



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, MARCH 17, 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 – Feb. 17, 2022 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)
5.1 Vegreville & District Chamber of Commerce AGM – Feb. 23, 2022
5.2 Budget 2022 Session with Hon. Minister LaGrange – Feb. 25, 2022
5.3 Hon. Nate Glubish, Member of Legislative Assembly Meeting – March 3, 2022
5.4 Classified Staff Professional Learning Day – March 4, 2022
5.5 Jordan Walker, Member of Legislative Assembly Meeting – March 11, 2022
5.6 Town of Mundare Council Meeting – March 14, 2022
5.7 Budget Working Session – March 15, 2022
5.8 Week of Inspirational Math – March 16, 2022
5.9 Sherwood Park & District Chamber of Commerce AGM – Mayor Rod Frank’s *Leading our Economic Recovery* Address – March 16, 2022
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)
6.1 Budget 2022 Session with Hon. Minister LaGrange – Feb. 25, 2022
6.2 Classified Staff Professional Learning Day – March 4, 2022
6.3 Alberta Rural Education Symposium – March 6-8, 2022
6.4 Mayor Barry Goertz, Village of Andrew Meeting – March 10, 2022
6.5 Town of Mundare Council Meeting – March 14, 2022
6.6 Week of Inspirational Math – March 16, 2022
7. **COMMENTS FROM THE PUBLIC AND STAFF GROUP REPRESENTATIVES**
7.1 Before and After School Childcare Mayor B. Goertz, Village of Andrew
7.2 Transportation and Busing T. Pickett, Councillor, Village of Andrew
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORT** C. Allen (verbal)
Meeting held Feb. 25, 2022
9. **ATA LOCAL REPORT** D. Zielke (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**

NEW BUSINESS

- 10. **BUSINESS ARISING FROM IN CAMERA**
- 11. **BOARD POLICY 2: ROLE OF THE BOARD** R. Footz
(encl.)
- 12. **BOARD POLICY 20: ASSESSMENT AND REPORTING OF STUDENT LEARNING** R. Footz
(encl.)
- 13. **BOARD POLICY 21: EXPENSE TRANSPARENCY** R. Footz
(encl.)
- 14. **2022 ASBA EDWIN PARR AWARD** M. Liguori/B. Billey
(encl.)
- 15. **2022 ASBA FRIEND OF EDUCATION AWARD** M. Liguori/S. Stoddard
(encl.)
- 16. **2023-26 THREE-YEAR CAPITAL PLAN** M. Liguori/B. Dragon
(encl.)
- 17. **BUDGET REALLOCATION FOR 2021-22** M. Liguori/C. Cole
(encl.)
- 18. **RESERVE REQUESTS FOR 2021-22** M. Liguori/C. Cole
(encl.)

COMMITTEE REPORT

- 19. **ADVOCACY COMMITTEE** T. Boymook
Meeting held February 17, 2022 (verbal)
- 20. **STUDENT EXPULSION COMMITTEE** R. Footz
Meeting held March 1, 2022 (verbal)
- 21. **POLICY COMMITTEE** R. Footz
Meeting held March 1, 2022 (verbal)

REPORTS FOR INFORMATION

- 22. **PROJECTED FINANCIAL POSITION** M. Liguori/C. Cole
(encl.)
- 23. **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2021 TO FEB. 28, 2022** M. Liguori/L. Lewis
(encl.)
- 24. **TRUSTEES' REPORTS/NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS TO MARCH 17, 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 Feb. 17, 2022 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 ASBA Zone 2/3 for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.

Business Arising from Previous Meeting

10. *Business Arising from In Camera.*
11. That the Board of Trustees approve the amendments to Board Policy 2: Role of the Board, as presented.
12. That the Board of Trustees approve the amendments to Board Policy 20: Assessment and Reporting of Student Learning, as presented.
13. That the Board of Trustees approve the amendments to Board Policy 21: Expense Transparency, as presented.
14. That the Board of Trustees approve EIPS' nomination of Shell Canada in Fort Saskatchewan for the 2022 Friends of Education Award, an annual Alberta School Boards Association (ASBA) recognition for organizations that contribute to education within their local community.

15. That the Board of Trustees support Elk Island Public Schools' nomination of Kristen Davies for the Alberta School Boards Association (ASBA) 2022 Edwin Parr Teacher Award.
16. That the Board of Trustees approve the EIPS 2023-26 Three-Year Capital Plan as presented for the submission to Alberta Education.
- 17.1 That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$263,000 to relocate one modular classroom to James Mowat Elementary from Fultonvale Elementary Junior High, if funding from the province is not provided.
- 17.2 That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$115,000 for community consultation.
18. That the Board of Trustees approve access to operating reserves for the items outlined on Attachment 1 for a total of \$1,401,500 in 2021-22.
19. That the Board of Trustees receive for information the report from the Advocacy Committee meeting held Feb. 17, 2022.
20. That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held March 1, 2022.
21. That the Board of Trustees receive for information the report from the Policy Committee meeting held March 1, 2022.
22. That the Board of Trustees receive for information the projected financial position for 2021-22.
23. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2021 to Feb. 28, 2022, for Elk Island Public Schools.



BOARD MEETING MINUTES

February 17, 2022

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Feb. 17, 2022, 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 9:02 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

ADMINISTRATION PRESENT

M. Liguori, Superintendent
S. Stoddard, Associate Superintendent
B. Billey, Associate Superintendent
C. Cole, Secretary-Treasurer
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:02 a.m. with all trustees noted above in attendance.

IN CAMERA SESSION

021/2022 | Trustee Allen moved: That the Board meet in camera (9:02 a.m.).

CARRIED UNANIMOUSLY

Vice-Chair Holowaychuk left the meeting at 9:33 a.m.

022/2022 | Trustee Irwin moved: That the Board revert to regular session (9:40 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:40 a.m. and reconvened at 10:01 a.m. with all trustees noted above in attendance with the exception of Vice-Chair Holowaychuk.

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 Boymook called for additions or deletions to the Agenda.

023/2022 | Trustee Shotbolt moved: That the Agenda be adopted, as circulated.
CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the Jan. 20, 2022 Board Public Meeting Minutes.

024/2022 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of Jan. 20, 2022 Board Meeting, as circulated.
CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

025/2022 | Board Chair Boymook moved: That the Board of Trustees receive for information the Chair report.
CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

026/2022 | Trustee Footz moved: That the Board of Trustees receive for information the Superintendent report.
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 the ASBA Zone 2/3 report to the Board.

027/2022 | 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.

028/2022 | Trustee Sorochan 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 previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

ALBERTA SCHOOL COUNCIL ASSOCIATION (ASCA) VIRTUAL CONFERENCE AND GENERAL MEETING SPONSORSHIP

Board Chair Boymook presented to the Board a sponsorship proposal for school council members to attend the ASCA Conference and General Meeting on April 22-25, 2022.

029/2022 | Board Chair Boymook moved: That the Board of Trustees approve up to \$5,000 to sponsor one school council member per school to take part in the ASCA 2022 School Councils Conference and Annual General Meeting – with a submission deadline aligning with the conference’s registration period.

BOARD POLICY 3: ROLE OF THE TRUSTEE

Trustee Footz presented to the Board for approval the amendments to Board Policy 3: Role of the Trustee.

030/2022 | Trustee Seutter moved: That the Board of Trustees approve the amendments to Board Policy 3: Role of the Trustee, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 7: BOARD OPERATIONS

Trustee Footz presented to the Board for approval the amendments to Board Policy 7: Board Operations.

031/2022 | Trustee Irwin moved: That the Board of Trustees approve the amendments to Board Policy 7: Board Operations, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 13: APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Trustee Footz presented to the Board for approval the amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters.

032/2022 | Trustee Miller moved: That the Board of Trustees approve the amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 23: SCHOOL FEES

Trustee Footz presented to the Board for approval the amendments to Board Policy 23: School Fees.

033/2022 | Trustee Allen moved: That the Board of Trustees approve the amendments to Board Policy 23: School Fees, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY REVISIONS

Trustee Footz presented a motion to the Board to request a review of all Division Policies and Administrative Procedures to ensure gender-inclusive pronouns are utilized.

034/2022 | Trustee Sorochan moved: To support the Division's commitment to learning and working environments that are welcoming, caring, respectful and safe, the Board of Trustees requests that administration revise all Division Policies and Administrative Procedures to ensure gender-inclusive pronouns are utilized.

IN FAVOUR: C. Allen, R. Footz, R. Sorochan, J. Seutter J. Shotbolt, D. Irwin, T. Boymook

OPPOSED: S. Miller

CARRIED

BORROWING RESOLUTION

Secretary-Treasurer Cole presented to the Board for approval the borrowing resolution for 2021-22.

035/2022 | Trustee Irwin moved: That the Board of Trustees approve the borrowing resolution to meet expenditures during the fiscal year 2021-22.

CARRIED UNANIMOUSLY

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented to the Board for information the report from the Student Expulsion Committee meetings held Jan. 28 and Feb. 16, 2022.

036/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meetings held Jan. 28 and Feb. 16, 2022.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented to the Board for information the report from the Policy Committee meetings held Feb. 8, 2022.

033/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held Feb. 8, 2022.

CARRIED UNANIMOUSLY

Reports for Information

No reports for information were presented.

Trustees' Report, Notices of Motion and Request for Information

Reports by trustees were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 10:52 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Policy 2: Role of the Board

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 2: Role of the Board, 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 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 ensure consistency, improve readability and reduce redundancies. Specifically:

1. Section 1.2.3 remove the phrase "at least";
2. Section 1.3.7 replace "Annual Education Results Report" with "Assurance Framework Review" for correctness;
3. Section 2.1.8 rephrase to read "Determine continuation of the junior high honours program" for improved readability.



RECOMMENDATION REPORT

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. Policy 2: Role of the Board (marked)
2. Policy 2: Role of the Board (unmarked)

Policy 2

ROLE OF THE BOARD

As an elected corporate body which governs Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of appropriate educational services and programs to resident students within the Division, in keeping with the requirements of government legislation and the values of the electorate.

1. Specific areas of responsibility

1.1. Accountability to provincial government

- 1.1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- 1.1.2. Perform Board functions required by governing legislation and existing Board policy.

1.2. Accountability to community

- 1.2.1. Make informed decisions that consider community values and represent the interests of the Division as a whole.
- 1.2.2. Establish processes and provide opportunity for focused community input.
- 1.2.3. Report Division outcomes to the community ~~at least~~ annually.
- 1.2.4. Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- 1.2.5. Model a culture of respect and integrity.

1.3. Four-year Education Plan

- 1.3.1. Provide overall direction for the Division by establishing mission and values.
- 1.3.2. Annually approve the process and timelines for the Four-Year Education Plan.
- 1.3.3. Identify Board priorities and goals at the outset of the annual Four-Year Education Planning process.
- 1.3.4. Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
- 1.3.5. Monitor the achievement of outcomes.
- 1.3.6. Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- 1.3.7. Approve the ~~Annual Education Results Report~~ Assurance Framework Review for distribution to the public.

1.4. Policy

- 1.4.1. Develop, approve, and monitor the implementation of policies to guide the Division.
- 1.4.2. Provide direction in those areas over which the Board wishes to retain authority.

1.5. Superintendent/Board relations

- 1.5.1. Select the Superintendent.
- 1.5.2. Provide the Superintendent with clear corporate direction.
- 1.5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 1.5.4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's action, which are exercised within the delegated discretionary powers of the position.
- 1.5.5. Annually evaluate the Superintendent.
- 1.5.6. Annually review compensation of the Superintendent.
- 1.6. Advocacy
 - 1.6.1. Identify issues for advocacy on an ongoing basis.
 - 1.6.2. Plan for advocacy including focus, key messages, relationships and mechanisms.
 - 1.6.3. Act as an advocate for public education and the Division
- 1.7. Board development
 - 1.7.1. Develop a plan for Board/Trustee development.
 - 1.7.2. Develop an annual work plan with timelines.
 - 1.7.3. Annually evaluate Board effectiveness.
- 1.8. Fiscal accountability
 - 1.8.1. Approve budget assumptions and establish priorities at the outset of the budget process.
 - 1.8.2. Approve annual budget and allocation of resources.
 - 1.8.3. Approve substantive budget adjustments when necessary.
 - 1.8.4. Monitor the fiscal management of the Division through receipt of quarterly variance analyses and semi-annual year-end projections.
 - 1.8.5. Receive the audit report and ensure the terms of engagement are met.
 - 1.8.6. Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 1.8.7. Set the parameters for negotiations after soliciting advice from the Superintendent and others.
 - 1.8.8. Approve conditions of employment for employees/groups.
 - 1.8.9. At its discretion, ratify Memoranda of Agreement with bargaining units.
 - 1.8.10. Approve transfer of funds to reserves.
 - 1.8.11. Approve school fee schedules, student transportation fees, school facility rental rates, Alberta non-resident and international student tuitions, and specialized student services fees charged to other school jurisdictions.
 - 1.8.12. Approve the Borrowing Resolution.
 - 1.8.13. Approve the Investment Policy Statement.

2. Selected responsibilities

- 2.1. The Board shall retain selected authority to:

- 2.1.1. Acquire and dispose of land and buildings.
- 2.1.2. Approve the Signing Authority Matrix.
- 2.1.3. Approve Client Service Centre establishment and termination.
- 2.1.4. Approve school attendance areas.
- 2.1.5. Name schools and other Division-owned facilities.
- 2.1.6. Approve the Division school-year calendar.
- 2.1.7. Provide for Division recognition of students, staff and community.
- 2.1.8. Determine continuation of ~~Decide whether~~ the junior high honours program will be terminated.
- 2.1.9. Make a recommendation to the Minister for the dissolution of a school council.
- 2.1.10. Approve contracts and agreements as follows:
 - 2.1.10.1. Consulting contracts with purchase orders in excess of \$350,000 (dual signing authority with the Secretary-Treasurer);
 - 2.1.10.2. Personal services contracts in excess of \$200,000 (dual signing authority with the Associate Superintendent, Human Resources);
 - 2.1.10.3. The Superintendent's contract; and
 - 2.1.10.4. Non-compliant transactions over \$2,500,000 (dual signing authority with the Secretary-Treasurer).
- 2.1.11. Encourage the formation of a Committee of School Councils (COSC).
 - 2.1.11.1. If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.
 - 2.1.11.2. Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns shall not be discussed at COSC meetings.
 - 2.1.11.3. Further terms of reference and operating procedures shall be as determined by COSC.

Reference:

Sections 33, 51, 52, 53, 54, 60, 67, 139, 222 *Education Act*

Last reviewed:	Last updated:
Sept. 17, 2015	-
Dec. 4, 2017	-
Aug. 30, 2018	Aug. 30, 2018
Oct. 29, 2018	Dec. 3, 2018

Dec. 18, 2018

Jan. 24, 2019

Oct. 15, 2019

-

Dec. 11, 2019

Dec. 11, 2019

Oct. 13, 2020

Nov. 26, 2020

April 13, 2021

May 26, 2021

March 1, 2022

Policy 2

ROLE OF THE BOARD

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1. Specific areas of responsibility

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- 1.1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- 1.1.2. Perform Board functions required by governing legislation and existing Board policy.

1.2. Accountability to community

- 1.2.1. Make informed decisions that consider community values and represent the interests of the Division as a whole.
- 1.2.2. Establish processes and provide opportunity for focused community input.
- 1.2.3. Report Division outcomes to the community annually.
- 1.2.4. Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- 1.2.5. Model a culture of respect and integrity.

1.3. Four-year Education Plan

- 1.3.1. Provide overall direction for the Division by establishing mission and values.
- 1.3.2. Annually approve the process and timelines for the Four-Year Education Plan.
- 1.3.3. Identify Board priorities and goals at the outset of the annual Four-Year Education Planning process.
- 1.3.4. Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
- 1.3.5. Monitor the achievement of outcomes.
- 1.3.6. Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- 1.3.7. Approve the Assurance Framework Review for distribution to the public.

1.4. Policy

- 1.4.1. Develop, approve, and monitor the implementation of policies to guide the Division.
- 1.4.2. Provide direction in those areas over which the Board wishes to retain authority.

1.5. Superintendent/Board relations

- 1.5.1. Select the Superintendent.

- 1.5.2. Provide the Superintendent with clear corporate direction.
- 1.5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 1.5.4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's action, which are exercised within the delegated discretionary powers of the position.
- 1.5.5. Annually evaluate the Superintendent.
- 1.5.6. Annually review compensation of the Superintendent.
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 - 1.6.1. Identify issues for advocacy on an ongoing basis.
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 - 1.8.8. Approve conditions of employment for employees/groups.
 - 1.8.9. At its discretion, ratify Memoranda of Agreement with bargaining units.
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- 2.1.9. Make a recommendation to the Minister for the dissolution of a school council.
- 2.1.10. Approve contracts and agreements as follows:
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 - 2.1.10.2. Personal services contracts in excess of \$200,000 (dual signing authority with the Associate Superintendent, Human Resources);
 - 2.1.10.3. The Superintendent's contract; and
 - 2.1.10.4. Non-compliant transactions over \$2,500,000 (dual signing authority with the Secretary-Treasurer).
- 2.1.11. Encourage the formation of a Committee of School Councils (COSC).
 - 2.1.11.1. If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.
 - 2.1.11.2. Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns shall not be discussed at COSC meetings.
 - 2.1.11.3. Further terms of reference and operating procedures shall be as determined by COSC.

Reference:

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Sept. 17, 2015	-
Dec. 4, 2017	-
Aug. 30, 2018	Aug. 30, 2018
Oct. 29, 2018	Dec. 3, 2018
Dec. 18, 2018	Jan. 24, 2019

Oct. 15, 2019	-
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	Nov. 26, 2020
April 13, 2021	May 26, 2021
March 1, 2022	



RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Policy 20: Assessment and Reporting of Student Learning

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 20: Assessment and Reporting of Student Learning, 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 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 ensure consistency, improve readability and reduce redundancies. Specifically:

1. In the preamble, remove the last sentence as policies do not reference administrative procedures;
2. In Section 2.6, replace the word “learning” with “progress” so that it reads correctly.



RECOMMENDATION REPORT

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. Policy 20: Assessment and Reporting of Student Learning (marked)
2. Policy 20: Assessment and Reporting of Student Learning (unmarked)

Policy 20

ASSESSMENT AND REPORTING OF STUDENT LEARNING

The Board believes the purpose of assessment is to gather information in order to guide and improve student learning and instruction. The Board believes the purpose of reporting is to communicate student achievement to students, parents, and others. ~~This policy shall provide direction to Administrative Procedure 360, Learning Assessment.~~

1. Definitions

1.1. Achievement Level

A student's demonstration of knowledge, skills, and attitudes relative to grade level learner outcomes.

1.2. Assessment

The process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

1.2.1. Formative Assessment

Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. (Also called assessment for learning and diagnostic; refers to information not used for grading purposes).

1.2.2. Summative Assessment

Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms. (Also called assessment of learning; refers to performance data compiled as a grade).

1.3. Descriptive Feedback

Part of an ongoing, specific, and constructive conversation about learning that relates directly to the learner outcomes.

1.4. Evaluation

To make decisions about the quality, value, or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

1.5. Grades

A letter, number, or comment reported at the end of a period of time as a summary statement of student performance based on a variety of summative assessments. Grades represent teachers' cumulative judgments about students' competencies or levels of achievement at a specific point in time.

1.6. Grading

A process to determine a student's performance level.

1.7. **Instructional Support Plan (ISP)**

All students with special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP). An ISP is a plan of action designed to address the student's special education needs and is based on diagnostic information which provides the basis for intervention strategies.

1.8. **Learner Outcomes**

What students are expected to learn; the provincially mandated knowledge, skills, and attitudes students are expected to demonstrate as a result of schooling.

2. **Expectations**

- 2.1. Administrative Procedure 360, Learning Assessment shall state expectations for the development and sharing of individual school assessment plans with the school community.
- 2.2. The school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents/guardians.
- 2.3. All forms of formative and summative assessment are linked to the learner outcomes in the programs of study and/or an ISP.
- 2.4. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
- 2.5. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population shall be employed.
- 2.6. Student learning progress will be communicated in both formal and informal ways throughout the school year.
- 2.7. All decisions regarding grade and/or course placement shall be based on student achievement.
- 2.8. Students enrolled in a program of studies shall complete assignments in order to demonstrate their learning throughout the term of their course of studies. When assignments are missing or incomplete, communication to students and parents/guardians shall occur.
- 2.9. Student achievement shall be reported on Board-approved progress report templates.

3. **Accountability**

The Guide to Education requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year. This information shall be outlined in the school assessment plan and monitored by the Superintendent to ensure consistency of practice.

Reference:

[Alberta Education Guide to Education: ECS to Grade 12, 2019-2020](#)
[Alberta Education Programs of Study](#)

Last reviewed:	Last updated:
June 18, 2015	June 18, 2015
December 12, 2016	
February 12, 2018	
February 19, 2019	March 14, 2019
Feb. 11, 2020	Feb. 11, 2020
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<u>March 1, 2022</u>	

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June 18, 2015	June 18, 2015
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February 19, 2019	March 14, 2019
Feb. 11, 2020	Feb. 11, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	



RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Policy 21: Expense Transparency

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 21: Expense Transparency, 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 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 an amendment to section 2.6.1, as shown in Attachment 1, for conciseness and improved readability. Specifically:

1. Rephrase 2.6.1 to read “general overhead costs related to the business of the Board”.



RECOMMENDATION REPORT

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. Policy 21: Expense Transparency (marked)
2. Policy 21: Expense Transparency (unmarked)

Policy 21

EXPENSE TRANSPARENCY

The Board shall ensure effective stewardship of funds in the performance of Division business, by using sound logic and financial responsibility in carrying out their duties. All business expenses incurred shall be reasonable, appropriate and able to withstand the scrutiny of auditors or members of the general public.

1. Definitions

1.1. Working sessions

refers to meetings with internal departments or schools and associated costs including travel, meals, parking, business insurance on private vehicle, etc.

1.2. Business travel

refers to meetings with external parties and associated costs including travel, meals, parking, etc.

1.3. Professional development

refers to formal courses, conferences, seminars and other professional learning events and associated costs including registration, travel, airfare, accommodations, meals, etc.

1.4. Professional membership dues

Refers to dues paid to a professional association on behalf of an individual Board member, the Superintendent, or the Secretary-Treasurer.

2. Guidelines

- 2.1. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement.
- 2.2. When business expenses are incurred, the appropriate signing authority shall approve the expenses as follows:
 - 2.2.1. the Board Chair's expenses shall be approved by the Secretary-Treasurer;
 - 2.2.2. the Board Vice Chair's and trustees' expenses shall be approved by the Board Chair;
 - 2.2.3. the Superintendent's expenses shall be approved by the Board Chair; and
 - 2.2.4. the Secretary-Treasurer's expenses shall be approved by the Superintendent.
- 2.3. All business expense receipts shall be itemized and include details of the expense (e.g. list of those attending the meal, reason for business travel, etc.).
- 2.4. Business expense claims should be submitted by the end of the month in which the business expense was incurred, and shall be submitted no later than quarterly throughout the school year.
- 2.5. On a quarterly basis, business expenses incurred by the Board, Superintendent, and Secretary-Treasurer related to working sessions, business travel, professional development and professional membership dues shall be reported online through the Division's website. The reports shall include a summary of the expenses incurred during

the previous three months, description and rationale for the expenses and copies of the detailed receipts over \$20 with sensitive information redacted.

2.6. To minimize administrative costs, the following business expenses will not be allocated to individual Board members, nor reported on the quarterly summaries posted on the Division's website:

- 2.6.1. general overhead costs related to the business of the Board; ~~cost of doing business including utilities, office supplies, meeting subsistence, etc.;~~
- 2.6.2. professional membership dues paid on behalf of the Division; and
- 2.6.3. meal costs at large catered events.

Reference:

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
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- 2.6.2. professional membership dues paid on behalf of the Division; and
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RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022 ASBA Edwin Parr Award

ORIGINATOR: Brent Billey, Associate Superintendent, Human Resources

RESOURCE STAFF: Steve Schaar, Director, Human Resources

REFERENCE: Board Policy 2: Role of the Board
Administrative Procedure 415: Employee Recognition Programs

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

EIPS GOAL: A culture of excellence and accountability.

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

RECOMMENDATION:

That the Board of Trustees support Elk Island Public Schools' nomination of Kristen Davies for the Alberta School Boards Association (ASBA) 2022 Edwin Parr Teacher Award.

BACKGROUND:

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, the Edwin Parr Award has been presented on an annual basis to outstanding first-year teachers across the province.

COMMUNICATION PLAN:

Edwin Parr nominees' consent to media releases relative to the award and are recognized at an ASBA sponsored banquet. The nominee is also recognized at the Division level through the Weekly Wrap-Up.



RECOMMENDATION REPORT

ATTACHMENT:

1. ASBA 2022 Edwin Parr Award Nomination Form



EDWIN PARR TEACHER AWARDS

2022 AWARDS PACKAGE

AWARD INFORMATION

Overview

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Awards recognize excellent first year teachers across the province.

History

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, these awards have been presented to outstanding first-year teachers.

Award parameters

The following candidates are eligible for consideration for the Edwin Parr Awards:

- First year Kindergarten to Grade 12 teachers if they meet the following criteria:
 - A minimum of 100 full-time equivalent days of teaching service within the current school year (i.e. September 2021 – June 2022) is required.
 - A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
 - A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.
 - First year teaching experience must be completed in Alberta with a school board that is a member of ASBA.

Nominations

Nominees may include:

- First year Kindergarten to Grade 12 teachers (if the above criteria is met)

Individuals may be nominated by:

- The initial identification and selection of the nominee will be made by the nominee's school board.*
 - *Each school board may only nominate one candidate for submission to their associated Zone Selection Committee.
- Each Zone Selection Committee will then select one nominee as the zone recipient of the award.**
 - **Zone 2/3 will select two recipients due to the amalgamation of zones 2 and 3.

No more than six Edwin Parr Teacher Awards shall be awarded annually.

Recognition

Nominees are recognized at the zone level by their associated zone. Nominees are additionally recognized at a provincial level by ASBA at its Fall General Meeting (FGM).

Each recipient will receive a smart watch and framed certificate from ASBA. If applicable, ASBA will pay expenses for zone recipient attendance at the FGM awards ceremony.

SUBMISSION & SELECTION

Selection

The following criteria will be used to determine the zone recipient(s):

- School board evaluation;
- Final student teaching evaluation;
- And, interview with zone selection committee.

Additionally, the Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

TQS1: Fostering Effective Relationships	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
TQS2: Engaging in Career-Long Learning	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
TQS3: Demonstrating a Professional Body of Knowledge	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
TQS4: Establishing Inclusive Learning Environments	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
TQS6: Adhering to Legal Frameworks and Policies	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

SUBMISSION & SELECTION

Submission information

- Please retain an electronic record of the nomination information at the nominating board office for a period of one year.
- All information provided in the nomination package will be considered confidential and managed in accordance with Alberta's Personal Information Protection Act (PIPA).
- Confirmation of receipt of the nomination package will be provided within 72 hours. If confirmation is not received within that timeframe, please follow up by telephone.

Nominations must be received by [March 18, 2022, at 4:30 p.m.](#)

Zone Chair contacts

Zone 1 Ms. Marie Dyck Peace River School Division Box 380, 4702 51 Street, Grimshaw, AB T0H 1W0 Email: dyckmarie@prsd.ab.ca Tel: 780.624.3601	Zone 4 Ms. Kim Smyth Clearview Public Schools 5031 - 50th Street, Stettler AB T0C 2L0 Email: ksmyth@clearview.ab.ca Tel: 403.741.8262
Zone 2/3 Ms. Devonna Klaassen Black Gold School Division 3Fl, 1101 - 5 Street, Nisku AB T9E 7N3 Email: devonna.klaassen@blackgold.ca Tel: 780.982.5640	Zone 5 Ms. Theresa Letendre Foothills School Division 129 4th Avenue SW, Suite 300, PO Box 5700 High River, Alberta, Canada, T1V 1M7 Email: letendret@fsd38.ab.ca Tel: 403.978.0815
	Zone 6 Ms. Jennifer Crowson Horizon School Division 6302 - 56 Street, Taber AB T1G 1Z9 Email: jennifer.crowson@horizon.ab.ca Tel: 403.308.8610

Submission Checklist

- ATTACHMENT 1: Nomination form
- ATTACHMENT 2: School board evaluation (attach additional pages as required)
- ATTACHMENT 3: Nominee consent form
- The nominee's final student teaching evaluation (i.e. APT)
- Additional summary remarks from the nominee's school principal
- Current school staff photograph of nominee with head and shoulders, in high resolution
- electronic format (JPEG or PNG) for printed program (preferably professional quality)

All forms and evaluations must be completed and signed, and all elements noted above must be provided electronically. Please do not submit electronic productions of the teacher's work. Consideration of only the materials noted above will inform the zone selection process.

ATTACHMENT 1: SCHOOL BOARD NOMINATION FORM

Nominee Information

FULL NAME

HOME ADDRESS

CITY/TOWN

POSTAL CODE

PHONE NUMBER

ALTERNATE PHONE NUMBER

EMAIL ADDRESS

CONTACT
PREFERENCE
(please select)

POST-SECONDARY EDUCATION (degree earned including major/minor)

GRADUATING UNIVERSITY

Nominator Information

SCHOOL BOARD NAME

ZONE
(please select)

SCHOOL NAME

SCHOOL ADDRESS

SCHOOL CONTACT

SCHOOL CONTACT PHONE NUMBER

SCHOOL CONTACT EMAIL ADDRESS

SCHOOL BOARD CONTACT WHO COMPLETED NOMINATION PACKAGE

SCHOOL BOARD CONTACT PHONE NUMBER

SCHOOL BOARD CONTACT EMAIL ADDRESS

SUPERINTENDENT OF SCHOOLS NAME

SUPERINTENDENT OF SCHOOLS SIGNATURE

DATE

ATTACHMENT 2: SCHOOL BOARD EVALUATION

Please provide commentary and evidence relative to the nominee's performance in each of the following dimensions.

A. Fostering effective relationships (TQS1)

B. Engaging in career-long learning (TQS2)

C. Demonstrating a professional body of knowledge (TQS3)

D. Establishing inclusive learning environments (TQS4)

Please attach additional pages as required to ensure questions are answered in full.

ATTACHMENT 2: SCHOOL BOARD EVALUATION

E. Applying foundational knowledge about First Nations, Métis and Inuit (TQS5)

F. Adhering to procedures, frameworks, and policies (TQS6)

G. Involvement in extra-curricular and community activities

Please attach additional pages as required to ensure questions are answered in full.

ATTACHMENT 3: NOMINEE CONSENT FORM

I, _____
PRINT NAME

Consent to my nomination for the ASBA Edwin Parr Teacher Award and authorize the release of any or all information pertaining to my employment for the purpose of this nomination. This includes the use of my photograph to assist the ASBA in developing media releases and/or award materials, printed and digital, including accessing and posting to the ASBA website.

NOMINEE SIGNATURE

DATE

I hereby give consent to Alberta School Boards Association (ASBA), including its employees, Board of Directors or other third party ASBA may authorize on its behalf, to collect, use and disclose my name, likeness, voice, or other personal identifying information as specified below:

- Still photograph of me
- Video of me and my voice
- Audio recordings of me and my voice

I hereby waive all rights, including any economic and moral rights that I may have with respect to ASBA's collection, use or disclosure of my personal information. I further acknowledge and agree that there shall be no compensation provided to me by ASBA respecting my personal information for the above-described purposes.

I hereby release ASBA and its Board, elected officials, officers, employees, agents, representatives, successors and assigns, of and from any and all actions, causes of action, claims, expenses, demands for damages or loss, howsoever arising, that I may have had, may now have, or may hereafter have, against ASBA by reason of my consent to the collection, use and disclosure of my personal information as indicated herein.

I give consent for ASBA to review my academic records and relevant data as related to eligibility for this award for the sole purpose of determining award eligibility.

By signing this form I acknowledge that this constitutes a binding agreement and is the entire agreement between myself and ASBA.

FIRST AND LAST NAME OF NOMINEE

DATE

NOMINEE SIGNATURE



FOR MORE INFORMATION, VISIT
www.asba.ab.ca/about/awards/

OR EMAIL
npownall@asba.ab.ca



RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022 ASBA Friends of Education Award

ORIGINATOR: Ryan Marshall, Director, Supports for Students

REFERENCE: Board Policy 1: Division Foundational Statements
Administrative Procedure 525: Partnerships

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 approve EIPS' nomination of Shell Canada in Fort Saskatchewan for the 2022 Friends of Education Award, an annual Alberta School Boards Association (ASBA) recognition for organizations that contribute to education within their local community.

BACKGROUND:

Annually, the Alberta School Boards Association (ASBA) hosts an awards program, Friends of Education, to recognize and thank the many Alberta-based organizations that contribute to education in their community.

The impact that this year's nominee Shell Canada has made in terms of supporting the delivery of public education within Elk Island Public Schools (EIPS) cannot be overstated. Their ongoing commitment and support mean the Division can provide opportunities to enhance education for students that would not be possible otherwise. For the past five years, this partnership has ensured enduring benefits for students in EIPS schools located in all the communities we serve.

Over the last 3 years, Shell Scotford through the "Shell in the Community" grant has provided the Division with over \$185,000 to support the development of Indigenous Outdoor Spaces. These additional resources have allowed EIPS to create 8 Indigenous Outdoor Spaces in Fort Saskatchewan/Bruderheim and has provided funds to begin the creation of similar spaces in Sherwood Park and Lamont. The additional spaces are currently in the planning stage.

Shell Scotford, through their Fueling Kindness initiative have also provided staff to support various initiatives within the Division. Shell has provided staff to read during Read-in-week, interact with students about Math in the workplace during Week of Inspirational Math, and decorate our sidewalks.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION PLAN:

Supports for Students has contacted Shell Canada and requested completion of a Nominee consent form and submission of their Organization Logo. Once this is received from Shell Canada, and a motion is approved at the March 17, 2022 Board Meeting, Elk Island Public Schools will submit the completed application package on March 18, 2022 to the Alberta School Boards Association (ASBA) for consideration.

ASBA will announce the Friends of Education award winners at its Fall General Meeting. Each recipient will receive a brass school bell and public recognition.

ATTACHMENT(S):

1. ASBA 2022 Friends of Education Nomination Form

RM:bs



**FRIENDS OF
EDUCATION**

2022 AWARDS PACKAGE

Overview

Alberta School Boards Association's (ASBA) Friends of Education Award recognizes organizations that have made a significant contribution to education in communities across Alberta.

Award parameters

Nominees must demonstrate a significant contribution to education and a commitment to the improvement of education for Alberta students.

A maximum of six Friends of Education recipients will be selected each year. This award may not be conferred to an organization in conjunction with any other ASBA award in the same year.

Nominations

Each school board may nominate one candidate to the Zone Selection Committee. Boards may nominate an organization outside their own school board jurisdiction but within their zone. The Committee will review the nomination forms and will select one recipient to submit to ASBA (with the exception of Zone 2/3, which is eligible to submit two recipients).

The initial identification and selection of the nominee will be made by the school board. Upon school board approval of the nomination, the superintendent will submit the completed nomination package to the Zone Chair of the ASBA zone in which your jurisdiction is located by March 18, 2022 as shown below. Each school board may only nominate one candidate to the Zone Selection Committee, who then selects recipients. Once recipients are selected, the Zone Chair must notify the winner and forward recipient information to ASBA.

Zone 1

Ms. Marie Dyck
Peace River School Division
Box 380, 4702 51 Street, Grimshaw, AB T0H 1W0
Email: dyckmarie@prsd.ab.ca | Tel: 780.624.3601

Zone 2/3

Ms. Devonna Klaassen
Black Gold School Division
3Fl, 1101 - 5 Street, Nisku AB T9E 7N3
Email: devonna.klaassen@blackgold.ca | Tel: 780.982.5640

Zone 4

Ms. Kim Smyth
Clearview Public Schools
5031 - 50th Street, Stettler AB T0C 2L0
Email: ksmyth@clearview.ab.ca | Tel: 403.741.8262

Zone 5

Ms. Theresa Letendre
Foothills School Division
129 4th Avenue SW, Suite 300, PO Box 5700
High River, Alberta, Canada, T1V 1M7
Email: letendret@fsd38.ab.ca | Tel: 403.978.0815

Zone 6

Ms. Jennifer Crowson
Horizon School Division
6302 - 56 Street, Taber AB T1G 1Z9
Email: jennifer.crowson@horizon.ab.ca | Tel: 403.308.8610

Recognition

Each zone hosts a recognition event for all nominees. Alberta School Boards Association will also recognize recipients. ASBA Friends of Education Awards will be presented by ASBA's President to a maximum of six recipients at the 2022 ASBA Fall General Meeting. Each recipient will receive a brass school bell.

Submission Checklist

- ATTACHMENT 1: Nomination form
- ATTACHMENT 2: Evaluation form (attach additional pages as required)
- ATTACHMENT 3: Nominee consent form
- Board motion approving nomination
- Organization's logo (JPEG or PNG file)

All forms and evaluations must be completed and signed, and all elements noted above must be provided electronically. Please forward the completed nomination package to the Zone Chair by [March 18, 2022](#).

ATTACHMENT 1: NOMINATION FORM

Nominee Information

ORGANIZATION/NOMINEE NAME (Please print the nominee's name precisely as it should appear on the award)

CONTACT NAME

PHONE

EMAIL

ADDRESS

TOWN/CITY

POSTAL CODE

Nominator Information

NAME

SCHOOL BOARD

ZONE

By motion of the Board at a meeting held on _____
(MM/DD/YYYY)

Alberta School Boards Association is requested to consider the above nomination for the Friends of Education Award (please provide a copy of the motion).

ATTACHMENT 2: EVALUATION

Attachment 1

1. Describe the nominee's area of service, outlining their demonstrated outstanding leadership and competencies.

2. List the benefits that have been derived by local students as a result of the nominee's actions.

3. Provide the timeframe within which the nominee made their contributions to education.

Please attach additional pages as required to ensure questions are answered in full.

ATTACHMENT 2: EVALUATION

Attachment 1

4. Describe the nominee's relationship with the various members of the education community.

5. Give examples of how the nominee has demonstrated an interest in and support for education and trusteeship in your respective zone.

6. Explain how this nominee has demonstrated leadership in education in your respective zone.

Please attach additional pages as required to ensure questions are answered in full.

ATTACHMENT 2: EVALUATION

7. Outline how this nominee is highly effective in encouraging others in the field of education.

8. Outline the nominee's involvement in community activities (other than those noted) in the field of education.

9. Include any additional comments regarding the nominee's commitment to students, schools, trusteeship and the community.

Please attach additional pages as required to ensure questions are answered in full.

ATTACHMENT 3: NOMINEE CONSENT FORM

I, _____
PRINT NAME

Consent to my nomination for the ASBA Friends of Education Award and authorize the release of any or all information pertaining to my organization/company for the purpose of this nomination. This includes the use of logos or photographs to assist the ASBA in developing media releases and/or award materials, printed and digital, including accessing and posting to the ASBA website.

NOMINEE SIGNATURE

DATE

I hereby give consent to Alberta School Boards Association (ASBA), including its employees, Board of Directors or other third party ASBA may authorize on its behalf, to collect, use and disclose my name, likeness, voice, or other personal identifying information as specified below:

- Still photograph of me
- Video of me and my voice
- Audio recordings of me and my voice

I hereby waive all rights, including any economic and moral rights that I may have with respect to ASBA's collection, use or disclosure of my personal information. I further acknowledge and agree that there shall be no compensation provided to me by ASBA respecting my personal information for the above-described purposes.

I hereby release ASBA and its Board, elected officials, officers, employees, agents, representatives, successors and assigns, of and from any and all actions, causes of action, claims, expenses, demands for damages or loss, howsoever arising, that I may have had, may now have, or may hereafter have, against ASBA by reason of my consent to the collection, use and disclosure of my personal information as indicated herein.

I give consent for ASBA to review my academic records and relevant data as related to eligibility for this award for the sole purpose of determining award eligibility.

By signing this form I acknowledge that this constitutes a binding agreement and is the entire agreement between myself and ASBA.

FIRST AND LAST NAME OF NOMINEE

DATE

NOMINEE SIGNATURE



FOR MORE INFORMATION, VISIT
www.asba.ab.ca/about/awards/

OR EMAIL
npownall@asba.ab.ca



RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-26 Three-Year Capital Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Brent Dragon, Planner, Facility Services
Robert Derech, Assistant Director, Facility Services

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

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Quality Infrastructure for all

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

RECOMMENDATION:

That the Board of Trustees approve the EIPS 2023-26 Three-Year Capital Plan as presented for submission to Alberta Education.

BACKGROUND:

On March 4, 2022, the Alberta Government announced design funding for the number 1 capital priority submitted under the 2022-25 Three-Year Capital Plan. The design funding for the replacement of Sherwood Heights Junior High and École Campbelltown is a clear commitment in support of the project by the Alberta Government. Alberta Infrastructure will begin work on the design of the replacement school in collaboration with EIPS. The design work is anticipated to take one year to complete. In addition, EIPS will continue to advocate for construction funding for the Sherwood Heights Junior High and École Campbelltown replacement project.

Each year, the Government of Alberta requires school boards to assess their school capital needs and prioritize proposed projects based on the health and safety of existing school facilities, enrolment pressures and modernization needs. These projects are identified in a Three-Year Capital Plan as a single aggregated list. Once complete, the Board of Trustees then approve the Division's Three-Year Capital Plan for submission to Alberta Education for funding consideration.

The projects requested—new and replacement schools, modernizations and additions—are examined, and the province determines the most pressing needs as identified by all school divisions. Alberta Education then prioritizes these project requests by considering the school board's priorities and determining whether the



RECOMMENDATION REPORT

priorities fall within the three pillars of the province's capital plan: key social programs and services that Albertans rely on, encouraging economic development in communities and protecting the environment. The fiscal year for capital plans is April 1 to March 31. As such, the Three-Year Capital Plan is submitted every year by April 1—the year before the new plan starts.

COMMUNICATION PLAN:

The following communication will occur if and when the Board approves the recommendation:

1. A complete capital plan submission will be provided to Alberta Education.
2. If or when funding is received by Alberta Education for a capital project(s), EIPS will develop a communication plan.

ATTACHMENT(S):

1. 2023-26 Three-Year Capital Plan
2. Chapter 2 School Capital Manual – August 2020
3. Chapter 3-4 School Capital Manual – March 2015
4. Alberta Infrastructure Accountability Act
5. Alberta's 20-Year Strategic Capital Plan – Sector Two

BD:bd



2023-26 Three-Year Capital Plan

March 17, 2022

1.1 Aggregated Priority List

Priority	School(s)	Sector	Year 1	Capacity	Cost (Millions)
1	Sherwood Heights Junior High and École Campbelltown	1	<i>Solution:</i> Replace Sherwood Heights and Ecole Campbelltown – result of the 2020 value scoping session	1,000	\$40.6
2	Rudolph Hennig Junior High, Fort Saskatchewan High	3	<i>Solution:</i> Replace Rudolph Hennig Junior High and Fort Saskatchewan High into one new facility on the Southridge site – result of the 2018 value scoping session	1,400 [^]	\$68.7
3	James Mowat Elementary	3	Replacement of James Mowat Elementary on the WestPark site – result of the 2018 value scoping session	650	\$24.2
Priority	School(s)	Sector	Year 2	Capacity	Cost
4	Win Ferguson Elementary	3	Major Modernization: Result of the 2018 value scoping session	470	\$17.6
5	Salisbury Composite High	1	Major Modernization: Result of the 2020 value scoping session.	1,978	\$78.8
Priority	School(s)	Sector	Year 3	Capacity	Cost
6	A.L Horton Elementary, Vegreville Composite High	5	Sector 5 value scoping session – Planning funds only	TBD	-
7	Sector 4 value scoping session	4	Sector 4 value scoping session – Planning funds only	TBD	-

*Rows highlighted in grey indicate a request for construction funding.

[^]Opening capacity expandable to 1,600.

1.2 Capital Priority Maps

Elk Island Public Schools Capital Plan Priorities by Sector 1 and Sector 3

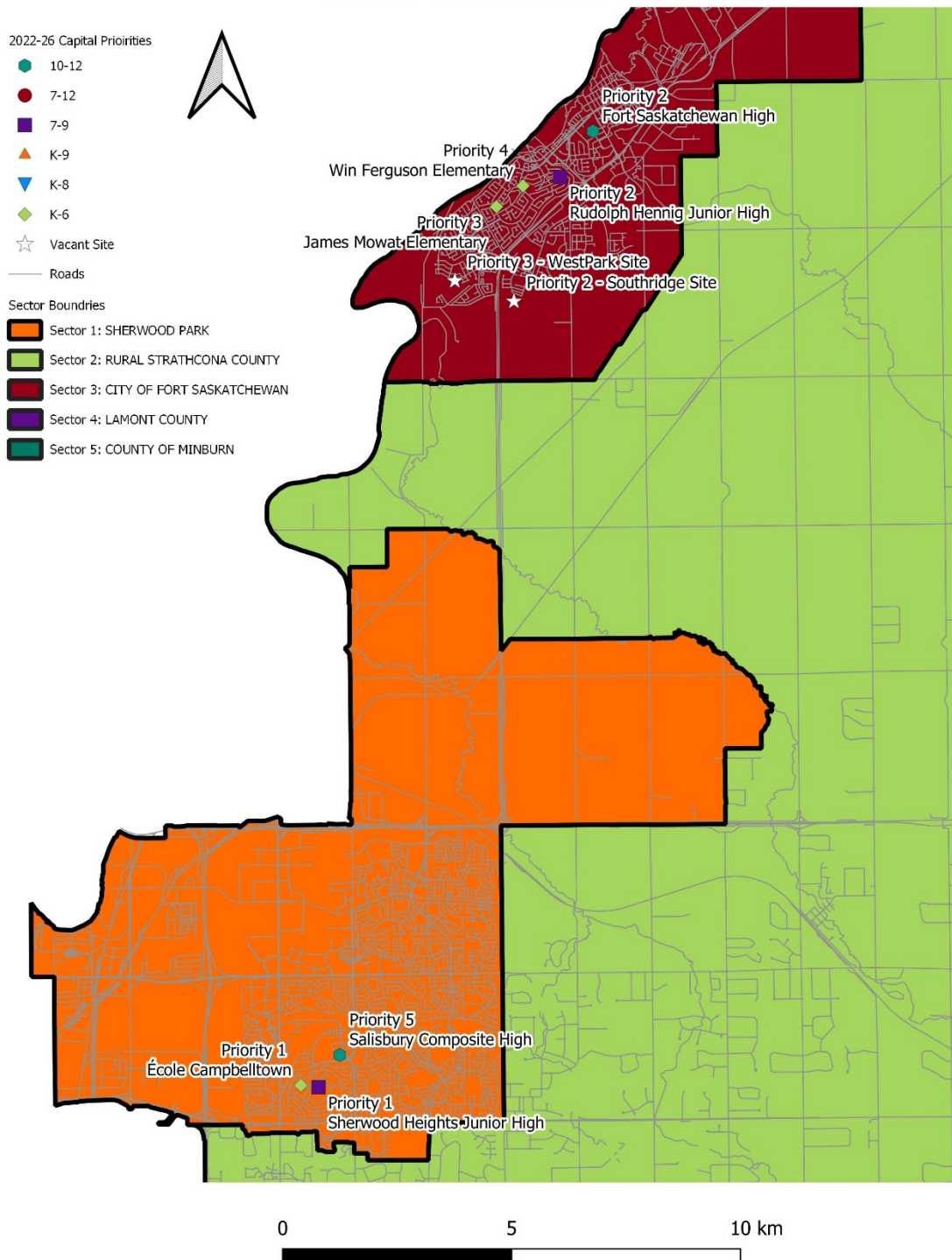


Figure 1 shows the location of capital priorities within Sector 1 and Sector 3.

Elk Island Public Schools Capital Plan Priorities by Sector 4 and Sector 5

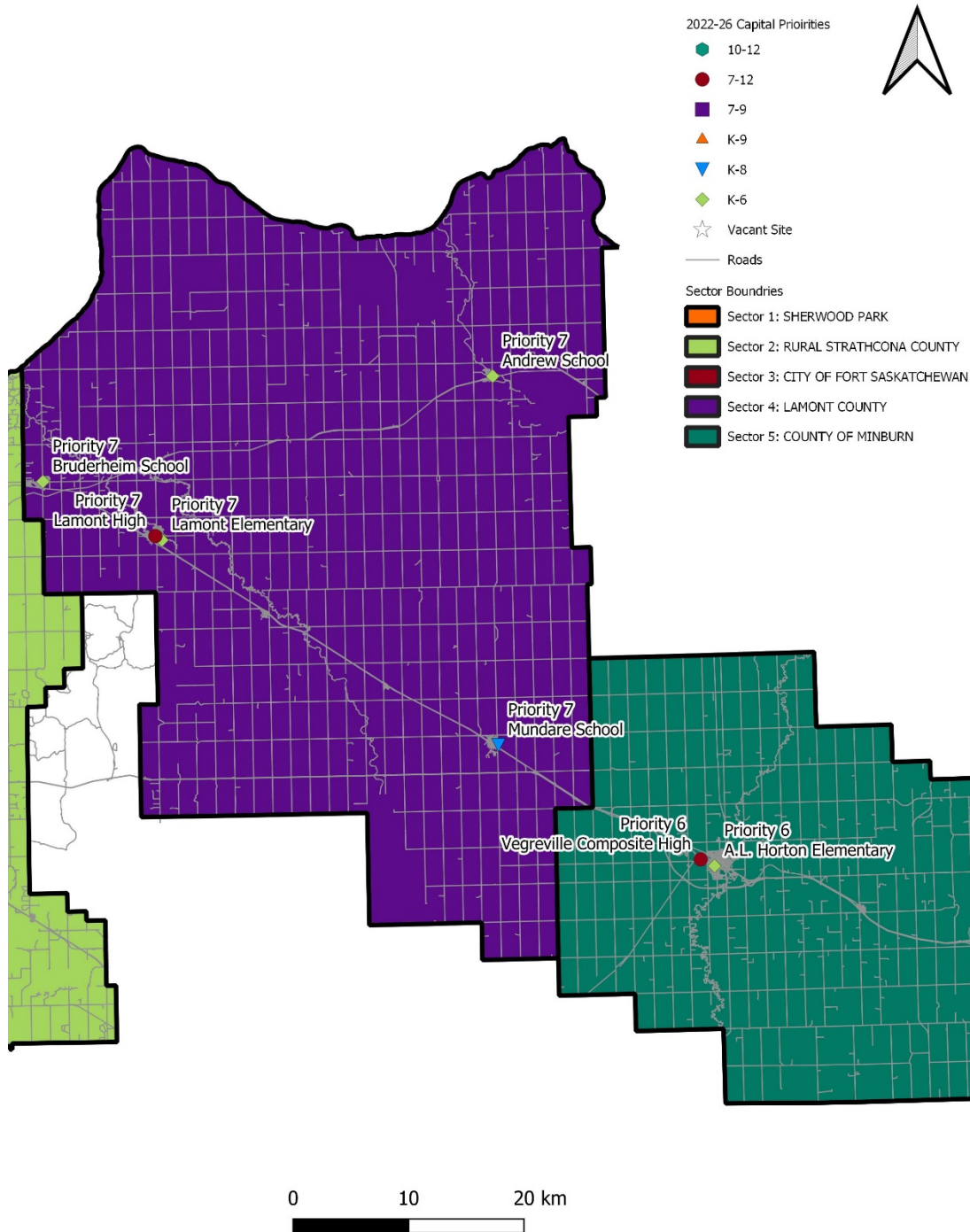


Figure 2 shows the location of capital priorities within Sector 4 and Sector 5.

1.3 Project Scope and Rationale

Priority 1: Sherwood Heights Junior High Solution

Project Type: Solution.

Project Scope: Replace Sherwood Heights Junior High and École Campbelltown into one school, kindergarten to Grade 9, adjacent to the existing Sherwood Heights Junior High building. The project will also balance enrolment between Sherwood Heights Junior High and Clover Bar Junior High.

Project Capacity: The requested replacement school has a capacity of 1,000 student spaces— kindergarten to Grade 9.

Project Cost: Approximately \$40,649,320.

On March 4, 2022, the Alberta Government announced design funding for the Sherwood Heights Junior High Solution. This design funding will enable EIPS to work with an architect to design the replacement building and develop construction documents. This announcement is a strong indication of project support by the Alberta Government. Typically, projects are approved for construction funding when the design of the project has been completed. As such the Division's no. 1 priority is for construction funding for the Sherwood Heights and École Campbelltown replacement school. EIPS anticipates the design work will take approximately one year to complete. At this time, EIPS understands that the design work will be project managed by Alberta Infrastructure and will involve EIPS leadership, Principals, students, and Facility Services.

For more than a decade, Sherwood Heights Junior High has been a capital priority. In the 2020-23 Three-Year Capital Plan, EIPS highlighted four schools in Sherwood Park as priority projects. At the time, Sherwood Heights Junior High was identified as the Division's No. 1 priority, with École Campbelltown, Pine Street Elementary and Salisbury Composite High also included within the capital plan. In November 2019, the provincial government announced funding for 15 schools and design funding for an additional 10 school projects across the province. No projects were identified for EIPS. Through conversations with the province's Capital Planning Branch, EIPS was awarded planning funds to conduct a value scoping session. In 2020, EIPS undertook a value scoping session (see pg. 207-594, "[Nov. 26, 2020 Board Package](#)"). The purpose: To evaluate alternative solutions to the 2020-23 capital priority – a one-to-one replacement of Sherwood Heights Junior High. The best-performing solution packaged two projects into one capital request. The project involves replacing Sherwood Heights Junior High and École Campbelltown into one kindergarten to Grade 9 school with a student capacity of 1,000. The report also recommends EIPS balancing enrolments between Sherwood Heights Junior High and Clover Bar Junior High through a program review at both schools. The planned location of the replacement school is adjacent to the existing Sherwood Heights Junior High building.

In accordance with the 2020 value scoping session EIPS has relocated six surplus modular classrooms out of Sherwood Park. This has helped right size Pine Street Elementary and École Campbelltown.

In spring 2021, Alberta Education awarded EIPS with planning funds to undertake a series of technical studies for the Sherwood Heights Junior High solution. EIPS completed an Environmental Site Assessment Phase 1, a Geotechnical study and a Traffic Impact Assessment (TIA). No major issues were identified for the site, and EIPS shared the results with Strathcona County.



Three-Year Capital Plan

2023-26

In summer 2021, Alberta Education approved the use of \$1.3 million in Infrastructure Maintenance and Renewal (IMR) funding to upgrade classroom ventilator units at Sherwood Heights Junior High. The upgrade involved replacing heaters, radiators, associated millwork, controls, exhaust fans, ductwork, and lighting in classrooms and affected hallways. EIPS also completed alarm upgrades for the ventilator units. The project is expected to be completed in early 2022. This investment will ensure the students who attend the existing Sherwood Heights Junior High school have access to an acceptable learning environment while the new school is designed and upon announcement of construction funding, built.

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Priority 2: Rudolph Hennig Junior High, Fort Saskatchewan High Replacement

Project Type: Solution.

Project Scope: Replace Rudolph Hennig Junior High and Fort Saskatchewan High into one school, grades 7 to 12, at the Southridge vacant school site (see Figure 1 for the site location). Project scope includes the demolition of both facilities upon completion of the new facility.

Project Capacity: EIPS has requested the replacement school to have a core capacity of 1,400 student spaces with the ability to expand to 1,600 – for grades 7 to 12.

Project Cost: Approximately \$68,735,683.

Priority 2 of the 2023-26 Three-Year Capital Plan requests capital funds to replace Rudolph Hennig Junior High and Fort Saskatchewan High as a single facility. The replacement school will be constructed on the Southridge site with a core capacity of 1,400 student spaces – expandible to 1,600. The school will accommodate grades 7 to 12. The request seeks the construction of a replacement school on the Southridge vacant site (Figure 1). The two-to-one replacement aligns with the outcomes of the 2018 value scoping session, which identified the replacement of the two schools as the best-performing option overall.

When considering the building conditions and enrolment growth, replacing the two schools on the Southridge site allows the Elk Island Public Schools (EIPS) to accommodate current and future growth, and address significant five-year maintenance costs. The five-year maintenance cost for Rudolph Hennig Junior High is \$4,284,159, and the five-year maintenance cost for Fort Saskatchewan High is \$5,434,184.

A review of the schools' functionality indicates both schools have issues with sightlines, inadequate careers and technology studies spaces, and challenges meeting emerging program opportunities for core subject areas—the result of too few and undersized classrooms, many of which have limited or no natural light. EIPS does ensure the safety and functionality of all of its facilities, there are ongoing challenges at both schools related to hallway and classroom acoustics and circulation.

In 2018, EIPS undertook a value scoping session (see pg. 44-191, "[May 22, 2019 Board Package](#)"). Since its completion, the Southridge school was rezoned to public service lands. As well, effective transportation access and utility servicing are available to the site. Ongoing conversations with the developer continue to provide assurances that when funding is available, the site will be turned over to the City of Fort Saskatchewan and EIPS for use. With written support from the City of Fort Saskatchewan, EIPS is confident the project can be implemented imminently upon funding approval.

Additionally, in June 2020, EIPS and the Fort Saskatchewan Public Library Board identified a joint interest in partnering to incorporate a satellite public library within the replacement facility. The partnership benefits the Public Library Board by establishing a permanent branch on the south end of the City of Fort Saskatchewan. And, it benefits EIPS to have resource sharing between librarians and teachers, access to literacy programs for students, spaces for youth and the activation of the facility during non-instructional times.

Most recently, in summer 2021 Alberta Education awarded planning funds to undertake a series of technical studies. EIPS completed an Environmental Site Assessment Phase 1, a Geotechnical study and an access management plan. No major issues were identified for the site and the results have been shared with the City of Fort Saskatchewan.

Project Type: Replacement of an existing school.

Project Scope: Replacement of James Mowat Elementary at WestPark’s vacant school site (see Figure 1 for site location).

Project Capacity: The requested replacement school has a core capacity of 650 student spaces – kindergarten to Grade 6.

Project Cost: Approximately \$24,237,775.

In October 2018, EIPS conducted a value scoping session for Sector 3—Fort Saskatchewan (see pg. 44-191, “[May 22, 2019 Board Package](#)”). The session identified a James Mowat Elementary replacement school as part of the best-performing option to meet Sector 3’s growing enrolment pressures and facility-condition concerns. The current James Mowat Elementary building is 40 years old, has a 103 per cent utilization rate and a Facility Condition Index rating of “Fair.” The facility also has a five-year maintenance cost of \$4,616,648. The WestPark school site is owned by the City of Fort Saskatchewan, has municipal services and is zoned appropriately for a school facility.

As part of the Division’s 2022-23 Modular Classroom Plan, EIPS submitted a request to replace three ageing modular classrooms with four new modular classrooms. Already, James Mowat Elementary has nine modular classrooms—two were constructed in 1976, six in 1981, and one in 2012. The older modular classrooms, built in 1976 and 1981, are safe for students. However, they’re starting to require extensive upgrades and will need additional infrastructure investments within this Three-Year Capital Plan period. EIPS continues to monitor the modular classrooms and advocate for their replacement through its Modular Classroom Program.

Priority 4: Win Ferguson Elementary Major Modernization

Project Type: Modernization of an existing school.

Project Scope: To complete a major modernization of Win Ferguson Elementary.

Project Capacity: The requested modernization maintains the school’s current capacity of 470 student spaces – kindergarten to Grade 6.

Project Cost: Approximately \$17,637,236.

In October 2018, EIPS conducted a value scoping session for Sector 3—Fort Saskatchewan (see pg. 44-191, “[May 22, 2019 Board Package](#)”). The session identified a modernization of Win Ferguson Elementary as part of the best-performing option to meet Sector 3’s growing enrolment pressures and facility-condition concerns. A major modernization addresses concerns related to the school’s deferred maintenance and necessary upgrades to the mechanical and electrical systems. The modernization also allows EIPS to address current and future community needs by improving access to high-quality learning environments. The Win Ferguson Elementary building is 45 years old, has an 84 per cent utilization rate and a Facility Condition Index rating of “Fair.” The facility also has a five-year maintenance cost of \$3,755,646. In total, Win Ferguson Elementary has 12 modular classrooms. Four were constructed in 1978 and four in 1979. The modernization cost accounts for the replacement of these eight modular classrooms. The remaining four units were built after 2013.

Priority 5: Salisbury Composite High Modernization

Project Type: Modernization of an existing school.

Project Scope: To complete a major modernization to Salisbury Composite High.

Project Capacity: The requested modernization maintains the school's current capacity of 1,820.

Project Cost: Approximately \$78,800,403.

Concerns regarding the deactivation of unutilized space at Salisbury Composite High were raised by the EIPS Board of Trustees and during the Sherwood Park value scoping session in 2020 (see pg. 207-594, "[Nov. 26, 2020 Board Package](#)"). Since completing the value scoping session, EIPS is now evaluating opportunities to improve the utilization at Salisbury Composite High through program relocations and leasing surplus space. Conversations with Alberta Education revealed it supports these actions and provides the added benefit of maintaining instructional areas for future enrolment increases.

In September 2021, EIPS relocated the Next Step Sherwood Park to Salisbury Composite High. It's also considering the possibility of additional accommodation for decentralized administration and community partnerships.

The modernization of Salisbury Composite High aligns with the outcomes of the value scoping session in 2020. The school's five-year maintenance cost is \$17,969,585. The school requires significant mechanical and electrical upgrades and minor modifications to instructional areas. Modernizing space within Salisbury Composite High addresses deferred maintenance issues and optimizes student learning spaces. Furthermore, a major modernization will help reimagine Career and Technology Studies programming within the Division by creating opportunities for innovation in personalized pathways.

Priority 6: A.L. Horton Elementary and Vegreville Composite High

Project Scope: Funds to conduct a value scoping session.

There is significant available capacity within Sector 5—Vegreville. As well, the total cost per student to operate Vegreville Composite High is \$8,060, and A.L. Horton Elementary is \$8,098. Both are above the Division's average cost per student, which is \$6,966. By conducting a value scoping session in Sector 5, EIPS can identify opportunities to right-size Division space and evaluate opportunities to direct more dollars into the classroom. The value scoping session will engage school communities, municipal partners and other interested parties to visualize and assess possible solutions to educational challenges within Sector 5.



Priority 7: Sector 4 Value Scoping Session

Project Scope: Funds to conduct a value scoping session

There is significant available capacity in Sector 4—Lamont County. As well, the total cost per student to operate all five Sector 4 schools are above the Division average per-student cost, \$6,966. Andrew School, \$13,878, Bruderhiem School, \$11,558, and Mundare School, \$10,120, are the three highest schools to operate. Lamont Elementary, \$8,479, ranks fourth and Lamont High, \$7,782 ranks 10th. By conducting a value scoping session in Sector 4, EIPS can identify opportunities to right-size Division space, evaluate programming opportunities and ensure boundaries accurately reflect student needs. A value scoping session aims to identify solutions that provide the highest value for money while maximizing the utilization and functionality of school infrastructure to optimize the learning environment and educational program delivery. Overall a value scoping session is a structured problem-solving based process. They focus on the value-management discipline using functional analysis to develop a range of alternatives and achieve consensus around a preferred solution. The goal: To provide the optimum balance to maximize functionality and minimize cost.

Chapter 2

School Capital Manual

School Capital Manual (August 2020) - Chapter 2

Published by Alberta Education

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2. Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta uses a consolidated capital planning process. The purpose of the province wide Capital Planning process is to identify current and future capital needs and to develop strategies to address those needs in alignment with the Government of Alberta's (GOA) prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with overall government prioritization in order to fulfill their mandate, each ministry may/will place different emphasis on each of the GOA criteria.

Each ministry's capital project needs are evaluated and prioritized by ministry staff using the ministry's own program delivery criteria. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdiction must either have a suitable, serviced site or there must be a suitable site identified with a written commitment from the municipality to provide that site and service it before the scheduled start of construction. Additionally, any required access roadways and services need to be installed prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the Provincial Capital Planning group consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration for the budget allocation available.

The projects that are approved by Cabinet become part of that year's Provincial Capital Plan. Education is responsible for preparing and providing the approval letters that reflect the decisions made by Caucus.

2.2 Ministry's Capital Planning Process

School authorities are required to submit their capital project requests to Education by the April 1st submission deadline each year. Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery and project drivers as outlined in Section 2.5 and the appendices of this document. Ministry staff provide recommendations to the ministry's senior

leadership team including the data analysis, project drivers, readiness, rationale and criticality of each project requested for possible inclusion in the current Ministry Capital Plan.

Once a decision is reached by the Education Minister, and in alignment with the submission deadlines provided annually by the Provincial Capital Planning team, the ministry finalizes and submits Education's Capital Requests into the province wide process for consolidation, further evaluation and funding consideration.

- The submission deadline is April 1 unless otherwise communicated in writing from the department.

When Education is advised of the decisions of Treasury Board and Finance, and Cabinet, approval letters are prepared and provided to school authorities for the capital requests that were approved for funding.

There are several distinct, but integrated components, outlined below that inform the School Capital Review and Prioritization Process.

Capital Planning Process:

- No significant change. This overview helps to provide context for readers.

2.3 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's existing facilities, including facility age and condition, historical and current utilization and anticipated needs as a result of projected changes in enrolment. It assists each school jurisdiction, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan and be prepared to submit the plan to Education upon request of Capital Planning staff. A school jurisdiction should review its plan annually to confirm that it is up to date and relevant and that it is in alignment with their Three-Year Capital Plan and the individual project requests submitted in any year.

The Ten-Year Facilities Plan should include the following information:

- an overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s) and technology;
- facility condition evaluation information; and,
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

2.4 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.5. The Three-Year Capital Plan must be approved by the board and the board's meeting minutes must identify the dated version of the plan that has been approved. Each individual capital project submission request provided to Education must be consistent in terms of priority and scope with the board approved plan.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete and that substantiating data is provided.

The project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution; and,
- the project would be able to move forward expediently if funding were approved.

School Boards Capital Planning Process:

- Ten-Year Facilities Plan – no significant changes
- Three-Year Capital Plan – no significant changes

2.5 Project Drivers and Definitions

The following information defines the project drivers under which consideration is given:

- **Building Condition** – There are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.
- **Community Renewal** – School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.
- **Declining demographics** – The school jurisdiction is experiencing declining enrolment resulting in facilities that have low utilization but educational service to the community must be maintained. The operational costs for both the building and the educational programming is high and consolidating students or otherwise eliminating underused space is required to improve financial management.
- **Enrolment Pressures** – The school jurisdiction's existing facilities are insufficient to accommodate current and future students within a specified geographical area resulting in the inability to deliver mandated K-12 curriculum.
- **Functionality and Programming** – There are demonstrated issues providing desired programming due to poor functionality of the facility. The proposed project provides new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound and light quality, etc.
- **Health and Safety** – Health and Safety issues that require resolution may include structural deficiencies, presence of hazardous materials, documented air quality issues, etc. These issues may present a direct risk to the health and safety of occupants by not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Legal** – Projects are evaluated based on legal considerations, which may include but are not limited to issues regarding equity of access, environmental orders or other ministerial orders. These issues are evaluated and assessed with regard to already existing legal requirements, legal precedent, or the potential for legal action should issues not be addressed adequately

(e.g. Access to education under Section 23 of the *Canadian Charter of Rights and Freedoms*, *Environmental Order to close a facility*).

Project Drivers and Definitions

- This section is new (formerly part of Section 4.1 – School Capital Funding Priorities). The intent is to clarify the GOA framework for project drivers.
- Community Renewal, as well as Functionality and Programming are new project drivers. Previous priority - Education Program Delivery and Impact, now forms part of Functionality and Programming project driver.
- Enrolment Pressure as a driver has been redefined for clarity and Declining Demographics is a new driver. Utilization rates and enrolment trends are part of measures to determine enrolment pressures or an alternative solution is required to address declining enrolment issues.
- See Section 2.7 for Site Readiness

2.6 Capital Project Requests

School jurisdictions are required to submit individual project requests into the government's Web Application Program (WAP) for each of the top priorities identified in their board approved Three-Year Capital Plan if they want the project considered by Education staff for possible inclusion in Education's Capital Plan Submission. Project requests that qualify for submission to Education must:

- Be submitted with the same project type, scope, grade configuration, capacity and priority as the approved Capital Plan.
- Be appropriately classified into one of the following five categories:
 1. new school
 2. addition to an existing school
 3. modernization of an existing school
 4. replacement school
 5. solution
- Include, in sufficient detail, the required and relevant data outlined in the respective Appendix for the project type. (Refer to Appendices 2.6.1 – 2.6.5)

NOTE: If the project scope or project need is not yet defined clearly enough to allow the required supporting data to be gathered and provided in the submission, this indicates that a capital project submission may be premature and additional planning work is required. Consultation with the appropriate Capital Planning Manager is recommended, as it is not possible for ministry staff to evaluate a project that does not have a clear scope and a clearly defined rationale for how the project will address or resolve a stated problem.

2.6.1 Possible Partnerships

Schools serve as important hubs within communities. School jurisdictions are encouraged to pursue potential partnerships with local municipalities that would mutually benefit both the students and the larger community.

School jurisdictions are expected to have an executed Statement of Commitment with any partners at the Schematic Design phase, and confirmation of funding with an executed Funding Agreement prior to tendering school construction.

School jurisdictions should contact their Education Manager in Capital Planning for any additional information on developing partnerships.

2.6.2 Development of a Project Budget

Alberta Infrastructure develops the estimated project budget based on the scope data provided by Alberta Education and the school jurisdiction. It is critical that school jurisdictions provide a clear definition of what is in, and out, of the intended scope for the project with particular attention to any unusual or potentially costly components. This should limit the risk of in-scope items being removed during design because of unanticipated or uncommunicated project costs. Of particular importance will be; identified site costs that are not covered by the municipality, other site considerations or municipal requirements, hazmat issues, structural issues, specific building components that are critical to the planned educational programming (ex. specific CTS labs, joint use spaces), or requirements on a heritage building.

In addition to evaluating the need for each capital request, ministry staff cannot recommend a project for inclusion in the Ministry Capital Plan Submission without the availability of a suitable and ready site.

Refer to Appendix 2.6

Capital Project Requests:

- A gated approval process was recently developed. This section has been rewritten to highlight the new requirements for capital project request, in relation to the gated approval process.

2.7 Site Readiness

In order to support school authorities' assessment of both the suitability and the readiness of sites, a completed **Site Readiness Gated Checklist (SRGC)** must be included with each project submission. That document and the guideline for completing it called **Guidelines for Site Work for Projects to be submitted within the Three-Year Capital Plan** was provided by email in September 2019. Together, they provide the detailed requirements for evaluation of the proposed site, its suitability and readiness and the supporting documentation. It also contains information to assist school jurisdictions in their work with local municipalities.

School jurisdictions can, and should, submit project requests where there is a clearly defined need AND no availability of a suitable school site. While the project cannot be included as a project request in the Ministry Capital Plan Submission, this information will inform ministry staff of work that may be required to support the school jurisdiction in the procurement of a site.

In order to improve the alignment of funding approvals and project schedules at the provincial level with the expenditures of municipalities in the servicing of sites, Education has adopted a gated process.

A project will only be considered for an approval when the municipality has provided a written commitment to a specific site that has already been evaluated as suitable to the planned project. Much of the initial site evaluation work will be completed at the pre-approval stage to ensure that a project is able to proceed in an effective and timely manner once the approval has been given. The project approval to school jurisdictions will be staged and contingent on specific milestones being met. While Treasury Board will provide approval to Education for a capital project, government's approval to the school jurisdiction will be staged with design funds only being provided in the first year of approval. This will allow the school jurisdiction to begin the design work at the same time that the municipality is fulfilling site servicing requirements. The approval of construction funding will not be provided until the design has sufficiently progressed and all necessary access roadways and services have been installed; to allow for the tendering of the construction contract.

Site Readiness:

- This section is new and has been developed as part of the gated approval process. It is important that projects have sites in place before they are recommended for construction funding approval.

- In addition, Site Readiness Gated Checklist is required to ensure
 - potential sites for new, replacement, addition and modernization school projects do not cause delays that could have been addressed prior to start of construction; and,
 - any potential issues to increasing building footprint, expanded servicing and construction that would affect bylaw requirements; and maintaining the safety of staff and student during the increased site demands of the construction period are identified.

Appendices

Appendix 2.6.1 – Capital Project Request – New School

The data listed below identifies the information that needs to be included in your project submission for a **NEW SCHOOL** in order for the need and urgency of the project to be assessed;

- The name of the school (if known) but at a minimum, the neighbourhood and legal description of the site where the school will be constructed and the geo-location.
- The names of all of the school facilities currently serving the students that this new facility is intended to serve. These are considered **Impacted Schools**, as their population will/could be affected when the new school opens.
- The current and five-year historical adjusted enrolments on each of the Impacted School facilities.
- Map outlining the location of the site as well as all of the Impacted Schools within the same geographic sector. Include the distance and travel times between the Impacted School(s) and the new site.
- If students are currently bused from their resident neighbourhood to a designated school outside of their sector, identify this information and average ride times. Also, identify the expected impact on the current facility(s) and what the plans for this facility would be if the new school is constructed.
- Evidence demonstrating that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration;
 - boundary adjustments;
 - transportation;
 - use of other facilities in the community;
 - enhancing technology in schools (e.g. videoconferencing and distance learning);
 - identifying possible partnerships in the community and/or sector;
 - program changes/relocation (e.g., for programs of choice); and,
 - modular classrooms added to existing schools;

- The planned grade configuration for the proposed school. Also, identify if there are plans to initially open the facility serving a different set of grades and how many years/grades would be affected in the gradual implementation. (Example: facility will serve Grade 10-12; however, in Year 1 – only Gr 10 will be offered, with Gr 10 & 11 offered in Year 2 and 10-12 offered in Year 3).
- Identify the five-year projected enrolment and utilization of the Impacted Schools (using the published projections data which includes Alberta Health’s birth statistics).
- Identify any other facilities currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the Impacted Schools.
- Identify current issues with existing programming and transportation and how the new facility is intended to resolve or mediate these issues.
- Provide available data from the municipality regarding development plans for the area, including:
 - status of current development – how much of the area is already developed;
 - anticipated timelines for neighbourhood to be completed developed;
 - housing starts – number and type of building permits issued over the past three years and anticipated over the next five years; and,
 - any other relevant data that will define educational space requirements
- Any other relevant statistical or anecdotal information that lends support to the jurisdiction’s rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.

Appendix 2.6.2 – Capital Project Request – Addition to an Existing School

The data listed below identifies some of the information that needs to be included in your project submission for an **ADDITION TO AN EXISTING SCHOOL** in order for the need and urgency of the project to be assessed;

- The name of the school and its location. The current grade configuration and if the addition will result in added grades or just added capacity.
- Additional added capacity is being requested.
- The names of the other school facilities currently serving the area. These are considered **Impacted Schools**, as their population will/could be affected when the additional spaces become operational.
- Using the data sheet provided in the attachments, provide the current and five-year historical adjusted enrolments on each of these facilities.
- Map outlining the location of the site as well as all of the Impacted Schools within the same geographic sector. Include the distance between the Impacted School(s) and the school proposed for an addition.
- If attendance boundaries have been created to manage utilization and students are currently bused from their resident neighbourhood to designated schools outside of their sector, identify this information including numbers of students and average ride times.
- Identify if the plan is to open all additional instructional capacity as soon as construction is complete or if there is a different intention.
- Identify the five-year projected enrolment and utilization of the Impacted Schools (using the published projections data which includes Alberta Health's birth statistics)
- Identify any other facilities currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the Impacted Schools.
- Evidence demonstrating that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration;
 - boundary adjustments;

- transportation;
 - use of other facilities in the community;
 - enhancing technology in schools (e.g. videoconferencing and distance learning);
 - identifying possible partnerships in the community and/or sector;
 - program changes/relocation (e.g., for programs of choice); and,
 - modular classrooms added to existing schools;
- Identify if modular classrooms will need to be added in the interim, or if the addition is not approved, and how long until this becomes a requirement to maintain educational requirements.
 - Identify current issues with existing programming and transportation and how the new facility is intended to resolve or mediate these issues.
 - If the facility is serving students from neighbourhoods that are still developing, provide available data from the municipality regarding development plans for the area, including:
 - status of current development – how much of the area is already developed.
 - anticipated timelines for neighbourhood to be completed developed.
 - housing starts – number and type of building permits issued over the past three years.
 - any other relevant data that will define educational space requirements.
 - Any relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.

Appendix 2.6.3 – Capital Project Request – Modernization of an Existing School

The data listed below identifies the type of information that needs to be included in your project submission for a **MODERNIZATION TO AN EXISTING SCHOOL** in order for the need and urgency of the project to be accurately assessed;

- The name of the school and its location. The current grade configuration and the main driver for the modernization – health and safety issues, age and condition of the facility, current issues with utilization and student demographics, ability to deliver standard K-12 education, ability to deliver a specific planned program.
- The names of the other school facilities currently serving the area. These are considered **Impacted Schools** as their population will/could be affected when the modernization is complete – particularly if there will also be additional space added, changes to catchment area or changes to grade configuration.
- Provide the current and five-year historical adjusted enrolments on each of these facilities.
- Map outlining the location of the site as well as all of the Impacted Schools within the same geographic sector. Include the distance between the Impacted School(s) and the school proposed for modernization.
- Identify the five-year projected enrolment and utilization of the Impacted Schools (using the published projections data which includes Alberta Health’s birth statistics).
- If attendance boundaries have been created to manage utilization and students are currently bused from their resident neighbourhood to designated schools outside of their sector, identify this information including numbers of students and average ride times and what additional added capacity is being requested with the modernization.
- If the current utilization of the facility is below 85 per cent and the projections indicate a continued decline, identify the amount of space that will be removed from the existing school as part of the modernization.
- Where utilization is low and projections show continual decline, provide rationale why the facility will still be required and viable in 15-20 years.
- Identify any other facilities currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the Impacted Schools.

- Identify if modular classrooms are currently attached to the building, how many, their age and condition and if they will remain as part of the new facility or be relocated/demolished.
- Identify current issues with the building's ability to provide functional programming and what changes are anticipated to existing programming and transportation and how the modernization is intended to resolve or mediate these issues.
- Provide a review of the current facility audit and identify any statements within the audit where the school division and its third party independent engineers/analysts have evidence that differs from the audit.
- Provide a copy of the five-year facility requirements report from VFA and identify any major systems missing from the report that need to be addressed/replaced as part of the modernization.
- Provide a report from VFA on all IMR funds expended on this facility over the previous five-years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a modernization project is not approved.
- Any other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.

Appendix 2.6.4 – Capital Project Request – Replacement of an Existing School

NOTE: A request for a Replacement School

The data listed below identifies the type of information that needs to be included in your project submission for a **REPLACEMENT OF AN EXISTING SCHOOL** in order for the need and urgency of the project to be accurately assessed;

- The name of the school and its location.
- The current grade configuration.
- the main drivers for the replacement – health and safety issues, age and condition of the facility, current issues with utilization and student demographics, ability to deliver standard K-12 education, ability to deliver a specific planned program, location issues, site issues.
- The current and five-year historical adjusted enrolments for this facility.
- The five-year projected enrolment and utilization of the facility.
- The names of the other school facilities currently serving the area. These are considered **Impacted Schools** as their population will/could be affected when the replacement is complete – particularly if there will also be additional space added, changes to catchment area or changes to grade configuration.
- Provide the current and five-year historical adjusted enrolments on each of the Impacted Schools.
- Is the replacement school planned for the same site where the current facility resides? If not, provide the rationale for locating the facility elsewhere and identify the impact to ride times for students or identify the location on the existing site where the replacement facility will go and the plan for accommodating the construction needs while ensuring the safety of staff and students.
- Map outlining the location of the site as well as all of the Impacted Schools within the same geographic sector. Include the distance between the Impacted School(s) and the school proposed for replacement.
- Identify the five-year projected enrolment and utilization of the Impacted Schools (using the published projections data which includes Alberta Health's birth statistics)

- If attendance boundaries have been created to manage utilization and students are currently bused from their resident neighbourhood to designated schools outside of their sector, identify this information including numbers of students and average ride times and what additional added capacity is being requested with the replacement.
- Evidence demonstrating that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration;
 - boundary adjustments;
 - transportation;
 - use of other facilities in the community;
 - enhancing technology in schools (e.g. videoconferencing and distance learning);
 - identifying possible partnerships in the community and/or sector;
 - program changes/relocation (e.g., for programs of choice); and,
 - modular classrooms added to existing schools;
- If the current utilization of the facility is below 85 per cent and the projections indicate a continued decline, identify the anticipated capacity of the replacement facility
- Where utilization is low and projections show continual decline, provide rationale why the replacement facility will still be required and viable in 15-20 years.
- Identify any other facilities currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the Impacted Schools.
- Identify if modular classrooms are currently attached to the building, how many, their age and condition and if they will remain as part of the replacement facility or if they will be relocated/demolished.
- Identify current issues with the building's ability to provide functional programming and what changes are anticipated to existing programming and transportation and how the replacement is intended to resolve or mediate these issues.

- Provide a review of the current facility audit and identify any statements within the audit where the school jurisdiction and its third party independent engineers/analysts have evidence that differs from the audit.
- Provide a copy of the five-year facility requirements report from VFA and identify any major systems missing from the report that need to be addressed / replaced as part of the modernization.
- Provide a report from VFA on all IMR funds expended on this facility over the previous five-years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a replacement project is not approved.
- Provide the information on the deferred maintenance and the five-year maintenance costs that will be eliminated because of the demolition of the existing facility.
- Identify if a hazmat investigation has been completed to support the required budget for the demolition.
- Any other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.

Appendix 2.6.5 – Capital Project Request – Solution

This is a new project type that is designed to allow for the submission of a project request for an integrated solution where, in order to meet the project delivery objective, more than one school facility will require construction activity.

Most often, the main project driver will involve a desire to remove excess space in a region of decreasing enrolment by consolidating students from two or more facilities into a single facility. The goal will be to achieve reduced operational costs and improved program delivery and efficiency.

For example, constructing a new K-12 facility in a centralized location that will serve all of the students from three aged facilities where the current utilization is low and the deferred maintenance and operational costs on all three facilities is high. The solution would involve four distinct construction components:

- The construction of a New K-12, x capacity school
- The demolition of School A
- The demolition of School B
- The demolition of School C

The project would be submitted as a single SOLUTION project, because all four components would be necessary in order to attain the desired results which may include the elimination of deferred maintenance, the elimination of underutilized space and the excessive costs to operate and maintain that space, an overall improvement in the sector and jurisdiction utilization and potentially the ability to provide improved Educational programming and efficiency. The Solution is considered to be the “parent project” and each facility or site that will have a construction activity is considered to be a “child” of that parent project.

The data listed below identifies the type of information that needs to be included in your project submission for a **SOLUTION** project in order for the costs and benefits to be accurately assessed;

- The name of the area or region for which the project is to provide a solution. The solution is the parent project that captures the facilities involved in the evaluation.
- The current grade configuration of each involved facility and all of the information that would be required on each involved facility if that facility was being considered for a modernization or replacement.

- The historical and projected enrolment for each involved facility.
- The main drivers for the solution may be health and safety issues at any of the facilities, age and condition of the facilities, current issues with utilization and student demographics, ability to deliver standard K-12 education, ability to deliver a specific planned program, location issues, costs to operate and maintain the underutilized facilities.
- The names of any other school facilities currently serving the area that could be impacted by the project.
- The total deferred maintenance and five-year maintenance costs that will be eliminated through the completion of the project.
- The amount of under-utilized space that will be eliminated.
- The current average utilization of the area/facilities and the expected post-construction utilization.
- If modular classrooms are currently attached to any of the facilities, identify how many units, their age and condition and if they will become part of the final area of the solution or if they will be relocated or demolished.
- Identify current issues with educational/functional programming and what changes are anticipated, and how the solution is intended to resolve or mediate these functionality issues.
- Identify if a hazmat investigation has been completed on any of the facilities to support the required budget for the modernization or demolitions included in the project.
- Pre and post - construction Plant Operations and Maintenance costs and anticipated annual savings to the school jurisdiction as a result of the project.
- Administrative or travel costs incurred by facility maintenance staff or school administration that would be eliminated as a result of the solution.
- Any other relevant information that supports the need for the project or helps define a clear benefit to the school jurisdiction and/or the community.
- Any other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required. Additional anecdotal data is particularly critical if the required statistical data does not accurately highlight why the school jurisdiction considers this a particularly important project.

- be updated by the school jurisdiction and submitted on an annual basis;
- include, at a minimum, the detailed breakdown of costs by facility required to complete the web-based New School Project Application and the Expansion and Modernization Project Application (Infrastructure's Forms 1 and 2 available on the Web Application Program [WAP]);
- demonstrate that the school jurisdiction has evaluated its ability to deliver the requested projects during the three-year period; and
- include a completed copy of the Site Readiness Checklist (Form 8) for new or replacement school projects that are included in the first year of the jurisdiction's three year capital request.

Should a site be deemed not ready after approval of a project, any and all costs to rectify the situation shall be borne by the jurisdiction. If the site is deemed not viable the approval may be withdrawn.

3. Creating Your Three-Year Capital Plan

The following steps will assist you in preparing your Three-Year Capital Plan.

3.1 Consider Accommodation Options

Approaches for Delivering Education Programs

School jurisdictions should consider possible alternatives and approaches for delivering education programs and accommodating students. Examples include but are not limited to:

- making more efficient use of existing space available in other schools or other facilities in the community, in other communities in the region, or in other school jurisdictions;
- adjusting grade structures within the school(s);
- operating schools for longer periods each day;
- offering year-round schooling; and
- enhancing technology in schools (e.g. videoconferencing) to provide for additional opportunities for students to access education programs.

In preparing three-year capital plans, school jurisdictions may consider the following options to help address accommodation needs:

- new schools and major additions
- modernizations and replacement schools.

Requests for modular classrooms and leasing are submitted through a different process (see section 10).

3.1.1 Expansion Program

This funding program supports construction of new school buildings or major additions to existing school buildings to accommodate growth in enrolment and new program requirements.

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

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

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

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

Criteria for adding to an existing school

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

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

Criteria for building a new school

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

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

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

3.1.2 Modernization Program

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

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

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

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

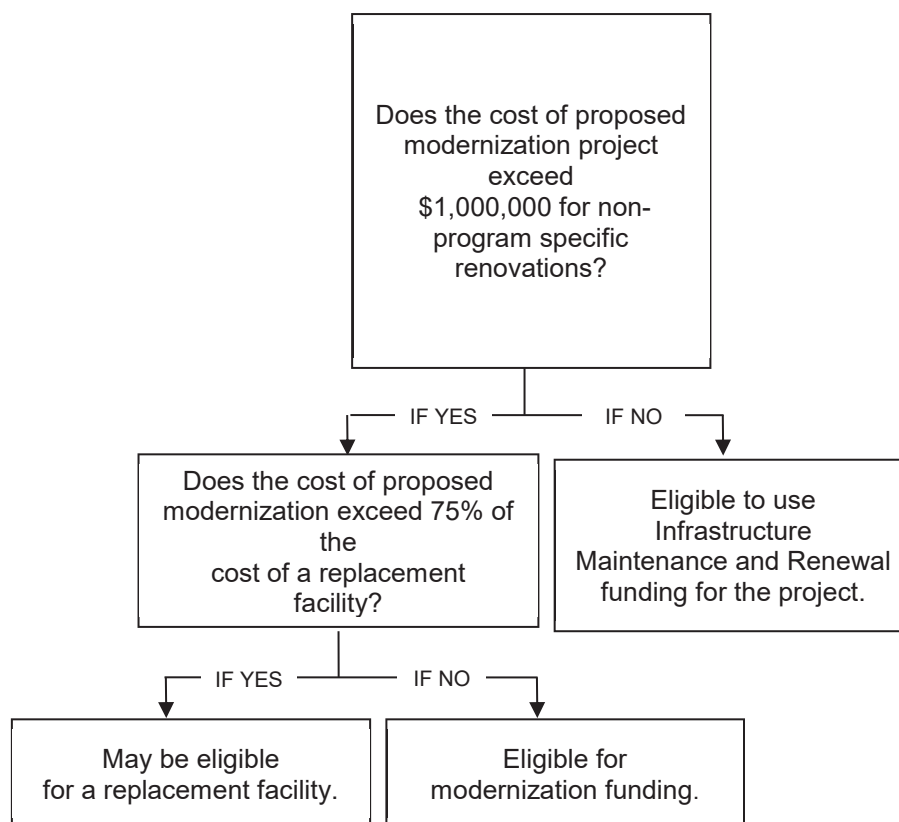
Modernization funding is provided for projects where the total construction cost for non-program specific renovations exceeds \$1,000,000. For any projects under the above-noted cost thresholds, school jurisdictions should use Infrastructure Maintenance and Renewal funding (see section 12).

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

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

Identifying Modernization Funding Opportunities

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



3.2 Prepare the School Site

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

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

Areas that need to be considered include:

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

3.3 Identify Possible Partnerships

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

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

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

3.3.1 Student Health Services and Parent Link Centres

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

3.4 Develop a Budget

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

3.4.1 Building Construction Support Prices

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

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

3.4.2 Location Differentials and Distance Allowances

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

3.4.3 Budget Components

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

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

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

3.4.3.1 Building Construction Costs (includes site development)

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

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

and lockers

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

3.4.3.2 Consultants' Fees

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

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

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

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

3.4.3.3 Project Expenses

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

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

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

3.4.3.4 Furniture and Equipment

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

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

A more complete list can be found in Appendix I.

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

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

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

3.4.3.5 Career and Technology Studies (CTS) Equipment

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

3.4.3.6 Other Approved Project Costs (Ancillary Work)

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

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

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

3.4.3.7 Non-Refundable GST

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

3.5 Charter Schools

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

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

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

3.6 Submit Your Three-Year Capital Plan

3.6.1 Submission Considerations

The following should be considered in submitting capital funding requests:

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

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

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

3.6.2 Web Application Program (WAP)

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

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

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



Province of Alberta

INFRASTRUCTURE ACCOUNTABILITY ACT

Statutes of Alberta, 2021
Chapter I-1.6

Assented to December 8, 2021

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INFRASTRUCTURE ACCOUNTABILITY ACT

Chapter I-1.6

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Preamble

WHEREAS investment in public infrastructure contributes to the quality of life and the productive capacity of Albertans;

WHEREAS the annual capital plan provides predictable funding for infrastructure and the maintenance of existing infrastructure, which helps to ensure the efficient use of capital investments and the most value for capital investments over the long term;

WHEREAS the Government of Alberta is committed to fostering transparency, predictability and accountability in capital planning processes;

WHEREAS the Government of Alberta is committed to establishing a rigorous governance framework for capital planning that includes specific criteria for evaluating capital planning submissions; and

WHEREAS the Government of Alberta is committed to infrastructure planning that is long term, priority based and strategic;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

Definitions

- 1 In this Act,

- (a) “capital asset” means a non-financial infrastructure asset having a physical substance that is acquired, constructed or developed and
- (i) is held for use in the production or supply of goods and services, for rental to others, for administrative purposes or for the development, construction, maintenance or repair of other tangible capital assets,
 - (ii) has a useful life extending beyond one year,
 - (iii) is intended to be used on a continuing basis, and
 - (iv) is not intended for sale in the ordinary course of operations;
- (b) “capital maintenance and renewal submission” means a capital planning submission
- (i) for work on a capital asset that replaces or upgrades components or systems extending the useful life of the capital asset, or
 - (ii) for functional upgrades to a capital asset that enhance usability, capacity and efficiency of the capital asset
- but does not include work completed on or functional upgrades to a capital asset of a scope, complexity, cost or duration that, in the opinion of the Responsible Minister, warrants the application of section 4 to the work or upgrade;
- (c) “capital plan” means the capital plan released annually as a component of the consolidated fiscal plan referred to in section 4 of the *Fiscal Planning and Transparency Act*;
- (d) “capital planning submission” means a document package prepared by a Minister to request project or program funding
- (i) to acquire, construct, develop, maintain or improve a capital asset that is owned by the Government of Alberta, financially supported by the Government or used for Government purposes, or
 - (ii) for a grant to another party to support the acquisition, construction, development, maintenance or improvement of a capital asset by that other party;
- (e) “department” means a department established under section 2 of the *Government Organization Act*;

- (f) “full life-cycle cost” means the total cost associated with a capital asset, including the costs of acquiring, constructing, developing, maintaining, improving, operating or disposing of the asset, commencing with the identification of the need for the asset and terminating with the disposal of the asset;
- (g) “Responsible Minister” means the Minister determined under section 16 of the *Government Organization Act* as the Minister responsible for this Act.

Role of Ministers

2 Each Minister shall

- (a) prepare and submit each capital planning submission using the processes established under section 3(a) by the Responsible Minister,
- (b) identify in each capital planning submission
 - (i) any linkages and alignment between the capital planning submission, their department’s programs and services and the government’s strategic objectives as identified in the government’s strategic and business plans, and
 - (ii) if the capital planning submission is not a capital maintenance and renewal submission, how the criteria in section 4 apply to the capital planning submission,
- (c) if the Minister is submitting more than one capital planning submission as part of the annual capital planning submission process, prioritize the Minister’s capital planning submissions based on their department’s established practices and service, program, client or stakeholder needs, and
- (d) collaborate with other Ministers where necessary to ensure alignment of capital planning submissions.

Role of Responsible Minister

3 The Responsible Minister shall

- (a) establish and communicate processes for the preparation and submission of capital planning submissions by Ministers,
- (b) provide leadership, guidance and advice to departments to support the development of capital planning submissions, and

- (c) analyze and evaluate capital planning submissions, other than capital maintenance and renewal submissions, according to the criteria outlined in section 4 and other criteria the Responsible Minister considers appropriate and make recommendations to the Treasury Board relating to capital planning submissions.

Criteria for capital planning submissions

4 When evaluating a capital planning submission, other than a capital maintenance and renewal submission, for the purpose of making recommendations to the Treasury Board, the Responsible Minister shall consider the following criteria:

- (a) whether the project or program is expected to decrease risks to the health and safety or security of Albertans or increase compliance with health and safety and other applicable legislation;
- (b) the extent to which the project or program aligns with the government's strategic objectives, as identified in the government's strategic and business plans, and other government priorities;
- (c) the extent to which the project or program is expected to result in positive economic impacts, including direct or indirect job creation and economic development and activity;
- (d) the extent to which the project or program is expected to result in the improved delivery of programs and services;
- (e) the full life-cycle cost of the project or program and whether the project or program will generate a return on investment;
- (f) the extent to which the project or program is expected to enhance the resiliency of a community, including by
 - (i) enhancing the resiliency of existing infrastructure relied on by members of the community,
 - (ii) protecting community members and assets from natural disasters,
 - (iii) providing a remote community with core infrastructure,
 - (iv) preserving or enhancing the community's culture and heritage, and
 - (v) improving social and environmental circumstances in the community and local conditions generally;

- (g) other criteria as determined by the Responsible Minister from time to time.

Deputy Ministers Capital Committee

5(1) The Deputy Ministers Capital Committee is established in accordance with this section.

(2) The Committee shall provide timely and accurate information, recommendations and advice to departments and the Treasury Board regarding the capital plan.

(3) The Responsible Minister may appoint or provide for the manner of appointment of Committee members.

(4) The Committee may determine its rules and methods of procedure.

Strategic capital plan

6(1) The Responsible Minister shall prepare and publish a 20-year strategic capital plan within one year of the coming into force of this Act and at least once every 4 years thereafter.

(2) Each 20-year strategic capital plan shall outline the government's long-term vision for meeting the infrastructure needs of Albertans over the following 2 decades and shall provide strategic long-term capital planning foresight through an analysis of long-term economic, demographic and other trends.



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Sector two Enabling future-focused K-12 education

Alberta's vision for the future of education infrastructure over the next 20 years.

- > Students in all areas of the province continue to have access to high-quality K-12 education and programming.
- > Alberta's school infrastructure supports a variety of programming that allows for increasing exposure to diverse skills, and provides students with the opportunity to enhance the connection between their skills and interests, and the work force.
- > Schools are future-focused and built with flexibility in mind in order to adopt changes in programming, integrate technology, and meet the evolving needs of students.
- > Alberta's schools serve as focal points and community hubs for families within their communities, fostering integrated access to social, cultural, health, and recreational resources.
- > Alberta's schools support virtual learning opportunities that integrate programming and increase accessibility for students in rural and remote communities across the province.
- > School completion rates increase with the support of infrastructure designed to promote student well-being, mental health, pride in students' culture and community, intercultural empathy, respect for others, and nurturing positive relationships.



SECTOR TWO



Investments in education pay huge dividends in developing our economy and society. Providing our young people with world-class K-12 education sets them on the right track to be competitive and successful in a changing world. This also leads to strong families and communities, healthy and fulfilled citizens, a creative and entrepreneurial workforce, and a prosperous and resilient Alberta overall.

Infrastructure plays a crucial role in supporting the world-class quality of Alberta’s education system and in supporting the success of learners.

► **Examples of capital in this context:**

- Schools
- Portable classrooms
- Playgrounds

Key Considerations:

- The Government of Alberta supports students, parents, teachers, and administrators in a student-centred K-12 system.
- Alberta has a total of 2,155 educational facilities from early childhood services to grade 12.
- Every year, each school board creates a list of building projects that are important to their communities for the next three years. This list is known as the board’s three-year capital plan.

Positioning students for future success will require a holistic approach to education – focusing not only on academics, but also on mental health, creativity, entrepreneurial thinking, and inspiring lifelong learners. To do this, decisions about K-12 education infrastructure will need to continue reflecting how teaching and learning are changing over time.

This has been made all the more clear by the COVID-19 pandemic, which radically challenged traditional teaching methods. The disruption caused by the pandemic highlighted the need for well-designed school facilities, and the need for remote learning opportunities that can effectively support all Alberta students. It also placed a spotlight on the importance of nurturing not only traditional academics, but also creativity, adaptability, problem-solving, and mental and emotional wellness.

To effectively support a modern, holistic, and high-performing K-12 education system, Alberta will need to continue to plan capital investments strategically, with a commitment to shared province-wide goals. This will require a high degree of collaboration amongst local school boards and the Government of Alberta.

Against this backdrop, the Government of Alberta and local school boards will be challenged to make the most of every capital dollar while working together to navigate the following major trends.

SECTOR TWO

The rise of remote learning

- > **Impact: Near- to mid-term**
- > **Probability: High**
- > Accelerated (due to COVID-19)

Remote learning is not new to our province. For many years Alberta’s K-12 education system has enabled alternatives to the traditional in-person approach, such as homeschooling. Alberta learners have had the ability to pursue learning from rural, remote, or other locations through online programs led by school authorities. Teachers have also made use of videoconferencing to bring guest speakers and experiences into their classrooms.

The onset of COVID-19 sent the notion of remote learning into overdrive. Virtually overnight, thousands of K-12 students experienced a dramatic shift in how their education was delivered. The changes brought on by COVID-19 have accelerated existing trends of greater personalization in education, flexibility in the delivery of learning, and use of technology in teaching. The pandemic also highlighted challenges not just related to physical safety, but also challenges related to the need for social development and supports to assist marginalized students. The sudden and sizeable expansion in remote learning has led service providers to offer a range of new solutions. Teachers, administrators, and school boards have had opportunities to explore how remote learning can be programmatically integrated to support traditional school-based approaches.

To fully reap the benefits of virtual learning, learners across Alberta, including rural, remote, and Indigenous communities, will need access to suitable broadband internet connections. The Government of Alberta will also need to continue working with school boards to explore how virtual learning will influence investments in school buildings.



For example: In early spring 2020, Alberta’s students left the classroom and had to adapt quickly to virtual learning due to the emergence of COVID-19. Government worked closely with school jurisdictions across the province to ensure students received their lessons through virtual means to complete their school year as planned. This quick shift emphasized the need for Alberta’s schools to look ahead and plan for the new and alternative approaches to learning that will become necessary in the future, and consider how infrastructure may be designed and used to support this.

Virtual learning strives to provide as high-quality an education as students receive in classrooms. Students may have the opportunity to learn at their own pace while sharpening their digital skills. It has also highlighted the barriers that need to continue to be addressed to ensure that students have the supports, services, and resources to succeed. An important consideration for both virtual and dispersed learning is digital connectivity. Accessibility to high-speed broadband and bandwidth for students and teachers across the province is critical to delivering high quality education online. Alberta will need to prioritize investments in broadband infrastructure over the next 20 years to ensure that our students have access to the learning programs and tools of today and in the future.

SECTOR TWO

Continued demand for enhanced, flexible, and accommodating teaching styles

> **Impact: Mid-term**
 > **Probability: High**

Enabling our young people to achieve positive learning outcomes means adapting to new and different learning styles. Increasingly, students and teachers will need to undertake collaborative approaches to learning. This could include personalized learning approaches, in which learning experiences are tailored for an individual student’s unique needs, preferences, and interests. The growing diversity of Alberta’s population demands greater diversity in our province’s school environments and teaching methods.

Different learning styles are also supported by changes in workplaces, which will increasingly value creativity and teamwork. Having a well-rounded education will be essential for Alberta’s young people as they are likely to work in many different contexts and be expected to integrate effectively with others across multiple disciplines.

Innovation also contributes to changes in how students understand and interact with ideas and concepts. The use of new technologies in classrooms will help arm our young people with the skills they need to compete and succeed.

These factors will all influence capital investment decisions. Both physical and virtual learning environments will need to adjust to changing dynamics and expectations, and be structured in ways that support educators and learners alike.

Continued capacity and sustainability challenges

> **Impact: Near-term**
 > **Probability: High**

Demographic changes will lead our K-12 education system to confront demands similar to those of the health system. It is estimated that, by 2040, there will be more than 900,000 school-aged Albertans, three-quarters of whom will be living in the Edmonton-Calgary Corridor. As a result, our province will continue to experience increasing student enrollment in urban communities. Meanwhile, school space will be under-utilized in other communities, including some rural areas. In these cases, there will be added pressure on some rural and remote communities to deliver programs that can meet the needs of students without ballooning costs.

In areas welcoming an influx of new residents, school boards will be challenged to address the needs of increasingly diverse student populations.

At the same time, the province will be challenged to address how gaps in educational infrastructure impact Indigenous Peoples in Alberta. The remote nature and high costs of living of many Indigenous communities result in greater travel distances to school and lower levels of programming and access to technology. Inadequate educational infrastructure contributes to lower educational outcomes for Indigenous students compared to non-Indigenous students.

At the local level, migration patterns within a community can also lead to wide fluctuations in enrolment at a particular school over the life of the building. This complicates the picture. While there will be a need to keep pace with forecasted demand, the Government of Alberta will also need to guard against the risk of over-building. A school that is overbuilt can run the risk of becoming under-utilized or closed prematurely, representing lost opportunities for communities and waste for taxpayers.



SECTOR TWO

Schools as community hubs

- > **Impact: Long-term**
- > **Probability: High**

Schools form part of the building blocks of our cities, towns, and counties. They often serve as gathering places for the surrounding community, hosting sporting events, recreation activities, cultural and religious celebrations, and gatherings. They are often used for continuing education classes, summer camps and special events, such as elections and emergency responses.

The use of schools for non-school functions is expected to expand over the next 20 years; community use of schools has already become a standard part of operating. Increasingly, schools will be deliberately designed to accommodate various activities and services in their multi-purpose spaces outside of regular school hours.

Albertans can continue to expect school facilities to be part of broader developments that feature other services. While the mix of services will be different at each development, they may include elements, such as daycare centres, public services, seniors housing and long-term care spaces, and recreation and sport activities all at a single community hub. In addition to improving Albertans’ access to services, this will lead to lower land footprints, greater energy efficiencies, and better economies of scale, helping make these capital projects more affordable and sustainable.

Schools will also be designed to accommodate the integration of community services during school hours. This can better enable prevention and early intervention services to address mental health and other issues facing young people. Enhancing intersections between schools and the broader community in these ways will guard against challenges such as anxiety and social isolation, and promote better outcomes community-wide.

Maximizing the utilization of school spaces will reduce the need to invest in duplicative space elsewhere. By sharing physical infrastructure, the total number of worksites for public services can be reduced, helping provide greater affordability for taxpayers while contributing to greater effectiveness in service delivery.

For example: George P. Nicholson Elementary School in Edmonton is a multi-use facility. The school is home to K-6 classes with Edmonton Public Schools, YMCA Twin Brooks Child Care, and Twin Brooks Public Health Centre.

In navigating these trends, the Government of Alberta will continue to explore approaches, such as the following:

Committing to inclusive, accessible, and personalized learning

The use of specialized programs can help make education more inclusive as it gives rise to learning models that respond to different learning styles and preferences. Education infrastructure is important to support teachers in developing quality and inclusive learning environments and materials. For example, programs that use kinesthetic learning integrate the use and manipulation of materials so that students can engage with objects and concepts. Supporting this approach can mean capital investment in unique assets such as community gardens, outdoor classrooms, and makerspaces. By enabling students to explore in-demand careers and develop related skills, specialized programs help build a well-rounded workforce. In addition to supporting new learning styles, specialized programs can generate renewed interest and boost enrolments in schools. This can serve to re-activate under-utilized schools and spaces, helping to optimize existing assets and revitalize surrounding areas. Education is also made accessible through investments in digital libraries, helping broaden student access to books, images, and videos, regardless of the student’s location. While traditional libraries remain important for physical resources, capital considerations will continue to expand to accommodate collaborative learning spaces that support the flexibility of school programs.

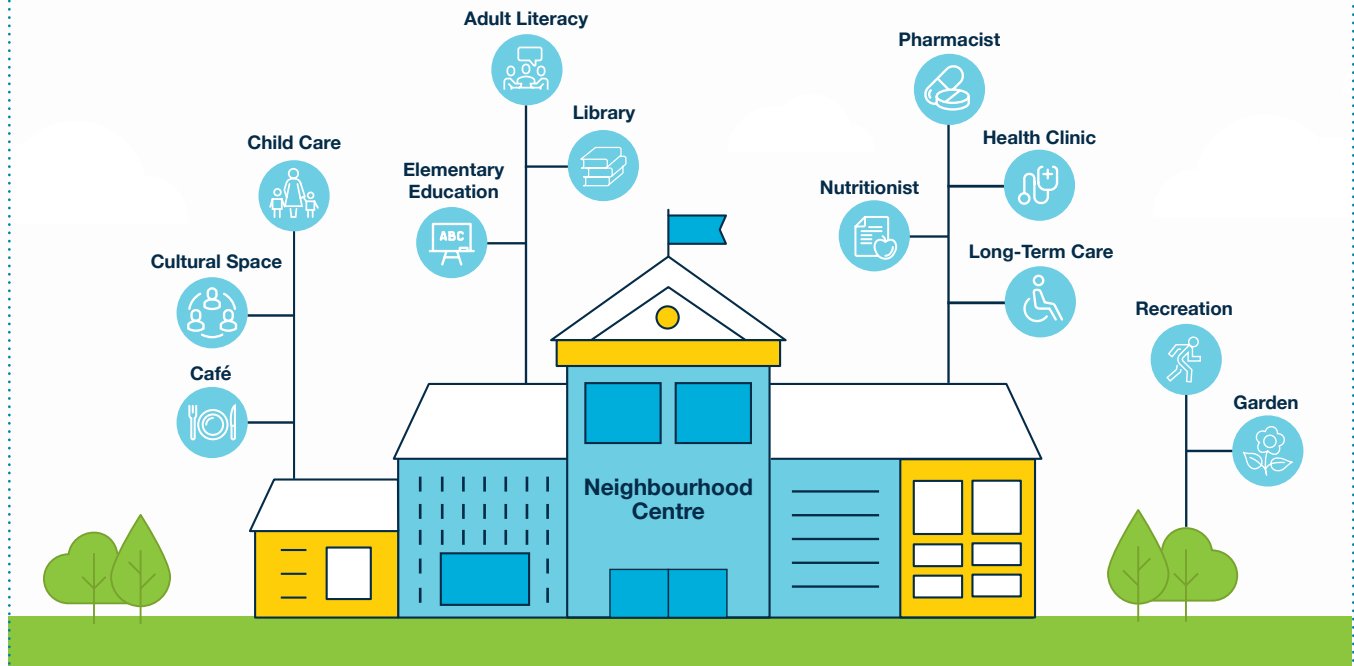
SECTOR TWO

For example: The Amiskwaciy Academy is an Edmonton Public School program of choice, providing comprehensive academic programming within an Indigenous context. The repurposed and modernized municipal building is open to students of all backgrounds. In addition to standard programs, the school offers breakfast and lunch programs, Cree language, Building Construction, Computers and Technology, and Fine Art. It also supports a Dual Credit program partnership with MacEwan University. At Amiskwaciy Academy, students have the opportunity to participate in Indigenous cultural teachings including:

- Traditional ceremonies and rites of passage;
- Indigenous arts;
- Spiritual guidance in the form of traditional ceremonies and rites of passage; and
- Daily drumming and singing.

For example: École Lacombe Composite High School built a nearly net zero greenhouse where students grow bananas, lemon trees, avocados, and pineapples. The tropical oasis is also home to an aquaponics system with many fish. Surrounding the greenhouse is a two-acre community garden with 175 fruit trees and 50 raised beds growing potatoes, garlic, squash, and other local plants, all maintained using permaculture principles to make the operations more sustainable and productive. All of these green initiatives are led by the Ecovision Club, which is made up of students committed to project-based learning.

Community hubs provide a central access point for a range of needed health and social services, along with cultural, recreational, and green spaces to nourish community life.



SECTOR TWO

Designing schools to accommodate change

Flexible designs will be important for learning facilities so they can remain sustainable even as learning needs change over time. For example, classrooms will need to be designed to prepare them for the integration of new technologies. Diversity amongst student populations may demand new types of places and spaces, such as smudging rooms and quiet rooms. Modular classroom design will be important for accommodating changes in student populations without costly over-building of major structures. Education facilities may also incorporate greater use of green and resilient materials, helping to reduce operating and maintenance costs. As urbanization continues, school facilities in larger cities may need to be built upwards instead of outwards.

For example: Modular classrooms are a flexible way to create larger school facilities and accommodate population growth. More than 50 per cent of all Alberta schools have at least one modular attached to the facility, and over the past 14 years, the majority of school construction projects included modular classroom components, which assist schools to stay right-sized in a timely and cost-effective manner. Enabling the infrastructure to be adaptable and flexible will prevent costly underutilized and/or closed school buildings as populations shift and neighborhood demands change. Innovations in modular design are especially beneficial to the sustainability of school facilities. Future classrooms could be created through new and innovative pre-fabrication technologies like 3D printing and automation, resulting in greater efficiency and cost savings.

Enabling tech-integration and remote learning

The integration of technology in classrooms will have a number of implications for how we build schools. In classrooms where students are uploading multimedia content, videoconferencing, and using virtual tools there will be a continuing need for up-to-date, tech-based working stations, individualized technology tools, accessible chargers, and other necessary equipment to support a digital environment. The opportunities and challenges presented by the shift to remote learning due to the COVID-19 pandemic will need to be explored and assessed, and any decisions for educational infrastructure will be based on research. Broadband services will be a key enabler for students across the province, with rural broadband a key investment area.

Classrooms of the future: what can we expect?

Modern technology such as smartboards, iPads, and personal laptops are already the norm in some Alberta classrooms. Over the next few decades our province may need to build to accommodate newer and emerging technologies, such as:

- Electronic screens
- Interactive whiteboards
- Data projectors
- Reactive materials and furniture
- 3D printing
- Retinal screens
- Holography
- Immersive virtual reality
- Adaptive learning software

For example: Virtual reality is an increasingly important learning tool that enhances student learning and engagement. The technology immerses students in their environment and allows for visual learning as opposed to static reading and writing exercises. A pilot program brought augmented reality technology into the Alberta classroom in late 2019. The educational mobile gaming platform allowed students to visit and learn about various places and historical objects across the province, including the Alberta Legislature and Banff Gondola.

SECTOR TWO

Repurposing schools

Given anticipated shifts in where Albertans choose to live, there are likely to be ongoing challenges with under-utilized or closed school buildings. The Government of Alberta will continue to explore the potential to repurpose existing facilities when making capital investment decisions in other policy areas, especially when there is a life cycle business case to repurpose instead of replace. Repurposing enables capital budgets to go further and, done creatively, could spur new economic activity and job creation.

Pursuing the potential of partnerships

Working collaboratively with partners is of particular importance in further pursuing ideas such as community use of school facilities. Since schools are major public assets, enhancing the broader use of schools raises questions about how, when, and by whom they should be used. This may involve building on existing models, such as joint-use planning agreements, and pursuing creative new partnerships amongst non-profit organizations, school boards, and municipalities. Further partnerships will also be explored with the private sector, particularly when it comes to school construction. Between 2010 and 2020, 40 new schools in Alberta have been constructed under P3 agreements, enabling them to be constructed faster and affordably for taxpayers. A new Public-Private Partnership Framework and Guideline, released by the Government of Alberta in December 2020 will help broaden the options available for school construction projects while providing transparency for Albertans.

See [Strategy Four](#) for more on municipal partnerships.

For example: As urbanization continues in Alberta, we will need to continue to consider building school facilities up instead of out within our larger cities. Schools in urban areas can take advantage of existing unused space to build new and modern learning environments while making space for more students and a variety of facilities on the same plot of land. Locating schools close to or within business areas creates the chance for students and staff to make connections with surrounding businesses, opening the door for cross-pollination, potential partnerships, and joint projects.



For example: Five new high schools will be constructed through a P3 arrangement with a consortium. The bundled project will see the successful consortium design, build, and provide maintenance and renewal for high schools in Blackfalds, Edmonton, Langdon and Leduc. The new high schools are expected to open in September 2024 with a collective capacity of almost 7,000 students.

Through these and other approaches, our province will continue to benefit from a modern, innovative, and high-performing K-12 education system that effectively prepares our young people to be well-rounded and competitive thinkers, creators, and leaders of tomorrow.



RECOMMENDATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Budget Reallocation for 2021-22

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Brent Dragon, Planner, Facility Services
Carmine von Tettenborn, Director, Financial Services
Leah Lewis, Director, Financial Services

REFERENCE: Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.
Parent engagement.

EIPS OUTCOME: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.
Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

RECOMMENDATIONS:

That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$263,000 to relocate one modular classroom to James Mowat Elementary from Fultonvale Elementary Junior High, if funding from the province is not provided.

That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$115,000 for community consultation.

BACKGROUND:

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

Areas of Surplus	Amounts
COVID supply budget, including custodial	\$554,000
Student Transportation not needing the funds originally approved for the decrease in ridership	\$325,000
Unanticipated return of equity from previous insurance provider	\$307,000
Total	\$1,186,000



RECOMMENDATION REPORT

These amounts represent surplus that typically transfers into Division Unallocated Reserves at the end of the year. Reallocating some of these dollars now allows us to spend down our dollars in the year we receive it and for more projects to be completed earlier.

Projects to Allocate Dollars from Current Year Surplus

1. Relocate Modular Classroom

EIPS does not anticipate Alberta Education will provide funding for the 2022-23 Modular Classroom Program requests based on the budget announcement and discussions with Alberta Education. Enrolment pressures at James Mowat Elementary remain high and are expected to increase for September 2022 unless additional modular classroom space is provided. In February, EIPS submitted a letter to the Capital Planning Branch requesting funds to relocate one modular classroom to James Mowat Elementary from Fultonvale Elementary Junior High, however, funding is still uncertain.

While ideally we would like the province to fund this move, we also know we may not receive a response to our request until much later in the year. The longer EIPS waits to start the planning for this modular move (waiting for funding), the less likely it would be that the modular would be in place for the start of the 2022-23 school year.

Administration proposes to move forward with the move and if funding is received after the work has started all the better. If funding is not received, projected surplus dollars from the 2021-22 year will be used.

Costs are as follows:

Relocation of modular	\$200,000
Firewall construction	\$40,000
Furniture and equipment for modular	\$23,000
Total	\$263,000

2. Community Consultation

Administration has identified areas where programs, enrolments and boundaries may require attention. A consultant will be engaged to assist in community consultations starting this spring.

COMMUNICATION:

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

ATTACHMENT(S):

N/A



RECOMMENDATION REPORT

Page 1 of 2

DATE: March 17, 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: Enhance high-quality learning and working environments.

EIPS GOAL: Positive learning and working environments.
Quality infrastructure for all.

EIPS OUTCOME: 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.

RECOMMENDATION:

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

BACKGROUND:

In January 2022, the Board approved **“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.”**

On Feb. 15, 2022, EIPS received approval from the Minister of Education as requested.

As such, we are now formally requesting the Board approve access to operating reserves for these items.

Projects to be funded from Operating Reserves – 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



RECOMMENDATION REPORT

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 lifecycle 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.

COMMUNICATION:

Formal approval will be shared with relevant stakeholders.

ATTACHMENT(S):

1. Summary of Initiatives/Projects

Summary of Initiatives/Projects

Attachment 1

Ongoing cost
Funded from
Block/Revenue normally allocated to schools
2022-23

Current year

Items for funding from Division Unallocated Reserves

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		
	<u>1,401,500</u>		<u>127,000</u>
From Division Unallocated Reserves	<u>1,401,500</u>		<u>127,000</u>



INFORMATION REPORT

DATE: March 17, 2022

TO: Board Caucus

FROM: Mark Liguori, Superintendent

SUBJECT: Financial Projections 2021-22

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
Leah Lewis, Director, Financial Services

REFERENCE: Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

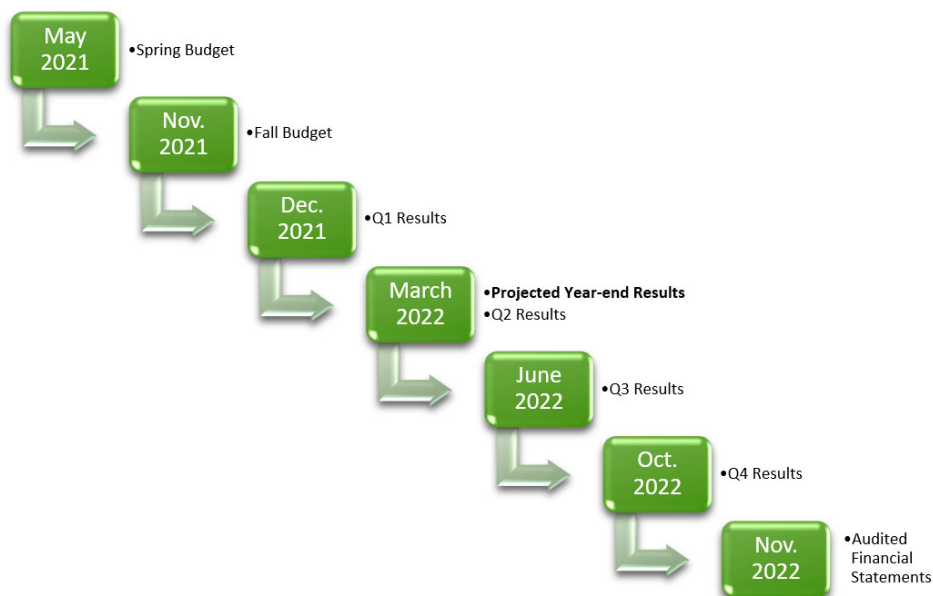
EIPS OUTCOME: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

ISSUE:

A financial projection for the 2021-22 year is completed to ensure fiscal management and for incorporation into the 2022-23 Budget.

BACKGROUND:

Policy 2: Role of the Board, Section 8.4, Fiscal Accountability establishes that the Board of Trustees will monitor the fiscal management of the Division. This includes reviewing financial projections.





CURRENT SITUATION OR KEY POINT:

In early February, schools and departments prepared their forecasts using January results. These projections indicated no areas of concern with respect to deficits. EIPS is projecting a decrease in accumulated surplus of \$2.9 million from the audited balance as of Aug. 31, 2021, including operating reserves decreasing \$2.9 million, capital reserves increasing \$0.3 million and investment in tangible capital assets decreasing \$0.3 million.

This year, the projected transfers to Division Unallocated Reserves from schools and departments for operating surpluses >1% have been included. Last year these transfers were not included because it was felt schools and departments could have unanticipated costs from March to August that would reduce their surplus. We found at Aug. 31, 2021 that reserves were understated from projections and hence have decided to include them this year in the projection process. At the end of February, projected surpluses >1% were \$0.21 million at schools and \$0.10 million at departments for a total of \$0.31 million which has been included in Division Unallocated Reserves.

For planning purposes, EIPS has estimated (on a consolidated basis) 1% of reserve carryforward for schools and departments. Schools and departments will only carry forward the surplus they truly end with (up to 1%), but the Division will project estimated surpluses at 1% for all. This adjustment has been made on Attachments 4 and 5, and the full 1% has been included in projections. This has resulted in an increase to projections of \$0.30 million for schools and \$0.25 million for departments.

The budget variance is \$4.2 million. The majority of the variance is related primarily to \$4.60 million Operating Reserves increasing over budget (Fall Budget plus adjustments approved by the Board in January 2022).

Operating Reserves Increasing over Budget \$4.60 million

- An increase in Division Unallocated Reserves of \$2.72 million (Attachment 3, Column H, Row K)

The following items contributed to the surplus for Division Unallocated Reserves. This is the result of unbudgeted increases as follows:

- \$0.31 million of school and department surplus >1%
- \$0.27 million surplus projected from department hold harmless and internally restricted accounts primarily related to:
 - COVID costs (supplies and custodial) surplus of \$0.54 million
 - Offset by increased utility costs higher than budget of \$0.15 million
 - Offset by projected staffing deficit of \$0.17 million
- \$0.31 million unanticipated insurance equity return
- \$0.20 million adjusted capital effect and

- \$1.63 million transfer from Allocated Division Reserves:
 - \$0.40 million COVID costs to offset illness in HR hold harmless illness deficit
 - \$0.17 million from completion of mechanical cooling for modulars – project costs below budget
 - \$0.33 million returned from Student Transportation (originally allocated to Student Transportation due to the reduction in fee revenue, but costs have decreased to cover this)
 - \$0.70 million related to the additional costs for illness requested in January (although this is not yet a firm number, we are projecting that \$0.3 million of the \$1 million will be needed)
 - \$0.03 million return from professional development funds
- An increase in Central Services and Schools Reserves of \$1.88 million (Attachment 3, Column H, Row I)
 - At the time of Fall Budget, we planned for schools and departments to have zero carryforward (being conservative due to Bill 5). Projections are indicating this will now be a surplus of \$1.88 million.

A final update to the projections will be made once we receive the final funding adjustment (reduction) for the 2021-22 budget year. We budgeted for a funding reduction; however, we need to compare our calculations to those of Alberta Education. There are some calculations that we can only estimate as the detailed calculations are done by Alberta Education, and we cannot complete them.

Final Comments on Surplus

Attachments 4 and 5 show the current financial picture of schools and departments.

Attachment 3 shows the Division Unallocated Reserves. As a percentage of operating expenses (budgeted at \$198,259,093), Division Unallocated Reserves are projected at 4.75%. Generally, EIPS plans to maintain 2% of operating expenditures. The estimated dollars greater than 2% are \$5.5 million (Column F).

Generally speaking, surplus is a good thing. However, school divisions must maintain a fine balance between spending the dollars they are allocated in a given year on the students of that year, while still being prudent with its dollars and ensuring enough of a cushion to be flexible for any unknown emergent items. This was further complicated by Bill 5 restrictions. Efforts have been made during the 2021-22 year to utilize surplus dollars identified during the year on emergent priority items. This will be our plan in years to come as well.

Alberta Education – Financial Report Profile (Attachment 6)

Alberta Education prepares a five-year comparative Financial Reporting Profile that compares EIPS to provincial averages and to other comparably sized jurisdictions. This document allows a review and evaluation of current and projected financial position.

A comparison of EIPS operating and capital reserves to other jurisdictions is provided in the following table and in Attachment 6.

	Aug. 31, 2021 Audited	Aug. 31, 2022 Projected	Change Increase (Decrease)
OPERATING RESERVES (excluding School Generated Funds)			
As a % of expenses			
EIPS	7.94%	6.46%	(1.48%)
All jurisdictions	5.93%		
Jurisdictions with similar enrolment	6.77%		
Equated to operational days			
EIPS	19.86	16.15	(3.71)
All jurisdictions	14.83		
Jurisdictions with similar enrolment	16.93		
CAPITAL RESERVES			
Per student			
EIPS	\$74	\$90	\$16
All jurisdictions	\$389		
Jurisdictions with similar enrolment	\$326		

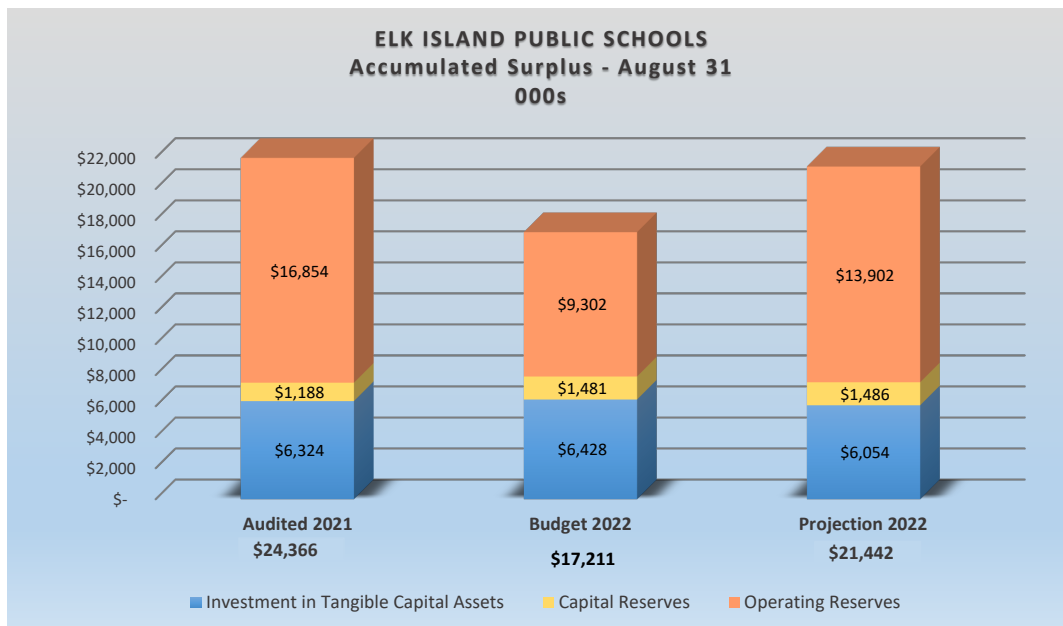
ATTACHMENTS:

1. Accumulated Surplus
2. Reserves
3. Operating Reserves – Division Detail
4. Central Services Projections
5. School Projections
6. Alberta Education Financial Reporting Profile

**ELK ISLAND PUBLIC SCHOOLS
2021-22 Projected Financial Position**

	Accumulated Surplus				
	A=B+C+D+E	B	C	D Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2021	\$ 24,366,813	\$ 6,324,280	\$ -	\$ 16,854,299	\$ 1,188,234
Surplus/(Deficit)	(2,924,953)	-	(2,924,953)	-	-
Board Funded Capital Asset Additions	-	1,092,315	(309,115)	(80,655)	(702,545)
Net Amortization, Debt & Disposals	-	(1,362,400)	1,362,400	-	-
Net Reserve Transfers	-	-	1,871,668	(2,871,668)	1,000,000
Projection - August 31, 2022	\$ 21,441,860	\$ 6,054,195	\$ -	\$ 13,901,976	\$ 1,485,689
Budget - August 31, 2022	17,210,967	6,427,665	-	9,302,453	1,480,849
Variance - Budget to Projection	\$ 4,230,893	\$ (373,470)	\$ -	\$ 4,599,523	\$ 4,840

- A. Accumulated surplus which includes investment in Board funded tangible capital assets, unrestricted surplus and internally restricted reserves
- B. Board funded (unsupported) tangible capital assets
- C. Surplus/(Deficit) that is transferred to reserves
- D. Operating reserves including Schools - Operations, School Generated Funds, Central Services and Division Reserves
- E. Capital reserves available for future unsupported capital purchases



**ELK ISLAND PUBLIC SCHOOLS
2021-22 Projected Financial Position**

Reserves						
	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-21	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-22
OPERATING RESERVES						
Central Services (<i>Attachment 4</i>)	\$ 425,616	\$ (890,954)	\$ -	1,495,000	\$ (374,081)	\$ 655,581
Schools - Operations (<i>Attachment 5</i>)	1,061,301	370,750	-	-	(212,292)	1,219,759
School Generated Funds (SGF)	1,941,375	(436,476)	-	-	-	1,504,899
Central Services & Schools	3,428,292	(956,680)	-	1,495,000	(586,373)	3,380,239
COVID Costs	-	(236,518)	-	636,518	(400,000)	-
Focus on Learning Loss	-	(500,000)	-	1,000,000	-	500,000
Social Emotional Supports Projects	-	(500,000)	-	500,000	-	-
	-	(2,416,755)	(80,655)	4,327,935	(1,232,525)	598,000
EIPS Division Allocated (<i>Attachment 3</i>)	-	(3,653,273)	(80,655)	6,464,453	(1,632,525)	1,098,000
EIPS Division Unallocated (<i>Attachment 3</i>)	13,426,007	1,685,000	1,053,285	(8,959,453)	2,218,898	9,423,737
Projection	\$ 16,854,299	\$ (2,924,953)	\$ 972,630	\$ (1,000,000)	\$ -	\$ 13,901,976
Budget	16,854,299	(7,155,846)	604,000	(1,000,000)	-	9,302,453
Variance - Budget to Projection	\$ -	\$ 4,230,893	\$ 368,630	\$ -	\$ -	\$ 4,599,523

B. Projected surplus for 2021-22.

C. Capital Effect includes the net effect of unsupported capital transactions.

D. Budgeted transfers between EIPS Division Allocated/Unallocated reserves as approved by the Board of Trustees.

E. Projected transfers between EIPS Division Allocated/Unallocated reserves to address completed projects, projected surpluses and expected deficits.

	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-21	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-22
CAPITAL RESERVES						
Facility Services	\$ 17,229	\$ -	\$ -	\$ -	\$ -	\$ 17,229
Modular Connecting Link (SouthePoint School)	15,000	-	(10,160)	-	(4,840)	-
Aging Equipment at Schools	-	-	(100,000)	200,000	-	100,000
Information Technology	-	-	(377,385)	377,385	-	-
Rudolph Hennig Office Renovation	-	-	(215,000)	215,000	-	-
EIPS Division Allocated	15,000	-	(702,545)	792,385	(4,840)	100,000
Opening Balance	1,156,005	-	-	-	-	1,156,005
Transfer (to)/from Capital Allocated	-	-	-	(792,385)	4,840	(787,545)
Transfer from Operating Reserves	-	-	-	1,000,000	-	1,000,000
EIPS Division Unallocated	1,156,005	-	-	207,615	4,840	1,368,460
Projection	\$ 1,188,234	\$ -	\$ (702,545)	\$ 1,000,000	\$ -	\$ 1,485,689
Budget	1,188,234	-	(707,385)	1,000,000	-	1,480,849
Variance - Budget to Projection	\$ -	\$ -	\$ 4,840	\$ -	\$ -	\$ 4,840

B. Proceeds on disposal of unsupported assets year to date.

C. Use of reserves for purchases.

D. Budgeted transfer from Capital Unallocated Reserves to allocated projects, and transfer of \$1 million from operating reserves.

E. Projected transfers for leftover funds from completed projects.

**ELK ISLAND PUBLIC SCHOOLS
2021-22 Projected Financial Position**

Operating Reserves									
	A Audited 31-Aug-21	B Contribution /(Use)	2021-22			E Projection Transfer	F = A + B + C + D + E Projected 31-Aug-22	G Budget 31-Aug-22	H = F - G Variance
			C Capital Effect	D Budget Transfer					
Central Services & Schools	\$ 3,428,292	\$ (956,680)	\$ -	\$ 1,495,000	\$ (586,373)	\$ 3,380,239	\$ 1,504,899	\$ 1,875,340	
COVID Costs	-	(236,518)	-	636,518	(400,000) ⁽¹⁾	-	-	-	
Focus on Learning Loss	-	(500,000)	-	1,000,000	-	500,000	500,000	-	
Social Emotional Supports	-	(500,000)	-	500,000	-	-	-	-	
Mechanical Cooling for Modulares	-	-	(80,655)	250,000	(169,345)	-	-	-	
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	-	(200,935)	-	200,935	- ⁽²⁾	-	-	-	
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	-	(36,652)	-	41,500	(4,848)	-	-	-	
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	-	(41,668)	-	150,000	(33,332)	75,000	75,000	-	
Student Transportation Support	-	-	-	325,000	(325,000)	-	-	-	
CTS Emergency Strobe Lighting	-	(68,000)	-	68,000	-	-	-	-	
Facility Condition Assessments	-	(252,000)	-	252,000	-	-	-	-	
Central Services Fire Alarm Panel	-	(18,000)	-	18,000	-	-	-	-	
Atrieve Support Analyst	-	(63,500)	-	63,500	-	-	-	-	
Additional Illness Cost	-	(300,000)	-	1,000,000	(700,000)	-	-	-	
Community Consultation (subject to Board approval)	-	(115,000)	-	115,000	-	-	-	-	
Modular Move (subject to Board approval)	-	(263,000)	-	263,000	-	-	-	-	
Projects	-	(2,416,755)	(80,655)	4,327,935	(1,232,525)	598,000	598,000	-	
EIPS Division Allocated Reserves	-	(3,653,273)	(80,655)	6,464,453	(1,632,525)	1,098,000	1,098,000	-	
Capital Effect - Purchases from Operating Budgets	-	-	(309,115)	-	-	(309,115)	(521,824)	212,709	
Capital Effect - Annual Amortization	-	-	1,362,400	-	-	1,362,400	1,375,824	(13,424)	
Projected Deficit - Central Services Hold Harmless	-	-	-	-	(326,078)	(326,078)	-	(326,078)	
Projected Surplus - Central Services Internally Restricted	-	-	-	-	597,900	597,900	-	597,900	
Projected Surplus >1% - Central Services	-	-	-	-	102,259	102,259	-	102,259	
Projected Surplus >1% - Schools	-	-	-	-	212,292	212,292	-	212,292	
Standard Cost Projected Surplus	-	1,000,000	-	(1,000,000)	- ⁽³⁾	-	-	-	
Unused Health Spending Account Deposits	-	236,000	-	(236,000)	- ⁽³⁾	-	-	-	
Software Cost Delay	-	143,000	-	(143,000)	- ⁽³⁾	-	-	-	
Insurance Equity Return	-	306,000	-	-	-	306,000	-	306,000	
Projected To Be Allocated Return to Reserves	-	-	-	-	-	-	-	-	
Transfer from Allocated Reserves (Fall budget)	-	-	-	(4,800,953)	-	(4,800,953)	(4,800,953)	-	
Transfer from Allocated Reserves (January 2022)	-	-	-	(1,401,500)	-	(1,401,500)	(1,401,500)	-	
Transfer from Allocated Reserves (subject to Board approval)	-	-	-	(378,000)	-	(378,000)	(378,000)	-	
Projected Transfer from Allocated Reserves	-	-	-	-	1,632,525	1,632,525	(1,000,000)	1,632,525	
Transfer to Capital Reserves	-	-	-	(1,000,000)	-	(1,000,000)	(1,000,000)	-	
EIPS District Reserve	13,426,007	-	-	-	-	13,426,007	13,426,007	-	
EIPS Division Unallocated Reserve	13,426,007	1,685,000	1,053,285	(8,959,453)	2,218,898	9,423,737	6,699,554	2,724,183	
Total EIPS Division Reserves	13,426,007	(1,968,273)	972,630	(2,495,000)	586,373	10,521,737	7,797,554	2,724,183	
Total Operating Reserves	\$ 16,854,299	\$ (2,924,953)	\$ 972,630	\$ (1,000,000)	\$ -	\$ 13,901,976	\$ 9,302,453	\$ 4,599,523	
EIPS Division Unallocated Reserve (H)									
As a percentage of operating expenses		7.15%				4.75%			
Dollars above 2% of operating expenses		\$ 9,670,770				\$ 5,458,555			
Operating Expenses	\$ 187,761,854					\$ 198,259,093			
	2020-21 Actuals					2021-22 Fall Budget			

(1) \$400,000 projected to transfer to Unallocated Division reserves to cover projected deficit in illness (Central Services Hold Harmless programs).

(2) Home Education reserve funding approved at \$316,935 in Fall 2021, then reduced in January 2022 when \$116,000 was returned to Division reserves.

(3) Reallocation of standard cost surplus, unused health spending deposits, and available software funds to Central Services projects (approved January 2022).

ELK ISLAND PUBLIC SCHOOLS
2021-22 Projected Financial Position
For the Year Ending August 31, 2022

Central Services											
	A	B C D E = B-D				F G H = F - G			I	O = D + G	Q = E + H - I
	Fall Budget	Operating (incl. Targeted)				Internally Restricted/Hold Harmless			Department Transfers	Transfer To Division Balance	Carryforward Balance
		Surplus/ (Deficit)	% of Budget	Transfer > 1% to Division	Carryforward	Surplus/ (Deficit)	Transfer to Division	Carryforward			
Governance											
Board of Trustees	\$ 571,296	\$ 8,961	1.6%	\$ -	\$ 8,961	\$ -	\$ -	\$ -		\$ -	\$ 8,961
Education Executive											
Superintendent	735,028	-	0.0%	-	-	-	-	-		\$ -	\$ -
Communications	557,997	13,844	2.5%	8,264	5,580	-	-	-		\$ 8,264	\$ 5,580
Election	50,000	-	0.0%	-	-	-	-	-		\$ -	\$ -
Supports For Students - Central											
Associate Superintendent	479,662	-	0.0%	-	-	-	-	-		\$ -	\$ -
Instruction Support	3,716,681	37,973	1.0%	18,636	19,337	26,400	-	26,400		\$ 18,636	\$ 45,737
Specialized Supports - Central	570,341	-	0.0%	-	-	-	-	-		\$ -	\$ -
Human Resources											
Associate Superintendent	1,794,570	33,174	1.8%	18,313	14,861	99,950	100,000	(50)		\$ 118,313	\$ 14,811
Staff Relations & Training	805,152	63,291	7.9%	57,046	6,245	68,271	68,271	-		\$ 125,317	\$ 6,245
Recruitment & Staffing	2,837,754	137	0.0%	-	137	(364,456)	(364,456)	-		\$ (364,456)	\$ 137
Business Services											
Secretary-Treasurer	735,766	347	0.0%	-	347	20,639	20,639	-		\$ 20,639	\$ 347
Financial Services	2,080,665	12,709	0.6%	-	12,709	-	-	-		\$ -	\$ 12,709
Facility Services											
Facilities	16,643,233	-	0.0%	-	-	437,726	437,726	-		\$ 437,726	\$ -
Infrastructure Maintenance and Renewal	3,847,419	-	0.0%	-	-	-	-	-		\$ -	\$ -
Information Technologies	6,333,343	25,125	0.4%	-	25,125	9,642	9,642	-		\$ 9,642	\$ 25,125
Student Transportation	12,294,628	288,708	2.3%	-	288,708	-	-	-		\$ -	\$ 288,708
Projected Financial Position	\$ 54,053,535	\$ 484,269	1.2%	\$ 102,259	\$ 382,010	\$ 298,172	\$ 271,822	\$ 26,350	\$ -	\$ 374,081	\$ 408,360

Projection Adjustment

247,221

247,221

247,221

Department operating projected surpluses are adjusted overall to ensure adequate projection of provincial reserve usage for 2022-23 school year (assumes 1%).

Adjusted Projected Financial Position	\$ 54,053,535	\$ 731,490	1.7%	\$ 102,259	\$ 629,231	\$ 298,172	\$ 271,822	\$ 26,350	\$ -	\$ 374,081	\$ 655,581
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Transfer to Division - Hold Harmless Programs
Transfer to Division - Internally Restricted Programs

(326,078)
597,900
\$ 271,822

ELK ISLAND PUBLIC SCHOOLS
2021-22 Projected Financial Position

Schools - Operations								
	A	B	C	D= B + C	E= D/A	F	G= D-F	
	Fall	Projected Carry Forward			%	Transfers to	Balance	
	Budget	Operating	Other¹	Total	of Budget	Division	31-Aug-22	
Sector 1 - Sherwood Park								
Bev Facey Community High	\$ 6,977,823	\$ 10,434	\$ -	\$ 10,434	0.2%	\$ -	\$ 10,434	
Brentwood Elementary	3,013,786	30,138	-	30,138	1.0%	-	30,138	
Clover Bar Junior High	2,742,989	21,257	-	21,257	0.8%	-	21,257	
Davidson Creek Elementary	3,790,391	55,071	-	55,071	1.5%	17,167 ³	37,904	
École Campbelltown	2,320,726	9,068	-	9,068	0.4%	-	9,068	
F.R. Haythorne Junior High	4,472,172	30,349	-	30,349	0.7%	-	30,349	
Glen Allan Elementary	2,461,589	21,999	-	21,999	0.9%	-	21,999	
Heritage Hills Elementary	3,049,336	30,493	-	30,493	1.0%	-	30,493	
Lakeland Ridge	4,511,569	31,446	-	31,446	0.7%	-	31,446	
Mills Haven Elementary	2,954,458	37,915	-	37,915	1.3%	8,370 ³	29,545	
Pine Street Elementary	2,512,112	55,540	-	55,540	2.2%	30,419 ³	25,121	
Salisbury Composite High	7,608,675	100,176	-	100,176	1.3%	24,089 ³	76,087	
Sherwood Heights Junior High	4,047,401	24,518	-	24,518	0.6%	-	24,518	
Strathcona Christian Academy Elementary	3,395,937	32,388	-	32,388	1.0%	-	32,388	
Strathcona Christian Academy Secondary	3,658,545	48,731	-	48,731	1.3%	12,146 ³	36,585	
Wes Hosford Elementary	2,581,439	35,825	-	35,825	1.4%	10,011 ³	25,814	
Westboro Elementary	3,094,541	26,139	-	26,139	0.8%	-	26,139	
Woodbridge Farms Elementary	3,052,306	31,004	-	31,004	1.0%	481 ³	30,523	
Sector 2 - Strathcona County								
Ardrossan Elementary	3,624,132	34,699	-	34,699	1.0%	-	34,699	
Ardrossan Junior Senior High	5,053,860	2,406	-	2,406	0.1%	-	2,406	
Fultonvale Elementary Junior High	3,065,393	29,012	-	29,012	1.0%	-	29,012	
Uncas Elementary	1,573,069	68,750	-	68,750	4.4%	53,019 ³	15,731	
Sector 3 - Fort Saskatchewan								
Castle (Scotford Colony)	206,685	1,384	-	1,384	0.7%	-	1,384	
École Parc Élémentaire	2,294,306	12,879	-	12,879	0.6%	-	12,879	
Fort Saskatchewan Christian	2,748,421	14,665	-	14,665	0.5%	-	14,665	
Fort Saskatchewan Elementary	2,232,706	27,941	-	27,941	1.3%	5,614 ³	22,327	
Fort Saskatchewan High	3,121,623	45,939	-	45,939	1.5%	14,723 ³	31,216	
James Mowat Elementary	2,738,640	18,893	-	18,893	0.7%	-	18,893	
Rudolph Hennig Junior High	3,186,806	30,051	-	30,051	0.9%	-	30,051	
SouthPointe School	3,846,747	16,641	-	16,641	0.4%	-	16,641	
Win Ferguson Elementary	2,938,065	12,847	-	12,847	0.4%	-	12,847	
Sector 4 - Lamont County								
Andrew School	760,705	3,749	-	3,749	0.5%	-	3,749	
Bruderheim School	1,190,560	11,975	-	11,975	1.0%	69 ³	11,906	
Lamont Elementary	2,301,392	30,750	-	30,750	1.3%	7,736 ³	23,014	
Lamont High	2,510,436	17,862	-	17,862	0.7%	-	17,862	
Mundare School	1,148,103	9,655	-	9,655	0.8%	-	9,655	
Sector 5 - County of Minburn								
A.L. Horton Elementary	2,576,177	37,842	-	37,842	1.5%	12,080 ³	25,762	
Pleasant Ridge Colony	165,704	2,269	-	2,269	1.4%	612 ³	1,657	
Vegreville Composite High	2,722,690	20,707	-	20,707	0.8%	-	20,707	
	116,252,015	1,083,407	-	\$ 1,083,407	0.9%	196,536	886,871	

Budget - Division Year End Carryforward
Variance - Budget to Projection

-

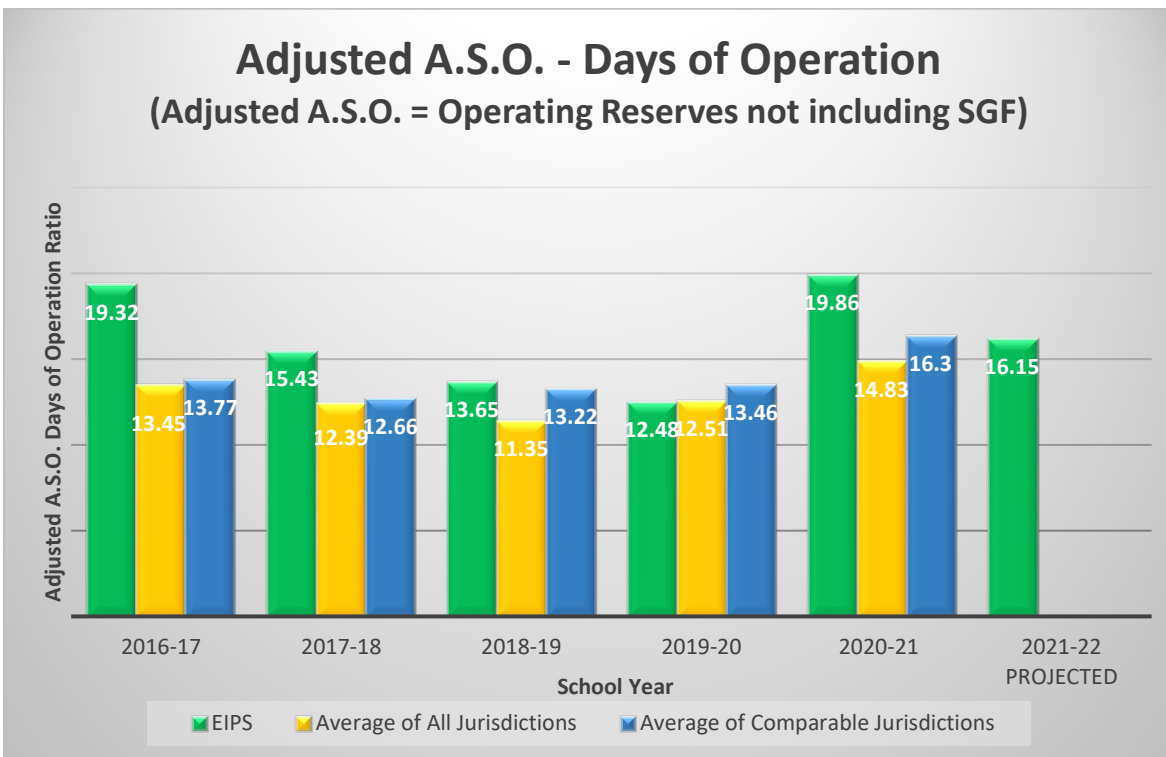
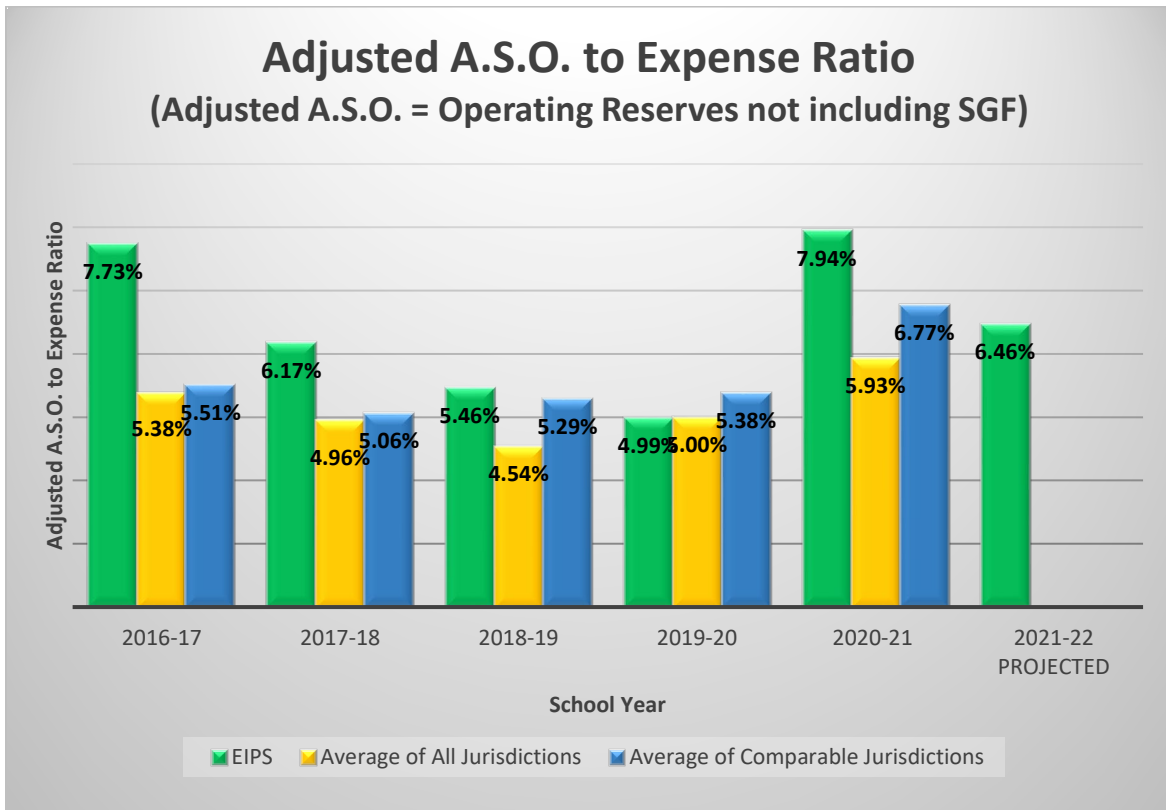
1,083,407

ELK ISLAND PUBLIC SCHOOLS
2021-22 Projected Financial Position

Schools - Operations - continued							
	A	B	C	D= B + C	E= D/A	F	G= D-F
	Fall	Projected Carry Forward			%	Transfers to	Balance
	Budget	Operating	Other ¹	Total	of Budget	Division	31-Aug-22
Supports For Students							
Early Learning	2,144,858	-	33,349	33,349	1.6%	-	33,349
Mental Health Capacity Building	225,061	-	-	-	0.0%	-	-
Specialized Supports - Schools	1,860,267	-	-	-	0.0%	-	-
School Nutrition Program	171,587	-	-	-	0.0%	-	-
Partners 4 Science	332,740	-	-	-	0.0%	-	-
	4,734,513	-	33,349	33,349	0.7%	-	33,349
Elk Island Youth Ranch Learning Centre	341,285	-	-	-	0.0%	-	-
Next Step Continuing Education - Credit	465,551	9,172	-	9,172	2.0%	9,172	-
Next Step Home Education/Centre for Education	200,935	3,489	-	3,489	1.7%	3,489	-
Next Step Outreach	1,893,257	3,095	-	3,095	0.2%	3,095	-
	2,901,028	15,756	-	15,756	0.54%	15,756	-
Projected Financial Position	\$ 123,887,556	\$ 1,099,163	\$ 33,349	\$ 1,132,512	0.91%	\$ 212,292	\$ 920,220
Projection Adjustment (assumes 1%)		299,539		299,539			299,539
<i>School projected surpluses are adjusted overall to ensure adequate projection of reserve usage for 2022-23 school year (approval required due to Bill 5).</i>							
Adjusted Projected Financial Position	\$ 123,887,556	\$ 1,398,702	\$ 33,349	\$ 1,432,051	1.16%	\$ 212,292	\$ 1,219,759
¹ Other includes surplus/(deficit) from Internally Restricted programs in Supports for Students							
² Approved reserve carryforward exceptions							
³ Surpluses >1% to Division Unallocated Reserve						196,536	
⁴ Next Step Surplus to Division Unallocated Reserve to support Next Step Outreach block funding						15,756	
Transfer to Division						\$ 212,292	

The Elk Island School Division FINANCIAL REPORTING PROFILE 2016/2017 to 2020/2021 School Years					
	GRI: Password				
	2016/2017 Actuals*	2017/2018 Actuals*	2018/2019 Actuals*	2019/2020 Actuals*	2020/2021 Actuals*
TOTAL FTE ENROLLED (ECS - 12)	16,610	16,700	16,651	16,850	16,152
ANNUAL OPERATIONS					
Total Revenues	\$197,157,606	\$197,002,998	\$199,037,810	\$185,419,377	\$193,866,916
Total Expenses	\$197,164,595	\$200,058,957	\$199,915,175	\$186,902,654	\$187,761,852
Excess (Deficiency) of Revenues over Expenses	(\$6,989)	(\$3,055,959)	(\$877,365)	(\$1,483,277)	\$6,105,064
Add (Deduct) Board-funded Capital & Unsupported Debt Transactions	\$525,841	\$164,511	(\$554,965)	(\$101,623)	(\$519,923)
Net Change to A.S.O. (A.D.O.)	\$518,852	(\$2,891,448)	(\$1,432,330)	(\$1,584,900)	\$5,585,141
ADJUSTED ACCUMULATED SURPLUS (DEFICIT) FROM OPERATIONS A.S.O. (A.D.O.); AND CAPITAL RESERVES (Note 1)					
Adjusted A.S.O. (A.D.O.)	\$15,236,461	\$12,345,013	\$10,912,683	\$9,327,783	\$14,912,924
Adjusted A.S.O. (A.D.O.) To Expenses Ratio:	SEE GRAPH ON ATTACHMENT 6 - PAGE 2				
The Elk Island School Division	7.73%	6.17%	5.46%	4.99%	7.94%
Average of All Jurisdictions	5.38%	4.96%	4.54%	5.00%	5.93%
Median of All Jurisdictions	6.13%	5.18%	5.43%	5.15%	7.01%
Average of Jurisdictions having Comparable FTE Enrolment Size	5.51%	5.06%	5.29%	5.38%	6.77%
Median of Jurisdictions having Comparable FTE Enrolment Size	4.80%	4.93%	5.05%	4.99%	7.07%
Adjusted A.S.O. (A.D.O.) Per Student FTE:					
The Elk Island School Division	\$917	\$739	\$655	\$554	\$923
Average of All Jurisdictions	\$675	\$628	\$574	\$599	\$731
Average of Jurisdictions having Comparable FTE Enrolment Size	\$648	\$600	\$625	\$601	\$774
Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):	SEE GRAPH ON ATTACHMENT 6 - PAGE 2				
The Elk Island School Division	19.32	15.43	13.65	12.48	19.86
Average of All Jurisdictions	13.45	12.39	11.35	12.51	14.83
Average of Jurisdictions having Comparable FTE Enrolment Size	13.77	12.66	13.22	13.46	16.93
Capital Reserves	\$1,152,930	\$1,353,317	\$894,957	\$775,967	\$1,188,234
Capital Reserves Per Student:					
The Elk Island School Division	\$69	\$81	\$54	\$46	\$74
Average of All Jurisdictions	\$393	\$357	\$306	\$343	\$389
Average of Jurisdictions having Comparable FTE Enrolment Size	\$180	\$291	\$276	\$283	\$326
LIQUIDITY					
Adjusted Net Financial Assets (Debt) Ratio (Note 2):					
The Elk Island School Division	1.82	1.62	1.75	1.61	1.84
Average of All Jurisdictions	1.65	1.61	1.63	1.55	1.63
Average of Jurisdictions having Comparable FTE Enrolment Size	1.78	1.77	1.91	1.84	1.91
Adjusted Net Financial Assets per Student (Note 3):					
The Elk Island School Division	\$953	\$752	\$713	\$619	\$967
Average of All Jurisdictions	\$956	\$854	\$818	\$803	\$987
Average of Jurisdictions having Comparable FTE Enrolment Size	\$851	\$874	\$901	\$871	\$1,094
CAPITAL ASSETS					
Schools and Other Buildings - NBV to Historical Cost:					
The Elk Island School Division	53.10%	55.83%	57.62%	57.67%	57.25%
Average of All Jurisdictions	62.61%	62.56%	61.67%	60.94%	60.43%
Average of Jurisdictions having Comparable FTE Enrolment Size	63.05%	63.28%	62.38%	61.94%	61.18%
Equipment & Vehicles - NBV to Historical Cost:					
The Elk Island School Division	30.83%	32.14%	27.77%	26.88%	29.99%
Average of All Jurisdictions	28.79%	29.11%	29.96%	26.54%	25.04%
Average of Jurisdictions having Comparable FTE Enrolment Size	32.48%	31.99%	31.99%	28.97%	26.02%
A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total Expenses / 250 Operating Days)					
1. Please note that for comparative purposes 250 operating days were used for all years and no adjustment was made in 2019-20 for the pandemic					
2. Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities)					
3. Adjusted Net Financial Assets = Financial Assets - (Liabilities)					

ALBERTA EDUCATION - FINANCIAL REPORTING PROFILE



ALBERTA EDUCATION - FINANCIAL REPORTING PROFILE - LEGEND

Code	School Jurisdiction	Student Count 2022**	Class 2021/2022	Student Count 2021**	Class 2020/2021	Student Count 2020	Class 2019/2020	Student Count 2019	Class 2018/2019	Student Count 2018*	Class 2017/2018
3030	Calgary School District No. 19	117,976.50	H	121,020.50	I	121,020.5	I	118,904.5	H	117,004.5	H
3020	Edmonton School District No. 7	98,624.30	H	98,773.40	H	98,773.4	H	97,668.5	H	94,330.0	H
4010	Calgary Roman Catholic Separate School Division No. 1	54,635.90	H	55,360.60	H	55,360.6	H	55,770.0	H	54,436.5	H
110	Edmonton Catholic Separate School District No. 7	40,817.30	H	41,050.30	H	41,050.3	H	40,282.5	H	39,796.0	H
1190	Rocky View School Division No. 41	24,726.90	F	24,691.60	F	24,691.6	F	23,715.0	F	22,788.0	F
2195	Elk Island Public Schools Regional Division No. 14	16,152.30	F	16,849.50	F	16,849.5	F	16,651.0	F	16,700.0	F
2245	Black Gold Regional Division No. 18	11,604.50	F	11,558.20	F	11,558.2	F	11,400.9	F	11,111.0	F
53	Chinook's Edge School Division No. 73	10,783.50	F	11,202.30	F	10,519.0	F	10,996.0	F	10,596.0	F
3040	Lethbridge School District No. 51	10,966.00	F	10,929.80	F	11,202.3	F	10,810.0	F	10,566.5	F
2305	Parkland School Division No. 70	10,242.00	F	10,519.00	F	10,929.8	F	10,593.0	F	10,983.5	F
4208	Christ the Redeemer Catholic Separate Regional Division No. 3	10,278.80	F	10,471.70	F	9,521.2	F	9,801.5	F	9,943.0	F
3070	Red Deer Public School District No. 104	10,042.20	F	9,823.90	F	10,471.7	F	10,338.0	F	9,458.9	F
19	Red Deer Catholic Regional Division No. 39	10,962.00	F	9,521.20	F	9,823.9	F	9,739.5	F	10,104.0	F
7020	St. Albert Public School District No. 5565	8,444.30	E	8,497.30	E	8,497.3	E	8,508.5	E	8,352.5	E
2255	Palliser Regional Division No. 26	8,165.60	E	8,361.70	E	8,361.7	E	8,109.0	E	7,941.9	E
3050	Medicine Hat School District No. 76	7,455.90	E	7,934.30	E	7,008.3	E	7,098.5	E	7,577.5	E
1180	Foothills School Division No. 38	7,708.50	E	7,901.00	E	7,901.0	E	7,756.0	E	7,808.0	E
3240	Grande Prairie School District No. 2357	8,904.50	E	7,568.50	E	7,934.3	E	7,681.0	E	6,153.0	E
54	Wolf Creek School Division No. 72	6,778.50	E	7,362.40	E	7,362.4	E	7,097.5	E	7,069.5	E
2155	Golden Hills School Division No. 75	6,764.50	E	7,008.30	E	6,929.1	E	6,609.0	E	7,851.5	E
46	Elk Island Catholic Separate Regional Division No. 41	7,609.60	E	6,929.10	E	7,568.5	E	7,517.0	E	6,450.0	E
2285	Battle River Regional Division No. 31	6,196.80	E	6,171.40	E	5,740.0	D	5,862.0	D	5,622.0	D
1245	Northern Lights School Division No. 69	5,861.50	D	5,861.30	D	5,650.0	D	6,003.0	E	4,929.5	D
4077	Greater St. Albert Roman Catholic Separate School District No. 734	5,670.50	D	5,776.00	D	5,444.3	D	5,981.6	D	5,608.0	D
4160	Fort McMurray Roman Catholic Separate School Division No. 32	5,497.00	D	5,740.00	D	6,171.4	E	5,912.5	D	6,012.5	E
177	Peace Wapiti School Division No. 76	5,397.00	D	5,650.00	D	5,776.0	D	5,739.5	D	5,977.0	D
3260	Fort McMurray Public School District No. 2833	5,675.00	D	5,460.80	D	5,861.3	D	5,413.8	D	4,428.5	D
4130	Grande Prairie Roman Catholic Separate School Division No. 28	5,230.30	D	5,444.30	D	5,244.9	D	5,006.5	D	5,679.5	D
4481	Holy Spirit Roman Catholic Separate Regional Division No. 4	4,969.90	D	5,244.90	D	5,053.5	D	4,870.5	D	4,767.0	D
1110	Sturgeon School Division No. 24	4,833.50	D	5,053.50	D	4,807.0	D	4,822.1	D	4,733.5	D
2275	Northern Gateway Regional Division No. 10	4,436.30	D	4,834.80	D	4,834.8	D	4,910.5	D	4,712.0	D
1325	Wild Rose School Division No. 66	4,520.50	D	4,807.00	D	4,502.0	D	4,424.3	D	4,721.8	D
1085	Grande Yellowhead Public School Division No. 77	4,367.50	D	4,502.00	D	4,351.0	D	4,449.0	D	4,605.5	D
1175	Pembina Hills Regional Division No. 7	4,129.00	D	4,351.00	D	4,560.8	D	4,529.5	D	4,484.5	D
56	Westwind School Division No. 74	4,328.00	D	4,296.50	D	4,296.5	D	4,383.5	D	4,289.0	D
48	Evergreen Catholic Separate Regional Division No. 2	3,989.70	D	4,258.30	D	4,258.3	D	4,188.5	D	4,133.0	D
1155	Buffalo Trail Public Schools Regional Division No. 28	4,034.30	D	4,217.00	D	3,879.0	D	3,881.5	D	4,004.1	D
20	St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	3,771.00	D	3,879.00	D	4,217.0	D	4,105.6	D	4,127.5	D
2115	Wetaskiwin Regional Division No. 11	3,419.60	D	3,762.50	D	3,762.5	D	3,798.5	D	3,790.5	D
2185	St. Paul Education Regional Division No. 1	3,761.50	D	3,712.00	D	3,712.0	D	3,690.9	D	3,757.4	D
2045	Grasslands Regional Division No. 6	3,450.80	D	3,617.00	D	3,617.0	D	3,589.1	D	3,635.2	D
8040	Greater North Central Francophone Education Region No. 2	3,518.50	D	3,579.60	D	3,491.3	D	3,634.0	D	3,479.2	D
284	The Southern Francophone Education Region No. 4	3,522.50	D	3,491.30	D	3,439.5	D	3,558.0	D	3,506.0	D
1135	Livingstone Range School Division No. 68	3,548.50	D	3,486.50	D	3,579.6	D	3,475.3	D	3,354.5	D
9	Foundation for the Future Charter Academy Charter School Society	3,385.00	D	3,439.50	D	3,486.5	D	3,376.5	D	3,483.0	D
1045	Horizon School Division No. 67	3,201.50	D	3,432.30	D	3,305.5	D	3,415.5	D	3,201.4	D
195	Prairie Rose School Division No. 8	2,960.80	C	3,384.00	D	3,270.0	D	3,200.0	D	3,189.8	D
1220	High Prairie School Division No. 48	3,209.90	D	3,305.50	D	3,432.3	D	3,155.3	D	3,296.6	D
1250	Fort Vermilion School Division No. 52	3,393.50	D	3,270.00	D	3,384.0	D	3,306.5	D	3,233.5	D
1070	Peace River School Division No. 10	2,858.80	C	3,054.00	D	3,054.0	D	3,034.0	D	2,943.5	C
2125	Aspen View Public School Division No. 78	2,529.40	C	2,636.80	C	2,636.8	C	2,693.1	C	2,694.7	C
1280	Northland School Division No. 61	2,409.30	C	2,569.50	C	1,951.9	C	1,918.8	C	2,377.0	C
4501	Medicine Hat Catholic Separate Regional Division No. 20	2,434.50	C	2,484.50	C	2,484.5	C	2,465.0	C	2,418.0	C
52	Clearview School Division No. 71	2,273.50	C	2,301.50	C	2,289.8	C	2,435.3	C	2,296.5	C
4105	Lakeland Roman Catholic Separate School District No. 150	2,235.80	C	2,289.80	C	2,569.5	C	2,519.6	C	2,398.3	C
4330	East Central Alberta Catholic Separate School Regional Division No. 16	1,970.00	C	2,088.00	C	2,301.5	C	2,346.5	C	2,199.0	C
3065	Canadian Rockies Regional Division No. 12	1,872.80	C	1,985.00	C	2,088.0	C	2,210.0	C	2,045.5	C
47	Living Waters Catholic Regional Division No. 42	1,864.00	C	1,951.90	C	1,905.5	C	2,070.0	C	2,476.6	C
21	Holy Family Catholic Regional Division No. 37	1,701.30	C	1,905.50	C	1,985.0	C	1,995.5	C	2,169.0	C
1115	Prairie Land Regional Division No. 25	2,536.50	C	1,316.30	C	1,316.3	C	1,341.5	C	1,345.5	C
109	Westmount Charter School Society	1,274.50	C	1,266.50	C	1,266.5	C	1,266.6	C	1,246.6	C
6021	Almadina School Society	1,230.30	C	1,201.30	C	1,201.3	C	1,139.0	C	1,110.8	C
8060	East Central Francophone Education Region No. 3	832.5	B	828	B	736.4	B	774.0	B	786.0	B
6020	Aurora School Ltd.	699.6	B	736.4	B	828.0	B	834.0	B	803.0	B
45	Connect Charter School Society	631	B	624	B	624.0	B	621.0	B	618.0	B
152	Calgary Girls' School Society	504	B	508	B	508.0	B	503.0	B	567.0	B
151	Calgary Arts Academy Society	470	B	473	B	473.0	B	461.8	B	483.8	B
8050	Northwest Francophone Education Region No. 1	430.3	B	436.9	B	436.9	B	475.5	B	474.8	B
12	Suzuki Charter School Society	388	B	373	B	308.0	B	301.0	B	299.5	B
6015	New Horizons Charter School Society	333	B	308	B	373.0	B	333.5	B	300.0	B
6019	CAPE-Centre for Academic and Personal Excellence Institute	254	B	236.5	B	236.5	B	207.3	B	221.2	B
6017	Boyle Street Education Centre	132	B	150	B	150.0	B	141.0	B	144.0	B
224	Valhalla School Foundation	82	B	91.5	B	91.5	B	78.8	B	87.0	B

Code	School Jurisdiction	Student Count 2022**	Class 2021/2022	Student Count 2021**	Class 2020/2021	Student Count 2020	Class 2019/2020	Student Count 2019	Class 2018/2019	Student Count 2018*	Class 2017/2018
154	Mother Earth's Children's Charter School Society	51.5	B	50.5	B	50.5	B	75.3	B	70.4	B
		<u>641,922.1</u>		<u>649,229.0</u>		<u>649,228.5</u>		<u>641,971.6</u>		<u>630,359.5</u>	

Student Count reflects total FTE Headcount of ECS + Total Enrolled Students PER THE Spring Budget Report

* Student counts for 2018 and 2017 include home ed and blended program students

A	No Students					0		0		0		0
B	1-999 Students					12		12		12		12
C	1,000 - 2,999 Students					12		12		12		13
D	3,000-5,999 Students					28		28		28		27
E	6,000-8,999 Students					9		9		9		9
F	9,000 - 24,999 Students (in 2016, 9,000 - 24,999, 2018, 9000-24,999))					9		9		9		9
G	25,000 - 30,999 Students (in 2017 20,000-30,999; in 2016 25,000 - 30,999, in 2018, 25,000-30,999))					0		0		0		0
H	31,000 - 119,999 Students					3		3		4		4
I	120,000-199,999 Students					1		1		0		0
J	200,000+ Students					0		0		0		0
						<u>74</u>		<u>74</u>		<u>74</u>		<u>74</u>



INFORMATION REPORT

DATE: March 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2021 to Feb. 28, 2022

ORIGINATOR: Candace Cole, Secretary-Treasurer

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

REFERENCE: Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

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

ISSUE:

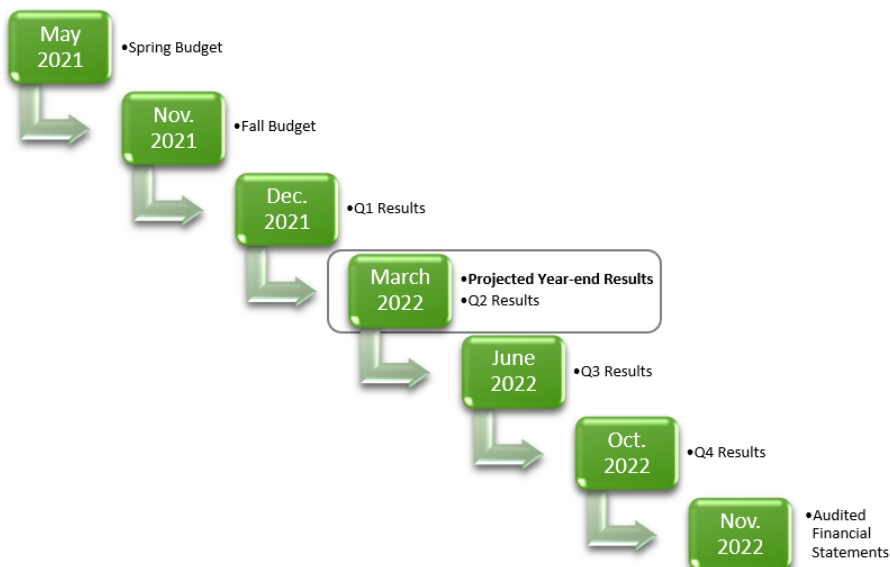
That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2021 to Feb. 28, 2022 for Elk Island Public Schools.

BACKGROUND:

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

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the six-month period ended Feb. 28, 2022. For the 2021-22 school year, the Division is approximately midway through our financial reporting cycle:





INFORMATION REPORT

This report compares current results to the adjusted fall budget. In general, schools are expected to be about 60% spent at this point in the year (6/10^{ths} of the school year complete), while central department costs and Division revenue are expected to be about 50% spent (6/12^{ths} of the fiscal year complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

Please note, the majority of variances are typically the result of timing differences, meaning expenditures are not incurred evenly over the course of the year. These timing differences are expected to resolve themselves (variances will be eliminated) by the end of the school year when all expenses will have been incurred.

Some other variances are what we would consider a 'permanent' variance and are not expected to resolve themselves by the end of the year. These variances would contribute to any difference between our fall budget and our actual year-end results.

As of Feb. 28, 2022, EIPS has an overall operating surplus of \$1,335,800. Revenue and expense variances are detailed in the Second Quarter Report 2021-22.

ATTACHMENT:

1. Second Quarter Report 2021-22



Your Future in **MIND** ●

Second Quarter Report

2021-22

This document includes the Financial Statements of Elk Island Public Schools for the period September 1, 2021 to February 28, 2022 and variance notes to these statements.

Report to the Board of Trustees

March 17, 2022

This information has not been audited.

Elk Island Public Schools
Highlights
For The Six-Month Period Ended February 28, 2022
(excluding School Generated Funds)

Financial Summary:

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	185,591,483	93,508,706	50%
School Expenses (Pages 6 and 7)	132,005,207	64,364,541	49%
Central Services Expenses (Page 10)	59,927,646	27,808,365	46%
Surplus / (Deficit)	<u>(6,341,370)</u>	<u>1,335,800</u>	

* Average spending at February 28, 2022 should be approximately 60% (for school year expenditures) or 50% (for revenue and for year-round expenses).

Significant Changes and Events:

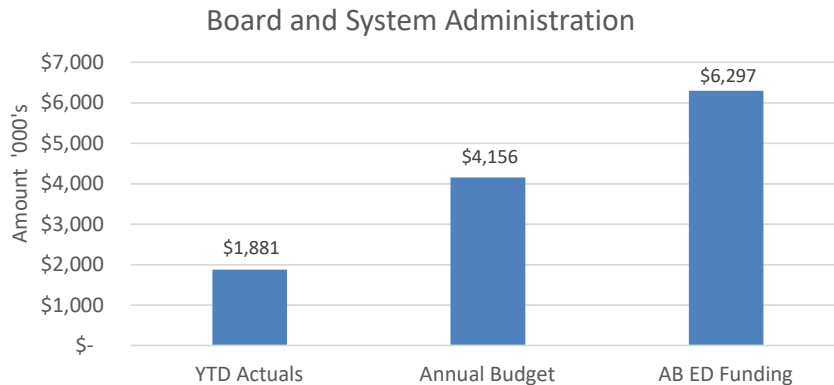
Additional Spending Approved

In January 2022, the Board approved \$1.4 million of additional operating spending, making additional use of available reserves. Notably, this included an additional \$1 million set aside for potential illness costs to the end of the school year. Also, a projected standard cost surplus, unused health spending deposits, and available software funds were reallocated for use on a variety of projects.

Reduced Requirement for COVID-19 Protocols

In mid-February 2022, the provincial government announced changes to requirements related to masking, cohorting, and other precautions for COVID-19. As a result, the Division has made corresponding changes to our policies and practices, and are analysing cost impacts at this time.

Board and System Administration current expenses are at \$1.88 million, or 2% of total expenses for EIPS. This means the Division has spent 30% of the Board and System Administration grant provided by Alberta Education, and 45% of total Board and System Administration budget for EIPS.

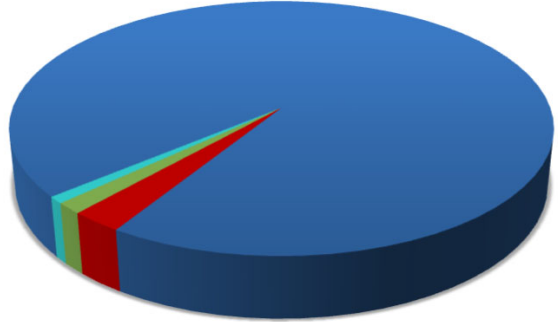


Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Six-Month Period Ended February 28, 2022

Revenues by Source

Alberta Education
Other Govt of Alberta
Fees
Sales and Services and Other

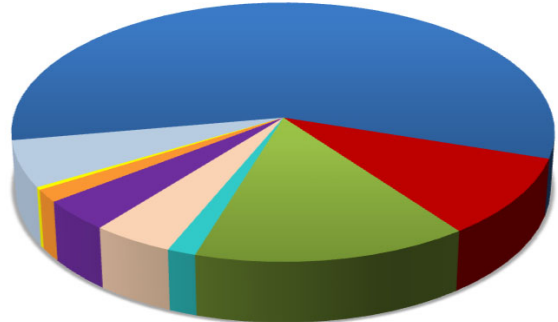
	\$	%
Alberta Education	88,838,385	95.0%
Other Govt of Alberta	2,535,976	2.7%
Fees	1,329,251	1.4%
Sales and Services and Other	805,094	0.9%
\$	93,508,706	100.0%



Alberta Education Revenues

Base Instruction
Services & Supports
School - System Needs
Community
Jurisdictions
Bridge Funding
Other
Supported Amortization
Teacher Pensions

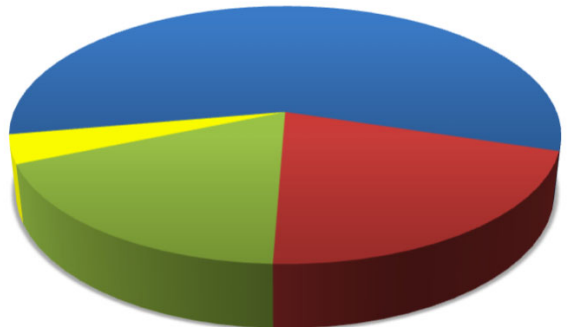
	\$	%
Base Instruction	51,349,287	57.8%
Services & Supports	8,778,488	9.9%
School - System Needs	13,154,728	14.8%
Community	1,369,164	1.5%
Jurisdictions	3,891,913	4.4%
Bridge Funding	3,447,264	3.9%
Other	1,396,045	1.6%
Supported Amortization	308,272	0.3%
Teacher Pensions	5,143,224	5.8%
\$	88,838,385	100.0%



Expenses by Object

Certificated Salaries & Benefits
Classified Salaries & Benefits
Services, Contracts & Supplies
Capital & Debt Services

	\$	%
Certificated Salaries & Benefits	53,075,857	57.6%
Classified Salaries & Benefits	19,161,847	20.8%
Services, Contracts & Supplies	16,610,768	18.0%
Capital & Debt Services	3,324,434	3.6%
\$	92,172,906	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Six-Month Period Ended February 28, 2022
Percent of the Year Elapsed: 50%*

	A Annual Fall Budget		Year to Date			Note Reference	Prior Year Actual % Of Budget
			B Actual	C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
REVENUES							
Alberta Education							
Base Instruction	\$	102,698,574	\$	51,349,287	50%	0%	
Services & Supports		16,852,698		8,778,488	52%	2%	
School - System Needs		28,282,106		13,154,728	47%	-3%	
Community		2,708,326		1,369,164	51%	1%	
Jurisdictions		7,783,825		3,891,913	50%	0%	
Bridge Funding		6,894,527		3,447,264	50%	0%	
Other ¹		2,408,302		1,396,045	58%	8%	A
Supported Amortization		844,503		308,272	37%	-13%	B
Teacher Pensions		9,100,000		5,143,224	57%	7%	C
Total Alberta Education		177,572,861		88,838,385	50%	0%	49%
Other Government of Alberta		5,114,309		2,535,976	50%	0%	47%
Other Alberta School Authorities		403,043		267,831	66%	16%	D 59%
Fees		1,293,393		1,329,251	103%	53%	E 91%
Other Sales and Services		119,567		100,462	84%	34%	F 56%
Investment Income		200,000		94,061	47%	-3%	66%
Gifts and Donations		707,030		215,568	30%	-20%	G 44%
Rental of Facilities		181,280		127,172	70%	20%	H 56%
Sub-Total (excluding SGF)		185,591,483		93,508,706	50%	0%	50%
EXPENSES BY OBJECT							
Certificated Salaries & Benefits		109,973,131		53,075,857	48%	-2%	48%
Classified Salaries & Benefits		38,033,863		19,161,847	50%	0%	51%
Services, Contracts & Supplies		36,873,204		16,610,768	45%	-5%	40%
Capital & Debt Services		7,052,655		3,324,434	47%	-3%	47%
Sub-Total (excluding SGF)		191,932,853		92,172,906	48%	-2%	47%
Operations Surplus/(Deficit)	\$	(6,341,370)	\$	1,335,800	-21%	-71%	-107%
School Generated Funds Budgeted Deficit		(436,476)					
Total Budgeted Deficit	\$	(6,777,846)					

* Based on a 12 month reporting period.

¹ Includes Learning Disruption Funding, Lease Support, Dual Credit Programming, Grants, Secondment Revenue, French Language Funding, and Sales & Services

**Elk Island Public Schools
Revenue Notes
For the Six-Month Period Ended February 28, 2022**

A. Alberta Education – Other

Revenue is 8% higher than expected at this point in the year, due to two timing differences.

Revenue has been recognized to match expenses incurred to relocate two modulars to Ardrossan Junior Senior High and four modulars to SouthPointe School. These expenses are not incurred evenly over the course of the year, and this project is almost fully spent at the end of February.

Learning Disruption funding received for Grades 2/3 is being recognized to the end of the school year, rather than over 12 months, so we would expect to see this line closer to 60% rather than 50%.

B. Alberta Education – Supported Amortization

Revenue is 13% lower than expected at this point in the year as a result of a timing difference.

Revenue for supported amortization will increase over the remaining months of the year as capital maintenance projects are completed and begin amortization.

C. Alberta Education – Teacher Pensions

Revenue is 7% higher than expected at this point in the year.

This is a result of a timing difference as revenue received for Teacher Pensions is recognized evenly over the school year (10 months) rather than over 12 months.

D. Other Alberta School Authorities

Revenue is 16% higher than expected at this point in the year.

This is a result of timing differences as revenue received to support the Low Incidence Team and Partners for Science programs is recognized evenly over the school year (10 months) rather than over 12 months.

E. Fees

Revenue for fees is 53% higher than expected at this point in the year.

This line only includes transportation fees, which are recorded as received. As these were billed prior to the start of the school year, the revenue for the year has already been recognized. This variance will be a permanent variance at the end of the year.

F. Other Sales and Services

Revenue is 34% higher than expected at this point in the year.

This is primarily a result of timing differences.

- Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months.
- International student tuition fees are recognized over the school year, rather than 12 months.
- The Division's rebate for our purchase card usage has been received in full.

G. Gifts and Donations

Revenue is 20% lower than expected at this point in the year due to timing differences.

A significant donation supporting Partners for Science is projected to be spent in the future to develop kits consistent with the new curriculum, at which point the related revenue will be recognized.

Offsetting this, transfers from the SCA Society and CHREDA are recognized over 10 months (the school year) rather than 12 months.

H. Rental of Facilities

Revenue is 20% higher than expected at this point in the year.

The balance in this revenue line is primarily rental revenue for before and after school care groups operating in our facilities, which is recorded over the ten-month school year, not through the summer months, so we would expect to see revenue closer to 60% at this point in the year (i.e. variance is a result of a timing difference).

In addition, rental revenue from other external groups is trending higher than expected. However, this revenue is not evenly spread over the course of the year and can be heavily impacted by changing COVID-19 restrictions. Depending on demand for the remainder of the year, this may be a permanent variance.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Six-Month Period Ended February 28, 2022
Percent of the Year Elapsed: 60%*

	A	B	Year to Date		Note	Prior Year
	Annual	Actual	C = B / A	C - 60%	Reference	Actual %
	Fall Budget		Actual %	Actual Less		Of Budget
			Of Budget	Elapsed %		
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 6,977,823	\$ 4,092,242	59%	-1%		58%
Brentwood Elementary	3,013,786	1,755,389	58%	-2%		57%
Clover Bar Junior High	2,742,989	1,618,977	59%	-1%		57%
Davidson Creek Elementary	3,790,391	2,171,429	57%	-3%		56%
École Campbelltown	2,320,726	1,343,006	58%	-2%		55%
F.R. Haythorne Junior High	4,472,172	2,522,209	56%	-4%		57%
Glen Allan Elementary	2,461,589	1,421,618	58%	-2%		57%
Heritage Hills Elementary	3,049,336	1,746,892	57%	-3%		57%
Lakeland Ridge	4,511,569	2,591,849	57%	-3%		56%
Mills Haven Elementary	2,954,458	1,672,365	57%	-3%		56%
Pine Street Elementary	2,512,112	1,413,177	56%	-4%		53%
Salisbury Composite High	7,608,675	4,343,185	57%	-3%		57%
Sherwood Heights Junior High	4,047,401	2,357,738	58%	-2%		57%
Strathcona Christian Academy Elementary	3,395,937	1,961,222	58%	-2%		57%
Strathcona Christian Academy Secondary	3,658,545	2,148,909	59%	-1%		57%
Wes Hosford Elementary	2,581,439	1,485,054	58%	-2%		58%
Westboro Elementary	3,094,541	1,764,538	57%	-3%		56%
Woodbridge Farms Elementary	3,052,306	1,732,282	57%	-3%		56%
	<u>66,245,795</u>	<u>38,142,081</u>	<u>58%</u>	<u>-2%</u>		<u>57%</u>
Sector 2 - Strathcona County						
Ardrossan Elementary	3,624,132	2,069,056	57%	-3%		58%
Ardrossan Junior Senior High	5,053,860	2,971,459	59%	-1%		58%
Fultonvale Elementary Junior High	3,065,393	1,812,496	59%	-1%		58%
Uncas Elementary	1,573,069	869,833	55%	-5%		54%
	<u>13,316,454</u>	<u>7,722,844</u>	<u>58%</u>	<u>-2%</u>		<u>57%</u>
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	206,685	115,102	56%	-4%		54%
École Parc Élémentaire	2,294,306	1,331,837	58%	-2%		57%
Fort Saskatchewan Christian	2,748,421	1,605,955	58%	-2%		58%
Fort Saskatchewan Elementary	2,232,706	1,249,006	56%	-4%		58%
Fort Saskatchewan High	3,121,623	1,724,280	55%	-5%		56%
James Mowat Elementary	2,738,640	1,577,014	58%	-2%		56%
Rudolph Hennig Junior High	3,186,806	1,818,548	57%	-3%		57%
SouthPointe School	3,846,747	2,201,149	57%	-3%		57%
Win Ferguson Elementary	2,938,065	1,686,394	57%	-3%		57%
	<u>23,313,999</u>	<u>13,309,285</u>	<u>57%</u>	<u>-3%</u>		<u>57%</u>
Sector 4 - Lamont County						
Andrew School	765,568	439,544	57%	-3%		57%
Bruderheim School	1,190,560	676,857	57%	-3%		57%
Lamont Elementary	2,301,392	1,322,551	57%	-3%		57%
Lamont High	2,510,436	1,458,473	58%	-2%		58%
Mundare School	1,148,103	636,740	55%	-5%		55%
	<u>7,916,059</u>	<u>4,534,165</u>	<u>57%</u>	<u>-3%</u>		<u>57%</u>
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,576,177	1,461,028	57%	-3%		55%
Pleasant Ridge Colony	165,704	85,680	52%	-8%	A	57%
Vegreville Composite High	2,722,690	1,466,693	54%	-6%		56%
	<u>5,464,571</u>	<u>3,013,401</u>	<u>55%</u>	<u>-5%</u>		<u>56%</u>

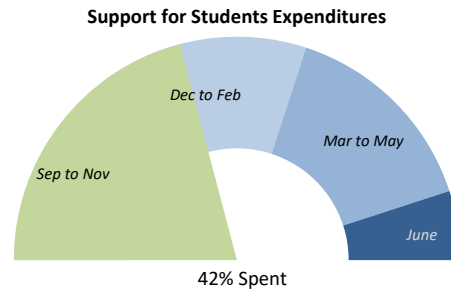
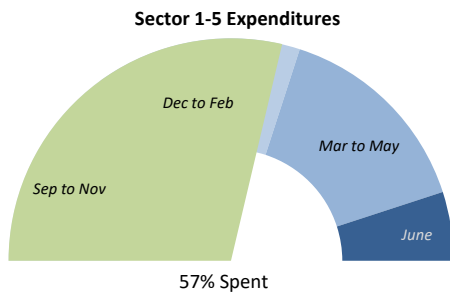
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Six-Month Period Ended February 28, 2022
Percent of the Year Elapsed: 60%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 30% Actual Less Elapsed %		
Supports For Students - Schools						
Early Learning	2,144,858	938,433	44%	-16%	B	45%
Specialized Supports & Other Programs ¹	2,589,655	1,039,737	40%	-20%	C	39%
	4,734,513	1,978,170	42%	-18%		41%
Other						
Elk Island Youth Ranch Learning Centre	341,285	206,290	60%	0%		58%
Next Step Programs	2,358,808	1,144,441	49%	-11%	D	50%
Home Education	200,935	116,107	58%	-2%		N/A
Other School Allocations	(88,801)	710,593	-800%	-860%	E	-
To Be Allocated	1,495,173	-	0%	-60%	F	0%
Conversion (10 mo. To 12 mo.)	-	(8,768,033)	N/A	N/A	G	N/A
Standard Cost Conversion	(2,072,884)	(2,682,513)	129%	69%	H	N/A
Teacher Pensions	8,779,300	4,937,710	56%	-4%		60%
	11,013,816	(4,335,405)	-39%	-99%		13%
Total School Sites	\$ 132,005,207	\$ 64,364,541	49%	-11%		48%

* Based on a 10 month reporting period.

¹ Other Programs include Mental Health Capacity Building, School Nutrition Program and Partners 4 Science

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	37,123,244	1,018,837	38,142,081	97.3%
Sector 2 - Strathcona County	7,576,632	146,212	7,722,844	98.1%
Sector 3 - Fort Saskatchewan	13,074,450	234,835	13,309,285	98.2%
Sector 4 - Lamont County	4,449,428	84,737	4,534,165	98.1%
Sector 5 - County of Minburn	2,960,159	53,242	3,013,401	98.2%
Totals	65,183,913	1,537,863	66,721,776	97.7%



The blue half-circle represents the total budget for the year divided into four quarters. For schools it is assumed the total budget is over 10 months which makes the 4th quarter the smallest budget period as that includes the summer months.

The green section represents the actual % of budget that has been spent to date.

**Elk Island Public Schools
Expense Notes – Schools
For the Six-Month Period Ended February 28, 2022**

A. Sector 5 – County of Minburn – Pleasant Ridge Colony

Expenses are below expected year to date spending by 8%.

The variance is due to reduced hourly classified staffing expenses, primarily as a result of casual staff working less hours than planned.

Also, the majority of supplies and materials expenditures will occur over the remainder of the year.

B. Supports for Students (Schools) – Early Learning

Expenses are below expected year to date spending by 16%.

- Some expenses in this area are incurred over 12 months, rather than 10 months. Additionally, Early Learning received some supplemental funding in the second quarter to support changes in staffing, the associated costs will be incurred over the remainder of the year.

C. Supports for Students (Schools) – Specialized Supports & Other Programs

Expenses are below expected year to date spending by 20%.

- Specialized Supports has an 9% variance under budget. During the second quarter, supplemental funds were provided to support various staffing initiatives and the associated costs will be incurred in the remainder of the year.
- Partners 4 Science has a 29% variance below budget, primarily due to a large donation that will be spent in the future to support the development of science kits to align with the new curriculum.

D. Other – Next Step Programs

Expenses are below expected year to date spending by 11%.

- Next Step Programs includes Continuing Education Credit, which does not run until July. The costs for this program are incurred in July and August, and the budget will be depleted at that time.

E. Other – Other School Allocations

The variance relates to the accrual of salaries to the end of February. When salaries are paid in March the individual schools will be charged and the accrual cleared to zero. The amount is higher than the typical quarter-end because the last pay in February was quite early in the month (so the amount accrued for the remainder of the month was large).

F. Other – To Be Allocated

As per the Fall Budget Update approved by the Board in November, funds have been set aside to be allocated as required to meet school needs. This includes contingency funds for illness costs.

G. Other – Conversion (10 mo. To 12 mo.)

This budget converts certificated salaries from a 12 month basis (as paid) to a 10 month basis (as earned), and will even out to zero by the end of the fourth quarter.

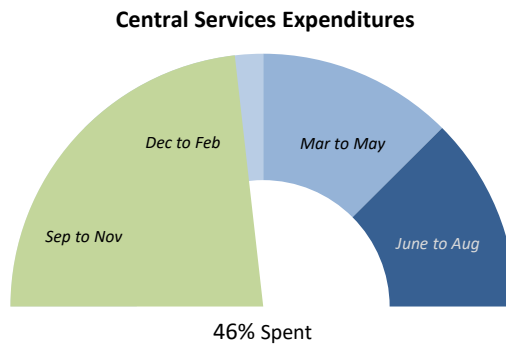
H. Other – Standard Cost Conversion

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures. As per previous reports brought to Board, a year-end standard cost surplus has been projected and reallocated for other needs within the Division.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Six-Month Period Ended February 28, 2022
Percent of the Year Elapsed: 50%*

	A Annual Fall Budget	Year to Date			<i>Note Reference</i>	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
Governance	\$ 571,296	\$ 275,502	48%	(2%)	A	47%
Education Executive	1,343,025	605,442	45%	(5%)	B	43%
Supports For Students - Central	4,766,684	1,765,484	37%	(13%)	C	39%
Human Resources	5,437,476	2,419,103	44%	(6%)	D	49%
Business Services	2,816,431	1,241,832	44%	(6%)	E	41%
Facility Services					F	
Facilities	16,643,233	7,943,679	48%	(2%)		47%
Infrastructure Maintenance and Renewal	2,714,490	370,918	14%	(36%)		9%
	19,357,723	8,314,597	43%	(7%)		19%
Information Technologies	6,333,343	2,682,392	42%	(8%)	G	47%
Student Transportation	12,294,628	6,667,129	54%	4%	H	53%
Fiscal Services	7,007,040	3,836,884	55%	5%	I	51%
TOTAL CENTRAL SERVICES	<u>\$ 59,927,646</u>	<u>\$ 27,808,365</u>	<u>46%</u>	<u>(4%)</u>		<u>44%</u>

* Based on a 12 month reporting period.



The blue half-circle represents the total budget for the year divided into four quarters.

The green section represents the actual % of budget that has been spent to date.

Elk Island Public Schools
Expense Notes – Central Services
For the Six-Month Period Ended February 28, 2022

A. Governance

Includes the Board of Trustees budget.

Expenses are below expected year to date spending by 2%.

- Board of Trustees' expenses are tracking as expected.
- During the second quarter of the year, \$9,000 was transferred from the Board of Trustees budget to Instructional Supports for the Student Forum.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

Expenses are below expected year to date spending by 5%.

- Superintendent has a 6% variance below budget. This is attributable to planned expenditures which have not yet been incurred such as contracted services and supplies.
- Communications has a 4% variance below budget, primarily due to unspent amounts budgeted for overtime, advertising/public relations, and contracted services. These expenses are incurred as required rather than a uniform amount monthly.
- Election expenses are tracking as expected.

C. Supports for Students – Central

Includes Associate Superintendent, Instructional Supports, and Central Specialized Supports budgets.

Expenses are below expected year to date spending by 13%.

- Associate Superintendent – Support for Students expenses are tracking as expected.
- Instructional Supports has a 17% variance below budget. Some professional development has been deferred to ensure substitute teachers are available at schools to cover illness absences. Two programs (New Curriculum and Student Forum) received additional funding in the second quarter of the year, but expenditures related to these programs will not be incurred until later in the year. A targeted external donation received by EIPS is no longer expected to be spent in the remaining quarters of the year – instead it will be deferred to the next school year. Similarly, some conferences and workshops run by Instructional Supports will be deferred to next year or have less expenditures than anticipated due to meeting online rather than in-person.
- Central Specialized Supports expenses are tracking as expected.

D. Human Resources

Includes Associate Superintendent, Staff Relations and Training, and Recruitment and Staffing budgets.

Expenses are below expected year to date spending by 6%.

- Associate Superintendent – Human Resources has an 17% variance below budget, primarily due to planned expenditures not yet incurred in Certificate of Recognition, Occupational Health & Safety, Long Service, Alberta Teachers' Association Bargaining, and Post-COVID Mental Health programs. Severance expenses are also included in the Associate Superintendent budget and do not follow a uniform spending pattern throughout the year. Additionally, funding was received in the second quarter for a Systems Analyst but costs will not be incurred until the position is filled.
- Staff Relations & Training has a 17% variance below budget. Other than administrative costs, most programs have incurred minimal expenses in the first half of the year; however, it is anticipated that expenses will be incurred in future quarters. Expenses such as Off to a Good Start training, Professional Learning Day (March 4, 2022), and further leadership development will be future expenses.
- Recruitment & Staffing has a 5% variance above budget. This is primarily due to the Maternity Parental Benefits and Staffing programs, which are considered Hold Harmless. Within the Staffing program, sick leave is trending higher than expected and is being closely monitored. Funds are being held in contingency to off-set any deficits due to sick leave. Some of the above-mentioned costs are partially off-set by savings in various other programs within this budget.

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

Expenses are below expected year to date spending by 6%.

- Secretary-Treasurer has a 4% variance below budget due to legal services. These costs are incurred as required rather than uniformly each month and are not predictable. Costs will increase over coming quarters as some billings have been delayed.
- Financial Services has a 6% variance below budget due to a delay in hiring vacant positions. As well, contracted services and professional development costs are incurred as required rather than uniformly each month.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal (IMR) budgets.

Expenses are below expected year to date spending by 7%. Rather than a single program, this is a result of several variances, some of which are offsetting.

- Utility charges are currently trending above budget but are not evenly distributed throughout the year, as the second and third quarters tend to be higher due to winter heating costs and snow removal costs.
- Expenditures for contracted services for the Central Building and Custodial programs are trending below budget, however these costs are not evenly incurred throughout the year. Contracted service costs correlate with school breaks – with more costs over Christmas and Spring Break, followed by summer break.

- During the second quarter, funds were received for Facility Condition Assessments, Central Fire Panel replacement, and CTS Strobe Lighting. Costs related to these programs will be incurred over the remainder of the year.
- COVID costs are below budget, with masks and sanitizer being the bulk of supplies purchased to date. These expenditures do not follow a uniform spending pattern.
- Infrastructure Maintenance and Renewal (IMR) expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The expense variance is offset by an equal variance in revenue (within the Schools – System Needs grant), resulting in a nil impact to the bottom line. Equipment supply chain delays are also impacting the IMR budget by delaying expenditures.

G. Information Technologies

Includes the Information Technologies budget.

Expenses are below expected year to date spending by 8%.

- The variance can be attributed primarily to the Evergreening program. Funds for this program were allocated during the second quarter and replacement Chromebooks have been ordered. The actual expenditures related to this program will be recorded when the Chromebooks are received at EIPS.
- The Student Record Digitization program is below budget as costs are not incurred on a uniform basis.
- The Cloud Computing program is also below budget because the EIPS IT server team modified cloud backups resulting in cost savings.

H. Student Transportation

Includes the Student Transportation budget.

Expenses are above expected year to date spending by 4%.

- Contracted transportation expenses are incurred over the school year (rather than 12 months), which creates a timing variance. As a result, we would expect this budget to be closer to 60% spent (six of ten school months have passed).
- This is offset by underspending in telephone, supplies & materials, and parent paid transportation. Spending in these categories is not uniform each month. Some spending is expected to occur later in the year.

I. Fiscal Services

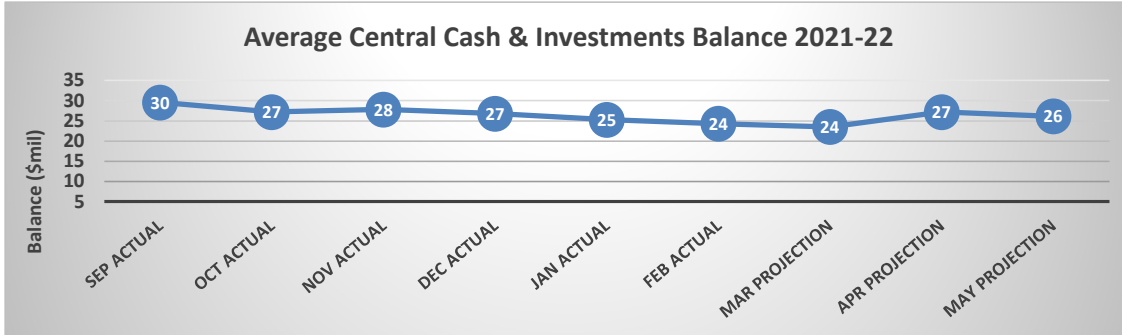
Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are above expected year to date spending by 5%.

- This variance is primarily related to the accrual of salaries to the end of February. When salaries are paid in March the individual departments will be charged and the accruals cleared.

**Statement of Cash and Investments
As At February 28, 2022**

	February 28, 2022	February 28, 2021
Cash Account Balances	\$ 27,716,870	\$ 20,606,960
Guaranteed Investment Certificates	-	3,196,762
Total Central Cash and Investments	27,716,870	23,803,722
Less Restricted Funds (Trusts)	(46,042)	(52,456)
Total Available Central Cash and Investments	\$ 27,670,828	\$ 23,751,266



Cash balances are expected to remain fairly stable over the remaining quarters of the 2021-22 year. At this point, funds earn interest in cash accounts. With the recent increase in interest rates, EIPS will consider investments once the budget is released and cash flow implications can be taken into account.

**Capital Project Listing
As At February 28, 2022**

	Budget	YTD Actuals	Actual % of Budget	<i>Note Reference</i>
Capital Reserves:				
Information Technology	377,385	85,345	23%	A
Aging Equipment at Schools	100,000	16,281	16%	B
Modular Connecting Link	15,000	10,160	68%	C
Rudolph Hennig Office Renovation	215,000	-	0%	D
Operating Reserves:				
Mechanical Cooling for Modulares	250,000	13,040	5%	E
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	309,115	21,176	7%	F
Facility Services Vehicles	200,000	-	0%	G
Provincially Funded:				
Infrastructure Maintenance and Renewal Grant				
Capital Portion	1,132,929	753,982	67%	H
Capital Maintenance and Renewal Grant	1,845,420	1,096,489	59%	I
Total Capital Projects	\$ 4,444,849	\$ 1,996,473	45%	

Notes:

- A - VOIP Server has been replaced and switch replacement is in progress. Server upgrade is expected by the end of the year.
- B - Available for schools that have a significant piece of equipment that is failing or is a safety concern. Funds were approved for specific items in early December and onward, and purchases are expected over the remaining quarters of the year.
- C - Modular connecting link at SouthPointe School is complete. Remaining funds will be returned to unallocated capital reserves.
- D - Work is expected to be undertaken over summer.
- E - Work has begun and funds will continue to be spent over the remaining quarters of the year. Costs are projected to be less than \$100,000 at project completion, and the remaining funds will be returned to Division unallocated reserves.
- F - Equipment/furniture purchases made from school or department budgets. Purchases will continue to be made over the course of the year.
- G - Due to supply chain delays and increased costs, the purchase of four new fleet vehicles for Facility Services has been deferred to next year. These funds have been redeployed within the Facility Services budget to high priority projects.
- H - This is a carryforward of unspent funding from 2020-21, as well as an estimated capital portion of the 2021-22 grant. Expenses are not incurred evenly over the course of the year. The remainder of this grant is budgeted as non-capital and included on the Central Services page.
- I - This is the carryforward of the unspent portion of the government's 2021-22 grant, which is for the period of April 2021 to March 2022. There are four projects currently in progress to be completed by March 31, 2022. When the budget for the government's 2022-23 year is announced in the Spring, additional funding may become available for use.