



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION
Limited Public access

THURSDAY, MARCH 26, 2020

Board Room
Central Services
Administration Building

AGENDA

Mission Statement - To provide high quality student-centered education that builds strong, healthy communities.

- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **COMMITTEE OF THE WHOLE**
- 10:00 am 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**
4.1 Board Meeting – Feb. 20, 2020 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)
5.1 Member of Legislative Assembly Jordan Walker School Visit at
Bev Facey Community High School – Feb. 21, 2020
5.2 High School Culinary Challenge Awards Night – March 9, 2020
5.3 ASBA Governance Webinar – March 20, 2020
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)
6.1 Defensive Driver Training – Feb. 24, 2020
6.2 Strathcona Christian Academy – Feb. 26, 2020
6.3 Trustees’ School Tours (Westboro Elementary, Woodbridge
Farms Elementary, Sherwood Park Next Step, Mills Haven
Elementary, Clover Bar Junior High) - March 12, 2020
7. **COMMENTS FROM THE PUBLIC AND STAFF GROUP
REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORTS** A. Hubick (verbal)
Meeting held Feb. 28, 2020
9. **ATA LOCAL REPORT** D. Zielke (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**

NEW BUSINESS

10. BUSINESS ARISING FROM IN CAMERA

11. 2019-20 BOARD OF TRUSTEES MEETING SCHEDULE AMENDMENT

T. Boymook
(encl.)

12. THREE-YEAR CAPITAL PLAN 2021-2024

M. Liguori/B. Dragon
(encl.)

COMMITTEE REPORTS

13. POLICY COMMITTEE
Meeting held March 10, 2020

A. Hubick
(verbal)

REPORTS FOR INFORMATION

14. UNAUDITED FINANCIAL REPORT – SEPT. 1, 2019 TO FEB. 29, 2020

M. Liguori/C. Cole
(encl.)

15. TRUSTEES' REPORTS/NOTICES OF MOTIONS / REQUESTS FOR INFORMATION

(verbal)

ADJOURNMENT

RECOMMENDATIONS TO MARCH 26, 2020 BOARD OF TRUSTEES

2. That the Board meet In Camera.
That the Board revert to Regular Session.
3. That the Agenda be adopted as amended or as circulated.
- 4.1 That the Board of Trustees approve the Minutes of Feb. 20, 2020 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive the Chair report for information.
6. That the Board of Trustees receive the Superintendent report for information.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 meeting held on Feb. 28, 2020, for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
10. Business Arising from In Camera.
11. That the Board of Trustees approve the amended 2019-20 Board of Trustees Meeting Schedule, as presented.
12. That the Board of Trustees approve the EIPS 2021-2024 Three-Year Capital Plan.
13. That the Board of Trustees receive for information the report from the Policy Committee meeting held Mar. 10, 2020.
14. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2019 to Feb. 29, 2020 for Elk Island Public Schools.



ELK ISLAND PUBLIC SCHOOLS

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Feb. 20, 2020, in the Board Room, Central Services, Sherwood Park, Alberta.

The Board of Trustees Meeting convened with Board Chair Trina Boymook calling the meeting to order at 9 a.m.

Board members present:

T. Boymook	A. Hubick
R. Footz	J. Seutter (video conference)
S. Gordon	H. Stadnick
C. Holowaychuk	H. Wall

Board member absent:

D. Irwin

Administration present:

M. Liguori	Superintendent
S. Stoddard	Associate Superintendent, Supports for Students
B. Billey	Associate Superintendent, Human Resources
C. Cole	Secretary-Treasurer
D. Antymniuk	Division Principal
L. McNabb	Director, Communication Services
C. Langford-Pickering	Executive Assistant/Recording Secretary
A. Desaulniers	Secretary, Education Executive

CALL TO ORDER

Meeting called to order at 9 a.m. with all trustees noted above with the exception of Trustee Holowaychuk in attendance.

COMMITTEE OF THE WHOLE

Moved by Vice-Chair Wall:

025/2020

THAT the Board meet In Camera (9 a.m.).

CARRIED UNANIMOUSLY

Trustee Holowaychuk arrived at 9:45 a.m.

Moved by Trustee Stadnick:

026/2020

THAT the Board revert to Regular Session (10:10 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:10 a.m. and reconvened at 10:15 a.m. with all trustees noted above in attendance.

Board Chair Boymook welcomed everyone in attendance and acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was signed, the territory wherein EIPS resides. We acknowledge our responsibility as Treaty members. We also honour the heritage and gifts of the Métis people.

AGENDA The Board Chair called for additions or deletions to the Agenda.

Moved by Trustee Hubick:

027/2020 THAT the Agenda be adopted, as circulated. **CARRIED
UNANIMOUSLY**

APPROVAL OF MINUTES The Board Chair called for confirmation of the Jan. 23, 2020 Board Meeting Minutes.

Moved by Vice-Chair Wall:

028/2020 THAT the Board of Trustees approve the Minutes of Jan. 23, 2020 Board Meeting, as circulated. **CARRIED
UNANIMOUSLY**

CHAIR REPORT Board Chair Boymook presented the Chair's report.

Moved by Board Chair Boymook:

029/2020 THAT the Board of Trustees receive the Chair's report for information. **CARRIED
UNANIMOUSLY**

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

Moved by Trustee Holowaychuk:

030/2020 THAT the Board of Trustees receive the Superintendent's report for information. **CARRIED
UNANIMOUSLY**

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

Board Chair Boymook asked Secretary-Treasurer Cole to introduce our speaker from the public.

Board Chair indicated that the presentation falls under section 10.1 General Comments on an Educational Issue at a Board Meeting with a maximum time, limit of 5 minutes.

Secretary-Treasurer C. Cole called upon Diana Shandro to speak about school nutrition. Ms. Shandro's comments to the Board suggested eliminating food items from school events and offering healthier choices for student rewards. EIPS' Administrative Procedure 164: Nutrition was referenced. Speaker D. Shandro shared copies of the presentation with the Board.

Board Chair opened the floor for questions. Board Chair expressed gratitude for the presentation.

ASSOCIATION/LOCAL REPORTS

ATA Local Report Board Chair Boymook welcomed ATA representative D. Zielke. Representative D. Zielke presented the Local ATA report to the Board.

Moved by Trustee Footz:

031/2020 THAT the Board of Trustees receive the report from the representative of the ATA Local #28 for information.

CARRIED
UNANIMOUSLY

BUSINESS ARISING FROM PREVIOUS MEETING

Amendment to the Dec. 19, 2019 Board Meeting Minutes Board Chair Boymook noted that following a fact check of the amendments to the Dec. 19 Board Meeting Minutes, the students name “March” will remain as captured and recorded.

Student Transportation Fee Structure On Jan. 23, 2020, Motion 017/2020, “*THAT the Board of Trustees approve the Student Transportation fee structure effective the 2020-21 school year*”, was tabled by Trustee Irwin.

Superintendent Liguori presented the recommendation report to the Board for reconsideration of the Student Transportation fee structure.

Board Chair opened the floor for questions.

Moved by Vice-Chair Wall:

032/2020 THAT the Board of Trustees approve the Student Transportation fee structure effective the 2020-21 school year.

In Favour: Trustee Footz, Trustee Seutter, Board Chair Boymook, Vice-Chair Wall, Trustee Hubick, Trustee Holowaychuk, and Trustee Gordon

Opposed: Trustee Stadnick

CARRIED

NEW BUSINESS

Board Policy 17: Student Transportation Services Superintendent Liguori presented the amendments to Board Policy 17: Student Transportation Services for consideration and approval. Superintendent Liguori noted that recommendation two has been muted as the Board approved the Student Transportation fee structure in Motion 032/2020.

Moved by Trustee Gordon:

033/2020 THAT the Board of Trustees approve the amendments to Board Policy 17: Student Transportation Services, as presented in Attachments A1 and A2.

Trustee Holowaychuk attempted to make a motion for further review and amendment to Policy 17: Student Transportation Services with regards to enhanced services for “hazard students”.

Superintendent Liguori called a point of order and stated that an amendment to Board Policy 17: Student Transportation Services can not be made as Motion 032/2020 has been carried.

Moved by Vice-Chair Wall:

034/2020 THAT the Board meet In Camera (11:39 a.m.). CARRIED UNANIMOUSLY

Moved by Vice-Chair Wall:

035/2020 THAT the Board revert to Regular Session (11:45: a.m.). CARRIED UNANIMOUSLY

Trustee Holowaychuk withdrew her motion.
Point of clarity made by Superintendent Liguori that the amended changes will not come into effect until Sept. 1, 2020.

VOTE ON MOTION 033/2020 CARRIED UNANIMOUSLY

Business Arising
from In Camera

No business arising from in camera.

Policy
Committee

Trustee Hubick presented to the Board on behalf of the Policy Committee amendments to Board Policy 7: Board Operations for approval.

Moved by Trustee Stadnick:

036/2020 THAT the Board of Trustees approve the amendments to Board Policy 7: Board Operations, as presented. CARRIED UNANIMOUSLY

Borrowing Resolution Secretary-Treasurer Cole presented the 2019-20 Borrowing Resolution required by the Bank of Montreal (BMO) annually. This report is required to ensure the various credit facilities are in place, following Board approval of the Audited Financial Statements.

Moved by Vice-Chair Wall:

037/2020

THAT the Board of Trustees approve the borrowing resolution to meet the expenditures during the fiscal year 2019-20.

CARRIED
UNANIMOUSLY

Canada Revenue Agency Corporate Information Secretary-Treasurer Cole presented to the Board a recommendation to update the owners on the corporate account due to the recent retirement of the Director in Financial Services.

Moved by Trustee Stadnick:

038/2020

THAT the Board of Trustees approve Candace Cole, Secretary-Treasurer and Carmine von Tettenborn, Director of Financial Services as owners on the corporate account for Elk Island Public Schools.

CARRIED
UNANIMOUSLY

COMMITTEE REPORTS

Advocacy Committee Board Chair Boymook presented a report from the Advocacy Committee meeting held on Jan. 23, 2020, for information.

Moved by Board Chair Boymook:

039/2020

THAT the Board of Trustees receive for information the report from the Advocacy Committee meeting held on Jan. 23, 2020.

CARRIED
UNANIMOUSLY

Policy Committee Trustee Hubick presented a report from the Policy Committee meeting held on Feb. 11, 2020, for information.

Moved by Trustee Hubick:

040/2020

THAT the Board of Trustees receive for information the report from the Policy Committee meeting held on Feb. 11, 2020.

CARRIED
UNANIMOUSLY

REPORTS FOR INFORMATION

No reports for information were presented.

TRUSTEES' REPORT/NOTICES OF MOTION/REQUEST FOR INFORMATION

Reports by Trustees were presented.

The Chair declared the meeting adjourned at 12:01 p.m.

Board Chair

Superintendent



RECOMMENDATION REPORT

DATE: March 26, 2020

TO: Board of Trustees

FROM: Trina Boymook, Board Chair

SUBJECT: 2019-20 Board of Trustees Meeting Schedule Amendment

ORIGINATOR: C. Langford-Pickering, Executive Assistant

RESOURCE STAFF: Trina Boymook, Board Chair
Candace Cole, Secretary-Treasurer
Carol Langford-Pickering, Executive Assistant

REFERENCE: Board Policy 7: Board Operations
Board Policy 2: Role of the Board
Education Act, Sections 33, 64 and 139

EIPS PRIORITY: Enhance public education through effective engagement, partnerships, and communication.

EIPS GOAL: Engaged and effective governance

EIPS OUTCOME: The Division is committed to ongoing advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve the amended 2019-20 Board of Trustees Meeting Schedule, as presented.

BACKGROUND:

The 2019-20 Board of Trustees Meeting Schedule was approved at the Organizational Meeting on Aug. 29, 2019 and amended and approved on Sept. 26, 2019 Board Meeting.

As per Board Policy 2: Role of the Board, Section 8 - Fiscal Accountability, the Board approves annual budget and allocation of resources to achieve desired results.

The following schedule change is recommended to align with EIPS' 2020-21 budget working schedule, meet the Board's responsibility, and Alberta Education's submission deadline of May 31, 2020:

- May 20 (Wed) Board of Trustees Public Budget Review moved to May 25 (Mon), starting at 9 a.m.; and
- May 25 (Mon) Board of Trustees meeting moved to Thursday, May 28, starting at 9 a.m.

COMMUNICATION PLAN:

The amended 2019-20 Board of Trustees Meeting Schedule will be updated on the website, Staff Connect and EIPS Leadership Calendar. All stakeholders will be advised.



RECOMMENDATION REPORT

ATTACHMENT(S):

1. Amended 2019-20 Board of Trustees Meeting Schedule (marked)
2. Amended 2019-20 Board of Trustees Meeting Schedule (unmarked)

:clp



AMENDED 2019 - 20 BOARD OF TRUSTEES MEETING SCHEDULE

Start time: 9:00 a.m., public session 10:00 am (full day meetings)
(Meeting start time subject to change)

Location: Board Room, Elk Island Public Schools Administration Building
683 Wye Road, Sherwood Park, Alberta

2019

September 26	Board of Trustees
October 24	Board of Trustees
November 21	Board of Trustees
November 28	Board of Trustees
December 19	Board of Trustees

2020

January 23	Board of Trustees
February 20	Board of Trustees
March 26	Board of Trustees
April 23	Board of Trustees
May 20 (Wed) <u>25 (Mon)</u>	Board of Trustees Public Budget Review
May 28 <u>25 (Mon)</u>	Board of Trustees
June 18	Board of Trustees
August 27	Board of Trustees/Organizational Meeting

November 18, 19, and 20, 2019 – ASBA Fall General Meeting (The Westin – Edmonton, AB)
March 3-6, 2020 - Alberta Rural Education Symposium 2020 (Fantasyland Hotel – Edmonton, AB)
June 3-5, 2020 - ASBA Spring General Meeting (Sheraton Hotel – Red Deer, AB)

Presented to Board: Aug. 29, 2019
Amended: Sept. 26, 2019
Amended: March 26, 2020



AMENDED 2019 - 20 BOARD OF TRUSTEES MEETING SCHEDULE

Start time: 9:00 a.m., public session 10:00 am (full day meetings)
(Meeting start time subject to change)

Location: Board Room, Elk Island Public Schools Administration Building
683 Wye Road, Sherwood Park, Alberta

2019

September 26	Board of Trustees
October 24	Board of Trustees
November 21	Board of Trustees
November 28	Board of Trustees
December 19	Board of Trustees

2020

January 23	Board of Trustees
February 20	Board of Trustees
March 26	Board of Trustees
April 23	Board of Trustees
May 25 (Mon)	Board of Trustees Public Budget Review
May 28	Board of Trustees
June 18	Board of Trustees
August 27	Board of Trustees/Organizational Meeting

November 18, 19, and 20, 2019 – ASBA Fall General Meeting (The Westin – Edmonton, AB)
March 3-6, 2020 - Alberta Rural Education Symposium 2020 (Fantasyland Hotel – Edmonton, AB)
June 3-5, 2020 - ASBA Spring General Meeting (Sheraton Hotel – Red Deer, AB)

Presented to Board: Aug. 29, 2019
Amended: Sept. 26, 2019
Amended: March 26, 2020



RECOMMENDATION REPORT

DATE: March 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2021-24 Three-Year Capital Plan

ORIGINATOR: Calvin Wait, Director Facility Services

RESOURCE STAFF: Brent Dragon, Planner, Facility Services
Robert Derech, Assistant Director, Facility Services
Michelle Kowalchuk, Administrative Assistant, Facility Services
Corrie Fletcher, Communication Specialist, Communication Services

REFERENCE: Alberta School Capital Manual – 2015
Administrative Procedure 540: Planning for School Facilities

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approve the EIPS 2021-24 Three-Year Capital Plan.

BACKGROUND:

Each year, school boards must assess their school capital needs and prioritize proposed projects based on the health and safety of existing school facilities, enrolment pressures, modernization needs and more. These projects are identified in a Three-Year Capital Plan, as a single aggregated list, which the Board of Trustees approves annually. Once approved, it is submitted to Alberta Education for funding consideration.

The requested projects types include new schools, replacement schools, modernizations and additions. The projects are examined by the Government of Alberta, which determines the most pressing needs as identified by all the school divisions. Alberta Education then prioritizes these project requests by considering school board priorities and then determining whether the priorities fall within the three pillars of the capital plan—key social programs and services that Albertans rely on, encouraging economic development in communities, and protecting the environment.

The fiscal year for capital plans is April 1 to March 31. The Three-Year Capital Plan must be submitted by April 1 of the year before the commencing year of the new plan.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

The uncertainty of capital funding creates challenges in prioritizing projects—for both modernizations and new school construction. Funding for modernization projects has been consistently below levels required to maintain high-quality learning environments in all the Division's ageing infrastructure.

Facility Services prioritized all immediate and future needs to ensure EIPS facilities offer high-quality learning environments. However, the Infrastructure Maintenance Renewal (IMR) funding received annually is not sufficient to cover all costs associated with ageing infrastructure.

It is important to note, capital priorities are rolled over from one year to the next and are subject to change upon annual review.

ATTACHMENT(S):

1. Three-Year Capital Plan 2021-24

CC:



2021-2024 Three-Year Capital Plan

March 26, 2020

Contents

1.0	Introduction	3
2.0	Status of Current Capital Plan	3
3.0	Status of Current Capital Projects	3
3.1	Sherwood Park – Wye Elementary replacement school.....	4
3.2	Sherwood Park – Davidson Creek Elementary.....	4
3.3	Strathcona County – Ardrossan Elementary.....	4
3.4	Fort Saskatchewan – SouthPointe School.....	4
4.0	Desired Outcomes for the 2021-24 Three-Year Capital Plan	4
5.0	Guiding Principles.....	4
	Alignment with EIPS Priorities	5
5.1	Student Accommodation Principles.....	5
5.2	New School Construction.....	7
5.3	School Building Modernizations and Major Additions.....	7
6.0	Sector Profiles	10
6.1	Sector 1 – Sherwood Park.....	11
6.2	Sector 2 – Strathcona County	14
6.3	Sector 3 – Fort Saskatchewan	17
6.4	Sector 4 – Lamont County.....	20
6.5	Sector 5 – County of Minburn.....	23
7.0	List of Major Modernizations and New School Capital Priorities	26
7.1	Aggregated Capital Priority List.....	27
7.2	Detailed Rationale.....	28
	Priority 1: Description	28
	Priority 1-A: Rudolph Hennig Junior High, Fort Saskatchewan High Replacement.....	28
	Priority 1-B; Placeholder for Sherwood Park Value Scoping Session.....	28
	Priority 2: James Mowat Elementary Replacement.....	29
	Priority 3: Win Ferguson Elementary Major Modernization.....	29
	Priority 4: A.L. Horton Elementary, Vegreville Composite High.....	29
	Priority 5: Sector 4 Value Scoping Session	29
8.0	List of Attachments	29

1.0 Introduction

Elk Island Public Schools (EIPS) 2021-24 Three-Year Capital Plan identifies the Division's highest capital priorities for two project categories:

- New School Construction and Replacement; and
- School Building Modernization and Major Additions.

The 2021-24 Three-Year Capital Plan priorities have shifted from the 2020-23 Three-Year Capital Plan. In the last provincial budget, EIPS had no capital priorities funded. As a result, the Division has reorganized its capital priorities to address increased enrolment pressures in Sector 3 and a capital commitment from Alberta Education to conduct a value scoping (VS) session focused on an infrastructure request for Sherwood Heights Junior High. Overall, the 2021-24 Three-Year Capital Plan reflects the Division's needs while also acknowledging the work of the 2018 Fort Saskatchewan Value Scoping Session, current facility data, student projections and a commitment to incorporate the results of the 2020 Sherwood Park Values Scoping Session.

As the sixth-largest school Division in Alberta, EIPS serves more than 17,400 students from pre-kindergarten to Grade 12—up by 230 in the last year alone. The 43 schools operated by the Division are dispersed between rural and urban settings and divided into five sectors to understand trends, opportunities and challenges better. The five sectors include:

- Sector 1 – Sherwood Park
- Sector 2 – Strathcona County
- Sector 3 – Fort Saskatchewan
- Sector 4 – Lamont County
- Sector 5 – County of Minburn

EIPS is tasked with providing high-quality educational programming and flexible learning environments to residents across all sectors. The Three-Year Capital Plan helps identify the school-facility needs in each community served by analyzing historic student-enrolment data, enrolment projections, trends and the condition of existing capital assets.

In general, the uncertainty of access to capital funding creates challenges in prioritizing projects for both project categories. The *Alberta Budget 2020 – Fiscal Plan – Capital Plan* provides some assurance the province will fund capital projects. However, individual projects and timelines remain uncertain.

2.0 Status of Current Capital Plan

The last time the province announced funding for an EIPS capital project was in March 2017. At that time, funding was announced for the Wye Elementary replacement school. The original building required significant mechanical and electrical upgrades that brought the cost of a modernization beyond the replacement value.

3.0 Status of Current Capital Projects

3.1 Sherwood Park – Wye Elementary replacement school

The Wye Elementary replacement school, renamed Heritage Hills Elementary, is relocating to the Heritage Hills area of Sherwood Park and is scheduled to open in September 2020. The replacement school will accommodate 650 students and its construction cost is approximately \$20 million.

3.2 Sherwood Park – Davidson Creek Elementary

Davidson Creek Elementary is a new K-6 school that opened in September 2018. The school has a student capacity of 600 and serves a portion of the urban service area of Sherwood Park. The opening of Davidson Creek Elementary has brought high-quality learning environments closer to many families.

3.3 Strathcona County – Ardrossan Elementary

The Ardrossan Elementary replacement school opened to students in September 2018. The school has a student capacity of 650 and is expandable to 700. The school is located beside the old Ardrossan Elementary school, which has since been reclaimed as a landscape area.

3.4 Fort Saskatchewan – SouthPointe School

SouthPointe School celebrated a successful grand opening in September 2017. The opening marked the arrival of the first new school in Fort Saskatchewan in 35 years. SouthPointe opened with a student capacity of 556 and it's expandable to 800. In 2019, the Division utilized reserves to relocate three modular classrooms from Mundare School to SouthPointe School. The Division also worked collaboratively with Alberta Education to develop the 2020-21 Modular Classroom Plan, which outlines the Division's modular classroom requirements.

4.0 Desired Outcomes for the 2021-24 Three-Year Capital Plan

The 2021-24 Three-Year Capital Plan identifies priorities for improving learning environments, responding to community needs, addressing deferred maintenance and sizing Division space to meet short-term and long-term needs efficiently. The desired outcomes of the plan include:

- Ensure the Division has sufficient infrastructure to offer high-quality learning environments for all students that are geographically located to serve regional demographics.
- Support asset-management plans for all buildings.
- Ensure sufficient space is available for partnerships and community supports.
- Be consistent with a sustainable transportation system designed to serve the Division's needs.
- Demonstrate a commitment to upkeep and maintain infrastructure needs beyond 2024.
- Support financial efficiencies to ensure Division funds are directed to the areas that provide benefits for the most students.

Consistent application of the Guiding Principles through the development of the Three-Year Capital Plan is expected to build the confidence and trust of all stakeholders involved in the Division's long-range planning (see Section 5.0, "Guiding Principles"). Government stakeholders and the public will see the Division's infrastructure is effectively promoting high-quality learning opportunities, supports for all students, responsiveness to community needs, and the Division's vision and mission. In addition, EIPS will offer opportunities for ongoing engagement with partners, community members, municipalities and provincial ministries to implement the identified priorities.

5.0 Guiding Principles

The priorities identified in this capital plan combine best practices and planning principles with EIPS' administrative procedures. The objective is to ensure fair and equitable access to programs and facilities for students across the Division. In keeping with EIPS priorities, the guiding principles of this capital plan support a model of evidence-based decision-making to provide clear, co-ordinated and consistent recommendations, which are as follows:

Alignment with EIPS Priorities

Priority 1: Promote growth and success for all students.

Goal 3: Success Beyond High School.

Outcome: More students are engaged in school, achieve excellence and are supported in their transition beyond high school.

The Three-Year Capital Plan aims at ensuring the long-term viability of capital assets within the Division. By providing the right spaces in the correct areas, EIPS can tailor programming to the needs of students. The result: Schools that keep students engaged and supported throughout their time at EIPS while also igniting a passion for lifelong learning.

Priority 2: Enhance high-quality learning and working environments.

Goal 2: Quality infrastructure for all.

Outcome: Student learning is supported through the use of effective planning, managing and investment in Division infrastructure.

The Three-Year Capital Plan rationalizes decisions that affect a large portion of central Alberta's population. These decisions must be made through carefully considering a number of variables. The results ultimately lead to facilities that support student learning and serve the needs of their respective communities.

Priority 3: Enhance public education through effective engagement, partnerships and communication.

Goal 1: Parents as partners.

Outcome: Student learning is supported and enhanced through parent engagement.

The Three-Year Capital Plan is developed through the analysis of data, shared and refined by senior administration and presented to the Board of Trustees. Decisions that impact program delivery are shared with families and community stakeholders for input. Engaging stakeholders and communicating goals and objectives are key parts of arriving at well-considered decisions.

Priority 3: Enhance public education through effective engagement, partnerships and communication.

Goal 2: Supports and Services for Students and Families.

Outcome: Student learning is supported and enhanced through parent engagement.

The Three-Year Capital Plan provides an opportunity to advocate for potential partnerships with the broader community. The ministries of education and infrastructure and EIPS believe schools serve as important hubs within communities. As such, EIPS is encouraged to identify potential partnerships with local jurisdictions that mutually benefit both the students and broader community.

5.1 Student Accommodation Principles

- Provide fair and equitable access to facilities for all students.
 - In sectors with surplus student space, the Division's capital priorities focus on the management of student space at individual schools through the addition, or removal of, modular classroom space and the modernization or replacement of facilities.

- In accordance with provincial guidelines, replacement school requests are considered when the cost for a modernization exceeds 75 per cent of the replacement cost.
- The Division considers all surplus core student space for potential use by program reconfigurations, partners and tenants.
- The Division makes an effort to fill surplus space with uses that are “exempt” to improve a school’s utilization and provide value to the community—for example, not-for-profit leases such as childcare and administrative uses.
- Division capital priorities will request that the modernization of all facilities occurs on an ongoing basis so all matters of education, health and safety are addressed.
 - Modernization is intended to prolong the life of the facility through the replacement of major components. In general, any situation that poses a risk to life, health and safety is a top priority.
 - Modernization is intended to preserve and improve the quality of the learning environment and prolong the life of the facility.
- In sectors where there are new or developing communities without a local school, or in communities where enrolment exceeds space within the designated school, Division capital priorities focus on the deployment of modular classrooms to the designated receiving school(s) or the construction of a new school(s) to serve the additional enrolment pressure.
 - The decision to construct a new school takes into account whether or not the existing building can adequately support the placement of additional modular units. In some cases, additional modular classrooms cannot be added to a school because of code requirements, occupancy loads or site limitations.
 - The construction of an additional new school supports equity of access to quality learning environments for all students.
 - Division capital priorities for new school construction supports the efficient use of student space and resources.
- Provide fair and equitable access to program choices for all students.
 - Programming aligns with enrolment demand and where students reside.
 - Programming supports the effective and efficient use of student space.
 - Programming supports the effective and efficient use of student transportation resources.
- Commit to clear, co-ordinated and consistent decision-making that is transparent.
 - Planning recommendations are made by consulting with appropriate senior staff and administrations—and further refined and communicated through public engagement.
 - Review of municipal documents from Strathcona County, the City of Fort Saskatchewan, Lamont County, the County of Minburn and other school boards about proposed plans, where appropriate. Additional consultations occur as needed.
- Be fiscally and environmentally conscious and responsible.
 - Efficiency and responsibility regarding funding is a pillar of all planning decisions.
 - Where possible, planning decisions should bear in mind environmental consequences regarding transportation, facility condition and new facility location.

5.2 New School Construction

New school priorities in this plan are based on an analysis of student growth both as a larger Division and individually by sector. The methodology and guidelines for identifying new school priorities within the Three-Year Capital Plan are further outlined in Attachment 1, “Creating Your Three-Year Capital Plan.”

5.3 School Building Modernizations and Major Additions

Major modernizations are prioritized using the following variables: facility condition, student enrolment, school-building utilization, and modernization and school-building age. Each category is ranked to provide an overall score. The methodology and guidelines for identifying major modernization priorities within the Three-Year Capital Plan are further outlined in Attachment 1, “Creating Your Three-Year capital Plan.”

Table 1 provides a summary of the major modernization matrix. Use the definitions following this table when interpreting the information contained within.

Matrix	Utilization	PO&M and Instruction		FCI Deferred Maintenance	Age	Enrolment
School	2018-19 Official Utilization	Total Cost Per Student	Total Cost Per School	FCI Value (March 2019)	Building Age	Four-Year Growth Rate
A.L. Horton Elementary	70%	\$8,067	-\$590,720	Good	63	0.2%
Andrew School	31%	\$14,745	-\$1,609,499	Good	63	-9.3%
Ardrossan Elementary	79%	\$7,025	\$680,316	Good	3	0.7%
Ardrossan Junior Senior High	74%	\$7,043	\$2,380,638	Good	62	0.1%
Bev Facey Community High	66%	\$7,284	\$3,397,084	Fair	40	-2.1%
Brentwood Elementary	80%	\$6,963	-\$315,511	Fair	56	-2.0%
Bruderheim School	70%	\$10,611	-\$1,902,736	Fair	42	-0.9%
Clover Bar Junior High	62%	\$7,226	-\$782,443	Fair	49	-5.5%
Davidson Creek Elementary	77%	\$6,256	-\$26,408	Good	2	
École Campbelltown	95%	\$6,096	\$226,131	Good	64	2.8%
École Parc Élémentaire	67%	\$10,193	-\$824,915	Fair	58	16.3%
F.R. Haythorne Junior High	96%	\$6,280	\$651,506	Fair	28	-1.7%
Fort Saskatchewan Christian*	91%	\$7,328	\$2,044,177	Good	65	5.2%
Fort Saskatchewan Elementary*	85%					-6.6%
Fort Saskatchewan High	57%	\$7,635	-\$298,674	Good	63	-0.1%
Fultonvale Elementary Junior High	77%	\$7,158	\$310,945	Fair	45	5.1%
Glen Allan Elementary	74%	\$6,873	-\$511,887	Fair	48	-4.1%
James Mowat Elementary	84%	\$7,296	-\$648,865	Fair	39	2.5%
Lakeland Ridge	88%	\$6,440	\$1,626,701	Good	16	1.8%
Lamont Elementary	62%	\$9,413	-\$634,591	Fair	66	3.0%
Lamont High	67%	\$8,408	-\$932,000	Good	63	-1.5%
Mills Haven Elementary	86%	\$7,176	-\$17,264	Fair	49	-1.6%
Mundare School	50%	\$12,012	-\$1,627,274	Fair	63	-1.1%
Pine Street Elementary	68%	\$9,859	-\$174,944	Fair	58	-9.4%
Rudolph Hennig Junior High	68%	\$7,370	-\$217,306	Fair	50	3.2%
Salisbury Composite High	60%	\$7,051	\$4,600,691	Fair	52	3.0%
Sherwood Heights Junior High	76%	\$6,343	\$107,410	Fair	62	3.9%
SouthPointe School	82%	\$7,224	-\$219,769	Good	4	
Uncas Elementary	66%	\$7,788	-\$1,664,307	Good	43	1.5%
Vegreville Composite High	43%	\$8,585	-\$221,746	Fair	55	-2.8%
Wes Hosford Elementary	90%	\$6,840	-\$128,108	Fair	46	-2.1%
Westboro Elementary	78%	\$6,966	-\$955,117	Fair	50	1.2%
Win Ferguson Elementary	93%	\$6,992	-\$212,644	Fair	44	-4.4%
Woodbridge Farms Elementary	81%	\$7,218	-\$1,009,064	Good	42	-5.9%
Wye Elementary	77%	\$7,098	-\$499,811	Good	66	-5.6%

*Fort Saskatchewan Christian and Fort Saskatchewan Elementary share a single facility. EIPS does not separate costs related to PO&M, therefore the Total Cost Per Student and Total Cost Per School are provided as one value for both schools.

2018-19 Official Utilization – Determined annually through Alberta Education’s Area Capacity and Utilization Report—typically reported one-year behind the current school year.

Total Cost Per Student – Costs include PO&M and instruction. The information is based on the School Status Report for 2018-19. The average cost per student is \$7,295. Values above the average are highlighted in red and values below the average are highlighted in green.

Total Cost Per School – Costs include PO&M and instruction. The information is based on the School Status Report for 2018-19. Costs are recorded as a dollar value ABOVE or BELOW the average cost per school in the Division. The average cost per school is \$3,260,943.

Facility Condition Index (FCI) Value – Recorded as a per cent. The value is determined by dividing the five-year requirement cost by the building replacement cost. Each school's FCI value is retrieved from Alberta Infrastructure’s VFA Program and converted to the appropriate descriptor.

- **Facility Condition Index scale ranges from 0 to 1.00**

0 to 0.15 good condition; 0.15 to 0.40 fair condition; 0.40 to 1.00 poor condition

- **Good** – Adequate for the intended use and expected to provide continued servicelife with average maintenance—identified in green.
- **Fair** – Ageing components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing—identified in yellow.
- **Poor** – Upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary—identified in red.

Building Age – The age of each facility based on the construction date reported in Alberta Infrastructure’s School Facility Condition Evaluation.

Four-Year Growth Rate – The change in enrolment for each school divided by the four-year history.

$$\text{Growth Rate} = \frac{(2019-20 \text{ enrol.} - 2015-16 \text{ enrol.})}{(2019-2015)} \div (2015-16 \text{ enrol.})$$

The Major Modernization Matrix is used in conjunction with 10-year enrolment projections to gain a better perspective on the viability of each respective facility. Because the tool is designed to work with long-range student projections, the matrix ranking is not used as the sole basis for determining capital priorities. Other factors that help inform capital priorities include contextual and qualitative information as provided by Facility Services staff and long-range enrolment projections.

6.0 Sector Profiles

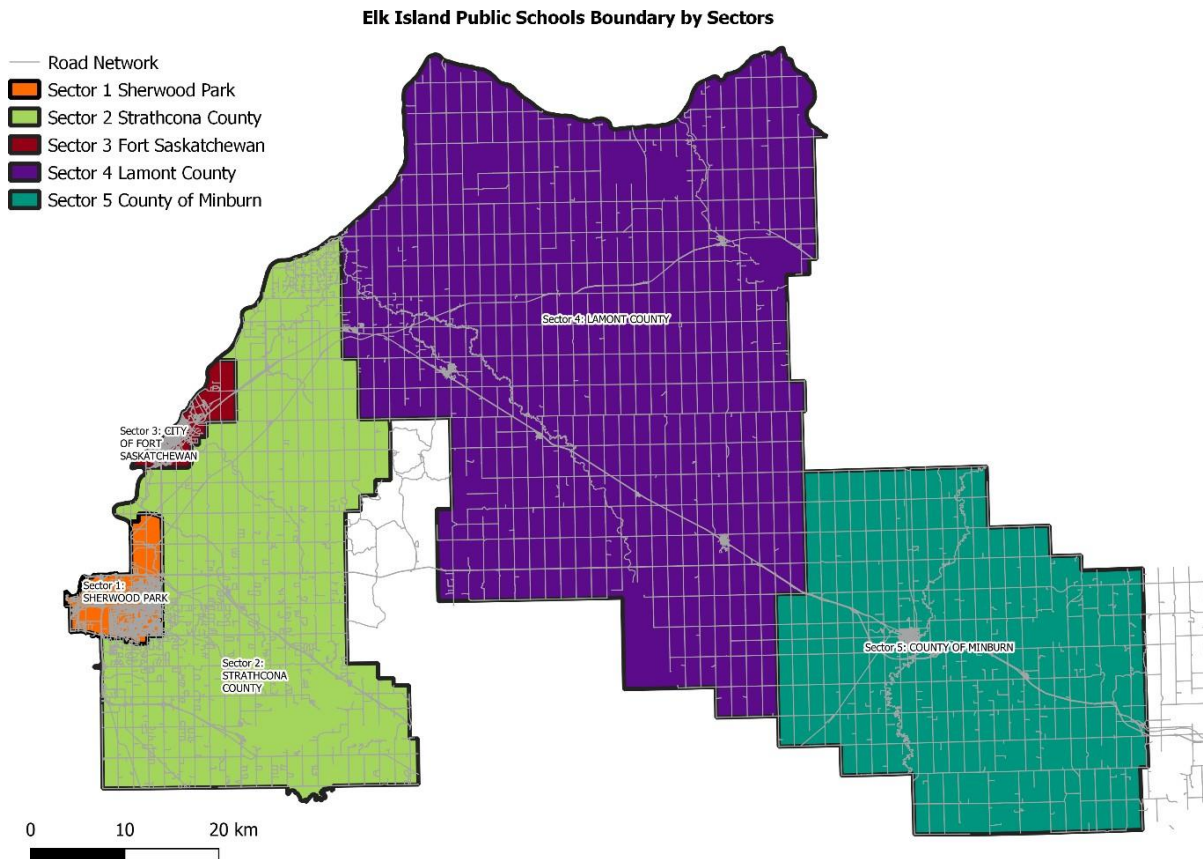


Figure 1 provides an overview of the five sectors that make up EIPS' geographic boundary.

Elk Island Public Schools (EIPS) is comprised of five sectors: Sector 1, Sherwood Park; Sector 2, Strathcona County; Sector 3, Fort Saskatchewan; Sector 4, Lamont County; and Sector 5, the County of Minburn. Sector 5 accounts for the western portion of the County of Minburn.

For each sector, details are provided about the most recent census information. Where available, municipal census information is used. Details regarding major residential development were reviewed for each sector, which was followed by a 10-year kindergarten to Grade 9 enrolment projection for each sector. Strathcona Christian Academy Elementary, Strathcona Christian Academy Secondary, pre-kindergarten and special education students are not included in the enrolment projections.

To better understand student choice, EIPS compared the number of students who reside and attend school in each sector with the available kindergarten to Grade 12 capacity. Residency captures the number of kindergarten to Grade 12 students who reside within the sector boundary. Meanwhile, enrolment captures the number of kindergarten to Grade 12 students who choose to attend schools within the sector. The capacity reflects the total available capacity of schools within the sector. Overall, there are many reasons a student chooses to attend a school other than in the sector they live, such as designation, alternative programs and parental choice. However, when reviewing residency and enrolment in relation to available capacity, opportunities to improve the use of space are apparent.

6.1 Sector 1 – Sherwood Park

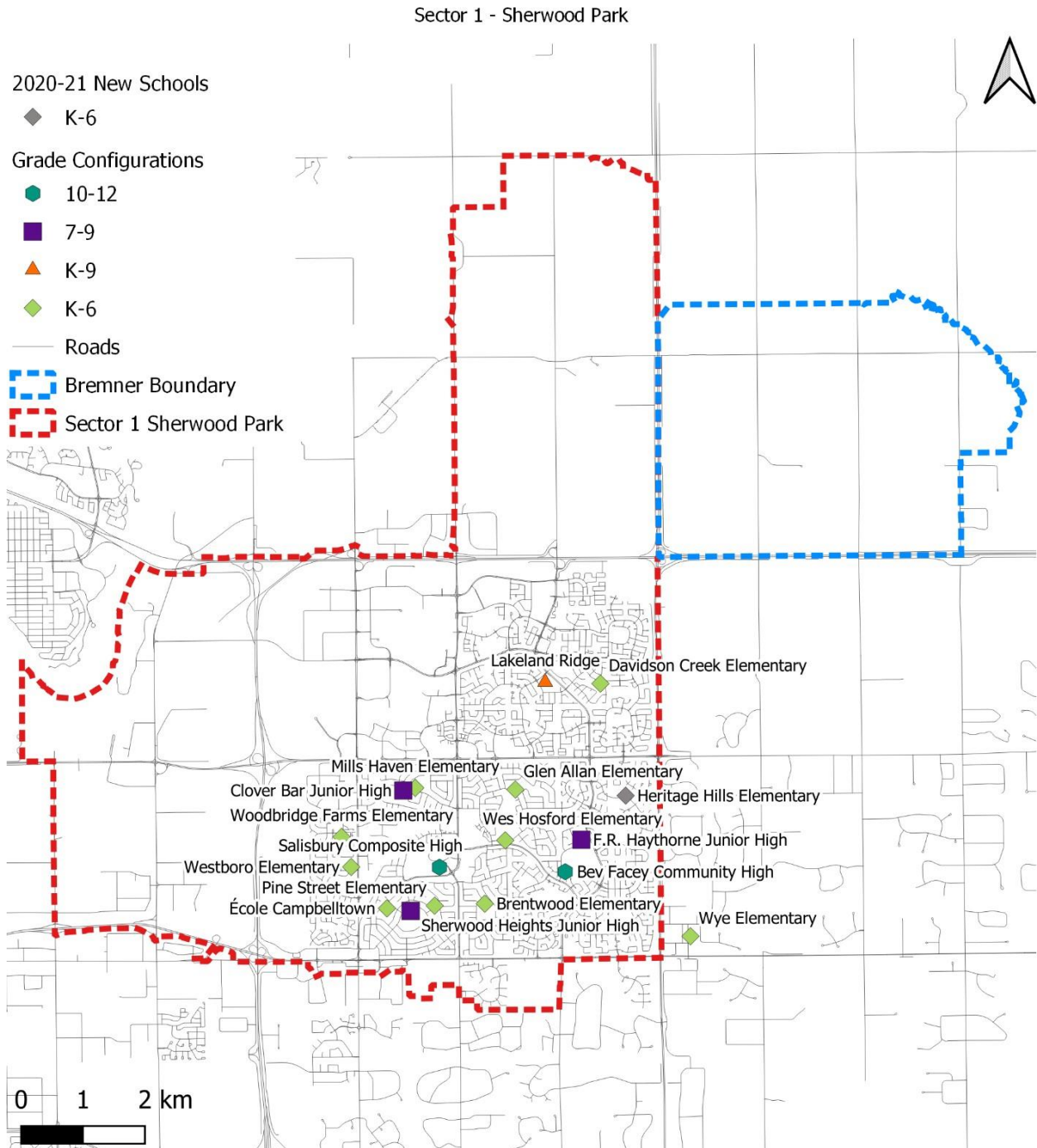


Figure 2 illustrates Sector 1's boundary in red, which corresponds to the urban service area of Sherwood Park. The Bremner area is identified in blue. Within the urban service area all EIPS traditional program schools are identified by grade range. Wye Elementary is included in the Sector 1 analysis because the replacement school, Heritage Hills Elementary, is located within the urban service area.

The population of the urban service area of Sherwood Park is 71,332, according to the 2018 municipal census—up by 3.7 per cent from the population reported in the 2015 municipal census. Strathcona County approved the Bremner Area Concept Plan (ACP) on Sept. 10, 2019. Given the scale of the proposed development, Bremner is shown in both Sector 1 and Sector 2. The Bremner ACP is a high-level strategic document. The most recent information shared by Strathcona County indicates Bremner will accommodate 30,704 residential units and support a population of 79,074 residents. In conversations with Strathcona County, there are several major residential developments planned for the Urban Service Area. These include Aspen Trails, Cambrian Crossing, Centennial, Centre in the Park, Emerald Hills, Hillshire, Salisbury Village and Summerwood North. Sector 1 does have sufficient capacity to accommodate much of this growth. However, school sites are identified in Bremner and Cambrian Crossing as the anticipated number of students will otherwise oversubscribe the available capacity.

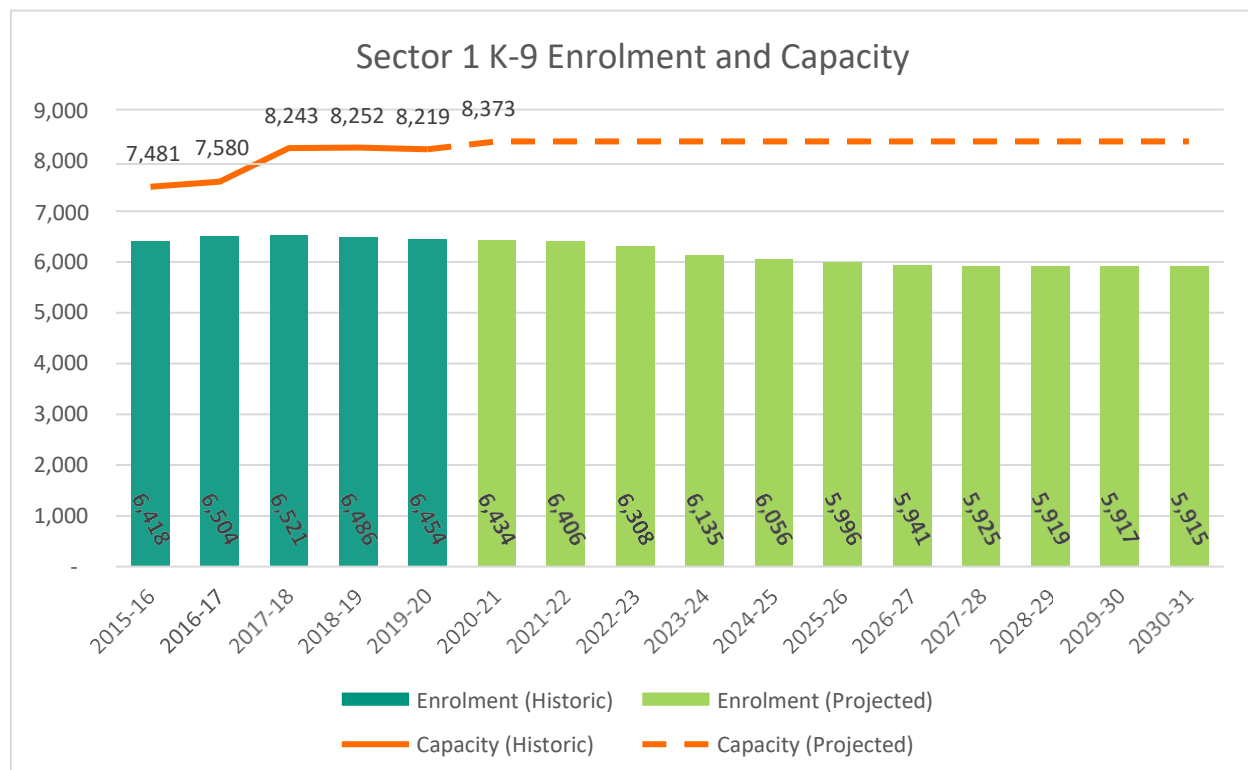


Figure 3 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

Sector 1’s kindergarten to Grade 9 enrolment is anticipated to experience a slight decline between 2019-20 and 2030-31 (see Figure 3). The anticipated decline is 539 students to 5,915 in 2030-31 from 6,454 in 2020-21. As such, this translates to an increase in surplus kindergarten to Grade 9 capacity of 2,458 excess student spaces in 2030-31—up from 1,765 excess student spaces in 2019-20. A reason for this is, in part, is because of an overall declining enrolment and added capacity at Heritage Hills Elementary—slated to open in September 2020.

Sector 1 has sufficient capacity, considering the anticipated kindergarten to Grade 9 enrolment. However, the number of large residential developments expected to begin developing in the next five years may influence the overall trend presented in Figure 3. Furthermore, the excess capacity in Sector 1 is disjointed and not well situated to accommodate the growth areas in Bremner and Cambrian Crossing.

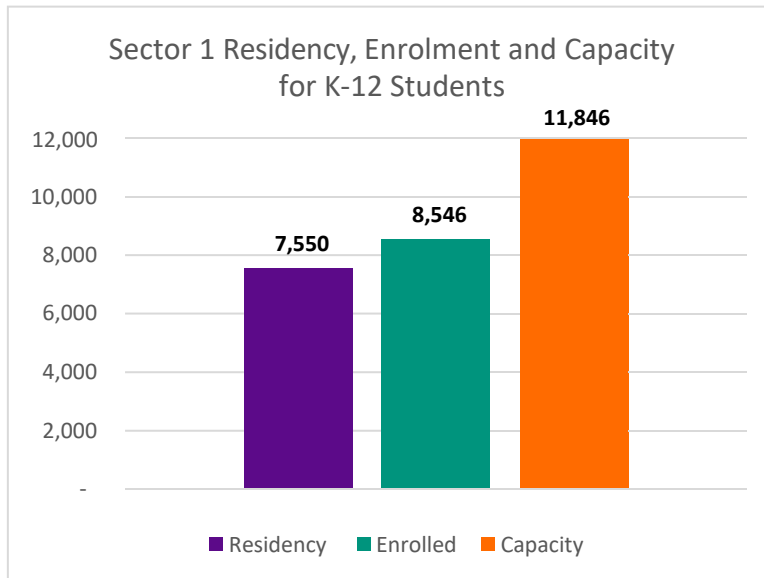


Figure 4 describes the current number of kindergarten to Grade 12 students who reside in Sector 1, who have enrolled in Sector 1 schools, and the total available capacity of Sector 1 schools. The above enrolment is based on Sept. 30, 2019 numbers do not include students in pre-kindergarten or special education programs. Strathcona Christian Academy Elementary and Strathcona Christian Academy Secondary are not included in the above analysis.

Figure 4 illustrates there are 7,550 students in kindergarten to grade 12 residing in Sector 1. That said, 8,546 students chose to attend a Sector 1 school, meaning more students decide to receive educational programming in Sector 1 than reside within the sector—likely for alternative programming. There are many reasons students choose to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. There’s also an excess of 3,300 student spaces in Sector 1 schools.

6.2 Sector 2 – Strathcona County

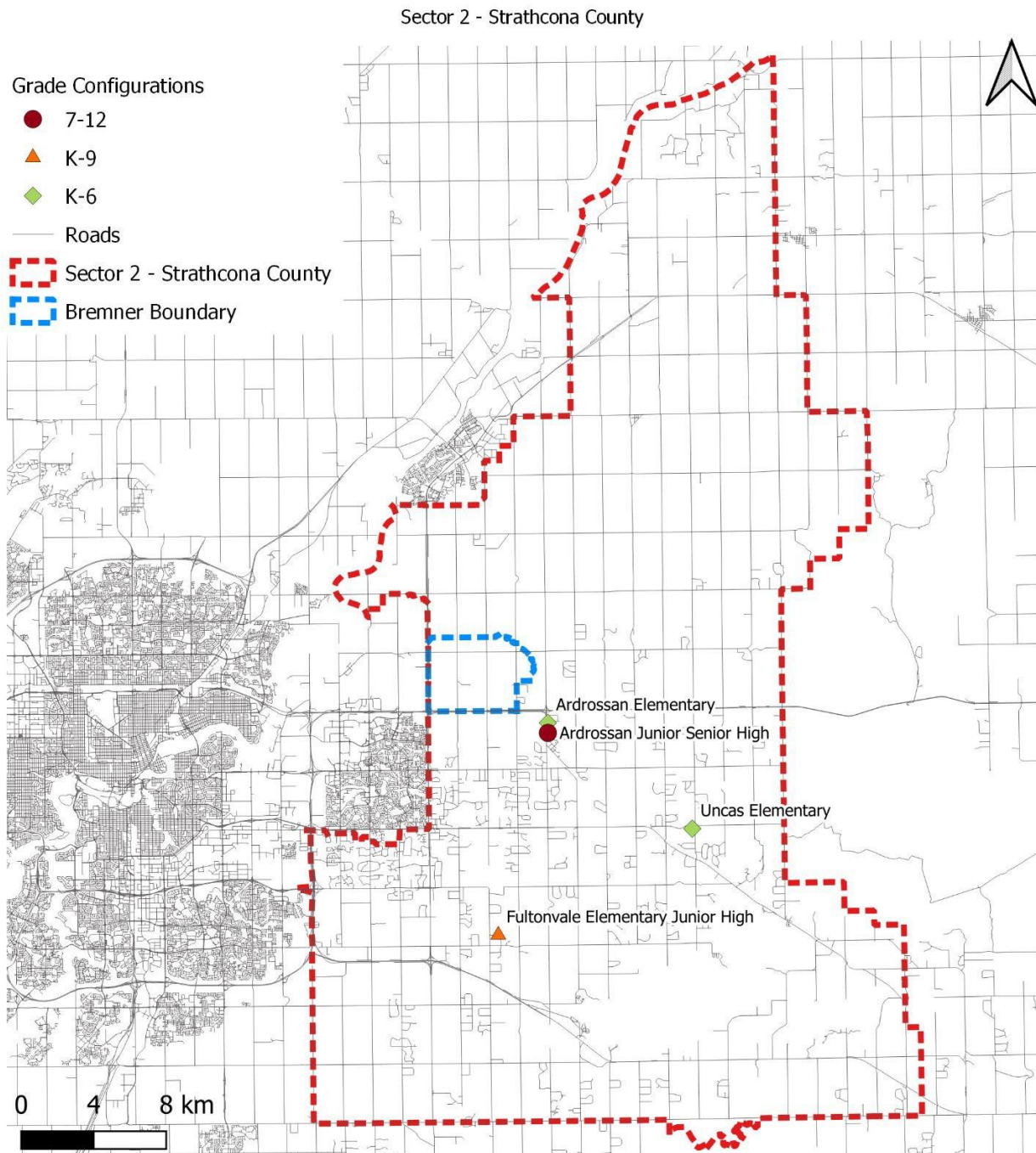


Figure 5 illustrates Sector 2's boundary in red, which corresponds to the rural areas of Strathcona County including the county residential areas. The Bremner area is identified in blue. Within the rural portion of Strathcona County, all EIPS traditional program schools are identified by grade range. Wye Elementary is excluded from the Sector 2 analysis because the replacement school, Heritage Hills Elementary, is located within Sector 1.

The population of the rural service area of Strathcona County is 27,049, according to the 2018 municipal census—up by 0.9 per cent from the population reported in the 2015 municipal census. As discussed in Sector 1, Bremner is included in Sector 2 and Sector 1 (see pg. 11, “Sector 1 – Sherwood Park”). Strathcona County approved the Ardrossan East Area Structure Plan on Oct. 29, 2019. Conversations with the developer and Strathcona County administration indicate Ardrossan East will begin developing as early as 2022. Ardrossan East is designed to accommodate more than 1,500 residential units. It is anticipated the development will take 20 years to complete.

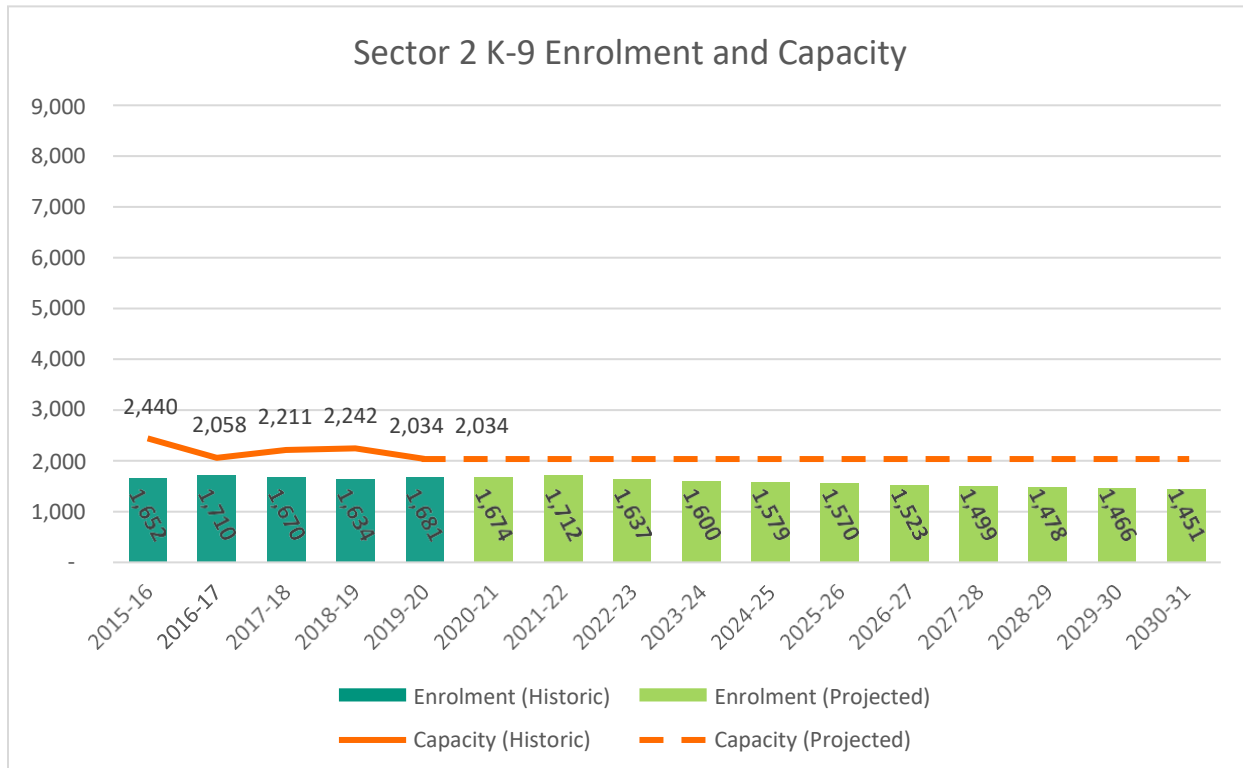


Figure 6 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

The kindergarten to Grade 9 enrolment in Sector 2 schools is anticipated to experience some variability with an overall declining trend between 2020-21 and 2030-31 (see Figure 6). Over this time period, the number of students enrolled in kindergarten to Grade 9 is anticipated to decline by 230 students. The available kindergarten to Grade 9 capacity is projected to increase to 603 excess student spaces in 2030-31 from 373 excess student spaces in 2019-20.

Sector 2 has sufficient capacity considering the anticipated kindergarten to Grade 9 enrolment. However, the residential development of Ardrossan East is anticipated to begin in the next two years and may influence the overall trend presented in Figure 3. Furthermore, the excess capacity in Sector 2 is disjointed and not well situated to accommodate the Bremner and Cambrian Crossing growth areas.

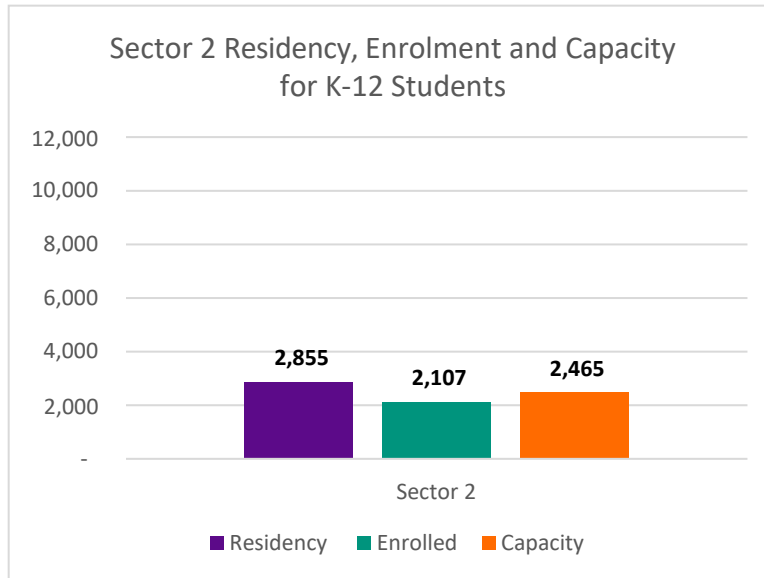


Figure 7 describes the current number of kindergarten to Grade 12 students who reside in Sector 2, who have enrolled in Sector 2 schools and the total available capacity of Sector 2 schools. The above enrolment is based on Sept. 30, 2019 numbers and do not include students in pre-kindergarten or special education programs.

Figure 7 illustrates there are 2,855 students in kindergarten to Grade 12 residing in Sector 2, as of Sept. 30, 2019. A total of 2,107 students were enrolled in Sector 2 schools on the same date, meaning some students choose to leave Sector 2 to receive educational programming in another sector—likely for alternative programming. That said, there are other reasons students decide to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. Furthermore, should all regular kindergarten to Grade 12 students chose to attend a Sector 2 school, an additional 350 student spaces would be required.

6.3 Sector 3 – Fort Saskatchewan

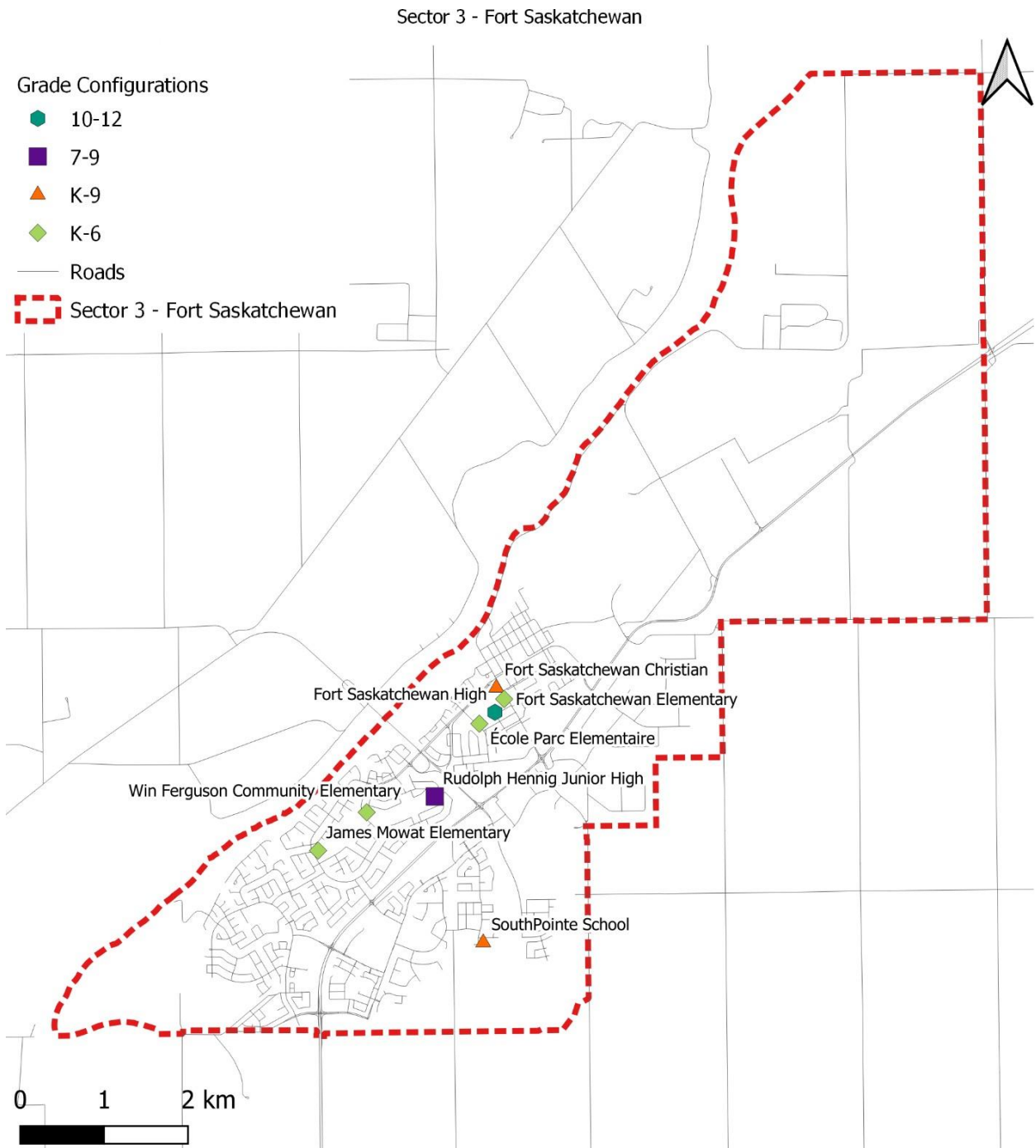


Figure 8 illustrates Sector 3's geographic boundary in red, which corresponds to the municipal boundary of the City of Fort Saskatchewan. All EIPS traditional program schools are identified by grade range. Fort Saskatchewan Christian is included in the following analysis because the facility is owned and operated by EIPS.

The population of the City of Fort Saskatchewan is 26,942 according to the 2019 municipal census—up by 2.33 per cent from the population reported in the 2018 municipal census. The City of Fort Saskatchewan currently has two major residential development areas, Westpark and Southfort. The Westpark ASP accounts for the development in the southwest. Meanwhile, Southfort accounts for the development in the southeast. In 2019, the City of Fort Saskatchewan submitted an application to the Municipal Government Board to annex 952 hectares of land from Strathcona County. The annexation is supported by both municipalities and will provide approximately 30 years of land development for the City of Fort Saskatchewan. Approval by the Municipal Government Board may take up to two years. The lands are primarily located along the southwest edge of the city and should be considered when evaluating current and future needs within Fort Saskatchewan (see Attachment 2, “Proposed Annexation Area”).

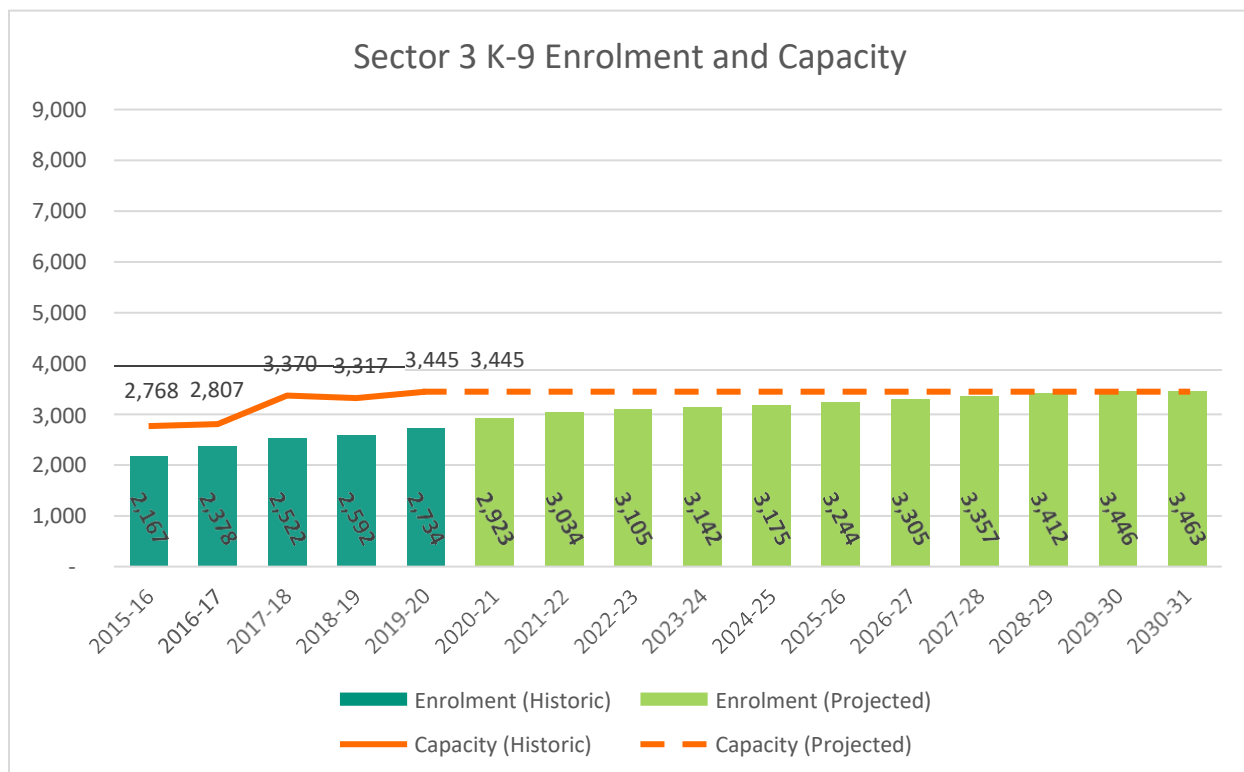


Figure 9 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historic and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

The kindergarten to Grade 9 enrolment in Sector 3 schools is anticipated to increase at a relatively stable pace—to 3,463 in 2030-31 from 2,734 in 2019-20 (see Figure 9). The total increase is 729 students. Notably, the current number of kindergarten to Grade 9 student spaces is not sufficient to accommodate the projected number of students. It is anticipated the number of students enrolled in Sector 3 schools will exceed the available capacity by 2028-29. Also, the residential development that may arise from the annexation land is anticipated to begin developing over the next 10 years and may influence the overall trend presented in Figure 3. Furthermore, the excess capacity in Sector 3 is disjointed and not well situated to accommodate the current and anticipated growth areas in the city.

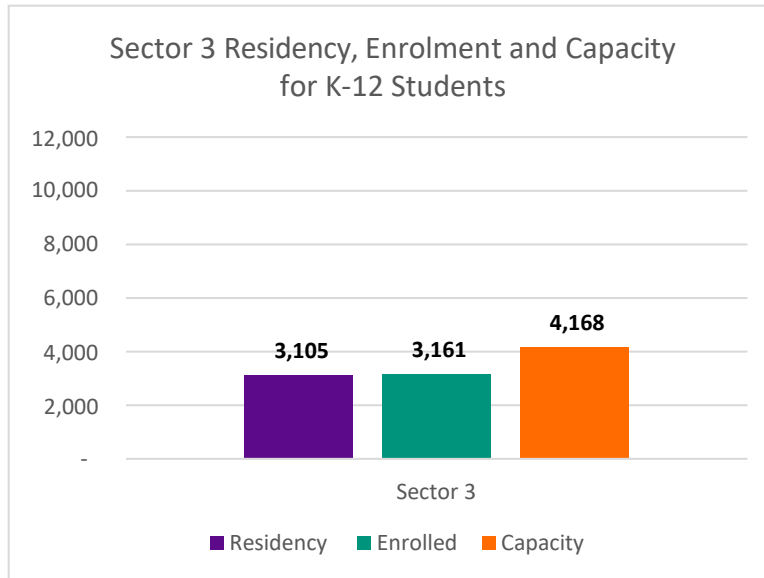


Figure 10 describes the current number of kindergarten to Grade 12 students who reside in Sector 3, who are enrolled in Sector 3 schools and the total available capacity of Sector 1 schools. The above enrolment is based on Sept. 30, 2019 numbers and do not include students in pre-kindergarten or special education programs. Fort Saskatchewan Christian students are included in this analysis.

Figure 10 illustrates there are 3,105 students in kindergarten to Grade 12 residing in Sector 3, as of Sept. 30, 2019. A total of 3,161 students are enrolled in Sector 3 schools on the same date, meaning some students travel into Sector 3 for educational programming—likely for alternative programming. That said, there are other reasons students decide to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. Currently, an excess of 1,000 student spaces are available in Sector 3. However, as illustrated in Figure 9, enrolment in the sector is projected to increase at a steady rate.

6.4 Sector 4 – Lamont County

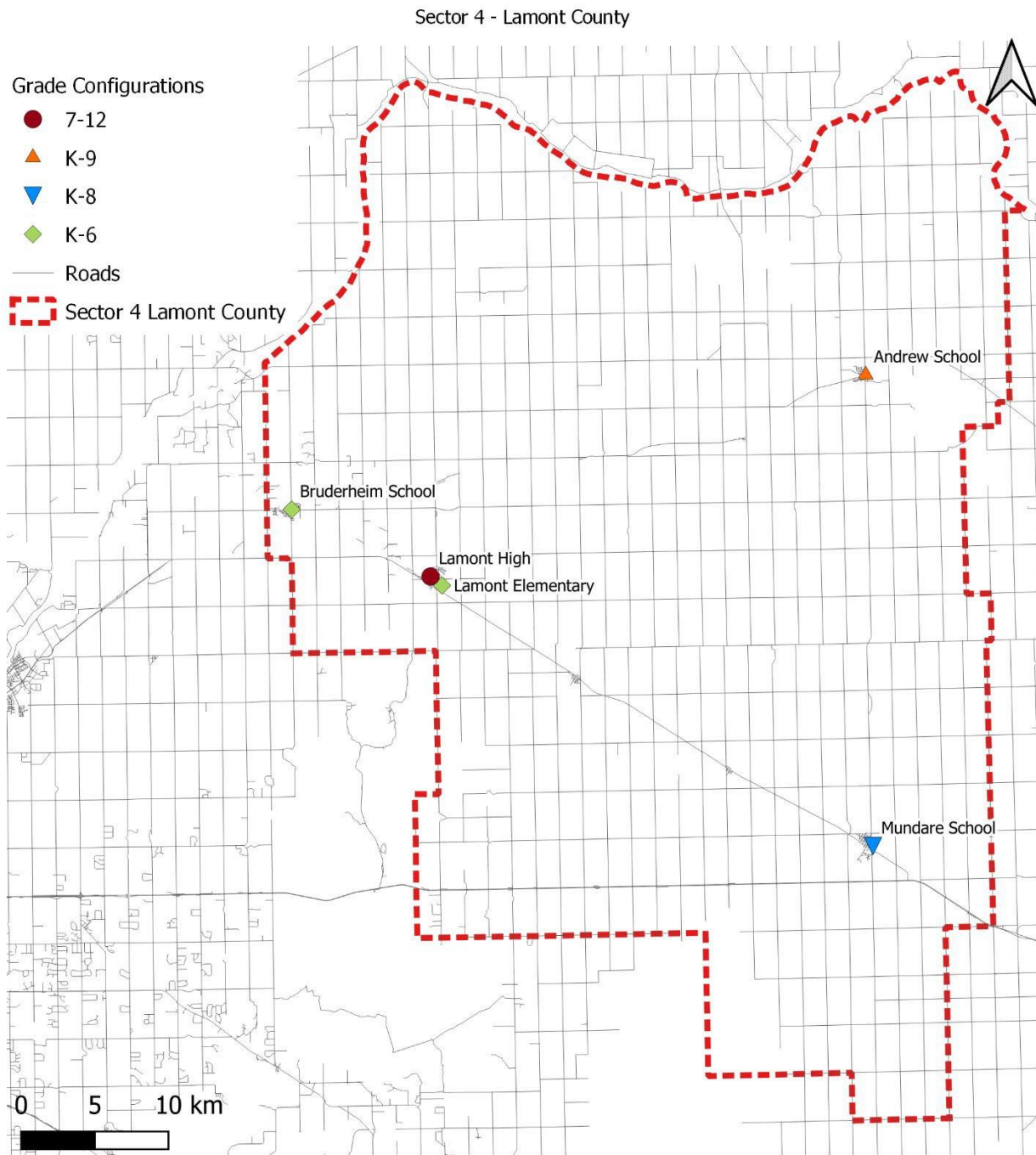


Figure 11 illustrates Sector 4's geographic boundary in red, which corresponds to the municipal boundary of Lamont County. The municipalities of the Village of Andrew, the Town of Bruderhiem, the Village of Chipman, the Town of Lamont and the Town of Mundare are included as part of Sector 4. All EIPS traditional program schools are identified by grade range.

Lamont County has a rural population of 3,899 residents, as reported in Statistics Canada’s 2016 census data. When you add the Village of Andrew (452), the Town of Bruderhiem (1,308), the Village of Chipman (247), the Town of Lamont (1,774) and the Town of Mundare (852) the sector’s total population is 8,532. The Town of Bruderheim’s 2018 municipal census reports a population of 1,395, up by 87 residents.

Sector 4 is largely agriculture-based, with the exception of the Industrial Heartland Area Structure Plan. The ASP does not include residential development as part of its land-use pattern, however, the plan outlines protections for existing agricultural areas and residential acreages. Industrial development within this area, including the Inter Pipeline Ltd. and Pembina Pipeline Corp. projects, provide continued opportunity for growth within Lamont County. With its centrally located, industrial-zoned land base, the region is ideally situated for industry connections to world markets through rail and high-load corridors.

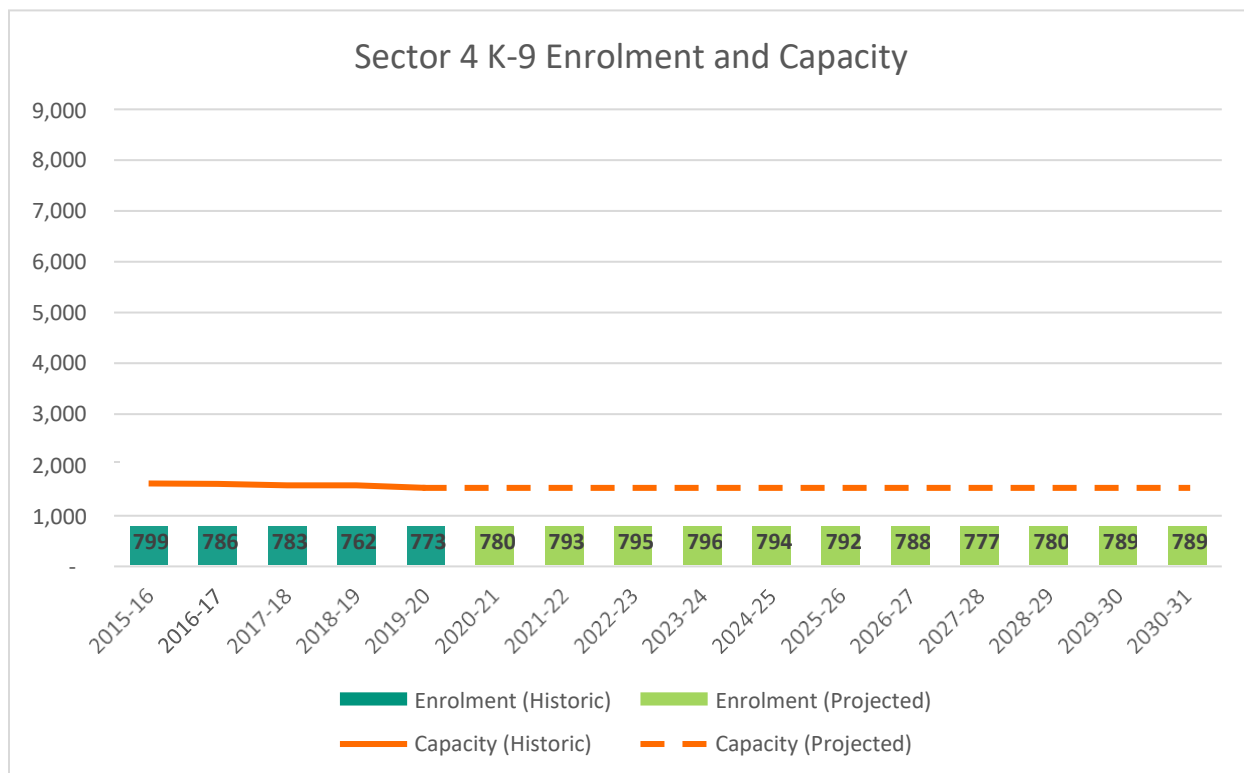


Figure 12 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

Enrolment for kindergarten to Grade 9 enrolment in Sector 4 schools is anticipated to fluctuate between 773 and 796 students (see Figure 12). Notably, the current number of kindergarten to Grade 9 student spaces is nearly twice the anticipated enrolment. EIPS projects Sector 4 schools will have 751 excess student spaces for the duration of the plan period.

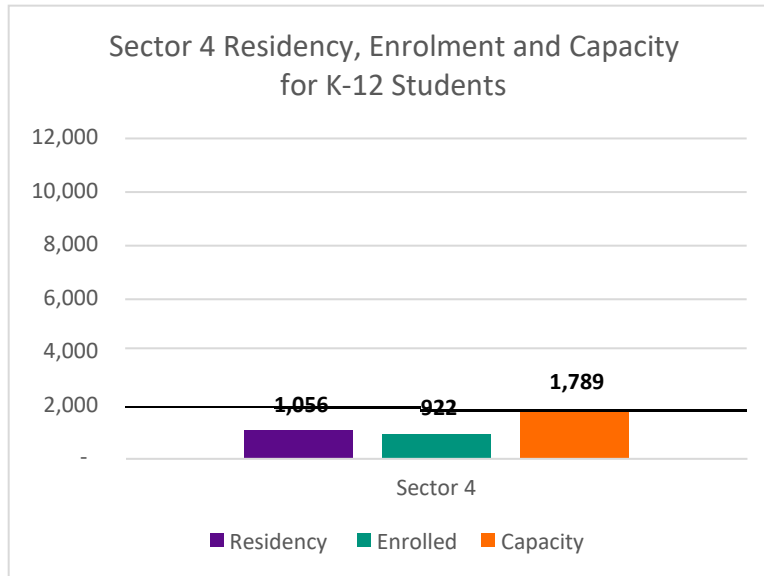


Figure 13 describes the current number of kindergarten to Grade 12 students who reside in Sector 4, who are enrolled in Sector 4 schools and the total available capacity of Sector 4 schools. The above enrolment numbers are based on Sept. 30, 2019 and do not include students in pre-kindergarten or special education programs.

Figure 13 illustrates there are 1,056 students in kindergarten to Grade 12 residing in Sector 4, as of Sept. 30, 2019. A total of 922 students are enrolled in Sector 4 schools, as of the same date, meaning some students travel out of Sector 4 for educational programming—likely for alternative programming. However, there are many reasons student decides to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. If all students living in Sector 4 attend a Sector 4 school, there are 733 excess student spaces.

6.5 Sector 5 – County of Minburn

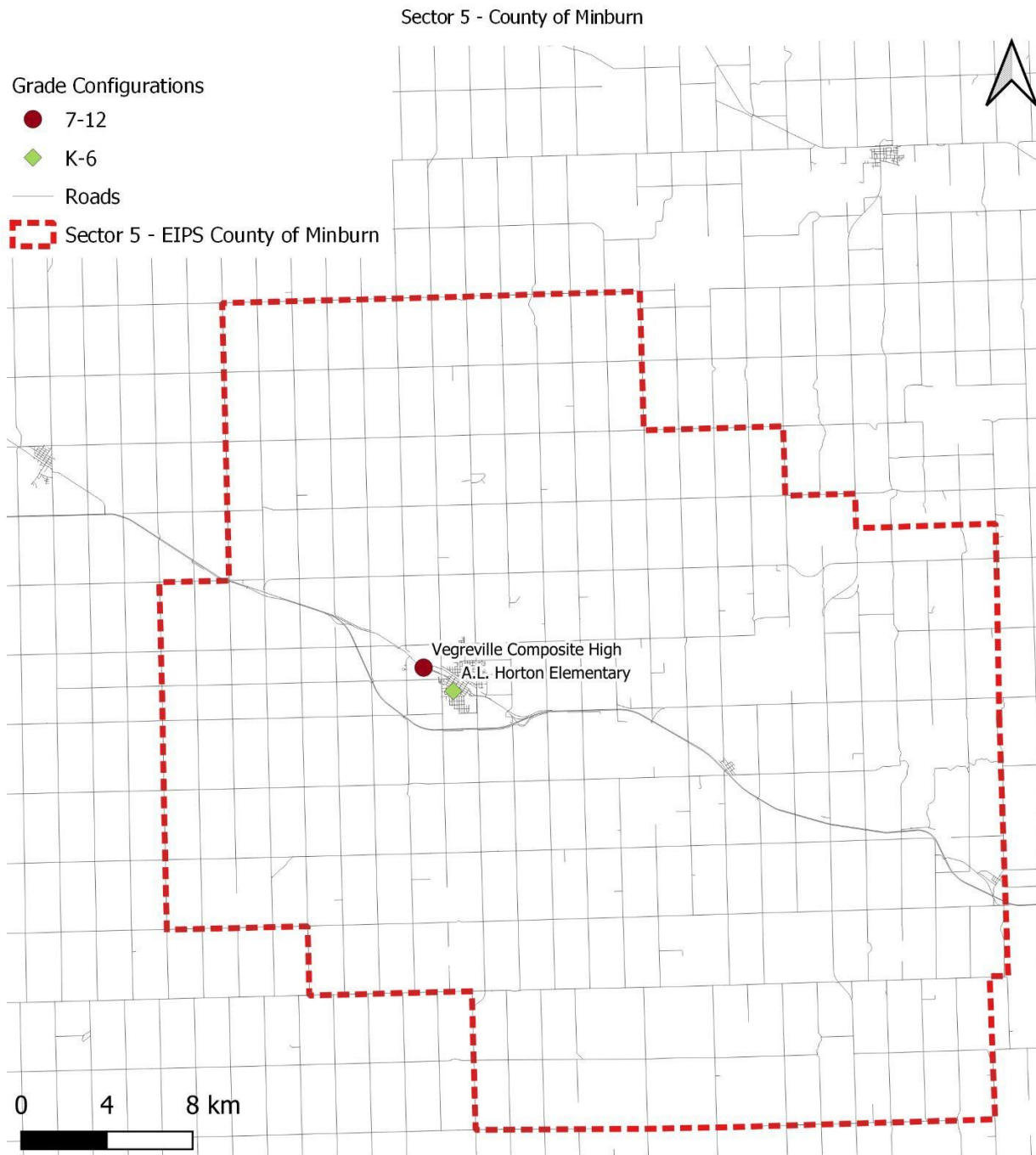


Figure 14 illustrates Sector 5’s geographic boundary in red, which corresponds to the western portion of the County of Minburn. The town of Vegreville is included within the EIPS boundary. All EIPS traditional program schools are identified by grade range.

The County of Minburn has a rural population of 3,188 residents, as reported in Statistics Canada’s 2016 census data. The rural census area includes Lavoy, Ranfurly and Minburn. The town of Vegreville has an additional 5,708 residents. Therefore, the total population—including towns and villages—is 9,430 residents, which marks an overall decrease of seven per cent or 693 people from the 2011 data (10,123). The Division only serves the western portion of this county.

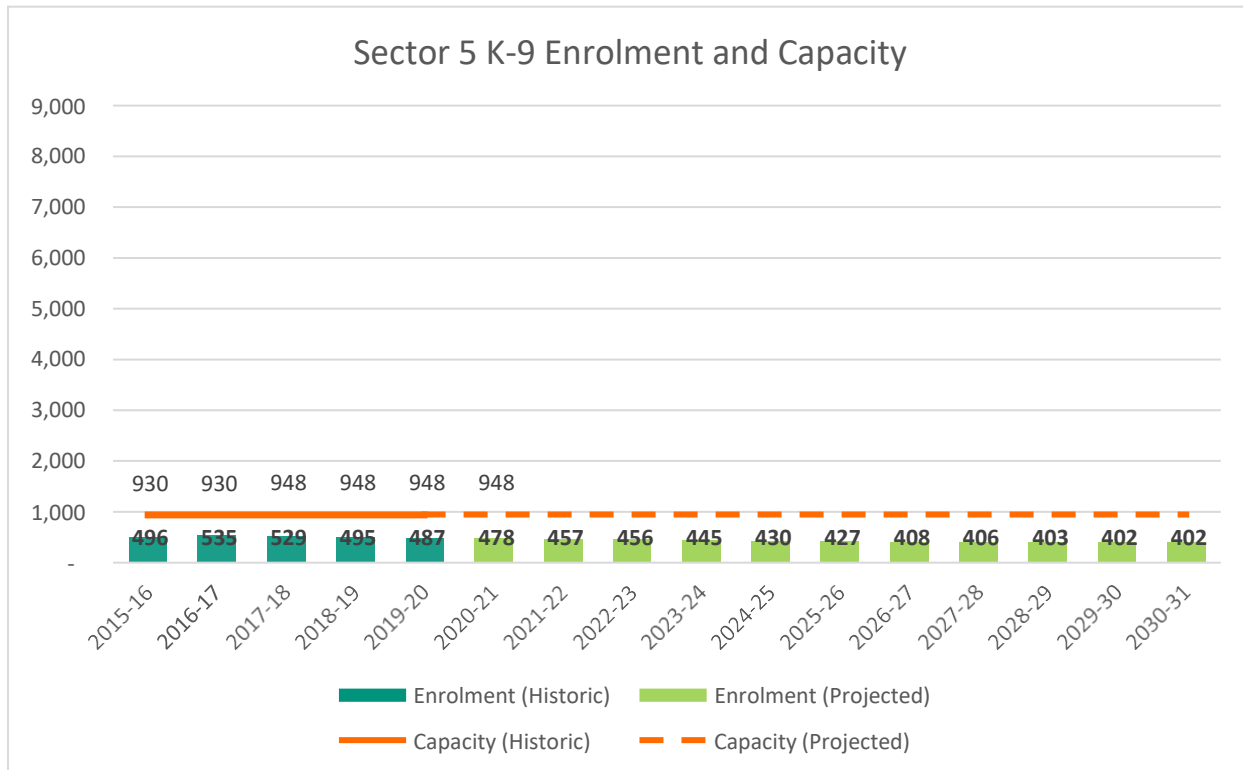


Figure 15 illustrates the current trend of kindergarten to Grade 9 students in regular and alternative programs. The historical and projected enrolment numbers are headcounts and do not include students in special education programs or pre-kindergarten.

Enrolment for kindergarten to Grade 9 enrolment in Sector 4 schools is anticipated to decline to 402 students from 487 students. Notably, the current number of kindergarten to Grade 9 student spaces is nearly twice the current enrolment. EIPS projects Sector 5 will have an excess of 461 student spaces for the duration of the plan period.

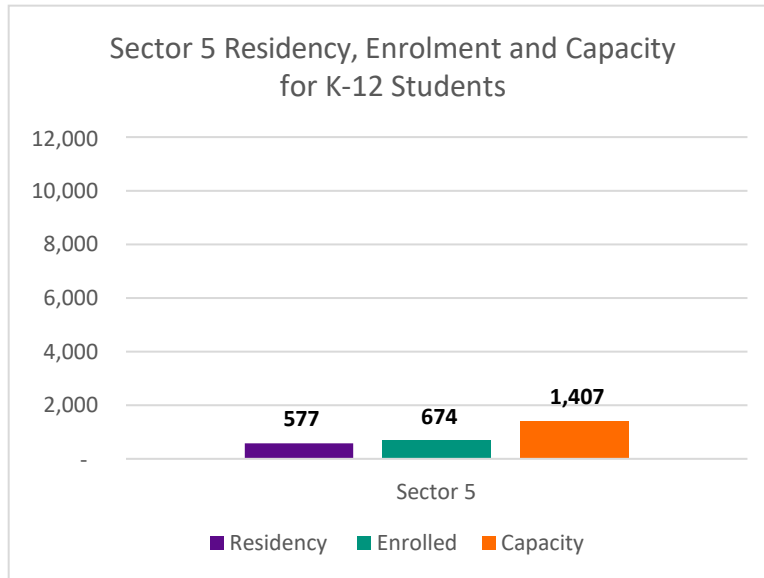


Figure 16 describes the current number of kindergarten to Grade 12 students who reside in Sector 4, who are enrolled in Sector 4 schools and the total available capacity of Sector 4 schools. The above enrolment numbers are based on Sept. 30, 2019 and do not include students in pre-kindergarten or special education programs.

Figure 16 illustrates there are 577 students in kindergarten to Grade 12 residing in Sector 5, as of Sept. 30, 2019. A total of 674 students are enrolled in Sector 5 schools, as of the same date, meaning students travel into Sector 5 for educational programming—likely for alternative programming. There are 733 excess student spaces in Sector 5 compared to 577 students enrolled kindergarten to Grade 12 students.

7.0 List of Major Modernizations and New School Capital Priorities

Alberta Education requires school jurisdictions to submit a Three-Year Capital Plan identifying all project types as an aggregated list. The following criteria are provided to assist school divisions in structuring their capital plans. Each project’s placement is based on the criteria for Year 1, Year 2 or Year 3 (see Attachment 3, “Approval Process for School Building Projects”).

Year 1

- well defined and supported with strong evidence of need
- able to be implemented immediately
- site is serviced and ready

Year 2

- need is well established
- scope requires additional confirmation or definition
- site is under development but not yet fully serviced

Year 3

- project is an emerging need
- scope may not be well defined
- site identified but not yet serviced

Furthermore, Alberta Education provides the following information to help school divisions identify each project’s needs.

Health and Safety

- Health and safety issues that require resolution may include serious structural deficiencies, presence of hazardous materials, documented air-quality issues and more.

Building Condition

- There are demonstrated and documented deficiencies in the key areas of structural, envelope, interior, mechanical, electrical, building codes and/or standards compliance issues because of age that could not be resolved through the use of Infrastructure Maintenance and Renewal (IMR) funding.

Enrolment Pressures

- Enrolment Growth: The school authority’s existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming

- Project provides new and/or improved program space functionality through reconfiguration, relocation or technology.

Legal

- Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action—for example, Rights to Francophone education under Section 23 of the *Canadian Charter of Rights and Freedoms*.

The following information is used by Alberta Education and provides insight into how projects are categorized across the province. Each school division should consider the level of need for each project. Alberta Education classifies the level of need for each project based on the following information.

High Need (Tier 1)

- Projects that will address school facilities that are unsuitable, unsafe or pose a high risk to students and/or staff.

Medium/High Need (Tier 2)

- Projects that are considered immediate need. An active mitigation strategy may be in place to address the immediate need.

Medium Need (Tier 3)

- Projects that are considered to have emerging needs.

Low Need (Tier 4)

- Projects that may be addressed in the long-term future—seven to ten years.

7.1 Aggregated Capital Priority List

Priority	School	Sector	Year 1	Capacity	Cost
1-A	Rudolph Hennig Junior High, Fort Saskatchewan High	3	Replacement of Rudolph Hennig Junior High and Fort Saskatchewan High School into one new facility on the Southridge Site. Result of the 2018 Value Scoping Session	1,400	\$58,000,000
1-B	Sherwood Park Placeholder	1	Placeholder. Results of the forthcoming 2020 Sherwood Park Value Scoping Session. Focus on Sherwood Heights Junior High.	TBD	TBD
Priority	School	Sector	Year 2	Capacity	Cost
2	James Mowat Elementary	3	Result of the 2018 Value Scoping Session	650	TBD
3	Win Ferguson Elementary	3	Result of the 2018 Value Scoping Session	470	TBD
Priority	School	Sector	Year 3	Capacity	Cost
4	A.L Horton Elementary, Vegreville Composite High	5	Sector 5 Value Scoping Session—Planning funds only	TBD	\$40,000
5	Sector 4 Value Scoping Session	4	Sector 4 Value Scoping Session—Planning funds only	TBD	\$40,000

7.2 Detailed Rationale

Each rationale outlines why the project is placed in Year 1, Year 2 or Year 3 and the reason for the project requested.

Priority 1: Description

A significant change from the previous year: EIPS has identified two priorities as the Division's highest need. The reason is because EIPS has engaged with a consultant to start and complete a value scoping session before the end of the 2019-20 school year. Upon completion of the value scoping session, EIPS will bring forward an amendment to the capital plan outlining the Division's preferred option for the Sherwood Park Placeholder.

Priority 1-A: Rudolph Hennig Junior High, Fort Saskatchewan High Replacement

The 2020-23 Three-Year Capital Plan identified Rudolph Hennig Junior High and Fort Saskatchewan High as Phase 1 and Phase 2 of a 1,400-student-capacity replacement school, grades 7-12, on the Southridge site. The 2021-24 Three-Year Capital Plan has combined the two phases into one capital priority. The two-to-one replacement is in alignment with the outcomes of the 2018 Value Scoping Session, which identified the replacement of the two schools as the best-performing option overall. When considering building conditions and enrolment growth, the replacement of the two schools on to the Southridge site allows the Division to accommodate current and future growth.

Since the completion of the 2018 value scoping session, the Southridge school site has been rezoned to public service lands. Furthermore, the developer has committed to advance the subdivision of the school lands if EIPS receives a funding commitment from the Government of Alberta. In combination with the support from the City of Fort Saskatchewan, EIPS is confident the project can be implemented imminently upon funding approval.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report are available in the [May 22, 2019 Board Package \(see pg. 20-191\)](#).

Priority 1-B; Placeholder for Sherwood Park Value Scoping Session

The 2020-23 Three-Year Capital Plan highlights four schools in Sherwood Park as priority projects. Sherwood Heights Junior High was identified as the Division's No. 1 priority with École Campbelltown, Pine Street Elementary and Salisbury Composite High also included. In November 2019, the provincial government announced funding for 15 schools and design funding for an additional 10 school projects across the province. No projects were identified for EIPS. Through conversations with the province's Capital Planning Branch, EIPS was awarded planning funds to conduct a value scoping session to define and establish support for the replacement of Sherwood Heights Junior High. The purpose of the session is to establish support and provide valuable alternatives to the priorities identified in the 2020-23 Three-Year Capital Plan.

Priority 2: James Mowat Elementary Replacement

The replacement of James Mowat Elementary on to the Westpark site was also identified in the Values Scoping Session in 2018 as part of the best-performing option overall. In the previous capital plan, the replacement was identified in Year 2. Increasing enrolment pressures and facility-condition concerns have elevated this capital priority. Furthermore, the anticipated enrolment pressure in Fort Saskatchewan around the Westpark school site has prompted a review of the request. The 2021-24 Capital Plan also requests an increased capacity—of 200 student spaces to 650 from 450.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report are available in the [May 22, 2019 Board Package \(see pg. 20-191\)](#).

For this reason, EIPS has identified a single capital priority in Year 2 as a placeholder for the results of the 2020 Sherwood Park Value Scoping Session. The results of the Sherwood Park Value Scoping will ensure a capital request for Sherwood Heights Junior High provides the largest benefit to the greatest number of stakeholders. EIPS plans to begin working on the value scoping session in mid-to-late 2020.

Priority 3: Win Ferguson Elementary Major Modernization

The modernization of Win Ferguson Elementary was also identified in the 2018 Values Scoping Session as part of the best-performing option overall. A major modernization will address concerns related to the school's deferred maintenance and necessary upgrades to the mechanical and electrical systems. The modernization will also enable EIPS to address current and future community needs by improving access to high-quality learning environments. Win Ferguson Elementary's building is 41 years old, has a 93 per cent utilization rate, and an FCI rating of Fair.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report are available in the [May 22, 2019 Board Package \(see pg. 20-191\)](#).

Priority 4: A.L. Horton Elementary, Vegreville Composite High

As identified in section 6.5, "Sector 5 – County of Minburn," there is a significant amount of available capacity (see Figure 15 and Figure 16). Furthermore, the total cost per student to operate Vegreville Composite High is \$8,585, and A.L. Horton Elementary is \$8,067, which is above the average cost per student (\$7,295). By conducting a value scoping session in Sector 5, EIPS can identify opportunities to right-size Division space and evaluate opportunities to direct more dollars into the classroom.

Priority 5: Sector 4 Value Scoping Session

As identified in section 6.4, "Sector 4 – Lamont County," there is a significant amount of available capacity (see Figure 12 and Figure 13). Furthermore, the total cost per student to operate in all five Sector 4 schools is above the Division average of \$7,295. Andrew School (\$14,754), Mundare School (\$12,012) and Bruderhiem School (\$10,611) are the three highest schools to operate on a per-student basis. By conducting a value scoping session in Sector 4, EIPS can identify opportunities to right-size Division space and evaluate opportunities to direct more dollars into the classroom.

8.0 List of Attachments.

- Attachment 1: "Creating Your Three-Year Capital Plan"
- Attachment 2: "Proposed Annexation Area"
- Attachment 3: "Approval Process for School Building Projects"

Current enrolments and enrolment projection information must be provided to Education with the request for new space.

As indicated in section 203 of the *School Act*, before any construction or demolition begins, school jurisdictions must submit a copy of the expansion plans related to construction, addition, or reducing the number of classrooms in the original design of a school.

Jurisdictions must seek approval for additional space for capital projects from the Minister of Education.

All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Criteria for adding to an existing school

A school jurisdiction may choose to include a major addition to an existing school as a priority in their Three-Year Capital Plan when:

- The school experiences increases in existing enrolments with utilization rates nearing or exceeding 100 per cent.
- The school requires additional space for programming (e.g., CTS labs).

Criteria for building a new school

A school jurisdiction may choose to include a new school as a priority in their Three-Year Capital Plan when:

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.
- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.
- The utilization rate for any geographic sector of the jurisdiction is above 100 per cent.

A utilization rate of 100 per cent or greater indicates that a school is approaching a point where consideration should be given to providing additional space. This depends on enrolment trends, utilization rates across the jurisdiction or sector, and current capital projects underway.

3.1.2 Modernization Program

Modernization funding supports the renovation of a school building or portion of a school building to address aging of the physical structure and/or improve the functionality and suitability for present and future educational programs. Modernization projects are assessed based on the following criteria:

- health and safety
- current and projected enrolments
- utilization rate
- strategic location
- cost savings by right sizing
- functionality
- condition as determined by a facility audit.

A modernization project involves renovations to all or part of an existing school in order to:

- overcome major deficiencies throughout a building or a section of a building that threaten the health and safety of students and staff
- accommodate educational programs and integrate delivery of technology, including Career and Technology Studies (CTS) equipment, associated with the modernization project
- provide access and facilities for persons with disabilities
- replace or upgrade building structural components, mechanical and electrical services, and architectural finishes.

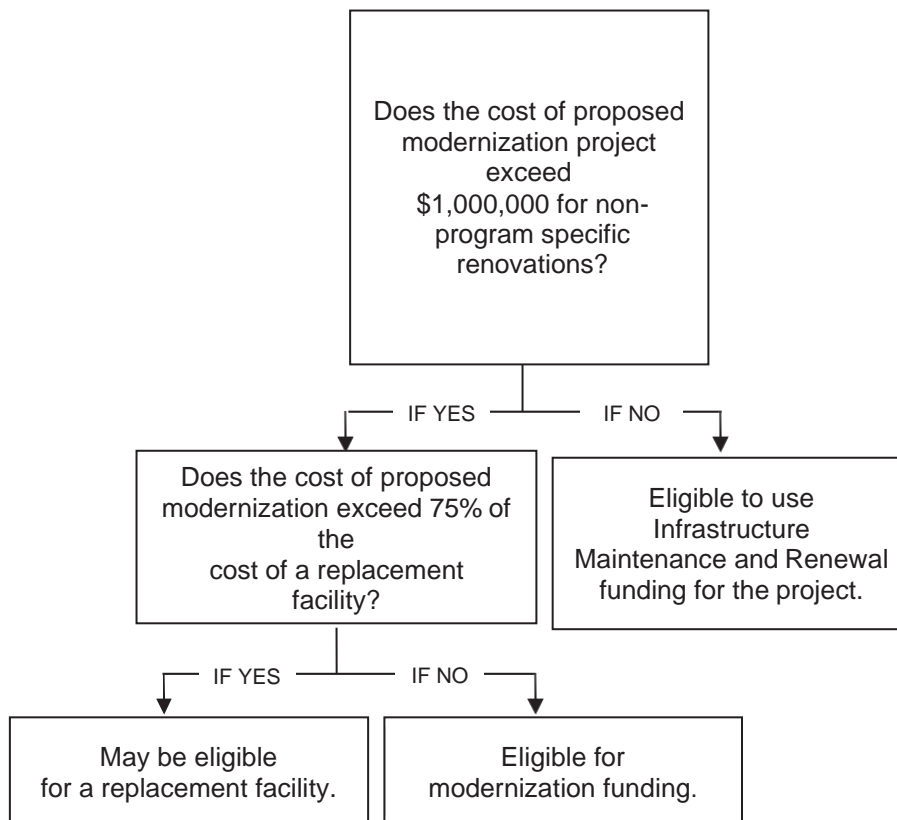
Modernization funding is provided for projects where the total construction cost for non-program specific renovations exceeds \$1,000,000. For any projects under the above-noted cost thresholds, school jurisdictions should use Infrastructure Maintenance and Renewal funding (see section 12).

Where a modernization project is estimated to cost more than 75 per cent of a replacement facility, the school jurisdiction may instead wish to list a replacement facility as a priority in their Three-Year Capital Plan.

Jurisdictions are also required to report to Infrastructure when they have reduced space in a school due to a modernization.

Identifying Modernization Funding Opportunities

The chart below illustrates the process school jurisdictions should follow to identify potential modernization projects. School jurisdictions inform Education of their modernization plans through their Three-Year Capital Plans.



3.2 Prepare the School Site

Discussions with municipalities must occur prior to submitting a request for all high priority new or replacement projects to ensure the site has been identified and services are available.

A Site Readiness Checklist (see Appendix K - Form 8) available at <http://www.education.alberta.ca/media/6414507/form8sitereadiness.doc> must be completed, signed and submitted for each New or Replacement School Project included in the first year of the jurisdiction's Three Year Capital Plan.

Areas that need to be considered include:

- title of land
- appropriate zoning
- topography of site
- any site assessments that have been completed
- adequate road access
- site size considerations
- services to the site
- other concerns about the site.

3.3 Identify Possible Partnerships

The ministers of Education and Infrastructure believe that schools serve as important hubs within communities. School boards are expected to identify potential partnerships with local jurisdictions that would mutually benefit both the students and larger community.

To assist school jurisdictions in identifying and establishing partnership opportunities, please refer to the Partnerships webpage online at <http://education.alberta.ca/departments/ipr/capitalplanning/infrastructureresources.aspx> for the Guide to Partnerships and various resources.

School jurisdictions are encouraged to contact their Education Senior Manager in Capital Planning for any additional information on developing partnerships.

3.3.1 Student Health Services and Parent Link Centres

For information on Student Health accommodations and Parent Link Centre facilities in schools, please contact Education's Capital Planning Sector at 780-643-0951 (toll free by first dialing 310-0000).

3.4 Develop a Budget

This information is to assist you in preparing individual capital project applications. For more assistance and support in developing your budget, contact the Learning Facilities Branch at Infrastructure.

3.4.1 Building Construction Support Prices

The building construction support rates are outlined in the cost templates provided to each school jurisdiction. The SharePoint site link to access this information is <https://extranet.infrastructure.alberta.ca/capitalprojects/pm/cm/ecs/CPMP/Schools/Forms/AllItems.aspx>. Infrastructure will update the cost templates as required in response to fluctuations in

market conditions and construction escalation. For any questions on these templates, please contact the Learning Facilities Branch at Infrastructure.

3.4.2 Location Differentials and Distance Allowances

Location factors are applied to the support rate per square metre to compensate for the higher costs associated with construction in various locations and are now included in the cost templates. For any questions on location differentials and distance allowances, please contact the Learning Facilities Branch at Infrastructure.

3.4.3 Budget Components

The project budget established for each capital project typically includes the following capital cost components:

- Building Construction Costs
- Consultants' Fees
- Project Expenses
- Furniture and Equipment
- Career and Technology Studies (CTS) Equipment
- Other approved project costs, if applicable
- Non-refundable GST.

The total project cost is the sum of the components above.

3.4.3.1 Building Construction Costs (includes site development)

The approved budget is to be used for the physical construction of the school facility and the normal site development costs incurred when undertaking a typical school construction project, including the following:

Building substructure and structure	Exterior walls and cladding
Interior fixed partitions and moveable partitions	Vertical movement systems (elevator, escalator)
Finishes (interior and exterior)	Electrical systems
Mechanical systems	All services on the school site (water, sewer, gas, etc.)
Allowances (design, construction, contingency)	Telephone and data site services
Electrical and mechanical site services	Hard surfaces including fire lane(s)
Fire protection	General conditions and permits
Landscaping (as required to meet the requirements of authorities having jurisdiction and to provide safe access and site drainage)	LEED Certification
Fixtures in the building, such as millwork (including classroom shelving), storage units and counters, gymnasium equipment (basketball backstops, climbing frames, floor inserts required for volleyball or badminton), fixed library shelving, gymnasium equipment storage and dividers for classrooms, gymnasium	Cost escalation

and lockers

Note: The total project cost does not include extraordinary site costs, site acquisitions, access roads to the site, services to the site, or any other landscaping features beyond a five-metre perimeter of the building envelope. The school jurisdiction should work in consultation with the local municipality and the site developers to ensure these items are addressed.

3.4.3.2 Consultants' Fees

The approved budget for consultants' fees is for a prime consultant to provide basic services in accordance with the Alberta Association of Architects (AAA) and the Association of Professional Engineers and Geoscientists of Alberta (APEGA) recommended conditions of engagement for building projects and Schedule of Professional Fees (see Appendix B):

Basic services include the work of architectural, structural, mechanical, electrical and municipal engineering professional services related to the building construction/site development component.

School jurisdictions and prime consultants are expected to conclude fixed fee agreements for full basic services. School jurisdictions and their consultants should be guided by the definitions within the schedules of Basic and Additional Services developed and published by the AAA and APEGGA.

The consultants' fees are a percentage of the building construction/site development component of the approved budget, for all projects including modular classrooms.

3.4.3.3 Project Expenses

The approved budget for project expenses is for normal project expenses and additional or variable services associated with a school building project. These expenses and services include the following:

Consulting services beyond basic services, such as facility planners, landscape architects, acoustic specialists, interior designers, cost consultants, etc.	Site surveys
Soils reports	Roof assessments, inspections and reporting (if required)
Environmental assessments (Phase 1 Environmental, see Form 8: Transportation and Site Requirement Checklist)	Provision of small scale plans of school buildings
Commissioning of mechanical and electrical systems	Development and building permits
Materials testing and reporting for items such as bore holes, compaction and soils, concrete and mortar	Printing and photocopying, plotting of computer-generated drawings, communication such as postage, long distance telephone calls, courier and travel.

The project expenses are generally calculated as a percentage of the building construction/site development component of the initial approved budget only. Calculation of the project expenses component is the building construction/site development cost times the appropriate percentage (see Appendix B).

3.4.3.4 Furniture and Equipment

The approved budget for furniture and equipment is for the basic furniture and equipment for approved capital projects. Examples include the following:

- stand-alone furniture or storage units and trolleys
- lockers for Grades 7-12
- stage lighting
- clocks
- bleachers
- commercial kitchen fixtures and related air systems
- voice enhancement systems in classrooms
- roll shutters
- air conditioning
- playground equipment
- filing cabinets.

A more complete list can be found in Appendix I.

The furniture and equipment component does not provide funding for the following:

- Fixtures included in the building construction/site development component of the approved budget.
- Computer equipment and local area networks which are funded under Education's Base Instruction funding.

The furniture and equipment component is calculated as a percentage of the building construction/site development component of the initial approved budget only. Calculation of the furniture and equipment component is the building construction/site development cost times the appropriate percentage for all projects, including modular classrooms (see Appendix B).

3.4.3.5 Career and Technology Studies (CTS) Equipment

The approved budget includes funding for projects that provide for or upgrade a CTS area(s). The school jurisdiction should provide a list of CTS pathways it intends to offer within the CTS areas. Note: For each qualified, new or modernized CTS lab within a major capital project, an allocation of \$100,000 for CTS equipment will be provided.

3.4.3.6 Other Approved Project Costs (Ancillary Work)

If other options are shown to be unavailable or not practical, additional funding will be considered on an individual basis and may be provided for approved capital projects, in which ancillary work is required. Ancillary work includes additional and unforeseen costs such as:

- asbestos abatement.
- demolition and material removal costs for entire buildings or wings.

After the approval of a capital project and prior to tender, the school jurisdiction must submit a consultant's report identifying the need for the ancillary work, the proposed method of remediation and the estimated cost of the remediation to Infrastructure, Learning Facilities Branch for review, who will then provide a recommendation to Education.

3.4.3.7 Non-Refundable GST

Funding for the non-refundable GST will be added to the approved budget.

3.5 Charter Schools

Information on Education's support for newly established or existing charter schools can be found in Appendix G: Protocol for Provision of Space For Charter Schools.

A new Charter School may be established following a process identified in the *Charter School Regulation*. Expansion of enrolment would require approval of Education and be subject to available space.

The province is taking action to ensure that charter schools in the future will own the buildings they occupy or have long-term leases in place to align with the length of the school's charter – this will provide an added sense of stability to both students and their families. A collaborative approach involving government, school jurisdictions and municipalities, will provide charter schools with more control over their facilities. The approach is to transfer ownership of facilities from school jurisdictions directly to the charter schools or to secure long-term leases of the buildings. These title transfers and long-term leases will allow charter schools to better plan for the future, because their school buildings will be available for at least the length of the school's charter term.

3.6 Submit Your Three-Year Capital Plan

3.6.1 Submission Considerations

The following should be considered in submitting capital funding requests:

- Jurisdictions are to include all new, addition and replacement schools and preservation and upgrading of existing school facilities in priority order. Note: Beginning with the submission in the 2013-14 fiscal year for the 2013-2016 Three Year Capital Plan, leases are no longer to be included in the submission.
- Clearly differentiate between a new school request that will add capacity to accommodate increasing enrolment and a replacement school request to handle existing enrolment.
- When prioritizing major modernization requests, include minor expansions, upgrading, and facility adjustments to address declining enrolment, etc. in this category. Major modernizations include demolitions and additions of small areas.
- It is the responsibility of a school jurisdiction to provide the rationale for the proposed project including past enrolment and expected enrolment trends, capacity requirements, program needs and facility condition.
- Requests for modular classrooms, if part of a new core school request, should be included in the Web Application Program (WAP) submission (see next section). However, requests for replacement of older portables or new modular classrooms to accommodate enrolment

growth are only submitted to Education annually through the modular classroom program (see section 10).

- All WAP applications are reviewed by Education and Infrastructure. The review may include the transferring of a project to the most appropriate program (Expansion or Modernization). School jurisdictions will be notified of any changes.
- School jurisdictions should submit a single request for any projects that have multiple components (for example, a project may include a modernization, and addition, and a demolition). The request should be made under the category that reflects the primary type of project (for example, should the modernization portion of the project be largest, the project should be categorized as a modernization).

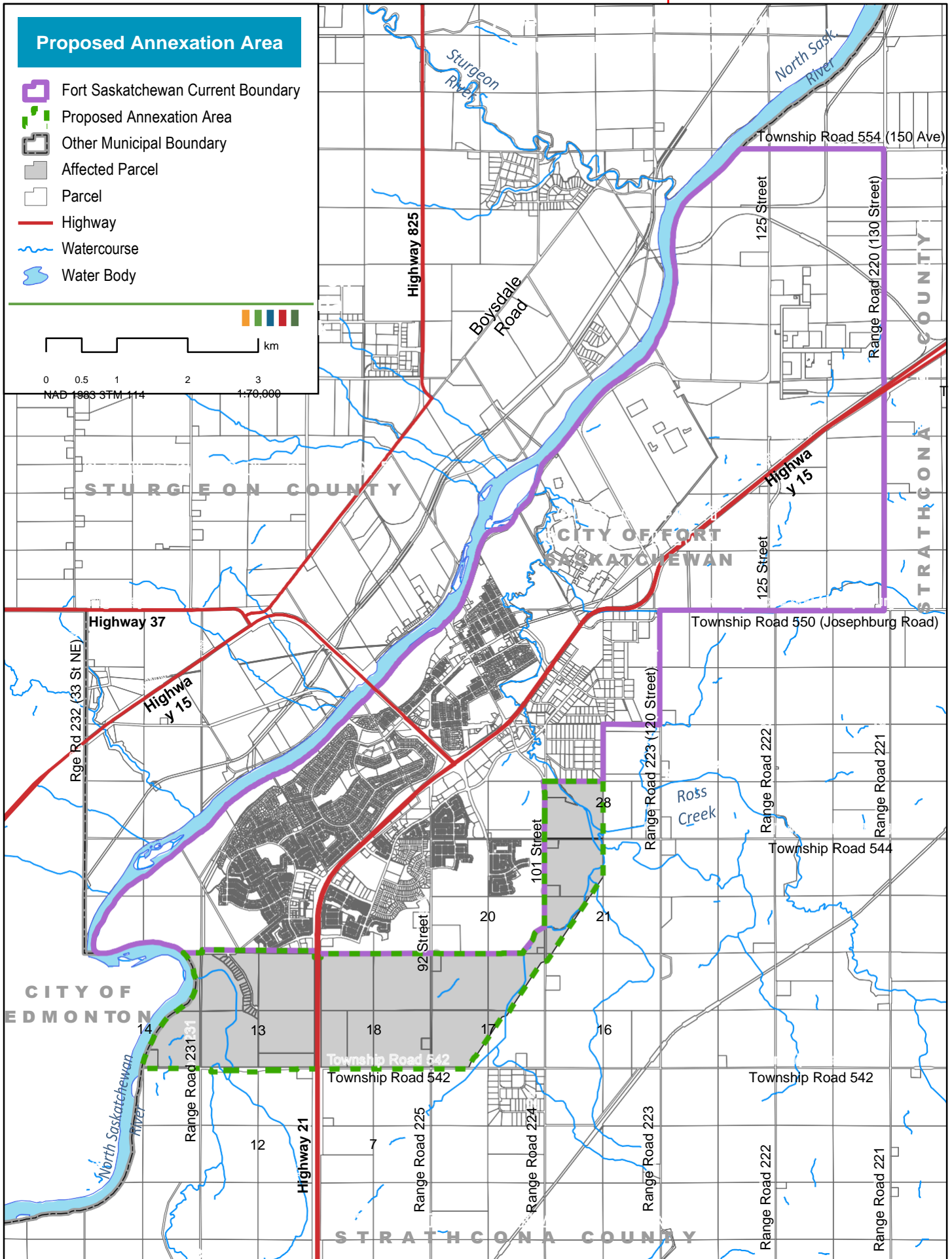
3.6.2 Web Application Program (WAP)

School jurisdictions must submit their Three-Year Capital Plans to Education by April 1 for the next year's school year. Capital projects identified in the Three-Year Capital Plans must also be submitted through Infrastructure's Form 2: Expansion and Modernization Application, available on the Web Application Program (WAP).

Infrastructure will provide each school jurisdiction with the required User-ID and Password for accessing the WAP site. Users are required to maintain the security of their passwords, including changing the password every 60 days. New users and previous users whose passwords have expired must contact Infrastructure for assistance. The WAP will be available to jurisdictions to enter data for a period of time as determined jointly by Education and Infrastructure.

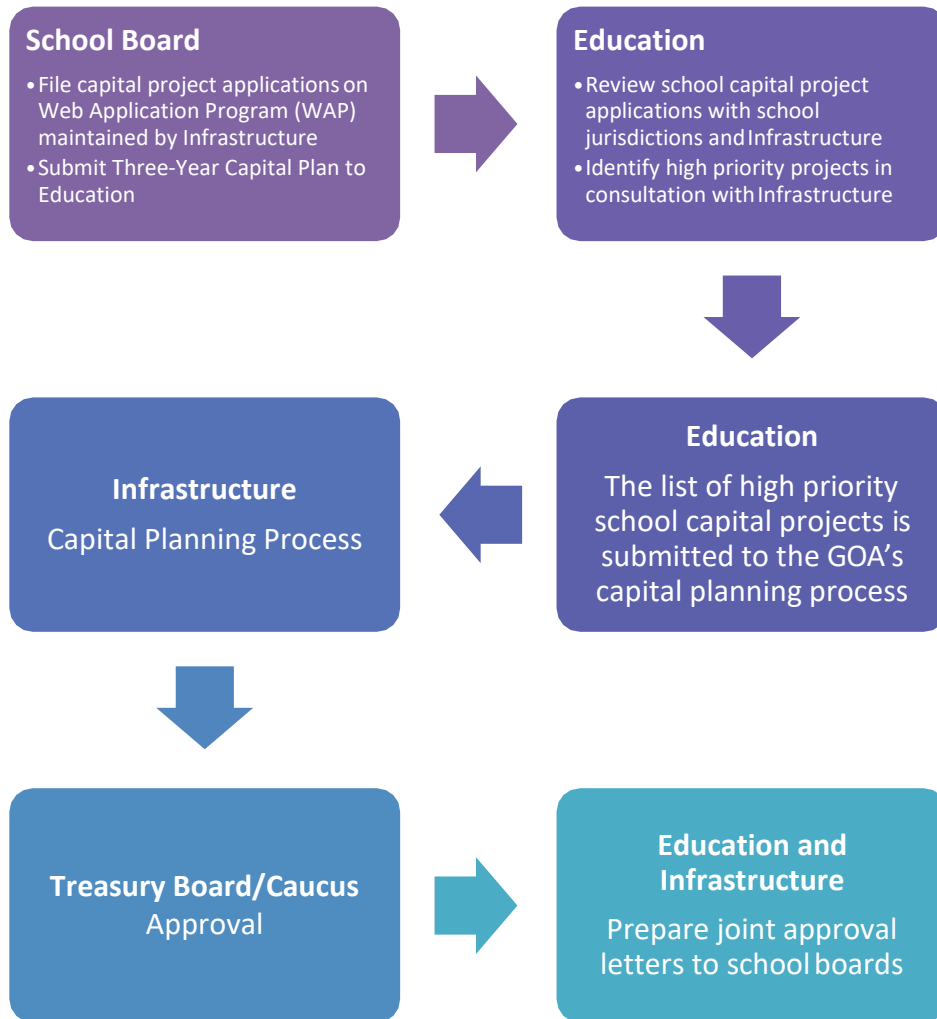
For more information on accessing the WAP site and passwords, please contact the region Director in Learning Facilities Branch, Infrastructure.

Attachment 2 - Proposed Annexation Area



4. Approval Process for School Building Projects

As required by the School Act, Part 7, Division 2, ministerial approval must be obtained before a school jurisdiction can begin work on any capital project. There will be no funding provided to a jurisdiction for a project that has been started without prior written ministerial approval.



4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the jurisdictions' priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

Health and Safety – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

Building Condition – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

Utilization Rates – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

Enrolment Projections – Trends and subsequent school board plans for the accommodation of students.

Education Program Delivery and Impact – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

Site Readiness – An appropriately sized site that is serviced and has appropriate access should be available.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

Additional Information, including opportunities for partnership/collaborations between one or more school jurisdictions and/or other partners and other supplementary information such as studies, regional plans.

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.



INFORMATION REPORT

DATE: March 26, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2019 to Feb. 29, 2020

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Sandy Vallee, Accountant, Financial Services

REFERENCE: Policy 2, Role of the Board

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

ISSUE:

That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2019 to Feb. 29, 2020 for Elk Island Public Schools.

BACKGROUND:

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

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the six-month period ended Feb. 29, 2020. This report compares current results to the fall budget, and does not include School Generated Funds. Notes are provided for any year-to-date variances exceeding five per cent of budget and \$75,000.

As of Feb. 29, 2020, the Division has an overall operating deficit of \$2,743,000. Revenue and expense variances are detailed in the Second Quarter Report 2019-20.

ATTACHMENT:

1. Second Quarter Report 2019-20



Your Future in **MIND** ●

**Second
Quarter
Report**

2019-20

This document includes the Financial Statements of Elk Island Public Schools for the period September 1, 2019 to February 29, 2020 and variance notes to these statements.

**Report to the
Board of Trustees**

March 26, 2020

This information has not been audited.

Elk Island Public Schools
Highlights
For The Six Month Period Ended February 29, 2020
(excluding School Generated Funds)

CURRENT RESULTS

\$2,743,000 DEFICIT

\$7,958,000 deficit budgeted for year end, resulting in:

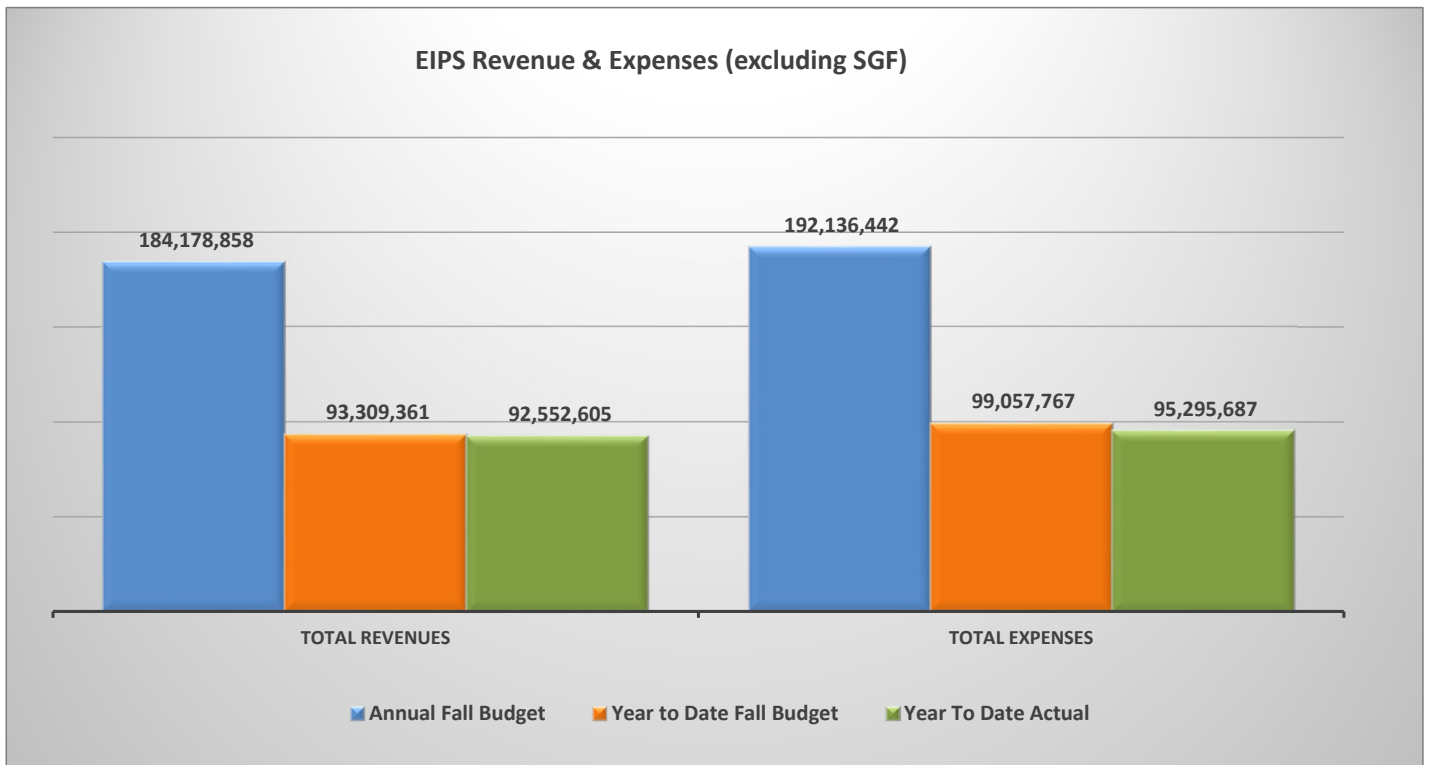
\$3,005,000 Year to Date Variance

The variance is comprised of:

Revenue less than budget	\$ (757,000)
Spending less than budget	
Schools	\$ 1,950,000
Central Services	\$ 812,000
Infrastructure, Maintenance, and Renewal	<u>\$ 1,000,000</u>
Year to Date Variance	<u>\$ 3,005,000</u>

*Second Quarter Results for Prior Year 2018-19:
 \$1,535,000 deficit
 \$2,139,000 budget variance*

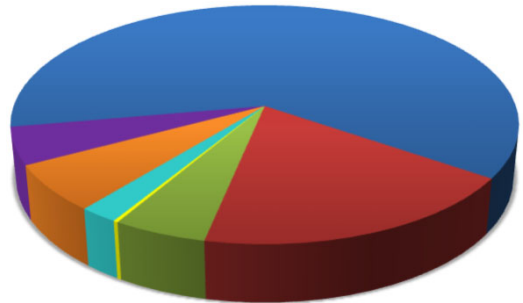
<p>REVENUES ARE</p> <p>1% ↓ \$757,000</p> <p>below Budget</p> <p><u>Significant Variances:</u></p> <p>Infrastructure Maintenance and Renewal spending is \$1,000,000 below budget. These projects do not follow a uniform spending pattern over the year and typically have significant costs incurred when schools are not open to students. This grant revenue is recognized to match expenses as they are incurred.</p>	<p>EXPENSES ARE</p> <p>4% ↓ \$3,762,000</p> <p>below Budget</p> <p><u>Significant Variances:</u></p> <p>Schools and departments were conservative in spending during the first six months of the year, due to the late budget and the uncertainty for the following year (2020-21 school year).</p>
<p>There are no other significant revenue variances for the first quarter.</p>	



Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Six Month Period Ended February 29, 2020

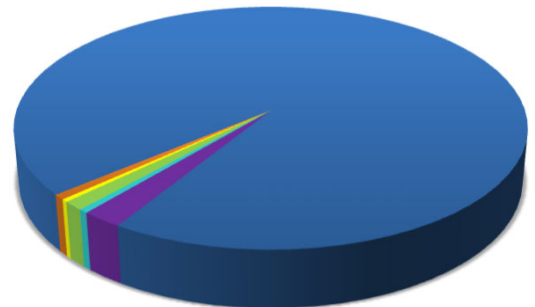
Revenues by Object

	\$	%
Base Funding	57,737,770	62.4%
Differential Cost Funding	17,267,934	18.6%
Transportation	4,807,572	5.2%
IMR	237,102	0.3%
Other AB ED	2,000,505	2.2%
Teacher Pensions	5,831,167	6.3%
Other (not AB ED)	4,670,555	5.0%
\$	92,552,605	100.0%



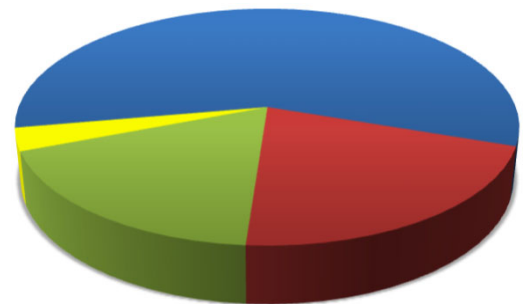
Revenues by Source

	\$	%
Alberta Education	87,882,050	94.9%
Alberta Infrastructure	2,129,270	2.3%
Other Govt of Alberta	472,732	0.5%
Fees	1,106,535	1.2%
Sales and Services	329,978	0.4%
Other	632,040	0.7%
\$	92,552,605	100.0%



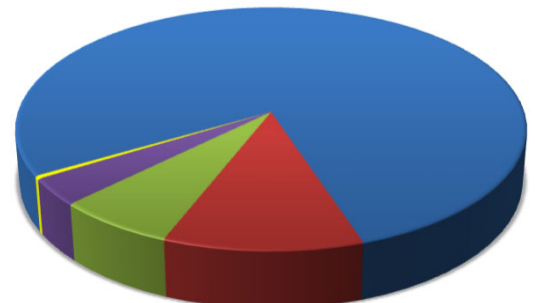
Expenses by Object

	\$	%
Certificated Salaries & Benefits	55,274,956	58.1%
Classified Salaries & Benefits	19,953,994	20.9%
Services, Contracts & Supplies	17,097,320	17.9%
Capital & Debt Services	2,969,417	3.1%
\$	95,295,687	100.0%



Expenses by Program

	\$	%
Instruction (excluding SGF)	74,531,287	78.2%
Plant Operations & Maintenance	10,620,251	11.1%
Transportation	6,378,874	6.7%
Board and System Administration	3,403,116	3.6%
External Services	362,159	0.4%
\$	95,295,687	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Six Month Period Ended February 29, 2020

Annual Budget		Year to Date		
Spring	Fall	Fall Budget	Actual	Variance

REVENUES

Alberta Education	\$ 183,658,716	\$ 175,662,725	\$ 88,719,204	\$ 87,882,050	\$ (837,154)
Alberta Infrastructure	-	4,931,362	2,130,570	2,129,270	(1,300)
Other Government of Alberta	1,690,029	884,938	467,562	472,732	5,170
Other Alberta School Authorities	155,684	155,684	136,274	81,145	(55,129)
Fees	1,089,000	1,103,000	1,099,500	1,106,535	7,035
Other Sales and Services	466,703	523,609	267,707	329,978	62,271
Investment Income	325,000	299,000	149,496	220,180	70,684
Gifts and Donations	404,820	381,082	220,320	220,942	622
Rental of Facilities	240,857	237,458	118,728	109,773	(8,955)
Sub-Total (excluding SGF)	<u>188,030,809</u>	<u>184,178,858</u>	<u>93,309,361</u>	<u>92,552,605</u>	<u>(756,756)</u>
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>195,557,926</u>	<u>191,676,623</u>			

EXPENSES BY OBJECT

Certificated Salaries & Benefits	109,328,464	109,744,492	55,824,623	55,274,956	549,667
Classified Salaries & Benefits	37,426,182	37,827,882	20,394,371	19,953,994	440,377
Services, Contracts & Supplies	35,601,940	37,403,294	19,854,091	17,097,320	2,756,771
Capital & Debt Services	7,207,091	7,160,774	2,984,682	2,969,417	15,265
Sub-Total (excluding SGF)	<u>189,563,677</u>	<u>192,136,442</u>	<u>99,057,767</u>	<u>95,295,687</u>	<u>3,762,080</u>
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>197,090,794</u>	<u>199,634,207</u>			

Operations Surplus/(Deficit)	<u>\$ (1,532,868)</u>	<u>\$ (7,957,584)</u>	<u>\$ (5,748,406)</u>	<u>\$ (2,743,082)</u>	<u>\$ 3,005,324</u>
-------------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	---------------------

EXPENSES BY DECISION UNIT					
Schools (Pages 6 and 7)	\$ 132,451,963	\$ 133,871,395	\$ 69,451,494	\$ 67,501,476	\$ 1,950,018
Central Services (Page 9)	57,111,714	58,265,047	29,606,273	27,794,211	1,812,062
	<u>189,563,677</u>	<u>192,136,442</u>	<u>\$ 99,057,767</u>	<u>\$ 95,295,687</u>	<u>\$ 3,762,080</u>
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>\$ 197,090,794</u>	<u>\$ 199,634,207</u>			

EXPENSES BY PROGRAM					
Instruction (excluding SGF)	\$ 147,155,961	\$ 148,674,877	\$ 76,723,406	\$ 74,531,287	\$ 2,192,119
Operations & Maintenance	23,999,514	24,657,003	12,125,094	10,620,251	1,504,843
Transportation	11,050,285	11,251,918	6,529,230	6,378,874	150,356
Board and System Administration	6,548,850	6,617,377	3,202,965	3,403,116	(200,151)
External Services	809,067	935,267	477,072	362,159	114,913
	<u>189,563,677</u>	<u>192,136,442</u>	<u>\$ 99,057,767</u>	<u>\$ 95,295,687</u>	<u>\$ 3,762,080</u>
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>\$ 197,090,794</u>	<u>\$ 199,634,207</u>			

Elk Island Public Schools
Statement of Revenues (excluding SGF)
For The Six Month Period Ended February 29, 2020

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
ALBERTA EDUCATION						
Base Funding						
Early Childhood Services	\$ 4,782,736	\$ 2,391,366	\$ 2,391,366	\$ -	-	
Base Instruction (Gr 1-9)	79,703,254	39,851,622	39,851,953	331	0%	
Base Instruction (Gr 10-12)	28,905,385	14,452,692	14,478,753	26,061	0%	
Home Education	33,416	16,710	16,710	-	-	
One-Time Transition Funding	3,369,800	1,684,902	1,684,902	-	-	
System Administration Reduction	(800,236)	(685,914)	(685,914)	-	-	
	115,994,355	57,711,378	57,737,770	26,392	0%	
Differential Cost Funding						
Plant Operations & Maintenance	13,322,622	6,661,314	6,661,314	-	-	
Inclusive Education	10,261,631	5,130,816	5,130,816	-	-	
Program Unit Funding	4,972,621	2,824,776	2,824,776	-	-	
Equity of Opportunity	1,914,203	957,102	957,102	-	-	
Socio-Economic Status	1,374,189	687,096	687,096	-	-	
Small School by Necessity	172,928	86,466	86,466	-	-	
First Nations, Métis and Inuit	1,242,896	621,450	621,450	-	-	
English as a Second Language	385,828	192,912	192,912	-	-	
Outreach Programs	188,918	94,458	94,458	-	-	
Hutterite Colony Funding	23,083	11,544	11,544	-	-	
	33,858,919	17,267,934	17,267,934	-	-	
Transportation Funding	9,653,309	4,826,652	4,807,572	(19,080)	(0%)	
Infrastructure Maintenance and Renewal	2,474,316	1,237,158	237,102	(1,000,056)	(81%)	A
Other						
Regional Collaborative Service Delivery	1,105,594	552,798	577,855	25,057	5%	
Lease Support	651,746	325,872	325,872	-	-	
Secondments	1,118,152	642,102	642,102	-	-	
SuperNet	393,600	196,800	196,800	-	-	
Institutional Programs	365,565	182,784	176,269	(6,515)	(4%)	
French Language Funding	126,895	63,450	63,450	-	-	
CTS Bridge to Certification	34,251	20,550	3,809	(16,741)	(81%)	
Odyssey Languages Assistant Program	41,667	20,832	33,367	12,535	60%	
School Nutrition Program	166,000	99,600	88,423	(11,177)	(11%)	
Dual Credit Programming	52,035	26,016	-	(26,016)	(100%)	
LAPP Adjustment	(208,000)	(178,290)	(178,290)	-	-	
	3,847,505	1,952,514	1,929,657	(22,857)	(1%)	
Supported Amortization	334,321	70,848	70,848	-	-	
Teacher Pensions	9,500,000	5,652,720	5,831,167	178,447	3%	
TOTAL ALBERTA EDUCATION	175,662,725	88,719,204	87,882,050	(837,154)	(1%)	
Alberta Infrastructure	4,931,362	2,130,570	2,129,270	(1,300)	(0%)	
Other Government of Alberta	884,938	467,562	472,732	5,170	1%	
Other Alberta School Authorities	155,684	136,274	81,145	(55,129)	(40%)	
Fees	1,103,000	1,099,500	1,106,535	7,035	1%	
Other Sales and Services	523,609	267,707	329,978	62,271	23%	
Investment Income	299,000	149,496	220,180	70,684	47%	
Gifts and Donations	381,082	220,320	220,942	622	0%	
Rental of Facilities	237,458	118,728	109,773	(8,955)	(8%)	
	8,516,133	4,590,157	4,670,555	80,398	2%	
TOTAL REVENUES	\$ 184,178,858	\$ 93,309,361	\$ 92,552,605	\$ (756,756)	(1%)	

*Year to Date Fall Budget is allocated by month to match expected revenue patterns.

**Elk Island Public Schools
Revenue Notes
For the 6 Month Period Ended February 29, 2020**

A. Infrastructure Maintenance Renewal (IMR)

Revenue has been recognized to match IMR project expenses incurred to February 29, 2020.

IMR expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. Also, due to the late budget announcement, work on IMR projects did not begin until early November.

The revenue variance is offset by an equal variance in expenses, resulting in no impact to the bottom line.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Six Month Period Ended February 29, 2020

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,420,302	\$ 4,358,112	\$ 4,356,741	\$ 1,371	0%	
Brentwood Elementary	3,176,469	1,870,511	1,828,527	41,984	2%	
Clover Bar Junior High	2,479,338	1,461,990	1,437,870	24,120	2%	
Davidson Creek Elementary	3,470,531	2,036,578	1,986,311	50,267	2%	
École Campbelltown	3,245,043	1,917,927	1,842,567	75,360	4%	
F.R. Haythorne Junior High	4,263,115	2,517,502	2,475,408	42,094	2%	
Glen Allan Elementary	2,544,882	1,500,838	1,469,288	31,550	2%	
Lakeland Ridge	4,586,957	2,701,175	2,616,761	84,414	3%	
Mills Haven Elementary	3,018,330	1,769,107	1,688,964	80,143	5%	
Pine Street Elementary	2,883,831	1,689,653	1,592,750	96,903	6%	A
Salisbury Composite High	7,179,071	4,244,303	4,218,501	25,802	1%	
Sherwood Heights Junior High	3,637,827	2,152,288	2,116,775	35,513	2%	
Strathcona Christian Academy Elementary	3,578,879	2,104,761	2,056,934	47,827	2%	
Strathcona Christian Academy Secondary	3,831,937	2,260,454	2,220,010	40,444	2%	
Wes Hosford Elementary	2,889,510	1,708,477	1,665,577	42,900	3%	
Westboro Elementary	2,922,902	1,714,732	1,654,020	60,712	4%	
Woodbridge Farms Elementary	2,447,809	1,434,883	1,368,755	66,128	5%	
	63,576,733	37,443,291	36,595,759	847,532	2%	
Sector 2 - Strathcona County						
Ardrossan Elementary	3,408,118	2,010,886	1,942,909	67,977	3%	
Ardrossan Junior Senior High	5,053,867	2,992,869	3,013,325	(20,456)	(1%)	
Fultonvale Elementary Junior High	3,155,080	1,863,264	1,852,402	10,862	1%	
Uncas Elementary	1,480,414	868,594	776,576	92,018	11%	B
Wye Elementary	2,365,924	1,395,313	1,343,772	51,541	4%	
	15,463,403	9,130,926	8,928,984	201,942	2%	
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	207,225	123,060	116,746	6,314	5%	
École Parc Élémentaire	2,304,892	1,354,472	1,324,473	29,999	2%	
Fort Saskatchewan Christian	2,801,899	1,653,397	1,617,061	36,336	2%	
Fort Saskatchewan Elementary	2,490,745	1,459,181	1,413,451	45,730	3%	
Fort Saskatchewan High	3,146,699	1,843,895	1,770,248	73,647	4%	
James Mowat Elementary	2,496,641	1,464,631	1,400,000	64,631	4%	
Rudolph Hennig Junior High	3,087,449	1,823,308	1,799,797	23,511	1%	
SouthPointe School	3,309,912	1,938,525	1,868,285	70,240	4%	
Win Ferguson Elementary	2,869,929	1,678,081	1,590,558	87,523	5%	
	22,715,391	13,338,550	12,900,619	437,931	3%	
Sector 4 - Lamont County						
Andrew School	969,173	570,420	561,044	9,376	2%	
Bruderheim School	1,206,342	708,565	695,606	12,959	2%	
Lamont Elementary	2,457,594	1,435,244	1,385,994	49,250	3%	
Lamont High	2,314,306	1,360,918	1,341,968	18,950	1%	
Mundare School	1,488,102	874,541	822,652	51,889	6%	
	8,435,517	4,949,688	4,807,264	142,424	3%	
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,431,023	1,430,580	1,359,272	71,308	5%	
Pleasant Ridge Colony	95,003	56,334	53,146	3,188	6%	
Vegreville Composite High	2,875,309	1,688,261	1,641,380	46,881	3%	
	5,401,335	3,175,175	3,053,798	121,377	4%	

Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Six Month Period Ended February 29, 2020

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
Supports For Students - Schools						
Early Learning	2,989,656	1,570,260	1,430,060	140,200	9%	C
Mental Health Capacity Building	225,061	112,530	105,045	7,485	7%	
Regional Collaborative Service Delivery	1,047,277	523,650	548,695	(25,045)	(5%)	
Specialized Supports	407,009	203,502	169,300	34,202	17%	
School Nutrition Program	166,000	99,600	88,423	11,177	11%	
Partners 4 Science	164,284	98,574	95,373	3,201	3%	
	<u>4,999,287</u>	<u>2,608,116</u>	<u>2,436,896</u>	<u>171,220</u>	<u>7%</u>	
Other						
Elk Island Youth Ranch Learning Centre	340,807	202,692	201,605	1,087	1%	
Next Step Continuing Education - Credit	510,231	301,608	171,851	129,757	43%	D
Next Step Home Education/Centre for Education	145,357	80,742	68,114	12,628	16%	
Next Step Outreach	2,309,841	1,315,428	1,278,753	36,675	3%	
Ardrossan Elementary - Replacement	5,637	2,820	5,214	(2,394)	(85%)	
Davidson Creek Elementary- Start Up	30,944	15,474	25,332	(9,858)	(64%)	
Heritage Hills Elementary - Start Up	335,717	169,913	-	169,913	100%	E
Other School Allocations	(26,005)	71,432	656,276	(584,844)	(819%)	F
Conversion (10 mo. To 12 mo.)	-	(9,130,681)	(8,592,893)	(537,788)	6%	
Standard Cost Conversion	600,000	360,000	(623,401)	983,401	273%	G
Teacher Pensions	9,027,200	5,416,320	5,587,305	(170,985)	(3%)	
	<u>13,279,729</u>	<u>(1,194,252)</u>	<u>(1,221,844)</u>	<u>27,592</u>	<u>(2%)</u>	
Total School Sites	<u>\$ 133,871,395</u>	<u>\$ 69,451,494</u>	<u>\$ 67,501,476</u>	<u>\$ 1,950,018</u>	<u>3%</u>	

*The Year to Date Fall Budget is allocated by month based on the particular school, typically with even spending over ten or twelve months.

**Elk Island Public Schools
Expense Notes – Schools
For the 6 Month Period Ended February 29, 2020**

A. Sector 1 – Sherwood Park – Pine Street Elementary

Salaries are below budget as a result of lower than budgeted substitute days, a delay in hiring a vacant hourly position, and planned spending for school projects later in the year.

B. Sector 2 – Strathcona County – Uncas Elementary

The salary expenses are below budget as a result of delays in hiring vacant position in addition to fewer illness days.

C. Supports for Students (Schools) – Early Learning

This budget consists of the Program Unit Funding (PUF), Early Childhood Services Mild Moderate and Enhanced Kindergarten programs.

Expenses are below year to date budget for the PUF program as hiring initially planned for early in the second quarter was delayed until late January.

D. Other – Next Step Continuing Education – Credit

Expense are below budget due to a timing difference as significant salary expenses are expected during the summer months. This variance will correct itself in the fourth quarter as those expenses are incurred.

E. Other – Heritage Hills Elementary – Start Up

These expenses reflect school opening costs not covered by Provincial capital funding. Expenses are expected to be incurred over the remaining months of the year.

F. Other – Other School Allocations

The variance relates to the accrual of salaries to the end of February. When salaries are paid in March the individual schools will be charged and the accrual cleared.

G. Other – Standard Cost Conversion

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. Based on historical results, this surplus will lower throughout the year as salaries stabilize.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Six Month Period Ended February 29, 2020

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
Governance						
Board of Trustees	\$ 539,964	\$ 270,000	\$ 271,748	\$ (1,748)	(1%)	
Education Executive						
Superintendent	769,461	384,744	368,747	15,997	4%	
Communications	544,902	272,454	264,321	8,133	3%	
	<u>1,314,363</u>	<u>657,198</u>	<u>633,068</u>	<u>24,130</u>	<u>4%</u>	
Supports For Students - Central						
Associate Superintendent	1,202,631	601,055	395,009	206,046	34%	A
Elementary Education	988,325	494,166	422,346	71,820	15%	
Secondary Education	987,137	470,336	412,097	58,239	12%	
Specialized Supports	1,502,041	751,026	719,275	31,751	4%	
	<u>4,680,134</u>	<u>2,316,583</u>	<u>1,948,727</u>	<u>367,856</u>	<u>16%</u>	
Human Resources						
Associate Superintendent	2,501,784	1,232,382	1,260,533	(28,151)	(2%)	
Staff Relations & Training	820,421	413,658	307,902	105,756	26%	B
Recruitment & Staffing	2,786,222	1,388,928	1,385,141	3,787	0%	
	<u>6,108,427</u>	<u>3,034,968</u>	<u>2,953,576</u>	<u>81,392</u>	<u>3%</u>	
Business Services						
Secretary-Treasurer	731,205	365,610	354,539	11,071	3%	
Financial Services	1,746,408	853,698	796,864	56,834	7%	
	<u>2,477,613</u>	<u>1,219,308</u>	<u>1,151,403</u>	<u>67,905</u>	<u>6%</u>	
Facility Services						
Facilities	16,514,734	8,485,738	7,978,251	507,487	6%	C
Infrastructure Maintenance and Renewal	2,474,316	1,237,158	237,102	1,000,056	81%	D
	<u>18,989,050</u>	<u>9,722,896</u>	<u>8,215,353</u>	<u>1,507,543</u>	<u>16%</u>	
Information Technologies	5,329,410	2,664,708	2,631,376	33,332	1%	
Student Transportation	11,185,645	6,496,098	6,351,853	144,245	2%	
Next Step Continuing Education - Non-Credit	422,447	211,224	198,062	13,162	6%	
Fiscal Services						
Capital and Debt Services	6,764,417	2,786,508	2,880,180	(93,672)	(3%)	
Teacher Pensions	472,800	236,400	243,863	(7,463)	(3%)	
Other Central Allocations	(19,223)	(9,618)	315,002	(324,620)	3375%	E
	<u>7,217,994</u>	<u>3,013,290</u>	<u>3,439,045</u>	<u>(425,755)</u>	<u>(14%)</u>	
TOTAL CENTRAL SERVICES	<u>\$ 58,265,047</u>	<u>\$ 29,606,273</u>	<u>\$ 27,794,211</u>	<u>\$ 1,812,062</u>	<u>6%</u>	

*The Year to Date Fall Budget is allocated by month based on the particular department, typically with even spending over ten or twelve months.

Elk Island Public Schools
Expense Notes – Central Services
For the 6 Month Period Ended February 29, 2020

A. Supports for Students (Central) – Associate Superintendent

Expenses are below year to date budget within the First Nations Métis Inuit program. Funds are expected to be spent over the remaining months of the year, and any unspent funds will be carried forward to be used in FNMI initiatives the following year.

B. Human Resources – Staff Relations & Training

Expenses are below year to date budget as spending is planned in future months for Division professional development programming, equipment purchases, and digitization support.

C. Facility Services – Facilities

Expenses are below year to date budget primarily due to expenses that do not follow a uniform spending pattern over the course of the year, including snow removal, utilities, and some custodial costs. In addition, insurance costs are expected to be higher over the remainder of the year as new coverage premiums came into effect in November.

D. Facility Services – Infrastructure Maintenance & Renewal (IMR)

IMR expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. Also, due to the late budget announcement, work on IMR projects did not begin until early November.

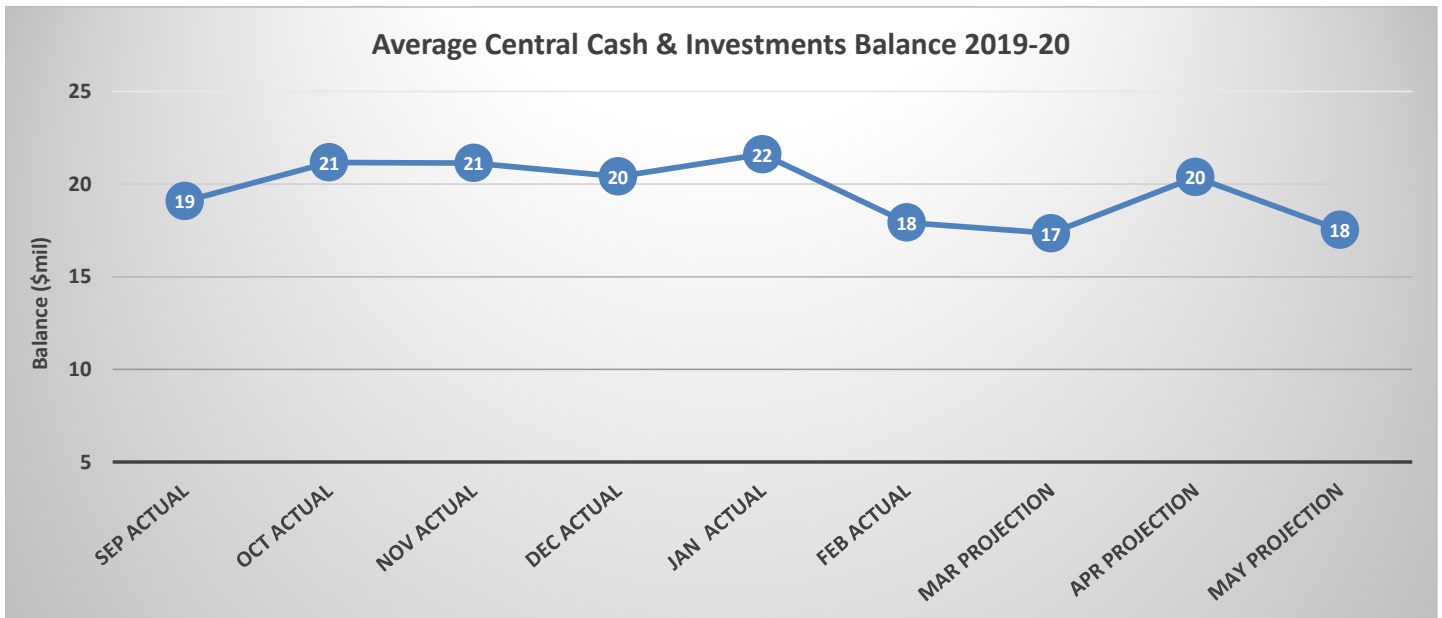
The expense variance is offset by an equal variance in revenue, resulting in no impact to the bottom line.

E. Fiscal Services – Other Central Allocations

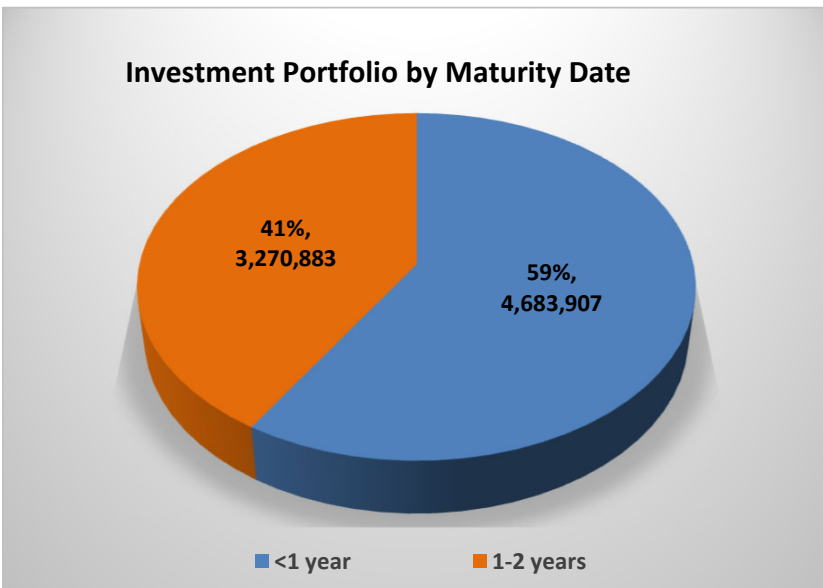
The variance relates to the accrual of salaries to the end of February. When salaries are paid in March the individual departments will be charged and the accrual cleared.

Elk Island Public Schools
Statement of Cash and Investments
As At February 29, 2020

	<u>February 29, 2020</u>	<u>February 28, 2019</u>
Cash Account Balances	\$ 8,299,945	\$ 4,375,137
Guaranteed Investment Certificates	7,954,790	15,173,366
Total Central Cash and Investments	<u>16,254,735</u>	<u>19,548,503</u>
Less Restricted Funds (Trusts)	(1,458,867)	(1,466,685)
Total Available Central Cash and Investments	<u>\$ 14,795,868</u>	<u>\$ 18,081,818</u>



Cash and investment balances are expected to fall over the 2019-20 year as the Division has planned a \$7.96 million budget deficit. In order to accommodate this spending, the Division does not anticipate reinvesting current Guaranteed Investment Certificates as they mature.



Investment Return by Year of Purchase	
Year of Purchase	Average Return
2016-17	1.60%
2017-18	2.49%
2018-19	2.78%