



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, JANUARY 20, 2022

Board Room
Central Services
Administration Building

AGENDA

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

- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**
4.1 Board Meeting – Dec. 16, 2021 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)
5.1 Board Chairs Meeting with Hon. Minister LaGrange – Dec. 13, 2021
5.2 Board Chairs Meeting with Hon. Minister LaGrange – Dec. 31, 2021, Jan. 5 and 6, 2022
5.3 Board Retreat – Jan. 13, 2022
5.4 ASBA Curriculum Engagement Session – Jan. 17, 2022
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)
6.1 College of Alberta School Superintendents (CASS): Minister’s Curriculum Announcement Follow Up with Deputy Minister Tremblay – Dec. 13, 2021
6.2 CASS: Minister’s December 30 Announcement Follow Up with Deputy Minister Tremblay – Dec. 31, 2021
6.3 ASBA Board Chairs Meeting with Hon. Minister LaGrange and Deputy Minister Tremblay – Dec. 31, 2021
6.4 CASS: January 10th Re-Entry Meeting with Deputy Minister Tremblay – Jan. 6, 2022
6.5 Startup following Christmas Break
6.6 Board Retreat – Jan. 13, 2022
6.7 Strathcona County Social Framework Leadership Meeting – Jan. 17, 2022
7. **COMMENTS FROM THE PUBLIC AND STAFF GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ATA LOCAL REPORT** D. Zielke (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
9. **DECEMBER 16, 2021 NOTICE OF MOTION ELECTORAL WARD – WARD 1** D. Irwin (verbal)

NEW BUSINESS

- 10. BUSINESS ARISING FROM IN CAMERA

- 11. POLICY 4: TRUSTEE CODE OF CONDUCT AND APPENDIX: TRUSTEE CODE OF CONDUCT SANCTIONS R. Footz (encl.)

- 12. POLICY 7: BOARD OPERATIONS R. Footz (encl.)

- 13. POLICY 24: PERSONAL COMMUNICATION DEVICES R. Footz (encl.)

- 14. 2022-23 SCHOOL CALENDAR M. Liguori/D. Antymniuk (encl.)

- 15. BUDGET REALLOCATION FOR 2021-22 M. Liguori/C. Cole (encl.)

- 16. RESERVE REQUESTS FOR 2021-22 M. Liguori/C. Cole (encl.)

- 17. 2022-23 SCHOOL FEE PARAMETERS M. Liguori/C. Cole (encl.)

COMMITTEE REPORT

- 18. POLICY COMMITTEE R. Footz (verbal)
Meetings held Dec. 16, 2021 and Jan. 11, 2022

REPORTS FOR INFORMATION

- 19. SCHOOL STATUS REPORT 2020-21 M. Liguori/B. Dragon (encl.)

- 20. 2021-22 INTERIM SCHOOL FEE APPROVAL SUMMARY M. Liguori/C. Cole (encl.)

- 21. TRUSTEES' REPORTS/NOTICES OF MOTIONS/REQUESTS FOR INFORMATION (verbal)

ADJOURNMENT

RECOMMENDATIONS TO JAN. 20, 2022 BOARD OF TRUSTEES

2. That the Board meet In Camera.
That the Board revert to Regular Session.

Land and People Acknowledgement

3. That the Agenda be adopted as amended or as circulated.
- 4.1. That the Board of Trustees approve the Minutes of Dec. 16, 2021 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive for information the Chair report.
6. That the Board of Trustees receive for information the Superintendent report.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
9. *Business Arising from Previous Meeting*
- 9.1 Be it resolved that the Board of Trustees undertake an internal review or study of dividing the area of Sherwood Park, Ward 1, into three election zones or areas.
10. *Business Arising from In Camera.*
- 11.1 That the Board of Trustees approve the amendments to Board Policy 4: Trustee Code of Conduct, as presented.
- 11.2 That the Board of Trustees approve the amendments to Board Policy 4 Appendix: Trustee Code of Conduct Sanctions, as presented.
12. That the Board of Trustees suspend Section 4.4.3 of Board Policy 7: Board Operations effective January 20, 2022 until the end of the 2021-22 school year.
13. That the Board of Trustees approve the amendments to Board Policy 24: Personal Communication Devices, as presented.
14. That the Board of Trustees approve the 2022-23 school year calendar, as presented.

15. That the Board of Trustees approve a budget reallocation of unanticipated surplus for a total of \$1.495 million to the projects identified in this report and as summarized on Attachment 2 for 2021-22.
- 16.1 That the Board of Trustees request approval from the Minister of Education to access operating reserves for the items outlined on Attachment 1 for a total of \$1,401,500 in 2021-22.
- 16.2 That the Board of Trustees approve \$292,385 of capital reserves be accessed in the current year for \$215,000 office renovations and \$77,385 for server upgrades.
17. That the Board of Trustees approve the parameters for setting school fees for the 2022-23 school year, as presented.
18. That the Board of Trustees receive for information the report from the Policy Committee meetings held Dec. 16, 2021 and Jan. 11, 2022.
19. That the Board of Trustees receive for information the School Status Report for 2020-21.
20. That the Board of Trustees receive for information a summary of fee changes for the 2021-22 school year.



BOARD MEETING MINUTES

December 16, 2021

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Dec. 16, 2021, in the Board Room, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Boymook calling the meeting to order at 9:00 a.m.

BOARD MEMBERS PRESENT

T. Boymook, Board Chair
C. Holowaychuk, Vice-Chair
C. Allen
R. Footz
D. Irwin
S. Miller
J. Seutter
J. Shotbolt
R. Sorochan

BOARD MEMBER ABSENT

ADMINISTRATION PRESENT

M. Liguori, Superintendent
S. Stoddard, Associate Superintendent
B. Billey, Associate Superintendent
C. Cole, Secretary-Treasurer
D. Antymniuk, Division Principal
L. McNabb, Director, Communication Services (video conference)
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:00 a.m. with all trustees noted above in attendance.

IN CAMERA SESSION

199/2021 | Vice-Chair Holowaychuk moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

200/2021 | Trustee Footz moved: That the Board revert to regular session (9:53 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:53 a.m. and reconvened at 10:03 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

Board Chair Boymook called the meeting to order and acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was entered into, the territory wherein EIPS resides. We acknowledge our responsibility as Treaty members. We also honour the heritage and gifts of the Métis people.

AGENDA

Board Chair called for additions or deletions to the Agenda.

201/2021 | Trustee Shotbolt moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair called for confirmation of the Nov. 25, 2021 Board Meeting Minutes.

202/2021 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of Nov. 25, 2021 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

203/2021 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

204/2021 | Trustee Sorochan moved: That the Board of Trustees receive the Superintendent's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations and delegations were presented.

Association and Local Reports

ASBA ZONE 2/3 REPORT

Trustee Shotbolt presented to the Board the report from the ASBA Zone 2/3 meeting held on Dec. 3, 2021.

205/2021 | Trustee Shotbolt moved: That the Board of Trustees receive the report from the representative of the ASBA ZONE 2/3 for information.

CARRIED UNANIMOUSLY

ATA LOCAL REPORT

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

206/2021 | Trustee Allen moved: 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

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

Business arising from in camera.

207/2021 | Trustee Miller moved: That the Board of Trustees approve special matter 2021-001.

CARRIED UNANIMOUSLY

208/2021 | Vice-Chair Holowaychuk moved: That the Board of Trustees reappoint Mark Liguori as Superintendent /CEO of Elk Island Public Schools; and

That the Board of Trustees direct the Board Chair to advise the Minister of Education in accordance with Section 222(2) of the *Education Act* that Mark Liguori has been reappointed as Superintendent/CEO of Elk Island Public Schools.

CARRIED UNANIMOUSLY

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented to the Board for information the report from the Student Expulsion Committee meetings held Dec. 1, 2021.

209/2021 | Trustee Footz moved: That the Board of Trustees receive the report from the Student Expulsion Committee meetings held Dec. 1, 2021, for information.

CARRIED UNANIMOUSLY

Reports for Information

BULLYING AWARENESS AND PREVENTION WEEK 2021

Associate Superintendent Dr. Stoddard presented to the Board for information the Bullying Awareness and Prevention Week activities.

210/2021 | Trustee Irwin moved: That the Board of Trustees receive for information the Bullying Awareness and Prevention Week report.

CARRIED UNANIMOUSLY

UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2021 TO NOV. 30, 2021

Director Lewis presented to the Board for information the Unaudited Financial Report for Sept. 1, 2021 to Nov. 30, 2021.

211/2021 | Trustee Allen moved: That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2021 to Nov. 30, 2021, for Elk Island Public Schools.

CARRIED UNANIMOUSLY

Trustees' Report, Notices of Motion and Request for Information

Reports by trustees were presented.

Trustee Irwin made a notice of motion:

Whereas election campaigns are a very timely and effective opportunity to engage parents and our communities regarding all education issues and advocacy issues, including locally elected school board trustees, proposed curriculum changes, school entry regulations.

Whereas in our EIPS Four-Year Education Plan, Priority 3 is to enhance public education through effective engagement.

Whereas we want to take these opportunities to engage parents to the maximum extent, especially at election times.

Whereas there are three trustees elected by all of Sherwood Park -- approximately 71,332 residents, 28,041 households and 53,901 eligible voters from 2018 municipal census report.

Be it resolved that we do an internal review or study of dividing the area of Sherwood Park, Ward 1, into three election zones or areas.

Trustee Irwin requested the information be presented at the next Board Meeting, January 20, 2022.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 10:49 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: Jan. 20, 2022
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 4: Trustee Code of Conduct
Board Policy 4 Appendix: Trustee Code of Conduct Sanctions
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

1. That the Board of Trustees approve the amendments to Board Policy 4: Trustee Code of Conduct, as presented.
2. That the Board of Trustees approve the amendments to Board Policy 4 Appendix: Trustee Code of Conduct Sanctions, as presented.

BACKGROUND:

The Board is responsible for developing, approving and monitoring the implementation of policies to guide the Division, and to provide direction in those areas over which the Board wishes to retain authority.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee is recommending amendments, as shown in Attachments 1 and 3, to ensure consistency, improve readability and reduce redundancies.

COMMUNICATION PLAN

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 4: Trustee Code of Conduct (marked)
2. Board Policy 4: Trustee Code of Conduct (unmarked)
3. Board Policy 4 Appendix: Trustee Code of Conduct Sanctions (marked)
4. Board Policy 4 Appendix: Trustee Code of Conduct Sanctions (unmarked)

Policy 4

TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to conduct that meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Specifically

1. Each trustee shall uphold the implementation of any Board resolution after it has been passed ~~by the Board~~.
2. Trustees shall discharge their duties faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
3. Trustees shall devote time, thought and attention to the duties of a trustee so that they may render effective and knowledgeable service.
4. All trustees of the Board shall accept that authority rests with the Board, and that a trustee has no individual authority other than that delegated by the Board.
5. Trustees shall respect and preserve information of a sensitive or confidential nature that is not otherwise available to the public.
6. No trustee shall engage in conduct ~~during meetings of the Board or committees of the Board, or at any other times~~ that would discredit or compromise the integrity of the Board.
7. Trustees shall not use their influence to obtain employment or financial gain within the Division for family members or friends.
8. ~~While elected from specific wards,~~ Individual trustees must represent the best interests of the entire Division.
9. Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs, or acting as an individual consumer of the Division's services.
10. ~~When expressing individual views, t~~ Trustees shall respect ~~the differing points of view of other trustees, staff, students and the public.~~
11. A trustee shall not advance allegations of misconduct and/or a breach of the Trustee Code of Conduct that are vexatious against another trustee.

Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in [Board Policy 4: Appendix - Trustee Code of Conduct Sanctions](#).

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90 *Education Act*

Last reviewed:

Last updated:

May 25, 2015

-

Dec. 4, 2017

Jan. 25, 2018

Dec. 19, 2019

Dec. 11, 2019

Oct. 13, 2020

Dec. 16, 2021

Policy 4

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May 25, 2015	-
Dec. 4, 2017	Jan. 25, 2018

Dec. 19, 2019

Dec. 11, 2019

Oct. 13, 2020

Dec. 16, 2021

Policy 4

APPENDIX - TRUSTEE CODE OF CONDUCT SANCTIONS

STATEMENT OF POLICY

It is an expectation of the Board that trustees conduct themselves in an ethical ~~and prudent~~ manner, ~~and~~ in compliance with the law and the Trustee Code of Conduct. The Board believes that informal and collegial resolution of problems that arise among trustees is always the preferred approach. However, the Board recognizes that circumstances sometimes arise that are not amenable to such resolution, and therefore has determined that it should establish procedures by which a trustee may make a formal complaint about the behavior of another trustee, and how the complaint will be dealt with by the Board.

Procedures:

PROCEDURE WHEN A SERIOUS WRONGDOING IS SUSPECTED

1. A trustee who suspects that a fellow trustee may have committed a serious wrongdoing as defined in the *Public Interest Disclosure (Whistleblower Protection) Act* should discuss the matter with the Designated Officer for the Board, whose responsibility is to oversee complaints filed under ~~with~~ the Whistleblower Act. The Designated Officer will assist the trustee in determining whether a complaint should be filed under the Whistleblower Act or the procedures set out below.

PROCEDURE FOR MAKING A COMPLAINT ABOUT A POSSIBLE BREACH OF THE TRUSTEE CODE OF CONDUCT

1. **Informal Resolution.**
A trustee who believes that a fellow trustee has violated the Trustee Code of Conduct may, but is not obliged to, seek to resolve the matter by informal discussion with that trustee. The Board strongly encourages this approach, and will upon request provide reasonable assistance and resources to assist in such resolution.
2. **How To Make a Complaint.**
A trustee (the “Complainant”) who wishes to make a complaint about a possible breach of the Trustee Code of Conduct by another trustee (the “Respondent”) shall deliver a letter detailing the complaint to the Board Chair. If the complaint is about the Board Chair, then it shall be delivered to the ~~Vice Chair~~Vice-Chair. **Subsequent reference to the Board Chair in this Appendix shall mean the ~~Vice Chair~~Vice-Chair when the complaint is about the Board Chair.**
3. **Timelines to Make a Complaint.**
The complaint should be delivered within thirty (30) days following the alleged conduct

of the Respondent. The Board Chair may accept a complaint which is filed later than 30 days following the alleged conduct if there are extenuating circumstances or, if in the opinion of the Board Chair, the nature of the complaint is such that it should not be dismissed because of late filing.

4. **Content of the Complaint.**

The complaint should contain as much detail as possible and indicate the section or sections of the Trustee Code of Conduct that are alleged to have been violated.

5. **Who Receives the Complaint.**

The Respondent and all other trustees shall be provided with a copy of the complaint by the Board Chair within five (5) days following receipt of the complaint.

6. **Confidentiality of Complaint.**

The filing, notification, content, and nature of the complaint are privileged and strictly confidential. Public disclosure of the complaint or any resulting decision of the Board is strictly prohibited unless such disclosure is formally approved by the Board. Disclosure of any of these facts by a trustee shall be deemed to be a violation of the Code of Conduct.

7. **Decision to Conduct an Investigation.**

The Board Chair shall consider whether a complaint raises issues that require independent investigation, and may seek legal advice to that end. If the Board Chair is of the opinion that an independent investigator should be appointed, the Board Chair shall convene an *in camera* meeting as soon as possible. A decision to appoint an investigator must be approved by a majority of trustees present at the *in camera* meeting. This decision shall immediately be approved in a public meeting of the Board. The Respondent shall not participate or vote in the *in camera* hearing or Board meeting relating to the decision.

8. **Investigation Report.**

The investigator shall conduct an investigation and prepare a report containing findings of fact only. The investigation report must be submitted to the Board Chair as soon as possible after it is completed.

9. **Delivery of Investigation Report.**

The investigation report shall be forwarded to all trustees (except the Respondent) as soon as possible. Trustees shall treat the investigation report as strictly privileged and confidential. Disclosure by a trustee of the contents or existence of the investigation report shall be deemed to be a breach of the Code of Conduct.

10. **Investigation Report Does Not Support the Complaint.**

If, in the opinion of the Board Chair, the findings of fact in the investigation report do not support the complaint, trustees will be advised of that opinion as soon as possible. All trustees other than the Respondent shall have the right to request that a meeting be held to consider the investigation report, and upon receipt of one or more requests, such a meeting will be called under section 11.

11. **Meeting to Consider Investigation Report.**

Upon receipt of one or more requests under section 10, the Board Chair will convene an *in camera* meeting of trustees as soon as possible to consider whether the investigation report warrants a hearing under section 12. The Respondent shall not be entitled to a copy of the investigation report or to attend the *in camera* meeting. At the meeting, the trustees

present shall consider the investigation report and determine by majority vote whether the complaint will proceed to a hearing under section 12.

12. Hearing to Consider Complaint.

The Board Chair shall, as soon as is reasonable, convene an *in camera* hearing of trustees to consider a complaint in the following circumstances:

1. where no investigation has been approved by the Board;
2. where an investigation report has been prepared, and the trustees have determined under section 11 that a hearing to consider the complaint should be convened; or
3. where an investigation report has been prepared, and the Board Chair has determined that the complaint should proceed to a hearing.

13. Who Can Participate and Vote at Hearing.

The Respondent has the right to be present at the hearing and to make representations, either personally, through an advocate, or both, regarding the complaint, but may not vote on the disposition of the complaint. All other trustees, including the Complainant, may attend the hearing, express views and ask questions, deliberate upon the matter, and vote unless they have a conflict of interest regarding the complaint. The fact of filing the complaint shall not in itself constitute a conflict of interest.

14. Decision at Hearing.

If a majority of trustees present at the *in camera* hearing and entitled to vote determine that the Respondent has violated one or more sections of the Code of Conduct, then the those trustees will determine, by majority vote, whether:

1. a warning or sanction will be applied;
2. the warning or sanction approved will be verbal or in writing; and,
3. the warning or sanction approved will be made public.

15. Remedy for a Breach of the Trustee Code of Conduct.

If, under section 14, the trustees determine that a warning or sanction is to be applied, the Board Chair will draft a verbal or written warning or sanction. Trustees entitled to vote will determine by majority vote whether to approve the draft. Once majority approval has been obtained, the Board Chair will deliver the verbal or written warning or sanction, or letter of warning or sanction to the Respondent. A notation of the verbal or written warning or sanction shall be recorded and maintained by the Secretary-Treasurer.

16. Subsequent Breach of the Trustee Code of Conduct.

Should a trustee who has been previously warned or sanctioned by the Board be found to have committed a subsequent breach of the Trustee Code of Conduct during the term of that Board, then a motion of severe censure against that trustee shall be made by the Board Chair to a public meeting of the Board. In addition, a motion to remove the trustee from one or more Board appointments may be presented for approval.

PROCEDURE TO DEAL WITH A TRUSTEE WHO IS DISQUALIFIED.

1. If a trustee is disqualified under section 87 or 88 of the *Education Act* from remaining as a trustee of the Board and does not resign as required under section 90, the Board will utilize the provisions of the *Education Act* to deal with the matter.

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90 *Education Act*

Last Reviewed	Last Updated
May 25, 2015	May 25, 2015
Dec. 4, 2017	-
Aug. 30, 2018	Aug. 30, 2018
-	Dec. 11, 2019
Oct. 13, 2020	
<u>Dec. 16, 2021</u>	

Policy 4

APPENDIX - TRUSTEE CODE OF CONDUCT SANCTIONS

STATEMENT OF POLICY

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Procedures:

PROCEDURE WHEN A SERIOUS WRONGDOING IS SUSPECTED

1. A trustee who suspects that a fellow trustee may have committed a serious wrongdoing as defined in the *Public Interest Disclosure (Whistleblower Protection) Act* should discuss the matter with the Designated Officer for the Board, whose responsibility is to oversee complaints filed under the Whistleblower Act. The Designated Officer will assist the trustee in determining whether a complaint should be filed under the Whistleblower Act or the procedures set out below.

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A trustee (the “Complainant”) who wishes to make a complaint about a possible breach of the Trustee Code of Conduct by another trustee (the “Respondent”) shall deliver a letter detailing the complaint to the Board Chair. If the complaint is about the Board Chair, then it shall be delivered to the Vice-Chair. **Subsequent reference to the Board Chair in this Appendix shall mean the Vice-Chair when the complaint is about the Board Chair.**
3. **Timelines to Make a Complaint.**
The complaint should be delivered within thirty (30) days following the alleged conduct

of the Respondent. The Board Chair may accept a complaint which is filed later than 30 days following the alleged conduct if there are extenuating circumstances or, if in the opinion of the Board Chair, the nature of the complaint is such that it should not be dismissed because of late filing.

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The complaint should contain as much detail as possible and indicate the section or sections of the Trustee Code of Conduct that are alleged to have been violated.

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The Board Chair shall consider whether a complaint raises issues that require independent investigation, and may seek legal advice to that end. If the Board Chair is of the opinion that an independent investigator should be appointed, the Board Chair shall convene an *in camera* meeting as soon as possible. A decision to appoint an investigator must be approved by a majority of trustees present at the *in camera* meeting. This decision shall immediately be approved in a public meeting of the Board. The Respondent shall not participate or vote in the *in camera* hearing or Board meeting relating to the decision.

8. Investigation Report.

The investigator shall conduct an investigation and prepare a report containing findings of fact only. The investigation report must be submitted to the Board Chair as soon as possible after it is completed.

9. Delivery of Investigation Report.

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2. the warning or sanction approved will be verbal or in writing; and,
3. the warning or sanction approved will be made public.

15. Remedy for a Breach of the Trustee Code of Conduct.

If, under section 14, the trustees determine that a warning or sanction is to be applied, the Board Chair will draft a verbal or written warning or sanction. Trustees entitled to vote will determine by majority vote whether to approve the draft. Once majority approval has been obtained, the Board Chair will deliver the verbal or written warning or sanction, or letter of warning or sanction to the Respondent. A notation of the verbal or written warning or sanction shall be recorded and maintained by the Secretary-Treasurer.

16. Subsequent Breach of the Trustee Code of Conduct.

Should a trustee who has been previously warned or sanctioned by the Board be found to have committed a subsequent breach of the Trustee Code of Conduct during the term of that Board, then a motion of severe censure against that trustee shall be made by the Board Chair to a public meeting of the Board. In addition, a motion to remove the trustee from one or more Board appointments may be presented for approval.

PROCEDURE TO DEAL WITH A TRUSTEE WHO IS DISQUALIFIED.

1. If a trustee is disqualified under section 87 or 88 of the *Education Act* from remaining as a trustee of the Board and does not resign as required under section 90, the Board will utilize the provisions of the *Education Act* to deal with the matter.

Reference:

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90 *Education Act*

Last Reviewed	Last Updated
May 25, 2015	May 25, 2015
Dec. 4, 2017	-
Aug. 30, 2018	Aug. 30, 2018
-	Dec. 11, 2019
Oct. 13, 2020	
Dec. 16, 2021	



RECOMMENDATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 7: Board Operations

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement
Enhance high-quality learning and working environments

EIPS GOAL: Engaged and effective governance
Positive learning and working environments

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.
The Division’s learning and working environments are welcoming, inclusive, respectful and safe.

RECOMMENDATION:

That the Board of Trustees suspend Section 4.4.3 of Board Policy 7: Board Operations effective January 20, 2022 until the end of the 2021-22 school year.

BACKGROUND:

Section 4.4.3. of Board Policy 7: Board Operations states, “A trustee shall be able to participate electronically a maximum of three times per year.” Due to the significant challenges faced by the COVID-19 pandemic and increased spread of the Omnicron variant, it is recommended that this policy section be suspended for the remainder of the 2021-22 school year.

Trustees will have the option of attending meetings via Zoom or in person in the Boardroom at Central Services should it be necessary. As we are limiting public visitors into our work areas and limiting the number of staff members in any given space, we will continue to live-stream the Public Board meetings using the Zoom platform. The public will continue to be able to observe the Board conducting its business.

COMMUNICATION PLAN:

All meetings will be live-streamed on the EIPS YouTube channel. EIPS will also post highlights shortly after the meeting takes place. The website will be updated accordingly.



RECOMMENDATION REPORT

ATTACHMENT(S):

1. Board Policy 7: Board Operations

:clp

Policy 7

BOARD OPERATIONS

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance the public trust in education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation, or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

1. **Wards**

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division Office.

1. Each of the following is established as a ward of the Division:
 1. County of Minburn No. 27 (western portion)
 2. Lamont County
 3. Strathcona County, further divided into the following electoral subdivisions:
 1. Electoral Subdivision 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 2. Electoral Subdivision 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;

3. Electoral Subdivision 3 – comprised of all lands North of Secondary Highway 630, excepting those lands referenced in 1.1.3.2;
 4. Electoral Subdivision 4 – comprised of all lands South of Secondary Highway 630, excepting those lands referenced in 1.1.3.2.
 2. The number of trustees to be elected in each ward is as follows:
 1. One trustee from the County of Minburn No. 27 (western portion) ward
 2. One trustee from the Lamont County ward
 3. Seven trustees from the Strathcona County ward, elected as follows:
 1. Two trustees from electoral subdivision 1
 2. Three trustees from electoral subdivision 2
 3. One trustee from electoral subdivision 3
 4. One trustee from electoral subdivision 4
 3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur prior to the fourth year of the term of office, a by-election must be held.
2. **Swearing-In Ceremony**
 1. A formal swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
 2. Each trustee shall take the oath of office or make an affirmation as called upon in accordance with the agenda.
 3. Special provisions shall be made for a trustee taking office following a by-election.
3. **Organizational Meeting**
 1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
 2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
 3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.
 4. The organizational meeting shall, in addition:
 1. Elect a Vice-Chair;
 2. Establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year;
 3. Review standing committees of the Board as deemed appropriate;

4. Review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 5. Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 6. Address other organizational items as required.
5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:
 1. Create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members; and
 2. Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate.

4. **Regular Meetings**

Regular Board meeting dates and times shall be as established at the annual organizational meeting.

1. All meetings shall ordinarily be held in the Division office in Sherwood Park.
2. All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
3. All trustees who are absent from three consecutive regular meetings shall:
 1. Obtain authorization by resolution of the Board to do so; or
 2. Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
Failure to attend may result in disqualification.
4. Attendance of all trustees at board meetings is an expectation under the *Education Act* in order to fulfill legislated responsibilities. The Board expects all trustees to make attendance at the Board's meetings a priority. The Board believes that attendance of all trustees at the board meeting place is important for the Board's processes by enhancing dialogue and modeling respect for the Board's governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a board meeting or committee meeting by using electronic means or other communication facilities in accordance with section 5, Board Procedures Regulation of the *Education Act*.
 1. A trustee wishing to participate electronically must provide the Board Office with a minimum of one working day notice prior to the meeting at which they wish to participate electronically and a telephone from which contact can be made during the meeting.
 2. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.
 3. A trustee shall be able to participate electronically a maximum of three times per year.
 4. Costs incurred for long distance telephone service shall be charged to the office of the trustee(s) participating electronically.

5. Trustees participating electronically shall inform the Chair of their departure from a meeting, temporarily or permanently.
 6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Chair and disconnect from the meeting. The Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.
 7. The Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating (e.g. the Chair's left to right) followed by the trustee(s) participating electronically first for those in favour and then for those opposed.
 8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
 9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
5. If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the rotational acting Chair has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
 6. Regular meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

5. Special Meetings

1. Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
2. Special meetings of the Board shall only be called when the Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
3. A written notice of the special meeting including date, time, place, and nature of business shall be issued to all trustees by electronic mail or in person at least two days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.
4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
5. Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
6. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

6. In-Camera Sessions

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is most commonly used and is synonymous with the other two terms.

1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.
 2. The Board may convene in-camera only to discuss matters of a sensitive nature, including:
 1. Personnel
 1. Individual students;
 2. Individual employees;
 2. Matters relating to negotiations;
 3. Acquisition/disposal of real property;
 4. Litigation brought by or against the Board;
 5. Other topics that a majority of the trustees present feel should be held in private, in the public interest.
 3. Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
 4. The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.
- 7. Agenda for Regular Meetings**
- The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.
1. The agenda shall be supported, electronically, by copies of letters, reports, contracts, and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
 1. Report for Recommendation
 2. Report for Information or
 3. Report for Feedback.
 2. Items may be placed on the agenda in one of the following ways:
 1. By notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting.
 2. By notice of motion at the previous meeting of the Board.
 3. As a request from a committee of the Board.
 4. Emergent issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
 3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the emergent nature of such information.

4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
6. The list of agenda items, and respective reports, shall be posted on the Division website two and one half days prior to the Board Meeting.

8. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

1. The minutes shall record:
 1. Date, time, and place of meeting;
 2. Type of meeting;
 3. Name of presiding officer;
 4. Names of those trustees and senior administration in attendance;
 5. Approval of preceding minutes;
 6. All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full, along with a brief explanation as to why the matter is before the Board;
 7. Names of persons making the motions;
 8. Points of order and appeals;
 9. Appointments;
 10. Receipt of reports of committees;
 11. Recording of the vote on all motions;
 12. Trustee declaration of vote pursuant to the *Education Act*; and
 13. The hour of adjournment.
2. The minutes shall:
 1. Be prepared as directed by the Superintendent;
 2. Be reviewed by the Superintendent prior to submission to the Board;
 3. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 4. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. Motions

Motions do not require a seconder.

1. Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

2. Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

3. Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.

If the Board Chair wishes to speak on a motion, s/he is to vacate his/her seat as Chair and ask the Vice-Chair to preside. The Chair shall normally speak just prior to the last speaker who shall be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee should not speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

4. Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

5. Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board shall decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

6. Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by

reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

10. Comments, Presentations, and Delegations at Board Meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

1. General Comments on an Educational Issue at a Board Meeting
 1. A member of the public or a staff group representative may address the Board on any educational issue.
 2. If a member of the public or a staff group representative wishes to comment on an educational issue at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 3. A member of the public or a staff group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category Comments from the Public and Staff Group Representatives. The total duration of comments under *General Comments on an Educational Issue* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 4. Speakers shall address their comments to the Board Chair.
2. Comments on Specific Board Agenda Items
 1. A member of the public or a staff group representative may address the Board on a specific Board agenda item.
 2. If a member of the public or a staff group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 3. A member of the public or a staff group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category Comments from the Public and Staff Group Representatives. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 4. Speakers shall address their comments to the Board Chair.
3. Formal Delegations and Presentations to Board
 1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure, or statute.
 2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. This provides the presenter an opportunity to clarify his/her understanding of Division practices related to the presentation topic and determine what other assistance may be available through the Administration.
 3. If after meeting with the Administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. This shall be made in writing to the Board

Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.

4. The Board reserves the right to determine whether the delegation shall be heard, and if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Superintendent or designate and Board Chair shall make appropriate arrangements for the delegation to be heard.
5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent or designate at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.
6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellant of his/her right to the next avenue of appeal.

11. Audio Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee Compensation and Expenses

The Board acknowledges that Board members are entitled to compensation for performance of their duties. The Board believes the governance budget must be set, monitored, and publicly reported as part of the budgeting process.

1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible, and accountable in the use of public funds.
2. The Board shall establish rates for the Chair, Vice-Chair, and trustees in conjunction with the budgeting process.
3. Remuneration shall be paid annually, in 12 equal monthly payments.
4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the percent change in annual average index of Alberta CPI and the percent change in annual average earnings Alberta AWE, not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.

5. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover travel expenses.
6. Trustees are encouraged to participate in professional development (PD) and public relations (PR) activities relating to the Alberta School Boards Association (ASBA), Canadian School Boards Association (CSBA), or other approved PD and PR opportunities.
7. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Chair and Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.
8. Travel allowance is separated into three categories:
 1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.
 2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.
 2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County, and Fort Saskatchewan to account for the increased travel required due to their geographical area.
 3. The Board Chair and Vice-Chair receive an additional allowance to account for the increased travel required to fulfill their roles.
9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
10. Discretionary funds can be allocated to four main categories of trustee expenses:
 1. Public Relations – Expenses incurred to promote and maintain the visibility of the Division. Acceptable expenses include Chamber of Commerce, public events, school functions, etc.
 2. Professional Development (PD) – Expenses incurred to support the ongoing professional development of trustees. Acceptable expenses include ASBA conventions and/or events, ASBA Zone 2/3 meetings and/or events, workshops and seminars, CSBA conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and conferences, etc. Additional PD funds are available to trustees from the Board's budget. These funds must be requested, in writing, to the Board Chair and approved by the Board Chair.
 3. Equipment – Expenses incurred to provide equipment to perform the trustee's role. Acceptable expenses include cell phones, upgrades to basic

laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee's term. The cost of basic laptops shall be allocated out of general funds.

4. Communications – Expenses incurred for communication. Acceptable expenses include internet connections, cell phone bills, etc.

Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7- 1).

Any use of discretionary funds must be seen as a responsible use of public funds upon external review.

11. It is the trustee's responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis and placement of funds shall be determined at a public meeting of the Board.
13. Trustees are eligible for enrolment in insurance and benefits plan upon being elected to the position of trustee, as per guidelines of the insurance carriers.
 1. Trustees participate in employee benefits plans at their own expense.
 2. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 3. Trustees may participate in insurance benefits and plans if application is made within 31 days of the organizational meeting following election.
 4. In the event of a by-election, a trustee may enroll within 31 days of the swearing in of the trustee and shall be covered until the end of the four year period.
 5. Participating trustees make application for benefits through the human resources department. The premium costs shall be deducted from their monthly remuneration.
 6. Premiums for earnings related benefits shall be calculated on projected earnings, based on the actual earnings of the previous year, where possible.
 7. Claims for reimbursement shall be submitted directly to the insurance carrier.
 8. A trustee is not eligible for benefits if s/he is no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.
14. All reimbursement (expense claims) must be settled during the respective fiscal (September-August) year that the expense was incurred.
15. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office and annually thereafter, the trustee must complete a disclosure of

personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

1. The trustee is expected to be conversant with sections 85-96 of the *Education Act*.
2. The trustee is responsible for declaring him/herself to be in possible conflict of interest.
 1. The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
 2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
3. It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the *Education Act* and ensure that his/her declaration and absence is properly recorded within the minutes.
4. The recording secretary shall record in the minutes:
 1. The trustee's declaration;
 2. The trustee's abstention from the debate and the vote; and
 3. That the trustee left the room in which the meeting was held.

14. Board Self-Evaluation

On an annual basis, the Board shall complete a self-evaluation.

Reference:

Sections 53, 54, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 23, 2016	—
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
—	Feb. 27, 2017
March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017

March 19, 2018

April 19, 2018

Feb. 19, 2019

March 14, 2019

Sept. 5, 2019

Sept. 26, 2019

Dec. 3, 2019

Feb. 20, 2020

March 26, 2020

Dec. 8, 2020

Jan. 21, 2021



RECOMMENDATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 24: Personal Communication Devices

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approve the amendments to Board Policy 24: Personal Communication Devices, as presented.

BACKGROUND:

The Board is responsible for developing, approving and monitoring the implementation of policies to guide the Division, and to provide direction in those areas over which the Board wishes to retain authority.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments, and deletions.

The Policy Committee is recommending amendments, as shown in Attachment 1, to be more concise, ensure consistency, improve readability and reduce redundancies.

COMMUNICATION PLAN

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 24: Personal Communication Devices (marked)
2. Board Policy 24: Personal Communication Devices (unmarked)

Policy 24

PERSONAL COMMUNICATION DEVICES

The Board recognizes that there is an appropriate educational purpose for the use of technology in the classroom provided that it is used ~~responsibly~~ to achieve the learner outcomes in the Alberta Programs of Study and allows students to participate in learner activities chosen by the teacher.

We are committed to preparing our students to thrive in the 21st century. Digital citizenship is key to helping EIPS students learn to use available technology responsibly to enable them to reach their full potential as learners.

Definitions:

1. Digital Citizenship (DC):
Refers to the knowledge, skills and attitudes in our schools needed to demonstrate responsible and respectful behavior when using technology or participating in digital environments.
2. Educational Purpose refers to:
 - 2.1. the use of the device to enable the student to achieve the learner outcomes in the Alberta Program of Study and/or participate in learner activities chosen by the teacher;
 - 2.2. a diagnosed medical need of the student;
 - 2.3. an inclusive education need identified in the student's instructional support plan (ISP).
3. Personal Communication Device (PCD):
Refers to personal digital devices that connect to the internet through WiFi, cellular network or other mobile devices.

Procedures:

1. Division employees shall:
 - 1.1. serve as role models and ~~as such~~ must only use PCDs as outlined in Board Policy and Administrative Procedures;
 - 1.2. understand and promote a welcoming, caring, respectful, and safe working and learning environment.
2. Schools shall:
 - 2.1. ensure Administrative Procedure 145, Use of Personal Communication Devices is communicated to all staff and students at the beginning of each school year and ensure its adherence;
 - 2.2. develop a plan detailing the specific curricular circumstances that a PCD can be used in class;
 - 2.3. establish how PCDs will be stored at the school.

3. Students of Divisions 1 and 2 (Grades K-6):
 - 3.1. shall not access a PCD at school, unless required for:
 - 3.1.1. diagnosed medical conditions; or
 - 3.1.2. an identified inclusive educational need; or-
 - 3.1.3. ~~When not required, PCDs brought to school used~~ for a diagnosed medical condition or an identified inclusive educational need, shall be stored according to the school PCD plan;.
 - ~~3.2. shall store a PCD according to the school PCD plan;~~
 - ~~3.2.1. shall not access a PCD during break periods (recess, lunch break, etc.);.~~
4. Students of Divisions 3 and 4 (Grades 7-9~~12~~):
 - 4.1. shall not be in possession of ~~have~~ a PCD during class time on them and shall store a PCD according to the school PCD plan (locker/classroom pouches), unless required for:
 - 4.1.1. diagnosed medical conditions; or
 - 4.1.2. an identified inclusive educational need; or-
 - 4.1.2.4.1.3. when not required, PCDs used for a diagnosed medical condition or for an identified inclusive educational need, shall be stored according to the school PCD plan.
 - 4.2. may access a PCD when given permission by the teacher for a specific educational task or purpose;.
 - ~~4.3. shall have access to a PCD during identified break periods only (recess, class break, lunch break, etc.);.~~
- ~~5. Students of Division 4 (Grades 10-12):~~
 - ~~5.1. shall not have a PCD on them and shall store a PCD according to the school PCD plan (locker/classroom pouches), unless required for:~~
 - ~~5.1.1. diagnosed medical conditions; or~~
 - ~~5.1.2. an identified inclusive educational need.~~
 - ~~5.2. may access a PCD when given permission by the teacher for a specific educational task or purpose;~~
 - ~~5.3. shall have access to a PCD during identified break periods only (class break, lunch break, spare, etc.);.~~

Reference:

Policy 19, Welcoming, Caring, Respectful and Safe Learning and Working Environments

Last reviewed: Last updated:

Sept. 1, 2019

June 2, 2021

Dec. 16, 2021

Policy 24

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 - 2.3. establish how PCDs will be stored at the school.

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 - 3.1.2. an identified inclusive educational need; or
 - 3.1.3. when not required, PCDs used for a diagnosed medical condition or an identified inclusive educational need, shall be stored according to the school PCD plan.
4. Students of Divisions 3 and 4 (Grades 7-12):
 - 4.1. shall not be in possession of a PCD during class time and shall store a PCD according to the school PCD plan (locker/classroom pouches), unless required for:
 - 4.1.1. diagnosed medical conditions; or
 - 4.1.2. an identified inclusive educational need; or
 - 4.1.3. when not required, PCDs used for a diagnosed medical condition or for an identified inclusive educational need, shall be stored according to the school PCD plan.
 - 4.2. may access a PCD when given permission by the teacher for a specific educational task or purpose.

Reference:

Policy 19, Welcoming, Caring, Respectful and Safe Learning and Working Environments

Last reviewed: Last updated:

Sept. 1, 2019

June 2, 2021

Dec. 16, 2021



RECOMMENDATION REPORT

Page 1 of 3

DATE: January 20, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-23 Calendar

ORIGINATOR: Dave Antymniuk, Division Principal

REFERENCE: Policy 2: Role of the Board
Administrative Procedure 130: School Calendars

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 2022-23 school year calendar, as presented.

BACKGROUND:

Policy 2: Role of the Board, Selected Responsibilities #6, establishes that the Board of Trustees will approve the Division school year calendar. When establishing the calendar, there are statutory, contractual, and Alberta Education requirements that must be adhered to including minimum hours of student instruction and maximum hours of teacher instruction. These in turn, influence the number of instructional minutes per day, total number of school days in the year, and number of days per semester.

Elk Island Public Schools has followed the same school calendar template since 2012. With the pending implementation of new curricula as well as the need for on-going staff development in areas such as numeracy, literacy and assessment, alternative calendars containing more professional learning/collaboration days have been explored. In December 2021, parents and staff were surveyed on the school calendar. Specifically, through the use of open-ended comment boxes, respondents were asked to identify likes and dislikes of the current calendar template and two proposed alternatives.

1. Current Calendar template:

- five teacher professional learning days—three for support staff
- 181 instructional days + 11 operational days (five professional learning days, two teachers' convention days, two parent-teacher interview days, two school startup/closure days)
- elementary/junior high instructional time: 320 minutes per day; 955 hours per year
- senior high instructional time: 336 minutes per day; 1,004 hours per year
- one-hour early dismissal on the first Wednesday of every month
- five-day fall break in November—Monday to Friday
- Christmas break begins/ends mid-week or begins/ends on a weekend, depending on the day of the week on which December 25 falls

2. Draft Calendar A template:

- 10 teacher professional learning days—six for support staff
- 178 instructional days + 16 operational days (10 professional learning days, two teachers' convention days, two parent-teacher interview days, two school startup/closure days)
- elementary/junior high instructional time: 322 minutes per day; 955 hours per year
- senior high instructional time: 339 minutes per day; 1,006 hours per year
- no one-hour early dismissal on the first Wednesday of every month
- three-day fall break in November—Monday to Wednesday or Wednesday to Friday, depending on the day of the week on which November 11 falls
- Christmas break begins/ends mid-week or begins/ends on a weekend, depending on the day of the week on which December 25 falls

3. Draft Calendar B template:

- eight teacher professional learning days—four for support staff
- 180 instructional days + 14 operational days (eight professional learning days, two teachers' convention days, two parent-teacher interview days, two school startup/closure days)
- elementary/junior high instructional time: 320 minutes per day; 960 hours per year
- senior high instructional time: 336 minutes per day; 1,008 hours per year
- no one-hour early dismissal on the first Wednesday of every month
- three-day fall break in November—Monday to Wednesday or Wednesday to Friday, depending on the day of the week on which November 11 falls
- Christmas break begins/ends mid-week or begins/ends on a weekend, depending on the day of the week on which December 25 falls

A total of 2,170 survey responses were submitted with 546 of the respondents identifying as parents, 831 as staff, and 207 as both. Comments on the three templates were varied and wide ranging. Although there was agreement between parents and staff on the pros and cons of certain elements in each template, more differences were noted when it came to specific opinions about November Break and the one-hour early dismissal on the first Wednesday of each month.

Although Alberta Education has narrowed the new elementary curricula for 2022-23 to mathematics, English language arts, physical education and wellness, whether it will remain a full K-6 implementation or be staggered is still unknown. As such, the 2022-23 calendar being presented reflects the status quo with no addition of professional learning/collaboration days. Having stated that, as roll out of curricula continues, senior administration is recommending due consideration be given to a 2023-24 calendar that increases the number of professional learning/collaboration days while reducing November Break from five to three days and eliminating early dismissal on the first Wednesday of every month.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Information regarding the 2022-23 school year calendar will be communicated through the jurisdiction and school websites, newsletters, a news release, and the Weekly Wrap-up.

ATTACHMENTS

1. 2022-23 Calendar

ML:da

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2 2

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

20 0

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 1

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 1

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

14 0

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19 1

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

17 2

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16 2

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

18 0

May 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		


20 1

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 1

2022-23 CALENDAR

PL Days: Aug 26, Oct 7, Jan 30, Mar 3, May 5

	Schools Open - Instructional Day
	Schools Closed to Students - Operational Day
	Schools Closed to Students - Professional Learning Day
	Schools Closed to Students - Teachers' Convention
	Schools Closed to Students - Day in Lieu P/T Interviews
	First Instructional Day of Semester 1 & 2
	Statutory/Paid Holiday
	Schools Closed

Aug 26	Professional Learning Day
Aug 29	Operational Day
Aug 30	Classes Begin
Sept 5	Labour Day - Statutory Holiday
Sept 30	Truth and Reconciliation - Division Closure Day
Oct 7	Professional Learning Day
Oct 10	Thanksgiving Day - Statutory Holiday
Nov 7-11	November Break
Nov 10	Day-in-Lieu - Parent Teacher Interviews
Nov 11	Remembrance Day - Statutory Holiday
Dec 21 - Jan 3	Christmas Break
Dec 26	Boxing Day
Dec 27	Day-in-Lieu - Christmas Day
Dec 28	Christmas Floater Day
Jan 2	Day-in-Lieu - New Year's Day
Jan 4	Classes Resume for Students
Jan 30	Professional Learning Day
Jan 31	Second Semester Begins
Feb 9 & 10	North Central Teachers' Convention
Feb 20	Family Day - Statutory Holiday
Mar 3	Professional Learning Day
Mar 24	Day-in-Lieu - Parent Teacher Interviews
Mar 27 - 31	Spring Break
Apr 3	Classes Resume for Students
Apr 7	Good Friday - Statutory Holiday
Apr 10	Easter Monday - Paid Holiday
May 5	Professional Learning Day
May 19	School Closure Day
May 22	Victoria Day - Statutory Holiday
Jun 27	Last Instructional Day
Jun 28	Operational Day

1. School Instructional & Operational Days

Month	IN	OP
August	2	2
September	20	0
October	19	1
November	17	1
December	14	0
January	19	1
February	17	2
March	16	2
April	18	0
May	20	1
June	19	1
Total	181	11 192

Operational Days

- 5 Professional Learning
- 2 ATA Convention
- 2 Opening/Closing
- 2 Parent Teacher Interviews (day-in-lieu)
- 11

2. Instructional Day Minimum

<u>Elementary/Junior High</u>	Days	Min/Day	Hr/Year
Regular Day	171	320	912
Early Dismissal Day	10	260	43
	181	Total	955

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	85	336	476
Early Dismissal Day	5	276	23
Semester 1	90	Total	499
Regular Day	86	336	482
Early Dismissal Day	5	276	23
Semester 2	91	Total	505
Total	181		1004

3. Staff Meetings

One Per Month

4 10-Month Classified Staff Paid for 196 Days

185 School-Based Days (181 Instructional, 3 Professional Learning, 1 Operational)
11 Statutory/Paid Holidays



RECOMMENDATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Budget Reallocation for 2021-22

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Brent Billey, Associate Superintendent, Human Resources
Dave Antymniuk, Division Principal

REFERENCE: Policy 2: Role of the Board

EIPS PRIORITY: Promote growth and success for all students.
Enhance high-quality learning and working environments.

EIPS GOAL: Success for every student.
Positive learning and working environments.
Quality Infrastructure for all.
A culture of excellence and accountability.

EIPS OUTCOME: More students are engaged in school and achieve student-learning outcomes.
The Division's learning and working environments are welcoming, inclusive, respectful and safe.
Student learning is supported through the use of effective planning, management and investment in Division infrastructure.
The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

RECOMMENDATION:

That the Board of Trustees approve a budget reallocation of unanticipated surplus for a total of \$1.495 million to the projects identified in this report and as summarized on Attachment 2 for 2021-22.

BACKGROUND:

Policy 2: Role of the Board, section 1.8.3 Fiscal Accountability states that the Board will approve substantive budget adjustments when necessary.



RECOMMENDATION REPORT

Current Year Surplus

A review of financial operations to the end of November has determined the following surplus available for redistribution:

Areas of Surplus	Amounts
Forfeiture of Health Spending Amounts received and not budgeted	\$236,000
Standard Cost Surplus (certificated) ¹	\$1,000,000
Home Education – amount currently held in TBA	\$116,000
Software cost delay until 2022-23	\$143,000
Total	\$1,495,000

¹Although standard cost surplus is estimated to be higher, administration is only comfortable releasing this amount at this time. This will be reviewed again further along in the year.

Very early in the budget process, standard costs are calculated for both certificated and classified staff based on current information available. For the 2021-22 budget, assumptions built into the calculations for certificated standard costs were conservative. Financial Services is now estimating surplus in certificated standard costs is closer to \$1.5 million. This means certificated standard cost is higher compared to the actual cost we are now seeing.

The above amounts represent surplus that typically transfers into Division Unallocated Reserves at the end of the year. Reallocating these dollars now allows us to spend down our dollars in the year we receive it and allows more projects to be completed earlier. Administration will continue to monitor financial operations with projections at the end of January, and further surplus identified will be considered for reallocation.

A number of initiatives have been identified by administration, and as anticipated, the total cost of all initiatives exceed the funds above. Administration prioritized the initiatives and is proposing they be funded from the surplus identified above. Other projects/initiatives were identified that could wait for Ministerial approval of reserves, if the Board approved the reserve usage.

Projects to Allocate Dollars from Current Year Surplus

- \$94,900 for 2.0 FTE Family School Liaison Workers (FSLWs) from January to the end of June to support schools and families who have students with chronic absenteeism, and to support reintegration into schools.

Last spring, EIPS hired three FSLWs on a three-month term to re-engage out-of-school learners. This was quite successful with approximately 50% of students partially re-engaging and 30% completely re-engaging. This would be one-time funding for 2021-22.

- \$309,300 for curriculum implementation – 7.0 FTE teachers and \$15,000 in supplies (1.0 FTE teacher per grade including kindergarten), starting February to facilitate the development of unit plans, resources and assessments for the new curriculum. This work is essential if the Division is to support teachers with implementation in September. The development of Division resources will lead to improved student learning and improved teacher readiness for the implementation of new curriculum. Developing our own units will enable the Division to build upon the work we have done in the past around competencies and enable us to integrate them into a heavily focused knowledge-based curriculum. As well, the elementary report card will also need to be modified to include the new curriculum learning outcomes. Another added benefit of the Division developing our own unit plans is that they will include assessments which will help us move towards common reporting practices in the future.

Although the province indicated there may be funding for the curriculum, we will not know those dollars until late February at the earliest. This would be one-time funding only for 2021-22.

- \$64,200 for 1.0 FTE consultant for system programs from January to the end of June. The Specialized System Programs play a critical role in ensuring that all students have an opportunity to learn, grow, participate and be successful. Providing coordinated support for the programs in the Division (in total, we have 24 programs, 35 classrooms spread across 13 schools) includes a number of responsibilities.

This is required to:

- modify the system program referral process
- develop system program descriptions and criteria
- liaise with school teams and families to resolve emergent issues
- support transitions between system program sites and schools
- build teacher capacity to ensure exemplary programming occurs for our most complex needs
- coordinate and support IPP development
- program reviews

This would be one-time funding for 2021-22 as Supports for Students plans to redeploy consultants differently moving forward. This position will be part of its staffing component for the 2022-23 school year and will be accomplished through attrition.

- \$74,500 for French Immersion and French language support for the remainder of the school year (1.0 FTE consultant starting February 1 costs \$54,416). This position would allow for improved student learning, consistency in programming across the Division in both French Immersion and French as a Second Language programs. It would also support finding a new common reading screening tool in French (\$20,000 for potential screener for French Immersion and supplies). This would be one-time funding from reserves only for 2021-22 school year. In subsequent years, this would be covered through Official Languages in Education Program (OLEP) funding which is currently allocated to schools and results in minimal dollars at each location. Hiring a consultant has been requested by principals and the reallocation of funds to support this work will be supported.



RECOMMENDATION REPORT

- \$105,700 for 2.0 FTE occupational therapists from January to the end of June to work with complex students related to self-regulation strategies to build teacher capacity and reduce the use of seclusion and restraint. Many of our students with more complex needs experience difficulty in learning and growing towards their true potential because of challenges in these areas. Occupational therapists are increasingly playing a lead role in working with our students with needs related to self-regulation and participation at school. The current challenge is simply a lack of overall FTE for them to do this work. The work they do helps ensure the safety of all students and avoid the use of techniques including seclusion and restraint by focusing on proactive self-regulation strategies. Currently we have 2.8 FTE assigned to school age, which is used to meet the needs of all K-12 students, including the 24 system programs. Added time would increase the depth and breadth of the work that occupational therapists would be able to do in the Division and would support the learning and participation of students with more complex needs. This would be one-time funding for 2021-22. Going forward, a review of service requirements will be reviewed and aligned accordingly.
- \$15,000 for top-up salary to move a principal to an Acting for Director which will be advertised for the 2022-23 year (ongoing Director) for Pre-kindergarten to Grade 3 early learning support and curriculum implementation for the Division. This will reduce portfolios in both Specialized Supports and Instructional Supports to make an extremely heavy workload more manageable for the two current directors. It also allows for a dedicated person to oversee the curriculum roll out. In 2022-23 the ongoing director costs will be funded by increasing the block allocation to the Supports for Students area.
- \$30,000 for substitute teachers for development of common exams for high schools. Supports for Students did not anticipate current school budgets would not be able to offset the cost of supply teachers required for this work to occur and covering this at a central level will ensure Grades 10 and 11 teachers are able to participate in this important work. This would be one-time funding for 2021-22.
- \$243,000 to develop a Division communication platform for staff and parents. Through implementing a SharePoint communication site (included with our Microsoft A3 licensing) and an enterprise level forms solution, both staff and parents will have a single point of entry to information and related forms. The SharePoint site will include a landing page for all staff that enables easy access to department information, forms, common links to Division supported systems, news, and contacts. The enterprise level forms solution will be embedded into workflows in the SharePoint site and will provide all Division staff with forms and reporting. The forms solution will also connect with the parent community and use the same platform, processes, and workflows to report data across the Division. The forms solution will provide one click links for parents to access any school or Division form through a single communication platform that will include Division, school, and teacher communications. Parents will be able to record absences and complete forms through this same communication platform, allowing a parent to communicate with division staff using one application and related integrations. The below three bullets, while listed individually, should be integrated to allow for the most powerful effect for our Division.



RECOMMENDATION REPORT

1. \$50,000 to complete the graphic design development of a SharePoint communication site. This cost is to format a landing page individualized for end users. A landing page is a web page that all employees would see once they open any internet browser on their Division computer or device. This web page would be a one-stop communication site for all Division staff that includes dashboards, links to Division software and systems, Tableau visualization data, Division goals and communications. These costs are for a programmer with a user interface design skill set to format and design the SharePoint communications site and embed the Tableau visualizations into this landing page. Once the SharePoint communications site is completed, Staff Connect would no longer be used and the information contained in the Weekly Wrap-Up would be incorporated here. The SharePoint site will be made available during the 2022-23 school year. StaffConnect will be discontinued either in August 2022 or August 2023, depending on the status of the project and timelines for departments to migrate their data for a savings of \$12,900.

2. \$95,000 for a data visualization project including \$10,000 for three licenses for Tableau software and \$85,000 in salary and benefits to hire staff to develop dashboards within Tableau and SharePoint. Dashboards from the software program Tableau, would be embedded into the SharePoint communication site for Division leaders. The dashboard will be able to draw information from any database or system that we have access to. The Tableau dashboards and reports allow for interactive data visualizations that can also provide calculations on datasets and predictive analysis using current data. The advantage to this program is the ability to handle and report on multiple datasets from multiple systems at one time.
 - The dashboards will include data visualizations that would be created for Division leaders to access information from multiple systems in one location. For example, an initial dashboard can show staff absences (Atrieve), substitutes assigned (Atrieve), jobs unassigned (Atrieve), bus routes (Traversa), bus status (Traversa), student attendance (PowerSchool), and at risk students (PowerSchool, Star/Mipi). The funding provided here will aid in developing the SharePoint landing page and embedded Tableau data visualizations and reports. Principals will see the relevant information for their school on a page and with the click of a button can drill down into any of the reports at a granular level if needed.
 - This software allows users to visualize the data and will create “one source of truth” in data as the reports will be operated the same by everyone. The work outlined in these costs will allow the Division to begin to coordinate systems and report across multiple systems for more data informed decisions. The dashboarding will intentionally be developed to align with the Four-Year Education plan.
 - The SharePoint communication site will be designed with efficacy in mind for all Division staff to follow processes, complete forms and view information relevant to their role. This system will streamline Division work and eliminate the need to live in email for many functions and replace workflows with dashboard reports. A good example of moving a

function out of email is moving weekly wrap up content into a bulletin or blog format on the landing page that is visible all the time. Division communications will be embedded onto the landing page and staff will have consistent access to the most relevant and timely information as this is a forced landing page for all staff.

- This initial set up would be one-time funding for 2021-22. These two software programs would be initially in place by September 2022, with continuing program development to December 2022. Professional development would need to occur.
 - In 2022-23, once dashboarding development is completed, an additional Information Technologies programmer (\$115,000) will be required to maintain and reconfigure dashboards as required and to support the systems reporting capabilities and reporting requests. As well, once the dashboard is available, it is anticipated the cost for licenses will increase from \$10,000 (three licenses) to \$30,000 (Division licenses).
3. \$98,000 for an Enterprise Level Division Form Solution Software. If this is started now, it could be rolled out in late October/early November.
- Purchase of the SafeArrival module for School Messenger is \$18,000 on an annual basis and is integrated with PowerSchool. Parents would access the SafeArrival module through current School Messenger accounts in the application, and staff would access the tools that simplify and manage school attendance in the web version of School Messenger. As soon as absent students are entered into PowerSchool, SafeArrival reconciles all absences against the parent-reported absences. This allows school staff to easily identify students who are unaccounted for. SafeArrival automatically notifies parents of unexplained absent students by telephone, email, text and mobile push notification. As excuses for these unexplained absences come in, SafeArrival makes it easier to update PowerSchool, further easing the burden on staff. With SafeArrival, parents have two powerful ways to communicate with schools about a child's attendance: notify the school in advance about an upcoming absence, or rapidly respond to excuse an absence after the fact. In both scenarios, parents can send attendance alerts to schools for all their children and provide a reason for each absence – all in one simple communication system. Conveniently, parents can securely excuse absences with just a few taps inside the SchoolMessenger app or the web-based SchoolMessenger interface.
 - Purchase of a Forms Management Software system for \$53,000 which includes form submissions, workflow and records management. Users can access forms easily through a clickable link. For example, a teacher could click on a link and complete a field trip form which would route to the Principal for approval and then to the Division Principal. The final approved document is managed according to our records retention policies and can easily be printed in single or bulk PDF formats. In addition, field trip forms can be sent electronically to parents and parents can submit responses from any device without additional apps. This could also be used for Student Injury forms to route to the OHS specialist and records management rather than the process that is currently in place (form



RECOMMENDATION REPORT

routes through email and filing by Executive Assistant in SFS and review by OHS specialist). The forms software would also replace the special programs software we currently use (contract expires at the end of 2023). The special programs software has been problematic to our schools and the Information Technology department with an annual cost of \$42,000 per year. So while we would incur the \$53,000 for the first and part of the second years, the third year will see a decrease of \$42,000.

- \$27,000 for the implementation cost for the two software programs outlined above. This would be one-time funding for 2021-22.

- \$15,000 to create a new report card prior to September 2022. PowerTeacher Pro will be replacing CSL DevFacto, this project is coordinated with SFS and curriculum design. This involves the graphic design for report card change over and transition from CSL to PowerSchool.

- \$543,000 for the replacement of 1,507 Chromebook that will reach end of life and lose function by June 2022 (see below on the computer replacement plan).

The initiatives/projects outlined above would support the Division in both the current year and years going forward.

COMMUNICATION:

Once the Board approves the adjustments, administration will communicate information to various stakeholders and make necessary budget adjustments.

ATTACHMENT(S):

1. Reserves from the Fall Budget
2. Summary of Projects for Reallocation of Funds

As Per the 2021-22 Fall Budget

Operating Reserves - Projection

Operating Reserves - Projection											
	A	B	C	D	E = A + B + C + D	F	G = E + F	H	I = G + H	J	K = I + J
	Audited	2021-22			Budget	2022-23	Estimate	2023-24	Estimate	2024-25	Estimate
	Contributions					Estimated		Estimated			Estimated
	31-Aug-21	/(Use)	Capital Effect ¹	Transfer	31-Aug-22	Contr. / (Use)	31-Aug-23	Contr. / (Use)	31-Aug-24	Estimate	31-Aug-25
Central Services & Schools	\$ 3,428,292	\$ (1,923,393)	\$ -	\$ -	\$ 1,504,899	\$ -	\$ 1,504,899	\$ -	\$ 1,504,899	\$ -	\$ 1,504,899
COVID Costs	-	(636,518)	-	636,518	-	-	-	-	-	-	-
Focus on Learning Loss	-	(500,000)	-	1,000,000	500,000	(500,000)	-	-	-	-	-
Social Emotional Supports	-	(500,000)	-	500,000	-	-	-	-	-	-	-
Mechanical Cooling for Modulars	-	-	(250,000)	250,000	-	-	-	-	-	-	-
Consultants: Assessment, Numeracy, Early Learning	-	(393,000)	-	786,000	393,000	(393,000)	-	-	-	-	-
New Curriculum	-	(175,000)	-	175,000	-	-	-	-	-	-	-
Career Pathways	-	(130,000)	-	260,000	130,000	(130,000)	-	-	-	-	-
Enhance Use of Division Software	-	(130,000)	-	130,000	-	-	-	-	-	-	-
Home Education	-	(316,935)	-	316,935	-	-	-	-	-	-	-
Readers/Writers Workshop	-	(60,000)	-	60,000	-	-	-	-	-	-	-
Post COVID Mental Health Staff	-	(50,000)	-	50,000	-	-	-	-	-	-	-
Digitization of Student Records	-	(50,000)	-	50,000	-	-	-	-	-	-	-
OH&S Items	-	(41,500)	-	41,500	-	-	-	-	-	-	-
IT - Battery Replacement	-	(33,000)	-	33,000	-	-	-	-	-	-	-
Junior High Honours	-	(20,000)	-	20,000	-	-	-	-	-	-	-
Certificate of Recognition	-	(17,000)	-	17,000	-	-	-	-	-	-	-
Professional Development (OTAGS) and Leadership	-	(75,000)	-	150,000	75,000	(75,000)	-	-	-	-	-
Student Transportation Support	-	(325,000)	-	325,000	-	-	-	-	-	-	-
Projects	-	(1,816,435)	(250,000)	2,664,435	598,000	(598,000)	-	-	-	-	-
EIPS Division Allocated Reserves	-	(3,452,953)	(250,000)	4,800,953	1,098,000	(1,098,000)	-	-	-	-	-
Capital Effect - Purchases from Operating Budgets	-	-	(521,824)	-	(521,824)	(300,000)	(821,824)	(300,000)	(1,121,824)	(198,801)	(1,320,625)
Capital Effect - Annual Amortization	-	-	1,375,824	-	1,375,824	1,307,000	2,682,824	1,275,000	3,957,824	1,058,801	5,016,625
Transfer to Allocated Reserves	-	-	-	(4,800,953)	(4,800,953)	-	(4,800,953)	-	(4,800,953)	-	(4,800,953)
Transfer to Capital Reserves	-	-	-	(1,000,000)	(1,000,000)	-	(1,000,000)	-	(1,000,000)	-	(1,000,000)
EIPS Division Reserve	13,426,007	-	-	-	13,426,007	-	13,426,007	-	13,426,007	-	13,426,007
EIPS Division Unallocated Reserve	13,426,007	-	854,000	(5,800,953)	8,479,054	1,007,000	9,486,054	975,000	10,461,054	860,000	11,321,054
Total EIPS Division Reserves	13,426,007	(3,452,953)	604,000	(1,000,000)	9,577,054	(91,000)	9,486,054	975,000	10,461,054	860,000	11,321,054
Total Operating Reserves	\$ 16,854,299	\$ (5,376,346)	\$ 604,000	\$ (1,000,000)	\$ 11,081,953	\$ (91,000)	\$ 10,990,953	\$ 975,000	\$ 11,965,953	\$ 860,000	\$ 12,825,953
Unallocated Reserve (P)											
As a percentage of operating expenses	S = P/U	7.15%			4.26%		4.77%		5.26%		5.69%
Dollars above 2% of operating expenses	T	\$ 9,670,770			\$ 4,501,872		\$ 5,508,872		\$ 6,483,872		\$ 7,343,872
Operating Expenses	U	\$ 187,761,854			\$ 198,859,093		\$ 198,859,093		\$ 198,859,093		\$ 198,859,093
		2020-21 Actuals			2021-22 Fall Budget		2021-22 Fall Budget		2021-22 Fall Budget		2021-22 Fall Budget
Calculation of 3.15% CAP amount					6,264,061		6,264,061		6,264,061		6,264,061
Estimated Maximum 1% of school & department reserves from Spring Budget					1,753,871		1,753,871		1,753,871		1,753,871
Total Division Allocated and Unallocated					9,577,054		9,486,054		10,461,054		11,321,054
					11,330,925		11,239,925		12,214,925		13,074,925
Amount in Excess of the CAP					5,066,864		4,975,864		5,950,864		6,810,864

Summary of Initiatives/Projects

List of Projects to Allocate Dollars to from Current Year Surplus

	<u>Current year</u>		<u>Ongoing cost</u>		<u>Funded from</u>		<u>Block/Revenue normally allocated to schools</u>		<u>2022-23</u>
2 Family School Liaison Workers until June	94,900	one time			-				
7 certificated staff to work on curriculum	309,300	one time			-				
1 Consultant for System Programs	64,200	one time			-				
1 French Immersion/French language support	74,500	ongoing			124,167	salary and benefits			
2 Occupational Therapists	105,700	one time			-				
Salary top up (Principal to Acting Director)	15,000	ongoing			151,494	will add another Director to Supports for Students			
Development of common exams - substitute teacher costs	30,000	one time			-				
Supports for Students work	<u>693,600</u>				<u>275,661</u>				
SharePoint Communication site	50,000	one time			-				
Dashboards development - development licenses and salary for consultant	95,000				145,000	Programmer to maintain and additional licenses			
Division Forms - Enterprise form solution software and development	98,000				71,000	replaces StaffConnect and Special Programs Software			
Creation of 'report card' in PowerTeacher Pro	15,000	one time			-				
Replace 1507 Chromebooks at end of life June 2022	543,400	one time			-	future purchases will be factored into future year reserve use			
Information Technologies	<u>801,400</u>				<u>216,000</u>				
					<u>491,661</u>				
From Current Year Surplus	<u><u>1,495,000</u></u>				<u><u>491,661</u></u>				



RECOMMENDATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Reserve Requests for 2021-22

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Brent Billey, Associate Superintendent, Human Resources
Dave Antymniuk, Division Principal

REFERENCE: Policy 2: Role of the Board

EIPS PRIORITY: Promote growth and success for all students.
Enhance high-quality learning and working environments.
Enhance public education through effective engagement.

EIPS GOAL: Success for every student.
Positive learning and working environments.
Quality Infrastructure for all.
A culture of excellence and accountability.

EIPS OUTCOME: More students are engaged in school and achieve student-learning outcomes.
The Division's learning and working environments are welcoming, inclusive, respectful and safe.
Student learning is supported through the use of effective planning, management and investment in Division infrastructure.
The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

RECOMMENDATION:

That the Board of Trustees request approval from the Minister of Education to access operating reserves for the items outlined on Attachment 1 for a total of \$1,401,500 in 2021-22.

That the Board of Trustees approve \$292,385 of capital reserves be accessed in the current year for \$215,000 office renovations and \$77,385 for server upgrades.

BACKGROUND:

The Minister has indicated there will be a cap of 3.15% on all operating reserves (excluding SGF) effective Aug. 31, 2023, but we have no formal written information on this yet. Based on the Fall Budget, we are projecting a healthy Division Unallocated Reserve balance of \$8.5 million at Aug. 31, 2022. The Division is approximately \$5 million over the cap (if it is to remain at 3.15%). Administration is mindful that not all reserves

should be spent in the current year as there are upcoming costs for future years that will require use of reserves (i.e., curriculum resources and implementation, modular moves if not funded by Alberta Education, computer purchases, etc.). However, we also need to balance that against needs identified now.

Projects to be funded from Operating Reserves Subject to Ministerial Approval – Summarized on Attachment 1

- \$68,000 for emergency strobe lighting in CTS areas to enhance safety for all students and schools. CTS areas can often be loud and obstructive. Emergency lighting increases visual cues in emergent situations. Bev Facey Community High was a pilot project completed last year that cost \$8,000. This initiative stemmed from Human Resources. \$42,500 in funding was approved by the Board for the current year which will cover the remaining five high schools. We are requesting \$68,000 to do the junior high schools. These are one-time costs.
- \$252,000 to complete Facility Condition Assessments for all schools. Discussions with Alberta Education and Infrastructure indicate these costs will not be covered by them any longer. Allows for identification of issues requiring funding and allows us to update, correct and establish an order of magnitude budget to address life cycle replacement components for EIPS buildings. These are one-time costs.
- \$18,000 to replace fire alarm panels in Central Services. Infrastructure Maintenance and Renewal funding does not cover the Central Services building. The fire alarm system is 24 years old and has reached its lifecycle. These are one-time costs.
- \$63,500 for an Atrieve support analyst position which would be a shared resource between HR, Payroll and Finance starting in February 2022. The ideal candidate would also have a background as a business analyst to find cost savings within business administration while supporting the technical side of Atrieve, form creation, and workflow administration. The current business analyst has been spending all their time on Atrieve and there is a significant risk of losing key personnel within Human Resources. This new position would allow for redeployment of human capital with a primary focus in recruitment (substitutes), organization design, mid-level investigations and job evaluations. Without these funds, all requests would be directed to IT and Atrieve, increasing operational costs for support and stress on the human capital side of IT. This would be a permanent position that would be added to department block allocations (the block would have to increase).
- \$1,000,000 to fund additional illness and any other Board approved COVID costs that arise between now and year-end. During the spring 2021-22 budget, an additional \$400,000 was allocated for staff illness due to COVID. In 2020-21, additional budget dollars for illness due to COVID was \$920,000. Administration has been tracking the illness budgets and based on results to the end of December, the entire illness budget including the \$400,000 would be used. Last year (before Omicron), the excess illness was \$920,000. Now, with the new Omicron variant, it is anticipated that illness will be higher from January to June as it is much more contagious. If these funds are not needed this year, they would be returned to Division Unallocated Reserves at year-end. Given the time it takes for Ministerial Approval, it is prudent to ask for \$1 million now versus waiting much later for increased costs, and asking for approval multiple times throughout the spring of 2022.



RECOMMENDATION REPORT

An updated reserve estimate has been provided on Attachment 2 that shows that Division Unallocated Reserves would still be at a healthy balance of \$7 million.

If the Board approved these items from reserves, we would immediately send a request to the Minister. If the Minister approved these items, by the end of February, that would give us five months in the current year.

As a reminder to the Board, after the approval of the Fall Budget there is still \$225,936 available of reserve usage that is not required to be approved by the Minister, as per Attachment 3.

Projects to be funded from Capital Reserves

- \$77,385 server upgrades need to be completed over the next year
- \$215,000 Rudolph Hennig Junior High administration office renovation, including sound proofing to ensure confidentiality in conversations with students, staff and guests, as well as improving sightline issues for security.

As a reminder, the Division does not need Minister's approval to access capital reserves if the Board approves funding.

The estimated capital reserve balance at Aug. 31, 2022 is \$1.773 million (approved at Fall Budget). If these two items are approved, the estimated balance would be \$1.481 million.

The initiatives/projects outlined above would support the Division in the current year and years going forward. It also ensures we are doing a better job matching expenses to current year budget, and not creating too much in reserves.

COMMUNICATION:

Once the Board approves the request to seek Ministerial approval for operating reserves, administration will make the request.

Once the Board approves the use of capital reserves, administration will communicate information to various stakeholders and make necessary budget adjustments.

ATTACHMENT(S):

1. Summarized list of Items by Potential Funding Source
2. Updated Reserves Page
3. Reserve Information from Fall Budget

Summary of Initiatives/Projects

Attachment 1

	<u>Current year</u>	<u>Ongoing cost Funded from Block/Revenue normally allocated to schools 2022-23</u>
<u>Items for funding from Division Unallocated Reserves</u>		
Emergency Strobe Lighting in Junior High CTS areas	68,000 one time	-
Facility Condition Assessments to all Schools	252,000 one time	-
Replace fire alarm panels at Central Services	18,000 one time	-
Atrieve support analyst	63,500 ongoing (partial year)	127,000 ongoing (full year)
Additional cost for illness	1,000,000	
From Division Unallocated Reserves	<u>1,401,500</u>	<u>127,000</u>
<u>Items for funding from Capital Reserves</u>		
Server upgrades need to be completed over the next year	77,385	-
Rudolph Hennig - Office Administration Renovation	215,000	-
From Capital Reserves	<u>292,385</u>	<u>-</u>

Operating Reserves - Projection													
	A	B	C	D	E = A + B + C + D	F	G = E + F	H	I = G + H	J	K = I + J		
	Audited	2021-22			Budget	2022-23	Estimate	2023-24	Estimate	2024-25	Estimate		
		Contributions				Estimated		Estimated					
	31-Aug-21	/(Use)	Capital Effect ¹	Transfer	31-Aug-22	Contr. / (Use)	31-Aug-23	Contr. / (Use)	31-Aug-24	Estimate	31-Aug-25		
Central Services & Schools	N	\$ 3,428,292	\$ (1,923,393)	\$ -	\$ -	\$ 1,504,899	\$ -	\$ 1,504,899	\$ -	\$ 1,504,899	\$ -	\$ 1,504,899	
COVID Costs		-	(636,518)	-	636,518	-	-	-	-	-	-	-	
Unfinished Learning		-	(500,000)	-	1,000,000	500,000	(500,000)	-	-	-	-	-	
Social Emotional Supports		-	(500,000)	-	500,000	-	-	-	-	-	-	-	
Mechanical Cooling for Modulars		-	-	(250,000)	250,000	-	-	-	-	-	-	-	
Consultants: Assessment, Numeracy, Early Learning		-	(393,000)	-	786,000	393,000	(393,000)	-	-	-	-	-	
New Curriculum		-	(175,000)	-	175,000	-	-	-	-	-	-	-	
Career Pathways		-	(130,000)	-	260,000	130,000	(130,000)	-	-	-	-	-	
Enhance Use of Division Software		-	(130,000)	-	130,000	-	-	-	-	-	-	-	
Home Education		-	(316,935)	-	316,935	-	-	-	-	-	-	-	
Readers/Writers Workshop		-	(60,000)	-	60,000	-	-	-	-	-	-	-	
Post COVID Mental Health Staff		-	(50,000)	-	50,000	-	-	-	-	-	-	-	
Digitization of Student Records		-	(50,000)	-	50,000	-	-	-	-	-	-	-	
OH&S Items		-	(41,500)	-	41,500	-	-	-	-	-	-	-	
IT - Battery Replacement		-	(33,000)	-	33,000	-	-	-	-	-	-	-	
Junior High Honours		-	(20,000)	-	20,000	-	-	-	-	-	-	-	
Certificate of Recognition		-	(17,000)	-	17,000	-	-	-	-	-	-	-	
Professional Development (OTAGS) and Leadership		-	(75,000)	-	150,000	75,000	(75,000)	-	-	-	-	-	
Student Transportation Support		-	(325,000)	-	325,000	-	-	-	-	-	-	-	
Other Items proposed at Jan Board per Attachment 1			(1,401,500)		1,401,500								
Projects		-	(3,217,935)	(250,000)	4,065,935	598,000	(598,000)	-	-	-	-	-	
EIPS Division Allocated Reserves	O	-	(4,854,453)	(250,000)	6,202,453	1,098,000	(1,098,000)	-	-	-	-	-	
Capital Effect - Purchases from Operating Budgets		-	-	(521,824)	-	(521,824)	(300,000)	(821,824)	(300,000)	(1,121,824)	(198,801)	(1,320,625)	
Capital Effect - Annual Amortization		-	-	1,375,824	-	1,375,824	1,307,000	2,682,824	1,275,000	3,957,824	1,058,801	5,016,625	
Transfer to Allocated Reserves - new amount		-	-	-	(1,401,500)	(1,401,500)	-	(1,401,500)	-	(1,401,500)	-	(1,401,500)	
Transfer to Allocated Reserves		-	-	-	(4,800,953)	(4,800,953)	-	(4,800,953)	-	(4,800,953)	-	(4,800,953)	
Transfer to Capital Reserves		-	-	-	(1,000,000)	(1,000,000)	-	(1,000,000)	-	(1,000,000)	-	(1,000,000)	
EIPS District Reserve		13,426,007	-	-	-	13,426,007	-	13,426,007	-	13,426,007	-	13,426,007	
EIPS Division Unallocated Reserve	P	13,426,007	-	854,000	(7,202,453)	7,077,554	1,007,000	8,084,554	975,000	9,059,554	860,000	9,919,554	
Total EIPS Division Reserves	Q = O + P	13,426,007	(4,854,453)	604,000	(1,000,000)	8,175,554	(91,000)	8,084,554	975,000	9,059,554	860,000	9,919,554	
Total Operating Reserves	R = N + Q	\$ 16,854,299	\$ (6,777,846)	\$ 604,000	\$ (1,000,000)	\$ 9,680,453	\$ (91,000)	\$ 9,589,453	\$ 975,000	\$ 10,564,453	\$ 860,000	\$ 11,424,453	
Unallocated Reserve (P)													
As a percentage of operating expenses	S = P/U		7.15%			3.56%		4.07%		4.56%		4.99%	
Dollars above 2% of operating expenses	T	\$ 9,670,770				\$ 3,100,372		\$ 4,107,372		\$ 5,082,372		\$ 5,942,372	
Operating Expenses	U	\$ 187,761,854				\$ 198,859,093		\$ 198,859,093		\$ 198,859,093		\$ 198,859,093	
		2020-21 Actuals				2021-22 Fall Budget		2021-22 Fall Budget		2021-22 Fall Budget		2021-22 Fall Budget	
Calculation of 3.15% CAP amount						6,264,061		6,264,061		6,264,061		6,264,061	
Estimated Maximum 1% of school & department reserves spring 2021						1,753,871		1,753,871		1,753,871		1,753,871	
Total Division Allocated and Unallocated						8,175,554		8,084,554		9,059,554		9,919,554	
						9,929,425		9,838,425		10,813,425		11,673,425	
Amount in Excess of the CAP						3,665,364		3,574,364		4,549,364		5,409,364	

Budget Process

In April 2021, the Board of Trustees approved assumptions and allocations used to build the 2021-22 Budget. This Fall Budget has now been updated for: changes to actual enrolment, changes to revenue and expense estimates, updated reserve spending and actual reserve carryforwards. The consolidated budget in this report is based on the best information available at the time of its development.

The restrictions on operating reserves under *Bill 5 Fiscal Measures and Taxation Act (2020)* were laid out in the Spring Budget Report. Primarily that “Commencing with the 2022/23 school year, a cap on the amount of operating reserves will be implemented as per the new Education funding model” and verbally “Per Alberta Education, the cap is calculated at 3.15% of operating expenditures”. Alberta Education (AE) has verbally stated that the cap will be based as a percentage of revenues or expenses; however, the percentage and calculation are still under discussion. We will know, at the latest, when the 2022-23 provincial budget is released.

RESERVES

In the Spring Budget, the Board approved using **\$5,998,282** from Operating Reserves comprised of \$6,852,282 to be used for operations, offset by a \$854,000 capital effect. In the spring, there was \$1.49 million of COVID funding included in 2020-21 year end; however, due to the change in the accounting for this funding, there is an additional \$1.49 million in revenue for 2021-22. The reduction in reserve usage of \$1.49 million was applied to COVID costs of \$2.12 million approved to be funded in the spring.

Spring Budget Reserve Amount to be Used for Operations	\$6,852,282
Additional Amount Approved for Home Education *	200,000
Additional Amount Approved for Student Transportation *	325,000
Reduction of Reserves (COVID grant amount) now recorded in 2021-22	(1,486,497)
Reclassification of Mechanical Cooling to Capital effect (pg. 10)	(250,000)
Reduction on Reserves Carryforward Schools & Departments	(264,439)
Subtotal: Revised Reserves to be Used for Operations	5,376,346
Revised Capital Effect (including mechanical cooling reclassification, pg. 10)	(604,000)
Subtotal: Total Revised Reserves (A)	4,772,346

* This fall, the Board approved two additional allocations “up to” from reserves.

Finance has been in contact with AE regarding what amount is approved. As per their correspondence, even though less reserves are needed due to the change in accounting rules, the approved amount (\$5,998,282) in the letter is what is needed.

Reserves Approved by Board	\$6,852,282
Capital Effect Approved by Board	(854,000)
Total Reserve Usage Approved by Minister in July (B)	\$5,998,282
Available Reserves Already Approved by Minister (B – A)	\$1,225,936

Because of the changes to the Fall Budget outlined above, no request is needed to be made to the Minister. If the Board approves the \$1 million transfer from operating reserves to capital reserves as presented in this Fall Budget, this will also not require a request as the Total Revised Reserves (A) would increase to \$5,772,346 (\$4,772,346 + \$1,000,000) where the total available is \$5,998,282 (B).

\$1,225,936 less \$1,000,000 = **\$225,936 Reserves can use without request to Minister**



RECOMMENDATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-23 School Fee Parameters

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Tanya Borchers, Executive Assistant

REFERENCE: Alberta Regulation 95/2019, School Fees Regulation
Board Policy 23: School Fees
Administrative Procedure 505, School and Administrative Fees

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, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve parameters for setting school fees for the 2022-23 school year, as presented.

BACKGROUND:

As the Board wishes to ensure students achieve a quality education but also that fees are not cost-prohibitive for parents, parameters for setting fees for the 2022-23 school year need to be determined.

In 2021-22, fee increases allowed for the increased cost in goods and services:

Fee Type	Parameter
Optional courses	Cost recovery only. Maximum increase of 5% and 7% for food courses.*
Noon supervision	Cost recovery only. Maximum increase of 5%. Requires an explanation.*
Activity fees (field trips)	Cost recovery only. Fees can be increased >5%.
Extra-curricular	Cost recovery only. Fees can be increased >5%.
Non-curricular travel (overnight ski or band trips)	Cost recovery only. Fees can be increased >5%.
Non-curricular goods and services (Student Union)	Cost recovery only. Maximum increase of 5%.

* An increase in excess of 5% was considered in extra-ordinary circumstances.

Recent financial indicators are that the economy for Alberta is improving. These are early days and as trustees heard during the assurance reviews, some families are still feeling the financial strains. Various sectors of the economy are lagging behind others, and another wave of COVID-19 looms over the economy. The impacts of COVID-19 have been hard on Alberta. EIPS must balance between providing a high-quality education and operating within the constraints of both our budget and the fiscal realities of EIPS families.

The Consumer Price Index (CPI) is a representation of changes in prices experienced by Canadian consumers. It measures price changes by comparing the cost of fixed goods and services over time. This includes food, shelter, utilities, furnishings, clothing, transportation, health and personal care, recreation, education and reading, alcoholic beverages, tobacco, and recreational cannabis.

The CPI is one of the most widely used measures of inflation. “All items” CPI and its “sub-aggregates” can be used to calculate the price change between any two periods: the most used calculation being the 12-month percentage change. Data users who rely on the CPI for indexation purposes are advised to use this indicator as it reflects actual price movements observed during a given period. The CPI is based on a fixed basket of goods and services, which represents the average Canadian household's spending habits. The CPI measures the average change in retail prices encountered by all consumers in Canada.

Data is available at various levels, including provincially, by select cities and by population. The CPI shown in Attachment 1 is for Alberta in the last four years. When considering fees, it is better to look at the sub-aggregate changes in CPI as this provides a better picture of the increases in prices for a specific basket of goods. “All items” CPI includes items such as rent on a weighted average, which is not applicable to fees. We excluded rent because schools are buying goods and services that do not include rent costs.

In addition, forecasts for inflation into 2022 are that inflation will remain high for early parts of next year. The below excerpt was taken from ATB’s OWL publication it puts out daily titled “Trendsetting interest rate stays the same” (link provided)

*On the inflation front, “the Bank continues to expect CPI inflation to remain elevated in the first half of 2022 and ease back towards 2% in the second half of the year.” Fallout from the pandemic, government stimuli, clogged supply chains, drought and high energy prices have created a situation in which inflation is **high** (relative to the Bank of Canada’s target rate of 2%), **unstable** and **unpredictable**. According to the most recent [Monetary Policy Report](#), the Bank expects inflation “to remain elevated [around October’s rate of 4.7%] for the rest of 2021 and into 2022 due to ongoing supply disruptions created by the pandemic and higher energy prices.” “Inflation is [then] expected to ease to about 2% by the end of 2022 as these pressures dissipate.” In annual terms, the national inflation rate is forecast to average 3.4% in 2021, 3.4% in 2022 and 2.3% in 2023 <https://www.atb.com/company/insights/the-owl/bank-of-canada-rate-announcement-december-2021/>*

In addition, Canada’s food price report is indicating a five to seven percent increase in 2022. The following was taken from a Global News report titled “Canadians are about to face more sticker shock at the grocery store” (link provided)

Food prices will climb by between five and seven per cent in 2022, adding nearly \$1,000 a year to the grocery bill of the average family of four, according to estimates from the latest edition of Canada’s Food Price Report released on Thursday.

<https://globalnews.ca/news/8428651/canada-food-price-report-2022/>

Based on the CPI growth from the prior year (aligns with increases allowed for 2021-22) and the inflation information, administration is proposing the following parameters for setting 2022-23 school fees:

Fee Type	Parameter
Optional courses	Cost recovery only. Maximum increase of 5% and 7% for food courses. Requires an explanation.*
Noon supervision	Cost recovery only. Maximum increase of 5%. Requires an explanation.*
Activity fees (field trips)	Cost recovery only. Fees can be increased >5% . Requires an explanation.
Extra-curricular	Cost recovery only. Fees can be increased >5% . Requires an explanation.
Non-curricular travel (overnight ski or band trips)	Cost recovery only. Fees can be increased >5% . Requires an explanation.
Non-curricular goods and services (Student Union)	Cost recovery only. Maximum increase of 5%. Requires an explanation.

**The increases above will continue to allow for the cost increases in goods and services. Fee increases higher than the above parameters for optional courses and noon supervision would be considered in exceptional circumstances.*

Schools track their fees in their School Generated Funds (SGF) accounts by category or course. Leading up to and after the completion of courses, field trips, noon supervision, etc., the costs of the various programs are reviewed and compared to the fee charged. In Administrative Procedure 505: School and Administrative Fees, any funds remaining in a program for extra-curricular teams or clubs, activities, or courses may be used to sponsor a final class/team activity or event. Where fees were over-charged more than \$10/student, the plan to use or refund is sent in for review to the Secretary-Treasurer and Superintendent. These amounts are typically refunded (credited) to the student. Each year, Financial Services monitors the surplus generated through fees and discusses these with the bookkeepers at schools.

COMMUNICATION:

Once approved by the Board, schools will be notified of the approval and the fees will be posted on each school’s website.

ATTACHMENT(S):

1. CPI data for Alberta

Alberta	Sept 2018		Sept 2019		Sept 2020		Sept 2021	
	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr
All items	141.1	3.0%	142.9	1.3%	145.0	1.5%	150.8	4.0%
Sub-aggregates:								
Food	144.4	1.6%	150.0	3.9%	152.4	1.6%	158.7	4.1%
Recreation, education and reading	114.8	1.0%	116.0	1.0%	116.3	0.3%	119.9	3.1%
Goods	121.4	4.2%	121.4	0.0%	123.7	1.9%	131.4	6.2%
Services	162.9	2.1%	166.4	2.1%	168.2	1.1%	171.9	2.2%

Food includes non-alcoholic beverages.

Goods are physical or tangible commodities usually classified according to their life span into non-durable goods, semi-durable goods and durable goods. Non-durable goods are those goods that can be used up entirely in less than a year, assuming normal usage. For example, fresh food products, disposable cameras and gasoline are non-durable goods. Semi-durable goods are those goods that may last less than 12 months or greater than 12 months depending on the purpose to which they are put. For example, clothing, footwear and household textiles are semi-durable goods. Durable goods are those goods which may be used repeatedly or continuously over more than a year, assuming normal usage. For example, cars, audio and video equipment and furniture are durable goods.

A **Service** in the Consumer Price Index (CPI) is characterized by valuable work performed by an individual or organization on behalf of a consumer, for example, car tune-ups, haircuts and city public transportation. Transactions classified as a service may include the cost of goods by their nature. Examples include food in restaurant food services and materials in clothing repair services.

All Data above taken from <https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=1810000401#timefr>

Time base

The CPI compares, in percentage terms, prices in any given time period to prices in the official base period which, at present, is 2002=100. The official time base was changed from 1992=100 to 2002=100 starting with the CPI for May 2007. The change is strictly an arithmetic conversion which alters the index levels but leaves the percentage changes between any two periods intact, except for differences in rounding.



INFORMATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: School Status Report for 2020-21

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Candace Cole, Secretary-Treasurer
Brent Dragon, Planner, Facility Services
Carmine von Tettenborn, Director, Financial Services
Christina Keroack, Business Manager, Facility Services

REFERENCE: Policy 2: Role of the Board
Policy 15: School Closure and Program Reduction
Education Act: Section 62

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, management, and investment in Division infrastructure.

ISSUE:

That the Board of Trustees receives for information the School Status Report for 2020-21.

BACKGROUND:

Policy 15: School Closure and Program Reduction stipulates that, in compliance with the *Education Act*, “due to changes in enrolment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction”.

CURRENT SITUATION OR KEY POINT:

All information and analysis is based on the September 30, 2020 student count and 2020-21 costs and utilization.



The average cost per Elk Island Public Schools (EIPS) student is \$6,966 (Attachment 1 - Total Costs per Student 2020-21) which is a slight increase from 2019-20 (\$6,925). However, a direct comparison between 2019-20 and 2020-21 cannot be done as in-school learning closed on March 15, 2020, as a result of the COVID-19 pandemic. The 2020-21 school year had periods of division-wide online learning, in-person classes and many students attended year-round learning online. A full breakdown of enrolment, utilization and cost per student has been provided in Attachment 2 - Schools Status Comparison.

Currently, EIPS has 22 schools above this average, including one school over \$13,000 per student. The Division's 2020-21 enrolment excluding special education and PALS students has decreased by one per cent to 16,176 from 16,322 in 2019-20. The overall utilization for the Division as reported by Alberta Education in the Area Capacity Utilization Report (ACU) has decreased by 3 per cent in 2020-21 to 72 per cent from 75 per cent in 2019-20.

The Alberta Education/Alberta Infrastructure School Capital Manual considers a school fully utilized when 100 per cent of the instructional area is being used however, additional infrastructure may be considered when a school reaches a utilization rate of 85 per cent.

In 2020-21 Alberta Education/Alberta Infrastructure implemented a change to the Operation and Maintenance (O&M) funding calculation. Full details regarding the O&M grant can be found in section C3.1 of the funding manual (Attachment 3 - C3.1 – Operations and Maintenance Grant Targeted Grant). As a result of these changes, schools are funded for O&M based in part on their utilization. Each facility receives funding for the total gross area of the facility, however, the funding rate differs between utilized area and underutilized area.

$$\textit{Utilized Area} = (\textit{Gross Area} - \textit{Exempt Area}) \times \textit{Utilization rate of the School}$$

Note: When a school achieves a utilization rate of 85 per cent or greater the facility is considered fully utilized and the entire Gross Area less Exempt Area is funded at the fully utilized rate. If a facility has a utilization rate below 85 per cent the underutilized area is funded at the underutilize rate.

$$\textit{Underutilized Area} = (\textit{Gross Area} - \textit{Exempt Area}) - \textit{Utilized Area}$$

In 2020-21 the utilized rate was \$65 per metre square and the underutilized rate was \$45 per metre square.

In 2018-19 Alberta Education introduced a change to the Area Capacity Utilization formula. Before 2018-19 all special education severe students had a full time equivalent (FTE) rating of 3.0. As of 2018-19, all ECS special education severe students have an FTE rating of 1.5 and grade 1-12 special education severe students have an FTE rating of 3.0. The change in the formula has had a slight impact on the Division's overall utilization.

There are many factors to consider when reviewing the viability of a school or program. The School Status Report identifies several key factors that are available to the Board of Trustees and the school communities. The indicators identified in this report include enrolment, school utilization and cost per student. These factors are not all inclusive and one item cannot be the deciding factor in recommending a review for school closure. Having said this, the Board will need to carefully consider utilization rates on a sector by sector basis and look at specific school sites as well as overall sector utilization. This will be essential, especially as it is related to new school builds, school modernizations as well as modular acquisitions and relocations. Strategically, the Board should consider consolidating programming in schools to ensure utilization rates are 85 per cent or higher as well as evenly balanced throughout the sectors, wherever possible. Further, schools and sectors under 70 per cent



utilization should undergo a formal review process to determine five-year viability and any school and/or sector under 50 per cent utilization should be considered for consolidation or closure.

Note: Starting with the 2020-21 School Status Report funding allocation for the PALS program are removed in conjunction with the SPED allocation. For the 2020-21 school year PALS allocation was provided to A.L. Horton Elementary, Ardrossan Elementary, École Parc Élementaire, Lamont Elementary and Pine Street Elementary. PALS and SPED program students have always been excluded from the enrolment count however prior to the 2020-21 school status report only the SPED allocation was removed. By removing the PALS allocation the schools with PALS programming are not adversely impacted.

The analysis is presented by geographic sector and is provided on a four-year comparative basis to identify trends in the factors and to ensure that the recommendation for a school closure is based on a pattern instead of on an isolated incident or situation.

If the Board of Trustees wishes to consider complete or partial closure of a designated school the matter shall be raised by way of a motion in a public board meeting. Following the appropriate communications and public consultation meetings, the Board of Trustees shall render a decision at a public board meeting within the same school year, effective for the next school year.

Sector 1 – Sherwood Park (Attachment 2, Pages 1 to 7)

Total enrolment in Sector 1 increased by two per cent compared to the prior year. This is due to the closure of Wye Elementary in Sector 2 and the opening of the replacement school Heritage Hills Elementary in Sector 1. (Page 1). Sector 1 has 11 elementary schools and in 2020-21 only one had enrolment growth (Davidson Creek Elementary). Nine elementary schools saw enrolment decline and the last school Heritage Hills Elementary opened in 2020-21 and therefore a trend cannot be made. Of the nine schools with enrolment decline, two had only slight decreases between one per cent and five per cent (Mills Haven Elementary and Woodbridge Farms Elementary). Five schools had moderate enrolment decreases between five and 10 per cent (Brentwood Elementary, Glen Allen Elementary, Strathcona Christian Academy Elementary, Wes Hosford Elementary and Westboro Elementary). Lastly, two schools had significant enrolment declines, greater than 10 per cent (Ecole Campbelltown and Pine Street Elementary). Ecole Campbelltown declined by 27 per cent and Pine Street Elementary declined by 13 per cent. The enrolment decline at Ecole Campbelltown can be attributed to the opening of Heritage Hills Elementary which replaced Wye Elementary and expanded French Immersion Programming within Sector 1. This resulted in new K-6 French Immersion attendance area boundaries. As such, it is not possible to compare enrolment at Heritage Hills Elementary to the historic enrolment of Wye Elementary.

Note: The enrolment decline at Ecole Campbelltown can be attributed to the opening of Heritage Hills Elementary and the establishment of a second K-6 French Immersion Program within Sector 1.

At the junior high level, F. R. Haythorne Junior High saw a decrease of four per cent. Meanwhile, Clover Bar Junior High and Lakeland Ridge experienced moderate enrolment increases of four per cent and one per cent respectively. Sherwood Heights experienced the largest enrolment increase at 10 per cent. (Pages 1 and 3)

At the senior high level Bev Facey Community High and Salisbury Composite High had moderate enrolment increases at one per cent and three per cent respectively. In contrast, Strathcona Christian Academy Secondary experienced a slight enrolment decline of one per cent.



The overall utilization in Sector 1 for 2020-21 averaged 76 per cent. This is a three per cent decrease from 2019-20. This decline in utilization can be attributed to the increased capacity of Heritage Hills Elementary which has had a similar impact as Davidson Creek did in 2018-19. When Davidson Creek Elementary opened in 2018-19 the sector's utilization decreased by six per cent from 2017-18 levels. The combined impact of Heritage Hills Elementary and Davidson Creek Elementary has resulted in a net utilization decrease of nine per cent. No Sector 1 school has a utilization rate exceeding 100 per cent in 2020-21, however, three schools have utilization rates above 90 per cent. (Pages 4 to 6)

Within Sector 1, three elementary schools (Pine Street Elementary, Strathcona Christian Academy Elementary, Westboro Elementary, and Woodbridge Farms Elementary) and one junior high school (Clover Bar Junior High) have a total cost per student exceeding the Division average of \$6,966.

Note: Pine Street Elementary has the highest cost per student (\$8,466) of all Sector 1 schools and is the fifth-highest total cost per student across the Division.

Sector 2 – Strathcona County (Attachment 2, Page 8 to 10)

Enrolment in Sector 2 schools decreased compared to the prior year. This is primarily due to the replacement of Wye Elementary with Heritage Hills Elementary. Three of the four schools saw an enrolment decline (Ardrossan Elementary, Fultonvale Elementary Junior High and Uncas Elementary). Ardrossan Junior Senior High saw stable enrolment in 2020-21, however it remains the only school above 100 per cent utilized.

Note: Fultonvale Elementary Junior High had an enrolment decrease of nine per cent. (Page 8 and 9)

The overall utilization in this sector was 77 per cent, a three per cent decrease from 2019–20. (Page 9)

Two schools (Fultonvale Elementary Junior High and Uncas Elementary) in Sector 2 had costs above the Division average.

Note: Uncas Elementary now ranks within the top ten highest costs per student across the Division moving to number 6 in 2020-21 from number 11 in 2019-20. (Page 10)

Sector 3 – Fort Saskatchewan (Attachment 2, Pages 11 to 15)

The total enrolment of Sector 3 remained stable between 2019-20 and 2020-21. Two of the nine schools saw enrolment growth (James Mowat Elementary and SouthPointe School). Three of the nine schools have stable enrolments (Ecole Parc Elementaire, Rudolph Hennig Junior High and Win Ferguson Elementary). The remaining four schools had enrolment decline (Castle (Scotford Colony), Fort Saskatchewan Christian, Fort Saskatchewan Elementary and Fort Saskatchewan High). (Page 11)

Note: The overall utilization in this Sector 3 was 80 per cent, a one per cent decrease from the prior year. (Pages 13 to 14)

The cost per student of one Sector 3 schools was below the Division average (Rudolph Hennig Junior High). The remaining seven schools (Castle (Scotford Colony), École Parc Élémentaire, Fort Saskatchewan Elementary, Fort Saskatchewan Christian, Fort Saskatchewan High, James Mowat Elementary, SouthPointe Schools, and Win Ferguson Elementary) were above the average cost for the Division and ranked 12th and sixth respectively. (Page 15)

Sector 4 – Lamont County (Attachment 2, Pages 16 to 18)

Enrolments for this sector decreased by seven per cent over the prior year. Only one school had an enrolment increase (Lamont Elementary). Moderate enrolment declines were experienced at Lamont High School and significant enrolment declines (greater than 10 per cent) were experienced at Andrew School, Bruderheim School, and Mundare School.

Note: The enrolment decline at Andrew School can partially be attributed to the closure of the senior high program in 2019-20 and the closure of junior high programming in 2020-21. Students were redesignated to Lamont High and Vegreville Composite High. (Page 16)

The utilization in this sector decreased by nine per cent from 2019-20. The average utilization rate is now below 50 per cent for the whole Sector. However, this is largely due to the very low utilization at Andrew School (16 per cent). (Page 17)

All Sector 4 schools have costs per student above the Division Average and four of the five schools are ranked within the top five highest costs per student schools in the Division. Lamont High School ranks tenth overall. (Page 18)

Note: Andrew ranks as the highest cost per student school in EIPS at \$13,878. Bruderheim School ranks as the second-highest cost per student school in EIPS at \$11,558. (Page 18)



Sector 5 – County of Minburn (Attachment 2, Pages 19 to 20)

The overall enrolment in this sector has decreased by three per cent over the prior year. (Page 19)

Note: Enrolment at Pleasant Ridge Colony increased by 44 per cent with enrolment increasing to 13 students in 2020-21 from 9 students in 2019-20. As a result Pleasant Ridge Colony decrease in rank to 15th in 2020-21 from third in 2019-20.

The utilization in this sector continues to be low and has decreased. The overall average utilization for the sector is 55 per cent, a one per cent increase from 2019-20. Vegreville Composite High continues to experience a low utilization of only 40 per cent and A. L. Horton has remained stable at 70 per cent. (Page 20)

Note: All Sector 5 schools have total costs per student above the Division average. Vegreville Composite High ranked eighth and A.L. Horton Elementary ranked seventh. (Page 20)

ATTACHMENT(S):

1. Total Costs per Student 2020-21
2. Schools Status Comparison
3. C3.1 – Operations and Maintenance Targeted Grant

ELK ISLAND PUBLIC SCHOOLS
Total Cost Per Student 2020-21

	EIPS Rank	Enrolment Sept. 2020 ¹	Instructional ²		Operations & Maint. ³		Total Cost Per Student
			2020-21 Actuals ⁴	Cost Per Student	O & M Costs	Cost Per Student	
A. L. Horton Elementary	7	305	2,212,217	7,253	257,543	844	8,098
Andrew School	1	64	709,161	11,081	179,035	2,797	13,878
Ardrossan Elementary	28	502	3,127,020	6,229	221,219	441	6,670
Ardrossan Junior Senior High	33	865	4,978,793	5,756	525,784	608	6,364
Bev Facey Community High	31	949	5,545,678	5,844	744,866	785	6,629
Brentwood Elementary	25	397	2,472,052	6,227	211,302	532	6,759
Bruderheim School	2	117	1,208,346	10,328	143,882	1,230	11,558
Castle (Scotford Colony)	11	24	184,721	7,697	-	-	7,697
Clover Bar Junior High	13	322	2,178,141	6,764	234,898	729	7,494
Davidson Creek Elementary	34	610	3,580,466	5,870	198,558	326	6,195
École Campbelltown	32	407	2,439,916	5,995	188,836	464	6,459
École Parc Élémentaire	17	261	1,673,543	6,412	208,695	800	7,212
F. R. Haythorne Junior High	38	580	3,103,231	5,350	335,643	579	5,929
Fort Saskatchewan Elem/Christian	15	652	4,514,754	6,924	317,010	486	7,411
Fort Saskatchewan High	12	394	2,637,958	6,695	354,139	899	7,594
Fultonvale Elementary Junior High	19	456	2,957,943	6,487	280,771	616	7,102
Glen Allan Elementary	23	362	2,345,183	6,478	173,059	478	6,956
Heritage Hills Elementary ⁵	27	472	2,940,366	6,230	219,327	465	6,694
James Mowat Elementary	20	399	2,550,094	6,391	242,999	609	7,000
Lakeland Ridge (K-9)	36	797	4,594,487	5,765	322,028	404	6,169
Lamont Elementary	4	283	2,174,053	7,682	225,448	797	8,479
Lamont High	10	274	1,917,593	6,999	214,620	783	7,782
Mills Haven Elementary	26	407	2,556,437	6,281	180,896	444	6,726
Ministik Elementary	-	-	-	N/A	-	N/A	-
Mundare School	3	120	1,051,206	8,760	163,203	1,360	10,120
Pine Street Elementary	5	271	2,086,660	7,700	207,563	766	8,466
Pleasant Ridge Colony	14	13	96,645	7,434	-	-	7,434
Rudolph Hennig Junior High	29	460	2,774,837	6,032	285,611	621	6,653
Salisbury Composite High	30	1,139	6,781,582	5,954	776,410	682	6,636
Sherwood Heights Junior High	35	605	3,441,355	5,688	295,283	488	6,176
SouthPointe School	21	553	3,597,003	6,505	262,577	475	6,979
Strathcona Christian Academy Elementary	22	548	3,576,605	6,527	247,170	451	6,978
Strathcona Christian Academy Secondary	37	595	3,352,900	5,635	290,565	488	6,123
Uncas Elementary	6	197	1,494,650	7,587	142,264	722	8,309
Vegreville Composite High	8	333	2,234,540	6,710	449,394	1,350	8,060
Wes Hosford Elementary	24	412	2,624,947	6,371	176,100	427	6,799
Westboro Elementary	16	321	2,201,660	6,859	168,661	525	7,384
Win Ferguson Elementary	18	428	2,879,827	6,729	203,610	476	7,204
Woodbridge Farms Elementary	9	282	2,051,368	7,274	169,205	600	7,874
Wye Elementary	-	-	-	N/A	22,227	N/A	-
Total/Average		16,176	102,847,939	6,358	9,840,401	608	6,966

¹ Excludes Elk Island Youth Ranch, Special Education Programs, Home Education, Continuing Education, Outreach & Centre for Ed Alternatives.

² Instructional - Total cost incurred by the school for fiscal year, excluding Special Ed program allocation, Capital, O & M and School Generated Funds. The exceptions are Pleasant Ridge Colony and Castle (Scotford Colony) that receive a PO & M allocation. Any associated costs are included in the instructional column.

³ Operations & Maintenance (O & M) - Includes parking lot snow removal, custodial, electricity, gas, water, maintenance, insurance, and garbage for all schools except Strathcona Christian Academy Secondary (SCS) and Strathcona Christian Academy Elementary (SCE). It should also be noted that Facility Services has implemented a strategy to help reduce utility cost increase. Note: 2020-21 is the first year Insurance has been included within the O&M costs, however a significant increase has not been realized as snow removal costs were significantly lower than previous years due to fewer snow events.

⁴ Note that starting in the 2020-21 School Year costs associated with PALS program have been excluded from the total instructional costs. Note for the 2020-21 School year PALS allocation was provided to A.L. Horton Elementary, Ardrossan Elementary, École Parc Élémentaire, Lamont Elementary and Pine Street Elementary.

⁵ Includes financial allocations to cover school start-up costs.

ELK ISLAND PUBLIC SCHOOLS
Total Cost Per Student 2020-21

School Name	Prior Year Rank	EIPS Rank	Enrolment Sept. 2020 ¹	Instructional ²		Operations & Maint. ³		Total Cost Per Student
				2020-21 Actuals ⁴	Cost Per Student	O & M Costs	Cost Per Student	
Andrew School	1	1	64	709,161	11,081	179,035	2,797	13,878
Bruderheim School	4	2	117	1,208,346	10,328	143,882	1,230	11,558
Mundare School	2	3	120	1,051,206	8,760	163,203	1,360	10,120
Lamont Elementary	7	4	283	2,174,053	7,682	225,448	797	8,479
Pine Street Elementary	5	5	271	2,086,660	7,700	207,563	766	8,466
Uncas Elementary	11	6	197	1,494,650	7,587	142,264	722	8,309
A. L. Horton Elementary	12	7	305	2,212,217	7,253	257,543	844	8,098
Vegreville Composite High	8	8	333	2,234,540	6,710	449,394	1,350	8,060
Woodbridge Farms Elementary	13	9	282	2,051,368	7,274	169,205	600	7,874
Lamont High	10	10	274	1,917,593	6,999	214,620	783	7,782
Castle (Scotford Colony)	9	11	24	184,721	7,697	-	-	7,697
Fort Saskatchewan High	14	12	394	2,637,958	6,695	354,139	899	7,594
Clover Bar Junior High	16	13	322	2,178,141	6,764	234,898	729	7,494
Pleasant Ridge Colony	3	14	13	96,645	7,434	-	-	7,434
Fort Saskatchewan Elem/Christian	17	15	652	4,514,754	6,924	317,010	486	7,411
Westboro Elementary	29	16	321	2,201,660	6,859	168,661	525	7,384
École Parc Élémentaire	6	17	261	1,673,543	6,412	208,695	800	7,212
Win Ferguson Elementary	28	18	428	2,879,827	6,729	203,610	476	7,204
Fultonvale Elementary Junior High	26	19	456	2,957,943	6,487	280,771	616	7,102
James Mowat Elementary	22	20	399	2,550,094	6,391	242,999	609	7,000
SouthPointe School	20	21	553	3,597,003	6,505	262,577	475	6,979
Strathcona Christian Academy Elementary	23	22	548	3,576,605	6,527	247,170	451	6,978
Glen Allan Elementary	18	23	362	2,345,183	6,478	173,059	478	6,956
Wes Hosford Elementary	24	24	412	2,624,947	6,371	176,100	427	6,799
Brentwood Elementary	27	25	397	2,472,052	6,227	211,302	532	6,759
Mills Haven Elementary	19	26	407	2,556,437	6,281	180,896	444	6,726
Ardrossan Elementary	30	28	502	3,127,020	6,229	221,219	441	6,670
Rudolph Hennig Junior High	31	29	460	2,774,837	6,032	285,611	621	6,653
Salisbury Composite High	25	30	1,139	6,781,582	5,954	776,410	682	6,636
Bev Facey Community High	21	31	949	5,545,678	5,844	744,866	785	6,629
École Campbelltown	37	32	407	2,439,916	5,995	188,836	464	6,459
Ardrossan Junior Senior High	32	33	865	4,978,793	5,756	525,784	608	6,364
Davidson Creek Elementary	38	34	610	3,580,466	5,870	198,558	326	6,195
Sherwood Heights Junior High	33	35	605	3,441,355	5,688	295,283	488	6,176
Lakeland Ridge (K-9)	35	36	797	4,594,487	5,765	322,028	404	6,169
Strathcona Christian Academy Secondary	34	37	595	3,352,900	5,635	290,565	488	6,123
F. R. Haythorne Junior High	36	38	580	3,103,231	5,350	335,643	579	5,929
Wye Elementary	15	39	-	-	-	22,227	-	-
Heritage Hills Elementary ⁵			472	2,940,366	6,230	219,327	465	6,694
Ministik Elementary			-	-	N/A	-	N/A	N/A
Total/Average			16,176	102,847,939	6,358	9,840,401	608	6,966

¹ Excludes Elk Island Youth Ranch, Special Education Programs, Home Education, Continuing Education, Outreach & Centre for Ed Alternatives.

² Instructional - Total cost incurred by the school for fiscal year, excluding Special Ed program allocation, Capital, O & M and School Generated Funds. The exceptions are Pleasant Ridge Colony and Castle (Scotford Colony) that receive a PO & M allocation. Any associated costs are included in the instructional column.

³ Operations & Maintenance (O & M) - Includes parking lot snow removal, custodial, electricity, gas, water, maintenance, insurance, and garbage for all schools except Strathcona Christian Academy Secondary (SCS) and Strathcona Christian Academy Elementary (SCE). It should also be noted that Facility Services has implemented a strategy to help reduce utility cost increase. Note: 2020-21 is the first year Insurance has been included within the O&M costs, however a significant increase has not been realized as snow removal costs were significantly lower than previous years due to fewer snow events.

⁴ Note that starting in the 2020-21 School Year costs associated with PALS program have been excluded from the total instructional costs. Note for the 2020-21 School year PALS allocation was provided to A.L. Horton Elementary, Ardrossan Elementary, École Parc Élémentaire, Lamont Elementary and Pine Street Elementary.

⁵ Includes financial allocations to cover school start-up costs.

ELK ISLAND PUBLIC SCHOOLS
Utilization by Sector 2020-21

Sector	Percentage Utilization					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
<u>Sector 1 - Sherwood Park</u>									
Bev Facey Community High	69%	69%	66%	67%	78%	0%	5%	3%	-12%
Brentwood Elementary	77%	83%	80%	89%	85%	-7%	-4%	-13%	-9%
Clover Bar Junior High	62%	58%	62%	72%	66%	7%	0%	-14%	-6%
Davidson Creek Elementary	97%	94%	N/A	N/A	N/A	3%	26%	N/A	N/A
École Campbelltown	67%	92%	95%	87%	85%	-27%	-29%	-23%	-21%
F. R. Haythorne Junior High	91%	92%	96%	103%	111%	-1%	-5%	-12%	-18%
Glen Allan Elementary	67%	74%	74%	89%	89%	-9%	-9%	-25%	-25%
Heritage Hills Elementary	70%								
Lakeland Ridge (K-9)	93%	92%	88%	86%	86%	1%	6%	8%	8%
Mills Haven Elementary	76%	80%	86%	97%	103%	-5%	-12%	-22%	-26%
Pine Street Elementary	59%	67%	68%	103%	102%	-12%	-13%	-43%	-42%
Salisbury Composite High	62%	60%	60%	58%	58%	3%	3%	7%	7%
Sherwood Heights Junior High	88%	80%	76%	73%	69%	10%	16%	21%	28%
Strathcona Christian Academy Elementary	81%	88%	88%	87%	86%	-8%	-8%	-7%	-6%
Strathcona Christian Academy Sec. (7-12)	72%	72%	71%	70%	72%	0%	1%	3%	0%
Wes Hosford Elementary	81%	87%	90%	93%	93%	-7%	-10%	-13%	-13%
Westboro Elementary	71%	78%	78%	76%	86%	-9%	-9%	-7%	-17%
Woodbridge Farms Elementary	78%	78%	81%	107%	104%	0%	-4%	-27%	-25%
<u>Sector 2 - Strathcona County</u>									
Ardrossan Elementary	81%	87%	79%	86%	108%	-7%	3%	-6%	-25%
Ardrossan Junior Senior High	102%	101%	74%	79%	79%	1%	38%	29%	29%
Fultonvale Elementary Junior High	71%	79%	77%	78%	68%	-10%	-8%	-9%	4%
Ministik Elementary	N/A	N/A	N/A	0%	95%	N/A	N/A	N/A	-100%
Uncas Elementary	55%	66%	66%	57%	49%	-17%	-17%	-4%	12%
Wye Elementary	N/A	69%	77%	82%	83%	N/A	-100%	-100%	-100%
<u>Sector 3 - Fort Saskatchewan</u>									
École Parc Élémentaire	77%	78%	67%	67%	73%	-1%	15%	15%	5%
Fort Saskatchewan Christian	91%	95%	91%	87%	78%	-4%	0%	5%	17%
Fort Saskatchewan Elementary	65%	75%	85%	80%	110%	-13%	-24%	-19%	-41%
Fort Saskatchewan High	60%	64%	57%	58%	57%	-6%	5%	3%	5%
James Mowat Elementary	92%	89%	84%	87%	88%	3%	10%	6%	5%
Rudolph Hennig Junior High	75%	76%	68%	77%	75%	-1%	10%	-3%	0%
SouthPointe School	89%	77%	82%	63%	N/A	16%	9%	N/A	N/A
Win Ferguson Elementary	88%	92%	93%	97%	115%	-4%	-5%	-9%	-23%
<u>Sector 4 - Lamont County</u>									
Andrew School	16%	20%	31%	35%	33%	-20%	-48%	-54%	-52%
Bruderheim School	63%	69%	70%	72%	54%	-9%	-10%	-13%	17%
Lamont Elementary	59%	64%	62%	63%	57%	-8%	-5%	-6%	4%
Lamont High	54%	72%	67%	73%	77%	-25%	-19%	-26%	-30%
Mundare School	51%	67%	50%	60%	54%	-24%	2%	-15%	-6%
<u>Sector 5 - County of Minburn</u>									
A. L. Horton Elementary	70%	70%	70%	78%	81%	0%	0%	-10%	-14%
Vegreville Composite High	40%	42%	43%	44%	46%	-5%	-7%	-9%	-13%

SCHOOL STATUS COMPARISON

SECTOR 1 - SHERWOOD PARK

	Student Count September 30					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Elementary									
Brentwood Elementary	397	425	423	442	432	-7%	-6%	-10%	-8%
Davidson Creek Elementary	610	596	517	N/A	N/A	2%	18%	N/A	N/A
École Campbelltown	407	554	572	541	524	-27%	-29%	-25%	-22%
Glen Allan Elementary	362	385	400	434	442	-6%	-10%	-17%	-18%
Heritage Hills Elementary	472	N/A	N/A	N/A	N/A	-	N/A	N/A	N/A
Mills Haven Elementary	407	413	452	471	476	-1%	-10%	-14%	-14%
Pine Street Elementary	271	310	313	611	604	-13%	-13%	-56%	-55%
Strathcona Christian Academy Elementary	548	584	585	575	572	-6%	-6%	-5%	-4%
Wes Hosford Elementary	412	438	458	466	470	-6%	-10%	-12%	-12%
Westboro Elementary	321	345	331	325	332	-7%	-3%	-1%	-3%
Woodbridge Farms Elementary	282	296	312	435	400	-5%	-10%	-35%	-30%
Junior High									
Clover Bar Junior High	322	316	343	394	382	2%	-6%	-18%	-16%
F. R. Haythorne Junior High	580	605	623	668	690	-4%	-7%	-13%	-16%
Lakeland Ridge (K-9)	797	790	759	741	762	1%	5%	8%	5%
Sherwood Heights Junior High	605	551	531	515	483	10%	14%	17%	25%
Senior High									
Bev Facey Community High	949	940	914	954	1,046	1%	4%	-1%	-9%
Salisbury Composite High	1,139	1,102	1,115	1,072	997	3%	2%	6%	14%
Strathcona Christian Academy Secondary	595	600	591	578	598	-1%	1%	3%	-1%
Total	9,476	9,250	9,239	9,222	9,210	2%	3%	3%	3%

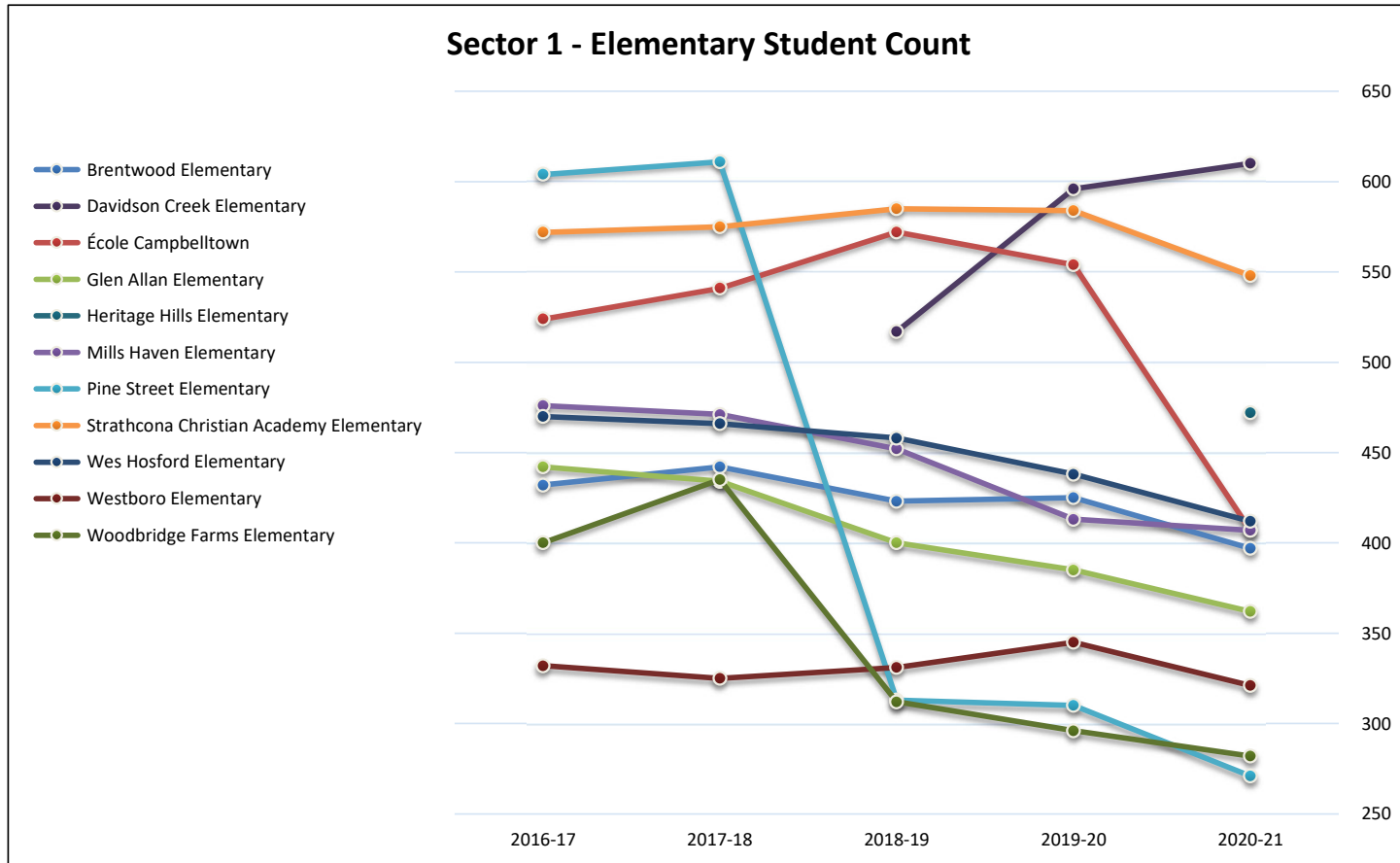
Note:

The enrolment decline at Pine Street Elementary from 2017-18 to 2018-19 is due to the opening of Davidson Creek Elementary.

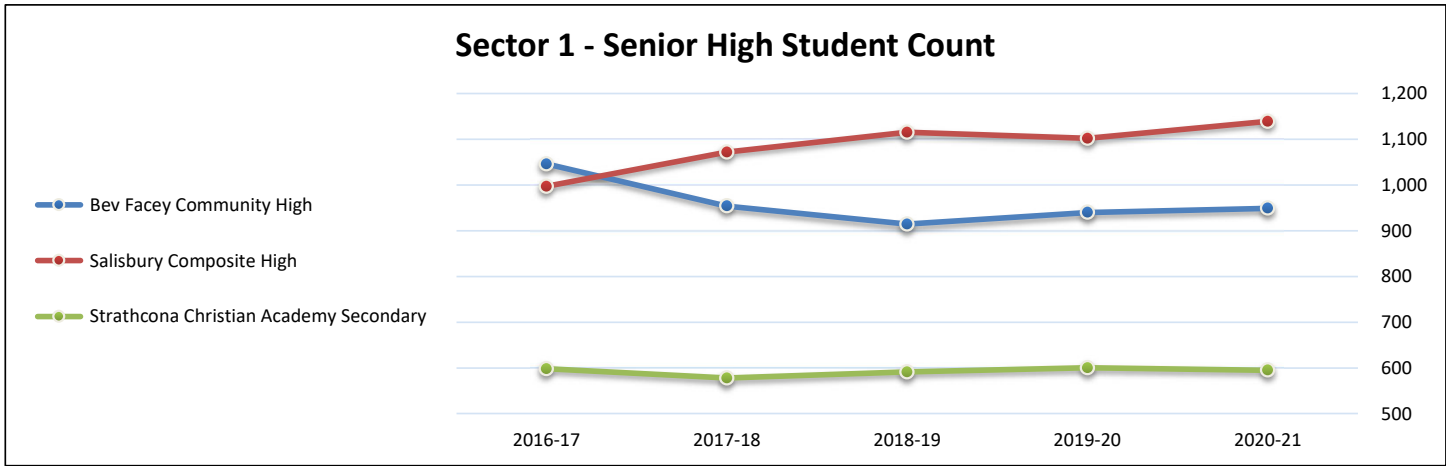
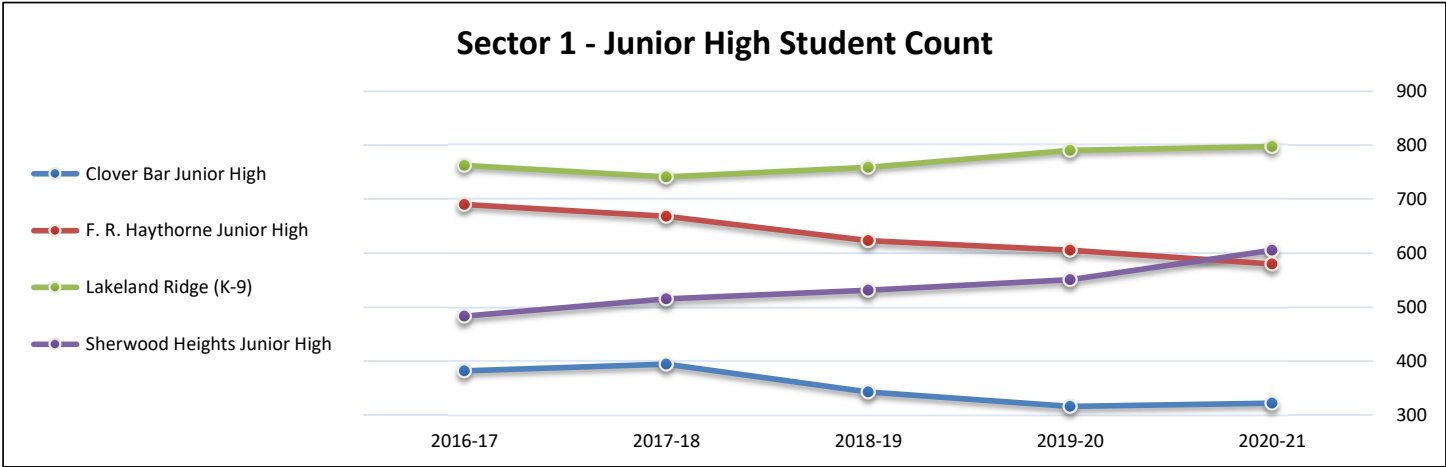
The enrolment decline at École Campbelltown from 2019-20 to 2020-21 is due to the opening of Heritage Hills Elementary.

The overall enrolment increase from 2019-20 to 2020-21 is due to the inclusion of Heritage Hills Elementary students who were previously located in Wye Elementary in Sector 2.

SECTOR 1 - SHERWOOD PARK



SECTOR 1 - SHERWOOD PARK



SCHOOL STATUS COMPARISON

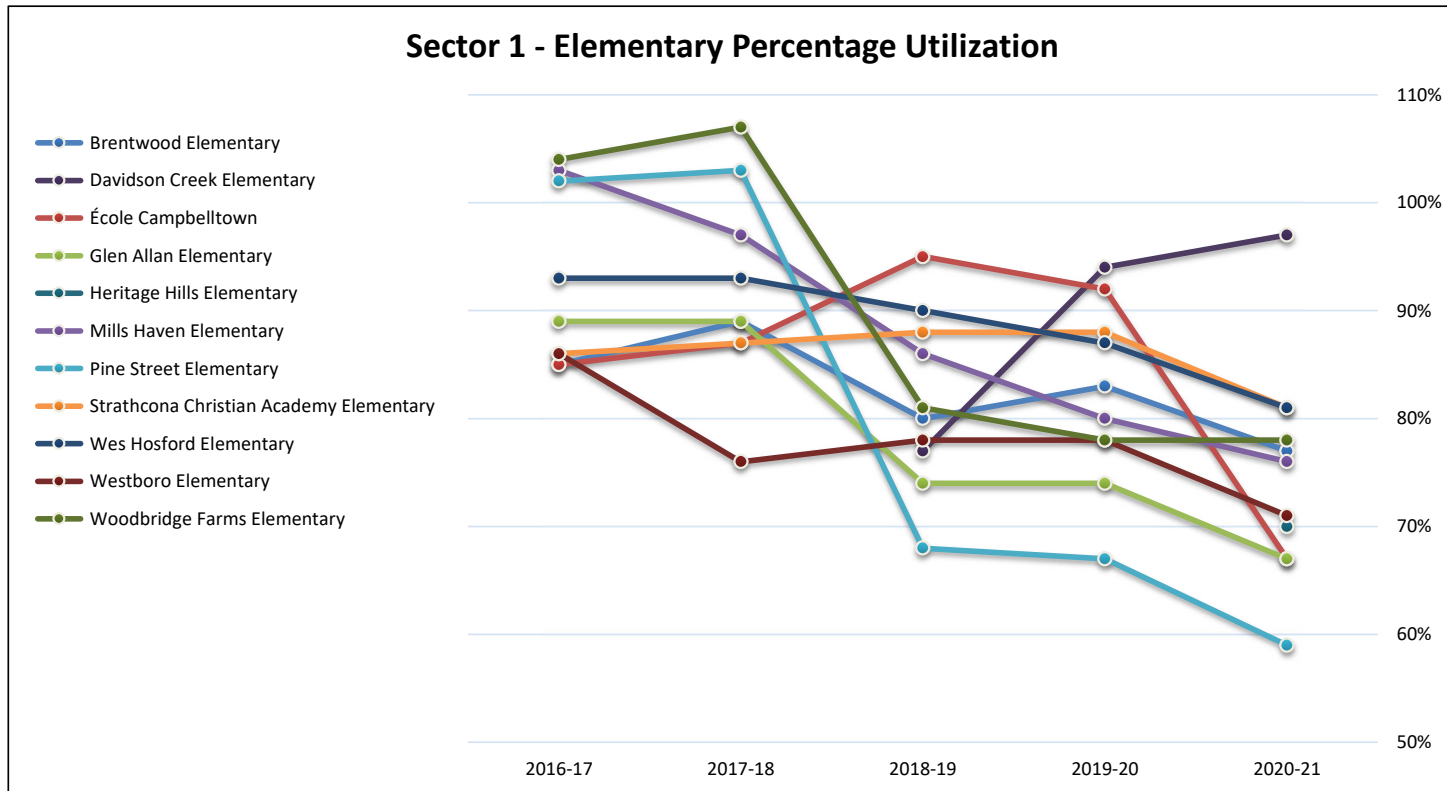
SECTOR 1 - SHERWOOD PARK

	Percentage Utilization					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Elementary									
Brentwood Elementary	77%	83%	80%	89%	85%	-7%	-4%	-13%	-9%
Davidson Creek Elementary	97%	94%	77%	N/A	N/A	3%	26%	N/A	N/A
École Campbelltown	67%	92%	95%	87%	85%	-27%	-29%	-23%	-21%
Glen Allan Elementary	67%	74%	74%	89%	89%	-9%	-9%	-25%	-25%
Heritage Hills Elementary	70%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mills Haven Elementary	76%	80%	86%	97%	103%	-5%	-12%	-22%	-26%
Pine Street Elementary	59%	67%	68%	103%	102%	-12%	-13%	-43%	-42%
Strathcona Christian Academy Elementary	81%	88%	88%	87%	86%	-8%	-8%	-7%	-6%
Wes Hosford Elementary	81%	87%	90%	93%	93%	-7%	-10%	-13%	-13%
Westboro Elementary	71%	78%	78%	76%	86%	-9%	-9%	-7%	-17%
Woodbridge Farms Elementary	78%	78%	81%	107%	104%	0%	-4%	-27%	-25%
Junior High									
Clover Bar Junior High	62%	58%	62%	72%	66%	7%	0%	-14%	-6%
F. R. Haythorne Junior High	91%	92%	96%	103%	111%	-1%	-5%	-12%	-18%
Lakeland Ridge (K-9)	93%	92%	88%	86%	86%	1%	6%	8%	8%
Sherwood Heights Junior High	88%	80%	76%	73%	69%	10%	16%	21%	28%
Senior High									
Bev Facey Community High	69%	69%	66%	67%	78%	0%	5%	3%	-12%
Salisbury Composite High	62%	60%	60%	58%	58%	3%	3%	7%	7%
Strathcona Christian Academy Sec. (7-12)	72%	72%	71%	70%	72%	0%	1%	3%	0%
Average	76%	79%	79%	85%	86%	-4%	-4%	-11%	-12%

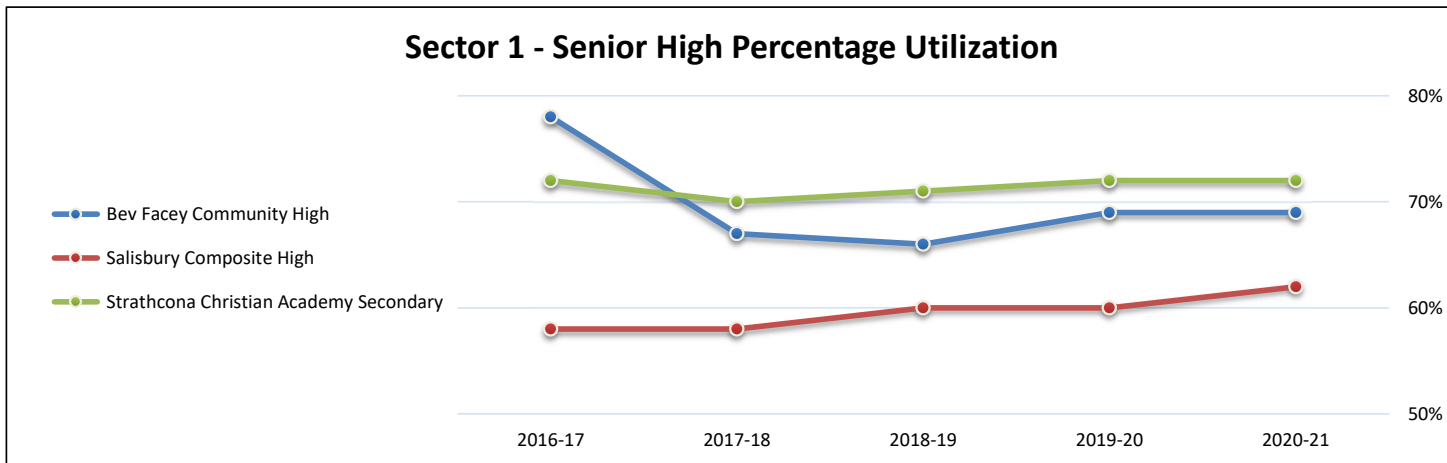
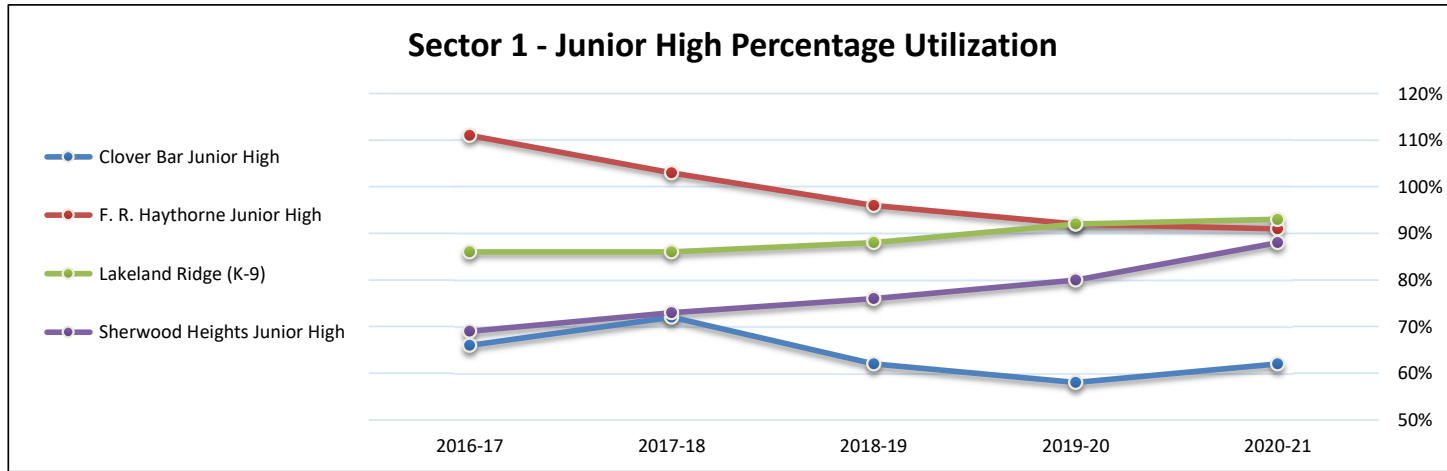
Note:

The utilization decline at Pine Street Elementary from 2017-18 to 2018-19 is due to the opening of Davidson Creek Elementary
 The utilization decline at École Campbelltown from 2019-20 to 2020-21 is due to the opening of Heritage Hills Elementary

SECTOR 1 - SHERWOOD PARK



SECTOR 1 - SHERWOOD PARK



SCHOOL STATUS COMPARISON

SECTOR 1 - SHERWOOD PARK

2020-21 Cost Per Student

	<u>Instructional</u>	<u>PO & M</u>	<u>Total</u>	<u>EIPS Rank</u>
<u>Elementary</u>				
Brentwood Elementary	\$ 6,227	\$ 532	\$ 6,759	25
Davidson Creek Elementary	\$ 5,870	\$ 326	\$ 6,195	34
École Campbelltown	\$ 5,995	\$ 464	\$ 6,459	32
Mills Haven Elementary	\$ 6,281	\$ 444	\$ 6,726	26
Pine Street Elementary	\$ 7,700	\$ 766	\$ 8,466	5
Glen Allan Elementary	\$ 6,478	\$ 478	\$ 6,956	23
Heritage Hills Elementary^	\$ 6,230	\$ 465	\$ 6,694	27
Strathcona Christian Academy Elementary	\$ 6,527	\$ 451	\$ 6,978	22
Wes Hosford Elementary	\$ 6,371	\$ 427	\$ 6,799	24
Westboro Elementary	\$ 6,859	\$ 525	\$ 7,384	16
Woodbridge Farms Elementary	\$ 7,274	\$ 600	\$ 7,874	9
<u>Junior High</u>				
Clover Bar Junior High	\$ 6,764	\$ 729	\$ 7,494	13
F. R. Haythorne Junior High	\$ 5,350	\$ 579	\$ 5,929	38
Lakeland Ridge (K-9)	\$ 5,765	\$ 404	\$ 6,169	36
Sherwood Heights Junior High	\$ 5,688	\$ 488	\$ 6,176	35
<u>Senior High</u>				
Bev Facey Community High	\$ 5,844	\$ 785	\$ 6,629	31
Salisbury Composite High	\$ 5,954	\$ 682	\$ 6,636	30
Strathcona Christian Academy Secondary	\$ 5,635	\$ 488	\$ 6,123	37

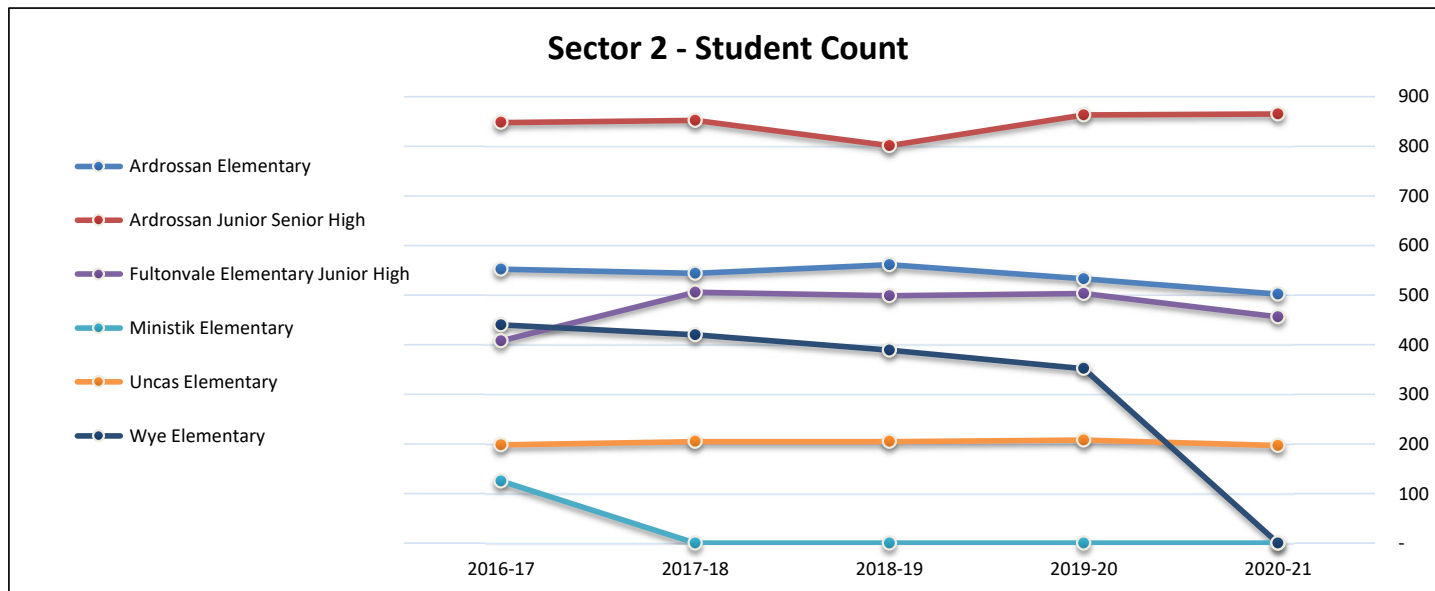
Note:

Heritage Hills Elementary opened in September 2020 and includes funds related to opening schools costs

SCHOOL STATUS COMPARISON

SECTOR 2 - STRATHCONA COUNTY

	Student Count September 30					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Ardrossan Elementary	502	533	561	544	552	-6%	-11%	-8%	-9%
Ardrossan Junior Senior High	865	863	801	852	848	0%	8%	2%	2%
Fultonvale Elementary Junior High	456	503	499	506	408	-9%	-9%	-10%	12%
Ministik Elementary	-	-	-	-	125	N/A	N/A	N/A	N/A
Uncas Elementary	197	208	205	205	198	-5%	-4%	-4%	-1%
Wye Elementary	-	352	389	420	440	N/A	N/A	N/A	N/A
Total	2,020	2,459	2,455	2,527	2,571	-18%	-18%	-20%	-21%



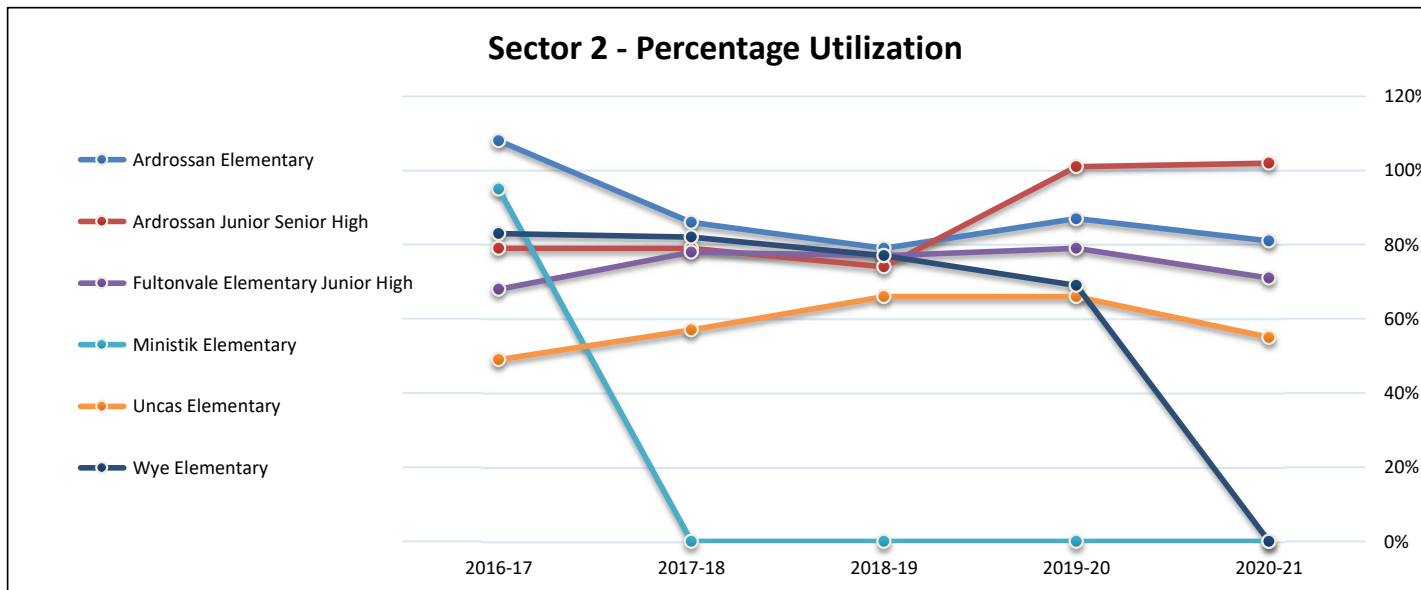
SCHOOL STATUS COMPARISON

SECTOR 2 - STRATHCONA COUNTY

	Percentage Utilization					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Ardrossan Elementary	81%	87%	79%	86%	108%	-7%	3%	-6%	-25%
Ardrossan Junior Senior High	102%	101%	74%	79%	79%	1%	38%	29%	29%
Fultonvale Elementary Junior High	71%	79%	77%	78%	68%	-10%	-8%	-9%	4%
Ministik Elementary	-	-	-	0%	95%	N/A	N/A	N/A	N/A
Uncas Elementary	55%	66%	66%	57%	49%	-17%	-17%	-4%	12%
Wye Elementary	-	69%	77%	82%	83%	N/A	-100%	-100%	-100%
Average	77%	80%	75%	76%	80%	-4%	4%	1%	-4%

Note:

The capacity of Ardrossan Elementary was increased in 2016-17 due to construction of the replacement school.
 The capacity of Ardrossan Junior Senior High was reduced in 2019-20 due to the demolition of six modular classrooms
 The capacity of Fultonvale Elementary Junior High increased in 2016-17 as a result of the modernization



SCHOOL STATUS COMPARISON

SECTOR 2 - STRATHCONA COUNTY

2020-21 Cost Per Student

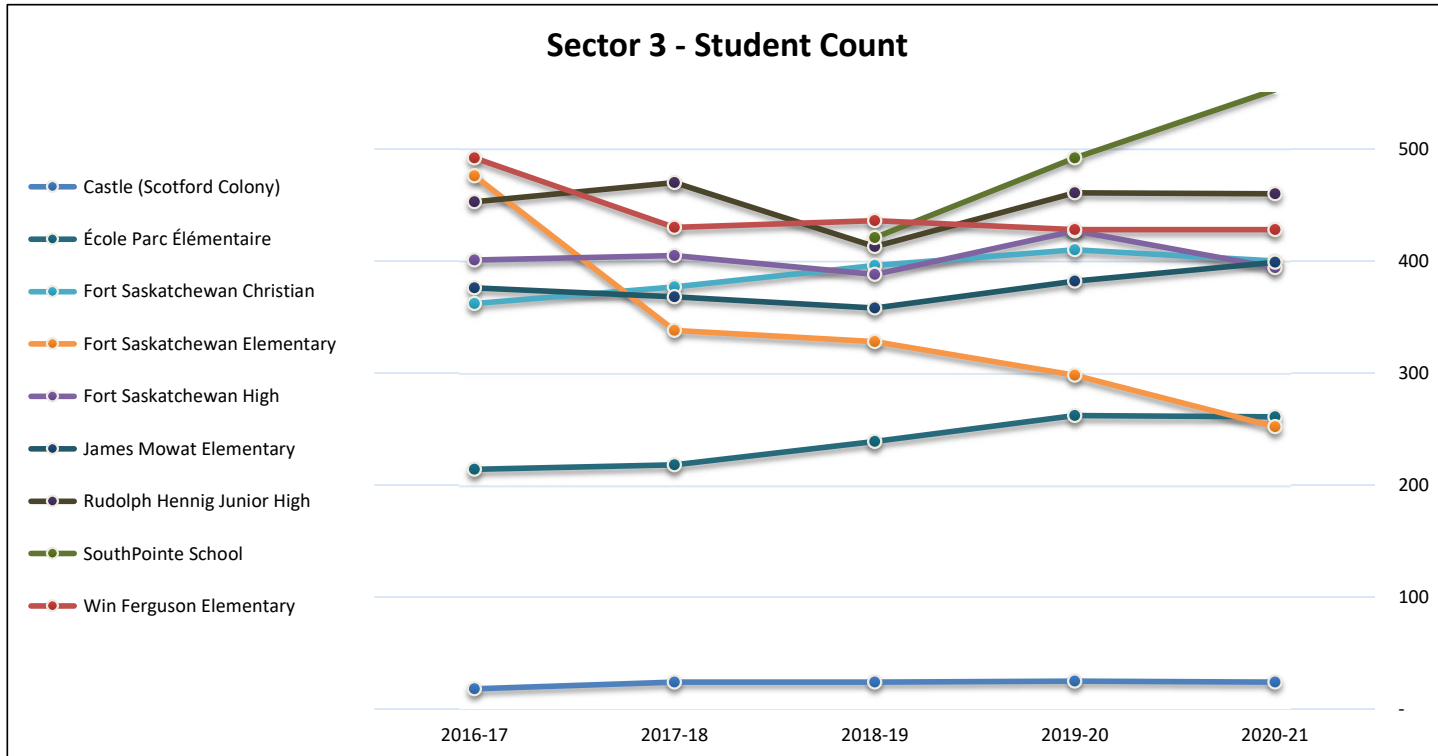
	<u>Instructional</u>	<u>PO & M</u>	<u>Total</u>	<u>EIPS Rank</u>
Ardrossan Elementary	\$ 6,229	\$ 441	\$ 6,670	28
Ardrossan Junior Senior High	\$ 5,756	\$ 608	\$ 6,364	33
Fultonvale Elementary Junior High	\$ 6,487	\$ 616	\$ 7,102	19
Uncas Elementary	\$ 7,587	\$ 722	\$ 8,309	6
Wye Elementary	N/A	N/A	\$ -	0

SCHOOL STATUS COMPARISON

SECTOR 3 - FORT SASKATCHEWAN

	Student Count September 30					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Castle (Scotford Colony)	24	25	24	24	18	-4%	0%	0%	33%
École Parc Élémentaire	261	262	239	218	214	0%	9%	20%	22%
Fort Saskatchewan Christian	400	410	396	377	362	-2%	1%	6%	10%
Fort Saskatchewan Elementary	252	298	328	338	476	-15%	-23%	-25%	-47%
Fort Saskatchewan High	394	427	388	405	401	-8%	2%	-3%	-2%
James Mowat Elementary	399	382	358	368	376	4%	11%	8%	6%
Rudolph Hennig Junior High	460	461	413	470	453	0%	11%	-2%	2%
SouthPointe School	553	492	421	321	N/A	12%	31%	72%	N/A
Win Ferguson Elementary	428	428	436	430	492	0%	-2%	0%	-13%
Total	3,171	3,185	3,003	2,951	2,792	0%	6%	7%	14%

SECTOR 3 - FORT SASKATCHEWAN



SCHOOL STATUS COMPARISON

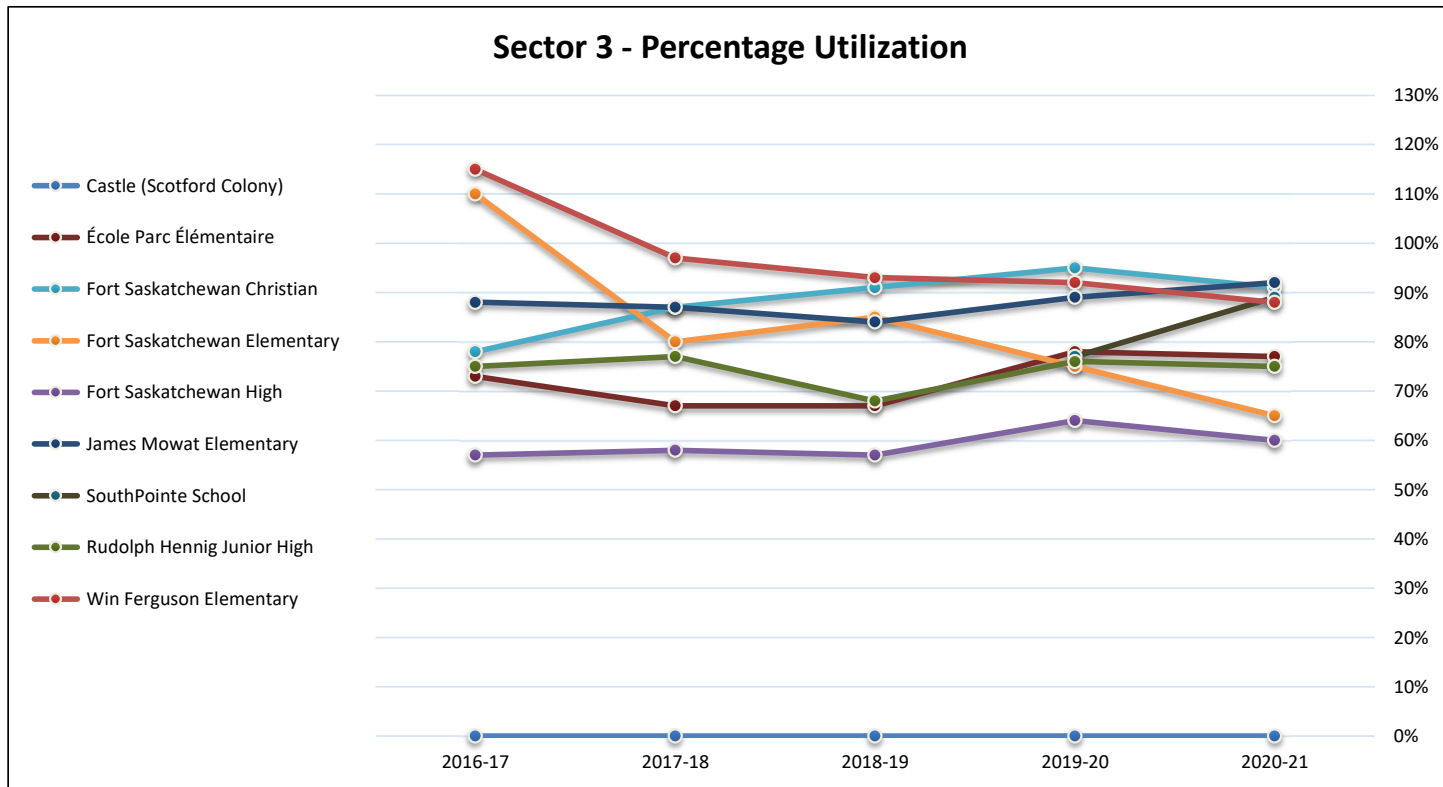
SECTOR 3 - FORT SASKATCHEWAN

	Percentage Utilization					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Castle (Scotford Colony)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
École Parc Élémentaire	77%	78%	67%	67%	73%	-1%	15%	15%	5%
Fort Saskatchewan Christian	91%	95%	91%	87%	78%	-4%	0%	5%	17%
Fort Saskatchewan Elementary	65%	75%	85%	80%	110%	-13%	-24%	-19%	-41%
Fort Saskatchewan High	60%	64%	57%	58%	57%	-6%	5%	3%	5%
James Mowat Elementary	92%	89%	84%	87%	88%	3%	10%	6%	5%
SouthPointe School	89%	77%	82%	N/A	N/A	16%	N/A	N/A	N/A
Rudolph Hennig Junior High	75%	76%	68%	77%	75%	-1%	10%	-3%	0%
Win Ferguson Elementary	88%	92%	93%	97%	115%	-4%	-5%	-9%	-23%
Average	80%	81%	78%	79%	85%	-1%	2%	1%	-6%

Note:

SouthPointe School opened in 2017-18 since opening three modular classrooms were added in 2019-20. SouthPoin School also opened as a K-6 school, in 2018-19 grade 7 students were accommodated, in 2019-20 grade 8 students were accommodated, and in 2020-21 final grade configuration of K-9 was achieved with the accommodation of grade 9 students. No boundary change has occurred within Sector 3 since the opeing of SouthPointe School.

SECTOR 3 - FORT SASKATCHEWAN



SCHOOL STATUS COMPARISON

SECTOR 3 - FORT SASKATCHEWAN

2020-21 Cost Per Student

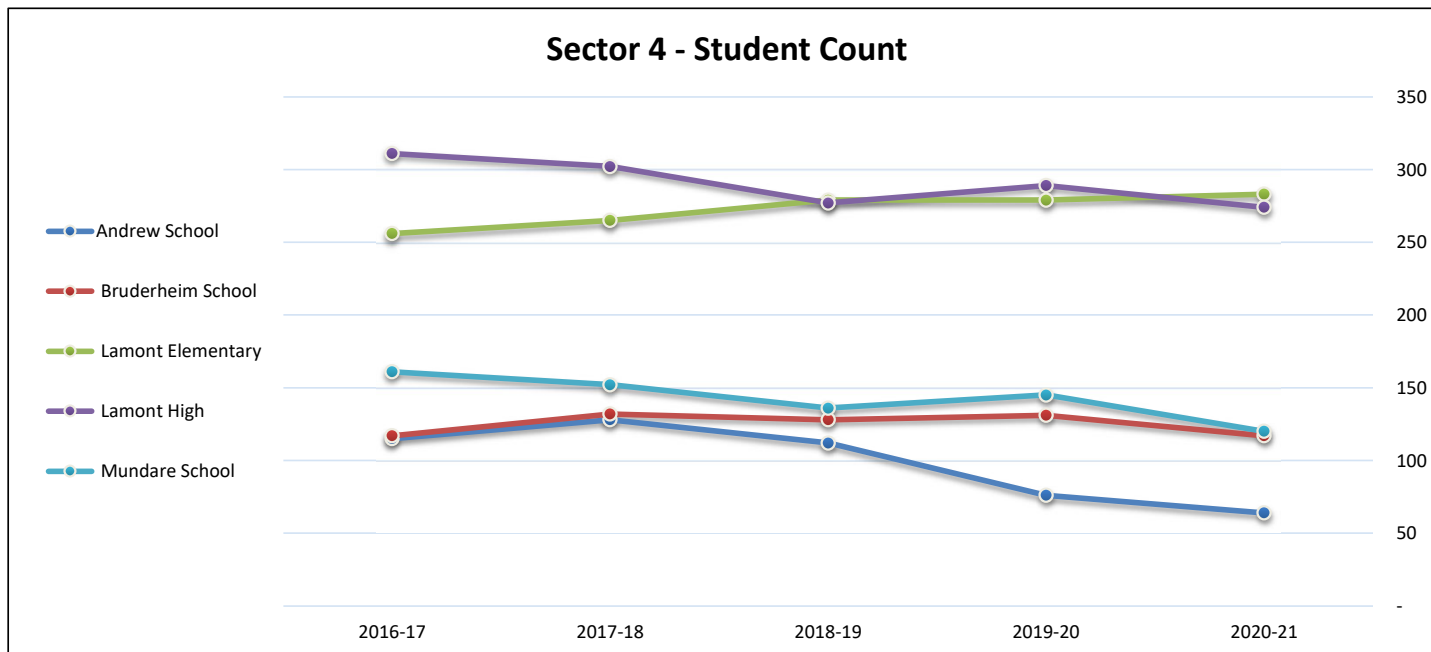
	<u>Instructional</u>	<u>PO & M</u>	<u>Total</u>	<u>EIPS Rank</u>
Castle (Scotford Colony)	\$ 7,697	\$ -	\$ 7,697	11
École Parc Élémentaire	\$ 6,412	\$ 800	\$ 7,212	17
Fort Saskatchewan Elem/Christian	\$ 6,924	\$ 486	\$ 7,411	15
Fort Saskatchewan High	\$ 6,695	\$ 899	\$ 7,594	12
James Mowat Elementary	\$ 6,391	\$ 609	\$ 7,000	20
SouthPointe School	\$ 6,505	\$ 475	\$ 6,979	21
Rudolph Hennig Junior High	\$ 6,032	\$ 621	\$ 6,653	29
Win Ferguson Elementary	\$ 6,729	\$ 476	\$ 7,204	18

SCHOOL STATUS COMPARISON

SECTOR 4 - LAMONT COUNTY

	Student Count September 30					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Andrew School	64	76	112	128	115	-16%	-43%	-50%	-44%
Bruderheim School	117	131	128	132	117	-11%	-9%	-11%	0%
Lamont Elementary	283	279	279	265	256	1%	1%	7%	11%
Lamont High	274	289	277	302	311	-5%	-1%	-9%	-12%
Mundare School	120	145	136	152	161	-17%	-12%	-21%	-25%
Total	858	920	932	979	960	-7%	-8%	-12%	-11%

Note:
 Enrolment decline at Andrew School can be attributed to the formal closure of the high school program for the 2019-20 school year and formal closure of the junior high program for the 2020-21 school year.



SCHOOL STATUS COMPARISON

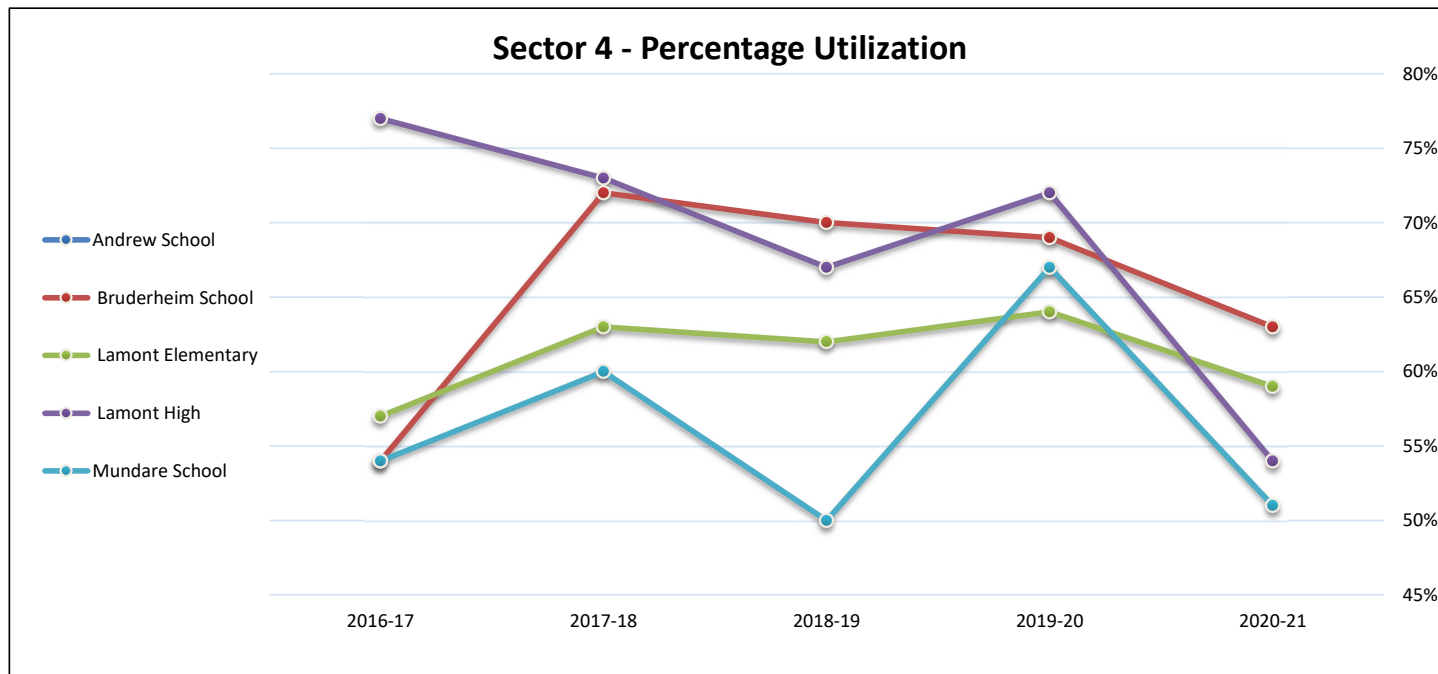
SECTOR 4 - LAMONT COUNTY

	Percentage Utilization					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
Andrew School*	16%	20%	31%	35%	33%	-20%	-48%	-54%	-52%
Bruderheim School	63%	69%	70%	72%	54%	-9%	-10%	-13%	17%
Lamont Elementary	59%	64%	62%	63%	57%	-8%	-5%	-6%	4%
Lamont High	54%	72%	67%	73%	77%	-25%	-19%	-26%	-30%
Mundare School^	51%	67%	50%	60%	54%	-24%	2%	-15%	-6%
Average	49%	58%	56%	61%	55%	-17%	-13%	-20%	-12%

Note:

Enrolment decline at Andrew School can be attributed to the formal closure of the high school program for the 2019-20 school year and formal closure of the junior high program for the 2020-21 school year.

The utilization increase at Mundare School in 2019-20 can be attributed to the relocation of three modular classrooms from Mundare School to SouthPointe School



SCHOOL STATUS COMPARISON

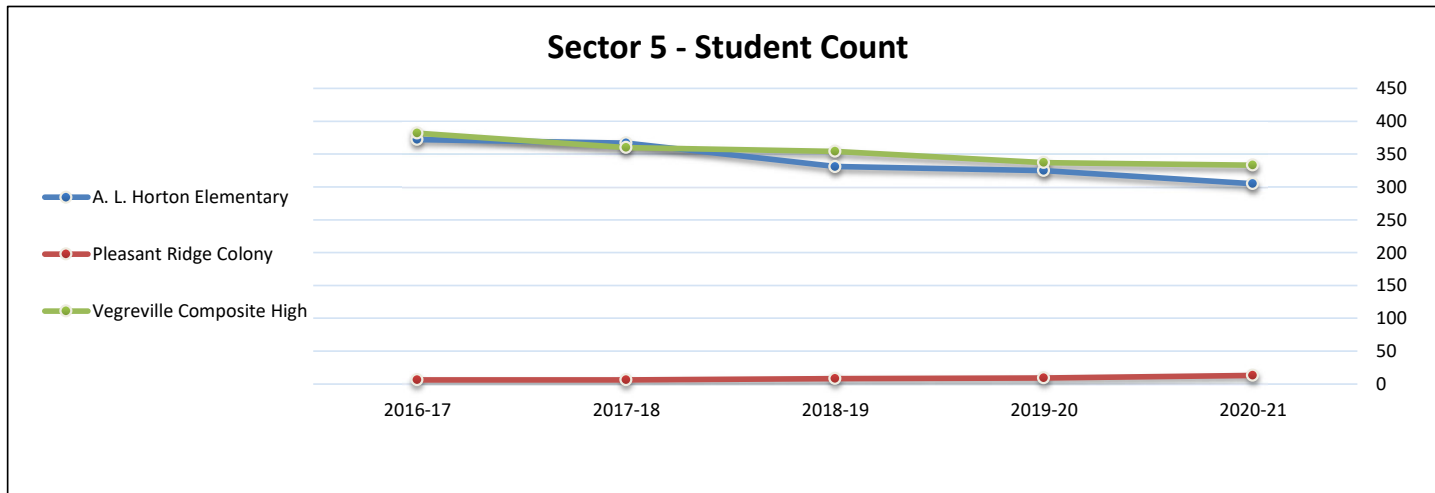
SECTOR 4 - LAMONT COUNTY

	2020-21 Cost Per Student			EIPS Rank
	Instructional	PO & M	Total	
Andrew School	\$ 11,081	\$ 2,797	\$ 13,878	1
Bruderheim School	\$ 10,328	\$ 1,230	\$ 11,558	2
Lamont Elementary	\$ 7,682	\$ 797	\$ 8,479	4
Lamont High	\$ 6,999	\$ 783	\$ 7,782	10
Mundare School	\$ 8,760	\$ 1,360	\$ 10,120	3

SCHOOL STATUS COMPARISON

SECTOR 5 - COUNTY OF MINBURN

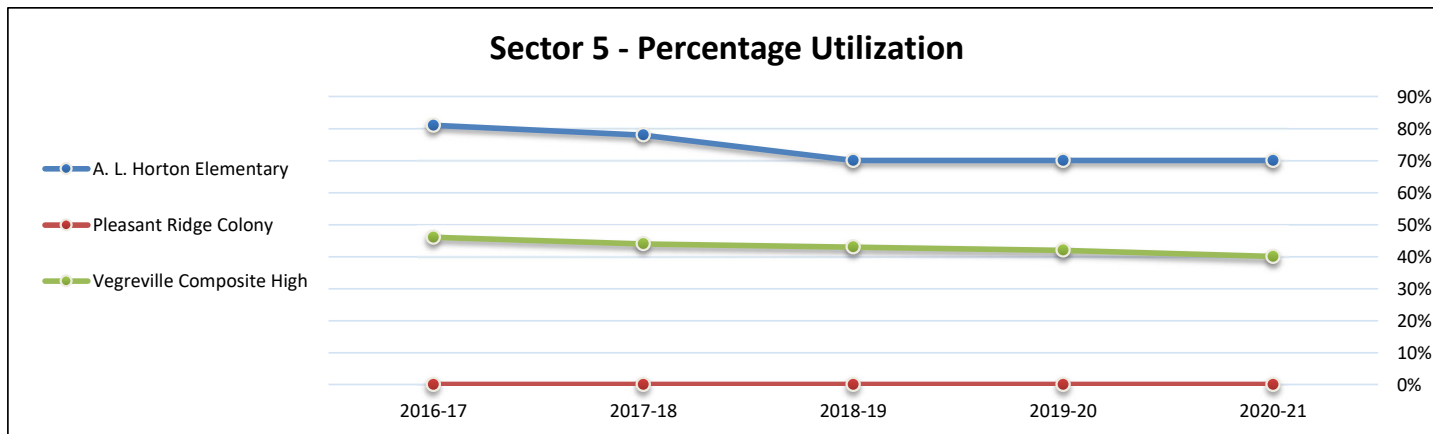
	Student Count September 30					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
A. L. Horton Elementary	305	325	331	367	372	-6%	-8%	-17%	-18%
Pleasant Ridge Colony	13	9	8	6	6	44%	63%	117%	117%
Vegreville Composite High	333	337	354	360	382	-1%	-6%	-8%	-13%
Total	651	671	693	733	760	-3%	-6%	-11%	-14%



SCHOOL STATUS COMPARISON

SECTOR 5 - COUNTY OF MINBURN

	Percentage Utilization					Trend Analysis			
	2020-21	2019-20	2018-19	2017-18	2016-17	1 Year	2 Year	3 Year	4 Year
A. L. Horton Elementary	70%	70%	70%	78%	81%	0%	0%	-10%	-14%
Pleasant Ridge Colony	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vegreville Composite High	40%	42%	43%	44%	46%	-5%	-7%	-9%	-13%
Average	55%	56%	57%	61%	64%	-2%	-3%	-10%	-13%



	2020-21 Cost Per Student			EIPS Rank
	Instructional	PO & M	Total	
A. L. Horton Elementary	\$ 7,253	\$ 844	\$ 8,098	7
Pleasant Ridge Colony	\$ 7,434	\$ -	\$ 7,434	14
Vegreville Composite High	\$ 6,710	\$ 1,350	\$ 8,060	8

C3 – School-Based Grants

C3.1 – Operations and Maintenance Targeted Grant

The Operations and Maintenance (O&M) Grant is provided to school authorities to address the jurisdiction's responsibility for the construction, operation, maintenance, safety and security of all school buildings, including costs relating to the supervision of this program.

Allocation Formula

$$\begin{array}{c} \text{Student Allocation (WMA FTE Enrolment x Rate)} \\ + \\ \text{School Space Allocation (Utilized \& Underutilized Space)} \end{array}$$

Allocation Criteria

Student Allocation (WMA FTE Enrolment)

The O&M FTE is based on the **Weighted Moving Average** (WMA) as defined in the Base Instruction Funding. For the purposes of calculating WMA FTE enrolment, ECS students are counted as 0.5 and Gr 1-12 students are counted as 1.

School Space Allocation – Utilized and Underutilized Space

The area (in square meters) of school facilities in active use for the instruction of ECS **children/ students** in Grades 1-12 is taken into account. School utilized space will be funded at the Utilized Rate and school underutilized space will be funded at the Underutilized Rate (approximately 70 per cent of the Utilized Rate). A school with a utilization rate of greater than or equal to 85 per cent is considered fully utilized. Both utilized and underutilized space are funded by school for the purpose of this grant:

1. Utilization rate of less than 85 per cent:
 - a. Utilized area in square meters x Utilized Rate
 - b. Underutilized area in square meters x Underutilized Rate
2. Utilization rate of 85 per cent or higher:
 - a. Utilized area in square meters x Utilized Rate
3. In the first year of a new school opening a new school's utilized and underutilized space will be determined as follows:
 - a. School utilized space is 50% of the school's gross area (excluding exempt area)
 - b. School underutilized space is 50% of the school's gross area (excluding exempt area)
4. The following schools are excluded from school space funding calculation:
 - a. Outreach Schools
 - b. Online Schools / Online Learning Centers
 - c. Home-Based Programs
 - d. Alternative Programs in privately owned buildings/facilities.
5. Alternative Programs in privately owned buildings/facilities are eligible to receive funding as per the student allocation component of O&M. The funding is based on their individual WMA FTE Enrolment multiplied by the applicable rate provided in **Section H**.

Note: All funded students registered in these schools would be counted towards WMA FTE enrolment and would receive student allocation of the O&M grant.

Utilized and Underutilized Area Calculation and Examples

Utilized Area = (Gross Area – Exempt Area) * Utilization Rate of the School

Example: School A – Gross Area = 1,000 Sq meter (m)
Exempt Area = 50 Sq m
Utilization Rate = 70%

Utilized Area = $(1000 - 50) * 70\% = 665 \text{ m}^2$

Under Utilized Area = $(950-665) = 285 \text{ m}^2$

Example: School B – Gross Area = 1,000 Sq m
Exempt Area = 0 Sq m
Utilization Rate = 86%

Utilized Area = $(1000 - 0) * 100\% = 1,000 \text{ m}^2$

Underutilized Area = $(1,000 - 1,000) = 0 \text{ m}^2$

The utilization rate calculation is provided in Section 9 of the Area, Capacity and Utilization section of the School Capital Manual.

Cost Allocation

Costs associated with this program include:

- Remuneration expenses for the supervisor of operations and maintenance of school facilities and all clerical and support staff associated with this program;
- Repair, maintenance and security of school buildings, equipment and grounds including services, contracts and supplies;
- General operational costs associated with the maintenance programs;
- Costs associated with maintenance staff involvement in the capital planning cycle;
- Emergency planning; and
- Facilities Planning and Development – The entire planning, development and construction cycle for capital building projects carried out by central office.

Costs related to O&M should be applied based on the nature of the work. Work performed by the Operations and Maintenance department which fits the definition of what is considered building maintenance is an O&M cost regardless of where the cost is incurred within the jurisdiction.

- **Telephones**
 - All landline charges should be charged to O&M.
 - Cell phone charges should follow the person to whom the phone is assigned. For example, a school or curriculum cell phone should be charged to the school or instruction.
 - Installing switches and technology infrastructure in a school this would be Instruction, but telephone infrastructure would be either Instruction, O&M, Transportation or System Admin for central offices depending on where the installation occurs.

- **Utilities**
 - All utilities should be charged to O&M except for central administration utilities which should be charged to System Administration and **student** transportation which should be charged to Transportation.
- **Custodial**
 - All custodial charges and costs related to cleaning supplies should be reported as O&M with the exception of central administration and **student** transportation. These should be charged to System Administration and Transportation respectively.
- **Amortization**
 - All building amortization should be charged to O&M except for amortization on central administration buildings which should be charged to System Administration. Vehicles and equipment that was purchased with O&M revenues, with a historic cost of \$5,000 or greater should be charged to O&M. Transportation vehicles and equipment should be charged to transportation.
- **SuperNet**
 - All costs related to the SuperNet should be charged to Instruction.
- **External Services**
 - Any costs related to External Services should be allocated to External Services on a pro-rata basis.

Insurance

Insurance costs should be allocated to **system administration** in relation to the purpose for which the insurance is placed:

- Property insurance for school buildings should be charged to O&M. Insurance costs related to Student Transportation should be charged to transportation.
- Any liability insurance should be charged depending on requirement of the liability insurance. For example, liability insurance on trustees or the executive team should be System Administration.
- Liability insurance on an operational director should be charged to the respective program (e.g., curriculum as Instruction, transportation to Transportation).

Liability insurance on educational assistants or teachers should be charged to Instruction and liability insurance related to the proportion of maintenance personnel.

Reporting

School boards are required to include an audited schedule for O&M expenditures in their Annual Audited Financial Statements. Costs associated with the operation and maintenance of all school buildings and maintenance shop facilities (excluding transportation facilities) should be classified under O&M.

As this is a targeted grant allocation, any unspent allocation is tracked and accounted for in an accumulated reserve schedule for future expenditures in O&M. School boards may use these funds for operations and maintenance and not in other areas of the education system. However, additional spending could occur in the total O&M schedule from other grants of the Funding and Assurance Framework.



INFORMATION REPORT

DATE: Jan. 20, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2021-22 Interim School Fee Approval Summary

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Tanya Borchers, Executive Assistant

REFERENCE: Alberta Regulation 95/2019, School Fees Regulation
Board Policy 23: School Fees
Administrative Procedure 505, School and Administrative Fees

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 a summary of fee changes for the 2021-22 school year.

BACKGROUND:

New requests or changes to fees must meet the following criteria:

1. Benefits students
2. Be something the school was not able to foresee, and
3. Is a significant amount that cannot be absorbed by the school's budget.

CURRENT SITUATION OR KEY POINT:

The Superintendent and Secretary-Treasurer received and approved 12 requests for changes to fees or new fees. Requests are summarized in Attachment 1.

ATTACHMENT(S):

1. 2021-22 Summary of Changes to School Fees

2021-22 New Fees/Changes

Date received	School	Fee description	Type	Fee Approved	New Fee	Reason	Comments
Sept. 7, 2021	SPS	CTF: Outdoor Pursuits 8	New fee		\$40.00	Added optional course based on interest and demand of grade 8 students	Approved Sept. 7, 2021
	SPS	CTF: Technology 200	New fee		\$25.00	Added optional course based on interest and demand of grade 8 students	Approved Sept. 7, 2021
Sept. 8, 2021	AJS	Volleyball - Junior-Junior Boys change to Volleyball - Junior-Senior Boys	Fee name	N/A	N/A	Name change	Approved Sept. 8, 2021
	AJS	Volleyball - Junior-Junior Girls change to Volleyball - Junior-Senior Girls	Fee name	N/A	N/A	Name change	Approved Sept. 8, 2021
Sept. 15, 2021	DCE	Noon Supervision Gr 1 to 6	Fee increase	\$75.00	\$85.00	Increase to cover short-fall	Approved Sept. 15, 2021
	DCE	Noon Supervision Kindergarten	Fee increase	\$37.50	\$42.50	Increase to cover short-fall	Approved Sept. 15, 2021
Nov. 29, 2021	MUN	WEM Waterpark Field Trip change to Swimming 7/8	Fee name	N/A	N/A	Name change	Approved Nov. 30, 2021
Nov. 30, 2021	FHS	Sr. Girls Basketball	Fee increase	\$400.00	\$417.00	A tournament was added to the team's schedule	Approved Nov. 30, 2021
	FHS	Jr. Boys Basketball	New fee		\$307.00	Junior boys basketball is new this year - school was not anticipating a junior team so a fee was not submitted	Approved Nov. 30, 2021