



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, JUNE 15, 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 – May 25, 2023 (encl.)
- 6. CHAIR REPORT** T. Boymook
(verbal)
 6.1 ASBA Zone 2/3 Edwin Parr Awards Banquet
 6.2 ACI Architects – Public Info Session #1 and #2 on Sherwood Heights
 Replacement School – May 31 and June 6, 2023
 6.3 ASBA Spring General Meeting – June 4-6, 2023
 6.4 Lamont County | EIPS Joint Meeting – June 12, 2023
 6.5 ATA Local Retirement Dinner – June 23, 2023
 6.6 High School Graduations and Elementary/Junior High Farewells
 6.7 Year-end Performances and Special Events
- 7. SUPERINTENDENT REPORT** M. Liguori
(verbal)
 7.1 ASBA Zone 2/3 Edwin Parr Awards Banquet
 7.2 ACI Architects – Public Info Session #1 on Sherwood Heights
 Replacement School – May 31 and June 6, 2023
 7.3 ASBA Spring General Meeting – June 4-5, 2023
 7.4 Lamont County | EIPS Joint Meeting – June 12, 2023
 7.5 High School Graduations and Elementary/Junior High Farewells
- 8. COMMENTS FROM THE PUBLIC AND STAFF
 GROUP REPRESENTATIVES**
- ASSOCIATION/EMPLOYEE GROUPS**
- 9. ASBA ZONE 2/3 REPORT** C. Allen
(verbal)
 Meeting held May 26, 2023

- | | | |
|---------|--|--------------------------------------|
| | 10. ATA LOCAL REPORT | D. Zielke (verbal) |
| | 11. EMPLOYEE RELATIONS GROUP (ERG) REPORT | D. Jarvin (verbal) |
| 11 a.m. | 12. STRATHCONA CHRISTIAN ACADEMY | Strathcona Christian Academy Society |

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

- | | |
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| 13. BUSINESS ARISING FROM IN CAMERA | |
| 14. AUDIT ENGAGEMENT LETTER | C. Holowaychuk (encl.) |
| 15. ATTENDANCE BOUNDARY ADJUSTMENT: ELEMENTARY FRENCH IMMERSION | M. Liguori/S. Stoddard (encl.) |

COMMITTEE REPORT

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| 16. AUDIT COMMITTEE Meeting held June 7, 2023 | C. Holowaychuk (verbal) |
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REPORTS FOR INFORMATION

- | | |
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| 17. UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2022 TO MAY 31, 2023 | M. Liguori/L. Lewis (encl.) |
| 18. 2022-23 SUMMARY OF SCHOOL FEE CHANGES | M. Liguori/C. Cole (encl.) |
| 19. NATIONAL AND INTERNATIONAL FIELD TRIPS 2022-23 | M. Liguori/S. Stoddard (encl.) |
| 20. LOCALLY DEVELOPED COURSES 2023-24 | M. Liguori/S. Stoddard (encl.) |
| 21. TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION | (verbal) |

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES JUNE 15, 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 May 25, 2023 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.
13. *Business Arising from In Camera.*
14. That the Board of Trustees approves the 2023 financial audit engagement letter, as presented.
15. That the Board of Trustees approves the adjusted elementary French Immersion attendance boundaries:
 - Designate elementary French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, effective 2023-24.
 - Expand Heritage French Immersion attendance boundary so it aligns with its regular English program boundary—phased in starting with kindergarten in 2024-25.
16. That the Board of Trustees receives for information the report from the Audit Committee meeting held on June 7, 2023.

17. That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2022 to May 31, 2023, for Elk Island Public Schools.
18. That the Board of Trustees receives for information a summary of fee changes from January to June 2023, for the 2022-23 school year.
19. That the Board of Trustees receives for information a report on national and international field trips for the 2022-23 school year.
20. That the Board of Trustees receives for information a report on Locally Developed Courses for the 2023-24 school year.



BOARD MEETING MINUTES

May 25, 2023

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 25, 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 9:00 a.m.

BOARD MEMBERS PRESENT

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

BOARD MEMBER ABSENT

R. Footz, Trustee (virtual participation for regular meeting only)

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 9:00 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

103/2023 | Trustee Irwin moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

104/2023 | Vice-Chair Holowaychuk moved: That the Board revert to regular session (9:45 a.m.).

CARRIED UNANIMOUSLY

*The Board recessed at 9:45 a.m. and reconvened at 10:02 a.m. with all trustees noted above in attendance.
Trustee Footz arrived at 10:02 a.m.*

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.

105/2023 | Trustee Miller moved: That the agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the April 20, 2023 Board Meeting Minutes.

106/2023 | Trustee Seutter moved: That the Board of Trustees approves the Minutes of April 20, 2023 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the April 27, 2023 Board Special Meeting Minutes.

107/2023 | Trustee Irwin moved: That the Board of Trustees approves the Minutes of April 27, 2023 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the May 4, 2023 Board Special Meeting Minutes.

108/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees approves the Minutes of May 4, 2023 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

109/2023 | 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.

110/2023 | Trustee Sorochan moved: That the Board of Trustees receives the Superintendent's report for information.

CARRIED UNANIMOUSLY

Trustee Footz left the meeting at 10:13 a.m.

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 presenter that the meeting is a public meeting, the delegations will be recorded, and that the presenters have a maximum of five minutes each.

Secretary-Treasurer Cole called upon Kylie Rude, an Andrew School parent, to bring delegation to the Board regarding the impacts of the Andrew School closure and transportation options on families residing northeast and southeast of the Village of Andrew.

Secretary-Treasurer Cole called upon Shaheen Alarakhi, École Campbelltown parent, to bring delegation to the Board on the proposed changes to the French Immersion Program. Ms. Alarakhi expressed how the proposed changes could have an impact on student mental health, and the importance of students attending schools in their community and with their cohort.

Secretary-Treasurer Cole called upon Melissa Manolescu, École Campbelltown School Council Chair to bring delegation to the Board on behalf of the school council regarding concerns raised with the engagement process and lack of opportunity to provide meaningful feedback on EIPS' proposal.

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 May 1, 2023.

111/2023 | 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 to the Board the ATA Local #28 report for information.

112/2023 | Trustee Allen 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 ERG report for information.

113/2023 | Trustee Shotbolt 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

No business arising from in camera.

BOARD POLICY 8: BOARD COMMITTEES

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

114/2023 | Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 8: Board Committees, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 9: BOARD REPRESENTATIVES

Trustee Sorochan presented to the Board amendments to Board Policy 9: Board Representatives for approval.

115/2023 | Trustee Seutter moved: That the Board of Trustees approves amendments to Board Policy 9: Board Representatives, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 16: RECRUITMENT AND SELECTION OF PERSONNEL

Trustee Sorochan presented to the Board amendments to Board Policy 16: Recruitment and Selection of Personnel for approval.

116/2023 | Trustee Shotbolt moved: That the Board of Trustees approves amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 18: ALTERNATIVE PROGRAMS

Trustee Sorochan presented to the Board amendments to Board Policy 18: Alternative Programs for approval.

Recommended edits included capitalization of first word under section 5 “Transportation” and section 6 “Staff” for consistent formatting.

117/2023 | Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 18: Alternative Programs, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 21: EXPENSE TRANSPARENCY

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

118/2023 | Trustee Allen moved: That the Board of Trustees approves amendments to Board Policy 21: Expense Transparency, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 22: HEALTH AND SAFETY

Trustee Sorochan presented to the Board amendments to Board Policy 22: Health and Safety for approval.

119/2023 | Trustee Miller moved: That the Board of Trustees approves amendments to Board Policy 22: Health and Safety, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 25: PETITIONS AND PUBLIC NOTICES

Trustee Sorochan presented to the Board amendments to Board Policy 25: Petitions and Public Notices for approval.

Recommended edits included sub-sections 2.5.1 and 2.5.2 lower case first word “shall” for consistent formatting. Change “committee” to “Board”, under Section 2.9, to read: *The Board shall review the purpose of the petition and provide recommendations to the Board in response to the purpose of the petition.*

The Board asked that Board Policies be reviewed to ensure formatting is consistent for all policies. These edits fall under housekeeping and no further approval is required.

120/2023 | Trustee Shotbolt moved: That the Board of Trustees approves amendments to Board Policy 25: Petitions and Public Notices, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 26: SCHOOL DISPUTE RESOLUTION

Trustee Sorochan presented to the Board amendments to Board Policy 26: School Dispute Resolution for approval.

121/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees approves amendments to Board Policy 26: School Dispute Resolution, as presented.

CARRIED UNANIMOUSLY

ADMINISTRATIVE FEES 2023-24

FACILITY RENTAL AND LEASE FEES

Assistant Director Dragon and Business Manager Keroack presented to the Board for approval the proposed Facility Rental and Lease fees for the 2023-24 school year.

122/2023 | Trustee Irwin moved: That the Board of Trustees receives and approves the Facility Rental and Lease fees for the 2023-24 school year, as presented.

CARRIED UNANIMOUSLY

SPECIALIZED SUPPORTS FEES

Director Reed presented to the Board for approval the proposed Specialized Supports fees for the 2023-24 school year.

123/2023 | Trustee Irwin moved: That the Board of Trustees receives and approves the Specialized Supports fees for the 2023-24 school year, as presented.

CARRIED UNANIMOUSLY

PARTNERS FOR SCIENCE (P4S) FEES

Director Marshall presented to the Board for approval the proposed Partners for Science (P4S) fees for the 2023-24 school year.

124/2023 | Trustee Seutter moved: That the Board of Trustees receives and approves the Partners for Science (P4S) fees for the 2023-24 school year, as presented.

CARRIED UNANIMOUSLY

ALBERTA NON-RESIDENT AND INTERNATIONAL STUDENT FEES

Dr. Stoddard presented to the Board for approval the proposed Alberta Non-Resident and International Student fees for the 2023-24 school year.

125/2023 | Trustee Sorochan moved: That the Board of Trustees approves the Alberta Non-Resident and International Student fees for the 2023-24 school year, as presented.

CARRIED UNANIMOUSLY

PLAY AND LEARN AT SCHOOL (PALS) FEES

Director Anderson presented to the Board for approval the proposed Play and Learn at School (PALS) fees for the 2023-24 school year.

126/2023 | Trustee Sorochan moved: That the Board of Trustees approves the Play and Learn at School (PALS) fees for the 2023-24 school year, as presented.

CARRIED UNANIMOUSLY

The Board recessed at 11:29 a.m. and reconvened at 11:36 a.m. with all trustees noted above in attendance with the exception of Trustee Footz.

Trustee Irwin left at 12:06 p.m.

2023-24 BUDGET REPORT

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

Superintendent Liguori shared that the budget represents the necessary balance between fiscal realities, financial prudence as well as addresses the needs of our students, staff, and schools. As stewards of public funds, Elk Island Public Schools emphasizes transparency and accountability in budget management. Regular audits, financial reports, and open communication channels are maintained to ensure that the budgetary decisions align with the division's priorities and goals. Additionally, community engagement and input are valued, as they play a crucial role in shaping the budget to meet the needs and aspirations of our diverse stakeholders.

The past year has been a breath of fresh air as we have emerged from the cloak of COVID, but it has been a year of challenges on many fronts. Continued challenges around mental health, displaced peoples due to war in the Ukraine, lingering effects of learning disruption and new curriculum changes are just a few of the items.

Each school and department have carefully analyzed it's needs as well as operational requirements to ensure that we are in the best possible position to deliver the highest quality education. The Board has done extensive collective work which has formed the basis of this budget.

Secretary-Treasurer Cole and Director von Tettenborn proceeded to present the 2023-24 Budget and the 2023-24 Alberta Education Budget Report for approval.

EIPS has prepared a \$208.09 million operating budget for 2023-24, drawing \$3.14 million from operating reserves. Highlights included budget assumptions, accumulated surplus/(Deficit), operating and capital reserves, statement of revenues and expenses, Alberta Education revenue, allocation reconciliation, schools summary, enrolment detail, schools expenses and staffing by sector.

Vice-Chair Holowaychuk left at 12:28 p.m. and returned at 12:32 p.m.

Trustee Sorochan left at 12:53 p.m. and returned at 12:55 p.m.

Trustee Irwin returned to the meeting at 1:01 p.m., participating virtually.

The Board recessed for lunch at 1:03 p.m. and reconvened at 2:05 p.m. with all trustees noted above in attendance with the exception of Trustee Footz.

Secretary-Treasurer Cole and Director von Tettenborn continued to walk through the 2023-24 budget highlighting Supports for Students-Schools, Central Departments, and the Fiscal Services budgets.

In summary the budget takes into consideration the funding received from Alberta Education along with the needs of the Division while respecting the input received from various stakeholders through the consultation process. Some previously supported initiatives which were funded from reserves in prior years have been completed in 2022-23 or no longer supported in 2023-24 as reserves have been drawn down to comply with the province's cap on reserves. Unlike 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 constraint environment.

A higher percentage of revenues received are now targeted along with external factors outside our control such as inflation on many goods and services purchased by schools and departments, increased utilities, large increases in benefits have made the budget tight and there are less discretionary funds. Information from all sources must be balanced, against the funding provided by Alberta Education when developing a budget.

Administration believes the 2023-24 budget will allow EIPS to fund priorities which are: achieve a balanced budget while following the Board's priorities and goals, ensure the well-being of students and staff and remain a high priority through the investment of year 2 of the Mental Health Strategic Plan, continued support of career pathways for an additional year, continue curriculum work within parameters of grant funding, focus intervention supports to junior high by leveraging existing resources, investing to ensure equity in student programming, and invest in infrastructure of schools.

The Board expressed appreciation to the Finance team for the incredible amount of work completed in a short period of time. The Board values the detailed information provided to help support the approval of the budget.

127/2023 | Trustee Irwin moved: That the Board of Trustees approve 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.

CARRIED UNANIMOUSLY

ELK ISLAND PUBLIC SCHOOLS FOUR-YEAR EDUCATION PLAN: 2022-26

Associate Superintendent Stoddard presented to the Board the *EIPS Four-Year Education Plan: 2022-26 (Year 2)* for approval.

The Board expressed appreciation for Supports for Students, Communication Services and principals' extensive work in developing the Plan.

128/2023 | Trustee Sorochan moved: That the Board of Trustees approves *EIPS Four-Year Education Plan: 2022-26 (Year 2)*, which includes revised performance measures and updated priority strategies for the 2023-24 school year.

CARRIED UNANIMOUSLY

Committee Reports

POLICY COMMITTEE

Trustee Sorochan presented a report from the Policy Committee meeting held on May 10, 2023, for information.

129/2023 | Trustee Sorochan moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on May 10, 2023.

CARRIED UNANIMOUSLY

STUDENT EXPULSION COMMITTEE

Trustee Allen presented a report from the Student Expulsion Committee meetings held on May 12, 2023, for information.

130/2023 | Trustee Allen moved: That the Board of Trustees receives for information the report from the Student Expulsion Committee meetings held on May 12, 2023.

CARRIED UNANIMOUSLY

Reports for Information

2022-23 SUMMER PROJECTS

Assistant Director Desautels presented to the Board the 2023 Summer Projects Plan for information.

131/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees receives the Facility Services 2023 Summer Projects Plan for information.

CARRIED UNANIMOUSLY

The Board expressed appreciation to the Facility Services staff for their hard work in maintaining and extending the life of the EIPS' Division facilities. During the Board of trustees School Tours, the work has been noticed.

2023-24 INFRASTRUCTURE MAINTENANCE AND RENEWAL AND CAPITAL MAINTENANCE AND RENEWAL PROJECTS

Assistant Director Derech presented to the Board the 2023-24 Infrastructure Maintenance and Renewal and Capital Maintenance and Renewal Projects report for information.

132/2023 | Trustee Shotbolt moved: That the Board of Trustees receives the 2023-24 Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Project Plans for information.

CARRIED UNANIMOUSLY

The Board commended the work of the Facility Services team in ensuring facilities are in good order, welcoming and safe for students and staff.

NOTICE OF MOTION/REQUEST FOR INFORMATION

Trustee Irwin shared gratitude to the Board from Tawnia McQueen, School Council Chair, Wes Hosford School for sponsoring school council members to attend the ASCA Conference in April 2023.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 3:11 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

Page 1 of 2

DATE: June 15, 2023

TO: Board of Trustees

FROM: Colleen Holowaychuk, Board Vice-Chair, Chair of the Audit Committee

SUBJECT: Audit Engagement Letter

ORIGINATOR: Colleen Holowaychuk, Board Vice-Chair, Chair of the Audit Committee

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

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

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approves the 2023 financial audit engagement letter, as presented.

BACKGROUND:

Under Board Policy 8: Board Committees, Section 3, the Audit Committee is charged with assisting the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved, by overseeing the processes for managing and reporting on financial activities and related internal controls.

On Feb. 16, 2023, the Board of Trustees approved the reappointment of MNP LLP as EIPS' auditors for the year ended Aug. 31, 2023. On June 7, 2023, the Audit Committee received the 2023 MNP Audit Service Plan and engagement letter, which confirms the details of the services provided by the auditors and related terms of engagement for the fiscal year ending Aug. 31, 2023.

Board Policy 2: Role of the Board, Fiscal Accountability requires the Board to ensure the terms of engagement are met and receive the final audit report upon its completion.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Following the Board's approval of the 2023 engagement letter, it will be signed and submitted to the auditor, MNP LLP, prior to interim audit work commencing July 12, 2023.

ATTACHMENT(S):

1. Engagement letter – financial audit

June 7, 2023

Ms. Trina Boymook, Chair of the Board of Trustees
Ms. Colleen Holowaychuk, Chair of the Audit Committee
Mr. Mark Liguori, Superintendent
Ms. Candace Cole, Secretary-Treasurer

The Board of Trustees of Elk Island Public Schools
Central Administration Building
683 Wye Road
Sherwood Park, AB T8B 1N2

Dear Board of Trustees:

This letter will confirm the arrangements discussed with you regarding the services MNP LLP ("we" or "MNP") will render to The Board of Trustees of Elk Island Public Schools ("EIPS") commencing with the fiscal year ending August 31, 2023.

Our responsibilities

We will audit the financial statements of The Board of Trustees of Elk Island Public Schools for the year ended August 31, 2023.

Our audit will be conducted in accordance with Canadian generally accepted auditing standards. Accordingly, we will plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements taken as a whole are free of material misstatement, whether caused by fraud or error.

Our responsibilities, objective, scope, independence and the inherent limitations of an audit conducted in accordance with Canadian generally accepted auditing standards are detailed in Appendix A, which forms part of our mutual understanding of the terms of this engagement.

Management's responsibilities

The operations of EIPS are under the control of management, which has responsibility for the accurate recording of transactions and the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards. This includes the design, implementation and maintenance of internal controls relating to the preparation and presentation of the financial statements.

Other information

Canadian generally accepted auditing standards also require us to read and consider the other information included in EIPS's annual report. We must consider whether there are material inconsistencies between the other information and the financial statements, or between the other information and our knowledge obtained during the course of our audit. If the annual report will not be available until after the date of our audit report, a final version of the document(s) must be made available to us prior to their issuance, so that we may complete the procedures required by Canadian generally accepted auditing standards.

Reporting

Unless unanticipated difficulties are encountered, our report will be substantially in the form illustrated in Appendix C.

Fees and expenses

Our fees and expenses are discussed in detail in Appendix D.

Other matters

We will, as permitted by the Rules of Professional Conduct, provide additional services upon request, in areas such as taxation, leadership and human resource management, communication, marketing, strategic planning, financial management and technology consulting.

Our standard terms and conditions, included as Appendix E, form part of our mutual understanding of the terms of this engagement. In the event that you choose to terminate this engagement based on the terms outlined in Appendix E, we reserve the right to notify all financial statement users of the change.

These terms will continue in effect from year to year, unless changed in writing.

We believe the foregoing correctly sets forth our understanding, but if you have any questions, please let us know. If you find the arrangements acceptable, please acknowledge your agreement to the understanding by signing and returning the engagement letter to us.

It is a pleasure for us to be of service to you. We look forward to many years of association with the Board of Trustees of Elk Island Public Schools.

Sincerely,

MNP LLP

Chartered Professional Accountants

MH/sa

RESPONSE:

This letter correctly sets forth the understanding of The Board of Trustees of Elk Island Public Schools.

Officer Signature

Title

Date

cc: Audit Committe



RECOMMENDATION REPORT

Page 1 of 4

DATE: June 15, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Attendance Boundary Adjustment: Elementary French Immersion

ORIGINATOR: Brent Dragon, Assistant Director, Planning

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Dave Antymniuk, Division Principal
Laura McNabb, Director, Communication Services
Corrie Fletcher, Communication Specialist, Communication Services
Brenda Fortin, Graphic Design Specialist, Communication Services

REFERENCE: Administrative Procedure 305: School Attendance Areas and Requests to Attend Non-Designated Schools

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 approves the adjusted elementary French Immersion attendance boundaries:

- Designate elementary French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, effective 2023-24.
- Expand Heritage Hills Elementary's French Immersion attendance boundary so it aligns with its regular English program boundary—phased in starting with kindergarten in 2024-25.

BACKGROUND:

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, it's exploring ways to enhance programming, address enrolment pressures and increase retention at the junior high and senior high levels. Before making any decisions about French Immersion programming, EIPS is undertaking significant public engagement efforts with the school community—families, students, and community members—to ensure a solution that's in the best interest of all students.

Already, the Division's conducted the [first two phases of the engagement](#)—each phase included a public meeting and an online survey. It's now finalizing Phase 3—focused on possible solutions. Based on the feedback collected from the first two phases, EIPS developed a [vision for the French Immersion program](#) and a [potential solution](#), which it presented at the third public engagement session on April 13, 2023.

For those who couldn't attend, or wanted to provide additional feedback, EIPS also conducted an online survey, April 14-24. In total, 98 people attended the in-person session, and 712 people responded to the online survey (see Attachment 1, "EIPS French Immersion Phase 3: What We Heard Report").

Part A.1 of the proposed solution was specific to Heritage Hills and involved balancing the Division's elementary French Immersion enrolment. Specifically, expanding the school's attendance area by:

- maintaining all current EIPS elementary French Immersion program sites;
- designating French Immersion students living in Cambrian Crossing—the Cambrian and Hearthstone neighbourhoods—to Heritage Hills Elementary, K-6, effective 2023-24; and
- expanding Heritage Hills Elementary's French Immersion attendance boundary so it aligns with the regular English program—phased in starting with kindergarten children in the 2024-25 school year.

After reviewing all the feedback provided through Phase 3 of the public engagement to date, Part A.1—balancing French Immersion enrolment at Heritage Hills—was well-received and was not identified by the French Immersion school community as an area of concern (see Attachment 1, "EIPS French Immersion Phase 3: What We Heard Report").

As background, Heritage Hill Elementary's French Immersion program is undersubscribed—in part because of its attendance boundary area. It's meant to accommodate two classes per grade for both the regular English and French Immersion programs. The school does accommodate two classes per grade in the regular program. But, the French Immersion program only accommodates one or less class per grade—one class for each grade kindergarten to Grade 3, one Grade 4-5 split class and one Grade 5-6 split class.

Additionally, the school's net capacity is 612 student spaces, and it currently accommodates 493 students—352 students attend the regular program, and 141 students attend the French Immersion program. As of Sept. 29, 2022, Heritage Hills also has a utilization rate of just 77 per cent—meaning it has sufficient student capacity to accommodate additional French Immersion students.

Furthermore, in Strathcona County four new residential developments are underway. One of which is Cambrian Crossing, which is developing two neighbourhoods—Cambrian and Hearthstone—with residents expected to start moving in, in fall 2023. Currently, elementary French Immersion students in this area are designated to Ardrossan Elementary. However, with the Ardrossan East development also underway, it's creating enrolment pressures at both Ardrossan schools. In fact, by 2027, the Division projects enrolment to increase by 182 students at the two schools, with a utilization rate of 99 per cent.

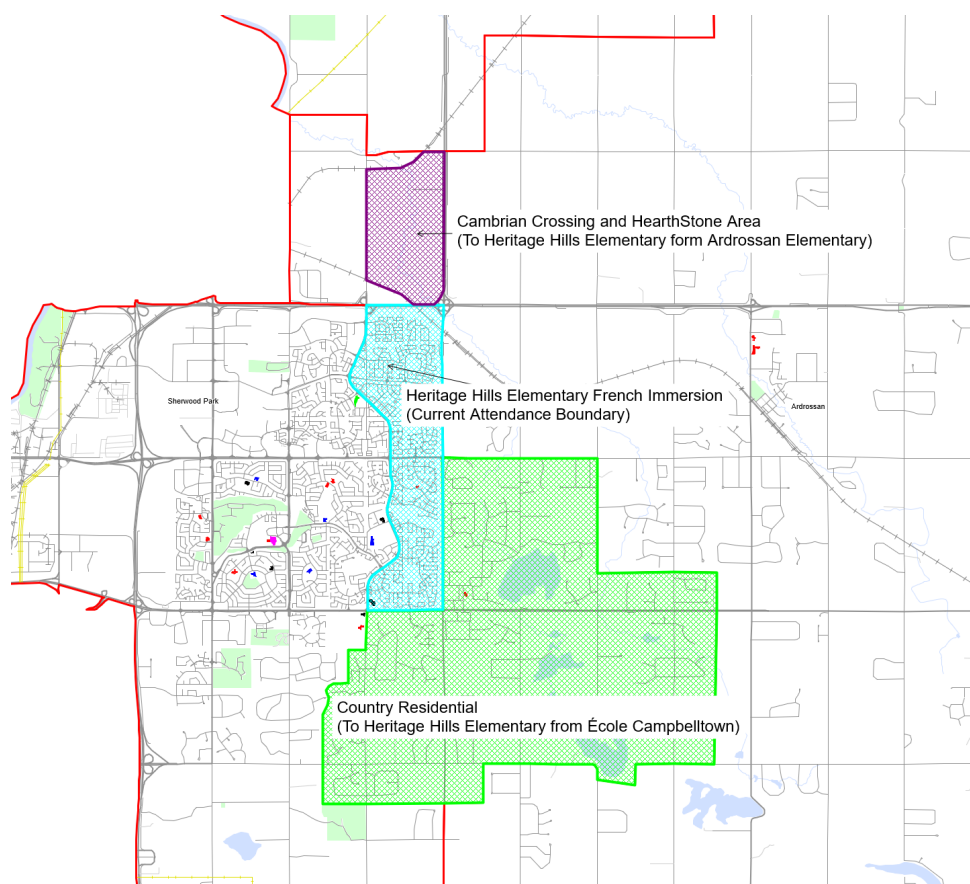
While Ardrossan Elementary doesn't have sufficient capacity to accommodate students from Cambrian or Hearthstone, Heritage Hills Elementary does. Enrolment projections indicate the school has capacity to accommodate students over the short and medium term. In the long term though, the province will need to approve funding for a new school within the new neighbourhoods.

As such, EIPS administration has developed a proposed expanded elementary French Immersion attendance area for Heritage Hills Elementary—detailed below in Table 1 and Map 1.

Table 1: Proposed French Immersion program designation

| Area | Current Designation | Proposed Designation |
|--------|---------------------------|---------------------------|
| Blue | Heritage Hills Elementary | Heritage Hills Elementary |
| Green | École Campbelltown | Heritage Hills Elementary |
| Purple | Ardrossan Elementary | Heritage Hills Elementary |

Map 1: Proposed French Immersion program designation



To date, no students reside within the purple area, which represents the Cambrian and Hearthstone neighbourhoods. Twenty-five students enrolled in the elementary French Immersion program live in the green area being proposed to change designation to Heritage Hills Elementary. These students currently attend different schools within the Division but are all designated to École Campbelltown.

Table 2: Country Residential students affected by the proposed elementary attendance boundary adjustment

| School of Attendance | Kinder. | Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Total |
|---------------------------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Ardrossan Elementary | 1 | | 2 | | 1 | 1 | | 5 |
| École Campbelltown | | 2 | 4 | | 3 | 5 | 2 | 16 |
| Heritage Hills Elementary | | | 3 | | | | 1 | 4 |
| Grade Total | 1 | 2 | 9 | 0 | 4 | 6 | 3 | 25 |



RECOMMENDATION REPORT

Overall, the proposed adjustment to the elementary French Immersion attendance boundary will:

- offer Heritage Hills Elementary a larger geographical area;
- help balance the Division's French Immersion enrolment;
- enhance the school's French Immersion program; and
- align with the regular program elementary boundary.

As such, EIPS administration recommends the following elementary French Immersion boundary adjustments:

1. Designate all French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, K-6, effective 2023-24 (see Map 1, purple-shaded area). Currently, no students reside within the area. Adjusting the boundary for the 2023-24 school year ensures the boundary is in place before residents move in.
2. Expand Heritage Hills Elementary's French Immersion attendance boundary so it aligns with the regular program—phased in starting with kindergarten children in the 2024-25 school year (see Map 1, green-shaded area). The phased-in approach reduces school transitions for existing students and only impacts new students and families.

NOTE 1: Siblings of existing students who attend École Campbelltown or Ardrossan Elementary can apply to a non-designated school.

NOTE 2: Transportation fees apply as per the EIPS Student Transportation fee schedule.

COMMUNICATION PLAN:

If the Board approves the adjusted elementary French Immersion attendance boundaries EIPS administration will work with Communication Services and Student Transportation to update the Division's attendance boundary maps and the Find My Designated School tool. Draft attendance boundary maps are provided in Attachment 2. The current attendance boundary maps are provided in Attachment 3.

ATTACHMENT(S):

1. French Immersion What We-Heard Report No. 3.
2. Proposed Elementary French Immersion Attendance Boundary Maps.
3. Current Elementary French Immersion Attendance Boundary Maps.



Elk Island Public Schools

EIPS French Immersion

Phase 3

What We Heard Report

Prepared by Y Station Communications and Research

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Overview

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, exploring ways to enhance programming, address enrolment pressures and increase retention at the junior high and senior high levels.

To date, the public engagement approaches used for public participation mostly fall under the consult and involve category of the IAP2 engagement spectrum. The advantage of this form of public engagement is it allows the Division to communicate, create dialogue and collect feedback from the community—authentically and meaningfully.

A Brief History of EIPS' French Immersion Program

EIPS offers a kindergarten to Grade 12 French Immersion program to students throughout the Division. The program aims to prepare functionally bilingual students—giving them excellent English skills and the ability to speak and write comfortably in French. Through EIPS French Immersion, students complete the regular Alberta Education curriculum—language learning, mathematics, science, social studies, physical education, music, health, and art—in French and regular English language arts courses.

EIPS has offered French Immersion programming since forming in 1995. For most of its history, programming was offered at Ardrossan Elementary, Ardrossan Junior Senior High, École Campbelltown, École Parc Élémentaire and Sherwood Heights Junior High. Before EIPS was established, there was a brief period, when senior high French was offered at Bev Facey Community High, run by the Strathcona Education Board.

A sixth school was added in 2020, Heritage Hills Elementary. At that time, École Campbelltown was facing considerable enrolment pressures in early 2019. The Division was worried it wouldn't be able to accommodate all students wanting to enrol in French Immersion. So, the EIPS Board of Trustees conducted a review looking at possible solutions to ensure long-term program access. Through the review, it determined Heritage Hills Elementary—a new school still under construction at the time—could accommodate dual-track programming, regular English, and French Immersion programming, with space available for two classes per grade in each program. Fast forward three years, Heritage Hills Elementary French Immersion program is currently undersubscribed, operating only one French Immersion class for each grade of kindergarten to Grade 3, one Grade 4-5 split class and one Grade 5-6 split class. Ideally, the Division wants more balanced enrolment in the elementary French Immersion program.

Current Situation

In 2021-22, EIPS identified three new areas of concern for French Immersion long-term planning. The first: program retention at the secondary level. Fewer students are deciding to stay in the program at the junior high and senior high levels. For example, as of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion. And, in Grade 12, only 37 students are enrolled. Based on historic trends, the two grades with the lowest retention rates are Grade 7, 86%, and Grade 10, 69%. Such a significant drop in students at the senior high level makes providing robust programming challenging.

The second concern is anticipated enrolment pressures in Ardrossan. With several new residential developments underway, the Division expects significant enrolment pressures at schools in Ardrossan in the coming years. EIPS can manage Ardrossan Elementary's enrolment pressures through modular classroom planning. However, that approach for Ardrossan Junior Senior High is not sustainable because it doesn't address the first area of concern, program retention. So, EIPS needs to determine an alternative solution to address the pending growth and accommodate students attending the junior-senior high.

Finally, the third concern is the new Cambrian Crossing development underway in Strathcona County. It's made up of two neighbourhoods, Cambrian and Hearthstone—both being constructed simultaneously. The first phase of residents should move in, starting in fall 2023. Both neighbourhoods do have a planned school site. However, obtaining provincial funding approval and new school construction is years away. As such, EIPS also needs to determine how best to accommodate French Immersion students from these areas using existing infrastructure until new schools are approved and built.

Engagement Effort

Before making any decisions about French Immersion programming, EIPS is undertaking significant public engagement efforts with the school community—families, students, and community members—to ensure a solution that's in the best interest of all students. EIPS administration has developed a public engagement strategy to seek feedback from the French Immersion school community about programming and possible solutions. Already, it's conducted the first two phases of the engagement. Each phase included a public meeting and an online survey.

Phase 1 was designed to exchange ideas with and determine the values of EIPS French Immersion families. Phase 2 involved informing the community of EIPS' concerns and collecting feedback to develop a potential solution. Six key themes emerged.

1. A desire for robust French Immersion programming, including:
 - course options,
 - French cultural experiences,
 - extracurricular activities, and
 - high-quality, French-speaking teachers.
2. A desire for a school site close to where students live.
3. A desire for the least amount of school transitions as possible.
4. A desire for more academic supports for students and families in French Immersion,
5. A desire for EIPS to develop a clear vision for the French Immersion program,
6. A desire for EIPS to develop possible solutions for the school community to engage about.

Based on the feedback collected from both Phases, EIPS developed a [vision for the French Immersion program and guiding principles](#) that align with the key themes identified during the first two phases. The Division also developed a [potential solution](#), which it presented at the third public engagement session on April 13, 2023. For those who couldn't attend, or wanted to provide additional feedback, EIPS also conducted an online survey, April 14-24.

The purpose was two-fold: To present a potential solution that addresses the space capacity, enrolment and retention issues and aligns with the themes from the previous engagement efforts. And the other, to use the potential solution as a springboard for focused small-group conversations to collectively develop a community-derived solution. It's important to note, even though the Board is reviewing French Immersion programming, it has no predetermined outcome in mind.

PUBLIC ENGAGEMENT SUMMARY: To date

Phase 1

Communications: Oct. 12, 2022 to Nov. 14, 2022

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 1: Oct. 26, 2022

EIPS French Immersion School Community: 46 in attendance

At the meeting, EIPS reviewed the results of a 2017-18 French Immersion survey and collected feedback from attendees about the French Immersion program, their values, and long-term needs. The Division used the feedback to help inform next steps and determine if the 2017-18 survey themes were still valid—overall, they are.

Online Survey No. 1: October 27 to November 14, 2022

EIPS French Immersion School Community: 279 responses

Following the meeting, the Division conducted an online survey after the public meeting to gather even more feedback. The survey ran from October 27 to November 14. The questions were all similar to those questions asked at the in-person public meeting. The Division used the feedback to help inform next steps and determine if the 2017-18 survey themes were still valid—overall, they are.

Phase 2

Communications: Jan. 25, 2023 to Feb. 21, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 2: Feb. 7, 2023

EIPS French Immersion School Community: 20 in attendance

At the public meeting, EIPS shared background information, what was heard during Phase 1, and its concerns about the French Immersion program. It then collected input on four key questions—what are their concerns? what should the Board consider? what are the barriers to continuing with French Immersion? and what are possible solutions? The Division used the feedback to help inform next steps and determine a possible solution.

Online Survey No. 2: February 8-21, 2023

EIPS French Immersion School Community: 280 responses

Following the second public meeting, the Division conducted an online survey to gather further input from the French Immersion school community about their concerns, what EIPS should consider, possible barriers and solutions. The Division used the feedback to help inform next steps and determine a possible solution.

Phase 3

Communications: March 23 to April 24, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 3: April 13, 2023

EIPS French Immersion School Community: 98 in attendance

At the public meeting, EIPS shared background information, what was heard during Phase 2, the program's vision and guiding principles and a proposed potential solution. Participants then broke into four groups and discussed the potential solution in detail—its strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform next steps and further develop a solution.

Online Survey No. 3: April 14-24, 2023**EIPS French Immersion School Community:** 712 responses

Following the third public meeting, the Division conducted an online survey to gather further input from the French Immersion school community about the proposed potential solution—its strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform next steps and further develop a solution.

Email Submissions: April 14-27, 2023**EIPS French Immersion School Community:** 8 responses**PHASE 3: ENGAGEMENT SUMMARY**

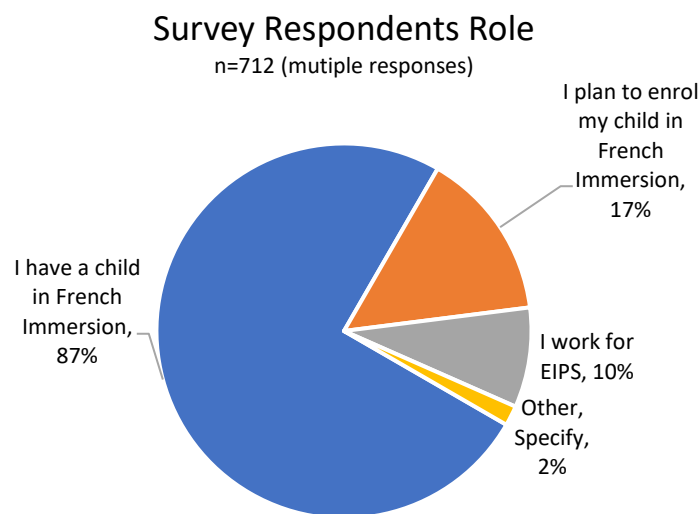
On April 13, EIPS launched Phase 3 of the public engagement, which included an in-person public feedback session, an online survey and email feedback submissions. At the in-person session, and through the survey, EIPS shared information with the French Immersion community and collected feedback on a potential solution for the French Immersion program—its strengths, challenges, how to make it better, and alternatives.

[A potential solution: EIPS French Immersion](#)

The following is a summary of the findings from Phase 3 of EIPS' French Immersion public engagement efforts.

Who We Heard From

Through Phase 3 of the engagement, EIPS heard from a range of stakeholders across all consultation methods—from those who currently work at or have children or grandchildren enrolled in an EIPS French Immersion program to former parents, students and retired staff. The survey captured additional details on stakeholders from their role in relation to the program, what community they reside in, schools their child or children attend, and what grades they attend. Below is the breakdown of survey respondents by their role in relation to the French Immersion program. Survey respondents are identified mainly as someone who has a child in French Immersion.

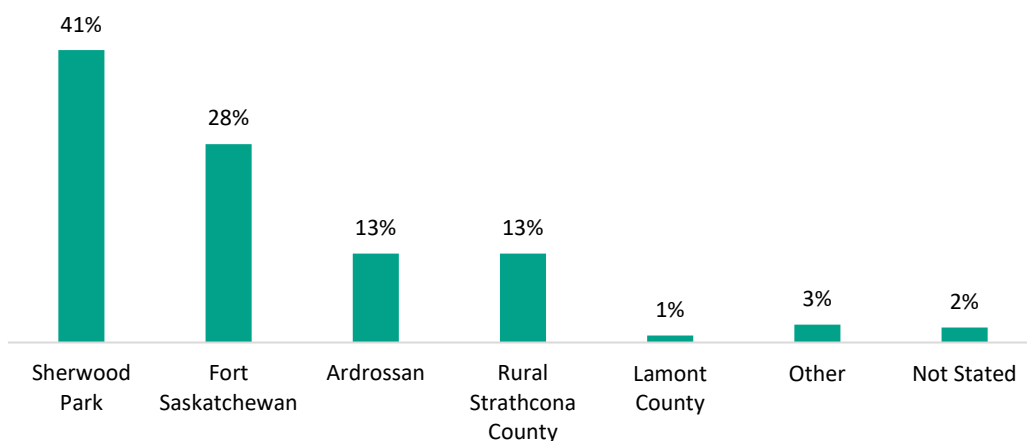


Other responses include retired EIPS French Immersion teachers, parents of former French Immersion students, parents of children in the regular English and French Immersion programs, grandparents of French Immersion students and former French Immersion students.

In terms of the community of residence, a little more than two-thirds of respondents indicated they reside in two communities—41% reside in Sherwood Park, and 28% reside in Fort Saskatchewan. Additionally, more than a quarter of respondents (26%) reside in Ardrossan and Rural Strathcona County.

What community do you reside in?

n=712

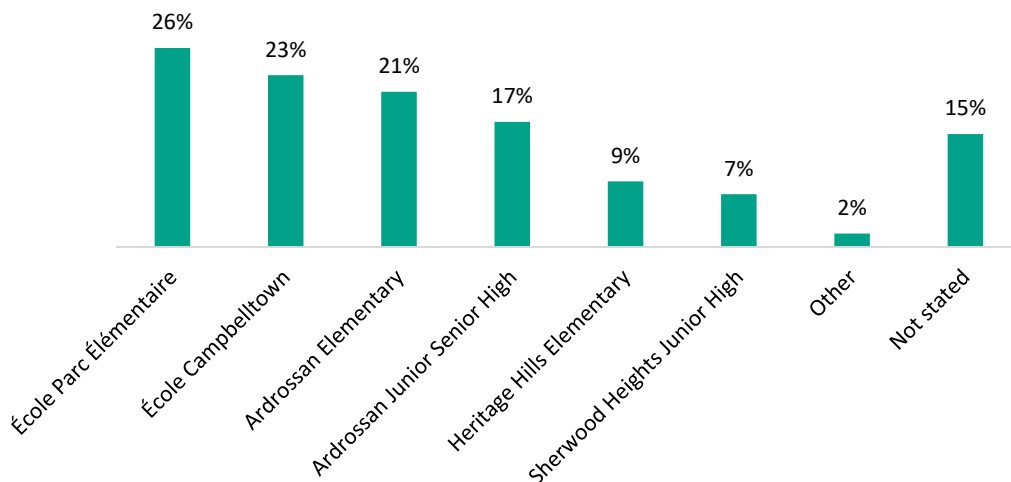


Other responses include Beaumont, Beaver County, Bruderheim, Edmonton, Gibbons, St. Albert and Sturgeon County.

Regarding what school their child attends, roughly one-quarter (26%) of respondents have a child attending École Parc Élémentaire. In comparison, almost one-quarter (23%) have a child attending École Campbelltown.

What school does your child attend?

n=712



Other responses include Archbishop Jordan Catholic High, Clover Bar Junior High, Run with French Preschool and Pine Street Elementary.

Respondents were asked how many children they have attending the six schools offering French Immersion programming. Below is a breakdown of the number of children a respondent has by the school they attend. Most respondents (53%) have one child attending a school or two children attending a school (39%).

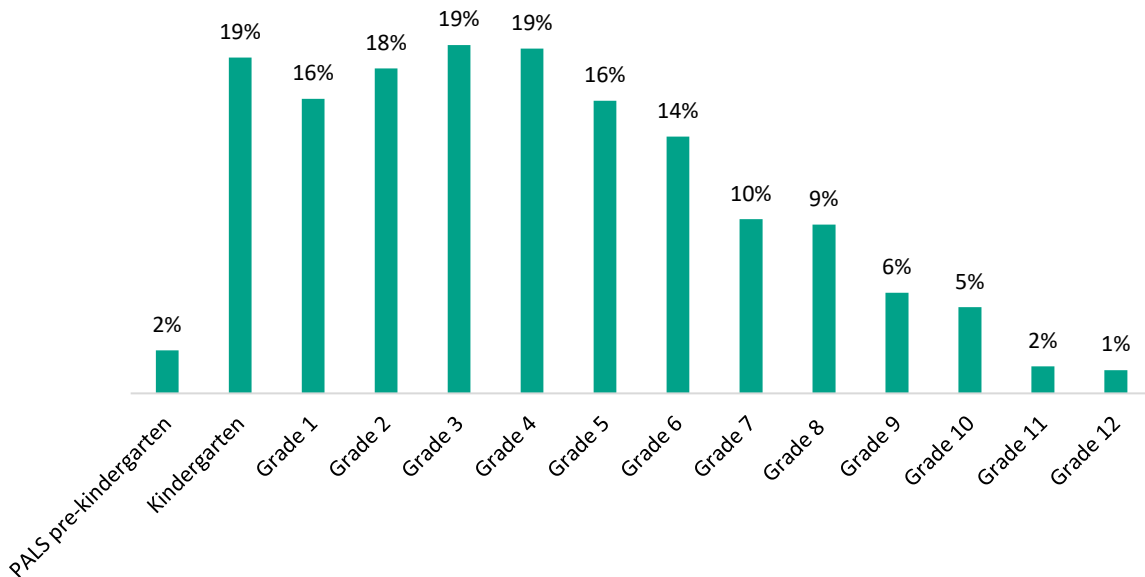
Table: How many children do you have attending?

| | Ardrossan Elementary | Ardrossan Junior Senior High | École Campbelltown | École Parc Élémentaire | Heritage Hills Elementary | Sherwood Heights Junior High | Other — school not selected |
|-------------|----------------------|------------------------------|--------------------|------------------------|---------------------------|------------------------------|-----------------------------|
| 1 child | 67 | 75 | 84 | 85 | 30 | 40 | 8 |
| 2 children | 61 | 41 | 61 | 87 | 29 | 10 | 0 |
| 3+ children | 19 | 2 | 17 | 16 | 3 | 0 | 1 |
| Total | 147 | 118 | 162 | 188 | 62 | 50 | 9 |

Lastly, respondents were also asked to indicate their child or children’s grade—85% of respondents provided an answer, with most having a child or children in the elementary grades.

What grade is your child or children in?

n= 606



What We Heard

Session notes, email feedback and open-ended responses were analyzed for key themes and sub-themes. Survey responses were coded by themes and those coded themes are presented below. Email feedback and session notes were analyzed for themes and summarized. The survey feedback was further analyzed by two key respondent attributes to find additional insights based on the respondent's community and whether they have children attending elementary or secondary school.

Potential Solution's Strengths

A key theme throughout the feedback collected on the potential solution's strengths was the approach could increase the availability of French Immersion programming, especially at the elementary level. In turn, that could enhance and maintain the French community and culture. In both the survey and session discussion, it was noted the potential solution might enhance retention at the junior and senior high levels, given students are in the same building and transitioning together. It was also noted the approach could strengthen the program's robustness, particularly for grades 7 to 12.

Survey Feedback

The survey collected 404 comments regarding the potential solution's strengths. The main survey response themes ranged from increased availability of programming to no strengths to improving student retention:

- 21.5% stated it will increase availability and program access to EIPS' French Immersion program locally and in the community.
- 21% stated there are no strengths.
- 18.8% stated it will help ease current enrolment pressures and allow more students to enrol in the program.
- 15.8% stated all junior high and senior high students enrolled in the program are together and in the same building.
- 6.9% stated it will help increase student retention.

Several sub-themes emerged as well, from fewer transitions for students to respondents saying it was a good plan:

- 4.7% stated it allows for fewer transitions for students.
- 4.5% stated it offers ease and convenience of student transportation and commuting to and from school.
- 3.5% stated it offers the convenience of a central location.
- 2.7% stated it will help bring French-speaking students and the French community together.
- 2.5% stated it will help reduce large class sizes.
- 2.5% stated it will help in accommodating future growth and expansion.
- 2% stated it's a great plan and idea.

Additionally, there were also comments representing less than 2% of respondents:

- increases collaboration among program staff and teachers;
- students are close to local amenities and services;
- cost savings related benefits and strengths;
- access to recreational- and sports-related activities, programs, and facilities; and
- will help highlight the success of the program in rural communities.

Key Attribute Survey Feedback

Those residing in Ardrossan, Fort Saskatchewan and Rural Strathcona County indicated the same Top 3 strengths: there are no strengths to this potential solution, it will help ease current enrolment pressures, and it allows more students to enrol in the program and enhances program access.

Those residing in Sherwood Park indicated similar Top 2 strengths as their neighbours. However, no one from Sherwood Park indicated the solution had no strengths. Additionally, they noted the solutions allow all junior high and senior high students enrolled in the program to be together and in the same building. Below are the Top 3 themes by community respondents reside in.

Ardrossan themes (n=57):

- 30% of respondents indicated that there are no strengths to this potential solution.
- 21% stated it will help ease current enrolment pressures and allows more students to enrol.
- 18% stated it will improve the availability of and access to French Immersion education programming locally and in the community.

Fort Saskatchewan themes (n=113):

- 38% of respondents indicated that there are no strengths to this potential solution.
- 18% stated it will help ease current enrolment pressures and allows more students to enrol.
- 15% stated it will improve the availability of and access to French Immersion education programming locally and in the community.

Rural Strathcona County themes (n=54):

- 26% of respondents indicated that there are no strengths to this potential solution.
- 20% stated it will improve the availability of and access to French Immersion education programming locally and in the community.
- 17% stated it will help ease current enrolment pressures or allows more students to enrol.

Sherwood Park themes (n=168):

- 26% stated it will improve the availability of and access to French Immersion education programming locally and in the community.
- 24% stated a strength is that all junior and high school students enrolled in the program are together and in the same building.
- 21% stated it will help ease current enrolment pressures and allows more students to enrol.

In terms of if the respondent's child attends elementary or secondary grades, one key difference emerged. Fifty-four per cent of respondents, with elementary-grade students, felt the potential solution will help increase retention. Meanwhile, only 12% of the respondent with students in secondary grades felt similarly.

Session Feedback

The in-person session feedback for the potential solution's strengths ranged from it will help grow the program to using resources effectively to several benefits for students, families, staff, schools or community.

Benefits of the potential solution that focuses on students, families and the community include:

- students meeting students from other areas;
- fewer transitions and more proximity to schools;
- potentially better communication and promotion of programs at fewer sites;
- increasing and maintaining a cohesive French community and culture and identity;
- keeping friends together and keeping French Immersion students together;
- larger campus for more grades at each site; and
- staying together will increase the number of students who stay together.

Several benefits were identified for junior high and senior high students:

- robust programming and better extracurriculars;
- keeping grades 7-12 together reduces transitions;
- love all students together in junior high;
- allows for more options in junior high;
- more support by having all junior high students together;
- keeping all grades 7-12 French Immersion students in the same building; and
- students are less likely to leave in grades 9 and 10.

Additionally, benefits for those residing in Sherwood Park were noted:

- it accommodates the current majority of students in Sherwood Park for elementary;
- potential for all children in the same family to attend a dual-track school—regular English and French Immersion—in Sherwood Park;
- reduces commute times for grades 7-12 students in urban places, especially Sherwood Park;
- fewer transitions for Sherwood Park students—one less; and
- Sherwood Park’s location may attract more people to the secondary level of programming.

Several school sites were specifically mentioned in terms of the strengths and benefits of the potential solution:

- The realignment of the Heritage Hills Elementary boundary will reinforce the school’s community ties in the neighbourhood.
- The effort to grow Heritage Hills Elementary will drive more enrolment at one site—Heritage Hills Elementary and increase programming.
- Students coming from École Campbelltown will be in a new modern and spacious school.
- This will help with enrolment pressure at Ardrossan Elementary.
- This will provide more cultural opportunities at Bev Facey Community High.
- There is potential for enhanced all-French options at Bev Facey Community High.

A few attendees stated the potential solution was logical, balanced and a great way for the Division to maximize its resources. Many attendees noted a strength of the potential solution was the number of elementary sites offering French Immersion, as it would allow for program growth and might keep some students with the EIPS system. Lastly, it was noted the potential solution has benefits for EIPS employees by creating more opportunities for staff interactions and resource sharing.

Anticipated Challenges

Key themes throughout the engagement mechanisms for anticipated challenges were concerns about junior high students mixing with senior high students, transportation concerns and the impact on extracurricular activities, particularly for junior high students. Also, of high concern for participants and respondents was the loss of community felt by students through having to commute to a neighbouring and urban community.

Survey Feedback

The survey collected 457 comments regarding the potential solution’s anticipated challenges. The main survey response themes ranged from concerns about junior high students and transitions to student-retention concerns:

- 36% stated concerns that junior high students won’t transition or integrate well with senior high students.
- 32% noted transportation and commuting-related concerns—for example, the distance is too far and busing-related concerns.
- 24% noted challenges related to poor and limited extracurricular activities and junior high programming.
- 20% stated concerns that students may have to relocate and change schools.
- 17% stated student retention-related challenges and concerns.

Several sub-themes emerged for the potential solution's anticipated challenges, from it won't help grow the program to bully concerns:

- 9% stated the potential solution won't help grow the French Immersion program or student enrolment.
- 4% noted the solution doesn't address enrolment-related pressures and concerns.
- 4% stated concerns about children being split up from their friends and peers.
- 3% stated concern about and dislike for the dual-track education model.
- 3% stated the potential solution isn't in the best interest of and doesn't meet the needs of all students.
- 2% noted staffing-related challenges, including the lack of qualified teaching staff.
- 2% stated increased class-size challenges and concerns that class sizes will be too large.
- 2% noted bullying-related concerns and challenges.

Additionally, there were comments provided that represent less than 2% of respondents:

- the potential solution goes against the guiding principles and values;
- cost and budgetary-related concerns and challenges;
- school boundaries-related challenges and concerns;
- the potential solution has no supporting evidence to back up it will be successful;
- lack of and limited available space for modular buildings or classrooms;
- some students have difficulty adapting and getting used to changes;
- dislikes modular buildings or classrooms; and
- concerned that students will receive inadequate support.

Key Attribute Survey Feedback

Those residing in Ardrossan, Fort Saskatchewan and rural Strathcona County have the same top survey themes for anticipated challenges—transportation and commuting-related concerns such as the distance being too far and busing-related concerns.

Meanwhile, those residing in Sherwood Park indicated their top anticipated challenge was concern the junior high students will not transition and integrate well among the senior high population. Below are the Top 3 themes by respondents' community.

Ardrossan themes (n=62):

- 52% stated transportation and commuting-related concerns.
- 32% noted concerns that students may have to relocate and change schools.
- 21% stated student retention-related challenges and concerns.

Fort Saskatchewan themes (n=143):

- 43% stated transportation and commuting-related concerns.
- 32% stated concerns junior high students won't transition and integrate well with senior high students.
- 28% stated poor and limited extracurricular activities and programs for junior high students.

Rural Strathcona County themes (n=63):

- 42% stated transportation and commuting-related concerns.
- 29% stated concerns junior high students won't transition and integrate well with senior high students.
- 27% stated poor and limited extracurricular activities and programs for junior high students.

Sherwood Park themes (n=175):

- 49% stated concerns junior high students won't transition and integrate well with senior high students.
- 20% stated student retention-related challenges and concerns.
- 20% stated poor and limited extracurricular activities and programs for junior high students.

In terms of if the respondent's child attends elementary or secondary grades, again only one key difference emerged. Thirty-nine per cent of respondents whose children attend elementary grades were concerned that junior high students will not transition and integrate well among a high school population. Meanwhile, only 27% of respondents with students in secondary grades felt similarly.

Session Feedback

Session feedback for anticipated challenges for the potential solutions ranges from concerns regarding transportation, creating divisions between groups, staff retention, parent satisfaction, secondary concerns and site-specific feedback.

Transportation-related challenges and concerns figured large in the session conversations:

- transportation, longer bus rides;
- bus ride times, costs and access;
- transportation, increased commute times and costs for Fort Saskatchewan and Ardrossan;
- need to think logistically, including age, disability and time students can realistically be on the bus; and
- we don't want to have to travel to a bigger city.

Several attendees noted the potential solution will create divisions and have a negative impact on communities:

- creating division and tension between English and French students and potential conflict;
- loss of neighbourhood school;
- keep what Ardrossan has, the small community feel;
- loss of rural and small-town feel—not looking to send children to an urban setting such as Sherwood Park;
- loss of connection and relationship-building within communities that students reside in;
- families might start choosing francophone schools;
- social challenges for French junior high students being separated from English peers;
- Ardrossan has more junior high students in comparison to the school's senior high students resulting in Bev Facey's junior high students being a small cohort;
- potential for low retention from Sherwood Heights Junior High to Bev Facey Community High because of the transition; and
- kindergarten programming decisions will be made based on location, resulting in lower enrolment for those who live farther away.

Many session attendees raised challenges in terms of the junior and senior high potential changes:

- grades 7-9 French Immersion students alone—no English peers—which could affect options, electives, extracurriculars and field trips;
- have a mixed-age cohort for options;
- potentially not enough students to offer extracurriculars or able to offer lots of options;
- staffing French Immersion options classes;
- younger students in Grade 7 with older Grade 12 students.
- having a small group of junior high students in a high school;
- segregation of French Immersion students at Bev Facey Community High with junior high and senior high together; and
- don't want junior high students going to school with senior high students since there's an age gap.

Session attendees also provided site-based challenges feedback:

- grade 7 students may want to remain at Sherwood Heights with friends in English programming;
- moving Ardrossan Junior Senior High French Immersion Program to a new site will have a big impact;
- no secondary level French Immersion programming in Ardrossan or Fort Saskatchewan;

- potentially low retention of Fort Saskatchewan and Ardrossan students;
- enrolment at the secondary level could decrease because of the location change, since Ardrossan and Fort Saskatchewan like having a community feel;
- Ardrossan has more junior high students in comparison to the school's senior high students—Bev Facey junior high students would be a small cohort; and
- potential for low retention from Sherwood Heights Junior High to Bev Facey Community High because of the transition.

A few attendees stated the potential solution could also result in the loss of staff and lower parent satisfaction with the Board of Trustees as the French Immersion program has moved before. Some attendees noted that larger groups and classes are not positive for all students.

Enhancements or Alternative Solutions

Regarding potential solution enhancement or alternative solutions, participants across the sessions, surveys and emails all noted that EIPS should consider changing school boundaries or rezone schools, keep Ardrossan's French Immersion junior high and senior high site, and offer more French immersion programming across the Division. As well, session attendees added EIPS should specifically offer French Immersion at the replacement school in Sherwood Park and the requested replacement school in Fort Saskatchewan.

Survey Feedback

The survey collected 403 comments regarding the potential solution enhancement or alternative solutions. The main survey response themes ranged from offering French Immersion programming at more local schools to the need to review or change school boundaries:

- 27% stated offer French Immersion programming at more local schools.
- 25% stated that the French Immersion program should be kept at Ardrossan Junior Senior High and not moved to Bev Facey Community High.
- 19% stated offer French Immersion programming at local high schools—Bev Facey Community High, Ardrossan Junior Senior High.
- 17% noted that the replacement K-9 school in Sherwood Park should accommodate only French Immersion programming students, as a single-track school.
- 10% stated that EIPS should build more schools.
- 10% stated the need to change, review or rezone school boundaries.

Several sub-themes emerged from a deeper focus on easing current enrolment pressures to improve and provide more communication to keep stakeholder informed:

- 5% stated more focus on easing current enrolment pressures and issues.
- 5% suggested adding more modular and portable classrooms to schools.
- 4% suggested more focus on improving student retention.
- 4% suggested expanding and adding more space to existing schools.
- 4% stated maintain current French Immersion programming at schools and do not make any changes to programming.
- 3% suggested improving or offering more extracurricular activities and programs.
- 3% suggested improving or more communication to ensure stakeholders are kept informed.

Additionally, there were comments provided that represent less than 2% of respondents:

- provide students with more support and hire more teaching staff;
- improve program leadership and teaching staff;

- more focus on coming up with a solid solution and plan as soon as possible;
- listen to feedback, input and suggestions from stakeholders while continuing to engage with stakeholders;
- more focus on creating a strong sense of community;
- provide teaching staff with more support and resources;
- look at other jurisdictions where similar learning models are used;
- should keep junior high and senior high schools separated and in different buildings;
- relocate the junior high English program to a different school;
- more and expanded school bus routes;
- offer discounted busing fees for students who are relocating to a different school;
- offer more online learning opportunities; and
- improve long-term planning.

Key Attribute Survey Feedback

When examining survey responses by the respondent's community, those residing in Ardrossan and rural Strathcona County have the same top survey theme: EIPS should keep the French Immersion program at Ardrossan Junior Senior High School or don't move the program to Bev Facey Community High. While those residing in Fort Saskatchewan and Sherwood Park indicated, their top survey theme was to offer French Immersion programming at more local schools. Below are the Top 3 themes by community respondents reside in.

Ardrossan (n=58):

- 52% stated EIPS should keep the French Immersion program at Ardrossan Junior Senior High School and not move the program to Bev Facey Community High.
- 17% suggested offering French Immersion programming at more local schools.
- 16% noted the need to change, review or rezone school Boundaries.

Fort Saskatchewan (n=129):

- 36% suggested offering French Immersion programming at more local schools.
- 20% EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 16% suggested that EIPS should build more schools.

Rural Strathcona County (n= 54):

- 35% stated EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 22% suggested offering French Immersion programming at local high schools—Bev Facey Community High, Ardrossan Junior Senior High.
- 20% suggested offering French Immersion programming at more local schools.

Sherwood Park (n=148):

- 25% suggested offering French Immersion programming at more local schools.
- 24% suggested offering French Immersion programming at local high schools—Bev Facey Community High, Ardrossan Junior Senior High.
- 17% stated the new school should be designated for K-9 students.

In terms of if the respondent's child attends elementary or secondary grades, one key difference emerged. Twenty-nine per cent of respondents whose child attends elementary grades want French Immersion programming offered at more local schools. Meanwhile, only 18% of respondents with students in secondary grades felt similarly.

Session Feedback

Session feedback for potential solution enhancements or alternative solutions ranged extensively from demonstrating evidence-based decision-making, considering mental health impacts to students, rezoning the English program students, working with the Catholic system and site-based reconfiguration to new schools.

Many attendees noted a desire for a solution to demonstrate evidence-based decision-making that goes beyond examining numbers:

- address reasons for attrition rather than statistics;
- look at why students are leaving—for example, one breakout room referenced the book, *Student Retention in Immersion and Francophone Schools*, co-written by Campus Saint-Jean professors Laurent Cammarata and Kristin Marchak; and
- use statistics and evidence for decision-making.

Several session attendees suggested changes to boundaries for regular English program students or to zone new subdivisions to Sherwood Park:

- change the boundaries for English students--change French Immersion school boundaries in Sherwood Park to reduce enrolment pressures at Ardrossan schools); and
- zone new subdivisions to Sherwood Park.

Some interesting suggestions included:

- work with the Catholic system to make sure there is junior high French Immersion in Ardrossan; and
- offer French Immersion level options for students who don't stay in the full program.

Site-specific configurations were raised by many participants:

- best to have K-6 and 7-12 in the same place as there are community links and continuity;
- have K-9 French Immersion at Sherwood Heights Junior High and K-9 French Immersion at École Parc Élémentaire, Ardrossan Elementary and Ardrossan Junior Senior High, and grades 10-12 at Bev Facey Community High;
- keep Ardrossan Junior Senior High for Ardrossan and Fort Saskatchewan students and keep Bev Facey Community High for Sherwood Park students;
- just keep grades 7-9 French Immersion at the replacement school;
- could move grades 10-12 to Bev Facey Community High;
- stay dual-track at junior high and senior high for grades 7-12 at Bev Facey Community High; and
- Bev Facey Community High to improve programming and sports.

New schools were suggested:

- K-12 French Immersion at the new replacement school in Sherwood Park;
- have French Immersion offered in Fort Saskatchewan at a new school; and
- potential for a K-9 French Immersion program, a single-track elementary and a dual-track junior high.

A few participants noted that the mental health aspect of any change should be considered in the solution.

Some other participants suggested defining what commute times will be and communicating this information to the French Immersion community. Lastly, it was suggested to work with communities to find individual community solutions and consider phasing in any changes.

Additional Thoughts – Survey

At the end of the survey, respondents were asked to share any additional thoughts they might have—342 respondents provided comments. The main themes of these final comments ranged from keeping French Immersion at Ardrossan Junior Senior High to the potential solution will not help grow the French Immersion program and enrolment.

- 35% stated EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 17% stated they will likely pull their child out of the French Immersion program if the potential solution is implemented.
- 12% stated they do not support or like the potential solution, and it's a bad idea.
- 10% noted the need to listen to feedback, input and suggestions and continue to engage with stakeholders.
- 10% suggested the potential solution will not help grow the French Immersion program and enrolment.

Several sub-themes emerged as well, ranging from concerns about junior high students transitioning and integrating with senior high students to having the new replacement school accommodate French Immersion students only.

- 8% noted concerns that junior high students won't transition and integrate well with senior high students.
- 6% suggested offering French Immersion programming at more local schools.
- 6% said to ensure alternative solutions are carefully and thoroughly considered before making decisions.
- 6% stated offer French Immersion programming at local high schools--Bev Facey Community High, Ardrossan Junior Senior High.
- 6% stated they support, and like the potential solution and it is a good idea.
- 5% noted more focus on improving student retention is needed.
- 5% stated that there is a need to build a new school designated for K-9 students and more K-9 French Immersion programming.
- 5% noted transportation and commuting concerns—distance is too far and busing-related concerns.
- 4% stated needing more information and details about the potential solution.
- 4% suggested more focus on easing current enrolment pressures and issues.
- 2% noted the need to improve and offer more extracurricular activities and programs.
- 2% stated EIPS needs to build additional schools.
- 2% noted concern about their child being split up from their friends and peers.
- 2% stated the replacement school should be made to accommodate only French Immersion programming students, as a single-track school.

Additionally, there were comments provided that represent less than 2% of respondents:

- should obtain feedback and suggestions from students;
- need to improve and expand school busing transportation services and add more bus routes;
- increase promotion and public awareness of French Immersion programming;
- should obtain feedback and suggestions from the teaching staff;
- provide teaching staff with more support and resources;
- add more modular and portable classrooms to schools;
- appreciate the opportunity to provide input and feedback;
- should keep junior high and senior high schools separated and in different buildings;
- need to change, review and rezone school boundaries;
- develop partnership opportunities with other educational institutions and organizations;
- improve long-term planning; and
- the potential solution goes against the guiding principles and values; and
- improve program leadership.

Key Attribute Survey Feedback

Additional thoughts and feedback responses were also examined through the lens of a community of residence. Interestingly, all four communities had the same top response theme: EIPS should keep the French Immersion program at Ardrossan Junior Senior High School or not move the program to Bev Facey Community High.

Below are the Top 3 themes by respondents' community.

Ardrossan (n=51):

- 57% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 18% stated they don't support or like the potential solution, and it is a bad idea.
- 16% stated they will likely pull their child out of the French Immersion program if the Division implements the potential solution.

Fort Saskatchewan (n= 101):

- 39% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 26% stated they will likely pull their child out of the French Immersion program if the Division implements the potential solution.
- 12% suggested that EIPS should offer French Immersion programming at more local schools.

Rural Strathcona County (n= 55):

- 51% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 20% stated they will likely pull their child out of the French Immersion program if the Division implements the potential solution.
- 18% noted that EIPS needs to listen to feedback, input and suggestions from stakeholders and continue to engage with stakeholders.

Sherwood Park (n=125):

- 18% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 14% stated they support and like the potential solution, and it is a good idea.
- 12% stated EIPS needs to build a new school designated for K-9 students and offer more K-9 French Immersion programming.

Conclusion

Phase 3 of the French Immersion engagement effort connected with various French Immersion programming stakeholders. While many stakeholders reside in Sherwood Park, people from Ardrossan, Fort Saskatchewan and rural Strathcona County also contributed valuable insights and feedback on the potential solution. Additionally, many stakeholders indicated they had a child or children in elementary as compared to junior or senior high. They also provided feedback pertaining to all aspects of the potential solution.

Potential Solution's Strengths

Key themes throughout the feedback collected on the potential solution's strengths were that this approach could increase the availability of French Immersion programming, especially at the elementary level. That, in turn, could help increase enrolment and maintain or increase the French community and culture. In both the survey and session discussion, it was noted that this potential solution might enhance retention at the junior high and senior high levels, too, as students will be in the same building and transitioning together. It was also noted that this approach could enhance the robustness of the programming, particularly for grades 7-12.

Potential Solution’s Anticipated Challenges

Key themes throughout the engagement mechanisms for anticipated challenges were concerns about junior high students mixing with senior high students, transportation concerns and the impact on extracurricular activities—particularly for junior high students. Also, of high concern for participants and respondents was the loss of community felt by students through having to commute to a neighbouring and urban community.

Potential Solution Enhancement or Alternative Solution

Regarding the potential solution’s enhancement or alternative solutions, participants across the sessions, surveys, and emails all noted that EIPS should consider changing school boundaries or rezoning schools, keeping the secondary French Immersion program at the Ardrossan site, and offering more French immersion programming across the Division—specifically at the replacement school in Sherwood Park and the requested one in Fort Saskatchewan.

Additional Thoughts

At the end of the online survey, respondents were asked to share any additional thoughts they might have. The main themes of these final comments ranged from suggesting EIPS keep the French Immersion at Ardrossan Junior Senior High to the potential solution won’t help grow the French Immersion program and enrolment. Another piece of feedback emerged, not pertaining to the potential solution, in terms of the engagement process. Several stakeholders, through email and the survey feedback, felt in-person engagement sessions should be held in Ardrossan and Fort Saskatchewan. Several also noted the potential solution did not reflect their values or community. Some respondents also felt the location of the Phase 3 session made it difficult for other stakeholders to attend. Lastly, other feedback suggested the engagement catered to one location of stakeholders.

Next Steps

EIPS will use the feedback gathered through Phase 3 to inform the next steps and further develop a solution—in a manner that balances stakeholder input; technical requirements; and EIPS policies, procedures, and fiduciary responsibilities. Based on the feedback collected EIPS will provide a recommendation to trustees at the June 15, 2023 Board meeting regarding the Heritage Hills Elementary attendance boundary. EIPS will conduct additional engagement around the junior and senior high program in June 2023. The Board will ensure any decision made is in the best educational interests of all students, which EIPS communicates to the French Immersion school community right way. Decisions related to secondary programming will take effect in the 2026-27 school year, at the earliest.

FAQ

Throughout the engagement, several questions were raised by stakeholders—organized below by theme. EIPS will provide answers broadly, and where appropriate, in a future Frequently Asked Questions document.

Broad location questions:

1. Why can’t a French Immersion secondary program be available in all three communities?
2. French Immersion is the heart and soul of the community. Why are rural families affected by the decision?

Ardrossan and Fort Saskatchewan-specific questions:

3. What happens to students, currently at Ardrossan Junior Senior High for French Immersion, and their families who choose not to move to Sherwood Park? Can they stay at Ardrossan Junior Senior High in English?
4. Is the program viable at Ardrossan Junior Senior High?
5. Why is EIPS considering moving the program out of Ardrossan? It makes the appearance the Division doesn't care about Ardrossan and Fort Saskatchewan students.
6. Fort Saskatchewan is defined as a city so why can't there be a French Immersion program here?
7. Using French Immersion as a solution to the growth issue in Ardrossan, is there another solution? What about regular English programming students?

Sherwood Park Questions:

8. Why is EIPS considering a junior high program at Bev Facey Community High?
9. Why would EIPS consider removing the dual-track program at Sherwood Heights Junior High? The school was part of the ask for the replacement school and a lot of the École Campbelltown families worked too hard to advocate for the new replacement school, thinking their child would stay there for junior high?
10. What is the capacity of the new replacement school?
11. The senior high option at Bev Facey Community High, for students in grades 7-9 French Immersion, would they still have as many options as possible—electives, art, drama—and extracurriculars?

Engagement question:

12. Can EIPS host an in-person conversation about the program at AJS? Or host the next engagement session there?

Transportation questions:

13. What are the statistics for transportation commute times from Ardrossan to Sherwood Park and from Fort Saskatchewan to Sherwood Park? What are the gains and losses for rural and urban riders?
14. Would it increase the bus ride times for rural students and Fort Saskatchewan students?
15. What are the statistics for Ardrossan student bus rider locations—what parts of the county or other communities are they coming from?

Mapping and data questions:

16. Five years from now, the heat map will change significantly. Will this program be moved again?
17. Can the heat map be broken out into elementary, junior high, and senior high enrolment per community?
18. Please provide additional data, current and historical, on student populations, retention, and distributions. I am interested in more detailed data, particularly for the transition years between elementary and secondary, and site-based detailed data.

Other:

19. Are there more details about the modulars available? I heard that moving a modular is too expensive.
20. Why does the French Immersion program need to be affected by student accommodation issues?
21. Will the low number of junior high students at the school impact programming, options and extracurriculars?
22. Why does EIPS want to put 12-year-old with students in grades 10-12?



Elementary French Immersion Attendance Boundaries (PROPOSED)

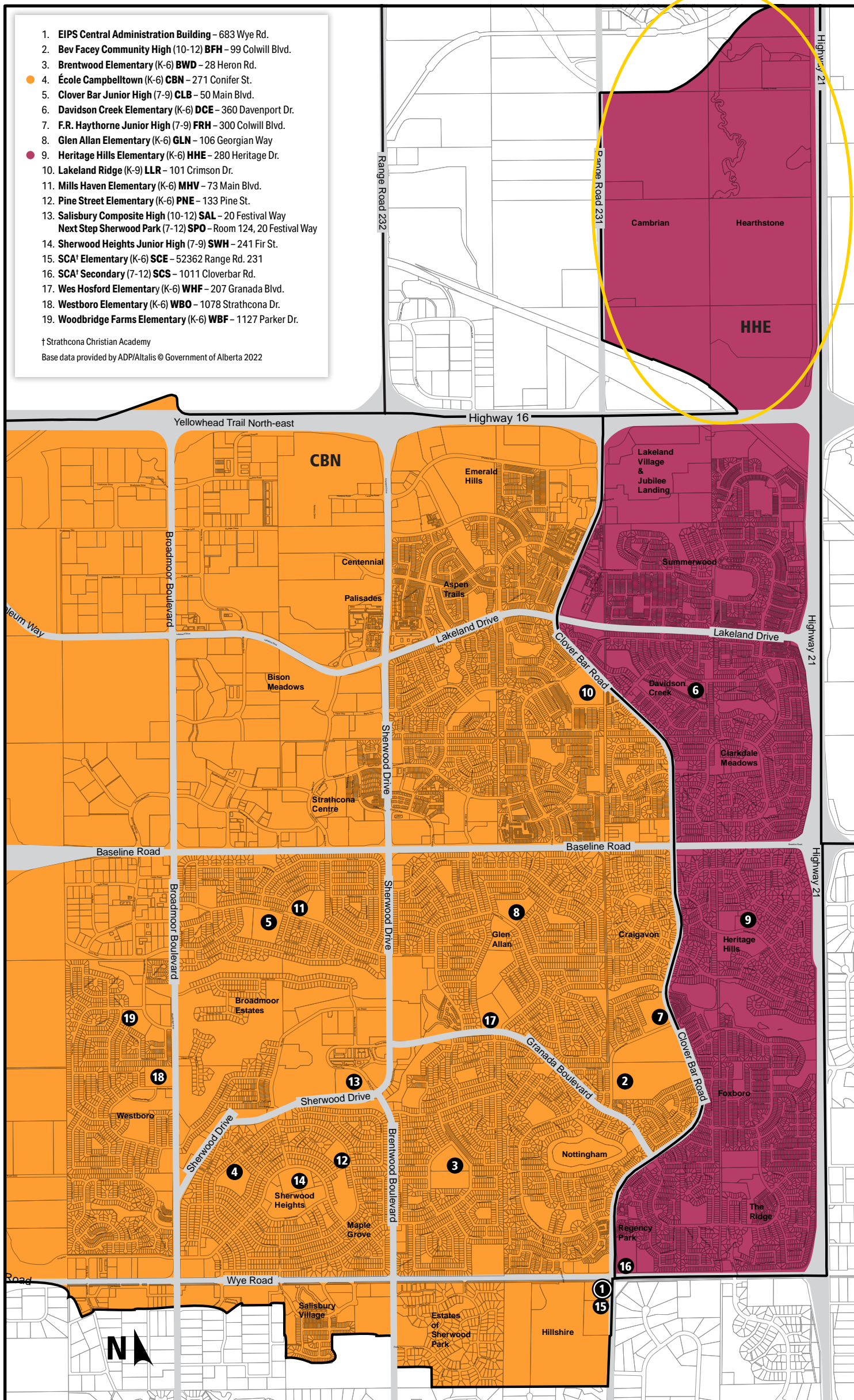
STRATHCONA COUNTY

Revised February 27, 2023

1. **EIPS Central Administration Building** – 683 Wye Rd.
2. **Bev Facey Community High** (10-12) **BFH** – 99 Colwill Blvd.
3. **Brentwood Elementary** (K-6) **BWD** – 28 Heron Rd.
4. **École Campbelltown** (K-6) **CBN** – 271 Conifer St.
5. **Clover Bar Junior High** (7-9) **CLB** – 50 Main Blvd.
6. **Davidson Creek Elementary** (K-6) **DCE** – 360 Davenport Dr.
7. **F.R. Haythorne Junior High** (7-9) **FRH** – 300 Colwill Blvd.
8. **Glen Allan Elementary** (K-6) **GLN** – 106 Georgian Way
9. **Heritage Hills Elementary** (K-6) **HHE** – 280 Heritage Dr.
10. **Lakeland Ridge** (K-9) **LLR** – 101 Crimson Dr.
11. **Mills Haven Elementary** (K-6) **MHV** – 73 Main Blvd.
12. **Pine Street Elementary** (K-6) **PNE** – 133 Pine St.
13. **Salisbury Composite High** (10-12) **SAL** – 20 Festival Way
Next Step Sherwood Park (7-12) **SPO** – Room 124, 20 Festival Way
14. **Sherwood Heights Junior High** (7-9) **SWH** – 241 Fir St.
15. **SCA' Elementary** (K-6) **SCE** – 52362 Range Rd. 231
16. **SCA' Secondary** (7-12) **SCS** – 1011 Cloverbar Rd.
17. **Wes Hosford Elementary** (K-6) **WHF** – 207 Granada Blvd.
18. **Westboro Elementary** (K-6) **WBO** – 1078 Strathcona Dr.
19. **Woodbridge Farms Elementary** (K-6) **WBF** – 1127 Parker Dr.

† Strathcona Christian Academy

Base data provided by ADP/Altalis © Government of Alberta 2022





Elementary French Immersion Attendance Boundaries (PROPOSED)

STRATHCONA COUNTY

Revised February 27, 2022

Strathcona County

- 1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
- 2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
- 3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
- 4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

- 5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
- 6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
- 7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
- 8. **Clover Bar Junior High (7-9) CLB** – 50 Main Blvd.
- 9. **Davidson Creek Elementary (K-6) DCE** – 360 Davenport Dr.
- 10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
- 11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
- 12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
- 13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
- 14. **Mills Haven Elementary (K-6) MHV** – 73 Main Blvd.
- 15. **Pine St. Elementary (K-6) PNE** – 133 Pine St.
- 16. **Salisbury Composite High (10-12) SAL** – 20 Festival Way
- **Next Step Sherwood Park (7-12) SPO** – Room 124, 20 Festival Way
- 17. **Sherwood Heights Junior High (7-9) SWH** – 241 Fir St.
- 18. **SCA' Elementary (K-6) SCE** – 52362 Range Rd. 231
- 19. **SCA' Secondary (7-12) SCS** – 1011 Cloverbar Rd.
- 20. **Wes Hosford Elementary (K-6) WHF** – 207 Granada Blvd.
- 21. **Westboro Elementary (K-6) WBO** – 1078 Strathcona Dr.
- 22. **Woodbridge Farms Elementary (K-6) WBF** – 1127 Parker Dr.

Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

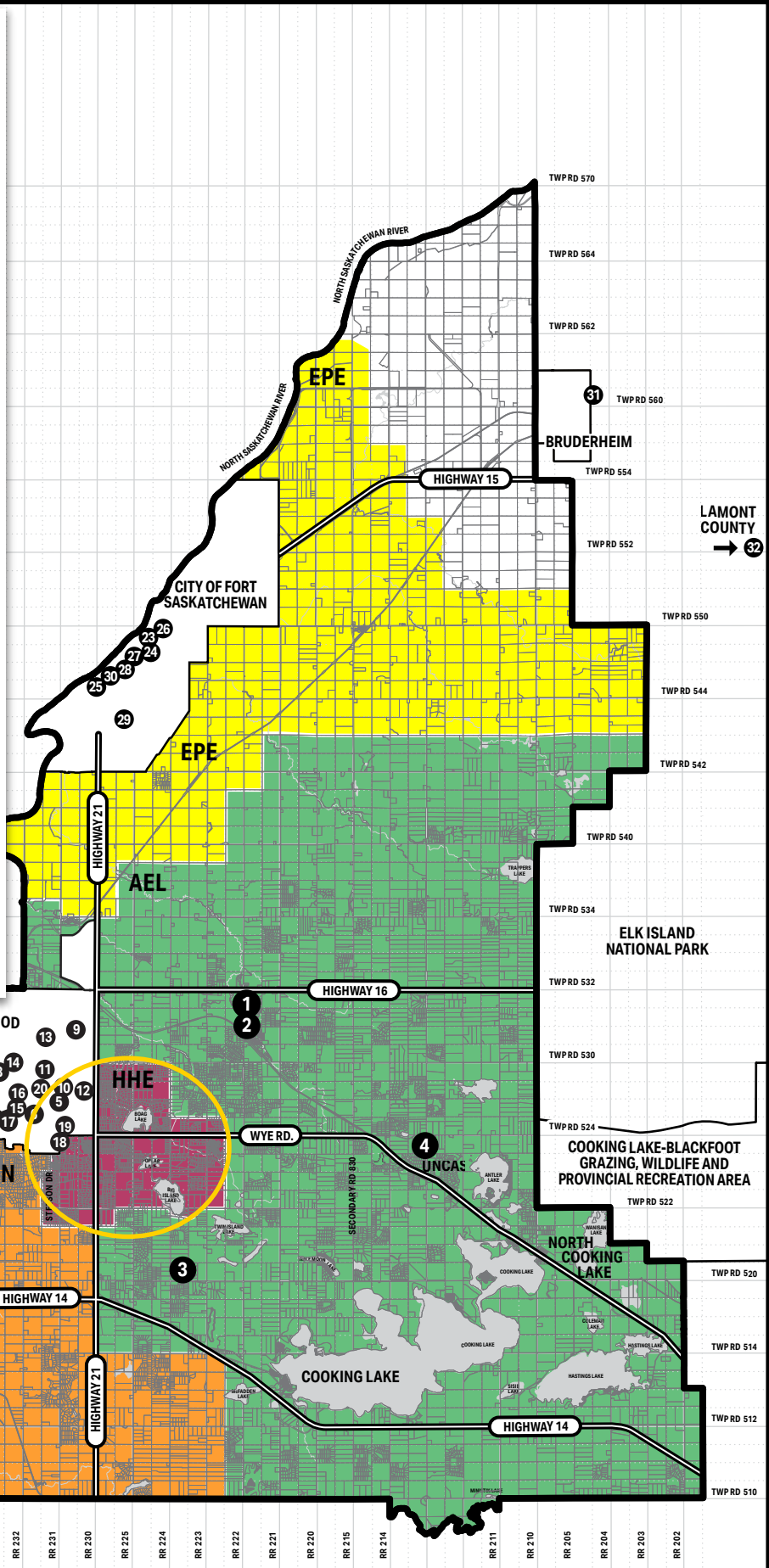
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
- 27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
- 28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
- 29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
- 30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

- 31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
- 32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy





Elementary French Immersion Attendance Boundaries

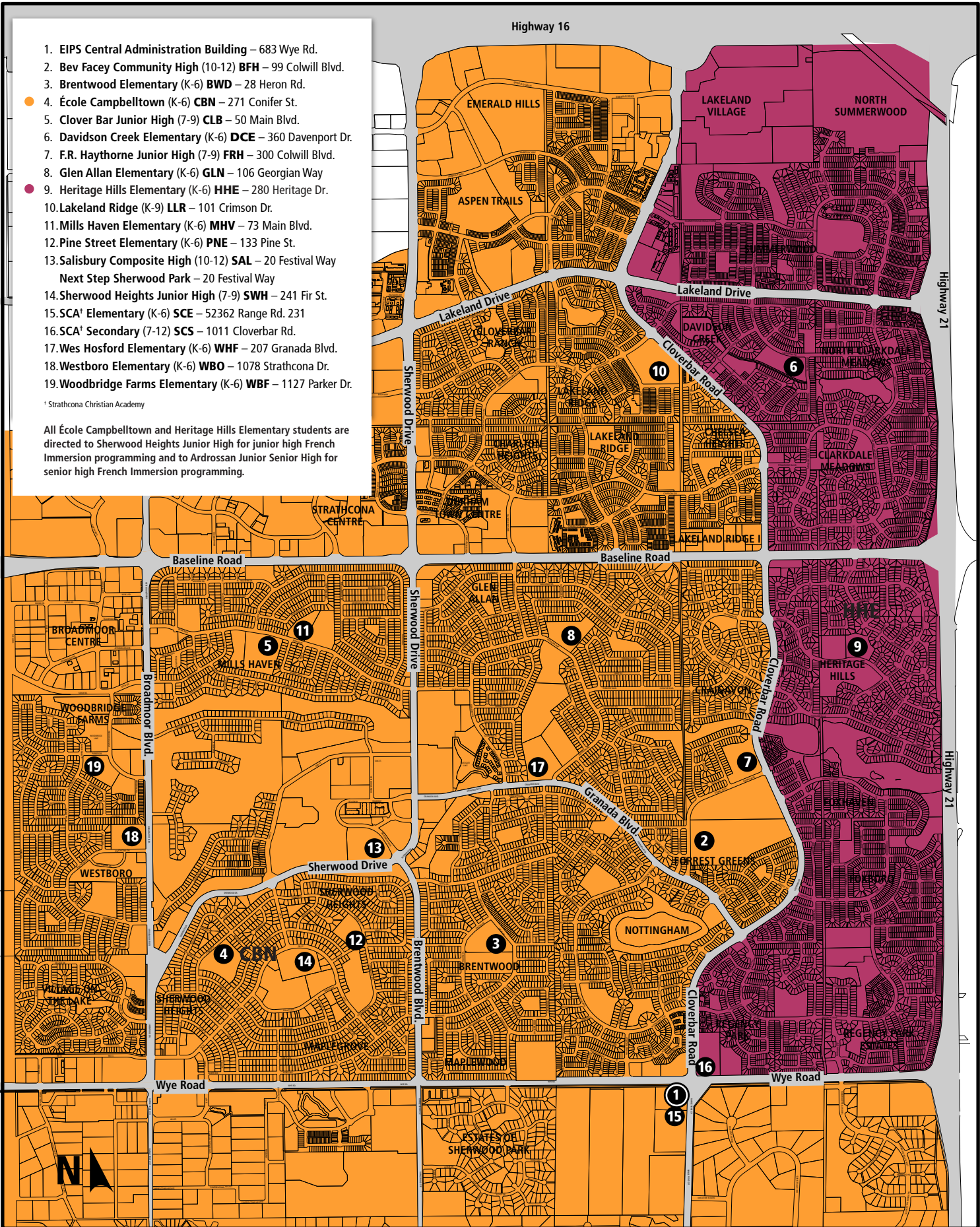
SHERWOOD PARK

Revised Sept. 1, 2020

1. EIPS Central Administration Building – 683 Wye Rd.
2. Bev Facey Community High (10-12) **BFH** – 99 Colwill Blvd.
3. Brentwood Elementary (K-6) **BWD** – 28 Heron Rd.
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- Next Step Sherwood Park – 20 Festival Way
14. Sherwood Heights Junior High (7-9) **SWH** – 241 Fir St.
15. SCA¹ Elementary (K-6) **SCE** – 52362 Range Rd. 231
16. SCA¹ Secondary (7-12) **SCS** – 1011 Cloverbar Rd.
17. Wes Hosford Elementary (K-6) **WHF** – 207 Granada Blvd.
18. Westboro Elementary (K-6) **WBO** – 1078 Strathcona Dr.
19. Woodbridge Farms Elementary (K-6) **WBF** – 1127 Parker Dr.

¹ Strathcona Christian Academy

All École Campbelltown and Heritage Hills Elementary students are directed to Sherwood Heights Junior High for junior high French Immersion programming and to Ardrossan Junior Senior High for senior high French Immersion programming.





Elementary French Immersion Attendance Boundaries

STRATHCONA COUNTY

Strathcona County

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- 2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
- 3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
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- 6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
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See Fort Saskatchewan Boundary Map for more detailed locations.

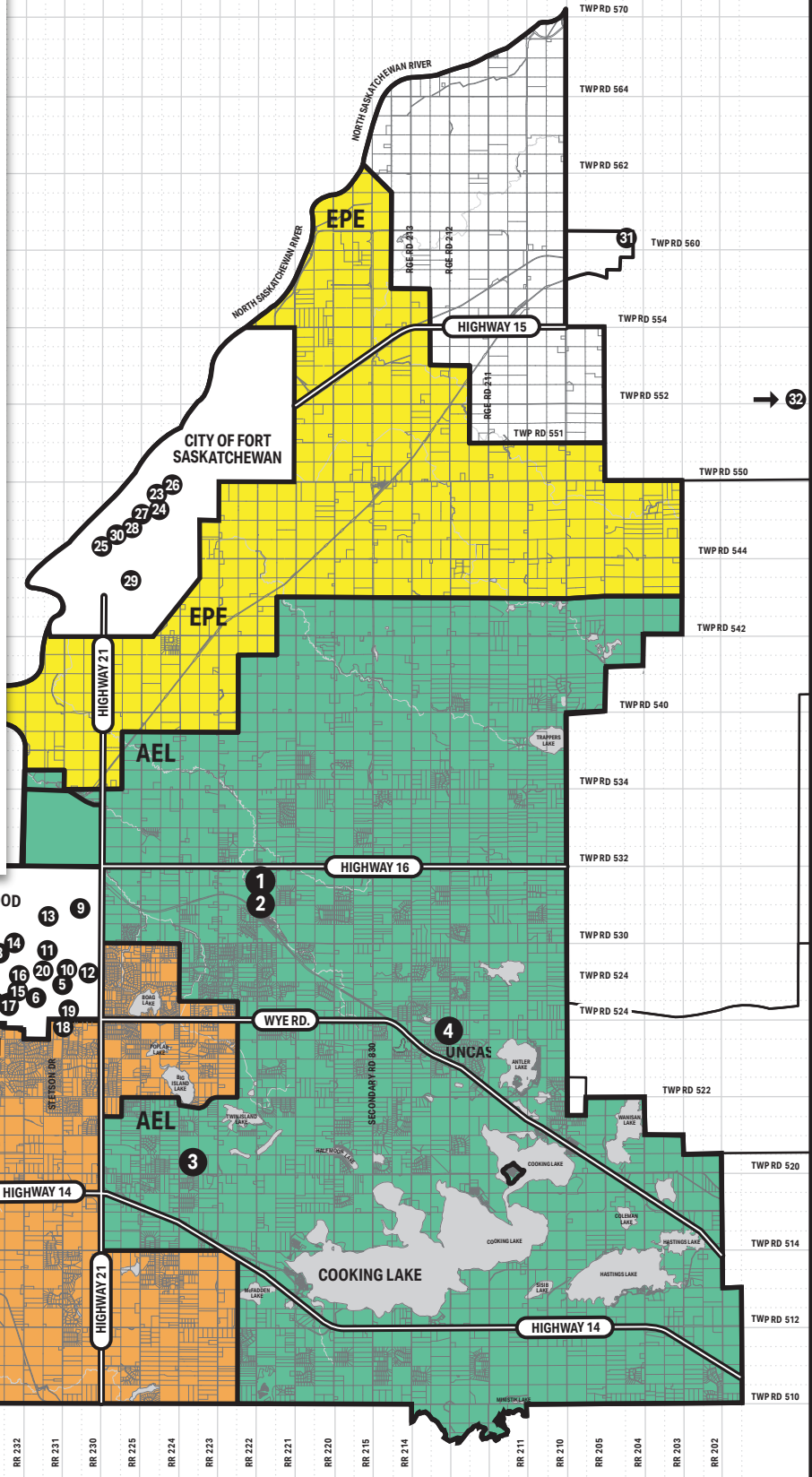
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- 27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
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- 29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
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Lamont County

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- 32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy





Junior High French Immersion Attendance Boundaries

STRATHCONA COUNTY

Revised Sept. 1, 2020

Strathcona County

1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
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10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
14. **Mills Haven Elementary (K-6) MHV** – 73 Main Blvd.
15. **Pine St. Elementary (K-6) PNE** – 133 Pine St.
16. **Salisbury Composite High (10-12) SAL** – 20 Festival Way
Next Step Sherwood Park (7-12) SPO – Room 124, 20 Festival Way
17. **Sherwood Heights Junior High (7-9) SWH** – 241 Fir St.
18. **SCA' Elementary (K-6) SCE** – 52362 Range Rd. 231
19. **SCA' Secondary (7-12) SCS** – 1011 Cloverbar Rd.
20. **Wes Hosford Elementary (K-6) WHF** – 207 Granada Blvd.
21. **Westboro Elementary (K-6) WBO** – 1078 Strathcona Dr.
22. **Woodbridge Farms Elementary (K-6) WBF** – 1127 Parker Dr.

Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

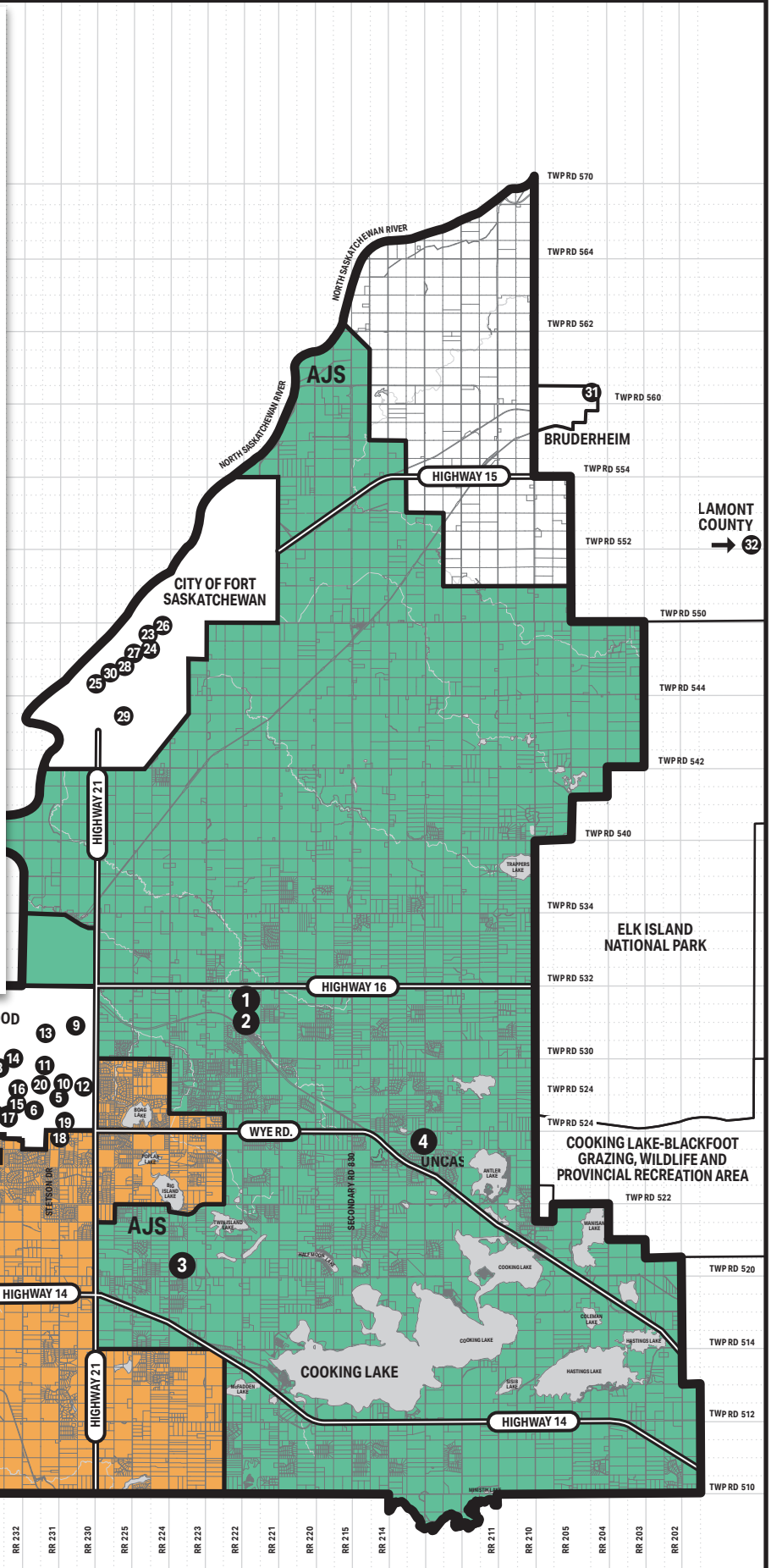
23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
Fort Saskatchewan Elementary (K-6) FSE – 9802 101 St.
24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy





Senior High French Immersion Attendance Boundaries

STRATHCONA COUNTY

Revised Sept. 7, 2021

Strathcona County

1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
8. **Clover Bar Junior High (7-9) CLB** – 50 Main Blvd.
9. **Davidson Creek Elementary (K-6) DCE** – 360 Davenport Dr.
10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
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Fort Saskatchewan

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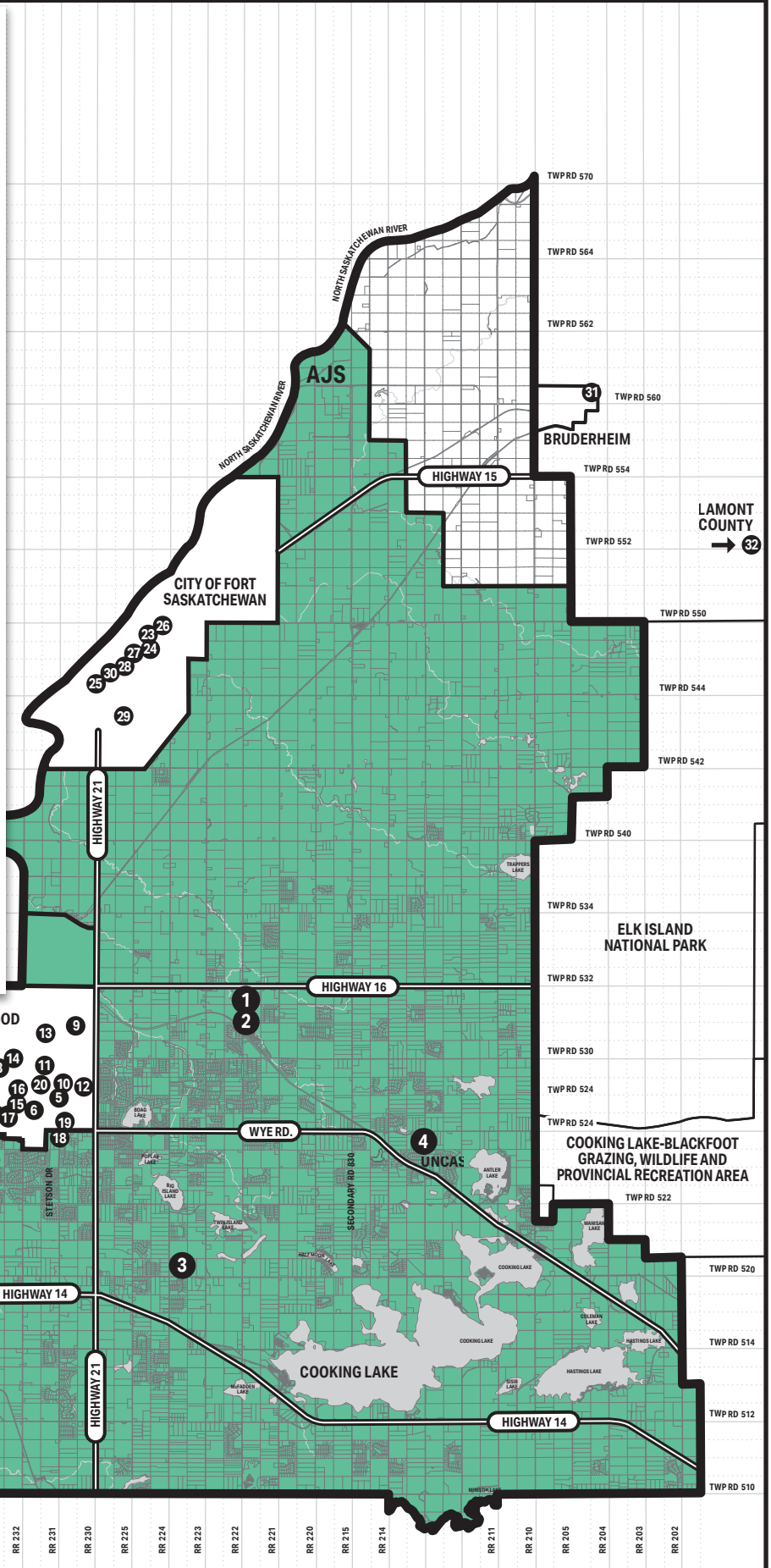
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*Strathcona Christian Academy





INFORMATION REPORT

DATE: June 15, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2022 to May 31, 2023

ORIGINATOR: Candace Cole, Secretary-Treasurer

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

REFERENCE: Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

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

ISSUE:

That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2022 to May 31, 2023, for Elk Island Public Schools.

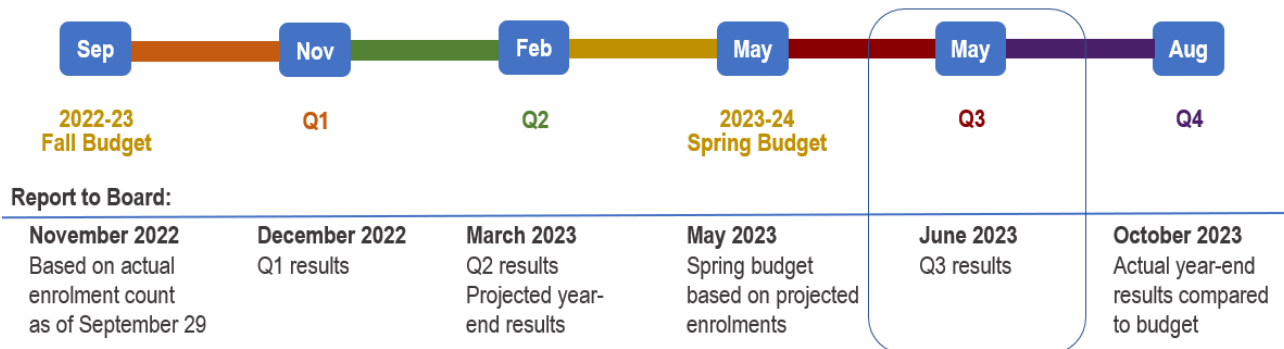
BACKGROUND:

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

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the nine-month period ended May 31, 2023. For the 2022-23 school year, the Division is approximately three quarters through our financial reporting cycle:

2022-23 Year





INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 90% spent at this point in the year (9/10ths of the school year complete), while central department costs and Division revenue are expected to be about 75% spent (9/12ths of the fiscal year complete). For revenue and school expenses, notes are provided for significant variances. For central services, notes are provided for every budget group.

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

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

As of May 31, 2023, EIPS has an overall operating deficit of \$4,079,671. Revenue and expense variances are detailed in the Third Quarter Report 2022-23.

ATTACHMENT:

1. Third Quarter Report 2022-23



Your Future in **MIND** ●

Third Quarter Report

2022-23

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2022 to May 31, 2023 and variance notes to these statements.

**Report to the
Board of Trustees**

June 15, 2023

This information has not been audited.

Elk Island Public Schools
Highlights
For The Nine-Month Period Ended May 31, 2023
(excluding School Generated Funds)

Financial Summary:

| | Annual Fall Budget | Year to Date Actual | Actual % Of Budget* |
|-------------------------------------|---------------------------|---------------------------|------------------------|
| Revenues (Page 3) | 191,811,852 | 146,354,564 | 76% |
| School Expenses (Pages 6 and 7) | 134,203,047 | 103,328,664 | 77% |
| Central Services Expenses (Page 11) | 65,238,743 | 47,105,571 | 72% |
| Surplus / (Deficit) | <u><u>(7,629,938)</u></u> | <u><u>(4,079,671)</u></u> | |

* Average spending at May 31, 2023 should be approximately 90% (for school year expenditures) or 75% (for revenue and for year-round expenses).

Significant Changes and Events:

Ministerial Request

In January 2023, the Board of Trustees submitted a request to the Minister of Education to transfer \$756,000 from operating reserves to capital reserves. This amount represents bus purchases the Division has initiated in the current school year, but is concerned may not arrive by the end of the fiscal year. In late March 2023, the Minister approved this transfer, should the buses not arrive by August 31. As of early June, the buses are expected to arrive by the end of the school year.

Andrew School

In May 2023, the Board of Trustees voted to close Andrew School, effective June 30, 2023. EIPS is now awaiting approval of the closure from the Minister of Education.

Funding Announcements

Since Fall Budget development, additional funding has been announced to support a number of initiatives:

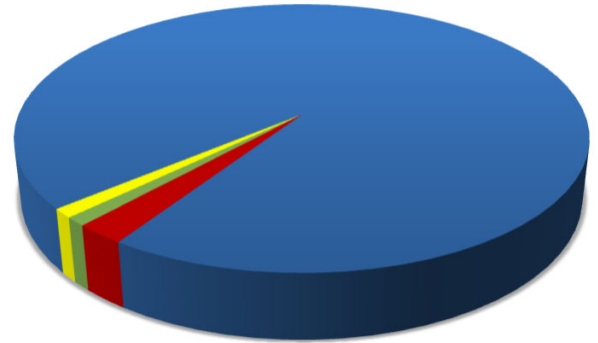
- Mental Health in Schools Pilot Project - \$1.9 million to December 2024, with \$570,000 is being utilized in 2022-23.
- Learning Disruption Funding - \$283,000 for Grades 2 to 4, and \$173,000 for Grade 1 students.
- Support for Ukrainian students - \$176,000.
- Low Incidence Supports and Services - \$92,000.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Nine-Month Period Ended May 31, 2023

Revenues by Source

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

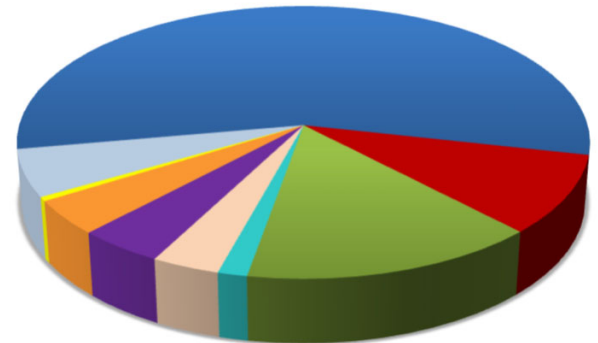
| | \$ | % |
|------------------------------|--------------------|---------------|
| Alberta Education | 139,618,314 | 95.4% |
| Other Govt of Alberta | 3,579,771 | 2.4% |
| Fees | 1,549,832 | 1.1% |
| Sales and Services and Other | 1,606,647 | 1.1% |
| \$ | 146,354,564 | 100.0% |



Alberta Education Revenues

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

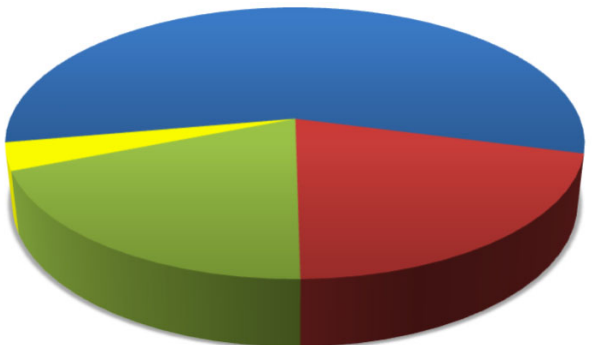
| | \$ | % |
|------------------------|--------------------|---------------|
| Base Instruction | 78,515,972 | 56.2% |
| Services & Supports | 13,091,396 | 9.4% |
| School - System Needs | 20,878,195 | 15.0% |
| Community | 2,066,646 | 1.5% |
| Jurisdictions | 4,781,057 | 3.4% |
| Bridge Funding | 6,052,851 | 4.3% |
| Other | 5,750,562 | 4.1% |
| Supported Amortization | 678,587 | 0.5% |
| Teacher Pensions | 7,803,048 | 5.6% |
| \$ | 139,618,314 | 100.0% |



Expenses by Object

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

| | \$ | % |
|----------------------------------|--------------------|---------------|
| Certificated Salaries & Benefits | 85,516,392 | 56.8% |
| Classified Salaries & Benefits | 31,140,334 | 20.7% |
| Services, Contracts & Supplies | 28,842,069 | 19.2% |
| Capital & Debt Services | 4,935,440 | 3.3% |
| \$ | 150,434,235 | 100.0% |



Elk Island Public Schools
Statement of Revenues and Expenses
For The Nine-Month Period Ended May 31, 2023
Percent of the Year Elapsed: 75%*

| | A Annual Fall Budget | B Actual | Year to Date | | <i>Note Reference</i> | Prior Year Actual % Of Budget |
|--|-----------------------------------|-----------------------|---|--|---------------------------|--|
| | | | C = B / A Actual % Of Budget | C - 75% Actual Less Elapsed % | | |
| REVENUES | | | | | | |
| Alberta Education | | | | | | |
| Base Instruction | \$ 104,684,421 | \$ 78,515,972 | 75% | 0% | | |
| Services & Supports | 16,766,419 | 13,091,396 | 78% | 3% | | |
| School - System Needs | 28,766,210 | 20,878,195 | 73% | -2% | | |
| Community | 2,725,528 | 2,066,646 | 76% | 1% | | |
| Jurisdictions | 6,374,743 | 4,781,057 | 75% | 0% | | |
| Bridge Funding | 8,070,467 | 6,052,851 | 75% | 0% | | |
| Other ¹ | 7,237,351 | 5,750,562 | 79% | 4% | | |
| Supported Amortization | 1,047,094 | 678,587 | 65% | -10% | A | |
| Teacher Pensions | 8,272,000 | 7,803,048 | 94% | 19% | B | |
| Total Alberta Education | 183,944,233 | 139,618,314 | 76% | 1% | | 75% |
| Other Government of Alberta | 4,695,196 | 3,579,771 | 76% | 1% | | 74% |
| Other Alberta School Authorities | 65,688 | 63,255 | 96% | 21% | C | 96% |
| Fees | 1,494,530 | 1,549,832 | 104% | 29% | D | 104% |
| Other Sales and Services | 163,850 | 269,403 | 164% | 89% | E | 140% |
| Investment Income | 500,000 | 622,071 | 124% | 49% | F | 84% |
| Gifts and Donations | 711,531 | 422,924 | 59% | -16% | G | 49% |
| Rental of Facilities | 236,824 | 228,994 | 97% | 22% | H | 102% |
| Sub-Total (excluding SGF) | 191,811,852 | 146,354,564 | 76% | 1% | | 75% |
| EXPENSES BY OBJECT | | | | | | |
| Certificated Salaries & Benefits | 112,342,740 | 85,516,392 | 76% | 1% | | 74% |
| Classified Salaries & Benefits | 40,425,301 | 31,140,334 | 77% | 2% | | 76% |
| Services, Contracts & Supplies | 39,763,508 | 28,842,069 | 73% | -2% | | 71% |
| Capital & Debt Services | 6,910,241 | 4,935,440 | 71% | -4% | | 71% |
| Sub-Total (excluding SGF) | 199,441,790 | 150,434,235 | 75% | 0% | | 74% |
| Operations Surplus/(Deficit) | \$ (7,629,938) | \$ (4,079,671) | 53% | -22% | | 24% |
| School Generated Funds Budgeted Deficit | (601,960) | | | | | |
| Total Budgeted Deficit | \$ (8,231,898) | | | | | |

* Based on a 12 month reporting period.

¹ Includes Dual Credit Programming, French Language Funding, Lease Support, Odyssey Language Program, CTS Bridge to Certification, Fuel Price Contingency, Teacher Salary Settlement, New Curriculum Funding, Learning Disruption and Secondments.

**Elk Island Public Schools
Revenue Notes
For the Nine-Month Period Ended May 31, 2023**

A. Supported Amortization

Revenue is 10% lower than expected at this point in the year as a result of a timing difference.

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

B. Teacher Pensions

Revenue is 19% higher than expected at this point in the year.

This is the result of a timing difference as revenue received for Teacher Pensions is recognized over the course of the school year (10 months) rather than 12 months. This budget is also an estimate, whereas actuals fluctuate based on real staff. However, there is a matching variance in expenses so there is no impact to EIPS results overall.

C. Other Alberta School Authorities

Revenue is 21% higher than expected at this point in the year.

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

D. Fees

Revenue for fees is 29% higher than expected at this point in the year.

This line only includes transportation fees. As transportation fees for the 2022-23 school year were billed prior to the start of the school year, most of the revenue for the year has already been recognized. This variance will be a permanent variance at the end of the year.

E. Other Sales and Services

Revenue is 89% higher than expected at this point in the year.

This is partially a result of timing differences:

- Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months.
- The Division's purchase card rebate has been received in full.

In addition, some variances were unbudgeted and will be permanent:

- Rebates negotiated by Purchasing and Contract Services have been received from suppliers based on contractual sales.

- The Division has received an unbudgeted refund based on claim performance as part of the WCB's Partnerships in Injury Reduction program.
- Revenue from transportation training related to Mandatory Entry Level Training and S-Endorsement training is higher than expected.

F. Investment Income

Revenue is 49% higher than expected at this point in the year.

Interest being earned in cash accounts is greater than projected due to the increase in interest rates. This is expected to be a permanent variance and excess funds have been reallocated to other Division needs.

G. Gifts and Donations

Revenue is 16% lower than expected at this point in the year due to timing differences.

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

A significant grant from Shell Canada for outdoor learning spaces will be spent in the remaining quarter of the year.

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

H. Rental of Facilities

Revenue is 22% higher than expected at this point in the year.

The balance in this revenue line is primarily rental revenue for before and after school care groups operating in our facilities, which is recorded over the ten-month school year, not through the summer months, so we would expect to see revenue closer to 90% at this point in the year (i.e. variance is a result of a timing difference).

In addition, we do expect a permanent, positive variance in rental revenue at the end of the year as bookings are projected to be greater than the budgeted amount.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Nine-Month Period Ended May 31, 2023
Percent of the Year Elapsed: 90%*

| | A | B | Year to Date | | Note | Prior Year |
|---|-------------------------------|-------------------|---|--|------------------|-------------------------------|
| | Annual Fall Budget | Actual | C = B / A Actual % Of Budget | C - 90% Actual Less Elapsed % | Reference | Actual % Of Budget |
| Sector 1 - Sherwood Park | | | | | | |
| Bev Facey Community High | \$ 7,237,090 | \$ 6,291,522 | 87% | -3% | | 88% |
| Brentwood Elementary | 2,978,301 | 2,626,858 | 88% | -2% | | 87% |
| Clover Bar Junior High | 2,763,444 | 2,437,412 | 88% | -2% | | 88% |
| Davidson Creek Elementary | 4,036,661 | 3,537,682 | 88% | -2% | | 87% |
| École Campbelltown | 2,386,914 | 2,051,026 | 86% | -4% | | 87% |
| F.R. Haythorne Junior High | 4,449,071 | 3,849,868 | 87% | -3% | | 86% |
| Glen Allan Elementary | 2,446,452 | 2,138,378 | 87% | -3% | | 87% |
| Heritage Hills Elementary | 3,062,204 | 2,681,179 | 88% | -2% | | 87% |
| Lakeland Ridge | 4,466,216 | 3,917,436 | 88% | -2% | | 87% |
| Mills Haven Elementary | 3,172,574 | 2,767,019 | 87% | -3% | | 86% |
| Pine Street Elementary | 2,934,692 | 2,543,404 | 87% | -3% | | 86% |
| Salisbury Composite High | 8,297,811 | 7,318,436 | 88% | -2% | | 87% |
| Sherwood Heights Junior High | 4,279,308 | 3,771,880 | 88% | -2% | | 88% |
| Strathcona Christian Academy Elementary | 3,457,147 | 3,031,894 | 88% | -2% | | 88% |
| Strathcona Christian Academy Secondary | 3,766,265 | 3,271,952 | 87% | -3% | | 88% |
| Wes Hosford Elementary | 2,426,187 | 2,104,529 | 87% | -3% | | 87% |
| Westboro Elementary | 2,921,297 | 2,585,163 | 88% | -2% | | 87% |
| Woodbridge Farms Elementary | 3,021,583 | 2,646,239 | 88% | -2% | | 87% |
| | <u>68,103,217</u> | <u>59,571,877</u> | <u>87%</u> | <u>-3%</u> | | <u>87%</u> |
| Sector 2 - Strathcona County | | | | | | |
| Ardrossan Elementary | 3,891,181 | 3,416,773 | 88% | -2% | | 87% |
| Ardrossan Junior Senior High | 5,144,476 | 4,483,640 | 87% | -3% | | 89% |
| Castle (Scotford Colony) | 216,647 | 181,822 | 84% | -6% | A | 84% |
| Fultonvale Elementary Junior High | 3,121,931 | 2,749,309 | 88% | -2% | | 88% |
| Uncas Elementary | 1,655,487 | 1,414,740 | 85% | -5% | | 84% |
| | <u>14,029,722</u> | <u>12,246,284</u> | <u>87%</u> | <u>-3%</u> | | <u>87%</u> |
| Sector 3 - Fort Saskatchewan | | | | | | |
| École Parc Élémentaire | 2,540,717 | 2,211,571 | 87% | -3% | | 87% |
| Fort Saskatchewan Christian | 2,841,253 | 2,489,679 | 88% | -2% | | 87% |
| Fort Saskatchewan Elementary | 2,304,369 | 1,953,400 | 85% | -5% | | 86% |
| Fort Saskatchewan High | 3,502,274 | 2,961,627 | 85% | -5% | | 83% |
| James Mowat Elementary | 2,826,865 | 2,460,164 | 87% | -3% | | 87% |
| Rudolph Hennig Junior High | 3,034,091 | 2,630,508 | 87% | -3% | | 87% |
| SouthPointe School | 4,424,283 | 3,782,213 | 85% | -5% | | 87% |
| Win Ferguson Elementary | 2,921,478 | 2,555,245 | 87% | -3% | | 86% |
| | <u>24,395,330</u> | <u>21,044,407</u> | <u>86%</u> | <u>-4%</u> | | <u>86%</u> |
| Sector 4 - Lamont County | | | | | | |
| Andrew School | 727,473 | 637,736 | 88% | -2% | | 86% |
| Bruderheim School | 1,155,556 | 1,022,223 | 88% | -2% | | 85% |
| Lamont Elementary | 2,417,855 | 2,081,090 | 86% | -4% | | 87% |
| Lamont High | 2,790,157 | 2,446,796 | 88% | -2% | | 87% |
| Mundare School | 1,143,037 | 950,124 | 83% | -7% | B | 84% |
| | <u>8,234,078</u> | <u>7,137,969</u> | <u>87%</u> | <u>-3%</u> | | <u>86%</u> |
| Sector 5 - County of Minburn | | | | | | |
| A.L. Horton Elementary | 2,753,182 | 2,383,248 | 87% | -3% | | 86% |
| Pleasant Ridge Colony | 161,931 | 139,790 | 86% | -4% | | 87% |
| Vegreville Composite High | 2,794,289 | 2,341,121 | 84% | -6% | C | 83% |
| | <u>5,709,402</u> | <u>4,864,159</u> | <u>85%</u> | <u>-5%</u> | | <u>85%</u> |

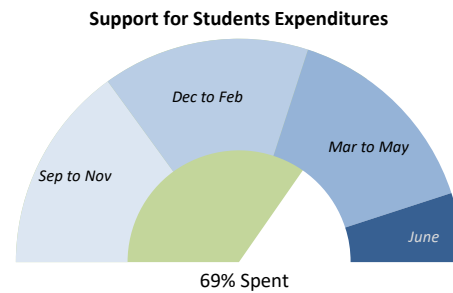
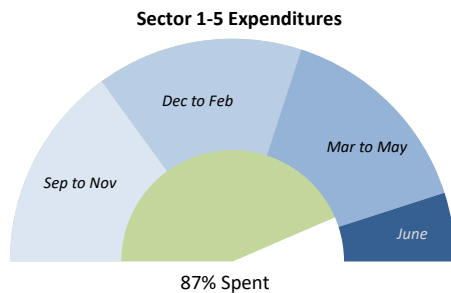
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Nine-Month Period Ended May 31, 2023
Percent of the Year Elapsed: 90%*

| | A Annual Fall Budget | B Actual | Year to Date | | Note Reference | Prior Year Actual % Of Budget |
|--|----------------------------|-----------------------|------------------------------------|-------------------------------------|-------------------|-------------------------------------|
| | | | C = B / A Actual % Of Budget | C - 90% Actual Less Elapsed % | | |
| Supports For Students - Schools | | | | | | |
| Early Learning | 2,009,748 | 1,373,592 | 68% | -22% | D | 71% |
| Specialized Supports & Other Programs ¹ | 2,713,594 | 1,903,266 | 70% | -20% | E | 66% |
| | 4,723,342 | 3,276,858 | 69% | -21% | | 68% |
| Other | | | | | | |
| Elk Island Youth Ranch Learning Centre | 313,467 | 273,839 | 87% | -3% | | 90% |
| Next Step Outreach | 2,031,594 | 1,778,297 | 88% | -2% | | 88% |
| Next Step Continuing Education | 508,294 | 145,018 | 29% | -61% | F | 18% |
| Other School Allocations | (856,042) | 580,031 | -68% | -158% | G | -36% |
| To Be Allocated | 200,000 | - | 0% | -90% | H | 0% |
| Conversion (10 mo. To 12 mo.) | - | (13,260,245) | N/A | N/A | I | N/A |
| Standard Cost Conversion | (1,071,097) | (1,816,596) | N/A | N/A | J | 124% |
| Teacher Pensions | 7,881,740 | 7,486,766 | 95% | 5% | | 86% |
| | 9,007,956 | (4,812,890) | -53% | -143% | | -67% |
| Total School Sites | \$ 134,203,047 | \$ 103,328,664 | 77% | -13% | | 75% |

* Based on a 10 month reporting period.

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

| | YTD Salary & Benefits | YTD Services, Contracts & Supplies | YTD Total Expenditures | Salaries as % of Expenditures |
|-------------------------------------|-----------------------|------------------------------------|------------------------|-------------------------------|
| Sector 1 - Sherwood Park | 57,428,395 | 2,143,482 | 59,571,877 | 96.4% |
| Sector 2 - Strathcona County | 11,749,605 | 314,857 | 12,064,462 | 97.4% |
| Sector 3 - Fort Saskatchewan | 20,489,626 | 736,603 | 21,226,229 | 96.5% |
| Sector 4 - Lamont County | 6,934,401 | 203,568 | 7,137,969 | 97.1% |
| Sector 5 - County of Minburn | 4,734,268 | 129,891 | 4,864,159 | 97.3% |
| Totals | 101,336,295 | 3,528,401 | 104,864,696 | 96.6% |



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

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

**Elk Island Public Schools
Expense Notes – Schools
For the Nine-Month Period Ended May 31, 2023**

A. Sector 2 – Castle (Scotford Colony)

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

- Expenditures are below expected, but certificated, supply, and workbook expenditures will be increasing over the next quarter.

B. Sector 4 – Mundare School

Expenses are below expected year to date spending by 7%.

- Expenditures are below expected, but additional spending will be undertaken in June, including computer equipment expected to arrive within the month.

C. Sector 5 – Vegreville Composite High

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

- Expenditures are below expected, but significant computer equipment expenditures will be recorded in the fourth quarter. The remaining projected surplus is being reviewed by the school for potential use by August 31.

D. Supports for Students (Schools) – Early Learning

Expenses are below expected year to date spending by 22%.

- The Enhanced Kindergarten program hosted a session in May and the sub costs incurred will be recorded in June. The budget is expected to be fully spent.
- PUF has slightly lower expenditures than budgeted as a portion of the budget will be utilized in the upcoming months on specialized equipment purchases and renovation costs for new specialized education programs. In addition, some salaries in this area are incurred over 12 months rather than 10 months (so we would expect expenses closer to 75% spent at this point in the year).
- The Kindergarten program expenditures are tracking lower than expected primarily due to salaries in this area being incurred over 12 months rather than 10 months (so we would expect expenses closer to 75% spent at this point in the year), which it is.

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

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

- Specialized Supports - Schools has a 16% variance under budget.
 - The Mental Health program which includes substitute costs, professional development, and contracted services costs are incurred as required and are tracking under budget. The budget is expected to be fully spent in the remaining months of the year.
 - The program for students with low incidence disabilities will incur expenses for contracted services in the upcoming month.
 - Expenditures on students with complex needs are below expected primarily due to salaries in this area being incurred over 12 months rather than 10 months (so we would expect expenses closer to 75% spent at this point in the year), which it is.
- School Nutrition Program is trending as expected.
- Partners 4 Science has a 45% variance below budget, primarily due to large donations that will be spent on the development of science kits for the new curriculum in both 2022-23 and 2023-24. There is a matching revenue variance that offsets this expense variance.

F. Other – Next Step Continuing Education

Expenses are below expected year to date spending by 61%.

- Other than administrative costs, which are incurred throughout the year, the majority of the costs associated with Continuing Education are not incurred until July and August when Summer School runs. The budget will be depleted at that time.

G. Other – Other School Allocations

The actual expenditures reported on this line primarily relate to the accrual of classified salaries to the end of May. When salaries are paid in June the individual schools will be charged and the accrual cleared to zero.

The budget for this line includes unexpected projected Division surpluses, including a return of equity from a previous insurance provider and additional interest income. These surpluses have been reallocated to school and central services budgets to meet other Division needs as reported to the Board in January 2023.

H. Other – To Be Allocated

As per the Fall Budget Update approved by the Board in November, funds were set aside in “To Be Allocated” to be distributed as required to meet school needs. This contingency fund was reviewed with the Board of Trustees in January 2023 and all funds have been allocated to other Division

needs, except for \$200,000 set aside for illness, which is projected to be largely spent by the end of the year.

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

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

J. Other – Standard Cost Conversion

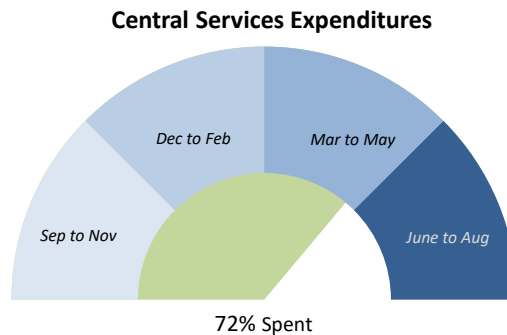
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures.

As per previous reports brought to Board, a year-end standard cost surplus has been projected (represented by the budgeted amount in this line) and funds have been reallocated to school and central services budgets.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Nine-Month Period Ended May 31, 2023
Percent of the Year Elapsed: 75%*

| | A Annual Fall Budget | Year to Date | | | <i>Note Reference</i> | Prior Year Actual % Of Budget |
|--|-----------------------------------|-----------------------------|---|--|---------------------------|--|
| | | B Actual | C = B / A Actual % Of Budget | C - 75% Actual Less Elapsed % | | |
| Governance | \$ 636,481 | \$ 450,203 | 71% | (4%) | A | 71% |
| Education Executive | 1,591,958 | 1,074,397 | 67% | (8%) | B | 70% |
| Supports For Students - Central | 5,388,479 | 3,753,018 | 70% | (5%) | C | 66% |
| Human Resources | 7,203,947 | 5,249,337 | 73% | (2%) | D | 76% |
| Business Services | 2,946,504 | 2,117,432 | 72% | (3%) | E | 70% |
| Facility Services | | | | | F | |
| Facilities | 16,081,049 | 11,714,523 | 73% | (2%) | | 68% |
| Infrastructure Maintenance and Renewal | 1,341,299 | 309,510 | 23% | (52%) | | 28% |
| | <u>17,422,348</u> | <u>12,024,033</u> | <u>69%</u> | <u>(6%)</u> | | <u>63%</u> |
| Information Technologies | 9,042,203 | 5,309,416 | 59% | (16%) | G | 74% |
| Student Transportation | 14,119,854 | 12,121,928 | 86% | 11% | H | 83% |
| Fiscal Services | 6,886,969 | 5,005,807 | 73% | (2%) | I | 74% |
| TOTAL CENTRAL SERVICES | <u>\$ 65,238,743</u> | <u>\$ 47,105,571</u> | <u>72%</u> | <u>(3%)</u> | | <u>71%</u> |

* Based on a 12 month reporting period.



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

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

Elk Island Public Schools
Expense Notes – Central Services
For the Nine-Month Period Ended May 31, 2023

A. Governance

Includes the Board of Trustees budget.

Board of Trustees has a 4% variance below budget due to livestreaming equipment to be purchased in the last quarter of the year. Also, special project expenses have tracked lower than expected.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

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

- Superintendent has an 11% variance below budget. This is attributable to planned expenditures which have been partially incurred, or are still to come, such as the Leadership Workshop.
- Communications has a 4% variance below budget. Some expenses are incurred as required rather than a uniform amount monthly.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate drastically every fourth year when an election occurs. Expenses in this budget centre are as expected.

C. Supports for Students – Central

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

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

- Associate Superintendent – Supports for Students shows a 7% variance above budget; however, this is due to some off-setting timing differences within this budget.
 - The Odyssey French Language program runs over the course of nine months, so currently expenses are 100% spent at this point in the year. The program recently received federal approval to extend into June with additional funding being provided.
 - Offsetting that variance is a timing differences in the Administration program, as they incur some expenses as required rather than uniformly over the year.
- Instructional Supports has a 9% variance below budget.
 - The programs in this area do not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. The Readers Writers Workshop and outdoor space projects will report expenditures in the upcoming months. Similarly, a portion of the CTS Collegiate funding is being utilized for purchasing specialized equipment with delivery expected in the upcoming months. The Dual

Credit funding primarily will be spent in the remaining months with a small portion being carried into 2023-24.

- Partners 4 Science has a 45% variance below budget, primarily due to large donations that will be spent on the development of science kits for the new curriculum in both 2022-23 and 2023-24. There is a matching revenue variance that offsets this expense variance.
- Curriculum expenses are as expected at third quarter.
- Specialized Supports-Central has a 2% variance below budget. Some of the planned expenditures such as supplies related to Speech Language Pathologists and professional development registration do not have uniform monthly spending. Additionally, equipment has been ordered for Specialized System Programs that will be delivered in the upcoming months.

D. Human Resources

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

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

- Associate Superintendent – Human Resources has a 6% variance below budget, primarily due to planned expenditures not yet incurred in Certificate of Recognition and Special Projects programs.
- Staff Relations & Training has an 11% variance below budget. Expenses such as Off to a Good Start training and further leadership development will be incurred in future months.
- Recruitment & Staffing expenses are above expected year to date spending by 4%. This is primarily due to the higher than budgeted costs in illness and is partially offset by the maternity leave programs which are below budget. If high illness costs continue, this budget will access the \$200,000 budgeted contingency from reserves.

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

Expenses are below expected year to date spending by 3%.

- Secretary-Treasurer expenses are above expected year to date spending by 2%. Costs will lower in the fourth quarter due to vacation taken in the summer. As of the third quarter, legal costs are slightly underspent. These costs are incurred as required and are not predictable.
- Financial Services has a 5% variance below budget due to delays in hiring vacant positions. As well, contracted services and professional development costs are incurred as required rather than uniformly each month. Costs related to a software redesign are not expected to be incurred until the fourth quarter.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.

Expenses are below expected year to date spending by 6%. Rather than a single program, this is a result of several variances, some of which are offsetting.

- Expenditures for contracted services for the Central Building and Custodial programs are trending below budget, however these costs are not evenly incurred throughout the year. Contracted service costs correlate with school breaks – with more costs over Christmas and Spring Break, followed by summer.
- Facility Rentals has more revenue booked than budgeted, resulting in a positive variance.
- A project for gymnasium LED lights will take place over the summer.
- The maintenance budget is currently underspent. Summer work will spend the remainder of this budget by the end of the year.
- A project for video surveillance systems is complete and costs will be recorded in June.
- Infrastructure Maintenance and Renewal (IMR) expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The expense variance is offset by an equal variance in revenue (within the schools – System Needs grant), resulting in a nil impact to the bottom line. There are several major projects that will begin construction once school is out.

G. Information Technologies

Includes the Information Technologies budget.

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

- The variance is primarily attributable to timing variances for projects such as Student Record Digitization, Hardware, Permission Click, and Evergreening. Expenditures for these projects are expected in future months of this year.

H. Student Transportation

Includes the Student Transportation budget.

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

- The majority of expenses in the Student Transportation department are for contract bus operator costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 90%.
- Almost all Tyler Drive tablets have been received with the final six arriving in June.

I. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

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

- Expenses have been reduced by a return of equity from a previous insurance provider, which is a permanent variance.
- Amortization expense will increase in the remaining quarter as capital assets arrive and capital projects are completed.
- These are offset by classified salary and benefit costs accrued to the end of May. When salaries are paid in June the individual departments will be charged and the accruals cleared.

Elk Island Public Schools
Capital Project Listing
As At May 31, 2023

| | Budget | YTD Actuals | Actual % of Budget | Note Reference |
|--|--------------|--------------|-----------------------|-------------------|
| Capital Reserves: | | | | |
| Facility Services Vehicles | \$ 17,229 | \$ - | 0% | A |
| Aging Equipment at Schools | 105,057 | 68,928 | 66% | B |
| Various Capital Purchases - To be Determined | 100,000 | - | 0% | C |
| AJS & FRH Kitchen Modernization/Expansion | 605,000 | 37,389 | 6% | D |
| Building Management System (BMS) | 220,000 | 134,863 | 61% | E |
| School Bus Replacements | 756,000 | - | 0% | F |
| SAL Stormwater Drainage Project | 2,200,000 | - | 0% | G |
| | 4,003,286 | 241,180 | 6% | |
| Funded with Operational Funding (School/Dept Budgets) or SGF: | | | | |
| School and Department Purchases | 300,000 | 71,027 | 24% | H |
| Facility Services Vehicles | 208,000 | 75,449 | 36% | I |
| Rudolph Hennig Office Renovation | 60,000 | 59,546 | 99% | J |
| | 568,000 | 206,022 | 36% | |
| Provincially Funded: | | | | |
| Infrastructure Maintenance and Renewal Grant Capital Portion | 2,404,000 | 399,608 | 17% | K |
| Capital Maintenance and Renewal (CMR) Grant (Carryforward) | 1,878,361 | 1,073,218 | 57% | L |
| Capital Maintenance and Renewal (CMR) Grant (April 2023) | 1,143,128 | - | 0% | M |
| | 5,425,489 | 1,472,826 | 27% | |
| Total Capital Projects | \$ 9,996,775 | \$ 1,920,028 | 19% | |

Notes:

A - Facility Services ordered three new fleet vehicles in September 2022. The first unit was received in April, but delivery on the other two is delayed until 2023-24. The portion being funded from the balance in the Facilities capital reserve will carry forward to be utilized on this purchase next year.

B - Available for schools that have a significant piece of equipment that is failing or is a safety concern. Funds were approved for specific items in early November and fully allocated. Purchases are expected in the remaining quarter of the year.

C - As part of Fall Budget, funds were set aside for various capital purchases.

D - Design development phase is complete and work is expected to begin in June.

E - Updating BMS system to all schools in the division. All schools have been commissioned; currently working on air conditioning controls for summer season.

F - Six 24 passenger buses are being replaced at schools (AJS, BFH, FHS, SAL (2), VJS). PO was issued in December and delivery is expected in June.

G - Consultant has been awarded and work is to begin June 28.

H - Equipment/furniture purchases made from school or department budgets. Purchases will continue to be received over the remainder of the year.

I - Facility Services ordered three new fleet vehicles in September 2022. The first unit was received in April, but delivery on the other two is delayed until 2023-24. Facilities is repurposing the budgeted funds for other needs in 2022-23.

J - Project is complete.

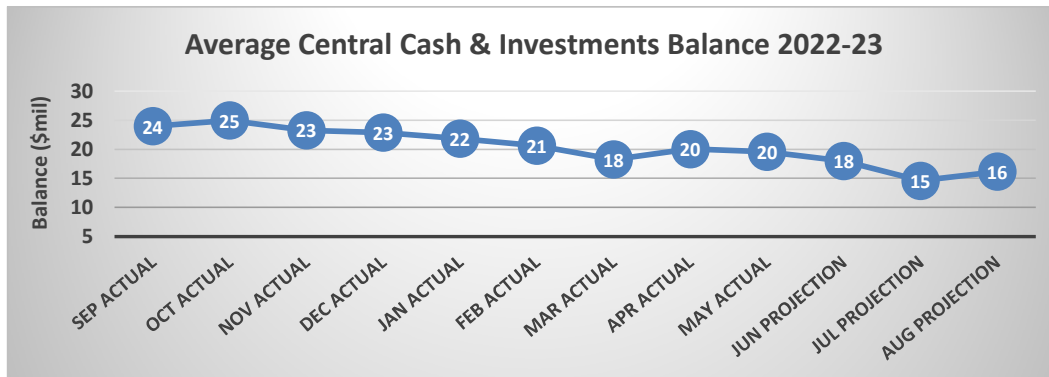
K - This is a carryforward of unspent funding from 2021-22, as well as an estimated capital portion of the 2022-23 grant. Expenses are not incurred evenly over the course of the year. The remainder of this grant is budgeted as non-capital and included on the Central Services page. A portion of this grant has been allocated to the Salisbury Composite High Stormwater Project.

L - This is the carryforward of the unspent portion of the CMR grant, which follows the government fiscal year (allocated to school divisions in April of each year). There are two carryforward (mid-completion) projects from prior school years, and five new projects started this year.

M - As part of the province's 2023-24 funding announcement, the Division is receiving Capital Maintenance and Renewal funding for the period of April 2023 to March 2024.

Elk Island Public Schools
Statement of Cash and Investments
As At May 31, 2023

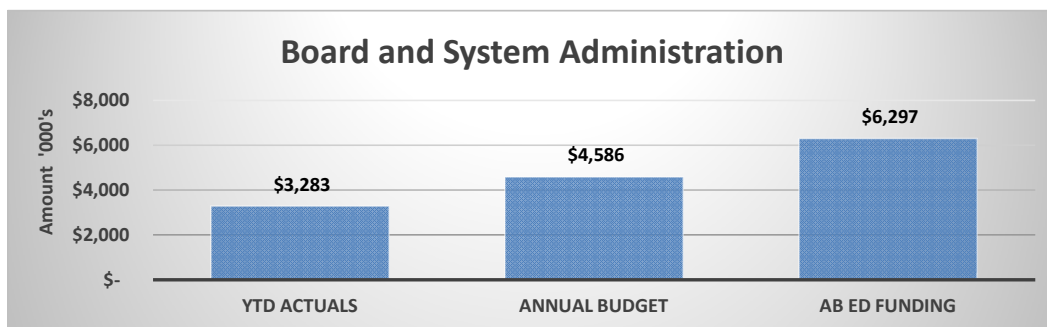
| | May 31, 2023 | May 31, 2022 |
|---|----------------------|----------------------|
| Cash Account Balances | \$ 18,101,503 | \$ 27,629,330 |
| Guaranteed Investment Certificates | 5,000,000 | - |
| Total Central Cash and Investments | 23,101,503 | 27,629,330 |
| Less Restricted Funds (Trusts) | (72,707) | (53,510) |
| Total Available Central Cash and Investments | \$ 23,028,796 | \$ 27,575,820 |



As a result of rising interest rates and adequate cash balances, EIPS purchased five Guaranteed Investment Certificates in 2021-22 that will mature in August 2023. As a result of reduced reserve balances, Administration does not plan to reinvest these Guaranteed Investment Certificates. Administration continues to monitor and project cash balances, and invest funds as per the Division's Investment Policy Statement.

Elk Island Public Schools
Board and System Administration
As At May 31, 2023

Board and System Administration current expenses are at \$3.28 million, or 2.2% of total expenses for EIPS. This means the Division has spent 52% of the Board and System Administration grant provided by Alberta Education, and 72% of total Board and System Administration budget for EIPS.





INFORMATION REPORT

DATE: June 15, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-23 Summary of School Fee Changes

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Tanya Borchers, Executive Assistant

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

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

EIPS GOAL: Quality infrastructure for all.

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

ISSUE:

That the Board of Trustees receives for information a summary of fee changes from January to June 2023 for the 2022-23 school year.

BACKGROUND:

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

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

CURRENT SITUATION OR KEY POINT:

The Superintendent and Secretary-Treasurer received and approved 20 requests for changes to fees or new fees. Requests are summarized in Attachment 1.

ATTACHMENT(S):

1. 2022-23 New Fees/Changes

2022-23 New Fees/Changes

Attachment 1

| Date | School | Fee description | Type | Fee Approved | New Fee | Comments |
|----------------|--------|---|------------------|--------------|----------|---|
| Jan. 11, 2023 | FTV | Field Trip - Fun Day Millenium Place | Activity | \$45.00 | \$15.00 | School was unable to book Galaxyland and changed the venue to Millenium Place |
| Jan. 24, 2023 | LME | Ski Trip - Life Ticket and Lesson | Activity | \$28.50 | \$30.75 | Price increased at the ski facility |
| Jan. 24, 2023 | LME | Ski Trip - Lift Ticket, Ski/Board Rental and Lesson | Activity | \$39.00 | \$43.25 | Price increased at the ski facility |
| Jan. 26, 2023 | SPS | Ski Trip - Lesson only (own season pass, equipment, helmet) | Activity | \$0.00 | \$15.00 | New fee for students who are passholders with their own equipment - lesson only fee |
| Jan. 27, 2023 | SAL | Artscape | Optional Course | \$125.00 | \$125.00 | New course offering (replaced SK&trepreneur) |
| Jan. 31, 2023 | FSC | Digital Design 8 | Optional Course | \$15.75 | \$15.75 | Course name change from Communication Technology 8 |
| Jan. 31, 2023 | FSC | Digital Design 9 | Optional Course | \$10.50 | \$10.50 | Course name change from Communication Technology 9 |
| Feb. 16, 2023 | SCS | Handball | Extra-curricular | New | \$150.00 | New handball team for Grades 7-9. |
| Feb. 23, 2023 | CLB | Young Authors' Conference | Activity | New | \$30.00 | For students wishing to attend the Young Authors' Conference |
| March 8, 2023 | LHS | Basketball Provincials - Sr. Girls | Extra-curricular | New | \$410.00 | 2023 Basketball provincial costs |
| March 8, 2023 | LHS | Basketball Provincials - Sr. Boys | Extra-curricular | New | \$410.00 | 2023 Basketball provincial costs |
| March 20, 2023 | SCS | Flag Football - Varsity | Extra-curricular | \$115.00 | \$190.00 | Need to increase fee based on actual expenses |
| March 20, 2023 | SCS | Soccer - Varsity | Extra-curricular | \$90.00 | \$205.00 | Need to increase fee based on actual expenses |
| March 23, 2023 | VJS | Commercial Foods 10/20/30 | Optional Course | New | \$10.00 | Course to explore the world of cuisine and learn about the craft of cooking and baking. |
| April 3, 2023 | FHS | Physics 30 Field Trip | Activity | New | \$20.00 | Trip to the University of Alberta physics lab |
| April 6, 2023 | LHS | One Acts Festival | Activity | New | \$208.00 | Drama club fee to attend One Acts Festival |
| April 21, 2023 | AJS | Slo Pitch | Extra-curricular | \$60.00 | \$50.00 | Adjusted cost |
| April 26, 2023 | LHS | Field trip: Fishing | Activity | New | \$30.00 | New activity |
| May 8, 2023 | FTV | Jr. High Golf | Activity | New | \$19.00 | New activity |
| May 23, 2023 | AJS | Track and Field - Jr. High | Extra-curricular | \$0.00 | \$16.50 | A nil fee was submitted in error last year. |



INFORMATION REPORT

DATE: June 15, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: National & International Field Trips 2022-23

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Dave Antymniuk, Division Principal, Education Executive
Bonnie Stone, Executive Assistant, Supports for Students
Emma Small, Communications & Public Engagement Assistant, Communication Services

REFERENCE: Administrative Procedure 260: Field Trips

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

EIPS GOAL: Success for every student.
A culture of excellence and accountability.

EIPS OUTCOME: Students are engaged with their learning and achieve student-learning outcomes.
Students are supported and prepared for life beyond high school.
The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

ISSUE

That the Board of Trustees receives for information a report on national and international field trips for the 2022-23 school year.

BACKGROUND

As per Administrative Procedure 260: Field Trips, schools are required to obtain final approval from the Superintendent for all national and international field trips. For a field trip to be approved, the principal must first provide evidence of curricular connections, comprehensive risk assessment, and informed parent consent.

CURRENT SITUATION

In the spring of 2020, six scheduled national field trips were cancelled due to COVID. The 2022-23 school year brought back the opportunity for Elk Island Public Schools (EIPS) students to participate in national and international field trips once again.

During the 2022-23 school year, there were seven national field trips and one international field trip undertaken by schools within EIPS. In total, 178 students participated in national trips and 12 students in the international trip



INFORMATION REPORT

to Germany. Typically, international trips are only approved if the experience can't be provided in Canada, or the initiative is in partnership with the Alberta Teachers' Association or Alberta Education. As always, current global events are monitored and factored into the decision-making process regarding the approval of international trips.

The international trip to Germany was part of the Salisbury German exchange program supported through Alberta Education. This trip took place over spring break and is the second part of an international exchange program, where students from both countries have the chance to apply their language skills and experience the culture of their counterparts in an immersive setting.

Particularly noteworthy among our national trips was a trip for a Grade 12 Bev Facey Community High School student who won gold for Senior Hairstyling at a recent Skills Alberta competition. With her provincial success, the student earned a place on Team Alberta and competed at the Skills Canada National Competition in Winnipeg on May 25 and 26, finishing in 6th place nationally in her skill area.

ATTACHMENTS

1. National Field Trips 2022-23
2. International Field Trips 2022-23

SS:bs

EIPS
NATIONAL FIELD TRIPS 2022-23

| No. | School | Destination: | Field Trip Name: | Reason for the trip | Curricular Connection | Start Date: | End Date: | Number of instructional days missed: | Supervisors and Volunteers | Primary Contact Name: | Grade(s) | Number of Students | Cost per Student |
|-----|--|---|--|---------------------|--|-------------|------------|--------------------------------------|----------------------------|-----------------------|----------|--------------------|------------------|
| 1 | Strathcona Christian Academy Secondary | 20682 Hurontario St, Caledon, ON L7K 1X1 | Teen Ranch Missions Trip | Co-curricular | Missions National/Block 3 | 03/09/2023 | 03/18/2023 | 6 | 3 | Jonathon Courville | 10-12 | 23 | \$ 500.00 |
| 2 | Fort Saskatchewan Christian | Greater Vancouver Area | Vancouver Missions (Grade 9) | Extracurricular | CSL 9 / Missions Outreach | 03/22/2023 | 03/29/2023 | 2 | 4 | Andrew Johnson | 9 | 21 | \$ 1,100.00 |
| 3 | Strathcona Christian Academy Secondary | Vancouver | Botchey_March 26, 2022_Lead 9 Vancouver trip | Co-curricular | Leadership 9 | 03/26/2023 | 04/01/2023 | 0 | 1 | Symonds Botchey | 9 | 32 | \$ 800.00 |
| 4 | Sherwood Heights Junior High | Quebec City, Montreal, Ottawa | French Immersion Quebec Trip 2023 | Co-curricular | French | 04/05/2023 | 04/13/2023 | 3 | 3 | Kristin Alexander | 9 | 25 | \$ 2,769.00 |
| 5 | Ardrossan Junior Senior High | Québec city (Québec), Montréal (Québec), Ottawa (Ontario) | Grade 9 French immersion Quebec trip | Co-curricular | FLA 9, Études Sociales 9 | 05/18/2023 | 05/24/2023 | 3 | 3 | Elizabeth Booij | 9 | 41 | \$ 3,500.00 |
| 6 | F.R. Haythorne Junior High | Montreal, Trois-Rivieres, Quebec City | Quebec Trip 2023 | Co-curricular | FSL 9 | 05/18/2023 | 05/21/2023 | 1 | 5 | Crystal Getschel | 9 | 35 | \$ 1,800.00 |
| 7 | Bev Facey Community High | Winnipeg, Manitoba | Skills Canada Nationals Competition - Team Alberta | Extracurricular | Skills Competition - Hairstyling Secondary | 05/23/2023 | 05/26/2023 | 4 | 2 | Tanya Jarvis | 12 | 1 | |

EIPS
INTERNATIONAL FIELD TRIPS 2022-23

| No. | School | Destination: | Field Trip Name: | Reason for the trip | Curricular Connection | Start Date: | End Date: | Number of instructional days missed: | Supervisors and Volunteers | Primary Contact Name: | Grade(s) | Number of Students | Cost per Student |
|-----|--------------------------|-------------------------|------------------|---------------------|-----------------------|-------------|------------|--------------------------------------|----------------------------|-----------------------|----------|--------------------|------------------|
| 1 | Salisbury Composite High | Bad Schwalbach, Germany | German exchange | Co-curricular | German 20 and 30 | 03/25/2023 | 04/08/2023 | 4 | 2 | Cameron Archer | 11-12 | 12 | \$504.42 |

DATE: June 15, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Locally Developed Courses 2023-24

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Kristin Oleksyn, Supervisor, Career Pathways, Instructional Supports
Ryan Marshall, Director, Instructional Supports

REFERENCE: Administrative Procedure 219: Locally Developed/Acquired and Authorized Courses
EIPS Four-Year Education Plan

EIPS PRIORITY: Promote growth and success for all students.

EIPS GOAL: Success for every student.

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

Students are supported and prepared for life beyond high school.

ISSUE:

That the Board of Trustees receives for information a report on Locally Developed Courses for the 2023-24 school year.

BACKGROUND:

- Approval of developed/acquired courses in EIPS as per Board Policy 11: Board Delegation of Authority, Section 3.10, the Superintendent is delegated to approve locally developed/acquired courses and authorized junior and senior high complementary courses.
- Senior high school Locally Developed Courses (LDC) must be authorized at the local level according to EIPS' established protocols prior to submission to the ministry.
- Senior high school LDC proposals must be submitted for ministry approval via Locally Developed Courses Online Management System (New Learn Alberta).
- LDCs must align with the vision for student learning as outlined in the Ministerial Order on Student Learning (#028/2020): *Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.*
- LDCs must adhere to all applicable provincial education standards and guidelines.

- Elementary and junior high school LDCs do not require ministry approval and are kept on file with EIPS.

*Source: Alberta Education Guide to Education, E.C.S. to Grade 12
2022-2023 Locally developed courses | Alberta.ca*

Citation: Alberta Education. (2022-2023). Guide to Education, E.C.S. to Grade 12. Retrieved from <https://www.alberta.ca/guide-to-education-ecs-to-grade-12.aspx>

Local Board Approval by Delegation of Authority to the Superintendent 3.1

CURRENT SITUATION OR KEY POINT:

A total of **seven new** locally developed courses have been requested for implementation in the upcoming 2023-24 school year. The details of these courses are as follows:

1. Holocaust Studies 15-25-35: This course has been requested by Ardrossan Junior Senior High (by a teacher who has received specialized education in Holocaust studies abroad). The course aims to cultivate a student culture rooted in empathy and understanding by providing an in-depth exploration of the historical significance of the Holocaust.
2. Myth Busting Methods 25: Formerly known as Myth Busting Science 25, this course has been developed by EIPS for Alberta Education. It focuses on debunking myths and exploring critical thinking methodologies. The course name no longer includes the term "science" as it does not fulfill the requirements for a 25-level science course needed for graduation.
3. Speech and Debate 15: This course is the prerequisite added for Speech and Debate 25-35 and renews at different time intervals as Speech and Debate 25-35.
4. Student-Centered Learning 15: Formerly known as Self-Directed Learning 15, this course has been requested by Next Step. It emphasizes student empowerment and encourages self-directed learning and independent thinking.
5. Bible K-6: The curriculum for this course has been formally established by both Fort Saskatchewan Christian and Strathcona Christian Academy Elementary for use in Christian education. It aims to provide students with a comprehensive understanding of the Bible and its teachings.
6. Practical Literacy 7-9: This newly developed junior high program has been requested by schools to support reading intervention and foster the development of literacy skills among students.
7. Ukrainian Culture and Language Twelve Year (12Y): Based on the 10-20-30 6Y Alberta Education course, a twelve-year program has been developed specifically for EIPS to be implemented in Division 1 (K-3) classrooms.

In addition to these new courses, **fourteen locally developed courses have been renewed** for use in the 2023-24 school year. It is important to note that starting from 2023-24, school divisions will directly acquire courses from Alberta Education without knowing the name of the developing school authority. Consequently, the "Acquired From" column will be removed from the course information table in the 2024-25 school year.

Course descriptions for [all newly acquired and renewed courses](#) are available through the Division website.

Links for all other courses can be found in previous years' Board Meeting packages or by contacting Supports for Students.

| Course Title | Acquired From | Credits | Course Codes | Start / End Dates |
|--|----------------------------|---------|--------------|-----------------------|
| Newly Acquired Courses (Senior High School) | | | | |
| Holocaust Studies 15 | Foothills School Division | 5 | LDC1787 | 09/01/2023-08/31/2024 |
| Holocaust Studies 25 | | 5 | LDC2787 | |
| Holocaust Studies 35 | | 5 | LDC3787 | |
| Myth Busting Methods 25 <i>Formally called Myth-Busting Science 25</i> | Elk Island School Division | 3 | LDC2295 | 09/01/2023-08/31/2027 |
| Speech and Debate 15 | Edmonton School Division | 3 | LDC1209 | 09/01/2023-08/31/2026 |
| Student-Centered Learning 15 <i>Formally called Self-Directed Learning 15</i> | Alberta Education | 3 | LDC1234 | 09/01/2023-08/31/2027 |
| Newly Acquired Courses (Elementary & Junior High School) | | | | |
| Bible K-6 | Elk Island School Division | NA | TBD | 09/01/2023-08/31/2027 |
| Practical Literacy 7-9 | Elk Island School Division | NA | TBD | 09/01/2023-08/31/2027 |
| Ukrainian Culture and Language Twelve Year (12Y) | Elk Island School Division | NA | ULA | 09/01/2023-08/31/2027 |
| Renewed Courses (Senior High School) | | | | |
| Advanced Acting/Touring Theatre 15 | Alberta Education | 3, 5 | LDC1975 | 09/01/2023-08/31/2027 |
| Advanced Acting/Touring Theatre 25 | | 3, 5 | LDC2975 | |
| Advanced Acting/Touring Theatre 35 | | 3, 5 | LDC3975 | |
| Audio 15 | Alberta Education | 3, 5 | LDC1471 | 09/01/2023-08/31/2027 |
| Audio 25 | | 3, 5 | LDC2471 | |
| Audio 35 | | 3, 5 | LDC3471 | |
| Aviation – Flight 15 | Alberta Education | 3 | LDC 1351 | 09/01/2023- |

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|--|----------------------------|------|-------------------------------|-----------------------|
| Aviation – Flight 25 | | 3 | LDC2351 | 08/31/2027 |
| Aviation – Flight 35 | | 3 | LDC3841 | |
| Creative Writing & Publishing 15 | Alberta Education | 3, 5 | LDC1269 | 09/01/2023-08/31/2027 |
| Creative Writing & Publishing 25 | | 3, 5 | LDC2269 | |
| Creative Writing & Publishing 35 | | 3, 5 | LDC3269 | |
| ESL Intro to Canadian Studies 15 | Alberta Education | 5 | LDC1212 | 09/01/2023-08/31/2027 |
| ESL Intro to Canadian Studies 25 | | 5 | LDC2212 | |
| ESL Introduction to Science 15 | Alberta Education | 5 | LDC1213 | 09/01/2023-08/31/2027 |
| ESL Introduction to Science 25 | | 5 | LDC2213 | |
| Life Skills 15 | Alberta Education | 5 | LDC1928 | 09/01/2023-08/31/2027 |
| RS Christian Studies 15 | Alberta Education | 3 | LDC1775 | 09/01/2023-08/31/2027 |
| RS Christian Studies 25 | | 3 | LDC2775 | |
| RS Christian Studies 35 | | 3 | LDC3775 | |
| <i>Formally called Christian Studies</i> | | | | |
| Yoga 15 | Alberta Education | 3, 5 | LDC1449 | 09/01/2023-08/31/2027 |
| Yoga 25 | | 3, 5 | LDC2449 | |
| Yoga 35 | | 3, 5 | LDC3449 | |
| Renewed Courses (Elementary & Junior High School) | | | | |
| Christian Studies and Living 7-8-9 | Elk Island School Division | NA | LDCCH7 LDCCH8 LDCCH9 | 09/01/2023-08/31/2027 |
| German Language and Culture Twelve Year (12Y) | Elk Island School Division | NA | GLA | 09/01/2023-08/31/2027 |
| Hockey-Ringette Plus 7-8-9 | Elk Island School Division | NA | LDCHOC7 LDCHOC8 LDCHOC9 | 09/01/2023-08/31/2027 |
| Learning Strategies 7-8-9 | Elk Island School Division | NA | LDCLST7 LDCLST8 | 09/01/2023-08/31/2027 |

| | | | LDCLST9 | |
|---|---|---------|------------------|-----------------------|
| Musical Theatre 8-9 | Elk Island School Division | NA | LDCMT8 LDCMT9 | 09/01/2023-08/31/2027 |
| Course Title | Acquired From | Credits | Course Codes | Start / End Dates |
| Current Courses (Senior High School) | | | | |
| Astronomy 15 | Calgary School Division | 3 | LDC1947 | 09/01/2022-08/31/2026 |
| Astronomy 25 | | 3 | LDC2947 | |
| Astronomy 35 | | 3 | LDC3947 | |
| Avid Readers 25 | Elk Island School Division | 3, 5 | LDC2391 | 09/01/2021-8/31/2025 |
| Band 15 | Calgary School Division | 3, 5 | LDC1439 | 09/01/2021-08/31/2025 |
| Band 25 | | 3, 5 | LDC2439 | |
| Band 35 | | 3, 5 | LDC3439 | |
| Biology (Advanced) 35 | Calgary School Division | 3 | LDC3202 | 09/01/2021-08/31/2024 |
| Biology (IB) 35-5 | Calgary Roman Catholic Separate School Division | 5 | LDC3232 | 09/01/2016-08/31/2024 |
| Biology (IB) 35-3 | Edmonton School Division | 3 | LDC3232 | 09/01/2015-08/31/2024 |
| Capstone 25 | Edmonton School Division | 3, 5 | LDC2282 | 09/01/2020-08/31/2024 |
| Capstone 35 | | 3, 5 | LDC3282 | |
| Chamber Ensemble 15 | Calgary School Division | 3, 5 | LDC1417 | 09/01/2021-08/31/2025 |
| Chamber Ensemble 25 | | 3, 5 | LDC2417 | |
| Chamber Ensemble 35 | | 3, 5 | LDC3417 | |
| Chemistry (Advanced) 35 | St. Albert School Division | 3 | LDC3138 | 09/01/2022-08/31/2025 |
| Competencies in Math 15 | Red Deer Public School Division | 3, 5 | LDC1515 | 09/01/2018-08/31/2026 |

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|---|---|------|---------|-----------------------|
| Competencies in Science 15 | Edmonton School Division | 5 | LDC1516 | 09/01/2020-08/31/2024 |
| ESL Expository English 15 | Calgary School Division | 5 | LDC1513 | 09/01/2020-08/31/2024 |
| ESL Expository English 25 | | 5 | LDC2513 | |
| ESL Introduction to Mathematics 15 | Calgary School Division | 5 | LDC1350 | 09/01/2020-08/31/2024 |
| Fantasy and Science Fiction Appreciation 15 | Aspen View School Division | 5 | LDC1031 | 09/01/2020-08/31/2024 |
| Fantasy and Science Fiction Appreciation 25 | | 5 | LDC2031 | |
| Film and Media Art 15 | Calgary School Division | 3, 5 | LDC1092 | 09/01/2021-08/31/2025 |
| Film and Media Art 25 | | 3, 5 | LDC2092 | |
| Film and Media Art 35 | | 3, 5 | LDC3092 | |
| Forensic Studies 25 | Edmonton School Division | 3 | LDC2256 | 09/01/2021-08/31/2025 |
| Forensic Studies 35 | | 3 | LDC3256 | |
| Foundations in Industry Workplace Safety 35 | Grande Yellowhead School Division | 5 | LDC3123 | 09/01/2021-08/31/2025 |
| Gender Studies 15 | Rocky View School Division | 3 | LDC1779 | 09/01/2020-08/31/2024 |
| Gender Studies 25 | | 3 | LDC2779 | |
| Gender Studies 35 | | 3 | LDC3779 | |
| Improvistional Theatre 15 | Edmonton School Division | 3, 5 | LDC1551 | 09/01/2020-08/31/2024 |
| Improvistional Theatre 25 | | 3, 5 | LDC2551 | |
| Improvistional Theatre 35 | | 3, 5 | LDC3551 | |
| Instrumental Jazz 15 | Calgary School Division | 3, 5 | LDC1431 | 09/01/2021-08/31/2025 |
| Instrumental Jazz 25 | | 3, 5 | LDC2431 | |
| Instrumental Jazz 35 | | 3, 5 | LDC3431 | |
| Learning Strategies 15 | Calgary Roman Catholic Separate School Division | 3, 5 | LDC1599 | 09/01/2022-08/31/2026 |
| Learning Strategies 25 | | 3, 5 | LDC2599 | |

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| Learning Strategies 35 | | 3, 5 | LDC3599 | |
| Mental Health Literacy 15 | St Albert School Division | 3 | LDC1027 | 09/01/2020-08/31/2024 |
| Military Studies 15 | Calgary School Division | 3, 5 | LDC1051 | 09/01/2020-08/31/2024 |
| Military Studies 35 | | 3, 5 | LDC3051 | |
| Musical Theatre 15 | Calgary Roman Catholic Separate School Division | 3, 5 | LDC1979 | 09/01/2022-08/31/2026 |
| Musical Theatre 25 | | 3, 5 | LDC2979 | |
| Musical Theatre 35 | | 3, 5 | LDC3979 | |
| Musical Theatre Performance 15 | Calgary School Division | 5 | LDC1858 | 09/01/2021-08/31/2025 |
| Musical Theatre Performance 25 | | 5 | LDC2858 | |
| Musical Theatre Performance 35 | | 5 | LDC3858 | |
| Parenting - The Toddler Years 15 | Calgary School Division | 3 | LDC1082 | 09/01/2020-08/31/2024 |
| Physics (IB) 35 | Calgary School Division | 3 | LDC3262 | 09/01/2020-08/31/2024 |
| Psychology - Abnormal 35-3 | Pembina Hills School Division | 3 | LDC3155 | 09/01/2022-08/31/2026 |
| Reading 15 | Calgary School Division | 3, 5 | LDC1148 | 09/01/2020-08/31/2024 |
| Reading 25 | | 3, 5 | LDC2148 | |
| Social Skills 15 | Fort McMurray School Division | 5 | LDC1005 | 01/31/2023-08/31/2024 |
| Speech and Debate 25 | Edmonton School Division | 3 | LDC2244 | 09/01/2020-08/31/2024 |
| Speech and Debate 35 | | | LDC3244 | |
| Statistics 35 | Edmonton School Division | 5 | LDC3195 | 09/01/2020-08/31/2024 |
| Technical Theatre 15 | Calgary School Division | 3, 5 | LDC1987 | 09/01/2022-08/31/2026 |
| Technical Theatre 25 | | 3, 5 | LDC2987 | |
| Technical Theatre 35 | | 3, 5 | LDC3987 | |

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|--|--|----|-------------------------------|-----------------------|
| Theatre Performance 15 | Edmonton School Division | 5 | LDC1367 | 09/01/2020-08/31/2024 |
| Theatre Performance 25 | | 5 | LDC2367 | |
| Theatre Performance 35 | | 5 | LDC3367 | |
| Theory of Knowledge (IB)25-3 | Edmonton Catholic Separate School Division | 3 | LDC2152 | 09/01/2021-08/31/2025 |
| Theory of Knowledge (IB) 35-3 | | 3 | LDC3152 | |
| Traditional Land Based Learning 25 | Northland School Division | 5 | LDC2248 | 09/01/2022-08/31/2024 |
| Traditional Land Based Learning 35 | | | LDC3248 | |
| Workplace Essential Skills 25 | Edmonton School Division | 5 | LDC2743 | 09/01/2021-08/31/2025 |
| Workplace Essential Skills 35 | | 5 | LDC3743 | |
| Current Courses (Elementary & Junior High School) | | | | |
| Guitar 5-6-7-8-9 | Calgary School Division | NA | LDCG | 09/01/2022-08/31/2026 |
| Math Strategies 7-8-9 | Elk Island Public School Division | NA | MATHST7 MATHST8 MATHST9 | 09/01/2022-08/31/2026 |

| Course Title | Acquired From | Credits | Course Codes | Start / End Dates |
|---|--------------------------------|---------|--------------|-----------------------|
| Expired Courses (Senior High School) | | | | |
| Big History 15 | Chinook's Edge School Division | 5 | LDC1017 | 09/01/2019-08/31/2023 |
| Dance 15 | Edmonton School Division | 3, 5 | LDC1413 | 09/01/2019-08/31/2023 |
| Dance 25 | | 3, 5 | LDC2413 | |
| Dance 35 | | 3, 5 | LDC3413 | |
| Journalism 15 | Calgary School Division | 5 | LDC1696 | 09/01/2019-08/31/2023 |
| Journalism 25 | | 5 | LDC2696 | |
| Journalism 35 | | 5 | LDC3696 | |

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|--|---|----|-------------------------------|-----------------------|
| Myth-Busting Science 25-3 <i>Now called Myth Busting Methods 25</i> | Elk Island Public School Division | 3 | LDC2403 | 09/01/2019-08/31/2023 |
| Preparation for Parenting 35 | Edmonton Catholic Separate School Division | 5 | LDC3170 | 06/02/2020-08/31/2023 |
| Self-Directed Learning 15-3 <i>Now called Student-Centered Learning 15</i> | Calgary Roman Catholic Separate School Division | 3 | LDC1002 | 01/31/2023-08/31/2023 |
| Expired Courses (Junior High School) | | | | |
| Dance 7-8-9 | Edmonton School Division | NA | LDCDAN7 LDCDAN8 LDCDAN9 | 09/01/2019-08/31/2023 |
| Soccer Plus 7-8-9 | Elk Island School Division | NA | LDCSOC7 LDCSOC8 LDCSOC9 | 09/01/2019-08/31/2023 |
| The resources that <i>may</i> be used by schools to teach the newly acquired courses are listed in the course outlines provided. | | | | |