

# Ministik School Meeting

- February 15, 2017

# What has led us here?

- Notice of Motion: November 24, 2016;
- Public Board Meeting: December 15, 2016;
  - Board receives report for information;
  - Approves motion to consider closure of Ministik School.

## What was said

- The information that we have received clearly shows that the modulars at Ministik School need to be replaced and I see that our administration has put in a request to have them replaced.

- *I feel that as an elected body that has a fiduciary responsibility to spend taxpayers money wisely, replacing the modulars is not money well spent. We would be spending in excess of a million dollars to dispose of the old modulars and replace them. We could wait and have the request for these modular turned down by the province and then we wouldn't be the ones responsible for the school closure; however, this is our responsibility and we should be making this decision. If we don't make the difficult decisions the province could possibly say that they don't need school boards like they are discussing in other provinces. We need to show leadership in this area.*

# What steps are we taking?

- Issues
  - Increasing costs on a yearly basis that are not supported
  - Use of surplus dollars to support day to day operations
- All areas of operation have and are being examined

# School Closure

- The Board Motion of December 15, 2016 triggered the *Closure of Schools Regulation*.
- *5(1)(a) - shall organize and convene a public meeting for the purposes of discussing the information provided to parents under section 4.*

# Closure of Schools Regulation 4(2)

- (a) how the closure would affect the attendance area defined for that school
- (b) how the closure would affect the attendance at other schools
  - (b.1) information on the Board's long-range capital plan
- (c) the number of students who would need to be relocated as a result of the closure

# Closure of Schools Regulation 4(2)

- (d) the need for, and extent of, busing
- (e) program implications for other schools and for the students when they are attending other schools
- (f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications
- (g) the educational and financial impact if the school were to remain open



# Board Policy 15

- The educational impact on students in the school;
- The enrolment of the school and programs within the school;
- The population and demographic data;
- The amount and cost of excess space in the school;
- The cost to staff and operate the educational program at the school;
- The cost to maintain the facility in operable condition or to restore the facility to operable condition;

# Board Policy 15

- The location and accessibility of the school and the proximity of and impact on other schools;
- The necessity to safeguard the health and safety of students, staff, and public;
- The need to consolidate or relocate existing programs;
- The impact of closing the school on the community, taking into account existing or proposed development plans;
- Transportation routes and costs;

# Board Policy 15

- The Division's three-year capital plan or the ten-year facility plan;
- Costs associated with the transition; and
- Other relevant factors.

# Staffing - Process

- On a yearly basis, there is a large movement of staff during staffing season.
- Schools and departments advertise vacant positions and staff have an opportunity to apply on positions that are of interest to them.
- The staffing process provides many opportunities for our staff to move into various assignments.
- EIPS honours contracts of continuing contract teachers and permanent classified staff.

# Educational Concerns

- Academic Achievement
  - Provincial Achievement Results
  - Class size
- Support for students
  - Based on needs
- School Culture
- Transitions

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2016**  
**School: 3318 Ministik School**



Measure Category	Measure Category Evaluation	Measure	Ministik School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	91.4	90.0	88.3	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	89.3	92.0	93.3	81.9	81.3	81.4	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	95.2	97.0	94.5	90.1	89.5	89.5	Very High	Maintained	Excellent
		<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	<a href="#">PAT: Acceptable</a>	84.4	91.2	70.9	73.6	72.9	73.4	High	Maintained	Good
		<a href="#">PAT: Excellence</a>	31.3	30.9	23.4	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	95.0	97.2	90.6	82.6	82.0	81.1	Very High	Maintained	Excellent
		<a href="#">Citizenship</a>	93.3	91.4	86.9	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	87.0	92.0	96.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	89.0	83.1	88.2	81.2	79.6	80.0	Very High	Maintained	Excellent

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2016**  
**School: 3335 Fultonvale Elementary Junior High School**



Measure Category	Measure Category Evaluation	Measure	Fultonvale Elem./Jr. School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	89.9	92.0	92.5	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	88.7	89.4	89.6	81.9	81.3	81.4	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	90.4	91.6	93.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		<a href="#">Drop Out Rate</a>	0.0	0.0	0.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	<a href="#">PAT: Acceptable</a>	82.2	86.1	85.8	73.6	72.9	73.4	High	Maintained	Good
		<a href="#">PAT: Excellence</a>	33.9	32.8	32.0	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	85.2	87.5	82.7	82.6	82.0	81.1	High	Maintained	Good
		<a href="#">Citizenship</a>	89.2	89.1	88.7	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	<a href="#">Parental Involvement</a>	82.1	83.9	85.9	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	89.3	76.4	82.7	81.2	79.6	80.0	Very High	Improved	Excellent

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2016**  
**School: 3303 Ecole Elementaire Ardrossan Elementary School**



Measure Category	Measure Category Evaluation	Measure	Ecole Elementaire Ardrossan			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	91.0	84.8	87.7	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	87.1	86.5	85.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	94.6	94.0	92.3	90.1	89.5	89.5	Very High	Maintained	Excellent
		<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	<a href="#">PAT: Acceptable</a>	85.9	77.1	79.9	73.6	72.9	73.4	Very High	Improved	Excellent
		<a href="#">PAT: Excellence</a>	18.7	8.9	14.5	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	83.1	82.4	78.6	82.6	82.0	81.1	High	Maintained	Good
		<a href="#">Citizenship</a>	83.6	76.4	82.3	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	<a href="#">Parental Involvement</a>	78.7	73.8	73.9	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	86.8	79.9	78.6	81.2	79.6	80.0	Very High	Improved	Excellent



**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2016  
School: 3304 Uncas Elementary School**



Measure Category	Measure Category Evaluation	Measure	Uncas Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	90.9	83.5	82.1	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	85.2	91.5	85.5	81.9	81.3	81.4	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	95.9	89.9	88.5	90.1	89.5	89.5	Very High	Improved	Excellent
		<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	<a href="#">PAT: Acceptable</a>	82.4	76.1	82.0	73.6	72.9	73.4	High	Maintained	Good
		<a href="#">PAT: Excellence</a>	14.8	27.3	24.4	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	93.8	84.6	65.9	82.6	82.0	81.1	Very High	Improved Significantly	Excellent
		<a href="#">Citizenship</a>	85.3	87.6	82.7	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	90.8	86.4	76.1	80.9	80.7	80.5	Very High	Improved	Excellent
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	91.0	80.3	76.4	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

**Jurisdiction Report - to be included with AERR**

**CORE SUBJECTS ONLY**

2195 - Elk Island Public Schools Regional Division No. 14

**Jurisdiction:**

**Number of Schools Reported:**

36

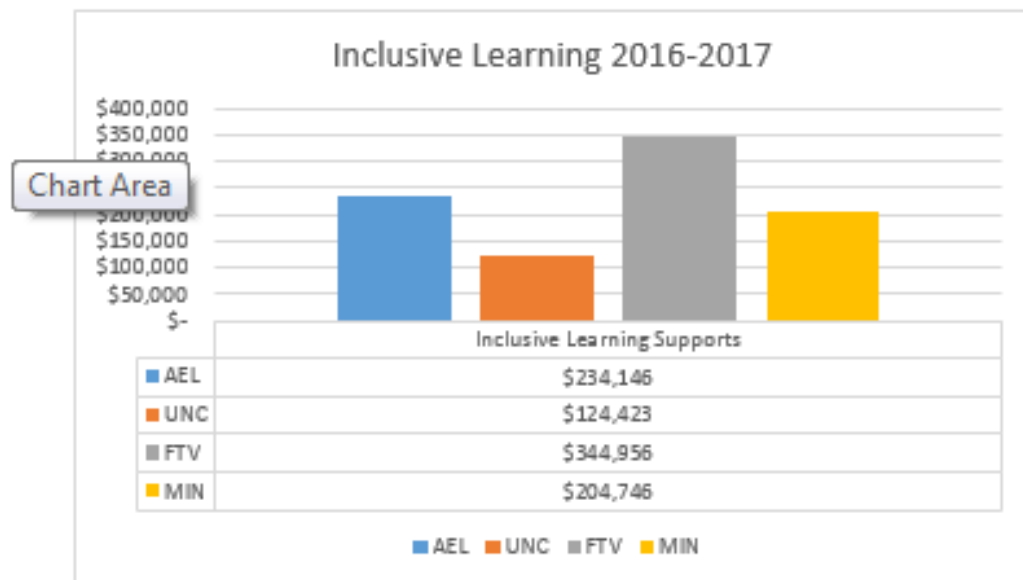
**Total Number of Schools:**

36

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
A. L. Horton Elementary School	18.7	17.6	19.0	22.1	17.5	19.8						
Andrew School	17.0	17.2	17.7	17.5	18.5	19.0	13.5	10.0	8.5	9.4	8.3	7.0
Ardrrossan Junior Senior High School							24.9	24.1	23.7	25.4	26.1	27.0
Bev Facey Community High School										24.4	23.8	25.7
Brentwood School	19.6	18.1	21.1	20.5	17.3	21.1						
Bruderheim Community School	18.4	20.0	18.3	17.0	17.2	21.1						
Clover Bar Junior High School							25.4	25.9	24.7			
Ecole Campbelltown School	19.5	20.5	21.8	25.4	24.4	22.2						
Ecole Elementaire Ardrrossan Elementary School	24.6	23.6	24.0	23.8	22.8	24.0						
Ecole Parc Elementaire	19.0	15.8	23.2	20.3	15.7	19.0						
F. R. Haythorne School							24.0	23.6	23.1			
Fort Saskatchewan Christian School	20.1	20.9	20.3	21.3	24.3	22.6	25.3	25.3	29.0			
Fort Saskatchewan Elementary School	23.2	21.5	23.9	24.5	23.6	26.9						
Fort Saskatchewan High School										21.4	22.6	23.7
Fultonvale Elementary Junior High School	19.9	18.9	19.3	22.4	17.9	23.6	21.0	23.5	22.7			
Glen Allan Elementary School	20.2	20.5	21.4	22.8	22.1	20.6						
James Mowat School	19.6	21.1	22.2	23.7	22.3	25.7						
Lakeland Ridge School	22.5	23.4	23.6	28.4	26.6	27.9	26.3	27.0	25.3			
Lamont Elementary School	20.7	20.1	22.4	22.2	25.5	22.0						
Lamont High School							26.1	22.3	23.2	17.4	7.3	17.7
Mills Haven Elementary School	22.4	23.3	24.0	26.2	22.4	23.8						
Ministik School	21.7	15.4	17.3	27.5	13.7	24.3						
Mundare School	15.8	16.3	17.8	20.3	18.3	15.7	18.5	20.0	22.0			
Pine Street School	23.9	22.3	23.1	23.6	25.6	26.0						
Rudolph Hennig Junior High School							23.9	23.3	30.5			
Salisbury Composite High School										26.3	25.2	25.6
Sherwood Heights Junior High School							23.3	22.0	23.6			
Strathcona Christian Academy							30.9	30.6	31.3	22.9	22.5	21.7
Strathcona Christian Academy Elementary School	22.1	22.6	21.9	28.6	27.6	28.3						
Uncas Elementary School	22.8	15.8	18.8	22.3	23.3	21.3						
Vegreville Composite High School							21.7	24.3	24.1	20.1	19.1	19.3
Wes Hosford School	23.1	22.4	23.8	21.8	23.4	21.6						
Westboro Elementary School	19.1	24.1	23.4	23.3	21.9	24.2						
Win Ferguson Community School	24.6	24.2	23.9	19.1	25.5	25.0						
Woodbridge Farms School	18.1	17.4	20.2	17.4	16.6	20.8						
Wye School	21.1	21.5	22.9	22.4	24.6	23.6						
<b>Total for Jurisdiction 2195</b>	<b>21.1</b>	<b>20.7</b>	<b>22.0</b>	<b>22.8</b>	<b>21.9</b>	<b>23.3</b>	24.4	24.1	24.7	23.5	21.5	24.1

# Supports for Students

- Coded students at all EIPS schools are provided with a continuum of supports and services depending upon their needs.
- In addition to support from educational assistants, teachers and administrators provide supports such as specialized learning materials, physical accommodations or equipment, and individualized and or small group instruction.
- Should students transition from Ministik to other schools, Inclusive Learning Services will work with school staff and parents to ensure that necessary supports and services are provided at the students' new school.



School	Pop*	M/M		Severe		Total Codes	
AEL	470	22	5%	7	1%	29	6%
UNC	162	9	6%	1	1%	10	7%
FTV	375	27	7%	7	2%	34	9%
MIN	113	3	3%	5	4%	8	7%

\*Does not include students in Kindergarten

School	M/M Allocation		EA Allocation		M/M + EA Allocation	
		% of School Budget		% of School Budget		Total % of School Budget
AEL	\$53,900	1.5%	\$180,246	5.1%	\$234,146	6.6%
UNC	\$34,300	2.3%	\$90,123	6.2%	\$124,423	8.5%
FTV	\$117,600	4.1%	\$227,357	7.8%	\$344,956	11.9%
MIN	\$24,500	2.0%	\$180,246	14.9%	\$204,746	16.9%

# School Culture

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	Ministik					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	94.4	84.5	90.4	90.0	91.4	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	*	*	100.0	100.0	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	96.7	100.0	96.4	90.5	87.3	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	86.7	69.1	84.4	79.4	86.8	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

# School Culture

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	Fultonvale					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.0	91.6	94.0	92.0	89.9	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	98.9	98.9	99.2	100.0	98.3	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	92.5	84.7	94.2	90.0	85.3	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	81.7	91.2	88.7	85.9	86.0	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

# School Culture

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	Ardrossan Elementary					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.3	89.0	89.4	84.8	91.0	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	96.2	100.0	97.0	98.5	98.3	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	84.2	89.8	92.9	84.7	90.3	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	81.4	77.3	78.4	71.1	84.5	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

# School Culture

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Uncas					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.7	78.3	84.6	83.5	90.9	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	97.8	*	96.0	90.7	96.6	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	91.4	76.7	86.5	81.4	91.6	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	85.9	80.0	71.2	78.2	84.6	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4



# Transition Process

- Multiple opportunities are provided to students to ensure that they have a chance to become familiar with their new facility ahead of the transition, and that they meet new staff and other students attending the school.
- Staff will follow up with any students who have concerns or are anxious about the transition.
- Parents play a key role in helping to ensure that students transition well. Transitions from one school to another are generally a positive experience for students and are well-organized and supported. Most students adjust quickly to their new school.

## EIPS Financial Picture – Accumulated Surplus

Investment in Tangible Capital Assets	\$5.5M
Capital Reserves	\$1.4M
Operating Reserves	\$16.8M
<b>Total Accumulated Surplus (Aug 31/16)</b>	<b>\$23.7M</b>

**Investment in Tangible Capital Assets** is the net book value of board funded capital assets, net of unsupported debt. [does not include Alberta Education funded buildings] (not accessible for operational expenditures).

**Capital Reserves** can only be used for the purchase of capital items. (not accessible for operations).

# EIPS Operating Reserves

Operating Reserves -Schools and Departments	\$5.6M
Allocated Operating Reserves	\$5.0M
Unallocated Operating Reserves	\$6.2M
<b>Total Operating Reserves (Aug 31/16)</b>	<b>\$16.8M</b>

Schools and departments can carryforward up to 2% of surplus from prior year. Schools carryforward 100% of their school generated funds. (not accessible for other areas of operations).

## EIPS Operating Reserves cont'd

- **Allocated Operating Reserves** to fund specific one-time projects. Plan to spend the majority of these funds by the end of August 2019.
- **Unallocated Operating Reserves:** cover potential emergent issues, price fluctuations, and to stabilize funding in future years where possible (minimum threshold set is 2% of expenditures – approximately \$4M)

# 2016-2017 Budget

- In 2016-2017, EIPS has budgeted to access \$1.75 million from its unallocated operating reserves to cover day-to-day expenditures. Accessing reserves for ongoing operations is not a sustainable practice.
- Based on the 2016-2017 budget, the unallocated operating reserve is estimated to be \$4.5M at August 31, 2017 which is close to the minimum threshold.
- Administration and the Board recognize that the unallocated reserve cannot be accessed again in the 2017-2018 year without going below the minimum threshold (\$4M). To avoid this, EIPS has to examine options to align its expenditures and revenues.

# 2017-2018 Budget

- Due to current economic times we are anticipating that the Province will announce a 0% increase to our funding rates (and hopefully fund growth for new students).
- What does a 0% increase mean? This means that any increases in staff costs (as staff move up the salary grid – their steps) must be covered by the Division.
- To balance the Division budget, many areas are being explored to align expenditures with our revenues.

# Ministik Budget

Annual Plant, Operations and Maintenance Costs	\$92K
Principal	\$128K
School Fixed Rate Allocation	\$300K
Transportation	\$6K
Insurance	\$7K
<b>Total Estimated Annual Ongoing Savings</b>	<b>\$533K</b>

# Ministik Budget

- Ministik is a small school but it does not meet the definition of a small school by necessity (SSBN) because there are schools – Uncas and Fultonvale – less than 25 kilometers from Ministik that have the building capacity to accommodate Ministik School students.
- SSBN funding is a very complicated formula. It calculates an allocation (a fixed and variable component) based on the enrolment of small schools. This allocation is then multiplied by the ratio of (number of SSBN / #small schools).
- The calculations have been done. If Ministik School was not there in 15/16, SSBN funding would be reduced by \$22K and in 16/17 by \$3K.



# Student Transportation

- As the Board has not made a decision, the Student Transportation information and data used in this section is a proposed route scheme based on Fultonvale as the designated school.
- Fultonvale is being used as an example as it is the closest school and has been the focus of the majority of parent/community inquiries. Current Ministik students are designated to Fultonvale for junior high.

# Overview

- Elk Island Public Schools Student Transportation transports 9,327 students on 597 routes.
- Students are transported 17,751 kilometres to 48 schools on 161 buses daily.
- All buses are equipped with GPS which allows for accuracy of pickup and drop-off times to within an average of two minutes.
- Routing software along with GPS data is used by Student Transportation to establish routes in the school division.

# Key Points

## Proposed Busing to Fultonvale for 2017-2018

- 108 students currently bused to Ministik would be bused to Fultonvale
- Arrival time to Fultonvale would be 7:50 a.m.
- Departure from Fultonvale would be 3:00 p.m.
- Students would be transported using shared busing with Fultonvale students
- An additional two buses would be used to reduce ride times
- Average number of riders per bus would be 33

Current # of AM Buses	Proposed # of AM Buses	Current # of PM Buses	Proposed # of PM Buses
18	20	12	14

# Average Ride Times

## Current Average Ride Times for **Rural EIPS** Students

Average Current Ride Time (Morning)	Average Current Ride Time (Afternoon)
27 minutes	26 minutes

## Current vs Proposed Average Ride Times for **Ministik Students**

Average Current Ride Time (Morning)	Average Proposed Ride Time (Morning)	Average Current Ride Time (Afternoon)	Average Proposed Ride Time (Afternoon)
25 minutes	25 minutes	31 minutes	24 minutes

# Shortest & Longest Ride Times

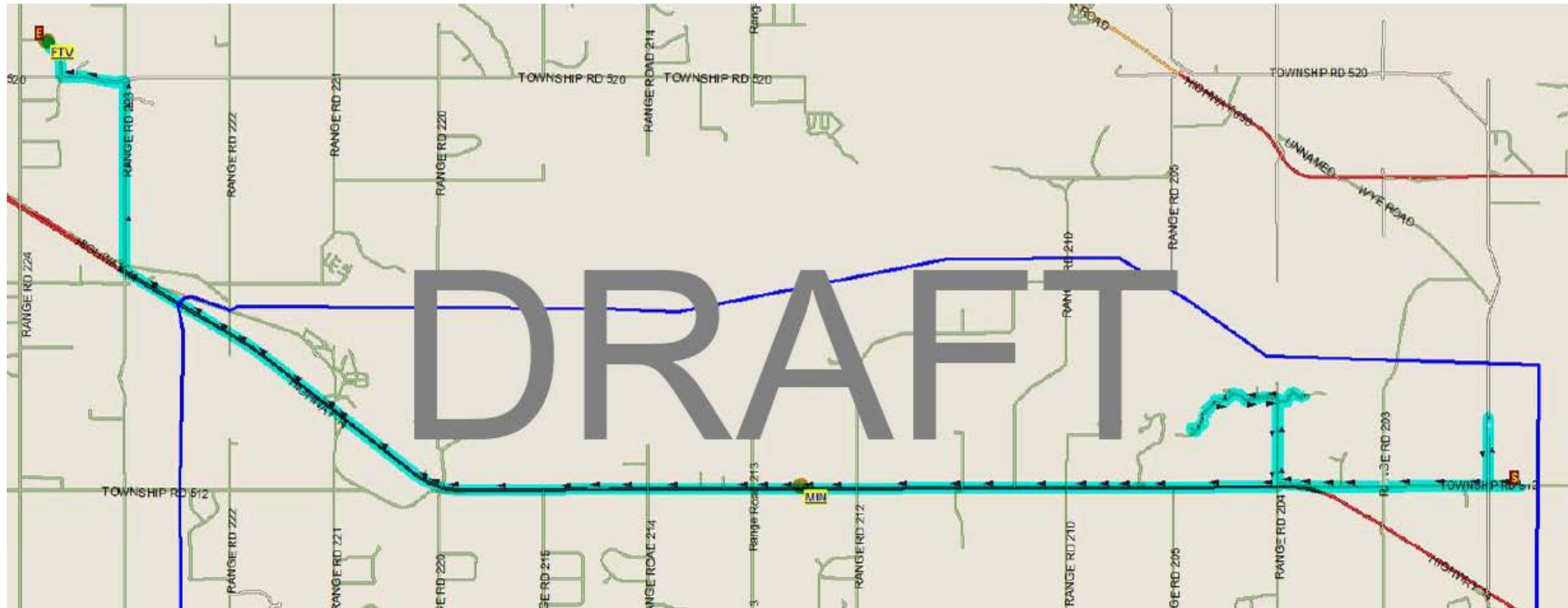
## Shortest Current vs Proposed Ride Times for Ministik Students

Shortest Morning Current	Shortest Morning Proposed	Shortest Afternoon Current	Shortest Afternoon Proposed
5 minutes	12 minutes	1 minute	8 minutes

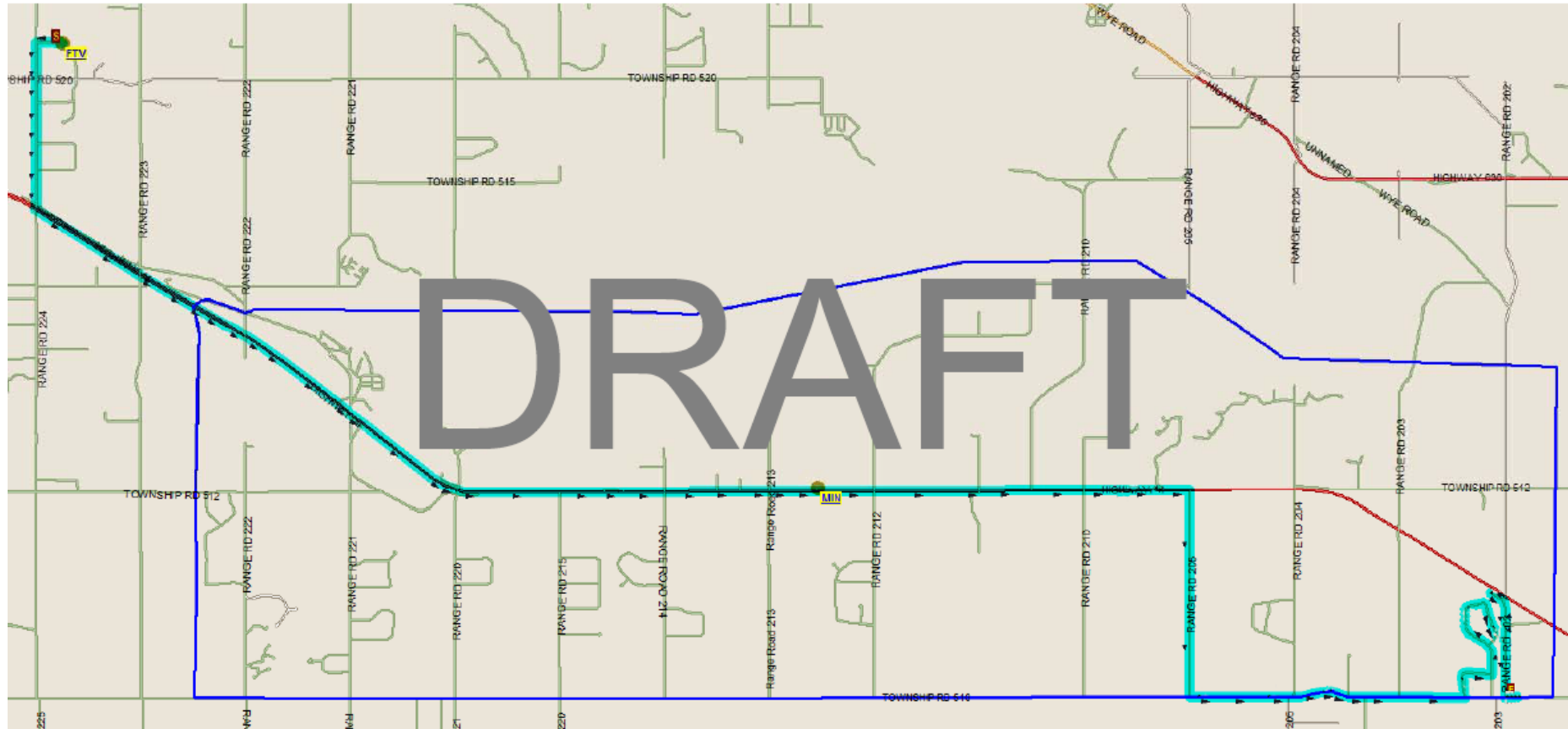
## Longest Current vs Proposed Ride Times for Ministik Students

Longest Morning Current	Longest Morning Proposed	Longest Afternoon Current	Longest Afternoon Proposed
43 minutes	43 minutes	65 minutes	46 minutes

# Proposed Fultonvale Morning



# Proposed Fultonvale Afternoon



# Cost Analysis

- Preliminary discussions involved a high level estimate for the cost of student transportation in Ministik.
- Early estimates will not correlate with current estimates as the scope of work and variables changed as discussions progressed over time.
- Variables have been updated and the scale increased to reflect a more accurate comparison of current versus proposed costs to determine the current estimated cost savings.
- The current estimated cost savings related to student transportation are \$6,000.
- The current anticipated grant funding increase related to student transportation is \$45,000.



# Facilities

- Define deferred maintenance, and how best practices can increase deferred maintenance.
- The Ministik facility is well maintained.

# Facilities

## 10-year plan contrasted with modular plan

- 10-year plan is an internal document utilized for planning purposes.
- Modular plan is ordered annually for two purposes:
  - Reduce enrollment pressures
  - Health & safety purposes – which is the case now. Even though the levels are well within Health Canada Guidelines, the request was made to replace the three units.

# Facilities

Fultonvale:

- Modernization capacity vs Build-out capacity

Ministik:

- Current capacity

# Next Steps

- Board Meetings: February 16, March 16, April 20, May 24 and 29, June 15, 2017.
- Continue to update the Ministik site on our Division website.
- Continue to respond to emails and phone calls; receive letters, emails, etc., from concerned individuals or groups.
- Report will be prepared for the Board. This will be posted to the Division website.
- Board will make a decision prior to the end of the school year.