



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, JANUARY 19, 2023

Boardroom
Central Services Office

AGENDA

Mission: To provide high-quality, student-centred education

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- | | | |
|---------|--|------------|
| 9 a.m. | 1. CALL TO ORDER | T. Boymook |
| | 2. IN-CAMERA SESSION | |
| 10 a.m. | 3. LAND ACKNOWLEDGMENT | |
| | 4. AMENDMENTS TO AGENDA / ADOPTION OF AGENDA | |
| | 5. APPROVAL OF MINUTES | |
| | 5.1 Board Meeting – Dec. 15, 2022 | (encl.) |
| | 5.2 Board Special Meeting – Jan. 5, 2023 | (encl.) |
| | 6. CHAIR REPORT | T. Boymook |
| | 6.1 Board and Local ATA Dinner – Jan. 12, 2023 | (verbal) |
| | 7. SUPERINTENDENT REPORT | M. Liguori |
| | | (verbal) |
| | 8. COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES | |
| | <u>ASSOCIATION/EMPLOYEE GROUPS</u> | |
| | 9. ATA LOCAL REPORT | D. Zielke |
| | | (verbal) |
| | 10. EMPLOYEE RELATIONS GROUP (ERG) REPORT | D. Jarvin |
| | | (verbal) |
| | <u>BUSINESS ARISING FROM PREVIOUS MEETING</u> | |
| | <u>NEW BUSINESS</u> | |
| | 11. BUSINESS ARISING FROM IN CAMERA | |

- | | | |
|-----|--|-----------------------------------|
| 12. | BOARD POLICY 4: TRUSTEE CODE OF CONDUCT | R. Footz
(encl.) |
| 13. | BOARD POLICY 7: BOARD OPERATIONS | R. Footz
(encl.) |
| 14. | BOARD POLICY 24: PERSONAL COMMUNICATION DEVICES | R. Footz
(encl.) |
| 15. | 2023-24 SCHOOL FEE PARAMETERS | M. Liguori/C. Cole
(encl.) |
| 16. | UKRAINIAN LANGUAGE AND CULTURE PROGRAM | M. Liguori/S. Stoddard
(encl.) |

COMMITTEE REPORT

- | | | |
|-----|---|------------------------|
| 17. | ADVOCACY COMMITTEE MEETING
Meeting held Jan. 4, 2023 | T. Boymook
(verbal) |
| 18. | STUDENT EXPULSION COMMITTEE
Meeting held Jan. 6, 2023 | D. Irwin
(verbal) |
| 19. | POLICY COMMITTEE
Meeting held Jan. 10, 2023 | R. Footz
(verbal) |

REPORTS FOR INFORMATION

- | | | |
|-----|--|---------------------------------|
| 20. | PROJECT 4: VEGREVILLE VALUE SCOPING SESSION | M. Liguori/B. Dragon
(encl.) |
| 21. | SCHOOL STATUS REPORT 2021-22 | M. Liguori/B. Dragon
(encl.) |
| 22. | 2022-23 INTERIM SUMMARY OF SCHOOL FEE CHANGES | M. Liguori/C. Cole
(encl.) |
| 23. | TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION | (verbal) |

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES JAN. 19, 2023

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 Dec. 15, 2022 Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approve the Minutes of Jan. 5, 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 ATA Local #28 for information.
10. That the Board of Trustees receive the report from the representative of the Employee Relations Group for information.
11. *Business Arising from In Camera.*
12. That the Board of Trustees approve amendments to Board Policy 4: Trustee Code of Conduct, as presented.
13. That the Board of Trustees approve amendments to Board Policy 7: Board Operations, as presented.
14. That the Board of Trustees approve amendments to Board Policy 24: Personal Communication Devices, as presented.
15. That the Board of Trustees approve parameters for establishing 2023-24 school fees, as presented.

- 16.1 That the Board of Trustees approve the Ukrainian Bilingual Program designation at A.L. Horton be officially removed and replaced with the Ukrainian Language and Culture Program (that is currently being piloted) effective for the 2023-24 school year.
- 16.2 That both the German and the Ukrainian Language and Culture programs be designated as Alternative programs.
17. That the Board of Trustees receive for information the report from the Advocacy Committee held on Jan. 4, 2023.
18. That the Board of Trustees receive for information the report from the Student Expulsion Committee held Jan. 6, 2023.
19. That the Board of Trustees receive for information the report from the Policy Committee meeting held on Jan. 10, 2023.
20. That the Board of Trustees receive for information an update on the EIPS Three-Year Engagement Strategy – specifically Project 4: Vegreville Value Scoping Session and the accompanying solutions report.
21. That the Board of Trustees receive for information the School Status Report for 2021-22.
22. That the Board of Trustees receive for information a summary of fee changes for the 2022-23 school year.



BOARD MEETING MINUTES

December 15, 2022

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Dec. 15, 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
S. Miller
J. Seutter
J. Shotbolt
R. Sorochan

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 9:01 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

216/2022 | Vice-Chair Holowaychuk moved: That the Board meet in camera (9:01 a.m.).

CARRIED UNANIMOUSLY

Trustee Shotbolt arrived at 9:10 a.m.

217/2022 | Trustee Shotbolt moved: That the Board revert to regular session (9:55 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:56 a.m. and reconvened at 10:05 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.

218/2022 | Trustee Seutter moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the Nov. 17, 2022 Board Meeting Minutes.

219/2022 | Trustee Irwin moved: That the Board of Trustees approve the Minutes of Nov. 17, 2022 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Boymook called for confirmation of the Nov. 24, 2022 Board Special Meeting Minutes.

220/2022 | Trustee Miller moved: That the Board of Trustees approve the Minutes of Nov. 24, 2022 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

221/2022 | 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.

222/2022 | Trustee Sorochan moved: That the Board of Trustees receive the Superintendent's report for information.

CARRIED UNANIMOUSLY

The Board applauded Superintendent Liguori for receiving the Queen's Platinum Jubilee Medal in recognition for leading the school division through turbulent times during the COVID pandemic, his ongoing leadership and staff mentorship.

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 Dec. 2, 2022.

223/2022 | 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.

224/2022 | 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.

225/2022 | Trustee Irwin 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

226/2022 | Trustee Sorochan moved: That the Board of Trustees approve the bargaining objectives for the upcoming local negotiations with the Alberta Teachers' Association Local #28.

CARRIED UNANIMOUSLY

227/2022 | Trustee Allen moved: That the Board of Trustees approve the appointment of Brent Billey and Simon Grinde as the bargaining committee spokespersons.

CARRIED UNANIMOUSLY

228/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve **Special Matter 004-2022**.

CARRIED UNANIMOUSLY

BOARD SELF-EVALUATION

Board Chair Boymook presented to the Board the Board Self-Evaluation Report, which was developed at a facilitated workshop on Sept. 19, 2022.

229/2022 | Trustee Irwin moved: 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.

CARRIED UNANIMOUSLY

RESERVE TRANSFER

Secretary-Treasurer Cole presented to the Board for approval a recommendation to transfer one million dollars from operating reserves to capital reserves to support the Salisbury Composite High Stormwater Project.

230/2022 | Trustee Seutter moved: That the Board of Trustees approve the transfer of one million dollars from operating reserves to capital reserves to support the Salisbury Composite High Stormwater Project.

CARRIED UNANIMOUSLY

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report from the Student Expulsion Committee meeting held on Dec. 2, 2022, for information.

231/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Dec. 2, 2022.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on Dec. 12, 2022, for information.

232/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on Dec. 12, 2022.

CARRIED UNANIMOUSLY

Reports for Information

THREE-YEAR ENGAGEMENT STRATEGY PROJECT 3: LOGOS CHRISTIAN PROGRAM

Superintendent Liguori presented to the Board for information the Three-Year Engagement Strategy Project 3: Logos Christian Program for information. Planner Dragon was available to answer questions.

233/2022 | Trustee Shotbolt moved: That the Board of Trustees receive 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.

CARRIED UNANIMOUSLY

LOCALLY DEVELOPED COURSES 2022-23 (SECOND SEMESTER)

Acting Associate Superintendent Anderson and Kristin Oleksyn, Consultant, Career Pathways presented to the Board for information the new Locally Developed Courses 2022-23 for second semester.

234/2022 | Trustee Allen moved: That the Board of Trustees receive for information a report on Locally Developed Courses for the 2022-23 school year.

CARRIED UNANIMOUSLY

BULLYING AWARENESS AND PREVENTION WEEK 2022

Director Reed presented to the Board for information the Bullying Awareness and Prevention Week activities.

235/2022 | Trustee Irwin moved: That the Board of Trustees receive for information the Bullying Awareness and Prevention Week report.

CARRIED UNANIMOUSLY

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

Director Lewis presented to the Board for information the Unaudited Financial Report for the first quarter-- Sept. 1, 2022 to Nov. 30, 2022.

236/2022 | Trustee Irwin moved: 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.

CARRIED UNANIMOUSLY

Trustee Notices of Motions and Requests for Information

No notices of motions or requests for information were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 11:24 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

January 5, 2023

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, January 5, 2023, 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 3:05 p.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

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

CALL TO ORDER

Meeting was called to order at 3:05 p.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.

New Business

REALLOCATION OF SURPLUS

Superintendent Liguori and Secretary-Treasurer Cole presented to the Board for approval recommendation for reallocation of surplus funds for the current 2022-23 school year.

001/2023 | Trustee Irwin moved: That the Board of Trustees approve the allocation of surplus as per Attachment 1 and outlined below.

Point of clarification called by Superintendent Liguori.

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

Opposed: Trustee Sorochan

CARRIED

002/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve the request to the Minister to request a transfer to capital reserves for the buses ordered of \$765,000 in case they do not arrive by August 31, 2023.

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 3:22 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: Jan. 19, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 4: Trustee Code of Conduct
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 4: Trustee Code of Conduct, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee is recommending amendments, as shown in Attachment 1, for conciseness and clarity.

COMMUNICATION PLAN:

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

ATTACHMENT(S):

1. Board Policy 4: Trustee Code of Conduct (marked)
2. Board Policy 4: Trustee Code of Conduct (unmarked)

Policy 4

TRUSTEE CODE OF CONDUCT

~~The Board commits itself and its members to conduct that meets the highest ethical standards.~~ It is expected that all ~~personal~~ interactions and relationships of each member of the Board will shall be characterized by mutual respect, which acknowledges the dignity and ~~affirms the~~ worth of each person.

Specifically

1. Each trustee shall uphold the implementation of ~~any-all~~ Board resolutions ~~after it has been passed.~~
2. Trustees shall ~~discharge~~carry out their duties faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
3. Trustees shall devote time, thought and attention to the duties of a trustee so that they may render effective and knowledgeable service.
4. All trustees of the Board shall accept that authority rests with the Board, and that a trustee has no individual authority other than that delegated by the Board.
5. Trustees shall respect and preserve information of a sensitive or confidential nature that is not otherwise available to the public.
6. No trustee shall engage in conduct that would discredit or compromise the integrity of the Board.
7. Trustees shall not use their influence to obtain employment or financial gain within the Division for family members or friends.
8. Individual trustees ~~must~~shall represent the ~~best~~ interests of the ~~entire~~ Division.
9. Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs, or acting as an individual consumer of the Division's services.
10. Trustees shall respect differing points of view.
11. A trustee shall not advance allegations of misconduct and/or a breach of the Trustee Code of Conduct that are vexatious against another trustee.

Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in [Board Policy 4: Appendix - Trustee Code of Conduct Sanctions](#).

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90 *Education Act*

Last reviewed: Last updated:

May 25, 2015

-

Dec. 4, 2017

Jan. 25, 2018

Dec. 19, 2019

Dec. 11, 2019

Oct. 13, 2020

Dec. 16, 2021

Jan. 20, 2022

Jan. 10, 2023

Policy 4

TRUSTEE CODE OF CONDUCT

It is expected that all interactions and relationships of each member of the Board shall be characterized by mutual respect, which acknowledges the dignity and worth of each person.

Specifically

1. Each trustee shall uphold the implementation of all Board resolutions.
2. Trustees shall carry out their duties faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
3. Trustees shall devote time, thought and attention to the duties of a trustee so that they may render effective and knowledgeable service.
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5. Trustees shall respect and preserve information of a sensitive or confidential nature that is not otherwise available to the public.
6. No trustee shall engage in conduct that would discredit or compromise the integrity of the Board.
7. Trustees shall not use their influence to obtain employment or financial gain within the Division for family members or friends.
8. Individual trustees shall represent the interests of the Division.
9. Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs, or acting as an individual consumer of the Division's services.
10. Trustees shall respect differing points of view.
11. A trustee shall not advance allegations of misconduct and/or a breach of the Trustee Code of Conduct that are vexatious against another trustee.

Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in [Board Policy 4: Appendix - Trustee Code of Conduct Sanctions](#).

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90 *Education Act*

Last reviewed:	Last updated:
May 25, 2015	-
Dec. 4, 2017	Jan. 25, 2018
Dec. 19, 2019	Dec. 11, 2019

Oct. 13, 2020

Dec. 16, 2021

Jan. 10, 2023

Jan. 20, 2022



RECOMMENDATION REPORT

DATE: Jan. 9, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 7: Board Operations
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 7: Board Operations, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee is recommending the following, as shown in Attachment 1:

- Sections 2.2, 4.5, 6.1 be amended for conciseness and clarity;
- Section 3.5.3 be added to include the creation of a rotational acting-chair schedule;
- Section 4.2 be amended to ensure the Board Chair is always notified of an absence by a trustee at a Board meeting;
- Section 4.4.1 be amended by changing "Board Office" to "Board Chair" for consistency;
- Section 9.3 be amended by numbering subsequent statements for clarity;
- Section 12.4 be amended to define CPI (Consumer Price Index) and AWE (Average Weekly Earnings);
- Section 12.5 be moved to 12.7 for improved flow;
- Section 12.14 be amended by changing "period" to "term".



RECOMMENDATION REPORT

COMMUNICATION PLAN:

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

ATTACHMENT(S):

1. Board Policy 7: Board Operations (marked)
2. Board Policy 7: Board Operations (unmarked)

Policy 7

BOARD OPERATIONS

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance the public trust in education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation, or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

1. Wards

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division Office.

- 1.1. Each of the following is established as a ward of the Division:
 - 1.1.1. County of Minburn No. 27 (western portion)
 - 1.1.2. Lamont County
 - 1.1.3. Strathcona County, further divided into the following electoral subdivisions:
 - 1.1.3.1. Electoral Subdivision 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 - 1.1.3.2. Electoral Subdivision 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;
 - 1.1.3.3. Electoral Subdivision 3 – comprised of all lands North of Secondary Highway 630, excepting those lands referenced in 1.1.3.2;

- 1.1.3.4. Electoral Subdivision 4 – comprised of all lands South of Secondary Highway 630, excepting those lands referenced in 1.1.3.2.
 - 1.2. The number of trustees to be elected in each ward is as follows:
 - 1.2.1. One trustee from the County of Minburn No. 27 (western portion) ward
 - 1.2.2. One trustee from the Lamont County ward
 - 1.2.3. Seven trustees from the Strathcona County ward, elected as follows:
 - 1.2.3.1. Two trustees from electoral subdivision 1
 - 1.2.3.2. Three trustees from electoral subdivision 2
 - 1.2.3.3. One trustee from electoral subdivision 3
 - 1.2.3.4. One trustee from electoral subdivision 4
 - 1.3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 - 1.4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur prior to the fourth year of the term of office, a by-election must be held.
 2. **Swearing-In Ceremony**
 - 2.1. A formal swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
 - 2.2. Each trustee shall take the oath of office or make an affirmation as called upon ~~in~~ **accordance with the agenda.**
 - 2.3. Special provisions shall be made for a trustee taking office following a by-election.
 3. **Organizational Meeting**
 - 3.1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
 - 3.2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
 - 3.3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.
 - 3.4. The organizational meeting shall, in addition:
 - 3.4.1. Elect a Vice-Chair;
 - 3.4.2. Establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year;
 - 3.4.3. Review standing committees of the Board as deemed appropriate;
 - 3.4.4. Review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 3.4.5. Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 3.4.6. Address other organizational items as required.
 - 3.5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:

3.5.1. Create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members; and

3.5.2. Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate.

3.5.2.3.5.3. Create a rotational acting-chair schedule.

4. **Regular Meetings**

Regular Board meeting dates and times shall be as established at the annual organizational meeting.

4.1. All meetings shall ordinarily be held in the Division office.

4.2. All trustees shall notify the Board Chair ~~or~~ and the Superintendent if they are unable to attend a Board meeting.

4.3. All trustees who are absent from three consecutive regular meetings shall:

4.3.1. Obtain authorization by resolution of the Board to do so; or

4.3.2. Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
Failure to attend may result in disqualification.

4.4. Attendance of all trustees at board meetings is an expectation under the *Education Act* in order to fulfill legislated responsibilities. The Board expects all trustees to make attendance at the Board's meetings a priority. The Board believes that attendance of all trustees at the board meeting place is important for the Board's processes by enhancing dialogue and modeling respect for the Board's governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a board meeting or committee meeting by using electronic means or other communication facilities in accordance with section 5, Board Procedures Regulation of the *Education Act*.

4.4.1. A trustee wishing to participate electronically must provide the Board Chair ~~Office~~ with a minimum of one working day notice prior to the meeting at which they wish to participate electronically and a telephone from which contact can be made during the meeting.

4.4.2. A trustee may participate in a meeting of the Board by electronic means provided that trustees participating in the meeting and members of the public attending the meeting are able to hear each other.

4.4.3. A trustee shall be able to participate electronically a maximum of three times per year.

4.4.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.

4.4.5. Trustees participating electronically shall inform the Chair of their departure from a meeting, temporarily or permanently.

4.4.6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Chair and disconnect from the meeting. The Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.

4.4.7. The Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating (e.g. the

Chair's left to right) followed by the trustee(s) participating electronically first for those in favour and then for those opposed.

4.4.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.

4.4.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.

4.5. If both the Chair or Vice-Chair ~~through illness or other cause~~ are unable to perform the duties of the office or are absent, the rotational acting Chair has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.

4.6. Regular meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

4.7. Any recordings of a Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

5. Special Meetings

5.1. Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

5.2. Special meetings of the Board shall only be called when the Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.

5.3. A written notice of the special meeting including date, time, place, and nature of business shall be issued to all trustees by electronic mail or in person at least two days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.

5.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

5.5. Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.

5.6. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

5.7. Any recordings of a special Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

6. In-Camera Sessions

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is most commonly used and is synonymous with the other two terms.

6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.

6.2. The Board may convene in-camera ~~only~~ to discuss matters of a sensitive nature, including:

6.2.1. Personnel

6.2.1.1. Individual students;

- 6.2.1.2. Individual employees;
- 6.2.2. Matters relating to negotiations;
- 6.2.3. Acquisition/disposal of real property;
- 6.2.4. Litigation brought by or against the Board;
- 6.2.5. Other topics that a majority of the trustees present feel should be held in private, in the public interest.

- 6.3. ~~Such~~ **In-camera** sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

7. **Agenda for Regular Meetings**

The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.

- 7.1. The agenda shall be supported, electronically, by copies of letters, reports, contracts, and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
 - 7.1.1. Report for Recommendation
 - 7.1.2. Report for Information or
 - 7.1.3. Report for Feedback.
- 7.2. Items may be placed on the agenda in one of the following ways:
 - 7.2.1. By notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting.
 - 7.2.2. By notice of motion at the previous meeting of the Board.
 - 7.2.3. As a request from a committee of the Board.
 - 7.2.4. Emergent issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the emergent nature of such information.
- 7.4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.6. The list of agenda items, and respective reports, shall be posted on the Division website two and one half days prior to the Board meeting.

8. **Minutes for Regular or Special Meetings**

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1. The minutes shall record:
 - 8.1.1. Date, time, and place of meeting;
 - 8.1.2. Type of meeting;
 - 8.1.3. Name of presiding officer;
 - 8.1.4. Names of those trustees and senior administration in attendance;
 - 8.1.5. Approval of preceding minutes;
 - 8.1.6. All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full, along with a brief explanation as to why the matter is before the Board;
 - 8.1.7. Names of persons making the motions;
 - 8.1.8. Points of order and appeals;
 - 8.1.9. Appointments;
 - 8.1.10. Receipt of reports of committees;
 - 8.1.11. Recording of the vote on all motions;
 - 8.1.12. Trustee declaration of vote pursuant to the *Education Act*; and
 - 8.1.13. The hour of adjournment.
- 8.2. The minutes shall:
 - 8.2.1. Be prepared as directed by the Superintendent;
 - 8.2.2. Be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
- 8.4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
- 8.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. **Motions**

Motions do not require a seconder.

9.1. Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

9.2. Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their

remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

9.3. Speaking to the Motion

9.3.1 The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.

9.3.2 The Chair shall normally speak each round just prior to the last speaker.

9.3.3 The mover of the motion is permitted to close debate on the motion.

9.3.4 As a general guide, a trustee should not speak longer than five minutes on any motion. 9.3.5 The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

9.3.6 No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

9.3.7 Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. 9.3.8 The Board Chair shall rule on further discussion.

9.4. Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

9.5. Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board shall decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

9.6. Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

10. Comments, Presentations, and Delegations at Board Meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

10.1. General Comments on an Educational Issue at a Board Meeting

10.1.1. A member of the public or a staff group representative may address the Board on any educational issue.

10.1.2. If a member of the public or a staff group representative wishes to comment on an educational issue at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.

10.1.3. A member of the public or a staff group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total

duration of comments under *General Comments on an Educational Issue* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.

10.1.4. Speakers shall address their comments to the Board Chair.

10.2. Comments on Specific Board Agenda Items

10.2.1. A member of the public or a staff group representative may address the Board on a specific Board agenda item.

10.2.2. If a member of the public or a staff group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.

10.2.3. A member of the public or a staff group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.

10.2.4. Speakers shall address their comments to the Board Chair.

10.3. Formal Delegations and Presentations to Board

10.3.1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure, or statute.

10.3.2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. This provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the Administration.

10.3.3. If after meeting with the Administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. This shall be made in writing to the Board Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.

10.3.4. The Board reserves the right to determine whether the delegation shall be heard, and if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Superintendent or designate and Board Chair shall make appropriate arrangements for the delegation to be heard.

10.3.5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent or designate at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.

10.3.6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30

minutes. Exceptions to the time limits may be made by a majority vote of the Board.

- 10.3.7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellants of their right to the next avenue of appeal.

11. Audio Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee Compensation and Expenses

The Board acknowledges that Board members are entitled to compensation for performance of their duties. The Board believes the governance budget must be set, monitored, and publicly reported as part of the budgeting process.

12.1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible, and accountable in the use of public funds.

12.2. The Board shall establish rates for the Chair, Vice-Chair, and trustees in conjunction with the budgeting process.

12.3. Remuneration shall be paid annually, in 12 equal monthly payments.

12.4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the percent change in annual average index of Alberta Consumer Price Index (CPI) and the percent change in annual average earnings Alberta Average Weekly Earnings (AWE), not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.

~~12.5. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover travel expenses.~~

~~12.6.~~12.5. Trustees are encouraged to participate in professional development (PD) and public relations (PR) activities.

~~12.7.~~12.6. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Chair and Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.

~~12.7. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover the travel allowance.~~

12.8. Travel allowance is separated into three categories:

12.8.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.

12.8.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.

12.8.1.2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.

- 12.8.2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County, and Fort Saskatchewan to account for the increased travel required due to their geographical area.
- 12.8.3. The Board Chair and Vice-Chair receive an additional allowance to account for the increased travel required to fulfill their roles.
- 12.9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
- 12.10. Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7-1). Any use of discretionary funds must be seen as a responsible use of public funds upon external review. Discretionary funds can be allocated to five main categories of trustee expenses:
 - 12.10.1. Public Relations – Expenses incurred to promote and maintain the visibility of the Division. Acceptable expenses include Chamber of Commerce, public events, school functions, etc.
 - 12.10.2. Professional Development (PD) – Expenses incurred to support the ongoing professional development of trustees. Acceptable expenses include ASBA conventions and/or events, ASBA Zone 2/3 meetings and/or events, workshops and seminars, CSBA conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and conferences, etc. Additional PD funds are available to trustees from the Board’s budget. These funds must be requested, in writing, to the Board Chair and approved by the Board Chair.
 - 12.10.3. Equipment – Expenses incurred to provide equipment to perform the trustee’s role. Acceptable expenses include cell phones, upgrades to basic laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee’s term. The cost of basic laptops shall be allocated out of general funds.
 - 12.10.4. Communications – Expenses incurred for communication. Acceptable expenses include internet connections, cell phone bills, etc.
 - 12.10.5. Supplies and Materials - Expenses incurred for consumable materials and supplies such as office supplies, paper, printer ink, etc.
- 12.11. It is the trustee’s responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
- 12.12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis and placement of funds shall be determined at a public meeting of the Board.
- 12.13. Trustees shall be enrolled in the insurance and benefits plan upon being elected to the position of trustee, as per guidelines of the insurance carriers.

- 12.13.1. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 - 12.13.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.
 - 12.13.1.2. Individual benefit coverage is provided for all trustees, with premiums paid by the Division. Individual benefit coverage may be waived, as per guidelines of the insurance carriers.
 - 12.13.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
- 12.14. In the event of a by-election, a trustee may enroll within 31 days of the swearing in of the trustee and shall be covered until the end of the four-year ~~period~~term.
- 12.15. Claims for reimbursement shall be submitted directly to the insurance carrier.
- 12.16. A trustee is not eligible for benefits if they are no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.
- 12.17. All reimbursement (expense claims) must be settled during the respective fiscal (September-August) year that the expense was incurred.
- 12.18. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the Division and to the Board. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

13.1. The trustee is expected to be conversant with sections 85-96 of the *Education Act*.

13.2. The trustee is responsible for declaring themselves to be in possible conflict of interest.

13.2.1. The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

13.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

13.3. It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that their declaration and absence is properly recorded within the minutes.

13.4. The recording secretary shall record in the minutes:

13.4.1. The trustee's declaration;

13.4.2. The trustee's abstention from the debate and the vote; and

13.4.3. That the trustee left the room in which the meeting was held.

14. Board Self-Evaluation

On an annual basis, the Board shall complete a self-evaluation.

Reference:

Sections 53, 54, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 23, 2016	—
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
—	Feb. 27, 2017
March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017
March 19, 2018	April 19, 2018
Feb. 19, 2019	March 14, 2019
Sept. 5, 2019	Sept. 26, 2019
	Dec. 3, 2019
	Feb. 20, 2020
	March 26, 2020
Dec. 8, 2020	Jan. 21, 2021
Dec. 16, 2021	
Jan. 11, 2022	
Feb. 8, 2022	Feb 17, 2022
	March 1, 2022

Dec. 12, 2022

Policy 7

BOARD OPERATIONS

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance the public trust in education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation, or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

1. Wards

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division Office.

- 1.1. Each of the following is established as a ward of the Division:
 - 1.1.1. County of Minburn No. 27 (western portion)
 - 1.1.2. Lamont County
 - 1.1.3. Strathcona County, further divided into the following electoral subdivisions:
 - 1.1.3.1. Electoral Subdivision 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 - 1.1.3.2. Electoral Subdivision 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;
 - 1.1.3.3. Electoral Subdivision 3 – comprised of all lands North of Secondary Highway 630, excepting those lands referenced in 1.1.3.2;

- 1.1.3.4. Electoral Subdivision 4 – comprised of all lands South of Secondary Highway 630, excepting those lands referenced in 1.1.3.2.
 - 1.2. The number of trustees to be elected in each ward is as follows:
 - 1.2.1. One trustee from the County of Minburn No. 27 (western portion) ward
 - 1.2.2. One trustee from the Lamont County ward
 - 1.2.3. Seven trustees from the Strathcona County ward, elected as follows:
 - 1.2.3.1. Two trustees from electoral subdivision 1
 - 1.2.3.2. Three trustees from electoral subdivision 2
 - 1.2.3.3. One trustee from electoral subdivision 3
 - 1.2.3.4. One trustee from electoral subdivision 4
 - 1.3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 - 1.4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur prior to the fourth year of the term of office, a by-election must be held.
 2. **Swearing-In Ceremony**
 - 2.1. A formal swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
 - 2.2. Each trustee shall take the oath of office or make an affirmation as called upon.
 - 2.3. Special provisions shall be made for a trustee taking office following a by-election.
 3. **Organizational Meeting**
 - 3.1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
 - 3.2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
 - 3.3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.
 - 3.4. The organizational meeting shall, in addition:
 - 3.4.1. Elect a Vice-Chair;
 - 3.4.2. Establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year;
 - 3.4.3. Review standing committees of the Board as deemed appropriate;
 - 3.4.4. Review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 3.4.5. Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 3.4.6. Address other organizational items as required.
 - 3.5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:

- 3.5.1. Create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members; and
- 3.5.2. Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate.
- 3.5.3. Create a rotational acting-chair schedule.

4. **Regular Meetings**

Regular Board meeting dates and times shall be as established at the annual organizational meeting.

- 4.1. All meetings shall ordinarily be held in the Division office.
- 4.2. All trustees shall notify the Board Chair and the Superintendent if they are unable to attend a Board meeting.
- 4.3. All trustees who are absent from three consecutive regular meetings shall:
 - 4.3.1. Obtain authorization by resolution of the Board to do so; or
 - 4.3.2. Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
Failure to attend may result in disqualification.
- 4.4. Attendance of all trustees at board meetings is an expectation under the *Education Act* in order to fulfill legislated responsibilities. The Board expects all trustees to make attendance at the Board's meetings a priority. The Board believes that attendance of all trustees at the board meeting place is important for the Board's processes by enhancing dialogue and modeling respect for the Board's governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a board meeting or committee meeting by using electronic means or other communication facilities in accordance with section 5, Board Procedures Regulation of the *Education Act*.
 - 4.4.1. A trustee wishing to participate electronically must provide the Board Chair with a minimum of one working day notice prior to the meeting at which they wish to participate electronically and a telephone from which contact can be made during the meeting.
 - 4.4.2. A trustee may participate in a meeting of the Board by electronic means provided that trustees participating in the meeting and members of the public attending the meeting are able to hear each other.
 - 4.4.3. A trustee shall be able to participate electronically a maximum of three times per year.
 - 4.4.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
 - 4.4.5. Trustees participating electronically shall inform the Chair of their departure from a meeting, temporarily or permanently.
 - 4.4.6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Chair and disconnect from the meeting. The Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.
 - 4.4.7. The Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating (e.g. the

Chair's left to right) followed by the trustee(s) participating electronically first for those in favour and then for those opposed.

4.4.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.

4.4.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.

4.5. If both the Chair or Vice-Chair are unable to perform the duties of the office or are absent, the rotational acting Chair has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.

4.6. Regular meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

4.7. Any recording of a Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

5. **Special Meetings**

5.1. Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

5.2. Special meetings of the Board shall only be called when the Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.

5.3. A written notice of the special meeting including date, time, place, and nature of business shall be issued to all trustees by electronic mail or in person at least two days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.

5.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

5.5. Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.

5.6. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

5.7. Any recordings of a special Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

6. **In-Camera Sessions**

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is most commonly used and is synonymous with the other two terms.

6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.

6.2. The Board may convene in-camera to discuss matters of a sensitive nature, including:

6.2.1. Personnel

6.2.1.1. Individual students;

6.2.1.2. Individual employees;

6.2.2. Matters relating to negotiations;

- 6.2.3. Acquisition/disposal of real property;
 - 6.2.4. Litigation brought by or against the Board;
 - 6.2.5. Other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 6.3. In-camera sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

7. Agenda for Regular Meetings

The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.

- 7.1. The agenda shall be supported, electronically, by copies of letters, reports, contracts, and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
- 7.1.1. Report for Recommendation
 - 7.1.2. Report for Information or
 - 7.1.3. Report for Feedback.
- 7.2. Items may be placed on the agenda in one of the following ways:
- 7.2.1. By notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting.
 - 7.2.2. By notice of motion at the previous meeting of the Board.
 - 7.2.3. As a request from a committee of the Board.
 - 7.2.4. Emergent issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the emergent nature of such information.
- 7.4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.6. The list of agenda items, and respective reports, shall be posted on the Division website two and one half days prior to the Board meeting.

8. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1. The minutes shall record:
- 8.1.1. Date, time, and place of meeting;

- 8.1.2. Type of meeting;
 - 8.1.3. Name of presiding officer;
 - 8.1.4. Names of those trustees and senior administration in attendance;
 - 8.1.5. Approval of preceding minutes;
 - 8.1.6. All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full, along with a brief explanation as to why the matter is before the Board;
 - 8.1.7. Names of persons making the motions;
 - 8.1.8. Points of order and appeals;
 - 8.1.9. Appointments;
 - 8.1.10. Receipt of reports of committees;
 - 8.1.11. Recording of the vote on all motions;
 - 8.1.12. Trustee declaration of vote pursuant to the *Education Act*; and
 - 8.1.13. The hour of adjournment.
- 8.2. The minutes shall:
 - 8.2.1. Be prepared as directed by the Superintendent;
 - 8.2.2. Be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
 - 8.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
 - 8.4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
 - 8.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
 - 8.6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. **Motions**

Motions do not require a seconder.

9.1. Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

9.2. Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

9.3. Speaking to the Motion

9.3.1. The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.

9.3.2. The Chair shall normally speak each round just prior to the last speaker.

9.3.3. The mover of the motion is permitted to close debate on the motion.

9.3.4. As a general guide, a trustee should not speak longer than five minutes on any motion.

9.3.5. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

9.3.6. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

9.3.7. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.

9.3.8. The Board Chair shall rule on further discussion.

9.4. Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

9.5. Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board shall decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

9.6. Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

10. Comments, Presentations, and Delegations at Board Meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

10.1. General Comments on an Educational Issue at a Board Meeting

10.1.1. A member of the public or a staff group representative may address the Board on any educational issue.

10.1.2. If a member of the public or a staff group representative wishes to comment on an educational issue at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.

10.1.3. A member of the public or a staff group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *General Comments on an Educational Issue* shall

not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.

10.1.4. Speakers shall address their comments to the Board Chair.

10.2. Comments on Specific Board Agenda Items

10.2.1. A member of the public or a staff group representative may address the Board on a specific Board agenda item.

10.2.2. If a member of the public or a staff group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.

10.2.3. A member of the public or a staff group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.

10.2.4. Speakers shall address their comments to the Board Chair.

10.3. Formal Delegations and Presentations to Board

10.3.1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure, or statute.

10.3.2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. This provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the Administration.

10.3.3. If after meeting with the Administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. This shall be made in writing to the Board Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.

10.3.4. The Board reserves the right to determine whether the delegation shall be heard, and if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Superintendent or designate and Board Chair shall make appropriate arrangements for the delegation to be heard.

10.3.5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent or designate at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.

10.3.6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.

- 10.3.7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellant of their right to the next avenue of appeal.

11. Audio Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee Compensation and Expenses

The Board acknowledges that Board members are entitled to compensation for performance of their duties. The Board believes the governance budget must be set, monitored, and publicly reported as part of the budgeting process.

- 12.1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible, and accountable in the use of public funds.
- 12.2. The Board shall establish rates for the Chair, Vice-Chair, and trustees in conjunction with the budgeting process.
- 12.3. Remuneration shall be paid annually, in 12 equal monthly payments.
- 12.4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the percent change in annual average index of Alberta Consumer Price Index (CPI) and the percent change in annual average earnings Alberta Average Weekly Earnings (AWE), not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.
- 12.5. Trustees are encouraged to participate in professional development (PD) and public relations (PR) activities.
- 12.6. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Chair and Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.
- 12.7. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover the travel allowance.
- 12.8. Travel allowance is separated into three categories:
 - 12.8.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 - 12.8.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.
 - 12.8.1.2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.
 - 12.8.2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County, and Fort Saskatchewan to account for the increased travel required due to their geographical area.
 - 12.8.3. The Board Chair and Vice-Chair receive an additional allowance to account for the increased travel required to fulfill their roles.

- 12.9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
- 12.10. Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7-1). Any use of discretionary funds must be seen as a responsible use of public funds upon external review. Discretionary funds can be allocated to five main categories of trustee expenses:
 - 12.10.1. Public Relations – Expenses incurred to promote and maintain the visibility of the Division. Acceptable expenses include Chamber of Commerce, public events, school functions, etc.
 - 12.10.2. Professional Development (PD) – Expenses incurred to support the ongoing professional development of trustees. Acceptable expenses include ASBA conventions and/or events, ASBA Zone 2/3 meetings and/or events, workshops and seminars, CSBA conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and conferences, etc. Additional PD funds are available to trustees from the Board’s budget. These funds must be requested, in writing, to the Board Chair and approved by the Board Chair.
 - 12.10.3. Equipment – Expenses incurred to provide equipment to perform the trustee’s role. Acceptable expenses include cell phones, upgrades to basic laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee’s term. The cost of basic laptops shall be allocated out of general funds.
 - 12.10.4. Communications – Expenses incurred for communication. Acceptable expenses include internet connections, cell phone bills, etc.
 - 12.10.5. Supplies and Materials - Expenses incurred for consumable materials and supplies such as office supplies, paper, printer ink, etc.
- 12.11. It is the trustee’s responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
- 12.12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis and placement of funds shall be determined at a public meeting of the Board.
- 12.13. Trustees shall be enrolled in the insurance and benefits plan upon being elected to the position of trustee, as per guidelines of the insurance carriers.
 - 12.13.1. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 - 12.13.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.

- 12.13.1.2. Individual benefit coverage is provided for all trustees, with premiums paid by the Division. Individual benefit coverage may be waived, as per guidelines of the insurance carriers.
- 12.13.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
- 12.14. In the event of a by-election, a trustee may enroll within 31 days of the swearing in of the trustee and shall be covered until the end of the four-year term.
- 12.15. Claims for reimbursement shall be submitted directly to the insurance carrier.
- 12.16. A trustee is not eligible for benefits if they are no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.
- 12.17. All reimbursement (expense claims) must be settled during the respective fiscal (September-August) year that the expense was incurred.
- 12.18. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the Division and to the Board. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members.

Therefore, the Board believes in the requirement to declare conflict of interest.

13.1. The trustee is expected to be conversant with sections 85-96 of the *Education Act*.

13.2. The trustee is responsible for declaring themselves to be in possible conflict of interest.

13.2.1. The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

13.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

13.3. It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that their declaration and absence is properly recorded within the minutes.

13.4. The recording secretary shall record in the minutes:

13.4.1. The trustee's declaration;

13.4.2. The trustee's abstention from the debate and the vote; and

13.4.3. That the trustee left the room in which the meeting was held.

14. Board Self-Evaluation

On an annual basis, the Board shall complete a self-evaluation.

Reference:

Sections 53, 54, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 23, 2016	—
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
—	Feb. 27, 2017
March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017
March 19, 2018	April 19, 2018
Feb. 19, 2019	March 14, 2019
Sept. 5, 2019	Sept. 26, 2019
	Dec. 3, 2019
	Feb. 20, 2020
	March 26, 2020
Dec. 8, 2020	Jan. 21, 2021
Dec. 16, 2021	
Jan. 11, 2022	
Feb. 8, 2022	Feb 17, 2022
	March 1, 2022
Dec. 12, 2022	



RECOMMENDATION REPORT

DATE: Jan. 19, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 24: Personal Communication Devices
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 24: Personal Communication Devices, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee is recommending an amendment to section 4.2 for improved readability, as shown in Attachment 1.

COMMUNICATION PLAN:

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

ATTACHMENT(S):

1. Board Policy 24: Personal Communication Devices (marked)
2. Board Policy 24: Personal Communication Devices (unmarked)

Policy 24

PERSONAL COMMUNICATION DEVICES

The Board recognizes that there is an appropriate educational purpose for the use of technology in the classroom provided that it is used to achieve the learner outcomes in the Alberta Programs of Study and allows students to participate in learner activities chosen by the teacher.

We are committed to preparing our students to thrive in the 21st century. Digital citizenship is key to helping EIPS students learn to use available technology responsibly to enable them to reach their full potential as learners.

Definitions:

1. Digital Citizenship (DC):
Refers to the knowledge, skills and attitudes in our schools needed to demonstrate responsible and respectful behavior when using technology or participating in digital environments.
2. Educational Purpose refers to:
 - 2.1. the use of the device to enable the student to achieve the learner outcomes in the Alberta Program of Study and/or participate in learner activities chosen by the teacher;
 - 2.2. a diagnosed medical need of the student;
 - 2.3. an inclusive education need identified in the student's instructional support plan (ISP).
3. Personal Communication Device (PCD):
Refers to personal digital devices that connect to the internet through WiFi, cellular network or other mobile devices.

Procedures:

1. Division employees shall:
 - 1.1. serve as role models and must only use PCDs as outlined in Board Policy and Administrative Procedures;
 - 1.2. understand and promote a welcoming, caring, respectful, and safe working and learning environment.
2. Schools shall:
 - 2.1. ensure Administrative Procedure 145, Use of Personal Communication Devices is communicated to all staff and students at the beginning of each school year and ensure its adherence;
 - 2.2. develop a plan detailing the specific curricular circumstances that a PCD can be used in class;
 - 2.3. establish how PCDs will be stored at the school.

3. Students of Divisions 1 and 2 (Grades K-6):
 - 3.1. shall not access a PCD at school, unless required for:
 - 3.1.1. diagnosed medical conditions; or
 - 3.1.2. an identified inclusive educational need; or
 - 3.1.3. when not required, PCDs used for a diagnosed medical condition or an identified inclusive educational need shall be stored according to the school PCD plan.
4. Students of Divisions 3 and 4 (Grades 7-12):
 - 4.1. shall not be in possession of a PCD during class time and shall store a PCD according to the school PCD plan (locker/classroom pouches), unless required for:
 - 4.1.1. diagnosed medical conditions; or
 - 4.1.2. an identified inclusive educational need; or
 - 4.1.3. when not required, PCDs used for a diagnosed medical condition or for an identified inclusive educational need, shall be stored according to the school PCD plan.
 - 4.2. may access a PCD ~~when given permission by the teacher~~ for a specific educational task or purpose when given permission by the teacher.

Reference:

Policy 19, Welcoming, Caring, Respectful and Safe Learning and Working Environments

Last reviewed: Last updated:

June 2, 2021

Dec. 16, 2021 Jan. 20, 2022

Dec. 12, 2022

Policy 24

PERSONAL COMMUNICATION DEVICES

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 - 4.1.2. an identified inclusive educational need; or
 - 4.1.3. when not required, PCDs used for a diagnosed medical condition or for an identified inclusive educational need, shall be stored according to the school PCD plan.
 - 4.2. may access a PCD for a specific educational task or purpose when given permission by the teacher.

Reference:

Policy 19, Welcoming, Caring, Respectful and Safe Learning and Working Environments

Last reviewed:	Last updated:
June 2, 2021	
Dec. 16, 2021	Jan. 20, 2022
Dec. 12, 2022	



RECOMMENDATION REPORT

DATE: Jan. 19, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 School Fee Parameters

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Tanya Borchers, Executive Assistant

REFERENCE: Alberta Regulation 95/2019, School Fees Regulation
Board Policy 23: School Fees
Administrative Procedure 505: School and Administrative Fees

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.

RECOMMENDATION:

That the Board of Trustees approve parameters for establishing 2023-24 school fees, as presented.

BACKGROUND:

As the Board wishes to ensure students achieve a quality education but also that fees are not cost-prohibitive for parents, parameters for setting fees for the 2023-24 school year need to be determined.

The following parameters were implemented for setting school fees over the years.

Fee	2018-19	2019-20	2020-21	2021-22	2022-23
Optional courses	Maintain or ↓	Max 5%	Maintain or ↓	Max 5% *	Max 5% *
noon supervision	Maintain or ↓	Max 5%	Maintain or ↓	Max 5%	Max 5%
student union fees	Maintain or ↓	Max 5%	Maintain or ↓	Max 5%	Max 5%
Activity (field trip),	>5%	>5%	>5%	>5%	>5%
extra-curricular	Max 5%	>5%	>5%	>5%	>5%
non-curricular travel	Max 5%	>5%	>5%	>5%	>5%

*7% allowed for food courses

There were some exceptions if the explanation was valid.

Synopsis:

- 2018-19 “maintain or decrease” was not about inflation but rather about stopping growth in our fees – restricting activities;
- 2019-20 “5% limit” looked at easing that for price increases;
- 2020-21 “maintain or decrease” aligned with the small increase in inflation; and
- 2021-22 and 2022-23 recognize the increase in inflation, which has gone slightly higher. Refer to Attachment 1 and per below.

Alberta	Sept 2019		Sept 2020		Sept 2021		Sept 2022	
	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr
All items	142.9	1.3%	145.0	1.5%	150.8	4.0%	160.1	6.2%
Sub-aggregates:								
Food	150.0	3.9%	152.4	1.6%	158.7	4.1%	174.1	9.7%
Recreation, education and reading	116.0	1.0%	116.3	0.3%	119.9	3.1%	124.7	4.0%
Goods	121.4	0.0%	123.7	1.9%	131.4	6.2%	140.6	7.0%
Services	166.4	2.1%	168.2	1.1%	171.9	2.2%	180.9	5.2%

The Consumer Price Index (CPI) is a representation of changes in prices experienced by Canadian consumers. It measures price changes by comparing the cost of fixed goods and services over time. This includes food, shelter, utilities, furnishings, clothing, transportation, health and personal care, recreation, education and reading, alcoholic beverages, tobacco, and recreational cannabis.

The CPI is one of the most widely used measures of inflation. “All items” CPI and its “sub-aggregates” can be used to calculate the price change between any two periods: the most used calculation being the 12-month percentage change. Data users who rely on the CPI for indexation purposes are advised to use this indicator as it reflects actual price movements observed during a given period. The CPI is based on a fixed basket of goods and services, which represents the average Canadian household's spending habits. The CPI measures the average change in retail prices encountered by all consumers in Canada.


Data is available at various levels, including provincially, by select cities and by population. The CPI shown in Attachment 1 is for Alberta in the last four years. When considering fees, it is better to look at the sub-aggregate changes in CPI as this provides a better picture of the increases in prices for a specific basket of goods. “All items” CPI includes items such as rent on a weighted average, which is not applicable to fees. We excluded rent because schools are buying goods and services that do not include rent costs.

CONSIDERATION AND ANALYSIS:

Many families are experiencing financial strains with inflation and interest rates climbing. EIPS must balance between providing a high-quality education and operating within the constraints of both our budget and the fiscal realities of EIPS families.

The question is, what will happen to inflation in 2023? Alberta Treasury Branch has posted in its Nov. 30, 2022 Economic Outlook the following:

Key indicators	2021	ATB forecast		
		2022	2023	2024
Real GDP (annual % change)	4.8	5.0	2.8	2.2
Employment (annual % change)	5.1	5.2	1.8	2.0
Unemployment rate (annual average %)	8.7	5.8	5.9	5.8
Retail sales (annual % change)	11.5	6.7	5.3	5.0
Annual housing starts (000s)	31.9	36.5	32.4	30.6
Consumer Price Index (annual % change)	3.2	6.3	3.9	2.3



EIPS currently has a fee waiver program in place where families can submit requests to have their fees waived. The waiver process is based on low-income cut-off (LICO) information from Statistics Canada indexed annually.

- Waivers cover transportation fees for students attending their designated school, supplemental bus fee, lunch supervision fees and student council fees.
- Waivers do not cover transportation fees for students attending a non-designated school or who are non-resident, Alberta non-resident and international student tuitions, optional course fees, activity fees (i.e. field trips), extracurricular fees, non-curricular goods and services, and non-curricular travel.
- Once the Secretary-Treasurer has waived fees, then schools may also waive fees such as optional course fees.

While we must be aware of our families' financial situation, EIPS must operate at break even.

Administration is proposing the following parameters for setting 2023-24 school fees.

Fee Type	Parameter - All fees need to be set at cost recovery.
Optional courses ³	Fees can be increased up to 5%. Food courses will be allowed to increase up to 7%. Requires an explanation if exceeding this cap.
Noon supervision ¹	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Activity fees (field trips) ²	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Extra-curricular ²	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Non-curricular travel ² (overnight ski or band trips)	Fees can be increased up to 5%. Requires an explanation if exceeding this cap..
Non-curricular goods and services (Student Union)	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.



RECOMMENDATION REPORT

A 5% increase is being proposed and not a 3.9% (estimated CPI for 2023) increase is because the 5% cap last year was likely not enough cover all the inflation in 2022-23 (CPI exceeded 5%). The increases above will continue to allow for the cost increases in goods and services. Fee increases higher than the above parameters would be considered in exceptional circumstances (hence an explanation being required).

¹EIPS classified staff will have a 3.75% increase (not compounded) since June 2022 to Sept 1, 2023 so an increase here is needed for noon supervision costs as classified staff at schools do noon hour supervision.

²last year schools were able to increase these fees at >5%. This cap at 5% incorporates some restriction.

³food prices are anticipated to rise by another 5-7% in 2023 (Global news), The Globe and Mail Dec. 5 article suggests 7% (<https://www.theglobeandmail.com/business/article-food-costs-for-family-of-four-projected-to-increase-by-1000-in-2023/>).

Schools track their fees in their School Generated Funds (SGF) accounts by category or course. Leading up to and after the completion of courses, field trips, noon supervision, etc., the costs of the various programs are reviewed and compared to the fee charged. As per AP 505, School and Administrative Fees, any funds remaining in a program for extra-curricular teams or clubs, activities, or courses may be used to sponsor a final class/team activity or event. Where fees were over-charged more than \$10/student, the plan to use or refund is sent in for review to the Secretary-Treasurer and Superintendent. These amounts are typically refunded (credited) to the student. Each year, Financial Services monitors the surplus generated through fees and discusses these with the bookkeepers at schools.

COMMUNICATION:

Once approved by the Board, schools will be notified so they can begin the process of establishing school fees for the 2023-24 year.

ATTACHMENT(S):

1. CPI data for Alberta

Alberta	Sept 2019		Sept 2020		Sept 2021		Sept 2022	
	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr
All items	142.9	1.3%	145.0	1.5%	150.8	4.0%	160.1	6.2%
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Services	166.4	2.1%	168.2	1.1%	171.9	2.2%	180.9	5.2%

Food includes non-alcoholic beverages.

Goods are physical or tangible commodities usually classified according to their life span into non-durable goods, semi-durable goods and durable goods. Non-durable goods are those goods that can be used up entirely in less than a year, assuming normal usage. For example, fresh food products, disposable cameras and gasoline are non-durable goods. Semi-durable goods are those goods that may last less than 12 months or greater than 12 months depending on the purpose to which they are put. For example, clothing, footwear and household textiles are semi-durable goods. Durable goods are those goods which may be used repeatedly or continuously over more than a year, assuming normal usage. For example, cars, audio and video equipment and furniture are durable goods.

A **Service** in the Consumer Price Index (CPI) is characterized by valuable work performed by an individual or organization on behalf of a consumer, for example, car tune-ups, haircuts and city public transportation. Transactions classified as a service may include the cost of goods by their nature. Examples include food in restaurant food services and materials in clothing repair services.

All Data above taken from

<https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=1810000401#timeframe>

Time base

The CPI compares, in percentage terms, prices in any given time period to prices in the official base period which, at present, is 2002=100. The official time base was changed from 1992=100 to 2002=100 starting with the CPI for May 2007. The change is strictly an arithmetic conversion which alters the index levels but leaves the percentage changes between any two periods intact, except for differences in rounding.



RECOMMENDATION REPORT

DATE: Jan. 19, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Ukrainian Language and Culture

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Keri Busenius, Principal, A.L. Horton Elementary
Karen Baranec, Communication Networking Specialist

REFERENCE: N/A

EIPS PRIORITY: Promote growth and success for all students
Enhance public education through effective engagement

EIPS GOAL: Success for every student
Parent and caregiver engagement
Engaged and effective governance

EIPS OUTCOME: Students are engaged in their learning and achieve student-learning outcomes. Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education. The Division is committed to engaging stakeholders to augment its decision-making and support student success.

RECOMMENDATION:

That the Board approve that the Ukrainian Bilingual Program designation at A.L. Horton be officially removed and replaced with the Ukrainian Language and Culture Program (that is currently being piloted) effective for the 2023-24 school year.

That both the German and the Ukrainian Language and Culture programs be designated as Alternative programs.

BACKGROUND:

On May 31, 2022, Associate Superintendent Stoddard, and Superintendent Liguori received an email from A.L. Horton's school principal informing them that at the Parent Council meeting held on May 30, 2022, a group of parents from the Ukrainian Bilingual program attended and were very upset with the grade configurations being proposed for the Ukrainian Bilingual program for the 2022-23 school year. In fact, it was communicated that the parent group was extremely upset that the lower enrolment numbers necessitated combined grades. Additionally, parents were concerned with the 35% time requirement, for teaching of curriculum in the Ukrainian language in the Bilingual program. Parents felt that due to COVID, this requirement was not something they desired.

In response to these concerns, it was requested that the Division consult with A.L. Horton families to discuss and gather feedback about the school's Ukrainian Bilingual programming. In June, two public engagement sessions were held—one on June 6 and another on June 20. The goal: To determine what factors are most important to A.L. Horton Elementary's school community as it relates to its Ukrainian programming. Both public engagement sessions were informal conversations and included topics similar in nature—background information, community needs, the Ukrainian Bilingual program's successes, challenges, and important considerations. Overall, A.L. Horton families expressed a keen desire to maintain a Ukrainian program at the school, albeit altered to a language and culture program to accommodate the request to remove the bilingual instruction requirements and thus potentially eliminate the need for combined grades. Below is a summary of the concerns and feedback from the two sessions.

Concerns

- Current enrolment numbers in the Bilingual program are not large enough to run single-class grades—for example, there are four students enrolled in the Grade 1 Ukrainian Bilingual program for the 2022-23 school year.
- Because of low enrolment numbers, combined classes are required to run A.L. Horton's Ukrainian Bilingual program.
- Combined classes are also needed to operate the A.L. Horton's English program.
- Combining a class with students enrolled in both the regular English program and Ukrainian Bilingual program is not an option. The reason: Alberta Education requires all Ukrainian Bilingual programming be taught in both English and Ukrainian—with 35 per cent to 50 per cent of the instruction in Ukrainian.
- In 2018, EIPS completed an audit of A.L. Horton's Ukrainian Bilingual program. The audit determined A.L. Horton's Ukrainian Bilingual program did not meet the required percentage of Ukrainian instruction—instruction was at about 10 per cent. However, the program did mimic a language and culture program—a program where an international language is studied as a separate subject, similar to French as a Second Language, to develop communication skills and learn about the culture.

Summary of Feedback

- Many attendees were unaware of the difference between a bilingual program and a language and culture program.
- Some attendees weren't aware of the provincial time requirement of a bilingual program, nor that curriculum concepts must be taught in the Ukrainian language during that time.
- Many attendees reported feeling A.L. Horton's Ukrainian Bilingual program operates more like a language and culture program.
- Attendees unanimously agreed rather than increasing Ukrainian instructional minutes to offer a bilingual program, as defined by Alberta Education, the preference is to offer a Ukrainian Language and Culture program at A.L. Horton.
- Many attendees expressed a desire to combine both the English and Ukrainian programs into a single-grade classroom to create a more inclusive school environment.
- A.L. Horton's principal said the school can offer single-grade classrooms if both English and Ukrainian students are combined—assuming numbers remain the same in the fall. In this scenario, students would enrol in the Ukrainian Language and Culture program and be pulled out of English programming for 30 minutes daily. Potentially, the English students could take part in the programming if they register too.
- To further expand Ukrainian language learning, EIPS believes it's possible to offer a Ukrainian Language and Culture program at the junior high and senior high levels.

- At the end of the second consultation, there was a consensus. All attendees expressed a keen desire to avoid combined grades at A.L. Horton Elementary and preferred integrating classes to include students from both the English and Ukrainian programs—with those in the Ukrainian program being pulled out of class to study Ukrainian language and culture for 30 minutes a day.

Based on the feedback gathered at the two consultation meetings, EIPS conducted a short survey with A.L. Horton's Elementary families to help determine next steps and further planning for the 2022-23 school year. Below is a summary of results:

- 58 families responded to the survey (35 from the current Ukrainian Bilingual Program and 23 from the English Program).
- 93 percent of the total respondents strongly agreed, agreed, or had no preference if A.L. Horton offered a Ukrainian Language and Culture program instead of the Bilingual Program—with both English and Ukrainian students enrolled in the same home room classes.
- 95.29 per cent of the respondents currently in the Ukrainian Bilingual program responded that they would enrol their child in the language and culture program. One family said they would not enrol their child in the program and one family was unsure.
- 26.09 per cent of the respondents in the current English program responded they would register their child in the Ukrainian Language and Culture program if they could; 22.17 per cent were unsure and wanted more information before deciding.

Following, the Division worked with a consultant to develop a Language and Culture Program of Studies from K-12 and pilot the K-6 in the 2022-23 school year. The draft curriculum was developed, and teachers were included in the process; with teacher release time being provided by Supports for Students. Presently the Language and Culture outcomes are being added to the new PowerSchool Report Card.

CURRENT STATE:

To gather further information on the satisfaction with the Language and Culture program, a survey was provided to all families who have students enrolled in the program. Forty-one families out of 80 responded. A summary of the quantitative responses is provided below:

- 97% of families reported their child enjoys learning the Ukrainian Language at school.
- 95.1% of families reported their child enjoys learning about the Ukrainian culture at school.
- 90.2% of families enjoy seeing their child perform in Ukrainian at school events.
- Only 36.6% feel well informed about learning activities and assessments in the Ukrainian Language and Culture program and 65% indicated they would appreciate more classroom newsletters and communication related to the above – indicating communication is an area for growth.
- 88% of parents indicated that they would most likely or certainly register their child in the Language and Culture Program at A.L Horton next year. In interpreting this response, it is important to note that 19 students will be moving to Junior High for the upcoming school year.

When asked what might be a hope parents had for their child in the Ukrainian Language & Culture program this year, the following qualitative comments were received verbatim (names removed).

- Not in particular, X has a cultural background, and the others just wanted a second language and perfect here in this town.
- More language for communication and carry on a conversation; learning more about the culture.
- Learn and experience a different culture to broaden his life experience.
- To speak a little bit of the language.

- MORE of it. Honestly, just more time learning and embracing the culture.
- The Ukrainian Program is the main reason we chose AL Horton for our child.
- To continue past grade 6. To keep learning poems and songs.
- To not only learn vocabulary and culture but continue to grow her love of learning Ukrainian. She feels very proud.
- To continue enjoying his studies.
- My older daughter is not interested in continuing because she is struggling in it and did not take it prior and it's affecting her; I'll try one more year just to see if it would give her that chance.
- Remember and develop the Ukrainian language.
- I hope they enjoy learning the learning.
- Only up to grade 6 so I wish it was carried past grade 6...; I like them learning another language and to know most of our families are from Ukraine.
- I feel that there is so much more learning this year; I am excited to see how far he can be pushed; he is able to communicate more effectively with the grandparents and carry conversations that did not happen since grade 1; I think Panni X did the beginning and has nailed it and set it off with a good tone; words coming home with spelling test etc. and he is excited to tell me about what is going on and I think it's also interesting because the new immigrants are showing them how to use the language and build little communication blocks with them. That is exactly what I wanted. From last year to this year, it is much better with communication, and I am happy with it now and better than it was.
- I hope that she continues to enjoy the program. I think any opportunity for learning about another language and culture is so great.
- I hope they have a strong understanding of the culture, language and can use it their daily lives.
- They are teaching their younger siblings some of the language.
- Hoping we would do Vesna - concert or however that looks.
- That the program stays.
- Learning a new culture and language.
- Hoping that it continues into the high school; children will feel lost if all of a sudden taking French; not just end in grade 6.
- Wants to know better what they are learning and how to help at home.
- Everything is good; have the Canadian kids with Ukrainian.
- Programming seems to be going well.
- I would like for my child to learn about some cultural traditions/foods/the country of Ukraine and Ukrainian immigration/settlers in addition to the language.
- To make traditional things like paska and babka. Things they did and made in the old ways.
- To continue to learn the language and culture.
- Continued interest and the language and culture.
- More conversational Ukrainian instruction.
- That they learn and enjoy the program.
- It would be really neat to see them have a speech that they learn in Ukrainian. Songs are awesome but to just speak the language. This would be rehearsed but would be nice to see them hold a mock conversation with someone. Does the Wendy Brook have a Ukrainian Speech category?

- To learn more about her Ukrainian heritage and to be able to converse simple phrases with Ukrainian refugees in the school.
- I am hoping that my children will expand their Ukrainian language and continue learning the Ukrainian culture and heritage.

When asked what might be missing from the Ukrainian Language and Culture program the following qualitative comments were received verbatim (names removed).

- No
- Nothing; just more time
- Consistency
- More events with family.
- A really great program to have my children challenged and learn in.
- Vocab sheets to be sent home, so I can help her retain what she has learned. Any info sheets from the Ukrainian program really. Unless I am just not on the email list, there is no information sent home?
- To gain more proficiency in the language within the bounds of the program. However, I recognize that the program was scaled back from a full bilingual program to prevent class splitting, and still feel that was the best choice for his class and the school as a whole.
- Joining later is hard; social parts are keeping her motivated
- There is no communication at all. The only information I get is from the oldest child and even then, I don't know about the details. For example, they told me they needed to stay longer for the Christmas concert, and it wasn't communicated- I'd like to just know what is going on.
- Not right
- I am not sure; to bring in if possible, bring in community members and sharing from the community their ideas; when X was around the kids would go to homestead lodge and sing carols and gave them a chance to sing and tie to the language and benefits the seniors and the kids; to hear the language and feel connected back to the community. Win-win, I think.
- Dance, more field trips culturally based
- Nothing I know of
- Miss the transition - kids not speaking as much; I am hoping like we said at the meeting last year - can we touch base with VJS around Ukrainian?
- Not sure
- Nothing so far; the kids are really enjoying it; they love it and when they have Saint Nikolai today it's special; we do a lot of special things - come join us, other kids! At Easter, have a buddy day where a non-ULC peers can join in special activities
- No, nothing
- No, all is good
- Zero communication from the program. the only information i receive is what my child comes home to tell me. There was no information from the teacher on the report card nor was there an opportunity to talk to anyone on interview times. I would hope there would be more communication with families.
- I am not sure as I have no idea what is planned for the year.

- It would be nice to have a Ukrainian teacher all day long rather than a specific time of day.
- More conversational Ukrainian instruction. Our school has been blessed with welcoming Ukrainian students; it would be wonderful if our children in this program would be able to communicate better with them in their language. Saint Nicholas came again this year, which is wonderful and fabulous to gift the children a sweet. However previous years had the children receive a Ukrainian gift, which would have been more appropriate, since this is a Ukrainian Saint.
- Newsletters for parents
- I believe the program is being taught as required.

When asked what else would parents like to let the school know in relation to information about and decisions related to the Language and Culture program, the following qualitative comments were received verbatim (names removed).

- No
- No; it's going pretty good; could we see the new curriculum?
- Thank you and your hard work is appreciated.
- My only concern is how well the program is promoted to incoming families. When registering our child for Kinder at AL Horton there was no place on the application to select the Ukrainian Program. I actually had no idea it was even offered in kinder until I spoke to a parent who has older kids in the program. I'm very active on the school's website and social media's and did not see any info regarding Ukrainian kinder when promoting kinder registration. I'm very glad the info was eventually shared with me as we would have been devastated to miss out on this amazing program.
- Field trips are really great and the baking of bread or other foods is very special.
- Thank you for offering Ukrainian Language and Culture program. I do wish it was bilingual, but this is better than nothing, more would be better.
- In class activities and upcoming events. I didn't see much mention of these in recent Wayfinders, but perhaps they are being shared elsewhere. If so, a mention of this location in the Wayfinder would be appreciated.
- My son may not be in the Ukrainian program next year since we may want him to begin studying French, because our family has a stronger connection to the French language than to Ukrainian. This does not mean we're dissatisfied with the Ukrainian program, and if he prefers to stay in Ukrainian, we may leave him there.
- My child will be moving to Highschool next year.
- All good :)
- Communication is a problem. Huge. I don't know anything. I don't expect weekly, but even monthly or bi-monthly. I haven't heard anything since the day they started.
- No
- I am seeing a direct result this year.
- I will also be enrolling my child who is entering kindergarten in the 2023/2024 school year in the program if it is available.
- Keep the program going!
- No thank you :)
- I would certainly enrol my child in grade 7 Ukrainian next year! Fabulous Ukrainian staff!

- I hear great things from my daughter.
- No, I think it's been clear. The teacher has sent home a letter. If a newsletter can come home about what we're teaching, then parents can have a conversation. Even the young ones don't say much and to say what's upcoming would be great. It's nice to see work and items come home. A quick newsletter heads up would be great. Any info parents love.
- Only about the curriculum and how to help
- Take part in French and Ukrainian in grade 7; Grade 4 for sure!
- I want to echo my comment above- it would be great to hear more about what is happening in the class. Unfortunately, I do feel the communication with this program is lacking and would be great to see improvement in this.
- Do not get rid of it!
- I felt the program was stronger when the Ukrainian teacher was the home room teacher, not just teaching at specific times of the day. I feel the students were more immersed in the language.
- Will there be a teacher who is fluent in the language continuing in the program next year? Seeing as there is only one fluent instructor at this time and there was an absence for part of the year, will there be a certified teacher qualified to continue the program should the current teacher not be teaching in the 2023-24 school year?
- Generally, we are happy with the program, however I do need to stress that the beginning of the year had our child speaking and singing in Ukrainian at home. Our child was more engaged and thrilled to share what was taught. Since the substitute has left, I have noticed a huge decline in speaking, singing, and sharing the Ukrainian lessons at home. While we know it is very difficult to find quality Ukrainian speaking teachers, our hope is that excitement to teach Ukrainian to our children will be rejuvenated.
- Changing from the labelled bilingual to language and cultural was nerve-racking, we have been over all pleased with the changeover. We know that there will be and has been hiccups and kinks to work out, but we also do believe that we are off to a strong start and are excited to see the ULC program continue to grow.
- It is also wonderful to hear our principal incorporate the Ukrainian language and thus embrace our heritage. When our children see her trying or asking them how to say something it makes them proud, and it makes a connection.
- Since the war began in Ukraine, it is increasingly important that the Ukrainian language is taught, the culture embraced and in turn our heritage preserved. Our school, by having the ULC program is a part of this preservation, and we are proud to be a part of it.
- The program needs to stay. It is a vital part of this community especially since having more refugees in this community.
- My children enjoy this program and are eager to continue learning the Ukrainian language and culture.

NEXT STEPS:

- If the Board approves that the Ukrainian Bilingual Program designation at A.L. Horton be officially removed and replaced with the Ukrainian Language and Culture Program effective for the 2023-24 school year, this will be communicated out to the community.
- Additionally, in response to the latest feedback from families, A.L Horton will put enhanced communication mechanisms in place to ensure parents are well informed about learning activities and assessments on an ongoing basis. This will include sharing the current Ukrainian Language and Culture curriculum being provided.
- If the Board approves that both the German and the Ukrainian Language and Culture programs be designated as Alternative programs, Policy 18: Alternative Programs will need to be amended. As well, the change will be communicated to families and the website will be updated.
- Advertising of the Language and Culture programs will take place alongside all other alternative programs.
- The Division will explore expanding both the German and Ukrainian Language and Culture programs into Junior High.
- With respect to bussing, if a student enrolled in a language and culture program resides 2.40 kilometres or more from the school where the language and culture program is offered AND the school is the student's designated school, they qualify for the eligible bussing fee. If the student resides less than 2.40 kilometres from the school OR the school offering the language and culture program is not their designated school, the ineligible bussing fee will apply.

ATTACHMENT(S):

N/A

Ss:ss



INFORMATION REPORT

DATE: Jan. 19, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Three-Year Engagement Strategy – Project 4: Vegreville Value Scoping Session

ORIGINATOR: Brent Dragon, Planner, Facility Services

RESOURCE STAFF: Robert Derech, Assistant Director, Projects and Planning
Dave Antymniuk, Division Principal
Laura McNabb, Director, 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

ISSUE:
That the Board of Trustees receives for information an update on the EIPS Three-Year Engagement Strategy—specifically Project 4: Vegreville Value Scoping Session and the accompanying solutions report.

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 4, the Division is exploring possible solutions to improve the schools' utilization rates in Vegreville. Currently, EIPS has two schools in Vegreville that serve students living in the western portion of Minburn County and the Town of Vegreville. A.L. Horton Elementary is the elementary school. It offers kindergarten to Grade 6. Vegreville Composite High is the secondary school, providing programming for students in grades 7 through 12.

Over the last few years, both schools have experienced a significant drop in enrolment, affecting program delivery and facility operations. As such, EIPS has included the region in its Three-Three-Year Capital Plan—requesting provincial funding to conduct a value scoping session with community stakeholders in Vegreville and area. Value scoping is a proven public engagement method to explore alternative solutions that provide a high value for money and maximize the utilization and functionality of school infrastructure. Generally, the input helps ensure a broad range of perspectives are considered in developing and evaluating potential options. In March 2022, Alberta Education granted the Division's funding request. As such, the Division hosted a two-day value-scoping session for the region—on September 12 and September 14.

Facilitated by START Architecture, the sessions included representatives from the Government of Alberta, the EIPS Board of Trustees, EIPS administration, A.L. Horton Elementary, Vegreville Composite High, school council and the Town of Vegreville, the County of Minburn and the Village of Andrew. The focus: To develop possible solutions to improve both schools' facility utilization rates, five-year maintenance costs and overall operation costs—and, at the same time, optimize learning environments for students to ensure high-quality educational program delivery. An optimal outcome is a consensus around a preferred option, however, decisions related to capital plans rest with EIPS' Board of Trustees. Attachment 1 and Attachment 2 provide a summary of the value scoping session, including the working-group meetings that took place before the sessions. The documents also detail the best-performing community-supported solution.

CURRENT SITUATION OR KEY POINT:

A key deliverable of the 2022 Vegreville value scoping session is the final report from START Architecture, Value Scoping Session: Vegreville schools solutions (see, Attachment 2). The report outlines the process, discussions, solutions and the best-performing option to address the schools' low utilization rates based on the feedback collected during the project. Looking ahead, EIPS will incorporate the feedback from the report into its 2024-27 Three-Year Capital Plan.

ATTACHMENT(S):

1. Public Consultations: Report Summary – Vegreville Value Scoping Session
2. Value Scoping Session Report: Vegreville schools solutions

Public Consultations: Report Summary

PROJECT 4 | VEGREVILLE VALUE SCOPING SESSION

LAST UPDATED: Jan. 5, 2023



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BACKGROUND

Elk Island Public Schools (EIPS) comprises of five geographic sectors—Sector 1, Sherwood Park; Sector 2, Strathcona County; Sector 3, Fort Saskatchewan; Sector 4, Lamont County; and Sector 5, Minburn County. The latter, Sector 5, includes two EIPS schools that serve students living in the western portion of Minburn County and the Town of Vegreville. A.L. Horton Elementary is the elementary school. It offers kindergarten to Grade 6. Vegreville Composite High is the secondary school that provides programming for students in grades 7 through 12.

Over the last few years, both schools have experienced a significant drop in enrolment, affecting program delivery and facility operations. To put it into perspective, Vegreville Composite High's current utilization rate has fallen to just 37 per cent. Meanwhile, A.L. Horton's current utilization rate has dropped to 72 per cent. Additionally, for the 2020-21 year the operational costs for both school sites are well above the Division average (\$6,966). A.L. Horton's annual operational costs for 2020-21 was \$8,098 and Vegreville Composite's was \$8,060. In fact, A.L. Horton's projected five-year maintenance cost is \$1.8 million. Vegreville Composite High's five-year projected maintenance cost is \$9 million. Both are significant.

Every year, EIPS, along with all school boards provincewide, submit a Three-Year Capital Plan to Alberta Education that identifies its top capital needs—the province then uses these to create a provincial capital plan. For the last three years, EIPS has included Sector 5 in its Three-Year Capital Plan—requesting provincial funding to conduct a value scoping session with community stakeholders in Vegreville and area. Value scoping is a proven public engagement method to explore alternative solutions that provide a high value for money and maximize the utilization and functionality of school infrastructure. Generally, the input helps ensure a broad range of perspectives are considered when developing and evaluating potential options.

In 2022, the province granted EIPS' funding request for Sector 5. As such, the Division hosted a two-day value scoping session for the region—on September 12 and September 14. Facilitated by START Architecture, the session included representatives from the Government of Alberta, the EIPS Board of Trustees, EIPS administration, A.L. Horton Elementary, Vegreville Composite High, school council, the Town of Vegreville, the County of Minburn, and the Village of Andrew. The focus: To develop possible solutions to improve both schools' facility utilization rates, five-year maintenance costs and overall operational costs—and, at the same time, optimize learning environments for students to ensure high-quality educational program delivery. An optimal outcome is a consensus around a preferred option, however, decisions related to capital plans rest with the EIPS Board. The following is a summary of the value scoping session, including the working-group meetings that took place before the sessions.

ENGAGEMENT SUMMARY

PHASE 1: PRE-WORKSHOP MEETING – SPRING 2022

May 17, 2022: 9:30 a.m. to 2:30 p.m.

In-person attendance: 9

EIPS completed the Vegreville value-scoping session in two phases. Phase 1 included a pre-workshop meeting. Phase 2 included the two value scoping session workshops. The pre-workshop meeting took place in May 2022. Attendees included Chris Woollard, an architect with START Architecture and the workshop facilitator, staff from EIPS Facility Services and the two school principals provided qualitative data to the project team. The purpose: To collect base information and compile relevant internal and external reports. The meeting also included a site visit of both schools and an inspection of the mechanical, electrical, structural and functional components.

PHASE 2: VALUE SCOPING SESSION WORKSHOPS – FALL 2022

Day 1: Sept. 12, 2022; 8:30 a.m. to 4:30 p.m.

In-person attendance: 29

Day 2: Sept. 14, 2022; 8:30 a.m. to 4:30 p.m.

In-person attendance: 20

Phase two of the project included the two Vegreville value scoping session workshops, which took place in September 2022. Attendees were invited by START Architecture, on behalf of EIPS and included representatives from the Government of Alberta, the EIPS Board of Trustees, EIPS administration, A.L. Horton Elementary, Vegreville Composite High, school councils and the Town of Vegreville. START Architecture, the facilitator, guided the attendees through nine value scoping phases—Summary, Organizational, Information, Scope, Functional Analysis, Creative, Development, Evaluation, and Summary and Recommendation. A complete overview of the day's activities is detailed in the final report, Value Scoping Session Report: Vegreville schools solutions (see pg. 3, Attachment 2).

On Day 1, attendees worked through the first seven phases and developed eight possible solutions. START Architecture then created high-level concept plans and the associated expenses for each of the eight options. On Day 2, START Architecture shared these concept plans and costs. Attendees then reviewed the options and evaluated how well they met the community's needs—based on the Functional Analysis criteria established on Day 1.

Throughout the discussion, participants from all stakeholder groups emphasized the importance and value of the Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) spaces at Vegreville Composite High. Because retaining the school's CTF and CTS spaces was such an important requirement, it strongly influenced how the group ranked the eight options.

Overall, the best-performing solution was Option 2:

- a major modernization and addition to Vegreville Composite High School;
- a grade reconfiguration at Vegreville Composite High—offering kindergarten to Grade 12—to accommodate students from A.L. Horton Elementary;
- closing and demolishing A.L. Horton Elementary; and
- an estimated cost projection of approximately \$39 million.

NOTE: While Option 2 retains CTS spaces, the functional layout and use may not remain in the school's current configuration.

The second-highest performing option was Option 5:

- a new replacement school that combines A.L. Horton Elementary and Vegreville Composite High—offering kindergarten to grade 12 programming;
- loss of CTS spaces; and
- an estimated cost projection of approximately \$40 million.

START Architecture's final report, Value Scoping Session Report: Vegreville schools solutions, details all eight options explored by the group in detail (see pg. 20, Attachment 2).



VALUE SCOPING SESSION REPORT

CONTRACT #: 2022-042
NOVEMBER 23, 2022
FINAL DRAFT



VEGREVILLE SCHOOLS SOLUTION

Prepared for:
ELK ISLAND PUBLIC SCHOOLS

Contact:
The Board of Trustees of Elk Island Public Schools
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1 EXECUTIVE SUMMARY

1.1 Contextual Project Overview

The Board of Trustees of Elk Island Public Schools operate 43 school facilities with approximately 17,460 students. The geographical area includes 19 schools in Sherwood Park, five in rural Strathcona, six in Lamont County, nine in the City of Fort Saskatchewan, and four in the County of Minburn, which includes three in Vegreville.

Background Information provided by Elk Island Public Schools (EIPS) in conjunction with the Alberta Government:

Sector 5 is comprised of the western portion of the County of Minburn and the Town of Vegreville. This value scoping session is focused on two schools in Sector 5, Vegreville Composite High and A.L. Horton Elementary. Currently, the operation costs of both facilities are well above the Division average. Both facilities are underutilized. A.L. Horton Elementary is 72% utilized and Vegreville Composite High is 37% utilized as reported in the 2021-22 Area Capacity and Utilization Report. The 5-year maintenance costs for A.L. Horton Elementary is \$1.8 million while the 5-year maintenance cost for Vegreville Composite High is \$9.0 million. The current baseline is the continued operation and maintenance of both facilities i.e. Status Quo.

EIPS recognizes that enrolment decline is putting pressure on program delivery and the effective operations of the school facilities. Alternative solutions should be considered and reviewed to ensure program viability and quality of educational learning environments.

Alberta Education has provided EIPS with funding to conduct a value scoping session to evaluate alternative solutions to address the enrolment decline and maintain effective operations of the school facilities. The objective of the Value Scoping Session is to identify opportunities to improve the value added by ensuring the Division's Capital requests meet the communities need while remaining fiscally responsible. Furthermore, EIPS has excess capacity in Sector 5 - Vegreville / County of Minburn. Proposed solutions should right size Division space over the mid to long-term, while ensuring the Division is capable of meeting anticipated growth over the long-term.

1.2 Value Scoping Session Overview

a.) Summary

On September 12 and 14, 2022, EIPS commissioned a comprehensive Value Scoping Session to fully explore a value comparison to determine what The Board of Trustees of Elk Island Public Schools' optimal solution is in addressing the enrolment and maintenance issues for the two schools within Vegreville.

START Architecture facilitated the discussions through a neutral architectural and facility planning lens and provided supporting materials throughout the discussions.

It should be stressed that the outcome of the Value Scoping Session is not an identification of a preferred option but an evaluation of the various options to assist the School Division in determining what should remain or be revised on their future capital planning.

The Project Team, consisting of the Government of Alberta, Elk Island Public Schools administrators, teachers, board members and parents from the Vegreville schools and municipality representatives, chose 8 options for improving education delivery in Vegreville.

The Project Team evaluated each option using evaluation criteria agreed upon during Day 1 of the Value Scoping Session. The evaluation criteria served as a benchmark to ensure a fair comparison between all options was achieved.

b.) Organizational Phase

The information gathering phase of the sessions, this involved a number of stakeholder and internal meetings, and included:

- ^ Introductory meeting with select stakeholders
- ^ Internal School Division meeting with Plant Operations and Maintenance Staff
- ^ Site visits to all schools affected by the sessions

c.) Information Phase (What Do We Know?)

Background information was provided to all participants as base information. This included the base information about each of the schools and touched on information such as current capacity, facility condition, current enrolments and projections, comparisons with Alberta Education guidelines. The discussion identified key considerations in capital planning and outlined the project drivers for 3 year capital planning and 10 year facility planning. Consideration was also given to factors for considering replacement schools, modernizations, and "solution" projects. Discussion also involved an overview of the priorities from a school board perspective.

d.) Scope

In EIPS' Three Year Capital Plan, it was requested to undertake a Value Scoping Session to address the significant available capacity and above-average operational costs within Sector 5, specifically A.L. Horton Elementary School and Vegreville Composite High School.

In EIPS' Ten-Year Facilities Plan, it was identified that in 2020-21 the combined total enrolment of students within Sector 5 is 677 with 747 surplus student spaces across pre-kindergarten to Grade 12. It was stated that both Sector 5 schools are expected to experience an enrolment decline over the next ten years. Under current conditions, A.L. Horton is expected to have a net decline of 8% over the plan period, with enrolment dropping to 65% by 2026-27. The enrolment decline at Vegreville Composite High School is less significant with a net decline of 4%. Currently, the school is anticipated to decrease to 35% by 2026-27 followed by an additional decline in the second half of the plan to 33%. The facility will remain under 50% for the duration of the plan period and will not be expected to change unless building modifications occur.

Despite A.L. Horton being 65 years old and Vegreville Composite High School being 57 years old, neither building has been high on EIPS' Capital Request List as the schools are considered in good to fair condition. However, a number of their mechanical and electrical systems are beyond their intended design life and will begin to require major upgrades to maintain the facilities. Coupled with the excess capacity of the schools, a modernization to either building will require a plan for right-sizing to increase utilization rates.

The purpose of the two day session was to develop a comprehensive school accommodation strategy to help inform future decisions around the best use of the spaces. The aim is to optimize the use of the buildings through a combination of modernizations, right-sizing, or consolidations.

The scope of the sessions dealt with these major aspects:

- ^ Address excess capacity within the Sector
- ^ Address ageing infrastructure and inefficiency of the existing facilities

In order to achieve Government approval, a "solution" approach will most likely be required. The value scoping sessions look at the best possible use of government resources while providing the most effective use of educational facilities for the families of

e.) Functional Analysis (What is Important?)

The Functional Analysis Phase determined the most important criterion to assess the various solutions decided by the Value Scoping Session participants. This identifies the important wants and needs for the students, the community, and the school division from a larger perspective of education delivery.

f.) Creativity Phase (Generating Ideas)

Once the criteria was developed, discussion took place through a brainstorming session where all ideas were tabled and discussed. The ideas were not evaluated immediately so that as many possibilities as possible could be brought up. Eight potential options were identified which addressed different aspects for both schools.

No pre-developed options were presented as the purpose of the session was to have the team members identify what are the important ideas to be addressed. The following suggested options were collaboratively chosen and explored by the Value Scoping Session participants.

g.) Development Phase

Following the tabling and discussion of all options, discussion moved to identifying the best-value options that would provide improved education delivery for the schools. The options were discussed as standalone solutions or as part of a comprehensive solution combining multiple options. The options identified for further development were:

- ^ Option 1 – Modernize both schools as required and retain current capacities and footprints (status quo)
- ^ Option 2 – Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School
- ^ Option 3 – Modernize A.L. Horton with a K-4 configuration and modernize Vegreville Composite High School for Grades 5-12
- ^ Option 4 – Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School
- ^ Option 5 – Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school
- ^ Option 6 – Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools
- ^ Option 7 – Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School
- ^ Option 8 – Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School

h.) Evaluation Phase

Using the evaluation criteria, each option was evaluated both as a group and with individual evaluations after the session. In addition, participants were asked to identify significant likes and dislikes for each option. Rather than ranking the options, each option was evaluated on how it addressed the evaluation criteria. This phase provides a summary of the responses and identifies consensus.

i.) Summary and Recommendations

A comprehensive value summary was discussed and compared by all participants. This report identifies all of the potential options in order to assist the school division in determining capital planning priorities and what should be further explored.

Due to the utilization challenges at each of the schools, a solution was required that would address both schools together. Maintaining the status quo is not attainable because the solution must address the utilization rates of Sector 5.

As mentioned earlier, the scope of the sessions deal with these required outcomes:

1. Address excess capacity within the Sector
2. Address ageing infrastructure and inefficiency of the existing facilities

A summary chart provided below identifies how each option addresses each of the required outcomes:

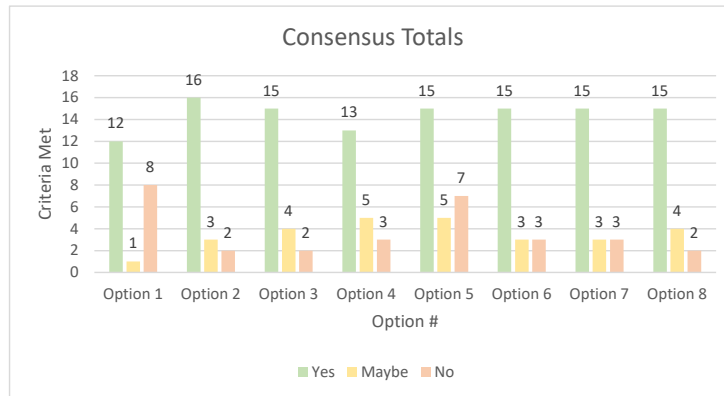
Summary of Options

Single Options	Ageing Infrastructure of Identified Facilities	Low Utilization of A.L. Horton Elementary	Low Utilization of Vegreville Composite High School	Costing
1	yes	no	no	\$52,292,057.12
2	yes	yes	yes	\$38,913,781.72
3	yes	no	no	\$47,393,304.35
4	yes	yes	yes	\$49,359,094.16
5	yes	yes	yes	\$39,539,041.11
6	yes	yes	yes	\$40,212,085.04
7	yes	no	yes	\$52,526,420.14
8	yes	yes	yes	\$56,215,207.82

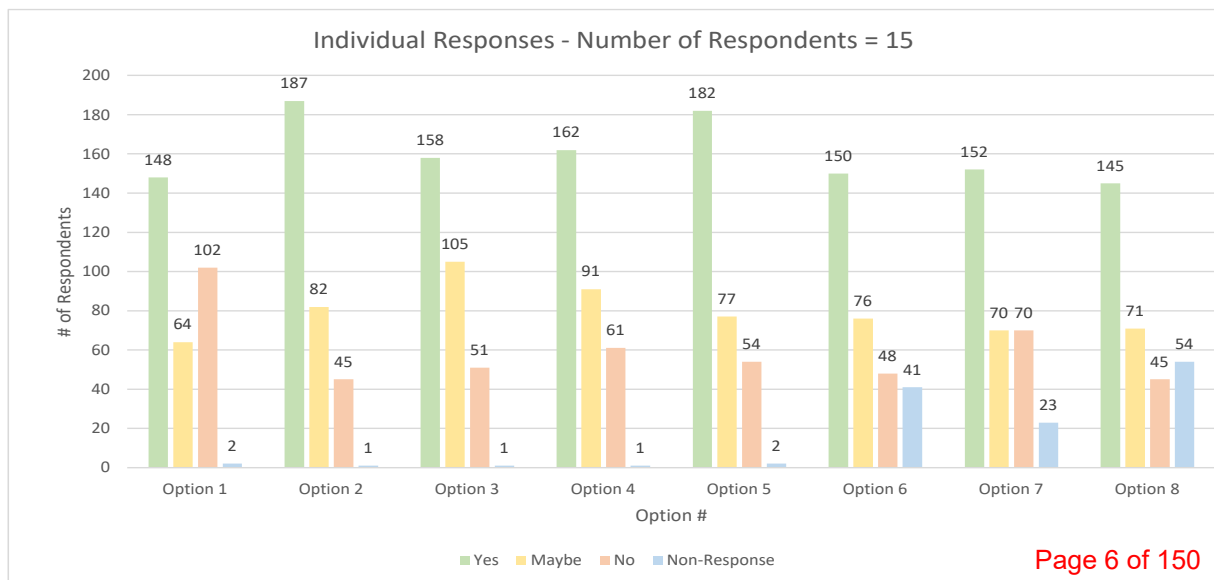
At the end of the sessions, all of the options were discussed with regards to how well they met the evaluation criteria. Each option was reviewed in relation to the evaluation criteria and consensus was reached on how well the option met the criteria.

A "yes" evaluation meant the option fully met the criteria, a "no" meant it did not, while a "maybe" designation indicated that there was potential for the option to meet the criteria but additional or unknown factors could impact it either way.

Overall, each of the options met a majority of the criteria while some had more negatives than others.



The chart below indicates the number of participants who responded to each of the options as being positive, neutral, or negative.



Options Commentary

1. Option 1 was identified as a baseline comparison, the option maintains the status quo (both school remain the same size).
2. Option 2 and 5 had the most positive responses in terms of meeting the evaluation criteria.

Best Performing Option

The best performing option is Option 2. This is based on the option requiring the lowest capital cost while meeting a large number of evaluation criteria, specifically the following items:

1. Addresses the low utilization of A.L. Horton and Vegreville Composite High School.
2. Addresses the ageing infrastructure and ongoing maintenance of both schools.
3. Lowest initial capital cost of the options.
4. Reduces number of EIPS school sites with a 2:1 replacement.
5. Brings schools in line with Alberta Education guidelines and projected enrolments.
6. Maintains existing CTS programming and spaces at Vegreville Composite High School.

Recommended Next Steps

In conclusion to the Value Scoping Sessions, it is recommended that Elk Island Public Schools follow these steps:

Short-Term Tasks:

1. Review the Value Scoping Session Report for support in making a decision on how they would like to revise their school capital plan taking into consideration the findings of this study.
2. Develop more detailed reviews / analysis and business case for A.L. Horton Elementary School and Vegreville Composite High School to determine the potential cost and schedule of a major modernization.
3. Engage with the Town of Vegreville to determine any limitations on the impacted sites that would prevent the preferred option to be accommodated.
4. Continue partnership discussions with the Town of Vegreville and the County of Minburn and other community groups that may have an impact on the programming and funding of the capital requests. This also includes developing any joint use agreements.

Medium-Term Tasks:

5. Continue discussions amongst The Board of Trustees of Elk Island Public Schools Value Scoping Session participants.
6. Additional investigation into the site and building conditions of Vegreville Composite High School to address any unforeseen conditions to ensure that a major modernization is feasible.

Long-Term Tasks:

7. Monitor and adapt the recommendation in this report based on changes to the community and ongoing discussions.

2 VALUE SCOPING SESSION

2.1 Organization Phase

The Board of Trustees of Elk Island Public Schools - Vegreville Schools Solution Value Scoping process was conducted and scheduled as follows:

- ^ Site Visits May 17, 2022 (notes attached in Appendix B)
- ^ Value Scoping Session Day 1 September 12, 2022
- ^ Value Scoping Session Day 2 September 14, 2022

Value Scoping Site Visits took place on May 17, 2022, walking participants through both schools. The following individuals were involved in the site review and discussions:

Name	Firm Name	Discipline	Email
Brent Dragon	EIPS	Planner	brent.dragon@eips.ca
Catherine Gervais	EIPS	Student	catherine.gervais@eips.ca
Shaylin Sharpe	EIPS	Student	shaylin.sharp@eips.ca
Rick Siebenga	EIPS	Assistant Director	rick.siebenga@eips.ca
Aaron Boot	EIPS	Electrician	aaron.boot@eips.ca
Allan Salvador	EIPS	Building Operator	allan.salvador@eips.ca
Chris Woollard	START Architecture	Facilitator	cwoollard@startarchitecture.ca
Rod Leatherdale	EIPS	Principal / VCHS	rod.leatherdale@eips.ca
Keri Busenius	EIPS	Principal / ALH	keri.busenius@eips.ca

The two-day virtual Value Scoping Session took place on Monday, September 12, 2022 and Wednesday, September 14, 2022.

The Value Scoping Session was facilitated by Chris Woollard, Architect (START Architecture).

The attendee list of participants in the two-day Value Scoping Session can be found in Appendix A.

Background Information

The following information was referenced and assembled in preparation for the session:

- ^ List of invitees and attendance confirmation

School-Specific Information

- ^ Small scale drawings
- ^ Hazmat reports
- ^ Site photos
- ^ Comparison of school with Alberta Education guidelines
- ^ Review of site for future expansion
- ^ Existing facility drawings
- ^ A.L. Horton Elementary School Youth Population - 10 Year History
- ^ A.L. Horton Elementary School Enrolment Projections - 2017 - 2036
- ^ A.L. Horton Elementary School Facility Condition Assessment (FCA) Report
- ^ Vegreville Composite High School Youth Population - 10 Year History
- ^ Vegreville Composite High School Enrolment Projections - 2017 - 2036
- ^ Vegreville Composite High School Facility Condition Assessment (FCA) Report

General School Division Information

- ^ 2023 - 2026 Three-year Capital Plan
- ^ 2022 - 2031 Ten-Year Facilities Plan
- ^ EIPS Jurisdictional Map
- ^ Attendance boundary maps for County of Minburn for elementary, junior high, and senior high
- ^ Attendance boundary maps for Lamont County for elementary, junior high, and senior high
- ^ EIPS School Gross Area Report
- ^ EIPS Area Capacity & Utilization Report (2021/2022 School Year)
- ^ EIPS - Capture Rate for A.L. Horton Elementary School and Vegreville Composite High School

Town of Vegreville / County of Minburn Information

- ^ Alberta Regional Dashboard, Vegreville - Population
- ^ Town of Vegreville - Demographics
- ^ Land use bylaw

Alberta Education and Infrastructure Guidelines

- ^ Alberta Education Area Guidelines (August 2022)
- ^ Funding Manual for School Authorities (2022/23 School Year)
- ^ Technical Design Requirements for Alberta Infrastructure Facilities - Version 6 (September 2020)
- ^ Barrier-free design guide (Summer 2017)

2.2 Information Phase (What Do We Know?)

Day 1 of the Value Scoping Session started out with background information provided to all participants. It was important to disclose all information and give team members the opportunity to ask any questions about the project scope or any of the material discussed.

Once introductions and a brief project scope were completed by Chris Woollard, Alison Matichuk from Alberta Education provided background and key considerations for the Value Scoping Session from an Alberta Education standpoint. The gated approval process was explained to ensure that projects are thought through before approval. The Province's highest priorities are met first and there are limited capital dollars and competition from other government projects. It is important to provide extensive business cases and demonstrate that alternatives have been explored. Key considerations include:

- ^ Demonstrating the right amount of space for current and future enrolment
- ^ From a maintenance standpoint: important to ensure buildings are more efficient and enable capital maintenance dollars to go further. Demonstrating the best use of existing infrastructure is a key component.
- ^ Continued municipal and community partnerships are valued by Alberta Education

Mark Latimer from Alberta Infrastructure spoke to considerations from an Alberta Infrastructure standpoint. Key considerations include:

- ^ Functionality: how a space functions to its full potential
- ^ Sustainability: low-carbon design, sustainable design, life-cycle maintenance and maximizing existing systems
- ^ Flexibility: maintain a high level of flexibility, in a fiscally responsible manner, while keeping in mind annually projected costs
- ^ Accessibility: must follow universal design guides and be inclusive of all genders, cultures, and religions
- ^ Form: simple design that emphasizes functionality

Mark Liguori from Elk Island Public Schools further explained what are priorities from the School Board's perspective:

- ^ Important to address growth and success for all students looking at long term viability of assets and if the current spaces are in the right places
- ^ Enhance high quality education
- ^ Provide fair access to all facilities
- ^ Address health and safety
- ^ Important to look at new and growing sectors
- ^ Environmentally and fiscally responsible

Provincial government prioritizes:

- ^ Locating schools close to where students live
- ^ Support increased CTS opportunities
- ^ Continue to use steel-frame modular units
- ^ Increase capital maintenance and renewal cost-effectiveness

Specific to the Elk Island Public Schools sector, considerations should be made keeping these key aspects in mind:

- ^ Surplus of student spaces
- ^ Ageing space

Capital Planning Process

Chris Woollard described how the Value Scoping Session would unfold and provided background information from the Capital Planning Process (taken from the School Capital Manual Chapter 2 Update - 2020) from Alberta Education. Day one of the Value Scoping Session would begin with a discussion of ideas culminating with a priority list of what the group is looking for to be addressed in the physical space, functional requirements and program specific elements.

Base information from the Capital Planning Process outlines the Ten-Year Facility Plan that focuses on the existing facilities' age, condition, utilization and needs. Enrolment, modernization and facility conditions are taken into account.

The Three-Year Plan narrows in on more urgent requests, priorities. The data and evidence required to support the capital requests is clearly defined and the education solution meets the mandate of program delivery.

Various project drivers and definitions exist to assess the need for a solution:

- | | |
|--------------------------|---------------------------------|
| ^ Building condition | ^ Functionality and programming |
| ^ Community renewal | ^ Health and safety |
| ^ Declining demographics | ^ Legal |
| ^ Enrolment pressures | |

Circumstances underly the reasons why an existing school should be considered for modernization. These factors include:

- | | |
|--|---|
| ^ Health and safety issues | ^ Ability to deliver a specific planned program |
| ^ Age and condition of the building | ^ Current enrolment below 85% |
| ^ Utilization and student demographics | ^ Identify current issues with the building's ability to provide functional programming |
| ^ Ability to deliver standard K-12 education | |

Circumstances underly the reasons why an existing school should be considered for replacement. These factors include:

- | | |
|---|---|
| ^ If modernization is more than 75% cost of new school | ^ If utilization is below 85%, intended capacity needs to be identified |
| ^ Evidence that all strategies have been looked at and are not feasible | |

Existing Conditions

Existing building information was gathered and provided to all participants. This included information on:

- ^ Locations
- ^ Attendance Boundaries
- ^ Feeder Framework
- ^ Grade Configuration
- ^ Building Area
- ^ Capacity / Utilization
- ^ Current Enrolment and Projections
- ^ Facility Condition
- ^ Maintenance Needs
- ^ Comparison with Alberta Education Guidelines

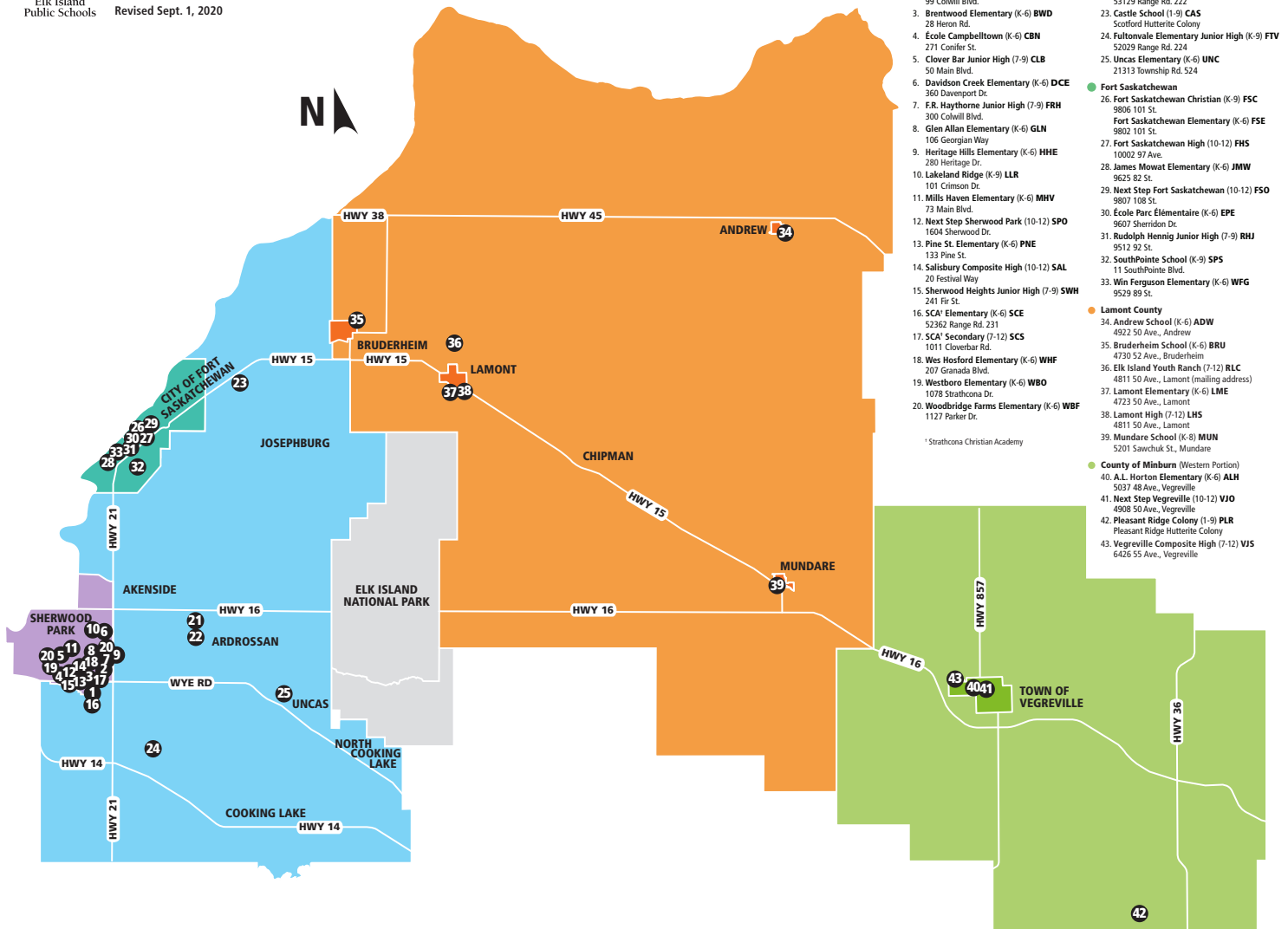
In addition, each Principal / Assistant Principal spoke to the existing condition of their respective school. Their insight, in combination with summaries from the Facility Condition Evaluation reports are described on the following pages.

OCTOBER 2022
VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE



Jurisdictional Map

Revised Sept. 1, 2020

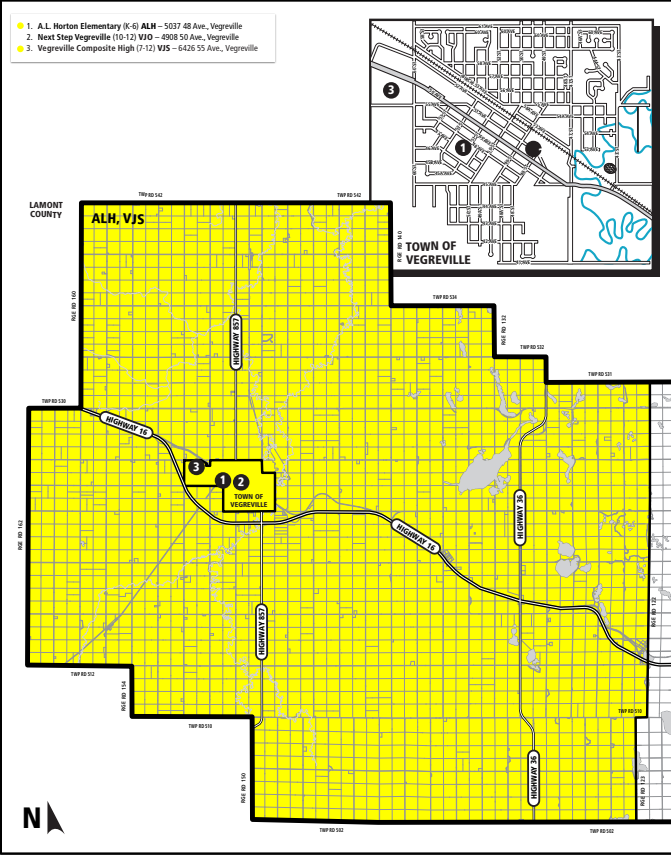


- Sherwood Park**
 1. EIPS' Central Administration Building 683 Wye Road
 2. Bev Facey Community High (10-12) BFH 99 Colwill Blvd.
 3. Brentwood Elementary (K-6) BWD 28 Heron Rd.
 4. École Campbelltown (K-6) CBN 271 Conlter St.
 5. Clover Bar Junior High (7-9) CLB 50 Main Blvd.
 6. Davidson Creek Elementary (K-6) DCE 360 Davenport Dr.
 7. F.R. Haythorne Junior High (7-9) FRH 300 Colwill Blvd.
 8. Glen Allan Elementary (K-6) GLN 106 Georgian Way
 9. Heritage Hills Elementary (K-6) HHE 280 Heritage Dr.
 10. Lakeland Ridge (K-9) LLR 101 Crimson Dr.
 11. Mills Haven Elementary (K-6) MHV 73 Main Blvd.
 12. Next Step Sherwood Park (10-12) SPO 1604 Sherwood Dr.
 13. Pine St. Elementary (K-6) PNE 133 Pine St.
 14. Salisbury Composite High (10-12) SAL 20 Festival Way
 15. Sherwood Heights Junior High (7-9) SWH 241 Fir St.
 16. SCA' Elementary (K-6) SCE 52362 Range Rd. 231
 17. SCA' Secondary (7-12) SCS 1011 Cloverbar Rd.
 18. Wes Hosford Elementary (K-6) WHF 207 Granada Blvd.
 19. Westboro Elementary (K-6) WBO 1078 Strathcona Dr.
 20. Woodridge Farms Elementary (K-6) WBF 1127 Parker Dr.
- Strathcona County**
 21. Ardrossan Elementary (K-6) AEL 53131 Range Rd. 222
 22. Ardrossan Junior Senior High (7-12) AUS 53129 Range Rd. 222
 23. Castle School (1-9) CAS Scottford Hutterite Colony
 24. Fultonvale Elementary Junior High (K-9) FTV 52029 Range Rd. 224
 25. Uncas Elementary (K-6) UNC 21313 Township Rd. 524
- Fort Saskatchewan**
 26. Fort Saskatchewan Christian (K-9) FSC 8906 101 St.
 - Fort Saskatchewan Elementary (K-6) FSE 9802 101 St.
 27. Fort Saskatchewan High (10-12) FHS 10002 97 Ave
 28. James Mowat Elementary (K-6) JMW 9625 82 St.
 29. Next Step Fort Saskatchewan (10-12) FSO 9807 108 St.
 30. Scole Parc Élementaire (K-6) EPE 5907 Sheridan Dr.
 31. Rudolph Hennig Junior High (7-9) RHJ 9512 92 St.
 32. SouthPointe School (K-9) SPS 11 SouthPointe Blvd.
 33. Win Ferguson Elementary (K-6) WFG 9529 09 St.
- Lamont County**
 34. Andrew School (K-6) ADW 4922 50 Ave., Andrew
 35. Bruderheim School (K-6) BRU 4730 52 Ave., Bruderheim
 36. Elk Island Youth Ranch (7-12) RLC 4811 50 Ave., Lamont (mailing address)
 37. Lamont Elementary (K-6) LME 4723 50 Ave., Lamont
 38. Lamont High (7-12) LHS 4811 50 Ave., Lamont
 39. Mundare School (K-8) MUN 5201 Sawchuk St., Mundare
- County of Minburn (Western Portion)**
 40. A.L. Horton Elementary (K-6) ALH 5037 48 Ave., Vegreville
 41. Next Step Vegreville (10-12) VJO 4908 50 Ave., Vegreville
 42. Pleasant Ridge Colony (1-9) PLR Pleasant Ridge Hutterite Colony
 43. Vegreville Composite High (7-12) VJS 6426 55 Ave., Vegreville

¹ Strathcona Christian Academy

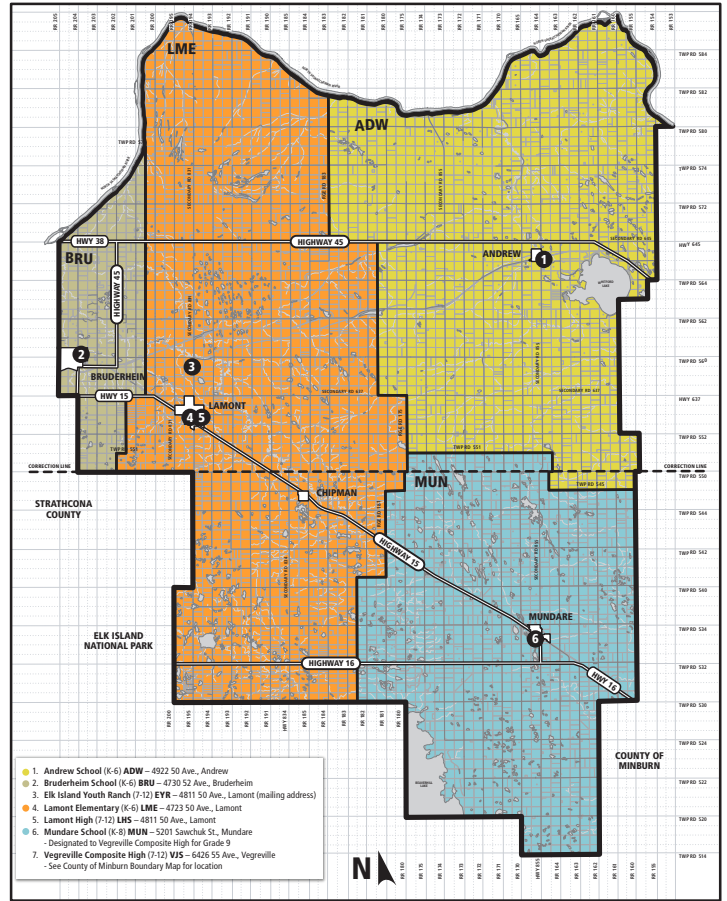
Attendance Boundaries
COUNTY OF MINBURN (WESTERN PORTION)

Revised Sept. 1, 2020



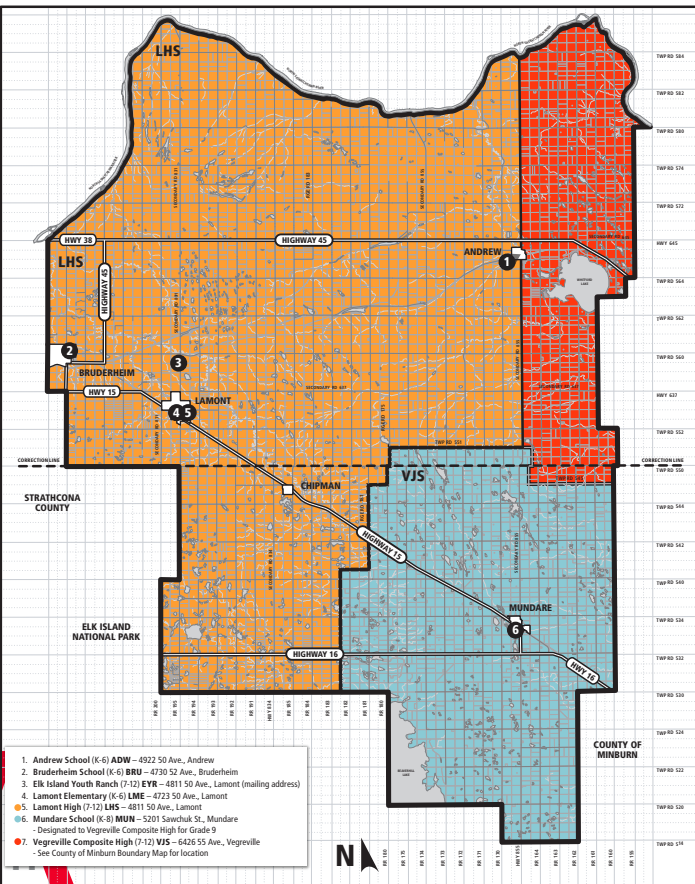
Elementary Attendance Boundaries
LAMONT COUNTY

Revised Sept. 1, 2020



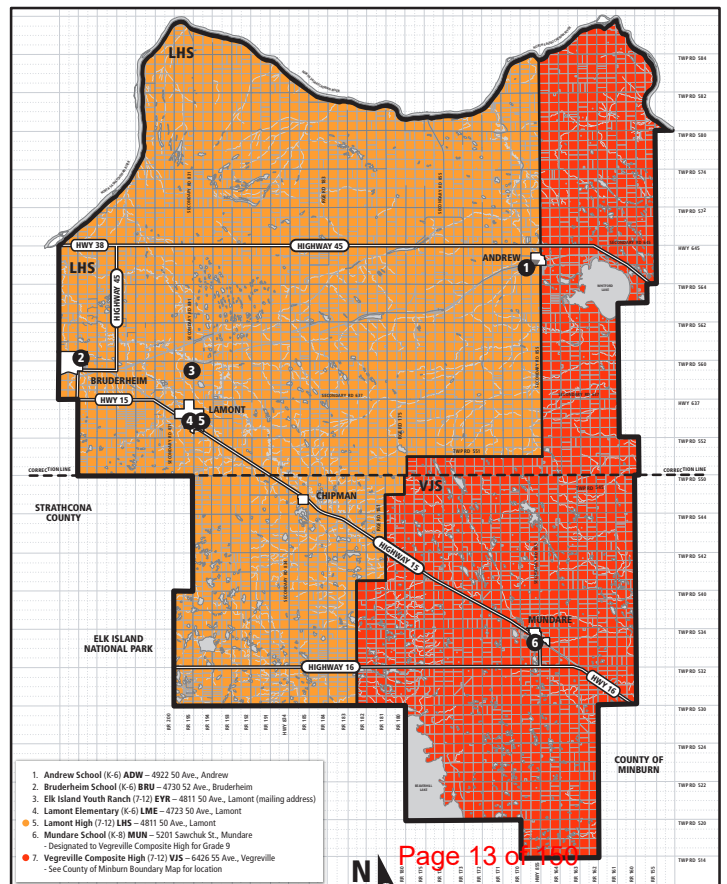
Junior High Attendance Boundaries
LAMONT COUNTY

Revised Feb. 22, 2021



Senior High Attendance Boundaries
LAMONT COUNTY

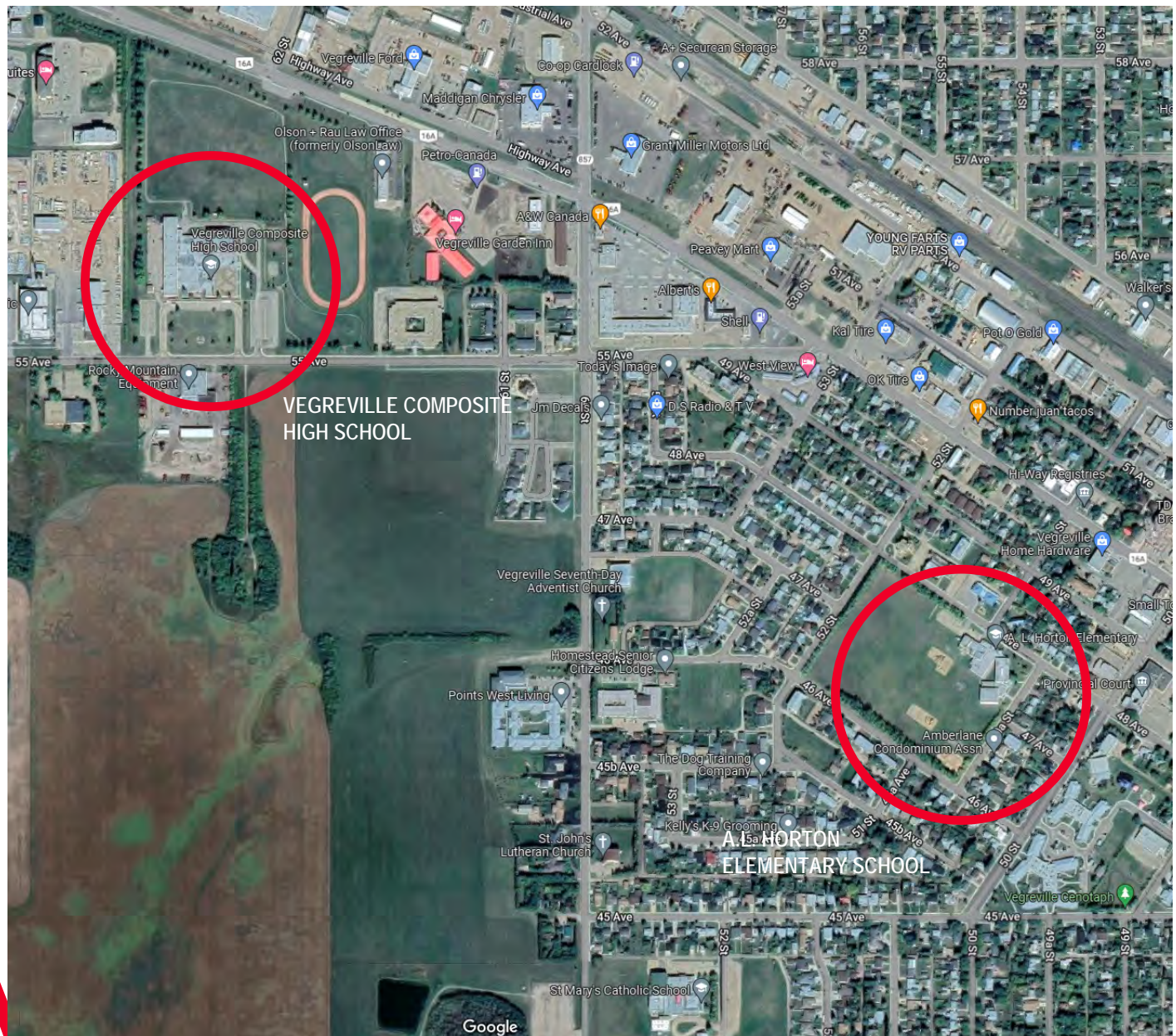
Revised Feb. 22, 2021



Feeder School Framework

OCTOBER 2022 VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE

Lamont County		
Andrew School	Andrew School	Andrew School
Bruderheim School	Lamont High	Lamont High
Lamont Elementary		
Mundare School	Mundare School (grades 7-8)	Vegreville Composite High
Minburn County		
A.L. Horton Elementary	Vegreville Composite High	Vegreville Composite High
French Immersion		
École Campbelltown	Sherwood Heights Junior High	Ardrossan Junior Senior High
École Parc Élémentaire	Ardrossan Junior Senior High	Ardrossan Junior Senior High
Ardrossan Elementary		
Logos Christian Program		
Brentwood Elementary	6 Sherwood Heights Junior High	
Westboro Elementary		



A.L. Horton Elementary School

- ^ Location: 5037 - 48 Avenue, Vegreville, AB
- ^ Grade configuration: PK-6
- ^ Year Constructed: 1957 (additions in 1972, 1980, 1984)
- ^ Gross Area: 4,063.3 sq. m.
- ^ Instructional Area: 1,649.1 sq. m.
- ^ Floors: 1, with section of two floors.
- ^ Net Capacity: 453 students
- ^ Enrolment 2021 / 2022: 328 students
- ^ Utilization Percentage: 73%
- ^ Facility Condition Index (FCI): 0.13 (good / 2014)
- ^ Total maintenance needs in the next 5 years (from 2014): \$2,117,369.00
- ^ Replacement Cost (from 2014): \$16,409,775

Principal Comments:

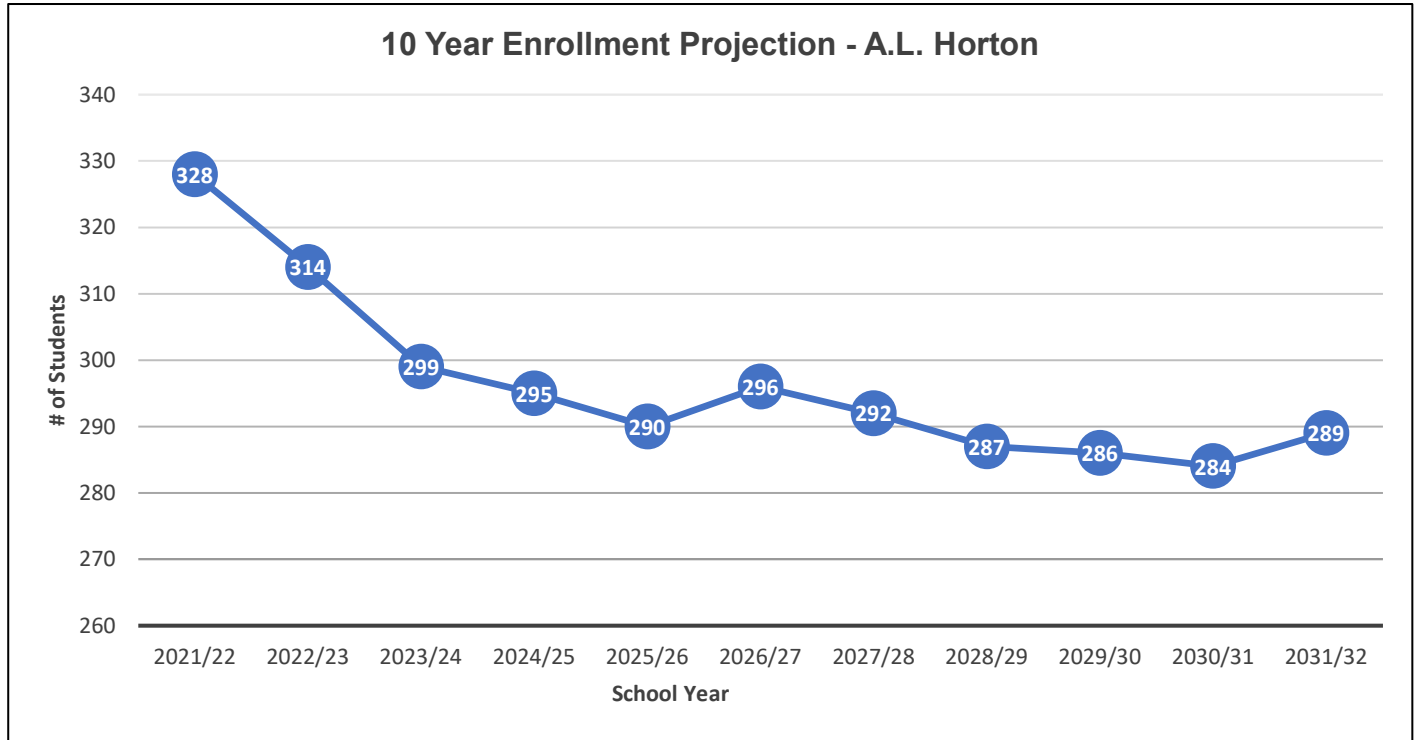
- ^ Portions of the corridors are windy due to mechanical fans.
- ^ Barrier-free access is an issue for washrooms.
- ^ The locations of the washrooms make supervision a challenge
- ^ Drainage is an issue around the site which creates muddy areas.
- ^ Supervision is difficult due to alcoves around the exterior of the school.
- ^ Supervision within the school is difficult due to the layout of the building.
- ^ Parking is adequate but most site traffic is kept to the surrounding streets.

Plant Operation / Maintenance Excerpts:

- ^ Upgrade to boilers 1 and 2 and required.
- ^ Upgrade is required to the playground equipment and basketball area.
- ^ Gymnasium floor to be replaced with new wood floor system.
- ^ Current project is to replace the intercom system.



A.L. Horton Elementary School



Programming Comments:

As a result of additions and modernizations over the life of the building, the layout is spread out which makes supervision a challenge within the building. While the overall area of the standard classrooms meets the Provincial Guidelines, the individual spaces are smaller and affect functionality within the rooms. The circulation is above the Provincial Guidelines due to the configuration of the school and a number of single-loaded corridors.

Area Comparison Chart

#	Existing School (453 Capacity)	#	Provincial Guidelines (445 Capacity K-6 School)	VARIANCE
Instructional Space		Instructional Space		
	Total Area		Total Area	
13	Classrooms 963.0	12	Classrooms @ 80m2 960.0	3.0
0	Science Classrooms @ 120m2 -	0	Science Classrooms @ 120m2 -	-
2	Science Classrooms @ 95m2 199.0	2	Science Classrooms @ 95m2 190.0	9.0
1	Large Ancillary 122.0	1	Large Ancillary @ 130m2 130.0	(8.0)
3	Small Ancillary 297.0	3	Small Ancillary @ 90m2 270.0	27.0
1	Gymnasium 520.0	1	Gymnasium 430.0	90.0
1	Gym Storage 46.0	1	Gym Storage @ 10% Gym Size 43.0	3.0
1	Libraries 173.3	1	Library 180.0	(6.7)
0	CTS -	0	CTS @ 142m2 -	-
0	Info Services @ 115m2 -	0	Info Services @ 115m2 -	-
	Subtotal: 2,320.3		Subtotal: 2,203.0	117.3
	Total Instructional 2,320.3		Total Instructional Area: 2,203.0	117.3
	Number of Instructional Spaces: 22.0		Number of Instructional Space: 21.0	1.0
Non-Instructional Space		Non-Instructional Space		
	Total Area		Total Area	
	Admin & Staff Areas 243.0		Admin & Staff Areas 307.0	(64.0)
	Wrap & Collaboration Space 22.0		Wrap & Collaboration Space 30.0	(8.0)
	Mechanical & Meter 84.0		Mechanical & Meter 162.0	(78.0)
	Recycle Room (LEED) -		Recycle Room (LEED) 11.0	(11.0)
	Physical Education 90.0		Physical Education 70.0	20.0
	Circulation 636.0		Circulation 551.0	85.0
	Wall Area 383.0		Wall Area 264.0	119.0
	Storage Area 147.0		Storage Area 77.0	70.0
	Washroom Area 92.0		Washroom Area 54.0	38.0
	Accessible Washroom Facility 9.0		Accessible Washroom Facility 12.0	(3.0)
	Flexible Space 33.0		Flexible Space 108.0	(75.0)
	Wiring/Network 4.0		Wiring/Network 30.0	(26.0)
	Subtotal 1,743.0		Subtotal 1,676.0	67.0
	Total Non-Instructional 1,743.0		Total Non-Instructional 1,676.0	67.0

Total Area 4,063.3

Total Area 3,579.0
Area per Student 7.85



Vegreville Composite High School

- ^ Location: 6426 - 55 Avenue, Vegreville, AB
- ^ Grade configuration: 7-12
- ^ Year Constructed: 1965
- ^ Gross Area: 9,985.1 sq. m.
- ^ Instructional Area: 2,894.8 sq. m.
- ^ Floors: 1
- ^ Net Capacity: 971 students
- ^ Enrolment 2021 / 2022: 365 students
- ^ Utilization Percentage: 38%
- ^ Facility Condition Index (FCI): 0.21 (fair / 2011)
- ^ Total maintenance needs in the next 5 years (from 2011): \$8,839,481
- ^ Replacement Cost (from 2011): \$42,012,729

Principal Comments:

- ^ Open areas for students to congregate is needed.
- ^ A variety of teaching spaces is required.
- ^ There are accessibility issues in science classrooms and washrooms.
- ^ Site congestion is an issue with student parking and drop-off in the same location.
- ^ Mechanical upgrades are requires for student and staff comfort.

Plant Operation / Maintenance Excerpts:

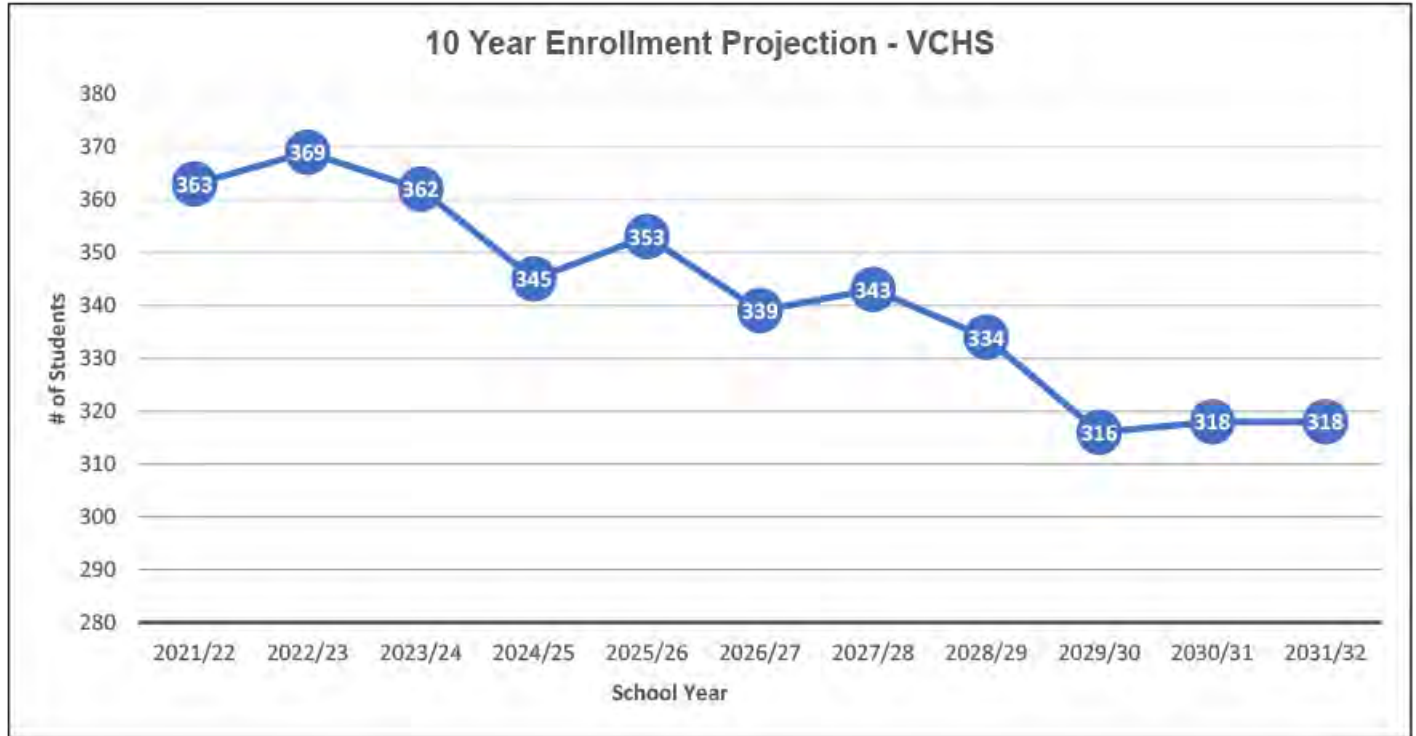
- ^ Upgrade required of AHU 7 (Theatre and Arts).
- ^ Upgrade required of AHU for Links.
- ^ Upgrade required of AHU 3 (Canteen).
- ^ Upgrade required of AHU 4 (gym).
- ^ Recently completed projects are the main office relocation, library relocation, and outreach consolidation.
- ^ Current projects are the grease trap replacement and re-roofing of Section O.
- ^ Planned projects are the ceiling and light fixture replacement in Breakout / Work Rooms FS 47.

VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE OCTOBER 2022



Vegreville Composite High School

VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE - OCTOBER 2022



Programming Comments:

- ^ A large school with fantastic CTS spaces. However, the CTS spaces are oversized for the programming provided, especially with the current enrolment numbers in the school. While the school has a large number of specialized spaces throughout the building, there is a lack of standard classrooms spaces. However, this is not acutely felt due to the low utilization.

Area Comparison Chart

#	Existing School (971 Capacity)	#	Provincial Guidelines (960 Capacity 7-12 School)	VARIANCE
Instructional Space		Instructional Space		
	Total Area		Total Area	
10	Classrooms 704.0	18	Classrooms @ 80m2 1,440.0	(736.0)
6	Science Classrooms @ 120m2 561.0	4	Science Classrooms @ 120m2 480.0	81.0
0	Science Classrooms @ 95m2 -	0	Science Classrooms @ 95m2 -	-
2	Large Ancillary 257.0	2	Large Ancillary @ 130m2 260.0	(3.0)
4	Small Ancillary 407.0	4	Small Ancillary @ 90m2 360.0	47.0
1	Gymnasium 867.0	1	Gymnasium 935.0	(68.0)
1	Gym Storage 47.0	1	Gym Storage @ 10% Gym Size 94.0	(47.0)
1	Library 172.0	1	Library 363.0	(191.0)
7	CTS 2,529.0	4	CTS @ 142m2 568.0	1,961.0
3	Info Services @ 115m2 284.0	3	Info Services @ 115m2 345.0	(61.0)
	Subtotal: 5,828.0		Subtotal: 4,845.0	1,719.0
	Total Instructional 5,828.0		Total Instructional Area: 4,845.0	983.0
	Number of Instructional Spaces: 35.0		Number of Instructional Spaces: 38.0	(3.0)
Non-Instructional Space		Non-Instructional Space		
	Total Area		Total Area	
	Admin & Staff Areas 558.0		Admin & Staff Areas 472.0	86.0
	Wrap & Collaboration Space 99.0		Wrap & Collaboration Space 50.0	49.0
	Mechanical & Meter 429.0		Mechanical & Meter 216.0	213.0
	Recycle Room 38.0		Recycle Room (LEED) 22.0	16.0
	Physical Education 161.0		Physical Education 170.0	(9.0)
	Circulation 1,446.1		Circulation 1,211.0	235.1
	Wall Area 161.0		Wall Area 581.0	(420.0)
	Storage Area 697.0		Storage Area 170.0	527.0
	Washroom Area 183.0		Washroom Area 103.0	80.0
	Accessible Washroom Facility 22.0		Accessible Washroom Facility 24.0	(2.0)
	Flexible Space 358.0		Flexible Space 205.0	153.0
	Wiring/Network 5.0		Wiring/Network 40.0	(35.0)
	Subtotal 4,157.1		Subtotal 3,264.0	893.1
	Total Non-Instructional 4,157.1		Total Non-Instructional 3,264.0	893.1
	Total Area 9,985.1		Total Area 8,109.0	1,876.1
			Area per Student 8.44	



2.3 Functional Analysis (What is important?)

The Functional Analysis Phase determined the most important criterion to assess the various solutions decided by the Value Scoping Session participants. This identifies the important wants and needs for the students, the community, and the school division from a larger perspective of education delivery.

Item #	Title	Description
1	Improve Supervision	Improve passive supervision inside the school as well as outside on the school grounds
2	Programming Opportunities	Provides opportunities through larger student numbers, able to maintain same breadth of programming
3	Systems Upgrades	Upgrade building infrastructure, building code upgrades
4	Improve Functionality / Efficiency	Improves functionality of building and site
5	Improve Education Delivery for All Students	Provide flexibility, adaptability, collaboration and independent spaces, access to high quality learning environments, learning commons
6	Support Student Learning	Mental health, positive mental space, spaces with natural light
7	Maintain Community Presence / Access	Public space, use for public, accessibility after hours, building that serves community, bring other uses into school building outside of education uses, post-secondary space uses, or daycare, partnerships
8	Improve Utilization Rates for the Schools	Consolidation of schools or reduction in areas to improve utilization, sustain student enrollment
9	Sustainable	Low carbon, green buildings, energy efficiency, envelope upgrades
10	Expansion / Replacement / Adaptable	Pedestrian, vehicle, bus traffic separation, location on major route and having more space Ability to handle expansion / reduction / expansion on site
11	Accessibility / Inclusiveness	Physical and social accessibility
12	Site Safety	Pedestrian, vehicle, bus traffic separation, emergency exiting, lock-down situation preparedness
13	Aesthetics	Vibrant spaces, de-institutional, connection between interior and exterior. Any modernization should be in keeping with the existing school and community aesthetics
14	Retain Program Integrity	CTS spaces and program for rural community, improve and not replace existing spaces, PALS, Outreach, LINKS
15	Grade Cohorts	Retain separation of age groups, provides an environment that is suitable for all ages
16	Walkable Community	Walkable community, inclusive and affordable community, think longterm about urban design, education , health and welfare communications, access to recreation centres, early childhood education connection
17	Reduction of Operational Costs	Either through replacement of existing systems or replacement of building
18	Reduce Construction Disruption	Modernizations can disrupt schools more than a replacement school, how does the option address minimizing disruptions
19	Best Value for Money	Best use of dollars to achieve the best outcome, minimize capital project requests, minimize construction costs
20	Meets Alberta Education Guidelines	Meets programming guidelines
21	Capacity of School at a Desirable Size	Keeping the school within a manageable size
22	Community Acceptance	Positive reception by the community
23	Exterior Play Amenities	Improvement in exterior play structures and facilities

2.4 Creativity Phase (Generating Ideas)

Once the criteria is developed, discussion took place through a brainstorming session where all ideas were tabled and discussed. The ideas were not evaluated immediately so that as many possibilities as possible could be brought up.

No pre-developed options were presented as the purpose of the session was to have the team members identify what are the important ideas to be addressed. The following suggested options were collaboratively chosen and explored by the Value Scoping Session participants.

Option #	Title	Potential (yes/no)	Pros	Cons	Risks
1	Modernize both schools as required and retain current capacities and footprints (status quo)	Keep as Comparison	Able to address all programming needs for a both schools, easiest solution from a culture point of view, little disruption to school experience, infrastructure is in place already, utilization could actually increase due to improved conditions, avoids losing students to other schools and other divisions, addresses ageing infrastructure at both sites, existing schools have good bones	Does not deal with lower utilization rates, the province will look at two factors - utilization rate and 1:1 replacements are not happening in the province, may not be supported by government	Not supported by government
2	Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School	Yes	Would be a 2:1 replacement, gives back school site to community for a variety of uses, no existing recreation infrastructure that would be impacted, addresses capacity and utilization issues, maintains existing CTS programs, younger grades have access to expanded facilities for options, can have greater efficiencies with staffing (senior high teachers can teach junior high and elementary for continuity and flow), addresses ageing infrastructure at both sites, single location for all buses, existing school has good bones, could allow use of space by other organizations, economy of scale in terms of providing more programming	Reduction in number of schools, location of high school is more remote from residential neighbourhoods than elementary, concern with having all grades within the same building in order to maintain separate identities of the elementary grades from the junior and senior high grades, a playground would be required for the elementary students, a second gymnasium may be required to support the increased student population	Dealing with existing structure and unforeseen building conditions
3	Modernize A.L. Horton with a K-4 configuration and modernize Vegreville Composite High School for Grades 5-12	Yes	Addresses capacity and utilization issues at high school, maintains existing CTS programs, younger grades have access to expanded facilities for options, can have greater efficiencies with staffing (senior high teachers can teach junior high and elementary for continuity and flow), addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, existing schools have good bones	In spite of additional grades to the high school, the utilization of the high school would remain below 50% and the elementary school would see a reduction in utilization	Not supported by government, Dealing with existing structure and unforeseen building conditions, extended completion schedule,
4	Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School	Keep as Comparison	Addresses capacity and utilization issues, maintains existing CTS programs in high school, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, existing schools have good bones	Utilization of elementary school is not as low as the high school, the elementary school is not an emergent need and combining it with the high school could make approval difficult, reduction of high school would be limited if the existing CTS spaces remain and low utilization would continue to be an issue	Dealing with existing structure and unforeseen building conditions, approval for two concurrent modernizations in a community is unlikely

5	Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school	Keep as Comparison	Would be a 2:1 replacement, gives back school site to community for a variety of uses, no existing recreation infrastructure that would be impacted, addresses capacity and utilization issues, younger grades have access to expanded facilities for options, can have greater efficiencies with staffing (senior high teachers can teach junior high and elementary for continuity and flow), addresses ageing infrastructure at both sites, single location for all buses, no school has to live through a modernization, could allow use of space by other organizations, Economy of scale in terms of providing more programming	Reduction in number of schools, the high school is more remote from residential neighbourhoods than elementary, concern with having all grades within the same building in order to maintain separate identities of the elementary grades from the junior and senior high grades, existing schools have good bones, may not be a great use of public funds, A.L. Horton is not ideal as a site for the replacement due to the potential traffic impact in the surrounding neighbourhoods, A.L. Horton site would require additional infrastructure to be built to support the high school students (i.e. track oval)	Site and neighbourhood capacity, planning approval
6	Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools	Keep as Comparison	Maintains separation of elementary and junior / senior high grades, addresses utilization and capacity rates for both schools, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, no school has to live through a modernization	Utilization of elementary school is not as low as the high school, the elementary school is not an emergent need and combining it with the high school could make approval difficult, existing CTS spaces and programs at the high school would be affected, existing schools have good bones, may not be a great use of public funds	Planning approval for two concurrent replacement schools in a community is unlikely
7	Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School	Keep as Comparison	Addresses capacity and utilization issues at the high school, maintains existing CTS programs in high school, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, existing schools have good bones	Existing CTS spaces and programs at the high school would be affected, utilization of the elementary school is not as low as the high school and a modernization in not an emergent need which could make approval of this option difficult, reduction of the high school area would be limited if the existing CTS spaces remain and low utilization would continue to be an issue, does not address the low utilization rate at the elementary school as the existing area remains the same	Planning approval, not supported by government, Dealing with existing structure and unforeseen building conditions
8	Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School	Keep as Comparison	Addresses capacity and utilization issues at the both schools, maintains existing CTS programs in high school, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, elementary school does not have to live through a modernization, existing high school has good bones	Existing CTS spaces and programs at the high school would be affected, utilization of elementary school is not as low as the high school, the elementary school is not an emergent need and combining it with the high school could make approval difficult, reduction of high school would be limited if the existing CTS spaces remain and low utilization would continue to be an issue	Planning approval, not supported by government, Dealing with existing structure and unforeseen building conditions

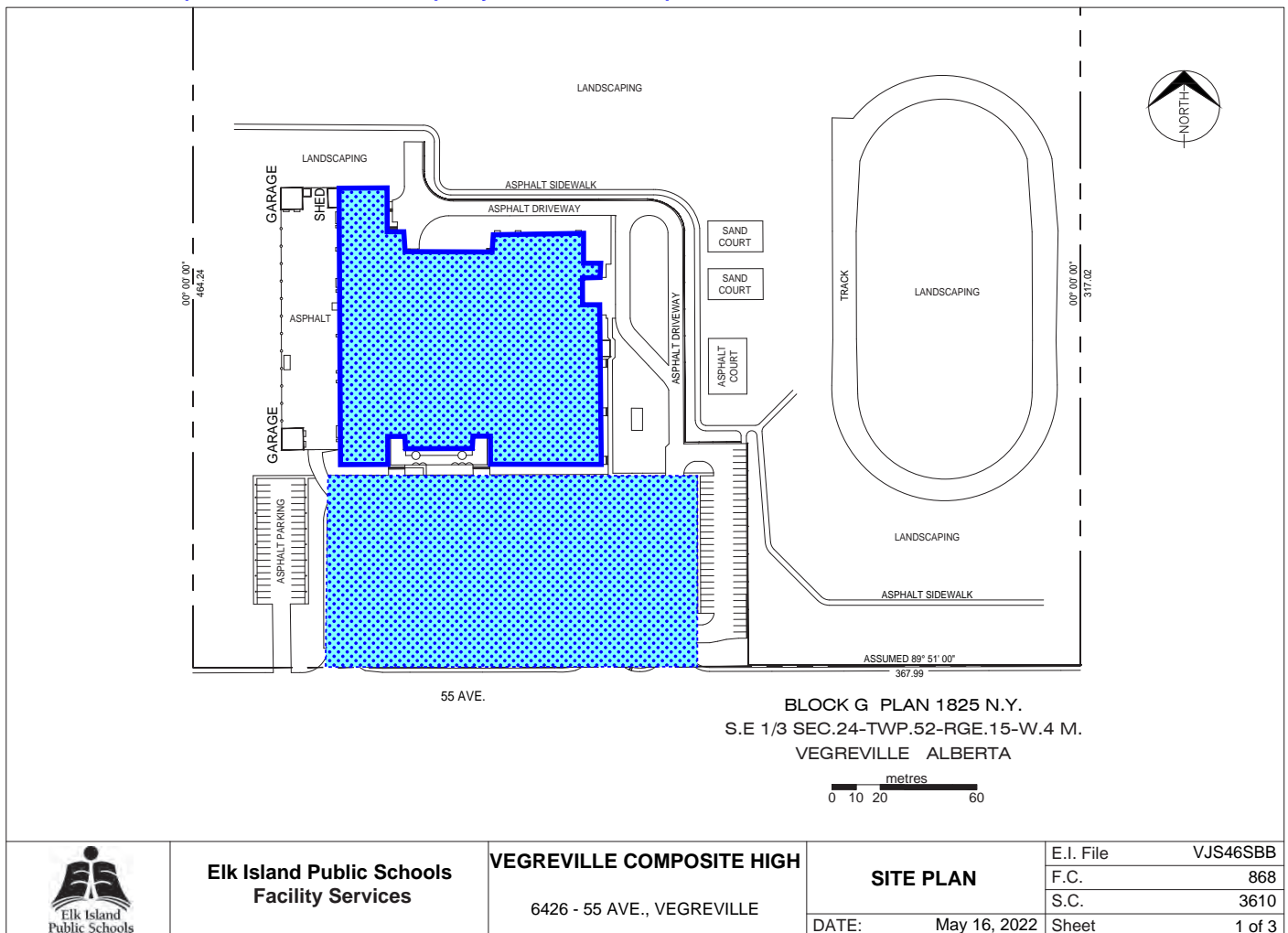
2.5 Development Phase

The Value Scoping Session participants agreed on 8 options that could be presented and discussed.

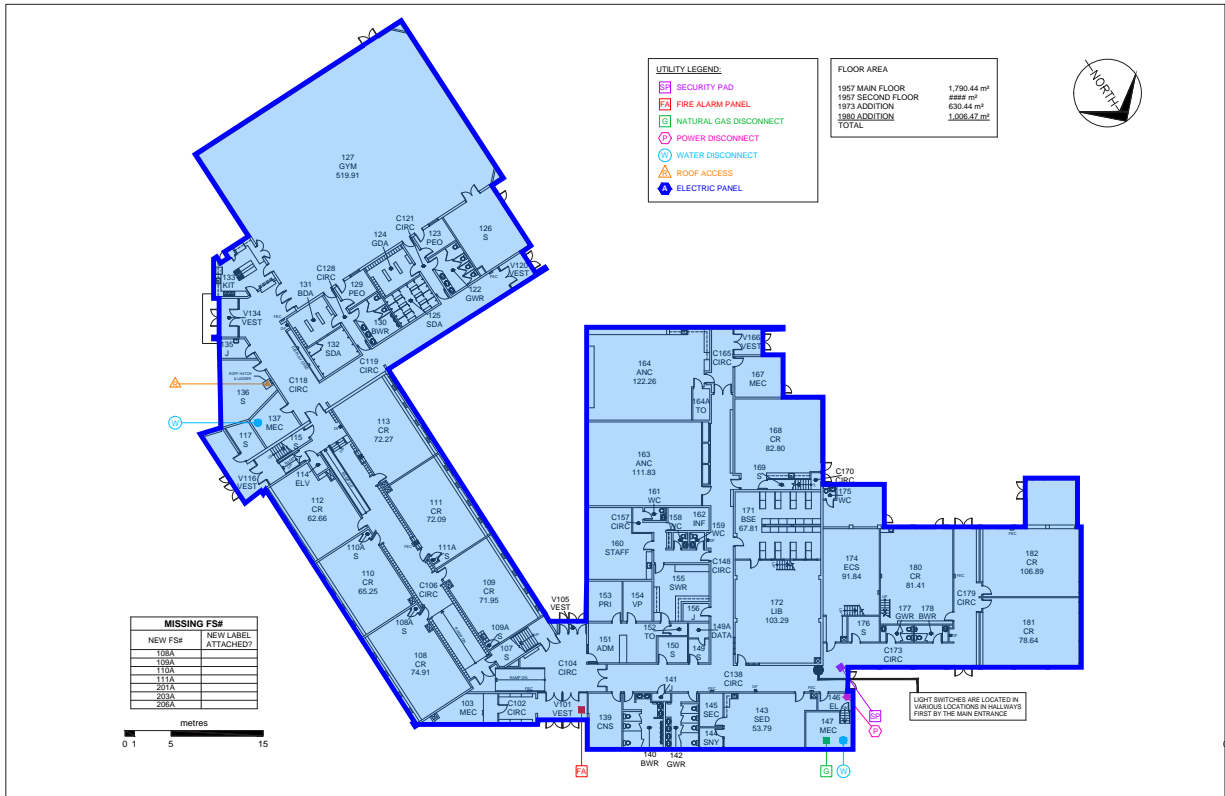
Option #	Title	Pros	Cons	Risks
1	Modernize both schools as required and retain current capacities and footprints (status quo)	Able to address all programming needs for a both schools, easiest solution from a culture point of view, little disruption to school experience, infrastructure is in place already, utilization could actually increase due to improved conditions, avoids losing students to other schools and other divisions, addresses ageing infrastructure at both sites, existing schools have good bones, long life, energy efficient, code compliant.	Does not deal with lower utilization rates, the province will look at two factors - utilization rate and 1:1 replacements are not happening in the province, may not be supported by government	Not supported by government

Scope of Work: Both schools are modernized with no change to footprint or capacity. Ageing systems are updated and both buildings would improve energy efficiency and program delivery.

OPTION 2: 9985sqm convert to K-12 765 Capacity School = 10215sqm

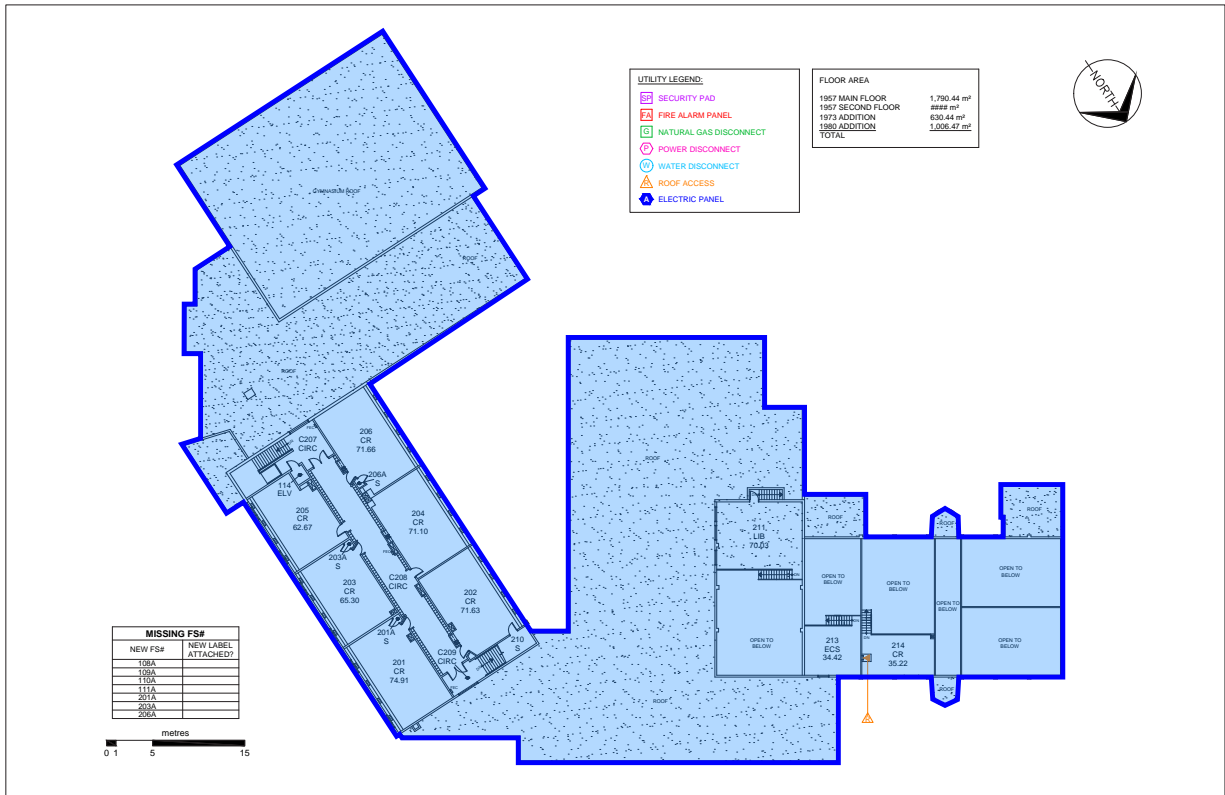


OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)



<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F1 UTILITY PLAN</p> <p>DATE: May 12, 2022</p>	E.I. File	ALH04SBB
			F.C.	869
			S.C.	3611
			Sheet	2 of 5

OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)



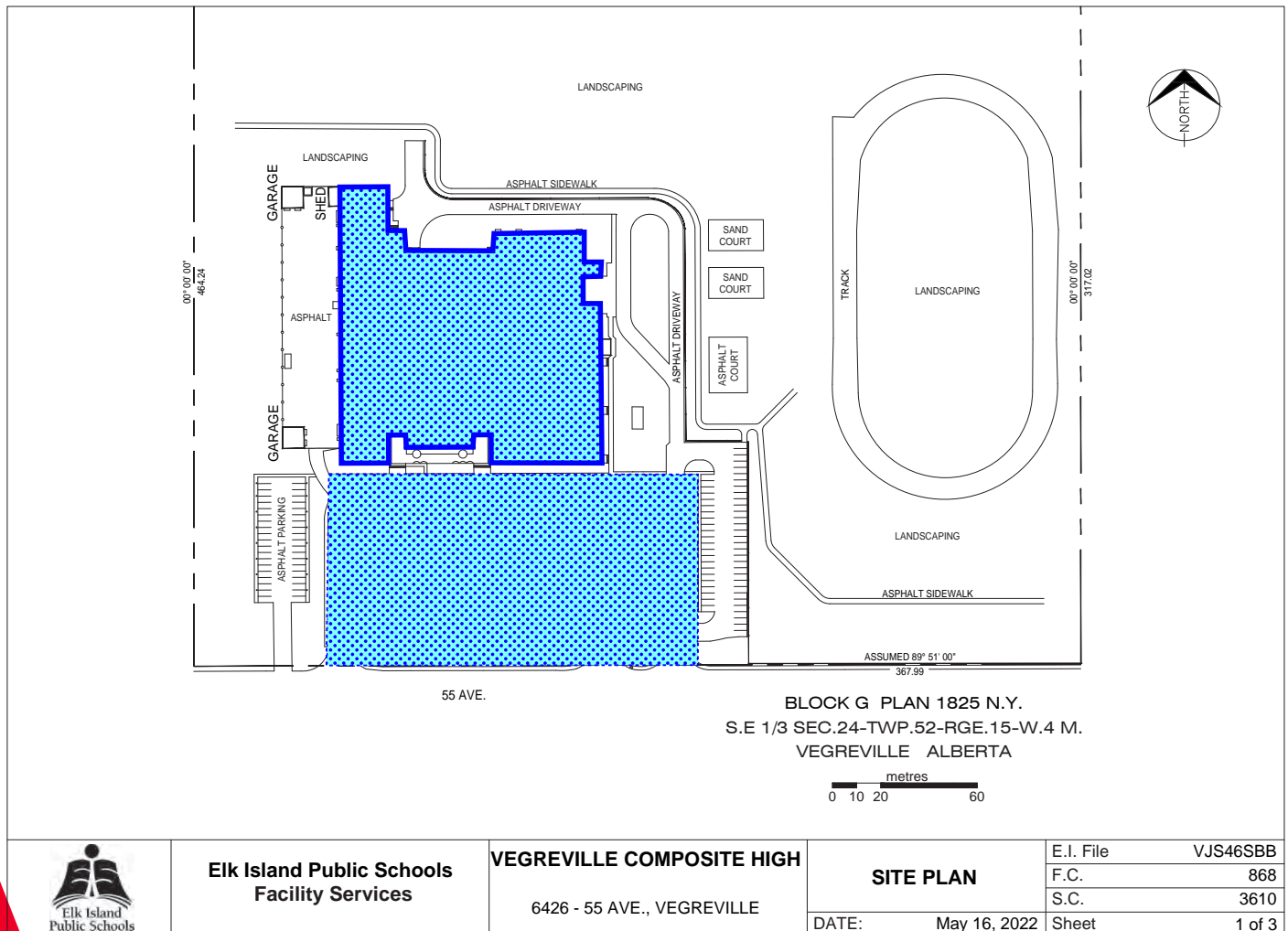
<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F2 UTILITY PLAN</p> <p>DATE: May 12, 2022</p>	E.I. File	ALH04SBB
			F.C.	869
			S.C.	3611
			Sheet	3 of 5

Option #	Title	Pros	Cons	Risks
2	Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School	Would be a 2:1 replacement, gives back school site to community for a variety of uses, no existing recreation infrastructure that would be impacted, addresses capacity and utilization issues, maintains existing CTS programs, younger grades have access to expanded facilities for options, can have greater efficiencies with staffing (senior high teachers can teach junior high and elementary for continuity and flow), addresses ageing infrastructure at both sites, single location for all buses, existing school has good bones, could allow use of space by other organizations, economy of scale in terms of providing more programming	Reduction in number of schools, location of high school is more remote from residential neighbourhoods than elementary, concern with having all grades within the same building in order to maintain separate identities of the elementary grades from the junior and senior high grades, a playground would be required for the elementary students, a second gymnasium may be required to support the increased student population	CTS spaces could be reduced by a major modernization, Dealing with existing structure and unforeseen building conditions

Scope of Work:

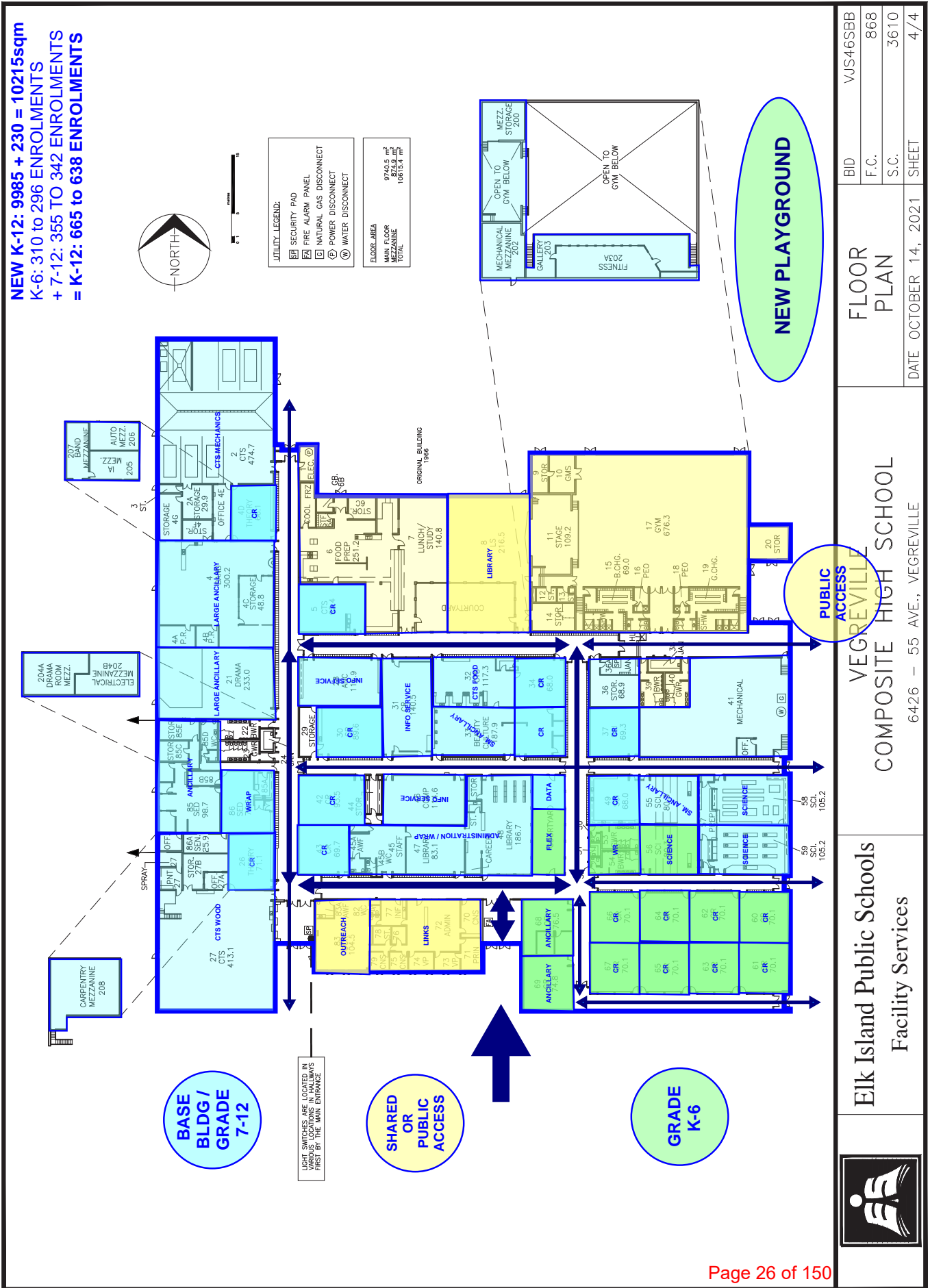
- The existing school remains in place and undergoes a major modernization to accommodate the elementary grades from A.L. Horton.
- This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, reconfiguration of interior spaces, and expanding the existing gymnasium space to more effectively deliver programming and address instructional area deficiencies.
- Also included would be upgrading of site amenities such as parking and drop off circulation.

OPTION 2: 9985sqm convert to K-12 765 Capacity School = 10215sqm



OPTION 2: 9985sqm CONVERT TO K-12 765 CAPACITY SCHOOL = 10215sqm

NEW K-12: 9985 + 230 = 10215sqm
K-6: 310 to 296 ENROLMENTS
+ 7-12: 355 TO 342 ENROLMENTS
= K-12: 665 to 638 ENROLMENTS



Option #	Title	Pros	Cons	Risks
3	Modernize and reduce are of A.L. Horton with a K-4 configuration and modernize and reduce area of Vegreville Composite High School for Grades 5-12	Addresses capacity and utilization issues at high school, maintains existing CTS programs, younger grades have access to expanded facilities for options, can have greater efficiencies with staffing (senior high teachers can teach junior high and elementary for continuity and flow), addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, existing schools have good bones	In spite of additional grades to the high school, the utilization of the high school would remain below 50% and the elementary school would see a reduction in utilization	Not supported by government, dealing with existing structure and unforeseen building conditions, extended completion schedule

Scope of Work:

- Both schools are modernized with a reduction to the footprint and capacity but Grades 5 and 6 move from A.L. Horton to Vegreville Composite High School. Ageing systems are updated and both buildings would improve energy efficiency and program delivery.

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

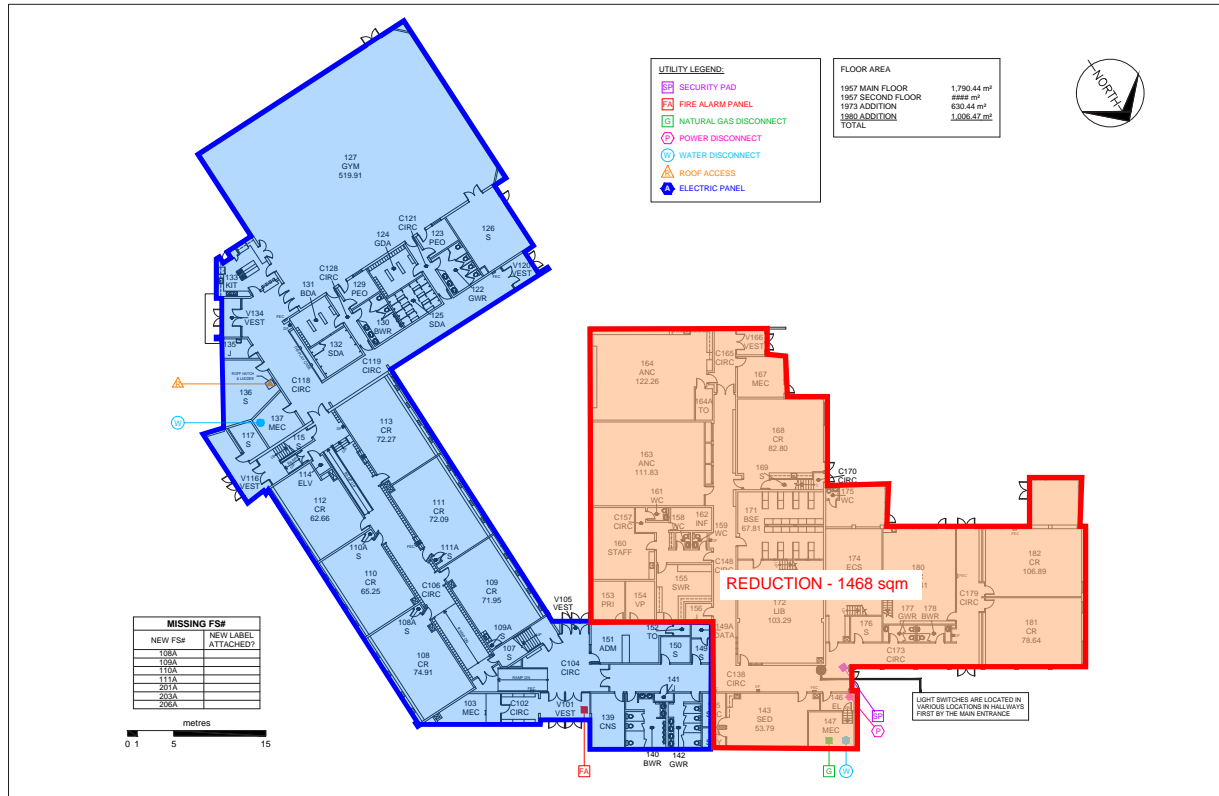
SHRINK & MODERNIZE BUILDING
225 CAPACITY K-4
2596 sqm BUILDING AREA
SITE WORK

- ▶ **REDUCE TO 225 CAPACITY K-4 SCHOOL**
- ▶ **REDUCE TO 2596 sqm BUILDING AREA**
- ▶ **REDUCE BY 1467 sqm**
- 36%

BLOCK A PLAN 1445 K.S.
 BLOCK 35 PLAN 2992 K.S.
 NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M

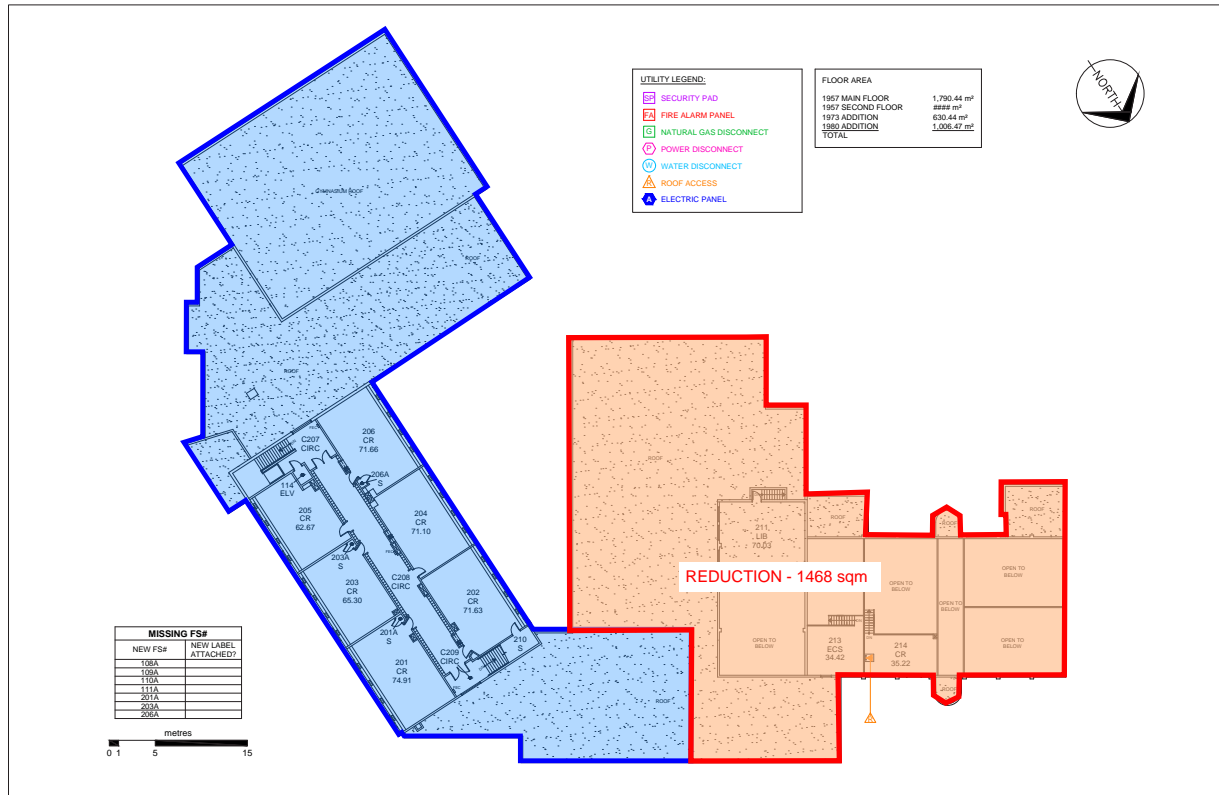
<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>	E.I. File ALH04SBB F.C. 869 S.C. 3611 Sheet 1 of 5
	DATE: May 12, 2022		


OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH



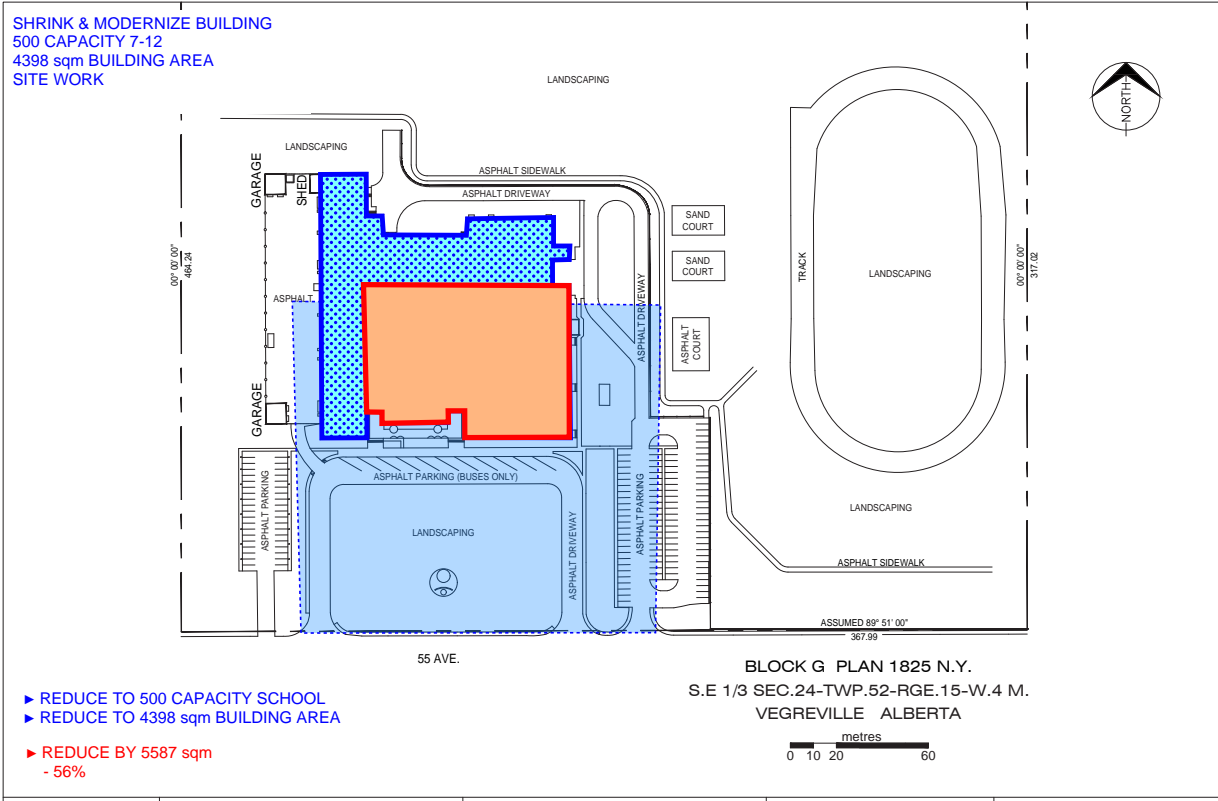
 <p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F1 UTILITY PLAN DATE: May 12, 2022</p>	E.I. File	ALH04SBB
			F.C.	869
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			Sheet	2 of 5

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH



 <p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F2 UTILITY PLAN DATE: May 12, 2022</p>	E.I. File	ALH04SBB
			F.C.	869
			S.C.	3611
			Sheet	3 of 5

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

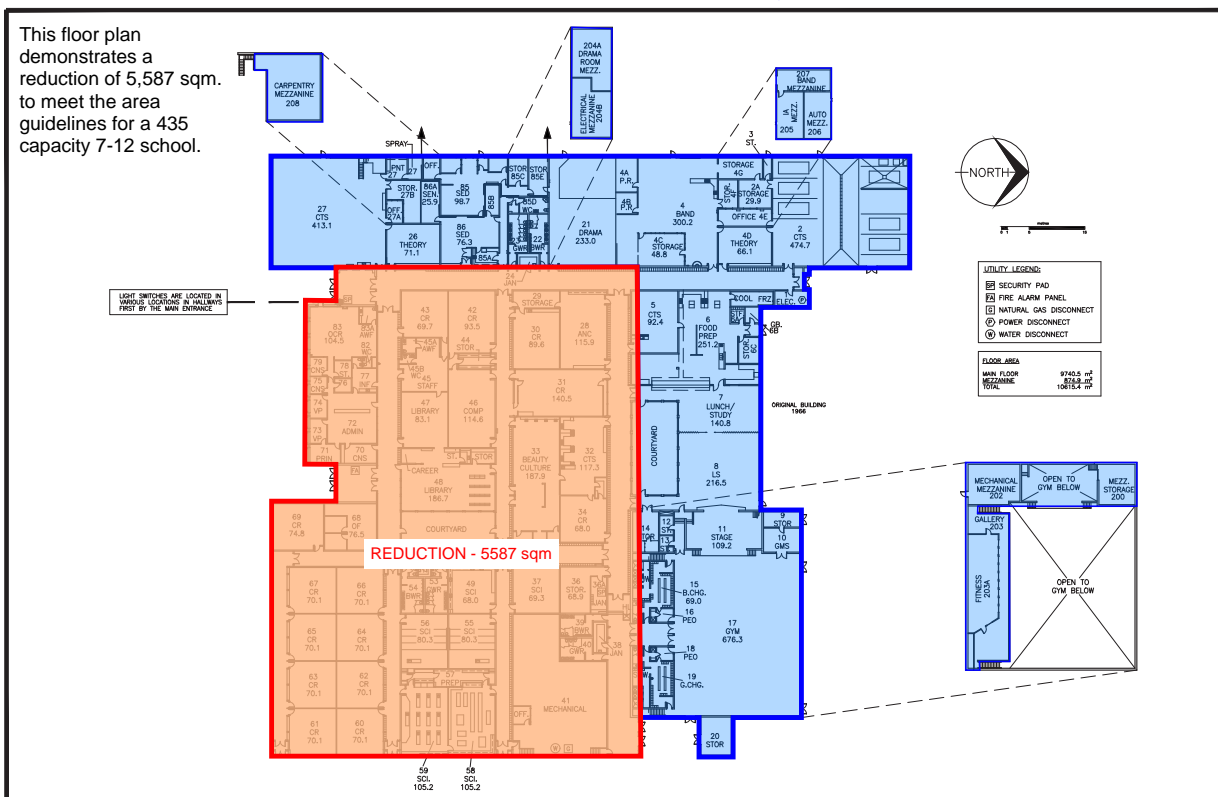


- ▶ REDUCE TO 500 CAPACITY SCHOOL
- ▶ REDUCE TO 4398 sqm BUILDING AREA
- ▶ REDUCE BY 5587 sqm - 56%

BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA

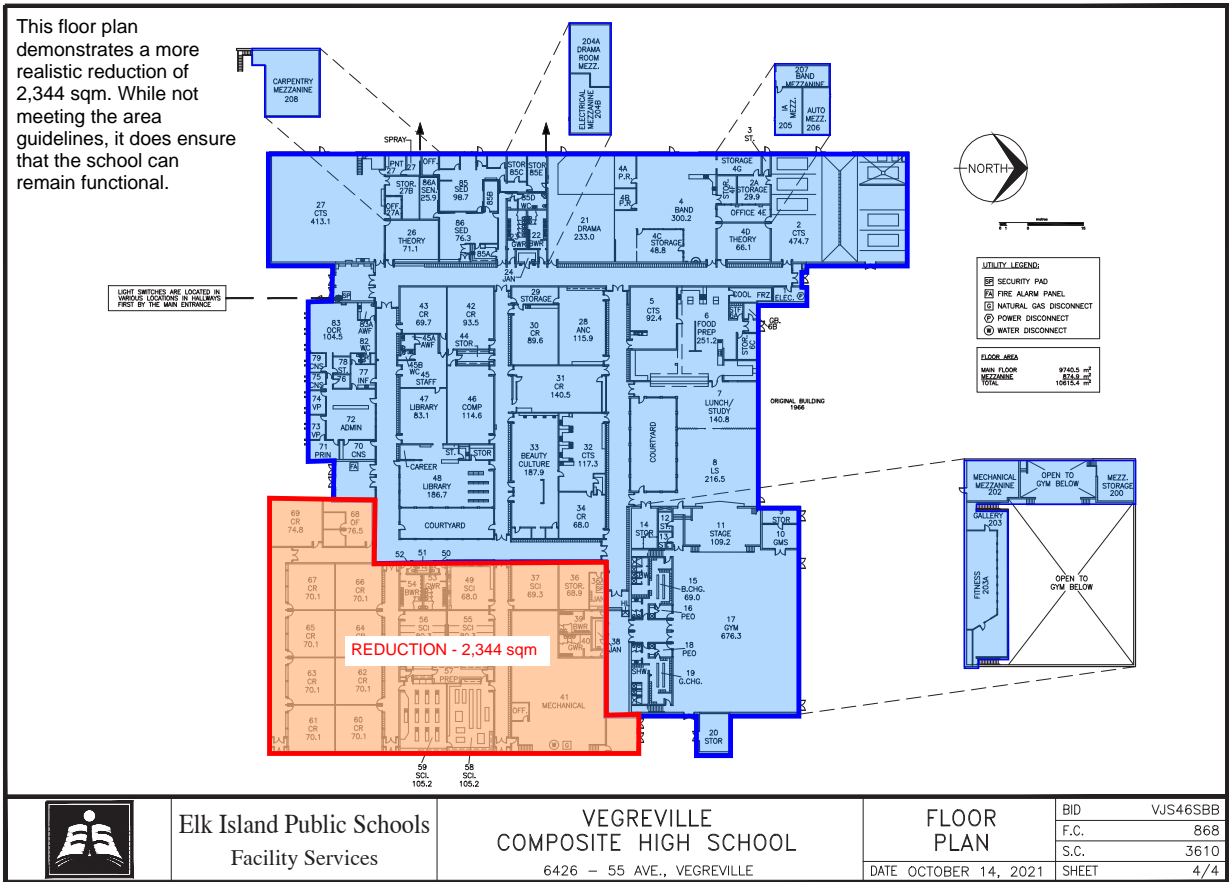
 Elk Island Public Schools	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH 6426 - 55 AVE., VEGREVILLE	SITE PLAN	E.I. File VJS46SBB
			DATE: May 16, 2022	F.C. 868
				S.C. 3610
				Sheet 1 of 3

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH



 Elk Island Public Schools Facility Services	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH SCHOOL 6426 - 55 AVE., VEGREVILLE	FLOOR PLAN	BID VJS46SBB
			DATE: OCTOBER 14, 2021	F.C. 868
				S.C. 3610
				SHEET 4/4

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH



Option #	Title	Pros	Cons	Risks
4	Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School	Addresses capacity and utilization issues, maintains existing CTS programs in high school, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, existing schools have good bones	Utilization of elementary school is not as low as the high school, the elementary school is not an emergent need and combining it with the high school could make approval difficult, reduction of high school would be limited if the existing CTS spaces remain and low utilization would continue to be an issue	Dealing with existing structure and unforeseen building conditions, approval for two concurrent modernizations in a community is unlikely

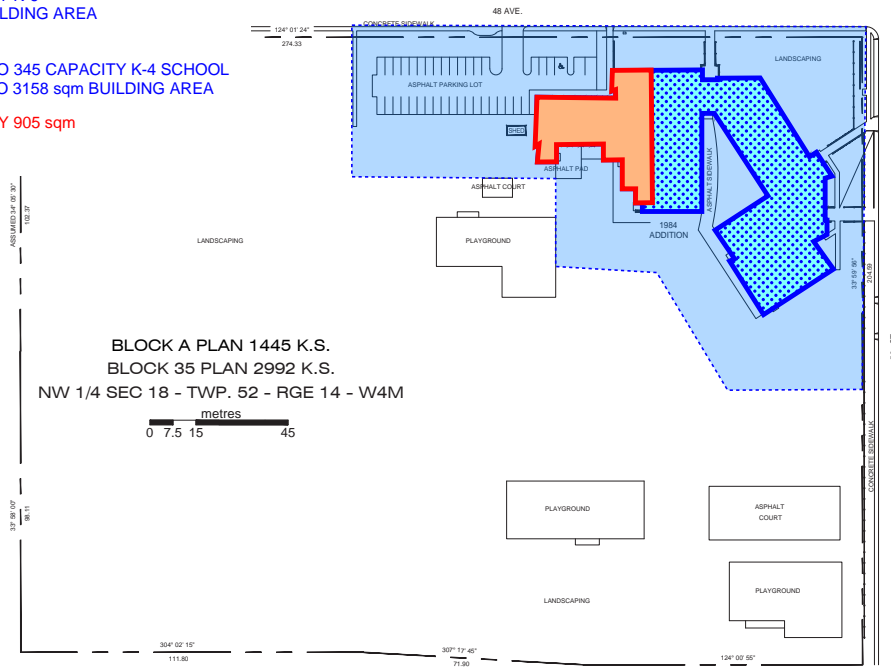
Scope of Work:

- Both schools remain in place but are modernized and reduced in area to bring the areas in line with the expected enrolments. This includes replacement and upgrading of the mechanical and electrical systems, exterior building envelope, roofing, and reconfiguration of interior spaces to more effectively deliver programming and address instructional area deficiencies. Also included would be upgrading of site amenities such as parking and drop off circulation.

OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

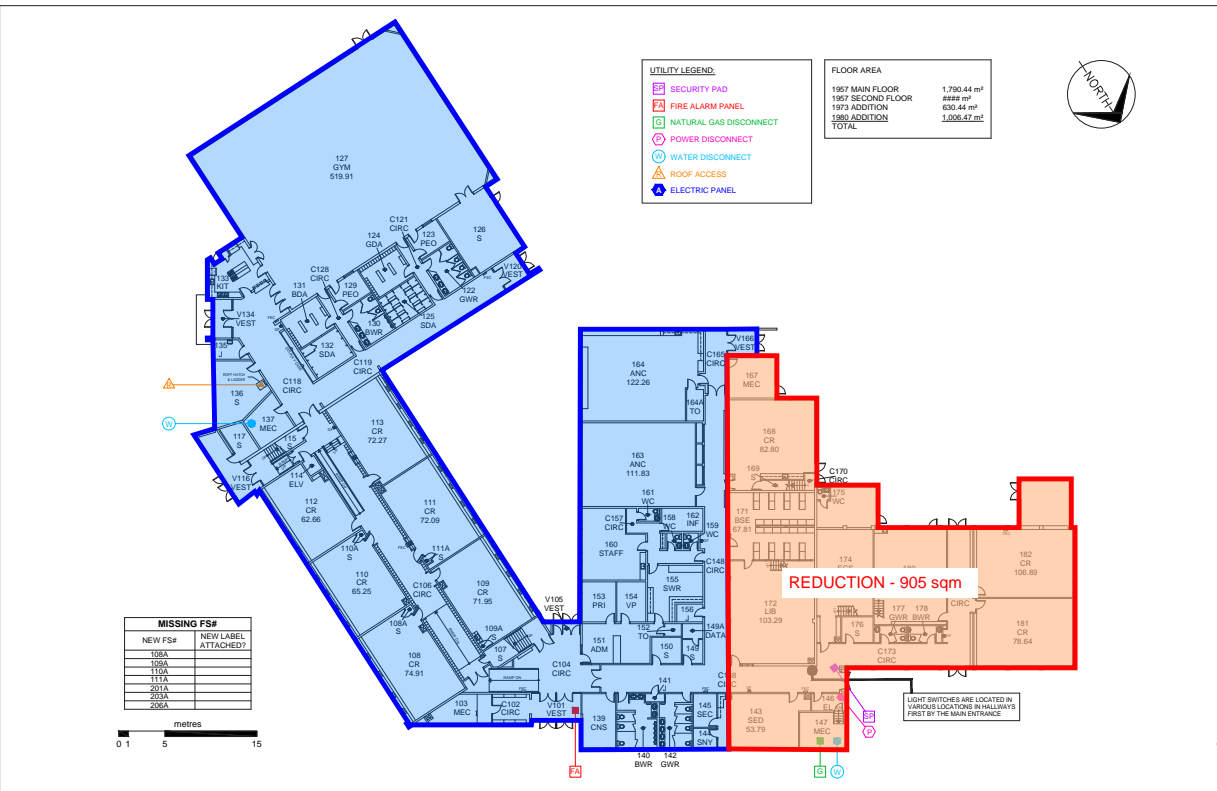
SHRINK & MODERNIZE BUILDING
 345 CAPACITY K-6
 3185 sqm BUILDING AREA
 SITE WORK

- ▶ REDUCE TO 345 CAPACITY K-4 SCHOOL
- ▶ REDUCE TO 3158 sqm BUILDING AREA
- ▶ REDUCE BY 905 sqm
- 22%



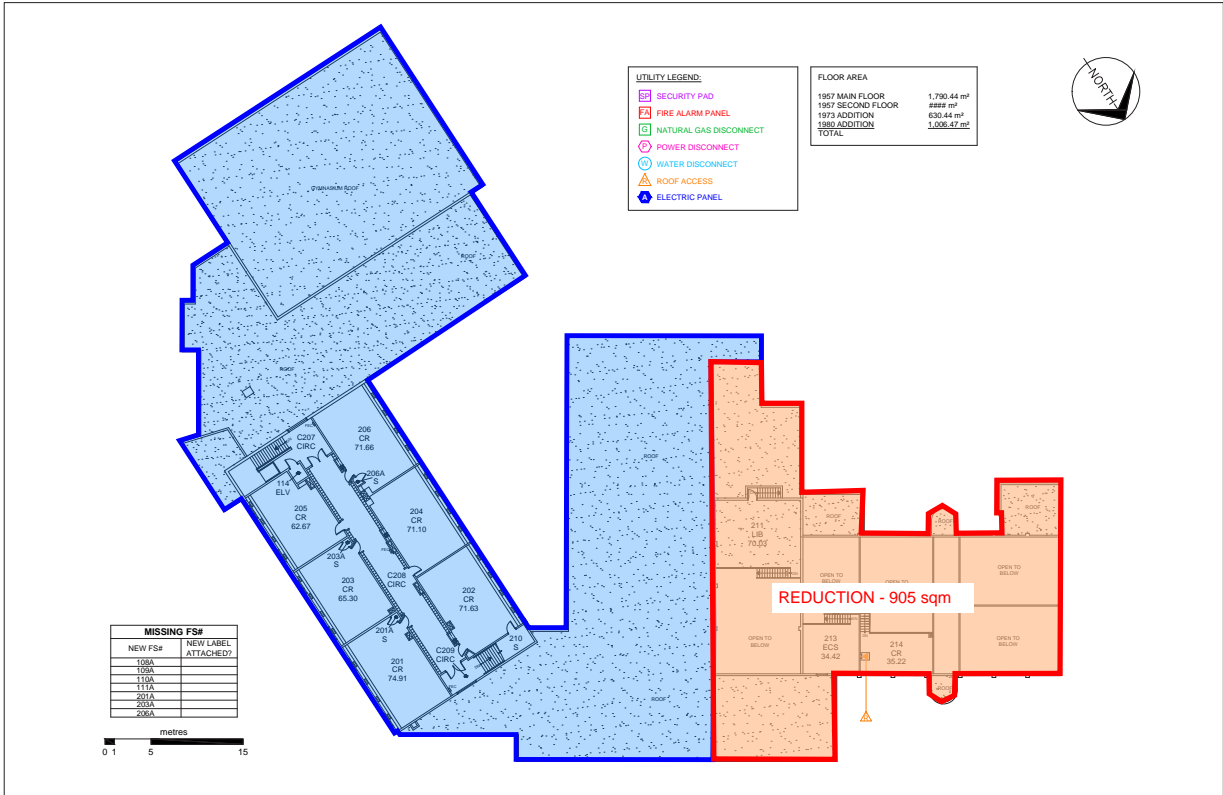
<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>	E.I. File	ALH04SBB
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		DATE: May 12, 2022	S.C.	3611
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OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH



<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F1 UTILITY PLAN</p>	E.I. File	ALH04SBB
			F.C.	869
		DATE: May 12, 2022	S.C.	3611
			Sheet	2 of 5

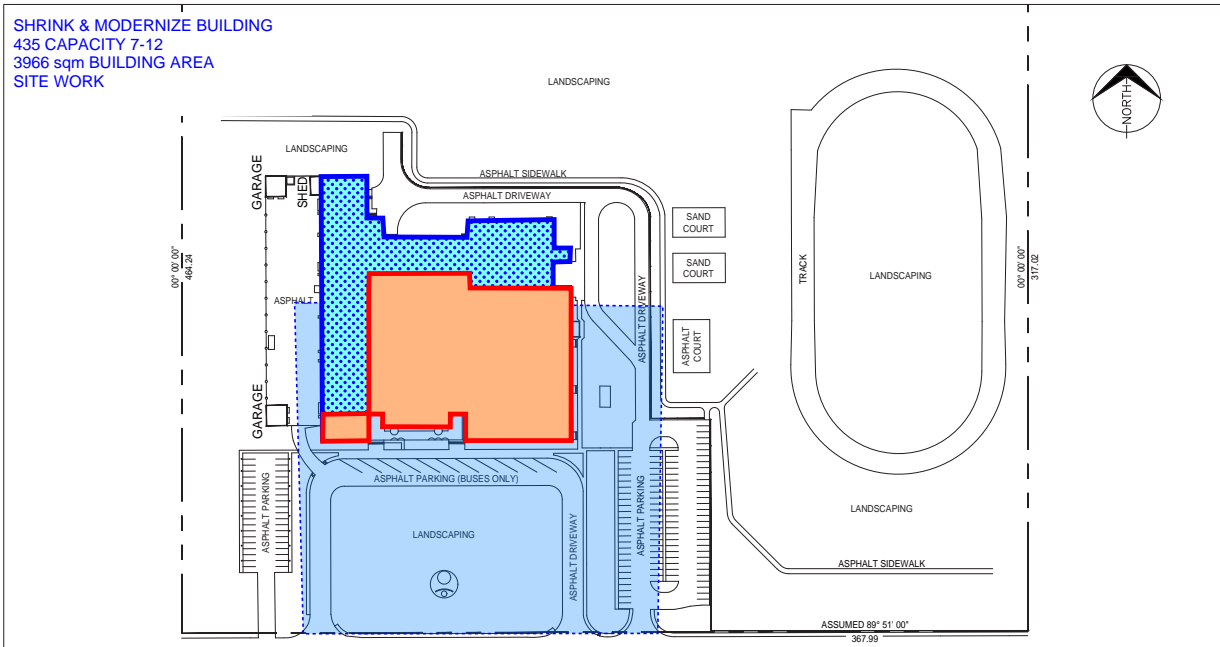
OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH



<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F2 UTILITY PLAN DATE: May 12, 2022</p>	E.I. File	ALH04SBB
			F.C.	869
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OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

SHRINK & MODERNIZE BUILDING
435 CAPACITY 7-12
3966 sqm BUILDING AREA
SITE WORK



55 AVE.

BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA

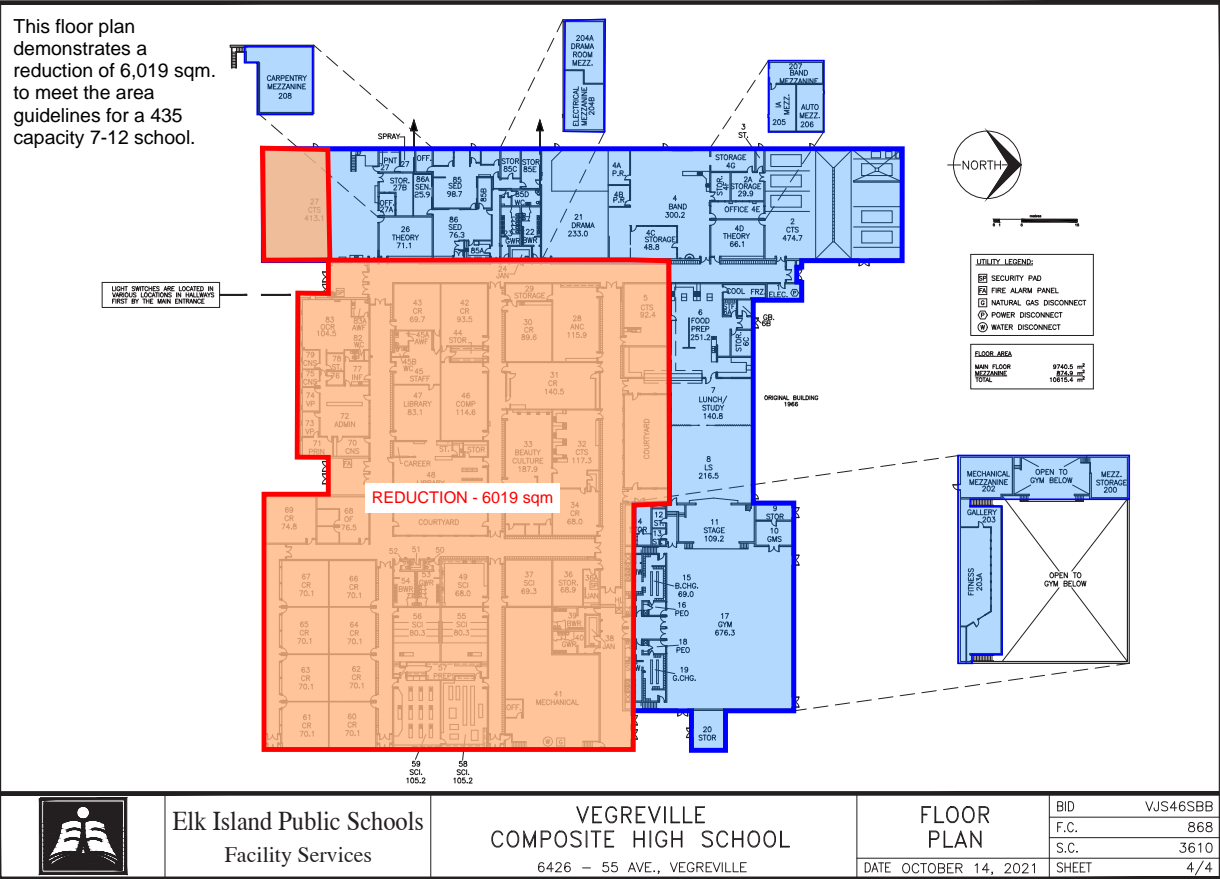
▶ REDUCE TO 435 CAPACITY SCHOOL
 ▶ REDUCE TO 3966 sqm BUILDING AREA
 ▶ REDUCE BY 6019 sqm
 - 60%

metres
0 10 20 60

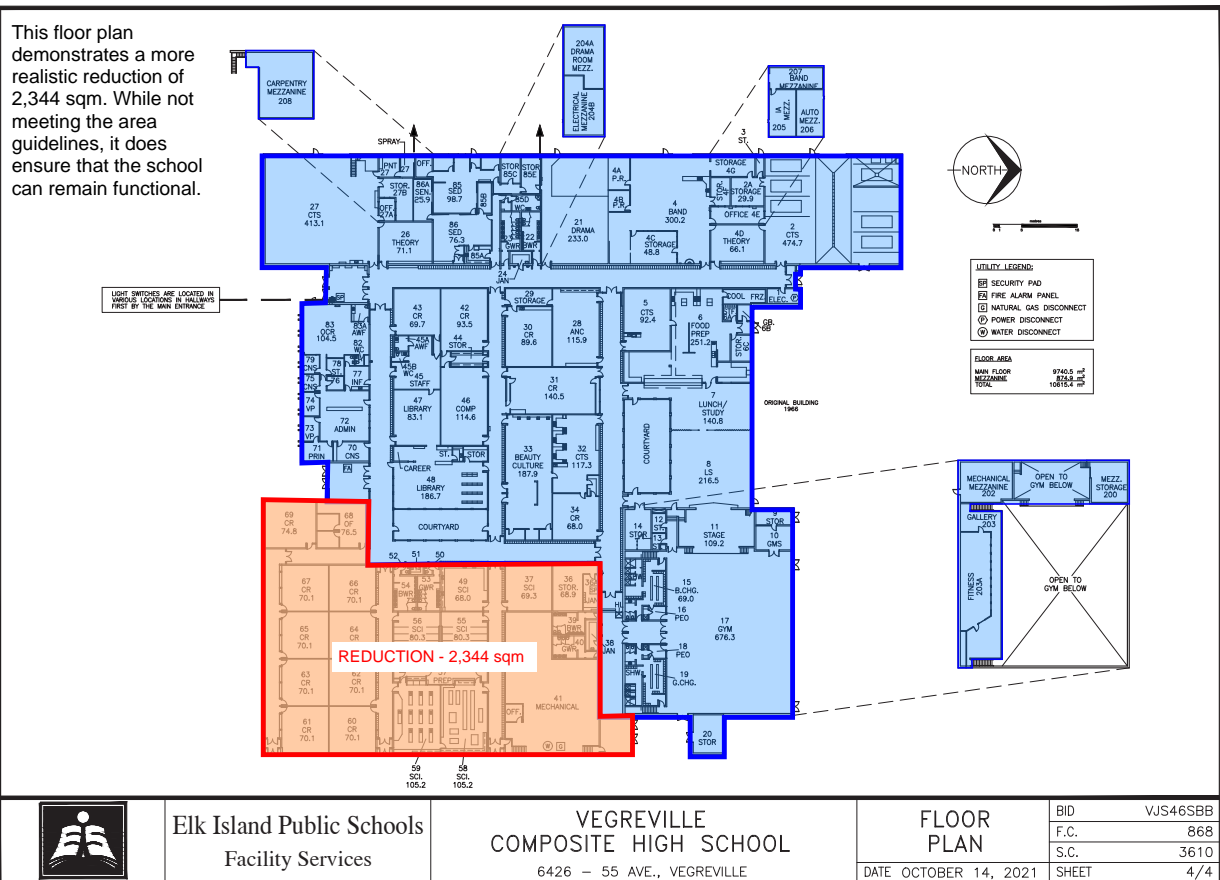
<p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH 6426 - 55 AVE., VEGREVILLE</p>	<p>SITE PLAN DATE: May 16, 2022</p>	E.I. File	VJS46SBB
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			S.C.	3610
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OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH



OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH



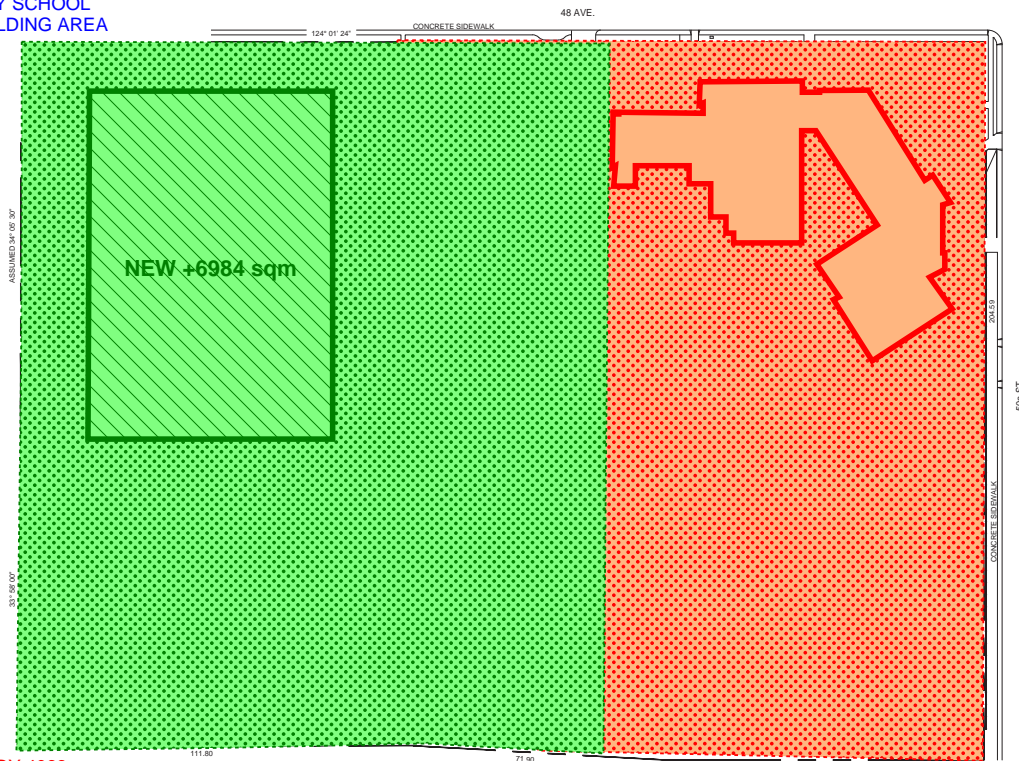
Option #	Title	Pros	Cons	Risks
5	Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school	Would be a 2:1 replacement, gives back school site to community for a variety of uses, no existing recreation infrastructure that would be impacted, addresses capacity and utilization issues, younger grades have access to expanded facilities for options, can have greater efficiencies with staffing (senior high teachers can teach junior high and elementary for continuity and flow), addresses ageing infrastructure at both sites, single location for all buses, no school has to live through a modernization, could allow use of space by other organizations, economy of scale in terms of providing more programming	Reduction in number of schools, the high school is more remote from residential neighbourhoods than elementary, concern with having all grades within the same building in order to maintain separate identities of the elementary grades from the junior and senior high grades, existing schools have good bones, may not be a great use of public funds, A.L. Horton is not ideal as a site for the replacement due to the potential traffic impact in the surrounding neighbourhoods, A.L. Horton site would require additional infrastructure to be built to support the high school students (i.e. track oval)	Site and neighbourhood capacity, planning approval

Scope of Work:

- Both existing schools would be demolished and replaced with a single K-12 school appropriate to the expected enrolments. The replacement school could be located on either existing school site but it appears that the most appropriate site in terms of context would be the existing high school site.
- The existing A.L. Horton Elementary School is demolished and the site is reclaimed and turned back to the community for recreation playing fields.

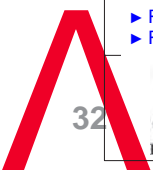
OPTION 5: DEMOLISH A.L. HORTON AND VCHS ON EITHER OR NEW SITE & BUILD A NEW K-12 REPLACEMENT SCHOOL TO AREA GUIDE ON EITHER OR NEW SITE

DEMOLISH BUILDING & SITE
453 CAPACITY SCHOOL
4063 sqm BUILDING AREA



▶ REDUCE BY 4063 sqm
- 100%

▶ REBUILT TO 765 CAPACITY K-12 SCHOOL
▶ REBUILT TO 6984 sqm BUILDING AREA



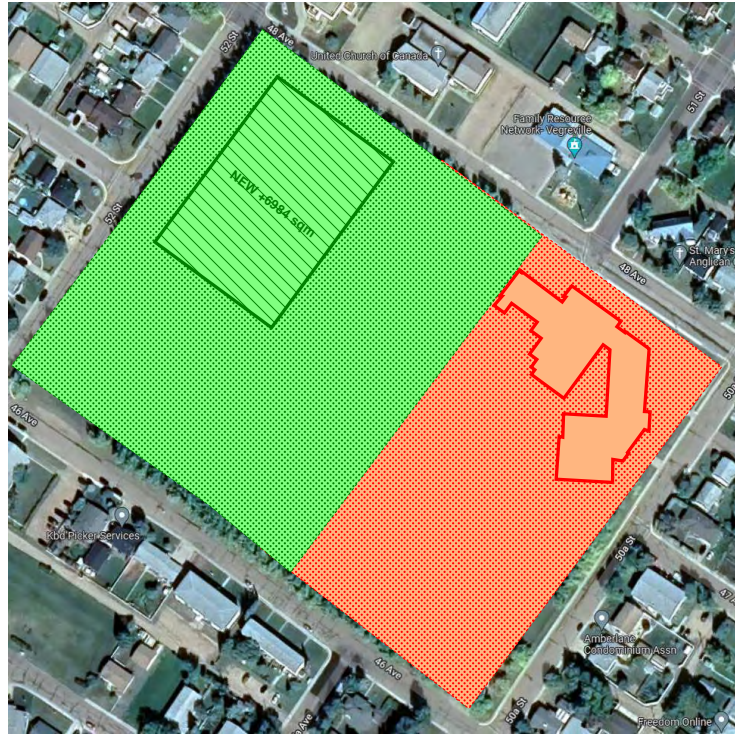
**Elk Island Public Schools
Facility Services**

**A.L. HORTON
ELEMENTARY**
5037 - 48 AVE., VEGREVILLE

SITE PLAN

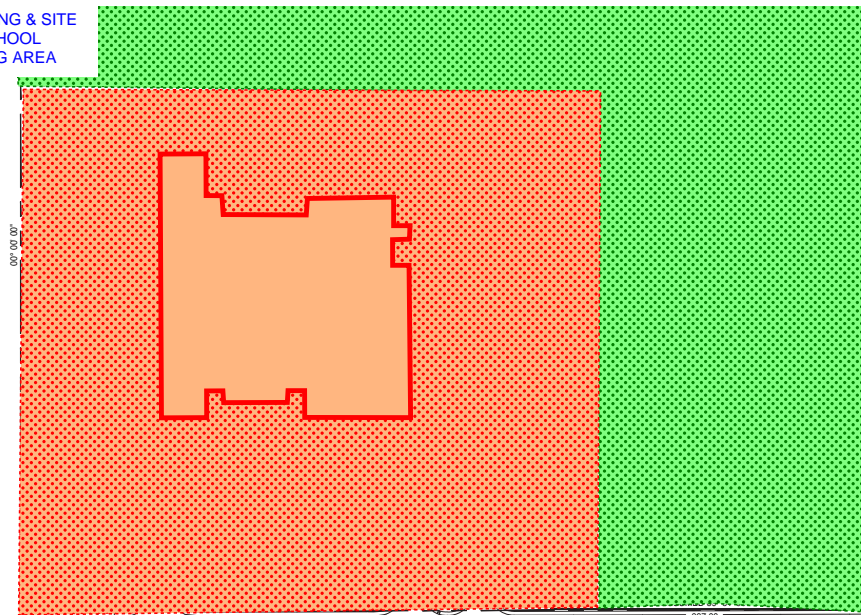
DATE: May 12, 2022

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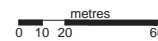
OPTION 5: DEMOLISH A.L. HORTON AND VCHS ON EITHER OR NEW SITE & BUILD A NEW K-12 REPLACEMENT SCHOOL TO AREA GUIDE ON EITHER OR NEW SITE

DEMOLISH BUILDING & SITE
971 CAPACITY SCHOOL
9985 sqm BUILDING AREA

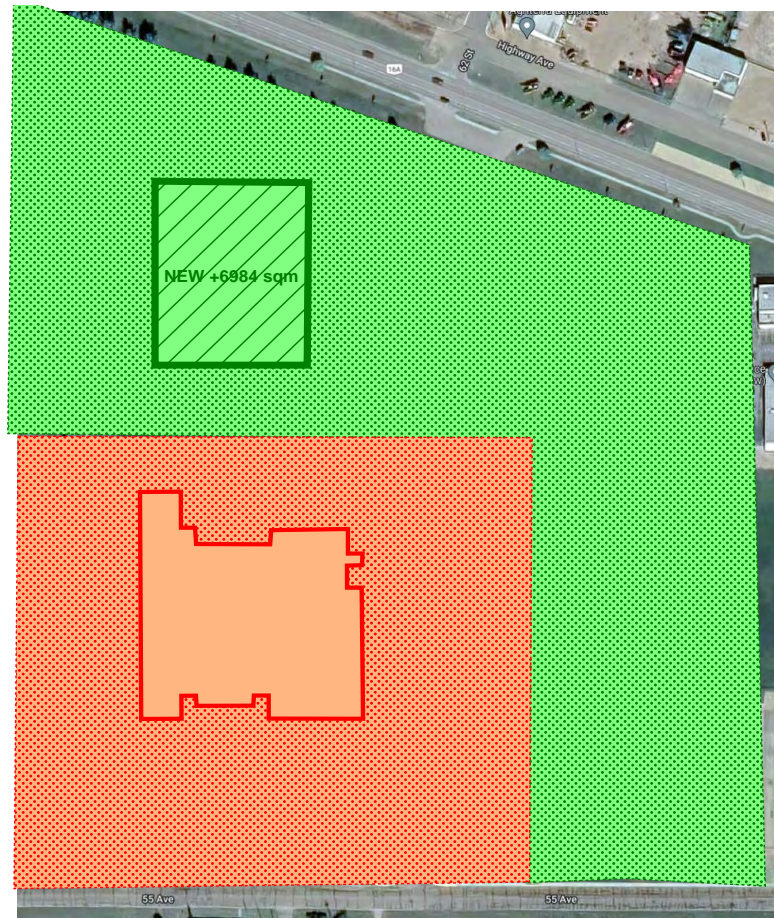


- ▶ REDUCE BY 9985 sqm - 100%
- ▶ REBUILT TO 765 CAPACITY K-12 SCHOOL
- ▶ REBUILT TO 6984 sqm BUILDING AREA

BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA



	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH 6426 - 55 AVE., VEGREVILLE	SITE PLAN	
			E.I. File	VJS46SBB
			F.C.	868
			S.C.	3610

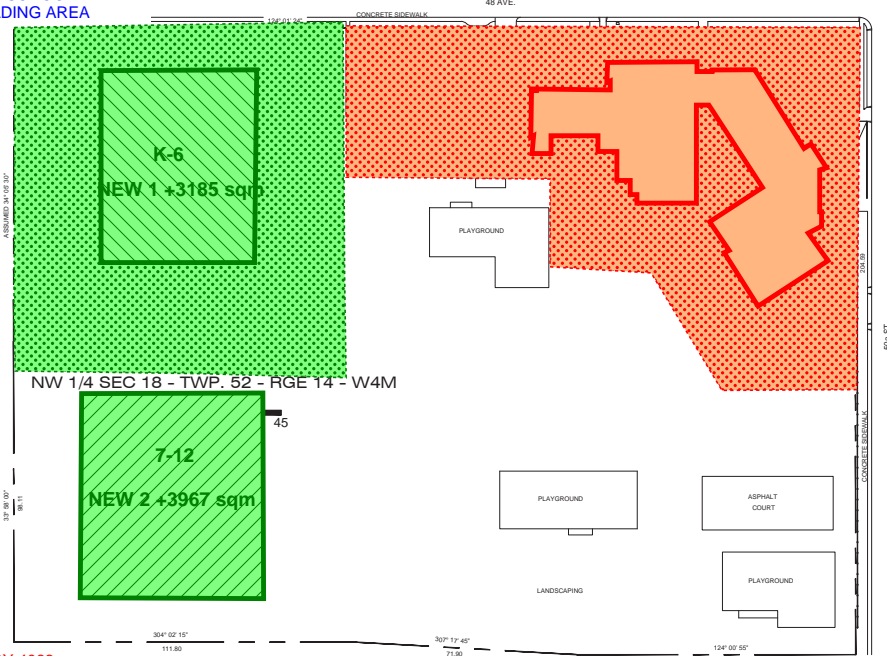


Option #	Title	Pros	Cons	Risks
6	Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools	Maintains separation of elementary and junior / senior high grades, addresses utilization and capacity rates for both schools, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, no school has to live through a modernization	Utilization of elementary school is not as low as the high school, the elementary school is not an emergent need and combining it with the high school could make approval difficult, existing CTS spaces and programs at the high school would be affected, existing schools have good bones, may not be a great use of public funds	Planning approval for two concurrent replacement schools in a community is unlikely

Scope of Work:

- Both existing schools would be demolished and replaced with two separate schools appropriate to the expected enrolments on the existing sites.

**OPTION 6: DEMOLISH BOTH SCHOOLS (REDUCE AREAS)
& BUILD TWO SEPARATE REPLACEMENT SCHOOLS TO AREA GUIDE (ADJUST AREAS) ON EITHER OR BOTH OR NEW**
 DEMOLISH BUILDING & SITE
 453 CAPACITY SCHOOL
 4063 sqm BUILDING AREA



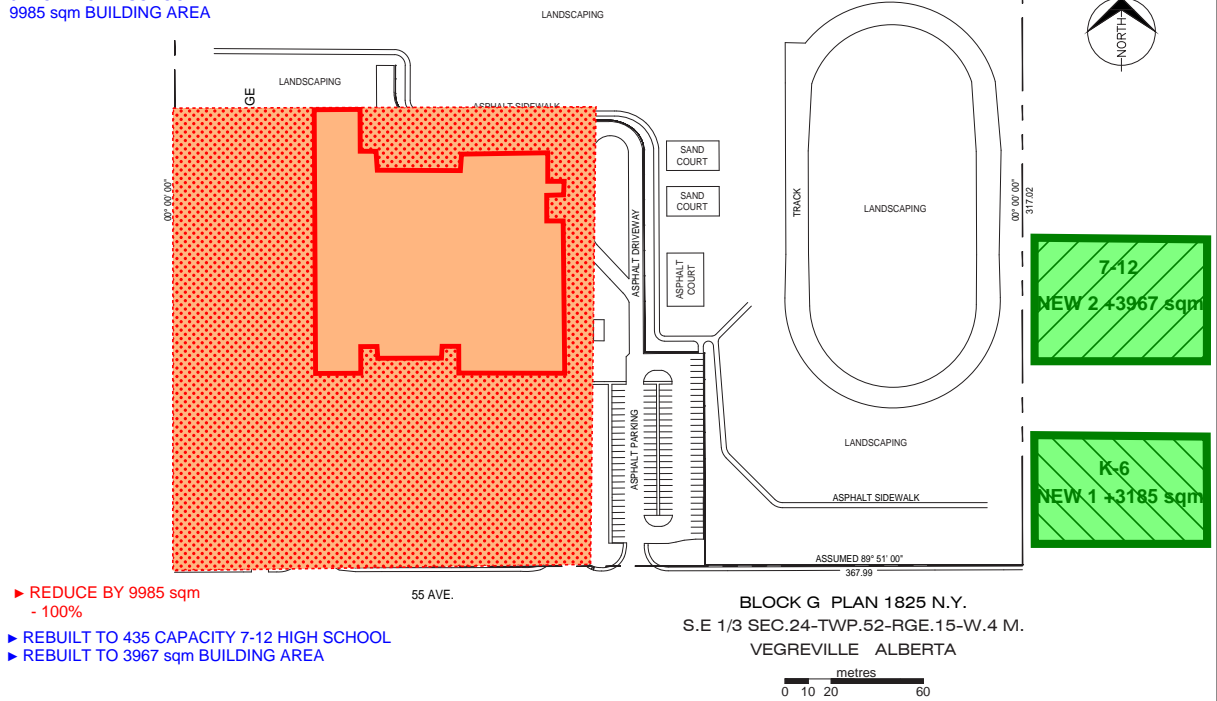
- ▶ **REDUCE BY 4063 sqm**
- 100%
- ▶ **REBUILT TO 400 CAPACITY K-6 ELEMENTARY SCHOOL**
- ▶ **REBUILT TO 3504 sqm BUILDING AREA**

<p>Elk Island Public Schools Elk Island Public Schools</p>	<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	SITE PLAN		E.I. File	ALH04SBB
			DATE: May 12, 2022	Sheet	1 of 5	



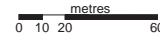
**OPTION 6: DEMOLISH BOTH SCHOOLS (REDUCE AREAS)
& BUILD TWO SEPARATE NEW SCHOOLS TO AREA GUIDE (ADJUST AREAS) ON EITHER OR BOTH OR NEW SITES**

DEMOLISH BUILDING & SITE
971 CAPACITY SCHOOL
9985 sqm BUILDING AREA

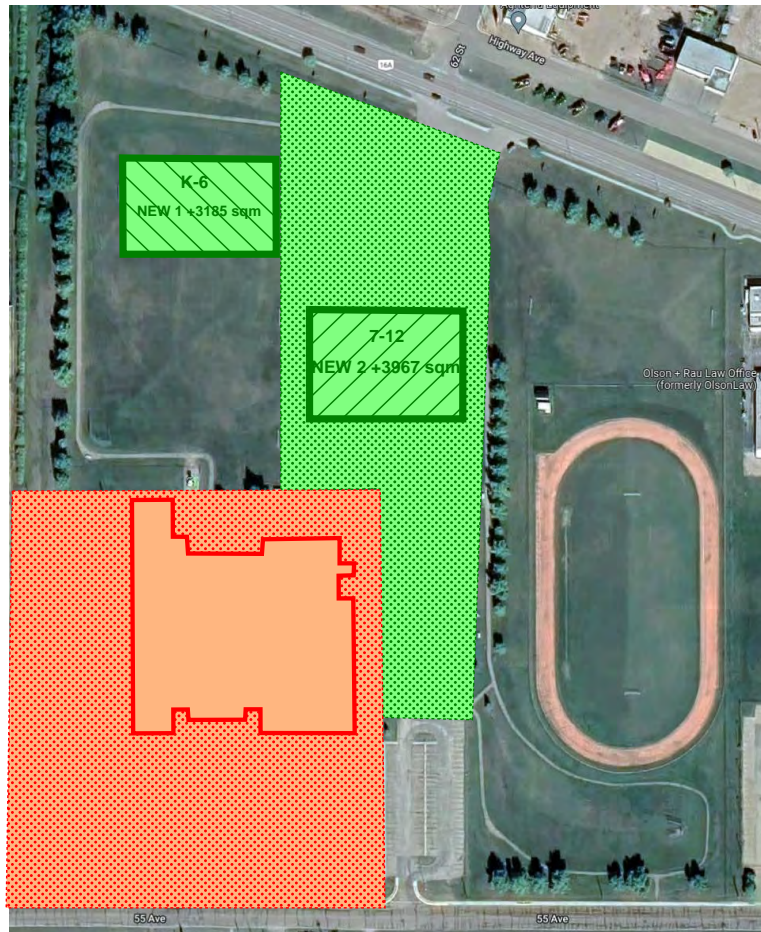


- ▶ **REDUCE BY 9985 sqm**
- 100%
- ▶ **REBUILT TO 435 CAPACITY 7-12 HIGH SCHOOL**
- ▶ **REBUILT TO 3967 sqm BUILDING AREA**

BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA



<p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH 6426 - 55 AVE., VEGREVILLE</p>	<p>SITE PLAN DATE: May 16, 2022</p>	E.I. File	VJS46SBB
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Option #	Title	Pros	Cons	Risks
7	Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School	Addresses capacity and utilization issues at the high school, maintains existing CTS programs in high school, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, existing schools have good bones	Existing CTS spaces and programs at the high school would be affected, utilization of the elementary school is not as low as the high school and a modernization in not an emergent need which could make approval of this option difficult, reduction of the high school area would be limited if the existing CTS spaces remain and low utilization would continue to be an issue, does not address the low utilization rate at the elementary school as the existing area remains the same	Planning approval, not supported by government, Dealing with existing structure and unforeseen building conditions

Scope of Work:

- A.L. Horton Elementary School is modernized at it's current capacity and footprint. Vegreville Composite High School undergoes a major modernization and is reduced to meet expected enrolments.

OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

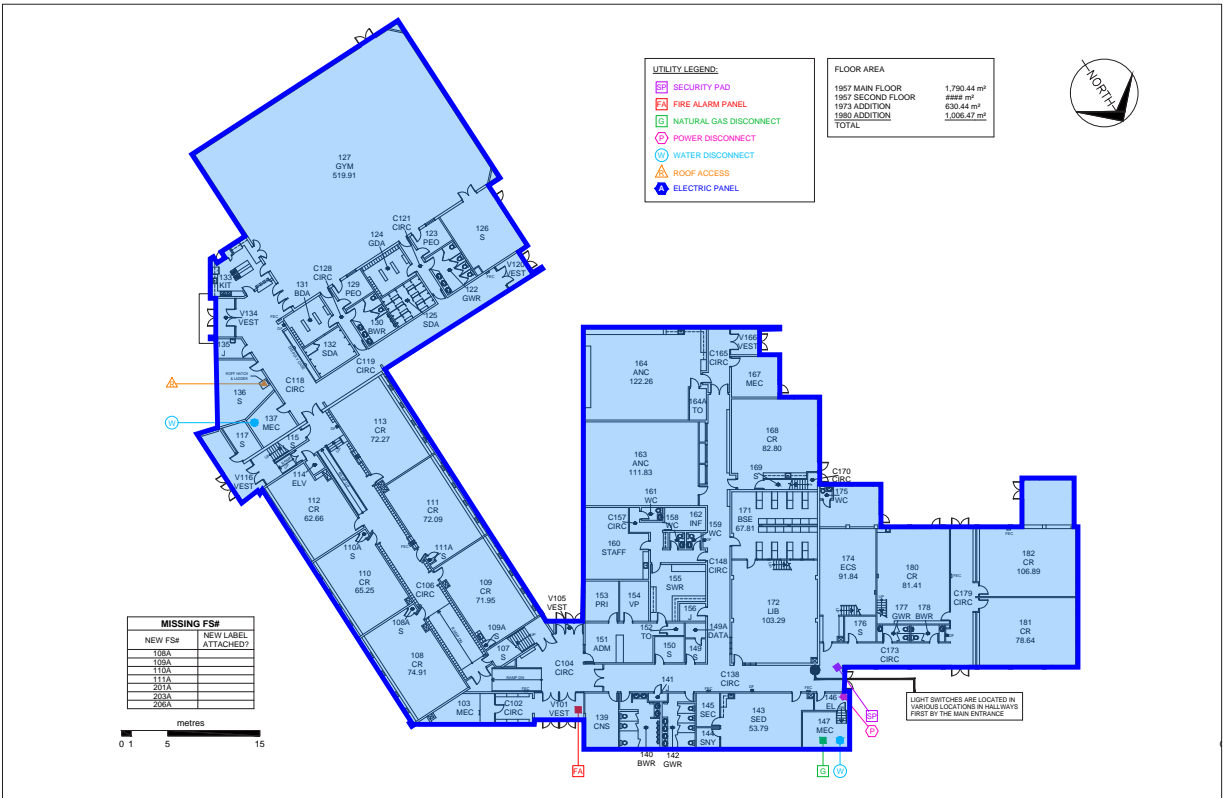
MODERNIZE BUILDING
453 CAPACITY SCHOOL
4063 sqm BUILDING AREA

BLOCK A PLAN 1445 K.S.
BLOCK 35 PLAN 2992 K.S.
NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M

<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>	<p>E.I. File ALH04SBB F.C. 869 S.C. 3611</p>
	<p>DATE: May 12, 2022</p>		<p>Sheet 1 of 5</p>

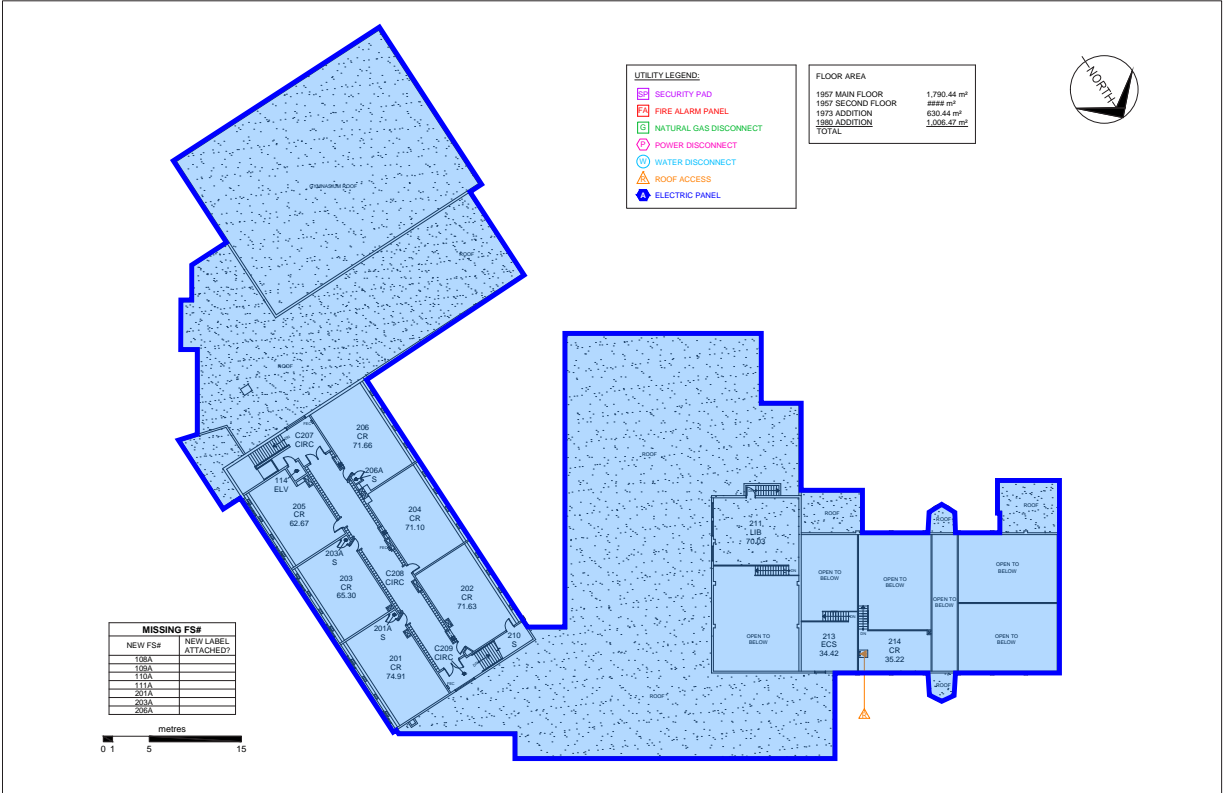
OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE - SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE - OCTOBER 2022



<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F1 UTILITY PLAN</p>	E.I. File	ALH04SBB
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			S.C.	3611
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OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

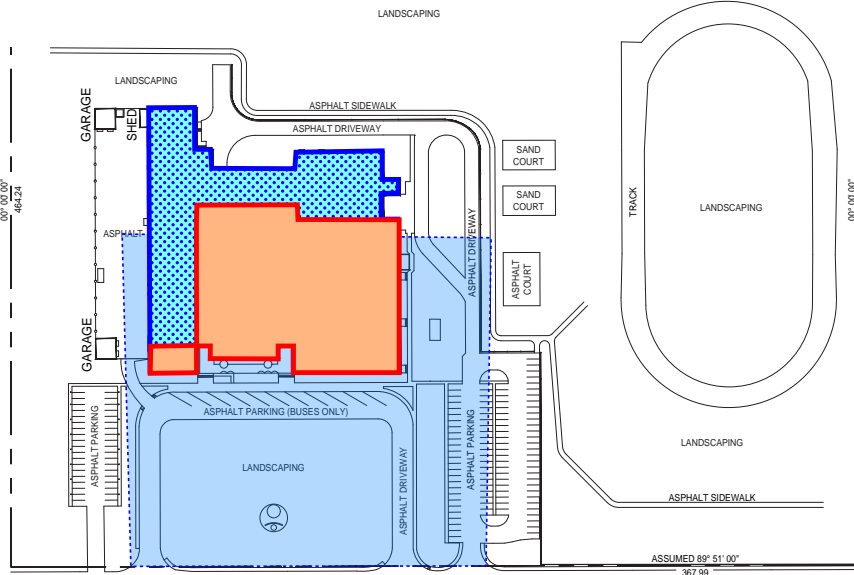


<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F2 UTILITY PLAN</p>	E.I. File	ALH04SBB
			F.C.	869
			S.C.	3611
			DATE: May 12, 2022	Sheet



OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

SHRINK & MODERNIZE BUILDING
435 CAPACITY 7-12
3966 sqm BUILDING AREA
SITE WORK



- ▶ REDUCE TO 435 CAPACITY SCHOOL
- ▶ REDUCE TO 3966 sqm BUILDING AREA
- ▶ REDUCE BY 6019 sqm
- 60%

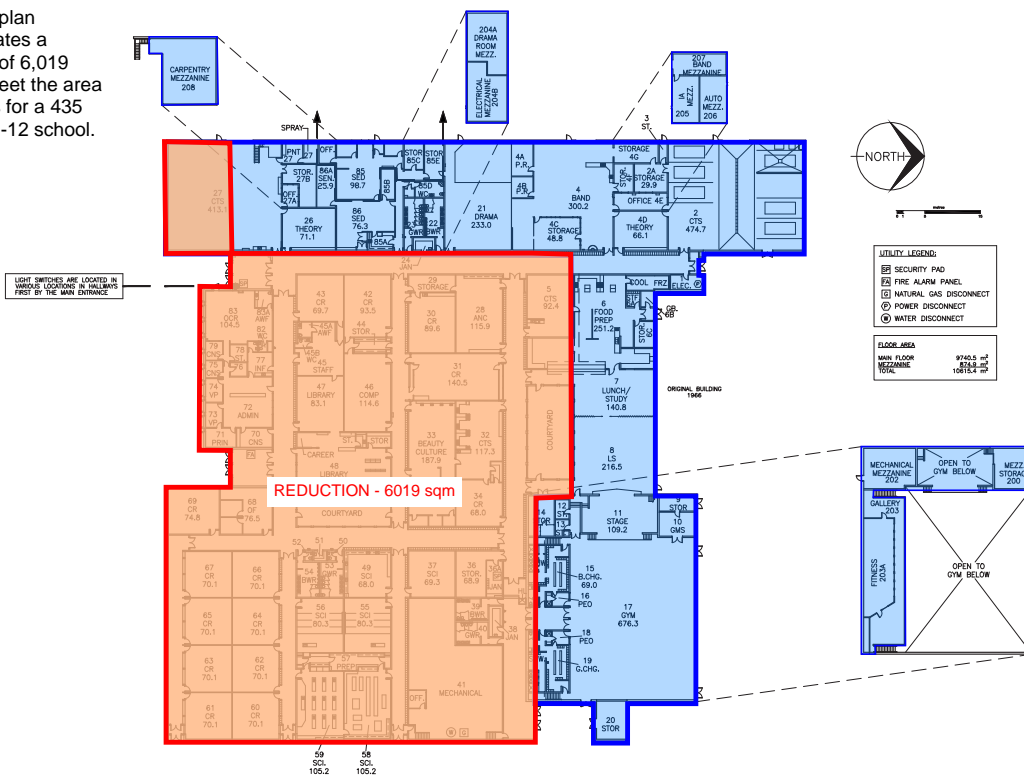
BLOCK G PLAN 1825 N.Y.
S. E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA



<p>Elk Island Public Schools</p>	<p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH</p> <p>6426 - 55 AVE., VEGREVILLE</p>	SITE PLAN		E.I. File	VJS46SBB
			DATE:	May 16, 2022	F.C.	868
					S.C.	3610
					Sheet	1 of 3

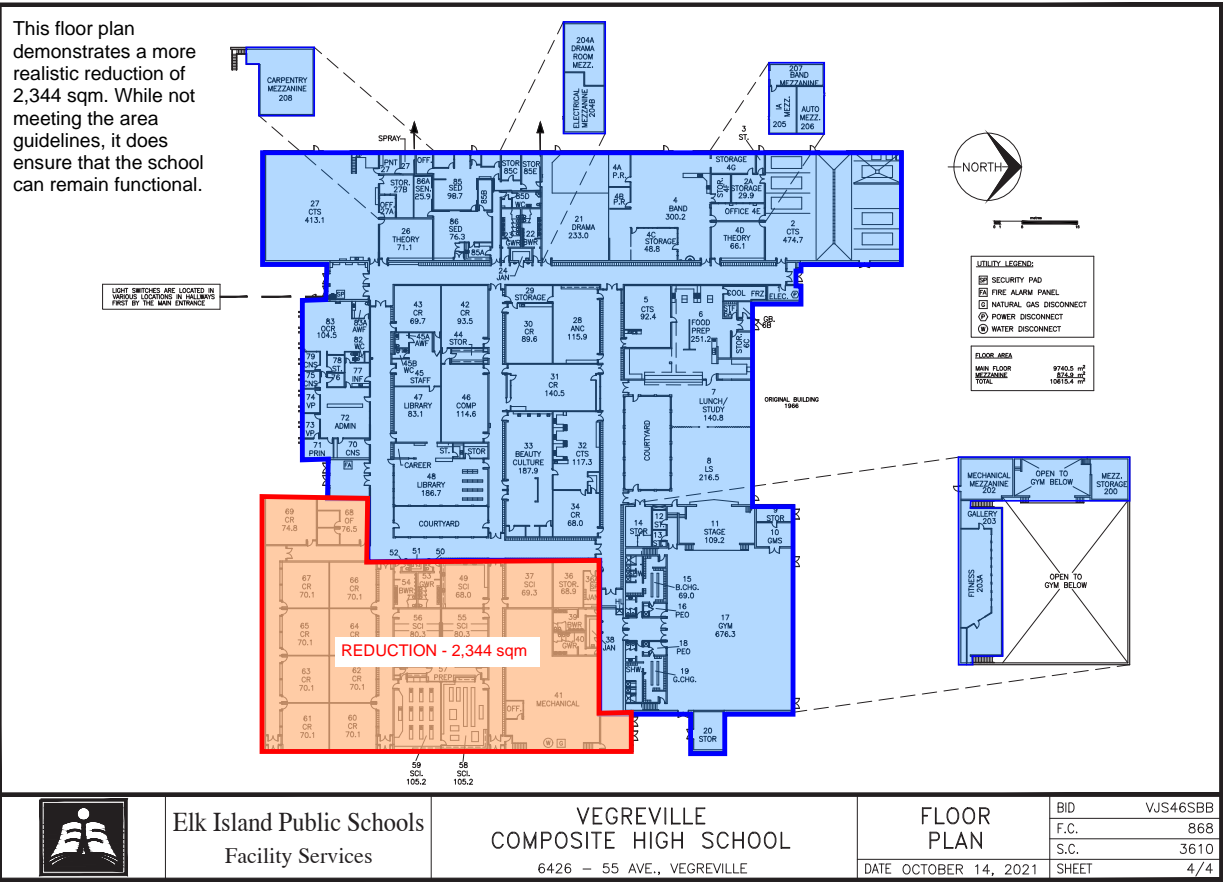
OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

This floor plan demonstrates a reduction of 6,019 sqm. to meet the area guidelines for a 435 capacity 7-12 school.



<p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH SCHOOL</p> <p>6426 - 55 AVE., VEGREVILLE</p>	FLOOR PLAN		BID	VJS46SBB
		DATE	OCTOBER 14, 2021	F.C.	868
				S.C.	3610
				SHEET	4/4

OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS



VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE - OCTOBER 2022

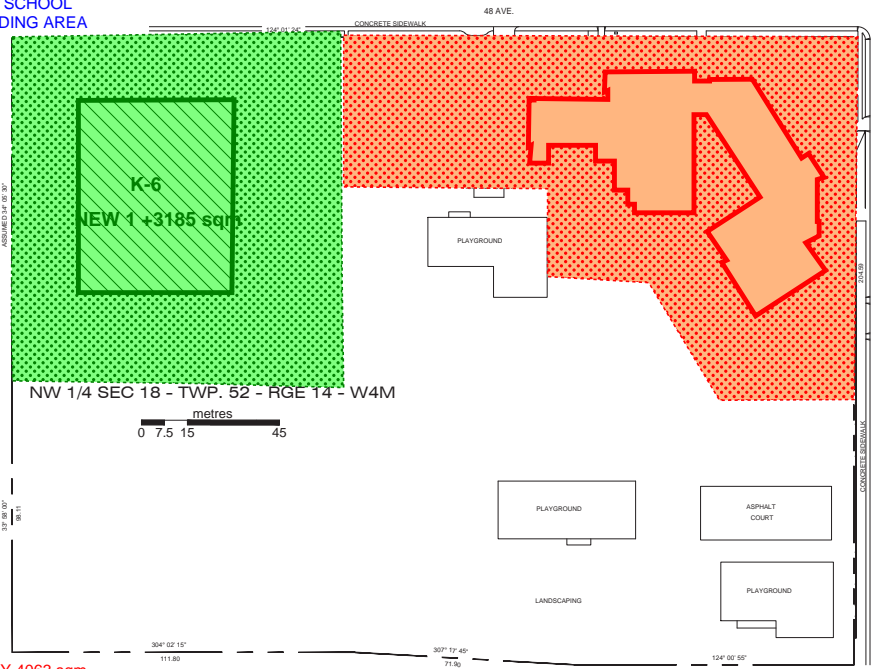
Option #	Title	Pros	Cons	Risks
8	Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School	Addresses capacity and utilization issues at the both schools, maintains existing CTS programs in high school, addresses ageing infrastructure at both sites, allows for a phased approach that reduces the initial capital request, elementary school does not have to live through a modernization, existing high school has good bones	Existing CTS spaces and programs at the high school would be affected, utilization of elementary school is not as low as the high school, the elementary school is not an emergent need and combining it with the high school could make approval difficult, reduction of high school would be limited if the existing CTS spaces remain and low utilization would continue to be an issue	Planning approval, not supported by government, Dealing with existing structure and unforeseen building conditions

Scope of Work:

- Vegreville Composite High School undergoes a major modernization and is reduced to meet expected enrolments. The existing A.L. Horton School is demolished and replaced with a new K-6 school with a revised footprint to meet expected enrolments.

OPTION 8: DEMOLISH A.L. HORTON AND BUILD REPLACEMENT ON EITHER OR NEW SITE, MODERNIZE AND REDUCE AREA FOR VCHS

DEMOLISH BUILDING & SITE
 453 CAPACITY SCHOOL
 4063 sqm BUILDING AREA



- ▶ REDUCE BY 4063 sqm
- 100%
- ▶ REBUILT TO 400 CAPACITY K-6 ELEMENTARY SCHOOL
- ▶ REBUILT TO 3504 sqm BUILDING AREA



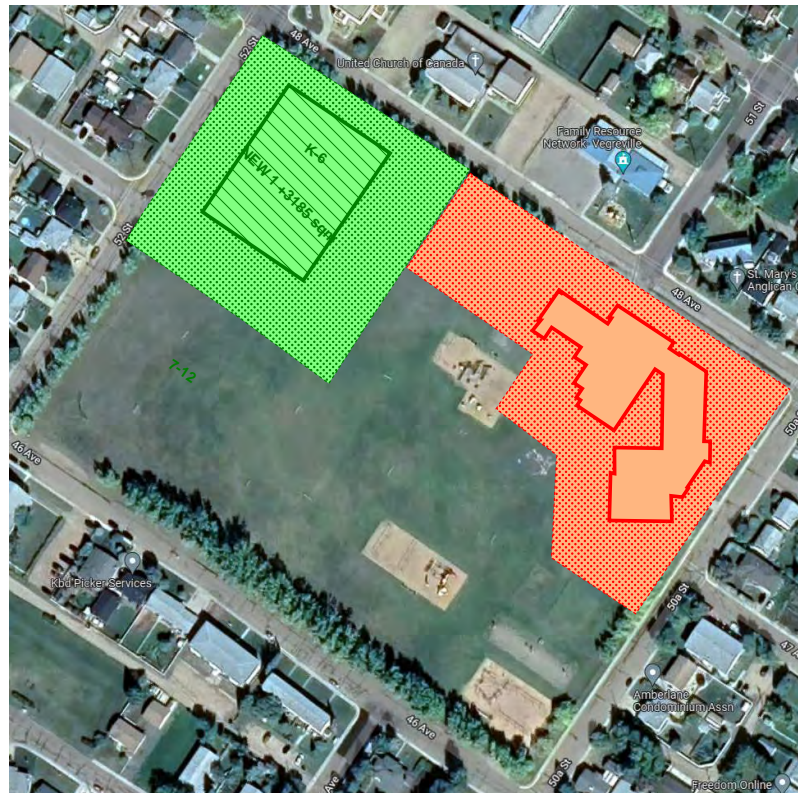
Elk Island Public Schools
 Facility Services

A.L. HORTON
ELEMENTARY
 5037 - 48 AVE., VEGREVILLE

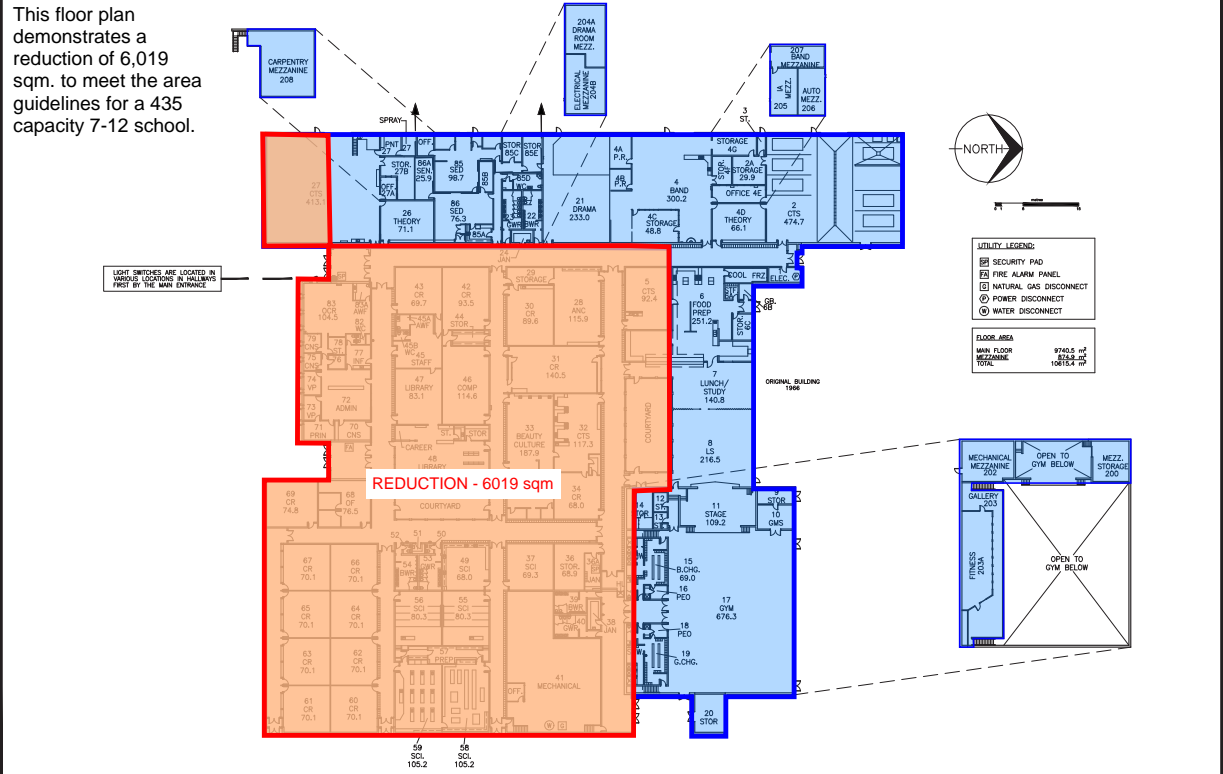
SITE PLAN

DATE: May 12, 2022

E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

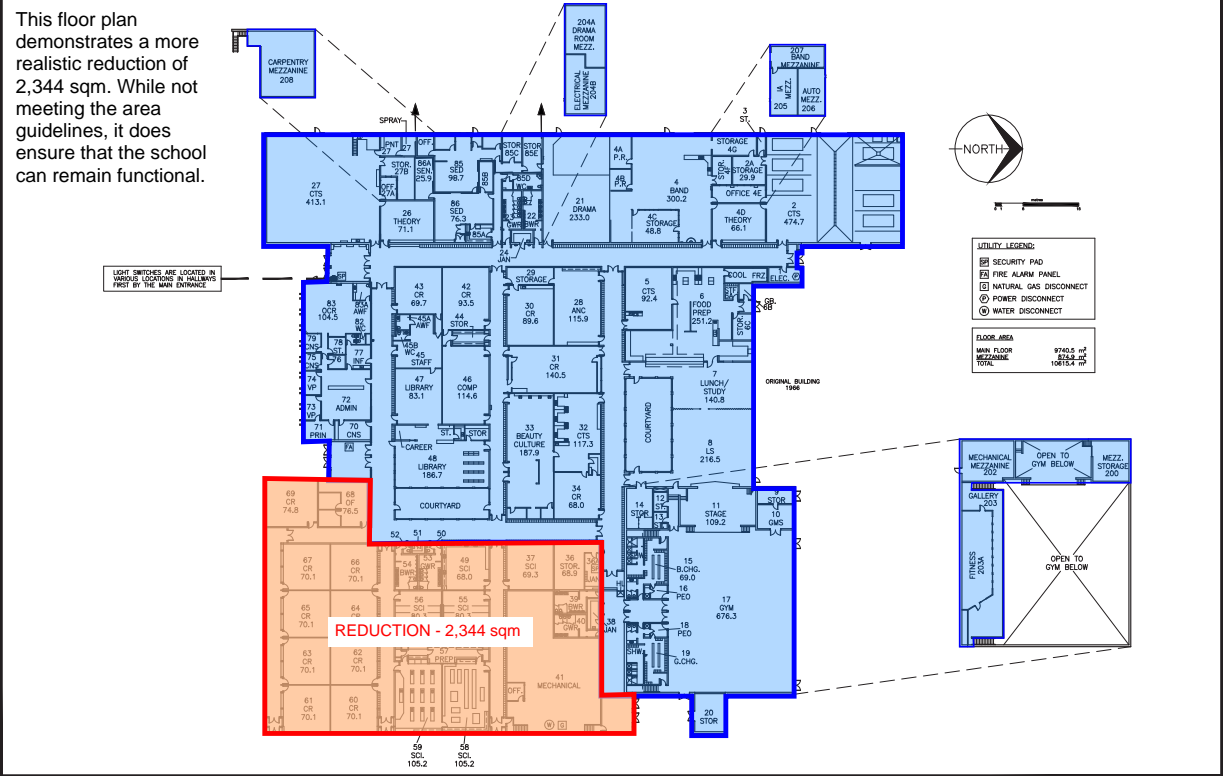


OPTION 8: DEMOLISH A.L. HORTON AND BUILD REPLACEMENT ON EITHER OR NEW SITE, MODERNIZE AND REDUCE AREA FOR VCHS



	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH SCHOOL 6426 - 55 AVE., VEGREVILLE	FLOOR PLAN DATE OCTOBER 14, 2021	BID	VJS46SBB
				F.C.	868
				S.C.	3610
				SHEET	4/4

OPTION 8: DEMOLISH A.L. HORTON AND BUILD REPLACEMENT ON EITHER OR NEW SITE, MODERNIZE AND REDUCE AREA FOR VCHS



	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH SCHOOL 6426 - 55 AVE., VEGREVILLE	FLOOR PLAN DATE OCTOBER 14, 2021	BID	VJS46SBB
				F.C.	868
				S.C.	3610
				SHEET	4/4

2.6 Evaluation Phase

Using the criterion decided upon during the Functional Analysis Phase, participants were provided with an Evaluation Form to fill out post Value Scoping Session. Individuals were asked to rank each criteria with a yes, maybe or no for each option. The summaries and findings of the final options (consensus and individual's rankings) are outlined below.

EIPS Value Scoping - Consensus Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
m = maybe
n = no

Evaluation Criteria

Option	Description	Improve Supervision	Programming Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a Desirable Size	Community Acceptance	Exterior Play Amenities	Totals
1	Option 1 - Modernize both schools as required and retain current capacities and footprints (status quo)	n	y	y	m	y	y	y	n	n	y	y	y	y	y	n	n	n	n	n	y	y	12
																							1
																							8
2	Option 2 - Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School	y	y	y	y	y	y	m	y	y	y	y	y	y	n	y	n	y	y	y	m	m	16
																							3
																							2
3	Option 3 - Modernize A.L. Horton with a K-4 configuration and modernize Vegreville Composite High School for Grades 5-12	m	y	y	y	m	y	y	y	y	y	y	y	y	y	y	n	n	y	y	m	m	15
																							4
																							2
4	Option 4 - Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School	y	n	y	y	m	y	y	y	m	y	y	y	m	y	y	n	n	y	y	m	m	13
																							5
																							3
5	Option 5 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school	y	y	y	y	m	m	y	y	y	y	y	y	n	m	y	y	m	y	y	m	y	15
																							5
																							1
6	Option 6 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools	y	n	y	y	m	y	y	y	y	y	y	y	n	m	y	y	n	y	y	m	y	15
																							3
																							3
7	Option 7 - Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School	y	n	y	y	m	y	y	y	m	y	y	y	y	y	y	n	n	y	y	m	y	15
																							3
																							3
8	Option 8 - Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School	y	m	y	y	m	y	y	y	m	y	y	y	m	y	y	n	n	y	y	y	y	15
																							4
																							2

EIPS Value Scoping - Individual Evaluation Sheet Summary

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
m = maybe
n = no
nr = non-response

Evaluation Criteria

Option	Description	Improve Supervision	Programming Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a Desirable Size	Community Acceptance	Exterior Play Amenities	Number of Respondents	
1	Option 1 - Modernize both schools as required and retain current capacities and footprints (status quo)	2	9	13	5	6	9	13	2	1	11	8	10	14	15	1	3	0	2	4	12	8	15	
		1	5	2	6	6	5	2	3	6	2	4	3	1	0	5	3	1	2	1	3	3		
		12	1	0	4	3	1	0	10	7	2	3	2	0	0	9	9	14	12	10	0	3		
		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
2	Option 2 - Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School	7	12	13	10	7	11	5	14	12	10	7	10	10	1	14	4	11	14	11	1	3	15	
		6	3	2	4	6	0	6	1	2	5	6	3	3	5	0	5	3	1	3	10	8		
		2	0	0	1	2	4	4	0	1	0	2	2	2	9	1	6	1	0	1	4	3		
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
3	Option 3 - Modernize A.L. Horton with a K-4 configuration and modernize Vegreville Composite High School for Grades 5-12	5	12	13	11	4	10	10	11	9	8	8	9	7	6	9	4	1	7	7	4	3	15	
		8	1	2	3	8	4	4	1	4	5	6	5	5	6	5	5	5	7	6	7	8		
		2	2	0	1	3	1	1	3	2	2	1	1	3	3	1	6	9	1	2	4	3		
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
4	Option 4 - Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School	9	3	12	10	2	7	12	14	5	8	10	10	6	13	9	1	1	10	9	5	6	15	
		5	3	3	4	8	4	2	1	8	5	4	4	7	2	2	3	4	5	3	6	8		
		1	9	0	1	5	4	1	0	2	2	1	1	2	0	4	11	10	0	3	4	0		
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
5	Option 5 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school	11	6	12	12	3	6	8	12	11	9	11	13	2	5	12	12	6	12	10	1	8	15	
		4	4	3	2	6	6	5	3	3	5	3	0	4	6	3	2	3	2	1	7	5		
		0	5	0	1	6	2	2	0	1	1	1	1	2	9	4	0	1	6	1	4	7		1
		0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
6	Option 6 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools	11	4	9	7	4	6	7	11	6	6	10	12	2	6	10	10	3	8	6	4	8	15	
		0	4	3	3	5	4	5	2	6	5	3	1	5	7	3	2	3	2	3	5	5		
		2	5	1	3	4	3	1	0	1	2	0	0	6	1	0	1	7	3	4	4	0		
		2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2		
7	Option 7 - Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School	9	4	11	8	4	8	9	10	4	8	10	10	5	11	9	3	0	8	8	5	8	15	
		3	4	1	3	6	1	4	2	7	5	3	4	5	2	3	2	3	4	3	5	0		
		2	6	2	3	4	4	1	2	3	1	1	0	3	1	2	9	11	2	3	4	6		
8	Option 8 - Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School	11	2	10	6	2	7	9	10	3	7	9	11	4	10	10	3	0	9	7	6	9	15	
		1	6	2	4	6	3	3	1	7	4	3	2	4	2	3	3	2	3	4	5	3		
		1	4	0	2	4	2	0	1	2	1	0	0	4	1	0	6	11	1	2	2	1		
		2	3	3	3	3	3	3	3	3	3	3	3	2	3	2	2	3	2	2	2	2		

VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE - OCTOBER 2022

Option 1 - Modernize Both Schools as Required and Retain Current Capacities and Footprints (status quo)

Participant Feedback:

^ Likes:

- ^ Room for growth.
- ^ Considered as a regional hub.
- ^ Consider potential partnerships.
- ^ Close to amenities (ALH is walking distance to many amenities such as the library, pool, and spray park)
- ^ Less disruptive to education.
- ^ Not losing space/retains size.
- ^ Will keep most locals happy.

^ Dislikes:

- ^ Could not get funded due to capacity (need partners, high cost).
- ^ Without addressing capacity and sizes it won't be approved.
- ^ "Band-aid fix".
- ^ Not helping supervision problem.
- ^ Student disruption.

Option 2 - Modernize / Add to Vegreville Composite High School to Accommodate Students and Grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School

Participant Feedback:

^ Likes:

- ^ Not losing big spaces.
- ^ Adds to VCHS to increase size (combined use of 4 spaces).
- ^ School is big enough to absorb both populations.
- ^ Cost per student.
- ^ K-6 students not affected by construction.
- ^ Daycare possibility.
- ^ All students in one building.
- ^ Easier to obtain funding.
- ^ Better integrated relations (K-12).

^ Dislikes:

- ^ Gymnasium Issue. (Concerns were brought up during the scoping sessions that the existing single gymnasium may not be able to meet the increased programming needs of a K-12)
- ^ Crowded/cramped, takes away intermingling.
- ^ Growth/expansion limited.
- ^ May push kids into Catholic system.
- ^ Less community support. (It was noted during the scoping sessions that there may be challenges gaining community support for a combined K-12 school)
- ^ Parent concerns about K-12 on same site.
- ^ Construction disruptive.
- ^ Not improving maintenance issues. (While a modernization would address many of the current maintenance issues, it may not be able to fully address issues related to the aging infrastructure)
- ^ Not walkable for Elementary students.

Option 3 - Modernize A.L. Horton with a K-4 Configuration and Modernize Vegreville Composite

Participant Feedback:

- ^ Likes:
 - ^ Keeps both schools/maintains space.
 - ^ Improves status of each school.
 - ^ Could provide opportunities for partnerships.
- ^ Dislikes:
 - ^ Not new and looks like it went smaller.
 - ^ Will be seen as a loss to both school's w/o a gain for community.
 - ^ Playground fundraising.
 - ^ Possible Ukrainian language 5-6 staffing issue.
 - ^ Could require a second gymnasium.

Option 4 - Modernize and Reduce Area of Both A.L. Horton Elementary School and Vegreville Composite High School

Participant Feedback:

- ^ Likes:
 - ^ Aesthetically pleasing.
 - ^ Reduce maintenance costs of building.
 - ^ Programming opportunities.
 - ^ Utilization of space.
 - ^ More flexibility and input.
- ^ Dislikes:
 - ^ Not starting new, so setup is not most efficient.
 - ^ Losing instructional/teaching space.
 - ^ Will be seen as a loss w/o a gain for community.

Option 5 - Demolish Existing A.L. Horton Elementary School and Vegreville Composite High School and Construct a New Single K-12 Replacement School

Participant Feedback:

- ^ Likes:
 - ^ Can design most easily and efficiently.
 - ^ Meets utilization requirements.
 - ^ Closer to some amenities.
 - ^ No student disruption.
 - ^ Cost effective.
- ^ Dislikes:
 - ^ Loses CTS Space/Facilities.
 - ^ Traffic / noise issues.
 - ^ Losing track space.
 - ^ Poor busing design.
 - ^ Doesn't reduce maintenance issue.

Option 6 - Demolish Existing A.L. Horton Elementary School and Vegreville Composite High School and Construct Two New Replacement Schools

Participant Feedback:

- ^ Likes:
 - ^ Nice, new.
 - ^ No student disruption.
 - ^ Cost effective.
- ^ Dislikes:
 - ^ Lose space.
 - ^ Short sighted version of growth.

Option 7 - Modernize A.L. Horton Elementary School at Current Capacity and Modernize and Reduce Area of Vegreville Composite High School

Participant Feedback:

- ^ Likes:
 - ^ Aesthetic.
 - ^ Keeps elementary downtown.
- ^ Dislikes
 - ^ Amount of lost space will be large.
 - ^ Can't justify Modernization of A.L. Horton (doesn't make sense economically and cost wise).
 - ^ Doesn't reduce maintenance issue.

Option 8 - Modernize and Reduce Area of Vegreville Composite High School, Demolish and Build a Replacement School for A.L. Horton Elementary School

Participant Feedback:

- ^ Likes:
 - ^ Nice, new and modernized VCHS could save CTS space.
 - ^ K-6 Partnership opportunities.
- ^ Dislikes:
 - ^ New school may be undersized.
 - ^ Can't justify new A.L. School.
 - ^ Doesn't reduce maintenance issue.

2.7 Summary and Recommendations

A comprehensive value summary was discussed and compared by all participants. This report identifies all of the potential options in order to assist the school division in determining capital planning priorities and what should be further explored.

As mentioned earlier, the scope of the sessions deal with the following required outcomes:

1. Address excess capacity within the Sector
2. Address ageing infrastructure and inefficiency of the existing facilities

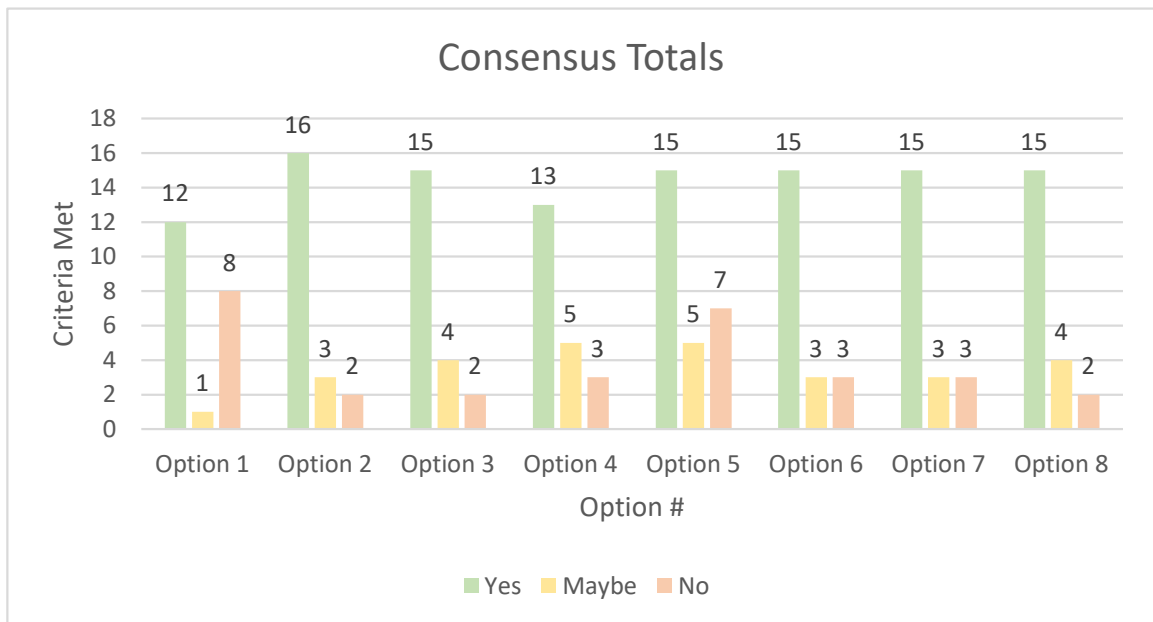
A summary chart provided below identifies how each option addresses each of the required outcomes:

Options Evaluation

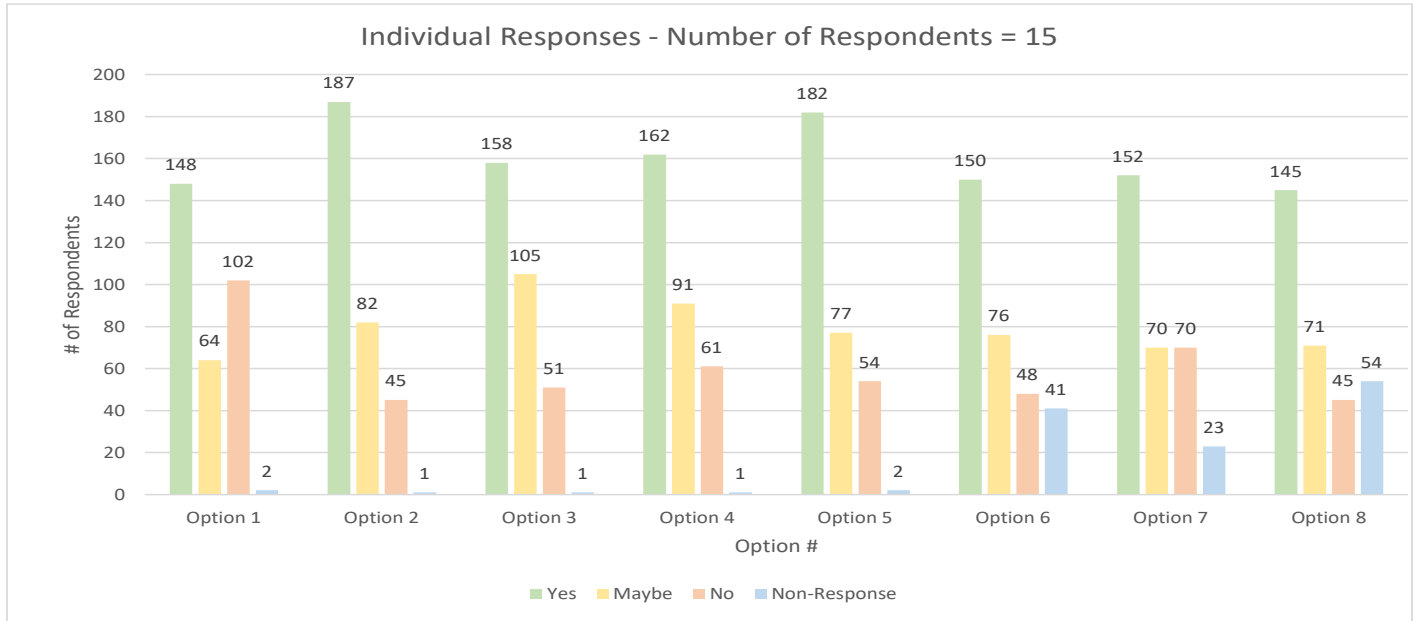
At the end of the sessions, all of the options were discussed with regards to how well they met the evaluation criteria. Each option was reviewed in relation to the evaluation criteria and consensus was reached on how well the option met the criteria.

A "yes" evaluation meant the option fully met the criteria, a "no" meant it did not, while a "maybe" designation indicated that there was potential for the option to meet the criteria but additional or unknown factors could sway it either way.

Overall, each of the options met a majority of the criteria while some had more negatives than others.



The chart below indicates the number of participants who responded to each of the options as being positive, neutral, or negative.



Options Commentary

- Option 1 was identified as a baseline comparison, the option maintains the status quo (both school remain the same size).
- Option 2 and 5 had the most positive responses in terms of meeting the evaluation criteria.

Options Development

Summary of Group Discussion

The group discussions through the two day session identified a number of evaluation criteria of varying importance. Early in the sessions, the following criteria were identified as having a high importance:

- Maintain the existing CTS spaces and programming at Vegreville Composite High school.
- Improving utilization rates for the sector so that a capital request would have a greater chance of approval.
- Minimizing construction disruption for students.
- Keeping the capacity of the schools at a desirable size.

All of the options identified on the first day of discussion were evaluated by the group on the afternoon of the first day and were marked for further development and discussion on the second day. A brief summary of the pros and cons of each of the options is provided below as to how well they addressed the high importance evaluation criteria:

Option 1 - Modernize both schools as required and retain current capacities and footprints (status quo)

Pros: Maintains existing areas of both schools.

Cons: It is unlikely this option would get funded as it does not address the issue of low utilization at both school. It also does not address the high maintenance costs at both schools.

Option 2 -Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School

Pros: VCHS is large enough to fit the populations of both schools. This solution addresses the low utilization and high maintenance costs. Maintaining the large CTS spaces is a high priority for the community, this option could allow to maintain them. ALH students could remain at ALH until the modernization is complete, saving the younger students from enduring a phased construction project. Additionally additional grades from VCHS could be relocated to ALH for the duration of construction, further minimizing the number of students affected by the construction.

Cons: This option requires students and staff at VCHS to go through a phased construction with greater construction risks in unknown site conditions. The ALH students would no longer be walking distance from the current locations of some community amenities (pool, library, etc.). It was noted by the Town of Vegreville, that they are currently exploring options for a new recreation facility and there is no guarantee that existing amenities will remain at their current locations.

Option 3 - Modernize A.L. Horton with a K-4 configuration and modernize Vegreville Composite High School for Grades 5-12

Pros: Moving the grade 5-6s would provide more opportunities to the younger students (earlier CTF options.) This also allows for maintaining the existing CTS spaces at VCHS.

Cons: This option doesn't fully address utilization, as the utilization at VCHS would still remain low and ALH would be reduced even further. A reduction in area would still be required. This option requires students and staff at both schools to go through a phased construction with greater construction risks in unknown site conditions.

Option 4 - Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School

Pros: Addresses the issue of low utilization and high maintenance costs.

Cons: Significant portions of both schools would need to be removed to address low utilization. It would be difficult to maintain the CTS spaces at VCHS and reduce the building enough to have a functional school. Approval for two concurrent modernizations would be unlikely. This option requires students and staff at both schools to go through a phased construction with greater construction risks in unknown site conditions.

Option 5 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school

Pros: Addresses the issue of low utilizations in the through a 2:1 replacement. Both existing schools sites have space to build a replacement school while keep the existing school operational during construction.

Cons: A new school would have significantly smaller CTS spaces than the existing VCHS, maintaining these spaces is a high priority to the community.

Option 6 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools

Pros: Maintains separation of K-6 and 7-12, while addressing utilization rates for both schools. Both existing schools sites have space to build a replacement school while keep the existing schools operational during construction.

Cons: A new school would have significantly smaller CTS spaces than the existing VCHS, maintaining these spaces is a high priority to the community. Utilization at ALH is at 73% and a replacement is not an emergent need, a replacement school for ALH would be unlikely to be approved.

Option 7 - Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School

Pros: Address capacity and utilization at VCHS and maintains existing CTS programs.

Cons: The does not address utilization at ALH, modernizing ALH is not emergent need and is unlikely to be approved for funding. It would be difficult to maintain the CTS spaces at VCHS and reduce the building enough to have a functional school. This option requires students and staff at ALH and VCHS to go through a phased construction with greater construction risks in unknown site conditions.

Option 8 - Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School

Pros: Addresses capacity and utilization at both schools and maintains existing CTS programs.

Cons: It would be difficult to maintain the CTS spaces at VCHS and reduce the building enough to have a functional school. This option requires students and staff at VCHS to go through a phased construction with greater construction risks in unknown site conditions. ALH is unlikely to be approved for a replacement school.

Summary of Cost, Consensus Evaluation, and Individual Responses

In addition to the consensus evaluation completed during the session, on the second day, an evaluation chart was provided to all individuals in attendance to ensure that participants had the opportunity to provide feedback on the options. These evaluations were also taken into consideration in tandem with the consensus evaluation.

Option 1 - Modernize both schools as required and retain current capacities and footprints (status quo)

Cost: \$52,292,057.12

Consensus Evaluation:

Yes: 12 / Maybe: 1 / No: 8

Individual Responses:

Yes: 148 / Maybe: 64 / No: 102 / Non-Response: 2

This was one of the lowest ranked options, as it just maintains the status quo and does not address utilization rates.

Option 2 - Modernize / Add to Vegreville Composite High School to accommodate students and grades from A.L. Horton Elementary School / Demolish A.L. Horton Elementary School

Cost: \$38,913,781.72

Consensus Evaluation:

Yes: 16 / Maybe: 3 / No: 2

Individual Responses:

Yes: 187 / Maybe: 82 / No: 45 / Non-Response: 1

A highly-rated Option, this Option was seen as successful as it addressed a number of the evaluation criteria while maintaining the CTS spaces at VCHS.

Option 3 - Modernize A.L. Horton with a K-4 configuration and modernize Vegreville Composite High School for Grades 5-12

Cost: \$47,393,304.35

Consensus Evaluation:

Yes: 15 / Maybe: 4 / No: 2

Individual Responses:

Yes: 158 / Maybe: 105 / No: 51 / Non-Response: 1

This Option was highly rated in that it dealt with a high number of outcomes and evaluation criteria, but it doesn't fully address he issue of capacity and utilization.

Option 4 - Modernize and reduce area of both A.L. Horton Elementary School and Vegreville Composite High School

Cost: \$49,359,094.16

Consensus Evaluation:

Yes: 13 / Maybe: 5 / No: 7

Individual Responses:

Yes: 162 / Maybe: 91 / No: 61 / Non-Response: 1

This Option ranked lower in evaluations due to the disruption anticipated for students and increased construction schedule, as well as the risk of losing the CTS space at VCHS.

Option 5 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct a new single K-12 replacement school

Cost: \$39,539,041.11

Consensus Evaluation:

Yes: 15 / Maybe: 5 / No: 7

Individual Responses:

Yes: 182 / Maybe: 77 / No: 54 / Non-Response: 2

This Option ranked higher in the evaluations as it addressed a number of the evaluation criteria, and allows minimal disruption to the students as the new school is being constructed. However the loss of the CTS spaces at VCHS is a risk.

Option 6 - Demolish existing A.L. Horton Elementary School and Vegreville Composite High School and construct two new replacement schools

Cost: \$40,212,084.04

Consensus Evaluation:

Yes: 15 / Maybe: 3 / No: 3

Individual Responses:

Yes: 150 / Maybe: 76 / No: 48 / Non-Response: 41

Similar to option 5, this option met a number of the evaluation criteria, however utilization of ALH is less of a concern and it is unlikely that it would be approved for a replacement school.

Option 7 - Modernize A.L. Horton Elementary School at current capacity and modernize and reduce area of Vegreville Composite High School

Cost: \$52,526,420.14

Consensus Evaluation:

Yes: 15 / Maybe: 3 / No: 3

Individual Responses:

Yes: 152 / Maybe: 70 / No: 70 / Non-Response: 23

This Option was ranked lower as it is unlikely that ALH would be approved for a modernization, as well it risks reduction to the current CTS spaces at VCHS.

Option 8 - Modernize and reduce area of Vegreville Composite High School, demolish and build a replacement school for A.L. Horton Elementary School

Cost: \$56,215,207.82

Consensus Evaluation:

Yes: 15 / Maybe: 3 / No: 3

Individual Responses:

Yes: 145 / Maybe: 71 / No: 45 / Non-Response: 54

Similar to option 7, it is unlikely that ALH would be approved for a replacement school. Reducing VCHS risks losing the existing CTS spaces.



Summary of Options

Single Options	Ageing Infrastructure of Identified Facilities	Low Utilization of A.L. Horton Elementary	Low Utilization of Vegreville Composite High School	Costing
1	yes	no	no	\$52,292,057.12
2	yes	yes	yes	\$38,913,781.72
3	yes	no	no	\$47,393,304.35
4	yes	yes	yes	\$49,359,094.16
5	yes	yes	yes	\$39,539,041.11
6	yes	yes	yes	\$40,212,085.04
7	yes	no	yes	\$52,526,420.14
8	yes	yes	yes	\$56,215,207.82

Best Performing Option

The best performing option is Option 2. This is based on the option requiring the lowest capital cost while meeting a large number of evaluation criteria, specifically the following items:

1. Addresses the low utilization of A.L. Horton and Vegreville Composite High School.
2. Addresses the ageing infrastructure and ongoing maintenance of both schools.
3. Lowest initial capital cost of the options.
4. Reduces number of EIPS school sites with a 2:1 replacement.
5. Brings schools in line with Alberta Education guidelines and projected enrolments.
6. Maintains existing CTS programming and spaces at Vegreville Composite High School.

Rationale of Not Recommending Other Options

The remaining options were not recommended as a conclusion of this report due to concerns meeting the evaluation criteria:

Option 1:

- 2nd highest overall capital cost.
- Maintains status quo, does not address low utilization and capacity
- Lower ranking option on combined consensus and individual responses.
- Construction disruption of students

Option 3:

- Doesn't fully solve low utilization, only shuffles grades
- Construction disruption of students

Option 4:

- Lower ranking on combined consensus and individual responses.
- Construction disruption of students
- Lose CTS space at VCHS

Option 5:

- Lose CTS space at VCHS
- Higher cost than best performing option (option 2)

Option 6:

- Lower ranking option on combined consensus and individual responses.
- Lose CTS space at VCHS
- Unlikely to be approved for 2 replacement schools

Option 7:

- Lower ranking option on combined consensus and individual responses.
- Lose CTS space at VCHS
- Construction disruption of students
- ALH unlikely to be approved for a modernization

Option 8:

- Highest overall capital cost.
- Lower ranking option on combined consensus and individual responses.
- Lose CTS space at VCHS
- Construction disruption of students
- ALH unlikely to be approved for a replacement

Recommended Next Steps

In conclusion to the Value Scoping Sessions, it is recommended that Elk Island Public Schools follow these steps:

Short-Term Tasks:

1. Review the Value Scoping Session Report for support in making a decision on how they would like to revise their school capital plan taking into consideration the findings of this study.
2. Develop more detailed reviews / analysis and business case for A.L. Horton Elementary School and Vegreville Composite High School to determine the potential cost and schedule of a major modernization.
3. Engage with the Town of Vegreville to determine any limitations on the impacted sites that would prevent the preferred option to be accommodated.
4. Continue partnership discussions with the Town of Vegreville and the County of Minburn and other community groups that may have an impact on the programming and funding of the capital requests. This also includes developing any joint use agreements.

Medium-Term Tasks:

5. Continue discussions amongst The Board of Trustees of Elk Island Public Schools Value Scoping Session participants.
6. Additional investigation into the site and building conditions of Vegreville Composite High School to address any unforeseen conditions to ensure that a major modernization is feasible.

Long-Term Tasks:

7. Monitor and adapt the recommendation in this report based on changes to the community and ongoing discussions.



3.0 APPENDIX A: PARTICIPANTS

Attendance Sheet

Participant	Sept. 12th	Sept. 14th
Cathy Allen	CA	CA
Trina Boymook	TB	TB
Randy Footz	RF	RF
Susan Miller	SM	
Jacqueline Shotbolt	JS	
Mark Liguori	ML	ML
Brent Dragon	BD	BD
Sandra Stoddard	SS	SS
Candace Cole	CC	
Shaylin Sharpe	SS	SS
Brent Billey	BB	BB
Dave Antymniuk	DA	DA
Keri Busenius	KB	KB
Rod Leatherdale	RL	RL
Cheryl Semeniuk	CS	CS
Holly Warawa		HW
Christopher Leggett	CL	CL
Taneen Rudyk	TR	
Len Bullock	LB	
Tara Kuzio	TK	
Merwin Haight	MH	
Adam Kozakiewicz	AK	
Laura Agnemark	LA	LA
Bonnie Dribnencki	BD	BD
Nancy Worobec	NW	NW
Brad Mills	BM	BM
Ashley Ziprick	AZ	AZ
Allison Matichuk		✓
Mark Latimer		✓
Estella Tong		✓

Tina Warawa

TW



4.0 APPENDIX B: AGENDAS AND MINUTES



MEETING AGENDA

Project: EIPS Value Scoping Session – Vegreville

Meeting Location: Vegreville composite High School

Meeting Time: September 12 and 14 / 9:00 – 4:30

September 12

9:00 - 9:15	Introductions / Technology Issues
9:15 - 9:20	Introduction and Welcome by EIPS
9:20 – 9:30	Introduction by START stating the objectives of the session
9:30 – 10:00	Opening comments by GoA
10:00 – 10:20	Overview of process / agenda / schedule
10:20 - 10:45	Review of existing schools information
10:45 - 10:55	Break
10:55 – 12:15	Develop Criteria for Evaluating Options Brainstorm Ideas: Design Suggestions
12:15 – 1:00	Lunch
1:00 - 2:45	Continue Brainstorming / Evaluating Ideas (pros / cons / considerations / risks)
2:45 - 3:00	Break
3:00 - 4:25	Development of Ideas / Identify Best Options
4:25 - 4:30	Closing Remarks
4:30	Session Adjourned

September 14

9:00 - 11:00	Presentation of preferred options and discussion of each option
11:00 - 11:30	Presentation of preliminary costing for options
11:30 - 12:15	Lunch
12:15 - 3:30	Evaluation and ranking of options



EIPS Value Scoping Sessions – Day 1 09.12.2022

Background Information/Introduction

- Intro – Chris Woollard
 - Not a lecture, discussion about schools
 - 2-day session, long process
 - Introductions of participants
- Mark Liguori Intro
 - Purpose of session is for value input, not a predisposed outcome, to give school division and community best options to move forwards, families best served with solution, put all ideas forward to be able to present best ideas from START
- Chris Woollard
 - groundwork, value scoping session, examining existing project, look at building condition, utilization, what you feel is important in a school, use criteria to develop best solution, best outcome
 - coming up with solution that is best overall fit for community
- Allison Matichuk (Alberta ED)
 - Goal is the development of a project proposal for EIPS capital plan
 - Capital planning background
 - School Division’s submit capital plans, Alberta Education evaluates and sends for minister approval for part of overall capital plan for the province,
 - full year process, review from April to announcements following spring
 - Whittle down list to highest priority, 300-400 projects submitted yearly, very competitive process, best interest to put together a defensible proposal
 - Alberta Education provides funding for scoping sessions to support best proposals
 - 3 criteria
 - Is there a need for project? Utilization, building condition, municipal development plan
 - Is this proposal the best way to meet that need? Best for students, cost effective, facility needs, right amount of space in the right places, demonstrate pros and cons have been considered
 - Is the project ready to proceed? No issues or barriers if funding is approved
 - New site ready
 - Modernization, plan for phasing
 - Request up against all other school boards, looking for reasons to take projects off the list
 - Comprehensive value scoping report, take to treasury and present as the best option, makes sense from planning, fiscal ability, best value for taxpayers
- Mark Latimer (Alberta Infrastructure)
 - High level principles to keep in mind
 - Alberta Infrastructure uses planning principals,
 - Functionality, sustainability, adaptability (flexibility), accessibility, form
 - Determining primary and secondary functions is key
 - Low carbon design and planning, sustainable
 - Promote health of occupant
 - Promote life cycle of existing facility, mechanical and electrical upgrades, envelope upgrades
 - Plans need adaptability
 - Aging facilities, enrollment challenges, pressures
 - Ensure best quality outcomes delivered
 - Financial outcomes, building cost, maintenance costs, long term life cycle costs
 - Barrier free, universal design, cultural, inclusivity
 - School considered routine building, functionality and durability is key, emphasize longevity and durability
- Chris Woollard - Overview of process
 - Brainstorming
 - Free flowing discussion, no stone unturned
 - No pre-developed options
 - Make Alberta Education’s jobs easier to send project up the chain

- START is neutral, facilitators, knowledge in schools to help facilitate discussion
- Providing best educational facilities for the community, best fit
- Process - Day 1
 - Develop priority list of important issues
 - What is important in a learning facility?
 - Evaluate options, see what is best fit
 - Options need to address priority list, hit most of the targets
 - Talk about potential options that address the issues, brainstorming
 - Talk about pros and cons of each option
 - Risk
 - Identify best options
 - START will develop options to show how it could work, allows us to think thing through, additional things to consider, addition phases, construction timelines
 - Baseline option is to maintain status quo,
- Process - Day 2
 - Present and discuss potential options
 - Cost consultant, square meter cost (+/- 25%) high level comparison
 - Evaluation and ranking of the options
 - Identification what group feels is the bast option for presenting to Alberta Education, presented to trustees who make final decision
 - Not a recommendation, reflection of best option presented to trustees
- Options
 - Modernizations
 - Upgrade existing facility, condition, utilization, demographic, can't deliver standard k-12
 - Utilization below 85% along with decline, then shrinking should be considered
 - Replacement school
 - Based on same issues as modernization, plus location and site issues
 - Utilization, alternate strategies explored and deemed not feasible
 - Solution
 - More than one school involved, could be a combination of options

Review of Existing Schools – Chris Woollard

- 2 schools – sector 5, A.L. Horton Elementary School (ALH), Vegreville Composite High School (VCHS)
 - Operation cost for both schools well above division average
 - Both have low utilization
 - ALH – 73%
 - VCHS – 38%
 - Both show declining enrollment projections
 - 5 years maintenance cost (replacement of existing systems)
 - ALH – 1.8 million
 - VCHS – 9.0 million
 - Based on facility assessment (RECAPP), reports already 8-10 years old
 - Probably a conservative number, actual cost is likely much higher (construction increases)
 - Enrollment decline putting pressure on programming
- Jurisdiction maps for context, attendance boundaries, feeder schools
- Discuss ALH and VCHS, will have indirect effect on Mundare School
- AL Horton Elementary
 - K-6, 453 student capacity, 328 students, 73% utilization
 - Recap 0.13 (good 2014)
 - Years built - 1957, 1972, 1980, 1984
 - 10-year enrollment projections, slight decline is expected
 - Area comparison chart

- Indicators of how the school is performing
 - Existing vs Alberta Education guidelines
 - Variance can give indicators of how the school is performing
 - ALH variances are not bad
 - Parent question – replacement, going off guidelines as opposed to a direct replacement,
 - Response, generally go off guidelines, but some flexibility within classroom size, can take space from other areas to get an additional classroom (must maintain functionality)
- Vegreville Composite High School
 - 7-12, 971 student capacity, 365 students, 38% utilization
 - Recap 0.21 (fair 2011)
 - Built 1965, no additions
 - 10-year enrollment projects, decline is expected
 - Are comparison chart
 - Large variances
 - Short on classrooms (-8)
 - Entire school is 1800 square meters over
 - CTS spaces very oversized
 - Library quite small in comparisons
 - Flex space 153 over guidelines (including cafeteria)
 - Taneen Rudyk
 - enrollment projections, community very active in promoting, multiple municipalities, trying to be pragmatic in what advocating for, real pressures differ from projections, Vegreville has an extremely large expansion, look to industrial park at east, initial anchor building, solid more house in first 6 months than last 3 years combined, more housing starts than any year, people are decanting to smaller communities due to housing costs
 - Is enrollment projection accurate, make sure building is built the way it needs to be 30 years
 - Kerstin Elferich
 - this data is a projection in time from statistics, may not include relevant input from the community, need to look in additional area, people with kids moving for industrial development, what is planned in the background for next 10 years
 - Trina Boymook
 - acknowledge additional input brought in by additional participants
 - Christopher Leggett –
 - High tech jobs, families with children moving in
 - 70 full time employees for that industrial after construction
 - Merwin Haight
 - growth in all areas county, make sure new concept isn't full too quickly, other tenants that could use classrooms, beneficial to see costs of all schools per student, good connections, federal funding available to municipalities
 - Taneen Rudyk
 - can building have multiple uses, partners, shared spaces, community use
 - Chris Woollard
 - census data is the main source of info, does not include recent info that might include a jump in population, knowledge to not propose a solution that is wrong, current enrollment statistics, moment in time
 - Brad Mills
 - How is net capacity determined?
 - Chris Wollard – based on Alberta ed guidelines
 - Ashley Ziprick
 - takes into account size type/ space? Can 981 students fit in school, appropriate capacity? Hallway space, mechanic bay not appropriate to me considered a part of student space
 - Alison Matichuk – gross floor area to calculate capacity

- Use instructional model, based on area capacity per student
- CTS lab base on rated capacity area, always the same number of students
- Work with jurisdiction to suit unique circumstances at each school
- Brent Dragon
 - enrollment predictions last year, resubmitted annually, lags one year behind
- Alison Matichuk
 - instructional area – 100% is considered full capacity
- Chris Wollard
 - Example - Mechanics lab assigned 20 students even though it is the size of 3 CTS labs
- Kerstin Elferich
 - disconnect between school and area, existing design may not work with what capacity says for number of students
- Alison Matichuk
 - replacement would be sized for the projected enrollment size
- Keri Busenius
 - afraid to give up size of school, town is growing, hard to get funding to expand school in the future, be creative and cautious with solution
- Merwin Haight
 - do we have EICS enrollment data? Students are drawn from the same population
 - Taneen Rudyk
 - difficult conversation to have without all the numbers, missing a section of the community that are enrolled at another school (EICS)
 - Alison Matichuk – can share utilization rates
- Chris Wollard
 - numbers dip during a modernization, students go to a different school during construction, may not come back, finish education at current school, always a spike in enrollment at brand new school
 - Point of discussion is not to do something drastic

Develop Criteria for Evaluating Options

- Chris Woollard
 - Overview of development of options
- Principals talk about schools, priorities
 - ALH
 - Site octopus, many doors and supervision areas, requires many staff to supervise
 - Some classrooms are very loud, need mics so kids can be heard, ventilation noise
 - Air conditioning
 - Larger library space
 - Lofts in 3 classrooms with steep step (like the novelty of steps)
 - VCHS
 - Not short of space overall, but short on types of space needed
 - Flex space lacking, (cafeteria difficult to supervise), would prefer a space closer to the centre of the school, students hang out in hallways right now, better supervision needed
 - Washrooms, not modern, accessible
 - Parking configuration, can be problematic, space in front of school
 - Air handling units
- Chris Woollard
 - larger question, regardless of what's done in schools, what do you feel is important for a school to provide
 - Laura Agnemark
 - love 2nd floor in ALH but is very warm
 - Close off pie shaped courtyard, close and create flex space/part of library, open up floor plan better, close in school more, make less awkward
 - Library is exploding, make library more appealing
 - Improve functionality, many doors off one space

- Chris Wollard – improve supervision, improve programming
- Taneen Rudyk
 - playgrounds, not built all at the same time, staged construction, would it make a difference to the supervision of the play space if the school was constructed differently
- Trina Boymook
 - different spaces that can evolve over time, technology, versatile spaces, CTS streams with diverse spaces to optimize depending on what need to operate in Vegreville, create career pathways for the future
 - Chris Woollard – avoid built in items or keep to perimeter, create spaces that bleed out into other rooms or corridors
- Trina Boymook
 - buildings to be used after hours, accessibility to allow community use important in design, facility that can serve the community in multiple different ways, overlap with some of council needs for the community
- Taneen Rudyk
 - define school needs first and then meld with community, school use and community use doesn't need to be separate, post secondary options offered within school, public library can serve entire community, how to use money for today and future, need more daycare spaces, incorporate daycares into school for future families, serve communities best?
- Kerstin Elferich
 - 21st century learning, adaptive spaces
- Ashley Ziprick
 - mental health a huge aspect, challenging years, difficult world to live in, making decisions to promote a positive mental space, little natural light in VCHS classrooms
- Trina Boymook
 - Build something mindful of the number of students they will have, school utilized but with space for future growth, leave room so area can continue to grow, change boundaries, work with EICS, potential for how communities work, making choices for where they raise families, not categorize Vegreville as a community that is shrinking
- Taneen Rudyk
 - solutions, what else is on the books, other provincially owned infrastructure that needs work, non traditional partnership, non traditional builds (precast built off site), windows, environmentally sustainability, fiscally, how to make spaces greener
 - Mark Latimer – build to LEED certified building, stringent design standards to maximize sustainability and durability, alternative construction types explored but need to adhere to strict standards (ex. building envelop standards)
- Randy Footz
 - any building needs to have convenience and accessibility, washrooms, exit doors within reasonable distances
 - Chris Wollard – common issue in older schools, code requirements, modernization or new will meet these requirements, building code doesn't address how schools' function, often end up with additional washrooms above code for functionality
- Merwin Haight
 - Site security, protecting children, de-institutionalized but still maintain student safety
 - Chris Wollard – both existing schools, proximity of the front doors to the front office, passive supervision is difficult
- Taneen Rudyk
 - conception of building design, needs to be a vibrant living space, joy into the space, living things in the space, bring the outside inside, not just natural light, use courtyards
- Laura Agnemark
 - CTS speaks to what community offers, take into consideration when building schools, Vegreville is a more industrial area, would CTS spaces be taken away when looking at useable space, don't want a replacement school that would require portables, higher cost for always having to replace doors to adjust to addition and removable of portables

- Chris Woollard – intent with replacement school is to use modulars to address expansion and contraction.
- Ashley Ziprick
 - very big difference between elementary to high school, high school more open, any resolution should consider safety/age appropriateness for younger kids, combine school in a way that 7-12 and K-6 can be somewhat separate.
- Brad Mills
 - amalgamation, addition and modernization - K-6 on north side of VHCS site but as its own separate entity, separate entrances, expose K-6 into early CTS programs
 - Ashley Ziprick – opens up ALH site for community use
 - Nancy Worobec – schools on one site is easier for accessibility, for parent drops off, easier for partnerships with school
 - Merwin Haight – lower bussing rates, simpler bussing system if on one site
 - Chris Woollard – upper size limit of schools, value of a larger school is the program variety, new K-12 – central spaces with a K-6 wing and a 7-12 wing
- Ashley Ziprick
 - would gym size change with a combined school, more gym space may be necessary for adding elementary
- Taneen Rudyk
 - walkable community already in Vegreville, if opening up a space in the middle of the community, will it be inclusive, make sure to not create a downtown with a void, interdepartmental conversations with infrastructure
- Sandra Stoddard
 - cross ministerial partnerships
 - Brent Dragon – opportunities or ideas around partnerships, identify and put forward for future consideration, can be pursued if the community identifies it as a priority (if conditions align, funding etc.)
 - Chris Woollard – see more often with municipalities than ministries
 - Merwin Haight – doable, communities have come together to fund a larger gym
- Taneen Rudyk
 - have the kids been asked? be responsive to kids needs, flex spaces, smaller spaces
 - CW – Post Occupancy Evaluations often done after, talk with students, get different answers than expected
- Merwin Haight
 - Inclusive washrooms preferred for high school students, elementary prefer own gendered washrooms
- Laura Agnemark
 - bring back a washroom in classrooms for elementary, inclusive, able to help students, sinks in classrooms
- Merwin Haight
 - talk with NAIT, see what programs/equipment they are getting rid of, donated equipment
- Kerstin Elferich
 - schools with multiple specialized program – what criteria is needed from a programming perspective, what affects programs and students coming to Vegreville, schools have a unique profile compared to schools in nearby areas.
 - Keri Busenius –
 - have spaces for 3–4-year old’s, smaller fixtures etc., students who can become dysregulated quickly, need a spot dignified/soundproof to take these children, current sensory room up a set of stairs, some thought needed to make the space better
 - Ashley Ziprick – ALH does a good job of providing an ideal environment for children with sensory needs
- Merwin Haight
 - students have to leave quite early for the busses
 - Taneen Rudyk – is bussing system still working the way that it’s intended

- Merwin Haight
 - parking issues with LEED, limited number of spaces
- Christopher Leggett
 - at what point do we build a new school instead of a modernization
 - Chris Wollard – when a modernization is 75% of a new school
- Mark Liguori
 - look at the space and take the use into consideration, kindergarten has so much space per kid, Jr. high space may need more, Alberta Education determines the areas/configurations, look at the cost, maintenance can extend the life of something, fair assessment, facilities group does work to make sure buildings are well maintained and kept
- Taneen Rudyk
 - way to reuse designs? Variety of examples that work, not redesign from scratch
 - Chris Wollard – often works with a replacement school, modernizations are unique so does not always work, could use lessons learned
 - Kerstin Elferich – different location, different population/community, hard to duplicate a different idea
 - Chris Wollard – replacement if you want to avoid construction/phasing
- Merwin Haight
 - LEED, how important is that in new school's vs modernizations. How much does it affect the cost?
 - Chris Woollard – LEED applies to both. Too many factors to depend on what the cost of LEED would be, often has an additional upfront cost, net value of LEED is an efficient building
 - Kerstin Elferich – solar panels, LEED education component
- Sandra Stoddard
 - Special needs program, 2 separate vs 1 combined, intentional design for severe needs, contemplated all the way through to K-12
 - CW – which specialized program are present in both school? Important to maintain
 - Links, outreach centre, PALS

Options

- Combining 2 schools into one (modernization with an addition)
 - Tara Kuzio
 - don't want children at a large school, like smaller schools
 - Ashley Ziprick
 - somewhere in the middle, not opposed to a new school wing, connected but independent, elementary can be exposed to Jr. high sports or home economics classes, etc. Leadership opportunities, want a separation of K-6 and 7-12, but 2 schools are part of a bigger unit
 - Like adding a school onto the existing school, shift restructure to be functional, keep mech and shop but change and make better, create more opportunities for children but still remaining separate
 - Chris Woolard – achieve within footprint of VCH without doing an addition, value of shared spaces, library, etc. but still have distinct areas
 - Laura Agnemark – lots of room on site, modernization might be a better option than just rebuilding, use square footage appropriately
 - Merwin Haight
 - send student to different schools during construction, speed up modernization
 - Keri Busenius
 - Elementary – can walk to do field trips, ALH is close to pool, library, splash park etc. High school is farther away
 - Ashley Ziprick
 - important to keep CTS spaces, big draw for school
- Replacement Schools
 - Merwin Haight
 - Easier to build a building then to move around the kids during construction
 - Cheryl Semeniuk

- Cost to build a replacement instead of a modernization?
 - Bren Dragon
 - enough space on current sites to build a new school,
 - Kerstin Elferich – replacement school would fit on either site while keeping existing school running
 - Chris Woollard
 - new high school would have reduced spaces
- Middle School Wing at High School
 - Rod Leatherdale
 - move a portion of ALH to VCHS, move 5- 6's over
 - Ashley Ziprick
 - hard to imagine moving ALH into VCHS without adding on to existing building
 - Taneen Rudyk
 - Create a middle school in the high school
 - Cheryl Semeniuk
 - How does that solve utilization?
 - Taneen Rudyk
 - better served to move 5-6s, modernization to make a 5-8 and 9-12 space, find a new solution for K-4s
 - Chris Woollard
 - this just shuffles kids, reduction of size at AL Horton would probably be required
 - Rod Leatherdale – not practical, all students wouldn't fit in high school, numbers are rigid/by the book, don't always work
 - Kerstin Elferich – regardless of what you do, a major project will be involved for reconfiguration/design in either scenario
- Modernize both schools
 - Brent Dragon
 - cost effective to modernize both schools? vs. modernize one and replace other?
 - Nancy Worobec
 - one site would solve other issues
- Cooperation with catholic schools
 - Taneen Rudyk
 - Consider catholic schools, can have the conversation without them?
 - Trina Boymook
 - Catholic have the right to a catholic education, probably not interested in moving their students in with public, EICS No longer wants to move forward on joint buildings
 - Catholic board has their own capital requests, where will Vegreville fall on current EIPS capital priority list, TBD based on situations
 - need to find a solution to suit the students and current situation, address costs of maintenance on existing building
 - Laura Agnemark
 - 4 schools in Vegreville, reduce number of schools
 - Ashley Ziprick
 - EICS is not an option, need to look at EIPS concerns
 - Mark Liguori
 - Joint schools with EICS is a non-starter

Options for Discussion on Day 2

1. Modernize both schools – keeps existing sizes
 - a. Status quo, keep on for comparison
2. Modernize VCHS to accommodate ALH (demo, modernize, addition)

- a. Yes
- b. Modernize/reduce AL Horton for K-4, reduce/modernize/addition of VCHS for 5-12

- 3. Modernize and reduce both
 - a. No, don't want to lose CTS size

- 4. Build a new k-12 school
 - a. Yes, for cost comparison

- 5. Build 2 new separate schools
 - a. Keep as comparison

- 6. Modernize both, leave ALH the same size and shrink VCHS
 - a. Keep as comparison

- 7. Reduce VCHS and build new ALH
 - a. Keep as comparison

Miscellaneous Discussion at End

- Laura Agnemark
 - Fundraising for new parks, which site,
 - Trisha Boymook
 - wait until report is complete and see if Vegreville solution makes it into the 3-year capital plan

- Taneen Rudyk
 - partnerships, daycare, etc. full use of space in schools, CTS – utilize larger spaces better, partner with industry/post secondary/business
 - Nancy Worobec – extend CTS to be more post secondary
 - Ashley Ziprick – adaptable space that can serve more than one purpose
 - Taneen Rudyk – space for English language learning for adults

EIPS Value Scoping Sessions – Day 2 09.14.2022

- Intro, recap – Chris Woollard
 - Develop list of priority issues, develop into list of criteria for evaluating the options
 - Develop potential options
 - Next step is to review developed options, then review costing
- Chris Woollard – review of capacities, school capital manual
 - Projected capacities based on 75-80% utilization
- Overview of options
 - Option 1 – Modernize both schools and retain current capacities and size
 - Option 2 – Move ALH into VCHS and Modernize, demolish ALH
 - Option 3 – Modernize ALH as a K-4, Modernize VCHS as 5-12
 - Option 4 – Modernize and reduce area of both schools
 - Option 5 – Build new K-12, demolish both schools
 - Option 6 – Build 2 new schools, demolish both schools
 - Option 7 – Modernize ALH at current capacity and modernize/reduce VCHS
 - Option 8 – Modernize and reduce VCHS and replace and demolish ALH
- Option Discussion and costing – Kerstin Elferich/Chris Woollard
 - Option 1 – Modernize both
 - Complete modernization of both and address site issues
 - Cost - \$52,292,057
 - Option 2
 - Keep footprint as is, infill classrooms
 - Slightly higher sqm for infilling the courtyard
 - Cost - \$38,913,781
 - Option 3 – reduce both, ALH K-4, VCHS 5-12
 - Can only reduce so much to stay functional
 - Major modernization
 - Brad Mills
 - adding to grades but removing classrooms?
 - Brent Dragon – proportional to the size of the box, amount of the school that needs to demo
 - Kerstin Elferich – relation, 30% includes classroom, rest of major modernization would have to accommodate additional classrooms
 - Ashley Ziprick – gym sufficient with additional students?
 - Cost - \$47,393,304
 - Option 4 – keep same grade configuration, reduce size
 - Can only reduce so much to stay functional
 - Right size/modernize
 - Cost - \$49,359,094
 - Option 5 – New K-12 replacement school and demolish both
 - Demolish both, build a new replacement on either site
 - Cost - \$44,608,944
 - Option 6
 - Demolish both, build 2 replacement schools, K-6 and 7-12
 - Trina Boymook –
 - capacity out of the manual
 - Ashley Ziprick – projected numbers incorrect?
 - Tina Warawa – expected population growth, concern of additional students from schools closing in nearby communities
 - Kerstin Elferich – 70-85% enrollment, room for future growth
 - Chris Woollard – partnerships with communities to provide additional growth projections
 - Option 6b – build 2 replacement schools, K-8 and 9-12

- Laura Agnemark – good way to separate kids, give more time as children
- Trina Boymook – similar to Mundare, students entering VCHS at the same time as Mundare
- Trina Boymook – building able to support the addition of modulares?
 - Chris Wollard– yes, opening capacity vs design capacity
- Rod Leatherdale – factor costs oh having additional costs to having CTS on both sites, save time transporting students
 - Chris Woollard – operational costs separate, through the school division
 - Trina Boymook – CTF spaces, Mundare could do CTF with ALH
- Mark Liguori – caution to saying what another community would want to do
- Brad Mills – build to size, where do our kids go, when other school come to use CTS spaces, concern with doubling up CTS areas, space vs. reality
- Trina Boymook – also an option of modernization of ALH as a K-8 and VCHS 9-12
- Option 7
 - Modernize ALH at current size/capacity, reduce size of VCHS
 - Cost - \$52,526,420
- Option 8
 - Replace ALH and demolish school, modernize, and reduce VCHS
 - Cost - \$56,215,207
 -
- Laura Agnemark
 - percentage of cost for additional items (permits, consultant fees etc.)?
 - Chris Woollard – ~2% for permits, ~8-9 for consulting fees, add approximate 15 %
- Costing overview – Chris Wollard
 - Major vs minor
 - Sitework, percentage of construction costs
 - Hazardous materials abatement
 - 15% contingency for modernization
- Laura Agnemark
 - are modulares often moved around
 - Chris Wollard – yes
 - Laura Agnemark – why are school planned with modulares, why is space not included ion the first place
 - Chris Wollard – to accommodate for rising and shrinking enrollments, extremely stringent requirements on size requirements of spaces within a school from A.I.
 - Kerstin Elferich – tough position from a design perspective to not be able to design to what the user wants

Open discussion of option

Kerstin Elferich – note all pro/cons, exercise to find best option but also show what options are not wanted

- Option 1 – Modernize both schools and retain current capacities and size
 - reason for value scoping is existing floor plan is not efficient to the number of students
 - Pros
 - Nancy Worobec
 - less disruptive if not totally gutting the school
 - Brad Mills
 - don't lose any space
 - Ashley Ziprick
 - ALH children remain close to existing amenities, same for VCHS
 - Tina Warawa
 - existing CTS, better not to be a small school with small spaces

- Recognize difference between urban and rural for counts/funding
 - Trina Boymook
 - would have to find partners to occupy parts of the building to keep current areas
 - Brent Dragon – does partnership change opinions of Alberta Ed
 - Chris Woollard – yes, Alberta Ed likes joint use partnerships (EPKK example)
 - Laura Agnemark – how does a partnership benefit the school?
 - Mark Liguori
 - Complementary partnership tends to attract people into the community, ex. Childcare
 - Utilization rate of the building goes up
 - Synergies out of them, can improve education of kids
 - Something that is not child related and just occupies space is not as attractive, better when appropriate for a school
 - Keri Busenius – kinder-care, EIPS runs alternate programs
 - Cons
 - Trina Boymook
 - VCHS wouldn't get funded with this option, probably the same for ALH
 - Laura Agnemark
 - Modernization not really making anything better, not changing the problem areas, will just be redoing value scoping process later on
 - Chris Woollard – any proposal that doesn't improve utilization is usually a non-starter
- Option 2 – Move ALH into VCHS and Modernize, demolish ALH
 - Can fit both schools into one footprint while keeping existing CTS spaces
 - Options to expand gym, demo stage or build addition, discussion with county to get a second gym
 - Can create flex/gathering space
 - Ashley Ziprick
 - Still enough space to have classrooms, cafeteria, library etc. and fit in existing footprint
 - Keri Busenius
 - would transportation/site be part of this
 - Kerstin Elferich – site would be redesigned to accommodate student drop off, parking etc.
 - Brad Mills
 - can a second floor be added
 - Chris Woollard – possible, depends on the structure
 - Christopher Leggett
 - sense of community in a K-9, siblings and leadership, legacy, could also be applicable to a K-12
 - Pros
 - Trina Boymook
 - retain size of CTS spaces, don't risk losing them
 - addressing utilization issue, easier to approve
 - Chris Woollard
 - better from a maintenance standpoint, cost for utilization goes down
 - Mark Liguori
 - K-12 combo, increase opportunities for all ages (both pro and con)
 - Cons
 - Cheryl Semeniuk
 - considerable construction to student learning, where do all the students go
 - Chris Woollard – ALH not demolished until construction is complete, VCHS students would be shifted around, phasing scheduled developed by the contractor
 - Brent Dragon – who decides phasing?

- Need more gym space, divided gyms not always ideal, too much noise with multiple classes
 - Ashley Ziprick
 - grades 4-6 used to operate in a smaller footprint, how is K-4/K-6 supposed to operate in the same footprint
 - Chris Woollard - Alberta Education has some flexibility with this, they recognize that you're working with an existing building, and it can't be as efficient as a new build
 - Kinder care / pals program included
 - Brent Dragon - Kinder care is space exempt so it increases utilization of the space
 - Brad Mills
 - can mech room be modernized to recover space, take small amounts of space from other areas to maximize classroom space
 - Kerstin Elferich – yes possible, mech systems are more efficient, take up less space
 - Laura Agnemark
 - look at better pickup/drop off/traffic flow at ALH if modernizing
 - Pros
 - Brent Dragon – opportunity to adjust existing sightline problems with existing building
 - Laura Agnemark – existing supervision issue during and after school
 - Cons
 - Laura Agnemark
 - once the space is gone it's gone
 - how do utilities billing work with a partner/leased area
 - Chris Woollard – submeter systems, they would be responsible for that part of the building
 - Brad Mills
 - How do students fit in VCHS and remove area?
 - Nancy Mills
 - need extra gym space, existing gym is double booked
 - Laura Agnemark
 - ALH would lose classroom and flex space
 - Option 5 & 6 (both options are similar and were discussed together)
 - Option 5 - Build new K-12, demolish both schools
 - Option 6 - Build 2 new schools, demolish both schools
 - Laura Agnemark
 - Hard to envision what it would look at
 - Chris Woollard - Conversation about a new school being right sized would be built to Alberta Ed guidelines, do the cons outweigh the pros
 - Build where part of the school is kept and the new school is added on, would that CTS space count against new area
 - Mark Liguori – schools of this era are well built, well maintained, preserve CTS space, can repurpose but never able to recover once lost
 - Kerstin Elferich
 - new school on site or existing, would change flow of community, rebuilding site components
 - Trina Boymook
 - ALH site is good, has road on all sides, easy to separate parking/drop off for K-6 and 7-12, high school students in a neighbourhood might be a concern to the surrounding area
 - Chris Woollard - Tough to work with a site that only has a road on one side, traffic impact studies can be done
 - Rod Leatherdale – VCHS has 3 accesses, transfer station at VCHS would have to move if site changes, 20 buses in the neighbourhood might cause concern
 - Randy Footz
 - – make existing space work, multiple classes out of 1
 - Ashley Ziprick
 - Can you ask for more CTS spaces?

- Chris Woollard – if not very specialized, then yes, art could be in an ancillary space
 - Kerstin Elferich – when given a capacity and area, must stick to it, if you want more in one area, then you have to have less in another area
 - Pros
 - 1 school at ALH, close to facilities
 - Able to build the school to build to suit needs
 - Can address parking/bussing/drop off congestion issues
 - Cons
 - Brad Mills
 - Would lose CTS space
 - Attract a lot of kids from surrounding areas come to VCHS for CTS options, would affect enrollment
 - Trina Boymook - New school can still have those CTS spaces but at a much smaller scale
 - Rod Leatherdale – could reduce space in existing CTS without significantly reducing programming
 - Ashley Ziprick – not opposed to revamping existing CTS spaces
 - Nancy Worobec – CTS crucial to our community
 - Rod Leatherdale – CTS has a full classroom adjacent to it, could also be used as a regular classroom
 - Ashley Ziprick
 - Kids want options, less options would be available with a new build, limit kids’ opportunities, more time to explore what they want to do before entering post secondary
 - For option 6, unlikely to be approved for 2 schools at once
- Option 7 - Modernize ALH at current capacity and modernize/reduce VCHS
 - Why modernize ALH, is it a high priority?
 - Chris Woollard
 - Problem seems to be with the high school not ALH, package deal, nothing dire at ALH.
 - Laura Agnemark
 - – ducting/fans is the main concern, maybe only need a minor mod
 - Trina Boymook – VCHS a higher priority, but is there a way for ALH to benefit, ALH on its own might not get touched, but would get dealt with in a K-12 situation
 - Ashley Ziprick
 - what will ALH be in 20 years, have some longevity with solution, solve a future issue with a current issue with a K-12 (option2 most cost-effective option, serves community well)
 - Chris Woollard
 - something that improves not just 1 school but also address multiple issues gets Alberta Education’s attention
 - Ashley Ziprick
 - option 2 not disrupting K-6 as much, remain in existing school until modernization is ready
 - Chris Woollard
 - combining to make a K-12 more likely to allow a higher area above guidelines, addressing current problems while keep to the desires of the community
 - Nancy Worobec
 - address multiple issues, parking, rec center locations could change
 - Brad Mills
 - built new on an existing component like a gym
 - Mark Liguori – Mundare is an example, gym built recently, and remainder of the school was demolished, replacement school built onto the gym
 - Brent Dragon – gym at ALH is in good condition, could possibly be repurposed for the community
 - Chris Woollard – can lease or give existing building to other users

- Pros
- Cons
 - Chris Wollard
 - ALH unlikely to get approved based on current capacity and conditions
- Option 8 – Modernize and reduce VCHS and replace and demolish ALH
 - Demoing ALH a possibility
 - Laura Agnemark
 - what can be reused from the existing building
 - Mark Liguori – school also receives F+E money along with the construction budget, some stuff can be repurposed or turned over, School could also be transferred to another school board along with all the contents
 - Pros
 -
 - Cons
 - Tina Warawa
 - if replacing ALH then would then have to reduce VCHS
 - Ashley Ziprick
 - not inconceivable to alter footprint of the building

Final Comments

- Sandra Stoddard
 - look at what might be losing or gaining and decide what is the best case to move forward and get approved
- Brad Mills
 - does community have a say in what happens
 - Mark Liguori
 - board receives a recommendation based on capital planning process
 - Solution presented to the board, wishes of the community will be reviewed and put forward along with recommendations to the board to the approval, also restricted by the siting/zoning from the town
 - Recommendation goes to the board, public see the recommendation report
 - Sandra Stoddard
 - once approved by Alberta Education – then further consultations happen with the community regarding the design
- Sandra Stoddard
 - add a criteria to maintain the existing list, maintain existing programming integrity
- Laura Agnemark
 - are solar panels an option for new and modernization
 - Kerstin Elferich – possibly part of LEED, used as a strategy
 - Chris Woollard – addition of solar panels not funded by current government; school can be made solar ready
- Brad Mills
 - using as information to inform a decision, taking time to go through the options and make the best decision
- Ashley Ziprick
 - not opposed to a K-6 new and a modified 7-12, would modernize VCHS over building a new k-12
 - EICS probably going through the same situation with enrollments
- Trina Boymook
 - Rest of community reactions
 - Laura Agnemark
 - Depends on needs and individuals, parental perception, pros, and cons of each school
 - Ashley Ziprick
 - perceptions vary about k-12, hear other perspectives, and start to see it in positive light, initial reaction from community would be negative, once you take time to talk to parents and see the why, perceptions would change, explain what would be lost if not combining
 - Mark Liguori

- EICS – additional layer with catholic system board, also have to consult bishops, conversation between 2 division have taken place, about the faith that permeates the building, hard for the 2 divisions to work together
 - Laura Agnemark
 - important to show what school could be if everyone could come together and show what it could be, show floor plans, discuss costs
 - Tina Warawa
 - promoting it will make a difference, showcase for what it is, different priorities between catholic and public, opportunity which way to go
- Chris Woollard
 - several years to get a school – 3-4 years on capital priority list before approval, 12-18 months for design, 2-3 years for construction
 - another option could be only deal with one school – modernize VCHS and leave ALH as is
 - review evaluations and see if there is an option that the group consensus reaches, gut feeling vs what the evaluations show, where pros may outweigh the cons

Discussion of preferred options

- Brad Mills
 - Option 3 preferred – address utilization issues at both schools, can still retain CTS at VCHS (option 2 is second place)
- Rod Leatherdale
 - Option 3 preferred – able to keep CTS spaces
- Ashley Ziprick
 - Option 2 – demo ALH and make VCHS a K-12 – fiscally responsible, maintain 1 building, if done right, can nurture leadership among all grades, higher grades behaviour may change once younger grades are moved in, if moving just 5-6 then it doesn't necessarily fix problem at ALH. VCHS might get done, but ALH might not be touched for many years, willing to merge schools to keep CTS
- Laura Agnemark
 - Option 2 has a higher chance of going through, don't get rid of what we have at VCHS, make it better instead, 1-12 instead of k-12, k separate/private
- Trina Boymook
 - Option 3 solves VCHS's issues but now ALH has a low utilization, just shifts problems from one building to another, condition of ALH may hold back VCHS from being address, Option 2 more likely to be addressed sooner and ALH gets addressed sooner in conjunction, Option 3 at the bottom



5.0 APPENDIX C: INDIVIDUAL SCHOOL INFORMATION AND PROJECTIONS

A.L. Horton Elementary

5037 - 48 Avenue, Vegreville, AB

Grade Configuration: PK - 6

Instructional Area: 1649.10 m²

Net Capacity: 453 Students

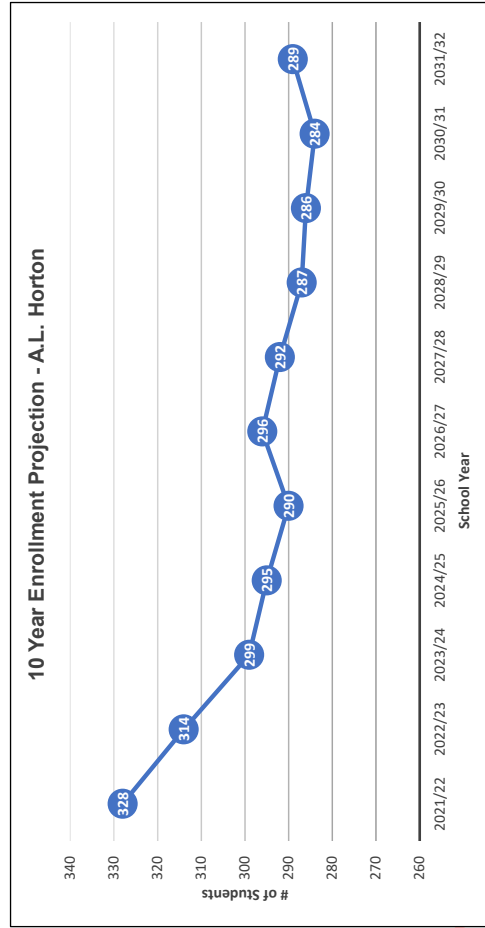
Enrollment 2021 / 2022: 328 Students

Utilization Percentage: 73%

FCI: (Facility Condition Index) 0.13 (good / 2014)

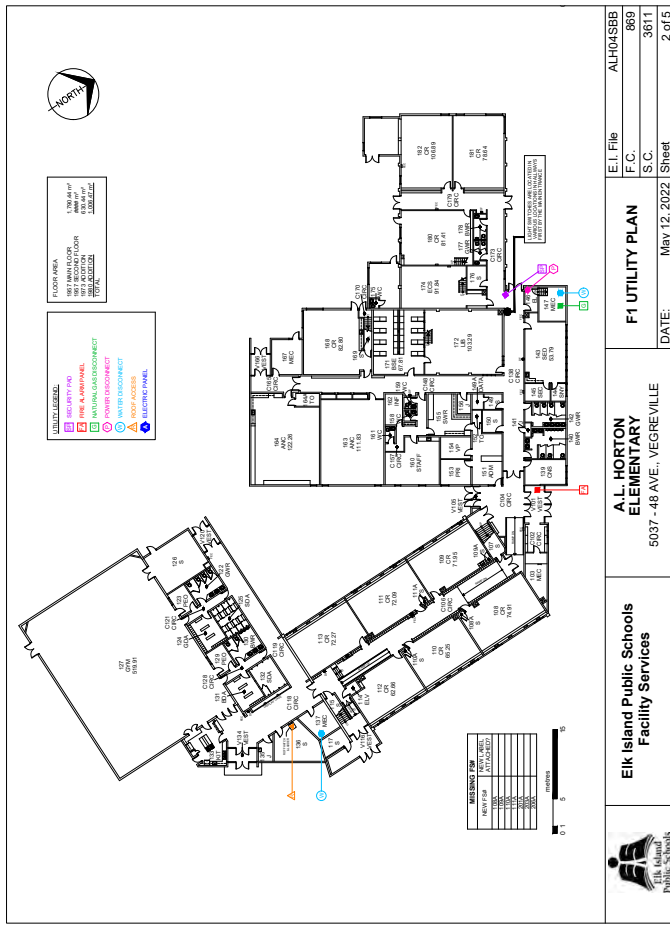
Year Constructed: 1957 / 1972 / 1980 / 1984

Year	# of Students
2021/22	328
2022/23	314
2023/24	299
2024/25	295
2025/26	290
2026/27	296
2027/28	292
2028/29	287
2029/30	286
2030/31	284
2031/32	289



Area Comparison Chart

#	Existing School (453 Capacity)	#	Provincial Guidelines (445 Capacity K-6 School)	VARIANCE
13	Classrooms	12	Classrooms @ 80m2	3.0
0	Science Classrooms @ 120m2	0	Science Classrooms @ 120m2	-
2	Science Classrooms @ 95m2	2	Science Classrooms @ 95m2	9.0
1	Large Ancillary	1	Large Ancillary @ 130m2	(8.0)
3	Small Ancillary	3	Small Ancillary @ 90m2	27.0
1	Gymnasium	1	Gymnasium	90.0
1	Gym Storage	1	Gym Storage @ 10% Gym Size	3.0
1	Libraries	1	Library	180.0
0	CTS	0	CTS @ 142m2	-
0	Info Services @ 115m2	0	Info Services @ 115m2	-
	Subtotal:		Subtotal:	117.3
	Total Instructional		Total Instructional Area:	117.3
	Number of Instructional Spaces:		Number of Instructional Spaces:	1.0
	Non-Instructional Space		Non-Instructional Space	
	Admin & Staff Areas		Admin & Staff Areas	(64.0)
	Wrap & Collaboration Space		Wrap & Collaboration Space	(8.0)
	Mechanical & Meter		Mechanical & Meter	(78.0)
	Recycle Room(LEED)		Recycle Room (LEED)	(11.0)
	Physical Education		Physical Education	20.0
	Circulation		Circulation	85.0
	Wall Area		Wall Area	119.0
	Storage Area		Storage Area	70.0
	Washroom Area		Washroom Area	38.0
	Accessible Washroom Facility		Accessible Washroom Facility	(3.0)
	Flexible Space		Flexible Space	(75.0)
	Wiring/Network		Wiring/Network	(26.0)
	Subtotal		Subtotal	67.0
	Total Non-Instructional		Total Non-Instructional	1,676.0
	Total Area		Total Area	184.3
	Area per Student		Area per Student	7.85

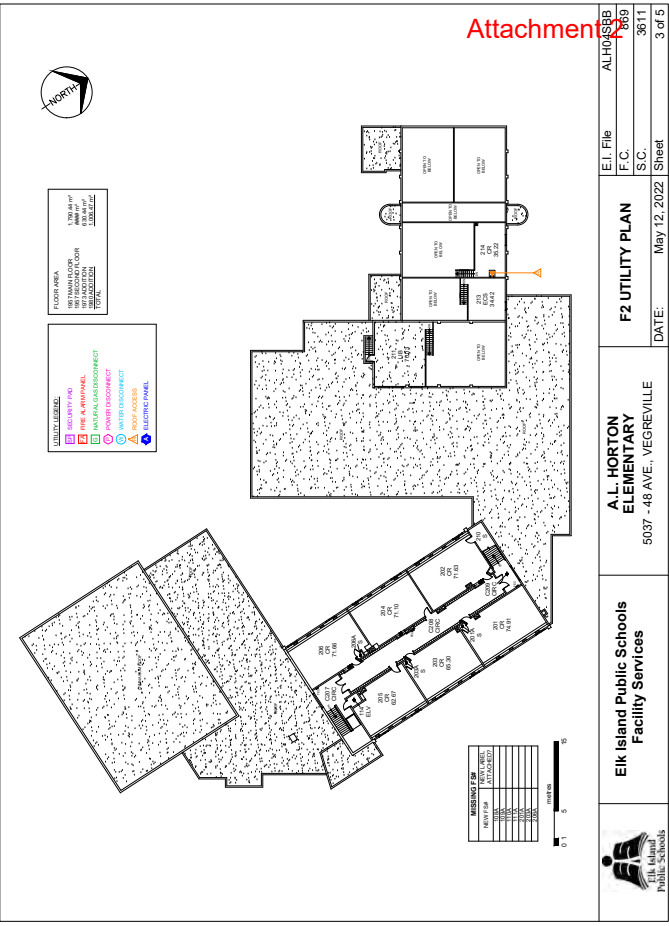


Eik Island Public Schools
Facility Services

A.L. HORTON ELEMENTARY
5037 - 48 AVE., VEGREVILLE

F1 UTILITY PLAN
DATE: May 12, 2022 | Sheet 2 of 5

E.I. File: ALH04SBB
F.C.: 809
S.C.: 3611



Eik Island Public Schools
Facility Services

A.L. HORTON ELEMENTARY
5037 - 48 AVE., VEGREVILLE

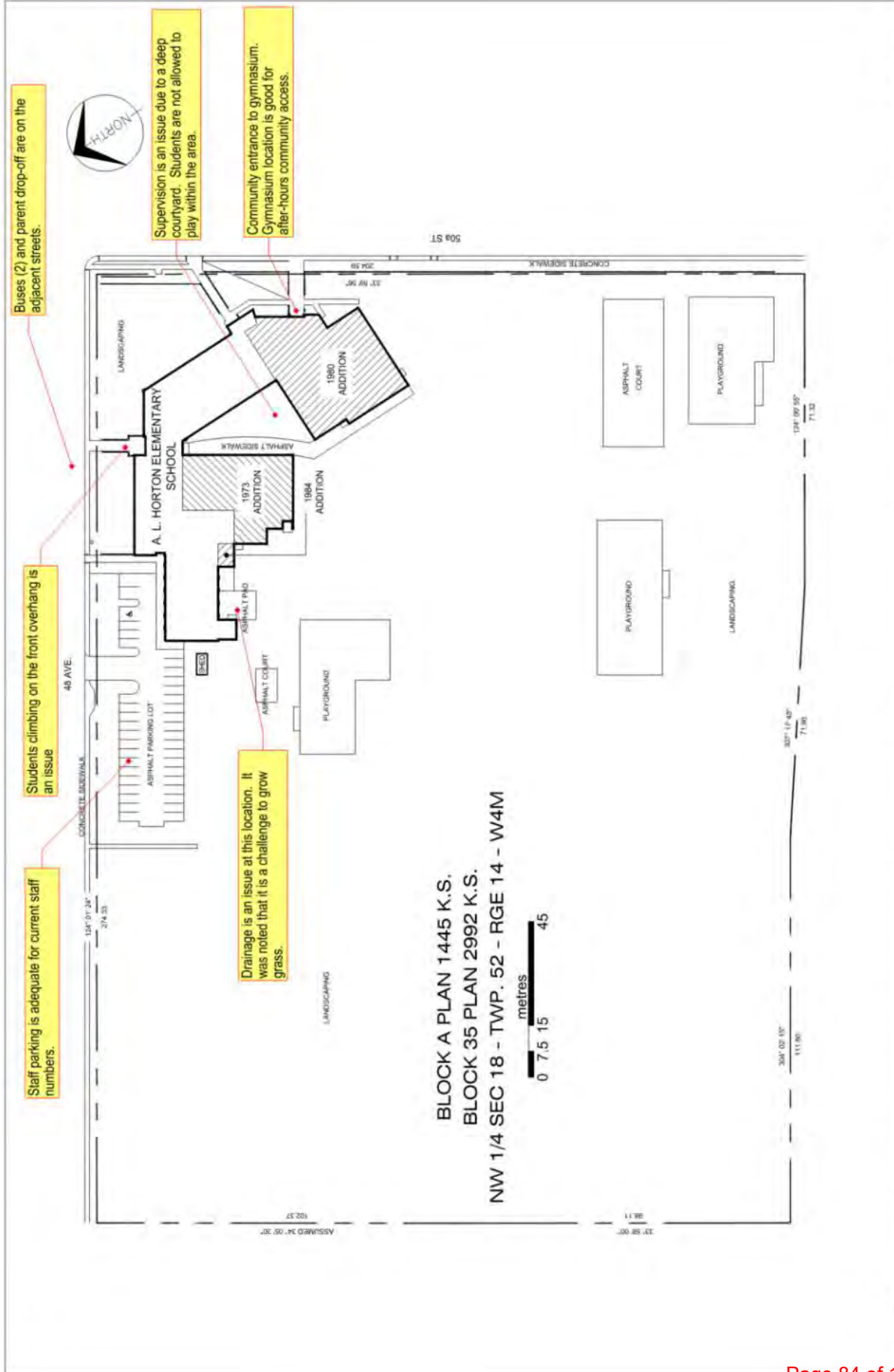
F2 UTILITY PLAN
DATE: May 12, 2022 | Sheet 3 of 5

E.I. File: ALH04SBB
F.C.: 809
S.C.: 3611

Attachment 12

A.L. Horton Elementary School





Buses (2) and parent drop-off are on the adjacent streets.

Students climbing on the front overhang is an issue

Staff parking is adequate for current staff numbers.

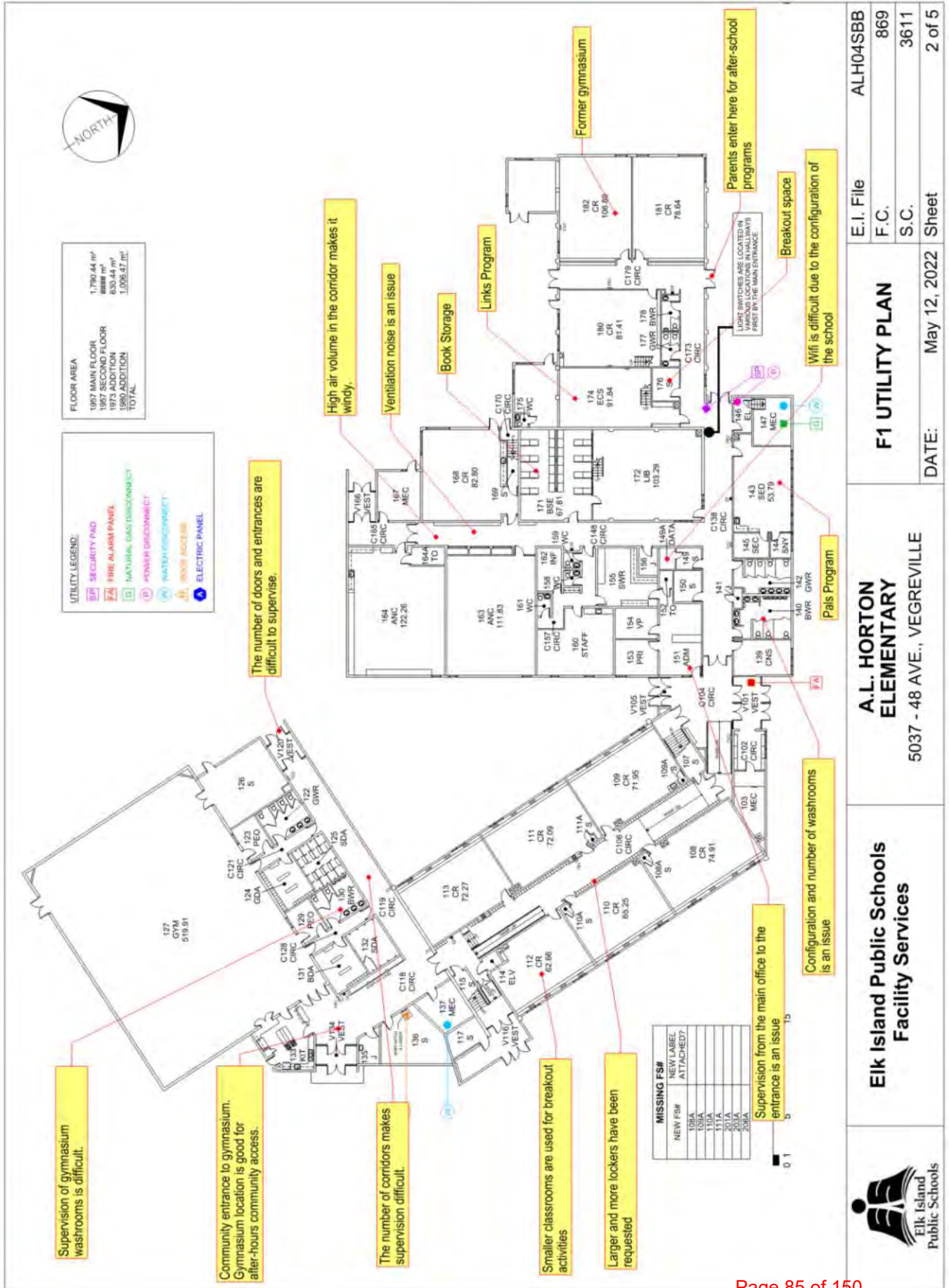
Drainage is an issue at this location. It was noted that it is a challenge to grow grass.

Supervision is an issue due to a deep courtyard. Students are not allowed to play within the area.

Community entrance to gymnasium. Gymnasium location is good for after-hours community access.

BLOCK A PLAN 1445 K.S.
 BLOCK 35 PLAN 2992 K.S.
 NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M

 <p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>		<p>E.I. File ALH04SBB</p>
		<p>DATE: May 12, 2022</p>	<p>F.C. 869</p> <p>S.C. 3611</p> <p>Sheet 1 of 5</p>	



<p>Elk Island Public Schools Facility Services</p> 	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>		<p>F1 UTILITY PLAN</p>		<p>E.I. File ALH04SBB</p>
	<p>DATE: May 12, 2022</p>		<p>Sheet 2 of 5</p>		<p>F.C. 869</p> <p>S.C. 3611</p>



Smaller classrooms are used for breakout activities

Larger and more lockers have been requested

<p>Elk Island Public Schools Facility Services</p> 	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	<p>F2 UTILITY PLAN</p>	<p>E.I. File ALH04SBB</p>
	<p>DATE: May 12, 2022</p>	<p>F.C. 869</p> <p>S.C. 3611</p> <p>Sheet 3 of 5</p>	

Vegreville Composite High School

6426 - 55 Avenue, Vegreville

Grade Configuration: 7 - 12

Instructional Area: 2,894.80 m²

Net Capacity: 971 Students

Enrollment 2021 / 2022: 365 Students

Utilization Percentage: 38%

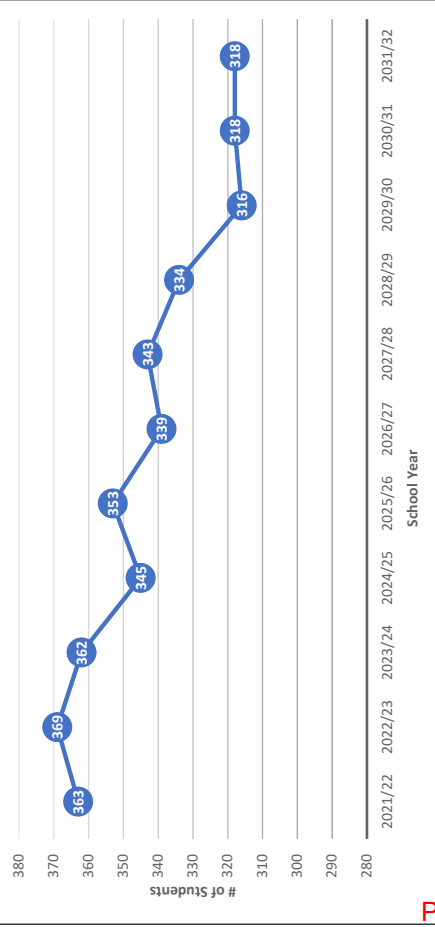
FCI: (Facility Condition Index) 0.21 (fair / 2011)

Year Constructed: 1965

10 Year Enrollment Projection

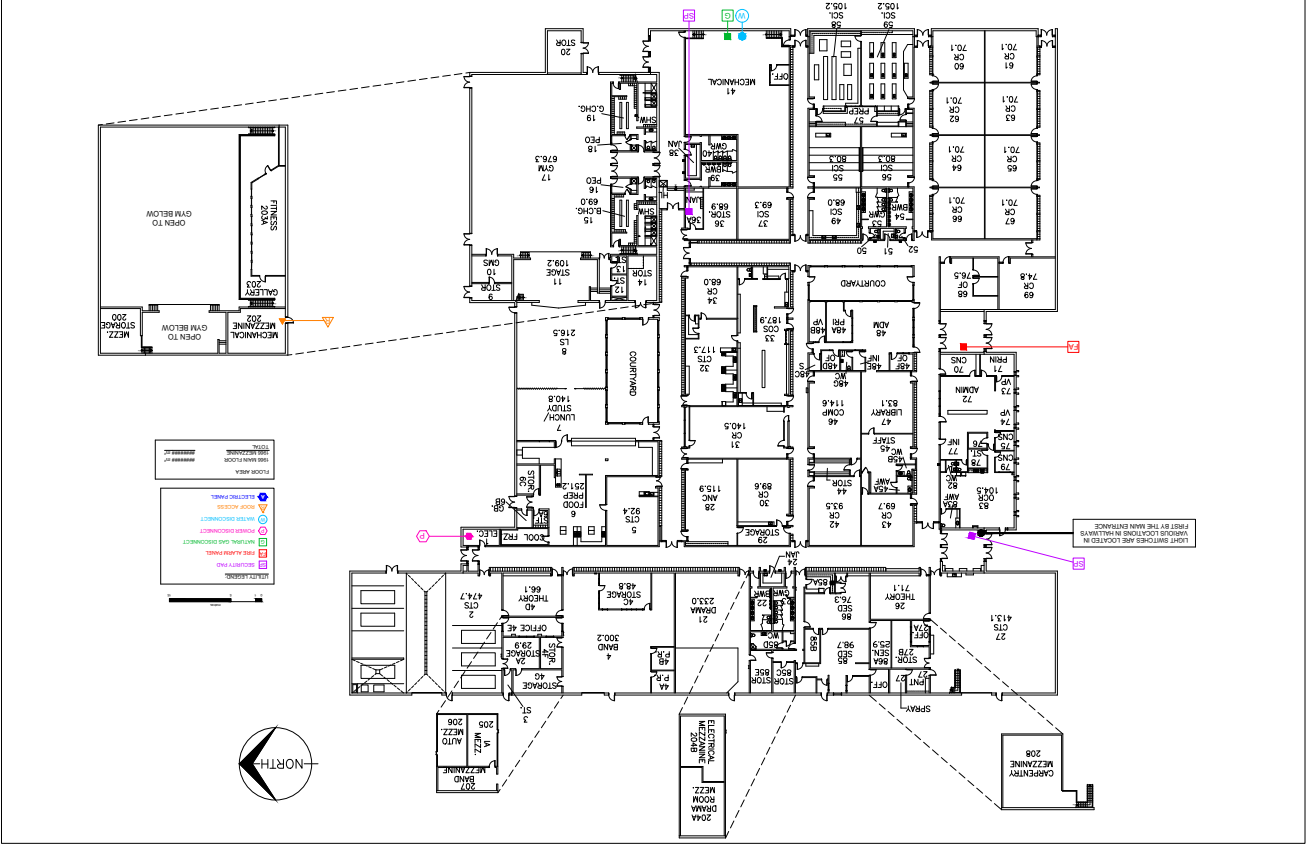
Year	# of Students
2021/22	363
2022/23	369
2023/24	362
2024/25	345
2025/26	353
2026/27	339
2027/28	343
2028/29	334
2029/30	316
2030/31	318
2031/32	318

10 Year Enrollment Projection - VGHS

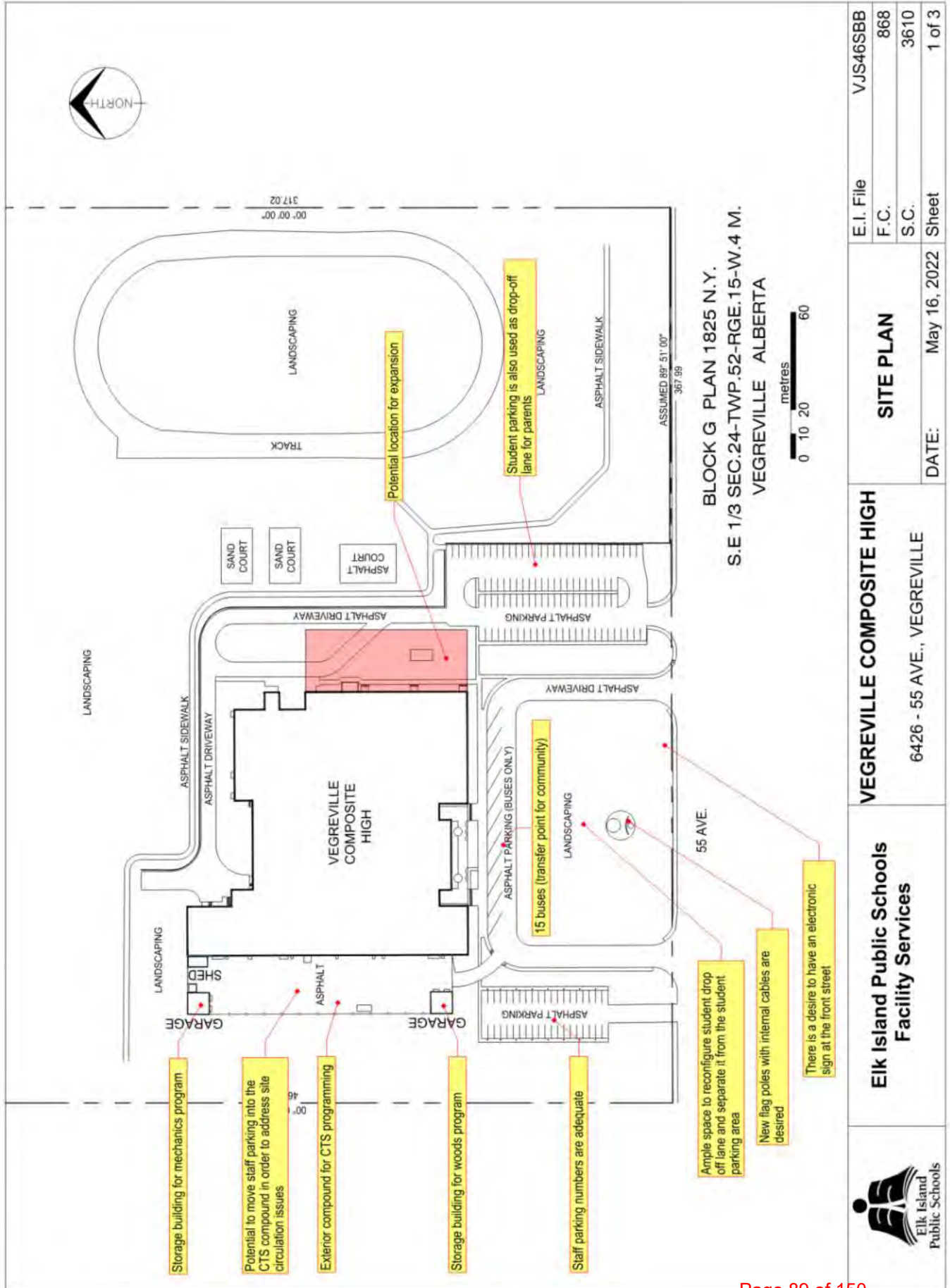


Area Comparison Chart

#	Existing School (971 Capacity)	#	Provincial Guidelines (960 Capacity 7-12 School)	VARIANCE
	Total Area		Total Area	
10	Classrooms @ 120m ²	18	Classrooms @ 80m ²	1,440.0
6	Science Classrooms @ 95m ²	4	Science Classrooms @ 120m ²	480.0
0	Large Ancillary	0	Science Classrooms @ 95m ²	-
2	Small Ancillary	2	Large Ancillary @ 130m ²	260.0
4	Gymnasium	4	Small Ancillary @ 90m ²	360.0
1	Gym Storage	1	Gymnasium	935.0
1	Gym Storage @ 115m ²	1	Gym Storage @ 10% Gym Size	94.0
1	Library	1	Library	363.0
7	CTS	4	CTS @ 142m ²	568.0
3	Info Services @ 115m ²	3	Info Services @ 115m ²	345.0
	Subtotal:		Subtotal:	4,845.0
	Total Instructional		Total Instructional Area:	4,845.0
	Number of Instructional Spaces:		Number of Instructional Spaces:	38.0
	Total Area		Total Area	
	Non-Instructional Space		Non-Instructional Space	
	Admin & Staff Areas		Admin & Staff Areas	472.0
	Wrap & Collaboration Space		Wrap & Collaboration Space	50.0
	Mechanical & Meter		Mechanical & Meter	216.0
	Recycle Room		Recycle Room (LEED)	22.0
	Physical Education		Physical Education	170.0
	Circulation		Circulation	1,211.0
	Wall Area		Wall Area	581.0
	Storage Area		Storage Area	170.0
	Washroom Area		Washroom Area	103.0
	Accessible Washroom Facility		Accessible Washroom Facility	24.0
	Flexible Space		Flexible Space	205.0
	Wiring/Network		Wiring/Network	40.0
	Subtotal		Total Non-Instructional	3,264.0
	Total Non-Instructional		Total Non-Instructional	893.1
	Total Area		Total Area	8,109.1
	Area per Student		Area per Student	8.44

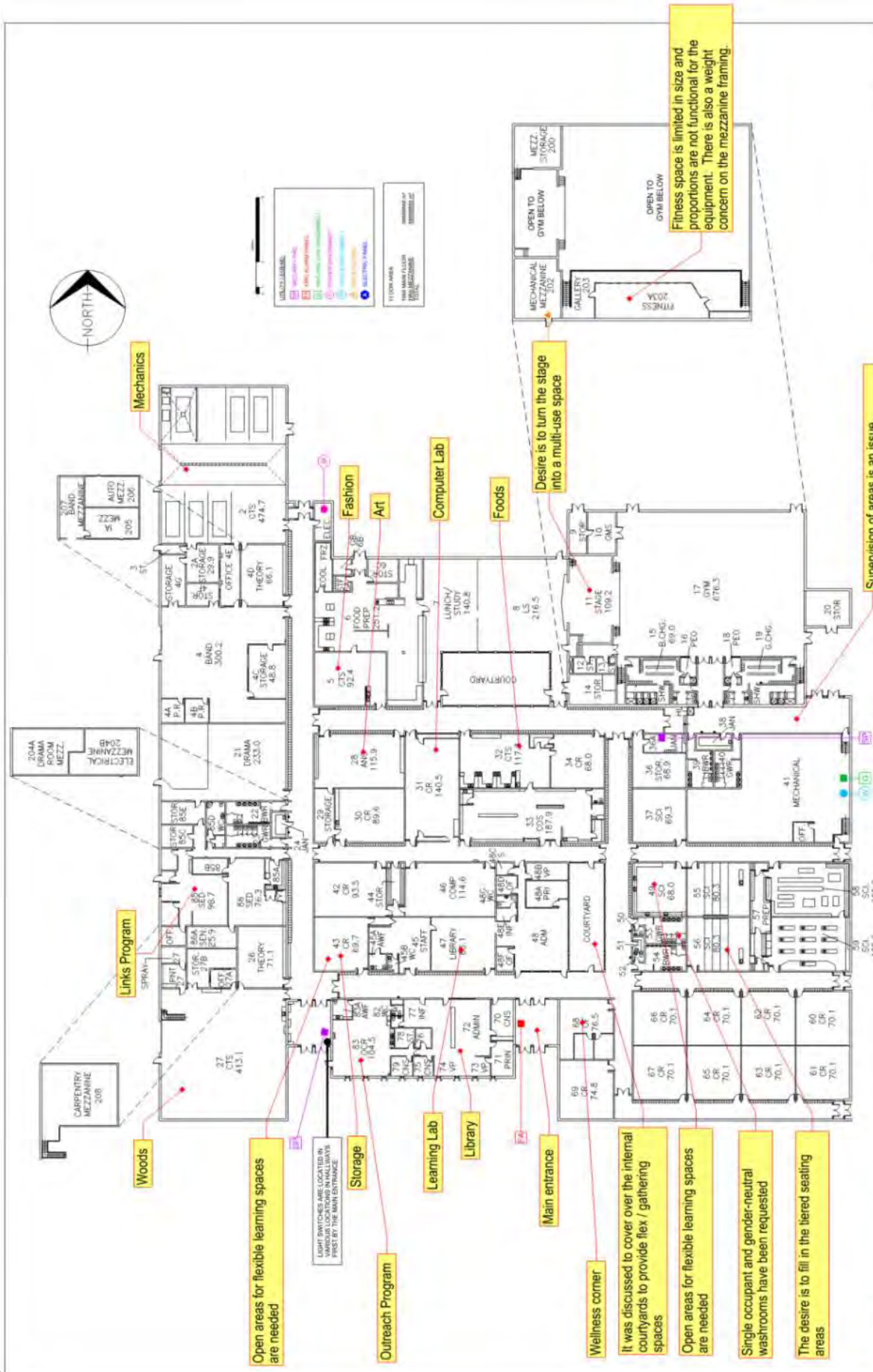


Vegreville Composite High School



BLOCK G PLAN 1825 N.Y.
 S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
 VEGREVILLE ALBERTA

 <p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH</p> <p>6426 - 55 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>	<p>E.I. File VJS46SBB</p>
	<p>DATE: May 16, 2022</p>	<p>F.C. 868</p> <p>S.C. 3610</p>	<p>Sheet 1 of 3</p>



**Elk Island Public Schools
Facility Services**

VEGREVILLE COMPOSITE HIGH
6426 - 55 AVE., VEGREVILLE

UTILITY PLAN
DATE: May 16, 2022

E.I. File	VJS46SBB
F.C.	868
S.C.	3610
Sheet	2 of 3



6.0 APPENDIX D: IDEA EVALUATION MATRIX - INDIVIDUAL RESPONSES

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Evaluation Criteria

Option	Description	Improve Supervision	Programing Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	Comments: Provide one like and one dislike about each option.
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	

#7 is good (A.L.H unaffected)

#2 is good long-term

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:

- y = yes
- n = no
- m = maybe

* = extremely ...

** = completely

Option	Description	Improve Supervision	Programing Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
5	Option 5 - Build a New K-12 Replacement School / Demolish A.L. Horton and VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Comments: Provide one like and one dislike about each option.

Fixed, but all 3 playgrounds are expiring + need replacing Summer 2023 ...

K-12 → an option long term but will need PR in community to get it.

with new playgrounds ...

with new playgrounds ...

with new playgrounds ...

which are highly valued; unlikely to be approved.

new playgrounds ...

most \$B + A.L.H doesn't hold anything w/ itself.

Ukrainian lang. Culture

16 @ A.L.H

will take time

2nd floor.

Ukrainian at Gr. 5-6?

Ukrainian lang. Culture

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Evaluation Criteria

Option	Description	Improve Supervision	Programming Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	N	Y	Y	Y	Y	M	M	M	?	Y	Y	Y	Y	Y	M	N	N	N	Y	Y	Y
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	M
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	M	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Modernize/abolition (Gym) VCHS to accommodate ALH as a K-12 school, with intentional design to maintain separation between K-6 and 7-12. An alternate would be replacing ALH with modernizing VCHS.

Comments: Provide one like and one dislike about each option.
 many maybe's would be dependent upon a community partnership
 Believe there would be addition/modification to create more of an elementary "wing" and an additional gymnasium.
 Not sure community would accept this option moving 5's? Are there more issues created operationally moving 5-6's over? Different learning style than jr-high.
 Possible - though would want to ensure accurate #'s used for town growth projections.

No replacement of VCHS!

EIPS Vegreville Value Scoping - Evaluation Sheet

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Option	Description	Improve Supervision	Programming Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y

Comments: Provide one like and one dislike about each option.

Retain CTS spaces allow for partnerships

a.k. - improve supervision

EIPS Vegreville Value Scoping - Evaluation Sheet

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Evaluation Criteria

Option	Description	Improve Supervision	Program Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	Comments: Provide one like and one dislike about each option.
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	return size wont get funding
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	return CTS space - loss of space, space sharing issues. Too cramped. More opportunity for 5, 6. utilizing space, better space for K-4. From 5, 6, leadership better utilization, disruption to students
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	less CTS space parking drop off. New school
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	lipsticks on a pig, reduction in the proper less significant spaces
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	return
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	return
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	return
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	return

EIPS Vegreville Value Scoping - Evaluation Sheet

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Option Addresses the Evaluation Criteria:

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Option	Description	Improve Supervision	Programme Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	Comments: Provide one like and one dislike about each option.
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	will not be supported by gov
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Best option that allows us to retain the site for A.L. Horton area
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	I don't like see the value of moving site again. Had keep site still needs to be improved. This would see only VE being done with A.L. being boys from now.
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	This would see only VE being done with A.L. being boys from now.
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	This would see only VE being done with A.L. being boys from now.
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	This would see only VE being done with A.L. being boys from now.
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	This would see only VE being done with A.L. being boys from now.
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	This would see only VE being done with A.L. being boys from now.

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
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n = no
m = maybe

Option	Description	Evaluation Criteria																Comments: Provide one like and one dislike about each option.						
		Improve Supervision	Programing Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption		Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	

Comments: Provide one like and one dislike about each option.

Yes because A.L. Horton need to be updated -- and possibly could be delayed & placed on new site but not improve sch. delivery to 5-12 away from other elem. students & foster collaboration

NO, NO reduction in operational costs still need 2 principle

* only if can keep GTS space if right size

EIPS Vegreville Value Scoping - Evaluation Sheet

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Option	Description	Improve Supervision	Programing Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	Comments: Provide one like and one dislike about each option.
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Least disruptive - fairly costly - Sport meet - Govt Guidelines \$52m
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Cost effect - likely to produce great resistance \$30m
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Utilized best quality VCHS \$47m
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Best to both groups - Least disruptive \$48m
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	wants a second VCHS \$44m
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Seems reasonable \$10m
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Seems reasonable \$53m
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	Risk of program loss at VCHS \$57m

6A - K 6 - 7-12
6B K-8, 9-12.

What would be the benefit of increasing the student population and reducing the size of the school

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1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS - modernize	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y

Comments: Provide one like and one dislike about each option.

modernize VCHS to become a K-12 school I feel is most ~~best~~ being for our back. we would utilize all the CTS space and bring program that VCHS doesn't have.

building new we lose CTS spaces

not an option in my opinion we have to much at VCHS A.L. Horton would need to look at the cost of each

EIPS Vegreville Value Scoping - Evaluation Sheet

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Option	Description	Improve Supervision	Programing Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	Comments: Provide one like and one dislike about each option.
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	N	Y	Y	Y	Y	Y	Y	Y	M	N	N	N	Y	Y	Y	Y	Y	N	Y	M	Y	Pro: keeps the two plants Community Acceptance.
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Removes Elementary from current location Pro Improves Space Use Pro Improves VCS
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Cons: Programming 5-6 Cons 2 plants
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Loss of Cts (con) Pro Continuity of program
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Pro Right size 21 century. Pro Improve Maintenance
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Con: ALH Pro Strong Community support
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	

EIPS Vegreville Value Scoping - Evaluation Sheet

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Evaluation Criteria

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1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	N	M	Y	N	M	M	Y	M	N	M	M	Y	Y	Y	M	N	N	N	N	N	Y
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	M	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	M	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	M	M	Y	Y	Y	M	M	N

Comments: Provide one like and one dislike about each option.

Pro: maintain CTS Con: Costs/Utilization problems continue

Pro: maintain CTS most effective / least disruptive for elementary Con: adjusting bus/parking will not be accepted if not completed w/ community requests

Pro: maintain a better utilized CTS / improved AL Horton Sightlines Con: high cost + disruptive to students

Pro: maintain CTS Con: disruptive + extreme reductions

Pro: no student disruption Con: using CTS, still need site fixed to accommodate new site (ie roads)

Pro: no student disruption Con: lost CTS space + flex space

Pro: maintain CTS + usability for elementary Con: AL Horton not a priority + Comp would need drastic reduction

Pro: maintain CTS Con: AL Horton not a priority

EIPS Vegreville Value Scoping - Evaluation Sheet

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Y = yes
N = no
M = maybe

Option	Description	Improve Supervision	Programming Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	N	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	N	Y	M	M	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	N	N	N
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y	Y	Y	M	Y	Y	Y
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y

Ranking

4
2
3
5
1

Comments: Provide one like and one dislike about each option.

Not fiscally great, Retain CTS

Retain CTS component. Parking classes can be dealt with. Best value. Elementary away from communities.

Solves some of the Utilization issues, keep on-site.

Worry about reduction causing space issues, loss of programming. Better utilize space

Lose CTS - not great for community.

Not viable from a financial point, VCHS needs modernization, but structurally sound, Losing CTS.

VCHS modernization necessary as long as retention doesn't affect CTS programming. Improve Utilization Can't justify new AL Horton school

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Improve Supervision	Programing Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	N	Y	Y	N	N	N	N	N	N	M	Y	Y	Y	Y	M	N	N	N	Y	M	
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	M	Y	Y	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	Y	Y	Y	X	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	Y	Y	Y	X	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton																					

Comments: Provide one like and one dislike about each option.

Positive for A.L. Horton
 Positive for VCHS - still has lots for low student enrollment
 The K-12 model would be an adjustment for both schools and the community.
 VCHS could easily accommodate with no reduction of programming opportunities.
 This doesn't solve the parking issue either. It just shifts it.
 Would reduce maintenance costs and under utilization.
 Should not be well received by schools or community.
 The loss of programming opportunities and CTS facilities would be drastic.
 Not really a viable option.
 The reduction would be difficult to accept as a community and the school.
 Again, doesn't seem to be a viable option since VCHS is the larger of the two facilities.
 But could continue with separate school as a replacement.

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Evaluation Criteria

Option	Description	Improve Supervision	Programming Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs	Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities	Comments: Provide one like and one dislike about each option.
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	will increase utilization rate
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	y	y	y	y	y	n	m	m	m	m	y	y	y	y	n	y	y	n	n	n	more robust CTS and Fine Arts programs when offered in one school
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	m	m	m	m	m	y	y	m	m	m	y	y	y	y	n	y	y	m	m	m	same as
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	m	m	m	m	m	y	y	m	m	m	y	y	y	y	n	y	y	m	m	m	will increase utilization rate
5	Option 5 - Build a new K-12 Replacement School, Demolish A.L. Horton and VCHS	y	y	y	y	y	n	m	m	m	y	n	n	m	y	y	y	y	n	n	n	limits program delivery in Grades 7-12
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	y	m	m	m	m	y	y	m	m	y	n	n	m	y	y	y	y	n	n	n	AEd will not approve
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	m	m	m	m	m	y	y	m	m	m	y	y	y	y	n	y	y	m	m	m	will increase utilization rate
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	m	m	m	m	m	y	y	m	m	y	y	y	y	y	n	y	y	m	m	m	no reason AEd will not approve a replacement school.

EIPS Vegreville Value Scoping - Evaluation Sheet

LEGEND

Option Addresses the Evaluation Criteria:
y = yes
n = no
m = maybe

Option	Description	Evaluation Criteria															Comments: Provide one like and one dislike about each option.						
		Improve Supervision	Program Opportunities	Systems Upgrades	Improve Functionality / Efficiency	Improve Education Delivery for All Students	Support Student Learning	Maintain Community Presence / Access	Improve Utilization Rates for the Schools	Sustainable	Accessibility / Inclusiveness	Site Safety	Aesthetics	Retain Program Integrity	Walkable Community	Reduction of Operational Costs		Reduce Construction Disruption	Best Value for Money	Meets Alberta Education Guidelines	Capacity of School at a desirable size	Community Acceptance	Exterior play amenities
1	Option 1 - Modernize Schools and Retain Current Capacities and Sizes	N	M	Y	M	M	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	M	N	Y	Y	N	Allows for growth a partnerships may allow for funding / dislike is may also not meet funding
2	Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton	M	M	Y	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Dislike that growth feel limited / like is save CTS sizes will never get that again Might like is Size CTS!
3	Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Dislike after removed its gone / not well accepted / like not really Do not believe space works any maybe save CTS
4	Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Dislike huge removal loss of good space. line not really any maybe save CTS
5	Option 5 - Build a new K-12 Replacement School / Demolish A.L. Horton and VCHS	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Like new / Modern / dislike never get CTS size again will feel like space allotted is "good enough for now". Feels like small community got short change nice facility.
6	Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Nice New / will lose CTS size may be allotted water sized for growth
7	Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	No win lose size and not new numbers least good only win make
8	Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton	M	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Bad - lose CTS and not convinced enough space for K-5 not viable make AK is not really in need.

Option 9. No

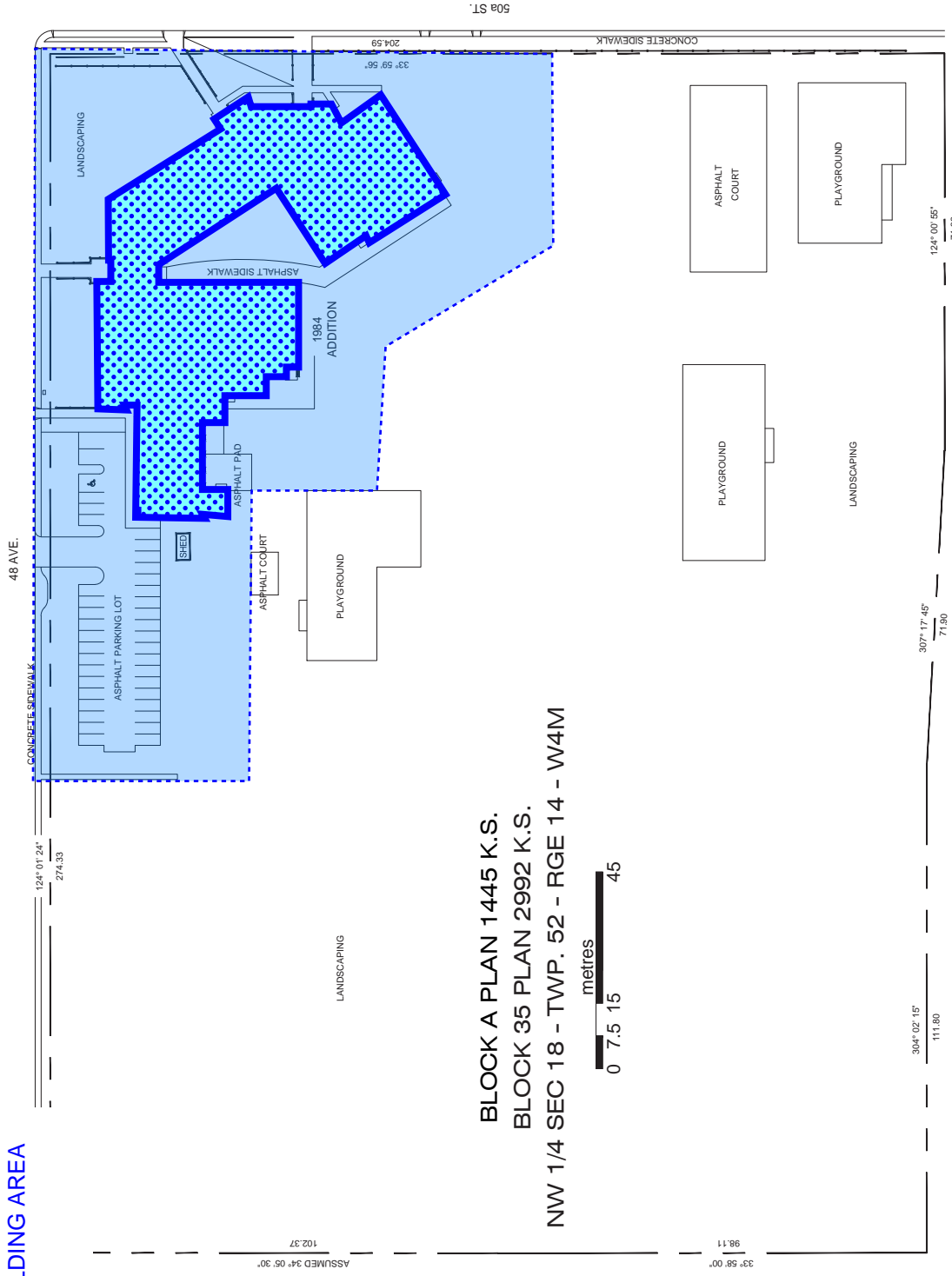
Option 2 is only option to retain CTS while adding space.



7.0 APPENDIX D: BLOCK DIAGRAMS

OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)

MODERNIZE BUILDING
453 CAPACITY SCHOOL
4063 sqm BUILDING AREA



BLOCK A PLAN 1445 K.S.
BLOCK 35 PLAN 2992 K.S.
NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M



Attachment 2

E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

SITE PLAN
DATE: May 12, 2022

**A.L. HORTON
ELEMENTARY**
5037 - 48 AVE., VEGREVILLE

**Elk Island Public Schools
Facility Services**



OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)

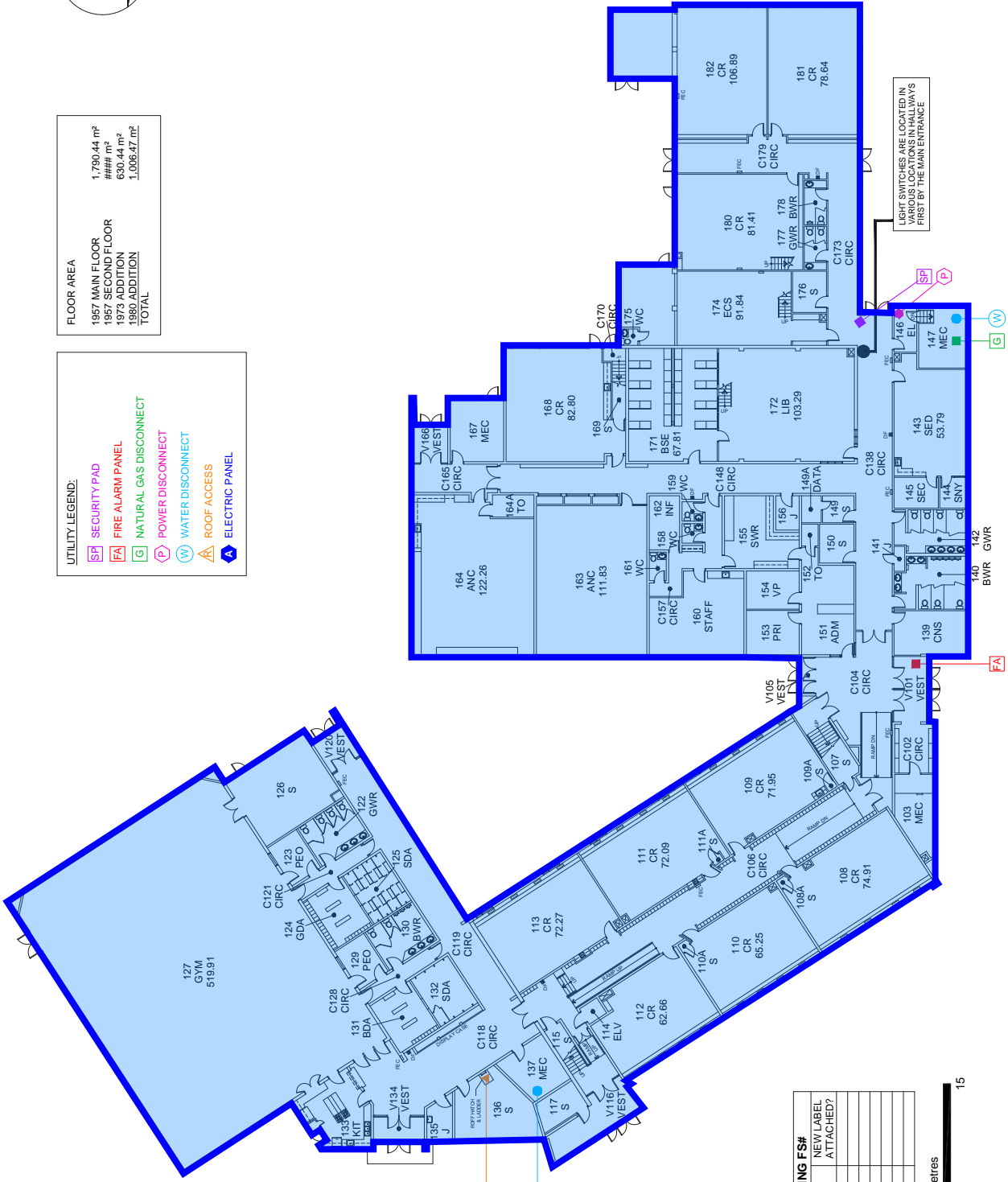


FLOOR AREA

1957 MAIN FLOOR	1,790.44 m ²
1957 SECOND FLOOR	### m ²
1973 ADDITION	630.44 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

	SECURITY PAD
	FIRE ALARM PANEL
	NATURAL GAS DISCONNECT
	POWER DISCONNECT
	WATER DISCONNECT
	ROOF ACCESS
	ELECTRIC PANEL



LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

MISSING FS#

NEW LABEL	NEW LABEL ATTACHED?
109A	
109B	
110A	
110B	
203A	
206A	



E.I. File	ALH04SB
F.C.	869
S.C.	3611
Sheet	2 of 5

F1 UTILITY PLAN

DATE: May 12, 2022

A.L. HORTON ELEMENTARY
5037 - 48 AVE., VEGREVILLE

Elk Island Public Schools Facility Services



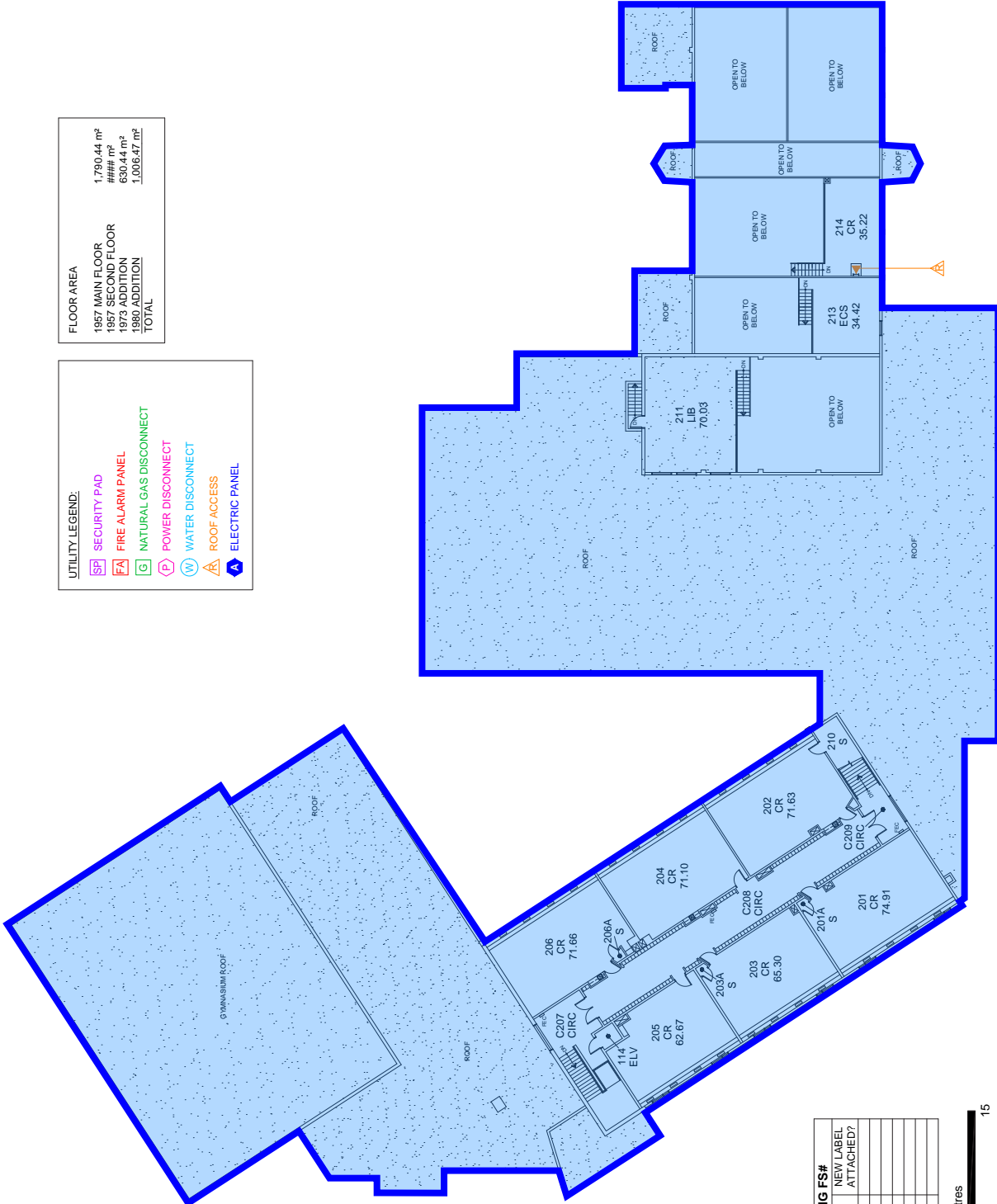
OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)



FLOOR AREA	1,790.44 m ²
1987 MAIN FLOOR	414.17 m ²
1987 SECOND FLOOR	630.41 m ²
1975 ADDITION	414.17 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

- SECURITY PAD
- FIRE ALARM PANEL
- NATURAL GAS DISCONNECT
- POWER DISCONNECT
- WATER DISCONNECT
- ROOF ACCESS
- ELECTRIC PANEL



MISSING FS#	NEW LABEL ATTACHED?
109A	
109A	
110A	
111A	
201A	
203A	
206A	



**Elk Island Public Schools
Facility Services**

**A.L. HORTON
ELEMENTARY**
5037 - 48 AVE., VEGREVILLE

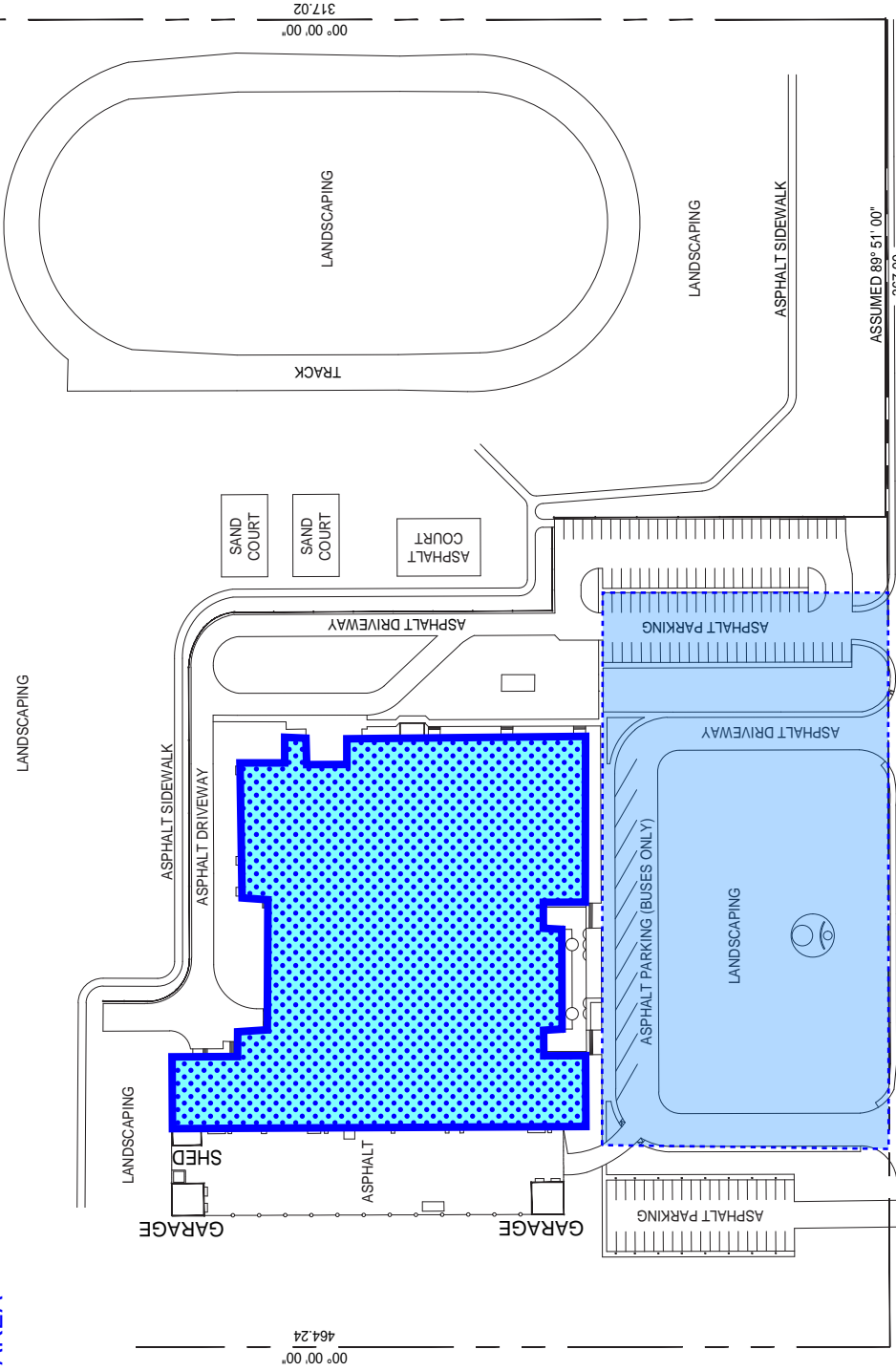
F2 UTILITY PLAN

DATE: May 12, 2022

E.I. File	ALH04SB02
F.C.	869
S.C.	3611
Sheet	3 of 5

OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)

MODERNIZE BUILDING
 971 CAPACITY SCHOOL
 9985 sqm BUILDING AREA



BLOCK G PLAN 1825 N.Y.
 S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
 VEGREVILLE ALBERTA



Attachment 2

55 AVE.



Elk Island Public Schools
 Facility Services

VEGREVILLE COMPOSITE HIGH
 6426 - 55 AVE., VEGREVILLE

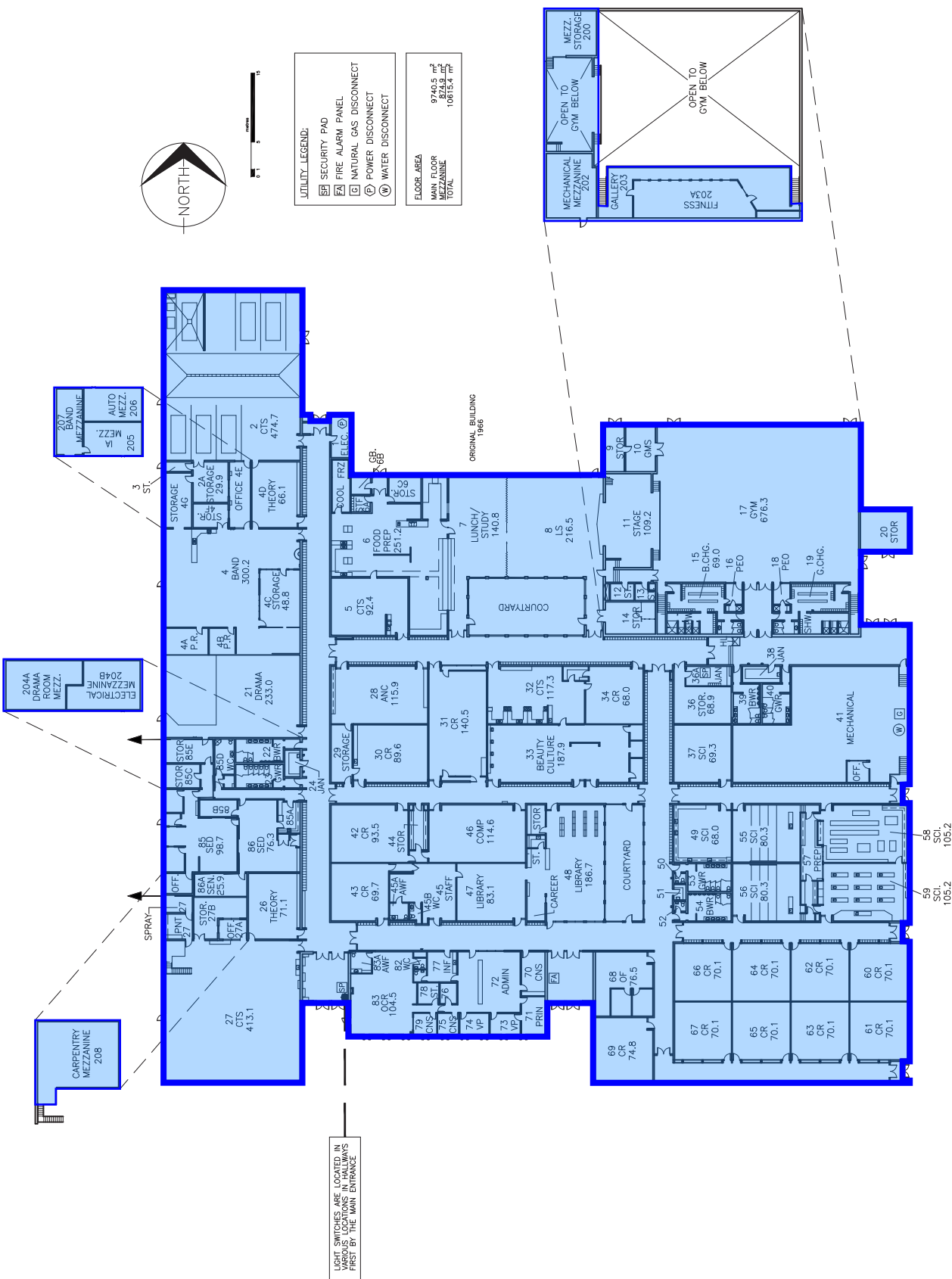
SITE PLAN

E.I. File VJS46SB02
 F.C. 868
 S.C. 3610

DATE: May 16, 2022
 Sheet 1 of 3

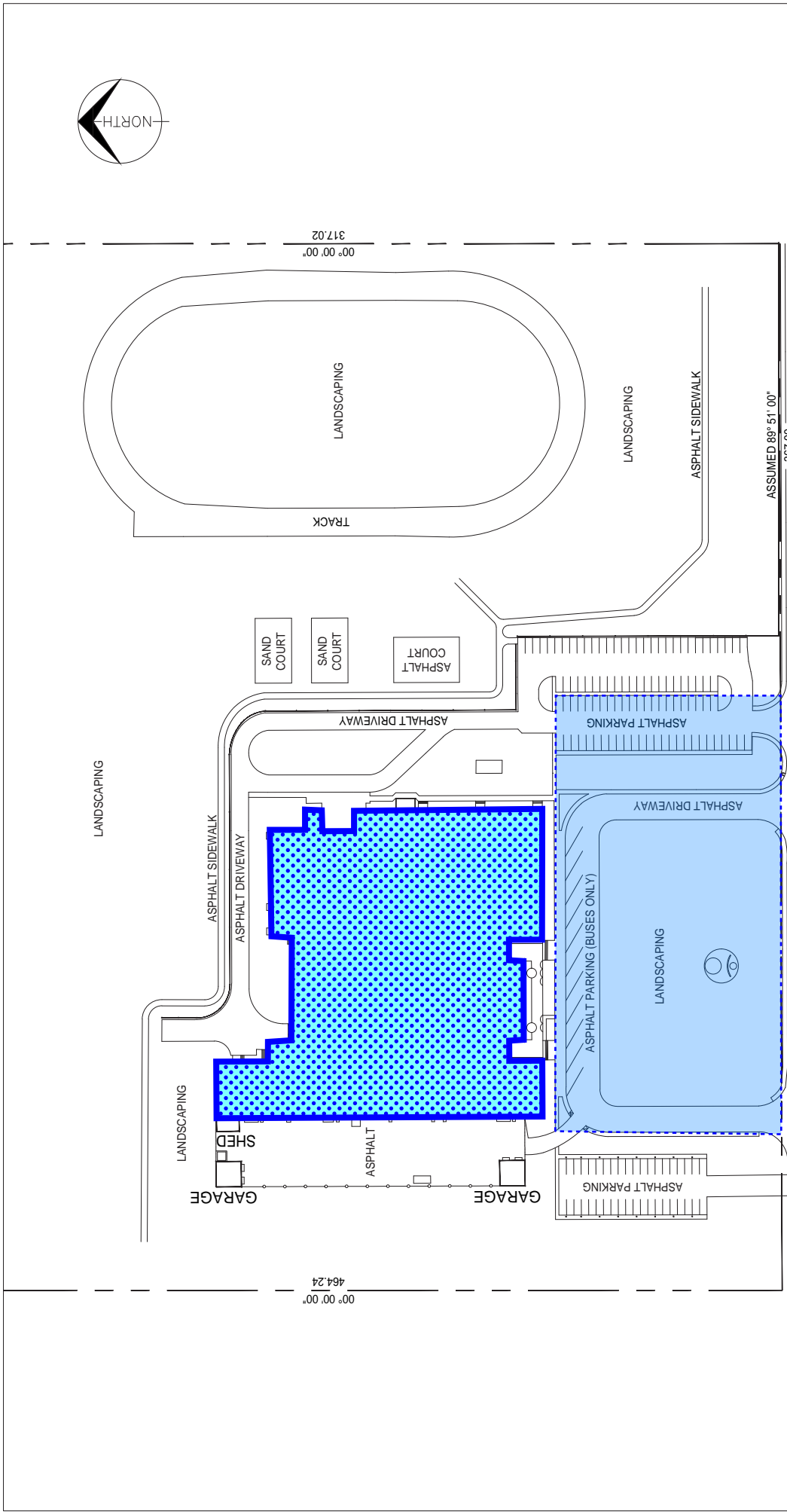
OPTION 1: MODERNIZE BOTH SCHOOLS (LEAVE BOTH AREAS)

Attachment 2



	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH SCHOOL 6426 - 55 AVE., VEGREVILLE	FLOOR PLAN	BID VJS46SD F.C. 868 S.C. 3610	DATE OCTOBER 14, 2021 SHEET 4/4
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OPTION 2: 9985sqm CONVERT TO K-12 765 CAPACITY SCHOOL = 1021SQM



BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA

55 AVE.

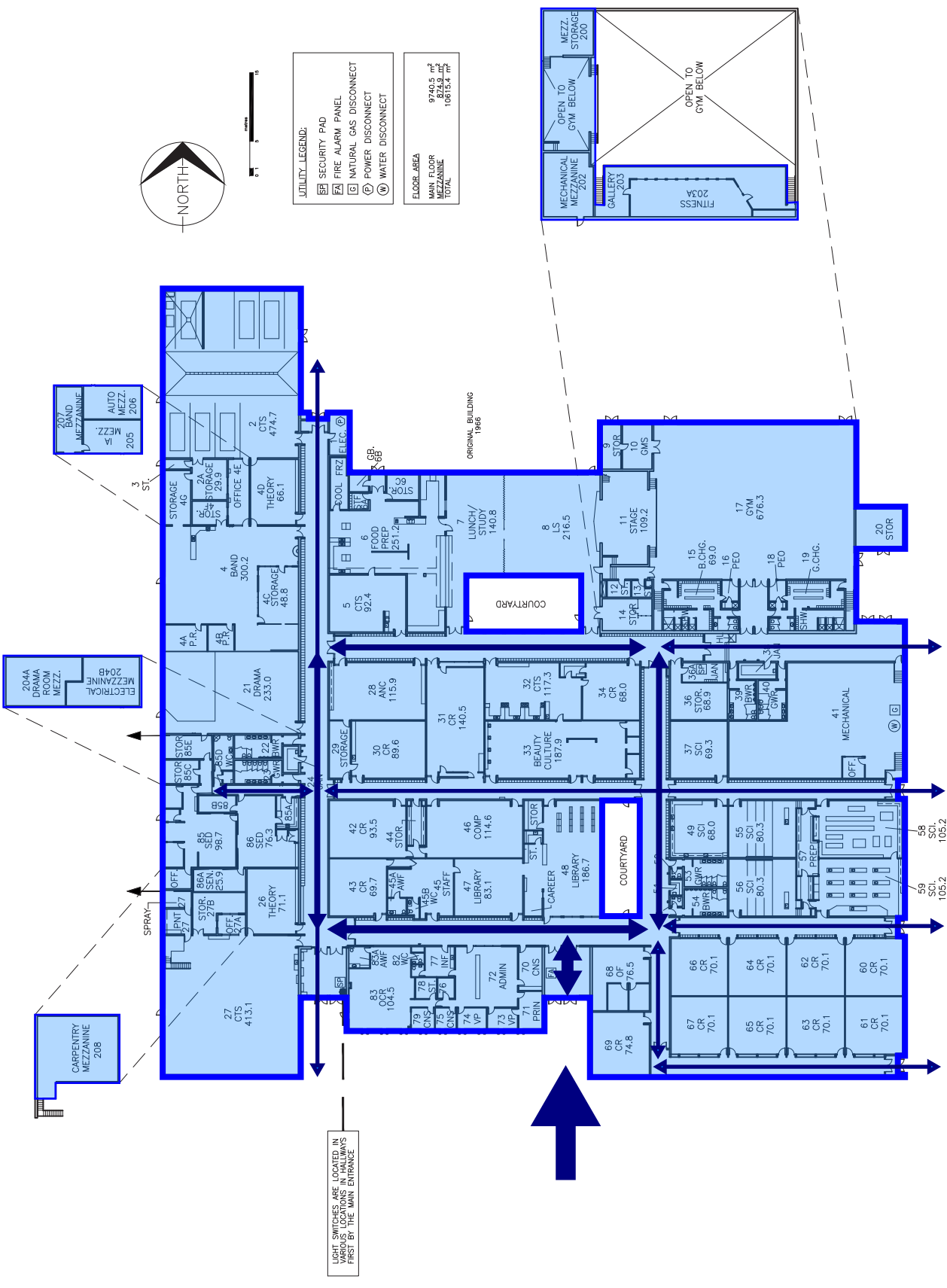


Attachment 2

 <p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH</p> <p>6426 - 55 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>	E.I. File	VJS46SB02
			F.C.	868
DATE: May 16, 2022			S.C.	3610
			Sheet	1 of 3

OPTION 2: 9985sqm CONVERT TO K-12 765 CAPACITY SCHOOL = 6984sqm (-30% area)

Attachment 2

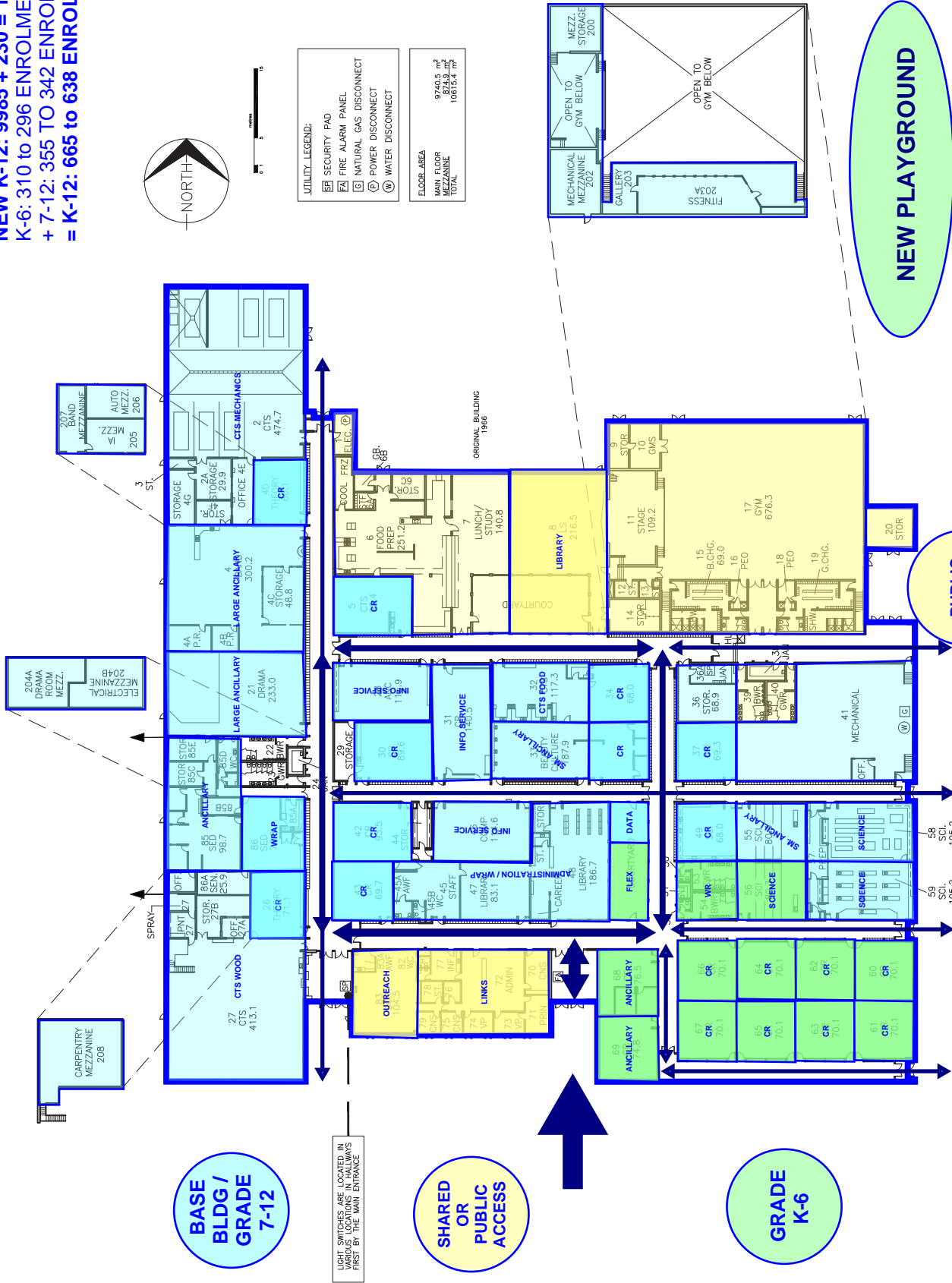


	VEGREVILLE COMPOSITE HIGH SCHOOL 6426 - 55 AVE., VEGREVILLE	FLOOR PLAN	BID VJS46S03
	Elk Island Public Schools Facility Services	VEGREVILLE COMPOSITE HIGH SCHOOL	F.C. 868
	DATE OCTOBER 14, 2021	S.C. 3610	SHEET 4/4

OPTION 2: 9985sqm CONVERT TO K-12 765 CAPACITY SCHOOL = 10215sqm

NEW K-12: 9985 + 230 = 10215sqm
K-6: 310 to 296 ENROLLMENTS
+ 7-12: 355 TO 342 ENROLLMENTS
= K-12: 665 to 638 ENROLLMENTS

Attachment B



UTILITY LEGEND:

- SECURITY PAD
- FIRE ALARM PANEL
- NATURAL GAS DISCONNECT
- POWER DISCONNECT
- WATER DISCONNECT

FLOOR AREA

9740.5	sq
8743.9	sq
10815.4	sq
TOTAL	

NEW PLAYGROUND

PUBLIC ACCESS

BASE BLDG / GRADE 7-12

SHARED OR PUBLIC ACCESS

GRADE K-6

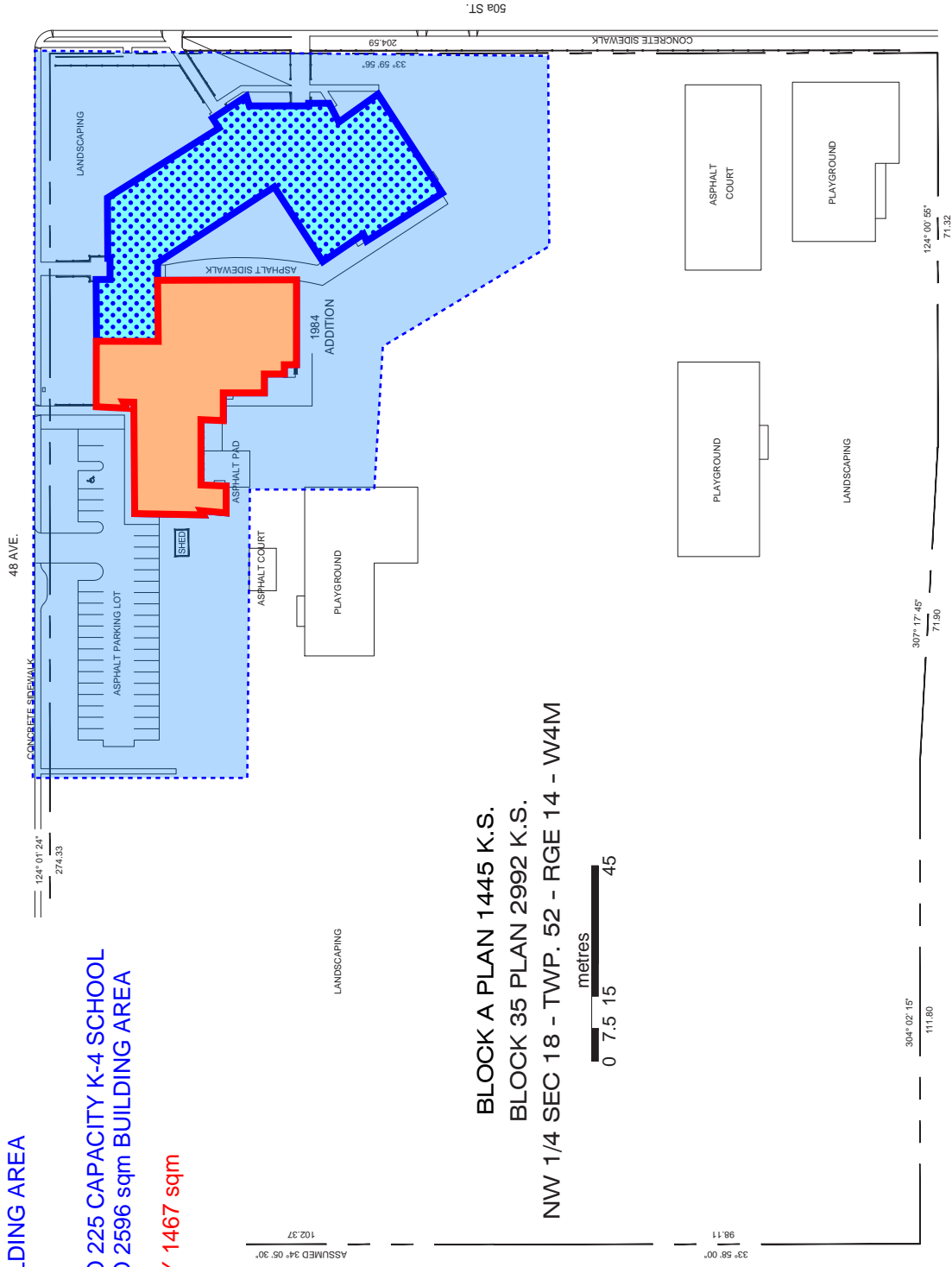
LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

<p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE HIGH SCHOOL COMPOSITE HIGH SCHOOL</p>		<p>FLOOR PLAN</p>	<p>BID VJS46S03</p>
	<p>6426 - 55 AVE., VEGREVILLE</p>		<p>DATE OCTOBER 14, 2021</p>	<p>SHEET 4/4</p>

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

SHRINK & MODERNIZE BUILDING
 225 CAPACITY K-4
 2596 sqm BUILDING AREA
 SITE WORK

- ▶ REDUCE TO 225 CAPACITY K-4 SCHOOL
- ▶ REDUCE TO 2596 sqm BUILDING AREA
- ▶ **REDUCE BY 1467 sqm**
- 36%



BLOCK A PLAN 1445 K.S.
 BLOCK 35 PLAN 2992 K.S.
 NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M



E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

SITE PLAN
 DATE: May 12, 2022

**A.L. HORTON
 ELEMENTARY**
 5037 - 48 AVE., VEGREVILLE

**Elk Island Public Schools
 Facility Services**



OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

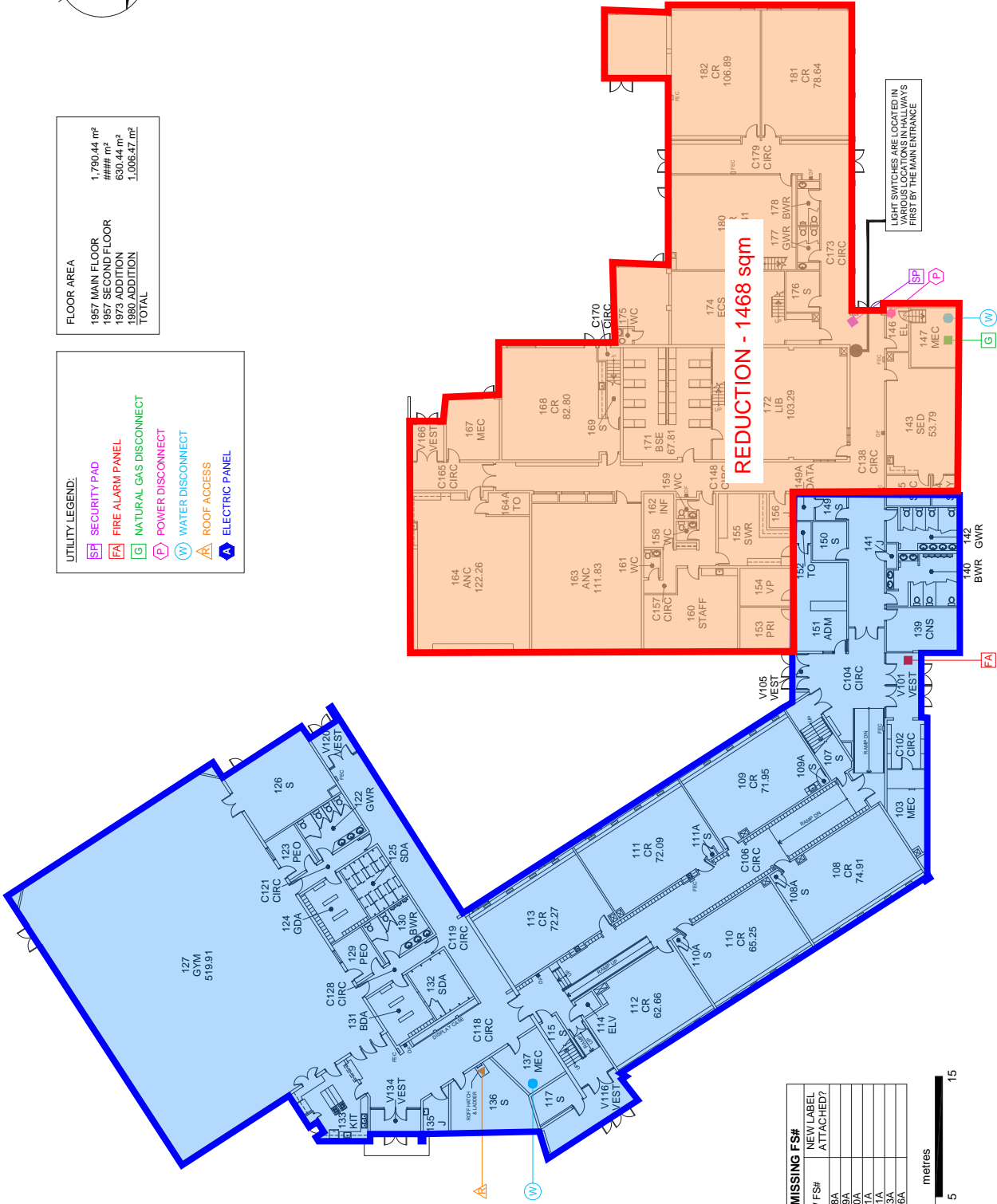


FLOOR AREA

1957 MAIN FLOOR	1,790.44 m ²
1957 SECOND FLOOR	### m ²
1973 ADDITION	630.44 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

	SECURITY PAD
	FIRE ALARM PANEL
	NATURAL GAS DISCONNECT
	POWER DISCONNECT
	WATER DISCONNECT
	ROOF ACCESS
	ELECTRIC PANEL



REDUCTION - 1468 sqm

LIGHT SWITCHES ARE RELOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

MISSING FS#

NEW FS#	NEW LABEL ATTACHED?
109A	
109B	
110A	
110B	
203A	
206A	



E.I. File	ALH04SB
F.C.	869
S.C.	3611
Sheet	2 of 5

F1 UTILITY PLAN	DATE: May 12, 2022
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A.L. HORTON ELEMENTARY
5037 - 48 AVE., VEGREVILLE

Elk Island Public Schools
Facility Services



OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

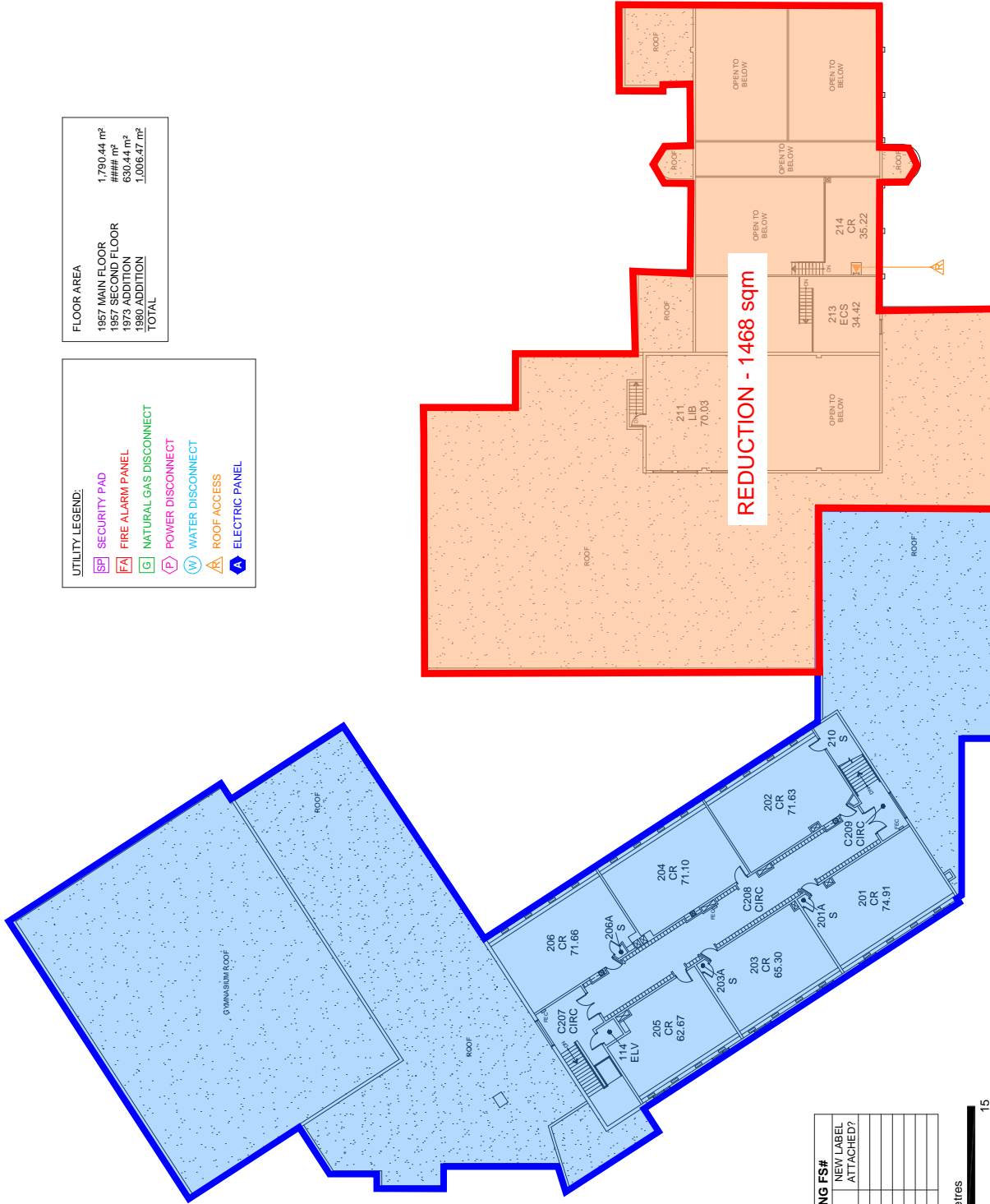


FLOOR AREA

1987 MAIN FLOOR	1,790.44 m ²
1987 SECOND FLOOR	414.17 m ²
1975 ADDITION	630.41 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

	SECURITY PAD
	FIRE ALARM PANEL
	NATURAL GAS DISCONNECT
	POWER DISCONNECT
	WATER DISCONNECT
	ROOF ACCESS
	ELECTRIC PANEL



MISSING FS#

NEW FS#	NEW LABEL ATTACHED?
109A	
109A	
110A	
111A	
201A	
203A	
206A	

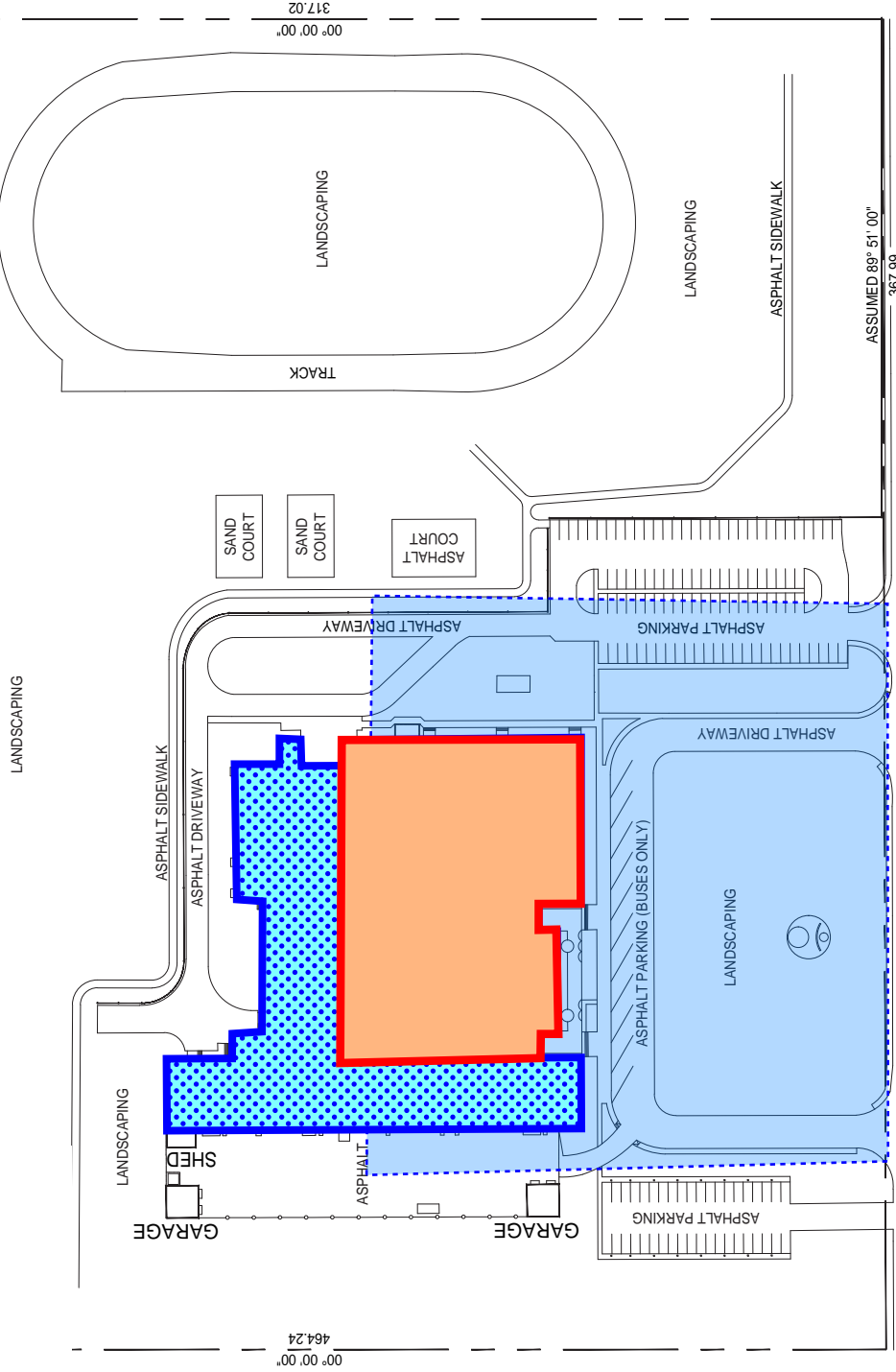


Attachment 2

<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY</p> <p>5037 - 48 AVE., VEGREVILLE</p>	<p>F2 UTILITY PLAN</p>	<p>E.I. File ALH04SB02</p>
	<p>DATE: May 12, 2022</p>	<p>F.C. 869</p> <p>S.C. 3611</p>	<p>Sheet 3 of 5</p>

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

SHRINK & MODERNIZE BUILDING
 500 CAPACITY 7-12
 4398 sqm BUILDING AREA
 SITE WORK



55 AVE.

BLOCK G PLAN 1825 N.Y.

S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
 VEGREVILLE ALBERTA



- ▶ REDUCE TO 500 CAPACITY SCHOOL
- ▶ REDUCE TO 4398 sqm BUILDING AREA
- ▶ REDUCE BY 5587 sqm -56%



**Elk Island Public Schools
 Facility Services**

VEGREVILLE COMPOSITE HIGH
 6426 - 55 AVE., VEGREVILLE

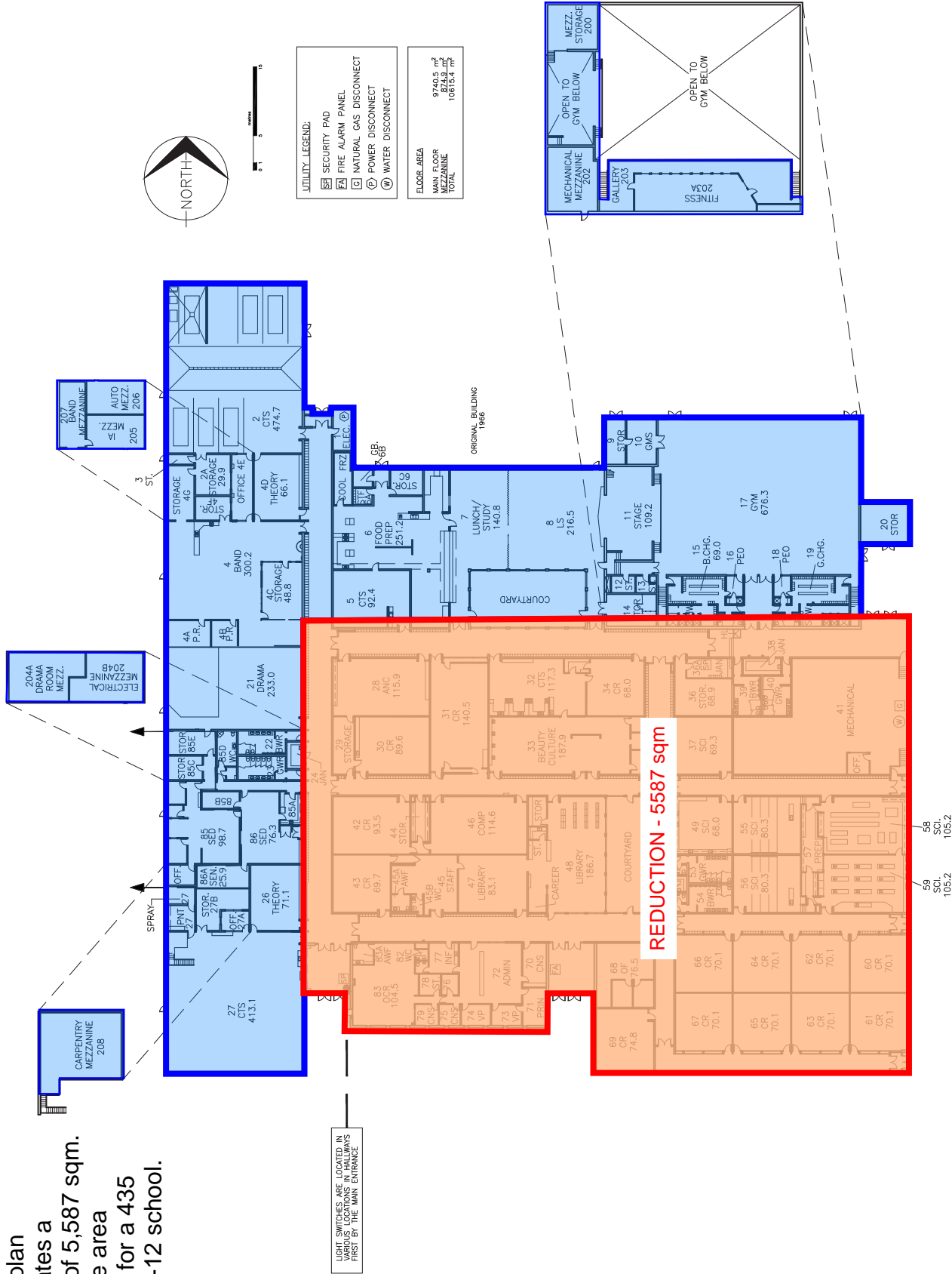
SITE PLAN

E.I. File VJS46SBB
 F.C. 868
 S.C. 3610

DATE: May 16, 2022
 Sheet 1 of 3

OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

This floor plan demonstrates a reduction of 5,587 sqm. to meet the area guidelines for a 435 capacity 7-12 school.



BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

FLOOR PLAN

DATE OCTOBER 14, 2021

VEGREVILLE COMPOSITE HIGH SCHOOL

6426 - 55 AVE., VEGREVILLE

Elk Island Public Schools

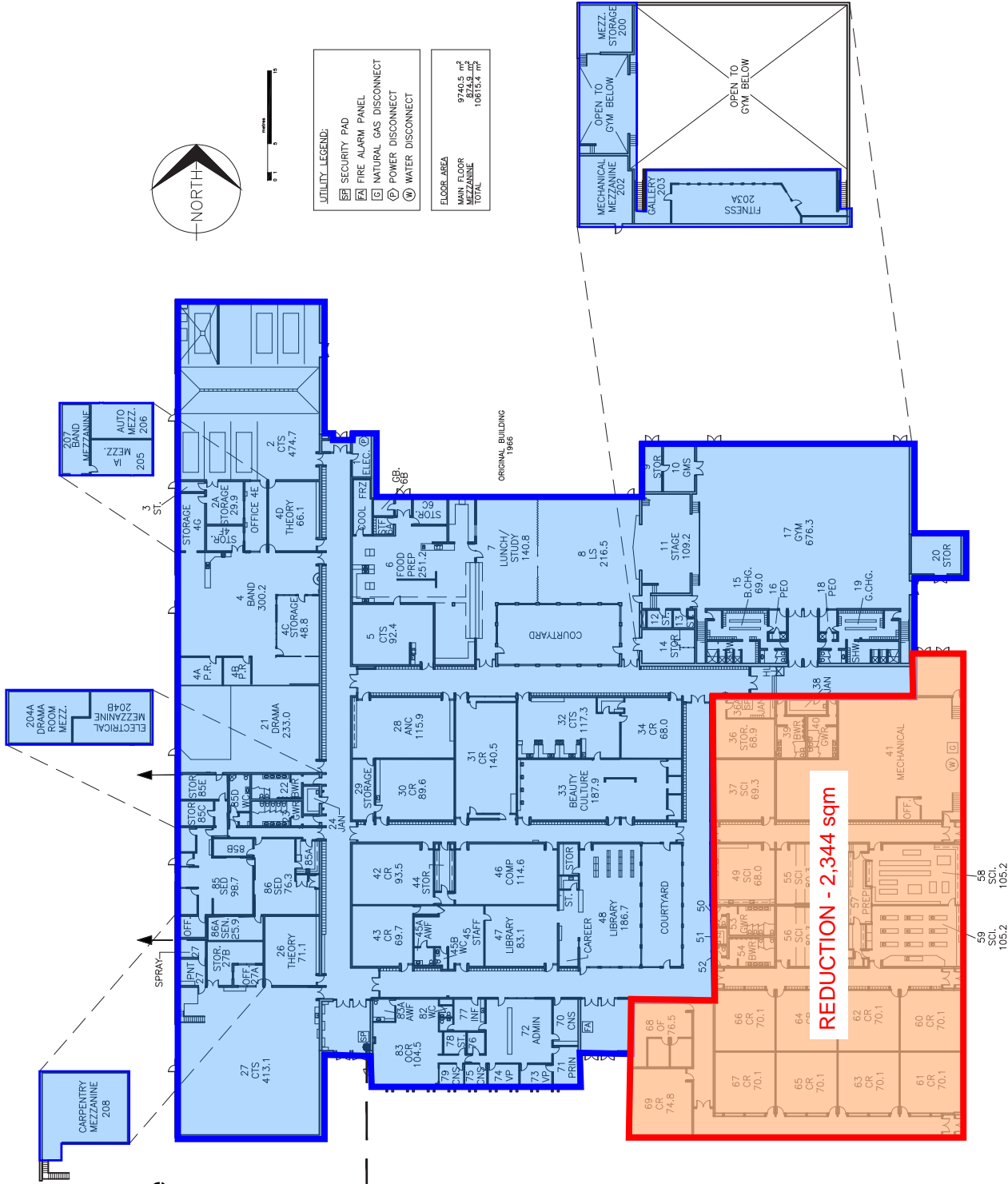
Facility Services



OPTION 3: MODERNIZE A.L. HORTON AS A K-4 AND MODERNIZE VCHS AS A 5-12, REDUCE AREA FOR BOTH

This floor plan demonstrates a more realistic reduction of 2,344 sqm. While not meeting the area guidelines, it does ensure that the school can remain functional.

LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE



UTILITY LEGEND:

- ⊠ SECURITY PAD
- ⊠ FIRE ALARM PANEL
- ⊠ NATURAL GAS DISCONNECT
- ⊠ POWER DISCONNECT
- ⊠ WATER DISCONNECT

ELOOR AREA

9740.5 m ²
824.9 m ²
10815.4 m ²
TOTAL

BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

VEGREVILLE COMPOSITE HIGH SCHOOL

Elk Island Public Schools
Facility Services

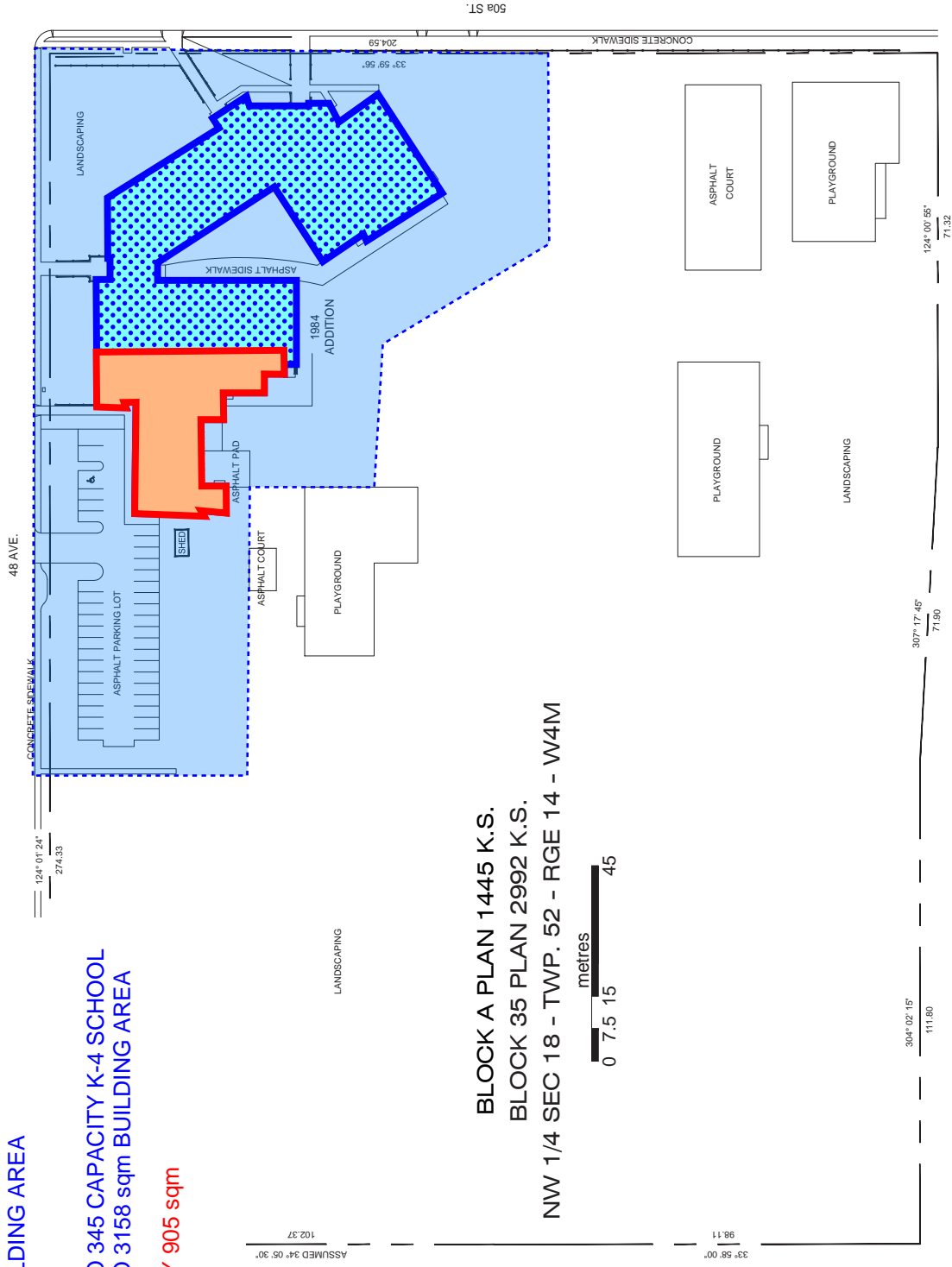


DATE OCTOBER 14, 2021

OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

SHRINK & MODERNIZE BUILDING
 345 CAPACITY K-6
 3185 sqm BUILDING AREA
 SITE WORK

- ▶ REDUCE TO 345 CAPACITY K-4 SCHOOL
- ▶ REDUCE TO 3158 sqm BUILDING AREA
- ▶ **REDUCE BY 905 sqm**
- 22%



BLOCK A PLAN 1445 K.S.
 BLOCK 35 PLAN 2992 K.S.
 NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M



 <p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE</p>	SITE PLAN	
		E.I. File	ALH04SBB
		F.C.	869
		S.C.	3611
		Sheet	1 of 5
		DATE:	May 12, 2022

OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

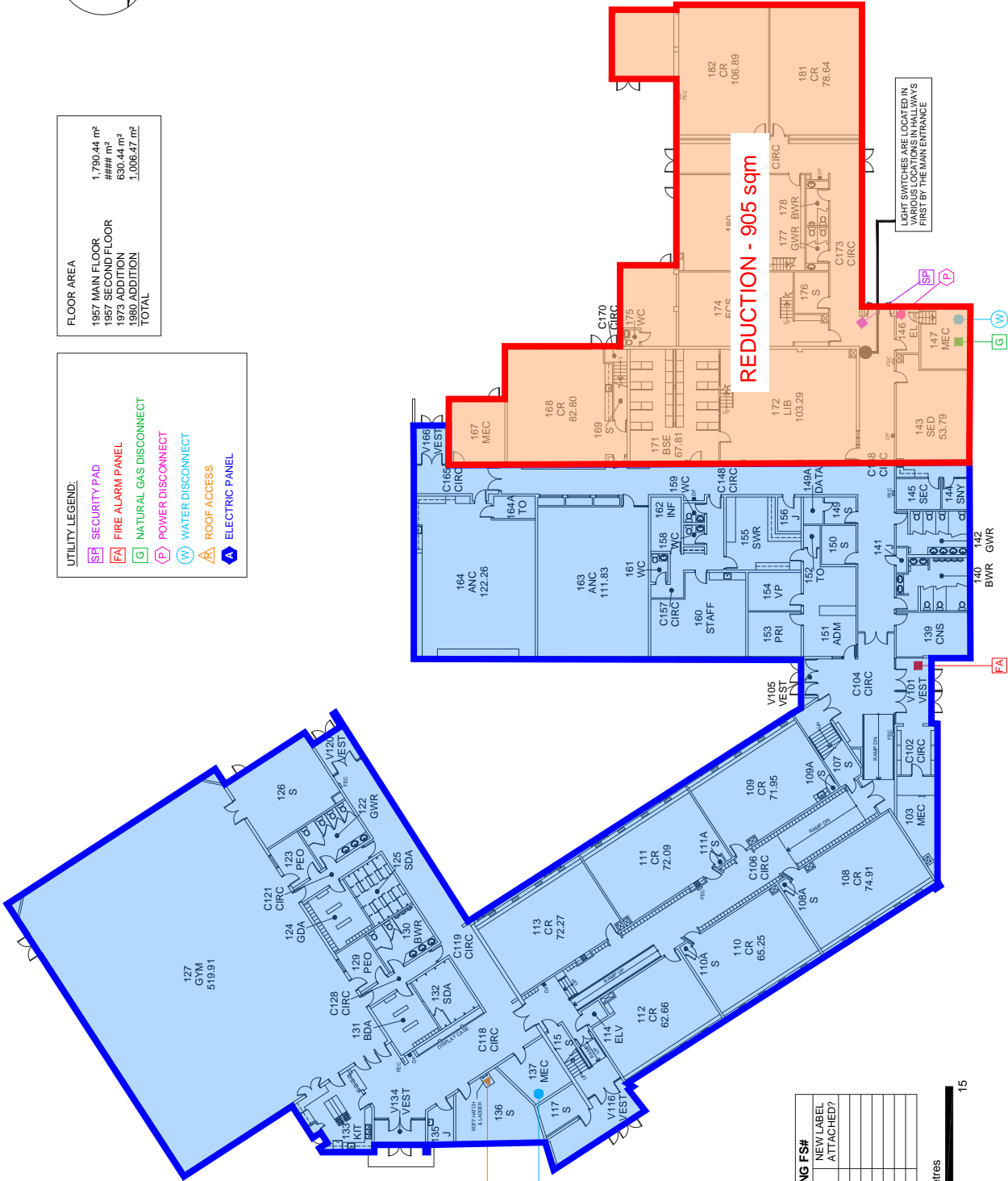


FLOOR AREA

1957 MAIN FLOOR	1,790.44 m ²
1957 SECOND FLOOR	##m ²
1973 ADDITION	630.44 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

	SECURITY PAD
	FIRE ALARM PANEL
	NATURAL GAS DISCONNECT
	POWER DISCONNECT
	WATER DISCONNECT
	ROOF ACCESS
	ELECTRIC PANEL



REDUCTION - 905 sqm

LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

MISSING FS#

NEW LABEL	NEW LABEL ATTACHED?
109A	
109B	
110A	
110B	
203A	
206A	



<p>Elk Island Public Schools Facility Services</p>	<p>A.L. HORTON ELEMENTARY</p> <p>5037 - 48 AVE., VEGREVILLE</p>		<p>F1 UTILITY PLAN</p>		E.I. File	ALH04SB	
					F.C.	869	
					S.C.	3611	
				DATE:	May 12, 2022	Sheet	2 of 5

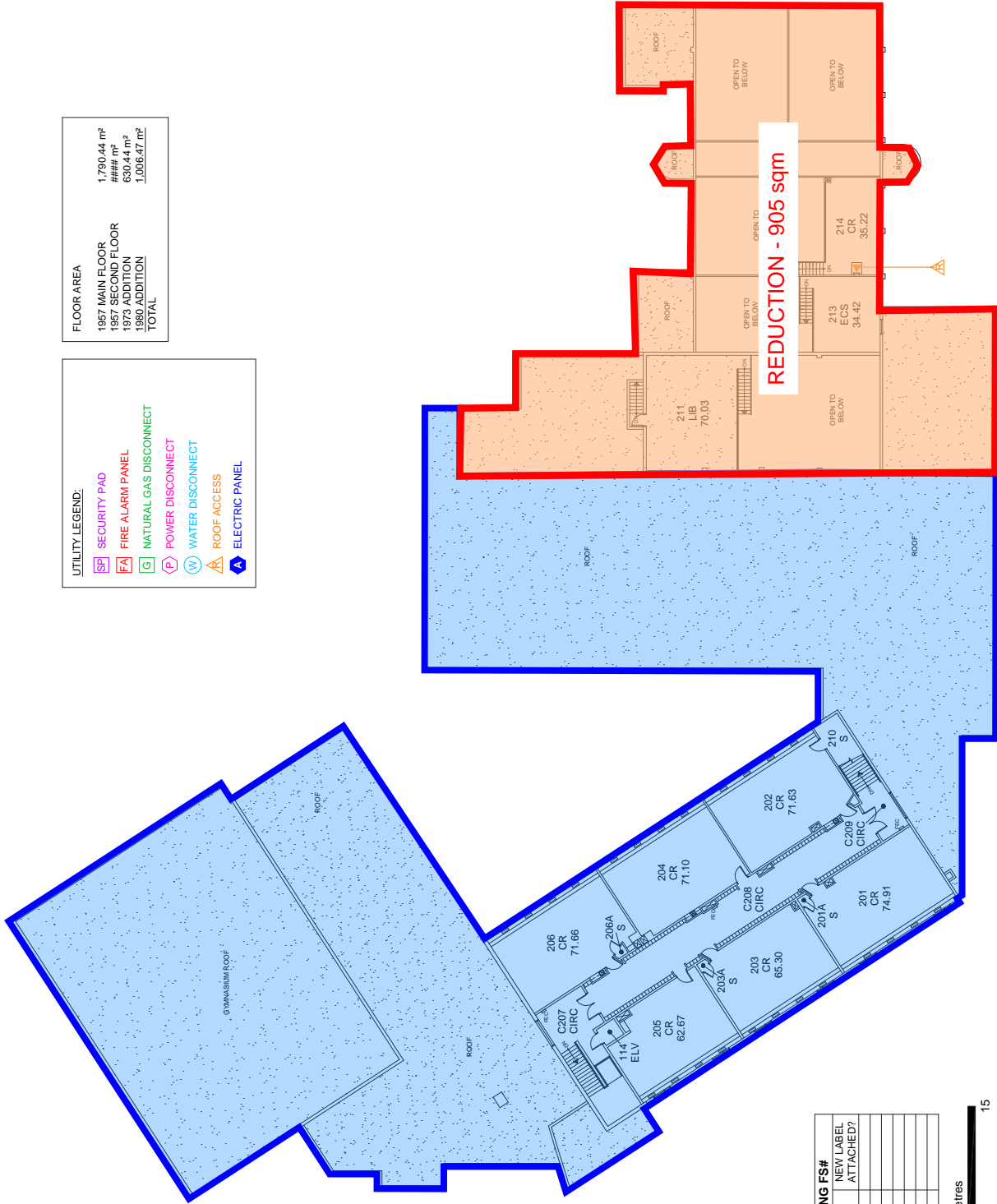
OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH



FLOOR AREA	1,790.44 m ²
1987 MAIN FLOOR	414.17 m ²
1987 SECOND FLOOR	630.41 m ²
1975 ADDITION	630.41 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

- SECURITY PAD
- FIRE ALARM PANEL
- NATURAL GAS DISCONNECT
- POWER DISCONNECT
- WATER DISCONNECT
- ROOF ACCESS
- ELECTRIC PANEL



MISSING FS#	NEW LABEL ATTACHED?
108A	
109A	
110A	
111A	
201A	
203A	
206A	



E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	3 of 5

F2 UTILITY PLAN	DATE: May 12, 2022
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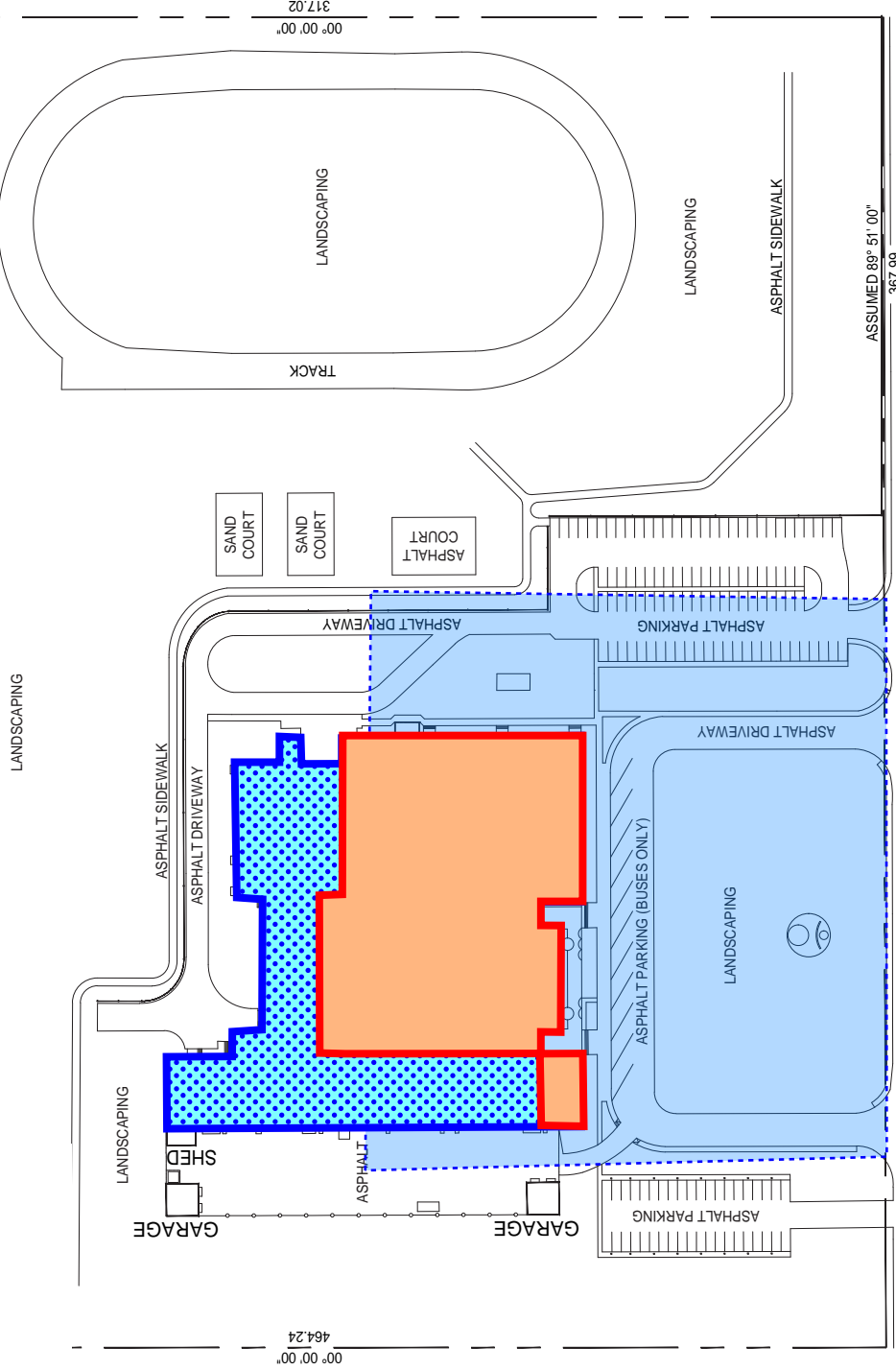
A.L. HORTON ELEMENTARY
5037 - 48 AVE., VEGREVILLE

Elk Island Public Schools Facility Services



OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

SHRINK & MODERNIZE BUILDING
 435 CAPACITY 7-12
 3966 sqm BUILDING AREA
 SITE WORK



55 AVE.

BLOCK G PLAN 1825 N.Y.

S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
 VEGREVILLE ALBERTA

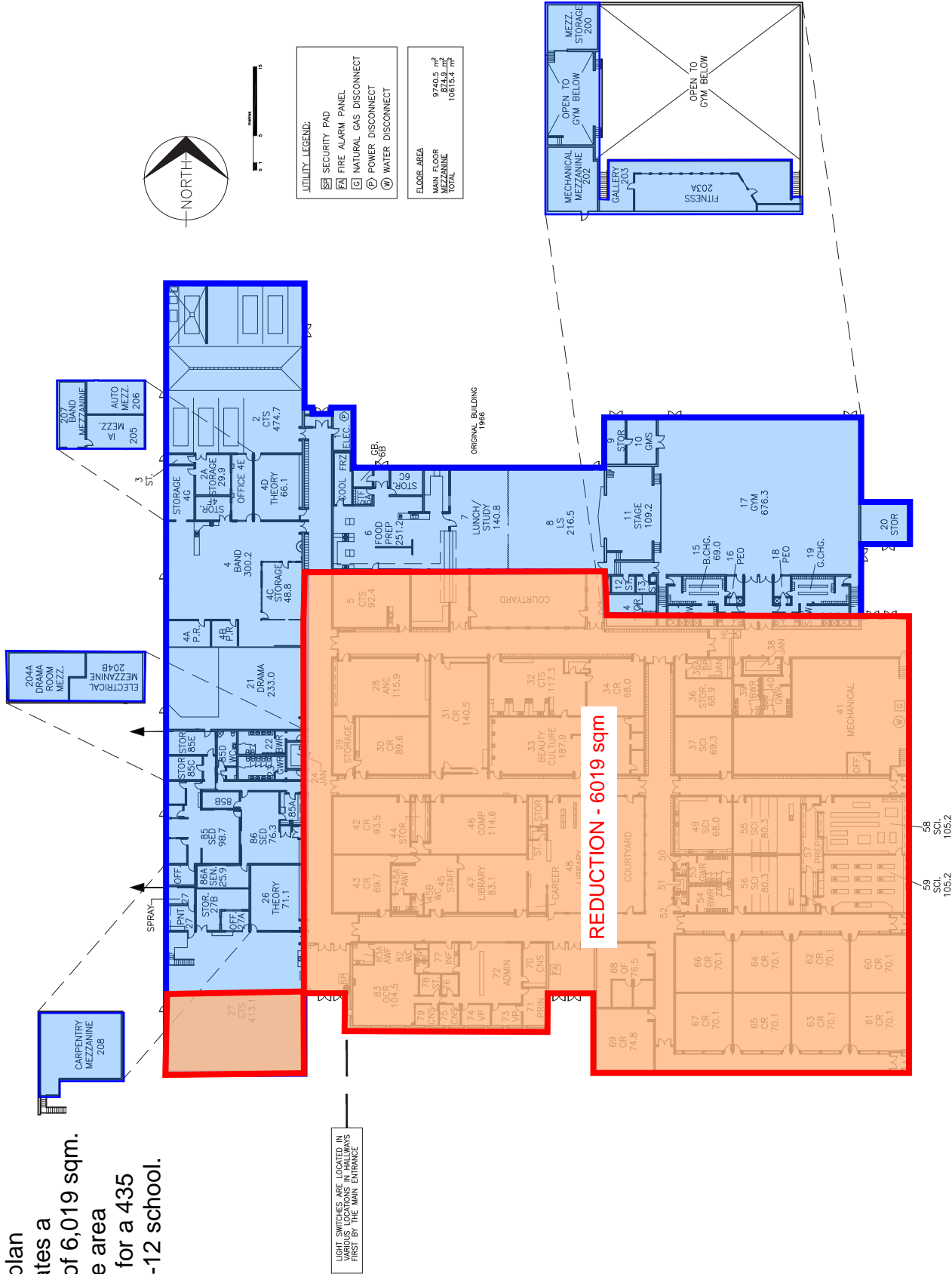


- ▶ REDUCE TO 435 CAPACITY SCHOOL
- ▶ REDUCE TO 3966 sqm BUILDING AREA
- ▶ REDUCE BY 6019 sqm - 60%

 <p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH</p> <p>6426 - 55 AVE., VEGREVILLE</p>	<p>SITE PLAN</p>	E.I. File	VJS46SBB
			F.C.	868
			S.C.	3610
DATE: May 16, 2022		Sheet	1 of 3	

OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

This floor plan demonstrates a reduction of 6,019 sqm. to meet the area guidelines for a 435 capacity 7-12 school.



BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

FLOOR PLAN

VEGREVILLE
COMPOSITE HIGH SCHOOL

Elk Island Public Schools
Facility Services

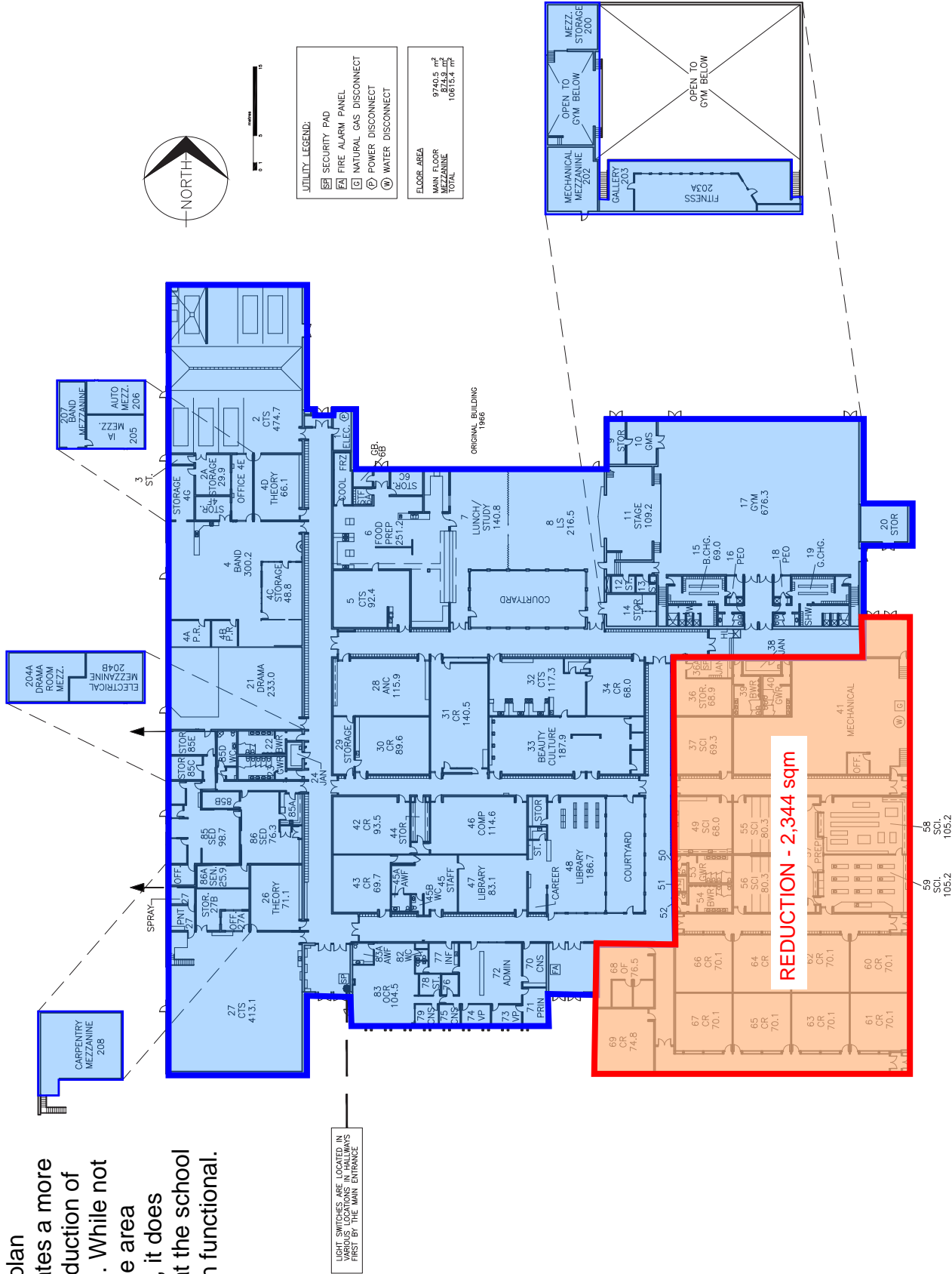


6426 - 55 AVE., VEGREVILLE

DATE OCTOBER 14, 2021

OPTION 4: MODERNIZE A.L. HORTON AS A K-6 AND MODERNIZE VCHS AS A 7-12, REDUCE AREA FOR BOTH

This floor plan demonstrates a more realistic reduction of 2,344 sqm. While not meeting the area guidelines, it does ensure that the school can remain functional.



LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

FLOOR PLAN	DATE OCTOBER 14, 2021
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VEGREVILLE COMPOSITE HIGH SCHOOL

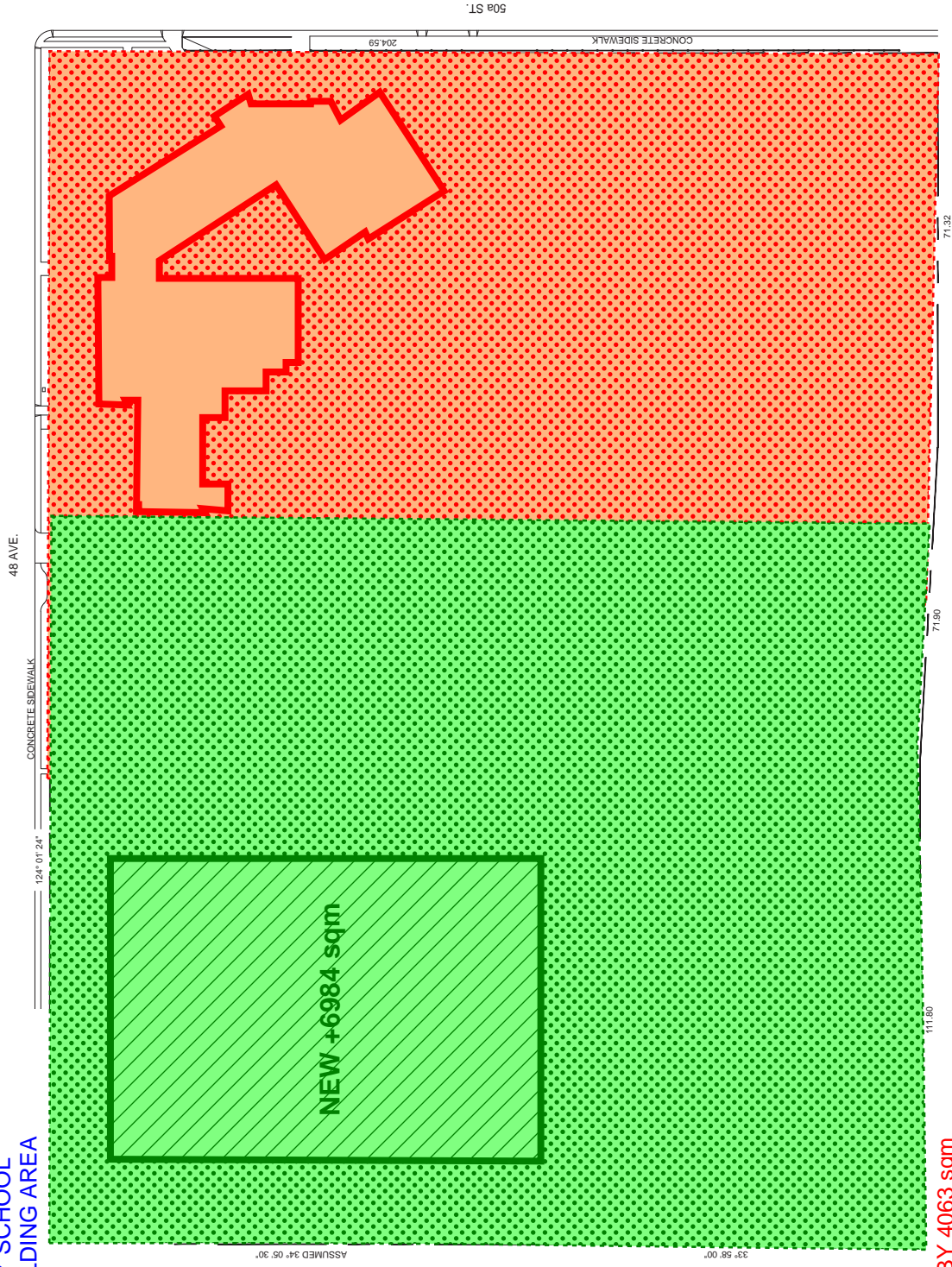
6426 - 55 AVE., VEGREVILLE

Elk Island Public Schools
Facility Services



OPTION 5: DEMOLISH A.L. HORTON AND VCHS ON EITHER OR NEW SITE & BUILD A NEW K-12 REPLACEMENT SCHOOL TO AREA GUIDE ON EITHER OR NEW SITE

DEMOLISH BUILDING & SITE
 453 CAPACITY SCHOOL
 4063 sqm BUILDING AREA



▲ **REDUCE BY 4063 sqm**
 - 100%

▲ **REBUILT TO 765 CAPACITY K-12 SCHOOL**
 ▲ **REBUILT TO 6984 sqm BUILDING AREA**

Attachment 2

E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

SITE PLAN
 DATE: May 12, 2022

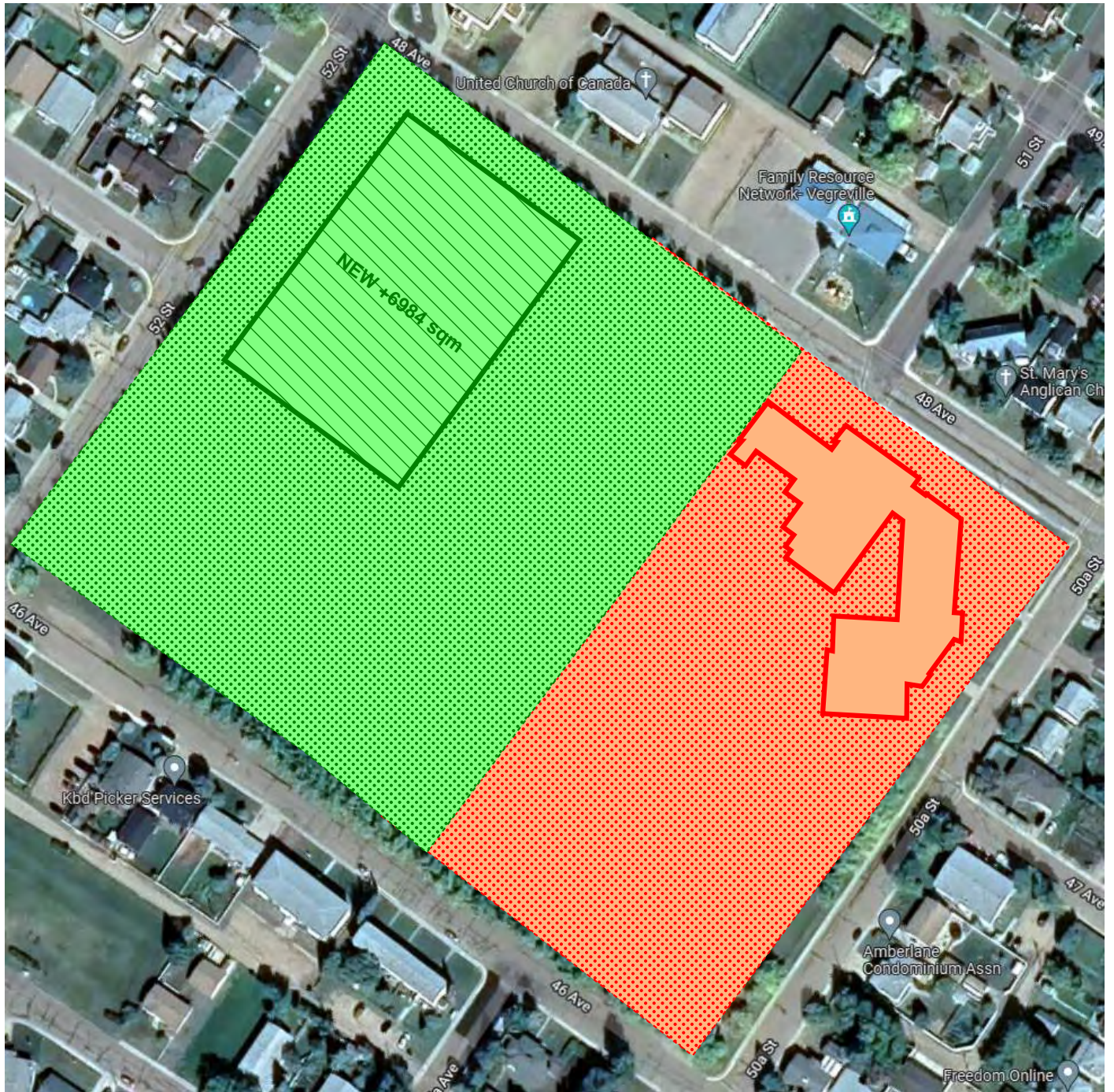
**A.L. HORTON
 ELEMENTARY**
 5037 - 48 AVE., VEGREVILLE

**Elk Island Public Schools
 Facility Services**



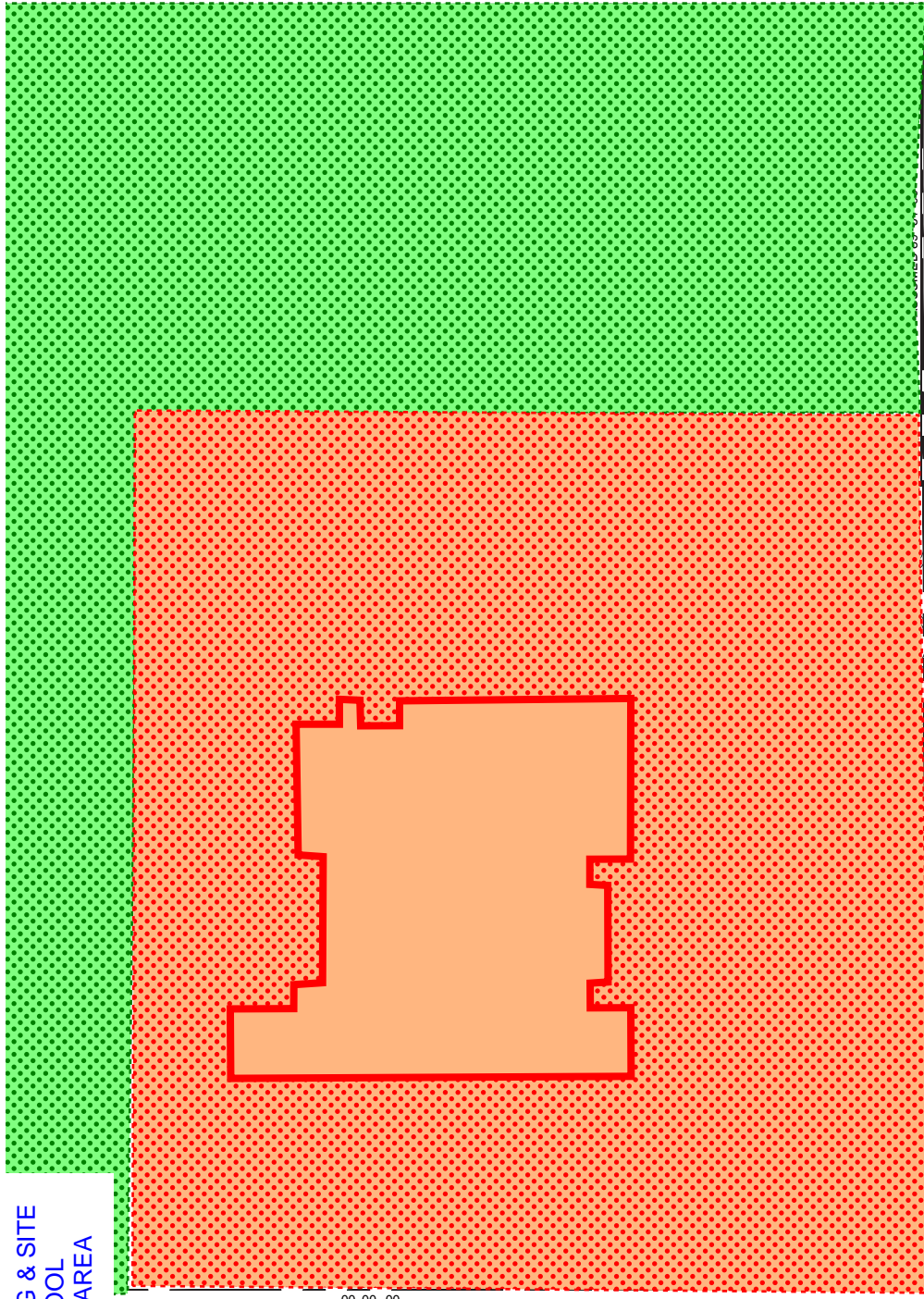
e.) Site Observations

A.L. Horton Elementary School



OPTION 5: DEMOLISH A.L. HORTON AND VCHS ON EITHER OR NEW SITE & BUILD A NEW K-12 REPLACEMENT SCHOOL TO AREA GUIDE ON EITHER OR NEW SITE

DEMOLISH BUILDING & SITE
 971 CAPACITY SCHOOL
 9985 sqm BUILDING AREA



NEW +6984 sqm

▶ **REDUCE BY 9985 sqm**
 - 100%

▶ **REBUILT TO 765 CAPACITY K-12 SCHOOL**
 ▶ **REBUILT TO 6984 sqm BUILDING AREA**

55 AVE.

BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA



Attachment 2



Elk Island Public Schools
 Facility Services

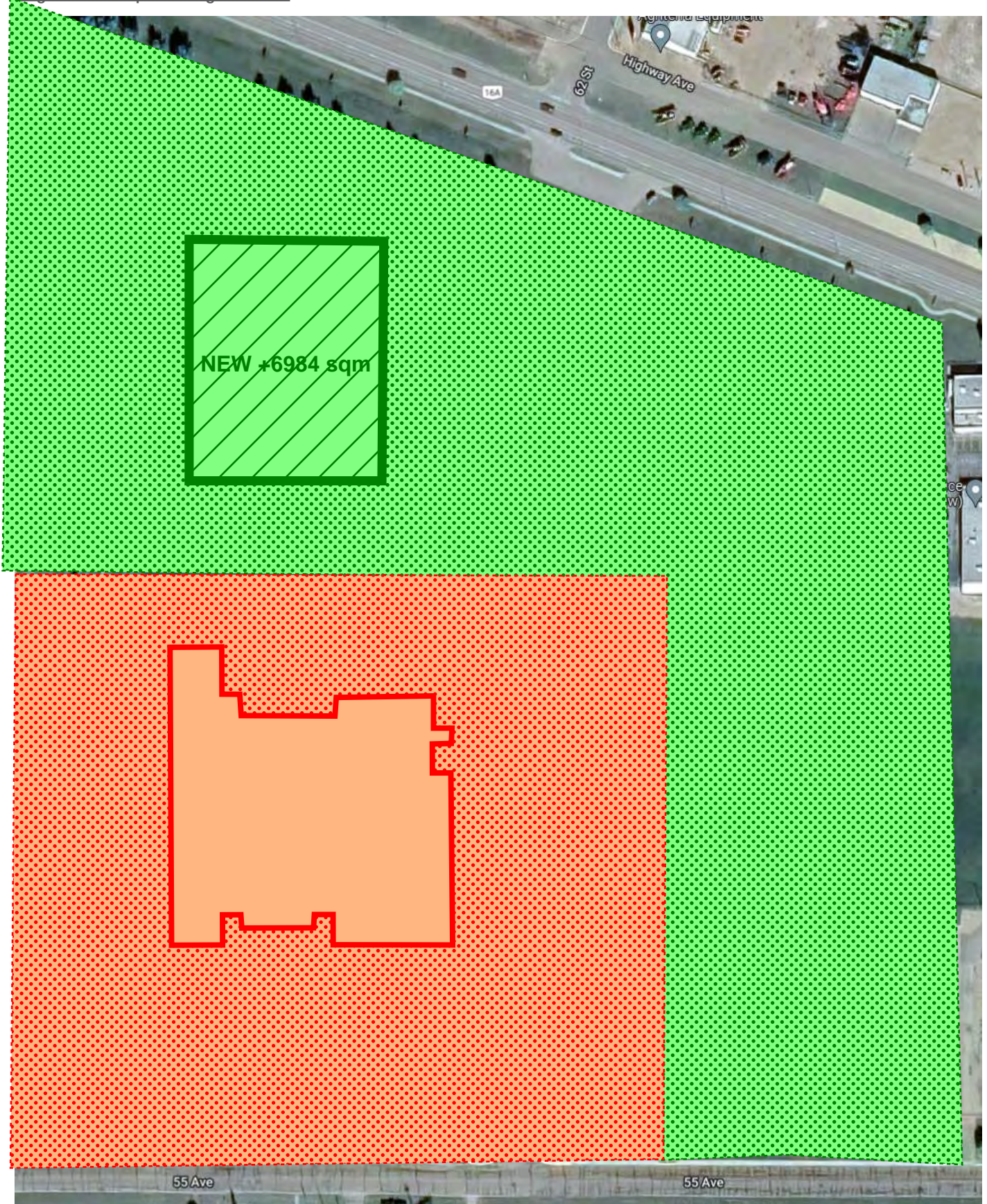
VEGREVILLE COMPOSITE HIGH

6426 - 55 AVE., VEGREVILLE

SITE PLAN

E.I. File	VJS46SBB
F.C.	868
S.C.	3610

Vegreville Composite High School



**OPTION 6: DEMOLISH BOTH SCHOOLS (REDUCE AREAS)
& BUILD TWO SEPARATE REPLACEMENT SCHOOLS TO AREA GUIDE (ADJUST AREAS) ON EITHER OR BOTH OR NEW**

DEMOLISH BUILDING & SITE
453 CAPACITY SCHOOL
4063 sqm BUILDING AREA



Page 132 of 150
REDUCE BY 4063 sqm
 - 100%

REBUILT TO 400 CAPACITY K-6 ELEMENTARY SCHOOL
 REBUILT TO 3504 sqm BUILDING AREA

Attachment 2



Elk Island Public Schools
Facility Services

A.L. HORTON
ELEMENTARY
5037 - 48 AVE., VEGREVILLE

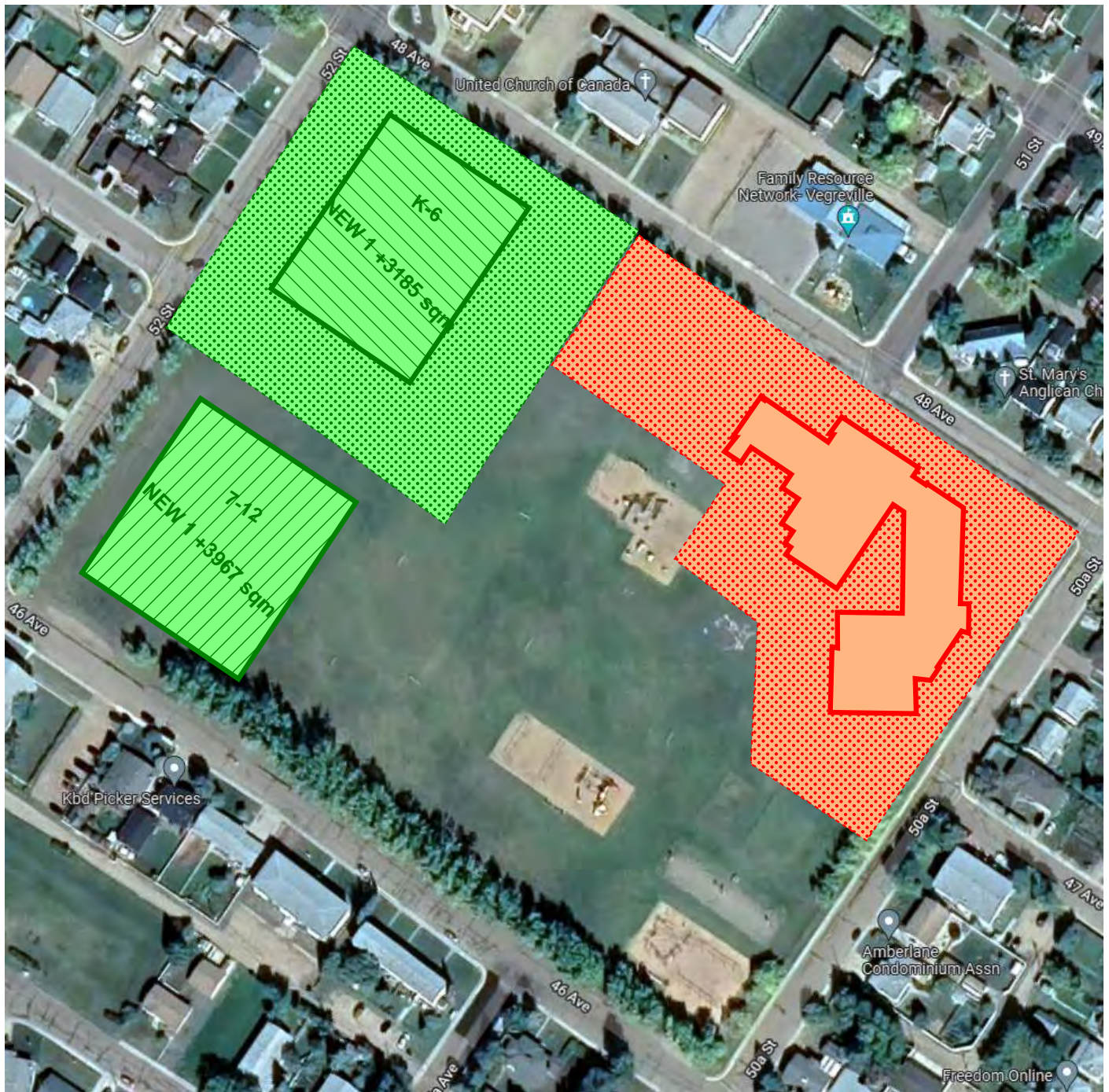
SITE PLAN

E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

DATE: May 12, 2022

e.) Site Observations

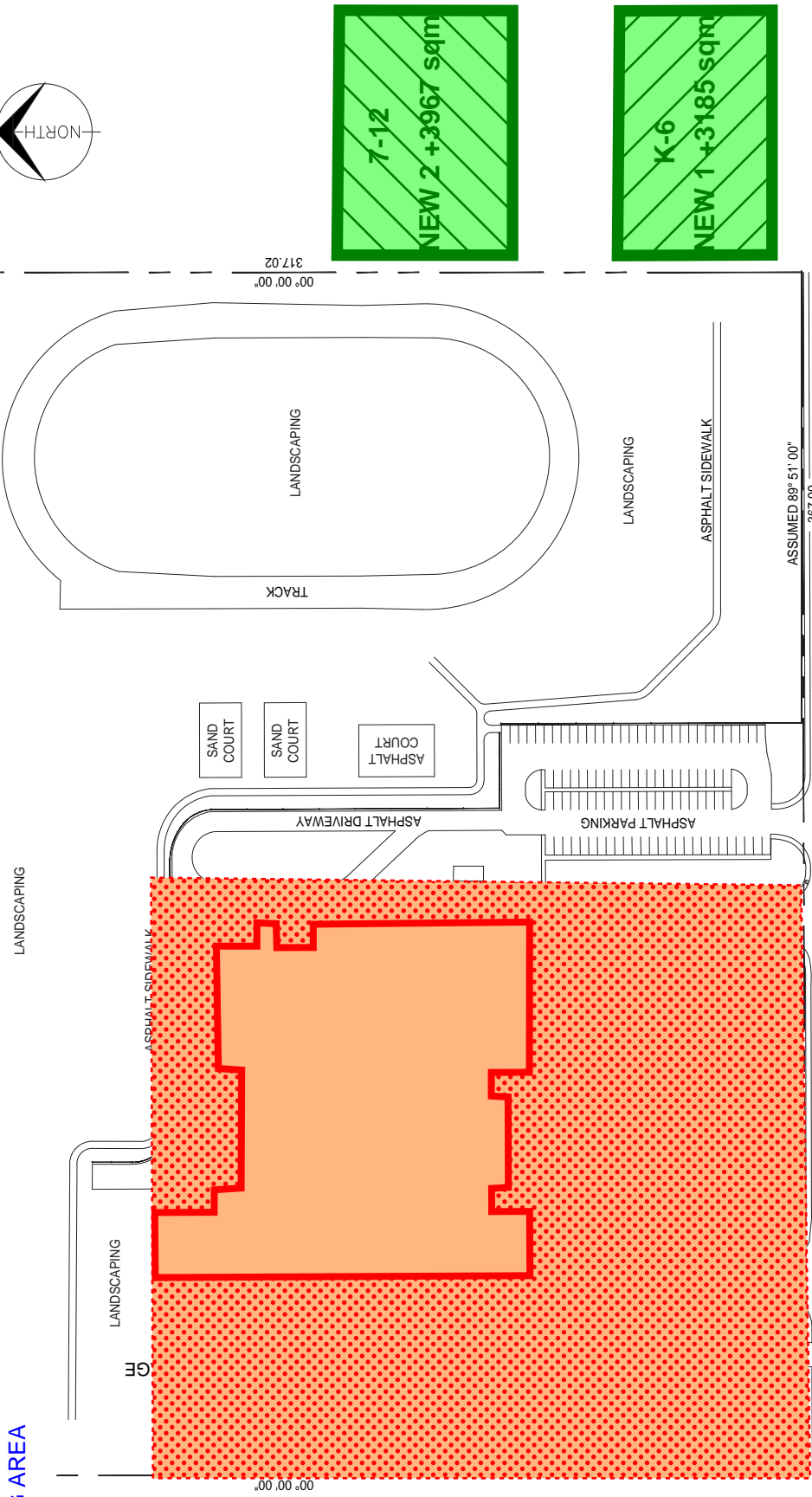
A.L. Horton Elementary School



OPTION 6: DEMOLISH BOTH SCHOOLS (REDUCE AREAS)

& BUILD TWO SEPARATE NEW SCHOOLS TO AREA GUIDE (ADJUST AREAS) ON EITHER OR BOTH OR NEW SITES

DEMOLISH BUILDING & SITE
 971 CAPACITY SCHOOL
 9985 sqm BUILDING AREA



▶ **REDUCE BY 9985 sqm**
 - 100%

▶ **REBUILT TO 435 CAPACITY 7-12 HIGH SCHOOL**
 ▶ **REBUILT TO 3967 sqm BUILDING AREA**

BLOCK G PLAN 1825 N.Y.
S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
VEGREVILLE ALBERTA



Attachment 2



Elk Island Public Schools
Facility Services

VEGREVILLE COMPOSITE HIGH
 6426 - 55 AVE., VEGREVILLE

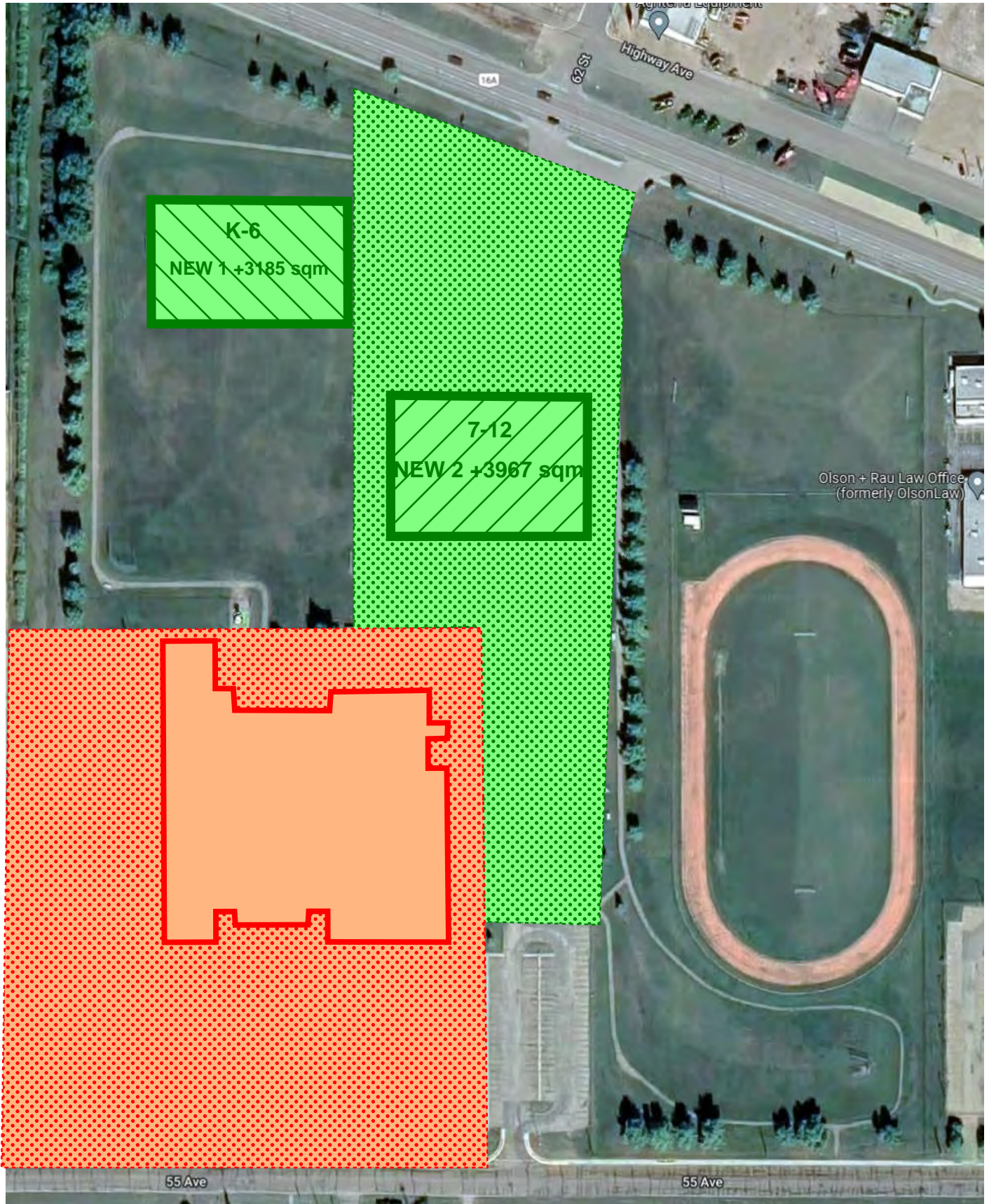
SITE PLAN

E.I. File VJS46SBB
 F.C. 868
 S.C. 3610

DATE: May 16, 2022

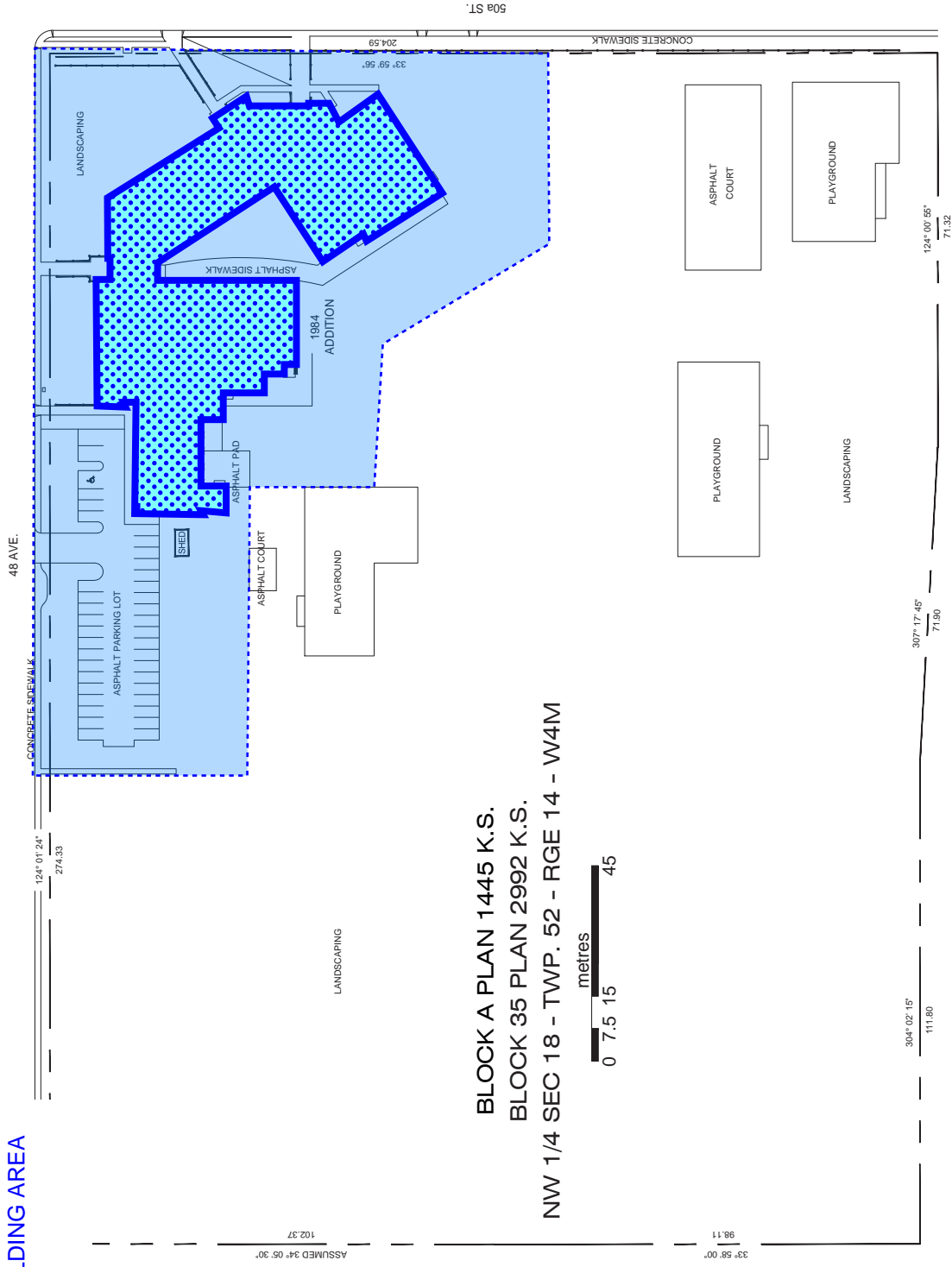
Sheet 1 of 3

Vegreville Composite High School



OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

MODERNIZE BUILDING
453 CAPACITY SCHOOL
4063 sqm BUILDING AREA



BLOCK A PLAN 1445 K.S.
BLOCK 35 PLAN 2992 K.S.
NW 1/4 SEC 18 - TWP. 52 - RGE 14 - W4M



Attachment 2

E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

SITE PLAN
DATE: May 12, 2022

**A.L. HORTON
ELEMENTARY**
5037 - 48 AVE., VEGREVILLE

**Elk Island Public Schools
Facility Services**



OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

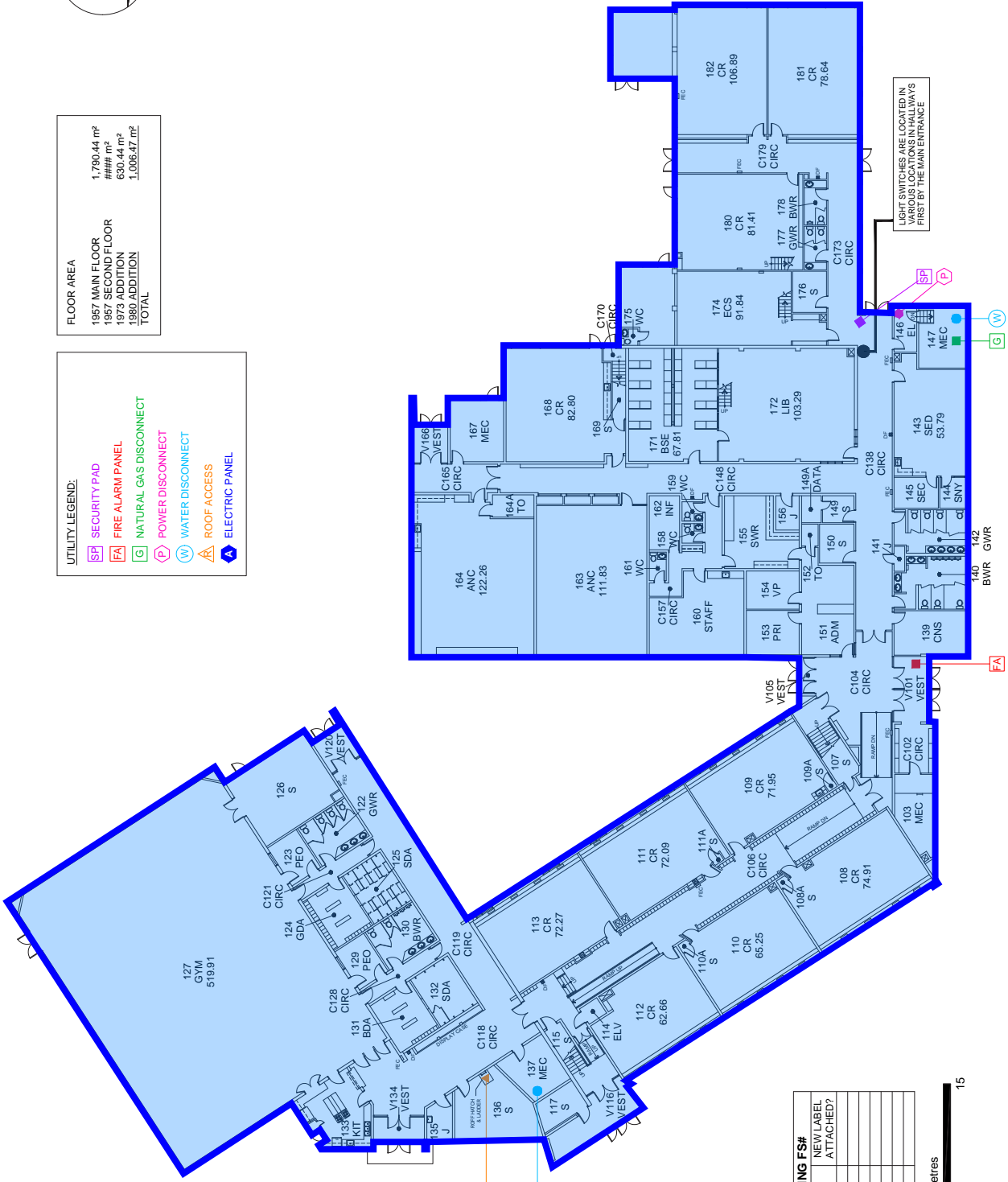


FLOOR AREA

1957 MAIN FLOOR	1,790.44 m ²
1957 SECOND FLOOR	### m ²
1973 ADDITION	630.44 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

- SECURITY PAD
- FIRE ALARM PANEL
- NATURAL GAS DISCONNECT
- POWER DISCONNECT
- WATER DISCONNECT
- ROOF ACCESS
- ELECTRIC PANEL



LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

MISSING FS#

NEW FS#	NEW LABEL ATTACHED?
109A	
109B	
110A	
110B	
203A	
206A	



E.I. File	ALH04SB
F.C.	869
S.C.	3611
Sheet	2 of 5

F1 UTILITY PLAN
DATE: May 12, 2022

A.L. HORTON ELEMENTARY
5037 - 48 AVE., VEGREVILLE

Elk Island Public Schools Facility Services



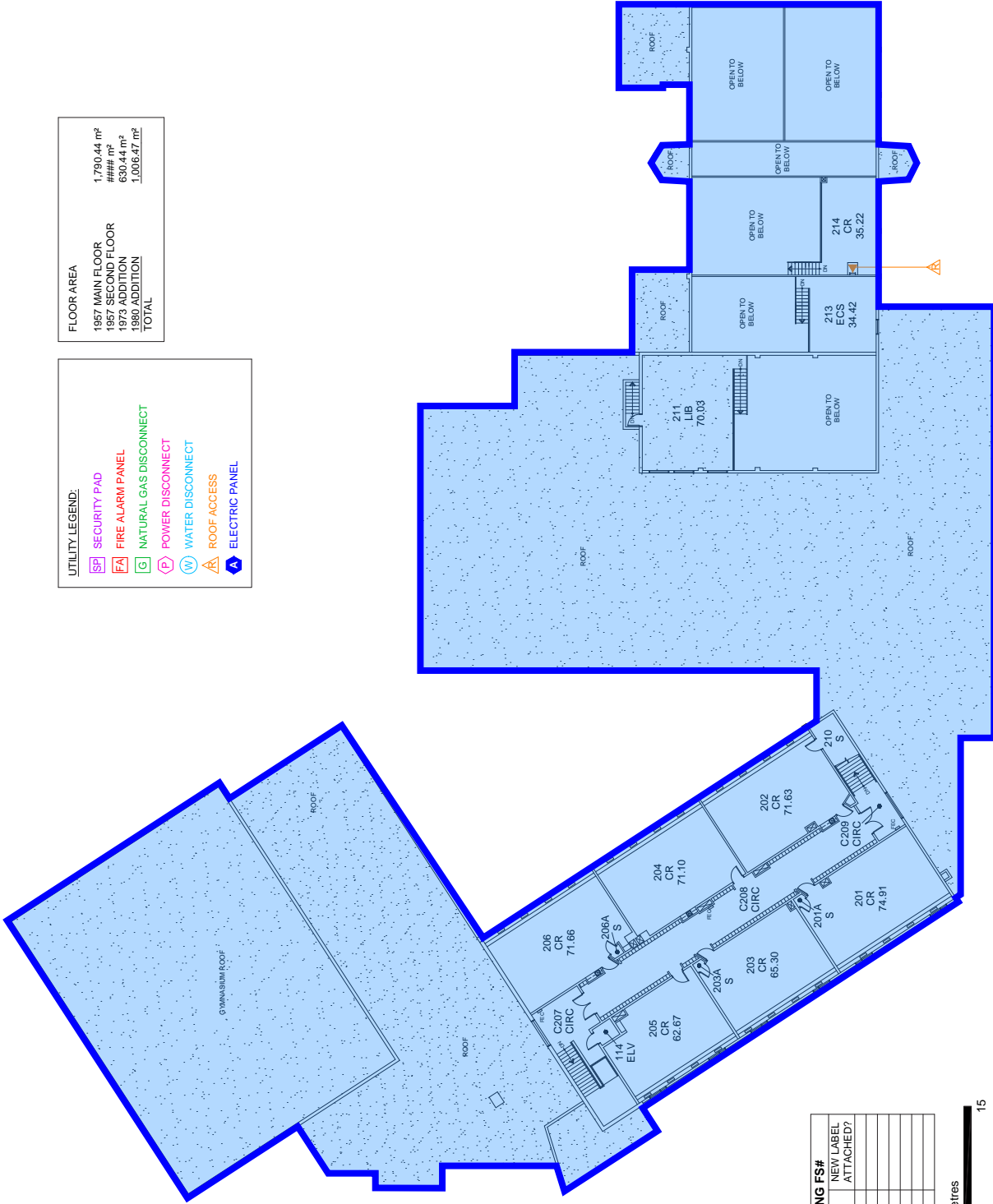
OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS



FLOOR AREA	1,790.44 m ²
1987 MAIN FLOOR	414.47 m ²
1987 SECOND FLOOR	630.41 m ²
1975 ADDITION	630.41 m ²
1980 ADDITION	1,006.47 m ²
TOTAL	

UTILITY LEGEND:

- SECURITY PAD
- FIRE ALARM PANEL
- NATURAL GAS DISCONNECT
- POWER DISCONNECT
- WATER DISCONNECT
- ROOF ACCESS
- ELECTRIC PANEL



MISSING FS#	NEW LABEL ATTACHED?
109A	
109A	
110A	
111A	
201A	
203A	
206A	

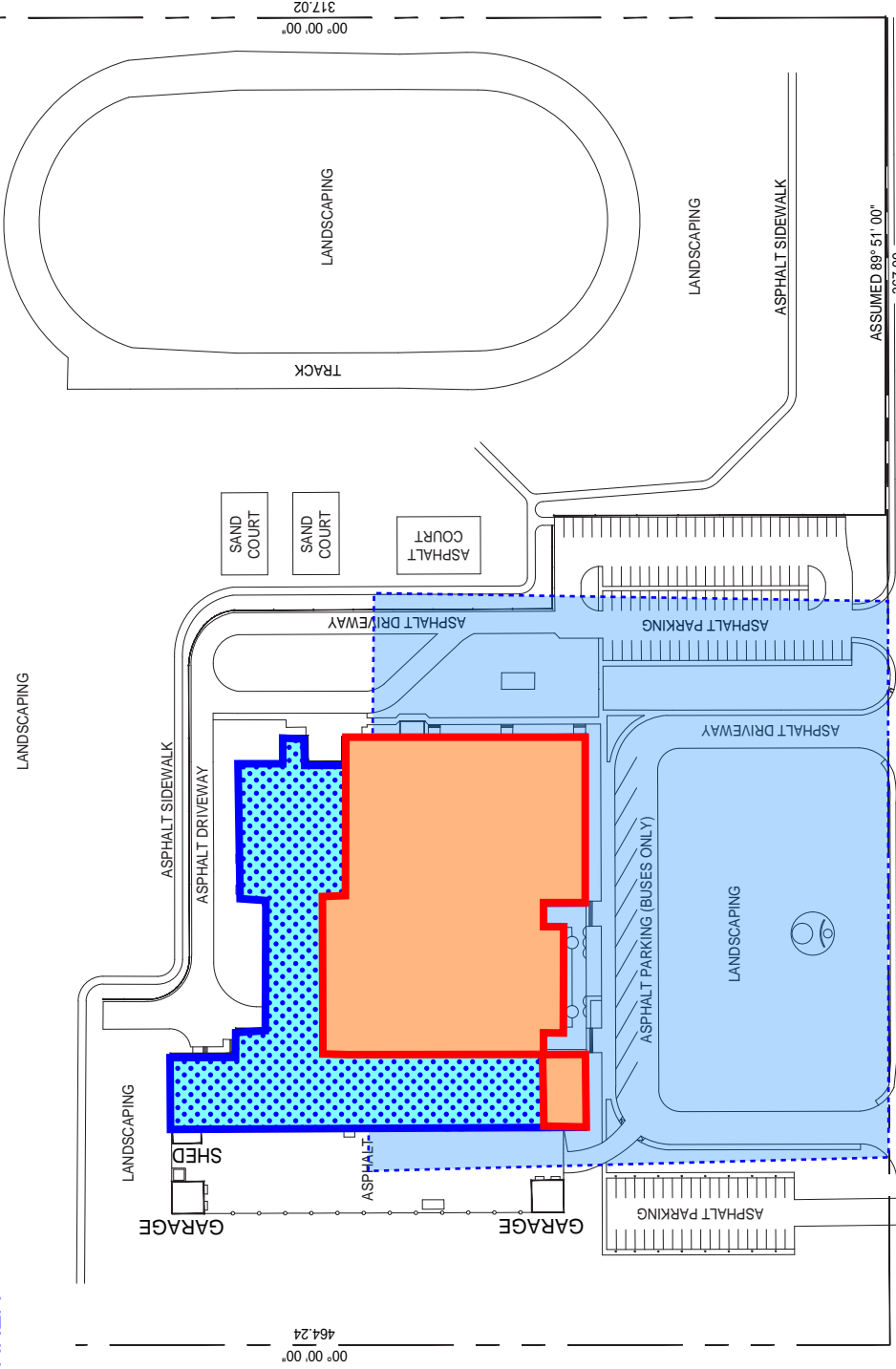


Elk Island Public Schools Facility Services	A.L. HORTON ELEMENTARY 5037 - 48 AVE., VEGREVILLE		F2 UTILITY PLAN		E.I. File	ALH04SB6
					F.C.	869
				DATE:		May 12, 2022
				S.C.	3611	Sheet
						3 of 5



OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

SHRINK & MODERNIZE BUILDING
 435 CAPACITY 7-12
 3966 sqm BUILDING AREA
 SITE WORK



BLOCK G PLAN 1825 N.Y.

S.E 1/3 SEC.24-TWP.52-RGE.15-W.4 M.
 VEGREVILLE ALBERTA



REDUCE TO 435 CAPACITY SCHOOL
 REDUCE TO 3966 sqm BUILDING AREA
 REDUCE BY 6019 sqm
 - 60%

55 AVE.

Attachment 2



Elk Island Public Schools
 Facility Services

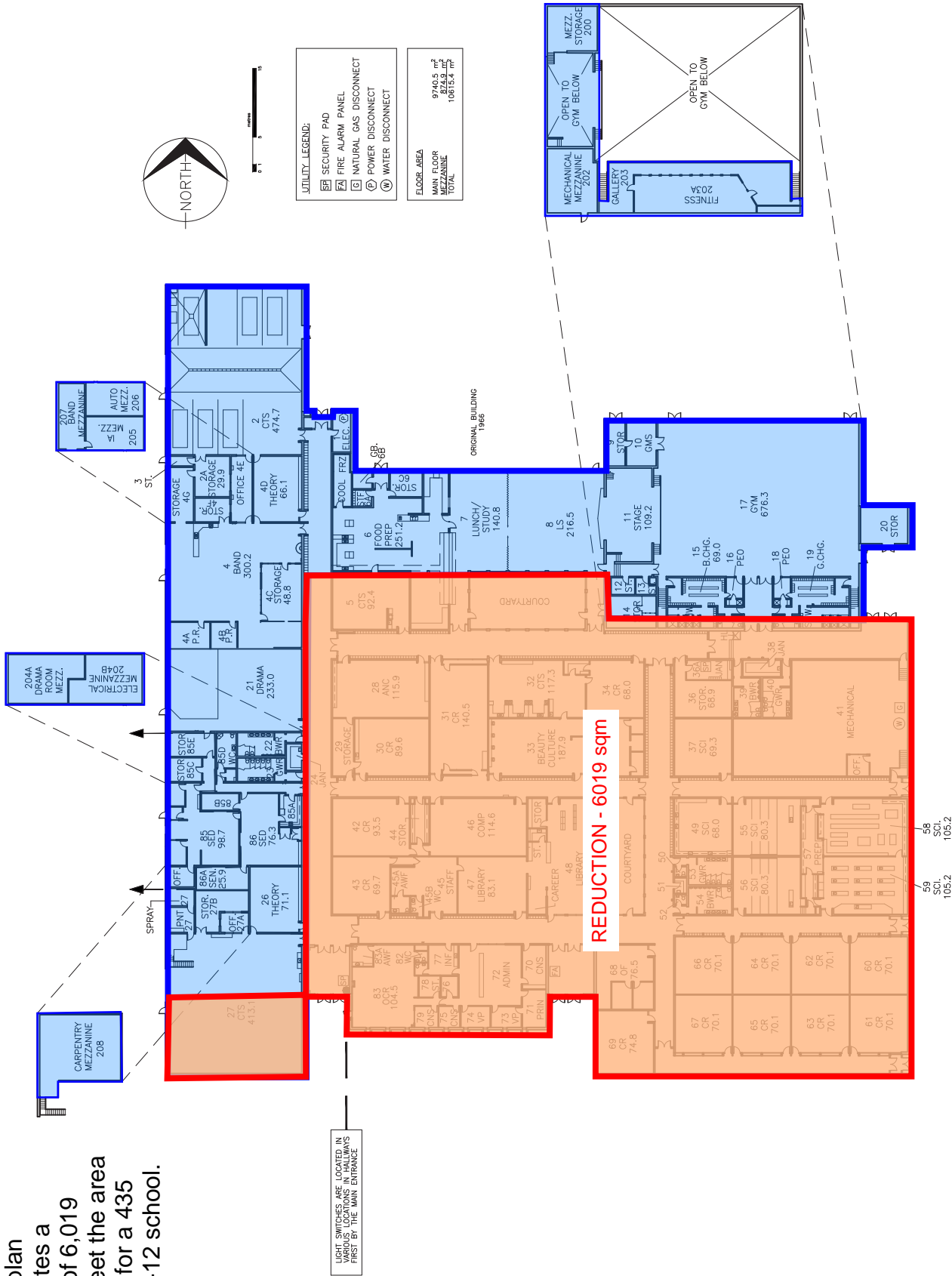
VEGREVILLE COMPOSITE HIGH
 6426 - 55 AVE., VEGREVILLE

SITE PLAN

E.I. File	VJS46SB2
F.C.	868
S.C.	3610
DATE:	May 16, 2022
Sheet	1 of 3

OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

This floor plan demonstrates a reduction of 6,019 sqm. to meet the area guidelines for a 435 capacity 7-12 school.



LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

REDUCTION - 6019 sqm

ORIGINAL BUILDING 1986



UTILITY LEGEND:

- ⊞ SECURITY PAD
- ⊞ FIRE ALARM PANEL
- ⊞ NATURAL GAS DISCONNECT
- ⊞ POWER DISCONNECT
- ⊞ WATER DISCONNECT

FLOOR AREA	9740.5 m ²
MAIN FLOOR	824.9 m ²
MEZZANINE	824.9 m ²
TOTAL	10815.4 m ²

BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

FLOOR PLAN

DATE OCTOBER 14, 2021

VEGREVILLE COMPOSITE HIGH SCHOOL

6426 - 55 AVE., VEGREVILLE

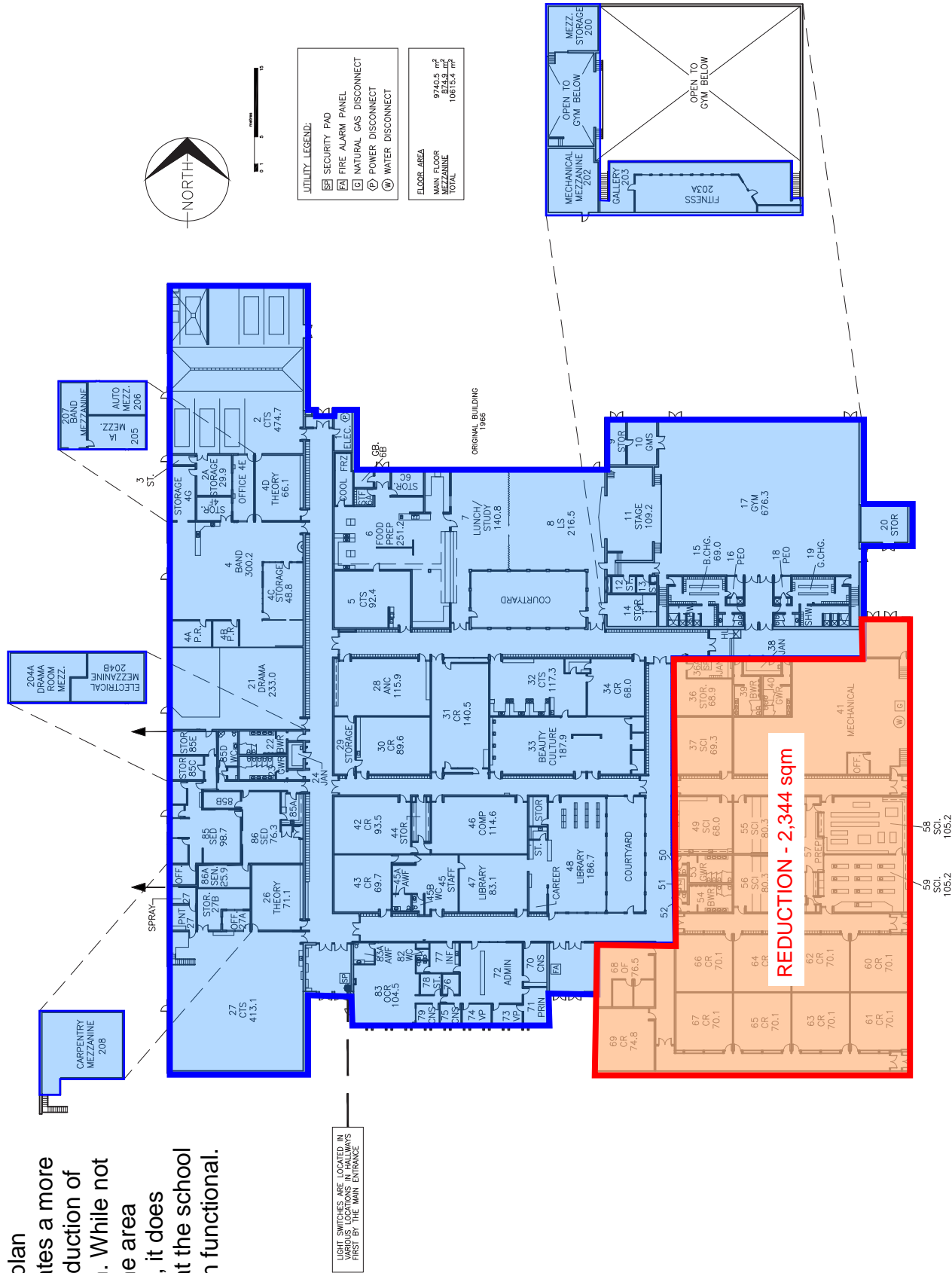
Elk Island Public Schools

Facility Services



OPTION 7: MODERNIZE A.L. HORTON, REDUCE AND MODERNIZE VCHS

This floor plan demonstrates a more realistic reduction of 2,344 sqm. While not meeting the area guidelines, it does ensure that the school can remain functional.



BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

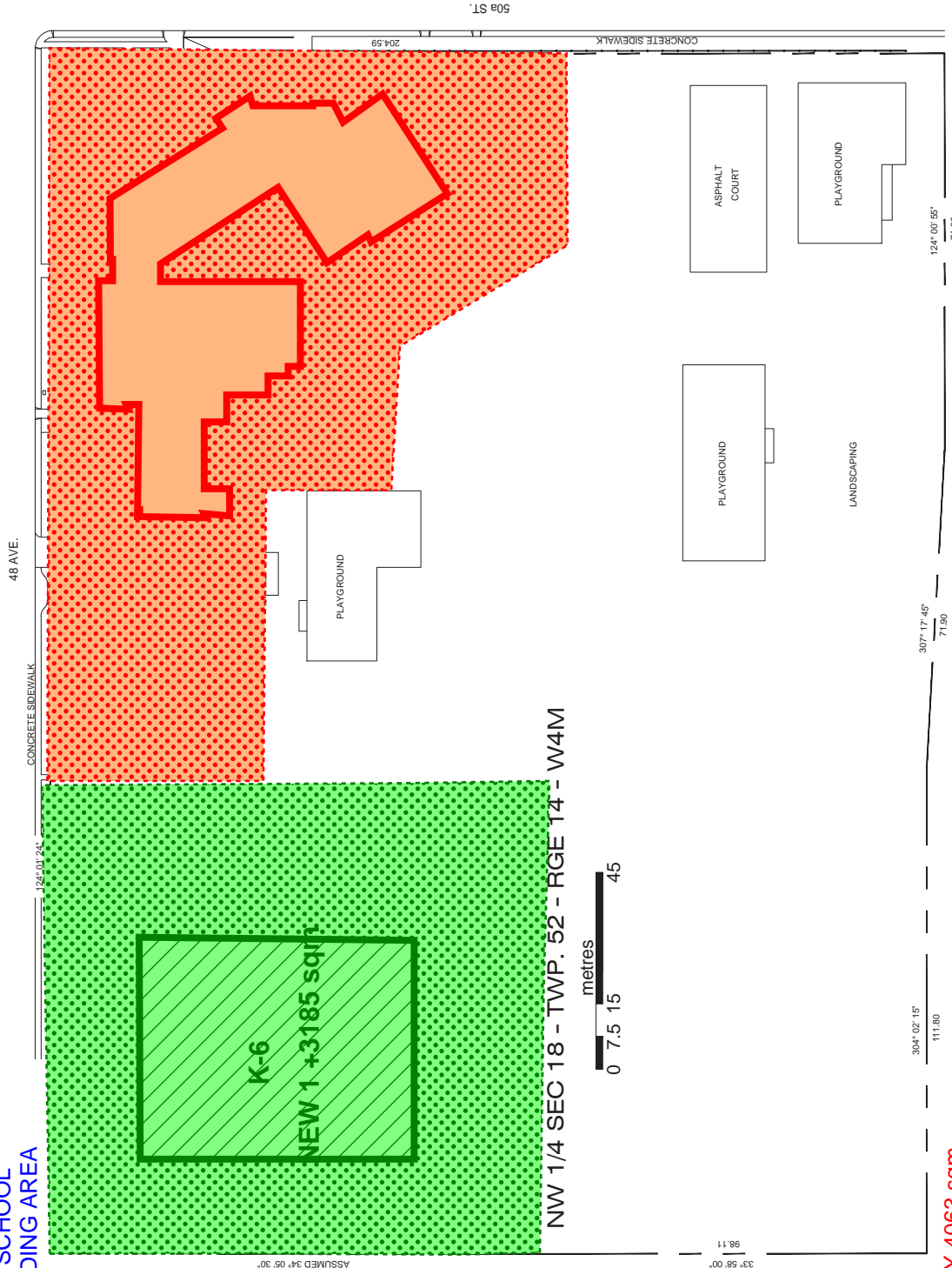
VEGREVILLE COMPOSITE HIGH SCHOOL
6426 - 55 AVE., VEGREVILLE

Elk Island Public Schools
Facility Services



OPTION 8: DEMOLISH A.L. HORTON AND BUILD REPLACEMENT ON EITHER OR NEW SITE, MODERNIZE AND REDUCE AREA FOR VCHS

DEMOLISH BUILDING & SITE
 453 CAPACITY SCHOOL
 4063 sqm BUILDING AREA



metres
 0 7.5 15 45

REDUCE BY 4063 sqm
 - 100%

REBUILT TO 400 CAPACITY K-6 ELEMENTARY SCHOOL
REBUILT TO 3504 sqm BUILDING AREA

Attachment 2



Elk Island Public Schools
 Facility Services

A.L. HORTON
ELEMENTARY
 5037 - 48 AVE., VEGREVILLE

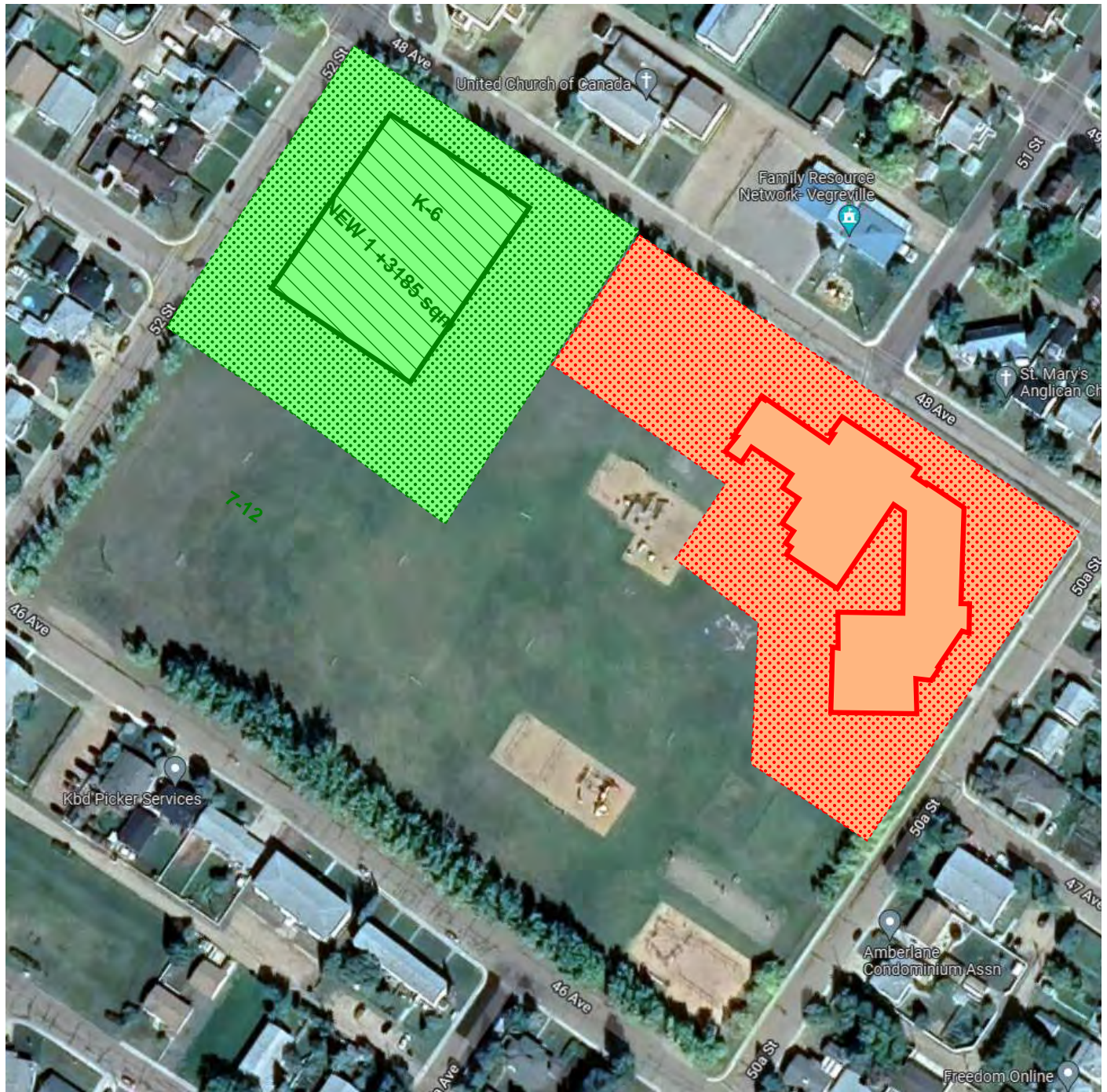
SITE PLAN

E.I. File	ALH04SBB
F.C.	869
S.C.	3611
Sheet	1 of 5

DATE: May 12, 2022

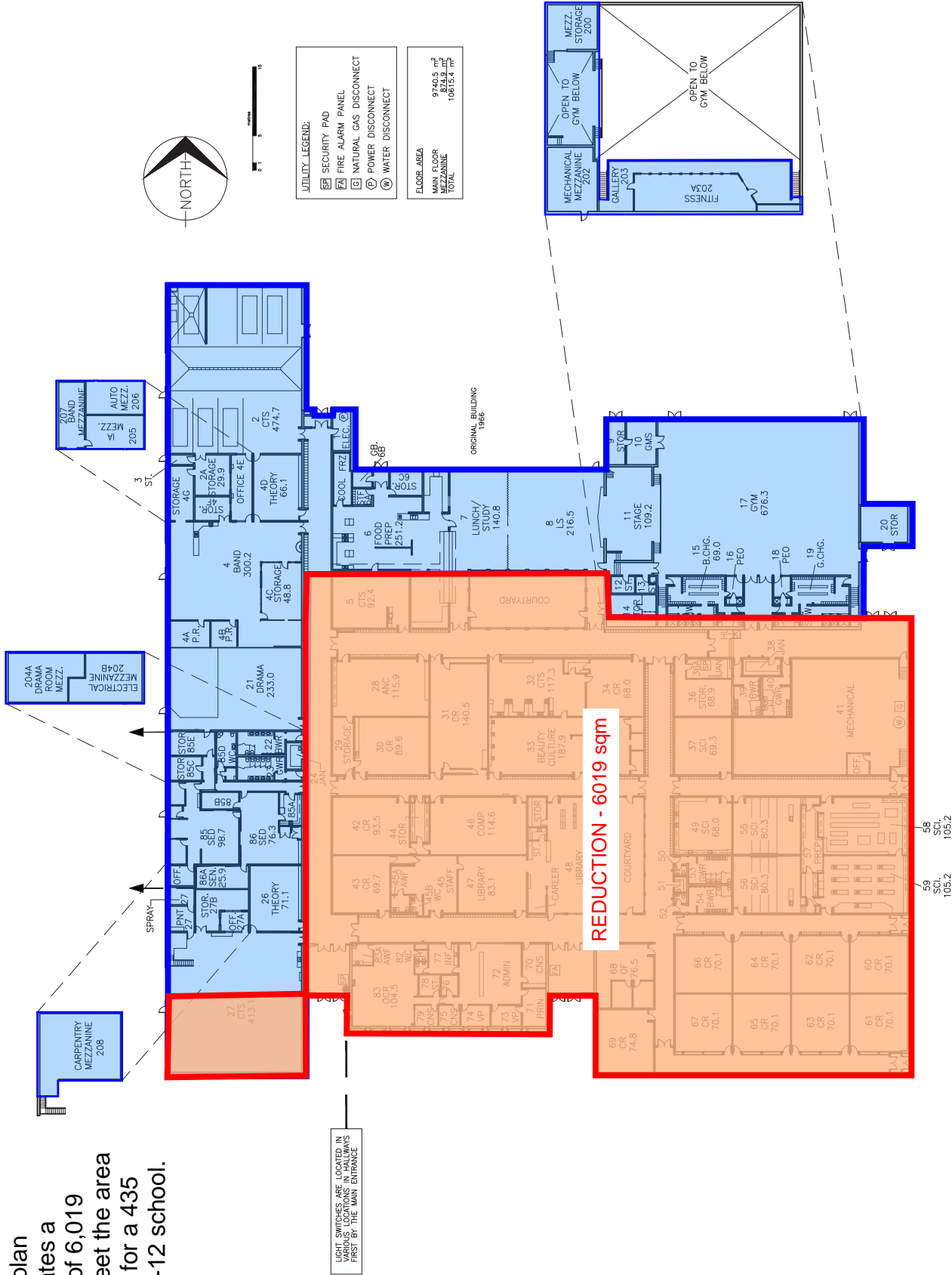
e.) Site Observations

A.L. Horton Elementary School



OPTION 8: DEMOLISH A.L. HORTON AND BUILD REPLACEMENT ON EITHER OR NEW SITE, MODERNIZE AND REDUCE AREA FOR VCHS

This floor plan demonstrates a reduction of 6,019 sqm. to meet the area guidelines for a 435 capacity 7-12 school.



REDUCTION - 6019 sqm

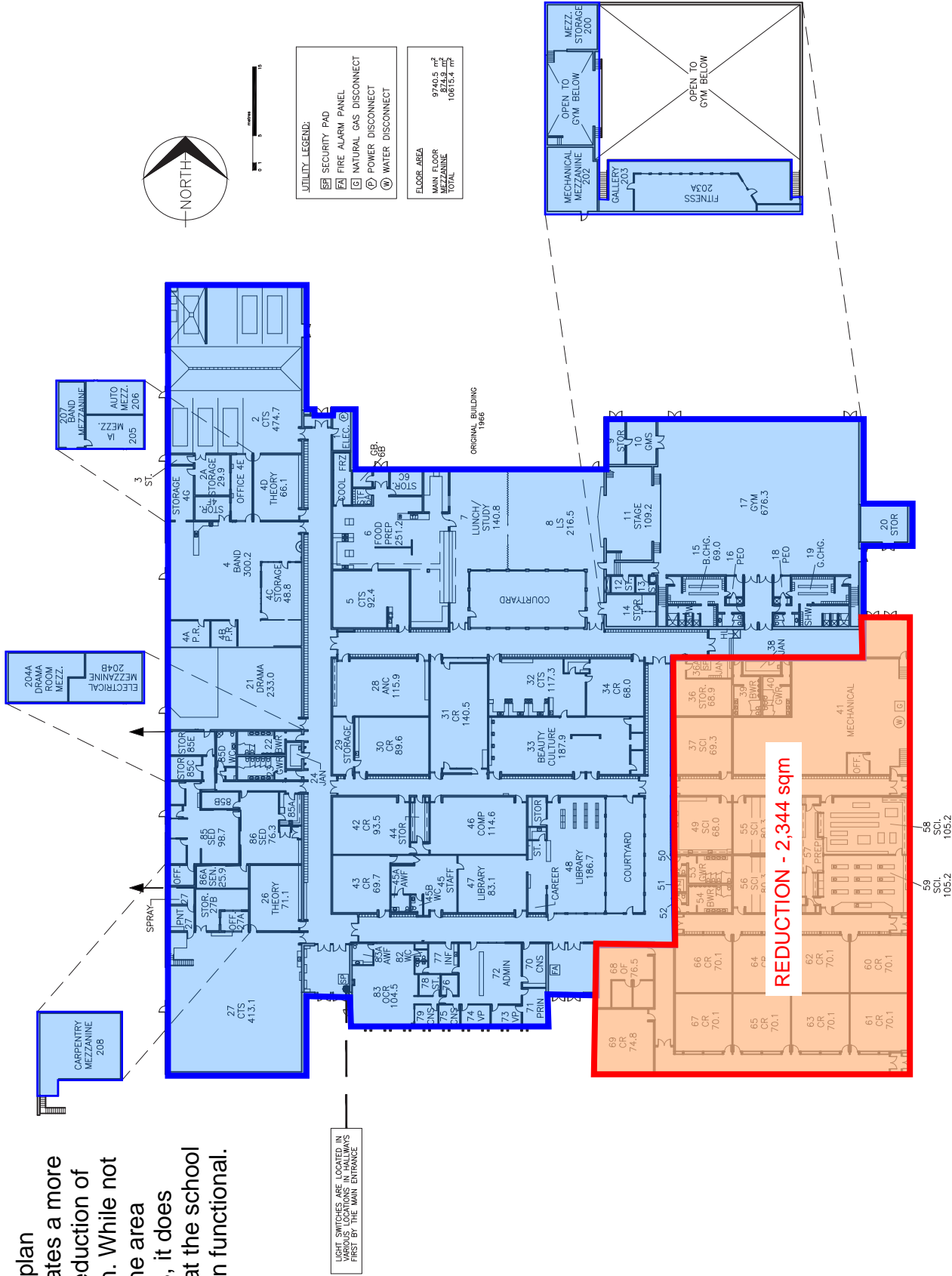
LIGHT SWITCHES ARE LOCATED IN VARIOUS LOCATIONS IN HALLWAYS FIRST BY THE MAIN ENTRANCE

Attachment 8

 <p>Elk Island Public Schools Facility Services</p>	<p>VEGREVILLE COMPOSITE HIGH SCHOOL</p> <p>6426 - 55 AVE., VEGREVILLE</p>		<p>FLOOR PLAN</p>		<p>BID VJS46S03</p>
					<p>F.C. 868</p> <p>S.C. 3610</p>
			<p>DATE OCTOBER 14, 2021</p>	<p>SHEET 4/4</p>	

OPTION 8: DEMOLISH A.L. HORTON AND BUILD REPLACEMENT ON EITHER OR NEW SITE, MODERNIZE AND REDUCE AREA FOR VCHS

This floor plan demonstrates a more realistic reduction of 2,344 sqm. While not meeting the area guidelines, it does ensure that the school can remain functional.



BID	VJS46S03
F.C.	868
S.C.	3610
SHEET	4/4

VEGREVILLE COMPOSITE HIGH SCHOOL

Elk Island Public Schools
Facility Services



DATE OCTOBER 14, 2021



8.0 APPENDIX G: COST INFORMATION

Cost Comparison

Cost Comparison

Option 1 - Modernize Schools and Retain Current Capacities and Sizes						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	A.L. Horton Major Modernization (65% of new)	4063.46	\$ 3,130.40	\$ 12,720,255.18		
2	VCHS Major Modernization (65% of new)	9985.20	\$ 3,130.40	\$ 31,257,670.08		
3	A.L. Horton Sitework Allowance	1 sum	\$ 127,202.55	\$ 127,202.55		Assumes re-use of much of road and parking
4	VCHS Sitework Allowance	1 sum	\$ 312,576.70	\$ 312,576.70		Assumes re-use of much of road and parking
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
7	A.L. Horton Construction Contingency 15%			\$ 1,972,832.59		
8	VCHS Construction Contingency 15%			\$ 4,847,870.52		
					\$ 52,292,057.12	

Option 2 - Modernize / Add to VCHS to Accommodate Elementary Grades from A.L. Horton / Demolish A.L. Horton						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	Demolish A.L. Horton	4063.46	\$ 120.00	\$ 487,615.20		
2	VCHS Major Modernization (65% of new)	10215.00	\$ 3,130.40	\$ 31,977,036.00		
4	VCHS Sitework Allowance	1 sum	\$ 319,770.36	\$ 319,770.36		Assumes re-use of much of road and parking
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
8	Construction Contingency 15%			\$ 5,075,710.66		
					\$ 38,913,781.72	

Option 3 - Modernize A.L. Horton as a K-4 and Modernize VCHS as a 5-12 / Reduce Area for Both						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	A.L. Horton Major Modernization (65% of new)	2596.00	\$ 3,130.40	\$ 8,126,518.40		Reduction of 1467.46m2
2	VCHS Major Modernization (85% of new)	7617.00	\$ 4,093.60	\$ 31,180,951.20		Reduction of 5587.2 m2
3	A.L. Horton Sitework Allowance	1 sum	\$ 81,265.18	\$ 81,265.18		Assumes re-use of much of road and parking
4	VCHS Sitework Allowance	1 sum	\$ 311,809.51	\$ 311,809.51		Assumes re-use of much of road and parking
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
7	Demolish Part of A.L. Horton	1467.46	\$ 120.00	\$ 176,095.20		
8	Demolish Part of VCHS	2344.00	\$ 120.00	\$ 281,280.00		
9	A.L. Horton Construction Contingency 15%			\$ 1,303,295.74		
10	VCHS Construction Contingency 15%			\$ 4,878,439.61		
					\$ 47,393,304.35	

Option 4 - Modernize and Reduce Area of A.L. Horton and VCHS						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	A.L. Horton Major Modernization (65% of new)	3158.00	\$ 3,130.40	\$ 9,885,803.20		Reduction of 905m2
2	VCHS Major Modernization (85% of new)	7617.00	\$ 4,093.60	\$ 31,180,951.20		Reduction of 6019.2m2
3	A.L. Horton Sitework Allowance	1 sum	\$ 98,858.03	\$ 98,858.03		Assumes re-use of much of road and parking
4	VCHS Sitework Allowance	1 sum	\$ 311,809.51	\$ 311,809.51		Assumes re-use of much of road and parking
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
7	Demolish Part of A.L. Horton	905.00	\$ 120.00	\$ 108,600.00		
8	Demolish Part of VCHS	2344.00	\$ 120.00	\$ 281,280.00		
9	A.L. Horton Construction Contingency 15%			\$ 1,559,703.11		
10	VCHS Construction Contingency 15%			\$ 4,878,439.61		
					\$ 49,359,094.16	

Option 5 - Build a New K-12 Replacement School / Demolish A.L. Horton and VCHS						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New K-12 School	6983.00	\$ 4,816.00	\$ 33,630,128.00		
2	Sitework Allowance	1 sum	\$ 2,017,807.68	\$ 2,017,807.68		
3	Demolish A.L. Horton	4063.46	\$ 120.00	\$ 487,615.20		
4	Demolish VCHS	9985.20	\$ 120.00	\$ 1,198,224.00		
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
7	VCHS Construction Contingency 3%			\$ 1,151,622.73		
					\$ 39,539,047.11	

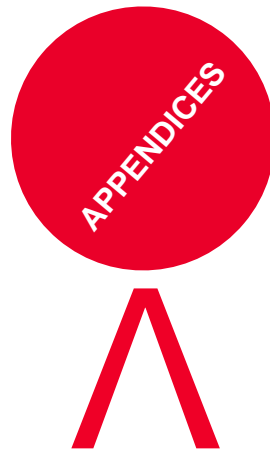
VALUE SCOPING SESSION REPORT: THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS - VEGREVILLE SCHOOLS SOLUTION - PREPARED BY START ARCHITECTURE - OCTOBER 2022



Option 6 - Build Two New Replacement Schools for A.L. Horton and VCHS						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New Elementary School	3145.00	\$ 4,816.00	\$ 15,146,320.00		
2	New Jr. / Sr. High School	3966.00	\$ 4,816.00	\$ 19,100,256.00		
3	Elementary School Sitework Allowance	1 sum	\$ 908,779.20	\$ 908,779.20		
4	Jr. / Sr. High School Sitework Allowance	1 sum	\$ 1,146,015.36	\$ 1,146,015.36		
5	Demolish A.L. Horton	4063.46	\$ 120.00	\$ 487,615.20		
6	Demolish VCHS	9985.20	\$ 120.00	\$ 1,198,224.00		
7	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
8	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
9	Elementary School Construction Contingency 3%			\$ 505,424.22		
10	Jr. / Sr. High School Construction Contingency 3%			\$ 665,801.56		
					\$ 40,212,085.04	

Option 7 - Modernize A.L. Horton at Current Capacity and Modernize / Reduce Area of VCHS						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	A.L. Horton Major Modernization (65% of new)	4063.46	\$ 3,130.40	\$ 12,720,255.18		
2	VCHS Major Modernization (85% of new)	7617.00	\$ 4,093.60	\$ 31,180,951.20		Reduction of 6019.2m2
3	A.L. Horton Sitework Allowance	1 sum	\$ 127,202.55	\$ 127,202.55		Assumes re-use of much of road and parking
4	VCHS Sitework Allowance	1 sum	\$ 311,809.51	\$ 311,809.51		Assumes re-use of much of road and parking
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
7	Demolish Part of VCHS	2344.00	\$ 120.00	\$ 281,280.00		
8	A.L. Horton Construction Contingency 15%			\$ 1,972,832.59		
9	VCHS Construction Contingency 15%			\$ 4,878,439.61		
					\$ 52,526,420.14	

Option 8 - Modernize and Reduce Area of VCHS and Build a Replacement School for A.L. Horton						
	Item Description	Area	\$/m2	Subtotal	Total	Notes
1	New Elementary School	3145.00	\$ 4,816.00	\$ 15,146,320.00		
2	VCHS Major Modernization (85% of new)	7617.00	\$ 4,093.60	\$ 31,180,951.20		Reduction of 6019.2m2
3	Elementary School Sitework Allowance	1 sum	\$ 908,779.20	\$ 908,779.20		
4	VCHS Sitework Allowance	1 sum	\$ 311,809.51	\$ 311,809.51		Assumes re-use of much of road and parking
5	A.L. Horton Hazardous Materials Abatement	4063.46	\$ 75.00	\$ 304,759.50		
6	VCHS Hazardous Materials Abatement	9985.20	\$ 75.00	\$ 748,890.00		
7	Demolish Part of VCHS	2344.00	\$ 120.00	\$ 281,280.00		
8	A.L. Horton Construction Contingency 15%			\$ 2,453,978.81		
9	VCHS Construction Contingency 15%			\$ 4,878,439.61		
					\$ 56,215,207.82	



9.0 APPENDIX H: PRE-WORKSHOP SUMMARY



INFORMATION REPORT

DATE: Jan. 19, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: School Status Report for 2021-22

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Candace Cole, Secretary-Treasurer
Brent Dragon, Planner, Facility Services
Carmine von Tettenborn, Director, Financial Services
Christina Keroack, Business Manager, Facility Services
Shaylin Sharpe, Assistant Planner, Facility Services

REFERENCE: Policy 2: Role of the Board
Policy 15: School Closure and Program Reduction
Education Act: Section 62

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.

ISSUE:

That the Board of Trustees receive for information the School Status Report for 2021-22.

BACKGROUND:

Policy 15: School Closure and Program Reduction stipulates that, in compliance with the Education Act, “due to changes in enrolment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction”.

CURRENT SITUATION OR KEY POINT:

All information and analysis are based on the September 29, 2021 student count and 2021-22 costs and utilization.

The average cost per Elk Island Public Schools (EIPS) student is \$7,141 (Attachment 1 - Total Costs per Student 2021-22) which is a slight increase from 2020-21 (\$6,966). Note that in 2021-22 the majority of classes were instructed via in-person learning, however some periods of online learning remained. A full breakdown of enrolment, utilization and cost per student has been provided in Attachment 2 - Schools Status Comparison. It is important to recognize that enrolment overall for 2021-22 continued to be impacted by COVID-19. While enrolment did increase slightly in 2021-22 from 2020-21, a significant enrolment increase occurred in 2022-23 from 2021-22.



Currently, EIPS has 20 schools above this average, including one school over \$16,000 per student (Andrew School). The Division's enrolment excluding special education and PALS students has remained stable, with only a difference in enrolment of 18 students. Enrolment declined to 16,304 students in 2021-22 from 16,322 students in 2020-21. The overall utilization for the Division as reported by Alberta Education in the Area Capacity Utilization Report (ACU) has increased by one per cent to 73 per cent in 2021-22 from 72 per cent in 2020-21. The Alberta Education/Alberta Infrastructure School Capital Manual considers a school fully utilized when 100 per cent of the instructional area is being used however, additional infrastructure may be considered when a school reaches a utilization rate of 85 per cent.

In 2020-21 Alberta Education/Alberta Infrastructure implemented a change to the Operation and Maintenance (O&M) funding calculation. Full details regarding the O&M grant can be found in section C3.1 of the 2021-22 funding manual (Attachment 3 - C3.1 – Operations and Maintenance Grant). As a result of these changes, schools are funded for O&M based in part on their utilization. Each facility receives funding for the total gross area of the facility, however, the funding rate differs between utilized area and underutilized area.

$$\text{Utilized Area} = (\text{Gross Area} - \text{Exempt Area}) \times \text{Utilization rate of the School}$$

Note: When a school achieves a utilization rate of 85 per cent or greater the facility is considered fully utilized and the entire Gross Area less Exempt Area is funded at the fully utilized rate. If a facility has a utilization rate below 85 per cent the underutilized area is funded at the underutilize rate.

$$\text{Underutilized Area} = (\text{Gross Area} - \text{Exempt Area}) \times \text{Utilized Area}$$

In 2021-22 the utilized rate was \$62.00 per metre square and the underutilized rate was \$42.00 per metre square.

In 2018-19 Alberta Education introduced a change to the Area Capacity Utilization formula. Before 2018-19 all special education severe students had a full time equivalent (FTE) rating of 3.0. As of 2018-19, all ECS special education severe students have an FTE rating of 1.5 and grade 1-12 special education severe students have an FTE rating of 3.0. The change in the formula has had a slight impact on the Division's overall utilization.

There are many factors to consider when reviewing the viability of a school or program. The School Status Report identifies several key factors that are available to the Board of Trustees and the school communities. The indicators identified in this report include enrolment, school utilization and cost per student. These factors are not all inclusive and one item cannot be the deciding factor in recommending a review for school closure. Having said this, the Board will need to carefully consider utilization rates on a sector-by-sector basis and look at specific school sites as well as overall sector utilization. This will be essential, especially as it is related to new school builds, school modernizations as well as modular classroom acquisitions and relocations.

Strategically, the Board should consider consolidating programming in schools to ensure utilization rates are 85 per cent or higher as well as evenly balanced throughout the sectors, wherever possible. Further, schools and sectors under 70 per cent utilization should undergo a formal review process to determine five-year viability and any school and/or sector under 50 per cent utilization should be considered for consolidation or closure.

The analysis is presented by geographic sector and is provided on a four-year comparative basis to identify trends in the factors and to ensure that the recommendation for a school closure is based on a pattern instead of on an isolated incident or situation.



If the Board of Trustees wishes to consider a complete or partial closure of a school, the matter shall be raised by way of a motion in a public board meeting. Following the appropriate communications and public consultation meetings, the Board of Trustees shall render a decision at a public board meeting within the same school year, effective for the next school year.

Sector 1 – Sherwood Park (Attachment 2, Pages 1 to 7)

Total enrolment in Sector 1 remained stable, with a zero per cent change compared to the prior year. Sector 1 has 11 elementary schools. Six elementary schools saw enrolment decline in 2021-22. Only one school, École Campbelltown, had a significant enrolment decline at 10 per cent. Four elementary schools saw moderate enrolment declines, Wes Hosford Elementary (five per cent), Brentwood Elementary (six per cent), Glen Allen Elementary (seven per cent), and Woodbridge Farms Elementary (seven per cent). Westboro Elementary saw a minor enrolment decline at one per cent. Five elementary schools saw enrolment growth. Of the five schools with growth, two had slight increases, Davidson Creek Elementary (two per cent), and Strathcona Christian Academy Elementary (three per cent). The remaining three schools experienced moderate enrolment growth, Mills Haven Elementary (five per cent), Heritage Hills Elementary (six per cent) and Pine Street Elementary (six per cent).

Note: The utilization variability at École Campbelltown since 2020-21 has been due to the opening of Heritage Hills Elementary, the establishment of a second K-6 French Immersion Program in Sector 1, and the relocation of four modular classrooms. In 2021-22, two modular classrooms were relocated to SouthPointe School and two modular classrooms were relocated to Ardrossan Junior Senior High from École Campbelltown.

At the junior high level, Lakeland Ridge saw an enrolment decrease of four per cent. Meanwhile, Clover Bar Junior High and F. R. Haythorne Junior High experienced moderate enrolment increases of seven per cent and three per cent respectively. Sherwood Heights enrolment remained flat with a zero per cent change.

At the senior high level, Bev Facey Community High had a moderate enrolment decrease of four per cent. Salisbury Composite High had a moderate enrolment increase of four per cent. Strathcona Christian Academy Secondary remained flat with a zero per cent change.

The overall utilization in Sector 1 for 2021-22 averaged 77 per cent. This is a one per cent increase from 2020-21. No Sector 1 school has a utilization rate exceeding 100 per cent in 2021-22, however; two schools have very high utilization rates, F. R. Haythorne Junior High (95 per cent) and Davidson Creek (99 per cent). (Pages 4 to 6)

Within Sector 1, five elementary schools (Brentwood Elementary, Glen Allan Elementary, Pine Street Elementary, Westboro Elementary and Woodbridge Farms Elementary) have a total cost per student exceeding the Division average of \$7,141. (Page 7)

Note: Two Sector 1 schools had a significant change in their cost per student since the prior year. Pine Street Elementary had a \$793 reduction in cost per student. The school moved to rank 16 (\$7,673 per student) in 2021-22 from rank five (\$8,466 per student) in 2020-21. This change in Pine Street's ranking is likely due to a slight reduction in O&M costs, and enrolment increase. Glen Allan Elementary had a \$996 increase in cost. The school is now above the Division average in 2021-22 (\$7,952 per student), moving to rank 13 from 23 in 2020-21 (\$6,956 per student). This change in Glen Allan's cost per student can be attributed to increased expenditures. (Page 10)

Sector 2 – Strathcona County (Attachment 2, Page 8 to 10)

Enrolment in Sector 2 schools increased by three per cent compared to the prior year. All schools in this sector either remained consistent or increased their enrolment numbers. Ardrossan Junior Senior High remained flat with a zero per cent change. Three of the five schools saw a moderate enrolment increase, Uncas Elementary (one per cent), Castle (Scotford Colony) (four per cent), and Fultonvale Elementary Junior High (five per cent). One school, Ardrossan Elementary, saw a significant increase in enrolment of 10 per cent.

The overall utilization in this sector was 78 per cent, a one per cent increase from 2020-21. (Page 9) Three of the five schools in Sector 2 had costs below the Division average, Ardrossan Elementary, Ardrossan Junior Senior High and Fultonvale Elementary Junior High. The remaining two schools had costs above the Division average, with Castle (Scotford Colony) in rank 10, and Uncas Elementary ranked number five. (Page 10)

Uncas Elementary and Castle (Scotford Colony) are above the Division average ranking five and 10 respectively. The remaining three schools (Ardrossan Elementary, Ardrossan Junior Senior High and Fultonvale Elementary Junior High) are below the Division average, ranking between 22 and 30.

Note: The capacity of Ardrossan Junior Senior High was increased in 2021-22 due to the addition of two modular classrooms.

Note: In the past Castle (Scotford Colony) was captured under Sector 3, however the school's physical location is within Sector 2.

Sector 3 – Fort Saskatchewan (Attachment 2, Pages 11 to 15)

The total enrolment of Sector 3 increased by two per cent in 2021-22 compared to the prior year. Two of the nine schools saw enrolment decline Fort Saskatchewan Christian (three per cent) and Win Ferguson Elementary (four per cent). Two of the nine schools' enrolment remained flat with a zero per cent change (Rudolph Hennig Junior High and Fort Saskatchewan Elementary). The remaining four schools had enrolment growth. Ecole Parc Elementaire (two per cent) and James Mowat Elementary (three per cent) saw moderate enrolment growth and two schools had significant growth at eight per cent (Fort Saskatchewan High and SouthPointe School). (Page 11)

The overall utilization in this Sector 3 was 81 per cent, a one per cent increase from the prior year. One Sector 3 school has utilization above 100 per cent. James Mowatt Elementary is at 103 per cent utilized for 2021-22, an 11 per cent increase from 2020-21. (Pages 13 to 14)

The cost per student of two Sector 3 schools are below the Division average (SouthPointe School and Rudolph Hennig Junior High) ranking in places 24 and 26 respectively. The remaining five schools (École Parc Élémentaire, Fort Saskatchewan Christian/Elementary, Fort Saskatchewan High, James Mowat Elementary and Win Ferguson Elementary) are above the average cost for the Division and ranking between places 12 and 19. (Page 15)

Note: SouthPointe School had three modular classrooms added in 2021-22 increasing the school's capacity.

Note: Castle (Scotford Colony) has been removed from this sector, and added to Sector 2 – Strathcona County where the school is physically located.



Sector 4 – Lamont County (Attachment 2, Pages 16 to 18)

The total enrolments remained stable in Sector 4, with a zero per cent change compared to the prior year. Three schools had an enrolment increase, Lamont Elementary and Bruderheim School had a two per cent increase, while Lamont High had an eight per cent increase. A moderate eight per cent enrolment decline was experienced at Andrew School. Significant enrolment declines were experienced at Mundare School, with a 19 per cent drop.

Note: The enrolment decline at Andrew School can partially be attributed to the closure of the senior high program in 2019-20 and the closure of junior high programming in 2020-21. Students were redesignated to Lamont High and Vegreville Composite High. (Page 16)

Note: Mundare School is experiencing regular, significant enrolment decline. With a 19 per cent decrease in 2021-22, and a 16 per cent decrease in 2020-21.

The utilization in this sector decreased by one per cent from 2020-21. The average utilization for the whole Sector is 50 per cent on average. However, this is largely due to the very low utilization at Andrew School (14 per cent). (Page 17)

All Sector 4 schools have costs per student above the Division average and three of the five schools are ranked within the top three highest costs per student schools in the Division. Lamont High School (\$8,366 per student) and Lamont Elementary (\$8,161 per student) ranked eighth and ninth overall. Andrew ranks as the highest cost per student school in EIPS at \$16,682. Mundare moved in rank to number two from number three with a cost per student school at \$12,112. Bruderheim School moved down ranks as the third-highest cost per student school at \$11,441. (Page 18)

Sector 5 – County of Minburn (Attachment 2, Pages 19 to 20)

The overall enrolment in this sector has increased by one per cent over the prior year. Vegreville Composite High saw a two per cent enrolment decrease. A. L. Horton saw a three per cent enrolment increase. Enrolment at Pleasant Ridge Colony increased by 23 per cent with enrolment increasing to 16 students in 2021-22 from 13 students in 2020-21. (Page 19)

The total average utilization for the sector is 56 per cent, a one per cent increase from 2020-21. Vegreville Composite High continues to experience a low utilization. Utilization has decreased to 38 per cent in 2021-22 from 44 per cent in 2017-18. Utilization at A. L. Horton Elementary increased by three per cent to 73 per cent in 2021-22 from 70 per cent in 2020-21. (Page 20)

Note: Vegreville Composite High remained above the Division average cost per student, ranking seventh overall, costing \$8,465 per student.

Note: A. L. Horton Elementary had a significant drop in their overall cost per student to the Division. In 2021-22, A. L. Horton Elementary cost the Division \$7,770 per student (rank 13), and previously cost \$8,098 per student (rank seven). This is due to changes in their SPED program funding, as the 2021-22 cost was \$437,635, and the 2020-21 cost was \$315,162. This change in funding can be attributed to their enrolment trends, with 314 students enrolled in 2021-22, and 305 students enrolled in 2020-21. (Page 20)



INFORMATION REPORT

ATTACHMENT(S):

1. Total Costs per Student 2021-22
2. Schools Status Comparison
3. C3.1 – Operations and Maintenance Grant

**Elk Island Public Schools
Total Cost Per Student 2021-22**

EIPS School ¹	EIPS Rank	Enrolment Sept. 2021	Instructional ²		Operations & Maint. ³		Total Cost Per Student
			2021-22 Actuals	Cost Per Student	O & M Costs	Cost Per Student	
A. L. Horton Elementary	13	314	2,184,525	6,957	255,244	813	7,770
Andrew School	1	59	787,179	13,342	197,057	3,340	16,682
Ardrossan Elementary	30	551	3,407,251	6,184	241,553	438	6,622
Ardrossan Junior Senior High	35	863	5,071,126	5,876	507,293	588	6,464
Bev Facey Community High	28	912	5,521,829	6,055	693,736	761	6,815
Brentwood Elementary	20	375	2,466,849	6,578	224,046	597	7,176
Bruderheim School	3	119	1,218,419	10,239	143,099	1,203	11,441
Castle (Scotford Colony)	10	25	203,099	8,124	160	6	8,130
Clover Bar Junior High	23	345	2,168,121	6,284	238,854	692	6,977
Davidson Creek Elementary	33	621	3,811,767	6,138	227,524	366	6,504
École Campbelltown	27	368	2,334,561	6,344	181,876	494	6,838
École Parc Élémentaire	17	267	1,792,478	6,713	214,007	802	7,515
F. R. Haythorne Junior High	38	599	3,323,286	5,548	371,747	621	6,169
Fort Saskatchewan Elem/Christian	12	639	4,739,011	7,416	345,095	540	7,956
Fort Saskatchewan High	18	425	2,793,007	6,572	356,116	838	7,410
Fultonvale Elementary Junior High	22	477	3,072,070	6,440	277,265	581	7,022
Glen Allan Elementary	13	335	2,470,557	7,375	193,218	577	7,952
Heritage Hills Elementary	31	500	3,052,086	6,104	237,979	476	6,580
James Mowat Elementary	19	412	2,809,593	6,819	203,863	495	7,314
Lakeland Ridge	36	765	4,515,596	5,903	314,703	411	6,314
Lamont Elementary	9	289	2,128,398	7,365	230,196	797	8,161
Lamont High	8	296	2,239,843	7,567	236,393	799	8,366
Mills Haven Elementary	25	429	2,781,205	6,483	192,689	449	6,932
Mundare School	2	97	1,004,265	10,353	170,610	1,759	12,112
Pine Street Elementary	16	288	2,023,677	7,027	186,103	646	7,673
Pleasant Ridge Colony	4	16	164,761	10,298	-	-	10,298
Rudolph Hennig Junior High	26	462	2,889,574	6,254	302,422	655	6,909
Salisbury Composite High	29	1,181	7,053,613	5,973	862,551	730	6,703
Sherwood Heights Junior High	37	606	3,511,434	5,794	294,570	486	6,281
SouthPointe School	24	600	3,884,105	6,474	283,958	473	6,947
Strathcona Christian Academy Elementary	34	565	3,407,669	6,031	254,597	451	6,482
Strathcona Christian Academy Secondary	32	595	3,641,734	6,121	270,926	455	6,576
Uncas Elementary	5	199	1,534,769	7,712	165,481	832	8,544
Vegreville Composite High	7	327	2,296,543	7,023	468,573	1,433	8,456
Wes Hosford Elementary	21	392	2,582,145	6,587	209,756	535	7,122
Westboro Elementary	11	318	2,369,466	7,451	188,596	593	8,044
Win Ferguson Elementary	14	410	2,969,600	7,243	220,647	538	7,781
Woodbridge Farms Elementary	6	263	2,064,089	7,848	182,565	694	8,542
Total/Average		16,304	106,289,300	6,519	10,145,068	622	7,141

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

² Instructional - Total cost incurred by the school for fiscal year, excluding Special Ed program allocation, Capital, O & M and School Generated Funds. The exceptions are Pleasant Ridge Colony and Castle (Scotford Colony) that receive a O & M allocation. Any associated costs are included in the instructional column. Note that starting in the 2020-21 School Year costs associated with PALS program have been excluded from the total instructional costs.

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

**Elk Island Public Schools
Total Cost Per Student 2021-22**

EIPS School ¹	Prior Year Rank	EIPS Rank	Enrolment Sept. 2021	Instructional ²		Operations & Maint. ³		Total Cost Per Student
				2021-22 Actuals	Cost Per Student	O & M Costs	Cost Per Student	
Andrew School	1	1	59	787,179	13,342	197,057	3,340	16,682
Mundare School	3	2	97	1,004,265	10,353	170,610	1,759	12,112
Bruderheim School	2	3	119	1,218,419	10,239	143,099	1,203	11,441
Pleasant Ridge Colony	14	4	16	164,761	10,298	-	-	10,298
Uncas Elementary	6	5	199	1,534,769	7,712	165,481	832	8,544
Woodbridge Farms Elementary	9	6	263	2,064,089	7,848	182,565	694	8,542
Vegreville Composite High	8	7	327	2,296,543	7,023	468,573	1,433	8,456
Lamont High	10	8	296	2,239,843	7,567	236,393	799	8,366
Lamont Elementary	4	9	289	2,128,398	7,365	230,196	797	8,161
Castle (Scotford Colony)	11	10	25	203,099	8,124	160	6	8,130
Westboro Elementary	16	11	318	2,369,466	7,451	188,596	593	8,044
Fort Saskatchewan Elem/Christian	15	12	639	4,739,011	7,416	345,095	540	7,956
Glen Allan Elementary	23	13	335	2,470,557	7,375	193,218	577	7,952
Win Ferguson Elementary	18	14	410	2,969,600	7,243	220,647	538	7,781
A. L. Horton Elementary	7	13	314	2,184,525	6,957	255,244	813	7,770
Pine Street Elementary	5	16	288	2,023,677	7,027	186,103	646	7,673
École Parc Élémentaire	17	17	267	1,792,478	6,713	214,007	802	7,515
Fort Saskatchewan High	12	18	425	2,793,007	6,572	356,116	838	7,410
James Mowat Elementary	20	19	412	2,809,593	6,819	203,863	495	7,314
Brentwood Elementary	25	20	375	2,466,849	6,578	224,046	597	7,176
Wes Hosford Elementary	24	21	392	2,582,145	6,587	209,756	535	7,122
Fultonvale Elementary Junior High	19	22	477	3,072,070	6,440	277,265	581	7,022
Clover Bar Junior High	13	23	345	2,168,121	6,284	238,854	692	6,977
SouthPointe School	21	24	600	3,884,105	6,474	283,958	473	6,947
Mills Haven Elementary	26	25	429	2,781,205	6,483	192,689	449	6,932
Rudolph Hennig Junior High	29	26	462	2,889,574	6,254	302,422	655	6,909
École Campbelltown	32	27	368	2,334,561	6,344	181,876	494	6,838
Bev Facey Community High	31	28	912	5,521,829	6,055	693,736	761	6,815
Salisbury Composite High	30	29	1,181	7,053,613	5,973	862,551	730	6,703
Ardrossan Elementary	28	30	551	3,407,251	6,184	241,553	438	6,622
Heritage Hills Elementary	27	31	500	3,052,086	6,104	237,979	476	6,580
Strathcona Christian Academy Secondary	37	32	595	3,641,734	6,121	270,926	455	6,576
Davidson Creek Elementary	34	33	621	3,811,767	6,138	227,524	366	6,504
Strathcona Christian Academy Elementary	22	34	565	3,407,669	6,031	254,597	451	6,482
Ardrossan Junior Senior High	33	35	863	5,071,126	5,876	507,293	588	6,464
Lakeland Ridge	36	36	765	4,515,596	5,903	314,703	411	6,314
Sherwood Heights Junior High	35	37	606	3,511,434	5,794	294,570	486	6,281
F. R. Haythorne Junior High	38	38	599	3,323,286	5,548	371,747	621	6,169
Total/Average			16,304	106,289,300	6,519	10,145,068	622	7,141

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

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

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

ELK ISLAND PUBLIC SCHOOLS
Utilization by Sector

Sector	2021-22	2020-21	2019-20	2018-19	2017-18	Rank (Utilization)
Sector 1 - Sherwood Park						
Bev Facey Community High	67%	69%	69%	66%	67%	11
Brentwood Elementary	74%	77%	83%	80%	89%	19
Clover Bar Junior High	62%	62%	58%	62%	72%	5
Davidson Creek Elementary	99%	97%	94%	77%	0%	36
École Campbelltown	74%	67%	92%	95%	87%	19
F. R. Haythorne Junior High	95%	91%	92%	96%	103%	34
Glen Allan Elementary	67%	67%	74%	74%	89%	11
Heritage Hills Elementary	78%	70%	0%	0%	0%	23
Lakeland Ridge	88%	93%	92%	88%	86%	31
Mills Haven Elementary	82%	76%	80%	86%	97%	26
Pine Street Elementary	65%	59%	67%	68%	103%	8
Salisbury Composite High	68%	62%	60%	60%	58%	13
Sherwood Heights Junior High	88%	88%	80%	76%	73%	31
Strathcona Christian Academy Elementary	84%	81%	88%	88%	87%	27
Strathcona Christian Academy Secondary	72%	72%	72%	71%	70%	15
Wes Hosford Elementary	79%	81%	87%	90%	93%	25
Westboro Elementary	73%	71%	78%	78%	76%	17
Woodbridge Farms Elementary	77%	78%	78%	81%	107%	22
Sector 2 - Strathcona County						
Ardrossan Elementary	87%	81%	87%	79%	86%	29
Ardrossan Junior Senior High	95%	102%	101%	74%	79%	34
Castle (Scotford Colony)	N/A	N/A	N/A	N/A	N/A	N/A
Fultonvale Elementary Junior High	74%	71%	79%	77%	78%	19
Uncas Elementary	57%	55%	66%	66%	57%	4
Wye Elementary	N/A	N/A	69%	77%	82%	N/A
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	78%	77%	78%	67%	67%	23
Fort Saskatchewan Christian	90%	91%	95%	91%	87%	33
Fort Saskatchewan Elementary	66%	65%	75%	85%	80%	10
Fort Saskatchewan High	65%	60%	64%	57%	58%	8
James Mowat Elementary	103%	92%	89%	84%	87%	37
Rudolph Hennig Junior High	72%	75%	76%	68%	77%	15
SouthPointe School	87%	89%	77%	82%	63%	29
Win Ferguson Elementary	84%	88%	92%	93%	97%	27
Sector 4 - Lamont County						
Andrew School	14%	16%	20%	31%	35%	1
Bruderheim School	63%	63%	69%	70%	72%	7
Lamont Elementary	62%	59%	64%	62%	63%	5
Lamont High	70%	65%	72%	67%	73%	14
Mundare School	41%	51%	67%	50%	60%	3
Sector 5 - County of Minburn						
A. L. Horton Elementary	73%	70%	70%	70%	78%	17
Pleasant Ridge Colony	N/A	N/A	N/A	N/A	N/A	N/A
Vegreville Composite High	38%	40%	42%	43%	44%	2

As provided by AB Education - January 13, 2022

SCHOOL STATUS COMPARISON

ATTACHMENT 2

SECTOR 1 - SHERWOOD PARK

Student Count September 29

Trend Analysis

	2021-22	2020-21	2019-20	2018-19	2017-18	1 Year	2 Year	3 Year	4 Year
Elementary									
Brentwood Elementary	375	397	425	423	442	-6%	-12%	-11%	-15%
Davidson Creek Elementary	621	610	596	517		2%	4%	20%	
École Campbelltown	368	407	554	572	541	-10%	-34%	-36%	-32%
Glen Allan Elementary	335	362	385	400	434	-7%	-13%	-16%	-23%
Heritage Hills Elementary	500	472				6%			
Mills Haven Elementary	429	407	413	452	471	5%	4%	-5%	-9%
Pine Street Elementary	288	271	310	313	611	6%	-7%	-8%	-53%
Strathcona Christian Academy Elementary	565	548	584	585	575	3%	-3%	-3%	-2%
Wes Hosford Elementary	392	412	438	458	466	-5%	-11%	-14%	-16%
Westboro Elementary	318	321	345	331	325	-1%	-8%	-4%	-2%
Woodbridge Farms Elementary	263	282	296	312	435	-7%	-11%	-16%	-40%
Junior High									
Clover Bar Junior High	345	322	316	343	394	7%	9%	1%	-12%
F. R. Haythorne Junior High	599	580	605	623	668	3%	-1%	-4%	-10%
Lakeland Ridge	765	797	790	759	741	-4%	-3%	1%	3%
Sherwood Heights Junior High	606	605	551	531	515	0%	10%	14%	18%
Senior High									
Bev Facey Community High	912	949	940	914	954	-4%	-3%	0%	-4%
Salisbury Composite High	1,181	1,139	1,102	1,115	1,072	4%	7%	6%	10%
Strathcona Christian Academy Secondary	595	595	600	591	578	0%	-1%	1%	3%
Total	9,457	9,476	9,250	9,239	9,222	0%	2%	2%	3%

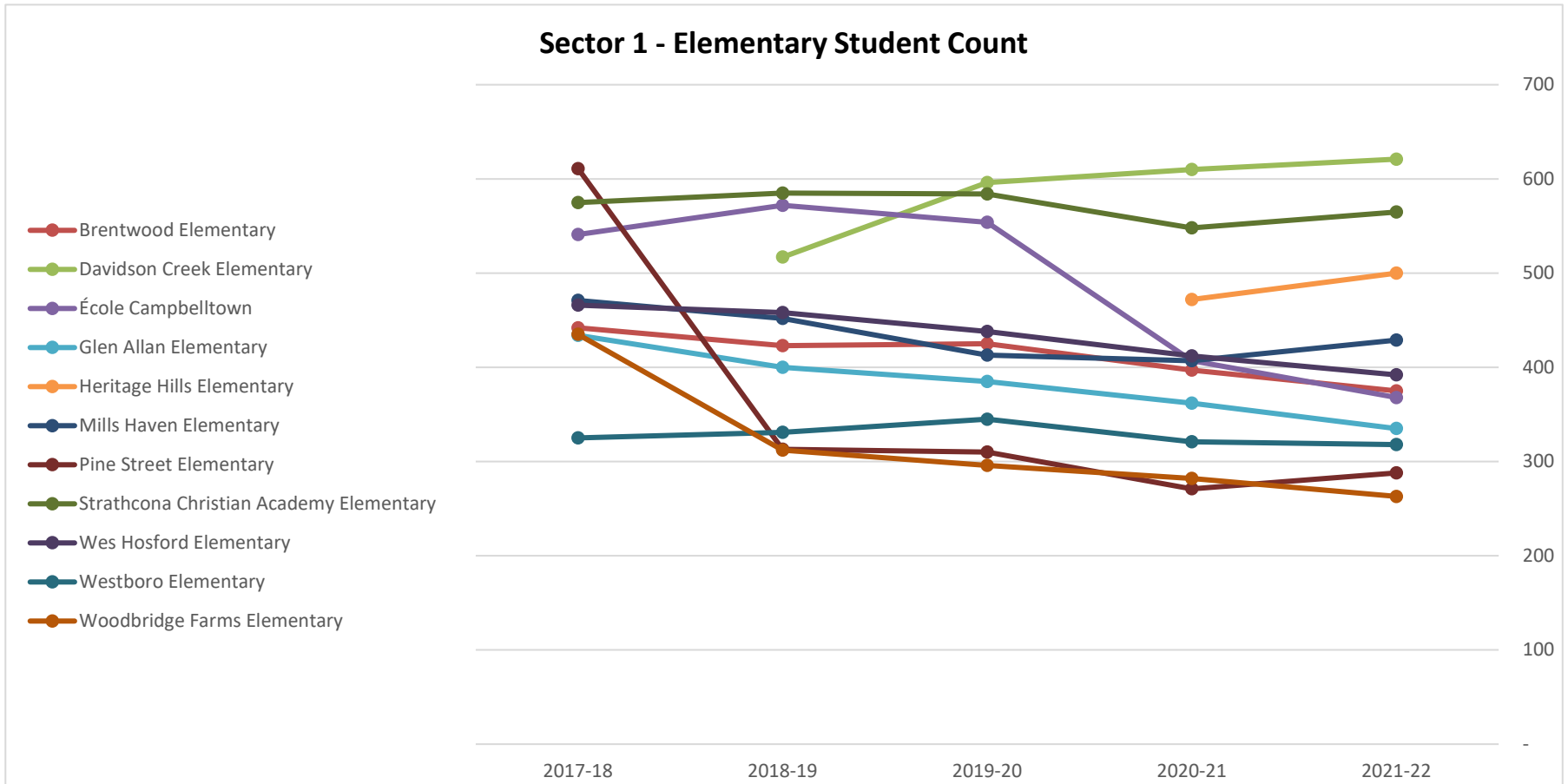
Note:

The enrolment decline at Pine Street Elementary from 2017-18 to 2018-19 is due to the opening of Davidson Creek Elementary.

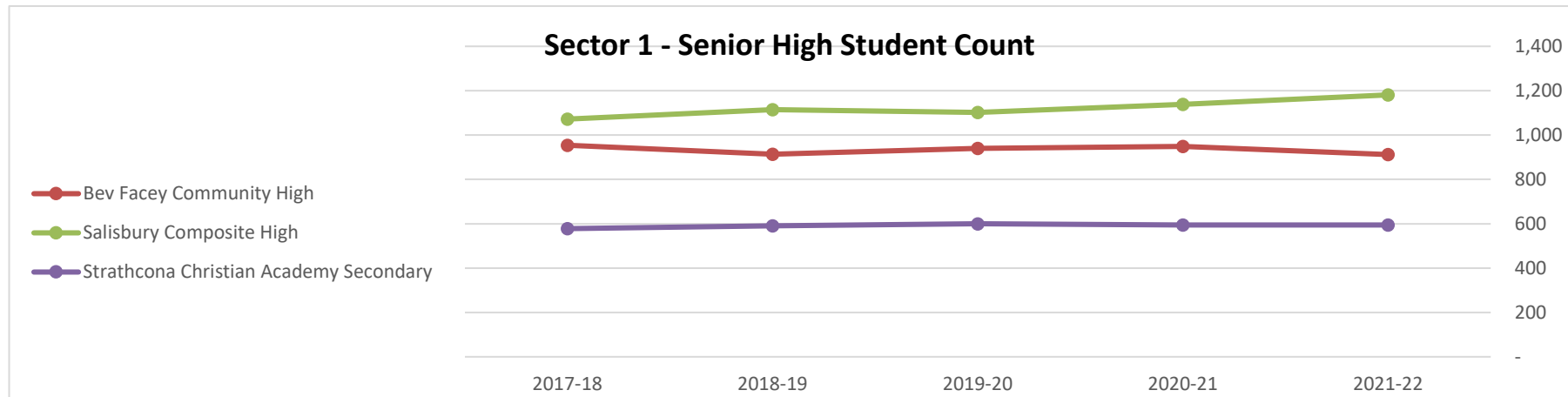
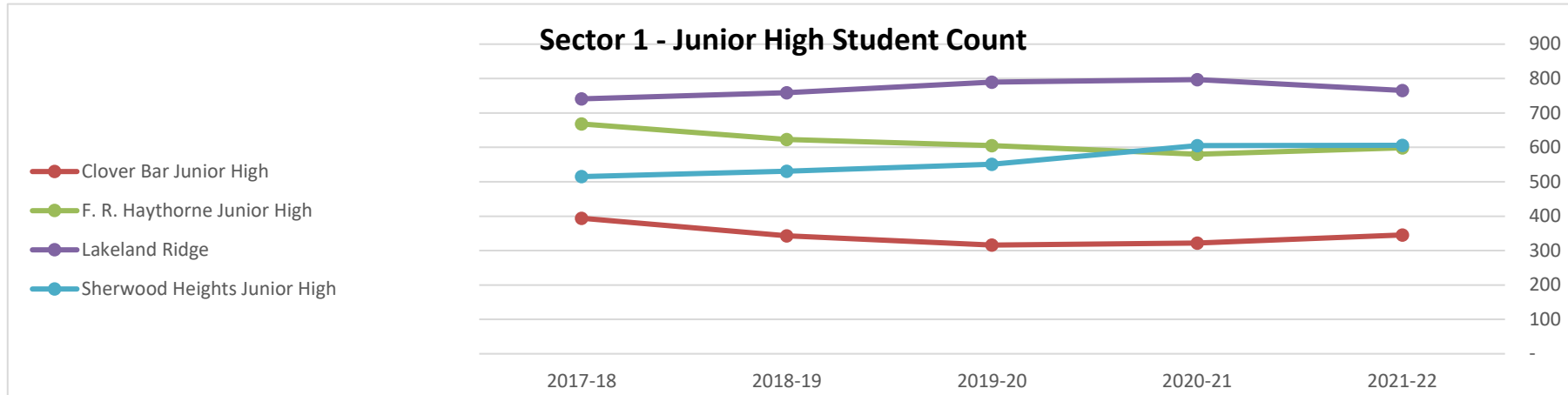
The enrolment decline at École Campbelltown from 2019-20 to 2020-21 is due to the opening of Heritage Hills Elementary.

The overall enrolment increase from 2019-20 to 2020-21 is due to the inclusion of Heritage Hills Elementary students who were previously located in Wye Elementary in Sector 2.

SECTOR 1 - SHERWOOD PARK



SECTOR 1 - SHERWOOD PARK



SCHOOL STATUS COMPARISON

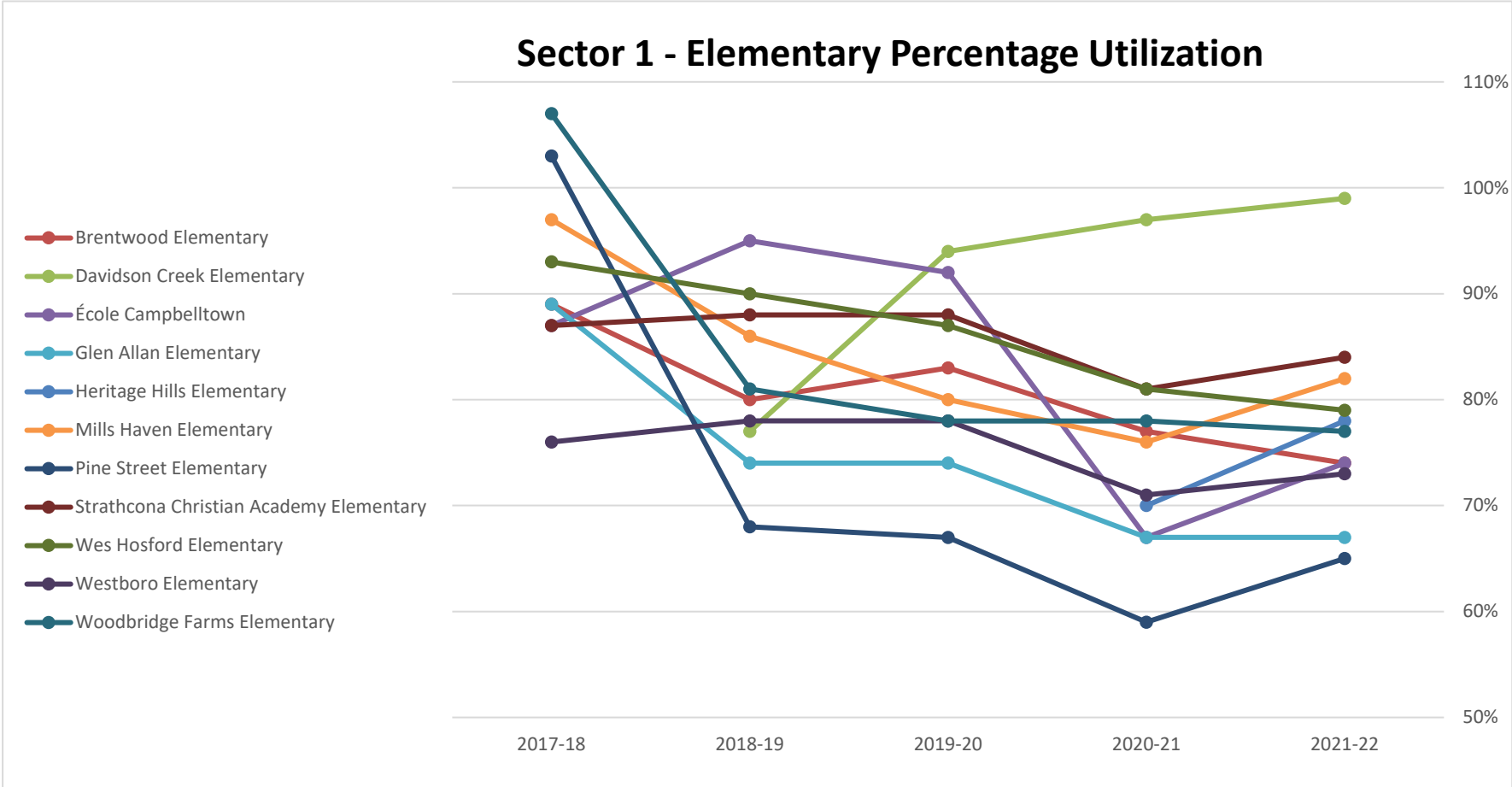
SECTOR 1 - SHERWOOD PARK

Percentage Utilization

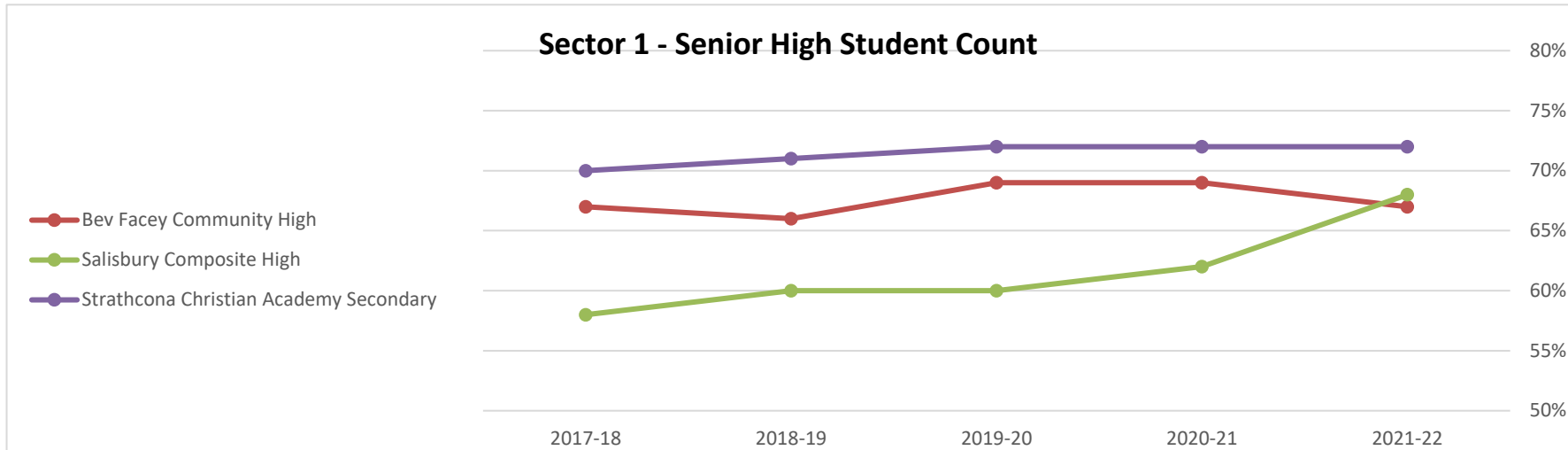
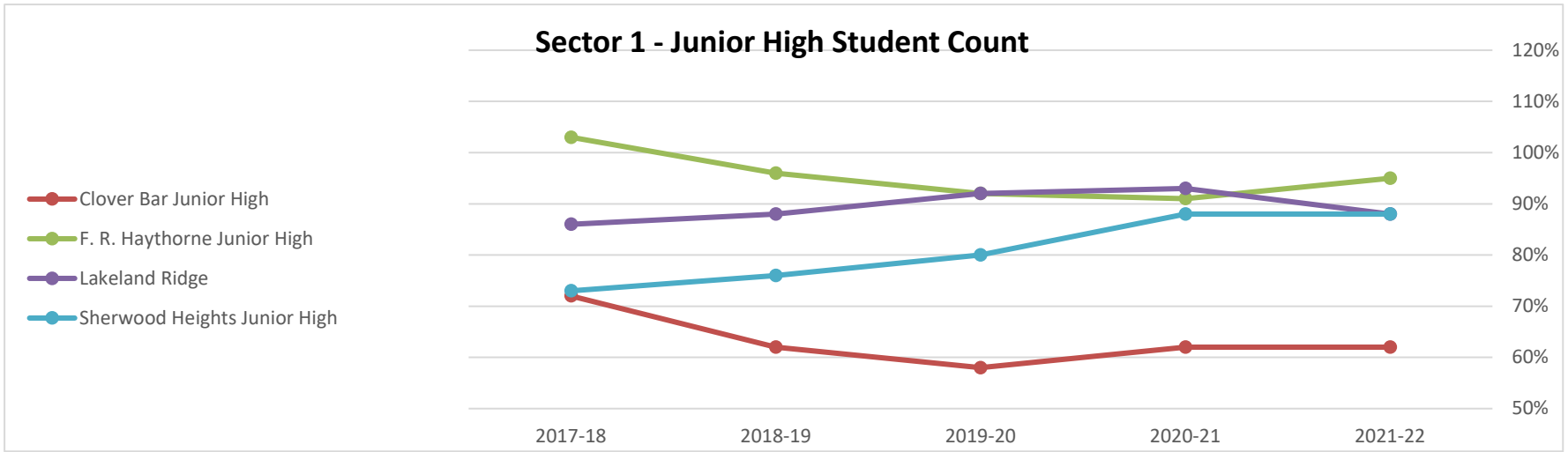
	2021-22	2020-21	2019-20	2018-19	2017-18
<u>Elementary</u>					
Brentwood Elementary	74%	77%	83%	80%	89%
Davidson Creek Elementary	99%	97%	94%	77%	
École Campbelltown	74%	67%	92%	95%	87%
Glen Allan Elementary	67%	67%	74%	74%	89%
Heritage Hills Elementary	78%	70%			
Mills Haven Elementary	82%	76%	80%	86%	97%
Pine Street Elementary	65%	59%	67%	68%	103%
Strathcona Christian Academy Elementary	84%	81%	88%	88%	87%
Wes Hosford Elementary	79%	81%	87%	90%	93%
Westboro Elementary	73%	71%	78%	78%	76%
Woodbridge Farms Elementary	77%	78%	78%	81%	107%
<u>Junior High</u>					
Clover Bar Junior High	62%	62%	58%	62%	72%
F. R. Haythorne Junior High	95%	91%	92%	96%	103%
Lakeland Ridge	88%	93%	92%	88%	86%
Sherwood Heights Junior High	88%	88%	80%	76%	73%
<u>Senior High</u>					
Bev Facey Community High	67%	69%	69%	66%	67%
Salisbury Composite High	68%	62%	60%	60%	58%
Strathcona Christian Academy Secondary	72%	72%	72%	71%	70%
Total	77%	76%	79%	79%	85%

Note:
 The utilization decline at Pine Street Elementary from 2017-18 to 2018-19 is due to the opening of Davidson Creek Elementary.
 The utilization decline at École Campbelltown from 2019-20 to 2020-21 is due to the opening of Heritage Hills Elementary.
 The utilization increase at Pine Street Elementary from 2020-21 to 2021-22 is due to the relocation of two modular classrooms to SouthPointe School.
 The utilization increase at École Campbelltown from 2020-21 to 2021-22 is due to the relocation of four modular classrooms. Two to SouthPointe School and two to Ardrossan Junior Senior High.

SECTOR 1 - SHERWOOD PARK



SECTOR 1 - SHERWOOD PARK



SCHOOL STATUS COMPARISON

ATTACHMENT 2

SECTOR 1 - SHERWOOD PARK

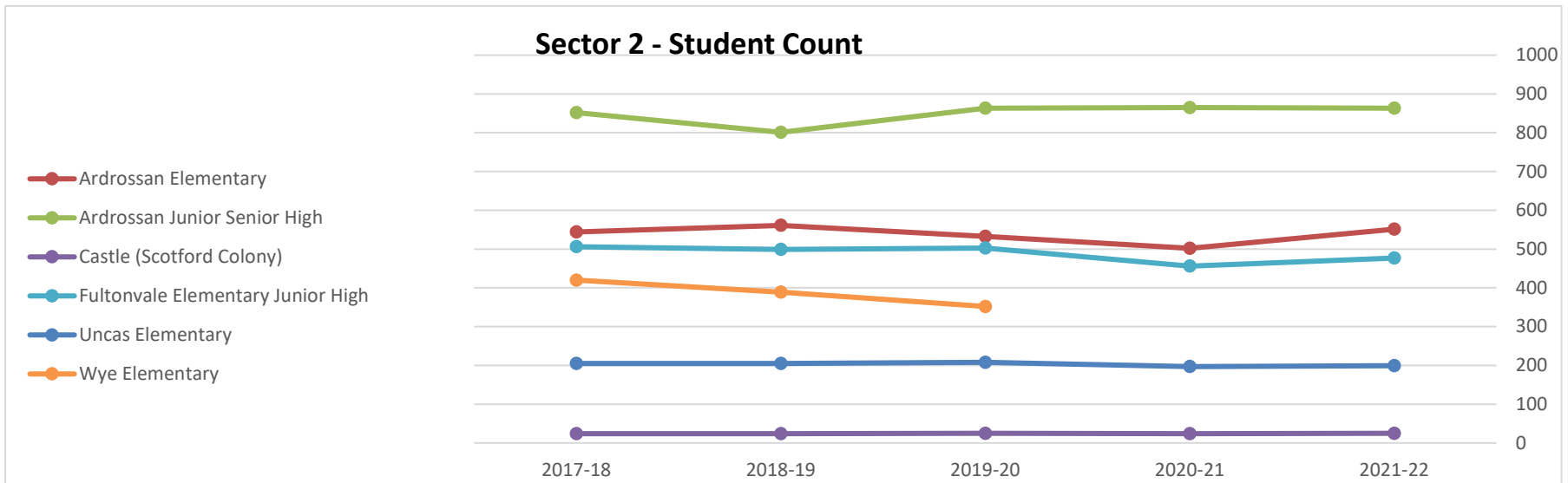
2021-22 Cost Per Student

	<u>Instructional</u>	<u>O & M</u>	<u>Total</u>	<u>EIPS Rank</u>
<u>Elementary</u>				
Brentwood Elementary	\$ 6,578	\$ 597	\$ 7,176	20
Davidson Creek Elementary	\$ 6,138	\$ 366	\$ 6,504	33
École Campbelltown	\$ 6,344	\$ 494	\$ 6,838	27
Glen Allan Elementary	\$ 7,375	\$ 577	\$ 7,952	13
Heritage Hills Elementary	\$ 6,104	\$ 476	\$ 6,580	31
Mills Haven Elementary	\$ 6,483	\$ 449	\$ 6,932	25
Pine Street Elementary	\$ 7,027	\$ 646	\$ 7,673	16
Strathcona Christian Academy Elementary	\$ 6,031	\$ 451	\$ 6,482	34
Wes Hosford Elementary	\$ 6,587	\$ 535	\$ 7,122	21
Westboro Elementary	\$ 7,451	\$ 593	\$ 8,044	11
Woodbridge Farms Elementary	\$ 7,848	\$ 694	\$ 8,542	6
<u>Junior High</u>				
Clover Bar Junior High	\$ 6,284	\$ 692	\$ 6,977	23
F. R. Haythorne Junior High	\$ 5,548	\$ 621	\$ 6,169	38
Lakeland Ridge	\$ 5,903	\$ 411	\$ 6,314	36
Sherwood Heights Junior High	\$ 5,794	\$ 486	\$ 6,281	37
<u>Senior High</u>				
Bev Facey Community High	\$ 6,055	\$ 761	\$ 6,815	28
Salisbury Composite High	\$ 5,973	\$ 730	\$ 6,703	29
Strathcona Christian Academy Secondary	\$ 6,121	\$ 455	\$ 6,576	32

SCHOOL STATUS COMPARISON

SECTOR 2 - STRATHCONA COUNTY

	Student Count September 29					Trend Analysis			
	2021-22	2020-21	2019-20	2018-19	2017-18	1 Year	2 Year	3 Year	4 Year
Ardrossan Elementary	551	502	533	561	544	10%	3%	-2%	1%
Ardrossan Junior Senior High	863	865	863	801	852	0%	0%	8%	1%
Castle (Scotford Colony)	25	24	25	24	24	4%	0%	4%	4%
Fultonvale Elementary Junior High	477	456	503	499	506	5%	-5%	-4%	-6%
Uncas Elementary	199	197	208	205	205	1%	-4%	-3%	-3%
Wye Elementary			352	389	420				
Total	2,115	2,044	2,484	2,479	2,551	3%	-15%	-15%	-17%



Note:

The overall enrolment decrease from 2019-20 to 2021-22 is due to the opening of Heritage Hilla in Sector 1, previously students were designated to Wye Elementary in Sector 2.

SCHOOL STATUS COMPARISON

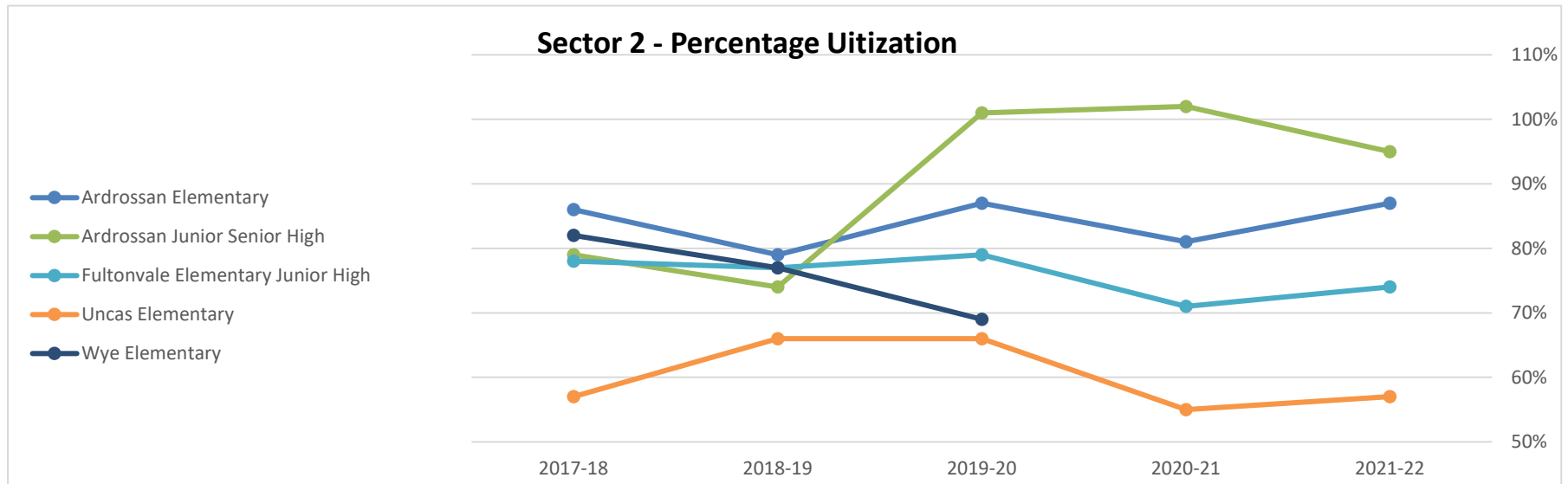
SECTOR 2 - STRATHCONA COUNTY

Percentage Utilization

	2021-22	2020-21	2019-20	2018-19	2017-18
Ardrossan Elementary	87%	81%	87%	79%	86%
Ardrossan Junior Senior High	95%	102%	101%	74%	79%
Castle (Scotford Colony)	N/A	N/A	N/A	N/A	N/A
Fultonvale Elementary Junior High	74%	71%	79%	77%	78%
Uncas Elementary	57%	55%	66%	66%	57%
Wye Elementary			69%	77%	82%
Total	78%	77%	80%	75%	76%

Note:

The capacity of Ardrossan Junior Senior High was reduced in 2019-20 due to the demolition of six modular classrooms. The capacity of Ardrossan Junior Senior High was increase in 2021-22 due to the addition of two modular classrooms.



SCHOOL STATUS COMPARISON

ATTACHMENT 2

SECTOR 2 - STRATHCONA COUNTY

2021-22 Cost Per Student

	<u>Instructional</u>	<u>O & M</u>	<u>Total</u>	<u>EIPS Rank</u>
Ardrossan Elementary	\$ 6,184	\$ 438	\$ 6,622	30
Ardrossan Junior Senior High	\$ 5,876	\$ 588	\$ 6,464	35
Castle (Scotford Colony)	\$ 8,124	\$ 6	\$ 8,130	10
Fultonvale Elementary Junior High	\$ 6,440	\$ 581	\$ 7,022	22
Uncas Elementary	\$ 7,712	\$ 832	\$ 8,544	5

SCHOOL STATUS COMPARISON

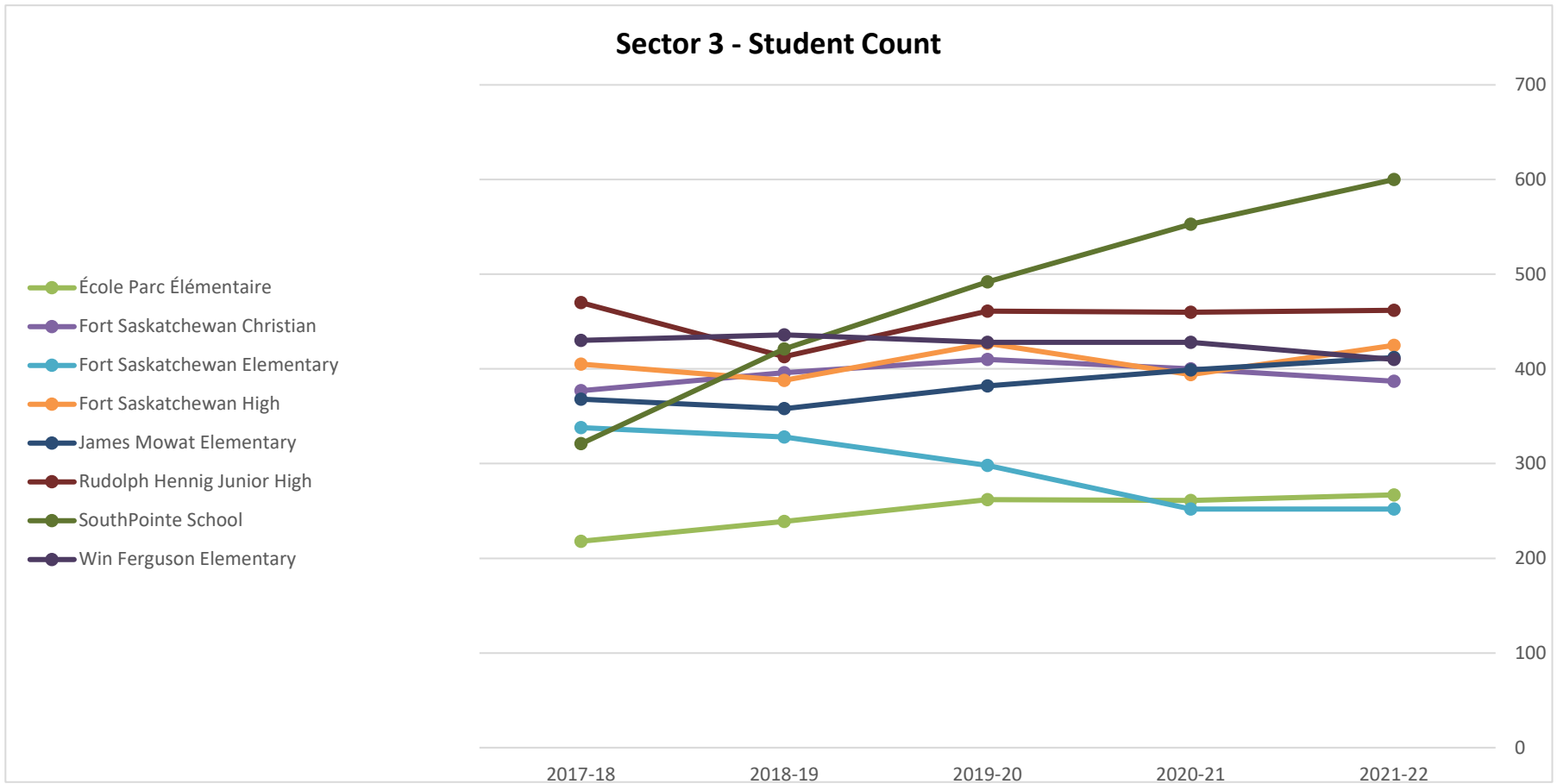
ATTACHMENT 2

SECTOR 3 - FORT SASKATCHEWAN

	Student Count September 29					Trend Analysis			
	2021-22	2020-21	2019-20	2018-19	2017-18	1 Year	2 Year	3 Year	4 Year
École Parc Élémentaire	267	261	262	239	218	2%	2%	12%	22%
Fort Saskatchewan Christian	387	400	410	396	377	-3%	-6%	-2%	3%
Fort Saskatchewan Elementary	252	252	298	328	338	0%	-15%	-23%	-25%
Fort Saskatchewan High	425	394	427	388	405	8%	0%	10%	5%
James Mowat Elementary	412	399	382	358	368	3%	8%	15%	12%
Rudolph Hennig Junior High	462	460	461	413	470	0%	0%	12%	-2%
SouthPointe School	600	553	492	421	321	8%	22%	43%	87%
Win Ferguson Elementary	410	428	428	436	430	-4%	-4%	-6%	-5%
Total	3,215	3,147	3,160	2,979	2,927	2%	2%	8%	10%

Note:
 SouthPointe School opened in 2017-18 since opening modular classrooms were added in 2019-20 (3), 2020-21 (1), and 2021-22 (3).
 SouthPoine School opened as a K-6 school and phased in one grade per year until the school accomodated K-9.

SECTOR 3 - FORT SASKATCHEWAN



SCHOOL STATUS COMPARISON

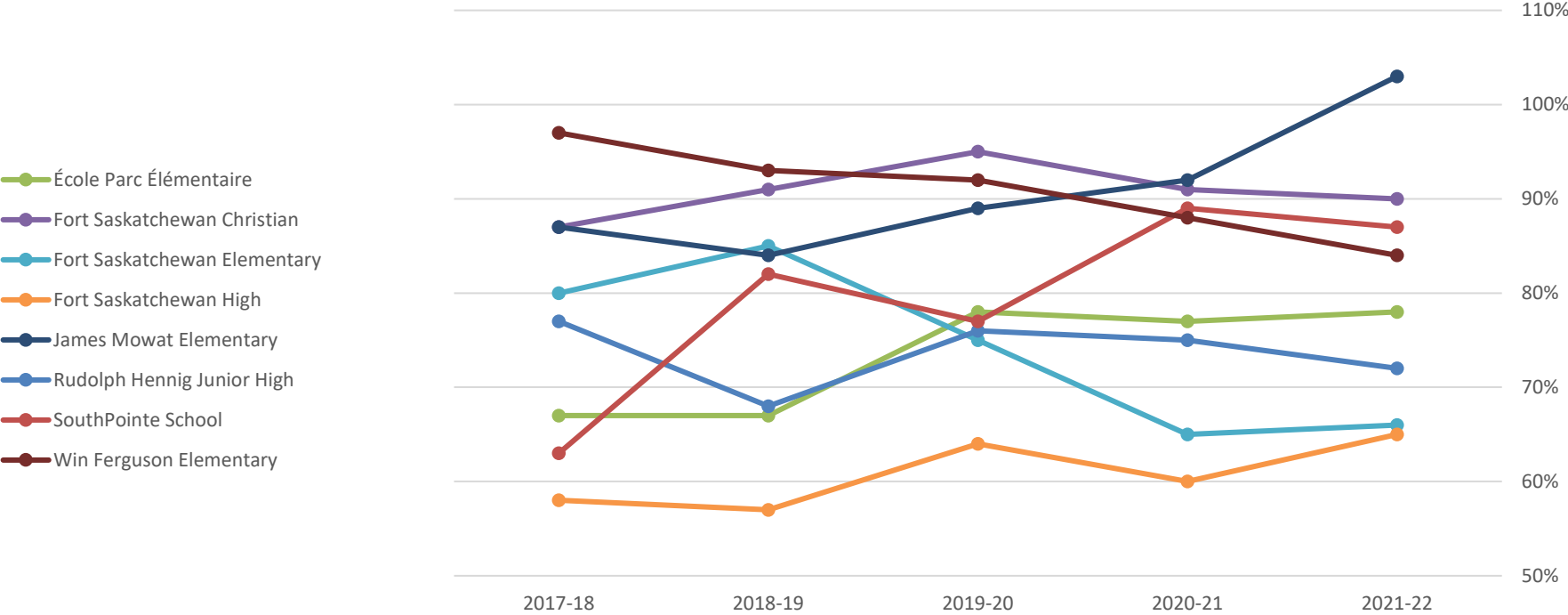
SECTOR 3 - FORT SASKATCHEWAN

Percentage Utilization

	2021-22	2020-21	2019-20	2018-19	2017-18
École Parc Élémentaire	78%	77%	78%	67%	67%
Fort Saskatchewan Christian	90%	91%	95%	91%	87%
Fort Saskatchewan Elementary	66%	65%	75%	85%	80%
Fort Saskatchewan High	65%	60%	64%	57%	58%
James Mowat Elementary	103%	92%	89%	84%	87%
Rudolph Hennig Junior High	72%	75%	76%	68%	77%
SouthPointe School	87%	89%	77%	82%	63%
Win Ferguson Elementary	84%	88%	92%	93%	97%
Average	81%	80%	81%	78%	77%

Note:
 SouthPointe School opened in 2017-18 since opening modular classrooms were added in 2019-20 (3), 2020-21 (1), and 2021-22 (3).
 SouthPoine School opened as a K-6 school and phased in one grade per year until the school accomodated K-9.

Sector 4 - Percentage Utilization



SCHOOL STATUS COMPARISON

SECTOR 3 - FORT SASKATCHEWAN

2021-22 Cost Per Student

	<u>Instructional</u>	<u>O & M</u>	<u>Total</u>	<u>EIPS Rank</u>
École Parc Élémentaire	\$ 6,713	\$ 802	\$ 7,515	17
Fort Saskatchewan Elem/Christian	\$ 7,416	\$ 540	\$ 7,956	12
Fort Saskatchewan High	\$ 6,572	\$ 838	\$ 7,410	18
James Mowat Elementary	\$ 6,819	\$ 495	\$ 7,314	19
Rudolph Hennig Junior High	\$ 6,254	\$ 655	\$ 6,909	26
SouthPointe School	\$ 6,474	\$ 473	\$ 6,947	24
Win Ferguson Elementary	\$ 7,243	\$ 538	\$ 7,781	14

SCHOOL STATUS COMPARISON

SECTOR 4 - LAMONT COUNTY

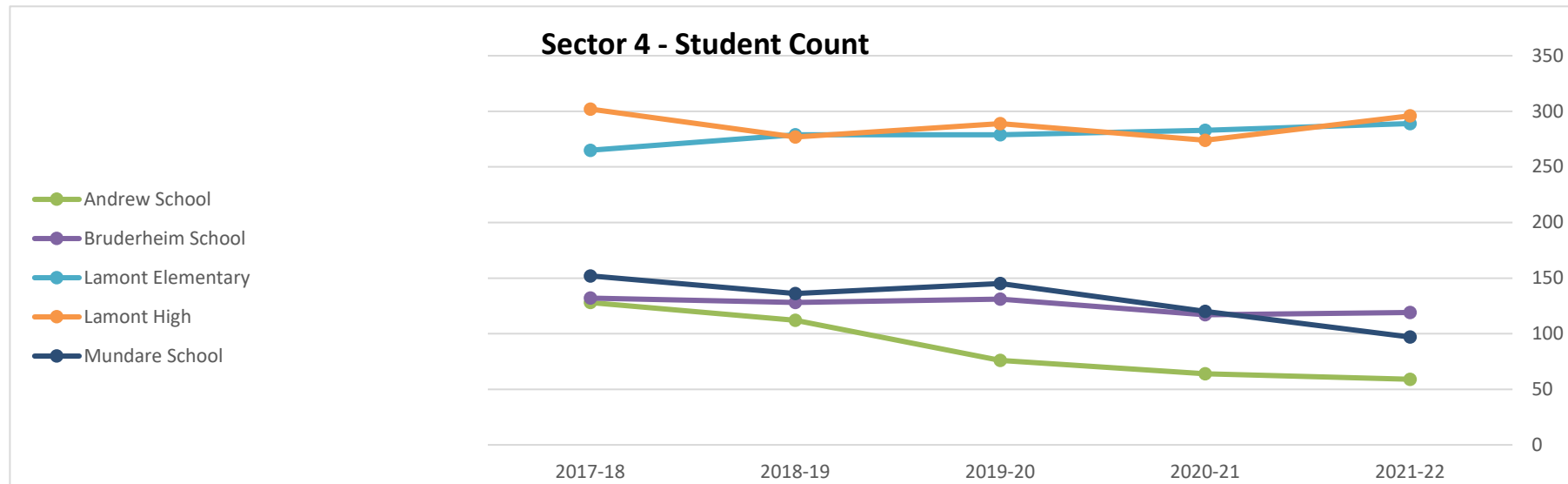
Student Count September 29

Trend Analysis

	2021-22	2020-21	2019-20	2018-19	2017-18	1 Year	2 Year	3 Year	4 Year
Andrew School	59	64	76	112	128	-8%	-22%	-47%	-54%
Bruderheim School	119	117	131	128	132	2%	-9%	-7%	-10%
Lamont Elementary	289	283	279	279	265	2%	4%	4%	9%
Lamont High	296	274	289	277	302	8%	2%	7%	-2%
Mundare School	97	120	145	136	152	-19%	-33%	-29%	-36%
Total	860	858	920	932	979	0%	-7%	-8%	-12%

Note:

Enrolment decline at Andrew School can be attributed to the formal closure of the high school program for the 2019-20 school year and the closure of the junior high program for the 2020-21 school year.



SCHOOL STATUS COMPARISON

SECTOR 4 - LAMONT COUNTY

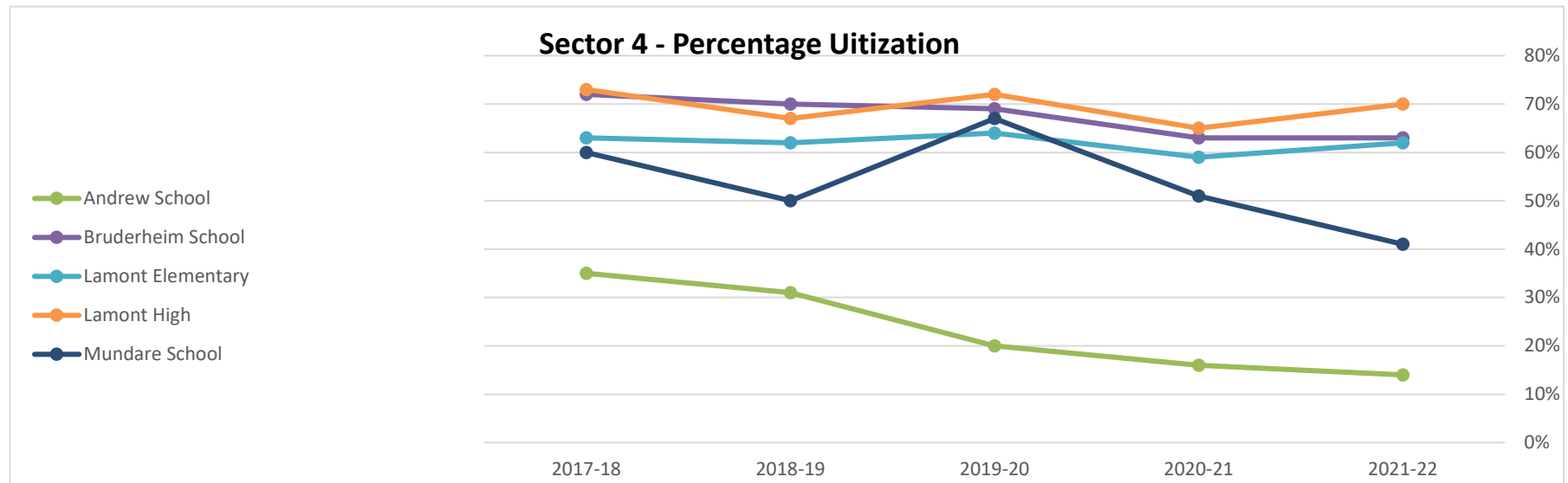
Percentage Utilization

	2021-22	2020-21	2019-20	2018-19	2017-18
Andrew School	14%	16%	20%	31%	35%
Bruderheim School	63%	63%	69%	70%	72%
Lamont Elementary	62%	59%	64%	62%	63%
Lamont High	70%	65%	72%	67%	73%
Mundare School	41%	51%	67%	50%	60%
Average	50%	51%	58%	56%	61%

Note:

Enrolment decline at Andrew School can be attributed to the formal closure of the high school program for the 2019-20 school year and the closure of the junior high program for the 2020-21 school year.

The utilization increase at Mundare School in 2019-20 can be attributed to the relocation of three modular classrooms from Mundare School to SouthPointe School.



SCHOOL STATUS COMPARISON

ATTACHMENT 2

SECTOR 4 - LAMONT COUNTY

2021-22 Cost Per Student

	<u>Instructional</u>	<u>O & M</u>	<u>Total</u>	<u>EIPS Rank</u>
Andrew School	\$ 13,342	\$ 3,340	\$ 16,682	1
Bruderheim School	\$ 10,239	\$ 1,203	\$ 11,441	3
Lamont Elementary	\$ 7,365	\$ 797	\$ 8,161	9
Lamont High	\$ 7,567	\$ 799	\$ 8,366	8
Mundare School	\$ 10,353	\$ 1,759	\$ 12,112	2

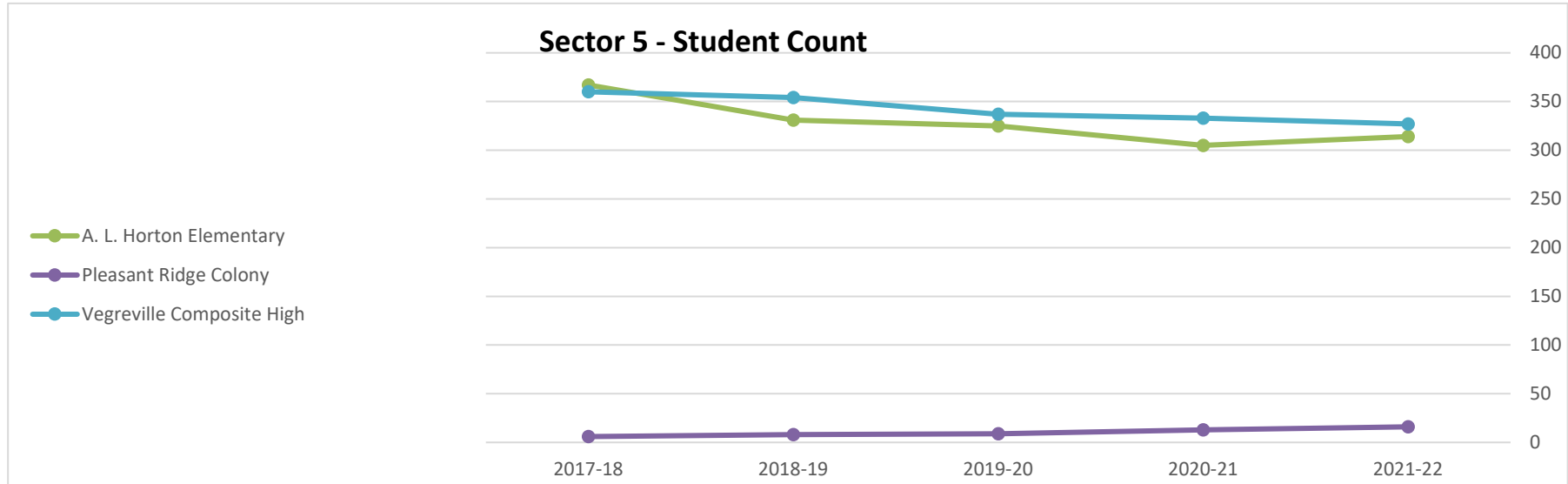
SCHOOL STATUS COMPARISON

SECTOR 5 - COUNTY OF MINBURN

Student Count September 29

Trend Analysis

	2021-22	2020-21	2019-20	2018-19	2017-18	1 Year	2 Year	3 Year	4 Year
A. L. Horton Elementary	314	305	325	331	367	3%	-3%	-5%	-14%
Pleasant Ridge Colony	16	13	9	8	6	23%	78%	100%	167%
Vegreville Composite High	327	333	337	354	360	-2%	-3%	-8%	-9%
Total	657	651	671	693	733	1%	-2%	-5%	-10%

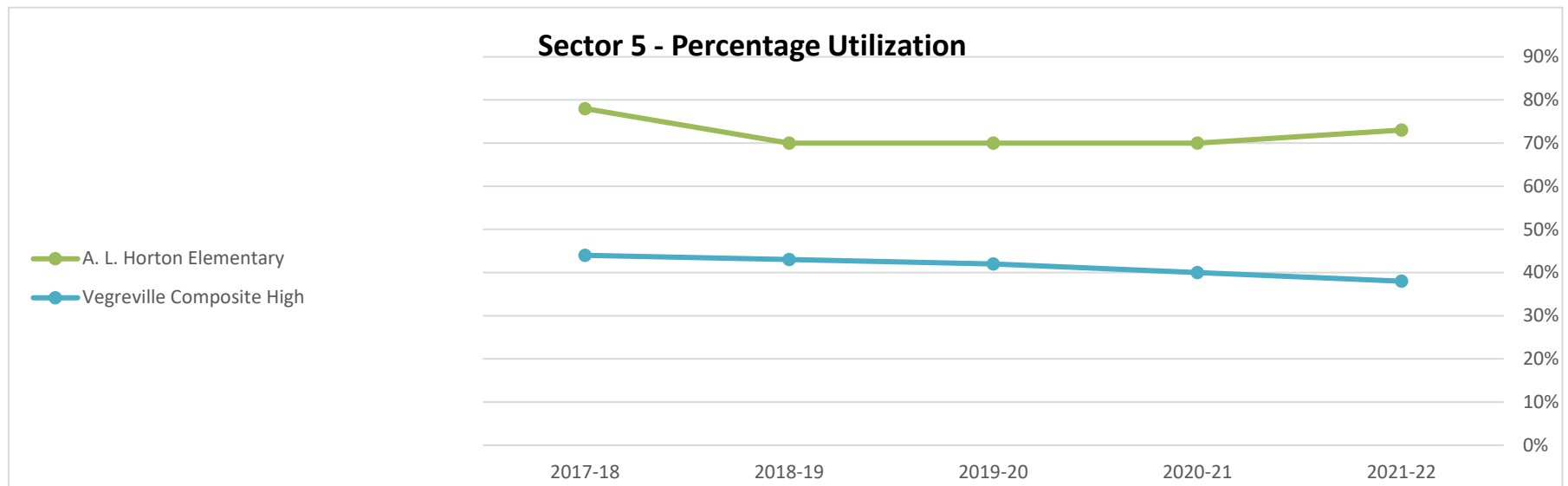


SCHOOL STATUS COMPARISON

SECTOR 5 - COUNTY OF MINBURN

Percentage Utilization

	2021-22	2020-21	2019-20	2018-19	2017-18
A. L. Horton Elementary	73%	70%	70%	70%	78%
Pleasant Ridge Colony	N/A	N/A	N/A	N/A	N/A
Vegreville Composite High	38%	40%	42%	43%	44%
Average	56%	55%	56%	57%	61%



2021-22 Cost Per Student

	Instructional	O & M	Total	EIPS Rank
A. L. Horton Elementary	\$ 6,957	\$ 813	\$ 7,770	13
Pleasant Ridge Colony	\$ 10,298	\$ -	\$ 10,298	4
Vegreville Composite High	\$ 7,023	\$ 1,433	\$ 8,456	7

1. The FNMI WMA is calculated by applying the methodology for WMA outlined in the Base Instruction Grant (see **Section C1.1**) to the counts of self-identified FNMI **FTE children/students**.
2. Incidence of self-identification is calculated by dividing the **school jurisdiction's** FNMI WMA by the overall WMA.
3. FNMI populations for each **school jurisdiction** are determined by Alberta Education using the following indicator from the 2016 Statistics Canada Census:
 - a) Per cent of families with children who identify themselves as Aboriginal
4. A **school jurisdiction's** proportional share of the **WMA FTE enrolment** factoring in the degree of self-identification and the census FNMI population is calculated as follows:

$$\frac{(incidence\ of\ selfidentification) * (FNMI\ incidence\ in\ population) * WMA}{\sum((incidence\ of\ selfidentification) * (FNMI\ incidence\ in\ population) * WMA)}$$

Allocation Criteria

1. The following types of self-identified FNMI **children/students** who reside off reserve are counted toward enrolment by Alberta Education and should be coded as follows:
 - a. Code 331 Aboriginal Student – Status First Nations
 - b. Code 332 Aboriginal Student – Non Status First Nations
 - c. Code 333 Aboriginal Student – Métis
 - d. Code 334 Aboriginal Student – Inuit.
2. These **children/students** are offered the option to self-identify through a signed declaration on the school registration form. Schools are then responsible to ensure that **children/students** and parents are provided with an opportunity annually to verify demographic information on the student record.
 - a. Verifying demographic information can be done in a variety of ways, depending on school authority procedures. For more information on annual verification, please see the Information for School Authorities document on the Aboriginal Student Self-Identification webpage (https://education.alberta.ca/media/3704427/aboriginal-self-identification_sch-auth-faq_jan2017.pdf).
3. **First Nations students who reside on a reserve** and who attend an Alberta school off reserve, are funded by the Government of Canada and do not qualify for funding under this section. These students should be coded 330 for funding purposes.
4. In addition to the 330 code, for data collection purposes, **First Nations students who reside on a reserve** should also be coded as 331 if they choose to self-identify. Therefore, both codes may be entered for these individuals. The 330 code will override the 331 code for funding purposes.
5. **Children/students** enrolled in home education and shared responsibility are not eligible for inclusion in the WMA calculation.

C3 – School-Based Grants

C3.1 – Operations and Maintenance Grant

The Operations and Maintenance (O&M) Grant is provided to school authorities to address the jurisdiction's responsibility for the operation, maintenance, safety and security of all **school buildings**, including costs relating to the supervision of this program.

Allocation Formula

$$\begin{aligned} &\text{Student Allocation (WMA FTE Enrolment x Applicable Rate)} \\ &\quad + \\ &\text{School Space Allocation (Utilized \& Underutilized Space)} \end{aligned}$$

Allocation Criteria

Student Allocation (WMA FTE Enrolment)

The O&M **FTE** is based on the WMA as defined in the Section C1.1. When calculating **WMA FTE enrolment** for this grant:

- A **child** in Early Childhood Services (ECS) is counted as 0.5.
- A **student** in Grade 1 to 12 is counted as 1.
- Distance Education **students** with **primary registration** (Full-time and Part-time) are *included*.
- Home Education and Shared Responsibility **students** are *excluded*.

Applicable funding rates for the **student** allocation are listed in **Section H**.

School Space Allocation – Utilized and Underutilized Space

The area (in square meters) of school facilities in active use for the instruction of ECS **children/ students** in Grades 1-12 is taken into account. School utilized space will be funded at the Utilized Rate and school underutilized space will be funded at the Underutilized Rate (approximately 70 per cent of the Utilized Rate). A school with a utilization rate of greater than or equal to 85 per cent is considered fully utilized. Both utilized and underutilized space are funded by school for the purpose of this grant:

1. Utilization rate of less than 85 per cent:
 - a. Utilized area in square meters x Utilized Rate
 - b. Underutilized area in square meters x Underutilized Rate
2. Utilization rate of 85 per cent or higher:
 - a. Utilized area in square meters x Utilized Rate
3. In the first year of a new school opening a new school's utilized and underutilized space will be determined as follows:
 - a. School utilized space is 50% of the school's gross area (excluding exempt area)
 - b. School underutilized space is 50% of the school's gross area (excluding exempt area)
4. The following schools are excluded from school space funding calculation:
 - a. **Charter Schools**
 - b. Outreach Schools
 - c. Online Schools / Online Learning Centers
 - d. Home-Based Programs
 - e. Alternative Programs in privately owned buildings/facilities.
5. **Charter Schools** and Alternative Programs in privately owned buildings/facilities are eligible to receive funding as per the **student** allocation component of O&M. The funding is based on their individual WMA **FTE** multiplied by the applicable rate provided in **Section H**.

Utilized and Underutilized Area Calculation and Examples

$$\text{Utilized Area} = (\text{Gross Area} - \text{Exempt Area}) \times \text{Utilization Rate of the School}$$

Example: School A – Gross Area = 1,000 Sq meter (m)
 Exempt Area = 50 Sq m
 Utilization Rate = 70%

$Utilized\ Area = (1000 - 50) \times 70\% = 665\ m^2$

$Under\ Utilized\ Area = (950 - 665) = 285\ m^2$

Example: School B – Gross Area = 1,000 Sq m
 Exempt Area = 0 Sq m
 Utilization Rate = 86%

$Utilized\ Area = (1000 - 0) \times 100\% = 1,000\ m^2$

$Underutilized\ Area = (1,000 - 1,000) = 0\ m^2$

The utilization rate calculation is provided in Section 9 of the Area, Capacity and Utilization section of the School Capital Manual.

Cost Allocation

Costs associated with this program include:

- Remuneration expenses for the supervisor of operations and maintenance of school facilities and all clerical and support staff associated with this program;
- Repair, maintenance and security of **school buildings**, equipment and grounds including services, contracts and supplies;
- General operational costs associated with the maintenance programs;
- Costs associated with maintenance staff involvement in the capital planning cycle;
- Emergency planning; and
- Facilities Planning and Development – The entire planning, development and construction cycle for capital building projects carried out by central office.

Costs related to O&M should be applied based on the nature of the work. Work performed by the Operations and Maintenance department which fits the definition of what is considered building maintenance is an O&M cost regardless of where the cost is incurred within the jurisdiction.

- **Telephones**
 - All landline charges should be charged to O&M.
 - Cell phone charges should follow the person to whom the phone is assigned. For example, a school or curriculum cell phone should be charged to the school or instruction.
 - Installing switches and technology infrastructure in a school this would be Instruction, but telephone infrastructure would be either Instruction, O&M, Transportation or System Admin for central offices depending on where the installation occurs.
- **Utilities**
 - All utilities should be charged to O&M except for central administration utilities which should be charged to **System Administration** and **student** transportation which should be charged to Transportation.

- **Custodial**
 - All custodial charges and costs related to cleaning supplies should be reported as O&M with the exception of central administration and **student** transportation. These should be charged to **System Administration** and Transportation respectively.
- **Amortization**
 - All building amortization should be charged to O&M except for amortization on central administration buildings which should be charged to **System Administration**. Vehicles and equipment that was purchased with O&M revenues, with a historic cost of \$5,000 or greater should be charged to O&M. Transportation vehicles and equipment should be charged to transportation.
- **SuperNet**
 - All costs related to the SuperNet should be charged to Instruction.
- **External Services**
 - Any costs related to External Services should be allocated to External Services on a pro-rata basis.

Insurance

Insurance costs should be allocated to **system administration** in relation to the purpose for which the insurance is placed:

- Property insurance for **school buildings** should be charged to O&M. Insurance costs related to **Student** Transportation should be charged to transportation.
- Any liability insurance should be charged depending on requirement of the liability insurance. For example, liability insurance on trustees or the executive team should be **System Administration**.
- Liability insurance on an operational director should be charged to the respective program (e.g., curriculum as Instruction, transportation to Transportation).

Liability insurance on educational assistants or teachers should be charged to Instruction and liability insurance related to the proportion of maintenance personnel.

Reporting

School boards are required to include an audited schedule for O&M expenditures in their Annual Audited Financial Statements. Costs associated with the operation and maintenance of all **school buildings** and maintenance shop facilities (excluding transportation facilities) should be classified under O&M.

C3.2 – Transportation Grant

Allocation Formula

2019/20 Transportation Funding Amount
+
5% Supplemental Funding

Allocation Criteria

1. The *School Transportation Regulation* provides the requirements and eligibility for **students** and Early Childhood Services (ECS) transportation.



INFORMATION REPORT

Page 1 of 1

DATE: Jan. 19, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-23 Interim Summary of School Fee Changes

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Tanya Borchers, Executive Assistant

REFERENCE: Alberta Regulation 95/2019, School Fees Regulation
Board Policy 23: School Fees
Administrative Procedure 505: School and Administrative Fees

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.

ISSUE:

That the Board of Trustees receive for information a summary of fee changes for the 2022-23 school year.

BACKGROUND:

New requests or changes to fees must meet the following criteria:

1. Benefits students
2. Be something the school was not able to foresee, and
3. Is a significant amount that cannot be absorbed by the school's budget.

CURRENT SITUATION OR KEY POINT:

The Superintendent and Secretary-Treasurer received and approved 54 requests for changes to fees or new fees. Requests are summarized in Attachment 1.

ATTACHMENT(S):

1. 2022-23 Summary of Changes to School Fees

2022-23 New Fees/Changes

Date	School	Fee description	Type	Fee Approved	New Fee	Comments
May 12, 2022	DCE	Swimming Lessons	Activity	\$65.00	\$70.00	Cost of swimming and busing has increased
May 26, 2022	GLN	Grade 6 Activity Fee	Activity	\$42.00	\$65.00	Increased costs for trip to Birch Bay Ranch - kick-off or wrap-up activity for grade 6 students.
May 26, 2022	FSC	Photography	Optional Course	<i>New</i>	\$10.00	New optional course for students
June 30, 2022	CLB	CTF: Culinary Arts (Snacks & Appies)	Optional Course	<i>New</i>	\$46.50	New optional course for students
Sept. 7, 2022	LHS	CTF: Communications Technology 7/8/9 changed to: CTF: Communications Technology 7 CTF: Communications Technology 8	Optional Course	\$25.00 \$25.00	\$25.00 \$25.00	Fees listed by grade; no change to fee
	LHS	CTF: Construction 7/8/9 changed to: CTF: Construction 7 CTF: Construction 8 CTF: Construction 9	Optional Course	\$78.75 \$78.75 \$78.75	\$78.75 \$78.75 \$130.00	Fee listed by grade; Construction 9 was \$130 in the prior year and was not to be changed
	LHS	CTF: Foods 7/8/9 changed to: CTF: Foods 7 CTF: Foods 8 CTF: Foods 9	Optional Course	\$21.00 \$21.00 \$84.00	\$21.00 \$21.00 \$80.00	Fees listed by grade; Foods 9 was \$84 in the prior year but was intended to match Foods 10 at \$80
	LHS	CTF: Outdoor Education 7/8/9 changed to: CTF: Outdoor Education 7 CTF: Outdoor Education 8 CTF: Outdoor Education 9	Optional Course	\$22.50 \$22.50 \$22.50	\$22.50 \$22.50 \$22.50	Fees listed by grade; no change to fee
	LHS	CTF: Cosmetology 9	Optional Course	<i>New</i>	\$40.00	Added to the list - Grade 9 students are part of the Grade 10 students Cosmetology; the fee is the same for both levels
Sept. 2, 2022	BFH	Volleyball - Sr. Boys	Extra-curricular	\$520.00	\$580.00	Increased costs for tournaments
Sept. 6, 2022	SAL	Volleyball - Sr. Boys	Extra-curricular	\$520.00	\$580.00	Increased costs for tournaments
Sept. 7, 2022	SCS	Volleyball - 7/8 Boys	Extra-curricular	\$80.00	\$145.00	Fee changed to be the same as Volleyball - 7/8 Girls
	SCS	Volleyball - 8/9 Boys	Extra-curricular	\$145.00	\$170.00	Fee changed to be the same as Volleyball - 8/9 Girls
Sept. 9, 2022	SWH	Sports for Life	Activity	<i>New</i>	\$45.00	Includes five field trips for students to participate in a range of sports and activities to enrich their experiences and explore interests, passions and skills
Sept. 13, 2022	RHJ	CTF: Commercial Foods	Optional Course	\$52.50	\$52.50	Commercial Foods is CTF food option for grade 8. The course was updated.
Sept. 14, 2022	SWH	CTF: Construction 9	Optional Course	\$37.50	\$37.50	Correction to fee description. CTF: Construction 8 was listed twice; the second listing was corrected to CTF: Construction 9
Sept. 15, 2022	SWH	Field Trip - Recreational Fitness 7	Activity	<i>New</i>	\$58.00	The fee was submitted previously, timing issue.
Sept. 15, 2022	SAL	Early Learning & Childcare	Optional Course	<i>New</i>	\$20.00	New course offering
Sept. 16, 2022	SAL	Design Tech	Optional Course	\$90.00	\$90.00	Fee name changed from Communications Tech to Design Tech to better define the program
Sept. 19, 2022	SCS	Art 10	Optional Course	\$66.00	\$70.00	Increased fee to cover costs for art supplies
Sept. 20, 2022	RHJ	E-Sports	Extra-curricular	<i>New</i>	\$140.00	New extra-curricular activity

Date	School	Fee description	Type	Fee Approved	New Fee	Comments
Sept. 20, 2022	SAL	Culinary Arts (Advanced) 20/30	Optional Course	<i>New</i>	\$90.00	New course offering
	SAL	Environmental Studies 20	Optional	\$31.00	\$34.00	The fee was submitted previously, timing issue.
	SAL	E-Sports	Extra-curricular	\$100.00	\$100.00	The fee was submitted previously, timing issue.
	SAL	Softball	Extra-curricular	\$50.00	\$100.00	The fee was submitted previously, timing issue.
Sept. 22, 2022	FRH	CTF: Design Studies 8 - Creative Crafts	Optional Course	\$10.50	\$11.00	New course offering; the course was offered in 2020-21 and had a fee of \$10.50. It was approved for 2021-22 but it was not offered to students last year. The course was brought back this year.
Sept. 26, 2022	CLB	CTF: Digital Design 7	Optional Course	<i>New</i>	\$5.25	New course offering
Sept. 26, 2022	FSC	Fashion 7	Optional Course	<i>New</i>	\$21.00	Foods and Fashion 7 discontinued; offering Fashion 7 on it's own; fee aligns with the fee for Fashion 8
	FSC	Foods 7	Optional Course	<i>New</i>	\$25.00	Foods and Fashion 7 discontinued; offering Foods 7 on it's own; fee is lower than Foods 8
Sept. 27, 2022	SWH	Jr. B Girls Volleyball	Extra-curricular	<i>New</i>	\$40.00	Jr. B will provide an opportunity for more girls to learn volleyball skills to continue playing in the future.
Oct. 3, 2022	FTV	Farewell Field Trip - Gr. 9	Activity	\$45.00	\$45.00	The fee was submitted previously, timing issue.
	FTV	Golf - Gr. 7-9	Extra-curricular	\$50.00	\$50.00	The fee was submitted previously, timing issue.
	FTV	Track & Field Zones - Gr. 7-9	Extra-curricular	\$20.00	\$20.00	The fee was submitted previously, timing issue.
Oct. 7, 2022	WFG	Swimming - Gr. 2	Activity	\$45.00	\$70.00	The fee should have remained at \$70, as was charged in previous years.
Oct. 7, 2022	AJS	Band Camp - Gull Lake	Activity	\$188.00	\$225.00	Fuel and camp costs have increased due to inflation; increase required for cost recovery
Oct. 11, 2022	VJS	Art 7	Optional Course	\$20.00	\$20.00	The fee was submitted previously, timing issue.
	VJS	Art 8	Optional Course	\$20.00	\$20.00	The fee was submitted previously, timing issue.
	VJS	Design Productions 7/8	Optional Course	\$20.00	\$20.00	Fee name change from Arts & Crafts 7/8; the fee is the same
Oct. 22, 2022	SCS	Swim Team	Extra-curricular	<i>New</i>	\$275.00	New fee for students interested in going to swim meets.
Oct. 26, 2022	SAL	Curling Team - changed to Curling Qualifying (Stage 1)	Extra-curricular	\$200.00	\$210.00	Curling is now split into two stages with separate fees; the first stage increase is due to an increased cost in renting ice at Glen Allen Rec Centre
		Curling League (Stage 2)	Extra-curricular	<i>New</i>	\$70.00	The second stage Curling League will cover the added metro costs and travel costs for four participants who move to the qualifying rounds
Nov. 2, 2022	SAL	German Exchange - Spring Break	Activity	<i>New</i>	\$410.00	German Language students participate in an exchange program with students and their families in Germany. Students will stay with German Families, attend school in Germany and visit cultural and historical sites. Opportunity for students to use their language skills, and experience the German culture and language first-hand.
Nov. 16, 2022	MHV	Ski Trip - Lift ticket, rental, lesson & transportation	Activity	\$42.00	\$45.46	Fee updated
		Ski Trip - Lift ticket, lesson & transportation	Activity	\$29.00	\$33.46	Fee updated
		Ski Trip - Helmet & transportation	Activity	<i>New</i>	\$10.46	New fee for helmet rental and transportation
		Ski Trip - Sunridge season pass holder & transportation	Activity	<i>New</i>	\$8.46	New fee for Sunridge season pass holders and transportation
		Ski Trip - Transportation	Activity	\$5.00	\$3.46	Fee changed

Date	School	Fee description	Type	Fee Approved	New Fee	Comments
Nov. 16, 2022	AEL	Ski trip - Mandatory lesson and transportation	Activity	\$3.00	\$10.00	Sunridge requires all students participate in a lesson
Nov. 21, 2022	LHS	Field Trip - Sr. High Phys Ed	Activity	<i>New</i>	\$40.00	New fee for physical education activities
Nov. 24, 2022	SAL	Basketball - Sr. Boys	Extra-curricular	\$650.00	\$700.00	Increased hotel and travel costs were not expected.
Dec. 1, 2022	LHS	First Aid Training	Activity	<i>New</i>	\$52.00	First aid has been added to the CALM and Outdoor Education curriculum
Dec. 19, 2022	FTV	Elementary Track	Extra-curricular	\$4.00	\$4.00	Change the fee name from Elementary Indoor Relay to Elementary Track
Dec. 19, 2022	SWH	Jr. B Girls Basketball	Extra-curricular	<i>New</i>	\$37.00	A new offering for students to develop basketball skills as there has been a large group of students trying out.
	SWH	Jr. B Boys Basketball	Extra-curricular	<i>New</i>	\$37.00	A new offering for students to develop basketball skills as there has been a large group of students trying out.
Jan. 4, 2023	LHS	Field Trip - Ice Fishing	Activity	<i>New</i>	\$39.00	Ice fishing trip for Environmental Outdoor Education program. New fee.