



**BOARD OF TRUSTEES  
ELK ISLAND PUBLIC SCHOOLS**

REGULAR  
SESSION

**THURSDAY, MARCH 21, 2024**

Boardroom  
Central Services Office

**AGENDA**

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

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- 9 a.m.    **1.    CALL TO ORDER** C. Allen
- 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 – Feb. 15, 2024 (encl.)
- 6.    CHAIR REPORT** C. Allen  
                  6.1 Hon. Nate Glubish, Member of Legislative Assembly Meeting – Feb. 19, 2024 (verbal)  
                  6.2 Chief of Staff Johnson, Office of the Minister Meeting - Feb. 21, 2024  
                  6.3 Vegreville & District Chamber of Commerce-AGM – Feb. 21, 2024  
                  6.4 Ministry of Education Budget 2024 Stakeholders Session – Feb. 29, 2024  
                  6.5 Classified Professional Learning Day – March 1, 2024  
                  6.6 Alberta Rural Education Symposium – March 3-5, 2024  
                  6.7 Strathcona County | EIPS Meeting – March 7, 2024  
                  6.8 Social Studies Curriculum Engagement – March 12, 2024  
                  6.9 Boys and Girls Club Strathcona County – March 15, 2024  
                  6.10 High School Culinary Challenge Awards Event – March 18, 2024  
                  6.11 Employee Relations Group Luncheon – March 19, 2024
- 7.    SUPERINTENDENT REPORT** S. Stoddard  
                  7.1 Chief of Staff Johnson, Office of the Minister Meeting – Feb. 21, 2024 (verbal)  
                  7.2 Ministry of Education Budget 2024 Stakeholders Session – Feb. 29, 2024  
                  7.3 Classified Professional Learning Day – March 1, 2024  
                  7.4 Alberta Rural Education Symposium – March 3-5, 2024  
                  7.5 Strathcona County | EIPS Meeting – March 7, 2024  
                  7.6 Innovative Schools Summit – March 7-10, 2024  
                  7.7 Social Studies Curriculum Engagement – March 12, 2024  
                  7.8 Boys and Girls Club Strathcona County – March 15, 2024  
                  7.9 High School Culinary Challenge Awards Event – March 18, 2024  
                  7.10 Employee Relations Group Luncheon – March 19, 2024
- 8.    COMMENTS FROM THE PUBLIC AND STAFF  
                  GROUP REPRESENTATIVES**

**ASSOCIATION/EMPLOYEE GROUPS**

- 9. **ASBA ZONE 2/3 REPORT** J. Shotbolt  
Meeting held Feb. 23, 2024 (verbal)
- 10. **ATA LOCAL NO. 28 REPORT** D. Zielke  
(verbal)
- 11. **EMPLOYEE RELATIONS GROUP (ERG) REPORT** M. Miller  
(verbal)

**BUSINESS ARISING FROM PREVIOUS MEETING**

**NEW BUSINESS**

- 12. **BUSINESS ARISING FROM IN CAMERA**
- 13. **2025-28 THREE-YEAR CAPITAL PLAN** S. Stoddard/B. Dragon  
(encl.)
- 14. **ASBA 2024 EDWIN PARR TEACHER AWARD** S. Stoddard/R. Johnson  
(encl.)
- 15. **REALLOCATION OF SURPLUS FUNDS** S. Stoddard/C. Cole  
(encl.)
- 16. **APPOINTMENT OF RETURNING OFFICERS** S. Stoddard  
(encl.)

**COMMITTEE REPORT**

- 17. **STUDENT EXPULSION COMMITTEE** R. Footz  
Meetings held Feb. 21, 23, March 14 and 20, 2024 (verbal)

**REPORTS FOR INFORMATION**

- 18. **THREE-YEAR ENGAGEMENT PLAN: ATTENDANCE AREA CLEANUP** S. Stoddard/B. Dragon  
(encl.)
- 19. **FINANCIAL PROJECTIONS 2023-24** S. Stoddard/C. Cole  
(encl.)
- 20. **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2023 TO FEB. 29, 2024** S. Stoddard/L. Lewis  
(encl.)
- 21. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

## RECOMMENDATIONS: BOARD OF TRUSTEES MARCH 21, 2024

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 approves the Minutes of Feb. 15, 2024 Meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Chair Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives.*
9. That the Board of Trustees receives the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receives the report from the representative of the ATA Local #28.
11. *Employee Relations Group Report.*
12. *Business Arising from In Camera.*
13. That the Board of Trustees approves the 2025-28 Three-Year Capital Plan as presented.
14. That the Board of Trustees supports Elk Island Public Schools' nomination of Alexis Kotronis for the Alberta School Boards Association (ASBA) 2024 Edwin Parr Teacher Award.
15. That the Board of Trustees approves the reallocation of unanticipated surplus of \$1,099,058 as follows:
  - Windows Computer Evergreening - \$694,058
  - Chromebook Evergreening - \$325,000
  - Next Step Entrance at Salisbury Composite High - \$80,000

16. That the Board of Trustees appoints Karen Baranec as the Returning Officer and Laura McNabb as the Substitute Returning Officer for conducting the 2025 trustee elections for Elk Island Public Schools (EIPS) under the *Local Authorities Election Act* or amendments there to.
17. That the Board of Trustees receives the report from the Student Expulsion Committee meetings held on Feb. 21, 23, March 14 and 20, 2024.
18. That the Board of Trustees receives for information an update on EIPS' Three-Year Engagement Plan: Attendance Area Cleanup.
19. That the Board of Trustees receives for information the financial projections for the 2023-24 year.
20. That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2023 to Feb. 29, 2024, for Elk Island Public Schools.



# BOARD MEETING MINUTES

February 15, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Feb. 15, 2024 — in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:02 a.m.

## BOARD MEMBERS PRESENT

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

## ADMINISTRATION PRESENT

S. Stoddard, Superintendent  
R. Marshall, Associate Superintendent – Supports for Students  
R. Johnson, Associate Superintendent – Human Resources  
C. Cole, Secretary-Treasurer  
L. McNabb, Director, Communications Services  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## CALL TO ORDER

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

## IN-CAMERA SESSION

029/2024 | Trustee Irwin moved: That the Board meet in camera (9:03 a.m.).

*CARRIED UNANIMOUSLY*

030/2024 | Trustee Sorochan moved: That the Board revert to the regular session (10:00 a.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 10:00 a.m. and reconvened at 10:05 a.m. with all trustees noted above in attendance.*

## TREATY 6 ACKNOWLEDGMENT

Board Chair Cathy Allen called the meeting to order at 10:05 a.m. followed by the Land and People Acknowledgment.

## **AGENDA**

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

031/2024 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair Allen called for confirmation of the Jan. 25, 2024 Board Meeting Minutes.

032/2024 | Trustee Shotbolt moved: That the Board of Trustees approves the Minutes of the Jan. 25, 2024 Board Meeting, as circulated.

*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Allen presented the Chair's Report.

033/2024 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair Report.

*CARRIED UNANIMOUSLY*

## **SUPERINTENDENT REPORT**

Superintendent Stoddard presented the Superintendent's Report.

034/2024 | Vice-Chair Miller moved: That the Board of Trustees receives for information the Superintendent Report.

*CARRIED UNANIMOUSLY*

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

No comments, presentations or delegations were presented.

## **Association/Employee Groups**

### **ATA LOCAL NO. 28 REPORT**

Board Chair Allen welcomed and invited the ATA representative, D. Zielke, to present the ATA Local No. 28 Report.

035/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the representative of the ATA Local No. 28.

*CARRIED UNANIMOUSLY*

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

Board Chair Allen shared regrets on behalf of the ERG representative, M. Miller. No report was presented.

## **Business Arising from Previous Meeting**

No business arising from the previous meeting.

## New Business

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

No business arising from in camera.

### **AMENDED 2023-24 BOARD OF TRUSTEES MEETING SCHEDULE**

Board Chair Allen presented to the Board an amended 2023-24 Board of Trustees Meeting Schedule, for approval.

036/2024 | Board Chair Allen moved: That the Board of Trustees approves the amended 2023-24 Board of Trustees Meeting Schedule, as presented.

*CARRIED UNANIMOUSLY*

### **BOARD POLICY 25: PETITIONS AND PUBLIC NOTICES**

Trustee Footz presented to the Board the proposed amendments to Board Policy 25: Petitions and Public Notices for approval.

037/2024 | Trustee Holowaychuk moved: That the Board of Trustees approves amendments to Board Policy 25: Petitions and Public Notices, as presented.

*CARRIED UNANIMOUSLY*

### **BORROWING RESOLUTION 2023-24**

Director Lewis presented to the Board the 2023-24 Borrowing Resolution for approval.

038/2024 | Trustee Boymook moved: That the Board of Trustees approves the borrowing resolution to meet expenditures during the fiscal year 2023-24.

*CARRIED UNANIMOUSLY*

## Committee Reports

### **POLICY COMMITTEE**

Trustee Footz presented a report for information from the Policy Committee meeting held on Feb. 7, 2024.

039/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on Feb. 7, 2024.

*CARRIED UNANIMOUSLY*

## Reports for Information

No reports for information were presented.

## Trustee Notices of Motion and Requests for Information

No notices of motion or requests for information were presented.

## **IN-CAMERA SESSION**

040/2024 | Trustee Sorochan moved: That the Board meet in camera (10:41 a.m.).

*CARRIED UNANIMOUSLY*

041/2024 | Trustee Irwin moved: That the Board revert to the regular session (1:06 p.m.).

*CARRIED UNANIMOUSLY*

## **ADJOURNMENT**

Board Chair Allen declared the meeting adjourned at 1:07 p.m.

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Cathy Allen, Board Chair

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Sandra Stoddard, Superintendent





# RECOMMENDATION REPORT

**DATE:** March 21, 2024

**TO:** Board Caucus

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** 2025-28 Three-Year Capital Plan

**ORIGINATOR:** Brent Dragon, Assistant Director, Facility Services

**RESOURCE STAFF:** Shaylin Sharpe, Planner, Facility Services  
Calvin Wait, Director, Facility Services  
Travis Hoose, Assistant Director, Facility Services

**REFERENCES:** Alberta School Capital Manual: 2023-24  
Administrative Procedure 540: Planning for School Facilities

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

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

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

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## RECOMMENDATION:

**That the Board of Trustees approves the 2025-28 Three-Year Capital Plan as presented.**

## BACKGROUND:

Each year, school boards must assess their school capital needs and prioritize projects based on the health and safety of existing school facilities, enrolment pressures, modernization needs and program requirements. The prioritized projects are then included in each school division's Three-Year Capital Plan, as a single aggregated list. The Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis and submitted to Alberta Education for funding consideration every spring. In October 2023, Alberta Education released the *School capital manual for the 2023/24 school year*. Chapter 2, "Capital Planning Process," provides details about the capital planning process and should be reviewed in connection with the *2025-28 Three-Year Capital Plan* (see, Attachment 2). The full manual is available at [open.alberta.ca](https://open.alberta.ca).

Once submitted, the province examines each school division's capital plan requests—new schools, replacement schools, modernizations and expansions—to determine the most pressing needs, provincially. The Government of Alberta uses a provincially consolidated capital planning process. That means each request is reviewed in relation to the needs of all school divisions. For Alberta Education, a critical factor is the readiness of the project to move forward in an effective and timely manner. As such, Alberta Education focuses on sites that are suitable and serviced. Once each ministry

compiles its provincial capital plan, the Provincial Capital Planning team consolidates all requests from each area. The team reviews each project for criticality, readiness and alignment with government priorities. Then projects are funded based on budget availability.

The fiscal year for all capital plans is from April 1 to March 31. That means, EIPS must submit its Three-Year Capital Plan to the province by April 1, annually.

The uncertainty of capital funding creates challenges in prioritizing projects—modernizations and new school constructions. Historically, funding for modernization projects is consistently below the levels required to maintain high-quality learning environments in ageing infrastructure. That said, Facility Services does prioritize its immediate and future needs to ensure EIPS facilities continue to offer high-quality learning environments. However, the Infrastructure Maintenance Renewal (IMR) funding received annually isn't sufficient to cover all costs associated with ageing infrastructure. As such, the projects listed in the *2025-28 Three-Year Capital Plan* address infrastructure needs that cannot be carried out with only IMR funding.

The *2025-28 Three-Year Capital Plan* outlines the Division's priorities. Projects in Year 1 are ready to move forward immediately upon funding approval. Those in Year 2 have a clearly identified project scope, but some aspects of the project may remain unknown—including partnerships or site services. Projects in Year 3 should have a general project scope, however, items such as site location or project capacity may be unknown.

Overall, the plan aims to provide clear direction to EIPS families, municipal partners and Alberta Education, where the Division requires capital investment. The plan is reviewed annually, and priorities are set each year.

### **COMMUNICATION PLAN:**

The following communication will occur if the Board approves the recommendation:

1. A complete capital plan submission will be provided to Alberta Education.
2. If or when funding is received by Alberta Education for a capital project(s), EIPS will develop a communication plan.

### **ATTACHMENTS:**

1. 2025-28 Three-Year Capital Plan
2. Chapter 2: Capital Planning Process – *School Capital Manual for the 2022/23 school year*

CC:



# 2025-28 Three-Year Capital Plan

Public Board

March 21, 2024

## 1.0 Funded Capital Project Update

### Sherwood Park Replacement School

**Project Type:** New School: Replacement

**Project Scope:** Replace Sherwood Heights Junior High and École Campbelltown into one school adjacent to the existing Sherwood Heights Junior High building. Once complete, the request also includes funds to demolish the two former school buildings.

**Project Capacity:** Core student capacity of 1,015

**Project Grades:** Kindergarten to Grade 9

On March 4, 2022, the Alberta Government announced design funding for the Sherwood Park replacement school. The funding enabled Alberta Infrastructure, as the project manager, and their consultants to work with EIPS and Alberta Education to design the new school. The goal of the design process was to determine how best to replace Sherwood Heights Junior High and École Campbelltown with one new facility located adjacent to the existing Sherwood Heights Junior High building. Then on March 1, 2023, Alberta Education announced construction funding for the Sherwood Park replacement school. Since the announcement, the project team has worked to complete detailed design. EIPS expects to begin construction in mid-2024. The project will be completed in two phases. Phase 1 consists of constructing the replacement school, bus parking and drop-off parking. Phase 2 consists of demolishing the Sherwood Heights Junior High building and adding a staff parking lot. At this point, it is too early to tell when the replacement school will be ready to welcome students. However, EIPS expects the replacement school to be completed in the 2026-27 school year—at the end of Phase 1. And it expects Phase 2 to be finished by fall 2027, depending on the contractor's construction schedule.

The replacement school has been designed to be a three-storey building. Division 1 classrooms, the learning commons and career and technology foundations (CTF) spaces for foods and construction will be on the main floor. There will also be science classrooms and junior high ancillary spaces. In addition, the school will have two gymnasiums, one large and one small. The design of each will serve to support school athletics, sports teams and after-hours community rentals. The second and third floors are connected by a feature staircase that will serve as a gathering space for students. In addition, most of the Division 2 and Division 3 classrooms are located on the second and third floors.

Looking ahead, EIPS and Strathcona County have started conversations to transfer École Campbelltown to the County upon the completion of the replacement school. Strathcona County has expressed an interest in the facility. However, at this time no decision has been made by EIPS or Strathcona County.

For additional details about the Sherwood Park replacement school visit the school's information page at [eips.ca](https://eips.ca).

## 2.0 Aggregated Priority List

Priority	School(s)	Sector	Year 1	Capacity	Cost (Millions)
1	Rudolph Hennig Junior High, Fort Saskatchewan High	3	<i>New School:</i> Replace Rudolph Hennig Junior High and Fort Saskatchewan High into one new facility on the Southridge site to accommodate grades 7-12 programming—result of the 2018 Fort Saskatchewan value scoping session	1,400 <sup>^</sup>	\$84
2	James Mowat Elementary	3	<i>New School:</i> Replace James Mowat Elementary on the Westpark site to accommodate grades K-6 programming—result of the 2018 Fort Saskatchewan value scoping session	650	\$32.9
Priority	School(s)	Sector	Year 2	Capacity	Cost
3	Cambrian Crossing – Cambrian Neighbourhood	1	<i>New School:</i> Build a new Kindergarten to Grade 9 school in the Cambrian neighbourhood	950	\$46.2
4	A.L Horton Elementary, Vegreville Composite High	5	<i>Major Modernization:</i> Modernize and expand Vegreville Composite High to accommodate grades K-12 programming—result of the 2022 Vegreville value scoping session	765	\$58.8
5	Win Ferguson Elementary	3	<i>Major Modernization:</i> Modernize Win Ferguson Elementary to accommodate grades K-6 programming—result of the 2018 Fort Saskatchewan value scoping session	470	\$23.2
6	Salisbury Composite High	1	<i>Major Modernization:</i> Modernize Salisbury Composite High to accommodate grades 10-12—result of the 2020 Sherwood Park value scoping session	1,978	\$110.3
Priority	School(s)	Sector	Year 3	Capacity	Cost
7	Sector 4 value scoping session	4	<i>Engagement:</i> Conduct a Sector 4 value scoping session—planning funds only	TBD	n/a
8	Cambrian Crossing – Hearthstone Neighbourhood	1	<i>New School:</i> Build a new Kindergarten to Grade 9 school in Hearthstone neighbourhood	950	n/a

<sup>^</sup>opening capacity—expandable to 1,600.

3.0 Capital Priority

**Elk Island Public Schools Capital Plan Priorities by Sector 1 and Sector 3**

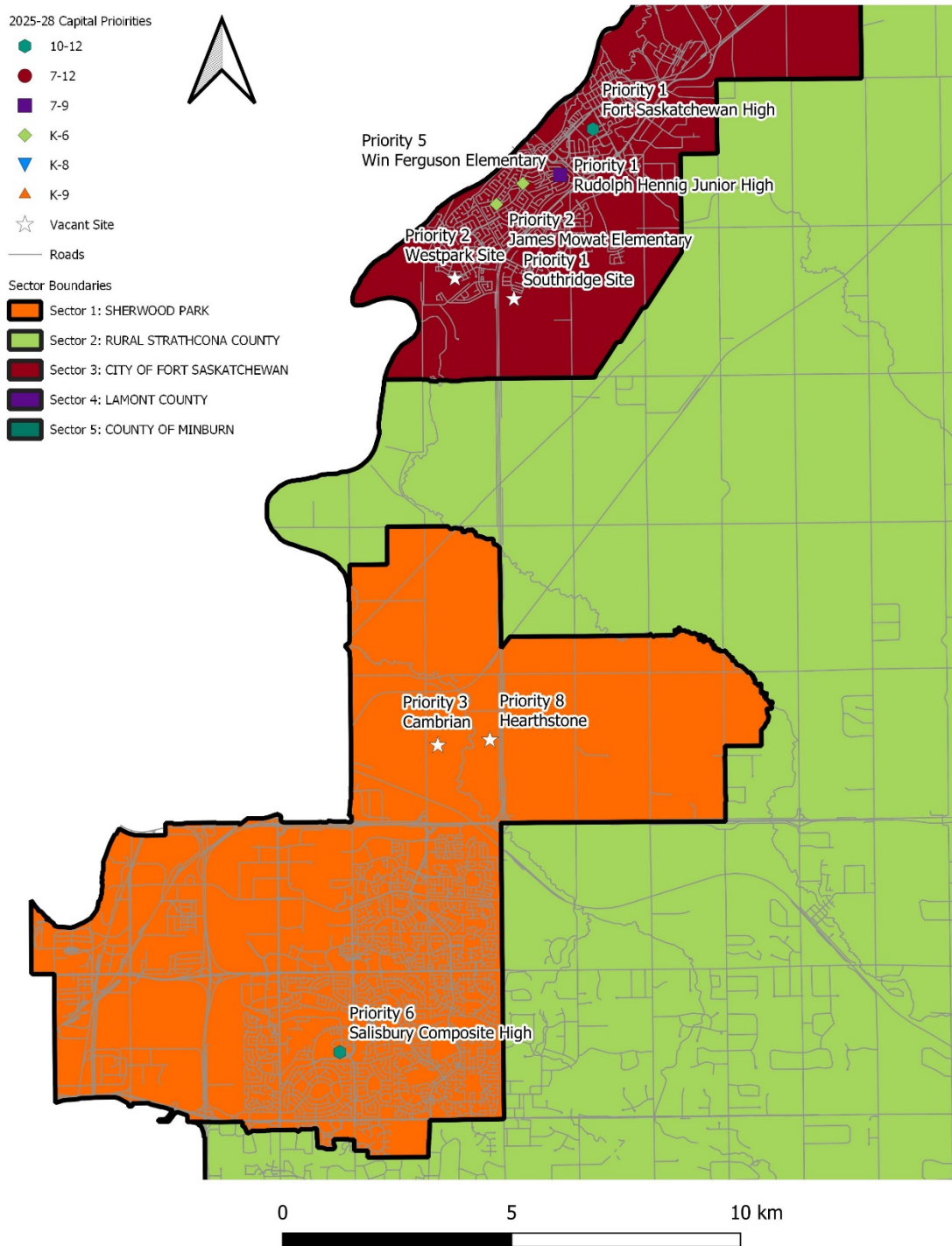


Figure 1: The location of capital priorities within Sector 1 and Sector 3.

## Elk Island Public Schools Capital Plan Priorities by Sector 4 and Sector 5

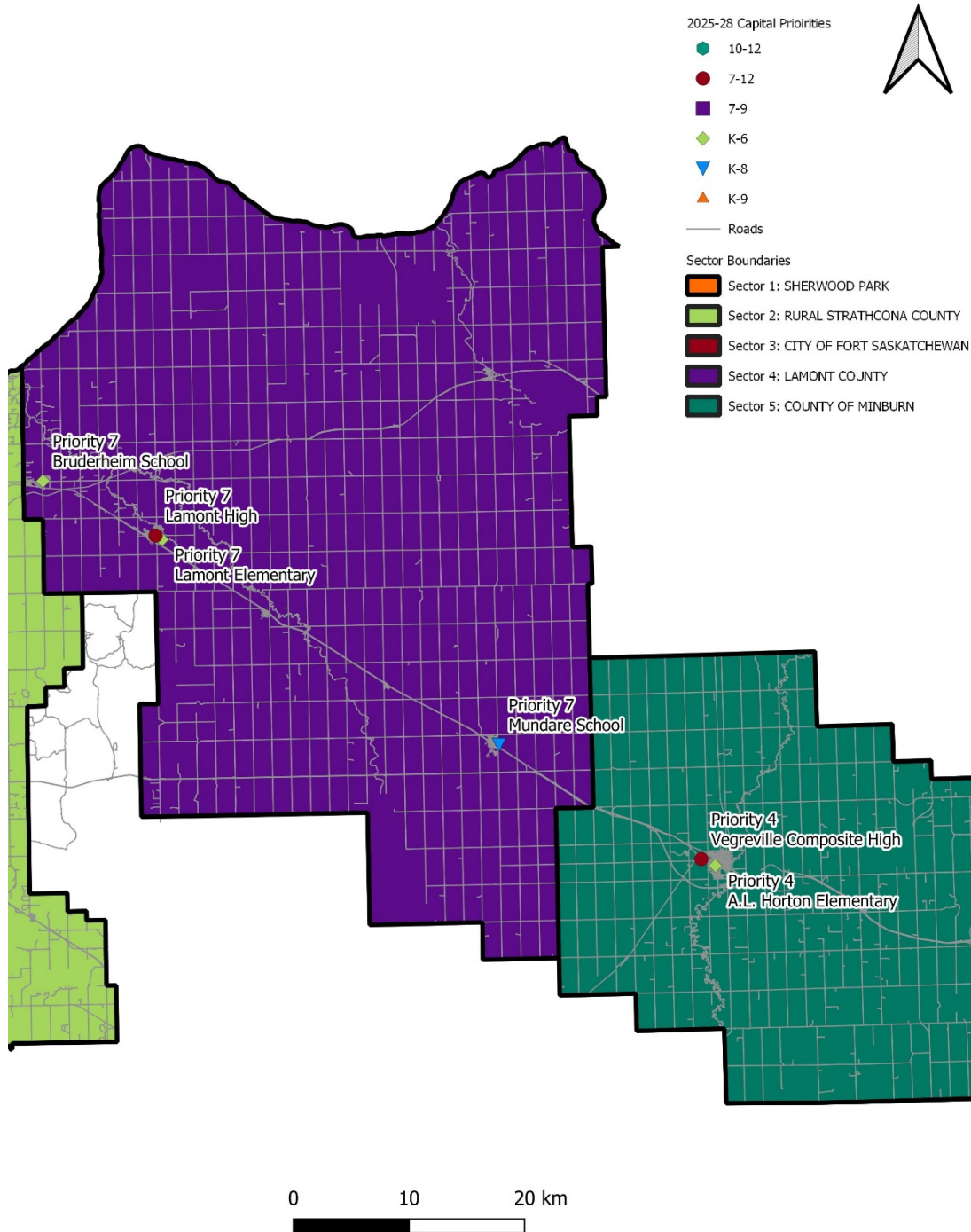


Figure 2: The location of capital priorities within Sector 4 and Sector 5.

## 4.0 Project Scope and Rationale

### Priority 1: Rudolph Hennig Junior High and Fort Saskatchewan High Replacement

**Project Type:** New School: Replacement

**Project Scope:** Replace Rudolph Hennig Junior High and Fort Saskatchewan High with one school located on the Southridge school site. Once complete, the request also includes demolishing the two former school buildings.

**Project Capacity:** Core student capacity of 1,400—expandable to accommodate 1,600 students

**Project Grades:** Grades 7 to 12

**Project Cost:** Approximately \$83,950,000.

Priority 1 listed in the *2025-28 Three-Year Capital Plan* is a capital request to replace Rudolph Hennig Junior High and Fort Saskatchewan High with a single facility offering grades 7-12. The requested core student capacity is 1,400—expandable to accommodate 1,600 students. As well, the request includes locating the replacement school to the Southridge school site (see pg. 4, “Figure 1”).

In 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified viable, long-term, community-derived options to meet the area’s growing enrolment pressures and facility-condition concerns. The requested two-to-one replacement school aligns with the outcomes developed at the Fort Saskatchewan value scoping session.

Considering both buildings’ conditions and enrolment growth, replacing the two schools on the Southridge site also allows EIPS to accommodate current and future growth while also addressing significant five-year maintenance costs. The five-year maintenance cost for Rudolph Hennig Junior High is \$3,657,985 and the five-year maintenance cost for Fort Saskatchewan High is \$2,265,595.

A review of the schools’ functionality indicates both schools have issues with sightlines and inadequate career and technology foundations (CFT) and career and technology studies (CTS) spaces. Both schools also have challenges meeting emerging program opportunities for core subject areas because of too few and undersized classrooms—many of which have limited or no natural light. In addition, there are ongoing challenges at both schools related to acoustics and circulation within the hallways and classrooms.

Since completing the value scoping session, The City of Fort Saskatchewan rezoned the Southridge school site as public-service lands, which now has effective transportation access and utility servicing. The city has approved the subdivision of the school site and is evaluating lot grading plans and landscaping plans. Conversations also continue with Southridge’s developer to ensure the school site can be turned over to the city and EIPS once provincial funding is approved. As well, Alberta Education awarded EIPS planning funds to undertake a series of technical studies in 2021. Since then, EIPS has completed an environmental site assessment, a geotechnical study and an access-management plan. No major issues were identified. EIPS has since shared all studies with Fort Saskatchewan and Alberta Education. Thanks to these efforts, the project can commence as soon as the province announces approval.

EIPS continues to explore partnership opportunities for the replacement school. In January 2023, the Division submitted a Collegiate School Status Initial Proof of Concept Application to Alberta Education. Ultimately, EIPS was unsuccessful in our application and the Government of Alberta is reviewing the Collegiate program. However, EIPS remains committed to the idea: To provide leading-edge space and programming to better assist students preparing for careers, employment, apprenticeships and post-secondary education.



So much so that in December 2023, EIPS organized and hosted a comprehensive event to gather valuable feedback from key stakeholders. This event brought together representatives from industry, post-secondary, and parent councils, fostering a collective environment for the exchange of ideas and perspectives. The insights gained from this event are integral to refining and enhancing the Heartland Collegiate model we aim to implement. Additional information sessions are planned for early 2024 to engage students and families. With the aim of gathering their perspectives to further EIPS’s vision of the Heartland Collegiate School.

The Division recognizes the importance of learning from established schools. As such, EIPS is actively engaged in exploring opportunities at similar schools in Texas. By partnering with both industry leaders and school authorities in the region, we seek to gain insights into the structure, programming, operations, and funding models of successful collegiate schools. This collaborative effort is a testament to EIPS’ commitment to delivering a cutting-edge educational experience for students in the Industrial Heartland, preparing Alberta’s workforce.

The Southridge location is ideal for the collegiate educational model. It is located in Fort Saskatchewan and within Alberta’s Industrial Heartland—home to more than 40 medium- to large-sized corporations specializing in a range of industries, including petrochemical, carbon capture, and supply and services (see pg. 13, “Appendix A”). Already, EIPS has established a positive relationship with several of these companies, including Agrium Inc., Dow Chemical Co., Shell Scotford and Sherritt International Corp. Given the already established relationships, EIPS feels if the collegiate model is approved, it can formalize partnerships immediately.

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Priority 2: James Mowat Elementary Replacement

**Project Type:** New School: Replacement

**Project Scope:** Replace James Mowat Elementary and locate the new school on the Westpark school site. Once complete, the request also includes demolishing the former school building.

**Project Capacity:** Core student capacity of 650

**Project Grades:** Kindergarten to Grade 6

**Project Cost:** Approximately \$32,920,000

Priority 2 listed in the *2025-28 Three-Year Capital Plan* is a capital request to replace James Mowat Elementary and relocate it to the Westpark school site (see pg. 4, “Figure 1”). The request also includes a student capacity of 650, which will allow the school to grow by 244 student spaces.

In October 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified a James Mowat Elementary replacement school as part of the best-performing option to meet Sector 3’s growing enrolment pressures and facility-condition concerns. Currently, James Mowat Elementary is in a building more than 40 years old with a utilization rate at 99 per cent and a Facility Condition Index rating of “Fair”. The facility also has a five-year maintenance cost of \$2,265,595. Currently, The City of Fort Saskatchewan owns the Westpark school site, it also has municipal services and is zoned appropriately for a school facility.

As of the 2023-24 school year, James Mowat Elementary is operating at full capacity—despite adding another modular classroom in 2022-23. The modular unit is one of 10 classroom units at the school—two were constructed in 1976, six in 1981, one in 2012 and one in 2016. The older modular classrooms, built in 1976 and 1981, are safe for students. However, they are starting to require extensive upgrades and will need additional infrastructure investments within this *2025-28 Three-Year Capital Plan* period. EIPS continues to monitor the modular classrooms.

To alleviate the enrolment pressures at James Mowat Elementary a random selection process was implemented for any new students wanting to attend the school—starting in the 2023-24 school year. The new process will help the school manage the enrolment pressures it is currently facing. The Division is piloting the process for two years. If the process works well, James Mowat Elementary will continue using the random selection process for new students as long as the school has closed boundaries. All new students living within the James Mowat Elementary attendance area, who are not selected through the random selection process, are redirected to, and guaranteed a spot at, their alternate-designated school, Fort Saskatchewan Elementary.

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### Priority 3: Cambrian New K-9 School

**Project Type:** New School

**Project Scope:** Build a new school in Cambrian to accommodate K-9 programming

**Project Capacity:** Core student capacity of 950

**Project Grades:** Kindergarten to Grade 9

**Project Cost:** Approximately \$46,150,000

Sherwood Park's new Cambrian Crossing residential area structure plan (ASP) welcomed its first residents in late 2023. By the time it is completed, anticipated in 2037, Strathcona County projects more than 12,000 people living in the area. Using residential areas with similar characteristics, density, dwelling type and the expected pace of development, EIPS anticipates 3,345 school-aged children to reside in the area—many of whom will register with the Division. The ASP is comprised of two neighbourhoods, Cambrian and Hearthstone. Rohit Group of Companies is the developer for Cambrian located west of Oldman Creek and Mattamy Homes is the developer of Hearthstone located east of Oldman Creek. Both neighbourhoods have a planned school site. Collectively the two sites can accommodate three school buildings. The site in Cambrian is planned for one school, while the site in Hearthstone is planned to accommodate two school buildings. In conversations with Rohit, Cambrian Boulevard, the road fronting the school site will be constructed in 2024—including underground services. Rohit has serviced 217 lots so far and plans to service an additional 240 lots in 2024 (see pg. 14, "Appendix B").

EIPS has already taken steps to accommodate the growth from Cambrian by designating students to schools with space for regular English and French Immersion. For French Immersion programming students are designated to Heritage Hills Elementary, Sherwood Heights Junior High and Salisbury Composite High. For regular programming, Cambrian is designated to Westboro Elementary, Clover Bar Junior High, and Salisbury Composite High.

The Division developed moderate enrolment projections for Cambrian that suggest Westboro Elementary, Clover Bar Junior High and Salisbury Composite High can accommodate the anticipated growth beyond 2034. However, as development is just beginning the absorption rate of new homes and the pace of development are difficult to determine. As such, EIPS will continue to monitor the development and adjust the enrolment projections to reflect the actual development pattern.

While space challenges in Sherwood Park are not anticipated for years. EIPS must consider the impact of other residential developments. Mainly, Bremner in Sherwood Park, Ardrossan East in Rural Strathcona County, and Southfort and Point-Aux-Pins in Fort Saskatchewan. To ensure all future residents have access to high-quality infrastructure the Division is beginning to advocate for new infrastructure in our new communities.

## Priority 4: Vegreville Composite High Major Modernization and Addition

**Project Type:** Major modernization and addition

**Project Scope:** Complete a major modernization and addition of Vegreville Composite High to accommodate kindergarten to Grade 12 programming. Once complete, the request also includes demolishing A.L. Horton Elementary.

**Project Capacity:** Core student capacity of 765

**Project Grades:** Kindergarten to Grade 12

**Project Cost:** Approximately \$58,800,000

In September 2022, EIPS conducted a [Vegreville value scoping session](#) for Sector 5. The session identified modernizing and expanding Vegreville Composite High as the best-performing option to accommodate kindergarten to Grade 12 students living in the sector. Throughout the discussion, participants from all stakeholder groups expressed the importance of the CTS at Vegreville Composite High, which is why this option was rated as the best performing. The next best option was building a new replacement school that also combines A.L. Horton Elementary and Vegreville Composite High but would result in reduced CTS than in a major modernization.

Since completing the value scoping session, EIPS has worked closely with Alberta Infrastructure and Alberta Education to further explore the two highest-ranking solutions. Alberta Infrastructure also provided detailed cost estimates for both options. The current cost for the modernization solution is \$58,817,390. The anticipated replacement school cost is \$53,599,226. After further discussions with Alberta Education, reviewing the value scoping session and examining the community's rationale for a modernization, it makes the most sense to choose the modernization over the replacement school. So much so, Alberta Education recommends EIPS now pursue technical investigations to further develop the modernization project scope and budget.

## Priority 5: Win Ferguson Elementary Major Modernization

**Project Type:** Major modernization

**Project Scope:** Complete a major modernization of Win Ferguson Elementary.

**Project Capacity:** Student capacity of 495—the same as the current building

**Project Grades:** Kindergarten to Grade 6

**Project Cost:** Approximately \$23,200,000

In October 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified modernizing Win Ferguson Elementary as part of the best-performing option to meet the sector's growing enrolment pressures and facility-condition concerns. A major modernization allows the Division to address concerns related to the school's deferred maintenance and needed mechanical and electrical systems upgrades. It also allows EIPS to address current and future community needs by improving access to high-quality learning environments.

In terms of the current school building, it is more than 47 years old, has a 79 per cent utilization rate, a Facility Condition Index rating of "Fair," and a five-year maintenance cost of \$2,877,197. Additionally, the school includes 12 modular classroom units. Four were constructed in 1978, and four in 1979. So, the modernization project cost also accounts for replacing these eight modular classrooms. The remaining four units were built after 2013 and are in good condition.

### Priority 6: Salisbury Composite High Modernization

**Project Type:** Major modernization

**Project Scope:** Complete a major modernization of Salisbury Composite High.

**Project Capacity:** Core student capacity of 1,978—the same as the current building

**Project Grades:** Grades 10 to 12

**Project Cost:** Approximately \$110,250,000

In 2020, the Board raised concerns about the underutilized space at Salisbury Composite High. It was also raised during a [Sherwood Park value scoping session](#) for Sector 1 in fall 2020. Since then, EIPS has taken significant steps to improve the building's utilization rate through relocating programs and leasing surplus space. For example, in 2021, EIPS relocated its Next Step Sherwood Park outreach program to the Salisbury Composite High building. Through these efforts, the school's net student capacity has decreased to 1,805 from 1,978. The Division is also working on its Three-Year Strathcona County Engagement for French Immersion and senior high. As part of this engagement, EIPS has adjusted the senior high attendance boundary for Salisbury Composite High and Bev Facey Community High effective when the Sherwood Park replacement school opens. The purpose: to balance the attendance areas of Sherwood Parks two high schools and improve the senior high French Immersion retention.

Given the school was built in 1968 and had major additions added in 1973 and 1979, it does require significant maintenance and upgrades, hence the request for a major modernization. There are several mechanical and electrical upgrades needed, instructional renovations and the school's five-year maintenance cost is \$11,984,529. Completing a major modernization of Salisbury Composite High aligns with the outcomes of the Sherwood Park value scoping session, addresses the deferred maintenance issues and optimizes student learning spaces. Another advantage: A major modernization will enhance the CTS programming within the Division by building further opportunities for innovation and personalized pathways.

### Priority 7: Sector 4 Value Scoping Session

**Project Type:** Solution

**Project Scope:** Conduct a value scoping session—dependent on funding approval.

In May 2023, The Board of Trustees closed Andrew School. The decision was made after a year-long engagement process with the community. Now, within the County of Lamont, Sector 4, EIPS has four schools, all with significant available student capacity. Of those four schools, they all operate above the Division's average per-student cost, which is \$7,097. Two of the sector's schools are among the Division's five highest operating schools. Mundare School ranks second and operates at \$11,485 per student, while Bruderhiem School ranks third and operates at \$11,157 per student. Lamont Elementary, \$8,385, ranks sixth, and Lamont High, \$8,380, ranks seventh. Note, Andrew School ranked number 1 with an operating cost of \$14,165 per student.

Conducting a Sector 4 value scoping session will help EIPS identify effective ways to right-size Division space, evaluate programming opportunities and ensure boundaries accurately reflect student needs. In general, value scoping sessions aim to identify solutions that provide the highest value for money while maximizing the utilization and functionality of school infrastructure. As well, the input from these sessions ensures a broad range of perspectives are considered and used to develop, and evaluate, potential solutions. The ultimate goal of a Sector 4 value scoping session: To develop community-derived options to better utilize the available school spaces in Sector 4.

### Priority 8: Hearthstone New K-9 School

**Project Type:** New school

**Project Scope:** Build a new school in Cambrian to accommodate K-9 programming

**Project Capacity:** Core student capacity of 950

**Project Grades:** Kindergarten to Grade 9

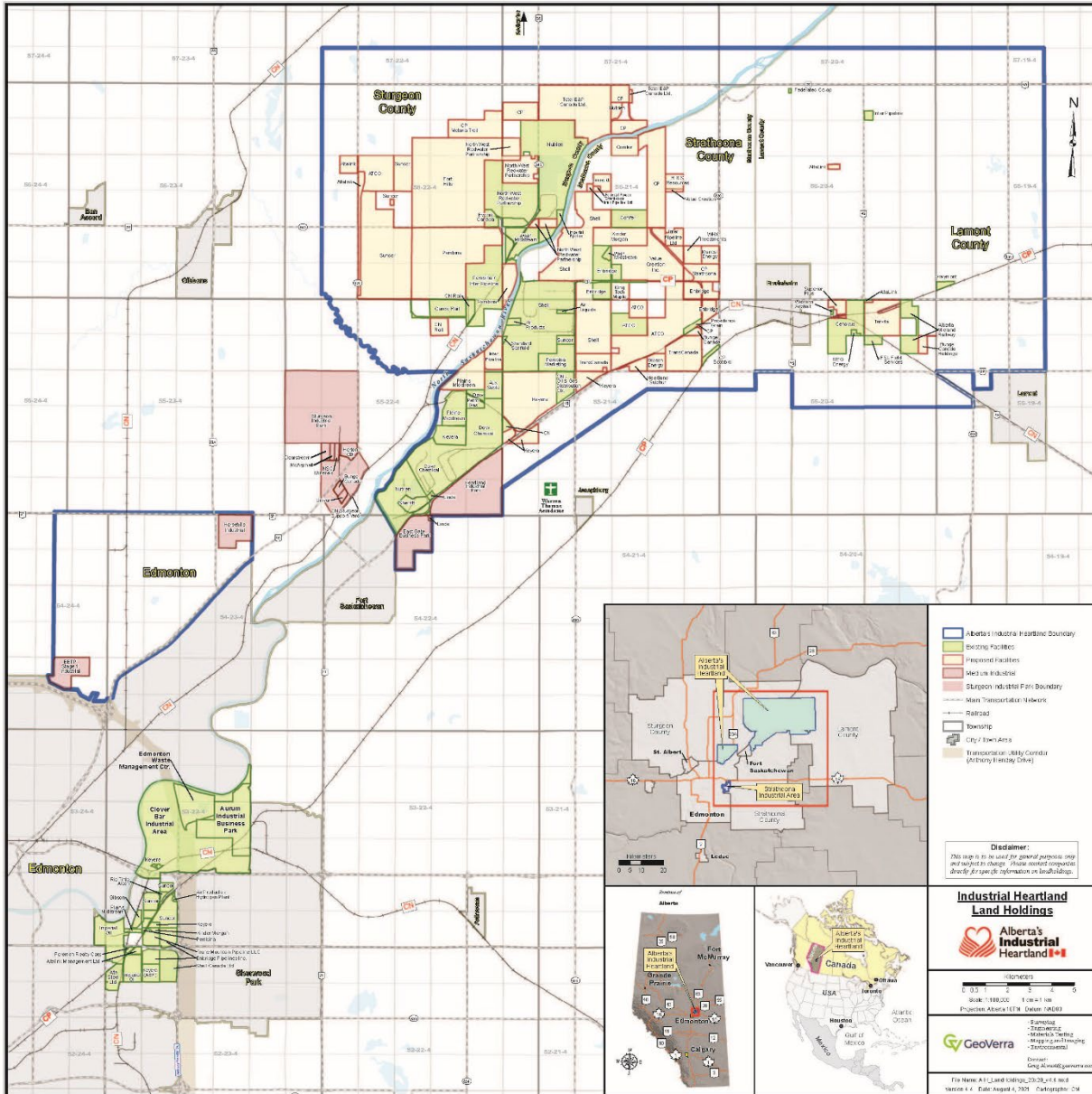
As with Priority 3, Sherwood Park’s new Cambrian Crossing residential area structure plan (ASP) welcomed its first residents in late 2023. By the time it is completed, anticipated in 2037, Strathcona County projects more than 12,000 people living in the area. Using residential areas with similar characteristics, density, dwelling type and the expected pace of development, EIPS anticipates 3,345 school-aged children to reside in the area—many of whom will register with the Division. The ASP is comprised of two neighbourhoods, Cambrian and Hearthstone. Rohit Group of Companies is the developer for Cambrian located west of Oldman Creek and Mattamy Homes is the developer of Hearthstone located east of Oldman Creek. Both neighbourhoods have a planned school site. Collectively the two sites can accommodate three school buildings. The site in Cambrian is planned for one school, while the site in Hearthstone is planned to accommodate two school buildings. In conversations with Mattamy Homes, the school site and road fronting the school will be constructed in 2026—including underground services. Mattamy Homes has serviced 185 lots so far and plans to service an additional 128 lots in 2024 (see pg. 15, “Appendix B”).

EIPS has already taken steps to accommodate the growth from Hearthstone by designating the neighbourhood to schools with space for regular English and French Immersion. For French Immersion programming students are designated to Heritage Hills Elementary, Sherwood Heights Junior High and Salisbury Composite High. For regular programming students are designated to Glen Allen Elementary, F.R. Haythorne Junior High and Bev Facey Community High.

The Division developed moderate enrolment projections for Hearthstone that suggest Glen Allen Elementary, F.R. Haythorne Junior High and Bev Facey Community High can accommodate the anticipated growth beyond 2034. However, as development is just beginning the absorption rate of new homes and the pace of development are difficult to determine. As such, EIPS will continue to monitor the development and adjust the enrolment projection to reflect the development pattern.

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Alberta's Industrial Heartland



**Cambrian**



Image taken from <https://rhtmaps.lotworks.ca/maps/cambrian> on January 18, 2024.





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## Chapter 2

### Capital Planning Process

#### 2.1 Provincial Capital Planning Process

The Government of Alberta (GOA) uses a province-wide consolidated capital planning process. The purpose of this process is to identify current and future capital needs, and to develop strategies to address those needs in alignment with the GOA's prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with government's overall prioritization in order to fulfill their mandate, each ministry may place different emphasis on the GOA criteria.

Each ministry evaluates and prioritizes its capital project needs using its program delivery criteria when developing their Ministry Capital Plan. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdictions must either have a suitable, serviced site, or there must be a suitable site identified with a written commitment from the municipality to provide and service the site before the scheduled start of construction. Any required access roadways and services need to be installed by the municipality prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the provincial Capital Planning team consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration to the available budget allocation. The projects approved by Cabinet become part of that year's Provincial Capital Plan.

#### 2.2 Education's Capital Planning Process

School jurisdictions are required to submit their capital project requests to Education by the April 1 submission deadline each year, unless otherwise communicated in writing by Education's Capital Planning team. Education's Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery, as outlined in Section 2.5 and 2.8 of this chapter. Education staff provide recommendations to the ministry's senior leadership team, including the data and risk analysis, project drivers, readiness, rationale, and criticality of each project requested for possible inclusion in the upcoming Ministry Capital Plan.

Once the Education Minister reaches a decision, Education finalizes and submits the Ministry Capital Plan Submission to the province-wide process for consolidation, further evaluation, and funding consideration.

When Education is advised by Treasury Board and Finance of the capital requests approved for funding, approval letters are prepared and sent to school jurisdictions.

## 2.3 Capital Funding Programs

There are four types of funding programs for approved school capital projects, which are designed to support projects as they progress through the stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.



School authorities are not required to complete each stage chronologically before receiving construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. The most appropriate funding program is selected for the approved school project based on an evaluation of the school authority's capital plan submission.

### 2.3.1 School Pre-Planning Funding Program

Pre-Planning Funding is provided for school projects to support the early identification of future capital needs. Funding through the Pre-Planning Program is intended for projects that are anticipated to increase in priority in the next three-to-five years and would benefit from preparatory work, such as value scoping studies or functional planning, community and stakeholder engagements, or site fit analysis. The Pre-Planning Funding Program supports school authorities in advancing projects out of a conceptual phase and can determine practical next steps, where applicable, to address a future capital need.

### 2.3.2 School Planning Funding Program

Planning Funding is provided for school projects to support project readiness through site investigation work, further development of project scope and partnership opportunities, or clarify potential risks and identify mitigating strategies. The Planning Funding Program focuses on smaller-scale projects and aims to prepare school projects for a smooth and swift transition to the Design and Construction stages once final funding is approved.

Note: In working with their local municipality and communities, some school authorities may progress project readiness activities on their own. In those cases, it is possible some project requests may not require funding support from the School Planning Program and the projects may advance directly to the Design or Construction stages. For authorities that need additional resources to complete planning activities to advance their priorities, the School Planning Funding Program will assist and allow for more efficient project delivery.

### 2.3.3 School Design Funding Program

School Design Funding is provided for school projects to complete front-end project work, such as the procurement of consulting teams (e.g. architectural firms), preparing construction tender documents, or

permit application activities. Design Funding is intended to address impacts to project timelines, scope, and budget. It is not necessary for all projects and is typically provided for complex projects with longer timelines and or a high cost.

#### **2.3.4 School Construction Funding Program**

School Construction Funding is provided for school projects in the final stage of development following tender. Construction Funding supports the construction of new infrastructure or expansion, rightsizing and/or demolition of existing infrastructure. The aim of Construction Funding is to deliver projects in a timely fashion. Thorough pre-planning, planning, and design activities cost overruns and other project delays can be mitigated in the early project development process which would better position projects for consideration of Construction Funding.

#### **2.3.5 Modular Classroom Funding Program**

Modular Classroom Funding is provided for approved project submissions to address emergent enrolment pressures, programming needs, address health and safety issues, or replace portables at the end of their service life. Alberta Education is responsible for the administration of the program, overseeing the evaluation, prioritization, and approval of modular classroom requests. Alberta Infrastructure is responsible for implementation of approved requests. Funding is dependent on provincial funding allocation. The submission process is separate from 3-Year Capital Plan and outlined in further detail in Chapter 12.

## **2.4 Ten-Year Facilities Plan**

The Ten-Year Facilities Plan provides a broad overview of a school jurisdiction's existing facilities, including age, condition, historical and current utilization, and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan, and should be prepared to submit this plan to Education upon request by Capital Planning staff. Each school jurisdiction should review its plan annually to confirm that it is up to date, relevant and that it aligns with their Three-Year Capital Plan.

The Ten-Year Facilities Plan is to include the following information:

- an overview of key strategies and objectives for the next 10 years or longer;
- the school jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to additional space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- need for new schools or addition to existing schools;
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s); and
- facility condition evaluation information.

## 2.5 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.6. The Three-Year Capital Plan must be approved by the board, and the board's meeting minutes must identify the dated version of the plan that has been approved.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete, and that substantiating data is provided.

Project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution;
- the project would be able to move forward expediently if funding were approved; and
- site readiness in alignment with the municipal, provincial and federal guidelines and regulation where applicable. Please refer to section 2.7 for further information on Site Suitability.

## 2.6 Project Drivers

The following information defines the project drivers under which consideration is given:

**Building Condition** – These are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.

**Community Renewal** – School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.

**Efficiency Solutions** – School capital projects that provide operational efficiencies through the modernization, replacement or consolidation of existing space to provide a more optimal learning environment where the available space is more aligned with the student enrolment.

**Enrolment Pressures** – The school jurisdiction's existing facilities are insufficient to accommodate current and future students within a specified geographical area.

**Functionality and Programming** – Projects provide new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional

capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound and light quality, etc.

**Health and Safety** – Projects that address risks to the health, safety, or security of the students or staff either immediately or in the longer term; projects that address compliance issues with federal or provincial legislation or municipal bylaws.

**Legal** – Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action (e.g. Rights to francophone education under Section 23 of the Canadian Charter of Rights and Freedoms).

## 2.7 Capital Project Requests

School jurisdictions are required to submit individual project requests into the government's web interface for each of the top priorities identified in their board approved Three-Year Capital Plan, in order to have the project considered by Education staff for possible inclusion in Education's Capital Plan submission.

Project requests that qualify for submission to Education must:

- be consistent with the approved Capital Plan (i.e. same project type, scope, grade configuration, capacity and priority);
- appropriately classify requests into one or more of the following five categories:
  - new school;
  - addition to an existing school;
  - modernization of an existing school;
  - replacement school; and or
  - solution.
- include in sufficient detail the required and relevant data outlined in the respective schedule for the project type (Refer to section 2.8)

**NOTE:** If the project scope or project need is not yet defined clearly enough to allow the required supporting data to be gathered and provided in the submission, this indicates that a capital project submission may be premature and additional planning work is required. Consultation with the appropriate capital planning manager is recommended, as it is not possible for ministry staff to evaluate a project that does not have a clear scope, a clearly defined rationale and description of any risks associated with its implementation.

### 2.7.1 Possible Partnerships

Schools serve as important hubs within communities. School jurisdictions are encouraged to pursue potential partnerships with local municipalities that would mutually benefit both the students and the local community.

School jurisdictions are expected to have an executed statement of commitment with any partners at the schematic design phase, and fully executed funding agreement prior to pre-tender stage.

School jurisdictions should contact their capital planning manager in Capital Planning for any additional information on developing partnerships.

## 2.7.2 Development of a Project Budget

Infrastructure develops the estimated project budget based on the project scope and data provided by Education and the school jurisdiction. It is critical that school jurisdictions provide a clear definition of what is in, and out, of the intended scope for the project with particular attention to any unusual or potentially costly components. This should limit the risk of in-scope items being removed during design because of unanticipated or uncommunicated project costs. It is important to identify scope of work and costs that are not (or will not be) covered by the project budget or site risks/considerations that may impact the project implementation, such as: any lack or limitation of services or access to the site, federal, provincial and municipal requirements, environmental and hazmat issues, geotechnical or structural issues, specific building components that are critical to the planned educational programming (e.g.. specific CTS labs, joint use spaces), requirements on a heritage building.

School jurisdictions should provide additional confirmation that municipalities are supportive of the proposed project and that there are no impediments to immediate commencement of the project.

In addition to evaluating the need for each capital request, Education ministry staff cannot recommend a project for inclusion in the Ministry Capital Plan submission without the availability of a suitable and ready site. Refer to section 2.7.

## 2.8 Site Suitability

In order to support school jurisdiction's assessment of the suitability of proposed sites, a completed Site Evaluation Checklist (SEC) must be included with each project submission. The guideline for completing this document is called the "[Guidelines for Site Work for Projects to be submitted with the ThreeYear Capital Plan](#)" ([Guidelines for Site Work for Projects](#)). Together, they provide the detailed requirements for a risk evaluation of the proposed site, its suitability, and the supporting documentation to be provided by school jurisdictions. They also contain information that could assist school jurisdictions in their work with local municipalities, provincial and federal government.

School jurisdictions should submit project requests where there is a clearly defined need. If the school sites are not available, school jurisdictions are encouraged to work in collaboration with the local municipality and education partners in procuring a suitable school site.

A project that is a high priority for a school authority can and should be submitted in the school authority's Three-Year Capital Plan submission even if there is no available site for the project. Although Education cannot recommend a project for funding without a viable site, the capital planning sector could assist the school jurisdiction's work to support the resolution of site issues.

Much of the initial site evaluation work should be completed prior to the capital project approval stage (level 1 & level 2 of the "[Guidelines for Site Work for Projects](#)" to be submitted with the three-year capital plans) to ensure that a project is able to proceed in an effective and timely manner once the approval has been given.

The project approval to school jurisdictions may be staged and contingent on specific milestones being met. There may be a staged project approval with design funds only depending on level of site risks identified and the need of the project, which would be defined through the capital plan review process. The approval of construction funding may not be provided until the design has sufficiently progressed and all site risks have been mitigated.

At pre-approval stage, school authorities should identify the funding source to proceed with necessary site investigations, if recommended.

The completion of the site evaluation checklist is required to ensure:

- potential sites for new, replacement, addition and modernization school projects do not cause delays that could have been addressed prior to start of construction; or
- any potential issues related to change in building footprint, expanded site servicing and construction; and maintaining the safety of staff and student during the increased site demands of the construction period are identified.

## 2.9 Capital Project Request Checklists

### 2.9.1 New School

The data listed below identifies the information school jurisdictions should consider including in their project proposal for a **new school** in order for the need and urgency of the project to be assessed:

- The name of the school. If unknown, at a minimum, the name of the neighbourhood or legal address and geolocation of the site where the proposed school will be constructed should be provided.
- The main project driver(s) for the new school referred to in section 2.6.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population will/could be affected when the new school opens.
- The current and five-year historical adjusted enrolments on each of the impacted school facilities.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance and travel times between the impacted school(s) and the new site.
- Busing information, including average ride times, if students are currently bused from their resident neighbourhood to a designated school outside their sector. Also, identify the expected impact on the affected schools and any plans for these schools if the new school is constructed.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
  - grade reconfiguration
  - boundary adjustments
  - transportation
  - use of other facilities in the community



- enhancing technology in schools (e.g. videoconferencing and distance learning)
- identifying possible partnerships in the community and/or sector
- program changes/relocation (e.g., for programs of choice)
- modular classrooms or permanent additions on existing schools
- The planned grade configuration for the proposed school. Also, identify if there are plans to initially open the facility serving a different set of grades and how many years/grades would be affected in the gradual implementation. (example: facility will serve Grades 10-12; however, in Year 1 – only Grade 10 will be offered, with Grades 10 - 11 offered in Year 2 and Grades 10-12 offered in Year 3).
- The five-year projected enrolment and utilization of the impacted schools.
- The projected enrolment at the new school upon opening and five years after opening.
- Any capital projects approved for the jurisdiction (whether in design or construction) for schools serving the same general area that will/could affect the utilization of the impacted schools. Current issues with existing programming and transportation and how the new facility is intended to resolve or mediate these issues.
- Available data from the municipality regarding development plans for the area, including:
  - status of current development – how much of the area is already developed
  - anticipated timelines for neighbourhood to be completely developed
  - housing starts – number and type of building permits issued over the past three years and anticipated over the next five years
  - any other relevant data that will define educational space requirements
  - number of students the area is expected to generate
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.
- Site readiness checklist and supporting documentation (See Section 2.8)

## 2.9.2 Capital Project Request – Addition to an Existing School

The data listed below identifies some of the information that school jurisdictions should consider including in their project submission for an **addition to an existing school** in order for the need and urgency of the project to be assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the addition. Please refer to section 2.6. Also indicate if the addition will result in added grades or just added capacity.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population will/could be affected when the additional spaces become operational.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the school proposed for an addition.

- Whether all additional instructional capacity will be occupied upon opening or if occupancy will be phased.
- Any other capital project currently approved for the jurisdiction (whether in design or construction phases) serving the same general area that will/could affect the utilization of the impacted schools.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
  - grade reconfiguration;
  - boundary adjustments;
  - transportation;
  - use of other facilities in the community;
  - enhancing technology in schools (e.g. videoconferencing and distance learning);
  - identifying possible partnerships in the community and/or sector;
  - program changes/relocation (e.g. for programs of choice); and or
  - modular classrooms added to existing schools.
- Current issues with existing programming and transportation and how the new space is intended to resolve or mediate these issues.
- Data from municipalities regarding plans for neighbourhoods still in development which the facility serves, including:
  - status of current development (e.g. how much of the area is already developed);
  - anticipated timelines for neighbourhood to be completed or developed;
  - housing starts (e.g. number and type of building permits issued over the past three years); and
  - any other relevant data that will define educational space requirements.
- Relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.
- Any third-party reports on facility condition and/or hazardous materials assessment.
- Information about students bused from their resident neighbourhood to designated schools outside of their sector. Include reasons, numbers of students, and average ride times.
- Additional capacity being requested with the addition.
- Indicate if any sightlines within and outside the facility pose any challenges for supervision.
- Identify and explain any of the following that are issues in the existing building:
  - adequacy of classroom sizes and availability of flexible workspaces;
  - existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs;
  - existing, emerging, or potential significant health and safety issues;
  - circulation concerns within the building;
  - security concerns with administrative suite location in terms of ability to monitor visitors and students;
  - concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances);

- lack of natural light access in instructional spaces; and or
- insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.8).

### 2.9.3 Capital Project Request- Modernization to an Existing School

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a **modernization to an existing school** in order for the need and urgency of the project to be accurately assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the modernization. Please refer to section 2.6.
- The list of the names of all the school facilities currently serving the students who may be re-designated to the modernized facility. These are considered impacted schools as their population will/could be affected if the modernization results in additional capacity or changes to grade configuration.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the school proposed for modernization.
- The amount of space that will be removed from the existing school as part of the modernization if the current utilization of the facility is below 85 per cent and the projections indicate a continued decline.
- If projections show low utilization and declining enrolment, provide rationale/evidence to support the need to keep the school operational over the next 15-20 years.
- Other capital projects currently approved for the authority (whether in design or construction phases) serving the same general area that will/could affect the utilization of the impacted school and school proposed for modernization.
- Any modular classrooms that are currently attached to the building (how many, their age and condition) and if they will remain as part of the new facility or be relocated/demolished.
- Review of the current facility audit and identify any statements within the audit where the school division and its third-party independent engineers/analysts have evidence that differs from the audit.
- Report from VFA of IMR and CMR funds expended on this facility over the previous five-years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a modernization project is not approved.
- Identify any major systems missing from the VFA report.
- Information on anticipated reduction in operational costs, if any.
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request made.
- Identify and explain any of the following that are issues in the existing building:
  - Adequacy of classroom sizes and availability of flexible workspaces.
    - If additional capacity is being requested as a part of the modernization, please provide all information and documents outlined in Section 2.8.

- Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
- Existing, emerging, or potentially significant health and safety issues.
- Circulation concerns within the building.
- Security concerns with the administrative suite location in terms of ability to monitor visitors and students.
- Concerns regarding sightlines within and outside the facility that pose challenges for supervision.
- Concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances).
- Lack of natural light access in instructional spaces.
- Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.8).

#### 2.9.4 Capital Project Request - Replacement of an Existing School

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a **replacement of an existing school** in order for the need and urgency of the project to be accurately assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the replacement. Please refer to section 2.6.
- The list of the names of all the school facilities currently serving the students that this project is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population could be affected when the additional spaces become operational.
- The intended location of the replacement school. If the site is not the same as the current school, provide the rationale for locating the facility elsewhere, and identify the impact to ride times for students. If it will be on the existing site, indicate where it could be situated on the site and whether students can continue to attend the existing school during construction or would need to be relocated (and where).
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the site of the replacement school.
- Busing information, including average ride times, if students are currently bused from their resident neighbourhood to a designated school outside their sector. Also, identify the expected impact on the impacted schools and any plans for these schools if the new school is constructed.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
  - grade reconfiguration;
  - boundary adjustments;
  - transportation;
  - use of other facilities in the community;

- enhancing technology in schools (e.g. videoconferencing and distance learning);
- identifying possible partnerships in the community and/or sector;
- program changes/relocation (e.g. for programs of choice); and/or
- modular classrooms added to existing schools;
- The requested capacity of the replacement facility.
- If projections show low utilization and declining enrolment, provide rationale to support the need for a replacement school to be in operation for the next 15-20 years.
- Any other capital projects currently approved for the authority (whether in design or construction phases) serving the same general area that will or could affect the utilization of the impacted schools and the replacement school.
- Any modular classrooms that are currently attached to the building (how many, their age and condition) and if they will remain as part of the replacement facility or be relocated/demolished.
- Current issues with the building's ability to provide functional programming and what changes are anticipated to existing programming and transportation and how the replacement is intended to resolve or mediate these issues.
- Review of the current facility audit and identify any statements within the audit where the school jurisdiction and its third-party independent engineers/analysts have evidence that differs from the audit.
- A report from VFA on all IMR funds expended on this facility over the previous five years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a replacement project is not approved.
- Information on the deferred maintenance and the five-year maintenance costs that will be eliminated because of the demolition of the existing facility.
- Plans for the existing school, whether demolition, sale or repurposing.
- Any third-party reports on facility condition and/or hazardous materials assessment.
- Information on anticipated reduction in operational costs, if any.
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request made.
- Identify and explain any of the following that are issues in the existing building:
  - Adequacy of classroom sizes and availability of flexible workspaces.
  - Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
  - Existing, emerging, or potentially significant health and safety issues.
  - Physical movement concerns within the building.
  - Security concerns with the administrative suite location in terms of ability to monitor visitors and students.
  - Concerns regarding sightlines within and outside the facility that pose challenges for supervision.
  - Concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances).
  - Lack of natural light access in instructional spaces.

- Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.8).

### 2.9.5 Capital Project Request – Solution

This is a new project type that is designed to allow for the submission of a project request for an integrated solution where, in order to meet the project delivery objective, more than one school facility will require construction activity.

Most often, the main project driver will involve a desire to remove excess space in a region of decreasing enrolment by consolidating students from two or more facilities into a single facility. The goal will be to achieve reduced operational costs and improved program delivery and efficiency.

For example, constructing a new K-12 facility in a centralized location that will serve all the students in three aged facilities where the current utilization is low, and the deferred maintenance and operational costs on all three facilities is high. The solution would involve four distinct construction components:

- the construction of a New K-12, x capacity school<sup>1</sup>
- the demolition of School A;
- the demolition of School B; and
- the demolition of School C.

The project would be submitted as a single solution project, because all four components would be necessary in order to attain the desired results. This may include the elimination of deferred maintenance; the elimination of underutilized space and the excessive costs to operate and maintain that space; an overall improvement in the sector and jurisdiction utilization; and potentially the ability to provide improved educational programming and efficiency.

The solution is considered to be the “parent project” and each facility or site that will have a construction activity is considered to be a “child” of that parent project.

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a **solution** project in order for the costs and benefits to be accurately assessed:

- Name of the area or region for which the project is to provide a solution and the main driver for the solution. Please refer to section 2.6.
- All of the information that would be required on each involved facility if that facility was being considered for a modernization or replacement.

<sup>1</sup> The letter x is used to represent capacity in the example.

- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project.
- Total deferred maintenance and five-year maintenance costs that will be eliminated through the completion of the project.
- Amount of under-utilized space that will be eliminated.
- Current average utilization of the area/facilities and the expected post-construction utilization.
- Pre- and post-construction operations and maintenance costs, and anticipated annual savings to the school jurisdiction as a result of the project.
- Administrative or travel costs incurred by facility maintenance staff or school administration that would be eliminated as a result of the solution.
- Relevant information that supports the need for the project or helps define a clear benefit to the school jurisdiction and/or the community.
- Relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required. Additional anecdotal data is particularly critical if the statistical data does not accurately highlight why the school jurisdiction considers this a particularly important project.
- Site suitability guideline and supporting documentation (See Section 2.8)



# RECOMMENDATION REPORT

Page 1 of 2

**DATE:** March 21, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** ASBA 2024 Edwin Parr Teacher Award

**ORIGINATOR:** Ragan Johnson, Associate Superintendent, Human Resources

**RESOURCE STAFF:** Brent Billey, Managing Director, Human Resources

**REFERENCE:** Board Policy 2: Role of the Board  
Administrative Procedure 415: Employee Recognition Programs

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

**EIPS GOAL:** A culture of excellence and accountability

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

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## **RECOMMENDATION:**

**That the Board of Trustees supports Elk Island Public Schools' nomination of Alexis Kotronis for the Alberta School Boards Association (ASBA) 2024 Edwin Parr Teacher Award.**

## **BACKGROUND:**

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, the Edwin Parr Award has been presented on an annual basis to outstanding first-year teachers across the province.

## **COMMUNICATION PLAN:**

Edwin Parr nominees' consent to media releases relative to the award and are recognized at an ASBA sponsored banquet. The nominee is also recognized at the Division level through the Weekly Wrap-Up.





# RECOMMENDATION REPORT

**ATTACHMENT:**

1. ASBA 2024 Edwin Parr Teacher Awards Nomination Form



# EDWIN PARR TEACHER AWARD

NOMINATION PACKAGE

# BACKGROUND

## Overview

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Award recognizes excellent first-year teachers across the province.

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, this award has been presented to outstanding first-year teachers.

## Award parameters

The following candidates are eligible for consideration for the Edwin Parr Award:

- First-year Kindergarten to Grade 12 teachers if they meet the following criteria:
  - First-year teaching experience must be completed in Alberta with a school board that is a member of ASBA and a minimum of 100 full-time equivalent days of teaching service within the current school year (i.e., September – June) is required.
  - A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
  - A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.

## Nominations

Nominees may include:

- First year Kindergarten to Grade 12 teachers (if the above criteria is met).

Individuals are nominated by the following process:

- The initial identification and selection of the nominee will be made by the nominee's school board. Each school board may only nominate one candidate for submission to their associated Zone Chair.
- Each Zone will then select one nominee as the zone recipient of the award. Zone 2/3 will select two recipients due to the amalgamation of zones 2 and 3.

## Recognition

A zone-level celebration is hosted by each zone prior to provincial recognition by ASBA.

In total, six Edwin Parr Teacher Award recipients are recognized at a provincial level by ASBA at its Fall General Meeting (FGM). Each recipient will receive a framed certificate and gift from ASBA. If applicable, ASBA will pay expenses for zone recipient attendance at the FGM awards ceremony.

# SELECTION

## Selection

The following criteria will be used to determine the zone recipient(s):

- School board evaluation; and,
- Interview with zone selection committee.

Additionally, the Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

<b>TQS1: Fostering Effective Relationships</b>	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
<b>TQS2: Engaging in Career-Long Learning</b>	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
<b>TQS3: Demonstrating a Professional Body of Knowledge</b>	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
<b>TQS4: Establishing Inclusive Learning Environments</b>	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
<b>TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit</b>	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
<b>TQS6: Adhering to Legal Frameworks and Policies</b>	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

## Guidelines for submission

- Please retain an electronic record of the nomination information at the nominating board office for a period of one year.
- All information provided in the nomination package will be considered confidential and managed in accordance with Alberta's Personal Information Protection Act (PIPA).
- Confirmation of receipt of the nomination package will be provided within 72 hours. If confirmation is not received within that timeframe, please follow up by phone.

Nominations must be received by [March 18](#).

## Zone Chair contacts

## Submission Checklist

- ATTACHMENT 1: Nomination Form**
- ATTACHMENT 2: Cover Letter (Principal summary remarks) & Evaluation (attach additional pages as required)**
- ATTACHMENT 3: Nominee Consent Form**

All forms and evaluations must be completed and signed (where prompted), and all elements noted above must be provided electronically. No paper copies are required. Please do not submit any additional materials as only those noted above will inform the zone selection process.

# ATTACHMENT 1: NOMINATION FORM

## Nominee Information

Alexis Kotronis

FULL NAME

[REDACTED]

HOME ADDRESS

CITY/TOWN

POSTAL CODE

[REDACTED]

PHONE NUMBER

ALTERNATE PHONE NUMBER

[REDACTED]

EMAIL ADDRESS

CONTACT PREFERENCE

Phone



*(please select)*

Bachelor of Arts Degree (Major Psychology, Minor Sports Management) Bachelor of Education After Degree (Elementary)

POST-SECONDARY EDUCATION (degree earned including major/minor)

[REDACTED]

GRADUATING UNIVERSITY

Elk Island Public Schools

ZONE

*(please select)*

Zone 2/3



SCHOOL BOARD NAME

Davidson Creek Elementary

360 Davenport Drive

SCHOOL NAME

SCHOOL ADDRESS

Grade 6

CURRENT TEACHING ASSIGNMENT

## Nominator Information

Helene Hewitt

SCHOOL BOARD CONTACT WHO COMPLETED NOMINATION PACKAGE

[REDACTED]

SCHOOL BOARD CONTACT PHONE NUMBER

SCHOOL BOARD CONTACT EMAIL ADDRESS

[REDACTED] OF SCHOOLS NAME

February 20, 2024

SUPERINTENDENT OF SCHOOLS SIGNATURE

DATE

# ATTACHMENT 2: COVER LETTER AND EVALUATION

Please provide a cover letter to accompany the evaluation (attach additional pages as required).

Dear Members of the Edwin Parr Teacher Award Selection Committee,

I am writing to wholeheartedly nominate Ms. Alexis Kotronis for the Edwin Parr Teacher Award. As a dedicated colleague and a first-year teacher, Ms. Kotronis has exhibited exceptional qualities that align with the spirit of this prestigious award.

Ms. Kotronis's commitment to excellence in teaching is evident in her proactive approach to creating a positive and inclusive learning environment. As a beginning educator, she has not only met but exceeded the expectations set forth by Edwin Parr's legacy. Edwin Parr's dedication to education and the recognition of outstanding teaching align seamlessly with the qualities embodied by Ms. Kotronis.

Ms. Kotronis's involvement in extracurricular activities, including organizing a volleyball tournament and leading the school's AMA Safety Patrol, reflects her commitment to our students. Her efforts extend beyond the classroom, providing students with opportunities for teamwork, leadership, and physical activity. Moreover, her initiative to run a badminton club for Grade 6 students demonstrates her dedication to fostering a well-rounded educational experience.

In addition to her exceptional extracurricular involvement, Ms. Kotronis has shown remarkable proficiency in incorporating Indigenous perspectives into her teaching. Using sharing circles, exploration of oral traditions, and integration of Indigenous literature, she creates a culturally rich and inclusive classroom environment.

Ms. Kotronis has also demonstrated an exemplary understanding of and adherence to the legal frameworks and policies that govern the Alberta education system. Her awareness of the School Act and other relevant legislation, coupled with her engagement in collaborative, whole-school approaches, ensures that she upholds the highest standards of professional conduct.

As principal of Davidson Creek, I have witnessed Ms. Kotronis's impact in the classroom and the broader school community, I am confident that she is a deserving candidate for the Edwin Parr Teacher Award. Her passion for teaching, commitment to student success, and dedication to the values upheld by Edwin Parr make her an exceptional nominee.

Thank you for considering Ms. Alexis Kotronis for this esteemed award. I am confident that her contributions to education align seamlessly with the legacy of Edwin Parr, and her recognition as an Edwin Parr Teacher would be a well-deserved honor.

Sincerely,  
Helene Hewitt, Principal

# ATTACHMENT 2: A

Please provide specific examples, commentary and evidence related to the nominee's performance in each of the following dimensions (attach additional pages as required).

## **A. How does the nominee foster effective relationships (TQS1)?**

In the dynamic landscape of education, fostering effective relationships stands as a cornerstone for student success and development. Ms. Alexis Kotronis, a dedicated educator, exemplifies this principle through her thoughtful engagement with students, parents, colleagues, and the broader school community. Employing the Collaborative Response Model, Ms. Kotronis has actively participated in constructing supports for all learners, ensuring that everyone receives the attention and resources necessary for their growth and achievement.

Central to Ms. Kotronis' approach is her commitment to open communication and collaboration. Recognizing the pivotal role of parental involvement in student achievement, she actively engages with parents and guardians through regular phone calls and emails. These interactions extend beyond mere updates on academic progress; they serve as avenues for fostering meaningful partnerships between home and school, wherein parents are empowered to actively support their child's learning journey. Additionally, Ms. Kotronis readily arranges meetings with school counselors when necessary, ensuring that students receive comprehensive support tailored to their unique needs.

Moreover, Ms. Kotronis goes above and beyond in building relationships with her students. As the teacher in charge of the school's Safety Patrol, she instills a sense of responsibility and leadership in students, fostering a positive school culture rooted in safety and community. Beyond safety initiatives, Ms. Kotronis takes proactive steps to connect with her students outside the traditional classroom setting. For instance, she spearheaded the organization of a volleyball tournament involving six schools within the division. In the lead-up to the event, she organized staff versus student volleyball games during lunch breaks, fostering camaraderie and teamwork among students and faculty alike.

In summary, Ms. Kotronis embodies the essence of effective relationship-building in education. Through her unwavering commitment to fairness, respect, and integrity, she cultivates a nurturing learning environment where every student feels valued and supported. By fostering partnerships with students, parents, and colleagues, she creates a collaborative ecosystem wherein student learning and well-being thrive. Ms. Kotronis' teaching philosophy serves as a testament to the transformative power of positive relationships in education, inspiring both students and colleagues alike to strive for excellence and inclusivity.

## ATTACHMENT 2: B

### **B. How does the nominee engage in career-long learning (TQS2)?**

Ms. Alexis Kotronis stands out as an exemplary educator through her commitment to career-long learning and professional development. Her engagement in various learning opportunities showcases her relentless pursuit of staying current with best practices and refining her teaching skills. One of Ms. Kotronis' notable accomplishments is her active participation in Elk Island Public School Division's, New Teacher Cohort, which demonstrates her commitment to continuous improvement, especially in the early stages of her teaching career. Additionally, her involvement in the Beginning Teacher's Conference underlines her desire to collaborate with peers and leverage shared experiences for professional growth.

As part of her ongoing professional development, Ms. Kotronis has been actively involved in enhancing her instructional strategies and content knowledge. Her participation in the Middle Years Literacy Professional Development (PD) sessions, specifically tailored to the new English Language Arts and Literature curriculum, exemplifies her dedication to staying abreast of the latest teaching methodologies and curriculum updates. By investing time and effort in these sessions, she ensures that her teaching practices align with the evolving educational landscape.

Furthermore, Ms. Kotronis, has quickly established herself as a lead physical education teacher in our school. She continues to expand her knowledge and expertise in her subject area. Attending the Big Games for Big Classes at this year's Teacher's Conference, alongside her grade partner Gerald Brouwer, showcases her commitment to staying informed about innovative and engaging physical education practices that meet the particular needs of our school's classes of sixty plus students. This collaborative approach to professional development not only benefits Ms. Kotronis but also contributes to a dynamic and collaborative learning environment within the school.

In the classroom, Ms. Kotronis employs instructional strategies grounded in her specialized knowledge of subject areas and a deep understanding of students' backgrounds and prior experiences. Her commitment to engaging students in meaningful learning activities is evident through varied and relevant instructional approaches that consider the use of digital technology where appropriate.

Additionally, Ms. Kotronis excels in student assessment and evaluation practices. She ensures that her assessments accurately reflect the learner outcomes within the programs of study, providing a balance of formative and summative experiences. Her commitment to timely and constructive feedback contributes to a positive learning environment, supporting students in their continuous development.

In conclusion, Ms. Alexis Kotronis not only builds positive and productive relationships with her students and the broader school community but also exemplifies a commitment to career-long learning and the application of best practices in planning, instruction, and assessment. Her multifaceted approach to professional development serves as an inspiration to her colleagues and enhances the overall educational experience for her students.



## ATTACHMENT 2: C

### **C. How does the nominee demonstrate a professional body of knowledge (TQS3)?**

In alignment with the Teacher Quality Standards (TQS), Ms. Kotronis demonstrates a comprehensive and current repertoire of effective planning, instruction, and assessment practices. Her planning activities are meticulous, incorporating short, medium, and long-range plans that address the learning outcomes outlined in the programs of study. She considers the diverse needs of her students. In the classroom, her teaching practices, characterized by hands-on activities, integration of technology, and collaborative project-based learning, reflect a comprehensive and current repertoire of effective planning, instruction, and assessment practices.

In a recent collaborative effort with other grade six teachers, Ms. Kotronis helped organize a project-based learning initiative that brought together students from all three classes to build a museum centered around Greek Mythology. This ambitious project not only showcased her ability to plan activities that address learning outcomes but also demonstrated her commitment to fostering student collaboration and engagement.

The project was intricately connected to the literary realm, with Ms. Kotronis leveraging the knowledge gained from the class read-aloud, "Lightning Thief" by Rick Riordan. By integrating the novel into the project, she not only brought the curriculum to life but also provided a multi-faceted learning experience for her students, combining literacy skills with hands-on creativity.

Ms. Kotronis applies a balanced approach to student assessment and evaluation practices. Her planning and instruction includes formative and summative assessments that accurately reflect the learner outcomes within the programs of study. She provided students with a variety of methods to demonstrate their achievements, ensuring that her assessments are not only accurate, but also aligned with the diverse needs of her student body.

Ms. Kotronis' commitment to providing accurate, constructive, and timely feedback reflects her dedication to supporting student learning. This, in turn, contributes to a positive and growth-oriented classroom atmosphere where students feel empowered to take ownership of their learning.

Ms. Alexis Kotronis stands as a beacon of innovative and student-centered teaching. Her ability to seamlessly blend hands-on activities, technology integration, and collaborative project-based learning showcases a commitment to creating an inclusive and engaging learning environment. Through her meticulous planning, thoughtful instruction, and balanced assessment practices, Ms. Kotronis not only meets the learning needs of every student but also inspires a love for learning that extends beyond the classroom.

## ATTACHMENT 2: D

### **D. How does the nominee establish inclusive learning environments (TQS4)?**

Ms. Alexis Kotronis not only excels in creating engaging and effective learning experiences but also stands out for her commitment to fostering an inclusive and supportive learning environment. She is dedicated to addressing the diverse needs of her students, employing a range of strategies to ensure every individual feels welcomed, cared for, and respected.

In her commitment to creating inclusive classrooms, Ms. Kotronis has demonstrated a keen understanding of the diverse needs of her students. She actively fosters equality and respect within the school community, aligning her practices with the principles outlined in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. This commitment is exemplified in her thoughtful approach to supporting a student with autism, where she ensured a smooth transition when the Educational Assistant had to take medical leave. By collaborating with the counselling team, the student's previous teacher, and the parent, she has created an environment that considers the unique needs of the student not only in the present but also in preparation for the transition to junior high.

Furthermore, Ms. Kotronis actively supports English Language Learners in her class, recognizing and responding to their specific learning needs. She employs targeted strategies and collaborative approaches to provide individualized support, ensuring that these students are not only integrated into the learning environment but also thriving academically.

Ms. Kotronis goes above and beyond by incorporating trauma-informed practices in her support for a student who recently experienced the loss of a parent. Her empathetic approach and sensitivity to the emotional and mental health needs of her students contribute to a positive and caring classroom atmosphere.

In alignment with the criteria for this competency, Ms. Kotronis employs effective classroom management strategies that promote positive and engaging learning environments. By recognizing and incorporating students' personal and cultural strengths into her teaching, she creates a space where diversity is celebrated. Additionally, she provides opportunities for student leadership, empowering her students to take an active role in their learning journey.

In conclusion, Ms. Alexis Kotronis is not only an exceptional educator but also a champion of inclusive education. Through her unwavering commitment to creating a welcoming and respectful learning environment, she ensures that every student, regardless of their background or individual needs, can thrive. Her dedication to fostering equality, embracing diversity, and promoting positive student experiences sets a remarkable example for the entire school community.

## ATTACHMENT 2: E

### **E. How does the nominee apply foundational knowledge about First Nations, Métis and Inuit (TQS5)?**

Ms. Alexis Kotronis exemplifies a commitment to fostering an inclusive and culturally responsive learning environment through innovative teaching practices, aligning with the Teacher Quality Standard (TQS) criteria, specifically TQS5 - Developing and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

Ms. Kotronis has implemented sharing circles and delved into oral traditions and land literacy in her classroom, creating a space that respects and honors diverse perspectives, including those of First Nations, Métis, and Inuit communities. Her choice of literature, such as "The Barren Ground" by David A. Robertson, showcases her dedication to incorporating Indigenous voices and narratives into the curriculum.

In addressing the criteria of TQS5, Ms. Kotronis demonstrates an understanding of the historical, social, economic, and political implications of treaties and agreements with First Nations, legislation and agreements negotiated with Métis, and the legacy of residential schools. By infusing these topics into her teaching, she actively engages students in a comprehensive exploration of Indigenous history and contemporary issues.

Ms. Kotronis goes beyond individual classroom practices to support student achievement through collaborative, whole-school approaches. By engaging in capacity-building initiatives related to First Nations, Métis, and Inuit education, she contributes to a school-wide commitment to cultural understanding and appreciation.

Additionally, she utilizes the programs of study to provide all students with opportunities to develop knowledge and understanding of the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Métis, and Inuit. Her incorporation of Cree words from "The Barren Ground" into morphology word work is a practical example of how Indigenous languages are integrated into daily learning experiences.

Furthermore, Ms. Kotronis ensures that the learning experiences of all students are supported by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit communities. This includes selecting literature, materials, and resources that authentically represent Indigenous perspectives, fostering an environment where students gain a nuanced understanding of Indigenous cultures.

Ms. Alexis Kotronis dedication to developing and applying foundational knowledge about First Nations, Métis, and Inuit contributes to a more inclusive and culturally rich educational experience for all students. Through her thoughtful practices, she not only imparts knowledge but also instills in her students a profound respect for the histories, cultures, and contributions of Indigenous peoples.

## ATTACHMENT 2: F

### **F. How does the nominee adhere to procedures, frameworks, and policies (TQS6)?**

Ms. Kotronis demonstrates a comprehensive understanding of and adherence to the legal frameworks and policies that underpin the Alberta education system, as outlined in TQS6. Firstly, Ms. Kotronis maintains a keen awareness of the requirements authorized under the School Act and other relevant legislation. Her commitment to providing a safe and supportive environment is evident in her practices that align with legal guidelines. This includes her thoughtful approach to transitioning a student with autism to a temporary Educational Assistant, ensuring continuity in individualized programming while adhering to legal frameworks.

Moreover, Ms. Kotronis engages in practices consistent with policies and procedures established by the school authority. Her involvement in collaborative initiatives, such as the New Teacher Cohort and the Middle Years Literacy Professional Development, demonstrates her dedication to aligning her practices with the school's strategic objectives and educational policies.

In addition, Ms. Kotronis recognizes and upholds the professional standards of conduct expected of a caring, knowledgeable, and reasonable adult entrusted with the custody, care, or education of students. Her emphasis on building positive relationships, supporting students with diverse needs, and fostering an inclusive learning environment reflects her commitment to the ethical principles that guide the teaching profession.

In conclusion, Ms. Alexis Kotronis not only meets but exceeds the expectations outlined in TQS6. Her professional practice is not only grounded in legal frameworks and policies but also reflects a deep commitment to the well-being and educational success of her students. Ms. Kotronis' understanding and adherence to the legal foundations of education contribute significantly to the overall effectiveness and integrity of the Alberta education system.

## ATTACHMENT 2: G

### **G. How is the nominee involved in extra-curricular and community activities?**

Ms. Alexis Kotronis is not only a dedicated and effective classroom teacher but also a highly engaged member of the school community, actively contributing to extracurricular and community activities. Her commitment to fostering positive relationships and creating a well-rounded educational experience extends beyond the traditional classroom setting.

Ms. Kotronis's involvement in the school's AMA Safety Patrol and her leadership in organizing a volleyball tournament involving six schools within the division exemplify her dedication to extracurricular engagement. Through these initiatives, she goes above and beyond to provide students with opportunities for teamwork, leadership, and physical activity outside of regular class hours. The staff versus student volleyball games she arranged at lunch further highlight her efforts to build a sense of community within the school.

Furthermore, Ms. Kotronis's role as a physical education teacher showcases her commitment to promoting a healthy and active lifestyle among students. Her recent undertaking of running a badminton club specifically for Grade 6 students adds another dimension to her extracurricular involvement. By organizing and leading this club, she not only provides students with an avenue to develop their badminton skills but also fosters a sense of camaraderie and sportsmanship among the participants.

Beyond the school gates, Ms. Kotronis actively engages with the broader community. Her collaborative work with community service professionals and parents, demonstrates her commitment to creating a holistic support system for her students. She ensures that the well-being of her students is addressed from various angles, contributing to a more comprehensive and community-oriented approach to education.

In summary, Ms. Alexis Kotronis's involvement in extracurricular and community activities is a testament to her commitment to providing a well-rounded education for her students. Whether through organizing sports tournaments, running extracurricular clubs, or collaborating with community partners, she actively contributes to the overall growth and development of her students. Ms. Kotronis's dedication to creating a positive and inclusive school community extends far beyond the confines of the classroom, leaving a lasting impact on the lives of those she teaches.

# ATTACHMENT 3: NOMINEE CONSENT FORM

I, Alexis Kotronis  
PRINT NAME

Consent to my nomination for the ASBA Edwin Parr Teacher Award and authorize the release of any or all information pertaining to my employment for the purpose of this nomination. This includes the use of my photograph to assist the ASBA in developing media releases and/or award materials, printed and digital, including accessing and posting to the ASBA website.

Alexis Kotronis  
NOMINEE SIGNATURE

February 20, 2024  
DATE

I hereby give consent to Alberta School Boards Association (ASBA), including its employees, Board of Directors or other third party ASBA may authorize on its behalf, to collect, use and disclose my name, likeness, voice, or other personal identifying information as specified below:

- Still photograph of me
- Video of me and my voice
- Audio recordings of me and my voice

I hereby waive all rights, including any economic and moral rights that I may have with respect to ASBA's collection, use or disclosure of my personal information. I further acknowledge and agree that there shall be no compensation provided to me by ASBA respecting my personal information for the above-described purposes.

I hereby release ASBA and its Board, elected officials, officers, employees, agents, representatives, successors and assigns, of and from any and all actions, causes of action, claims, expenses, demands for damages or loss, howsoever arising, that I may have had, may now have, or may hereafter have, against ASBA by reason of my consent to the collection, use and disclosure of my personal information as indicated herein.

By signing this form I acknowledge that this constitutes a binding agreement and is the entire agreement between myself and ASBA.

Alexis Kotronis  
FIRST AND LAST NAME OF NOMINEE

February 20, 2024  
DATE

Alexis Kotronis  
NOMINEE SIGNATURE



FOR MORE INFORMATION, VISIT  
[www.asba.ab.ca/about/awards/](http://www.asba.ab.ca/about/awards/)

OR EMAIL  
[awards@asba.ab.ca](mailto:awards@asba.ab.ca)



# RECOMMENDATION REPORT

**DATE:** March 21, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Reallocation of Surplus Funds

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

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Stacey Heinish, Senior Accountant

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

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

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

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

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## RECOMMENDATION:

That the Board of Trustees approves the reallocation of unanticipated surplus of \$1,099,058 as follows:

- Windows Computer Evergreening - \$694,058
- Chromebook Evergreening - \$325,000
- Next Step Entrance at Salisbury Composite High - \$80,000

## BACKGROUND:

Policy 2: Role of the Board, Section 1.8, Fiscal Accountability, establishes that the Board of Trustees will approve the allocation of resources and substantive budget adjustments.

## CONSIDERATION AND ANALYSIS:

Schools and departments have been completing projections (financial forecasts to the end of the year) regularly in the 2023-24 year to ensure funds are spent as planned and EIPS ends the year in compliance with the Government of Alberta reserve maximum.

In early February, schools and departments prepared their forecasts using January results. These projections identified some unanticipated surplus funds expected by the end of the fiscal year 2023-24. Substantial unanticipated surpluses that arise over the course of the year may either be reallocated to other Division needs within the same school year or allowed to roll into reserves at the end of year (assuming there is adequate reserve space available under the maximum limit set by Alberta Education).





# RECOMMENDATION REPORT

At this time, Administration is proposing additional spending in the current year (2023-24) from unanticipated surplus funds for the following items.

## Windows Computer Evergreening - \$694,058

- This would complete the required replacement of all Division computers that would not be able to support the upcoming Windows upgrade. Funding has been given in previous years for the same initiative and this would complete the project. If funding is not provided this year, it would need to be built into the 2024-25 budget.

## Chromebook Evergreening - \$325,000

- EIPS supports evergreening of Chromebooks for student use. The use of reallocated funds ensures this commitment continues to be achieved.

## Next Step Entrance at Salisbury Composite High - \$80,000

- Currently, Next Step students in Sherwood Park enter the Salisbury Composite High building through the same main entrance as the Salisbury Composite High students. In order to meet the unique student needs at this site and ensure all students feel safer arriving at school, it's recommended a new, independent entrance is constructed.

### **COMMUNICATION PLAN:**

Once approved by the Board, administration will communicate information to various stakeholders and make necessary budget adjustments.

### **ATTACHMENTS:**

N/A



# RECOMMENDATION REPORT

**DATE:** March 21, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Appointment of Returning Officers

**ORIGINATOR:** Karen Baranec, Communications Networking Specialist, Communication Services

**RESOURCE STAFF:** Laura McNabb, Director, Communication Services

**REFERENCE:** Board Policy 7: Board Operations  
*Local Authorities Election Act, RSA 2000, c. L-21*

**EIPS PRIORITY:** Enhance public education through effective engagement.

**EIPS GOAL:** Engaged and effective governance.

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

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## RECOMMENDATION:

**That the Board of Trustees appoints Karen Baranec as the Returning Officer and Laura McNabb as the Substitute Returning Officer for conducting the 2025 trustee elections for Elk Island Public Schools (EIPS) under the *Local Authorities Election Act* or amendments there to.**

## BACKGROUND:

The Board of Trustees of Elk Island Public Schools is composed of nine elected members who work together to govern the school system according to community need while maintaining the standards set by provincial legislation. Trustees are accountable to the community they serve.

Nomination Day is Monday, Sept. 22, 2025. Election Day is Monday, Oct. 20, 2025. The Oct. 20, 2025 Local Authorities Election will mark the beginning of the next four-year term for trustees.

Section 13(1) of the *Local Authorities Election Act* indicates that the elected authority, may, by resolution, appoint a returning officer for the purposes of conducting the election. If the elected authority does not appoint a returning office, the secretary is deemed to have been appointed (Section 13(2)).

Section 13(2.1) of the *Local Authorities Election Act* indicates that the elected authority, must, by resolution, appoint a substitute returning officer. The substitute returning officer has and may exercise all the duties, functions and powers of a returning officer if, through illness, absence or other incapacity, the returning officer is incapable of performing their duties.



# RECOMMENDATION REPORT

Page 2 of 2

All duties and responsibilities of the returning officer with respect to the conduct of trustee elections are outlined in the *Local Authorities Election Act*, associated regulations and amendments there to.

## **COMMUNICATION PLAN:**

- A Candidate Handbook will be developed to assist those running for office. The Candidate Handbook will be available by Jan. 1, 2025—the date on which candidates can begin filing nomination papers for the next trustee election.
- Nomination Day and Election Day will be advertised and promoted as defined by legislation.
- Communication Services will use the Division website and other communication channels to promote the election.



# INFORMATION REPORT

**DATE:** March 21, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Three-Year Engagement Plan: Attendance Area Cleanup

**ORIGINATOR:** Brent Dragon, Assistant Director, Facility Services

**RESOURCE STAFF:** Laura McNabb, Director, Communication Services  
Corrie Fletcher, Communications Specialist, Communication Services  
Shaylin Sharpe, Planner, Facility Services

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

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

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

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

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## ISSUE:

**That the Board of Trustees receives for information an update on EIPS' Three-Year Engagement Plan: Attendance Area Cleanup.**

## BACKGROUND:

In May 2022, Elk Island Public Schools (EIPS) developed a Three-Year Engagement Plan. The plan identifies areas where the Division can improve operations to best serve students. It also details strategies and timelines for the various engagement efforts. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

In total, the plan includes four engagement projects:

- Project 1: Three-Year Strathcona County Engagement
- Project 2: Enrolment Pressures in Fort Saskatchewan
- Project 3: EIPS Logos Christian Program Review
- Project 4: Value Scoping Session for A.L. Horton Elementary and Vegreville Composite High

Within Project 1: Three-year Strathcona County Engagement, there are four key focus areas—Attendance Area Cleanup, French Immersion Review, System Program Review and Balance Senior High Enrolment. Now in Year 3 of the plan, EIPS has put significant effort into engaging school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically looking at school capacity issues, attendance areas, system-programming transitions and accommodations for French Immersion programming. All are interconnected. As such, exploring each required a phased approach to ensure the outcomes and impacts of each focus area were considered throughout the engagement process.

In terms of the Attendance Area Cleanup, EIPS contracted Western Management Consultants (WMC) to facilitate the engagement process. Working collaboratively with EIPS, WMC drafted various advertising materials and information letters, hosted four drop-in public consultations, conducted two surveys and collected additional feedback from the school community (see Attachments 1 to 7). The focus: The junior high attendance area in Sherwood Park

At issue, students going to Brentwood Elementary are designated to two junior high schools, splitting students between Sherwood Heights Junior High and F.R. Haythorne Junior High. Through the [engagement](#), EIPS explored changing the attendance area to just F.R. Haythorne Junior High. The intent of changing the boundaries was to minimize splitting peer groups between the two junior high schools. Similarly, Davidson Creek Elementary and Mills Haven Elementary are the designated elementary schools for the Northeast Sherwood Park neighbourhoods—Summerwood, Summerwood North and Lakeland Village. Sherwood Heights Junior High is the designated school for all junior high students within the area. Administration [explored](#) changing the designation to Clover Bar Junior High—to maintain school communities and provide programming closer to home.

On Nov. 17, 2022 administration presented a report for information to the Board of Trustees indicating additional time and information was needed before a decision could be made about the attendance area cleanup. Administration felt it needed to consider information and feedback from other areas of Project 1—the French Immersion Review and Balance Senior High Enrolment. Fast forward to Jan. 25, 2024, after extensive engagement, the Board approved a recommendation to [address the French Immersion program and senior high enrolment in Sherwood Park](#).

## **CURRENT SITUATION:**

With a solution for the French Immersion program and senior high enrolment approved, administration wants to close the loop on the Attendance Area Cleanup engagement. After reviewing all the feedback collected from the [Brentwood Elementary](#) and [Northeast Sherwood Park](#) engagement, there wasn't strong support for either boundary change. In addition to the boundary adjustment indifference, three key changes have occurred since the Attendance Area Cleanup consultations in 2022.

- First, the province approved construction for the Sherwood Park replacement school. The replacement school will see École Campbelltown and Sherwood Heights Junior High replaced into one new school, kindergarten to Grade 9.
- Second, the Board approved an attendance boundary change for the Cambrian Crossing area structure plan, which impacts the junior high Attendance Area Cleanup engagement (see, "Table 1"). The Cambrian Crossing area structure plan consists of two new neighbourhoods within Sherwood Park—Cambrian and Hearthstone. Regular English program students residing in Cambrian are now designated to Westboro Elementary, Clover Bar Junior High and Salisbury Composite High. Meanwhile, regular English program students residing in Hearthstone are designated to Glen Allen Elementary, F.R. Haythorne Junior High and Bev Facey Community High. French Immersion program students from



Cambrian and Hearthstone are designated to Heritage Hills Elementary, Sherwood Heights Junior High and Ardrossan Junior Senior High—until the new Sherwood Park replacement school opens, then they'll attend Salisbury Composite High.

- Third, as previously mentioned, the Board approved a solution to best address the French Immersion program and balance senior high enrolment.

*Table 1: The designated schools for regular English and French Immersion programming for Cambrian Crossing*

Residential Area (Program)	Elementary	Junior High	Senior High
Cambrian (regular English)	Westboro Elementary	Clover Bar Junior High	Salisbury Composite High
Hearthstone (regular English)	Glen Allen Elementary	F.R. Haythorne Junior High	Bev Facey Community High
Cambrian and Hearthstone (French Immersion)	Heritage Hills Elementary	Sherwood Heights Junior High	Ardrossan Junior Senior High <sup>^</sup>

<sup>^</sup> NOTE: When the Sherwood Park replacement school opens, the senior high French Immersion program will relocate to Salisbury Composite High—expected in the 2026-27 school year.

Looking ahead, Clover Bar Junior High, F.R. Haythorne Junior High and Sherwood Heights Junior High will have increased enrolment as they are now the designated schools for Cambrian and Hearthstone. Ultimately, this means the Division won't have sufficient capacity to accommodate the attendance boundary changes proposed during the Attendance Area Cleanup engagement—for Brentwood Elementary and Northeast Sherwood Park. That said, a common theme heard throughout the engagement was a desire to keep peers, siblings and family groups together as they transition to junior high.

As such, administration plans to keep the junior high boundaries unchanged. Doing so honours the feedback heard by keeping transitions the same for Division families and ensures schools have sufficient student capacity, long term. Looking ahead, administration will continue to review the junior high attendance boundaries on an annual basis. That may result in administration recommending boundary changes in the future—any such recommendation would involve new conversations with impacted stakeholders.

### **NEXT STEPS:**

Administration will reach out directly to all engaged stakeholders who took part in the Brentwood Elementary and Northeast Sherwood Park engagements to inform and explain why the junior high boundaries remain unchanged. Administration will also update the EIPS website about the Attendance Area Cleanup outcome.

Before completing the Three-Year Engagement Plan, administration still needs to evaluate the location of the junior high Logos Christian and the Impact programs to ensure sufficient student capacity at the Sherwood Park replacement school. Further engagement will need to be had with the stakeholders of these programs before a decision is made—anticipated during the 2024-25 school year, with a decision expected in advance of the 2026-27 Returning Student Registration Process at the latest.

### **ATTACHMENT(S):**

1. Brentwood Elementary and Northeast Sherwood Park Engagement Report Summary
2. Phase 1 What We Heard Report – Brentwood Elementary
3. Phase 2 What We Heard Report – Brentwood Elementary
4. EIPS Frequently Asked Questions – Brentwood Elementary
5. Phase 1 What We Heard Report – Northeast Sherwood Park
6. Phase 2 What We Heard Report – Northeast Sherwood Park
7. EIPS Frequently Asked Questions – Northeast Sherwood Park

# Public Consultations: Report Summary

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BRENTWOOD ELEMENTARY AND NORTHEAST SHERWOOD  
PARK | ATTENDANCE AREA CLEANUP

LAST UPDATED: MARCH 12, 2024



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NORTHEAST SHERWOOD PARK ENGAGEMENT SUMMARY .....5



## BACKGROUND

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. To facilitate the process, the Division recently developed an EIPS Three-Year Engagement Plan. The plan identifies where the Division can improve operations to best serve students and the strategies and timelines for various related engagement efforts over the next three years. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

In total, the plan includes four engagement projects:

*Project 1: Three-Year Strathcona County Engagement*

*Project 2: Enrolment Pressures at In Fort Saskatchewan*

*Project 3: EIPS Logos Christian Program Review*

*Project 4: Value Scoping Session for A.L. Horton Elementary and Vegreville Composite High*

For Project 1: Three-Year Strathcona County Engagement, EIPS is engaging school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically, how to address school capacity issues, explore attendance areas, improve system-programming transitions and enhance accommodations for French Immersion. Within Project 1 are four key focus areas: Attendance Area Cleanup, French Immersion Review, System Program Review and Balance Senior High. The Division has just finished its public engagement efforts for the Attendance Area Cleanup. A final decision is expected later in the 2022-23 school year.

### Attendance Area Cleanup

Public consultations for Project 1: Attendance Area Cleanup started in June 2022 and finished in October 2022. EIPS engaged Sherwood Park communities about changing the junior high attendance areas for two identified areas: students designated to Brentwood Elementary and Northeast Sherwood Park.

To facilitate the engagement efforts, EIPS contracted Western Management Consultants (WMC). Working collectively with EIPS, WMC drafted various advertising materials and information letters, hosted four drop-in public consultations, conducted two surveys and collected additional feedback from the school community. For each public session and the surveys, the company also created a What We Heard Report.

At issue, Brentwood Elementary is currently designated to two junior high schools, which splits students between Sherwood Heights Junior High and F.R. Haythorne Junior High. As such, administration is exploring changing the attendance area to just F.R. Haythorne Junior High. Changing the boundaries would prevent splitting peer groups between the two junior high schools. Similarly, Davidson Creek Elementary and Mills Haven Elementary are the designated elementary schools for the Northeast Sherwood Park neighbourhoods—Summerwood, Summerwood North and Lakeland Village. Sherwood Heights Junior High is the designated

school for all junior high students within the area. Administration is exploring changing the designation to Clover Bar Junior High. Changing the boundaries will help maintain school communities and provide programming closer to home.

**Public Engagement Phase 1:** Two drop-in public consultation sessions and two surveys

In June 2022, WMC hosted two drop-in public consultation sessions. One for the Brentwood Elementary area and another for the Northeast Sherwood Park area. It then conducted a survey to collect further information. Both the sessions and surveys provided the school communities with background information and details on why the Division is exploring the attendance area cleanup. There was also an opportunity to share feedback about what is most important to the school community and what they think the Board should consider before making any decisions.

**Public Engagement Phase 2:** Two drop-in public consultations and feedback submissions

WMC hosted two drop-in public consultation sessions at the proposed designated schools. One for the F.R. Haythorne Junior High and another at Clover Bar Junior High, which allowed parents to see the school and meet staff. At the session, attendees were presented with the What We Heard Report and a Frequently Asked Questions document—from Phase 1 consultations. There was also an opportunity to share feedback about the What We Heard Reports and what they think the Board should consider before making any decisions. For parents who could not attend the session, EIPS encouraged them to email WMC directly with their feedback.

## BRENTWOOD ELEMENTARY ENGAGEMENT SUMMARY

### Phase 1: Spring 2022

#### DROP-IN DISCUSSION

**When:** June 9, 2022; 5:30 p.m. to 8:30 p.m.

**In-person attendance:** 11

#### ONLINE SURVEY

**When:** June 10-16

**Responses:** 44

In Phase 1, all respondents had children attending Brentwood Elementary, with 73 per cent registered in the regular program, 25 per cent in the Logos Christian Program and two per cent in GOALS. As well, most respondents lived within Brentwood Elementary's attendance area. Overall, the community deemed the following as positive—it maintains existing peer groups, and F.R. Haythorne Junior High is in a good location. The biggest concerns expressed by families were the longer commute and the potential for increased class

sizes. Participants also noted supports for student transportation, class sizes and transparent communication are important when making any decision.

## Phase 2: Fall 2022

### DROP-IN DISCUSSION

**When:** Sept. 22, 2022; 5:30 p.m. to 7:30 p.m.

**In-Person attendance:** 10

In Phase 2, WMC used a dotmocracy technique to validate the findings of Phase 1. Participants had the opportunity to add additional open-ended comments. In general, the two most positive impacts were maintaining peer groups and proximity to their home. Many responses identified negative impacts, most notably, concerns with F.R. Haythorne Junior High being overcrowded, increased commute times and potential separation of siblings.

### EMAIL SUBMISSION: SEPT. 13 TO 20

**When:** September 13-20

**Responses:** 5

WMC received five email responses. Four submissions expressed concerns about the proposed change, and one expressed general support. The biggest concern: The distance to F.R. Haythorne Junior High. Most families opposing the change live closer to Sherwood Heights Junior High. Most families supporting the change live closer to F.R. Haythorne Junior High.

# NORTHEAST SHERWOOD PARK ENGAGEMENT SUMMARY

## Phase 1: Spring 2022

### DROP-IN DISCUSSION

**When:** June 20, 2022; 5:30 p.m. to 7:30 p.m.

**In-person attendance:** 14

### ONLINE SURVEY

**When:** June 21-29

**Responses:** 102

In Phase 1, 83 per cent of respondents had children attending Davidson Creek Elementary or Mills Haven Elementary. In total, 88 per cent of respondents had children enrolled in the regular program at either Davidson Creek Elementary or Mills Haven Elementary. As well, most respondents lived in the Summerwood, Summerwood North or Lakeland Village areas. Regardless of their child's elementary school, the top theme—be it positive or negative—was school proximity. Overall, more respondents found proximity a positive impact than negative. Other negative impacts included friend separation and lack of continuity—heavily biased toward respondents with children enrolled at Davidson Creek. Respondents also requested additional information, clear communication and details about busing.

## PHASE 2: FALL 2022

### DROP-IN DISCUSSION

**When:** Oct. 3; 2022, 5:30 p.m. to 7:30 p.m.

**In-person attendance:** 10

In Phase 2, WMC used a dotmocracy technique to validate the findings of Phase 1. Participants had the opportunity to add additional open-ended comments. In general, the most positive impact noted was Clover Bar Junior High's sports program. The negative impact expressed was separation of friends. Participants also asked EIPS to keep peer groups together and prioritize a new junior high space in Northeast Sherwood Park. Overall, participants viewed the proposed change as positive.

### EMAIL SUBMISSION

**When:** October 4-10

**Responses:** 7

WMC received seven email responses. Six submissions expressed dissatisfaction with the proposed change. The seventh respondent expressed support for the change. A few alternatives were recommended, including boundary re-designations, new-school construction and not redesignating Davidson Creek Elementary students who already experienced a re-designation.



# Three-Year Strathcona Engagement Brentwood Elementary Engagement #1 *What-We-Heard Report*

**Prepared by:**

Dana Antayá-Moore  
WMC (Western Management Consultants)

**For:**

Brent Dragon  
Elk Island Public Schools

August 22, 2022

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## Brentwood Elementary Engagement #1

The results for Brentwood Elementary Engagement #1 are reported below.

### Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary engagement session #1. Three digital pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Brentwood Elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).



**Share your  
feedback**

about the proposed changes to the

**Junior High Designation  
for Brentwood Elementary**

  
Elk Island  
Public Schools

**ENGAGEMENT SESSION**  
Thursday, June 9, 2022  
Drop in between 5:30 pm to 8:30 pm  
Brentwood Elementary School

Scan me to sign up for email  
notifications! Or visit:  
[www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)

# We want to hear your feedback

## about proposed changes to the Junior High Designation for Brentwood Elementary

Sign up for email notifications at: [www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)



### ENGAGEMENT SESSION

Thursday, June 9, 2022

Drop in between 5:30 pm to 8:30 pm

Brentwood Elementary School



[www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)

## Share your feedback about proposed changes to the Junior High Designation for Brentwood Elementary

### DROP-IN ENGAGEMENT SESSION

Thursday, June 9, 2022 | 5:30-8:30PM | Brentwood Elementary School





## Survey Results

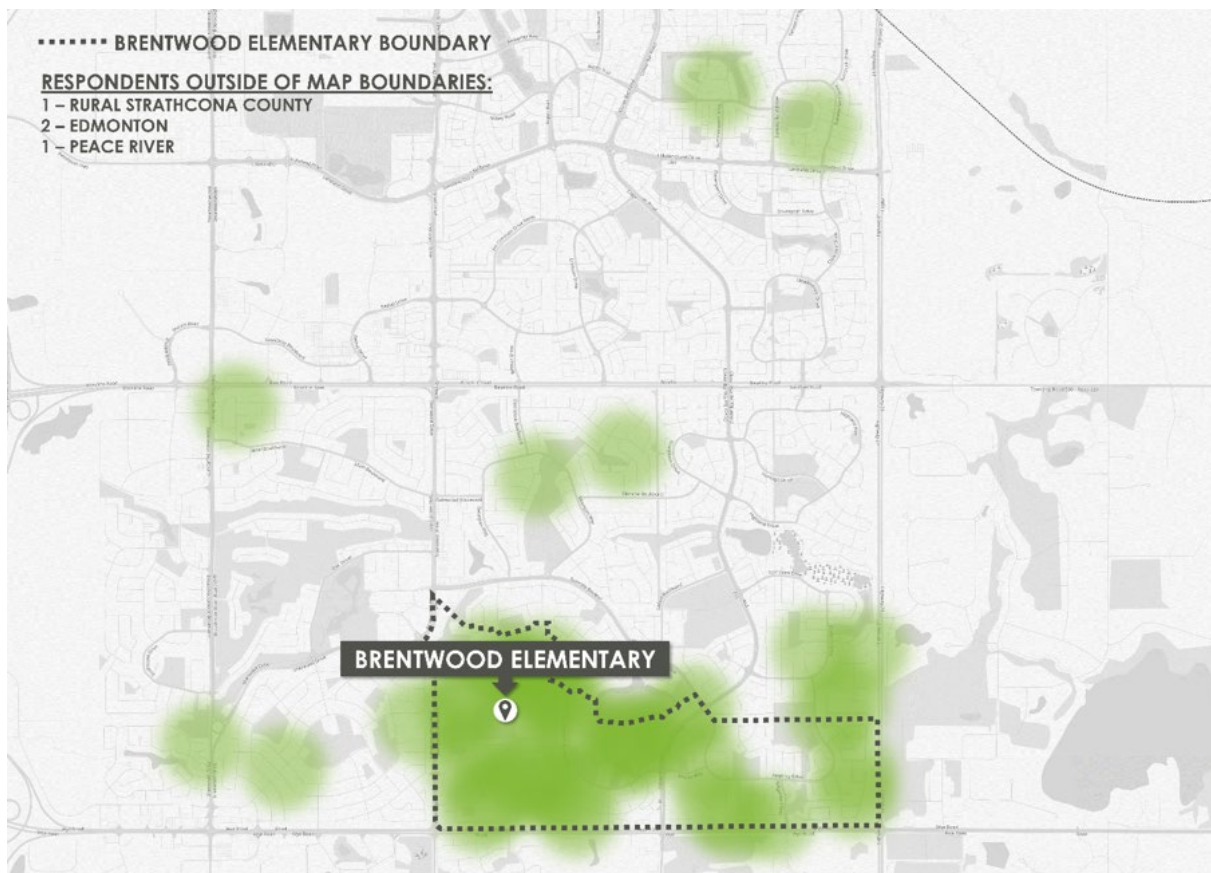
The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys were completed at the June 9, 2022 public engagement session. All responses submitted were included in the analysis.

Note: This is not a statistically significant survey, it was designed to provide the Board of Trustees of Elk Island Public Schools with useful information to inform their decision and we are confident it has done that.

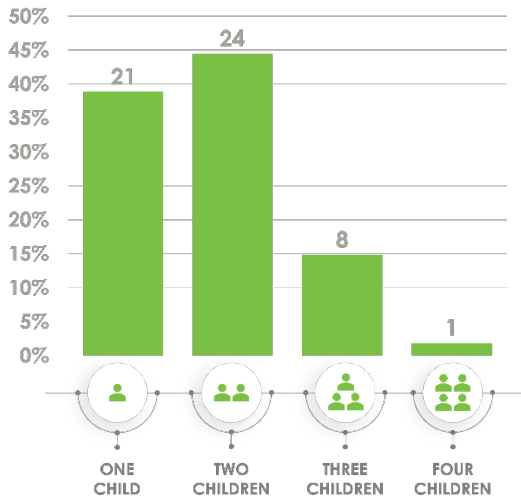
## Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Brentwood Elementary community. This is important in determining that the survey results reflect, to the greatest extent possible, the views of the community.

The heat map below indicates that most respondents live within the Brentwood boundary, with the highest cluster within closer proximity to the school.



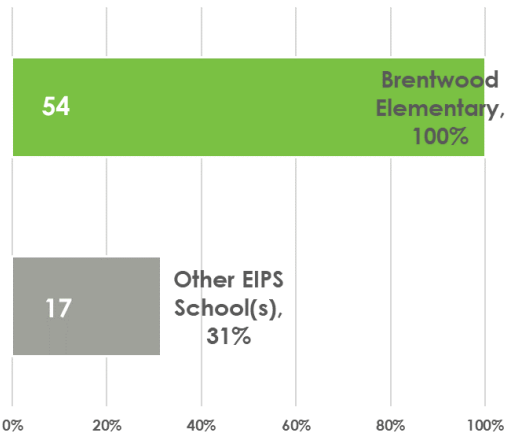
**Number of children attending Elk Island Public Schools**



When asked to indicate the number of children attending Elk Island Public Schools, 83% of respondents indicated one or two children – 21 respondents (39%) and 24 respondents (44%) respectively.

17% of respondents indicated three or more children, with eight (15%) indicating three children and one (2%) indicating four children.

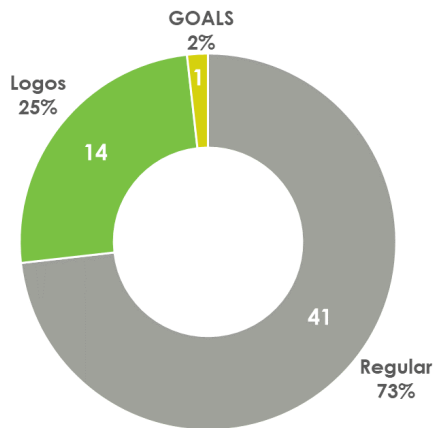
**Schools your child(ren) are enrolled in (Select all that apply)**



When asked to indicate the school(s) the respondent's child(ren) attend, 54 respondents (100%) indicated that they had a child attending Brentwood Elementary School.

Of those 54 respondents, 17 (31%) indicated that they have additional children attending other EIPS school(s). This could include siblings attending junior high or senior high schools within EIPS.

**Program your child is enrolled in at Brentwood Elementary**



When asked to indicate the program(s) their children attend, 41 respondents (73%) indicated that they had one or more children in the regular program. The Logos program had representation from 14 respondents (25%), and the GOALS program was indicated by one respondent (2%).

The respondent who indicated the GOALS program also indicated the regular program and one of the respondents who indicated the Logos program also indicated the regular program.

Data around self-identification of respondents was collected and reviewed as part of the survey. It is not presented in this report due to the low response rate.

## Key Themes and Findings

Brentwood Elementary community members have strongly formed opinions about the proposed junior high redesignation to F.R. Haythorne Junior High. In determining the key themes, WMC looked for groupings of comments that expressed the same view. In some cases, a single comment was reported as a theme. The reporting does not include comments that did not have a direct bearing on the Board's decision, for example, comments that were 'off topic' or where the intent of the meaning was unclear.

Key themes heard from participants include the following:

### Alignment with Values (Survey Station/Section 2)

- Anticipated Positive Impacts (47 total responses: seven no comment responses)
  - The move to junior high school with the current peer group was identified as a positive by a large number of respondents. This was the biggest response to any survey question. (19 responses)
  - Improved walkability (three responses), the proximity of F.R. Haythorne Junior High (three responses), and the advantages of F.R. Haythorne Junior High being a newer school building (three responses) were also identified as positive by some participants.
  - The availability of more options and the Goals program each received one response.
  - Four respondents noted they were not sure or unsure; 'none' was noted by seven respondents; and two respondents used this section to explicitly comment on their opposition to the redesignation.
- Anticipated Negative Impacts (46 total responses: 11 no comment responses)
  - The strongest concern identified by contributors was the longer walk and/or commute to F.R. Haythorne Junior High, as compared to current or planned transportation options. (10 responses)
  - Concerns about the location of the Logos program (five responses) and the potential for overcrowding at F.R. Haythorne Junior High (five responses) were the next most frequently identified issues.
  - Respondents also commented on the separation of family members amongst schools (three responses) or the split from peer groups and friends (three responses) as negative factors.

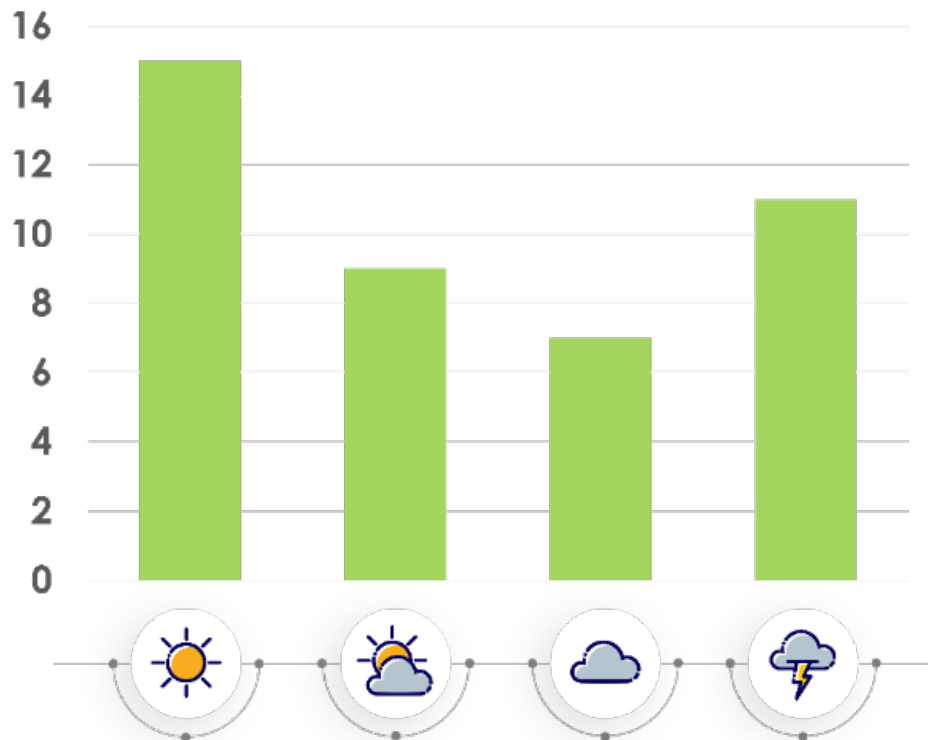
### EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (44 total responses: four no comment responses)
  - Longer commuting distance to F.R. Haythorne Junior High (12 responses). Many contributors strongly advised the school board to consider the proximity of the school to the population it serves. This was by far the most common response to this question, with examples given of how this factor impacts both student success and family activities.
  - Class sizes (five responses) and keeping peer groups together (five responses) were the next most common responses.
  - Respondents also identified enrolment numbers (three responses), maintaining current designation rights (two responses), parental choice over selection of a school offering the Logos program (two responses), siblings right to attend the same school as other family members (two responses), transportation costs (two responses) and a phase-in of the change (two responses) as potential considerations.
- Supports for any Change (43 total responses: four no comment responses)
  - By far, the most requested support was for bus transportation to any new school (12 responses). This included affordable costs and efficient routes/transfer points.
  - Participants also requested full, transparent and timely information (seven responses). They felt it important that families understand the rationale for any change, had accurate information about the timing and knew when and how they could impact any decision.
  - Maintaining family groups (three responses), tours of new facilities (two responses), availability of counselling for students to support the change (two responses) and a phase in of any change (two responses) were also suggested.

### Open-Ended (Survey Station/Section 4)

#### ■ Feelings (Weather icons)

**How comfortable are you feeling with the proposed change?**



#### ■ Other Comments (43 total responses: six no comment responses)

- A number of respondents agreed with the proposed move and were looking forward to improved schooling experience for their children (five responses).
- A smaller number were very opposed often because they had located close to existing schools and expected that they would continue to have the services and access they had anticipated (three responses).
- Some identified the need for more detailed information about things such as the programs to be offered and anticipated class sizes. This was especially important for services to children with special needs and for those attending the Logos program (three responses).
- A few respondents asked about the potential redesignation of high school boundaries and the possibility of further separating peers (three responses). One respondent asked if French Immersion is the reason Sherwood Heights is so full.
- Some parents commented that this was an unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors (two responses).

- A few respondents commented on the trust in the Board to make the best decision (three responses).
- One respondent noted they were unsure; 'none' or 'nothing' was noted by three respondents; and three respondents indicated n/a.

## Appendix 1: Background

## Background

In spring 2022, Elk Island Public Schools (EIPS) initiated a Three-Year Strathcona County Engagement project. This project was undertaken to determine the extent to which a series of proposed changes to designations would be supported by members of the respective impacted community(ies). Central to the proposed changes is a commitment to ensuring future students receive high-quality education with minimum disruption.

This project included multiple interconnected areas of focus. A phased approach will ensure outcomes consider the impacts on future engagement work and that year two and year three projects can respect and build on earlier decisions.

There are four areas of work to be completed within the Three-Year Strathcona County Engagement project.

1. Attendance Area Clean Up – decision by Nov. 30, 2022
  - a. Part 1 – EIPS is seeking feedback on where Brentwood Elementary students are designated for junior high. Currently, students from Brentwood Elementary are designated to Sherwood Heights Junior High and F.R. Haythorne Junior High.
  - b. Part 2 – EIPS is seeking feedback on where students within the neighbourhoods of Lakeland Village, Summerwood and Summerwood North are designated for junior high. Currently, these students are designated to Sherwood Heights Junior High.
  - c. The final report is scheduled to be presented to the Board of Trustees in November 2022.
2. French Immersion Review – decision by Nov. 30, 2023
  - a. EIPS is seeking feedback on the French Immersion program. Specifically, EIPS is looking to have a conversation around junior high and senior high French Immersion programming within Sherwood Park and Strathcona County.
  - b. The final report is scheduled to be presented to the Board of Trustees in November 2023.
3. System Program Review – decision by Nov. 30, 2023
  - a. EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
  - b. This project will require outcomes from earlier projects before a full scope can be identified.
4. Balance Senior High – decision by Nov. 30, 2024
  - a. Currently, Bev Facey Community High has only one of four Sherwood Park junior high schools—F.R. Haythorne Junior High—designated as part of the school's catchment area. As such, there's an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS is seeking to rebalance the attendance areas.
  - b. This project will require outcomes from earlier projects before a full scope can be identified.



WMC (Western Management Consultants) was retained to assist in this project. EIPS requested a robust two-part public engagement process for each of four proposed designation changes. Engagement 1 was to be designed to ascertain the extent to which each of the proposed designation changes aligns with the values of the affected community members and is supported by them. The feedback gathered during Engagement 1 will be used by EIPS to inform the development of options for the community to consider and respond to during Engagement 2.

### Three-Year Strathcona County Engagement Process

WMC designed the Three-Year Strathcona County Engagement process to support gathering as much feedback as possible from the community members impacted by each of the proposed changes. In addition, the engagements were designed to be consistent across each of the project areas. This consistency was used to support clarity around process, as well as around the roles of both WMC and EIPS participants.

It should be noted that the number of engagement sessions might vary depending on the project. In the case of the Attendance Area Clean Up project, one information-gathering session was held for each of the two proposed redesignations: Brentwood Elementary, and Lakeland Village, Summerwood and Summerwood North, followed by a What-We-Heard and Options Input session. For the remaining three projects, three to four information-gathering sessions may be held, followed by the final What-We-Heard and Options session.

# Station #1

## Demographics

Provide some demographic information to help WMC determine if there is good representation from the local community.

What is your postal code?

Number of children attending EIPS?

What schools do your children attend?

What program are your children enrolled in?

Indicate characteristics in which you or your children self-identify

# Station #2

## Personal Impacts

Detail how this proposed change aligns with your values as a local community member.

What positive impacts would this change have on your family?

What negative impacts would this change have on your family?



# Station #3

## Considerations

Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

Which impacts should EIPS pay particular attention to/prioritize when making this decision?

What supports should EIPS consider to help families through the change?



# Station #4

## Open Feedback

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

How are you feeling about this change?



What else would you like us to know regarding the proposed change?



Regular meetings were held with the EIPS key contact and WMC also met with the Steering Committee to kick-off the project.

EIPS staff provided key messages specific for each proposed change. WMC worked with these to develop a wayfinding document for use by participants during each of the first public engagement sessions. The wayfinding document contained information about the proposed change, as well as an overview of the engagement process being used. In addition, WMC developed a visual representation (map) of the proposed change. An example of the wayfinder and map used for Brentwood Elementary Engagement #1 follows. These documents are the template on which subsequent Engagement #1 sessions are based.



## Three-Year Strathcona County Engagement

# Brentwood Elementary Engagement Session #1

### What is the proposed change?

Students from Brentwood Elementary are currently designated to attend Sherwood Heights Junior High and F.R. Haythorne Junior High, depending on where they reside. EIPS suggests redesignating all regular program students from Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9.

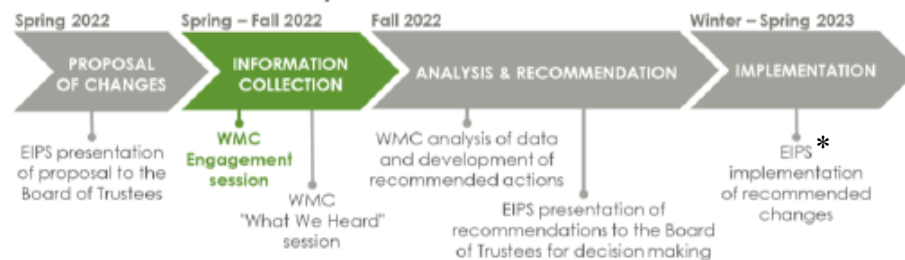
### Why is this change being proposed?

To allow students the opportunity to remain with their peers as they progress through the school system, and to allow the Division to make the most of its existing learning spaces.

### What about alternative or specialized programs?

Students enrolled in alternative or specialized programming will be able to follow their program to whichever junior high offers it, should they wish to do so.

### What are the next steps?



### What is the purpose of this engagement session?

WMC (Western Management Consultants) is an independent consulting firm working in partnership with EIPS to gather input from the Brentwood Elementary community about a proposed change in junior high designation beginning in fall 2023. The feedback gathered will be used to help inform EIPS' decision-making process.

\* Any changes will be communicated in advance of the fall 2023 enrolment process. Actual implementation of the changes will take effect in fall 2023.



## Three-Year Strathcona County Engagement

# Brentwood Elementary Engagement Session #1

This engagement session will take approximately 30 minutes to complete. Please make your way through stations 1-4 and complete the accompanying survey. WMC consultants are available at the stations to answer your questions and assist you in completing the surveys.

This data is collected for use by WMC and is completely independent from any EIPS student databases.

### **STATION 1 – DEMOGRAPHICS**

Provide some demographic information to help WMC determine if there is good representation from the Brentwood Elementary community.

### **STATION 2 – PERSONAL IMPACTS**

Detail how this proposed change aligns with your values as a Brentwood community member.

### **STATION 3 – CONSIDERATIONS**

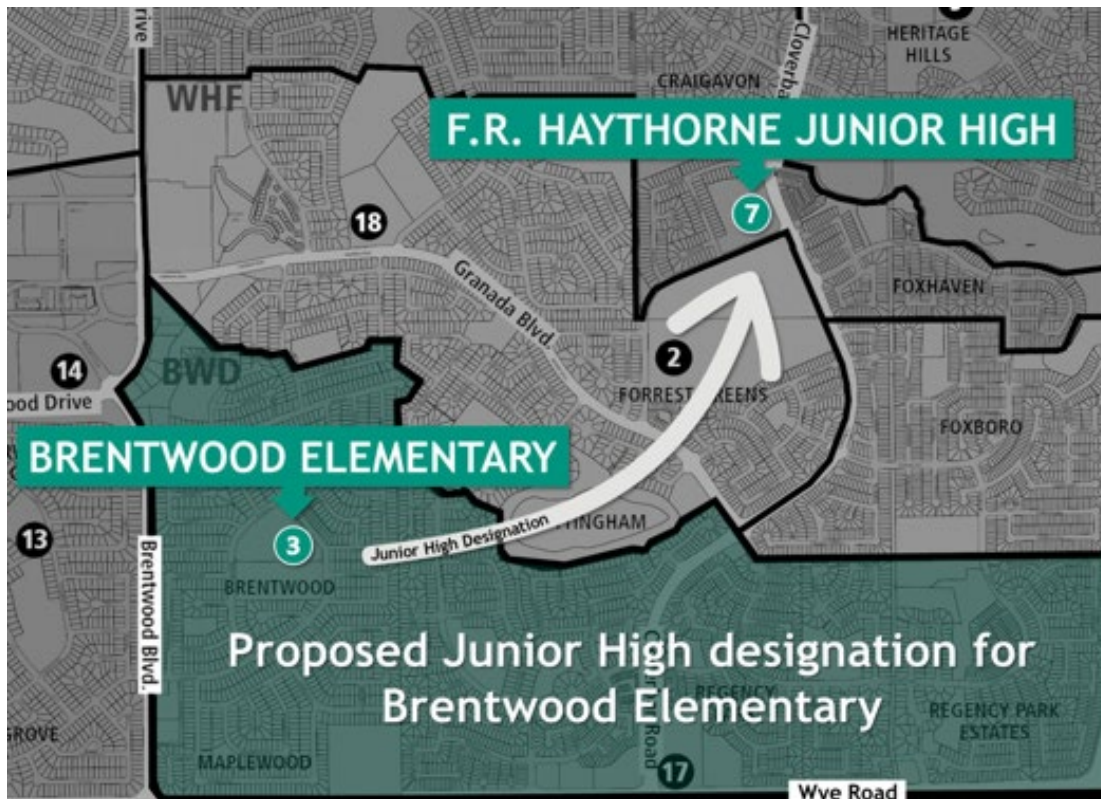
Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

### **STATION 4 – OPEN FEEDBACK**

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

### **SIGN UP FOR EIPS EMAIL UPDATES**

To receive updates from EIPS about this proposed change, you can sign up for email notifications at: [www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)



## Survey Development

A web-based survey was designed and used to gather feedback from interested community members. The survey introduction included the information found in the wayfinding document to ensure the same information was provided whether the survey was completed at the engagement session or online in the week following the session.

The survey questions were:

### 1. Demographics

- c. Please provide your postal code (from your home address)
- d. Number of children attending Elk Island Public Schools?
- e. What school(s) do your children attend?
- f. Program your child is enrolled in.
- g. Please indicate any or all characteristics in which you or your children self-identify to help us understand which perspectives are being represented in this engagement (for example, Black, Indigenous, Gifted, etc.)

## 2. Personal Impacts

- a. What positive impacts would this change have on your family?
- b. What negative impacts would this change have on your family?

## 3. Considerations

- a. What impacts should EIPS pay particular attention to/prioritize when making this decision?
- b. What supports should EIPS consider to help families through the change?

## 4. Open-ended

- a. How are you feeling about this change (weather report)?
- b. What else would you like us to know regarding the proposed change?

Two opportunities were provided for community members to share their feedback to the proposed designation change.

## In-person survey experience

A public engagement drop-in event was hosted at Brentwood Elementary on June 9, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended each session to observe the process. An EIPS staff member was available to answer participants' questions.

During the public engagement, participants were offered the option to complete the web based survey on their personal device, using a QR code or URL to access the survey, or to use a paper and pencil version. Participants strongly favoured the paper and pencil option.

Participants moved through a series of four stations, responding to one question at each. WMC staff were available to answer questions, as was the EIPS project lead.

## Online survey

The day after the public engagement, EIPS sent the web-based survey out to Brentwood Elementary community members through its communication channels and the survey remained open for one week.

## Analysis and reporting of survey results

WMC aggregated and analyzed the survey results to identify the degree of representation from the community, as well as key themes, gaps, emerging directions, and appetite for change among respondents. Data around self-identification of respondents was collected and reviewed as part of the survey. It was not presented in this report due to the low response rate.

This information was included in the *What-We-Heard Report* along with recommendations, based on the survey responses, for EIPS to consider in drafting the options for change. These options will be brought back to the respective communities to review and respond to during a subsequent engagement session.

## Next Steps

Using the information provided in the *What-We-Heard Report*, EIPS staff will develop options for moving forward with the proposed designation change(s). The options and the *What-We-Heard Report* will form the basis for a second engagement process, facilitated by WMC, to provide community members an opportunity to learn about the input gathered during the first engagement session, to see their input reflected in the themes that emerged, and to provide input on the options developed by EIPS.

Information gathered from the second engagement will be used to create a final report and final recommendation to present to the Board of Trustees of Elk Island Public Schools in November 2022.





# Three-Year Strathcona Engagement Brentwood Elementary Engagement No. 2 What We Heard Report

**Prepared by:**

Dana Antayá-Moore  
Western Management Consultants (WMC)

**For:**

Elk Island Public Schools

October 20, 2022

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## Brentwood Elementary Engagement No. 2

The results for Brentwood Elementary Engagement No. 2 are reported below.

### Engagement No. 1 Summary

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary engagement session No. 1. Three digital media pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Brentwood Elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys were completed at the June 9, 2022 public engagement session. All responses submitted were included in the analysis.

Details of the Engagement No. 1 process can be found in the Engagement No. 1 What We Heard Report.

### Engagement No. 2


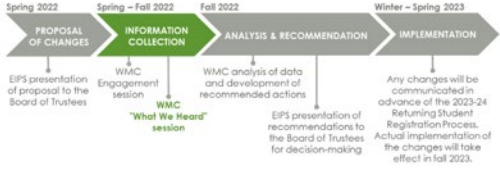

#### Communications Plan

WMC worked with EIPS staff to draft a letter informing Brentwood Elementary families of the session and providing the date, time frame and information about the process. Digital media pieces were also created. The tagline Your Voice Matters! was used to frame the content. A link to the Engagement No. 1 What We Heard Report was included in the letter, as well as links to two email opportunities (EIPS and WMC) through which individuals who could not attend the session could share their feedback. The letter was sent out to Brentwood Elementary families and was also posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

## Process Overview

Brentwood Elementary families were invited to drop in to F.R. Haythorne Junior High on September 13, 2022 between 5:30 p.m. and 7:30 p.m. to engage in a public participation process. The process was designed to give those who dropped in an opportunity to provide additional feedback to WMC on What We Heard through the survey. Participants were also invited to share any additional comments or feedback they wanted WMC to capture in the final report to the Division.

Upon arrival, participants were welcomed and given a wayfinder to explain the process, as well as an FAQ document prepared by EIPS. The FAQ provided answers to a number of questions posed by Brentwood community families during the initial engagement process. Copies of the What We Heard Report were also available. WMC team members were available to guide participants through the process and answer any questions they may have had. In addition, administrators from both Brentwood Elementary and F.R. Haythorne Junior High were in attendance to answer participants' questions, as were EIPS senior leadership, staff and trustees.

<p>    <b>Three-Year Strathcona County Engagement</b>   <b>Brentwood Elementary Engagement Session No. 2</b> </p> <p> <b>What is the goal of this session?</b>            To determine what's most important to Brentwood Elementary's school community before any decision is made about any junior high boundary changes.         </p> <p> <b>What is the proposed change?</b>            EIPS' is exploring a possible change to the junior high attendance boundaries—moving all regular program Grade 6 students at Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9. Essentially, the change prevents splitting students between two junior high schools.         </p> <p> <b>Where are we in the process?</b> </p>  <p> <b>Your voice matters!</b>            During this session, you have an opportunity to learn more about the <b>What We Heard Report</b> developed by WMC using input gathered during the June 2022 public engagement, and to offer even more feedback on the proposed change to the junior high attendance boundaries.         </p>	<p>    <b>Three-Year Strathcona County Engagement</b>   <b>Brentwood Elementary Engagement Session No. 2</b>   <b>Your Voice Matters!</b> </p> <p>           This engagement session will take approximately 30 minutes to complete. You will have two opportunities to provide your feedback. Make sure to provide your feedback at each opportunity. WMC consultants are available at the stations to answer your questions.         </p> <p> <input type="checkbox"/> <b>WHAT WE HEARD REPORT</b> <ul style="list-style-type: none"> <li>▪ Which five key findings resonate most with you? (Dots)</li> <li>▪ What additional comments, feedback, or questions would you like WMC to consider when drafting the final report? (Sticky notes)</li> </ul> </p> <p> <input type="checkbox"/> <b>YOUR VOICE MATTERS</b> <ul style="list-style-type: none"> <li>▪ What final comments or questions would you like EIPS to consider about what's most important to you as a member of Brentwood Elementary's school community before any decision is made about any junior high boundary changes.</li> </ul> </p> <p> <input type="checkbox"/> <b>SIGN-UP FOR EIPS EMAIL UPDATES</b>            To receive updates from EIPS about the proposed change, you can sign up for email notifications at: <a href="https://bit.ly/3NafLku">bit.ly/3NafLku</a> </p>
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## Engagement Feedback

Over the course of the drop-in event, 10 participants engaged in the process and provided feedback. What follows is the feedback received through the process. Input received from respondents in the week following the public engagement is presented subsequently. A summary of key findings that were endorsed in the feedback is provided at the end of this section.

### What-We-Heard Report

Each participant was given five (5) dots and invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another. The distribution of the participants' dots was as follows. Photos of the charts are found in [Appendix I](#).

<b>Alignment with Values (Survey Question 2) Anticipated Positive Impacts</b>
<ul style="list-style-type: none"> <li>▪ The move to junior high with the current peer group <b>3 dots</b></li> <li>▪ Improved walkability <b>3 dots</b></li> <li>▪ F.R. Haythorne Junior High being a newer school building <b>1 dot</b></li> <li>▪ The availability of more options <b>1 dot</b></li> <li>▪ Proximity of F.R. Haythorne Junior high <b>0 dots</b></li> <li>▪ The Goals program <b>0 dots</b></li> </ul>
<b>Alignment with Values (Survey Question 2) Anticipated Negative Impacts</b>
<ul style="list-style-type: none"> <li>▪ Potential for overcrowding of F.R. Haythorne Junior High <b>7 dots</b></li> <li>▪ Longer walk and/or commute to F.R. Haythorne Junior High <b>6 dots</b></li> <li>▪ Split from peer groups and friends <b>2 dots</b></li> <li>▪ Separation of family members amongst schools <b>1 dot</b></li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>▪ Location of the Logos program <b>0 dots</b></li> </ul>
<b>For EIPS to Consider (Survey Question 3)</b>
<ul style="list-style-type: none"> <li>▪ Class sizes <b>4 dots</b></li> <li>▪ Longer commuting distance to F.R. Haythorne <b>2 dots</b></li> <li>▪ Maintaining current designation rights <b>2 dots</b></li> <li>▪ Keeping peer groups together <b>1 dot</b></li> <li>▪ Enrolment numbers <b>1 dot</b></li> <li>▪ Transportation costs <b>1 dot</b></li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>▪ Proximity of the school to the population it serves</li> <li>▪ Parental choice over selection of a school offering the Logos program</li> <li>▪ Siblings right to attend the same school as other family members</li> <li>▪ Phase-in of the change</li> </ul>

EIPS' Supports for Change (Survey Question 3)
<ul style="list-style-type: none"> <li>▪ Maintaining family groups <b>1 dot</b></li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>▪ Bus transportation to any new school               <ul style="list-style-type: none"> <li>• Affordable</li> <li>• Efficient routes and transfer points</li> </ul> </li> <li>▪ Full, transparent and timely information</li> <li>▪ Families understand the rationale for any change               <ul style="list-style-type: none"> <li>• Accurate information about the timing</li> <li>• When and how they could impact any decision</li> </ul> </li> <li>▪ Tours of new facilities</li> <li>▪ Availability of counselling for students to support the change</li> <li>▪ A phase in of any change</li> </ul>
Open-ended (Survey Question 4)
<ul style="list-style-type: none"> <li>▪ Potential redesignation of high school boundaries and the possibility of further separating peers <b>3 dots</b></li> <li>▪ Agree with the proposed move <b>2 dots</b></li> <li>▪ Located close to existing schools – expected to continue to have the services and access they had anticipated <b>1 dot</b></li> <li>▪ Need for more detailed information about the anticipated class sizes <b>1 dot</b></li> <li>▪ Trust in the Board to make the best decision <b>1 dot</b></li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>▪ Looking forward to improved schooling experience for their children</li> <li>▪ Need for more detailed information about programs to be offered               <ul style="list-style-type: none"> <li>• Services to children with special needs</li> <li>• Children attending the Logos program</li> </ul> </li> <li>▪ An unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors</li> </ul>

### Your Voice Matters!

Participants were invited to share final comments or questions they wanted EIPS to consider before any decision is made about any junior high boundary changes. Six responses were posted on the Your Voice Matters! poster. A photo of the chart is found in [Appendix 1](#).

Three respondents used their posts to express dissatisfaction with the proposed junior high boundary change. Two indicated their concern about the proximity of F.R. Haythorne Junior High to their homes. One expressed concern about the effect on future class sizes based on current enrolment at F.R. Haythorne Junior High. Of the three respondents expressing dissatisfaction, two also mentioned concern about the implications for high school designation.

Three used their posts to express their support for the change. Two respondents indicated the close proximity of F.R. Haythorne Junior High was the reason for their support. One respondent posted twice. Once to communicate their family is in full support of the change and once in support of change, in general.

## Email Responses

Five email responses were received in the week following the public engagement at F.R. Haythorne Junior High. One response indicated their overall acceptance of the change in junior high boundary and the value of keeping friendship groups together. The respondent also noted the close proximity to F.R. Haythorne Junior High for many of the students enrolled in Brentwood was a factor in their acceptance of the change.

Four responses indicated the increased distance to F.R. Haythorne Junior High was problematic and, if the change went ahead, it would affect both the family's schooling plan and after-school activities.

One respondent included other ideas for EIPS to consider, i.e., moving the Logos program, a program of choice, out of Sherwood Heights Junior High School to allow it to continue to be the receiving school for Brentwood Elementary students and moving the boundary for Lakeland Ridge students to Sherwood Heights Junior High. Two respondents expressed the need for more junior highs and senior highs in Sherwood Park to accommodate the continued growth.

## Key Findings

Three key findings were endorsed through the second engagement process.

### Proximity

Whether it was the close proximity of F.R. Haythorne Junior High or the increased commute to the school, proximity was the number one factor in participants' support for, or displeasure with, the proposed change of junior high boundary for Brentwood Elementary.

Related to this theme was participants' indicating the following finding as important through the 'dotmocracy' process: Transportation costs.

### Class Sizes and Overcrowding

During the public engagement, a number of dots were used to indicate participants' concern about potential overcrowding and increased class sizes at F.R. Haythorne Junior High should the proposed change be approved.

Related to this theme was one participant's indication that the following finding was important through the 'dotmocracy' process: Enrollment numbers.

### Separation of peers, siblings or family groups

Participants used their dots to indicate the possible separation of peer groups, siblings or family groups was a concern for them. One email response stated the fact that older siblings would have to walk farther (from F.R. Haythorne Junior High vs. Sherwood Heights Junior High) to pick up younger siblings at Brentwood Elementary.

Note that class sizes and overcrowding was not mentioned in the email responses received by WMC during the week following the Sept. 13, 2022 engagement.

## Outcome

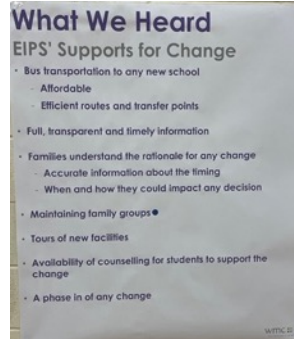
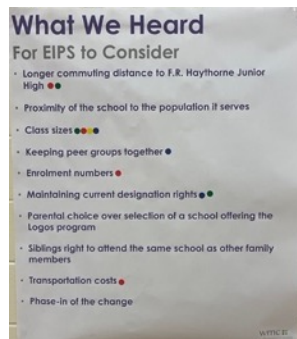
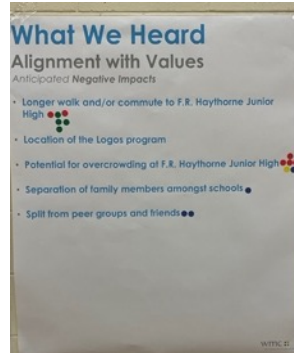
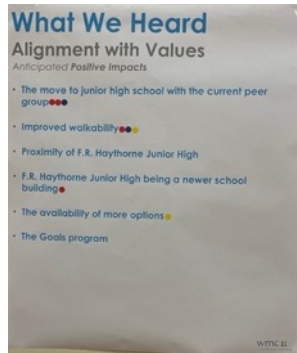
Some participants attending the Sept. 23, 2022 engagements expressed their appreciation for the opportunity to provide even more feedback on the proposed change in junior high designation. The input gathered during this engagement echoes, on a smaller scale, the input gathered during the initial June 2022 engagement.



## Appendix 1

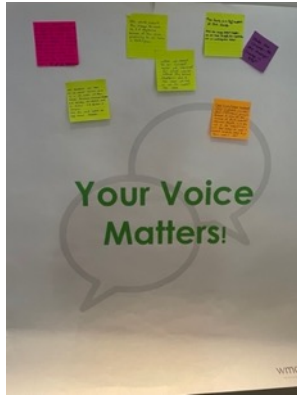
## What We Heard Report Dotmocracy Charts

Each participant had five (5) dots and was invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another.



## Your Voice Matters Chart

Using sticky notes and chart paper, participants shared final comments or questions for EIPS to consider before any decision is made about any junior high boundary changes.



# EIPS Frequently Asked Questions

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JUNIOR HIGH ATTENDANCE AREA | BRENTWOOD  
ELEMENTARY

LAST UPDATED: September 2022



# FAQS: JUNIOR HIGH ATTENDANCE AREA

## INTRODUCTION

Elk Island Public Schools (EIPS) is exploring a possible change to the junior high attendance boundaries—moving all regular program Grade 6 students at Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9. The change would prevent splitting students between two junior high schools.

In June 2022, EIPS contracted Western Management Consultants (WMC) to conduct a public engagement meeting and an online survey with Brentwood Elementary’s school community. The meeting was an in-person, drop-in session where attendees discussed the possible boundary change, asked questions and provided feedback. WMC also conducted an online survey to collect additional input. WMC then analyzed all the data collected and compiled a [What We Heard Report \(https://bit.ly/3Rq1phS\)](https://bit.ly/3Rq1phS).

The following are the frequently asked questions (FAQ) from the June engagement efforts.

## General

**Q:** Why is EIPS exploring a possible change to the junior high attendance boundaries?

**A:** As part of the Division’s annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries annually. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of the Brentwood Elementary designation, there’s sufficient space available at F.R. Haythorne Junior High to accommodate all elementary students from the Brentwood Elementary attendance area. EIPS is seeking the feedback to determine if the change better supports the school community by maintaining peer groups as they transition through the system.

**Q:** What does “grandfathering” mean?

**A:** Grandfathering is a term used when current students attending a school are allowed to continue attending that same school after an attendance boundary change. Grandfathering decisions are made by the EIPS Board of Trustees, and not guaranteed. When a student is grandfathered, the school then becomes a non-designated school. As such, if the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

**Q:** What is the sibling clause?

**A:** The sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, “Section 13”). It applies when siblings of students currently attending a non-designated school, including a school with a closed boundary. Those siblings are permitted to register at the same school if the new sibling attends the school at the same time as the currently registered sibling.

Registration at a non-designated school—including students registering under the sibling clause—takes place during the returning student registration process in February. Typically, the sibling clause applies even after an attendance boundary change, but is not guaranteed. If the sibling clause is not applicable, it’s outlined in the decision made by the Board.

**Q:** If the junior high attendance boundaries change, can affected junior high students, currently attending Sherwood Heights Junior High, be grandfathered there?

**A:** It’s too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which hasn’t happened yet. If there is a change in the boundaries, EIPS will contact all families impacted by any approved change, including information about grandfathering, timelines, the registration process and student transportation implications.

**Q:** My older child attends Sherwood Heights Junior High. If the junior high attendance boundaries change to F.R. Haythorne Junior High, can my younger child also attend Sherwood Heights Junior High?

**A:** Yes, if the older child is grandfathered to the school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn’t apply is if the Board decides to limit the application of the sibling clause.

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

**A:** Families affected by any changes complete the 2023-24 Returning Student Registration Form at the same time as all EIPS students—in February 2023. Families can request registration at a different school—subject to available space. An ineligible [student transportation fee](#) applies for students accessing Student Transportation services who attend a non-designated school.

**Q:** Is EIPS concerned about possible overcrowding at F.R. Haythorne Junior High?

**A:** No. The proposed boundary change only increases the designated population by approximately 40 students per grade.

## Programming

**Q:** What kind of programming does F.R. Haythorne Junior High offer?

**A:** F.R. Haythorne Junior High offers a variety of required and optional courses, excellent sports and fine arts programs, many extracurricular opportunities, and System Division programs such as Honours, GOALS, FOCUS and SEAS.

Courses include:

- Core courses: English, mathematics, social studies, science, physical education, health
- System programs: FOCUS, GOALS, Junior High Honours, SEAS
- Career and Technology Studies: foods, fashions, construction, technology.
- Options: French, personal fitness, band, music, drama, arts, film studies, visual arts.

- Q:** How do the proposed attendance area changes affect students in the GOALS program?
- A:** The proposed changes apply to students in the regular program only. As such, GOALS students are unaffected. Currently, students in the GOALS program at Brentwood Elementary go to the GOALS program at F.R. Haythorne for junior high. Regardless of the proposed junior high attendance boundary changes, this will continue.
- Q:** How do the proposed attendance area changes affect students enrolled in the Logos Christian Program?
- A:** The proposed change applies to students in the regular program only. Students who are actively enrolled in the elementary Logos program and want to continue in the program for junior high apply to the Junior High Logos Program during the returning student registration process in February. Currently, EIPS is engaging the Logos school community, K-9, about consolidating the elementary program. For more information visit [eips.ca](https://eips.ca). The next public engagement session takes place at Salisbury Composite High on October 6.
- Q:** If EIPS moved the French Immersion program to a different junior high, would that free up room at Sherwood Heights Junior High?
- A:** The issue being explored is about maintaining school communities. The proposed change in designation does exactly that—prevents splitting students between two junior high schools of school. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division’s junior high and senior high French immersion program—in urban and rural Strathcona County. For more information visit [eips.ca](https://eips.ca). The first meeting takes place at Heritage Hills Elementary on October 26.
- Q:** Does EIPS also plan to change the senior high attendance boundaries?
- A:** Recently, the Division developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division’s senior high attendance boundaries—in both urban and rural Strathcona County. For more information visit [eips.ca](https://eips.ca). The consultation will start in late 2023.

## Busing

- Q:** How will busing work for students requiring transportation services?
- A:** EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so. Registration takes place during the returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child’s busing information, including any associated fees.

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

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

- *Eligible Fee:* Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.
- *Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

## Next Steps

**Q:** When will EIPS make a final decision about the junior high attendance boundaries?

**A:** A final decision about the junior high attendance boundary is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

**Q:** If my child is redesignated to F.R. Haythorne, can I request my child attend another junior high other than F.R. Haythorne Junior High?

**A:** Yes. If you want to register your child at another junior high, you can do so during the returning student registration process in February 2023—acceptance is based on available space. Keep in mind, if you decide to attend a non-designated school, applicable transportation fees apply.

**Q:** How will EIPS support the transition for students?

**A:** At this point, it's premature to speak to a transition plan. A decision hasn't been—and won't be made until the Board reviews the community input for all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition to the new school.





## Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North

Engagement #1

*What-We-Heard Report*

**Prepared by:**

Dana Antayá-Moore

WMC (Western Management Consultants)

**For:**

Brent Dragon

Elk Island Public Schools

August 31, 2022

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## Lakeland Village, Summerwood and Summerwood North Engagement #1

The results for Lakeland Village, Summerwood and Summerwood North Engagement #1 are reported below.

### Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Lakeland Village, Summerwood and Summerwood North engagement session #1. Three digital pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Lakeland Village, Summerwood and Summerwood North elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

**Share your feedback**  
about the proposed changes to the  
Junior High Designation for  
**Lakeland Village,  
Summerwood, and  
Summerwood North**



**ENGAGEMENT SESSION**  
Monday, June 20, 2022  
Drop in between 5:30 pm to 8:00 pm  
Lakeland Ridge School



Scan me to sign up for email  
notifications! Or visit:  
[www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)

Lakeland Drive

# We want to hear your feedback

about proposed changes to the  
**Junior High Designation for  
Lakeland Village, Summerwood, and  
Summerwood North**

Sign up for email notifications at: [www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)



## ENGAGEMENT SESSION

Monday, June 20, 2022

Drop in between 5:30 pm to 8:00 pm

Lakeland Ridge School



[www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)

Share your feedback about proposed changes to the  
**Junior High Designation for Lakeland Village,  
Summerwood, and Summerwood North**

## DROP-IN ENGAGEMENT SESSION

Monday, June 20, 2022 | 5:30-8:00PM | Lakeland Ridge School



## Survey Results

The Lakeland Village, Summerwood and Summerwood North survey was shared by EIPS on June 21, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 29, 2022 at 11:59 p.m. In total, 116 people started the survey and 90 people completed it, which means that some questions were skipped or missed and so we have noted the number of responses for each question in the *Key Themes and Findings* section. Fourteen of the 116 surveys were completed at the June 20, 2022 public engagement session. All responses submitted were included in the analysis. Additional information about the responses received is found in the Key Themes section of the report.

Note: This is not a statistically significant survey, it was designed to provide the Board of Trustees of Elk Island Public Schools with useful information to inform their decision and we are confident it has done that.

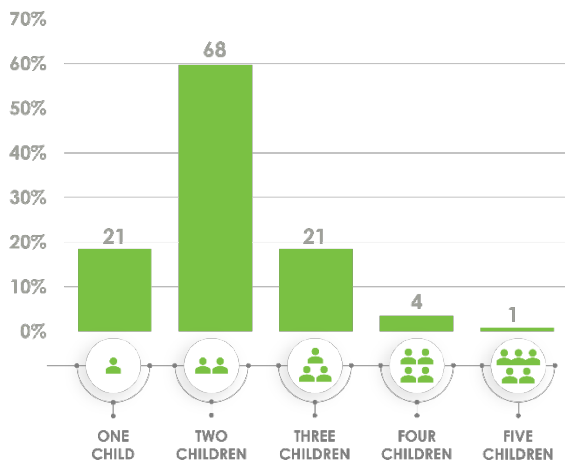
## Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Lakeland Village, Summerwood and Summerwood North communities. This is important in determining that the survey results reflect, to the greatest extent possible, the views of the community.

The heat map below indicates that most respondents live within the Lakeland Village, Summerwood and Summerwood North boundary.



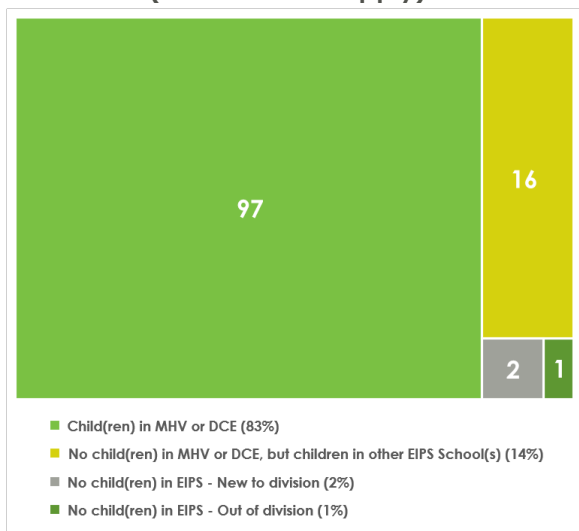
### Number of children attending Elk Island Public Schools



When asked to indicate the number of children attending Elk Island Public Schools, 78% of respondents indicated one or two children – 21 respondents (18%) and 68 respondents (60%) respectively.

Twenty-three per cent of respondents indicated three or more children, with 21 (18%) indicating three children, four (4%) indicating four children, and one (1%) indicating five children.

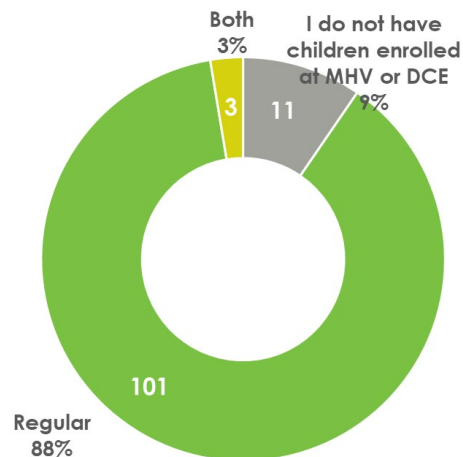
### Schools your child(ren) are enrolled in (Select all that apply)



When asked to indicate the school(s) the respondent's child(ren) attend by selecting all options that are applicable, 97 respondents (83%) indicated that they have a child attending Mills Haven Elementary (MHV) and/or Davidson Creek Elementary (DCE).

Sixteen respondents (14%) indicated that while they do not have children attending MHV or DCE, they have children attending other EIPS school(s).

### Program your child is enrolled in at their school



When asked to indicate the program(s) their children attend, 101 respondents (88%) indicated that they had one or more children in the regular program. The option “I do not have children enrolled at Mills Haven Elementary or Davidson Creek Elementary” was selected by eleven people (9%). In addition to the 112 respondents who indicated either the regular program or that their child(ren) did not attend the schools in question, three respondents selected both options.

The SEAS program was not indicated by any respondents and one respondent, who completed the paper survey, did not complete this question.

Data around self-identification of respondents was collected and reviewed as part of the survey. It is not presented in this report due to the low response rate.

## Key Themes and Findings

In determining the key themes, WMC looked for groupings of comments that expressed the same view. In some cases, a single comment was reported as a theme. The reporting does not include comments that did not have a direct bearing on the Board’s decision, for example, comments that were ‘off topic’ or where the intent of the meaning was unclear.

Key themes heard from participants include the following:

### Alignment with Values (Survey Station/Section 2)

- Anticipated Positive Impacts (99 total responses: 17 no comment responses)
  - The main positive impact, identified by nearly half of completed responses, was the proximity or convenience of the Clover Bar Junior High location (46 responses), which allows for shorter commuting times or ability to walk or bike to school.
  - Conversely, a significant group of responses said there were no positive impacts (19 responses).
  - The move to junior high school with the current peer group was identified as a positive by a large number of respondents (13 responses).
  - There were 11 responses indicating uncertainty of any positive impacts.
  - There were also 11 responses indicating that the sports program at Clover Bar Junior High was a positive.

- Three responses highlighted that Clover Bar Junior High was a better (one response) or newer school (two responses).
- There were also three responses that anticipated a smaller school population and therefore less crowding (two responses) and smaller class sizes (one response).
- Two responses indicated a preference for Clover Bar Junior High.
- As well, two responses indicated that this question was not applicable to them as their children were in the French Immersion program.
- One response identified the community as a positive impact.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. School proximity (38%) Maintaining peer group (38%)	1. School proximity (51%)
	2. Sports programming (15%) <i>(compared to 0% from MHS)</i>
	3. Maintaining peer group (12%)

\*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "Not sure" are excluded from this analysis.

- Anticipated Negative Impacts (99 total responses: 17 no comment responses)
  - The largest response theme was that there were no negative impacts (30 responses).
  - The main negative impact, identified by nearly a quarter of total responses, was the proximity to the Clover Bar Junior High location (28 responses), which results in longer commuting times, or the inability to walk or bike to school. Three of these responses specifically indicated concern that they would incur increased fees for transportation.
  - The next main negative impact, identified by nearly a fifth of total responses, was the separation of friends (20 responses) because children attending the same elementary school will be sent to different junior high schools.
  - Thirteen responses expressed concern for lack of continuity for their family, including that younger siblings will not attend the same school as their older siblings had previously, or that the child/children will have to change junior high schools after one or two years of attending a different junior high.
  - Eleven responses highlighted the change would result in having siblings split, attending two different junior high schools.
  - Nine responses indicated uncertainty of any negative impacts.



- Eight responses indicated that Sherwood Heights is, or will be, a superior school, with five responses noting the upcoming new building, three responses identifying superior athletics, and two responses identifying better academic scores.
- Three responses expressed concern with a change of schools after having already been through a school change.
- Two responses indicated this question was not applicable to them, with one response specifically noting that it is because their child/children were in the French Immersion program.
- There were also several single responses noting the following as negative impacts: larger school population at Clover Bar Junior High (one response), lack of choice (one response), and that this proposed change is providing short notice (one response).

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. School proximity (25%)	1. School proximity (28%)
	2. Separation of friends (21%) <i>(compared to 0% for MHS)</i>
	3. Lack of continuity for families (12%) <i>(compared to 0% for MHS)</i> Splitting up siblings (12%) <i>(compared to 0% for MHS)</i>

\*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "Not sure" are excluded from this analysis.

### EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (91 total responses: 25 no comment responses)
  - The main priority, identified by nearly a quarter of total responses (22 responses), is to maintain friendships and community by keeping entire elementary schools together to continue on to the same junior high school, with several responses noting the transition to junior high school is a challenging one, and is made tougher when children lose their friends.
  - The next main priority, identified by more than a fifth of total responses (20 responses), is to maintain continuity for families so siblings can continue attending where they have older siblings, and children who have already started junior high should not be forced to change to another junior high school.
  - Another major priority, identified by more than a fifth of total responses (19 responses), is to minimize transit impacts, such as commuting times (i.e., short bus times) and transportation costs/fees.

- Seventeen responses highlighted the need to ensure a high-quality learning environment for the children, regardless of which junior high school they attend. Two sub-themes include: avoid overcrowding at schools (i.e., balanced enrolment), and ensure similar quality of facilities and programs.
- Thirteen responses want to see priority placed on ensuring close proximity of schools to homes. It was noted in some comments that for some households, there are one or more junior high schools closer in proximity than Clover Bar Junior High.
- Six responses want families to have a choice.
- Six responses used the question to ask a question, indicating further need for information. Questions asked about:
  - permanency of the proposed change;
  - future plans for new junior high in the area;
  - impact to school population and class sizes at Clover Bar Junior High;
  - impact to children already in junior high; and
  - existence of equal opportunities for children to be successful when comparing junior high schools
- Four responses wanted to see priority given to the consideration of appropriate timing for the proposed change, with some noting how the impact (upcoming and future) to children's mental health would be detrimental.
- There were also several responses yielding no priorities: not applicable (three responses), not sure about what priorities to identify (three responses), and no priorities to identify (three responses).
- One response identified the need to prioritize the building of a new school in NE Sherwood Park.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. Ensuring school proximity (50%) (compared to 11% for DCE)	1. Maintain friendships and community (21%) (compared to 0% for MHS) Continuity for families (21%) (compared to 0% for MHS)
2. High quality learning environment (25%) (compared to 17% for DCE)	2. Minimizing transit times (20%) (compared to 13% for MHS)

\*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "N/A" or "Not sure" are excluded from this analysis.

- Supports for any Change (91 total responses: 25 no comment responses)
  - The main support requested, identified by nearly a third of total responses (29 responses), was the need for more information, communicated early and often. Information requested included:
    - rationale and benefits of the proposed change;
    - detailed understanding of school boundaries;
    - impacts to families with older siblings in junior high schools;
    - impacts to families with children already attending other junior high schools;
    - how these sessions informed their decisions;
    - details about Clover Bar Junior High, including an open house where children can visit and learn about the new school; and
    - transportation.
  - The next main support requested, identified by nearly a fifth of total responses (18 responses), was to provide good transportation (i.e., direct or shorter). Four responses specifically requested supports related to transportation costs.
    - There were also two responses requesting supports related to costs/fees but it was unclear if they were related to transportation.
  - The third main support requested, identified by nearly a fifth of total responses (17 responses), was to provide continuity in order to minimize disruption. The sub-themes are as follows:
    - Allowing children to finish junior high where they started (four responses).
    - Allowing children to start junior high where they have an older sibling (two responses).
    - Ensuring children go to junior high school with elementary friends/classmates (five responses).
    - Providing choice or boundary exemptions (six responses).
  - Five responses suggested that EIPS re-evaluate the boundaries, looking at community needs and proximity to homes, in order to minimize changes or impacts.
  - Four responses requested that enhancements be made to Clover Bar Junior High in terms of facilities, programs and extracurricular activities.
  - There were also several responses yielding no support requests: not applicable (four responses), not sure about what supports to identify (five responses), and no supports to identify (six responses).

- There were a few smaller themes for support requests, including:
  - Before/lunch/after school care (three responses).
  - Mental health supports (e.g., Guidance Counsellors) (two responses).
  - Building of a new school (two responses).

Top themes for Mills Haven School and Davidson Creek Elementary:

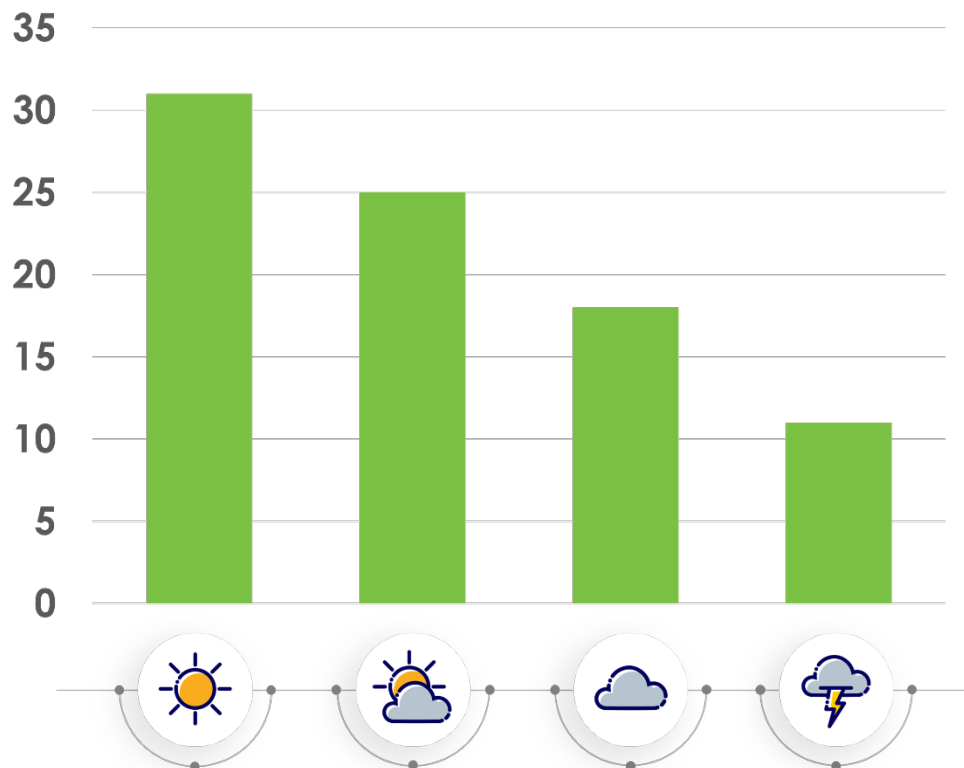
Mills Haven School	Davidson Creek Elementary
1. Need for communication (38%)	1. Need for communication (24%)
2. Re-evaluate the boundaries (25%) <i>(compared to 5% for DCE)</i>	2. Provide good transportation (23%) <i>(compared to 0% for MHS)</i>
	3. Provide continuity (20%) <i>(compared to 13% for MHS)</i>

\*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None", "N/A" or "Not sure" are excluded from this analysis.

#### Open-Ended (Survey Station/Section 4)

- Feelings (Weather icons)

#### How comfortable are you feeling with the proposed change?



Breakout for Mills Haven School and Davidson Creek Elementary:

Weather Icon	Mills Haven School	Davidson Creek Elementary
Sunny	63%	37%
Partly sunny	13%	29%
Cloudy	13%	16%
Stormy	13%	18%

\*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools

- Other Comments (90 total responses, of which 14 identified they had no comment to make and five identified that this question was not applicable to them: 26 no comment responses)
  - Nineteen responses used this opportunity to ask a question or request more information. Questions/requests inquired about:
    - why F.R. Hawthorne Junior High is not the designated school;
    - longevity of the proposed change;
    - plans for a future junior high school in NE Sherwood Park;
    - details on the boundaries, and boundary exemptions;
    - implementation date and transition plan;
    - clarity on who is impacted (e.g., children attending non-designated school, or children already in Sherwood Heights);
    - rationale for change;
    - population/class size at Clover Bar Junior High;
    - other proposed changes; and
    - rationale for children/peers/friends at one elementary school not attending the same junior high school
  - Nineteen responses used this opportunity to explicitly identify whether they were in favour of the proposed change, with:
    - eight for the change;
    - nine against the change;
    - Two responses identified a preference for Sherwood Heights
    - One response identified a preference for Lakeland Ridge
    - one ambivalent; and
    - one noted they were not happy with the current state or proposed change

- Thirteen responses used this opportunity to reiterate that proximity of schools to homes is important.
- Eight responses used this opportunity to reiterate that keeping children/peers/friends from the same elementary school together is important.
- Eight responses used this opportunity to express concern about the welfare of the children impacted, with some comments emphasizing that the children's needs and supports be prioritized.
- Seven responses identified flaws in the planning, with some comments explicitly calling for a re-examination of the boundaries/plan.
- Rounding out the remaining themes were:
  - Five comments expressing a desire for continuity.
  - Five comments expressing concern with age of Clover Bar Junior High's building.
  - Four comments expressing that the children have been through too much change recently.
  - Four comments requesting that families have choice.
  - Three comments requesting a longer timeline for implementation.
  - Two comments suggesting more schools need to be built.
  - One comment requesting busing fee support.

Note: there were also three comments about the engagement process or survey, which will be discussed between WMC and EIPS to consider future improvements.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. <i>[no top themes to report]</i>	1. Ask a question / request more information (17%) <i>(compared to 13% for MHS)</i>
	2. Proximity to homes is important (12%) <i>(compared to 13% for MHS)</i>

\*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "N/A" are excluded from this analysis.

## Appendix 1: Background

## Background

In spring 2022, Elk Island Public Schools (EIPS) initiated a Three-Year Strathcona County Engagement project. This project was undertaken to determine the extent to which a series of proposed changes to designations would be supported by members of the respective impacted community or communities. Central to the proposed changes is a commitment to ensuring future students receive high-quality education with minimum disruption.

This project included multiple interconnected areas of focus. A phased approach will ensure outcomes consider the impacts on future engagement work and that year two and year three projects can respect and build on earlier decisions.

There are four areas of work to be completed within the Three-Year Strathcona County Engagement project.

1. Attendance Area Clean Up – decision by Nov. 30, 2022
  - a. Part 1 – EIPS is seeking feedback on where Brentwood Elementary students are designated for junior high. Currently, students from Brentwood Elementary are designated to Sherwood Heights Junior High and F.R. Haythorne Junior High.
  - b. Part 2 – EIPS is seeking feedback on where students within the neighbourhoods of Lakeland Village, Summerwood and Summerwood North are designated for junior high. Currently, these students are designated to Sherwood Heights Junior High.
  - c. The final report is scheduled to be presented to the Board of Trustees in November 2022.
2. French Immersion Review – decision by Nov. 30, 2023
  - a. EIPS is seeking feedback on the French Immersion program. Specifically, EIPS is looking to have a conversation around junior high and senior high French Immersion programming within Sherwood Park and Strathcona County.
  - b. The final report is scheduled to be presented to the Board of Trustees in November 2023.
3. System Program Review – decision by Nov. 30, 2023
  - a. EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
  - b. This project will require outcomes from earlier projects before a full scope can be identified.
4. Balance Senior High – decision by Nov. 30, 2024
  - a. Currently, Bev Facey Community High has only one of four Sherwood Park junior high schools—F.R. Haythorne Junior High—designated as part of the school's catchment area. As such, there's an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS is seeking to rebalance the attendance areas.
  - b. This project will require outcomes from earlier projects before a full scope can be identified.



WMC (Western Management Consultants) was retained to assist in this project. EIPS requested a robust two-part public engagement process for each of four proposed designation changes. Engagement 1 was to be designed to ascertain the extent to which each of the proposed designation changes aligns with the values of the affected community members and is supported by them. The feedback gathered during Engagement 1 will be used by EIPS to inform the development of options for the community to consider and respond to during Engagement 2.

### Three-Year Strathcona County Engagement Process

WMC designed the Three-Year Strathcona County Engagement process to support gathering as much feedback as possible from the community members impacted by each of the proposed changes. In addition, the engagements were designed to be consistent across each of the project areas. This consistency was used to support clarity around process, as well as around the roles of both WMC and EIPS participants.

It should be noted that the number of engagement sessions might vary depending on the project. In the case of the Attendance Area Clean Up project, one information-gathering session was held for each of the two proposed redesignations: Brentwood Elementary, and Lakeland Village, Summerwood and Summerwood North, followed by a What-We-Heard and Options Input session. For the remaining three projects, three to four information-gathering sessions may be held, followed by the final What-We-Heard and Options session.

# Station #1

## Demographics

Provide some demographic information to help WMC determine if there is good representation from the local community.

What is your postal code?

Number of children attending EIPS?

What schools do your children attend?

What program are your children enrolled in?

Indicate characteristics in which you or your children self-identify

# Station #2

## Personal Impacts

Detail how this proposed change aligns with your values as a local community member.

What positive impacts would this change have on your family?

What negative impacts would this change have on your family?



# Station #3

## Considerations

Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

Which impacts should EIPS pay particular attention to/prioritize when making this decision?

What supports should EIPS consider to help families through the change?



# Station #4

## Open Feedback

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

How are you feeling about this change?



What else would you like us to know regarding the proposed change?



Regular meetings were held with the EIPS key contact and WMC also met with the Steering Committee to kick-off the project.

EIPS staff provided key messages specific for each proposed change. WMC worked with these to develop a wayfinding document for use by participants during each of the first public engagement sessions. The wayfinding document contained information about the proposed change, as well as an overview of the engagement process being used. In addition, WMC developed a visual representation (map) of the proposed change. An example of the wayfinder and map used for Lakeland Village, Summerwood and Summerwood North Engagement #1 follows.



## Summerwood, Summerwood North, and Lakeland Village Engagement Session #1

### What is the proposed change?

Students who reside in Summerwood, Summerwood North, and Lakeland Village are currently designated to attend Sherwood Heights Junior High. EIPS suggests redesignating all regular program students from these three communities to attend Clover Bar Junior High for grades 7 to 9.

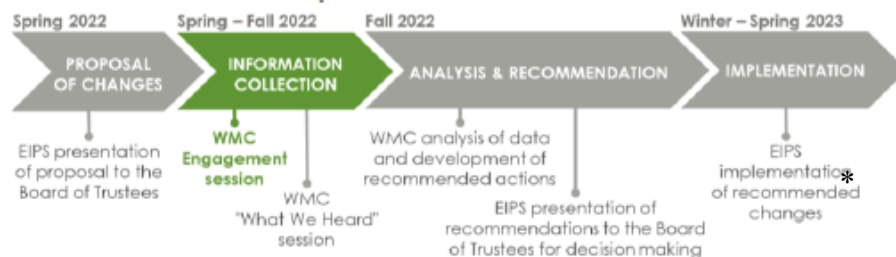
### Why is this change being proposed?

This change will continue to allow students the opportunity to remain with their peers as they progress through the school system, and it will allow the Division to make the most of its existing learning spaces.

### What about alternative or specialized programs?

Students enrolled in alternative or specialized programming will be able to follow their program to whichever junior high offers it, should they wish to do so.

### What are the next steps?



### What is the purpose of this engagement session?

WMC (Western Management Consultants) is an independent consulting firm working in partnership with EIPS to gather input from the Summerwood, Summerwood North, and Lakeland Village communities about a proposed change in junior high designation beginning in fall 2023. The feedback gathered will be used to help inform EIPS' decision-making process.

Three-Year Strathcona County Engagement

\* Any changes will be communicated in advance of the fall 2023 enrolment process. Actual implementation of the changes will take effect in fall 2023.



## Summerwood, Summerwood North, and Lakeland Village Engagement Session #1

This engagement session will take approximately 30 minutes to complete. Please make your way through stations 1-4 and complete the accompanying surveys. WMC consultants are available to answer your questions and assist you, if necessary, in completing the surveys.

This data is collected for use by WMC and is completely independent from any EIPS student databases.

### **STATION 1 – DEMOGRAPHICS**

Provide some demographic information to help WMC determine if there is good representation from the Summerwood, Summerwood North, and Lakeland communities.

### **STATION 2 – PERSONAL IMPACTS**

Detail how this proposed change aligns with your values as a Summerwood, Summerwood North, or Lakeland community member.

### **STATION 3 – CONSIDERATIONS**

Indicate which aspects of this proposed change you think are the most important for EIPS to consider in their decision-making process.

### **STATION 4 – OPEN FEEDBACK**

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

### **SIGN UP FOR EIPS EMAIL UPDATES**

To receive updates from EIPS about this proposed change, sign up for email notifications at: [www.bit.ly/3NafLku](http://www.bit.ly/3NafLku)



## Survey Development

A web-based survey was designed and used to gather feedback from interested community members. The survey introduction included the information found in the wayfinding document to ensure the same information was provided whether the survey was completed at the engagement session or online in the week following the session.

The survey questions were:

### 1. Demographics

- a. Please provide your postal code (from your home address)
- b. Number of children attending Elk Island Public Schools?
- c. What school(s) do your children attend?
- d. Program your child is enrolled in.
- e. Please indicate any or all characteristics in which you or your children self-identify to help us understand which perspectives are being represented in this engagement (for example, Black, Indigenous, Gifted, etc.)

## 2. Personal Impacts

- a. What positive impacts would this change have on your family?
- b. What negative impacts would this change have on your family?

## 3. Considerations

- a. What impacts should EIPS pay particular attention to/prioritize when making this decision?
- b. What supports should EIPS consider to help families through the change?

## 4. Open-ended

- a. How are you feeling about this change (weather report)?
- b. What else would you like us to know regarding the proposed change?

Two opportunities were provided for community members to share their feedback to the proposed designation change.

## In-person survey experience

A public engagement drop-in event was hosted at Lakeland Ridge on June 20, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended the session to observe the process. An EIPS staff member was available to answer participants' questions.

During the public engagement, participants were offered the option to complete the web based survey on their personal device, using a QR code or URL to access the survey, or to use a paper and pencil version. Participants strongly favoured the paper and pencil option.

Participants moved through a series of four stations, responding to one question at each. WMC staff were available to answer questions, as was the EIPS project lead.

## Online survey

The day after the public engagement, EIPS sent the web-based survey out to Lakeland Village, Summerwood and Summerwood North community members through its communication channels and the survey remained open for one week.

## Analysis and reporting of survey results

WMC aggregated and analyzed the survey results to identify the degree of representation from the community, as well as key themes, gaps, emerging directions, and appetite for change among respondents. Data around self-identification of respondents was collected and reviewed as part of the survey. It was not presented in this report due to the low response rate.

This information was included in the *What-We-Heard Report* along with recommendations, based on the survey responses, for EIPS to consider in drafting the options for change. These

options will be brought back to the respective communities to review and respond to during a subsequent engagement session.

## Next Steps

Using the information provided in the *What-We-Heard Report*, EIPS staff will develop options for moving forward with the proposed designation change(s). The options and the *What-We-Heard Report* will form the basis for a second engagement process, facilitated by WMC, to provide community members an opportunity to learn about the input gathered during the first engagement session, to see their input reflected in the themes that emerged, and to provide input on the options developed by EIPS.

Information gathered from the second engagement will be used to create a final report and final recommendation to present to the Board of Trustees of Elk Island Public Schools in November 2022.





# Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North  
Engagement No. 2  
What We Heard Report

**Prepared by:**  
Dana Antayá-Moore  
Western Management Consultants (WMC)

**For:**  
Elk Island Public Schools

Oct. 20, 2022

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## Lakeland Village, Summerwood and Summerwood North Engagement No. 2

The results for Lakeland Village, Summerwood and Summerwood North Engagement No. 2 are reported below.

### Engagement No. 1 Summary

Western Management Consultants (WMC) worked with EIPS staff to develop a series of tools to advertise the Lakeland Village, Summerwood and Summerwood North engagement session No. 1. Four digital media pieces were designed and shared with EIPS to use to advertise the session. In addition, WMC drafted a letter addressed to Lakeland Village, Summerwood and Summerwood North school community members informing them of the session and providing the date, time frame and information about the process. The letter was posted on the EIPS Three-Year Strathcona County Engagement [web page](#).

The Lakeland Village, Summerwood and Summerwood North survey was shared by EIPS on June 21, 2022, through the Three-Year Strathcona Engagement web page and as a direct email to community members. The survey closed on June 29, 2022, at 11:59 p.m. In total, 116 people started the survey and 90 people completed it, which means that some questions were skipped or missed. Fourteen of the 116 surveys were completed at the June 20, 2022, public engagement session. All responses submitted were included in the analysis.

Details of the Engagement No.1 process can be found in the Engagement No.1 What We Heard Report.

### Engagement No. 2

#### Communications Plan

WMC worked with EIPS staff to draft a letter informing Lakeland Village, Summerwood and Summerwood North community members of the session and providing the date, time frame, and information about the process. Digital media pieces were also created. The tagline Your Voice Matters! was used to frame the content. A link to the Engagement No. 1 What We Heard Report was included in the letter, as well as a link to the WMC general email through which individuals who could not attend the session could share their feedback. The letter was sent out to Lakeland Village, Summerwood and Summerwood North school community members and posted on the EIPS Three-Year Strathcona County Engagement [web page](#).




#### Process Overview

Lakeland Village, Summerwood and Summerwood North community members were invited to drop by Clover Bar Junior High on Oct. 3, 2022, between 5:30 p.m. and 7:30 p.m. to engage in a public participation process designed to give them an opportunity to provide additional feedback to WMC on the What We Heard Report through the survey and to share any

additional comments or feedback they wanted WMC to capture in the final report to the Division.

Upon arrival, participants were welcomed and given a wayfinder to explain the process, as well as an FAQ document prepared by EIPS. The FAQ provided answers to a number of questions posed by Lakeland Village, Summerwood and Summerwood North community members during the initial engagement process. Copies of the What We Heard Report were also available. WMC team members were available to guide participants through the process and answer any questions they may have had. In addition, administrators from Mills Haven Elementary, Davidson Creek Elementary, and Clover Bar Junior High were in attendance to answer participants' questions, as were EIPS senior leadership, staff, and trustees.

### *Lakeland Village, Summerwood and Summerwood North Engagement No. 2 Wayfinder*

<p><b>wmc</b>  the intersection of can and do</p> <p>Three-Year Strathcona County Engagement <b>Lakeland Village, Summerwood, and Summerwood North Engagement Session No. 2</b></p> <p><b>What is the goal of this session?</b> To determine what's most important to the school communities of Lakeland Village, Summerwood, and Summerwood North before any decision is made about any junior high boundary changes.</p> <p><b>What is the proposed change?</b> EIPS suggests redesignating all regular program students from these three communities to attend Clover Bar Junior High for grades 7 to 9. Essentially, this change allows students the opportunity to remain with their peers as they progress through the school system.</p> <p><b>Where are we in the process?</b></p>  <p><b>Your voice matters!</b> During this session, you have an opportunity to learn more about the <b>What We Heard Report</b> developed by WMC using input gathered during the June 2022 public engagement, and to offer even more feedback on the proposed change to the junior high attendance boundaries.</p>	<p><b>wmc</b>  the intersection of can and do</p> <p>Three-Year Strathcona County Engagement <b>Lakeland Village, Summerwood, and Summerwood North Engagement Session No. 2</b></p> <p><b>Your Voice Matters!</b></p> <p>This engagement session will take approximately 30 minutes to complete. You will have two opportunities to provide your feedback. Make sure to provide your feedback at each opportunity. WMC consultants are available at the stations to answer your questions.</p> <p><input type="checkbox"/> <b>WHAT WE HEARD REPORT</b></p> <ul style="list-style-type: none"> <li>Which five key findings resonate most with you? (Dots)</li> <li>What additional comments, feedback, or questions would you like WMC to consider when drafting the final report? (Sticky notes)</li> </ul> <p><input type="checkbox"/> <b>YOUR VOICE MATTERS</b></p> <ul style="list-style-type: none"> <li>What final comments or questions would you like EIPS to consider about what's most important to you as a member of the Lakeland Village, Summerwood, and Summerwood North school communities before any decision is made about any junior high boundary changes.</li> </ul> <p><input type="checkbox"/> <b>SIGN-UP FOR EIPS EMAIL UPDATES</b> To receive updates from EIPS about the proposed change, you can sign up for email notifications at: <a href="https://bit.ly/3NafLku">bit.ly/3NafLku</a></p>
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## Engagement Feedback

Over the course of the drop-in event, 10 participants engaged in the process and provided feedback. What follows is the feedback received through the process. Additional input was gathered from respondents in the week following the public engagement. A summary of key findings endorsed through the feedback is provided at the end of this section.

### What We Heard Report

Each participant was given five dots and invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished—for example, all five dots by one finding that was important to them, or three dots by one finding and two by another. The distribution of the participants' dots was as follows. Photos of the charts are found in [Appendix 1](#).

Alignment with Values (Survey Question 2) Anticipated Positive Impacts
<ul style="list-style-type: none"> <li>▪ Sports program at Clover Bar Junior High <b>6 dots</b></li> <li>▪ Proximity or convenience of Clover Bar Junior High               <ul style="list-style-type: none"> <li>• Shorter commuting times <b>1 dot</b></li> </ul> </li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>▪ Proximity or convenience of Clover Bar Junior High               <ul style="list-style-type: none"> <li>• Ability to walk or bike to school</li> </ul> </li> <li>▪ Move to junior high school with the current peer group</li> <li>▪ Clover Bar Junior High is a better or newer school</li> <li>▪ Smaller school population               <ul style="list-style-type: none"> <li>• Less crowding</li> <li>• Smaller class sizes</li> </ul> </li> <li>▪ The community</li> </ul>
Alignment with Values (Survey Question 2) Anticipated Negative Impacts
<ul style="list-style-type: none"> <li>▪ Concern with a change of schools after having already been through a school change <b>1 dot</b></li> <li>▪ Proximity to Clover Bar Junior High               <ul style="list-style-type: none"> <li>• Inability to walk or bike to school <b>2 dots</b></li> <li>• Possible increased fees for transportation <b>1 dot</b></li> </ul> </li> <li>▪ Separation of friends <b>3 dots</b></li> <li>▪ Lack of continuity for family               <ul style="list-style-type: none"> <li>• Younger siblings will not attend the same school as their older siblings had previously <b>1 dot</b></li> <li>• Child or children will have to change junior high schools after one or two years of attending a different junior high <b>1 dot</b></li> </ul> </li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>▪ Sherwood Heights Junior High is, or will be, a superior school               <ul style="list-style-type: none"> <li>• Upcoming new building</li> <li>• Superior athletics</li> <li>• Better academic scores</li> </ul> </li> <li>▪ Larger school population at Clover Bar Junior High</li> <li>▪ Lack of choice</li> </ul>

- Short notice
- Proximity to Clover Bar Junior High
  - Longer commuting times
- Lack of continuity for family
  - Siblings split, attending two different junior high schools

### For EIPS to Consider (Survey Question 3)

- Maintain friendships and community
  - Keep entire elementary schools together to continue on to the same junior high school **6 dots**
  - Transition to junior high school is a challenging one made tougher when children lose their friends **1 dot**
- Prioritize the building of a new school in northeast Sherwood Park **3 dots**
- Ensure a high-quality learning environment for the children
  - Avoid overcrowding at schools—(balanced enrolment) **2 dots**
- Maintain continuity for families
  - Children who have already started junior high should not be forced to change to another junior high school **2 dots**
- Permanency of the proposed change **1 dot**
- Future plans for new junior high in the area **1 dot**
- Minimize transit impacts
  - Transportation costs and fees **1 dot**

### Zero-dot responses

- Impact to school population and class sizes at Clover Bar Junior High
- Impact to children already in junior high
- Equal opportunities for children to be successful when comparing junior high schools
- Appropriate timing for the proposed change
- Ensure proximity of schools to homes
- Maintain continuity for families
  - Siblings can continue attending where they have older siblings
- Minimize transit impacts
  - Commuting times
- Ensure a high-quality learning environment for the children
  - Ensure similar quality of facilities and programs

### EIPS' Supports for Change (Survey Question 3)

- More information, communicated early and often about
  - Rationale and benefits of the proposed change **1 dot**
  - Detailed understanding of school boundaries
  - Impacts to families with older siblings in junior high schools
  - How these sessions informed their decisions
  - Details about Clover Bar Junior High, including an open house where children can visit and learn about the new school
  - Transportation
- Provide good transportation—direct or shorter **1 dot**
  - Support related to transportation costs
- Provide continuity to minimize disruption

<ul style="list-style-type: none"> <li>• Ensure children go to junior high school with elementary friends and classmates <b>2 dots</b></li> <li>• Provide choice or boundary exemptions <b>1 dot</b></li> </ul> <ul style="list-style-type: none"> <li>■ Make enhancements to Clover Bar Junior High in terms of facilities, programs and extracurricular activities <b>1 dot</b></li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>■ Re-evaluate the boundaries <ul style="list-style-type: none"> <li>• Community needs</li> <li>• Proximity to homes</li> </ul> </li> <li>■ More information, communicated early and often about <ul style="list-style-type: none"> <li>• Detailed understanding of school boundaries</li> <li>• Impacts to families with older siblings in junior high schools</li> <li>• How these sessions informed their decisions</li> <li>• Details about Clover Bar Junior High, including an open house where children can visit and learn about the new school</li> <li>• Transportation</li> </ul> </li> <li>■ Provide continuity to minimize disruption <ul style="list-style-type: none"> <li>• Allow children to finish junior high where they started</li> <li>• Allow children to start junior high where they have an older sibling</li> </ul> </li> <li>■ Before, lunch and after school care</li> <li>■ Mental health supports—guidance counsellors</li> <li>■ Building of a new school</li> </ul>
<p><b>Open-ended (Survey Question 4)</b></p>
<ul style="list-style-type: none"> <li>■ Communications about <ul style="list-style-type: none"> <li>• Population and class size at Clover Bar Junior High <b>1 dot</b></li> <li>• Rationale for children, peers and friends at one elementary school not attending the same junior high school <b>1 dot</b></li> </ul> </li> <li>■ Keep children, peers and friends from the same elementary school together <b>1 dot</b></li> <li>■ More schools need to be built <b>1 dot</b></li> </ul> <p><b>Zero-dot responses</b></p> <ul style="list-style-type: none"> <li>■ Communications about <ul style="list-style-type: none"> <li>• Why isn't F.R. Haythorne Junior High the designated school</li> <li>• Longevity of the proposed change</li> <li>• Plans for a future junior high school in northeast Sherwood Park</li> <li>• Details on the boundaries, and boundary exemptions</li> <li>• Implementation date and transition plan</li> <li>• Clarity on who is impacted—children attending non-designated school, or children already at Sherwood Heights Junior High</li> <li>• Rationale for change</li> <li>• Children attending the Logos program</li> <li>• Services to children with special needs</li> </ul> </li> <li>■ Children attending the Logos program Proximity of schools to homes</li> <li>■ Welfare of the children impacted, prioritize children's needs and supports</li> <li>■ Re-examine the boundaries and plan</li> <li>■ Continuity</li> <li>■ Age of Clover Bar Junior High's building</li> <li>■ Families should have choice</li> </ul>

- Longer timeline for implementation
- Busing fee support

### Your Voice Matters!

Participants were invited to share final comments or questions they wanted EIPS to consider before any decision is made about any junior high boundary changes. Nineteen responses were posted on the Your Voice Matters! poster. A number of respondents posted more than one response. A photo of the chart is found in [Appendix 1](#).

Three posts expressed support for the proposed change. Proximity and the Sports for Life program were mentioned by one respondent as something they were looking forward to. Additional comments of support included sharing the load of students so as not to overload Sherwood Heights Junior High, and the positive impact of transportation costs for low-income families should the Lakeland Village attendance boundary change to Clover Bar Junior High.

Six posts expressed dissatisfaction with the proposed change. One indicated the increased commute as a concern. Three posts mentioned the separation of peer groups after elementary and two of these connected the separation to mental health impacts. One post noted that children in these communities have already been moved multiple times. One post suggested EIPS' priority should be on getting a new school to address expansion to the north.

Five posts were used to pose questions for EIPS around the following:

- potential for exemptions for someone not zoned for Clover Bar Junior High to attend there;
- what, if any, innovative programming could EIPS implement at Clover Bar Junior High to make the move more meaningful;
- other options for students in the northeast Sherwood Park;
- the continuation of the sports program and what other programs will be offered;
- impact on non-designated students attending the sports program; and
- busing, specifically will students need to transfer at Salisbury Composite High.

Respondents used five posts to share their thoughts around the following:

- feeling that the decision has already been made;
- students already attending Sherwood Heights Junior High should not be forced to change schools;
- clear reasons for the change along with detailed numbers and statistics should have been provided;
- lived-experience with child being only one in the class to have to go to Sherwood Heights Junior High; and
- moves from elementary to junior high always split kids.



## Email Responses

Seven email responses were received in the week following the public engagement at Clover Bar Junior High.

Two respondents indicated their support for this change. One respondent indicated the Sport for Life program as the reason they support the change. The second respondent mentioned the proximity of Clover Bar Junior High as important and that their children's neighbourhood friends attend, or attended different, schools, which has been a negative experience for them.

One respondent stated that they welcome the decision so they know where their child will finish junior high.

Three respondents expressed dissatisfaction with the change. One responded asked that things be left the way they are. Two respondents offered a number of reasons for their dissatisfaction:

- Proposed change does not maintain school communities. Davidson Creek Elementary students will continue to be split when entering junior high.
- Proposed change means a second move for students, the first being a move to Davidson Creek Elementary from Pine Street Elementary.
- Potential for Sherwood Heights Junior High students to be moved to Clover Bar Junior High if the proposed change goes ahead.

One respondent, who indicated dissatisfaction with the proposed change, also asked if EIPS has considered redesigning the boundaries for northeast Sherwood Park in a way that keeps Davidson Creek Elementary student together and feeding into a single junior high.

One responded expressed concerns with the validity of the data presented in the June 20<sup>th</sup> What We Heard Report.

- The June 20 public engagement involved *ONLY* those attending Mills Haven Elementary and Davidson Creek Elementary. Responses from these two schools became the framework for the boundary change proposal. It seems opinions from Mills Haven Elementary families would skew the statistics because they are least affected by proposed junior high boundary change, if at all.

## Key Findings

Three key findings were endorsed through the second engagement process.

### Separation of peers, and siblings or family groups

A number of participants used their dots and sticky notes to indicate that the possible separation of peer groups, and siblings or family groups was a concern for them. In addition, the email responses received expressed concern about splitting peer groups and, in some cases, further splitting them as students were separated during the move to Davidson Creek Elementary from Pine Creek Elementary. Concerns about students' mental health was tied to the separation of peer groups. Of particular concern was the impact on students' mental health of moving

students currently at Sherwood Heights Junior High to Clover Bar Junior High should the proposed change go ahead.

A few participants observed that splitting students happens in any move from elementary to junior high and the current boundary structure has served to split friendships for their children over the years.

### **Programming**

A number of participants indicated that the Sports for Life program was a positive factor in their support for the proposed boundary change. Participants who expressed dissatisfaction with the proposed boundary change used the engagement opportunity to ask about the longevity of the Sports for Life program, other programs EIPS would consider implementing at Clover Bar Junior High, and the impact of the change for non-designated students enrolled in Sports for Life.

### **Proximity**

Proximity was a factor in participants' support for, or dissatisfaction with, the proposed change of junior high boundary for Lakeland Village, Summerwood and Summerwood North. The proximity of Clover Bar Junior High was highlighted by some participants in their support for the proposed change. For other families, the proposed boundary change will mean an increase in distance travelled to attend junior high.

Related to this theme were participants' indicating the following finding as important through the "dotmocracy" and sticky note processes: Transportation costs.

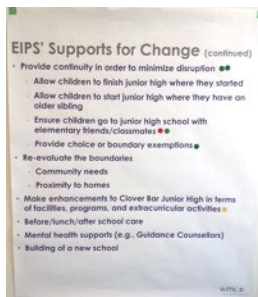
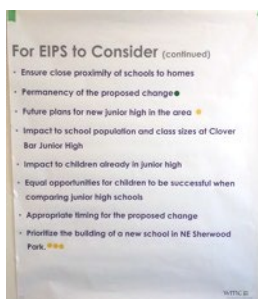
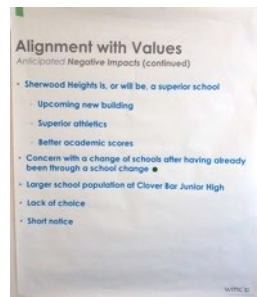
### **Outcome**

Some participants attending the Oct. 3, 2022, engagements expressed their appreciation for the opportunity to provide even more feedback on the proposed change in junior high designation. The input gathered during this engagement echoes, on a smaller scale, the input gathered during the initial June 2022 engagement. Should the proposed change be approved by the EIPS Board of Trustees, the potential move of students currently at Sherwood Heights Junior High to Clover Bar Junior High is something that EIPS will need to address through its communications channels in a timely fashion.

## Appendix 1

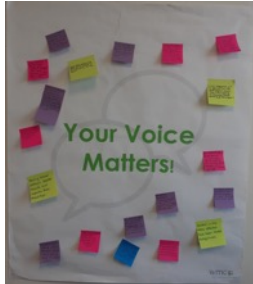
## What We Heard Report Dotmocracy Charts

Each participant had five (5) dots and was invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another.



## Your Voice Matters Chart

Using sticky notes and chart paper, participants shared final comments or questions for EIPS to consider before any decision is made about any junior high boundary changes.



# EIPS Frequently Asked Questions

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JUNIOR HIGH ATTENDANCE AREA | LAKELAND VILLAGE,  
SUMMERWOOD AND SUMMERWOOD NORTH

LAST UPDATED: October 2022



# FAQS: JUNIOR HIGH ATTENDANCE AREA

## INTRODUCTION

Elk Island Public Schools (EIPS) is exploring a possible change to the junior high attendance boundaries in Sherwood Park. Specifically, it's considering moving the junior high feeder school for students living within Lakeland Village, Summerwood and Summerwood North to Clover Bar Junior High for grades 7 to 9. Currently, students are designated to Sherwood Heights Junior High. Changing the boundaries would help maintain school communities and program continuity.

In June, EIPS contracted Western Management Consultants (WMC) to conduct public consultations, including a meeting and online survey with the school communities. The meeting took the form of an in-person, drop-in session. Attendees discussed the possible boundary change, asked questions and provided feedback. WMC also conducted an online survey to collect additional input. WMC then analyzed all the data collected and compiled a [What We Heard Report](#).

The following are the frequently asked questions (FAQ) from the engagement efforts in June.

## General

**Q:** Why is EIPS exploring a possible change to the junior high attendance boundaries?

**A:** As part of the Division's annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries annually. When areas of concern are identified, the Division works to determine how best to resolve the issue. Changing the feeder school for students living within Lakeland Village, Summerwood and Summerwood North to Clover Bar Junior High offers program continuity and ensures more school communities are maintained when students move on to junior high.

**Q:** What does "grandfathering" mean?

**A:** Grandfathering is a term used when current students attending a school are allowed to continue attending that same school after an attendance boundary change. Grandfathering decisions are made by the EIPS Board of Trustees, and not guaranteed. When a student is grandfathered, the school then becomes a non-designated school. As such, if the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

**Q:** What is the sibling clause?

**A:** The sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, "Section 13"). It applies when siblings of students currently attending a non-designated school, including a school with a closed boundary. Those siblings are permitted to register at the same school if the new sibling attends the school at the same time as the currently registered sibling.

Registration at a non-designated school—including students registering under the sibling clause—takes place during the returning student registration process in February. Typically, the sibling clause applies even after an attendance boundary change, but not guaranteed. If the sibling clause isn't applicable, it's outlined in the decision made by the Board.

## Attendance Area

**Q:** If the junior high attendance boundaries change, can affected junior high students, currently attending Sherwood Heights Junior High, be grandfathered there?

**A:** At this point, it's too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which hasn't happened yet. If there is a change in the boundaries, EIPS will contact all families to inform them about the details, including information about grandfathering, timelines, registration process and student transportation implications.

**Q:** My older child attends Sherwood Heights Junior High. If the junior high boundaries change to Clover Bar Junior High, can my younger child also attend Sherwood Heights?

**A:** Yes, if the older child currently attends the school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn't apply is if the Board decides to limit the application of the sibling clause.

**Q:** Does EIPS use census data to establish school attendance areas?

**A:** EIPS does review federal or municipal census data. But, it doesn't rely on it to determine attendance areas or develop enrolment projections. Instead, EIPS uses Baragar Systems, a planning software used by school divisions nationwide. Using Baragar software, EIPS can accurately develop enrolment projections and comprehensively analyze all demographic data within a school boundary—such as Provincial Birth Registry, Canada Child Benefit database, EIPS' student information system. Annually, EIPS reviews each school's enrolment projections for long-term planning.

**Q:** How are the current school boundaries enforced?

**A:** EIPS uses boundaries strategically to ensure high-quality learning environments in all its schools. The Division has established attendance areas and [boundary maps](#) for each of its schools. These determine a child's designated school. Each school also has a set optimal enrolment limit, which is a pre-determined maximum number of students a school can register before it closes its boundaries—reviewed annually by analyzing enrolment. For the 2023-24 school year, Clover Bar Junior High's optimal enrolment limit is 605 students.

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

**A:** Families affected by any changes complete the 2023-24 Returning Student Registration Form at the same time as all EIPS students, in February 2023. Families can request registration at a different school—subject to available space. An ineligible [student transportation fee](#) applies for students accessing Student Transportation services who attend a non-designated school.



## Programming

**Q:** What kind of programming does Clover Bar Junior High offer?

**A:** Clover Bar Junior High offers a variety of required and optional courses, excellent sports and fine arts programs, many extracurricular opportunities, and Division System Programs such as Focus, PLACE and Sport for Life. Courses include:

- Core courses: English, mathematics, social studies, science, physical education, health
- System programs: FOCUS, PLACE, Sport for Life
- Career and Technology Studies: food studies, fashions, construction, computer science, robotics, cosmetology, fitness, STEM, outdoor education, enterprise and innovation
- Options: arts, guitar, learning strategies

**Q:** How do the proposed attendance area changes affect students enrolled in a Focus, Impact, PLACE or SEAS system program?

**A:** The proposed changes apply to students in the regular program only. As such, students enrolled in an Impact, PLACE or SEAS program are unaffected. Students in the Impact program go to Sherwood Heights Junior High. Students in the SEAS program go to F.R. Haythorne Junior High. Meanwhile, students in the Focus and PLACE program go to Clover Bar Junior High. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's System Program. For more information visit [eips.ca](https://eips.ca). The public meetings will start in Fall 2022.

**Q:** Does EIPS also plan to change the senior high attendance boundaries?

**A:** Recently, the Division developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's senior high attendance boundaries—in both urban and rural Strathcona County. For more information visit [eips.ca](https://eips.ca). The consultation will start in late 2023.

## Facilities

**Q:** Is EIPS concerned about possible overcrowding at Clover Bar Junior High?

**A:** No. The proposed boundary change only increases the designated population by approximately 35 students per grade. Clover Bar can comfortably accommodate that many additional students.

**Q:** If EIPS moved the French Immersion program to a different junior high, would that free up room at Sherwood Heights Junior High?

**A:** EIPS proposed the attendance change to maintain the school communities and offer program continuity. It's not about freeing space at Sherwood Heights Junior High. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's junior high and senior high French immersion program—in urban and rural Strathcona County. For more information visit [eips.ca](https://eips.ca). The first meeting takes place at Heritage Hills Elementary on October 26.

**Q:** Can EIPS build a new junior high school in northeast Sherwood Park?

**A:** No. Currently, there is no viable junior high school site in northeast Sherwood Park. Even if there was a suitable school site, obtaining approval and funding from the province takes years. Instead, EIPS is developing strategies to maximize the use of its existing schools within Sherwood Park.

## Busing

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

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

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

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

- *Eligible Fee:* Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.
- *Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

## Next Steps

**Q:** When will EIPS make a final decision about the junior high attendance boundaries?

**A:** A final decision about the junior high attendance boundary is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide additional information as it becomes available.

**Q:** If my child is redesignated to Clover Bar Junior High, can I request my child attend another junior high other than Clover Bar Junior High?

**A:** Yes. If you want to register your child at another junior high, you can do so during the returning student registration process in February 2023—acceptance is based on available space. Keep in mind, if you decide to attend a non-designated school, applicable transportation fees apply.

**Q:** How will EIPS support the transition for students?

**A:** At this point, it's premature to speak to a transition plan. A decision hasn't been—and won't be made until the Board reviews the community input for all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition to the new school.



# INFORMATION REPORT

**DATE:** March 21, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Financial Projections 2023-24

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

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Stacey Heinish, Senior Accountant

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

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

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

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

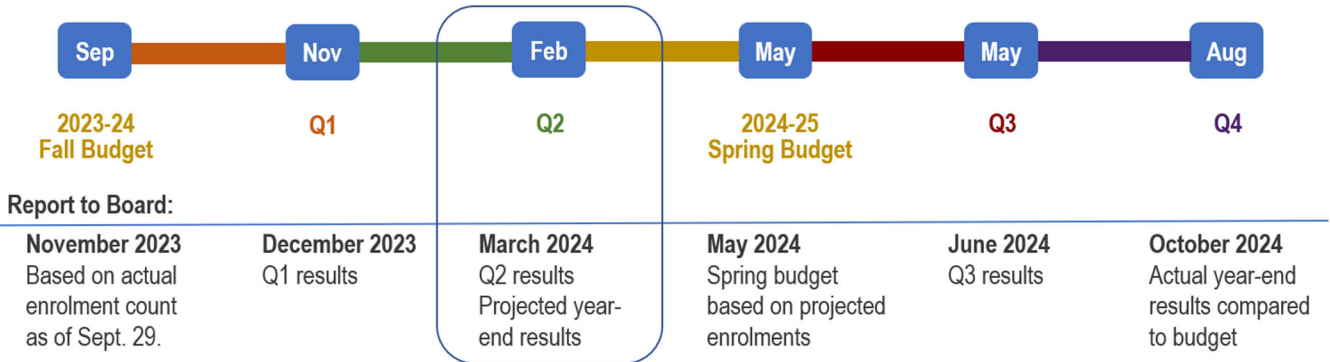
**ISSUE:**

A financial projection for the 2023-24 year is completed to ensure fiscal management and for incorporation into the 2024-25 Budget.

**BACKGROUND:**

Policy 2: Role of the Board, Section 1.8, Fiscal Accountability establishes that the Board of Trustees will monitor the fiscal management of the Division. This includes reviewing financial projections.

**2023-24 Year**





## **CURRENT SITUATION:**

Schools and departments have been completing projections (financial forecasts to the end of the year) regularly in the 2023-24 year to ensure funds are spent as planned and EIPS ends the year in compliance with the Government of Alberta reserve maximum.

In early February, schools and departments prepared their forecasts using January results. These projections identified some surplus funds expected by the end of the fiscal year 2023-24. Substantial unanticipated surpluses that arise over the course of the year may either be reallocated to other Division needs within the same school year or allowed to roll into reserves at the end of year (assuming there is adequate reserve space available under the maximum limit set by Alberta Education).

School generated fund spending is not projected mid-way through the school year. However, schools with large balances have been required to send in updated spending plans to ensure funds are being utilized as proposed by schools at the start of the year.

## **Accumulated Surplus (Attachment 1)**

At Aug. 31, 2024, EIPS projects to have an additional \$0.8 million in accumulated surplus compared to Fall Budget expected amounts. This increase includes a reduction in investment in tangible capital assets (\$0.1 million), a slight reduction in operating reserves (\$20,000) and an increase in capital reserves (\$0.9 million).

More information on these changes is included in Attachments 2 and 3.

## **Capital Reserves (bottom of Attachment 2)**

There have been some changes since Fall Budget that have resulted in variances in our projected capital reserve balance, including:

- Proceeds on Sale of Assets (Column B) – old buses and Facility Service vehicles have now been sold. Although schools are allocated the revenue to their budgets for this sale, we are required under the *Education Act* to transfer a matching amount of funds into our Capital Reserves.
- A proposed \$800,000 transfer from operating reserves to capital reserves has been included in the projection. This transfer is tentative, and administration would bring a report forward in June 2024 with a recommendation.
  - Information provided on pg. 5 of this report indicates that EIPS has a significantly lower balance in capital reserves than other boards in Alberta.



- Waiting until June to recommend this transfer and finalize the dollar amount ensures:
  - Subsequent updated projections are considered, should there be any new significant surpluses or deficits.
  - The five-year capital plan can be reviewed to determine future capital requirements.
  - 2024-25 Budget information will be received and reviewed, allowing EIPS to determine if additional funds should be left in operating reserves.

### **Operating Reserves (Attachment 3)**

Operating reserves include Central Services and School Reserves, Division Allocated Reserves, and Division Unallocated Reserves.

EIPS is projecting operating reserves will total \$7.2 million at Aug. 31, 2024. Significant variances from budget are shown on Attachment 3, column H. Some of these variances are offsetting, and include:

- Central Services and School reserves are both budgeted and projected with a 1% carryforward for these budget lines, resulting in small variances:
  - Schools are projecting \$48,000 surplus over the 1% carryforward threshold, which has been allocated to the Leveraging Student Achievement reserve.
  - Central Services are projecting \$46,000 surplus over the 1% carryforward threshold, which has been allocated to Division Unallocated reserves.
- Central Services is projecting to return \$0.7 million and \$57,000 to Division Unallocated reserves for hold harmless program surpluses and internally restricted program surpluses, respectively.
  - Hold harmless program surpluses include snow removal (\$0.1 Million), electricity and natural gas (\$0.4 million), and staffing-related costs such as extended disability/illness, maternity leave coverage, and severance (\$0.2 million).
  - Internally restricted program surpluses include a few smaller programs projected to complete under budget, as well as small returns of funding for projects no longer required.
- There have been minor changes in planned capital asset purchases, resulting in some partially offsetting variances within the Capital Effect. This projection assumes school and department sites continue to purchase small capital assets over the coming months, consistent with historical trends.
- Favorable interest rates and cash flow have resulted in a projected interest income surplus of \$0.4 million over what was budgeted. EIPS budgets conservatively in this respect, and these surplus funds are available for use elsewhere in the Division.

- Software rebates of \$0.5 million from Microsoft as a result of a class-action lawsuit are now solidified and EIPS has received confirmation of the total dollar value. These funds will be received by the end of the year and are available for use elsewhere in the Division.
- Unused contingency funds of \$0.3 million are available for use. These funds had been previously set aside for other Division needs, including costs for utilities, insurance, and legal, which are no longer needed. In addition, some minor revenue adjustments for changes in enrolment and other grants are included in this line item.
- Additional proposed spending brought as a Recommendation Report to the Board earlier in this Board meeting (lines highlighted in pink) and a tentative transfer to capital reserves (highlighted in yellow), as outlined previously in this report.

## **Operating Reserve Analysis (Attachment 6)**

Attachment 6 provides a comparison of projected operating reserve results against the operating reserve minimum and maximum limits set by the Government of Alberta. These limits include reserve balances carried forward by central services, school operations, Division Allocated and Division Unallocated reserves. They do not include school generated fund balances, as per Alberta Education.

### ***Minimum Balance***

The Division is required to have a minimum operating reserve balance of 1% of prior year expenditures. For EIPS, this calculates as a \$2 million minimum balance. Currently, EIPS has a projected balance of \$5 million. This is well above the minimum threshold and no concerns are noted.

### ***Maximum Balance***

The Division is required to have a maximum operating reserve balance of 3.2% of prior year expenditures. For EIPS, this calculates as a \$6.5 million maximum balance. Currently, EIPS has a projected balance of \$5 million. This is below the maximum threshold by \$1.5 million.

- If EIPS results hold to current projections, there are no concerns, and no funding will be returned to the province.
- If the Board of Trustees does not approve the additional spending of \$1.1 million and transfer of \$0.8 million to capital reserves, EIPS will be over the threshold by \$0.6 million and may see a funding reduction, unless another plan is enacted.
- Similarly, if EIPS has a new unexpected surplus of greater than \$1.5 million from this point forward, EIPS may see a funding reduction.



Administration continues to review and consolidate Division-wide projections regularly as the year continues.

## Other Considerations

### Spring Budget

These projections will inform what is used in the Spring Budget for 2024-25. There may be slight changes as to what is used in the Spring Budget due to updated information from March projections.

### Comparatives to Other Boards

Alberta Education has now provided the financial profile for school boards based on the financial year ending Aug. 31, 2023. This information provides context for EIPS in terms of how our reserve balances compare (overall and on a per-student basis) to other boards across the province, and boards of a similar size.

#### Operating Reserves as of Aug. 31, 2023

Operating Reserves (not including SGF):

	Elk Island Public Schools	Comparably Sized Boards	All Albertan Boards
As a % of total expenses	2.42%	2.83%	3.88%
Per student	\$295	\$202	\$471
In operational days	6.1 days	4.2 days	9.4 days

These results indicate that at Aug. 31, 2023, EIPS had slightly more operating reserves than boards of a comparable size, but less operating reserves than the average board in Alberta. The Division could operate for six days using reserves only, based on last year's average daily spending.

#### Capital Reserves as of Aug. 31, 2023

Capital Reserves:

	Elk Island Public Schools	Comparably Sized Boards	All Albertan Boards
Per student	\$133	\$284	\$428

These results indicate that at Aug. 31, 2023, EIPS had significantly less capital reserves than boards of a comparable size. If EIPS capital reserve balance was desired to be the same as other boards of a comparable size, that would mean EIPS' capital reserve balance would need to be \$4.8 million (an increase in reserves of \$2.9 million above and beyond the \$0.8 million tentative transfer).



# INFORMATION REPORT

## **ATTACHMENTS:**

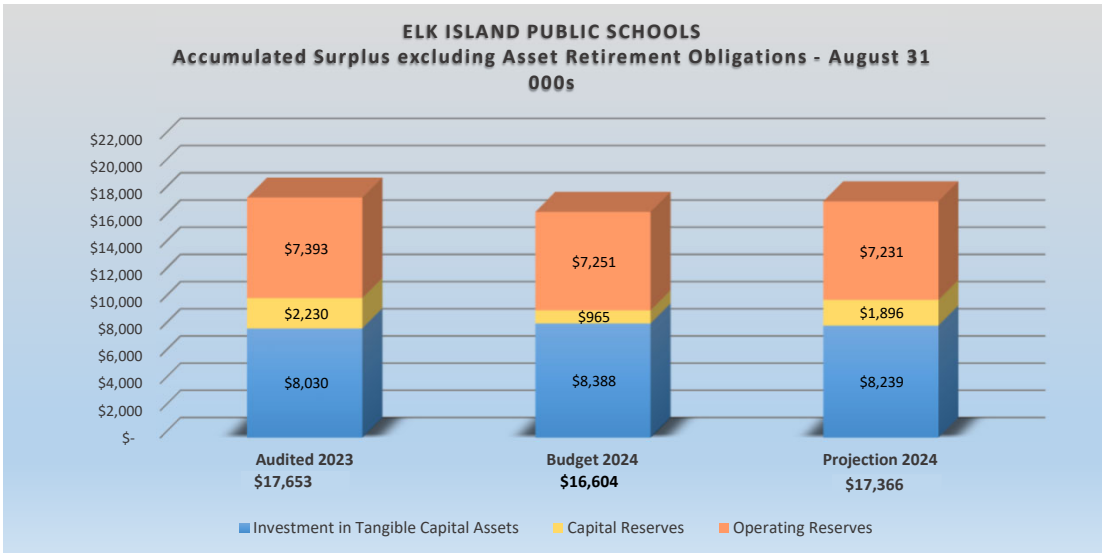
1. Accumulated Surplus
2. Reserves
3. Operating Reserves – Division Detail
4. Central Services Projections
5. School Projections
6. Operating Reserve Analysis



**ELK ISLAND PUBLIC SCHOOLS  
2023-24 Projected Financial Position**

Accumulated Surplus						
	A=B+C+D+E+F	B	C	D	E F Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation	Unrestricted Surplus	Operating Reserves	Capital Reserves
<b>Audited - August 31, 2023</b>	<b>\$ 8,341,434</b>	<b>\$ 8,030,335</b>	<b>\$ (9,311,430)</b>	<b>\$ -</b>	<b>\$ 7,392,944</b>	<b>\$ 2,229,585</b>
Restatement for Asset Retirement Obligation	-	\$ -	-	\$ -	\$ -	\$ -
Surplus/(Deficit)	(571,696)	-	(284,269)	(287,427)	-	-
Board Funded Capital Asset Additions	-	1,873,119	-	(609,119)	-	(1,264,000)
Net Amortization, Debt & Disposals	-	(1,664,783)	-	1,534,842	-	129,941
Net Reserve Transfers	-	-	-	(638,296)	(161,704)	800,000
<b>Projection - August 31, 2024</b>	<b>\$ 7,769,738</b>	<b>\$ 8,238,671</b>	<b>\$ (9,595,699)</b>	<b>\$ -</b>	<b>\$ 7,231,240</b>	<b>\$ 1,895,526</b>
Budget - August 31, 2024	7,008,806	8,388,423	(9,595,699)	-	7,251,201	964,881
Variance - Budget to Projection	\$ 760,932	\$ (149,752)	\$ -	\$ -	\$ (19,961)	\$ 930,645

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



**ELK ISLAND PUBLIC SCHOOLS  
2023-24 Projected Financial Position**

Reserves						
	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-23	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-24
<b>OPERATING RESERVES</b>						
Central Services ( <i>Attachment 4</i> )	\$ 219,356	\$ 951,835	\$ -	\$ -	\$ (798,156)	\$ 373,035
Schools - Operations ( <i>Attachment 5</i> )	1,007,565	310,641	-	-	(52,442)	1,265,764
School Generated Funds (SGF)	2,439,169	(300,000)	-	-	-	2,139,169
Central Services & Schools	3,666,090	962,476	-	-	(850,598)	3,777,968
Leveraging Student Achievement Projects	101,021	(101,021)	-	-	48,580	48,580
Budgeted Transfer to Support Operations	-	(196,950)	-	196,950	-	-
EIPS Division Allocated ( <i>Attachment 3</i> )	101,021	(906,616)	-	906,616	-	-
EIPS Division Unallocated ( <i>Attachment 3</i> )	101,021	(1,204,587)	-	1,103,566	48,580	48,580
EIPS Division Unallocated ( <i>Attachment 3</i> )	3,625,833	(45,316)	925,723	(1,103,566)	2,018	3,404,692
<b>Projection</b>	<b>\$ 7,392,944</b>	<b>\$ (287,427)</b>	<b>\$ 925,723</b>	<b>\$ -</b>	<b>\$ (800,000)</b>	<b>\$ 7,231,240</b>
Budget	7,392,944	(1,048,359)	906,616	-	-	7,251,201
Variance - Budget to Projection	\$ -	\$ 760,932	\$ 19,107	\$ -	\$ (800,000)	\$ (19,961)

B. Projected surplus for 2023-24.

C. Capital Effect includes the net effect of unsupported capital transactions.

D. Budgeted transfers between EIPS Division Allocated/Unallocated reserves as approved by the Board of Trustees.

E. Projected transfers between EIPS Division Allocated/Unallocated reserves to address completed projects, projected surpluses and deficits, and proposed reallocation of funds.

	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-23	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-24
<b>CAPITAL RESERVES</b>						
Facility Services	\$ 17,229	\$ 15,541	\$ (17,229)	\$ -	\$ -	\$ 15,541
Aging Equipment at Schools	5,392	-	(4,688)	-	(704)	-
Various Capital Purchases - To be Determined	100,000	-	-	(100,000)	-	-
Building Management System	440,000	-	(181,000)	(259,000)	-	-
School Buses	-	-	(163,609)	163,609	-	-
Salisbury Composite High Stormwater Project	1,646,504	-	(842,625)	(803,879)	-	-
IT Infrastructure	-	-	(54,849)	54,849	-	-
EIPS Division Allocated	2,191,896	-	(1,246,771)	(944,421)	(704)	-
Opening Balance	20,460	-	-	-	-	20,460
Proceeds on Sale of Assets	-	114,400	-	-	-	114,400
Transfer (to)/from Capital Allocated	-	-	-	944,421	704	945,125
Transfer from Operating Reserves (June 2024)	-	-	-	-	800,000	800,000
EIPS Division Unallocated	20,460	114,400	-	944,421	800,704	1,879,985
<b>Projection</b>	<b>\$ 2,229,585</b>	<b>\$ 129,941</b>	<b>\$ (1,264,000)</b>	<b>\$ -</b>	<b>\$ 800,000</b>	<b>\$ 1,895,526</b>
Budget	2,229,585	-	(1,264,704)	-	-	964,881
Variance - Budget to Projection	\$ -	\$ 129,941	\$ 704	\$ -	\$ 800,000	\$ 930,645

B. Proceeds on disposal of unsupported assets year to date.

C. Use of reserves for purchases.

D. Budgeted transfer from Capital Unallocated Reserves to allocated projects, and tentative transfer of \$0.9 million from operating reserves.

E. Projected transfers for leftover funds from completed projects.

**ELK ISLAND PUBLIC SCHOOLS  
2023-24 Projected Financial Position**

Operating Reserves									
		A	B	C	D	E	F = A + B + C + D + E	G	H = F - G
		Audited	Contribution /(Use)	Capital Effect <sup>1</sup>	Budget Transfer	Projection Transfer	Projected	Budget	Variance
		31-Aug-23							
<b>Central Services &amp; Schools</b>	I	\$ 3,666,090	\$ 962,476	\$ -	\$ -	\$ (850,598)	\$ 3,777,968	\$ 3,822,318	\$ (44,350)
<b>New Projects</b>									
Leveraging Student Achievement		101,021	(101,021)			48,580	48,580	-	48,580
Mental Health Strategic Plan			(60,000)		60,000		-	-	-
Career Pathways Consultant			(136,950)		136,950		-	-	-
Budgeted Transfer to Support Operations			(906,616)		906,616		-	-	-
<b>EIPS Division Allocated Reserves</b>	J	101,021	(1,204,587)	-	1,103,566	48,580	48,580	-	48,580
Capital Effect - Purchases from Operating Budgets				(609,119)			(609,119)	(680,000)	70,881
Capital Effect - Annual Amortization				1,534,842			1,534,842	1,586,616	(51,774)
Less Capital Purchases from Operating Budgets			(60,000)				(60,000)	-	(60,000)
Central Services - Surpluses Exceeding 1%						46,496	46,496	-	46,496
Central Services - Hold Harmless Surplus						695,076	695,076	-	695,076
Central Services - Internally Restricted Surplus						56,584	56,584	-	56,584
Standard Cost Deficit			(35,365)				(35,365)	-	(35,365)
Outreach/Continuing Education - Surplus						3,862	3,862	-	3,862
Interest Income			424,000				424,000	-	424,000
Software Rebates			462,500				462,500	-	462,500
Unused Contingency Funds			262,607				262,607	-	262,607
Transfer to Allocated Reserves					(1,103,566)		(1,103,566)	(1,103,566)	-
Proposed Spending - Windows Computer Evergreening (March 2024) <sup>2</sup>			(694,058)				(694,058)	-	(694,058)
Proposed Spending - Chromebook Evergreening (March 2024) <sup>2</sup>			(325,000)				(325,000)	-	(325,000)
Proposed Spending - Next Step Entrance at Salisbury (March 2024) <sup>2</sup>			(80,000)				(80,000)	-	(80,000)
Tentative Transfer to Capital Reserves (June 2024) <sup>3</sup>						(800,000)	(800,000)	-	(800,000)
Unallocated Reserves Opening Balance		3,625,833					3,625,833	3,625,833	-
<b>EIPS Division Unallocated Reserve</b>	K	3,625,833	(45,316)	925,723	(1,103,566)	2,018	3,404,692	3,428,883	(24,191)
<b>Total EIPS Division Reserves</b>	L = J + K	3,726,854	(1,249,903)	925,723	-	50,598	3,453,272	3,428,883	24,389
<b>Total Operating Reserves</b>	M = I + L	\$ 7,392,944	\$ (287,427)	\$ 925,723	\$ -	\$ (800,000)	\$ 7,231,240	\$ 7,251,201	\$ (19,961)

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

<sup>2</sup> Proposed additional spending in 2023-24 as a reallocation of projected surpluses in other areas. Based on feedback, recommendation to be presented at March 21, 2024 Board meeting.

<sup>3</sup> Tentative transfer from operating reserves to capital reserves to address capital needs in the next five years. Based on feedback and updated projections, will be presented to the Board by June 2024.

**ELK ISLAND PUBLIC SCHOOLS  
2023-24 Projected Financial Position  
For the Year Ending August 31, 2024**

Central Services										
	A	B	C	D	E = B-D	F	G	H = F - G	I = D + G	J = E + H
	Fall Budget	Surplus/ (Deficit)	% of Oper. Budget	Transfer > 1% to Division	Carryforward	Surplus/ (Deficit)	Transfer to Division	Carryforward	Transfer To Division Balance	Carryforward Balance
<b>Governance</b>										
Board of Trustees	\$ 588,696	\$ 6,646	1.1%	\$ 759	\$ 5,887	\$ 3,000	\$ 3,000	\$ -	\$ 3,759	\$ 5,887
<b>Education Executive</b>										
Superintendent	831,872	3,704	0.4%	-	3,704	1,362	1,362	-	\$ 1,362	\$ 3,704
Communications	652,550	5,341	0.8%	-	5,341	-	-	-	\$ -	\$ 5,341
Election	50,000	-	0.0%	-	-	-	-	-	\$ -	\$ -
<b>Supports For Students - Central</b>										
Associate Superintendent	468,712	-	0.0%	-	-	3,479	3,479	-	\$ 3,479	\$ -
Instruction Support	3,300,317	-	0.0%	-	-	27,676	2,000	25,676	\$ 2,000	\$ 25,676
Curriculum	668,883	-	0.0%	-	-	-	-	-	\$ -	\$ -
Specialized Supports - Central	557,669	713	0.1%	-	713	-	-	-	\$ -	\$ 713
<b>Human Resources</b>										
Associate Superintendent	2,394,882	4,231	0.2%	-	4,231	72,114	72,114	-	\$ 72,114	\$ 4,231
Staff Relations & Training	755,380	21,909	3.4%	15,555	6,354	68,796	68,796	-	\$ 84,351	\$ 6,354
Recruitment & Staffing	3,069,497	4,948	0.7%	-	4,948	51,581	51,581	-	\$ 51,581	\$ 4,948
<b>Business Services</b>										
Secretary-Treasurer	748,655	3,141	0.9%	-	3,141	11,458	11,458	-	\$ 11,458	\$ 3,141
Financial Services	2,308,224	53,264	2.3%	30,182	23,082	-	-	-	\$ 30,182	\$ 23,082
<b>Facility Services</b>										
Facilities	16,510,292	103,555	0.9%	-	103,555	537,740	537,740	-	\$ 537,740	\$ 103,555
<b>Information Technologies</b>										
Information Technologies	6,813,667	26,333	0.6%	-	26,333	130	130	-	\$ 130	\$ 26,333
<b>Student Transportation</b>										
Student Transportation	15,699,981	76,065	0.5%	-	76,065	-	-	-	\$ -	\$ 76,065
<b>Projected Financial Position</b>	<b>\$ 55,419,277</b>	<b>\$ 309,850</b>	<b>0.7%</b>	<b>\$ 46,496</b>	<b>\$ 263,354</b>	<b>\$ 777,336</b>	<b>\$ 751,660</b>	<b>\$ 25,676</b>	<b>\$ 798,156</b>	<b>\$ 289,030</b>

Projection Adjustment (top up operating carryforward balances to 1%) 84,005 84,005 84,005  
 Department operating projected surpluses are adjusted overall to ensure adequate projection of reserve balances.

<b>Adjusted Projected Financial Position</b>	<b>\$ 55,419,277</b>	<b>\$ 393,855</b>	<b>0.9%</b>	<b>\$ 46,496</b>	<b>\$ 347,359</b>	<b>\$ 777,336</b>	<b>\$ 751,660</b>	<b>\$ 25,676</b>	<b>\$ 798,156</b>	<b>\$ 373,035</b>
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Transfer to Division - Hold Harmless Programs 695,076  
 Transfer to Division - Internally Restricted Programs 56,584  
**\$ 751,660**

**ELK ISLAND PUBLIC SCHOOLS**  
**2023-24 Projected Financial Position**

<b>Schools - Operations</b>					
	<b>A</b>	<b>B</b>	<b>C = B / A</b>	<b>D</b>	<b>E = B - D</b>
	<b>Fall Budget</b>	<b>Projected Carry Forward</b>	<b>% of Budget</b>	<b>Projected Transfer</b>	<b>Projected Balance 31-Aug-24</b>
<b>Sector 1 - Sherwood Park</b>					
Bev Facey Community High	\$ 7,139,435	\$ 64,642	0.9%	\$ -	\$ 64,642
Brentwood Elementary	3,306,794	36,236	1.1%	3,168 <sup>1</sup>	33,068
Clover Bar Junior High	2,812,796	19,126	0.7%	-	19,126
Davidson Creek Elementary	4,203,170	34,651	0.8%	-	34,651
École Campbelltown	2,414,725	22,183	0.9%	-	22,183
F.R. Haythorne Junior High	4,517,192	35,613	0.8%	-	35,613
Glen Allan Elementary	2,254,568	16,805	0.8%	-	16,805
Heritage Hills Elementary	3,193,328	28,757	0.9%	-	28,757
Lakeland Ridge	4,493,571	23,171	0.5%	-	23,171
Mills Haven Elementary	3,303,545	23,252	0.7%	-	23,252
Pine Street Elementary	3,301,180	19,302	0.6%	-	19,302
Salisbury Composite High	9,116,358	75,576	0.8%	-	75,576
Sherwood Heights Junior High	4,024,028	18,602	0.5%	-	18,602
Strathcona Christian Academy Elementary	3,456,727	5,586	0.2%	-	5,586
Strathcona Christian Academy Secondary	3,996,056	19,842	0.5%	-	19,842
Wes Hosford Elementary	2,149,574	14,857	0.7%	-	14,857
Westboro Elementary	2,635,126	21,578	0.8%	-	21,578
Woodbridge Farms Elementary	3,089,639	19,295	0.6%	-	19,295
<b>Sector 2 - Strathcona County</b>					
Ardrossan Elementary	3,743,245	26,175	0.7%	-	26,175
Ardrossan Junior Senior High	5,136,385	54,979	1.1%	3,615 <sup>1</sup>	51,364
Castle (Scotford Colony)	251,462	2,521	1.0%	-	2,521
Fultonvale Elementary Junior High	3,347,379	20,411	0.6%	-	20,411
Uncas Elementary	1,534,397	52,689	3.4%	37,345 <sup>1</sup>	15,344
<b>Sector 3 - Fort Saskatchewan</b>					
École Parc Élémentaire	2,753,643	17,365	0.6%	-	17,365
Fort Saskatchewan Christian	3,159,902	12,988	0.4%	-	12,988
Fort Saskatchewan Elementary	2,455,205	18,522	0.8%	-	18,522
Fort Saskatchewan High	3,577,467	35,640	1.0%	-	35,640
James Mowat Elementary	2,787,916	27,422	1.0%	-	27,422
Rudolph Hennig Junior High	2,987,793	11,875	0.4%	-	11,875
SouthPointe School	4,435,761	48,605	1.1%	4,247 <sup>1</sup>	44,358
Win Ferguson Elementary	3,091,595	19,079	0.6%	-	19,079
<b>Sector 4 - Lamont County</b>					
Bruderheim School	1,158,236	8,731	0.8%	-	8,731
Lamont Elementary	2,458,965	23,793	1.0%	-	23,793
Lamont High	2,939,493	24,138	0.8%	-	24,138
Mundare School	1,028,316	10,281	1.0%	-	10,281
<b>Sector 5 - County of Minburn</b>					
A.L. Horton Elementary	2,845,051	28,655	1.0%	204 <sup>1</sup>	28,451
Pleasant Ridge Colony	158,914	1,583	1.0%	-	1,583
Vegreville Composite High	2,843,464	26,904	1.0%	-	26,904
	<b>122,102,401</b>	<b>971,430</b>	<b>0.8%</b>	<b>48,580</b>	<b>922,850</b>

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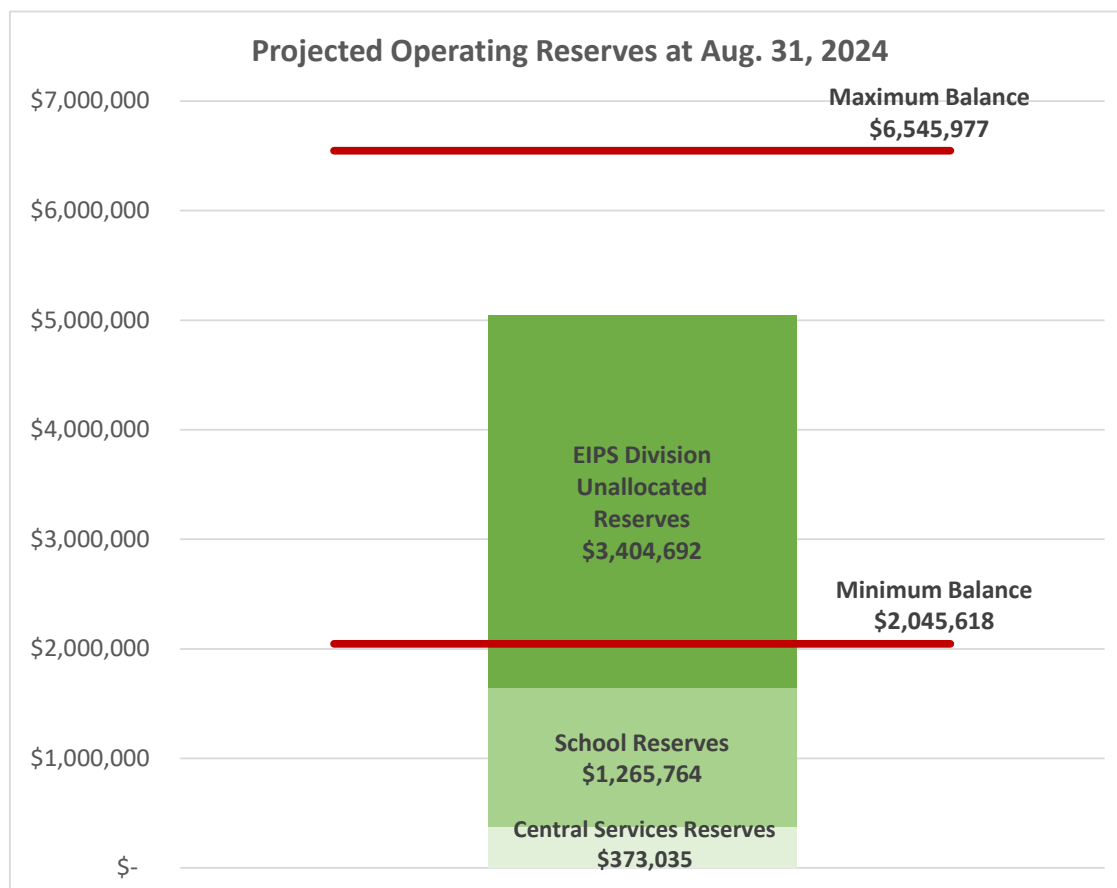
**ELK ISLAND PUBLIC SCHOOLS**  
**2023-24 Projected Financial Position**

<b>Schools - Operations - continued</b>						
	<b>A</b>	<b>B</b>	<b>C = B / A</b>	<b>D</b>	<b>E = B - D</b>	
	<b>Fall Budget</b>	<b>Projected Carry Forward</b>	<b>% of Budget</b>	<b>Projected Transfer</b>	<b>Projected Balance 31-Aug-24</b>	
<b>Supports For Students</b>						
Early Learning	\$ 2,554,740	\$ 18,835	0.7%	\$ -	\$ 18,835	
Mental Health Capacity Building	235,532	-	0.0%	-	-	
Specialized Supports - Schools	1,583,437	-	0.0%	-	-	
School Nutrition Program	208,742	-	0.0%	-	-	
Partners 4 Science	335,837	-	0.0%	-	-	
	<b>4,918,288</b>	<b>18,835</b>	<b>0.4%</b>	<b>-</b>	<b>18,835</b>	
Elk Island Youth Ranch Learning Centre	338,880	-	0.0%	-	-	
Next Step Continuing Education	596,685	857	0.1%	857 <sup>2</sup>	-	
Next Step Outreach	2,264,357	3,005	0.1%	3,005 <sup>2</sup>	-	
	<b>3,199,922</b>	<b>3,862</b>	<b>0.1%</b>	<b>3,862</b>	<b>-</b>	
<b>Projected Financial Position</b>	<b>\$ 130,220,611</b>	<b>\$ 994,127</b>	<b>0.8%</b>	<b>\$ 52,442</b>	<b>\$ 941,685</b>	
<b>Projection Adjustment (top up carryforward balances to 1%)</b>		324,079			<b>324,079</b>	
<i>School projected surpluses are adjusted overall to ensure adequate projection of reserve balances.</i>						
<b>Adjusted Projected Financial Position</b>	<b>\$ 130,220,611</b>	<b>\$ 1,318,206</b>	<b>1.0%</b>	<b>\$ 52,442</b>	<b>\$ 1,265,764</b>	
<sup>1</sup> Surpluses > 1% transferred to Leveraging Student Achievement Reserve				48,580		
<sup>2</sup> Outreach/Continuing Education Surplus to Division Unallocated Reserve				3,862		
<sup>3</sup> Approved reserve carryforward exceptions				-		
			<b>Total Transfer</b>	<b>\$ 52,442</b>		

## ELK ISLAND PUBLIC SCHOOLS 2023-24 Projected Financial Position

### Operating Reserve Analysis

Effective August 31, 2023, the Government of Alberta implemented new restrictions on school board operating reserves, including a minimum and maximum reserve balance. These balances do not include School Generated Fund reserves, and are calculated as a percentage of prior year (2022-23) operating expenses.



#### Projected August 31, 2024 Operating Reserve Balances

Central Services Reserves	\$ 373,035
School Reserves	1,265,764
EIPS Division Allocated Reserves	48,580
EIPS Division Unallocated Reserves	3,404,692
<b>Total Projected Operating Reserves</b>	<b>\$ 5,092,071</b>

2022-23 Total Operating Expenses \$ 204,561,792

<b>Total Operating Reserve <u>Maximum</u> Limit based on 3.2% rate</b>	<b>6,545,977</b>
Room for Additional Surplus Before Exceeding Maximum Limit	1,453,906

<b>Total Operating Reserve <u>Minimum</u> Limit based on 1% rate</b>	<b>2,045,618</b>
Room for Additional Spending (Deficit) Before Falling Below Minimum Limit	3,046,453



# INFORMATION REPORT

**DATE:** March 21, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Unaudited Financial Report for Sept. 1, 2023 to Feb. 29, 2024

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

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Natasha Elsenheimer, Accountant, Financial Services

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

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

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

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

**ISSUE:**

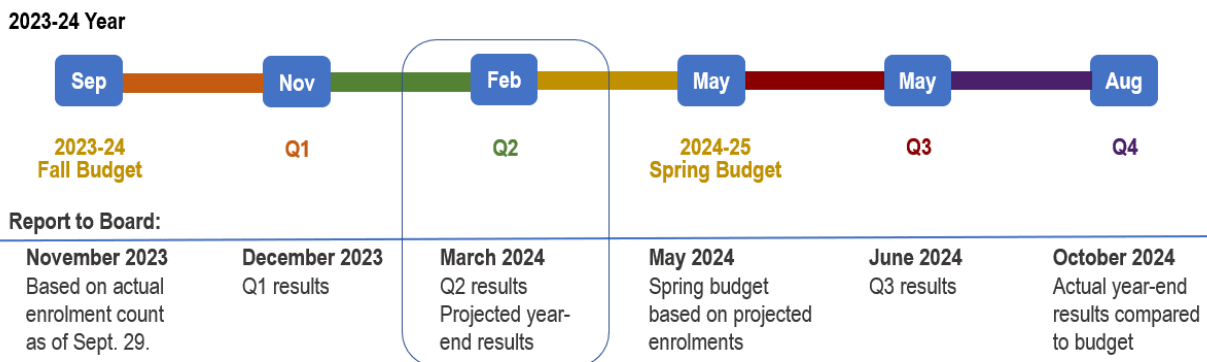
That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2023 to Feb. 29, 2024, for Elk Island Public Schools.

**BACKGROUND:**

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

**CURRENT SITUATION OR KEY POINT:**

Financial Services has prepared an unaudited financial report for the six-month period ended Feb. 29, 2024. For the 2023-24 school year, the Division is approximately midway through our financial reporting cycle:







# INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 60% spent at this point in the year (6/10<sup>th</sup>s of the school year complete), while central department costs and Division revenue are expected to be about 50% spent (6/12<sup>th</sup>s of the fiscal year complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

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

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

As of Feb. 29, 2024, EIPS has an overall operating deficit of \$18,872. Revenue and expense variances are detailed in the Second Quarter Report 2023-24.

## **ATTACHMENT:**

1. Second Quarter Report 2023-24



Your Future in **MIND** ●

## **Second Quarter Report**

# **2023-24**

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2023 to Feb. 29, 2024 and variance notes to these statements.

### **Report to the Board of Trustees**

Mar. 21, 2024

This information has not been audited.

**Elk Island Public Schools**  
**Highlights**  
**For The Three-Month Period Ended February 29, 2024**  
**(excluding School Generated Funds)**

<b>Financial Summary:</b>	<b>Annual Fall Budget</b>	<b>Year to Date Actual</b>	<b>Actual % Of Budget*</b>
Revenues (Page 3)	199,599,062	101,213,886	51%
School Expenses (Pages 6 and 7)	137,714,171	69,703,796	51%
Central Services Expenses (Page 1 )	62,633,250	31,528,962	50%
<b>Surplus / (Deficit)</b>	<u>(748,359)</u>	<u>(18,872)</u>	

\* Average spending at February 29, 2024 should be approximately 60% (for school year expenditures) or 50% (for revenue and for year-round expenses).

**Significant Changes and Events:**

**Fall Budget**

On November 30, 2023, the Board of Trustees approved the Fall Update to the 2023-24 Budget.

**Funding Announcements**

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

- **Learning Disruption Funding of \$281,000** to provide targeted literacy and numeracy programming (allocated to schools in late November).
- **Additional Low Incidence Supports and Services of \$95,000** to meet the learning needs of students with low incidence disabilities (allocated to Early Learning in December).
- **Supplemental Enrolment Growth Grant of \$569,000** to provide additional per-student funding for enrolment growth (allocated to schools in January).
- **Additional School Nutrition Funding of \$52,000** to provide students with nutritious meals (will be allocated to School Nutrition program in March - not included in this report).

**Reallocations**

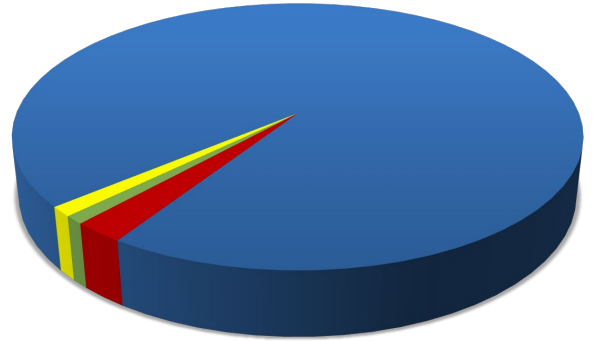
A recommendation report is being brought to Board in March to propose reallocation of some projected surpluses within the 2023-24 year. These budget reallocations are not reflected in this report, but will be included in the third quarter report, if approved.

**Elk Island Public Schools**  
**Revenue & Expense Analysis (excluding SGF)**  
**For The Three-Month Period Ended February 29, 2024**

**Revenues by Source**

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

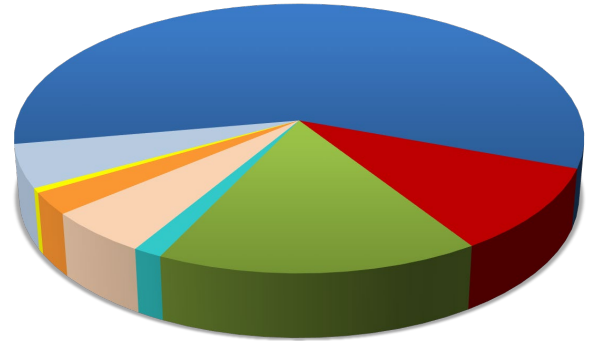
	<u>\$</u>	<u>%</u>
Alberta Education	96,447,873	95.3%
Other Govt of Alberta	2,559,340	2.5%
Fees	1,008,964	1.0%
Sales and Services and Other	1,197,709	1.2%
<b>\$ 101,213,886</b>	<b>100.0%</b>	



**Alberta Education Revenues**

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

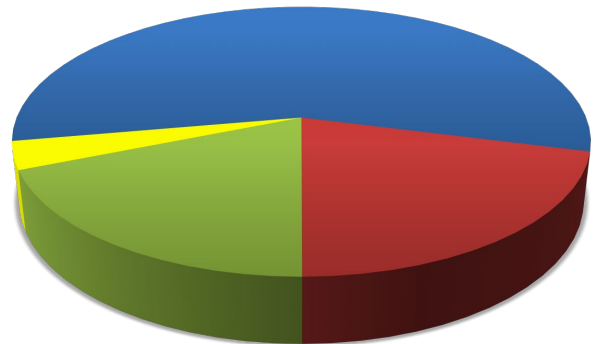
	<u>\$</u>	<u>%</u>
Base Instruction	56,347,415	58.4%
Services & Supports	9,875,733	10.2%
School - System Needs	15,654,728	16.3%
Community	1,407,751	1.5%
Jurisdictions	5,086,212	5.3%
Other	2,549,340	2.6%
Supported Amortization	525,404	0.5%
Teacher Pensions	5,001,290	5.2%
<b>\$ 96,447,873</b>	<b>100.0%</b>	



**Expenses by Object**

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

	<u>\$</u>	<u>%</u>
Certificated Salaries & Benefits	57,476,962	56.7%
Classified Salaries & Benefits	21,227,061	21.0%
Services, Contracts & Supplies	19,136,246	18.9%
Capital & Debt Services	3,392,489	3.4%
<b>\$ 101,232,758</b>	<b>100.0%</b>	



**Elk Island Public Schools**  
**Statement of Revenues and Expenses**  
**For The Three-Month Period Ended February 29, 2024**  
**Percent of the Year Elapsed: 50%\***

	<b>A</b>	<b>B</b>	<b>Year to Date</b>		<i>Note Reference</i>	<b>Prior Year</b>
			<b>Annual</b>	<b>Actual</b>		
	<b>Fall Budget</b>		<b>Actual %</b>	<b>Actual Less</b>		<b>Actual %</b>
			<b>Of Budget</b>	<b>Elapsed %</b>		<b>Of Budget</b>
<b>REVENUES</b>						
<b>Alberta Education</b>						
Base Instruction	\$ 112,691,458	\$ 56,347,415	50%	0%		50%
Services & Supports	19,598,624	9,875,733	50%	0%		52%
School - System Needs	31,753,195	15,654,728	49%	-1%		48%
Community	2,775,601	1,407,751	51%	1%		51%
Jurisdictions	10,172,424	5,086,212	50%	0%		50%
Other <sup>1</sup>	4,813,426	2,549,340	53%	3%		51%
Supported Amortization	1,191,695	525,404	44%	-6%	<b>A</b>	43%
Teacher Pensions	8,603,000	5,001,290	58%	8%	<b>B</b>	59%
<b>Total Alberta Education</b>	<b>191,599,423</b>	<b>96,447,873</b>	<b>50%</b>	<b>0%</b>		<b>50%</b>
<b>Other Government of Alberta</b>	<b>5,222,057</b>	<b>2,559,340</b>	<b>49%</b>	<b>-1%</b>		<b>51%</b>
<b>Other Alberta School Authorities</b>	<b>52,604</b>	<b>54,125</b>	<b>103%</b>	<b>53%</b>	<b>C</b>	<b>65%</b>
<b>Fees</b>	<b>1,078,448</b>	<b>1,008,964</b>	<b>94%</b>	<b>44%</b>	<b>D</b>	<b>101%</b>
<b>Other Sales and Services</b>	<b>181,410</b>	<b>173,777</b>	<b>96%</b>	<b>46%</b>	<b>E</b>	<b>114%</b>
<b>Investment Income</b>	<b>449,078</b>	<b>455,163</b>	<b>101%</b>	<b>51%</b>	<b>F</b>	<b>86%</b>
<b>Gifts and Donations</b>	<b>784,302</b>	<b>345,010</b>	<b>44%</b>	<b>-6%</b>	<b>G</b>	<b>36%</b>
<b>Rental of Facilities</b>	<b>231,740</b>	<b>169,634</b>	<b>73%</b>	<b>23%</b>	<b>H</b>	<b>65%</b>
<b>Sub-Total (excluding SGF)</b>	<b>199,599,062</b>	<b>101,213,886</b>	<b>51%</b>	<b>1%</b>		<b>51%</b>
<b>EXPENSES BY OBJECT</b>						
Certificated Salaries & Benefits	115,287,361	57,476,962	50%	0%		50%
Classified Salaries & Benefits	40,242,134	21,227,061	53%	3%		51%
Services, Contracts & Supplies	37,724,872	19,136,246	51%	1%		46%
Capital & Debt Services	7,093,054	3,392,489	48%	-2%		47%
<b>Sub-Total (excluding SGF)</b>	<b>200,347,421</b>	<b>101,232,758</b>	<b>51%</b>	<b>1%</b>		<b>49%</b>
<b>Operations Surplus/(Deficit)</b>	<b>\$ (748,359)</b>	<b>\$ (18,872)</b>	<b>3%</b>	<b>-47%</b>		<b>3%</b>
<b>School Generated Funds Budgeted Deficit</b>	<b>(300,000)</b>					
<b>Total Budgeted Deficit</b>	<b>\$ (1,048,359)</b>					

\* Based on a 12 month reporting period.

<sup>1</sup> Includes funding for Mental Health, Secondments, New Curriculum, Lease Support, Fuel Price Contingency, French Language, Learning Disruption, Dual Credit Programming, and Odyssey Language.

**Elk Island Public Schools  
Revenue Notes  
For the Six-Month Period Ended February 29, 2024**

**A. Supported Amortization**

Revenue is 6% lower than expected at this point in the year as a result of a timing difference.

Revenue for supported amortization will increase over the remaining months of the year as capital maintenance projects are completed and begin amortization.

**B. Teacher Pensions**

Revenue is 8% higher than expected at this point in the year.

This is the result of a timing difference as revenue received for teacher pensions is recognized over the course of the school year (ten months) rather than twelve months. There is a matching variance in expenses, resulting in no impact on EIPS overall results.

**C. Other Alberta School Authorities**

Revenue from other Alberta school authorities is 53% higher than expected at this point in the year.

Funds for the Young Authors Conference are being managed in EIPS' financial records this year, resulting in more revenue in this line than budgeted. This will be offset by additional expenses incurred later in the year.

In addition, this line has a timing difference as funds received for Partners for Science are recorded over the ten-month school year, rather than over the twelve-month financial year.

**D. Fees**

Revenue for fees is 44% higher than expected at this point in the year.

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

A small amount of additional funds will be received in March for the final month of the parent payment plan. The remaining variance in this line will be offset by adjusted spending in the Student Transportation department.

**E. Other Sales and Services**

Other sales and services are 46% higher than expected at this point in the year.

This is primarily a result of timing differences.

- Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months.
- The Division's purchase card rebate has been received in full.

- Some rebates negotiated by Purchasing and Contract Services have been received from suppliers based on contractual sales.

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

#### **F. Investment Income**

Revenue is 51% higher than expected at this point in the year.

This line consists solely of interest earned on EIPS bank accounts.

The investment income budget is planned conservatively in terms of interest rate projections. As the year progresses, any surplus in this line is identified and allocated out to other Division needs.

#### **G. Gifts and Donations**

Revenue is 6% lower than expected at this point in the year.

Significant donations for Partners for Science and Instructional Supports have not yet been spent, resulting in lower revenue. This is offset by a matching variance in expenses, resulting in no impact on EIPS' overall results.

#### **H. Rental of Facilities**

Revenue is 23% higher than expected at this point in the year.

The balance in this revenue line is primarily rental revenue for before and after school care groups operating in our facilities, which is recorded over the ten-month school year, not through the summer months, so we would expect to see revenue closer to 60% at this point in the year (i.e. variance is a result of a timing difference).

In addition, rental revenue for community groups is not earned evenly over the course of the year.

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 1)**  
**For The Three-Month Period Ended February 29, 2024**  
**Percent of the Year Elapsed: 60%\***

	<b>A</b>	<b>B</b>	<b>Year to Date</b>		<b>Note</b>	<b>Prior Year</b>
	<b>Annual Fall Budget</b>	<b>Actual</b>	<b>C = B / A Actual % Of Budget</b>	<b>C - 60% Actual Less Elapsed %</b>	<b>Reference</b>	<b>Actual % Of Budget</b>
<b>Sector 1 - Sherwood Park</b>						
Bev Facey Community High	\$ 7,152,106	\$ 4,241,023	59%	-1%		57%
Brentwood Elementary	3,306,794	1,935,688	59%	-1%		58%
Clover Bar Junior High	2,812,796	1,697,315	60%	0%		58%
Davidson Creek Elementary	4,203,170	2,469,272	59%	-1%		58%
École Campbelltown	2,414,725	1,411,602	58%	-2%		57%
F.R. Haythorne Junior High	4,517,192	2,684,975	59%	-1%		56%
Glen Allan Elementary	2,254,568	1,292,714	57%	-3%		57%
Heritage Hills Elementary	3,193,328	1,869,447	59%	-1%		58%
Lakeland Ridge	4,493,571	2,587,915	58%	-2%		57%
Mills Haven Elementary	3,303,545	1,922,521	58%	-2%		57%
Pine Street Elementary	3,313,851	1,898,859	57%	-3%		57%
Salisbury Composite High	9,130,530	5,316,516	58%	-2%		57%
Sherwood Heights Junior High	4,024,028	2,356,900	59%	-1%		58%
Strathcona Christian Academy Elementary	3,456,727	2,041,638	59%	-1%		58%
Strathcona Christian Academy Secondary	3,996,056	2,331,852	58%	-2%		58%
Wes Hosford Elementary	2,149,574	1,259,498	59%	-1%		57%
Westboro Elementary	2,635,126	1,525,819	58%	-2%		58%
Woodbridge Farms Elementary	3,089,639	1,794,411	58%	-2%		58%
	<u>69,447,326</u>	<u>40,637,965</u>	59%	-1%		57%
<b>Sector 2 - Strathcona County</b>						
Ardrossan Elementary	3,743,245	2,209,902	59%	-1%		58%
Ardrossan Junior Senior High	5,136,385	2,984,589	58%	-2%		57%
Fultonvale Elementary Junior High	3,347,379	1,985,962	59%	-1%		58%
Uncas Elementary	1,534,397	846,456	55%	-5%	A	54%
	<u>13,761,406</u>	<u>8,026,909</u>	58%	-2%		57%
<b>Sector 3 - Fort Saskatchewan</b>						
Castle (Scotford Colony)	251,462	143,552	57%	-3%		51%
École Parc Élémentaire	2,753,643	1,606,313	58%	-2%		57%
Fort Saskatchewan Christian	3,159,902	1,869,739	59%	-1%		57%
Fort Saskatchewan Elementary	2,467,517	1,399,070	57%	-3%		54%
Fort Saskatchewan High	3,577,467	2,045,938	57%	-3%		55%
James Mowat Elementary	2,788,416	1,596,640	57%	-3%		57%
Rudolph Hennig Junior High	2,987,793	1,794,071	60%	0%		56%
SouthPointe School	4,435,761	2,567,161	58%	-2%		56%
Win Ferguson Elementary	3,091,595	1,781,112	58%	-2%		58%
	<u>25,513,556</u>	<u>14,803,596</u>	58%	-2%		56%
<b>Sector 4 - Lamont County</b>						
Bruderheim School	1,158,236	674,950	58%	-2%		59%
Lamont Elementary	2,458,965	1,425,227	58%	-2%		56%
Lamont High	2,939,493	1,722,899	59%	-1%		57%
Mundare School	1,028,316	576,497	56%	-4%		53%
	<u>7,585,010</u>	<u>4,399,573</u>	58%	-2%		56%
<b>Sector 5 - County of Minburn</b>						
A.L. Horton Elementary	2,845,051	1,671,274	59%	-1%		57%
Pleasant Ridge Colony	158,914	89,677	56%	-4%		56%
Vegreville Composite High	2,843,464	1,599,961	56%	-4%		55%
	<u>5,847,429</u>	<u>3,360,912</u>	57%	-3%		56%



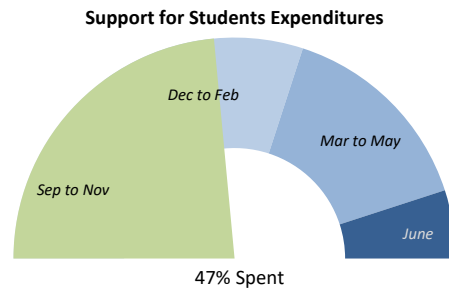
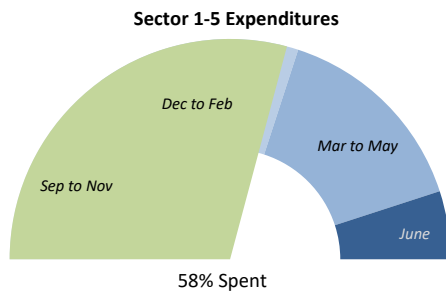
**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 2)**  
**For The Three-Month Period Ended February 29, 2024**  
**Percent of the Year Elapsed: 60%\***

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 60% Actual Less Elapsed %		
<b>Supports For Students - Schools</b>						
Early Learning	2,554,740	<b>1,220,792</b>	48%	-12%	B	42%
Specialized Supports & Other Programs <sup>1</sup>	2,303,593	<b>1,063,541</b>	46%	-14%	C	42%
	4,858,333	<b>2,284,333</b>	47%	-13%		42%
<b>Other</b>						
Elk Island Youth Ranch Learning Centre	338,880	<b>186,166</b>	55%	-5%	D	56%
Next Step Programs	2,869,171	<b>1,427,458</b>	50%	-10%	E	58%
Other School Allocations	(181,397)	<b>82,830</b>	-46%	-106%	F	-140%
To Be Allocated	264,226	-	0%	-60%	G	0%
Software Rebate	-	<b>(268,532)</b>	0%	-60%	H	0%
Leveraging Student Achievement	-	-	N/A	N/A	I	0%
Conversion (10 mo. To 12 mo.)	-	<b>(9,106,352)</b>	N/A	N/A	J	N/A
Standard Cost Conversion	415,881	<b>(928,181)</b>	N/A	N/A	K	N/A
Teacher Pensions	8,242,659	<b>4,797,119</b>	58%	-2%		60%
	11,949,420	<b>(3,809,492)</b>	-32%	-92%		37%
Budgeted 1% year-end carryforward	(1,248,309)					
<b>Total School Sites</b>	<b>\$ 137,714,171</b>	<b>\$ 69,703,796</b>	<b>51%</b>	<b>-9%</b>		<b>50%</b>

\* Based on a 10 month reporting period.

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

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
<b>Sector 1 - Sherwood Park</b>	39,389,491	1,248,474	40,637,965	96.9%
<b>Sector 2 - Strathcona County</b>	7,798,440	228,469	8,026,909	97.2%
<b>Sector 3 - Fort Saskatchewan</b>	14,478,237	325,359	14,803,596	97.8%
<b>Sector 4 - Lamont County</b>	4,307,956	91,617	4,399,573	97.9%
<b>Sector 5 - County of Minburn</b>	3,287,791	73,121	3,360,912	97.8%
<b>Totals</b>	<b>69,261,915</b>	<b>1,967,040</b>	<b>71,228,955</b>	<b>97.2%</b>



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

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

**Elk Island Public Schools  
Expense Notes – Schools  
For the Six-Month Period Ended February 29, 2024**

**A. Uncas Elementary**

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

In the second half of the school year certificated staffing, supplies, contracts, and other expenditures will be increasing. Some funds may be returned to Supports for Students as a classified staff member was previously supporting a student who has now left the school.

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

Expenses are below expected year to date spending by 12%.

- The primary reason for this variance is a timing difference in salaries, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 50%).
- In addition, it is anticipated that spending will increase in the next few months for music therapy programming and physical therapy needs. As well, increased assessments and project work related to early learning kits and written output resources is expected. Lastly, some small renovation projects are being explored that may happen during the summer.

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

Expenses are below expected year to date spending by 14%.

- Specialized Supports Schools has an 12% variance under budget. The primary reason for this is a timing difference in salaries, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 50%). In addition, contingency funds will continue to be allocated in the upcoming month to schools that request additional support for complex student needs. Low Incidence funding was received later in the school year but is on track to be spent in coming quarters.
- The Mental Health Capacity Building and School Nutrition programs are trending as expected at this time of year.
- Partners 4 Science has a 26% variance from expected year to date spend, this variance will be drawn down in future quarters as the development of science kits continue. In addition, some of these funds may be carried forward into 2024-25 to continue building science kits next year.

**D. Other – Elk Island Youth Ranch Learning Centre**

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

Elk Island Youth Ranch has planned for most of their supplies, contracts, and service expenditures in the second half of the school year, therefore showing as underspent in the first half of the school year (a timing difference).

**E. Other - Next Step Programs**

Expense are below expected year to date spending by 10%.

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

**F. Other - Other School Allocations**

This variance relates to the accrual of classified salaries to the end of February and is a timing difference. When salaries are paid in March the individual schools will be charged and the accrual cleared to zero.

**G. Other – To Be Allocated**

Funds budgeted in this line include current year unplanned surpluses, or funds not yet allocated out to schools or department budgets. A separate report being brought forward in March recommends reallocation of surplus funds to other needs in the Division.

**H. Other – Software Rebate**

This line represents the first payment for software rebates from Microsoft as a result of a class-action lawsuit. The second and final payment was received in early March and the total dollar value is confirmed at \$0.5 million. These funds are available for use elsewhere in the Division are included in the separate report being brought forward to Board for reallocation.

**I. Other – Leveraging Student Achievement**

This line includes funds from the Leveraging Student Achievement allocated reserve. In January, these funds were reallocated out to fund certificated staff to support junior high schools at risk in numeracy and literacy.

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

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

**K. Other – Standard Cost Conversion**

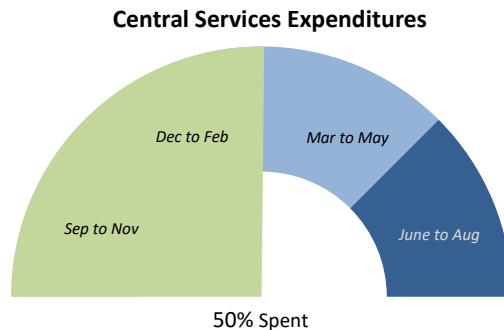
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures. Typically, staffing costs increase as the year passes as salary step increments are processed and benefit caps like CPP, EI, and WCB reset in January.

The budget on this line includes contingency funds set aside for additional staffing costs identified after standard cost rates were developed. Current projections indicate EIPS will end the year with a standard cost deficit close to the amount budgeted.

**Elk Island Public Schools**  
**Detailed Expenditures - Central Services**  
**For The Three-Month Period Ended February 29, 2024**  
**Percent of the Year Elapsed: 50%\***

	<b>A</b> Annual Fall Budget	<b>B</b> Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			<b>C = B / A</b> Actual % Of Budget	<b>C - 50%</b> Actual Less Elapsed %		
<b>Governance</b>	\$ 588,696	\$ 282,896	48%	(2%)	A	50%
<b>Education Executive</b>	1,534,422	740,273	48%	(2%)	B	45%
<b>Supports For Students - Central</b>	4,995,081	2,222,750	44%	(6%)	C	44%
<b>Human Resources</b>	6,219,759	2,810,017	45%	(5%)	D	46%
<b>Business Services</b>	3,056,879	1,491,770	49%	(1%)	E	45%
<b>Facility Services</b>					F	
Facilities	16,510,292	7,667,866	46%	(4%)		47%
Infrastructure Maintenance and Renewal	988,477	272,367	28%	(22%)		17%
	17,498,769	7,940,233	45%	(5%)		45%
<b>Information Technologies</b>	6,813,667	3,484,184	51%	1%	G	35%
<b>Student Transportation</b>	15,699,981	9,061,656	58%	8%	H	56%
<b>Fiscal Services</b>	6,660,836	3,495,183	52%	2%	I	55%
Budgeted 1% year-end carryforward	(434,840)					
<b>TOTAL CENTRAL SERVICES</b>	\$ 62,633,250	\$ 31,528,962	50%	0%		47%

\* Based on a 12 month reporting period.



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

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

**Elk Island Public Schools  
Expense Notes – Central Services  
For the Six-Month Period Ended February 29, 2024**

**A. Governance**

*Includes the Board of Trustees budget.*

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

This variance is due to the departure of Trustee Seutter.

**B. Education Executive**

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

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

- Superintendent expenses are 3% below expected. Some expenses in this line are incurred as required rather than a uniform amount monthly.
- Communications expenses are as expected.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate every fourth year when an election occurs. Expenses in this budget centre are as expected.

**C. Supports for Students – Central**

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

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

- Associate Superintendent – Supports for Students, Curriculum and Specialized Supports – Central are trending as expected at this time of the year. They have a combined variance of 1% below expected year to date spending.
- Instructional Supports has an 8% variance below expected spend. The Dual Credit grant programs is an area that does not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. A portion of the Dual Credit funding may be carried into next year. The various workshops and special projects housed in this budget are expected to have increased expenditures over the remaining quarters of the year. Staffing changes within the First Nations, Métis and Inuit program has created surpluses, however this will be partially offset by hiring a temporary part-time teacher to focus on project work.

**D. Human Resources**

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

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

- The Associate Superintendent spending is as expected.

- Staff Relations & Training is 13% below expected year to date spending. Expenses for some programs such as Off to a Good Start will be incurred later in the year. Other programs, like long term disability have expenses that do not occur uniformly throughout the year and are hard to predict.
- Recruitment & Staffing is 6% below expected year to date spending. This line includes budgets for medical, maternity, and other leaves and is not incurred evenly over the course of the year. The third quarter traditionally sees a higher volume of expenses in these areas.

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

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

Expenses are below expected year to date spending by 1%.

- Secretary-Treasurer expenses are as expected.
- Financial Services is currently 2% below expected spending due to delays in hiring vacant positions, and timing variances for significant expenses, such as the year-end audit fee.

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

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

Expenses are below expected year to date spending by 4%. The largest sources of variance include:

- Snow removal and other costs are not incurred uniformly which results in lower-than-expected costs for the first half of the year. In addition, it has been a mild winter.
- Infrastructure maintenance and renewal costs are not incurred uniformly, with more work typically being undertaken during school closure days.
- Some funds previously set aside for community consultations are no longer required and will be reallocated for other uses within the Division.

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

*Includes the Information Technologies budget.*

Expenses are above expected year to date spending by 1%.

- This small variance is due to evergreening spending that does not happen uniformly throughout the year, as well as increasing cloud computing costs.

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

*Includes the Student Transportation budget.*

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

- Most expenses in the Student Transportation department are for contracted bus driver costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 60%.

**I. Fiscal Services**

*Includes the Fiscal Capital and Fiscal Operations budget.*

Expenses are above expected spending by 2%. This is primarily the result of two timing differences.

- Salaries were accrued to the end of February. When salaries are paid in March, the individual departments will be charged, and the accruals cleared.
- As capital asset purchases are incurred by schools over the remainder of the year, the Fiscal Capital budget will incur buyout entries that will reduce expenses.

**Elk Island Public Schools  
Capital Project Listing  
As At February 29, 2024**

	Budget	YTD Actuals	Actual % of Budget	Note Reference
<b>Capital Reserves:</b>				
IT Switches/Access Points/Batteries	54,849	-	0%	A
Facility Services Vehicles	17,229	<b>17,229</b>	100%	B
Building Management System	181,000	-	0%	C
Salisbury Composite High Stormwater Drainage Project	842,625	<b>51,802</b>	6%	D
Clover Bar Junior High 70 Passenger Bus	163,609	<b>163,609</b>	100%	E
Aging Equipment at Schools	5,392	<b>4,688</b>	87%	F
	<u>1,264,704</u>	<u><b>237,328</b></u>		
<b>Operating Reserves:</b>				
No budgeted projects				
<b>Funded with Operational Funding (School/Dept Budgets) or SGF:</b>				
School and Department Purchases	400,000	<b>80,463</b>	20%	G
Facility Services Vehicles (3)	209,119	<b>58,220</b>	28%	H
Facility Services Lift	25,000	-	0%	I
	<u>634,119</u>	<u><b>138,683</b></u>		
<b>Provincially Funded:</b>				
Infrastructure Maintenance and Renewal Grant Capital Portion	763,000	<b>51,597</b>	7%	J
Capital Maintenance and Renewal(CMR) Grant	994,738	<b>332,016</b>	33%	K
	<u>1,757,738</u>	<u><b>383,613</b></u>		
<b>Total Capital Projects</b>	<u><u>\$ 3,656,561</u></u>	<u><u>\$ 759,624</u></u>	<u><u>21%</u></u>	

**Notes:**

**A** - Capital reserves approved for IT infrastructure, including switches, access points, and UPS batteries, as per the IT Capital Plan. Orders have been placed and funds are expected to be fully spent by August 31.

**B** - Facility Services' vehicle purchases of \$17,229 (supplementing their department budget). See Notes H and I for more information.

**C** - Over the summer, Facility Services was able to complete a substantial amount of work on the Building Management System throughout the Division. Salisbury Composite High is scheduled for work this year. Capital reserves fund this project and include a complete system change from pneumatics to electronic control. A vendor has been contracted and funds are expected to be spent by August 31.

**D** - Phase 1 of this project was completed over the summer of 2022-23, with Phase 2 planned for summer 2023-24. Phase 1 was funded by \$1.3 million of Infrastructure Maintenance and Renewal funds and \$553,000 of capital reserves. Capital reserves will fund Phase 2, which will complete the project.

**E** - Clover Bar Junior High purchased a 70 passenger bus, received in the early fall. This school bus replacement is financed initially by capital reserves but is paid for over ten years by the respective school's budget.

**F** - In the 22-23 school year, funds were available to schools that had a significant piece of equipment that was failing or was a safety concern. Funds were approved for specific items in early November 2022 and fully allocated. Due to installation delays a portion of one school's equipment was recorded earlier this year. This is now complete.

**G** - Equipment and furniture purchases made from school or department budgets.

**H** - Facility Services is replacing three fleet vehicles this year, which are funded by their operating budget. Facilities received one vehicle in January and are finalizing orders for the remaining two.

**I** - Facility Services had planned to purchase a new lift using their operating budget, but have decided to postpone the purchase until the 24-25 school year. These funds are being reallocated within the Facility Services budget.

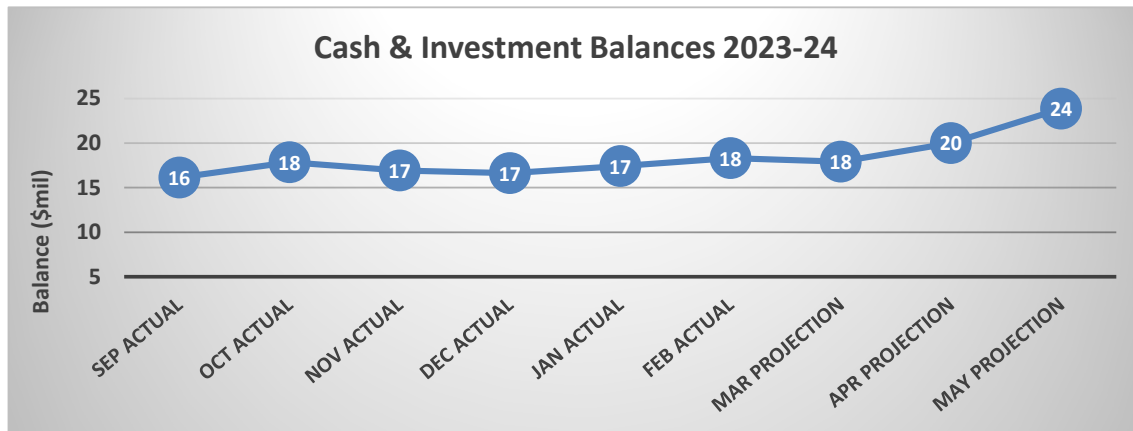
**J** - This is the capital portion of this grant; the non-capital portion is included on the Central Services page. Capital projects are planned for the 23-24 school year at BWD, CLB, and UNC, and projects from last year at RHJ have been fully completed and capitalized.

**K** - This grant follows the government fiscal year (allocated to school divisions in April of each year). Capital projects for the 23-24 school year are planned for EPE and GLN, and projects from last year are being wrapped up at FRH, PNE, and WFG.



**Elk Island Public Schools**  
**Statement of Cash and Investments**  
**As At February 29, 2024**

	<b>February 29, 2024</b>	<b>February 28, 2023</b>
Cash Account Balances	\$ 18,318,951	\$ 19,912,695
Guaranteed Investment Certificates	-	5,000,000
<b>Total Cash and Investments</b>	<b>18,318,951</b>	<b>24,912,695</b>
Less School Generated Funds	(3,951,966)	(3,514,312)
Less Trusts (Scholarship Funds)	(49,102)	(50,715)
<b>Total Available Central Cash and Investments</b>	<b>\$ 14,317,883</b>	<b>\$ 21,347,668</b>



Cash balances increase in April and May as annual payments for IMR and CMR are received.

**Elk Island Public Schools**  
**Board and System Administration**  
**As At February 29, 2024**

**Board and System Administration** current expenses are at \$2.18 million, or 2.1% of total expenses for EIPS. This means the Division has spent 35% of the Board and System Administration grant provided by Alberta Education, and 47% of total Board and System Administration budget for EIPS.

