



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, MAY 25, 2023

Boardroom
Central Services Office

AGENDA

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

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- 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 – April 20, 2023 (encl.)
- 5.2 Board Special Meeting – April 27, 2023 (encl.)
- 5.3 Board Special Meeting – May 4, 2023 (encl.)
6. **CHAIR REPORT** T. Boymook
- 6.1 Rotary Club – April 21, 2023
- 6.2 School Tours (Pleasant Ridge Colony, A.L. Horton Elementary,
 Vegreville Composite High School, Vegreville Outreach and Mundare
 School) – April 25, 2023
- 6.3 Andrew School Community Meeting – April 25, 2023
- 6.4 City of Fort Saskatchewan | EIPS Meeting – April 26, 2023
- 6.5 Strathcona Christian Elementary Celebration of Fundraising Efforts
 Great Day of Giving – April 28, 2023
- 6.6 EIPS Long Service and Retirement Event 2023 – May 2, 2023
- 6.7 Chamber Roundtable with The City of Fort Saskatchewan – May 3, 2023
- 6.8 EIPS Classified Professional Learning Day – May 5, 2023
- 6.9 School Tours (Lamont Elementary, Lamont High School and Ranch
 Learning Centre) – May 9, 2023
- 6.10 Meeting with Mayor Tim MacPhee, Town of Vegreville – May 9, 2023
7. **SUPERINTENDENT REPORT** M. Liguori
- 7.1 School Tours (Pleasant Ridge Colony, A.L. Horton Elementary,
 Vegreville Composite High School, Vegreville Outreach and Mundare
 School) – April 25, 2023
- 7.2 Andrew School Community Meeting – April 25, 2023
- 7.3 City of Fort Saskatchewan | EIPS Meeting – April 26, 2023
- 7.4 EIPS Long Service and Retirement Event 2023 – May 2, 2023
- 7.5 EIPS Classified Professional Learning Day – May 5, 2023
- 7.6 School Tours (Lamont Elementary, Lamont High School and Ranch
 Learning Centre) – May 9, 2023
- 7.7 Meeting with Mayor Tim MacPhee, Town of Vegreville – May 9, 2023

**8. COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**

ASSOCIATION/EMPLOYEE GROUPS

9. **ASBA ZONE 2/3 REPORT** J. Shotbolt
Meeting held May 1, 2023 (verbal)
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**
13. **BOARD POLICIES**
13.1 Board Policy 8: Board Committees R. Sorochan
13.2 Board Policy 9: Board Representatives (encl.)
13.3 Board Policy 16: Recruitment and Selection of Personnel
13.4 Board Policy 18: Alternative Programs
13.5 Board Policy 21: Expense Transparency
13.6 Board Policy 22: Health and Safety
13.7 Board Policy 25: Petitions and Public Notices
13.8 Board Policy 26: School Dispute Resolution
14. **ADMINISTRATIVE FEES 2023-24**
14.1 Facility Rental and Lease Fees M. Liguori/B. Dragon/C. Keroack (encl.)
14.2 Specialized Supports Fees S. Stoddard/M. Reed (encl.)
14.3 Partners for Science (P4S) Fees S. Stoddard/R. Marshall (encl.)
14.4 Non-Resident/International Students Fees S. Stoddard (encl.)
14.5 Play and Learn at School (PALS) Fees S. Stoddard/J. Anderson (encl.)
15. **2023-24 BUDGET** M. Liguori/C. Cole/C. von Tettenborn
(encl.)
16. **FOUR-YEAR EDUCATION PLAN** M. Liguori/S. Stoddard
(encl.)

COMMITTEE REPORT

17. **POLICY COMMITTEE** R. Sorochan
Meeting held May 10, 2023 (verbal)
18. **STUDENT EXPULSION COMMITTEE** C. Allen
Meetings held May 12, 2023 (verbal)

REPORTS FOR INFORMATION

19. **2022-23 SUMMER PROJECTS PLAN** M. Liguori/
M. Desautels (encl.)
20. **2023-24 INFRASTRUCTURE MAINTENANCE AND RENEWAL AND CAPITAL MAINTENANCE AND RENEWAL PROJECTS PLAN** M. Liguori/R. Derech
(encl.)
21. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES MAY 25, 2023

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 approves the Minutes of April 20, 2023 Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approves the Minutes of April 27, 2023 Special Meeting, as amended or as circulated.
- 5.3. That the Board of Trustees approves the Minutes of May 4, 2023 Special Meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Chair Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives*
9. That the Board of Trustees receives the report from the representative of the ASBA Zone 2/3 for information.
10. That the Board of Trustees receives the report from the representative of the ATA Local #28 for information.
11. That the Board of Trustees receives the report from the representative of the Employee Relations Group for information.
12. *Business Arising from In Camera.*
- 13.1 That the Board of Trustees approves amendments to Board Policy 8: Board Committees, as presented.
- 13.2 That the Board of Trustees approves amendments to Board Policy 9: Board Representatives, as presented.

- 13.3 That the Board of Trustees approves amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.
- 13.4 That the Board of Trustees approves amendments to Board Policy 18: Alternative Programs, as presented.
- 13.5 That the Board of Trustees approves amendments to Board Policy 21: Expense Transparency, as presented.
- 13.6 That the Board of Trustees approves amendments to Board Policy 22: Health and Safety, as presented.
- 13.7 That the Board of Trustees approves amendments to Board Policy 25: Petitions and Public Notices, as presented.
- 13.8 That the Board of Trustees approves amendments to Board Policy 26: School Dispute Resolution, as presented.
- 14.1 That the Board of Trustees approves the Facility Rental and Lease fees for the 2023-24 school year, as presented.
- 14.2 That the Board of Trustees receives and approves the Specialized Supports fees for the 2023-24 school year, as presented.
- 14.3 That the Board of Trustees receives and approves the Partners for Science (P4S) fees for the 2023-24 school year, as presented.
- 14.4 That the Board of Trustees receives and approves the Alberta Non-Resident and International Student fees for the 2023-24 school year, as presented.
- 14.5 That the Board of Trustees receives and approves the Play and Learn at Schools (PALS) fees for the 2023-24 school year, as presented.
15. That the Board of Trustees approves the operating budget for 2023-24 of \$208,088,531 for Elk Island Public Schools, for the period Sept. 1, 2023 to Aug. 31, 2024.
16. That the Board of Trustees approves the *EIPS Four-Year Education Plan: 2022-26 (Year 2)*, which includes revised performance measures and updated priority strategies for the 2023-24 school year.

17. That the Board of Trustees receives for information the report from the Policy Committee meeting held on May 10, 2023.
18. That the Board of Trustees receives for information the report from the Student Expulsion Committee meetings held on May 12, 2023.
19. That the Board of Trustees receives the Facility Services 2023 Summer Projects Plan for information.
20. That the Board of Trustees receives the 2023-24 Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) Project Plans for information.



BOARD MEETING MINUTES

April 20, 2023

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, April 20, 2023, 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 9:02 a.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

M. Liguori, Superintendent
S. Stoddard, Associate Superintendent, Supports for Students
B. Billey, Associate Superintendent, Human Resources
C. Cole, Secretary-Treasurer
D. Antymniuk, Division Principal
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

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

IN-CAMERA SESSION

071/2023 | Trustee Irwin moved: That the Board meet in camera (9:02 a.m.).

CARRIED UNANIMOUSLY

072/2023 | Trustee Allen moved: That the Board revert to regular session (9:50 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:50 a.m. and reconvened at 10:04 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.

073/2023 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the March 16, 2023 Board Meeting Minutes.

074/2023 | Trustee Shotbolt moved: That the Board of Trustees approves the Minutes of March 16, 2023 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Boymook called for confirmation of the April 6, 2023 Board Special Meeting Minutes.

075/2023 | Trustee Seutter moved: That the Board of Trustees approves the Minutes of April 6, 2023 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report. Condolences were extended to Constable Harvinder Singh Dhami of the Strathcona County RCMP's family and the Police Force family.

076/2023 | Board Chair Boymook moved: That the Board of Trustees receives the Chair's report for information.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

077/2023 | Trustee Miller moved: That the Board of Trustees receives the Chair's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

Board Chair Boymook noted there was a delay in Delegations to the Board to accommodate late arrival. The Board proceeded with the Association/Employee Group reports.

Board Chair referenced Board Policy 7: Board Operations, Section 10, Comments, Presentations, and Delegations at Board Meetings and advised the presenters that the meeting is a public meeting, and delegations will be recorded.

Secretary-Treasurer Cole called upon Deputy Mayor Pickett to bring delegation to the Board in response to the Andrew School Report. Deputy Mayor Pickett shared the history of Andrew School and EIPS' decisions relative to the reduction of the senior and junior high programming at Andrew School.

Mayor Merwin Haight also brought a delegation and stressed the importance of Andrew School in the community. Letters of support from community members were provided to the Board.

Board Chair Boymook noted the Board will respond following the meeting.

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 March 17, 2023.

078/2023 | Trustee Shotbolt moved: That the Board of Trustees receives 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.

079/2023 | Trustee Footz moved: That the Board of Trustees receives 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.

080/2023 | Trustee Allen moved: That the Board of Trustees receives 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

081/2023 | Trustee Irwin moved: That the Board of Trustees declares 5137 Queen Street, Bruderheim, Alberta, surplus to the Board's needs.

CARRIED UNANIMOUSLY

BOARD POLICY 2: ROLE OF THE BOARD

Trustee Footz presented to the Board amendments to Board Policy 2: Role of the Board for approval.

082/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees approves amendments to Board Policy 2: Role of the Board, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 10: POLICY MAKING

Trustee Footz presented to the Board amendments to Board Policy 10: Policy Making for approval.

083/2023 | Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 10: Policy Making, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 12: ROLE OF THE SUPERINTENDENT

Trustee Footz presented to the Board amendments to Board Policy 12: Role of the Superintendent for approval.

084/2023 | Trustee Seutter moved: That the Board of Trustees approves amendments to Board Policy 12: Role of the Superintendent, Appendix A - Superintendent Evaluation Process Criteria and Timelines, Appendix B – Performance Assessment Guide, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 20: ASSESSMENT AND REPORTING OF STUDENT LEARNING

Trustee Footz presented to the Board amendments to Board Policy 20: Assessment and Reporting of Student Learning for approval.

Further amendments were requested by the Board as follows:

1. Under Section 1.2.1, Formative Assessment it was noted that the word “Achievement” at the end of second sentence should not be struck out. Vice-Chair Holowaychuk provided clarification that the unmarked copy was stated correctly.
2. Under Section 1.3 Descriptive Feedback, Board Chair Boymook requested the word “descriptive” be struck out in the definition as the word is used in the defined word.

1.3. **Descriptive Feedback**

Part of an ongoing, **descriptive** communication that is clear, specific, meaningful and timely to support improved learning and achievement. ~~specific, and constructive conversation about learning that relates directly to the learner outcomes.~~

085/2023 | Trustee Allen moved: That the Board of Trustees approves amendments to Board Policy 20: Assessment and Reporting of Student Learning, as presented.

CARRIED UNANIMOUSLY

Point of Order was called by Trustee SoroChan regarding the word “descriptive” being struck from the sentence. Trustee SoroChan asked for clarification regarding Board Policy approvals during a Public Board meeting.

Board Chair provided clarification and noted the change was a recommended amendment noted in red font therefore up for discussion.

Vote on 085/2023 CARRIED UNANIMOUSLY

BOARD POLICY 21: EXPENSE TRANSPARENCY

Trustee Footz presented to the Board amendments to Board Policy 21: Expense Transparency for approval.

086/2023 | Trustee Miller moved: That the Board of Trustees approves amendments to Board Policy 21: Expense Transparency, as presented.

The Board discussed the language used under definitions pertaining to “*associated costs including, but not limited to*”. Recommendation was made to send Board Policy 21 back to Policy Committee for further review.

087/2023 | Vice-Chair moved: That Policy 21: Expense Transparency be deferred and directed back to Policy Committee for further work.

CARRIED UNANIMOUSLY

KEY BUDGET ASSUMPTIONS

Director von Tettenborn presented to the Board for approval the key budget assumptions for 2023-24.

088/2023 | Trustee Footz moved: That the Board of Trustees approve the key budget assumptions for 2023-24, as presented.

CARRIED UNANIMOUSLY

SCHOOL FEES

Superintendent Liguori introduced Senior Accountants Laura Barrett and Christine Gillis. Director von Tettenborn presented for approval the school fees for 2023-24.

089/2023 | Trustee Irwin moved: That the Board of Trustees approves the 2023-24 School Fees as presented.

CARRIED UNANIMOUSLY

Committee Reports

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on April 11, 2023, for information.

090/2023 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on April 11, 2023.

CARRIED UNANIMOUSLY

The Board recessed at 11:44 a.m. and reconvened from 11:54 a.m. with all trustees noted above in attendance.

Reports for Information

ANDREW SCHOOL

Superintendent Liguori presented to the Board for information the Andrew School Report.

091/2023 | Trustee Irwin moved: That the Board of Trustees receives for information the Andrew School Report.

Trustee Holowaychuk asked for clarification regarding the number of buses required to transport Andrew School students to Lamont, Mundare and Vegreville.

Point of Order was called for round two of questions.

Board Chair Boymook opened the floor for questions.

Trustee Irwin left the meeting at 1:07 p.m. and returned at 1:10 p.m.

Board Chair Boymook shared the Board's commitment, time and consideration for the closure of the senior high and junior high programming. At that time the Board made the decision that at any point where the Board could not provide quality education, they would need to revisit the programming at Andrew School.

Also, noted that a motion would be required to direct administration to complete a recommendation report to close Andrew School which would be presented to the Board and voted on at a separate Board meeting.

Administration will meet with the Andrew School community on Tuesday, April 25, 2023, and walk through the report for information presented to the Board on April 20, 2023, to share the historical piece, address questions and take information the community wishes us to receive.

Vote on 091/2023 *CARRIED UNANIMOUSLY*

092/2023 | Board Chair Boymook moved: That a Board Special Meeting be called on May 4, 2023, at 10 a.m. at which time administration will provide the Board of Trustees a final recommendation for the closure of Andrew school.

CARRIED UNANIMOUSLY

Trustee Notices of Motions and Requests for Information

No notices of motions and requests for information were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 1:25 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

April 27, 2023

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, April 27, 2023, 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 (virtual)
J. Seutter
J. Shotbolt
R. Sorochan

ADMINISTRATION PRESENT

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

CALL TO ORDER

Meeting was called to order at 9:03 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.

New Business

2023-24 BUDGET ALLOCATIONS INCLUDING USE OF RESERVES

Superintendent Liguori introduced Secretary-Treasurer Cole, Director von Tettenborn and Director Lewis to present to the Board the 2023-24 budget allocations for approval.

Trustee Footz left meeting at 9:44 a.m. and returned at 9:46 a.m.

Board Chair Boymook shared that the Board met with the City of Fort Saskatchewan on April 26, 2023, and expressed concerns around the Board spending money in areas outside their mandate to deal with issues experienced in the City.

The City of Fort Saskatchewan did have a Family School Liaison Worker (FSLW) at one point but the grant from the Province to the City has been suspended. The Board will lend a voice with the City of Fort Saskatchewan that those types of funds are important, and that the province needs to make the investments to help serve the whole community. The FSLWs not only support students but the whole family to help students be better equipped and successful. Investments in the municipalities and access to resources.

Superintendent Liguori shared that administration will be having conversation with the new community service director from the City of Fort Saskatchewan. Dr. Stoddard indicated there are synergies that administration believe can be made but will take time.

093/2023 | Trustee Irwin moved: That the Board of Trustees approves the use of reserves and allocations for 2023-24, as presented.

CARRIED UNANIMOUSLY

The Board recessed at 10:10 a.m. and reconvened at 10:21 a.m. with all trustees noted above in attendance.

BOARD POLICY 17: STUDENT TRANSPORTATION SERVICES

Trustee Footz presented to the Board for approval amendments to Board Policy 17: Student Transportation Services.

094/2023 | Trustee Shotbolt moved: That the Board of Trustees approves amendments to Board Policy 17: Student Transportation Services, as presented.

CARRIED UNANIMOUSLY

STUDENT TRANSPORTATION FEE SCHEDULE

Superintendent Liguori introduced Director Weder and Division Principal Antymniuk to present for approval the proposed 2023-24 Student Transportation Fee Schedule.

The Board extended thanks to the Student Transportation staff for the initial work done to allow optional transportation and reduced fees a year ahead of the funding manual timelines. Kudos for the department's work and creativity.

Board Chair noted that fees charged align with the Student Transportation legislation.

095/2023 | Trustee Seutter moved: That the Board of Trustees approves the proposed 2023-24 Student Transportation Fee Schedule, as presented.

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 10:45 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

May 4, 2023

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 4, 2023, 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 9:01 a.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

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

CALL TO ORDER

Meeting was called to order at 9:01 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

096/2023 | Trustee Seutter moved: That the Board meet in camera (9:01 a.m.).

CARRIED UNANIMOUSLY

097/2023 | Trustee Irwin moved: That the Board revert to regular session (9:45 a.m.).

CARRIED UNANIMOUSLY

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 noted that there is one agenda item--Andrew School report.

Secretary-Treasurer Cole confirmed two delegations to the Board.

Board Chair Boymook called for a trustee to move that the agenda be adopted as amended to include the delegations.

098/2023 | Trustee Miller moved: That the agenda be adopted, as amended.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

Board Chair referenced Board Policy 7: Board Operations, Section 10, Comments, Presentations, and Delegations at Board Meetings and advised the presenters that the meeting is a public meeting, the delegations will be recorded, and that each presenter has a maximum of five minutes.

Secretary-Treasurer Cole called upon the two delegates: Mayor Haight and Deputy Mayor Pickett to bring delegation to the Board in response to the recommendation to close Andrew School.

The Board heard a presentation from the Village of Andrew about the possible closure of Andrew School. Deputy Mayor Pickett asked the Board, if it votes in favour of closing the school, to allow the village to retain the fitness equipment, playground, pictures, banners, school technology and library contents. The Board thanked Deputy Mayor Pickett for taking the time to present her thoughts to trustees.

The Board heard a second presentation from the Village of Andrew about the possible closure of Andrew School. Mayor Haight asked the Board, if it votes in favour of closing the school, to provide the village with the original lease-transfer agreement between Elk Island Public Schools, the Village of Andrew and Lamont County. He also asked the Board to provide the village with the estimated demolition costs as it has financial implications for the village and residents. The Board thanked Mayor Haight for taking the time to present his concerns and requests to the Board.

New Business

ANDREW SCHOOL

Superintendent Liguori presented to the Board a recommendation to close Andrew School effective June 30, 2023.

099/2023 | Trustee Irwin moved: That the Board of Trustees approves the closure of Andrew School effective June 30, 2023.

Board Chair Boymook opened the floor for questions.

The Board recessed at 12:12 p.m. and reconvened at 12:25 p.m. with all trustees noted above in attendance.

Board Chair Boymook opened the floor for discussion regarding motion 099/2023.

Vote on Motion 099/2023: *CARRIED UNANIMOUSLY*

The Board recessed at 12:53 p.m. and reconvened at 12:58 p.m. with all trustees noted above in attendance.

Superintendent Liguori proceeded to read the second recommendation to approve transportation Option B.

100/2023 | Trustee Shotbolt moved: That the Board of Trustees approves transportation Option B which designates Kindergarten to Grade 6 students residing within the Village of Andrew to Mundare School. Students residing outside the Village of Andrew but inside the Andrew Elementary Boundary attendance area will follow the current Lamont Junior/Senior and Vegreville Junior/Senior attendance boundaries.

Board Chair Boymook opened the floor for questions.

Division Principal Antymniuk shared a tool that senior administration has used in extenuating circumstances to change the designated school for a student. Superintendent Liguori noted that should this accommodation be made, it cannot be changed until the student transitions between school levels.

Board Chair Boymook noted that with the additional information the Board may consider another round of questions.

Trustee Sorochan requested an amendment to **Motion 100/2023** to include waiving of school of choice fees for the K-6 students at Andrew School for one school year.

101/2023 | Trustee Shotbolt moved: That the Board of Trustees approves transportation Option B which designates Kindergarten to Grade 6 students residing within the Village of Andrew to Mundare School. Students residing outside the Village of Andrew but inside the Andrew Elementary Boundary attendance area will follow the current Lamont Junior/Senior and Vegreville Junior/Senior attendance boundaries. **School of choice fees will be waived for the 2023-24 school year for the preregistered K-6 Andrew students.**

102/2023 | **Vote on AMENDMENT: CARRIED**

IN FAVOUR: Trustee Footz, Trustee Shotbolt, Trustee Allen, Trustee Seutter, Board Chair Boymook, Trustee Miller, Trustee Irwin, Trustee Sorochan

OPPOSED: Vice-Chair Holowaychuk

Board Chair opened the floor to speak to the **amended Motion 101/2023**.

Vote on amended Motion 101/2023: CARRIED

IN FAVOUR: Trustee Footz, Trustee Shotbolt, Trustee Allen, Trustee Seutter, Board Chair Boymook, Trustee Miller, Trustee Irwin, Trustee Sorochan

OPPOSED: Vice-Chair Holowaychuk

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 1:55 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: May 25, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 8: Board Committees
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 8: Board Committees, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments, as shown in Attachment 1, to:

1. create conciseness and improve readability
2. update terminology in section 2.3.2.3 and
3. remove section 3, Board Highlights, as it is considered a job function rather than a committee.

COMMUNICATION:

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



RECOMMENDATION REPORT

ATTACHMENT(S):

1. Board Policy 8: Board Committees (marked)
2. Board Policy 8: Board Committees (unmarked)

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

General Requirements

1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. ~~The a~~Appointed members shall serve on the committee(s) for ~~approximately~~ one year unless they are unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Board Caucus

1.1. Purpose

- 1.1.1. To provide a forum for discussion.
- 1.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
- 1.1.3. To assign work to be undertaken.

1.2. Powers and duties

- 1.2.1. Make recommendations for agenda items for subsequent Board meetings.
- 1.2.2. Maintain confidentiality of proceedings unless otherwise stated.

1.3. Membership

- 1.3.1. Includes all trustees and the Superintendent and/or designate(s).

2. Audit

2.1. Purpose

- 2.1.1. To assist the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

2.2. Powers of duties

- 2.2.1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:
 - 2.2.1.1. Recommend the appointment of the external auditor,
 - 2.2.1.2. Review the audit plan,

- 2.2.1.3. Assess the effectiveness of the auditor,
- 2.2.1.4. Review the annual financial statements and audit findings,
- 2.2.1.5. Assess the effectiveness of the Division's internal controls, and obtain reports on internal audit findings and recommendations,
- 2.2.1.6. Review the external auditor's assessment of internal controls and obtain reports on significant findings and recommendations,
- 2.2.1.7. Assess compliance with applicable legislation, regulations and guidelines,
- 2.2.1.8. Report findings and information to the Board.

2.3. Membership

- 2.3.1. Board Vice-Chair, who shall serve as Committee Chair, and two other trustees.
- 2.3.2. Two community members
 - 2.3.2.1. Community members are resident of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate.
 - 2.3.2.2. Community members shall serve a two-year term and may apply to serve additional two-year terms.
 - 2.3.2.3. Selection of community members shall be made by the ~~Committee of the Whole Board~~ and Secretary-Treasurer.
- 2.3.3. Superintendent and/or designate
- 2.3.4. Secretary-Treasurer
- 2.3.5. Director, Financial Services
- 2.3.6. Other members of administration or the external auditors will be invited to attend, as required.
- 2.3.7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.

2.4. Meetings

- 2.4.1. The Audit Committee shall meet twice per year and may convene additional meetings as circumstances require.
- 2.4.2. A recording secretary shall prepare the agenda in consultation with the Committee Chair and take meeting summaries for all meetings.

2.5. Compensation

- 2.5.1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

~~3. Board Highlights~~

~~3.1. Purpose~~

- ~~3.1.1. To establish content of the Board Highlights.~~

~~3.2. Powers and duties~~

- ~~3.2.1. Approve for circulation the Board Highlights.~~

~~3.3. Membership~~

~~3.3.1. Board Chair~~

~~3.3.2. Superintendent and/or designate(s).~~

~~3.4. Meetings~~

~~3.4.1. As required to develop Board Highlights.~~

4.3. Policy

4.1.3.1. Purpose

4.1.1.3.1.1. To ensure the Board Policy Handbook is current and relevant.

4.2.3.2. Powers and duties

4.2.1.3.2.1. To receive information from trustees/administration/stakeholders and to develop policies as directed by the Board.

4.2.2.3.2.2. To review existing Board Policies annually as per [Board Policy 10: Policy Making](#) and provide recommendations to the Board to amend or rescind policies as required.

4.2.3.3.2.3. To bring forward the committee's recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.

4.3.3.3. Membership

4.3.1.3.3.1. One trustee to serve as Chair and two other trustees.

4.3.2.3.3.2. Superintendent and/or designate(s).

4.4.3.4. Meetings

4.4.1.3.4.1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

4.4.2.3.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.

5.4. Student Expulsion

5.1.4.1. Purpose

5.1.1.4.1.1. To make decisions regarding the recommendations for the expulsion of any student.

5.2.4.2. Powers and duties

5.2.1.4.2.1. On a recommendation for expulsion, reinstate or expel the student.

5.2.2.4.2.2. Inform the Board of the action taken by the Committee.

5.3.4.3. Membership

5.3.1.4.3.1. One trustee to serve as Chair and two other trustees.

5.4.4.4. Meetings

5.4.1.4.4.1. As detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).

6.5. Teachers' Collective Agreement Negotiations

6.1.5.1. Purpose

6.1.1.5.1.1. To negotiate and conclude Memoranda of Agreement for recommendation to the Board.

6.2.5.2. Powers and duties

6.2.1.5.2.1. Report to the Board as necessary.

6.2.2.5.2.2. Maintain confidentiality of negotiation proceedings.

6.3.5.3. Membership

6.3.1.5.3.1. Three trustees

6.3.2.5.3.2. Superintendent and/or designate(s)

6.3.3.5.3.3. The Board will appoint the Chair and Vice-Chair.

6.4.5.4. Meetings

6.4.1.5.4.1. To be called by the Committee Chair.

7.6. Agenda Review

7.1.6.1. Purpose

7.1.1.6.1.1. To set the order of business for public meetings of the Board.

7.2.6.2. Membership

7.2.1.6.2.1. Chair of the Board, Vice-Chair of the Board, and the designated acting chair

7.2.2.6.2.2. Superintendent and/or designate

7.2.3.6.2.3. Secretary-Treasurer.

7.3.6.3. Meetings

7.3.1.6.3.1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

7.3.2.6.3.2. The Executive Assistant to the Board will serve as secretary.

8.7. Advocacy

8.1.7.1. Purpose

8.1.1.7.1.1. Support the ongoing advocacy efforts of the Board.

8.2.7.2. Powers and duties

8.2.1.7.2.1. Develop an action plan to support the Board's identified advocacy plan

8.2.2.7.2.2. Identify key messages to support the advocacy plan

8.3.7.3. Membership

8.3.1.7.3.1. Chair of the Board (Committee Chair) and two other trustees

8.3.2.7.3.2. Superintendent and/or designate

8.3.3.7.3.3. Associate Superintendent, Supports for Students

8.3.4.7.3.4. Director, Communications.

8.4.7.4. Meetings

8.4.1.7.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Reference:

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed:	Last updated:
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	Sept. 17, 2015
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	Feb. 18, 2016
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	June 16, 2016
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Oct. 24, 2016	
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	Jan. 26, 2017
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	Feb. 15, 2018
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	Aug. 30, 2018
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Dec. 18, 2019	Jan. 24, 2019
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May 7, 2019	June 25, 2019
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	Dec. 11, 2019
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Jan. 30, 2020	Feb. 11, 2020
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April 14, 2020	April 23, 2020
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April 13, 2021	May 26, 2021
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March 1, 2022	
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May 10, 2022	June 16, 2022
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Oct. 6, 2022	Oct. 20, 2022
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<u>April 11, 2023</u>	
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Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

General Requirements

1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. Appointed members shall serve on the committee(s) for one year unless they are unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Board Caucus

1.1. Purpose

- 1.1.1. To provide a forum for discussion.
- 1.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
- 1.1.3. To assign work to be undertaken.

1.2. Powers and duties

- 1.2.1. Make recommendations for agenda items for subsequent Board meetings.
- 1.2.2. Maintain confidentiality of proceedings unless otherwise stated.

1.3. Membership

- 1.3.1. Includes all trustees and the Superintendent and/or designate(s).

2. Audit

2.1. Purpose

- 2.1.1. To assist the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

2.2. Powers of duties

- 2.2.1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:
 - 2.2.1.1. Recommend the appointment of the external auditor,
 - 2.2.1.2. Review the audit plan,
 - 2.2.1.3. Assess the effectiveness of the auditor,

- 2.2.1.4. Review the annual financial statements and audit findings,
- 2.2.1.5. Assess the effectiveness of the Division's internal controls, and obtain reports on internal audit findings and recommendations,
- 2.2.1.6. Review the external auditor's assessment of internal controls and obtain reports on significant findings and recommendations,
- 2.2.1.7. Assess compliance with applicable legislation, regulations and guidelines,
- 2.2.1.8. Report findings and information to the Board.

2.3. Membership

- 2.3.1. Board Vice-Chair, who shall serve as Committee Chair, and two other trustees.
- 2.3.2. Two community members
 - 2.3.2.1. Community members are resident of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate.
 - 2.3.2.2. Community members shall serve a two-year term and may apply to serve additional two-year terms.
 - 2.3.2.3. Selection of community members shall be made by the Board and Secretary-Treasurer.
- 2.3.3. Superintendent and/or designate
- 2.3.4. Secretary-Treasurer
- 2.3.5. Director, Financial Services
- 2.3.6. Other members of administration or the external auditors will be invited to attend, as required.
- 2.3.7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.

2.4. Meetings

- 2.4.1. The Audit Committee shall meet twice per year and may convene additional meetings as circumstances require.
- 2.4.2. A recording secretary shall prepare the agenda in consultation with the Committee Chair and take meeting summaries for all meetings.

2.5. Compensation

- 2.5.1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

3. Policy

3.1. Purpose

- 3.1.1. To ensure the Board Policy Handbook is current and relevant.

3.2. Powers and duties

- 3.2.1. To receive information from trustees/administration/stakeholders and to develop policies as directed by the Board.

- 3.2.2. To review existing Board Policies annually as per [Board Policy 10: Policy Making](#) and provide recommendations to the Board to amend or rescind policies as required.
 - 3.2.3. To bring forward the committee's recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.
 - 3.3. Membership
 - 3.3.1. One trustee to serve as Chair and two other trustees.
 - 3.3.2. Superintendent and/or designate(s).
 - 3.4. Meetings
 - 3.4.1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 3.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.
- 4. **Student Expulsion**
 - 4.1. Purpose
 - 4.1.1. To make decisions regarding the recommendations for the expulsion of any student.
 - 4.2. Powers and duties
 - 4.2.1. On a recommendation for expulsion, reinstate or expel the student.
 - 4.2.2. Inform the Board of the action taken by the Committee.
 - 4.3. Membership
 - 4.3.1. One trustee to serve as Chair and two other trustees.
 - 4.4. Meetings
 - 4.4.1. As detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).
- 5. **Teachers' Collective Agreement Negotiations**
 - 5.1. Purpose
 - 5.1.1. To negotiate and conclude Memoranda of Agreement for recommendation to the Board.
 - 5.2. Powers and duties
 - 5.2.1. Report to the Board as necessary.
 - 5.2.2. Maintain confidentiality of negotiation proceedings.
 - 5.3. Membership
 - 5.3.1. Three trustees
 - 5.3.2. Superintendent and/or designate(s)
 - 5.3.3. The Board will appoint the Chair and Vice-Chair.
 - 5.4. Meetings
 - 5.4.1. To be called by the Committee Chair.
- 6. **Agenda Review**
 - 6.1. Purpose

- 6.1.1. To set the order of business for public meetings of the Board.
- 6.2. Membership
 - 6.2.1. Chair of the Board, Vice-Chair of the Board, and the designated acting chair
 - 6.2.2. Superintendent and/or designate
 - 6.2.3. Secretary-Treasurer.
- 6.3. Meetings
 - 6.3.1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 6.3.2. The Executive Assistant to the Board will serve as secretary.
- 7. **Advocacy**
 - 7.1. Purpose
 - 7.1.1. Support the ongoing advocacy efforts of the Board.
 - 7.2. Powers and duties
 - 7.2.1. Develop an action plan to support the Board’s identified advocacy plan
 - 7.2.2. Identify key messages to support the advocacy plan
 - 7.3. Membership
 - 7.3.1. Chair of the Board (Committee Chair) and two other trustees
 - 7.3.2. Superintendent and/or designate
 - 7.3.3. Associate Superintendent, Supports for Students
 - 7.3.4. Director, Communications.
 - 7.4. Meetings
 - 7.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Reference:

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed: **Last updated:**

	Sept. 17, 2015
	Feb. 18, 2016
	June 16, 2016
Oct. 24, 2016	
	Jan. 26, 2017
	Feb. 15, 2018
	Aug. 30, 2018
Dec. 18, 2019	Jan. 24, 2019
May 7, 2019	June 25, 2019
	Dec. 11, 2019
Jan. 30, 2020	Feb. 11, 2020
April 14, 2020	April 23, 2020
April 13, 2021	May 26, 2021
March 1, 2022	
May 10, 2022	June 16, 2022
Oct. 6, 2022	Oct. 20, 2022
April 11, 2023	



RECOMMENDATION REPORT

DATE: May 25, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 9: Board Representatives
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 9: Board Representatives, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments, as shown in Attachment 1, to improve readability.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 9: Board Representatives (marked)
2. Board Policy 9: Board Representatives (unmarked)

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities, and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as identified at the annual organizational meeting and determined at the first regular meeting subsequent to the organizational meeting.

1. Alberta School Boards Association (ASBA) Zone 2/3
 - 1.1. Purpose
 - 1.1.1. Represent the Board at meetings of ASBA Zone 2/3
 - 1.2. Powers and duties
 - 1.2.1. Attend ASBA Zone 2/3 meetings
 - 1.2.2. Represent the Board's positions and interests at the zone level
 - 1.2.3. Communicate to the Board the work of ASBA Zone 2/3
 - 1.3. Membership
 - 1.3.1. One (1) trustee; one (1) alternate
 - 1.4. Meetings
 - 1.4.1. As called by ASBA Zone 2/3
2. Committee of School Councils (COSC)
 - 2.1. Purpose
 - 2.1.1. Represent the Board at meetings of COSC as a means to obtain further input on Board policies, plans, and programs and to enhance communications among the School Councils (SCs), the Board, the Superintendent, and the community
 - 2.2. Powers and duties
 - 2.2.1. Attend meetings of COSC
 - 2.2.2. Represent the Board's positions and interests at COSC meetings
 - 2.2.3. Communicate to the Board the work of COSC
 - 2.3. Membership
 - 2.3.1. Board Chair; and
 - 2.3.2. Minimum of two trustees, as scheduled

- 2.4. Meetings
 - 2.4.1. As determined at the COSC organizational meeting
- 3. Teachers' Employer Bargaining Association (TEBA)
 - 3.1. Purpose
 - 3.1.1. Represent the Board at meetings of TEBA
 - 3.2. Powers and duties
 - 3.2.1. Attend TEBA meetings
 - 3.2.2. Represent the Board's positions and interests
 - 3.2.3. Communicate to the Board the work of TEBA
 - 3.3. Membership
 - 3.3.1. One (1) trustee
 - 3.4. Meetings
 - 3.4.1. As called by TEBA

Reference:

Sections 33, 52 *Education Act*

Last reviewed:	Last updated:
Dec. 17, 2015	Dec. 17, 2015
Dec. 12, 2016	-
March 6, 2017	-
April 10, 2017	May 29, 2017
March 19, 2019	-
Aug. 29, 2019	Aug. 29, 2019
Dec. 11, 2019	Dec. 11, 2019
April 14, 2020	
	June 18, 2020
June 3, 2021	June 17, 2021
April 12, 2022	
<u>April 11, 2023</u>	

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities, and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as identified at the annual organizational meeting and determined at the first regular meeting subsequent to the organizational meeting.

1. Alberta School Boards Association (ASBA) Zone 2/3
 - 1.1. Purpose
 - 1.1.1. Represent the Board at meetings of ASBA Zone 2/3
 - 1.2. Powers and duties
 - 1.2.1. Attend ASBA Zone 2/3 meetings
 - 1.2.2. Represent the Board's positions and interests at the zone level
 - 1.2.3. Communicate to the Board the work of ASBA Zone 2/3
 - 1.3. Membership
 - 1.3.1. One (1) trustee; one (1) alternate
 - 1.4. Meetings
 - 1.4.1. As called by ASBA Zone 2/3
2. Committee of School Councils (COSC)
 - 2.1. Purpose
 - 2.1.1. Represent the Board at meetings of COSC as a means to obtain further input on Board policies, plans, and programs and to enhance communications among the School Councils (SCs), the Board, the Superintendent, and the community
 - 2.2. Powers and duties
 - 2.2.1. Attend meetings of COSC
 - 2.2.2. Represent the Board's positions and interests at COSC meetings
 - 2.2.3. Communicate to the Board the work of COSC
 - 2.3. Membership
 - 2.3.1. Board Chair; and
 - 2.3.2. Minimum of two trustees, as scheduled

- 2.4. Meetings
 - 2.4.1. As determined at the COSC organizational meeting
- 3. Teachers' Employer Bargaining Association (TEBA)
 - 3.1. Purpose
 - 3.1.1. Represent the Board at meetings of TEBA
 - 3.2. Powers and duties
 - 3.2.1. Attend TEBA meetings
 - 3.2.2. Represent the Board's positions and interests
 - 3.2.3. Communicate to the Board the work of TEBA
 - 3.3. Membership
 - 3.3.1. One (1) trustee
 - 3.4. Meetings
 - 3.4.1. As called by TEBA

Reference:

Sections 33, 52 *Education Act*

Last reviewed:	Last updated:
Dec. 17, 2015	Dec. 17, 2015
Dec. 12, 2016	-
March 6, 2017	-
April 10, 2017	May 29, 2017
March 19, 2019	-
Aug. 29, 2019	Aug. 29, 2019
Dec. 11, 2019	Dec. 11, 2019
April 14, 2020	
	June 18, 2020
June 3, 2021	June 17, 2021
April 12, 2022	
April 11, 2023	



RECOMMENDATION REPORT

DATE: May 25, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 16: Recruitment and Selection of Personnel
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments, as shown in Attachment 1, to improve readability and conciseness.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 16: Recruitment and Selection of Personnel (marked)
2. Board Policy 16: Recruitment and Selection of Personnel (unmarked)

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of senior administrative personnel is a shared responsibility between the Board and the Superintendent.

~~Further, The Board further believes~~ strong leadership and administration at within the Division ~~and school levels~~ are essential to the effective and efficient operations of the school system.

Specifically

1. The Board has the sole authority to recruit and select ~~an individual for the position of the~~ Superintendent.
2. The Board, in the case of the Superintendent, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure ~~all current~~ Division employees are made aware ~~of staff vacancies~~.
3. The Superintendent or designate, in all other instances, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure ~~all current~~ Division employees are made aware ~~of staff vacancies~~.
4. The following process shall be followed for the Secretary-Treasurer position:
 - 4.1. the Superintendent shall be responsible for the creation of a shortlist of candidates for this position;
 - 4.2. the Board Chair, Board Vice-Chair and the Superintendent shall constitute the interview team. The Board's auditor may be asked to attend as an observer. The Superintendent may choose additional individuals to be part of the interview team;
 - 4.3. the decision will normally be made by consensus of the interview team. The successful candidate must be supported by a clear majority of the interview team. The Superintendent must be one of the votes in the majority; and
 - 4.4. the position shall have a role description and a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
5. All offers of employment to the Secretary-Treasurer shall be conditional on the successful applicant providing a criminal record check and a ~~vulnerable sector n Intervention Record~~ cCheck that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
6. The Superintendent is delegated full authority to recruit and select staff for all positions other than the Secretary-Treasurer positions detailed above.
 - 6.1. the Superintendent may choose to involve the Board Chair on the interview team for the associate superintendent positions.
 - 6.2. all senior administration level positions shall have a role description and each person ~~occupying one of these positions~~ shall have a written contract of employment. Prior to an offer of employment, the contract of employment shall be vetted by Division legal counsel to ensure compliance with all applicable legal requirements. The Superintendent is delegated full authority to determine contract renewals.

Reference:

Section 52, 53, 68, 222, 223, 224, 225 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
May 8, 2017	
March 19, 2018	April 19, 2018
Aug. 30, 2018	Aug. 30, 2018
April 18, 2019	
Dec. 19, 2019	Dec. 19, 2019
June 2, 2021	
May 10, 2022	
<u>May 10, 2023</u>	

Policy 16**RECRUITMENT AND SELECTION OF PERSONNEL**

The Board believes that the recruitment and selection of senior administrative personnel is a shared responsibility between the Board and the Superintendent.

Further, strong leadership and administration within the Division are essential to the effective and efficient operations of the school system.

Specifically

1. The Board has the sole authority to recruit and select the Superintendent.
2. The Board, in the case of the Superintendent, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure Division employees are made aware.
3. The Superintendent or designate, in all other instances, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure Division employees are made aware.
4. The following process shall be followed for the Secretary-Treasurer position:
 - 4.1. the Superintendent shall be responsible for the creation of a shortlist of candidates for this position;
 - 4.2. the Board Chair, Board Vice-Chair and the Superintendent shall constitute the interview team. The Board's auditor may be asked to attend as an observer. The Superintendent may choose additional individuals to be part of the interview team;
 - 4.3. the decision will normally be made by consensus of the interview team. The successful candidate must be supported by a clear majority of the interview team. The Superintendent must be one of the votes in the majority; and
 - 4.4. the position shall have a role description and a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
5. All offers of employment to the Secretary-Treasurer shall be conditional on the successful applicant providing a criminal record check and a vulnerable sector check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
6. The Superintendent is delegated full authority to recruit and select staff for all positions other than the Secretary-Treasurer positions detailed above.
 - 6.1. the Superintendent may choose to involve the Board Chair on the interview team for the associate superintendent positions.
 - 6.2. all senior administration level positions shall have a role description and each person shall have a written contract of employment. Prior to an offer of employment, the contract of employment shall be vetted by Division legal counsel to ensure compliance with all applicable legal requirements. The Superintendent is delegated full authority to determine contract renewals.

Reference:

Section 52, 53, 68, 222, 223, 224, 225 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
May 8, 2017	
March 19, 2018	April 19, 2018
Aug. 30, 2018	Aug. 30, 2018
April 18, 2019	
Dec. 19, 2019	Dec. 19, 2019
June 2, 2021	
May 10, 2022	
May 10, 2023	



RECOMMENDATION REPORT

DATE: May 25, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 18: Alternative Programs
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 18: Alternative Programs, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments, as shown in Attachment 1, to include the German and Ukrainian Language and Culture alternative programs, create conciseness and improve readability.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 18: alternative programs (marked)
2. Board Policy 18: alternative programs (unmarked)

Policy 18

ALTERNATIVE PROGRAMS

The Board supports the provision of alternative programs within the Division as an educational choice for students and parents.

Alternative Program

As defined in the *Education Act*, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

Alternative programs in the Division currently include French Immersion, German Language and Culture, Ukrainian Language and Culture, ~~Bilingual~~, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, and Outreach.

Specifically

1. Alternative programs shall:
 - 1.1. emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy which is distinctly different from that emphasized in the regular program;
 - 1.2. be established only with Board approval of a detailed program proposal;
 - 1.3. be closed only with Board approval;
 - 1.4. receive a Division budget allocation upon approval by the Board; and
 - 1.5. be allowed to charge a non-instructional fee.
2. The Principal, alternative program society, or other proponents shall submit to the Superintendent, or designate, a proposal to establish an alternative program according to the guidelines provided in an administrative procedure.
3. Where an alternative program is offered as an alternative school:
 - 3.1. the alternative school shall not qualify for the small school allocation; and
 - 3.2. the alternative school shall receive all other budget allocations and services available to other schools.
4. Criteria for approval and continued support of an alternative program ~~include~~:
 - 4.1. all Division policies and procedures apply unless specifically exempted by the Board;
 - 4.2. there is a supportable education approach and there are numbers of students sufficient to warrant the program;
 - 4.3. the program is financially viable ~~within the operational budget submitted as part of the program proposal~~ as determined by the Division;
 - 4.4. the program does not interfere with any student's access to a regular program of instruction;

- 4.5. the program follows the Program of Studies for Alberta;
- 4.6. the program is integrated as part of the Division within existing schools wherever feasible;
- ~~4.5.~~ transportation to alternative programs shall be granted according to [Board Policy 17: Student Transportation Services](#) or as per an agreement in the program proposal; and
- ~~4.6.~~ staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
- ~~5.7.~~ Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed.
- ~~6.8.~~ The Board shall decide whether the alternative program will be terminated.

Reference:

Sections 7, 11, 17, 19, 55 *Education Act*
 Alberta Education (2010) *Alternative Programs Handbook*

Last reviewed:	Last updated:
May 18, 2012	
Nov. 30, 2015	
Jan. 7, 2016	Jan. 21, 2016
Dec. 12, 2016	
Feb. 12, 2018	
Jan. 29, 2019	March 14, 2019
Dec. 19, 2019	Dec. 19, 2019
Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	May 26, 2021
April 12, 2022	May 25, 2022

[April 11, 2023](#)

Policy 18

ALTERNATIVE PROGRAMS

The Board supports the provision of alternative programs within the Division as an educational choice for students and parents.

Alternative Program

As defined in the *Education Act*, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

Alternative programs in the Division currently include French Immersion, German Language and Culture, Ukrainian Language and Culture, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, and Outreach.

Specifically

1. Alternative programs shall:
 - 1.1. emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy which is distinctly different from that emphasized in the regular program;
 - 1.2. be established only with Board approval of a detailed program proposal;
 - 1.3. be closed only with Board approval;
 - 1.4. receive a Division budget allocation upon approval by the Board; and
 - 1.5. be allowed to charge a non-instructional fee.
2. The Principal, alternative program society, or other proponents shall submit to the Superintendent, or designate, a proposal to establish an alternative program according to the guidelines provided in an administrative procedure.
3. Where an alternative program is offered as an alternative school:
 - 3.1. the alternative school shall not qualify for the small school allocation; and
 - 3.2. the alternative school shall receive all other budget allocations and services available to other schools.
4. Criteria for approval and continued support of an alternative program:
 - 4.1. all Division policies and procedures apply unless specifically exempted by the Board;
 - 4.2. there is a supportable education approach and there are numbers of students sufficient to warrant the program;
 - 4.3. the program is financially viable as determined by the Division;
 - 4.4. the program does not interfere with any student's access to a regular program of instruction;
 - 4.5. the program follows the Program of Studies for Alberta;

- 4.6. the program is integrated as part of the Division within existing schools wherever feasible;
5. transportation to alternative programs shall be granted according to [Board Policy 17: Student Transportation Services](#) or as per an agreement in the program proposal; and
6. staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
7. Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed.
8. The Board shall decide whether the alternative program will be terminated.

Reference:

Sections 7, 11, 17, 19, 55 *Education Act*
 Alberta Education (2010) *Alternative Programs Handbook*

Last reviewed:	Last updated:
May 18, 2012	
Nov. 30, 2015	
Jan. 7, 2016	Jan. 21, 2016
Dec. 12, 2016	
Feb. 12, 2018	
Jan. 29, 2019	March 14, 2019
Dec. 19, 2019	Dec. 19, 2019
Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	May 26, 2021
April 12, 2022	May 25, 2022
April 11, 2023	



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 21: Expense Transparency

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 21: Expense Transparency, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments, as shown in Attachment 1, to expand on the types of expenses for consistency, create conciseness and improve readability.

COMMUNICATION:

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

ATTACHMENT(S):

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

Policy 21

EXPENSE TRANSPARENCY

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

1. Definitions

1.1. Working sessions

refers to meetings with internal departments or schools and associated costs including travel, meals, accommodations, parking, business insurance on private ~~vehicle~~vehicles, etc. and related incidentals to the benefit of individuals.

1.2. Business travel

refers to meetings with external parties and associated costs including travel, meals, accommodations, parking, business insurance on private vehicles, ~~etc.~~and related incidentals to the benefit of individuals.

1.3. Professional development

refers to formal courses, conferences, seminars and other professional learning events and associated costs including registration, materials, travel, meals, ~~airfare~~, accommodations, parking, and related incidentals to the benefit of individuals.~~meals, etc.~~

1.4. Professional membership dues

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

2. Guidelines

2.1. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement.

2.2. When business expenses are incurred, the appropriate signing authority shall approve the expenses as follows:

2.2.1. the Board Chair's expenses shall be approved by the Secretary-Treasurer;

2.2.2. the Board Vice Chair's and trustees' expenses shall be approved by the Board Chair;

2.2.3. the Superintendent's expenses shall be approved by the Board Chair; and

2.2.4. the Secretary-Treasurer's expenses shall be approved by the Superintendent.

2.3. All business expense receipts shall be itemized and include details of the expense (e.g. list of those attending the meal, and the reason for business travel, ~~etc.~~).

2.4. Business expense claims should be submitted by the end of the month in which the business expense was incurred, and shall be submitted no later than quarterly throughout the school year.

2.5. On a quarterly basis, business expenses incurred by the Board, Superintendent, and Secretary-Treasurer related to working sessions, business travel, professional development and professional membership dues shall be reported online through the Division's website. The reports shall include a summary of the expenses incurred

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

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

2.6.1. general overhead costs related to the business of the Board;

2.6.2. professional membership dues paid on behalf of the Division; and

2.6.3. meal costs at ~~large~~-catered events.

Reference:

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
	Dec. 19, 2019
Feb. 11, 2020	
June 4, 2020	June 18, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
<u>March 14, 2023</u>	
<u>May 10, 2023</u>	

Policy 21

EXPENSE TRANSPARENCY

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

1. Definitions

1.1. Working sessions

refer to meetings with internal departments or schools and associated costs including travel, meals, accommodations, parking, business insurance on private vehicles and related incidentals to the benefit of individuals.

1.2. Business travel

refers to meetings with external parties and associated costs including travel, meals, accommodations, parking, business insurance on private vehicles and related incidentals to the benefit of individuals.

1.3. Professional development

refers to formal courses, conferences, seminars and other professional learning events and associated costs including registration, materials, travel, meals, accommodations, parking, and related incidentals to the benefit of individuals.

1.4. Professional membership dues

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

2. Guidelines

2.1. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement.

2.2. When business expenses are incurred, the appropriate signing authority shall approve the expenses as follows:

2.2.1. the Board Chair's expenses shall be approved by the Secretary-Treasurer;

2.2.2. the Board Vice Chair's and trustees' expenses shall be approved by the Board Chair;

2.2.3. the Superintendent's expenses shall be approved by the Board Chair; and

2.2.4. the Secretary-Treasurer's expenses shall be approved by the Superintendent.

2.3. All business expense receipts shall be itemized and include details of the expense (e.g. list of those attending the meal and the reason for business travel).

2.4. Business expense claims should be submitted by the end of the month in which the business expense was incurred and shall be submitted no later than quarterly throughout the school year.

2.5. On a quarterly basis, business expenses incurred by the Board, Superintendent, and Secretary-Treasurer related to working sessions, business travel, professional development and professional membership dues shall be reported online through the Division's website. The reports shall include a summary of the expenses incurred during the previous three months, description and rationale for the expenses and copies of the detailed receipts over \$20 with sensitive information redacted.

- 2.6. To minimize administrative costs, the following business expenses will not be allocated to individual Board members, nor reported on the quarterly summaries posted on the Division's website:
- 2.6.1. general overhead costs related to the business of the Board;
 - 2.6.2. professional membership dues paid on behalf of the Division; and
 - 2.6.3. meal costs at catered events.

Reference:

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
	Dec. 19, 2019
Feb. 11, 2020	
June 4, 2020	June 18, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
March 14, 2023	
May 10, 2023	



RECOMMENDATION REPORT

DATE: May 25, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 22: Health and Safety
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 22: Health and Safety, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments to the preamble, as shown in Attachment 1:

1. By removing *"and injury free"* as it is not possible to guarantee an injury-free environment, and
2. Further amendments to improve grammar.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 22: Health and Safety (marked)
2. Board Policy 22: Health and Safety (unmarked)

Policy 22

HEALTH AND SAFETY

Elk Island Public Schools (EIPS) is committed to the physical, psychological and social well-being of its students, employees, volunteers, visitors and contractors by providing safe, ~~and~~ healthy ~~and-injury-free~~ learning and working environments. This includes a requirement to ensure ~~that~~ each student enrolled in a school operated by the Board and each staff member employed by the Board ~~are-is~~ provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging free of discrimination, harassment, intimidation, bullying and violence.

1. Continuous improvement

Health and safety is essential to EIPS' excellence as a school division and a part of everything it does. The Division's commitment includes providing the necessary resources to meet all applicable legislation and regularly reviewing the health and safety program to improve its effectiveness.

2. Shared responsibility

Health and safety is a shared responsibility between the Board, Superintendent, leadership staff, supervisors, employees, students, volunteers, visitors and contractors. All stakeholders are expected to take reasonable care to protect themselves and others, model safe work behaviours and support a positive health and safety culture.

Reference:

Section 11, 33, 52, 53, 196, 197, 222 *Education Act*

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

Last reviewed: Last updated:

June 15, 2017

April 16, 2019

Dec. 19, 2019

Dec. 19, 2019

April 14, 2020

May 28, 2020

June 2, 2021

May 10, 2022

May 10, 2023

Policy 22

HEALTH AND SAFETY

Elk Island Public Schools (EIPS) is committed to the physical, psychological and social well-being of its students, employees, volunteers, visitors and contractors by providing safe and healthy learning and working environments. This includes a requirement to ensure each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging free of discrimination, harassment, intimidation, bullying and violence.

1. **Continuous improvement**

Health and safety is essential to EIPS' excellence as a school division and a part of everything it does. The Division's commitment includes providing the necessary resources to meet all applicable legislation and regularly reviewing the health and safety program to improve its effectiveness.

2. **Shared responsibility**

Health and safety is a shared responsibility between the Board, Superintendent, leadership staff, supervisors, employees, students, volunteers, visitors and contractors. All stakeholders are expected to take reasonable care to protect themselves and others, model safe work behaviours and support a positive health and safety culture.

Reference:

Section 11, 33, 52, 53, 196, 197, 222 *Education Act*

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

Last reviewed: Last updated:

June 15, 2017

April 16, 2019

Dec. 19, 2019

Dec. 19, 2019

April 14, 2020

May 28, 2020

June 2, 2021

May 10, 2022

May 10, 2023



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 25: Petitions and Public Notices

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 25: Petitions and Public Notices, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments, as shown in Attachment 1:

1. Section 2.2 by removing “*or 5,000 electors, whichever is less*” as it is not relevant to EIPS;
2. Section 2.5 to provide clarity and improve readability;
3. Section 2.7 to identify the legislation; and
4. Section 2.8 to create conciseness.



RECOMMENDATION REPORT

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 25: Petitions and Public Notices (marked)
2. Board Policy 25: Petitions and Public Notices (unmarked)

Policy 25

PETITIONS AND PUBLIC NOTICES

Petitions may be used to express public opinion. Petitions are requests to provide support or opposition on a matter. Petitions that meet all requirements can be used to request the Board of Trustees to consider taking action on a specific issue.

1. Definitions

1.1. Elector:

a person who is eligible to vote in an election as defined in section 1 of the *Municipal Government Act* and section 1 of the *Local Authorities Election Act*.

1.2. Petition:

a formal request to the Board of Trustees signed by a number of electors.

1.3. Petitioner:

an elector as defined above and who signs a petition.

1.4. Witness:

an adult person who claims that they were personally present and saw the petitioner sign their name.

2. Petitions

2.1. Each page of the petition must contain:

2.1.1. an identical statement of the purpose of the petition; and

2.1.2. an identical statement on the protection of personal information.

2.2. A petition must be signed by the number of electors that is equal to at least 10% of the number of funded students in the Division, ~~or 5,000 electors, whichever is less~~, and must include the following for each petitioner:

2.2.1. the printed surname and given names of the petitioner;

2.2.2. the signature of the petitioner;

2.2.3. the street address of the petitioner or legal land description on which the petitioner resides;

2.2.4. the petitioner's telephone number or e-mail address;

2.2.5. the date on which the petitioner signs the petition; and

2.2.6. the signature of an adult witness next to each petitioner's signature.

2.2.6.1. The witness must undertake an affidavit that, to the best of the person's knowledge, the signatures witnessed are those of persons entitled to sign the petition. This requires the witness to determine, at a minimum, that the petitioner:

2.2.6.1.1. is at least 18 years old; and

2.2.6.1.2. resides in the jurisdiction of Elk Island Public Schools.

2.2.6.2. The witness must be present and see the person sign the petition document.

2.3. No name shall be removed from a petition after it has been received by the Board.

2.4. When the petitioners wish to present a petition to the Board, they shall do so by filing the petition with the Secretary-Treasurer.

2.5. When a petition is filed with the Secretary-Treasurer, the Secretary-Treasurer: ~~shall:~~

2.5.1. Shall determine the number of petitioners that have signed the petition;

- 2.5.2. Shall determine whether the petition meets the requirements of ~~section-sections~~ 2.1 and 2.2; and
 - 2.5.3. having made the determination under ~~section-sections~~ 2.5.1 and 2.5.2, shall declare the results of the Secretary-Treasurer's determination, and provide written notification of the declaration to the originator of the petitioners.
 - 2.6. If a petition is found under section 2.5 to be insufficient, the Board shall proceed as if the petition had not been presented to the Board.
 - 2.7. Where it is determined that a petition is insufficient, the petitioners may appeal the determination as per the Petitions and Public Notice Regulation~~legislation~~.
 - 2.8. If a petition is determined sufficient by the Secretary-Treasurer, the Board shall, within 30 days of the date of the written notification declaring the results of the determination made under section 2.5, ~~establish a committee to~~ review the petition.
 - 2.9. The committee shall review the purpose of the petition and provide recommendations to the Board in response to the purpose of the petition.
 - 2.10. The Secretary-Treasurer shall provide the petitioners with written notification of the outcomes of the review within 90 days of the date of the written notification declaring the results of the determination made under section 2.5.
3. **Public Notices**
- 3.1. When public notice, including notice of a public meeting, is required to be given under the *Education Act*, the notice must be given:
 - 3.1.1. by publishing the notice at least once a week for two consecutive weeks in at least one newspaper that has general circulation in the area of the Division;
 - 3.1.2. by posting the notice for 10 business days in at least two areas that the Secretary-Treasurer considers appropriate.

Reference:

Section 247 *Education Act*

Last reviewed:	Last updated:
April 23, 2020	April 23, 2020
June 2, 2021	June 2, 2021
May 10, 2022	June 16, 2022
<u>May 10, 2023</u>	

Policy 25

PETITIONS AND PUBLIC NOTICES

Petitions may be used to express public opinion. Petitions are requests to provide support or opposition on a matter. Petitions that meet all requirements can be used to request the Board of Trustees to consider taking action on a specific issue.

1. Definitions

1.1. Elector:

a person who is eligible to vote in an election as defined in section 1 of the *Municipal Government Act* and section 1 of the *Local Authorities Election Act*.

1.2. Petition:

a formal request to the Board of Trustees signed by a number of electors.

1.3. Petitioner:

an elector as defined above and who signs a petition.

1.4. Witness:

an adult person who claims that they were personally present and saw the petitioner sign their name.

2. Petitions

2.1. Each page of the petition must contain:

2.1.1. an identical statement of the purpose of the petition; and

2.1.2. an identical statement on the protection of personal information.

2.2. A petition must be signed by the number of electors that is equal to at least 10% of the number of funded students in the Division, and must include the following for each petitioner:

2.2.1. the printed surname and given names of the petitioner;

2.2.2. the signature of the petitioner;

2.2.3. the street address of the petitioner or legal land description on which the petitioner resides;

2.2.4. the petitioner's telephone number or e-mail address;

2.2.5. the date on which the petitioner signs the petition; and

2.2.6. the signature of an adult witness next to each petitioner's signature.

2.2.6.1. The witness must undertake an affidavit that, to the best of the person's knowledge, the signatures witnessed are those of persons entitled to sign the petition. This requires the witness to determine, at a minimum, that the petitioner:

2.2.6.1.1. is at least 18 years old; and

2.2.6.1.2. resides in the jurisdiction of Elk Island Public Schools.

2.2.6.2. The witness must be present and see the person sign the petition document.

2.3. No name shall be removed from a petition after it has been received by the Board.

2.4. When the petitioners wish to present a petition to the Board, they shall do so by filing the petition with the Secretary-Treasurer.

2.5. When a petition is filed with the Secretary-Treasurer, the Secretary-Treasurer:

2.5.1. Shall determine the number of petitioners that have signed the petition;

- 2.5.2. Shall determine whether the petition meets the requirements of sections 2.1 and 2.2; and
 - 2.5.3. having made the determination under sections 2.5.1 and 2.5.2, shall declare the results of the Secretary-Treasurer's determination, and provide written notification of the declaration to the originator of the petition.
 - 2.6. If a petition is found under section 2.5 to be insufficient, the Board shall proceed as if the petition had not been presented to the Board.
 - 2.7. Where it is determined that a petition is insufficient, the petitioners may appeal the determination as per the Petitions and Public Notice Regulation.
 - 2.8. If a petition is determined sufficient by the Secretary-Treasurer, the Board shall, within 30 days of the date of the written notification declaring the results of the determination made under section 2.5, review the petition.
 - 2.9. The committee shall review the purpose of the petition and provide recommendations to the Board in response to the purpose of the petition.
 - 2.10. The Secretary-Treasurer shall provide the petitioners with written notification of the outcomes of the review within 90 days of the date of the written notification declaring the results of the determination made under section 2.5.
3. **Public Notices**
- 3.1. When public notice, including notice of a public meeting, is required to be given under the *Education Act*, the notice must be given:
 - 3.1.1. by publishing the notice at least once a week for two consecutive weeks in at least one newspaper that has general circulation in the area of the Division;
 - 3.1.2. by posting the notice for 10 business days in at least two areas that the Secretary-Treasurer considers appropriate.

Reference:

Section 247 *Education Act*

Last reviewed:	Last updated:
April 23, 2020	April 23, 2020
June 2, 2021	June 2, 2021
May 10, 2022	June 16, 2022
May 10, 2023	



RECOMMENDATION REPORT

DATE: May 25, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 26: School Dispute Resolution
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 26: School Dispute Resolution, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee recommends amendments to section 3, as shown in Attachment 1, to create conciseness and organize subsections in a logical sequence.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 26: School Dispute Resolution (marked)
2. Board Policy 26: School Dispute Resolution (unmarked)

Policy 26

SCHOOL DISPUTE RESOLUTION

As required by section 41 of the *Education Act*, this Policy outlines the procedures for resolving disputes or concerns between parents/guardians and school staff that will support a co-operative and collaborative learning environment for students.

Procedures:

1. The parent/guardian should address the dispute or concern directly with the staff member involved, either in person or in writing. Anonymous complaints or concerns may be forwarded to the Principal, and will only be investigated if there is independent corroborating evidence supporting the matter of concern.
2. If the parent's/guardian's dispute or concern is not resolved by directly addressing it with the staff member involved, the parent/guardian shall bring it forward to the Principal or Principal designate for resolution.
3. The Principal may utilize a variety of techniques to resolve issues, such as including but not limited to:
 - 3.1. meeting with the parent/guardian and the staff member;
 - 3.2. mediation;
 - 3.3. restorative justice;
 - 3.4. involving Division staff or consultants who have relevant expertise to the dispute or concern;
 - 3.4.3.5. obtaining the advice, services, or opinion of a medical practitioner or other professional; or
 - 3.5.3.6. involving child welfare, social services, police, or other external agencies; or
 - ~~3.6.1.1. involving Division staff or consultants who have relevant expertise to the dispute or concern.~~
4. If the parent/guardian feels that the dispute or concern has not been adequately addressed, the Principal shall advise the parent/guardian of the Division appeal mechanism as outlined in Administrative Procedures 390: Appeals Concerning Student Matters.
5. If the matter remains unresolved, it may be appealed to the Board of Trustees as per Policy 13: Appeals and Hearings Regarding Student Matters.

Reference:

Section 40, 41, 42, 43, 52, 53, 196, 197, 222 *Education Act*
 Policy 13: Appeals and Hearings Regarding Student Matters

Last reviewed:

Aug. 27, 2020

June 2, 2021

May 10, 2022

May 10, 2023

Last updated:

Aug. 27, 2020

June 16, 2022

Policy 26

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3. The Principal may utilize a variety of techniques to resolve issues, such as:
 - 3.1. meeting with the parent/guardian and the staff member;
 - 3.2. mediation;
 - 3.3. restorative justice;
 - 3.4. involving Division staff or consultants who have relevant expertise to the dispute or concern;
 - 3.5. obtaining the advice, services, or opinion of a medical practitioner or other professional; or
 - 3.6. involving child welfare, social services, police, or other external agencies.
4. If the parent/guardian feels that the dispute or concern has not been adequately addressed, the Principal shall advise the parent/guardian of the Division appeal mechanism as outlined in Administrative Procedures 390: Appeals Concerning Student Matters.
5. If the matter remains unresolved, it may be appealed to the Board of Trustees as per Policy 13: Appeals and Hearings Regarding Student Matters.

Reference:

Section 40, 41, 42, 43, 52, 53, 196, 197, 222 *Education Act*
Policy 13: Appeals and Hearings Regarding Student Matters

Last reviewed:

Aug. 27, 2020

June 2, 2021

Last updated:

Aug. 27, 2020

May 10, 2022

June 16, 2022

May 10, 2023



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Facility Rental Fees
2023-24 Lease Fees

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Christina Keroack, Business Manager, Facility Services
Brent Dragon, Assistant Director, Projects and Planning, Facility Services

REFERENCE: Board Policy 2: Role of the Board, section 8.11
Administrative Procedure 505, School and Administrative Fees
Administrative Procedure 546, Public Use of Division Facilities

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: A culture of excellence and accountability.

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

RECOMMENDATION:

That the Board of Trustees approves the Facility Rental and Lease fees for the 2023-24 school year, as presented.

BACKGROUND:

Policy 2: Role of the Board, Section 8.11 Fiscal Accountability establishes that the Board of Trustees will annually approve various administrative fees, including the leasing and rental fees.

Leasing of school facilities shall be considered on the basis of functional compatibility, space availability, land use compliance, and financial impact. The Division believes that after Division requirements have been met, the community shall have reasonable access to Division facilities (AP546). Offering surplus space to before and after school care programs supports the families of EIPS by having consistent and safe care for their children. Preschool programming provides opportunities for future students to reach social, intellectual, and physical developmental milestones, imperative for kindergarten and grade 1 readiness.



RECOMMENDATION REPORT

Furthermore, a high priority for the Division is supporting communities, students and families to engage in activities that promote healthy lifestyles. As such the use of gymnasiums and other Division space will be offered to the community at reasonable rates.

Operating Costs:

Overall, operating costs have continued to increase. The largest increases relate to: electricity and natural gas, carbon tax, custodial cleaning and supplies, and rising cost of goods. These increases, coupled with economic factors such as supply chain issues and inflation, means EIPS has a higher threshold to maintain cost recovery.

Rental Fees:

The Division's largest Joint Use and Planning Agreement is with Strathcona County, which stipulates that bookings requested by the community are free of charge on weekday evenings, and cost recovery on weekends. As such, EIPS currently loses money on community use rentals. In order to recover those lost revenues, EIPS needs to increase our rental rates to manage this shortfall and the increasing operating costs. Rates are recommended to increase modestly, particularly the weekend rates. An increase of \$5/hour is required to maintain appropriate profit as custodial costs have increased. Despite the proposed increase rental fees for Division space remain low compared to neighbouring school boards. The fee increase is required to maintain the facility rentals program at a fiscally responsible level.

Lease Rates:

As per AP 546, lease rates for non-profit organizations shall, at minimum, be on a cost-recovery basis. Lease rates for for-profit organizations shall, at minimum, be set at a reasonable rate of return. EIPS proposes to increase its non-profit lease rates to maintain cost recovery. For-profit lease rates are recommended to remain unchanged for the 2023-24 school year—which is in line with the market. EIPS will remain a below-average cost provider of lease space, which is pertinent to our communities.

COMMUNICATION PLAN:

Following approval by the Board on May 25, 2023, the rental rates will be updated on the EIPS website and communicated to the Leadership Group. All after hours facility rental user groups, daycares, and before and after school care groups will then be notified of the approved rate changes via email.

ATTACHMENTS:

1. Facility Rental Fee Schedule 2023-24
2. Lease Fee Schedule 2023-24
3. Rate Comparison

ELK ISLAND PUBLIC SCHOOLS
FACILITY RENTAL FEE SCHEDULE
2023-24

DESCRIPTION	2023-24			2022-23			% Change		
	Youth Recreational	Adult Recreational	Large Group ¹	Youth Recreational	Adult Recreational	Large Group ¹	Youth Recreational	Adult Recreational	Large Group ¹
Single Areas (Gymnasium)									
Tier 1 (area > 465 m ²)									
Weekdays	\$ 30.00	\$ 45.00	\$ 95.00	\$ 28.00	\$ 45.00	\$ 95.00	7.14%	0.00%	0.00%
Weekends (3 hour minimum fee)	65.00	65.00	95.00	60.00	60.00	95.00	8.33%	8.33%	0.00%
Volleyball Equipment Surcharge	4.00	4.00	-	3.50	3.50	-	14.29%	14.29%	-
Tier 2 (area ≤ 465 m ²)									
Weekdays	\$ 25.00	\$ 37.00	\$ 95.00	\$ 24.00	\$ 37.00	\$ 95.00	4.17%	0.00%	0.00%
Weekends (3 hour minimum fee)	55.00	55.00	95.00	50.00	50.00	95.00	10.00%	10.00%	0.00%
Volleyball Equipment Surcharge	4.00	4.00	-	3.50	3.50	-	14.29%	14.29%	-
Additional Areas (Classroom)									
Weekdays	\$ 20.00	\$ 25.00	\$ 50.00	\$ 20.00	\$ 25.00	\$ 47.00	0.00%	0.00%	6.38%
Weekends (3 hour minimum fee)	35.00	45.00	50.00	30.00	40.00	47.00	16.67%	12.50%	6.38%
Cancellation Fee² (Full/Partial Contract)	20% of rental	20% of rental	\$ 500.00	20% of rental	20% of rental	\$ 500.00	0.00%	0.00%	0.00%
Booking Deposit									
Damage deposit ³	\$ -	\$ -	\$ 500.00	\$ -	\$ -	\$ 500.00	0.00%	0.00%	0.00%

Rates are per hour except for Cancellation Fee and Booking Deposits

All rates are subject to GST

¹ Large Groups mean over 100 attendees and are subject to additional custodian fees (1 custodial per 100 attendees)

² Cancellations require 14 days notice or the cancellation charges will be applied

³ Damage deposit will be applied to rental permit upon completion of event. Large group cancellations within 14 days of the event will result in a \$500 cancellation fee. Payment of damage deposit must be made within 5 business days of signing permit

⁴ Weekend rates based on \$25/hour custodial charge

ELK ISLAND PUBLIC SCHOOLS
LEASE RATE SCHEDULE
2023-24

DESCRIPTION	2023-24	2022-23	% Change
Not-for-Profit Registered Societies ¹	\$ 6.00 sq/meter	\$ 5.68 sq/meter	5.63%
For Profit Organizations ²	\$18.15 sq/meter	\$18.15 sq/meter	0.00%

All rates are per square meter per month and are subject to applicable GST.

¹ Not-for-Profit rate reflects average cost recovery

² For Profit rate developed by market analysis

Rental Rate Comparison									
Elk Island Public Schools			Elk Island Catholic Schools			Rate Differences			
EIPS Rental Space:	Youth	Adult	Large Group	Youth Not-for-	Not-for-profit	Large Group	% difference	% difference	% difference
Tier 1 Gym (Weekday)	\$ 30	\$ 45	\$ 95	\$ 31	\$ 50	\$ 111	3%	11%	17%
Tier 1 Gym (Weekend)	\$ 65	\$ 65	\$ 95	\$ 85	\$ 85	\$ 111	31%	31%	17%
Tier 2 Gym (Weekday)	\$ 25	\$ 37	\$ 95	\$ 31	\$ 50	\$ 111	24%	35%	17%
Tier 2 Gym (Weekend)	\$ 55	\$ 55	\$ 95	\$ 85	\$ 85	\$ 111	55%	55%	17%
Classroom (Weekday)	\$ 20	\$ 25	\$ 50	\$ 31	\$ 50	\$ 111	55%	100%	122%
Classroom (Weekend)	\$ 35	\$ 45	\$ 50	\$ 85	\$ 85	\$ 111	143%	89%	122%

Elk Island Public Schools			Edmonton Public Schools			Rate Differences			
EIPS Rental Space:	Youth	Adult	Large Group	Not-for-profit	For profit	Large Group	% difference	% difference	% difference
Tier 1 Gym (Weekday)	\$ 30	\$ 45	\$ 95	\$ 104	\$ 124	\$ 174	313%	131%	83%
Tier 1 Gym (Weekend)	\$ 65	\$ 65	\$ 95	\$ 104	\$ 124	\$ 174	91%	60%	83%
Tier 2 Gym (Weekday)	\$ 25	\$ 37	\$ 95	\$ 92	\$ 122	\$ 164	388%	149%	73%
Tier 2 Gym (Weekend)	\$ 55	\$ 55	\$ 95	\$ 92	\$ 122	\$ 164	122%	67%	73%
Classroom (Weekday)	\$ 20	\$ 25	\$ 50	\$ 79	\$ 107	\$ 101	435%	216%	102%
Classroom (Weekend)	\$ 35	\$ 45	\$ 50	\$ 79	\$ 107	\$ 101	206%	76%	102%

Although EICS and EPS have different rate categorizations, they all have 2 sets of rates based on a certain criteria (youth vs. adult or for-profit vs. not-for-profit). At the proposed rental rates for 2023-24, EIPS is still **significantly** cheaper in all categories compared to EICS and EPS. For purposes of comparison, EPS's For-Profit rate was compared to EIPS's Adult rates. All rates in the table above are *hourly* rates.



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Specialized Supports Fees

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Marcus Reed, Director, Specialized Supports

REFERENCE: Board Policy 2: Role of the Board, section 1.8.11
Administrative Procedure 505: School and Administrative Fees

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 receives and approves the Specialized Supports fees for the 2023-24 School year, as presented.

BACKGROUND:

Policy 2: Role of the Board, section 8.11 Fiscal Accountability establishes that the Board of Trustees will approve administrative fees annually, including the Specialized Supports Fees.

In 2018-19, EIPS established a fee schedule for students who require specialized supports and services in both inclusive settings and system programs.

EIPS may enter into service agreements with a resident school division for non-resident students who require specialized supports and services beyond what the basic grant provides. If a service agreement is declined, the student must return to the resident board. The fees outline the parameters for a potential service agreement should one be considered in situations where a student is a non-resident of the Division. The fees vary program by program, and student by student, as the cost of providing educational programming for programs and students varies. To inform the fee amounts, average year over year costs for programming in both system programs and inclusive settings have been considered. An increase of 3% is proposed to account for salary increases for staff (1.75% in 2022-23, 2% in 2023-24). Attached is the fee schedule to guide the development of service agreements. These calculations are based on typical resources required to support students with special needs.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Once approved, the fees for 2023-24 will be communicated to the Leadership Group and appropriate stakeholders.

ATTACHMENT(S):

1. 2023-24 Specialized Supports Fee Schedule

SS:mr



RECOMMENDATION REPORT

Attachment 1

**ELK ISLAND PUBLIC SCHOOLS
SPECIALIZED SUPPORTS FEE SCHEDULE
2023-24**

DESCRIPTION	2023-24	2022-23	% Change
Non-resident System Program Service Provision			
Mental Health Program (FOCUS)	\$34,442.17	\$33,439	3%
Severe Cognitive Disability (STEPS)	\$46,340.73	\$44,991	3%
Moderate Cognitive Disability (PLACE)	\$36,353.85	\$35,295	3%
Mild Cognitive Disability (GOALS)	\$20,379.58	\$19,786	3%
Learning Disabilities Program (IMPACT)	\$20,379.58	\$19,786	3%
Communication Skills Program (CSP)	\$20,379.58	\$19,786	3%
Elementary Behaviour Program (SEAS)	\$36,353.85	\$35,295	3%
Elementary Autism Program (Connections)	\$36,353.85	\$35,295	3%
Special Program (rural) (LINKS)	\$28,119.00	\$27,300	3%
Non-resident Inclusive Student Service Provision			
Universal Supports & Services (Level 1)	\$8,586.08	\$8,336	3%
Targeted Supports (Level 2)	\$8,586.08	\$8,336	3%
Specialized Supports (Level 3)	\$36,353.85	\$35,295	3%
Intensified Supports (Level 4)	\$53,724.80	\$52,160	3%

Non-resident special needs service provision fees reflect estimated costs of the program. Extra costs (e.g. additional Educational Assistant support) for a specific student may be billed to the resident school jurisdiction. Fees will be pro-rated if a student enters the system after the September 30 count date.



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Partners for Science (P4S) Fees

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Ryan Marshall, Director, Instructional Supports

REFERENCE: Board Policy 2: Role of the Board, section 1.8.11
Administrative Procedure 505: School and Administrative Fees

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 receives and approves the Partners for Science (P4S) fees for the 2023-24 School year, as presented.

BACKGROUND:

Policy 2, Role of the Board, section 8.11 Fiscal Accountability establishes that the Board of Trustees will approve administrative fees annually, including the P4S fees. P4S continues to be excellent stewards of the money provided to operate the P4S program. We are anticipating more monetary resources will be required, due to increasing costs of energy, supplies and materials (current inflation is 4.3%), to operate in a similar manner for the 2023-24 school year.

Historically, Elk Island Catholic Schools (EICS) have been invoiced for their portion of EIPS expenses related to supplies and the staffing of the two positions directly in the P4S distribution center. For the 2022-23 school year, staffing costs related to administration of the program (EIPS Director, Administrative Assistant & Business Manager support) as well as the cost of operating the distribution center (utilities) were proportionately covered by EIPS and EICS. This model will continue for the 2023-24 school year.

The attached fee schedule reflects an increase for both elementary (3%) and junior high (3%) P4S programs to cover the projected cost of inflation for the 2023-24 school year.

Estimated total fees charged to Elk Island Catholic Schools for P4S Kits for the 2023-24 school year are based on 2022-23 enrolment. A \$26.25 restocking charge will be used for the 2023-24 school year to minimize kits that



RECOMMENDATION REPORT

are returned late, as this negatively impacts programming for the next receiving school.

COMMUNICATION PLAN:

Once approved, the fees for 2023-24 will be updated on the Elk Island Public Schools' website and communicated to Elk Island Catholic Schools (EICS) who utilize the P4S Kits throughout their Division.

ATTACHMENT(S):

1. 2023-24 Partners for Science Fee Schedule

SS:rm



RECOMMENDATION REPORT

Attachment 1

**ELK ISLAND PUBLIC
SCHOOLS
Partners for Science Fees
2023-24**

Description	2023-24 Budgeted	2022-23 Actuals	% Change
External P4S Program Fees			
Elementary fee per student	\$14.65	\$14.22	3%
Number of Elementary students	2506	2506	
Total Fees	\$36,712.90	\$35,635.32	
Junior High fee per student	\$9.79	\$9.50	3%
Number of Junior High students	1561	1561	
Total Fees	\$15,282.19	\$14,829.50	
Late Return Fee (restocking charge)	\$26.25/day	\$26.25/day	0%



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Alberta Non-Resident and International Student Fees

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Candace Cole, Secretary-Treasurer, Business Services

REFERENCE: Board Policy 2: Role of the Board
Administrative Procedure 505: School and Administrative Fees

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 receives and approves the Alberta Non-Resident and International Student fees for the school year, as presented.

BACKGROUND:

Policy 2, Role of the Board, section 8.11 Fiscal Accountability establishes that the Board of Trustees will approve various administrative fees annually including Alberta Non-Resident and International fees.

Fees for Alberta non-residents and international students are administered for the purpose of recovering education programming costs for students who are not eligible to receive provincial funding.

An increase of 3% is proposed for Alberta non-resident and international students for the 2023-24 school year. The recommended increase is on a cost recovery basis. Fees were increased by 1% last year as an anticipated economic adjustment necessary to cover inflationary costs. The actual cost increase for staffing alone was 1.75%. Elk Island Public Schools will have a staffing cost increase of 2% for the 2023-24 school year. This 2% plus the 0.75% shortfall from last year amounts to a 2.75% increase to cover staffing costs with the other 0.25% to cover other programming costs.

EIPS had one international student registered for the 2022-23 school year. This student was in attendance from September until November 2022 and then moved out of province. There are no Alberta non-resident students registered with EIPS in 2022-23.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Once approved, the tuition schedule will be updated on the EIPS website and communicated to the leadership group, school councils and the appropriate stakeholders.

ATTACHMENT(S):

1. 2023-24 Alberta Non-Resident and International Student Tuition Schedule

SS:bs



RECOMMENDATION REPORT

Attachment 1

ELK ISLAND PUBLIC SCHOOLS

2023-24

Alberta Non-Resident and International Student Tuition Schedule

DESCRIPTION	2023-24	2022-23	% Change
Alberta Non-Resident	\$7,784.00	\$7,557.00	3%
International Student	\$10,675.00	\$10,364.00	3%



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Play and Learn at School (PALS) Fees

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Judy Anderson, Director, Early Learning and Curriculum

REFERENCE: Board Policy 2: Role of the Board, section 1.8.11
Administrative Procedure 505: School and Administrative Fees

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 receive and approve the Play and Learn at School (PALS) fees for the 2023-24 School year, as presented.

BACKGROUND:

Policy 2: Role of the Board, section 8.11 Fiscal Accountability establishes that the Board of Trustees will approve various administrative fees annually.

Given that EIPS' resources are not infinite, the following fee schedule would provide the Division with an option for this very specific, and likely rare, situation.

On occasion, EIPS is asked to provide PALS programming for a typically developing twin of a student with a diagnostic profile that would qualify them for Program Unit Funding. This occurred in one situation for the 2021-22 school year at Ardrossan Elementary. The funding was not accessed in the 2022-23 school year.

Providing programming for the typically developing twin, along with their sibling, is beneficial for both children and potentially beneficial for the PALS program. Families benefit by being able to share and practice the knowledge, skills and attributes learned in PALS with both twins. Repetition and reinforcement play critical roles



RECOMMENDATION REPORT

in early childhood development and success. PALS programs also benefit by having another peer model of speech, language and social interaction within the classroom. Consideration would be based on available space.

The 6% increase aligns the Play and Learn at School fees with the ECS Base Instruction Grant in the Funding Manual for School Authorities for the 2023/24 school year.

COMMUNICATION PLAN:

Once approved, the fees will be communicated to the Leadership Group and appropriate stakeholders.

ATTACHMENT(S):

1. PALS Fee Schedule 2023-24

SS:ja



RECOMMENDATION REPORT

Attachment 1

ELK ISLAND PUBLIC SCHOOLS

PALS FEE SCHEDULE 2023-24

DESCRIPTION	2023-24	2022-23	% Change
Play and Learn at School (PALS)	\$3,246	\$3,062	6%



RECOMMENDATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Budget

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
Christine Gillis, 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

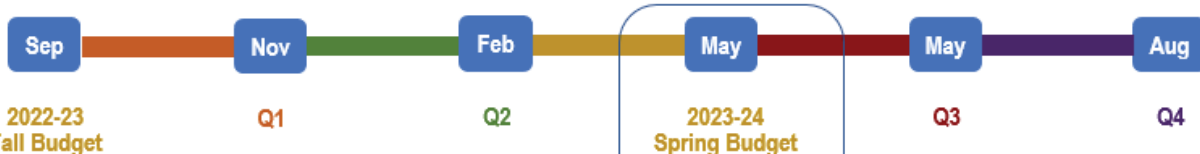
RECOMMENDATION

That the Board of Trustees approves the operating budget for 2023-24 of \$208,088,531 for Elk Island Public Schools, for the period Sept. 1, 2023 to Aug. 31, 2024.

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



Report to Board:

November 2022 Based on actual enrolment count as of September 29	December 2022 Q1 results	March 2023 Q2 results Projected year-end results	May 2023 Spring budget based on projected enrolments	June 2023 Q3 results	October 2023 Actual year-end results compared to budget
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RECOMMENDATION REPORT

In April 2023, the Board of Trustees approved assumptions and allocations used to build the 2023-24 Budget. The budget is based on the best information available at the time the budget is prepared. If, during the year, the actual results differ from the assumptions, the projected year-end financial results will change.

CURRENT SITUATION OR KEY POINT:

EIPS establishes assumptions and allocations that are the foundation of the 2023-24 Budget.

When building a budget, it is important to take into consideration the feedback from all stakeholders, parent groups, students, and staff who are responsible for the Division's operations. Administration is charged with the responsibility of balancing stakeholder needs against the funding challenges presented by year-after-year changing grant allocations as well as external factors such as enrolment, the economy and inflation, utilities, and benefits. The budget that has been prepared for the 2023-24 school year is respectful of all these factors.

Subsequent to the Board of Trustee's approval of the Allocations Report on April 27, 2023, they were presented with a report detailing the declining enrolment and extensive maintenance and repair items for Andrew School. On May 4, 2023, the Board of Trustees voted to close the school effective at the end of June 2023. Therefore, the Alberta Education Rural School Grant revenue has been removed in the attached 2023-24 Budget Report.

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

Budget Report (Attachment 1)

The 2023-24 Budget has been developed with a conservative approach due to the continued uncertainty of the external environment. Although Alberta's economy is recovering from the pandemic, there continues to be effects on the supply chain, mental health of students and staff, just to name a few. However, students, parents and staff are eager for a return to 'near normal' and that is reflected in school activities. The prolonged war in Ukraine is also impacting the stability of investment markets and inflation is having global impacts which in turn impacts the costs of goods and services the Division purchases. The assumptions utilized are detailed in the Budget Report.

In the fall, the Budget will be updated for the following items:

- updates to estimates to more accurate numbers (due to more updated information);
- actual carryforwards from the 2022-23 year-end;
- updates and new approvals for reserve spending, if any; and
- changes to expenses based on the above updates.

The 2023-24 Budget is based on the following budget principles:

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

Alberta Education Budget Report (Attachment 2)

The Alberta Education Budget Report takes information presented in Attachment 2 and consolidates it into a standardized format required by Alberta Education. Consistent with the prior year, the Schedule of Uses for Accumulated Surpluses and Reserves shows estimates for only the Division reserves for 2024-25 and 2025-26. Amortization was estimated/projected for all years based on the best information available.

In Summary

For 2023-24, EIPS has prepared a \$208.09 million operating budget (Attachment 1, page 16), drawing \$3.14 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:

- curriculum and instructional supports, classroom complexities, and career pathways;
- school and department savings up to 1%; and
- expected use of school generated funds on non-recurring supplies, services, and equipment.

COMMUNICATION PLAN:

Following approval by the Board, the budget will be communicated to the leadership group, staff, the appropriate community and school-family groups, and be available on the EIPS website. The Alberta Education Budget Report will be submitted to Alberta Education by May 31, 2023.

ATTACHMENTS:

1. EIPS 2023-24 Budget Report
2. Alberta Education Budget Report for the Year Ending Aug. 31, 2024



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Budget
Report**

2023-24

**Report to the
Board of Trustees**
May 25, 2023

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Budget Summary

The 2023-24 Budget has a planned operating deficit of \$3.14 million, which is offset by operating reserves. Revenue increased by \$6.97 million to \$204.95 million while expenses increased by \$1.88 million to \$208.09 million from the 2022-23 Fall Budget.

Accumulated Surplus is projected to be \$3.48 million at August 31, 2024 and is comprised of:

- (\$9.60) million deficit in Asset Retirement Obligation.
- \$4.58 million surplus in operating reserves:
 - Schools and Central Services operating reserves are projected to be \$0 (fully spent);
 - School Generated Funds are projected to be \$1.12 million; and
 - Division Unallocated Operating Reserve is projected to be \$3.45 million.
- \$0.84 million surplus in Capital Reserves.
- \$7.66 million surplus in Investment in Tangible Capital Assets.

Capital items to be funded from Capital Reserves include: \$0.81 million for Salisbury Composite High Storm water project, \$0.22 million for Building Management System, \$0.15 million for a school bus, \$0.05 million for Information Technology, and \$0.10 million for various capital projects.

Student enrolment is projected to be 17,483 at September 29, 2023.

- An increase of 23 students from the 2022-23 Fall Budget.

Staff decreased to 1,338.91 FTE

(CERTIFICATED 863.84 FTE, CLASSIFIED 475.07 FTE)

- A decrease of 12.33 FTE (0.9%) from the 2022-23 Fall Budget.

Compensation

- A salary increase of 2.00% has been included for Certificated and Classified staff—this is in accordance with the certificated settlement ratified on June 10, 2022.
- Economic increase, salary grid movement and benefit increases have been factored into standard costs (schools).
- Inflationary salary costs are related to grid movement and benefit costs (departments).

Instruction spending comprises 78.0% of the total budget and 80.1% when capital is excluded, which equates to \$9,659 per student.

System administration spending is \$4.53 million (2.2% of total expenses), which is within the \$6.19 million grant provided by Alberta Education (AE). The additional funds have been distributed for other Divisional uses, as allowed in the *Funding Manual for School Authorities 2023-24 School Year (Funding Manual)*.

Budget Process

Budget Process

In early February, schools and departments prepared their forecasts using January actuals.

In April 2023, the Board of Trustees approved assumptions and allocations used to build the 2023-24 Budget. The consolidated budget in this report is based on the best information available at the time the school and department budgets were prepared.

Alberta Education (AE) has reallocated the untargeted \$8.07 million Bridge Funding of prior years to be targeted in 2023-24 through increases to Base Instruction Grant (6%) and Supports and Services Grants (10%). There were other grant increases such as School Nutrition Grant (20%), Operations and Maintenance Grant (5%), and an increase to Student Transportation Grant. Of the \$7.34 million revenue increase, \$5.60 million was targeted and the remaining \$1.74 million went towards AESBP benefits cost increase, utilities cost increases, and the classified staff economic increase.

AE has identified the Maximum Limits on Operating Reserves in the Funding Manual. As prescribed:

- School jurisdictions are required to acquire Ministerial approval on spending of reserves.
- The “*balance of operating reserves restriction*” on operating reserves excluding School Generated Funds (SGF) at Aug. 31, 2024 are:
 - The maximum reserve limit is calculated at 3.20% of operating expenditures.
 - The minimum reserve limit is calculated at 1% of operating expenditures.

Schools and departments completed their budgets with their projected carryforward surplus. To allow schools and departments to be able to use up to 1% of their reserve carryforward in the fall (if they have one) the following two measures were taken:

- Although EIPS estimated (on a consolidated basis) 1% of reserve carryforward for schools, each school will only receive their actual 2022-23 year-end surplus (up to 1%). It is budgeted that 100% (\$1.25 million) will be spent in 2023-24 (page 11).
- With the exceptions of Student Transportation reserves, departments entered their surplus (up to 1%) when they completed their budgets. Departments will only receive their actual 2022-23 year-end surplus (up to 1%). It is budgeted that 100% (\$0.42 million) will be spent in 2023-24 (page 11).
- Any surplus above 1% carryforward in schools will go into Leveraging Student Achievement Reserve. Any surplus above 1% carryforward in departments will go into Division Unallocated Operating Reserves.
- EIPS estimated 21% (\$300,000) of the School Generated Fund (SGF) Reserve to be used to ensure schools have the flexibility to draw down their SGF beyond their opening balance (page 11).
- Transfer \$1.17 million from Division Unallocated to Division Allocated to carry out the planned spending on Mental Health Strategic Plan (this is the last year of the two-year project), hire a Career Pathways Consultant, and Capital Effect to support operations - detailed on the Operating Reserves – Three Year Projection (page 12).

Budget Assumptions

AE no longer requires an updated Fall Budget to be submitted (changed for 2020-21) as funding is no longer adjusted for enrolment. For internal purposes, the Budget will be updated in the fall for: actual enrolment, changes to estimates, timing or new approvals for reserve spending and actual reserve carryforwards.

Budget Assumptions

EIPS established assumptions that are the building blocks of the 2023-24 Budget. Changes in key assumptions such as reserve usage, enrolment and standard cost have the potential to significantly affect the budget. This budget has been developed with the following assumptions:

Updates:

- EIPS' operations will align closely to the 2022-23 Fall Budget, with the following exceptions:
 - Closure of Andrew School. On May 4, 2023, the Board of Trustees voted to close this rural school due to a number of considerations; notably the declining enrolment and funding from the province, as well as significant building deficiencies that were cost prohibitive to address. Alberta Education (AE) Revenue for this school has been removed from the Spring Budget, student enrolment has been added to Schools Various (a To Be Allocated holding account) until the fall when it is confirmed which schools the affected students register in. Associated expenses for maintaining the property until disposition are still in the Facility Services budget and will be updated in the fall when the outcome of the building is known with more certainty.
 - Significant decrease in Division Unallocated Reserves usage.

Funding:

- The 2023-24 funding envelope from AE is based on enrolment of 17,553 – 23 more students than fall of 2022. As current projected 2023-24 enrolment is less than 17,553 students, deferred revenue will need to be established for the 2023-24 year. More information on this is included in the enrolment section of this report. Final deferred revenue will be calculated in the fall, for now it is set aside in Contingency.
- The Minister will approve 100% of our operating reserve expenditure requests for 2023-24.
- Lease funding from AE for Strathcona Christian Secondary and Strathcona Christian Elementary has been included in the budget. Confirmation of this lease support (\$652,000) will not come until much later (last year confirmation was received late on Sept. 20, 2022).
- Funding for Mental Health Capacity Building (MHCB) grant of \$229,787 will remain for 2023-24. EIPS' contract is in place until Aug. 31, 2023. Although Supports for Students (SFS) had confirmed with its MHCB lead that the contract last year was to be renewed for the same annual amount for another three years until Aug. 31, 2025; the amount was slightly increased, and a one-year extension was granted. SFS is hopeful that a three-year contract will be signed.
- The amount included in the Spring Budget for the Dual Credit Grant relates to prior funding not yet spent. The Division must apply for the two grants: Dual Credit Start-up Grant and Dual Credit Enhancement Grant, for 2023-24 and amounts are not known.

Budget Assumptions – continued

- Official Languages in Education Program (OLEP) is funded by the federal government and is negotiated with the provinces through *Protocols for Agreements (Minority-Language Education and Second-Language Instruction)* every four to five years. Alberta’s funding is divided between minority-language (francophone) education and French second-language instruction. French funding has been included in the Spring Budget in the amount of \$292,000; however, funds have not been allocated to schools as we are waiting for confirmation of funding. Allocations will be done in the fall and will be used to support students and programming. This funding is subject to the ratification of the 2023-24 bilateral agreement, anticipated in the fall 2023.
- Odyssey has been removed from the Spring Budget as at this time it is not known if support will continue and for what amount. Odyssey is an official languages program, also funded by the federal government and administered by Alberta Ministries. This program provides French language assistants to work in a classroom setting with teachers, utilizing games and activities to help students improve their French language. The salary is covered by program funding while EIPS covers the costs of their benefits.
- Low Incidence Supports and Services Grants will be applied for, are subject to approval; once amounts are known (if any) the fall budget will be updated.
- Displaced Student Grant – EIPS will apply for this grant and will include in the fall budget once the amount is known, if any.
- That the Division will receive the full amount allocated to it for the newly created Classroom Complexity Grant for 2023-24. The province is spending \$126 million over the next three years (\$42 million per year). As each division has diverse needs, there is flexibility to adapt this funding to their specific needs. EIPS will target these funds in the fall based on known classroom complexity at that time.

“The Classroom Complexity Grant is provided to school authorities to address classroom complexity by adding more classroom support staff such as educational assistants or increase their hours, by providing more training opportunities for staff, and/or by hiring specialists such as counsellors, psychologists, interpreters and more teachers.” (2023-24 Funding Manual)

- As school-based activities return to normal, School Generated Funds (SGF) have been included in the Spring Budget at 105% of 2018-19 actuals as that was the last normal year of complete school operations. The adjustment of 5% is to account for inflationary increases.
- Fee collection rates next year will be similar to 2018-19 (over 90%) which was the last normal year of operations.
- The Program Unit Funding students will be able to be assessed by the deadlines imposed by AE.

Budget Assumptions – continued

Expenses:

- Inflation has become a significant factor in developing the budget this year, as it was in 2022-23. The cost of utilities, and fuel have impacted Division operations; whereas the increases to furnishings, equipment, officiating, food for CTS courses, and reading materials have impacted schools and the fees set for 2023-24. Except for utilities, salary increases, and custodial costs, these inflationary costs will be covered by schools and departments.

Compensation

- Economic increase of 2% effective Sept. 1, 2023 (ratified June 2022). As approved by the Board, classified staff will receive the same increases in pay as certificated staff.
- Salary grid movement and benefit increases have been factored into standard costs (schools).
- Increased salary costs are related to grid movement and benefit costs (departments).
- Staffing at the schools is occurring at the same time as budget development; therefore, estimates relating to salary standard costs have been made. These will be reviewed in the fall once staffing at the schools has been completed.

Enrolment

The usage of Weighted Moving Average (WMA) has continued in the Funding Manual; 2022-23 was the third year. Most of the funding (50%) is based on the number of students enrolled as of Sept. 29, 2023, so it is important that enrolment projections are developed carefully. An over-estimate would result in a risk to EIPS as the funding received in the current year will be clawed back in the subsequent year. Underestimating enrolment numbers would result in reduced funding that would not be collected until the following year.

- Enrolment has increased from 17,460 fall 2022-23 to 17,483 in spring 2023-24.
- At the time of the Allocations Report in April, enrolment was projected to be 17,483 (based on March 20 data). The projected enrolment submitted to the province in January 2023 was 17,553 which assumed that 2023-24 would see a full return to pre-pandemic levels.
- EIPS' WMA for 2023-24 is 16,884 students (AE calculation). The primary variance between enrolment and WMA is because an ECS student is counted at a 0.5 FTE in WMA and WMA is over three years. Rural school enrolment is included in the total WMA; however, it is excluded from the grant calculations for Basic Instruction.
- There is still some uncertainty regarding enrolment. Enrolment will be adjusted to actual enrolment in the fall. EIPS has set aside some dollars in To Be Allocated (TBA) for potential enrolment reductions.

Department Estimates and Assumptions

Departments will provide additional support to schools through the increased resource allocations – whether they be one-time or ongoing.

Budget Assumptions - continued

Facility Services

- As three of the last four years were impacted by COVID, it was felt that using a five-year average of actual costs would provide for a more accurate budget; therefore, the new methodologies developed in 2021-22 for budgeting and used again in 2023-24 were continued:
 - Snow removal is based on a five-year average,
 - Electricity where consumption averages of pre-COVID times and overall rate (commodity and delivery charges) of all years (including COVID) was used. Current electrical contract expires Dec. 2023 when it is anticipated that KWh rates will be double, representing an approximate increase of 25%,
 - Water and sewer costs are also based on a five-year average of actual costs, and
 - Natural gas, in addition to being based on consumption averages of pre-COVID times and overall rate (commodity and delivery charges) of all years (including COVID), is anticipated to increase due to carbon tax which is currently at \$3.327/GJ (26.5% increase over April 1, 2022 rate of \$2.629/GJ). The natural gas contract is also expiring during 2023-24 as it is up for renewal in Jan. 2024. It is anticipated that GJ rates will be approximately 50% higher than our current contract price.

Student Transportation Services

- Due to the revised Student Transportation Grant and rider eligibility rules AE has put in place, the Board has approved a new fee structure for 2023-24 school year. Fees will be lower as fee rates have been lowered as funding increased and more students became eligible as distance eligibility criteria changed to 1.0 kilometre for grades k - 6 and 2.0 kilometres for grades 7 - 12 from 2.41 kilometres.
- STS is anticipating that costs will increase due to inflation on repairs, maintenance, oils and fluids, carbon tax increase on April 2, 2024, an increase to daily rate as well as the number of days eligible for compensation. STS's fuel is budgeted at \$1.25/litre, any additional costs in fuel will be offset by the fuel contingency funding that becomes effective in when fuel rises above \$1.25/litre in the province.
- Other inflationary pressures include Insurance for contracted bus operator's (CBO) increase of 25 per cent.

Human Resources

- As operations are returning to near normal post-pandemic in 2022-23, Human Resources has returned to using either four-year or three-year averages for budgeting various staffing leaves. During the last couple of years, they would use a similar budget to the prior year as COVID made it difficult to use averages.

Information Technology

- Software costs are increasing in the range of 1% to 32% for 23 software licences; last year the average annual increase was 2%; foreign exchange isn't projected to change significantly from 2022-23 so these increases are due to vendor rate increases.

Budget Assumptions - continued

Other

- *“The Canadian insurance market has been in a hardened state for more than two years. The commercial property market is anticipated to remain challenging in 2023, with ongoing capacity and pricing issues expected to continue. On average, rates are expected to stay relatively high. Increasing natural catastrophe losses will drive the ongoing hard market, which will drive up claims costs. Liability claims in Canada have been increasing in recent years, focusing on areas such as slip and fall accidents, construction defects, and product liability. Businesses should focus on loss prevention (product quality control, snow removal, contractual protection, etc.). The auto insurance market is expected to face challenges in 2023, with rising claims costs driven by increased accident frequency. In general, the Canadian insurance landscape is expected to remain complex in 2023.”¹*

Given this market update, and being consistent with last year’s increases, we have built the budget with estimates of increases from 5% to 15% for liability and property coverages respectively, 25% for CBO and 10% for non-CBO vehicles – assuming no large losses within the program or even within the province. If these happen, there could be a further negative impact on next year’s rates.

- Carbon tax costs will continue to be factored into the budget. The current rate is \$65/tonne effective April 1, 2023 (increased from \$50/tonne). This increase equates to 3.0 cents per litre on top of last year’s 2.2 cents per litre increase. Since inception the increase has been 14.0 cents per litre, and by 2030 the tax could be 37.43 cents per litre - an increase of 467% over 10 years! The Federal Government is moving ahead with its “2030 Emissions Reduction Plan” which will rise the annual rate by \$15 per tonne until it reaches \$170 per tonne in 2030. This will have significant impact on the Division’s budget from busing, school fees, utilities, through to most purchased goods and services as vendors increase prices to recover the impact of the tax on their operations.
- The Canadian dollar has stabilized year-over-year. The exchange rate has been an average of \$1.34 since the beginning of September; it was budgeted at \$1.34 for 2022-23. The current projections into next year have the exchange rate increasing slightly to an average of \$1.38; rates will be revisited in the fall.

¹ <https://magnesgroup.com/blog/2023-insurance-market-outlook/>

Summary

Budget Summary

This budget takes into consideration the funding received from Alberta Education (AE) along with the needs of the Division, while respecting the input received from various stakeholders during our consultative processes. Some previously supported initiatives which were funded from reserves in prior years have either been completed in 2022-23 or are no longer supported into 2023-24, as reserves have been drawn down to comply with the province's cap on reserves.

The plan for reserve usage has been built into the allocations and is shown on page 12. There have been no changes in reserve usage since April when reserves usage was approved other than increasing SGF usage by \$100,000 (potential spending of bus proceeds).

Unlike in previous years, where the Division had flexibility to use reserves to invest in students, staff, and infrastructure to set itself up for success, it is now operating in a fiscally constrained environment. A higher percentage of revenues received are now targeted, along with external factors outside of our control such as inflation on many of the goods and services purchased by schools and departments, increased costs for utilities, and large increases to benefits have made the budget "tight" as there are less discretionary funds.

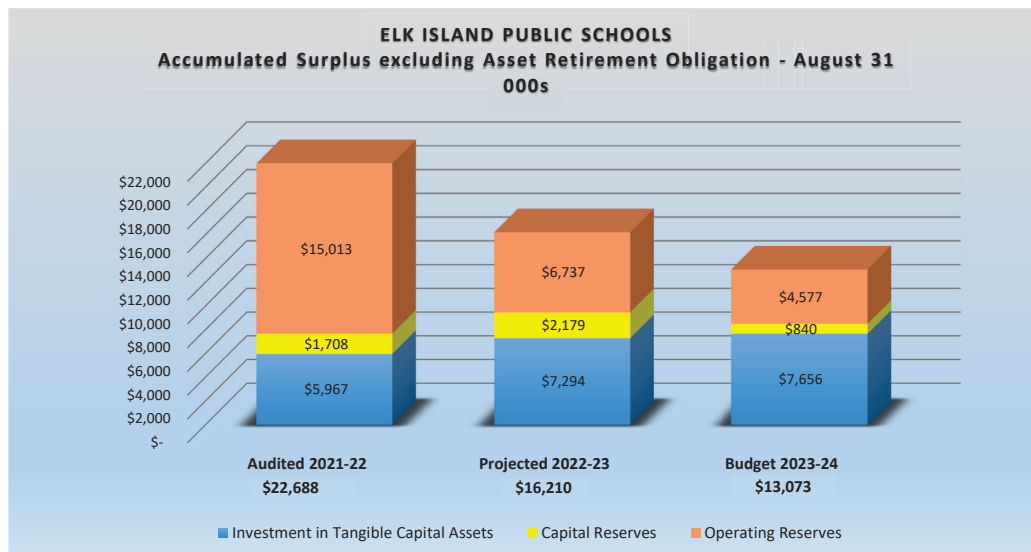
Information from all sources must be balanced against the funding provided by AE when developing a budget. Administration believes the budget for 2023-24 school year will allow EIPS to fund its priorities, which are:

- Achieve a balanced budget that follows the Board's mission, belief statements and priorities.
- Ensure the wellbeing of students and staff remains a high priority through investment in Year 2 of the Mental Health Strategic Plan.
- Continued support of Career Pathways for one additional year.
- Continue with curriculum work staying within the parameters of the grant funding.
- Focus Intervention Supports to junior high by leveraging our existing resources.
- Investing to ensure equity of student programming.
- Invest in Infrastructure at schools.

Accumulated Surplus/(Deficit)						
	A=B+C+D+E+F	B	C	D	E	F
					Internally Restricted	
	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	(9,027,159)	-	(9,027,159)	-	-	-
Surplus/(Deficit)	(6,762,529)	-	(284,273)	(6,478,256)	-	-
Board Funded Capital Asset Additions	-	2,802,558	-	(508,402)	(765,000)	(1,529,156)
Net Amortization, Debt & Disposals	-	(1,475,402)	-	1,475,402	-	-
Net Reserve Transfers	-	-	-	5,511,256	(7,511,256)	2,000,000
Projection - August 31, 2023	\$ 6,898,239	\$ 7,293,899	\$ (9,311,432)	\$ -	\$ 6,737,182	\$ 2,178,590
Surplus/(Deficit)	(3,420,330)	-	(284,269)	(3,136,061)	-	-
Board Funded Capital Asset Additions	-	1,918,176	-	(579,774)	-	(1,338,402)
Net Amortization, Debt & Disposals	-	(1,555,774)	-	1,555,774	-	-
Net Reserve Transfers	-	-	-	2,160,061	(2,160,061)	-
Budget - August 31, 2024	\$ 3,477,909	\$ 7,656,301	\$ (9,595,701)	\$ -	\$ 4,577,121	\$ 840,188

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

- A. Accumulated surplus includes investment in Board funded tangible capital assets, asset retirement obligation, unrestricted surplus and internally restricted reserves.
- B. Board funded (unsupported) tangible capital assets.
- C. Asset retirement obligation, representing future costs to abate asbestos from school buildings. These costs would only draw down reserves if unfunded by the provincial government.
- D. Surplus/(Deficit) that is transferred to reserves at the end of each year.
- E. Operating reserves includes Schools - Operations, School Generated Funds, Central Services and Division Allocated and Unallocated Reserves.
- F. Capital reserves includes Capital Allocated and Unallocated Reserves, available for future unsupported capital purchases.



Accumulated Surplus/(Deficit)

Accumulated Surplus/(Deficit) (pg. 9)

Accumulated Surplus includes several components:

- **Investment in Tangible Capital Assets** includes purchases of Board-funded capital assets (i.e., capital assets not funded by a targeted provincial grant). This balance increases when EIPS purchases assets, and then decreased slowly over time as those asset costs are recorded as amortization.
- **Asset Retirement Obligation** represents future costs for EIPS to abate asbestos from school buildings. This obligation would only draw down reserves if unfunded by the provincial government. Reporting this balance on financial statements was a new accounting standard introduced in 2022-23.
- **Operating Reserves** includes reserves carried forward by schools and central services from prior year, school generated fund reserves, and Division Allocated and Division Unallocated reserves. These reserves are available for use. Other than school generated funds, these reserves fall under the provincial maximum reserve limit.
- **Capital Reserves** includes reserves set aside for spending on capital assets and/or capital projects (major building improvements). Transfers to and from capital reserves must be approved by the Minister. These reserves do not fall under the provincial maximum reserve limit.

Accumulated Surplus will decrease from 2022-23 to 2023-24 by \$3.42 million primarily due to:

- Use of Operating Reserves of \$2.16 million;
- Use of Capital Reserves of \$1.34 million;
- An increase in Investments in Tangible Capital Assets of \$0.36 million (unsupported capital asset exceeding amortization and debt repayments); and
- Recognition of \$0.28 million of Asset Retirement Obligation amortization expense.

As a result, Accumulated Surplus is projected to be \$3.48 million at Aug. 31, 2024 comprised of:

- \$7.66 million surplus in Investment in Tangible Capital Assets.
- (\$9.6) million deficit in Asset Retirement Obligation.
- \$4.58 million in Operating Reserves (pg. 11):
 - Schools and Central Services operating reserves are projected to be \$0 (fully spent);
 - School Generated Funds are projected to be \$1.12 million;
 - Division Allocated Operating reserve is projected to be \$0; and
 - Division Unallocated Operating reserve is projected to be \$3.45 million (pg. 12);
- \$0.84 million surplus in Capital Reserves (pg. 11).

Reserves											
	A	B	C		D	E = A+B+C+D	F	G		H	I = E+F+G+H
	Audited 31-Aug-22	Contributions /(Use)	Capital Effect	Budget/Projection Transfers	Projected 31-Aug-23	Contributions /(Use)	Capital Effect	Budget Transfers	Budget 31-Aug-24		
OPERATING RESERVES											
Central Services	\$ 401,500	\$ (1,417,102)	\$ -	\$ 1,431,038	\$ 415,436	\$ (415,436)	\$ -	\$ -	\$ -		
Schools - Operations	1,110,118	(743,213)	-	880,770	1,247,675	(1,247,675)	-	-	-		
School Generated Funds (SGF)	2,024,350	(601,960)	-	-	1,422,390	(300,000)	-	-	1,122,390		
Central Services & Schools	3,535,968	(2,762,275)	-	2,311,808	3,085,501	(1,963,111)	-	-	1,122,390		
Focus on Unfinished Learning	500,000	(1,000,000)	-	500,000	-	-	-	-	-		
School Buses ¹	-	-	(765,000)	765,000	-	-	-	-	-		
Projects	869,676	(4,305,271)	-	3,435,595	-	(1,172,950)	-	1,172,950	-		
EIPS Division Allocated	A 1,369,676	(5,305,271)	(765,000)	4,700,595	-	(1,172,950)	-	1,172,950	-		
EIPS Division Unallocated	10,107,794	1,589,290	967,000	(9,012,403)	3,651,681	-	976,000	(1,172,950)	3,454,731		
	\$ 15,013,438	\$ (6,478,256)	\$ 202,000	\$ (2,000,000)	\$ 6,737,182	\$ (3,136,061)	\$ 976,000	\$ -	\$ 4,577,121		

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

	A	B	C		D	E = A+B+C+D	F	G		H	I = E+F+G+H
	Audited 31-Aug-22	Contributions /(Use)	Capital Effect	Budget/Projection Transfers	Projected 31-Aug-23	Contributions /(Use)	Capital Effect	Budget Transfers	Budget 31-Aug-24		
CAPITAL RESERVES											
Facility Services	\$ 17,229	\$ -	\$ (17,229)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Aging Equipment at Schools	105,057	-	(105,057)	-	-	-	-	-	-		
Information Technology Capital	-	-	-	-	-	-	(54,849)	54,849	-		
Various Capital Purchases - To be Determined	-	-	-	100,000	100,000	-	(100,000)	-	-		
Kitchen CTS Renovations/Upgrades	-	-	(605,000)	605,000	-	-	-	-	-		
School Buses ¹	-	-	-	-	-	-	(149,301)	149,301	-		
Building Management System	-	-	(220,000)	660,000	440,000	-	(220,000)	-	220,000		
Salisbury Composite High Stormwater Project	-	-	(581,870)	2,200,000	1,618,130	-	(814,252)	(803,878)	-		
EIPS Division Allocated	B 105,057	-	(1,511,927)	3,565,000	2,158,130	-	(1,338,402)	(599,728)	220,000		
Opening Balance	1,585,460	-	-	-	1,585,460	-	-	-	\$ 1,585,460		
Transfer to Allocated for New Projects	-	-	-	(3,565,000)	(3,565,000)	-	-	(204,150)	(3,769,150)		
Transfer from Allocated - Completed Projects	-	-	-	-	-	-	-	803,878	803,878		
Transfer from Operating Reserves	-	-	-	2,000,000	2,000,000	-	-	-	2,000,000		
EIPS Division Unallocated	1,585,460	-	-	(1,565,000)	20,460	-	-	599,728	620,188		
	\$ 1,707,746	\$ -	\$ (1,529,156)	\$ 2,000,000	\$ 2,178,590	\$ -	\$ (1,338,402)	\$ -	\$ 840,188		

B/F. Proceeds on disposal of unsupported assets.
 C/G. Use of reserves for purchases of unsupported assets.
 D/H. Budgeted transfers between the EIPS Division Allocated/Unallocated capital reserves and between capital/operating reserves.

(1) For the 2022-23 year, seven buses are being purchased from operating reserves and are expected to arrive by August 31. If they do not arrive by August 31, the funds will be transferred to capital reserves for use in 2023-24 when the buses arrive (as per approval from the Minister of Education). For 2023-24, one bus is budgeted to be purchased from capital reserves. For bus purchases, annual amortization is charged to the school operating budget.

Operating Reserves - Three-Year Projection

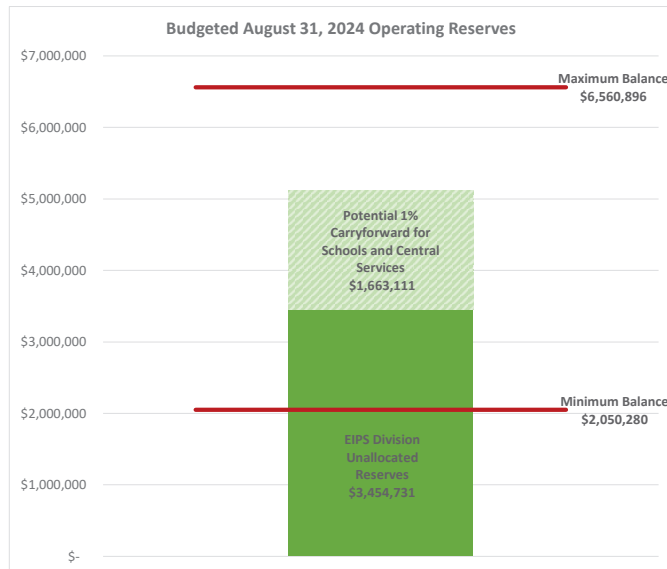
		A		B		C		D		E = A + B + C + D		F		G		H = F + G		I		J		K = I + J	
		Projections		Contributions		2023-24		Transfer		Budget		Contributions		2024-25		Estimate		Contributions		2025-26		Estimate	
		31-Aug-23	/(Use)	Capital Effect ¹	/(Use)	31-Aug-24	/(Use)	Transfer	31-Aug-25	/(Use)	Transfer	31-Aug-26	/(Use)	Transfer	31-Aug-26	/(Use)	Transfer	31-Aug-26	/(Use)	Transfer	31-Aug-26	/(Use)	Transfer
Central Services & Schools (includes SGF)	L	\$ 3,085,501	\$ (1,963,111)	\$ -	\$ -	\$ 1,122,390	\$ -	\$ -	\$ 1,122,390	\$ -	\$ -	\$ 1,122,390	\$ -	\$ -	\$ 1,122,390	\$ -	\$ -	\$ 1,122,390	\$ -	\$ -	\$ 1,122,390	\$ -	\$ -
Leveraging Student Achievement			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mental Health Strategic Plan			(60,000)	-	60,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Career Pathways Consultant (1 FTE)			(136,950)	-	136,950	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Replacement School Start-Up Funds																							
Capital Effect Transfer to Support Operations			(976,000)	-	976,000	-	-	-	-	-	-	(420,000)	420,000	-	-	-	-	(485,417)	485,417	-	-	-	-
EIPS Division Allocated Reserves	M	-	(1,172,950)	-	1,172,950	-	-	-	-	-	-	(1,128,170)	1,128,170	-	-	-	-	(485,417)	485,417	-	-	-	-
Capital Effect - Purchases from Operating Budget				(579,774)	(579,774)	(579,774)			(579,774)	(579,774)	(579,774)	(555,000)		(1,134,774)	(555,000)		(1,689,774)						
Capital Effect - Annual Amortization				1,555,774	1,555,774	1,555,774			1,555,774	1,555,774	1,555,774	1,263,170		2,818,944	1,040,417		3,859,361						
Transfer to Allocated Reserves	N				(1,172,950)	(1,172,950)			(1,172,950)	(1,172,950)	(1,172,950)		(1,128,170)	(2,301,120)	(485,417)		(2,786,537)						
EIPS Division Unallocated Opening Balance		3,651,681			3,651,681	3,651,681			3,651,681	3,651,681	3,651,681			3,651,681			3,651,681						
EIPS Division Unallocated Reserves	O	3,651,681	-	976,000	(1,172,950)	3,454,731	708,170	(1,128,170)	3,034,731	485,417	(485,417)	3,034,731	485,417	(485,417)	3,034,731	485,417	(485,417)	3,034,731	485,417	(485,417)	3,034,731	485,417	(485,417)
Total EIPS Division Reserves	P = M + O	3,651,681	(1,172,950)	976,000	-	3,454,731	(420,000)	-	3,034,731	-	-	3,034,731	-	-	3,034,731	-	-	3,034,731	-	-	3,034,731	-	-
Total Operating Reserves	Q = L + P	\$ 6,737,182	\$ (3,136,061)	\$ 976,000	\$ -	\$ 4,577,121	\$ (420,000)	\$ -	\$ 4,157,121	\$ -	\$ -	\$ 4,157,121	\$ -	\$ -	\$ 4,157,121	\$ -	\$ -	\$ 4,157,121	\$ -	\$ -	\$ 4,157,121	\$ -	\$ -

(1) 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. Although the Capital Effect is projected to decrease over the next three years (contribute less to EIPS Division Unallocated Reserves), this decrease is partially offset by a decreased funding requirement for the Fiscal Services budget (capital amortization budget).

Operating Reserve Analysis

Effective Aug. 31, 2023, the Government of Alberta has implemented new restrictions on school board operating reserves, including a minimum and maximum reserve balance. These balances do not include School Generated Fund reserves, and are calculated as a percentage of prior year operating expenses.

EIPS budgets for full use of decentralized school and central services reserves (i.e., their 1% budget carryforward from the prior school year). However, it is likely that school and central services may carry forward similar amounts at the end of 2023-24. As such, we have included potential carryforwards in the analysis below.



Budgeted August 31, 2024 Operating Reserve Balances (excluding SGF)

Central Services Reserves	\$ -
School Reserves	-
EIPS Division Allocated Reserves	-
EIPS Division Unallocated Reserves	3,454,731
Total Budgeted Operating Reserves (excluding SGF)	\$ 3,454,731
Potential 1% Carryforward for Schools and Central Services	1,663,111
Total Potential Operating Reserves (excluding SGF)	\$ 5,117,842
2022-23 Total Operating Expenses - Adjusted	\$ 205,027,996
Total Operating Reserve Maximum Limit based on 3.2% rate	6,560,896
Room for Additional Surplus Before Exceeding Maximum Limit	1,443,054
Total Operating Reserve Minimum Limit based on 1% rate	2,050,280
Room for Additional Spending (Deficit) Before Falling Below Minimum Limit	3,067,562

Reserves

Operating Reserves (pgs. 11 &12)

The **OPERATING RESERVES** table (pg. 11) provides a summary of the budgeted changes in Operating Reserves for 2023-24. The **OPERATING RESERVES PROJECTION** table (pg. 12) provides more detail for changes in Operating Reserves for 2023-24, as well as a projection of use of reserves for 2025-26 and 2025-26.

Central Services & Schools (pg. 11, column F)

School and Central Services projected operating reserve carryforwards from prior year have been included in 2023-24 allocations. EIPS is budgeting 100% usage (\$1.66 million).

EIPS has also budgeted an approximate 21% usage (\$300,000) of School Generated Funds reserves.

The budget allocations include use of the Division Operating Reserves as outlined below.

The Board maintains two types of Division operating reserves:

Division Allocated Operating Reserves (pg. 12, row M)

The Division Allocated Operating Reserve is used to fund specific expenses identified by the Board. Proposed changes for 2023-24 have been identified as well as estimates for 2024-25 and 2025-26 to outline future needs (columns F and I respectively) and to facilitate provincial reporting requirements. Each year, Administration will bring the use of Division reserves to the Board for approval.

- EIPS Division Allocated Reserve is being accessed for a total of \$1.17 million as follows (column D):
 - \$197,000 for:
 - \$60,000 for professional development related to the Mental Health Strategic Plan in areas of Violent Threat Risk Assessment (VTRA), Mental Health in Schools, etc.
 - \$137,000 for a second Career Pathways Consultant. There is a need for this position to be funded for one more year. The reserve funding for 2024-25 will be evaluated during the next budget cycle.
 - \$976,000 transfer of Capital Effect to support operations.
- For 2024-25 School Year, Division Allocated Reserves will be used totaling \$1.13 million (column F) to continue efforts from 2023-24 for the following items:
 - \$420,000 Sherwood Heights solution school start-up funds, and
 - \$708,000 transfer of Capital Effect to support operations.
- For 2025-26 School Year, Division Allocated Reserves will be used totaling \$0.49 million (column I) for the following item:
 - \$485,000 transfer of Capital Effect to support operations.

Reserves – continued

Division Unallocated Operating Reserve (row O)

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.

\$1.18 million of Division Unallocated Reserves are being transferred to Division Allocated Reserves to support projects and initiatives, shown in row N. Transfers of \$1.13 million in 2024-25 and \$0.49 million in 2025-26 are projected to support future Division needs.

Capital asset purchases of \$0.58 million and amortization of \$1.56 million have been included in the 2023-24 projection as capital assets purchased from current year funding are offset by amortization from prior year purchases, creating a \$976,000 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 Aug. 31, 2023. EIPS’ cap for 2023-24 school year is \$6,560,896 calculated as 3.20% of our projected 2022-23 expenditures and applies to all operating reserves except School Generated Funds. Based on projected balances at Aug. 31, 2024 in Division Allocated and Unallocated Operating reserves, as well as an estimated 1% carryforward for school and central services’ budgets, EIPS projects to be below the maximum limit by \$1.44 million.

There is also a minimum operating reserve limit of 1% of projected 2022-23 expenditures, or \$2.05 million for EIPS. Based on projected balances at Aug. 31, 2024 in Division Allocated and Unallocated Operating reserves, as well as an estimated 1% carryforward for school and central services budgets, EIPS projects to be above the minimum limit by \$3.07 million.

Capital Reserves (pg. 11)

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 \$814,000,
- Building Management System (BMS) of \$220,000,
- School Bus Replacement of \$149,000 *,
- Information Technology purchases (switches, access points, and uninterrupted power supply batteries) of \$55,000, and
- Various other capital purchases of \$100,000.

* Schools will pay for the buses over 10 years to the Division, funding from Reserves is to finance the initial purchase.

Reserves – continued

A transfer from Unallocated Capital Reserves of \$204,150 will fund the IT purchases and school bus.

Also included in the budget is a transfer to Unallocated Capital Funds from the Salisbury Composite High Stormwater Project of \$804,000. These funds are no longer required for the project as cost estimates have lowered since originally allocated.

At Aug. 31, 2024, it is estimated that there will still be \$220,000 of costs remaining for the final year of the BMS work, so this balance will remain in the Allocated Capital Reserves.

There will also be \$620,188 of Unallocated Capital Funds. This would be enough to cover the capital needs for the next year of the five-year capital plan so no transfer from operating reserves is proposed.

Statement of Revenues and Expenses						
	Page Ref	2022-23 Fall	2023-24 Budget	Note	Change	% Change
REVENUES						
Government of Alberta						
Alberta Education	18	\$ 182,540,989	\$ 189,876,543		\$ 7,335,554	4%
Other Government of Alberta		4,439,696	4,376,891		(62,805)	(1%)
		<u>186,980,685</u>	<u>194,253,434</u>		<u>7,272,749</u>	<u>4%</u>
Other Alberta School Authorities		316,462	307,773		(8,689)	(3%)
Fees		5,287,530	5,091,198		(196,332)	(4%)
Other Sales and Services		2,714,637	2,765,084		50,447	2%
Investment Income		560,000	503,000		(57,000)	(10%)
Gifts and Donations		1,498,531	1,397,041	A	(101,490)	(7%)
Rental of Facilities		236,824	231,740		(5,084)	(2%)
Fundraising		384,000	403,200		19,200	5%
		<u>197,978,669</u>	<u>204,952,470</u>		<u>6,973,801</u>	<u>4%</u>
EXPENSES						
Instruction						
Schools		137,759,254	138,927,843		1,168,589	1%
Central Services		23,867,232	23,435,574		(431,658)	(2%)
		<u>161,626,486</u>	<u>162,363,417</u>		<u>736,931</u>	<u>0%</u>
Operations & Maintenance		23,070,384	23,297,742		227,358	1%
Transportation		14,198,546	15,871,242	B	1,672,696	12%
System Administration		4,586,496	4,533,903		(52,593)	(1%)
External Services		2,728,655	2,022,227	C	(706,428)	(26%)
		<u>206,210,567</u>	<u>208,088,531</u>		<u>1,877,964</u>	<u>1%</u>
OPERATING DEFICIT		<u>\$ (8,231,898)</u>	<u>\$ (3,136,061)</u>		<u>\$ 5,095,837</u>	<u>(62%)</u>

Staffing - Full Time Equivalent (FTE)					
	Page Ref	2022-23 Fall	2023-24 Budget	Change	% Change
SCHOOLS					
Certificated	27	832.28	836.70	4.42	0.5%
Classified	27	361.53	353.17	(8.36)	(2.3%)
		<u>1,193.81</u>	<u>1,189.87</u>	<u>(3.94)</u>	<u>(0.3%)</u>
CENTRAL SERVICES					
Certificated	35	31.69	27.14	(4.55)	(14.4%)
Classified	35	125.74	121.90	(3.84)	(3.1%)
		<u>157.43</u>	<u>149.04</u>	<u>(8.39)</u>	<u>(5.3%)</u>
TOTAL STAFFING					
Certificated		863.97	863.84	(0.13)	(0.0%)
Classified		487.27	475.07	(12.20)	(2.5%)
		<u>1,351.24</u>	<u>1,338.91</u>	<u>(12.33)</u>	<u>(0.9%)</u>

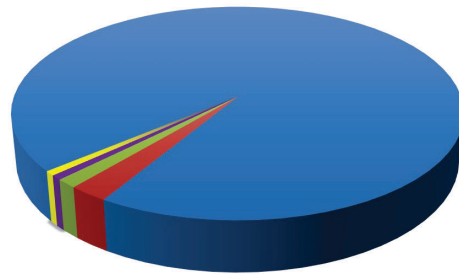
Revenue and Expense Notes (for changes greater than \$75,000 and 5%)

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. Gifts and Donations have decreased by \$101,000 primarily related to the project for the outdoor space at Lamont and Fort Saskatchewan being completed. These projects were donation from Shell Canada.
- B. Transportation Expenses have increased by \$1,673,000. In 2022-23, students must live 2.4 kilometers (km) from their designated school. Beginning in 2023-24, that distance is reduced to 1.0 km for grades K to 6 students and 2.0 km for grades 7 to 12 students. This service change increased the contracted transportation and insurances costs as more buses are required. In addition, costs are also increasing due to inflation.
- C. External Services have decreased by \$706,000 primarily due to less secondments in 2023-24 of \$554,000 and a change in classifications of the Teacher Pensions of \$169,000.

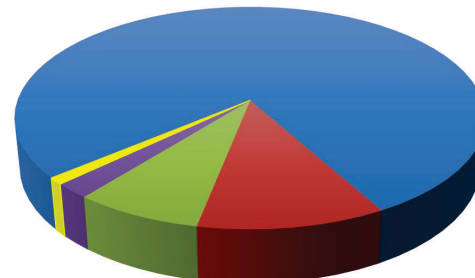
Below is a comparative chart that illustrates EIPS' revenues by source. The Other Revenue includes Investment Income, Rental of Facilities, Fundraising and Other Alberta School Authorities.

	\$	%
Government of Alberta	194,253,434	94.8%
Fees	5,091,198	2.5%
Other Sales and Services	2,765,084	1.3%
Other Revenue	1,445,713	0.7%
Gifts and Donations	1,397,041	0.7%
	\$ 204,952,470	100.0%



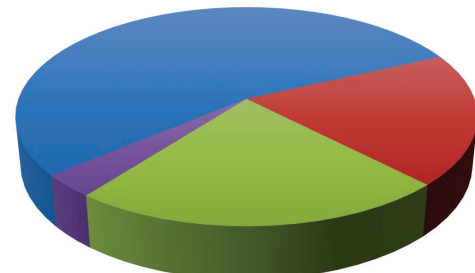
Below is a comparative chart that illustrates EIPS' expenditures by Program.

	\$	%
Instruction	162,363,417	78.0%
Operations & Maintenance	23,297,742	11.2%
Transportation	15,871,242	7.6%
System Administration	4,533,903	2.2%
External Services	2,022,227	1.0%
	\$ 208,088,531	100.0%



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

	\$	%
Certificated Salaries & Benefits	112,741,549	54.2%
Classified Salaries & Benefits	40,702,651	19.6%
Services, Contracts & Supplies	47,584,292	22.8%
Capital & Debt Services	7,060,039	3.4%
	\$ 208,088,531	100.0%



ALBERTA EDUCATION REVENUE					
	2022-23	2023-24			%
	Fall	Budget	Note	Change	Change
Base Instruction					
Early Childhood Services (ECS)	\$ 4,097,078	\$ 4,294,862		\$ 197,784	5%
Grades 1-9	71,185,466	75,724,088		4,538,622	6%
High Schools	26,935,701	29,611,876		2,676,175	10%
Hutterite Colony Funding	50,000	53,000		3,000	6%
Distance Education	-	13,500		13,500	100%
Outreach Programs	150,000	250,000		100,000	67%
Rural Small Schools	2,363,400	1,841,432		(521,968)	(22%)
	104,781,645	111,788,758	A	7,007,113	7%
Services & Supports					
Specialized Learning Support	11,218,338	12,495,234	B	1,276,896	11%
Specialized Learning Support Kindergarten	1,163,700	1,212,420		48,720	4%
Moderate Language Delay	168,000	162,800		(5,200)	(3%)
ECS Pre-K Program Unit Funding (PUF)	1,664,560	1,944,877	C	280,317	17%
First Nations, Métis and Inuit Education	1,797,252	1,924,833	D	127,581	7%
Classroom Complexity	-	858,152	E	858,152	100%
English as a Second Language	318,480	348,150		29,670	9%
Refugee Students	2,750	1,210		(1,540)	(56%)
Institutional Programs	362,858	362,858		-	0%
	16,695,938	19,310,534		2,614,596	16%
School - System Needs					
Operations & Maintenance	15,436,193	16,414,285	F	978,092	6%
SuperNet	374,400	384,000		9,600	3%
Transportation	11,607,029	14,124,018	G	2,516,989	22%
Infrastructure Maintenance and Renewal	1,341,299	1,238,477	H	(102,822)	(8%)
	28,758,921	32,160,780		3,401,859	12%
Community					
Socio-Economic Status	1,093,433	1,075,286		(18,147)	(2%)
Geographic	1,497,214	1,489,983		(7,231)	(0%)
School Nutrition Program	150,000	199,500		49,500	33%
	2,740,647	2,764,769		24,122	1%
Jurisdictions					
System Administration	6,297,328	6,186,944		(110,384)	(2%)
Teacher Salary Settlement	1,563,350	3,416,480	I	1,853,130	119%
	7,860,678	9,603,424		1,742,746	22%
Additional					
Bridge Funding for New Framework	8,070,467	-	J	(8,070,467)	(100%)
Other					
Dual Credit Programming	159,700	42,000	K	(117,700)	(74%)
French Language Funding (OLEP)	367,611	291,974	L	(75,637)	(21%)
Lease Support	651,746	651,746		-	0%
Odyssey Language Program	167,179	-	M	(167,179)	(100%)
CTS Bridge to Certification	59,206	-		(59,206)	(100%)
Mental Health Pilot Program	-	1,371,632	N	1,371,632	100%
Fuel Price Contingency Program	541,506	357,720	O	(183,786)	(34%)
New Curriculum Funding	693,380	786,115	P	92,735	13%
Sherwood Park and Fort Saskatchewan Solution	30,734	-		(30,734)	(100%)
Secondments	1,642,537	1,088,788	Q	(553,749)	(34%)
	4,313,599	4,589,975		276,376	6%
Supported Amortization	1,047,094	1,202,303	R	155,209	15%
Teacher Pensions	8,272,000	8,456,000		184,000	2%
	<u>\$ 182,540,989</u>	<u>\$ 189,876,543</u>	S	<u>\$ 7,335,554</u>	<u>4.0%</u>

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

- A. Base Instruction increase is primarily due to an overall 6% increase in the per student grant rates. This increase resulted from Alberta Education (AE), reallocating the Bridge Funding provided in prior years.

In January, when EIPS submitted the projected enrolment, there was growth and it is included in this base funding increase. Current enrolment is not reflecting that growth; therefore, funds are currently being held in contingency until the Fall Budget in case the students do not arrive, and a funding adjustment is required.

The Outreach program funding has increased by \$100,000. Funding used to be \$50K per Outreach site, but it is now funded based on the WMA FTE enrolment.

Rural Small Schools Grant was calculated based on enrolment as of March 17, 2023. The Andrew School amount was moved to deferred revenue as Alberta Education will do a funding adjustment to recoup this amount due to the closure of the school (Board decision May 4, 2023).

School	Group	2023-24 Block Funding Rate
Bruderheim	Group 5	920,716
Mundare	Group 5	920,716
Total		1,841,432

- B. Specialized Learning Support increased by \$1.28 million primarily from the grant rate increasing by 10% (reallocating the Bridge Funding provided in prior years). The remaining change is due to WMA enrolment changes.
- C. The ECS Pre-K Program Unit Funding increased by \$280,000 primarily from the grant rate increasing by 10% (reallocating the Bridge Funding provided in prior years). The remaining change is due to WMA enrolment changes.
- D. The First Nations, Métis and Inuit Education grant increased by \$128,000. This grant is comprised of three components.
- Student Self-Identification funding rate increased by 10% (reallocating Bridge Funding).
 - School and Community Demographics funding increased by 10% (reallocating Bridge Funding).
 - Total provincial allocation for Support for Truth & Reconciliation decreased from \$5.98 million to \$2.57 million (57%). This portion decreased for EIPS accordingly.
 - The WMA enrolment increase in this grant offset the funding decrease in the one category noted above.
- E. The Classroom Complexity Grant is a new grant provided to school authorities to address classroom complexity. Alberta's government recognizes that today's classrooms are more complex than ever and is making record investments in education to meet students' diverse needs. Funding will support school authorities to:
- add more full-time employees to their overall Education Assistant (EA) complement;
 - to top up hours worked and increase EA availability to support more students within a school day;
 - provide further post-secondary training, support job shadowing and/or on-the-job training;

Alberta Education Revenue Notes - continued

- build school authorities’ capacity to create specialist support teams to provide services across all schools; and
- hire additional teachers.

This will enhance the quality of students’ learning experiences and have positive effects on their personal and social development. It will also give schools the ability to work more closely with students who have diverse learning needs.

- The grant is intended to increase front-line support to address classroom complexity (80% of expenditures) and training (up to 20% of expenditures).
- School authorities are required to submit an interim report by Nov. 30, 2023, and a final report by May 31, 2024.

EIPS, following the guidelines sent forth by AE, has allocated this grant to Early Learning (\$354,000) and Specialized Supports Schools (\$504,000). It will be used for the following items:

- a Speech Language Pathologist Assistant position;
- a Speech Language Pathologist Assistive Technology position; and
- a Reading Specialist Consultant position.

Allocating to schools with complex classrooms will occur in the fall (replaces one-time funding provided last year in the areas of special education programs, early learning allocations and inclusive students).

- F. Operations & Maintenance is increasing by \$978,000 from the following changes:
- 5% overall increase in grant rates (2.9% to the WMA rate and 5.7% to the utilization rate);
 - increases to gross area (Facility Services provided updated space information to AE) which resulted in increased funding; and
 - changes in the utilized space overall
 - eleven schools this year are at 100% utilized funding (this is achieved when schools are over 85% utilization), last year there were only nine schools at 100%.
- G. Transportation is increasing by \$2.52 million. The grant increased to offset the costs for a new service level change. Currently, students must live 2.4 kilometers (km) from their designated school. Beginning in 2023-24, that distance is being reduced to 1.0 km for grades K to 6 students and 2.0 km for grades 7 to 12 students. This grant is targeted and must be used solely for Student Transportation, i.e., any surplus cannot be utilized for other Division expenses.
- H. Infrastructure and Maintenance Renewal (IMR) is decreasing by \$103,000. This funding amount is assuming that Facility Services will be able to spend 100% of the 2022-23 IMR funding this year. The IMR budget for 2023-24 has been reduced for an estimated capital component.

	2022-23	2023-24	
(\$000s)	Fall	Budget	Variance
IMR Funding	\$ 2,262	\$ 2,238	\$ (24)
Prior Year Carryforward	1,483	-	(1,483)
IMR Capitalized	(2,404)	(1,000)	1,404
IMR Revenue Total	\$ 1,341	\$ 1,238	\$ (103)

Alberta Education Revenue Notes - continued

In addition, the Capital Maintenance Renewal (CMR) Grant decreased from \$1.56 million to \$1.14 million in 2023-24 (\$419,000 decrease) as this is supposed to be the last year of decreases (during COVID, more funds were put into CMR to stimulate the economy).

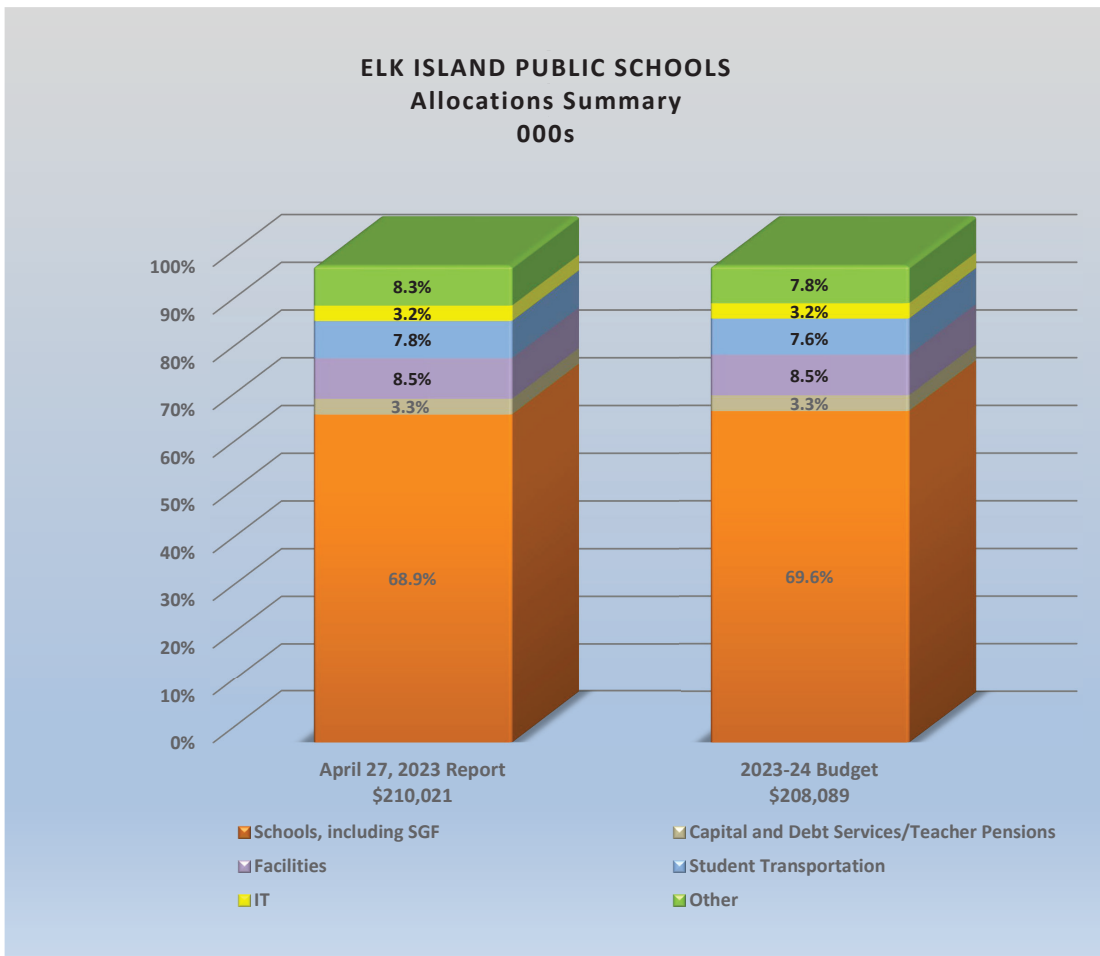
- I. The Teacher Salary Settlement increase of \$1.85 million are the funds provided by AE for the 2% economic increase for all certificated staffing in the Division. They did not fund any increases to benefits.
- J. Bridge Funding for New Framework (\$8.07 million) has been eliminated and was used to fund the increases to both the Base Instruction and the Supports and Services Grants.
- K. Dual Credit Programming has decreased by \$118,000. The budget is currently based on the deferred revenue expected in 2023-24 from 2022-23's funding. The Division is planning to apply for additional grants for 2023-24 but approvals and amounts are not known currently. The Fall Budget will be updated accordingly.
- L. French Language Funding (OLEP) has been reduced by \$76,000 which is a conservative estimate at this time. The funding amount and approval should be received in the fall and this value will be updated in the Fall Budget. As this was an unknown at the time of preparing the Spring Budget, no allocations were made to schools for French Language.
- M. Odyssey Language Program was removed from the Spring Budget as the amount and approval is still not known. This funding is used for staffing and once approval is obtained it will be incorporated into the Division's budget.
- N. Mental Health Pilot Program was started in 2022-23 after Fall Budget was completed. It will continue into 2023-24.
- O. Fuel Price Contingency has decreased by \$184,000. This is a difficult value to calculate as it all depends on future fuel prices. This was budgeted at a conservative value and will be updated as required.
- P. New Curriculum Funding increase is the continuation of AE's support to implement the new curriculum at schools.
- Q. Secondments have decreased by \$554,000 which is reflective of a decrease of 5 secondments happening in 2023-24. There will be a total of 9 FTE seconded this year by AE.
- R. Supported Amortization is increasing due to the expected capitalization of the 2022-23 Capital Maintenance and Renewal.

Alberta Education Revenue Notes - continued

- S. AE Revenue has a significant increase. It is important to identify that \$5.60 million of this increase was targeted to specific items. The remaining \$1.74 million was available for inflation, growth, or other pressure points. This \$1.74 million (*) was used for three inflationary items as outlined in the table below. EIPS funded other initiatives using prior year funding that was allocated as one time, which returned to the allocation pool for redistribution in 2023-24.

Alberta Education Revenue Change Summary	
Targeted Grants:	
Transportation Grant	2,516,989
Teacher Salary Settlement	1,853,130
Classroom Complexity	858,152
SuperNet	9,600
Infrastructure Maintenance and Renewal	(102,822)
Other Category - All Targeted	460,376
	<u>5,595,425</u>
Non Targeted Grants:	
Base Instruction	7,007,113
Specialized Learning Supports	1,276,896
Operations & Maintenance	978,092
Bridge Funding for New Framework	(8,070,467)
Community Grants	24,122
Other	524,373
	<u>1,740,129 •</u>
Total Alberta Education Revenue Change	<u><u>7,335,554</u></u>
Non Targeted Grant Total	1,740,129 •
ASEBP Increase	(1,500,000)
Utilities	(582,000)
Classified 2% Increase	(600,000)
Andrew Closure Offset	481,770
	<u>(460,101)</u>

Allocation Reconciliation					
	Page Ref	April 27, 2023 Report	2023-24 Budget	\$ Change	% Change
Schools, including SGF		\$ 138,579,363	\$ 139,129,278	\$ 549,915	0.4%
Supports for Students - Schools		6,420,894	5,681,593	(739,301)	(11.5%)
26		145,000,257	144,810,871	(189,386)	(0.1%)
Capital and Debt Services/Teacher Pensions		6,847,795	6,764,494	(83,301)	(1.2%)
Facility Services		16,534,222	16,535,318	1,096	0.0%
Infrastructure Maintenance and Renewal (IMR)		1,238,477	1,238,477	-	0.0%
Information Technologies		6,722,145	6,722,145	-	0.0%
Student Transportation		16,293,671	15,763,289	(530,382)	(3.3%)
Other Departments		17,384,411	16,253,937	(1,130,474)	(6.5%)
35		65,020,721	63,277,660	(1,743,061)	(2.7%)
		\$ 210,020,978	\$ 208,088,531	\$ (1,932,447)	(0.9%)



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

School Allocations (\$000s)	April 27, 2023 Report	2023-24 Budget	Note	Change	% Change
Allocations to Schools*	121,853	121,951	A	\$ 98	0.1%
Supports for Students – Schools	6,421	5,682	B	(739)	(11.5%)
School Generated Funds	8,145	8,245		100	1.2%
Teacher Pensions	7,882	8,109		227	2.9%
Contingency	880	1,005	C	125	14.2%
Capital Lease	(181)	(181)		-	0.0%
School Allocations	<u>\$ 145,000</u>	<u>\$ 144,811</u>		<u>\$ (189)</u>	<u>(0.13%)</u>

**Includes Elk Island Youth Ranch Learning Center, Schools' Year-End Carryforward and Next Step Consolidated*

- A. Allocations to Schools have increased by \$98,000 due to:
- \$470,000 decrease from removing Andrew School's allocations that was included in April 27th total.
 - \$271,000 decrease in basic allocations to schools due to enrolment reductions identified by schools. These funds were moved into contingency in case the students arrive in the fall.
 - \$699,000 increase in Early Learning and Specialized Supports allocations;
 - \$30,000 increase in support from both Christian societies support;
 - \$95,000 additional allocations to schools (see note C for breakdown);
 - \$30,000 increase from a transfer of a System Library Technician (0.5 FTE) from Human Resources to Lakeland Ridge; and
 - \$15,000 decrease in various other items.
- B. Support for Students - Schools has decreased by \$739,000.
- \$699,000 decrease from Early Learning and Specialized Supports' allocations to schools;
 - \$58,000 decrease in Partners for Science anticipated gift and donations; and
 - \$18,000 increase in transfer from Specialized Supports Central to consolidate staffing.
- C. Contingency has increased by \$125,000. There was an increase from basic allocation reductions at schools of \$271,000 as described in note A. This was offset by the following contingency usages:
- \$38,000 to Mills Haven Elementary to support the final year of the German Bilingual program;
 - \$30,000 to Rudolph Henning Junior High to support the Junior High Honors program;
 - \$27,000 to various other schools to support additional requests;
 - \$43,000 in reduced revenue for insurance rebate, as it is not guaranteed; and
 - \$8,000 net revenue reduction for the Andrew School closure.

The enrolment contingency's balance is \$587,000 (\$240,000 - April 27th) and the other contingency for risk, potential cost estimate increases and unidentified items balance is \$418,000 (\$640,000 - April 27th). These contingencies will be utilized for school allocations if fall enrolment increases, to offset funding adjustments if enrolment remains unchanged, to address impacts from assumptions changes and to fund additional needs.

Allocation Reconciliation Notes - continued

Central Allocations (\$000s)	April 27, 2023 Report	2023-24 Budget	Note	Change	% Change
Capital and Debt Services/Teacher Pension	\$ 6,848	\$ 6,764		\$ (84)	(1.2%)
Facilities Services	16,534	16,535		1	0.0%
Infrastructure Maintenance and Renewal	1,238	1,238		-	0.0%
Information Technologies	6,722	6,722		-	0.0%
Student Transportation	16,294	15,763	A	(531)	(3.3%)
Other Departments	17,385	16,255	B	(1,130)	(6.5%)
Central Allocations	<u>\$ 65,021</u>	<u>\$ 63,277</u>		<u>\$ (1,744)</u>	<u>(2.7%)</u>

- A. Student Transportation allocations have decreased by a total of \$531,000. Fee revenue has decreased by \$416,000; resulting from a combination of lower fee rates and more students being eligible for funded transportation. In addition, the fuel contingency estimate was reduced by \$184,000. These reductions are offset by an increase in the projected surplus carryforward by \$69,000 for a total carryforward amount of \$188,600.
- B. Other Departments have decreased by \$1.13 million. This is primarily a result from changes in the Human Resources department (\$635,000) and the Support for Students - Central department (\$440,000). The remaining balance (\$55,000) are smaller variances within various departments.
- The Human Resources department had a decrease of \$546,000 for secondments, \$30,000 reduction for a school transfer, and \$59,000 reduction in revenue for the Career Technology Studies Bridge to Certification.
 - The Supports for Students - Central department had decreases of \$167,000 for the Odyssey French Language program, \$88,000 reduction relates to the donation from Shell for the Outdoor Spaces at Fort Saskatchewan and Lamont, \$118,000 reduction in Dual Credit Grant funding, \$76,000 reduction in Official Languages in Education Programs (OLEP) funding and \$9,000 in other various increases.

Schools Summary

Enrolment	Page Ref	2022-23 Fall	2023-24 Budget	Note	Change	% Change
Sector 1 - Sherwood Park		9,953	9,945		(8)	(0.1%)
Sector 2 - Strathcona County *		2,165	2,115		(50)	(2%)
Sector 3 - Fort Saskatchewan *		3,418	3,422		4	0%
Sector 4 - Lamont County		915	846		(69)	(8%)
Sector 5 - County of Minburn		728	733		5	1%
		17,179	17,061		(118)	(1%)
Elk Island Youth Ranch Learning Centre		8	6		(2)	(25%)
Next Step Outreach		273	273		-	-
To Be Allocated		-	143		143	100%
	29	17,460	17,483		23	0%

Expenses		2022-23 Fall	2023-24 Budget	Note	Change	% Change
Sector 1 - Sherwood Park		\$ 66,869,019	\$ 67,715,438		\$ 846,419	1%
Sector 2 - Strathcona County *		13,690,095	13,561,083		(129,012)	(1%)
Sector 3 - Fort Saskatchewan *		23,675,210	24,277,228		602,018	3%
Sector 4 - Lamont County		7,958,034	7,185,199		(772,835)	(10%)
Sector 5 - County of Minburn		5,459,558	5,848,852		389,294	7%
	31	117,651,916	118,587,800	A	935,884	1%
Elk Island Youth Ranch Learning Centre		323,389	338,880		15,491	5%
Next Step Continuing Education - Summer		508,294	515,085		6,791	1%
Next Step Outreach		1,995,049	2,111,407	B	116,358	6%
Total School Allocations		120,478,648	121,553,172		1,074,524	1%
Supports for Students	33	4,731,783	5,681,593	C	949,810	20%
School Generated Funds		8,168,960	8,245,350	D	76,390	1%
Teacher Pensions		7,881,740	8,108,558	E	226,818	3%
Capital Lease (Photocopiers)		(181,397)	(181,397)		-	-
Contingency - To Be Allocated		1,597,302	1,005,441	F	(591,861)	(37%)
Schools' Year-End Carryforward		-	398,154	G	398,154	100%
	23	\$ 142,677,036	\$ 144,810,871		\$ 2,133,835	1%

Schools Summary - continued

Staffing - Full Time Equivalent (FTE)	Page Ref	Certificated			Note	Classified		
		2022-23 Fall	2023-24 Budget	Change		2022-23 Fall	2023-24 Budget	Change
Sector 1 - Sherwood Park		464.64	464.67	0.03		166.65	149.55	(17.10)
Sector 2 - Strathcona County *		99.28	96.15	(3.13)		28.79	26.53	(2.26)
Sector 3 - Fort Saskatchewan *		158.41	164.16	5.75		68.04	61.81	(6.23)
Sector 4 - Lamont County		51.89	46.81	(5.08)		24.69	19.54	(5.15)
Sector 5 - County of Minburn		37.26	38.25	0.99		14.59	15.90	1.31
	32	811.48	810.04	(1.44)		302.76	273.33	(29.43)
Elk Island Youth Ranch Learning Centre		2.20	2.20	-		0.75	0.75	-
Next Step Continuing Education - Summer		0.70	0.70	-		0.60	0.68	0.08
Next Step Outreach		12.30	12.97	0.67		5.54	5.55	0.01
Supports for Students	33	5.60	7.00	1.40		32.09	50.75	18.66
To Be Allocated		-	3.79	3.79		-	1.33	1.33
School Generated Funds		-	-	-		19.79	20.78	0.99
		832.28	836.70	4.42		361.53	353.17	(8.36)

* Sector 2 and 3 Fall Budget values have been reinstated to reflect Castle (Scotford Colony)'s values being reported in Sector 2.

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

A. In the Spring Budget there was an additional \$936,000 allocated schools. Below is a table that summarizes the net change.

School Allocation Change (in \$000s):	
2022-23 Fall Budget	\$ 117,652
Basic Allocations - Standard Cost & Enrolment Impacts	1,622
Mental Health Pilot Program	1,231
Specialized Supports & Early Learning	150
Year-End Carryforward Changes	(243)
School Programs	(321)
One-Time Funding and Other Small Items	(503)
Focus on Learning Loss	(1,000)
2023-24 Budget	\$ 118,588

B. Next Step Outreach had an increase of \$116,000 which includes increased allocations for the standard cost impacts and \$56,000 for the Vegreville Junior High program.

C. The \$950,000 increase in Supports for Students - Schools is primarily from allocations provided to offset the impacts of salary and benefits of central staff and standard cost impacts for all the school allocations. Although this area is being provided the Classroom Complexity Grant, the amount primarily offsets the reduction in one-time allocations that were provided in 2022-23. Below is a table that summarizes the net change.

Specialized Supports - Schools Allocation Change (in \$000s):	
2022-23 Fall Budget	\$ 4,732
Targeted Revenue	2,049
Classroom Complexity Funding	858
Specialized Supports & Early Learning To Schools	(150)
Other Small Changes	112
Net Department Block Allocation	(843)
2022-23 One Time Funding	(730)
Mental Health Strategic Plan	(324)
Year-End Carryforward	(22)
2023-24 Budget	\$ 5,682

D. School Generated Funds (SGF) have increased by \$76,000. The 2018-19 SGF fees were used along with an increase of 5% for inflation which provided \$376,000 in additional fee revenue. This was offset by a reduction in reserve usage of \$300,000.

E. Teacher Pensions have increased as salaries were increased for the 2% economic adjustment. The 3% increase is higher because there was movement between Supports for Students - Schools and Central.

F. Contingency - To Be Allocated is \$592,000 lower than fall. Last fall, funds were held in contingency for classified standard cost (\$313,000), illness (\$200,000), returned reserve funds related to curriculum and rural schools (\$668K) as they were not needed and finally a general contingency (\$414,000). The spring contingency is primarily related to holding funds for potential enrolment decreases \$587,000, potential cost estimate increases \$165,000, and \$253,000 for general contingency.

G. Schools' Year-End Carryforward is the top-up amount to ensure all schools' surplus can be at 1% at August 31, 2023. This amount will be redistributed in the Fall Budget once actual surpluses are known.

Enrolment Detail - by Sector				
	2022-23	2023-24		%
	Fall	Budget	Change	Change
Sector 1 - Sherwood Park				
Bev Facey Community High	1,011	1,005	(6)	(1%)
Brentwood Elementary	393	455	62	16%
Clover Bar Junior High	387	387	-	-
Davidson Creek Elementary	626	638	12	2%
École Campbelltown	364	369	5	1%
F. R. Haythorne Junior High	643	625	(18)	(3%)
Glen Allan Elementary	318	287	(31)	(10%)
Heritage Hills Elementary	494	514	20	4%
Lakeland Ridge	769	718	(51)	(7%)
Mills Haven Elementary	461	462	1	0%
Pine Street Elementary	369	362	(7)	(2%)
Salisbury Composite High	1,287	1,433	146	11%
Sherwood Heights Junior High	666	616	(50)	(8%)
Strathcona Christian Academy Elementary	581	576	(5)	(1%)
Strathcona Christian Academy Secondary	607	621	14	2%
Wes Hosford Elementary	347	316	(31)	(9%)
Westboro Elementary	315	250	(65)	(21%)
Woodbridge Farms Elementary	315	311	(4)	(1%)
	9,953	9,945	(8)	(0%)
Sector 2 -Strathcona County				
Ardrossan Elementary	612	598	(14)	(2%)
Ardrossan Junior Senior High	826	826	-	-
Castle (Scotford Colony)	27	27	-	-
Fultonvale Elementary Junior High	489	479	(10)	(2%)
Uncas Elementary	211	185	(26)	(12%)
	2,165	2,115	(50)	(2%)
Sector 3 - Fort Saskatchewan				
École Parc Élémentaire	328	352	24	7%
Fort Saskatchewan Christian	398	401	3	1%
Fort Saskatchewan Elementary	281	275	(6)	(2%)
Fort Saskatchewan High	473	480	7	1%
James Mowat Elementary	422	413	(9)	(2%)
Rudolph Hennig Junior High	436	422	(14)	(3%)
SouthPointe School	684	676	(8)	(1%)
Win Ferguson Elementary	396	403	7	2%
	3,418	3,422	4	0%
Sector 4 - Lamont County				
Andrew School	62	-	(62)	(100%)
Bruderheim School	116	99	(17)	(15%)
Lamont Elementary	294	298	4	1%
Lamont High	332	341	9	3%
Mundare School	111	108	(3)	(3%)
	915	846	(69)	(8%)

Enrolment Detail - by Sector - continued

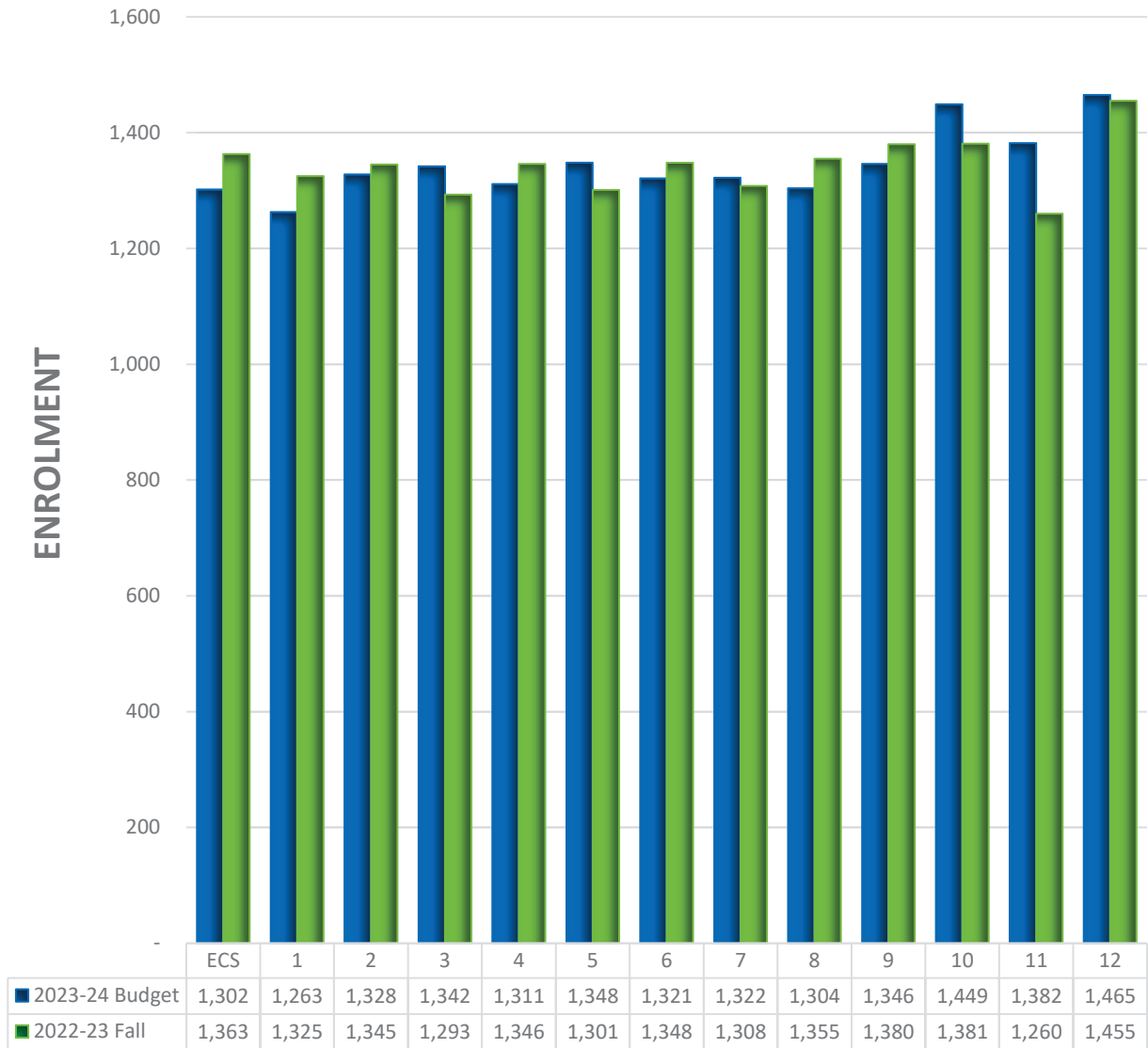
	2022-23 Fall	2023-24 Budget	Change	% Change
Sector 5 - County of Minburn				
A. L. Horton Elementary	352	335	(17)	(5%)
Pleasant Ridge Colony	17	17	-	-
Vegreville Composite High	359	381	22	6%
	728	733	5	1%
Total Enrolment in Sectors	17,179	17,061	(118)	(1%)
Elk Island Youth Ranch Learning Centre	8	6	(2)	(25%)
Next Step Home Education	-	-	-	-
Next Step Outreach	273	273	-	-
To Be Allocated	-	143	143	100%
Total Enrolment	17,460	17,483	23	0%
Enrolment by Grade				
ECS	1,363	1,302	(61)	(4%)
Grade 1-3	3,963	3,933	(30)	(1%)
Grade 4-6	3,995	3,980	(15)	(0%)
Grade 7-9	4,028	3,961	(67)	(2%)
Grade 10-12	3,830	4,028	198	5%
	17,179	17,204	25	0%
Elk Island Youth Ranch Learning Centre	8	6	(2)	(25%)
Next Step Outreach	273	273	-	-
Total Enrolment	17,460	17,483	23	0%

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ELK ISLAND PUBLIC SCHOOLS

2023-24 Budget

Enrolment Comparative - by Grade



2023-24 Spring
Enrolment

17,483 ■

2022-23 Fall
Enrolment

17,460 ■

Schools Expenses - Detail by Sector by Category

	2022-23 Fall	2023-24 Budget	Change	Salaries & Benefits	Services, Contracts & Supplies	Total Salaries* as % of Total Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,185,373	\$ 7,001,918	\$ (183,455)	\$ 6,752,627	\$ 249,291	96%
Brentwood Elementary	2,936,485	3,220,667	284,182	3,098,119	122,548	96%
Clover Bar Junior High	2,669,668	2,779,864	110,196	2,671,495	108,369	96%
Davidson Creek Elementary	3,913,407	4,080,884	167,477	3,954,966	125,918	97%
École Campbelltown	2,351,711	2,348,326	(3,385)	2,245,516	102,810	96%
F.R. Haythorne Junior High	4,349,773	4,476,866	127,093	4,275,680	201,186	96%
Glen Allan Elementary	2,385,282	2,200,468	(184,814)	2,112,971	87,497	96%
Heritage Hills Elementary	3,012,643	3,047,189	34,546	2,938,531	108,658	96%
Lakeland Ridge	4,355,177	4,354,144	(1,033)	4,139,023	215,121	95%
Mills Haven Elementary	3,051,011	3,184,798	133,787	3,035,379	149,419	95%
Pine Street Elementary	2,881,827	3,100,983	259,156	3,013,376	127,607	96%
Salisbury Composite High	8,262,281	9,071,193	808,912	8,278,562	792,631	91%
Sherwood Heights Junior High	4,163,081	3,906,788	(256,293)	3,745,475	161,313	96%
Strathcona Christian Academy Elementary	3,410,513	3,388,894	(21,619)	3,310,086	78,808	98%
Strathcona Christian Academy Secondary	3,702,701	3,945,330	242,629	3,792,829	152,501	96%
Wes Hosford Elementary	2,391,191	2,096,217	(294,974)	2,039,437	56,780	97%
Westboro Elementary	2,868,217	2,507,799	(360,418)	2,414,198	93,601	96%
Woodbridge Farms Elementary	2,978,678	2,963,110	(15,568)	2,849,287	113,823	96%
	<u>66,869,019</u>	<u>67,715,438</u>	<u>846,419</u>	<u>64,667,557</u>	<u>3,047,881</u>	<u>95%</u>
Sector 2 - Strathcona County						
Ardrossan Elementary	3,819,704	3,698,798	(120,906)	3,564,035	134,763	96%
Ardrossan Junior Senior High	5,041,577	5,015,915	(25,662)	4,825,771	190,144	96%
Castle (Scotford Colony)	202,117	192,842	(9,275)	180,411	12,431	94%
Fultonvale Elementary Junior High	3,004,862	3,175,865	171,003	3,059,307	116,558	96%
Uncas Elementary	1,621,835	1,477,663	(144,172)	1,394,030	83,633	94%
	<u>13,690,095</u>	<u>13,561,083</u>	<u>(129,012)</u>	<u>13,023,554</u>	<u>537,529</u>	<u>96%</u>
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	2,472,690	2,666,607	193,917	2,583,243	83,364	97%
Fort Saskatchewan Christian	2,768,420	3,021,515	253,095	2,928,308	93,207	97%
Fort Saskatchewan Elementary	2,195,554	2,284,556	89,002	2,201,645	82,911	96%
Fort Saskatchewan High	3,478,766	3,492,491	13,725	3,315,147	177,344	95%
James Mowat Elementary	2,749,633	2,673,116	(76,517)	2,557,322	115,794	96%
Rudolph Hennig Junior High	2,901,534	2,932,042	30,508	2,842,733	89,309	97%
SouthPointe School	4,291,446	4,262,415	(29,031)	4,130,488	131,927	97%
Win Ferguson Elementary	2,817,167	2,944,486	127,319	2,858,565	85,921	97%
	<u>23,675,210</u>	<u>24,277,228</u>	<u>602,018</u>	<u>23,417,451</u>	<u>859,777</u>	<u>96%</u>
Sector 4 - Lamont County						
Andrew School	711,806	-	(711,806)	-	-	-
Bruderheim School	1,132,459	1,114,513	(17,946)	1,081,779	32,734	97%
Lamont Elementary	2,345,395	2,214,415	(130,980)	2,123,816	90,599	96%
Lamont High	2,708,611	2,864,774	156,163	2,753,529	111,245	96%
Mundare School	1,059,763	991,497	(68,266)	949,531	41,966	96%
	<u>7,958,034</u>	<u>7,185,199</u>	<u>(772,835)</u>	<u>6,908,655</u>	<u>276,544</u>	<u>96%</u>
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,612,656	2,773,855	161,199	2,635,714	138,141	95%
Pleasant Ridge Colony	144,538	164,361	19,823	147,374	16,987	90%
Vegreville Composite High	2,702,364	2,910,636	208,272	2,768,544	142,092	95%
	<u>5,459,558</u>	<u>5,848,852</u>	<u>389,294</u>	<u>5,551,632</u>	<u>297,220</u>	<u>95%</u>
	<u>\$ 117,651,916</u>	<u>\$ 118,587,800</u>	<u>\$ 935,884</u>	<u>\$ 113,568,849</u>	<u>\$ 5,018,951</u>	<u>96%</u>

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

Schools Staffing by Sector - Full Time Equivalent (FTE)

	Certificated			Classified ¹			Total Change
	2022-23	2023-24	Change	2022-23	2023-24	Change	
	Fall	Budget		Fall	Budget		
Sector 1 - Sherwood Park							
Bev Facey Community High	48.50	48.14	(0.36)	19.69	16.94	(2.75)	(3.11)
Brentwood Elementary	21.58	23.00	1.42	5.90	6.14	0.24	1.66
Clover Bar Junior High	18.68	19.49	0.81	7.00	6.20	(0.80)	0.01
Davidson Creek Elementary	27.66	27.94	0.28	9.95	10.09	0.14	0.42
École Campbelltown	17.44	16.85	(0.59)	4.04	3.96	(0.08)	(0.67)
F.R. Haythorne Junior High	30.35	30.26	(0.09)	10.20	10.30	0.10	0.01
Glen Allan Elementary	15.71	13.93	(1.78)	7.20	6.57	(0.63)	(2.41)
Heritage Hills Elementary	22.71	23.00	0.29	5.12	3.87	(1.25)	(0.96)
Lakeland Ridge	31.03	30.94	(0.09)	9.17	7.25	(1.92)	(2.01)
Mills Haven Elementary	21.23	21.16	(0.07)	6.77	7.22	0.45	0.38
Pine Street Elementary	16.30	18.71	2.41	13.38	11.52	(1.86)	0.55
Salisbury Composite High	58.59	61.60	3.01	17.26	17.59	0.33	3.34
Sherwood Heights Junior High	31.01	28.60	(2.41)	6.92	5.90	(1.02)	(3.43)
Strathcona Christian Academy Elementary	24.32	24.32	-	7.57	6.41	(1.16)	(1.16)
Strathcona Christian Academy Secondary	27.93	28.57	0.64	5.75	6.44	0.69	1.33
Wes Hosford Elementary	16.00	14.96	(1.04)	6.97	3.97	(3.00)	(4.04)
Westboro Elementary	17.00	14.60	(2.40)	12.49	9.63	(2.86)	(5.26)
Woodbridge Farms Elementary	18.60	18.60	-	11.27	9.55	(1.72)	(1.72)
	464.64	464.67	0.03	166.65	149.55	(17.10)	(17.07)
Sector 2 - Strathcona County							
Ardrossan Elementary	26.78	26.74	(0.04)	9.74	6.44	(3.30)	(3.34)
Ardrossan Junior Senior High	38.00	36.86	(1.14)	8.47	7.91	(0.56)	(1.70)
Castle (Scotford Colony)	1.10	1.10	-	0.76	0.76	-	-
Fultonvale Elementary Junior High	22.82	22.82	-	4.90	6.22	1.32	1.32
Uncas Elementary	10.58	8.63	(1.95)	4.92	5.20	0.28	(1.67)
	99.28	96.15	(3.13)	28.79	26.53	(2.26)	(5.39)
Sector 3 - Fort Saskatchewan							
École Parc Élementaire	15.35	16.19	0.84	9.74	10.00	0.26	1.10
Fort Saskatchewan Christian	20.16	21.84	1.68	5.92	6.54	0.62	2.30
Fort Saskatchewan Elementary	13.06	15.28	2.22	8.20	5.29	(2.91)	(0.69)
Fort Saskatchewan High	22.43	22.79	0.36	10.76	9.50	(1.26)	(0.90)
James Mowat Elementary	19.34	17.99	(1.35)	6.27	6.20	(0.07)	(1.42)
Rudolph Hennig Junior High	20.44	21.35	0.91	6.88	5.33	(1.55)	(0.64)
SouthPointe School	28.88	29.92	1.04	11.35	9.59	(1.76)	(0.72)
Win Ferguson Elementary	18.75	18.80	0.05	8.92	9.36	0.44	0.49
	158.41	164.16	5.75	68.04	61.81	(6.23)	(0.48)
Sector 4 - Lamont County							
Andrew School	4.51	-	(4.51)	2.28	-	(2.28)	(6.79)
Bruderheim School	7.05	6.56	(0.49)	4.30	4.14	(0.16)	(0.65)
Lamont Elementary	15.12	14.17	(0.95)	7.37	6.51	(0.86)	(1.81)
Lamont High	18.21	19.08	0.87	8.25	7.23	(1.02)	(0.15)
Mundare School	7.00	7.00	-	2.49	1.66	(0.83)	(0.83)
	51.89	46.81	(5.08)	24.69	19.54	(5.15)	(10.23)
Sector 5 - County of Minburn							
A.L. Horton Elementary	17.76	17.51	(0.25)	7.28	8.84	1.56	1.31
Pleasant Ridge Colony	1.05	1.05	-	0.45	0.49	0.04	0.04
Vegreville Composite High	18.45	19.69	1.24	6.86	6.57	(0.29)	0.95
	37.26	38.25	0.99	14.59	15.90	1.31	2.30
	811.48	810.04	(1.44)	302.76	273.33	(29.43)	(30.87)

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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, and fall allocation rates for growth in 2022-23 being different than spring allocation rates, 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	2023-24	Change	Note	% Change	Salaries & Benefits	Services, Contracts, & Supplies
	Fall	Budget					
Early Learning	\$ 1,952,375	\$ 2,860,656	\$ 908,281	A	46.5%	\$ 2,772,750	\$ 87,906
Mental Health Capacity Building	225,061	225,061	-		0.0%	224,223	838
Specialized Supports - Schools	2,044,550	2,106,263	61,713	B	3.0%	1,765,533	340,730
School Nutrition Program	150,000	199,500	49,500		33.0%	59,732	139,768
Partners 4 Science	359,797	290,113	(69,684)	C	(19.4%)	122,288	167,825
	<u>\$ 4,731,783</u>	<u>\$ 5,681,593</u>	<u>\$ 949,810</u>		<u>20.1%</u>	<u>\$ 4,944,526</u>	<u>\$ 737,067</u>

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Staffing (FTE)	Certificated			Note	Classified		
	2022-23	2023-24	Change		2022-23	2023-24	Change
	Fall	Budget			Fall	Budget	
Early Learning	1.50	2.00	0.50		15.15	26.07	10.92
Mental Health Capacity Building	-	-	-		2.60	2.60	-
Specialized Supports - Schools	4.00	5.00	1.00		11.64	19.36	7.72
School Nutrition Program	-	-	-		1.17	1.17	-
Partners 4 Science	0.10	-	(0.10)		1.53	1.55	0.02
	<u>5.60</u>	<u>7.00</u>	<u>1.40</u>	D	<u>32.09</u>	<u>50.75</u>	<u>18.66</u>

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

A. The Early Learning budget increase of \$908,000 is reflective of the below changes.

Early Learning Changes:

Targeted Revenue	385,947
Classroom Complexity Grant	354,399
Block Allocation	311,739
Allocations to Schools	108,366
Carryforward Reserve	(2,170)
2022-23 One-Time Allocation	(250,000)
Total Changes	908,281

B. The Specialized Supports - School budget increase of \$62,000 is reflective of the below changes.

Specialized Supports - Schools Changes:

Targeted Revenue	1,940,515
Classroom Complexity Grant	503,753
Block Allocation	(1,427,093)
Allocations to Schools	(133,723)
Carryforward Reserve	(17,839)
2022-23 One-Time Allocation	(480,000)
Mental Health Strategic Plan	(323,900)
Total Changes	61,713

C. The Partners 4 Science decrease is the result of decreased deferred revenue in 2023-24. The funds provided in 2022-23 are being spent on new kits for the new curriculum and therefore there is less revenue to carry forward.

D. Classified staffing within Supports for Students (SFS) has increased by 18.66 FTE, primarily due to a contingency in hourly 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 Fall	2023-24 Budget	Note	Change	% Change
Revenues					
Alberta Education Funding					
Early Learning	\$ 3,378,860	\$ 4,119,206		\$ 740,346	22%
Specialized Supports	14,560,475	17,004,743		2,444,268	17%
	<u>17,939,335</u>	<u>21,123,949</u>	A	<u>3,184,614</u>	<u>18%</u>
Expenses					
Schools					
Early Learning	2,752,045	2,643,679		(108,366)	(4%)
Specialized Supports - Schools	16,726,772	16,988,496		261,724	2%
	<u>19,478,817</u>	<u>19,632,175</u>	B	<u>153,358</u>	<u>1%</u>
Central Services					
Early Learning	1,952,375	2,860,656		908,281	47%
Specialized Supports - Central	2,044,550	2,106,263		61,713	3%
	<u>3,996,925</u>	<u>4,966,919</u>	C	<u>969,994</u>	<u>24%</u>
	<u>23,475,742</u>	<u>24,599,094</u>		<u>1,123,352</u>	<u>5%</u>
Unfunded by Alberta Education	<u>\$ (5,536,407)</u>	<u>\$ (3,475,145)</u>	D	<u>\$ 2,061,262</u>	<u>(37%)</u>

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

- A. Alberta Education (AE) funding for these departments increased significantly. Most of the grants are part of the AE Services and Supports category which has seen, on average, a 10% increase in rates and further increases for growth. EIPS had an increase of 16% as it was decided the Classroom Complexity Grant would be allocated to this area for redistribution to schools with support needs.
- B. This value is the total funding that has been allocated out to schools via transfers. Spring is trending close to fall, however part of this is because some allocations were increased for standard cost impacts. Therefore, the dollar values are comparable, but the number of allocations is lower. This is because both areas hold contingencies for new students or emerging needs in the fall.
- C. This increase in central services expenses is reflective of both areas holding contingencies for new students, emergent needs and salary increases.
- D. The change in Unfunded by Alberta Education reflects the changes to Block Allocations, One-time allocations, and Reserves (Department Carryforward and Division). In 2023-24 Block Allocations were decreased to this area because of the additional funding. Therefore, the unfunded by AE gap has gotten smaller.

Central Services					
Expenses by Department	Page Ref	2022-23 Fall	2023-24 Budget	Change	% Change
Governance	36				
Board of Trustees		\$ 636,481	\$ 577,111	\$ (59,370)	(9.3%)
Education Executive	37				
Superintendent		809,537	833,354	23,817	2.9%
Communications		672,421	702,550	30,129	4.5%
		1,481,958	1,535,904	53,946	3.6%
Supports For Students - Central	38				
Associate Superintendent		555,197	433,838	(121,359)	(21.9%)
Instructional Supports		3,359,781	3,009,888	(349,893)	(10.4%)
Curriculum		895,139	668,883	(226,256)	(25.3%)
Specialized Supports		593,177	559,467	(33,710)	(5.7%)
		5,403,294	4,672,076	(731,218)	(13.5%)
Human Resources	41				
Associate Superintendent		3,230,842	2,554,698	(676,144)	(20.9%)
Staff Relations & Training		795,055	755,380	(39,675)	(5.0%)
Recruitment & Staffing		2,987,550	3,035,440	47,890	1.6%
		7,013,447	6,345,518	(667,929)	(9.5%)
Business Services	43				
Secretary-Treasurer		800,819	815,104	14,285	1.8%
Financial Services		2,218,685	2,308,224	89,539	4.0%
		3,019,504	3,123,328	103,824	3.4%
Facility Services	45				
Facilities		16,289,494	16,535,318	245,824	1.5%
Infrastructure Maintenance and Renewal		1,341,299	1,238,477	(102,822)	(7.7%)
		17,630,793	17,773,795	143,002	0.8%
Information Technologies	48	7,372,305	6,722,145	(650,160)	(8.8%)
Student Transportation	50	14,088,780	15,763,289	1,674,509	11.9%
Fiscal Services	52	6,886,969	6,764,494	(122,475)	(1.8%)
		\$ 63,533,531	\$ 63,277,660	\$ (255,871)	(0.4%)

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Staffing - Full Time Equivalents (FTE)	2022-23 Fall	2023-24 Budget	FTE Change	% Change
Certificated	31.69	27.14	(4.55)	(14.4%)
Classified	125.74	121.90	(3.84)	(3.1%)
	157.43	149.04	(8.39)	(5.3%)

Governance					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Block Revenue Allocations	\$ 573,847	\$ 577,111	\$ 3,264	0.6%	
Reserve Spending	62,634	-	(62,634)	(100.0%)	
	636,481	577,111	(59,370)	(9.3%)	
Expenses					
<i>Salaries and Benefits</i>					
Classified	422,030	425,294	3,264	0.8%	
	422,030	425,294	3,264	0.8%	
<i>Services, Contracts and Supplies</i>					
Dues & Fees	83,217	83,217	-	-	
Staff Dev - Registration	40,856	32,495	(8,361)	(20.5%)	
Contracted Services	51,873	7,500	(44,373)	(85.5%)	
Advertising/Public Relations	7,161	7,161	-	-	
Travel	8,000	4,100	(3,900)	(48.8%)	
Subsistence	9,639	3,639	(6,000)	(62.2%)	
Computer Equipment	3,350	3,350	-	-	
Supplies & Materials	3,200	3,200	-	-	
Binding/Copying/Printing	2,000	2,000	-	-	
Furniture	2,000	2,000	-	-	
Telephone/Fax/Cellular	1,955	1,955	-	-	
Rental/Lease	1,000	1,000	-	-	
Postage/Courier	200	200	-	-	
	214,451	151,817	(62,634)	(29.2%)	
	636,481	577,111	(59,370)	(9.3%)	
	\$ -	\$ -	\$ -	-	

Summary:

Governance budget is comprised of the nine elected Trustees. Trustees demonstrate commitment to education by accepting responsibility for the policies and procedures of Elk Island Public Schools.

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

Not applicable.

Education Executive							
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note	Superintendent	Communications & Elections
Revenue/Allocations							
Block Revenue Allocations	\$ 1,369,983	\$ 1,422,437	\$ 52,454	3.8%		\$ 794,211	\$ 628,226
One-Time Funding	41,220	68,100	26,880	65.2%		-	68,100
Reserve Spending	70,755	45,367	(25,388)	(35.9%)		39,143	6,224
	1,481,958	1,535,904	53,946	3.6%		833,354	702,550
Expenses							
<i>Salaries and Benefits</i>							
Certificated	475,261	446,318	(28,943)	(6.1%)		446,318	-
Classified	782,283	824,858	42,575	5.4%		215,219	609,639
	1,257,544	1,271,176	13,632	1.1%		661,537	609,639
<i>Services, Contracts and Supplies</i>							
Contracted Services	45,243	51,522	6,279	13.9%		46,626	4,896
Contracted Services - Elections	50,000	50,000	-	-		-	50,000
Subsistence	36,572	33,228	(3,344)	(9.1%)		32,228	1,000
Rental/Lease	7,650	21,000	13,350	174.5%		20,500	500
Supplies & Materials	27,012	38,070	11,058	40.9%		30,217	7,853
Advertising/Public Relations	14,300	14,175	(125)	(0.9%)		175	14,000
Mileage	5,268	11,458	6,190	117.5%		9,958	1,500
Furniture	2,000	10,500	8,500	425.0%		9,500	1,000
Dues & Fees	7,850	7,575	(275)	(3.5%)		5,975	1,600
Binding/Copying/Printing	5,685	7,067	1,382	24.3%		4,385	2,682
Staff Dev - Registration	6,648	6,829	181	2.7%		5,829	1,000
Staff Dev - Travel	5,066	5,566	500	9.9%		4,816	750
Computer Equipment	8,240	5,500	(2,740)	(33.3%)		3,500	2,000
Telephone/Fax/Cellular	3,000	3,865	865	28.8%		3,115	750
Staff Dev - Subsistence	4,350	3,355	(995)	(22.9%)		2,855	500
Repairs & Maintenance	2,976	2,976	-	-		-	2,976
Travel	1,954	2,019	65	3.3%		1,315	704
Publications & Subscriptions	200	200	-	-		-	200
Postage/Courier	100	100	-	-		100	-
Cost Recoveries	(9,700)	(10,277)	(577)	5.9%		(9,277)	(1,000)
	224,414	264,728	40,314	18.0%		171,817	92,911
	1,481,958	1,535,904	53,946	3.6%		833,354	702,550
	\$ -	\$ -	\$ -	-		\$ -	\$ -

Staffing (FTE)	2022-23 Fall	2023-24 Budget	Change	% Change	Note	Superintendent	Communications & Elections
Certificated	2.00	2.00	-	-		2.00	-
Classified	7.90	7.90	-	-		2.00	5.90
	9.90	9.90	-	-		4.00	5.90

Summary:

The Superintendent department serves the staff, parents, community, and especially the students in providing a strong public education system.

The Communications budget supports the efforts being made by the Division and schools to foster engagement with school families. It includes expense related to branding, media relations, web-based network, social media, and public engagements.

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

Not applicable.

Supports for Students - Central					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Targeted Funding	2,992,312	3,044,922	52,610	1.8%	
Block Revenue Allocations	\$ 2,293,417	\$ 2,569,276	\$ 275,859	12.0%	A
Reserve Spending	2,308,884	176,143	(2,132,741)	(92.4%)	B
One-Time Funding	110,000	30,500	(79,500)	(72.3%)	C
Supplemental Revenue	103,989	-	(103,989)	(100.0%)	D
Transfers To/From Other Sites	(2,405,308)	(1,148,765)	1,256,543	(52.2%)	E
	5,403,294	4,672,076	(731,218)	(13.5%)	
Expenses					
<i>Salaries and Benefits</i>					
Certificated	3,505,444	2,984,306	(521,138)	(14.9%)	F
Classified	969,736	849,788	(119,948)	(12.4%)	G
	4,475,180	3,834,094	(641,086)	(14.3%)	
<i>Services, Contracts, and Supplies</i>					
Contracted Services	474,862	436,153	(38,709)	(8.2%)	
Dues & Fees	41,980	99,673	57,693	137.4%	
Supplies & Materials	89,335	83,740	(5,595)	(6.3%)	
Mileage	45,500	42,700	(2,800)	(6.2%)	
Staff Dev - Registration	41,500	33,500	(8,000)	(19.3%)	
Subsistence	20,746	29,700	8,954	43.2%	
Rental/Lease	25,500	24,200	(1,300)	(5.1%)	
Media Materials - Books Only	17,000	18,375	1,375	8.1%	
Computer Equipment	20,500	14,000	(6,500)	(31.7%)	
Staff Dev - Subsistence	10,515	13,221	2,706	25.7%	
Staff Dev - Travel	11,000	11,500	500	4.5%	
Furniture	8,500	8,500	-	-	
Telephone/Fax/Cellular	8,780	8,170	(610)	(6.9%)	
Travel	1,200	4,500	3,300	275.0%	
Binding/Copying/Printing	8,450	3,750	(4,700)	(55.6%)	
Software	2,926	3,500	574	19.6%	
Equipment	81,000	2,000	(79,000)	(97.5%)	H
Publications & Subscriptions	15,100	500	(14,600)	(96.7%)	
Repairs & Maintenance	3,000	250	(2,750)	(91.7%)	
Postage/Courier	520	50	(470)	(90.4%)	
Advertising/Public Relations	200	-	(200)	(100.0%)	
	928,114	837,982	(90,132)	(9.7%)	
	5,403,294	4,672,076	(731,218)	(13.5%)	
	\$ -	\$ -	\$ -	-	

Supports for Students - Central - continued

Staffing (FTE)	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Certificated	25.69	21.14	(4.55)	(17.7%)	F
Classified	12.67	7.05	(5.62)	(44.4%)	G
	<u>38.36</u>	<u>28.19</u>	<u>(10.17)</u>	<u>(26.5%)</u>	

Summary:

The Support for Students - Central budget totaling \$4.67 million is comprised of the Associate Superintendent \$434,000, Curriculum \$669,000, Instructional Supports \$3.01 million, and Specialized Supports \$559,000 departments.

The Associate Superintendent department includes administration. The budget is primarily salary.

The Curriculum budget is primarily salary.

Instructional Supports is comprised of the Instructional Supports team (made up of literacy, numeracy, educational technology and career pathways consultants), First Nations, Métis, and Inuit team, as well as Partners for Science. The budget is comprised primarily of salary and contracted services.

Specialized Supports promotes a shared vision of an inclusive education system that values and supports the diverse needs of all learners. Specialized Supports strengthens and improves the quality of education of all students, from preschool through to Grade 12. The budget is comprised primarily of salary and contracted services.

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

- A. Block allocations have increased by \$276,000 for the following:
- \$274,000 for Instructional Support Consultants;
 - \$25,000 for Dual Credit support for students;
 - \$26,000 transfer to Associate Superintendent Supports for Students from Early Learning and Specialized Supports Schools to consolidate staffing;
 - \$82,000 for economic salary adjustment, benefit increase and grid movement for department staffing; and
 - (\$96,000) transfer from Curriculum to Early Learning to consolidate staffing.
 - (\$35,000) transfer from Supports for Students - Schools to Support for Students - Central to consolidate staffing.

Supports for Students - Central - continued

- B. In 2023-24 the Division Unallocated Reserves is funding a Career Pathways Consultant for \$137,000. In the prior year, Division Unallocated Reserves funded the following:
- \$395,000 for Consultants in Assessment, Numeracy and Early Learning;
 - \$132,000 for Educational Information Technology Consultant;
 - \$132,000 for Career Pathways Consultant;
 - \$445,000 for New Curriculum work;
 - \$60,000 Lucy Calkins Readers/Writers Workshop;
 - \$30,000 common exams;
 - \$25,000 for survey analysis; and
 - \$1.0 million on Focus on Learning Loss.
- The remaining variance is from changes in department carryforwards.
- C. One-time funding has decreased by \$80,000. The \$30,000 for 2023-24 is funding for common exams. The \$110,000 from 2022-23 was for the Career Technology Studies Collegiate Work and the University of Alberta math facilitator.
- D. Supplemental Revenue is decreasing by \$104,000 primarily from the completion of the Lamont and Fort Saskatchewan Outdoor spaces that were funded from a Shell donation.
- E. Transfers have decreased by \$1.26 million due to the \$1.0 million Focus on Learning Loss not being funded from Division Unallocated Reserves. The remainder is slightly lower allocations to schools for Curriculum subs and First Nations, Métis, and Inuit support.
- F. Certificated Salaries have decreased by \$521,000 and 4.55 FTE. There was a reduction of 2.0 FTE in the Curriculum budget to align expenses with the grant total provided. There was also a reduction of 2.0 FTE in Instructional Supports for consultants. One position was discontinued, and one was transferred to Supports for Students Schools. The remaining 0.55 FTE relates to staffing transfers from the Central department to both Early Learning or Specialized Supports Schools.
- G. Classified salaries have decreased by \$120,000 and 5.62 FTE. The primary reason is the removal of Odyssey staffing. At the time of preparing the Spring Budget the Odyssey funding is unknown and the budget was prepared with the assumption there would be none. If the funding does get approved these FTE's will be added back in the Fall Budget.
- H. In 2022-23 the Equipment budget increased by \$76,000 for the Dual Credit Enhancement funding that was received and the reduction this year is the offset from that impact.

Human Resources					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Block Revenue Allocations	\$ 4,747,565	\$ 4,882,777	\$ 135,212	2.8%	
One-Time Funding	58,000	48,800	(9,200)	(15.9%)	
Reserve Spending	226,368	37,310	(189,058)	(83.5%)	A
Targeted Funding	1,701,743	1,406,631	(295,112)	(17.3%)	B
Supplemental Revenue	309,771	-	(309,771)	(100.0%)	B
Transfers To/From Other Sites	(30,000)	(30,000)	-	-	
	<u>7,013,447</u>	<u>6,345,518</u>	<u>(667,929)</u>	<u>(9.5%)</u>	
Expenses					
<i>Salaries and Benefits</i>					
Certificated	360,547	366,250	5,703	1.6%	
Classified	1,260,006	1,311,126	51,120	4.1%	
	<u>1,620,553</u>	<u>1,677,376</u>	<u>56,823</u>	<u>3.5%</u>	
Staffing - Certificated *	2,206,757	2,217,206	10,449	0.5%	
Staffing - Classified *	481,355	412,133	(69,222)	(14.4%)	
	<u>2,688,112</u>	<u>2,629,339</u>	<u>(58,773)</u>	<u>(2.2%)</u>	
Secondments - Certificated	1,952,308	1,406,631	(545,677)	(28.0%)	B
	<u>6,260,973</u>	<u>5,713,346</u>	<u>(547,627)</u>	<u>(8.7%)</u>	
<i>Services, Contracts and Supplies</i>					
Staff Dev - Registration	310,782	310,782	-	-	
Contracted Services	154,095	124,294	(29,801)	(19.3%)	
Supplies & Materials	143,467	65,355	(78,112)	(54.4%)	C
Subsistence	37,838	37,229	(609)	(1.6%)	
Repairs & Maintenance	23,500	16,220	(7,280)	(31.0%)	
Mileage	15,592	14,592	(1,000)	(6.4%)	
Staff Dev - Travel	13,500	13,500	-	-	
Furniture	10,000	9,000	(1,000)	(10.0%)	
Computer Equipment	9,500	7,000	(2,500)	(26.3%)	
Dues & Fees	7,000	7,000	-	-	
Equipment	7,000	7,000	-	-	
Staff Dev - Subsistence	5,000	5,500	500	10.0%	
Telephone/Fax/Cellular	4,100	4,100	-	-	
Advertising/Public Relations	3,750	3,250	(500)	(13.3%)	
Rental/Lease	2,350	2,350	-	-	
Binding/Copying/Printing	2,000	2,000	-	-	
Publications & Subscriptions	1,700	1,700	-	-	
Cost Recoveries	800	800	-	-	
Postage/Courier	500	500	-	-	
	<u>752,474</u>	<u>632,172</u>	<u>(120,302)</u>	<u>(16.0%)</u>	
	<u>7,013,447</u>	<u>6,345,518</u>	<u>(667,929)</u>	<u>(9.5%)</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	

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

Human Resources - continued					
Staffing (FTE)*	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Certificated	2.00	2.00	-	-	
Classified	13.00	13.00	-	-	
	<u>15.00</u>	<u>15.00</u>	-	-	

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

Summary:

The Human Resources budget totaling \$6.35 million is comprised of the Associate Superintendent \$2.56 million, Recruitment & Staffing \$3.04 million, and Staff Relations & Training \$755,000 departments. This budget provides support to both schools and departments regarding recruitment, training, safety, staffing, benefits, and health recovery.

The Associate Superintendent department includes administration and occupation health and safety. The budget is comprised primarily of Division secondment salary, severance salary, and salaries for department staff.

The Recruitment & Staffing department includes recruitment administration and division staffing. The budget is comprised primarily of department staff salary and the following Division expenses: illness salary, maternity and parental benefits, and division certificated private business salary.

The Staff Relation & Training department includes benefit administration, long term disability (LTD) and professional development (PD). The budget is comprised primarily of department staff salary, Division salary for PD and benefits for LTD.

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

- A. In 2022-23 Division Unallocated Reserves funded \$200,000 for the Classified Salary Compensation Analysis, Off To A Good Start and Health & Wellness initiatives. These items have been identified as completed or are being funded via a different means in 2023-24. The remaining variance is from changes in department carryforwards.
- B. The decrease in Targeted Funding of \$295,000 and Supplemental Revenue of \$310,000 are the results of decreases in the number of secondments (\$546,000) and removal of the Career Technology Studies Bridge to Certification (\$59,000) funding as it has now been fully utilized. The offset for the secondments can be found in the Secondments - Certificated line. There are 11.5 FTE being seconded in 2023-24 (16.5 FTE in 2022-23).
- C. In 2022-23 there was \$40,000 of the Post-Covid Mental Health, used for staff wellness, budgeted to this expenditure line. In 2023-24 this has been discontinued. Last year, there was also \$35,000 for initial criminal record checks which are required for certificated staff every three years.

Business Services					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Block Revenue Allocations	\$ 2,977,905	\$ 3,098,148	\$ 120,243	4.0%	
Reserve Spending	41,599	25,180	(16,419)	(39.5%)	
	3,019,504	3,123,328	103,824	3.4%	
Expenses					
<i>Salaries and Benefits</i>					
Classified	2,349,385	2,467,883	118,498	5.0%	A
	2,349,385	2,467,883	118,498	5.0%	
<i>Services, Contracts and Supplies</i>					
Insurance	351,739	351,739	-	-	
Contracted Services	224,768	205,397	(19,371)	(8.6%)	
Staff Dev - Registration	27,255	29,000	1,745	6.4%	
Supplies & Materials	13,424	14,011	587	4.4%	
Dues & Fees	11,870	13,153	1,283	10.8%	
Computer Equipment	9,123	9,500	377	4.1%	
Furniture	8,000	8,000	-	-	
Subsistence	5,200	5,400	200	3.8%	
Mileage	4,900	4,900	-	-	
Binding/Copying/Printing	4,400	4,400	-	-	
Staff Dev - Travel	2,645	2,645	-	-	
Telephone/Fax/Cellular	2,295	2,350	55	2.4%	
Rental/Lease	1,650	1,650	-	-	
Travel	1,050	1,450	400	38.1%	
Advertising/Public Relations	1,000	1,000	-	-	
Staff Dev - Subsistence	600	650	50	8.3%	
Publications & Subscriptions	200	200	-	-	
	670,119	655,445	(14,674)	(2.2%)	
	3,019,504	3,123,328	103,824	3.4%	
	\$ -	\$ -	\$ -	-	

Staffing (FTE)	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Classified	20.65	21.12	0.47	2.3%	A

Business Services - continued

Summary:

The Business Services budget totalling \$3.12 million is comprised of the Secretary Treasurer \$815,000, and Financial Services \$2.31 million departments. It provides excellent service to both schools and departments regarding all financial matters.

The Secretary Treasurer department includes administration and division risk management. The budget is comprised primarily of Division liability insurance, contracted services for Division legal fees, and salaries for department staff.

The Financial Services department includes Payroll, Budgeting, School Support, Financial Reporting and Purchasing & Contracts. The budget is comprised primarily of department staff salary and contracted services for audit fees.

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

- A. The salary increase of \$118,000 is from the 2% economic adjustment, benefit increase, grid movement and the addition of a Senior Accountant (0.47 FTE) funded from a block allocation increase.

Facility Services					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Block Revenue Allocations	\$ 14,797,724	\$ 15,518,311	\$ 720,587	4.9%	A
One-Time Funding	-	59,000	59,000	100.0%	
Reserve Spending	531,081	-	(531,081)	(100.0%)	B
Supplemental Revenue	278,209	306,261	28,052	10.1%	
Targeted Funding - IMR	1,341,299	1,238,477	(102,822)	(7.7%)	C
Targeted Funding	682,480	651,746	(30,734)	(4.5%)	
	17,630,793	17,773,795	143,002	0.8%	
Expenses					
<i>Salaries and Benefits</i>					
Classified*	3,368,754	3,639,123	270,369	8.0%	D
	3,368,754	3,639,123	270,369	8.0%	
<i>Services, Contracts and Supplies</i>					
Contracted Custodial Services	4,423,498	4,480,000	56,502	1.3%	
Electricity	2,000,000	2,363,000	363,000	18.2%	E
Contracted Services	1,731,532	1,461,952	(269,580)	(15.6%)	F
Natural Gas/Propane	1,200,000	1,438,000	238,000	19.8%	E
Repairs & Maintenance - IMR	1,341,299	1,238,477	(102,822)	(7.7%)	D
Rental/Lease	1,172,667	1,183,576	10,909	0.9%	
Insurance	525,177	498,750	(26,427)	(5.0%)	
Supplies - Custodial	591,200	431,200	(160,000)	(27.1%)	G
Supplies & Materials	322,000	343,750	21,750	6.8%	
Water & Sewer	240,000	240,500	500	0.2%	
Repairs & Maintenance	400,000	225,000	(175,000)	(43.8%)	H
Equipment	210,000	175,000	(35,000)	(16.7%)	
Oil/Gas/Propane	120,000	80,000	(40,000)	(33.3%)	
Software	16,000	56,000	40,000	250.0%	
Vehicle Repair/Maintenance	30,000	40,000	10,000	33.3%	
Staff Dev - Registration	35,000	25,000	(10,000)	(28.6%)	
Dues & Fees	11,500	11,500	-	-	
Subsistence	8,000	11,000	3,000	37.5%	
Postage/Courier	13,500	10,500	(3,000)	(22.2%)	
Telephone/Fax/Cellular	15,950	10,450	(5,500)	(34.5%)	
Computer Equipment	10,000	5,500	(4,500)	(45.0%)	
Uniforms/Protective	5,000	5,000	-	-	
Furniture	5,000	4,000	(1,000)	(20.0%)	
Miscellaneous Bank Charges	4,000	4,000	-	-	
Binding/Copying/Printing	1,500	1,000	(500)	(33.3%)	
Staff Dev - Travel	2,500	-	(2,500)	(100.0%)	
Staff Dev - Subsistence	1,500	-	(1,500)	(100.0%)	
Cost Recoveries	(174,784)	(208,483)	(33,699)	19.3%	
	14,262,039	14,134,672	(127,367)	(0.9%)	
	17,630,793	17,773,795	143,002	0.8%	
	\$ -	\$ -	\$ -	-	

Facility Services - continued					
Staffing (FTE)	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Classified	33.17	34.50	1.33	4.0%	D

Summary:

The Facility Services budget totaling \$17.77 million is comprised of the Facilities \$16.53 million and Infrastructure Maintenance & Renewal \$1.24 million departments. It provides safe, healthy, and comfortable learning environments that support educational excellence.

The Facilities Services department includes custodial service, snow removal, property insurance, facility maintenance and utilities.

The Infrastructure Maintenance & Renewal budget includes repairs and maintenance expense.

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

- A. Block allocations have increased by \$721,000 for the following:
- \$582,000 for estimated utility increases;
 - \$36,000 for custodial increases at Central;
 - \$128,000 for economic salary adjustment, benefit increase and grid movement for department staffing; and
 - \$25,000 reduction in insurance costs.
- B. The reserve spending has decreased by \$535,000. In 2022-23 the following projects were funded from reserves, and these will not continue into 2023-24:
- Strobe Lighting
 - Facility Assessments
 - Community Engagement
 - Modular Moves
 - Video Surveillance
 - Hand Sanitizer
- C. The Targeted IMR funding is assuming that Facility Services will be able to spend 100% of the 2022-23 IMR funding this year. The IMR budget for 2023-24 has been reduced for an estimated capital component.

(\$000s)	2022-23 Fall	2023-24 Budget	Variance
IMR Funding	\$ 2,262	\$ 2,238	\$ (24)
Prior Year Carryforward	1,483	-	(1,483)
IMR Capitalized	(2,404)	(1,000)	1,404
IMR Revenue Total	\$ 1,341	\$ 1,238	\$ (103)

- D. The salary increase of \$270,000 is from the 2% economic adjustment, benefit increase, grid movement and the addition of an Assistant Director (1.0 FTE) and a Project Manager (0.33 FTE) which is overlap for cross training an upcoming leave. The FTE increases were funded from department savings and no additional block was provided for them.

Facility Services - continued

- E. Both the Electricity and Natural Gas/Propane expenses are increasing by \$363,000 and \$238,000 respectively. The electricity contract is coming up for renewal and an estimated KWH rate was used; this value may change in the Fall Budget. The natural gas contract is also coming up for renewal and the rate is estimated at an 50% increase.

- F. Contracted Services decreased by \$270,000. In 2022-23, the Video Surveillance (\$134,000), Strathcona Community Engagement (\$129,000), Facility Condition Audits (\$87,000), James Mowat Elementary Modular Move (\$56,000), the Sherwood Park and Fort Saskatchewan Solutions (\$31,000) and the Career Technology Studies Strobe Lighting (\$10,000) projects were budgeted in this expense line. All these projects are completed, and expenditures removed. These decreases were offset by an increase of \$177,000 for higher costs of material and labour for services contracted by third parties.

- G. Supplies-Custodial decreased by \$160,000 primarily from the removal of hand sanitizer from this budget.

- H. Repairs and Maintenance decreased by \$175,000. In 2022-23, Facility Services started to use this expense line to track preventive maintenance costs, which in prior years was budgeted in Contracted Services. The amount budgeted in 2022-23 for this purpose was estimated higher than what the actuals for the year are tracking. Therefore, this expense line is being reduced to allocate budget to other needs.

Information Technologies					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Block Revenue Allocations	\$ 5,795,708	\$ 6,149,645	\$ 353,937	6.1%	A
One-Time Funding	477,500	186,240	(291,260)	(61.0%)	B
Reserve Spending	724,697	2,260	(722,437)	(99.7%)	C
Targeted Funding	374,400	384,000	9,600	2.6%	
	<u>7,372,305</u>	<u>6,722,145</u>	<u>(650,160)</u>	<u>(8.8%)</u>	
Expenses					
<i>Salaries and Benefits</i>					
Certificated	295,193	302,772	7,579	2.6%	
Classified	2,997,266	3,135,096	137,830	4.6%	D
	<u>3,292,459</u>	<u>3,437,868</u>	<u>145,409</u>	<u>4.4%</u>	
<i>Services, Contracts and Supplies</i>					
Software	1,887,931	1,944,931	57,000	3.0%	
Internet	630,611	630,019	(592)	(0.1%)	
Telephone/Fax/Cellular	272,252	272,593	341	0.1%	
Computer Equipment	969,536	225,240	(744,296)	(76.8%)	E
Contracted Services	155,946	61,424	(94,522)	(60.6%)	F
Mileage	49,000	49,000	-	-	
Amortization of Capital Assets	37,652	37,652	-	-	
Staff Dev - Travel	9,200	17,313	8,113	88.2%	
Staff Dev - Registration	33,313	15,000	(18,313)	(55.0%)	
Supplies & Materials	10,000	10,000	-	-	
Subsistence	7,500	7,500	-	-	
Furniture	6,000	6,000	-	-	
Dues & Fees	3,300	3,300	-	-	
Staff Dev - Subsistence	3,800	3,000	(800)	(21.1%)	
Postage/Courier	500	500	-	-	
Insurance	500	500	-	-	
Binding/Copying/Printing	204	204	-	-	
Rental/Lease	101	101	-	-	
Repairs & Maintenance	2,500	-	(2,500)	(100.0%)	
	<u>4,079,846</u>	<u>3,284,277</u>	<u>(795,569)</u>	<u>(19.5%)</u>	
	<u>7,372,305</u>	<u>6,722,145</u>	<u>(650,160)</u>	<u>(8.8%)</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	

Information Technologies - continued					
Staffing (FTE)	2022-23 Fall	2023-24 Budget	Change		Note
Certificated	2.00	2.00	-	-	
Classified	27.35	27.33	(0.02)	(0.1%)	D
	<u>29.35</u>	<u>29.33</u>	<u>(0.02)</u>	<u>(0.1%)</u>	

Summary:

The Information Technologies (IT) department provides support to schools and departments in areas including hardware, software, accounts, network/server operations, printing, and IT purchasing.

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

- A. Block allocations have increased by \$354,000 for the following:
 - \$150,000 for a Senior Security Analyst;
 - \$57,000 for various software license increases; and
 - \$147,000 for economic salary adjustment, benefit increase and grid movement for department staffing.

- B. The One-Time Funding has decreased by \$291,000. In 2022-23 the funding supported various projections including, evergreening computers, Permission Click, Data Visualization, PowerSchool professional development and administrative support. In 2023-24 the funding is supporting evergreening computers.

- C. The Reserve Spending has decreased by \$722,000. In 2022-23, \$500,000 Division Unallocated Reserves were used to fund evergreening computers but in 2023-24 one-time funding is being used. In addition, the Division Unallocated Reserves funded \$162,000 for the replacement of computer equipment (batteries, servers), the Tableau Project and records digitalization. There has also been a decrease in the department's carryforward projection by \$60,000.

- D. The Salaries and Benefits increase of \$138,000 is from the 2% economic adjustment, benefit increase, grid movement and the addition of a Senior Security Analyst (1.0 FTE) funded from a Block Revenue Allocation. This was offset by reductions of temporary staff (1.0 FTE) which were funded from 2022-23 reserve spending and one-time allocations.

- E. Computer Equipment has decreased by \$744,000. In 2022-23 the Division funded \$930,000 in computer evergreening and hardware purchases, in 2023-24 this has been reduced to \$186,000.

- F. Contracted Services decreased by \$95,000 primarily related to one-time projects that were funded in 2022-23.

Student Transportation Services					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Targeted Funding	12,148,534	14,481,738	2,333,204	19.2%	A
Supplemental Revenue	1,509,030	1,092,948	(416,082)	(27.6%)	B
Reserve Spending	431,216	188,603	(242,613)	(56.3%)	C
	14,088,780	15,763,289	1,674,509	11.9%	
Expenses					
<i>Salaries and Benefits</i>					
Classified	1,410,477	1,483,310	72,833	5.2%	
	1,410,477	1,483,310	72,833	5.2%	
<i>Services, Contracts and Supplies</i>					
Contracted Transportation	11,132,533	12,945,184	1,812,651	16.3%	A
Insurance	433,978	722,929	288,951	66.6%	A
Telephone/Fax/Cellular	200,000	222,250	22,250	11.1%	
Contracted Services	119,761	69,000	(50,761)	(42.4%)	
Supplies & Materials	85,000	65,000	(20,000)	(23.5%)	
Equipment	504,000	50,000	(454,000)	(90.1%)	D
Miscellaneous Bank Charges	34,500	34,500	-	-	
Cost Recoveries	21,060	22,623	1,563	7.4%	
Postage/Courier	19,000	19,000	-	-	
Staff Dev - Registration	12,400	17,500	5,100	41.1%	
Subsistence	15,000	17,000	2,000	13.3%	
Rental/Lease	14,924	15,424	500	3.4%	
Binding/Copying/Printing	15,000	15,000	-	-	
Computer Equipment	14,000	14,000	-	-	
Staff Dev - Travel	12,000	12,000	-	-	
Furniture	10,000	10,000	-	-	
Software	7,297	8,719	1,422	19.5%	
Oil/Gas/Propane	7,000	7,000	-	-	
Repairs & Maintenance	7,500	7,000	(500)	(6.7%)	
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	-	-	
Overhead Recoveries	7,500	-	(7,500)	(100.0%)	
	12,678,303	14,279,979	1,601,676	12.6%	
	14,088,780	15,763,289	1,674,509	11.9%	
	\$ -	\$ -	\$ -	-	

Student Transportation Services - continued				
Staffing (FTE)	2022-23	2023-24	Change	Note
	Fall	Budget		
Classified	11.00	11.00	-	-

Summary:

Student Transportation Services department provides students accessibility to learning opportunities while maintaining the following core values of safety, dependability, efficiency, progressive, and professional.

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

- A. Targeted Funding increase of \$2.33 million primarily resulted from a service level change and changes to the funding rates. Currently, students must live 2.4 kilometers (km) from their designated school. Beginning in 2023-24, that distance is reduced to 1.0 km for grades K to 6 students and 2.0 km for grades 7 to 12 students. This service change also increased the Contracted Transportation expense (\$1.81 million) and Insurances costs (\$289,000) as more buses are required.
- B. Supplemental Revenue decreased by \$416,000. This is resulting from a combination of lower fee rates and more students being eligible for funded transportation.
- C. Reserve Funding has decreased by \$243,000. The department's carryforward projection has increased by \$28,000. In addition, in 2022-23 \$271,000 of Division Unallocated Reserves funded the purchase of Tyler Tablets, this was a one-time purchase.
- D. The decrease in Equipment of \$454,000 includes the one-time purchase of the Tyler Tablets in 2022-23 of \$271,000 and the completion of evergreening video surveillance equipment.

Fiscal Services					
Budget	2022-23 Fall	2023-24 Budget	Change	% Change	Note
Revenue/Allocations					
Block Revenue Allocation	\$ 1,227,254	\$ 1,026,030	\$ (201,224)	(16.4%)	A
Departments' Year-End Carryforward	-	77,523	77,523	100.0%	B
Targeted Funding	5,659,715	5,660,941	1,226	0.0%	
	<u>6,886,969</u>	<u>6,764,494</u>	<u>(122,475)</u>	<u>(1.8%)</u>	
Expenses					
<i>Salaries and benefits</i>					
Teacher Pensions - Central	390,260	347,442	(42,818)	(11.0%)	
	<u>390,260</u>	<u>347,442</u>	<u>(42,818)</u>	<u>(11.0%)</u>	
<i>Services, Contracts and Supplies</i>					
Amortization of Capital	6,806,078	6,928,898	122,820	1.8%	C
Departments' Year-End Carryforward	-	77,523	77,523	100.0%	B
Rental / Lease	(9,369)	(9,369)	-	-	
Equipment Buyouts	(300,000)	(580,000)	(280,000)	93.3%	D
	<u>6,496,709</u>	<u>6,417,052</u>	<u>(79,657)</u>	<u>(1.2%)</u>	
	<u>6,886,969</u>	<u>6,764,494</u>	<u>(122,475)</u>	<u>(1.8%)</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	

Summary:

Fiscal Services includes the Division's funded & unfunded amortization (capital asset costs recorded over time), and the teacher retirement funds for central teaching staff. It also includes a 'negative' expense to ensure proper accounting treatment of capital assets funded by individual school and department budgets ("buyouts").

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

- A. Block Revenue Allocation decreased by \$201,000 primarily because of an increase in buyouts in 2023-24. The allocation fluctuates each year based on the Division's historical and projected capital purchases.
- B. The Departments' Year-End Carryforward is the top-up amount to ensure all departments surplus can be at a 1% at August 31, 2023. This amount will be redistributed in the Fall Budget once actual surpluses are known.
- C. Amortization of Capital is increasing from both supported and unsupported amortization, as schools continue to make capital purchases and the Division spends IMR and CMR funding on large capital projects.
- D. In addition to \$300,000 budgeted for school capital purchases, Facility Services intends on purchasing \$280,000 of vehicles and equipment.



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Alberta Education
Budget Report**

2023-24

**Report to the
Board of Trustees**
May 25, 2023

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2024**

[Education Act, Sections 139(2)(a) and 244]

2195 The Elk Island School Division

Legal Name of School Jurisdiction

683 Wye Road Sherwood Park AB AB T8B 1N2; 780-417-8111; candace.cole@eips.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Trina Boymook

Name

Signature

SUPERINTENDENT

Mr. Mark Liguori

Name

Signature

SECRETARY TREASURER or TREASURER

Candace Cole

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on May 25, 2023 .
Date**

c.c. Alberta Education
Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: EDC.FRA@gov.ab.ca

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Legend:

Blue	Data input is required	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed.
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the s

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2023/2024 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

Reserve Use

Division Operating Reserves will be used totaling \$3.14 million (net of ARO Amortization of \$0.28 million) (see page 8).

Capital Reserves will be used to fund \$1.33 million:

- Salisbury Composite High Storm water project, Building Management System, school bus, Information Technology items, and various other projects.

Revenue (changes from the 2022-23 Budget)

Revenue increased \$11.44 million to \$204.95 million. Significant items listed below:

- Alberta Education (AE) funding increased by \$11.45 million which is offset by \$0.06 million decrease of Other Government of Alberta revenue. Specific changes are: new grants: \$6.43 million (Classroom Complexity, Mental Health Pilot Program, Teacher Salary Settlement, and Curriculum), IMR (\$1.02) million, Transportation \$3.72 million, O&M \$1.0 million, estimated growth \$2.3 million, and other (\$1.04) million.
- Fees are decreasing by \$0.36 million primarily due to the new Student Transportation Fees (STF) structure that was reduced due to the new Transportation Grant.
- Gifts & Donations and Rental of Facilities decreases total \$0.12 million.
- Investment income has increased \$0.24 million due to Bank of Canada interest rate increases implemented during the past 12 months to fight inflation.

Expenses (changes from the 2022-23 Budget)

Expenses increased \$5.35 million to \$208.37 million. Significant items listed below:

- Salaries & Benefits increased by \$4.61 million (3.1%) as a result of compounding effect of economic increases and increased benefit costs.
- Transportation expenses increased by \$2.86 million, primarily due change in ridership distance eligibility and increasing routes to accommodate and inflation increases covered by the increased grant, offset by fee reductions and change to reserves.
- External Services increased by \$1.76 million; however 2022-23 needed to be restated to \$2.09 million due to how secondment expenses are treated for the Audited Financial Statements.

Significant Business and Financial Risks:

EIPS' business and financial risks are that our assumptions do not hold true. Our assumptions are as follows:

- EIPS' operations will align closely to the 2022-23 Spring Budget, except for the closure of Andrew School (Board decision May 4, 2023);
- Funding from AE for the following grants has not been included as the amounts and requirements are not known at this time: Low Incidence Supports and Services, Displaced Students, Dual Credit Start-up, and Dual Credit Enhancement;
- The 2023-24 funding envelope from AE is based on enrolment of 17,553. As current projected 2023-24 enrolment is 17,483 students, funds have been set aside in Contingency in case students do not arrive by Sept. 29, 2023;
- Minister will approve 100% of our operating reserve expenditure requests, if approval is not received there will be significant negative impacts on the Division's operations - not only outside the classroom, but also in the classroom;
- The lease funding from the Capital Planning Department will be provided for two schools, not receiving these funds would have an impact of \$0.65 million;
- School Generated Funds are anticipated to return to normal and are included in the Spring Budget for 105% (5% inflationary adjustment) of 2018-19 actuals;
- Official Languages in Education Program (funded by the federal government) funds have not been confirmed as the bilateral agreement is subject to ratification, anticipated in fall 2023;
- Odyssey funding has been removed from the budget as it is not known at this time if support will continue, and for what amount;
- The full amount allocated to the Division for the new Classroom Complexity Grant will be received;
- Program Unit Funding students will be assessed by the deadlines imposed by Alberta Education, otherwise EIPS will not access specific funding available;
- Fee collection rates next year will be similar to 2018-19 (over 90%) which was the last normal year of operations;
- Staffing at the schools is occurring at the same time as budget development; therefore, substantial estimates relating to salary standard costs have been made;
- Sick leaves and maternity expenses vary from year-to-year, our best estimate has been included; and
- The current global economy and supply chain issues continue to impact the Division as higher-than-normal inflationary pressures are being experienced for: utilities, and school fees involving officiating, transportation, and CTS course supplies of food are increasing.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
REVENUES			
Government of Alberta	\$ 194,561,207	\$183,045,719	\$183,799,936
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 5,091,198	\$5,455,582	\$4,188,857
Sales of services and products	\$ 2,765,084	\$2,617,087	\$1,785,643
Investment income	\$ 503,000	\$260,000	\$371,650
Donations and other contributions	\$ 1,800,241	\$1,878,247	\$1,204,086
Other revenue	\$ 231,740	\$251,800	\$312,953
TOTAL REVENUES	\$204,952,470	\$193,508,435	\$191,663,125
EXPENSES			
Instruction - ECS	\$ 5,046,277	\$4,833,796	\$9,717,343
Instruction - Grade 1 to 12	\$ 157,317,140	\$156,239,005	\$140,383,981
Operations & maintenance	\$ 23,582,011	\$24,255,046	\$25,429,647
Transportation	\$ 15,871,242	\$13,011,322	\$12,222,632
System Administration	\$ 4,533,903	\$4,422,865	\$4,100,063
External Services	\$ 2,022,227	\$260,559	\$1,488,345
TOTAL EXPENSES	\$208,372,800	\$203,022,593	\$193,342,011
ANNUAL SURPLUS (DEFICIT)	(\$3,420,330)	(\$9,514,158)	(\$1,678,886)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
EXPENSES			
Certificated salaries	\$ 91,143,909	\$89,016,803	\$87,503,948
Certificated benefits	\$ 21,597,640	\$21,178,452	\$20,296,286
Non-certificated salaries and wages	\$ 31,447,486	\$30,334,373	\$28,914,303
Non-certificated benefits	\$ 9,255,165	\$8,304,988	\$7,670,759
Services, contracts, and supplies	\$ 47,584,292	\$46,765,342	\$41,944,629
Capital and debt services			
Amortization of capital assets			
Supported	\$ 5,313,499	\$5,274,122	\$5,507,111
Unsupported	\$ 2,030,809	\$2,148,513	\$1,504,975
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$208,372,800	\$203,022,593	\$193,342,011

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2023/2024							Actual Audited 2021/22
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 4,138,682	\$ 144,417,733	\$ 19,506,811	\$ 14,481,738	\$ 6,242,791	\$ 1,088,788	\$ 189,876,543	\$ 176,259,441
(2) Alberta Infrastructure - non remediation	\$ -	\$ 20,800	\$ 4,056,509	\$ -	\$ -	\$ -	\$ 4,077,309	\$ 4,689,275
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 93,511	\$ -	\$ -	\$ -	\$ 206,071	\$ 299,582	\$ 2,388,316
(5) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 307,773	\$ 307,773	\$ 462,904
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ -	\$ 4,005,750	\$ -	\$ 1,085,448	\$ -	\$ -	\$ 5,091,198	\$ 4,188,857
(11) Sales of services and products	\$ -	\$ 2,575,250	\$ -	\$ -	\$ -	\$ 189,834	\$ 2,765,084	\$ 1,785,643
(12) Investment income	\$ -	\$ 503,000	\$ -	\$ -	\$ -	\$ -	\$ 503,000	\$ 371,650
(13) Gifts and donations	\$ -	\$ 1,397,041	\$ -	\$ -	\$ -	\$ -	\$ 1,397,041	\$ 1,013,215
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 231,740	\$ 231,740	\$ 310,953
(15) Fundraising	\$ -	\$ 403,200	\$ -	\$ -	\$ -	\$ -	\$ 403,200	\$ 190,871
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(18) TOTAL REVENUES	\$ 4,138,682	\$ 153,416,285	\$ 23,563,320	\$ 15,567,186	\$ 6,242,791	\$ 2,024,206	\$ 204,952,470	\$ 191,663,125
EXPENSES								
(19) Certificated salaries	\$ 974,542	\$ 88,117,811	\$ -	\$ -	\$ 828,824	\$ 1,222,732	\$ 91,143,909	\$ 87,503,948
(20) Certificated benefits	\$ 146,571	\$ 21,122,430	\$ -	\$ -	\$ 144,740	\$ 183,899	\$ 21,597,640	\$ 20,296,286
(21) Non-certificated salaries and wages	\$ 2,805,590	\$ 22,279,133	\$ 3,003,005	\$ 1,209,047	\$ 1,946,559	\$ 204,152	\$ 31,447,486	\$ 28,914,303
(22) Non-certificated benefits	\$ 1,022,918	\$ 6,644,406	\$ 855,063	\$ 274,265	\$ 413,582	\$ 44,931	\$ 9,255,165	\$ 7,670,759
(23) SUB - TOTAL	\$ 4,949,621	\$ 138,163,780	\$ 3,858,068	\$ 1,483,312	\$ 3,333,705	\$ 1,655,714	\$ 153,444,200	\$ 144,385,296
(24) Services, contracts and supplies	\$ 96,656	\$ 17,726,179	\$ 13,957,345	\$ 14,340,428	\$ 1,097,171	\$ 366,513	\$ 47,584,292	\$ 41,944,629
(25) Amortization of supported tangible capital assets	\$ -	\$ 54,687	\$ 5,258,812	\$ -	\$ -	\$ -	\$ 5,313,499	\$ 5,507,111
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 1,372,494	\$ 223,517	\$ 47,502	\$ 103,027	\$ -	\$ 1,746,540	\$ 1,504,975
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 284,269	\$ -	\$ -	\$ -	\$ 284,269	\$ -
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 5,046,277	\$ 157,317,140	\$ 23,582,011	\$ 15,871,242	\$ 4,533,903	\$ 2,022,227	\$ 208,372,800	\$ 193,342,011
(36) OPERATING SURPLUS (DEFICIT)	\$ (907,595)	\$ (3,900,855)	\$ (18,691)	\$ (304,056)	\$ 1,708,888	\$ 1,979	\$ (3,420,330)	\$ (1,678,886)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual 2021/2022
FEEES			
TRANSPORTATION	\$1,085,448	\$1,628,582	\$1,345,754
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Mandatory)	\$693,000	\$660,000	\$779,334
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$130,410	\$124,200	\$57,252
Fees for optional courses	\$766,290	\$741,800	\$786,986
ECS enhanced program fees	\$0	\$0	\$2,729
ACTIVITY FEES			
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$823,200	\$784,000	\$557,551
Non-curricular goods and services	\$35,700	\$34,000	\$83,642
NON-CURRICULAR TRAVEL			
(Describe here)	\$50,000	\$0	\$0
OTHER FEES (Describe here)			
	\$0	\$0	\$0
TOTAL FEES	\$5,091,198	\$5,455,582	\$4,188,857

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual 2021/2022
Cafeteria sales, hot lunch, milk programs	\$779,762	\$742,630	\$547,914
Special events	\$393,245	\$374,519	\$158,998
Sales or rentals of other supplies/services	\$757,888	\$709,798	\$557,747
International and out of province student revenue	\$0	\$10,261	\$15,392
Adult education revenue	\$10,000	\$0	\$0
Preschool	\$0	\$4,725	\$0
Child care & before and after school care	\$111,800	\$136,569	\$111,779
Lost item replacement fees	\$37,995	\$36,186	\$26,781
Other (describe) Parent paid donations and fundraising (estimated)	\$699,426	\$666,120	\$343,378
Other (describe) Other	\$0	\$0	\$0
Other (describe) Other	\$0	\$0	\$0
Other (describe) 0	\$0	\$0	
Other (describe) 0	\$0	\$0	
TOTAL	\$2,790,116	\$2,680,808	\$1,761,989

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2022	\$22,687,927	\$5,966,743	\$0	\$15,013,438	\$0	\$15,013,438	\$1,707,746
2022/2023 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	(\$9,027,159)	(\$9,027,159)		\$0	\$0		
Estimated surplus(deficit)	(\$6,762,529)			(\$6,762,529)	(\$6,762,529)		
Estimated board funded capital asset additions		\$2,802,558		(\$1,273,402)	(\$508,402)	(\$765,000)	(\$1,529,156)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$6,980,994)		\$6,980,994	\$6,980,994		
Estimated capital revenue recognized - Alberta Education		\$1,092,465		(\$1,092,465)	(\$1,092,465)		
Estimated capital revenue recognized - Alberta Infrastructure		\$4,188,474		(\$4,188,474)	(\$4,188,474)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$33,887		(\$33,887)	(\$33,887)		
Budgeted amortization of ARO tangible capital assets		(\$284,273)		\$284,273	\$284,273		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$190,766		(\$190,766)	(\$190,766)	\$0	\$0
Estimated reserve transfers (net) MINISTERIAL APPROVAL REQUIRED				(\$2,000,000)	\$5,511,256	(\$7,511,256)	\$2,000,000
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2023	\$6,898,239	(\$2,017,533)	\$0	\$6,737,182	\$0	\$6,737,182	\$2,178,590
2023/24 Budget projections for:							
Budgeted surplus(deficit)	(\$3,420,330)			(\$3,420,330)	(\$3,420,330)		
Projected board funded tangible capital asset additions		\$1,918,176		(\$579,774)	(\$579,774)	\$0	(\$1,338,402)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$7,060,039)		\$7,060,039	\$7,060,039		
Budgeted capital revenue recognized - Alberta Education		\$1,202,303		(\$1,202,303)	(\$1,202,303)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$4,077,309		(\$4,077,309)	(\$4,077,309)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$33,887		(\$33,887)	(\$33,887)		
Budgeted amortization of ARO tangible capital assets		(\$284,269)		\$284,269	\$284,269		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$190,766		(\$190,766)	(\$190,766)		
Projected reserve transfers (net) MINISTERIAL APPROVAL REQUIRED				\$0	\$2,160,061	(\$2,160,061)	\$0
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2024	\$3,477,909	(\$1,939,400)	\$0	\$4,577,121	\$0	\$4,577,121	\$840,188

**SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31**

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026
Projected opening balance	\$0	\$0	\$0	\$6,737,182	\$4,577,121	\$4,157,121	\$2,178,590	\$840,188	\$620,188
Projected excess of revenues over expenses (surplus only)	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$7,344,308	\$6,864,506	\$6,534,784		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	(\$5,313,499)	(\$5,126,302)	(\$5,098,818)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment									
Photocopier capital lease	(\$190,766)	(\$190,766)	(\$111,280)		\$0	\$0			
Projected reserves transfers (net)	\$2,160,061	\$420,000	\$0	(\$2,160,061)	(\$420,000)	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	(\$300,000)	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	(\$420,000)	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	(\$1,247,675)	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	(\$927,510)	(\$573,617)	(\$393,188)		\$0	\$0			
Non-recurring non-certificated remuneration	(\$185,440)	(\$134,552)	(\$92,229)		\$0	\$0			
Non-recurring contracts, supplies & services	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses									
Decentralized department reserves	(\$188,603)	\$0	\$0		\$0	\$0			
Operations & maintenance	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
System Administration									
Decentralized department reserves	(\$226,833)	\$0	\$0		\$0	\$0			
OH&S / wellness programs									
Mental health strategic plan	(\$60,000)	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
POM expenses	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building									
Building mgmt. system & Salisbury stormwater proj.	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,034,252)	(\$220,000)	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	\$0	\$0	\$0	\$0	\$0	\$0	(\$54,849)	\$0	\$0
Capital costs - Vehicle & transportation									
Facility Services vehicles and buses	(\$255,000)	(\$255,000)	(\$255,000)	\$0	\$0	\$0	(\$149,301)	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment									
Manlift	(\$25,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment									
Furniture and equipment at school sites	(\$299,774)	(\$300,000)	(\$300,000)	\$0	\$0	\$0	(\$100,000)	\$0	\$0
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Amortization of board funded ARO capital assets	(\$284,269)	(\$284,269)	(\$284,269)		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	\$4,577,121	\$4,157,121	\$4,157,121	\$840,188	\$620,188	\$620,188

Total surplus as a percentage of 2024 Expenses	2.60%	2.29%	2.29%
ASO as a percentage of 2024 Expenses	2.20%	2.00%	2.00%

**PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31**

	Amount	Detailed explanation to the Minister for the purpose of using/transferring ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2024	\$ (3,420,330)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(3,420,330)	
Estimated Operating Deficit Due to:		
Amortization of Board funded ARO capital assets	\$284,269	
Expected use of School Generated Funds	\$300,000	Expected use of School Generated Funds as schools access fundraising, sales, and donations from prior years.
Expected use of decentralized school and department reserve carryforwards	\$1,663,111	Expected use of decentralized reserves from prior year primarily on non-recurring staffing, services, and equipment.
Certificated staffing	\$927,510	Includes spending on staffing for career pathways initiatives and support for school staffing.
Non-certificated staffing	\$185,440	Includes support for school staffing.
Mental health strategic plan	\$60,000	Includes support for staff training and other mental health initiatives.
Subtotal, preliminary projected operating reserves to cover operating deficit	3,420,330	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	579,774	Facility Services vehicles and equipment, and furniture and equipment at school sites
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(1,746,540)	
Budgeted amortization of board funded ARO tangible capital assets	(284,269)	
Budgeted board funded ARO liabilities - recognition	-	
Budgeted board funded ARO liabilities - remediation	-	
Budgeted unsupported debt principal repayment	190,766	
Projected net transfer to (from) Capital Reserves	-	
Total final projected amount to access ASO in 2023/24	2,160,061	

This section will appear only if B7 is in a deficit position. If it is a deficit, it will show in blue.

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted **Actual** **Actual**
2023/2024 **2022/2023** **2021/2022**
(Note 2)

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	11,885	12,001	11,792	Head count
Grades 10 to 12	4,296	4,096	3,905	Head count
Total	16,181	16,097	15,697	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	0.5%	2.5%		

Other Students:

Total	-	-	1	Note 3
Total Net Enrolled Students	16,181	16,097	15,698	
Home Ed Students	-	-	42	Note 4
Total Enrolled Students, Grades 1-12	16,181	16,097	15,740	
Percentage Change	0.5%	2.3%		

Of the Eligible Funded Students:

Students with Severe Disabilities	357	352	370	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,318	1,000	1,149	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	1,302	1,363	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	1,302	1,363	1,385	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	651	682	693	
Percentage Change	-4.5%	-1.6%		

Home Ed Students	-		-	Note 4
Total Enrolled Students, ECS	1,302	1,363	1,385	
Percentage Change	-4.5%	-1.6%		

Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	115	100	68	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	30	12	15	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2023/2024 budget report preparation.
- Other Grade 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.
- Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget		Actual		Actual		Notes
	2023/24	2022/23	2023/24	2022/23	2021/22	2021/22	
CERTIFICATED STAFF	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	837	837	832	832	828	828	Teacher certification required for performing functions at the school level.
Non-School Based	27	22	32	28	23	20	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	864.0	859.0	864.0	860.0	851.0	848.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	0.0%		1.5%		1.5%		
If an average standard cost is used, please disclose rate:	109,435		106,350		106,935		
Student F.T.E. per certificated Staff	20.2349537		2021%		2012%		

Certificated Staffing Change due to:

	-						If there is a negative change impact, the small class size initiative is to include any/all teachers retained.
Enrolment Change	-	-					
Other Factors	-	-					
Total Change	-	-					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	-	-					
Total Negative Change in Certificated FTEs	-	-					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	647	641	619	615	692	689
Permanent - Part time	85	85	182	182	102	102
Probationary - Full time	45	45	43	43	-	-
Probationary - Part time	15	15	36	36	-	-
Temporary - Full time	79	79	42	42	53	53
Temporary - Part time	67	67	68	68	35	35

NON-CERTIFICATED STAFF

Instructional - Education Assistants	209	-	215	-	195	-	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	199	-	215	-	177	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	36	-	35	-	33	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	11	-	11	-	10	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	20	-	11	-	40	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	475.1	-	487.0	-	455.0	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-2.5%		7.0%		4.4%		

Explanation of Changes to Non-Certificated Staff:

There is a decrease of 12 FTE in total. This would primarily be the result of the \$8.9 million funded from reserves usage in 2022-23 being reduced to \$3.1 million in 2023-24, which would have directly impacted non-certificated staffing. There was also some one-time funding that was given to our Early Learning and Specialized Supports areas which could not continue to be supported this year with the funding levels provided. The Classroom Complexity Grant was allocated to this area to offset that reduction and to maintain staffing, otherwise further reductions would have been incurred. The increase in the Other category is the result of reclassification of staffing from Instructional – Other non-certificated instruction into Other.

Additional Information

Are non-certificated staff subject to a collective agreement?

NO	
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Please provide terms of contract for 2022/23 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

N/A



RECOMMENDATION REPORT

Page 1 of 3

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Four-Year Education Plan

ORIGINATOR: Sandra Stoddard, Associate Superintendent

RESOURCE STAFF: Corrie Fletcher, Communications Specialist
Brenda Fortin, Graphic Design Specialist

REFERENCE: *Education Act*, Sections 33, 51, 52, 53, 54, 60, 67, 139, 222
Board Policy 2: Role of the Board

EIPS PRIORITY: Enhance High-Quality Learning and Working Environments

EIPS GOAL: A Culture of Excellence and Accountability

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

RECOMMENDATION:

That the Board of Trustees approves the *EIPS Four-Year Education Plan: 2022-26 (Year 2)*, which includes revised performance measures and updated priority strategies for the 2023-24 school year.

BACKGROUND:

Each year, Alberta Education requires its school divisions to develop an education plan, as outlined in Alberta Education's [Assurance Framework](#). As such, the Elk Island Public Schools (EIPS) Board of Trustees fine-tunes and updates its *Four-Year Education Plan* annually. It's then approved in May and posted online for the public to access on May 31—consistent with how school divisions submit annual budgets.

Building the education plan is part of each school division's effective planning and reporting process, which ensures a continuous improvement cycle, accountability and assurance. Within EIPS, the planning and reporting component embedded in its assurance cycle and involves:

- developing and updating education plans based on results from the analysis and implementation, input gathered from stakeholder-engagement activities, provincial direction and strategic priorities;
- ensuring the plan contains outcomes, performance measures and evidence-informed strategies that address local and strategic priorities; and
- developing a budget, allocating resources to support the plan's implementation and priorities, and demonstrating its responsible stewardship.

Additionally, the province requires all school divisions to engage stakeholders and report on results on an ongoing basis. That means, regularly, EIPS engages school families, staff, students and community members



about the Division's strategic direction. And, that it consistently shares its progress in achieving the priorities outlined in its education plan—through the *Annual Education Results Report*. The combined benefit is four-fold: It ensures school authorities are more responsive to local needs, increases stakeholder understanding of educational matters, improves decision-making and enhances ownership of decisions. That, in turn, helps school authorities be more responsive to students' and community needs, while remaining focused on continuous improvement.

In terms of EIPS' *Four-Year Education Plan: 2022-26*, work began on the plan in spring 2021. The Division undertook several engagement efforts to collect feedback from students, staff, families and stakeholders. In fact, in March 2021, EIPS conducted four surveys—the EIPS Parent Survey: Section B, Grade 12 EIPS Student Survey, EIPS Staff Engagement Survey: Section B and an EIPS Community Stakeholder Survey. All surveys focused on the *Four-Year Education Plan: 2018-22* and asked respondents if the Division's priorities, goals and outcomes should stay the same, be modified or changed completely. The results were then summarized into key themes and provided to EIPS' newly elected Board in December 2021. The Board then spent months developing and fine-tuning a new education plan for the Division—reviewing the survey feedback, analyzing Division achievement results, and consulting stakeholders further about important focus and priority areas. The new *Four-Year Education Plan: 2022-26* was finalized in May 2022, and took effect at the start of the 2022-23 school year.

CURRENT STATE:

Now in operation, the *EIPS Four Year Education Plan: 2022-26* details the Division's work, priorities, goals and outcomes over a four-year period. It also outlines the performance measures and strategies the Division will use to meet each priority, goal and outcome. As mentioned, through EIPS' assurance cycle, the Board reviews and updates its *Four-Year Education Plan* annually. Before making any changes, the Board engages stakeholders using the Year-In-Review Assurance Survey and the EIPS Annual Feedback Survey. Both surveys help the Board gauge the Division's progress toward meeting its priorities, identify areas for improvement and develop new strategies to meet the goals and outcomes outlined in the education plan.

In December 2022, the Division reached out to all school families, staff, Grade 12 students and community members to share the latest *EIPS Annual Education Results Report 2021-22* and its accompanying two-part Year-in-Review Assurance Survey 2021-22. Part A focused on stakeholder confidence with questions covering a range of topics reflecting on the year before—student growth and achievement, learning supports, teaching and leading and governance. Meanwhile, Part B focused on resource allocations to help guide the budget planning process for the 2023-24 school year. The questions focused on stakeholder values and important areas the Division should consider when allocating resources to enhance students' overall performance.

Then in March 2022, the Division conducted its EIPS Annual Feedback Survey—for families, staff, students in grades 9 and 12, and community members. Stakeholders were asked a series of questions about their experiences with EIPS and their school, the overall performance of the Division, the quality of education being provided to students and areas for improvement. The survey feedback helps to develop new strategies to better serve students and the wider community.

Using all the feedback collected, in conjunction with other data-based information, the Board has revised its *Four-Year Education Plan: 2022-26 (Year 2)*. Updates were made to the performance measures, and new strategies were added to achieve the listed priorities, goals and outcomes (see Attachment 1, "*EIPS Four-Year Education Plan: 2022-26*"). Overall, the updated plan is responsive to the province's assurance measure data,



RECOMMENDATION REPORT

aligns with community values, and supported by a budget that aligns with the key priority strategies to achieve the goals and outcomes identified in the Division's plan.

COMMUNICATION PLAN:

If approved, the Division will share the *EIPS Four-Year Education Plan: 2022-26 (Year 2)* with stakeholders and post it online by May 31, 2023.

ATTACHMENT(S):

1. *EIPS Four-Year Education Plan: 2022-26 (Year 2)*


CC:

Elk Island Public Schools
Four-Year Education Plan 2022-26
Year 2



Accountability

The *EIPS Four-Year Education Plan: 2022-26 (Year 2)* was prepared under the direction of the Elk Island Public Schools Board of Trustees in accordance with the responsibilities of the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve students' outcomes and ensure all learners can acquire the knowledge, skills and attitudes needed to be successful and contributing members of society. The Board approved the *EIPS Four-Year Education Plan: 2022-26 (Year 2)* on May 25, 2023.


Trina Boymook
Chair, Board of Trustees

Additional supporting resources are available at
eips.ca/trustees/four-year-education-plan

[Four-Year Education Plan: Overview](#)
[2023-24 EIPS Spring Budget](#)
[Three-Year Capital Plan: 2024-27](#)
[IMR and CMR Project Plan: 2023-24](#)



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EIPS Profile and Local Context

Elk Island Public Schools (EIPS) is Alberta's sixth-largest school division, serving approximately 17,460 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,543 people—925 teachers and 618 non-teaching staff—who work collectively to continuously inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of high-quality educational programs and resources that ensure their success. Core academic subjects, optional courses and complementary programs, such as career and technology studies, off-campus education and second-language courses, take place in inclusive learning environments and help form the foundation for what they choose to do next.

Students also have access to a continuum of classroom supports and services, including specialized-learning

environments; early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy. As well, myriad educational opportunities take place within, and outside, the classroom, including:

- five language programs—English, French, German, Ukrainian and Spanish;
- three academic programs—Advanced Placement, International Baccalaureate and Junior High Honours;
- faith-based programs—Alternative Christian and Logos Christian; and
- Next Step Outreach—in Sherwood Park, Fort Saskatchewan and Vegreville.

To further complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics, plus more. Together, the diverse programming offered throughout EIPS ensures a well-rounded education that develops learners with the skills and knowledge needed to succeed, now and after they finish school.

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

BELIEF STATEMENTS

- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
- Student growth and success are a shared responsibility between all stakeholders.
- Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
- Decisions are informed by reliable data and made in the best interest of all students.



EIPS Four-Year Education Plan: 2022-26

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

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

Outcome: Students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

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

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education.

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

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

Planning and Assurance



Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and assurance reports to assess its progress toward achieving the goals and outcomes outlined in the Division’s education plan. The assessment includes examining and reporting on local measures, provincial measurement information and evaluations received from Alberta Education. The Division then compares these with its mission, belief statements and *EIPS Four-Year Education Plan* (pg. 4, “EIPS Four-Year Education Plan: 2022-26”) to develop new strategies to further support student learning.

ACCOUNTABILITY AND PERFORMANCE

Planning and reporting are integral to the Division’s performance-management and assurance cycles, which involve:

- developing and updating plans based on results, contextual information and provincial direction;
- incorporating stakeholder input based on engagement activities at points throughout the process, as appropriate;
- preparing budgets that allocate or redirect resources to achieve priorities and meet responsibilities;
- implementing research, focusing on student growth and achievement, and practicing informed strategies to maintain or improve performance—within and across domains;
- monitoring implementation and adjusting efforts, as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement and develop strategies and targets for the next plan—such as evidence-informed decision-making; and
- communicating and engaging with stakeholders about the school authority’s plans and results.

ASSURANCE FRAMEWORK

Every spring, Alberta Education allocates funds to school authorities with the direction to provide high-quality education programs for all students they serve. The practice creates an accountability relationship where each school division in the province ensures transparency, annual reporting and assurances to the public that it's fulfilling its delegated responsibility.

As such, EIPS engages in an Assurance Framework annually. It's an accountability system that allows the Division to assess and demonstrate its progress on an ongoing basis—through regular reporting, set processes, actions, engagement, analysis of evidence and relationship building. The result: Stakeholders and community members develop a holistic understanding of EIPS' performance and how it's building a culture of continuous improvement.

EIPS ASSURANCE FRAMEWORK PROCESS

- Before every new Board of Trustees election, the Division engages families, students, staff and stakeholders on its *Four-Year Education Plan*, which captures EIPS' strategic direction.
- Every winter, EIPS reviews the *Four-Year Education Plan*, engages stakeholders and fine-tunes the plan detailing its goals, outcomes, strategies and performance measures.
- The revised education plan informs EIPS' spring budget and school education plans—also developed with stakeholder input.
- In May, after announcing the budget, the Division and schools allocate or redirect resources to achieve the priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and schools begin implementing the education plans, using research-based practices, engaging in professional learning, and working to maintain or improve performance in the goals outlined in the education plans—focusing on student growth and achievement.
- In late fall, the Division conducts Assurance Reviews with schools and departments—using Alberta Education's assurance measures, and internal qualitative and quantitative data. The reviews complement the education plans and allow schools and departments to share their results, annual plans, successes and challenges with the Board and community. Through the process, trustees, staff and families become educated and aware about what's happening throughout the Division.
- Following the Assurance Reviews, EIPS produces an *Annual Education Results Report*. The report outlines how the Division ensures students achieve the best possible outcomes and how it's meeting the priorities and goals set out in the *Four-Year Education Plan*. Once reviewed and approved by the Board, it's published and shared with the government, school communities, Committee of School Councils and posted online at eips.ca.
- For the remainder of the year, EIPS and schools monitor the implementation of the education plans and adjust efforts, as needed, incorporating stakeholder input based on engagement activities at various points throughout the process.



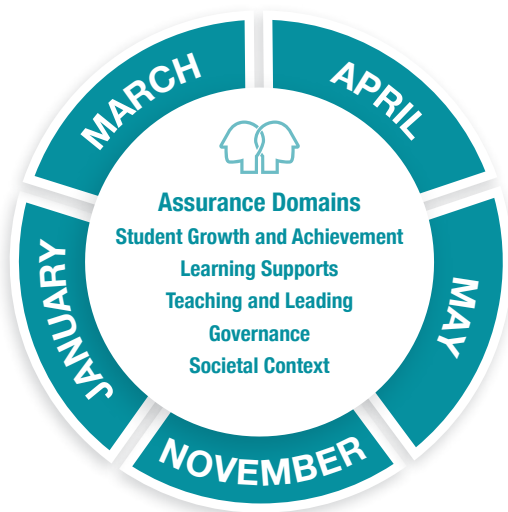
Assurance Cycle

School authorities are responsible for assuring the public they are fulfilling their responsibilities and students are successful

Assurance arises from a combination of policies, processes, actions and evidence that build public confidence in the education system.

EIPS achieves assurance through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

The Board of Trustees also reviews emails from stakeholders, attends monthly school council meetings and participates in the Committee of School Councils meetings to gather feedback about the Division. Additionally, it ensures a standing generative-governance discussion happens at every Caucus meeting for trustees to share input and, ultimately, help inform decision-making.



NOVEMBER 2023

- The Division and schools will engage families to review the assurance results from 2022-23, attend Assurance Reviews and watch the Board meeting when it discusses the *Annual Education Results Report: 2022-23*.

DECEMBER 2023

- The Division will engage staff, families, community members and Grade 12 students to gather input about future budget-planning priorities—the Board uses the feedback to make budget-related decisions.

JANUARY 2024

- The Division will engage the Committee of School Councils (COSC) about the *EIPS Annual Education Results Report 2022-23*.
- All EIPS schools will consult families about school fees for the upcoming school year.

FEBRUARY 2024

- The province will administer the Alberta Education Assurance Survey to gather feedback from students, staff and families on the required assurance measures domains—used by EIPS to guide future decision-making, priorities and budget allocations.

MARCH 2024

- The Division will administer its annual feedback surveys to school families, staff and students focused on the *Four-Year Education Plan* to guide future decision-making, priorities and budget allocations.

APRIL 2024

- All schools will engage staff and families to aid with budget planning and develop school education plans for the 2024-25 school year.
- Using the feedback provided from the surveys and other public engagement conversations, the Division will draft a spring budget report and update the *EIPS Four-Year Education Plan: 2022-26 (Year 3)*.

MAY 2024

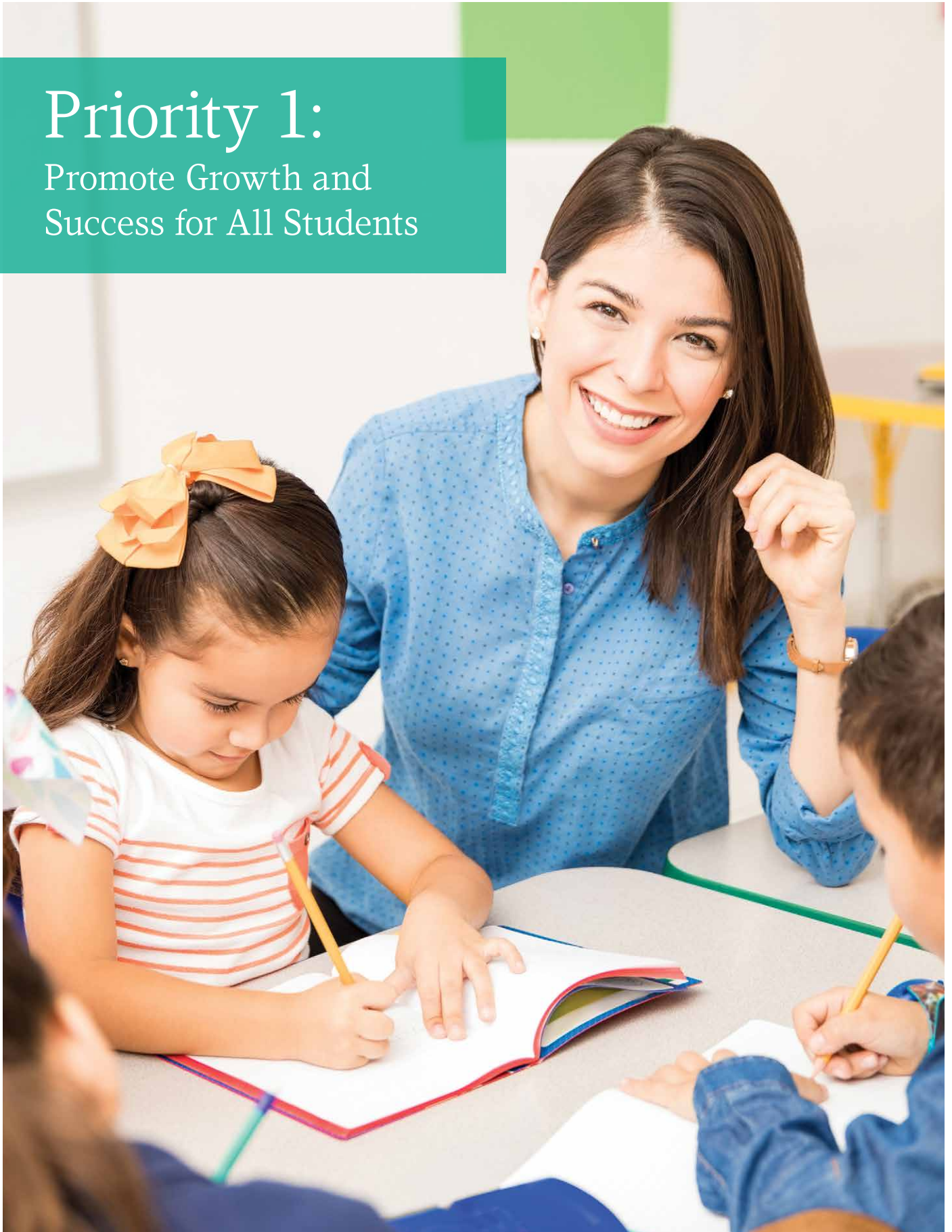
- The Division will engage COSC about the Division budget and updated *EIPS Four-Year Education Plan: 2022-26 (Year 3)*.
- The EIPS Board of Trustees will approve the Division's spring budget for 2024-25 and updated *EIPS Four-Year Education Plan: 2022-26*. Once approved, the Division will submit both to Alberta Education for review.

ONGOING:

- The Division will execute Year 3 of its Three-Year Engagement Strategy.
- The Division will continue publishing two quarterly newsletters entitled, *EIPS Quarterly Update* and *Advocacy in Action*. The newsletters have different audiences—community partners and EIPS families, respectively—and feature articles about the Division, what's new, the work of the Board of Trustees and the importance of public education.
- The Division will publish monthly school articles summarizing key sections in the *Annual Education Results Report 2022-23*. The articles are highly readable and included in the school newsletters. The audience: school families, students and EIPS staff.

Priority 1:

Promote Growth and
Success for All Students



Goal 1: Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

Local Outcome 1: Kindergarten children reach developmental milestones by Grade 1

Local Outcome 2: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3

Provincial Outcome: Alberta's students are successful

Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research, centred on families and children between the ages of zero and six suggests the early years are the most significant development period in an individual's life. That's why Elk Island Public Schools (EIPS) identifies an "excellent start to learning" as a goal in its *EIPS Four-Year Education Plan: 2022-26*. The goal sets the groundwork for implementing strategies that ensure as many children as possible, entering Grade 1, reach developmental milestones.

To facilitate this, all young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring and responsive staff members in high-quality early learning environments focused on purposeful, play-based programming. Equally important is for children in kindergarten to Grade 3 to develop strong early literacy and numeracy foundations. Both are critical for success in these areas later in life. In fact, in literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, teachers work diligently to ensure learners read at grade level. They also participate in ongoing professional learning focused on research-based foundational practices. The ultimate goal: For all students to experience one-year growth in both literacy and numeracy, annually.

Performance Measures

ACHIEVEMENT DATA

- The percentage of children no longer identified with a severe developmental delay after two years of EIPS' Play And Learn at School (PALS) programming.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures:
 - awareness of self and environment;
 - social skills and approaches to learning;
 - cognitive skills;
 - language and communication;
 - physical development: fine motor; and
 - physical development: gross motor.
- The percentage of Grade 3 students reading at grade level as measured by the Star 360 assessments.
- The total number of learners assessed at the beginning of the year using the required Alberta Education assessments.
- The percentage of students identified as an at-risk learner at the beginning of the year, compared to at the end.
- The average number of months learners are behind grade level after the first required Alberta Education assessments compared to the average number of months learners gained after the final required Alberta Education assessments.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families reporting their child demonstrated growth in development because of PALS.
- The percentage of families reporting their child is becoming ready to enter Grade 1 because of the kindergarten program.



Priority Strategy for Education Plan

EIPS will continue its efforts to ensure children reach their developmental milestones and attain solid foundational skills in the early years.

Strategies include:

-  Work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support and therapy to address developmental delays identified in classrooms—pre-kindergarten to Grade 3.
-  Transition existing online professional learning modules to more accessible and utilized platforms—focused on fine-motor progressions and early language foundations.
-  Use robust literacy and numeracy assessments to identify areas early learners are struggling.
-  Continue to work with schools to develop intervention plans for at-risk students.
-  Provide early intervention for students identified as at-risk for learning disorders.
-  Implement a pilot project for Division 1 early reading intervention in Fort Saskatchewan-based elementary schools—focused on early intervention to support an excellent start to learning, and building staff capacity to support programming for all students.
-  Create more opportunities for instructional leaders and teachers to understand and implement developmentally appropriate practices in early learning environments.
-  Provide small-group modelling and side-by-side coaching, kindergarten to Grade 3. The strategy will build teacher capacity in foundational literacy—reading, writing, and English and French oral word work. It will also support more students to demonstrate growth in literacy at grade level.
-  Continue the Early Numeracy Initiative made up of four half-day capacity building sessions focused on:
 - foundational number skills;
 - high-leverage numeracy practices;
 - small-group instruction;
 - engaging activities; and
 - embedded assessment.
-  Continue to provide high-quality professional learning opportunities for staff working in early learning classrooms.
-  Continue to build teacher capacity to successfully implement the new curriculum—using unit-plan development, assessment development and professional learning. The strategy ensures teachers confidently and effectively implement Phase 2 of the roll-out, launching in fall 2023.

Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 1: Students are engaged with their learning and achieve student-learning outcomes

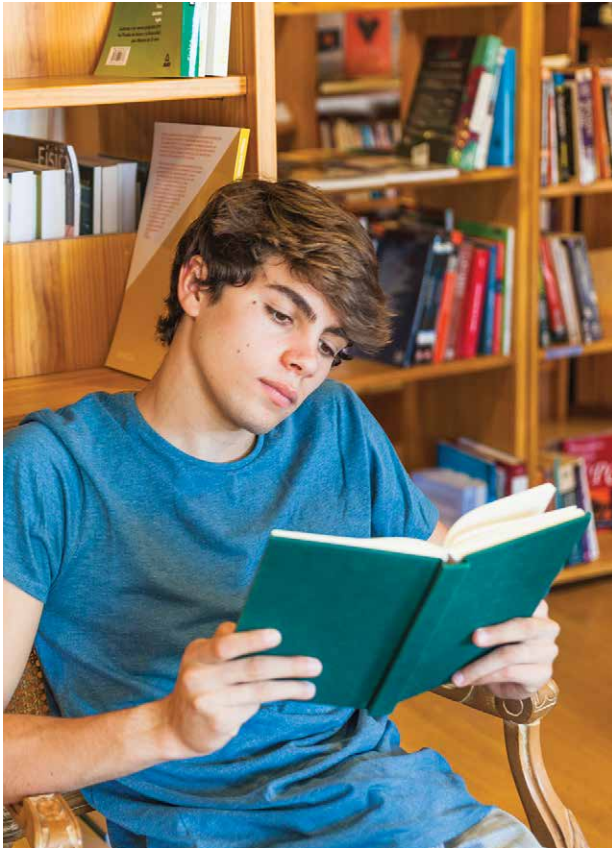
Local Outcome 2: Students achieve a minimum of one year's growth in literacy and numeracy

Provincial Outcome: Alberta's students are successful

Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their pedagogical practice to meet the differing needs of students, use meaningful assessments to inform a broad range of teaching strategies, and identify students who might require additional intervention and support early. Of particular interest is literacy, which is the ability to read, view, write, design, speak and listen to allow people to communicate effectively. Strong literacy skills ensure the ability to read and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in various situations. Developing strong literacy skills in students is critical for them to reach their full potential—in school, the workplace and life in general.

Equally of interest is numeracy, defined by Alberta Education as "... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living." A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understanding at home, school, work and in the community. Like literacy, developing strong numeracy skills is essential for students to reach their full potential. Because literacy and numeracy are foundational to success in learning and life, both are priorities listed within the *EIPS Four-Year Education Plan*.



Performance Measures

OVERALL LITERACY LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
 - Grade 6 and Grade 9 Provincial Achievement Tests (PATs)
 - diploma examinations
 - Grade 6 Language Arts PAT
 - Grade 9 Language Arts PAT
 - English 30-1 diploma examination
 - English 30-2 diploma examination
 - Star 360 Reading Assessment

OVERALL MATHEMATICS LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
 - Grade 6 Mathematics PAT
 - Grade 9 Mathematics PAT
 - Math 30-1 diploma examinations
 - Math 30-2 diploma examinations
 - Star Math Assessment



ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree the literacy and numeracy skills their child's learning at school are useful.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of teachers, families and students who agree students are engaged in their learning at school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree their child is:
 - demonstrating growth in literacy;
 - demonstrating growth in numeracy;
 - at a school where their individual needs are met; and
 - encouraged to do their best.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students in grades 9 and 12 who agree:
 - they're demonstrating growth in literacy;
 - they're demonstrating growth in numeracy;
 - they're engaged in their learning, and the schoolwork's interesting;
 - their individual learning needs are met; and
 - they're encouraged to do their best.



Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote student growth and success.

Strategies include:

-  Use the province's new curriculum funding to continue to build teacher capacity focused on smooth transitions for students and teachers—including unit-plan development, assessment development and professional learning. The strategy ensures teachers confidently and effectively implement Phase 2 of the new curriculum roll-out launching in fall 2023—mathematics and English language arts and literature, grades 4 to 6, and science and French Immersion language arts and literature, kindergarten to Grade 3.
-  Continue to use multidisciplinary teams to support learners with complex needs—across all feeder-school groupings.
-  Continue to build teacher and school-staff capacity in system programs and inclusive settings to ensure all students have access to visual, high-quality programming.
-  Implement high-leverage instructional and assessment practices to support growth in literacy and numeracy and a culture of thinking across all classrooms—using focused professional learning on small-group instruction, fact fluency, vertical non-permanent surfaces, workshop modelling and the five pillars of reading.
-  Continue to assess and identify students who are achieving results below grade level in both literacy and numeracy.
-  Focus efforts to improve the Grade 9 Provincial Achievement Test results in language arts and mathematics. Professional learning will include enhancing research-based instructional and assessment practices, maximizing conversations and facilitating robust classroom feedback to support student growth.
-  Continue to support teachers to develop and implement intervention plans that ensure more students demonstrate one year's growth in literacy and numeracy.
-  Work collaboratively with Elk Island Catholic Schools to develop Partners for Science kits that align with the new curriculum.
-  Continue the Division's work developing a senior high humanities writing continuum.
-  Continue the Division's work developing senior high common exams for physics, chemistry and English language arts: Part A.
-  Continue to provide professional learning opportunities on oral language instruction in French Immersion classrooms.
-  Continue to support teachers to implement the new French Immersion curriculum.
-  Provide professional learning opportunities to principals and assistant principals to develop their instructional leadership skills and enhance school education plans.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 3: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success

Provincial Outcome: First Nations, Métis and Inuit students in Alberta are successful

Background

Examining the achievement gap between First Nations, Métis and Inuit students, and other students across the province underscores the need for action. As such, Elk Island Public Schools (EIPS) and Alberta Education are committed to boosting educational outcomes for these students. The three main focus areas: providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; building capacity to effectively address First Nations, Métis and Inuit learner needs; and strengthening foundational knowledge about Indigenous cultures and a shared history.

Performance Measures

OVERALL STUDENT LEARNING OUTCOMES

- The percentage of students, grade 6 and 9, who achieve the acceptable standard and standard of excellence on the Provincial Achievement Tests.
- The percentage of students who achieve the acceptable standard and standard of excellence on diploma exams.

HIGH SCHOOL COMPLETION

- The high school completion rate within three and five years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.

INTERNAL EIPS DATA

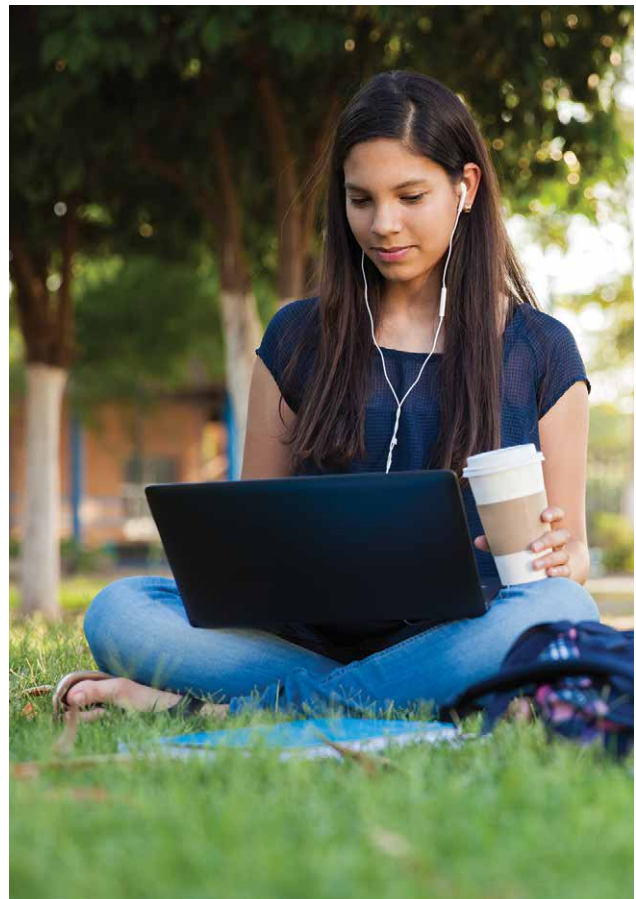
- The number of students who self-identify as First Nations, Métis and Inuit, as of June 30, 2023.
- The number of schools that submitted a First Nations, Métis and Inuit project proposal and received funding.
- The number of schools with a First Nations, Métis and Inuit education lead.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, who agree they have an understanding of First Nations, Métis and Inuit culture and history.





Priority Strategy for Education Plan

First Nations, Métis and Inuit Education

EIPS is committed to supporting teachers and administrators to effectively, authentically and respectfully implement the *Teaching Quality Standard* and *Leadership Quality Standard* competencies related to First Nations, Métis and Inuit education. Strategies include:



Work with school administrators and teachers to effectively incorporate land-based learning into their practice.



Assist educators to weave First Nations, Métis and Inuit history, culture and perspective into lesson plans—respectfully and authentically.



Work with new curriculum teachers to help embed Indigenous ways of knowing, learning and doing within divisional resources.



Work with First Nations, Métis and Inuit school leads and consultants to deepen Indigenous foundational knowledge.



Create and facilitate effective and responsive professional learning.



Work with teachers to create Partners for Science resources that incorporate Indigenous ways of knowing, learning and doing into hands-on learning experiences.

Fostering Belonging

EIPS is also committed to supporting Indigenous students and families foster a sense of belonging in their school community. Strategies include:



Provide cultural advisors to support individual schools and student groups.



Host a land-based learning and cultural camp in the spring 2024.



Continue efforts building relationships with Elders and Knowledge Holders.



Co-ordinate school visits to cultivate and facilitate authentic cultural teachings in schools.



Continue to host round dance events in schools, including one divisionwide round dance for all school communities.



Support students, grades 9 and 12, through a learning exercise where they create ribbon skirts.



Host three Indigenous family engagement nights aimed at relationship building and providing engaging cultural teachings.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 4: Students are supported and prepared for life beyond high school

Provincial Outcome: Alberta's students are successful

Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort throughout the entire kindergarten to Grade 12 public education system. That's because senior high completion is a fundamental building block influencing other educational and life goals. If a student doesn't complete senior high, it can impact their quality of life as an adult. As such, preparing all students to graduate and transition into post-secondary education, the world of work, and life in general, is a fundamental outcome of public education.



Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY: HIGH SCHOOL COMPLETION

- The high school completion rate within three and five years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.

ALBERTA EDUCATION ASSURANCE SURVEY: STUDENT GROWTH AND CITIZENSHIP

- The number of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.
- The percentage of teachers and families who agree students are taught attitudes and behaviours to be successful at work when they finish school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree their child is taught the knowledge, skills and attitudes necessary to succeed in life.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The percentage of students, grades 9 and 12, who agree they're learning the knowledge, skills and attitudes necessary to succeed in life.












Every year, EIPS scores high marks on its career pathways performance measures. Most impressive: its low dropout rate, Rutherford Scholarship results and high school completion numbers



Priority Strategy for Education Plan

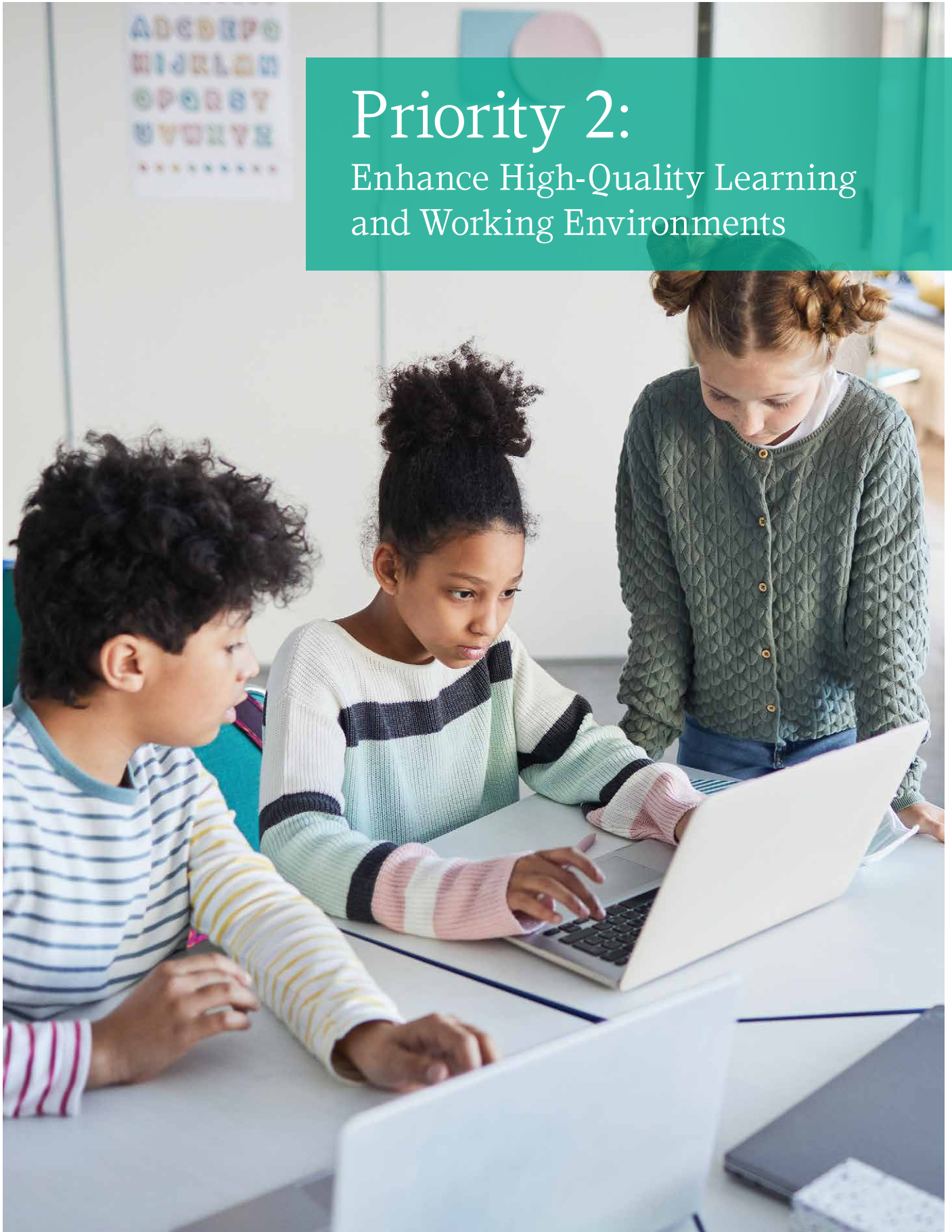
EIPS is committed to supporting students to ensure they are prepared for life after senior high.

Strategies include:

-  Align career clusters and regular programming so career discussions are naturally integrated into the curriculum.
-  Work with elementary teachers to develop relevant career and technology foundations courses—for students in grades 5 to 6.
-  Work with junior high career and technology foundations teachers to build course challenges that align with the program of studies.
-  Continue efforts to review the Division's career and technology foundations and career and technology studies programming.
-  Work with senior high staff to enhance learning supports and developmental needs as students transition into adulthood.
-  Expand the Bring Your Kids to Work Day, to also include a Division Career Day.
-  Host EIPS' annual Your Future: Post-Secondary and Career Fair in fall 2023—for students in grades 9 to 12.
-  Support each EIPS senior high to establish a school-based career fair event in spring 2024.
-  Continue efforts to enhance student opportunities by exposing them to multiple career options—work experience, off-campus education, apprenticeships, certifications, mentoring and job shadowing.
-  Work with community partners and local businesses within the Heartland Industrial Area to support and promote the proposed collegiate school in Fort Saskatchewan.
-  Identify local community partners and local businesses to help enhance the Division's career and technology studies programming.

Priority 2:

Enhance High-Quality Learning
and Working Environments



GOAL 1: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

Local Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading

Provincial Outcome: Alberta has excellent teachers, school leaders and school-authority leaders

Background

Lifelong learning is a value supported and promoted within the Division. Research points to teaching quality and school leadership as the most important factors in raising student achievement in education. For teachers, staff, school administrators and Division leaders to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills. Collectively, these lead to implementing the best educational practices and excellent student learning. As such, paying close attention to how new and experienced educators are trained and supported is critical. The same is true for educational leaders and classified staff. Ultimately, when all staff have opportunities to learn and grow, in their respective areas, the Division, as a whole, flourishes.

Equally critical is sustaining Elk Island Public Schools' (EIPS) culture of excellence and accountability. One of the ways the Division does this is by using and analyzing multiple data sets to identify areas of strength and opportunities for growth. The data helps refine and adjust goals and strategies identified in the Division's *Four-Year Education Plan*, find efficiencies within the system and effectively manage resources.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of teachers reporting:
 - In the past three to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional learning.
 - In the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
 - In the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
 - In the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families satisfied with:
 - the quality of education their child receives at their school;
 - the quality of teaching at their child's school; and
 - the leadership at their child's school.

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - there is someone at work who encourages their professional learning;
 - they've had opportunities to grow at work in the last year;
 - their colleagues are committed to doing quality work; and
 - they receive recognition or praise for doing good work.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, satisfied with the:
 - quality of education they receive;
 - quality of teaching at their school; and
 - leadership at their school.



Priority Strategy for Education Plan

EIPS will continue its efforts to support and enhance the quality of teaching, learning and leading.

Strategies include:

-  Continue to demonstrate how Division resources are allocated to meet the priorities, goals and outcomes listed in the *Four-Year Education Plan*.
-  Continue efforts to develop onboarding sessions for new hires and leadership-readiness workshops for successful transitions into new positions.
-  Streamline business processes, structures and responsibilities.
-  Deliver targeted professional learning for administrators focused on finances, budget and just-in-time training. The Division will also record all sessions for easy access.
-  Find efficiencies through the Division's Atrieve ERP system, PowerSchool, Permission Click and workflow software.
-  Provide targeted professional learning to administrators focused on instructional leadership—during leadership meetings, after-school sessions and Lunch-and-Learn sessions.
-  Develop systems and processes to enhance evidence-based decision-making throughout the Division by developing data dashboards.
-  Continue to offer professional learning focused on student achievement results in literacy and numeracy—both priority areas for the Division.
-  Enhance common communication structures across the Division to support all staff.
-  Provide professional learning to teachers through virtual co-taught lessons—a consultant virtually joins the teacher during classroom instruction. The strategy provides teachers with needed support and allows EIPS consultants to support multiple teachers simultaneously.
-  Continue to support teaching and leadership quality through professional learning, supervision and evaluation processes.
-  Develop targeted and functional professional learning opportunities for classified and certificated staff focused on key competencies and required certification for specific positions—tracked using PowerSchool's Unified Talent software.
-  Use the Foundations of Counselling Community of Practice to build capacity among Division counsellors and identify those who aspire to a counselling role.
-  Continue to provide professional learning and resources that support the new curriculum.
-  Complete—and implement the findings of—the classified Salary Compensation Analysis.
-  Develop a training program to support educational assistants working with students who have complex needs.

GOAL 2: Positive Learning and Working Environments

Assurance Domain: Learning Supports

Local Outcome: The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being

Provincial Outcome: Alberta's students are successful, and Alberta's K-12 education system is well-governed and managed

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students and staff with classrooms, schools and environments that are welcoming, caring, respectful, safe and encourage a sense of belonging. In this environment, students are best able to learn and develop social responsibility. Equally important is creating this same environment for EIPS staff so they too experience success and feel engaged.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of teachers, families and students who agree students are:
 - safe at school;
 - learning the importance of caring for others;
 - learning respect for others; and
 - treated fairly in school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of students who agree they are safe at school.
- The percentage of families who agree their child is safe at school.
- The percentage of teachers, families and students who agree each child and youth belongs and is supported in their learning.
- The percentage of teachers, families and students who agree students at their school model characteristics of active citizenship.
- The percentage of teachers, families and students who agree learning environments are welcoming, caring, respectful and safe.
- The percentage of teachers, families and students who agree students have access to appropriate school supports and services.

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - they have the materials and equipment needed to do their work;
 - the mission, belief statement and goals of EIPS make them feel their job is important;
 - they receive recognition or praise for doing good work;
 - someone at work cares about them as a person; and
 - they are satisfied with their school or department as a place to work.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree:
 - school staff care about their child; and
 - their child's school expects students to behave responsibly, and are dealt with fairly, if not.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, in grades 9 and 12, who agree:
 - their school encourages learners to be responsible, respectful and engaged citizens;
 - they feel the staff at their school care about them; and
 - their school expects students to behave responsibly and are dealt with fairly, if not.

Performance Measures

EIPS ANNUAL FEEDBACK SURVEY: FOR SCHOOL-BASED STAFF

- The percentage of school-based staff who agree:
 - their school encourages learners to be responsible, respectful and engaged citizens;
 - they feel staff at their school care about students; and
 - employees expect students to behave responsibly and are dealt with fairly, if not.



Priority Strategy for Education Plan

EIPS will continue efforts to ensure its learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

Strategies include:



Continue to offer supports and services that are consistent with inclusive education principles.



Continue to support schools to enhance programming and services for students with learning, developmental and health-related needs—enrolled in system programs and inclusive classrooms.



Continue all efforts to create and sustain welcoming, caring, respectful and safe learning environments—through partnerships, professional learning, awareness campaigns and resource tools.



Maintain the Division’s Occupational Health and Safety Certificate of Recognition and address any factors affecting the status or obstructing continuous improvement.



Use Board-allocated funds to implement Year 2 of the Division’s Mental Health Strategic Plan, focused on supporting students’ social-emotional well-being and mental health through enhancing partnerships; building staff capacity; and increasing engagement with students, staff and caregivers.



Continue to offer professional learning to build capacity to implement best practices related to anti-racism and discrimination. The goal: To develop a respectful Division culture where all students, staff and families feel they belong.



Collaborate with CASA Mental Health to establish a CASA Classroom in Fort Saskatchewan, which aims to improve student access, grades 4 to 6, to mental health supports and services.

GOAL 3: Quality Infrastructure for All

Assurance Domain: Learning Supports

Local Outcome: Learning and working environments are supported by effective planning, management and investment in Division infrastructure

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Background

Elk Island Public Schools (EIPS) is committed to providing high-quality learning and working environments. The Division does this through effective planning, management and investment in its infrastructure, which includes facilities, technology and student transportation.

Performance Measures

EIPS FACILITIES

- The overall school utilization rate.
- The number of new, replacement or modernization capital projects funded versus requested.
- The number of approved modular-unit classrooms.
- The number of modular units installed and hooked up with occupancy for school startup.
- The number of projects completed as part of the Infrastructure Maintenance and Renewal program.
- The number of projects completed as part of the Capital Maintenance Renewal program.
- The number of maintenance projects completed.
- The number of work orders requested.
- The percentage of work orders completed.

EIPS TECHNOLOGY

- The number of schools within EIPS that have rewired to Category 6 standards.
- The number of schools within EIPS funded with evergreening technology.
- The number of schools with 100 Mbps bandwidth.
- The number of schools with 200 Mbps bandwidth.
- The number of schools with 300 Mbps bandwidth.
- The number of schools with 400 Mbps bandwidth.
- The number of schools with 500 Mbps bandwidth.

EIPS is committed to providing high-quality learning and working environments that allow all students to learn, grow and thrive



STUDENT TRANSPORTATION

- The number of bus riders at the end of June.
- The number of buses.
- The average bus ride time.
- The percentage of buses installed with a GPS tracking system.
- The number of families and students who participated in the Little Elk Island Adventure.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families rating the physical condition of their child's school as excellent, good or fair.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS






- The percentage of students, grades 9 and 12, rating the physical condition of their school as excellent, good or fair.



Priority Strategy for Education Plan

Facility Services

Throughout the upcoming school year, Facility Services will carry out the following strategies:

-  Continue to improve infrastructure reliability and focus projects to prolong EIPS infrastructure life cycles through effective asset management and the use of a comprehensive computer maintenance management system.
-  Implement Year 3 of the Division's Three-Year Engagement Strategy—collecting holistic feedback from families, staff, students and community members to make informed decisions related to attendance areas, program location and student accommodation issues.
-  Continue to address maintenance and upgrade needs through regular preventative work, and ongoing scheduled Capital Maintenance and Renewal and Infrastructure Maintenance and Renewal projects.
-  Work with Alberta Education to progress the construction of the new replacement school in Sherwood Park.
-  Continue work on the Salisbury Composite High Stormwater Project—upgrading and replacing the stormwater lines leading from the school to Strathcona County's municipal system.
-  Continue to advance the Division's energy management program to reduce consumption and costs by measuring the energy used per square metre and implementing projects to support the program. The strategy aligns with [Administrative Procedure 545: Environmental Considerations](#) as it relates to “fostering policies, practices and educational programs that will protect and preserve the environment.”










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Information Technologies

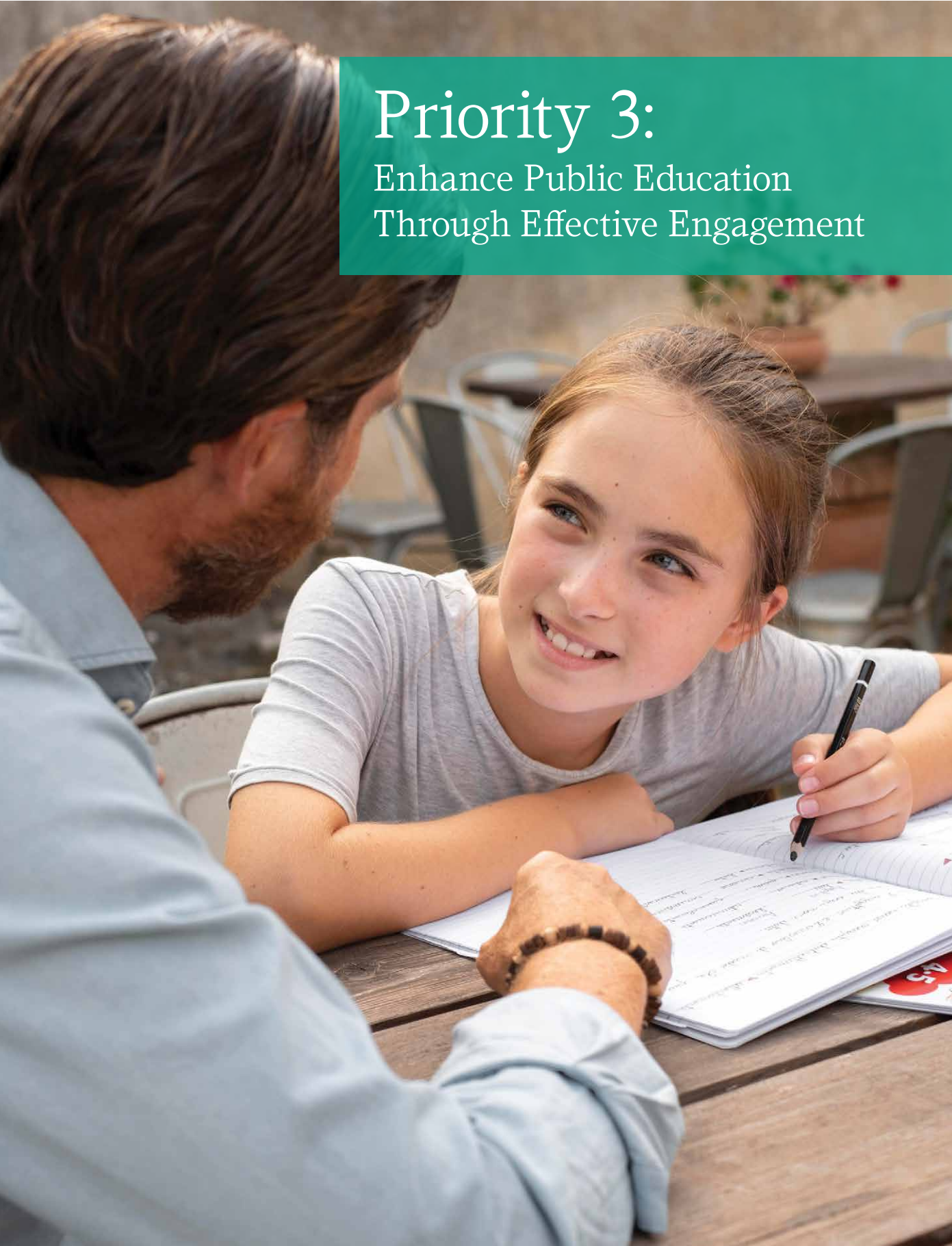
Throughout the upcoming school year, Information Technologies will carry out the following strategies:

-  Continue to improve network and infrastructure designs—supported by monitoring usage and metrics demonstrating reliable connectivity.
-  Perform evergreening upgrades for outdated Chromebooks and Microsoft Windows devices.
-  Provide ease-of-access to information through Division-aligned data systems and processes.
-  Create efficacy for all staff by defining how EIPS uses and leverages its core education and business technologies, building staff capacity in areas suggested through stakeholder feedback and consultations.
-  Engage and collaborate in a managed IT environment to consistently and effectively communicate with all stakeholders.
-  Develop a school-family communications platform to combine all Division, school and teacher communications—including absence reporting and digital-form submissions.
-  Promote the records-management program and support schools transitioning to digital documents and records.
-  Sustain a privacy-, security- and digital-leadership culture through multi-factor authentication, endpoint detection, cybersecurity awareness, network testing and security audits. The strategy ensures student and staff information, and data safety and integrity.
-  Develop and implement new Division technology projects—using sound research and privacy and security standards.

Student Transportation

Throughout the upcoming school year, Student Transportation will carry out the following strategies:

-  Streamline the student transportation software to build capacity and enable data sharing across bus operators and Division platforms—such as PowerSchool and SchoolMessenger.
-  Install Tyler Drive Tablets on all school buses—and provide related professional learning to ensure ease and access for operators.
-  Provide bus-operator training focused on tactics to reduce minor vehicle collisions and decrease student conduct incidents.
-  Provide ongoing professional learning for new staff to enhance efficiencies.
-  Continue guiding schools and contractors through their National Safety Code compliance, which helps ensure safe drivers and vehicles transport riders.
-  Continued route optimization of all bus routes to align with recent changes to Alberta Education's *Funding Manual for School Authorities 2023-24 School Year*.



Priority 3:

Enhance Public Education
Through Effective Engagement

GOAL 1: Parent and Caregiver Engagement

Assurance Domain: Governance

Local Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education

Provincial Outcome: Alberta's K-12 education system is well-governed and managed



Background

Recognizing the vital roles families play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents and caregivers are regarded as children's first teachers and key influencers in shaping learning attitudes. Their involvement in EIPS schools is continually encouraged, and, their contributions make schools better places to learn and grow. As such, the Division is committed to nurturing this collaborative approach with school families and working together to, ultimately, improve student achievement and success.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families and teachers who are satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family's encouraged and supported in helping their child be successful in learning.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- EIPS families who agree:
 - they're satisfied with the opportunity to be involved in decisions at their child's school;
 - there is open and honest communication within their child's school;
 - the school keeps them informed about their child's progress and achievement;
 - the Division is committed to engaging families about matters affecting decision-making and public education; and
 - the Division is committed to ongoing advocacy for public education.

Family involvement in EIPS is continually encouraged, and, their contributions make schools better places to learn and grow.



Priority Strategy for Education Plan

Fostering even more engagement with EIPS parents and caregivers is an ongoing priority for EIPS.

Strategies include:



Continue to offer professional learning sessions, information and resources to support families in engaging with their child about health and wellness, early learning, literacy and numeracy development, and post-senior high planning.



Continue to offer information sessions and resources to support families in preparing their child for kindergarten.



Continue to offer family engagement sessions—hosted by speech-language pathologists, occupational therapists and early learning consultants—focused on capacity building to support young learners.



Engage families to present at the Division Career Day and participate in the Bring Your Child to Work Day.



Continue all assurance framework efforts and offer opportunities for school families to provide input on divisional decision-making topics.



Implement Year 3 of EIPS' Three-Year Engagement Strategy—reviewing existing programming and school attendance area—to ensure future students continue receiving a high-quality education.



Continue communication efforts with EIPS families about the Division's progress in meeting the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*.



Continue to communicate Division news, information and updates with EIPS families—emails, newsletters, news releases and social media posts.



Develop a school-family communications platform to combine all Division, school and teacher communications—including absence reporting and digital-form submissions.



Continue to host three annual engagement gatherings with families who self-identify as First Nations, Métis or Inuit. The goal: To build relationships and engage in respectful conversations.



Continue to build capacity with school council representatives by covering the Alberta School Councils' Association membership costs and sponsoring registrations for the association's annual School Councils Conference.



Continue to engage with EIPS' Committee of School Councils as a tool for information gathering and input related to Division decision-making.

GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

Local Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success

Local Outcome: The Division is committed to engagement and advocacy to enhance public education

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Background

The key to building public assurance in the Division is ongoing engagement with educational stakeholders and school communities. As such, the Elk Island Public Schools (EIPS) Board of Trustees actively engages education stakeholders and seeks out public-consultation opportunities. Through this, it helps sustain the Division's culture of continuous improvement, builds a collective responsibility and helps inform decision-making to better support student success.

In addition, the Board places considerable emphasis on its advocacy efforts, which extend beyond just EIPS' boundaries. Through thoughtful advocacy planning and strategically partnering with surrounding school boards and associations, trustees ensure local and provincial governments understand the Division's, and its communities', values, strengths, challenges, demands and expectations. The goal: To enhance policy, funding and practices that best support students' learning needs and successes—from early learning to senior high completion, and beyond.

Performance Measures

EIPS INTERNAL DATA

- The number of advocacy areas specifically identified and addressed by the Board of Trustees.
- The number of advocacy letters sent to the Minister of Education or provincial ministers.
- The number of formal meetings with the Minister of Education or provincial ministers.
- The number of formal meetings with Alberta's members of the legislative assembly.
- The number of formal meetings with mayors or councils in EIPS' jurisdiction.
- The number of media advocacy articles, radio and television interviews.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families satisfied with the Division's commitment to engaging families in matters that affect public education.
- The percentage of families satisfied with the Division's commitment to advocating for public education.

Through engagement and advocacy, the Board ensures a culture of continuous improvement and collective responsibility





Priority Strategy for Education Plan

Identifying issues, engaging stakeholders and advocating for EIPS and a strong provincial public education system are continued priorities for the 2023-24 school year.

Strategies include:

-  Continue to promote effective communication and build relationships with all elected officials.
-  Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.
-  Develop and maintain a focused advocacy plan to enhance public education.
-  Continue to work with the media to ensure key messages and advocacy areas are clearly communicated to members of the public and key decision-makers.
-  Continue to advocate for a new collegiate school, grades 7-12, in Fort Saskatchewan.
-  Continue to collaborate with the Committee of School Councils to move advocacy areas forward.
-  Continue all assurance framework efforts. And, ensure the Division offers opportunities for school families to provide input.
-  Continue to ensure EIPS meets the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*.
-  Continue to publish the *EIPS Quarterly Update*, featuring articles about the Division, what's new, and the work of the Board. The newsletter is published four times a year and distributed to elected officials and Division partners.
-  Continue to produce the Board's *Advocacy in Action* newsletter, distributed four times a year to EIPS families. Articles highlight the work of the Board, EIPS priorities, and advocacy areas and efforts—all focused on the importance and value of strong public education.



INFORMATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023 Summer Projects Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Brent Dragon, Assistant Director, Planning and Project Management, Facility Services
Mike Desautels, Assistant Director, Operations and Maintenance, Facility Services
Darcie Bennett, Manager, Contract Services
Christina Keroack, Business Manager, Facility Services
Andree Chiasson, Administrative Assistant, Facility Services

REFERENCE:

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.

ISSUE:

The Board of Trustees receives the Facility Services 2023 Summer Projects Plan for information.

BACKGROUND:

The Facility Services Department is preparing for the Department’s summer projects season. There are projects currently planned and identified in attachment 1: *2023 Board Excel Summer Projects List*.

There are 36 Infrastructure Maintenance Renewal (IMR), five Capital Maintenance Renewal (CMR), and 331 Operations and Maintenance (O&M) projects currently planned. The total of 372 projects are identified in the accompanying all-inclusive attachment.

This summer the Modular Classroom Program Grant from the Alberta Government has provided funding to relocate two modular classrooms from École Campbelltown to SouthPointe School; as well as demolition of three portables at Uncas Elementary School.

The total value of the IMR projects is \$4.2 million. The CMR projects grant has been received April 1, 2023; at the amount of \$1.1 million.

The CMR projects identified at this point are:



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- Exterior door and window replacement at Pine Street Elementary
- Design for exterior door and window replacement at Glen Allan Elementary
- Air Conditioning installation at Bev Facey Community High
- Roof replacement and building envelope repair at F.R. Haythorne Junior High
- Asphalt parking lot replacement at Win Ferguson Elementary

In addition to performing the normal summer projects contained within our maintenance program (gym floor refinishing, painting, inspection of fire protection systems, air handling system, duct cleaning, parking lot repairs, etc.), Facility Services Projects staff are managing the following major summer IMR projects:

- Phase one of the Storm Water Infrastructure replacement at Salisbury Composite High
- CTS kitchen classrooms upgrade at Ardrossan Junior Senior High and F.R. Haythorne Junior High
- Parking lot repaving at Rudolph Hennig Junior High and Woodbridge Farms Elementary
- Air Handling Units replacement at Vegreville Composite High and Lamont Elementary
- Gym Lighting upgrades at F.R. Haythorne Junior High and Ardrossan Junior Senior High

CURRENT SITUATION OR KEY POINT:

Projects are determined by several methods:

- Facility Condition Indexing – inspections by consultants and results documented with SLAM and PDF files
- Feedback from school Administrators
- Feedback from Operations and Maintenance staff
- Facility Services management walk abouts
- Programming supported updates or requirements

With respect to the prioritization of projects, the following are considered in order of highest priority to lowest:

- Health & Safety items, including code violations
- Items that may compromise the integrity of the building envelope and reduce the life cycle of the facility
- Building components that have failed
- Educational areas to meet program requirements
- Facility requirements of students with special needs
- Building components that enhance energy conservation

ATTACHMENT(S):

1. 2023 Board Summer Projects List

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
A.L. Horton Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Floor refinishing - kindergarten room	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Playground inspection and maintenance	Summer
	Video Intercom System	Summer
Andrew School *		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Playground inspection and maintenance	Summer
	Video Intercom System	Summer
Ardrossan Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections & deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Outdoor Indigenous Land-based Learning Space install	Summer
	Video Intercom System	Summer
Ardrossan Junior Senior High		
	Art Room Upgrade	Summer
	Clean grease traps and sump pits	Summer
	CTS kitchen upgrades project	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Data Cabling Upgrade	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator Inspection and Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection Inspection and Calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing and Lighting Upgrades to LED'S - Both Gyms	Summer
	HVAC System Preventative Maintenance	Summer
	Overhead Door Inspection - Contractor - Annual	Summer
	Sewer line flushing	Summer

* Summer projects for Andrew School are subject to ministerial approval—given the Board's recent request to close the school June 30, 2023.

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
Bev Facey Community High		
	Air Conditioning Installation	Summer
	Clean grease traps and sump pits	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Generator testing, inspection and semi annual maintenance	Summer
	Grounds Maintenance	Summer
	Gym floor Refinishing North gym floor	Summer
	HVAC System Preventative Maintenance	Summer
	Overhead Door Inspection - Contractor - Annual	Summer
	Parking lot line painting	Summer
	Sewer line flushing	Summer
Brentwood Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Parking lot line painting	Summer
Bruderheim School		
	Custodial Services - Annual Cleaning Regime	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Parking lot line painting	Summer
	Playground inspection and maintenance	Summer
École Campbelltown		
	Custodial Services - Annual Cleaning Regime	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Modular Classroom Removal	Summer
	Parking lot line painting	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
Clover Bar Junior High		
	Clean grease traps and sump pits	Summer
	CTS Classroom FS 164A Heating Upgrade Design	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electical System Preventative Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Replace flooring in Classroom FS 143	Summer
	Parking lot line painting	Summer
	Sewer line flushing	Summer
Davidson Creek Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
École Parc Élémentaire		
	Classroom Upgrade FS 203	Summer
	Classroom Upgrade FS210	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Data Cabling Upgrade	Summer
	Elevated Lift Upgrade	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
Elk Island Public Schools Central Office		
	Dryer Duct Cleaning	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Overhead Door Inspection - Contractor - Annual	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
F.R. Haythorne Junior High		
	CTS Kitchen Upgrade	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electical System Preventative Maintenance	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Replacement and Lighting Upgrade to LED's - Main Gym	Summer
	HVAC System Preventative Maintenance	Summer
	Interior Washroom Signage	Summer
	Landscape Project	Summer
	Parking Lot line painting	Summer
	Outdoor Indigenous Land Based Learning Space Install	Summer
	Roofing Replacement Project - Roofing Program	Summer
Fort Saskatchewan Christian		
	Fire Inspections & Deficiencies	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Electical System Preventative Maintenance	Summer
	Elevator Inspection & Maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	CCTV Cameras	Summer
	Replace Paging System	Summer
Fort Saskatchewan Elementary		
	Fire Inspections & Deficiencies	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Elevator Inspection & Maintenance	Summer
	Electical System Preventative Maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
Fort Saskatchewan High		
	Clean grease traps and sump pits	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator Inspection & Maintenance	Summer
	Electrical System Preventative Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Preventative maintenance on sewage lift station	Summer
	Sewer line flushing	Summer
	Student Services flooring replacement and abatement	Summer
	Exhaust Fan Installation and Removal	Summer
Fultonvale Elementary Junior High		
	Fire Inspections & Deficiencies	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical System Preventative Maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Preventative maintenance on sewage lift station	Summer
Glen Allan Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Install Barrier Free Door	Summer
	Replace Paging System	Summer
	Washroom upgrade	Summer
	Parking Lot line painting	Summer
Heritage Hills Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Overhead Door Inspection - Contractor - Annual FS226	Summer
	Parking Lot line painting	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
James Mowat Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
Lakeland Ridge		
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
Lamont Elementary		
	Air Handling Unit 01 Replacement	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Elevator Inspection & Maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Main Floor Slab Repair and Flooring	Summer
Lamont High		
	Barrier Free Shower Renovation for LINKS	Summer
	Commercial kitchen exhaust cleaning	Summer
	CTS shop painting	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Gas detection inspection and calibration	Summer
	Foods Room Slab Repair	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
Mills Haven Elementary		
	CCTV Cameras	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Fire Inspections & Deficiencies	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Modular Cooling	Summer
	Replace Intercom System	Summer
	Outdoor Indigenous Land Based Learning Space Install	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
Mundare School		
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Parking lot line painting	Summer
Pine Street Elementary		
	Classroom Upgrade FS 130	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Data Cabling Upgrade	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Outdoor Indigenous Land Based Learning Space Install	Summer
	Windows and Doors Upgrade	Summer
Rudolph Hennig Junior High		
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Roofing Section B	Summer
	Southeast Parking Lot Resurface	Summer
Salisbury Composite High		
	Clean grease traps and sump pits	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Generator testing, inspection and Semi annual maintenance	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Overhead Door Inspection - Contractor - Annual	Summer
	Storm Water Infrastructure Upgrade	Summer
	Small Gym Basketball Net Upgrades	Summer
	Universal Washroom Upgrade	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
Sherwood Heights Junior High		
	Custodial Services - Annual Cleaning Regime	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
SouthPointe School		
	Fire Inspections & Deficiencies	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Modular Classroom Installation	Summer
	Parking Lot line painting	Summer
Uncas Elementary		
	Parking Lot & Drive Lane Asphalt Repair	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Modular Classroom Demolition	Summer
	Outdoor Indigenous Land Based Learning Space Install	Summer
Vegreville Composite High		
	AC compressor replacement	Summer
	Air Handling Units 7 & 8 replacement	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical System Preventative Maintenance	Summer
	Elevator Inspection & Maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grease Trap cleaning	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Overhead Door Inspection - Contractor - Annual	Summer
	Sump pit flushing	Summer

2023 Property, Operations and Maintenance Summer Projects

School Name	Project	Anticipated Start Date
Wes Hosford Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot line painting	Summer
	Roofing Section B	Summer
Westboro Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot line painting	Summer
Win Ferguson Elementary		
	Gas detection inspection and calibration	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Electrical System Preventative Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Front Entrance Concrete Repair, Parking Lot and Bus Lane	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
Woodbridge Farms Elementary		
	Custodial Services - Annual Cleaning Regime	Summer
	Electrical System Preventative Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds Maintenance	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot Re-Paving	Summer
	Parking Lot line painting (North Parking lot only)	Summer
Various		
	Asphalt repairs	
	Concrete repairs	
	LED Lighting upgrades	
	Painting exterior	
	Painting interior	
	Video Intercom System installation at all schools above	
	Roofing repairs	



INFORMATION REPORT

DATE: May 25, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023-24 Infrastructure Maintenance & Renewal and Capital Maintenance & Renewal (IMR and CMR) Projects Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Brent Dragon, Assistant Director, Facility Services
Robert Derech, Assistant Director, Facility Services
Andree Chiasson, Administrative Assistant, Facility Services

REFERENCE: Alberta Education School Capital Manual

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.

ISSUE:
That the Board of Trustees receives the Facility Services 2023-24 Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) Project Plans for information.

BACKGROUND:
Reflecting on the 2023-24 budget for the Projects and Planning area of the Facility Services Department which includes both Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) for school jurisdictions, the Facility Services departmental allocation for IMR grant amount approved for the 2023-24 school year is \$2,238,477 and the CMR grant allocation is \$1,143,128.

The combined total amount of IMR and CMR funds approved is \$3,381,605.

The IMR amount approved in the previous school year was \$2,262,457 and CMR was \$1,562,955 for a combined total amount of \$3,825,412 for an overall reduction of \$443,807.

CURRENT SITUATION OR KEY POINT:
Pursuant to Alberta Education’s School Capital Manual, IMR and CMR funding for school jurisdictions is provided to:



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- Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- Preserve and improve the quality of the learning environment by:
 - Replacing building components that have failed,
 - Prolonging the life of the facility through planned, proactive replacement of major components; and
 - Upgrading educational areas to meet program requirements.
- Meet the facility requirements of students with special needs; and
- Replace or upgrade building components to improve energy conservation and efficiency to achieve net cost savings.

CMR projects must be capitalized therefore over \$100,000 in value per project, and IMR projects valued at more than \$1 million require prior approval from the Minister of Education.

IMR and CMR projects are identified from several resources, including:

- Facility Condition Indexing – annual inspections by Elk Island Public School consultants and results documented within
- Feedback from school administrators
- Feedback from Operations & Maintenance staff
- Equipment history input from the Azzier maintenance system
- Facility Services management walk through

The following items are considered in order of highest to lowest priority:

- Health and safety items, including code violations
- Items that may compromise the integrity of the building and reduce the life of the facility
- Building components that have failed
- Educational areas to meet program requirements
- Accessibility requirements for students with special needs
- Building components that enhance energy conservation

Taking into consideration Facilities' mandate to preserve and improve the quality of the learning environment by replacing building components that have failed and prolonging the life of the facility through planned, proactive replacement of major building components. The replacement of the storm water drainage system at Salisbury Composite High School was approved by the Board of Trustees. Due to the invasive nature of this major project and the resulting disruption to the operation of the school, the project will take place in two phases over two years during the summer breaks. Phase one is scheduled to commence upon closure of the school year, June 28, 2023, and the phase two commencing the end of the 2024 school year. Funding for this project was approved utilizing three tranches. The first amount of \$1,318,051.00 using IMR funds, approved in September 2022, the second using Capital Reserves in the amount of \$581,870.00, also approved in September 2022. The third in the amount of \$814,252.00 utilizing Capital Reserves in the 2023 calendar year. At total of \$2,714,173.00.

ATTACHMENT(S):

1. 2023-24 IMR and CMR Project Plan

2023-24 IMR and CMR Project Plan			
Updated :	May 25, 2023		
School ID/ Lead	DESCRIPTION	IMR 2023-24	CMR 2023-24
Ardrossan Junior Senior High			
Ryan Morrison	Replace 9 – 1988 Air Handling Units	\$250,000.00	
Ryan Morrison	Front entrance modernization	\$200,000.00	
Bev Facey Community High			
Rick Siebenga	Front sidewalk, East sidewalk and retaining wall repair	\$70,000.00	
Ryan Morrison	Replace Centre Penthouse Air Conditioning Unit		\$380,000.00
Brentwood Elementary			
Rick Siebenga	Millwork Replacement	\$50,000.00	
Rick Siebenga	Exterior Door Replacement	\$90,000.00	
École Parc Élémentaire			
Ryan Morrison	Replace 1 – 1964 Air Handling Unit	\$250,000.00	
Fort Saskatchewan High			
Ryan Morrison	Replace gymnasium Air Handling Unit		\$375,000.00
Glen Allan Elementary			
Rick Siebenga	Exterior Door and Window Replacement		\$350,000.00
Uncas Elementary			
Ryan Morrison	Replace 2 Air Handling Units	\$450,000.00	
VARIOUS			
	Roofing TBD	\$350,000.00	
	Estimating IMR of 10% (Emergent Needs)	\$200,000.00	
	Estimating IMR of 10% (Eteam)	\$223,847.70	
	School IMR Requests	\$50,000.00	
	Budget	\$2,183,847.70	\$1,105,000.00
	2023-24 Funding	\$2,238,477.00	\$1,143,128.00