the number one priority. ➤ Sherwood Heights will not be funded as a 1:1 replacement. Therefore, EIPS is exploring options that will best serve the community. ➤ One option involves three schools in proximity: Campbelltown, Pine Street and Sherwood Heights that are being looked at as possible consolidation/modernization options. This option would result in a 3:1 replacement option creating a K-9 school with a population of approximately 950 students. ➤ Another option that is currently being explored is the modernization of Salisbury Composite High school to include the consolidation of Sherwood Heights. Current utilization rate at Salisbury is approximately 60%. The additional 700 students would increase the utilization rate to approximately 90%. The modernization of Salisbury is also on the Capital Plan, so modernizing it and consolidating it with Sherwood Heights would result in satisfying a 2:1 request. ➤ A third option is to include Clover Bar Junior high as a partial consolidation with Sherwood Heights. A 	INFO

		<p>portion of the population would be redirected to Clover Bar and the rest redirected to Salisbury.</p> <ul style="list-style-type: none"> ➤ Each option has potential and community involvement, support and benefit are key factors in determining which option – or possible alternate option – is pursued. ➤ None of the five schools in question lie in a growth area. The future growth areas are Bremner and Cambrian crossing. Schools sites in these areas do not currently exist and are approximately four years out. ➤ EIPS is currently divided into five sectors. Sherwood Park proper currently shows long-term stable enrolment overall. Fort Saskatchewan is the largest growth area and is projected to be over capacity by 2028-2029. Enrolment in rural schools is currently declining, however with travel involved there are other factors involved as well. ➤ As Sherwood Park is an individual sector, the declining enrolment at rural schools does not negatively impact Sherwood Park. 	
2.1	Information Required Going Forward	<ul style="list-style-type: none"> ➤ ACU Report – including net capacity, adjusted enrolment, utilization ➤ Facility Condition Reports – VFA ➤ Board Packages from Fort Saskatchewan Value Scoping Sessions ➤ Projected Capacities for each option ➤ Small scale plans for the schools in question ➤ Building Operator Feedback for schools in question (Electrical Mechanical Foreman) ➤ Contract to be sent to ONPA once prepared and before site visits take place. ➤ All items to be shared via one Google Drive for simplicity and consistency. 	EIPS
2.2	Site Visits to be arranged March 10 – 13, 2020	<ul style="list-style-type: none"> ➤ EIPS to arrange site visits and for FAC Staff to be present to answer questions etc. ➤ Schedule for visits to be provided by March 6, 2020 	EIPS

3.1	Community Engagement Sessions	<ul style="list-style-type: none"> ➤ Stakeholders who would be invited to attend: <ul style="list-style-type: none"> - Principals (5), Parent Council, 1-2 Members of the Community chosen by the schools, Trustees, Senior Administration, FAC staff representatives. - EIPS will provide a list of community members ➤ Engagement Session Format: <ul style="list-style-type: none"> - Guided by the end goal. Options need to be narrowed down in order to be effective. - Having 'x' number of options as a starting point and then evaluate feedback and responses that are received. - Having 'x' number of options to begin with also allows the conversation to be focused and engaged. - Alternative options may also surface through the sessions and all pros and cons can be looked at to determine the most viable/feasible option. ➤ Proposed timeline – Presentation to take place at the last EIPS board meeting of the current school year. 	<p>ONPA</p> <p>EIPS</p>
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The above minutes are considered a true and accurate recording of all pertinent items discussed. Please advise the note-taker should any errors/omissions be noted. If no notification is received, minutes are deemed accepted by all.

Michelle Kowalchuk, B.Ed.
Administrative Assistant
780.464.3477 Ext. 8498

Value Scoping Session – Building Issues/Concerns

Meeting with Plant Operations and Maintenance Staff members

Sherwood Heights, Clover Bar, Campbelltown, Pine Street, and Salisbury Composite High School

Thursday, March 5, 2020 – CEN Training Room – 7:30 – 8:45 a.m.

Input Provided by: Dave Lesanko, Allan Schwanke, Mel Felske, Dale Lloyd, John Lochtie, Craig Polglase, Allan Salvador, Juls Santos, Dustin Stortz.

Notes compiled by: Michelle Kowalchuk

SALISBURY COMPOSITE HIGH SCHOOL

- AHU – Aging units – original to the building
 - AHU 2 has a strong vibration
 - AHU 11 – Small Gym unit – The cooling tower is questionable. The chiller is in working order. Seals are beginning to fail.
 - Boilers are original to the building. They were retubed approximately five years ago – to rectify some of the issues from retubing that was completed in prior years.
 - Front doors are on list for replacement. A quote has been provided.
 - Roofing is a serious issue. The second-storey wall section leaks when the rain comes from the North. There was a quote provided by Allen Desjarlais for repair including cladding the wall of the building in question. Follow-up to come.
 - Plumbing – All toilets are original. They are cracking and leaking - replacement parts are not available. Flush valves have even been manipulated on an angle to make them fit.
 - Some renovations have been completed on the main floor, but the old toilet was reinstalled.
 - Building Automation System – Siemens – upgrade required, but pertains to several schools
 - Some panels are aging and need to be upgraded.
-

- Electrical – main distributor has been changed out.
 - Fire panel has been changed out
 - New intercom system – installed three years ago.
- Domestic Hot Water Lines – life cycle in VFA noted as 150 years, however not accurate in practice. For example, 50-60 feet of lines have already undergone replacement last summer alone.
- Library window wall – leaks and requires repair.
- Windows in general – there are 205 units that were installed in 1968 and have a lifecycle of 40 years.

SHERWOOD HEIGHTS JUNIOR HIGH

- Roof is leaking in multiple sections
- Exterior façade – stucco is cracking
- Heaters on the second-storey portion of the building require replacement.
- Heating System in the multi-purpose room (Gym) is an ongoing issue.
 - The furnaces are from 2007.
 - HWT in the back corner is from 1992
- Boilers are not original but are in need of replacement
- Structural issues in the back corner of the building – frost heaving.
- The back door is heaved and does not close (east side, near staff parking). The panic hardware on this door is also failing/at the end of its lifecycle and cannot be sourced.
- Toilets are old (Crane flush style)
- Urinals were replaced last year

- Plumbing-wise, the building is in relatively good shape overall with the exception of the CTS sump which was replaced in 1980. It is a grease trap and requires annual maintenance. The lid needs to be replaced to improve accessibility. A chemical treatment is also being researched. The pit contains two cast iron pumps that are relatively new.
- Ceilings – there are three ceilings currently in place. The first level is a drop-down ceiling, the second layer (above) is drywall, and above that, the third layer is the original 1' x 1' asbestos tile.
 - There is a Nomadic Air System that includes copper lines that run through and are leaking. Access is impaired making repair difficult.
- Gym AHU Unit – new piping and the valve has been recently replaced
- Piping in the Science Room – a leak that went undetected was found after the fact as it leaked out and under the slab
- Water Leaks – black mold (noted by our Painter) – in the first corner by staff parking. Nesbit heaters are/were leaking. Changing out of the Nesbit heaters considered a priority.
- Power – CTS (upstairs) is where the main distributor is now. There are no major issues at this point, but the panels are full.

CLOVER BAR JUNIOR HIGH

- Air Conditioning Unit #4 – runs the entire building. It is currently operating at half capacity. There was a significant issue at the end of last year which will be reinvestigated again in the Spring.
- Variable Air Volume Control – there is one or two VAV boxes in each classroom. There are upgrades available, however, it has not been done at this site yet. The upgrade units are approximately \$500 - \$700 each.
- Heat Exchange Units for the gymnasium are operational – but barely.
- The boilers are operating in satisfactory condition

- HWT is old but functioning.
- The Generator was decommissioned in 2019
- Motor Control Center – Four more breakers to be replaced – a quote has been given and will be reviewed again. The main unit has already been replaced.
- Air Conditioning Breaker has been changed
- Roofing – one section near the Drama room is still tar and gravel – is in need of repair/attention
- Interior and Exterior Doors – have original hardware. The front door was changed a few years ago.
- The exterior façade is brick and is in good shape
- Fire panel is also good
- Ducane – PA System – could use an upgrade
- Lockers and flooring are both in generally good condition

PINE STREET ELEMENTARY

- Second storey AHU needs replacement. It goes through control fuses approximately four times per year.
- Boilers are newer and are in good shape
- Administration has asked that all classroom bulletin boards be replaced.
- Exterior doors are original – continuous hinges have worn out
- Ceiling in main hallways is drywall and is cracked.
- There are two newer modular units that are currently being used for storage. The exterior wall in this area is strapped out with steel studs and is separating.
- Windows are original and are due for replacement

- Roofing in general has sections that have been replaced and is generally functional
- There are two (2) Hot Water Tanks that are aging.
- The fire panel has been changed
- Ducane PA system – that requires replacing and can be used to salvage parts

CAMPBELLTOWN

- Gymnasium AHU – the motor burned out last week due to an electrical issue
- AHU across from the library – original to the building
- Ceiling is original 1' x 1' white tile (Asbestos) – not a t-bar ceiling
- Mechanical Room – if a pump needs repair or replacement, there is no physical access. You would need to remove a boiler to access the pump.
- Gym Doors – panic hardware is functional, but doors are worn.
- Exterior doors are due for replacement
- Toilets in the west wing – replaced with toilets from old Ardrossan Elementary
- Interior doors are fine
- Fire panel has been replaced
- Flooring is generally in satisfactory condition

VALUE SCOPING - SITE VISIT OBSERVATIONS/FEEDBACK – MARCH 11, 2020

SCHOOLS VISITED
PINE STREET ELEMENTARY – 133 Pine Street
CAMPBELLTOWN ELEMENTARY – 271 Conifer Street
SALISBURY COMPOSITE HIGH – 20 Festival Way
SHERWOOD HEIGHTS JUNIOR HIGH – 241 Fir Street
CLOVER BAR JUNIOR HIGH – 50 Main Boulevard

The following notes were made based on observations and staff feedback received during site tours on March 11, 2020.

Site Observations

Pine Street Elementary - Hosted by Shelby Hines and Kerri Remeika

- Main floor washrooms are an older style and do not have the different toilet/urinal heights required for very young children.
- There are old radiators that are easy to climb. It has happened that a child has gotten their fingers stuck peering over the stalls.
- FS120 – Meeting room – former Music Room (Book fair currently set up). The floor is hollow. A lot of damage occurs due to the cords/wires from the equipment that are hanging/exposed. Due to equipment being moved, wires for Smartboard and other equipment are often damaged.
- Pine Street Elementary is a designated receiving school for growth area (information).
- In prior years when enrollment was approximately 620 students, the gym space was inadequate.
- The acoustics in the gym are very loud and when two classes are in at the same time, the noise levels are a challenge, even with the dividing curtain in place.
- Mechanical room is accessible by ladder above the gym stage area.
- The gym mats and high jump mats are stored high above the stage area and are difficult to access. Use is minimized to prevent having to take them out and put them away.
- From the Library, there is no access to the outside area behind the decorative cement block wall. There are long grasses and small trees that grow there and the only way to get to them for maintenance is through the Library window.
- Second floor classroom(s) have bulletin boards that have been mounted over top of old ones.
- The second-floor storage area at the end of the was previously used as a breakout space. It is a closet, but when the school was at a higher capacity, the area was used to work with individual students or small groups.
- The boot room has been updated in recent years and functions well.
- The locker hooks in the pre-school program area had to be lowered as the two and three-year old children could not reach them to hang their coats up etc.

- Donor bricks – mounted on wooden base need to be re-installed. They were previously removed due to the slope of the ground. Would like them re-installed for community value.
- Main storage area – contains everything from school records, to paint, to technology equipment.
- The outdoor courtyard space – has recently received a \$500 grant to create a space for land-based learning. Additional funds would be required. Is currently used for students and staff to eat lunch in the spring/fall and houses bottles and cans for recycling in the winter.
- FS138 – has a draft/is cold.
- Staffroom – there are metal panels along the lower outside wall that are subject to temperature changes – including frost on the wall when it's cold.
- Parent Council space is where the accessible washrooms are.
- FS 127 – has an odour that has yet to be pinpointed despite investigation by OH & S. It permeates into the adjoining classroom and an air purifier is currently being used. A previous student teacher had to leave her practicum as it caused breathing issues for her.
- Two vacant modular classrooms are currently being used for storage of extra desks etc. as enrolment is down and a storage container on the property is not an option.
- There is an outlet in the room across from the teacher mailboxes that is occasionally used for students with an in-house suspension. There is an outlet on the lower wall that is accessible and has been the subject of student tampering in the past. A plate to cover the outlet has been requested.

École Campbelltown – Self-Directed Tour

- Furnace in the back used to vent/feed under the floor to the front entrance – it was subsequently flipped to run the venting from the top.
- The school construction is slab on grade.
- Main AHU is from 1995
- Main water shut off is in the Library. It is a non-sprinkler building.
- Server room is off the library as well.
- Furnace room – all pumps are behind the boilers. They are not accessible.

Salisbury Composite – Hosted by Brandon Salyzyn

- Classroom that is located beside the AHU is very loud and disrupted when the unit kicks on.
- CTS – Cold air comes back into the dust collector – and circulates back into the vent. It sometimes results in ice chunks being blown back out of it.
- Bandroom – There is a practice room being used as a 'kitchen' that does not have an FS number on the door. It is in between 107C and 107D.
- Computer Lab area – there is a 4" storm sewer that cannot take the capacity of water required in a downpour. Flow restrictors are required, but there were none in place and flooding occurred in the computer lab area as well as the courtyard by the staffroom. The maintenance crew discovered a sizeable rock that was blocking the pipe, fabricated flow restrictors and have since rectified the problem.

- The small gym is subject to cold temperatures. Brandon noted that when this occurs in different areas of the school, a call for service is placed and the issue is soon corrected.
- The Cosmetology program is thriving, and current space is completely utilized.
- The solar tube in FS163 is working well and additional lighting is often not required.
- The new P4S space is working very well for the program.

Sherwood Heights – Self-directed tour

- The band room is a converted space with the current floor being placed over the previous gym floor. The expressed concerns include: The ceiling is suspended and has new tile – which is office tile. It is not acoustically adequate for a band room. Consequently, when there are 40-50 kids in the room at a time (there are 200 students in the band program), it is extremely loud. The teacher wears commercial grade earplugs yet continues to experience ringing at the end of each day. The upstairs portion of the classroom is cluttered and dirty and used for storage. The shelves where some of the instruments are stored were sanded and painted by the teacher as students were getting splinters as was the teacher. There is no projector in the room.
- The storage area upstairs behind the gym is full and cluttered.

Clover Bar Junior High – Greeted by Grant Fiddes – Self-directed Tour

- It was noted that the dust collector/vacuum system in the shop also has a ventilation issue.
- The food studies area is not a commercial kitchen. It is connected by a door to the Clothing Lab.
- Concrete slabs outside the southeast and north entrances have settled and a 2” lip/separation has occurred.
- FS 126/127 has been converted into a Physical Activity room
- The exterior brick is in good shape.
- It was noted that the school is functioning well overall and they are content.

MEETING AGENDA

Project: EIPS Value Scoping Session – Sherwood Park

Meeting Location: Videoconference

Meeting Time: September 21 and 23 / 9:00 – 4:30

September 21

9:00 - 9:15	Introductions / Technology Issues
9:15 - 9:20	Introduction and Welcome by EIPS
9:20 – 9:30	Introduction by ONPA stating the objectives of the session
9:30 – 10:00	Opening comments by GoA
10:00 – 10:20	Overview of process / agenda / schedule
10:20 - 10:45	Review of existing schools information
10:45 - 10:55	Break
10:55 – 12:15	Develop Criteria for Evaluating Options Brainstorm Ideas: Design Suggestions
12:15 – 1:00	Lunch
1:00 - 2:45	Continue Brainstorming / Evaluating Ideas (pros / cons / considerations / risks)
2:45 - 3:00	Break
3:00 - 4:25	Development of Ideas / Identify Best Options
4:25 - 4:30	Closing Remarks
4:30	Session Adjourned

September 23

9:00 - 11:00	Presentation of preferred options and discussion of each option
11:00 - 11:30	Presentation of preliminary costing for options
11:30 - 12:15	Lunch
12:15 - 3:30	Evaluation and ranking of options



Options Carried Forward for Review



Options Not Carried Forward for Review

Background Information / Introductions

- *Mark Liguori (EIPS) intro*
- *Chris Woollard intro*
 - *Brainstorming*
 - *Free-flowing discussion*
 - *No pre-developed solutions*
 - *ONPA neutral / help with evaluation process*
- *EIPS*
 - *Undertake a cluster study to evaluate underuse*
 - *Modernization, grade re-configuration, other options*
 - *Determine what should be included in capital plan*
- *Schools for consideration:*
 - *Clover Bar Junior High School*
 - *Ecole Campbelltown School*
 - *Pine Street School*
 - *Salisbury Composite High School*
 - *Sherwood Heights Junior High School*
- *Alberta Education*
 - *Considerations*
 - *Gated Approval Process*
 - *Ensure projects are thought through before approval*
 - *Provincial highest priorities are met first*
 - *2016 Auditor General, better management of scope of projects and development*
 - *Limited capital dollars and competition from other government projects*
 - *Provide extensive business cases, alternatives have been explored*
 - *Recognize need for funds, Sherwood Heights in particular*
 - *Key Considerations*
 - *Right amount of space for current and future enrolment*
 - *Emphasis from maintenance standpoint: more efficient and help with capital maintenance dollars go further / best use of existing infrastructure*
 - *Continue to emphasis municipal and community partnerships*
- *Infrastructure (Mark Latimer)*
 - *Considerations*
 - *Functionality, sustainability, flexibility, accessibility, form*
 - *Low-carbon design, sustainable design, life-cycle maintenance, maximize existing systems*
 - *High level of flexibility*
 - *Fiscally responsible manner*
 - *Keep in mind annually projected costs*
 - *Accessibility*
 - *Universal design guides*
 - *Gender, culture, religion*
 - *Form*
 - *Simple designs that emphasize functionality*
- *Process (Chris Woollard)*
 - *Discussion of ideas / brainstorming*
 - *Develop a priority list*
 - *What the group is looking for to be addressed: physical, functional, program specific*
 - *Base information:*
 - *Capital Planning Process*
 - *Ten-Year Facility Plan*
 - *Existing facilities: age, condition, utilization, needs*

- *Key strategies*
- *Enrolment*
- *Modernization*
- *Facility condition*
- *Three-Year*
 - *More urgent requests*
 - *Priority*
 - *Data/evidence, scope is clearly defined*
 - *Education solution meets mandate of program delivery*
- *Project Drivers and Definitions*
 - *Building condition*
 - *Community renewal*
 - *Declining demographics*
 - *Enrolment pressures*
 - *Functionality and programming*
 - *Health and safety*
 - *Legal*
- *Circumstances*
 - *Modernization to an existing school*
 - *Reasons why*
 - *Health and safety issues*
 - *Age and condition of building*
 - *Utilization and student demographics*
 - *Ability to deliver standard K-12 education*
 - *Ability to deliver a specific planned program*
 - *Current enrolment below 85%*
 - *Identify current issues with the building's ability to provide functional programming*
 - *Replacement of an Existing School*
 - *If modernization is more than 75% cost of new school*
 - *Health and safety, age and condition of facility, current issues with utilization and student demographics, site issues*
 - *Evidence that all strategies have been looked at and are not feasible*
 - *If utilization below 85%, need to identify intended capacity*
 - *Capital Project Request – Solution*
 - *Looking at multiple sites and amalgamating*
- *10-Year Facility Plan - EIPS*
 - *Priorities*
 - *Promote growth and success for all students*
 - *Long-term viability of assets (current spaces in right places)*
 - *Enhance high quality education*
 - *Provide fair access to all facilities*
 - *Address health and safety*
 - *Looking at new sectors, growing sectors*
 - *Environmentally and fiscally responsible*
 - *Provincial government priorities*
 - *Located schools close to where students live*
 - *Support increase CTS opportunities*
 - *Continue to use steel-frame modular*
 - *Increase capital maintenance and renewal cost-effectiveness*
- *EIPS Sector*
 - *Look for: Surplus of student spaces; aging space*

- *Sherwood Heights area: deferred maintenance deficit / lower number of students per hectare*

- **Review of existing schools**
 - Major modernizations: Campbelltown, Sherwood Heights, Pine Street, Salisbury
 - Clover Bar: modernizations, longer timeframe

- Principals to speak to their facilities and anything they would like to add:
 - **Sherwood Heights – Facilities Challenges**
 - Air flow, heating, temperature at reasonable place 15 degrees vs 30 degrees
 - Electricity issues: plug in too many things, power goes out
 - Gymnasium space an issue / cut back on gym time
 - Unusable space / not functional
 - Band room is caving in
 - **Pine Street – Facilities Challenges**
 - Air flow, electricity
 - 10 spare classrooms
 - Older site: 4 modulares, 2 in 2003, 1 in 2015 – storage right now, can be removed to bring utilization number up
 - **Campbelltown – Facilities Challenges**
 - Fair shape
 - Vacant Spaces (some students went to Heritage Hills)
 - Only using 2 of 5 modulares plus 3 other modulares
 - Some wings have old furnace / vent units, allow lots of cold air in
 - **Salisbury – Facilities Challenges**
 - Demand for more electricity
 - Ventilation works well / no hots/colds
 - Gym spaces are fully utilized
 - CTS areas – not as usable for current programming / how to re-distribute current space
 - **Clover Bar – Facilities Challenges**
 - Electrical concerns
 - Excellent CTS spaces
 - Good facility in good shape

- **List of Criteria for any Educational Facility**
 - Resolution for Sherwood Heights
 - Concerns about ability to continue to serve students and teachers
 - Major component systems failing
 - Cannot continue to move on in same space
 - Site itself is great and location is great
 - Want an actual band room
 - Want a large enough gym (currently looks like an elementary school gym)
 - Want spaces that support learning at a Junior High School level
 - High priority for board
 - Solution should improve education delivery and support learning
 - Accessibility tough
 - Update of Mech. and Elec.
 - Challenges:
 - Only one school site in South that would work; location doesn't work
 - Need community access
 - Jacquie Surgenor Gaglione (School Council Chair):
 - Kids didn't get same physical education as other schools
 - Can't change for gym without touching someone else
 - Issues with heat, impacts education

- Would like a large band room, adequate gym (kids getting activity in hallways), adequate foods room (water “explodes out of taps”)
 - Same site, important for community access; sports courts. Chose location for access to schools
- Katie Berghofer (Councillor, Ward 8, Strathcona County):
 - location
 - Lots of traffic, impacts community
 - Sherwood Heights has amazing amenities
 - Traffic patterns should be addressed
- Paul Palliser (Principal, Sherwood Heights):
 - Transportation Issues have changed significantly, would need to have support
 - Access to fields is great
 - Ice rink is there, don’t have great access to it though
 - Likes: access to library, swimming, arts facility
- Annette Hubick (Trustee, EIPS):
 - Central location: environmental considerations / people walk and bike, more students able to access at a lesser distance, encourage transportation instead of driving kids
- Tracey Arbuthnott (Principal, Pine Street Elementary):
 - How do we make learning spaces dynamic, how can we define these spaces
- Trina Boymook (EIPS):
 - Looking at spaces to be **versatile** / using a space for more than one thing. Will last well into the future
- Chris Woollard
 - Variety of spaces, collaborate spaces = 21st century
 - How does original request get revised
- Mark Liguori
 - Clover Bar and Salisbury have excess space / practicality
- Sandra Stoddard (Associate Superintendent)
 - Look at potential ways to consolidate
 - Facility condition
 - Re: Sherwood Heights – 2 for 1 or 3 for 1
- Calvin Wait (Director of Facility Services)
 - Salisbury requires major modernization
 - Sherwood Heights is a great area; needs rejuvenation
 - Salisbury turn over to county and Junior / Senior High on current Sherwood Heights site
 - Will bring younger families who will upkeep homes in area / renovate: an investment in the neighborhood
 - Consolidate Elementary schools, making a new K-9 on Sherwood site
- Trina Boymook:
 - Would roadways work for junior/senior high on Sherwood Heights site
 - Heritage Hills students coming into a well-establish school (French-immersion), can be more of a challenge for those students
 - Sherwood Heights in with Salisbury?
- Sandra Stoddard:
 - What is largest K-9? 1200 students (ideal is 900 students)
- Annette Hubick:
 - Evaluation criteria: a quick resolution for Sherwood Heights is important / urgency is there (not there because of over-capacity but because of boiler system and facilities failing)
- Trina Boymook:
 - Sherwood Heights – need quick solutions, perhaps overshadowing other conversations
 - Maybe move a specific program to allow more space for capacity if combining schools
 - Pedway for two schools to share CTS space to keep identities separate
 - Build a junior high onto Salisbury with a modernization to follow after
- Chris Woollard

- Make wings specific to different schools
 - Advantages of junior high attached to senior high
 - Calvin Wait
 - 9-12: 3100 students
 - Greg Probert:
 - Changing grade configurations?
 - Moving 9's over to Salisbury, consolidating K-8 at one school in Sherwood heights area. 3:1 replacement
 - Jacquie Surgenor Gaglione:
 - Grade configuration was discussed in the past
 - Maybe issues around switching some in Sherwood Park and not all
 - Chris Woollard
 - Modernization vs Replacement
 - Low-utilization schools have benefits from modernizations / can open spaces and make better use of space / more effective use of spaces
 - Modernizations for full-capacity schools essentially become additions
 - Lesley Bowman (Pine Street)
 - Is there a specific age of the school to not do a modernization?
 - Chris: Yes, one criterion is money, configuration and age of school may dictate it will cost more than modernization.
 - Layout of school is more pertinent than age of school
 - Will always have a split-level school
 - Chris Woollard
 - Introducing natural light into the school
 - Upgrades for accessibility
 - Greg Probert
 - Single track is important
 - K-8 French Immersion and K-8 English
- Afternoon Session – identify options
 - Don Irwin (Trustee, EIPS)
 - Site Safety – location on major route and having more space
 - Colleen Alpern
 - Increase utilization of current sites
 - French Immersion, Logos retain program integrity and what their specific needs are
 - Tracey Arbuthnott
 - Junior high attendance boundaries in scope?
 - Brent: worth looking at the option. Would still include Infrastructure component but is worth looking at
 - Jacquie Surgenor Gaglione
 - If we move to grade re-configuration, how will this impact other schools in Sherwood Park?
 - Are we able to offer comparable programs if re-configured
 - Paul Pallister
 - Soft side of school changes, maintain internal community
 - Definition of school through sports / sense of belonging
 - Sandra Stoddard
 - Aesthetics criteria
 - Jacquie Surgenor Gaglione
 - Modernization – how do we manage expectations and provide the least amount of disruptions as possible
 - Chris Woollard
 - Managing construction during a modernization
 - Trent Franson
 - Construction can be going on for years and that is all the students know
 - Trina Boymook

- Still consider replacement school for Sherwood Heights 1:1
 - Sherwood Heights growing
 - Build onto Salisbury (Junior High)
 - Replace Salisbury and Sherwood Heights on Sherwood site
- Brent Dragon
 - K-8 Replacement for Sherwood Heights, Pine Street, Campbelltown
 - 2 K-8's and splitting and 9's to Ardrossan or Salisbury
- Trina Boymook
 - Capacity issues for French-immersion 9's

- **1 - Sherwood Heights Replacement 1:1**

- **Pros**

- Trina Boymook
 - Junior High attendance boundaries for other junior highs around Sherwood Park
 - Look at low utilization rates at other schools and address that as part of the solution
- Jacquie Surgenor Gaglione
 - Sherwood Heights – easy solution from culture standpoint
- Mark Liguori
 - Transportation
- Tracey Arbuthnott
 - Utilization rate stays the same
- Trina Boymook
 - New building: Sherwood Heights would retain students. Some students go out of boundary to avoid school condition / facilities
- Katie Berghofer
 - Chose to send student elsewhere /EIPS loses funding
- Leslie Bowman
 - Funding leaving division
- Jacquie Surgenor Gaglione
 - Condition of school been an issue for years and will continue to be
- Trina Boymook
 - Community of Sherwood Park supports new school; common knowledge that a replacement school is required

- **Cons:**

- Mark Liguori
 - Province will look at utilization rates
 - 1:1 replacements aren't feasible right now
- Trina Boymook
 - Is the government going to accept a 1:1 replacement? Has been rejected before
- Annette Hubick
 - Nothing different than was requested before
 - Doesn't address other schools
 - Affecting whole community
 - Underutilization at Clover Bar isn't addressed
- Trina Boymook
 - Is solution going to get denied again?
 - How much of a factor is future growth taken into consideration?
 - No school planned for Cambrian Crossing
- Katie Berghofer
 - Hillshire: approx.: 4000 people would be considered in Sherwood Heights area
 - Cambrian: 10000-12000 people
- Chris Holden
 - Smaller replacement
- Brent Dragon

- Enrolment based on last year
 - Build in 70-85% range to accommodate new students
 - Need capacity for Hillshire
 - Longer build-out for Cambrian Crossing
 - Cambrian Crossing – where is the location best served
- Tracey Arbuthnott
 - Get rid of modulars to drop utilization rate, will new build be considered?
- Don Irwin
 - Update utilization rates
- Trina Boymook
 - Sherwood Heights 1:1 paired off with getting rid of modular?
- Chris Woollard
 - A classroom = 25 students (getting rid of portables) where would capacity be at?
- Brent Dragon
 - Doesn't address facilities (just removing modulars)
- Trina Boymook
 - Modulars needed at Southpoint in Fort Saskatchewan
- **2 - Combining Pine Street and Campbelltown**
- **Pros/Cons**
 - Brent Dragon
 - Addresses maintenance requirements
 - Might tie well with 1:1 Sherwood Heights replacement
 - Doesn't deal with Sherwood on its own (maybe combine 1 and 2)
 - Jacquie Surgenor Gaglione
 - Both K-6 schools. No major changes to school programming
 - Close to one another
 - Greg Probert
 - Single track immersion program, make it a dual-track program (con)
 - Lesley Bowman
 - Both Pine Street and Campbelltown have gone through changes and lost students
 - Trina Boymook
 - Would be push-back from both communities. Would come into align with all other schools that are dual track.
 - Lesley Bowman
 - As a package with Sherwood Heights might be positive
 - Annette Hubick
 - Having a challenge getting one school, how can we get two. 3:2 deal. Doesn't want to overshadow need for new Sherwood Heights school
 - Trina Boymook
 - Two school communities join to move to Sherwood Heights.
 - Replacement school first, and then addition for elementary schools on site
 - Lesley Bowman
 - Is a solution approach working?
 - Chris Woollard: yes, David Thompson Solution
 - Brent Dragon
 - Solution: recently added to Alberta Infrastructure
 - Is there enough room for a 1500 student school on that site? What field space would be left?
 - Chris Woollard – yes, but as multiple levels
 - Jacquie Surgenor Gaglione
 - Mature neighborhood strategy for more than 2 levels
 - Trina Boymook
 - School sites surrendered back to county
 - Same community will benefit from park, just moved over
 - Jacquie Surgenor Gaglione

- Any other infrastructure ie. Clubhouse that would need to be moved
- Katie Berghofer
 - Only one ball diamond on site

• **3 - Modernization/Expansion to Salisbury to accommodate Sherwood Heights**

• **Pros/Cons**

- Jacquie Surgenor Gaglione
 - Junior high students would benefit from high school CTS areas
 - Would hate to lose outdoor sports areas if junior high building built
- Mark Liguori
 - Theatre, Library: good community spaces
- Trina Boymook
 - Sherwood Heights being able to retain its identity may be tough moving to Salisbury
 - Junior High benefits greatly from High School and would be the preferred method
- Chris Woollard
 - Salisbury not full capacity
- Trina Boymook
 - Can extra space be used by junior high
- Don Irwin
 - Wouldn't have to build as big a junior high (Salisbury has space)
- Brandon Salyzyn
 - Would we have to show utilization plan before getting approved?
 - Chris W: upping utilization rate
- Annette Hubick
 - Cons: "modernization" more disruptions during process
 - 7-12's programming advantages for junior high students
 - K-9's have fewer typical junior high challenges
 - Community concerns having younger students attend school with older
- Jacquie Surgenor Gaglione
 - Modernization concerns with disruption in education
- Trina Boymook
 - Other Junior/Senior highs: greater advantages for junior high – teachers teach both

• **4 - Combining Salisbury and Sherwood Heights on Sherwood Heights Site**

• **Pros/Cons**

- Trina Boymook
 - Community may not receive the senior high students as well
- Jacquie Surgenor Gaglione
 - Infrastructure for buses at Salisbury
 - May be concern around high school students feeling like they are going back to junior high
- Mark Liguori
 - Wouldn't make it through a traffic assessment
- Janna Widmer
 - Traffic impact a concern
- Chris Woollard
 - Salisbury has great CTS spaces that you would never get in new high school

• **5 - Combination of Sherwood Heights, Pine Street, Campbelltown K-8 and reconfigure 9's**

• **Pros/Cons**

- Trina Boymook
 - French immersion at Ardrossan wouldn't be able to support new students
 - Early jump on high school
- Annette Hubick
 - Help with Salisbury population
 - Very few grade 9 students in a 10-12 school as others are K-9
- Greg Probert

- Important from educational standpoint to look at pros/cons
- Jacquie Surgenor Gaglione
 - Not great support from community when presented in the past
- Trina Boymook
 - Sports for grade 9 students?
- Lesley Bowman
 - Tough if grades are not consistent throughout Sherwood Park
- Trina Boymook
 - Might impact Clover Bar negatively; students would be going to Salisbury the next year
- Lesley Bowman
 - Might see a big change where parents want to send their kids

● **6 - K-9 Replacement for Sherwood Heights, Pine Street, Campbelltown**

● **Pros/Cons**

- Brent
 - Size would be a challenge; would be a large school
- Lesley Bowman
 - Not first choice, only if it provides a solution to Sherwood Heights
- Trina Boymook
 - Have to move one of the junior high programs over to Clover Bar
 - Losing junior high element
- Tracey Arbuthnott
 - Need to look at traffic implications

● **7 - 2 K-8's and splitting the 9's to Ardrossan or Salisbury**

● **Pros/Cons**

- Brent
 - Would impact maintenance concerns for more schools
- Trina Boymook
 - Junior high French immersion program would not be big enough to offer option programs the students expect
 - May keep students in French program through to grade 9
 - People will move schools to have option courses
 - Doesn't believe board will support a K-8
- Paul Pallister
 - 58 in grade 7, 42 grade 8, 35 in grade 9

● **8 - Junior High attendance boundaries for other junior highs around Sherwood Park**

● **Pros/Cons**

- Tracey Arbuthnott
 - Northeast from Sherwood Drive to Baseline Drive, Haythorne would take over that; Clover Bar take over Sherwood Drive West
 - Pine Street and Campbelltown wouldn't be helped
- Trina Boymook
 - Northeast quadrant – large elementary component
 - Davison Creek is full
- Annette Hubick
 - Lakeland – if just elementary, wouldn't have enough space to accommodate elementary students
 - Clover Bar to help solution
- Trina Boymook
 - Board has temporary plan is Sherwood Heights goes down in middle of school year
 - Clover Bar – Cambrian Crossing students would go there
- Janna Widmer
 - Cambrian Crossing = 5 years, if not sooner

● **9 - Reduce Portables to increase utilization**

● **Pros/Cons**

- Trina Boymook

- Increase utilization and could increase chance for 1:1 replacement
- Tracey Arbuthnott
 - Helps with rest of district; use what we have
- Trina Boymook
 - Assume we can keep them within district; Alberta Education could buy back portables in exchange for Sherwood Heights new build
- Chris Woollard
 - Would need to go in with something else
- Tracey Arbuthnott
 - Easiest/quickest way to increase utilization

• **10 - Replace Sherwood Heights, future addition of combined separate elementary**

• **Pros/Cons**

- Trina Boymook
 - Get attention of government
 - Spread out the cost
- Trent Franson
 - Savings in creating a new building, rather than two modernizations
- Trina Boymook
 - French program (Francophone school board) is looking for permanent site
- Paul Pallister
 - Is it possible to re-built Clover Bar and Sherwood Heights as K-9 and close down Campbelltown and Pine Street
- Trina Boymook
 - Affect Mills Haven?
- Annette Hubick
 - Build a Sherwood Heights replacement for Sherwood Heights Clover Bar and replacement for Campbelltown and Pine Street
- Trina Boymook
 - Would not need more junior high space if a new replacement school for Sherwood Heights is constructed
 - Giving up part of building to get utilization down
- Brandon Salyzyn
 - Move Clover Bar to Salisbury

• **11 - Combine and replace Salisbury and Sherwood Heights in CITP**

• **Pros/Cons**

- EIPS
 - How does it fit in "Centre in Park" vision?
 - Keeps transfer-station
- Katie Berghofer
 - Centre in the Park; Salisbury grass is zoned for education use
- Janna Widmer
 - Main floor may be smaller, would have to look at whole site
- Annette Hubick
 - Nobody has to live through modernization
 - Not as good use of public funds
- Trina Boymook
 - Not a good use of funds, Salisbury still in good condition
 - Could be down-grading CTS programs
- Don Irwin
 - Any available space near City Hall?
- Katie Berghofer
 - County did a swamp with land- St. Theresa. Not part of educational area of St. Theresa.
- Jacquie Surgenor Gaglione
 - Doesn't see it as a logistically viable solution

- **12 - Clover Bar and Sherwood Heights as a K-9 and close down Campbelltown and Pine Street**

- **Pros/Cons**

- Jacquie Surgenor Gaglione
 - How does it impact other elementary schools? Are we setting kids up for success?
- Annette Hubick
 - Kids at K-9; only works if elementary population is similar.

- **13 - Reduce Salisbury to expected enrolment**

- **Pros/Cons**

- Trina Boymook
 - Addresses utilization rate
 - Needs to go together with Sherwood Heights replacement
 - Can part of building be used for another organization or the municipality to use
- Jacquie Surgenor Gaglione
 - Has Salisbury ever hit 1500-2000? (early in construction)
 - Originally going to serve all of Sherwood Park

- **14 - Combine Clover Bar and Sherwood Heights / Combine Pine Street and Campbelltown**

- **Pros/Cons**

- Jacquie Surgenor Gaglione
 - Economy of scale; would be able to offer more programs; need to have the facilities to accommodate it.
 - Loss of identity / sports programs get amalgamated
- Trina Boymook
 - One gym or two gyms?
 - Would parents want to send their kids to a large junior high; some people think Haythorne is too large (at 700)
- Trent Franson
 - Where does “super school go”
- Jacquie Surgenor Gaglione
 - More people would have to drive to the school. / Environmentally impact
- Trina Boymook
 - Just dealing with the now and not the future
- Annette Hubick
 - Option 1 and 2 as one option

- **15 - Move Clover Bar to Salisbury**

- **Pros/Cons**

- Jacquie Surgenor Gaglione
 - Clover Bar is in the best shape

- **Overall Feedback**

- Tracey Arbuthnott
 - Do the simplest things first.
 - Try and do first one first (replacement school)
- Trina Boymook
 - More comprehensive ask

EIPS Value Scoping Sessions – Day 2 09.23.2020

- *Rate evaluation criteria during / end of session*
- *Intention of the day: present options and discuss each one and then Chris Holden to present cost analysis.*
- Based on discussions on Monday: Enrolment Headcount vs Adjusted Utilization Rates
 - *Sherwood Heights:*
 - *As of Sept 22, 2020: 88%*
 - *5-year projected: 84%*
 - *10-year projected: 89%*
 - *Ecole Campbelltown*
 - *As of Sept 22, 2020: 67%*
 - *5-year projected: 66%*
 - *10-year projected: 65%*
 - *Clover Bar*
 - *As of Sept 22, 2020: 62%*
 - *5-year projected: 53%*
 - *10-year projected: 59%*
 - *Pine Street*
 - *As of Sept 22, 2020: 58%*
 - *5-year projected: 64%*
 - *10-year projected: 63%*
 - *Salisbury*
 - *As of Sept 22, 2020: 62%*
 - *5-year projected: 66%*
 - *10-year projected: 65%*
 - *Seeing some dips, but fairly static*
- Trina
 - Does 10-year projection on Salisbury consider Cambrian Crossing?
 - Brent: not included, Bev Facey also sitting in 60% utilization rate
 - Removal of modular to reduce capacity, what would be utilization rate?
- **Options**
- **Option 1:**
- **1:1 Replacement of Sherwood Heights**
 - 6,683 m2 on site
 - Build in playing fields to East, one completed, knock down old building and creating fields and parking
 - Two storeys: footprint – 4,418 m2 (2/3 on main, 1/3 on second)
 - Potential for this in combination with other options
 - Trina Boymook
 - Another combination: 9 – remove modular and reallocation and 13 – downsizing Salisbury
 - **Pros:**
 - Trina Boymook
 - Don't have the luxury of a lot of time, would address immediate concerns
 - Have already talked with Strathcona County re: logistics and are able to build on County land next to current school
 - Checks all criteria boxes
 - Combine this with other items to address utilization
 - Combine with 2 and 9
 - Or combine with 9 and 13
 - Spread out over time
 - Repurpose modulars to Southpoint or surrender to province
 - Jacquie Surgenor Gaglione
 - Easiest to sell to parents
 - Not living through modernization, community would have support
 - Tracey Arbuthnott

- Makes sense to right-size buildings
 - Different political time then first asked
 - Trina – Wrong-timing with election, victim of change in government, have support of local MLAs; board to pay for design phase
 - Stumbling block is utilization rate
 - Annette Hubick
 - What is most urgent; enrolment numbers drive that decision
 - Best way to help community
 - Trina Boymook
 - Cougar identity lives on
 - Community will not be happy if it ceases to exist
 - Need to be visionary – 20 years down the road
 - Jacquie Surgenor Gaglione
 - Con: fundamentally shifts everything in Sherwood Park (if 7-12)
 - Chris Holden
 - Would be looking at it being bigger for a 750 capacity, may not look right
 - **Cost:**
 - New High School: \$3,000/sq.m.
 - Junior High School: \$3,000/sq.m.
 - Elementary: \$2,800/sq.m.
 - **\$22,164,060**
 - Robert
 - Solar included? Chris Holden: would be above and beyond / AI does not allow
- **1a: Modernization of Sherwood Heights**
 - AI will want a comparison of alternatives
 - **Cost: \$15,793,025**
 - Mark Liguori
 - Cons: Rarely on budget, disruption to learning huge, very difficult
 - Chris Woollard
 - Modernization could take 3 years
 - Trina Boymook
 - On surface it is \$16 mill., going to cost more
 - Does not believe Sherwood Heights is a candidate for modernization
 - Chris Woollard
 - Agrees that modernization will possibly cost a lot more
 - Annette Hubick
 - Will not list as option in report
 - Not a lot of places to put kids in the Sherwood Heights building
 - Jacquie Surgenor Gaglione
 - Whole experience at junior high could be living through renovation
 - Systems failures already, renovation would present huge risk in touching these items
- **Option 2:**
- **Combining Pine Street and Campbelltown**
 - 1st on Campbelltown Site
 - One storey: 6,715 m²
 - Create 85% utilization rate (850 student capacity)
 - Two storey: 4,433 m²
 - 2nd on Pine Street Site
 - One storey: 6,715 m²
 - Create 85% utilization rate (850 student capacity)
 - Two storey: 4,433 m²
 - Taking out all
 - Jacquie Surgenor Gaglione
 - Pine Street – one playground

- Campbelltown – one playground
 - Will need two playgrounds / important to consider
 - Annette Hubick
 - Is 850 K-6 a new standard?
 - Chris: AI guidelines go up to 900
 - Jacquie Surgenor Gaglione
 - 850 student capacity as a con, going from 300 students to 850
 - Annette Hubick
 - Hard sell a 850 student elementary school
 - Con: Tougher to modernize a fuller capacity school
 - Growth from Hillshire can be accommodated in lower capacity current schools
 - 850, current capacity projections
 - Lesley Bowman
 - Been through 650 students in elementary school, more capacity at school rather than number of students that was an issue
 - Trina Boymook
 - Difference between numbers and actual numbers of students relative to capacity of building
 - Ardrossan elementary school of 700
 - Two schools coming together with 2 different groups of students (French and English). Part of program, rather than part of school
 - PUF program can be moved to another location?
 - Brent Dragon
 - 850 capacity; future predictions lowers that
 - 55 FTE students
 - Trina Boymook
 - Relocate PUF program into another elementary school, lowering 850 capacity
 - Lesley Bowman
 - Two schools into one, would it impact students in dual-track
 - Jacquie Surgenor Gaglione
 - Bigger community and move away from French Immersion student vs English student
 - Karen deMontarnal
 - Understand studies, perception of French Immersion school vs dual track
 - Tracey Arbuthnott
 - Making community a whole school community
 - **Cost: \$22,746,122**
- **Option 2a:**
- **Modernize one and add on to accommodate both schools**
 - Modernize Campbelltown and add on to accommodate Pine Street
 - New gym on east, two storeys on south, remove modular
 - 7,000 m2
 - Only looked at for Campbelltown, Pine Street is a smaller site and configuration makes it tough to add on to.
 - Modernize one area to move students into first
 - Trent Franson:
 - Move all kids to one school and then addition?
 - **Cost: \$20,065,468**
 - Trina Boymook
 - Not worth it, with number differences
 - Pine Street on corner lot, make allow better for traffic
 - Don Irwin
 - Acres on each lot?
 - Greg Probert
 - Didn't have traffic jams; moved drop-off and bus. Tamarack can get congested
 - Water is interesting, ditch in back, water running under portables down hill. Interior isn't bad due to facilities up-keep.

- Chris Holden
 - State of Campbelltown? Chris Woollard – to double check state
- Chris Woollard
 - Pine Street would be tougher to add on layout wise. Same result, whether on Pine Street or Campbelltown site.
- Tracey Arbuthnott
 - Pine Street has a park, south of them for parking options possibly
- Annette Hubick
 - Lose corner location on Pine Street site
- Trina Boymook
 - Corner lot, Pine Street has many exits
- **Option 3:**
- **Modernizing and Expanding Salisbury to accommodate Sherwood Heights**
 - Majority would be modernized
 - Added a 600 m2 addition to southeast to meet AI guidelines
 - Expansion on gym to 597 m2
 - Site constraints expansion to south end of site
 - Trina Boymook
 - Retaining Sherwood identity
 - Chris: tough to retain high school portion for high school
 - Can we legally say two schools in one school building?
 - Brent: only one footprint, only one school
 - Chris: functional, program-wise: South would be junior high
 - Jacquie Surgenor Gaglione
 - Would parking be sufficient?
 - Adding space and shared space, what would impact be on foods space?
 - Chris: Could add on foods area in modernization
 - Brandon Salzyn
 - Financial impact
 - Cut of 90% of classrooms, must be found somewhere else, CTS rooms will need to be modified
 - Karen deMontarnal
 - French streams – how do they fit in
 - Trina Boymook
 - Sees fewer French immersion students if students do Junior high French at Salisbury, they will just stay at Salisbury
 - Only one high school gym?
 - Annette Hubick
 - 7-12 schools: separate junior and senior high in school
 - Is junior high school identity important: should we weigh this and other items?
 - Rob Bushell
 - Junior high identity important
 - Don Irwin
 - Site can accommodate the project, plan could be devised to have separate entrances
 - Trina Boymook
 - Junior high students benefit from being at a high school
 - Would be introducing a new structure in Sherwood Park
 - May put more demands on Haythorne
 - More pressure on Ardrossan for French immersion, will stay at Salisbury because it is comfortable
 - Don Irwin
 - Still sees schools being able to co-exist
 - Karen deMontarnal
 - Impact to French immersion – may not go out to Ardrossan
 - Paul Pallister

- Replacement for Sherwood Heights most important
 - Not an option
 - House on corner on Sherwood Heights could be used.
 - Church is underutilized and are looking at getting rid of building
 - Short-term: 60 plus years of history, down the road, could work
 - Building one larger elementary school on Sherwood Heights site (700 students, does not leave room for growth)
 - Janna Widmer
 - Salisbury site – Easier to build up, location has other higher buildings
 - Build 7-9 up on same site
 - Annette Hubick
 - Option 3 alternative to Option 1
 - Con: How long would it take to do? 4 years at least
 - Sherwood Heights location may be better location for Elementary combined school
 - Addresses Salisbury low utilization
 - Tracey Arbuthnott
 - Substantial abatement
 - Give less CTS spaces
 - Jacquie Surgenor Gaglione
 - Students could spend 5 years in construction site
 - Chris Woollard
 - Could take another year just to get approval
 - Brandon Salyzyn
 - Salisbury is already being looked at for modernization, would be good to include with Sherwood Heights solution
 - **Cost:**
 - **Addition to Salisbury and move Sherwood Heights in 65% new \$54,733,572**
 - **Addition to Salisbury and move Sherwood Heights in 75% new \$61,748,457**
 - **Cost:**
 - **Reconfiguration of Salisbury and move Sherwood Heights in 80% new \$57,688,899**
 - Brent Dragon
 - Cost of just Salisbury?
- **Option 6**
- **K-9 Replacement for Sherwood Heights, Campbelltown and Pine Street**
 - 1600 student capacity
 - One storey: 12,900m²
 - Two storey:: 8,500m² footprint
 - Done in combination with right-sizing Salisbury, would be bigger than Salisbury
 - Jacquie Surgenor Gaglione
 - Number of students in each situation as a criterion
 - Annette Hubick
 - Footprint compared to Salisbury?
- **Option 6a**
- **Replacement of Sherwood Heights now and then add on Pine Street and Campbelltown later**
 - Two storey: separate buildings, would be same footprint as Option 6
- **Option 9**
- **Reducing Modulars at Clover Bar, Pine Street and Campbelltown**
 - Campbelltown: 66% current utilization, 370 students
 - 85% utilization, target 425 students
 - Take off 5 modulars, capacity is 434 students
 - Pine Street: 67%, 387 students
 - 85% utilization, target 425 students
 - Take off 4 modulars, capacity at 479 (77.2%)
 - Clover Bar: 58%, 367 students

- 85% utilization, target 412 students
 - Take off 2 modulares, capacity at 588 (61%)
 - Candace Cole
 - Move within EIPS (no AI funding) = \$100,000 per move. If AI takes the modular outside of EIPS, they will take the newest ones
 - Trina Boymook
 - Addresses utilization issues
 - Needs to be in combination with other options as deal for province
 - Jacquie Surgenor Gaglione
 - Is cost feasible?
 - Brent Dragon
 - Considered as the request, can retract the request
 - Where does the money come from to relocate?
 - Annette Hubick
 - Will they look beyond numbers?
 - Jacquie Surgenor Gaglione
 - Will Alberta Education look at a wholistic way and wonder why?
 - Brent Dragon
 - Might make sense from a provincial standpoint
 - Trina Boymook
 - There is a shortage of portables and more of a demand out there
 - Annette Hubick
 - How many portables can be surrendered, and how many do EIPS want to keep
 - Chris Woollard
 - 11 (2016 portables)
 - Brent Dragon
 - 8 are required at Southpoint
 - Jacquie Surgenor Gaglione
 - Can we say which ones are going, or does Alberta Education choose
 - Brent Dragon
 - Can decide which modulares to give away; will work together with school divisions
 - **Cost:**
 - **Modernization of SH, PS, EC, and remove 9 from: \$37,782,641**
 - **Rebuild of SH, Modernize PS, EC, and remove 9 modulares form PS and EC (each): \$41,239,481**
 - Tracey Arbuthnott
 - Can we decide where the modular go?
 - Mark Liguori
 - There is a process that involves the province deciding where best the modular go
 - Chris Woollard
 - The costing included is in conjunction with other options
 - Annette Hubick
 - Where will money come from?
 - Brent Dragon
 - 2 pots of money: modular classroom plan (add-on basis) / fire extinguisher solution
 - Capital request – Alberta Education can keep under capital project pot of money
 - Chris Holden
 - Why not make it part of the solution and see what happens
 - Chris Woollard
 - Rocky Mountain solution – relocation of modular was covered under overall budget
- **Option 6b**
- **Combine Sherwood Heights and Ecole Campbelltown as a K-9 new school and Offer Campbelltown to Ecole Francophone Board, reduce modular to other schools or divisions (1000 capacity), redesignate programs from Sherwood Heights to other Clover Bar**
 - Campbelltown 400 + Sherwood Heights 600 + room for growth (1150 capacity for K-9 on site)

- Trina Boymook
 - Can relocate Logos program to Clover Bar
 - Be able to provide options for the students
- Annette Hubick
 - Re-designating some programs from Sherwood Heights over to Clover Bar helps their utilization. K-6 and 7-9 equal
- Brent Dragon
 - Pine Street to Sherwood Heights; French immersion junior high to Clover Bar, more of a balance with grade
 - 500 junior high students at each
- Trina Boymook
 - Would be losing French immersion students if students had to move buildings
- Karen deMontarnal
 - Option 6 a good option
- Paul Pallister
 - From an educational point of view- keeping K-9 French immersion in one building provides benefit to students and teachers can teach different grades
 - Moving French immersion program out of building would lose part of the draw
- Annette Hubick
 - Would people leave Logos to stay at new school? How many in Logos program be already designated to Sherwood Heights?
- Trina Boymook
 - More Logos may stay in program if the program stays in Sherwood Heights school
- Annette Hubick
 - Risk for K-9 when greater number of junior high school
- Jacquie Surgenor Gaglione
 - How big is Lakeland school? 850
- Trina Boymook
 - Elementary is only French immersion; Junior high is predominately English, with some French immersion
- Greg Probert
 - Can keep the integrity of the programs in the building
- Cost:
 - 8,469m²: \$30,768,222
 - 9,699m²: \$34,568,772
- **Option 13**
- **Right-sizing Salisbury**
 - 1500 students for capacity
 - 12,634 m²
 - Would lose many classrooms
 - Change what's happening in remaining footprint
 - Would have to add onto to gym
- Trina Boymook:
 - Sherwood Heights and Pine Street or Sherwood Heights and Campbelltown as option
- Chris Woollard
 - Must consider what you are downsizing
 - An addition is a lot easier to take off
- Trina Boymook
 - Would not want to cut off CTS labs
 - Already on list – can part of modernization include cut-off south part of school
- Brandon Salzyn
 - What was capacity would be before addition as added
- Jacquie Surgenor Gaglione
 - Concern around losing CTS spaces, can we look at other areas to modernize

- Would they want to modernize CTS spaces (con)
- Chris Woollard
 - Capital request would be highlighting large CTS space
- Rob Bushell
 - What is the point of getting utilization numbers down and spending down?
- Chris Woollard
 - Sherwood Heights 1:1 was rejected due to low utilization
- Trina Boymook
 - Focus on south side, CTS spaces being relocated would require larger cost
- Annette Hubick
 - Way to present reduction in footprint by tearing down space vs repurposing space / sharing space and saving the building
- Jacquie Surgenor Gaglione
 - What would it cost to rebuild gym and relocate foods area?
- Paul Pallister
 - Ardrossan maxed out
 - Would Salisbury see an increase in enrolment?
 - Outreach centre located in Salisbury could supplement utilization
- Brandon Salzyn
 - Expecting new growth at junior high level, will filter into high school level
- Brent Dragon
 - About 50 students added onto junior high level (fits into 80%)
 - High school component at Bev Facey – 600 high school spaces available
- Trina Boymook
 - Third-building partnership: Strathcona County?
 - Are tenants factored in?
- Brent Dragon
 - Not for profit lease: gross capacity to net capacity
 - For profit lease still remains as part of net capacity
- Trina Boymook
 - Municipality: not for profit or for profit
 - Boys and Girls Club: not for profit, space exempt
 - County looking for additional offices for child and family services, space exempt
- Brent Dragon
 - Offices vs community use
- Annette Hubick
 - How does it affect cost? Right sizing and repurposing
- Brent Dragon
 - The urgency around Sherwood Heights. May take time to negotiate leases for Salisbury
- Trina Boymook
 - Package as part of plan
- **Cost:**
 - Major modernization of Salisbury and reduce in size: **\$35,943,003**
 - Major modernization of Salisbury and reduce in size (65% new): **\$33,763,638**
 - Major modernization of Salisbury and reduce in size (80% new): **\$40,301,733**
 - Major modernization of Salisbury and reduce in size (65% new/CTS 45% new): **\$38,878,372**
- **Evaluation Criteria (to add to original criteria)**
 - Exterior play amenities
 - Number of students
 - Add in acceptable to community
- **Option 1**
 - Brent Dragon
 - Does it improve program opportunities?

- Trina Boymook
 - Spaces do not currently support students, opens space to support students
- **Option 2**
 - Trina Boymook
 - Sherwood Park getting used to two storey building
 - Brent Dragon
 - How does internal community change?
 - Trina Boymook
 - Teachers are comfortable in single-track program
 - Annette Hubick
 - Short term – internal community is affected
- **Option 2a**
 - Trina Boymook
 - Campbelltown playground was for 650 students
 - Annette Hubick
 - What does sustainability refer to?
 - Brent Dragon
 - 15-year build out and affect to Pine Street
 - 70 students extra
- **Option 3**
 - Jacquie Surgenor Gaglione
 - Play amenities- include green spaces
- **Option 6**
 - Brent Dragon
 - Program integrity?
 - Trina Boymook
 - Elementary as a separate school within a school; would not have a dual track at elementary.
 - Jacquie Surgenor Gaglione
 - Announcements would be English and English books in library
 - Trina Boymook
 - Elementary wing, French posting
 - Jacquie Surgenor Gaglione
 - Are they okay with English posters?
 - Greg Probert
 - Can lose a lot with transition of 6-7
 - Logistics in building – location of students is important for what program they are in
 - K-9's in French immersion in same building would retain those students
 - Brent Dragon
 - Concerns around Junior high students coming in.
 - Annette Hubick
 - Community response: perception east of clover bar, would get dual track and students coming into junior high would feel like they were not considered
 - Trina Boymook
 - Able to add portables on Sherwood Heights site
 - Chris W
 - Would you want to add on? Already a high student population
- **Option 9**
 - Trina Boymook
 - Leave it
- **Option 13**
 - Brandon Salyzyn
 - CTS programs would be made smaller
 - Trina Boymook
 - If we need more space back later, it's easier



5.0 APPENDIX C: INDIVIDUAL SCHOOL INFORMATION AND PROJECTIONS

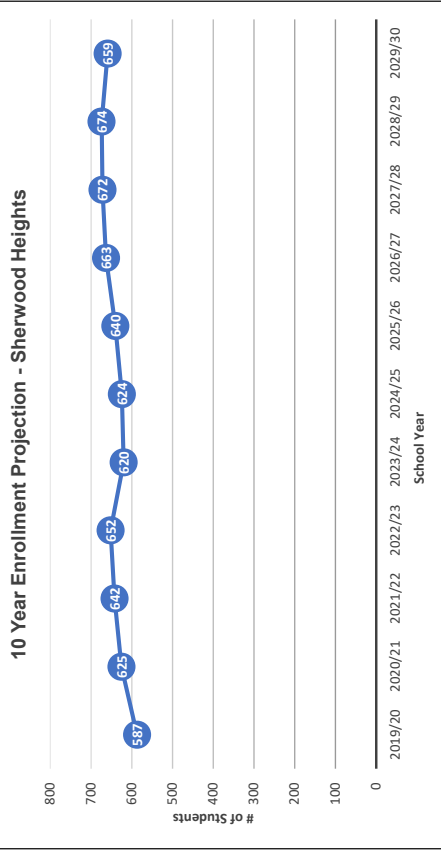
Sherwood Heights Junior High School

241 Fir Street, Sherwood Park

10 Year Enrollment Projection

Year	# of Students
2019/20	587
2020/21	625
2021/22	642
2022/23	652
2023/24	620
2024/25	624
2025/26	640
2026/27	663
2027/28	672
2028/29	674
2029/30	659

Grade Configuration: 7 - 9
Instructional Area: 2,389.20 m²
Net Capacity: 759 students
Enrollment 2019 / 2020: 587 Students
Utilization Percentage: 77%
FCI: (Facility Condition Index) 0.25 (fair / 2017)
Year Constructed: 1958 / 59,88,92,97 Additions



Area Comparison Chart		Provincial Guidelines (750 Capacity 7 - 9 School)		VARIANCE
#	Existing School (759 Capacity)	#	Instructional Space	Total Area m ²
	Instructional Space		Instructional Space	Total Area m ²
19	Classrooms	19	Classrooms @ 80m ²	1,520.0
3	Science Classrooms @ 120m ²	3	Science Classrooms @ 120m ²	360.0
0	Science Classrooms @ 95m ²	0	Science Classrooms @ 95m ²	-
2	Large Ancillary	2	Large Ancillary @ 130m ²	260.0
2	Small Ancillary	3	Small Ancillary @ 90m ²	270.0
1	Gymnasium	1	Gymnasium	815.0
1	Gym Storage	1	Gym Storage @ 10% Gym Size	82.0
1	Library	1	Library	300.0
3	CTS	3	CTS @ 200m ²	600.0
3	Info Services	3	Info Services @ 115m ²	345.0
	Subtotal:		Subtotal:	4,552.0
	Total Instructional		Total Instructional Area:	4,552.0
	Number of Instructional Spaces:		Number of Instructional Spaces:	36.0
	Non-Instructional Space		Non-Instructional Space	Total Area m²
	Admin & Staff Areas		Admin & Staff Areas	397.0
	Wrap & Collaboration Space		Wrap & Collaboration Space	40.0
	Mechanical & Meter		Mechanical & Meter	189.0
	Recycle Room(LEED)		Recycle Room (LEED)	11.0
	Physical Education		Physical Education	160.0
	Circulation		Circulation	988.0
	Wall Area		Wall Area	474.0
	Storage Area		Storage Area	138.0
	Washroom Area		Washroom Area	90.0
	Accessible Washroom Facility		Accessible Washroom Facility	24.0
	Flexible Space		Flexible Space	180.0
	Wiring/Network		Wiring/Network	40.0
	Subtotal		Total Non-Instructional	2,731.0
	Total Non-Instructional		Total Non-Instructional	-
	Total Area		Total Area	7,283.0
	Area per Student		Area per Student	8.91

SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



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SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK

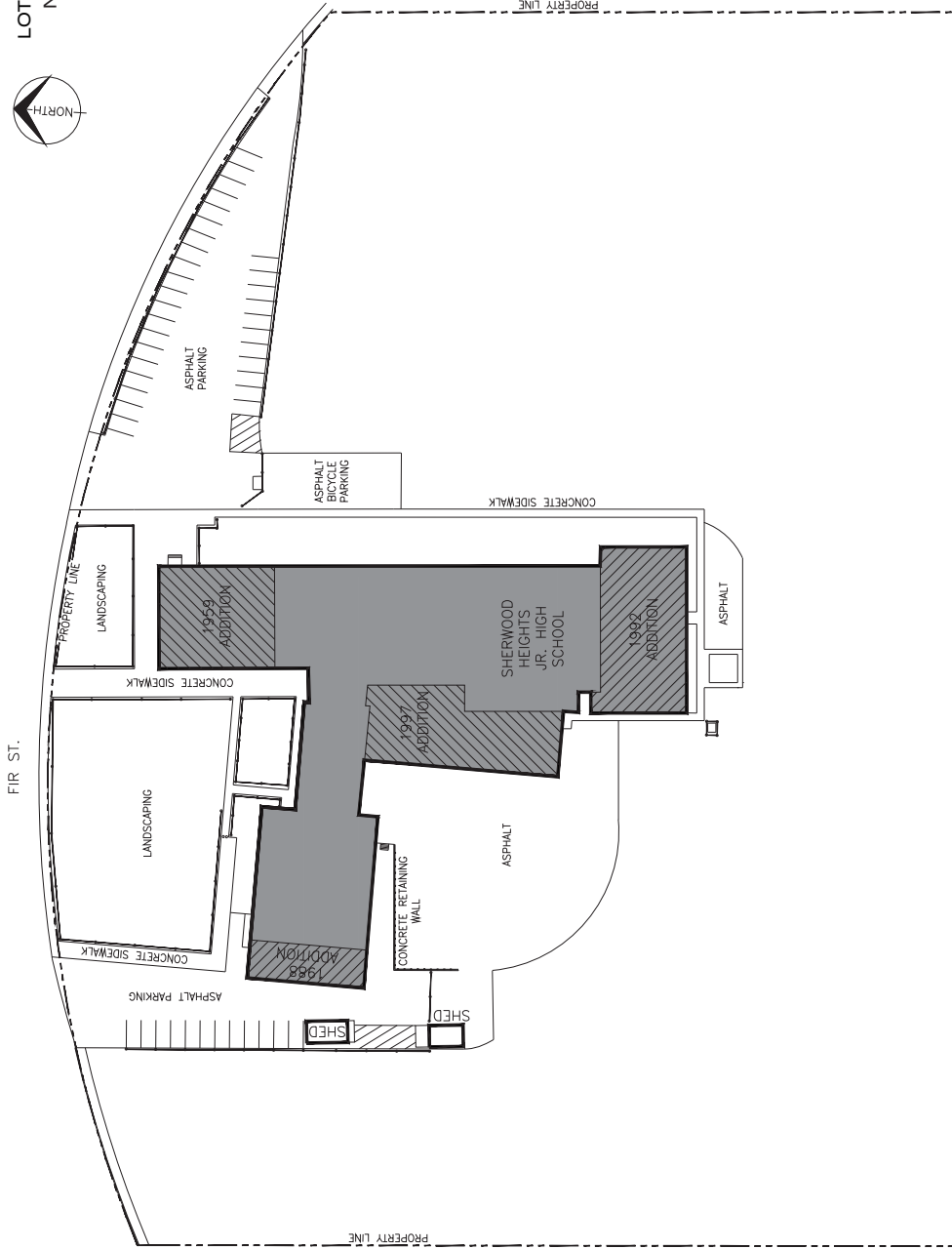


STRATHCONA
COUNTY



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N. E. 1/3 SEC. 27-52-23-4
SHERWOOD PARK

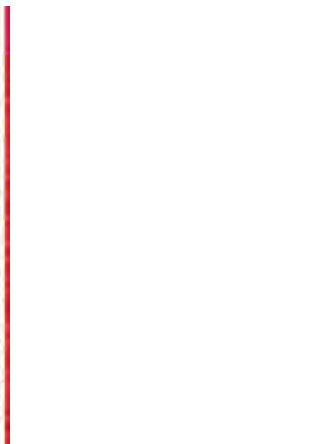


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SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK

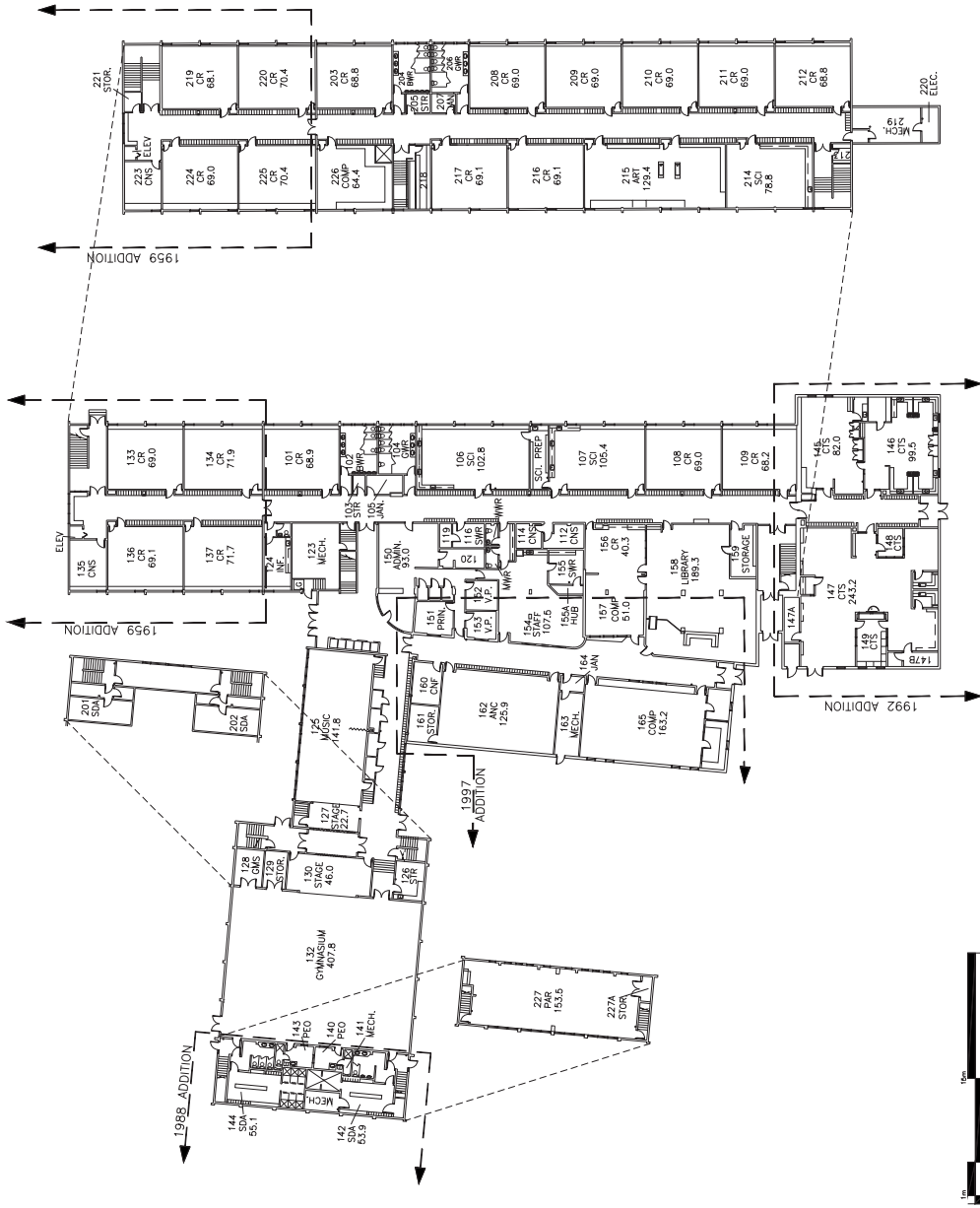


STRATHCONA
COUNTY





FLOOR AREA	1st FLOOR	2nd FLOOR	TOTAL
MAN. FLOOR	1185.2 m ²	1989.2 m ²	3174.4 m ²
SECOND FLOOR		6178.9 m ²	6178.9 m ²
TOTAL	1185.2 m ²	8168.1 m ²	9353.3 m ²



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SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK

Pine Street Elementary School

133 Pine Street, Sherwood Park

10 Year Enrollment Projection

Year	# of Students
2019/20	366
2020/21	363
2021/22	360
2022/23	351
2023/24	350
2024/25	354
2025/26	356
2026/27	359
2027/28	355
2028/29	353
2029/30	350

Grade Configuration: K - 6

Instructional Area: 2,445.3 m²

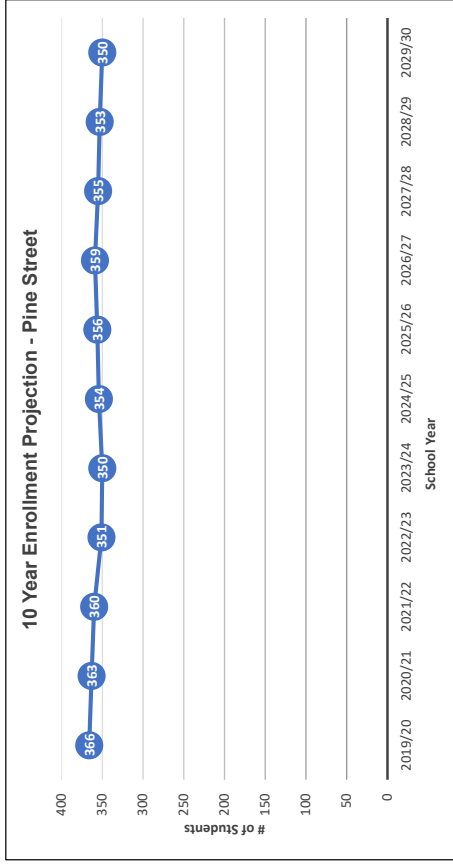
Net Capacity: 579 Students

Enrollment 2019 / 2020: 366 Students

Utilization Percentage: 63%

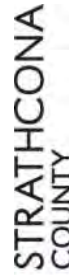
FCI: (Facility Condition Index) 0.24 (fair / 2017)

Year Constructed: 1962 / 1971 Addition plus modulars



Area Comparison Chart			Provincial Guidelines (600 Capacity K-6 School)		VARIANCE
#	Existing School (579 Capacity)	#	Instructional Space	Total Area m ²	
	Instructional Space		Instructional Space	Total Area m ²	
19	Classrooms	17	Classrooms @ 80m ²	1,360.0	(0.7)
0	Science Classrooms @ 120m ²	0	Science Classrooms @ 120m ²	-	-
3	Science Classrooms @ 95m ²	3	Science Classrooms @ 95m ²	285.0	(73.8)
1	Large Ancillary	1	Large Ancillary @ 130m ²	130.0	(35.6)
3	Small Ancillary	3	Small Ancillary @ 90m ²	270.0	(22.5)
1	Gymnasium	1	Gymnasium	430.0	(75.8)
1	Gym Storage	1	Gym Storage @ 10% Gym Size	43.0	(28.6)
1	Library	1	Library	240.0	(75.7)
0	CTS	0	CTS @ 200m ²	-	-
0	Info Services	0	Info Services @ 115m ²	-	-
	Subtotal:		Subtotal:	2,788.0	(312.0)
	Total Instructional		Total Instructional Area:	2,788.0	(312.7)
	Number of Instructional Spaces:		Number of Instructional Spaces	27.0	2.0
	Non-Instructional Space		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas		Admin & Staff Areas	307.0	-
	Wrap & Collaboration Space		Wrap & Collaboration Space	30.0	-
	Mechanical & Meter		Mechanical & Meter	162.0	-
	Recycle Room(LEED)		Recycle Room (LEED)	11.0	-
	Physical Education		Physical Education	70.0	-
	Circulation		Circulation	690.0	-
	Wall Area		Wall Area	331.0	-
	Storage Area		Storage Area	97.0	-
	Washroom Area		Washroom Area	72.0	-
	Accessible Washroom Facility		Accessible Washroom Facility	12.0	-
	Flexible Space		Flexible Space	144.0	-
	Wiring/Network		Wiring/Network	30.0	-
	Subtotal		Total Non-Instructional	1,956.0	-
	Total Non-Instructional		Total Non-Instructional	1,956.0	-
	Total Area		Total Area	4,744.0	-
			Area per Student	7.85	

PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



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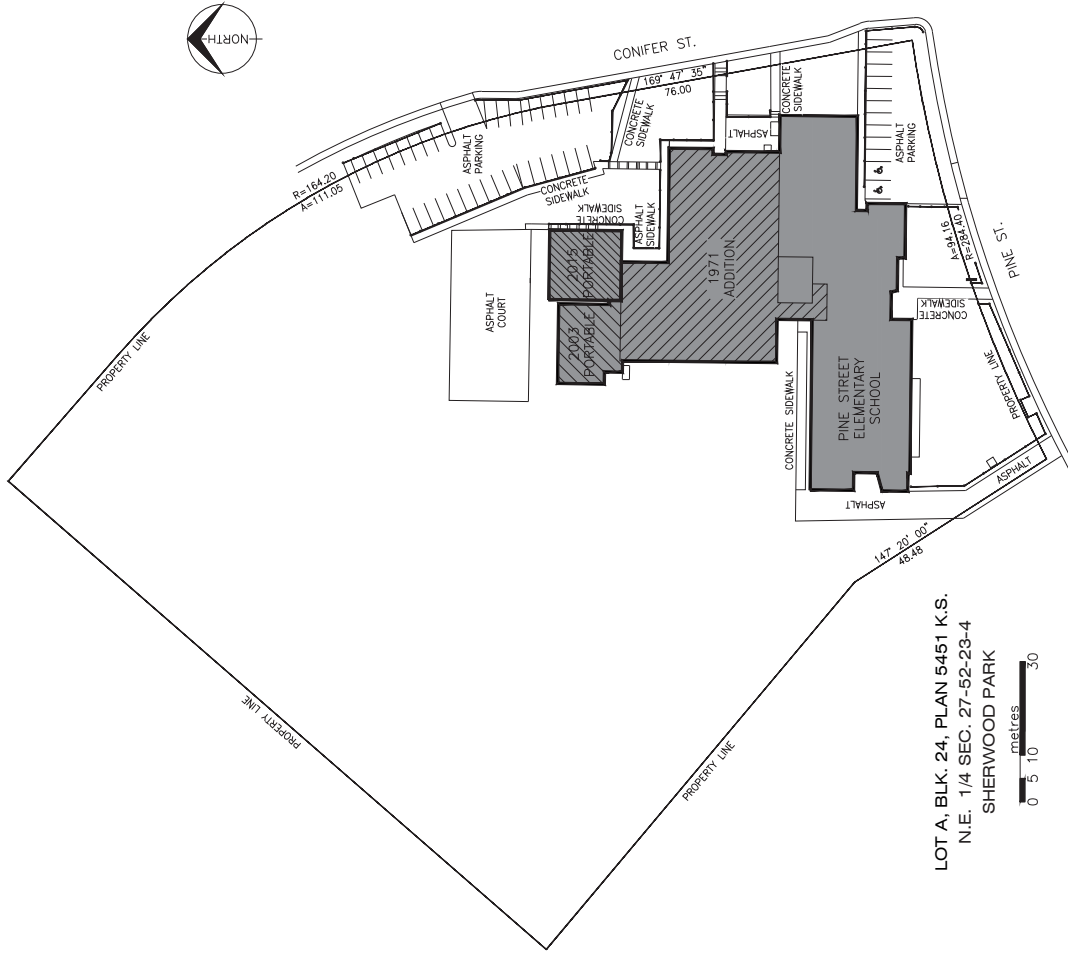
PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



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LOT A, BLK. 24, PLAN 5451 K.S.
 N.E. 1/4 SEC. 27-52-23-4
 SHERWOOD PARK



PINE STREET ELEMENTARY SCHOOL
 133 PINE ST., SHERWOOD PARK



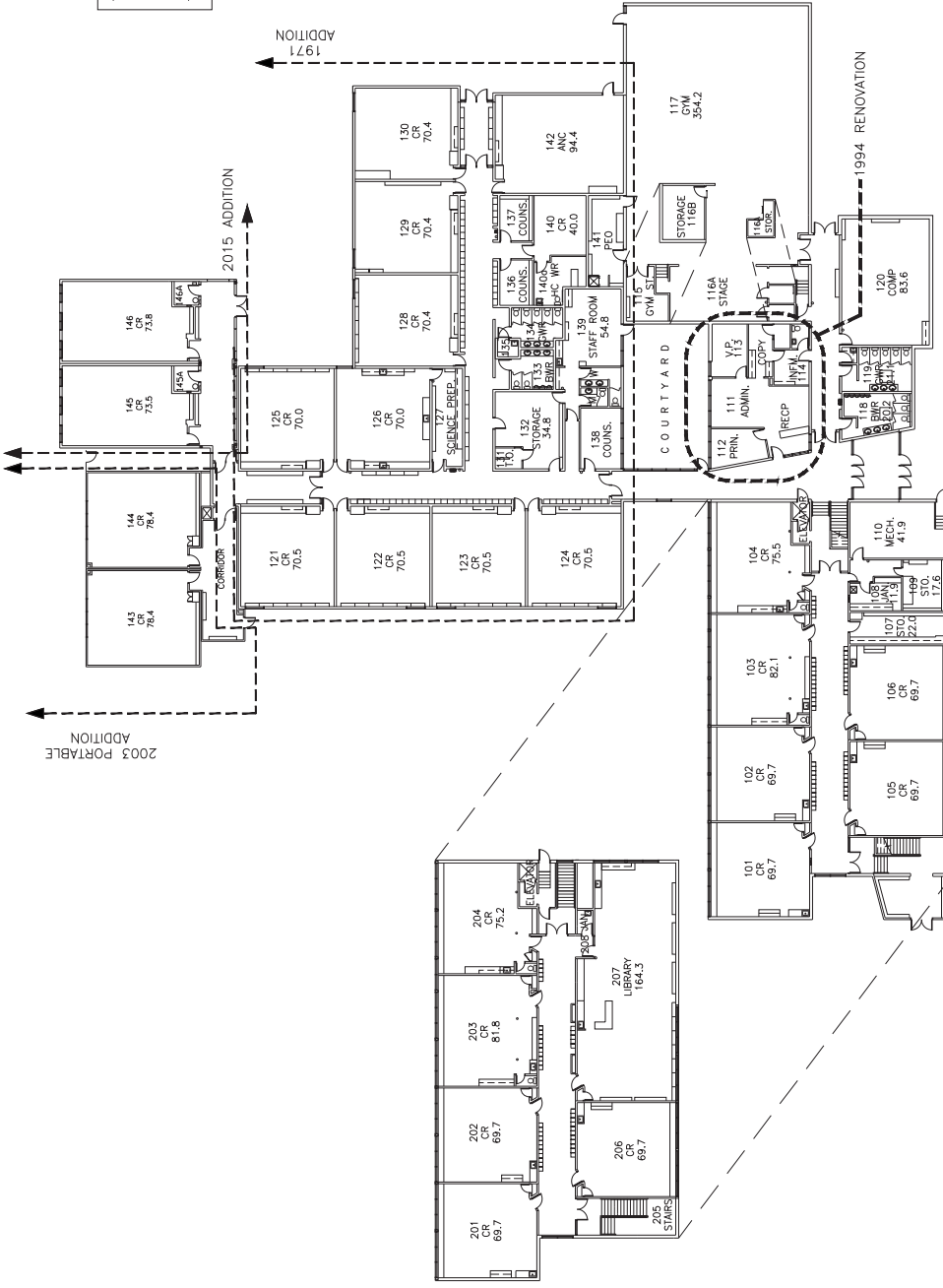
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FLOOR AREA	2880.4 m ²
MAIN FLOOR	709.3 m ²
SECOND FLOOR	208.5 m ²
PORTABLES (2003)	229.8 m ²
PORTABLES (2015)	402.8 m ²
TOTAL	



1962 ORIGINAL BUILDING

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PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



STRATHCONA COUNTY



École Campbelltown Elementary School

271 Conifer Street, Sherwood Park

Grade Configuration: K - 6

Instructional Area: 2,318.4 m²

Net Capacity: 559 Students

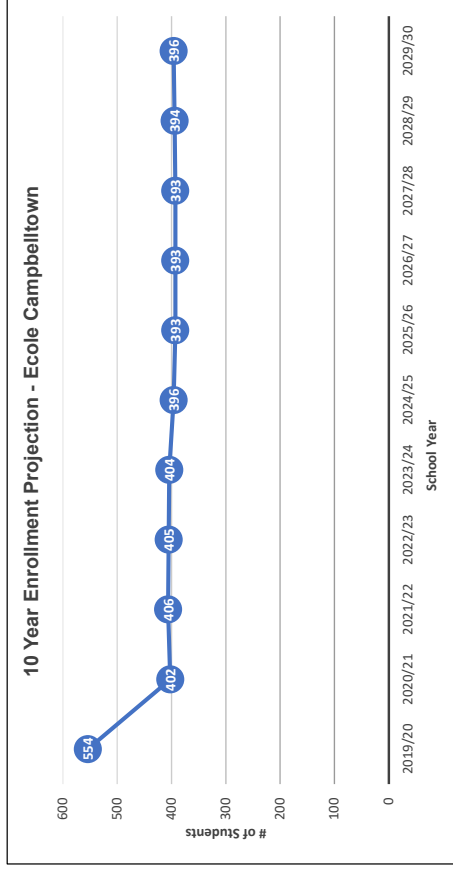
Enrollment 2020 / 2021: 402 Students

Utilization Percentage: 72%

FCI: (Facility Condition Index) 0.21 (fair / 2017)

Year Constructed: 1956 / 1964 Addition
plus modulars

Year	# of Students
2019/20	554
2020/21	402
2021/22	406
2022/23	405
2023/24	404
2024/25	396
2025/26	393
2026/27	393
2027/28	393
2028/29	394
2029/30	396



Area Comparison Chart		Existing School (559 Capacity)		Provincial Guidelines (550 Capacity K-6 School)		VARIANCE
#	Total Area m ²	#	Total Area m ²	#	Total Area m ²	
19 Classrooms	1,381.6	16 Classrooms @ 80m ²	1,280.0	16 Classrooms @ 80m ²	1,280.0	101.6
0 Science Classrooms @ 120m ²	-	0 Science Classrooms @ 120m ²	-	0 Science Classrooms @ 120m ²	-	-
2 Science Classrooms @ 95m ²	151.0	2 Science Classrooms @ 95m ²	190.0	2 Science Classrooms @ 95m ²	190.0	(39.0)
1 Large Ancillary	87.1	1 Large Ancillary @ 130m ²	130.0	1 Large Ancillary @ 130m ²	130.0	(42.9)
3 Small Ancillary	251.4	3 Small Ancillary @ 90m ²	270.0	3 Small Ancillary @ 90m ²	270.0	(18.6)
1 Gymnasium	307.2	1 Gymnasium	430.0	1 Gymnasium	430.0	(122.8)
1 Gym Storage	25.5	1 Gym Storage @ 10% Gym Size	43.0	1 Gym Storage @ 10% Gym Size	43.0	(17.5)
1 Library	114.6	1 Library	220.0	1 Library	220.0	(105.4)
0 CTS	-	0 CTS @ 200m ²	-	0 CTS @ 200m ²	-	-
0 Info Services	-	0 Info Services @ 115m ²	-	0 Info Services @ 115m ²	-	-
Subtotal:	2,318.4	Subtotal:	2,563.0	Subtotal:	2,563.0	(244.6)
Total Instructional	2,318.4	Total Instructional Area:	2,563.0	Total Instructional Area:	2,563.0	(244.6)
Number of Instructional Spaces:	28.0	Number of Instructional Spaces:	25.0	Number of Instructional Spaces:	25.0	3.0
Non-Instructional Space	Total Area m²	Non-Instructional Space	Total Area m²	Non-Instructional Space	Total Area m²	
Admin & Staff Areas	-	Admin & Staff Areas	307.0	Admin & Staff Areas	307.0	-
Wrap & Collaboration Space	-	Wrap & Collaboration Space	30.0	Wrap & Collaboration Space	30.0	-
Mechanical & Meter	-	Mechanical & Meter	162.0	Mechanical & Meter	162.0	-
Recycle Room(LEED)	-	Recycle Room (LEED)	11.0	Recycle Room (LEED)	11.0	-
Physical Education	-	Physical Education	70.0	Physical Education	70.0	-
Circulation	-	Circulation	641.0	Circulation	641.0	-
Wall Area	-	Wall Area	308.0	Wall Area	308.0	-
Storage Area	-	Storage Area	90.0	Storage Area	90.0	-
Washroom Area	-	Washroom Area	66.0	Washroom Area	66.0	-
Accessible Washroom Facility	-	Accessible Washroom Facility	12.0	Accessible Washroom Facility	12.0	-
Flexible Space	-	Flexible Space	132.0	Flexible Space	132.0	-
Wiring/Network	-	Wiring/Network	30.0	Wiring/Network	30.0	-
Subtotal	-	Subtotal	-	Subtotal	-	-
Total Non-Instructional	-	Total Non-Instructional	1,859.0	Total Non-Instructional	1,859.0	-
Total Area	2,318.4	Total Area	4,422.0	Total Area	4,422.0	-
		Area per Student	7.85			

ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



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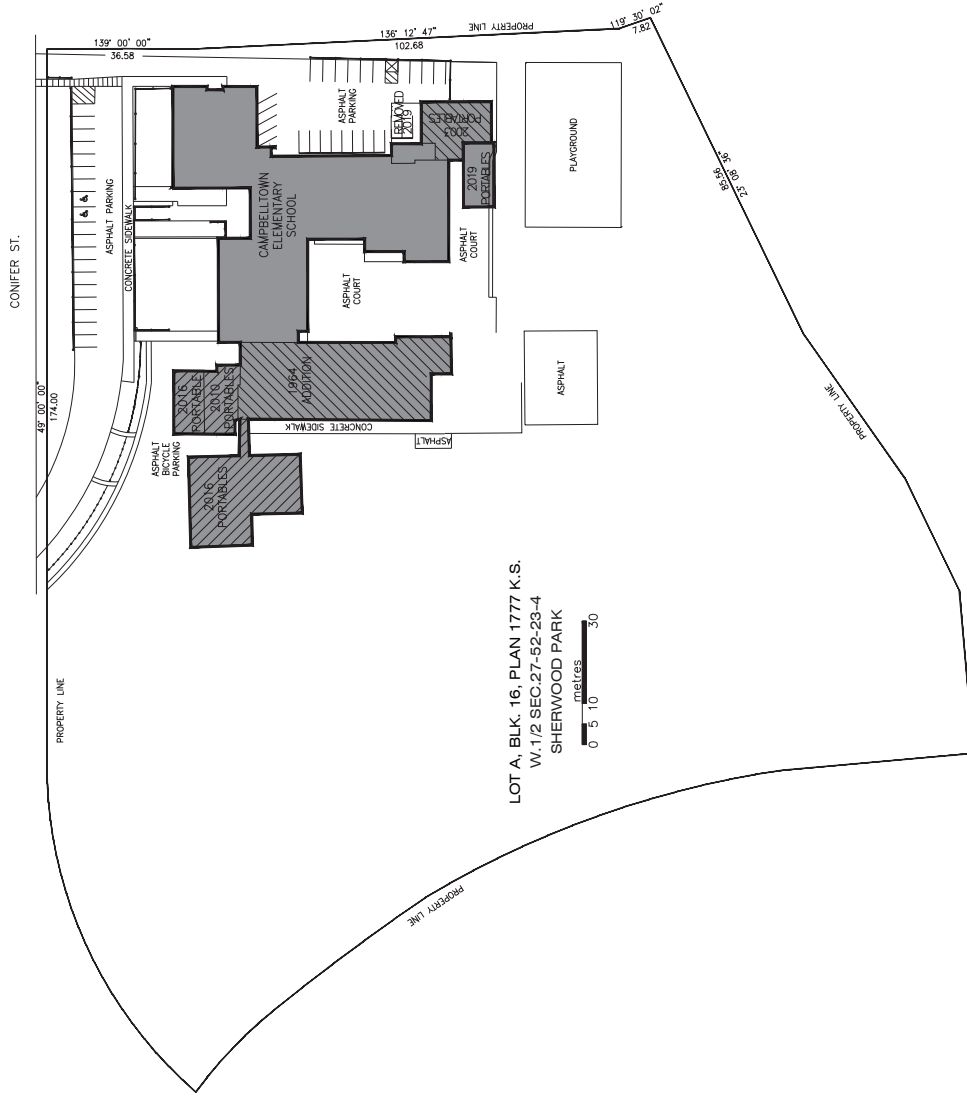
ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



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LOT A, BLK. 16, PLAN 1777 K.S.
 W. 1/2 SEC. 27-52-23-4
 SHERWOOD PARK

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 METERS

ÉCOLE CAMPBELLTOWN SCHOOL
 271 CONIFER ST., SHERWOOD PARK



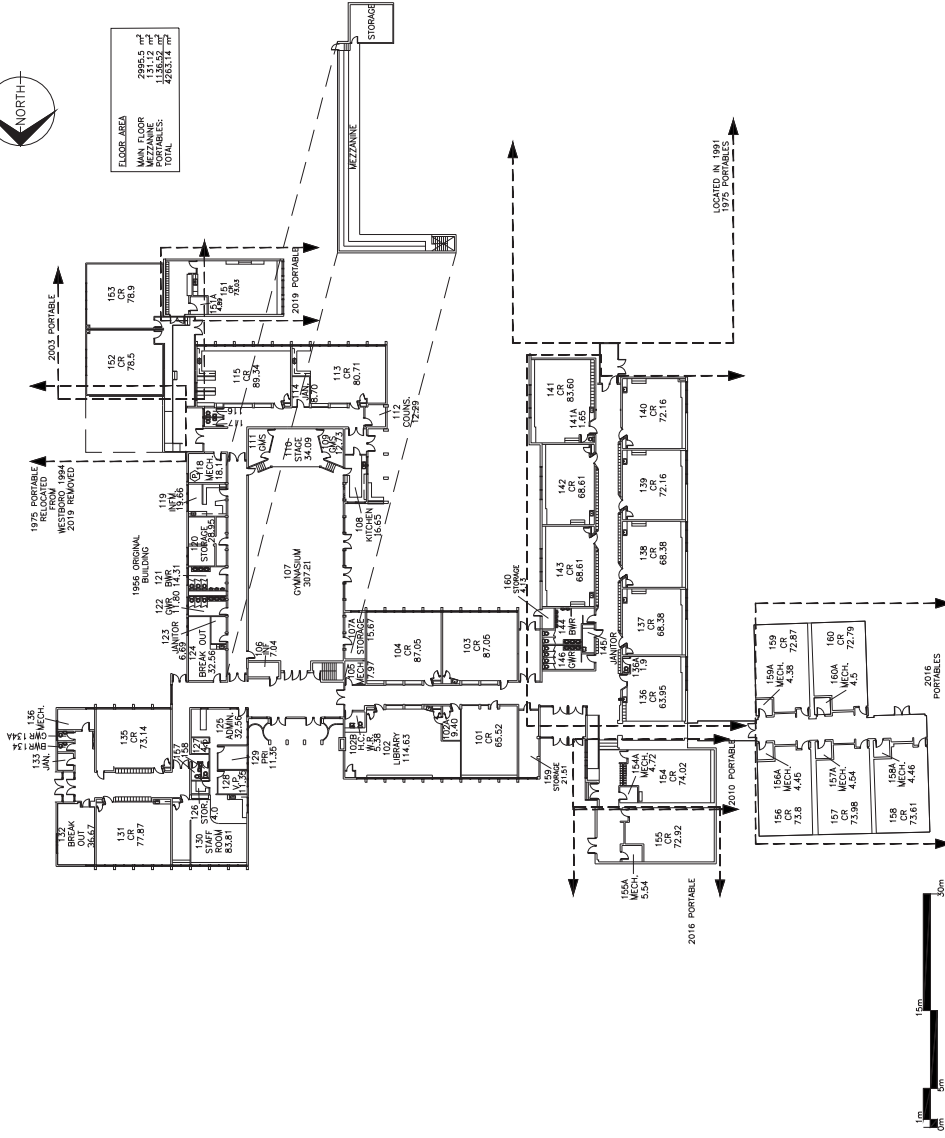
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FLOOR AREA	2994.5 m ²
MAIN FLOOR	1133.42 m ²
PORTABLES	1861.08 m ²
TOTAL	4295.4 m ²



Salisbury Composite High School

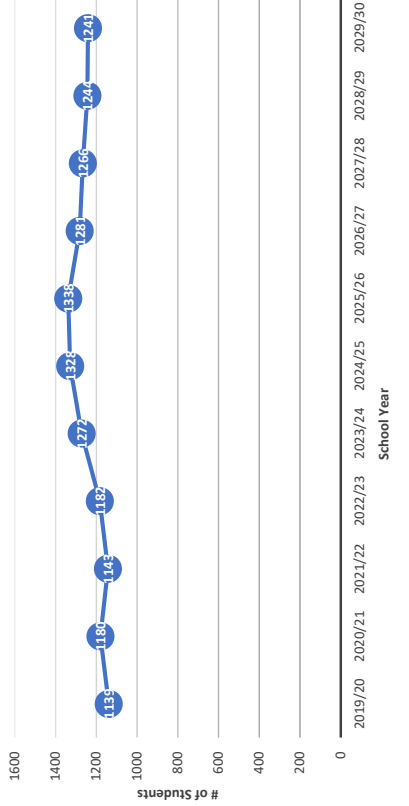
20 Festival Way, Sherwood Park

10 Year Enrollment Projection

Year	# of Students
2019/20	1139
2020/21	1180
2021/22	1143
2022/23	1182
2023/24	1272
2024/25	1328
2025/26	1338
2026/27	1281
2027/28	1266
2028/29	1244
2029/30	1241

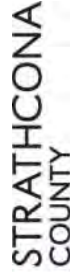
Grade Configuration: 10 - 12
Instructional Area: 5,742.20 m²
Net Capacity: 1,978 Students
Enrollment 2019 / 2020: 1,139 Students
Utilization Percentage: 58%
FCI: (Facility Condition Index) 0.22 (fair / 2017)
Year Constructed: 1968 / 73&78 Additions

10 Year Enrollment Projection - Salisbury Composite



Area Comparison Chart		Existing School (1978 Capacity)		Provincial Guidelines (2000 Capacity 10-12 School)		Variance
#	Instructional Space	Total Area m ²	#	Instructional Space	Total Area m ²	
41	Classrooms	3,122.1	52	Classrooms @ 80m ²	4,160.0	(1,037.9)
9	Science Classrooms @ 120m ²	1,107.5	10	Science Classrooms @ 120m ²	1,200.0	(92.5)
0	Science Classrooms @ 95m ²	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	620.7	2	Large Ancillary @ 130m ²	260.0	360.7
9	Small Ancillary	1,126.0	9	Small Ancillary @ 90m ²	810.0	316.0
1	Gymnasium	1,222.5	1	Gymnasium	2,025.0	(802.5)
1	Gym Storage	92.0	1	Gym Storage @ 10% Gym Size	203.0	(111.0)
1	Library	586.1	1	Library	900.0	(313.9)
10	CTS	2,781.8	10	CTS @ 200m ²	2,000.0	781.8
2	Info Services	368.4	7	Info Services @ 115m ²	805.0	(436.6)
	Subtotal:	11,027.1		Subtotal:	12,363.0	(298.0)
	Total Instructional	11,027.1		Total Instructional Area:	12,363.0	(1,335.9)
	Number of Instructional Spaces	76.0		Number of Instructional Spaces:	93.0	(17.0)
	Non-Instructional Space	Total Area m²		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas	-		Admin & Staff Areas	823.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	100.0	-
	Mechanical & Meter	-		Mechanical & Meter	405.0	-
	Recycle Room	-		Recycle Room (LEED)	22.0	-
	Physical Education	-		Physical Education	400.0	-
	Circulation	-		Circulation	2,591.0	-
	Wall Area	-		Wall Area	1,244.0	-
	Storage Area	-		Storage Area	363.0	-
	Washroom Area	-		Washroom Area	240.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	24.0	-
	Flexible Space	-		Flexible Space	480.0	-
	Wiring/Network	-		Wiring/Network	45.0	-
	Subtotal	-		Total Non-Instructional	6,737.0	-
	Total Non-Instructional	-		Total Non-Instructional	6,737.0	-
	Total Area	11,027.1		Total Area	19,100.0	-
				Area per Student	8.44	

SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



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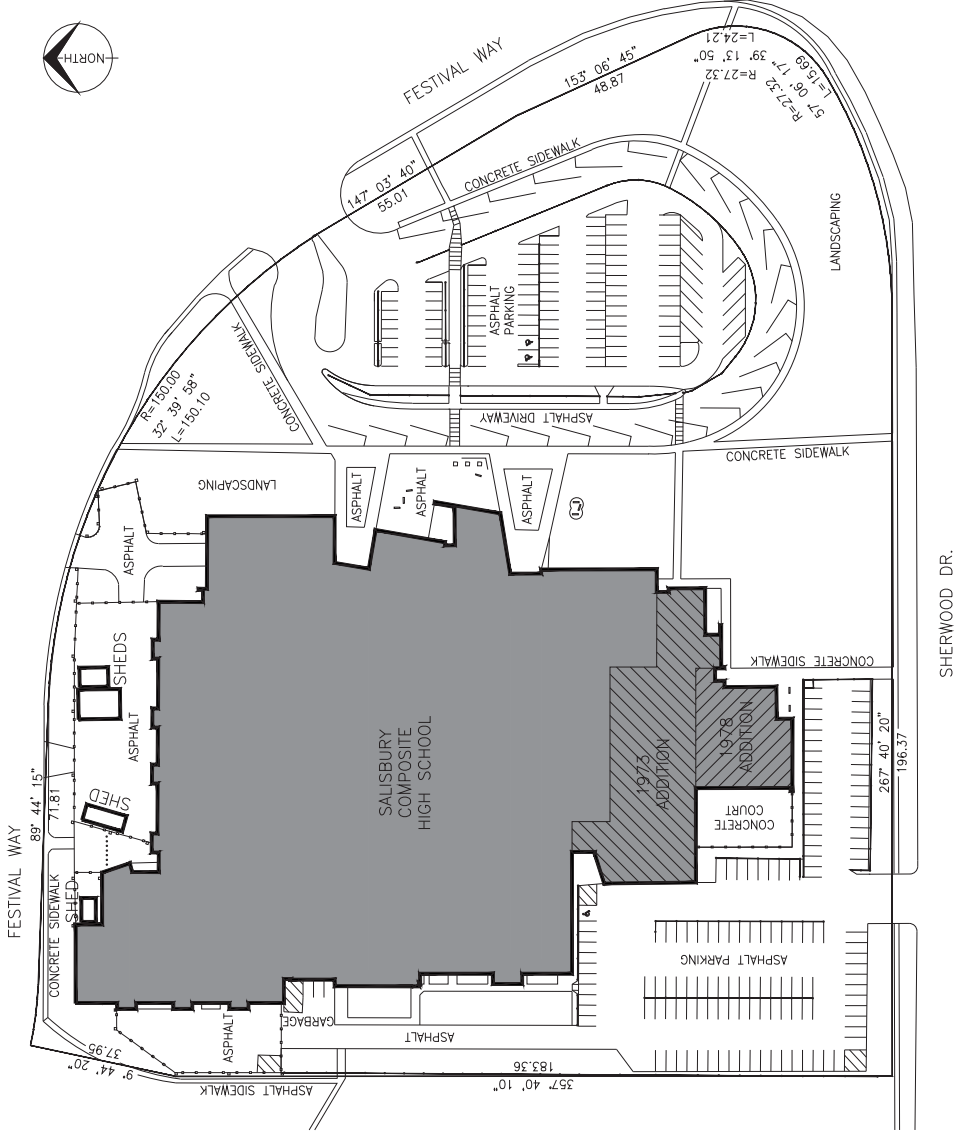
SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



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SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK

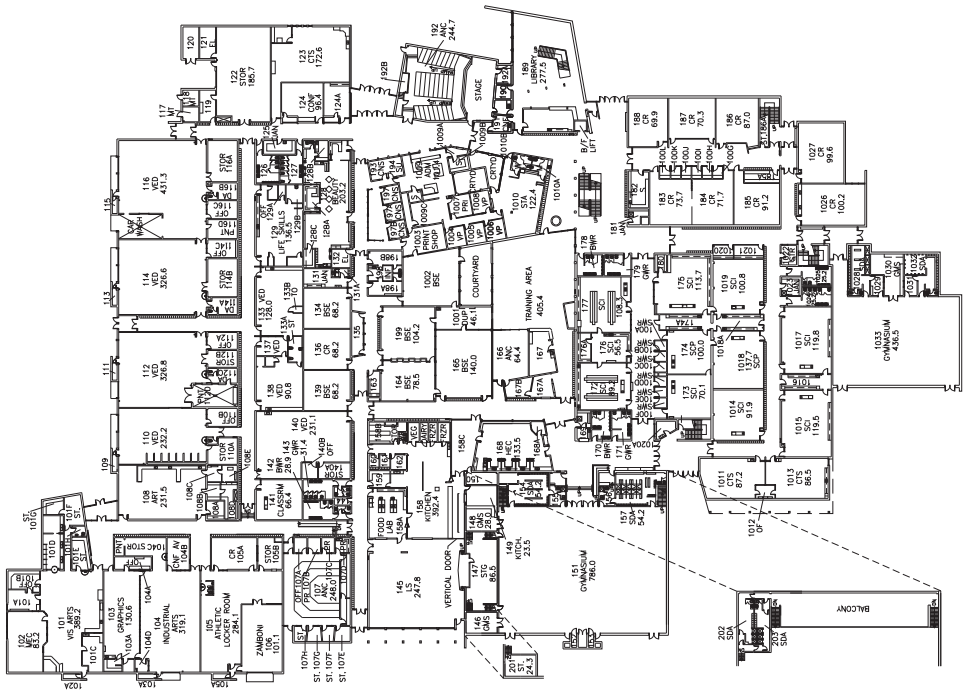


STRATHCONA COUNTY

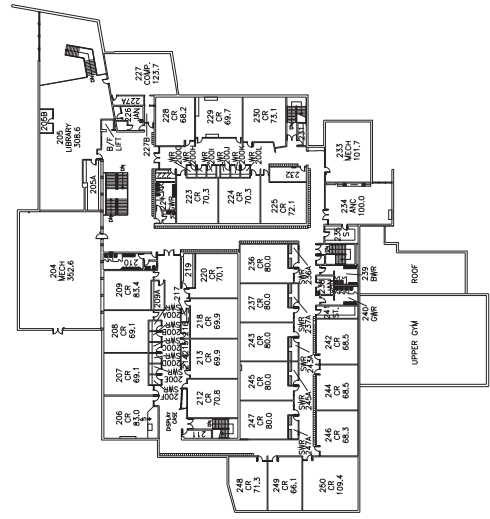
Alberta Education



LOCAL AREA
 MAIN FLOOR
 SECOND FLOOR
 ROOF



MAIN FLOOR PLAN



2ND FLOOR PLAN

SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



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Clover Bar Junior High School

50 Main Blvd., Sherwood Park

Grade Configuration: 7 - 9

Year	# of Students
2019/20	331
2020/21	337
2021/22	340
2022/23	334
2023/24	322
2024/25	307
2025/26	292
2026/27	302
2027/28	324
2028/29	344
2029/30	342

Instructional Area: 3,262.4 m²

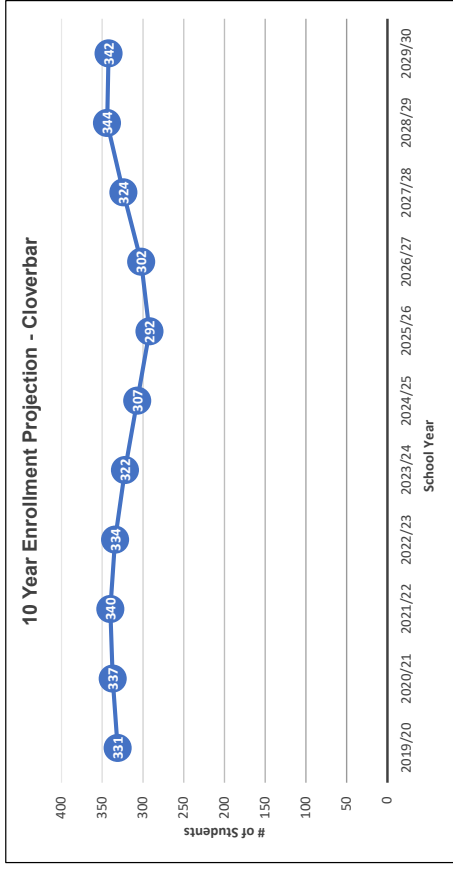
Net Capacity: 638 Students

Enrollment 2019 / 2020: 331 Students

Utilization Percentage: 52%

FCI: Facility Condition Index 0.27 (fair / 2018)

Year Constructed: 1971 / 1986 Addition plus modulars



Area Comparison Chart		Existing School (638 Capacity)		Provincial Guidelines (650 Capacity 7-9 School)		Variance
#	Instructional Space	Total Area m ²	#	Instructional Space	Total Area m ²	
15	Classrooms	1,058.7	16	Classrooms @ 80m ²	1,280.0	(221.3)
3	Science Classrooms	324.8	3	Science Classrooms @ 120m ²	360.0	(35.2)
0	Science Classrooms	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	408.8	2	Large Ancillary @ 130m ²	260.0	148.8
1	Small Ancillary	92.4	3	Small Ancillary @ 90m ²	270.0	(177.6)
1	Gymnasium	453.5	1	Gymnasium	815.0	(361.5)
1	Gym Storage	28.2	1	Gym Storage @ 10% Gym Size	82.0	(53.8)
1	Library	197.2	1	Library	260.0	(62.8)
2	CTS	592.4	3	CTS @ 200m ²	600.0	(7.6)
2	Info Services	106.4	2	Info Services @ 115m ²	230.0	(123.6)
Subtotal:		3,262.4	Subtotal:		4,157.0	(894.6)
Total Instructional Area:		3,262.4	Total Instructional Area:		4,157.0	(894.6)
Number of Instructional Spaces:		28.0	Number of Instructional Spaces:		32.0	(4.0)
Non-Instructional Space		Total Area m ²	Non-Instructional Space		Total Area m ²	
Admin & Staff Areas	-	-	Admin & Staff Areas	397.0	-	-
Wrap & Collaboration Space	-	-	Wrap & Collaboration Space	40.0	-	-
Mechanical & Meter	-	-	Mechanical & Meter	189.0	-	-
Recycle Room(LEED)	-	-	Recycle Room (LEED)	11.0	-	-
Physical Education	-	-	Physical Education	160.0	-	-
Circulation	-	-	Circulation	889.0	-	-
Wall Area	-	-	Wall Area	427.0	-	-
Storage Area	-	-	Storage Area	124.0	-	-
Washroom Area	-	-	Washroom Area	78.0	-	-
Accessible Washroom Facility	-	-	Accessible Washroom Facility	24.0	-	-
Flexible Space	-	-	Flexible Space	156.0	-	-
Wiring/Network	-	-	Wiring/Network	40.0	-	-
Subtotal	-	-	Subtotal	-	-	-
Total Non-Instructional	-	-	Total Non-Instructional	2,535.0	-	-
Total Area		3,262.4	Total Area		6,692.0	-
			Area per Student		9.37	

CLOVER BAR JUNIOR HIGH SCHOOL
50 MAIN BLVD., SHERWOOD PARK



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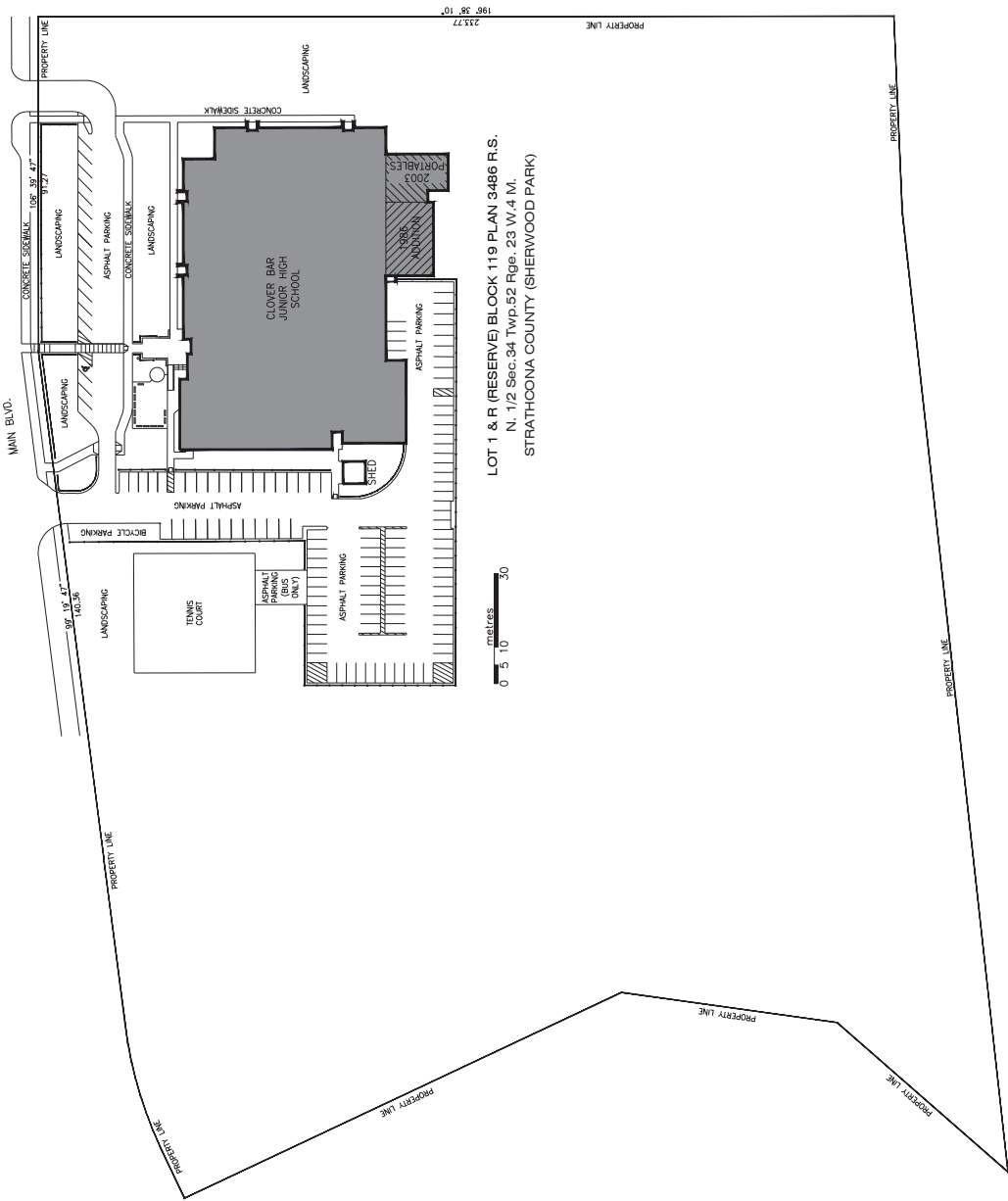
CLOVER BAR JUNIOR HIGH SCHOOL
50 MAIN BLVD., SHERWOOD PARK



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LOT 1 & R (RESERVE) BLOCK 119 PLAN 3486 R.S.
 N. 1/2 Sec. 34 Twp. 52 Rpt. 23 W. 4 M.
 STRATHCONA COUNTY (SHERWOOD PARK)



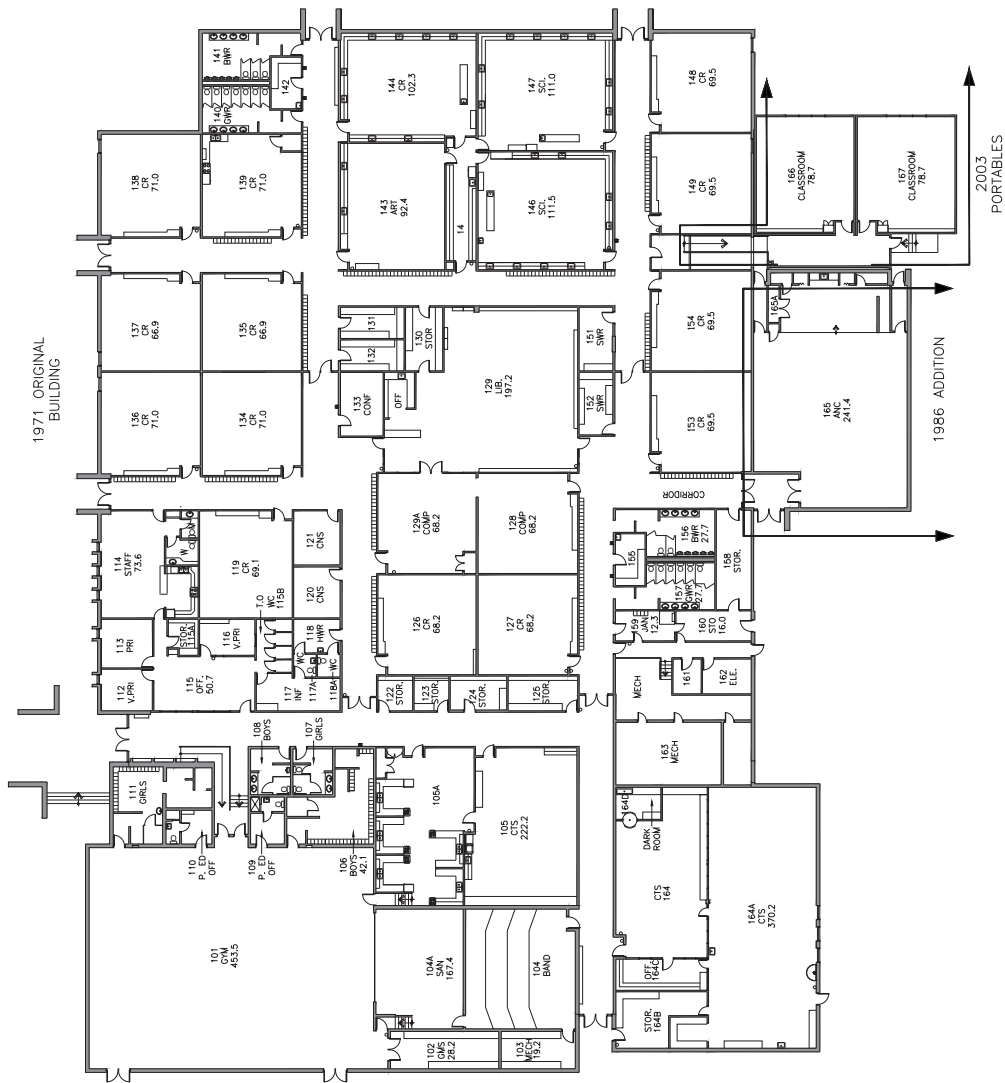
CLOVER BAR JUNIOR HIGH SCHOOL
 50 MAIN BLVD., SHERWOOD PARK



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FLOOR AREA	5321.5 m ²
MAIN FLOOR	276.7 m ²
PORTABLES:	276.7 m ²
1986	200.3 m ²
2003	200.3 m ²
TOTAL	5820.2 m ²



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CLOVER BAR JUNIOR HIGH SCHOOL
50 MAIN BLVD., SHERWOOD PARK



6.0 APPENDIX D: IDEA EVALUATION MATRIX
- INDIVIDUAL RESPONSES

2023 Vision Briefing - Options

Option #	Description	Potential Pros / Cons	Pros	Cons	Risk
1	Replace Sherwood Heights as a 1:1 replacement	yes, in combination with other options below (2, 3)	long life, energy efficient, code compliant, addresses emergent solution, community is used to having a junior high on site. Able to address all programming needs for a junior high, earliest solution from a culture point of view, little disruption to school experiences, infrastructure is in place already, central location for transportation, easy transfer of students from existing to new, can build at correct capacity, correct utilization rates, Sherwood Heights designated area would be retained (students are going to other schools due to condition of building), utilization could actually increase due to improved conditions, avoids taking students to other schools and other divisions, municipality and community supports a new school and condition of school is a topic of much discussion, Sherwood Park continues to grow, difficult to reduce numbers	has been presented and have been declined before and would not likely change, would require changes at other schools to deal with lower utilization rates, the province will look at two factors - utilization rates and 1:1 replacements are not happening in the province, may not be supported by government, an isolated option that does not address other schools	not supported by government, Sherwood Heights does not have a lot of time to wait
2	Combining Pine Street and Campbellton	yes	would be impacted	Change	with Sherwood Heights
3	Modernization / Expansion to Salisbury for Junior High	yes	Junior high students can access high school programs (mechanics, co-ops, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	an addition would impact the playing fields around the school, Sherwood Heights would need to maintain it's identity which may be tough to integrate, modernizations are very disruptive, community concerns with younger students and older students together, may conflict with planning of Centre in the Park	
4	Combine Salisbury and Sherwood Heights	yes	Junior high students can access high school programs (mechanics, co-ops, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	creativity of community for a senior high, less transferation would be an issue, long-term goals in the Salisbury which may be lost, TA would be a better route for Junior and Suburban	

				French immersion would be tough to accommodate in Robinson, not in keeping with other grade configurations in the Division, students could move from 81 to 242nd for an early jump to high school, small number of grade 11s in the high school because the other schools would still have grade 11s, not much community / parent support from the area proposed before, parents very not in opinion to further displacement Plus Sherwood Campbelltown, could have a very large multi-story school that would be a problem for approval, some junior high over Clover Bar, may be a traffic impact in the area	
5	Grade reconfiguration of grade 11s, K-9 replacement for Sherwood Heights, Pine Street, Campbelltown	yes	Would help with 242nd at 11th St	could have a very large multi-story school that would be a problem for approval, some junior high over Clover Bar, may be a traffic impact in the area	
6	K-9 Replacement for Sherwood Heights, Pine Street, Campbelltown	yes	consistent with other grade school configurations, gives back school sites to community for park space		
7	K-8-9s and splitting the 9s to Alderson or Colburn	yes	would impact the most number of schools, reduce maintenance costs, address the most critical issues	French immersion, Junior High program could either be a reduced options programming, would still have French immersion	
8	Junior High alternative boardings for other Junior High areas of Sherwood Park	yes	Leveled below over Northwest, Clover Bar takes over Brimwood and Sherwood Park, addresses Clover Bar members, Cambrian Crossing will start building within the next 3 years which would be slated for Clover Bar	doesn't address overall condition of facilities, only changes the numbers, reconfigures Leveled, younger students are in the Northwest, Cambrian Crossing is not, would need to build another elementary school for 242nd at Leveled	
9	Reduce portables to increase utilizations	yes	Increases utilization rates, can relocate units to other schools that need them, could improve on ask for a 1:1 on Sherwood Heights, helps the overall district, units could go back on when the program grows	doesn't address overall condition of facilities, only changes the numbers, could lose units to other school divisions	
10	Replacement of Sherwood Heights, future addition of combined separate elementary	yes	gets interest, spreads out the cost of a 3:1 replacement, defers elementary into a different budget period, potential costs savings over 2 modernizations, could free up a building for the Francophone school board	could have a very large multi-story school that would be a problem for approval, some junior high over Clover Bar, may be a traffic impact in the area	

11	Combine and replace Salisbury and Sherwood Heights in CITP	no	Junior high program benefits, keeps transfer station, could use playing fields, no school has to live through a modernization	<p>how does it fit into the CITP vision? Is there space? would need to go in playing fields, would lose CTS programming spaces, existing school has good bones, may not be a great use of public funds, would place playing fields closer to roads, would impact adjacent amenities like parking and transfer station</p>	
12	Clover Bar and Sherwood Heights as a K-9 and close down Campbelltown and Pine Street	no	could offer a school to Francophone	affects Mills Haven, other K-6 feeder schools would be affected by the junior highs, creates uneven success with students from different schools	
13	Reduce Salisbury to expected enrollment	yes	addresses utilization rate, would go hand in hand with Sherwood Heights, could allow use of space by other organizations	doesn't deal with sherwood heights directly - would need to be partnered with another school revision, arrangement of building is tough to reduce footprint	
14	Combine Clover Bar and Sherwood Heights / combine Pine Street and Campbelltown	no	economy of scale in terms of providing more programming	too many students for the programming, loss of identity with combining the two schools, a large junior high which can be intimidating, where would the school go - Clover Bar or Sherwood Heights, get more people driving and increased travel, could reduce the number of junior high spaces and may not be able to accommodate future growth for junior high spaces - just dealing with the now and not the future	
15	Move Clover Bar to Salisbury	no	Helps with Salisbury's utilization rate	Clover Bar is in the best shape, more comprehensive ask	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Evaluation Criteria

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / Inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
1a	Option 1a- Modernization of Sherwood Heights	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
3	Option 3 - Modernization and Expansion to Salsbury to Include Sherwood Heights	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates.	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
13	Option 13 - Reduce Salsbury Composite to Appropriate Size for Future Expected Enrollments	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y

Comments: Provide one like and one dislike about each option.

Only addresses Sherwood Heights requirements

Modernization is costly and often has many unforeseen expenses / delays / problems

Does not address Sherwood Heights

Modernization is costly and often has many unforeseen expenses / delays / problems

Modernization is costly and often has many unforeseen expenses / delays / problems

Integrity of single track French Immersion program is lost / size of school is too large

Does not address Sherwood Heights

Does not address Sherwood Heights

PLEASE NOTE: None of these options addresses the utilization rate at Clover Bar Junior High School

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addressed the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria														Comments: Provide one like and one dislike about each option.									
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Sustainable	Accessibility / Inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines		Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Enteror play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Reduce Sherwood Heights as a 1:1 Replacement	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Dislike: It is not reliable, already turned down, tough economic times, need more creative solution #6 Like: 1:1 Keeps things as status quo
1a	Option 1a - Modernization of Sherwood Heights	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Dislike: Remos typically take years, safety of students is often compromised and it still an old school. Like: none	
2	Option 2 - Combine Pine Street and Ecole Campbellown in a new replacement school																								Dislike: It does not address Sherwood Heights issue, unless combined with #3, Replacement not worth submitting.
2a	Option 2a - Combine Pine Street and Ecole Campbellown with a Modernization and Addition to Ecole Campbellown																								Dislike: It does not address Sherwood Heights issue, unless combined with #3
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Like: Only if combined with #2, Saire Cats, 4 to 2 buildings: cost saving long term Dislike: Disrupts 4 school communities, CTS lose of space	
6	Option 6 - Combine Sherwood Heights and Ecole Campbellown as a new K-9 and Offer Campbellown for Francophone Bilingual modules to offer appropriate programs from Sherwood Heights to Clover Bar	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Like: Best solution, Likely palatable for AB Govt, Maintains culture, reduces school changes for FI likely improving retention of FI kids, good for Francophone Board, 3 for 1 from an AB gov perspective. Dislike: Maybe size, but I think it is doable	
9	Option 9 - Reduces Modular Classrooms at Ecole Campbellown, Pine Street, and Clover Bar to Increase Utilization Rates																								Like: Makes short term utilization rate sense Dislike: No long term solution for the Sherwood Heights
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments																								Dislike: I do not think this is a good idea, there would be a high potential for losing CTS spaces

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option A addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	y	y	y	y	y	y	m	y	y	y	y	y	y	y	y	y	Comments: Provide one like and one dislike about each option. Like: desperately needed dislike: government doesn't seem keen on this solution thus far
1a	Option 1a- Modernization of Sherwood Heights	y	y	y	y	n	y	y	y	y	y	y	m	y	y	y	y	y	m	y	m	m	like: I hate this option dislike: huge disruption and huge potential for issues
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	m	y	m	y	y	y	y	y	y	m	y	y	y	m	y	n	y	m	m	like: helps with utilization dislike: huge elementary school
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	n	y	m	y	m	y	y	y	y	m	n	m	y	y	y	m	n	y	m	m	m	see above except another dislike would be the disruption of a modernization
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	m	n	y	m	y	y	y	m	y	n	y	y	y	n	n	y	m	n	n	like: solves Sal's utilization dislike: everything else - I don't believe this will have widespread acceptance
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	y	y	y	y	y	y	y	m	y	m	y	y	n	n	n	y	m	m	m	like: Solves SWH issue dislike: very large school - almost as large as our high schools
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	n	n	n	y	m	y	y	y	y	y	y	n	m	m	y	y	y	y	y	y	y	like: helps with utilization dislike: if we move them to Southpointe, we need to pay
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	m	m	y	m	y	y	y	y	m	n	m	m	y	y	y	y	m	m	m	m	like: helps with utilization dislike: potential to lose CTS and classroom spaces - major construction disruption

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria														Comments: Provide one like and one dislike about each option.										
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency		Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exciting play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	m	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Like: It solves the most pressing problem. D: It only solves one problem in the cluster of schools.
1a	Option 1a - Modernization of Sherwood Heights	y	y	y	y	n	m	y	y	y	y	m	y	y	y	y	y	y	y	m	y	y	y	n	y	L: It addresses the most pressing problem D: Only solves one problem in the most disruptive and least cost-effective way possible.
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	y	y	y	m	y	y	y	m	y	y	y	y	y	y	n	y	n	y	y	y	m	y	L: No disruption to current learning and operations while it's being built and removing a perceived "two-tier" delivery of FI programming where one school is single and the other is dual track. D: Doesn't address long term growth pressures of development south of Wye Road.
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	n	y	y	y	y	m	y	y	m	n	y	y	y	y	y	y	n	y	n	y	y	y	m	y	L: Achieves consistency of delivery of FI programming in Sherwood Park. D: Disruptive learning environment and cost containment risks of a major modernization (+ future enrollment pressures noted in 2)
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights																									Like: Addresses two problems and leverages investment in CTS facilities. D: Having inconsistent grade configurations in Sherwood Park, could create attendance issues by students preferring 7-12 configuration or the alternative of standalones as well as kill the high school FI program. Lack of gym space for a larger population. Note: Although it has been mentioned that the loss of the Cougar identity is a big issue, I don't think it is in the long term. "Sabre Pride" would eventually become the "new normal."
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	n	y	y	y	y	m	y	y	n	n	m	y	y	y	y	y	m	n	n	n	y	y	m	y	L: Could increase retention of FI students in transition from elementary to JH and addresses multiple issues with one solution. D: Size of the school (I think it will need to be bigger as it will be opened at full capacity) and population age distribution concerns (i.e., elementary students in a JH dominated school).
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	y	y	y	y	y	y	y	y	y	n	y	y	y	y	y	y	y	n	n	y	y	n	m	y	This needs to be done in concert with other options in order to bolster case for funding. If this means "reduce the space that SAL uses and allocate remainder of space to other tenants" then:
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	y	m	y	y	m	n	y	m	n	y	y	y	y	y	y	y	y	n	n	y	y	m	y	L: Better use of resources and gives a possible home to Next Step, which also has many blended students with SAL so this would be more seamless. D: Risk that other tenants may not be found or could come and go.

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria																Comments: Provide one like and one dislike about each option.								
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing opportunities		Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement																									Pro: It addresses the major concern of the Board that is shovel ready. Con: This on its own will be challenging to get acceptance. It will require a package deal that includes who we are to address some of our surplus spaces in other schools, such as, 11 modulars being repurposed either in Fort Saskatchewan or other school boards and reduction of our utilization rate at Sal through non profit tenant.
1a	Option 1a- Modernization of Sherwood Heights																									Pro: It addresses the major concern of the Board that is shovel ready. Con this will turn into a huge money pit. As is the modernization costs exceed the replacement cost, but I believe that once into the project it will far exceed the estimate and that it will cost the same if not more for a replacement school.
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school																									Pro: A two for one could be seen as appealing to the Government. Both schools are on our list for modernization. If the modernization costs combined is at a similar cost of a replacement school this might be more cost effective for the government. Con: parent and public acceptance is questionable.
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown																									Pro: We remove a facility off ABED books. Con: parent and public acceptance is questionable and not sure what problem we are solving.
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights																									Pro: It would be a resolution to Shewood Heights and students would benefit from additional CTS opportunities. Con: Sherwood Heights would cease to exist. The building configuration limits us from having a school within a school which would require us to retire Sherwood Heights identy.
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar																									Pro: That it resolves Sherwood Heights issue and at the same time strengthens the French Immersion program by reducing a transition point. Con:
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates																									This option is intended to be part of a proposal to obtain a replacement school for Sherwood Heights Option 1 or 6
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments																									Pro: it would reduce our utilization Con: Reduction of our CTS labs, public to view this as a waste of public dollars as the space will be required on the long range. There would be a massive discription to reconfigure the spaces to rebuild CTS labs.

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria															Comments: Provide one like and one dislike about each option.								
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing opportunities		Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Extorior play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	m	y	y	y	y	y	m	y	y	y	y	y	y	y	n	y	y		I would like to see Sherwood Heights replaced but I understand that the Board presented a quality proposal with community partnerships and it was not accepted, and we will need to make changes to the utilization rates to have this approved. I dislike that this option has been explored and is unlikely to result in a replacement school without further addressing utilization rates, despite the fact that the school is nearly unsafe.
1a	Option 1a- Modernization of Sherwood Heights	y	y	n	y	n	m	y	m	n	m	m	m	y	y	y	n	y	m	n	y	y		I like that this would result in a modern and safe Junior High for our kids. I do not like the idea of a modernization and do not feel that the disruption to student learning is not worth the marginal savings.	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	m	y	y	m	y	y	y	m	m	m	y	y	n	n	n	m	y	m	y		I like that this option could give us an opportunity to get a new Junior High that would benefit many students in EIPS. As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less that desirable as I feel that losing the identity as a school would be a loss for the students and community.	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	m	y	m	y	y	m	y	y	n	m	m	m	y	y	n	n	n	m	y	m	m		I like that this option could give us an opportunity to get a new Junior High that would benefit many students in EIPS. As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less that desirable as I feel that losing the identity as a school would be a loss for the students and community.	
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	m	y	n	y	m	m	m	y	m	m	m	m	m	n	n	m	n	m	m		I like that this option would increase the utilization rate at Sal Comp. I do not like that it would require the loss of Sherwood Heights as a physically independent school.	
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	m	y	y	m	y	y	y	n	m	m	m	m	m	n	n	m	y	m	m		I like that this option would allow Pine Street to remain a separate school while also allowing for a new Junior High. I do not like the idea of the different grade configuration and the disruption of new students from Pine Street or other elementary schools joining the existing students in Sherwood Heights at the grade 7 level.	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	m	m	y	y	n	n	m	m	n	n	n	n	y	m	n	n	n	m	n	y	y		I like that this option could allow us to get a new Junior High.	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	n	n	y	y	n	m	n	n	n	n	n	y	m	n	n	n	m	n	y	m		I like that this option might help us get a new Junior High by improving utilization rates. I don't like this option because of the potential loss of CTS space and other valuable instructional space and that the school might not be able to provide the same level of programming to EIPS students.	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option A addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria															Comments: Provide one like and one dislike about each option.								
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines		Programing opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	m	y	m	y	y	y	m	y	y	y	y	y	y	y	m	y	y	y	Like: Takes care of the main issue of replacing/modernizing Sherwood Heights. Dislike: Doesn't address utilization rates of other schools.
1a	Option 1a- Modernization of Sherwood Heights	y	y	n	y	n	m	m	n	m	y	n	m	y	y	y	y	y	y	y	m	y	y	y	Like: Takes care of the main issue of replacing/modernizing Sherwood Heights. Dislike: Students living through a major renovation. May be safety issues during renovation.
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school																								Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown																								Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	y	n	y	y	m	y	m	y	n	m	y	y	y	m	n	m	y				Like: Addresses Sherwood Heights replacement/modernization and Salisbury Utilization rates. Would provide junior high students with access to better programs/labs at the high school. Dislike: Students living through a major modernization...disruptive to their learning.	
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	y	y	y	m	y	m	y	m	y	m	y	y	y	y	n	y	m				Like: Probably the most balanced option. It addresses the Sherwood Heights needs, saves a modernization for Campbelltown, and addresses some utilization rate issues at several schools. It also keeps the French immersion program together from K-9 which would be beneficial. Dislike: Very large K-9 school.	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates																							Doesn't address Sherwood Heights. Could only be used in conjunction with other options.	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments																							This is by far the worst option. It would be ridiculous to spend money to demo parts of Salisbury just to increase it's utilization rate. There is nothing good about this option at all.	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = may/be

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing oportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	M	M	Y	Y	N	N	Y	Y	M	Y	M	Y	Y	M	Y	M	Y	Y	Y	Y	Y	Y	Y
1a	Option 1a- Modernization of Sherwood Heights	M	N	Y	Y	M	N	M	M	M	M	M	N	M	M	Y	M	Y	M	M	M	M	M	M
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	M	Y	Y	Y	M	M	M	Y	Y	Y	M	Y	Y	Y	Y	M	Y	M	Y	M	M	M	M
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	M	M	Y	Y	M	M	Y	M	M	M	M	M	M	M	M	M	Y	Y	M	M	Y	M	M
3	Option 3 - Modernization and Expansion to Salisbury to include Sherwood Heights	M	Y	Y	Y	M	Y	M	Y	M	M	M	M	Y	Y	Y	Y	N	M	M	M	Y	M	M
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	Y	Y	Y	Y	M	M	Y	Y	M	Y	M	Y	M	Y	Y	M	N	M	Y	Y	N	M	M
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	N	Y	M	M	M	M	Y	Y	Y	Y	Y	M	Y	Y	Y	Y	M	M	Y	Y	Y	M	M

Comments: Provide one like and one dislike about each option.

Like - Maintains the status quo
Dislike - Fails to address deferred maintenance, utilization and the location of future student populations.

Like - I like that by Modernizing Sherwood Heights the school, not just the name would be maintained within Sherwood Park.
Dislike - I dislike how much the modernizations of Sherwood Heights would impact students attending the school.

Like - I like that this option because it reduces the number of assets within the Division's inventory. And existing infrastructure may be useful to another school division. This option would have to be considered with Option 1a.
Dislike - I dislike this option because on its own it does not address Sherwood Heights or the location of future grow areas. I think the cost of this solution does not provide the best value to the Government or residents of Sherwood Park.

Like - I like this option extends the life of existing infrastructure and may enable other school divisions to utilize the Pine Street school or school site. I like that school remains in the best location within the site.
Dislike - I dislike that this option as it does not address Sherwood heights directly.

Like - This option directly address Sherwood Heights and will provide the greatest impact to Students overall, as it addresses concerns at Salisbury the Division's largest High School. I like that this option makes use of existing infrastructure in a central and accessible location.
Dislike - The exccruciation of this project will likely take a long time to implement.

Like - I like that this option directly considers Sherwood Heights and maintains traditional grade configurations.
Dislike - The size of the facility. It is on the large size for a K-9. Typically most are around the 950 capacity. And does not address the maintenance and infrastructure concerns of the other 3 facilities.

Like - I like that this address some low hanging fruit
Dislike - Does not address maintenance of the five schools.

Like - I like that this option address both Sherwood Heights and Salisbury Composite High. Reduces excess capacity and maintenance costs at the High School level.
Dislike - This option will likely take a long period to execute and fully realize.



7.0 APPENDIX D: BLOCK DIAGRAMS



750 STUDENT JR HIGH SCHOOL
GRADES 7-9
6,683 sqm
ONE STOREY

SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY

Alberta
Education

750 STUDENT JR HIGH SCHOOL
GRADES 7-9
4,418 sqm (6,683 sqm TOTAL AREA)
TWO STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY



850 STUDENT ELEMENTARY
GRADES K-6
6,715 sqm TOTAL AREA
ONE STOREY



ONPA architects

ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



STRATHCONA
COUNTY



850 STUDENT ELEMENTARY
GRADES K-6
4,430 sqm (6,715 sqm TOTAL AREA)
TWO STOREY



ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



STRATHCONA
COUNTY



850 STUDENT ELEMENTARY
GRADES K-6
6,715 sqm
ONE STOREY



PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



STRATHCONA
COUNTY



850 STUDENT ELEMENTARY
GRADES K-6
4,430 sqm (6,715 sqm TOTAL AREA)
TWO STOREY



PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



STRATHCONA
COUNTY

Alberta
Education

850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION



ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



STRATHCONA
COUNTY



ONPA architects



2,250 STUDENT JR/SR HIGH SCHOOL
GRADES 7-12
19,373 sqm
MODERNIZATION w/
TWO STOREY ADDITION

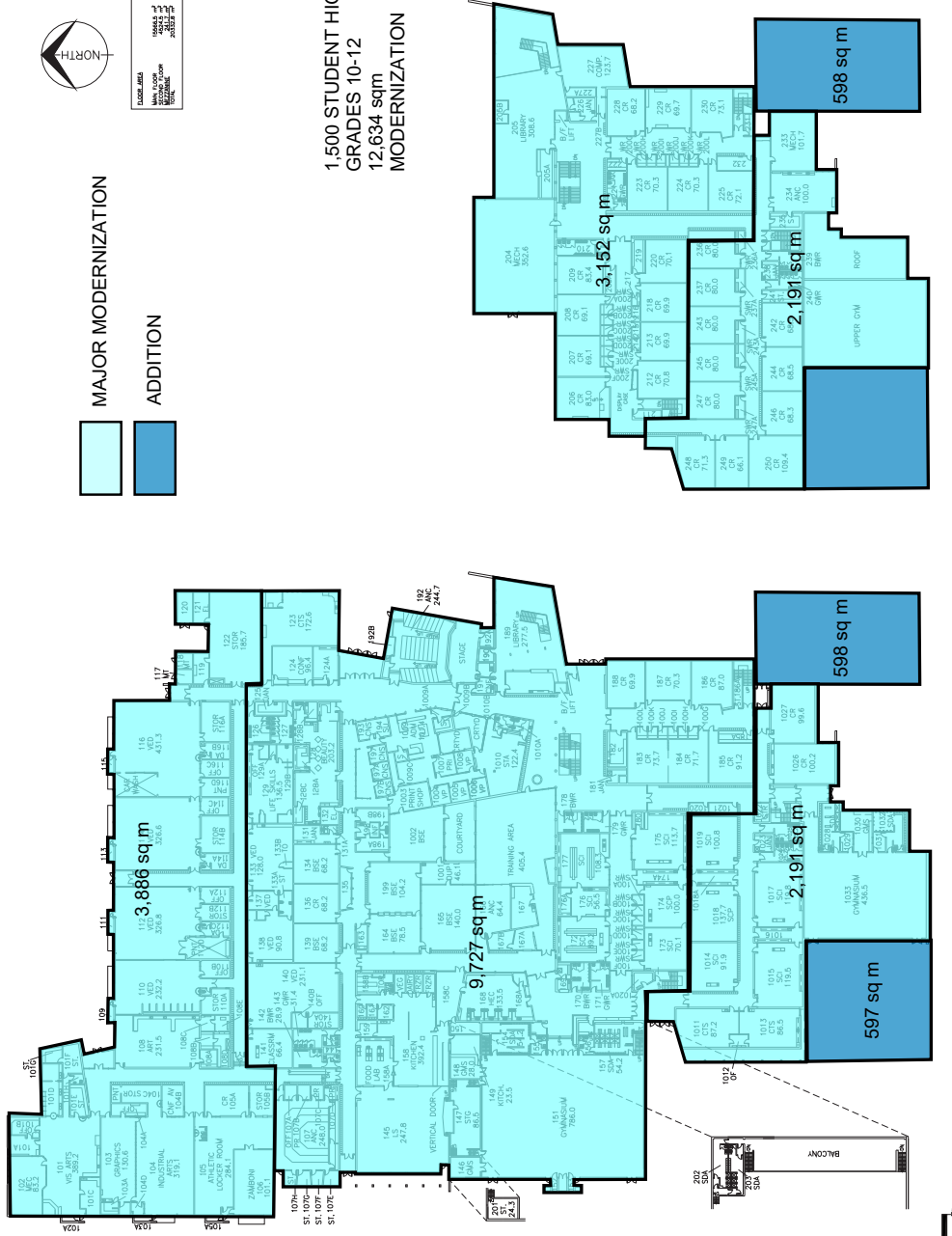
ONPA architects

SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



STRATHCONA
COUNTY

Alberta
Education



ONPA architects

Alberta
Education

STRATHCONA
COUNTY

Elk Island
Public Schools

SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK

1,600 STUDENT ELEMENTARY / JR
GRADES K-9
12,900 sqm
ONE STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY



1,600 STUDENT ELEMENTARY / JR
GRADES K-9
8,530 sqm (12,900 sqm TOTAL AREA)
TWO STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY



1,000 STUDENT ELEMENTARY / JR
GRADES K-9
8,469 sqm
ONE STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



1,000 STUDENT ELEMENTARY / JR
GRADES K-9
5,590 sqm (8,469 sqm TOTAL AREA)
TWO STOREY

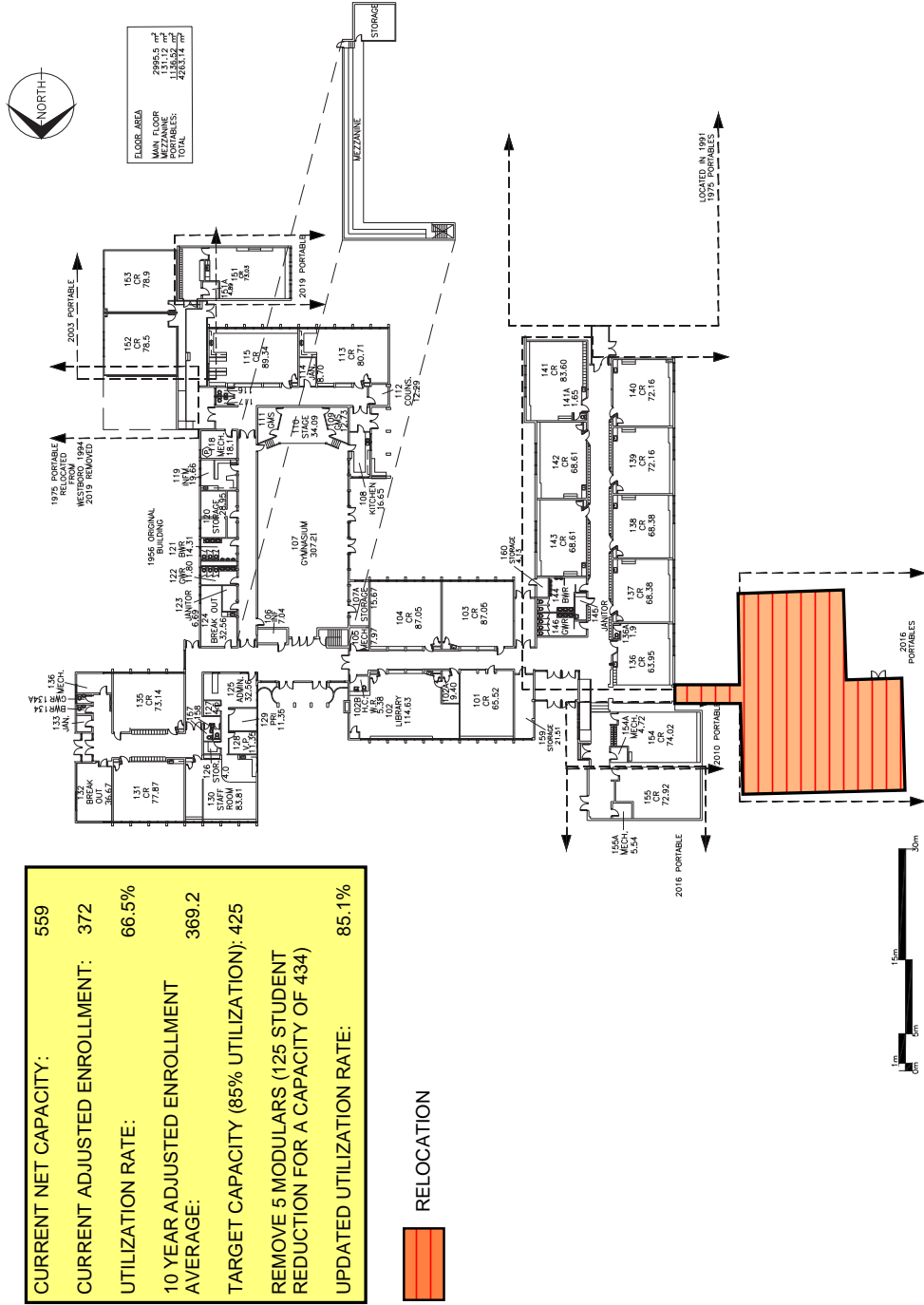


SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY





ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK

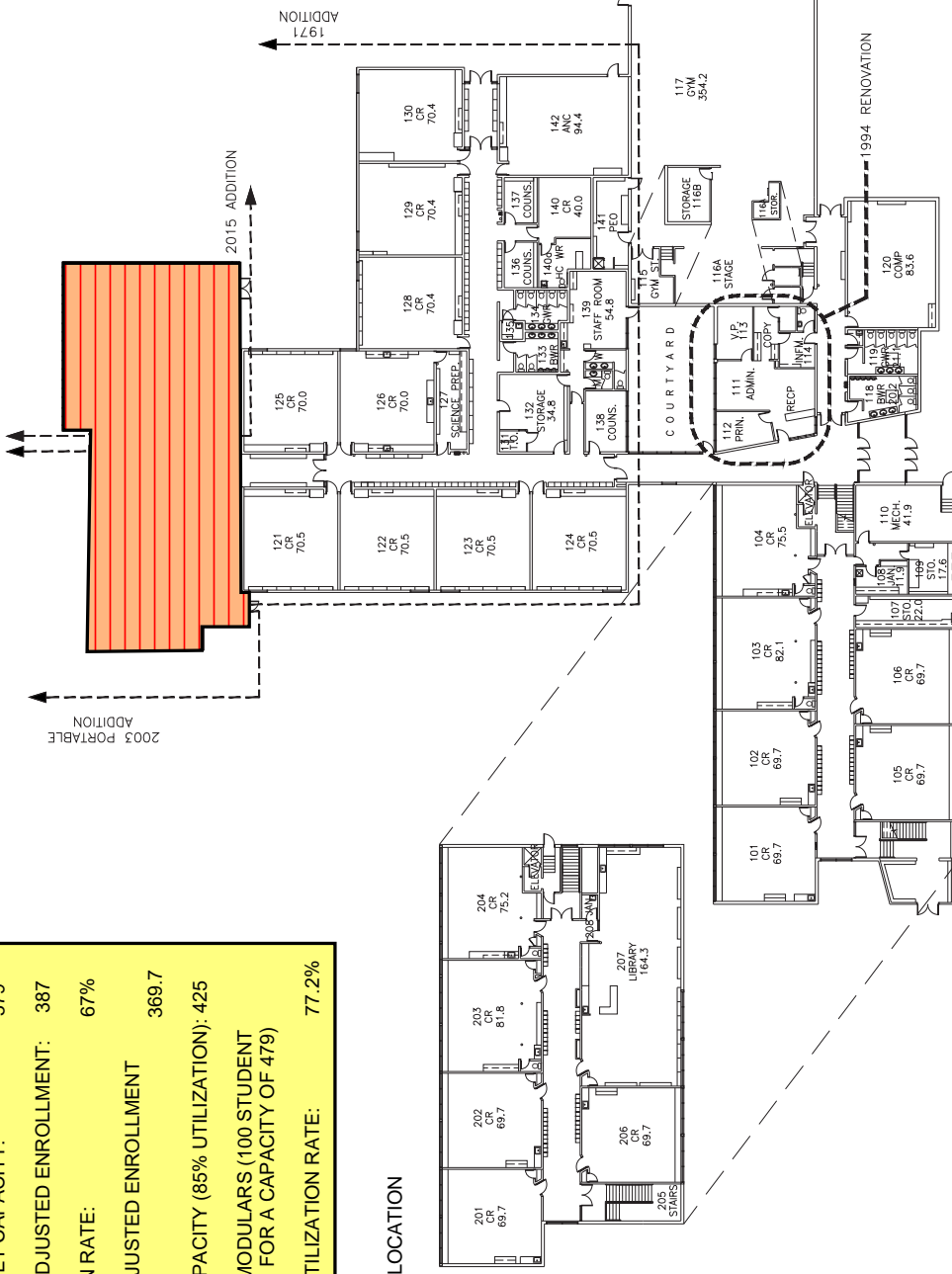


STRATHCONA
COUNTY



CURRENT NET CAPACITY:	579
CURRENT ADJUSTED ENROLLMENT:	387
UTILIZATION RATE:	67%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.7
TARGET CAPACITY (85% UTILIZATION):	425
REMOVE 4 MODULARS (100 STUDENT REDUCTION FOR A CAPACITY OF 479)	
UPDATED UTILIZATION RATE:	77.2%

FLOOR AREA	
MAIN FLOOR	2880.4 m ²
SECOND FLOOR	709.3 m ²
PORTABLES (2003)	208.5 m ²
PORTABLES (2015)	229.8 m ²
TOTAL	4028 m²



RELOCATION



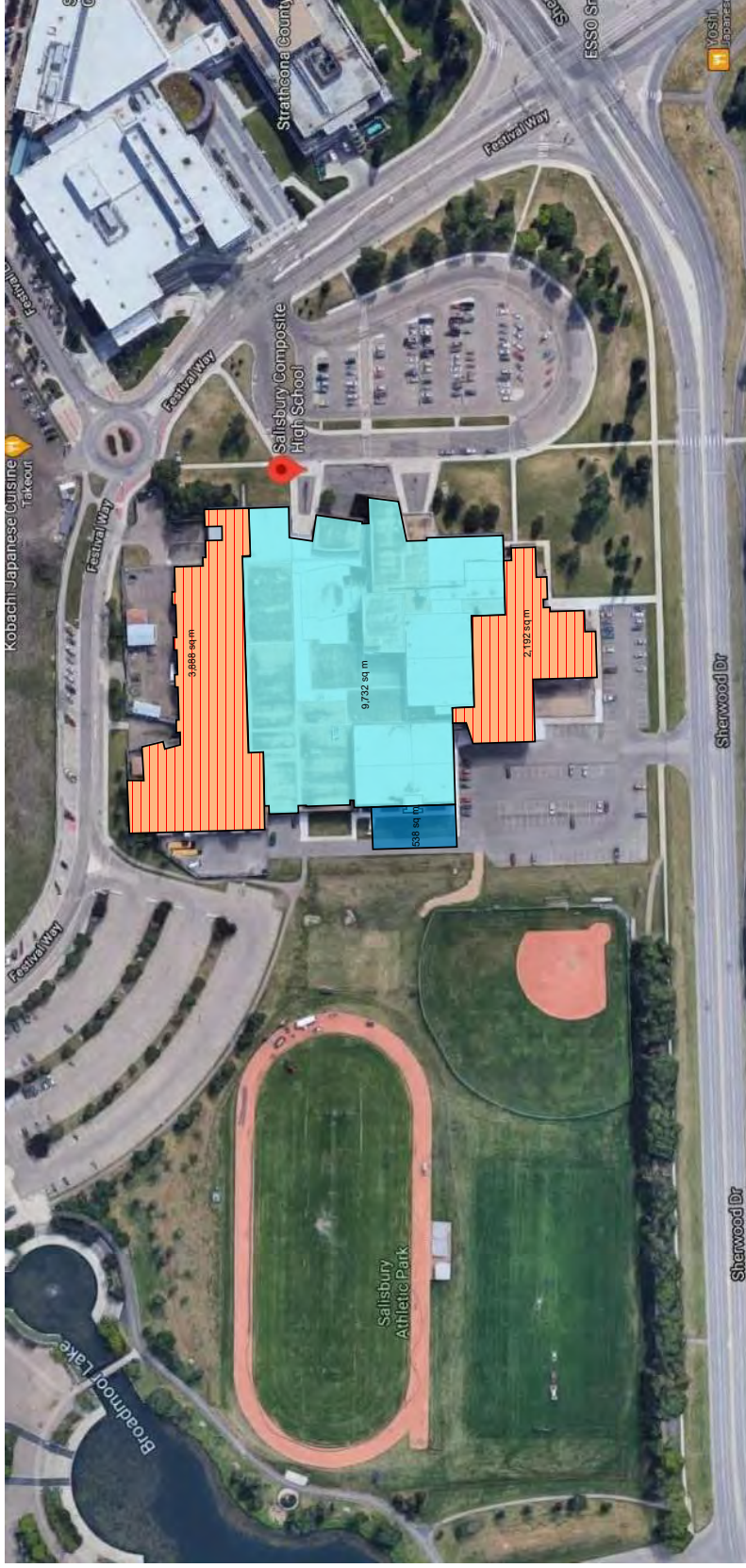
1962 ORIGINAL BUILDING

PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



STRATHCONA COUNTY





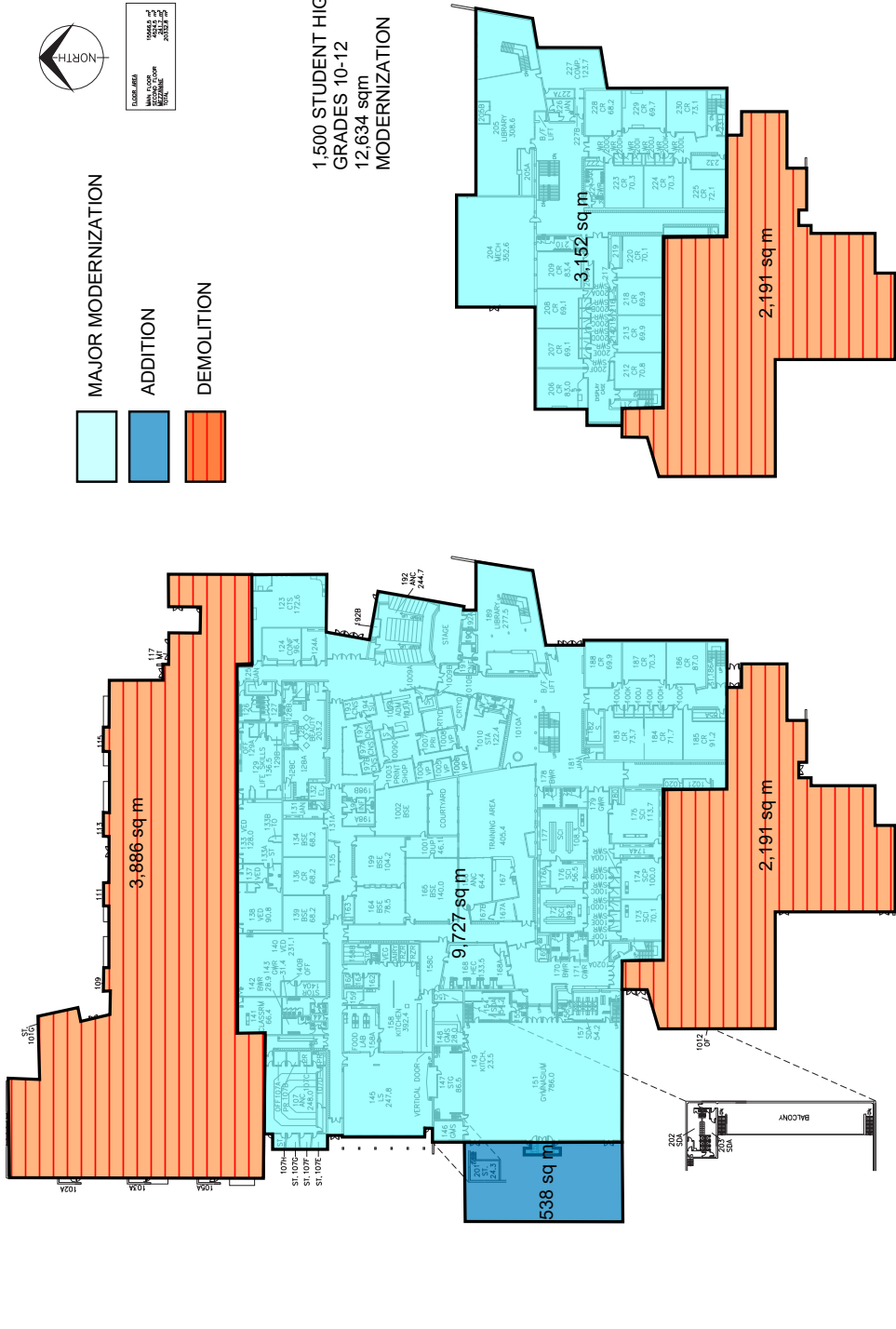
2,250 STUDENT JR/SR HIGH SCHOOL
 GRADES 7-12
 19,373 sqm
 MODERNIZATION w/
 TWO STOREY ADDITION

SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



STRATHCONA
 COUNTY





1,500 STUDENT HIGH SCHOOL
 GRADES 10-12
 12,634 sqm
 MODERNIZATION

2ND FLOOR PLAN

MAIN FLOOR PLAN

ONPA architects

SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



STRATHCONA
 COUNTY

Alberta
 Education

ECOLE CAMPBELL TOWN	
CURRENT NET CAPACITY:	559
CURRENT ADJUSTED ENROLLMENT:	372
UTILIZATION RATE:	66.5%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.2
10 YEAR UTILIZATION RATE AVERAGE:	66.1%

PINE STREET ELEMENTARY	
CURRENT NET CAPACITY:	579
CURRENT ADJUSTED ENROLLMENT:	387
UTILIZATION RATE:	67%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.7
10 YEAR UTILIZATION RATE AVERAGE:	63.9%

CLOVER BAR JUNIOR HIGH	
CURRENT NET CAPACITY:	638
CURRENT ADJUSTED ENROLLMENT:	367
UTILIZATION RATE:	58%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	358.4
10 YEAR UTILIZATION RATE AVERAGE:	56.2%

SHERWOOD HEIGHTS JUNIOR HIGH	
CURRENT NET CAPACITY:	759
CURRENT ADJUSTED ENROLLMENT:	641
UTILIZATION RATE:	84.5%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	663.1
10 YEAR UTILIZATION RATE AVERAGE:	87.4%

SALISBURY COMPOSITE HIGH SCHOOL	
CURRENT NET CAPACITY:	1,978
CURRENT ADJUSTED ENROLLMENT:	1,188
UTILIZATION RATE:	60%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	1,289.5
10 YEAR UTILIZATION RATE AVERAGE:	65.2%



STRATHCONA COUNTY





8.0 APPENDIX G: COST INFORMATION

Cost Comparison

Option 1 - Replace Sherwood Heights as a 1:1 Replacement						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New Junior High School	6,683 sq. m.	\$3,000	\$20,049,000		
2	Sitework allowance	1 sum	\$1,250,000	\$1,250,000		Assumes re-use of much road and parking, some additions
3	Demolish Sherwood Heights School	6,179 sq. m.	\$65	\$401,635		Based on Allwest budget for Paul Kane HS
4	Hazardous materials abatement	6,179 sq. m.	\$75	\$463,425		Allowance
5	Construction Contingency 3%			\$664,922		
					\$22,828,982	

Option 1a - Major Modernization of Sherwood Heights						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to SH (80% of new)	6,179 sq. m.	\$2,800	\$14,829,600		
2	Sitework allowance	1 sum	\$500,000	\$500,000		
3	Hazardous materials abatement	6,179 sq. m.	\$75	\$463,425		Allowance
4	Construction Contingency 15%			\$2,368,954		
					\$18,161,979	

Option 2 - Combine Pine Street and École Campbelltown in a new Replacement School						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New Elementary School	6,715 sq. m.	\$2,800	\$18,802,000		
2	Sitework allowance	1 sum	\$1,150,000	\$1,150,000		
3	Demolish both schools	8,291 sq. m.	\$65	\$538,915		Based on Allwest budget for Paul Kane HS
4	Hazardous materials abatement	8,291 sq. m.	\$75	\$621,825		Allowance
5	Construction Contingency 3%			\$633,382		
					\$21,746,122	

Option 2a- Combine Pine Street and École Campbelltown with a Major Modernization and Addition to École Campbelltown						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to EC (65% of new)	3,127 sq. m.	\$1,820	\$5,691,140		
2	Remove modular and relocate (EC)	5	\$100,000	\$500,000		
3	New addition	3,342 sq. m.	\$2,800	\$9,357,600		
4	New gymnasium addition	594 sq. m.	\$3,080	\$1,829,520		
5	Sitework allowance	1 sum	\$500,000	\$500,000		
6	Demolish PS	5,164 sq. m.	\$65	\$335,660		Based on Allwest budget for Paul Kane HS
7	Hazardous materials abatement	5,164 sq. m.	\$75	\$387,300		Allowance
8	Construction Contingency 9.7%			\$1,804,318		
					\$20,405,538	

Option 3 - Modernization and Expansion to Salisbury Composite to Include Sherwood Heights						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to Salisbury (65% of new)	20,333 sq. m.	\$1,950	\$39,649,350		
2	New addition	1,200 sq. m.	\$3,000	\$3,600,000		12 classroom addition plus circulation (11 @ 80 sq. m., 1 @ 120 sq. m.)
3	Gymnasium Addition	600 sq. m.	\$3,300	\$1,980,000		
4	Sitework allowance	1 sum	\$1,500,000	\$1,500,000		
5	Demolish SH	6,179 sq. m.	\$65	\$401,635		Based on Allwest budget for Paul Kane HS
6	Hazardous materials abatement	6,179 sq. m.	\$75	\$463,425		Allowance
7	Construction Contingency 15%			\$7,139,162		
					\$54,733,572	

Option 6b - Combine Sherwood Heights and École Campbelltown into a single 1000 student K-9, offer École Campbelltown to the Francophone Board, modernize Pine Street Elementary, reduce modulars at École Campbelltown, Pine Street Elementary, and Clover Bar Junior High, redesignate programs from Sherwood Heights to Clover Bar

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New K-9 School	8,469sq. m.	\$3,000	\$25,407,000		
2	Sitework allowance	1 sum	\$2,500,000	\$2,500,000		
3	Renovate Pine Street	2,836 sq. m.	\$1,820	\$5,161,520		
4	Demolish Sherwood Heights	6,179 sq. m.	\$65	\$401,635		Based on Allwest budget for Paul Kane HS
5	Remove and relocate modulars	11	\$100,000	\$1,100,000		
6	Hazardous materials abatement	14,470 sq. m.	\$75	\$1,085,250		Allowance
7	Construction Contingency 9.7%			\$3,398,257		
					\$38,431,837	

Option 9 - Relocate 11 modulars - 4 from PS, 5 from EC, 2 from CB

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	From Pine Street	4	\$100,000	\$400,000		
2	From Ecole Campbelltown	5	\$100,000	\$500,000		
3	From Clover Bar	2	\$100,000	\$200,000		
4	Construction Contingency 15%			\$165,000		
					\$1,265,000	

Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrolments

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to Salisbury (65% of new)	12,634 sq. m.	\$1,950	\$24,636,300		
2	Gymnasium addition	538 sq. m.	\$3,300	\$1,775,400		
3	Demolish portions of Salisbury	7,699 sq. m.	\$65	\$500,435		Based on Allwest budget for Paul Kane HS
4	Allowance for interface between demo and remainder	1 sum	\$1,000,000	\$1,000,000		
5	Sitework allowance	1 sum	\$500,000	\$500,000		
6	Hazardous materials abatement	12,634 sq. m.	\$75	\$947,550		Allowance
7	Construction Contingency 15%			\$4,403,953		
					\$33,763,638	



VALUE SCOPING SESSION REPORT

CONTRACT #: 2020-047
NOVEMBER 17, 2020
FINAL DRAFT



SHERWOOD PARK SCHOOLS SOLUTION

Prepared for:
ELK ISLAND PUBLIC SCHOOLS

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1 EXECUTIVE SUMMARY

1.1 Contextual Project Overview

The Board of Trustees of Elk Island Public Schools operate 43 school facilities with 18 of these schools located in Sherwood Park.

Background Information provided by Elk Island Public Schools (EIPS) in conjunction with the Alberta Government:

On November 1, 2019, the Alberta Government announced funding for the construction of 15 schools and design funding for 10 additional schools across the province. Funding for the replacement of Sherwood Heights School was not an identified project. EIPS had identified four Sherwood Park schools on the 2020-23 Three-Year Capital Plan. Sherwood Heights Junior High has been identified as a major modernization priority for at least a decade. During the 2020-23 Three-Year Capital Plan it was determined that a replacement facility would be more cost effective than a major modernization. The remaining schools in Sherwood Park that are identified on the 2020-23 Three-Year Capital Plan are: École Campbelltown, Pine Street Elementary and Salisbury Composite High. EIPS has also evaluated a series of contingency options to accommodate students currently attending Sherwood Heights in the event the facility becomes unsuitable for students. These contingency options include re-designating students to Salisbury Composite High and Clover Bar Junior High.

Alberta Education has provided EIPS with funding to conduct a value scoping session to evaluate alternative solutions for the replacement of Sherwood Heights Junior High. The objective of the Value Scoping Session is to identify opportunities to improve the value added by ensuring the Division's Capital requests meet the communities need while remaining fiscally responsible. In the event that major system failure occurs at Sherwood Heights, EIPS must be prepared to accommodate students over the medium to long-term. Furthermore, EIPS has a significant amount of excess capacity in Sector 1 - Sherwood Park. Proposed solutions should right size Division space over the short and medium-term, while ensuring the Division is capable of meeting anticipated growth over the long-term.

1.2 Value Scoping Session Overview

a.) Summary

On September 21 and 23, 2020, EIPS commissioned a comprehensive Value Scoping Session to fully explore a value comparison to determine what The Board of Trustees of Elk Island Public Schools' optimal solution is in addressing the five schools identified in the Three-year capital plan within Sherwood Park.

START Architecture (formerly ONPA Architects) facilitated the discussions through a neutral architectural and facility planning lens and provided supporting materials throughout the discussions.

It should be stressed that the outcome of the Value Scoping Session is not an identification of a preferred option but an evaluation of the various options to assist the School Division in determining what should remain or be revised on their future capital planning.

The Project Team, consisting of the Government of Alberta, Elk Island Public Schools administrators, teachers, board members and parents from the various Sherwood Park schools and Sherwood Park / Strathcona County representatives, chose 8 options for improving education delivery in Sherwood Park.

The Project Team evaluated each option using evaluation criteria agreed upon during Day 1 of the Value Scoping Session. The evaluation criteria served as a benchmark to ensure a fair comparison between all options was achieved.

b.) Organizational Phase

The information gathering phase of the sessions, this involved a number of stakeholder and internal meetings, and included:

- ^ Introductory meeting with select stakeholders
- ^ Internal School Division meeting with Plant Operations and Maintenance Staff
- ^ Site visits to all schools affected by the sessions

c.) Information Phase (What Do We Know?)

Background information was provided to all participants as base information. This included the base information about each of the schools and touched on information such as current capacity, facility condition, current enrolments and projections, comparisons with Alberta Education guidelines. The discussion identified key considerations in capital planning and outlined the project drivers for 3 year capital planning and 10 year facility planning. Consideration was also given to factors for considering replacement schools, modernizations, and "solution" projects. Discussion also involved an overview of the priorities from a school board perspective.

d.) Scope

In EIPS' Ten-Year Facility Plan, Sherwood Heights, Salisbury Composite High School, École Campbelltown, and Pine Street were all identified as requiring major modernizations or replacement as short and medium term recommendations. Clover Bar Junior High was included as part of the contingency planning for Sherwood Heights. All of the buildings are between 50 - 60 years old and require upgrades to their mechanical and electrical systems as well as programmatic upgrades for education delivery and have been high on EIPS' Capital Request List for a number of years.

Also a part of the Facility Plan was the recommendation to undertake a cluster study for these schools to address the issues of low utilization and static enrolment projections. The purpose of the two day session was to develop a comprehensive school accommodation strategy to help inform future decisions around the best use of the spaces. The aim is to optimize the use of the buildings through a combination of modernizations, grade reconfigurations, or consolidations.

The scope of the sessions dealt with these major aspects:

- ^ Address current condition of Sherwood Heights
- ^ Address ageing infrastructure and inefficiency of all identified existing facilities
- ^ Address low utilization in the identified elementary schools and Clover Bar Junior High
- ^ Address low utilization of Salisbury Composite High School

In order to achieve Government approval, a "solution" approach will most likely be required. The value scoping sessions look at the best possible use of government resources while providing the most effective use of educational facilities for the families of Sherwood Park.

e.) Functional Analysis (What is Important?)

The Functional Analysis Phase determined the most important criterion to assess the various solutions decided by the Value Scoping Session participants. This identifies the important wants and needs for the students, the community, and the school division from a larger perspective of education delivery.

f.) Creativity Phase (Generating Ideas)

Once the criteria was developed, discussion took place through a brainstorming session where all ideas were tabled and discussed. The ideas were not evaluated immediately so that as many possibilities as possible could be brought up. Fifteen potential options were identified which addressed different aspects for all schools.

No pre-developed options were presented as the purpose of the session was to have the team members identify what are the important ideas to be addressed. The following suggested options were collaboratively chosen and explored by the Value Scoping Session participants.

g.) Development Phase

Following the tabling and discussion of all options, discussion moved to identifying the best-value options that would provide improved education delivery for the schools. The options were discussed as standalone solutions or as part of a comprehensive solution combining multiple options. The options identified for further development were:

- ^ Option 1 – Replace Sherwood Heights as a 1:1 replacement
- ^ Option 1a – Major modernization of Sherwood Heights
- ^ Option 2 – Combine Pine Street and École Campbelltown in a single new replacement school
- ^ Option 2a – Combine Pine Street and École Campbelltown through a major modernization and addition
- ^ Option 3 – Modernize / Expand Salisbury Composite to include Sherwood Heights
- ^ Option 6b – Combine Sherwood Heights and École Campbelltown into a single 1000 student K-9, offer École Campbelltown to the Francophone Board, modernize Pine Street Elementary, reduce modulars at École Campbelltown, Pine Street Elementary, and Clover Bar Junior High, redesignate programs from Sherwood Heights to Clover Bar
- ^ Option 9 – Reduce modular classrooms at École Campbelltown, Pine Street, and Clover Bar to increase utilization
- ^ Option 13 – Reduce Salisbury Composite to an appropriate size of expected enrolments

h.) Evaluation Phase

Using the evaluation criteria, each option was evaluated both as a group and with individual evaluations after the session. In addition, participants were asked to identify significant likes and dislikes for each option. Rather than ranking the options, each option was evaluated on how it addressed the evaluation criteria. This phase provides a summary of the responses and identifies consensus.

i.) Summary and Recommendations

A comprehensive value summary was discussed and compared by all participants. This report identifies all of the potential options in order to assist the school division in determining capital planning priorities and what should be further explored.

Due to the nature of the challenges with the schools, no single school can be addressed and a “solution” based response is required. A straight 1:1 replacement of Sherwood Heights is not attainable because it must also address the utilization rates of the other schools as well.

As mentioned earlier, the scope of the sessions deal with these required outcomes:

1. Address current condition of Sherwood Heights
2. Address ageing infrastructure and inefficiency of all identified existing facilities
3. Address low utilization in the identified elementary schools and Clover Bar Junior High
4. Address low utilization of Salisbury Composite High School

No single option discussed will address all outcomes. A summary chart provided below identifies how each option addresses each of the required outcomes:

Single Options	Current Condition of Sherwood Heights	Ageing Infrastructure of Identified Facilities	Low Utilization of Elementary Schools and Clover Bar	Low Utilization of Salisbury Composite	Costing
1	yes	no	no	no	\$22,828,982
1a	yes	no	no	no	\$18,161,979
2	no	no	yes	no	\$21,746,122
2a	no	no	yes	no	\$20,405,538
3	yes	no	no	yes	\$54,733,572
6b	yes	yes	yes	no	\$38,431,837
9	no	no	yes	no	\$1,265,000
13	no	no	no	yes	\$33,763,638
Combined "solution" Options					
Solution A: 1,2,13	yes	yes	yes	yes	\$78,338,742
Solution B: 2,3	yes	yes	yes	yes	\$76,479,694
Solution C: 6b,13	yes	yes	yes	yes	\$72,195,475

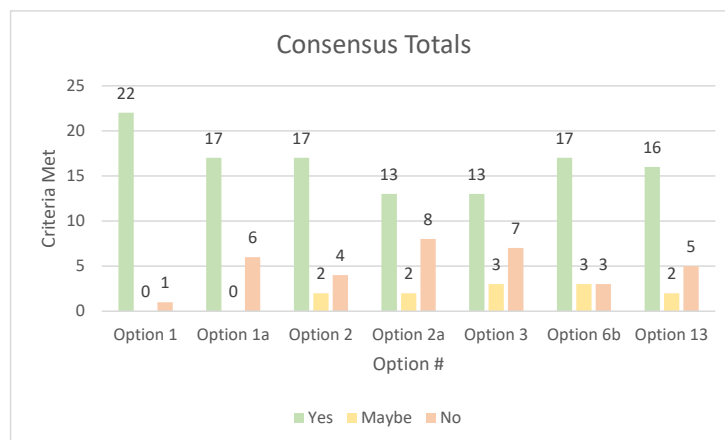
At the end of the sessions, all of the options were discussed with regards to how well they met the evaluation criteria. As no single option would address all of the desired outcomes, each option was reviewed in relation to the evaluation criteria and consensus was reached on how well the option met the criteria.

A "yes" evaluation meant the option fully met the criteria, a "no" meant it did not, while a "maybe" designation indicated that there was potential for the option to meet the criteria but additional or unknown factors could impact it either way.

Overall, each of the options met a majority of the criteria while some had more negatives than others.

Ranking of Combined Solutions

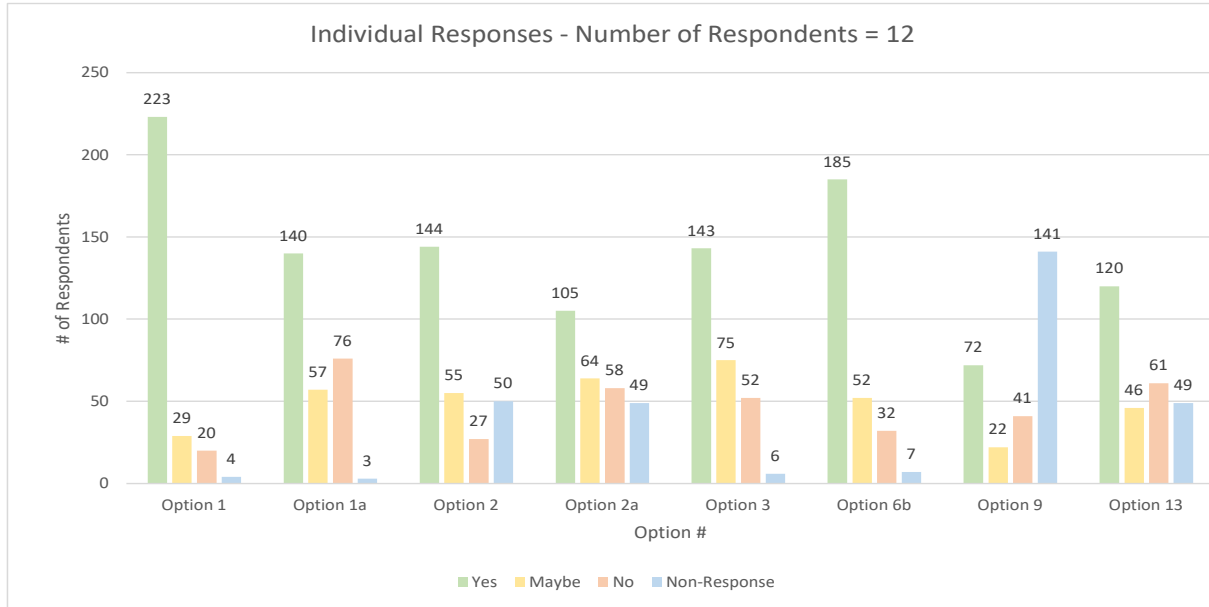
Solution	Cost Ranking	Consensus Ranking	Individual Response Ranking	Average
A 1,2,13	3 of 3 (33.3%)	1 of 3 (99.9%)	1 of 3 (99.9%)	77.7%
B 2,3	2 of 3 (66.6%)	3 of 3 (33.3%)	3 of 3 (33.3%)	44.4%
C 6b,13	1 of 3 (99.9%)	2 of 3 (66.6%)	2 of 3 (66.6%)	77.7%



In addition to the consensus evaluation completed during the session, the evaluation chart was sent to all individuals to ensure that all participants who had attended at different points during the sessions had the opportunity to provide feedback on the options.



The chart below indicates the number of participants who responded to each of the options as being positive, neutral, or negative.



Options Commentary

- Option 1, 2, and 6b had the most positive responses in terms of meeting the evaluation criteria. It should be reiterated that no single option satisfies all of the outcomes and should be considered as part of a "solution" approach.
- It is important that other outside factors are taken into consideration in assessing each option. For example Option 6b, while meeting a number of the evaluation criteria, would result in a large K-9 school that would face difficulty in zoning, site capacity, traffic impact, and planning approval.
- Option 9 was identified in order to reduce low utilization issues at Pine Street, École Campbelltown, and Clover Bar. Due to the nature of this option, it could be considered as an immediate separate option to pursue as it would improve numbers at the respective schools and could be a separate capital request under the modular classroom program. The value is that this work would take place regardless of the other options as no matter what option is pursued, the modular units would be relocated.

Solutions Options

Solution A: Option 1, 2, and 13

- ^ This solution would involve the replacement of Sherwood Heights, combining École Campbelltown and Pine Street, and reducing Salisbury Composite. This would address the outcomes of addressing the current condition of Sherwood Heights, the condition and low utilization issues at Pine Street and École Campbelltown, and the low utilization at Salisbury Composite.

Solution B: Option 2 and 3

- ^ This solution would involve combining École Campbelltown and Pine Street, and modernizing / expanding Salisbury Composite to accommodate Sherwood Heights students. While it does address all of the major outcomes identified, it does not address some of the evaluation criteria that was identified as being of high importance such as construction disruption, potential grade reconfigurations, and maintaining internal communities.

Solution C: Option 6b and 13

- ^ This solution would involve combining Sherwood Heights and École Campbelltown into a single K-9 and addressing Pine Street's ageing infrastructure through a minor modernization, while also reducing Salisbury Composite. While it does address all of the major outcomes identified, a major risk is that the result is a large K-9 school that would face many challenges in getting approval due to size and the ability for the site and neighbourhood to handle the student numbers.
- ^ This solution would involve relocating some programs to Clover Bar in order to meet the capacity of 1000 students. If no programs were moved, the capacity of the school would increase to 1200 students to accommodate the projected enrolments at an 80% utilization.

Best Performing Solution

The best performing option would be Solution C: combining Option 6b and 13. This is based on the option requiring the lowest capital cost while meeting a large number of evaluation criteria, specifically the following items:

1. Addresses the current condition of Sherwood Heights.
2. Addresses the ageing infrastructure of Pine Street Elementary and Ecole Campbelltown.
3. Addresses low utilization of Pine Street Elementary, Ecole Campbelltown, and Clover Bar Junior High.
4. Addresses low utilization of Salisbury Composite High School.
5. Lowest initial capital cost of the three Solution options.
6. Reduces number of EIPS school sites with a 2:1 replacement.
7. Minimizes construction disruption to students.
8. Reduces construction risk with a replacement school and minimizing the number of schools requiring modernization.
9. Brings schools in line with Alberta Education guidelines and projected enrolments.
10. Maintains identity and community presence.

Recommended Next Steps

In conclusion to the Value Scoping Sessions, it is recommended that Elk Island Public Schools follow these steps:

Short-Term Tasks:

1. Review the Value Scoping Session Report for support in making a decision on how they would like to revise their school capital plan taking into consideration the findings of this study.
2. Develop more detailed reviews / analysis and business case for Sherwood Heights to determine the potential cost and schedule of a major modernization versus a replacement facility.
3. Further develop the strategy for accommodating Sherwood Heights students should the school experience infrastructure failures and the facility cannot continue to operate. Discussion has already taken place with respect to moving students to Salisbury Composite with short notice and this should be formalized as a plan of action should this contingency need to be enacted.
4. Engage with Strathcona County to determine any limitations on the impacted sites that would prevent any of the options to be accommodated.

Medium-Term Tasks:

5. Continue discussions amongst The Board of Trustees of Elk Island Public Schools Value Scoping Session participants.
6. Conduct ESA and geotechnical investigations for the Sherwood Heights site to prepare for a replacement school facility on the site.
7. Additional investigation into the site and building conditions of Pine Street Elementary to address any unforeseen conditions to ensure that a minor modernization is sufficient and if not, to determine the potential cost and schedule of a major modernization versus a replacement facility.
8. Continue partnership discussions with Strathcona County and other community groups that may have an impact on the programming and funding of the capital requests. This also includes developing any joint use agreements.

Long-Term Tasks:

9. Monitor and adapt the recommendation in this report based on changes to the community and ongoing discussions.

2 VALUE SCOPING SESSION

2.1 Organization Phase

The Board of Trustees of Elk Island Public Schools - Sherwood Park Schools Solution Value Scoping process was conducted and scheduled as follows:

- ^ Introduction Meeting February 25, 2020 (meeting summary attached in Appendix B)
- ^ Internal School Division Meeting with Plant Operations and Maintenance Staff March 5, 2020 (meeting summary attached in Appendix B)
- ^ Site Visits March 11, 2020 (meeting summary attached in Appendix B)
- ^ Value Scoping Session Day 1 September 21, 2020
- ^ Value Scoping Session Day 2 September 23, 2020

The basis of organization for The Board of Trustees of Elk Island Public Schools- Sherwood Park Schools Solution Value Scoping Session was initiated at the February 25, 2020 Introduction Meeting. Those in attendance at the February, 25th meeting are as follows:

Name	Email	In Attendance
Chris Woollard	cwoollard@startarchitecture.ca	✓
Calvin Wait	calvin.wait@eips.ca	
Robert Derech	robert.derech@eips.ca	✓
Brent Dragon	brent.dragon@eips.ca	✓
Michelle Kowalchuk	michelle.kowalchuk@eips.ca	✓

On March 5, 2020 an Internal School Division Meeting was conducted with Plant Operations and Maintenance Staff Members to document building issues and concerns. The following individuals were involved in the discussions:

Name	Name
Dave Lesanko	Craig Polglase
Allan Schwanke	Allan Salvador
Mel Felske	Juls Santos
Dale Lloyd	Dustin Stortz
John Lochtie	Michelle Kowalchuk

Value Scoping Site Visits took place on March 11, 2020, walking participants through: Pine Street Elementary, École Campbelltown Elementary School, Salisbury Composite High School, Sherwood Heights Junior High School, and Clover Bar Junior High School.

The two-day virtual Value Scoping Session took place on Monday, September 21, 2020 and Wednesday, September 23, 2020. The time line of the Value Scoping Session was pushed back due to the COVID-19 pandemic and ultimately resulted in a virtual session.

The Value Scoping Session was facilitated by Chris Woollard, Architect (START Architecture, formerly ONPA Architects).

The attendee list of participants in the two-day Value Scoping Session can be found in Appendix A.

Background Information

The following information was referenced and assembled in preparation for the session:

- ^ List of invitees and attendance confirmation

School-Specific Information

- ^ Small scale drawings
- ^ Hazmat reports
- ^ Requirement list reports
- ^ Facility condition assessment reports
- ^ RECAPP reports
- ^ Site photos
- ^ Comparison of school with Alberta Education guidelines
- ^ Review of site for future expansion
- ^ Existing facility drawings

General School Division Information

- ^ 2019 - 2022 Three-year capital plan
- ^ 2020 - 2023 Three-year capital plan
- ^ 2021 - 2024 Three-year capital plan
- ^ Sherwood Park attendance boundary maps for elementary, junior high, and senior high
- ^ Recommendation report (Oct. 23, 2019)
- ^ Recommendation report (Oct. 20, 2016)
- ^ Recommendation report (March 16, 2017)
- ^ Recommendation report (October 26, 2017)
- ^ 10 Year facilities plan (2016-2026)
- ^ 10 Year facilities plan (2020-2030)
- ^ 2019 - 2020 Area Capacity and Utilization Report
- ^ 2018 - 2019 Area Capacity and Utilization Report

Strathcona County Information

- ^ Strathcona County population census (2018)
- ^ Strathcona County census reports (2015)
- ^ Strathcona County economic update
- ^ Strathcona County economic directions 2020
- ^ Strathcona County building construction, housing data, and demographics
- ^ Land use bylaw
- ^ Transportation routes
- ^ Traffic count maps
- ^ Strathcona County community mapping

Alberta Education and Infrastructure Guidelines

- ^ School capital manual (March 2015)
- ^ Technical design requirements (March 2019)
- ^ Barrier-free design guide (July 2008)

2.2 Information Phase (What Do We Know?)

Day 1 of the Value Scoping Session started out with background information provided to all participants. It was important to disclose all information and give team members the opportunity to ask any questions about the project scope or any of the material discussed.

Once introductions and a brief project scope were completed by Chris Woollard, Alison Matichuk from Alberta Education provided background and key considerations for the Value Scoping Session from an Alberta Education standpoint. The gated approval process was explained to ensure that projects are thought through before approval. The Province's highest priorities are met first and there are limited capital dollars and competition from other government projects. It is important to provide extensive business cases and demonstrate that alternatives have been explored. Key considerations include:

- ^ Demonstrating the right amount of space for current and future enrolment
- ^ From a maintenance standpoint: important to ensure buildings are more efficient and enable capital maintenance dollars to go further. Demonstrating the best use of existing infrastructure is a key component.
- ^ Continued municipal and community partnerships are valued by Alberta Education

Mark Latimer from Alberta Infrastructure spoke to considerations from an Alberta Infrastructure standpoint. Key considerations include:

- ^ Functionality: how a space functions to its full potential
- ^ Sustainability: low-carbon design, sustainable design, life-cycle maintenance and maximizing existing systems
- ^ Flexibility: maintain a high level of flexibility, in a fiscally responsible manner, while keeping in mind annually projected costs
- ^ Accessibility: must follow universal design guides and be inclusive of all genders, cultures, and religions
- ^ Form: simple design that emphasizes functionality

Mark Liguori from Elk Island Public Schools further explained what are priorities from the School Board's perspective:

- ^ Important to address growth and success for all students looking at long term viability of assets and if the current spaces are in the right places
- ^ Enhance high quality education
- ^ Provide fair access to all facilities
- ^ Address health and safety
- ^ Important to look at new and growing sectors
- ^ Environmentally and fiscally responsible

Provincial government prioritizes:

- ^ Locating schools close to where students live
- ^ Support increased CTS opportunities
- ^ Continue to use steel-frame modular units
- ^ Increase capital maintenance and renewal cost-effectiveness

Specific to the Elk Island Public Schools sector, considerations should be made keeping these key aspects in mind:

- ^ Surplus of student spaces
- ^ Ageing space
- ^ Sherwood Heights area: deferred maintenance deficit / lower number of students per hectare.

Capital Planning Process

Chris Woollard described how the Value Scoping Session would unfold and provided background information from the Capital Planning Process (taken from the School Capital Manual Chapter 2 Update - 2020) from Alberta Education. Day one of the Value Scoping Session would begin with a discussion of ideas culminating with a priority list of what the group is looking for to be addressed in the physical space, functional requirements and program specific elements.

Base information from the Capital Planning Process outlines the Ten-Year Facility Plan that focuses on the existing facilities' age, condition, utilization and needs. Enrolment, modernization and facility conditions are taken into account.

The Three-Year Plan narrows in on more urgent requests, priorities. The data and evidence scope is clearly defined and the education solution meets the mandate of program delivery.

Various project drivers and definitions exist to assess the need for a **solution**:

- | | |
|--------------------------|---------------------------------|
| ^ Building condition | ^ Functionality and programming |
| ^ Community renewal | ^ Health and safety |
| ^ Declining demographics | ^ Legal |
| ^ Enrolment pressures | |

Circumstances underly the reasons why an existing school should be considered for **modernization**. These factors include:

- | | |
|--|---|
| ^ Health and safety issues | ^ Ability to deliver a specific planned program |
| ^ Age and condition of the building | ^ Current enrolment below 85% |
| ^ Utilization and student demographics | ^ Identify current issues with the building's ability to provide functional programming |
| ^ Ability to deliver standard K-12 education | |

Circumstances underly the reasons why an existing school should be considered for **replacement**. These factors include:

- | | |
|---|---|
| ^ If modernization is more than 75% cost of new school | ^ If utilization is below 85%, intended capacity needs to be identified |
| ^ Evidence that all strategies have been looked at and are not feasible | |

Existing Conditions

Existing building information was gathered and provided to all participants. This included information on:

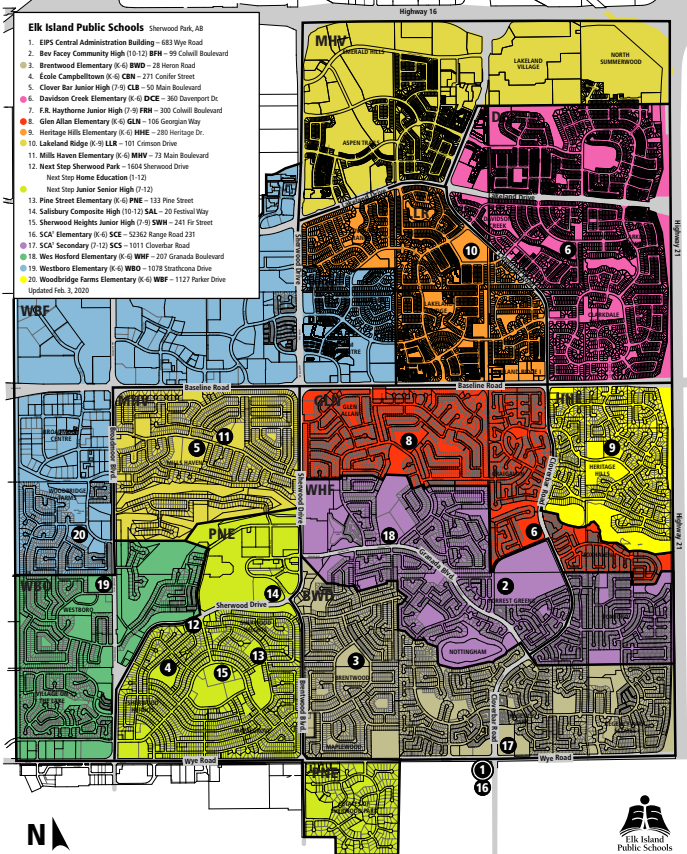
- ^ Locations
- ^ Attendance Boundaries
- ^ Feeder Framework
- ^ Grade Configuration
- ^ Building Area
- ^ Capacity / Utilization
- ^ Current Enrolment and Projections
- ^ Facility Condition
- ^ Maintenance Needs
- ^ Comparison with Alberta Education Guidelines

In addition, each Principal / Assistant Principal spoke to the existing condition of their respective school. Their insight, in combination with summaries from the Facility Evaluation reports are described on the following pages.



Elk Island Public Schools' Elementary Attendance Boundaries

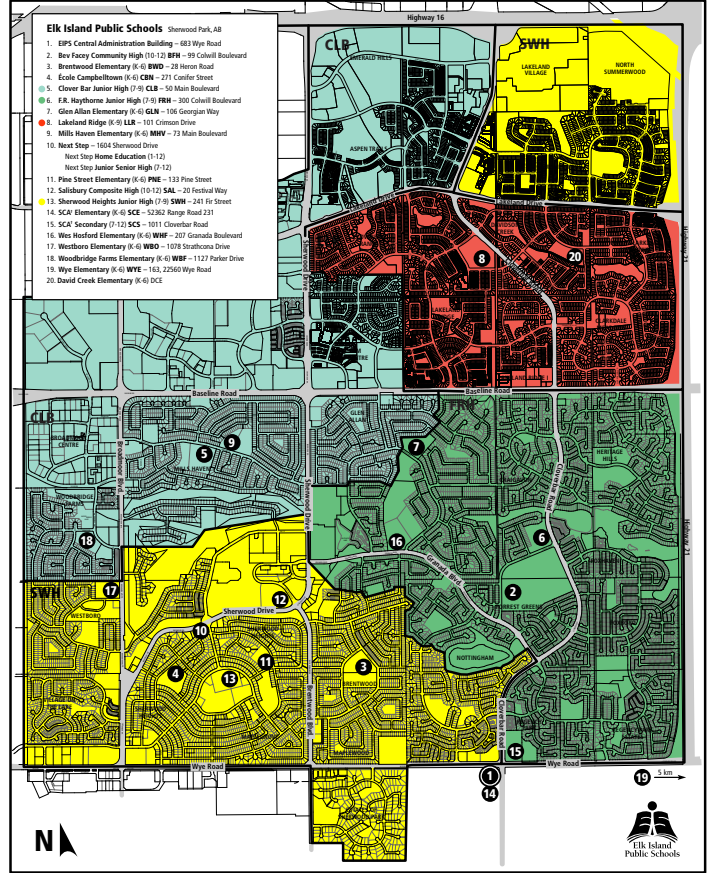
Effective 2020-21
Sherwood Park



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Elk Island Public Schools' Junior High Attendance Boundaries

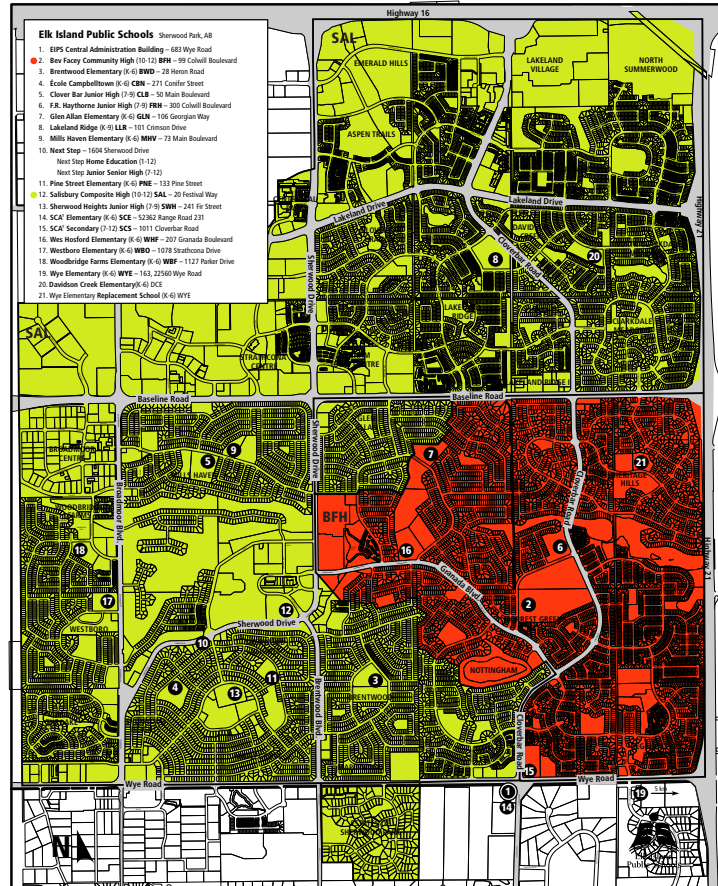
Sherwood Park



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Elk Island Public Schools' Senior High Attendance Boundaries

Effective 2019-20
Sherwood Park





The Feeder School Framework

The following feeder school framework is in place within Elk Island Public Schools:

Elementary	Junior High	Senior High
Sherwood Park		
Mills Haven Elementary Woodbridge Farms Elementary ² Glen Allan Elementary	⁴ Clover Bar Junior High	Salisbury Composite High Bev Facey Community High
¹ Brentwood Elementary Pine Street Elementary Westboro Elementary ³ Davidson Creek Elementary	Sherwood Heights Junior High	Salisbury Composite High
Lakeland Ridge ³ Davidson Creek Elementary	Lakeland Ridge	Salisbury Composite High
¹ Brentwood Elementary ² Glen Allan Elementary Wes Hosford Elementary Wye Elementary	F.R. Haythorne Junior High	Bev Facey Community High
Rural Strathcona County		
Ardrossan Elementary Uncas Elementary	Ardrossan Junior Senior High	Ardrossan Junior Senior High
Fultonvale Elementary Junior High	⁵ Fultonvale Elementary Junior High	Ardrossan Junior Senior High Salisbury Composite High Bev Facey Community High
French Immersion		
École Campbelltown	Sherwood Heights Junior High	Ardrossan Junior Senior High
École Parc Élémentaire Ardrossan Elementary	Ardrossan Junior Senior High	Ardrossan Junior Senior High
Logos Christian Program		
Brentwood Elementary Westboro Elementary	⁶ Sherwood Heights Junior High	

¹ A portion of the designated attendance area of Brentwood Elementary is designated to Sherwood Heights Junior High and the other portion is designated to F.R. Haythorne Junior High.

² A portion of the designated attendance area of Glen Allan Elementary is designated to Clover Bar Junior High and the other portion is designated to F.R. Haythorne Junior High.

³ A portion of the designated attendance area of Davidson Creek Elementary is designated to Lakeland Ridge and the other portion is designated to Sherwood Heights Junior High.

⁴ A portion of the designated attendance area of Clover Bar Junior High is designated to Bev Facey Community High and the other portion is designated to Salisbury Composite High School.

⁵ The designated attendance area of Fultonvale Elementary Junior High is further split among three different senior high schools for grades 10-12. For specific information, please review the school attendance area maps.

⁶ After Grade 9 students will be directed to their designated High School.

Sherwood Heights Junior High School

- ^ **Location:** 241 Fir Street in Sherwood Park
- ^ **Grade configuration:** 7-9
- ^ **Year Constructed:** 1958 (additions in 1959, 1998, 1992, 1997)
- ^ **Gross Area:** 7,283 sq. m.
- ^ **Instructional Area:** 3,569 sq. m.
- ^ **Floors:** 1, with section of two floors.
- ^ **Net Capacity:** 759 students
- ^ **Enrolment 2019 / 2020:** 587 students
- ^ **Utilization Percentage:** 77%
- ^ **Facility Condition Index (FCI):** 0.25 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$5,923,900
- ^ **Replacement Cost (from 2017):** \$23,367,525

Principal Comments:

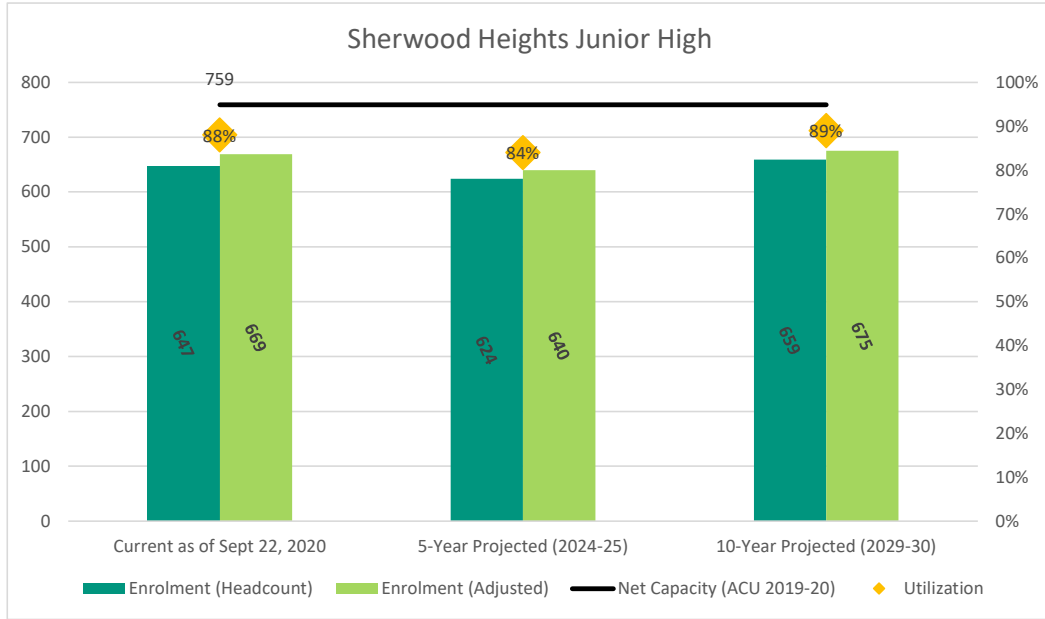
- ^ Air flow, heating, temperature either approximately 15 degrees or approximately 30 degrees, no middle ground
- ^ Electrical issues: power goes out if too many devices are plugged in
- ^ Gymnasium space is an issue; educators cut back on students' gym time to make scheduling work
- ^ Considerable amounts of unusable space that is not functional
- ^ Band room is caving in

Plant Operation / Maintenance Excerpts:

- ^ Roof is leaking in multiple sections
- ^ Exterior stucco is cracking
- ^ Heating system is an ongoing issue
- ^ Signs of frost heave at rear of building
- ^ Boilers require replacement
- ^ Air system is leaking and access is impaired for repair
- ^ No major electrical issues, but panels are at capacity



Sherwood Heights Junior High School



Programming Comments:

- ^ While the facility is close in terms of number of teaching spaces, the school is deficient in instructional area overall.
- ^ The most notable deficiencies are the Gymnasium, Library, Ancillary, and CTS.
- ^ The school is deficient in flexible gathering space which is keenly felt in junior high schools.
- ^ As a result of numerous renovations, the school has a number of different levels for various spaces which makes accessibility an issue.

Area Comparison Chart

#	Existing School (759 Capacity)		#	Provincial Guidelines (750 Capacity 7 - 9 School)		VARIANCE
	Instructional Space	Total Area m²		Instructional Space	Total Area m²	
19	Classrooms	1,317.7	19	Classrooms @ 80m ²	1,520.0	(202.3)
3	Science Classrooms @ 120m ²	287.0	3	Science Classrooms @ 120m ²	360.0	(73.0)
0	Science Classrooms @ 95m ²	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	271.2	2	Large Ancillary @ 130m ²	260.0	11.2
2	Small Ancillary	171.9	3	Small Ancillary @ 90m ²	270.0	(98.1)
1	Gymnasium	561.3	1	Gymnasium	815.0	(253.7)
1	Gym Storage	27.0	1	Gym Storage @ 10% Gym Size	82.0	(55.0)
1	Library	189.3	1	Library	300.0	(110.7)
3	CTS	424.7	3	CTS @ 200m ²	600.0	(175.3)
3	Info Services	318.9	3	Info Services @ 115m ²	345.0	(26.1)
	Subtotal:	3,569.0		Subtotal:	4,552.0	(780.7)
	Total Instructional	3,569.0		Total Instructional Area:	4,552.0	(983.0)
	Number of Instructional Spaces:	35.0		Number of Instructional Spaces:	36.0	(1.0)
	Non-Instructional Space	Total Area m²		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas	-		Admin & Staff Areas	397.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	40.0	-
	Mechanical & Meter	-		Mechanical & Meter	189.0	-
	Recycle Room(LEED)	-		Recycle Room (LEED)	11.0	-
	Physical Education	-		Physical Education	160.0	-
	Circulation	-		Circulation	988.0	-
	Wall Area	-		Wall Area	474.0	-
	Storage Area	-		Storage Area	138.0	-
	Washroom Area	-		Washroom Area	90.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	24.0	-
	Flexible Space	-		Flexible Space	180.0	-
	Wiring/Network	-		Wiring/Network	40.0	-
	Subtotal	-		Subtotal	-	
	Total Non-Instructional	-		Total Non-Instructional	2,731.0	-
	Total Area	3,569.0		Total Area	7,283.0	-
	Area per Student	-		Area per Student	8.91	-

Pine Street Elementary School

- ^ **Location:** 133 Pine Street, Sherwood Park
- ^ **Grade configuration:** K-6
- ^ **Year Constructed:** 1962 (1971 Addition plus modulars)
- ^ **Gross Area:** 3,264 sq. m.
- ^ **Instructional Area:** 2,445.3 sq. m.
- ^ **Floors:** 2
- ^ **Net Capacity:** 579 students
- ^ **Enrolment 2019 / 2020:** 366 students
- ^ **Utilization Percentage:** 63%
- ^ **Facility Condition Index (FCI):** 0.24 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$2,839,091
- ^ **Replacement Cost (from 2017):** \$11,862,823

Principal Comments:

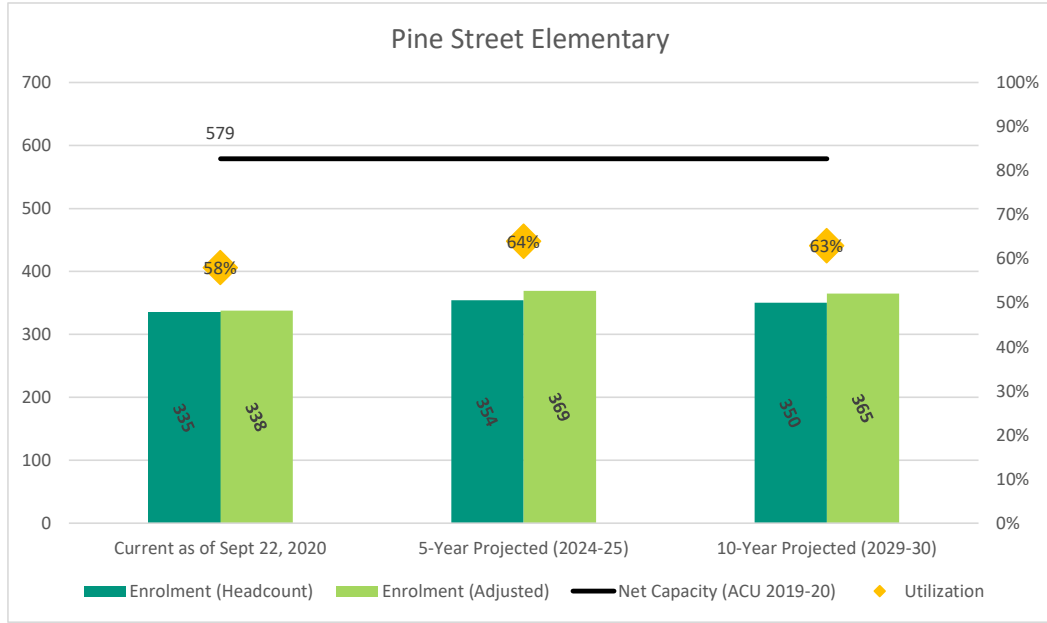
- ^ Concerns around air flow and electricity
- ^ Currently 10 spare classrooms
- ^ Site is older and has 4 modular units (2 from 2013, 1 from 2015); currently used for storage and can be removed to bring utilization number up.

Plant Operation / Maintenance Excerpts:

- ^ Second floor AHU requires replacement
- ^ Exterior doors require replacement
- ^ Interior finishes require repair
- ^ Exterior windows require replacement
- ^ Hot water tanks are nearing the end of their design life
- ^ PA system requires replacement
- ^ Boilers are newer and in good shape
- ^ Roofing is functional and has had partial replacement



Pine Street Elementary School



Programming Comments:

- ^ The school is comparable to the guidelines with regards to number of teaching spaces and instructional area.
- ^ The school currently has two additional instructional spaces above the guidelines but plans have been discussed to relocate two modular classrooms which will bring the facility in line and improve upon utilization rates.

Area Comparison Chart

#	Existing School (579 Capacity)	#	Provincial Guidelines (600 Capacity K-6 School)	VARIANCE
Instructional Space		Instructional Space		
19	Classrooms	17	Classrooms @ 80m2	(0.7)
0	Science Classrooms @ 120m2	0	Science Classrooms @ 120m2	-
3	Science Classrooms @ 95m2	3	Science Classrooms @ 95m2	(73.8)
1	Large Ancillary	1	Large Ancillary @ 130m2	(35.6)
3	Small Ancillary	3	Small Ancillary @ 90m2	(22.5)
1	Gymnasium	1	Gymnasium	(75.8)
1	Gym Storage	1	Gym Storage @ 10% Gym Size	(28.6)
1	Library	1	Library	(75.7)
0	CTS	0	CTS @ 200m2	-
0	Info Services	0	Info Services @ 115m2	-
Subtotal:		Subtotal:		(312.0)
Total Instructional		Total Instructional Area:		(312.7)
Number of Instructional Spaces: 29.0		Number of Instructional Spaces 27.0		2.0
Non-Instructional Space		Non-Instructional Space		
	Admin & Staff Areas		Admin & Staff Areas	-
	Wrap & Collaboration Space		Wrap & Collaboration Space	-
	Mechanical & Meter		Mechanical & Meter	-
	Recycle Room (LEED)		Recycle Room (LEED)	-
	Physical Education		Physical Education	-
	Circulation		Circulation	-
	Wall Area		Wall Area	-
	Storage Area		Storage Area	-
	Washroom Area		Washroom Area	-
	Accessible Washroom Facility		Accessible Washroom Facility	-
	Flexible Space		Flexible Space	-
	Wiring/Network		Wiring/Network	-
Subtotal		Subtotal		-
Total Non-Instructional		Total Non-Instructional		1,956.0

Total Area **2,445.3**

Total Area **4,714.0**
Area per Student **7.85**

École Campbelltown Elementary School

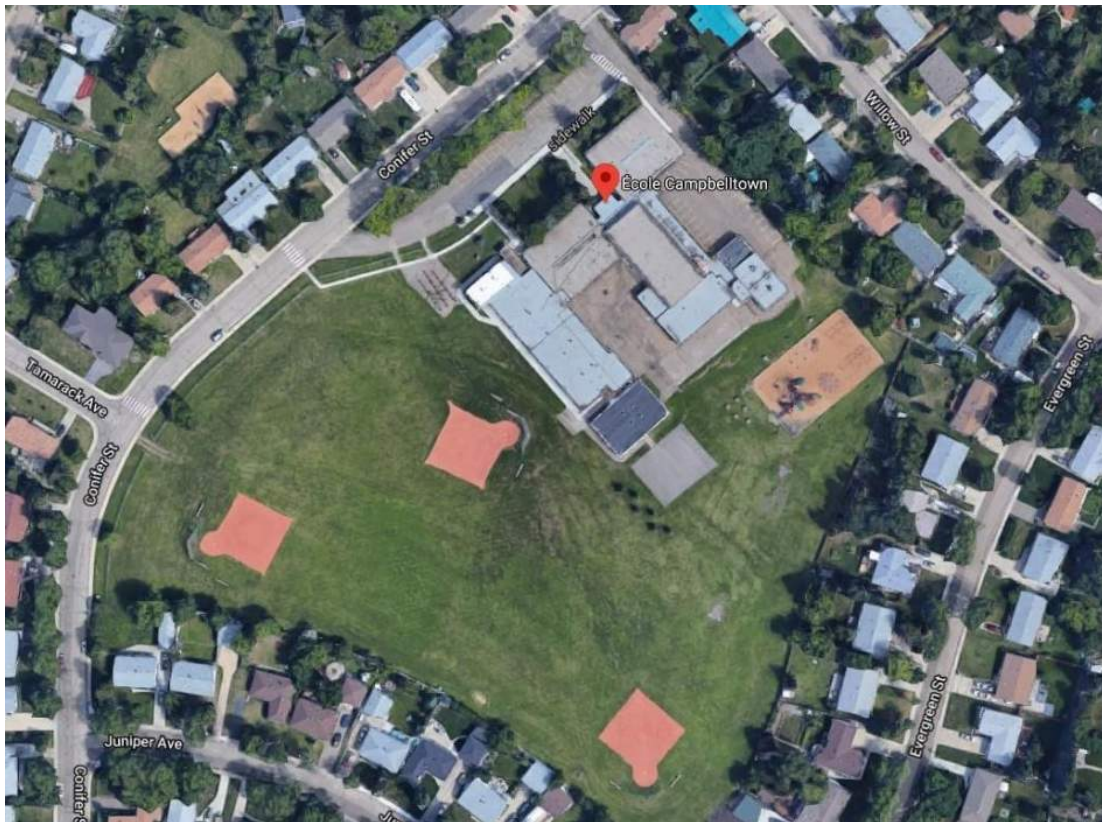
- ^ **Location:** 271 Conifer Street, Sherwood Park
- ^ **Grade configuration:** K-6
- ^ **Year constructed:** 1956 (1964 addition plus modulars)
- ^ **Gross area:** 2,867 sq. m.
- ^ **Instructional area:** 2,318.4 sq. m.
- ^ **Floors:** 1
- ^ **Net capacity:** 559 students
- ^ **Enrolment 2019 / 2020:** 402 students
- ^ **Utilization percentage:** 72%
- ^ **Facility Condition Index (FCI):** 0.21 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$2,140,075
- ^ **Replacement Cost (from 2017):** \$10,420,491

Principal Comments:

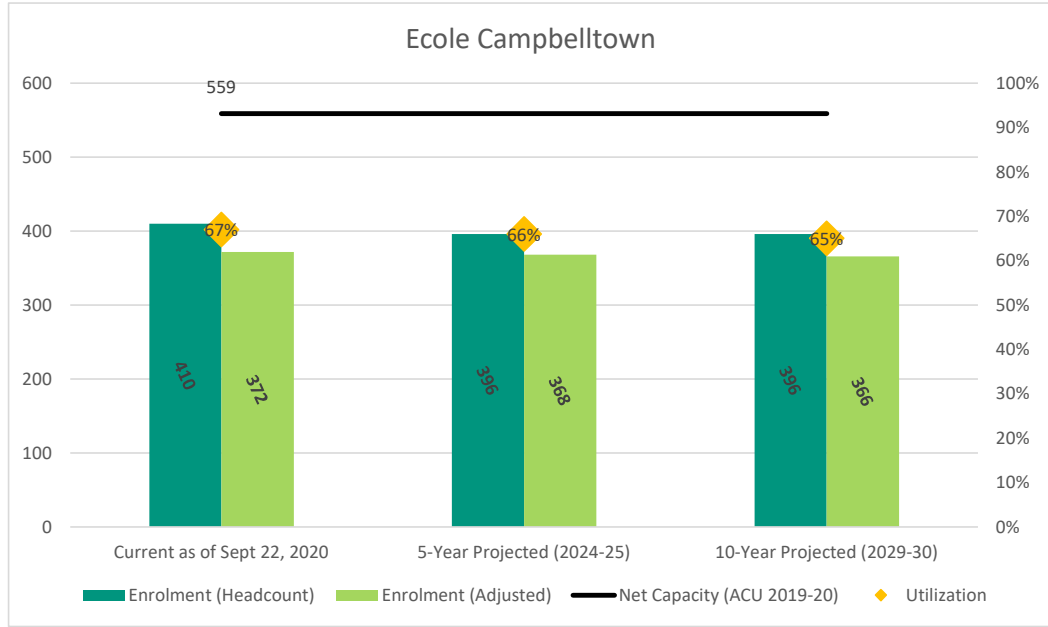
- ^ School itself in relatively fair shape
- ^ Vacant spaces created when students moved to Heritage Hills Elementary
- ^ Only using 2 of 5 modulars
- ^ Some wings have old furnace / vent units which allow a lot of cold air in

Plant Operation / Maintenance Excerpts:

- ^ AHUs are original and require replacement
- ^ No easy access to mechanical room for repair or replacement
- ^ Exterior doors are due for replacement
- ^ Interior doors are acceptable
- ^ Flooring is generally in satisfactory condition
- ^ Ceilings area tile with no easy access for repair



École Campbelltown Elementary School



Programming Comments:

- ^ The school is comparable to the guidelines with regards to number of teaching spaces and instructional area.
- ^ The most notable deficiencies are the Gymnasium and Library.
- ^ The school currently has two additional instructional spaces above the guidelines but plans have been discussed to relocate five modular classrooms which will bring the facility in line and improve upon utilization rates.

Area Comparison Chart

#	Existing School (559 Capacity)		#	Provincial Guidelines (550 Capacity K-6 School)		VARIANCE
	Instructional Space	Total Area m²		Instructional Space	Total Area m²	
19	Classrooms	1,381.6	16	Classrooms @ 80m ²	1,280.0	101.6
0	Science Classrooms @ 120m ²	-	0	Science Classrooms @ 120m ²	-	-
2	Science Classrooms @ 95m ²	151.0	2	Science Classrooms @ 95m ²	190.0	(39.0)
1	Large Ancillary	87.1	1	Large Ancillary @ 130m ²	130.0	(42.9)
3	Small Ancillary	251.4	3	Small Ancillary @ 90m ²	270.0	(18.6)
1	Gymnasium	307.2	1	Gymnasium	430.0	(122.8)
1	Gym Storage	25.5	1	Gym Storage @ 10% Gym Size	43.0	(17.5)
1	Library	114.6	1	Library	220.0	(105.4)
0	CTS	-	0	CTS @ 200m ²	-	-
0	Info Services	-	0	Info Services @ 115m ²	-	-
	Subtotal:	2,318.4		Subtotal:	2,563.0	(244.6)
	Total Instructional	2,318.4		Total Instructional Area:	2,563.0	(244.6)
	Number of Instructional Spaces:	28.0		Number of Instructional Spaces:	25.0	3.0
	Non-Instructional Space	Total Area m²		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas	-		Admin & Staff Areas	307.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	30.0	-
	Mechanical & Meter	-		Mechanical & Meter	162.0	-
	Recycle Room(LEED)	-		Recycle Room (LEED)	11.0	-
	Physical Education	-		Physical Education	70.0	-
	Circulation	-		Circulation	641.0	-
	Wall Area	-		Wall Area	308.0	-
	Storage Area	-		Storage Area	90.0	-
	Washroom Area	-		Washroom Area	66.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	12.0	-
	Flexible Space	-		Flexible Space	132.0	-
	Wiring/Network	-		Wiring/Network	30.0	-
	Subtotal	-		Subtotal	-	
	Total Non-Instructional	-		Total Non-Instructional	1,859.0	-
	Total Area	2,318.4		Total Area	4,422.0	-
				Area per Student	7.85	

Salisbury Composite High School

- ^ **Location:** 20 Festival Way, Sherwood Park
- ^ **Grade configuration:** 10-12
- ^ **Year constructed:** 1968 (1973, 1978 additions)
- ^ **Gross area:** 19,358 sq. m.
- ^ **Instructional area:** 11,027.1 sq. m.
- ^ **Floors:** 2
- ^ **Net capacity:** 1,978 students
- ^ **Enrolment 2019 / 2020:** 1,139 students
- ^ **Utilization percentage:** 58%
- ^ **Facility Condition Index (FCI):** 0.22 (fair / 2017)
- ^ **Total maintenance needs in the next 5 years (from 2017):** \$16,000,084
- ^ **Replacement Cost (from 2017):** \$73,317,630

Principal Comments:

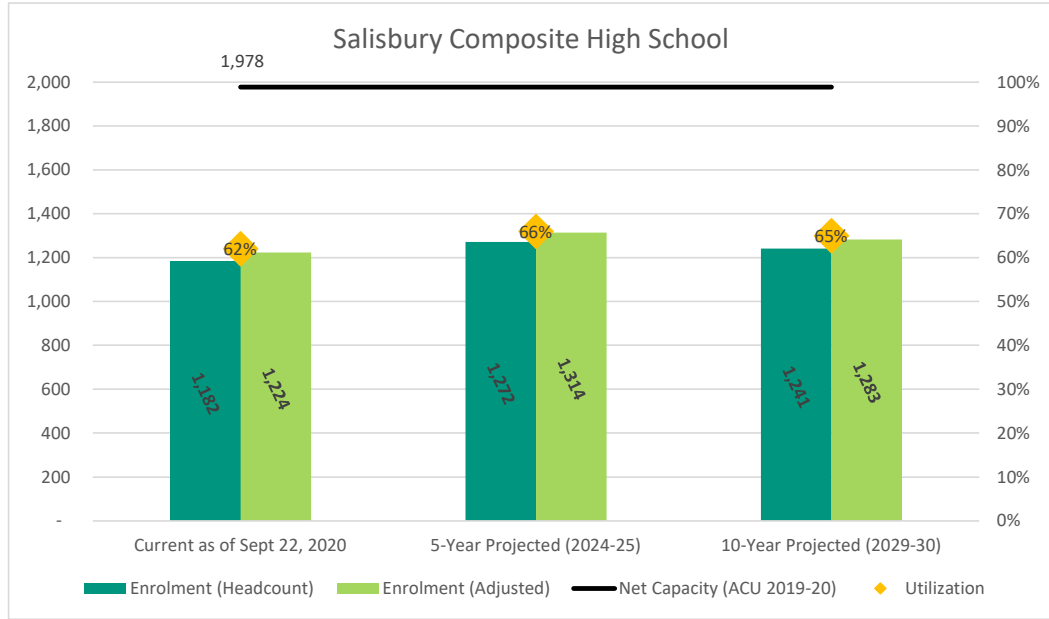
- ^ There is more of a demand for electricity
- ^ Ventilation works well; no hots/colds
- ^ Gym spaces are fully utilized
- ^ CTS areas - not as usable for current programming

Plant Operation / Maintenance Excerpts:

- ^ AHUs are original to the building and have issues / require replacement
- ^ Boilers are original to building and require replacement
- ^ Roof is an issue with leaks in various parts of the building
- ^ All plumbing fixtures are original and in need of replacement
- ^ Building automation system requires upgrade
- ^ Domestic water lines have started to undergo replacement
- ^ Exterior windows require repair / replacement



Salisbury Composite High School



Programming Comments:

- ^ The school is deficient in the number of teaching spaces and instructional area. However, due to low utilization rates this is not presenting an issue.
- ^ The most notable deficiencies are the Classrooms, Gymnasium, and Library. Balancing this is the CTS spaces which are larger than standard allocations due to the era in which they were added.

Area Comparison Chart

#	Existing School (1978 Capacity)	#	Provincial Guidelines (2000 Capacity 10-12 School)	VARIANCE
Instructional Space		Instructional Space		
41	Classrooms 3,122.1	52	Classrooms @ 80m2 4,160.0	(1,037.9)
9	Science Classrooms @ 120m2 1,107.5	10	Science Classrooms @ 120m2 1,200.0	(92.5)
0	Science Classrooms @ 95m2 -	0	Science Classrooms @ 95m2 -	-
2	Large Ancillary 620.7	2	Large Ancillary @ 130m2 260.0	360.7
9	Small Ancillary 1,126.0	9	Small Ancillary @ 90m2 810.0	316.0
1	Gymnasium 1,222.5	1	Gymnasium 2,025.0	(802.5)
1	Gym Storage 92.0	1	Gym Storage @ 10% Gym Size 203.0	(111.0)
1	Library 586.1	1	Library 900.0	(313.9)
10	CTS 2,781.8	10	CTS @ 200m2 2,000.0	781.8
2	Info Services 368.4	7	Info Services @ 115m2 805.0	(436.6)
Subtotal:		Subtotal:		(298.0)
Total Instructional 11,027.1		Total Instructional Area: 12,363.0		(1,335.9)
Number of Instructional Spaces 76.0		Number of Instructional Spaces: 93.0		(17.0)
Non-Instructional Space		Non-Instructional Space		
	Admin & Staff Areas -		Admin & Staff Areas 823.0	-
	Wrap & Collaboration Space -		Wrap & Collaboration Space 100.0	-
	Mechanical & Meter -		Mechanical & Meter 405.0	-
	Recycle Room -		Recycle Room (LEED) 22.0	-
	Physical Education -		Physical Education 400.0	-
	Circulation -		Circulation 2,591.0	-
	Wall Area -		Wall Area 1,244.0	-
	Storage Area -		Storage Area 363.0	-
	Washroom Area -		Washroom Area 240.0	-
	Accessible Washroom Facility -		Accessible Washroom Facility 24.0	-
	Flexible Space -		Flexible Space 480.0	-
	Wiring/Network -		Wiring/Network 45.0	-
Subtotal		Subtotal		
Total Non-Instructional -		Total Non-Instructional 6,737.0		-
Total Area 11,027.1		Total Area 19,100.0		-
		Area per Student 8.44		

Clover Bar Junior High School

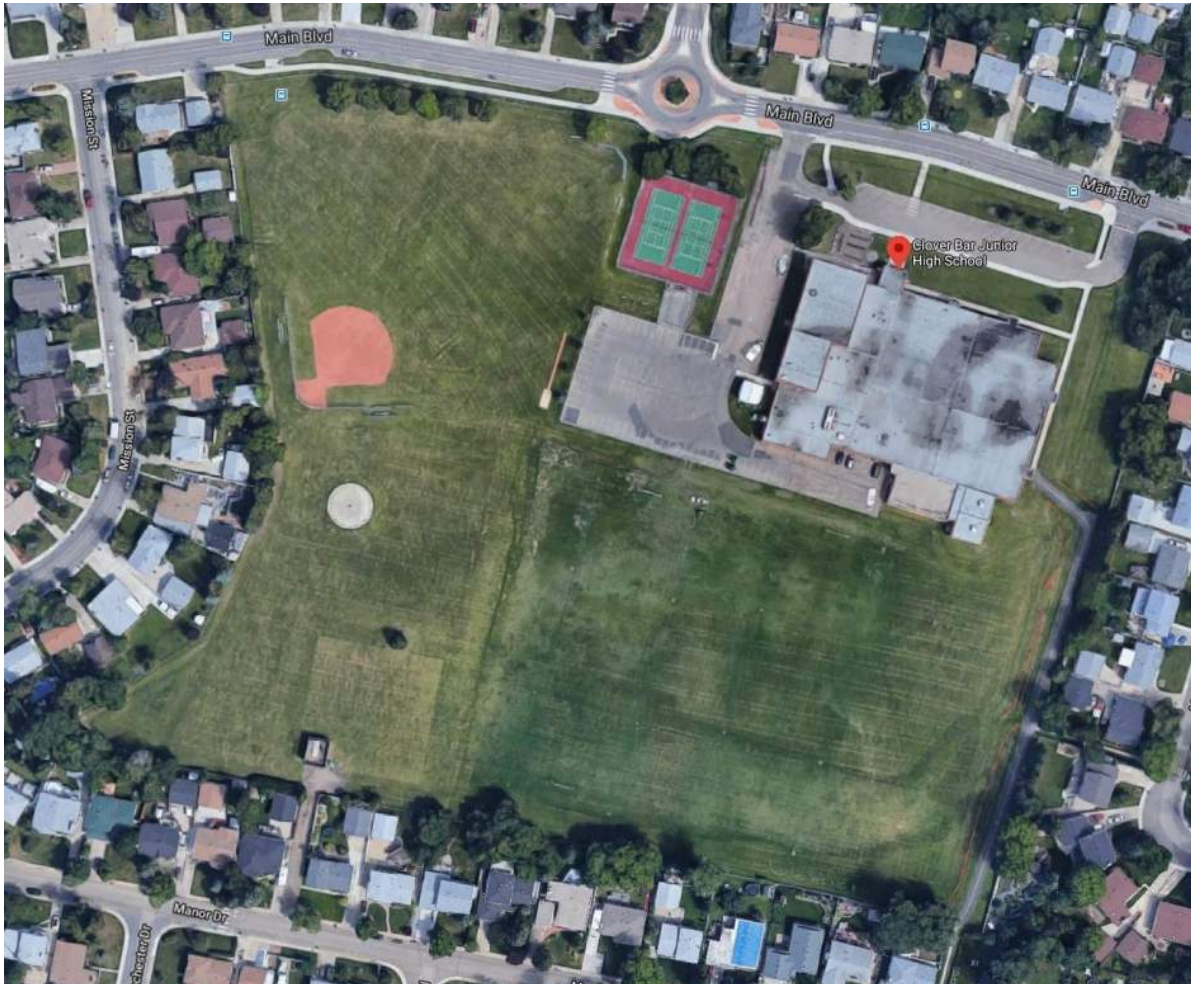
- ^ **Location:** 50 Main Blvd., Sherwood Park
- ^ **Grade configuration:** 7-9
- ^ **Year constructed:** 1971 (1986 addition plus modulars)
- ^ **Gross area:** 5,152 sq. m.
- ^ **Instructional area:** 3,262.5 sq. m.
- ^ **Floors:** 1
- ^ **Net capacity:** 638 students
- ^ **Enrolment 2019 / 2020:** 331 students
- ^ **Utilization percentage:** 52%
- ^ **Facility Condition Index (FCI):** 0.27 (fair / 2018)
- ^ **Total maintenance needs in the next 5 years (from 2018):** \$4,993,575
- ^ **Replacement Cost (from 2018):** \$18,729,265

Principal Comments:

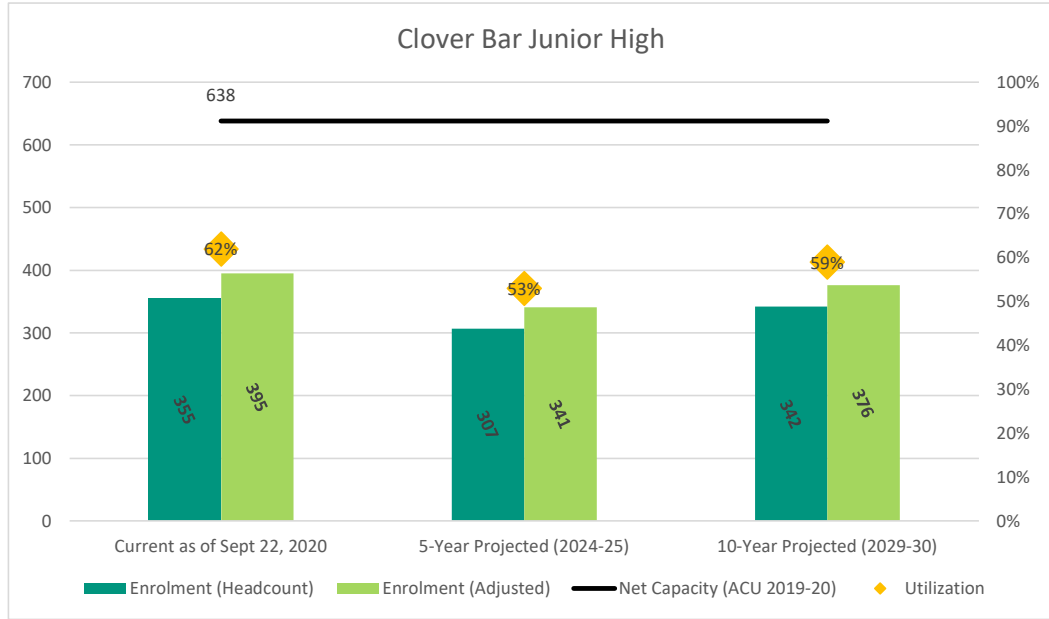
- ^ There are electrical concerns
- ^ CTS spaces are excellent
- ^ Overall a good facility in good shape

Plant Operation / Maintenance Excerpts:

- ^ Air condition unit operating at half capacity
- ^ VAV boxes require upgrading
- ^ Heat exchange units for gym require replacement
- ^ Boilers are operating satisfactorily
- ^ Hot water tank is functional but is nearing the end of it's design life
- ^ PA system requires upgrade
- ^ Lockers and flooring are in generally good condition



Clover Bar Junior High School



Programming Comments:

- ^ The school is deficient in the number of teaching spaces and instructional area. However, due to low utilization rates this is not presenting an issue.
- ^ The most notable deficiencies are the Gymnasium and Classrooms.
- ^ The school is deficient in flexible gathering space which is keenly felt in junior high schools.

Area Comparison Chart

#	Existing School (638 Capacity)	#	Provincial Guidelines (650 Capacity 7-9 School)	VARIANCE
Instructional Space Total Area m²		Instructional Space Total Area m²		
15	Classrooms 1,058.7	16	Classrooms @ 80m ² 1,280.0	(221.3)
3	Science Classrooms 324.8	3	Science Classrooms @ 120m ² 360.0	(35.2)
0	Science Classrooms -	0	Science Classrooms @ 95m ² -	-
2	Large Ancillary 408.8	2	Large Ancillary @ 130m ² 260.0	148.8
1	Small Ancillary 92.4	3	Small Ancillary @ 90m ² 270.0	(177.6)
1	Gymnasium 453.5	1	Gymnasium 815.0	(361.5)
1	Gym Storage 28.2	1	Gym Storage @ 10% Gym Size 82.0	(53.8)
1	Library 197.2	1	Library 260.0	(62.8)
2	CTS 592.4	3	CTS @ 200m ² 600.0	(7.6)
2	Info Services 106.4	2	Info Services @ 115m ² 230.0	(123.6)
	Subtotal: 3,262.4		Subtotal: 4,157.0	(894.6)
	Total Instructional Area: 3,262.4		Total Instructional Area: 4,157.0	(894.6)
	Number of Instructional Spaces: 28.0		Number of Instructional Spaces: 32.0	(4.0)
Non-Instructional Space Total Area m²		Non-Instructional Space Total Area m²		
	Admin & Staff Areas -		Admin & Staff Areas 397.0	-
	Wrap & Collaboration Space -		Wrap & Collaboration Space 40.0	-
	Mechanical & Meter -		Mechanical & Meter 189.0	-
	Recycle Room(LEED) -		Recycle Room (LEED) 11.0	-
	Physical Education -		Physical Education 160.0	-
	Circulation -		Circulation 889.0	-
	Wall Area -		Wall Area 427.0	-
	Storage Area -		Storage Area 124.0	-
	Washroom Area -		Washroom Area 78.0	-
	Accessible Washroom Facility -		Accessible Washroom Facility 24.0	-
	Flexible Space -		Flexible Space 156.0	-
	Wiring/Network -		Wiring/Network 40.0	-
	Subtotal -		Subtotal -	
	Total Non-Instructional -		Total Non-Instructional 2,535.0	-
Total Area 3,262.4		Total Area 6,692.0		-
		Area per Student 9.37		

2.3 Functional Analysis (What is important?)

The Functional Analysis Phase determined the most important criterion to assess the various solutions decided by the Value Scoping Session participants. This identifies the important wants and needs for the students, the community, and the school division from a larger perspective of education delivery.

Item #	Title	Description
1	Resolution for Sherwood Heights (short and long term)	There is an urgency to Sherwood Heights to be addressed in the short term but a long term solution is also required.
2	Systems upgrades	Upgrade building infrastructure, building code upgrades
3	Improve education delivery for all students	Provide flexibility, adaptability, collaboration and independent spaces, access to high quality learning environments, learning commons
4	Maintain community presence / access	Invest in neighbourhood, develop partnerships with community groups, maintain sense of community and community identity
5	Improve utilization rates for the schools	Consolidation of schools or reduction in areas to improve utilization, sustain student enrolment
6	Best value for money	Best use of dollars to achieve the best outcome, minimize capital project requests, minimize construction costs
7	Sustainable	Low carbon, green buildings, energy efficiency, envelope upgrades
8	Accessibility / inclusiveness	Physical and social accessibility
9	Reduction of operational costs	Either through replacement of existing systems or replacement of building
10	Site Safety	Pedestrian, vehicle, bus traffic separation, location on major route and having more space
11	Expansion / replacement / adaptable	Ability to handle expansion / reduction / expansion on site
12	Reduce construction disruption	Modernizations can disrupt schools more than a replacement school, how does the option address minimizing disruptions
13	Improve supervision	Improve passive supervision throughout schools
14	Improve functionality / efficiency	Improves functionality of building and site
15	Meets Alberta Education Guidelines	Meets programming guidelines
16	Programming opportunities	Provides opportunities through larger student numbers, able to maintain same breadth of programming
17	Retain program integrity	For French immersion, Logos program
18	Require grade reconfiguration	How does that impact other schools? Band, sports, etc.
19	Maintain internal community	Sense of belonging, sports programs
20	Aesthetics	Any modernization should be in keeping with the existing school and community aesthetics
21	Exterior play amenities	Adequate activity areas and play structures
22	# of student at a desirable size	Keeping the school within a manageable size
23	Community Acceptance	Public response to the proposed option

2.4 Creativity Phase (Generating Ideas)

Once the criteria is developed, discussion took place through a brainstorming session where all ideas were tabled and discussed. The ideas were not evaluated immediately so that as many possibilities as possible could be brought up.

No pre-developed options were presented as the purpose of the session was to have the team members identify what are the important ideas to be addressed. The following suggested options were collaboratively chosen and explored by the Value Scoping Session participants.

Option #	Title	Potential (yes/no)	Pros	Cons	Risks
1	Replace Sherwood Heights as 1:1 replacement	Yes, in combination with other options below (2, 9)	Long life, energy efficient, code compliant, addresses emergent solution, community is used to having a junior high on site. Able to address all programming needs for a junior high, easiest solution from a culture point of view, little disruption to school experience, infrastructure is in place already, central location for transportation, easy transfer of students from existing to new, can build at correct capacity, correct utilization rates, Sherwood Heights designated area would be retained (students are going to other schools due to condition of building), utilization could actually increase due to improved conditions, avoids losing students to other schools and other divisions, municipality and community supports a new school and condition of school is a topic of much discussion, Sherwood Park continues to grow, difficult to reduce numbers	Has been presented and have been declined before and would not likely change, would require changes at other schools to deal with lower utilization rates, the province will look at two factors - utilization rate and 1:1 replacements are not happening in the province, may not be supported by government, an isolated option that does not address other schools	Not supported by government, Sherwood Heights does not have a lot of time to wait
2	Combining Pine Street and École Campbelltown	Yes, possibly in combination with 1	Does address maintenance requirements, would tie well with 1:1 replacement of Sherwood Heights, no major changes to programming or grade reconfigurations, are fairly close together so there is not a big change in travel distance, would be in alignment with other dual-track schools, would be a 2:1 replacement, gives back school sites to community for park space, no existing recreation infrastructure that would be impacted	Would make the French immersion a dual-track rather than a single track, both schools have recently changed due to students leaving and might be challenging to ask parents for yet another change	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights
3	Modernization / Expansion to Salisbury for junior high	Yes	Junior high students can access high school programs (mechanics, cosmetology, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	An addition would impact the playing fields around the school, Sherwood Heights would need to maintain it's identity which may be tough to integrate, modernizations are very disruptive, community concerns with younger students and older students together, may conflict with planning of Centre in the Park	Dealing with existing structure and unforeseen building conditions, extended completion schedule
4	Combine Salisbury and Sherwood Heights on Sherwood Heights site	No	Junior high students can access high school programs (mechanics, cosmo, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	Capacity of community for a senior high, bus transfer station would be an issue, long-term pride in the Salisbury site which may be lost, TIA would be a major issue for buses and student vehicles	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction

5	Grade reconfiguration of grade 9's, K-8 replacement for Sherwood Heights, Pine Street, École Campbelltown	No	Would help with Salisbury utilization, addresses utilization rates for Pine Street and Ecole Campbelltown, addresses ageing infrastructure of the 3 sites	French immersion would be tough to accommodate in Ardrossan, not in keeping with other grade configurations in the Division, students could move from BF to Salisbury for an early jump to high school, small number of grade 9's in the high school because the other schools would still have grade 9's, not much community / parent support when this was proposed before, parents may not be open to further disruption at Pine Street and École Campbelltown, could have a very large multi-storey school that would be a problem for approval, could negatively impact Clover Bar with grade 9's leaving early	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction
6	K-9 Replacement for Sherwood Heights, Pine Street, École Campbelltown	Yes	Consistent with other grade school grade configurations, junior high doesn't lose it's identity, junior high and elementary would be in equal numbers, retains french immersion in one building, retains junior high programming, gives back school sites to community for park space, addresses utilization rates for Pine Street and Ecole Campbelltown, addresses ageing infrastructure of the 3 sites	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over Clover Bar, may be a traffic impact in the area	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction
6a	K-9 Replacement for Sherwood Heights, Pine Street and École Campbelltown added as second phase replacement school	Yes	Consistent with other grade school grade configurations, spreads out the cost of a 3:1 replacement, defers elementary into a different budget period, potential costs savings over 2 modernizations, could free up a building for the Francophone school board gives back school sites to community for park space, addresses utilization rates for Pine Street and Ecole Campbelltown, addresses ageing infrastructure of the 3 sites, allows for a phased approach that reduces the initial capital request	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over Clover Bar, may be a traffic impact in the area, results in a less efficient layout with a larger footprint compared to a single replacement school	Site and neighbourhood capacity, planning approval
7	2 K-8's and splitting the 9's to Ardrossan or Salisbury	No	Would impact the most number of schools, reduce maintenance costs, addresses the most existing schools	French immersion junior high program could suffer due to reduced options programming, board will likely not support a K-8 configuration	Relocation of students during construction
8	Junior high attendance boundaries for other junior highs around Sherwood Park	No	Lakeland takes over Northeast, Clover Bar takes over Brentwood and Sherwood Drive, addresses Clover Bar numbers, Cambrian Crossing will start building within the next 5 years which would be slated for Clover Bar	Doesn't address overall condition of facilities, only changes the numbers, reconfigures Lakeland, younger students are in the Northeast, Davidson Creek is full, would need to build another elementary school to take on Lakeland	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights replacement
9	Reduce portables to increase utilizations	Yes	Increases utilization rates, can relocate units to other schools within the Division that need them, could improve on ask for a 1:1 on Sherwood Heights, helps the overall district, units could go back on when the program grows	Doesn't address overall condition of facilities, only changes the numbers, could lose units to other school divisions	

10	Replacement of Sherwood Heights, future addition of combined separate elementary	No	Gets interest, spreads out the cost of a 3:1 replacement, defers elementary into a different budget period, potential costs savings over 2 modernizations, could free up a building for the Francophone school board *Similar to Option 6 and became Option 6a in subsequent discussions.	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over to Clover Bar, may be a traffic impact in the area	Site and neighbourhood capacity, planning approval
11	Combine and replace Salisbury and Sherwood Heights in CITP	No	Junior high program benefits, keeps transfer station, could use playing fields, no school has to live through a modernization, addresses condition of Sherwood Heights, addresses utilization of Salisbury	How does it fit into the CITP vision? Is there space? Would need to go in playing fields, would lose CTS programming spaces, existing school has good bones, may not be a great use of public funds, would place playing fields closer to roads, would impact adjacent amenities like parking and transfer station	May not fit with planning and zoning for County planning of the area
12	Clover Bar and Sherwood Heights as a K-9 and close down École Campbelltown and Pine Street	No	Could offer a school to Francophone Board, addresses utilization rates for affected schools, addresses ageing infrastructure of impacted schools	Affects Mills Haven, other K-6 feeder schools would be affected by the junior highs, creates uneven success with students from different schools	Unforeseen impacts on attendance at other schools in the community
13	Reduce Salisbury to expected enrolment	Yes	Addresses utilization rate, would go hand in hand with Sherwood Heights, could allow use of space by other organizations	Doesn't deal with Sherwood Heights directly - would need to be partnered with another school revision, arrangement of building is difficult to reduce footprint	Dealing with existing structure and unforeseen building conditions, extended completion schedule
14	Combine Clover Bar and Sherwood Heights / combine Pine Street and École Campbelltown	No	Economy of scale in terms of providing more programming, addresses utilization rates for affected schools, addresses ageing infrastructure of impacted schools	Too many students for the programming, loss of identity with combining the two schools, a large junior high which can be intimidating, where would the school go - Clover Bar or Sherwood Heights, get more people driving and increased travel, could reduce the number of junior high spaces and may not be able to accommodate future growth for junior high spaces - just dealing with the now and not the future	Site and neighbourhood capacity, planning approval, relocating students during construction at replacement school site
15	Move Clover Bar to Salisbury	No	Helps with Salisbury's utilization rate	Clover Bar is in the best shape, more comprehensive ask	

2.5 Development Phase

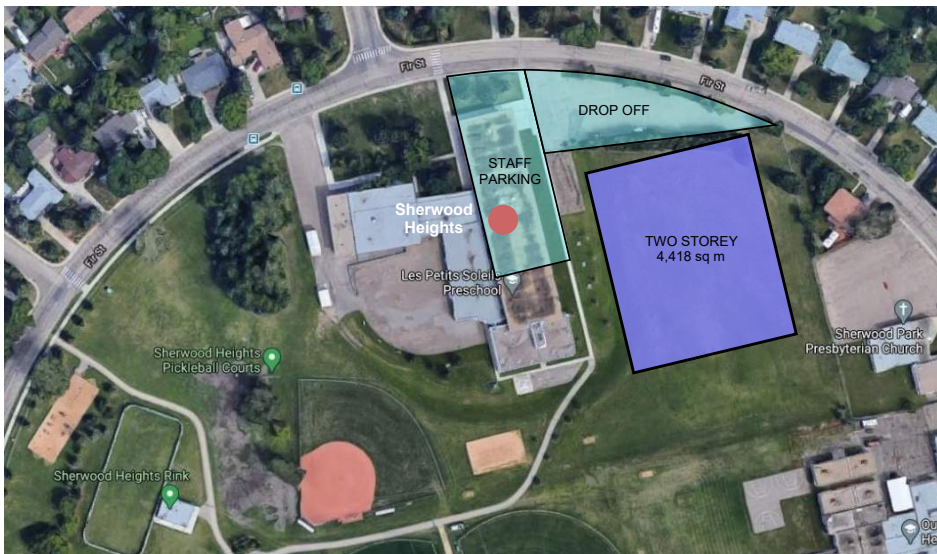
The Value Scoping Session participants agreed on 8 options that could be presented as stand-alone solutions or as part of a comprehensive solution combining multiple options.

Option #	Title	Pros	Cons	Risks
1	Replace Sherwood Heights as 1:1 Replacement	Long life, energy efficient, code compliant, addresses emergent solution, community is used to having a junior high on site. Able to address all programming needs for a junior high, easiest solution from a culture point of view, little disruption to school experience, infrastructure is in place already, central location for transportation, easy transfer of students from existing to new, can build at correct capacity, correct utilization rates, Sherwood Heights designated area would be retained (students are going to other schools due to condition of building), utilization could actually increase due to improved conditions, avoids losing students to other schools and other divisions, municipality and community supports a new school and condition of school is a topic of much discussion, Sherwood Park continues to grow, difficult to reduce numbers	Has been presented and have been declined before and would not likely change, would require changes at other schools to deal with lower utilization rates, the province will look at two factors - utilization rate and 1:1 replacements are not happening in the province, may not be supported by government, an isolated option that does not address other schools	Not supported by government, Sherwood Heights does not have a lot of time to wait

Scope of Work: Provide a new replacement school on the same site and adjacent to the existing school on the existing playing field. Once the new school is complete, the existing school is demolished and new staff parking, visitor parking, bus lane, and student drop-off is provided where the existing school once stood. The site is also reconfigured to replace the playing field lost to the replacement school.



750 STUDENT JR HIGH SCHOOL
GRADES 7-9
6,683 sqm
ONE STOREY



750 STUDENT JR HIGH SCHOOL
GRADES 7-9
4,418 sqm (6,683 sqm TOTAL AREA)
TWO STOREY

Option #	Title	Pros	Cons	Risks
1a	Major Modernization of Sherwood Heights	Would address some major concerns about the Sherwood Heights facility, addresses ageing infrastructure	Lengthy process, students and teachers living in construction zone, would require changes at other schools to deal with lower utilization rates	Dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

- The existing school remains in place and undergoes a major modernization.
- This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies.
- Also included would be upgrading of site amenities such as parking and drop off circulation.



Option #	Title	Pros	Cons	Risks
2	Combine Pine Street and École Campbelltown in a new Replacement School	Does address maintenance requirements, would tie well with 1:1 replacement of Sherwood Heights, no major changes to programming or grade reconfigurations, are fairly close together so there is not a big change in travel distance, would be in alignment with other dual-track schools, would be a 2:1 replacement, gives back school sites to community for park space, no existing recreation infrastructure that would be impacted	Would make the French immersion a dual-track rather than a single track, both schools have recently changed due to students leaving and might be challenging to ask parents for yet another change	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights

Scope of Work:

- Provide a new replacement school on either the Ecole Campbelltown or Pine Street site and adjacent to the existing school on the existing playing fields.
- Once the new school is complete, the existing school site that has the replacement school is demolished and new staff parking, visitor parking, bus lane, and student drop-off is provided where the existing school once stood. The site is also reconfigured to replace the playing field lost to the replacement school.
- The existing school that does not have the replacement school is demolished and the site is reclaimed and turned back to the community for recreation playing fields so that the community is not losing recreation infrastructure.



850 STUDENT ELEMENTARY
GRADES K-6
6,715 sqm TOTAL AREA
ONE STOREY



850 STUDENT ELEMENTARY
GRADES K-6
4,430 sqm (6,715 sqm TOTAL AREA)
TWO STOREY



850 STUDENT ELEMENTARY
 GRADES K-6
 6,715 sqm
 ONE STOREY

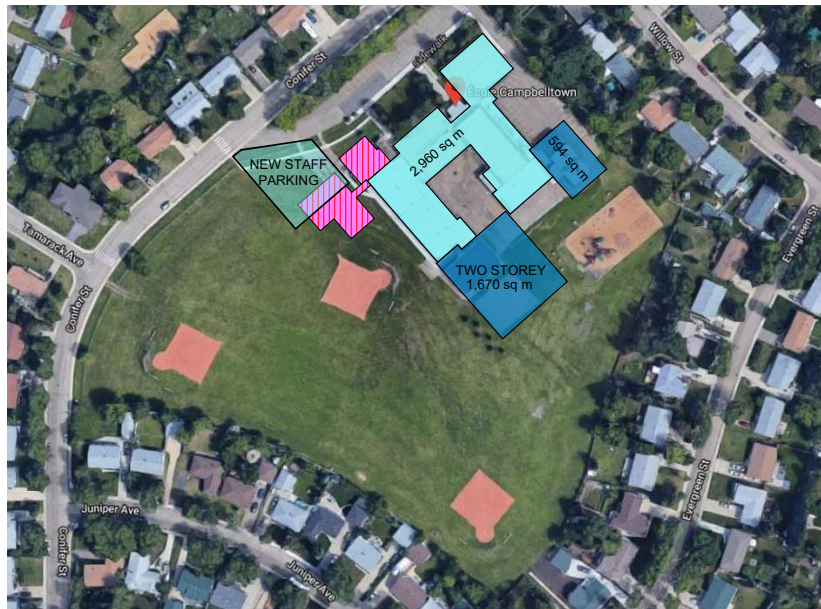


850 STUDENT ELEMENTARY
 GRADES K-6
 4,430 sqm (6,715 sqm TOTAL AREA)
 TWO STOREY

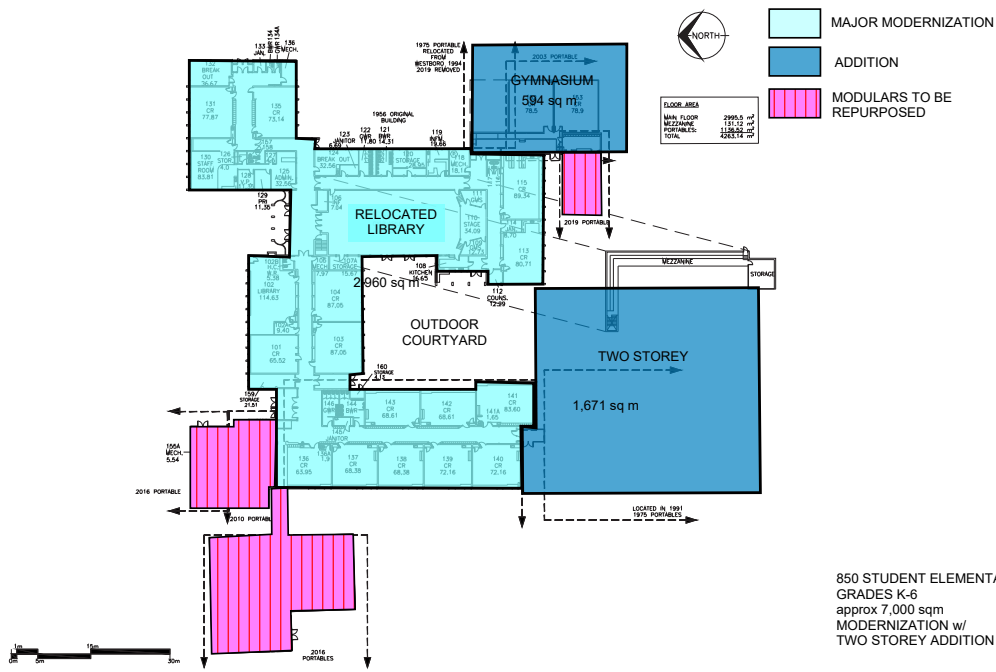
Option #	Title	Pros	Cons	Risks
2a	Combine Pine Street and École Campbelltown with a Major Modernization and Addition to École Campbelltown	Does address maintenance requirements, would tie well with 1:1 replacement of Sherwood Heights, no major changes to programming or grade reconfigurations, are fairly close together so there is not a big change in travel distance, would be in alignment with other dual-track schools, would be a 2:1 replacement, gives back school sites to community for park space, no existing recreation infrastructure that would be impacted	Would make the French immersion a dual-track rather than a single track, both schools have recently changed due to students leaving and might be challenging to ask parents for yet another change	Doesn't deal with Sherwood Heights, would need to be a package deal with Sherwood Heights

Scope of Work:

- The existing Ecole Campbelltown school remains in place and undergoes a major modernization. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies. Also included would be upgrading of site amenities such as parking and drop off circulation.
- Ecole Campbelltown also has an addition on the South-East portion of the school with a gymnasium addition and a two-storey addition of general classrooms.
- Pine Street Elementary is demolished and the site is reclaimed and turned back to the community for recreation playing fields so that the community is not losing recreation infrastructure.



850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION



850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION

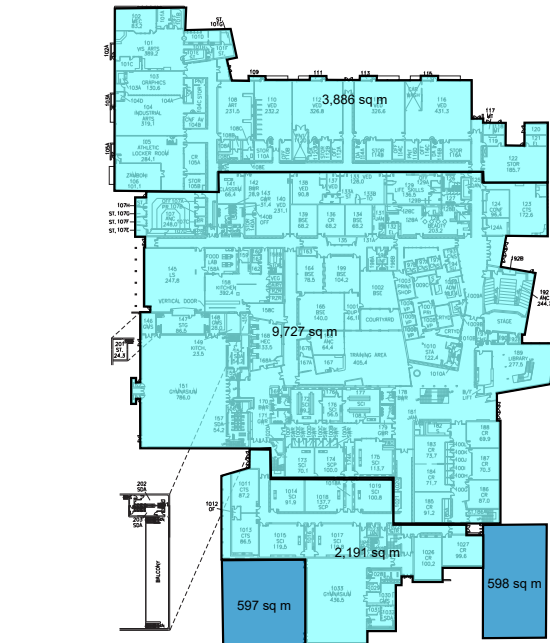
Option #	Title	Pros	Cons	Risks
3	Modernization / Expansion to Salisbury Composite to Include Sherwood Heights	Junior high students can access high school programs (mechanics, cosmetology, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)	An addition would impact the playing fields around the school, Sherwood Heights would need to maintain it's identity which may be tough to integrate, modernizations are very disruptive, community concerns with younger students and older students together	Dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

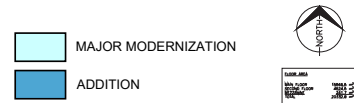
- The existing Salisbury Composite High remains in place and undergoes a major modernization. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to accommodate the addition of the student grades from Sherwood Heights.
- The school also has an addition on the South portion of the school with a gymnasium expansion and a two-storey addition of general classrooms.
- The existing Sherwood Heights school is demolished and the site is reclaimed and turned back to the community for recreation playing fields.



2,250 STUDENT JR/SR HIGH SCHOOL
GRADES 7-12
19,373 sqm
MODERNIZATION w/
TWO STOREY ADDITION

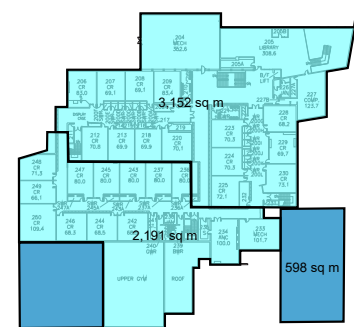


MAIN FLOOR PLAN



Addition to include gym expansion and additional general classrooms

1,500 STUDENT HIGH SCHOOL
GRADES 10-12
12,634 sqm
MODERNIZATION



2ND FLOOR PLAN

Option #	Title	Pros	Cons	Risks
6b	Combine Sherwood Heights and École Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, modernize Pine Street, relocate modulars as per Option 9, re-designate programs from Sherwood Heights to Clover Bar	Consistent with other grade school grade configurations, gives back school sites to community for park space, could free up a building for the Francophone school board	Could have a very large multi-storey school that would be a problem for approval, some junior high identity may be lost with some programs moving over to Clover Bar, may be a traffic impact in the area	Site and neighbourhood capacity, planning approval, relocating Sherwood Heights students during construction

Note:

Option 6b was not an option originally discussed on Day 1 of the sessions. During discussions of Options 6 and 6a on the second day of the sessions, a third alternative was discussed and developed and is outlined here as Option 6b.

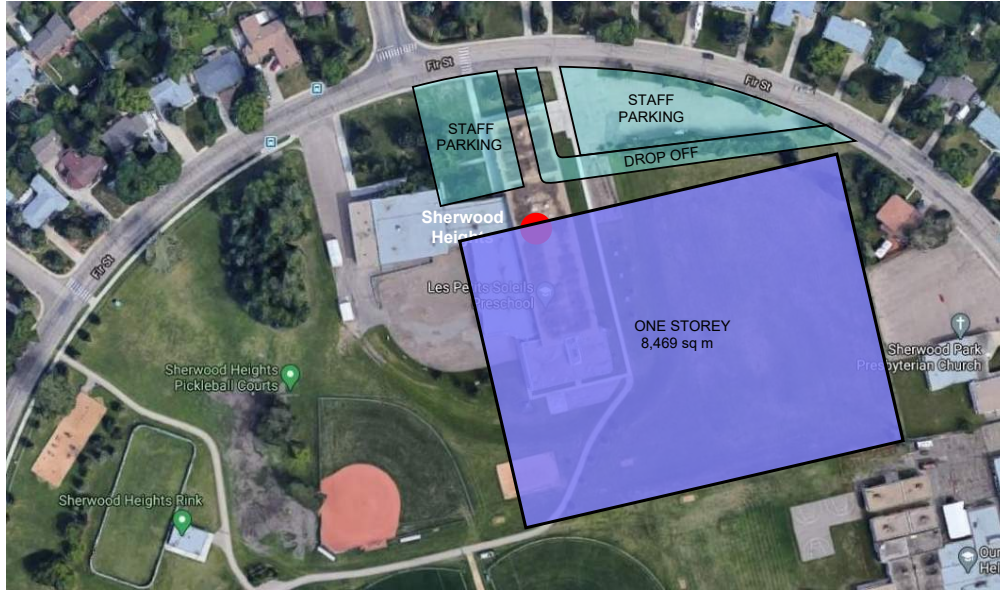
Option 6 involved the combination of Sherwood Heights, Pine Street, and Ecole Campbelltown into a single replacement school. While the intent of the replacement was seen as positive and worth further discussion on the second day, it was felt that combining all three schools onto a single facility would produce a school that was too large and could not be accommodated by the site or the neighbourhood.

Option 6a involved the combination of Sherwood Heights, Pine Street, and Ecole Campbelltown into a single replacement school. However, the difference was that this Option used a phased approach for the replacement buildings. The intent was to construct a replacement school for Sherwood Heights initially, and then add a second phase addition to the school to act as a replacement for Pine Street and Ecole Campbelltown. Similar to Option 6, while a single replacement facility was seen as positive and would spread out the capital costs over multiple budget periods, the school was felt to be too large for the student population, site, or neighborhood.

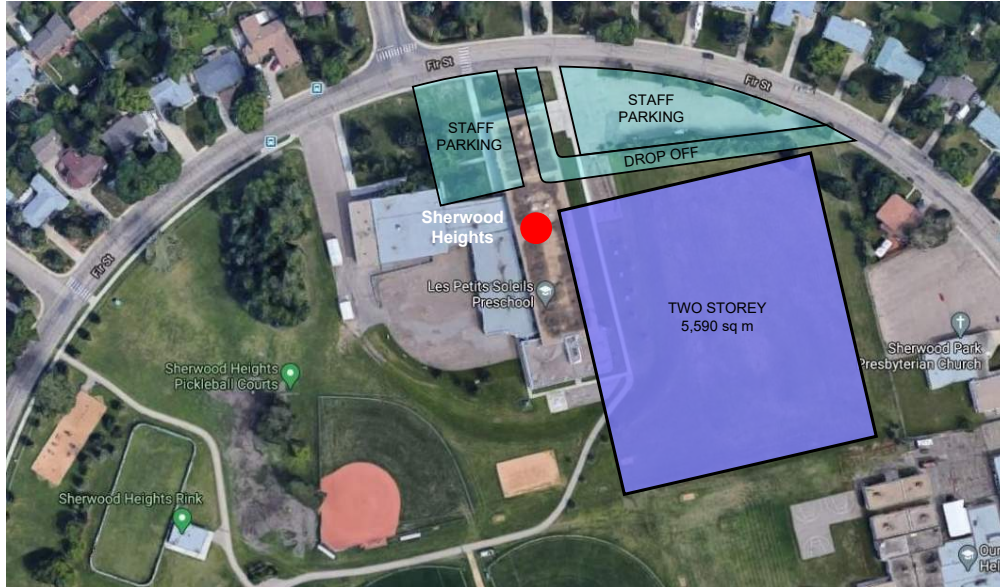
Due to various concerns raised over Options 6 and 6a, these options were not brought forward and were instead replaced by Option 6b.

Scope of Work:

- Provide a new replacement school on either the existing Sherwood Heights site and adjacent to the existing school on the existing playing field.
- Once the new school is complete, the existing school is demolished and new staff parking, visitor parking, bus lane, and student drop-off is provided where the existing school once stood. The site is also reconfigured to replace the playing field lost to the replacement school as well as a new play structure for younger grades.
- Ecole Campbelltown is offered to the Francophone Board for modernization.
- Pine Street Elementary undergoes a minor modernization to address mechanical and electrical deficiencies, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies.
- Modular classrooms are relocated from Pine Street and Clover Bar.



1,000 STUDENT ELEMENTARY / JR
 GRADES K-9
 8,469 sqm
 ONE STOREY



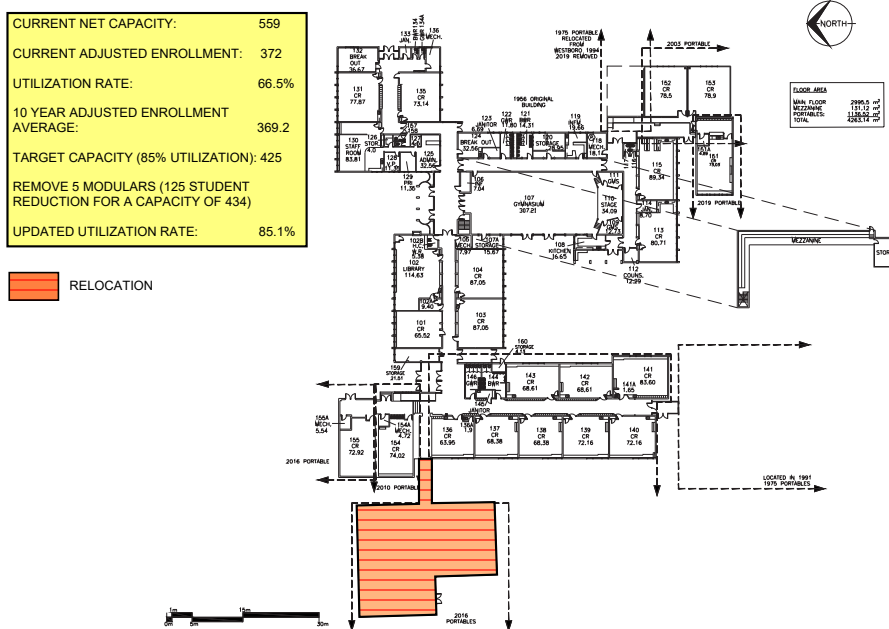
1,000 STUDENT ELEMENTARY / JR
 GRADES K-9
 5,590 sqm (8,469 sqm TOTAL AREA)
 TWO STOREY

Option #	Title	Pros	Cons	Risks
9	Reduce Modular Classrooms at École Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	Increases utilization rates, can relocate units to other schools that need them, could improve on ask for a 1:1 on Sherwood Heights, helps the overall district, units could go back on when the program grows	Doesn't address overall condition of facilities, only changes the numbers, could lose units to other school divisions	

Scope of Work:

- A total of 11 modulars are removed from the schools and relocated to other schools either within the School Division or outside the Division.
- Ecole Campbelltown: Five modular classrooms are relocated and the existing link is demolished. The site is remediated to grass or an asphalt play area.
- Pine Street Elementary: Four modular classrooms are relocated and the existing corridor link is demolished. The site is remediated to grass or an asphalt play area.
- Clover Bar Junior High: Two modular classrooms are relocated but the existing corridor link remains to provide access to the existing Ancillary room. The site is remediated to grass or an asphalt play area.

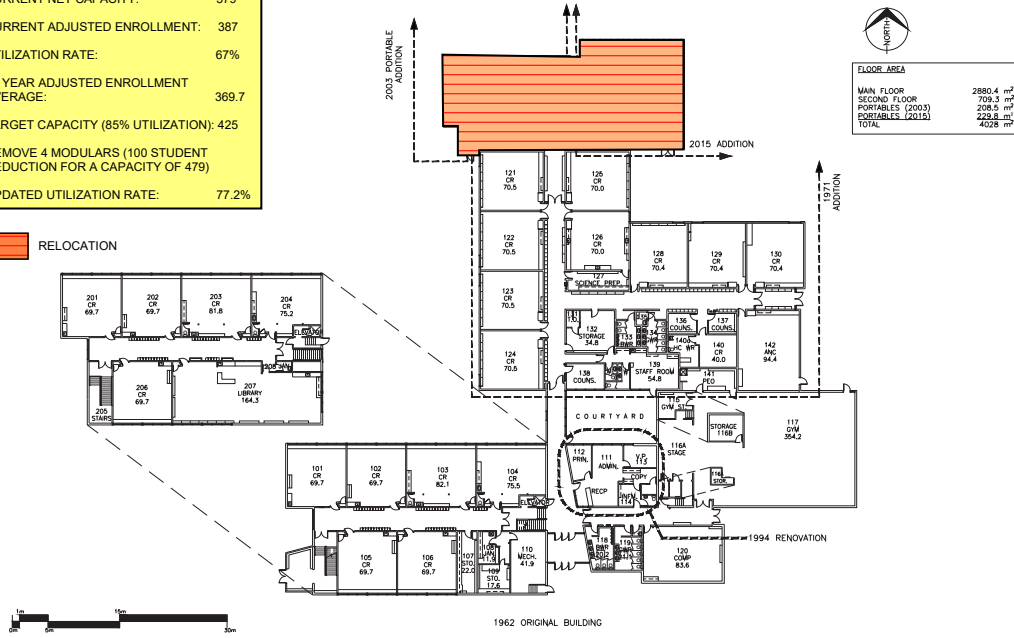
École Campbelltown



Pine Street Elementary

CURRENT NET CAPACITY:	579
CURRENT ADJUSTED ENROLLMENT:	387
UTILIZATION RATE:	67%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.7
TARGET CAPACITY (85% UTILIZATION):	425
REMOVE 4 MODULARS (100 STUDENT REDUCTION FOR A CAPACITY OF 479)	
UPDATED UTILIZATION RATE:	77.2%

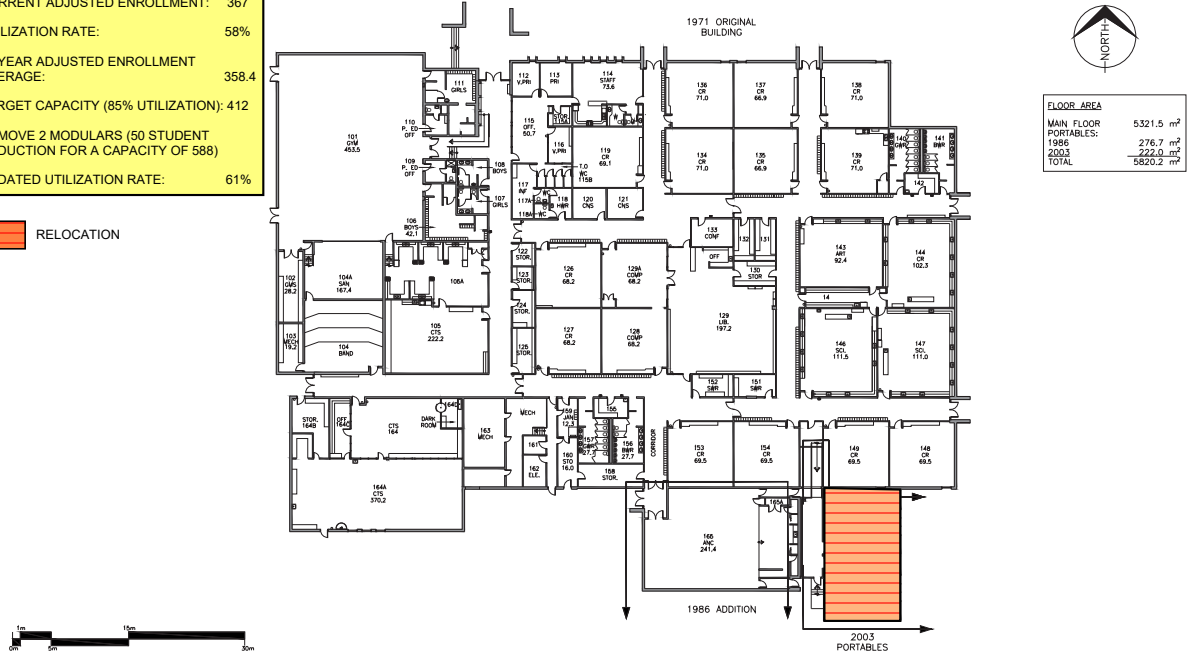
 RELOCATION



Clover Bar Junior High

CURRENT NET CAPACITY:	638
CURRENT ADJUSTED ENROLLMENT:	367
UTILIZATION RATE:	58%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	358.4
TARGET CAPACITY (85% UTILIZATION):	412
REMOVE 2 MODULARS (50 STUDENT REDUCTION FOR A CAPACITY OF 588)	
UPDATED UTILIZATION RATE:	61%

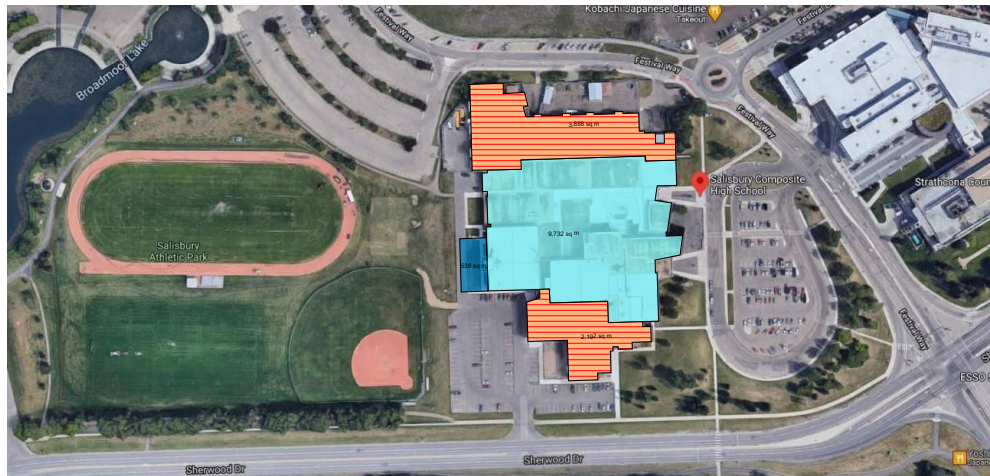
 RELOCATION



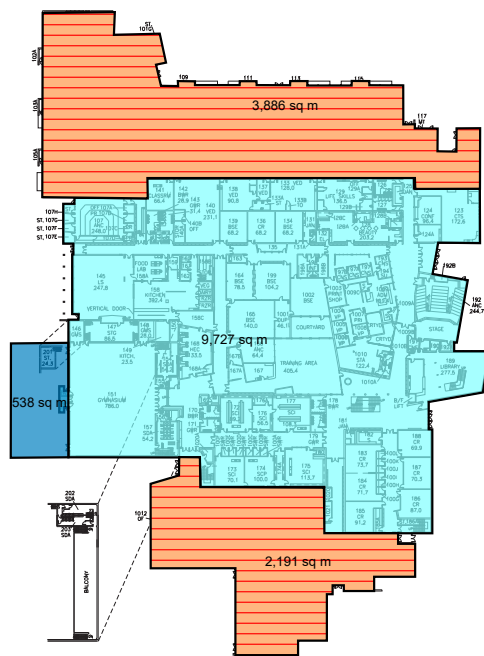
Option #	Title	Pros	Cons	Risks
13	Reduce Salisbury to Appropriate Size for Expected Enrolments.	Addresses utilization rate, would go hand in hand with Sherwood Heights, could allow use of space by other organizations	Doesn't deal with Sherwood Heights directly - would need to be partnered with another school revision, arrangement of building is tough to reduce footprint, would likely lose CTS spaces.	Dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

- The existing Salisbury Composite High remains in place and undergoes a major modernization. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies.
- The school also has an addition on the East portion of the school with a gymnasium expansion.
- The blocking indicates an area of demolition equal to the amount of space required to achieve an ideal utilization. The areas indicated are the most straightforward areas to demolish from a construction point of view but raise questions regarding the existing CTS space allocations.



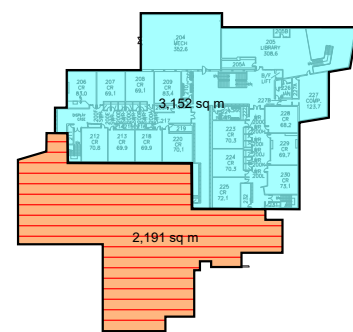
2,250 STUDENT JR/SR HIGH SCHOOL
GRADES 7-12
19,373 sqm
MODERNIZATION w/
TWO STOREY ADDITION



MAJOR MODERNIZATION
 ADDITION
 DEMOLITION

Addition to include gym expansion and additional general classrooms

1,500 STUDENT HIGH SCHOOL
GRADES 10-12
12,634 sqm
MODERNIZATION



MAIN FLOOR PLAN

2ND FLOOR PLAN

2.6 Evaluation Phase

Using the criterion decided upon during the Functional Analysis Phase, participants were provided with an Evaluation Form to fill out post Value Scoping Session. Individuals were asked to rank each criteria with a yes, maybe or no for each option. The summaries and findings of the final options (consensus and individual's rankings) are outlined below.

EIPS Value Scoping - Consensus Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
m = maybe
n = no
* = Packaged With Other Options

Option	Description	Evaluation Criteria																				Totals			
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / Inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics		Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	22	
																								0	
																								1	
1a	Option 1a- Modernization of Sherwood Heights	y	y	y	y	n	n	y	y	y	n	y	n	y	y	y	y	y	y	y	n	y	y	17	
																								0	
																								6	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	m	y	n	y	n	m	17	
																								2	
																								4	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	n	y	y	y	y	n	y	y	y	n	y	n	y	y	y	y	m	y	n	n	n	m	13	
																								2	
																								8	
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	y	m	y	n	y	y	y	n	y	n	y	y	y	y	m	n	n	n	y	n	m	13
																								3	
																								7	
6b	Option 6b - Combine Sherwood Heights, Pine Street, and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	y	y	m	y	y	y	y	y	y	y	y	y	y	y	y	n	n	y	n	m	17	
																								3	
																								3	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
																								*	
																								*	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	y	y	y	y	n	y	y	y	n	y	n	y	y	y	m	y	y	y	y	n	y	m	16
																								2	
																								5	

EIPS Value Scoping - Individual Evaluation Sheet Summary

LEGEND

Option Addresses the Evaluation Criteria:	
y = yes	
m = maybe	
n = no	
nr = non-response	

Evaluation Criteria

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance	Total Responses	Number of Respondents
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	11	11	9	12	0	5	10	11	7	12	9	12	6	11	9	11	12	12	12	11	8	11	11	223	12
		1	1	2	0	2	3	1	1	3	0	2	0	6	1	2	1	0	0	0	1	2	0	0	29	
		0	0	1	0	10	4	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	4	
		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	4	
1a	Option 1a- Modernization of Sherwood Heights	8	9	4	9	1	1	4	8	6	2	7	0	3	4	9	8	9	12	11	2	8	10	5	140	12
		2	2	1	1	2	0	4	2	2	4	3	0	6	6	2	4	2	0	1	6	2	1	4	57	
		2	1	7	2	9	11	4	2	4	6	2	12	3	2	1	0	1	0	0	4	1	0	2	76	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	1	9	3	5	7	4	8	9	7	9	7	8	7	8	10	7	3	7	2	10	6	5	2	144	12
		1	1	5	4	2	6	2	1	2	1	3	2	3	2	0	2	2	2	2	0	3	4	5	55	
		8	0	2	1	1	0	0	0	0	0	0	0	0	0	0	1	5	1	6	0	0	0	2	27	
		2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	3	3	3	50	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	0	7	2	6	6	3	8	8	7	2	5	0	4	5	8	7	2	8	3	4	5	4	1	105	12
		2	2	4	2	2	5	1	2	3	3	3	1	4	4	2	2	3	2	0	3	3	5	6	64	
		8	1	4	2	2	2	1	0	0	5	2	9	2	1	0	1	5	0	7	3	1	0	2	58	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	49	
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	9	11	7	6	9	6	8	10	9	2	8	1	5	8	11	10	2	2	2	7	4	6	0	143	12
		2	1	5	1	2	5	4	2	3	7	2	1	6	4	1	2	6	1	4	2	3	4	7	75	
		1	0	0	5	1	1	0	0	0	3	2	10	1	0	0	0	4	9	6	3	3	0	3	52	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	6	
6b	Option 6b - Combine Sherwood Heights, Pine Street, and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modular to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	11	11	7	11	9	10	10	10	8	8	8	9	6	8	11	9	9	1	6	10	7	3	3	185	12
		0	0	3	0	1	1	2	2	3	3	3	2	6	4	1	3	1	1	1	2	2	4	7	52	
		1	1	2	1	2	1	0	0	0	1	1	1	0	0	0	0	2	10	5	0	1	3	0	32	
		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	2	2	7	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	1	2	2	4	5	5	3	3	3	3	2	3	1	3	4	3	3	4	4	3	3	4	4	72	12
		0	0	0	1	1	1	0	0	2	2	1	1	2	2	2	1	2	1	1	1	0	0	1	22	
		5	4	4	1	0	0	3	3	1	1	3	2	3	1	0	2	1	1	1	2	2	1	0	41	
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	7	7	141	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	0	6	2	9	8	4	6	6	7	5	3	2	6	5	8	4	4	9	7	3	6	9	1	120	12
		1	1	4	1	1	3	2	2	2	1	3	1	2	3	2	2	3	1	2	3	1	0	5	46	
		9	3	4	0	1	3	2	2	1	4	4	7	2	2	0	4	3	0	1	4	2	0	3	61	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	49	

Option 1 - Replace Sherwood Heights as a 1:1 Replacement

Participant Feedback:

^ Likes:

- ^ Solves the biggest issue of Sherwood Heights infrastructure issues. Overall this is a good option (Better cost option verses modernization).
- ^ Would like to see Sherwood Heights replaced but understand that the Board presented a quality proposal with community partnerships and it was not accepted, and we will need to make changes to the utilization rates to have this approved.
- ^ Maintains the status quo
- ^ 1:1 keeps things as status quo
- ^ Desperately needed
- ^ It addresses the major concern of the Board that is shovel ready.
- ^ Takes care of the main issue of replacing/modernizing Sherwood Heights.
- ^ It solves the most pressing problem.

^ Dislikes:

- ^ Less preferred than option 6 from a French Immersion programming perspective and only resolves one aging school issue.
- ^ Dislike that this option has been explored and is unlikely to result in a replacement school without further addressing utilization rates, despite the fact that the school is nearly unsafe.
- ^ Fails to address deferred maintenance, utilization and the location of future student populations
- ^ Government doesn't seem keen on this solution thus far
- ^ This will turn into a huge money pit. As is the modernization costs exceed the replacement cost, but believe that once into the project it will far exceed the estimate and that it will cost the same if not more for a replacement school.
- ^ Doesn't address utilization rates of other schools.
- ^ It is not sell-able, already turned down, tough economic times, need more creative solution #6
- ^ It only solves one problem in the cluster of schools.
- ^ Only addresses Sherwood Heights requirements

Option 1a - Major Modernization of Sherwood Heights

Participant Feedback:

^ Likes:

- ^ It addresses the most pressing problem
- ^ None
- ^ Takes care of the main issue of replacing/modernizing Sherwood Heights.
- ^ Would result in a modern and safe junior high for our kids.
- ^ Like that by Modernizing Sherwood Heights the school, not just the name would be maintained within Sherwood Park.
- ^ It addresses the major concern of the Board that is shovel ready.

^ Dislikes:

- ^ Students living through a major renovation. May be safety issues during renovation.
- ^ Renovations typically take years, safety of students is often compromised and it's still an old school.
- ^ Only solves one problem in the most disruptive and least cost-effective way possible.
- ^ Modernization is costly and often has many unforeseen expenses / delays / problems
- ^ This will turn into a huge money pit. As is the modernization costs exceed the replacement cost, but believe that once into the project it will far exceed the estimate and that it will cost the same if not more for a replacement school.
- ^ Huge disruption and huge potential for issues
- ^ Dislike how much the modernizations of Sherwood Heights would impact students attending the school.
- ^ Construction interruption and high risk of cost escalation.
- ^ Do not like the idea of a modernization and do not feel that the disruption to student learning is not worth the marginal savings.
- ^ I hate this option

Option 2 - Combine Pine Street and École Campbelltown in a new Replacement School

Participant Feedback:

^ Likes:

- ^ Like that this option could give us an opportunity to get a new Junior High that would benefit many students in EIPS. As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less than desirable as I feel that losing the identity as a school would be a loss for the students and community.
- ^ This option reduces the number of assets within the Division's inventory. And existing infrastructure may be useful to another school division. This option would have to be considered with Option 1a.
- ^ Helps with utilization
- ^ A two for one could be seen as appealing to the Government. Both schools are on our list for modernization. If the modernization costs combined is at a similar cost of a replacement school this might be more cost effective for the government.
- ^ No disruption to current learning and operations while it's being built and removing a perceived "two-tier" delivery of FI programming where one school is single and the other is dual-track.

^ Dislikes:

- ^ This will create concern about deterioration of the French Immersion programming. Over the years, French Immersion has been studied and shown to be "better" for French immersion programming versus a dual track school. With the change to moving some of the French students to HHE, there was concern and disappointment, however the benefits are having a brand new school with new technology etc. This seems like a more complicated and clunky option for French immersion in Sherwood Park. I believe it simpler and more of a win-win to combine schools as per option 6. Having two dual-track schools (Pine Street and Campbelltown) and HHE doesn't seem optimized or to make sense for French immersion programming. It would be better to have one single track and then combine the "English" students into the other school.
- ^ This option on its own does not address Sherwood Heights or the location of future grow areas. I think the cost of this solution does not provide the best value to the Government or residents of Sherwood Park.
- ^ Huge elementary school
- ^ Parent and public acceptance is questionable.
- ^ Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
- ^ It does not address Sherwood Heights issue, unless combined with #3, Replacement not worth submitting.
- ^ Doesn't address long term growth pressures of development south of Wye Road.
- ^ Does not address Sherwood Heights

Option 2a- Combine Pine Street and École Campbelltown with a Major Modernization and Addition to École Campbelltown

Participant Feedback:

^ Likes:

- ^ This option could give us an opportunity to get a new junior high that would benefit many students in EIPS.
- ^ This option extends the life of existing infrastructure and may enable other school divisions to utilize the Pine Street school or school site.
- ^ That school remains in the best location within the site.
- ^ We remove a facility off ABED books.
- ^ Achieves consistency of delivery of FI programming in Sherwood Park.

^ Dislikes:

- ^ Construction interruption and high risk of cost escalation.
- ^ As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less that desirable as I feel that losing the identity as a school would be a loss for the students and community.
- ^ I dislike that this option as it does not address Sherwood heights directly
- ^ Dislike would be the disruption of a modernization
- ^ Parent and public acceptance is questionable and not sure what problem we are solving.
- ^ Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
- ^ It does not address Sherwood Heights issue, unless combined with #3
- ^ Disruptive learning environment and cost containment risks of a major modernization (+ future enrolment pressures noted in 2)
- ^ Modernization is costly and often has many unforeseen expenses / delays / problems

Option 3 - Modernization and Expansion to Salisbury Composite to Include Sherwood Heights

Participant Feedback:

^ Likes:

- ^ Expansion UP in height would be more suitable at this location. Ability for younger students to get high school programming.
- ^ This option would increase the utilization rate at Sal Comp. Do not like that it would require the loss of Sherwood Heights as a physically independent school.
- ^ This option directly addresses Sherwood Heights and will provide the greatest impact to Students overall, as it addresses concerns at Salisbury, the Division's largest High School. I like that this option makes use of existing infrastructure in a central and accessible location.
- ^ Solves Sal's utilization
- ^ It would be a resolution to Sherwood Heights and students would benefit from additional CTS opportunities.
- ^ Addresses Sherwood Heights replacement/modernization and Salisbury Utilization rates. Would provide junior high students with access to better programs/labs at the high school.
- ^ Only if combined with #2, Sabre Cats, 4 to 2 buildings cost saving long term
- ^ Addresses two problems and leverages investment in CTS facilities.
- ^ Note: Although it has been mentioned that the loss of the Cougar identity is a big issue; I don't think it is in the long term. "Sabre Pride" would eventually become the "new normal."

^ Dislikes:

- ^ From a French immersion perspective it is not attractive to expect that students will leave Salisbury to go to Ardrossan for high school. They may leave FI or even EIPS at this point.
- ^ The execution of this project will likely take a long time to implement.
- ^ Everything else - I don't believe this will have widespread acceptance
- ^ Sherwood Heights would cease to exist. The building configuration limits us from having a school within a school which would require us to retire Sherwood Heights identity.
- ^ Students living through a major modernization...disruptive to their learning.
- ^ Disrupts 4 school communities, CTS loss of space
- ^ Having inconsistent grade configurations in Sherwood Park, could create attendance issues by students preferring 7-12 configuration or the alternative of standalone as well as kill the high school FI program. Lack of gym space for a larger population.
- ^ Modernization is costly and often has many unforeseen expenses / delays / problem

Option 6b - Combine Sherwood Heights and École Campbelltown into a single 1000 student K-9, offer École Campbelltown to the Francophone Board, modernize Pine Street Elementary, reduce modulars at École Campbelltown, Pine Street Elementary, and Clover Bar Junior High, redesignate programs from Sherwood Heights to Clover Bar

Participant Feedback:

^ Likes:

- ^ This has many positives, and is my preferred solution.
- ^ Solves 2 older aging school issues (Sherwood Heights + Campbelltown)
- ^ Offers a smooth transition and support for French Immersion (FI) programming (less likelihood of losing FI students). This would have higher probability of school parents acceptance.
- ^ Benefits of having older students mentor younger, and younger students potentially exposed to junior high type programming.
- ^ I don't see many negatives to this option. It achieves many of the goals.
- ^ This option would allow Pine Street to remain a separate school while also allowing for a new junior high.
- ^ This option directly considers Sherwood Heights and maintains traditional grade configurations.
- ^ Solves SWH issue
- ^ That it resolves Sherwood Heights issue and at the same time strengthens the French Immersion program by reducing a transition point.
- ^ Sherwood Heights needs, saves a modernization for Campbelltown, and addresses some utilization rate issues at several schools. It also keeps the French immersion program together from K-9 which would be beneficial.
- ^ Best solution, Likely palatable for AB Govt, Maintains culture, reduces school changes for FI likely improving retention of FI kids, good for Francophone Board, 3 for 1 from an AB govt perspective.
- ^ Could increase retention of FI students in transition from elementary to JH and addresses multiple issues with one solution.

^ Dislikes:

- ^ Size of the school (I think it will need to be bigger as it will be opened at full capacity.) And population age distribution concerns (i.e., elementary students in a JH dominated school).
- ^ Integrity of single track French Immersion program is lost / size of school is too large
- ^ Do not like the idea of the different grade configuration and the disruption of new students from Pine Street or other elementary schools joining the existing students in Sherwood Heights at the grade 7 level.
- ^ The size of the facility. It is on the large size for a K-9. Typically most are around the 950 capacity. And does not address the maintenance and infrastructure concerns of the other 3 facilities.
- ^ Very large school - almost as large as our high schools
- ^ Maybe size, but I think it is doable
- ^ Very large K-9 school.

Option 9 - Reduce Modular Classrooms at École Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates

Participant Feedback:

^ Likes:

- ^ No immediate change for parents.
- ^ This option could allow us to get a new junior high.
- ^ Like that this addresses some low hanging fruit
- ^ Helps with utilization
- ^ Makes short term utilization rate sense

^ Dislikes

- ^ Does not address maintenance of the five schools.
- ^ Not a long term option. Does this increase class size? More of a strategic move than a desired move.
- ^ If we move them to Southpointe, we need to pay
- ^ This option is intended to be part of a proposal to obtain a replacement school for Sherwood Heights Option 1 or 6
- ^ Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
- ^ No long term solution for the Sherwood Heights
- ^ This needs to be done in concert with other options in order to bolster case for funding.
- ^ Does not address Sherwood Heights

Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrolments

Participant Feedback:

^ Likes:

- ^ This option might help us get a new junior high by improving utilization rates.
- ^ This option address both Sherwood Heights and Salisbury Composite High. Reduces excess capacity and maintenance costs at the high school level.
- ^ Helps with utilization
- ^ It would reduce our utilization
- ^ If this means "reduce the space that SAL uses and allocate remainder of space to other tenants" then: better use of resources and gives a possible home to Next Step, which also has many blended students with SAL so this would be more seamless.

^ Dislikes:

- ^ Do not think this is a good idea, there would be a high potential for losing CTS spaces
- ^ Potential loss of CTS space and other valuable instructional space and that the school might not be able to provide the same level of programming to EIPS students.
- ^ This option will likely take a long period to execute and fully realize.
- ^ Potential to lose CTS and classroom spaces - major construction disruption
- ^ Reduction of our CTS labs, public to view this as a waste of public dollars as the space will be required on the long range. There would be a massive disruption to reconfigure the spaces to rebuild CTS labs.
- ^ This is by far the worst option. It would be ridiculous to spend money to demo parts of Salisbury just to increase its utilization rate. There is nothing good about this option at all.
- ^ Risk that other tenants may not be found or could come and go.
- ^ Does not address Sherwood Heights
- ^ PLEASE NOTE: None of these options addresses the utilization rate at Clover Bar Junior High School

2.7 Summary and Recommendations

A comprehensive value summary was discussed and compared by all participants. This report identifies all of the potential options in order to assist the school division in determining capital planning priorities and what should be further explored.

Due to the nature of the challenges with the schools, no single school can be addressed and a “solution” based response is required. A straight 1:1 replacement of Sherwood Heights is not attainable because it must also address the utilization rates of the other schools as well.

As mentioned earlier, the scope of the sessions deal with the following required outcomes:

1. Address current condition of Sherwood Heights
2. Address ageing infrastructure and inefficiency of all identified existing facilities
3. Address low utilization in the identified elementary schools and Clover Bar Junior High
4. Address low utilization of Salisbury Composite High School

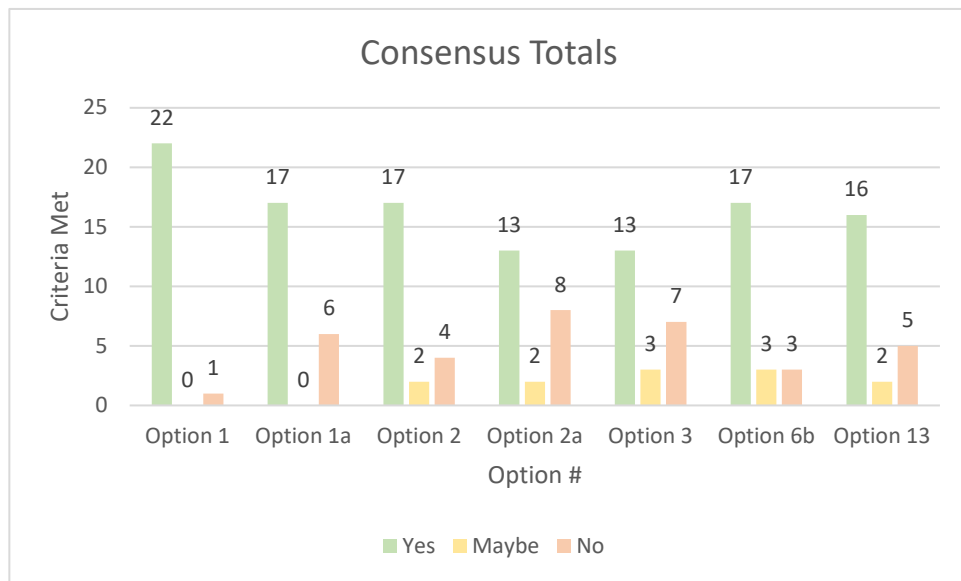
No single option discussed will address all outcomes. A summary chart provided below identifies how each option addresses each of the required outcomes:

Options Evaluation

At the end of the sessions, all of the options were discussed with regards to how well they met the evaluation criteria. As no single option would address all of the desired outcomes, each option was reviewed in relation to the evaluation criteria and consensus was reached on how well the option met the criteria.

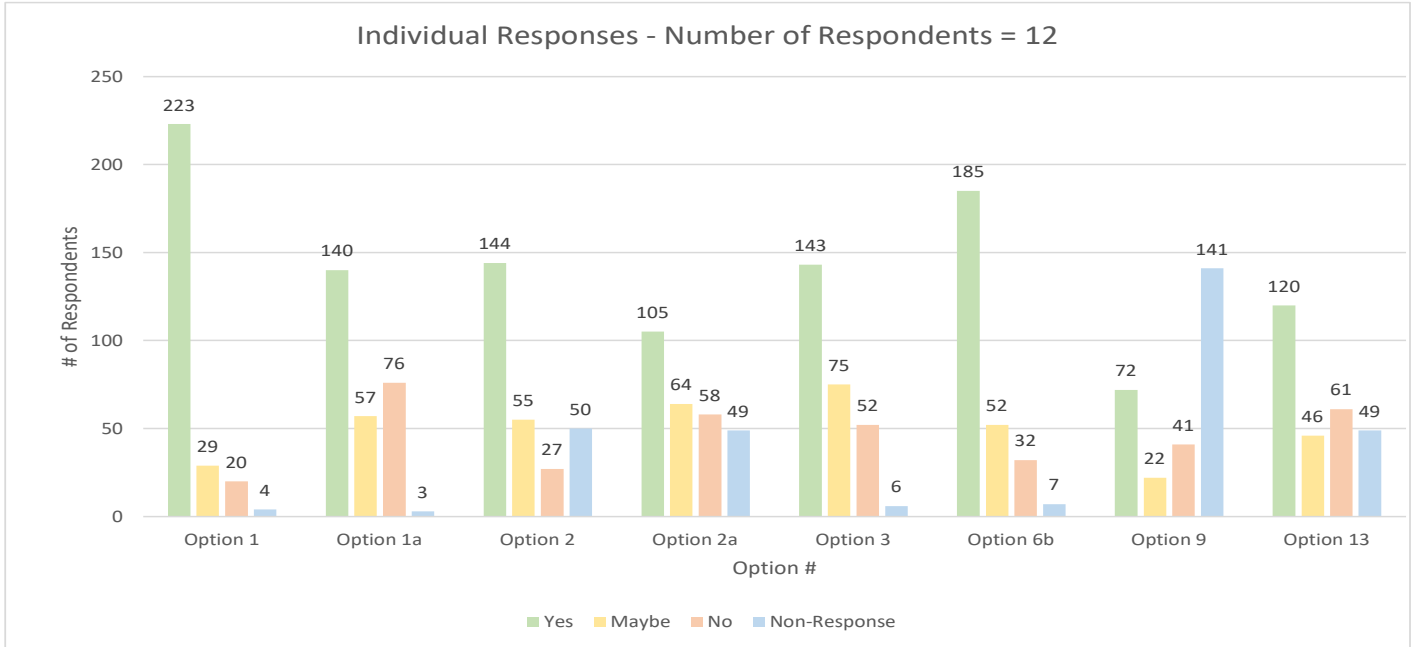
A "yes" evaluation meant the option fully met the criteria, a "no" meant it did not, while a "maybe" designation indicated that there was potential for the option to meet the criteria but additional or unknown factors could sway it either way.

Overall, each of the options met a majority of the criteria while some had more negatives than others.



In addition to the consensus evaluation completed during the session, the evaluation chart was sent to all individuals to ensure that all participants who had attended at different points during the sessions had the opportunity to provide feedback on the options.

The chart below indicates the number of participants who responded to each of the options as being positive, neutral, or negative.



Options Commentary

- Option 1, 2, and 6b had the most positive responses in terms of meeting the evaluation criteria. It should be reiterated that no single option satisfies all of the outcomes and should be considered as part of a "solution" approach.
- It is important that other outside factors are taken into consideration in assessing each option. For example Option 6b, while meeting a number of the evaluation criteria, would result in a large K-9 school that would face difficulty in zoning, site capacity, traffic impact, and planning approval.
- Option 9 was identified in order to reduce low utilization issues at Pine Street, École Campbelltown, and Clover Bar. Due to the nature of this option, it could be considered as an immediate separate option to pursue as it would improve numbers at the respective schools and could be a separate capital request under the modular classroom program. The value is that this work would take place regardless of the other options as no matter what option is pursued, the modular units would be relocated.

Solution Development

All three solutions identified meet the required outcomes that were identified by the stakeholders but achieve them through different means.

Summary of Group Discussion

The group discussions through the two day session identified a number of evaluation criteria of varying importance. Early in the sessions, the following criteria were identified as having a high importance:

- A quick resolution for Sherwood Heights with regards to it's existing ageing infrastructure.
- Maintain internal communities and existing identities.
- Improving utilization rates for all identified schools so that a capital request would have a greater chance of approval.
- Minimizing construction disruption for students.
- Keeping the capacity of the schools at a desirable size.

All of the options identified on the first day of discussion were evaluated by the group on the afternoon of the first day and were marked for further development and discussion on the second day. A brief summary of the pros and cons of each of the options is provided below as to how well they addressed the high importance evaluation criteria:

Option 1 - Replacement of Sherwood Heights

Pros: A quick resolution to the issue of the ageing infrastructure of Sherwood Heights.

Cons: A previous request was made for a 1:1 replacement of the school and was not met with success due to the low utilization of the other schools in the area. This option meets the criteria that directly relates to Sherwood Heights but no other schools and therefore must be pursued in combination with other options.

Option 1a - Modernization of Sherwood Heights

Pros: A quick resolution to the issue of the ageing infrastructure of Sherwood Heights but with retaining the existing school and site configuration.

Cons: As with Option 1, this option meets the criteria that directly relates to Sherwood Heights but no other schools and therefore must be pursued in combination with other options. This option was not seen as desirable in relation to Option 1 because the schedule is extended to address the issues of the school and also requires students and staff to go through a phased construction with greater construction risks in unknown site conditions.

Option 2 - Combine Pine Street and Ecole Campbelltown in a Replacement School

Pros: Addresses the issue of low utilization in the identified schools through a 2:1 replacement.

Cons: This option addresses the issue of low utilization in some of the area schools but does not address the core reason for the sessions, which is the existing condition of Sherwood Heights, and must be considered in combination with other options.

Option 2a - Combine Pine Street and Ecole Campbelltown through a Modernization

Pros: Addresses the issue of low utilization in the identified schools through a 2:1 replacement.

Cons: Similar to Option 2, this option does not address the core reason for the sessions, which is the existing condition of Sherwood Heights, and must be considered in combination with other options. This option is not desirable in relation to Option 2 because the schedule is extended to address the issues and also requires students and staff to go through a phased construction with greater construction risks in unknown site conditions.

Option 3 - Modernize / Expand Salisbury to Accommodate Sherwood Heights

Pros: Addresses the issue of the ageing infrastructure of Sherwood Heights as well as low utilizations in the identified schools through a 2:1 replacement.

Cons: This is a desirable option as it addresses two of the criteria, one being the core reason for the session which is the existing condition of Sherwood Heights. However, this is not seen as desirable as it does not address the important criteria of maintaining internal communities and existing identities and also extends the schedule to address Sherwood Heights and also requires students and staff to go through a phased construction with greater construction risks in unknown site conditions.

Option 6b - Combine Sherwood Heights and Pine Street, Minor Modernization to Pine Street

Pros: The most complete of the options with regards to addressing the most outcomes and evaluation criteria identified by participants, this Option deals with the existing Sherwood Heights condition with a 2:1 replacement, low utilizations at multiple schools and reduces ownership of one of the schools without the cost of modernization or replacement (pending agreement with the Francophone Board).

Cons: This Option can cause future issues with regards to the size of the facility, an equal experience with new grade 7 students coming from Pine Street, and continuity with the French Immersion program.

Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar

Pros: Increases utilization rates at three of the identified schools. The reduction bring the utilizations at Ecole Campbelltown and Pine Street to acceptable levels.

Cons: This Option deals with utilization rates but does not address the core requirement of dealing with Sherwood Heights' current condition. It also does not deal with the ageing infrastructure of the facilities which have all been identified as being at the end of their design life and requiring updating. This Option should be treated as independent to the identified Solutions as it should take place regardless of the preferred direction for capital planning.

Option 13 - Reduce Salisbury Composite to an Appropriate Size

Pros: Increases utilization rate at the school.

Cons: This Option deals only with the utilization rate at Salisbury Composite and not with the core issue of the current condition of Sherwood Heights and the utilization rates of the other identified schools. A large number of respondents did not react positively to this option as it was seen as spending money with no positive goal or value that also risked the existing CTS programming of the school. Unfortunately, due to the size of the CTS spaces that have developed over time, any major reconfiguration of the school will result in a reduction of CTS programming spaces.

Summary of Cost, Consensus Evaluation, and Individual Responses

In addition to the consensus evaluation completed during the session, the evaluation chart was sent to all individuals to ensure that all participants who had attended at different points during the sessions had the opportunity to provide feedback on the options. These evaluations were also taken into consideration in tandem with the consensus evaluation.

Option 1 - Replacement of Sherwood Heights

Cost: \$22,828,982

Consensus Evaluation:

Yes: 22 / Maybe: 0 / No: 1

Individual Responses:

Yes: 223 / Maybe: 29 / No: 20 / Non-Response: 4

The most positively evaluated option due to the fact that it addressed the highest number of evaluation criteria, it was discussed that this option should be realized through a combination of other Options.

Option 1a - Modernization of Sherwood Heights

Cost: \$18,161,979

Consensus Evaluation:

Yes: 17 / Maybe: 0 / No: 6

Individual Responses:

Yes: 140 / Maybe: 57 / No: 76 / Non-Response: 3

Also a highly-rated Option, this Option was not seen as successful as Option 1 due to schedule and construction phasing around students.

Option 2 - Combine Pine Street and Ecole Campbelltown in a Replacement School

Cost: \$21,746,122

Consensus Evaluation:

Yes: 17 / Maybe: 2 / No: 4

Individual Responses:

Yes: 144 / Maybe: 55 / No: 27 / Non-Response: 50

This Option was highly rated in that it dealt with a high number of outcomes and evaluation criteria.

Option 2a - Combine Pine Street and Ecole Campbelltown through a Modernization

Cost: \$20,405,538

Consensus Evaluation:

Yes: 13 / Maybe: 2 / No: 9

Individual Responses:

Yes: 105 / Maybe: 64 / No: 58 / Non-Response: 49

This Option ranked lower in evaluations due to the disruption anticipated for students and increased construction schedule.

Option 3 - Modernize / Expand Salisbury to Accommodate Sherwood Heights

Cost: \$54,733,572

Consensus Evaluation:

Yes: 13 / Maybe: 3 / No: 7

Individual Responses:

Yes: 143 / Maybe: 75 / No: 52 / Non-Response: 6

This Option ranked lower in evaluations as it met fewer evaluation criteria and anticipated more disruption for students, increased construction schedule, and a loss of internal community and identity.

Option 6b - Combine Sherwood Heights and Pine Street, Minor Modernization to Pine Street

Cost: \$38,431,837

Consensus Evaluation:

Yes: 17 / Maybe: 3 / No: 3

Individual Responses:

Yes: 185 / Maybe: 52 / No: 32 / Non-Response: 7

The most comprehensive Option, discussed and developed on the second day through continued discussions of the earlier Options 6 and 6a, this option ranked high in both the consensus evaluation and individual responses due to the number of criteria it met.

Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar

Cost: \$1,265,000

Consensus Evaluation:

Not rated as it was considered a separate solution to be pursued regardless.

Individual Responses:

Yes: 72 / Maybe: 22 / No: 41 / Non-Response: 141

This Option was not evaluated during the consensus discussions as it was seen as an Option that could be pursued separately to help improve utilization rates.

Option 13 - Reduce Salisbury Composite to an Appropriate Size

Cost: \$33,763,638

Consensus Evaluation:

Yes: 16 / Maybe: 2 / No: 5

Individual Responses:

Yes: 120 / Maybe: 46 / No: 61 / Non-Response: 49

While meeting a number of criteria, this Option ranked lower in evaluations as it was seen as meeting fewer evaluation criteria and was viewed as spending money with no positive goal or value that also risked the existing CTS programming of the school.

Solutions Options

Solution A: Option 1, 2, and 13

Combined Cost: \$78,338,742 - Rank 3 of 3

Combined Consensus Evaluation:

Yes: 55 (79.7%) / Maybe: 4 (5.8%) / No: 10 (14.5%) - Rank 1 of 3

Combined Individual Responses:

Yes: 487 (67.2%) / Maybe: 130 (17.9%) / No: 108 (14.9%) - Rank 1 of 3

- ^ This solution would involve the replacement of Sherwood Heights, combining École Campbelltown and Pine Street, and reducing Salisbury Composite. This would address the outcomes of addressing the current condition of Sherwood Heights, the condition and low utilization issues at Pine Street and École Campbelltown, and the low utilization at Salisbury Composite.
- ^ Capital Costing: The capital cost of \$78,338,742 was the highest of the three Solutions. This is due to the need to demolish three existing schools and provide two new replacement schools as well the reduction in area of Salisbury Composite.
- ^ Alternate Criteria to be Considered: It should be noted that the construction cost of this option could be reduced if one of the existing schools was offered to the Francophone Board instead of demolishing the building. In addition, if leasing the existing spaces at Salisbury is an option, then construction costs could be reduced as less of the building would need to be demolished.

Solution B: Option 2 and 3

Combined Cost: \$76,479,694 - Rank 2 of 3

Combined Consensus Evaluation:

Yes: 30 (65.2%) / Maybe: 5 (10.9%) / No: 11 (23.9%) - Rank 3 of 3

Combined Individual Responses:

Yes: 287 (57.9%) / Maybe: 130 (26.2%) / No: 79 (15.9%) - Rank 3 of 3

- ^ This solution would involve combining École Campbelltown and Pine Street, and modernizing / expanding Salisbury Composite to accommodate Sherwood Heights students. While it does address all of the major outcomes identified, it does not address some of the evaluation criteria that was identified as being of high importance such as construction disruption, potential grade reconfigurations, and maintaining internal communities and existing identities.
- ^ Capital Costing: The capital cost of \$76,479,694 was the second highest of the three Solutions. This is due to the need to demolish three existing schools and a large modernization / expansion to Salisbury Composite.

Solution C: Option 6b and 13

Combined Cost: \$72,195,475 - Rank 1 of 3

Combined Consensus Evaluation:

Yes: 33 (71.7%) / Maybe: 5 (10.9%) / No: 8 (17.4%) - Rank 2 of 3

Combined Individual Responses:

Yes: 305 (61.5%) / Maybe: 98 (19.8%) / No: 93 (18.8%) - Rank 2 of 3

- ^ This solution would involve combining Sherwood Heights and École Campbelltown into a single K-9 and addressing Pine Street's ageing infrastructure, while also reducing Salisbury Composite. While it does address all of the major outcomes identified, a major risk is that the result is a large K-9 school that would face many challenges in getting approval due to size and the ability for the site and neighbourhood to handle the student numbers.

- ^ Capital Costing: The capital cost of \$72,195,475 was the lowest of the three Solutions. This is due to the need to demolish only two existing schools and a reduction in the number of schools by offering a school to the Francophone Board at no / little cost.
- ^ Criteria to be Considered: This solution would involve relocating some programs to Clover Bar in order to meet the capacity of 1000 students. If no programs were moved, the capacity of the school would increase to 1200 students to accommodate the projected enrolments at an 80% utilization.

Summary of Options and Combined Solutions

Single Options	Current Condition of Sherwood Heights	Ageing Infrastructure of Identified Facilities	Low Utilization of Elementary Schools and Clover Bar	Low Utilization of Salisbury Composite	Costing
1	yes	no	no	no	\$22,828,982
1a	yes	no	no	no	\$18,161,979
2	no	no	yes	no	\$21,746,122
2a	no	no	yes	no	\$20,405,538
3	yes	no	no	yes	\$54,733,572
6b	yes	yes	yes	no	\$38,431,837
9	no	no	yes	no	\$1,265,000
13	no	no	no	yes	\$33,763,638
Combined "solution" Options					
Solution A: 1,2,13	yes	yes	yes	yes	\$78,338,742
Solution B: 2,3	yes	yes	yes	yes	\$76,479,694
Solution C: 6b,13	yes	yes	yes	yes	\$72,195,475

Ranking of Combined Solutions

Solution	Cost Ranking	Consensus Ranking	Individual Response Ranking	Average
A 1,2,13	3 of 3 (33.3%)	1 of 3 (99.9%)	1 of 3 (99.9%)	77.7%
B 2,3	2 of 3 (66.6%)	3 of 3 (33.3%)	3 of 3 (33.3%)	44.4%
C 6b,13	1 of 3 (99.9%)	2 of 3 (66.6%)	2 of 3 (66.6%)	77.7%

Best Performing Solution

The best performing option would be Solution C: combining Option 6b and 13. This is based on the option requiring the lowest capital cost while meeting a large number of evaluation criteria, specifically the following items:

1. Addresses the current condition of Sherwood Heights.
2. Addresses the ageing infrastructure of Pine Street Elementary and Ecole Campbelltown.
3. Addresses low utilization of Pine Street Elementary, Ecole Campbelltown, and Clover Bar Junior High.
4. Addresses low utilization of Salisbury Composite High School.
5. Lowest initial capital cost of the three Solution options.
6. Reduces number of EIPS school sites with a 2:1 replacement.
7. Minimizes construction disruption to students.
8. Reduces construction risk with a replacement school and minimizing the number of schools requiring modernization.
9. Brings schools in line with Alberta Education guidelines and projected enrolments.
10. Maintains identity and community presence.

Rationale of Not Recommending Solutions A and B

Solutions A and B were not recommended as a conclusion of this report due to concerns meeting the evaluation criteria:

Solution A:

- Highest overall capital cost.
- Two replacement schools versus one replacement school in Solution C.
- Identified by participants as having a low chance of community acceptance.
- Would create a school that was felt by participants to be too large for the elementary grade configuration.
- Comments were made regarding the French Immersion program and it was felt that Option 2 of this Solution would result in a dual-track program which is not desirable.

Solution B:

- Second highest overall capital cost.
- Lowest ranking on combined consensus and individual responses.
- Construction disruption of Salisbury students.
- Potential grade reconfigurations for other schools in the zone.
- Loss of internal community of Sherwood Heights.
- Would create a school that was felt by participants to be too large for a junior / senior high grade configuration.
- Concerns were raised with regards to the desirability of a 7-12 grade configuration.
- Concern was raised about the inequality of having junior high students at Salisbury Composite as well as Clover Bar and the loss of community Clover Bar students would have once they transferred to Salisbury.

It should be pointed out that all of the options discussed had both pros and cons associated with them. While Solution C is recommended, it contains Option 13 (the modernization and reduction of the size of Salisbury Composite) which was not seen as desirable to most participants due to the disruption of the students, construction schedule, cost, and loss of existing programming. However, the only two options to address the utilization of Salisbury were to reduce the size of the building or combine the students from Sherwood Heights into the school. Based on the evaluation criteria developed by the participants, moving the Sherwood Heights students to Salisbury was not a desirable option and therefore the only alternative is to reduce the footprint.

Recommended Next Steps

In conclusion to the Value Scoping Sessions, it is recommended that Elk Island Public Schools follow these steps:

Short-Term Tasks:

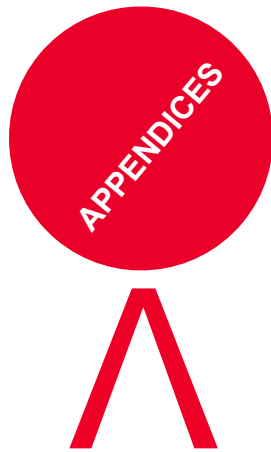
1. Review the Value Scoping Session Report for support in making a decision on how they would like to revise their school capital plan taking into consideration the findings of this study.
2. Develop more detailed reviews / analysis and business case for Sherwood Heights to determine the potential cost and schedule of a major modernization versus a replacement facility.
3. Further develop the strategy for accommodating Sherwood Heights students should the school experience infrastructure failures and the facility cannot continue to operate. Discussion has already taken place with respect to moving students to Salisbury Composite with short notice and this should be formalized as a plan of action should this contingency need to be enacted.
4. Engage with Strathcona County to determine any limitations on the impacted sites that would prevent any of the options to be accommodated.

Medium-Term Tasks:

5. Continue discussions amongst The Board of Trustees of Elk Island Public Schools Value Scoping Session participants.
6. Conduct ESA and geotechnical investigations for the Sherwood Heights site to prepare for a replacement school facility on the site.
7. Additional investigation into the site and building conditions of Pine Street Elementary to address any unforeseen conditions to ensure that a minor modernization is sufficient and if not, to determine the potential cost and schedule of a major modernization versus a replacement facility.
8. Continue partnership discussions with Strathcona County and other community groups that may have an impact on the programming and funding of the capital requests. This also includes developing any joint use agreements.

Long-Term Tasks:

9. Monitor and adapt the recommendation in this report based on changes to the community and ongoing discussions.



3.0 APPENDIX A: PARTICIPANTS

Name	Company	Email	Contacted	Responded	Attending	21-Sep	23-Sep
Allison Matichuk	Alberta Education	Allison.matichuk@gov.ab.ca	Y	Y	21 - 1 hour	Y	
Amy Schmidt	ONPA	aschmidt@onpa.ca	Y	Y	Y	Y	Y
Annette Hubick	Trustee, EIPS	annette.hubick@eips.ca	Y	Y	Y	Y	Y
Annie Garneau	Assist. Principal, Ecole Campbelltown	Annie.garneau@eips.ca	Y				
Archibald Sangrador	Alberta Education	Archibald.sangrador@gov.ab.ca	Y	n	n		
Ashley Frayn	School Council Chair, SWH	4frayns@gmail.com	Y	Y	Y		
Bill Tonita	Councillor, Ward 4, Strathcona County	bill.tonita@strathcona.ca	Y	Y	Y		
Bree Claude	Director of Family & Community Services	bree.claude@strathcona.ca	Y				
Brendan Salyzyn	Assist. Principal, Salisbury Composite High	Brandon.salyzyn@eips.ca	Y	Y	Y	Y	Y
Brent Billey	Associate Superintendent	brent.billey@eips.ca	Y	Y	Y	Y	Y
Brent Dragon	Planner	brent.dragon@eips.ca	Y	Y	Y	Y	Y
Brian Botterill	Councillor, Ward 3, Strathcona County	brian.botterill@strathcona.ca	Y				
Calvin Wait	Director of Facility Services	calvin.wait@eips.ca	Y	Y	Y	Y	Y
Candace Cole	Secretary-Treasurer	candace.cole@eips.ca	Y	Y	Y	Y	Y
Carol Langford-Pickering	Executive Assistant	carol.langford-pickering@eips.ca	Y				
Chris Gow	Strathcona County	Chris.gow@strathcona.ca	Y	Y	Y	Y	Y
Chris Holden	CSG	cholden@cuthbertsmith.com	Y	Y	Y	Y	Y
Chris Woollard	ONPA	cwoollard@onpa.ca	Y	Y	Y	Y	Y
Christina Keroack	Business Manager Facility Services	Christina.Keroack@eips.ca	Y	Y	Y	Y	Y
Colleen Alpern	Principal, Clover Bar Junior High	colleen.alpern@eips.ca	Y	Y	Y	Y	
Corrie Fletcher	Communications	corrie.fletcher@eips.ca	Y	Y	Y	Y	Y
Curtis Christopher	School Council Chair, CBN	curtisfc@shaw.ca	Y	Y	Y		
Dave Anderson	Councillor, Ward 2, Strathcona County	dave.anderson@strathcona.ca	Y				
Dave Antymniuk	Division Principal	dave.antymniuk@eips.ca	Y	Y	Y	Y	Y
Don Irwin	Trustee, EIPS	don.irwin@eips.ca	Y	Y	Y	Y	Y
Gabe Chemello	School Council Chair, SAL	melloacres@gmail.com	Y				
Grant Fiddes	Assist. Principal, Clover Bar	Grant.fiddes@eips.ca	Y				
Greg Probert	Principal, École Campbelltown	greg.probert@eips.ca	Y	Y	Y	Y	Y
Jacquie Surgenor Gaglione	School Council Chair	jacquie@kayric.com	Y	Y	Y	Y	Y
Janna Widmer	Strathcona County	Janna.Widmer@strathcona.ca	Y	Y	Y	Y	Y
Karen deMontarnal	Parent representative, Heritage Hills	kaw464@hotmail.com	Y	Y	Y	Y	Y
Katie Berghofer	Councillor, Ward 8, Strathcona County	katie.berghofer@strathcona.ca	Y	Y	21	Y	
Kerri Williams	Assist. Principal, Pine Street	Kerri.williams@eips.ca	Y				
Kevin Glebe	Chief Commissioner, Strathcona County	kevin.glebe@strathcona.ca	Y				
Kris Reid	Assist. Principal, Sherwood Heights	Kris.reid@eips.ca	Y	Y	N		
Laura McNabb	Director of Communications	laura.mcnebb@eips.ca	Y				
Lesley Bowman	School Council Chair, PNE & COSC	Lesley@maxandmaude.com	Y	Y	Y	Y	Y
Leta Shannon	President, Boys and Girls Club Strathcona	justirish3@gmail.com	Y				
Liane Schultz	Assist. Principal, Salisbury Composite High	Liane.schultz@eips.ca	Y				
Linton Delainey	Councillor, Ward 6, Strathcona County	linton.delainey@strathcona.ca	Y				
Liz O'Neill	Executive Director, Boys and Girls Club Edmonton and Area	liz.oneill@bgcbigs.ca	Y				
Mark Latimer	Alberta Infrastructure	Mark.latimer@gov.ab.ca	Y	Y	21 - 1 hour	Y	
Mark Liguori	Superintendent	mark.liguori@eips.ca	Y	Y	Y	Y	Y
Melissa Presse	School Council Chair, DCE	melmikcon@telus.net	Y				
Paul Pallister	Principal, Sherwood Heights Junior High	paul.pallister@eips.ca	Y	Y	Y	Y	Y
Rob Bushell	Parent representative, Clover Bar	rbushell@hotmail.com	Y	Y	23		Y
Robert Derech	Assistant Director of Facility Services	robert.derech@eips.ca	Y	Y	Y	Y	Y
Robert Parks	Councillor, Ward 1, Strathcona County	robert.parks@strathcona.ca	Y				
Rod Frank	Mayor, Strathcona County	rod.frank@strathcona.ca	Y	Y	Y		
Sandra Stoddard	Associate Superintendent	sandra.stoddard@eips.ca	Y	Y	Y	Y	Y
Stacy Fedechko	Associate Commissioner, Strathcona	stacy.fedechko@strathcona.ca	Y				
Sunny Sandhu	Principal, Salisbury Composite High	sunny.sandhu@eips.ca	Y				
Tracey Arbuthnott	Principal, Pine Street Elementary	Tracey.Arbuthnott@eips.ca	Y	Y	Y	Y	Y
Travis Hovland	Alberta Education	Travis.hovland@gov.ab.ca	Y	Y	21 - 1 hour	Y	
Trent Franson	ONPA	tfranson@onpa.ca	Y	Y	Y	Y	Y
Trina Boymook	Chair, EIPS	trina.boymook@eips.ca	Y	Y	Y	Y	Y



4.0 APPENDIX B: AGENDAS AND MINUTES

Sherwood Park Value Scoping – Meeting Summary

February 25, 2020 – 11:30 a.m. – CEN Meeting Room E
683 Wye Road, Sherwood Park, AB

Participants and Distribution:

Name	Abbreviation	Email	In Attendance
Chris Woollard	CWO	cwoollard@onpa.ca	✓
Calvin Wait	CW	calvin.wait@eips.ca	
Robert Derech	RD	robert.derech@eips.ca	✓
Brent Dragon	BD	brent.dragon@eips.ca	✓
Michelle Kowalchuk – note-taker	MK	michelle.kowalchuk@eips.ca	✓

Item	Subject	Discussion Points	Action
1.1	Background and Session Objective	<ul style="list-style-type: none"> ➤ The Capital Plan requires annual submission ➤ Sherwood Heights has been on the Capital Plan for at least a decade. It has now become the number one priority. ➤ Sherwood Heights will not be funded as a 1:1 replacement. Therefore, EIPS is exploring options that will best serve the community. ➤ One option involves three schools in proximity: Campbelltown, Pine Street and Sherwood Heights that are being looked at as possible consolidation/modernization options. This option would result in a 3:1 replacement option creating a K-9 school with a population of approximately 950 students. ➤ Another option that is currently being explored is the modernization of Salisbury Composite High school to include the consolidation of Sherwood Heights. Current utilization rate at Salisbury is approximately 60%. The additional 700 students would increase the utilization rate to approximately 90%. The modernization of Salisbury is also on the Capital Plan, so modernizing it and consolidating it with Sherwood Heights would result in satisfying a 2:1 request. ➤ A third option is to include Clover Bar Junior high as a partial consolidation with Sherwood Heights. A 	INFO

		<p>portion of the population would be redirected to Clover Bar and the rest redirected to Salisbury.</p> <ul style="list-style-type: none"> ➤ Each option has potential and community involvement, support and benefit are key factors in determining which option – or possible alternate option – is pursued. ➤ None of the five schools in question lie in a growth area. The future growth areas are Bremner and Cambrian crossing. Schools sites in these areas do not currently exist and are approximately four years out. ➤ EIPS is currently divided into five sectors. Sherwood Park proper currently shows long-term stable enrolment overall. Fort Saskatchewan is the largest growth area and is projected to be over capacity by 2028-2029. Enrolment in rural schools is currently declining, however with travel involved there are other factors involved as well. ➤ As Sherwood Park is an individual sector, the declining enrolment at rural schools does not negatively impact Sherwood Park. 	
2.1	Information Required Going Forward	<ul style="list-style-type: none"> ➤ ACU Report – including net capacity, adjusted enrolment, utilization ➤ Facility Condition Reports – VFA ➤ Board Packages from Fort Saskatchewan Value Scoping Sessions ➤ Projected Capacities for each option ➤ Small scale plans for the schools in question ➤ Building Operator Feedback for schools in question (Electrical Mechanical Foreman) ➤ Contract to be sent to ONPA once prepared and before site visits take place. ➤ All items to be shared via one Google Drive for simplicity and consistency. 	EIPS
2.2	Site Visits to be arranged March 10 – 13, 2020	<ul style="list-style-type: none"> ➤ EIPS to arrange site visits and for FAC Staff to be present to answer questions etc. ➤ Schedule for visits to be provided by March 6, 2020 	EIPS

3.1	Community Engagement Sessions	<ul style="list-style-type: none"> ➤ Stakeholders who would be invited to attend: <ul style="list-style-type: none"> - Principals (5), Parent Council, 1-2 Members of the Community chosen by the schools, Trustees, Senior Administration, FAC staff representatives. - EIPS will provide a list of community members ➤ Engagement Session Format: <ul style="list-style-type: none"> - Guided by the end goal. Options need to be narrowed down in order to be effective. - Having 'x' number of options as a starting point and then evaluate feedback and responses that are received. - Having 'x' number of options to begin with also allows the conversation to be focused and engaged. - Alternative options may also surface through the sessions and all pros and cons can be looked at to determine the most viable/feasible option. ➤ Proposed timeline – Presentation to take place at the last EIPS board meeting of the current school year. 	<p>ONPA</p> <p>EIPS</p>
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The above minutes are considered a true and accurate recording of all pertinent items discussed. Please advise the note-taker should any errors/omissions be noted. If no notification is received, minutes are deemed accepted by all.

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Value Scoping Session – Building Issues/Concerns

Meeting with Plant Operations and Maintenance Staff members

Sherwood Heights, Clover Bar, Campbelltown, Pine Street, and Salisbury Composite High School

Thursday, March 5, 2020 – CEN Training Room – 7:30 – 8:45 a.m.

Input Provided by: Dave Lesanko, Allan Schwanke, Mel Felske, Dale Lloyd, John Lochtie, Craig Polglase, Allan Salvador, Juls Santos, Dustin Stortz.

Notes compiled by: Michelle Kowalchuk

SALISBURY COMPOSITE HIGH SCHOOL

- AHU – Aging units – original to the building
 - AHU 2 has a strong vibration
 - AHU 11 – Small Gym unit – The cooling tower is questionable. The chiller is in working order. Seals are beginning to fail.
 - Boilers are original to the building. They were retubed approximately five years ago – to rectify some of the issues from retubing that was completed in prior years.
 - Front doors are on list for replacement. A quote has been provided.
 - Roofing is a serious issue. The second-storey wall section leaks when the rain comes from the North. There was a quote provided by Allen Desjarlais for repair including cladding the wall of the building in question. Follow-up to come.
 - Plumbing – All toilets are original. They are cracking and leaking - replacement parts are not available. Flush valves have even been manipulated on an angle to make them fit.
 - Some renovations have been completed on the main floor, but the old toilet was reinstalled.
 - Building Automation System – Siemens – upgrade required, but pertains to several schools
 - Some panels are aging and need to be upgraded.
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- Electrical – main distributor has been changed out.
 - Fire panel has been changed out
 - New intercom system – installed three years ago.
- Domestic Hot Water Lines – life cycle in VFA noted as 150 years, however not accurate in practice. For example, 50-60 feet of lines have already undergone replacement last summer alone.
- Library window wall – leaks and requires repair.
- Windows in general – there are 205 units that were installed in 1968 and have a lifecycle of 40 years.

SHERWOOD HEIGHTS JUNIOR HIGH

- Roof is leaking in multiple sections
- Exterior façade – stucco is cracking
- Heaters on the second-storey portion of the building require replacement.
- Heating System in the multi-purpose room (Gym) is an ongoing issue.
 - The furnaces are from 2007.
 - HWT in the back corner is from 1992
- Boilers are not original but are in need of replacement
- Structural issues in the back corner of the building – frost heaving.
- The back door is heaved and does not close (east side, near staff parking). The panic hardware on this door is also failing/at the end of its lifecycle and cannot be sourced.
- Toilets are old (Crane flush style)
- Urinals were replaced last year

- Plumbing-wise, the building is in relatively good shape overall with the exception of the CTS sump which was replaced in 1980. It is a grease trap and requires annual maintenance. The lid needs to be replaced to improve accessibility. A chemical treatment is also being researched. The pit contains two cast iron pumps that are relatively new.
- Ceilings – there are three ceilings currently in place. The first level is a drop-down ceiling, the second layer (above) is drywall, and above that, the third layer is the original 1' x 1' asbestos tile.
 - There is a Nomadic Air System that includes copper lines that run through and are leaking. Access is impaired making repair difficult.
- Gym AHU Unit – new piping and the valve has been recently replaced
- Piping in the Science Room – a leak that went undetected was found after the fact as it leaked out and under the slab
- Water Leaks – black mold (noted by our Painter) – in the first corner by staff parking. Nesbit heaters are/were leaking. Changing out of the Nesbit heaters considered a priority.
- Power – CTS (upstairs) is where the main distributor is now. There are no major issues at this point, but the panels are full.

CLOVER BAR JUNIOR HIGH

- Air Conditioning Unit #4 – runs the entire building. It is currently operating at half capacity. There was a significant issue at the end of last year which will be reinvestigated again in the Spring.
- Variable Air Volume Control – there is one or two VAV boxes in each classroom. There are upgrades available, however, it has not been done at this site yet. The upgrade units are approximately \$500 - \$700 each.
- Heat Exchange Units for the gymnasium are operational – but barely.
- The boilers are operating in satisfactory condition

- HWT is old but functioning.
- The Generator was decommissioned in 2019
- Motor Control Center – Four more breakers to be replaced – a quote has been given and will be reviewed again. The main unit has already been replaced.
- Air Conditioning Breaker has been changed
- Roofing – one section near the Drama room is still tar and gravel – is in need of repair/attention
- Interior and Exterior Doors – have original hardware. The front door was changed a few years ago.
- The exterior façade is brick and is in good shape
- Fire panel is also good
- Ducane – PA System – could use an upgrade
- Lockers and flooring are both in generally good condition

PINE STREET ELEMENTARY

- Second storey AHU needs replacement. It goes through control fuses approximately four times per year.
- Boilers are newer and are in good shape
- Administration has asked that all classroom bulletin boards be replaced.
- Exterior doors are original – continuous hinges have worn out
- Ceiling in main hallways is drywall and is cracked.
- There are two newer modular units that are currently being used for storage. The exterior wall in this area is strapped out with steel studs and is separating.
- Windows are original and are due for replacement

- Roofing in general has sections that have been replaced and is generally functional
- There are two (2) Hot Water Tanks that are aging.
- The fire panel has been changed
- Ducane PA system – that requires replacing and can be used to salvage parts

CAMPBELLTOWN

- Gymnasium AHU – the motor burned out last week due to an electrical issue
- AHU across from the library – original to the building
- Ceiling is original 1' x 1' white tile (Asbestos) – not a t-bar ceiling
- Mechanical Room – if a pump needs repair or replacement, there is no physical access. You would need to remove a boiler to access the pump.
- Gym Doors – panic hardware is functional, but doors are worn.
- Exterior doors are due for replacement
- Toilets in the west wing – replaced with toilets from old Ardrossan Elementary
- Interior doors are fine
- Fire panel has been replaced
- Flooring is generally in satisfactory condition

VALUE SCOPING - SITE VISIT OBSERVATIONS/FEEDBACK – MARCH 11, 2020

SCHOOLS VISITED
PINE STREET ELEMENTARY – 133 Pine Street
CAMPBELLTOWN ELEMENTARY – 271 Conifer Street
SALISBURY COMPOSITE HIGH – 20 Festival Way
SHERWOOD HEIGHTS JUNIOR HIGH – 241 Fir Street
CLOVER BAR JUNIOR HIGH – 50 Main Boulevard

The following notes were made based on observations and staff feedback received during site tours on March 11, 2020.

Site Observations

Pine Street Elementary - Hosted by Shelby Hines and Kerri Remeika

- Main floor washrooms are an older style and do not have the different toilet/urinal heights required for very young children.
- There are old radiators that are easy to climb. It has happened that a child has gotten their fingers stuck peering over the stalls.
- FS120 – Meeting room – former Music Room (Book fair currently set up). The floor is hollow. A lot of damage occurs due to the cords/wires from the equipment that are hanging/exposed. Due to equipment being moved, wires for Smartboard and other equipment are often damaged.
- Pine Street Elementary is a designated receiving school for growth area (information).
- In prior years when enrollment was approximately 620 students, the gym space was inadequate.
- The acoustics in the gym are very loud and when two classes are in at the same time, the noise levels are a challenge, even with the dividing curtain in place.
- Mechanical room is accessible by ladder above the gym stage area.
- The gym mats and high jump mats are stored high above the stage area and are difficult to access. Use is minimized to prevent having to take them out and put them away.
- From the Library, there is no access to the outside area behind the decorative cement block wall. There are long grasses and small trees that grow there and the only way to get to them for maintenance is through the Library window.
- Second floor classroom(s) have bulletin boards that have been mounted over top of old ones.
- The second-floor storage area at the end of the was previously used as a breakout space. It is a closet, but when the school was at a higher capacity, the area was used to work with individual students or small groups.
- The boot room has been updated in recent years and functions well.
- The locker hooks in the pre-school program area had to be lowered as the two and three-year old children could not reach them to hang their coats up etc.

- Donor bricks – mounted on wooden base need to be re-installed. They were previously removed due to the slope of the ground. Would like them re-installed for community value.
- Main storage area – contains everything from school records, to paint, to technology equipment.
- The outdoor courtyard space – has recently received a \$500 grant to create a space for land-based learning. Additional funds would be required. Is currently used for students and staff to eat lunch in the spring/fall and houses bottles and cans for recycling in the winter.
- FS138 – has a draft/is cold.
- Staffroom – there are metal panels along the lower outside wall that are subject to temperature changes – including frost on the wall when it's cold.
- Parent Council space is where the accessible washrooms are.
- FS 127 – has an odour that has yet to be pinpointed despite investigation by OH & S. It permeates into the adjoining classroom and an air purifier is currently being used. A previous student teacher had to leave her practicum as it caused breathing issues for her.
- Two vacant modular classrooms are currently being used for storage of extra desks etc. as enrolment is down and a storage container on the property is not an option.
- There is an outlet in the room across from the teacher mailboxes that is occasionally used for students with an in-house suspension. There is an outlet on the lower wall that is accessible and has been the subject of student tampering in the past. A plate to cover the outlet has been requested.

École Campbelltown – Self-Directed Tour

- Furnace in the back used to vent/feed under the floor to the front entrance – it was subsequently flipped to run the venting from the top.
- The school construction is slab on grade.
- Main AHU is from 1995
- Main water shut off is in the Library. It is a non-sprinkler building.
- Server room is off the library as well.
- Furnace room – all pumps are behind the boilers. They are not accessible.

Salisbury Composite – Hosted by Brandon Salyzyn

- Classroom that is located beside the AHU is very loud and disrupted when the unit kicks on.
- CTS – Cold air comes back into the dust collector – and circulates back into the vent. It sometimes results in ice chunks being blown back out of it.
- Bandroom – There is a practice room being used as a 'kitchen' that does not have an FS number on the door. It is in between 107C and 107D.
- Computer Lab area – there is a 4" storm sewer that cannot take the capacity of water required in a downpour. Flow restrictors are required, but there were none in place and flooding occurred in the computer lab area as well as the courtyard by the staffroom. The maintenance crew discovered a sizeable rock that was blocking the pipe, fabricated flow restrictors and have since rectified the problem.

- The small gym is subject to cold temperatures. Brandon noted that when this occurs in different areas of the school, a call for service is placed and the issue is soon corrected.
- The Cosmetology program is thriving, and current space is completely utilized.
- The solar tube in FS163 is working well and additional lighting is often not required.
- The new P4S space is working very well for the program.

Sherwood Heights – Self-directed tour

- The band room is a converted space with the current floor being placed over the previous gym floor. The expressed concerns include: The ceiling is suspended and has new tile – which is office tile. It is not acoustically adequate for a band room. Consequently, when there are 40-50 kids in the room at a time (there are 200 students in the band program), it is extremely loud. The teacher wears commercial grade earplugs yet continues to experience ringing at the end of each day. The upstairs portion of the classroom is cluttered and dirty and used for storage. The shelves where some of the instruments are stored were sanded and painted by the teacher as students were getting splinters as was the teacher. There is no projector in the room.
- The storage area upstairs behind the gym is full and cluttered.

Clover Bar Junior High – Greeted by Grant Fiddes – Self-directed Tour

- It was noted that the dust collector/vacuum system in the shop also has a ventilation issue.
- The food studies area is not a commercial kitchen. It is connected by a door to the Clothing Lab.
- Concrete slabs outside the southeast and north entrances have settled and a 2” lip/separation has occurred.
- FS 126/127 has been converted into a Physical Activity room
- The exterior brick is in good shape.
- It was noted that the school is functioning well overall and they are content.

MEETING AGENDA

Project: EIPS Value Scoping Session – Sherwood Park

Meeting Location: Videoconference

Meeting Time: September 21 and 23 / 9:00 – 4:30

September 21

9:00 - 9:15	Introductions / Technology Issues
9:15 - 9:20	Introduction and Welcome by EIPS
9:20 – 9:30	Introduction by ONPA stating the objectives of the session
9:30 – 10:00	Opening comments by GoA
10:00 – 10:20	Overview of process / agenda / schedule
10:20 - 10:45	Review of existing schools information
10:45 - 10:55	Break
10:55 – 12:15	Develop Criteria for Evaluating Options Brainstorm Ideas: Design Suggestions
12:15 – 1:00	Lunch
1:00 - 2:45	Continue Brainstorming / Evaluating Ideas (pros / cons / considerations / risks)
2:45 - 3:00	Break
3:00 - 4:25	Development of Ideas / Identify Best Options
4:25 - 4:30	Closing Remarks
4:30	Session Adjourned

September 23

9:00 - 11:00	Presentation of preferred options and discussion of each option
11:00 - 11:30	Presentation of preliminary costing for options
11:30 - 12:15	Lunch
12:15 - 3:30	Evaluation and ranking of options



Options Carried Forward for Review



Options Not Carried Forward for Review

Background Information / Introductions

- *Mark Liguori (EIPS) intro*
- *Chris Woollard intro*
 - *Brainstorming*
 - *Free-flowing discussion*
 - *No pre-developed solutions*
 - *ONPA neutral / help with evaluation process*
- *EIPS*
 - *Undertake a cluster study to evaluate underuse*
 - *Modernization, grade re-configuration, other options*
 - *Determine what should be included in capital plan*
- *Schools for consideration:*
 - *Clover Bar Junior High School*
 - *Ecole Campbelltown School*
 - *Pine Street School*
 - *Salisbury Composite High School*
 - *Sherwood Heights Junior High School*
- *Alberta Education*
 - *Considerations*
 - *Gated Approval Process*
 - *Ensure projects are thought through before approval*
 - *Provincial highest priorities are met first*
 - *2016 Auditor General, better management of scope of projects and development*
 - *Limited capital dollars and competition from other government projects*
 - *Provide extensive business cases, alternatives have been explored*
 - *Recognize need for funds, Sherwood Heights in particular*
 - *Key Considerations*
 - *Right amount of space for current and future enrolment*
 - *Emphasis from maintenance standpoint: more efficient and help with capital maintenance dollars go further / best use of existing infrastructure*
 - *Continue to emphasis municipal and community partnerships*
- *Infrastructure (Mark Latimer)*
 - *Considerations*
 - *Functionality, sustainability, flexibility, accessibility, form*
 - *Low-carbon design, sustainable design, life-cycle maintenance, maximize existing systems*
 - *High level of flexibility*
 - *Fiscally responsible manner*
 - *Keep in mind annually projected costs*
 - *Accessibility*
 - *Universal design guides*
 - *Gender, culture, religion*
 - *Form*
 - *Simple designs that emphasize functionality*
- *Process (Chris Woollard)*
 - *Discussion of ideas / brainstorming*
 - *Develop a priority list*
 - *What the group is looking for to be addressed: physical, functional, program specific*
 - *Base information:*
 - *Capital Planning Process*
 - *Ten-Year Facility Plan*
 - *Existing facilities: age, condition, utilization, needs*

- *Key strategies*
- *Enrolment*
- *Modernization*
- *Facility condition*
- *Three-Year*
 - *More urgent requests*
 - *Priority*
 - *Data/evidence, scope is clearly defined*
 - *Education solution meets mandate of program delivery*
- *Project Drivers and Definitions*
 - *Building condition*
 - *Community renewal*
 - *Declining demographics*
 - *Enrolment pressures*
 - *Functionality and programming*
 - *Health and safety*
 - *Legal*
- *Circumstances*
 - *Modernization to an existing school*
 - *Reasons why*
 - *Health and safety issues*
 - *Age and condition of building*
 - *Utilization and student demographics*
 - *Ability to deliver standard K-12 education*
 - *Ability to deliver a specific planned program*
 - *Current enrolment below 85%*
 - *Identify current issues with the building's ability to provide functional programming*
 - *Replacement of an Existing School*
 - *If modernization is more than 75% cost of new school*
 - *Health and safety, age and condition of facility, current issues with utilization and student demographics, site issues*
 - *Evidence that all strategies have been looked at and are not feasible*
 - *If utilization below 85%, need to identify intended capacity*
 - *Capital Project Request – Solution*
 - *Looking at multiple sites and amalgamating*
- *10-Year Facility Plan - EIPS*
 - *Priorities*
 - *Promote growth and success for all students*
 - *Long-term viability of assets (current spaces in right places)*
 - *Enhance high quality education*
 - *Provide fair access to all facilities*
 - *Address health and safety*
 - *Looking at new sectors, growing sectors*
 - *Environmentally and fiscally responsible*
 - *Provincial government priorities*
 - *Located schools close to where students live*
 - *Support increase CTS opportunities*
 - *Continue to use steel-frame modular*
 - *Increase capital maintenance and renewal cost-effectiveness*
- *EIPS Sector*
 - *Look for: Surplus of student spaces; aging space*

- *Sherwood Heights area: deferred maintenance deficit / lower number of students per hectare*

- **Review of existing schools**
 - Major modernizations: Campbelltown, Sherwood Heights, Pine Street, Salisbury
 - Clover Bar: modernizations, longer timeframe

- Principals to speak to their facilities and anything they would like to add:
 - **Sherwood Heights – Facilities Challenges**
 - Air flow, heating, temperature at reasonable place 15 degrees vs 30 degrees
 - Electricity issues: plug in too many things, power goes out
 - Gymnasium space an issue / cut back on gym time
 - Unusable space / not functional
 - Band room is caving in
 - **Pine Street – Facilities Challenges**
 - Air flow, electricity
 - 10 spare classrooms
 - Older site: 4 modulares, 2 in 2003, 1 in 2015 – storage right now, can be removed to bring utilization number up
 - **Campbelltown – Facilities Challenges**
 - Fair shape
 - Vacant Spaces (some students went to Heritage Hills)
 - Only using 2 of 5 modulares plus 3 other modulares
 - Some wings have old furnace / vent units, allow lots of cold air in
 - **Salisbury – Facilities Challenges**
 - Demand for more electricity
 - Ventilation works well / no hots/colds
 - Gym spaces are fully utilized
 - CTS areas – not as usable for current programming / how to re-distribute current space
 - **Clover Bar – Facilities Challenges**
 - Electrical concerns
 - Excellent CTS spaces
 - Good facility in good shape

- **List of Criteria for any Educational Facility**
 - Resolution for Sherwood Heights
 - Concerns about ability to continue to serve students and teachers
 - Major component systems failing
 - Cannot continue to move on in same space
 - Site itself is great and location is great
 - Want an actual band room
 - Want a large enough gym (currently looks like an elementary school gym)
 - Want spaces that support learning at a Junior High School level
 - High priority for board
 - Solution should improve education delivery and support learning
 - Accessibility tough
 - Update of Mech. and Elec.
 - Challenges:
 - Only one school site in South that would work; location doesn't work
 - Need community access
 - Jacquie Surgenor Gaglione (School Council Chair):
 - Kids didn't get same physical education as other schools
 - Can't change for gym without touching someone else
 - Issues with heat, impacts education

- Would like a large band room, adequate gym (kids getting activity in hallways), adequate foods room (water “explodes out of taps”)
 - Same site, important for community access; sports courts. Chose location for access to schools
- Katie Berghofer (Councillor, Ward 8, Strathcona County):
 - location
 - Lots of traffic, impacts community
 - Sherwood Heights has amazing amenities
 - Traffic patterns should be addressed
- Paul Palliser (Principal, Sherwood Heights):
 - Transportation Issues have changed significantly, would need to have support
 - Access to fields is great
 - Ice rink is there, don’t have great access to it though
 - Likes: access to library, swimming, arts facility
- Annette Hubick (Trustee, EIPS):
 - Central location: environmental considerations / people walk and bike, more students able to access at a lesser distance, encourage transportation instead of driving kids
- Tracey Arbuthnott (Principal, Pine Street Elementary):
 - How do we make learning spaces dynamic, how can we define these spaces
- Trina Boymook (EIPS):
 - Looking at spaces to be **versatile** / using a space for more than one thing. Will last well into the future
- Chris Woollard
 - Variety of spaces, collaborate spaces = 21st century
 - How does original request get revised
- Mark Liguori
 - Clover Bar and Salisbury have excess space / practicality
- Sandra Stoddard (Associate Superintendent)
 - Look at potential ways to consolidate
 - Facility condition
 - Re: Sherwood Heights – 2 for 1 or 3 for 1
- Calvin Wait (Director of Facility Services)
 - Salisbury requires major modernization
 - Sherwood Heights is a great area; needs rejuvenation
 - Salisbury turn over to county and Junior / Senior High on current Sherwood Heights site
 - Will bring younger families who will upkeep homes in area / renovate: an investment in the neighborhood
 - Consolidate Elementary schools, making a new K-9 on Sherwood site
- Trina Boymook:
 - Would roadways work for junior/senior high on Sherwood Heights site
 - Heritage Hills students coming into a well-establish school (French-immersion), can be more of a challenge for those students
 - Sherwood Heights in with Salisbury?
- Sandra Stoddard:
 - What is largest K-9? 1200 students (ideal is 900 students)
- Annette Hubick:
 - Evaluation criteria: a quick resolution for Sherwood Heights is important / urgency is there (not there because of over-capacity but because of boiler system and facilities failing)
- Trina Boymook:
 - Sherwood Heights – need quick solutions, perhaps overshadowing other conversations
 - Maybe move a specific program to allow more space for capacity if combining schools
 - Pedway for two schools to share CTS space to keep identities separate
 - Build a junior high onto Salisbury with a modernization to follow after
- Chris Woollard

- Make wings specific to different schools
 - Advantages of junior high attached to senior high
 - Calvin Wait
 - 9-12: 3100 students
 - Greg Probert:
 - Changing grade configurations?
 - Moving 9's over to Salisbury, consolidating K-8 at one school in Sherwood heights area. 3:1 replacement
 - Jacquie Surgenor Gaglione:
 - Grade configuration was discussed in the past
 - Maybe issues around switching some in Sherwood Park and not all
 - Chris Woollard
 - Modernization vs Replacement
 - Low-utilization schools have benefits from modernizations / can open spaces and make better use of space / more effective use of spaces
 - Modernizations for full-capacity schools essentially become additions
 - Lesley Bowman (Pine Street)
 - Is there a specific age of the school to not do a modernization?
 - Chris: Yes, one criterion is money, configuration and age of school may dictate it will cost more than modernization.
 - Layout of school is more pertinent than age of school
 - Will always have a split-level school
 - Chris Woollard
 - Introducing natural light into the school
 - Upgrades for accessibility
 - Greg Probert
 - Single track is important
 - K-8 French Immersion and K-8 English
- Afternoon Session – identify options
 - Don Irwin (Trustee, EIPS)
 - Site Safety – location on major route and having more space
 - Colleen Alpern
 - Increase utilization of current sites
 - French Immersion, Logos retain program integrity and what their specific needs are
 - Tracey Arbuthnott
 - Junior high attendance boundaries in scope?
 - Brent: worth looking at the option. Would still include Infrastructure component but is worth looking at
 - Jacquie Surgenor Gaglione
 - If we move to grade re-configuration, how will this impact other schools in Sherwood Park?
 - Are we able to offer comparable programs if re-configured
 - Paul Pallister
 - Soft side of school changes, maintain internal community
 - Definition of school through sports / sense of belonging
 - Sandra Stoddard
 - Aesthetics criteria
 - Jacquie Surgenor Gaglione
 - Modernization – how do we manage expectations and provide the least amount of disruptions as possible
 - Chris Woollard
 - Managing construction during a modernization
 - Trent Franson
 - Construction can be going on for years and that is all the students know
 - Trina Boymook

- Still consider replacement school for Sherwood Heights 1:1
 - Sherwood Heights growing
 - Build onto Salisbury (Junior High)
 - Replace Salisbury and Sherwood Heights on Sherwood site
- Brent Dragon
 - K-8 Replacement for Sherwood Heights, Pine Street, Campbelltown
 - 2 K-8's and splitting and 9's to Ardrossan or Salisbury
- Trina Boymook
 - Capacity issues for French-immersion 9's

• **1 - Sherwood Heights Replacement 1:1**

• **Pros**

- Trina Boymook
 - Junior High attendance boundaries for other junior highs around Sherwood Park
 - Look at low utilization rates at other schools and address that as part of the solution
- Jacquie Surgenor Gaglione
 - Sherwood Heights – easy solution from culture standpoint
- Mark Liguori
 - Transportation
- Tracey Arbuthnott
 - Utilization rate stays the same
- Trina Boymook
 - New building: Sherwood Heights would retain students. Some students go out of boundary to avoid school condition / facilities
- Katie Berghofer
 - Chose to send student elsewhere /EIPS loses funding
- Leslie Bowman
 - Funding leaving division
- Jacquie Surgenor Gaglione
 - Condition of school been an issue for years and will continue to be
- Trina Boymook
 - Community of Sherwood Park supports new school; common knowledge that a replacement school is required

• **Cons:**

- Mark Liguori
 - Province will look at utilization rates
 - 1:1 replacements aren't feasible right now
- Trina Boymook
 - Is the government going to accept a 1:1 replacement? Has been rejected before
- Annette Hubick
 - Nothing different than was requested before
 - Doesn't address other schools
 - Affecting whole community
 - Underutilization at Clover Bar isn't addressed
- Trina Boymook
 - Is solution going to get denied again?
 - How much of a factor is future growth taken into consideration?
 - No school planned for Cambrian Crossing
- Katie Berghofer
 - Hillshire: approx.: 4000 people would be considered in Sherwood Heights area
 - Cambrian: 10000-12000 people
- Chris Holden
 - Smaller replacement
- Brent Dragon

- Enrolment based on last year
- Build in 70-85% range to accommodate new students
- Need capacity for Hillshire
- Longer build-out for Cambrian Crossing
- Cambrian Crossing – where is the location best served
- Tracey Arbuthnott
 - Get rid of modulars to drop utilization rate, will new build be considered?
- Don Irwin
 - Update utilization rates
- Trina Boymook
 - Sherwood Heights 1:1 paired off with getting rid of modular?
- Chris Woollard
 - A classroom = 25 students (getting rid of portables) where would capacity be at?
- Brent Dragon
 - Doesn't address facilities (just removing modulars)
- Trina Boymook
 - Modulars needed at Southpoint in Fort Saskatchewan

• **2 - Combining Pine Street and Campbelltown**

• **Pros/Cons**

- Brent Dragon
 - Addresses maintenance requirements
 - Might tie well with 1:1 Sherwood Heights replacement
 - Doesn't deal with Sherwood on its own (maybe combine 1 and 2)
- Jacquie Surgenor Gaglione
 - Both K-6 schools. No major changes to school programming
 - Close to one another
- Greg Probert
 - Single track immersion program, make it a dual-track program (con)
- Lesley Bowman
 - Both Pine Street and Campbelltown have gone through changes and lost students
- Trina Boymook
 - Would be push-back from both communities. Would come into align with all other schools that are dual track.
- Lesley Bowman
 - As a package with Sherwood Heights might be positive
- Annette Hubick
 - Having a challenge getting one school, how can we get two. 3:2 deal. Doesn't want to overshadow need for new Sherwood Heights school
- Trina Boymook
 - Two school communities join to move to Sherwood Heights.
 - Replacement school first, and then addition for elementary schools on site
- Lesley Bowman
 - Is a solution approach working?
 - Chris Woollard: yes, David Thompson Solution
- Brent Dragon
 - Solution: recently added to Alberta Infrastructure
- Is there enough room for a 1500 student school on that site? What field space would be left?
 - Chris Woollard – yes, but as multiple levels
- Jacquie Surgenor Gaglione
 - Mature neighborhood strategy for more than 2 levels
- Trina Boymook
 - School sites surrendered back to county
 - Same community will benefit from park, just moved over
- Jacquie Surgenor Gaglione

- Any other infrastructure ie. Clubhouse that would need to be moved
- Katie Berghofer
 - Only one ball diamond on site

3 - Modernization/Expansion to Salisbury to accommodate Sherwood Heights

Pros/Cons

- Jacquie Surgenor Gaglione
 - Junior high students would benefit from high school CTS areas
 - Would hate to lose outdoor sports areas if junior high building built
- Mark Liguori
 - Theatre, Library: good community spaces
- Trina Boymook
 - Sherwood Heights being able to retain its identity may be tough moving to Salisbury
 - Junior High benefits greatly from High School and would be the preferred method
- Chris Woollard
 - Salisbury not full capacity
- Trina Boymook
 - Can extra space be used by junior high
- Don Irwin
 - Wouldn't have to build as big a junior high (Salisbury has space)
- Brandon Salyzyn
 - Would we have to show utilization plan before getting approved?
 - Chris W: upping utilization rate
- Annette Hubick
 - Cons: "modernization" more disruptions during process
 - 7-12's programming advantages for junior high students
 - K-9's have fewer typical junior high challenges
 - Community concerns having younger students attend school with older
- Jacquie Surgenor Gaglione
 - Modernization concerns with disruption in education
- Trina Boymook
 - Other Junior/Senior highs: greater advantages for junior high – teachers teach both

4 - Combining Salisbury and Sherwood Heights on Sherwood Heights Site

Pros/Cons

- Trina Boymook
 - Community may not receive the senior high students as well
- Jacquie Surgenor Gaglione
 - Infrastructure for buses at Salisbury
 - May be concern around high school students feeling like they are going back to junior high
- Mark Liguori
 - Wouldn't make it through a traffic assessment
- Janna Widmer
 - Traffic impact a concern
- Chris Woollard
 - Salisbury has great CTS spaces that you would never get in new high school

5 - Combination of Sherwood Heights, Pine Street, Campbelltown K-8 and reconfigure 9's

Pros/Cons

- Trina Boymook
 - French immersion at Ardrossan wouldn't be able to support new students
 - Early jump on high school
- Annette Hubick
 - Help with Salisbury population
 - Very few grade 9 students in a 10-12 school as others are K-9
- Greg Probert

- Important from educational standpoint to look at pros/cons
- Jacquie Surgenor Gaglione
 - Not great support from community when presented in the past
- Trina Boymook
 - Sports for grade 9 students?
- Lesley Bowman
 - Tough if grades are not consistent throughout Sherwood Park
- Trina Boymook
 - Might impact Clover Bar negatively; students would be going to Salisbury the next year
- Lesley Bowman
 - Might see a big change where parents want to send their kids

• **6 - K-9 Replacement for Sherwood Heights, Pine Street, Campbelltown**

• **Pros/Cons**

- Brent
 - Size would be a challenge; would be a large school
- Lesley Bowman
 - Not first choice, only if it provides a solution to Sherwood Heights
- Trina Boymook
 - Have to move one of the junior high programs over to Clover Bar
 - Losing junior high element
- Tracey Arbuthnott
 - Need to look at traffic implications

• **7 - 2 K-8's and splitting the 9's to Ardrossan or Salisbury**

• **Pros/Cons**

- Brent
 - Would impact maintenance concerns for more schools
- Trina Boymook
 - Junior high French immersion program would not be big enough to offer option programs the students expect
 - May keep students in French program through to grade 9
 - People will move schools to have option courses
 - Doesn't believe board will support a K-8
- Paul Pallister
 - 58 in grade 7, 42 grade 8, 35 in grade 9

• **8 - Junior High attendance boundaries for other junior highs around Sherwood Park**

• **Pros/Cons**

- Tracey Arbuthnott
 - Northeast from Sherwood Drive to Baseline Drive, Haythorne would take over that; Clover Bar take over Sherwood Drive West
 - Pine Street and Campbelltown wouldn't be helped
- Trina Boymook
 - Northeast quadrant – large elementary component
 - Davison Creek is full
- Annette Hubick
 - Lakeland – if just elementary, wouldn't have enough space to accommodate elementary students
 - Clover Bar to help solution
- Trina Boymook
 - Board has temporary plan is Sherwood Heights goes down in middle of school year
 - Clover Bar – Cambrian Crossing students would go there
- Janna Widmer
 - Cambrian Crossing = 5 years, if not sooner

• **9 - Reduce Portables to increase utilization**

• **Pros/Cons**

- Trina Boymook

- Increase utilization and could increase chance for 1:1 replacement
- Tracey Arbuthnott
 - Helps with rest of district; use what we have
- Trina Boymook
 - Assume we can keep them within district; Alberta Education could buy back portables in exchange for Sherwood Heights new build
- Chris Woollard
 - Would need to go in with something else
- Tracey Arbuthnott
 - Easiest/quickest way to increase utilization

• **10 - Replace Sherwood Heights, future addition of combined separate elementary**

• **Pros/Cons**

- Trina Boymook
 - Get attention of government
 - Spread out the cost
- Trent Franson
 - Savings in creating a new building, rather than two modernizations
- Trina Boymook
 - French program (Francophone school board) is looking for permanent site
- Paul Pallister
 - Is it possible to re-built Clover Bar and Sherwood Heights as K-9 and close down Campbelltown and Pine Street
- Trina Boymook
 - Affect Mills Haven?
- Annette Hubick
 - Build a Sherwood Heights replacement for Sherwood Heights Clover Bar and replacement for Campbelltown and Pine Street
- Trina Boymook
 - Would not need more junior high space if a new replacement school for Sherwood Heights is constructed
 - Giving up part of building to get utilization down
- Brandon Salyzyn
 - Move Clover Bar to Salisbury

• **11 - Combine and replace Salisbury and Sherwood Heights in CITP**

• **Pros/Cons**

- EIPS
 - How does it fit in "Centre in Park" vision?
 - Keeps transfer-station
- Katie Berghofer
 - Centre in the Park; Salisbury grass is zoned for education use
- Janna Widmer
 - Main floor may be smaller, would have to look at whole site
- Annette Hubick
 - Nobody has to live through modernization
 - Not as good use of public funds
- Trina Boymook
 - Not a good use of funds, Salisbury still in good condition
 - Could be down-grading CTS programs
- Don Irwin
 - Any available space near City Hall?
- Katie Berghofer
 - County did a swamp with land- St. Theresa. Not part of educational area of St. Theresa.
- Jacquie Surgenor Gaglione
 - Doesn't see it as a logistically viable solution

• **12 - Clover Bar and Sherwood Heights as a K-9 and close down Campbelltown and Pine Street**

• **Pros/Cons**

- Jacquie Surgenor Gaglione
 - How does it impact other elementary schools? Are we setting kids up for success?
- Annette Hubick
 - Kids at K-9; only works if elementary population is similar.

• **13 - Reduce Salisbury to expected enrolment**

• **Pros/Cons**

- Trina Boymook
 - Addresses utilization rate
 - Needs to go together with Sherwood Heights replacement
 - Can part of building be used for another organization or the municipality to use
- Jacquie Surgenor Gaglione
 - Has Salisbury ever hit 1500-2000? (early in construction)
 - Originally going to serve all of Sherwood Park

• **14 - Combine Clover Bar and Sherwood Heights / Combine Pine Street and Campbelltown**

• **Pros/Cons**

- Jacquie Surgenor Gaglione
 - Economy of scale; would be able to offer more programs; need to have the facilities to accommodate it.
 - Loss of identity / sports programs get amalgamated
- Trina Boymook
 - One gym or two gyms?
 - Would parents want to send their kids to a large junior high; some people think Haythorne is too large (at 700)
- Trent Franson
 - Where does "super school go"
- Jacquie Surgenor Gaglione
 - More people would have to drive to the school. / Environmentally impact
- Trina Boymook
 - Just dealing with the now and not the future
- Annette Hubick
 - Option 1 and 2 as one option

• **15 - Move Clover Bar to Salisbury**

• **Pros/Cons**

- Jacquie Surgenor Gaglione
 - Clover Bar is in the best shape

• **Overall Feedback**

- Tracey Arbuthnott
 - Do the simplest things first.
 - Try and do first one first (replacement school)
- Trina Boymook
 - More comprehensive ask

EIPS Value Scoping Sessions – Day 2 09.23.2020

- *Rate evaluation criteria during / end of session*
- *Intention of the day: present options and discuss each one and then Chris Holden to present cost analysis.*
- Based on discussions on Monday: Enrolment Headcount vs Adjusted Utilization Rates
 - *Sherwood Heights:*
 - *As of Sept 22, 2020: 88%*
 - *5-year projected: 84%*
 - *10-year projected: 89%*
 - *Ecole Campbelltown*
 - *As of Sept 22, 2020: 67%*
 - *5-year projected: 66%*
 - *10-year projected: 65%*
 - *Clover Bar*
 - *As of Sept 22, 2020: 62%*
 - *5-year projected: 53%*
 - *10-year projected: 59%*
 - *Pine Street*
 - *As of Sept 22, 2020: 58%*
 - *5-year projected: 64%*
 - *10-year projected: 63%*
 - *Salisbury*
 - *As of Sept 22, 2020: 62%*
 - *5-year projected: 66%*
 - *10-year projected: 65%*
 - *Seeing some dips, but fairly static*
- Trina
 - Does 10-year projection on Salisbury consider Cambrian Crossing?
 - Brent: not included, Bev Facey also sitting in 60% utilization rate
 - Removal of modular to reduce capacity, what would be utilization rate?
- **Options**
- **Option 1:**
- **1:1 Replacement of Sherwood Heights**
 - 6,683 m2 on site
 - Build in playing fields to East, one completed, knock down old building and creating fields and parking
 - Two storeys: footprint – 4,418 m2 (2/3 on main, 1/3 on second)
 - Potential for this in combination with other options
 - Trina Boymook
 - Another combination: 9 – remove modular and reallocation and 13 – downsizing Salisbury
 - **Pros:**
 - Trina Boymook
 - Don't have the luxury of a lot of time, would address immediate concerns
 - Have already talked with Strathcona County re: logistics and are able to build on County land next to current school
 - Checks all criteria boxes
 - Combine this with other items to address utilization
 - Combine with 2 and 9
 - Or combine with 9 and 13
 - Spread out over time
 - Repurpose modulars to Southpoint or surrender to province
 - Jacquie Surgenor Gaglione
 - Easiest to sell to parents
 - Not living through modernization, community would have support
 - Tracey Arbuthnott

- Makes sense to right-size buildings
 - Different political time then first asked
 - Trina – Wrong-timing with election, victim of change in government, have support of local MLAs; board to pay for design phase
 - Stumbling block is utilization rate
 - Annette Hubick
 - What is most urgent; enrolment numbers drive that decision
 - Best way to help community
 - Trina Boymook
 - Cougar identity lives on
 - Community will not be happy if it ceases to exist
 - Need to be visionary – 20 years down the road
 - Jacquie Surgenor Gaglione
 - Con: fundamentally shifts everything in Sherwood Park (if 7-12)
 - Chris Holden
 - Would be looking at it being bigger for a 750 capacity, may not look right
 - **Cost:**
 - New High School: \$3,000/sq.m.
 - Junior High School: \$3,000/sq.m.
 - Elementary: \$2,800/sq.m.
 - **\$22,164,060**
 - Robert
 - Solar included? Chris Holden: would be above and beyond / AI does not allow
- **1a: Modernization of Sherwood Heights**
 - AI will want a comparison of alternatives
 - **Cost: \$15,793,025**
 - Mark Liguori
 - Cons: Rarely on budget, disruption to learning huge, very difficult
 - Chris Woollard
 - Modernization could take 3 years
 - Trina Boymook
 - On surface it is \$16 mill., going to cost more
 - Does not believe Sherwood Heights is a candidate for modernization
 - Chris Woollard
 - Agrees that modernization will possibly cost a lot more
 - Annette Hubick
 - Will not list as option in report
 - Not a lot of places to put kids in the Sherwood Heights building
 - Jacquie Surgenor Gaglione
 - Whole experience at junior high could be living through renovation
 - Systems failures already, renovation would present huge risk in touching these items
- **Option 2:**
- **Combining Pine Street and Campbelltown**
 - 1st on Campbelltown Site
 - One storey: 6,715 m²
 - Create 85% utilization rate (850 student capacity)
 - Two storey: 4,433 m²
 - 2nd on Pine Street Site
 - One storey: 6,715 m²
 - Create 85% utilization rate (850 student capacity)
 - Two storey: 4,433 m²
 - Taking out all
 - Jacquie Surgenor Gaglione
 - Pine Street – one playground

- Campbelltown – one playground
 - Will need two playgrounds / important to consider
 - Annette Hubick
 - Is 850 K-6 a new standard?
 - Chris: AI guidelines go up to 900
 - Jacquie Surgenor Gaglione
 - 850 student capacity as a con, going from 300 students to 850
 - Annette Hubick
 - Hard sell a 850 student elementary school
 - Con: Tougher to modernize a fuller capacity school
 - Growth from Hillshire can be accommodated in lower capacity current schools
 - 850, current capacity projections
 - Lesley Bowman
 - Been through 650 students in elementary school, more capacity at school rather than number of students that was an issue
 - Trina Boymook
 - Difference between numbers and actual numbers of students relative to capacity of building
 - Ardrossan elementary school of 700
 - Two schools coming together with 2 different groups of students (French and English). Part of program, rather than part of school
 - PUF program can be moved to another location?
 - Brent Dragon
 - 850 capacity; future predictions lowers that
 - 55 FTE students
 - Trina Boymook
 - Relocate PUF program into another elementary school, lowering 850 capacity
 - Lesley Bowman
 - Two schools into one, would it impact students in dual-track
 - Jacquie Surgenor Gaglione
 - Bigger community and move away from French Immersion student vs English student
 - Karen deMontarnal
 - Understand studies, perception of French Immersion school vs dual track
 - Tracey Arbuthnott
 - Making community a whole school community
 - **Cost: \$22,746,122**
- **Option 2a:**
- **Modernize one and add on to accommodate both schools**
 - Modernize Campbelltown and add on to accommodate Pine Street
 - New gym on east, two storeys on south, remove modular
 - 7,000 m2
 - Only looked at for Campbelltown, Pine Street is a smaller site and configuration makes it tough to add on to.
 - Modernize one area to move students into first
 - Trent Franson:
 - Move all kids to one school and then addition?
 - **Cost: \$20,065,468**
 - Trina Boymook
 - Not worth it, with number differences
 - Pine Street on corner lot, make allow better for traffic
 - Don Irwin
 - Acres on each lot?
 - Greg Probert
 - Didn't have traffic jams; moved drop-off and bus. Tamarack can get congested
 - Water is interesting, ditch in back, water running under portables down hill. Interior isn't bad due to facilities up-keep.

- Chris Holden
 - State of Campbelltown? Chris Woollard – to double check state
- Chris Woollard
 - Pine Street would be tougher to add on layout wise. Same result, whether on Pine Street or Campbelltown site.
- Tracey Arbuthnott
 - Pine Street has a park, south of them for parking options possibly
- Annette Hubick
 - Lose corner location on Pine Street site
- Trina Boymook
 - Corner lot, Pine Street has many exits
- **Option 3:**
- **Modernizing and Expanding Salisbury to accommodate Sherwood Heights**
 - Majority would be modernized
 - Added a 600 m2 addition to southeast to meet AI guidelines
 - Expansion on gym to 597 m2
 - Site constraints expansion to south end of site
 - Trina Boymook
 - Retaining Sherwood identity
 - Chris: tough to retain high school portion for high school
 - Can we legally say two schools in one school building?
 - Brent: only one footprint, only one school
 - Chris: functional, program-wise: South would be junior high
 - Jacquie Surgenor Gaglione
 - Would parking be sufficient?
 - Adding space and shared space, what would impact be on foods space?
 - Chris: Could add on foods area in modernization
 - Brandon Salzyn
 - Financial impact
 - Cut of 90% of classrooms, must be found somewhere else, CTS rooms will need to be modified
 - Karen deMontarnal
 - French streams – how do they fit in
 - Trina Boymook
 - Sees fewer French immersion students if students do Junior high French at Salisbury, they will just stay at Salisbury
 - Only one high school gym?
 - Annette Hubick
 - 7-12 schools: separate junior and senior high in school
 - Is junior high school identity important: should we weigh this and other items?
 - Rob Bushell
 - Junior high identity important
 - Don Irwin
 - Site can accommodate the project, plan could be devised to have separate entrances
 - Trina Boymook
 - Junior high students benefit from being at a high school
 - Would be introducing a new structure in Sherwood Park
 - May put more demands on Haythorne
 - More pressure on Ardrossan for French immersion, will stay at Salisbury because it is comfortable
 - Don Irwin
 - Still sees schools being able to co-exist
 - Karen deMontarnal
 - Impact to French immersion – may not go out to Ardrossan
 - Paul Pallister

- Replacement for Sherwood Heights most important
 - Not an option
 - House on corner on Sherwood Heights could be used.
 - Church is underutilized and are looking at getting rid of building
 - Short-term: 60 plus years of history, down the road, could work
 - Building one larger elementary school on Sherwood Heights site (700 students, does not leave room for growth)
 - Janna Widmer
 - Salisbury site – Easier to build up, location has other higher buildings
 - Build 7-9 up on same site
 - Annette Hubick
 - Option 3 alternative to Option 1
 - Con: How long would it take to do? 4 years at least
 - Sherwood Heights location may be better location for Elementary combined school
 - Addresses Salisbury low utilization
 - Tracey Arbuthnott
 - Substantial abatement
 - Give less CTS spaces
 - Jacquie Surgenor Gaglione
 - Students could spend 5 years in construction site
 - Chris Woollard
 - Could take another year just to get approval
 - Brandon Salyzyn
 - Salisbury is already being looked at for modernization, would be good to include with Sherwood Heights solution
 - **Cost:**
 - **Addition to Salisbury and move Sherwood Heights in 65% new \$54,733,572**
 - **Addition to Salisbury and move Sherwood Heights in 75% new \$61,748,457**
 - **Cost:**
 - **Reconfiguration of Salisbury and move Sherwood Heights in 80% new \$57,688,899**
 - Brent Dragon
 - Cost of just Salisbury?
- **Option 6**
- **K-9 Replacement for Sherwood Heights, Campbelltown and Pine Street**
 - 1600 student capacity
 - One storey: 12,900m²
 - Two storey:: 8,500m² footprint
 - Done in combination with right-sizing Salisbury, would be bigger than Salisbury
 - Jacquie Surgenor Gaglione
 - Number of students in each situation as a criterion
 - Annette Hubick
 - Footprint compared to Salisbury?
- **Option 6a**
- **Replacement of Sherwood Heights now and then add on Pine Street and Campbelltown later**
 - Two storey: separate buildings, would be same footprint as Option 6
- **Option 9**
- **Reducing Modulars at Clover Bar, Pine Street and Campbelltown**
 - Campbelltown: 66% current utilization, 370 students
 - 85% utilization, target 425 students
 - Take off 5 modulars, capacity is 434 students
 - Pine Street: 67%, 387 students
 - 85% utilization, target 425 students
 - Take off 4 modulars, capacity at 479 (77.2%)
 - Clover Bar: 58%, 367 students

- 85% utilization, target 412 students
 - Take off 2 modulares, capacity at 588 (61%)
 - Candace Cole
 - Move within EIPS (no AI funding) = \$100,000 per move. If AI takes the modular outside of EIPS, they will take the newest ones
 - Trina Boymook
 - Addresses utilization issues
 - Needs to be in combination with other options as deal for province
 - Jacquie Surgenor Gaglione
 - Is cost feasible?
 - Brent Dragon
 - Considered as the request, can retract the request
 - Where does the money come from to relocate?
 - Annette Hubick
 - Will they look beyond numbers?
 - Jacquie Surgenor Gaglione
 - Will Alberta Education look at a wholistic way and wonder why?
 - Brent Dragon
 - Might make sense from a provincial standpoint
 - Trina Boymook
 - There is a shortage of portables and more of a demand out there
 - Annette Hubick
 - How many portables can be surrendered, and how many do EIPS want to keep
 - Chris Woollard
 - 11 (2016 portables)
 - Brent Dragon
 - 8 are required at Southpoint
 - Jacquie Surgenor Gaglione
 - Can we say which ones are going, or does Alberta Education choose
 - Brent Dragon
 - Can decide which modulares to give away; will work together with school divisions
 - **Cost:**
 - **Modernization of SH, PS, EC, and remove 9 from: \$37,782,641**
 - **Rebuild of SH, Modernize PS, EC, and remove 9 modulares from PS and EC (each): \$41,239,481**
 - Tracey Arbuthnott
 - Can we decide where the modular go?
 - Mark Liguori
 - There is a process that involves the province deciding where best the modular go
 - Chris Woollard
 - The costing included is in conjunction with other options
 - Annette Hubick
 - Where will money come from?
 - Brent Dragon
 - 2 pots of money: modular classroom plan (add-on basis) / fire extinguisher solution
 - Capital request – Alberta Education can keep under capital project pot of money
 - Chris Holden
 - Why not make it part of the solution and see what happens
 - Chris Woollard
 - Rocky Mountain solution – relocation of modular was covered under overall budget
- **Option 6b**
- **Combine Sherwood Heights and Ecole Campbelltown as a K-9 new school and Offer Campbelltown to Ecole Francophone Board, reduce modular to other schools or divisions (1000 capacity), redesignate programs from Sherwood Heights to other Clover Bar**
 - Campbelltown 400 + Sherwood Heights 600 + room for growth (1150 capacity for K-9 on site)

- Trina Boymook
 - Can relocate Logos program to Clover Bar
 - Be able to provide options for the students
- Annette Hubick
 - Re-designating some programs from Sherwood Heights over to Clover Bar helps their utilization. K-6 and 7-9 equal
- Brent Dragon
 - Pine Street to Sherwood Heights; French immersion junior high to Clover Bar, more of a balance with grade
 - 500 junior high students at each
- Trina Boymook
 - Would be losing French immersion students if students had to move buildings
- Karen deMontarnal
 - Option 6 a good option
- Paul Pallister
 - From an educational point of view- keeping K-9 French immersion in one building provides benefit to students and teachers can teach different grades
 - Moving French immersion program out of building would lose part of the draw
- Annette Hubick
 - Would people leave Logos to stay at new school? How many in Logos program be already designated to Sherwood Heights?
- Trina Boymook
 - More Logos may stay in program if the program stays in Sherwood Heights school
- Annette Hubick
 - Risk for K-9 when greater number of junior high school
- Jacquie Surgenor Gaglione
 - How big is Lakeland school? 850
- Trina Boymook
 - Elementary is only French immersion; Junior high is predominately English, with some French immersion
- Greg Probert
 - Can keep the integrity of the programs in the building
- Cost:
 - 8,469m²: \$30,768,222
 - 9,699m²: \$34,568,772
- **Option 13**
- **Right-sizing Salisbury**
 - 1500 students for capacity
 - 12,634 m²
 - Would lose many classrooms
 - Change what's happening in remaining footprint
 - Would have to add onto to gym
- Trina Boymook:
 - Sherwood Heights and Pine Street or Sherwood Heights and Campbelltown as option
- Chris Woollard
 - Must consider what you are downsizing
 - An addition is a lot easier to take off
- Trina Boymook
 - Would not want to cut off CTS labs
 - Already on list – can part of modernization include cut-off south part of school
- Brandon Salzyn
 - What was capacity would be before addition as added
- Jacquie Surgenor Gaglione
 - Concern around losing CTS spaces, can we look at other areas to modernize

- Would they want to modernize CTS spaces (con)
- Chris Woollard
 - Capital request would be highlighting large CTS space
- Rob Bushell
 - What is the point of getting utilization numbers down and spending down?
- Chris Woollard
 - Sherwood Heights 1:1 was rejected due to low utilization
- Trina Boymook
 - Focus on south side, CTS spaces being relocated would require larger cost
- Annette Hubick
 - Way to present reduction in footprint by tearing down space vs repurposing space / sharing space and saving the building
- Jacquie Surgenor Gaglione
 - What would it cost to rebuild gym and relocate foods area?
- Paul Pallister
 - Ardrossan maxed out
 - Would Salisbury see an increase in enrolment?
 - Outreach centre located in Salisbury could supplement utilization
- Brandon Salzyn
 - Expecting new growth at junior high level, will filter into high school level
- Brent Dragon
 - About 50 students added onto junior high level (fits into 80%)
 - High school component at Bev Facey – 600 high school spaces available
- Trina Boymook
 - Third-building partnership: Strathcona County?
 - Are tenants factored in?
- Brent Dragon
 - Not for profit lease: gross capacity to net capacity
 - For profit lease still remains as part of net capacity
- Trina Boymook
 - Municipality: not for profit or for profit
 - Boys and Girls Club: not for profit, space exempt
 - County looking for additional offices for child and family services, space exempt
- Brent Dragon
 - Offices vs community use
- Annette Hubick
 - How does it affect cost? Right sizing and repurposing
- Brent Dragon
 - The urgency around Sherwood Heights. May take time to negotiate leases for Salisbury
- Trina Boymook
 - Package as part of plan
- **Cost:**
 - Major modernization of Salisbury and reduce in size: **\$35,943,003**
 - Major modernization of Salisbury and reduce in size (65% new): **\$33,763,638**
 - Major modernization of Salisbury and reduce in size (80% new): **\$40,301,733**
 - Major modernization of Salisbury and reduce in size (65% new/CTS 45% new): **\$38,878,372**
- **Evaluation Criteria (to add to original criteria)**
 - Exterior play amenities
 - Number of students
 - Add in acceptable to community
- **Option 1**
 - Brent Dragon
 - Does it improve program opportunities?

- Trina Boymook
 - Spaces do not currently support students, opens space to support students
- **Option 2**
 - Trina Boymook
 - Sherwood Park getting used to two storey building
 - Brent Dragon
 - How does internal community change?
 - Trina Boymook
 - Teachers are comfortable in single-track program
 - Annette Hubick
 - Short term – internal community is affected
- **Option 2a**
 - Trina Boymook
 - Campbelltown playground was for 650 students
 - Annette Hubick
 - What does sustainability refer to?
 - Brent Dragon
 - 15-year build out and affect to Pine Street
 - 70 students extra
- **Option 3**
 - Jacquie Surgenor Gaglione
 - Play amenities- include green spaces
- **Option 6**
 - Brent Dragon
 - Program integrity?
 - Trina Boymook
 - Elementary as a separate school within a school; would not have a dual track at elementary.
 - Jacquie Surgenor Gaglione
 - Announcements would be English and English books in library
 - Trina Boymook
 - Elementary wing, French posting
 - Jacquie Surgenor Gaglione
 - Are they okay with English posters?
 - Greg Probert
 - Can lose a lot with transition of 6-7
 - Logistics in building – location of students is important for what program they are in
 - K-9's in French immersion in same building would retain those students
 - Brent Dragon
 - Concerns around Junior high students coming in.
 - Annette Hubick
 - Community response: perception east of clover bar, would get dual track and students coming into junior high would feel like they were not considered
 - Trina Boymook
 - Able to add portables on Sherwood Heights site
 - Chris W
 - Would you want to add on? Already a high student population
- **Option 9**
 - Trina Boymook
 - Leave it
- **Option 13**
 - Brandon Salyzyn
 - CTS programs would be made smaller
 - Trina Boymook
 - If we need more space back later, it's easier



5.0 APPENDIX C: INDIVIDUAL SCHOOL INFORMATION AND PROJECTIONS

Sherwood Heights Junior High School

241 Fir Street, Sherwood Park

Grade Configuration: 7 - 9

Year	# of Students
2019/20	587
2020/21	625
2021/22	642
2022/23	652
2023/24	620
2024/25	624
2025/26	640
2026/27	663
2027/28	672
2028/29	674
2029/30	659

Instructional Area: 2,389.20 m²

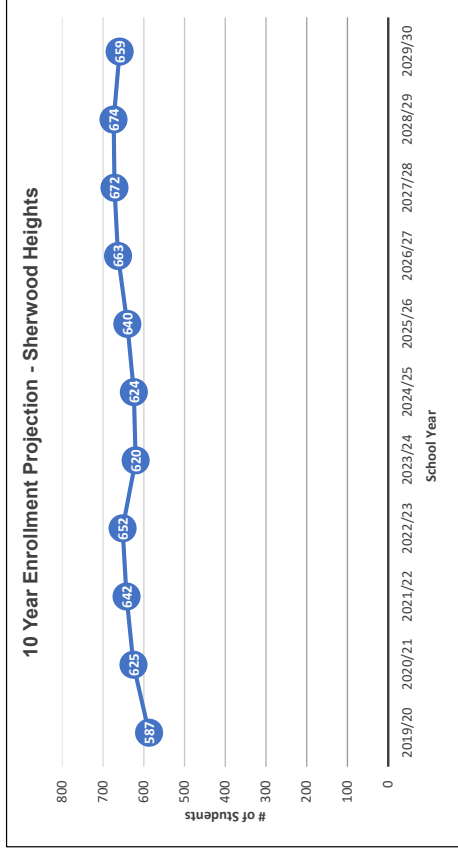
Net Capacity: 759 students

Enrollment 2019 / 2020: 587 Students

Utilization Percentage: 77%

FCI: (Facility Condition Index) 0.25 (fair / 2017)

Year Constructed: 1958 / 59,88,92,97 Additions



Area Comparison Chart		Existing School (759 Capacity)		Provincial Guidelines (750 Capacity 7 - 9 School)		VARIANCE
#	Instructional Space	Total Area m ²	#	Instructional Space	Total Area m ²	
19	Classrooms	1,317.7	19	Classrooms @ 80m ²	1,520.0	(202.3)
3	Science Classrooms @ 120m ²	287.0	3	Science Classrooms @ 120m ²	360.0	(73.0)
0	Science Classrooms @ 95m ²	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	271.2	2	Large Ancillary @ 130m ²	260.0	11.2
2	Small Ancillary	171.9	3	Small Ancillary @ 90m ²	270.0	(98.1)
1	Gymnasium	561.3	1	Gymnasium	815.0	(253.7)
1	Gym Storage	27.0	1	Gym Storage @ 10% Gym Size	82.0	(55.0)
1	Library	189.3	1	Library	300.0	(110.7)
3	CTS	424.7	3	CTS @ 200m ²	600.0	(175.3)
3	Info Services	318.9	3	Info Services @ 115m ²	345.0	(26.1)
Subtotal:		3,569.0	Subtotal:		4,552.0	(780.7)
Total Instructional		3,569.0	Total Instructional Area:		4,552.0	(983.0)
Number of Instructional Spaces:		35.0	Number of Instructional Spaces:		36.0	(1.0)
Non-Instructional Space		Total Area m ²	Non-Instructional Space		Total Area m ²	
	Admin & Staff Areas	-		Admin & Staff Areas	397.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	40.0	-
	Mechanical & Meter	-		Mechanical & Meter	189.0	-
	Recycle Room(LEED)	-		Recycle Room (LEED)	11.0	-
	Physical Education	-		Physical Education	160.0	-
	Circulation	-		Circulation	988.0	-
	Wall Area	-		Wall Area	474.0	-
	Storage Area	-		Storage Area	138.0	-
	Washroom Area	-		Washroom Area	90.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	24.0	-
	Flexible Space	-		Flexible Space	180.0	-
	Wiring/Network	-		Wiring/Network	40.0	-
Subtotal		-	Subtotal		-	-
Total Non-Instructional		-	Total Non-Instructional		2,731.0	-
Total Area		3,569.0	Total Area		7,283.0	-
			Area per Student		8.91	-

SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



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SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK

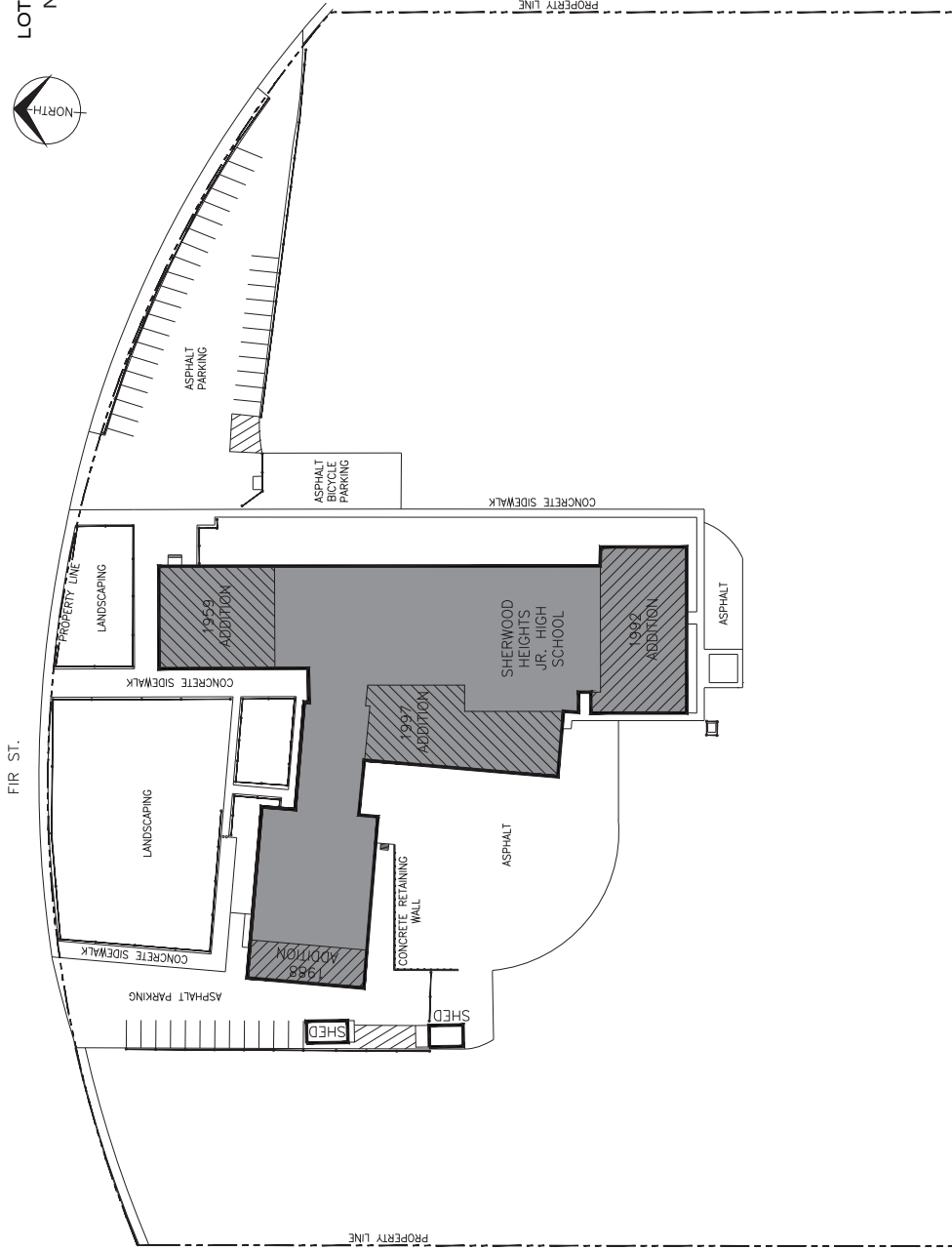


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LOT D, BLK. 19, PLAN 5434 K.S.
 N. E. 1/3 SEC. 27-52-23-4
 SHERWOOD PARK



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SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
 241 FIR ST., SHERWOOD PARK



Pine Street Elementary School

133 Pine Street, Sherwood Park

10 Year Enrollment Projection

Year	# of Students
2019/20	366
2020/21	363
2021/22	360
2022/23	351
2023/24	350
2024/25	354
2025/26	356
2026/27	359
2027/28	355
2028/29	353
2029/30	350

Grade Configuration: K - 6

Instructional Area: 2,445.3 m²

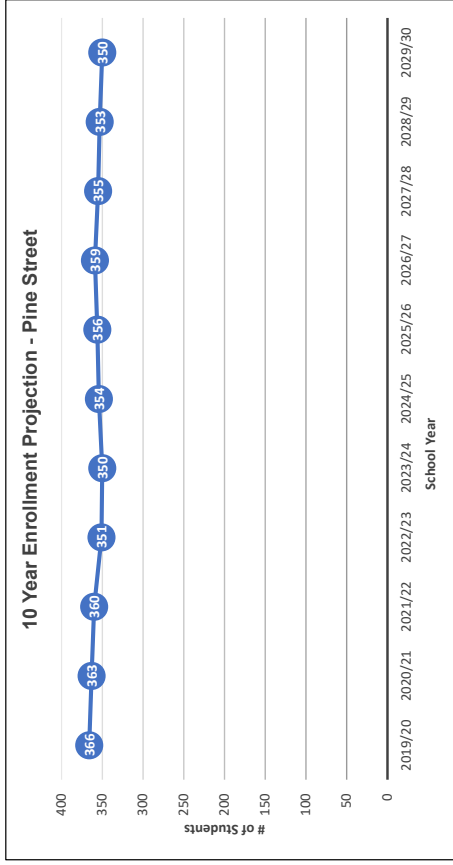
Net Capacity: 579 Students

Enrollment 2019 / 2020: 366 Students

Utilization Percentage: 63%

FCI: (Facility Condition Index) 0.24 (fair / 2017)

Year Constructed: 1962 / 1971 Addition plus modulars



Area Comparison Chart

#	Existing School (579 Capacity)	#	Provincial Guidelines (600 Capacity K-6 School)	VARIANCE	
	Instructional Space		Instructional Space		
19	Classrooms	17	Classrooms @ 80m ²	1,360.0	(0.7)
0	Science Classrooms @ 120m ²	0	Science Classrooms @ 120m ²	-	-
3	Science Classrooms @ 95m ²	3	Science Classrooms @ 95m ²	285.0	(73.8)
1	Large Ancillary	1	Large Ancillary @ 130m ²	130.0	(35.6)
3	Small Ancillary	3	Small Ancillary @ 90m ²	270.0	(22.5)
1	Gymnasium	1	Gymnasium	430.0	(75.8)
1	Gym Storage	1	Gym Storage @ 10% Gym Size	43.0	(28.6)
1	Library	1	Library	240.0	(75.7)
0	CTS	0	CTS @ 200m ²	-	-
0	Info Services	0	Info Services @ 115m ²	-	-
	Subtotal:		Subtotal:	2,788.0	(312.0)
	Total Instructional		Total Instructional Area:	2,788.0	(312.7)
	Number of Instructional Spaces:		Number of Instructional Spaces	27.0	2.0
	Non-Instructional Space		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas		Admin & Staff Areas	307.0	-
	Wrap & Collaboration Space		Wrap & Collaboration Space	30.0	-
	Mechanical & Meter		Mechanical & Meter	162.0	-
	Recycle Room(LEED)		Recycle Room (LEED)	11.0	-
	Physical Education		Physical Education	70.0	-
	Circulation		Circulation	690.0	-
	Wall Area		Wall Area	331.0	-
	Storage Area		Storage Area	97.0	-
	Washroom Area		Washroom Area	72.0	-
	Accessible Washroom Facility		Accessible Washroom Facility	12.0	-
	Flexible Space		Flexible Space	144.0	-
	Wiring/Network		Wiring/Network	30.0	-
	Subtotal		Total Non-Instructional	1,956.0	-
	Total Non-Instructional		Total Non-Instructional	1,956.0	-
	Total Area		Total Area	4,744.0	-
			Area per Student	7.85	

PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



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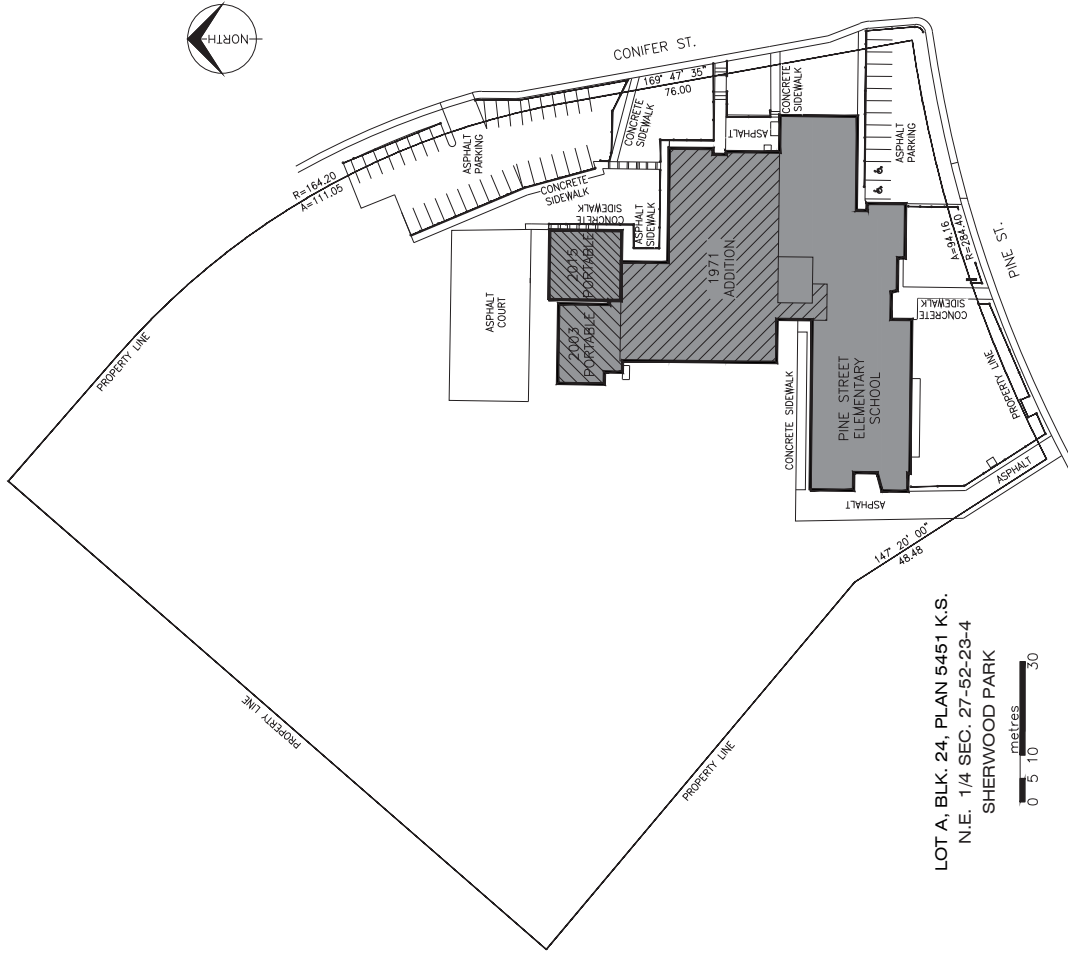
PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



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LOT A, BLK. 24, PLAN 5451 K.S.
 N.E. 1/4 SEC. 27-52-23-4
 SHERWOOD PARK



PINE STREET ELEMENTARY SCHOOL
 133 PINE ST., SHERWOOD PARK



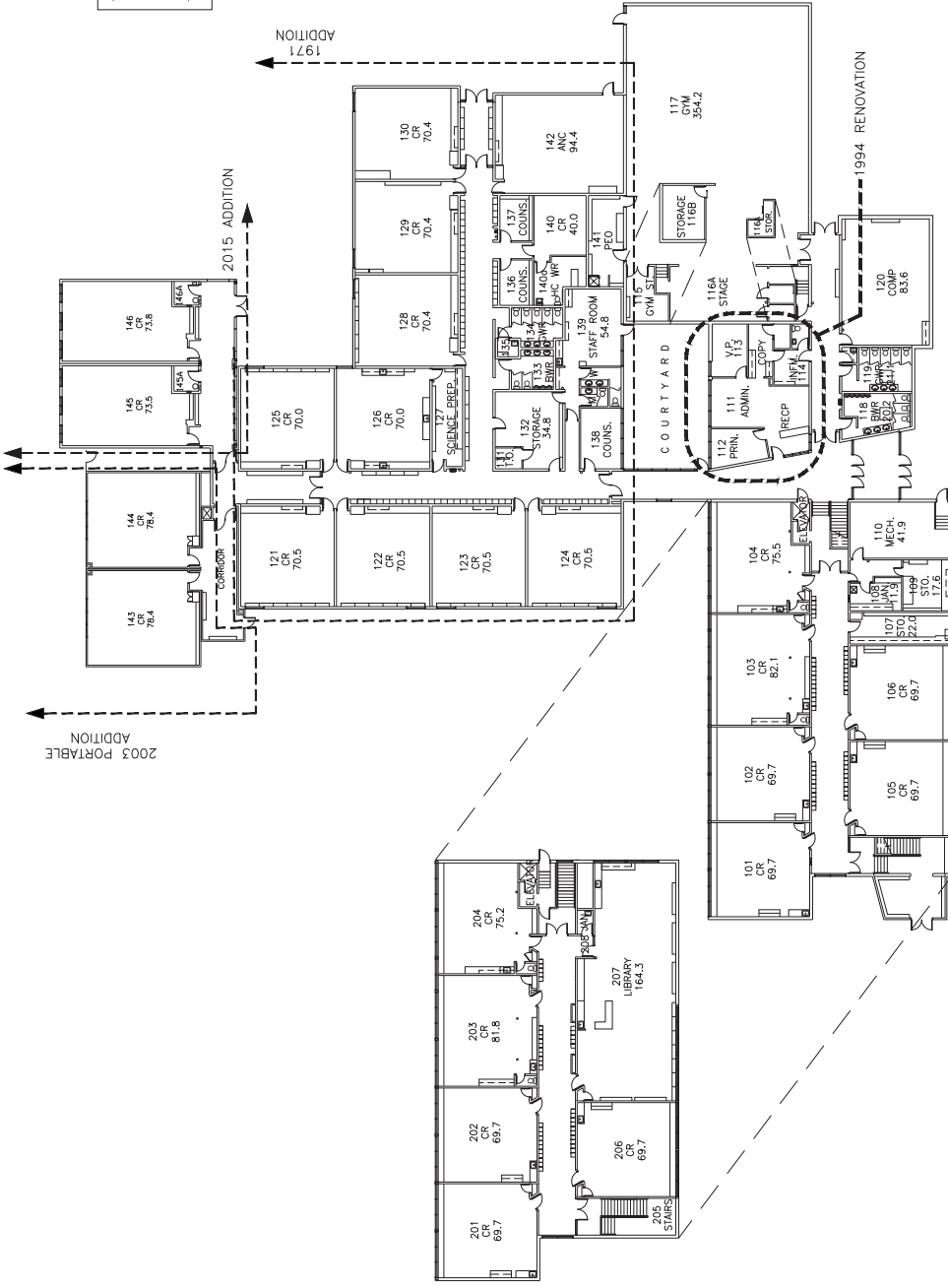
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FLOOR AREA	2880.4 m ²
MAIN FLOOR	709.3 m ²
SECOND FLOOR	208.5 m ²
PORTABLES (2003)	229.8 m ²
PORTABLES (2015)	402.8 m ²
TOTAL	



1962 ORIGINAL BUILDING

PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



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École Campbelltown Elementary School

271 Conifer Street, Sherwood Park

Grade Configuration: K - 6

Instructional Area: 2,318.4 m²

Net Capacity: 559 Students

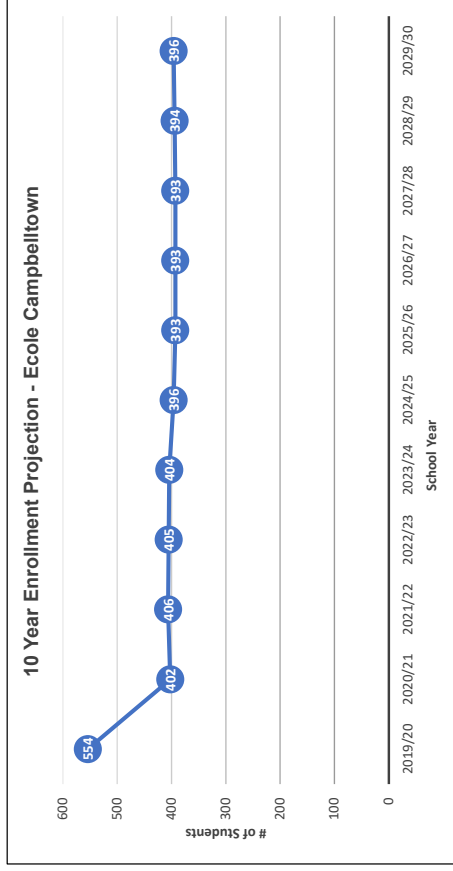
Enrollment 2020 / 2021: 402 Students

Utilization Percentage: 72%

FCI: (Facility Condition Index) 0.21 (fair / 2017)

Year Constructed: 1956 / 1964 Addition
plus modulars

Year	# of Students
2019/20	554
2020/21	402
2021/22	406
2022/23	405
2023/24	404
2024/25	396
2025/26	393
2026/27	393
2027/28	393
2028/29	394
2029/30	396

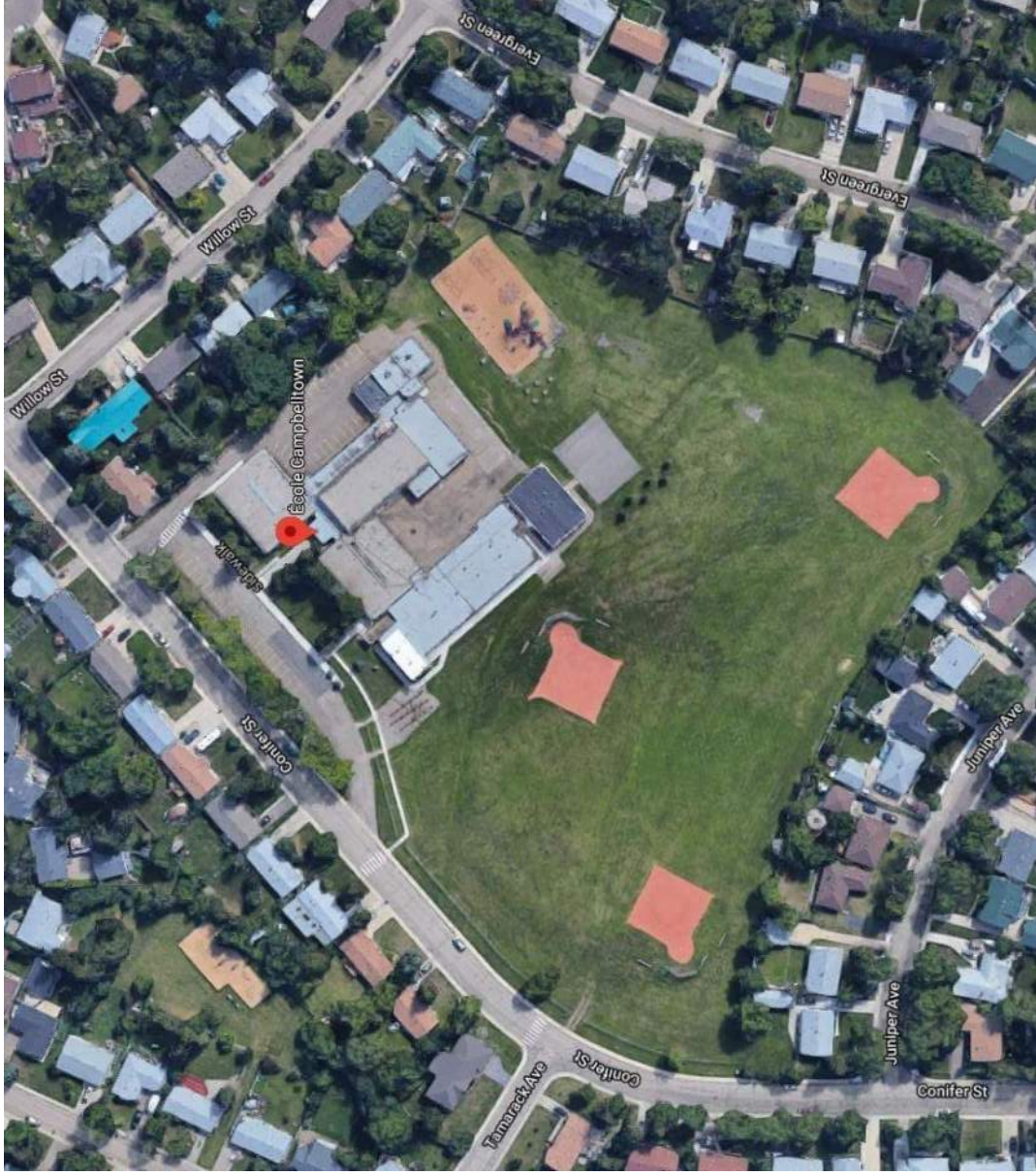


Area Comparison Chart		Existing School (559 Capacity)		Provincial Guidelines (550 Capacity K-6 School)		VARIANCE
#	Instructional Space	Total Area m ²	#	Instructional Space	Total Area m ²	
19	Classrooms	1,381.6	16	Classrooms @ 80m ²	1,280.0	101.6
0	Science Classrooms @ 120m ²	-	0	Science Classrooms @ 120m ²	-	-
2	Science Classrooms @ 95m ²	151.0	2	Science Classrooms @ 95m ²	190.0	(39.0)
1	Large Ancillary	87.1	1	Large Ancillary @ 130m ²	130.0	(42.9)
3	Small Ancillary	251.4	3	Small Ancillary @ 90m ²	270.0	(18.6)
1	Gymnasium	307.2	1	Gymnasium	430.0	(122.8)
1	Gym Storage	25.5	1	Gym Storage @ 10% Gym Size	43.0	(17.5)
1	Library	114.6	1	Library	220.0	(105.4)
0	CTS	-	0	CTS @ 200m ²	-	-
0	Info Services	-	0	Info Services @ 115m ²	-	-
Subtotal:		2,318.4	Subtotal:		2,563.0	(244.6)
Total Instructional		2,318.4	Total Instructional Area:		2,563.0	(244.6)
Number of Instructional Spaces:		28.0	Number of Instructional Spaces:		25.0	3.0
Non-Instructional Space		Total Area m ²	Non-Instructional Space		Total Area m ²	
Admin & Staff Areas	-	-	Admin & Staff Areas	307.0	-	-
Wrap & Collaboration Space	-	-	Wrap & Collaboration Space	30.0	-	-
Mechanical & Meter	-	-	Mechanical & Meter	162.0	-	-
Recycle Room(LEED)	-	-	Recycle Room (LEED)	11.0	-	-
Physical Education	-	-	Physical Education	70.0	-	-
Circulation	-	-	Circulation	641.0	-	-
Wall Area	-	-	Wall Area	308.0	-	-
Storage Area	-	-	Storage Area	90.0	-	-
Washroom Area	-	-	Washroom Area	66.0	-	-
Accessible Washroom Facility	-	-	Accessible Washroom Facility	12.0	-	-
Flexible Space	-	-	Flexible Space	132.0	-	-
Wiring/Network	-	-	Wiring/Network	30.0	-	-
Subtotal		-	Subtotal		1,859.0	-
Total Non-Instructional		-	Total Non-Instructional		1,859.0	-
Total Area		2,318.4	Total Area		4,422.0	-
			Area per Student		7.85	

ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



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ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



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LOT A, BLK. 16, PLAN 1777 K.S.
 W. 1/2 SEC. 27-52-23-4
 SHERWOOD PARK

0 5 10 30
 METERS

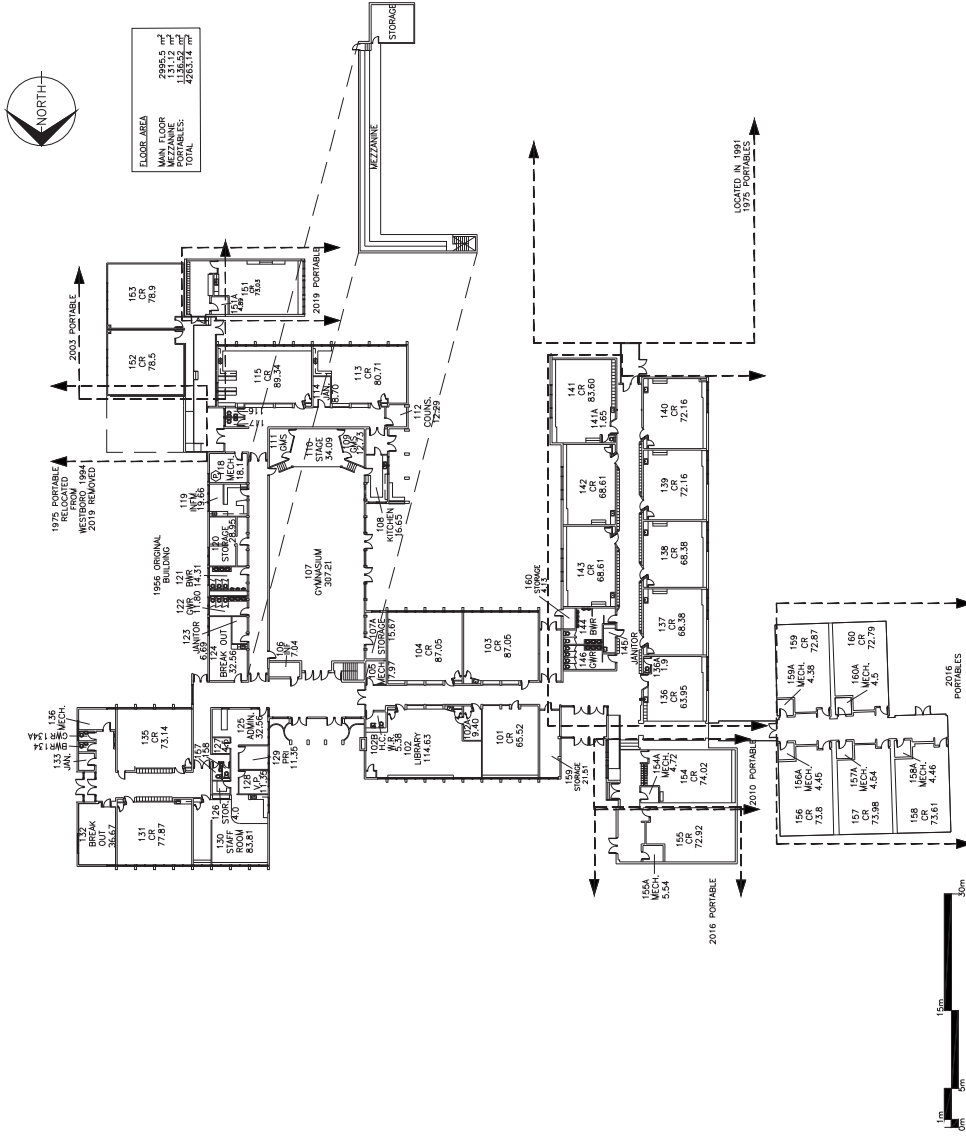
ÉCOLE CAMPBELLTOWN SCHOOL
 271 CONIFER ST., SHERWOOD PARK



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ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK

Salisbury Composite High School

20 Festival Way, Sherwood Park

10 Year Enrollment Projection

Year	# of Students
2019/20	1139
2020/21	1180
2021/22	1143
2022/23	1182
2023/24	1272
2024/25	1328
2025/26	1338
2026/27	1281
2027/28	1266
2028/29	1244
2029/30	1241

Grade Configuration: 10 - 12

Instructional Area: 5,742.20 m²

Net Capacity: 1,978 Students

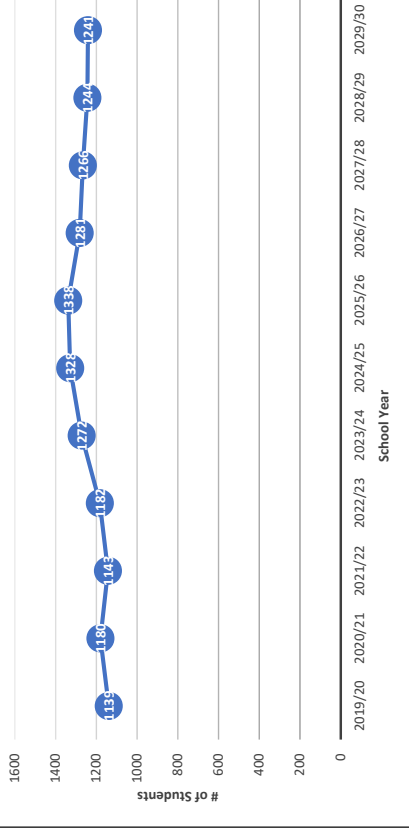
Enrollment 2019 / 2020: 1,139 Students

Utilization Percentage: 58%

FCL: (Facility Condition Index) 0.22 (fair / 2017)

Year Constructed: 1968 / 73&78 Additions

10 Year Enrollment Projection - Salisbury Composite



Area Comparison Chart		Existing School (1978 Capacity)		Provincial Guidelines (2000 Capacity 10-12 School)		VARIANCE
#	Instructional Space	Total Area m ²	#	Instructional Space	Total Area m ²	
41	Classrooms	3,122.1	52	Classrooms @ 80m ²	4,160.0	(1,037.9)
9	Science Classrooms @ 120m ²	1,107.5	10	Science Classrooms @ 120m ²	1,200.0	(92.5)
0	Science Classrooms @ 95m ²	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	620.7	2	Large Ancillary @ 130m ²	260.0	360.7
9	Small Ancillary	1,126.0	9	Small Ancillary @ 90m ²	810.0	316.0
1	Gymnasium	1,222.5	1	Gymnasium	2,025.0	(802.5)
1	Gym Storage	92.0	1	Gym Storage @ 10% Gym Size	203.0	(111.0)
1	Library	586.1	1	Library	900.0	(313.9)
10	CTS	2,781.8	10	CTS @ 200m ²	2,000.0	781.8
2	Info Services	368.4	7	Info Services @ 115m ²	805.0	(436.6)
	Subtotal:	11,027.1		Subtotal:	12,363.0	(298.0)
	Total Instructional	11,027.1		Total Instructional Area:	12,363.0	(1,335.9)
	Number of Instructional Spaces	76.0		Number of Instructional Spaces:	93.0	(17.0)
	Non-Instructional Space	Total Area m²		Non-Instructional Space	Total Area m²	
	Admin & Staff Areas	-		Admin & Staff Areas	823.0	-
	Wrap & Collaboration Space	-		Wrap & Collaboration Space	100.0	-
	Mechanical & Meter	-		Mechanical & Meter	405.0	-
	Recycle Room	-		Recycle Room (LEED)	22.0	-
	Physical Education	-		Physical Education	400.0	-
	Circulation	-		Circulation	2,591.0	-
	Wall Area	-		Wall Area	1,244.0	-
	Storage Area	-		Storage Area	363.0	-
	Washroom Area	-		Washroom Area	240.0	-
	Accessible Washroom Facility	-		Accessible Washroom Facility	24.0	-
	Flexible Space	-		Flexible Space	480.0	-
	Wiring/Network	-		Wiring/Network	45.0	-
	Subtotal	-		Total Non-Instructional	6,737.0	-
	Total Non-Instructional	-		Total Non-Instructional	6,737.0	-
	Total Area	11,027.1		Total Area	19,100.0	-
				Area per Student	8.44	

SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



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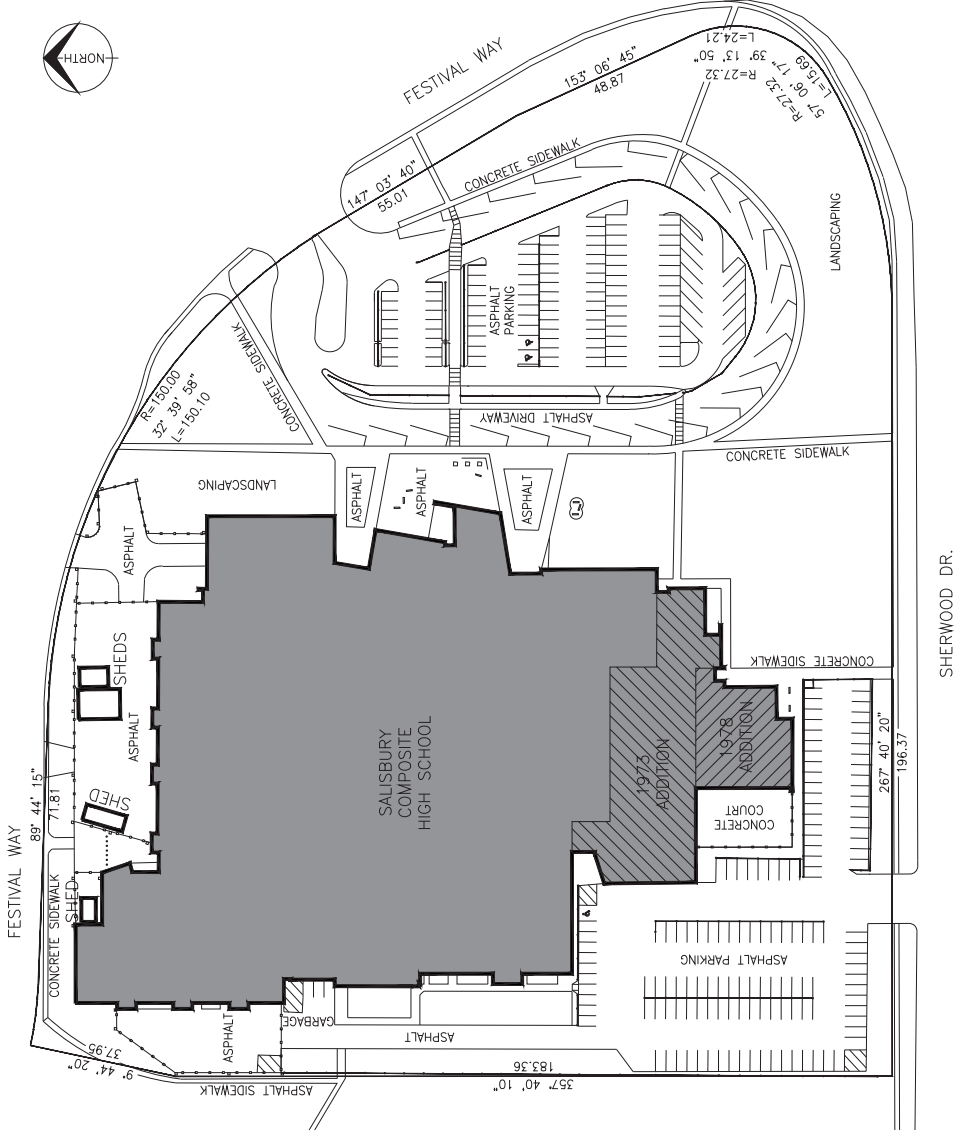
SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



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SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



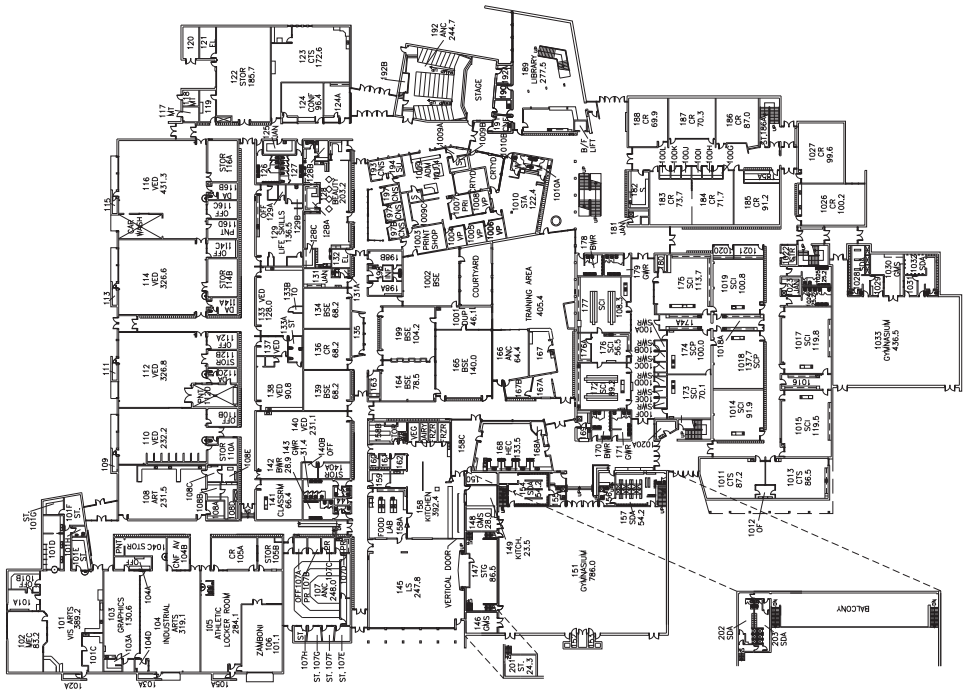
STRATHCONA COUNTY

Alberta
Education

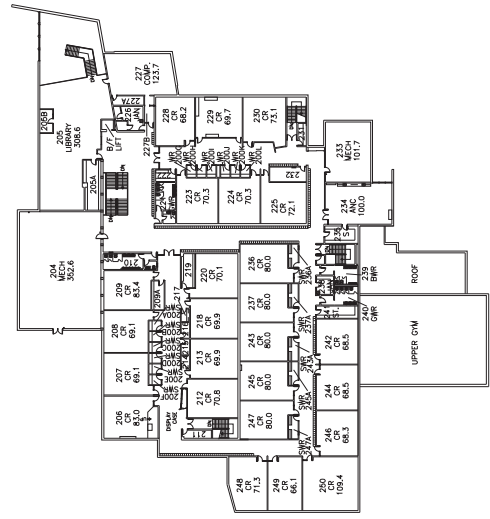
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LOCAL AREA
 MAIN FLOOR
 SECOND FLOOR
 ROOF



MAIN FLOOR PLAN



2ND FLOOR PLAN

SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



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Clover Bar Junior High School

50 Main Blvd., Sherwood Park

Grade Configuration: 7 - 9

Year	# of Students
2019/20	331
2020/21	337
2021/22	340
2022/23	334
2023/24	322
2024/25	307
2025/26	292
2026/27	302
2027/28	324
2028/29	344
2029/30	342

Instructional Area: 3,262.4 m²

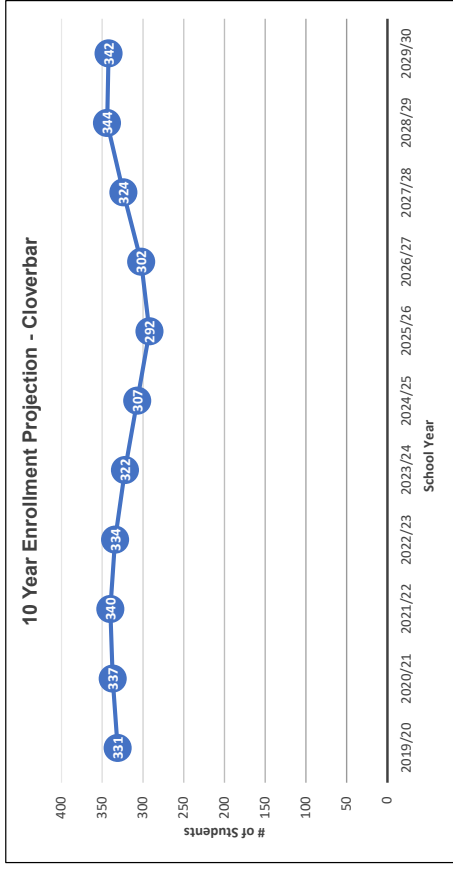
Net Capacity: 638 Students

Enrollment 2019 / 2020: 331 Students

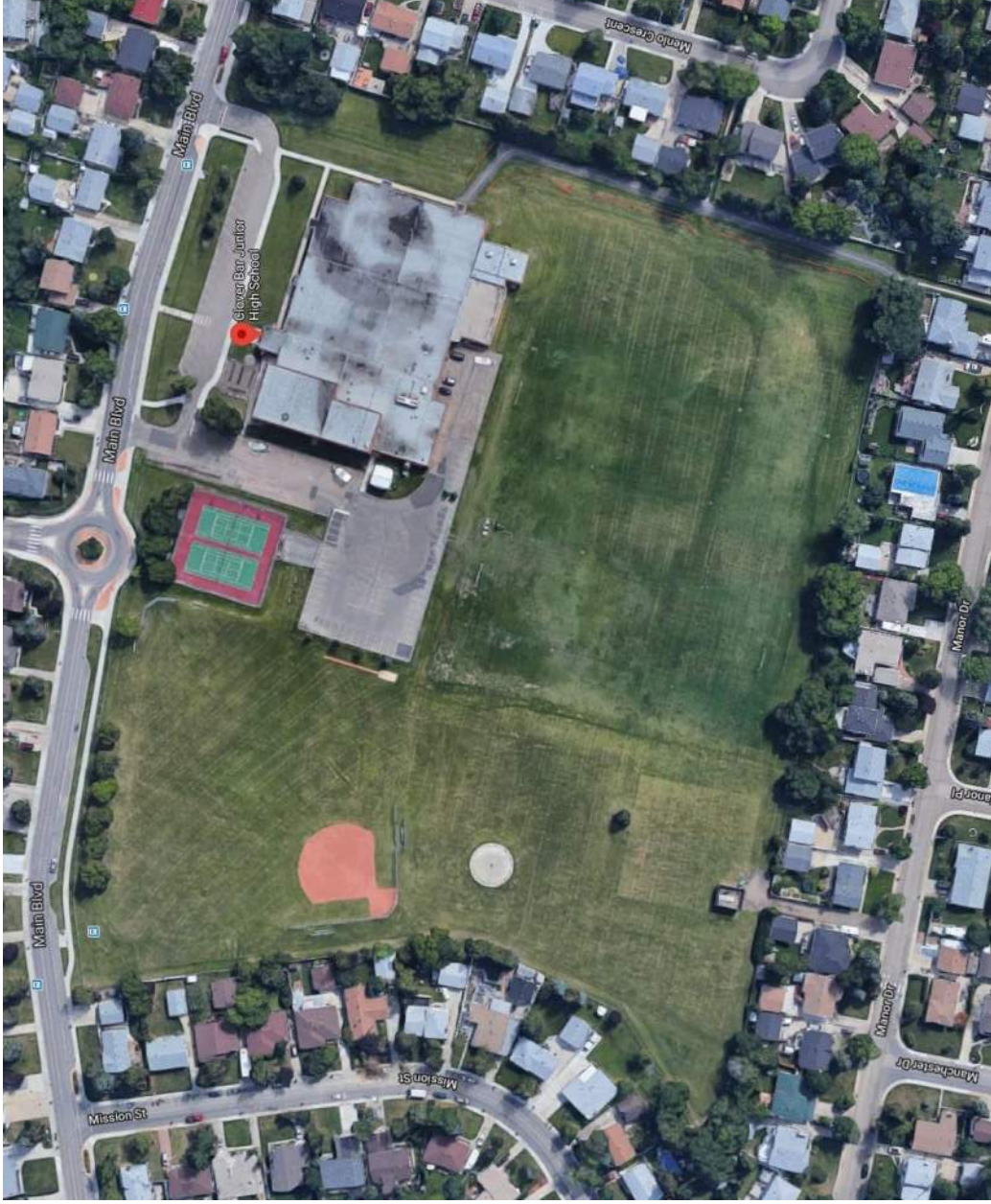
Utilization Percentage: 52%

FCI: Facility Condition Index 0.27 (fair / 2018)

Year Constructed: 1971 / 1986 Addition plus modulars



Area Comparison Chart		Existing School (638 Capacity)		Provincial Guidelines (650 Capacity 7-9 School)		Variance
#	Instructional Space	Total Area m ²	#	Instructional Space	Total Area m ²	
15	Classrooms	1,058.7	16	Classrooms @ 80m ²	1,280.0	(221.3)
3	Science Classrooms	324.8	3	Science Classrooms @ 120m ²	360.0	(35.2)
0	Science Classrooms	-	0	Science Classrooms @ 95m ²	-	-
2	Large Ancillary	408.8	2	Large Ancillary @ 130m ²	260.0	148.8
1	Small Ancillary	92.4	3	Small Ancillary @ 90m ²	270.0	(177.6)
1	Gymnasium	453.5	1	Gymnasium	815.0	(361.5)
1	Gym Storage	28.2	1	Gym Storage @ 10% Gym Size	82.0	(53.8)
1	Library	197.2	1	Library	260.0	(62.8)
2	CTS	592.4	3	CTS @ 200m ²	600.0	(7.6)
2	Info Services	106.4	2	Info Services @ 115m ²	230.0	(123.6)
Subtotal:		3,262.4	Subtotal:		4,157.0	(894.6)
Total Instructional Area:		3,262.4	Total Instructional Area:		4,157.0	(894.6)
Number of Instructional Spaces:		28.0	Number of Instructional Spaces:		32.0	(4.0)
Non-Instructional Space		Total Area m ²	Non-Instructional Space		Total Area m ²	
Admin & Staff Areas		-	Admin & Staff Areas		397.0	-
Wrap & Collaboration Space		-	Wrap & Collaboration Space		40.0	-
Mechanical & Meter		-	Mechanical & Meter		189.0	-
Recycle Room(LEED)		-	Recycle Room (LEED)		11.0	-
Physical Education		-	Physical Education		160.0	-
Circulation		-	Circulation		889.0	-
Wall Area		-	Wall Area		427.0	-
Storage Area		-	Storage Area		124.0	-
Washroom Area		-	Washroom Area		78.0	-
Accessible Washroom Facility		-	Accessible Washroom Facility		24.0	-
Flexible Space		-	Flexible Space		156.0	-
Wiring/Network		-	Wiring/Network		40.0	-
Subtotal		-	Subtotal		-	-
Total Non-Instructional		-	Total Non-Instructional		2,535.0	-
Total Area		3,262.4	Total Area		6,692.0	-
Area per Student		9.37	Area per Student		9.37	-



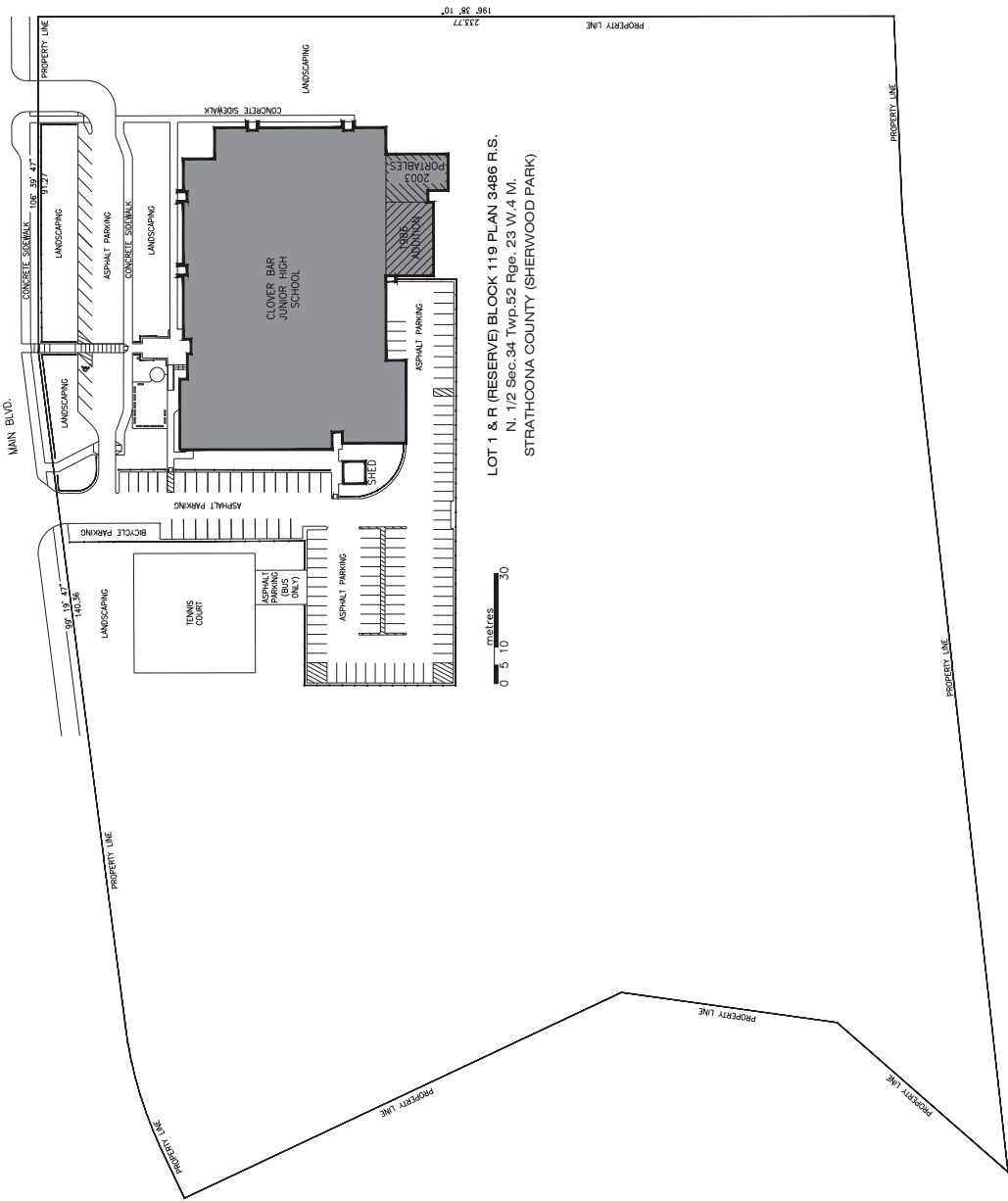
CLOVER BAR JUNIOR HIGH SCHOOL
50 MAIN BLVD., SHERWOOD PARK



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LOT 1 & R (RESERVE) BLOCK 119 PLAN 3486 R.S.
 N. 1/2 Sec. 34 Twp. 52 Rpt. 23 W. 4 M.
 STRATHCONA COUNTY (SHERWOOD PARK)

0 5 10 30
 METERS

CLOVER BAR JUNIOR HIGH SCHOOL
 50 MAIN BLVD., SHERWOOD PARK



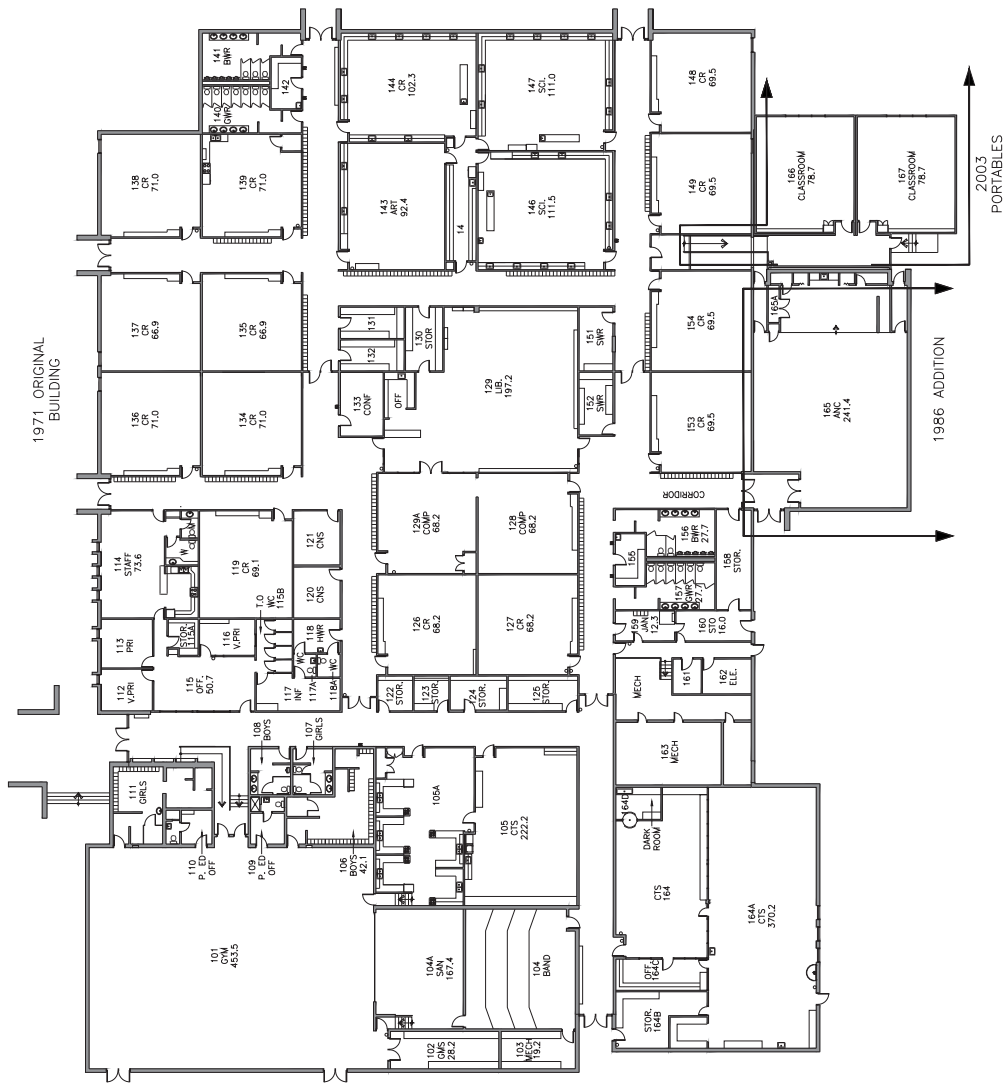
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FLOOR AREA	
MAIN FLOOR	5321.5 m ²
PORTABLES:	276.7 m ²
1986	276.7 m ²
2003	276.7 m ²
TOTAL	5820.2 m ²



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CLOVER BAR JUNIOR HIGH SCHOOL
50 MAIN BLVD., SHERWOOD PARK



STRATHCONA COUNTY



Education



**6.0 APPENDIX D: IDEA EVALUATION MATRIX
- INDIVIDUAL RESPONSES**

2021 Value Mapping - Options

Option #	Option Description	Feasibility (Yes / No)	Pros	Cons	Risks
1	Replace Sherwood Heights as a 1:1 replacement	Yes, in combination with other options below (2, 3)	<p>Long life, energy efficient, code compliant, addresses emergent solution, community is used to having a junior high on site. Able to address all programming needs for a junior high, easiest solution from a culture point of view, little disruption to school operations, infrastructure is in place already, central location for transportation, easy transfer of students from existing to new, can build at correct capacity, correct utilization rates, Sherwood Heights designated area would be retained (students are going to other schools due to condition of building), utilization could actually increase due to improved conditions, avoids taking students to other schools and other divisions, municipality and community supports a new school and condition of school is a topic of much discussion, Sherwood Park continues to grow, difficult to reduce numbers</p>	<p>Has been presented and have been declined before and would not likely change, would require changes at other schools to deal with lower utilization rates, the province will look at two factors - utilization rates and 1:1 replacements are not happening in the province, may not be supported by government, an isolated option that does not address other schools</p> <p>not supported by government, Sherwood Heights does not have a lot of time to wait</p>	
2	Combining Pine Street and Campbellton	Yes	<p>Junior high students can access high school programs (mechanics, co-ops, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)</p>	<p>an addition would impact the playing fields around the school, Sherwood Heights would need to maintain it's identity which may be tough to integrate, modernizations are very disruptive, community concerns with younger students and older students together, may conflict with planning of Centre in the Park</p>	<p>Change</p> <p>with Sherwood Heights</p>
3	Modernization / Expansion to Salisbury for Junior High	Yes	<p>Junior high students can access high school programs (mechanics, co-ops, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)</p>	<p>Junior high students can access high school programs (mechanics, co-ops, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)</p>	
4	Combine Salisbury and Sherwood Heights	Yes	<p>Junior high students can access high school programs (mechanics, co-ops, foods), good location and possible partnerships with community, also pulling more students into the central area, junior high benefits greatly from connection with the high school, wouldn't need to build as big of a junior high as if it was a straight replacement, can have greater efficiencies with staffing (senior high teachers can teach junior high for continuity and flow)</p>	<p>Community of community for a senior high, less transfer student would be an issue, long-term goals in the Salisbury which may be lost, TA would be a better route for junior and alternatives</p>	

				French immersion would be tough to accommodate in Robinson, not in keeping with other grade configurations in the Division, students could move from 81 to 242/day for an early jump to high school, small number of grade 11s in the high school because the other schools would still have grade 11s, not much community / parent support from the way proposed before, parents very not in spirit to further displacement Plus Sherwood Campbelltown, could have a very large multi-story school that would be a problem for approval, some junior high over Clover Bar, may be a traffic impact in the area	
5	Grade reconfiguration of grade 11s, K-4 replacement for Sherwood Heights, Plus Street, Campbelltown	NO	Would help with 242/day at Sherwood	could have a very large multi-story school that would be a problem for approval, some junior high over Clover Bar, may be a traffic impact in the area	
6	K-4 Replacement for Sherwood Heights, Plus Street, Campbelltown	yes	consistent with other grade school configurations, gives back school sites to community for park space		
7	K-4-6s and splitting the 9s to Alderson or Colburn	NO	would impact the most number of schools, reduce maintenance costs, address the most critical issues	French immersion, junior high program could either be a reduced options programming, would still have 1700-1800	
8	Junior High alternative boardings for other junior high areas of Sherwood Park	NO	Leveled below over Northwest, Clover Bar takes over Brimwood and Sherwood Park, addresses Clover Bar members, Cambrian Crossing will start building within the next 3 years which would be slated for Clover Bar	doesn't address overall condition of facilities, only change the numbers, reconfigures Leiswood, younger students are in the Northwest, Cambrian Crossing is not, would need to build another elementary school for 1700-1800	
9	Reduce portables to increase utilizations	yes	Increases utilization rates, can relocate units to other schools that need them, could improve on ask for a 1:1 on Sherwood Heights, helps the overall district, units could go back on when the program grows	doesn't address overall condition of facilities, only changes the numbers, could lose units to other school divisions	
10	Replacement of Sherwood Heights, future addition of combined separate elementary	yes	gets interest, spreads out the cost of a 3:1 replacement, defers elementary into a different budget period, potential costs savings over 2 modernizations, could free up a building for the Francophone school board	could have a very large multi-story school that would be a problem for approval, some junior high over Clover Bar, may be a traffic impact in the area	

11	Combine and replace Salisbury and Sherwood Heights in CITP	no	Junior high program benefits, keeps transfer station, could use playing fields, no school has to live through a modernization	<p>how does it fit into the CITP vision? Is there space? would need to go in playing fields, would lose CTS programming spaces, existing school has good bones, may not be a great use of public funds, would place playing fields closer to roads, would impact adjacent amenities like parking and transfer station</p>	
12	Clover Bar and Sherwood Heights as a K-9 and close down Campbelltown and Pine Street	no	could offer a school to Francophone	affects Mills Haven, other K-6 feeder schools would be affected by the junior highs, creates uneven success with students from different schools	
13	Reduce Salisbury to expected enrollment	yes	addresses utilization rate, would go hand in hand with Sherwood Heights, could allow use of space by other organizations	doesn't deal with sherwood heights directly - would need to be partnered with another school revision, arrangement of building is tough to reduce footprint	
14	Combine Clover Bar and Sherwood Heights / combine Pine Street and Campbelltown	no	economy of scale in terms of providing more programming	too many students for the programming, loss of identity with combining the two schools, a large junior high which can be intimidating, where would the school go - Clover Bar or Sherwood Heights, get more people driving and increased travel, could reduce the number of junior high spaces and may not be able to accommodate future growth for junior high spaces - just dealing with the now and not the future	
15	Move Clover Bar to Salisbury	no	Helps with Salisbury's utilization rate	Clover Bar is in the best shape, more comprehensive ask	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Evaluation Criteria

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / Inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
1a	Option 1a- Modernization of Sherwood Heights	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
3	Option 3 - Modernization and Expansion to Salsbury to Include Sherwood Heights	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates.	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y
13	Option 13 - Reduce Salsbury Composite to Appropriate Size for Future Expected Enrollments	y	y	y	y	m	y	y	y	y	m	m	m	m	m	y	y	y	y	y	y	y	y	y

Comments: Provide one like and one dislike about each option.

Only addresses Sherwood Heights requirements

Modernization is costly and often has many unforeseen expenses / delays / problems

Does not address Sherwood Heights

Modernization is costly and often has many unforeseen expenses / delays / problems

Modernization is costly and often has many unforeseen expenses / delays / problems

Integrity of single track French Immersion program is lost / size of school is too large

Does not address Sherwood Heights

Does not address Sherwood Heights

PLEASE NOTE: None of these options addresses the utilization rate at Clover Bar Junior High School

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addressed the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria														Comments: Provide one like and one dislike about each option.									
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Sustainable	Accessibility / Inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines		Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Enteror play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Reduce Sherwood Heights as a 1:1 Replacement	Y	M	Y	Y	N	N	Y	Y	Y	M	M	M	Y	Y	Y	Y	Y	Y	M	Y	Y	Y	Y	Dislike: It is not reliable, already turned down, tough economic times, need more creative solution #6 Like: 1:1 Keeps things as status quo
1a	Option 1a - Modernization of Sherwood Heights	N	Y	M	Y	N	N	Y	Y	Y	M	M	M	Y	Y	Y	Y	Y	Y	M	M	M	M	M	Dislike: Remos typically take years, safety of students is often compromised and it still an old school. Like: none
2	Option 2 - Combine Pine Street and Ecole Campbellown in a new replacement school																								Dislike: It does not address Sherwood Heights issue, unless combined with #3, Replacement not worth submitting.
2a	Option 2a - Combine Pine Street and Ecole Campbellown with a Modernization and Addition to Ecole Campbellown																								Dislike: It does not address Sherwood Heights issue, unless combined with #3
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	M	Y	M	Y	M	Y	Y	Y	Y	N	M	M	Y	M	Y	N	M	Y	M	Y	M	M	M	Like: Only if combined with #2, Saire Cats, 4 to 2 buildings: cost saving long term Dislike: Disrupts 4 school communities, CTS lose of space
6	Option 6 - Combine Sherwood Heights and Ecole Campbellown as a new K-9 and Offer Campbellown for Francophone Bilingual modules to offer appropriate programs from Sherwood Heights to Clover Bar	Y	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Like: Best solution, Likely palatable for AB Govt, Maintains culture, reduces school changes for FI likely improving retention of FI kids, good for Francophone Board, 3 for 1 from an AB gov perspective. Dislike: Maybe size, but I think it is doable
9	Option 9 - Reduces Modular Classrooms at Ecole Campbellown, Pine Street, and Clover Bar to Increase Utilization Rates																								Like: Makes short term utilization rate sense Dislike: No long term solution for the Sherwood Heights
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments																								Dislike: I do not think this is a good idea, there would be a high potential for losing CTS spaces

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option A addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria																Comments: Provide one like and one dislike about each option.						
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing opportunities	Retain program integrity		Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	y	y	y	y	y	y	m	y	y	y	y	y	y	y	y	y	y	Like: desperately needed dislike: government doesn't seem keen on this solution thus far
1a	Option 1a- Modernization of Sherwood Heights	y	y	y	y	n	y	y	y	y	y	y	m	y	y	y	y	y	y	y	y	m	like: I hate this option dislike: huge disruption and huge potential for issues	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	m	y	m	y	y	y	y	y	m	y	y	y	y	y	y	y	y	m	m	like: helps with utilization dislike: huge elementary school	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	n	y	m	y	m	y	y	y	m	y	n	m	y	y	y	y	y	n	y	m	m	see above except another dislike would be the disruption of a modernization	
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	m	n	y	y	y	y	m	y	n	m	y	y	y	n	n	n	y	m	n	like: solves Sal's utilization dislike: everything else - I don't believe this will have widespread acceptance	
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	y	y	y	y	y	y	m	y	m	m	y	y	y	n	n	n	y	m	m	like: Solves SWH issue dislike: very large school - almost as large as our high schools	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	n	n	n	y	m	y	y	y	y	y	n	m	y	y	y	y	y	y	y	y	y	like: helps with utilization dislike: if we move them to Southpointe, we need to pay	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	m	m	y	m	y	y	y	m	n	m	m	y	y	y	y	y	y	y	m	m	like: helps with utilization dislike: potential to lose CTS and classroom spaces - major construction disruption	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria														Comments: Provide one like and one dislike about each option.										
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency		Meets Alberta Education Guidelines	Programming opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exciting play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	m	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Like: It solves the most pressing problem. D: It only solves one problem in the cluster of schools.
1a	Option 1a - Modernization of Sherwood Heights	y	y	y	y	n	m	y	y	y	y	m	y	y	y	y	y	y	y	m	y	y	y	n	n	L: It addresses the most pressing problem D: Only solves one problem in the most disruptive and least cost-effective way possible.
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	y	y	y	m	y	y	y	m	y	y	y	y	y	y	n	y	n	y	y	y	m	m	L: No disruption to current learning and operations while it's being built and removing a perceived "two-tier" delivery of FI programming where one school is single and the other is dual track. D: Doesn't address long term growth pressures of development south of Wye Road.
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	n	y	y	y	y	m	y	y	m	n	y	y	y	y	y	y	n	y	n	y	y	y	m	m	L: Achieves consistency of delivery of FI programming in Sherwood Park. D: Disruptive learning environment and cost containment risks of a major modernization (+ future enrollment pressures noted in 2)
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights																									Like: Addresses two problems and leverages investment in CTS facilities. D: Having inconsistent grade configurations in Sherwood Park, could create attendance issues by students preferring 7-12 configuration or the alternative of standalones as well as kill the high school FI program. Lack of gym space for a larger population. Note: Although it has been mentioned that the loss of the Cougar identity is a big issue, I don't think it is in the long term. "Sabre Pride" would eventually become the "new normal."
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	n	y	y	y	y	m	y	y	n	m	y	y	y	y	y	y	n	n	n	n	y	y	m	m	L: Could increase retention of FI students in transition from elementary to JH and addresses multiple issues with one solution. D: Size of the school (I think it will need to be bigger as it will be opened at full capacity) and population age distribution concerns (i.e., elementary students in a JH dominated school).
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates																									This needs to be done in concert with other options in order to bolster case for funding. If this means "reduce the space that SAL uses and allocate remainder of space to other tenants" then:
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	y	m	y	y	m	n	y	m	n	y	y	y	y	y	y	y	y	n	n	y	y	m	m	L: Better use of resources and gives a possible home to Next Step, which also has many blended students with SAL so this would be more seamless. D: Risk that other tenants may not be found or could come and go.

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria																Comments: Provide one like and one dislike about each option.							
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing opportunities		Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement																								Pro: It addresses the major concern of the Board that is shovel ready. Con: This on its own will be challenging to get acceptance. It will require a package deal that includes who we are to address some of our surplus spaces in other schools, such as, 11 modulars being repurposed either in Fort Saskatchewan or other school boards and reduction of our utilization rate at Sal through non profit tenant.
1a	Option 1a- Modernization of Sherwood Heights																								Pro: It addresses the major concern of the Board that is shovel ready. Con this will turn into a huge money pit. As is the modernization costs exceed the replacement cost, but I believe that once into the project it will far exceed the estimate and that it will cost the same if not more for a replacement school.
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school																								Pro: A two for one could be seen as appealing to the Government. Both schools are on our list for modernization. If the modernization costs combined is at a similar cost of a replacement school this might be more cost effective for the government. Con: parent and public acceptance is questionable.
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown																								Pro: We remove a facility off ABED books. Con: parent and public acceptance is questionable and not sure what problem we are solving.
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights																								Pro: It would be a resolution to Shewood Heights and students would benefit from additional CTS opportunities. Con: Sherwood Heights would cease to exist. The building configuration limits us from having a school within a school which would require us to retire Sherwood Heights identy.
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar																								Pro: That it resolves Sherwood Heights issue and at the same time strengthens the French Immersion program by reducing a transition point. Con:
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates																								This option is intended to be part of a proposal to obtain a replacement school for Sherwood Heights Option 1 or 6
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments																								Pro: it would reduce our utilization Con: Reduction of our CTS labs, public to view this as a waste of public dollars as the space will be required on the long range. There would be a massive discription to reconfigure the spaces to rebuild CTS labs.

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria															Comments: Provide one like and one dislike about each option.								
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing opportunities		Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance	
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	m	y	y	y	y	y	m	y	y	y	y	y	y	y	n	y	y		I would like to see Sherwood Heights replaced but I understand that the Board presented a quality proposal with community partnerships and it was not accepted, and we will need to make changes to the utilization rates to have this approved. I dislike that this option has been explored and is unlikely to result in a replacement school without further addressing utilization rates, despite the fact that the school is nearly unsafe.
1a	Option 1a- Modernization of Sherwood Heights	y	y	n	y	n	m	y	m	n	m	m	m	y	y	y	n	y	m	n	y	y		I like that this would result in a modern and safe Junior High for our kids. I do not like the idea of a modernization and do not feel that the disruption to student learning is not worth the marginal savings.	
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	n	y	m	y	y	m	y	y	y	m	m	y	y	y	n	n	n	m	y	m	y		I like that this option could give us an opportunity to get a new Junior High that would benefit many students in EIPS. As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less that desirable as I feel that losing the identity as a school would be a loss for the students and community.	
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	m	y	m	y	y	n	y	y	n	m	m	m	y	y	n	n	n	m	y	m		I like that this option could give us an opportunity to get a new Junior High that would benefit many students in EIPS. As a parent at Pine Street and a former Pine Street student, amalgamating the schools is less that desirable as I feel that losing the identity as a school would be a loss for the students and community.		
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	m	n	y	n	y	m	m	y	m	m	m	m	m	n	n	m	n	m	m		I like that this option would increase the utilization rate at Sal Comp. I do not like that it would require the loss of Sherwood Heights as a physically independent school.	
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	m	y	y	m	y	y	y	n	m	m	m	m	m	n	n	m	y	m	m		I like that this option would allow Pine Street to remain a separate school while also allowing for a new Junior High. I do not like the idea of the different grade configuration and the disruption of new students from Pine Street or other elementary schools joining the existing students in Sherwood Heights at the grade 7 level.	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	m	m	y	y	n	n	m	m	n	n	n	n	y	m	n	n	n	m	n	y	y		I like that this option could allow us to get a new Junior High.	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	n	n	n	y	y	n	n	m	n	n	n	n	n	n	n	n	n	m	n	n	m		I like that this option might help us get a new Junior High by improving utilization rates. I don't like this option because of the potential loss of CTS space and other valuable instructional space and that the school might not be able to provide the same level of programming to EIPS students.	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option A addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria															Comments: Provide one like and one dislike about each option.								
		Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines		Programing opportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	y	y	y	y	n	m	y	m	y	y	y	m	y	y	y	y	y	y	y	m	y	y	y	Like: Takes care of the main issue of replacing/modernizing Sherwood Heights. Dislike: Doesn't address utilization rates of other schools.
1a	Option 1a- Modernization of Sherwood Heights	y	y	n	y	n	m	m	n	m	y	n	m	y	y	y	y	y	y	y	m	y	y	y	Like: Takes care of the main issue of replacing/modernizing Sherwood Heights. Dislike: Students living through a major renovation. May be safety issues during renovation.
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school																								Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown																								Doesn't address Sherwood Heights. Could only be used in conjunction with other options.
3	Option 3 - Modernization and Expansion to Salisbury to Include Sherwood Heights	y	y	y	n	y	y	m	y	m	y	n	m	y	y	y	m	n	m	y				Like: Addresses Sherwood Heights replacement/modernization and Salisbury Utilization rates. Would provide junior high students with access to better programs/labs at the high school. Dislike: Students living through a major modernization...disruptive to their learning.	
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	y	y	y	y	y	m	y	m	y	m	y	m	y	y	y	y	n	y	m				Like: Probably the most balanced option. It addresses the Sherwood Heights needs, saves a modernization for Campbelltown, and addresses some utilization rate issues at several schools. It also keeps the French immersion program together from K-9 which would be beneficial. Dislike: Very large K-9 school.	
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates																							Doesn't address Sherwood Heights. Could only be used in conjunction with other options.	
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments																							This is by far the worst option. It would be ridiculous to spend money to demo parts of Salisbury just to increase it's utilization rate. There is nothing good about this option at all.	

EIPS Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = may/be

Option	Description	Resolution for Sherwood Heights	Systems upgrades	Improve education delivery for all students	Maintain community presence / access	Improve utilization rates for the schools	Value for money	Sustainable	Accessibility / inclusiveness	Reduction of operational costs	Site Safety	Expansion / replacement / adaptable	Reduce construction disruption	Improve supervision	Improve functionality / efficiency	Meets Alberta Education Guidelines	Programing oportunities	Retain program integrity	Doesn't require grade reconfiguration	Maintain internal community	Aesthetics	Exterior play amenities	Capacity of School at a desirable size	Community Acceptance
1	Option 1 - Replace Sherwood Heights as a 1:1 Replacement	M	M	Y	Y	N	N	Y	Y	M	Y	M	Y	Y	M	Y	M	Y	Y	Y	Y	Y	Y	Y
1a	Option 1a- Modernization of Sherwood Heights	M	N	Y	Y	M	N	M	M	M	M	M	N	M	M	Y	M	Y	M	M	M	M	M	M
2	Option 2 - Combine Pine Street and Ecole Campbelltown in a new replacement school	M	Y	Y	Y	M	M	M	Y	Y	Y	M	Y	Y	Y	Y	M	Y	M	Y	M	M	M	M
2a	Option 2a - Combine Pine Street and Ecole Campbelltown with a Modernization and Addition to Ecole Campbelltown	M	M	Y	Y	M	M	Y	M	M	M	M	M	M	M	M	M	Y	Y	M	M	Y	M	M
3	Option 3 - Modernization and Expansion to Salisbury to include Sherwood Heights	M	Y	Y	Y	M	Y	M	Y	M	M	M	M	Y	Y	Y	Y	N	M	M	M	Y	M	M
6	Option 6 - Combine Sherwood Heights and Ecole Campbelltown as a new K-9 and Offer Campbelltown to Francophone Board, reduce modulars to other schools or divisions (1000 capacity), potentially redesignate programs from Sherwood Heights to Clover Bar	Y	Y	Y	Y	M	M	Y	Y	M	Y	M	Y	M	Y	Y	M	N	M	M	Y	N	M	M
9	Option 9 - Reduce Modular Classrooms at Ecole Campbelltown, Pine Street, and Clover Bar to Increase Utilization Rates	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrollments	N	Y	M	M	M	M	Y	Y	Y	Y	Y	M	Y	Y	Y	Y	M	M	Y	Y	Y	M	M

Comments: Provide one like and one dislike about each option.

Like - Maintains the status quo
Dislike - Fails to address deferred maintenance, utilization and the location of future student populations.

Like - I like that by Modernizing Sherwood Heights the school, not just the name would be maintained within Sherwood Park.
Dislike - I dislike how much the modernizations of Sherwood Heights would impact students attending the school.

Like - I like that this option because it reduces the number of assets within the Division's inventory. And existing infrastructure may be useful to another school division. This option would have to be considered with Option 1a.
Dislike - I dislike this option because on its own it does not address Sherwood Heights or the location of future grow areas. I think the cost of this solution does not provide the best value to the Government or residents of Sherwood Park.

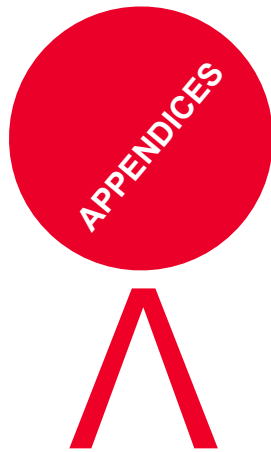
Like - I like this option extends the life of existing infrastructure and may enable other school divisions to utilize the Pine Street school or school site. I like that school remains in the best location within the site.
Dislike - I dislike that this option as it does not address Sherwood heights directly.

Like - This option directly address Sherwood Heights and will provide the greatest impact to Students overall, as it addresses concerns at Salisbury the Division's largest High School. I like that this option makes use of existing infrastructure in a central and accessible location.
Dislike - The exccruciation of this project will likely take a long time to implement.

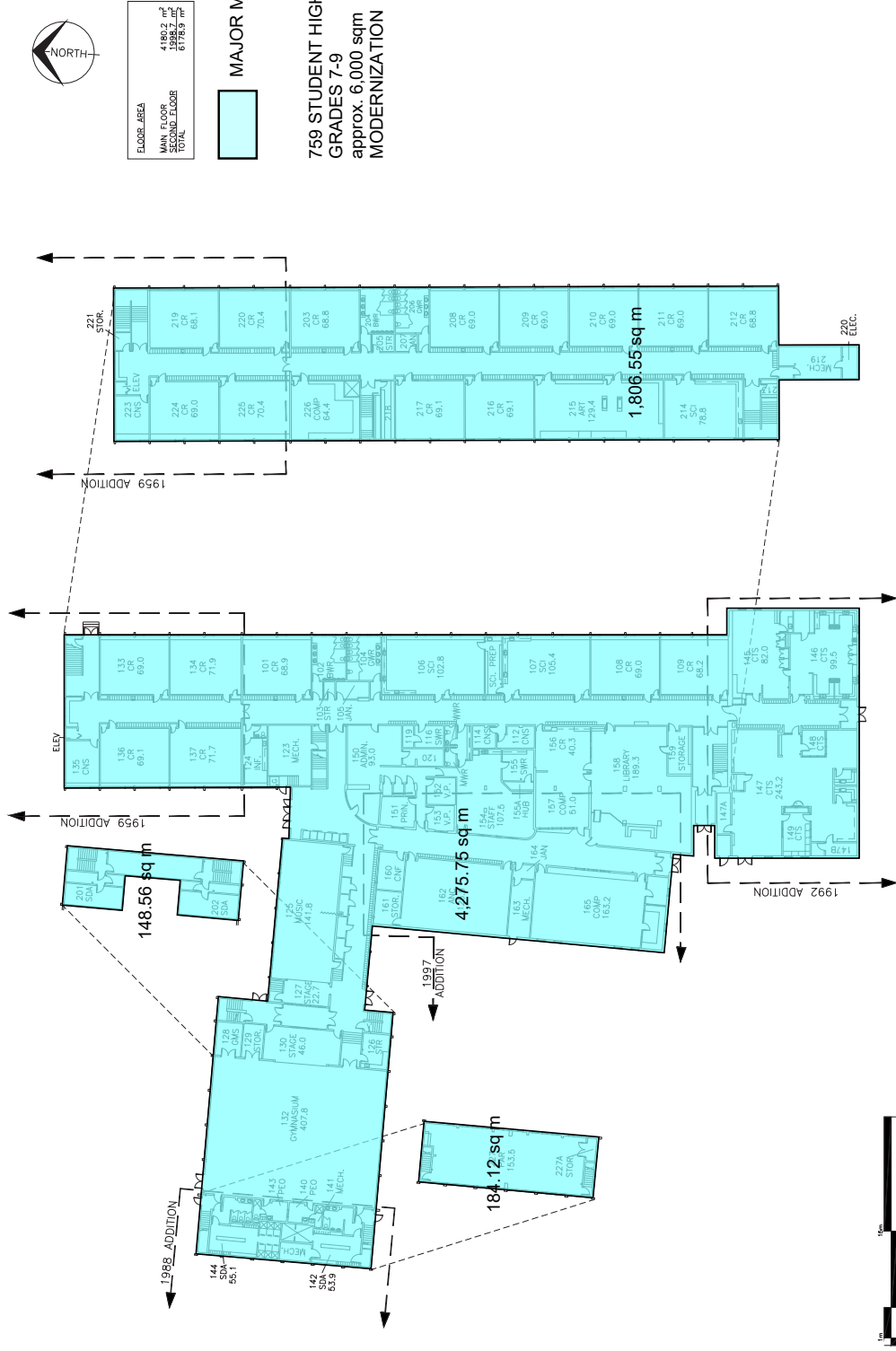
Like - I like that this option directly considers Sherwood Heights and maintains traditional grade configurations.
Dislike - The size of the facility. It is on the large size for a K-9. Typically most are around the 950 capacity. And does not address the maintenance and infrastructure concerns of the other 3 facilities.

Like - I like that this address some low hanging fruit
Dislike - Does not address maintenance of the five schools.

Like - I like that this option address both Sherwood Heights and Salisbury Composite High. Reduces excess capacity and maintenance costs at the High School level.
Dislike - This option will likely take a long period to execute and fully realize.



7.0 APPENDIX D: BLOCK DIAGRAMS



FLOOR AREA	4180.2 m ²
MAIN FLOOR	1988.2 m ²
SECOND FLOOR	6178.9 m ²
TOTAL	6178.9 m ²

MAJOR MODERNIZATION

759 STUDENT HIGH SCHOOL
GRADES 7-9
approx. 6,000 sqm
MODERNIZATION

750 STUDENT JR HIGH SCHOOL
GRADES 7-9
6,683 sqm
ONE STOREY



ONPA architects

SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY

Alberta
Education

750 STUDENT JR HIGH SCHOOL
GRADES 7-9
4,418 sqm (6,683 sqm TOTAL AREA)
TWO STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK

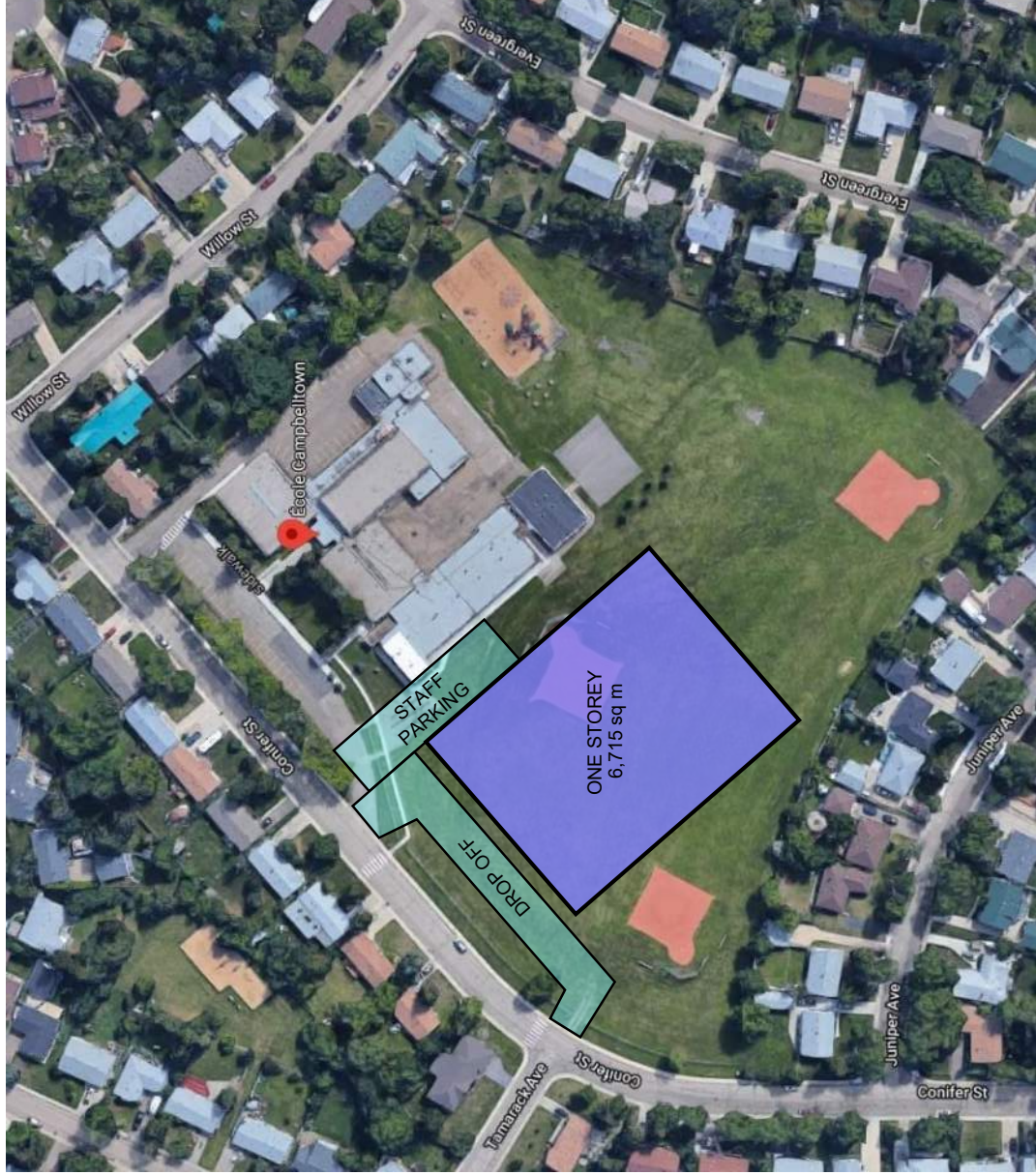


STRATHCONA
COUNTY



ONPA architects

850 STUDENT ELEMENTARY
GRADES K-6
6,715 sqm TOTAL AREA
ONE STOREY

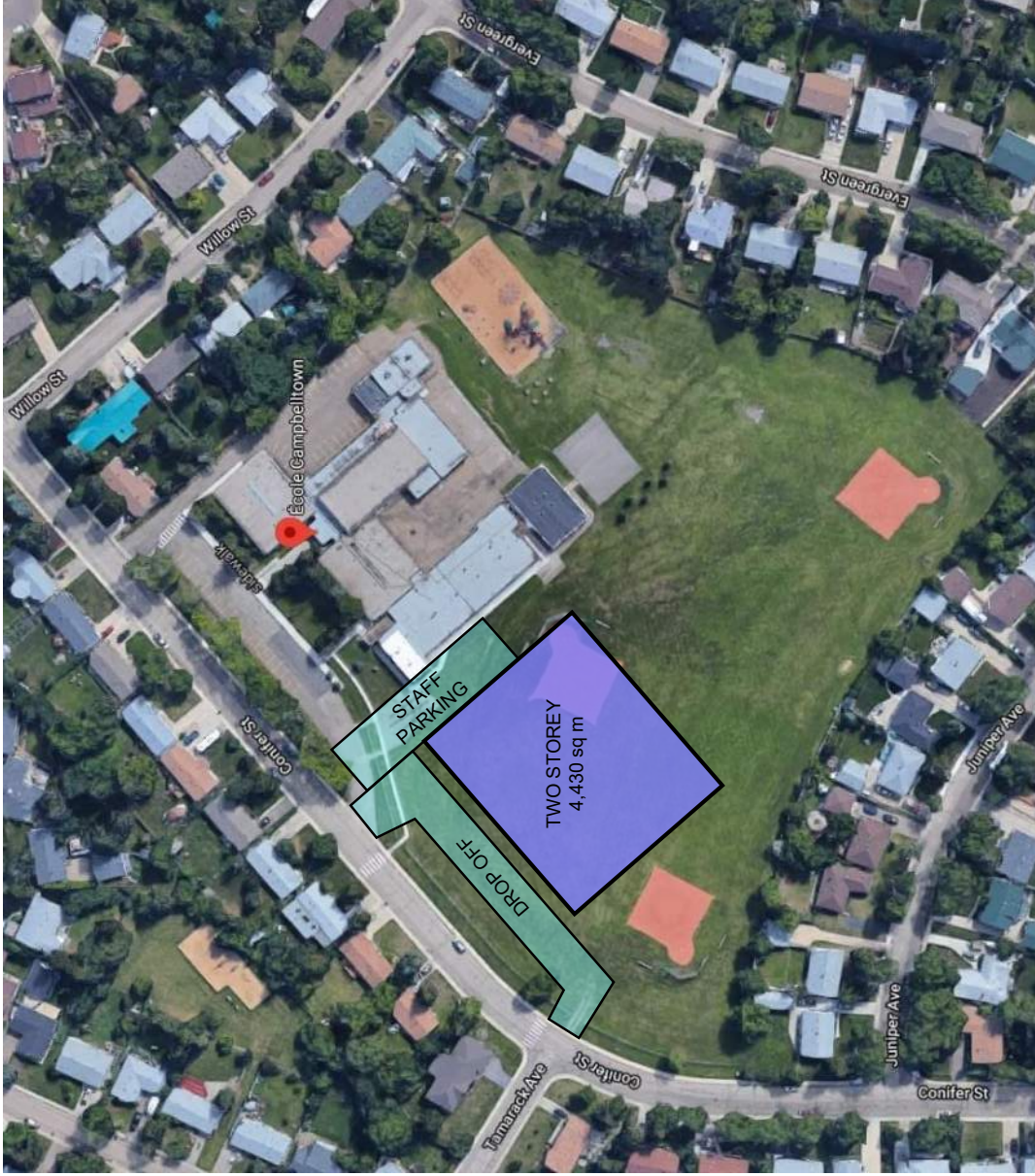


ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



ONPA architects

850 STUDENT ELEMENTARY
GRADES K-6
4,430 sqm (6,715 sqm TOTAL AREA)
TWO STOREY



ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



STRATHCONA
COUNTY



850 STUDENT ELEMENTARY
GRADES K-6
6,715 sqm
ONE STOREY



PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



STRATHCONA
COUNTY



ONPA architects

850 STUDENT ELEMENTARY
GRADES K-6
4,430 sqm (6,715 sqm TOTAL AREA)
TWO STOREY



PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK



STRATHCONA
COUNTY



ONPA architects

850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION



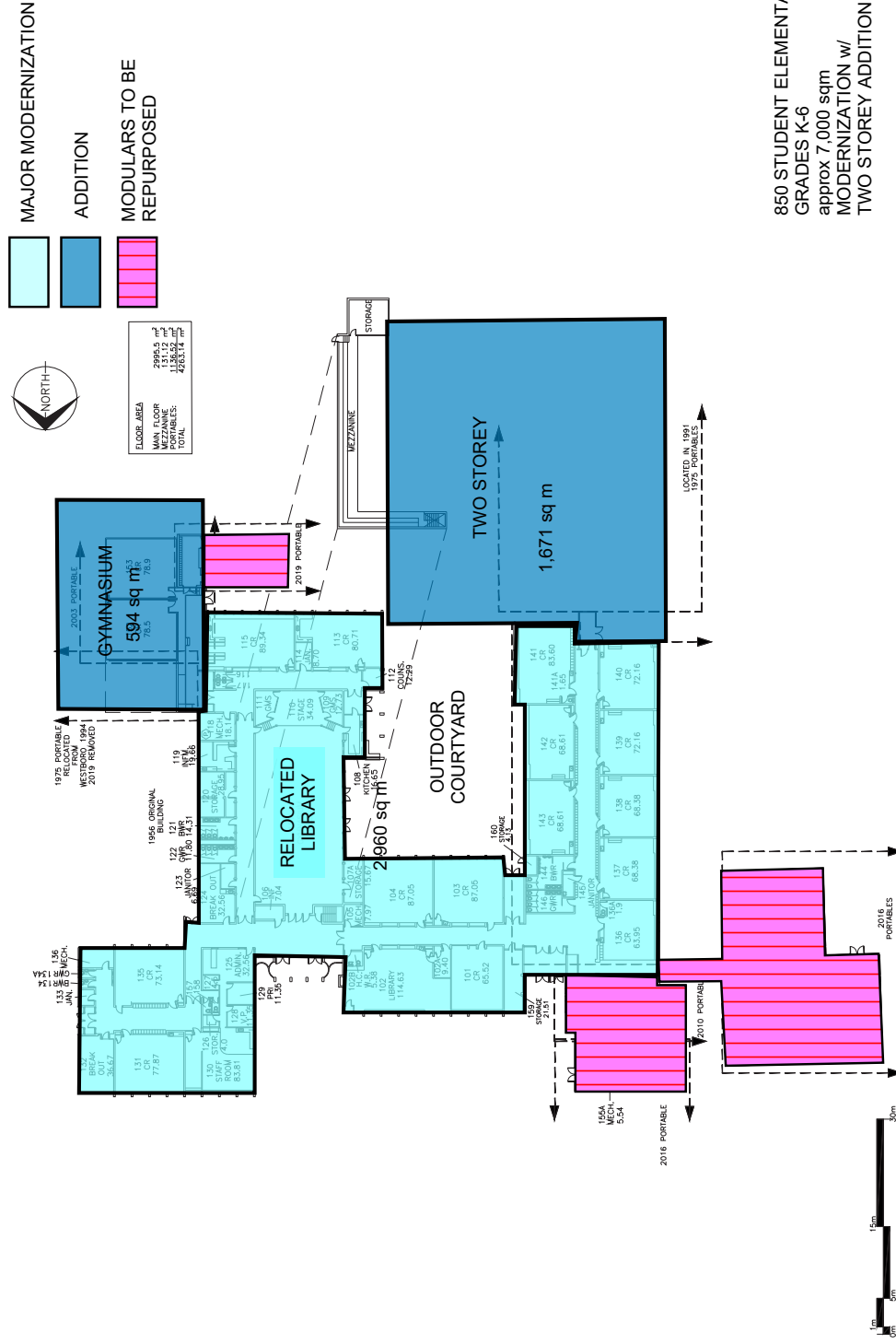
ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



STRATHCONA
COUNTY



ONPA architects



850 STUDENT ELEMENTARY
GRADES K-6
approx 7,000 sqm
MODERNIZATION w/
TWO STOREY ADDITION

ONPA architects

ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK



STRATHCONA COUNTY



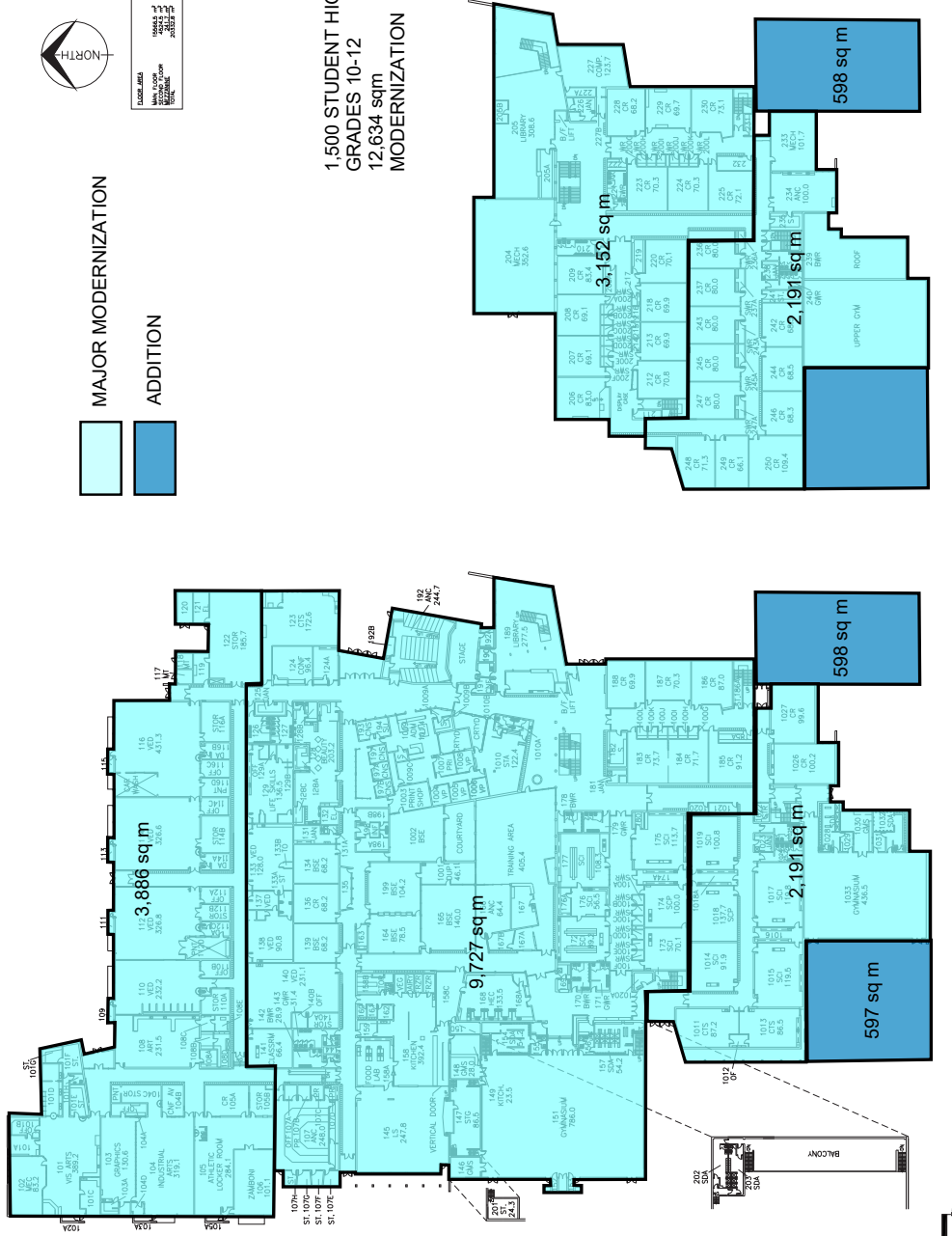


2,250 STUDENT JR/SR HIGH SCHOOL
GRADES 7-12
19,373 sqm
MODERNIZATION w/
TWO STOREY ADDITION

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SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK





ONPA architects



SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK

1,600 STUDENT ELEMENTARY / JR
GRADES K-9
12,900 sqm
ONE STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY



ONPA architects

1,600 STUDENT ELEMENTARY / JR
GRADES K-9
8,530 sqm (12,900 sqm TOTAL AREA)
TWO STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY



ONPA architects

1,000 STUDENT ELEMENTARY / JR
GRADES K-9
8,469 sqm
ONE STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



ONPA architects

1,000 STUDENT ELEMENTARY / JR
GRADES K-9
5,590 sqm (8,469 sqm TOTAL AREA)
TWO STOREY



SHERWOOD HEIGHTS JUNIOR HIGH SCHOOL
241 FIR ST., SHERWOOD PARK



STRATHCONA
COUNTY

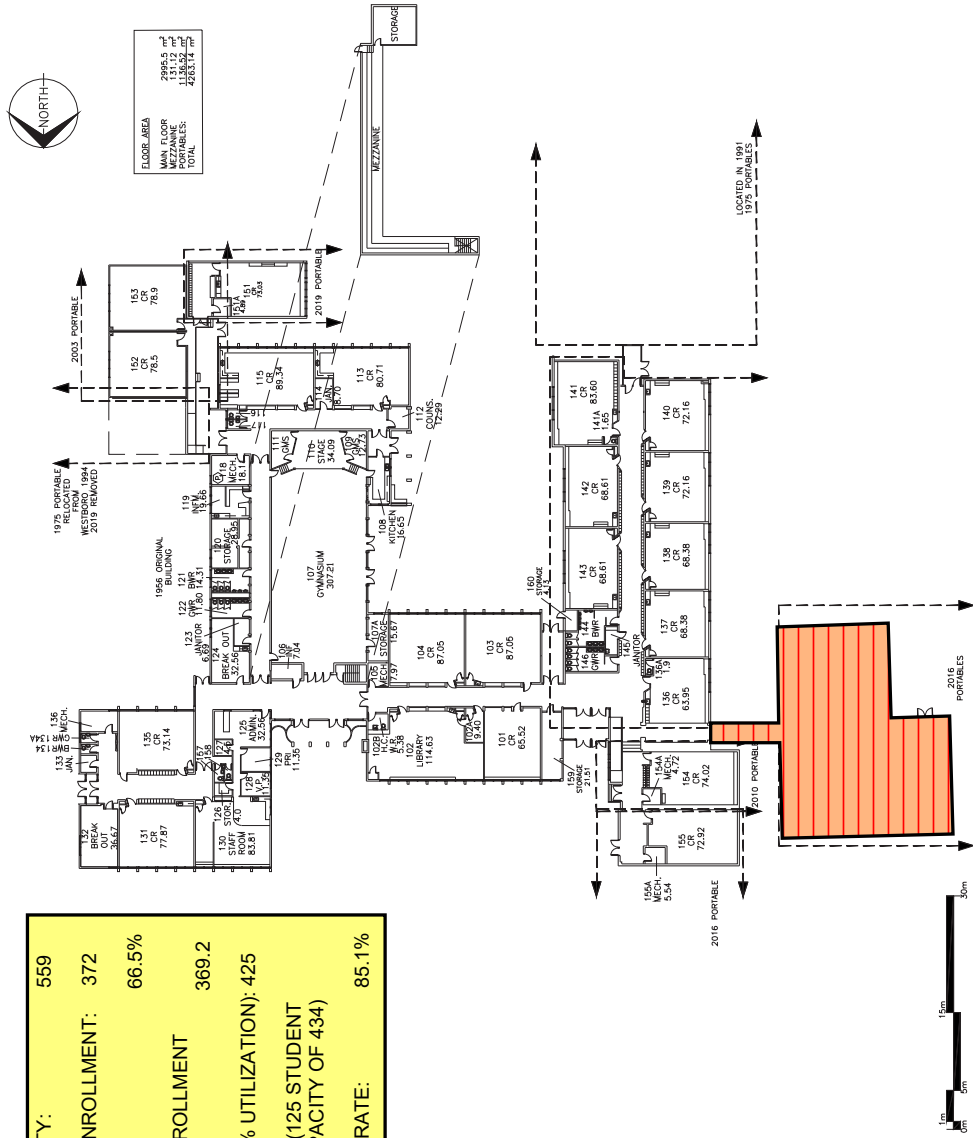


ONPA architects

CURRENT NET CAPACITY:	559
CURRENT ADJUSTED ENROLLMENT:	372
UTILIZATION RATE:	66.5%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.2
TARGET CAPACITY (85% UTILIZATION):	425
REMOVE 5 MODULARS (125 STUDENT REDUCTION FOR A CAPACITY OF 434)	
UPDATED UTILIZATION RATE:	85.1%



RELOCATION



ÉCOLE CAMPBELLTOWN SCHOOL
271 CONIFER ST., SHERWOOD PARK

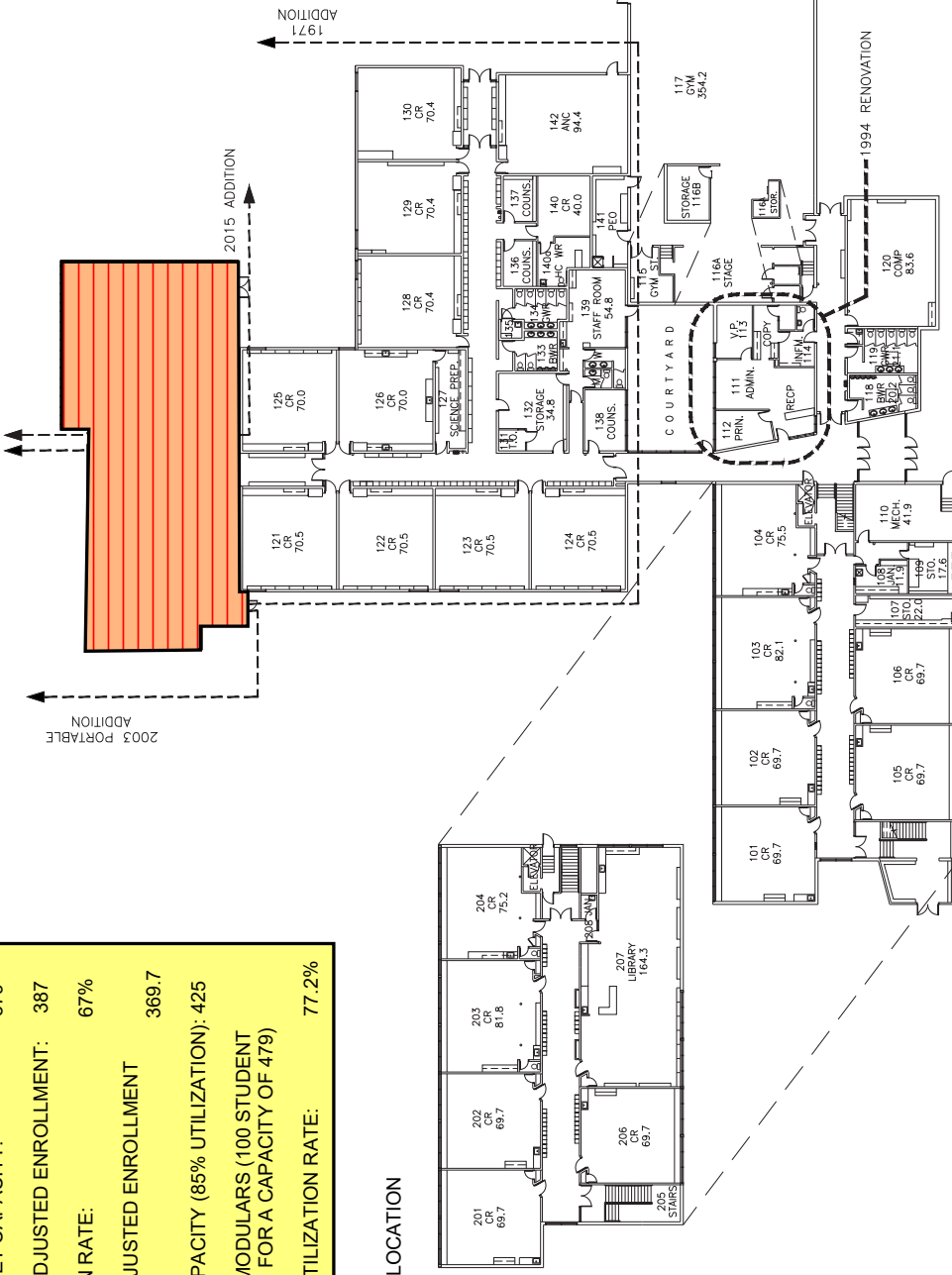


STRATHCONA COUNTY



CURRENT NET CAPACITY:	579
CURRENT ADJUSTED ENROLLMENT:	387
UTILIZATION RATE:	67%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.7
TARGET CAPACITY (85% UTILIZATION):	425
REMOVE 4 MODULARS (100 STUDENT REDUCTION FOR A CAPACITY OF 479)	
UPDATED UTILIZATION RATE:	77.2%

FLOOR AREA	
MAIN FLOOR	2880.4 m ²
SECOND FLOOR	709.3 m ²
PORTABLES (2003)	208.5 m ²
PORTABLES (2015)	229.8 m ²
TOTAL	4028 m²



PINE STREET ELEMENTARY SCHOOL
133 PINE ST., SHERWOOD PARK

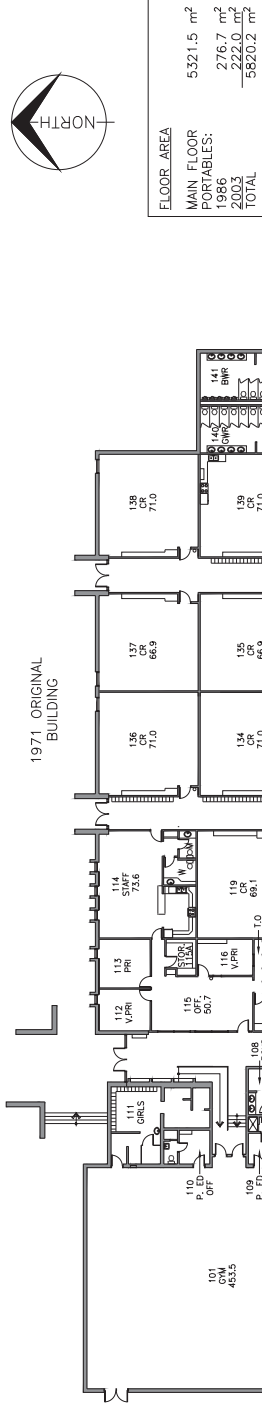


STRATHCONA COUNTY



ONPA architects

CURRENT NET CAPACITY:	638
CURRENT ADJUSTED ENROLLMENT:	367
UTILIZATION RATE:	58%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	358.4
TARGET CAPACITY (85% UTILIZATION):	412
REMOVE 2 MODULARS (60 STUDENT REDUCTION FOR A CAPACITY OF 588)	
UPDATED UTILIZATION RATE:	61%



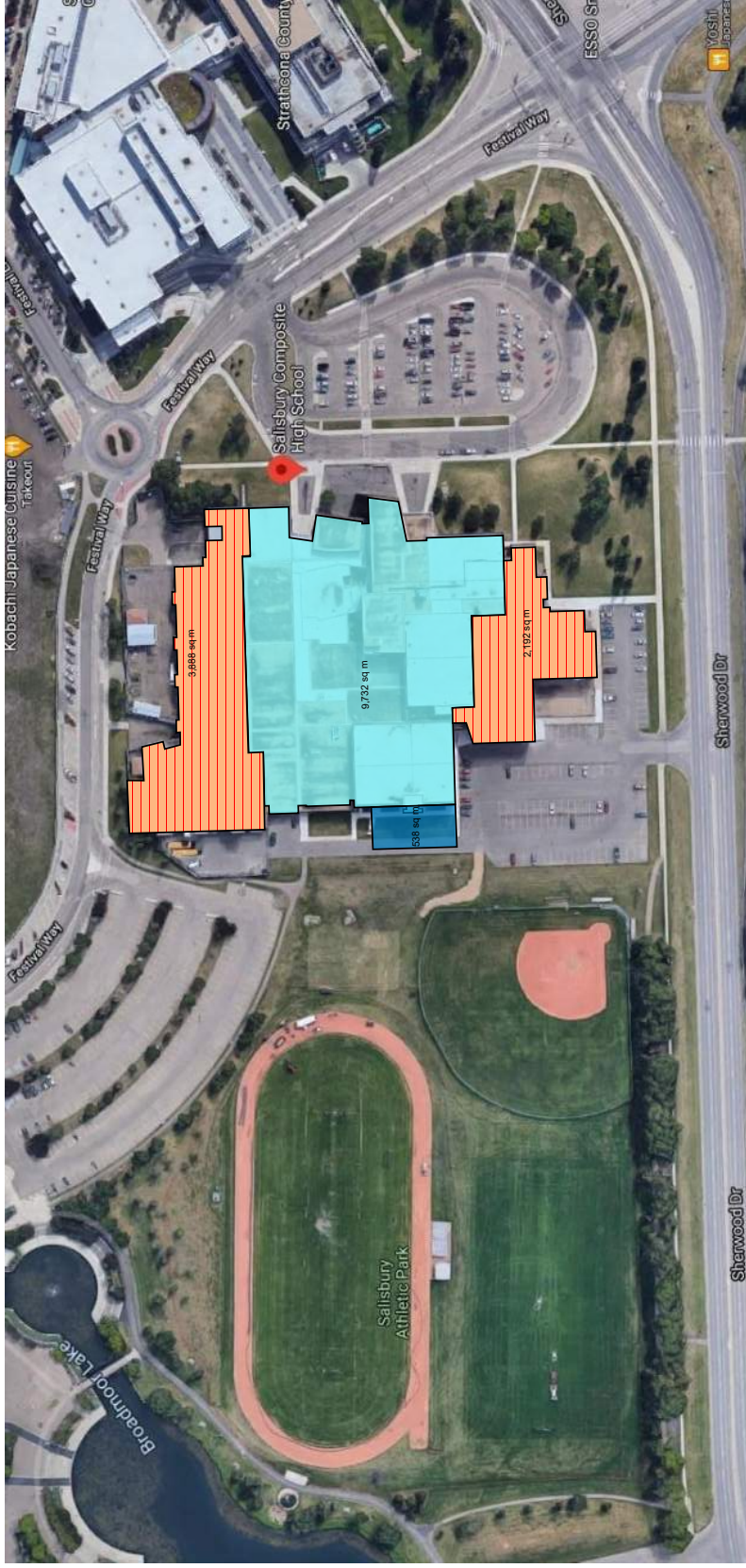
FLOOR AREA	5,321.5 m ²
MAIN FLOOR	2,767 m ²
PORTABLES:	
1986	2,220.0 m ²
2003	2220.0 m ²
TOTAL	5,820.2 m ²

RELOCATION



CLOVER BAR JUNIOR HIGH SCHOOL
50 MAIN BLVD., SHERWOOD PARK





2,250 STUDENT JR/SR HIGH SCHOOL
 GRADES 7-12
 19,373 sqm
 MODERNIZATION w/
 TWO STOREY ADDITION

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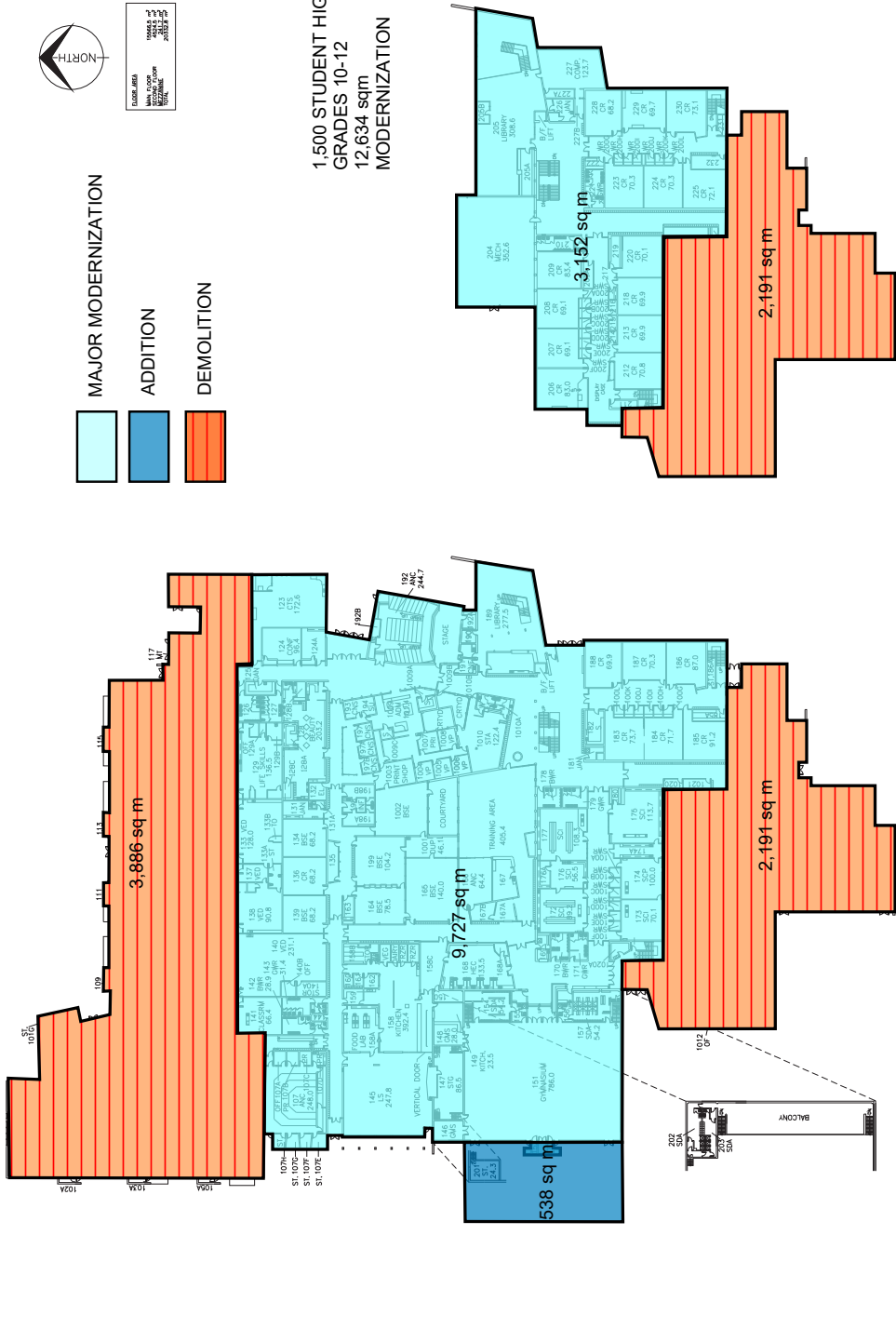
SALISBURY COMPOSITE HIGH SCHOOL
 20 FESTIVAL WAY, SHERWOOD PARK



STRATHCONA
 COUNTY



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2ND FLOOR PLAN

MAIN FLOOR PLAN

ONPA architects

SALISBURY COMPOSITE HIGH SCHOOL
20 FESTIVAL WAY, SHERWOOD PARK



STRATHCONA COUNTY



ECOLE CAMPBELL TOWN	
CURRENT NET CAPACITY:	559
CURRENT ADJUSTED ENROLLMENT:	372
UTILIZATION RATE:	66.5%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.2
10 YEAR UTILIZATION RATE AVERAGE:	66.1%

PINE STREET ELEMENTARY	
CURRENT NET CAPACITY:	579
CURRENT ADJUSTED ENROLLMENT:	387
UTILIZATION RATE:	67%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	369.7
10 YEAR UTILIZATION RATE AVERAGE:	63.9%

CLOVER BAR JUNIOR HIGH	
CURRENT NET CAPACITY:	638
CURRENT ADJUSTED ENROLLMENT:	367
UTILIZATION RATE:	58%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	358.4
10 YEAR UTILIZATION RATE AVERAGE:	56.2%

SHERWOOD HEIGHTS JUNIOR HIGH	
CURRENT NET CAPACITY:	759
CURRENT ADJUSTED ENROLLMENT:	641
UTILIZATION RATE:	84.5%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	663.1
10 YEAR UTILIZATION RATE AVERAGE:	87.4%

SALISBURY COMPOSITE HIGH SCHOOL	
CURRENT NET CAPACITY:	1,978
CURRENT ADJUSTED ENROLLMENT:	1,188
UTILIZATION RATE:	60%
10 YEAR ADJUSTED ENROLLMENT AVERAGE:	1,289.5
10 YEAR UTILIZATION RATE AVERAGE:	65.2%



STRATHCONA COUNTY



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8.0 APPENDIX G: COST INFORMATION

Cost Comparison

Option 1 - Replace Sherwood Heights as a 1:1 Replacement						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New Junior High School	6,683 sq. m.	\$3,000	\$20,049,000		
2	Sitework allowance	1 sum	\$1,250,000	\$1,250,000		Assumes re-use of much road and parking, some additions
3	Demolish Sherwood Heights School	6,179 sq. m.	\$65	\$401,635		Based on Allwest budget for Paul Kane HS
4	Hazardous materials abatement	6,179 sq. m.	\$75	\$463,425		Allowance
5	Construction Contingency 3%			\$664,922		
					\$22,828,982	

Option 1a - Major Modernization of Sherwood Heights						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to SH (80% of new)	6,179 sq. m.	\$2,800	\$14,829,600		
2	Sitework allowance	1 sum	\$500,000	\$500,000		
3	Hazardous materials abatement	6,179 sq. m.	\$75	\$463,425		Allowance
4	Construction Contingency 15%			\$2,368,954		
					\$18,161,979	

Option 2 - Combine Pine Street and École Campbelltown in a new Replacement School						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New Elementary School	6,715 sq. m.	\$2,800	\$18,802,000		
2	Sitework allowance	1 sum	\$1,150,000	\$1,150,000		
3	Demolish both schools	8,291 sq. m.	\$65	\$538,915		Based on Allwest budget for Paul Kane HS
4	Hazardous materials abatement	8,291 sq. m.	\$75	\$621,825		Allowance
5	Construction Contingency 3%			\$633,382		
					\$21,746,122	

Option 2a- Combine Pine Street and École Campbelltown with a Major Modernization and Addition to École Campbelltown

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to EC (65% of new)	3,127 sq. m.	\$1,820	\$5,691,140		
2	Remove modular and relocate (EC)	5	\$100,000	\$500,000		
3	New addition	3,342 sq. m.	\$2,800	\$9,357,600		
4	New gymnasium addition	594 sq. m.	\$3,080	\$1,829,520		
5	Sitework allowance	1 sum	\$500,000	\$500,000		
6	Demolish PS	5,164 sq. m.	\$65	\$335,660		Based on Allwest budget for Paul Kane HS
7	Hazardous materials abatement	5,164 sq. m.	\$75	\$387,300		Allowance
8	Construction Contingency 9.7%			\$1,804,318		
					\$20,405,538	

Option 3 - Modernization and Expansion to Salisbury Composite to Include Sherwood Heights

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to Salisbury (65% of new)	20,333 sq. m.	\$1,950	\$39,649,350		
2	New addition	1,200 sq. m.	\$3,000	\$3,600,000		12 classroom addition plus circulation (11 @ 80 sq. m., 1 @ 120 sq. m.)
3	Gymnasium Addition	600 sq. m.	\$3,300	\$1,980,000		
4	Sitework allowance	1 sum	\$1,500,000	\$1,500,000		
5	Demolish SH	6,179 sq. m.	\$65	\$401,635		Based on Allwest budget for Paul Kane HS
6	Hazardous materials abatement	6,179 sq. m.	\$75	\$463,425		Allowance
7	Construction Contingency 15%			\$7,139,162		
					\$54,733,572	

Option 6b - Combine Sherwood Heights and École Campbelltown into a single 1000 student K-9, offer École Campbelltown to the Francophone Board, modernize Pine Street Elementary, reduce modulars at École Campbelltown, Pine Street Elementary, and Clover Bar Junior High, redesignate programs from Sherwood Heights to Clover Bar

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New K-9 School	8,469sq. m.	\$3,000	\$25,407,000		
2	Sitework allowance	1 sum	\$2,500,000	\$2,500,000		
3	Renovate Pine Street	2,836 sq. m.	\$1,820	\$5,161,520		
4	Demolish Sherwood Heights	6,179 sq. m.	\$65	\$401,635		Based on Allwest budget for Paul Kane HS
5	Remove and relocate modulars	11	\$100,000	\$1,100,000		
6	Hazardous materials abatement	14,470 sq. m.	\$75	\$1,085,250		Allowance
7	Construction Contingency 9.7%			\$3,398,257		
					\$38,431,837	

Option 9 - Relocate 11 modulars - 4 from PS, 5 from EC, 2 from CB

	Item Description		\$/m2	Subtotal	Total	Notes
1	From Pine Street	4	\$100,000	\$400,000		
2	From Ecole Campbelltown	5	\$100,000	\$500,000		
3	From Clover Bar	2	\$100,000	\$200,000		
4	Construction Contingency 15%			\$165,000		
					\$1,265,000	

Option 13 - Reduce Salisbury Composite to Appropriate Size for Future Expected Enrolments

	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Major modernization to Salisbury (65% of new)	12,634 sq. m.	\$1,950	\$24,636,300		
2	Gymnasium addition	538 sq. m.	\$3,300	\$1,775,400		
3	Demolish portions of Salisbury	7,699 sq. m.	\$65	\$500,435		Based on Allwest budget for Paul Kane HS
4	Allowance for interface between demo and remainder	1 sum	\$1,000,000	\$1,000,000		
5	Sitework allowance	1 sum	\$500,000	\$500,000		
6	Hazardous materials abatement	12,634 sq. m.	\$75	\$947,550		Allowance
7	Construction Contingency 15%			\$4,403,953		
					\$33,763,638	