



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, NOVEMBER 17, 2022

Boardroom
Central Services Office

AGENDA

Mission: To provide high-quality, student-centred education

- 9 a.m. 1. **CALL TO ORDER** T. Boymook
2. **IN-CAMERA SESSION**
- 10 a.m. 3. **LAND ACKNOWLEDGMENT**
4. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
5. **APPROVAL OF MINUTES**
- 5.1 Board Meeting – Oct. 20, 2022 (encl.)
6. **CHAIR REPORT** T. Boymook
- 6.1 French Immersion Kick-off Engagement – Oct. 26, 2022
- 6.2 Central Departments Assurance Reviews – Oct. 31 and Nov. 1, 2022
- 6.3 Schools’ Remembrance Day Ceremonies – Nov. 4, 2022
- 6.4 Meeting with Jordan Walker, Member of Legislative Assembly – Nov. 8, 2022
- 6.5 Municipalities Remembrance Day Ceremonies – Nov. 11, 2022
7. **SUPERINTENDENT REPORT** M. Liguori
(verbal)
- 7.1 French Immersion Kick-off Engagement – Oct. 26, 2022
- 7.2 Central Departments Assurance Reviews – Oct. 31 and Nov. 1, 2022
8. **COMMENTS FROM THE PUBLIC AND STAFF
 GROUP REPRESENTATIVES**
- ASSOCIATION/EMPLOYEE GROUPS**
9. **ASBA ZONE 2/3 REPORT** C. Allen
(verbal)
- Meeting held Oct. 28, 2022
10. **ATA LOCAL REPORT** D. Zielke
(verbal)
11. **EMPLOYEE RELATIONS GROUP (ERG) REPORT** D. Jarvin
(verbal)

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

12. BUSINESS ARISING FROM IN CAMERA

- 10:25 am **13. UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2022** M. Liguori/L. Lewis
(encl.)
- 10:35 am **14. 2022 AUDITED FINANCIAL STATEMENTS** M. Liguori/L. Lewis
MNP LLP (encl.)
- 15. 2022-23 FALL BUDGET REPORT** M. Liguori/C. Cole/
C. von Tettenborn (encl.)
- 16. JAMES MOWAT ELEMENTARY ENROLMENT PRESSURE** M. Liguori/B. Dragon
(encl.)

COMMITTEE REPORT

- 17. STUDENT EXPULSION COMMITTEE** C. Allen
Meeting held Oct. 27, 2022 (verbal)
- 18. AUDIT COMMITTEE** C. Holowaychuk
Meeting held Nov. 2, 2022 (verbal)

REPORTS FOR INFORMATION

- 19. THREE-YEAR ENGAGEMENT STRATEGY: ATTENDANCE AREA** M. Liguori/
CLEANUP B. Dragon (encl.)
- 20. TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES NOV. 17, 2022

2. That the Board meet in camera.
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approve the Minutes of Oct. 20, 2022 Meeting, as amended or as circulated.
6. That the Board of Trustees receive for information the Chair Report.
7. That the Board of Trustees receive for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives*
9. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
11. That the Board of Trustees receive the report from the representative of the Employee Relations Group for information.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approve the transfer of \$753,419 from internally restricted operating reserves to unrestricted surplus to offset the net result of 2021-22.
14. That the Board of Trustees approve the Aug. 31, 2022 Audited Financial Statements.
15. That the Board of Trustees approve the 2022-23 Fall Budget for Elk Island Public Schools as presented.
16. That the Board of Trustees approve a two-year Random Selection Process Pilot to address the enrolment pressure at James Mowat Elementary, based on the Closed Boundary Priority Scale, effective for the 2023-24 school year;

that Board of Trustees approve Fort Saskatchewan Elementary as the alternate designated school for the James Mowat Elementary attendance boundary;

that the Board of Trustees approve Grandfathering for current students enrolled at James Mowat Elementary; and,

that the Board of Trustees approve busing fees apply as listed in the Transportation fee schedule.

17. That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Oct. 27, 2022.
18. That the Board of Trustees receive for information the report from the Audit Committee meeting held on Nov. 2, 2022.
19. That the Board of Trustees receive for information the Three-Year Engagement Plan's Project 1: Attendance Area Cleanup—specifically, the What We Heard reports from the Brentwood Elementary and Northeast Sherwood Park attendance area public engagements.



BOARD MEETING MINUTES

October 20, 2022

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Oct. 20, 2022, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9:03 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 (by video conference)
R. Sorochan

ADMINISTRATION PRESENT

S. Stoddard, Acting Superintendent
R. Marshall, Acting Associate Superintendent
B. Billey, Associate Superintendent
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communications Services
T. Borchers, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:03 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

172/2022 | Trustee Irwin moved: That the Board meet in camera (9:03 a.m.).

CARRIED UNANIMOUSLY

173/2022 | Vice-Chair Holowaychuk moved: That the Board revert to regular session (10:20 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:20 a.m. and reconvened at 10:31 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

Board Chair Boymook 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.

174/2022 | Trustee Seutter moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the Sept. 15, 2022 Board Meeting Minutes.

175/2022 | Trustee Irwin moved: That the Board of Trustees approve the Minutes of Sept. 15, 2022 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

176/2022 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Acting Superintendent Stoddard presented the Superintendent's report.

177/2022 | Trustee Sorochan moved: That the Board of Trustees receive the Superintendent's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were reported.

Association/Employee Groups

ASBA ZONE 2/3 REPORT

Trustee Shotbolt presented to the Board the report from the ASBA Zone 2/3 meeting held on Sept. 23, 2022.

178/2022 | 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.

179/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees receive for information the report from the representative of the ATA Local #28.

CARRIED UNANIMOUSLY

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Boymook welcomed ERG representative D. Jarvin. Representative Jarvin presented to the Board the report on behalf of the Employee Relations Group.

180/2022 | Trustee Allen moved: That the Board of Trustees receive for information the report from the representative of the Employee Relations Group.

CARRIED UNANIMOUSLY

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

BOARD POLICY 8: BOARD COMMITTEES

Trustee Footz presented to the Board amendments to Board Policy 8: Board Committees for approval.

181/2022 | Trustee Miller moved: That the Board of Trustees approve the amendments to Policy 8: Board Committees, as presented.

CARRIED UNANIMOUSLY

2023-24 MODULAR CLASSROOM PLAN

Education Planner Dragon presented for approval the Modular Classroom Plan request for 2023-24.

182/2022 | Trustee Irwin moved: That the Board of Trustees direct administration to request funding to:

- relocate two B-Type modular classrooms from École Campbelltown to SouthPointe School;
- add two new B-Type modular classrooms from Alberta Education to SouthPointe School;
- demolish three modular classrooms and reclaim the site at Uncas Elementary; and,
- replace three modular classrooms with three new A-Type modular classrooms from Alberta Education to address the ageing infrastructure at James Mowat Elementary.

Board Chair Boymook opened the floor for discussion.

183/2022 | Trustee Sorochan moved to amend motion 182/2022 by substituting the fourth bullet with:

- ~~replace~~ **add** three modular classrooms with three new A-Type modular classrooms from Alberta Education to address the ageing infrastructure **enrolment pressure** at James Mowat Elementary.

Board Chair Boymook opened the floor for discussion on the amendment.

VOTE ON THE AMENDMENT:

In favour: Trustee Sorochan, Trustee Miller and Trustee Seutter

Opposed: Board Chair Boymook, Vice-Chair Holowaychuk, Trustee Allen, Trustee Footz, Trustee Irwin and Trustee Shotbolt

DEFEATED

Board Chair Boymook opened the floor for discussion.

184/2022 | Trustee Shotbolt moved to amend motion 182/2022 by striking the fourth bullet.

- ~~replace three modular classrooms with three new A-Type modular classrooms from Alberta Education to address the ageing infrastructure at James Mowat Elementary.~~

Board Chair Boymook opened the floor for discussion on the amendment.

VOTE ON THE AMENDMENT:

In favour: Board Chair Boymook, Vice-Chair Holowaychuk, Trustee Allen, Trustee Footz, Trustee Miller, Trustee Seutter, and Trustee Shotbolt

Opposed: Trustees Irwin and Trustee Sorochan

CARRIED

Board Chair Boymook opened the floor for discussion on the first three bullets.

VOTE ON THE AMENDMENT:

In favour: Board Chair Boymook, Vice-Chair Holowaychuk, Trustee Allen, Trustee Footz, Trustee Irwin, Trustee Miller, Trustee Seutter, Trustee Shotbolt

Opposed: Trustee Sorochan

CARRIED

185/2022 | Board Chair Boymook moved: That the Board of Trustees direct senior administration to explore the viability of adding three new modular to James Mowat Elementary.

CARRIED UNANIMOUSLY

EIPS DIVISION CALENDARS 2023-24 AND 2024-25

Division Principal Antymniuk presented for approval the EIPS Division Calendars for the 2023-24 and 2024-25 school years.

186/2022 | Trustee Footz moved: That the Board of Trustees approve the 2023-24 and 2024-25 school year calendars.

CARRIED UNANIMOUSLY

Board Chair Boymook left the meeting at 12:09 p.m. and returned at 12:10 p.m.

Committee Reports

The Board recessed at 12:20 p.m. and reconvened at 12:24 p.m. with all trustees noted above in attendance except Trustee Irwin.

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on Oct. 6, 2022, for information.

187/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on Oct. 6, 2022.

CARRIED UNANIMOUSLY

Trustee Irwin returned to the meeting at 12:25 p.m. after the above vote was complete.

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report from the Student Expulsion Committee meeting held on Oct. 18, 2022, for information.

188/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Oct. 18, 2022.

CARRIED UNANIMOUSLY

Reports for Information

UNAUDITED FINANCIAL REPORT FOR SEPTEMBER 1, 2021 TO AUGUST 31, 2022

Director Lewis presented to the Board the Unaudited Financial Report for Sept. 1, 2021 to Aug. 31, 2022 for information.

189/2022 | Trustee Seutter moved: That the Board of Trustees receive for information the Unaudited Financial Report for Sept. 1, 2021 to Aug. 31, 2022 for Elk Island Public Schools.

CARRIED UNANIMOUSLY

UNAUDITED ACCUMULATED SURPLUS AT AUGUST 31, 2022

Director Lewis presented to the Board the Unaudited Accumulated Surplus at Aug. 31, 2022 for information.

190/2022 | Trustee Irwin moved: That the Board of Trustees receive for information the Unaudited Accumulated Surplus at Aug. 31, 2022.

CARRIED UNANIMOUSLY

ENROLMENT REPORT

Secretary-Treasurer Cole presented to the Board the Enrolment Report for the 2022-23 school year for information.

191/2022 | Trustee Allen moved: That the Board of Trustees receive for information the Sept. 29, 2022, Enrolment Report for the 2022-23 school year for Elk Island Public Schools.

CARRIED UNANIMOUSLY

Trustee Notices of Motions and Requests for Information

No notices of motions or requests for information were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 1:05 p.m.

Trina Boymook, Board Chair

Sandra Stoddard, Acting Superintendent



RECOMMENDATION REPORT

DATE: Nov. 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Accumulated Surplus at Aug. 31, 2022

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services

REFERENCE: Board Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the transfer of \$753,419 from internally restricted operating reserves to unrestricted surplus to offset the net result of 2021-22.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will approve the transfer of funds to reserves.

Board Policy 7: Board Operations, Section 12.12, Trustee Compensation and Expenses, states that any Board Governance surplus exceeding the allowable carryforward amounts will be evaluated on an annual basis and placement of funds will be determined at a public meeting of the Board. As part of the Board discussions for Spring Budget 2022-23, the Board established that it would carryforward the full Board Governance surplus.

Administrative Procedure 501, Financial Management gives schools and departments the opportunity to carry forward surplus from one financial year to the next. This year, it was determined that a maximum of 1% would be carried forward.

This information coincides with the year end in preparation for the finalization of the audited financial statements.



CURRENT SITUATION OR KEY POINT:

Overall Results

Elk Island Public Schools (EIPS) has an operating deficit of \$1.68 million for the year ended Aug. 31, 2022. This decreases the Accumulated Surplus to \$22.69 million. Accumulated surplus is the primary indicator of the financial resources that EIPS has available to provide future services. Accumulated surplus includes investment in Board funded tangible capital assets (\$5.97 million), unrestricted surplus, operating reserves (\$15.01 million), and capital reserves (\$1.71 million).

The net reserve transfer for 2021-22 is \$0.75 million, which includes the operating deficit of \$1.68 million and a surplus of \$0.93 million from current year transactions for unsupported capital assets.

Operating Reserves (Attachment 2)

The balance of operating reserves is \$15.01 million. Operating reserves are a balance of funds set aside to support Division operations. They are increased when EIPS has an overall surplus (more revenue than expenses in a given year) and are decreased when EIPS chooses to access these funds to increase EIPS' available annual budget.

- Reserves of \$3.54 million are designated for use by schools and departments to support future years. This includes \$2.02 million of school generated fund reserves.
- Division Allocated Reserves has a balance of \$1.37 million; these reserves are used to fund specific expenses as identified by the Board. As of Aug. 31, 2022 allocated reserves includes funds set aside for Focus on Learning Loss, consultants and career pathways initiatives, community consultations, and other initiatives.
- Division Unallocated Reserves are at \$10.11 million. These reserves are funds available to provide flexibility for emergent issues, price fluctuations, and to stabilize funding in future years.

The operating reserves balance is greater than the spring projection by \$1.11 million (Attachment 3 - Column H - Row M). Below are the main reasons for the difference:

- At year end, Central Services and School reserves were \$0.16 million more than projections, primarily as a result of school generated fund reserves remaining fairly stable from prior year. Projections completed in the spring were conservative and estimated more significant usage of school generated fund reserves. This impact was partially offset by increased spending in school and department operating budgets.
- The Division Allocated reserves is \$0.27 million greater than projections, as a result of three facilities projects not being completed until September, and more funds being allocated to the community consultation project for 2022-23.

- The Division Unallocated reserve is \$0.68 million greater than projections primarily due to the following increases:
 - Standard cost surplus greater than budgeted (\$1.39 million);
 - Department Hold Harmless program surpluses higher than projected (\$0.38 million);
 - School surpluses greater than 1% of budgets (\$0.19 million);
 - Department surpluses greater than 1% of budgets (\$0.16 million);
 - Outreach and Continuing Education Credit surplus (\$0.09 million); and
 - “To Be Allocated” funds set aside for costs related to COVID remaining at year end (\$0.06 million);
 - These variances were offset by:
 - Maintenance spending funded from current year operating budget (\$1.32 million) to allow EIPS to save IMR funding for the Salisbury Composite High School Stormwater Drainage project, as discussed at the August 25, 2022 Board Caucus meeting;
 - Return of Division Allocated reserves for completed projects (\$0.1 million); and
 - A decrease in the capital purchase impact, and other small changes (\$0.17 million).

As per the provincial government, effective the 2022-23 school year, EIPS must maintain reserves between 1% and 3.15% of annual expenditures. At August 31, 2022, EIPS has reserves in excess of the 3.15% limit of \$6.9 million. Based on the Spring 2022-23 budget, by August 31, 2023 the Division will have reserves below the 3.15% limit by \$0.7 million, compliant with the provincial reserve cap.

Capital Reserves (Attachment 2)

Capital reserves are for the purchase of future capital assets. Capital assets includes buildings, equipment, vehicles, and other assets of a significant size and with a lifespan of greater than one year.

The balance of capital reserves at Aug. 31, 2022 is \$1.71 million. This balance includes a \$1 million transfer from operating reserves completed in 2021-22 as per the Board’s direction and approved by Alberta Education.

Comparable Results

Each year, Alberta Education provides a Financial Reporting Profile that compares financial information of school divisions across Alberta and to other comparably sized jurisdictions. This document allows a review and evaluation of the current financial position.

A comparison of EIPS’ operating and capital reserves to other divisions is provided in the table below. The current financial position indicates a decrease to operating reserves of 0.17% or 3.06 days and an increase to capital reserves of \$30 per student. If EIPS maintained capital reserves at the average rate for jurisdictions of a similar size, capital reserves would be \$5.5 million.

These statistics are useful for analyzing financial health:

- Overall, EIPS' unallocated operating reserves provide a comfortable contingency should an emergent need arise. Based on the upcoming 2022-23 budget, EIPS is poised to end the next school year under the 3.15% cap implemented by the province, and over the 1% minimum.
- EIPS' capital reserves are currently below the average reserve balance for similarly sized jurisdictions. However, we are able to fund capital purchases from our operating reserves as well – which are at a comfortable balance.

	Aug. 31, 2021	Aug. 31, 2022	Change
OPERATING RESERVES (excluding school generated funds)			
As a % of expenses			
EIPS	7.94%	6.72%	-0.17%
All divisions	5.93%		
Divisions with similar enrolment	6.77%		
Equated to operational days			
EIPS	19.86 days	16.80 days	-3.06 days
All divisions	14.83 days		
Divisions with similar enrolment	16.93 days		
CAPITAL RESERVES			
Per student			
EIPS	\$74	\$104	\$30
All divisions	\$389		
Divisions with similar enrolment	\$326		

Future Reserve Impacts

The Fall update to the 2022-23 budget is drafted for the Board's approval and includes:

- \$9.08 million of operating reserve usage, including targeted initiatives for Focus on Unfinished Learning, new curriculum development, technology evergreening, and support for the Salisbury Composite High School Stormwater Drainage project.
- \$2.25 million of capital reserve usage for CTS renovations, a building management system, equipment at schools and the Salisbury Composite High School Stormwater Drainage project.

COMMUNICATION PLAN:

Following approval by the Board, the accumulated surplus will be communicated as part of the 2022 Audited Financial Statements which will be submitted to Alberta Education and posted on the EIPS website.



RECOMMENDATION REPORT

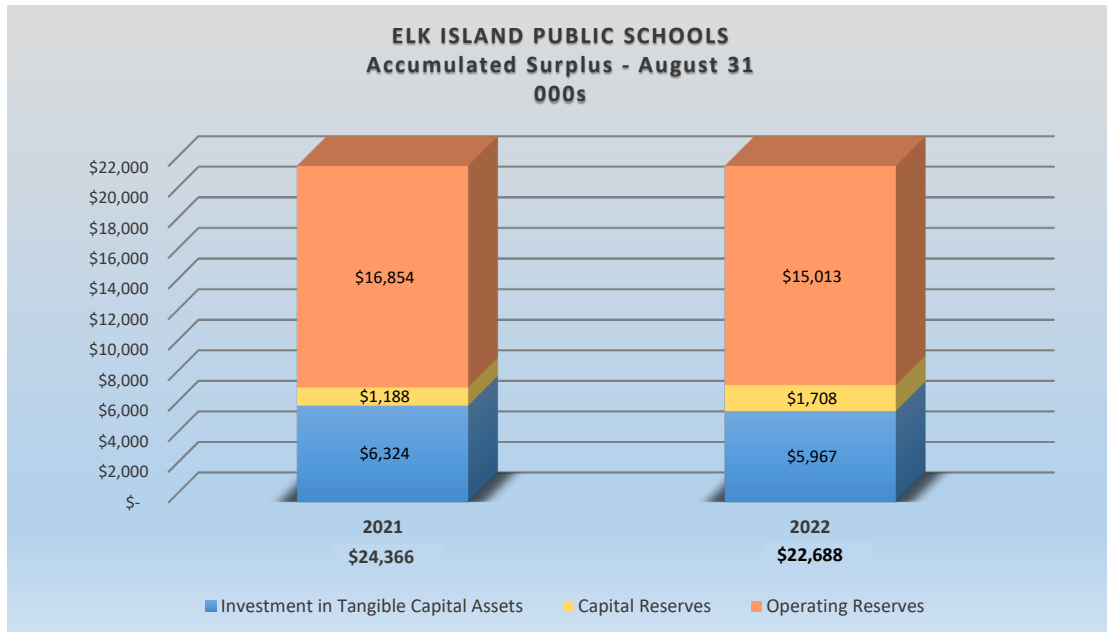
ATTACHMENT(S)

1. Accumulated Surplus
2. Reserves
3. Operating Reserves
4. Operating Reserves – Central Services
5. Operating Reserves – Schools - Operations
6. Operating Reserves – School Generated Funds

**ELK ISLAND PUBLIC SCHOOLS
Accumulated Surplus
August 31, 2022**

	A=B+C+D+E	B	C	D Internally Restricted		E
	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)	(1,678,886)	-	(1,678,886)	-	-	
Board Funded Capital Asset Additions	-	956,672	(386,742)	(87,442)	(482,488)	
Net Amortization, Debt & Disposals	-	(1,314,209)	1,312,209	-	2,000	
Budget Reserve Transfer	-	-	-	(1,000,000)	1,000,000	
Net Reserve Transfer	-	-	753,419	(753,419)	-	
Actual - August 31, 2022	\$ 22,687,927	\$ 5,966,743	\$ -	\$ 15,013,438	\$ 1,707,746	

- 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) 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

Reserves

August 31, 2022

	A	B	C	D	E	F = A+B+C+D+E
	2021-22					
	Audited 31-Aug-21	Contributions /(Use)	Capital Effect	Budget Transfers	Year End Transfers	Actual 31-Aug-22
OPERATING RESERVES						
Central Services (Attachment 4)	\$ 425,616	\$ (1,785,802)	\$ -	\$ 2,692,288	\$ (930,602)	\$ 401,500
Schools - Operations (Attachment 5)	1,061,301	30,355	-	502,244	(483,782)	1,110,118
School Generated Funds (SGF)(Attachment 6)	1,941,375	82,975	-	-	-	2,024,350
Central Services & Schools	3,428,292	(1,672,472)	-	3,194,532	(1,414,384)	3,535,968
COVID Costs	-	(258,518)	-	258,518	-	-
Focus on Learning Loss	-	(500,000)	-	1,000,000	-	500,000
Social Emotional Supports	-	(500,000)	-	500,000	-	-
Projects	-	(2,187,184)	(87,442)	4,299,935	(1,155,633)	869,676
EIPS Division Allocated (Attachment 3)	-	(3,445,702)	(87,442)	6,058,453	(1,155,633)	1,369,676
EIPS Division Unallocated (Attachment 3)	13,426,007	3,439,288	925,467	(10,252,985)	2,570,017	10,107,794
	\$ 16,854,299	\$ (1,678,886)	\$ 838,025	\$ (1,000,000)	\$ -	\$ 15,013,438

B 2021-22 deficit of \$1,678,886

C Impact to reserves from the net effect of unsupported capital transactions

D Budgeted transfers to EIPS Division Allocated reserve, capital reserves, and school/department reserves

E Year-end transfers from schools/departments and completed projects in allocated reserves

	A	B	C	D	E	F = A+B+C+D+E
	2021-22					
	Audited 31-Aug-21	Contributions /(Use)	Capital Effect	Budget Transfers	Year End Transfers	Actual 31-Aug-22
CAPITAL RESERVES						
Facility Services	\$ 17,229	\$ -	\$ -	\$ -	\$ -	\$ 17,229
Aging Equipment at Schools	-	-	(94,943)	200,000	-	105,057
Information Technology	-	-	(377,385)	377,385	-	-
Modular Connecting Link - SouthPointe School	15,000	-	(10,160)	-	(4,840)	-
EIPS Division Allocated	15,000	-	(482,488)	577,385	(4,840)	105,057
Opening Balance	1,156,005	-	-	-	-	1,156,005
Proceed on Sale of Assets	-	2,000	-	-	-	2,000
Transfer (to) / from Capital Allocated Reserves	-	-	-	(577,385)	4,840	(572,545)
Transfer from Operating Reserves	-	-	-	1,000,000	-	1,000,000
EIPS Division Unallocated	1,156,005	2,000	-	422,615	4,840	1,585,460
	\$ 1,188,234	\$ 2,000	\$ (482,488)	\$ 1,000,000	\$ -	\$ 1,707,746

B Proceeds on the sale of unsupported assets

C Use of reserves for information technologies infrastructure, aging equipment at schools, and modular connecting link

D Budgeted transfers from operating reserves and/or to specific capital projects (allocated funds)

E Year end transfers for completed allocated projects or funds no longer required

**ELK ISLAND PUBLIC SCHOOLS
Operating Reserves
August 31, 2022**

	A Audited Balance 31-Aug-21	B Contributions / (Use)	2021-22			F = A + B + C + D + E Actual Balance 31-Aug-22	G Projection Balance 31-Aug-22	H = F - G Variance	
			C Capital Effect	D Budget Transfer	E Year End Transfer				
Central Services & Schools	\$ 3,428,292	\$ (1,672,472)	\$ -	\$ 3,194,532	\$ (1,414,384)	\$ 3,535,968	\$ 3,380,239	\$ 155,729	
COVID Costs	-	(258,518)	-	258,518	-	-	-	-	
Focus on Learning Loss	-	(500,000)	-	1,000,000	-	500,000	500,000	-	
Social Emotional Supports	-	(500,000)	-	500,000	-	-	-	-	
Mechanical Cooling for Modulars	-	-	(87,442)	250,000	(162,558)	-	-	-	
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	-	(198,680)	-	200,935	(2,255)	-	-	-	
Readers/Writers Workshop	-	-	-	60,000	(60,000)	-	-	-	
Post COVID Mental Health Staff	-	(44,680)	-	50,000	(5,320)	-	-	-	
Digitization of Student Records	-	(44,479)	-	50,000	(5,521)	-	-	-	
OH&S Items	-	(41,500)	-	41,500	-	-	-	-	
IT - Battery Replacement	-	(33,000)	-	33,000	-	-	-	-	
Junior High Honours	-	(16,782)	-	20,000	(3,218)	-	-	-	
Certificate of Recognition	-	(10,194)	-	17,000	(6,806)	-	-	-	
Professional Development (Off to a Good Start)	-	(66,201)	-	150,000	(8,799)	75,000	75,000	-	
CTS Emergency Strobe Lighting	-	(57,910)	-	68,000	-	10,090	-	10,090	
Facility Condition Assessments	-	(123,167)	-	252,000	(42,000)	86,833	-	86,833	
Central Services Fire Alarm Panel	-	(17,678)	-	18,000	(322)	-	-	-	
Atrieve Support Analyst	-	(63,500)	-	63,500	-	-	-	-	
Pine Street Connections Renovation	-	(153,204)	-	184,000	(30,796)	-	-	-	
Additional Illness Cost	-	(119,065)	-	1,000,000	(880,935)	-	-	-	
Community Consultation	-	(61,247)	-	115,000	65,000	118,753	-	118,753	
Modular Move	-	(307,897)	-	376,000	(12,103)	56,000	-	56,000	
Projects	-	(2,187,184)	(87,442)	4,299,935	(1,155,633)	869,676	598,000	271,676	
EIPS Division Allocated Reserves	-	(3,445,702)	(87,442)	6,058,453	(1,155,633)	1,369,676	1,098,000	271,676	
Capital Effect - Purchases from Operating Budgets	-	-	(386,742)	-	-	(386,742)	(309,115)	(77,627)	
Capital Effect - Annual Amortization	-	-	1,312,209	-	-	1,312,209	1,362,400	(50,191)	
Schools - Surpluses Exceeding 1%	-	-	-	-	397,983	397,983	212,292	185,691	
Central Services - Surpluses Exceeding 1%	-	-	-	-	265,773	265,773	102,259	163,514	
Central Services - Hold Harmless Surpluses	-	-	-	-	50,013	50,013	(326,078)	376,091	
Central Services - Internally Restricted Surpluses	-	-	-	-	614,816	614,816	597,900	16,916	
Outreach/Continuing Education - Surplus	-	-	-	-	85,799	85,799	-	85,799	
Transfer from Division Allocated Reserves	-	-	-	-	1,155,633	1,155,633	1,254,525	(98,892)	
Standard Cost Surplus	-	4,005,966	-	(2,618,532)	-	1,387,434	-	1,387,434	
Unused Health Spending Account Deposits	-	231,876	-	(236,000)	-	(4,124)	-	(4,124)	
Return of Excess Insurance Equity	-	306,618	-	(53,000)	-	253,618	306,000	(52,382)	
Software Cost Delay	-	143,000	-	(143,000)	-	-	-	-	
To Be Allocated (Contingency Funds) Return to Reserve	-	60,207	-	-	-	60,207	-	60,207	
Maintenance Expenditures	-	(1,318,051)	-	-	-	(1,318,051)	-	(1,318,051)	
Other Revenue Exceeding Allocations	-	40,782	-	-	-	40,782	-	40,782	
Capital Purchases from Operating Budgets	-	(31,110)	-	-	-	(31,110)	-	(31,110)	
Transfer to Capital Reserves	-	-	-	(1,000,000)	-	(1,000,000)	(1,000,000)	-	
Transfer to Allocated Reserves (Fall Budget)	-	-	-	(4,800,953)	-	(4,800,953)	(4,800,953)	-	
Transfer to Allocated Reserves (January Board Approval)	-	-	-	(1,401,500)	-	(1,401,500)	(1,401,500)	-	
Unallocated Reserves Opening Balance	13,426,007	-	-	-	-	13,426,007	13,426,007	-	
EIPS Division Unallocated Reserve	13,426,007	3,439,288	925,467	(10,252,985)	2,570,017	10,107,794	9,423,737	684,057	
Total EIPS Division Reserves	L = J + K	13,426,007	(6,414)	838,025	(4,194,532)	1,414,384	11,477,470	10,521,737	955,733
Total Operating Reserves	M = I + L	\$ 16,854,299	\$ (1,678,886)	\$ 838,025	\$ (1,000,000)	\$ -	\$ 15,013,438	\$ 13,901,976	\$ 1,111,462

G	Projection Balance 31-Aug-22 presented as part of the 2022-23 Spring Budget	2021-22 Operating Expenses	193,342,011
	Total Operating Reserve Maximum Limit based on 3.15% rate		6,090,273
	Less estimated school & department carryforward reserves (1%)		(1,698,914)
	EIPS Division Reserves Maximum Limit		4,391,359
	Division Reserves over (under) the Operating Reserve Limit as of August 2022		7,086,111
	Deficit and Capital Impact, Fall Budget 2022-23		(5,963,320)
	Transfer to Capital Reserves, Spring/Fall Budget 2022-23		(1,000,000)
	Requested Additional Use of Operating Reserves, September 2022		(1,000,000)
	Projected Division Reserves over (under) the Operating Reserve Limit as of August 2023		(877,209)
	Total Operating Reserve Minimum Limit based on 1% rate		1,933,420

ELK ISLAND PUBLIC SCHOOLS
Operating Reserves - Central Services
August 31, 2022

	A	B	C	D = A - C	E	F	G = E - F	H	I = D + G - H
	Operating				Internally Restricted/Hold Harmless			Department Transfers	Reserve Balance 31-Aug-22
	Surplus/ (Deficit)	% of Budget	Transfer > 1% to Division	Carry-forward	Surplus/ (Deficit)	Transfer to Division	Carry-forward		
Board of Trustees	\$ 32,634	5.7%	\$ -	\$ 32,634	\$ -	\$ -	\$ -	\$ -	\$ 32,634
Education Executive									
Superintendent	70,037	9.5%	62,686	7,351	-	-	-	-	7,351
Communications	26,467	4.7%	20,887	5,580	-	-	-	-	5,580
Election	-	0.0%	-	-	-	-	-	-	-
Supports For Students - Central									
Associate Superintendent	2,347	0.7%	-	2,347	-	-	-	-	2,347
Instructional Supports	40,912	2.2%	22,034	18,878	66,014	(3,125)	69,139	-	88,017
Specialized Supports	-	100.0%	-	-	-	-	-	-	-
Human Resources									
Associate Superintendent	68,373	4.8%	54,147	14,226	133,886	133,886	-	-	14,226
Staff Relations & Training	91,368	14.6%	85,123	6,245	73,080	73,080	-	-	6,245
Recruitment & Staffing	26,565	4.5%	20,668	5,897	-	-	-	-	5,897
Business Services									
Secretary - Treasurer	3,257	1.1%	228	3,029	66,888	66,888	-	-	3,029
Financial Services	18,250	0.9%	-	18,250	-	-	-	-	18,250
Facility Services	(4,707)	0.0%	-	(4,707)	400,912	400,912	-	-	(4,707)
Information Technologies	62,281	1.6%	-	62,281	(6,812)	(6,812)	-	-	62,281
Student Transportation	160,350	1.3%	-	160,350	-	-	-	-	160,350
Total Central Services	\$ 598,134	1.8%	\$ 265,773	\$ 332,361	\$ 733,968	\$ 664,829	\$ 69,139	\$ -	\$ 401,500

¹ One-time carryforward exception granted.

Total Transfer to Division Unallocated Reserve (Attachment 2)	<u>265,773</u>	J	Internally Restricted	614,816	Hold Harmless	<u>50,013</u>	K	-	<u>930,602</u>	L = J + K
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Elk Island Public Schools
Operating Reserves - Schools - Operations
August 31, 2022

	A	B	C = B / A	D	E = B - D
	2021-22				
	Fall Budget	Surplus/ (Deficit)	% of Budget	Transfers	Reserve Balance 31-Aug-22
Sector 1 - Sherwood Park					
Bev Facey Community High	\$ 7,015,264	\$ 63,198	0.9%	\$ -	\$ 63,198
Brentwood Elementary	3,064,307	29,868	1.0%	-	29,868
Clover Bar Junior High	2,764,887	54,453	2.0%	26,804	27,649
Davidson Creek Elementary	3,848,721	36,954	1.0%	-	36,954
École Campbelltown	2,359,441	24,880	1.1%	1,286	23,594
F.R. Haythorne Junior High	4,516,273	33,906	0.8%	-	33,906
Glen Allan Elementary	2,496,859	26,302	1.1%	1,334	24,968
Heritage Hills Elementary	3,088,028	35,942	1.2%	5,061	30,881
Lakeland Ridge	4,572,789	57,193	1.3%	-	57,193
Mills Haven Elementary	3,026,752	23,566	0.8%	-	23,566
Pine Street Elementary	2,547,668	31,259	1.2%	5,783	25,476
Salisbury Composite High	7,619,296	61,665	0.8%	-	61,665
Sherwood Heights Junior High	4,055,823	30,894	0.8%	-	30,894
Strathcona Christian Academy Elementary	3,441,761	34,092	1.0%	-	34,092
Strathcona Christian Academy Secondary	3,673,572	31,838	0.9%	-	31,838
Wes Hosford Elementary	2,611,174	29,029	1.1%	2,917	26,112
Westboro Elementary	3,133,678	33,172	1.1%	755	32,417
Woodbridge Farms Elementary	3,088,302	12,659	0.4%	-	12,659
Sector 2 - Strathcona County					
Ardrossan Elementary	3,675,040	68,068	1.9%	31,317	36,751
Ardrossan Junior Senior High	5,083,612	12,486	0.2%	-	12,486
Fultonvale Elementary Junior High	3,103,021	30,951	1.0%	-	30,951
Uncas Elementary	1,598,010	63,241	4.0%	47,261	15,980
Sector 3 - Fort Saskatchewan					
Castle (Scottford Colony)	206,685	3,586	1.7%	1,519	2,067
École Parc Élémentaire	2,346,035	24,927	1.1%	1,467	23,460
Fort Saskatchewan Christian	2,818,013	24,030	0.9%	-	24,030
Fort Saskatchewan Elementary	2,289,259	23,897	1.0%	1,005	22,892
Fort Saskatchewan High	3,150,084	85,920	2.7%	54,419	31,501
James Mowat Elementary	2,835,517	25,923	0.9%	-	25,923
Rudolph Hennig Junior High	3,198,406	37,676	1.2%	5,691	31,985
SouthPointe School	3,922,626	38,520	1.0%	-	38,520
Win Ferguson Elementary	3,016,871	47,271	1.6%	17,102	30,169
Sector 4 - Lamont County					
Andrew School	796,701	9,522	1.2%	1,555	7,967
Bruderheim School	1,230,120	11,701	1.0%	-	11,701
Lamont Elementary	2,369,842	49,796	2.1%	26,097	23,699
Lamont High	2,539,960	28,960	1.1%	3,560	25,400
Mundare School	1,169,638	47,162	4.0%	35,466	11,696
Sector 5 - County of Minburn					
A.L. Horton Elementary	2,649,199	27,039	1.0%	547	26,492
Pleasant Ridge Colony	166,190	1,429	0.9%	-	1,429
Vegreville Composite High	2,734,290	42,961	1.6%	15,618	27,343

Continued on next page

Elk Island Public Schools
Operating Reserves - Schools - Operations
August 31, 2022

	A	B	C = B / A		D	E = B - D
	2021-22					Reserve Balance 31-Aug-22
	Fall Budget	Surplus/ (Deficit)	% of Budget		Transfers	
Supports for Students - Schools						
Early Learning	2,075,996	51,326	2.5%	2	30,566	20,760
Mental Health Capacity Building	225,061	-	0.0%		-	-
Specialized Supports - Schools	1,783,909	80,487	4.5%	2	62,648	17,839
School Nutrition Program	172,274	-	0.0%		-	-
Partners 4 Science	332,740	20,079	6.0%	2	18,205	1,874
Other						
Elk Island Youth Ranch Learning Centre	341,285	273	0.1%		-	273
Next Step Outreach	1,894,011	(280)	(0.0%)	1	(280)	-
Next Step Continuing Education	465,551	86,079	18.5%	1	86,079	-
Total Schools - Operations	\$ 125,114,541	\$ 1,593,900	1.3%		\$ 483,782	\$ 1,110,118

¹ Outreach/Continuing Education Surplus to Division Unallocated Reserve
Schools Surplus >1% to Division Unallocated Reserve

School - Operations Transfers (Attachment 2)

² Supports for Students - Schools can include internally restricted programs with program-specific carryforward requirements.

³ One-time carryforward exception granted.

85,799

397,983

483,782

ELK ISLAND PUBLIC SCHOOLS
Operating Reserves - School Generated Funds (SGF)
August 31, 2022

	A	B	C = A + B	D = C / enrolment
	Reserve Balance 31-Aug-21	2021-22 Surplus/ (Deficit)	Reserve Balance 31-Aug-22	Average \$'s Per Student
Sector 1 - Sherwood Park				
Bev Facey Community High	\$ 111,170	\$ (23,485)	\$ 87,685	\$ 89
Brentwood Elementary	34,080	189	34,269	86
Clover Bar Junior High	76,686	(12,143)	64,543	174
Davidson Creek Elementary	26,733	(1,329)	25,404	41
École Campbelltown	29,596	(8,246)	21,350	58
F.R. Haythorne Junior High	106,033	48,042	154,075	233
Glen Allan Elementary	27,436	(8,522)	18,914	56
Heritage Hills Elementary	29,231	(2,567)	26,664	53
Lakeland Ridge	46,161	26,701	72,862	95
Mills Haven Elementary	42,427	(5,399)	37,028	85
Pine Street Elementary	25,835	3,179	29,014	87
Salisbury Composite High	318,246	(21,128)	297,118	247
Sherwood Heights Junior High	82,973	14,283	97,256	151
Strathcona Christian Academy Elementary	25,598	36,323	61,921	110
Strathcona Christian Academy Secondary	111,488	(29,078)	82,410	139
Wes Hosford Elementary	35,404	(4,178)	31,226	80
Westboro Elementary	16,449	4,708	21,157	64
Woodbridge Farms Elementary	5,146	(1,594)	3,552	11
Sector 2 - Strathcona County				
Ardrossan Elementary	24,248	7,626	31,874	56
Ardrossan Junior Senior High	119,367	83	119,450	138
Fultonvale Elementary Junior High	44,680	4,514	49,194	103
Uncas Elementary	19,113	(10,655)	8,458	43
Sector 3 - Fort Saskatchewan				
École Parc Élémentaire	13,448	2,926	16,374	52
Fort Saskatchewan Christian	20,532	15,635	36,167	93
Fort Saskatchewan Elementary	25,222	(11,170)	14,052	53
Fort Saskatchewan High	76,094	38,809	114,903	263
James Mowat Elementary	49,210	4,101	53,311	129
Rudolph Hennig Junior High	50,427	(7,200)	43,227	92
SouthPointe School	17,349	(1,199)	16,150	27
Win Ferguson Elementary	19,520	4,154	23,674	58
Sector 4 - Lamont County				
Andrew School	28,300	(5,852)	22,448	380
Bruderheim School	9,769	(2,963)	6,806	57
Lamont Elementary	15,976	332	16,308	54
Lamont High	45,479	(11,051)	34,428	113
Mundare School	33,182	1,004	34,186	338
Sector 5 - County of Minburn				
A.L. Horton Elementary	73,582	18,586	92,168	279
Vegreville Composite High	62,473	8,469	70,942	204
Next Step Outreach	25,344	(3,509)	21,835	91
Next Step Continuing Education	17,368	14,579	31,947	N/A
Total School Generated Funds	\$ 1,941,375	\$ 82,975	\$ 2,024,350	\$ 118



RECOMMENDATION REPORT

DATE: Nov. 17, 2022

TO: Board of Trustees

FROM: Audit Committee

SUBJECT: 2022 Audited Financial Statements

ORIGINATOR: Mark Liguori, Superintendent

RESOURCE STAFF: Candace Cole, Secretary-Treasurer
Leah Lewis, Director, Financial Services

REFERENCE: Board Policy 2: Role of the Board
Board Policy 8: Board Committees

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

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the Aug. 31, 2022 Audited Financial Statements.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will approve the Audited Financial Statements.

Under Board Policy 8: Board Committees, Section 2, the Audit Committee is charged with assisting the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved, by overseeing the processes for managing and reporting on financial activities and related internal controls.

On Nov. 2, 2022, the Audit Committee met and reviewed the Aug. 31, 2022 Audited Financial Statements.

Financial Services has prepared financial statements, including notes, for the year ended Aug. 31, 2022 in the standard format required by Alberta Education. MNP LLP has audited these statements and plans to issue an unqualified opinion.



RECOMMENDATION REPORT

The Statement of Financial Position (Page 5) displays a net financial asset position of \$14.1 million, indicating that EIPS has adequate financial assets to cover liability balances. Additionally, non-financial assets include \$151.1 million of capital assets and \$1.9 million of prepaid expenses. Spent deferred capital contributions total \$144.4 million and is comprised of provincial funding spent on capital assets. This balance will decrease over time as these assets are used. Also shown is the accumulated surplus of \$22.7 million which represents net resources available to carry out EIPS operations in the future.

The Statement of Operations (Page 6) summarizes the operating deficit of \$1.7 million. As per Public Sector Accounting Standards, the budget numbers reflect those approved by the Board in the spring of 2021.

COMMUNICATION PLAN:

Following approval, the financial statements will be submitted to Alberta Education and posted on the EIPS website.

ATTACHMENTS:

1. Financial Statements

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2022**
[Education Act, Sections 139, 140, 244]

The Board of Trustees of Elk Island Public Schools

Legal Name of School Jurisdiction

683 Wye Road Sherwood Park AB T8B 1N2

Mailing Address

780-464-3477 finance.dept@eips.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of The Board of Trustees of Elk Island Public Schools presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Trina Boymook
Name

Signature

SUPERINTENDENT

Mark Liguori
Name

Signature

SECRETARY-TREASURER OR TREASURER

Candace Cole
Name

Signature

November 17, 2022

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	3
STATEMENT OF FINANCIAL POSITION	5
STATEMENT OF OPERATIONS	6
STATEMENT OF CASH FLOWS	7
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS	8
STATEMENT OF REMEASUREMENT GAINS AND LOSSES	9
SCHEDULE 1: SCHEDULE OF NET ASSETS	10
SCHEDULE 2: SCHEDULE OF DEFERRED CONTRIBUTIONS	12
SCHEDULE 3: SCHEDULE OF PROGRAM OPERATIONS	14
SCHEDULE 4: SCHEDULE OF OPERATIONS AND MAINTENANCE	15
SCHEDULE 5: SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS	16
SCHEDULE 6: SCHEDULE OF TANGIBLE CAPITAL ASSETS	17
SCHEDULE 7: SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES	18
NOTES TO THE FINANCIAL STATEMENTS	19
SCHEDULE 8: UNAUDITED SCHEDULE OF FEES	29
SCHEDULE 9: UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION	30

Independent Auditor's Report

To The Board of Trustees of Elk Island Public Schools:

Opinion

We have audited the financial statements of The Board of Trustees of Elk Island Public Schools ("EIP"), which comprise the statement of financial position as at August 31, 2022, and the statements of operations, cash flows, change in net financial assets, remeasurement gains and losses, and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of EIP as at August 31, 2022, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of EIP in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information obtained at the date of this auditor's report is information included in the annual education results report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing EIP's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing EIP's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of EIP's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on EIP's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause EIP to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Leduc, Alberta

November 17, 2022

Chartered Professional Accountants

STATEMENT OF FINANCIAL POSITION
As at August 31, 2022 (in dollars)

		2022	2021
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5)	\$ 24,137,436	\$ 31,886,830
Accounts receivable (net after allowances)	(Note 3)	\$ 3,134,623	\$ 2,389,476
Portfolio investments			
Operating	(Schedule 5; Note 4)	\$ 5,007,554	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 32,279,613	\$ 34,276,306
LIABILITIES			
Bank indebtedness	(Note 5)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 6)	\$ 13,756,570	\$ 15,189,971
Unspent deferred contributions	(Schedule 2)	\$ 3,714,566	\$ 2,564,802
Employee future benefits liabilities		\$ 21,000	\$ 21,000
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans		\$ -	\$ -
Capital leases	(Note 7)	\$ 683,578	\$ 874,344
Total liabilities		\$ 18,175,714	\$ 18,650,117
Net financial assets		\$ 14,103,899	\$ 15,626,189
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 151,084,744	\$ 152,326,282
Inventory of supplies		\$ -	\$ -
Prepaid expenses	(Note 8)	\$ 1,933,714	\$ 1,542,009
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 153,018,458	\$ 153,868,291
Net assets before spent deferred capital contributions		\$ 167,122,357	\$ 169,494,480
Spent deferred capital contributions	(Schedule 2)	\$ 144,434,430	\$ 145,127,667
Net assets		\$ 22,687,927	\$ 24,366,813
Net assets	(Note 9)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 22,687,927	\$ 24,366,813
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 22,687,927	\$ 24,366,813
Contractual obligations	(Note 10)		
Contingent liabilities	(Note 11)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2022 (in dollars)

	Budget 2022	Actual 2022	Actual 2021
REVENUES			
Government of Alberta	\$ 180,118,376	\$ 183,799,936	\$ 189,287,928
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 5,433,525	\$ 4,188,857	\$ 2,437,048
Sales of services and products	\$ 2,525,217	\$ 1,785,643	\$ 886,158
Investment income	\$ 195,000	\$ 371,650	\$ 232,339
Donations and other contributions	\$ 1,694,067	\$ 1,204,086	\$ 750,421
Other revenue	\$ 357,387	\$ 312,953	\$ 273,022
Total revenues	\$ 190,323,572	\$ 191,663,125	\$ 193,866,916
EXPENSES			
Instruction - ECS	\$ 8,964,240	\$ 9,717,343	\$ 8,437,526
Instruction - Grades 1 to 12	\$ 146,879,791	\$ 140,383,981	\$ 138,249,533
Operations and maintenance (Schedule 4)	\$ 24,287,497	\$ 25,429,647	\$ 24,601,940
Transportation	\$ 12,301,397	\$ 12,222,632	\$ 11,627,461
System administration	\$ 4,453,394	\$ 4,100,063	\$ 3,998,576
External services	\$ 289,535	\$ 1,488,345	\$ 846,816
Total expenses	\$ 197,175,854	\$ 193,342,011	\$ 187,761,852
Annual operating surplus (deficit)	\$ (6,852,282)	\$ (1,678,886)	\$ 6,105,064
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (6,852,282)	\$ (1,678,886)	\$ 6,105,064
Accumulated surplus (deficit) at beginning of year	\$ 24,366,813	\$ 24,366,813	\$ 18,261,749
Accumulated surplus (deficit) at end of year	\$ 17,514,531	\$ 22,687,927	\$ 24,366,813

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2022 (in dollars)

	2022	2021
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ (1,678,886)	\$ 6,105,064
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 7,012,086	\$ 7,099,955
Net (gain)/loss on disposal of tangible capital assets	\$ (2,000)	\$ (65,479)
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (5,507,111)	\$ (5,583,139)
Deferred capital revenue write-down / adjustment	\$ 29,694	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ -	\$ -
Donations in kind	\$ -	\$ -
	\$ (146,217)	\$ 7,556,401
(Increase)/Decrease in accounts receivable	\$ (745,147)	\$ 1,412,122
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ -	\$ 250,129
(Increase)/Decrease in prepaid expenses	\$ (391,707)	\$ (183,934)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (1,433,401)	\$ 2,318,465
Increase/(Decrease) in unspent deferred contributions	\$ 1,149,764	\$ (1,718,181)
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Capital in accounts payable	\$ (1,871,330)	\$ (2,471,716)
Total cash flows from operating transactions	\$ (3,438,038)	\$ 7,163,286
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (5,800,240)	\$ (9,363,209)
Net proceeds from disposal of unsupported capital assets	\$ 2,000	\$ 65,480
Capital in accounts payable	\$ 1,871,330	\$ 2,471,716
Total cash flows from capital transactions	\$ (3,926,910)	\$ (6,826,013)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (5,007,554)	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ 7,718,731
Total cash flows from investing transactions	\$ (5,007,554)	\$ 7,718,731
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 4,813,874	\$ 6,866,336
Capital lease issuances	\$ -	\$ 953,830
Capital lease payments	\$ (190,766)	\$ (79,486)
Total cash flows from financing transactions	\$ 4,623,108	\$ 7,740,680
Increase (decrease) in cash and cash equivalents	\$ (7,749,394)	\$ 15,796,684
Cash and cash equivalents, at beginning of year	\$ 31,886,830	\$ 16,090,146
Cash and cash equivalents, at end of year	\$ 24,137,436	\$ 31,886,830

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2022 (in dollars)

	Budget 2022	2022	2021
Annual surplus (deficit)	\$ (6,852,282)	\$ (1,678,886)	\$ 6,105,064
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (2,308,704)	\$ (5,800,240)	\$ (9,363,209)
Amortization of tangible capital assets	\$ 6,879,041	\$ 7,012,086	\$ 7,099,955
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (2,000)	\$ (65,479)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 2,000	\$ 65,480
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -	\$ -
Other changes Disposal of supported capital asset	\$ -	\$ 29,694	\$ -
Total effect of changes in tangible capital assets	\$ 4,570,337	\$ 1,241,540	\$ (2,263,253)
Acquisition of inventory of supplies	\$ -	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ 250,129
(Increase)/Decrease in prepaid expenses	\$ -	\$ (391,707)	\$ (183,934)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ -	\$ (693,237)	\$ 1,283,197
Other changes	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets	\$ (2,281,945)	\$ (1,522,290)	\$ 5,191,203
Net financial assets at beginning of year	\$ 15,626,189	\$ 15,626,189	\$ 10,434,986
Net financial assets at end of year	\$ 13,344,244	\$ 14,103,899	\$ 15,626,189

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2022 (in dollars)

	2022	2021
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Other Adjustment	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2022 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2021	\$ 24,366,813	\$ -	\$ 24,366,813	\$ 6,324,280	\$ -	\$ 0	\$ 16,854,299	\$ 1,188,234
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2021	\$ 24,366,813	\$ -	\$ 24,366,813	\$ 6,324,280	\$ -	\$ 0	\$ 16,854,299	\$ 1,188,234
Operating surplus (deficit)	\$ (1,678,886)		\$ (1,678,886)			\$ (1,678,886)		
Board funded tangible capital asset additions				\$ 956,672		\$ (386,742)	\$ (87,442)	\$ (482,488)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ (2,000)		\$ 2,000
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (7,012,086)		\$ 7,012,086		
Capital revenue recognized	\$ -			\$ 5,507,111		\$ (5,507,111)		
Debt principal repayments (unsupported)	\$ -			\$ 190,766		\$ (190,766)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (7,554)	\$ 7,554	
Net transfers from operating reserves	\$ -					\$ 1,760,973	\$ (1,760,973)	
Net transfers to capital reserves	\$ -					\$ (1,000,000)		\$ 1,000,000
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2022	\$ 22,687,927	\$ -	\$ 22,687,927	\$ 5,966,743	\$ -	\$ 0	\$ 15,013,438	\$ 1,707,746

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2022 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2021	\$ 16,584,343	\$ 1,171,005	\$ -	\$ 17,229	\$ 79,774	\$ -	\$ 184,549	\$ -	\$ 5,633	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2021	\$ 16,584,343	\$ 1,171,005	\$ -	\$ 17,229	\$ 79,774	\$ -	\$ 184,549	\$ -	\$ 5,633	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (87,442)	\$ (482,488)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 2,000		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ -		\$ -		\$ -		\$ -		\$ 7,554	
Net transfers from operating reserves	\$ (1,730,089)		\$ -		\$ (6,685)		\$ (24,199)			
Net transfers to capital reserves		\$ 1,000,000		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2022	\$ 14,766,812	\$ 1,690,517	\$ -	\$ 17,229	\$ 73,089	\$ -	\$ 160,350	\$ -	\$ 13,187	\$ -

**SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2022 (in dollars)**

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2021	\$ 1,581,802	\$ -	\$ -	\$ 70,161	\$ 1,651,963	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ 1,581,802	\$ -	\$ -	\$ 70,161	\$ 1,651,963	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ 805,910	\$ 805,910	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ (12,275)	\$ (12,275)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ 18,730	\$ -	\$ -	\$ -	\$ 18,730	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ (117,690)	\$ -	\$ -	\$ -	\$ (117,690)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2022	\$ 1,482,842	\$ -	\$ -	\$ 863,796	\$ 2,346,638	\$ -	\$ -	\$ -	\$ -	\$ -
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2021	\$ -	\$ 521,246	\$ -	\$ -	\$ 521,246	\$ 50,366	\$ -	\$ -	\$ -	\$ 50,366
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ 521,246	\$ -	\$ -	\$ 521,246	\$ 50,366	\$ -	\$ -	\$ -	\$ 50,366
Received during the year (excluding investment income)	\$ 2,265,617	\$ 2,043,133	\$ 318,806		\$ 4,627,556	\$ (233,084)	\$ -	\$ -	\$ -	\$ (233,084)
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 643,052	\$ -	\$ -	\$ -	\$ 643,052
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (44,185)	\$ -	\$ -	\$ -	\$ (44,185)
Investment earnings - Received during the year	\$ -	\$ 16,911	\$ -	\$ -	\$ 16,911	\$ 15,579	\$ -	\$ -	\$ -	\$ 15,579
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ 117,690	\$ -	\$ -	\$ -	\$ 117,690	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ (2,383,307)	\$ (1,546,924)	\$ (318,806)		\$ (4,249,037)	\$ (365,783)	\$ -	\$ -	\$ -	\$ (365,783)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2022	\$ -	\$ 1,034,366	\$ -	\$ -	\$ 1,034,366	\$ 65,945	\$ -	\$ -	\$ -	\$ 65,945
Total Unspent Deferred Contributions at August 31, 2022	\$ 1,482,842	\$ 1,034,366	\$ -	\$ 863,796	\$ 3,381,004	\$ 65,945	\$ -	\$ -	\$ -	\$ 65,945
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2021	\$ 11,042,822	\$ 4,337,129	\$ -	\$ 870,897	\$ 16,250,848	\$ 126,987,566	\$ -	\$ -	\$ 1,369,193	\$ 128,356,759
Prior period adjustments - please explain:	\$ (2,672,237)	\$ 2,672,237		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ 8,370,585	\$ 7,009,366	\$ -	\$ 870,897	\$ 16,250,848	\$ 126,987,566	\$ -	\$ -	\$ 1,369,193	\$ 128,356,759
Donated tangible capital assets				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects					\$ -	\$ -				\$ -
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 2,383,307	\$ 1,546,924	\$ 318,806	\$ -	\$ 4,249,037	\$ 365,783	\$ -	\$ -	\$ -	\$ 365,783
Amounts recognized as revenue (Amortization of SDCC)	\$ (430,350)	\$ (374,089)	\$ (12,752)	\$ (38,398)	\$ (855,589)	\$ (4,617,635)	\$ -	\$ -	\$ -	\$ (4,617,635)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (29,694)	\$ (29,694)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2022	\$ 10,323,542	\$ 8,182,201	\$ 306,054	\$ 832,499	\$ 19,644,296	\$ 122,735,714	\$ -	\$ -	\$ 1,339,499	\$ 124,075,213

SCHEDULE 2

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)					
Balance at August 31, 2021	\$ -	\$ 339,854	\$ 1,373	\$ 341,227	\$ 1,993,190
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2021	\$ -	\$ 339,854	\$ 1,373	\$ 341,227	\$ 1,993,190
Received during the year (excluding investment income)	\$ -	\$ 224,108	\$ 1,342	\$ 225,450	\$ 1,031,360
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (320,087)	\$ (225)	\$ (320,312)	\$ (332,587)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 18,730
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ (117,690)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2022	\$ -	\$ 243,875	\$ 2,490	\$ 246,365	\$ 2,593,003
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 571,612
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 571,612
Received during the year (excluding investment income)	\$ -	\$ 250,000	\$ -	\$ 250,000	\$ 4,644,472
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 643,052
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ (44,185)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 32,490
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ 117,690
Transferred from (to) SDCC	\$ -	\$ (228,748)	\$ -	\$ (228,748)	\$ (4,843,568)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2022	\$ -	\$ 21,252	\$ -	\$ 21,252	\$ 1,121,563
Total Unspent Deferred Contributions at August 31, 2022	\$ -	\$ 265,127	\$ 2,490	\$ 267,617	\$ 3,714,566
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2021	\$ -	\$ 520,060	\$ -	\$ 520,060	\$ 145,127,667
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2021	\$ -	\$ 520,060	\$ -	\$ 520,060	\$ 145,127,667
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects				\$ -	\$ -
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 228,748	\$ -	\$ 228,748	\$ 4,843,568
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (33,887)	\$ -	\$ (33,887)	\$ (5,507,111)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ (29,694)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2022	\$ -	\$ 714,921	\$ -	\$ 714,921	\$ 144,434,430

SCHEDULE OF PROGRAM OPERATIONS
For the Year Ended August 31, 2022 (in dollars)

REVENUES	2022							2021
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 8,726,286	\$ 133,668,704	\$ 16,633,721	\$ 10,517,962	\$ 6,358,237	\$ 354,531	\$ 176,259,441	\$ 183,157,401
(2) Alberta Infrastructure	\$ -	\$ -	\$ 4,661,820	\$ -	\$ -	\$ 27,455	\$ 4,689,275	\$ 5,401,287
(3) Other - Government of Alberta	\$ -	\$ 132,455	\$ 1,963,398	\$ -	\$ -	\$ 292,463	\$ 2,388,316	\$ 315,168
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Other Alberta school authorities	\$ -	\$ 21,295	\$ -	\$ 20,968	\$ -	\$ 420,641	\$ 462,904	\$ 414,072
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 2,729	\$ 2,840,374	\$ -	\$ 1,345,754	\$ -	\$ -	\$ 4,188,857	\$ 2,437,048
(10) Sales of services and products	\$ -	\$ 1,683,521	\$ 1,274	\$ 4,052	\$ -	\$ 96,796	\$ 1,785,643	\$ 886,158
(11) Investment income	\$ -	\$ 371,650	\$ -	\$ -	\$ -	\$ -	\$ 371,650	\$ 232,339
(12) Gifts and donations	\$ -	\$ 1,001,385	\$ 9,150	\$ -	\$ -	\$ 2,680	\$ 1,013,215	\$ 684,561
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 310,953	\$ 310,953	\$ 207,543
(14) Fundraising	\$ -	\$ 190,871	\$ -	\$ -	\$ -	\$ -	\$ 190,871	\$ 65,860
(15) Gains on disposal of tangible capital assets	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ 65,479
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 8,729,015	\$ 139,912,255	\$ 23,269,363	\$ 11,888,736	\$ 6,358,237	\$ 1,505,519	\$ 191,663,125	\$ 193,866,916
EXPENSES								
(18) Certificated salaries	\$ 4,014,601	\$ 82,155,777	\$ -	\$ -	\$ 851,523	\$ 482,047	\$ 87,503,948	\$ 87,462,968
(19) Certificated benefits	\$ 911,995	\$ 19,193,366	\$ -	\$ -	\$ 135,497	\$ 55,428	\$ 20,296,286	\$ 19,597,510
(20) Non-certificated salaries and wages	\$ 3,089,607	\$ 19,942,988	\$ 2,840,014	\$ 1,068,235	\$ 1,767,968	\$ 205,491	\$ 28,914,303	\$ 28,228,189
(21) Non-certificated benefits	\$ 937,511	\$ 5,493,569	\$ 676,869	\$ 203,644	\$ 316,367	\$ 42,799	\$ 7,670,759	\$ 7,104,590
(22) SUB - TOTAL	\$ 8,953,714	\$ 126,785,700	\$ 3,516,883	\$ 1,271,879	\$ 3,071,355	\$ 785,765	\$ 144,385,296	\$ 142,393,257
(23) Services, contracts and supplies	\$ 711,082	\$ 12,355,056	\$ 16,350,259	\$ 10,901,180	\$ 924,472	\$ 702,580	\$ 41,944,629	\$ 38,268,640
(24) Amortization of supported tangible capital assets	\$ 1,847	\$ 43,690	\$ 5,461,574	\$ -	\$ -	\$ -	\$ 5,507,111	\$ 5,583,139
(25) Amortization of unsupported tangible capital assets	\$ 50,700	\$ 1,199,535	\$ 100,931	\$ 49,573	\$ 104,236	\$ -	\$ 1,504,975	\$ 1,516,816
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) TOTAL EXPENSES	\$ 9,717,343	\$ 140,383,981	\$ 25,429,647	\$ 12,222,632	\$ 4,100,063	\$ 1,488,345	\$ 193,342,011	\$ 187,761,852
(31) OPERATING SURPLUS (DEFICIT)	\$ (988,328)	\$ (471,726)	\$ (2,160,284)	\$ (333,896)	\$ 2,258,174	\$ 17,174	\$ (1,678,886)	\$ 6,105,064

SCHEDULE OF OPERATIONS AND MAINTENANCE
For the Year Ended August 31, 2022 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2022 TOTAL Operations and Maintenance	2021 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ -	\$ 2,171,636	\$ -	\$ -	\$ 668,378			\$ 2,840,014	\$ 2,825,480
Non-certificated benefits	\$ -	\$ 522,510	\$ -	\$ -	\$ 154,359			\$ 676,869	\$ 660,153
SUB-TOTAL REMUNERATION	\$ -	\$ 2,694,146	\$ -	\$ -	\$ 822,737			\$ 3,516,883	\$ 3,485,633
Supplies and services	\$ 5,572,084	\$ 3,245,013	\$ 77,403	\$ 540,436	\$ 2,289,534			\$ 11,724,470	\$ 11,044,540
Electricity			\$ 1,780,305					\$ 1,780,305	\$ 1,696,674
Natural gas/heating fuel			\$ 951,026					\$ 951,026	\$ 758,976
Sewer and water			\$ 226,240					\$ 226,240	\$ 189,340
Telecommunications			\$ 267,420					\$ 267,420	\$ 261,896
Insurance					\$ 239,875			\$ 239,875	\$ 414,145
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 5,461,574	\$ 5,461,574	\$ 5,537,602
Unsupported						\$ 100,931		\$ 100,931	\$ 124,111
TOTAL AMORTIZATION						\$ 100,931	\$ 5,461,574	\$ 5,562,505	\$ 5,661,713
Interest on capital debt									
Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ 1,160,923				\$ 1,160,923	\$ 1,089,023
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ -
TOTAL EXPENSES	\$ 5,572,084	\$ 5,939,159	\$ 3,302,394	\$ 1,701,359	\$ 3,352,146	\$ 100,931	\$ 5,461,574	\$ 25,429,647	\$ 24,601,940

SQUARE METRES									
School buildings								208,763.9	205,495.0
Non school buildings								4,152.0	4,276.0

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
For the Year Ended August 31, 2022 (in dollars)**

Cash & Cash Equivalents

	2022			2021
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 24,137,436	\$ 24,137,436	\$ 31,886,830
Cash equivalents				
Government of Canada, direct and guaranteed		-	-	-
Provincial, direct and guaranteed		-	-	-
Corporate		-	-	-
Other, including GIC's		-	-	-
Total cash and cash equivalents		\$ 24,137,436	\$ 24,137,436	\$ 31,886,830

Portfolio Investments

	2022			2021	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	4.24%	\$ 5,007,554	\$ 5,007,554	\$ 5,007,554	\$ -
Bonds and mortgages		-	-	-	-
	4.24%	5,007,554	5,007,554	5,007,554	-
		-	-	-	-
Total portfolio investments	4.24%	\$ 5,007,554	\$ 5,007,554	\$ 5,007,554	\$ -

See Note 4 for additional detail.

Portfolio investments

Operating

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2022	2021
Cost	\$ 5,007,554	\$ -
Unrealized gains and losses	-	-
	5,007,554	-
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
Total portfolio investments	\$ 5,007,554	\$ -

The following represents the maturity structure for portfolio investments based on principal amount:

	2022	2021
Under 1 year	100.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	<u>100.0%</u>	<u>0.0%</u>

SCHEDULE 6

School Jurisdiction Code: 2195

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2022 (in dollars)**

Tangible Capital Assets	2022							2021
	Land	Work In Progress	Buildings	Equipment and Furnishings	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			25-50 Years	5-25 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 1,507,357	\$ 3,208,393	\$ 247,209,609	\$ 14,723,162	\$ 2,447,670	\$ 7,681,953	\$ 276,778,144	271,587,420
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	1,979,977	2,678,063	754,154	-	388,046	5,800,240	9,363,209
Transfers in (out)	-	(3,208,393)	3,208,393	-	-	-	-	-
Less disposals including write-offs	(29,693)	-	(362,147)	(519,041)	(13,445)	(2,205,057)	(3,129,383)	(4,172,485)
Historical cost, August 31, 2022	\$ 1,477,664	\$ 1,979,977	\$ 252,733,918	\$ 14,958,275	\$ 2,434,225	\$ 5,864,942	\$ 279,449,001	\$ 276,778,144
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 107,053,072	\$ 9,430,469	\$ 2,002,405	\$ 5,965,916	\$ 124,451,862	121,524,391
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	4,742,028	1,524,028	139,525	606,504	7,012,085	7,099,956
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(362,147)	(519,041)	(13,445)	(2,205,057)	(3,099,690)	(4,172,485)
Accumulated amortization, August 31, 2022	\$ -	\$ -	\$ 111,432,953	\$ 10,435,456	\$ 2,128,485	\$ 4,367,363	\$ 128,364,257	\$ 124,451,862
Net Book Value at August 31, 2022	\$ 1,477,664	\$ 1,979,977	\$ 141,300,965	\$ 4,522,819	\$ 305,740	\$ 1,497,579	\$ 151,084,744	
Net Book Value at August 31, 2021	\$ 1,507,357	\$ 3,208,393	\$ 140,156,537	\$ 5,292,693	\$ 445,265	\$ 1,716,037		\$ 152,326,282

	2022	2021
Total cost of assets under capital lease	\$ 953,830	\$ 953,830
Total amortization of assets under capital lease	\$ 381,532	\$ 190,766

Assets under capital lease include equipment with a total cost of \$953,830 (2021 - \$953,830) and accumulated amortization of \$381,532 (2021 - \$190,766).

Work in Progress includes \$1,979,977 for betterments to existing buildings (2021 - \$3,208,393).

Buildings include leasehold improvements with a total cost of \$492,393 (2021 - \$492,393) and accumulated amortization of \$412,341 (2021 - \$403,446) as well as site improvements with a total cost of \$2,075,452 (2021 - \$2,075,452) and accumulated amortization of \$384,224 (2021 - \$311,306).

SCHEDULE 7

School Jurisdiction Code: 2195

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2022 (in dollars)**

Board Members:		FTE	Remuneration	Benefits	Allowances	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Trina Boymook, Chair		1.00	\$48,257	\$2,797	\$4,593		\$0	\$2,229
Randy Footz		1.00	\$35,560	\$1,430	\$7,990		\$0	\$3,697
Colleen Holowaychuk, Vice Chair		1.00	\$41,734	\$4,114	\$8,666		\$0	\$2,681
Don Irwin		1.00	\$35,560	\$1,430	\$3,240		\$0	\$2,220
Jim Seutter		1.00	\$35,560	\$0	\$4,590		\$0	\$1,210
Catherine Allen		0.80	\$29,928	\$3,069	\$2,713		\$0	\$2,383
Susan Miller		0.80	\$29,934	\$3,223	\$3,843		\$0	\$2,860
Jacqueline Shotbolt		0.80	\$29,934	\$3,223	\$3,843		\$0	\$2,243
Ralph Sorochan		0.80	\$29,934	\$3,223	\$3,843		\$0	\$2,588
William Gordon		0.20	\$5,626	\$0	\$747		\$0	\$0
Annette Hubick		0.20	\$5,632	\$304	\$527		\$0	\$0
Harvey Stadnick		0.20	\$5,626	\$0	\$747		\$0	\$0
Heather Wall		0.20	\$5,626	\$316	\$747		\$0	\$0
Subtotal		9.00	\$338,911	\$23,129	\$46,089		\$0	\$22,111
Name, Superintendent 1	Mark Liguori, Superintendent	1.00	\$225,816	\$51,158	\$6,000	\$0	\$0	\$8,321
Name, Superintendent 2		-	\$0	\$0	\$0	\$0	\$0	\$0
Name, Superintendent 3		-	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 1	Candace Cole, Secretary-Treasurer	1.00	\$171,582	\$34,784	\$0	\$0	\$5,461	\$4,518
Name, Treasurer 2		-	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 3		-	\$0	\$0	\$0	\$0	\$0	\$0
Name, Other		-	\$0	\$0	\$0	\$0	\$0	\$0
Certificated			\$87,167,706	\$20,245,128	\$22,462	\$63,905	\$18,059	
School based		828.00						
Non-School based		22.00						
Non-certificated			\$28,288,651	\$7,612,846	\$0	\$0	\$63,609	
Instructional		372.00						
Operations & Maintenance		33.00						
Transportation		10.00						
Other		39.00						
TOTALS FOR THE YEAR ENDED AUGUST 31, 2022		1,315.00	\$116,192,666	\$27,967,045	\$74,551	\$63,905	\$87,129	\$34,950
TOTALS FOR THE YEAR ENDED AUGUST 31, 2021		1,305.30	\$115,175,330	\$26,702,100	\$74,638	\$228,178	\$213,011	\$8,092

(1) Other Accrued Unpaid Benefits Include: Accrued Vacation Time

1. Authority and purpose

The Board of Trustees of Elk Island Public Schools ["EIPS"] was established under the authority of the *Education Act*, 2012, Chapter E-0.3, to provide education programs in the counties of Strathcona No. 20, Lamont No. 30, the western portion of Minburn No. 27, and the City of Fort Saskatchewan.

EIPS receives allocations under Education Grants Regulation (AR 120/2008) from the Government of Alberta. The regulation allows for the setting of conditions and use of grant monies. EIPS is limited on certain funding allocations and administrative expenses.

2. Summary of significant accounting policies

Basis of presentation and use of estimates

These financial statements have been prepared in accordance with the Chartered Professional Accountants of Canada Public Sector Accounting Standards. The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates which have been made using careful judgment. Significant areas requiring the use of estimates include accrued liabilities and the useful lives of tangible capital assets. Actual results could differ from those estimates. The financial statements have been prepared within the framework of the significant accounting policies summarized below.

Financial instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. EIPS recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, debt, and other liabilities. Unless otherwise noted, it is management's opinion that EIPS is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items upon initial recognition.

Cash and cash equivalents

Cash and cash equivalents include cash and investments with maturity dates of three months or less.

EIPS has invested surplus funds in accordance with Section 54(2) of the *Education Act*.

Portfolio investments

Portfolio investments consist of guaranteed investment certificates with initial maturity dates in excess of 90 days recorded at cost.

Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the operating surplus (deficit), provides the change in net financial assets (debt) for the year.

2. Summary of significant accounting policies [continued]

Tangible capital assets

Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.

Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to EIPS are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the value of the minimum lease payments excluding executor costs.

Tangible capital assets are amortized over their estimated useful lives on a straight-line basis as follows:

Buildings	25 to 50 years
Equipment and furnishings	5 to 25 years
Vehicles and buses	5 to 10 years
Computer hardware and software	3 to 5 years

Only tangible capital assets with costs in excess of \$5,000 are capitalized.

Amortization is not recorded on assets under construction. A full year of amortization is recorded on all tangible capital asset additions in the year the asset is acquired, or in the year construction is completed and the asset is ready for its productive use.

Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of EIPS to provide services or when the value of future economic benefits associated with the assets are less than their net book value. For supported assets, the write-downs are accounted for as reductions to spent deferred capital contributions.

Deferred contributions

Deferred contributions includes contributions received for operations that have stipulations that meet the definition of a liability per Public Sector Accounting Standards Section PS 3200 *Liabilities*. These contributions are recognized by EIPS once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

2. Summary of significant accounting policies [continued]

Deferred contributions also includes contributions for capital expenditures, unspent and spent:

- Unspent deferred capital contributions represents externally restricted supported capital funds provided for a specific capital purpose received or receivable by EIPS but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per Section PS 3200 when expended.
- Spent deferred capital contributions represents externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related tangible capital asset. Amortization over the useful life of the related tangible capital asset is due to certain stipulations related to the contributions that require EIPS to use the asset in a prescribed manner over the life of the associated asset.

Operating and capital reserves

Operating reserves are established to provide for the costs of future operating expenses. Capital reserves are established to provide for future replacement or upgrading of tangible capital assets. These reserves are established and expended in accordance with policies established by the Board of Trustees or external restrictions specified by the Government of Alberta.

Pensions

Pension costs included in these financial statements comprise the cost of employer contributions for current service of employees during the year.

EIPS participates in the multi-employer Local Authorities Pension Plan, which is accounted for as a defined contribution plan with the cost of the pension benefits recognized as contributions are payable. Annual contributions expensed for the year ended August 31, 2022 were \$2,194,075 [2021 – \$2,285,548]. At December 31, 2021, the Local Authorities Pension Plan reported a surplus of \$11,922,000,000 [2020 – surplus of \$4,961,337,000].

Teachers' Retirement Fund contributions by the Government of Alberta for current service are a component part of education system costs and are formally recognized in the accounts of the school jurisdictions, even though the jurisdictions have no legal obligation to pay these costs. Current service contributions have been recognized as revenue from the Government of Alberta and as certificated benefits expense. Annual contributions by the Government of Alberta for the year ended August 31, 2022 were \$8,957,253 [2021 – \$9,105,628]. At August 31, 2021, the Teachers' Retirement Fund reported a surplus of \$5,319,335,000 [2020 – surplus of \$3,082,168,000].

Revenue recognition

Instruction grants and fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered. Rental and other sales and services are recognized as revenue as sales and services are provided. Investment income is recognized as revenue on the accrual basis.

Eligibility criteria are criteria that EIPS has to meet in order to receive certain contributions. Stipulations describe what EIPS must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

2. Summary of significant accounting policies [continued]

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with Section PS 3200. Such liabilities are recorded as deferred contributions. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred operating contributions and recognized as revenue in the year the stipulated related expenses are incurred;
- Unspent deferred capital contributions; and
- Spent deferred capital contributions.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of expenses

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

Program reporting

EIPS's operations have been segmented as follows:

- **ECS Instruction:** The provision of Early Childhood instructional services that fall under the basic public education mandate.
- **Grades 1 to 12 Instruction:** The provision of instructional services for Grade 1 to Grade 12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services [to and from school], whether contracted or board operated, including transportation facilities.
- **System Administration:** The provision of board governance and system-based/central office administration.
- **External Services:** All projects, activities and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

2. Summary of significant accounting policies [continued]

Contributed services

Volunteers assist schools operated by EIPS in carrying out certain activities. Because of the difficulty of determining the fair value of such services, and the fact that such assistance is generally not otherwise purchased, contributed services are not recognized in the financial statements.

Trusts under administration

EIPS administers funds under trust agreements on behalf of various beneficiaries. Trusts under administration are disclosed in note 13 and excluded from the financial reporting of EIPS.

Future changes in accounting standards

During the fiscal year 2022-23, EIPS will adopt the following new accounting standard of the Public Sector Accounting Board:

PS 3280 Asset Retirement Obligations

This accounting standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. EIPS plans to adopt this accounting standard on a modified retroactive basis, consistent with the transitional provisions in PS 3280, and information presented for comparative purposes will be restated. The impact of the adoption of this accounting standard on the financial statements is currently being analyzed.

3. Accounts receivable

	2022	2021
	\$	\$
Alberta Education	1,973,614	1,281,650
Alberta Infrastructure	643,052	233,084
Government of Canada – Goods and Services Tax	412,299	397,492
Municipal construction deposits	—	180,647
Other	105,658	296,603
	3,134,623	2,389,476

4. Portfolio investments

EIPS's portfolio investments of \$5,000,000 [2021 - nil] consist of guaranteed investment certificates with interest rates ranging from 4.20% to 4.27% and maturity dates of August 18, 2023.

5. Bank indebtedness

EIPS has a \$5,000,000 revolving credit facility available for operations which bears interest at prime less 0.5% and is due on demand. At August 31, 2022, nil [2021 – nil] was drawn on the facility. The prime rate at August 31, 2022 was 4.70% [2021 – 2.45%].

EIPS has access to a \$4,000,000 corporate credit card facility for operations.

6. Accounts payable and accrued liabilities

	2022 \$	2021 \$
Accrued vacation pay liabilities	814,598	773,395
Other employee-related accrued liabilities	4,990,452	4,480,807
Prepaid student fees and other unearned revenue	1,713,771	1,877,321
Trade accounts payable and accrued liabilities	6,237,749	8,058,448
	13,756,570	15,189,971

7. Obligation under capital lease

Capital leases are funded by EIPS and consist of the following:

	2022 \$	2021 \$
Equipment, due 2026 with a net book value of \$572,298 [2021 - \$763,064]	683,578	874,344
	683,578	874,344

The lease is non-interest bearing. Payments due over the next five years are as follows:

	\$
2023	190,766
2024	190,766
2025	190,766
2026	111,280
2027	—
	683,578

8. Prepaid expenses

	2022 \$	2021 \$
Prepaid insurance	187,606	177,626
Prepaid software	1,329,396	955,932
Prepaid professional development	244,229	222,826
Prepaid monthly rent	7,420	104,690
Other	165,063	80,935
	1,933,714	1,542,009

9. Net assets

	2022 \$	2021 \$
Reserves for operations	12,989,088	14,912,924
School generated funds	2,024,350	1,941,375
Total operating reserves	15,013,438	16,854,299
Investment in tangible capital assets	5,966,743	6,324,280
Capital reserves	1,707,746	1,188,234
	22,687,927	24,366,813

10. Contractual obligations

EIPS has contractual obligations and other commitments as follows:

	Building projects \$	Building leases	Service providers \$	Total \$
2023	697,940	73,730	2,131,511	2,903,181
2024	—	73,730	480,025	553,755
2025	—	73,730	199,585	273,315
2026	—	—	200,992	200,992
2027	—	—	143,484	143,484
Thereafter	—	—	439,120	439,120
	697,940	221,190	3,594,717	4,513,847

In addition, EIPS has lease commitments in place for two schools. These commitments consist of a fixed annual commitment of \$445,920 [2021 – \$445,920] plus variable annual commitments currently totaling \$721,032 [2021 – \$661,315]. The lease agreements expire in 2032.

11. Contingent liabilities

In the ordinary course of operations various claims and lawsuits are brought against EIPS. The ultimate settlement of such matters is not expected to be significant to the overall financial position of EIPS. The resolution of such matters and the amount of loss, if any, will be accounted for in the period of determination.

EIPS is a member of Genesis Reciprocal Insurance Exchange. Under the terms of its membership, EIPS could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange.

12. School generated funds

	2022	2021
	\$	\$
Beginning balance	1,942,501	1,939,480
Fees	2,840,374	1,389,784
Fundraising	190,871	65,860
Gifts and donations	635,896	414,714
Other sales and services	1,753,981	869,233
	5,421,122	2,739,591
Uses of funds	(3,805,160)	(2,096,699)
Total direct cost of goods sold to raise funds	(1,531,623)	(639,871)
	(5,336,783)	(2,736,570)
Ending balance	2,026,840	1,942,501
Balance included in deferred contributions	2,490	1,126
Balance included in accumulated surplus	2,024,350	1,941,375
	2,026,840	1,942,501

13. Trusts under administration

The following trust balances represent assets that are held in trust by EIPS but not recorded in the financial statements of EIPS.

	2022	2021
	\$	\$
Scholarship trust funds	121,848	141,051
Other trusts	24,786	23,794
	146,634	164,845

14. Statement of cash flows

Supplementary disclosures in respect of the statement of cash flows are as follows:

	2022	2021
	\$	\$
Interest received	399,738	405,042
Interest paid - supported	—	—

15. Related party transactions

EIPS's primary source of revenue is from the Government of Alberta through its related departments. EIPS's ability to continue its operations is dependent on this funding.

Related parties are departments controlled by the Government of Alberta and entities controlled by those departments. The amounts due to and from related parties bear no interest and are unsecured, with no stated terms of repayment. Revenues and expenses are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

	Balances		Transactions	
	Financial assets \$	Liabilities \$	Revenues \$	Expenses \$
Government of Alberta				
Alberta Education				
Receivables/payables	1,973,614	1,500,620	—	—
Deferred revenue	—	2,346,638	—	—
Unspent deferred capital contributions	—	1,034,366	—	—
Spent deferred capital contributions	—	19,644,296	—	—
Alberta Teachers' Retirement Fund contributions	—	—	8,957,253	—
Revenues/expenses	—	—	167,302,188	—
Alberta Infrastructure				
Receivables/payables	643,052	938	—	—
Unspent deferred capital contributions	—	65,945	—	—
Spent deferred capital contributions	—	122,735,714	—	—
Revenues/expenses	—	—	4,689,275	—
Treasury Board and Finance				
Spent deferred capital contributions	—	1,339,499	—	—
Alberta Health Services	15,708	—	1,371,893	1,151,136
Ministry of Health	—	—	812,263	812,263
Other Government of Alberta ministries	—	—	70,395	839
Other Alberta school jurisdictions	33,468	477	462,904	78,857
Post-secondary institutions	—	—	133,765	3,135
Other related parties				
Alberta Pension Services Corporation	—	113,994	—	2,194,075
Total 2021-22	2,665,842	148,782,487	183,799,936	4,240,305
Total 2020-21	1,749,038	148,985,666	189,287,928	2,366,007

16. Unaudited information

The unaudited schedule of fees and unaudited schedule of system administration were prepared by EIPS administration and approved by the Board of Trustees. Amounts in these schedules are presented for information purposes only and have not been audited.

17. Comparative figures

Certain comparative figures have been reclassified to conform to the current year's presentation.

18. Budget amounts

The budget was prepared by EIPS and approved by the Board of Trustees on May 26, 2021.

19. Significant event

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a global pandemic, which continues to spread in Canada and around the world. This pandemic is evolving and EIPS continues to respond with public health measures and financial assistance as necessary. The duration and potential impacts of COVID-19 are unknown at this time. As a result, we are unable to estimate the effect of these developments on the financial statements.

Draft for discussion purposes only

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2022 (in dollars)

	Actual Fees Collected 2020/2021	Budgeted Fee Revenue 2021/2022	(A) Actual Fees Collected 2021/2022	(B) Unspent September 1, 2021*	(C) Funds Raised to Defray Fees 2021/2022	(D) Expenditures 2021/2022	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2022*
Transportation Fees	\$1,047,264	\$1,606,525	\$1,345,754	\$0	\$0	\$1,345,754	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$3,352	\$124,200	\$57,252	\$526	\$0	\$55,784	\$1,994
Fees for optional courses	\$558,174	\$741,800	\$786,986	\$56,471	\$0	\$750,592	\$92,865
Activity fees	\$25,386	\$1,483,000	\$575,609	\$16,023	\$0	\$503,440	\$88,192
Early childhood services	\$0	\$0	\$2,729	\$0	\$0	\$2,729	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$127,895	\$784,000	\$557,551	\$37,264	\$0	\$509,387	\$85,428
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$649,888	\$660,000	\$779,334	\$45,903	\$0	\$801,558	\$23,679
Non-curricular goods and services	\$25,089	\$34,000	\$83,642	\$12,164	\$0	\$59,236	\$36,570
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$2,437,048	\$5,433,525	\$4,188,857	\$168,351	\$0	\$4,028,480	\$328,728

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2022	Actual 2021
Cafeteria sales, hot lunch, milk programs	\$547,914	\$287,732
Special events, graduation, tickets	\$158,998	\$0
International and out of province student revenue	\$15,392	\$44,122
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$557,747	\$312,703
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$111,779	\$102,985
Lost item replacement fee	\$26,781	\$1,165
Parent paid donations and fundraising (estimated)	\$343,378	\$195,314
Other	\$0	\$0
TOTAL	\$1,761,989	\$944,021

SCHEDULE 9

**UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2022 (in dollars)**

EXPENSES	Allocated to System Administration 2022			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 431,598	\$ 35,823	\$ -	\$ 467,421
Educational administration (excluding superintendent)	606,015	26,983	-	632,998
Business administration	393,354	119,955	-	513,309
Board governance (Board of Trustees)	408,128	182,667	-	590,795
Information technology	290,452	261,760	-	552,212
Human resources	671,108	66,227	-	737,335
Central purchasing, communications, marketing	236,209	18,126	-	254,335
Payroll	34,491	213	-	34,704
Administration - insurance			4,486	4,486
Administration - amortization			104,236	104,236
Administration - other (admin building, interest)			208,232	208,232
	-	-	-	-
	-	-	-	-
	-	-	-	-
TOTAL EXPENSES	\$ 3,071,355	\$ 711,754	\$ 316,954	\$ 4,100,063
Less: Amortization of unsupported tangible capital assets				(\$104,236)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				3,995,827

REVENUES	2022
System Administration grant from Alberta Education	6,297,328
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	60,909
System Administration funding from others	-
TOTAL SYSTEM ADMINISTRATION REVENUES	6,358,237
Transfers (to)/from System Administration reserves	6,685
Transfers to other programs	(2,369,095)
SUBTOTAL	3,995,827
2021 - 22 System Administration expense (over) under spent	\$0



RECOMMENDATION REPORT

DATE: Nov. 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-23 Fall Budget

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
 Laura Barrett, Senior Accountant II, Financial Services
 Renee Armbruster, Accountant III, Financial Services

REFERENCE: Board Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

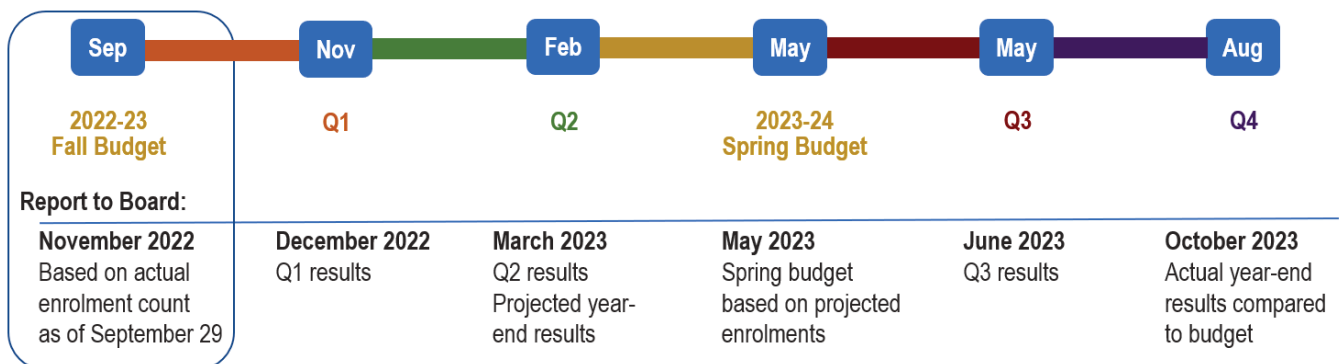
RECOMMENDATION

That the Board of Trustees approve the 2022-23 Fall Budget for Elk Island Public Schools as presented.

BACKGROUND:

Board Policy 2: Role of the Board, section 8.2 Fiscal Accountability establishes that the Board of Trustees approve the annual budget.

2022-23 Year





The proposed allocation of funds allows schools and departments to maintain essential services and supports the Division's mission, values, and priorities.

New for 2022-23 school year and beyond, is the new accounting standard regarding Asset Retirement Obligation (ARO) for school divisions. Specifically, the ARO identifies the estimated future costs to remediate buildings that have asbestos, typically when the buildings are replaced or modernized. If a building has asbestos and it is not disturbed, then there is no harm to occupants. Administration has confirmed with Alberta Education in several meetings, that the introduction of the Asset Retirement Obligation accounting standard will not impact reserve levels at school boards. In other words, we will not be required to fund the obligation operationally. As such, the obligation (future cost) will be displayed and recorded as part of the Division's 'Investment in Tangible Capital Assets' rather than as part of the 'Accumulated Surplus from Operations' (reserves and unrestricted surplus). At this time, Administration has chosen to disclose this separately on the Accumulated Surplus/(Deficit) page summary (page 6 of Attachment 1). Although the obligation may cause the Division to appear in an overall net deficit position, the 'Accumulated Surplus from Operations' portion will remain positive (reserves are adequate to cover budgeted operating deficit) and the province has indicated this is adequate to be compliant with the Funding Manual guidelines regarding accumulated deficits.

Also new is the implementation of the operating reserve cap effective August 31, 2023. EIPS' reserve cap equates to \$6,090,273, calculated as 3.15% of our 2021-22 expenditures. After removing estimated school/department carryforward reserve balances, and removing expected reserve expenditures for 2022-23, EIPS projects reserve balances at August 2023 to be below the maximum reserve cap by \$877,209; therefore, does not expect to return any excess funds to the province. The Ministry approved an EIPS reserve usage of \$8.91 million for 2022-23 based on the Spring Budget.

On September 1, 2022 the Board approved the usage of \$1.0 million of Operating Reserves as well as \$1.2 million from Capital Reserves for the Salisbury Composite High Stormwater Project. On the same date, a letter was submitted to the Minister of Alberta Education seeking approval to use these funds. As of November 9, no word has been received from the Minister's office regarding the status of EIPS' request. This request has been built incorporated into the Fall Budget and the operating reserve cap calculation.

Although Alberta continues to experience the impact of COVID-19, and the war in Ukraine, on inflation and the supply chain for many of the goods used in the schools and by departments, the Fall Budget has been prepared under the assumption that operations will continue as near-normal as possible for the full school year. In recognition that the pandemic has had a prolonged effect on students and staff, the Board has maintained the additional funds allocated in the Spring Budget for Focus on Unfinished Learning and staff wellness initiatives.

[Budget Report \(Attachment 1\)](#)

The 2022-23 Fall Budget is an update to the Spring Budget, primarily updating estimates that were made in the spring; although based on better information, a conservative approach was taken due to the continued

uncertainty of the external environment. The majority of these changes were adjusted through contingency dollars. The assumptions utilized are detailed in the Budget Report.

The 2022-23 Fall Budget has been updated for the following items:

- the effect of the Sept. 29, 2022 student enrolment increases;
- changes in revenue not related to enrolment;
- updates to other general estimates arising from more updated information;
- updates to estimated actual carryforwards from the 2021-22 year-end;
- updates for reserve spending, including re-allocation of approved reserve usage; and
- changes to expenses based on the above updates.

The 2022-23 Fall Budget is based on the following budget principles:

- equitable distribution of funds and programs; and
- transparent and understandable changes to allocations.

In Summary

For 2022-23, EIPS has prepared a \$206.21 million operating budget (Attachment 1, page 12), drawing \$8.23 million from operating reserves. The use of reserves allows EIPS flexibility to cover any potential emergent issues that arise after budget completion and allows the Division to support:

- students with one-time supports in the areas of learning loss and social emotional supports, curriculum and instructional supports;
- school and department savings up to 1%; and
- expected use of school generated funds on non-recurring supplies, services, and equipment.

Alberta Education Supplemental Reports (Attachment 2)

The 2022-23 Fall Budget has been prepared for internal use only as Alberta Education (AE) no longer requires an updated budget be submitted. As part of the Audited Financial Statements, AE has required completion of two additional schedules to be submitted by Nov. 30, 2022; these are updated based on the Fall Budget. Schedule 10 reports the full time equivalent enrolled students. This totals to Sept. 29, 2022 enrolment of 17,460 as reported in the Fall Budget Report. Schedule 11 reports the full-time equivalent personnel, which totals to the 1,351.24 as reported in the Fall Budget Report. These schedules have been attached for the Board's information only.

COMMUNICATION PLAN:

Following approval by the Board, the budget will be communicated to the leadership team, staff, the appropriate community and school-family groups, and be available on the EIPS website.

ATTACHMENTS:

1. EIPS 2022-23 Fall Budget Report
2. Alberta Education Supplemental Reports



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Fall Budget
Report**

2022-23

**Report to the
Board of Trustees**

Nov. 17, 2022

Table of Contents

Budget Summary	1
Budget Process	2
Budget Assumptions	3
Accumulated Surplus/(Deficit)	6
Reserves	8
Statement of Revenues and Expenses and Staffing - Full Time Equivalent (FTE)	12
Alberta Education Revenue	15
Allocation Reconciliation	18
Schools:	
Summary	21
Sector 1 – Sherwood Park	23
Sector 2 – Strathcona County	24
Sector 3 – Fort Saskatchewan	25
Sector 4 – Lamont County	26
Sector 5 – County of Minburn	27
Schools Details by Sector:	
Enrolment Detail – by Sector	28
Enrolment Comparative – by Grade	30
Schools Expenses – Detail by Sector by Category	31
Schools Staffing by Sector – Full Time Equivalent (FTE)	32
Supports for Students – Schools	33
Early Learning and Specialized Supports - Schools	34
Central Services:	
Summary and Staffing - Full Time Equivalent (FTE)	35
Governance	36
Education Executive	37
Supports for Students – Central	38
Human Resources	40
Business Services	42
Facility Services	43
Information Technologies	45
Student Transportation	47
Fiscal Services	49

Budget Summary

The 2022-23 Fall Budget has a planned operating deficit of \$8.23 million, which is offset by operating reserves. Revenue increased by \$4.47 million to \$197.98 million from the Spring Budget, while expenses increased by \$3.79 million to \$206.21 million.

Reserve Projections to August 31, 2023 include:

- **\$4.93 million in operating reserves:**
 - School Generated Funds are projected to be \$1.42 million;
 - Division Allocated Operating Reserves are projected to be \$0;
 - Division Unallocated Operating Reserve is projected to be \$3.51 million (4.26%);
 - cap on reserve balance is 3.15% of 2022-23 expenses and minimum balance is 1% (approximately \$6.09 million and \$1.93 million, respectively)
- **\$0.46 million in Capital Reserves.**

Significant capital items to be funded from Capital Reserves include: \$0.61 million for modernization and expansion of classroom kitchens, \$0.22 million for Building Management System, and \$1.2 million for Salisbury Composite High Stormwater Project. These will be offset by a transfer of \$1.0 million from Operating Reserves.

Student enrolment was 17,460 at Sept. 29, 2022.

- An increase of 339 students (2.0%) from the 2022-23 Spring Budget
- An increase of 336 students (1.9%) from Sept. 30, 2021

Staffing is 1,351.24 FTE at Sept. 30, 2022

(CERTIFICATED 863.97 FTE, CLASSIFIED 487.27 FTE)

- An increase of 32.96 FTE (2.5%) from the 2022-23 Spring Budget

Compensation

- A salary increase of 1.75% has been included for Certificated and Classified staff—this is in accordance with the certificated settlement ratified on June 10, 2022.
- Standard Costs have been updated with grid movement and changes to benefits.

Instructional spending comprises 78.4% of the total budget and 80.4% when capital is excluded, which equates to \$9,560 per student.

System administration spending is \$4.59 million (2.2% of total expenses), which is within the \$6.3 million grant provided by Alberta Education (AE). The additional funds have been distributed to instruction, as allowed in the *Funding Manual for School Authorities 2022/23 School Year*.

Budget Process

In April 2022, the Board of Trustees approved assumptions and allocations used to build the 2022-23 Budget. This Fall Budget has now been updated for:

- changes to actual enrolment,
- changes to revenue and expense estimates,
- updated reserve spending, and actual reserve carryforwards.

The consolidated budget in this report is based on the best information available at the time of its development.

Alberta Education (AE) has identified the Maximum Limits on Operating Reserves in Section J3 of the Funding Manual; in addition, restrictions are also outlined in *Bill 21: Red Tape Reduction Statutes Amendment Act, 2022* introduced on April 25, 2022. As prescribed in these documents:

- School jurisdictions are required to acquire Ministerial approval on spending of reserves until Sept. 1, 2023.
- The “*balance of operating reserves restriction*” comes into effect on operating reserves excluding School Generated Funds (SGF) at Aug. 31, 2023 as per below:
 - The maximum reserve limit is calculated at 3.15% of operating expenditures.
 - The minimum reserve limit is calculated at 1% of operating expenditures.

RESERVES

In the Spring Budget, the Board approved using **\$8,076,898** from Operating Reserves comprised of \$8,907,898 to be used for operations, offset by a \$831,000 capital effect. This has been updated in the fall.

Spring Budget Reserve Amount to be Used for Operations	\$8,907,898
New Curriculum – reserve funds returned due to grant	353,240
Rural School Transition – reserve funds returned due to increased enrolment	314,913
Contingency	(760,199)
Reserves Carryforward Schools & Departments	92,046
Subtotal: Revised Reserves to be Used for Operations	8,907,898
Revised Capital Effect (including bus purchases)	(676,000)
Subtotal: Total Revised Reserves – amount to be used in fall	\$8,231,898

Budget Assumptions

EIPS established assumptions in the spring that were the building blocks of the 2022-23 Budget. Changes in key assumptions such as reserve usage, enrolment and standard cost have the potential to significantly affect the budget. For the Fall Budget, assumptions have been added or updated as necessary to account for changes in circumstances and information available at this time. The following outlines the Spring Budget assumptions and the change in these assumptions as reflected in the Fall Budget.

General

Spring Budget Assumption: EIPS' operations will align closely to the 2021-22 Fall Budget, with the following exceptions:

- Return to normal operations including the removal of COVID costs. As school operations resume to a more 'near normal' state, there are some best practices to come out of the pandemic such as additional daytime custodial hours at schools as well as continued hand sanitizer usage. No other COVID costs will be included in the budget. COVID-19 has had a major impact on the Division and its students during the past two years; the impacts on students will be felt for several years to come. Therefore, the focus for 2022-23 school year will turn towards increasing student learning opportunities. Additional dollars will come from reserves to support this.
- Curriculum work, introduction of a mental health strategic plan, and technology upgrades are also new focus areas.

Fall Budget Update: COVID, along with other illnesses, continue to circulate. As of November 2, 2022, there are several schools within EIPS that Alberta Health Services has declared illness outbreaks of a respiratory or gastrointestinal nature. However, schools are continuing to operate as usual with hand sanitizer and medical masks being made available for students, staff, and visitors. Budget Assumptions from spring continue to be applicable this fall.

Funding

Spring Budget Assumption: The 2022-23 funding envelope was based on enrolment of 17,219. As the projected 2022-23 enrolment in the spring was less students (17,121), deferred revenue had been established for the 2022-23 year; that is, the funding envelope was reduced.

Fall Budget Update: Actual enrolment is 17,460 as of Sept. 29, 2022, and final accrued revenues have been calculated and will be recorded as a receivable in 2023-24. Revenue for EIPS is calculated on Sept. 29, 2022 enrolment; however, school budgets and enrolment in this budget report are based on Sept. 12, 2022 enrolment.

Other General Assumption Updates:

There have been several funding changes and confirmations from Spring:

- Funding for the Teacher Salary Settlement in the amount of \$1,563,000;
- Increase of \$222,000 to Official Languages in Education Program (OLEP) funding was received;
- First Nations, Métis, and Inuit funding increased by \$87,000;
- Dual Credit grants have been received with increase of \$107,000;

Budget Assumptions (continued)

- *New Curriculum funding has been received in the amount of \$693,000;*
- *Support in the amount of \$167,000 for the Odyssey Languages Program (Official Languages Program) has been confirmed after Spring Budget where the budgeted amount was \$nil -- French Language Assistants have been placed at the schools;*
- *Lease support for Strathcona Christian Secondary and Strathcona Christian Elementary schools has been confirmed and agrees to the spring estimate;*
- *Alberta Health Services funding for the Mental Health Capacity Building has been confirmed and agrees to the spring estimate;*
- *Fee collection rates for 2022-23 are still expected to be similar to 2018-19 (over 90%), which was the last normal year of operations.*
- *Assessments of Program Unit Funding students are still expected to be completed by the deadlines imposed by AE.*
- *There are other grants from Alberta Education that EIPS has applied for and is waiting to be notified as to whether any funding will be received. These include the Student Well Being grants related to Mental Health, Specialized Assessments, and Learning Disruption Funding. As well, there is potentially additional funding to support displaced Ukrainian students, Collegiate Funding, Distance Education, and Low Incidence Supports & Services.*

Expenses

- There is no change to the significant impact that inflation is having on the Division. Given current global economic and political strife, this is projected to continue into 2023-24.

Compensation

- A salary increase of 1.75% has been included for Certificated and Classified staff—this is in accordance with the certificated settlement ratified on June 10, 2022.
- Standard Costs have been updated with grid movement and changes to benefits.
- Staffing at the schools is mostly complete.

Enrolment

- Enrolment has increased to 17,460 from 17,121 in Spring 2022-23.
- The primary variance between enrolment and Weighted Moving Average (WMA) is because an ECS student is counted at a 0.5 FTE in WMA. Rural school enrolment is included in the total WMA; however, it is excluded from the grant calculations for Basic Instruction. The WMA is factored into most of the AE grants.
- EIPS' WMA for 2022-23 as calculated using Sept. 29, 2022 actual enrolment is 16,561.65, Spring Budget was 16,431.90 students (AE Calculation).

Budget Assumptions (continued)

Department Estimates and Assumptions

Updates are noted below:

Student Transportation Services

- EIPS entered into a Cooperative Busing Agreement with Elk Island Catholic Schools. Additional revenues are detailed on page 47.
- In the spring, the Board approved a fee increase of \$21 to cover the increased costs associated with higher ridership as well as anticipated increase in fuel costs. Since then, the fee increase was eliminated due to Fuel Contingency funding received from Alberta Education.

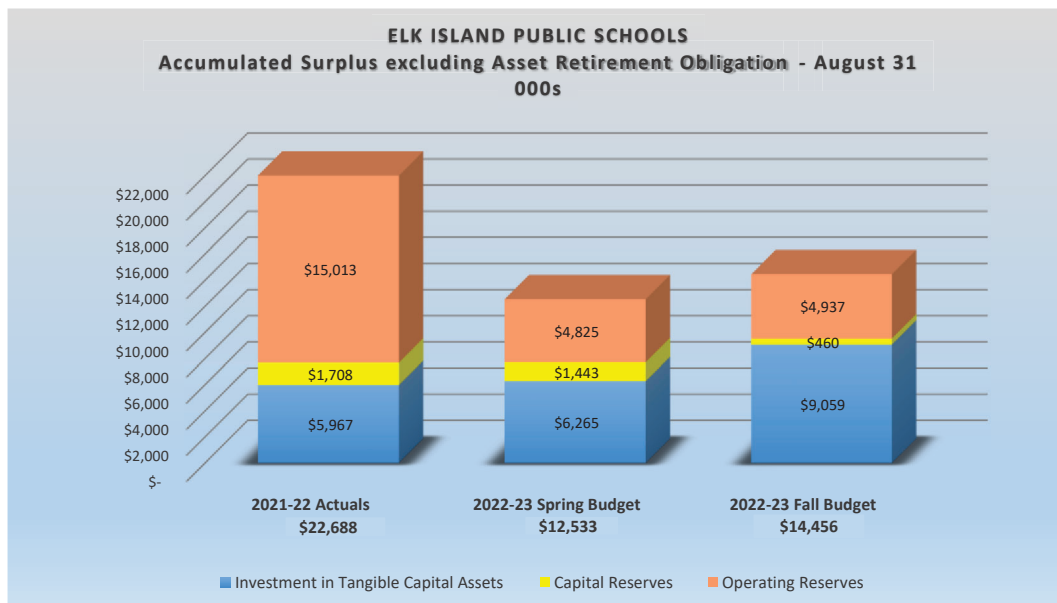
Other

- Invoices for annual insurance renewals effective Nov. 1, 2023 were received after the preparation of the Fall Budget. A preliminary analysis indicates that most estimated increases from the spring were close; however, contracted bus operator insurance has come in significantly higher than anticipated.
- The Canadian dollar exchange rate has been relatively stable recently and set at \$1.28 in the Spring Budget (decreasing from \$1.33 in the 2021-22 Fall Budget). The rates are forecasted to increase to \$1.34 for the 2022-23 Fall Budget. The impact on individual budgets was not significant enough to increase block allocations for this school year but will be watched for 2023-24.

Accumulated Surplus/(Deficit)						
	A=B+C+D+E+F	B	C	D	E	F
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation ¹	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2022	\$ 22,687,927	\$ 5,966,743	\$ -	\$ -	\$ 15,013,438	\$ 1,707,746
Restatement for Asset Retirement Obligation	(14,227,860)		(14,227,860)			
Surplus/(Deficit)	(8,838,158)	-	(606,260)	(8,231,898)	-	-
Board Funded Capital Asset Additions	-	4,572,944	-	(1,325,658)	(1,000,000)	(2,247,286)
Net Amortization, Debt & Disposals	-	(1,480,658)	-	1,480,658	-	-
Net Reserve Transfers	-	-	-	8,076,898	(9,076,898)	1,000,000
Budget - August 31, 2023	\$ (378,091)	\$ 9,059,029	\$ (14,834,120)	\$ -	\$ 4,936,540	\$ 460,460
Spring Budget - August 31, 2023	(2,300,158)	6,265,424	(14,834,120)	-	4,825,078	1,443,460
Variance - Fall to Spring	1,922,067	2,793,605	-	-	111,462	(983,000)

(1) Accounting standards requiring an Asset Retirement Obligation become effective in the 2022-23 fiscal year.

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



Reserves					
	A	B	C	D	E = A+B+C+D
	Audited 31-Aug-22	Contributions /(Use)	2022-23 Capital Effect	Budget Transfers	Budget 31-Aug-23
OPERATING RESERVES					
Central Services	\$ 401,500	\$ (401,500)	\$ -	\$ -	\$ -
Schools - Operations	1,110,118	(1,110,118)	-	-	-
School Generated Funds (SGF)	2,024,350	(601,960)	-	-	1,422,390
Central Services & Schools	3,535,968	(2,113,578)	-	-	1,422,390
Focus on Unfinished Learning	500,000	(1,000,000)	-	500,000	-
Projects	869,676	(4,963,320)	-	4,093,644	-
Salisbury Composite High Stormwater Project	-	-	(1,000,000)	1,000,000	-
Capital Effect Transfer to Support Operations	-	(155,000)	-	155,000	-
EIPS Division Allocated	1,369,676	(6,118,320)	(1,000,000)	5,748,644	-
EIPS Division Unallocated	10,107,794	-	155,000	(6,748,644)	3,514,150
	\$ 15,013,438	\$ (8,231,898)	\$ (845,000)	\$ (1,000,000)	\$ 4,936,540
Spring Budget	13,901,976	(8,907,898)	831,000	(1,000,000)	4,825,078
Variance - Fall to Spring	\$ 1,111,462	\$ 676,000	\$ (1,676,000)	\$ -	\$ 111,462

- B. Budgeted deficits are supported by school, department and Division reserves
- C. Net effect of unsupported capital transactions
- D. Budgeted transfers between the EIPS Division Allocated/Unallocated operating reserves and between Capital/Operating reserves.

	A	B	C	D	E = A+B+C+D
	Audited 31-Aug-22	Contributions /(Use)	2022-23 Capital Effect	Budget Transfers	Budget 31-Aug-23
CAPITAL RESERVES					
Facility Services	\$ 17,229	-	\$ (17,229)	\$ -	\$ -
Aging Equipment at Schools	105,057	-	(105,057)	-	-
Various Capital Purchases - To be Determined	-	-	(100,000)	100,000	-
Kitchen CTS Renovations/Upgrades	-	-	(605,000)	605,000	-
Building Management System	-	-	(220,000)	660,000	440,000
Salisbury Composite High Stormwater Project	-	-	(1,200,000)	1,200,000	-
EIPS Division Allocated	105,057	-	(2,230,057)	2,565,000	440,000
Opening Balance	1,585,460	-	-	-	1,585,460
Transfer (to)/from Capital Allocated	-	-	-	(2,565,000)	(2,565,000)
Transfer from Operating Reserves	-	-	-	1,000,000	1,000,000
EIPS Division Unallocated	1,585,460	-	-	(1,565,000)	20,460
	\$ 1,707,746	\$ -	\$ (2,247,286)	\$ 1,000,000	\$ 460,460
Spring Budget	1,485,689	-	(1,042,229)	1,000,000	1,443,460
Variance - Fall to Spring	\$ 222,057	\$ -	\$ (1,205,057)	\$ -	\$ (983,000)

- B. Proceeds on disposal of unsupported assets
- C. Use of reserves for purchases of unsupported assets
- D. Budgeted transfers between the EIPS Division Allocated/Unallocated capital reserves and between Capital/Operating reserves.

Operating Reserves - Projection																							
		A		B		C		D		E = A + B + C + D		F		G		H = F + G		I		J		K = I + J	
		Audited		Contributions		2022-23		Budget		2023-24		Estimate		2024-25		Estimate		2024-25		Estimate		2024-25	
		31-Aug-22	/(Use)	Capital Effect ¹	Transfer	31-Aug-23	/(Use)	Transfer	31-Aug-24	/(Use)	Transfer	31-Aug-24	/(Use)	Transfer	31-Aug-25	/(Use)	Transfer	31-Aug-25	/(Use)	Transfer	31-Aug-25	/(Use)	Transfer
Central Services & Schools (includes SGF)	L	\$ 3,535,968	\$ (2,113,578)	\$ -	\$ -	\$ 1,422,390	\$ -	\$ -	\$ 1,422,390	\$ -	\$ -	\$ 1,422,390	\$ -	\$ -	\$ 1,422,390	\$ -	\$ -	\$ 1,422,390	\$ -	\$ -	\$ 1,422,390	\$ -	\$ -
Carryforwards from 2021-22																							
Focus on Unfinished Learning		500,000	(1,000,000)			500,000	-		-		-		-		-		-		-		-		-
Consultants: Assessment, Numeracy, Early Learning		393,000	(395,271)			2,271	-		-		-		-		-		-		-		-		-
Career Pathways		130,000	(131,757)			1,757	-		-		-		-		-		-		-		-		-
Professional Development (OTAGS) and Leadership		75,000	(50,000)			(25,000)	-		-		-		-		-		-		-		-		-
CTS Emergency Strobe Lighting		10,090	(10,090)			-	-		-		-		-		-		-		-		-		-
Facility Condition Assessments		86,833	(86,833)			-	-		-		-		-		-		-		-		-		-
Community Consultation		118,753	(118,753)			-	-		-		-		-		-		-		-		-		-
Modular Move		56,000	(56,000)			-	-		-		-		-		-		-		-		-		-
New Projects																							
New Curriculum (Subs, Teachers, Resources)			(444,735)			444,735	-		-		-		-		-		-		-		-		-
Illness			(200,000)			200,000	-		-		-		-		-		-		-		-		-
Health & Wellness Initiatives			(50,000)			50,000	-		-		-		-		-		-		-		-		-
Hand Sanitizer			(120,000)			120,000	-		-		-		-		-		-		-		-		-
Common Exam Sub Release Time			(30,000)			30,000	-		-		-		-		-		-		-		-		-
Consultant K-12 Education Technology - 1FTE			(131,757)			131,757	-		-		-		-		-		-		-		-		-
Mental Health Strategic Plan - includes 3 FSLW FTE			(383,900)			383,900	-		(124,947)		124,947		-		-		-		-		-		-
Readers/Writers Workshop			(60,000)			60,000	-		-		-		-		-		-		-		-		-
Socio-economic Status Project			(150,000)			150,000	-		-		-		-		-		-		-		-		-
Classified Salary Compensation Analysis			(100,000)			100,000	-		-		-		-		-		-		-		-		-
Technology Evergreening - school staff computers			(500,000)			500,000	-		-		-		-		-		-		-		-		-
Student Transportation Tyler Tablets			(270,866)			270,866	-		-		-		-		-		-		-		-		-
SouthPointe School Modular Furniture & Equipment			(69,000)			69,000	-		-		-		-		-		-		-		-		-
New Replacement School Start-Up Funds			-			-	-		-		-		(420,000)		420,000		-		-		-		-
Video Surveillance			(134,112)			134,112	-		-		-		-		-		-		-		-		-
Records Digitization			(25,000)			25,000	-		-		-		-		-		-		-		-		-
Uninterrupted Power Source Devices & Batteries			(65,380)			65,380	-		-		-		-		-		-		-		-		-
Routers			(18,333)			18,333	-		-		-		-		-		-		-		-		-
Servers			(10,323)			10,323	-		-		-		-		-		-		-		-		-
Communications - 1 FTE			(57,824)			57,824	-		-		-		-		-		-		-		-		-
Board Governance			(30,000)			30,000	-		-		-		-		-		-		-		-		-
Community Consultation			(10,000)			10,000	-		-		-		-		-		-		-		-		-
MyBudgetFile Redesign Project			(20,320)			20,320	-		-		-		-		-		-		-		-		-
Tableau project completion			(43,380)			43,380	-		-		-		-		-		-		-		-		-
Contract Work - Survey Analysis			(25,000)			25,000	-		-		-		-		-		-		-		-		-
Rural Schools Transition Funding			(104,487)			104,487	-		-		-		-		-		-		-		-		-
Schools with Multiple Programs			(300,000)			300,000	-		-		-		-		-		-		-		-		-
Salisbury Composite High Stormwater Project			-		(1,000,000)	1,000,000	-		-		-		-		-		-		-		-		-
Contingency ²			(760,199)			760,199	-		-		-		-		-		-		-		-		-
Capital Effect Transfer to Support Operations ²			(155,000)			155,000	-		(1,019,161)		1,019,161		-		(649,594)		649,594		-		-		-
EIPS Division Allocated Reserves	M	1,369,676	(6,118,320)	(1,000,000)	5,748,644	-	(1,144,108)	1,144,108	-	(1,069,594)	1,069,594	-											
Capital Effect - Purchases from Operating Budget		-		(1,325,658)	-	(1,325,658)	(300,000)	(1,625,658)	(300,000)	(1,925,658)													
Capital Effect - Annual Amortization		-		1,480,658	-	1,480,658	1,319,161	2,799,819	949,594	3,749,413													
Transfer to Allocated Reserves	N	-	-	-	(5,748,644)	(5,748,644)	(1,144,108)	(6,892,752)	(1,069,594)	(7,962,346)													
Transfer to Capital Reserves	O	-	-	-	(1,000,000)	(1,000,000)	-	(1,000,000)	-	(1,000,000)													
EIPS District Reserve		10,107,794	-	-	-	10,107,794	-	10,107,794	-	10,107,794													
EIPS Division Unallocated Reserve	P	10,107,794	-	155,000	(6,748,644)	3,514,150	1,019,161	(1,144,108)	3,389,203	649,594	(1,069,594)	2,969,203											
Total EIPS Division Reserves	Q = M + P	11,477,470	(6,118,320)	(845,000)	(1,000,000)	3,514,150	(124,947)	-	3,389,203	(420,000)	2,969,203												
Total Operating Reserves	R = L + Q	\$ 15,013,438	\$ (8,231,898)	\$ (845,000)	\$ (1,000,000)	\$ 4,936,540	\$ (124,947)	\$ -	\$ 4,811,593	\$ (420,000)	\$ 4,391,593												

2021-22 Total Operating Expenses \$ 193,342,011

Total Operating Reserve Maximum Limit based on 3.15% rate 6,090,273
Less estimated school & department carryforward reserves (1%) (1,698,914)
EIPS Division Reserves Maximum Limit 4,391,359

Division Reserves over (under) the Operating Reserve Limit (877,209)

Total Operating Reserve Minimum Limit based on 1% rate 1,933,420

¹ Contingency funds are available for use and were previously set aside for support for curriculum implementation (\$353,240), rural schools (\$314,913), and other initiatives (\$92,046).

² Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. A surplus is created because the current purchases are less than the amortization of prior year purchases. The effect is non-cash but the surplus created is available for use.

Accumulated Surplus/(Deficit)

Accumulated Surplus/(Deficit) (pg. 6)

Accumulated surplus, excluding Asset Retirement Obligation (ARO), will decrease from 2021-22 to 2022-23 by \$8.23 million primarily due to:

- Use of Operating Reserves of \$9.08 million (\$9.08M + \$1.0M - \$1.0M);
- Use of Capital Reserves of \$2.25 million; and
- An increase in Investments in Tangible Capital Assets of \$3.09 million (unsupported capital asset exceeding amortization and debt repayments).

Accumulated deficit including ARO is projected to be (\$0.38) million at Aug. 31, 2023 comprised of:

- (\$14.83) million deficit in Asset Retirement Obligation.
- \$4.93 million in operating reserves (pg. 8):
 - Schools and Central Services operating reserves are projected to be \$1.42 million;
 - Division Allocated Operating reserve is projected to be \$0; and
 - Division Unallocated Operating reserve is projected to be \$3.51 million (pg. 9);
 - 3.15% Reserve Cap is \$6.09 million (based on 2021-22 Operating Expenses)
 - Minimum Reserve balance is \$1.93 million
- \$0.46 million surplus in capital reserves (pg. 8).
- \$9.06 million surplus in Investment in Tangible Capital Assets.
- Schools' and Central departments' actual 2021-22 year-end surpluses have been included in the allocations.

As approved by the Board on Sept. 1, 2022, Administration has requested \$1.0 million be used from Operating reserves to fund Salisbury Composite High Stormwater Project and \$1.2 million from Capital reserves in 2022-23. As a result, the Division's Capital reserves will soon be depleted.

Reserves

Operating Reserves (pg. 8 & 9)

The **OPERATING RESERVES** table (pg. 8) provides a summary of the budgeted changes in Operating Reserves for 2022-23. The **OPERATING RESERVES PROJECTION** table (pg. 9) provides more detail for changes in Operating Reserves for 2022-23, as well as a projection of use of reserves for 2023-24 and 2024-25.

Central Services & Schools (row L)

All School and Department reserve carryforwards, excluding School Generated Funds (SGF), as per the 2021-22 Audited Financial Statements have been included in allocations. EIPS is estimating 100% usage (\$1.51 million) of Central Services & Schools operating reserves, and approximately 25% usage (\$602,000) for School Generated Funds.

Division Allocated Operating Reserves (row M)

The Division Allocated Operating Reserve is used to fund specific expenses identified by the Board. Approved uses for 2022-23 have been identified as well as estimates for 2023-24 and 2024-25 to outline future needs (columns F through J). Each year, Administration will bring the planned use of Division reserves to the Board for approval.

In 2022-23, Division Allocated Reserves will be used totaling \$7.12 million (columns B and C). Changes from Spring Budget include:

- Operating reserves will be accessed for \$1 million to support the Salisbury Composite High Stormwater Drainage project.
- Some funds previously set aside for curriculum (\$353,000), rural school support (\$315,000), and other minor projects (\$92,000) are no longer required and are held in a contingency fund for use on other initiatives throughout the 2022-23 year.
- Additional carryforwards of \$272,000 for projects not completed in 2021-22, including community consultations, modular move, facility condition assessments and CTS emergency strobe lighting.
- The Capital Effect of purchases from operating budgets and related amortization decreased by \$676,000, resulting in a reduction to available operating reserve funds. The “Capital Effect Transfer to Support Operations” was reduced accordingly. This change in value was a result of additional capital purchases planned for 2022-23 – most notably, additional school bus purchases are planned.

Division Unallocated Operating Reserve (row P)

The Division Unallocated Operating Reserve is available to provide some flexibility to cover potential emergent issues, price fluctuations, and to stabilize funding in future years.

\$5.75 million of Division Unallocated Reserves are being transferred to Division Allocated Reserves to support projects and initiatives, shown in row N. Transfers of \$1.14 million in 2023-24 and \$1.07 in 2024-25 are projected to support future Division needs.

A transfer of \$1.0 million from Division Unallocated Operating Reserves to Capital Reserves is also included in the budget, shown in row O.

Reserves – continued

Capital asset purchases of \$1.33 million and amortization of \$1.48 million have been included in the 2022-23 projection as capital assets purchased from current year funding are offset by amortization from prior year purchases, creating a \$155,000 surplus in the Division Unallocated reserve.

Operating Reserve Maximum Limit

The Government of Alberta has implemented a maximum limit on school board operating reserves (a “cap”), effective August 31, 2023. EIPS’ cap is \$6,090,273, calculated as 3.15% of our 2021-22 expenditures. After removing estimated school/department carryforward reserve balances, and removing expected reserve expenditures for 2022-23, EIPS projects reserve balances at August 2023 to be below the maximum reserve cap by \$877,209, and therefore does not expect to return any excess funds to the province.

Capital Reserves (pg. 8)

Capital Reserves can be used for the purchase of capital assets and can be accessed with Board approval. Every year, capital items are purchased from the operating budget in schools and departments (approximately \$100,000 to \$500,000 per year).

The budget includes a plan for the purchase of the following capital items/projects from Capital Reserves:

- Salisbury Composite High Stormwater Drainage Project of \$1.2 million (this is an additional project added since Spring budget),
- Aging Equipment at Schools of \$105,000,
- Kitchen classroom CTS Renovations of \$605,000,
- Building Management System of \$220,000, and
- Various other capital purchases of \$100,000.

It also includes the transfer of \$1 million from operating reserves to capital reserves. Operating reserves have adequate balances to support this transfer.

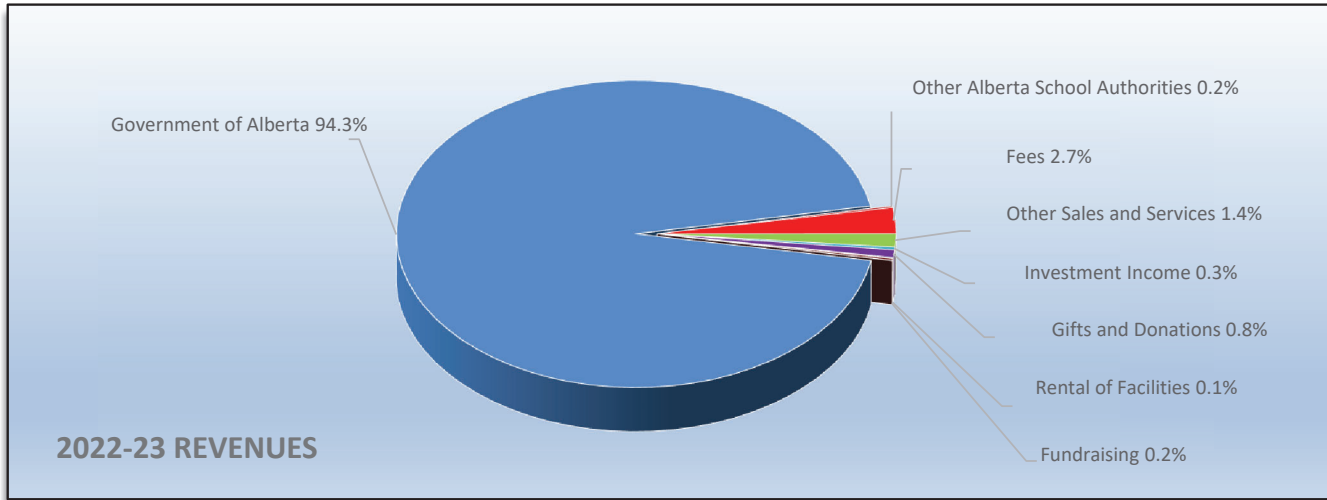
Statement of Revenues and Expenses						
	Page Ref	2022-23 Spring	2022-23 Fall	Note	Change	% Change
REVENUES						
Government of Alberta						
Alberta Education	15	\$ 178,427,168	\$ 182,540,989		\$ 4,113,821	2.3%
Other Government of Alberta		4,438,885	4,439,696		811	0.0%
		<u>182,866,053</u>	<u>186,980,685</u>		<u>4,114,632</u>	<u>2.3%</u>
Other Alberta School Authorities		179,666	316,462	A	136,796	76.1%
Fees		5,455,582	5,287,530		(168,052)	(3.1%)
Other Sales and Services		2,617,087	2,714,637		97,550	3.7%
Investment Income		260,000	560,000	B	300,000	115.4%
Gifts and Donations		1,494,247	1,498,531		4,284	0.3%
Rental of Facilities		251,800	236,824		(14,976)	(5.9%)
Fundraising		384,000	384,000		-	0.0%
		<u>193,508,435</u>	<u>197,978,669</u>		<u>4,470,234</u>	<u>2.3%</u>
EXPENSES						
Instruction						
Schools	*	135,390,736	137,759,254		2,368,518	1.7%
Central Services	*	23,979,082	23,867,232		(111,850)	(0.5%)
		<u>159,369,818</u>	<u>161,626,486</u>		<u>2,256,668</u>	<u>1.4%</u>
Operations & Maintenance	*	23,522,621	23,070,384		(452,237)	(1.9%)
Transportation		13,011,322	14,198,546	C	1,187,224	9.1%
System Administration		4,422,866	4,586,496		163,630	3.7%
External Services	*	2,089,706	2,728,655	D	638,949	30.6%
		<u>202,416,333</u>	<u>206,210,567</u>		<u>3,794,234</u>	<u>1.9%</u>
OPERATING DEFICIT		\$ (8,907,898)	\$ (8,231,898)		\$ 676,000	(7.6%)

*The expenses for Spring 2022-23 have been restated due to classification requirements by Alberta Education

Staffing - Full Time Equivalent (FTE)					
	Page Ref	2022-23 Spring	2022-23 Fall	Change	% Change
SCHOOLS					
Certificated	21	823.71	832.28	8.57	1.0%
Classified	21	349.19	361.53	12.34	3.5%
		<u>1,172.90</u>	<u>1,193.81</u>	<u>20.91</u>	<u>1.8%</u>
CENTRAL SERVICES					
Certificated	34	29.79	31.69	1.90	6.4%
Classified	34	115.59	125.74	10.15	8.8%
		<u>145.38</u>	<u>157.43</u>	<u>12.05</u>	<u>8.3%</u>
TOTAL STAFFING					
Certificated		853.50	863.97	10.47	1.2%
Classified		464.78	487.27	22.49	4.8%
		<u>1,318.28</u>	<u>1,351.24</u>	<u>32.96</u>	<u>2.5%</u>

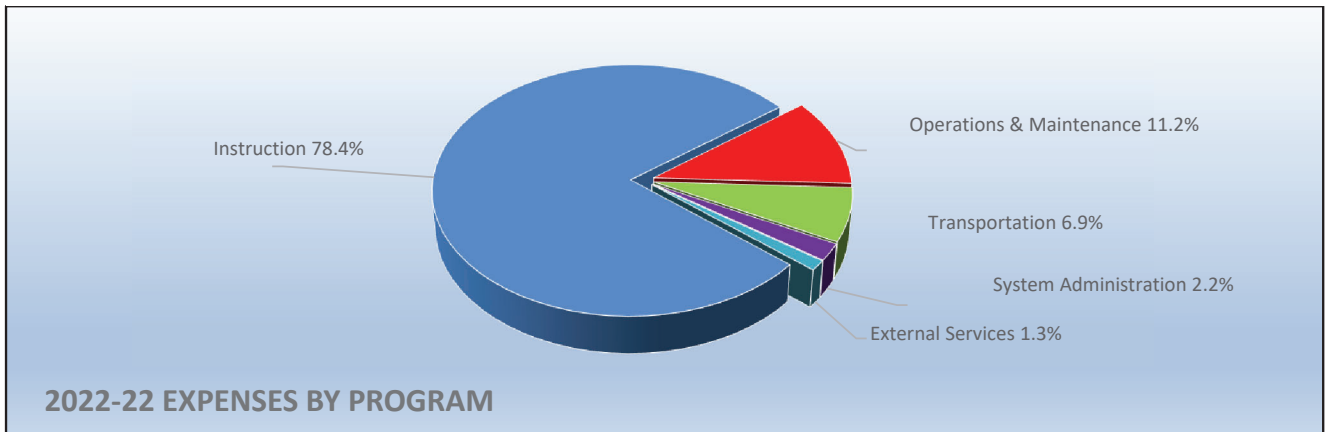
Revenue and Expense Notes (for changes greater than \$75,000 and 5%)

The variances identified in the Statement of Revenue and Expenses may be the aggregate of a number of different changes, both positive and negative. The explanations provided below are intended to highlight the primary contributors to the identified variance, and may not add up to the total change.



A. **Other Alberta School Authorities** revenue increase of \$137,000 is primarily from increased University of Alberta Secondment Revenue, which is entirely off-set by Secondment Expense.

B. **Investment Income** is conservatively expected to increase \$300,000 due to increasing interest rates.



Note: The 2022-23 Spring Expenses (comparative column) have been **restated** to adjust for External Services reporting requirements; the most notable change is that Secondment Revenue and Expenses are now shown as External Services rather than Instruction - Central Services.

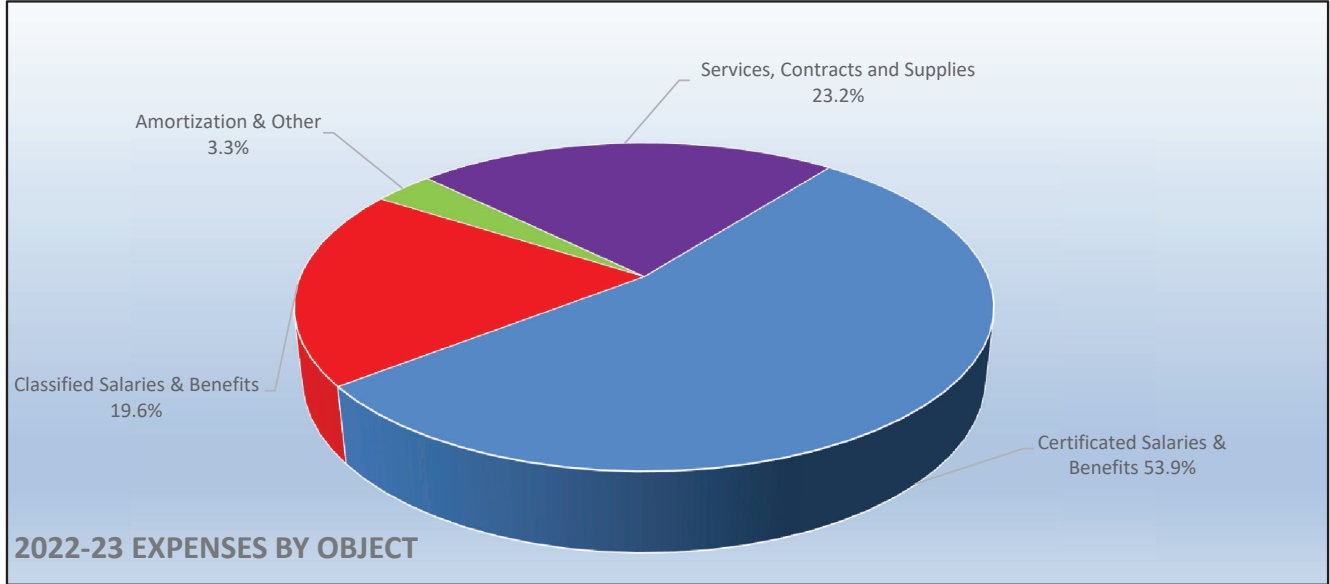
C. **Transportation Expenses** have increased \$1,187,224 to align with increased funding for Cooperative Busing and Fuel Contingency.

D. **External Services** have increased \$638,949 primarily from an increase in secondment expenses (\$475,002), secondment pension expense (\$43,420), Before and After School Care expenses (\$91,015), and other changes such as expenses for Facility Rental program, Alberta Infrastructure lease program, Elk Island Catholic School Instructional services (Partners for Science), and Transportation Mandatory Entry-Level Training (MELT) / S-Endorsement totalling (\$29,512). External Services expenses are entirely off-set by corresponding External Services revenue.

Continued on next page

Revenue and Expense Notes - continued

Below is a comparative chart that illustrates EIPS' expenditures by Object type.



ALBERTA EDUCATION REVENUE					
	2022-23	2022-23			%
	Spring	Fall	Note	Change	Change
Base Instruction					
Early Childhood Services (ECS)	\$ 4,006,739	\$ 4,097,078	A	\$ 90,339	2.3%
Grades 1-9	70,706,520	71,185,466	A	478,946	0.7%
High Schools	26,551,554	26,935,701	A	384,147	1.4%
Distance Education	-	-		-	-
Home Education	-	-		-	-
Hutterite Colony Funding	50,000	50,000		-	0.0%
Outreach Programs	150,000	150,000		-	0.0%
Rural Small Schools	2,080,600	2,363,400	B	282,800	13.6%
	103,545,413	104,781,645		1,236,232	1.2%
Services & Supports					
Moderate Language Delay	128,000	168,000		40,000	31.3%
Specialized Learning Support	11,175,827	11,218,338		42,511	0.4%
Specialized Learning Support Kindergarten	1,163,700	1,163,700		-	0.0%
ECS Pre-K Program Unit Funding (PUF)	1,819,910	1,664,560	C	(155,350)	(8.5%)
First Nations, Métis and Inuit Education	1,710,251	1,797,252	D	87,001	5.1%
English as a Second Language	298,680	318,480		19,800	6.6%
Refugee Students	2,750	2,750		-	0.0%
Institutional Programs	362,858	362,858		-	0.0%
	16,661,976	16,695,938		33,962	0.2%
School - System Needs					
Operations & Maintenance	15,410,927	15,436,193		25,266	0.2%
SuperNet	374,400	374,400		-	0.0%
Transportation	10,765,680	11,607,029	E	841,349	7.8%
Infrastructure Maintenance and Renewal	2,262,457	1,341,299	F	(921,158)	(40.7%)
	28,813,464	28,758,921		(54,543)	(0.2%)
Community					
Socio-Economic Status	1,083,662	1,093,433		9,771	0.9%
Geographic	1,488,536	1,497,214		8,678	0.6%
School Nutrition Program	150,000	150,000		-	0.0%
	2,722,198	2,740,647		18,449	0.7%
Jurisdictions					
System Administration	6,297,328	6,297,328		-	0.0%
	6,297,328	6,297,328		-	0.0%
Additional					
Bridge Funding for New Framework	8,070,467	8,070,467		-	0.0%
	8,070,467	8,070,467		-	0.0%
Other					
Dual Credit Programming	53,000	159,700	G	106,700	201.3%
French Language Funding	145,000	367,611	H	222,611	153.5%
Lease Support	651,746	651,746		-	0.0%
Odyssey Language Program	-	167,179	I	167,179	100.0%
CTS Bridge to Certification	75,000	59,206		(15,794)	(21.1%)
Fuel Price Contingency Program	-	541,506	J	541,506	100.0%
Teacher Salary Settlement	-	1,563,350	K	1,563,350	100.0%
New Curriculum Funding	-	693,380	L	693,380	100.0%
Sherwood Park and Fort Saskatchewan Solution	-	30,734		30,734	100.0%
Secondments	1,284,854	1,642,537	M	357,683	27.8%
	2,209,600	5,876,949		3,667,349	166.0%
Supported Amortization	1,061,722	1,047,094		(14,628)	(1.4%)
Teacher Pensions	9,045,000	8,272,000	N	(773,000)	(8.5%)
	<u>\$ 178,427,168</u>	<u>\$ 182,540,989</u>		<u>\$ 4,113,821</u>	<u>2.3%</u>

Alberta Education Revenue Notes (for changes greater than \$75,000 and 5%)

- A. In the Fall Budget, all grants were adjusted to defer or accrue revenue for any impacts that resulted from enrolment changes as of Sept. 29, 2022. Overall, there was a net enrolment increase and the revenue will be increased by Alberta Education in the 2023-24 funding profile. EIPS will record a receivable for the increased revenue calculated for Fall 2022-23. Elk Island Public Schools calculated \$53,190 as an enrolment growth supplement, for growth greater than 2%.
- B. **Rural Small School Grant** increased by \$283,000. In Spring, it was expected that the three rural small schools would drop one or more funding level(s) and budgeted revenue was based on this assumption. However, based on Fall enrolment, Bruderheim dropped a level, Mundare only dropped one level versus dropping two levels, and Andrew's funding level increased by one.
- C. The **ECS Pre-K Program Unit Funding** decreased by \$155,000 due to decrease Play and Learn (PALS) enrolment.
- D. The **First Nations, Métis and Inuit Education** grant increased by \$87,000 due to increased enrolment in self-identified students.
- E. The **Transportation** grant increased by \$841,000 due to the expansion of Cooperative Busing agreement with urban Fort Saskatchewan and special needs busing within Sherwood Park. Previously the agreement with Elk Island Catholic Schools was within the County of Minburn, the County of Lamont, and Fort Saskatchewan rural.
- F. **Infrastructure Maintenance and Renewal (IMR)** funding changes are outlined in the below table.
- In the spring, there wasn't any anticipated IMR carryforward. In August, it was decided to pay for non-capital IMR costs by using unanticipated surplus. The carryforward amount will primarily be used to support the Salisbury Composite High School Stormwater Drainage project.

IMR Funding Changes:

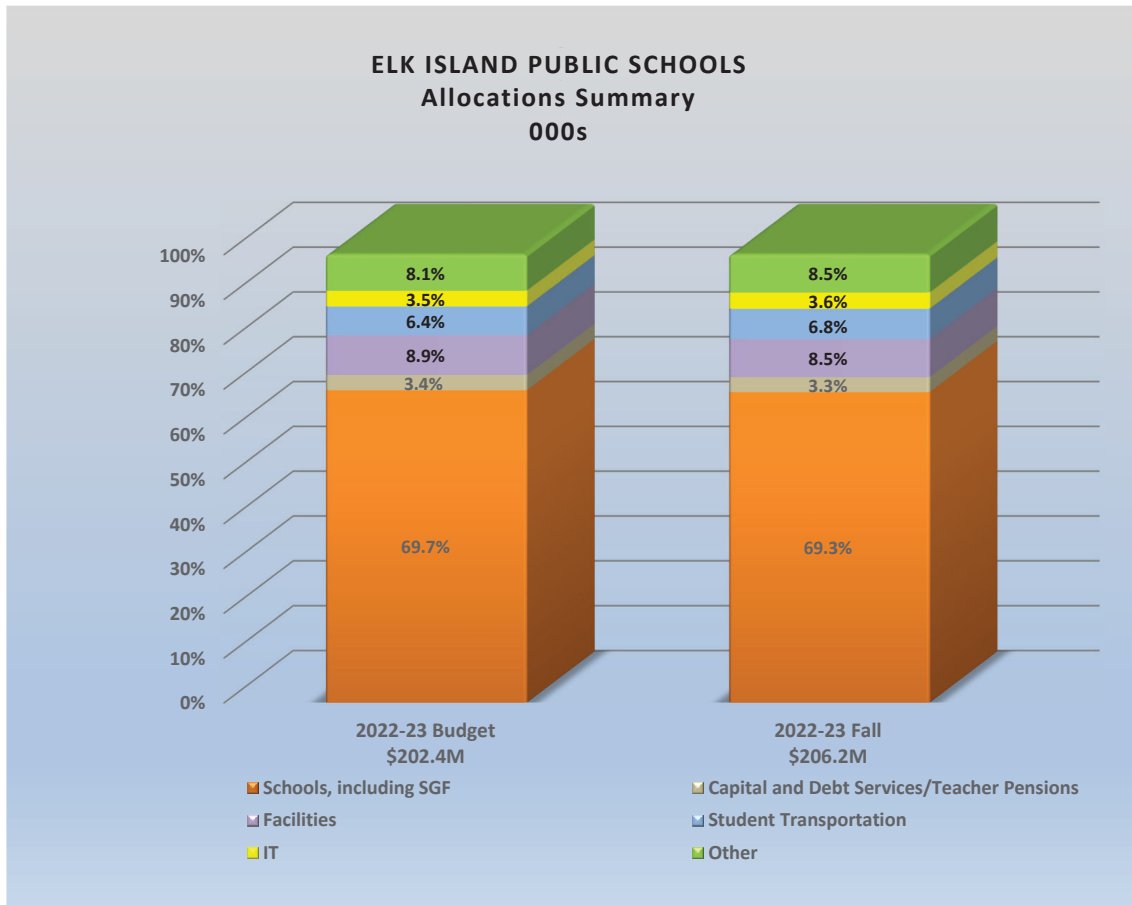
(\$000s)	2022-23	2022-23	Change
	Spring	Fall	
IMR Funding	\$ 2,262	\$ 2,262	\$ -
Prior Year Carryforward	-	1,483	1,483
IMR Capitalized	-	(2,404)	(2,404)
IMR Revenue Total	\$ 2,262	\$ 1,341	\$ (921)

Continued on next page

Alberta Education Revenue Notes - continued

- G. The **Dual Credit Programming** has expanded into three grants: Programming Grant, Enhancement Funding, and Start-up Funding which together have increased the funding by \$107,000.
- H. The increase in **French Language Funding** is due to confirmation of the Official Languages in Education Programs (OLEP) funding for 2022-23, which was \$223,000 higher than estimated for spring budget.
- I. Funding for the **Odyssey Languages Program** was unknown in the spring and therefore not budgeted. Currently, Odyssey funding is estimated to be \$167,000 based on the assigned French Language Assistants.
- J. **Fuel Price Contingency Program** funding of \$542,000 is based on an estimate that the 2022-23 average fuel price within Alberta will be above \$1.25/Litre.
- K. The **Teacher Salary Settlement** of \$1,563,000 is to cover 0.5% Certificated wage increase from June 10, 2022 (ratification of the Collective Agreement date) to Aug. 31, 2022 as well as 1.25% certificated wage increase for the 2022-23 school year (compounded). Both increases are based on EIPS' total Certificated Salaries reported to Alberta Education for the Spring 2022-23 Budget.
- L. The New **Curriculum Funding** of \$693,000 is comprised of \$413,000 in funding for new curriculum resources or resource development and \$280,000 for sub costs (professional learning and collaboration) related to new curriculum.
- M. **Secondments** have increased from spring by \$358,000 for a total of 16.5 FTE Certificated staff seconded for 2022-23. This revenue has an equal offsetting salary expense.
- N. **Teacher Pensions** have decreased by \$773,000 primarily due to a decrease in the employer pension rate of 0.98% (Spring 10.87%; Fall 9.89%). The revenue has an equal offsetting pension expense.

Allocation Reconciliation					
	Page Ref	2022-23 Budget	2022-23 Fall	\$ Change	% Change
Schools, including SGF		\$ 135,485,940	\$ 137,945,253	\$ 2,459,313	1.8%
Supports for Students - Schools		5,670,544	4,731,783	(938,761)	(16.6%)
21		141,156,484	142,677,036	1,520,552	1.1%
Capital and Debt Services/Teacher Pensions		6,853,859	6,886,969	33,110	0.5%
Facility Services		15,843,227	16,289,494	446,267	2.8%
Infrastructure Maintenance and Renewal (IMR)		2,262,457	1,341,299	(921,158)	(40.7%)
Information Technologies		7,063,933	7,372,305	308,372	4.4%
Student Transportation		12,894,056	14,088,780	1,194,724	9.3%
Other Departments		16,342,317	17,554,684	1,212,367	7.4%
35		61,259,849	63,533,531	2,273,682	3.7%
		\$ 202,416,333	\$ 206,210,567	\$ 3,794,234	1.9%



Allocation Reconciliation Notes (for changes greater than \$75,000 and 5%)

School Allocations (\$000s)		2022-23 Budget*	2022-23 Fall Budget	Note	Change	% Change
Allocations to Schools	*	\$ 115,517	\$ 120,437	A	\$ 4,920	4.3%
Supports for Students – Schools	*	5,671	4,732	B	(939)	(16.6%)
School Generated Funds		8,169	8,169		-	0.0%
Contingency	*	507	868	C	361	71.2%
Teacher Pensions	*	8,641	7,882	D	(759)	(8.8%)
School Various	*	2,049	549	E	(1,500)	(73.2%)
Year-End Carryforward	*	602	40	F	(562)	(93.4%)
School Allocations		<u>\$ 141,156</u>	<u>\$ 142,677</u>		<u>\$ 1,521</u>	<u>1.08%</u>

**2022-23 Budget column restated to provide more details.*

A. Allocations to Schools changes (increase of \$4,920,000):

[Note provided even though % change is less than 5%]

- Increase to Basic Allocations of \$1,235,000.
- Transfer of Inclusive and Early Learning allocations from Supports for Students to schools for \$1,432,000.
- Other allocations including New Curriculum Sub transfer, Extra allocations, and Allocation for Standard Cost off-set for \$1,757,000.
- Allocations of \$275,000 for First Nations, Métis and Inuit and French funding.
- Year-end carryforward changes of \$151,000.
- Next Step Consolidated increase of \$65,000.
- Other small adjustments of \$5,000.

B. Supports for Students – Schools changes (decrease of \$939,000):

- Transfer of Inclusive and Early Learning allocations from Supports for Students to schools for (\$1,432,000) and transfer of Early Learning sub costs to schools of (\$23,000).
- Increased for a one-time allocation for Specialized Supports - Schools for \$400,000.
- Year-end carryforward increase of \$6,000
- Increases to Revenue and Block Allocation (for Salary increases) netted to \$30,000.
- One-time allocation of \$80,000 for a Family School Liaison Worker for Fort Saskatchewan Special Project transferred to Supports for Students to administer.

C. Contingency changes (increase of \$361,000):

- Comprised of Illness \$200,000, returned Curriculum funding of \$353,000 and returned Rural funding of \$315,000.

D. Teacher Pensions changes (decrease of \$759,000):

- Primarily due to a decrease in the employer pension rate of 0.98% (Spring 10.87%; Fall 9.89%).

E. School Various changes (decrease of \$1,500,000):

- The decrease in School Various is the net effect of various revenue and allocation changes. Allocations includes salary increases of \$532,755 for Classified staff , as well as those shared with Trustees at October 6 Caucus including:
 - \$400,000 to Supports for Students for Inclusive and Program students.
 - \$224,000 for Information Technology requests
 - \$110,000 for Supports for Students (Math Facilitator, CTS Collegiate Work, Ukrainian Curriculum)
 - \$676,000 for Capital Effect
 - \$77,000 for Financial Services staffing

F. Year-End Carryforward changes (decrease of \$562,000):

- This decrease is the result of updating the carryforward amounts to actuals.

Continued on the next page

Allocation Reconciliation Notes - continued

Central Allocations (\$000s)	2022-23	2022-23	Note	Change	% Change
	Budget	Fall Budget			
Capital and Debt Services/Teacher Pension	\$ 6,854	\$ 6,887		\$ 33	0.5%
Facilities Services	15,843	16,289		446	2.8%
Infrastructure Maintenance and Renewal	2,262	1,341	A	(921)	-40.7%
Information Technologies	7,064	7,372		308	4.4%
Student Transportation	12,894	14,089	B	1,195	9.3%
Other Departments	16,343	17,556	C	1,213	7.4%
Central Allocations	<u>\$ 61,259</u>	<u>\$ 63,534</u>		<u>\$ 2,274</u>	<u>3.7%</u>

A. Infrastructure Maintenance and Renewal (IMR) (decrease of \$921,000):

- The variance is due to the deferred IMR funding from 2021-22 being recorded in the Fall Budget, as well as the expected Capital Maintenance and Renewal (CMR) usage for capital projects, such as the Salisbury High Drainage project.

B. Student Transportation (increase of \$1,195,000):

- There was increased funding of \$841,000 for the Cooperative Busing agreement with Elk Island Catholic School (EICS) district. The Cooperative Busing agreement with Elk Island Catholic Schools now includes the County of Minburn, County of Lamont, Fort Saskatchewan rural and urban (new), and Special Needs busing within Sherwood Park (new).
- An estimated increase of \$541,000 from Fuel Contingency funding.
- A decrease of (\$118,000) for reduced fees off-set by Fuel Contingency funding.
- A decrease of (\$69,000) from carryforward reserves.

C. Other Departments (increase of \$1,213,000):

These are a combination of changes within Board of Trustees, Supports for Students, Human Resources, and Business Services.

- Increased \$110,000 from year-end carryforward adjustments to actual.
- Increased \$226,000 in Block Allocations for increases to salaries and a permanent staffing addition to Business Services.
- Increased \$487,000 in Human Resources primarily due to increased Secondments and other small changes.
- Increased \$390,000 from net changes in Supports for Students including Curriculum funding (and related Sub Cost transfer to schools), Dual Credit Funding, Odyssey and OLEP (french funding), First Nations, Métis, and Inuit funding from enrolment changes, one-time funding for a Math Facilitator and CTS Collegiate, along with other small changes.

Schools Summary

Enrolment	Page Ref	2022-23 Budget	2022-23 Fall	Note	Change	% Change
Sector 1 - Sherwood Park	23	9,840	9,953		113	1.1%
Sector 2 - Strathcona County	24	2,099	2,138		39	1.9%
Sector 3 - Fort Saskatchewan	25	3,395	3,445		50	1.5%
Sector 4 - Lamont County	26	885	915		30	3.4%
Sector 5 - County of Minburn	27	704	728		24	3.4%
		16,923	17,179		256	1.5%
Elk Island Youth Ranch Learning Centre		6	8		2	33.3%
Next Step Outreach		192	273		81	42.2%
	29	17,121	17,460		339	2.0%

Expenses		2022-23 Budget	2022-23 Fall	Note	Change	% Change
Sector 1 - Sherwood Park	23	\$ 64,169,833	\$ 66,869,019		\$ 2,699,186	4.2%
Sector 2 - Strathcona County	24	12,943,507	13,487,978		544,471	4.2%
Sector 3 - Fort Saskatchewan	25	22,685,476	23,877,327		1,191,851	5.3%
Sector 4 - Lamont County	26	7,776,947	7,958,034		181,087	2.3%
Sector 5 - County of Minburn	27	5,224,833	5,459,558		234,725	4.5%
	31	112,800,596	117,651,916	A	4,851,320	4.3%
Elk Island Youth Ranch Learning Centre		312,956	323,389		10,433	3.3%
Next Step Continuing Education - Summer		508,524	508,294		(230)	(0.0%)
Next Step Outreach		1,929,239	1,995,049	B	65,810	3.4%
Total School Allocations		115,551,315	120,478,648		4,927,333	4.3%
Supports for Students	33	5,670,544	4,731,783	C	(938,761)	(16.6%)
School Generated Funds		8,168,961	8,168,960		(1)	(0.0%)
Teacher Pensions		8,641,200	7,881,740	D	(759,460)	(8.8%)
Capital Lease (Photocopiers)		(181,397)	(181,397)		-	0.0%
To Be Allocated		2,230,416	729,149	E	(1,501,267)	(67.3%)
Division Year End Carryforward		568,207	-	F	(568,207)	(100.0%)
Contingency		507,238	868,153	G	360,915	71.2%
	18	\$ 141,156,484	\$ 142,677,036		\$ 1,520,552	1.1%

Schools Summary - continued

Staffing - Full Time Equivalent (FTE)	Page Ref	Certificated			Note	Classified		
		2022-23 Budget	2022-23 Fall	Change		2022-23 Budget	2022-23 Fall	Change
Sector 1 - Sherwood Park	23	458.61	464.64	6.03		151.80	166.65	14.85
Sector 2 - Strathcona County	24	96.84	98.18	1.34		25.62	28.03	2.41
Sector 3 - Fort Saskatchewan	25	158.55	159.51	0.96		61.48	68.80	7.32
Sector 4 - Lamont County	26	51.60	51.89	0.29		24.19	24.69	0.50
Sector 5 - County of Minburn	27	35.41	37.26	1.85		15.26	14.59	(0.67)
	32	801.01	811.48	10.47		278.35	302.76	24.41
Elk Island Youth Ranch Learning Centre		2.20	2.20	-		0.65	0.75	0.10
Next Step Continuing Education - Summer		0.70	0.70	-		0.56	0.60	0.04
Next Step Home Education		-	-	-		-	-	-
Next Step Outreach		12.30	12.30	-		5.00	5.54	0.54
Out-of-School Learning		-	-	-		-	-	-
Supports for Students	33	5.50	5.60	0.10	H	44.84	32.09	(12.75)
To Be Allocated		2.00	-	(2.00)		-	-	-
Division Year End Carryforward		-	-	-		-	-	-
School Generated Funds		-	-	-		19.79	19.79	-
		823.71	832.28	8.57		349.19	361.53	12.34

Notes (for changes greater than \$50,000)

A. In the Fall Budget there was an additional \$4,851,000 allocated out to schools. This is primarily made up of allocations from increased enrolment funding, allocations to off-set the effect on changes to the Standard Cost rate which includes salary increases, and Inclusive and Early Learning allocations to address student needs.

School Allocation Change (in \$000s):	
2022-23 Budget	\$ 112,801
Basic Allocations - Net Enrolment Impact	1,194
Standard Rate Adjustment	1,298
Inclusive & Early Learning	1,433
New Curriculum Transfer for Sub Days	346
Alternative Programs	279
School Carryforward Change	152
School Projects	149
2022-23 Fall Budget	\$ 117,652

B. Next Step Outreach and Next Step Summer School had an increase of \$65,000 which includes increased student enrolment funding and to off-set the effect of the increase to the Standard Cost rate.

C. The (\$939,000) decrease in Supports for Students is primarily the net effect of Inclusive and Early Learning allocations to schools for (\$1.433 million), One-Time allocations to Specialized Supports - Schools for \$400,000, Allocation to off-set salary increases for \$131,000, a net enrolment decrease of (\$107,000), as well as other changes listed below.

Specialized Supports - Schools Allocation Change (in \$000s):	
2022-23 Budget	\$ 5,671
Inclusive Allocations to Schools	(1,433)
Early Learning Transfer for Subs to Schools	(22)
One Time funding for Inclusive Allocations	400
Fort Saskatchewan Special Project (FSLW)	80
Salary Increase	131
Carryforward change and revised revenue	12
Net Enrolment Impact	(107)
2022-23 Fall Budget	\$ 4,732

D. Teacher Pension decreased \$759,000 primarily due to a decrease in the employer pension rate of 0.98% (Spring 10.87%; Fall 9.89%).

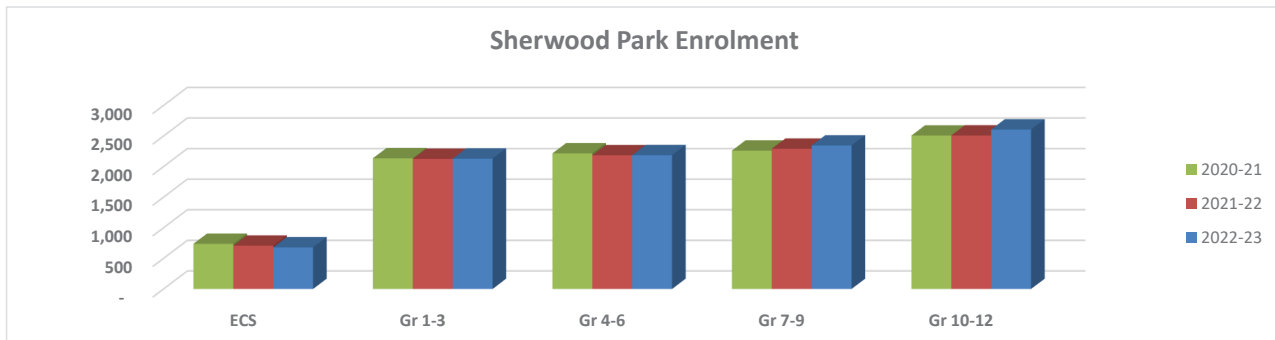
E. To Be Allocated decreased by \$1,501,000 as contingency funds were used to off-set the effect of classified salary increases, provide additional funds to schools and departments for various projects and initiatives, as well as absorb the capital effect of seven school buses expected to be purchased during 2022-23. The remaining funds are comprised of \$313,295 contingency for classified standard cost, \$350,000 general, and \$65,854 not yet allocated.

F. The Division Year End Carryforward amounts have now been updated to their August 31 financial results, resulting in a decrease of (\$568,000).

G. Contingencies are funded from Division Unallocated Reserves and changes to Revenue. Currently, contingency funds are being held primarily for Illness of \$200,000, returned rural school transition funds of \$314,913, and returned curriculum funding of \$353,240.

H. Classified Staffing within Supports for Students (SFS) has decreased 12.75 FTE, primarily due to a decrease contingency Educational Assistant staffing within SFS (Early Learning and Specialized Supports). As funds are transferred from SFS to schools, the Educational Assistant staffing shifts from Supports for Students to the Schools.

Sector 1 - Sherwood Park					
Enrolment	2022-23	2022-23	Note	Change	% Change
	Budget	Fall			
ECS	646	681		35	5.4%
Grade 1-3	2,103	2,131		28	1.3%
Grade 4-6	2,169	2,188		19	0.9%
Grade 7-9	2,350	2,346		(4)	(0.2%)
Grade 10-12	2,572	2,607		35	1.4%
	9,840	9,953	A	113	1.1%



Expenses by Category	2022-23	2022-23	Note	Change	% Change
	Budget	Fall			
Salaries & Benefits	\$ 61,184,258	\$ 63,801,608	B	\$ 2,617,350	4.3%
Services, Contracts & Supplies	2,985,575	3,067,411	C	81,836	2.7%
	\$ 64,169,833	\$ 66,869,019		\$ 2,699,186	4.2%

Salaries & Benefits as % of budget 95% 95%

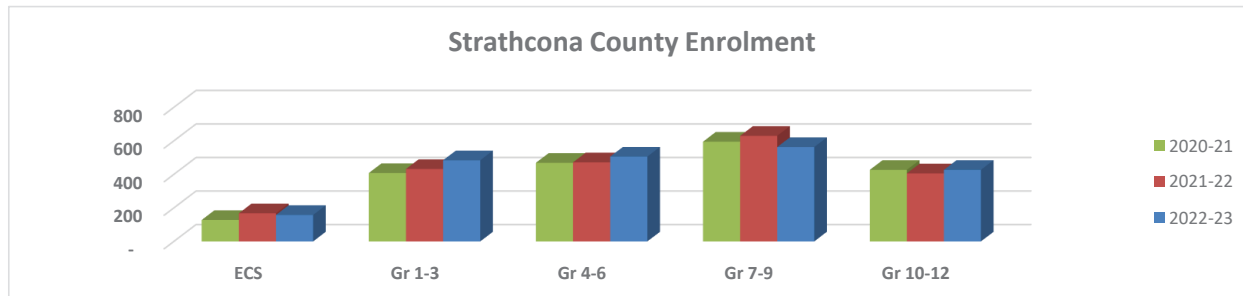
Staffing (FTE)	2022-23	2022-23	Note	Change	% Change
	Budget	Fall			
Certificated	458.61	464.64		6.03	1.3%
Classified	151.80	166.65		14.85	9.8%
	610.41	631.29	D	20.88	3.4%

Notes (for changes greater than \$50,000)

- A. Sector 1 enrolment has increased 113 students from Spring Budget, representing 1.1% growth in enrolment.
- B. The increase of \$2,617,350 in Salaries & Benefits is the combination of increased staffing from Inclusive and Early Learning allocations, sub costs from New Curriculum Sub allocations, an overall increased standard cost rate from Spring, and additional staff to support enrolment growth.
- C. The increase in Services, Contracts & Supplies is from increased allocations and increased carryforward reserve (actual) from the Spring (estimate).
- D. Staffing has increased 20.88 FTE. The 6.03 increase to Certificated represents a 1.3% change and is to support the enrolment growth. The 14.85 FTE to Classified is primarily funded by additional Inclusive and Early Learning allocations from Spring.

Sector 2 - Strathcona County

Enrolment	2022-23	2022-23	Note	Change	% Change
	Budget	Fall			
ECS	150	158		8	5.3%
Grade 1-3	463	484		21	4.5%
Grade 4-6	494	506		12	2.4%
Grade 7-9	553	563		10	1.8%
Grade 10-12	439	427		(12)	(2.7%)
	2,099	2,138	A	39	1.9%



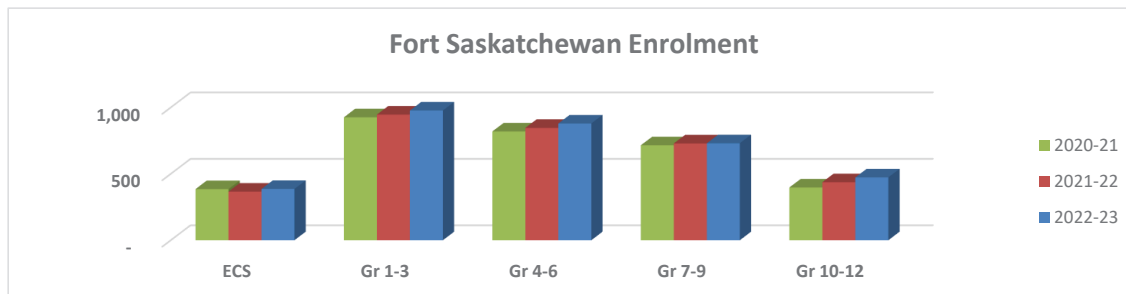
Expenses by Category	2022-23	2022-23	Note	Change	% Change
	Budget	Fall			
Salaries & Benefits	\$ 12,459,815	\$ 12,950,499	B	\$ 490,684	3.9%
Services, Contracts & Supplies	483,692	537,479	C	53,787	11.1%
	\$ 12,943,507	\$ 13,487,978		\$ 544,471	4.2%
Salaries & Benefits as % of total budget	96%	96%			

Staffing (FTE)	2022-23	2022-23	Note	Change	% Change
	Budget	Fall			
Certificated	96.84	98.18		1.34	1.4%
Classified	25.62	28.03		2.41	9.4%
	122.46	126.21	D	3.75	3.1%

Notes (for changes greater than \$50,000)

- A. In Sector 2, Grade 10-12 enrolment decreased by 12 students, but ECS to Grade 9 enrolment increased by 51 students. This resulted in a net increase of 39 students which represents 1.9% growth in enrolment.
- B. The increase of \$490,684 in Salaries & Benefits is the combination of increased staffing from Inclusive and Early Learning allocations, sub costs from New Curriculum Sub allocations, an overall increased standard cost rate from Spring, and additional staff to support enrolment growth.
- C. The increase in Services, Contracts & Supplies is from increased allocations and increased carryforward reserve (actual) from the Spring (estimate).
- D. Staffing has increased 3.75 FTE. The 1.34 FTE increase to Certificated represents a 1.4% change and is to support the enrolment growth. The 2.41 FTE to Classified is primarily funded by additional Inclusive and Early Learning allocations from Spring.

Sector 3 - Fort Saskatchewan					
Enrolment	2022-23	2022-23	Note	Change	%
	Budget	Fall			
ECS	369	386		17	4.6%
Grade 1-3	983	977		(6)	(0.6%)
Grade 4-6	869	879		10	1.2%
Grade 7-9	707	730		23	3.3%
Grade 10-12	467	473		6	1.3%
	3,395	3,445	A	50	1.5%



Expenses by Category	2022-23	2022-23	Note	Change	%
	Budget	Fall			
Salaries & Benefits	\$ 21,701,682	\$ 22,738,560	B	\$ 1,036,878	4.8%
Services, Contracts & Supplies	983,794	1,138,767	C	154,973	15.8%
	\$ 22,685,476	\$ 23,877,327		\$ 1,191,851	5.3%
<i>Salaries & Benefits as % of total budget</i>	<i>96%</i>	<i>95%</i>			

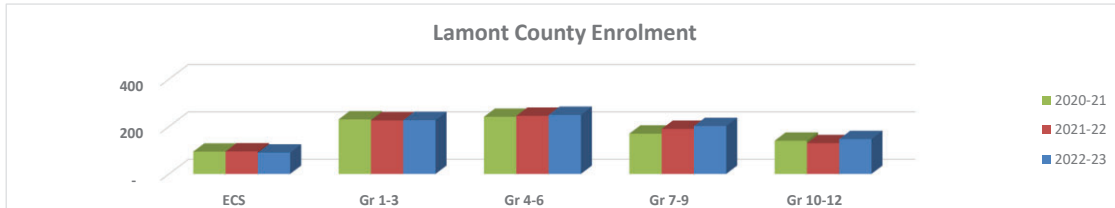
Staffing (FTE)	2022-23	2022-23	Note	Change	%
	Budget	Fall			
Certificated	158.55	159.51		0.96	0.6%
Classified	61.48	68.80		7.32	11.9%
	220.03	228.31	D	8.28	3.8%

Notes (for changes greater than \$50,000)

- A. Sector 3 enrolment has increased 50 students from Spring Budget, representing 1.5% growth in enrolment.
- B. The increase of \$1,036,878 in Salaries & Benefits is the combination of increased staffing from Inclusive and Early Learning allocations, sub costs from New Curriculum Sub allocations, an overall increased standard cost rate from Spring, and additional staff to support enrolment growth. Additionally, special funding was distributed to various Fort Saskatchewan schools to support the Socio-Economic Status project, which increased Counsellor time. A Family Liason position was also part of the special funding, but will be administered through Specialized Supports.
- C. The increase in Services, Contracts & Supplies is from increased allocations to all schools and increased carryforward reserve (actual) from the Spring (estimate). Additionally, special funding was distributed to various Fort Saskatchewan schools to support the Socio-Economic Status project, which will support Community Engagement sessions and similar activities. Lastly, SouthPointe School was allocated \$69,000 to furnish modulars.
- D. Staffing has increased 8.28 FTE. The 0.96 FTE increase to Certificated represents a 0.6% change and is to support the enrolment growth. The 7.32 FTE to Classified is primarily funded by additional Inclusive and Early Learning allocations from Spring.

Sector 4 - Lamont County

Enrolment	2022-23 Budget	2022-23 Fall	Note	Change	% Change
ECS	86	90		4	4.7%
Grade 1-3	215	227		12	5.6%
Grade 4-6	249	249		-	0.0%
Grade 7-9	194	202		8	4.1%
Grade 10-12	141	147		6	4.3%
	885	915	A	30	3.4%



Expenses by Category	2022-23 Budget	2022-23 Fall	Note	Change	% Change
Salaries & Benefits	\$ 7,457,587	\$ 7,622,994	B	\$ 165,407	2.2%
Services, Contracts & Supplies	319,360	335,040		15,680	4.9%
	\$ 7,776,947	\$ 7,958,034		\$ 181,087	2.3%

Salaries & Benefits as % of total budget: 96% (Budget) / 96% (Fall)

Staffing (FTE)	2022-23 Budget	2022-23 Fall	Note	Change	% Change
Certificated	51.60	51.89		0.29	0.6%
Classified	24.19	24.69		0.50	2.1%
	75.79	76.58	C	0.79	1.0%

Notes (for changes greater than \$50,000)

- A. Sector 4 enrolment has increased 30 students from Spring Budget, representing 2.9% growth in enrolment. Nearly half of the growth was at Lamont High.
- B. The increase of \$165,000 in Salaries & Benefits is the combination of increased staffing from Inclusive and Early Learning allocations, sub costs from New Curriculum Sub allocations, an overall increased standard cost rate from Spring, and additional staff to support enrolment growth.
- C. Staffing has increased 0.79 FTE. The 0.29 FTE increase to Certificated represents 0.6% change. The 0.5 FTE to Classified is primarily funded by additional Inclusive and Early Learning allocations from Spring.
- D. Other:

Below is Alberta Education's Rural Small Schools Grant, which is applicable to Andrew School, Bruderheim School, and Mundare School. Please note that the enrolment is based on a Weighted Moving Average (WMA) calculation, with current year enrolment weighted at 50%.

Allocation Formula

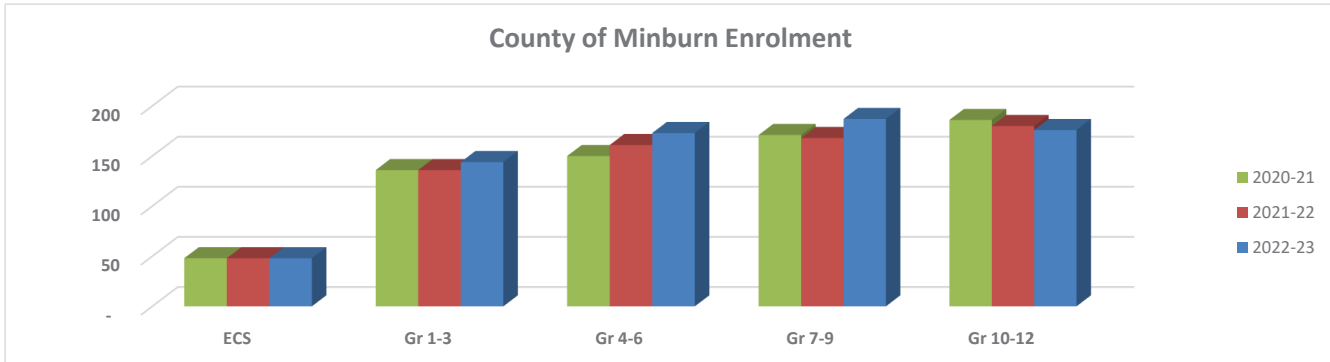
Block Funding Rate per School (applicable group level rate)		
Groups	WMA FTE Enrolment Threshold	Block Funding Rate
Group 1	< 35 and Hutterite Colony Schools	\$25,000+Base Instruction Grant
Group 2	=> 35 < 55	\$454,500
Group 3	=> 55 < 75	\$626,200
Group 4	=> 75 < 95	\$757,500
Group 5	=> 95 < 115	\$868,600
Group 6	=> 115 < 135	\$949,400
Group 7	=> 135 < 155	\$1,010,000

For informational purposes, the below chart compares rural school funding by levels over the last few budget cycles.

Rural Small School	2022-23 Fall	2022-23 Spring	2021-22 Fall
Andrew School	Group 3	Group 2	Group 3
Bruderheim School	Group 5	Group 5	Group 6
Mundare School	Group 5	Group 4	Group 6

Sector 5 - County of Minburn

Enrolment	2022-23 Budget	2022-23 Fall	Note	Change	% Change
ECS	45	48		3	6.7%
Grade 1-3	133	144		11	8.3%
Grade 4-6	163	173		10	6.1%
Grade 7-9	186	187		1	0.5%
Grade 10-12	177	176		(1)	(0.6%)
	704	728	A	24	3.4%



Expenses by Category	2022-23 Budget	2022-23 Fall	Note	Change	% Change
Salaries & Benefits	\$ 4,968,459	\$ 5,193,372	B	\$ 224,913	4.5%
Services, Contracts & Supplies	256,374	266,186		9,812	3.8%
	\$ 5,224,833	\$ 5,459,558		\$ 234,725	4.5%

Salaries & Benefits as % of total budget

95% 95%

Staffing (FTE)	2022-23 Budget	2022-23 Fall	Note	Change	% Change
Certificated	35.41	37.26		1.85	5.2%
Classified	15.26	14.59		(0.67)	(4.4%)
	50.67	51.85	C	1.18	2.3%

Notes (for changes greater than \$50,000)

- A. Sector 5 enrolment has increased 24 students from Spring Budget, representing 3.4% growth in enrolment.
- B. The increase of \$224,913 in Salaries & Benefits is the combination of increased staffing from Inclusive and Early Learning allocations, sub costs from New Curriculum Sub allocations, an overall increased standard cost rate from Spring, and additional staff to support enrolment growth.
- C. Staffing has increased 1.18 FTE. The 1.85 FTE increase to Certificated represents a 5.2% change and is to support the enrolment growth. The decrease of 0.67 FTE to Classified is due to a decrease in Inclusive allocations at Vegreville Composite High from Spring.

Enrolment Detail - by Sector				
	2022-23 Budget	2022-23 Fall	Change	% Change
Sector 1 - Sherwood Park				
Bev Facey Community High	1,010	1,011	1	0.1%
Brentwood Elementary	400	393	(7)	(1.8%)
Clover Bar Junior High	391	387	(4)	(1.0%)
Davidson Creek Elementary	629	626	(3)	(0.5%)
École Campbelltown	363	364	1	0.3%
F. R. Haythorne Junior High	639	643	4	0.6%
Glen Allan Elementary	315	318	3	1.0%
Heritage Hills Elementary	481	494	13	2.7%
Lakeland Ridge	763	769	6	0.8%
Mills Haven Elementary	446	461	15	3.4%
Pine Street Elementary	341	369	28	8.2%
Salisbury Composite High	1,250	1,287	37	3.0%
Sherwood Heights Junior High	666	666	-	0.0%
Strathcona Christian Academy Elementary	582	581	(1)	(0.2%)
Strathcona Christian Academy Secondary	609	607	(2)	(0.3%)
Wes Hosford Elementary	345	347	2	0.6%
Westboro Elementary	303	315	12	4.0%
Woodbridge Farms Elementary	307	315	8	2.6%
	9,840	9,953	113	1.1%
Sector 2 -Strathcona County				
Ardrossan Elementary	602	612	10	1.7%
Ardrossan Junior Senior High	830	826	(4)	(0.5%)
Fultonvale Elementary Junior High	475	489	14	2.9%
Uncas Elementary	192	211	19	9.9%
	2,099	2,138	39	1.9%
Sector 3 - Fort Saskatchewan				
Castle (Scotford Colony)	26	27	1	3.8%
École Parc Élémentaire	330	328	(2)	(0.6%)
Fort Saskatchewan Christian	393	398	5	1.3%
Fort Saskatchewan Elementary	261	281	20	7.7%
Fort Saskatchewan High	467	473	6	1.3%
James Mowat Elementary	438	422	(16)	(3.7%)
Rudolph Hennig Junior High	405	436	31	7.7%
SouthPointe School	665	684	19	2.9%
Win Ferguson Elementary	410	396	(14)	(3.4%)
	3,395	3,445	50	1.5%
Sector 4 - Lamont County				
Andrew School	60	62	2	3.3%
Bruderheim School	109	116	7	6.4%
Lamont Elementary	293	294	1	0.3%
Lamont High	318	332	14	4.4%
Mundare School	105	111	6	5.7%
	885	915	30	3.4%

Enrolment Detail - by Sector - continued

	2022-23 Budget	2022-23 Fall	Change	% Change
Sector 5 - County of Minburn				
A. L. Horton Elementary	328	352	24	7.3%
Pleasant Ridge Colony	17	17	-	0.0%
Vegreville Composite High	359	359	-	0.0%
	<u>704</u>	<u>728</u>	<u>24</u>	<u>3.4%</u>
Total Enrolment in Sectors	<u>16,923</u>	<u>17,179</u>	<u>256</u>	<u>1.5%</u>
Elk Island Youth Ranch Learning Centre	6	8	2	33.3%
Next Step Outreach	192	273	81	42.2%
Total Enrolment	<u>17,121</u>	<u>17,460</u>	<u>339</u>	<u>2.0%</u>
Enrolment by Grade				
ECS	1,296	1,363	67	5.2%
Grade 1-3	3,897	3,963	66	1.7%
Grade 4-6	3,944	3,995	51	1.3%
Grade 7-9	3,990	4,028	38	1.0%
Grade 10-12	3,796	3,830	34	0.9%
	<u>16,923</u>	<u>17,179</u>	<u>256</u>	<u>1.5%</u>
Elk Island Youth Ranch Learning Centre	6	8	2	33.3%
Next Step Outreach	192	273	81	42.2%
Total Enrolment	<u>17,121</u>	<u>17,460</u>	<u>339</u>	<u>2.0%</u>

(Page 21)

Schools Expenses - Detail by Sector by Category

	2022-23 Budget	2022-23 Fall	Change	Salaries & Benefits	Services, Contracts & Supplies	Total Salaries* as % of Total Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 6,852,345	\$ 7,185,373	\$ 333,028	\$ 6,792,457	\$ 392,916	95%
Brentwood Elementary	2,868,183	2,936,485	68,302	2,827,444	109,041	96%
Clover Bar Junior High	2,632,641	2,669,668	37,027	2,561,167	108,501	96%
Davidson Creek Elementary	3,739,256	3,913,407	174,151	3,776,849	136,558	97%
École Campbelltown	2,204,646	2,351,711	147,065	2,238,040	113,671	95%
F.R. Haythorne Junior High	4,274,592	4,349,773	75,181	4,117,014	232,759	95%
Glen Allan Elementary	2,296,679	2,385,282	88,603	2,282,269	103,013	96%
Heritage Hills Elementary	2,836,271	3,012,643	176,372	2,898,378	114,265	96%
Lakeland Ridge	4,197,298	4,355,177	157,879	4,141,974	213,203	95%
Mills Haven Elementary	2,943,451	3,051,011	107,560	2,907,809	143,202	95%
Pine Street Elementary	2,579,759	2,881,827	302,068	2,754,638	127,189	96%
Salisbury Composite High	7,876,071	8,262,281	386,210	7,710,706	551,575	93%
Sherwood Heights Junior High	4,026,601	4,163,081	136,480	3,971,964	191,117	95%
Strathcona Christian Academy Elementary	3,299,270	3,410,513	111,243	3,310,134	100,379	97%
Strathcona Christian Academy Secondary	3,649,055	3,702,701	53,646	3,553,413	149,288	96%
Wes Hosford Elementary	2,277,112	2,391,191	114,079	2,298,843	92,348	96%
Westboro Elementary	2,706,872	2,868,217	161,345	2,780,911	87,306	97%
Woodbridge Farms Elementary	2,909,731	2,978,678	68,947	2,877,598	101,080	97%
	<u>64,169,833</u>	<u>66,869,019</u>	<u>2,699,186</u>	<u>63,801,608</u>	<u>3,067,411</u>	<u>95%</u>
Sector 2 - Strathcona County						
Ardrossan Elementary	3,655,418	3,819,704	164,286	3,680,200	139,504	96%
Ardrossan Junior Senior High	4,905,716	5,041,577	135,861	4,835,705	205,872	96%
Fultonvale Elementary Junior High	2,865,962	3,004,862	138,900	2,897,300	107,562	96%
Uncas Elementary	1,516,411	1,621,835	105,424	1,537,294	84,541	95%
	<u>12,943,507</u>	<u>13,487,978</u>	<u>544,471</u>	<u>12,950,499</u>	<u>537,479</u>	<u>96%</u>
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	197,461	202,117	4,656	178,369	23,748	88%
École Parc Élémentaire	2,240,587	2,472,690	232,103	2,388,400	84,290	97%
Fort Saskatchewan Christian	2,648,954	2,768,420	119,466	2,641,708	126,712	95%
Fort Saskatchewan Elementary	2,036,107	2,195,554	159,447	2,111,749	83,805	96%
Fort Saskatchewan High	3,353,436	3,478,766	125,330	3,270,283	208,483	94%
James Mowat Elementary	2,694,619	2,749,633	55,014	2,631,848	117,785	96%
Rudolph Hennig Junior High	2,701,393	2,901,534	200,141	2,768,700	132,834	95%
SouthPointe School	4,066,537	4,291,446	224,909	4,013,154	278,292	94%
Win Ferguson Elementary	2,746,382	2,817,167	70,785	2,734,349	82,818	97%
	<u>22,685,476</u>	<u>23,877,327</u>	<u>1,191,851</u>	<u>22,738,560</u>	<u>1,138,767</u>	<u>95%</u>
Sector 4 - Lamont County						
Andrew School	702,245	711,806	9,561	694,747	17,059	98%
Bruderheim School	1,095,953	1,132,459	36,506	1,097,863	34,596	97%
Lamont Elementary	2,265,696	2,345,395	79,699	2,230,407	114,988	95%
Lamont High	2,554,671	2,708,611	153,940	2,609,682	98,929	96%
Mundare School	1,158,382	1,059,763	(98,619)	990,295	69,468	93%
	<u>7,776,947</u>	<u>7,958,034</u>	<u>181,087</u>	<u>7,622,994</u>	<u>335,040</u>	<u>96%</u>
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,371,729	2,612,656	240,927	2,492,909	119,747	95%
Pleasant Ridge Colony	138,110	144,538	6,428	137,345	7,193	95%
Vegreville Composite High	2,714,994	2,702,364	(12,630)	2,563,118	139,246	95%
	<u>5,224,833</u>	<u>5,459,558</u>	<u>234,725</u>	<u>5,193,372</u>	<u>266,186</u>	<u>95%</u>
	<u>\$ 112,800,596</u>	<u>\$ 117,651,916</u>	<u>\$ 4,851,320</u>	<u>\$ 112,307,033</u>	<u>\$ 5,344,883</u>	<u>95%</u>

(Page 21)

* Includes salaries supported by First Nations, Métis and Inuit revenue.

Schools Staffing by Sector - Full Time Equivalent (FTE)

	Certificated			Classified ¹			Total Change
	2022-23 Budget	2022-23 Fall	Change	2022-23 Budget	2022-23 Fall	Change	
Sector 1 - Sherwood Park							
Bev Facey Community High	47.29	48.50	1.21	18.53	19.69	1.16	2.37
Brentwood Elementary	21.60	21.58	(0.02)	5.57	5.90	0.33	0.31
Clover Bar Junior High	18.78	18.68	(0.10)	6.93	7.00	0.07	(0.03)
Davidson Creek Elementary	27.63	27.66	0.03	8.38	9.95	1.57	1.60
École Campbelltown	17.00	17.44	0.44	3.26	4.04	0.78	1.22
F.R. Haythorne Junior High	29.91	30.35	0.44	10.74	10.20	(0.54)	(0.10)
Glen Allan Elementary	15.71	15.71	-	6.54	7.20	0.66	0.66
Heritage Hills Elementary	22.10	22.71	0.61	4.30	5.12	0.82	1.43
Lakeland Ridge	31.06	31.03	(0.03)	8.05	9.17	1.12	1.09
Mills Haven Elementary	20.71	21.23	0.52	6.61	6.77	0.16	0.68
Pine Street Elementary	16.19	16.30	0.11	9.73	13.38	3.65	3.76
Salisbury Composite High	57.29	58.59	1.30	15.70	17.26	1.56	2.86
Sherwood Heights Junior High	29.65	31.01	1.36	7.50	6.92	(0.58)	0.78
Strathcona Christian Academy Elementary	24.40	24.32	(0.08)	6.61	7.57	0.96	0.88
Strathcona Christian Academy Secondary	27.79	27.93	0.14	6.00	5.75	(0.25)	(0.11)
Wes Hosford Elementary	16.00	16.00	-	5.85	6.97	1.12	1.12
Westboro Elementary	16.90	17.00	0.10	10.98	12.49	1.51	1.61
Woodbridge Farms Elementary	18.60	18.60	-	10.52	11.27	0.75	0.75
	458.61	464.64	6.03	151.80	166.65	14.85	20.88
Sector 2 - Strathcona County							
Ardrossan Elementary	26.41	26.78	0.37	9.02	9.74	0.72	1.09
Ardrossan Junior Senior High	38.12	38.00	(0.12)	7.57	8.47	0.90	0.78
Fultonvale Elementary Junior High	22.21	22.82	0.61	4.50	4.90	0.40	1.01
Uncas Elementary	10.10	10.58	0.48	4.53	4.92	0.39	0.87
	96.84	98.18	1.34	25.62	28.03	2.41	3.75
Sector 3 - Fort Saskatchewan							
Castle (Scotford Colony)	1.10	1.10	-	0.81	0.76	(0.05)	(0.05)
École Parc Élementaire	15.01	15.35	0.34	7.18	9.74	2.56	2.90
Fort Saskatchewan Christian	20.34	20.16	(0.18)	4.58	5.92	1.34	1.16
Fort Saskatchewan Elementary	12.95	13.06	0.11	7.39	8.20	0.81	0.92
Fort Saskatchewan High	22.43	22.43	-	10.04	10.76	0.72	0.72
James Mowat Elementary	19.45	19.34	(0.11)	6.31	6.27	(0.04)	(0.15)
Rudolph Hennig Junior High	19.65	20.44	0.79	6.02	6.88	0.86	1.65
SouthPointe School	28.87	28.88	0.01	10.56	11.35	0.79	0.80
Win Ferguson Elementary	18.75	18.75	-	8.59	8.92	0.33	0.33
	158.55	159.51	0.96	61.48	68.80	7.32	8.28
Sector 4 - Lamont County							
Andrew School	4.49	4.51	0.02	2.33	2.28	(0.05)	(0.03)
Bruderheim School	7.06	7.05	(0.01)	4.02	4.30	0.28	0.27
Lamont Elementary	14.75	15.12	0.37	7.49	7.37	(0.12)	0.25
Lamont High	17.80	18.21	0.41	7.00	8.25	1.25	1.66
Mundare School	7.50	7.00	(0.50)	3.35	2.49	(0.86)	(1.36)
	51.60	51.89	0.29	24.19	24.69	0.50	0.79
Sector 5 - County of Minburn							
A.L. Horton Elementary	16.35	17.76	1.41	6.47	7.28	0.81	2.22
Pleasant Ridge Colony	1.05	1.05	-	0.43	0.45	0.02	0.02
Vegreville Composite High	18.01	18.45	0.44	8.36	6.86	(1.50)	(1.06)
	35.41	37.26	1.85	15.26	14.59	(0.67)	1.18
	801.01	811.48	10.47	278.35	302.76	24.41	34.88

(Page 22)

¹ Classified FTE is based on a 12-month year

Due to the changes in student composition including inclusive students and special education programs, as well as reserve carryforward, the change in allocations to individual schools cannot be directly correlated to the change in their staffing nor enrolment.

Supports for Students - Schools

Expenses by Category	2022-23	2022-23	Change	Note	% Change	Salaries & Benefits	Services, Contracts, & Supplies
	Budget	Fall					
Early Learning	\$ 2,603,681	\$ 1,952,375	\$ (651,306)	A	(25.0%)	\$ 1,882,474	\$ 69,901
Mental Health Capacity Building	225,061	225,061	-		0.0%	215,267	9,794
Specialized Supports - Schools	2,340,674	2,044,550	(296,124)	B	(12.7%)	1,640,762	403,788
School Nutrition Program	150,000	150,000	-		0.0%	59,268	90,732
Partners 4 Science	351,128	359,797	8,669		2.5%	212,991	146,806
	<u>\$ 5,670,544</u>	<u>\$ 4,731,783</u>	<u>\$ (938,761)</u>		<u>(16.6%)</u>	<u>\$ 4,010,762</u>	<u>\$ 721,021</u>

(Page 21)

Staffing (FTE)	Certificated			Note	Classified		
	2022-23	2022-23	Change		2022-23	2022-23	Change
	Budget	Fall			Budget	Fall	
Early Learning	1.50	1.50	-		24.41	15.15	(9.26)
Mental Health Capacity Building	-	-	-		2.60	2.60	-
Specialized Supports - Schools	4.00	4.00	-		15.13	11.64	(3.49)
School Nutrition Program	-	-	-		1.22	1.17	(0.05)
Partners 4 Science	-	0.10	0.10		1.48	1.53	0.05
	<u>5.50</u>	<u>5.60</u>	<u>0.10</u>	C	<u>44.84</u>	<u>32.09</u>	<u>(12.75)</u>

(Page 22)

Notes (for changes greater than \$50,000)

A. The Early Learning Fall Budget decrease of \$651,000 is reflective of the below changes.

Early Learning Changes:

Sub Funding Transfer to Schools	(22,582)
Carryforward Reserve decrease	(12,589)
Allocation for Salary Increases	24,656
Early Learning Allocations to Schools	(448,693)
Decrease to Early Learning Revenue	(192,098)
Total Changes	(651,306)

B. The Specialized Supports - School Fall Budget decrease of \$296,000 is reflective of the below changes.

Specialized Supports - Schools Changes:

One-Time Allocation	400,000
Fall Enrolment Allocation Adjustment	(24,193)
Fort Sask Project FSLW to be Administered by SSS	80,000
Carryforward Reserve Increase	17,839
Allocation for Salary Increases	105,060
Allocations to Schools	(983,937)
Increase to Special Support Revenue	109,107
Total Changes	(296,124)

C. Classified Staffing within Supports for Students (SFS) has decreased 12.75 FTE, primarily due to a decrease contingency Educational Assistant staffing within SFS (Early Learning and Specialized Supports). As funds are transferred from SFS to schools, the Educational Assistant staffing shifts from Supports for Students to the Schools.

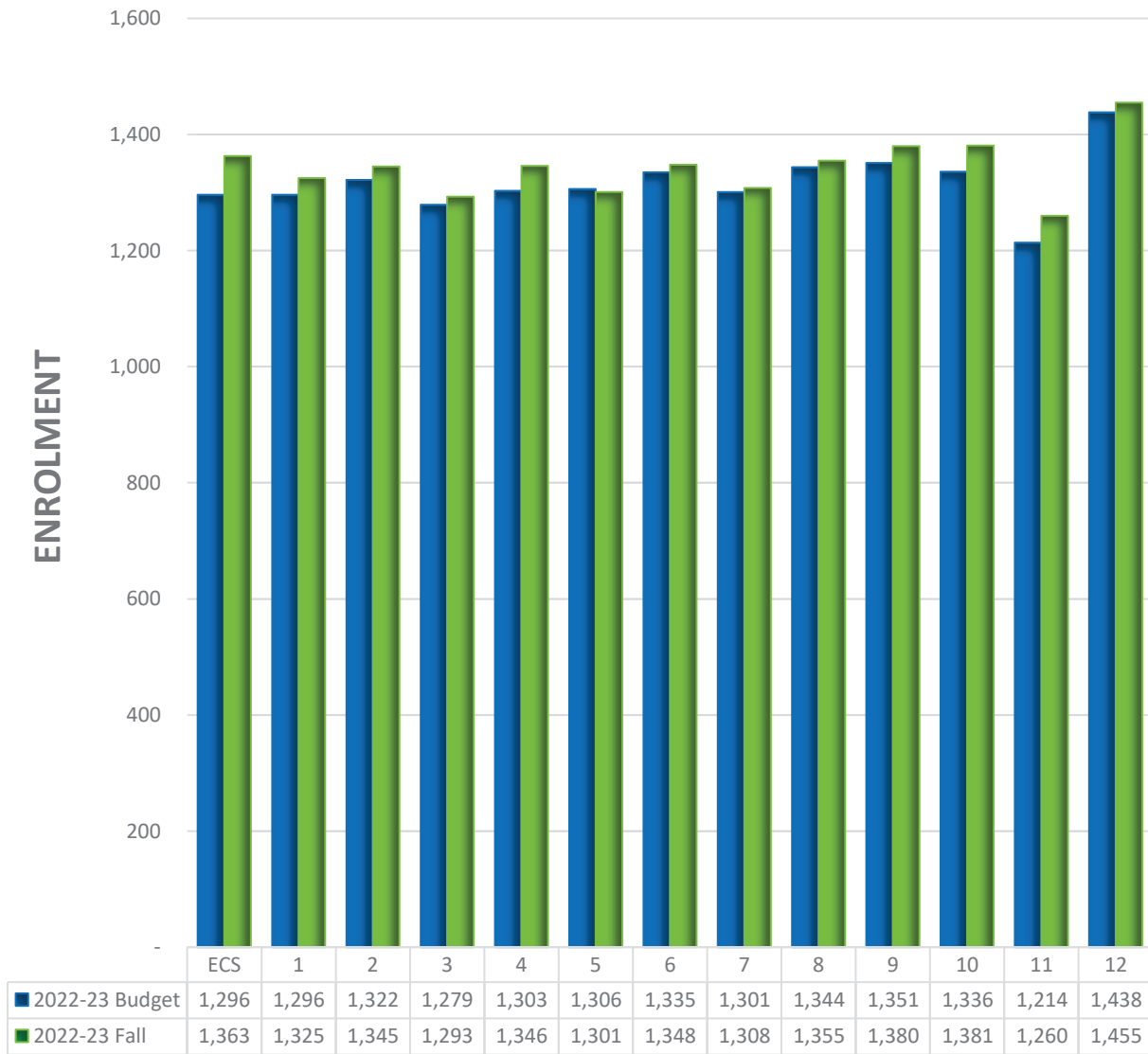
Early Learning and Specialized Supports - Schools

	2022-23 Budget	2022-23 Fall	Note	Change	% Change
Revenues					
Alberta Education Funding					
Early Learning	\$ 3,570,958	\$ 3,378,860	A	\$ (192,098)	(5.4%)
Specialized Supports	14,475,508	14,560,475	B	84,967	0.6%
	18,046,466	17,939,335		(107,131)	(0.6%)
Expenses					
Schools					
Early Learning	2,280,770	2,752,045		471,275	20.7%
Specialized Supports - Schools	15,742,835	16,726,772		983,937	6.3%
	18,023,605	19,478,817	C	1,455,212	8.1%
Central Services					
Early Learning	2,603,681	1,952,375		(651,306)	(25.0%)
Specialized Supports - Central	2,340,674	2,044,550		(296,124)	(12.7%)
	4,944,355	3,996,925	C	(947,430)	(19.2%)
	22,967,960	23,475,742		507,782	2.2%
Unfunded by Alberta Education	\$ (4,921,494)	\$ (5,536,407)	D	\$ (614,913)	12.5%

Notes (for changes greater than \$50,000)

- A. **Early Learning** is funded from Program Unit Funding (PUF), Base Instruction and Specialized Learning Supports Kindergarten funding, Moderate Language Delay Grant, as well as Block Allocations. The decrease of \$192,000 is primarily due to a reduction in PALS students and coding changes.
- B. **Specialized Supports - Schools** is funded from Base Instruction, Specialized Learning Support, First Nations, Métis and Inuit, Socio-Economic Status, and English as a Second Language funding, as well as Block Allocations. The increase of \$85,000 is due to an increase to SLS Revenue from the WMA enrolment increase at September 29, 2022.
- C. The change in expenses between **Central Services and Schools** reflects the allocations that were made for both Inclusive Learning and Early Learning during the Fall Budget among other changes, as detailed on the prior page.
- D. The change in **Unfunded by Alberta Education** reflects the changes to Block allocations, One-time allocations, and Reserves (Department Carryforward and Division).

ELK ISLAND PUBLIC SCHOOLS
2022-23 Fall Budget
Enrolment Comparative - by Grade



2022-23 Spring
Enrolment

17,121 ■

2022-23 Fall
Enrolment

17,460 ■

Central Services

Expenses by Department	Page Ref	2022-23 Budget	2022-23 Fall	Change	% Change
Governance	36				
Board of Trustees		\$ 605,698	\$ 636,481	\$ 30,783	5.1%
Education Executive	37				
Superintendent		802,916	809,537	6,621	0.8%
Election		50,000	50,000	-	-
Communications		611,538	622,421	10,883	1.8%
		1,464,454	1,481,958	17,504	1.2%
Supports For Students - Central	38				
Associate Superintendent		374,090	555,197	181,107	48.4%
Instructional Supports		3,076,928	3,359,781	282,853	9.2%
Curriculum		874,890	895,139		
Specialized Supports		590,189	593,177	2,988	0.5%
		4,916,097	5,403,294	466,948	9.5%
Human Resources	40				
Associate Superintendent		2,677,130	3,230,842	553,712	20.7%
Staff Relations & Training		825,076	795,055	(30,021)	(3.6%)
Recruitment & Staffing		2,970,205	2,987,550	17,345	0.6%
		6,472,411	7,013,447	541,036	8.4%
Business Services	42				
Secretary-Treasurer		781,409	800,819	19,410	2.5%
Financial Services		2,102,248	2,218,685	116,437	5.5%
		2,883,657	3,019,504	135,847	4.7%
Facility Services	43				
Facilities		15,843,227	16,289,494	446,267	2.8%
Infrastructure Maintenance and Renewal		2,262,457	1,341,299	(921,158)	(40.7%)
		18,105,684	17,630,793	(474,891)	(2.6%)
Information Technologies	45	7,063,933	7,372,305	308,372	4.4%
Student Transportation	47	12,894,056	14,088,780	1,194,724	9.3%
Fiscal Services	49				
Capital and Debt Services		6,459,428	6,506,078	46,650	0.7%
Other (Teacher Pensions and Insurance)		394,431	380,891	(13,540)	(3.4%)
		6,853,859	6,886,969	33,110	0.5%
		<u>\$ 61,259,849</u>	<u>\$ 63,533,531</u>	<u>\$ 2,253,433</u>	<u>3.7%</u>

(Page 18)

Staffing - Full Time Equivalents (FTE)	2022-23 Budget	2022-23 Fall	FTE Change	% Change
Certificated	29.79	31.69	1.90	6.4%
Classified	115.59	125.74	10.15	8.8%
	145.38	157.43	12.05	8.3%

Governance

Budget	2022-23 Budget	2022-23 Fall	Change	Note
Revenue/Allocations				
Block Revenue Allocations	\$ 566,737	\$ 573,847	\$ 7,110	
Reserve Spending	38,961	62,634	23,673	
	<u>605,698</u>	<u>636,481</u>	30,783	
Expenses				
<i>Salaries and benefits</i>				
Classified	414,920	422,030	7,110	
	<u>414,920</u>	<u>422,030</u>	7,110	
<i>Services, Contracts and Supplies</i>				
Dues & Fees	83,217	83,217	-	
Contracted Services	37,600	51,873	14,273	
Staff Dev - Registration	36,998	40,856	3,858	
Subsistence	3,639	9,639	6,000	
Travel	4,600	8,000	3,400	
Advertising/Public Relations	7,756	7,161	(595)	
Computer Equipment	4,878	3,350	(1,528)	
Supplies & Materials	3,920	3,200	(720)	
Binding/Copying/Printing	2,000	2,000	-	
Furniture	2,000	2,000	-	
Telephone/Fax/Cellular	2,970	1,955	(1,015)	
Rental/Lease	1,000	1,000	-	
Postage/Courier	200	200	-	
	<u>190,778</u>	<u>214,451</u>	23,673	
	<u>605,698</u>	<u>636,481</u>	30,783	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Notes (for changes greater than \$75,000 and 5%)

Education Executive							
Budget	2022-23 Budget	2022-23 Fall	Change	Note	Superintendent	Communications	Election
Revenue/Allocations							
Block Revenue Allocations	\$ 1,352,480	\$ 1,369,983	\$ 17,503		\$ 760,966	\$ 559,017	\$ 50,000
One Time Allocation	41,220	41,220	-		41,220	-	-
Reserve Spending	70,754	70,755	1		7,351	63,404	-
	<u>1,464,454</u>	<u>1,481,958</u>	<u>17,504</u>		<u>809,537</u>	<u>622,421</u>	<u>50,000</u>
Expenses							
<i>Salaries and Benefits</i>							
Certificated	470,128	475,261	5,133		475,261	-	-
Classified	772,049	782,283	10,234		199,041	583,242	-
	<u>1,242,177</u>	<u>1,257,544</u>	<u>15,367</u>		<u>674,302</u>	<u>583,242</u>	<u>-</u>
<i>Services, Contracts and Supplies</i>							
Contracted Services	96,661	95,243	(1,418)		42,347	2,896	50,000
Subsistence	36,572	36,572	-		35,922	650	-
Supplies & Materials	23,457	27,012	3,555		19,159	7,853	-
Advertising/Public Relations	14,300	14,300	-		300	14,000	-
Computer Equipment	8,240	8,240	-		6,240	2,000	-
Dues & Fees	7,850	7,850	-		6,250	1,600	-
Rental/Lease	7,650	7,650	-		7,150	500	-
Staff Dev - Registration	6,648	6,648	-		5,648	1,000	-
Binding/Copying/Printing	5,685	5,685	-		4,385	1,300	-
Mileage	5,268	5,268	-		3,768	1,500	-
Staff Dev - Travel	4,766	5,066	300		4,316	750	-
Staff Dev - Subsistence	3,850	4,350	500		3,850	500	-
Telephone/Fax/Cellular	3,000	3,000	-		2,250	750	-
Repairs & Maintenance	2,976	2,976	-		-	2,976	-
Furniture	2,000	2,000	-		1,000	1,000	-
Travel	2,454	1,954	(500)		1,250	704	-
Publications & Subscriptions	200	200	-		-	200	-
Postage/Courier	100	100	-		100	-	-
Cost Recoveries	(9,400)	(9,700)	(300)		(8,700)	(1,000)	-
	<u>222,277</u>	<u>224,414</u>	<u>2,137</u>		<u>135,235</u>	<u>39,179</u>	<u>50,000</u>
	<u>1,464,454</u>	<u>1,481,958</u>	<u>17,504</u>		<u>809,537</u>	<u>622,421</u>	<u>50,000</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Staffing (FTE)	2022-23 Budget	2022-23 Fall	Change	Superintendent	Communications	Election
Certificated	2.00	2.00	-	2.00	-	-
Classified	7.90	7.90	-	2.00	5.90	-
	<u>9.90</u>	<u>9.90</u>	<u>-</u>	<u>4.00</u>	<u>5.90</u>	<u>-</u>

Notes (for changes greater than \$75,000 and 5%)

Supports for Students - Central

Budget	2022-23 Budget	2022-23 Fall	Change	Note	Associate Super- intendent	Curriculum	Instructional Supports	Specialized Supports
Revenue/Allocations								
Block Revenue Allocations	\$ 2,267,364	\$ 2,293,417	\$ 26,053		\$ 354,537	\$ 79,822	\$ 1,265,881	\$ 593,177
One-Time Funding	-	110,000	110,000	A	5,000	-	105,000	-
Reserve Spending	2,617,497	2,308,884	(308,613)	B	1,027,347	444,735	836,802	-
Supplemental Revenue	119,000	103,989	(15,011)		1,134	-	102,855	-
Targeted Funding	1,901,251	2,992,312	1,091,061	C	167,179	693,380	2,131,753	-
Transfers To/From Other Sites	(1,989,015)	(2,405,308)	(416,293)	D	(1,000,000)	(322,798)	(1,082,510)	-
	<u>4,916,097</u>	<u>5,403,294</u>	<u>487,197</u>		<u>555,197</u>	<u>895,139</u>	<u>3,359,781</u>	<u>593,177</u>
Expenses								
<i>Salaries and Benefits</i>								
Certificated	3,336,726	3,505,444	168,718	E	-	831,781	2,245,852	427,811
Classified	761,607	969,736	208,129	F	487,706	35,185	404,820	42,025
	<u>4,098,333</u>	<u>4,475,180</u>	<u>376,847</u>		<u>487,706</u>	<u>866,966</u>	<u>2,650,672</u>	<u>469,836</u>
<i>Services, Contracts, and Supplies</i>								
Contracted Services	400,990	474,862	73,872		36,323	1,000	378,165	59,374
Supplies & Materials	119,438	89,335	(30,103)		928	5,173	65,307	17,927
Equipment	5,500	81,000	75,500	G	-	-	78,000	3,000
Mileage	42,750	45,500	2,750		2,000	500	40,000	3,000
Dues & Fees	78,341	41,980	(36,361)		1,280	-	40,000	700
Staff Dev - Registration	39,500	41,500	2,000		2,500	2,000	17,000	20,000
Rental/Lease	24,500	25,500	1,000		4,500	-	19,000	2,000
Subsistence	10,935	20,746	9,811		12,000	-	6,746	2,000
Computer Equipment	16,500	20,500	4,000		-	1,000	9,500	10,000
Media Materials - Books Only	2,000	17,000	15,000		-	15,000	2,000	-
Publications & Subscriptions	29,600	15,100	(14,500)		100	500	14,500	-
Staff Dev - Travel	8,000	11,000	3,000		3,500	-	6,500	1,000
Staff Dev - Subsistence	5,200	10,515	5,315		1,000	-	9,315	200
Telephone/Fax/Cellular	12,340	8,780	(3,560)		840	-	7,500	440
Furniture	4,500	8,500	4,000		2,000	-	6,500	-
Binding/Copying/Printing	8,950	8,450	(500)		500	3,000	4,450	500
Repairs & Maintenance	500	3,000	2,500		-	-	-	3,000
Software	6,000	2,926	(3,074)		-	-	2,926	-
Travel	1,500	1,200	(300)		-	-	1,000	200
Postage/Courier	520	520	-		20	-	500	-
Advertising/Public Relations	200	200	-		-	-	200	-
	<u>817,764</u>	<u>928,114</u>	<u>110,350</u>		<u>67,491</u>	<u>28,173</u>	<u>709,109</u>	<u>123,341</u>
	<u>4,916,097</u>	<u>5,403,294</u>	<u>487,197</u>		<u>555,197</u>	<u>895,139</u>	<u>3,359,781</u>	<u>593,177</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Supports for Students - Central - continued

Staffing (FTE)	2022-23 Budget	2022-23 Fall	Change	Note	Associate Super- intendent	Curriculum	Instructional Supports	Specialized Supports
Certificated	23.79	25.69	1.90	E	-	7.50	15.19	3.00
Classified	6.17	12.67	6.50	F	8.31	0.75	3.31	0.30
	<u>29.96</u>	<u>38.36</u>	<u>8.40</u>		<u>8.31</u>	<u>8.25</u>	<u>18.50</u>	<u>3.30</u>

Notes (for changes greater than \$75,000 and 5%)

- A. One-time funding increased by \$110,000, with \$105,000 directed to Instructional Supports for a Math Facilitator from Univeristy of Alberta and Career and Technology Studies (CTS) collegiate work. As well, \$5,000 was directed to Associate Superintendent of Supports for Students for the Ukrainian Language and Culture curriculum .
- B. Reserve spending decreased by \$309,000 primarily due to recovering \$353,000 in reserves for the new curriculum work - now funded by Alberta Education. The decrease is partially offset by a \$44,000 increase in department reserves, which is surplus from the 2021-22 year.
- C. Targeted funding has increased \$1,091,000 because of several provincial grants, including Odyssey program (\$167,000); First Nations, Métis and Inuit funding (\$87,000); dual credit programming (\$107,000); French language funding (\$37,000); and the new elementary curriculum funding (\$693,000).
- D. Transfers to other schools/departments increased by \$416,000 because of funds for curriculum sub days and First Nations, Métis and Inuit funds both transferred to schools.
- E. Certificated costs increased \$169,000 due to staffing changes - two full-time employees were added to support the new elementary curriculum work and 0.1 FTE was moved from Instructional Supports to Partners for Science, which is reported in the schools section. Salary increases also contributed to the change in costs.
- F. Classified costs have increased \$208,000 due to 5.75 FTE staffing increase for Odyssey (Odyssey staff were not budgeted in Spring), and 0.75 FTE staffing increase for Curriculum (temporary).
- G. Equipment expenditures have increased \$75,500, primarily due to planned expenditures relating to the Dual Credit Enhancement funding from Alberta Education.

Human Resources							
Budget	2022-23 Budget	2022-23 Fall	Change	Note	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Revenue/Allocations							
Block Revenue Allocations	\$ 4,698,912	\$ 4,747,565	\$ 48,653		\$ 1,056,308	\$ 709,604	\$ 2,981,653
One-Time Funding	-	58,000	58,000		58,000	-	-
Reserve Spending	221,193	226,368	5,175		164,226	56,245	5,897
Targeted Funding	1,359,854	1,701,743	341,889	A	1,642,537	59,206	-
Supplemental Revenue	192,452	309,771	117,319	B	309,771	-	-
Transfers To/From Other Sites	-	(30,000)	(30,000)		-	(30,000)	-
	6,472,411	7,013,447	541,036		3,230,842	795,055	2,987,550
Expenses							
<i>Salaries and benefits</i>							
Certificated	353,690	360,547	6,857		205,418	155,129	-
Classified	1,238,579	1,260,006	21,427		325,748	309,833	624,425
	1,592,269	1,620,553	28,284		531,166	464,962	624,425
Staffing - Certificated *	2,230,437	2,206,757	(23,680)		169,434	53,919	1,983,404
Staffing - Classified *	492,477	481,355	(11,122)		44,975	106,481	329,899
	2,722,914	2,688,112	(34,802)		214,409	160,400	2,313,303
Secondments - Certificated	1,477,306	1,952,308	475,002	C	1,952,308	-	-
	5,792,489	6,260,973	468,484		2,697,883	625,362	2,937,728
<i>Services, Contracts and Supplies</i>							
Staff Dev - Registration	309,782	310,782	1,000		224,000	74,782	12,000
Contracted Services	143,050	154,095	11,045		118,045	36,050	-
Supplies & Materials	105,307	143,467	38,160		104,721	31,361	7,385
Subsistence	37,523	37,838	315		26,478	8,000	3,360
Repairs & Maintenance	500	23,500	23,000		23,500	-	-
Mileage	16,776	15,592	(1,184)		4,415	6,000	5,177
Staff Dev - Travel	12,500	13,500	1,000		3,500	4,000	6,000
Furniture	9,500	10,000	500		8,000	-	2,000
Computer Equipment	7,900	9,500	1,600		4,000	-	5,500
Dues & Fees	7,000	7,000	-		2,500	2,000	2,500
Equipment	7,000	7,000	-		4,000	3,000	-
Staff Dev - Subsistence	4,500	5,000	500		1,000	1,500	2,500
Telephone/Fax/Cellular	4,000	4,100	100		3,000	-	1,100
Advertising/Public Relations	3,750	3,750	-		250	1,500	2,000
Rental/Lease	2,350	2,350	-		850	1,500	-
Binding/Copying/Printing	2,000	2,000	-		2,000	-	-
Publications & Subscriptions	1,700	1,700	-		1,700	-	-
Cost Recoveries	800	800	-		800	-	-
Postage/Courier	484	500	16		200	-	300
Software	3,500	-	(3,500)		-	-	-
	679,922	752,474	72,552		532,959	169,693	49,822
	6,472,411	7,013,447	541,036		3,230,842	795,055	2,987,550
	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -

* Staffing relates to severance, leaves of absence, substitutes and benefits for illness and maternity/parental leaves

Human Resources - continued							
Staffing (FTE)	2022-23 Budget	2022-23 Fall	Change	Note	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Certificated	2.00	2.00	-		1.00	1.00	-
Classified	13.00	13.00	-		3.00	4.00	6.00
	<u>15.00</u>	<u>15.00</u>	-		<u>4.00</u>	<u>5.00</u>	<u>6.00</u>

Does not include FTE related to expenses for secondments, leaves and substitutes for illness or maternity/parental leaves

Notes (for changes greater than \$75,000 and 5%)

- A. Targeted funding has increased \$342,000, primarily related to Alberta Education secondment funding of \$358,000, offset by a decrease in CTS Bridge to Certification funding of \$16,000.
- B. Supplemental revenue has increased \$117,000, due to non-Alberta Education secondment funding.
- C. Secondments - Certificated costs have increased \$475,000 due to additional staff on secondment from the spring. There are 16.5 FTE certificated staff on secondment in the 2022-23 Fall Budget.

Business Services						
Budget	2022-23 Budget	2022-23 Fall	Change	Note	Secretary- Treasurer	Financial Services
Revenue/Allocations						
Block Revenue Allocations	\$ 2,850,281	\$ 2,977,905	\$ 127,624		\$ 797,790	\$ 2,180,115
Reserve Spending	33,376	41,599	8,223		3,029	38,570
	<u>2,883,657</u>	<u>3,019,504</u>	<u>135,847</u>		<u>800,819</u>	<u>2,218,685</u>
Expenses						
<i>Salaries and Benefits</i>						
Classified	2,217,077	2,349,385	132,308	A	303,613	2,045,772
	<u>2,217,077</u>	<u>2,349,385</u>	<u>132,308</u>		<u>303,613</u>	<u>2,045,772</u>
<i>Services, Contracts and Supplies</i>						
Insurance	351,739	351,739	-		351,539	200
Contracted Services	225,863	224,768	(1,095)		132,680	92,088
Staff Dev - Registration	22,400	27,255	4,855		2,255	25,000
Supplies & Materials	1,650	13,424	11,774		3,424	10,000
Dues & Fees	12,370	11,870	(500)		2,145	9,725
Computer Equipment	9,123	9,123	-		1,123	8,000
Furniture	8,000	8,000	-		-	8,000
Subsistence	5,100	5,200	100		1,200	4,000
Mileage	5,000	4,900	(100)		900	4,000
Binding/Copying/Printing	4,400	4,400	-		-	4,400
Staff Dev - Travel	2,600	2,645	45		645	2,000
Telephone/Fax/Cellular	2,295	2,295	-		395	1,900
Rental/Lease	13,890	1,650	(12,240)		-	1,650
Travel	450	1,050	600		600	450
Advertising/Public Relations	1,000	1,000	-		-	1,000
Staff Dev - Subsistence	500	600	100		100	500
Publications & Subscriptions	200	200	-		200	-
	<u>666,580</u>	<u>670,119</u>	<u>3,539</u>		<u>497,206</u>	<u>172,913</u>
	<u>2,883,657</u>	<u>3,019,504</u>	<u>135,847</u>		<u>800,819</u>	<u>2,218,685</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>
Staffing (FTE)						
Classified	20.19	20.65	0.46	A	2.00	18.65
Notes (for changes greater than \$75,000 and 5%)						

A. Classified salaries and benefits has increased \$132,000 due to the addition of a 0.46 FTE senior accountant from January to August, as well as salary increases for staff.

Facility Services						
Budget	2022-23 Budget	2022-23 Fall	Change	Note	Facilities	Infrastructure Maintenance and Renewal
Revenue/Allocations						
Block Revenue Allocations	\$ 14,649,408	\$ 14,797,724	\$ 148,316		\$ 14,797,724	\$ -
Reserve Spending	264,112	531,081	266,969	A	531,081	-
Supplemental Revenue	277,961	278,209	248		278,209	-
Targeted Funding	2,914,203	2,023,779	(890,424)	B	682,480	1,341,299
	<u>18,105,684</u>	<u>17,630,793</u>	<u>(474,891)</u>		<u>16,289,494</u>	<u>1,341,299</u>
Expenses						
<i>Salaries and benefits</i>						
Classified*	3,342,921	3,368,754	25,833		3,368,754	-
	<u>3,342,921</u>	<u>3,368,754</u>	<u>25,833</u>		<u>3,368,754</u>	<u>-</u>
<i>Services, Contracts and Supplies</i>						
Contracted Custodial Services	4,388,000	4,423,498	35,498		4,423,498	-
Electricity	2,000,000	2,000,000	-		2,000,000	-
Repairs & Maintenance	2,262,457	1,741,299	(521,158)	C	400,000	1,341,299
Contracted Services*	1,665,002	1,731,532	66,530	D	1,731,532	-
Natural Gas/Propane	1,200,000	1,200,000	-		1,200,000	-
Rental/Lease	1,172,667	1,172,667	-		1,172,667	-
Supplies - Custodial	608,000	591,200	(16,800)		591,200	-
Insurance	523,075	525,177	2,102		525,177	-
Supplies & Materials	311,750	322,000	10,250		322,000	-
Water & Sewer	230,000	240,000	10,000		240,000	-
Equipment	251,000	210,000	(41,000)		210,000	-
Oil/Gas/Propane	120,000	120,000	-		120,000	-
Staff Dev - Registration	35,000	35,000	-		35,000	-
Vehicle Repair/Maintenance	30,000	30,000	-		30,000	-
Software	20,000	16,000	(4,000)		16,000	-
Telephone/Fax/Cellular	17,945	15,950	(1,995)		15,950	-
Postage/Courier	16,000	13,500	(2,500)		13,500	-
Dues & Fees	11,500	11,500	-		11,500	-
Computer Equipment	10,000	10,000	-		10,000	-
Subsistence	8,000	8,000	-		8,000	-
Furniture	5,000	5,000	-		5,000	-
Uniforms/Protective	5,000	5,000	-		5,000	-
Miscellaneous Bank Charges	5,000	4,000	(1,000)		4,000	-
Staff Dev - Travel	2,500	2,500	-		2,500	-
Binding/Copying/Printing	3,000	1,500	(1,500)		1,500	-
Staff Dev - Subsistence	1,500	1,500	-		1,500	-
Overhead Recoveries	3,000	-	(3,000)		-	-
Advertising/Public Relations	1,000	-	(1,000)		-	-
Cost Recoveries	(143,633)	(174,784)	(31,151)		(174,784)	-
	<u>14,762,763</u>	<u>14,262,039</u>	<u>(500,724)</u>		<u>12,920,740</u>	<u>1,341,299</u>
	<u>18,105,684</u>	<u>17,630,793</u>	<u>(474,891)</u>		<u>16,289,494</u>	<u>1,341,299</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>

*2022-23 Budget numbers were restated.

Facility Services - continued						
Staffing (FTE)	2022-23 Budget	2022-23 Fall	Change	Note	Facilities	IMR
Classified	33.00	33.17	0.17		33.17	-

Notes (for changes greater than \$75,000 and 5%)

- A. Reserve spending has increased \$267,000 for completion of various projects including CTS Strobe Lights, Facility Condition Audits, Community Engagement, and a modular move.
- B. Targeted funding has decreased \$890,000 primarily due to the expected Infrastructure Maintenance and Renewal (IMR) usage for capital projects, such as the Salisbury Composite High Stormwater Drainage project.
- C. Repairs and maintenance has decreased \$521,000 from a reallocation of funds for IMR of \$921,000, offset by an increase as preventative maintenance costs of \$400,000 which will now be tracked within the repairs and maintenance category (previously tracked as Contracted Services).

IMR Changes:

(\$000s)	2022-23		Change
	Spring	Fall	
IMR Funding	\$ 2,262	\$ 2,262	\$ -
Prior Year Carryforward	-	1,483	\$ 1,483
IMR Capitalized	-	(2,404)	\$ (2,404)
IMR Revenue Total	\$ 2,262	\$ 1,341	\$ (921)

- D. Contracted services has increased \$66,530 for projects including CTS Strobe Lights, Facility Condition Audits, Community Engagement, and a modular move, offset by \$400,000 costs moved to preventative repairs and maintenance from contracted service.

Information Technologies

Budget	2022-23 Budget	2022-23 Fall	Change	Note
Revenue/Allocations				
Block Revenue Allocations	\$ 5,665,492	\$ 5,795,708	\$ 130,216	
One-Time Funding	336,500	477,500	141,000	A
Reserve Spending	687,541	724,697	37,156	
Targeted Funding	374,400	374,400	-	
	<u>7,063,933</u>	<u>7,372,305</u>	<u>308,372</u>	
Expenses				
<i>Salaries and benefits</i>				
Certificated	292,720	295,193	2,473	
Classified	2,761,688	2,997,266	235,578	B
	<u>3,054,408</u>	<u>3,292,459</u>	<u>238,051</u>	
<i>Services, Contracts and Supplies</i>				
Software	1,887,931	1,887,931	-	
Computer Equipment	969,536	969,536	-	
Internet	608,478	630,611	22,133	
Telephone/Fax/Cellular	272,252	272,252	-	
Contracted Services	118,758	155,946	37,188	
Mileage	49,000	49,000	-	
Amortization of Capital Assets	37,652	37,652	-	
Staff Dev - Registration	25,313	33,313	8,000	
Supplies & Materials	10,000	10,000	-	
Staff Dev - Travel	7,000	9,200	2,200	
Subsistence	7,500	7,500	-	
Furniture	6,000	6,000	-	
Staff Dev - Subsistence	3,000	3,800	800	
Dues & Fees	3,300	3,300	-	
Repairs & Maintenance	2,500	2,500	-	
Postage/Courier	500	500	-	
Insurance	500	500	-	
Binding/Copying/Printing	204	204	-	
Rental/Lease	101	101	-	
	<u>4,009,525</u>	<u>4,079,846</u>	<u>70,321</u>	
	<u>7,063,933</u>	<u>7,372,305</u>	<u>308,372</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Information Technologies - continued

Staffing (FTE)	2022-23 Budget	2022-23 Fall	Change	Note
Certificated	2.00	2.00	-	
Classified	25.33	27.35	2.02	B
	<u>27.33</u>	<u>29.35</u>	2.02	

Notes (for changes greater than \$75,000 and 5%)

- A. One-time funding has increased \$141,000 to support various projects including Permission Click, Data Visualization, PowerSchool professional development, and administrative support.
- B. Classified salaries has increased \$235,000 to support a permanent administrative assistant position as well as two temporary positions, netting to a 2.02 FTE increase.

Student Transportation Services

Budget	2022-23 Budget	2022-23 Fall	Change	Note
Revenue/Allocations				
Reserve Spending	499,794	431,216	(68,578)	
Supplemental Revenue	1,628,582	1,509,030	(119,552)	A
Targeted Funding	10,765,680	12,148,534	1,382,854	B
	<u>12,894,056</u>	<u>14,088,780</u>	<u>1,194,724</u>	
Expenses				
<i>Salaries and Benefits</i>				
Classified	1,285,115	1,410,477	125,362	C
	<u>1,285,115</u>	<u>1,410,477</u>	<u>125,362</u>	
<i>Services, Contracts and Supplies</i>				
Contracted Transportation	10,396,260	11,132,533	736,273	D
Equipment	239,000	504,000	265,000	E
Insurance	433,978	433,978	-	
Telephone/Fax/Cellular	180,000	200,000	20,000	
Contracted Services	101,866	119,761	17,895	
Supplies & Materials	85,000	85,000	-	
Miscellaneous Bank Charges	34,500	34,500	-	
Cost Recoveries	23,266	21,060	(2,206)	
Postage/Courier	19,000	19,000	-	
Binding/Copying/Printing	15,000	15,000	-	
Subsistence	15,000	15,000	-	
Rental/Lease	14,924	14,924	-	
Computer Equipment	5,000	14,000	9,000	
Staff Dev - Registration	8,000	12,400	4,400	
Staff Dev - Travel	8,000	12,000	4,000	
Furniture	2,500	10,000	7,500	
Repairs & Maintenance	7,500	7,500	-	
Overhead Recoveries	-	7,500	7,500	
Software	7,297	7,297	-	
Oil/Gas/Propane	7,000	7,000	-	
Mileage	2,000	2,000	-	
Dues & Fees	2,000	2,000	-	
Staff Dev - Subsistence	1,000	1,000	-	
Advertising/Public Relations	500	500	-	
Publications & Subscriptions	350	350	-	
	<u>11,608,941</u>	<u>12,678,303</u>	<u>1,069,362</u>	
	<u>12,894,056</u>	<u>14,088,780</u>	<u>1,194,724</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Student Transportation Services - continued

Staffing (FTE)	2022-23 Budget	2022-23 Fall	Change	Note
Classified	10.00	11.00	1.00	C

Notes (for changes greater than \$75,000 and 5%)

- A. Supplemental revenue has decreased \$119,000 due to a decrease to fees which is fully offset by the Fuel Contingency funding.
- B. Targeted funding has increased \$1,383,000 due to Fuel Contingency funding as well as the expansion of the cooperative busing agreement with Elk Island Catholic School (EICS) Division. The Cooperative Busing agreement with EICS now includes the County of Minburn, County of Lamont, Fort Saskatchewan rural and urban, and Special Needs busing within Sherwood Park.
- C. Classified salaries and benefits has increased \$125,000 with the addition of a business manager position to support the increased workload arising from the expanded cooperative busing agreement, as well as economic increases to salaries.
- D. Contracted transportation has increased \$736,000 resulting from the 12-bus expansion of the Cooperative Busing agreement with EICS, salary increase for drivers and contractors, and increase to repairs, maintenance and oil rate.
- E. Equipment has increased \$265,000 for evergreening video surveillance and Tyler Drive tablets, which have increased in price.

Fiscal Services						
Budget	2022-23 Budget	2022-23 Fall	Change	Note	Capital and Debt Services	Other
Revenue/Allocations						
Block Revenue Allocation	\$ 1,175,936	\$ 1,227,254	\$ 51,318		\$ 1,236,623	\$ (9,369)
Targeted Funding	5,677,923	5,659,715	(18,208)		5,269,455	390,260
	<u>6,853,859</u>	<u>6,886,969</u>	<u>33,110</u>		<u>6,506,078</u>	<u>380,891</u>
Expenses						
<i>Salaries and benefits</i>						
Teacher Pensions - Central	403,800	390,260	(13,540)		-	390,260
<i>Services, Contracts and Supplies</i>						
Amortization of Capital	6,759,428	6,806,078	46,650		6,806,078	-
Rental / Lease	(9,369)	(9,369)	-		-	(9,369)
Equipment Buyouts	(300,000)	(300,000)	-		(300,000)	-
	<u>6,450,059</u>	<u>6,496,709</u>	<u>46,650</u>		<u>6,506,078</u>	<u>(9,369)</u>
	<u>6,853,859</u>	<u>6,886,969</u>	<u>33,110</u>		<u>6,506,078</u>	<u>380,891</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>

Notes (for changes greater than \$75,000 and 5%)



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Alberta Education
Supplemental
Reports**

2022-23

**Report to the
Board of Trustees**

Nov. 17, 2022

**STUDENT STATISTICS (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Actual 2022/23	Budgeted 2022/23 (Note 2)	Actual 2021/22	Notes
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	12,001	11,837	11,792	Head count
Grades 10 to 12	4,096	3,988	3,905	Head count
Total FTE	16,097	15,825	15,697	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	1.7%	0.8%		
Other Students:				
Total	-	-	1	Note 3
Total Net Enrolled Students	16,097	15,825	15,698	
Home Ed Students	-	-	42	Note 4
Total Enrolled Students, Grades 1-12	16,097	15,825	15,740	
Percentage Change	1.7%	0.5%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	352	375	370	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,000	1,155	1,149	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	1,363	1,296	1,385	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	-	-	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	1,363	1,296	1,385	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	682	648	693	
Percentage Change	5.2%	-6.4%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	100	130	68	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	12	25	15	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Explanation of Changes:				
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2022/2023 budget report preparation.				
3) Other GradeS 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

STAFFING STATISTICS (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)
FULL TIME EQUIVALENT (FTE) PERSONNEL

	Actual 2022/23		Budgeted 2022/23		Actual 2021/22		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	832.3	832.3	823.7	823.7	828.0	828.0	Teacher certification required for performing functions at the school level.
Non-School Based	31.7	27.7	29.8	25.8	23.0	20.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	864.0	860.0	853.5	849.5	851.0	848.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	0.01		0.00	0.00	0.02	0.01	
If an average standard cost is used, please disclose rate:							
Student F.T.E. per certificated Staff	106.350	106.350	105.000		106.935		
	19.4		19.3		19.3		
Certificated Staffing Change due to:							
	-		-				
Enrolment Change	8.50	-	-				If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	2.00	-	2.50				Descriptor (required): To assist with New Curriculum resource development and training.
Total Change	10.50	-	2.50				Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:							
	Total	Union Staff					
Continuous contracts terminated	-	-	-				FTEs
Non-permanent contracts not being renewed	-	-	-				FTEs
Other (retirement, attrition, etc.)	-	-	-				Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	-				Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<i>Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):</i>							
Certificated Number of Teachers							
	Total	Union Staff					
Permanent - Full time	619	615	566	562	692	689	
Permanent - Part time	182	182	75	75	102	102	
Probationary - Full time	43	43	43	43	-	-	
Probationary - Part time	36	36	14	14	-	-	
Temporary - Full time	42	42	158	158	53	53	
Temporary - Part time	68	68	45	45	35	35	
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	215.0	-	209.2	-	194.9	-	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	215.0	-	200.7	-	177.1	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	35.0	-	34.3	-	33.0	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	11.0	-	10.0	-	10.0	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	11.0	-	10.5	-	40.0	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	487.0	-	464.8	-	455.0	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	4.8%		2.1%		7.0%		
Explanation of Changes:							
Additional funds were directed towards specialized support EAs, and to support various projects and increases to workload. Transportation staff increased from expansion of Cooperative Busing Agreement.							
Additional Information							
Are non-certificated staff subject to a collective agreement?	No						
Please provide terms of contract for 2021/22 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							



RECOMMENDATION REPORT

Page 1 of 3

DATE: Nov. 17, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: James Mowat Elementary Enrolment Pressure

ORIGINATOR: Brent Dragon, Planner, Facility Services

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Brent Billy, Associate Superintendent, Human Resources
Dave Antymniuk, Division Principal
Laura McNabb, Director, Communication Services
Corrie Fletcher, Communications Specialist, Communication Services
Karen Baranec, Communications Networking Specialist, Communication Services

REFERENCE: Administrative Procedure 305: School attendance areas and requests to attend non-designated schools
Administrative Procedure 540: Planning for school facilities

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

EIPS GOALS: Quality infrastructure for all
Parent and caregiver engagement

EIPS OUTCOMES: Learning and working environments are supported by effective planning, management and investment in Division infrastructure
Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education

RECOMMENDATION:

That the Board of Trustees approve a two-year Random Selection Process Pilot to address the enrolment pressure at James Mowat Elementary, based on the Closed Boundary Priority Scale, effective for the 2023-24 school year;

that Board of Trustees approve Fort Saskatchewan Elementary as the alternate designated school for the James Mowat Elementary attendance boundary;

that the Board of Trustees approve Grandfathering for current students enrolled at James Mowat Elementary; and,

that the Board of Trustees approve busing fees apply as listed in the Transportation fee schedule.

BACKGROUND:

In May 2022, Elk Island Public Schools (EIPS) developed a Three-Year Engagement Strategy. The plan identifies areas where the Division can improve operations to best serve students. It also details strategies and timelines for the various engagement efforts. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

One of the identified projects is Project 2: Enrolment Pressures In Fort Saskatchewan, a two-phase public engagement effort to explore a solution to best address James Mowat Elementary's enrolment pressures.

Phase 1: Y Station developed a community-engagement plan and communication strategy. It then facilitated two public consultation meetings and one online survey. The consultations and survey provided the school community with background information and the school's enrolment pressures. There was also an opportunity to share feedback about what is most important to the school community and what they think the Board should consider before making any decisions.

The goal: To present the issues to the community, collect feedback and explore possible solutions.

Response: 25 attendees at the public meeting and 103 survey responses

Phase 2: Y Station facilitated one public consultation and one survey. At the meeting, and through the survey, attendees were presented with a possible solution to address James Mowat's enrolment pressures. They were also asked to provide feedback for the Board's consideration.

The goal: To gather feedback about piloting a random selection process at James Mowat Elementary for new students, starting in 2023-24.

Response: Nine attendees at the two public meetings and 91 survey response

The Division's Random Selection Process Pilot changed slightly from what was presented at the public engagement session on September 22. The change is minor and deals with the call-back list. Initially, the Division wanted to automatically add students not selected through the random selection process to a call-back list in case space opens later. After careful reflection, the Division determined a call-back list wasn't actually feasible as all decisions about busing, staffing, budgets and schedules are based on the returning student registration data. Adding a call-back list can potentially negatively impact registration numbers at another school. For that reason, the call-back list is no longer part of the recommended James Mowat Elementary random selection process.

The solution EIPS is proposing to address James Mowat Elementary's enrolment pressures is the introduction of a random selection process, as a pilot project, for all new students who register at James Mowat Elementary, starting in 2023-24. If the number of new students exceeds the available space for a specific grade, the school then accepts children using a random selection process and based on the Division's Closed-Boundary Priority Scale (see below, "Closed-Boundary Priority Scale"). The random selection process would remain in place as long as the school has closed boundaries.

Closed-Boundary Priority Scale

Priority 1: Children living within the attendance area with a sibling attending the school and returning the following year.

Priority 2: Children living in the James Mowat Elementary attendance area. *AND*, children living outside the attendance area with a sibling currently attending the school and returning the following year.

Priority 3: Kindergarten children living outside the James Mowat Elementary attendance area, when required.



RECOMMENDATION REPORT

Page 3 of 3

Children selected through the random selection process attend James Mowat Elementary. Children not selected attend their alternate designated school.

NOTE: Students who currently attend James Mowat Elementary can continue to attend the school.

COMMUNICATION PLAN:

If approved administration will:

- Update the Student Transportation fee schedule to include fee information for an alternate designated school
- Update the attendance boundary area maps to include the alternate designated school
- Develop communication materials for the random selection process pilot materials to promote understanding.

ATTACHMENT(S):

1. James Mowat Elementary enrolment pressure engagement summary
2. EIPS Frequently Asked Questions James Mowat Elementary Enrolment Pressures
3. What We Heard – James Mowat Elementary Phase 1
4. What We Heard – James Mowat Elementary Phase 2

CC:

Public Consultations: Report Summary

JAMES MOWAT ELEMENTARY | ENROLMENT PRESSURES

LAST UPDATED: Oct. 27, 2022



TABLE OF CONTENTS

BACKGROUND.....	3
SUMMARY.....	4
PUBLIC ENGAGEMENT SUMMARY.....	4

BACKGROUND

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of student capacity, the Division developed an EIPS Three-Year Engagement Plan. The plan identifies where the Division can improve operations to best serve students, and the strategies and timelines for various related engagement efforts over the next three years. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

One of the identified projects is Project 2: Enrolment Pressures In Fort Saskatchewan, a two-phase public engagement effort to explore a solution to best address James Mowat Elementary's enrolment pressures. Over the last few years, Fort Saskatchewan has experienced substantial residential growth. In fact, the growth is at a point where it affects the Division's ability to provide accommodation for students living in the area. For EIPS, addressing enrolment pressures at James Mowat Elementary is one of the most pressing issues within Fort Saskatchewan. The school is currently now experiencing significant enrolment pressures. So much so it now exceeds its enrolment capacity, despite adding a modular classroom at the start of the 2022-23 school year.

The reason, James Mowat Elementary is the designated receiving school for the West Park neighbourhood—a significant development growth area in Fort Saskatchewan. EIPS anticipates the enrolment pressures to continue at the school for the foreseeable future. Over the short- to medium-term, the Division must address James Mowat's current enrolment pressures. Long-term, the Division requires additional school capacity to accommodate students in southeast Fort Saskatchewan. As such, a replacement school, and expansion, for James Mowat Elementary is marked as priority No. 3 on the EIPS Three-Year Capital Plan.

To facilitate public consultations, the Division hired Y Station, a local public consultation company, to explore a solution to best address James Mowat Elementary's enrolment pressures.

Phase 1: Y Station developed a community-engagement plan and communication strategy. It then facilitated two public consultation meetings and one online survey. The consultations and survey provided the school community with background information and the school's enrolment pressures. There was also an opportunity to share feedback about what is most important to the school community and what they think the Board should consider before making any decisions.

The goal: To present the issues to the community, collect feedback and explore possible solutions.

Response: 25 attendees at the two public meetings and 103 survey responses

When: June 2022

Phase 2: Y Station facilitated one public consultation and one survey. At the meeting, and through the survey, attendees were presented with a possible solution to address James Mowat's enrolment pressures. They were also asked to provide feedback for the Board's consideration.

The goal: To gather feedback about piloting a random selection process at James Mowat Elementary for new students, starting in 2023-24.

Response: Nine attendees at the public meeting and 91 survey response

When: September 2022

SUMMARY

As outlined in James Mowat Elementary Engagement Pressures What We Heard Report: Phase 1 three key themes emerged for Phase 1 of the in-person engagements:

- impacts on children both academically and socially
- the importance of community; and
- the importance of communication.

The survey responses had similar themes as the in-person meetings, however a broader response covered the following four additional major themes.

- concerns about separating friends and siblings and those students already attending should be prioritized for staying at the school,
- a new school needs to be built;
- concerns over education standards slipping; and
- concerns that classes are or will become too large.

Overall, participants wanted more information about the enrolment pressure, along with open and transparent communication with families. Many respondents expressed concerns about the term “lottery” and the process. Many of the concerns were rooted in a strong sense of community focused on James Mowat Elementary.

As outlined in James Mowat Elementary Engagement Pressures What We Heard Report: Phase 2 three key themes emerged for Phase 2 of the in-person engagements:

- support for the random selection process as it would not impact currently enrolled students;
- concern around busing costs; and
- communication with new families residing in James Mowat Elementary’s attendance area.

The survey responses captured a similar set of themes, however two additional themes emerged.

- parents should be able to pick the alternate designated school; and
- concerns about the work the process places on administration.

PUBLIC ENGAGEMENT SUMMARY

PHASE 1: SPRING 2022

OPEN HOUSE DISCUSSION

No. 1: June 14, 2022, 5:30 p.m. to 7:30 p.m.

In-person attendance: 7

No. 2: June 16, 2022, 6:30 p.m. to 8:30 p.m.

In-person attendance: 18

The facilitated in-person public consultations in Phase 1 asked participants to share their concerns, identify potential solutions and provide advice to EIPS when making this decision. Some of the key concerns of this session were the impacts on siblings, friends and students already enrolled at the school. Other comments focused on wanting clear communication and concerns over educational standards. A series of alternative solutions were suggested, including ensuring those closest to the school could attend, adding more modular classrooms, altering grade configurations and constructing a new school for the area.

ONLINE SURVEY: JUNE 14 TO JUNE 28

Responses: 103

Reflecting similar themes as the in-person sessions 94 responses submitted a postal code from within the James Mowat Elementary attendance area. In addition to the major themes, some moderate themes were raised, including the need to improve planning for future students and growth. Supports for teachers and students. Proposed solutions included the expansion of the school and redesignating a portion of the attendance area.

PHASE 2: FALL 2022

OPEN HOUSE DISCUSSION NO. 1: SEPT. 22, 2022, 5:30 P.M. TO 7:30 P.M.

In-Person attendance: 9

At open house the overall reaction of the proposed random selection pilot was positive. It should be noted that most participants already had children enrolled in James Mowat Elementary. Y Station worked with participants to reflect on the random selection process as if the participants were impacted. The participants emphasized the importance of early and accurate communication.

ONLINE SURVEY: SEPT. 22 TO OCT. 3

Responses: 91

More than 40 per cent of respondents indicated support for the random selection process. In contrast 25 per cent were opposed to the proposed solution. It should be noted, some of these respondents did not fully understand the proposed solution—for example, not fully understanding the Close-Boundary Priority Scale and the Division's priority to keep siblings together. Lastly, busing was another key topic with most concerns about costs and who should pay.

EIPS Frequently Asked Questions

JAMES MOWAT ELEMENTARY | ENROLMENT PRESSURES

LAST UPDATED: September 2022



FAQS: JAMES MOWAT ELEMENTARY ENROLMENT PRESSURES

INTRODUCTION

Elk Island Public Schools (EIPS) is exploring how best to manage the student growth and enrolment pressures at James Mowat Elementary.

In June 2022, EIPS contracted Y Station Communications and Research to conduct public consultations with the James Mowat school community. Two in-person public consultation sessions were held. Attendees learned details about the enrolment issues, discussed possible solutions, asked questions and provided feedback. Y Station also conducted an online survey to collect additional input, which it used to produce a [What We Heard Report \(bit.ly/3NEBRvD\)](https://bit.ly/3NEBRvD).

The following are the frequently asked questions (FAQ) from the June engagement efforts.

General

Q: Why is EIPS consulting James Mowat Elementary's school community?

A: As part of the Division's annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries every year. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of James Mowat Elementary, the school is operating at full capacity, despite adding another modular classroom this year. Currently, there's no more room on the school site for additional modular classrooms—the city owns the surrounding land.

As new families move into the Westpark area, EIPS anticipates enrolment pressures to continue at James Mowat. As such, the Division must address the issue to prevent programming challenges related to program delivery, classroom use and accommodating students with special needs. To determine the best solution, EIPS is seeking feedback from the school community.

Q: What's the school's occupancy limit?

A: School divisions don't use fire occupancy limits to determine how many students a school can accommodate. That's because the limit only applies to a school gymnasium. Instead, divisions use school capacity, set by the province. Annually, Alberta Education reviews each school's capacity number using a formula that considers the building's available instructional space, area per student and grade configurations. At James Mowat Elementary, the school capacity is 406 students, which includes the building and modular classroom.

Q: How many spaces does James Mowat Elementary need to find to accommodate students next year?

A: It's difficult to provide an exact number until after the returning student registration process in February. That said, James Mowat Elementary's current utilization rate is at 103 per cent. So, that means the school is completely full. Looking ahead, for the next three years, enrolment projections predict the school needs to create 15 more student spaces, per year, to accommodate all those living in James Mowat's attendance area.

Q: How can we get the City of Fort Saskatchewan involved?

A: The City of Fort Saskatchewan continues to work with EIPS on an ongoing basis. The two meet regularly to discuss mutual matters. In terms of the enrolment pressures at James Mowat Elementary, the city is limited in how they can help as funding comes from the provincial level. A replacement school is listed as Priority 3 on the EIPS' [Three-Year Capital Plan 2023-26](#). However, the province needs to approve funding for a replacement school, which will likely take years.

Q: Can the school community fundraise the cost to address the enrolment-pressure issue at James Mowat Elementary?

A: No. Fundraising can't address the enrolment pressures at James Mowat Elementary. A replacement school is listed as Priority 3 on the EIPS' [Three-Year Capital Plan 2023-26](#). A new school, with a larger capacity, will help address the growing population in Fort Saskatchewan. However, the province needs to approve funding for a replacement school, which will likely take years. Once a replacement school is approved, there are fundraising opportunities for the community, for example, for a new school playground.

Attendance Areas

Q: Does EIPS use census data to establish school attendance areas?

A: EIPS does review federal or municipal census data. But, it doesn't rely on it to determine attendance areas or develop enrolment projections. Instead, EIPS uses Barargar Systems, a planning software used by school divisions nationwide. Using Baragar software, EIPS can accurately develop enrolment projections and comprehensively analyze all demographic data within a school boundary—such as Provincial Birth Registry, Canada Child Benefit database, EIPS' student information system. Annually, EIPS reviews each school's enrolment projections for long-term planning.

Q: How are the current school boundaries enforced?

A: EIPS uses boundaries strategically to ensure high-quality learning environments in all its schools. The Division has established attendance areas and [boundary maps](#) for each of its schools. These determine a child's designated school. Each school also has a set optimal enrolment limit, which is a pre-determined maximum number of students a school can register.

Every year, the Division reviews its enrolment projections and uses the projections to determine a school's optimal enrolment limit. Schools with enrolment projections that fall under the optimal enrolment limit have open boundaries—meaning students who live [outside the designated attendance area](#) can register there. Schools with enrolment projections that fall above the optimal enrolment limit have closed boundaries—meaning only students designated to the school can attend. A school's optimal enrolment limit often fluctuates from year to year, as does its open and closed boundary status.

For the 2023-24 school year, James Mowat's OEL is 374 students. The school has had closed boundaries since 2021-22.

Student Capacity

Q: Are any other EIPS schools within Fort Saskatchewan facing similar enrolment pressures as James Mowat Elementary?

A: EIPS operates eight schools in Fort Saskatchewan. To determine if the school is at capacity, the Division looks to the school's utilization rate, which Alberta Education updates annually. As of the 2021-22 school year, James Mowat is the only EIPS school in Fort Saskatchewan at full capacity.

Fort Saskatchewan student utilization, in percentages:

James Mowat Elementary – 103%

Fort Saskatchewan Christian – 90%

SouthPointe School – 87%

Win Ferguson Elementary – 84%

École Parc Élémentaire – 78%

Rudolph Hennig Junior High – 72%

Fort Saskatchewan Elementary – 66%

Fort Saskatchewan High – 65%

Q: What elementary schools in Fort Saskatchewan have more available student space than James Mowat Elementary?

A: All EIPS elementary schools have more student capacity than James Mowat Elementary. Fort Saskatchewan Elementary has the most space available, with roughly 140 surplus student spaces. Next is Win Ferguson Elementary, it has 75 surplus student spaces.

SouthPointe School has closed boundaries because of anticipated enrolment pressures from the Southfort neighbourhood. Meanwhile, École Parc Élémentaire and Fort Saskatchewan Christian have 86 and 41 surplus student spaces, respectively. However, both offer Alternative Programming and can't take regular program students.

Q: When current James Mowat Elementary students enter senior high, will the enrolment pressures also follow them there?

A: EIPS anticipates enrolment pressure issues across Fort Saskatchewan for the foreseeable future. In fact, if no additional capacity is added, the Division projects fewer than 600 student spaces available by 2028—that's for every grade level, kindergarten to Grade 12. As the senior high level, EIPS anticipates fewer than 150 student spaces available at Fort Saskatchewan High by 2028.

Q: How many extra spaces does the school need to find to accommodate all students living in the James Mowat Elementary attendance area?

A: Providing an exact number is challenging. That said, James Mowat Elementary's utilization rate is at 103 per cent. That means the school is completely full. EIPS believes the school needs approximate 15 additional student spaces, annually, to accommodate children living within the James Mowat's attendance boundaries.

Random Selection Process

Q: How will it work if EIPS decides to pilot a random selection process at James Mowat Elementary?

A: If the Board pilots the proposed random selection process at James Mowat Elementary, it will start in the 2023-24 school year. The process remains in place as long as the school has closed boundaries. However, it only affects new students wanting to attend the school—not current students, they can stay at the school. Essentially, each grade would have a limit for the number of classes and registrable students. If the number of new students exceeds the available space for a specific grade, the school accepts all new children registering using the random selection process and a closed boundary priority scale. Those selected through the random selection process attend James Mowat Elementary. Those not selected attend their alternate designated school and are automatically placed on a callback list, by grade—used if space becomes available before the September 29 cutoff.

Q: How will the closed-boundary priority scale work?

A: The proposed process includes a closed-boundary priority scale made up of three categories. Using this process, school administration would select students to attend the school using a random selection process by grouping registrants into one of three priority categories.

Priority 1: Children living within the attendance area with a sibling attending the school and returning the following year.

Priority 2: Children living in the James Mowat Elementary attendance area. *AND*, children living outside the attendance area with a sibling currently attending the school and returning the following year.

Priority 3: All kindergarten children living outside the James Mowat Elementary attendance area, when required.

Q: How do students register for James Mowat Elementary using the random selection process?

A: The process to register at James Mowat Elementary would be the same as in previous years. All students wanting to attend the school register during the returning student registration process in February. Families indicate they want their child to attend James Mowat. Students currently attending the school are automatically accepted for the following school year. Meanwhile, new students are grouped into one of the three closed boundary priority categories. School administration randomly select new students, starting with those in Priority 1 and moving down to each category until all available spots, by grade, are full. Children not selected, attend their alternate designated school and are automatically added to the school's callback list—used if space opens in a class before the September 29 cutoff.

Q: My older child currently attends James Mowat Elementary. If EIPS introduces a random selection process, can my younger child also go to James Mowat when they reach school age?

A: When the younger child turns kindergarten age, they can register to attend the school. The child will be grouped in the Priority 1 category for the random selection process. The younger child can attend the school, as long as space is available.

Other Solutions Raised at Previous Engagements

Q: Why did EIPS decide against changing the James Mowat Elementary attendance area?

A: An attendance-area adjustment would impact the entire James Mowat Elementary school community—new and existing students. Whenever there’s a change to a school’s attendance area, current students are redirected to another school. A random selection process only impacts new students to James Mowat.

Q: Why did EIPS decide against a grade reconfiguration at the school?

A: It’s imperative the enrolment-pressure solution is in the best educational interests of all students living within Fort Saskatchewan. Part of that means ensuring the solution disrupts the least number of students and families possible. Introducing a grade reconfiguration at James Mowat Elementary would impact far more families than a random selection process for new students.

Q: Instead of the random selection process, can EIPS create more alternative classroom spaces—for example, rental spaces owned privately or by the city?

A: No, alternative classroom spaces are not feasible. These spaces present their own challenges and often come with additional costs, including added rental cost and student transportation fees that cost that also take away from student instructional time.

Q: Instead of the random selection process can EIPS add more modular classrooms to the school site?

A: No. EIPS added a modular classroom to the James Mowat Elementary this school year. There is no more room on the school site for additional modular classrooms. The land surrounding the building belongs to the city.

Busing

Q: How will busing work for students requiring transportation services?

A: EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so by requesting busing services during the returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child’s busing information, including any associated fees.

Q: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

Eligible Fee: Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.

Ineligible Fee: Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

Q: When will EIPS make a final decision about the how it will address James Mowat Elementary's enrolment pressures?

A: A final decision is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

Q: What is the registration process for affected families? Can families apply to other schools?

A: Families can apply to have their child attend another EIPS school during the returning student registration process in February 2023. Families can request registration at a different school—subject to available space. If Student Transportation services are required, fees apply.

What We Heard James Mowat Elementary

Phase 1

 **ystation**

August 15, 2022
Produced for EIPS



Table of Contents

Executive Summary	3
Methods	5
Results	6
Open House	7
Initial reaction and concerns	7
What should EIPS consider, potential solutions and advice	8
Survey Feedback	10
Initial Reaction	11
Concerns	11
Priorities	12
Values	12
Solutions and Advice	13
Final Comments	13
Children in Household and Attending EIPS	14
Postal Codes	14
Frequently Asked Questions – FAQs	15
Conclusions	16

Executive Summary

James Mowat Elementary is the designated receiving school for the Westpark neighbourhood in the City of Fort Saskatchewan. Enrolment projections for James Mowat Elementary indicate the school will be at capacity for the 2022-23 school year despite the addition of one modular classroom. Elk Island Public Schools (EIPS) must determine the best way to accommodate students in the James Mowat Elementary enrolment area and in elementary schools within Fort Saskatchewan. There are many possible solutions under consideration and as such EIPS wished to share information with and gather feedback from families to inform recommendations for the Board of Trustees' consideration as they decide how best to move forward.

Engagement with the James Mowat Elementary community is planned in two phases. The spring engagement, covered by this report, presented the issue to the community and collected their reactions and potential solutions. The fall engagement will present these findings back to the community along with options for consideration that would address the issue.

The spring engagement consisted of two in-person facilitated open house discussions and an online survey. In total, 25 people attended the two sessions held on June 14 from 5:30 p.m. to 7:30 p.m. and June 16 from 6:30 p.m. to 8:30 p.m. in the James Mowat Elementary gymnasium. The online survey was open from June 14 to 28 and a total of 103 survey responses were collected.

The key questions the engagement sought to answer were:

1. What are your initial concerns? For your family? For the school? For the community?
2. What will be important for EIPS to think about as it explores different processes or options in relation to enrolment pressures for elementary students?
3. What do you think are potential solutions to this issue?

During the open houses, three central themes emerged:

- Concerns about the impact on children both academically and socially.
- The importance of community.
- The importance of communication.

Open house attendees' priorities and solutions focused on:

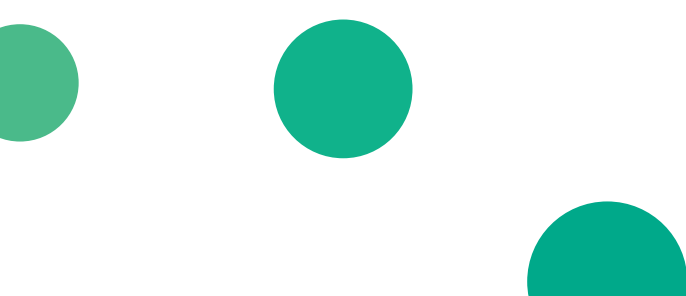
- adding more classrooms (portables, outdoor classrooms, or underutilized spaces elsewhere in the city),
- a new school,
- moving older grades to junior high sooner,
- making other schools more attractive and
- keeping friends and siblings together.

Some attendees noted feeling like they did not have enough information on the problem to offer solutions and others noted that their initial reaction was that since their children were already attending the school any changes to enrolment would not impact their children.

While survey respondents had similar concerns, priorities and solutions as the open house attendees, they also expressed more diverse responses. Four central themes emerged from the survey responses:

- Concerns about separating friends and siblings and those students already attending should be prioritized for staying at the school.
- A new school needs to be built.
- Concerns over education standards slipping.
- Concerns that classes are or will become too large.

Survey respondents also had several additional suggestions/solution themes that emerged:

- hire more teachers or staff,
 - add more portables,
 - rezone or change the boundaries of the school,
 - the government needs to fund education better and
 - there needs to be better planning.
- 

Methods

The purpose of this engagement was to inform the James Mowat Elementary community of the enrolment issue and to begin to consult with them about potential solutions. To achieve this purpose, two key public engagement methods were deployed to gather insights from the James Mowat Elementary community: facilitated open houses and an online survey. Both methods have a proven track record for providing diverse input opportunities and gathering nuanced responses.

The success of these methods relies on a solid engagement communication plan. To ensure all school community members had an opportunity to participate in the engagement, a letter was electronically delivered to all school families one week in advance stating the date and time of the open houses and notifying them of the opportunity to participate via survey. A-frame signs were placed near the front of the school six days prior to the event and an advertising spot ran on local radio station MIX 107.9 seven times a day.

The open houses were scheduled to start at two different times, the Tuesday session at 5:30 p.m. and the Thursday session at 6:30 p.m. to give attendees options to choose from for their family's schedule. Childcare was offered at both sessions to ensure parents with younger children felt welcome to fully participate and were not burdened with sourcing childcare. Childcare was accessed by attendees for both sessions. Refreshments were also provided. A slide presentation was used so attendees had a visual reference for the conversation and the gymnasium was set up in an arched theatre-style seating so the facilitator could easily see all participants.

During the open houses, an overview of the issue was provided by EIPS leadership, and the facilitated session sought to answer these questions:

1. What are your initial thoughts or opinions?
2. What are your initial concerns? For your family? For the school? For the community?
3. What will be important for EIPS to think about as it explores different processes or options in relation to this issue?
4. What do you think are potential solutions to this issue?
5. If you could give EIPS one piece of advice on this issue, what would it be?
6. Is there anything we have missed? Any additional comments?

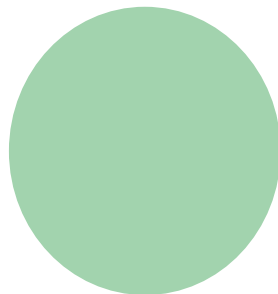
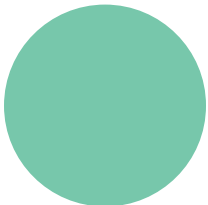
The survey opened on the same day as the first open house. The survey preamble gave participants an overview of the issue that paralleled what was presented in the open house, then asked the open-ended questions from the open house and closed by asking a few questions about the number of children a respondent has at James Mowat Elementary or in EIPS, along with their postal code.

One additional feedback mechanism was available but not utilized. A call-in phone line was included in the letter to families and on the survey but was not accessed in this phase by any respondents.

Results

Themes from the open house mirror themes that emerged in the survey. Overall, the conversations in the open house were respectful, only gentle reminders were needed in the second session about side conversations. There was no major disagreement among the attendees. There were participants in both the open houses and survey who acknowledged the difficult decision that EIPS must make.

“I would just like to state that I understand this is a difficult situation the school is in and not as simple as it may seem. That being said, I still believe keeping current students attending James Mowat is the priority and of the utmost importance to our children and community moving forward. Any and all options should be exhausted before resorting to a lottery or anything else along those lines.”



Open House

Overall, 25 people attended the open houses (seven attended the Tuesday session and 18 attended the Thursday session). The Tuesday session lasted approximately one hour and 45 minutes and the Thursday session lasted two hours. While the questions were designed to encourage participants to reflect and respond to different aspects of the enrolment issue, a few key themes repeatedly surfaced throughout the conversation: impact on children academically and socially, the importance of community and communication.

Initial reaction and concerns

Similar thoughts and concerns were raised in response to the first two questions and these themes continued to echo throughout the entire conversation. Many attendees were concerned about the impact any decision would have on students, both academically and socially. A major concern raised was the potential for increased classroom sizes and the ensuing impact on academic outcomes for children. Attendees expressed concern about a potential lack of educational assistants or teachers to teach to the increased number of students:

“In my mind, we are trying to create more space, if we create more space will there be enough staff?”

Concerns were raised about the social impact of having kids attend a school outside of their community; there was concern they would be the outsiders and miss out on the opportunity to connect with their neighbourhood peers. Larger schools and larger class sizes were also noted as having a negative impact on the children by making it harder for some children to speak up or connect with peers:

“Kids being bused into the community have no connection to the school. Will my kid be the outsider?”

“We start here, we want to finish here. My shy kid doesn’t want to move into a new school, it would be horrible.”

The sense of community was a dominant theme throughout the discussion. Concerns were raised about the community school serving kids from outside of the community, that any type of enrolment management mechanism could split up communities and that being in the community is safer for children (less risk from busing and more options for active transportation which foster independence in children):

“We picked this place for the sense of community.”

Several attendees noted that this is not a new problem, as enrolment was noted as a concern several years ago. They expressed frustration that the issue was not addressed and worried about the issue persisting as their children move through the school system.

Concerns about funding were also raised. One attendee noted the situation seems to be a result of underfunding and the need for a new school was raised.

What should EIPS consider, potential solutions and advice

After reactions and concerns were explored, the conversation turned to addressing what EIPS should value as it explores different processes or options and coming up with solutions. Attendees also were asked to provide one piece of advice to EIPS.

Once again, community figured largely in this part of the discussion. Attendees wanted EIPS to consider using parent and community voices to advocate for change at the municipal or provincial level. Many attendees were eager to help more broadly to create change that would benefit EIPS and their community, wanting to support the development of a long-term plan to address enrolment issues. Another attendee suggested EIPS should consider reaching out to community-based organizations in the area for help and these organizations' input will ensure that a great diversity of input is gathered (for example the Families First Society). It was also suggested that EIPS should consider thinking about the community in a geographical sense when changing the boundary lines, ensuring kids are close enough to their schools to use active transportation modes (walking and biking).

Adding more classrooms/class space was raised as something EIPS should consider, but this suggestion caused several attendees to voice concerns about educational standards. Some in attendance felt this would cause a lapse in education standards and strain available resources and could cause good teachers to leave. Some attendees suggested they might consider homeschooling if EIPS moved in this direction:

“It pains me to hear that quality education is something we value, but there is no classroom size cap. It’s important to me to have my kids in the community school but that makes me want to homeschool them or send them to a private school.”

One attendee suggested figuring out why parents want their children at James Mowat and using those findings to help improve enrolment at low enrolment schools.

Another central theme raised for EIPS consideration was communication. It was noted that not enough information was provided on the scope of the issue before the session for attendees to be able to provide informed advice and opinions. More communication and greater transparency throughout the process were requested. One attendee noted the impact of language and word choice on how the problem and solutions are perceived. They expressed concerns over the word lottery and many other participants agreed:

“Lottery implies a sense of luck – some kids will be lucky and some will not. No one wants their child’s education to be left to luck. It feels very random.”

Attendees raised several potential solutions, from increasing parent fundraising and advocacy to the long-term solution of building a new school. Short-term solutions focused on the current building included adding more portables or a second storey, changing the current boundaries to reflect the community boundaries, or creating outdoor classroom spaces. Another solution raised was to reach out to the City to access some of their underutilized spaces for classroom space. It was also suggested the Grade 5 or 6 students could be moved out of the building to junior high sooner creating more space for younger kids who can have a hard time with transitions.

Busing children to other schools as a solution was also discussed, but many attendees felt there were a lot of problems with this solution, from lengthy bus rides causing motion sickness to increasing EIPS liability. Some attendees also raised concerns about accessing local before and after school care in the neighbourhood if their children move schools.

When discussing a central piece of advice for EIPS, attendees once again raised the central themes of impact on children, community and communication. In addition to reiterating some of the potential solutions, it was also noted that EIPS should consider making busing more affordable or let people who are within the boundaries but don’t want to be a James Mowat Elementary access other schools. Attendees also agreed that a perfect solution would be difficult to find, and one raised the need for both a short and long-term plan.

As the conversation was wrapping up, attendees were canvassed for final comments, which mainly took the form of additional questions about the next steps and where to get more information. A few noted they did not think that an enrolment decision would impact them as they already have children at the school, so clearly the communication about options impacting current families should be enhanced.

Survey Feedback

The survey feedback reflects the comments and concerns noted in the open houses. The survey opened on June 14 and closed on June 28. Reminder advertisements were used on EIPS social media, and one reminder was sent out using the EIPS SchoolMessenger platform. In total, 103 people completed the survey.

The survey included a brief description of the issue facing James Mowat Elementary and then asked very similar questions to the ones covered during the open house sessions. There were four central themes repeated throughout the questions. While the questions were designed to gather nuanced details about respondents' reactions and solutions, repeated themes emerged across all the open-ended questions. The count number of mentions is noted in brackets and at times is higher than the number of respondents due to how their comments reflected a theme regardless of the topic of the question. These themes are areas of high concern and are key priority areas to the respondents:

- 182 mentions of separating current students or preventing siblings and community children from entering the school/the need to prioritize existing families staying in the school.
- 160 mentions of the need for a new school.
- 147 mentions of students not receiving adequate education or support/the need to prioritize quality education.
- 141 mentions of concern about current class sizes as too large and/or the need for smaller class sizes.

In addition to the high-count central themes, several more themes emerged across the responses:

- Concerns for teachers and staff (burnout) were noted with a priority on hiring more teachers and staff (41).
- A key priority and solution mentioned was to increase the number of portables (36).
- Prioritize rezoning or modifying school boundaries (30).
- Many respondents simply stated they are against a lottery process (29).
- The government needs to invest more funding/resources in public schools/ education (29).
- Need to improve planning for future student growth/be better prepared (25).

Additional themes for each question are presented below and the number of times a theme was mentioned is noted in brackets. Between 95 per cent and 92 per cent of respondents answered all the open-ended questions, with the exception of the final open-ended question, where only 31 per cent of respondents provided additional comments.

Initial Reaction

The first question asked for initial thoughts or opinions. Five additional themes were identified:

- General concerns expressed about current enrolment pressures (8)
- Need more information/need more information about the lottery system (3)
- Lack of/inadequate City infrastructure to accommodate future growth (3)
- School is old/outdated/in need of upgrades/renovations (2)
- Should stop accepting new students if already at full/overcapacity (2)

Concerns

Concerns for the school:

Next respondents were asked to note their concerns for the school regarding enrolment pressures. Three additional themes or concerns were identified:

- School is old/outdated/in need of upgrades/renovations (5)
- Lack of/poor school management/leadership (1)
- Bullying related concerns/issues (1)

Concerns for your family:

When asked what concerns they had for their family in this context, respondents provided the following additional themes or concerns:

- Changing primary transportation mode (e.g., having to bus now)/additional fees associated with transportation (7)
- Lack of/not enough teachers/available teachers (4)
- School is old/outdated/in need of upgrades/renovations (1)

Concerns for your community:

Respondents provided the following additional themes or concerns when asked about their concerns for their community:

- Lack of/inadequate City infrastructure to accommodate future growth (9)
- A decline in community culture/losing sense of community (6)
- Is causing division/stress/angst within the community (4)
- Lack of/not enough teachers/available teaching staff (3)
- Increased traffic volume in the community (2)
- Lack of/limited available parking spaces (2)
- Bullying-related concerns (1)

Priorities

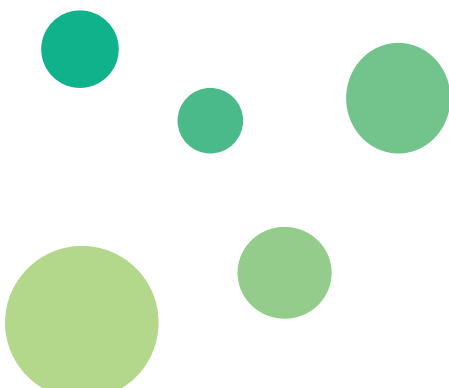
When asked “What should EIPS prioritize?” respondents identified four additional ideas:

- Prioritize mental health-related support/programs (1)
- Improve transparency/be more transparent with communication (1)
- Develop more specialized educational programs (1)
- Utilize available space at other schools for special needs-related educational programs (1)

Values

When asked “What values should be guiding EIPS?” the largest diversity of responses was provided resulting in thirteen additional themes:

- Community values/maintaining sense of community (9)
- Student safety/security/maintaining a safe school environment (7)
- Family values (5)
- Fairness/equality/equal opportunities (5)
- Respect (4)
- Compassion/empathy (3)
- Prioritize mental health-related support/programs (2)
- Consistency/ensuring consistency (2)
- Transparency/being transparent with communication (2)
- Relationships/relationship building (1)
- Integrity/honesty (1)
- Commitment/dedication (1)
- Accountability (1)



Solutions and Advice

Respondents were offered the opportunity to suggest potential solutions.

In addition to the potential solutions listed above, three more solutions were provided:

- Develop fundraising-related programs/events (1)
- Develop more specialized educational programs (1)
- Utilize available space at other schools for special needs-related educational programs (1)

We also asked respondents to provide one piece of advice for EIPS that they would like the organization to take away from this first phase of engagement. In addition to the key pieces of advice, eight additional themes or suggestions were received:

- Improve/increase the level and transparency of communication (8)
- Follow through with/listen to advice/feedback/suggestions provided (4)
- Upgrade/update/renovate school building (1)
- More focus on student safety/security/maintaining a safe school environment (1)
- Prioritize mental health-related support/programs (1)
- Improve school leadership/management (1)
- More focus on bullying-related concerns/issues (1)
- Be more proactive in addressing issues (1)

Final Comments

Finally, we offered respondents the opportunity to provide any closing comments.

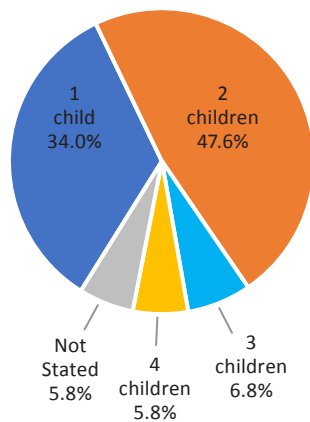
In addition to the main themes, these responses included:

- Need more information/details about enrolment-related pressures (2)
- Improve/increase the level of communication (2)
- Improve school leadership/management (1)
- Appreciate the opportunity to provide input/feedback (1)
- Ensure that school bus transportation is considered/arranged/planned (1)

Children in Household and Attending EIPS

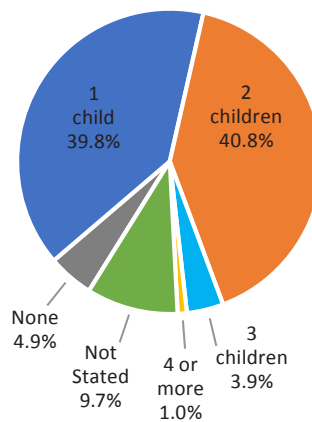
Respondents were asked about the number of children in their household, how many attend James Mowat Elementary and how many attend other schools in EIPS (see graphs below). Nearly 50 per cent of respondents had two children in their households, while close to 41 per cent had two children enrolled at James Mowat Elementary and 22 per cent had children enrolled in other EIPS schools.

How many school-aged children are in your household?* n=103

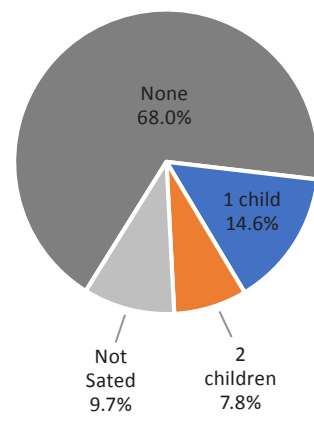


*No respondents selected none or five children or more

How many children do you currently have enrolled at James Mowat Elementary? n=103



How many children do you have enrolled in other EIPS schools?* n=103



*No respondents selected three children or four or more children

Postal Codes

Lastly, respondents were asked to input their postal code information. Only three respondents entered invalid postal codes. Comparing postal codes entered to the postal codes for the James Mowat Elementary catchment area, only six respondents were outside of the catchment.

Frequently Asked Questions – FAQs

During the open house, we tracked questions raised that were out of the scope of this phase of the engagement. Sharing answers to these questions prior to phase two of the engagement will demonstrate to school community members that they were heard and prevent similar questions from being raised again.

Scope of the issue questions:

1. What is the scope of the problem? How many extra kids?
2. How many schools are having this issue in Fort Saskatchewan?
3. What schools have more capacity?
4. Will the current enrolment issue continue for these kids when they enter high school?
5. What is the fire occupancy of James Mowat Elementary?

Boundaries questions:

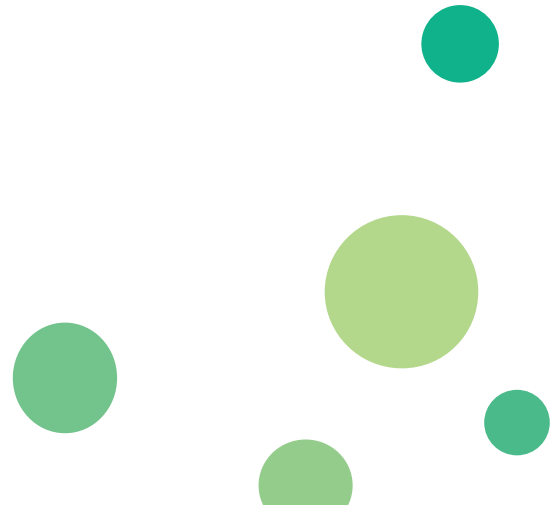
6. Is census data used to determine boundaries?
7. How are the current boundaries enforced?

Accessing/providing more support:

8. How can we get the City involved?
9. How can we support the Division?
10. What are the costs and what can the community fundraise for?

Possible solution details:

11. How would a lottery system work?



Conclusion

From the results of both the open house and survey, it's clear that parents and caregivers want more information about enrolment pressures along with clearer and more transparent communication about the issue and their opportunities to contribute to the conversation.

A solution that attendees and respondents favoured was adding more classrooms (portables, outdoor classrooms or using underutilized city spaces) as long as more teachers and support staff are added. A new school was also mentioned as a priority for parents and caregivers. If EIPS were to move forward with a solution where students currently enrolled in the school were moved out, it was suggested that it should be the older grades moving to junior high sooner and that keeping friends and siblings together should be a priority.

Many parents and/or caregivers expressed strong negative feelings about the use of a lottery system. Fears around the lottery system come from a strong sense of community that surrounds James Mowat Elementary. Attendees and respondents fear a lottery or any other mechanism to separate out children living in the community from attending their community school will damage that sense of community and the safety that comes from it resulting in long-term negative impacts on their children.



Your Future in MIND

What We Heard James Mowat Elementary

Phase 2

 **ystation**

November 2, 2022
Produced for EIPS



Table of Contents

Executive Summary	3
Methods	4
Results	6
Open House	6
Initial reaction and concerns	7
Strength of this approach	7
Could this process be improved?	7
Survey Feedback	8
Initial Reaction	8
Strength of this approach	9
Weaknesses of this approach	10
Overall, what is your position with regard to this approach?	11
Final Comments	11
Children in Household and Attending EIPS	12
Postal Codes	13
Conclusions	14

Executive Summary

James Mowat Elementary is the designated receiving school for the Westpark neighbourhood in the City of Fort Saskatchewan. James Mowat Elementary is at capacity for the 2022-23 school year, despite the addition of one modular classroom, and is projected to continue to be at or above enrolment capacity for subsequent years. Elk Island Public Schools (EIPS) must determine the best way to accommodate students in the James Mowat Elementary enrolment area and in elementary schools within Fort Saskatchewan.

The fall engagement, “Continuing the conversation”, consisted of one in-person facilitated open house discussion and an online survey, covered by this report. In total, nine people attended the session held on September 22 from 5:30 p.m. to 7:30 p.m. in the James Mowat Elementary gymnasium. The online survey was open from September 22 to October 3, 2022, and a total of 91 survey responses were collected.

This engagement sought to collect feedback on the proposed enrolment solution, the random selection process pilot, and the three priority selection criteria. It asked:

1. What are your initial thoughts?
2. What are the strengths and weaknesses of this approach?
3. What do you overall think of the proposed solution?

During the open house, it was clear that parents were pleased to learn that current students would not be impacted and expressed concerns about busing costs and communication with new families to the James Mowat Elementary area.

“I’m glad that children already attending James Mowat won’t have to leave.”

While survey respondents had similar feedback as the open house attendees, they also expressed more diverse responses. For example:

- Parents should be able to pick the alternate designated school.
- Concerns about the work this process places on Administration.

While more than 40% strongly supported the proposed solution, nearly 25% were strongly opposed to the proposed solution when asked about their overall position.

Methods

The purpose of the fall engagement was to inform the James Mowat Elementary community of the proposed solution developed by the EIPS to address the enrolment issue, which had been presented in the spring engagement, and to collect the community's reactions to the recommendation. To achieve this purpose, as we did in the spring session, two key public engagement methods were employed to gather insights from the James Mowat Elementary community: a facilitated open house and an online survey. Both methods have a proven track record for providing diverse input opportunities and gathering nuanced responses.

The success of these methods relies on a solid engagement communication plan. To ensure all school community members had an opportunity to participate in the engagement, Y Station and EIPS completed several communication activities:

- Two weeks prior to the open house a letter was electronically delivered to all school families. It noted:
 - the date and time of the open house,
 - opportunity to participate via survey,
 - included links to the spring What We Heard (WWH) Report, and
 - the Frequently Asked Questions (FAQ).
- A-frame signs were placed near the front of the school six days prior to the event
- An advertising spot ran on the local radio station MIX 107.9 seven times a day for six days preceding the event.

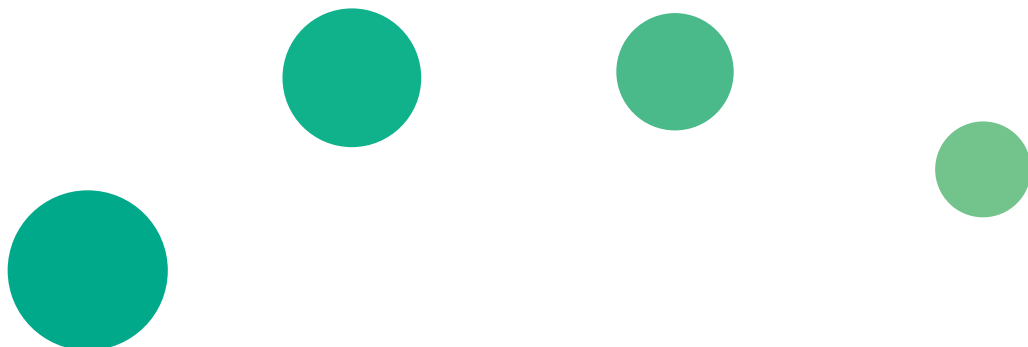
The open house was from 5:30 p.m. to 7:30 p.m. on Thursday, September 22. Child minding was offered at the session to ensure parents with younger children felt welcome to fully participate and was accessed by attendees. Refreshments were also provided. A slide presentation, with handouts, was used so attendees had a visual reference for the conversation and the gymnasium was set up in an arched theatre-style seating so the facilitator could easily see all participants.

During the open house, an overview of the issue was provided, high-level themes from the spring WWH report were confirmed, and the proposed solution, the Random Selection Process Pilot was presented. The discussion focused on exploring these questions:

1. What are your initial thoughts?
2. What are the strengths of this approach?
3. How could this process be improved?
4. Overall, what is your position with regard to this approach?

The survey opened the same day as the open house. The survey preamble gave participants similar information to what was presented at the open house, an overview of the issue, proposed solution, and scenarios. The survey participants were then asked the same open-ended questions from the open house and then were asked a few questions about the number of children they have at James Mowat School or enrolled in another EIPS school, along with their postal code.

One additional feedback mechanism was available but not utilized. A call-in phone line was included in the letter to families and on the survey but was not accessed in this phase by any respondents.

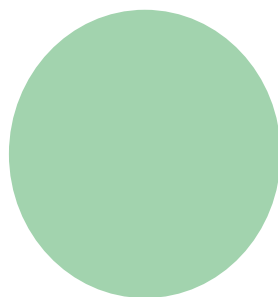
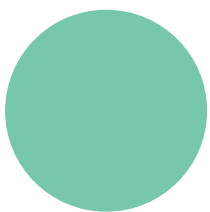


Results

Themes from the open house mirror themes that emerged in the survey. Overall, the conversations in the open house were respectful. There was no major disagreement among the attendees. The survey was completed by 91 participants over the 12 days it was open.

Open House

In total, 9 people attended the open house which lasted just over one hour. Clarification questions were asked during the scenario presentation and the overall response to the proposed solution was positive. Questions were raised around enrolment cut-off dates, the timing for when families would be notified about enrolment decisions, and what the alternative designated school after James Mowat Elementary would be.



Initial reaction

The initial reaction to the proposed solution, the Random Selection Process pilot, was very positive. Some attendees felt the solution was “perfect” as it did not impact their families. When asked to consider new families in the area they still felt the proposed solution was acceptable and that it was reasonable at the moment. Concerns were raised regarding busing and busing costs.

When asked what word they would use for this solution people indicated ‘fair’ and ‘effective’.

Strength of this approach

A key strength of this approach noted by attendees is that this does not affect current families and students. Disruptions to current students were a key concern raised in the spring session. Some attendees noted the priority selection criteria were well thought out.

Many stressed the importance of ensuring those families in the random selection process know the results as soon as possible so that they have time to plan and make alternative arrangements. It was noted that the earlier the families know, the fairer it will be for everyone.

Could this process be improved?

Attendees reiterated the importance of communication in this part of the discussion. They felt it was important to make sure new families understood as soon as possible that their children might not be able to attend James Mowat Elementary. They also felt it would be worth letting real estate agents know so they can communicate the process to families looking to move into the area. Several attendees felt that clear information on the school website and the division’s website was crucial.

“Frustrating for families if they do not know this when they move into the area”

Survey Feedback

The survey opened on September 22 and closed on October 3, 2022. Reminder advertisements were used on EIPS social media, and two reminders were sent out using the EIPS school messenger platform. In total, 91 people completed the survey. The survey feedback reflects a greater diversity of opinions than the feedback gathered at the open house, but the overall response to the proposed solution was positive.

A key theme that emerged, reflected in the open house feedback, was regarding keeping siblings/families and/or peers attending the same school. Over 55 comments addressed this concern. Most respondents appreciated that the approach allowed for siblings to stay together, and some expressed concerns that siblings and/or would be split up. The second key theme, also reflected in the open house feedback, was concerns regarding busing. Most concerns centred on costs and who should be responsible for covering busing fees.

All the themes for each question are presented below and the number of times a theme was mentioned is noted in brackets. The number of mentions is at times higher than the number of respondents, due to the ability to provide more than one response to each question.

Initial Reaction

The first question asked respondents for their initial thoughts and 84 per cent provided comments. The comments ranged from support for the random selection process pilot (22) to concerns similar to those expressed in phase one about siblings and peers being separated (16). Other mentions include:

- Student enrolment should only be available to families living within the attendance area (13)
- Students attending alternative designated school should not have to pay busing fees or provided a reduced rate (12)
- Need to build another local elementary school/additional school (7)
- Ensure that students currently enrolled remain at designated school (6)
- Need to change/review/revise school boundaries/attendance area (4)
- Concerned that my child(ren) may have to switch/change schools (3)
- Need to expand school/add more modular classrooms (2)
- Concerned about current enrolment limitations/pressures (2)
- Should allow parents to choose an alternate designated school (2)
- Random selection process sounds too complicated/confusing (2)
 - the process was confusing for those who did not seem to grasp the sibling rule, they seemed to think that children from the same family would be split up, as such favoured revised boundaries

- Need more information/details about the random selection process (2)
 - respondents would like to know what is the alternative designated school, the current boundaries for James Mowat Elementary, and the maximum number of children per classroom

Single mentions

- I do not support the random selection process
- Concerned about students receiving inadequate support/education/attention

“My initial thoughts are that it does seem like a fair way to do things if James Mowat cannot handle the number of students applying.”

“My initial reaction is that it super sucks. I have a three under five so this means every year the next enters kindergarten age it’s a random lottery. It’s ridiculous that I would have this anxiety about if my children will be allowed to attend the same school.”

“This scenario is nice for the children who are already attending James Mowat to keep doing so. I think it seems like a fair way of managing the pressures.”

Strength of this approach

Next respondents were asked to note any strength of the approach and 70 per cent provided comments. Resoundingly, respondents felt the strength of the approach was that siblings will stay together (26) and current students will remain at the school (18). A small number of respondents indicated no strength in the approach (8). Other mentions include:

- Is an unbiased/fair approach (16)
- Students that live within attendance area are given enrolment priority (7)
- Is a well-planned approach (2)

“It seems to affect fewer people than the alternatives.”

“It does allow families the option to keep all kids together in one school should they wish while also prioritizing children who live in that designated area.”

“Keeps those children who are already attending the school with their friends and maintains consistency. Has pre-set rules about those joining the school and gives options to choose between James Mowat and another designated school.”

Weaknesses of this approach

Respondents were also asked to note any weaknesses of the approach and 73 per cent provided comments. The top weakness identified was a concern for children not being able to attend a school close to where they live (21). Other weaknesses ranged from busing fees (11) to noting concerns about classroom size (2). Other mentions include:

- Concerned that siblings/families may not be able to attend the same school (12)
- I dislike/do not support the random selection process/is a bad idea (7)
 - respondents do not like that anything is left to chance, they plan where to live around the schools their children will attend and expect to be able to attend the school they are in the boundary for
- Does not accommodate/consider the needs of all families (6)
- Stress/anxiety-related concerns (5)
- The random selection process sounds too complicated/confusing (3)
- Concerned about my child(ren) being split up from their friends/peers (3)
- Administrative-related concerns/issues/workload (2)
- The approach allows students to register that live outside of the designated area (2)

Single mentions

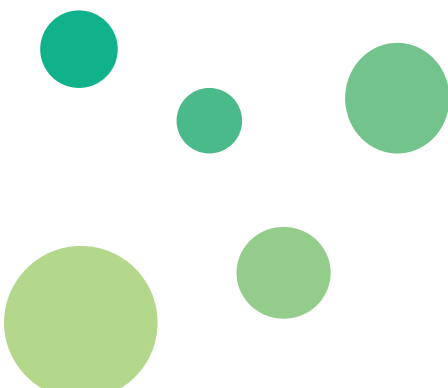
- Is a short-term/temporary solution
- Concerned about student growth/enrolment pressures/limitations
- None/no weakness

“Those that don’t get selected, their children will potentially be on a bus for longer than they would be otherwise. Possibly a reduced rate for that scenario.”

“The weakness is that this is just a short-term solution that will eventually need to be addressed with a new school.”

“Stress if you have two children already attending that the third child may or may not get in.”

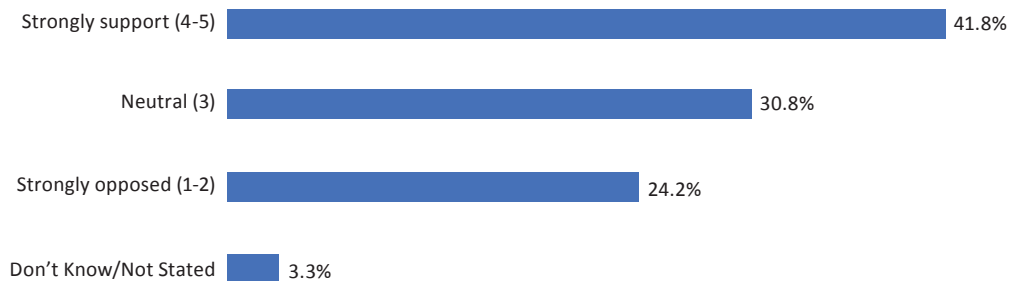
“I feel it still puts pressure to keep class sizes very large.”



Overall, what is your position with regard to this approach?

Respondents were then asked to rate their position about the random selection process pilot. Under half of the respondents noted strong support for the approach and close to one-third were neutral about the approach.

Strongly support position with regard to this approach (n=91)



Final Comments

Finally, we offered respondents the opportunity to provide any closing comments and 41 per cent entered a closing comment. The most frequently mentioned concern was that students/families may not be able to attend school close to where they live (9) followed by statements about public education funding (7), funding statements centre around class size and a new school. Other mentions include:

- Need to improve planning for future student growth/be better prepared (4)
- Need to change/review/revise school boundaries/attendance area (4)
- Concerned about cost of student busing/transportation fees (3)
- Concerned that siblings/families may not be able to attend the same school (3)
- Concerned about increasing class sizes/classes becoming too large (3)
- Concerned about teacher workload/burnout (2)
- I like/support the random selection process/is a good/fair idea (2)

Single mentions

- Bullying related concerns
- Should allow parents to choose alternate designated school

“Seems well thought out and gives priority to siblings of students who are already attending.”

“Our schools are hurting for student supports. They have been pulled away by the Alberta government and our kids are suffering. This also puts additional pressure on teachers who are being asked to provide even more to students with fewer resources.”

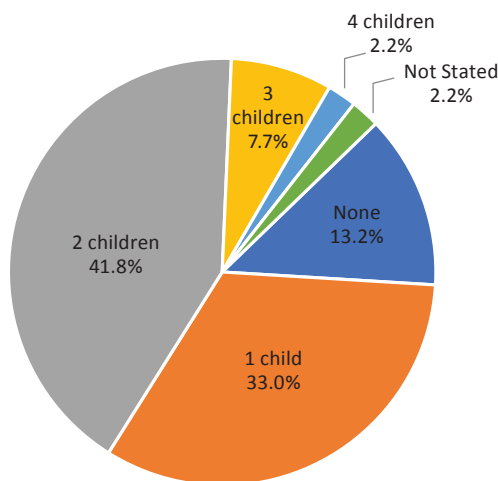
“Although new schools obviously cannot happen magically, the government neglect of public education is very clear.”

“I think that if this method prioritizes students in the area that already have a sibling attending the school that this is the most important. Separating families or making children bus to a different school when they are walking distance to a school seems silly.”

Children in Household and Attending EIPS

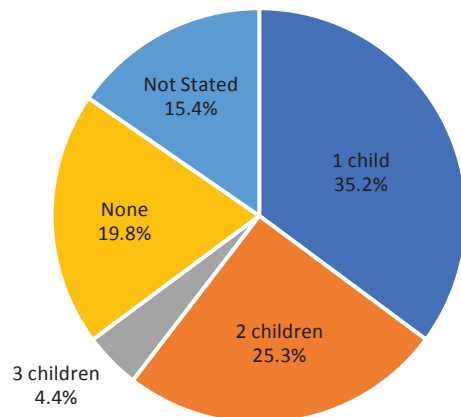
Respondents were asked about the number of children in their household, how many attend James Mowat Elementary, how many future children will attend EIPS and how many attend other schools in EIPS (see graphs below). Just over 40 per cent of respondents had two children in their households, while 65 per cent had children enrolled at James Mowat Elementary, 45 per cent have one or more children that will attend EIPS in the future and 23 per cent had children enrolled in other EIPS schools.

How many school-aged children are in your household? (n=91)



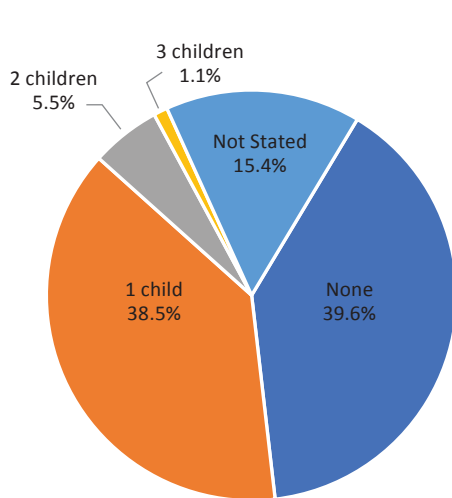
*No respondents selected five children or more

How many children do you currently have enrolled at James Mowat Elementary? (n=91)



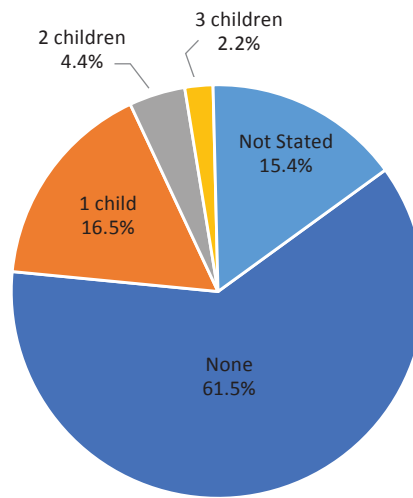
*No respondents selected four children or more

How many younger children do you have, not yet in school, who will attend an EIPS school in the future? (n=91)



*No respondents selected four children or more

How many children do you have enrolled in other EIPS schools? (n=91)



*No respondents selected four children or more

Postal Codes

Lastly, respondents were asked to input their postal code information. Only six respondents entered invalid postal codes. Comparing postal codes entered to the postal codes for the James Mowat Elementary catchment area, only five respondents were outside of the catchment.



Conclusion

From the results of both the open house and survey, it's clear that parents and caregivers are generally satisfied with the proposed solution, but they remained concerned about specific items, including:

- siblings and peers being separated;
- busing costs; and
- information sharing with new families to a catchment area of James Mowat Elementary.

A few survey respondents noted dislike for the name of the solution, random selection process pilot, and find it confusing. Some of the sentiments expressed indicate that not all survey respondents fully understood the random selection process pilot; this was indicated by the fears and weaknesses they expressed. Moving forward, EIPS should consider a few actions. First, the random selection process explanation needs to be simplified, using plain language and with a focus on siblings staying together. Include visuals to help explain the process. Provide the alternate designated school in communications ahead of the enrolment deadline. Ideally, a designated individual or email address is listed in communications for people to contact with questions and concerns. Lastly, set a review and evaluation date for the Random Selection Process Pilot to ensure the process is functioning as intended.

"I understand there is no easy solution to this and I think no matter what this is going to end not so great for some families."

"I feel it is fair to try to direct new additions to the school to other schools that have space."

"This scenario is nice for the children who are already attending James Mowat to keep doing so. I think it seems like a fair way of managing the pressures."



Your Future in MIND



INFORMATION REPORT

DATE: Nov. 17, 2022

TO: Public Board

FROM: Mark Liguori, Superintendent

SUBJECT: Three-Year Engagement Strategy: Attendance Area Cleanup

ORIGINATOR: Brent Dragon, Planner, Facility Services

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Brent Billy, Associate Superintendent, Human Resources
Dave Antymniuk, Division Principal
Laura McNabb, Director, Communication Services
Corrie Fletcher, Communications Specialist, Communication Services
Karen Baranec, Communications Networking Specialist, Communication Services

REFERENCE: Administrative Procedure 305: School attendance areas and requests to attend non-designated schools
Administrative Procedure 540: Planning for school facilities

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

EIPS GOAL: Quality infrastructure for all
Parent and caregiver engagement

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure
Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child’s education

ISSUE:

That the Board of Trustees receive for information the Three-Year Engagement Plan’s Project 1: Attendance Area Cleanup—specifically, the What We Heard reports from the Brentwood Elementary and Northeast Sherwood Park attendance area public engagements.

BACKGROUND:

In May 2022, Elk Island Public Schools (EIPS) developed a Three-Year Engagement Strategy. The plan identifies areas where the Division can improve operations to best serve students. It also details strategies and timelines for the various engagement efforts. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

In total, the plan includes four engagement projects:

- Project 1: Three-Year Strathcona County Engagement



- Project 2: Enrolment Pressures at In Fort Saskatchewan
- Project 3: EIPS Logos Christian Program Review
- Project 4: Value Scoping Session for A.L. Horton Elementary and Vegreville Composite High

Within Project 1: Three-year Strathcona County there are four key focus areas—Attendance Area Cleanup, French Immersion Review, System Program Review and Balance Senior High. Over the next three years, EIPS will engage school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically, how to address school capacity issues, explore attendance areas, improve system-programming transitions, and enhance accommodations for French Immersion programming. All are interconnected strategies and require a phased approach. Collectively, it ensures the outcomes and impacts are considered throughout the engagement process.

The first focus area: the Attendance Area Cleanup. EIPS contracted Western Management Consultants (WMC) to facilitate the engagement process. Working collaboratively with EIPS, WMC drafted various advertising materials and information letters, hosted four drop-in public consultations, conducted two surveys and collected additional feedback from the school community. Below is a summary of each public engagement phase, the timelines and the number of responses.

		BRENTWOOD ELEMENTARY	NORTHEAST SHERWOOD PARK (SUMMERWOOD, SUMMERWOOD NORTH, LAKELAND VILLAGE)
PHASE 1	Drop-in Session	June 9, 2022 Attendance: 11	June 20, 2022 Attendance: 14
	Online Survey	Open from June 10-16 Responses: 44	Open from June 21-29 Responses: 102
PHASE 2	Drop-in Session	Sept. 13, 2022 Attendance: 10	Oct. 3, 2022 Attendance: 10
	Email submission	Open from Sept. 13-20 Responses: 5	Open from Oct 4-10 Responses: 7

CURRENT SITUATION OR KEY POINT:

Initially, EIPS planned to bring forward a recommendation for the Attendance Area Cleanup in November 2022. However, it's felt more time is needed. Instead, EIPS is providing an information report to the Board detailing all the feedback collected through both Phase 1 and Phase 2 of the Attendance Area Cleanup engagement efforts. Before making a recommendation to the Board, EIPS needs to review feedback and information from the other focus areas in Project 1 and Project 3—expected later in the 2022-23 school year. That said, EIPS remains committed to ensuring the final Attendance Area Cleanup recommendation respects the feedback collected during the public consultations.

ATTACHMENT(S):

1. Brentwood Elementary and Northeast Sherwood Park Engagement Summary
2. Phase 1 What We Heard Report – Brentwood Elementary
3. Phase 2 What We Heard Report – Brentwood Elementary
4. EIPS Frequently Asked Questions – Brentwood Elementary
5. Phase 1 What We Heard Report – Northeast Sherwood Park
6. Phase 2 What We Heard Report – Northeast Sherwood Park
7. EIPS Frequently Asked Questions – Northeast Sherwood Park

Public Consultations: Report Summary

BRENTWOOD ELEMENTARY AND NORTHEAST SHERWOOD
PARK | ATTENDANCE AREA CLEANUP

LAST UPDATED: Oct. 27, 2022



TABLE OF CONTENTS

BACKGROUND.....3
BRENTWOOD ELEMENTARY ENGAGEMENT SUMMARY4
NORTHEAST SHERWOOD PARK ENGAGEMENT SUMMARY5

BACKGROUND

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. To facilitate the process, the Division recently developed an EIPS Three-Year Engagement Plan. The plan identifies where the Division can improve operations to best serve students and the strategies and timelines for various related engagement efforts over the next three years. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

In total, the plan includes four engagement projects:

Project 1: Three-Year Strathcona County Engagement

Project 2: Enrolment Pressures at In Fort Saskatchewan

Project 3: EIPS Logos Christian Program Review

Project 4: Value Scoping Session for A.L. Horton Elementary and Vegreville Composite High

For Project 1: Three-Year Strathcona County Engagement, EIPS is engaging school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically, how to address school capacity issues, explore attendance areas, improve system-programming transitions and enhance accommodations for French Immersion. Within Project 1 are four key focus areas: Attendance Area Cleanup, French Immersion Review, System Program Review and Balance Senior High. The Division has just finished its public engagement efforts for Attendance Area Clean. A final decision is expected later in the 2022-23 school year.

Attendance Area Cleanup

Public consultations for Project 1: Attendance Area Cleanup started in June 2022 and finished in October 2022. EIPS engaged Sherwood Park communities about changing the junior high attendance areas for two identified areas: students designated to Brentwood Elementary and Northeast Sherwood Park.

To facilitate the engagement efforts, EIPS contracted Western Management Consultants (WMC). Working collectively with EIPS, WMC drafted various advertising materials and information letters, hosted four drop-in public consultations, conducted two surveys and collected additional feedback from the school community. For each public session and the surveys, the company also created a What We Heard Report.

At issue, Brentwood Elementary is currently designated to two junior high schools, which splits students between Sherwood Heights Junior High and F.R. Haythorne Junior High. As such, administration is exploring changing the attendance area to just F.R. Haythorne Junior High. Changing the boundaries would prevent splitting peer groups between the two junior high schools. Similarly, Davidson Creek Elementary and Mills Haven Elementary are the designated elementary schools for the Northeast Sherwood Park neighbourhoods—Summerwood, Summerwood North and Lakeland Village. Sherwood Heights Junior High is the designated

school for all junior high students within the area. Administration is exploring changing the designation to Clover Bar Junior High. Changing the boundaries will help maintain school communities and provide programming closer to home.

Public Engagement Phase 1: Two drop-in public consultation sessions and two surveys

In June 2022, WMC hosted two drop-in public consultation sessions. One for the Brentwood Elementary area and another for the Northeast Sherwood Park area. It then conducted a survey to collect further information. Both the sessions and surveys provided the school communities with background information and details on why the Division is exploring the attendance area cleanup. There was also an opportunity to share feedback about what is most important to the school community and what they think the Board should consider before making any decisions.

Public Engagement Phase 2: Two drop-in public consultations and feedback submissions

WMC hosted two drop-in public consultation sessions at the proposed designated schools. One for the F.R. Haythorne Junior High and another at Clover Bar Junior High, which allowed parents to see the school and meet staff. At the session, attendees were presented with the What We Heard Report and a Frequently Asked Questions document—from Phase 1 consultations. There was also an opportunity to share feedback about the What We Heard Reports and what they think the Board should consider before making any decisions. For parents who could not attend the session, EIPS encouraged them to email WMC directly with their feedback.

BRENTWOOD ELEMENTARY ENGAGEMENT SUMMARY

Phase 1: Spring 2022

DROP-IN DISCUSSION

When: June 9, 2022; 5:30 p.m. to 8:30 p.m.

In-person attendance: 11

ONLINE SURVEY

When: June 10-16

Responses: 44

In Phase 1, all respondents had children attending Brentwood Elementary, with 73 per cent registered in the regular program, 25 per cent in the Logos Christian Program and two per cent in GOALS. As well, most respondents lived within Brentwood Elementary's attendance area. Overall, the community deemed the proposed solution a desirable option—it maintains existing peer groups, and F.R. Haythorne Junior High is in a good location. The biggest concerns expressed by families were the longer commute and the potential for

increased class sizes. Participants also noted supports for student transportation, class sizes and transparent communication are important when making any decision.

Phase 2: Fall 2022

DROP-IN DISCUSSION

When: Sept. 22, 2022; 5:30 p.m. to 7:30 p.m.

In-Person attendance: 10

In Phase 2, WMC used a dotmocracy technique to validate the findings of Phase 1. Participants had the opportunity to add additional open-ended comments. In general, the two most positive impacts were maintaining peer groups and proximity to their home. Many responses identified negative impacts, most notably, concerns with F.R. Haythorne Junior High being overcrowded, increased commute times and potential separation of siblings.

EMAIL SUBMISSION: SEPT. 13 TO 20

When: September 13-20

Responses: 5

WMC received five email responses. Four submissions expressed concerns about the proposed change, and one expressed general support. The biggest concern: The distance to F.R. Haythorne Junior High. Most families opposing the change live closer to Sherwood Heights Junior High. Most families supporting the change live closer to F.R. Haythorne Junior High.

NORTHEAST SHERWOOD PARK ENGAGEMENT SUMMARY

Phase 1: Spring 2022

DROP-IN DISCUSSION

When: June 20, 2022; 5:30 p.m. to 7:30 p.m.

In-person attendance: 14

ONLINE SURVEY

When: June 21-29

Responses: 102

In Phase 1, 83 per cent of respondents had children attending Davidson Creek Elementary or Mills Haven Elementary. In total, 88 per cent of respondents had children enrolled in the regular program at either Davidson Creek Elementary or Mills Haven Elementary. As well, most respondents lived in the Summerwood, Summerwood North or Lakeland Village areas. Regardless of their child's elementary school, the top theme—be it positive or negative—was school proximity. Overall, more respondents found proximity a positive impact than negative. Other negative impacts included friend separation and lack of continuity—heavily biased toward respondents with children enrolled at Davidson Creek. Respondents also requested additional information, clear communication and details about busing.

PHASE 2: FALL 2022

DROP-IN DISCUSSION

When: Oct. 3; 2022, 5:30 p.m. to 7:30 p.m.

In-person attendance: 10

In Phase 2, WMC used a dotmocracy technique to validate the findings of Phase 1. Participants had the opportunity to add additional open-ended comments. In general, the most positive impact noted was Clover Bar Junior High's sports program. The negative impact expressed was separation of friends. Participants also asked EIPS to keep peer groups together and prioritize a new junior high space in Northeast Sherwood Park. Overall, participants viewed the proposed change as positive.

EMAIL SUBMISSION

When: October 4-10

Responses: 7

WMC received seven email responses. Six submissions expressed dissatisfaction with the proposed change. The seventh respondent expressed support for the change. A few alternatives were recommended, including boundary re-designations, new-school construction and not redesignating Davidson Creek Elementary students who already experienced a re-designation.



Three-Year Strathcona Engagement Brentwood Elementary Engagement #1 *What-We-Heard Report*

Prepared by:

Dana Antayá-Moore
WMC (Western Management Consultants)

For:

Brent Dragon
Elk Island Public Schools

August 22, 2022

Table of Contents

- Brentwood Elementary Engagement #1 3**
 - Communications Plan 3
 - Survey Results..... 5
 - Demographics (Survey Station/Section 1) 5
 - Key Themes and Findings..... 7
- Appendix 1: Background..... 11**
 - Three-Year Strathcona County Engagement Process 13
 - In-person survey experience 19
 - Online survey 19
 - Analysis and reporting of survey results..... 19
 - Next Steps 20

Brentwood Elementary Engagement #1

The results for Brentwood Elementary Engagement #1 are reported below.

Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary engagement session #1. Three digital pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Brentwood Elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

The poster features a teal background with a white QR code on the right side. The text is in white and black. The background also includes a faint map of the Brentwood area with street names like 'Brentwood Blvd.', 'MAPLEWOOD', and 'Granada'.

**Share your
feedback**

about the proposed changes to the

**Junior High Designation
for Brentwood Elementary**

 **ENGAGEMENT SESSION**
Thursday, June 9, 2022
Drop in between 5:30 pm to 8:30 pm
Brentwood Elementary School

Scan me to sign up for email notifications! Or visit:
www.bit.ly/3NafLku



We want to hear your feedback

about proposed changes to the
**Junior High Designation
for Brentwood Elementary**

Sign up for email notifications at: www.bit.ly/3NafLku



ENGAGEMENT SESSION

Thursday, June 9, 2022

Drop in between 5:30 pm to 8:30 pm

Brentwood Elementary School



Share your feedback about proposed changes to the
**Junior High Designation for
Brentwood Elementary**

DROP-IN ENGAGEMENT SESSION

Thursday, June 9, 2022 | 5:30-8:30PM | Brentwood Elementary School



Survey Results

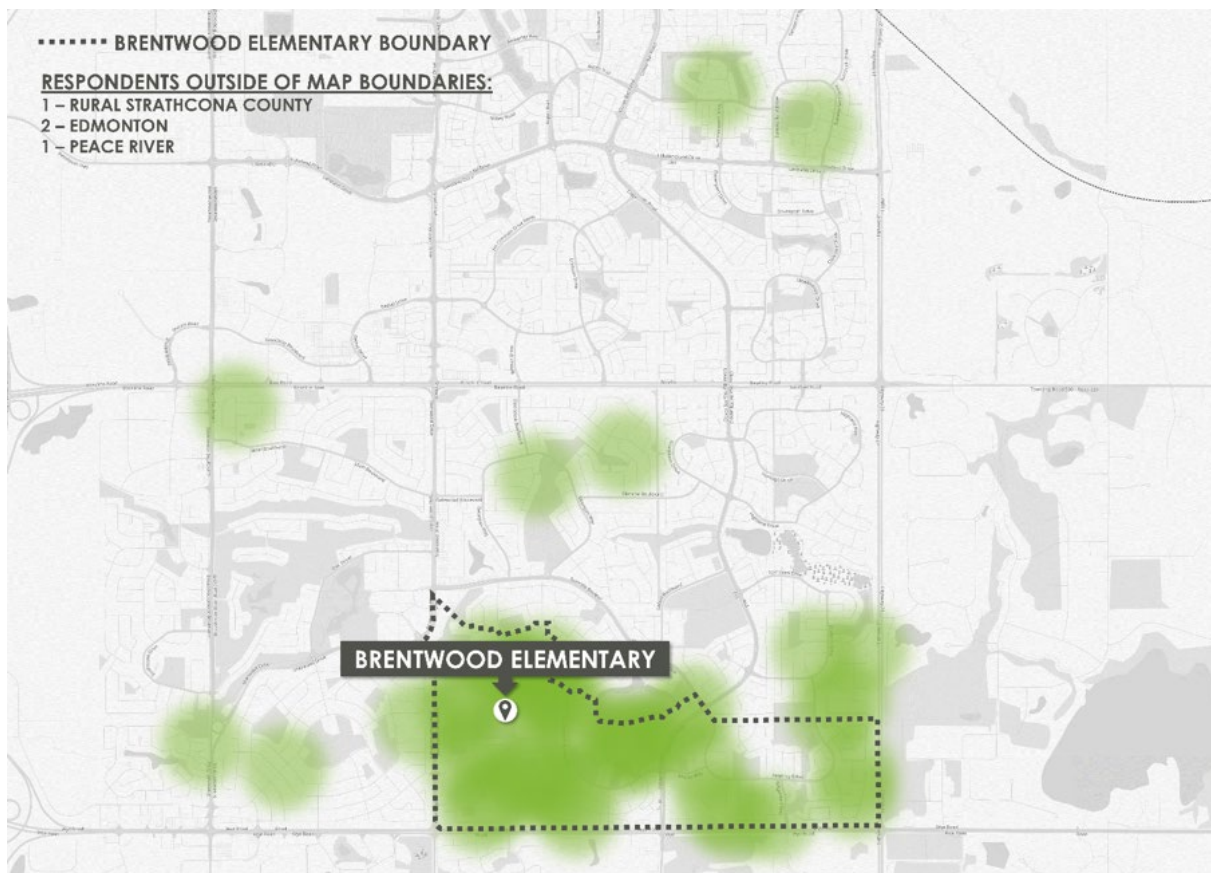
The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys were completed at the June 9, 2022 public engagement session. All responses submitted were included in the analysis.

Note: This is not a statistically significant survey, it was designed to provide the Board of Trustees of Elk Island Public Schools with useful information to inform their decision and we are confident it has done that.

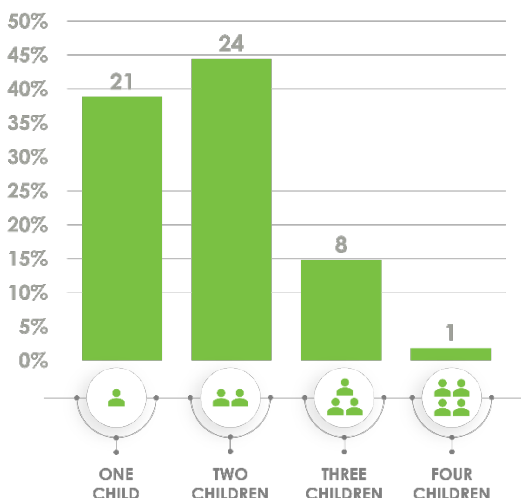
Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Brentwood Elementary community. This is important in determining that the survey results reflect, to the greatest extent possible, the views of the community.

The heat map below indicates that most respondents live within the Brentwood boundary, with the highest cluster within closer proximity to the school.



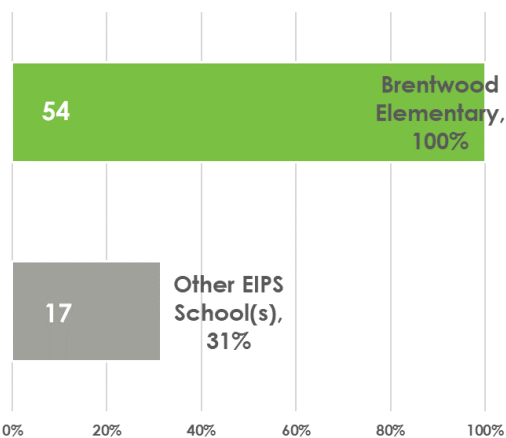
Number of children attending Elk Island Public Schools



When asked to indicate the number of children attending Elk Island Public Schools, 83% of respondents indicated one or two children – 21 respondents (39%) and 24 respondents (44%) respectively.

17% of respondents indicated three or more children, with eight (15%) indicating three children and one (2%) indicating four children.

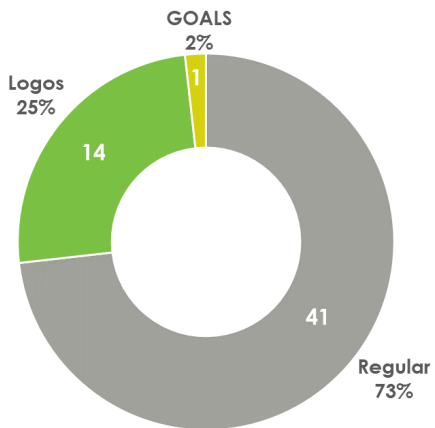
Schools your child(ren) are enrolled in (Select all that apply)



When asked to indicate the school(s) the respondent's child(ren) attend, 54 respondents (100%) indicated that they had a child attending Brentwood Elementary School.

Of those 54 respondents, 17 (31%) indicated that they have additional children attending other EIPS school(s). This could include siblings attending junior high or senior high schools within EIPS.

Program your child is enrolled in at Brentwood Elementary



When asked to indicate the program(s) their children attend, 41 respondents (73%) indicated that they had one or more children in the regular program. The Logos program had representation from 14 respondents (25%), and the GOALS program was indicated by one respondent (2%).

The respondent who indicated the GOALS program also indicated the regular program and one of the respondents who indicated the Logos program also indicated the regular program.

Data around self-identification of respondents was collected and reviewed as part of the survey. It is not presented in this report due to the low response rate.

Key Themes and Findings

Brentwood Elementary community members have strongly formed opinions about the proposed junior high redesignation to F.R. Haythorne Junior High. In determining the key themes, WMC looked for groupings of comments that expressed the same view. In some cases, a single comment was reported as a theme. The reporting does not include comments that did not have a direct bearing on the Board's decision, for example, comments that were 'off topic' or where the intent of the meaning was unclear.

Key themes heard from participants include the following:

Alignment with Values (Survey Station/Section 2)

- Anticipated Positive Impacts (47 total responses: seven no comment responses)
 - The move to junior high school with the current peer group was identified as a positive by a large number of respondents. This was the biggest response to any survey question. (19 responses)
 - Improved walkability (three responses), the proximity of F.R. Haythorne Junior High (three responses), and the advantages of F.R. Haythorne Junior High being a newer school building (three responses) were also identified as positive by some participants.
 - The availability of more options and the Goals program each received one response.
 - Four respondents noted they were not sure or unsure; 'none' was noted by seven respondents; and two respondents used this section to explicitly comment on their opposition to the redesignation.
- Anticipated Negative Impacts (46 total responses: 11 no comment responses)
 - The strongest concern identified by contributors was the longer walk and/or commute to F.R. Haythorne Junior High, as compared to current or planned transportation options. (10 responses)
 - Concerns about the location of the Logos program (five responses) and the potential for overcrowding at F.R. Haythorne Junior High (five responses) were the next most frequently identified issues.
 - Respondents also commented on the separation of family members amongst schools (three responses) or the split from peer groups and friends (three responses) as negative factors.

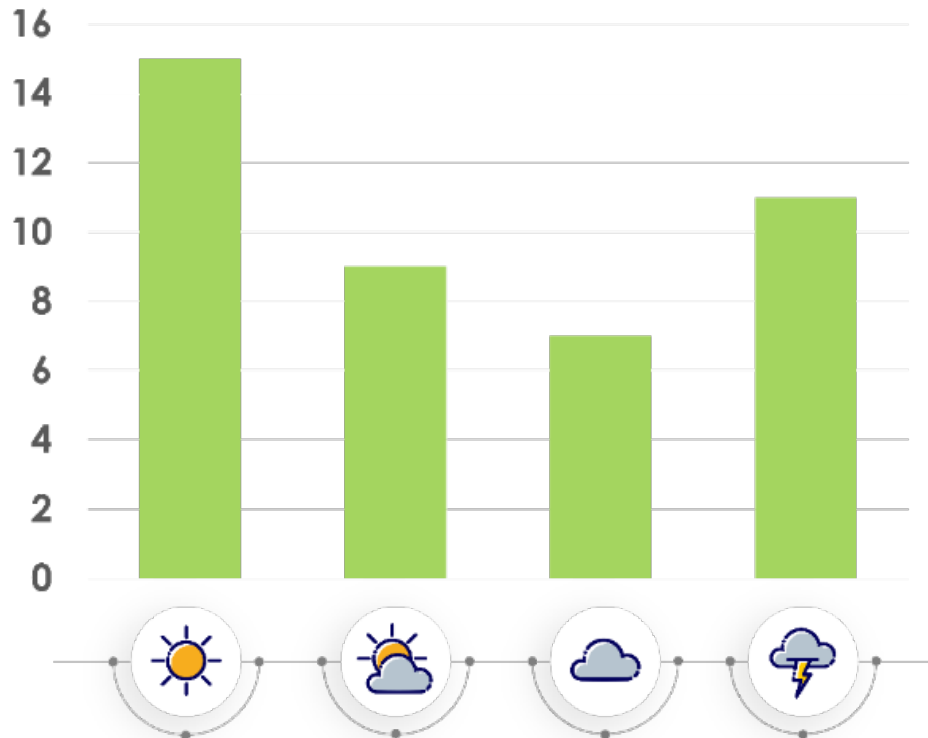
EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (44 total responses: four no comment responses)
 - Longer commuting distance to F.R. Haythorne Junior High (12 responses). Many contributors strongly advised the school board to consider the proximity of the school to the population it serves. This was by far the most common response to this question, with examples given of how this factor impacts both student success and family activities.
 - Class sizes (five responses) and keeping peer groups together (five responses) were the next most common responses.
 - Respondents also identified enrolment numbers (three responses), maintaining current designation rights (two responses), parental choice over selection of a school offering the Logos program (two responses), siblings right to attend the same school as other family members (two responses), transportation costs (two responses) and a phase-in of the change (two responses) as potential considerations.
- Supports for any Change (43 total responses: four no comment responses)
 - By far, the most requested support was for bus transportation to any new school (12 responses). This included affordable costs and efficient routes/transfer points.
 - Participants also requested full, transparent and timely information (seven responses). They felt it important that families understand the rationale for any change, had accurate information about the timing and knew when and how they could impact any decision.
 - Maintaining family groups (three responses), tours of new facilities (two responses), availability of counselling for students to support the change (two responses) and a phase in of any change (two responses) were also suggested.

Open-Ended (Survey Station/Section 4)

■ Feelings (Weather icons)

How comfortable are you feeling with the proposed change?



■ Other Comments (43 total responses: six no comment responses)

- A number of respondents agreed with the proposed move and were looking forward to improved schooling experience for their children (five responses).
- A smaller number were very opposed often because they had located close to existing schools and expected that they would continue to have the services and access they had anticipated (three responses).
- Some identified the need for more detailed information about things such as the programs to be offered and anticipated class sizes. This was especially important for services to children with special needs and for those attending the Logos program (three responses).
- A few respondents asked about the potential redesignation of high school boundaries and the possibility of further separating peers (three responses). One respondent asked if French Immersion is the reason Sherwood Heights is so full.
- Some parents commented that this was an unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors (two responses).

- A few respondents commented on the trust in the Board to make the best decision (three responses).
- One respondent noted they were unsure; 'none' or 'nothing' was noted by three respondents; and three respondents indicated n/a.

Appendix 1: Background

Background

In spring 2022, Elk Island Public Schools (EIPS) initiated a Three-Year Strathcona County Engagement project. This project was undertaken to determine the extent to which a series of proposed changes to designations would be supported by members of the respective impacted community(ies). Central to the proposed changes is a commitment to ensuring future students receive high-quality education with minimum disruption.

This project included multiple interconnected areas of focus. A phased approach will ensure outcomes consider the impacts on future engagement work and that year two and year three projects can respect and build on earlier decisions.

There are four areas of work to be completed within the Three-Year Strathcona County Engagement project.

1. Attendance Area Clean Up – decision by Nov. 30, 2022
 - a. Part 1 – EIPS is seeking feedback on where Brentwood Elementary students are designated for junior high. Currently, students from Brentwood Elementary are designated to Sherwood Heights Junior High and F.R. Haythorne Junior High.
 - b. Part 2 – EIPS is seeking feedback on where students within the neighbourhoods of Lakeland Village, Summerwood and Summerwood North are designated for junior high. Currently, these students are designated to Sherwood Heights Junior High.
 - c. The final report is scheduled to be presented to the Board of Trustees in November 2022.
2. French Immersion Review – decision by Nov. 30, 2023
 - a. EIPS is seeking feedback on the French Immersion program. Specifically, EIPS is looking to have a conversation around junior high and senior high French Immersion programming within Sherwood Park and Strathcona County.
 - b. The final report is scheduled to be presented to the Board of Trustees in November 2023.
3. System Program Review – decision by Nov. 30, 2023
 - a. EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.
4. Balance Senior High – decision by Nov. 30, 2024
 - a. Currently, Bev Facey Community High has only one of four Sherwood Park junior high schools—F.R. Haythorne Junior High—designated as part of the school's catchment area. As such, there's an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS is seeking to rebalance the attendance areas.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.

WMC (Western Management Consultants) was retained to assist in this project. EIPS requested a robust two-part public engagement process for each of four proposed designation changes. Engagement 1 was to be designed to ascertain the extent to which each of the proposed designation changes aligns with the values of the affected community members and is supported by them. The feedback gathered during Engagement 1 will be used by EIPS to inform the development of options for the community to consider and respond to during Engagement 2.

Three-Year Strathcona County Engagement Process

WMC designed the Three-Year Strathcona County Engagement process to support gathering as much feedback as possible from the community members impacted by each of the proposed changes. In addition, the engagements were designed to be consistent across each of the project areas. This consistency was used to support clarity around process, as well as around the roles of both WMC and EIPS participants.

It should be noted that the number of engagement sessions might vary depending on the project. In the case of the Attendance Area Clean Up project, one information-gathering session was held for each of the two proposed redesignations: Brentwood Elementary, and Lakeland Village, Summerwood and Summerwood North, followed by a What-We-Heard and Options Input session. For the remaining three projects, three to four information-gathering sessions may be held, followed by the final What-We-Heard and Options session.

Station #1

Demographics

Provide some demographic information to help WMC determine if there is good representation from the local community.

What is your postal code?

Number of children attending EIPS?

What schools do your children attend?

What program are your children enrolled in?

Indicate characteristics in which you or your children self-identify

Station #2

Personal Impacts

Detail how this proposed change aligns with your values as a local community member.

What positive impacts would this change have on your family?

What negative impacts would this change have on your family?



Station #3

Considerations

Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

Which impacts should EIPS pay particular attention to/prioritize when making this decision?

What supports should EIPS consider to help families through the change?



Station #4

Open Feedback

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

How are you feeling about this change?



What else would you like us to know regarding the proposed change?



Regular meetings were held with the EIPS key contact and WMC also met with the Steering Committee to kick-off the project.

EIPS staff provided key messages specific for each proposed change. WMC worked with these to develop a wayfinding document for use by participants during each of the first public engagement sessions. The wayfinding document contained information about the proposed change, as well as an overview of the engagement process being used. In addition, WMC developed a visual representation (map) of the proposed change. An example of the wayfinder and map used for Brentwood Elementary Engagement #1 follows. These documents are the template on which subsequent Engagement #1 sessions are based.



Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session #1

What is the proposed change?

Students from Brentwood Elementary are currently designated to attend Sherwood Heights Junior High and F.R. Haythorne Junior High, depending on where they reside. EIPS suggests redesignating all regular program students from Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9.

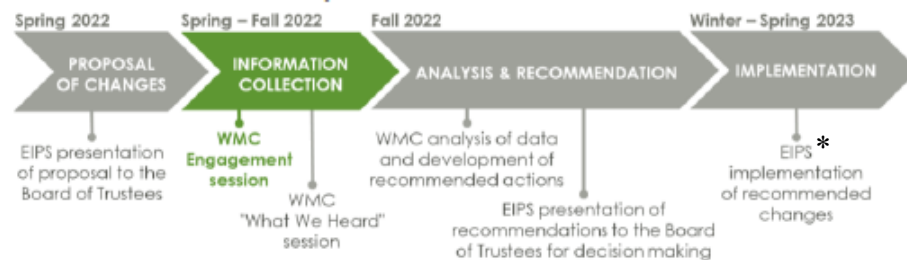
Why is this change being proposed?

To allow students the opportunity to remain with their peers as they progress through the school system, and to allow the Division to make the most of its existing learning spaces.

What about alternative or specialized programs?

Students enrolled in alternative or specialized programming will be able to follow their program to whichever junior high offers it, should they wish to do so.

What are the next steps?



What is the purpose of this engagement session?

WMC (Western Management Consultants) is an independent consulting firm working in partnership with EIPS to gather input from the Brentwood Elementary community about a proposed change in junior high designation beginning in fall 2023. The feedback gathered will be used to help inform EIPS' decision-making process.

* Any changes will be communicated in advance of the fall 2023 enrolment process. Actual implementation of the changes will take effect in fall 2023.



Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session #1

This engagement session will take approximately 30 minutes to complete. Please make your way through stations 1-4 and complete the accompanying survey. WMC consultants are available at the stations to answer your questions and assist you in completing the surveys.

This data is collected for use by WMC and is completely independent from any EIPS student databases.

STATION 1 – DEMOGRAPHICS

Provide some demographic information to help WMC determine if there is good representation from the Brentwood Elementary community.

STATION 2 – PERSONAL IMPACTS

Detail how this proposed change aligns with your values as a Brentwood community member.

STATION 3 – CONSIDERATIONS

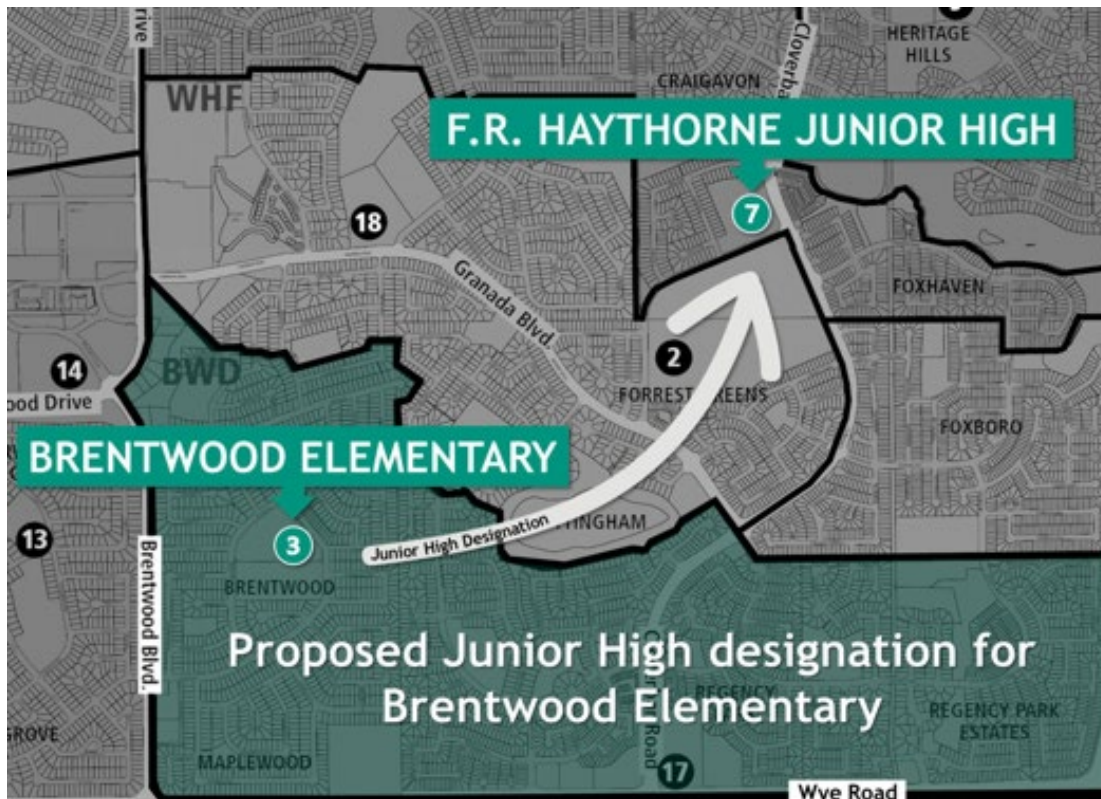
Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

STATION 4 – OPEN FEEDBACK

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

SIGN UP FOR EIPS EMAIL UPDATES

To receive updates from EIPS about this proposed change, you can sign up for email notifications at: www.bit.ly/3NafLku



Survey Development

A web-based survey was designed and used to gather feedback from interested community members. The survey introduction included the information found in the wayfinding document to ensure the same information was provided whether the survey was completed at the engagement session or online in the week following the session.

The survey questions were:

1. Demographics

- c. Please provide your postal code (from your home address)
- d. Number of children attending Elk Island Public Schools?
- e. What school(s) do your children attend?
- f. Program your child is enrolled in.
- g. Please indicate any or all characteristics in which you or your children self-identify to help us understand which perspectives are being represented in this engagement (for example, Black, Indigenous, Gifted, etc.)

2. Personal Impacts

- a. What positive impacts would this change have on your family?
- b. What negative impacts would this change have on your family?

3. Considerations

- a. What impacts should EIPS pay particular attention to/prioritize when making this decision?
- b. What supports should EIPS consider to help families through the change?

4. Open-ended

- a. How are you feeling about this change (weather report)?
- b. What else would you like us to know regarding the proposed change?

Two opportunities were provided for community members to share their feedback to the proposed designation change.

In-person survey experience

A public engagement drop-in event was hosted at Brentwood Elementary on June 9, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended each session to observe the process. An EIPS staff member was available to answer participants' questions.

During the public engagement, participants were offered the option to complete the web based survey on their personal device, using a QR code or URL to access the survey, or to use a paper and pencil version. Participants strongly favoured the paper and pencil option.

Participants moved through a series of four stations, responding to one question at each. WMC staff were available to answer questions, as was the EIPS project lead.

Online survey

The day after the public engagement, EIPS sent the web-based survey out to Brentwood Elementary community members through its communication channels and the survey remained open for one week.

Analysis and reporting of survey results

WMC aggregated and analyzed the survey results to identify the degree of representation from the community, as well as key themes, gaps, emerging directions, and appetite for change among respondents. Data around self-identification of respondents was collected and reviewed as part of the survey. It was not presented in this report due to the low response rate.

This information was included in the *What-We-Heard Report* along with recommendations, based on the survey responses, for EIPS to consider in drafting the options for change. These options will be brought back to the respective communities to review and respond to during a subsequent engagement session.

Next Steps

Using the information provided in the *What-We-Heard Report*, EIPS staff will develop options for moving forward with the proposed designation change(s). The options and the *What-We-Heard Report* will form the basis for a second engagement process, facilitated by WMC, to provide community members an opportunity to learn about the input gathered during the first engagement session, to see their input reflected in the themes that emerged, and to provide input on the options developed by EIPS.

Information gathered from the second engagement will be used to create a final report and final recommendation to present to the Board of Trustees of Elk Island Public Schools in November 2022.



Three-Year Strathcona Engagement Brentwood Elementary Engagement No. 2 What We Heard Report

Prepared by:

Dana Antayá-Moore
Western Management Consultants (WMC)

For:

Elk Island Public Schools

October 20, 2022

Table of Contents

Brentwood Elementary Engagement No. 2	3
Engagement No. 1 Summary	3
Engagement No. 2	3
Engagement Feedback	5
Key Findings	7
Outcome	8
Appendix 1	9
What We Heard Report Dotmocracy charts	10
Your Voice Matters chart	11

Brentwood Elementary Engagement No. 2

The results for Brentwood Elementary Engagement No. 2 are reported below.

Engagement No. 1 Summary

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary engagement session No. 1. Three digital media pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Brentwood Elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys were completed at the June 9, 2022 public engagement session. All responses submitted were included in the analysis.

Details of the Engagement No. 1 process can be found in the Engagement No. 1 What We Heard Report.

Engagement No. 2


Communications Plan

WMC worked with EIPS staff to draft a letter informing Brentwood Elementary families of the session and providing the date, time frame and information about the process. Digital media pieces were also created. The tagline Your Voice Matters! was used to frame the content. A link to the Engagement No. 1 What We Heard Report was included in the letter, as well as links to two email opportunities (EIPS and WMC) through which individuals who could not attend the session could share their feedback. The letter was sent out to Brentwood Elementary families and was also posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

Process Overview

Brentwood Elementary families were invited to drop in to F.R. Haythorne Junior High on September 13, 2022 between 5:30 p.m. and 7:30 p.m. to engage in a public participation process. The process was designed to give those who dropped in an opportunity to provide additional feedback to WMC on What We Heard through the survey. Participants were also invited to share any additional comments or feedback they wanted WMC to capture in the final report to the Division.

Upon arrival, participants were welcomed and given a wayfinder to explain the process, as well as an FAQ document prepared by EIPS. The FAQ provided answers to a number of questions posed by Brentwood community families during the initial engagement process. Copies of the What We Heard Report were also available. WMC team members were available to guide participants through the process and answer any questions they may have had. In addition, administrators from both Brentwood Elementary and F.R. Haythorne Junior High were in attendance to answer participants' questions, as were EIPS senior leadership, staff and trustees.



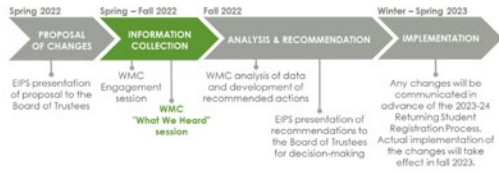
Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session No. 2


What is the goal of this session?
To determine what's most important to Brentwood Elementary's school community before any decision is made about any junior high boundary changes.

What is the proposed change?
EIPS' is exploring a possible change to the junior high attendance boundaries—moving all regular program Grade 6 students at Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9. Essentially, the change prevents splitting students between two junior high schools.

Where are we in the process?



Your voice matters!
During this session, you have an opportunity to learn more about the **What We Heard Report** developed by WMC using input gathered during the June 2022 public engagement, and to offer even more feedback on the proposed change to the junior high attendance boundaries.



Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session No. 2

Your Voice Matters!

This engagement session will take approximately 30 minutes to complete. You will have two opportunities to provide your feedback. Make sure to provide your feedback at each opportunity. WMC consultants are available at the stations to answer your questions.

- WHAT WE HEARD REPORT**
 - Which five key findings resonate most with you? (Dots)
 - What additional comments, feedback, or questions would you like WMC to consider when drafting the final report? (Sticky notes)
- YOUR VOICE MATTERS**
 - What final comments or questions would you like EIPS to consider about what's most important to you as a member of Brentwood Elementary's school community before any decision is made about any junior high boundary changes.
- SIGN-UP FOR EIPS EMAIL UPDATES**
To receive updates from EIPS about the proposed change, you can sign up for email notifications at: bit.ly/3NafLku

Engagement Feedback

Over the course of the drop-in event, 10 participants engaged in the process and provided feedback. What follows is the feedback received through the process. Input received from respondents in the week following the public engagement is presented subsequently. A summary of key findings that were endorsed in the feedback is provided at the end of this section.

What-We-Heard Report

Each participant was given five (5) dots and invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another. The distribution of the participants' dots was as follows. Photos of the charts are found in [Appendix I](#).

Alignment with Values (Survey Question 2) Anticipated Positive Impacts
<ul style="list-style-type: none"> ▪ The move to junior high with the current peer group 3 dots ▪ Improved walkability 3 dots ▪ F.R. Haythorne Junior High being a newer school building 1 dot ▪ The availability of more options 1 dot ▪ Proximity of F.R. Haythorne Junior high 0 dots ▪ The Goals program 0 dots
Alignment with Values (Survey Question 2) Anticipated Negative Impacts
<ul style="list-style-type: none"> ▪ Potential for overcrowding of F.R. Haythorne Junior High 7 dots ▪ Longer walk and/or commute to F.R. Haythorne Junior High 6 dots ▪ Split from peer groups and friends 2 dots ▪ Separation of family members amongst schools 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Location of the Logos program 0 dots
For EIPS to Consider (Survey Question 3)
<ul style="list-style-type: none"> ▪ Class sizes 4 dots ▪ Longer commuting distance to F.R. Haythorne 2 dots ▪ Maintaining current designation rights 2 dots ▪ Keeping peer groups together 1 dot ▪ Enrolment numbers 1 dot ▪ Transportation costs 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Proximity of the school to the population it serves ▪ Parental choice over selection of a school offering the Logos program ▪ Siblings right to attend the same school as other family members ▪ Phase-in of the change

EIPS' Supports for Change (Survey Question 3)

- Maintaining family groups **1 dot**
- Zero-dot responses**
- Bus transportation to any new school
 - Affordable
 - Efficient routes and transfer points
- Full, transparent and timely information
- Families understand the rationale for any change
 - Accurate information about the timing
 - When and how they could impact any decision
- Tours of new facilities
- Availability of counselling for students to support the change
- A phase in of any change

Open-ended (Survey Question 4)

- Potential redesignation of high school boundaries and the possibility of further separating peers **3 dots**
- Agree with the proposed move **2 dots**
- Located close to existing schools – expected to continue to have the services and access they had anticipated **1 dot**
- Need for more detailed information about the anticipated class sizes **1 dot**
- Trust in the Board to make the best decision **1 dot**
- Zero-dot responses**
- Looking forward to improved schooling experience for their children
- Need for more detailed information about programs to be offered
 - Services to children with special needs
 - Children attending the Logos program
- An unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors

Your Voice Matters!

Participants were invited to share final comments or questions they wanted EIPS to consider before any decision is made about any junior high boundary changes. Six responses were posted on the Your Voice Matters! poster. A photo of the chart is found in [Appendix 1](#).

Three respondents used their posts to express dissatisfaction with the proposed junior high boundary change. Two indicated their concern about the proximity of F.R. Haythorne Junior High to their homes. One expressed concern about the effect on future class sizes based on current enrolment at F.R. Haythorne Junior High. Of the three respondents expressing dissatisfaction, two also mentioned concern about the implications for high school designation.

Three used their posts to express their support for the change. Two respondents indicated the close proximity of F.R. Haythorne Junior High was the reason for their support. One respondent posted twice. Once to communicate their family is in full support of the change and once in support of change, in general.

Email Responses

Five email responses were received in the week following the public engagement at F.R. Haythorne Junior High. One response indicated their overall acceptance of the change in junior high boundary and the value of keeping friendship groups together. The respondent also noted the close proximity to F.R. Haythorne Junior High for many of the students enrolled in Brentwood was a factor in their acceptance of the change.

Four responses indicated the increased distance to F.R. Haythorne Junior High was problematic and, if the change went ahead, it would affect both the family's schooling plan and after-school activities.

One respondent included other ideas for EIPS to consider, i.e., moving the Logos program, a program of choice, out of Sherwood Heights Junior High School to allow it to continue to be the receiving school for Brentwood Elementary students and moving the boundary for Lakeland Ridge students to Sherwood Heights Junior High. Two respondents expressed the need for more junior highs and senior highs in Sherwood Park to accommodate the continued growth.

Key Findings

Three key findings were endorsed through the second engagement process.

Proximity

Whether it was the close proximity of F.R. Haythorne Junior High or the increased commute to the school, proximity was the number one factor in participants' support for, or displeasure with, the proposed change of junior high boundary for Brentwood Elementary.

Related to this theme was participants' indicating the following finding as important through the 'dotmocracy' process: Transportation costs.

Class Sizes and Overcrowding

During the public engagement, a number of dots were used to indicate participants' concern about potential overcrowding and increased class sizes at F.R. Haythorne Junior High should the proposed change be approved.

Related to this theme was one participant's indication that the following finding was important through the 'dotmocracy' process: Enrollment numbers.

Separation of peers, siblings or family groups

Participants used their dots to indicate the possible separation of peer groups, siblings or family groups was a concern for them. One email response stated the fact that older siblings would have to walk farther (from F.R. Haythorne Junior High vs. Sherwood Heights Junior High) to pick up younger siblings at Brentwood Elementary.

Note that class sizes and overcrowding was not mentioned in the email responses received by WMC during the week following the Sept. 13, 2022 engagement.

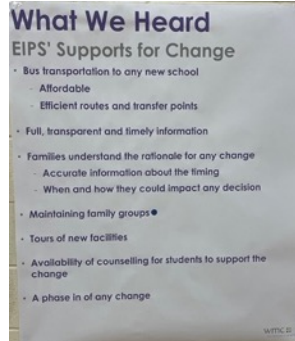
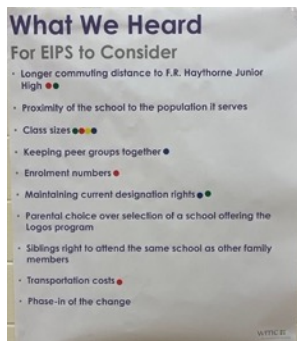
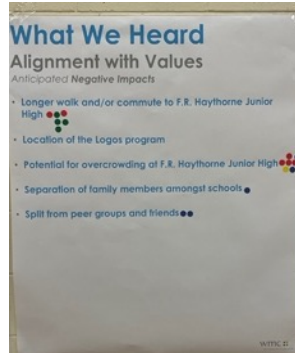
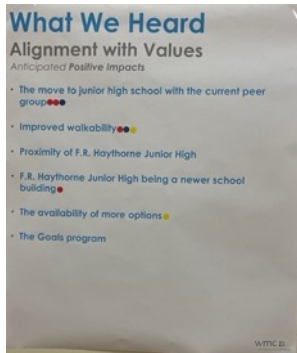
Outcome

Some participants attending the Sept. 23, 2022 engagements expressed their appreciation for the opportunity to provide even more feedback on the proposed change in junior high designation. The input gathered during this engagement echoes, on a smaller scale, the input gathered during the initial June 2022 engagement.

Appendix 1

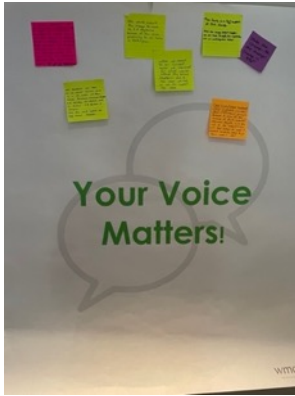
What We Heard Report Dotmocracy Charts

Each participant had five (5) dots and was invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another.



Your Voice Matters Chart

Using sticky notes and chart paper, participants shared final comments or questions for EIPS to consider before any decision is made about any junior high boundary changes.



EIPS Frequently Asked Questions

JUNIOR HIGH ATTENDANCE AREA | BRENTWOOD
ELEMENTARY

LAST UPDATED: September 2022



FAQS: JUNIOR HIGH ATTENDANCE AREA

INTRODUCTION

Elk Island Public Schools (EIPS) is exploring a possible change to the junior high attendance boundaries—moving all regular program Grade 6 students at Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9. The change would prevent splitting students between two junior high schools.

In June 2022, EIPS contracted Western Management Consultants (WMC) to conduct a public engagement meeting and an online survey with Brentwood Elementary’s school community. The meeting was an in-person, drop-in session where attendees discussed the possible boundary change, asked questions and provided feedback. WMC also conducted an online survey to collect additional input. WMC then analyzed all the data collected and compiled a [What We Heard Report \(https://bit.ly/3Rq1phS\)](https://bit.ly/3Rq1phS).

The following are the frequently asked questions (FAQ) from the June engagement efforts.

General

Q: Why is EIPS exploring a possible change to the junior high attendance boundaries?

A: As part of the Division’s annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries annually. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of the Brentwood Elementary designation, there’s sufficient space available at F.R. Haythorne Junior High to accommodate all elementary students from the Brentwood Elementary attendance area. EIPS is seeking the feedback to determine if the change better supports the school community by maintaining peer groups as they transition through the system.

Q: What does “grandfathering” mean?

A: Grandfathering is a term used when current students attending a school are allowed to continue attending that same school after an attendance boundary change. Grandfathering decisions are made by the EIPS Board of Trustees, and not guaranteed. When a student is grandfathered, the school then becomes a non-designated school. As such, if the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

Q: What is the sibling clause?

A: The sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, “Section 13”). It applies when siblings of students currently attending a non-designated school, including a school with a closed boundary. Those siblings are permitted to register at the same school if the new sibling attends the school at the same time as the currently registered sibling.

Registration at a non-designated school—including students registering under the sibling clause—takes place during the returning student registration process in February. Typically, the sibling clause applies even after an attendance boundary change, but is not guaranteed. If the sibling clause is not applicable, it’s outlined in the decision made by the Board.

Q: If the junior high attendance boundaries change, can affected junior high students, currently attending Sherwood Heights Junior High, be grandfathered there?

A: It’s too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which hasn’t happened yet. If there is a change in the boundaries, EIPS will contact all families impacted by any approved change, including information about grandfathering, timelines, the registration process and student transportation implications.

Q: My older child attends Sherwood Heights Junior High. If the junior high attendance boundaries change to F.R. Haythorne Junior High, can my younger child also attend Sherwood Heights Junior High?

A: Yes, if the older child is grandfathered to the school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn’t apply is if the Board decides to limit the application of the sibling clause.

Q: What is the registration process for affected families? Can families apply to other schools?

A: Families affected by any changes complete the 2023-24 Returning Student Registration Form at the same time as all EIPS students—in February 2023. Families can request registration at a different school—subject to available space. An ineligible [student transportation fee](#) applies for students accessing Student Transportation services who attend a non-designated school.

Q: Is EIPS concerned about possible overcrowding at F.R. Haythorne Junior High?

A: No. The proposed boundary change only increases the designated population by approximately 40 students per grade.

Programming

Q: What kind of programming does F.R. Haythorne Junior High offer?

A: F.R. Haythorne Junior High offers a variety of required and optional courses, excellent sports and fine arts programs, many extracurricular opportunities, and System Division programs such as Honours, GOALS, FOCUS and SEAS.

Courses include:

- Core courses: English, mathematics, social studies, science, physical education, health
- System programs: FOCUS, GOALS, Junior High Honours, SEAS
- Career and Technology Studies: foods, fashions, construction, technology.
- Options: French, personal fitness, band, music, drama, arts, film studies, visual arts.

- Q:** How do the proposed attendance area changes affect students in the GOALS program?
- A:** The proposed changes apply to students in the regular program only. As such, GOALS students are unaffected. Currently, students in the GOALS program at Brentwood Elementary go to the GOALS program at F.R. Haythorne for junior high. Regardless of the proposed junior high attendance boundary changes, this will continue.
- Q:** How do the proposed attendance area changes affect students enrolled in the Logos Christian Program?
- A:** The proposed change applies to students in the regular program only. Students who are actively enrolled in the elementary Logos program and want to continue in the program for junior high apply to the Junior High Logos Program during the returning student registration process in February. Currently, EIPS is engaging the Logos school community, K-9, about consolidating the elementary program. For more information visit eips.ca. The next public engagement session takes place at Salisbury Composite High on October 6.
- Q:** If EIPS moved the French Immersion program to a different junior high, would that free up room at Sherwood Heights Junior High?
- A:** The issue being explored is about maintaining school communities. The proposed change in designation does exactly that—prevents splitting students between two junior high schools of school. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division’s junior high and senior high French immersion program—in urban and rural Strathcona County. For more information visit eips.ca. The first meeting takes place at Heritage Hills Elementary on October 26.
- Q:** Does EIPS also plan to change the senior high attendance boundaries?
- A:** Recently, the Division developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division’s senior high attendance boundaries—in both urban and rural Strathcona County. For more information visit eips.ca. The consultation will start in late 2023.

Busing

- Q:** How will busing work for students requiring transportation services?
- A:** EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so. Registration takes place during the returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child’s busing information, including any associated fees.

Q: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

- *Eligible Fee:* Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.
- *Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

Q: When will EIPS make a final decision about the junior high attendance boundaries?

A: A final decision about the junior high attendance boundary is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

Q: If my child is redesignated to F.R. Haythorne, can I request my child attend another junior high other than F.R. Haythorne Junior High?

A: Yes. If you want to register your child at another junior high, you can do so during the returning student registration process in February 2023—acceptance is based on available space. Keep in mind, if you decide to attend a non-designated school, applicable transportation fees apply.

Q: How will EIPS support the transition for students?

A: At this point, it's premature to speak to a transition plan. A decision hasn't been—and won't be made until the Board reviews the community input for all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition to the new school.



Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North

Engagement #1

What-We-Heard Report

Prepared by:

Dana Antayá-Moore

WMC (Western Management Consultants)

For:

Brent Dragon

Elk Island Public Schools

August 31, 2022

Table of Contents

Lakeland Village, Summerwood and Summerwood North Engagement #1	3
Communications Plan	3
Survey Results.....	5
Demographics (Survey Station/Section 1)	5
Key Themes and Findings.....	7
Appendix 1: Background.....	15
Three-Year Strathcona County Engagement Process	17
In-person survey experience	23
Online survey	23
Analysis and reporting of survey results.....	23
Next Steps	24

Lakeland Village, Summerwood and Summerwood North Engagement #1

The results for Lakeland Village, Summerwood and Summerwood North Engagement #1 are reported below.

Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Lakeland Village, Summerwood and Summerwood North engagement session #1. Three digital pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Lakeland Village, Summerwood and Summerwood North elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).



Share your feedback
about the proposed changes to the
Junior High Designation for

**Lakeland Village,
Summerwood, and
Summerwood North**


Elk Island
Public Schools

ENGAGEMENT SESSION
Monday, June 20, 2022
Drop in between 5:30 pm to 8:00 pm
Lakeland Ridge School

Scan me to sign up for email
notifications! Or visit:
www.bit.ly/3NafLku

Lakeland Drive

We want to hear your feedback

about proposed changes to the
**Junior High Designation for
Lakeland Village, Summerwood, and
Summerwood North**

Sign up for email notifications at: www.bit.ly/3NafLku



ENGAGEMENT SESSION

Monday, June 20, 2022

Drop in between 5:30 pm to 8:00 pm

Lakeland Ridge School



www.bit.ly/3NafLku

Share your feedback about proposed changes to the
**Junior High Designation for Lakeland Village,
Summerwood, and Summerwood North**

DROP-IN ENGAGEMENT SESSION

Monday, June 20, 2022 | 5:30-8:00PM | Lakeland Ridge School



Survey Results

The Lakeland Village, Summerwood and Summerwood North survey was shared by EIPS on June 21, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 29, 2022 at 11:59 p.m. In total, 116 people started the survey and 90 people completed it, which means that some questions were skipped or missed and so we have noted the number of responses for each question in the *Key Themes and Findings* section. Fourteen of the 116 surveys were completed at the June 20, 2022 public engagement session. All responses submitted were included in the analysis. Additional information about the responses received is found in the Key Themes section of the report.

Note: This is not a statistically significant survey, it was designed to provide the Board of Trustees of Elk Island Public Schools with useful information to inform their decision and we are confident it has done that.

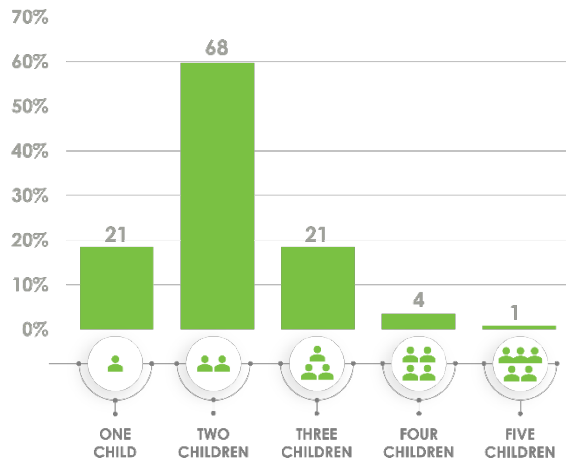
Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Lakeland Village, Summerwood and Summerwood North communities. This is important in determining that the survey results reflect, to the greatest extent possible, the views of the community.

The heat map below indicates that most respondents live within the Lakeland Village, Summerwood and Summerwood North boundary.



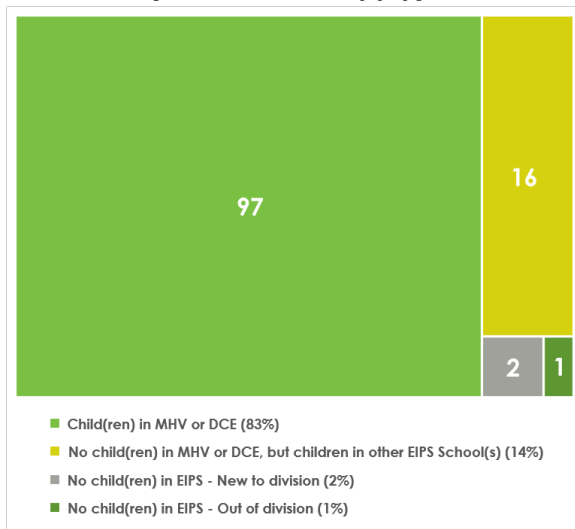
Number of children attending Elk Island Public Schools



When asked to indicate the number of children attending Elk Island Public Schools, 78% of respondents indicated one or two children – 21 respondents (18%) and 68 respondents (60%) respectively.

Twenty-three per cent of respondents indicated three or more children, with 21 (18%) indicating three children, four (4%) indicating four children, and one (1%) indicating five children.

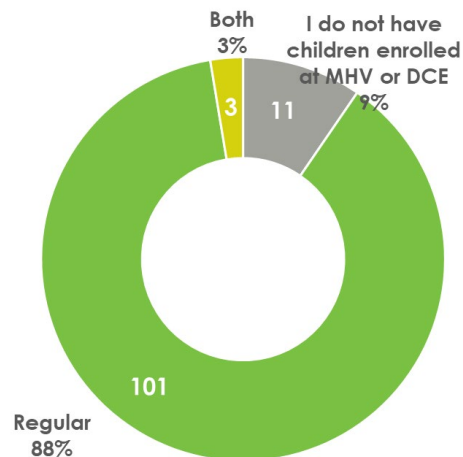
Schools your child(ren) are enrolled in (Select all that apply)



When asked to indicate the school(s) the respondent's child(ren) attend by selecting all options that are applicable, 97 respondents (83%) indicated that they have a child attending Mills Haven Elementary (MHV) and/or Davidson Creek Elementary (DCE).

Sixteen respondents (14%) indicated that while they do not have children attending MHV or DCE, they have children attending other EIPS school(s).

Program your child is enrolled in at their school



When asked to indicate the program(s) their children attend, 101 respondents (88%) indicated that they had one or more children in the regular program. The option “I do not have children enrolled at Mills Haven Elementary or Davidson Creek Elementary” was selected by eleven people (9%). In addition to the 112 respondents who indicated either the regular program or that their child(ren) did not attend the schools in question, three respondents selected both options.

The SEAS program was not indicated by any respondents and one respondent, who completed the paper survey, did not complete this question.

Data around self-identification of respondents was collected and reviewed as part of the survey. It is not presented in this report due to the low response rate.

Key Themes and Findings

In determining the key themes, WMC looked for groupings of comments that expressed the same view. In some cases, a single comment was reported as a theme. The reporting does not include comments that did not have a direct bearing on the Board’s decision, for example, comments that were ‘off topic’ or where the intent of the meaning was unclear.

Key themes heard from participants include the following:

Alignment with Values (Survey Station/Section 2)

- Anticipated Positive Impacts (99 total responses: 17 no comment responses)
 - The main positive impact, identified by nearly half of completed responses, was the proximity or convenience of the Clover Bar Junior High location (46 responses), which allows for shorter commuting times or ability to walk or bike to school.
 - Conversely, a significant group of responses said there were no positive impacts (19 responses).
 - The move to junior high school with the current peer group was identified as a positive by a large number of respondents (13 responses).
 - There were 11 responses indicating uncertainty of any positive impacts.
 - There were also 11 responses indicating that the sports program at Clover Bar Junior High was a positive.

- Three responses highlighted that Clover Bar Junior High was a better (one response) or newer school (two responses).
- There were also three responses that anticipated a smaller school population and therefore less crowding (two responses) and smaller class sizes (one response).
- Two responses indicated a preference for Clover Bar Junior High.
- As well, two responses indicated that this question was not applicable to them as their children were in the French Immersion program.
- One response identified the community as a positive impact.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. School proximity (38%) Maintaining peer group (38%)	1. School proximity (51%)
	2. Sports programming (15%) <i>(compared to 0% from MHS)</i>
	3. Maintaining peer group (12%)

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "Not sure" are excluded from this analysis.

- Anticipated Negative Impacts (99 total responses: 17 no comment responses)
 - The largest response theme was that there were no negative impacts (30 responses).
 - The main negative impact, identified by nearly a quarter of total responses, was the proximity to the Clover Bar Junior High location (28 responses), which results in longer commuting times, or the inability to walk or bike to school. Three of these responses specifically indicated concern that they would incur increased fees for transportation.
 - The next main negative impact, identified by nearly a fifth of total responses, was the separation of friends (20 responses) because children attending the same elementary school will be sent to different junior high schools.
 - Thirteen responses expressed concern for lack of continuity for their family, including that younger siblings will not attend the same school as their older siblings had previously, or that the child/children will have to change junior high schools after one or two years of attending a different junior high.
 - Eleven responses highlighted the change would result in having siblings split, attending two different junior high schools.
 - Nine responses indicated uncertainty of any negative impacts.

- Eight responses indicated that Sherwood Heights is, or will be, a superior school, with five responses noting the upcoming new building, three responses identifying superior athletics, and two responses identifying better academic scores.
- Three responses expressed concern with a change of schools after having already been through a school change.
- Two responses indicated this question was not applicable to them, with one response specifically noting that it is because their child/children were in the French Immersion program.
- There were also several single responses noting the following as negative impacts: larger school population at Clover Bar Junior High (one response), lack of choice (one response), and that this proposed change is providing short notice (one response).

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. School proximity (25%)	1. School proximity (28%)
	2. Separation of friends (21%) <i>(compared to 0% for MHS)</i>
	3. Lack of continuity for families (12%) <i>(compared to 0% for MHS)</i> Splitting up siblings (12%) <i>(compared to 0% for MHS)</i>

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "Not sure" are excluded from this analysis.

EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (91 total responses: 25 no comment responses)
 - The main priority, identified by nearly a quarter of total responses (22 responses), is to maintain friendships and community by keeping entire elementary schools together to continue on to the same junior high school, with several responses noting the transition to junior high school is a challenging one, and is made tougher when children lose their friends.
 - The next main priority, identified by more than a fifth of total responses (20 responses), is to maintain continuity for families so siblings can continue attending where they have older siblings, and children who have already started junior high should not be forced to change to another junior high school.
 - Another major priority, identified by more than a fifth of total responses (19 responses), is to minimize transit impacts, such as commuting times (i.e., short bus times) and transportation costs/fees.

- Seventeen responses highlighted the need to ensure a high-quality learning environment for the children, regardless of which junior high school they attend. Two sub-themes include: avoid overcrowding at schools (i.e., balanced enrolment), and ensure similar quality of facilities and programs.
- Thirteen responses want to see priority placed on ensuring close proximity of schools to homes. It was noted in some comments that for some households, there are one or more junior high schools closer in proximity than Clover Bar Junior High.
- Six responses want families to have a choice.
- Six responses used the question to ask a question, indicating further need for information. Questions asked about:
 - permanency of the proposed change;
 - future plans for new junior high in the area;
 - impact to school population and class sizes at Clover Bar Junior High;
 - impact to children already in junior high; and
 - existence of equal opportunities for children to be successful when comparing junior high schools
- Four responses wanted to see priority given to the consideration of appropriate timing for the proposed change, with some noting how the impact (upcoming and future) to children's mental health would be detrimental.
- There were also several responses yielding no priorities: not applicable (three responses), not sure about what priorities to identify (three responses), and no priorities to identify (three responses).
- One response identified the need to prioritize the building of a new school in NE Sherwood Park.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. Ensuring school proximity (50%) (compared to 11% for DCE)	1. Maintain friendships and community (21%) (compared to 0% for MHS) Continuity for families (21%) (compared to 0% for MHS)
2. High quality learning environment (25%) (compared to 17% for DCE)	2. Minimizing transit times (20%) (compared to 13% for MHS)

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "N/A" or "Not sure" are excluded from this analysis.

- Supports for any Change (91 total responses: 25 no comment responses)
 - The main support requested, identified by nearly a third of total responses (29 responses), was the need for more information, communicated early and often. Information requested included:
 - rationale and benefits of the proposed change;
 - detailed understanding of school boundaries;
 - impacts to families with older siblings in junior high schools;
 - impacts to families with children already attending other junior high schools;
 - how these sessions informed their decisions;
 - details about Clover Bar Junior High, including an open house where children can visit and learn about the new school; and
 - transportation.
 - The next main support requested, identified by nearly a fifth of total responses (18 responses), was to provide good transportation (i.e., direct or shorter). Four responses specifically requested supports related to transportation costs.
 - There were also two responses requesting supports related to costs/fees but it was unclear if they were related to transportation.
 - The third main support requested, identified by nearly a fifth of total responses (17 responses), was to provide continuity in order to minimize disruption. The sub-themes are as follows:
 - Allowing children to finish junior high where they started (four responses).
 - Allowing children to start junior high where they have an older sibling (two responses).
 - Ensuring children go to junior high school with elementary friends/classmates (five responses).
 - Providing choice or boundary exemptions (six responses).
 - Five responses suggested that EIPS re-evaluate the boundaries, looking at community needs and proximity to homes, in order to minimize changes or impacts.
 - Four responses requested that enhancements be made to Clover Bar Junior High in terms of facilities, programs and extracurricular activities.
 - There were also several responses yielding no support requests: not applicable (four responses), not sure about what supports to identify (five responses), and no supports to identify (six responses).

- There were a few smaller themes for support requests, including:
 - Before/lunch/after school care (three responses).
 - Mental health supports (e.g., Guidance Counsellors) (two responses).
 - Building of a new school (two responses).

Top themes for Mills Haven School and Davidson Creek Elementary:

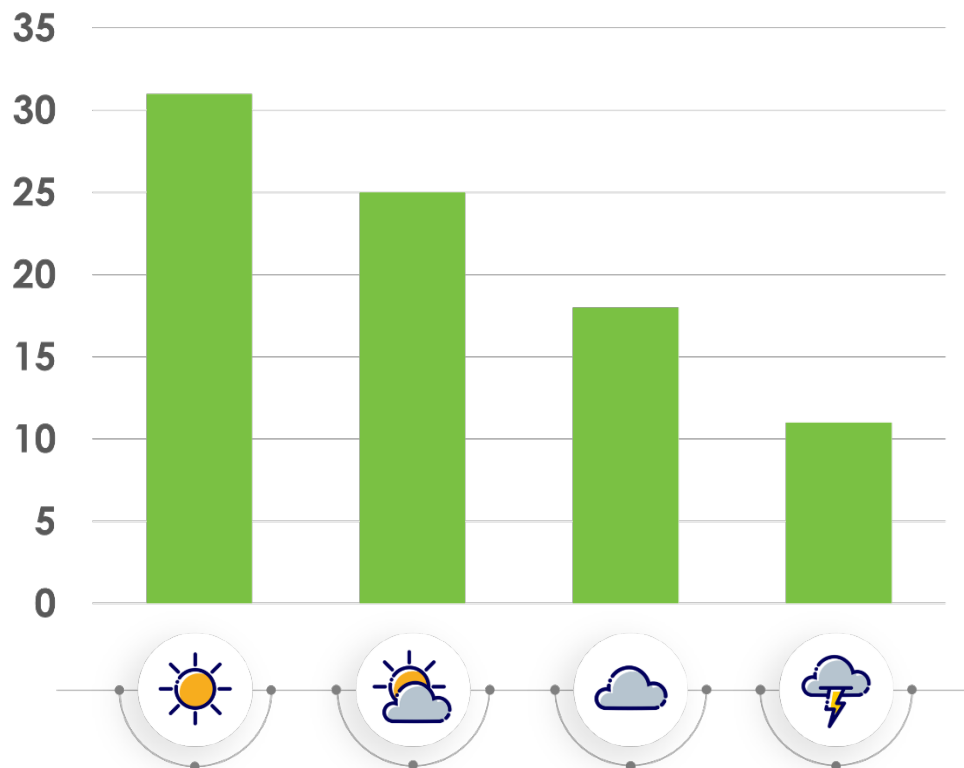
Mills Haven School	Davidson Creek Elementary
1. Need for communication (38%)	1. Need for communication (24%)
2. Re-evaluate the boundaries (25%) <i>(compared to 5% for DCE)</i>	2. Provide good transportation (23%) <i>(compared to 0% for MHS)</i>
	3. Provide continuity (20%) <i>(compared to 13% for MHS)</i>

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None", "N/A" or "Not sure" are excluded from this analysis.

Open-Ended (Survey Station/Section 4)

- Feelings (Weather icons)

How comfortable are you feeling with the proposed change?



Breakout for Mills Haven School and Davidson Creek Elementary:

Weather Icon	Mills Haven School	Davidson Creek Elementary
Sunny	63%	37%
Partly sunny	13%	29%
Cloudy	13%	16%
Stormy	13%	18%

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools

- Other Comments (90 total responses, of which 14 identified they had no comment to make and five identified that this question was not applicable to them: 26 no comment responses)
 - Nineteen responses used this opportunity to ask a question or request more information. Questions/requests inquired about:
 - why F.R. Hawthorne Junior High is not the designated school;
 - longevity of the proposed change;
 - plans for a future junior high school in NE Sherwood Park;
 - details on the boundaries, and boundary exemptions;
 - implementation date and transition plan;
 - clarity on who is impacted (e.g., children attending non-designated school, or children already in Sherwood Heights);
 - rationale for change;
 - population/class size at Clover Bar Junior High;
 - other proposed changes; and
 - rationale for children/peers/friends at one elementary school not attending the same junior high school
 - Nineteen responses used this opportunity to explicitly identify whether they were in favour of the proposed change, with:
 - eight for the change;
 - nine against the change;
 - Two responses identified a preference for Sherwood Heights
 - One response identified a preference for Lakeland Ridge
 - one ambivalent; and
 - one noted they were not happy with the current state or proposed change

- Thirteen responses used this opportunity to reiterate that proximity of schools to homes is important.
- Eight responses used this opportunity to reiterate that keeping children/peers/friends from the same elementary school together is important.
- Eight responses used this opportunity to express concern about the welfare of the children impacted, with some comments emphasizing that the children's needs and supports be prioritized.
- Seven responses identified flaws in the planning, with some comments explicitly calling for a re-examination of the boundaries/plan.
- Rounding out the remaining themes were:
 - Five comments expressing a desire for continuity.
 - Five comments expressing concern with age of Clover Bar Junior High's building.
 - Four comments expressing that the children have been through too much change recently.
 - Four comments requesting that families have choice.
 - Three comments requesting a longer timeline for implementation.
 - Two comments suggesting more schools need to be built.
 - One comment requesting busing fee support.

Note: there were also three comments about the engagement process or survey, which will be discussed between WMC and EIPS to consider future improvements.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. <i>[no top themes to report]</i>	1. Ask a question / request more information (17%) <i>(compared to 13% for MHS)</i>
	2. Proximity to homes is important (12%) <i>(compared to 13% for MHS)</i>

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "N/A" are excluded from this analysis.

Appendix 1: Background

Background

In spring 2022, Elk Island Public Schools (EIPS) initiated a Three-Year Strathcona County Engagement project. This project was undertaken to determine the extent to which a series of proposed changes to designations would be supported by members of the respective impacted community or communities. Central to the proposed changes is a commitment to ensuring future students receive high-quality education with minimum disruption.

This project included multiple interconnected areas of focus. A phased approach will ensure outcomes consider the impacts on future engagement work and that year two and year three projects can respect and build on earlier decisions.

There are four areas of work to be completed within the Three-Year Strathcona County Engagement project.

1. Attendance Area Clean Up – decision by Nov. 30, 2022
 - a. Part 1 – EIPS is seeking feedback on where Brentwood Elementary students are designated for junior high. Currently, students from Brentwood Elementary are designated to Sherwood Heights Junior High and F.R. Haythorne Junior High.
 - b. Part 2 – EIPS is seeking feedback on where students within the neighbourhoods of Lakeland Village, Summerwood and Summerwood North are designated for junior high. Currently, these students are designated to Sherwood Heights Junior High.
 - c. The final report is scheduled to be presented to the Board of Trustees in November 2022.
2. French Immersion Review – decision by Nov. 30, 2023
 - a. EIPS is seeking feedback on the French Immersion program. Specifically, EIPS is looking to have a conversation around junior high and senior high French Immersion programming within Sherwood Park and Strathcona County.
 - b. The final report is scheduled to be presented to the Board of Trustees in November 2023.
3. System Program Review – decision by Nov. 30, 2023
 - a. EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.
4. Balance Senior High – decision by Nov. 30, 2024
 - a. Currently, Bev Facey Community High has only one of four Sherwood Park junior high schools—F.R. Haythorne Junior High—designated as part of the school's catchment area. As such, there's an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS is seeking to rebalance the attendance areas.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.

WMC (Western Management Consultants) was retained to assist in this project. EIPS requested a robust two-part public engagement process for each of four proposed designation changes. Engagement 1 was to be designed to ascertain the extent to which each of the proposed designation changes aligns with the values of the affected community members and is supported by them. The feedback gathered during Engagement 1 will be used by EIPS to inform the development of options for the community to consider and respond to during Engagement 2.

Three-Year Strathcona County Engagement Process

WMC designed the Three-Year Strathcona County Engagement process to support gathering as much feedback as possible from the community members impacted by each of the proposed changes. In addition, the engagements were designed to be consistent across each of the project areas. This consistency was used to support clarity around process, as well as around the roles of both WMC and EIPS participants.

It should be noted that the number of engagement sessions might vary depending on the project. In the case of the Attendance Area Clean Up project, one information-gathering session was held for each of the two proposed redesignations: Brentwood Elementary, and Lakeland Village, Summerwood and Summerwood North, followed by a What-We-Heard and Options Input session. For the remaining three projects, three to four information-gathering sessions may be held, followed by the final What-We-Heard and Options session.

Station #1

Demographics

Provide some demographic information to help WMC determine if there is good representation from the local community.

What is your postal code?

Number of children attending EIPS?

What schools do your children attend?

What program are your children enrolled in?

Indicate characteristics in which you or your children self-identify

Station #2

Personal Impacts

Detail how this proposed change aligns with your values as a local community member.

What positive impacts would this change have on your family?

What negative impacts would this change have on your family?



Station #3

Considerations

Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

Which impacts should EIPS pay particular attention to/prioritize when making this decision?

What supports should EIPS consider to help families through the change?



Station #4

Open Feedback

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

How are you feeling about this change?



What else would you like us to know regarding the proposed change?



Regular meetings were held with the EIPS key contact and WMC also met with the Steering Committee to kick-off the project.

EIPS staff provided key messages specific for each proposed change. WMC worked with these to develop a wayfinding document for use by participants during each of the first public engagement sessions. The wayfinding document contained information about the proposed change, as well as an overview of the engagement process being used. In addition, WMC developed a visual representation (map) of the proposed change. An example of the wayfinder and map used for Lakeland Village, Summerwood and Summerwood North Engagement #1 follows.



Summerwood, Summerwood North, and Lakeland Village Engagement Session #1

What is the proposed change?

Students who reside in Summerwood, Summerwood North, and Lakeland Village are currently designated to attend Sherwood Heights Junior High. EIPS suggests redesignating all regular program students from these three communities to attend Clover Bar Junior High for grades 7 to 9.

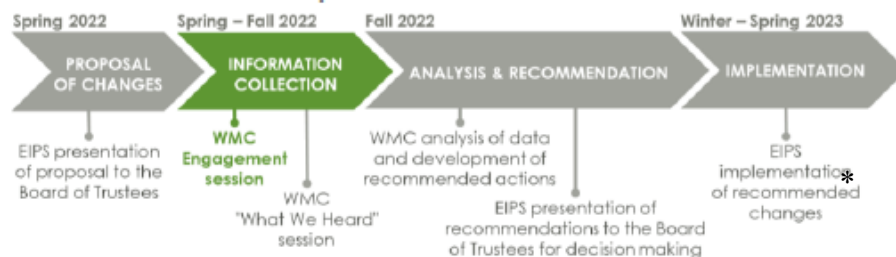
Why is this change being proposed?

This change will continue to allow students the opportunity to remain with their peers as they progress through the school system, and it will allow the Division to make the most of its existing learning spaces.

What about alternative or specialized programs?

Students enrolled in alternative or specialized programming will be able to follow their program to whichever junior high offers it, should they wish to do so.

What are the next steps?



What is the purpose of this engagement session?

WMC (Western Management Consultants) is an independent consulting firm working in partnership with EIPS to gather input from the Summerwood, Summerwood North, and Lakeland Village communities about a proposed change in junior high designation beginning in fall 2023. The feedback gathered will be used to help inform EIPS' decision-making process.

Three-Year Strathcona County Engagement

* Any changes will be communicated in advance of the fall 2023 enrolment process. Actual implementation of the changes will take effect in fall 2023.



Summerwood, Summerwood North, and Lakeland Village Engagement Session #1

This engagement session will take approximately 30 minutes to complete. Please make your way through stations 1-4 and complete the accompanying surveys. WMC consultants are available to answer your questions and assist you, if necessary, in completing the surveys.

This data is collected for use by WMC and is completely independent from any EIPS student databases.

STATION 1 – DEMOGRAPHICS

Provide some demographic information to help WMC determine if there is good representation from the Summerwood, Summerwood North, and Lakeland communities.

STATION 2 – PERSONAL IMPACTS

Detail how this proposed change aligns with your values as a Summerwood, Summerwood North, or Lakeland community member.

STATION 3 – CONSIDERATIONS

Indicate which aspects of this proposed change you think are the most important for EIPS to consider in their decision-making process.

STATION 4 – OPEN FEEDBACK

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

SIGN UP FOR EIPS EMAIL UPDATES

To receive updates from EIPS about this proposed change, sign up for email notifications at: www.bit.ly/3NafLku



Survey Development

A web-based survey was designed and used to gather feedback from interested community members. The survey introduction included the information found in the wayfinding document to ensure the same information was provided whether the survey was completed at the engagement session or online in the week following the session.

The survey questions were:

1. Demographics

- a. Please provide your postal code (from your home address)
- b. Number of children attending Elk Island Public Schools?
- c. What school(s) do your children attend?
- d. Program your child is enrolled in.
- e. Please indicate any or all characteristics in which you or your children self-identify to help us understand which perspectives are being represented in this engagement (for example, Black, Indigenous, Gifted, etc.)

2. Personal Impacts

- a. What positive impacts would this change have on your family?
- b. What negative impacts would this change have on your family?

3. Considerations

- a. What impacts should EIPS pay particular attention to/prioritize when making this decision?
- b. What supports should EIPS consider to help families through the change?

4. Open-ended

- a. How are you feeling about this change (weather report)?
- b. What else would you like us to know regarding the proposed change?

Two opportunities were provided for community members to share their feedback to the proposed designation change.

In-person survey experience

A public engagement drop-in event was hosted at Lakeland Ridge on June 20, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended the session to observe the process. An EIPS staff member was available to answer participants' questions.

During the public engagement, participants were offered the option to complete the web based survey on their personal device, using a QR code or URL to access the survey, or to use a paper and pencil version. Participants strongly favoured the paper and pencil option.

Participants moved through a series of four stations, responding to one question at each. WMC staff were available to answer questions, as was the EIPS project lead.

Online survey

The day after the public engagement, EIPS sent the web-based survey out to Lakeland Village, Summerwood and Summerwood North community members through its communication channels and the survey remained open for one week.

Analysis and reporting of survey results

WMC aggregated and analyzed the survey results to identify the degree of representation from the community, as well as key themes, gaps, emerging directions, and appetite for change among respondents. Data around self-identification of respondents was collected and reviewed as part of the survey. It was not presented in this report due to the low response rate.

This information was included in the *What-We-Heard Report* along with recommendations, based on the survey responses, for EIPS to consider in drafting the options for change. These

options will be brought back to the respective communities to review and respond to during a subsequent engagement session.

Next Steps

Using the information provided in the *What-We-Heard Report*, EIPS staff will develop options for moving forward with the proposed designation change(s). The options and the *What-We-Heard Report* will form the basis for a second engagement process, facilitated by WMC, to provide community members an opportunity to learn about the input gathered during the first engagement session, to see their input reflected in the themes that emerged, and to provide input on the options developed by EIPS.

Information gathered from the second engagement will be used to create a final report and final recommendation to present to the Board of Trustees of Elk Island Public Schools in November 2022.



Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North
Engagement No. 2
What We Heard Report

Prepared by:
Dana Antayá-Moore
Western Management Consultants (WMC)

For:
Elk Island Public Schools

Oct. 20, 2022

Table of Contents

Lakeland Village, Summerwood and Summerwood North Engagement No. 2	3
Engagement No. 1 Summary	3
Engagement No. 2	3
Engagement Feedback	5
Key Findings	9
Outcome	10
Appendix 1	11
What We Heard Report Dotmocracy Charts.....	12
Your Voice Matters Chart.....	13

Lakeland Village, Summerwood and Summerwood North Engagement No. 2

The results for Lakeland Village, Summerwood and Summerwood North Engagement No. 2 are reported below.

Engagement No. 1 Summary

Western Management Consultants (WMC) worked with EIPS staff to develop a series of tools to advertise the Lakeland Village, Summerwood and Summerwood North engagement session No. 1. Four digital media pieces were designed and shared with EIPS to use to advertise the session. In addition, WMC drafted a letter addressed to Lakeland Village, Summerwood and Summerwood North school community members informing them of the session and providing the date, time frame and information about the process. The letter was posted on the EIPS Three-Year Strathcona County Engagement [web page](#).

The Lakeland Village, Summerwood and Summerwood North survey was shared by EIPS on June 21, 2022, through the Three-Year Strathcona Engagement web page and as a direct email to community members. The survey closed on June 29, 2022, at 11:59 p.m. In total, 116 people started the survey and 90 people completed it, which means that some questions were skipped or missed. Fourteen of the 116 surveys were completed at the June 20, 2022, public engagement session. All responses submitted were included in the analysis.

Details of the Engagement No.1 process can be found in the Engagement No.1 What We Heard Report.

Engagement No. 2

Communications Plan

WMC worked with EIPS staff to draft a letter informing Lakeland Village, Summerwood and Summerwood North community members of the session and providing the date, time frame, and information about the process. Digital media pieces were also created. The tagline Your Voice Matters! was used to frame the content. A link to the Engagement No. 1 What We Heard Report was included in the letter, as well as a link to the WMC general email through which individuals who could not attend the session could share their feedback. The letter was sent out to Lakeland Village, Summerwood and Summerwood North school community members and posted on the EIPS Three-Year Strathcona County Engagement [web page](#).

Process Overview

Lakeland Village, Summerwood and Summerwood North community members were invited to drop by Clover Bar Junior High on Oct. 3, 2022, between 5:30 p.m. and 7:30 p.m. to engage in a public participation process designed to give them an opportunity to provide additional feedback to WMC on the What We Heard Report through the survey and to share any

additional comments or feedback they wanted WMC to capture in the final report to the Division.

Upon arrival, participants were welcomed and given a wayfinder to explain the process, as well as an FAQ document prepared by EIPS. The FAQ provided answers to a number of questions posed by Lakeland Village, Summerwood and Summerwood North community members during the initial engagement process. Copies of the What We Heard Report were also available. WMC team members were available to guide participants through the process and answer any questions they may have had. In addition, administrators from Mills Haven Elementary, Davidson Creek Elementary, and Clover Bar Junior High were in attendance to answer participants' questions, as were EIPS senior leadership, staff, and trustees.

Lakeland Village, Summerwood and Summerwood North Engagement No. 2 Wayfinder

wmc ::
the intersection of can and do

Three-Year Strathcona County Engagement
**Lakeland Village, Summerwood,
and Summerwood North
Engagement Session No. 2**

What is the goal of this session?
To determine what's most important to the school communities of Lakeland Village, Summerwood, and Summerwood North before any decision is made about any junior high boundary changes.

What is the proposed change?
EIPS suggests redesignating all regular program students from these three communities to attend Clover Bar Junior High for grades 7 to 9. Essentially, this change allows students the opportunity to remain with their peers as they progress through the school system.

Where are we in the process?

Your voice matters!
During this session, you have an opportunity to learn more about the **What We Heard Report** developed by WMC using input gathered during the June 2022 public engagement, and to offer even more feedback on the proposed change to the junior high attendance boundaries.

wmc ::
the intersection of can and do

Three-Year Strathcona County Engagement
**Lakeland Village, Summerwood,
and Summerwood North
Engagement Session No. 2**

Your Voice Matters!

This engagement session will take approximately 30 minutes to complete. You will have two opportunities to provide your feedback. Make sure to provide your feedback at each opportunity. WMC consultants are available at the stations to answer your questions.

WHAT WE HEARD REPORT

- Which five key findings resonate most with you? (Dots)
- What additional comments, feedback, or questions would you like WMC to consider when drafting the final report? (Sticky notes)

YOUR VOICE MATTERS

- What final comments or questions would you like EIPS to consider about what's most important to you as a member of the Lakeland Village, Summerwood, and Summerwood North school communities before any decision is made about any junior high boundary changes.

SIGN-UP FOR EIPS EMAIL UPDATES
To receive updates from EIPS about the proposed change, you can sign up for email notifications at: bit.ly/3NafLku

Engagement Feedback

Over the course of the drop-in event, 10 participants engaged in the process and provided feedback. What follows is the feedback received through the process. Additional input was gathered from respondents in the week following the public engagement. A summary of key findings endorsed through the feedback is provided at the end of this section.

What We Heard Report

Each participant was given five dots and invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished—for example, all five dots by one finding that was important to them, or three dots by one finding and two by another. The distribution of the participants' dots was as follows. Photos of the charts are found in [Appendix 1](#).

Alignment with Values (Survey Question 2) Anticipated Positive Impacts
<ul style="list-style-type: none">▪ Sports program at Clover Bar Junior High 6 dots▪ Proximity or convenience of Clover Bar Junior High<ul style="list-style-type: none">• Shorter commuting times 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none">▪ Proximity or convenience of Clover Bar Junior High<ul style="list-style-type: none">• Ability to walk or bike to school▪ Move to junior high school with the current peer group▪ Clover Bar Junior High is a better or newer school▪ Smaller school population<ul style="list-style-type: none">• Less crowding• Smaller class sizes▪ The community
Alignment with Values (Survey Question 2) Anticipated Negative Impacts
<ul style="list-style-type: none">▪ Concern with a change of schools after having already been through a school change 1 dot▪ Proximity to Clover Bar Junior High<ul style="list-style-type: none">• Inability to walk or bike to school 2 dots• Possible increased fees for transportation 1 dot▪ Separation of friends 3 dots▪ Lack of continuity for family<ul style="list-style-type: none">• Younger siblings will not attend the same school as their older siblings had previously 1 dot• Child or children will have to change junior high schools after one or two years of attending a different junior high 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none">▪ Sherwood Heights Junior High is, or will be, a superior school<ul style="list-style-type: none">• Upcoming new building• Superior athletics• Better academic scores▪ Larger school population at Clover Bar Junior High▪ Lack of choice

- Short notice
- Proximity to Clover Bar Junior High
 - Longer commuting times
- Lack of continuity for family
 - Siblings split, attending two different junior high schools

For EIPS to Consider (Survey Question 3)

- Maintain friendships and community
 - Keep entire elementary schools together to continue on to the same junior high school **6 dots**
 - Transition to junior high school is a challenging one made tougher when children lose their friends **1 dot**
- Prioritize the building of a new school in northeast Sherwood Park **3 dots**
- Ensure a high-quality learning environment for the children
 - Avoid overcrowding at schools—(balanced enrolment) **2 dots**
- Maintain continuity for families
 - Children who have already started junior high should not be forced to change to another junior high school **2 dots**
- Permanency of the proposed change **1 dot**
- Future plans for new junior high in the area **1 dot**
- Minimize transit impacts
 - Transportation costs and fees **1 dot**

Zero-dot responses

- Impact to school population and class sizes at Clover Bar Junior High
- Impact to children already in junior high
- Equal opportunities for children to be successful when comparing junior high schools
- Appropriate timing for the proposed change
- Ensure proximity of schools to homes
- Maintain continuity for families
 - Siblings can continue attending where they have older siblings
- Minimize transit impacts
 - Commuting times
- Ensure a high-quality learning environment for the children
 - Ensure similar quality of facilities and programs

EIPS' Supports for Change (Survey Question 3)

- More information, communicated early and often about
 - Rationale and benefits of the proposed change **1 dot**
 - Detailed understanding of school boundaries
 - Impacts to families with older siblings in junior high schools
 - How these sessions informed their decisions
 - Details about Clover Bar Junior High, including an open house where children can visit and learn about the new school
 - Transportation
- Provide good transportation—direct or shorter **1 dot**
 - Support related to transportation costs
- Provide continuity to minimize disruption

- Ensure children go to junior high school with elementary friends and classmates **2 dots**
 - Provide choice or boundary exemptions **1 dot**
- Make enhancements to Clover Bar Junior High in terms of facilities, programs and extracurricular activities **1 dot**

Zero-dot responses

- Re-evaluate the boundaries
 - Community needs
 - Proximity to homes
- More information, communicated early and often about
 - Detailed understanding of school boundaries
 - Impacts to families with older siblings in junior high schools
 - How these sessions informed their decisions
 - Details about Clover Bar Junior High, including an open house where children can visit and learn about the new school
 - Transportation
- Provide continuity to minimize disruption
 - Allow children to finish junior high where they started
 - Allow children to start junior high where they have an older sibling
- Before, lunch and after school care
- Mental health supports—guidance counsellors
- Building of a new school

Open-ended (Survey Question 4)

- Communications about
 - Population and class size at Clover Bar Junior High **1 dot**
 - Rationale for children, peers and friends at one elementary school not attending the same junior high school **1 dot**
- Keep children, peers and friends from the same elementary school together **1 dot**
- More schools need to be built **1 dot**

Zero-dot responses

- Communications about
 - Why isn't F.R. Haythorne Junior High the designated school
 - Longevity of the proposed change
 - Plans for a future junior high school in northeast Sherwood Park
 - Details on the boundaries, and boundary exemptions
 - Implementation date and transition plan
 - Clarity on who is impacted—children attending non-designated school, or children already at Sherwood Heights Junior High
 - Rationale for change
 - Children attending the Logos program
 - Services to children with special needs
- Children attending the Logos program Proximity of schools to homes
- Welfare of the children impacted, prioritize children's needs and supports
- Re-examine the boundaries and plan
- Continuity
- Age of Clover Bar Junior High's building
- Families should have choice

- Longer timeline for implementation
- Busing fee support

Your Voice Matters!

Participants were invited to share final comments or questions they wanted EIPS to consider before any decision is made about any junior high boundary changes. Nineteen responses were posted on the Your Voice Matters! poster. A number of respondents posted more than one response. A photo of the chart is found in [Appendix 1](#).

Three posts expressed support for the proposed change. Proximity and the Sports for Life program were mentioned by one respondent as something they were looking forward to. Additional comments of support included sharing the load of students so as not to overload Sherwood Heights Junior High, and the positive impact of transportation costs for low-income families should the Lakeland Village attendance boundary change to Clover Bar Junior High.

Six posts expressed dissatisfaction with the proposed change. One indicated the increased commute as a concern. Three posts mentioned the separation of peer groups after elementary and two of these connected the separation to mental health impacts. One post noted that children in these communities have already been moved multiple times. One post suggested EIPS' priority should be on getting a new school to address expansion to the north.

Five posts were used to pose questions for EIPS around the following:

- potential for exemptions for someone not zoned for Clover Bar Junior High to attend there;
- what, if any, innovative programming could EIPS implement at Clover Bar Junior High to make the move more meaningful;
- other options for students in the northeast Sherwood Park;
- the continuation of the sports program and what other programs will be offered;
- impact on non-designated students attending the sports program; and
- busing, specifically will students need to transfer at Salisbury Composite High.

Respondents used five posts to share their thoughts around the following:

- feeling that the decision has already been made;
- students already attending Sherwood Heights Junior High should not be forced to change schools;
- clear reasons for the change along with detailed numbers and statistics should have been provided;
- lived-experience with child being only one in the class to have to go to Sherwood Heights Junior High; and
- moves from elementary to junior high always split kids.

Email Responses

Seven email responses were received in the week following the public engagement at Clover Bar Junior High.

Two respondents indicated their support for this change. One respondent indicated the Sport for Life program as the reason they support the change. The second respondent mentioned the proximity of Clover Bar Junior High as important and that their children's neighbourhood friends attend, or attended different, schools, which has been a negative experience for them.

One respondent stated that they welcome the decision so they know where their child will finish junior high.

Three respondents expressed dissatisfaction with the change. One responded asked that things be left the way they are. Two respondents offered a number of reasons for their dissatisfaction:

- Proposed change does not maintain school communities. Davidson Creek Elementary students will continue to be split when entering junior high.
- Proposed change means a second move for students, the first being a move to Davidson Creek Elementary from Pine Street Elementary.
- Potential for Sherwood Heights Junior High students to be moved to Clover Bar Junior High if the proposed change goes ahead.

One respondent, who indicated dissatisfaction with the proposed change, also asked if EIPS has considered redesigning the boundaries for northeast Sherwood Park in a way that keeps Davidson Creek Elementary student together and feeding into a single junior high.

One responded expressed concerns with the validity of the data presented in the June 20th What We Heard Report.

- The June 20 public engagement involved *ONLY* those attending Mills Haven Elementary and Davidson Creek Elementary. Responses from these two schools became the framework for the boundary change proposal. It seems opinions from Mills Haven Elementary families would skew the statistics because they are least affected by proposed junior high boundary change, if at all.

Key Findings

Three key findings were endorsed through the second engagement process.

Separation of peers, and siblings or family groups

A number of participants used their dots and sticky notes to indicate that the possible separation of peer groups, and siblings or family groups was a concern for them. In addition, the email responses received expressed concern about splitting peer groups and, in some cases, further splitting them as students were separated during the move to Davidson Creek Elementary from Pine Creek Elementary. Concerns about students' mental health was tied to the separation of peer groups. Of particular concern was the impact on students' mental health of moving

students currently at Sherwood Heights Junior High to Clover Bar Junior High should the proposed change go ahead.

A few participants observed that splitting students happens in any move from elementary to junior high and the current boundary structure has served to split friendships for their children over the years.

Programming

A number of participants indicated that the Sports for Life program was a positive factor in their support for the proposed boundary change. Participants who expressed dissatisfaction with the proposed boundary change used the engagement opportunity to ask about the longevity of the Sports for Life program, other programs EIPS would consider implementing at Clover Bar Junior High, and the impact of the change for non-designated students enrolled in Sports for Life.

Proximity

Proximity was a factor in participants' support for, or dissatisfaction with, the proposed change of junior high boundary for Lakeland Village, Summerwood and Summerwood North. The proximity of Clover Bar Junior High was highlighted by some participants in their support for the proposed change. For other families, the proposed boundary change will mean an increase in distance travelled to attend junior high.

Related to this theme were participants' indicating the following finding as important through the "dotmocracy" and sticky note processes: Transportation costs.

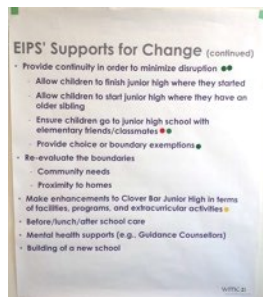
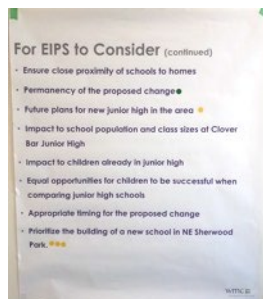
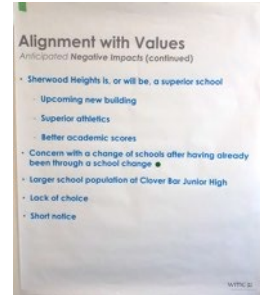
Outcome

Some participants attending the Oct. 3, 2022, engagements expressed their appreciation for the opportunity to provide even more feedback on the proposed change in junior high designation. The input gathered during this engagement echoes, on a smaller scale, the input gathered during the initial June 2022 engagement. Should the proposed change be approved by the EIPS Board of Trustees, the potential move of students currently at Sherwood Heights Junior High to Clover Bar Junior High is something that EIPS will need to address through its communications channels in a timely fashion.

Appendix 1

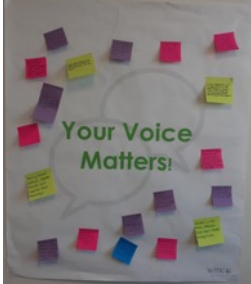
What We Heard Report Dotmocracy Charts

Each participant had five (5) dots and was invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another.



Your Voice Matters Chart

Using sticky notes and chart paper, participants shared final comments or questions for EIPS to consider before any decision is made about any junior high boundary changes.



EIPS Frequently Asked Questions

JUNIOR HIGH ATTENDANCE AREA | LAKELAND VILLAGE,
SUMMERWOOD AND SUMMERWOOD NORTH

LAST UPDATED: October 2022



FAQS: JUNIOR HIGH ATTENDANCE AREA

INTRODUCTION

Elk Island Public Schools (EIPS) is exploring a possible change to the junior high attendance boundaries in Sherwood Park. Specifically, it's considering moving the junior high feeder school for students living within Lakeland Village, Summerwood and Summerwood North to Clover Bar Junior High for grades 7 to 9. Currently, students are designated to Sherwood Heights Junior High. Changing the boundaries would help maintain school communities and program continuity.

In June, EIPS contracted Western Management Consultants (WMC) to conduct public consultations, including a meeting and online survey with the school communities. The meeting took the form of an in-person, drop-in session. Attendees discussed the possible boundary change, asked questions and provided feedback. WMC also conducted an online survey to collect additional input. WMC then analyzed all the data collected and compiled a [What We Heard Report](#).

The following are the frequently asked questions (FAQ) from the engagement efforts in June.

General

Q: Why is EIPS exploring a possible change to the junior high attendance boundaries?

A: As part of the Division's annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries annually. When areas of concern are identified, the Division works to determine how best to resolve the issue. Changing the feeder school for students living within Lakeland Village, Summerwood and Summerwood North to Clover Bar Junior High offers program continuity and ensures more school communities are maintained when students move on to junior high.

Q: What does "grandfathering" mean?

A: Grandfathering is a term used when current students attending a school are allowed to continue attending that same school after an attendance boundary change. Grandfathering decisions are made by the EIPS Board of Trustees, and not guaranteed. When a student is grandfathered, the school then becomes a non-designated school. As such, if the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

Q: What is the sibling clause?

A: The sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, "Section 13"). It applies when siblings of students currently attending a non-designated school, including a school with a closed boundary. Those siblings are permitted to register at the same school if the new sibling attends the school at the same time as the currently registered sibling.

Registration at a non-designated school—including students registering under the sibling clause—takes place during the returning student registration process in February. Typically, the sibling clause applies even after an attendance boundary change, but not guaranteed. If the sibling clause isn't applicable, it's outlined in the decision made by the Board.

Attendance Area

Q: If the junior high attendance boundaries change, can affected junior high students, currently attending Sherwood Heights Junior High, be grandfathered there?

A: At this point, it's too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which hasn't happened yet. If there is a change in the boundaries, EIPS will contact all families to inform them about the details, including information about grandfathering, timelines, registration process and student transportation implications.

Q: My older child attends Sherwood Heights Junior High. If the junior high boundaries change to Clover Bar Junior High, can my younger child also attend Sherwood Heights?

A: Yes, if the older child currently attends the school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn't apply is if the Board decides to limit the application of the sibling clause.

Q: Does EIPS use census data to establish school attendance areas?

A: EIPS does review federal or municipal census data. But, it doesn't rely on it to determine attendance areas or develop enrolment projections. Instead, EIPS uses Baragar Systems, a planning software used by school divisions nationwide. Using Baragar software, EIPS can accurately develop enrolment projections and comprehensively analyze all demographic data within a school boundary—such as Provincial Birth Registry, Canada Child Benefit database, EIPS' student information system. Annually, EIPS reviews each school's enrolment projections for long-term planning.

Q: How are the current school boundaries enforced?

A: EIPS uses boundaries strategically to ensure high-quality learning environments in all its schools. The Division has established attendance areas and [boundary maps](#) for each of its schools. These determine a child's designated school. Each school also has a set optimal enrolment limit, which is a pre-determined maximum number of students a school can register before it closes its boundaries—reviewed annually by analyzing enrolment. For the 2023-24 school year, Clover Bar Junior High's optimal enrolment limit is 605 students.

Q: What is the registration process for affected families? Can families apply to other schools?

A: Families affected by any changes complete the 2023-24 Returning Student Registration Form at the same time as all EIPS students, in February 2023. Families can request registration at a different school—subject to available space. An ineligible [student transportation fee](#) applies for students accessing Student Transportation services who attend a non-designated school.

Programming

Q: What kind of programming does Clover Bar Junior High offer?

A: Clover Bar Junior High offers a variety of required and optional courses, excellent sports and fine arts programs, many extracurricular opportunities, and Division System Programs such as Focus, PLACE and Sport for Life. Courses include:

- Core courses: English, mathematics, social studies, science, physical education, health
- System programs: FOCUS, PLACE, Sport for Life
- Career and Technology Studies: food studies, fashions, construction, computer science, robotics, cosmetology, fitness, STEM, outdoor education, enterprise and innovation
- Options: arts, guitar, learning strategies

Q: How do the proposed attendance area changes affect students enrolled in a Focus, Impact, PLACE or SEAS system program?

A: The proposed changes apply to students in the regular program only. As such, students enrolled in an Impact, PLACE or SEAS program are unaffected. Students in the Impact program go to Sherwood Heights Junior High. Students in the SEAS program go to F.R. Haythorne Junior High. Meanwhile, students in the Focus and PLACE program go to Clover Bar Junior High. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's System Program. For more information visit eips.ca. The public meetings will start in Fall 2022.

Q: Does EIPS also plan to change the senior high attendance boundaries?

A: Recently, the Division developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's senior high attendance boundaries—in both urban and rural Strathcona County. For more information visit eips.ca. The consultation will start in late 2023.

Facilities

Q: Is EIPS concerned about possible overcrowding at Clover Bar Junior High?

A: No. The proposed boundary change only increases the designated population by approximately 35 students per grade. Clover Bar can comfortably accommodate that many additional students.

Q: If EIPS moved the French Immersion program to a different junior high, would that free up room at Sherwood Heights Junior High?

A: EIPS proposed the attendance change to maintain the school communities and offer program continuity. It's not about freeing space at Sherwood Heights Junior High. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's junior high and senior high French immersion program—in urban and rural Strathcona County. For more information visit eips.ca. The first meeting takes place at Heritage Hills Elementary on October 26.

Q: Can EIPS build a new junior high school in northeast Sherwood Park?

A: No. Currently, there is no viable junior high school site in northeast Sherwood Park. Even if there was a suitable school site, obtaining approval and funding from the province takes years. Instead, EIPS is developing strategies to maximize the use of its existing schools within Sherwood Park.

Busing

Q: How will busing work for students requiring transportation services?

A: EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so. Registration takes place during the returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child's busing information, including any associated fees.

Q: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

- *Eligible Fee:* Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.
- *Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

Q: When will EIPS make a final decision about the junior high attendance boundaries?

A: A final decision about the junior high attendance boundary is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide additional information as it becomes available.

Q: If my child is redesignated to Clover Bar Junior High, can I request my child attend another junior high other than Clover Bar Junior High?

A: Yes. If you want to register your child at another junior high, you can do so during the returning student registration process in February 2023—acceptance is based on available space. Keep in mind, if you decide to attend a non-designated school, applicable transportation fees apply.

Q: How will EIPS support the transition for students?

A: At this point, it's premature to speak to a transition plan. A decision hasn't been—and won't be made until the Board reviews the community input for all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition to the new school.