
Elk Island Public School Board
Transcript of Audio-Recorded
Public Meeting Re: Andrew School
Grade Configuration Proposal
May 9, 2019

PRESENT:

Jeff Spady	Facilitator
Trina Boymook	Board Chair
Randy Footz	Trustee
Skip Gordon	Trustee
Colleen Holowaychuk	Trustee
Annette Hubick	Trustee
Jim Seutter	Trustee
Harvey Stadnick	Trustee
Mark Liguori	Superintendent
Candace Cole	Secretary Treasurer
Brent Billey	Associate Superintendent
Sandra Stoddard	Associate Superintendent
Dave Antymniuk	Division Principal
Lisa Weder	Director of Student Transportation
Brent Dragon	Division Planner

1 (Audio recording commences)

2 JEFF SPADY: Good evening, everyone. If
3 you wouldn't mind, if you're planning on taking a
4 seat, to take a seat. That'd be very -- thank you
5 so much.

6 well, good evening, and
7 welcome to tonight's meeting. My name is
8 Jeff Spady. I'm a director with Elk Island Public
9 Schools and the moderator for this evening's
10 program. Also joining us tonight from EIPS board
11 are Trina Boymook, the board chair; trustees
12 Randy Footz, Skip Gordon, Colleen Holowaychuk,
13 Annette Hubick, Jim Seutter, and Harvey Stadnick.
14 Welcome.

15 Also, from EIPS
16 administration, we have Mark Liguori, the
17 superintendant; Candace Cole, the secretary
18 treasurer; Brent Billey, the associate
19 superintendant; Sandra Stoddard, the associate
20 superintendant; Dave Antymniuk, division principal;
21 Lisa Weder, director of student transportation; and
22 Brent Dragon, the division's planner.

23 Just so everyone is aware, the
24 meeting is being recorded for the purpose of the
25 minutes, which we'll post on the EIPS website once

1 finalized.

2 we'll start the meeting with a
3 brief background presentation from superintendant
4 Mark Liguori. He'll outline information about how
5 we got here, the public consultation process, the
6 feedback received, what exactly the Board is
7 considering, and next steps going forward.

8 After that, we'll open the
9 floor to questions or comments that you can pose to
10 superintendant Liguori. Then, at 7:30, the
11 question-and-answer period will conclude. we'll
12 have a short break, and then you can rotate through
13 the various stations at the back of the gym. Each
14 station includes specific information on a certain
15 topic related to the proposed grade
16 reconfiguration. At each station, you can talk to
17 the EIPS representative there, ask questions, and
18 submit feedback.

19 The overall objective for this
20 evening is to let you know exactly what the board
21 is considering, why it's being considered, and to
22 give you a chance to voice your concerns and show
23 your input. I hope you find the meeting and the
24 time you spend here worthwhile.

25 Before we get started, there

1 are some housekeeping items we need to go over.
2 The washrooms are located across from the school
3 library on my left. Refreshments -- coffee, tea,
4 water, and cookies -- are at the side of the room,
5 so please help -- make sure you help yourself, and
6 the exits are to the right and left of the
7 gymnasium.

8 In terms of ground rules, we
9 ask everyone to respect everyone in the room;
10 listen to learn and to understand; speak one at a
11 time; refrain from interrupting so everyone has an
12 equal chance to speak; focus on the topic, not on
13 an individual person; all points of view are
14 welcome; and thoughtful questions and comments are
15 encouraged.

16 Finally, I want you all to
17 know, every one of us here recognizes this is an
18 emotional meeting. You are here because of your
19 concerns for your children and for the school. We
20 respect that, and it's our sincere hope we can
21 address the questions and concerns you have.

22 with that in mind, let's begin
23 with a brief presentation from Superintendent
24 Mark Liguori.

25 MARK LIGUORI: All righty, everyone. If I

1 just do it like this, can everyone hear? Okay.
2 Thank you very much.

3 So good evening, everyone, and
4 thank you for coming out tonight. I certainly
5 appreciate it, and I know that the reasons that
6 you're here is because this is an important issue
7 to you, and so, again, thank you. I know it's -- I
8 know it's a busy time for everyone, and -- and it's
9 important.

10 As Jeff has indicated,
11 tonight's an opportunity for you to speak with us
12 and for us to talk about Andrew School, as well as
13 for us to answer as best as we can or as many times
14 as we can any questions that you may have.

15 To begin, though, what I would
16 like to do is paint a little bit of a picture about
17 why we're here tonight and summarize some of the
18 things that have lead us to this evening's meeting.

19 The reason that we're here
20 initially started with this process beginning
21 because I, and we, were concerned about the quality
22 of education for the senior high school students in
23 Andrew School and in the attendance area that it
24 encompasses.

25 As a division, our first

1 priority is to ensure that all of our students have
2 success, and we weren't certain if we were
3 achieving this to the best of our abilities at
4 Andrew.

5 As most of you are aware, over
6 the last few months or several months, we've had
7 seven consultations up to this point. We've spoken
8 with school staff; we've met with the elected
9 officials from both the Town and the County; we've
10 met with both people from the school, the staff;
11 we've met with Andrew School families and other
12 interested community members; and, of course, we've
13 met with the students in Grades 7 through 12.

14 what we have heard has
15 confirmed some of our initial suspicions, that
16 despite the hard work of the parents and the
17 community, that despite the hard work of the staff
18 at the school and the students, that our high
19 school students simply weren't being given the same
20 standard of education that's available at all of
21 our other high schools in the division.

22 As we went through the
23 process, though, moreover, what we also found was
24 that there was a lack of some other things that,
25 although we had talked about or that we knew about,

1 it hadn't been clearly articulated up until this
2 point; things such as access to peer group classes,
3 enhanced options or CTS courses for the students,
4 school community in terms of experiences that the
5 students have, and we also found out that the
6 junior high students were beginning to experience
7 some of the issues that the senior high school
8 students were experiencing currently.

9 Although the feedback that we
10 heard from all of the stakeholders is important,
11 and we weigh it equally, some of the most
12 compelling input that we've received to date
13 actually came from the students themselves who are
14 living the experience day-to-day at Andrew School.

15 Specifically, what we heard
16 was students want more options or career and
17 technology courses, and they wanted things that
18 gave them insight and input, experience in future
19 career opportunities. They want to dream.

20 There was a real appetite from
21 the students to explore and get credit for a
22 variety of different courses that they know that
23 are out there but they're unable to take for a
24 variety of different reasons, but also, options
25 that would allow students to lead to

1 apprenticeships or other jobs in the community or
2 larger community.

3 Students wanted an opportunity
4 to take classes within their own peer group, so a
5 solid group of students taking a single course
6 instead of multiple courses put together. They
7 express that they wanted to take specific classes
8 with one particular teacher that taught just that
9 subject, and they wanted to receive that
10 instruction in a classroom that wasn't made up of
11 several different grades or several different
12 levels. What they were telling us is that they
13 wanted instruction -- rightfully so -- to focus on
14 them and their skills.

15 They wanted to receive
16 instruction in a classroom setting, from a teacher
17 and with other students. It was important for them
18 to have large classroom discussions and a chance to
19 speak with a teacher as well as ask questions in a
20 realtime, and as importantly, be able to form
21 meaningful relationships with the staff and have
22 positive relationships.

23 They also told us, though,
24 that when the students who were taking classes
25 online or from remote jurisdictions, they often

1 indicated that it wasn't successful for them. It
2 wasn't the right learning model, and some struggled
3 without having a teacher in the class or on hand to
4 provide the guidance that they required or the
5 helping hand.

6 we heard from students,
7 though, all the way from junior to senior high,
8 that they often felt lonely and isolated, and this
9 was especially true when there was only a few
10 students of the same age or when there were no
11 other students or only one or two students of the
12 same gender in a grade. Because of the small
13 social circles, it was difficult for some students
14 to make friends and find people who shared common
15 interests.

16 we were also told that it was
17 a potential issue that there was no chance to form
18 clubs or join in on larger events. Students who
19 have interests in competitive or intramural sports
20 have little or limited or no opportunity to be part
21 of a school team. In many cases, there are not
22 enough students to have a physical education class
23 or, within that class, to try a variety of
24 different sports, never mind form sports teams in
25 order to compete with other schools in our

1 division.

2 Having said that, though, we
3 also heard other things. We heard from students
4 who had some real concerns about ride times and
5 what they would potentially look like, and some
6 that told us if they could just take more courses
7 or be part of a sports team or other activities,
8 that riding the bus for a longer time may be
9 acceptable.

10 The students, though, who
11 expressed the greatest concern and the strongest
12 desire to remain here are the students that are
13 currently in Grade 11 who would be in Grade 12 next
14 year, or moving into Grade 12, who said that they
15 would adapt to any high school experience currently
16 that we offer, and they also articulated that it
17 was really important for them as a group to finish
18 high school in this community together and
19 graduate.

20 For parents and other members
21 of the community that we've met over the last
22 little while, there's a strong desire to keep
23 Andrew School open and a K-to-12 facility. There
24 have been concerns expressed, and significant
25 concerns, about bus ride times and changes to the

1 school bell schedule. There's been concern around
2 child care issues for not only younger and older
3 students, and, of course, the community is
4 concerned about the future prospects for the very
5 community itself if the grade configuration is
6 changed.

7 These are all very important
8 aspects that our administration and our board of
9 trustees needs to consider, and we have spent a
10 significant amount of time reviewing the feedback
11 that's been provided to date and at each step of
12 the consultation.

13 Based on all of the above, we
14 provided the board with the recommendation at the
15 April 18th board meeting, and at that time, the
16 recommendation from myself to the board was to
17 consider the closure of Grades 7 through 12 at
18 Andrew School. The board at that meeting
19 determined that the recommendation would only deal
20 with considering Grades 10 through 12, which is
21 what we're here for this evening.

22 On June 6th of this year,
23 2019, the board will be holding a regularly
24 scheduled board meeting to consider the closure of
25 Grades 10 through 12 only at Andrew School.

1 Between now and June 6th, we
2 will be providing the board a report prior to the
3 meeting, and, as we have done with all of our other
4 documents, this document will be posted to our
5 division website prior to the meeting.

6 The board will then deliberate
7 on all of the information that they have received
8 to date, and that information arrives from a
9 variety of different sources. It arrives from the
10 texts, e-mails, phone calls that we have received
11 as a division or that you have sent to the
12 individual trustees. It will arrive in the form of
13 the feedback that's been taken in by our division
14 over the past seven meetings, as well as the report
15 that is provided to the board. At that meeting,
16 that is when the board will then deliberate on the
17 information that they have received and make a
18 decision.

19 Most importantly, I wanted to
20 assure you that the trustees will take the time to
21 ensure that they carefully consider everything that
22 they've been told or received or have heard from
23 all stakeholders over the past several months.

24 In a moment, Jeff will be back
25 up, and he will begin to take questions and

1 comments from those that are here this evening.
2 All of those will be recorded and shared with the
3 trustees as part of the final report that goes to
4 the board that we will be preparing.

5 As Jeff had said earlier, what
6 we really encourage people to do is that if there
7 are questions, please make sure that you explore
8 them thoroughly this evening. Please make sure
9 that you ask. Myself and my team are here to
10 answer any questions that you may have.

11 If you don't feel comfortable
12 asking in this type of setting, in a large forum,
13 after we're done this session, we will be around at
14 a variety of different tables, and then those
15 people that wish to speak with me, we will either
16 do it up at the front or out in the open area.
17 But, please, this evening, make sure that you take
18 time to have all of your questions answered.

19 Thank you very much.

20 JEFF SPADY: Thank you, Superintendant
21 Liguori. We'll now open the floor to questions or
22 comments. We only have one microphone for our
23 questions -- this one -- so I'll ask you to line up
24 if you're interested on this side of the room with
25 Laura McNabb, and when it's your turn, I'll ask you

1 to join me up here. When it's your turn to talk,
2 please state your name, your connection to Andrew
3 School, and then ask your question or share your
4 comment. Superintendent Liguori or one of our area
5 experts at the front of the room will respond to
6 the question or comment as best they can.

7 We do ask that you limit
8 yourself to just one question or comment at first
9 so as many people as possible have a chance to
10 speak. We can certainly come back to you once
11 others have had a chance to share their thoughts if
12 you have other questions or comments.

13 Also, please refrain from
14 holding any side conversations or shouting out
15 comments. If the conversation turns disrespectful,
16 we'll have to conclude the question-and-answer
17 period immediately.

18 So let's begin. If you are
19 interested in having a question or comment for the
20 superintendent or their team, if you wouldn't make
21 making your way to my left, your right side of the
22 gym, and I'll take you one by one up at the podium
23 with me.

24 MEETING MEMBER: I'm Karen Kumeyer (phonetic).
25 I'm the grandmother of two elementary students here

1 at Andrew, and my son attended Andrew up to
2 Grade 7.

3 Okay. My question is that
4 according to some of the handouts that were given
5 to us, there's only a 44 percent utilization at
6 Vegreville Comp High, even though they've got all
7 these different programs and outside activities and
8 that. And that was one of the comments about why
9 they were going to be closing the high school,
10 because there weren't these other opportunities at
11 Andrew, and yet at a school like Vegreville, when
12 they have all these other things, and it's being
13 underutilized.

14 JEFF SPADY: Thank you.

15 MARK LIGUORI: Thank you very much, and
16 certainly the -- the utilization of Vegreville
17 Composite High School isn't -- isn't necessarily
18 where -- where other large high schools are,
19 primarily because -- there's two -- there's two
20 dynamics that have occurred. One is a
21 significantly shrinking population in Vegreville
22 itself for a number of economic factors that have
23 really hit that town extremely -- extremely hard.

24 The other part is is that --
25 and I don't have -- I wasn't with the division at

1 the time, so I won't -- I won't even guess at the
2 year, but there was a point in time when all of the
3 high school students, when Vegreville Composite
4 High School was there, did attend that high school,
5 but then there was a separation between the
6 separate -- the separate or the Roman Catholic
7 School Board and the public board, so some of the
8 high school students now go to St. Mary's --
9 St. Mary's high school. So it's -- it's been a
10 split in the population, which has also caused the
11 downsize -- downsize at the very high school.

12 Part of the issue -- part of
13 the issue is, though, is that within Vegreville, we
14 have a -- a large comprehensive high school with
15 significant facilities that -- that students are
16 able to take a variety of different programming in.
17 So, for example -- you know, for example, some of
18 -- you know, some of the shops, whether it be for
19 woodworking or building construction, cosmetology,
20 the culinary arts, et cetera, they have the large
21 commercial spaces for that, which was what that
22 school was built for at the time.

23 So you're absolutely right.
24 There is a lower utilization rate. What I will is
25 venture into one of the questions a little bit that

1 we've been asked about is that why -- you know, why
2 has there never been the consideration that we
3 move, you know, students from X to Y instead of
4 going the other way?

5 One of the issues is is that
6 when we look at -- look at the larger region and we
7 look at the utilization of the schools, for the
8 most part, that are currently within it, if -- if
9 we move students from X to Y, we -- we have a -- a
10 significant issue where we can -- where we can have
11 the balance -- the balance upset. So if we have a
12 school where there's a dwindling population and we
13 cannot program appropriately for those students, it
14 -- it is, in our opinion, best if those students go
15 -- you know, we try to find other locations,
16 whether programming can -- can be more robust than
17 it currently is, rather than trying to reverse that
18 trend and bus students out of a community where it
19 is -- where it is currently working.

20 JEFF SPADY: Thank you.

21 MEETING MEMBER: Hi, I'm Heidi. My dad went to
22 school here. I went to school here, siblings went
23 to school here, now my daughter's going to school
24 here.

25 My question is at one of the

1 previous meetings, it was noted that if all the
2 kids that were designated to come to Andrew
3 actually came to Andrew, the high school population
4 would double. So my question is, have you been
5 conducting exit interviews with these kids and
6 their parents to see why they want to leave Andrew?
7 Because I've talked to a lot of them, and there is
8 a common denominator that comes up over and over
9 and over, and why isn't this issue being addressed
10 before you go right from zero to 60 and close the
11 school?

12 And it -- what they'll say is
13 the high staff turnover. We've had -- I've been
14 here -- my daughter's been here four years, and
15 this is the second principal. I think in the last
16 six years, there's been four or five principals in
17 administration and staff. Teachers are constantly
18 coming and going. I -- I don't even know. The
19 longest teacher's maybe five years? Eight years?
20 But other -- elementary, they're all new. Like,
21 the teachers -- that's the reason you're losing
22 these kids, and the population should be double
23 what it is. So why isn't that being addressed
24 before you go right away to let's shut her down?

25 JEFF SPADY: Thank you.

1 MARK LIGUORI: So thank you very much, and
2 it's an -- it's an excellent question. There's --
3 there's just some nuts and bolts that I'll deal
4 with first, and if Brent would like to weigh in, go
5 right -- you know, please feel free to.

6 One of the -- one of the first
7 ones is when we deal -- when we deal with staff and
8 staff turnover, one of the things about Elk Island
9 Public Schools, but any public school board, and
10 one thing about teachers and teacher contracts is
11 that they're not contracts of indenture, which
12 means that we can't force people to stay -- to stay
13 in a particular place.

14 When teachers sign contracts,
15 the obligation of the division is -- is that the
16 teachers work for Elk Island Public Schools in any
17 of our schools, but our promise, also, to the
18 teachers is that you don't -- you do not have a
19 contract with a particular school. It's with the
20 division.

21 So when teachers, whether it
22 be Andrew School or other schools, when they come
23 to a school, they're free to apply and come to a
24 school. As well, they're also free to apply on
25 other positions and -- and leave the school.

1 So part of the -- part of the
2 issue around transiency is as a public board, and
3 we're no different than many -- many urban boards
4 or rural boards, where you will have in certain
5 locations a high turnover of staff, either because
6 of the length of drive or a variety of other
7 factors. A number of the teachers do not live
8 within the community or a drivable distance from
9 the community, and so, certainly, when other
10 opportunities come up, they seek those
11 opportunities.

12 I -- I think one of the things
13 that it speaks to is the -- is the -- you know, the
14 high quality of teachers that are at Andrew School
15 because when they -- when they do seek other
16 opportunities, they are successful in doing so.

17 As for the administration of
18 -- as for the administration of this school, you're
19 absolutely correct. There have -- you know, there
20 have been a number of -- a number of administrators
21 over the past -- over the past few years at Andrew
22 School, and -- and, again, in -- in some of the
23 cases, it's been for the very same reasons that
24 I've just spoken -- spoken with the teachers, but
25 in other cases, it's -- it's been because of

1 circumstances, familiar or family circumstances,
2 that people have requested that -- that they no
3 longer be administrators here, or they have been
4 successful in other -- in other competitions.

5 To answer your question,
6 though, and certainly, it -- it is not unique to
7 this school, is that oftentimes the -- the cure for
8 the transiency in schools and small communities is
9 for the division to ensure that we recruit and --
10 and retain staff that are local to the area that
11 will set down -- set down or have set down already
12 roots within the area, and I think that -- that
13 when we talk about Andrew School, we have -- we
14 have the -- you know, the beginnings in a number of
15 different areas with that. So it's certainly
16 something I -- I hear -- I hear what you're saying.

17 MEETING MEMBER: I'm John. I have a
18 stepdaughter attending the school and two young
19 children that -- I moved out here so that they
20 could attend this school so that they get the
21 small-atmosphere raising that I had as a kid.

22 My question is, you were
23 talking about the -- you interviewed the 7, 8, 9s,
24 and some of the responses that they had, that you
25 said, seemed very thorough. Were they answering

1 prefilled-out questionnaires? What questions were
2 you asking them? And why didn't we get to see what
3 you were asking them?

4 MARK LIGUORI: So, certainly, the -- the
5 questions were very open-ended questions, and we
6 had the 7s through 12s with us on two -- or the 7s
7 through 12s with us on one occasion, and then the
8 junior high students were -- had the opportunity to
9 spend time with members of our board of trustees.

10 The questions were very
11 open-ended, and they weren't fillable questions,
12 and they were done as a table discussion with --
13 with all the students and staff, and it was for us
14 to gain an understanding relative to what -- what
15 are the kids' dreams, hopes, and aspirations?

16 Part of the reason is is that
17 we -- we want to hear from the kids: What -- what
18 are their dreams and hopes, what -- what do they
19 want from an education, and were we on the right
20 track? As I had indicated earlier, the -- you
21 know, the students indicated to us some good things
22 about the school, absolutely, and -- but they also
23 indicated more -- and these are my words, not the
24 kids' words -- some of the limitations that -- that
25 they were finding, and -- and, you know, we -- we

1 be the option to reopen the high school; let's say
2 enrollment does increase incrementally. Like I
3 said, stranger things have happened. Maybe if
4 there's, like, an annual meeting or whatever just
5 to see if, you know, it's a viable option.

6 JEFF SPADY: Thank you.

7 MARK LIGUORI: No, so -- so great questions.
8 So whether -- whether -- you know, whatever a
9 school's configuration is, when -- when it
10 decreases and it's three grades or more, that is
11 part of -- you know, part of, unfortunately -- an
12 unfortunate name, which is a school closure
13 process, but it can be the contraction or not
14 having those grades anymore.

15 Certainly, you know, as the
16 board has in the past, is that when there has been
17 a request from either the community, the school, or
18 parents to take a look at programming other than
19 what's available at the school, so, for example,
20 bringing back junior high programming or high
21 school programming, providing that the numbers
22 warrant, absolutely, the board -- you know, it's a
23 consideration for the board.

24 An example of that would be
25 most recently, and I believe it was two years ago,

1 when it was requested by the -- by the Town of
2 Mundare that part of the conversations that we have
3 was to look at the reestablishment of -- of Grade 9
4 within -- within Mundare School -- or, you know,
5 having that junior high or high school portion.
6 And, again, we -- we take a look at, is it a
7 sustainable -- you know, is it a sustainable model?
8 Can it work in terms of programming, et cetera?

9 So absolutely, it's something
10 that can -- you know, if a decision's made, all
11 decisions can be -- you know, can be looked at in
12 the future if the conditions or if -- or if things
13 have changed.

14 To the -- to the first part of
15 your question -- and again, a great question --
16 certainly, when we talk about -- if the potential
17 is for the K-to-9 -- K-to-9 programming, and when I
18 say K-to-9 programming and potential, it's because
19 I'm not -- I'm not here to -- to guess what the
20 board's decision is going to make. But if it does
21 make the decision that programming will be K to 9,
22 there are a number of things that I know that
23 Cheryl DeVries or Principal DeVries and -- and
24 Greg Cruickshank have looked at. As recently as
25 last week, there was conversations with -- with the

1 mayor, with Gary, relative to -- to what are some
2 of the things that we can do at the school to
3 enhance either the community involvement or to
4 enhance programming at the school so that -- so
5 that it becomes a hub? And especially when we take
6 a look at, kind of, that K-to-3 or K-to-6 part
7 where, you know, there's things around child care,
8 there's things around, you know, what do we have in
9 the community for before-and-after-school care or
10 day care? And if we do have the facility
11 available, what are the -- you know, what are the
12 opportunities for partnership so we can build a
13 more robust kind of a community hub or an
14 educational hub?

15 JEFF SPADY: Thank you.

16 MEETING MEMBER: Hi, my name is Sheila Lupul,
17 and I'm an elected official in Andrew. Brent stole
18 my question. So I guess I just have a comment to
19 make.

20 My daughters were
21 fourth-generation grads from Andrew School, and
22 when I heard about this meeting and I was coming to
23 this meeting, I was all gung-ho to oppose
24 everything until I talked to my daughter on Friday,
25 and she graduated in 2008, and there were 14 kids

1 in her class, and she -- she was a very good
2 student, thankfully, but her Grade 12 -- like, her
3 Math 30, there were three grades being taught in
4 the same -- or not three grades -- three different
5 classes of math taught in that 80 minutes.

6 And, like, she said -- she
7 said, Mom, it -- it wasn't -- it didn't really
8 affect me as much as it affected other kids in that
9 class. Other kids were not getting the class time
10 and were not getting the attention that they
11 deserved. And she said, you know, maybe think
12 about what's best for the kids.

13 And I can't believe that I'm
14 even up here saying that, but I am. But like -- I
15 would like to reiterate what Brent said, and, like,
16 maybe we can make this the best K-to-9 school in --
17 in the vicinity. That's it.

18 JEFF SPADY: Thank you.

19 MEETING MEMBER: Okay, it's Karen. If the high
20 school is closed down, that means that there'll be
21 empty rooms in the school. So does that -- what
22 will happen with those rooms, because you have to
23 heat them anyway. There's going to be some
24 inherent costs even if there's not children using
25 them and teachers and that.

1 And, also, with the open
2 rooms, is a possibility of having more room for the
3 elementary -- just along those lines, what's going
4 to be done for -- with those empty rooms and -- and
5 to -- with the costs? You're going to have cost
6 regardless.

7 JEFF SPADY: Thank you.

8 MARK LIGUORI: So, great question, and --
9 and, really, what it comes down to is that because
10 of the way that schools are built is that you --
11 you have to heat and light the entire building, and
12 there -- you know, the reason that we've embarked
13 upon this, you know, has nothing to do with costs.
14 So whatever -- whatever money that we would
15 allocate to heat and light the building, it's going
16 to be heat and lit, you know, for a variety of
17 different -- a variety of different reasons.

18 One of the things is, though,
19 is that you're absolutely right, that there is the
20 potential that there will be excess space within
21 the school, and certainly, when we take a look at
22 -- at what are some of the opportunities for the
23 community or some of the partnerships for the
24 community to have with the school, and certainly,
25 that's been -- you know, that's something that's

1 been lead by not only our board but also by your
2 trustee, Trustee Holowaychuk, relative to what are
3 some of those things that we can do around child
4 care and doing it at an affordable -- at an
5 affordable rate.

6 One of the things is is that
7 if -- if the building is being, you know, heat --
8 heated, excuse me, and lit, that, you know, there
9 are, potentially, opportunities for us to work with
10 people in the community that want to offer
11 not-for-profit options to the community, very --
12 you know, very significant reductions or very
13 reduced rates so that it's an affordable venture
14 for everyone to be involved in.

15 JEFF SPADY: Thank you.

16 MEETING MEMBER: Yeah. My -- my name's Mike
17 Donald. I've got a daughter that's in Grade 4 and
18 a son that's in Grade 2, and I've got another one
19 there that's on his way up.

20 When I moved into town here in
21 2008, I was told that this place was a school of
22 necessity and there wasn't going to be any chance
23 of anything getting shut down and whatnot there.
24 It was a great -- great structure, the whole nine
25 yards. There's all sorts of people coming and

1 whatnot.

2 And I'm a tradesman, and this
3 was when all these refineries were supposed to be
4 getting built just down the road here. Nobody
5 wants to have one of them in their backyard. I've
6 worked at a lot of them there. It's only a
7 half-hour down the road.

8 Now, with -- where I'm --
9 where my question is going to is if this place is
10 going to get rolled back to a K-to-9 school, what's
11 the next step? What's going to happen? Is this
12 place going to keep on working on -- on a bare
13 budget until it dilapidates into the ground, or is
14 there -- is there infrastructure to keep this place
15 going and keeping it updated and running, running
16 efficiently?

17 That's what I mean is -- like,
18 I've been in this gym numerous times. There's --
19 there's tiles missing. There's this -- I'm sure
20 there's other stuff behind the scenes that I don't
21 even know about, but I'm just sort of curious if
22 there's a structure behind keeping this place
23 going, or you're just going to keep it running
24 until it falls apart -- (INDISCERNIBLE).

25 JEFF SPADY: Thank you.

1 MARK LIGUORI: So thank you very much, Mike,
2 and, again, a -- a really good question. All --
3 there's a couple of different parts to it. One of
4 the -- one of it has to do with just the facilities
5 themselves and our board's commitment that
6 regardless of what -- what or where the schools are
7 that we do the -- we do the absolute very best we
8 have within the dollars that were allocated from
9 the Province relative to -- relative to that to
10 make sure that our buildings are safe, that they're
11 clean, that they're well lit, that they're great
12 learning environments for -- great learning
13 environments for students.

14 And Andrew is a -- Andrew is
15 an example of that, when -- you know, when you look
16 around the building, in terms of not only the
17 structure of the building but the upkeep, I think
18 that -- I think that it's an amazing -- an amazing
19 looking building. Are -- are there small things
20 that -- are there small things or other things that
21 -- that potentially could be repaired at the
22 school? I'm not here to argue one way or another
23 about that, but certainly, we would have every
24 school in the division that requires a little bit
25 of work. But in terms of the -- the big stuff, is

1 it clean? Does it -- you know, is it -- does it
2 have all of those things? Absolutely.

3 The -- essentially what
4 happens, though, just so everyone's aware, is that
5 for the dollars, they come from one of -- one of
6 two pots, typically: Plant operation and
7 maintenance dollars or infrastructural --
8 infrastructure, IMR dollars, maintenance renewal.
9 And so the plant operation and maintenance dollars
10 are for kind of that daily upkeep, and the IMR
11 dollars are for the big things, that when you need
12 to have painting done or a roof unit, a -- you
13 know, one of the HVACs -- HVACs replaced. And so,
14 certainly, throughout the division, we make sure
15 that all of our schools are treated equitably in --
16 relative to that.

17 when you talk about -- the
18 first part that you talked about, Mike, was the --
19 was that the school was a -- was a necessity, and
20 there is a grant that's -- that the -- that -- our
21 division but divisions do receive, and it's called
22 a Small School By Necessity Grant, and they are --
23 they are targeted dollars that are given to a
24 school division to ensure that schools that -- such
25 as Andrew, have additional dollars because we know

1 that there's going to be additional costs to keep
2 small schools open.

3 So without getting too
4 complicated and -- and it's only because it's this
5 crazily complex formula, and Candace our treasurer
6 can -- can meet with whoever wants to deal with it
7 later, but essentially, what we do is we take a
8 look at Small School By Necessity dollars, we take
9 a look at our schools that are also small schools,
10 we bring in that total allocation of dollars that
11 we're given, and then we drive those dollars --
12 those dollars back out.

13 If -- and Candace will correct
14 me if I'm wrong, but for -- for Andrew School, the
15 large -- the large amount of dollars that the
16 division receives for the Small School By Necessity
17 also gets driven back out to Andrew School. So the
18 -- the school receives the -- that additional or
19 additive allocation above and beyond what we do as
20 a division at any other school in the -- in the
21 district.

22 And so -- and part of that,
23 though, is also driven by enrollment of a school,
24 and that's why when you have a big huge building
25 with very few students, that's when buildings just

1 get really expensive because part of the dollars
2 that are driven to schools to make sure they're
3 maintained is based on the student population. So
4 you can have a huge building, and as it went back
5 to the question that was asked a bit earlier, we
6 still have to heat it, light it, keep it clean, and
7 do all of those things. Those costs don't drop,
8 but your -- the revenue that you take in as a
9 division as the population shrinks gets smaller.

10 So relative to Andrew School,
11 I think the -- I think the importance or the key is
12 is that with -- you know, if the board's decision
13 is to make it a K-to-9 school, that it's inherent
14 or, you know, incumbent upon the community to make
15 sure that the students stay here and go to this
16 school in K to 9.

17 JEFF SPADY: Thank you.

18 MEETING MEMBER: I have a 2-part question
19 regarding the bussing. I know some people that
20 send their kids to Veg already from Andrew, and
21 when they first started, the bus times were
22 reasonable, but over the years it's gotten longer
23 and longer and longer. Are we going to get a
24 guarantee that it's not going to go over -- I
25 believe it said 78 minutes back there? Like, you

1 start off 78 minutes, and then every year, it's
2 going to get longer and longer and longer? Are we
3 going to get that guarantee that that's as long as
4 it's ever going to be?

5 And secondly, if we have some
6 children in high school and other children not, are
7 we going to be able to send our younger children
8 with our older children without paying a fee?
9 Because if you're taking away the choice of high
10 school from us, I think our other children should
11 be able to go with our older kids and not -- we
12 shouldn't be penalized for that, because we don't
13 have any other choice.

14 JEFF SPADY: Thank you.

15 MARK LIGUORI: So thank you very much, Heidi.
16 I will answer the question, but then relative to
17 the bussing times, it's probably best if, after --
18 after we're done, spend some time with Lisa and
19 Julie, because Julie's at the -- at the very back,
20 and you can get specific answers to the times, so
21 you can get the exact times.

22 Having said that, I don't
23 believe -- I can't sit in front of you and say we
24 can guarantee that it's only going to be
25 73 minutes, because sure as I say 73 minutes,

1 there'll be a route that takes 74 minutes, and
2 someone will say that you've lied to us.

3 Having said that, though, the
4 -- the job of transportation -- of student
5 transportation and the will of our board for any
6 student is to make sure that the ride times are as
7 -- as appropriate as possible and within the
8 funding envelope that we receive from the Province
9 relative to bussing, et cetera.

10 Certainly, one of the other
11 things is is that, you know, we also have parents
12 that -- that pay fees for bussing, so when we look
13 at the total picture of bussing, what we receive
14 from the Province, the revenue that we get from
15 parents paying, you know, we look at do we need
16 more buses, less buses, and all sorts of different
17 things? And certainly, one of the challenges that
18 we face as an entire division is to try and
19 optimize routes, but we also have to make sure that
20 ride times are very reasonable. But for the
21 specifics of that, absolutely, Lisa and her -- and
22 her group are great at that.

23 with the second question,
24 which was around if siblings choose to -- or if
25 parents wish the sibling to go to another school, I

1 would -- I would say there's three parts to -- to
2 that whole thing. One -- I know lots of people
3 were very mad with me when my recommendation came
4 that the board should potentially consider looking
5 at Grade 7 through 12; and people in the community,
6 and I understand your feeling, felt somewhat duped
7 that we had come out and I had said we're only
8 going to look at the Grades 10 through 12.

9 Part of my rationale behind my
10 recommendation to the board -- and it's my
11 recommendation, no one else's -- was exactly what
12 you have asked, Heidi, because if parents of junior
13 high or elementary students have their younger
14 siblings travel, or you wish to travel to another
15 school, it -- I'm not going to lie to you. It puts
16 in jeopardy the quality of education that can be
17 provided at this school, and that's why one of the
18 -- one of the large parts is is that when the
19 community asks us to see about can we make this,
20 you know, potentially, a robust K-to-9 school,
21 absolutely. You have our promise that we will
22 explore every avenue that -- that is -- that is
23 there. We will look at everything. Will
24 everything be successful? No. Will some things we
25 won't be able to consider? I bet you there will

1 be. But for those things that we can do together
2 as a partnership to make this a robust school and
3 to try and get as many students as possible,
4 absolutely.

5 But if the community itself
6 decides -- and when I use the word convenience,
7 please, I don't say that to -- to offend anyone,
8 but when -- because I get it. It's easier if a
9 younger sibling travels with the older sibling.
10 You have -- you know, they're together; when they
11 come home, they're together; and things like that.
12 I understand that, but -- but that very act
13 jeopardizes what's -- what potentially is occurring
14 here. That is why we're exploring things like
15 child care, before-and-after care, and a variety of
16 different things to -- to make sure that when
17 students are here, that -- that they're well taken
18 care of, not only here at the school, but
19 obviously, in the community -- community at large.

20 Relative to the -- relative to
21 if students went with an older sibling, would they
22 pay or not pay, that is -- that whole conversation
23 is one that the board -- the board will undertake
24 and, in their deliberations around Andrew School,
25 will most likely either ask questions or make a

1 determination relative to that.

2 JEFF SPADY: Thank you.

3 MEETING MEMBER: Hi, my name's Janelle. For
4 those of you who don't know me, my husband has
5 generations and generations on the graduation wall,
6 so we're highly vested in the community, and I'm a
7 strong volunteer in the community. I have a junior
8 high student going into Grade 10, so we're facing
9 the decision of the new school if that is the
10 decision of the board. I have a grad that passed
11 last year -- not -- didn't pass, but graduated, and
12 then we have lots -- thank God -- and lots of
13 elementary kids coming into our school.

14 My question is -- I heard it
15 through the grapevine. So reading your document
16 that you guys sent out earlier this week, it said
17 west of 855 and 164, students will be bussed to
18 Lamont, if the decision is made to close the high
19 school, rather than Vegreville, and Vegreville kids
20 will have to find means to get to the transit spot
21 to go.

22 I heard it that Lamont school
23 is -- had rid their -- their options, some of their
24 options due to low enrollment, so I'm not sure if
25 that's a rumor or if that's true, and I'm worried

1 if we send my son -- because we're on the west
2 side -- to Lamont, that we're not facing the issue
3 that we faced with my graduate from last year with
4 the low option choices and -- and such like that.

5 So how can you -- is that
6 true, that rumor, and how can you say that we're
7 not going to be facing that situation in two or
8 three years now, if he goes to Lamont, that we're
9 facing here?

10 JEFF SPADY: Thank you.

11 MARK LIGUORI: So thank you, Janelle. I have
12 a very shocked looking principal sitting at the
13 back of the room, and that's Amit Mali, who's the
14 principal at Lamont, and so I won't speak for Amit,
15 but what I would ask is that any parents that are
16 interested in the -- in what is provided at either
17 of the two high schools and what options, what's
18 happening for next year -- I'll -- I'll ask both of
19 them to stand up. So Amit Mali's the principal of
20 Lamont junior/senior high, and Rod Leatherdale is
21 the principal of Vegreville junior/senior. So if
22 you have questions relative to the specific
23 programming and what's happening next year, they're
24 the -- they're the very best ones to talk to.

25 I will deal with -- thanks,

1 you guys. I will deal with the initial -- with the
2 initial one, and I -- I'm not sure -- and I know,
3 Janelle, you're saying you've heard it secondhand,
4 and I'm not here to put anyone on the spot. There
5 -- there is nothing that we don't do that isn't
6 transparent. People might not like what we do, but
7 we don't -- we don't do things to hurt kids'
8 families, and we would never do anything to harm
9 the reputation of the board. We don't rig
10 anything. You need to hear that loud and clearly.

11 Second part is is that one of
12 the options that we looked at relative to --
13 relative to the bussing options, and again, Lisa
14 and Julie and her group is looking at what are some
15 of the options for families, and using a notion of
16 this school for the high school students if that
17 decision is made that there's opportunities in --
18 opportunities for students that they could
19 potentially choose either -- you know, either
20 school depending on their interests and what they
21 want to do because although each of the schools is
22 -- is very different, they offer high quality
23 programming not only in the CTS options, or CTF
24 options, but also how they do their academic
25 programming, how they offer their courses, the

1 sequencing, et cetera.

2 And so for some students, they
3 may look at the facilities at one school and go,
4 that's for me, as opposed to the other, and then
5 there'll need to be some decisions made at that
6 point between the parent and the student.

7 JEFF SPADY: Thank you. It's about 20
8 after 7. We did say we'd go to about 7:30, but we
9 started about five minutes late, so we'll go to
10 about 7:35.

11 MEETING MEMBER: I just basically had a comment
12 because you said either questions or comments, and
13 we've been here almost a year now. We love Andrew.
14 It's a great community, and I just feel like if you
15 take this away, you're taking away something from
16 Andrew, really, because it's a K-to-9 -- the whole
17 reason my husband and I chose Andrew is because of
18 K to 12. That's the whole reason we moved here.
19 We looked at Mundare. We were like, yeah, okay.
20 We could do that. We looked at Veg. A little too
21 big. Andrew is perfect, and it's K to 12. You
22 take that away, you're -- you're taking that
23 something away from the kids and the people here,
24 and I know people who actually have graduated here.
25 It's just -- it's heartbreaking.

1 JEFF SPADY: Thank you.

2 MEETING MEMBER: Good evening. I'm
3 wilson saduski (phonetic). Okay. I have -- I want
4 to know where the idea -- in regard to enrollment,
5 the idea that students can go wherever they wish;
6 is, we have to balance the community and the
7 students' wishes. who comes first?

8 And another problem I have, if
9 this school should, well, downsize or close, our
10 value of our -- total value of everything in this
11 town is down the tank, and eventually, the
12 community will die for sure. Thank you.

13 JEFF SPADY: Thank you.

14 MARK LIGUORI: So, wilson, thank you very
15 much, and I won't respond -- I won't respond to
16 your comments because I -- you know, I think you're
17 right, that throughout rural Alberta, when we see
18 some of the institutions that are -- that are in
19 small towns, you know, there's -- there's kind of
20 three of four things. If -- you know, if the local
21 banking disappears, if any of the local health care
22 or medical facilities disappear, if a school or a
23 church leaves, it -- it's the beginning of a
24 decline of a community, and -- and, you know, that
25 -- that story plays out in rural Alberta, north to

1 south, east to west.

2 Relative to the balance, it's
3 a -- it's an interesting one, Wilson, and
4 certainly, it's one that all -- all school
5 divisions struggle with where, as a school
6 division -- and every school division does it -- we
7 say that if you live here, you -- you should go
8 here, and it's as plain and simple as -- plain and
9 simple as that.

10 The unfortunate part of it,
11 Wilson, is that although every division does it,
12 doesn't matter whether you're urban or rural, the
13 -- the School Act is counter or contrary to that
14 because what the School Act says is that prior to
15 September 1st of any school year, if any parent of
16 a child wishes to attend a school other than their
17 designated school, and there's room in that school,
18 and the school has resources, the child can be
19 enrolled in that school.

20 So all school jurisdictions,
21 all of us, tell parents, this is your school, this
22 is where you register, and this is where you need
23 to go. They are one phone call away from phoning
24 the Government and saying, I've been told I have to
25 go to this school; and then they will be told if

1 the school that you really want to go to, that
2 they've told you that, no, you can't go there, you
3 have to go there, if they have the resources and
4 space, legally you're entitled to go there. And at
5 the end of the day, Wilson, that's the -- that's
6 the piece.

7 MEETING MEMBER: Of course, I'm sure everybody
8 knows who I am: Mayor of Andrew. In one of the
9 handouts that -- that we received, I believe it
10 went back I -- I'm guessing from memory, eight
11 years, of declining enrollment. I think everybody
12 has a pretty good idea that the high school is
13 likely going to close, but the junior high, moving
14 forward, let's not keep this a secret to the
15 public. Let's work together to keep this school
16 intact, and that means sharing information, both
17 ways, not -- I'm -- I'm not pointing any fingers.
18 It -- it can go both ways.

19 UNIDENTIFIED SPEAKER: I appreciate that.

20 JEFF SPADY: Thank you.

21 MEETING MEMBER: Hi, my name's Candace. My
22 family's been going to this school for generations:
23 My grandfather, my parents, me. I have two young
24 kids that aren't in school yet, and I understand
25 it's not very fair for the high school students to

1 only have one person in class or do things by
2 correspondence.

3 I'm also kind of on the -- the
4 feeling, like how Brent had said earlier, like,
5 taking away 10 to 12 -- 10 to 12. If we can maybe
6 do something to make the K to 9 better -- I know
7 Smoky Lake has day care or day home -- or day care,
8 I guess, they brought into the school, which is a
9 good idea, for after-school care.

10 So if we can do something
11 to -- like, taking away the high school, if we
12 could do something to make the rest of the school
13 better so we would bring families in, because I
14 know, like I said, my kids are 1 and 3, so it's
15 going to be a long time, so -- I know it takes a
16 community, too, but if we're all willing to work
17 together, maybe we can get the high school back.
18 Thanks.

19 JEFF SPADY: Okay. Thank you.

20 MEETING MEMBER: Hi, I'm Amber. I have a
21 daughter. Me and my husband moved to Andrew area,
22 so eventually, they will -- or would have
23 potentially have been going to Andrew School.

24 So I guess -- I hope I'm not
25 offending anyone when I say this, but my question

1 being, you guys are saying that you guys had given
2 questionnaires of some sort or whatever and asked
3 the students their input on whatever topics, but
4 was that sent home with the parents to review with
5 the students, or those are just done in, like, a
6 classroom setting with the students? Because, I
7 guess, from what you kind of had said is that the
8 junior high students were saying, oh, well, we want
9 more options, we want to go somewhere else, but
10 then the kids that were already in Grade 11, going
11 to Grade 12, said, oh, it'd be fine to stay here.

12 So being someone who had
13 switched schools when I grew up, from two larger
14 schools for the options, knowing that, that
15 everything always seems great when you are in
16 junior high level or whatever, and you think, oh,
17 it's going to be fun, it's going to be better or
18 whatever the case is. But sometimes we need to
19 take with a grain of salt, or whatever you want to
20 call it, the age of those kids and the maturity
21 level, that are they actually making decisions the
22 best for their futures? Do they actually
23 understand the consequences? They say, oh, yeah,
24 it's not a big deal to wake up and take the bus a
25 little bit earlier, because they think it's great

1 right now, until these parents are actually getting
2 their kids up 45, et cetera, et cetera, et cetera,
3 as all these elementary kids -- if the school does
4 continue to close down, now there's that many more
5 rural kids that need to be picked up on that bus.
6 Now those bus routes are extended to two hours.

7 JEFF SPADY: Thank you.

8 MARK LIGUORI: So thank you very much, Amber.
9 Certainly, one of the things the board need -- that
10 the board will consider over the next little while
11 and has considered up to this point is just -- is
12 just the sheer variety of -- of opinions relative
13 to what the programming should look like, whether
14 it's come from the students themselves or whether
15 it's come from parents, whether it's come from the
16 community, or -- you know, or the local level of
17 governance, whether it be the mayor, you know, the
18 -- from the County of Lamont, et cetera.

19 One of the -- one of the
20 pieces is, absolutely, when -- you know, when we --
21 when we go through all of the different things that
22 all of the stakeholders have said, but, you know,
23 you bring up the spectre of kids, and, you know, it
24 always looks greener on the other side.

25 One of the -- one of the

1 things that -- again, in the package of information
2 we put out, so people would have had the comments
3 that students had made or parents had made in the
4 -- in the large package. One of the -- one of the
5 items is, though, is -- is some of the things that
6 -- that kids talk to that isn't about it's going to
7 be way better over there. What they -- what they
8 talk about is in their current circumstance, what
9 are some of the struggles that they face? Some of
10 the struggles that they face are lack of friends,
11 lack of a -- lack of a peer group. They're not
12 saying, I want to go to that school because I hear
13 that that teacher's way better and the courses are
14 great. What they're saying is, I actually just
15 want to take a course where there's three or four
16 or five or ten of us, where we're all in the same
17 class together, so that when I have to write an
18 essay, I can phone a friend, or if I have a math
19 problem, I can actually talk to them, and we're all
20 on -- no pun intended, but we're all on the same
21 page because we're all in the same class.

22 Currently, the model that
23 we're operating, especially at the high school, is
24 that if you are in a math class, there could be
25 five different levels of math, and you may be the

1 only student within a particular stream. So if you
2 have a question, I mean, obviously, you have a
3 teacher, but there's few other resources that you
4 have.

5 So I -- you know, I -- I don't
6 want you to think that -- that we're overbalanced
7 on -- that we're just paying attention to what the
8 students have had to say and that that is going to
9 be the deciding factor. It's all of the different
10 voices relative to how are -- you know, how are we
11 doing within -- within this programming?

12 with the -- with the high
13 school students, what -- what they have indicated
14 to us, and the one particular class, the 11s going
15 into 12, is that it's important for them to
16 graduate from -- you know, to graduate from this
17 school. But one of the things that's very telling
18 is that when we asked them questions about, would
19 -- would you feel you would have a better -- you
20 know, a better chance or an opportunity that when
21 you leave school to -- to enter the world of work
22 or to be involved in an apprenticeship, so -- now,
23 I'll use this example. If you're interested in
24 being a carpenter, and you want to be an apprentice
25 or enter an apprenticeship, don't you think it

1 would be beneficial in high school if you were able
2 to take carpentry or do RAP, which is Registered
3 Apprenticeship Program, or work experience? And --
4 and two students specifically said, no, we're not
5 interested in that. It -- there -- that kind of a
6 disconnect shows that there's a significant problem
7 that we need to pay attention to because very few
8 people would say, I want to be that, but it's not
9 important that I learn how to do that. What
10 they're saying is they just really want to be a
11 part of the school and graduate, but not looking at
12 the implications of -- of that decision.

13 And so that's why that --
14 that's why we've had that conversation. Kids are
15 -- and all of you know because you're parents of
16 kids. Kids are really honest and straightforward
17 when -- when they tell us things, and when we met
18 with the students, and when the board met alone
19 with the students, we -- you know, we -- I wasn't
20 present, certainly, or any of my group. The kids
21 were just really honest about their hopes and
22 dreams and aspirations.

23 JEFF SPADY: Thank you. And this brings us
24 to our final question or comment of the evening.

25 MEETING MEMBER: It's kind of a comment

1 question. My feelings on Andrew is, what is
2 bringing families into Andrew? Andrew doesn't
3 offer anything except for the school, so I think
4 for -- in order to keep the school going and
5 growing would be the Andrew as a village growing
6 and bringing things in, so then it actually seems
7 appealing to move here because I don't know why you
8 would want to move here in the first place. I
9 mean, it's cheap housing, and there is a K-to-12
10 school, so if -- if that's within your means, then
11 -- but, I mean, the community doesn't have anything
12 to offer but the school. The lodge is gone.
13 There's nothing. So I just think it has to do with
14 what the village has to offer families and people,
15 too, plays a role in it.

16 JEFF SPADY: Thank you. So we have come to
17 the close of this part of the evening. Thank you
18 so much for coming, for asking questions, and
19 sharing your thoughts. If there are more questions
20 or comments that you still want to share and didn't
21 have a chance to do so, I encourage you to submit
22 those through the online comment form available at
23 www.eips.ca. You can also send an e-mail or letter
24 through the mail, and the address is available at
25 the background information station at the back of

1 the room. All feedback received will be reviewed
2 by the board of trustees before a final decision is
3 made, which is expected to take place at the board
4 meeting on June 6th. Whatever decision is made
5 will be made in the best interest of both students
6 and the division.

7 At this time, we'll just take
8 a very short break, and then for the rest of the
9 evening, I encourage all of you to rotate through
10 the information stations in the back of the room.
11 Each station includes specific information on a
12 certain topic related to the proposed grade
13 reconfiguration. At each station, you can talk to
14 the EIPS representative there, ask questions, and
15 submit more feedback.

16 Thank you. Have a good
17 evening.

18 (Audio recording concludes)

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CERTIFICATE OF TRANSCRIPT

I, the undersigned, hereby certify that the foregoing pages are a complete and accurate transcript of the audio-recorded proceedings taken down by me in shorthand and transcribed from my shorthand notes to the best of my skill and ability.

Dated at the City of Edmonton, Province of Alberta, this 16th day of May, 2019.



Jenessa Leriger, CSR(A)
Court Reporter

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