

RHJ Trustee Report – February 26, 2024

Ralph Sorochan

- 1) **APPRECIATION** – Thanks to everyone for coming out this evening, in all the snow!
- 2) **PROPOSED COLLEGIATE IN FORT SASKATCHEWAN** – An information session is being planned for April, where the division will speak to the capacity issues we're facing in the Fort, what the Division has done and will do in the interim to manage them, our plan for the future as set in the capital plan, and the proposed collegiate model. Stay tuned for details.
- 3) **ASSURANCE CYCLE** – A number of surveys are sent out each year to provide data regarding EIPS' performance, needs, and successes. The data, once analyzed, informs the workplan for the following school year, as well as the Division's Four-Year Education Plan and each school's individual education plan.
 - EIPS Budget survey—completed in December 2023 by staff, families, Grade 12 students and community partners.
 - Alberta Education Assurance Survey—to be completed by parents and guardians of students in grades 4, 7 and 10. Teachers and students also complete the survey online at school. In schools with fewer than 120 students in grades 4-12 and most charter and private schools, surveys are sent to parents and guardians of students in Grade 4 and above. The deadline to complete the survey is **March 1**.
 - EIPS Annual Feedback Surveys—to be completed in March by staff, families, and Grade 9 and 12 students.
- 4) **ANNUAL EDUCATION RESULTS REPORT 2022-23 FOLLOW-UP** - The Board approved EIPS' *Annual Education Results Report 2022-23*, an Alberta Education reporting requirement that provides school families and community members easy-to-understand information about the Division. It also serves as a mechanism to improve accountability and transparency with local stakeholders. The *Annual Education Results Report 2022-23* features detailed information about how EIPS is doing relative to Alberta Education's performance measures; how the Division's supporting students to achieve the best possible outcomes; and its successes, challenges and priorities moving forward. Now approved, the Division has submitted the report to Alberta Education. EIPS has also posted it online and shared it with stakeholders and the Committee of School Councils. To read the report visit, eips.ca.
- 5) **LEVERAGING STUDENT ACHIEVEMENT FUND INITIATIVES** - The Board received for information the Leveraging Student Achievement (LSA) Fund Initiative Report. In total, the LSA fund balance is \$101,000—used to support initiatives that focus on student learning needs and equity of student programming. For 2023-24, planned LSA initiatives all focus on junior high literacy and numeracy—areas where the Division still sees the highest level of learning loss since the pandemic. Specifically, the Division intends to hire two lead teachers—one for literacy and one for numeracy—to support EIPS' junior high schools, working directly with struggling students and with teachers to help plan, develop, deliver and assess lessons to address learning loss.
- 6) **ALLOCATION OF GROWTH FUNDS** - Superintendent Stoddard presented to the Board for approval a recommendation for allocation of growth funds (\$569,000) for the current 2023-24 school year. Growth Funding was provided by the provincial government to support enrolment growth within our province, as the current funding model does not account for growth in September. In the fall budget, EIPS had already addressed growth by providing schools with enrolment increases from spring to fall budgets with an allocation of 65% of the regular allocation. As such, this was additional money for schools to take care of pressing needs. School leaders determined what their primary school needs were and then heard what their entire feeder school needs were. From this, the feeder group allocations were determined. This

represents a collective effort of the Division's leadership on where the funds should be allocated based on an equity lens vs. an equal lens.

- 7) **2024 ASCA SCHOOL COUNCIL CONFERENCE AND AGM: REGISTRATION SPONSORSHIP** - The Board approved sponsoring the registration fee for school council members to participate in the 2024 Alberta School Councils' Association (ASCA) School Council Conference and Annual General Meeting on April 26-28—for one member per school council up to a maximum of \$5,000. To qualify, members must be part of a school council with an active ASCA membership and apply before the registration deadline, April 8.
- 8) **FRENCH IMMERSION RECOMMENDATION** – At the January 25 public meeting, the Board of Trustees approved a solution to address the anticipated enrolment pressures in Ardrossan, enhance French Immersion program retention and balance senior high enrolment in Sherwood Park:
 - relocate EIPS' senior high French Immersion program, grades 10-12, to Salisbury Composite High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year;
 - adjust Strathcona County's senior high attendance boundaries for Lakeland Ridge to be redesignated to Bev Facey Community High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year; and
 - adjust the French Immersion junior high attendance boundaries for Cambrian Crossing, to be redesignated to Sherwood Heights Junior High—effective in the 2024-25 school year.Now approved, EIPS will engage families and staff to develop an implementation plan to ensure a smooth transition for everyone when the changes take effect.
- 9) **ALBERTA HEALTH SERVICES ADDICTIONS AND MENTAL HEALTH NEWSLETTER** - The February edition of the Alberta Health Services Addiction and Mental Health Newsletter focuses on kindness. [Newsletter](#).

Themes include:

 - [What is kindness?](#)
 - [How does kindness benefit you?](#)
 - [Ways to be kind to yourself](#)
 - [Ways to be kind to others](#)
- 10) **CAREGIVER EDUCATION SERIES: FEBRUARY** - Alberta Health Services hosts a series of virtual caregiver information sessions focused on ways to support students' mental health. The sessions are free and geared toward parents, caregivers, teachers, and community members who want to learn more about challenges impacting children and adolescents. Session topics include anxiety, depression and technology, while teaching leadership skills, communication, resiliency and more. [Learn more](#)
- 11) **NEXT BOARD MEETING** – The next regular Board meeting takes place on March 21, 2024, at 10 a.m. Board meetings are held in the Elk Island Public School boardroom. EIPS also livestreams public Board meetings on its [YouTube channel](#).

12) **DID YOU KNOW?** – EIPS has begun a new series that will periodically be posted to social media, entitled “Did You Know?” Here’s the first post.

Did you know? Section 58.1 of the current Education Act, already requires school boards to notify parents and caregivers when courses, programs of study, instructional materials, instruction or exercises contain subject matter that deals primarily with human sexuality. Included in this notice is always an opportunity for parents and caregivers to opt out of the instruction without any academic penalty to the student. It’s a practice that’s been in place since 2014, and one that #EIPS has consistently followed.



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Annual Education Results Report Overview 2022-23



Every year, Elk Island Public Schools publishes an Annual Education Results Report, which outlines the Division's Four-Year Education Plan, opportunities for growth and how it's supporting students to achieve the best possible outcomes. Collectively, the Division uses the report to guide its work and enhance learning going forward. Read the full report at eips.ca.

MISSION

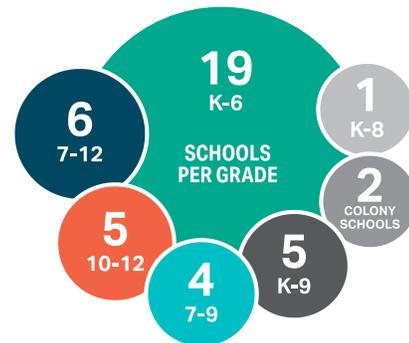
To provide high-quality, student-centred education

BELIEF STATEMENTS

- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
- Student growth and success are a shared responsibility between all stakeholders.
- Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
- Decisions are informed by reliable data and made in the best interest of all students.

Alberta Education Assurance Measures

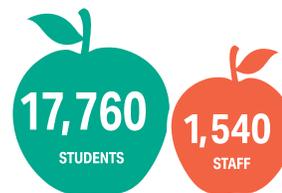
	EVALUATION SCORE
Student Learning Engagement	High
Citizenship	High
High School Completion Rate	High
Provincial Achievement Tests	Intermediate
Diploma Examinations	High
Dropout Rate (1.6%)	Excellent
Education Quality	High
Welcoming, Caring, Respectful and Safe Learning Environments	High
Access to Supports and Services	High
Parental Involvement	Intermediate



42
TOTAL
SCHOOLS

Schools by location

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



As of Sept. 29, 2023

"We acknowledge with respect the history and culture of the peoples with whom Treaty 6 was entered and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation and our responsibility, as Treaty 6 members, to honour the heritage and gifts of the First Peoples" — EIPS Board of Trustees

Annual Education Results Report

Local Profile and Context

EIPS is Alberta's sixth largest school division, serving approximately 17,760 students from kindergarten to Grade 12 in 42 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of Minburn County. The Division also employs 1,540 people who work collectively to inspire students to learn, grow and succeed.

Thanks to its size, EIPS is able to provide students with a range of learning opportunities, from pre-kindergarten to Grade 12. These include specialized, faith-based, language, career pathways, academic and outreach programs. That, coupled with strong extracurricular opportunities, family supports and numerous student services, ensures all learners receive a well-rounded education that develops their skills and knowledge.

The 2022-23 school year was a big year for EIPS. Operations returned to normal, the new elementary curriculum launched, funding for a replacement school was approved, and multiple engagements and Division strategies were underway. It required an incredible amount of work. To make it happen, everyone within EIPS came together and stayed committed to the priorities and goals listed in the [Four-Year Education Plan](#).

New Elementary Curriculum Launch

In spring 2022, the province released the new elementary curriculum, with three subjects launching in the 2022-23 school year—mathematics and English language arts and literature (K-3) and physical education and wellness (K-6). The Division had to build capacity and an implementation plan.

The Board allocated resources for EIPS to quickly create an implementation plan, develop high-quality resources and ensure smooth transitions.

Student Capacity

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. The Division identified four areas of concern, related to student accommodations.

The Board directed EIPS to develop a public engagement strategy to determine community-derived solutions to address the areas of concern.

Learning Loss and Mental Health

With school operations back to normal, significant work went into addressing learning gaps and mental health challenges resulting from the pandemic. Many students showed signs of learning loss, and a higher than normal number of students presented with heightened mental health challenges—stress, anxiety, dysregulation.

The Board invested significant resources into a recovery plan to enhance supports for students, families and staff. Schools initiated intervention plans, and the Division launched a new Mental Health Strategic Plan.

School Closure

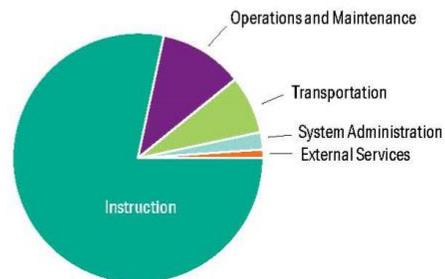
Andrew School's poor facility conditions, repair costs and declining enrolments made providing required education experiences impossible.

The Board approved the closure of Andrew School, effective June 30, 2023.

2023-24 Expenses by Program

NOTE: All dollar amounts are expressed in thousands

Program	Amount (\$ thousands)	Percentage
Instruction	\$162,800	78.5%
Operations and Maintenance	\$22,550	10.9%
Transportation	\$15,656	7.5%
System Administration	\$4,588	2.2%
External Services	\$1,909	0.9%
TOTAL	\$207,503	100%



78.5% INSTRUCTION (\$9,448 PER STUDENT)

Includes teacher and support staff salaries for schools. School allocations increased because of higher standard costs.

10.9% OPERATIONS & MAINTENANCE

Includes school building maintenance, utilities, insurance and custodial services. Costs are higher because of rising inflation.

7.5% STUDENT TRANSPORTATION

Costs to transport EIPS riders—funding is up from last year, thanks to the new student transportation funding model.

2.2% SYSTEM ADMINISTRATION

Includes Board costs and central administration costs. Expenses are below the \$6.19 million grant provided by Alberta Education. Unused funds can go toward other divisional uses.

0.9% EXTERNAL SERVICES

Includes contracted services, secondments, facility rentals, and before-and-after school care.

Priority Summary

Priority 1: Promote Growth and Success for All Students

Results

Early learning: Families agree the kindergarten program prepares children for Grade 1.

Literacy and numeracy: PAT and diploma examination results are consistently higher than the province.

Indigenous education: Overall educational outcomes for Indigenous students are improving, and consistently higher than the province.

Career pathways: EIPS continues to see strong results related to senior high achievement—thanks, in part, to the myriad career pathway programming.

Assurance: Stakeholders are confident students develop the skills needed to succeed after finishing school.

Priority Strategies 2023-24

- Continue building teacher capacity in literacy, numeracy, student engagement and assessment practices.
- Continue using multi-disciplinary teams to support complex learners.
- Implement high-leverage instructional and assessment practices to support growth in literacy and numeracy.
- Continue developing foundational knowledge about First Nations, Métis and Inuit perspectives.
- Continue efforts to prepare students in career planning and transitions to post-secondary.

Priority 2: Enhance High-Quality Learning and Working Environments

Results

Learning environments: Families are satisfied with the quality of education their child receives at school.

Working environments: Staff agree EIPS is a positive place to work.

Infrastructure: Families are satisfied with EIPS' infrastructure.

Assurance: EIPS stakeholders are confident the Division's environments are welcoming, inclusive, respectful and safe.

Priority Strategies 2023-24

- Build capacity related to staff competencies for leadership, teaching and support positions.
- Implement Year 3 of EIPS' Mental Health Strategic Plan to better support students and staff.
- Expand services for students with learning, developmental and health needs.
- Execute Year 3 of EIPS' Three-Year Engagement Plan.
- Continue efforts to enhance secure, safe, robust and reliable technology access.

Priority 3: Enhance Public Education Through Effective Engagement

Results

Engagement: Families agree schools keep them informed about their child's progress and achievement.

Governance: The Board worked diligently to ensure it communicated EIPS' standpoint on a range of topics—the value of public education, funding, new curriculum, mental health, supports and infrastructure projects.

Assurance: Stakeholders are confident EIPS provides meaningful opportunities for family involvement.

Priority Strategies 2023-24

- Build capacity for families to help support their child's education journey.
- Continue assurance framework efforts.
- Continue developing new ways to engage families and school communities.
- Promote effective communication and build relationships with elected government officials.
- Develop and maintain focused advocacy plans.

BUILDING ASSURANCE

In addition to providing high-quality education to students, EIPS is also responsible for assuring the public its fulfilling its responsibilities, through reporting, engagement and relationship building.

In 2022-23, some of the ways EIPS built assurance, include:

FALL

- Annual Assurances Reviews
- EIPS Annual Education Results Report
- Year-In-Review Survey

WINTER

- School Fee Consultations
- Four-Year Education Plan review
- Alberta Education Assurance Survey
- EIPS Annual Feedback surveys – families, staff and students

SPRING

- Spring budget – using survey feedback
- EIPS Four-Year Education Plan: 2022-26
- Three-Year Engagement Plan – Year 2

ONGOING

- Advocacy in Action – quarterly newsletter
- EIPS Quarterly Update – quarterly newsletter
- Regular communication – school newsletters, news releases and email

EIPS Four-Year Education Plan: 2022-26

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

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

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

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

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

Priority 2: Enhance high-quality learning and working environments

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

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

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

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

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

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

