

# École Parc Élémentaire

## School Council Meeting

Wednesday January 24, 2024 - School Library. 7:00pm

### Attendees

Amanda Shand - Chair  
Rebecca Millburn - Vice Chair  
Danielle Rusk - Secretary  
Jasmyne Garbe - Treasurer  
Tandy Atchison - Principal  
Jade Jordan - Assistant Principal  
Ralph Sorochoan - School Trustee

Jennifer Dechaine - Member  
Devon Klein - Member  
Tamara Whitton - Member  
Jenn Dechaine - Member  
Amy Archibald - Member  
Genista Garnett - Member

### Absent

Michelle Poitras - Hot Lunch Coordinator

Melanie Redfearn - Member

### Called To Order: 7:01 PM

### Land and People Acknowledgments - Tandy Atchison

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

### Additions to Agenda:

**School Fees for the 2024-2025 School Year**

### Last Meeting Follow-up

Approval of minutes, October 11, 2023

- Approved by: Jennifer Dechaine 1st, Jasmyne Garbe 2nd

Approval of minutes, November 29, 2023

- Approved by: Jasmyne Garbe

Approval of Agenda, January 24, 2024

- Approved by: Danielle

## **Principals Report: Tandy Aitchison - Principal**

1. School Fees for the 2024-2025 school year will not increase, they will stay the same as the 2023-2024 School year. No subtractions or additions to the list of fees either

- ECS \$81.75
- Grades 1-3 \$208.00
- Grades 4-6 \$198.50

Link to a survey will be posted in the Gazette this week to get parents feedback on the fees and their structure. (as a parent is there anything you would like to see added, or removed)

## **COSC Update: - Amanda Shand**

1. Talked about the ASCA Grant and the Brain Architecture Course.
2. Round table discussions on how to get more parents engaged in the school councils without having to physically have their bums in a seat at a meeting. Come up with some creative ways to increase engagement with parents.
3. Amanda cannot attend the meeting in February so Rebecca will attend on her behalf

## **ASCA Grant: - Amanda Shand**

1. Will defer the discussion as to how/where to spend this grant to the next meeting.

## **Trustee Report - Provided by Ralph Sorochoan**

Full report attached at the end of the minutes

## **Presentation with Kristi Whal from FCSS**

Provide assistance to families within the community through:

- Community Development
- Youth and Family Support (Kristi Whal)
- Senior Services
- Information and Referral
- Counseling (is available for those families without benefits to cover the cost)

Wants to collaborate with the schools to see what programs FCSS offers that would work for our kiddos and/or families some suggestions are:

- Connect Parent - Attachment based program. Building connections and relationships with our kids at different stages of their lives.
- Circle of Security
- Emotional Regulation for Kids - Part of the iRelate Program
- Cyberworld with Saffron

Open to working with our school so if we identify a need for a program just reach out to Kristi and she'll be happy to work with us.

No cost to having FCSS put on a program for our students/parents, we can also look at using some money that we have from a grant for this type of expense if needed

March 11 - 6:30 - 8:30 PM FCSS has partnered with some great presenters to put on some sessions for parents. Childcare is provided as well as dinner for both parents and children. **Free to attend. - More info to come**

May is Mental Health Awareness Month - FCSS will be holding all sorts of events during a week in May. What does Mental Health look like to you? Residents of Fort Saskatchewan will be able to work out/ attend drop in classes at the DOW that week for free. - More info to come

Kristi will put together a list for us of the programs that might be beneficial for our school, but if we think of/see any to let her know.

FCSS offers all sorts of workshops and seminars once a month, always free to attend and you can register online on the FCSS website.

## **French Immersion Recommendation Discussion - Ralph Sorochoan**

Trustees are voting tomorrow morning as to whether the recommendation should move forward or not.

### **Current recommendation:**

**Jr highs retain their programs (Sherwood Heights & Ardrossan)**

**Sr High students would attend Salisbury Composite High School in Sherwood Park**

**Next year the students located in the new Cambridge neighborhood in Ardrossan would be re-assigned to do Jr High at Sherwood Heights rather than Ardrossan Jr/Sr High**

**Once the new Campbelltown/Sherwood Heights School is built, French Immersion from K-9 would be located in this school and then Sr High Students would move over to Salisbury Composite - Anticipating 2026/2027 but AB Gov't hasn't even started breaking ground on the construction of the new school yet.**

If the board votes No to this recommendation it will be considered Not Approved and they will have to go back to the drawing board and the administration will have to come up with a new recommendation to put forward to the board.

### **Parent Thoughts/Comments on recommendation:**

If there is a new neighborhood being built in Ardrossan with over 5,000 new homes, why not split the Ardrossan Jr/Sr High students between Sherwood Park and Ardrossan to make room for the Fort Saskatchewan students. (Adjust their boundaries)

There is going to be a new Jr/Sr High being built in Fort Saskatchewan, why are we not able to put the French Immersion program there as well?

Currently there is no new school being built in Ardrossan but there is a community of 5,000 homes and a police station being built - why not a new school as well? - **Gov't is not giving grant money like they have in previous years towards building new schools.**

Staffing - have they made sure the staff are going to be looked after? If you are splitting these students between two different Jr/Sr High Schools, is a teacher going to be expected to teach a couple of classes in the morning at Ardrossan and then drive to Sherwood Park to teach their afternoon classes to the Sr students? Currently the teachers at Ardrossan Jr/Sr high can teach both levels everyday as they are located in the same school.

In previous recommendations we were told portables were not an option to make more space at Ardrossan but now they are? What has changed to make it feasible now, portables are not a long term solution.

Feeling like alternatives for Fort Saskatchewan students have not been given the attention and consideration that Sherwood Park and Ardrossan students have.

Perhaps get more creative for the Fort Saskatchewan students, could we look at doing Ecole Parc from K-9 and then high school at one of the Fort Sask High Schools with a couple of French Programs (FLA & Social Studies) added to the schedule for the FI students so they could graduate with an FI diploma and stay within Fort Sask for their entire FI education?

Feels like EIPS is asking too much of the Fort Saskatchewan French Immersion parents to the point where it may potentially make us pull our children from the FI program either before or after they reach Grade 6 just to keep them within the community.

For multi-children households they could have up to three children in three different schools at any given time. This makes it difficult for coordinating sports, after school activities and work, life family balance.

**Summary of parent issues/concerns that Ralph will bring forward to the board at the vote:**

- Staffing (has this been looked at and considered)
- Sustainability with the portables, is this really a long term sustainable solution
- Feels like it's a lose/lose situation for Fort Saskatchewan, we are just picking the lesser of the evils
- Can/Have more creative solutions been looked at for Fort Saskatchewan
- Is there an option if pull our kids from FI for High School for them to challenge the diplomas to get their FI diploma
- Might be a huge deterrent for new families looking at the French Immersion program in the Fort if it all can't be done within the community. Especially with multi- family children they could have 3 kids in 3 different schools in 3 different communities at one point in time.
- Making parents really consider moving out of Fort Saskatchewan and closer to Sherwood Park so that their children can continue to attend the FI program after elementary school
- Transportation specifics, long bus ride for the students from Fort Saskatchewan to Salisbury Composite High School
- What supports will be in place both academically and socially for the students that do transition out of the FI program into the english program either in Jr High or Sr High

## **New Business**

**None**

Next Meetings:

- February 14th @ 7PM
- March 13th @ 7PM
- April 10th @ 7 PM
- May 8th @ 7 PM
- June 12th @ 7PM

Meeting Adjourned at 8:30 PM

## **EPE Trustee Report – January 24, 2024**

Ralph SoroChan

**1) APPRECIATION** – Thanks to everyone for coming out this evening!

**2) FRENCH IMMERSION RECOMMENDATION** - The January 25th Board meeting package was posted on the Division website on Monday, January 22. It contains the recommendation coming forward to the Board regarding the French Immersion programming.

At the same time, the Superintendent posted a video explaining what her recommendation is and why she is confident it is a sound solution to present to the Board. The Superintendent believes the recommendation reflects the feedback received through the entirety of the French Immersion Program engagement to date. Based on what EIPS administration has heard, the Superintendent believes the recommendation best meets the needs of students, and will ensure the sustainability and growth of the program going forward.

Trustees will be discussing the recommendation during the board meeting on January 25. If school families have any questions about the recommendation, those can be put forward to EIPS administration via email ([communications@eips.ca](mailto:communications@eips.ca)). Should the recommendation be approved by the Board of Trustees, the next engagement will take place to discuss transition plans for students (in the 2026-27 school year).

**3) RECEIPT OF TRUSTEE RESIGNATION** - The Board accepted the resignation of Trustee Jim Seutter, effective Nov. 30, 2023. Seutter recently moved. His new residence is outside the ward he represents, which disqualifies him as an EIPS trustee. As outlined in the Education Act, section 81(2), a by-election isn't required when there is only one vacancy on the Board. As such, EIPS will not hold a by-election. Instead, the remaining eight trustees will assume Seutter's duties.

**4) BOARD POLICY AMENDMENTS** – The Board approved amendments to the following Board Policies:

- Policy 2: Role of the Board, Policy 3: Role of the Trustee, Policy 4: Trustee Code of Conduct, Policy 5: Role of the Board Chair, Policy 11: Board Delegation of Authority – the changes strengthen the policies' clarity, language and readability.

- Policy 23: School Fees – the policy no longer requires Board approval for school fees, which reflects recent changes to the Education Act.

**5) AUDITED FINANCIAL STATEMENTS 2023** - The Board approved the Audited Financial Statements for Aug. 31, 2023. MNP LLP, a national accounting firm, audited the statements and provided the Opinion:

“[The Division's] financial statements present fairly, in all material respects, the financial position of EIPS as at August 31, 2023, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.”

Briefly, the presented statements indicate net financial assets of \$24.5 million and liabilities of \$31.2 million, which also includes the new asset retirement obligation of \$14.1 million. Additionally, the non-financial assets include \$158.2 million in capital assets and \$1.7 million in prepaid expenses. Overall, the Division ended the 2022-23 school year with an accumulated surplus of \$8.3million and

an operating deficit of \$5.3 million.

**6) ANNUAL EDUCATION RESULTS REPORT 2022-23** - 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](https://eips.ca).

**7) EIPS 2023-24 FALL BUDGET** - The Board approved the EIPS 2023-24 Fall Budget Report for the period of Sept. 1, 2023, to Aug. 31, 2024. The Board originally approved the 2023-24 operating budget on May 25, 2023. Every fall, the budget is updated to account for current information regarding enrolment numbers, revenue changes, actual carry-forward amounts, expenses and planned reserve spending. Overall, the EIPS 2023-24 budget provides stability for schools and maintains essential services (see pg. 184, "2023-24 Fall Budget").

Highlights from the Fall Budget Report: 2023-24 include:

*operating budget* – \$207.5 million, which includes a \$1.05-million draw from operating reserves

*student enrolment* – 17,760, as of Sept. 29, 2023

*employees (full-time equivalent)* – 1,372.58, as of Sept. 30, 2023

*compensation* – a 2% increase, effective Sept. 1, 2023—in accordance with the certificated settlement ratified June 2022. As approved by the Board, classified staff received the same increase in pay as certificated staff.

*operating reserves* – \$7.25 million, as of Aug. 31, 2024.

*capital reserves* – \$965,000, as of Aug. 31, 2024

*instructional spending* – 78.5% of the total budget, equating to \$9,448 per student.

*system administration spending* – \$4.59 million, 2.2%, of total expenses. AB Ed provides \$6.19 million – surplus allocated to other uses within the Division.

**8) PROPOSED COLLEGIATE IN FORT SASKATCHEWAN** - On December 5, trustees attended an EIPS advocacy session about the proposed collegiate school in Fort Saskatchewan. Partners throughout the Industrial Heartland attended who learned more about the proposed project and discussed its possibilities. Chair Allen thanked the organizing committee for coordinating the event, and Fort Saskatchewan High students and staff for hosting.

**9) ARTIFICIAL INTELLIGENCE (AI) POLICY IN EIPS** – On January 10, Trustees and senior Administration met with Dr. Jodie Lobana, a leader in policy development regarding artificial intelligence. EIPS is working diligently to create a new policy for our division, to address this rapidly developing tool.

**10) RETURNING STUDENT REGISTRATION 2024-25** - On January 25, Central Services will send a SchoolMessenger email to all EIPS families with more information about the new returning student registration process and timelines. Kindergarten/New Student – Feb. 01, Returning Student – Feb. 08

**11) 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

**12) CAREGIVER EDUCATION SERIES: JANUARY** - 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

**13) NEXT BOARD MEETING** – The next regular Board meeting takes place on January 25 30, 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.





## 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](https://eips.ca).

### MISSION

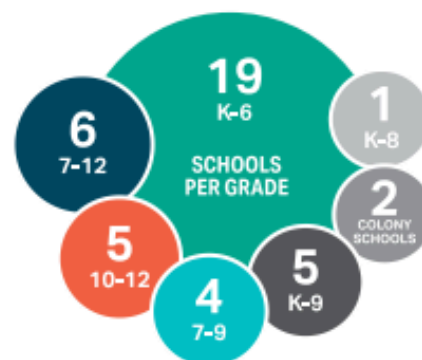
To provide high-quality, student-centred education

### 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

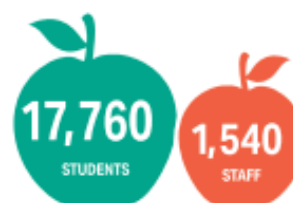
	EVALUATION SCORE
Student Learning Engagement	High
Citizenship	High
High School Completion Rate	High
Provincial Achievement Tests	Intermediate
Diploma Examinations	High
Dropout Rate (1.6%)	Excellent
Education Quality	High
Welcoming, Caring, Respectful and Safe Learning Environments	High
Access to Supports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

**E**IPS 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

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%
<b>TOTAL</b>	<b>\$207,503</b>	<b>100%</b>



### 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.

For more information about EIPS' audited financial statements visit [eips.ca/about-us/financial-information/audited-financial-statements](https://eips.ca/about-us/financial-information/audited-financial-statements).

## Four-Year Education Plan 2022-26

# 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:

- Annual Assurances Reviews
- EIPS Annual Education Results Report
- Year-in-Review Survey
- School Fee Consultations
- Four-Year Education Plan review
- Alberta Education Assurance Survey
- EIPS Annual Feedback surveys – families, staff and students
- Spring budget – using survey feedback
- EIPS Four-Year Education Plan: 2022-26
- Three-Year Engagement Plan – Year 2
- Advocacy in Action – quarterly newsletter
- EIPS Quarterly Update – quarterly newsletter
- Regular communication – school newsletters, news releases and email

FALL

WINTER

SPRING

ONGOING



# 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.

