



**NEW BUSINESS**

12. BUSINESS ARISING FROM IN CAMERA

13. BOARD SELF-EVALUATION

T. Boymook  
(encl.)

14. RESERVE TRANSFER

M. Liguori/C. Cole  
(encl.)

**COMMITTEE REPORT**

15. STUDENT EXPULSION COMMITTEE REPORT  
Meeting held Dec. 2, 2022

R. Footz  
(verbal)

16. POLICY COMMITTEE REPORT  
Meeting held Dec. 12, 2022

R. Footz  
(verbal)

**REPORTS FOR INFORMATION**

17. THREE-YEAR ENGAGEMENT STRATEGY – PROJECT 3:  
EIPS LOGOS CHRISTIAN PROGRAM

M. Liguori/B. Dragon  
(encl.)

18. LOCALLY DEVELOPED COURSES 2022-23  
(SECOND SEMESTER)

M. Liguori/J. Anderson  
(encl.)

19. BULLYING AWARENESS AND PREVENTION WEEK 2022

M. Liguori/M. Reed  
(encl.)

20. UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2022 TO  
NOV. 30, 2022

M. Liguori/L. Lewis  
(encl.)

21. TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION

(verbal)

ADJOURNMENT

## RECOMMENDATIONS: BOARD OF TRUSTEES DEC. 15, 2022

2. That the Board meet in camera.  
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approve the Minutes of Nov. 17, 2022 Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approve the Minutes of Nov. 24, 2022 Special Meeting, as amended or as circulated.
6. That the Board of Trustees receive for information the Chair Report.
7. That the Board of Trustees receive for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives*
9. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
11. That the Board of Trustees receive the report from the representative of the Employee Relations Group for information.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approve the Board Self-Evaluation Report as developed on Sept. 19, 2022, and THAT the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.
14. That the Board of Trustees approve the transfer of \$1 million from operating reserves to capital reserves to support the Salisbury Composite High stormwater drainage project.

15. That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Dec. 2, 2022.
16. That the Board of Trustees receive for information the report from the Policy Committee meeting held on Dec. 12, 2022.
17. That the Board of Trustees receive for information an update on the EIPS Three-Year Engagement Strategy's Project 3: Logos Christian Program—specifically, the What We Heard Reports, frequently asked questions and an engagement summary from all public consultation efforts.
18. That the Board of Trustees receive for information a report on Locally Developed Courses for the 2022-23 school year.
19. That the Board of Trustees receive for information the Bullying Awareness and Prevention Week report.
20. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2022 to Nov. 30, 2022, for Elk Island Public Schools.



# BOARD MEETING MINUTES

**November 17, 2022**

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Nov. 17, 2022, 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 9:00 a.m.

## **BOARD MEMBERS PRESENT**

T. Boymook, Board Chair  
C. Holowaychuk, Vice-Chair  
C. Allen  
R. Footz  
S. Miller  
J. Seutter  
J. Shotbolt  
R. Sorochan

## **BOARD MEMBERS ABSENT**

D. Irwin

## **ADMINISTRATION PRESENT**

M. Liguori, Superintendent  
S. Stoddard, Associate Superintendent, Supports for Students  
B. Billey, Associate Superintendent, Human Resources  
C. Cole, Secretary-Treasurer  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## **CALL TO ORDER**

Meeting called to order at 9:00 a.m. with all trustees noted above in attendance.

## **IN-CAMERA SESSION**

**192/2022** | Trustee Seutter moved: That the Board meet in camera (9:00 a.m.).

*CARRIED UNANIMOUSLY*

**193/2022** | Vice-Chair Holowaychuk moved: That the Board revert to regular session (10:00 a.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 10:00 a.m. and reconvened at 10:11 a.m. with all trustees noted above in attendance.*

## **TREATY 6 ACKNOWLEDGMENT**

Board Chair Boymook acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was entered into, 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.

194/2022 | Trustee Seutter moved: That the Agenda be adopted, as circulated.

*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair Boymook called for confirmation of the Oct. 20, 2022 Board Meeting Minutes.

195/2022 | Trustee Miller moved: That the Board of Trustees approve the Minutes of Oct. 20, 2022 Board Meeting, as circulated.

*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Boymook presented the Chair's report.

196/2022 | 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.

197/2022 | Trustee Sorochan 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 or delegations were reported.

## **Association/Employee Groups**

### **ASBA ZONE 2/3 REPORT**

Trustee Allen presented to the Board the report from the ASBA Zone 2/3 meeting held on Oct. 28, 2022.

198/2022 | Trustee Allen 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.

199/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the representative of the ATA Local #28.

*CARRIED UNANIMOUSLY*

## **EMPLOYEE RELATIONS GROUP (ERG) REPORT**

Board Chair Boymook welcomed ERG representative D. Jarvin. Representative Jarvin presented to the Board the report on behalf of the Employee Relations Group.

200/2022 | Trustee Shotbolt moved: That the Board of Trustees receive for information the report from the representative of the Employee Relations Group.

*CARRIED UNANIMOUSLY*

## **Business Arising from Previous Meeting**

No business arising from the previous meeting.

## **New Business**

### **BUSINESS ARISING FROM IN CAMERA**

201/2022 | Trustee Shotbolt moved: That the Board of Trustees approve **Special Matter 002-2022**.

*CARRIED UNANIMOUSLY*

202/2022 | Trustee Sorochan moved: That the Board of Trustees approve **Special Matter 003-2022**.

*CARRIED UNANIMOUSLY*

### **UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2022**

Director Lewis presented to the Board the Unaudited Accumulated Surplus at Aug. 31, 2022, for approval.

203/2022 | Trustee Seutter moved: That the Board of Trustees approve the transfer of \$753,419 from internally restricted operating reserves to unrestricted surplus to offset the net results of 2021-22 year.

*CARRIED UNANIMOUSLY*

### **2022 AUDITED FINANCIAL STATEMENTS**

Director Lewis presented to the Board for approval the 2022 Audited Financial Statements.

MNP LLP Audit Partner B. Waser was available to answer questions from the Board.

204/2022 | Trustee Allen moved: That the Board of Trustees approve the Aug. 31, 2022 Audited Financial Statements.

*CARRIED UNANIMOUSLY*

### **2022-23 FALL BUDGET REPORT**

Secretary-Treasurer Cole and Director von Tettenborn presented for approval the 2022-23 Fall Budget Report.

*Trustee Miller left the meeting at 10:51 a.m. and returned at 10:58 a.m.*

205/2022 | Trustee Seutter moved: That the Board of Trustees approve the 2022-23 Fall Budget Report for Elk Island Public Schools as presented.

*CARRIED UNANIMOUSLY*

## **JAMES MOWAT ELEMENTARY ENROLMENT PRESSURE**

Superintendent Liguori, Division Principal Antymniuk and Planner Dragon presented to the Board for approval the James Mowat Elementary Enrolment Pressure Strategy.

206/2022 | Trustee Allen moved: That the Board of Trustees approve a two-year Random Selection Process Pilot to address the enrolment pressure at James Mowat Elementary, based on the Closed Boundary Priority Scale, effective for the 2023-24 school year.

In Favour: Trustee Footz, Trustee Shotbolt, Trustee Allen, Trustee Seutter, Board Chair Boymook, Vice-Chair Holowaychuk, Trustee Miller

Opposed: Trustee Sorochan

*CARRIED*

*The Board recessed at 12:30 p.m. and reconvened at 12:37 p.m. with all trustees noted above in attendance.*

207/2022 | Trustee Allen moved: That the Board of Trustees approve Fort Saskatchewan Elementary as the alternate designated school for the James Mowat Elementary attendance boundary.

*CARRIED UNANIMOUSLY*

208/2022 | Trustee Shotbolt moved: That the Board of Trustees approve Grandfathering for current students enrolled at James Mowat Elementary.

*CARRIED UNANIMOUSLY*

209/2022 | Trustee Seutter moved: That the Board of Trustees approve busing fees apply as listed in the Transportation fee schedule.

In Favour: Trustee Footz, Trustee Shotbolt, Trustee Allen, Trustee Seutter, Board Chair Boymook, Vice-Chair Holowaychuk, Trustee Miller

Opposed: Ralph Sorochan

*CARRIED*

*The Board recessed at 12:45 p.m. and reconvened at 1:47 p.m. with all trustees noted above in attendance.*

## **Committee Reports**

### **STUDENT EXPULSION**

Trustee Allen presented a report from the Student Expulsion Committee meeting held on Oct. 27, 2022, for information.

210/2022 | Trustee Allen moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Oct. 27, 2022.

*CARRIED UNANIMOUSLY*

### **AUDIT COMMITTEE**

Vice-Chair Holowaychuk presented a report from the Audit Committee meeting held on Nov. 2, 2022, for information.

211/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees receive for information the report from the Audit Committee meeting held on Nov. 2, 2022.

*CARRIED UNANIMOUSLY*



## Reports for Information

### THREE-YEAR ENGAGEMENT STRATEGY: ATTENDANCE AREA CLEANUP

Superintendent Liguori and Planner Dragon presented to the Board an update on the Three-Year Engagement Strategy relative to attendance area cleanup for information.

212/2022 | Trustee Footz moved: That the Board of Trustees receive for information the Three-Year Engagement Plan's Project 1: Attendance Area Cleanup—specifically, the What We Heard reports from the Brentwood Elementary and Northeast Sherwood Park attendance area public engagements.

*CARRIED UNANIMOUSLY*

## Trustee Notices of Motions and Requests for Information

No notices of motions or requests for information were presented.

### IN-CAMERA SESSION

213/2022 | Trustee Sorochan moved: That the Board meet in camera (1:55 p.m.).

*CARRIED UNANIMOUSLY*

214/2022 | Vice-Chair Holowaychuk moved: That the Board revert to regular session (2:24 p.m.).

*CARRIED UNANIMOUSLY*

### ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 2:24 p.m.

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Trina Boymook, Board Chair

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Mark Liguori, Superintendent



# BOARD MEETING MINUTES

**November 24, 2022**

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, November 24, 2022, 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 9:01 a.m.

## **BOARD MEMBERS PRESENT**

T. Boymook, Board Chair  
C. Holowaychuk, Vice-Chair  
C. Allen  
R. Footz  
D. Irwin  
J. Seutter  
J. Shotbolt  
R. Sorochan

## **BOARD MEMBERS ABSENT**

S. Miller

## **ADMINISTRATION PRESENT**

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

## **CALL TO ORDER**

Meeting called to order at 9:01 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.

## New Business

### ANNUAL EDUCATION RESULTS REPORT 2021-22

Superintendent Liguori presented to the Board for approval the *Annual Education Results Report 2021-22*.

Superintendent Liguori extended gratitude to Dr. Stoddard and Communication Specialist Fletcher for their extensive work in writing and producing the *Annual Education Results Report 2021-22*.

Superintendent Liguori highlighted the achievements of 2021-22 and is both pleased and proud of the results. The document recognizes the excellent work EIPS has done and highlights areas to work on.

Superintendent Liguori extended gratitude to the Board for their continued support.

Superintendent Liguori extended gratitude to all EIPS staff and families for their efforts and collaborative approach to student achievement and safety.

The Board extended their gratitude and is proud of the work and efforts outlined in the *Annual Education Results Report*—a celebration of the Division's work.

215/2022 | Trustee Seutter moved: That the Board of Trustees approve Elk Island Public Schools' *Annual Education Results Report 2021-22* and the *Annual Education Results Report Overview 2021-22*.  
CARRIED UNANIMOUSLY

### ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 11:09 a.m.

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Trina Boymook, Board Chair

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Mark Liguori, Superintendent



# RECOMMENDATION REPORT

Page 1 of 1

**DATE:** Dec. 15, 2022

**TO:** Board of Trustees

**FROM:** Trina Boymook, Board Chair

**SUBJECT:** Board Self-Evaluation

**ORIGINATOR:** Trina Boymook, Board Chair

**RESOURCE STAFF:** Ian McCormack, President, Strategic Steps Inc.  
Board of Trustees

**REFERENCE:** Board Policy 2: Role of the Board

**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.

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**RECOMMENDATION:**

**That the Board of Trustees approve the Board Self-Evaluation Report as developed on Sept. 19, 2022, and THAT the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.**

**BACKGROUND:**

As per Board Policy 2: Role of the Board, section 1.7.3, Board development, the Board will “*Annually evaluate Board effectiveness*”. In August 2022, the Board of Trustees started the evaluation process to determine the Board’s effectiveness through 2021-22. The evaluation process was completed at the Board Retreat on Nov. 30/22.

**COMMUNICATION PLAN:**

N/A

**ATTACHMENT(S):**

N/A

:clp



# RECOMMENDATION REPORT

**DATE:** Dec. 15, 2022

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Reserve Transfer

**ORIGINATOR:** Candace Cole, Secretary-Treasurer

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Carmine von Tettenborn, Director, Financial Services

**REFERENCE:** Policy 2: Role of the Board

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

**EIPS GOAL:** Quality infrastructure for all.

**EIPS OUTCOME:** Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

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**RECOMMENDATION:**

**That the Board of Trustees approve the transfer of \$1 million from operating reserves to capital reserves to support the Salisbury Composite High stormwater drainage project.**

**BACKGROUND:**

On Sept. 1, 2022, the Board of Trustees requested approval from the Minister of Education to access: operating reserves up to \$1 million and capital reserves up to \$1.2 million for a total of \$2.2 million dollars in 2022-23 to fund the Salisbury Composite High stormwater drainage project. The estimated cost for this project in August 2022 was at \$4.1 million before asbestos abatement. An additional estimated \$1.9 million will be required from Infrastructure Maintenance and Renewal (IMR) to complete the project, and government approval to use IMR on a project over \$1 million was granted earlier this fall to a maximum of \$2 million.

On Nov. 23, 2022, the Minister approved \$1 million to be used from operating reserves for the stormwater project. Alberta Education recommends that we transfer these funds from Operating Reserves to Capital Reserves as it has been approved for use on a capital project. This will ensure we do not have to ask for an exemption to the reserve cap if the project was delayed due to inclement weather or other factors.

Alberta Education also indicated that approval is not required on our capital reserve request of \$1.2 million as approval is not required to use the capital reserves on a capital project. The \$1.2 million from capital reserves was approved by the Board in the fall budget.



# RECOMMENDATION REPORT

Updated costs for this project will be received in mid to late January.

**COMMUNICATION PLAN:**

Once approved, we will record the transfer and it will be noted on future reports brought to the Board.

**ATTACHMENTS:**

N/A



# INFORMATION REPORT

**DATE:** Dec. 15, 2022

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Three-Year Engagement Strategy – Project 3: EIPS Logos Christian Program

**ORIGINATOR:** Brent Dragon, Planner, Facility Services

**RESOURCE STAFF:** Sandra Stoddard, Associate Superintendent, Supports for Students  
Brent Billy, Associate Superintendent, Human Resources  
Dave Antymniuk, Division Principal  
Laura McNabb, Director, Communication Services  
Corrie Fletcher, Communications Specialist, Communication Services  
Karen Baranec, Communications Networking Specialist, Communication Services

**REFERENCE:** Administrative Procedure 305: School attendance areas and requests to attend non-designated schools  
Administrative Procedure 540: Planning for school facilities

**EIPS PRIORITY:** Enhance high-quality learning and working environments  
Enhance public education through effective engagement

**EIPS GOAL:** Quality infrastructure for all  
Parent and caregiver engagement

**EIPS OUTCOME:** Learning and working environments are supported by effective planning, management and investment in Division infrastructure  
Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child’s education

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**ISSUE:**

**That the Board of Trustees receive for information an update on the EIPS Three-Year Engagement Strategy’s Project 3: EIPS Logos Christian Program—specifically, the What We Heard Reports, frequently asked questions and an engagement summary from all public consultation efforts.**

**BACKGROUND:**

In May 2022, Elk Island Public Schools (EIPS) developed a Three-Year Engagement Strategy. Essentially, it’s a public engagement plan that identifies four specific projects to improve Division operations and best serve students.

- Project 1: Three-Year Strathcona County Engagement*
- Project 2: Enrolment Pressures at In Fort Saskatchewan*
- Project 3: EIPS Logos Christian Program Review*
- Project 4: Vegreville Value Scoping Session*

The strategy also details plans and timelines for the various engagement efforts. Collectively, the Three-Year Engagement Strategy ensures EIPS continues providing high-quality education to all students.

For Project 3, the Division's exploring changes to the EIPS Logos Christian Program to ensure it continues providing a high-quality educational experience to students. Over the last few years, enrolment in Logos has declined significantly, making it challenging to offer fulsome Logos programming. Currently, the elementary program is offered at Brentwood Elementary and Westboro Elementary. And, the junior high Logos program is offered at Sherwood Heights Junior High. To determine the best possible solution for addressing the enrolment decline, EIPS consulted the Logos school community, using a two-phased engagement approach, between June and October of 2022.

## **Phase 1:**

EIPS hosted two public engagement sessions and one online survey. The first meeting was co-ordinated internally and took place on June 13. At the meeting, EIPS provided background information, explained the challenges and facilitated a question-and-answer period about ways to address the issue. After that meeting, the Division contracted Y Station to continue the conversation, and the consultation. The second public meeting was held on June 27. Y Station again introduced the issues, discussed EIPS' concerns and facilitated breakout spaces to explore possible solutions. Following the meeting, Y Station surveyed Logos families to gather even more input from those who did attend and couldn't attend the in-person meeting.

*Goal:* To present the issues to the community, collect feedback and explore possible solutions.

*Response:* 60 attendees at Public Meeting 1; 75 attendees at Public Meeting 2; and 89 survey responses.

## **Phase 2:**

Y Station facilitated one public consultation and collected feedback submissions from the Logos school community. At the public meeting, EIPS reviewed what was heard during Phase 1 of the engagements, provided additional program information, discussed the path forward and shared plans to postpone a final decision about Logos programming until after the 2023-24 returning student registration. Following the meeting, Y Station encouraged families to submit any additional input.

*Goal:* To share with the Logos community what was heard during Phase 1 of the public engagement, gather feedback, and inform the Logos community of the extended decision deadline.

*Response:* 46 attendees at Public Meeting 3; two email feedback submissions.

## **CURRENT SITUATION OR KEY POINT:**

Initially, EIPS planned to bring forward a recommendation for Project 3: Logos Christian Program Review in November 2022. However, the feedback from Phase 1 and Phase 2 of the public engagement effort clearly indicated the Logos community wants more time before EIPS makes a decision. Both the Elk Island Logos Christian Society and Logos families wanted the extra time to promote the elementary program before the upcoming returning student registration process.

As a result, EIPS feels it's important to postpone making a recommendation to the Board about the Division's Logos programming until after the returning student registration process takes place in February 2023. The extra time allows the Board to see the actual registration numbers for Logos in 2023-24, and gives Logos the time they asked for to promote the program leading up to the returning student registration process.

So, instead of a recommendation, EIPS is providing an information report to the Board detailing all the feedback collected through both Phase 1 and Phase 2 of the EIPS Logos Christian Program Review. As shared during Public Meeting 3, if, enrolment in the Logos elementary program increase significantly after the 2023-24 returning student registration process, EIPS will recommend the Board keep the elementary program unchanged at both Brentwood Elementary and Westboro Elementary. If enrolment stays relatively flat, EIPS will recommend the





# INFORMATION REPORT

Board consolidate the elementary program at Brentwood Elementary, starting in the 2023-24 school year. For junior high, because it's tied to the elementary program, EIPS plans to recommend it remain in place as long as student numbers are sustainable. In the meantime, EIPS is working with the Elk Island Logos Society to develop and implement a detailed enrolment growth strategy to help ensure the program's long-term viability, including benchmarking and growth targets.

## **ATTACHMENT(S):**

1. Public Consultations: Report Summary – Logos Christian Program Review
2. What We Heard Report: Logos Christian Program Phase 1
3. What We Heard Report: Logos Christian Program Phase 2
4. Frequently Asked Questions: Logos Christian Program

# Public Consultations: Report Summary

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PROJECT 3 | EIPS LOGOS CHRISTIAN PROGRAM REVIEW

LAST UPDATED: Dec. 1, 2022



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## BACKGROUND

As part of the Division's reporting requirements to Alberta Education, Elk Island Public Schools (EIPS) reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of the EIPS Logos Christian Program, it's experienced a significant decline in enrolment over the last 10 years. The decline makes it difficult to offer fulsome Logos programming to students. Before making any decision about how best to address the enrolment decline, EIPS collected feedback from the Logos school community to determine the best possible solution.

Phase 1 of the engagement effort started in June 2022. The Division held two public consultations with the Logos community to discuss the issue and potential solutions. Y Station, the contracted public consultation company, also shared an online survey to collect even more input and ensure those who couldn't attend the sessions were able to provide feedback.

Using the feedback collected, EIPS developed a frequently-asked-questions document, and Y Station created a What We Heard Report. Both documents were posted online and sent to the Logos community to launch Phase 2 of the public engagement--the community read both before the third public consultation on Oct. 6, 2022. At that meeting, Y Station presented the What We Heard Report, additional program information and the proposed path forward. Participants who couldn't attend were encouraged to submit feedback by emailing Y Station—collected until Oct. 17, 2022.

## ENGAGEMENT SUMMARY

### PHASE NO. 1: SPRING 2022

OPEN HOUSE: JUNE 13, 2022; 7 P.M. TO 8 P.M.

**In-person attendance:** 60

Following the Elk Island Logo Society's annual general meeting, the Division hosted a town-hall-style conversation at Sherwood Heights Junior High. Resources were provided to participants outlining current enrolment patterns and the utilization status of Brentwood Elementary, Westboro Elementary and Sherwood Heights Junior High. EIPS Superintendent Mark Liguori also provided a brief overview of the challenges low enrolment presents to the Division and facilitated a question-and-answer period. The Division then provided the themes and feedback collected during this session to Y Station for inclusion in the What We Heard Report for Phase 1 of the public engagement.

OPEN HOUSE: JUNE 27, 2022; 6:30 P.M. TO 8:30 P.M.

**In-person attendance:** 75

To enhance stakeholder feedback, EIPS contracted Y Station to conduct an initial presentation to all participants. The conversation started and finished at Salisbury Composite High's theatre. Following the initial presentation, participants were separated into breakout groups of about 20 people. In total, three breakout spaces were used. Each room had an experienced facilitator, a notetaker and a member of EIPS' executive leadership team. Several key themes emerged:

- participants felt because they weren't aware of the enrolment problem, time was needed to promote Logos and increase enrolments;
- the Logos program reflects the values of the participants, and families appreciate the program being within the community school; and
- concerns about program changes leading to separating students from peers and siblings.

SURVEY: JUNE 27, 2022 TO JULY 12, 2022

**Responses:** 89

Y Station developed a survey that mirrored the in-person session on June 27. The responses to the survey were similar to the themes of the open house. Two major themes emerged:

- the need to increase public awareness about the Logos program; and
- wanting more time before the Board makes a decision about Logos programming.

Other survey highlights:

- 82 per cent of survey respondents indicated they were parents or caregivers.
- 76 per cent of survey respondents indicated their child(ren) is currently enrolled in the Logos program.
- 34 per cent of survey respondents indicated their child would stay at their current school if the Logos elementary program consolidates at one school.

## PHASE 2: FALL 2022

OPEN HOUSE: OCT. 6, 2022; 5:30 P.M. TO 7:30 P.M.

**In-person attendance:** 46

Y Station facilitated a conversation in the Salisbury Composite High theatre. At the session, Y Station reviewed the What We Heard Report, provided additional program information and outlined the path forward—as developed by EIPS. Initially, EIPS had planned to make a decision about the elementary Logos program in November 2022. At the October public meeting, participants were

informed EIPS wants to delay a decision until after the returning student registration process—in February 2023.

After the returning student registration process, if enrolment increases significantly, program changes will take place. If enrolment stays relatively flat, EIPS will recommend the Board consolidate the elementary program at Brentwood Elementary, starting in 2023-24. For junior high, because it's tied to the elementary program, it will remain in place as long as student numbers remain sustainable—EIPS will continue to review the program location and its sustainability.

EIPS also shared plans to work with the Elk Island Logos Society to develop and implement a detailed enrolment growth strategy to help ensure the program's long-term viability, including benchmarking and growth targets. Approximately 59 per cent of attendees were in support of the approach EIPS had put forward.

EMAIL FEEDBACK OCT. 6, 2022 TO OCT. 17, 2022

**Responses: 2**

Y Station received two email feedback submissions. The comments are included within the What We Heard Report for Phase 2—both echo the comments collected at the open house.

# What We Heard Logos Christian Program

Enrolment Concerns

 **ystation**

August 15, 2022  
Produced for EIPS



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## Executive Summary

The Logos Christian program has operated within Elk Island Public Schools (EIPS) for more than 25 years. Currently, programming is offered at Brentwood Elementary, Westboro Elementary and Sherwood Heights Junior High. Over the past several years, enrolment has been declining at both the elementary and junior high levels. As a result, it's no longer possible to offer fulsome Logos programming at both elementary schools where it's currently offered. The situation also presents significant programming challenges at the junior high level.

On June 13, 2022, following the Logos Society Annual General Meeting, EIPS hosted a conversation with Superintendent Mark Liguori for Logos program stakeholders to discuss the issue and provide feedback about the next steps. Approximately 60 people attended. Attendees of this session were informed a recommendation will go forward to the Board of Trustees in the fall of 2022, and a final decision about how the program moves forward will be made in November 2022, in time for returning student registration in February 2023. Through the course of this discussion, EIPS noted that attendees wanted more opportunities to provide feedback and input.

As such, EIPS determined a second open house on June 27 and a survey would provide the Logos program stakeholders additional opportunities to share their concerns and suggestions. Both the second open house and survey were conducted by Y Station. As part of this engagement, there will be a fall session where Logos program stakeholders will be presented with the results of the first engagement and can gain insights on the direction or recommendation that will go forward to the Board in November. This report presents the results of both the June open house engagements and the corresponding survey.

The June 27 session began at 6:30 p.m. in the Salisbury Composite High theatre. Approximately 75 people attended resulting in three facilitated breakout sessions. The survey opened that evening, closed on July 12 and 89 people responded.

The key questions the engagement sought to answer were:

1. What are the reasons or values behind your decision to send your children to the Logos program?
2. What are your initial concerns? For your children? For your family? For the school? For the community?
3. What will be important for EIPS to think about as it explores different processes or options in relation to enrolment pressures on elementary students?
4. What do you think are potential solutions to this issue?
5. What might you do if the elementary sites are combined?

During the open houses several key themes emerged throughout all the conversations:

- The Logos program reflects attendees' values and they like being in their community in a public school, not separated out.
- Concerned that they were just learning of the issue when it seemed that EIPS is already considering a solution.
- Concerned that students will be made to move schools and be separated from peers and siblings.
- Covid-19 has played a role in creating this issue.
- More information is needed about the issue.
- More time is needed to advertise the program and increase enrolment.
- Changes are needed in the registration process to make the program more accessible.
- Some attendees did note that they would leave the division if an elementary site were closed.

While survey respondents had similar concerns, priorities and solutions, two core themes emerged throughout all the open-ended survey responses:

- Concerned that Logos program may be discontinued or cut due to enrolment challenges.
- Concerned that my child or children may have to change schools and be separated from their friends or siblings.

Three additional central themes were identified throughout the survey responses: the impact of Covid-19, costs and class sizes. Similar to the open house attendees, survey respondents noted they valued a Christian education and being part of the public system in the community.

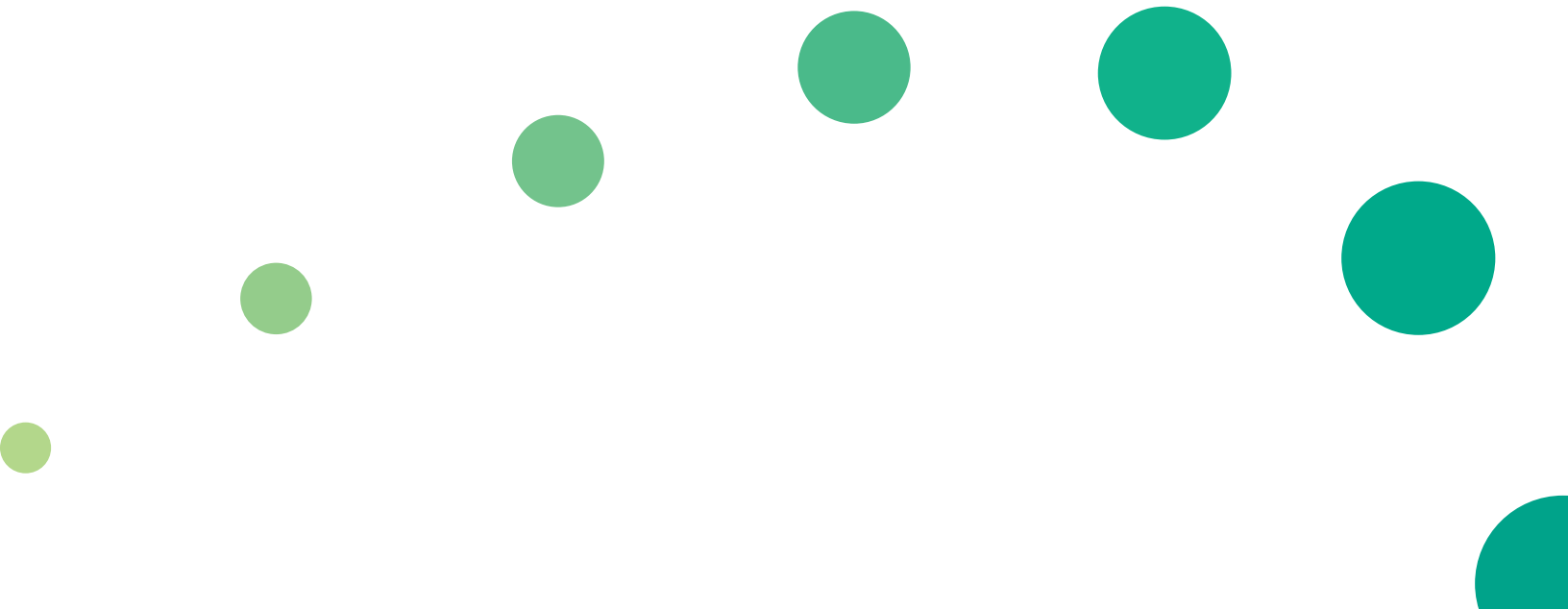
For each of the key questions, high count themes were identified that differed from the core and central themes:

- Concerns the program will be discontinued or cut.
- Concerns that children will be moved from their school and split from their friends or siblings.
- Parents or caregivers want EIPS to prioritize keeping the program, increasing enrolment and keeping students at their current schools.
- Parents or caregivers want quality education and what is best for students to be at the forefront for EIPS when making any decisions about the program.

Differing from the open house attendees, some survey respondents indicated support for consolidating the program at one site and several respondents indicated that religion should not be in public schools.

A pulse question asking 'what you would do if the program was consolidated to one site' was asked in the survey. Respondents were split between keeping their children at their current school, neutral or moving their children to the site with the Logos program.

Profile questions were also asked:

- 82 per cent were parents or caregivers (n=89).
  - 57 per cent had two children in their household (n=79).
  - 76 per cent had children currently registered in the Logos program (n=79).
  - 57 per cent had children at Westboro Elementary (n=60).
  - 71 per cent are planning to register their children in the Logos program for the 2023-24 school year (n=79).
  - 63 per cent indicated they were planning to register their children at Westboro Elementary (n=56).
- 

## Methodology

The purpose of this engagement was to inform the Logos program stakeholders (parents, caregivers, teachers and staff, retired staff and program alumni) of the enrolment issue and to gather their feedback on a proposed solution. To achieve this purpose, two key public engagement methods were deployed to gather insights from Logos program stakeholders: facilitated open house conversations and an online survey. Both methods have a proven track record for providing diverse input opportunities and gathering nuanced feedback.

The success of these methods relies on a solid engagement communication plan. To ensure all Logos program stakeholders had an opportunity to participate in the engagement, electronic communication was used to inform school families about the open houses. The survey was announced in the final open house and was shared with the broader Logos program community via SchoolMessenger notice.

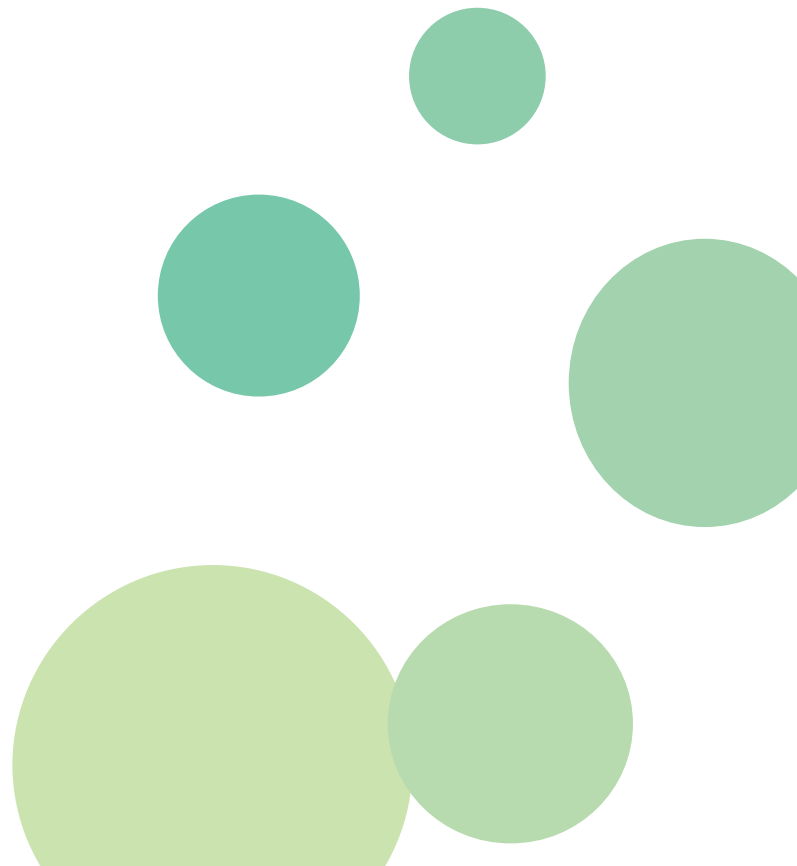
The June 27 session began at 6:30 p.m. in the Salisbury Composite High theatre. Approximately 75 people attended resulting in three facilitated breakout sessions. Refreshments were also provided.

During the open houses, an overview of the issue was provided by EIPS leadership, and the facilitated session sought to answer these questions:

1. What are the reasons or values behind your decision to enroll your child(ren) in the Logos program?
2. What are your initial thoughts or concerns regarding the enrolment challenges? For your child(ren)? For your family? For your school? For your community?
3. What should the EIPS prioritize when making the decision to address the enrolment challenges?
4. Do you have any potential ideas or solutions to address this challenge on behalf of EIPS?
5. If you could give EIPS one piece of advice with regards to enrolment challenges, what would that be?
6. Now we would like to get a quick pulse on what would be your response if the elementary Logos program was combined in one school site. Would you move your child(ren) to the school where the Logos program is still offered? Keep your child(ren) at their current school? Or do something else?
7. Any additional comments?

The survey preamble gave participants an overview of the issue that paralleled what was presented in the open house, then asked some closed answer profile questions, followed by the open-ended questions from the open house and questions about what respondents might do if the program was combined in one site. The survey opened on the evening of June 27, closed on July 12 and 89 people responded.

Two additional feedback mechanisms were available, a call-in phone line included on the survey and an open form for questions and comments on the EIPS webpage. Both mechanisms were used once. The call-in line was used to access survey completion support.



## Open House Results

Over 100 people attended the two open houses. The June 27 session had slightly more people in attendance (75) than the June 13 session (estimate of 60). After the introduction and some initial attendee questions and comments were addressed, the main conversation on June 27 was facilitated in three breakout sessions. Similar themes across all sessions and groups emerged, except in two sessions concerns were raised about diversity and inclusion, and in one there was some clearer advocacy for not moving the Logos program to the Brentwood site but instead moving it to Westboro.

In all three sessions, the final question regarding what they would do now if the elementary program was combined was either not asked or only briefly touched upon; attendees felt they did not have enough information to answer the question or felt that it was premature to ask the question since decisions were not yet finalized about what was happening at the different program sites.

Two of the break-out sessions more loosely followed the guide, taking direction instead from the attendees' concerns and priorities, so not all questions were directly asked, but answers to all the questions were provided in how their responses covered the other questions.

### Reasons and values for choosing the Logos program

We began the conversations by discussing the reasoning and values of attendees for selecting the Logos program, which grounded the remaining discussion in those initial values. Four central themes emerged during this part of the conversation:

- The program reflects their values, some mentioned 'our family values' or noted a shared Christian value system.
- Care for and value of the communities they are in was also raised.
- Many attendees noted having trust and a deep connection to the program (some attended it as youths) and to the staff.
- Several attendees liked that the Logos program is not a bubble separated out from the regular world but instead a Christian program in the community.

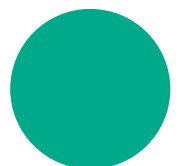
*"We put them in Logos because we wanted them to not be in a "bubble", and instead learn to be in the world but not of it. To be a light in their community, while still receiving their school curriculum taught from a Christian worldview."*

Other reasons mentioned by a smaller number of attendees included:

- Having an accessible and affordable Christian education.
- Their children are supported to be Christian, and it is a safe environment for them to express their Christianity.
- There is value in continuing the elementary program at both Brentwood and Westboro as the combination of both Logos and each school's unique culture are important.

A tension emerged regarding the value of inclusion, one attendee felt that the Logos program's inclusion should extend to children with diverse gender identities, while others felt the regular program was too inclusive and had concerns about their children being exposed to diverse gender identities.

*"It is important to have our children attend their neighbourhood school with students and teachers who have a similar faith. To show them that faith happens outside of the church and Sunday morning. For our children to have the freedom to share and practice their faith through prayer, songs and discussion with their peers and teachers. This would be discouraged normally at a public school."*



## Concerns

Attendees expressed a range of concerns from how EIPS is handling the issue to the impacts of possible change on children, families and staff. By far the concern most consistently raised was about being caught unaware of a problem when EIPS is already considering a solution. Many attendees noted:

- That there has not been enough communication about the issue.
- Concerns with the timing of the communication coming from EIPS.
- Several noted feeling that EIPS is not supporting the Logos program, that a decision has already been made.
- It was even suggested that perhaps EIPS is helping to create the low enrolment problem.
- Some attendees did note that the current Logos program stakeholders have not done enough to support the program and increase enrolment.

*“I was disappointed to hear that the Logos program had such low numbers and it wasn’t brought up when numbers first started to go down in the schools. I would love to see the Logos program given a chance to improve its numbers for a few years. Now that we know we have an issue.”*

Several attendees noted it felt as though only one narrow solution has been proposed and it was further suggested that this solution of combining the elementary Logos program to one site would in fact actually create a barrier to increasing enrolment into the program. A few attendees raised concerns about the junior high program, and one wondered if the move to consolidate the elementary program in one location will save the junior high or cause more problems.

Concerns were expressed about the impact that this change will have on all the people connected to the program.

- Concerns for students ranged from the challenges surrounding transitions and the children’s need for continuity, especially given all the changes caused by Covid-19.
- The impact of and amount of work created by transitions on families.
- Questions were asked regarding concerns for staff of the Logos program: will all the staff be moved over, or will they lose some staff?

*“Basing any decisions regarding the Logos program off of current enrolment numbers isn’t fair, as the Covid pandemic has played a role, the significance of which cannot yet be determined.”*

*“Concerned for staff morale as these issues do certainly weigh on them.”*



### Priorities, advice and solutions

Similar themes emerged across the discussion about priorities, advice and solutions. Resoundingly attendees want more information and time before any changes are made to be able to advertise the program and increase enrolment. It was stated that EIPS should account for the impact of COVID and give the program time to recover from the impacts of the pandemic. Additionally, EIPS should consider changing registration practices for the program, for example changing the registration deadlines or easing restrictions on switching into the program or having people register for the program, not the site.

*“I would like EIPS to give the Logos Society, parents, and teachers AT LEAST one more year to try to recruit people for the program! The pandemic shut down the Logos Society’s ability to be in schools in person, to “recruit” in churches, and to do anything in a public way. We need more time to increase our membership!”*

Additional priorities raised by attendees include:

- Small class sizes, some families would rather see split Logos classes continue at both schools than see the program consolidated at a single school resulting in larger class sizes.
- Mental health and wellness.
- Quality of education.

*“The smaller class sizes were appealing (obviously I was unaware at the time that the smaller class sizes are actually a detriment to the program overall).”*

Advice that went beyond what is noted above ranged from sharing specific information, to learning more about what parents want, to advice which may have been directed more at other community members than at the EIPS:

- Think of the program as a whole not different programs because of the different sites.
- Be more inclusive and accepting of change.
- Share information on real-time registration numbers.
- Need information about Strathcona Christian Academy (SCA) compared to the Logos program.
- Find out more about what parents want or are willing to accept especially when it comes to split grade or grade composition by site.
- Any changes to the junior high program should wait until the impacts of consolidation at the elementary level are known.

There were a number of solutions proposed that stretched beyond more time and information or changing registration processes:

- The division needs to help support the Logos program more with advertising and changing placement on the webpage.
- We should attract children from the regular program or just pull them into the Logos program.
- Close Brentwood, it's smaller and would impact fewer families.
- Have a phased approach to closing Westboro which would minimize the number of transitions and disruptions.
- For the upcoming year, only Kindergarten students could all be together at a single school, and then the division could assess the numbers again next year.
- If after a few years enrolment continues to decline, perhaps current K-6 students should be allowed to finish Logos at their current schools, and new Logos students would be directed to a single consolidated school.
- Is there interest and feasibility in having a K-9 site?
- Can charging fees for the program make a difference?
- Discount busing or make it known to push for more routes.
- Create a Logos school similar to the SCA.

*“If you proceed with moving the LOGOS program to one school, please allow those already in the program to finish out their elementary career in the school they are at in the LOGOS program and move all new registrations to the school the program is getting moved to.”*

Interestingly, some attendees suggested they would leave the division if the Logos program changed site configuration and noted that this would cause even further declining enrolment.

*“During Covid I looked into homeschooling and talked to other homeschooling parents. I would be willing to revisit that. I would also consider Elk Island Catholic Schools.”*

*“A Christian education is number one for us. If this isn't available, we would look at homeschooling options.”*

## Survey Results

Overall, the survey feedback reflects the comments and concerns noted in the open houses. The survey was open from June 27 to July 12. The survey included a brief description of the challenge facing the Logos program and then asked very similar questions to those asked during the June 27 open house session. Respondents who were not parent or caregivers were skipped over in questions that asked about the number of children in the household, registration questions and questions specific to parent or caregiver choice or concerns. In total, 89 people responded with the majority of respondents (82 per cent) indicating they were parents or caregivers.

While the questions were designed to gather nuanced details about respondents' reactions and solutions, repeated themes emerged across all the open-ended questions. The count number of mentions is noted in brackets and at times is higher than the number of respondents due to how their comments reflected a theme regardless of the topic of the question. These themes are both areas of high concern and are key priority areas. Two core themes emerged:

- Need to increase public awareness and advertising of Logos program (including the use of social media) (135)
- Should wait/give it more time before assessing the situation/addressing enrolment challenges (69)

*“Provide additional time for the Logos community AND EIPS to strongly campaign and advertise the Logos program in order to increase enrolment. The biggest challenge right now is that the Logos program is not well-known outside of the Logos community and the schools in which it exists.”*

*“I feel like there is no advertising for this program and a complete lack of reaching out to families to increase enrolment. No one has heard of the Logos program outside of the families currently enrolled. The enrolment challenges were also not addressed to the families in Logos currently so there was no knowledge that it was a problem.”*

*“Increase advertising for the Logo’s program. Advertising in churches and with students who aren’t accepted into the Christian school in Sherwood Park. Increase fundraising to offset costs. Consider a small increase in fees to continue the Logos program, to potentially offset smaller class sizes. Look into potential government funding that celebrates faith or diversity.”*

Three additional central themes emerged across all the questions:

- The Covid-19 pandemic has caused or contributed to program enrolment challenges (27)
- Costs/fees were mentioned in a variety of ways from the appreciation of having no program fees to fears of increased costs related to transportation, childcare or the implementation of fees to increase the viability of the program (25)
- Class size was mentioned by a smaller number of respondents throughout, with concerns about class sizes getting too large and the need to prioritize smaller class sizes (10)

*“Again, I want more information. Why are numbers low? What does this say about EIPS marketing and advertising effectiveness for the program itself? The Logos program is an incredible program. My concern now is the fact that the program is in danger of being drastically reduced in a knee-jerk reaction to reduced enrolment post-pandemic and that sends a message to the community that specialized programs aren’t valued by EIPS.”*

*“Potential cost of busing if the LOGO’s program were to move to Brentwood. Stress and concern of our children about potential changes. Childcare issues that will arise if the program will move.”*

*“Having classroom sizes that are far too large due to the Logos program not being available anymore.”*

*“Smaller class size and the group relationship that builds between the kids.”*

In addition to the core and central themes identified across the open-ended responses, several high-count themes emerged across the sub-sections of values, concerns, and priorities, solutions and advice. Between 61 per cent and 90 per cent of respondents provided answers to the open-ended questions, with the exception of the final open-ended question, where only 41 per cent of respondents provided additional comments.

## Values

Parents or caregivers were asked for their reasons or values behind their decision to enrol their child(ren) in the Logos program. Four high-count themes centred around Christianity and valuing that the program is part of a public system:

- Is important for my child to receive a Christian based education (49)
- Likes that the program is part of the public school system or in a public-school setting (25)
- The program teaches good Christian values and morals (21)
- Is important for my child(ren) to be with other Christian students (15)

*“Christian rules and values.*

*Prayer in school. Fellowship with other Christians.”*

*“It’s a program that fulfills my desire as a parent to have free Christian education within the public school system.”*

*“We value the chance to have our children spend extra time in Christian environments where they feel safe to live, experience and express their faith. We do not want to have the current PC issues forced on them. But another value the program brings is the ability to have the children experience the Christian learning environment while still around the public side. This gives them a chance to be positive influences in the lives of those around them and experience the interactions with those children.”*

*“We love that our kids are not removed from kids that have different values/beliefs. They do not go to school in a Christian “bubble”. Our Christian faith impacts all decisions we make.”*



Several sub-themes emerged as well:

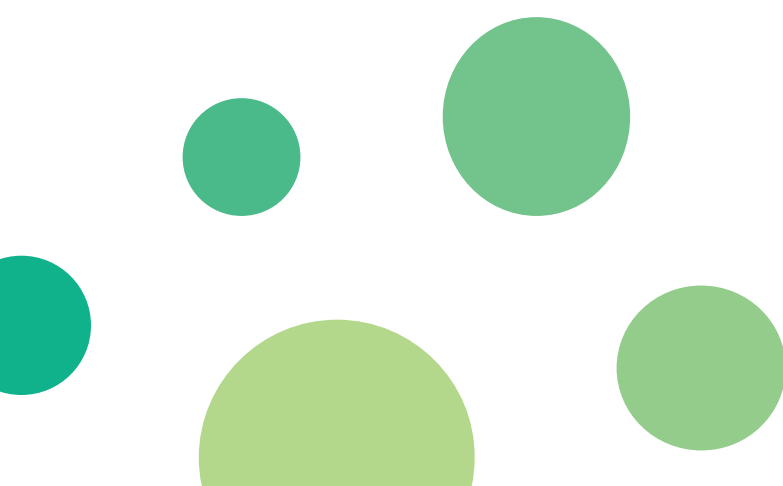
- The program gives students the opportunity to practice and talk about their beliefs/faith (8)
- The program has a good reputation/heard good things about the program (3)
- Is a safe and secure learning environment (1)
- Program is easily accessible/ease of program enrolment (1)
- The program gives my child a sense of belonging (1)
- The program is inclusive of all Christian denominations (1)

*“I like the freedom they have to talk about their beliefs.”*

*“We chose to take our child outside of our zone because of the incredible reputation the teachers have at Westboro in the Christian community.”*

*“I’d heard the program was good and also heard that the teachers in the program are passionate and excellent.”*

*“Logos kids tend to have more involved parents. To avoid sexualizing my child at a young age. I think Rainbow clubs are not appropriate for kids in elementary. So my child can have a teacher who can help him/her grow both spiritually and academically.”*



### Initial reaction and concerns

Respondents were asked to provide comments on their initial thoughts to the issue and then concerns in terms of children, family, school and community. The top two central themes across these five questions were concerns that the Logos Program will be closed or that children will be made to move school separating them from friends and/or siblings:

- Concerned that Logos program may be discontinued or cut due to enrolment challenges (123)
- Concerned that my child(ren) may have to switch/change schools/be separated from friends/siblings (97)

*“I am concerned that the Logos program will be cut and no longer available.”*

*“I am concerned that our family values aren’t being taken into consideration. Low enrolment in the Logos program with deadlines that aren’t easily achieved to raise enrolment make my family feel like this program is not valued highly in the public school system.”*

*“Classroom/ classmate changes, teachers changes, school location changes. My child has an amazing group of friends that have all been in the Logos program together since Kindergarten. It would be devastating to see that taken away from them if the program was moved and families have to make different school/ program choices for their kids.”*

Five additional high-count themes emerged around Christian education, choice, government funding and classroom composition emerged:

- Concerned their child will no longer have a Christian based education or will have to attend public school (22)
- The program needs to remain an available option/choice for community residents (20)
- Was unaware of enrolment challenges/was not initially informed of challenges (18)
- Lack of/limited government funding/resources/budget cuts related issues (19)
- Concerned about split/multi-grade classes/child being in split classrooms (12)

*“A sense of loss, losing the foundation of Christian education on a day-to-day basis. Also, there is more “burden” on the parents to make sure their children are being taught Christian values since it may no longer be shared with the teachers & fellow students. Also concerned that she may need to change schools, and what is the right school?”*

*“It saddens me that they may have to go back into public school. I love how the Logos program has positively impacted my daughter’s life. I may homeschool if they choose to end Logos.”*

*“If Logos is taken out of either school, that would make the regular program/school less viable, as it would make a bit dent in enrolment and therefore funding.”*

*“We were caught unaware that this was an area of concern and are working already to rectify the situation, but will require time.”*

*“Split classes are a concern for achieving the best possible academic and age-appropriate environment for my children.”*





### Initial Thoughts

One sub-theme emerged and there were several single comments for initial thoughts or opinions regarding the enrolment challenges in the Logos program:

- Provide more information/details on enrolment challenges/plans to address challenges (3)
- Program enrolment should increase with population growth/as the local community grows (1)
- Poor teachers/teaching staff are causing/contributing to enrolment challenges (1)
- Program is vital/important/of value to my family/the community (1)
- Need to increase/improve level of communication (1)
- Program is viewed as low value/priority to the public school system (1)
- Society is shifting/moving away from religion/religious practices/need inclusivity (1)

### Concerns for children and family

The questions about concerns for children and family were asked only of those who identified as a parent or caregiver. Three sub-themes emerged, and two single comments were provided:

- Not in Logos program/transferring to SCA (7)
- Impact on funding for other programs/the school as a whole (5)
- Teaching quality related concerns/poor teaching staff (2)
- Program is viewed as low value/priority to the public school system (2)
- Impact on the junior high program (1)

*“My biggest concern is the thought of moving schools. I don’t think that there are many families who can just up and change their children’s entire school lives, friends, physical building/location. There will be a ton of transportation issues and for most families I think they will just have to choose what they can realistically do. I see us all just scattering to homeschool, EICS, SCA (if that can even be an option since they don’t except many and are full). I think some will stay in their designated area, some will switch, some will go elsewhere.”*

### Concerns for the School

Concerns for the school regarding the enrolment challenges in the Logos program had five sub-themes and one single comment:

- Low staff morale/challenges having an impact on staff morale (4)
- Impact on regular program/overall school enrolment (4)
- Will have a negative impact on school relationships (3)
- Concerned about school staffing cutbacks/job losses (2)
- Impact on funding for other programs/the school as a whole (2)
- Impact on the junior high program (1)

*“Losing incredible teachers that I feel are invaluable.”*

### Concerns for the Community

Sub-themes for concerns regarding the community and the enrolment challenges in the Logos program ranged from concerns about faith to the lack of information provided by EIPS and one single comment:

- Loss of faith community (7)
- Decreased sense of community/community spirit (6)
- Concerned about increasing intolerance/division within the community (3)
- Lack of detailed information/need to provide more information about enrolment challenges (3)
- Program is viewed as low value/priority to the public school system (2)
- Loss of community outreach programs/events (1)

*“The Logos program has the most community outreach programs out of all the school. The community likes to be involved (food drives etc.). It would miss this.”*

### Priorities, advice and solutions

Respondents were asked to provide the EIPS with their decision-making priorities, one piece of advice and any possible solutions to the issue. Throughout these questions six high-count themes emerged:

- Prioritize keeping the program available/not discontinuing the program (37)
- Prioritize increasing program enrolment numbers/do more to increase enrolment (24)
- Prioritize keeping current students enrolled in the program at designated school/ implement changes for new students (21)
- Consolidate programs together/designate programs at one school site location (14)
- Ensure students are receiving quality education/attention/support/keep the best interest of students in mind/do what is best for students (16)
- More engagement with local churches/religious organizations (11)

*“EIPS should prioritize the opinions and input of students, parents, staff, and school community members directly impacted by the decision.*

*It has been made abundantly clear that more time should be given to the Logos community to increase enrolment and do what they can to save the program.”*

*“At the end of the day, I want quality education for my children. The Logos program is a plus. It would be sad to see it discontinued.”*

*“EIPS should prioritize the people enrolled in Logos that want to make a difference. Reasonable deadlines to achieve these goals of higher enrolments and without restrictions, e.g.) Students currently enrolled in EIPS can’t transfer into Logos from a regular program. Prioritize actually giving Logos a chance to succeed.”*

*“With lower elementary numbers, it would seem best to combine the program and consolidate it to either Westboro or Brentwood for the 2023/2024 year. Junior high enrolment at Sherwood Heights would have to be monitored for a few years after consolidation to see what transpires and what is feasible for future years.”*

### Priorities

Respondents provided a range of priorities for EIPS to use when making the decision to address the enrolment challenge. In addition to the high-count themes, ten sub-themes and four single comments were identified:

- Improve transparency/be more transparent with communication (5)
- Prioritize students'/family's mental health/need stability (4)
- More collaboration/partnerships with community/other educational programs/organizations (4)
- Keep program at Westboro (4)
- Ensure program staff are practicing the Christian faith/committed to Christian worldview/teachings (3)
- Keep the program where it has the highest enrolment/best chance of staying sustainable (3)
- Listen to the feedback/inputs/suggestions from parents (3)
- Hire more teachers/teaching staff (2)
- Continue to provide a learning environment that respects diversity/inclusion (2)
- Ensure that program staff are practicing the Logos values, not just Christian faith (2)
- More flexibility with the registration process (2)
- Ensure that decisions made in relation to enrolment challenges are logical/make sense (1)
- Improve/change teaching staff hiring process (1)
- More support for children with special needs/disabilities (1)
- Need to do more to preserve the history/legacy of Logos program (1)

*“Be very transparent in how the decisions are being made and ensure that students can still remain together that have consistently been with each other over the last many years.”*

*“As the smaller program, Brentwood students could come to Westboro, or start fresh with both programs at a new school and hire the teaching positions anew. Westboro parents do NOT want to lose their teachers from the program. It feels very divisive right now, that Brentwood is the winner and Westboro is the loser, when Westboro has a larger enrolment and is known in the community as an excellent Logos program.”*

### Solutions

A range of potential solutions was provided by respondents from allowing students from other schools to attend to engaging/involving parents more. Six sub-themes emerged, and four single comments were identified:

- Allow students from other schools/outside the school zone to enrol in the program (6)
- Develop split/multi-grade program classes (5)
- Increase engagement/hold open house events (5)
- Keep the program at Brentwood or keep it at Westboro (3)
- More collaboration/partnerships with other educational programs/organizations (2)
- More engagement/involvement with parents (2)
- Focus more on teaching Christian values/teaching from a Christian based perspective (1)
- More fundraising events/programs (1)
- More mail/print-related advertising (ex. Flyers, pamphlets) (1)
- Listen to the feedback/input/suggestions from parents (1)

*“We need more time to get kids enrolled -we need more advertisement to make the program known. Get SCA to advertise Logos for the families that can’t get into their school, have advertisements outside of Westboro, Brentwood and Sherwood heights for the Logos program, get churches in the community involved - allow all kids in the district to switch to Logos for the time being.”*



### Advice

Similar to priorities and solutions, respondents had a range of advice to provide to EIPS. Six sub-themes emerged ranging from listen to what we have shared to pray on the issue and four single comments were noted:

- Listen to the feedback/input/suggestions from parents/continue to engage with parents (8)
- Program is vital/important/of value to my family/the community (5)
- Need to keep best interests of student in mind/do what is best for student (5)
- Increase/improve level of communication (3)
- Keep program at Westboro (2)
- Pray about the issue/keep issue in prayers (2)
- More focus on teaching Christian values/teaching from a Christian based perspective (1)
- Obtain feedback/input from students (1)
- The program needs to remain an available option/choice to the community residents (1)
- Keep program at both school sites (1)

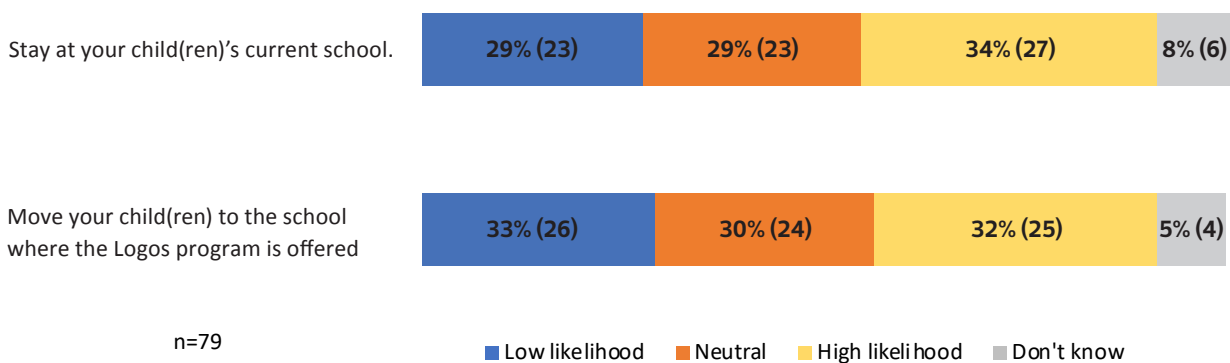
*“Be open minded and allow for problem solving. Don’t just do what you decided is fiscally best behind closed doors. Listen to your people. Now that they’re aware of what’s happening. It’s how good things come about.”*



### Pulse on parent or caregiver decision

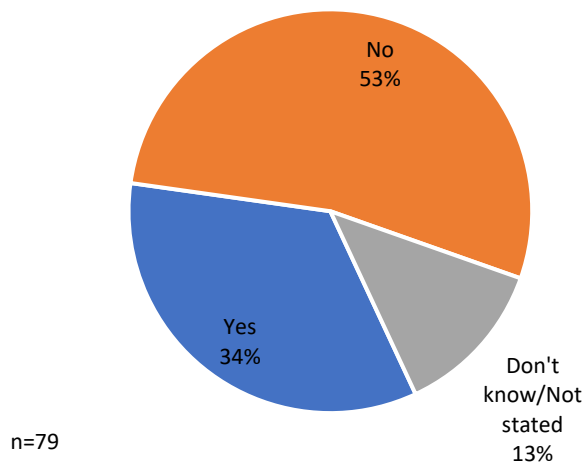
Parent or caregiver respondents were asked questions to gauge what their decisions and actions would be regarding the elementary program being combined into one site. Just over one-third of respondents (34 per cent) would have their children stay at their current school while one-third would move their children to the school the program was combined at.

On a scale of 1 to 5, where 1 is 'not at all likely' and 5 is 'very likely', if the elementary Logos program is combined into one school site how likely are you to:



Next parents/caregivers were asked if there was another arrangement they would consider if the elementary program was combined and just over one-third said yes.

Is there another arrangement you would consider if the elementary Logos program is combined into one school?



Those respondents that indicated yes were asked to comment on what those arrangements would be. A range of responses were provided from not knowing to transferring to another Christian program:

- Don't know (8)
- Enrol in SCA (7)
- Another Christian based program/private program (4)
- Homeschooling my children (2)
- Make Sherwood Heights a K-9 /program be a K-9 (2)
- If school is not designated school – transfer from Logos to the regular program at stay current school (2)
- Enrol at a Catholic School (1)
- Depends on which school the Logos program is moved to (1)
- Split grades between the two schools (1)
- Open to any arrangement (1)



### Final Comments

Lastly, respondents were asked to provide any additional comments. In addition to the core and central themes two sub-themes emerged and three single comments were provided:

- Program is vital/important/of value to my family/the community (9)
- Appreciate the opportunity to provide input/feedback (8)
- Make a decision in a timely manner/within a reasonable amount of time (1)
- More collaboration/partnership with other educational programs/organizations (1)
- Increase engagement with/provide more support to Elk Island Logos Society (1)

*“I will try my best and do my part to advocate for this program! I believe it has a place in our schools, I feel like it’s much easier to find solutions and fix any problems than it is to lose the program and then fight for it to come back. That is why I want to work on solutions with EIPS. I understand their side too.”*

### Additional Finding

Six people responded they were not concerned about a possible Logos program site change but instead indicated a concern with religion inside a public school system:

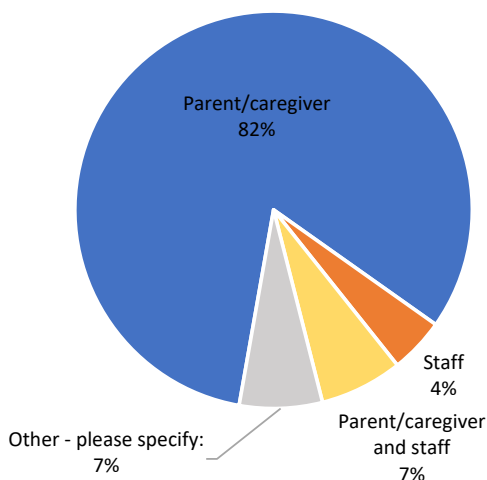
- Religious programming is not inclusive and should not be supported by the EIPS.
- Concerns about the Logos program spreading resources thinly and that the resources could be better used elsewhere, in special needs supports.
- One respondent noted choosing to not send their child to their community school because the Logos program was in the building.
- Religion is for practicing at home/If you want religion in schools attend the Catholic system or another full Christian programming.
- Logos should not have a class size advantage over other programs/should be equal for all programs.

*“I think EIPS should consider that public means inclusive of all. Reallocation of funding and supports, teachers and creativity to support the whole student body would be a brilliant move.”*

### Respondent Profile and Enrolment Plans

Survey respondents were asked several questions about their role, children in the household and enrolment plans.

What is your role? n=89

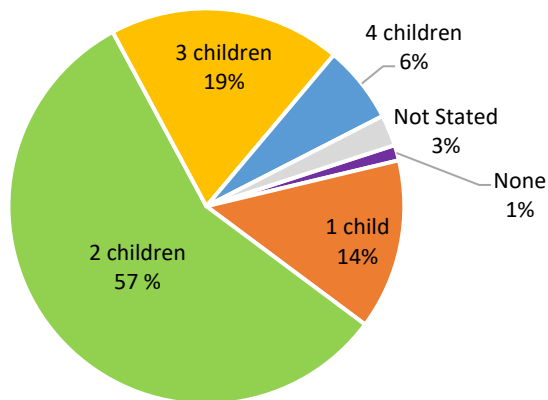


n=89

The majority of respondents are parents/caregivers (84 per cent), seven per cent were both a parent/caregiver and staff, four per cent were only staff and the remaining seven per cent selected other.

Other please specify included: Trustee (1), Grandparent (3), Community member (1), and former parent (1).

How many children do you have in your household?

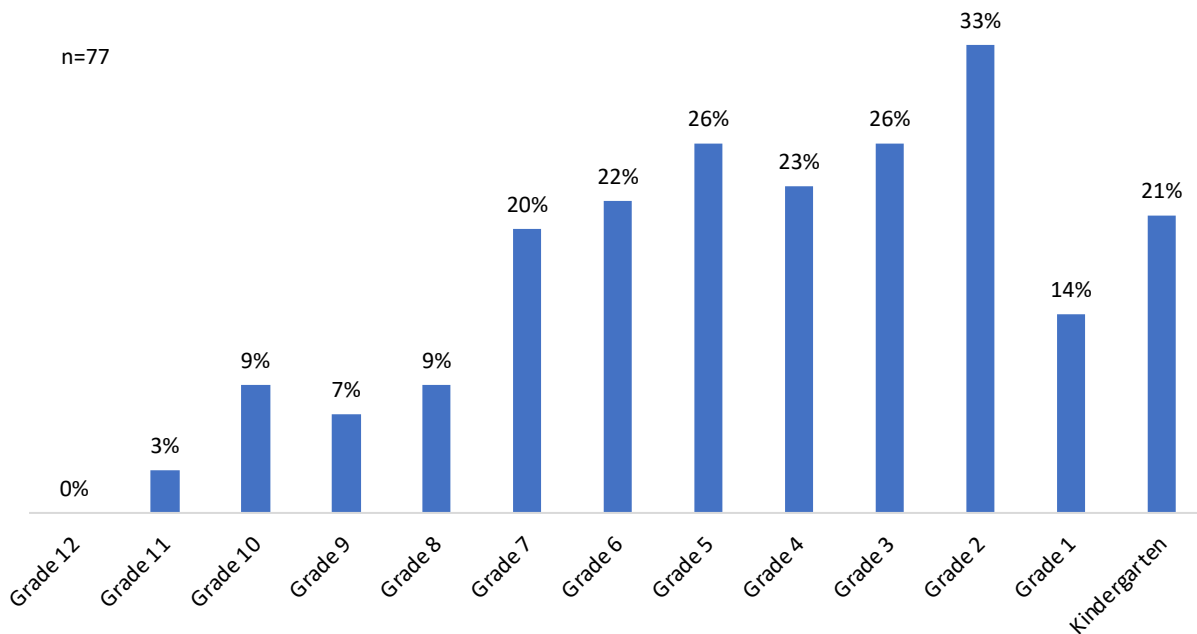


n=79

Respondents that indicated they were a parent/caregiver were asked questions about their children.

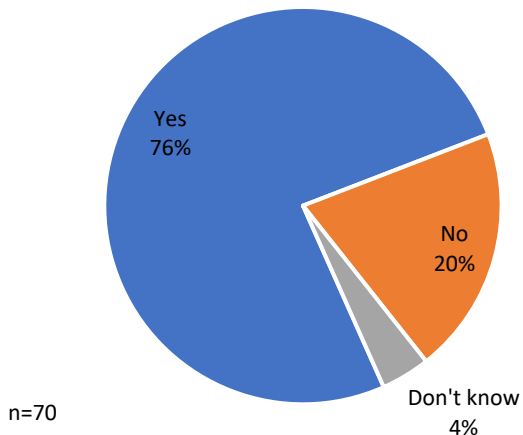
Over half of the respondents (57 per cent) have two children in their households while almost one-fourth (19 per cent) have three children in their household.

What grade is your child entering in the 2022-23 school year?



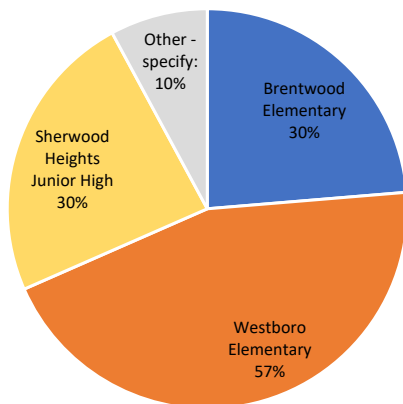
Parents or caregivers were next asked to indicate what grade their children were entering for the next school year. Just over one-fourth have a child registered for Kindergarten, 73 per cent have children registered for Grades 1, 2, and 3, 71 per cent have children registered for Grades 4, 5, and 6, 36 per cent have children registered for junior high, and 12 per cent have children registered for high school.

Are your child(ren) currently enrolled in the Logos program?



Just over three-quarters of parents or caregivers (76 per cent) indicated that their children are currently enrolled in the Logos program.

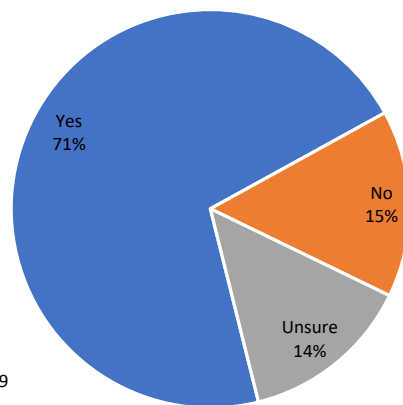
What school(s) are your child(ren) enrolled in for the 2022-23 school year? n=60



n=60

Parents or caregivers with children currently in the Logos program were then asked what school their child(ren) are enrolled in for the 2022-23 school year. Over half of the respondents (57 per cent) indicated Westboro Elementary. Ten per cent indicated other specifying Strathcona Christian Academy Secondary (3), Clover Bar Junior High (1), F.R. Haythorne Junior High (1) and New Horizons Charter School.

Are you planning to enrol your child(ren) in the Logos program in the 2023-24 school year?

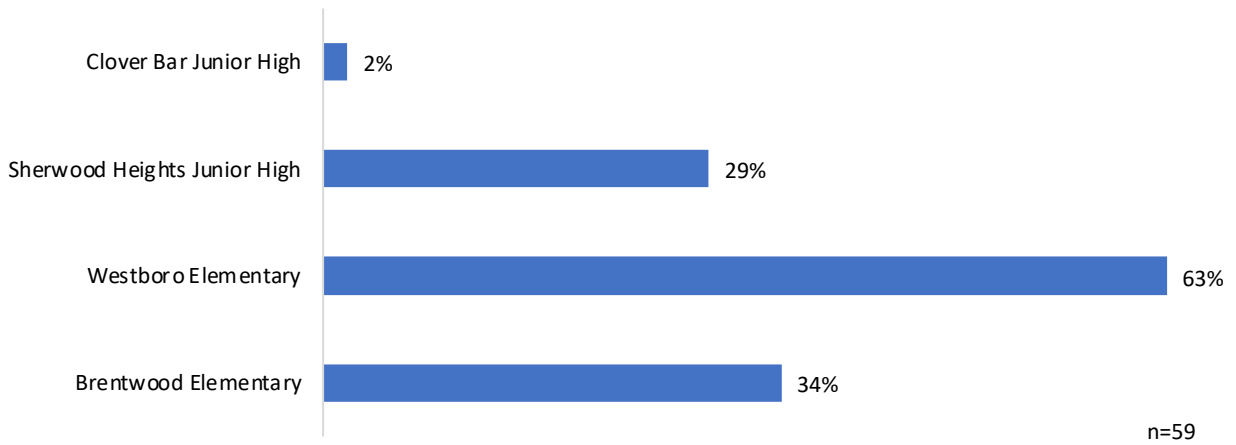


n=79

Next, all parents/caregivers were asked if they planned to enrol their children in the Logos program for the 2023-24 school year and just under three-quarters (71 per cent) indicated yes.

Lastly, respondents with children currently enrolled in the Logos program were asked what school they planned to register their children in for the 2023-24 school year. Almost two-thirds (63 per cent) indicated they would be registering their children for Westboro Elementary.

If the Logos program were to remain unchanged, what school(s) would you plan for your child(ren) to attend for the 2023-24 school year?



## Frequently Asked Questions

During the open house, we tracked questions raised that were out of scope or that we did not have answers to. In the survey, respondents also asked questions in response to some of the survey questions. All of the questions are noted below. Sharing answers to these questions prior to the next engagement or as part of the communication during the next engagement will demonstrate to school community members that they were heard and prevent similar questions from being raised again.

### Information requests:

- Can we see real-time registration numbers?
- How many students have left the Logos program for homeschooling?
- What are the numbers and reasons why a student is not accepted into SCA and are they redirected to the Logos program?
- What is the current average class size for EIPS?
- What is the magic number for a classroom to be considered a successful number of students?
  - o Answer provided during the session: 27 students per classroom is the ideal number based on a per pupil allocation but 24-25 students will offset costs and sustain the program.
- Are there a lot of students at the two sites in the Logos program coming from outside of the school catchment boundaries?

### Policy questions:

- Who gets the funding for a student when the student leaves? It's not clear when EIPS gets the funding if the child goes to SCA or Logos or regular school whether that impacts the stats they look at when making decisions about the program?
- If funding is based on the number of kids, is there not enough regular students at these schools that will offset the funding needed for the Logos program?
- Parents want to know what will happen if there is a significant rise in Logos enrolment in the years ahead—how will the Division accommodate those students if they are limited to a single school?
- Why is EIPS not working with SCA more and sharing information about the Logos program with parents/caregivers of children who don't get accepted into SCA?
- What are the differences between registering for the regular program vs the Logos program? Or a new registration vs re-registering?

**Junior high site questions:**

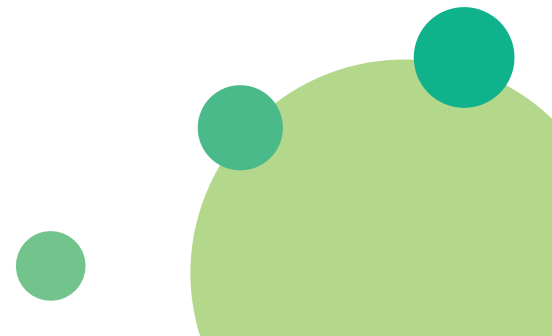
- Concerns about junior high and continuity, is that decision also to be made in September? Or will it be made later? Is the plan to get rid of the junior high program?
- What does the trickle-down impact of low enrolment in elementary mean for junior high or feeder schools?
- Does the new replacement school for Sherwood Heights have space for Logos or will it be shifted elsewhere too?

**Staffing questions:**

- What happens to the teachers/staff? Do Brentwood teachers get a leg up if it's moved to Brentwood?

**Other:**

- Can Westboro advocate for Westboro rather than for the whole program?
- When the new Sherwood Heights school is built, could the Logos program be housed there for Kindergarten through Grade 9? There may be greater student retention if it was at the same school throughout the duration of the program.
- Low registration in these two schools is not just a Logos problem, what is being done for the regular program?



## Conclusion

Throughout all the engagement, no matter the method or session, Logos program stakeholders asked for more time to advertise and promote the program to increase enrolment. They asked for anywhere between one to two years to effect change before a decision about the program's future at the two elementary sites is made. A desire for more information, about the issue and enrolment in the division, was expressed. Many participants wanted EIPS to help the Logos program with advertising and connecting them with families that might be interested in the Logos program.

Three key differences emerged between the ideas expressed in the open house compared to the ideas expressed in the survey. The first is that some survey respondents indicated acceptance of combining the elementary program at one site to save the program. This opinion did not emerge during the open house. The second was the suggestion of removing a Christian program from public schools completely. The last difference was comments about the engagement. One respondent expressed concerns about how genuine the engagement was given the timing of the open house and survey in the school year, while others were appreciative of the opportunity to be heard and provide input.

*“Also when parents are asked to be engaged during the last month of school, and on the night before the last day of school, it does come across as fake engagement. Putting out another survey the last day of school, to close over summer break on July 12 - parents and staff are tapped out by now.”*

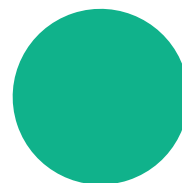
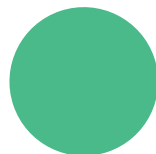
*“Give us an opportunity to make a change. Public engagement isn't fair if you are just informing us of the decision that doesn't seem that we can change.”*



*“Thank you for hearing us and listening to us.  
Giving us this space to help us help make the  
program better and to keep the program going.”*

Many participants valued accessing a Christian education in a public-school setting for how it connected them to the community but also provided a safe space for their children to practice Christianity. Several participants noted that they also valued the smaller classes in the Logos program. Concerns about any possible changes centred on the impact it would have on their children and the impact of another transition with the possible separation from friends and siblings. Concerns were also expressed about the impact on teachers and the broader community.

Additional solutions were raised beyond the request for more time, including a gradual phasing out/in of the program so that students experience fewer transitions. Splitting the grades between the elementary schools so that full classes can be made was also suggested. Suggestions were made to make the registration process easier or make switching to the program simpler with looser deadlines. More participants expressed a preference for the Westboro site over the Brentwood site.





Your Future in MIND ●

# Fall What We Heard Logos Christian Program

Enrolment Concerns

ystation

November 24, 2022  
Produced for EIPS



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## Summary

The Logos Christian program has operated within Elk Island Public Schools (EIPS) for more than 25 years. Currently, Logos programming is offered at Brentwood Elementary, Westboro Elementary, and Sherwood Heights Junior High. Over the past several years, enrolment declined at both the elementary and junior high levels. As a result, it's no longer possible to offer Logos programming at both elementary schools. The declining enrolment also presents significant programming challenges at the junior high level. As such, EIPS wanted to inform Logos program stakeholders of the issue and discuss the path forward through a series of engagements.

EIPS hosted a conversation with Logos program stakeholders following the Logos Society Annual General Meeting on June 13, 2022, presenting information about the enrolment issue, and providing opportunities for feedback about the next steps. Through the course of this discussion, EIPS noted attendees wanted more opportunities to provide feedback and input. As such, EIPS determined a second open house on June 27 and a survey would provide the Logos program stakeholders with additional opportunities to share their concerns and suggestions. Both the second open house and survey were conducted by Y Station.

At the fall session, held on October 6, 2022, from 5:30 p.m. to 7:30 p.m., Logos program stakeholders were presented with the results of the first engagement, additional data on the program enrolment, and the path forward that was determined by EIPS. This report presents stakeholders' reactions and any additional themes that emerged.

Attendees of the fall session were notified that information about the enrolment issue will go forward to the Board of Trustees in December 2022, and a final decision about how the program moves forward will be made after the returning student registration in February 2023. This decision timing provides the Logos program with the opportunity to grow its enrolment.

The October 6 session began at 5:30 p.m. in the Salisbury Composite High theatre. Approximately 46 people attended, based on the sign-in sheets. Also in attendance were five trustees, six EIPS staff and four Logos program staff, either teachers or society staff.

The engagement was for the sharing of information, including:

1. High-level results from the spring engagements.
2. Current enrolment numbers for the whole program and historical elementary enrolment numbers.
3. The Path Forward, outlining the timing of the decision and the level of support EIPS will provide to the Logos program, including the development of a growth plan.
4. Scenarios for if the Logos program enrolment increases and if the enrolment does not increase.

Attendees were asked for their reactions, questions, and general comments. The overall response was positive to delaying the decision regarding combining the Logos program elementary sites until after the 2023-24 returning student registration. Additional feedback themes include concerns about what a significant increase in enrolment means, program promotion activities, and questions about how consolidation at Brentwood Elementary could occur.



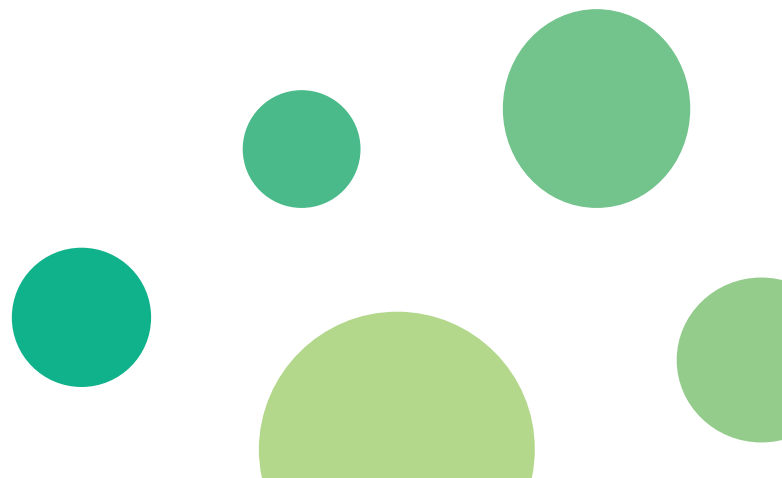
## Methodology

The purpose of this engagement was to inform the Logos Program stakeholders (parents, caregivers, teachers and staff, retired staff, and program alumni) of the approach to delay the decision to combine the elementary Logos program to one site until after the 2023-24 returning student registration in February 2023. An additional purpose was to share historical enrolment data, enrolment target information, and the level of support EIPS will provide to the Logos program moving forward.

To achieve the purpose of information sharing, a single key public engagement technique was deployed, a facilitated open house. Logos program stakeholders could also email any further reactions or comments to the Senior Research Analyst at Y Station; two email comments were received through this channel. These comments have been included under the appropriate theme of the open house report.

The success of this method relies on solid engagement communication. To ensure all Logos program stakeholders had an opportunity to participate in the engagement, a letter was distributed via SchoolMessenger to inform them about the open house. The Senior Research Analyst's email address was provided at the close of the open house. Session information and the email feedback mechanism were also shared with Logos program stakeholders via the SchoolMessenger email.

The October 6 session began at 5:30 p.m. in the Salisbury Composite High theatre. Approximately 46 people attended, and refreshments and childcare were also provided. A slide presentation was used to give attendees a visual reference for the conversation. Attendees were asked for their reactions, questions, and general comments.



## Reactions, Initial Thoughts, and Questions

Throughout the presentation, the Y Station facilitator checked in with attendees for feedback. After presenting the What We Heard summary slides, there was general agreement the slides reflected what was stated by participants in the June sessions and in the survey.

When the approach to delay making the decision until after the returning registration process closes was announced, the attendees applauded and seemed pleased with the approach. A few attendees noted feeling heard, one attendee thanked EIPS for listening, noting the Logos program is a program of choice in EIPS.

A few attendees noted it was a short timeline to achieve results in boosting enrolment, yet still recognized and appreciated the value of that time provided to bolster program attendance.

A couple of attendees made comments and suggestions about the Logos program registration process:

- Could the registration be opened sooner, in January, providing more information about registration sooner, since February can be a busy time for families?
- It was noted the messaging should be clear and consistent at both Logos elementary sites.
- When the schools receive inquiries there should be a process for handling them – could there be more transparency regarding how the Logos program learns about these requests?





### Significant increase

Concerns were raised about defining what a “significant increase” and “sustainable level” meant in reference to the Logos program enrolment. EIPS responded that it was their intention to not provide a number “set in stone” with regards to enrolment, so that it could be defined in conversation with Logos program staff. The goal is to see significant growth in one year, which does not mean a jump to sustainable numbers in one year. Some attendees inquired about the details of the growth plan.

One attendee noted that not having a firm number was “scary” and felt like a moving target, but the Logos Program Society Director indicated he preferred not having a firm number and appreciated the opportunity to define what a significant increase was and what that means in the future.

Concerns were expressed about the potential for split grade classes as well in terms of:

- challenges for teachers; and
- quality of education in split classes.

Challenges in attracting students into later grades were also noted. Statements about provincial funding for education were also voiced.

### Program promotion

Attendees wanted more information about how the program is or will be promoted, and when people get the opportunity to learn about the program. An attendee asked questions about hosting open houses in relation to timing and the registration process. One attendee expressed concern about how they would encourage people to register their children in a program when the program location and stability are not guaranteed.

It was noted in email feedback that there is a lack of Logos program promotion in the local churches. The respondent felt this was a 'no-brainer' place to promote the program and that the Logos program needs to present to these churches to see a potential increase in enrolment.

### Potential Consolidation at Brentwood Elementary

Many attendees raised concerns and questions about consolidation at Brentwood Elementary:

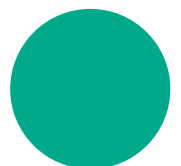
- Could there be a phased-in approach, so older students could finish at the school they started at?
- What about the other special needs programs at Westboro Elementary that Logos program students access?
- Brentwood Elementary doesn't have the accessible infrastructure that Westboro Elementary does.
- What happens to Westboro Elementary staff?
- What happens if I register for the Westboro Elementary Logo program initially, but it is amalgamated and I don't want to move to Brentwood, and all my other options are full?
- One email respondent was concerned that enrolment in Brentwood Elementary's Logos program would not be automatic.
- If the consolidation occurs, what will the class sizes be? Will there still be split classes or medium class sizes?

## Conclusions

Overall attendees were pleased with EIPS' approach to delay the decision until after the 2023-24 returning student registration deadline. They noted it gave them time to promote the program and increase enrolment. At the conclusion of the open house, session attendees were asked to raise their hands to show support for EIPS' direction. A total of 27 hands went up, 59 per cent of attendees were in support of the approach.

As this process moves forward, it will be critical for Logos Program staff to have clear lines of communication with EIPS, perhaps even a designated person within EIPS to facilitate the flow of information. Logos society staff and volunteers need clear lines of responsibility regarding program promotion and communication. Setting and communicating a date for the decision to be announced after the 2023-24 returning student registration deadline would be reassuring for families.

EIPS could provide additional information, in plain language, to address the questions and concerns raised about program promotion, the parameters of what will be considered a 'significant increase' in enrolment, and the growth plan process. Questions about consolidation at Brentwood Elementary could be addressed if consolidation is the ultimate decision after the 2023-24 returning student registration process.



# EIPS Frequently Asked Questions

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LOGOS CHRISTIAN PROGRAM | ENROLMENT CONCERNS

LAST UPDATED: October 2022



# FAQS: LOGOS CHRISTIAN PROGRAM ENROLMENT CONCERNS

## INTRODUCTION

Elk Island Public Schools (EIPS) is exploring changes to the Logos Christian Program to ensure it continues providing high-quality educational experiences to students. Over the last few years, enrolment in the EIPS Logos Christian Program has declined significantly, making it challenging to offer fulsome Logos programming. In June 2022, the Division held public consultations with the Logos community to discuss the issue and potential solutions. An online survey followed to collect even more input. Y Station, the contracted public consultation company, compiled the data from all engagements to produce a [What We Heard Report](#). The following are the frequently asked questions (FAQ) from the June engagement efforts.

## General

**Q: Why is EIPS consulting with the Logos Christian Program school community?**

**A:** As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of the Logos Christian Program, it's seen a significant [decline in enrolment over the last 10 years](#). The decline makes it difficult to offer fulsome Logos programming to students. Before a decision is made about how best to address the enrolment decline, EIPS is seeking feedback from the Logos school community to determine the best possible solution.

**Q: How many students are registered in the EIPS Logos Christian Program?**

**A:** As of Sept. 29, 2022, 322 students are registered in EIPS' Logos program—237 in elementary and 85 in junior high.

**Q: What solutions are EIPS considering?**

**A:** During Phase 1 of the public engagements, EIPS consulted Logos families about consolidating the elementary program at one school to address the [declining enrolment](#), starting in the 2023-24 school year. EIPS wanted to make a decision by November 2022. The feedback from families was clear. They wanted a bit more time before a decision is made. In that time, they'd work to promote Logos to try to make the elementary program sustainable enough to support two location sites—at Brentwood Elementary and Westboro Elementary.

After reviewing the feedback from the previous consultations, the Division wants to postpone a final decision about consolidating the Logos elementary program until after the returning student registration process takes place in February 2023.

- If, after the returning student registrations process, the Logos elementary program sees a significant increase in enrolment, EIPS will recommend the Board keep the elementary program unchanged at both Brentwood Elementary and Westboro Elementary.
- If, after the returning student registration process, enrolment in the Logos elementary program stays relatively flat, EIPS will recommend the Board consolidate the elementary program, starting in the 2023-24 school year.
- Because the junior high program is tied to the elementary program it will remain in place as long as student numbers remain sustainable. EIPS will continue to review the program location and its sustainability.

Since launching in 1998, the Logos program has experienced [significant enrolment growth](#) three times already—growing by 17 per cent (38 students) in 2003, 14 per cent (37 students) in 2004 and 18 per cent (49 students) in 2012. Postponing a decision to spring 2023, allows the Board to see actual registration numbers for Logos in 2023-24, and gives Logos the chance to promote the elementary program leading up to the returning student registration process.

In addition, EIPS will work with the Elk Island Logos Society to develop and implement a detailed enrolment growth strategy to help ensure the program's long-term viability, including benchmarking and growth targets.

**Q:** [What is the returning student registration process?](#)

**A:** Every February, EIPS conducts a [returning student registration process](#), where returning students register for the upcoming school year. The registration takes place online through the PowerSchool Parent Portal. Using the form, families indicate the school their child plans to attend in the upcoming school year and can apply to attend a non-designated school, if applicable. Once the registration process closes, schools then start planning and budgeting for the upcoming school year.

**Q:** [What if the elementary program only grows slightly, not significantly?](#)

**A:** To keep the elementary program at the two site locations requires a significant enrolment increase. As such, if the Logos elementary program doesn't see a significant increase in student numbers, EIPS will recommend the Board consolidate the program at Brentwood Elementary. Ultimately, it will become a Board decision—based on 2023-24 registration numbers collected during the returning student registration process and the feedback collected during the public consultations.

**Q:** [What happens if the elementary program consolidates but grows in a few years—can the Division accommodate an influx of new students at Brentwood Elementary?](#)

**A:** Yes. If the Board decides to consolidate the Logos elementary program, there is sufficient capacity to accommodate both regular program and Logos growth at Brentwood Elementary.

## Registration in Logos

**Q:** [What's the average Logos class size?](#)

**A:** The average Logos class size is 24, excluding kindergarten. However, a lot of these classes are split grades—two at Westboro Elementary and four at Brentwood Elementary. So, on average, the Logos elementary program has 17 students per grade, which isn't sustainable. Especially when compared to the typical grade class size within EIPS, 27 students—class size can vary below or above the 27 depending on different school factors.

**Q:** [What are EIPS' enrolment projections for Logos over the next few years?](#)

**A:** Based on current enrolment trends, EIPS expects student numbers in the Logos program to stay the same or decline slightly.

**Q:** [In the last five years, how many students have left the Logos program? And, why?](#)

**A:** In the last five years, there's been a drop in the elementary enrolment of 45 students. So, for the program to remain at the two sites, there needs to be a significant enrolment increase during the 2023-24 Returning Student Registration Process. EIPS doesn't track why some students leave Logos. It could be because they moved, changed programming, parental choice, student transportation needs, or something else.

- Q:** How many students does the Logos program need in each grade to make it sustainable?
- A:** Ideally, each Logos grade will have 24-27 students. However, for now, EIPS is just looking to see significant growth in the elementary program and for the Elk Island Logos Society to develop and implement a viable growth plan.
- Q:** What will happen if enrolment in the Logos program increases to sustainable levels but declines the following year?
- A:** EIPS will continually monitor enrolment in the Logos program. If student numbers decline below sustainable levels, EIPS will recommend the Board consider consolidating the elementary program to Brentwood Elementary.
- Q:** Does Strathcona Christian Academy ever direct students to the Logos program?
- A:** Yes. Strathcona Christian Academy (SCA) Society, SCA Elementary and SCA Secondary routinely share information about EIPS' Logos Christian program with families. The two most common reasons for sharing Logos information are when space at SCA is unavailable and when a family asks about Christian programming within EIPS.
- Q:** How do students register for the Logos program?
- A:** Students register for the Logos program during the new or returning student registration process, as applicable. Both the [new student registration](#) and returning student registration open in February each year. Using the online registration forms, families simply request registration into the Logos program and then select a school.
- Q:** If Logos enrolment numbers remain low, at the elementary and junior high school level, what could that mean for the program?
- A:** If enrolment numbers stay where they are currently, EIPS will recommend the Board consolidate the elementary program to make it sustainable. However, if, after a consolidation, enrolment continues to drop, the Board will have to conduct further reviews and determine what's in the best interests of students enrolled in the Logos program.

## Accommodating Students

- Q:** If the Board decides to consolidate the Logos elementary program at Brentwood Elementary, can affected students, currently attending Westboro Elementary, be grandfathered there?
- A:** It's still too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which won't happen until spring 2023. If there is a consolidation, EIPS will contact all families impacted to share further details, including information about grandfathering.
- Q:** My older child attends Westboro Elementary and will stay at the school for regular programming if the Logos program consolidates. Can my younger child also attend Westboro Elementary next year?
- A:** Yes, if the older child is grandfathered to the school and will attend the school at the same time as the younger child. In this scenario, the [sibling clause](#) applies. Simply register to attend the school for regular programming during the returning student registration process. The only way this wouldn't apply is if the Board decides to limit grandfathering or the application of the sibling clause.

- Q: If the program consolidates and an elementary student doesn't want to go to Brentwood Elementary for Logos, can they attend a school other than their designated school?
- A: Yes. If the Board decides to consolidate the Logos elementary program at Brentwood Elementary and a student decides not to remain in the Logos program there, they can choose to attend their designated, current school or a non-designated school—provided space is available. In this scenario, if the Board consolidates the elementary program, EIPS would contact all families impacted to share further details, including information about reopening the registration process for 2023-24.
- Q: Can EIPS accommodate an influx of students if Logos experiences a rise in significant enrolment over the next few years?
- A: Yes. Both Brentwood Elementary and Westboro Elementary have available capacity to accommodate one class per grade of Logos programming. As well, if the program consolidates, Brentwood Elementary has room to expand the Logos program to accommodate two Logos classes per grade and regular program growth—Westboro Elementary can't accommodate that.

## Student Funding

- Q: If a student leaves Logos, does the funding for that child follow them?
- A: Alberta Education doesn't provide the Division specific funding for Logos programming. Instead, schools are funded on a per-pupil basis. Funding from Alberta Education is based on September 30 enrolment numbers. If students change schools or school divisions after that date, funding doesn't move with them.
- Q: Can a school's funding for the regular program be used to offset the needed costs to offer Logos?
- A: Offsetting Logos costs with funding from the regular program is not a sustainable or equitable solution. EIPS is responsible for ensuring high-quality programming is provided to all students within the school. That includes decisions about class sizes, teachers and distribution of resources. It's imperative the Division, and its schools, are fiscally responsible and don't disadvantage other groups or programs to ensure all students receive a high-quality education.

## Programming

- Q: Is EIPS also looking at the Logos junior high program?
- A: Because the junior high program is tied to the elementary program it will remain in place as long as student numbers remain sustainable. EIPS will continue to review the program location and its sustainability. If there aren't enough students to sustain the Logos junior high program, administration and the Board will need to conduct further reviews about the location and sustainability of the program.
- Q: Could the planned replacement school for Sherwood Heights Junior High and École Campbelltown accommodate the Logos program?
- A: When the province approves a new replacement school for École Campbelltown and Sherwood Heights Junior High in Sherwood Park, the student capacity for the new school is based on the combined enrolment projection for both schools. As such, additional capacity at the new replacement school isn't an option.



**Q:** If EIPS consolidates the elementary Logos program at Brentwood Elementary, what happens to the teachers and staff at Westboro Elementary?

**A:** EIPS staff are employees of the Division, not a particular school. If the elementary program consolidates, EIPS will encourage Westboro Elementary Logos teachers and staff to pursue opportunities throughout the Division that will help them grow and advance their careers—similar any other program changes throughout the Division. Human Resources would also work closely with each employee to identify openings that suit their skills, abilities and interests. Some teachers could choose to apply for positions at Brentwood while others could decide to work at another location.

**Q:** Low registration in these two schools is not just a Logos problem, what's being done for the regular program enrolment?

**A:** Strathcona County is expected to grow over the next 20 years. The county has approved the developments of Hillshire, Cambrian Crossing and Bremner. Each of these communities will generate students who require a location for educational programming until future schools are constructed within the local area. To ensure these students are accommodated, EIPS is currently reviewing all student spaces within the region to ensure it effectively uses existing infrastructure.

## Busing

**Q:** How will busing work for students requiring transportation services?

**A:** EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so by requesting busing services during the new or returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child's tentative busing information, including any associated fees.

**Q:** How are families charged for busing?

**A:** EIPS offers enhanced transportation services for students, using the below fee structure.

*Eligible Fee:* Riders who attend their designated school or alternative program and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.

*Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

## Next Steps

**Q:** When will EIPS make a final decision about the Logos programming?

**A:** The Board will make a decision after the 2023-24 returning student registration process, which happens in February. Before that time, the Board will review all relevant data and the feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

**Q:** What is the registration process for affected families? Can families apply to other schools?

**A:** If the Board decides to consolidate the Logos elementary program, EIPS will contact all impacted families with further details, including information about reopening the returning student registration process. For a brief time, affected students can register to attend the Logos program, their current school, their designated school or a non-designated EIPS school—subject to available space. If Student Transportation services are required, fees apply.

Q: Can EIPS work with Logos to promote the program?

A: Yes. EIPS promotes all Division Alternative Programs equally. The Logos Society is also welcome to highlight the program using other channels and networks—all promotional efforts must meet [EIPS' brand identity standard](#). Before posting or publishing any advertising materials, submit them for final approval to both [Elk Island Logos Society](#) and [EIPS Communication Services](#).

Q: How will EIPS support the transition for students?

A: At this point, it's still too premature to speak about a transition plan. A decision hasn't been, and won't be, made until the Board reviews student enrolment numbers for the next school year and the feedback from the public consultations. That said, if the Board decides to consolidate the elementary Logos program, EIPS would put a transition plan in place. The plan would involve consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition for all students.

**DATE:** Dec. 15, 2022

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Locally Developed Courses 2022-23 (Second Semester)

**ORIGINATOR:** Sandra Stoddard, Associate Superintendent, Supports for Students

**RESOURCE STAFF:** Kristin Oleksyn, Consultant, Career Pathways, Supports for Students  
Ryan Marshall, Director, Supports for Students

**REFERENCE:** Administrative Procedure 219: Locally Developed/Acquired and Authorized Courses  
EIPS Four-Year Education Plan

**EIPS PRIORITY:** Promote growth and success for all students.

**EIPS GOAL:** Success for every student.

**EIPS OUTCOMES:** Students are engaged with their learning and achieve student-learning outcomes.  
  
Students are supported and prepared for life beyond high school.

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## ISSUE:

**That the Board of Trustees receive for information a report on Locally Developed Courses for the 2022-23 school year.**

## BACKGROUND:

- Approval of developed/acquired courses in EIPS is per Board Policy 11 and the Delegation of Authority to the Superintendent 3.10. The Superintendent is delegated to approve Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses.
- Senior high school Locally Developed Courses (LDC) must be authorized at the local level according to EIPS' established protocols prior to submission to the ministry.
- Senior high school LDC proposals must be submitted for ministry approval via Locally Developed Courses Online Management System (New Learn Alberta).
- LDCs must align with the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit and learning outcomes should support the development of the competencies and outcomes of the Ministerial Order on Student Learning (#001/2013).
- LDCs must adhere to all applicable provincial education standards and guidelines.
- Junior high school LDCs do not require ministry approval and are kept on file with EIPS.

*Source: Guide to Education, E.C.S. to Grade 12 2015-2016 (2015). Alberta Education. (p.26, 59-61)  
Local Board Approval by Delegation of Authority to the Superintendent 3.1*

## CURRENT SITUATION OR KEY POINT:

One locally developed course missed the renewal deadline for 2022-2023 due to late submission to Alberta Education.

Two new locally developed courses have been requested for use in the second semester of 2022-23 school year.

Course Title	Acquired From	Credits	Course Codes	First Year Approved	Last Year Approved
<b>Newly Acquired Courses</b>					
<i>Self-Directed Learning 15-3</i>	Calgary Roman Catholic Separate School Division	3	LDC1002	2019-2020	2022-2023
<i>Social Skills 15-5</i>	Fort McMurray School Division	5	LDC1005	2020-2021	2023-2024
<b>Renewed Courses (Senior High School)</b>					
Musical Theatre 15	Calgary Roman Catholic Separate School Division	3, 5	LDC1979	2022-2023	2025-2026
Musical Theatre 25		3, 5	LDC2979		
Musical Theatre 35		3, 5	LDC3979		

## ATTACHMENT(S):

### Senior High

1. [Musical Theatre 15-25-35](#)
2. [Self-Directed Learning 15-3](#)
3. [Social Skills 15-5](#)

## LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre15-3

Musical Theatre15-5

Musical Theatre25-3

Musical Theatre25-5

Musical Theatre35-3

Musical Theatre35-5

Submitted By:

**The Elk Island School Division**

Submitted On:

**Sept. 1, 2022**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Developed	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2022	08/31/2026	Developed	Reauthorization	G10 G11 G12
25-3	62.50	09/01/2022	08/31/2026	Developed	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2022	08/31/2026	Developed	Reauthorization	G10 G11 G12
35-3	62.50	09/01/2022	08/31/2026	Developed	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2022	08/31/2026	Developed	Reauthorization	G10 G11 G12

### Course Description

The Musical Theatre 15/25/35 courses will focus on all performance components of the musical theatre genre: dance, drama, and music. Students will learn to work as a repertory company and promote an entrepreneurial spirit through collaborating with each other, the school community, as well as community arts partners. They will research the historical content of the production through scripts and other useful resources. Students will also become aware of and design all costume and makeup requirements of their characters as well as the decisions and planning regarding technical aspects of the production. Musical Theatre 15-25-35 must be a scheduled course for students, instructed by a certificated teacher as part of their contract for instructional time.

### Course Prerequisites

Musical Theatre 25 is the prerequisite for Musical Theatre 35.

## **Sequence Introduction (formerly: Philosophy)**

Through Musical Theatre 15-25-35, it is expected that students develop competencies in the dance, drama, and vocal disciplines through project work and/or practical performance. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for a life-long appreciation of theatre or related performance experiences and the possibility of post secondary studies in the genre.

## **Student Need (formerly: Rationale)**

The Musical Theatre LDC aims to provide integrated study in dance, drama, and vocal music. Although LDCs exist for each of these topics individually, a large part of the theatre repertory includes works intended to feature all three strands in the same performance, with no current foundational course designed to address works of this nature. This course is essential for students who seek to make a serious commitment to a well-rounded experience in theatre performance.

## Scope and Sequence (formerly: Learner Outcomes)

Because musical theatre is performance-based, it is expected that the outcomes delivered in Level 15 would be repeated, enhanced, and extended throughout the three levels of the course, alongside the addition of newly introduced outcomes and increasing responsibility throughout Levels 25 and 35.

Students enrolled in Musical Theatre 15-25-35 will learn to work as a company. In addition to acquiring and practising techniques and skills which enable them to become competent singers, dancers, and actors, students will be expected to contribute to other aspects of musical theatre production. As such, they will develop a sense of ensemble work through making a personal commitment to sharing the responsibilities and obligations necessary for performance.

Musical Theatre 15 (5 credit) will be a teacher-initiated course centred on large group activities allowing students to share their individual strengths in music, dance, or drama, while developing new skills. Students will also have the opportunity to increase the depth of their understanding of the history and multi-disciplinary nature of the genre.

Musical Theatre 25 will provide students with the opportunity to work in smaller groups and to take on some of the required production responsibilities as peer coaches (e.g., as dance captains, vocal sectional leaders, stage managers, costume coordinators, or props coordinators), while continuing to develop and enhance the skills from Musical Theatre 15.

Musical Theatre 35 will provide individual students with opportunities to set stage direction, musical direction, and choreography for a musical theatre number. Solo and ensemble work is an expectation of the 35 level of this course, while continuing to develop and enhance the skills from Musical Theatre 15 and 25.

### General Skills

1.

Preparation/Rehearsal: Students will understand the importance of preparedness through rehearsal for a quality performance.

2.

Performance/Technique: Students will understand the value of technical performance skills in musical theatre.

3.

Reflection/Evaluation: Students will understand the importance of reflecting and evaluating the work of self and others in order to create a quality performance.



4.

(5-Credit) Students will enhance their understandings of the history of musical theatre and understand the importance of developing a personal portfolio.

## **Dance**

1.

Technique: Students will understand the importance of proper dance technique to produce a quality performance.

2.

Interpretation: Students will understand the importance of interpretation in the creation of a quality performance.

3.

(5-Credit) Students will develop the ability to make aesthetic judgments and decisions.

## **Drama**

1.

Technique: Students will understand the importance of dramatic techniques to produce a quality performance.

2.

Interpretation: Students will develop physical, intellectual and creative skills to competently engage in the performance process.

3.

(5-credit) Students will develop confidence in abilities as director/set designer.

## **Music**

1.

Technique: Students will understand the importance of proper music technique to produce a quality performance.

2.

Interpretation: Students will demonstrate an understanding of the interpretive elements of music to produce a quality performance

3.

(5-Credit) The student will develop confidence and ability to perform a vocal audition.

## **Guiding Questions (formerly: General Outcomes)**

- 1 What are the ways that musical theatre is distinguished from other forms of theatre?**
- 2 How does dance and movement enhance a scene?**
- 3 In what ways do dramatic scenes in musical theatre differ from other forms of theatre?**
- 4 How does vocal and instrumental music enhance a scene?**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 What are the ways that musical theatre is distinguished from other forms of theatre?</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
1.1 Demonstrate the ability to make effective use of rehearsal time	X	X				
1.2 Use and respond to stage directions and cues	X	X				
1.3 Distinguish between oneself as performer and character	X	X				
1.4 Run a sectional rehearsal or participate in a small group rehearsal without the direct supervision of the teacher			X	X		
1.5 Run a small group sectional rehearsal, making note of the director's stage directions and cues			X	X		
1.6 Reinforce actors' distinction between performer and character in a small group rehearsal			X	X	X	X
1.7 Direct a scene effectively, without the direct supervision of the teacher					X	X
1.8 Direct a scene, establishing, rehearsing, and reinforcing stage directions and cues for the participants					X	X
1.9 Integrate singing, dancing, and acting in a musical theatre performance	X	X	X	X	X	X
1.10 Memorize required text, music, and choreography	X	X	X	X	X	X
1.11 Understand, critique, and identify different types and styles of musical theatre after viewing, listening to, and/or attending musical theatre performances		X		X		X
1.12 Enhance their understanding of the history of musical theatre in the ancient Greek, age of opera, operetta, ballad opera, and other antecedent styles		X				
1.13 Understand the importance of developing a personal portfolio by exploring some of the necessary repertoire and documents required		X				

1.14 Enhance understanding of the history of musical theatre in the early 20th century, possibly including musical comedies and operetta, and Broadway from the 20s until the Golden Age (1930-60)	X
1.15 Understand the importance of developing a personal portfolio by creating a limited portfolio of pieces that demonstrate ability in each of the three disciplines of musical theatre	X
1.16 Enhance understanding of the history of modern musical theatre, possibly including off-Broadway, Broadway, musicals with modern social themes, rock opera, European megamusicals, ending with the large-scale productions of the modern day	X
1.17 Understand the importance of developing a personal portfolio by creating a more extensive portfolio of at least six pieces that demonstrate ability in each of the three disciplines of musical theatre	X

<b>2 How does dance and movement enhance a scene?</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
2.1 Demonstrate an understanding of the importance of wearing appropriate dance attire	X	X	X	X	X	X
2.2 Demonstrate proper posture, balance, and alignment during warmup and performance	X	X				
2.3 Develop the ability to listen, watch, reproduce and internalize a movement or pattern within choreography.	X	X				
2.4 Develop and explore movement in relation to level, shape, direction, dimension and extension.	X	X				
2.5 Perform different rhythms, tempos and phrasing as they relate to music and movement combined.	X	X				
2.6 Perform basic dance steps, techniques and styles appropriate to musical theatre.	X	X				
2.7 Perform solo, duet, pas de deux, and group choreography appropriate to grade level	X	X				
2.8 Lead a group of performers during warmups designed to develop proper posture, balance, and alignment			X	X		
2.9 Develop the ability to lead a small group of students in a movement or pattern within choreography (with moves created already created by the choreographer, director, or teacher)			X	X		

2.10 Reinforce movement created by a teacher, choreographer, or director in relation to level, shape, direction, dimension, and extension with a small group of students	X X
2.11 Lead small groups of peer students in warmups or rehearsals designed to perform different rhythms, tempos, and phrasing as they relate to music and movement combined	X X
2.12 Lead sectional rehearsals or warmups with peer students to practise basic dance steps, techniques, and styles appropriate to musical theatre	X X
2.13 Reinforce peer students in solo, duet, pas de deux, and group choreography appropriate to grade level in warmups and rehearsal	X X
2.14 Recognise different sources of stimuli which may influence the interpretation of dance, such as music, words, song, environment, sound, colour, art poetry, and rhythm	X X X X
2.15 Use gesture, movement, and body language to develop characterization and create physical images and patterns to communicate mood and emotion	X X X X
2.16 Direct a dance scene, giving proper notes to encourage proper posture, balance, and alignment during	X X
2.17 Develop the ability to plan out and instruct a group of students in a scene incorporating movement or pattern within choreography	X X
2.18 Plan out and instruct movement in relation to level, shape, direction, dimension, and extension within a scene or musical	X X
2.19 Plan out and instruct peer students in musical selections or scenes designed to perform different rhythms, tempos, and phrasing as they relate to music and movement combined	X X
2.20 Plan out and instruct peer students in musical selections or scenes using basic dance steps, techniques, and styles appropriate to musical theatre	X X
2.21 Choreograph and instruct peer students in solo, duet, pas de deux, and group choreography appropriate to grade level	X X
2.22 Develop the ability to make aesthetic judgments and decisions in own interpretation of large group choreography	X

2.23 Develop the ability to make aesthetic judgments and decisions in own interpretation of small group choreography	X
2.24 Develop the ability to make aesthetic judgments and decisions in own interpretation of solo choreography	X

<b>3 In what ways do dramatic scenes in musical theatre differ from other forms of theatre?</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
3.1 Sustain character through transitions and objectives throughout a scene or musical number	X	X	X	X	X	X
3.2 Use the voice and body to communicate character, situation, and style, consistent with character	X	X				
3.3 Show consistency of character while acting, singing, and dancing	X	X				
3.4 Display appropriate character relationships with all characters in scenes and musical numbers	X	X				
3.5 Perform a scene or monologue from a musical	X	X				
3.6 Analyze script, score, and text for explicit clues to character	X	X				
3.7 Reinforce the director's notes on character, situation, and style in small group rehearsals			X	X		
3.8 Reinforce the director's notes consistency of character while acting, singing, and dancing			X	X		
3.9 Reinforce the director's notes to encourage small groups of peer students to display appropriate character relationships with all characters in scenes and musical numbers			X	X		
3.10 Rehearse, with limited intervention from the teacher, a scene or monologue from a musical with a small group of classmates			X	X		
3.11 Analyse script, score, and text for explicit clues to character for all characters in an entire scene			X	X		
3.12 Create, select, and sustain physical details of the character from scripted material and/or vocal score	X	X	X	X		
3.13 Direct other peer actors on character, situation, and style for scenes or excerpts					X	X
3.14 Direct peer students in maintaining consistency of character while acting, singing, and dancing					X	X

3.15 Direct peer students to display appropriate character relationships with all characters in scenes and musical numbers	X	X
3.16 Direct peer students to create, select, and sustain physical details of the character from scripted material and/or vocal score	X	X
3.17 Direct peer actors in a scene or monologue from a musical	X	X
3.18 Analyse script, score, and text for explicit clues to character for all characters in an entire scene and direct students in bringing those characters to life on stage	X	X
3.19 Enhance performance through lighting, under the direction of the teacher	X	
3.20 Enhance performance through sound, under the direction of the teacher	X	
3.21 Create basic costume plans for individual characters	X	
3.22 Understand how scenery can enhance musical theatre and contribute to the construction or procurement of simple pieces	X	
3.23 Understand how properties can contribute to a musical and the basic procedures for managing them backstage during a show	X	
3.24 Understand the basic principles of theatre makeup and be able to apply own makeup for a scene	X	
3.25 Support and be aware of the various roles in theatre management	X	
3.26 Increase understanding of the special considerations of and how lighting enhances musical theatre performance through the creation of lighting plans	X	
3.27 Increase understanding of the special considerations of and how sound enhances musical theatre performance through the creation of more complex cues for sound (microphones, sound effects, musicians, etc.)	X	
3.28 Create basic costume plans for characters in a scene	X	
3.29 Increase understanding of how scenery can be made more efficient and effective in a musical	X	

3.30 Contribute to the management and procurement of properties for a scene or group of scenes	X
3.31 Plan out makeup for a scene with characters from different gender and races	X
3.32 Show increased leadership in theatre management	X
3.33 Create lighting plans for multiple scenes, considering the special requirements of and how lighting enhances musical theatre performance	X
3.34 Create sound cues for multiple scenes, considering the special requirements of and how lighting enhances musical theatre performance (microphones, sound effects, musicians, etc.)	X
3.35 Create basic costume plans for characters in a musical	X
3.36 Develop plans for scenery for scenes or shows, drawing simple sketches of set pieces for construction, if appropriate	X
3.37 Plan out the required properties for scenes or shows	X
3.38 Understand more complex makeup techniques for more demanding types of shows	X
3.39 Coordinate various peer students in the management roles for scenes or groups of scenes	X

<b>4 How does vocal and instrumental music enhance a scene?</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
4.1 Warm up vocally every class and practice correct use and care of the voice.	X	X	X	X	X	X
4.2 Be aware of outside influences that may affect the voice, i.e. foods, drinks, medication, temperature, humidity.	X	X	X	X	X	X
4.3 Listen to and blend with other voices to achieve the desired balance in a chorus or as a soloist within the chorus	X	X	X	X	X	X
4.4 Correctly use vocal terms including lead, solo, duet, trio, quartet, chorus, and principals	X	X	X	X	X	X
4.5 Use articulation, diction, dialect, word colouration, dynamics, and a variety of tempi in song, which are appropriate to the character and dramatic situation	X	X	X	X	X	X
4.6 Sing in the style appropriate to the music and character	X	X	X	X	X	X



4.7 Respond to simple rhythmic, melodic, and harmonic requirements in an audition setting	X	X	X	X	X	X
4.8 Sing alone in an audition	X	X	X	X	X	X
4.9 Use low, diaphragmatic, staggered breathing, and breath support throughout entire vocal range to achieve desired phrasing	X	X				
4.10 Use appropriate posture for singing in warmups, rehearsal, and performance	X	X				
4.11 Correctly produce uniform vowel sounds and properly formed consonants	X	X				
4.12 Project to audience through focus of sound and energy in a group setting	X	X				
4.13 Develop the chest register, head register, and recognise the delicate and dynamic balance between the two	X	X				
4.14 Tune the voice with instruments or other voices	X	X				
4.15 Perform in large ensembles	X	X				
4.16 Communicate and interpret through the score, mood, and emotion through voice in a group setting	X	X				
4.17 Find and prepare a vocal audition piece appropriate to voice and body type	X	X				
4.18 Direct warmups for groups of students, as suggested by the teacher			X	X		
4.19 Show increased ability to use low, diaphragmatic, staggered breathing, and breath support throughout entire vocal range to achieve desired phrasing			X	X		
4.20 Show increased ability to correctly produce uniform vowel sounds and properly formed consonants			X	X		
4.21 Project to audience through focus of sound and energy in a group or solo setting			X	X		
4.22 Show increased ability to use the chest register and head register			X	X		
4.23 Show increased ability to tune, through vowel matching, with other voices			X	X		
4.24 Perform in large and small ensembles			X	X		
4.25 Communicate and interpret through the score, mood, and emotion through voice in a small group setting			X	X		

4.26 Direct small groups of students in the appropriate use of posture for singing in warmups, rehearsal, and performance	X	X	X	X
4.27 Explore additional suitable warmups for various purposes			X	X
4.28 Show increased ability to use low, diaphragmatic, staggered breathing, and breath support throughout entire vocal range to achieve desired phrasing, in a variety of musical styles			X	X
4.29 Understand that the style or era of music may dictate how to produce vowel sounds and form consonants			X	X
4.30 Show increased endurance when projecting to audience through focus of sound and energy in a group or setting			X	X
4.31 Show increased confidence in using the chest register, head register, in solo situations			X	X
4.32 Show increased ability to tune with other voices in small ensemble work			X	X
4.33 Perform in large ensembles, small ensembles, and solo work			X	X
4.34 Communicate and interpret through the score, mood, and emotion through voice in a solo setting			X	X
4.35 Select a few quality songs of differing styles, suitable for audition purposes	X			
4.36 Prepare and participate in mock (or real, if appropriate) vocal auditions	X			
4.37 Select several quality songs of differing styles, suitable for audition purposes		X		
4.38 Show increased confidence and ability to prepare and participate in mock (or real, if appropriate) vocal auditions		X		
4.39 Build a large repertoire of quality songs of differing styles, suitable for audition purposes				X
4.40 Understand the role of the auditioner and be involved in mock (or real, if appropriate) vocal auditions				X

# Facilities or Equipment

## Facility

Because Musical Theatre integrates work in music, dance, and drama, and includes an expectation for performance (at least for the purposes of the course), the selected facilities should provide opportunities to meet the learning outcomes.

The facilities must be large enough to accommodate the class. The facility must also be equipped to accommodate instruction in the three principal areas of music, dance, and drama, often simultaneously.

Facilities:

## Equipment

Because Musical Theatre integrates work in music, dance, and drama, and includes an expectation for performance (at least for the purposes of the course), the equipment should provide opportunities to meet the learning outcomes.

## Learning and Teaching Resources

Students in the Musical Theatre LDC will require access to sheet music, scenes, or 1 scripts as learning resources for study, planning, or for presentation purposes. Texts be appropriate for certain cases but are not required.

## **Sensitive or Controversial Content**

Sensitive and controversial issues might arise for certain script (scene or entire musical) choices. Musical theatre, like other forms of theatre, often deals with topics of race, sexuality and gender, conflict, and more.

Other sensitive topics might circle around copyright and licencing. Copyright is the right to make copies of an original work. Copyright law gives the author, or author's designated agent, exclusive rights to make copies of the work. By contravening this law teachers will be placing themselves, their schools, and the school system in legal jeopardy and depriving the creators of their livelihoods. It is illegal to make copies of copyrighted materials (script and music) for students and production personnel.

## **Issue Management Strategy**

Musical Theatre performances are focused on teaching and learning and are not intended as a professional production. Show designs including musical/script selections, set and costume choices and design, movement and choreography should reflect the integrity of a healthy school community. Teachers should consult with school administration regarding musical theatre productions.

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administrator prior to their coverage in class. In addition, all themes and texts will be evaluated in accordance with age- and community-appropriate topics for the students in the course (and with the philosophy and tenants of the Catholic faith and ideology in the case of separate schools).

School companies must pay royalties to the appropriate licencing companies, whether admission is charged or not. Failure to do so leaves the teacher and the school open to a legal suit. Peruse all scripts and catalogues carefully to ensure that all pertinent information is found. Most often, royalty fees are on a sliding scale when more than one performance is planned.

In addition to referring to the appropriate contacts and guidance of the licensing company, schools may also wish to consult Copyright, Fair Dealing, and the Classroom: What Teachers Can and Cannot Do from the Council of Ministers of Education, Canada (<https://cmec.ca>).

## Health and Safety

Possible risks associated with the Musical Theatre LDC include:

- Muscle strain or other similar minor physical injuries due to movement and dance
- Vocal strain due to increased speech or singing during practise and performance
- Dehydration due to increased physical activity
- Possible collision between actors during movement or dance on the stage
- Possible fall due to inattention to varying levels of scenery or the differential height between the stage and the house
- Injury due to ladder use for set construction or hanging stage lights

## Risk Management Strategy

Teachers will manage the potential risks by:

- Instructing and leading students through appropriate physical and vocal warm-ups and properly targeted conditioning
- Ensuring adequate and appropriate facilities for the course activities
- Reminding students of proper hydration and nutrition throughout practises and performances
- Instructing students on monitoring their own space and the other actors on the stage
- Properly identifying any possible tripping hazards or height differences on and around the stage
- Monitoring students throughout all activities involving theatrical equipment to ensure that the activity is appropriate, approved, and safely conducted

All activities and student injuries must be handled by the teacher according to district Occupational Health and Safety guidelines and policies regarding injury during instructional activities. Also, it is recommended that teachers reference the Safe Stages Best Practice resource from Theatre Alberta ([www.theatrealberta.com](http://www.theatrealberta.com)).

All field trip procedures must follow guidelines established for respective school jurisdictions.

## Statement of Overlap with Existing Programs

Although Musical Theatre may reinforce some learner expectations specified in secondary Dance, Drama, and in the Music programs of study, this course clearly differs, as all three disciplines are learned in the context of integrated studies. The focus is on all three components of performance (dance, drama, and music), integrated in a common production, scene, or excerpt from a larger work.

### **Provincial Courses with Overlap and/or Similarity**

Drama 10-20-30

#### **Identified Overlap/Similarity**

Drama also covers units relating to acting and technical theatre

#### **Reasoning as to Why Locally Developed Courses Is Necessary**

Drama 10-20-30 does not include dance or music outcomes, which take place at the same time for musical theatre; learning resources would be very different for each course

### **Provincial Courses with Overlap and/or Similarity**

Choral Music 10-20-30

#### **Identified Overlap/Similarity**

Choral Music covers outcomes relating to singing in groups, singing production

#### **Reasoning as to Why Locally Developed Courses Is Necessary**

Musical Theatre involves small ensemble and solo work, which would not be covered in Choral Music; Choral Music is for choral works only, not staged musical theatre works with dancing and acting

### **Locally Developed Courses with Overlap and/or Similarity**

Dance 15-25-35

#### **Identified Overlap/Similarity**

Dance 15-25-35 involves dance outcomes, in solo, small, and large ensembles

#### **Reasoning as to Why Locally Developed Courses Is Necessary**

Musical Theatre dance outcomes are meant to coincide with singing and acting, which would not take place in Dance 15-25-35

## Student Assessment

No identified student assessments

## Course Approval Implementation and Evaluation

No specific process.







# LOCALLY DEVELOPED COURSE OUTLINE

Self Directed Learning15-3

Submitted By:

**The Calgary Roman Catholic Separate School Division**

Submitted On:

**Mar. 1, 2019**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10

### Course Description

The essential understandings of *Self Directed Learning 15 (3 credits)* are to:

- support students in providing them with the skills necessary to become self-directed learners and assist students in attaining their academic goals through personalized self-direction

- help students discern and enhance learning strategies and philosophies that they may or may not be using effectively

- expose students to new ideas and learning strategies which promote flexibility within their learning context

### Course Prerequisites

## Sequence Introduction (formerly: Philosophy)

Self Directed Learning 15 is designed to empower students in their learning journey by building the competencies necessary to be successful as a self-directed learner. This is accomplished by focusing on the individual learning needs of students and meeting the learner where they presently are, and support them toward self-determined goals. This course facilitates the essential relationship between teacher and student. Students in collaboration with their teachers will:

- learn how to become an effective self-directed learner
- increase their knowledge of the secondary educational setting
- enhance their time management and organizational skills and increase their understanding of the routines, procedures and language used within a self-directed learning environment
- develop an educational working relationship as a result of personalized instruction
- acquire learning strategies specific to a self-directed learning model

## **Student Need (formerly: Rationale)**

Many students go through school and achieve reasonable grades yet never acquire the knowledge and skills to apply what they have learned. While most students are natural learners, they tend to give very little or no thought to the manner in which they learn. As they progress through high school and post secondary study, students may become increasingly challenged by a new teacher, a new learning style, or a new subject that they have not yet studied.

These new academic and social experiences are a time for personal growth as things become more challenging and it feels like there is less time to learn. The transition and growth can be much more enjoyable if students are willing to learn, develop or enhance their personal learning style.

In its April 2010 Executive Summary for Inspiring Education, the steering committee cites “a focus on competencies would move education to a process of inquiry and discovery - not just the dissemination of information and recall of facts,” (p. 4). The Minister of Education also directs schools to develop core competencies in its Framework for Student Learning (#001 2013).

Through the Self Directed Learning 15 course, students will cover the following competencies to benefit their long-term growth journey: critical thinking, problem solving, decision making; creativity and innovation; communication, digital and technological fluency; lifelong learning, personal management and well being; collaboration and leadership. This course empowers the student to take more responsibility in decisions that will affect their education and requires students to become active and engaged learners.

## Scope and Sequence (formerly: Learner Outcomes)

The essential understandings of Self Directed Learning 15 (3 credits) are to help students grow as self directed learners and to assist students in attaining their academic goals. The core concept of this course is to allow students to build a skill set to support self-direction through:

- self-advocacy
- developing resilience
- time management
- building learning relationships

As learners, students already possess many learning strategies that they will want to retain and strengthen and other strategies that they may not yet effectively utilize. Throughout this course students will broaden their understanding of how they learn, consider new ideas, approaches, and strategies for learning, and try these techniques within their learning environment. Furthermore, the Executive Summary for Alberta Education's Inspiring Education asks:

How do we ensure the child born this year can adapt to the many changes ahead? As importantly, how do we help children discover and pursue their passions? How do we help them make successful transitions to adulthood? And how do we help them become life long learners who contribute to healthy, inclusive communities and thriving economies? Exploring self-directed learning strengthens our understanding of relationships to help us make meaning of ourselves as lifelong learners. Analyzing self and using our personal experiences allow us to foster our ability and willingness to become lifelong self-directed learners. Engaging with various forms of communication and expression will allow students to represent and interpret their own understanding of lifelong learning. It is also important to consider how planning can support our individual learning styles.

Through personalized self directed learning an adolescent student can adapt to change through day to day decision making about their work and interests; they can pursue their passions throughout each day as they decide what to work on, where and for how long; they begin to make mature, "adult" decisions that lead to a successful high school

experience; they learn the skill of metacognition in which they learn about their learning each day in a highly tolerant, inclusive community .

## **Guiding Questions (formerly: General Outcomes)**

- 1 What characteristics are necessary to become an effective self-directed learner?**
- 2 What are my strengths and weaknesses within a self-directed learning environment and how can I improve my weaknesses?**
- 3 How can I apply and share what I know about myself in communication and planning for implementing growth as a learner? How can an awareness of my strengths and weaknesses in a self-directed learning environment influence my learning?**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 What characteristics are necessary to become an effective self-directed learner?</b>	15-3
1.1 Identify and develop an understanding of the specific culture and practice in a self-directed learning environment.	X
1.2 Exhibit the value of self-advocacy in a self-directed learning environment.	X
1.3 Recognize the value of interpersonal skills in a self-directed learning environment.	X
1.4 Describe the Information Processing requirements of a self-directed learner	X
1.5 Recognize the Selecting Main Ideas requirements of a self-directed learner.	X
1.6 Understand effective Test Strategies requirements of a self-directed learner.	X
1.7 Identify and explore the attitude necessary for a self-directed learner.	X
1.8 Identify and explore the Motivation requirements of a self-directed learner.	X
1.9 Recognize and assess the Anxiety requirements of a self-directed learner.	X
1.10 Demonstrate the Concentration requirements of a self-directed learner.	X
1.11 Practice Time Management requirements of a self-directed learner.	X
1.12 Investigate the Self-Testing requirements of a self-directed learner.	X
1.13 Investigate the Study Aids requirements of a self-directed learner.	X

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<b>2 What are my strengths and weaknesses within a self-directed learning environment and how can I improve my weaknesses?</b>	<b>15-3</b>
2.1 Analyze strengths and weaknesses, within the concept of: Skill.	X
2.2 Analyze strengths and weaknesses within, the concept of: Will.	X
2.3 Analyze strengths and weaknesses within, the concept of: Self-Regulation.	X
2.4 Analyze strengths and weaknesses, within the concept of: Attitude.	X
2.5 Analyze strengths and weaknesses, within the concept of: Motivation.	X
2.6 Analyze strengths and weaknesses, within the concept of: Time Management.	X
2.7 Analyze strengths and weaknesses, within the concept of: Anxiety.	X
2.8 Analyze strengths and weaknesses, within the concept of: Concentration.	X
2.9 Analyze strengths and weaknesses, within the concept of: Information Processing.	X
2.10 Evaluate and analyze strengths and weaknesses, within the concept of: Selecting Main Ideas.	X
2.11 Evaluate and analyze strengths and weaknesses, within the concept of: Study Aids.	X
2.12 Evaluate and analyze strengths and weaknesses, within the concept of: Self-Testing.	X
2.13 Evaluate and analyze strengths and weaknesses, within the concept of: Test Strategies.	X
<b>3 How can I apply and share what I know about myself in communication and planning for implementing growth as a learner? How can an awareness of my strengths and weaknesses in a self-directed learning environment influence my learning?</b>	<b>15-3</b>



3.1 Apply Skill (Information Processing, Selecting Main Ideas, and Test Strategies) knowledge to become a self-directed learner.	X
3.2 Apply Will (Attitude, Motivation, and Anxiety) knowledge to become a self-directed learner.	X
3.3 Apply Self-Regulation (Concentration, Time Management, Self-Testing, and Study Aids) knowledge to become a self-directed learner.	X
3.4 Apply the Skill (Information Processing, Selecting Main Ideas, and Test Strategies) knowledge to become a self-directed learner.	X
3.5 Apply the Will (Attitude, Motivation, and Anxiety) knowledge to become a self-directed learner.	X
3.6 Apply the Self-Regulation (Concentration, Time Management, Self-Testing, and Study Aids) knowledge to become a self-directed learner.	X
3.7 Investigate, self-reflect and prioritize area of Skill (Information Processing, Selecting Main Ideas, and Test Strategies) growth required to become a self-directed learner.	X
3.8 Investigate, self-reflect and prioritize area of Will (Attitude, Motivation, and Anxiety) growth required to become a self-directed learner.	X
3.9 Investigate, self-reflect and prioritize area of Self-Regulation (Concentration, Time Management, Self-Testing, and Study Aids) growth required to become a self-directed learner.	X

## Facilities or Equipment

### Facility

No unique facilities are required for this course.

Facilities:

## **Equipment**

No unique equipment required for this course.

# Learning and Teaching Resources

## Suggested Learning and Teaching Resources:

Alberta Education, *Teaching Thinking: Enhancing Learning. A Resource*

*Book for Schools ECS to Grade 12.* Minister of Education, Alberta Education, Curriculum Branch, 1990.

Alberta Learning, *Make School Work for You: a Resource for Junior and Senior High who Want to be More Successful Learners*, 2002.

Alberta Education, Inspiring Education □ A Dialogue With Albertans. Steering Committee Report, 2010.

Alberta Education. Inspiring Education. <https://inspiring.education.alberta.ca/>

Alberta Education, Framework for Student Learning: Competencies for Engaged and Ethical Citizens with an Entrepreneurial Spirit, 2011.

Barton, Mary Lee, *Teaching Reading in the Content Areas*. McREL, Mid-Continent Research for Education and Learning, 2001.

Barton, Mary Lee et al. *Teaching Reading in Science*. McREL, Mid-Continent Research for Education and Learning, 2001.

Barton, Mary Lee et al., *Teaching Reading in Social Studies*. McREL, Mid-Continent Research for Education and Learning, 2001.

Barton, Mary Lee et al., *Teaching Reading in Math*. McREL, Mid-Continent Research for Education and Learning, 2001.

## **Karpov, Yuriy V., *Vygotsky for educator* Cambridge Cambridge University Press 2014**

LASSI □ HS (High School Version). [http://www.hhpublishing.com/\\_assessments/LASSI□HS/index.html](http://www.hhpublishing.com/_assessments/LASSI□HS/index.html)

Tate, Marcia, *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*. Corwin Press Incorporated, 2003.

Trump F. Lloyd, *A school for everyone: Design for a middle, junior, or senior high school combines the old and the new*. Chicago Rand McNally, 1970

von Glasersfeld E., *Radical Constructivism: A Way of Knowing and Learning*. Falmer London (1995a).

## **Sensitive or Controversial Content**

No sensitive or controversial content identified.

## **Issue Management Strategy**

## **Health and Safety**

No health or safety issues identified.

## **Risk Management Strategy**

## Statement of Overlap with Existing Programs

Provincial Courses with Overlap: CALM 20, Personal Psychology 20, General Psychology 20, and Health Services Foundations (HSS1010)

Identified Overlap:

- CALM 20: Dimensions of Wellness, Attitudes, Values and Lifelong Learning
  - Personal Psychology 20: None
  - General Psychology 20: Principles of Learning, Learning and Thinking, Acquiring, Processing and Retaining Information, Facing Frustration and Conflict
  - Health Services Foundations (HSS1010): None
- Reasoning as to Why LDC Is Necessary:

There is minimal overlap. General Psychology 20 focuses on the theory whereas SDL 15 is focused on building skills. CALM 20 is about preparing students to become adults in the future whereas SDL 15 is about becoming a conscious student in the moment to prepare for future skills and lifelong learning.

Locally Developed Course With Overlap: Learning Strategies 15/25/35

Identified Overlap:

- Test taking, resiliency, time management and organizational skills
- Reasoning as to Why LDC Is Necessary:

SDL 15 is an orientation to learning how to learn in a self-directed learning environment. Learning Strategies is intended to involve ongoing progress over three years. SDL 15 is intended for the general population for one semester whereas Learning Strategies is intended for diverse learners at three different levels.

## Student Assessment

No unique assessments required for this course.

## Course Approval Implementation and Evaluation





# LOCALLY DEVELOPED COURSE OUTLINE

Social Skills15-5

Submitted By:

**The Fort McMurray School Division**

Submitted On:

**Feb. 24, 2020**



# Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2024	Developed	Authorization	G10

## Course Description

Social Skills Curriculum 15 is based on The Peers Curriculum for School-Based Professionals by Elizabeth Laugeson. This full semester course is an evidence-based behavioral social skills intervention for motivated high school students interested in learning ways to help them keep and make friends. The skills learned in this program will facilitate social competency for successful relationships and interactions for lifelong learning. The material was developed through research evidence regarding: (1) the core social skills needed to make and keep friends, (2) common social errors often committed by those with Autism Spectrum Disorder, Intellectual Disabilities, Attention-Deficit/Hyperactivity Disorder, and Fetal Alcohol Spectrum Disorder, and (3) ecologically valid ways in which socially accepted teens handle peer conflict and rejection. The material the lessons are based on is also used clinically with teens who struggle with depression, anxiety and other social challenges.

Social competency can be thought of as good citizenship, character development, communication skills, interactions skills, and handling difficult social interactions. During each unit, students are taught ecologically valid social skills which are authentic to their age-appropriate group. Students will be given the opportunity to practice these skills in a class during interactive activities (role plays, board games, sports) as well as in the inclusive setting through assistance of coaches. Students will be paired with a coach to support the completion of and to provide feedback for the weekly socialization

assignment.

Parents, teachers, teacher assistance and other appropriate adults will be considered coaches. Students cannot enroll in this class without undergoing a screening process with parent consent. Participation in the Social Skills curriculum must be must be voluntary, with socially motivated students (teens who want to make friends) choosing to be in the class.

### **Course Prerequisites**

none

## **Sequence Introduction (formerly: Philosophy)**

Social Skills is a class to help teens make and keep friends. Having a friend can help students feel more engagement with the school community, feel more supported during life events, reduce anxiety and increase self-esteem and independence. This class will empower kids by providing them with the tools they need in tough situations, with the goal of making and keeping friends

## **Student Need (formerly: Rationale)**

Social competency is necessary for successful personal relationships as well as successful social interactions in the community and the workplace. Social skill challenges are considered core deficits for individuals with Autism Spectrum Disorders. The opportunity for students with ASD and other neuro-diverse profiles to be actively engaged in school life and community is significantly impacted by problems with social awareness skill proficiency. Research indicates that persons with social-cognitive deficits have a higher incidence of developing long-term mental health illness, including a higher prevalence of anxiety, depression and suicide. Research also demonstrates that social competency and responsibility, as well as personal independence, are important predictors of long-term success for all students. Social skills may not develop naturally by simply watching others, and instead teaching and coaching is often required for students with neurodevelopmental disorders such as ASD and ADHD.

## **Scope and Sequence (formerly: Learner Outcomes)**

The general and specific curriculum outcomes for Social Skills 15 were developed from the

PEERS program manual. The outcomes will be taught through a series of sequential didactic lessons, role plays, and behavioural rehearsals. Students will apply theoretical concepts learning in class and with the support of their coach, demonstrate the practical use of the concepts in general social settings (homework). Self-reflection, peer evaluation and debriefing are critical components of this course. Embedded in the courses outcomes are individualize student outcomes identified through the assessment and rating scales during the introduction phase of the class.

## **Guiding Questions (formerly: General Outcomes)**

- 1 Students will learn to trade information with peers and what are appropriate topics of conversation.**
- 2 Students will learn how to have a two-way conversation.**
- 3 Students will learn how to appropriately use electronic communication with peers and adults.**
- 4 Students will learn how to choose appropriate friends and demonstrate the understanding that friendship is a choice.**
- 5 Students will apply the appropriate use of humor when interacting socially.**
- 6 Students will apply the social rules for starting and joining conversations through role playing.**
- 7 Students will apply the social rules for exiting conversations through role playing.**
- 8 Students will be able to identify and apply the rules for good sportsmanship.**
- 9 Students will demonstrate how to organize and have successful get-togethers with potential friends.**
- 10 Students will demonstrate the skills to handle an argument and extend their understanding of conflict.**
- 11 Students will be able to explain the steps for changing a reputation and how a reputation impacts a teens abilities to interact with peers.**
- 12 Students will demonstrate the skills for handling teasing and embarrassing feedback in social situations.**
- 13 Students will demonstrate the skills to handle physical bullying.**
- 14 Students will demonstrate the skills to handle cyberbullying.**
- 15 Students will demonstrate the skills to handle relational bullying through minimizing rumours and gossip.**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 Students will learn to trade information with peers and what are appropriate topics of conversation.</b>	15-5
1.1 The student is able to explain the characteristics of good friendship (common interests, understanding, commitment) and types of friendship.	X
1.2 The student is able to practice and remember the rules for what to talk about in a conversation conversation (not getting too personal, not being an interviewer, assessing their interests).	X
<b>2 Students will learn how to have a two-way conversation.</b>	15-5
2.1 The student is able to carry a conversation beyond trading information, applying the ideas of open- ended and follow-up questions, listening, and avoiding being argumentative, teasing, or a "policer".	X
2.2 The student is able to understand and practice the concept of body language in conversation (body boundaries, volume control, gaze aversion, eye contact)	X
<b>3 Students will learn how to appropriately use electronic communication with peers and adults.</b>	15-5
3.1 The student is able to demonstrate proper etiquette for phone calls, including how to begin and end a call, what times it is appropriate to call someone, and what to do when voicemail is reached.	X
3.2 The student is able to apply and explain general rules for texting, instant messaging, emailing and social network sites, including the issue of getting too personal, leaving a maximum of two messages and avoiding cold calling.	X
3.3 The student is able to demonstrate the correct way to exchange contact information and the sequence of events that should precede exchanging information.	X

3.4 The student is able to explain the rules for staying safe online, such as only using the computer to strengthen existing relationships and not to turn online friends into real friends.	X
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<b>4 Students will learn how to choose appropriate friends and demonstrate the understanding that friendship is a choice.</b>	15-5
4.1 The student can describe the different social groups in a school environment and that they are defined by common interests and extracurricular activities.	X
4.2 The student is able to identify how social groups can be found within a school environment and how to assess peer acceptance or rejection to that group.	X
4.3 Students can explain the importance of having a social group, and identify potential groups that they can connect with.	X

<b>5 Students will apply the appropriate use of humor when interacting socially.</b>	15-5
5.1 Students can describe the context of when humor is appropriate (context and timing).	X
5.2 Students will demonstrate the type of jokes that are appropriate (avoiding dirty, insult, repetitive, inside jokes and considering age appropriateness).	X
5.3 Students will be able to respond in a socially appropriate way to humor feedback.	X

<b>6 Students will apply the social rules for starting and joining conversations through role playing.</b>	15-5
6.1 The student is able to explain and demonstrate the steps for starting an individual conversation.	X
6.2 The student is able to explain and demonstrate the steps for joining a group conversation.	X
6.3 The student will be able to assess whether or not their entry to the conversation was successful (assessing interest) by identifying the social cues related to acceptance.	X



<b>7 Students will apply the social rules for exiting conversations through role playing.</b>	<b>15-5</b>
7.1 The student will be able to explain reasons for being turned down in conversations and identify what can be done differently to avoid being turned down.	X
7.2 The student can demonstrate the steps on how to extricate themselves from a conversation when they are not accepted in conversations in a way that minimizes negative social impact.	X
7.3 The student can demonstrate the steps to exit a conversation when initially accepted and then excluded.	X
7.4 The student can demonstrate the steps to exit conversations when fully accepted.	X

<b>8 Students will be able to identify and apply the rules for good sportsmanship.</b>	<b>15-5</b>
8.1 The student will be able to practice good sportsmanship, demonstrating social behaviors such as praising, following the rules, not refereeing, sharing and taking turns, not being competitive, showing concern for injury and not being a bad winner or sore loser.	X
8.2 The student will be able to identify aspects of poor sportsmanship.	X

<b>9 Students will demonstrate how to organize and have successful get-togethers with potential friends.</b>	<b>15-5</b>
9.1 The student will be able to explain the purpose of a get-together, and how they can turn school acquaintances into close friends by spending time together outside of the school setting.	X
9.2 The student is able to describe how to prepare for a get-together.	X
9.3 The student is able to explain the steps for beginning get-together, and apply these steps in an outside of the classroom event.	X

9.4 The student is able to explain the rules during get-togethers to contribute towards the success of the get-together.	X
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<b>10 Students will demonstrate the skills to handle an argument and extend their understanding of conflict.</b>	15-5
10.1 The student will gain an understanding that conflict does not mean the end of a friendship when it occurs occasionally.	X
10.2 The student will explain the steps of handling an argument in sequence, and demonstrate the practical application of the steps.	X
10.3 The student will be able to apply the steps of problem solving using common conflict examples for teens.	X

<b>11 Students will be able to explain the steps for changing a reputation and how a reputation impacts a teens abilities to interact with peers.</b>	15-5
11.1 The student is able to identify what a bad reputation is and how a person gets a bad reputation.	X
11.2 The student is able to explain the steps for changing a reputation from bad to good, and that all steps need to be followed for success.	X
11.3 The student is able to identify common steps that do not work for changing a reputation.	X

<b>12 Students will demonstrate the skills for handling teasing and embarrassing feedback in social situations.</b>	15-5
12.1 The student is able to differentiate between strategies to handle teasing and the specific ways in which they have been teased (which will not be focussed on).	X
12.2 The student is able to explain why people tease and how it is normalized with teenagers.	X
12.3 The student is able to identify ways to handle teasing that do not usually work.	X

12.4 The student is able to describe and apply the rules for handling teasing, and how it is different when dealing with adults versus teens.	X
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<b>13 Students will demonstrate the skills to handle physical bullying.</b>	15-5
13.1 The student is able to explain how the strategies for handling teasing and embarrassing feedback are different than the strategies for handling physical bullying.	X
13.2 The student is able to define what physical bullying is and how it is different than cyber bullying, relational bullying, and social exclusion.	X
13.3 The student is able to identify what is a bully and why it is a bad idea to hang out with a bully.	X
13.4 The student is able to explain the strategies for handling physical bullying and apply the skills in a role play.	X

<b>14 Students will demonstrate the skills to handle cyberbullying.</b>	15-5
14.1 The student is able to define cyberbullying and the six types of cyberbullying.	X
14.2 The student is able to identify the online etiquette that makes them unlikely to be the target of cyberbullying.	X
14.3 The student is able to identify strategies that do not work to handle cyberbullying.	X
14.4 The student is able to identify strategies that are ecologically valid in handling cyberbullying (having friends stick up for the target, laying low, blocking, saving the evidence).	X
14.5 The student is able to describe the proper protocol for involving authorities with cyberbullying.	X

<b>15 Students will demonstrate the skills to handle relational bullying through minimizing rumours and gossip.</b>	15-5
15.1 The student is able to explain that rumours and gossip are common communication and a form of social bonding.	X

15.2 The student is able to describe how rumours and gossip can be relational bullying.	X
15.3 The student is able to explain how to avoid being a target of gossip.	X
15.4 The student is able to demonstrate, through role playing, how to handle being the target of gossip.	X
15.5 The student is able to explain strategies that are not effective in handling gossip.	X

## Facilities or Equipment

### Facility

No required facilities specified

Facilities:

### Equipment

No required equipment specified

## Learning and Teaching Resources

No specific resources.

### Sensitive or Controversial Content

No sensitive or controversial content

## **Issue Management Strategy**

No issues identified

## **Health and Safety**

No directly related health and safety risks

## **Risk Management Strategy**

No health or safety risks identified

## **Statement of Overlap with Existing Programs**

Provincial Courses with Overlap and/or Similarity

- There is no known overlap with any existing Programs of Study.

Identified Overlap/Similarity

- There is no known overlap with any existing Programs of Study.

Reasoning as to Why LDC Is Necessary

- Social competency is necessary for successful personal relationships as well as successful social interactions in the community and the workplace. Social skills may not develop naturally by simply watching others, and instead teaching and coaching is often required for students with neurodevelopmental disorders such as ASD and ADHD.

## **Student Assessment**

No specific assessments.

## **Course Approval Implementation and Evaluation**

No specific process.





# INFORMATION REPORT

**DATE:** Dec. 15, 2022

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Bullying Awareness and Prevention Week

**ORIGINATOR:** Marcus Reed, Director, Specialized Supports, Supports for Students

**RESOURCE STAFF:** Tamia Richardson, Consultant, Supports for Students

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

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

**EIPS GOAL:** Positive learning and working environments

**EIPS OUTCOME:** The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

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**ISSUE:**

**That the Board of Trustees receive for information the Bullying Awareness and Prevention Week report.**

**BACKGROUND:**

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

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





# INFORMATION REPORT

## **CURRENT SITUATION OR KEY POINT:**

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

## **ATTACHMENT:**

1. Summary of Bullying Awareness and Prevention Week Activities by School

MR:clp

School	Bullying Awareness and Prevention Week Activities
ADW	<p>Full school assembly Monday for our ‘Kindness Kickstart’, utilizing the Kindness Boomerang clip by Life Vest as our theme for the week.</p> <p>Kindness board recordings acts of kindness throughout the week.</p> <p>Daily kindness quotes during announcements.</p> <p>Daily class read a louds/kindness themed videos shown. Daily classroom activities.</p> <p>At the end of the week we will share the total number of kindness acts completed throughout the week.</p>
ALH	<p>School-wide Kindness Nomination all week - MHCB led</p> <p>Daily Announcements with kindness quotes</p> <p>Teachers will read/watch “Kindness is my Superpower” and complete activities</p>
AJS	<p>Saffron is coming to AJS on Monday and Tuesday to give Healthy Relationships presentation to Junior High students.</p> <p>Mental Health sub-committee has prepared educational Instagram posts about bullying prevention.</p> <p>Student Council also collected words of kindness and affirmations from students, printed them and posted them on a bulletin board for World Kindness Day.</p>
AEL	<p>School-wide reading of stories by administration and counsellor on the importance of kindness and friendship. (Making friends is an Art, The Judgemental Flower, Cliques just dont make sense by Julia Cook, Willow Finds a Way by Lana Button, A Bad Case of Tattle Tongue, Julia Cook.</p> <p>Focus on giving “Bison Bravos” to students who do good deeds for others throughout the week with prizes at the end.</p>
DCE	<ul style="list-style-type: none"> <li>-Whole school health lessons on empathy, using video prompts for discussion</li> <li>-Daily kindness quotes during announcements.</li> <li>-Daily announcements with videos on bullying prevention</li> <li>-Kindness board recording acts of kindness throughout the week.</li> <li>-At the end of the week we will share the total number of kindness acts completed throughout the week.</li> <li>-Students can nominate each other and their teachers for being kind</li> <li>-At the end of the week a few names will be drawn for school prize</li> </ul>
BFH	<p>Daily bulletin messages around positive mental health.</p> <p>Logo contest for our Positive Moustaches</p> <p>Walking across Australia will continue to raise awareness and funds for positive mental health organizations. This goes all month.</p>

Sharing resources from [http://peacefulschoolsinternational.org/wp-content/uploads/50\\_ideas\\_for\\_anti\\_bullying\\_week.pdf](http://peacefulschoolsinternational.org/wp-content/uploads/50_ideas_for_anti_bullying_week.pdf) with teachers.

Thursday- Odd Sock day to celebrate our uniqueness—I stole this from some of you!

Friday- Facey Leadership doing a positive cookie day

Positive Message Moustache- give a mo, take a mo. Poster up all week. Students write positive messages.



BWD

School wide weeklong activity – “Catch Bobcats Being Kind”

- Students can nominate each other and their teachers for being kind
- Each day a few names will be drawn for school swag
- All nomination forms will be put on a display bulletin board

Class activities – online folder of resources from The Ned Show shared with teachers including:

- What is a friend?
- Friendship Soup
- Bullying Behavior and Health Relationships Trivia

BRU	<p><b>Monday - Friday</b></p> <ul style="list-style-type: none"> <li>● Daily Announcements</li> <li>● Bullying Awareness and Prevention Poster Contest - all grades have been invited to create a piece of art or written work regarding bullying. These will be displayed throughout the school during the week and until the end of November.</li> <li>● Daily social media posts</li> </ul> <p><b>Tuesday</b> - School wide presentation on bullying</p> <p><b>Thursday</b> - Odd Sock Day</p>
CBN	<p><b>K-gr.1:</b> Wrinkle Heart Activity to help younger students understand and visualize the power of their words and actions</p> <p><b>gr.2-gr.6:</b> "la chaine de papier de la gentillesse" This is an activity with paper strips chained together to help students understand that we are stronger together. Each student must write a word, sentence, action or thought that demonstrates what they do, or want to do, to help make the school a safer and more inclusive place for all. The chain will be displayed in the school and will (if successful) be shaped to spell the word "ensemble".</p> <p><b>With Leadership Club students:</b></p> <ul style="list-style-type: none"> <li>- posters promoting kindness</li> <li>- post-its on lockers?</li> <li>- leadership students hand out "thank you" cards to younger students helping others, being kind, including others, etc.</li> <li>- Ask leadership students if they have ideas</li> </ul>
CLB	<p>Bullying Awareness Week:</p> <ol style="list-style-type: none"> <li>1. Morning announcements</li> <li>2. TV screen announcements</li> <li>3. Washroom posters</li> <li>4. Health lessons based on this <a href="#">presentation on Bullying</a>.</li> </ol>
EPE	<p>At EPE we had Saffron come in and present to each division. They talked about boundaries and kindness with the younger kiddos (Div 1) and Internet safety with the older groups (Div 2). Let me know if you need more details. I would have to get them from Patti...</p>

FRH	<p><b>Whole School Health Lessons on Empathy</b>          Using Video prompts for discussion          To this Day - Shane Koyczan <a href="https://www.youtube.com/watch?v=ltun92DfnPY">https://www.youtube.com/watch?v=ltun92DfnPY</a>          Offer Empathy <a href="https://www.youtube.com/watch?v=fFglZP4Yb64">https://www.youtube.com/watch?v=fFglZP4Yb64</a></p> <p>Daily Social Media Posts</p>					
FSC		Monday, November 14	Tuesday, November 15	Wednesday, November 16	Thursday, November 17	Friday, November 18
K-12	Morning Announcement	Morning Announcement	Morning Announcement	Morning Announcement	Morning Announcement	
K-3	<p>Show the video:</p> <p><a href="#">Reach Out Video</a></p> <p>Students can discuss how they plan to reach out with think-pair-share</p>	<p>Show the image:</p> <p><a href="#">Is it Bullying?</a></p> <p>Students can discuss examples of how people at our school have been or can be polite and kind to others.</p>	<p>Have a class discussion and fill out the form with the summarized class responses.</p> <p><a href="#">Welcoming, Caring, Respectful, Safe Form</a></p>	<p><a href="#">Pro-social Stories Sign Up</a></p>	<p><a href="#">Pro-social Stories Sign Up</a></p>	
Grade 4-6	<p>Show the video:</p> <p><a href="#">Reach Out Video</a></p> <p>Students can discuss how they plan to reach out with think-pair-share</p>	<p><a href="#">Circles (activity) AM</a></p> <p>Sign up for one session per class.</p>	<p>Post it Note Affirmations</p> <p>Leadership students will post these on the 4-6 lockers and the 3/4 desks on Wednesday morning before school.</p>	<p>Show the image:</p> <p><a href="#">Is it Bullying?</a></p> <p>In small groups, students can make up quick scenes of how people can be polite and kind to others.</p>	<p>Have a class discussion and fill out the form with the summarized class responses.</p> <p><a href="#">Welcoming, Caring, Respectful, Safe Form</a></p>	
Grade 7-9	<p>Show the video:</p> <p><a href="#">Are you Okay?</a></p> <p>Students can discuss how they plan to reach out with think-pair-share</p>	<p>Post it Note Affirmations</p> <p>Leadership students will post these on the 7-9 lockers on Wednesday morning before school.</p>	<p><a href="#">Circles (activity) AM</a></p> <p>Sign up for one session per homeroom.</p>	<p>Have a class discussion and fill out the form with the summarized class responses.</p> <p><a href="#">Welcoming, Caring, Respectful, Safe Form</a></p>	<p>Show the image:</p> <p><a href="#">Is it Bullying?</a></p> <p>In small groups, students can make up quick scenes of how people can be polite and kind to others. Presentations</p>	

FSE

FSE will be focusing on the positive - kindness, healthy relationships, and upstanding - while also providing students with the information they need to accurately identify and effectively deal with bullying.

### **Monday - Friday**

- Daily Announcements
- Daily Video Shorts
- Daily Instagram Posts

### **Monday**

- Kindness Gram Bulletin Board Activity

### **Tuesday**

- Rock Your Mocs and Odd Socks

### **Wednesday**

- Jersey Day

### **Thursday**

- Guest Reader – FSE Alum Joanne Brown

### **Friday**

- Friendship Friday
  1. Students are encouraged to bring something that is special to them to share with the class.
    1. Div. II - students can bring an item that they would use in a talking circle
  2. Optional - Teachers can post sticky notes with all of their kiddos names on them on the whiteboard. Students will then randomly take a name and write something nice about that person and post it back on the whiteboard.

### **Additional Resources for Classroom Activities**

Here are some great websites and resources for the week:

- [Anti Bullying Alliance Primary Pack](#) - contains lesson plans and resources
- [The Ned Shows \(K-6 resource\)](#) - sign up for a free account to access lesson plans and resources
- [National Bullying Prevention Center](#) - lots of activities
- [BullyingCanada](#) - informational purposes

<p>FHS</p>	<p>Fort Saskatchewan High will be Taking a Stand Against Bullying through a variety of activities that promote kindness, inclusion and acceptance.</p> <ul style="list-style-type: none"> <li>● To start off the day, music will be chosen for the warning bells that promotes bullying prevention and acceptance</li> <li>● The Leadership class has prepared a display board promoting daily activities that students can participate in to bring awareness to Bullying Prevention.</li> <li>● Monday morning will begin with a video bringing awareness to Bullying Prevention week and student will be encouraged to create a short narrative, poem, song, rap or create a piece of art to describe a perfect school environment without bullying. Possible contest that will close on Friday.</li> <li>● Tuesday is promotion acceptance through Odd Socks Day - Kahoot at lunch</li> <li>● Wednesday students will sign a pledge that will be posted on the display board</li> <li>● Thursday the GSA club is hosting an awareness activity.</li> <li>● Friday the FNMI group is hosting an activity.</li> </ul> <p>Information about bullying prevention week has gone out to parents and students in the newsletter and is being promoted in announcements and posters in the school.</p>
<p>FTV</p>	<p>At Fultonvale we will be focusing our efforts for Bully Awareness week around positive inclusion with a focus on acceptance and strengths.</p> <p>Daily announcements with quotes to reflect upon</p>
<p>GLN</p>	<ol style="list-style-type: none"> <li>1. November 14 - Odd Sock Day to celebrate our individuality.</li> <li>2. Identifying what bullying is and examining examples to help identify the roles we play in bullying situations.</li> <li>3. Compile a list of ways we can "reach out" to others. Teachers may wish to read "Each Kindness" to division two students and "Kindness is my Superpower" to division one students. I've provided teachers with a variety of books they could share (e.g., One, The Juice Box Bully, The Recess Queen, etc.).</li> <li>4. Teachers may have their students participate in an art activity whereby they trace an arm and hand, decorate it, and cut it out. The arms can be used to create a bulletin board showing a circle of unique hands all reaching out.</li> <li>5. Students may write a letter to a character in a book shared during the week that they feel need a friend to reach out to them. In their letter, they will consider what they could say to help the character feel better and what advice they might provide.</li> </ol>

HHE	<p>Our student-led 'Shine Club' did posters, morning announcements went out highlighting the difference between bullying, being rude, assertive, etc., information was sent out to parents in the weekly newsletter, and a video resource was shared with teachers.</p>
JMW	<p>Students at James Mowat Elementary will spend the week learning about how kindness is contagious. We will start the week learning about kindness in our weekly multi-age circles. Each group of students will learn about sharing kindness and brainstorm how each individual can spread kindness throughout the school. Then, students will be challenged to try and spread kindness and document their actions throughout the week. As students document their activities, they will add their acts of kindness to a bulletin board display.</p>
LHS	<p>15th - Odd Socks Day  <a href="https://anti-bullyingalliance.org.uk/anti-bullying-week/odd-socks-day">https://anti-bullyingalliance.org.uk/anti-bullying-week/odd-socks-day</a></p> <p>16th - Anti-Bullying Video - Jemermey Anderson (5:35)  <a href="https://youtu.be/0gpMP-qiAGI">https://youtu.be/0gpMP-qiAGI</a></p> <p>17th - Review EIPS Policy on Bullying  EIPS Student Code of Conduct: <a href="https://www.eips.ca/about-us/administrative-procedures/350">https://www.eips.ca/about-us/administrative-procedures/350</a></p> <p>18th - How to Report Bullying</p> <p>19th - (All week) Students can make anti bullying posters, submit/post around school by Friday</p>
LLR	<p><b>Bullying Awareness Week - 7 Teachings</b></p> <p><b>Here are the plans for Bullying Awareness week. Each morning will begin with a morning announcement. For each day there is an activity as well, participation is always optional in the activity.</b></p>



## **Monday November 14th**

### **Morning Announcement: Humility**

Humility is represented by the wolf. For the wolf, life is lived for his pack and the ultimate shame is to be outcast. Humility is to know that you are a sacred part of creation. Live life selflessly and not selfishly. Respect your place and carry your pride with your people and praise the accomplishments of all. Do not become arrogant and self-important. Find balance within yourself and all living things.

Today, ask yourselves the question: What can I celebrate in others today? Try to recognize something positive or admirable that a classmate, staff member or family member has done.

### **Elementary/Jr High Activity: Compliment Bulletin Board**

We will empty one hallway bulletin board per floor. Each teacher will have a sticky note pad in their mailbox. Distribute one sticky note per student. Students must write an anonymous compliment. During block 3, take your class to the bulletin board so that they can add their sticky note.

Leadership class has come up with a couple of activities for bullying awareness week. They want to do sticky notes on all the lockers for the junior highs (words of encouragement/positive notes). For the elementary students we were going to do a "chain of compliments". Each student will write words of encouragement on a slip of paper and then we will construct a chain and hang the chain in the gathering area.

## **Tuesday, November 15th**

### **Morning Announcement: Bravery**

Bravery is represented by the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival and play. To face life with courage is to know bravery. Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in and what is right for your community, family, and self. Make positive choices and have faith in your decisions. Face your fears to allow yourself to live your life. Today, ask yourself if there is a fear you need to face in your life? Maybe it's a fear of the dark, a fear of failing, a fear of public speaking or

something totally different. Try to think of ways you can face this fear or talk to an adult about how you can work on this fear.

**Elementary Activity:** Show the following video (Malala’s Magic Pencil):

<https://www.youtube.com/watch?v=zVgtqDDXWVg> (10 minutes)

Talk about what it means to be brave. How does Malala show her bravery? What makes her courageous? If you had a magic pencil, what would you change to make the world a better place?

**Jr High Activity:** Show the following video (For the Heroes - A Pep Talk From Kid President):

<https://www.youtube.com/watch?v=tgF1Enrgo2g> (4:15 minutes)

Guide a discussion on the “making” of heroes. Each of us has unique qualities and skills that we can offer our community. These special characteristics allow us to champion a cause if we are passionate enough! You have the power to be a hero, even if you have never stepped out of your comfort zone prior to this activity. Review the basic steps to moving forward:

- Think about what bothers you.
- Make a list of what YOU can do about it. (This might be a direct action that you can do or even reaching out to others that have the power to change things that you can’t based on your age.)
- Brainstorm who you can bring with you. (Who is willing to join you in speaking out? Think beyond friends; other peers, adults, and community members might all be bothered by the same thing you are!)

**Wednesday, November 16th**

**Morning Announcement: Honesty and Truth**

Honesty is represented by the raven. They understand who they are and how to walk in their life. Raven reminds us to be ourselves and not someone we are not. Raven accepts himself and knows how to use his gift. He does not seek the power, speed or beauty of others. He uses what he has been given to survive and thrive. So must you. To walk through life with integrity is to know honesty. Be honest with yourself.

Recognize and accept who you are. Accept and use the gifts you have been given. Do not lie to yourself or others.

Truth is represented by the turtle as he was here during the creation of Earth and carries the teachings of life on his back. The turtle lives life in a slow and meticulous manner because he understands the importance of both the journey and the destination. Truth is to know all of these things. Apply faith and trust in your teachings. Show honor and sincerity in all that you say and do. Understand your place in this life and apply that understanding in the way that you walk. Be true to yourself and all other things.

Today, think about a time when you were honest and sincere. How did it feel to tell the truth? Ask yourself the question: is there anything that I need to be more honest about today?

**Elementary Activity:** Show the following video (The Empty Pot: Read by Rami Malek): <https://www.youtube.com/watch?v=a9K-sAKdk2Y> (8:07 minutes)

After the video, Ask students to think of examples from their own lives in which honesty has proven the best policy. Have them draw pictures of their own experience. One by one, discuss each student's artwork. Talk about how they felt and how others reacted to their honesty.

**Jr High Activity:** Read as a class group "The Emperor's New Clothes". <https://drive.google.com/file/d/1OWmEwd6YnLStTC2kPrQXdeEwa5setaii/view?usp=sharing>

Engage in a class discussion using some of these prompts:

- What if you saw something going on that was absolutely ridiculous, but no one else seemed to see it ? Should you speak up and risk looking foolish to everyone, or should you stay silent and keep your doubts to yourself?
- What kind of influence do peers have over each other? Why do some teens seem to be more susceptible than others to such pressure?
- Ask the kids why honesty is important or whether or not you have to be honest to be good. Asking when they have lied can relate their personal experiences to

the situation of the individuals in the story, and help them empathize with how the characters in the story felt.

- Were the characters who were tricked just as morally and ethically wrong in lying as the weavers? Were they bad guys too? This is an interesting discussion. It can be said that the weavers lied maliciously to seek personal gain and that the tricked characters lied out of fear and sought personal security.
- Have you ever convinced yourself that something was real/true(can use either) even if you knew it wasn't
- Have you ever done something just because everyone else was doing it?
- Have you ever believed something because other people you knew believed the same thing? [giving your own personal example may help clarify]
- Have you ever lied for a good reason?
- Do you always feel bad when you lie?

#### **Thursday, November 17th**

##### **Morning Announcement: Wisdom**

The beaver represents wisdom because he uses his natural gift wisely for his survival. The beaver also alters his environment in an environmentally friendly and sustainable way for the benefit of his family. To cherish knowledge is to know wisdom. Use your gifts wisely and live your life by them. Recognize your differences and those of others in a kind and respectful way. Continuously observe the life of all things around you. Respect your own limitations and those of all of your surroundings. Allow yourself to learn and live by your wisdom.

Today, think about how you interact with the environment around you... do you pick up after yourself in the classroom, do you throw litter on the ground, do you leave the water running when you brush your teeth? Is there anything you can do to be more sustainable?(Donate unused clothing, pick up trash in the school yard, walk to school instead of getting a ride, read a book instead of using a computer, etc.)

##### **Lower Elementary Activity (Grades K-4):**

Discussion Activity: Today we'll be talking about the difference between tattling and asking for help, but first, we'll start by remembering the school and classroom safety rules. Let's make a list of the classroom and school rules that help to keep students safe.

Brainstorm and chart or discuss and review school and classroom rules. Focus on safety.

Now, listen to this story about one child bothering some others.

On the playground Jennifer often bothered two younger children, Alice and Samir. She would chase them and pull their hair, or get them to do things for her, things like giving her cookies from their lunches and sneaking stickers from the teacher's desk for her. One day Alice and Samir had no cookies to give Jennifer, so Jennifer pushed Samir down and sat on him. Jennifer said that she would make both Alice and Samir eat dirt if they told a teacher and that they better have cookies tomorrow. Some students from Alice and Samir's class were watching all this happen.

- What safety and other rules were broken?
- How do you think Alice and Samir are feeling?
- In the story, some students from Alice and Samir's class were watching. How do you think they would be feeling after seeing these things happen?
- What are some things that the students in this story could do to stop Jennifer from doing these mean things?

You have the right to be safe at school. If you are not feeling safe because you are getting hurt or your feelings are getting hurt, then you can ask an adult to help you. But you also have a responsibility to help make sure others are safe, and you can ask for help if you see unsafe things happening. Some students think that if they ask an adult for help they will be tattling. But there is a difference between tattling and asking for adult help. Does anyone have an idea about the difference?

Asking for help: When you ask an adult for help or report unsafe things to an adult, you are doing it to help someone who is in danger, who is being hurt or having their feelings hurt. The goal of telling an adult is to help and to keep students safe.

Tattling: When students tattle, they are only doing it to get another student in trouble, not to help. The goal of tattling is to get someone in trouble. Tattling is not about keeping people safe.

If you want to take this activity further, there are some handouts and activities here:

[https://drive.google.com/file/d/1tB\\_9ATRUmJVYL-3kYDDk3gXeFj4L6Jtu/view?usp=share\\_link](https://drive.google.com/file/d/1tB_9ATRUmJVYL-3kYDDk3gXeFj4L6Jtu/view?usp=share_link)

**Upper Elementary Activity (Grades 5-6):** Show the following video (Cyberbullying)  
[Protect Yourself Rules - Cyber Bullying - YouTube](#) (3:08 minutes)

Project the first slide and prompt on the Smartboard:

[https://docs.google.com/presentation/d/1wq64uDpENL6PQ\\_bYcGjYnaGNRdoGdmbGpzB5x4IA2M/edit?usp=sharing](https://docs.google.com/presentation/d/1wq64uDpENL6PQ_bYcGjYnaGNRdoGdmbGpzB5x4IA2M/edit?usp=sharing)

**Say:** *In addition to the physical footprints we leave on the earth, we also leave a footprint when we're online. And that footprint, just like a fossil, can tell a lot about us and can last for a very long time. This is called a **digital footprint**, and it is a record of what we do online, including the sites we visit and the things we post. It can also include things that others post, like pictures of us or comments about us. Not everything in our footprint is under our control.*

Share this PDF with your class, you can complete it as a class group or in partners.

<https://docs.google.com/document/d/10nk78lxbRRbf3WrIh8fcGV6FS9QFwKt5J47sp51xbjs/edit?usp=sharing>

**Call** on groups to share out their answers from the handout. For the last two, clarify that although Feet has control over whether they play the video game and hang out with friends, Feet does **not** have control over whether the top scorers and the photo get posted.

**Say:** *Feet's digital footprint tells us a lot about them, and it involves things that are both in and out of their control. Their footprint is like a fossil in that it will last for a very long time. Even if they try to delete the activity, it will still be stored somewhere and be accessible to someone.*

**Jr High Activity:**

Show the following video (Digital Footprint):

<https://www.youtube.com/watch?v=eg3gSNgaBm0> (1:19 Minutes)

Have a discussion:

- How does it make you feel knowing that everything you do online is stored and can be searched for, shared, or even broadcast?
- What does it mean to have a positive digital footprint?
- Using only one word, how does it make you feel knowing that everything you do online is stored and can be searched for, shared, or even broadcast?
- Define **invisible audience** as unknown or unanticipated people who can see information about you posted online. Who might be part of the invisible audience that would search for information about you or posted by you online?

### Friday, November 18th

#### Morning Announcement: Respect and Love

Respect is represented by the buffalo. The buffalo gives every part of his being to sustain the human way of living, not because he is of less value, but because he respects the balance and needs of others. To honor all creation is to have respect. Live honorably in teachings and in your actions towards all things. Do not waste and be mindful of the balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

The eagle represents love because he has the strength to carry all the teachings. The eagle has the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings, therefore an eagle feather is considered the highest honor and a sacred gift. To know love is to know peace. View your inner-self from the perspective of all teachings. This is to know love and to love yourself truly. Then you will be at peace with yourself, the balance of life, all things and also with the creator.

Today, think about a situation where you could have been more respectful and loving toward another. How does it feel in your heart, body and mind when you act with love and kindness?

	<p><b><u>Elementary Activity:</u></b></p> <p>Break the class into 6 small groups: 2 groups focused on self-respect/self-care, 2 groups focused on respect for others, 2 groups focused on respect for school.</p> <p>Each group will think of four choices to go in their category to share with the rest of the class. What do these choices look like? Ex:</p> <p>I choose to welcome new people to our classroom.  I choose to keep my work space clean.  I choose to listen when the teacher is speaking.  I choose to take deep breaths when I feel upset.  I choose to work together with others in kind and respectful ways.  I choose to get enough sleep.</p> <p>When the choices are determined, the groups can design a poster for their four choices.</p> <p><b><u>Jr High Activity:</u></b> Show the following video (Are You Okay?):  <a href="#">are you okay?   Award-Winning Short Film - YouTube</a> (8:45 minutes)</p> <p><b><u>Discussion:</u></b> The video we watched suggests that a good way to support someone who is being bullied, is by simply reaching out or checking in. How have you felt when your friends or family have checked in with you to see if you're ok? What are some other ways that we can support someone going through a hard time?</p>
LME	<ol style="list-style-type: none"> <li>1. November 14 - Odd Sock Day to celebrate our individuality.</li> <li>2. Identifying what bullying is and examining examples to help identify the roles we play in bullying situations.</li> <li>3. Compile a list of ways we can "reach out" to others. Teachers may wish to read "Each Kindness" to division two students and "Kindness is my Superpower" to division one students. I've provided teachers with a variety of books they could share (e.g., One, The Juice Box Bully, The Recess Queen, etc.).</li> <li>4. Teachers may have their students participate in an art activity whereby they trace an arm and hand, decorate it, and cut it out. The arms can be used to create a bulletin board showing a circle of unique hands all reaching out.</li> <li>5. Students may write a letter to a character in a book shared during the week that they feel need a friend to reach out to them. In their letter, they will consider what they could say to help the character feel better and what advice</li> </ol>



	they might provide.
MHV	<p>Monday - Announcements: Review MHV School Expectations and 5 Step Problem Solving Process - how do these prevent bullying?</p> <p>Tuesday - Announcements: What is bullying? Invite students to enter a whole school draw by submitting their own definition of bullying. Students are drawn for prizes and answers.</p> <p>Wednesday - Announcements: Video: <a href="#">Small TalkBullies on CBC Kids</a></p> <p>Thursday - Announcements: Video: <a href="#">Kids Play True or False: Bullying Edition - CBC Kids</a></p> <p>Friday - <a href="#">Odd Sock Day</a> (Younique Day)</p> <p>Announcements: Video: <a href="#">Be an Upstander</a></p>
MUN	<ul style="list-style-type: none"> <li>● Monday <ul style="list-style-type: none"> <li>○ Be Your Best Friend <ul style="list-style-type: none"> <li>■ I calm myself by..</li> <li>■ Positive Self Talk</li> </ul> </li> </ul> </li> <li>● Tuesday <ul style="list-style-type: none"> <li>○ Be Calm. Be Kind. <ul style="list-style-type: none"> <li>■ Understanding Emotions</li> </ul> </li> </ul> </li> <li>● Wednesday <ul style="list-style-type: none"> <li>○ Dude. Be Nice. <ul style="list-style-type: none"> <li>■ Understanding Empathy</li> </ul> </li> </ul> </li> <li>● Thursday <ul style="list-style-type: none"> <li>○ Our Stories Connect Us <ul style="list-style-type: none"> <li>■ We are all connected.</li> </ul> </li> </ul> </li> <li>● Friday <ul style="list-style-type: none"> <li>○ Be Kind to All Kinds. <ul style="list-style-type: none"> <li>■ Environment and Animals</li> </ul> </li> </ul> </li> <li>● <a href="#">Presentation Link</a> <ul style="list-style-type: none"> <li>○ Our theme focuses on self-love and acceptance, then how we show up for other people, and by recognizing we are all connected it's a lot harder to hate, and finally how we take that kindness to the whole planet.</li> <li>○ Contains the daily lessons and activities</li> </ul> </li> </ul>
NSO	<p>We had a wellness challenge on our Passport to Wellness in November. Students were to show how they were raising awareness in our school for bullying awareness week. Student made posters and put them up in the school.</p> <p>They were also challenged to spread kindness in their community. Pictures were to be submitted showing what they were doing.</p> <p>Pink was worn by the students as well.</p>

PNE

**Anti-Bullying week (Inclusion week for us) Nov 14<sup>th</sup> - Nov 18<sup>th</sup> 2022**

At Pine Street Elementary we will be focusing our efforts for Bully Awareness week around the positive inclusion with a focus on acceptance and strengths.

- Our Counsellor will be putting together lessons for our teachers to use on Inclusions, considering neurodiversity and differences in learning.
- Teachers will have access to a bin of books on this subject that they can use and share with their classes.
- We will also be incorporating the Indigenous Worldview on Bullying: Bullying is inconsistent with the Indigenous worldview. Indigenous knowledge sees all creation as being equal and connected. All living things should be in balance and harmony with each other. Bullying exists in an environment of individualism where a person puts himself above others. Those who understand healthy relationships will understand the value of others and their responsibility to others. Respect is at the heart of Indigenous values. Respect and kindness is necessary to live in balance and harmony with yourself, others, and the community. By being kind to others we can learn the importance of community, family, and ourselves.
- In our Message board, we will also be creating messages of positive behaviors where we will add pictures of our students being great Pine Street Role Models.
- We will continue to use "We are a School of Dignity and Respect" message and talking about what that means on our daily announcements.
- In classroom conversations dealing with the golden rule of treating others as you would like to be treated.
- All staff will also continue to promote our philosophy that "Pine Street Elementary is a school of dignity and respect, so walk the talk and practice what you preach and show the world how great Pine Street students are".
- This will also be reinforced as discipline issues arise at the school
- We will also incorporate it into our catching students doing the right thing positive behavior program in the office and classrooms.

RHJ	<p><b>Monday - Friday</b></p> <ul style="list-style-type: none"> <li>● Daily announcements</li> <li>● Short videos to share in classes</li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>● Acts of Kindness bulletin board - students will add sticky notes with acts of kindness done to them as well as acts of kindness they plan to do for someone else this week</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>● Odd sock day</li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>● Positive messages on lockers</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>● Kahoot activity at lunch - student lead</li> </ul>
SAL	<p><b><i>Bullying Awareness and Prevention Week</i></b>  <i>Bullying awareness and prevention extends beyond timeframes and school boundaries; as such, <b>The Salisbury Movement</b> has already initiated our first response to the anti-bullying campaign with the Zero Tolerance Project. Based upon research gathered last year The Salisbury Movement identified specific areas of concern pertaining to bullying: Racism, Homophobia, Transphobia, Sexual Shaming and Bigotry. Our goal has been to identify and address these hurtful, hateful, and divisive acts as a school family. Moreover, our project seeks to empower our students to become champions of the cause and carry the message of inclusivity, compassion, and empathy from these hallways to their homes, communities and beyond. During this year’s bullying awareness and prevention week, The Salisbury Movement will once again invite students to Share Their Stories in an effort to further understand the experiences of our students, as well as gauge the effectiveness of our response. Ultimately, we believe awareness begins with listening and prevention starts with speaking...we here at Salisbury Comp. are doing both!</i></p> <p><i>Here’s what else we’re doing for bullying awareness and prevention week:</i></p> <p><b>Monday:</b> <i>Hear Our Stories</i> (Students are invited in confidence to tell their stories related to bullying)</p> <p><b>Tuesday:</b> <i>Signatures of Solidarity</i> (Students can provide a signature of solidarity displayed in The Salisbury Movement Showcase)</p> <p><b>Wednesday:</b> School Hall (An open forum discussion on bullying and bullying prevention)</p> <p><b>Thursday:</b> Zero Tolerance Project: Instagram Photo Op</p> <p><b>Friday:</b> Oreo Day: A symbolic gesture of love and unity</p>

SWH

## Bullying Awareness Week - 7 Teachings

**Here are the plans for Bullying Awareness week. Each morning will begin with a morning announcement. For each day there is an activity as well, participation is always optional in the activity.**

***Monday*** - Morning Announcement: Humility - Humility is represented by the wolf. For the wolf, life is lived for his pack and the ultimate shame is to be outcast. Humility is to know that you are a sacred part of creation. Live life selflessly and not selfishly. Respect your place and carry your pride with your people and praise the accomplishments of all. Do not become arrogant and self-important. Find balance within yourself and all living things.

Today, ask yourselves the question: What can I celebrate in others today? Try to recognize something positive or admirable that a classmate, staff member or family member has done.

### **Jr High Activity: Compliment Bulletin Board**

We will empty one hallway bulletin board per floor. Each teacher will have a sticky note pad in their mailbox. Distribute one sticky note per student. Students must write an anonymous compliment. During block 3, take your class to the bulletin board so that they can add their sticky note.

Leadership class has come up with a couple of activities for bullying awareness week. They want to do sticky notes on all the lockers for the junior highs ( words of encouragement/positive notes). For the elementary students we were going to do a "chain of compliments". Each student will write words of encouragement on a slip of paper and then we will construct a chain and hang the chain in the gathering area.

### ***Tuesday*** - Morning Announcement: Bravery

Bravery is represented by the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival and play. To face life with courage is to know bravery. Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in and what is right for your community, family, and self. Make positive choices and have faith in your decisions. Face your fears to allow yourself to live your life. Today, ask yourself if there is a fear you need to face in your

life? Maybe it's a fear of the dark, a fear of failing, a fear of public speaking or something totally different. Try to think of ways you can face this fear or talk to an adult about how you can work on this fear.

**Jr High Activity:** Show the following video (For the Heroes - A Pep Talk From Kid President):

<https://www.youtube.com/watch?v=tgF1Enrgo2g> (4:15 minutes)

Guide a discussion on the "making" of heroes. Each of us has unique qualities and skills that we can offer our community. These special characteristics allow us to champion a cause if we are passionate enough! You have the power to be a hero, even if you have never stepped out of your comfort zone prior to this activity. Review the basic steps to moving forward:

- Think about what bothers you.
- Make a list of what YOU can do about it. (This might be a direct action that you can do or even reaching out to others that have the power to change things that you can't based on your age.)
- Brainstorm who you can bring with you. (Who is willing to join you in speaking out? Think beyond friends; other peers, adults, and community members might all be bothered by the same thing you are!)

**Wednesday - Morning Announcement: Honesty and Truth** - Honesty is represented by the raven. They understand who they are and how to walk in their life. Raven reminds us to be ourselves and not someone we are not. Raven accepts himself and knows how to use his gift. He does not seek the power, speed or beauty of others. He uses what he has been given to survive and thrive. So must you. To walk through life with integrity is to know honesty. Be honest with yourself. Recognize and accept who you are. Accept and use the gifts you have been given. Do not lie to yourself or others.

Truth is represented by the turtle as he was here during the creation of Earth and carries the teachings of life on his back. The turtle lives life in a slow and meticulous manner because he understands the importance of both the journey and the destination. Truth is to know all of these things. Apply faith and trust in your teachings. Show honor and sincerity in all that you say and do. Understand your place in this life and apply that understanding in the way that you walk. Be true to yourself and all other things.

Today, think about a time when you were honest and sincere. How did it feel to tell the truth? Ask yourself the question: is there anything that I need to be more honest about today?

**Jr High Activity:** Read as a class group “The Emperor’s New Clothes”.

<https://drive.google.com/file/d/1OWmEwd6YnLStTC2kPrQXdeEwa5setaii/view?usp=sharing>

Engage in a class discussion using some of these prompts:

- What if you saw something going on that was absolutely ridiculous, but no one else seemed to see it ? Should you speak up and risk looking foolish to everyone, or should you stay silent and keep your doubts to yourself?
- What kind of influence do peers have over each other? Why do some teens seem to be more susceptible than others to such pressure?
- Ask the kids why honesty is important or whether or not you have to be honest to be good. Asking when they have lied can relate their personal experiences to the situation of the individuals in the story, and help them empathize with how the characters in the story felt.
- Were the characters who were tricked just as morally and ethically wrong in lying as the weavers? Were they bad guys too? This is an interesting discussion. It can be said that the weavers lied maliciously to seek personal gain and that the tricked characters lied out of fear and sought personal security.
- Have you ever convinced yourself that something was real/true(can use either) even if you knew it wasn’t
- Have you ever done something just because everyone else was doing it?
- Have you ever believed something because other people you knew believed the same thing? [giving your own personal example may help clarify]
- Have you ever lied for a good reason?
- Do you always feel bad when you lie?

**Thursday - Morning Announcement: Wisdom** - The beaver represents wisdom because he uses his natural gift wisely for his survival. The beaver also alters his environment in an environmentally friendly and sustainable way for the benefit of his family. To cherish knowledge is to know wisdom. Use your gifts wisely and live your life by them. Recognize your differences and those of others in a kind and respectful way.

Continuously observe the life of all things around you. Respect your own limitations and those of all of your surroundings. Allow yourself to learn and live by your wisdom.

Today, think about how you interact with the environment around you... do you pick up after yourself in the classroom, do you throw litter on the ground, do you leave the water running when you brush your teeth? Is there anything you can do to be more sustainable?(Donate unused clothing, pick up trash in the school yard, walk to school instead of getting a ride, read a book instead of using a computer, etc.)

**Jr High Activity:**

Show the following video (Digital Footprint):

<https://www.youtube.com/watch?v=eg3gSNgaBm0> (1:19 Minutes)

Have a discussion:

- How does it make you feel knowing that everything you do online is stored and can be searched for, shared, or even broadcast?
- What does it mean to have a positive digital footprint?
- Using only one word, how does it make you feel knowing that everything you do online is stored and can be searched for, shared, or even broadcast?
- Define **invisible audience** as unknown or unanticipated people who can see information about you posted online. Who might be part of the invisible audience that would search for information about you or posted by you online?

**Friday - Morning Announcement: Respect and Love** - Respect is represented by the buffalo. The buffalo gives every part of his being to sustain the human way of living, not because he is of less value, but because he respects the balance and needs of others. To honor all creation is to have respect. Live honorably in teachings and in your actions towards all things. Do not waste and be mindful of the balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

The eagle represents love because he has the strength to carry all the teachings. The eagle has the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings, therefore an eagle feather is

	<p>considered the highest honor and a sacred gift. To know love is to know peace. View your inner-self from the perspective of all teachings. This is to know love and to love yourself truly. Then you will be at peace with yourself, the balance of life, all things and also with the creator.</p> <p>Today, think about a situation where you could have been more respectful and loving toward another. How does it feel in your heart, body and mind when you act with love and kindness?</p> <p><b><u>Jr High Activity:</u></b> Show the following video (Are You Okay?):  <a href="#">are you okay?   Award-Winning Short Film - YouTube</a> (8:45 minutes)</p> <p><b><u>Discussion:</u></b> The video we watched suggests that a good way to support someone who is being bullied, is by simply reaching out or checking in. How have you felt when your friends or family have checked in with you to see if you're ok? What are some other ways that we can support someone going through a hard time?</p>
SCE	<p>Safe and Caring Schools presentations given to each grade highlighting:</p> <ul style="list-style-type: none"> <li>● The importance of loving God and loving others (The Great Commandment, The Golden Rule).</li> <li>● What is bullying?</li> <li>● How can we be resilient?</li> <li>● What are some strategies to implement if you or someone else is being picked on?</li> </ul>
SCS	<p>Anti-Bullying Week Plans:</p> <ul style="list-style-type: none"> <li>● Monday "First" Devotional on "What is Bullying and How to Respond"</li> <li>● Tuesday – Internet Safety/Cyber-Bullying video featuring our School Resource Office</li> <li>● Wednesday – SRO visiting the school at lunch and being present, providing an opportunity for students to connect with her and talk about concerns related to safety.</li> <li>● Throughout the week: Saffron doing presentations in grades 7-10 on various topics: Healthy Relationships, Internet Safety, and Sexual Harassment</li> </ul>



SPS	<ul style="list-style-type: none"> <li>● November 14 Odd Socks Day - to celebrate diversity and uniqueness</li> <li>● Kindness quotes on screens and posted throughout the school</li> <li>● Daily Announcements on kindness and inclusion that tie into 7 Grandfather teachings</li> <li>● Focus on inclusion - classroom lessons and stories (i.e. "Just Ask" by Sonia Sotomayor) on inclusion and kindness</li> <li>● Stories about kindness read in elementary classes by School Counsellor ("Kindness is my SuperPower" by Alicia Ortego; "Kindness Starts with You" by Jaquelyn Stagg; "A Spot of Kindness" by Diane Alber)</li> <li>● Junior high lessons on identifying and forming healthy relationships</li> <li>● Anti-Bullying Alliance Secondary School pack 2022 used to create junior high health lessons</li> </ul>
UNC	<ul style="list-style-type: none"> <li>- Daily announcements of Being Kind, Acts of Kindness: Monday - Friday</li> <li>- School Counsellor will do class presentations at each grade using the book: <b><u>Except When They Don't</u> by Laura Gehl</b></li> <li>- Focus is on recognizing individual differences/personalities and accepting/respecting everyone</li> <li>- Each class will create a Personality Cookie (shape of a gingerbread cookie) to create a bulletin board display showcasing individuality.</li> <li>- Classroom lessons on kindness, what is bullying, bullying awareness, healthy relationships, cyberbullying</li> <li>- Mental Health Capacity Worker will incorporate kindness/anti-bullying lessons</li> </ul>
VJS	<p><b><u>Bullying Awareness and Prevention Week Submission VCHS</u></b> <i>Bullying Awareness and Prevention Week takes place Nov. 13-19, 2022. The week focuses on promoting awareness and understanding of bullying and its impacts.</i></p> <p><b>Daily Announcements- Monday to Friday</b></p> <ul style="list-style-type: none"> <li>● Daily announcements will be made sharing facts and tips on bullying awareness.</li> </ul> <p><b>BINGO-Thursday- Nov 18- cougar council</b></p> <ul style="list-style-type: none"> <li>● At lunch</li> <li>● Theme will be inclusion</li> <li>● Prizes will be cougar swag</li> </ul> <p><b>Trivia- Tuesday First Block- Nov 15</b></p> <p><a href="https://docs.google.com/presentation/d/1UdDOEDfzGZBLD3Sg7GN3ir0eaJjFYop_b38nOAFdJU/edit?usp=sharing">https://docs.google.com/presentation/d/1UdDOEDfzGZBLD3Sg7GN3ir0eaJjFYop_b38nOAFdJU/edit?usp=sharing</a></p>

	<ul style="list-style-type: none"> <li>● Every Class will get a trivia sheet with 10 questions around bullying and they will answer the questions as a class and discuss why they choose each one (with the goal of conversation around each one).</li> <li>● Each class can submit their answer to Ms.McSween and whoever has them all correct will be entered in a draw for a pancake breakfast which will be served by admin</li> </ul> <p><b>Bullying Prevention lesson plans/resources</b></p> <ul style="list-style-type: none"> <li>● Bullying prevention classroom lessons will be shared with health teachers- from the second step resources- Junior high classes can book a presentation with Ms.McSween around bullying and inclusion</li> </ul> <p><b>Kindness shout outs or nominations: -cougar council, All week</b></p> <ul style="list-style-type: none"> <li>● Shout out on announcements</li> <li>● Enter their name in a draw for a prize at the end of the week. Free cafeteria lunch</li> </ul> <p><a href="#">Safe and caring schools   Alberta.ca</a>  <a href="#">Bullying prevention for educators   Alberta.ca</a>  <a href="#">Bullying Awareness Week   Alberta.ca</a></p>
WBF	<p>For Bullying Awareness and Prevention Week, we have booked Saffron for presentations for each of our grade levels. The office Team will also be visiting classrooms to read books about Kindness and being a good friend.</p>
WBO	<ul style="list-style-type: none"> <li>- Daily announcements of Being Kind, Acts of Kindness: Monday - Friday</li> <li>- School Counsellor will do class presentations at each grade using the book: <b><u>Except When They Don't</u> by Laura Gehl</b></li> <li>- Focus is on recognizing individual differences/personalities and accepting/respecting everyone</li> <li>- Each class will create a Personality Cookie (shape of a gingerbread cookie) to create a bulletin board display showcasing individuality.</li> <li>- Classroom lessons on kindness, what is bullying, bullying awareness, healthy relationships, cyberbullying</li> <li>- <b>Thursday:</b> Wear your Westboro Warrior Wear to support our ongoing Westboro School Family Theme</li> </ul>
WFG	<p><b>Anti-bullying Week at Win Ferguson:</b>  Suggested Read Aloud Videos:  We are all unique <a href="https://www.youtube.com/watch?v=P-Ei_KRz3WA">https://www.youtube.com/watch?v=P-Ei_KRz3WA</a>  Where Oliver Fits <a href="https://www.youtube.com/results?search_query=where+oliver+fits">https://www.youtube.com/results?search_query=where+oliver+fits</a>  Be You <a href="https://www.youtube.com/watch?v=RY-xv_lzRVk">https://www.youtube.com/watch?v=RY-xv_lzRVk</a></p>

Monday	Tuesday/Wednesday	Thursday	Friday
<p>Introduction to the topic. There are three powerpoint options in the linked folder.</p> <p>Encourage your students to reach out and be kind to others this week. What actions could they take?</p>	<p>“Reach Out Hand Activity” Cut out hand outline, write or draw who you can reach out to or who your trusted adults would be if bullying was happening</p> <p>Hand outline in the linked folder</p> <p>Please hand these into Crystal/Heather/Shawna by end of day WEDNESDAY</p>	<p>Working Together to Make a Difference</p> <p>Class Reflection:</p> <p>What actions or changes did you make this week to be kind, include others or stop bullying?</p>	<p>Spirit Day- odd glove/mitten day→ wear odd gloves or mitts that don't match to celebrate uniqueness and reaching out</p> <p>Reach Out Colouring Pages in the linked folder</p>

WHF

[Bully Awareness Week at WHF](#)

**Bullying Awareness Week: November 14 - 18, 2022**

This year's theme, [#WhereToTurn](#), encourages everyone to learn where to turn when dealing with bullying.

Monday - Nov 14	Tuesday - Nov 15	Wednesday - Nov 16	Thursday - Nov 17	Friday - Nov 18
<p>Video to show on Morning Announcements: <a href="#">Anti-Bullying Week 2022: Reach Out</a></p> <p>This video focuses on being kind, our whole school kindness activity will kick off today.</p>	<p>Videos to show on Morning Announcements: <a href="#">Anti-Bullying Week 2021: One Kind Word</a></p>	<p>Video to show on Morning Announcements: <a href="#">The Ned Show: Kindness</a></p>	<p>Video to show on Morning Announcements: (Students may remember this from last year, but a great message!) <a href="#">The Ned Show: Upstander</a></p>	<p>Video to show on Morning Announcements: This <a href="#">song was written by Andy and the Oddssocks</a> to help stop bullying!</p>
<p><a href="#">Kindness chain activity</a> for classes (could do as a buddy activity on Thursday)</p>	<p><a href="#">Pre-Recorded Read-Alouds by Mrs. Freiheit</a> (Bitmoji Classroom):</p> <ul style="list-style-type: none"> <li>- "One" (6 mins)</li> <li>- "The Recess Queen" (6 mins)</li> <li>- "Lila and the Crow" (10 mins)</li> </ul>			<p><b>Mismatched Socks Day at WHF</b> (celebrate your uniqueness)</p>
<p>Read aloud in regular library period w/ Mrs. Freiheit or Mr. Arndt ("My Footprints", "Big Red &amp; the Little Bitty Wolf", "Just Kidding", "We're All Wonders")</p>				
<p><a href="#">Additional activities/lessons/materials for teachers if wanted</a></p> <p>"What is Bullying?" explains what bullying is and types of bullying</p> <p>"Bullying Awareness" This is a great short video, maybe better for older kids?</p> <p>"The NED Show" The NED series was referred to last year often in health, on announcements and has some great resources if you want to check it out</p> <p>Another great book to read is "<a href="#">Just Ask</a>" by Sonia Sotomayer</p>				

**Saffron Presentations previously presented October 11 & 14, 2022:**

Kindergarten & Grade 1: [Percy's Got a Bubble](#)

Grade 2: [My Body, My Boundaries](#)

Grades 4 & 5: [Healthy Relationships](#)

Grades 3 & 6: [Internet Safety](#)



# INFORMATION REPORT

**DATE:** Dec. 15, 2022

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Unaudited Financial Report for Sept. 1, 2022 to Nov. 30, 2022

**ORIGINATOR:** Candace Cole, Secretary-Treasurer

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Sandy Vallee, Accountant, Financial Services

**REFERENCE:** Policy 2: Role of the Board

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

**EIPS GOAL:** Quality infrastructure for all.

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

**ISSUE:**

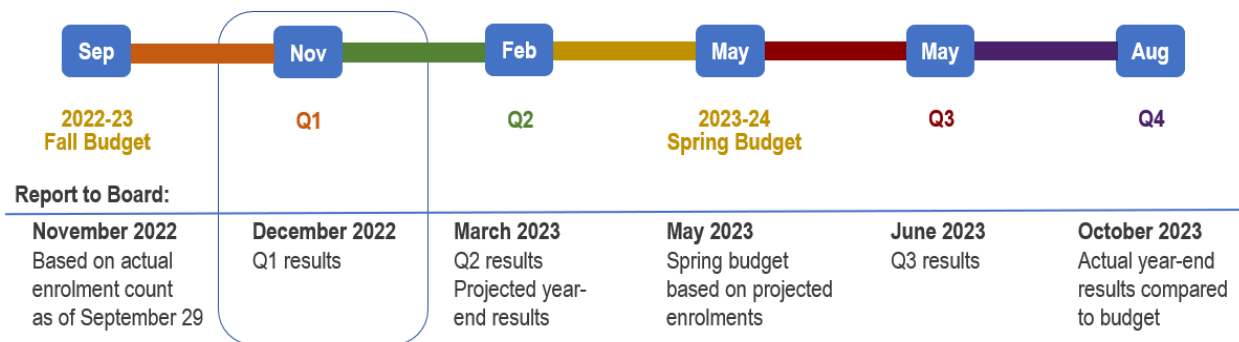
That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2022 to Nov. 30, 2022 for Elk Island Public Schools.

**BACKGROUND:**

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

**CURRENT SITUATION OR KEY POINT:**

Financial Services has prepared an unaudited financial report for the three-month period ended Nov. 30, 2022. For the 2022-23 school year, the Division is approximately one quarter through our financial reporting cycle:





# INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 30% spent at this point in the year (3/10<sup>ths</sup> of the school year complete), while central department costs and Division revenue are expected to be about 25% spent (4/12<sup>ths</sup> of the fiscal year complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

Please note the majority of variances are typically the result of timing differences, meaning expenditures are not incurred evenly over the course of the year. These timing differences are expected to resolve themselves (variances will be eliminated) by the end of the school year when all expenses will have been incurred.

Some other variances are what we would consider a 'permanent' variance and are not expected to resolve themselves by the end of the year. These variances would contribute to any difference between our fall budget and our actual year-end results.

As of Nov. 30, 2022, EIPS has an overall operating surplus of \$1,649,000. Revenue and expense variances are detailed in the First Quarter Report 2022-23.

## **ATTACHMENT:**

1. First Quarter Report 2022-23



Your Future in **MIND** ●

## First Quarter Report

# 2022-23

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2022 to Nov. 30, 2022 and variance notes to these statements.

**Report to the  
Board of Trustees**

Dec. 15, 2022

This information has not been audited.

**Elk Island Public Schools**  
**Highlights**  
**For The Three-Month Period Ended November 30, 2022**  
**(excluding School Generated Funds)**

**Financial Summary:**

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	190,403,882	49,033,998	26%
School Expenses (Pages 5 and 6)	134,576,978	32,877,787	24%
Central Services Expenses (Page 9)	63,447,968	14,507,102	23%
<b>Surplus / (Deficit)</b>	<u>(7,621,064)</u>	<u>1,649,109</u>	

\* Average spending at November 30, 2022 should be approximately 30% (for school year expenditures) or 25% (for revenue and for year-round expenses).

**Significant Changes and Events:**

**Fall Budget**

On November 17, 2022, the Board of Trustees approved the Fall Update to the 2022-23 Budget.

**Salisbury Composite High Stormwater Project**

In late November, the Minister of Education approved spending up to \$1 million from operating reserves on resolving drainage issues at Salisbury Composite High. In addition, EIPS expects to spend up to \$2 million of Infrastructure Maintenance Renewal funding and \$1.2 million from capital reserves on this project. With Ministerial approval now granted, EIPS will be asking the Board of Trustees to approve the transfer of the \$1 million of operating reserves into capital reserves to use towards this project, and will then proceed in solidifying a vendor to complete the project.

**Funding Announcements**

Since Fall Budget development, additional funding has been announced to support a number of initiatives:

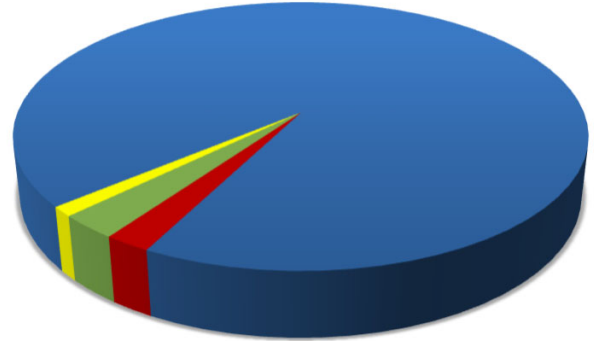
- Support for Ukrainian students - \$137,500
- Mental Health in Schools Pilot Project - \$1.9 million
- Learning Disruption Funding - \$283,000

**Elk Island Public Schools**  
**Revenue & Expense Analysis (excluding SGF)**  
**For The Three-Month Period Ended November 30, 2022**

**Revenues by Source**

- Alberta Education
- Other Govt of Alberta
- Fees
- Sales and Services and Other

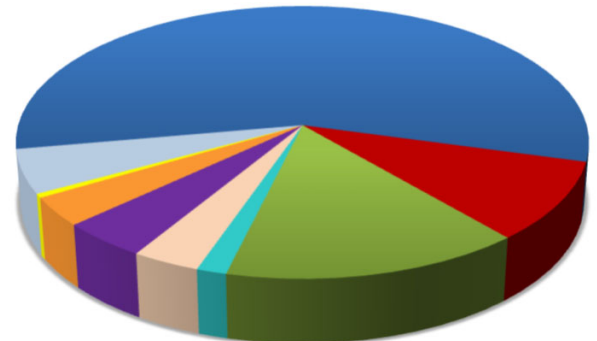
	<u>\$</u>	<u>%</u>
Alberta Education	45,935,758	93.7%
Other Govt of Alberta	1,102,830	2.2%
Fees	1,423,652	2.9%
Sales and Services and Other	571,758	1.2%
<b>\$ 49,033,998</b>	<b>100.0%</b>	



**Alberta Education Revenues**

- Base Instruction
- Services & Supports
- School - System Needs
- Community
- Jurisdictions
- Bridge Funding
- Other
- Supported Amortization
- Teacher Pensions

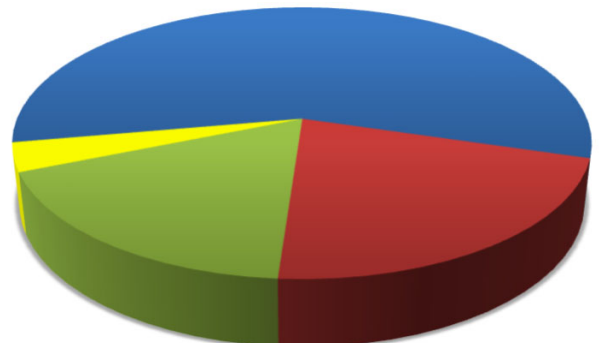
	<u>\$</u>	<u>%</u>
Base Instruction	26,195,412	57.1%
Services & Supports	4,339,941	9.4%
School - System Needs	6,934,928	15.1%
Community	692,662	1.5%
Jurisdictions	1,574,332	3.4%
Bridge Funding	2,017,617	4.4%
Other	1,578,596	3.4%
Supported Amortization	213,897	0.5%
Teacher Pensions	2,388,373	5.2%
<b>\$ 45,935,758</b>	<b>100.0%</b>	



**Expenses by Object**

- Certificated Salaries & Benefits
- Classified Salaries & Benefits
- Services, Contracts & Supplies
- Capital & Debt Services

	<u>\$</u>	<u>%</u>
Certificated Salaries & Benefits	27,191,478	57.4%
Classified Salaries & Benefits	10,196,849	21.5%
Services, Contracts & Supplies	8,376,844	17.7%
Capital & Debt Services	1,619,718	3.4%
<b>\$ 47,384,889</b>	<b>100.0%</b>	





**Elk Island Public Schools**  
**Statement of Revenues and Expenses**  
**For The Three-Month Period Ended November 30, 2022**  
**Percent of the Year Elapsed: 25%\***

	<b>A</b> Annual Fall Budget	<b>B</b> Actual	<b>Year to Date</b>		<i>Note Reference</i>	<b>Prior Year</b> Actual % Of Budget
			<b>C = B / A</b> Actual % Of Budget	<b>C - 25%</b> Actual Less Elapsed %		
<b>REVENUES</b>						
<b>Alberta Education</b>						
Base Instruction	\$ 104,781,645	\$ 26,195,412	25%	0%		
Services & Supports	16,695,938	4,339,941	26%	1%		
School - System Needs	28,758,921	6,934,928	24%	-1%		
Community	2,740,647	692,662	25%	0%		
Jurisdictions	6,297,328	1,574,332	25%	0%		
Bridge Funding	8,070,467	2,017,617	25%	0%		
Other <sup>1</sup>	5,876,949	1,578,596	27%	2%		
Supported Amortization	1,047,094	213,897	20%	-5%		
Teacher Pensions	8,272,000	2,388,373	29%	4%		
<b>Total Alberta Education</b>	<b>182,540,989</b>	<b>45,935,758</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>Other Government of Alberta</b>	<b>4,439,696</b>	<b>1,102,830</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>Other Alberta School Authorities</b>	<b>316,462</b>	<b>90,372</b>	<b>29%</b>	<b>4%</b>		<b>32%</b>
<b>Fees</b>	<b>1,494,530</b>	<b>1,423,652</b>	<b>95%</b>	<b>70%</b>	<b>A</b>	<b>97%</b>
<b>Other Sales and Services</b>	<b>163,850</b>	<b>60,233</b>	<b>37%</b>	<b>12%</b>	<b>B</b>	<b>37%</b>
<b>Investment Income</b>	<b>500,000</b>	<b>203,778</b>	<b>41%</b>	<b>16%</b>	<b>C</b>	<b>23%</b>
<b>Gifts and Donations</b>	<b>711,531</b>	<b>146,264</b>	<b>21%</b>	<b>-4%</b>		<b>16%</b>
<b>Rental of Facilities</b>	<b>236,824</b>	<b>71,111</b>	<b>30%</b>	<b>5%</b>		<b>37%</b>
<b>Sub-Total (excluding SGF)</b>	<b>190,403,882</b>	<b>49,033,998</b>	<b>26%</b>	<b>1%</b>		<b>25%</b>
<b>EXPENSES BY OBJECT</b>						
Certificated Salaries & Benefits	110,868,890	27,191,478	25%	0%		23%
Classified Salaries & Benefits	39,623,087	10,196,849	26%	1%		27%
Services, Contracts & Supplies	40,673,878	8,376,844	21%	-4%		21%
Capital & Debt Services	6,859,091	1,619,718	24%	-1%		23%
<b>Sub-Total (excluding SGF)</b>	<b>198,024,946</b>	<b>47,384,889</b>	<b>24%</b>	<b>-1%</b>		<b>24%</b>
<b>Operations Surplus/(Deficit)</b>	<b>\$ (7,621,064)</b>	<b>\$ 1,649,109</b>	<b>-22%</b>	<b>-47%</b>		<b>-83%</b>
<b>School Generated Funds Budgeted Deficit</b>	<b>(601,960)</b>					
<b>Total Budgeted Deficit</b>	<b>\$ (8,223,024)</b>					

\* Based on a 12 month reporting period.

<sup>1</sup> Includes Dual Credit Programming, French Language Funding, Lease Support, Odyssey Language Program, CTS Bridge to Certification, Fuel Price Contingency, Teacher Salary Settlement, New Curriculum Funding and Secondments.

**Elk Island Public Schools**  
**Revenue Notes**  
**For the Three-Month Period Ended November 30, 2022**

**A. Fees**

Revenue for fees is 70% higher than expected at this point in the year.

This line only includes transportation fees, which are recorded as received. As these were billed prior to the start of the school year, most of the revenue for the year has already been recognized.

The remaining variance is payment plan fees that will be collected from December to March.

**B. Other Sales and Services**

Revenue is 12% higher than expected at this point in the year.

This is primarily a result of timing differences.

- Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months.
- This is partially offset by another timing difference. The Division's purchase card rebate and insurance rebate have not yet been received.

Also, revenue from transportation training related to Mandatory Entry Level Training and S-Endorsement training is higher than expected, which will be a permanent variance.

**C. Investment Income**

Revenue is 16% higher than expected at this point in the year.

Interest being earned in cash accounts is greater than projected due to the increase in interest rates. This is expected to be a permanent variance and administration plans to reallocate out excess funds as they are confirmed.

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 1)**  
**For The Three-Month Period Ended November 30, 2022**  
**Percent of the Year Elapsed: 30%\***

	<b>A</b>	<b>B</b>	<b>Year to Date</b>		<b>Note</b>	<b>Prior Year</b>
	<b>Annual Fall Budget</b>	<b>Actual</b>	<b>C = B / A Actual % Of Budget</b>	<b>C - 30% Actual Less Elapsed %</b>	<b>Reference</b>	<b>Actual % Of Budget</b>
<b>Sector 1 - Sherwood Park</b>						
Bev Facey Community High	\$ 7,198,373	\$ 2,062,391	29%	-1%		30%
Brentwood Elementary	2,936,485	855,116	29%	-1%		29%
Clover Bar Junior High	2,669,668	784,736	29%	-1%		30%
Davidson Creek Elementary	3,944,641	1,147,348	29%	-1%		29%
École Campbelltown	2,351,711	673,988	29%	-1%		29%
F.R. Haythorne Junior High	4,349,773	1,239,643	28%	-2%		28%
Glen Allan Elementary	2,385,282	688,386	29%	-1%		29%
Heritage Hills Elementary	3,012,643	873,368	29%	-1%		28%
Lakeland Ridge	4,361,912	1,252,456	29%	-1%		29%
Mills Haven Elementary	3,084,696	871,809	28%	-2%		28%
Pine Street Elementary	2,887,215	817,029	28%	-2%		28%
Salisbury Composite High	8,262,281	2,361,637	29%	-1%		29%
Sherwood Heights Junior High	4,163,081	1,238,573	30%	0%		29%
Strathcona Christian Academy Elementary	3,413,207	996,030	29%	-1%		29%
Strathcona Christian Academy Secondary	3,702,701	1,099,056	30%	0%		30%
Wes Hosford Elementary	2,391,191	685,831	29%	-1%		29%
Westboro Elementary	2,868,217	848,475	30%	0%		29%
Woodbridge Farms Elementary	2,978,678	880,623	30%	0%		29%
	<u>66,961,755</u>	<u>19,376,495</u>	<u>29%</u>	<u>-1%</u>		<u>29%</u>
<b>Sector 2 - Strathcona County</b>						
Ardrossan Elementary	3,819,704	1,106,725	29%	-1%		28%
Ardrossan Junior Senior High	5,041,577	1,478,745	29%	-1%		30%
Fultonvale Elementary Junior High	3,028,379	892,265	29%	-1%		30%
Uncas Elementary	1,621,835	442,812	27%	-3%		28%
	<u>13,511,495</u>	<u>3,920,547</u>	<u>29%</u>	<u>-1%</u>		<u>29%</u>
<b>Sector 3 - Fort Saskatchewan</b>						
Castle (Scotford Colony)	202,117	47,908	24%	-6%	A	28%
École Parc Élémentaire	2,492,690	717,144	29%	-1%		29%
Fort Saskatchewan Christian	2,768,420	801,804	29%	-1%		30%
Fort Saskatchewan Elementary	2,201,615	618,341	28%	-2%		28%
Fort Saskatchewan High	3,478,766	931,631	27%	-3%		28%
James Mowat Elementary	2,755,694	803,545	29%	-1%		29%
Rudolph Hennig Junior High	2,901,534	845,821	29%	-1%		29%
SouthPointe School	4,304,915	1,221,891	28%	-2%		28%
Win Ferguson Elementary	2,853,359	831,266	29%	-1%		29%
	<u>23,959,110</u>	<u>6,819,351</u>	<u>28%</u>	<u>-2%</u>		<u>29%</u>
<b>Sector 4 - Lamont County</b>						
Andrew School	711,806	211,016	30%	0%		28%
Bruderheim School	1,132,459	349,303	31%	1%		29%
Lamont Elementary	2,375,129	673,076	28%	-2%		29%
Lamont High	2,708,611	775,016	29%	-1%		29%
Mundare School	1,075,926	293,168	27%	-3%		27%
	<u>8,003,931</u>	<u>2,301,579</u>	<u>29%</u>	<u>-1%</u>		<u>29%</u>
<b>Sector 5 - County of Minburn</b>						
A.L. Horton Elementary	2,626,125	773,732	29%	-1%		28%
Pleasant Ridge Colony	144,538	40,573	28%	-2%		23%
Vegreville Composite High	2,702,364	760,271	28%	-2%		27%
	<u>5,473,027</u>	<u>1,574,576</u>	<u>29%</u>	<u>-1%</u>		<u>28%</u>

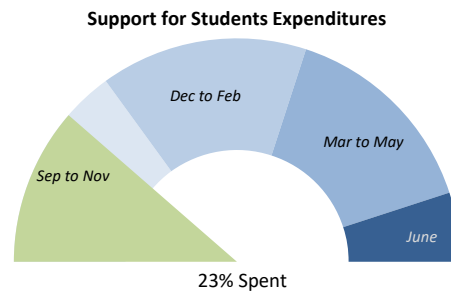
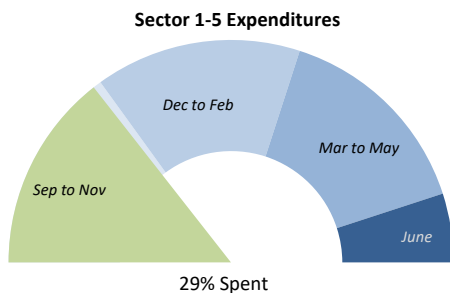
**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 2)**  
**For The Three-Month Period Ended November 30, 2022**  
**Percent of the Year Elapsed: 30%\***

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 30% Actual Less Elapsed %		
<b>Supports For Students - Schools</b>						
Early Learning	1,835,396	<b>430,773</b>	23%	-7%	B	23%
Specialized Supports & Other Programs <sup>1</sup>	2,625,674	<b>586,192</b>	22%	-8%	C	20%
	4,461,070	<b>1,016,965</b>	23%	-7%		21%
<b>Other</b>						
Elk Island Youth Ranch Learning Centre	323,389	<b>88,885</b>	27%	-3%		30%
Next Step Programs	2,503,343	<b>609,934</b>	24%	-6%	D	24%
Other School Allocations	(181,397)	<b>655,705</b>	-361%	-391%	E	-260%
To Be Allocated	1,679,515	-	0%	-30%	F	0%
Conversion (10 mo. To 12 mo.)	-	<b>(4,412,781)</b>	N/A	N/A	G	-
Standard Cost Conversion	-	<b>(1,360,128)</b>	N/A	N/A	H	-
Teacher Pensions	7,881,740	<b>2,286,659</b>	29%	-1%		26%
	12,206,590	<b>(2,131,726)</b>	-17%	-47%		-11%
<b>Total School Sites</b>	<b>\$ 134,576,978</b>	<b>\$ 32,877,787</b>	24%	-6%		24%

\* Based on a 10 month reporting period.

<sup>1</sup> Other Programs include Mental Health Capacity Building, School Nutrition Program and Partners 4 Science

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	18,791,586	584,909	19,376,495	97.0%
Sector 2 - Strathcona County	3,830,448	90,099	3,920,547	97.7%
Sector 3 - Fort Saskatchewan	6,650,494	162,929	6,819,351	97.5%
Sector 4 - Lamont County	2,245,356	56,223	2,301,579	97.6%
Sector 5 - County of Minburn	1,530,562	38,742	1,574,576	97.2%
<b>Totals</b>	<b>33,048,446</b>	<b>932,902</b>	<b>33,992,548</b>	<b>97.2%</b>



The blue half-circle represents the total budget for the year divided into four quarters. For schools it is assumed the total budget is over 10 months which makes the 4th quarter the smallest budget period as that includes the summer months.

The green section represents the actual % of budget that has been spent to date.

**Elk Island Public Schools  
Expense Notes – Schools  
For the Three-Month Period Ended November 30, 2022**

**A. Sector 3 – Castle (Scotford Colony)**

Expenses are below expected year to date spending by 6%.

- Supply expenditures have been minimal to date and spending is expected in future quarters. Substitute teacher costs are also below expected year to date spending.

**B. Supports for Students (Schools) – Early Learning**

Expenses are below expected year to date spending by 7%.

- This is due to the Enhanced Kindergarten and Program Unit Funding (PUF) programs. Enhanced Kindergarten has not yet incurred any expenses but is expected to do so in future quarters. PUF has slightly lower expenditures than budgeted as costs are not uniform each month and are incurred as required. In addition, some salaries in this area are incurred over 12 months rather than 10 months (so we would expect expenses closer to 25% spent at this point in the year).

**C. Supports for Students (Schools) – Specialized Supports & Other Programs**

Expenses are below expected year to date spending by 8%.

- Specialized Supports has a 7% variance under budget. It is anticipated that spending will increase in the remaining quarters of the year as schools are continuing to make requests for additional support for complex student needs. As well, increased expenditures are planned given that new tuition agreements are sometimes created during the school year. However, a large component of this variance relates to the Mental Health Program in which substitute costs, professional development, and contracted services costs are incurred as required. Future costs in these categories are expected over the remainder of the year.
- School Nutrition Program is 5% over budget. These costs are being monitored.
- Mental Health Capacity Building costs are reimbursed by Alberta Health Services. Salary costs are not uniform each month sometimes resulting in a variance.
- Partners 4 Science has a 15.5% variance below budget, primarily due to large donations that will be spent on the development of science kits once the new curriculum is confirmed.

**D. Other – Next Step Programs**

Expenses are below expected year to date spending by 6%.

- Next Step Programs includes Continuing Education Credit, which does not run until July. The costs for this program are primarily incurred in July and August, and the budget will be depleted at that time.

**E. Other – Other School Allocations**

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

**F. Other – To Be Allocated**

As per the Fall Budget Update approved by the Board in November, funds have been set aside in “To Be Allocated” to be distributed as required to meet school needs. This line can also include previously allocated amounts that are no longer required for the original project, and may now be reallocated. This contingency fund will be reviewed with the Board of Trustees in January 2023.

**G. Other – Conversion (10 mo. To 12 mo.)**

This budget converts certificated salaries from a 12 month basis (as paid) to a 10 month basis (as earned), and will even out to zero by the end of the fourth quarter.

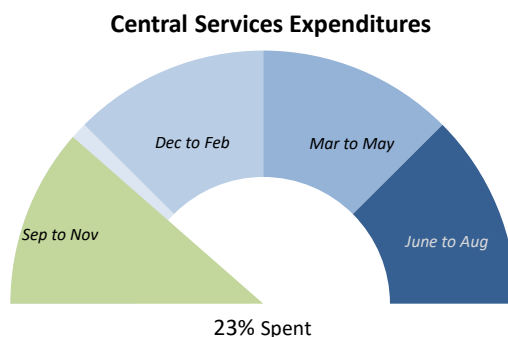
**H. Other – Standard Cost Conversion**

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures. The first quarter of the year is typically a surplus (a ‘negative expense’) because staffing costs increase over the remaining months of the year as salary step increments are processed and benefit caps like CPP and EI reset in January.

**Elk Island Public Schools**  
**Detailed Expenditures - Central Services**  
**For The Three-Month Period Ended November 30, 2022**  
**Percent of the Year Elapsed: 25%\***

	A Annual Fall Budget	Year to Date			Note Reference	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 25% Actual Less Elapsed %		
<b>Governance</b>	\$ 636,481	\$ 140,940	22%	(3%)	A	22%
<b>Education Executive</b>	1,481,958	336,452	23%	(2%)	B	23%
<b>Supports For Students - Central</b>	5,403,294	1,145,763	21%	(4%)	C	21%
<b>Human Resources</b>	7,013,447	1,557,730	22%	(3%)	D	21%
<b>Business Services</b>	3,019,504	661,506	22%	(3%)	E	22%
<b>Facility Services</b>					F	
Facilities	16,199,494	3,427,733	21%	(4%)		21%
Infrastructure Maintenance and Renewal	1,341,299	80,521	6%	(19%)		5%
	<u>17,540,793</u>	<u>3,508,254</u>	<u>20%</u>	<u>(5%)</u>		<u>19%</u>
<b>Information Technologies</b>	7,372,305	1,470,516	20%	(5%)	G	22%
<b>Student Transportation</b>	14,093,217	3,929,952	28%	3%	H	27%
<b>Fiscal Services</b>	6,886,969	1,755,989	25%	0%	I	28%
<b>TOTAL CENTRAL SERVICES</b>	<u>\$ 63,447,968</u>	<u>\$ 14,507,102</u>	<u>23%</u>	<u>(2%)</u>		<u>23%</u>

\* Based on a 12 month reporting period.



The blue half-circle represents the total budget for the year divided into four quarters.

The green section represents the actual % of budget that has been spent to date.

**Elk Island Public Schools**  
**Expense Notes – Central Services**  
**For the Three-Month Period Ended November 30, 2022**

**A. Governance**

*Includes the Board of Trustees budget.*

Expenses are below expected year to date spending by 3%.

- This budget does not follow a uniform spending pattern. Expenses are expected to be incurred over the duration of the year.

**B. Education Executive**

*Includes the Superintendent, Communications, and Election budgets.*

Expenses are below expected year to date spending by 2%.

- Superintendent has a 2% variance below budget. This is attributable to planned expenditures which have not yet been incurred such as contracted services, or partially incurred such as the Leadership Workshops.
- Communications has a 3% variance below budget. Some expenses, such as professional development, contracted services, and public relations are incurred as required rather than a uniform amount monthly.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate drastically every fourth year when an election occurs. Expense in this budget centre are as expected.

**C. Supports for Students – Central**

*Includes Associate Superintendent, Instructional Supports, Curriculum and Central Specialized Supports budgets.*

Expenses are below expected year to date spending by 4%.

- Associate Superintendent – Supports for Students does not show a variance from budget; however, this is due to some off-setting timing differences within this budget.
  - The Odyssey French Language program runs over the course of the school year, so expenses are expected to be approximately 30% spent at this point in the year.
  - Offsetting that variance is timing differences in the Administration program and some projects, as they incur expenses as required rather than uniformly over the year.
- Specialized Supports - Central has a 3% variance below budget. Some of the planned expenditures such as psychological assessments and supplies related Speech Language Pathologists and Occupational Therapists do not have uniform monthly spending, instead incurring expenses as required.
- Instructional Supports has a 5% variance below budget. Many of the programs in this area do not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. The various workshops and special projects are expected to have increased expenditures over the remaining quarters of the year. Similarly, targeted external donations and Dual Credit funding are expected to be spent in the remaining quarters of the year.
- Curriculum expenses have a 1% variance below budget and are tracking as expected.



#### **D. Human Resources**

*Includes Associate Superintendent, Staff Relations and Training, and Recruitment and Staffing budgets.*

Expenses are below expected year to date spending by 3%.

- Associate Superintendent – Human Resources has a 3% variance below budget, primarily due to planned expenditures not yet incurred in Certificate of Recognition, Long Service, Criminal Records Check, and Special Projects programs.
- Staff Relations & Training has a 6% variance below budget. Other than administrative salaries and benefits, most programs have incurred nominal expenses in the first quarter; however, it is anticipated that expenses will be incurred in future quarters. Expenses such as Off to a Good Start training, Professional Learning Day (May 2023), and further leadership development will be future expenses.
- Recruitment & Staffing has a 2% variance below budget. This is primarily due to the maternity leave programs which are below budget. These savings are offset by above budget costs in medical leave costs.

#### **E. Business Services**

*Includes the Secretary-Treasurer and Financial Services budgets.*

Expenses are below expected year to date spending by 3%.

- Secretary-Treasurer has a 1% variance below budget due to legal services. Legal services costs are anticipated to increase in the next two quarters.
- Financial Services has a 4% variance below budget due to delays in hiring vacant positions. As well, contracted services and professional development costs are incurred as required rather than uniformly each month. Costs related to the budget software redesign are not expected to be incurred until Q4.

#### **F. Facility Services**

*Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.*

Expenses are below expected year to date spending by 5%. Rather than a single program, this is a result of several variances, some of which are offsetting.

- Utility charges are currently trending under budget but are not evenly distributed throughout the year, as the second and third quarters tend to be higher due to winter heating costs and snow removal costs.
- Expenditures for contracted services for the Central Building and Custodial programs are trending below budget, however these costs are not evenly incurred throughout the year. Contracted service costs correlate with school breaks – with more costs over Christmas and Spring Break, followed by summer break.
- Some of the projects continuing from 2021-22 are close to being completed and budget variance reflect this.
- Infrastructure Maintenance and Renewal (IMR) expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The expense variance is offset by an equal variance in revenue (within the Schools – System Needs grant), resulting in a nil impact to the bottom line. Equipment supply chain delays are also impacting the IMR budget by delaying expenditures.

#### **G. Information Technologies**

*Includes the Information Technologies budget.*

Expenses are below expected year to date spending by 5%.

- The variance is primarily attributable to projects which have not yet incurred any costs including Student Record Digitization, Hardware, Permission Click, PowerSchool Professional Development, and Evergreening. Expenditures for these projects are expected in future quarters of this year.

#### **H. Student Transportation**

*Includes the Student Transportation budget.*

Expenses are above expected year to date spending by 3%.

- Most expenses in the Student Transportation department are for contracted bus driver costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 30%.
- This is offset by the Tyler Drive Tablets project, for which there has been nominal expenditures to date. Spending is expected to occur later in the year.

#### **I. Fiscal Services**

*Includes the Fiscal Capital and Fiscal Operations budget.*

Expenses are at expected spending; however, there are two off-setting items which alone would result in a variance.

- Salaries were accrued to the end of November. When salaries are paid in December the individual departments will be charged and the accruals cleared.
- This is offset by a return of equity from a previous insurance provider.

**Elk Island Public Schools**  
**Capital Project Listing**  
**As At November 30, 2022**

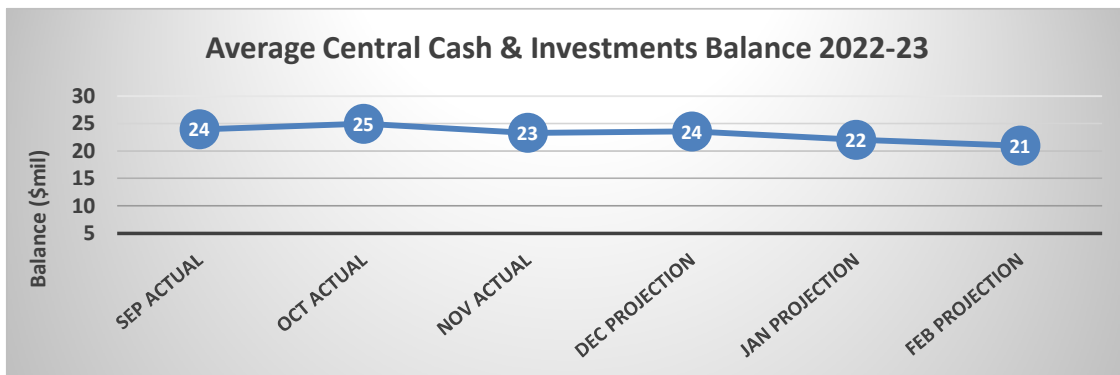
	Budget	YTD Actuals	Actual % of Budget	Note Reference
<b>Capital Reserves:</b>				
Facility Services Vehicles	\$ 17,229	\$ -	0%	A
Aging Equipment at Schools	105,057	-	0%	B
Various Capital Purchases - To be Determined	100,000	-	0%	C
AJS & FRH Kitchen Modernization/Expansion	605,000	-	0%	D
Building Management System (BMS)	220,000	36,335	17%	E
SAL Stormwater Drainage Project	1,200,000	-	0%	F
	<b>2,247,286</b>	<b>36,335</b>		
<b>Operating Reserves:</b>				
SAL Stormwater Drainage Project	1,000,000	-	0%	G
<b>Funded with Operational Funding (School/Dept Budgets) or SGF:</b>				
School and Department Purchases	300,000	12,459	4%	H
School Bus Replacements	817,880	-	0%	I
Facility Services Vehicles	208,000	-	0%	J
Rudolph Hennig Office Renovation	60,000	23,609	39%	K
	<b>1,385,880</b>	<b>36,068</b>		
<b>Provincially Funded:</b>				
Infrastructure Maintenance and Renewal Grant Capital Portion	2,404,000	209,657	9%	L
Capital Maintenance and Renewal (CMR) Grant - April 2021	522,812	27,027	5%	M
Capital Maintenance and Renewal(CMR) Grant - April 2022	1,355,549	727,767	54%	N
	<b>4,282,361</b>	<b>964,451</b>		
<b>Total Capital Projects</b>	<b>\$ 8,915,527</b>	<b>\$ 1,036,854</b>	<b>12%</b>	

**Notes:**

- A** - Facility Services is replacing three fleet vehicles this year. A portion is being funded from the balance in the Facilities capital reserve. The units are not expected to arrive until the end of December.
- B** - Available for schools that have a significant piece of equipment that is failing or is a safety concern. Funds were approved for specific items in early November and purchases are expected over the remaining quarters of the year.
- C** - As part of Fall Budget, funds were set aside for various capital purchases.
- D** - Consultant has been awarded and project is currently in design phase.
- E** - Adding BMS system to all schools in the division. Project is currently underway and seven schools have been commissioned.
- F & G** - Consultant has been awarded and project is currently in design phase.
- H** - Equipment/furniture purchases made from school or department budgets. Purchases will continue to be made over the course of the year.
- I** - Seven 24 passenger buses are being replaced at schools (AJS, BFH, FHS (2), SAL (2), VJS). Request for Proposal closed in late November.
- J** - Facility Services is replacing three fleet vehicles this year. The portion not covered by the Facilities capital reserve is being funded by their operating budget. The units are not expected to arrive until the end of December.
- K** - Project is substantially complete. A holdback due to minor deficiencies is still to be paid.
- L** - This is a carryforward of unspent funding from 2021-22, as well as an estimated capital portion of the 2022-23 grant. Expenses are not incurred evenly over the course of the year. The remainder of this grant is budgeted as non-capital and included on the Central Services page. A portion of this grant will be allocated to the Salisbury Composite High Stormwater Project.
- M** - This is the carryforward of the unspent portion of the April 2021 CMR grant. Two projects have been carried forward for completion by March 31, 2023.
- N** - This is the carryforward of the unspent portion of the April 2022 CMR grant. Three projects have been carried forward from 2021-22 and three new projects have been started with a goal of completion by March 31, 2023.

**Elk Island Public Schools**  
**Statement of Cash and Investments**  
**As At November 30, 2022**

	<u>November 30, 2022</u>	<u>November 30, 2021</u>
Cash Account Balances	\$ 20,313,655	\$ 28,791,283
Guaranteed Investment Certificates	5,000,000	-
<b>Total Central Cash and Investments</b>	<b>25,313,655</b>	<b>28,791,283</b>
Less Restricted Funds (Trusts)	(50,150)	(44,522)
<b>Total Available Central Cash and Investments</b>	<b>\$ 25,263,505</b>	<b>\$ 28,746,761</b>



As a result of rising interest rates and adequate cash balances, EIPS purchased five Guaranteed Investment Certificates in 2021-22 that will mature in August 2023. Administration continues to monitor and project cash balances, and invest funds as per the Division's Investment Policy Statement.

**Elk Island Public Schools**  
**Board and System Administration**  
**As At November 30, 2022**

**Board and System Administration** current expenses are at \$1 million, or 2% of total expenses for EIPS. This means the Division has spent 16% of the Board and System Administration grant provided by Alberta Education, and 22% of total Board and System Administration budget for EIPS.

