



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, DECEMBER 14, 2023

Boardroom
Central Services Office

AGENDA

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

- | | | |
|---------|--|-------------------------|
| 9 a.m. | 1. CALL TO ORDER | C. Allen |
| | 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 – Nov. 30, 2023 | (encl.) |
| | 6. CHAIR REPORT
6.1 Schools’ Christmas Events
6.2 Meeting with D. Zielke, ATA Local 28 Representative – Dec. 4, 2023
6.3 EIPS Collegiate Advocacy Event – Dec. 5, 2023 | C. Allen
(verbal) |
| | 7. SUPERINTENDENT REPORT
7.1 Meeting with D. Zielke, ATA Local 28 Representative – Dec. 4, 2023
7.2 EIPS Collegiate Advocacy Event – Dec. 5, 2023 | R. Marshall
(verbal) |
| | 8. COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES | |
| | <u>ASSOCIATION/EMPLOYEE GROUPS</u> | |
| | 9. ASBA ZONE 2/3 REPORT
Meeting held Dec. 1, 2023 | J. Shotbolt
(verbal) |
| | 10. ATA LOCAL REPORT | D. Zielke
(verbal) |
| | 11. EMPLOYEE RELATIONS GROUP (ERG) REPORT | M. Miller
(verbal) |
| | <u>BUSINESS ARISING FROM PREVIOUS MEETING</u> | |
| | <u>NEW BUSINESS</u> | |
| | 12. BUSINESS ARISING FROM IN CAMERA | |

- 13. **BOARD POLICY 5: ROLE OF THE BOARD CHAIR** R. Footz
(encl.)
- 14. **BOARD POLICY 11: BOARD DELEGATION OF AUTHORITY** R. Footz
(encl.)
- 15. **MNP LLP AUDIT REAPPOINTMENT** S. Miller
(encl.)
- 16. **ESTABLISHMENT OF ALTERNATIVE PROGRAM
SPORTS FOR LIFE** S. Stoddard/R. Marshall
(encl.)

COMMITTEE REPORT

- 17. **POLICY COMMITTEE** R. Footz
Meeting held Dec. 5, 2023 (verbal)

REPORTS FOR INFORMATION

- 18. **LOCALLY DEVELOPED COURSES 2023-24
(SECOND SEMESTER)** S. Stoddard /R. Marshall
(encl.)
- 19. **BULLYING AWARENESS AND PREVENTION WEEK 2023** S. Stoddard/M. Reed
(encl.)
- 20. **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2023 TO
NOV. 30, 2023** S. Stoddard/L. Lewis
(encl.)
- 21. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES DEC. 14, 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 approve the Minutes of Nov. 30, 2023 Meeting, as amended or as circulated.
6. That the Board of Trustees receive for information the Chair Report.
7. That the Board of Trustees receive for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives.*
9. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receive the report from the representative of the ATA Local #28.
11. That the Board of Trustees receive the report from the representative of the Employee Relations Group.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approves amendments to Board Policy 5: Role of the Board Chair, as presented.
14. That the Board of Trustees approves amendments to Board Policy 11: Board Delegation of Authority, as presented.
15. That the Board of Trustees approves the reappointment of MNP LLP auditors for the year-ended Aug. 31, 2024.
- 16.1 That the Board of Trustees approves the Sport for Life program at Clover Bar Junior High School be designated an Elk Island Public Schools (EIPS) Alternative Program effective for the 2024-25 school year, as presented.

- 16.2 That the Board of Trustees approves amendments to Board Policy 18: Alternative Programs, as presented.
17. That the Board of Trustees receives the report from the Policy Committee meeting held on Dec. 5, 2023.
18. That the Board of Trustees receives for information a report on Locally Developed Courses for the second semester 2023-24 school year.
19. That the Board of Trustees receives for information the Bullying Awareness and Prevention Week report.
20. That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2023 to Nov. 30, 2023, for Elk Island Public Schools.



BOARD MEETING MINUTES

November 30, 2023

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Nov. 30, 2023, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen calling the meeting to order at 9:02 a.m.

BOARD MEMBERS PRESENT

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

BOARD MEMBER ABSENT

J. Seutter

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Marshall, Associate Superintendent
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communications Services
L. Lewis, Director, Financial Services
C. von Tettenborn, Director, Financial Services
C. Gillis, Senior Accountant, Financial Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

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

IN-CAMERA SESSION

201/2023 | Trustee Irwin moved: That the Board meet in camera (9:02 a.m.).

CARRIED UNANIMOUSLY

202/2023 | Trustee Holowaychuk moved: That the Board revert to regular session (10:07 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:07 a.m. and reconvened at 10:15 a.m. with all trustees noted above in attendance.

Board Chair Allen welcomed all in attendance.

TREATY 6 ACKNOWLEDGMENT

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

AGENDA

Board Chair Allen called for additions or deletions to the Agenda.

203/2023 | Trustee Shotbolt moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

Board Chair noted a time certain and proceeded to item 18 Unaudited Accumulated Surplus.

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the Oct. 19, 2023 Board Meeting Minutes.

Trustee Holowaychuk left the meeting at 10:59 a.m.

206/2023 | Trustee Irwin moved: That the Board of Trustees approves the Minutes of Oct. 19, 2023 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Allen presented the Chair's report.

Trustee Holowaychuk returned at 11:02 a.m.

207/2023 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair's report.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Stoddard presented the Superintendent's report. Superintendent Stoddard extended gratitude to the department and school administration for their extensive work in compiling the assurance review reports.

208/2023 | Trustee Shotbolt moved: That the Board of Trustees receives for information the Superintendent's report.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were presented.

Association/Employee Groups

ASBA ZONE 2/3 REPORT

Board Chair Allen invited Trustee Shotbolt to present the ASBA Zone 2/3 report.

209/2023 | Trustee Shotbolt moved: That the Board of Trustees receives for information the report from the representative of the ASBA Zone 2/3.

CARRIED UNANIMOUSLY

ATA LOCAL REPORT

Board Chair Allen welcomed and invited the ATA representative D. Zielke to present the Local ATA report.

210/2023 | Trustee Sorochan 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 Allen shared regrets from Michelle Miller, ERG representative. Therefore, no report was presented.

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

Board Chair Allen noted there was one item arising from in camera regarding the ratification of the memorandum of agreement for the Elk Island Public Schools Teachers' Collective Agreement.

211/2023 | Trustee Sorochan moved: That the Board of Trustees ratify the memorandum of agreement for the Elk Island Public Schools Teachers' Collective Agreement, Sept. 1, 2020 to Aug. 31, 2024.

CARRIED UNANIMOUSLY

RECEIPT OF TRUSTEE RESIGNATION

Board Chair Allen addressed the receipt of Trustee Seutter's resignation effective Nov. 30, 2023.

212/2023 | Trustee Irwin moved: That the Board of Trustees accept the resignation of Trustee Jim Seutter, effective November 30, 2023, due to his relocation outside of his ward, resulting in him being disqualified from remaining as a Trustee.

CARRIED UNANIMOUSLY

213/2023 | Trustee Boymook moved: That the Board of Trustees not hold a by-election for the vacant Trustee position, and that his duties and responsibilities be assumed by other trustees as follows:

- modify the 2023-24 Trustee School Liaison Representative list to state Board Vice-Chair Susan Miller as the new representative for Fultonvale Elementary Junior High School, Trustee Don Irwin as the new representative for Lakeland Ridge School and Board Chair Cathy Allen as the new representative for Strathcona Christian Academy Elementary School;
- modify the 2023-24 Board Committee Representatives list to state Trustee Trina Boymook as the alternate for the Student Expulsion Committee and Trustee Jacqueline Shotbolt as appointed to the Teachers' Collective Agreement Negotiations Committee; and
- modify the 2023-24 Acting Chair Schedule by adding Trustee Ralph Sorochan to April 2024.

Vice-Chair Miller expressed that the Board will miss Trustee Seutter and that he was a very valuable member. Wished him all the best!

Board Chair Allen thanked Trustee Seutter for his service to EIPS, his wisdom and experience. Board Chair extended thanks to the Trustees for stepping forward and assuming Trustee Seutter's responsibilities and committee work.

VOTE ON MOTION 213/2023 | *CARRIED UNANIMOUSLY*

BOARD POLICY 2: ROLE OF THE BOARD

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

214/2023 | Trustee Holowaychuk moved: That the Board of Trustees approves amendments to Board Policy 2: Role of the Board, as presented.
CARRIED UNANIMOUSLY

BOARD POLICY 3: ROLE OF THE TRUSTEE

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

215/2023 | Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 3: Role of the Trustee, as presented.
CARRIED UNANIMOUSLY

BOARD POLICY 4: TRUSTEE CODE OF CONDUCT

Trustee Footz presented to the Board the proposed amendments to Board Policy 4: Trustee Code of Conduct for approval.

216/2023 | Trustee Boymook moved: That the Board of Trustees approves amendments to Board Policy 4: Trustee Code of Conduct, as presented.
CARRIED UNANIMOUSLY

BOARD POLICY 23: SCHOOL FEES

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

217/2023 | Trustee Sorochan moved: That the Board of Trustees approves amendments to Board Policy 23: School Fees, as presented.
CARRIED UNANIMOUSLY

UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2023

Director Lewis presented to the Board the Unaudited Accumulated Surplus at Aug. 31, 2023.

204/2023 | Trustee Irwin moved: That the Board of Trustees approves the transfer of \$5,620,494 from internally restricted operating reserves to unrestricted surplus to offset the net result of 2022-23.
CARRIED UNANIMOUSLY

2023 AUDITED FINANCIAL STATEMENTS

Director Lewis presented to the Board for approval the 2023 Audited Financial Statements.

MNP LLP conducted the audit of The Board of Trustees of Elk Island Public Schools, which comprised of the statements of financial position as at August 31, 2023.

Director Lewis highlighted MNP LLP Auditor's opinion that, "*.... the accompanying financial statements presented fairly, in all material aspects, the financial position of EIPS as at August 31, 2023, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.*"

MNP LLP Audit Partner B. Waser was available to answer questions.

Superintendent Stoddard extended gratitude to the Financial Services team for their work and confidence, and for Direct Lewis' presentation which provided clarity and understanding.

It was noted that MNP LLP Auditors confirmed that it was one of the cleanest audits ever.

205/2023 | Trustee Boymook moved: That the Board of Trustees approves the Aug. 31, 2023 Audited Financial Statements.

CARRIED UNANIMOUSLY

ANNUAL EDUCATION RESULTS REPORT 2022-23

Superintendent Stoddard presented to the Board for approval the *Annual Education Results Report 2022-23* an Alberta Education reporting requirement. Associate Superintendent Marshall was available to answer questions.

The *EIPS Annual Education Results Report 2022-23* serves as the key planning and accountability tool. The report provides school families and community members with easy-to-understand information about the Division. The document is organized around each of the Division's priorities, goals and outcomes outlined in the EIPS Four-Year Education Plan: 2022-26 and aligns with the Alberta Education's performance measures.

Superintendent Stoddard extended gratitude to Associate Superintendent Marshall for his incredible work and extensive collaboration with departments. Also extended gratitude to Communication Specialist Fletcher who works alongside Associate Superintendent Marshall to ensure the writing and content are legible and understandable for all stakeholders. Kudos to Graphic Designer Fortin for supporting the layout work.

Superintendent Stoddard thanked Trustee Sorochan for reminding administration to add the Elk Island Public Schools Story as it summarized the accumulation of the Division's work.

Superintendent Stoddard shared that the report is a culmination of everyone's work--schools, EIPS staff, trustees, and that it demonstrates a culture with high expectations and high-quality work and the results reflect that. The Division is transparent with tackling issues and the allocation of resources to appropriate areas to demonstrate the growth. A collective effort which includes our families.

218/2023 | Trustee Irwin moved: That the Board of Trustees approves Elk Island Public Schools' *Annual Education Results Report 2022-23* and the *Annual Education Results Report Overview 2022-23*.

CARRIED UNANIMOUSLY

The Board recessed at 12:15 p.m. and reconvened at 1:16 p.m.

2023-24 FALL BUDGET REPORT

Director von Tettenborn presented for approval the 2023-24 Fall Budget Report.

219/2023 | Trustee Irwin moved: That the Board of Trustees approve the 2023-24 Fall Budget Report for Elk Island Public Schools as presented.

CARRIED UNANIMOUSLY

The Board extended gratitude to the Financial Services team for a very thorough and detailed report.

Committee Reports

ADVOCACY COMMITTEE

Board Chair Allen presented a report from the Advocacy Committee meeting held on Oct. 23, 2023, for information.

220/2023 | Board Chair Allen moved: That the Board of Trustees receives for information the report from the Advocacy Committee meetings held on Oct. 23, 2023.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on Oct. 31, 2023, for information.

221/2023 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on Oct. 31, 2023.

CARRIED UNANIMOUSLY

AUDIT COMMITTEE

Vice-Chair Miller presented a report from the Audit Committee meeting held on Nov. 7, 2023, for information.

222/2023 | Vice-Chair Miller moved: That the Board of Trustees receives for information the report from the Audit Committee meeting held on Nov. 7, 2023.

CARRIED UNANIMOUSLY

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report from the Student Expulsion Committee meeting held on Nov. 28, 2023, for information.

223/2023 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Student Expulsion Committee meeting held on Nov. 28, 2023.

CARRIED UNANIMOUSLY

Reports for Information

No reports for information were presented.

Trustee Notices of Motion and Requests for Information

No notices of motion or requests for information were presented.

IN-CAMERA SESSION

224/2023 | Trustee Boymook moved: That the Board meet in camera (2:09 p.m.).

CARRIED UNANIMOUSLY

225/2023 | Trustee Boymook moved: That the Board revert to regular session (2:52 p.m.).

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 2:53 p.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



RECOMMENDATION REPORT

DATE: Dec. 14, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 5: Role of the Board Chair
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Sandra Stoddard, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 5: Role of the Board Chair, as presented.

BACKGROUND:

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

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

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

The Policy Committee is recommending amendments, as shown in Attachment 1, to Sections 1.4.4, 1.9, 1.18 and 1.9 for conciseness and clarity.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 5: Role of the Board Chair (marked)
2. Board Policy 5: Role of the Board Chair (unmarked)

Policy 5

ROLE OF THE BOARD CHAIR

Background

The Board of Trustees, at the organizational meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair the primary responsibility of providing leadership and guidance.

Guidelines

1. Specific responsibilities

The Board delegates to the Chair the following powers and duties:

- 1.1. Preside over all Board meetings and ensure such meetings are conducted in accordance with the *Education Act* and the policies and procedures as established by the Board.
- 1.2. Prior to each Board meeting, confer with the Board Vice-Chair, designated trustee and Superintendent on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
- 1.3. Be familiar with basic meeting procedures—Roberts Rules of Order.
- 1.4. Perform the following duties during Board meetings:
 - 1.4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 1.4.2. Ensure all issues before the Board are well-stated and clearly expressed.
 - 1.4.3. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 1.4.4. Ensure that debate is relevant. ~~The Board Chair, in keeping with the responsibility to ensure that debate must be relevant to the question, shall, w~~When the Board Chair is of the opinion that the discussion is not relevant to the question, the Board Chair shall remind members they must speak to the question.
 - 1.4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 1.4.6. Submit motions or other proposals for a formal decision of the Board by a show of hands.
 - 1.4.7. Ensure each trustee present votes on all issues before the Board. When appropriate, advise Board members of a possibility of a conflict of interest.
 - 1.4.8. Extend hospitality to trustees, officials of the Board, media and members of the public.
- 1.5. Keep informed of significant developments within the Division.

- 1.6. Assist with the Board's orientation program for trustees.
- 1.7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division.
- 1.8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
- 1.9. Convey directly to the Superintendent ~~such~~ concerns by trustees, parents, guardians or students that may affect the administration of the Division.
- 1.10. Provide counsel to the Superintendent.
- 1.11. Review and approve the Superintendent's vacation entitlement and expenditures.
- 1.12. Bring to the Board all matters requiring a corporate decision of the Board.
- 1.13. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group, and for the Division when there are potential political implications.
- 1.14. Act as an ex-officio member of all Board committees, except the Student Expulsion Committee and Teacher Collective Agreement Negotiating Committee.
- 1.15. Act as a signing authority for the Board minutes.
- 1.16. Act as a signing authority for the Division.
- 1.17. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
- 1.18. Address inappropriate behaviour ~~on the part of a~~ trustee, as per Board Policy 4: Code of Conduct.
- 1.19. Ensure the Board engages in annual assessments of its effectiveness ~~as a board.~~
- 1.20. Act on behalf of the Superintendent's inability to act due to conflict of interest.
- 1.21. Foster, develop and maintain positive, professional working relationships with:
 - 1.21.1. all members of the Board;
 - 1.21.2. the Superintendent and staff;
 - 1.21.3. the ATA Local President;
 - 1.21.4. the Employee Relations Group Chair;
 - 1.21.5. the Minister of Education;
 - 1.21.6. locally elected MLAs;
 - 1.21.7. municipal-elected officials; and
 - 1.21.8. board chairs of other Alberta school boards.

References

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

Last reviewed: Last updated:

Nov. 26, 2015

Oct. 24, 2016

Dec. 4, 2017

Feb. 19, 2019

Dec. 11, 2019

April 23, 2020

Feb 9, 2021

Feb 8, 2022

March 1, 2022

Feb 14, 2023

March 16, 2023

Dec. 5, 2023

Policy 5

ROLE OF THE BOARD CHAIR**Background**

The Board of Trustees, at the organizational meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair the primary responsibility of providing leadership and guidance.

Guidelines**1. Specific responsibilities**

The Board delegates to the Chair the following powers and duties:

- 1.1. Preside over all Board meetings and ensure such meetings are conducted in accordance with the *Education Act* and the policies and procedures as established by the Board.
- 1.2. Prior to each Board meeting, confer with the Board Vice-Chair, designated trustee and Superintendent on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
- 1.3. Be familiar with basic meeting procedures—Roberts Rules of Order.
- 1.4. Perform the following duties during Board meetings:
 - 1.4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 1.4.2. Ensure all issues before the Board are well-stated and clearly expressed.
 - 1.4.3. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 1.4.4. Ensure that debate is relevant. When the Board Chair is of the opinion that the discussion is not relevant to the question, the Board Chair shall remind members they must speak to the question.
 - 1.4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 1.4.6. Submit motions or other proposals for a formal decision of the Board by a show of hands.
 - 1.4.7. Ensure each trustee present votes on all issues before the Board. When appropriate, advise Board members of a possibility of a conflict of interest.
 - 1.4.8. Extend hospitality to trustees, officials of the Board, media and members of the public.
- 1.5. Keep informed of significant developments within the Division.
- 1.6. Assist with the Board's orientation program for trustees.

- 1.7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division.
- 1.8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
- 1.9. Convey directly to the Superintendent concerns by trustees, parents, guardians or students that may affect the administration of the Division.
- 1.10. Provide counsel to the Superintendent.
- 1.11. Review and approve the Superintendent's vacation entitlement and expenditures.
- 1.12. Bring to the Board all matters requiring a corporate decision of the Board.
- 1.13. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group, and for the Division when there are potential political implications.
- 1.14. Act as an ex-officio member of all Board committees, except the Student Expulsion Committee and Teacher Collective Agreement Negotiating Committee.
- 1.15. Act as a signing authority for the Board minutes.
- 1.16. Act as a signing authority for the Division.
- 1.17. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
- 1.18. Address inappropriate behaviour by trustees, as per Board Policy 4: Code of Conduct.
- 1.19. Ensure the Board engages in annual assessments of its effectiveness.
- 1.20. Act on behalf of the Superintendent's inability to act due to conflict of interest.
- 1.21. Foster, develop and maintain positive, professional working relationships with:
 - 1.21.1. all members of the Board;
 - 1.21.2. the Superintendent and staff;
 - 1.21.3. the ATA Local President;
 - 1.21.4. the Employee Relations Group Chair;
 - 1.21.5. the Minister of Education;
 - 1.21.6. locally elected MLAs;
 - 1.21.7. municipal-elected officials; and
 - 1.21.8. board chairs of other Alberta school boards.

References

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

Last reviewed: Last updated:

Nov. 26, 2015

Oct. 24, 2016

Dec. 4, 2017

Feb. 19, 2019

Dec. 11, 2019

April 23, 2020

Feb 9, 2021

Feb 8, 2022

March 1, 2022

Feb 14, 2023

March 16, 2023

Dec. 5, 2023



RECOMMENDATION REPORT

Page 1 of 1

DATE: Dec. 14, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 11: Board Delegation of Authority
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Sandra Stoddard, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 11: Board Delegation of Authority, as presented.

BACKGROUND:

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

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

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

The Policy Committee recommends Section 1.3.13 be amended with current terminology to read "English as an additional language". As well, Section 218 was repealed from the *Education Act* and therefore removed from the list of references.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 11: Delegation of Authority (marked)
2. Board Policy 11: Delegation of Authority (unmarked)

Policy 11

BOARD DELEGATION OF AUTHORITY**Background**

The Board of Trustees authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except the power to make final decisions on those matters set out in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#) and other policies as established by the Board from time to time, or those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated. The delegation of authority to the Superintendent specifically includes:

- any authority or responsibility set out in the *Education Act*, regulations and authority or responsibility set out in other legislation or regulations;
- the ability to enact administrative procedures, practices or regulations required to carry out this authority; and
- the ability to sub-delegate this authority and responsibility, as required.

Notwithstanding the above, the Board requires any significant new legislation or provincial, regional or local initiatives to be initially brought to the Board for discussion and determination of decision-making authority.

Guidelines**1. Specific delegation**

For further clarity, the Board specifically delegates the following powers:

- 1.1. To suspend a teacher from the performance of the teacher's duties, pursuant to Section 213(1)(2) of the *Education Act*, and to terminate the contract of employment or designation of a teacher, pursuant to Section 215(1) of the *Education Act*.
- 1.2. To suspend or terminate the contract of employment of any non-certificated staff member.
- 1.3. To develop administrative procedures for the following program areas:
 - 1.3.1. special education;
 - 1.3.2. guidance and counselling;
 - 1.3.3. services for students and children;
 - 1.3.4. school-based decision-making;
 - 1.3.5. student evaluation;
 - 1.3.6. teacher growth, supervision and evaluation;
 - 1.3.7. home education;
 - 1.3.8. early childhood services;
 - 1.3.9. outreach education;
 - 1.3.10. locally developed courses, acquired courses and authorized junior high and senior high complementary courses;
 - 1.3.11. knowledge and employability courses;

- 1.3.12. off-campus education;
- 1.3.13. English as an additional language ~~learning~~; and
- 1.3.14. French as a second language, French language immersion and alternate French programming.

1.4. The Superintendent is directed to develop administrative procedures to fulfil Board obligations created by any federal legislation or provincial legislation.

References

Sections 33, 51, 52, 53, 202, 203, 204, 206, 208, 209, 210, 211, 213, 214, 215, 217, ~~218~~, 219, 222 *Education Act*.

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 6, 2017	
Feb. 12, 2018	
Jan. 29, 2019	
Dec. 11, 2019	Dec. 11, 2019
Dec. 8, 2020	
Jan. 11, 2022	
Jan. 10, 2023	Feb. 16, 2023
<u>Dec. 5, 2023</u>	

Policy 11

BOARD DELEGATION OF AUTHORITY**Background**

The Board of Trustees authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except the power to make final decisions on those matters set out in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#) and other policies as established by the Board from time to time, or those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated. The delegation of authority to the Superintendent specifically includes:

- any authority or responsibility set out in the *Education Act*, regulations and authority or responsibility set out in other legislation or regulations;
- the ability to enact administrative procedures, practices or regulations required to carry out this authority; and
- the ability to sub-delegate this authority and responsibility, as required.

Notwithstanding the above, the Board requires any significant new legislation or provincial, regional or local initiatives to be initially brought to the Board for discussion and determination of decision-making authority.

Guidelines**1. Specific delegation**

For further clarity, the Board specifically delegates the following powers:

- 1.1. To suspend a teacher from the performance of the teacher's duties, pursuant to Section 213(1)(2) of the *Education Act*, and to terminate the contract of employment or designation of a teacher, pursuant to Section 215(1) of the *Education Act*.
- 1.2. To suspend or terminate the contract of employment of any non-certificated staff member.
- 1.3. To develop administrative procedures for the following program areas:
 - 1.3.1. special education;
 - 1.3.2. guidance and counselling;
 - 1.3.3. services for students and children;
 - 1.3.4. school-based decision-making;
 - 1.3.5. student evaluation;
 - 1.3.6. teacher growth, supervision and evaluation;
 - 1.3.7. home education;
 - 1.3.8. early childhood services;
 - 1.3.9. outreach education;
 - 1.3.10. locally developed courses, acquired courses and authorized junior high and senior high complementary courses;
 - 1.3.11. knowledge and employability courses;

- 1.3.12. off-campus education;
 - 1.3.13. English as an additional language; and
 - 1.3.14. French as a second language, French language immersion and alternate French programming.
- 1.4. The Superintendent is directed to develop administrative procedures to fulfil Board obligations created by any federal legislation or provincial legislation.

References

Sections 33, 51, 52, 53, 202, 203, 204, 206, 208, 209, 210, 211, 213, 214, 215, 217, 219, 222
Education Act.

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 6, 2017	
Feb. 12, 2018	
Jan. 29, 2019	
Dec. 11, 2019	Dec. 11, 2019
Dec. 8, 2020	
Jan. 11, 2022	
Jan. 10, 2023	Feb. 16, 2023
Dec. 5, 2023	



RECOMMENDATION REPORT

DATE: Dec. 14, 2023

TO: Board of Trustees

FROM: Audit Committee

SUBJECT: Auditor Reappointment

ORIGINATOR: Susan Miller, Audit Committee Chair

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

REFERENCE: Section 138, *Education Act*
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 reappointment of MNP LLP as auditors for the year-ended Aug. 31, 2024.

BACKGROUND:

Pursuant to section 138 of the *Education Act*, the Board shall appoint an auditor to examine and report on the Board's annual financial statements. As per Board Policy 8: Board Committees, the Audit Committee shall recommend the appointment of the external auditor.

MNP LLP has been EIPS' auditor since 2017. MNP LLP is a highly recognized accounting firm with areas of specialty including accounting and audit resources, taxation and consulting. MNP LLP provides an independent partner review (external review from a senior level) for every audit and this partner is changed every three years.

Prior to MNP LLP, Ernst & Young served as the EIPS' auditors for over twenty years.

CURRENT SITUATION OR KEY POINT:

At the Nov. 7, 2023 Audit Committee meeting, management presented a request for feedback report on next steps for selecting an auditor for the 2023-24 financial year. Specifically, direction was needed as to whether EIPS should extend our current auditor for an additional year or instead undertake a public Request for Proposal process to select a new auditor for a longer term.



RECOMMENDATION REPORT

Considerations in making this decision included:

- varying opinions from accounting organizations and academic research on the appropriateness and effectiveness of auditor rotation (changing auditors);
- potential impacts on workload for EIPS, if a new auditor was selected;
- audit pricing; and
- quality assessment of our past audits.

After assessing the factors, direction from the Audit Committee was that EIPS appoint MNP LLP as the Division's auditor for the 2023-24 year, assuming reasonable pricing was provided.

EIPS has obtained a quote for the 2023-24 audit and the cost increase is acceptable.

COMMUNICATION PLAN:

In June 2024, a formal engagement letter will be signed to confirm appointment after the Audit Committee accepts the detailed MNP LLP Audit Plan.

ATTACHMENT(S):

n/a



RECOMMENDATION REPORT

Page 1 of 6

DATE: Dec. 14, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Sport for Life Program

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Bonnie Stone, Executive Assistant, Supports for Students
Laura Barrett, Senior Accountant II, Business Services
Karen Baranec, Communications Networking Specialist, Communication Services

REFERENCE: Board Policy 18: Alternative Programs
Administrative Procedure 220: Establishing Alternative Programs

EIPS PRIORITY: Promote growth and success for all students

EIPS GOAL: Success for every student

EIPS OUTCOME: Students are engaged in their learning and achieve student-learning outcomes.

RECOMMENDATION:

That the Board approve the Sport for Life program at Clover Bar Junior High School be designated an Elk Island Public Schools (EIPS) Alternative Program effective for the 2024-25 school year, as presented.

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

BACKGROUND:

The Sport for Life program started at Clover Bar Junior High School in the 2020-21 school year. The primary goal of the Sport for Life program is to engage students in the development of a lifelong active and healthy lifestyle. The program is based on the Canadian Sport for Life (CS4L) model, a movement to improve the quality of sport and physical activity in Canada through improved athlete training and better integration between all stakeholders in the sport system, including sport organizations, education, recreation and health. CS4L promotes developing physical literacy which leads to increased physical activity and personal success; educational success, cognitive skills, mental health, psychological wellness, social skills, healthy lifestyle habits, physical health and physical fitness. This is achieved by offering instruction in a wide variety of physical activities available both at the school and in the local community. In this way, students come to experience, appreciate and excel in a variety of activities, games, sports and personal fitness challenges.

The Sport for Life program of studies is a combination of Physical Education, Health and CTF curriculum. A variety of formative and summative assessments occur throughout the year. Summative assessments are based on a variety of activities involving three general categories: Quality Play (50%), Physical Literacy (30%) and Healthy Lifestyle (20%). Students enrolled in Sport for Life do not receive a mark for Physical Education or Health. (Attachment 1)

Sample Student Timetable

Semester 1	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Block 1	CTF Creative Design	Sport for Life	CTF Creative Design	Social Studies	Sport for Life	English Language Arts
Block 2	English Language Arts	Math	English Language Arts	Science	Sport for Life	Science
Block 3	CTF Construction	English Language Arts	Math	CTF Construction	English Language Arts	Sport for Life
Block 4	CTF Construction	Sport for Life	Science	CTF Construction	Social Studies	Social Studies
Block 5	Sport for Life	Social Studies	Sport for Life	English Language Arts	Science	Math
Block 6	Sport for Life	Science	Sport for Life	Math	CTF Creative Design	Math

Semester 2	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Block 1	CTF Robotics	Sport for Life	CTF Robotics	Social Studies	Sport for Life	English Language Arts
Block 2	English Language Arts	Math	English Language Arts	Science	Sport for Life	Science
Block 3	CTF Design Studies	English Language Arts	Math	CTF Design Studies	English Language Arts	Sport for Life
Block 4	CTF Design Studies	Sport for Life	Science	CTF Design Studies	Social Studies	Social Studies
Block 5	Sport for Life	Social Studies	Sport for Life	English Language Arts	Science	Math
Block 6	Sport for Life	Science	Sport for Life	Math	CTF Robotics	Math

Historical Enrolment Numbers of the Program

	2020-21	2021-22	2022-23	2023-24
Grade 7	30	34	51	70
Grade 8	12	31	49	55
Grade 9	23	0*	31	35
Total	65	65	131	160

*There was no Grade 9 class in the 2021-22 school year because of the low number of students requesting the program.

Alternative Programs

As per Alberta Education's definition, alternative programs emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy; but are not specialized system programs. In reference to Administrative Procedure 220, the Sport for Life program at Clover Bar Junior High School provides another program choice for students and parents/caregivers to increase student engagement and accommodate diverse learning needs and interests while ensuring the program of studies aligns with the Guide to Education: ECS to Grade 12.

Alternative Program Fees

Alberta Education provides fee definitions in their 'Guidelines for the preparation of School Jurisdiction Audited Financial Statements for the Year Ended August 31, 2023'.

Definition of alternative program fees excerpt: Amounts charged under section 19 (5) of the *Education Act*; a program (not an individual course) that emphasizes a specific culture, religion, or subject matter or uses a particular teaching philosophy, including sports-related academies.

Since the Sport for Life program began at Clover Bar, Financial Services has reported all revenue and expenditures associated with the program as an 'Alternative Program' and not a 'Course' nor 'Activity'. The reason being that Sports for Life is a national program rather than a course that had a philosophy/mission. (Attachment 2)

Clover Bar's Sport for Life program has been operating within the parameters and definitions of an Alternative Program since its inception in the 2020-21 school year. As a result, administration is bringing forward the recommendation for the Board of Trustees' approval to formalize the program as such.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Once approved, the Sport for Life program at Clover Bar will be added to EIPS' list of Alternative Programs on the Division website. Board Policy 18 will be updated on the Division website and EIPS Intranet, and stakeholders will be advised. The Division's new student registration and returning student registration information, process and timelines for the 2024-25 school year will be updated to reflect the additional alternative program.

ATTACHMENT(S):

1. Sport for Life Course Outline
2. Clover Bar Junior High – School Fee Schedule
3. Board Policy 18: Alternative Programs (marked)
4. Board Policy 18: Alternative Programs (unmarked)

RM:bs



Sport For Life Course Outline

The primary goal of the Sport for Life program at Clover Bar is to engage students in the development of a lifelong active and healthy lifestyle. The program is based on the Canadian Sport for Life (CS4L) model, a movement to improve the quality of sport and physical activity in Canada through improved athlete training and better integration between all stakeholders in the sport system, including sport organizations, education, recreation and health. This is achieved by offering instruction in a wide variety of physical activities available both at the school and in the local community. In this way, students come to experience, appreciate and excel in a variety of activities, games, sports and personal fitness challenges.

The Sport for Life program of studies is a combination of Physical Education, Health and CTF curriculum. A variety of **formative** and **summative** assessments will occur throughout the year. Summative assessments will be based on a variety of activities involving the 3 general categories listed below.

Quality Play (50%) - Effort & Cooperation

Students will demonstrate effort levels and training attributes valued in physical activity.

- **Cooperation (20%)**: This category focuses on general outcome C from the PE curriculum. Specific focus on Communication (C1), Fair Play (C3), Leadership (C4), Teamwork (C6),
- **Effort (30%)**: This category focuses on general outcome D (Do it Daily) from the PE curriculum. Students' effort will be assessed formatively and summatively using self, peer and teacher evaluations.

Physical Literacy (30%)

Students will build the **confidence, competency, comprehension** and **motivation** to engage in a wide variety of physical activities.

This category includes general outcomes A (Activity) from the PE curriculum. Both at school and at community recreation facilities students will learn fundamental movement skills transferable between a wide range of sports and activities.

Healthy Lifestyle (20%)

Students will develop habits vital to a healthy physical, mental and emotional lifestyle.

- **Health (10%)**: Wellness, Relationship and Life Learning Choices will be shared, discussed and assessed.
- **Fitness (10%)**: B (Benefits of Health) from the PE curriculum will be assessed using a variety of fitness tests.

Clover Bar 2020-21 Assessment Summary

Assessment Category Weighting	Quality Play (50%)	Physical Literacy (30%)	Healthy Lifestyle (20%)
-------------------------------	--------------------	-------------------------	-------------------------

Assessment Schedule	Segment 1 Start - Nov. Break	Segment 2 Nov. Break - Holiday Break	Segment 3 Holiday Break - Spring Break	Segment 4 Spring Break to Year End
---------------------	--	--	--	--

Expectations:

1. To be prepared with suitable attire & equipment each and every class, allowing them to participate fully and maintain good personal hygiene.
2. To arrive on time each and every class.
3. To strive to do your best, by working hard every class.
4. To be a cooperative student with peers and your teacher.
5. To have a positive attitude and share this attitude with your peers.
6. To represent Clover Bar with exemplary behaviour when engaging with the community.

Behaviour

Any student who is disrespectful in any way to staff, students, or property, or endangers the safety of any other individual or oneself will be removed from the activity immediately. Repeated infractions against student code of conduct and course expectations may result in the removal of the student from the program.

Objectives:

- A. To assist the student to develop an interest in fitness and sport activities.
- B. To develop physical fitness and an awareness of fitness as important to health.
- C. To assist and improve students' motor skills through sports activities.
- D. To contribute to the emotional development of students as well as to develop their ability to get along with others.
- E. To develop in students the ideal of sportsmanship and a sense of fair play.
- F. To assist the students to develop an awareness of safety practices in sports.

The Assessment Procedure:

The Elk Island Public School Learning Assessment Administrative Procedure requires that “teachers [give] students the opportunity to meet the standards of education... regularly evaluate students and periodically report results of the evaluation.” The assessment policy includes two types of assessment: **formative assessment** and **summative assessment**. Formative assessments are opportunities to collect evidence and provide feedback to further student learning. Summative assessments are opportunities to measure student knowledge, skill and understanding in relation to learning outcomes.

Clover Bar Junior High School Fee Schedule

Fee Category	Fee Name / Description	Per Student 2023-24	Per Student 2022-23
Alternative Program	CTF: Sport for Life 7	\$ 1,800.00	\$ 1,800.00
Alternative Program	CTF: Sport for Life 8	\$ 1,800.00	\$ 1,800.00
Alternative Program	CTF: Sport for Life 9	\$ 1,800.00	\$ 1,800.00
Activity	Field Trip - Band - Instrumental Music 7	\$ 445.00	\$ 445.00
Activity	Field Trip - Band - Instrumental Music 8/9	\$ 460.00	\$ 460.00
Activity	Field Trip - CFB Edmonton	\$ 5.00	\$ 5.00
Activity	Field Trip - Computer Science 8	\$ 12.00	\$ 12.00
Activity	Field Trip - Drama	\$ 55.00	\$ 55.00
Activity	Field Trip - Eight is Great Week: Gr. 8	\$ 29.50	\$ 28.00
Activity	Field Trip - Enterprise & Innovation 9	\$ 13.00	\$ 13.00
Activity	Field Trip - Environmental Stewardship 9	\$ 280.00	\$ 280.00
Activity	Field Trip - Farewell: Gr. 9	\$ 25.00	\$ 25.00
Activity	Field Trip - Leadership	\$ 84.50	\$ 84.50
Activity	Field Trip - No Stone Left Alone	\$ 14.00	\$ 14.00
Activity	Field Trip - PLACE	\$ 297.00	\$ 283.00
Activity	Field Trip - Science	\$ 20.00	\$ 20.00
Activity	Field Trip - Science 9	\$ 62.50	\$ 62.50
Activity	Field Trip - Ski Trip	\$ 385.00	\$ 385.00
Activity	Field Trip - Social Studies 7	\$ 30.00	\$ 30.00
Activity	Field Trip - Welcome Week: Gr. 7	\$ 22.50	\$ 22.50
Activity	Field Trip - Wildlife 8	\$ 205.00	\$ 205.00
Activity	Young Authors' Conference	\$ 30.00	\$ 30.00

Policy 18

ALTERNATIVE PROGRAMS

Background

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

Definitions

Alternative Program:

as defined in the *Education Act*, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program—alternative programs in the Division currently include French Immersion, German Language and Culture, Ukrainian Language and Culture, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, ~~and Outreach~~ [and Sport for Life](#).

Guidelines

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

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

References

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

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

Policy 18

ALTERNATIVE PROGRAMS**Background**

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

Definitions**Alternative Program:**

as defined in the *Education Act*, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program—alternative programs in the Division currently include French Immersion, German Language and Culture, Ukrainian Language and Culture, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, Outreach and Sport for Life.

Guidelines

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

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

References

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

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

DATE: Dec. 14, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Locally Developed Courses 2023-24

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Kristin Oleksyn, Supervisor, Career Pathways, Instructional Supports
Jessica Smith, 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 receive for information a report on Locally Developed Courses for the Second Semester 2023-24 school year.

BACKGROUND:

- Approval of developed/acquired courses in Elk Island Public Schools (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.



INFORMATION REPORT

- 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 **one new** locally developed course has been requested for implementation in the Second Semester of the 2023-24 school year. The detail of this course is as follows:

- Developing Personal Value 15-25-35:** This course has been requested by Next Step. This helps students recognize their inherent worth, emphasizing that personal value is infinite and not tied to performance. The course promotes detachment from negative comparisons, encouraging connections with self, peers, family, community, and nature. Students learn to intentionally create positive connections, fostering a growing understanding of personal value and opening up possibilities.

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)				
Developing Personal Value 15-25-35		5	LDC1819	02/01/2024-08/31/2026
		5	LDC2819	
		5	LDC3819	
The resources that <i>may</i> be used by schools to teach the newly acquired courses are listed in the course outlines provided.				

LOCALLY DEVELOPED COURSE OUTLINE

Developing Personal Value (2022)1

Developing Personal Value (2022)2

Developing Personal Value (2022)3

Submitted By:

The Livingstone Range School Division

Submitted On:

Dec. 17, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10
25-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10
35-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10

Course Description

Developing Personal Value 15, 25, 35 is a course series designed to assist students in discovering, and understanding their personal value. Students will learn that Personal Value is infinite and inherent in all people. They will learn that personal value is not based on their personal performance, attributes, or accomplishments. They will learn how to detach these qualities from their sense of personal value and view themselves and others without negative and destructive comparisons. Students will learn that it is connection with self, peers, family, community, and nature that helps them to understand and feel personal value. Students will examine influences that have the potential to create disconnection can result negative and destructive beliefs and feelings. Students will learn how to create connections that will intentionally grow an understanding and sense of personal value in themselves and others. They will learn to reflect on how their growing sense of personal value opens vast possibilities to them.

Course Prerequisites

Developing Personal Value 15 - no prerequisite
Developing Personal Value 15 is a prerequisite to Developing Personal Value 25
Developing Personal Value 25 is a prerequisite to Developing Personal Value 35

Sequence Introduction (formerly: Philosophy)

Developing Personal Value 15 focuses students' efforts on understanding that personal value is something that everyone has and is limitless. Students participate in activities and projects exploring the impact that this understanding could have on their lives. They learn that connection can help them sense their value and the value of others and identify the impacts of disconnection.

Developing Personal Value 25 focuses on the strategies and skills that students need to create connection in their own lives. It helps students to apply the learning from **Developing** Personal Value 15 as they come to feel and understand their own personal value. They reflect on and share experiences that help them to create connection and develop strategies and skills to limit disconnection and its impact. Specifically, the destructive nature of shame is explored.

The outcomes in **Developing** Personal Value 35 focus on helping students deepen their understanding of "personal value" as they focus on others. They learn empathy, nonjudgement, and selflessness in order to understand personal value more deeply as it applies to themselves and others. They learn how vulnerability enables them to give away shame. The outcomes invite students to lead out by example and to assist others to understand and feel their personal value.

Student Need (formerly: Rationale)

Understanding and feeling one's personal value is an important internal asset for adolescents. While related, personal value is not the same as self-confidence or even self-esteem. When students understand that their value is something that everyone has and is limitless and is not attached to their attributes, achievements, popularity, or a number of other factors, they naturally become less **judgmental** of self and others. They are more likely to try something new, believe that they can be successful, be optimistic and have ambitions. They are more likely to stand by their convictions and beliefs and not be swayed by others. They are also more likely to be able to handle disappointments and discouragements that are a natural part of life. With a developing understanding of personal value people can often give up negative judgements of self and others, creating an environment less impacted by unhealthy and damaging comparisons. When combined with other positive traits, understanding and feeling one's personal value is an important factor in helping adolescents develop a greater sense of their identity, inspiring them to become conscientious, successful, happy young adults.

In a world where unhealthy comparisons are everywhere, social media platforms can be dangerous places. Many adolescents report having negative experiences on social media; citing cyberbullying/victimization, destructive peer relationships, and impacts on mental health and well-being as the primary reasons. Pressures to compete, fit in, or to measure up in so many ways, often leave our youth feeling empty, alone and worthless.

Personal value is understood and felt through connection. Activities and projects that facilitate deep connection can assist individuals in experiencing their personal value. Creating connection with self, peers, family, community and nature is a significant and powerful way to grow a sense of one's indisputable self-worth.

Developing Personal Value 15- 25-35 is a course series designed to assist with an observed and growing need. These courses teach students that they have infinite personal value. Through working with others and self students learn how to understand and feel "personal value". A sense of personal value is foundational to a mindset that welcomes possibility.

Scope and Sequence (formerly: Learner Outcomes)

1. Our personal value is inherent and infinite. It cannot be grown or diminished.
2. While we cannot grow our personal value, we can discover it through connection.
3. While we cannot diminish our personal value, we can lose sight of it through disconnection.
4. Feeling and understanding our personal value opens up possibilities.

Guiding Questions (formerly: General Outcomes)

- 1 What does it mean to have inherent and infinite value?**
- 2 How does connection help us come to feel and understand our infinite value and that of others?**
- 3 How does disconnection limit our ability to feel and understand our personal value?**
- 4 How do moods limit our capacity to feel and understand our personal value and that of others?**
- 5 How do comparisons limit our capacity to feel and understand our inherent personal value and that of others?**
- 6 How does social media limit our capacity to feel and understand our inherent personal value and that of others?**
- 7 How does shame limit our capacity to feel and understand our inherent personal value and that of others?**
- 8 What possibilities open up to us when we feel and understand our personal value?**
- 9 How does vulnerability allow us to give away shame and create capacity to feel and understand our inherent personal value and that of others?**

Learning Outcomes (formerly: Specific Outcomes)

1 What does it mean to have inherent and infinite value?	15-5 25-5 35-5
1.1 Describe personal value as something all people possess.	X
1.2 Describe personal value as infinite for all people.	X
1.3 Explain why personal value cannot be grown or diminished.	X
1.4 Identify the impact that understanding and feeling one's personal value would have on their lives.	X
1.5 Discuss the meaning of having inherent and infinite value	X
1.6 Reflect on the value of personal perspectives	X
1.7 Explain why it is difficult to sometimes see that personal value is something all people possess.	X
1.8 Explore ways that people mistakenly try to increase their personal value.	X
1.9 Analyze how we allow people's choices, successes, or failures to cloud our ability to see their value.	X
1.10 Express, reflect, and celebrate the diversity, uniqueness, and potential of self and others.	X

2 How does connection help us come to feel and understand our infinite value and that of others?	15-5 25-5 35-5
2.1 Define connection as it pertains to relationships.	X
2.2 Discuss how connection is strengthened through emotional bonds, personal interactions, and mutual experiences.	X
2.3 Discuss how positive relationships create desirable connections.	X
2.4 Recognize caring and supportive positive relationships.	X
2.5 Identify connection as a way to discover their personal value.	X

2.6 Identify ways to feel and understand their personal value through connection with self, peers, mentors, family, community, nature, and heritage.	X
2.7 Discuss how social media can facilitate connection	X
2.8 Design and carry out personal opportunities to create connection with self, and two additional connections with the following: peers, mentors, family, community, nature, and culture.	X
2.9 Describe their growing sense of personal value through connection with self, peers, mentors, family, community, nature, and culture.	X
2.10 Design and carry out a plan to use social media to create positive connection with others.	X
2.11 Explain how empathy, nonjudgment, and selflessness open their capacity to believe that all people have infinite value.	X
2.12 Practice empathy, nonjudgment, and selflessness utilizing a variety of methods	X
2.13 Explain how empathy, nonjudgment, and selflessness nourishes other people's sense of their own personal value.	X
2.14 Design and carry out personal opportunities to nurture other people's sense of their own personal value.	X

3 How does disconnection limit our ability to feel and understand our personal value?	15-5 25-5 35-5
3.1 Define disconnection as it relates to relationships.	X
3.2 Discuss how connection is lost through closing off, neglect, inaction, or offense	X
3.3 Identify times in their lives where they have felt valued and devalued	X
3.4 Recognize that it is natural that their sense of personal value fluctuate with the situations of their lives.	X
3.5 Discuss that disconnection limits our ability to feel and understand our personal value.	X
3.6 Discuss how connection can be retained or reestablished through effort and maintenance.	X

3.7 Explain how they have been impacted by disconnection yet still sought for connection.	X
---	---

4 How do moods limit our capacity to feel and understand our personal value and that of others?	15-5 25-5 35-5
4.1 Identify ways that negative moods create disconnection.	X
4.2 Acknowledge that negative moods do not need to last forever.	X
4.3 Accept that while there is a reason for a negative mood, remaining there is still a choice.	X
4.4 Identify a variety of ways to manage negative moods.	X
4.5 Evaluate a variety of ways to manage negative moods.	X
4.6 Listen to students with empathy, non-judgement, and openness	X

5 How do comparisons limit our capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
5.1 Recognize that comparison that attaches negative value to people's differences is destructive	X
5.2 Identify comparisons that create disconnection.	X
5.3 Reflect on personal comparisons that are destructive and notice their negative impact	X
5.4 Notice destructive personal comparisons and develop strategies to manage them.	X
5.5 Positively and publicly regard others' attributes, abilities and contributions.	X
5.6 Recognize and encourage others in their efforts to be inclusive, kind, generous, and authentic.	X

6 How does social media limit our capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
6.1 Identify and discuss how social media impacts the way they see themselves	X

6.2 Identify and discuss how social media creates disconnection	X
6.3 Identify and discuss how to use social media to create positive connection	X
6.4 Experience and reflect on intentional time away from social media	X
6.5 Identify ways they will use social media to create positive connections	X
6.6 Demonstrate the use of social media to create positive connections	X
6.7 Identify ways they will use social media to involve others in creating positive connections	X
6.8 Demonstrate the use of social media to involve others in creating positive connections	X

7 How does shame limit our capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
7.1 State that shame is the intensely painful feeling of believing that something we've experienced, done, or failed to do makes us flawed and unworthy of love and connection.	X
7.2 State that guilt is a feeling of remorse because something we have done or failed to do is not consistent with our beliefs and values.	X
7.3 Comprehend that shame undermines feelings of value and causes people to want to hide, preventing change or resolution	X
7.4 Comprehend that guilt is an acknowledgement that empowers change or resolution	X
7.5 Reflect on times when they have felt shame.	X
7.6 Reflect on times when they have felt guilt.	X

8 What possibilities open up to us when we feel and understand our personal value?	15-5 25-5 35-5
8.1 Reflect and share current feelings of personal value	X

8.2 Identify and share possibilities they can see for themselves	X
--	---

9 How does vulnerability allow us to give away shame and create capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
9.1 Recognize vulnerability as allowing themselves to be seen.	X
9.2 Evaluate vulnerability as a way to be authentic and to facilitate connection.	X
9.3 Accept that vulnerability requires emotional risk, exposure, uncertainty, and can be a measurement of courage.	X
9.4 Recognize vulnerability as a way to give away shame.	X
9.5 Consider their own feelings of shame and explore ways to let them go.	X

Facilities or Equipment

Facility

No required facilities specified.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources specified

Sensitive or Controversial Content

Learning about factors that create disconnection within our lives invites personal introspection and sharing of past experiences. Specifically, learning about personal moods, the effects of destructive comparisons, shame, and vulnerability can invite students to share things that require sensitivity and follow-up. These can be potentially difficult things for students to re-experience or to hear.

Issue Management Strategy

To mitigate these potential issues, teachers will:

- Create a safe environment that encourages appropriate sharing.
- Frame what students become aware of in positive ways and help students to see how their past experiences have created significant awareness. This awareness can empower their future choices.
- Teach, model, and expect confidentiality.
- Model and teach appropriate personal sharing.
- Provide opportunities for students to debrief and receive support such as school counsellors, parents, and community agencies.

Health and Safety

No health and safety issues identified.

Risk Management Strategy

No risk management strategy needed.

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

Physical Education K-12

Identified Overlap/Similarity

Both the Physical Education K-12 curriculum and the Developing Personal Value curriculum include elements of wellness.

Both the Physical Education K-12 curriculum and the Developing Personal Value curriculum invite students to consider the effects of media and peer influences on themselves.

Both the Physical Education K-12 curriculum and the Developing Personal Value curriculum contain elements of communication, teamwork, and leadership.

Reasoning as to Why Locally Developed Course is Necessary

The wellness focus within the Physical Education curriculum is specific to the context of physical activity and its influence on wellness. Whereas the wellness sought through participation in the Developing Personal Value curriculum is more specific to the context of thoughts and emotions and their influence on wellness. The Physical Education K-12 Curriculum lists learning outcomes around communication and team work (e.g. interact positively with others, demonstrate fair play, contribute to teamwork, etc.)

Within the PE curriculum, media consideration is specific to body image whereas within the Developing Personal Value curriculum, students explore a broader range of the effects that media and peer influences have on them. Additionally, within the Developing Personal Value courses, students also explore the reasons why media and peers have an influence on them and consider how an understanding of the why can help them to gain more ability to manage that influence.

Within the Physical Education curriculum the elements of communication, teamwork, and leadership are taught or practiced explicitly and are outcomes in themselves. Within the Developing Personal Value curriculum, communication, teamwork, and leadership as learned in PE are extended as students use them to deepen their understanding of their own personal value and that of others.

Provincial Courses with Overlap and/or Similarity

Health and Life Skills K-9

Identified Overlap/Similarity

There is some similarity between the Developing Personal Value course and some of the Wellness outcomes found within the Health and Life Skills K-9 course series.

Reasoning as to Why Locally Developed Course is Necessary

.

The Developing Personal Value course series extends the learning that students have experienced in the Health and Life Skills curriculum. Within the Health and Life Skills curriculum, developing wellness in ones' life is an overarching intention. Wellness is a broad topic with many factors contributing to it. One of the factors contributing to wellness is understanding and feeling one's personal value. This is a unique concept within the Developing Personal Value courses, which intend to add yet more tools to students' repertoire as an extension of learning in the Health and Life Skills curriculum.

Provincial Courses with Overlap and/or Similarity

.

Career and Life Management
Identified Overlap/Similarity

.

The Developing Personal Value curriculum has some similarities to the Personal Choices General Outcome in the Career and Life Management curriculum.

Reasoning as to Why Locally Developed Course is Necessary

.

The Developing Personal Value course series extends the learning that students have experienced in the Health and Life Skills curriculum. Within the Career and Life Management curriculum an emphasis on making choices that help individuals develop wellness is evident. Similarly, choices and wellness are found within the Developing Personal Value curriculum. However, a focus on learning about personal value and its relationship to wellness is unique to the Developing Personal Value course series.

Provincial Courses with Overlap and/or Similarity

.

Career and Technology Studies: The Recreation Leadership courses were reviewed. Slight similarity was found between Sport Psychology 1 and 2 and the Developing Personal Value courses.

Identified Overlap/Similarity

.

Both Sport Psychology and Developing Personal Value touch on principles of psychology such as beliefs, emotions, self-talk.

Reasoning as to Why Locally Developed Course is Necessary

.

Within the Sport Psychology courses, principles of psychology are applied specifically to help students learn how to perform better in sporting pursuits. Whereas within the Developing Personal Value courses, principles of psychology are specifically connected to helping students develop patterns of discovering their own personal value and that of others.

Provincial Courses with Overlap and/or Similarity

.

The Career and Technology Studies: Health, Recreation & Human Services Cluster-Community Care Services courses were reviewed and no overlap was found.

Identified Overlap/Similarity

.
No overlap or similarity.

Reasoning as to Why Locally Developed Course is Necessary

.
No overlap or similarity

Provincial Courses with Overlap and/or Similarity

.
Other Career and Technology Studies courses reviewed for overlap or similarity: Business Administration, Finance & Information Technology; Media, Design & Communication Arts; Natural Resources: Trades, Manufacturing & Transportation; and Career Transition clusters .
Identified Overlap/Similarity

.
No overlap or similarity was found between the Developing Personal Value course series and the Business Administration, Finance & Information Technology; Media, Design & Communication Arts; Natural Resources: Trades, Manufacturing & Transportation; and Career Transition clusters.

Reasoning as to Why Locally Developed Course is Necessary

.
No overlap or similarity was found between the Developing Personal Value course series and the Business Administration, Finance & Information Technology; Media, Design & Communication Arts; Natural Resources: Trades, Manufacturing & Transportation; and Career Transition clusters.

Provincial Courses with Overlap and/or Similarity

.
Aboriginal Studies 10-20-30 were reviewed for overlap or similarity with the Developing Personal Value course series. While both courses seek to help students appreciate diversity, the learning within Aboriginal Studies is very specific to the context of Aboriginal history and world views whereas the learning within Developing Personal Value is more general in scope. A desirable outcome from both courses is a recognition of marginalized peoples, but the learning outcomes to achieve this recognition are very different from one another.
Identified Overlap/Similarity

.
No overlap or similarity was identified.

Reasoning as to Why Locally Developed Course is Necessary

.
No overlap or similarity was identified.

Provincial Courses with Overlap and/or Similarity

.
The Social Sciences program of study was reviewed for overlap or similarity. Specifically, Philosophy 20-30, Psychology 20-30, and Sociology 20-30 were courses where overlap may have been found. No overlap was found, however.

Identified Overlap/Similarity

.

Within already established provincial curriculum, the treatment of philosophy, psychology, and sociology are specific to the academic study of these disciplines. Whereas within the Developing Personal Value course series, philosophical, psychological, and sociological principles are scattered throughout the learning opportunities, the specific study of these principles is not the intent or practice. The study of personal value and an exploration of the ways we can discover it or hide it is the overall intent of the Developing Personal Value course series. No overlap was found.

Reasoning as to Why Locally Developed Course is Necessary

.

No overlap was found

Locally Developed Courses with Overlap and/or Similarity

.

Developing Personal Integrity

Identified Overlap/Similarity

.

Developing Personal Integrity and Developing Personal Value may seem to have similar content in that both courses explore human motivation, patterns, and connection. However, the subject of the courses is vastly different from one another. In the Developing Personal Integrity course series, students develop a framework of personal reflection, developing awareness, and making change. In the Developing Personal Value course series the focus will be on the infinite personal value that is inherent within us all, how it can be discovered, and how we can overcome those barriers to feeling and understanding it. Learning specifically about the concepts of connection, disconnection, moods, vulnerability, and shame is found within the Developing Personal Value curriculum. These concepts are not a part of the Developing Personal Integrity curriculum.

.

The outcomes between these courses contain no overlap.

Reasoning as to Why Locally Developed Course is Necessary

.

No overlap was found.

Locally Developed Courses with Overlap and/or Similarity

.

Building Communities of Hope

Identified Overlap/Similarity

.

Both Building Communities of Hope and Developing Personal Value seek to help students develop overall well-being.

Reasoning as to Why Locally Developed Course is Necessary

.

The Building Communities of Hope curriculum is very specific to the concept of “hope” and the

creation of hope in students' lives. In Developing Personal Value, hope may be developed as students come to better understand their inherent value and that of others. However, the concept of hope is not taught in Developing Personal Value.

Locally Developed Courses with Overlap and/or Similarity

.

Positive Psychology Identified Overlap/Similarity

.

The Positive Psychology course and Developing Personal Value course series both recognize the importance of mental health instruction for students and seek to help students develop tools for living meaningful lives. However, these similarities are broad goals for these courses, as with many other courses.

Reasoning as to Why Locally Developed Course is Necessary

.

The similarities between these courses end with their similar intentions to address mental wellness and to help students develop tools for living meaningful lives. The approach within each of these courses is very different from one another. The Positive Psychology course is very specific to the discipline of positive psychology along with a focus on related researchers within that specific field. The application of outcomes within the Positive Psychology course helps students move toward developing a growth mindset, but within the framework of positive psychology: focus, determination, and optimism. While growth is certainly a part of the Developing Personal Value curriculum as well, growth is the desired outcome of all Alberta Education courses. Furthermore, the concept of growth in Developing Personal Value may be a related outcome, but is not specifically part of the learning found within this course.

Locally Developed Courses with Overlap and/or Similarity

.

Mental Health Literacy Identified Overlap/Similarity

.

The Mental Health Literacy course deals mainly with mental health disorders. Mental health disorders are not within the scope of Developing Personal Value.

Reasoning as to Why Locally Developed Course is Necessary

.

No overlap and/or similarity noted.

Locally Developed Courses with Overlap and/or Similarity

.

Social Literacy Identified Overlap/Similarity

.

The Social Literacy course series teaches students specific skills in communication, developing relationships, and conflict management. These are important processes or skills that would assist students to engage in the Developing Personal Value courses. However,

these processes and skills are part of the teaching methodology that one might employ to teach Developing Personal Value, they do not represent the learning outcomes of the course.

Reasoning as to Why Locally Developed Course is Necessary

.

No overlap between Social Literacy and Developing Personal Value is noted.

Locally Developed Courses with Overlap and/or Similarity

.

Leadership, Character, and Socially Responsibility.

Identified Overlap/Similarity

.

No overlap identified.

Reasoning as to Why Locally Developed Course is Necessary

.

No overlap identified.

Student Assessment

No required student assessments

Course Approval Implementation and Evaluation

No specific processes



INFORMATION REPORT

DATE: Dec. 14, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Bullying Awareness and Prevention Week

ORIGINATOR: Marcus Reed, Director, Specialized Supports, Supports for Students

RESOURCE STAFF: Tamia Richardson, Consultant, Supports for Students

REFERENCE: Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments
Administrative Procedure 311: Welcoming, Caring, Respectful and Safe Learning Environments for Students

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Positive learning and working environments

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

ISSUE:

That the Board of Trustees receives for information the Bullying Awareness and Prevention Week report.

BACKGROUND:

Bullying Awareness and Prevention Week is an annual event to promote awareness and understanding of bullying and its consequences in the school community.

Responsibilities for students, parents and boards to ensure schools offer welcoming, safe, caring and respectful environments to both students and staff are enacted in legislation. In accordance with Section 35 of the *Education Act*, schools recognize Bullying Awareness and Prevention Week during the third week of November each year.



INFORMATION REPORT

CURRENT SITUATION OR KEY POINT:

- School staff, students, parents, and community partners all have a role in creating and maintaining welcoming, caring, respectful, and safe learning environments in our schools.
- Awareness and adult intervention are key to bullying prevention.
- Efforts to create welcoming, caring, respectful, and safe school environments are ongoing at our schools, but by recognizing Bullying Awareness and Prevention Week we have opportunity to bring attention to the importance of positive and healthy relationships in our schools and communities.

ATTACHMENT:

1. Summary of Bullying Awareness and Prevention Week Activities by School

MR:clp

School	Bullying Awareness and Prevention Week Activities
ALH	<p>The theme of the week is: Make a Noise About Bullying. For this week, we are concentrating on kindness and paying kindness forward.</p> <p>Monday Odd Socks Day</p> <ol style="list-style-type: none"> 1. Wear Mismatched Socks <ul style="list-style-type: none"> - Choose socks that don't match in colour, pattern, etc. - Shows that it's OK to be different and stand up to bullying and discrimination. - Promotes diversity and inclusion. 2. Design your Own Socks <ul style="list-style-type: none"> - Make your own mismatched socks. Add kind words/words of encouragement. - Put on lockers when completed. <p>Friday Friendship Friday</p> <ol style="list-style-type: none"> 1. Complete the Friendship Scavenger Hunt with Buddy Class or Homeroom <p>Throughout the week:</p> <p>Announcements</p> <ul style="list-style-type: none"> - What is bullying? - What should you do if you see someone being bullied? - What should you not do if you see someone being bullied? - How can you help when someone is being bullied? <p>Kindness Nominations</p> <ul style="list-style-type: none"> - Nominate/recognize someone being kind to you or others. Fill out the form in the office. Each day, someone will be chosen for a prize on announcements. <p>Kindness Challenge</p> <ul style="list-style-type: none"> - Students will be given a challenge/task showing kindness each day. <p>Restorative Circles</p> <ul style="list-style-type: none"> - Here are some questions you could use during this time: - What is the kindest thing someone has ever done for you? - How do you feel when you do something kind? - How can you encourage others to be kind? - Why is it important to be kind to yourself and others? - What brightens your day? - What do you think kindness teaches people? <p>Colouring sheets with Anti-bullying messaging to put up around the school.</p> <p>Videos</p> <ul style="list-style-type: none"> - Colour Your World with Kindness video - Kindness Boomerang

AJS	<p>AJS marks Bullying Awareness and Prevention Week with Student Council sending out positive, hopeful messages via Instagram, markers on mirrors and treats. As well Saffron Centre is coming out on Wednesday and Thursday to give a presentation, "Learning about Trauma" to our junior high students.</p>
AEL	<p>Week plan: adding a daily topic in daily student video announcements. Admin and counsellor read a book about friendship, courage to speak up, saying no and being kind. (Courage by Bernard Waber, Stick and Stone, Beth Ferry and Tom Lichtenheld, Dépareillés par Marie-Francine Hébert et Geneviève Després, Friendship Tug-of-war Erianna Winnett, Cliques just don't make cents by Julia Cook, Bully Beans by Julia Cook among others.</p> <p>Resources for staff: For administration and teachers: Bullying awareness tip sheet for teachers Bullying in schools guidelines for intervention and prevention</p> <p>Resources Division 1: Teasing vs Bullying Tip sheet Kindness Catcher Tattling vs reporting Tattling or asking for help</p> <p>Division 2 : Bullying Fact Sheet Healthy relationships fact sheet</p>
BFH	<p>Bullying Awareness Week Plan</p> <p>November 13th – - School Announcements</p> <p>November 14 – - Odd Socks Day - Odd Socks Day is a fantastic annual event that serves as a symbol of celebrating diversity and promoting inclusion. It encourages people to wear mismatched socks as a lighthearted and symbolic gesture, reinforcing the idea that being different is something to take pride in.</p> <p>November 15 - Anti – Bullying week resource kit shared with teachers.</p> <ul style="list-style-type: none"> • Includes lesson ideas and themes <p>November 16th - Board Games In The Library</p> <p>November 17th - Facey Color Friday</p>

- Wearing school colors to fight bullying can be a powerful and unifying way to promote a sense of belonging and togetherness within a school community

BWD

MONDAY

This week is Bullying Awareness Week in EIPS. This week we are doing “Catch Bobcats Being Kind”. Your teachers all have slips of paper and when you see a Bobcat going above and beyond and being kind, thoughtful and helpful, ask your teacher for a card, fill it out and drop it off at the office. At the end of each day, we will draw for some Brentwood swag.

Is it rude, mean or bullying?

TUESDAY

When you see bullying, what can you do?

<https://pacerkidsagainstbullying.org/how-can-you-help/if-you-see-bullying/>

Click on the “download printable version” and use this like an interview format.

Remember we are “Catching Bobcats Being Kind”. When you see a Bobcat going above and beyond and being kind, thoughtful and helpful, ask your teacher for a card, fill it out and drop it off at the office. At the end of each day, we will draw for some Brentwood swag.

Tomorrow we will talk about what to do if you are being bullied. And remember on Friday, we will all wear hats to show our commitment to “putting a cap on bullying.”

WEDNESDAY

If you are being bullied, what can you do?

<https://pacerkidsagainstbullying.org/are-you-a-target/if-you-are-a-target/>

Click on the “download printable version” and use this like an interview format.

Remember we are “Catching Bobcats Being Kind”. When you see a Bobcat going above and beyond and being kind, thoughtful and helpful, ask your teacher for a card, fill it out and drop it off at the office. At the end of each day, we will draw for some Brentwood swag.

Tomorrow we will talk about what to do if you are the bully. And remember on Friday, we will all wear hats to show our commitment to “putting a cap on bullying.”

THURSDAY

If you are bullying, what can you do?

<https://pacerkidsagainstbullying.org/do-you-bully/if-you-are-bullying/>

Click on the “download printable version” and use this like an interview format.

	<p>Remember we are “Catching Bobcats Being Kind”. When you see a Bobcat going above and beyond and being kind, thoughtful and helpful, ask your teacher for a card, fill it out and drop it off at the office. At the end of each day, we will draw for some Brentwood swag.</p> <p>Remember for tomorrow, we will all wear hats to show our commitment to “putting a cap on bullying.”</p> <p><u>FRIDAY</u></p> <p>Today we are all wearing hats to “put a cap on bullying.” All week long we have been learning about what to do if we see bullying, what to do if we are being bullied and what to do if we are the person doing the bullying. Here at Brentwood, all Bobcats are committed to ending bullying and making our school safe and inclusive for everyone.</p> <p>Today is our last day of “Catching Bobcats being Kind” so remember to fill out a card when you see a Bobcat going above and beyond and being kind, thoughtful and helpful.</p> <p>https://www.pacer.org/bullying/classroom/elementary/ele-starting-the-discussion.asp</p>
BRU	<ul style="list-style-type: none"> - Daily announcements - Positive notes on peer and staff lockers - Storybook linked activities for K-3 and 4-6 <p>Use of videos and materials from the Anti-Bullying Alliance</p>
CBN	<ol style="list-style-type: none"> 1. Start of the week/ Monday: Odd sock day to celebrate our differences 2. Rest of week: teachers choose 2 activities to do with their students from the list (teachers can add and share more ideas if they have any): <ul style="list-style-type: none"> - Friendship Fries - Give a Compliment Card to 2 or 3 classmates - Sticky notes Activity on lockers - Sharing Circle with class - A Wrinkled Heart Activity - Read a book and discuss: Be Kind (in English), Kindness is my Superpower (in English), Tout mélangé (lu en français par la conseillère) - Art project with complementary colours to accompany book <i>Tout mélangé</i>

CLB	<ol style="list-style-type: none"> 1. 1. Bully Awareness and Prevention Week Kickoff: Get the Facts Every Morning campaign via announcements 2. Words of Affirmation initiative – each student locker will have words of affirmation added for school wide display. 3. School Presentation from Constable Matlock about cyber security, ensuring personal safety, and treating peers with respect via social media and one to one electronic communications. 4. Bully Awareness and Prevention Week Health Lessons delivered for all grades.
DCE	<p>Daily info about bullying awareness on the announcements</p> <ol style="list-style-type: none"> 2. Information for parents in the school newsletter 3. Storybook linked activities and discussion questions for each division focusing on empathy building, bullying awareness and social dynamics 4. Video and discussion about the buddy bench and how to use it at our school on the morning announcements
EPE	<ul style="list-style-type: none"> • Announcement at the beginning of the week to explain what the week was about • Many role plays throughout the week as to what student could do/say if they find themselves in a negative situation – prompted by a video • We watched video clips defining the difference between bullying and mean behaviour <p>At EPE we have Saffron come in and present to each division. They talk about boundaries and kindness with the younger kiddos (Div 1) and Internet safety with the older groups (Div 2). This presentation was delayed this year but is still going to occur.</p>
FRH	<p>BIONIC Lesson and activity</p> <p>Cyberbullying</p> <p>Activity</p> <p>Slides</p> <p>Positive Message Murals</p> <p>Odd socks Day”</p> <p>Getting to know each other, Hot Chocolate Morning</p> <p>SAFFRON will be in for a lunch and learn that week</p>

<p>FSC</p>	<p>Fort Saskatchewan Christian school has a variety of plans for Bullying Awareness and Prevention Week. Prior to the week, students were invited to submit anonymous real-life situations to our Assistant Principal, “Dear Abby” style. Every day of the week during Bullying Awareness week, our Principal and Assistant Principal will answer one of the questions during the morning announcements.</p> <p>Another initiative we are undertaking is school wide circles (K-9) that will have all students learn about solving interpersonal problems by coming together in a circle, following the restorative practices model. The story “The Sharing Circle,” by Theresa Larsen-Jonasson, will help illustrate the power of sharing in a circle to help understand the feelings’ of others and bring people together.</p> <p>To wrap everything together, our Chaplain will be recording a devotion to share in classrooms that focuses on addressing bullying in a caring, Christ-like way.</p>
<p>FSE</p>	<ul style="list-style-type: none"> - Daily Announcements - Daily Kindness Challenge & Kindness Nominations - Daily Social Media Posts - Daily Presentation with Info & Linked Videos for Students - Admin Team will Read to All Classes throughout Week - Odd Socks Day – Monday - Rock Your Mocs – Wednesday - Friendship Friday & PJ Day – Friday ● Additional Activities and Resources Sent to Staff for Classroom Use
<p>FHS</p>	<p>Fort Saskatchewan High will be Taking a Stand Against Bullying through a variety of activities that promote kindness, inclusion and acceptance.</p> <ul style="list-style-type: none"> ● To start off the day, music will be chosen for the warning bells that promotes bullying prevention and acceptance ● The Leadership class has prepared a display board promoting daily activities that students can participate in to bring awareness to Bullying Prevention. ● Monday morning will begin with a video bringing awareness to Bullying Prevention week and student will be encouraged to create a short narrative, poem, song, rap or create a piece of art to describe a perfect school environment without bullying. Possible contest that will close on Friday. ● Tuesday is promotion acceptance through Odd Socks Day - Kahoot at lunch ● Wednesday students will sign a pledge that will be posted on the display board ● Thursday the GSA club is hosting an awareness activity. ● Friday the FNMI group is hosting an activity. <p>Information about bullying prevention week has gone out to parents and students in</p>

	the newsletter and is being promoted in announcements and posters in the school.
FTV	-Daily Announcements -Lessons with read aloud and conversations offered to teachers -Kindness bulletin board
GLN	Theme – Kind All the Time Monday: encourage students and staff to wear mismatched socks as a way to celebrate what makes us all unique. Optional book or video and activity suggestions for elementary students related to celebrating our uniqueness. Tuesday: Introduce Kindness BINGO challenge. Teachers collect BINGO sheets from students when they are completed. I will distribute prizes the following week. Wednesday: Kick off for Food Drive. Present secret mission project to participating classes. Students will receive a secret mission to complete on Friday related to kindness. Thursday: Division 1 Assembly Friday: M & M Guessing Game to demonstrate how our peers influence our decisions & participating classes complete their kindness missions
HHE	Morning announcements – Monday to Friday that promote awareness and prevention. Information shared with teachers and staff via email, during staff meetings, and in weekly newsletter. Information shared with parents via weekly newsletter. given to Teachers about bullying and resources. Information and educational resources No time for that https://www.ntft.ca/ Video clip for teachers to share with students and/or with parents if they feel appropriate https://www.youtube.com/watch?v=6442YcvEUH8 https://www.bullyingcanada.ca/get-help/ https://www.alberta.ca/bullying-awareness-week.aspx Various resources and supports, including prevention tools, are found on this page. The information sheets below are provided on the website:

Bullying Prevention in Sports
Bullying Prevention Strategies for Adults
What Adults Can Do to Prevent and Stop Bullying
Cyberbullying
Fact Sheet: Healthy Relationships
Homophobic Bullying Prevention Tips for Parents
Homophobic Bullying Prevention Tips for Youth
Respecting Aboriginal Peoples
Respecting Cultural Diversity
Transphobic Bullying
What Adults Can Do to Prevent and Stop Bullying

[myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=uf4870]myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=uf4870

[alberta.ca/gay-straight-alliances.aspx]alberta.ca/gay-straight-alliances.aspx
Various resources and supports, on how to promote welcoming, caring, respectful and safe schools for LGBTQ2S+ students and their allies. The following information is provided on the website:

<https://www.alberta.ca/bullying-awareness-week.aspx>

Bullying information helpline for parents and teachers by the Alberta Government.

What bullying is. (Bullying is repeated, intentionally mean and based on a power imbalance)

What is not bullying. (teasing, conflict, rudeness or meanness)

Who to tell, how to get help (prompts for seeking help from adults/peers, online and phone resources for children/youth)

Bullying - Get Help

Bullying Prevention

alberta.ca/bullying.aspx

[healthycanadians.gc.ca/security-securite/violence/learn-about-renseignez-vous/types/bullying-intimidation/index-eng.php]healthycanadians.gc.ca/security-securite/violence/learn-about-renseignez-vous/types/bullying-intimidation/index-eng.php

Information about bullying and bullying prevention programs are found on this page.

[getcybersafe.gc.ca/cnt/rsks/nln-ctvts/scl-ntwrkng-eng.aspx]getcybersafe.gc.ca/cnt/rsks/nln-ctvts/scl-ntwrkng-eng.aspx

Online safety tips are provided from the Government of Canada.

[needhelpnow.ca]needhelpnow.ca

Need Help Now

This site helps teens stop the spread of sexual pictures or videos and provides support along the way.

[rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm]rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm

The RCMP has a page with information about bullying, the legal impacts, and what you can do.

[kidshelpphone.ca/search?keys=Bullying]kidshelpphone.ca/search?keys=Bullying

Kids Help Phone

The info booth has information about what bullying is and some strategies that can help you if you are being bullied at school or in your community. You'll also learn about what to do if you've witnessed bullying, or if you are bullying others.

[prevnet.ca/]prevnet.ca/

Prevnet

Prevnet has provided spaces for both kids and teens to help those affected by bullying.

Information for Parents to be circulated via HHE's newsletter and/or other social media means

Media Smarts

Parents can learn about cyberbullying and ways to protect their child from Media Smarts.

[mediasmarts.ca/cyberbullying/cyberbullying-overview]mediasmarts.ca/cyberbullying/cyberbullying-overview

Online safety tips are provided from the Government of Canada.

[getcybersafe.gc.ca/cnt/rsks/nln-ctvts/scl-ntwrkng-eng.aspx]getcybersafe.gc.ca/cnt/rsks/nln-ctvts/scl-ntwrkng-eng.aspx

Need Help Now

This site helps teens stop the spread of sexual pictures or videos and provides support along the way.

[needhelpnow.ca]needhelpnow.ca

The RCMP has a page with information about bullying, the legal impacts, and what you can do.

[rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm]rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm

Prevnet

Prevnet aims to educate about and prevent bullying across Canada.

[prevnet.ca/bullying]prevnet.ca/bullying

Canadian Red Cross

Information for parents, youth, educators, and First Nations Communities about bullying is provided by Canadian Red Cross.

[redcross.ca/how-we-help/violence--bullying-and-abuse-prevention]redcross.ca/how-we-help/violence--bullying-and-abuse-prevention

Recommended Resource List, can be shared with students and parents

The Bully, the Bullied, and the Not-So Innocent Bystander : From Preschool to High School and Beyond : Breaking the Cycle of Violence and Creating More Deeply Caring Communities

Barbara Coloroso (2015)

Bullying No More : Understanding and Preventing Bullying

Kimberly Mason (2013)

Bullying No More offers parents techniques to recognize and understand bullying. Prevention and intervention strategies are also presented.

	<p><i>Hey, Back Off! : Tips for Stopping Teen Harassment</i> Jennie Withers (2011)</p> <p><i>It Gets Better : Coming Out, Overcoming Bullying, and Creating a Life Worth Living</i> Dan Savage (2012)</p> <p>Written for LGBT youth, this collection of essays and stories offers encouragement for those who are being bullied.</p> <p><i>Bystander Power : Now with Anti-Bullying Action</i> Phyllis Goodstein (2012)</p> <p>This middle grade guide utilizes cartoons and humor to teach kids how to safely stand up against bullying and support kids who are targeted.</p> <p><i>Confessions of a Former Bully</i> Trudy Ludwig (2010)</p> <p>In this story about Katie, a reformed bully, kids are provided with real life tools they can use to identify and stop relational aggression.</p> <p>Video clip for teachers to share with students and/or with parents https://www.youtube.com/watch?v=6442YcvEUH8</p>
JMW	<p>At James Mowat Elementary School we will be meeting as a whole school during our weekly circles to learn about the definition of bullying and to brainstorm behaviours that are uplifting to others. Teachers will follow up with a classroom lesson on Banter vs. Bullying (Grade 3-6) and If You See Bullying (Grade 1-2). On Wednesday, November 15th we will wear odd socks to celebrate our diversity. Students and staff are invited to wear odd socks to promote acceptance and kindness. Students will also decorate an odd sock to display in the school with the message, "Celebrate what makes us unique."</p> <p>Banter vs. Bullying lesson and presentation (grade 3-6)</p> <p>https://pacerkidsagainstbullying.org/how-can-you-help/if-you-see-bullying/ (1-2)</p>
LHS	-Daily Announcements

	<p>-Affirmations around the school/on lockers</p> <p>-Student led poster making to raise awareness</p> <p>-school wide activity: write as many ways as possible to spread kindness in 2 minutes, class with most ideas wins a prize</p> <p>-Friendship bracelets at lunch</p> <p>-kindness delivered to staff (different kinds of sweets).</p>
LLR	<p>Theme – Kind All the Time</p> <p>Monday: encourage students and staff to wear mismatched socks as a way to celebrate what makes us all unique. Optional book or video and activity suggestions for elementary students related to celebrating our uniqueness.</p> <p>Tuesday: Introduce Kindness BINGO challenge. Teachers collect BINGO sheets from students when they are completed. I will distribute prizes the following week.</p> <p>Wednesday: Present secret mission project to participating classes. Students will receive a secret mission to complete on Friday related to kindness.</p> <p>Friday: M & M Guessing Game to demonstrate how our peers influence our decisions & participating classes complete their kindness missions</p>
LME	<p>The Juice Box Bully read to each class and related Upstander activities during buddy reading library time</p> <p>Friendship Soup</p> <p>Lions’ Way tickets for upstander/kind/inclusive behaviours</p>
MHV	<ul style="list-style-type: none"> ● Facts surrounding bullying each morning during Bullying Awareness Week ● Each day will involve a definition of areas relevant to bullying. ● The bully, the bullied and the bystander ● As well, we will highlight ways to get help and adults we can talk to ● Specific activities will be provided to our staff as an optional supplement to our morning messages on announcements. ● Resources will be provided in our Counsellor Connection newsletter for parents surrounding bullying as well. ● Monday: Introduction and Definition of What bullying is and What it is not. ● Tuesday – Definition of what is a bully and the damage of bullying behavior. ● Wednesday – Odd Sock Day to celebrate our individuality and discussion of what it looks like to be a target and where to get help. ● Thursday – Explanation of the role of the Bystander ● Friday – Celebrating Friendship Friday by talking about empathy, kindness and inclusion as well as how being good citizens is everyone’s responsibility. ● A parent’s company has been asked to donate cookies for the entire student

	body as part of our celebration
MUN	<p>Monday: Affirmation and Compliments Activity</p> <ul style="list-style-type: none"> - Sticky notes on lockers - Compliment cards to peers <p>Tuesday: Odd Sock Day</p> <p>Wednesday: Story Time/Ted Talks and discussion based on Friendship and Kindness</p> <ul style="list-style-type: none"> - Be Kind A Children's Story about things that matter - Kindness is My Superpower Read Aloud by Reading Pioneers Academy - I Wish You Happiness A Beautiful Story about Kindness & Love for Others - [HD] Pixar - For The Birds Original Movie from Pixar - Be Calm & Kind: Brooks Gibbs LIVE - YouTube - https://www.youtubeeducation.com/watch?v=BAFGypAkIGE <p>Thursday: Activities led by MHCB</p> <p>Friday: age appropriate What Would You Do Scenarios</p>
PNE	<p>Theme: Kindness Connects Us</p> <ul style="list-style-type: none"> -focusing on kindness, connection, and community -daily announcements -lessons for teachers (using read aloud “the Circles All Around Us” and “Extra Yarn”) -collaborative art project to create a bulletin with a connection/threads/textile theme
RHJ	<p>Monday- Announcement in morning announcements about the rate of Bullying specifically Cyberbullying.</p> <p>Tuesday- Teachers play movies in their classrooms at lunch to promote anti-bullying- Possible movie ideas are- “Mean Girls”, “Wonder”, “The Ant Bully”, “Cyber Bully”, “The Karate Kid”</p> <p>Wednesday- Short video and a couple of questions to be watched in first block. Possibly Pixar’s short video “ For the Birds” or another one similar to it.</p> <p>Thursday- “Mis-Matched Sock Day” Everyone is unique, show your differences in wearing 2 different socks.</p> <p>Friday- Announcement in morning Announcements about the statistics behind bullying. Or show this video as part of morning announcements https://youtu.be/O9UByLyOjBM</p> <p>In Health class we will send out the Power Point about “Bullying Vs. Banter”, and the handout with scenarios for the students to discuss.</p>

	<p>Link for the Power Point- https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Anti-Bullying%20Week%202023%20-%20Secondary%20Lesson%20PPT.pptx</p> <p>Link for the Scenarios handout- https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Anti-Bullying%20Week%202023%20-%20Secondary%20Lesson%20Handout%201%20-%20Banter%20and%20scenarios.pdf</p> <p>The librarian will feature and promote books with anti-bullying themes.</p>
SAL	<p>The Salisbury Movement has initiated a Zero-Tolerance campaign focusing on a message of love, diversity and inclusion with zero-tolerance for racism, bigotry, transphobia, hate and bullying. Salisbury’s leadership group, SAIL, is focusing on building community and creating opportunities for students to experience a sense of belonging to their school community. Messaging through our bulletin and social media sites as well.</p>
SWH	<p>School wide activities by Gr7/8/9 Leadership classes MADD Canada Presentation (Wednesday)</p> <p>Grade 7 Leadership – school bulletin boards (Safe and Caring Schools)</p> <p>Grade 8 Leadership - Positive notes on lockers, kindness challenges school wide</p> <p>Grade 9 Leadership - “Pick me up” bank, hot chocolate w messages on cups (Wednesday) Daily announcements and school wide videos sent (Thursday/Friday)</p>
SCE	<p>Safe and Caring Schools presentations given to each grade group highlighting:</p> <ul style="list-style-type: none"> • The importance of loving God and loving others (The Great Commandment, The Golden Rule). • What is bullying? • How can we be resilient? • What are some strategies to implement if you or someone else is being picked on?
SCS	<ul style="list-style-type: none"> • School “FIRST” assembly with PSA re: Making our School Safe and Caring and visit from SRO • Saffron Presentations in grade 7-9 Health classes (Healthy Relationships & Internet Safety) and HS CALM (Sexual Assault)

	<ul style="list-style-type: none"> • Daily devotions on the topic, including racism, love and reconciliation (Metis day) <p>Wednesday evening Parent Session from Saffron: Cyberworld: What Happens when Youth Press Send?</p>
SPS	<ul style="list-style-type: none"> • Themes from Anti-Bullying Alliance Make a Noise About Bullying. • There are classroom lessons with activities and little videos. Classes are encouraged to make their own videos to share between classes interviewing peers similar to the anti-bully alliance video they watched in class. • Peer reading books on kindness and friendship (junior high students reading to elementary). Social stories about kindness and friendship available in the library for all teachers to use. Wednesday we will have a combined Rock your Socks/Mocs/Crocs day to celebrate diversity and tie into indigenous studies. We will also have morning announcements.
UNC	<ul style="list-style-type: none"> • Daily Kindness announcements • Whole school assembly by Constable Kelly regarding Bullying; followed by a classroom presentation to our Grade 5s • School wide activity based on the book theme: The Empty Pot: Read by Rami Malek https://www.youtube.com/watch?v=a9K-sAKdk2Y (8:07 minutes). Students will create a flower with a positive affirmation on how to show kindness through honesty, caring for others, and how to be a good friend. Flowers will be made into a bulletin board display by our Grade 6 Leadership students. <p>Mini lessons teachers can use in their individual classroom:</p> <p>Video: Small Talk Bullies on CBC Kids</p> <p>Video: Kids Play True or False: Bullying Edition - CBC Kids</p> <p>Video: Be an Upstander</p> <p>Book: Kindness is my Superpower by https://youtu.be/6P-Y_M9q7RM?si=fhOc3PEy0dnLDWDn</p> <p>Book: A Bad Case of Tattle Tongue, Julia Cook https://vimeo.com/205971472. Accompanying lessons plans from the Anti-Bullying Alliance Primary School Pack (2023) (anti-bullyingalliance.org.uk)</p>
VJS	<p>Lunch Activities: At lunch we will have the following activities in the library:</p> <p>Nov 13 - Bullying awareness BINGO</p> <p>Nov 15 – Bullying awareness Escape Room</p> <p>OTHER Activities:</p>

	<p>Nov 14 - Scavenger hunt (around the school)</p> <p>Nov 15 - Block 1 bullying awareness trivia</p> <p>Nov 16 - Student trivia QR codes (around the school)</p> <p>ALL WEEK: Kindness nominations in the office, related to the 7 sacred teachings.</p> <p>Friendship bracelet making and exchanging. Giant friendship bracelets related to the 7 sacred teachings hung up in the hallways.</p>
<p>WBF</p>	<p>Theme - "Be Kind to yourself, then let your kindness fill the world"</p> <p>Monday</p> <ul style="list-style-type: none"> - Read "Giraffe Problems", "I'm Gonna Like Me", or "What Do You Love About Yourself" - Activities • Positive Affirmations • My Top 5 Talents • I Am Me Poem <p>Tuesday</p> <ul style="list-style-type: none"> - Read "Zero", "Spork", or "Giraffes Can't Dance" - Activities • Seeing the Positives In You! • Compliment Yourself <p>Wednesday</p> <ul style="list-style-type: none"> - Read a book about showing kindness to others (The Kindness Book – Todd Parr, Kindness is Cooler, Mrs. Ruler – Margery Cuyler, Be Kind, Pat Miller, ABC's of Kindness – Samantha Berger, Macca the Alpaca – Matt Cosgrove, What does it mean to be kind – Rana DiOrio, The Invisible Boy – Trudy Ludwig, Fill a Bucket – Carol McCloud, We're All Wonders – R.J. Palacio) - Activities • Create a Kindness calendar or Kindness challenge as a class • Starting today and for each day remaining this month, choose one random act of kindness that students should focus on for that day • Free Editable Calendar TpT <p>Thursday</p> <ul style="list-style-type: none"> - Read a book about showing kindness to others (See list above) - Activities • Be A Rainbow in Someone Else's Cloud • Kindness is... or You are Great....writing • Kindness Letters

	<p>Friday</p> <ul style="list-style-type: none"> - Read a book about showing kindness to others (See list above) - Possible activities • Book of Proof – Presented at staff meeting – Students can organize all activities they have completed throughout the week and create their own Book of Proof for when they are feeling sad, or their buckets are empty to help remind them they are special and have so much to offer. Have other students share things that they admire about their peers, or things that make their peers special (on a picture, on one of the Kindness writing papers and then they can be added to the Book of Proof - There are lots of duotangs in the book room you can use!) • Or have students write their ideas on a poster with the other student’s name in the middle, or write on stickies, or whatever creative way you come up with! • Div. 1 & 2 - Presentation by Constable Chantella Kelly
WBO	<ul style="list-style-type: none"> • Daily Kindness announcements • Whole school assembly by Constable Kelly regarding Bullying; followed by a classroom presentation to our Grade 6s • School wide activity based on the book theme: The Empty Pot: Read by Rami Malek https://www.youtube.com/watch?v=a9K-sAKdk2Y (8:07 minutes). Students will create a flower with a positive affirmation on how to show kindness through honesty, caring for others, and how to be a good friend. Flowers will be made into a bulletin board display by our Grade 6 Leadership students. <p>Mini lessons teachers can use in their individual classroom:</p> <p>Video: Small TalkBullies on CBC Kids</p> <p>Video: Kids Play True or False: Bullying Edition - CBC Kids</p> <p>Video: Be an Upstander</p> <p>Book: Kindness is my Superpower by https://youtu.be/6P-Y_M9q7RM?si=fhOc3PEy0dnLDWDn</p> <p>Book: A Bad Case of Tattle Tongue, Julia Cook https://vimeo.com/205971472.</p> <p>Accompanying lessons plans from the Anti-Bullying Alliance Primary School Pack (2023)</p>
WFG	<p>Anti-bullying Week at Win Ferguson:</p> <p>Suggested Read Aloud Videos:</p> <p>We are all unique https://www.youtube.com/watch?v=P-Ei_KRz3WA</p>

Where Oliver Fits https://www.youtube.com/results?search_query=where+oliver+fits
 Be You https://www.youtube.com/watch?v=RY-xv_lzRVk

Monday	Tuesday/Wednesday	Thursday	Friday
<p>Introduction to the topic. There are three powerpoint options in the linked folder.</p> <p>Encourage your students to reach out and be kind to others this week. What actions could they take?</p>	<p>“Reach Out Hand Activity” Cut out hand outline, write or draw who you can reach out to or who your trusted adults would be if bullying was happening</p> <p>Hand outline in the linked folder</p> <p>Please hand these into Crystal/Heather/Shawna by end of day WEDNESDAY</p>	<p>Working Together to Make a Difference</p> <p>Class Reflection:</p> <p>What actions or changes did you make this week to be kind, include others or stop bullying?</p>	<p>Spirit Day- odd glove/mitten day→ wear odd gloves or mitts that don't match to celebrate uniqueness and reaching out</p> <p>Reach Out Colouring Pages in the linked folder</p>

WHF

https://docs.google.com/document/d/1KwaZVLfiC_Sfz3E3nq_fm4LrqEeKWANK-iNa2fC5nEg/edit?usp=sharing

Monday

Announcement Guests Peyton (5D) and Avi(5P):

“Too often, we are silent when we see bullying take place, silent about the hurt bullying causes and silent when we hear bullying dismissed as “just banter”. It doesn't have to be this way. We can choose respect and unity. This Anti-Bullying week, let's come together to have discussions about what bullying means to us, how banter can turn into something more hurtful, and what we can do to stop bullying. Together, we can make a difference to take a stand against bullying.

Video to share on announcements:

[Anti-Bullying Week 2023: Make a Noise About Bullying](#)

Our whole school kindness activity will kick off today.

Whole school activity:

Random Acts of Kindness. In your classrooms, discuss what this means as a class and how Random acts of Kindness can make us feel on each side of acting kind or receiving kindness. **Do we want to have a jar or draw or something to catch people being kind? Or just notice and do within our own classrooms...?**

[A Kindness Video to share with your class](#)

More videos if you have the time to explore:

[The Random Acts of Kindness Foundation | Kindness Videos](#)

Resources to check out if you have time with your class:

[The Random Acts of Kindness Foundation | Welcome](#)

[Worth It Kindness activities](#)

Free Printables - choose something that works for your students, I like the calendars and posters when you scroll down! [The Random Acts of Kindness Foundation | Kindness Printables](#)

Tuesday

Video to show on Morning Announcements:

[The Ned Show: Kindness](#)

Remind school to keep an eye out for random acts of kindness this week!

Classroom discussion: What does it mean to be a bystander or an upstander? (Students may remember this from last year, but a great message!)

[The Ned Show: Upstander](#)

Classroom Activity:

Stand up to Bullying - Have students trace their hand on a blank piece of paper. Write one thing on each finger that each student can do to stand up to bullying. Post these around the school, in the halls or in your classroom!

Wednesday

Announcement Guest:

Banter vs. Bullying

What does "banter" mean and how can this be related to bullying? 'Banter', which some people think of as just harmless teasing or jokes, is often misused and can disguise bullying behaviors. We are not saying that we can't joke with friends, but we are encouraging everyone to be mindful of how, sometimes, these jokes may not be received as they were intended. Take some time today to talk with your class about what this might mean and how we can stand up to bullying.

Discuss with your class what Banter/Jokes/Bullying mean and how the lines can easily be crossed and become hurtful.

Attached in this e-mail is a bantometer PDF activity if you wish to print this off and complete it as well.

Thursday

Video to show on morning announcements:

This song is to introduce Mismatched sock day tomorrow - written by [Andy and the Odd Socks - One Kind Word](#)

Create a poem with your class about bullying. Worksheet is attached.

Video to show on Morning Announcements: This [song was written by Andy and the Oddsocks](#) to help stop bullying, this video is from last year but we thought it would be fitting to share again for mismatched sock day!

Friday

Video to show on Morning Announcements:

This [song was written by Andy and the Oddsocks](#) to help stop bullying, this video is from last year but we thought it would be fitting to share again for mismatched sock day!

Mismatched Socks Day at WHF (celebrate your uniqueness)

Feel free to explore more videos and songs from Andy and the Odd Socks here! [Andy and the Odd Socks \(anti-bullyingalliance.org.uk\)](#)

More Resources to check out during the week:

["What is Bullying?"](#) explains what bullying is and types of bullying

["Bullying Awareness"](#) This is a great short video, maybe better for older kids?

[Anti-Bullying Week 2023: Make A Noise About Bullying \(anti-bullyingalliance.org.uk\)](#)

[Div 2 may wish to share this video](#)

There will be a live anti-bullying week lesson on Monday, November 13 if you would like to watch this with your class. Last years pre recorded lesson and more resources are also available here: [Anti-Bullying Week 2023 – Live Lesson - BBC Teach](#)

[NED Series Preventing Bullying Resources, videos and activities for the classroom](#)

Banter vs Bullying video [When is 'banter' actually bullying? - YouTube](#)

Banter vs: Bullying lesson plan - this would be more suitable for Div 2 students but you can adapt to meet the needs in your room! [Banter VS Bullying Lesson Plan & Presentation \(antibullyingpro.com\)](#)

[Role play activities to use in the classroom](#)

[BullyingCanada — giving bullied kids a brighter future](#)

[Pre-Recorded Read-Alouds by Mrs. Freiheit](#) (Bitmoji Classroom):

- "[One](#)" (6 mins)
- "[The Recess Queen](#)" (6 mins)

"[Lila and the Crow](#)" (10 mins)

Saffron Presentations shared last year, we are looking into rebooking but can be a great video reminder for now!

Kindergarten & Grade 1: [Percy's Got a Bubble](#)

Grade 2: [My Body, My Boundaries](#)

Grades 4 & 5: [Healthy Relationships](#)

Grades 3 & 6: [Internet Safety](#)



INFORMATION REPORT

DATE: Dec. 14, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2023 to Nov. 30, 2023

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Natasha Elsenheimer, 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:

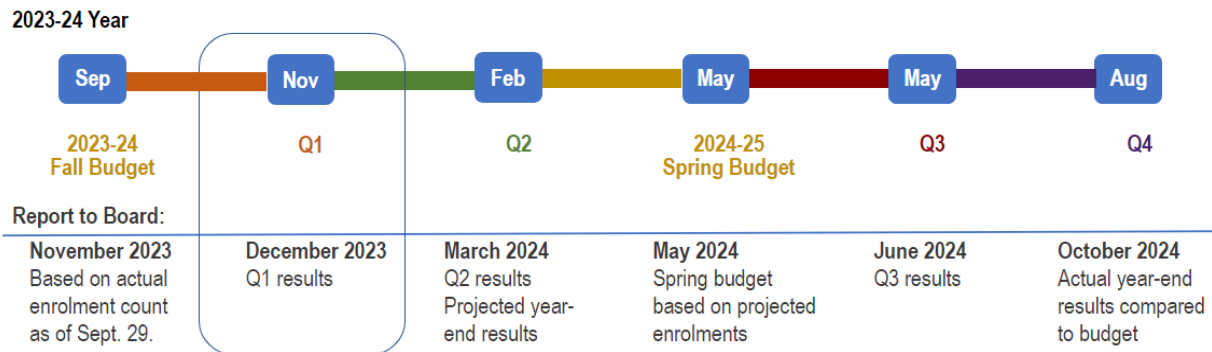
That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2023 to Nov. 30, 2023, for Elk Island Public Schools.

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 three-month period ended Nov. 30, 2023. For the 2023-24 school year, the Division is approximately one quarter through our financial reporting cycle:





INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 30% spent at this point in the year (3/10^{ths} of the school year complete), while central department costs and Division revenue are expected to be about 25% spent (4/12^{ths} of the fiscal year complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

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

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

As of Nov. 30, 2023, EIPS has an overall operating surplus of \$1,244,861. Revenue and expense variances are detailed in the First Quarter Report 2023-24.

ATTACHMENT:

1. First Quarter Report 2023-24



Your Future in **MIND** ●

First Quarter Report

2023-24

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2023 to Nov. 30, 2023 and variance notes to these statements.

**Report to the
Board of Trustees**

Dec. 14, 2023

This information has not been audited.

Elk Island Public Schools
Highlights
For The Three-Month Period Ended November 30, 2023
(excluding School Generated Funds)

Financial Summary:	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	198,835,336	50,578,756	25%
School Expenses (Pages 5 and 6)	137,010,001	34,454,971	25%
Central Services Expenses (Page 9)	62,573,694	14,878,924	24%
Surplus / (Deficit)	<u><u>(748,359)</u></u>	<u><u>1,244,861</u></u>	

* Average spending at November 30, 2023 should be approximately 30% (for school year expenditures) or 25% (for revenue and for year-round expenses).

Significant Changes and Events:

Fall Budget

On November 30, 2023, the Board of Trustees approved the Fall Update to the 2023-24 Budget.

Funding Announcements

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

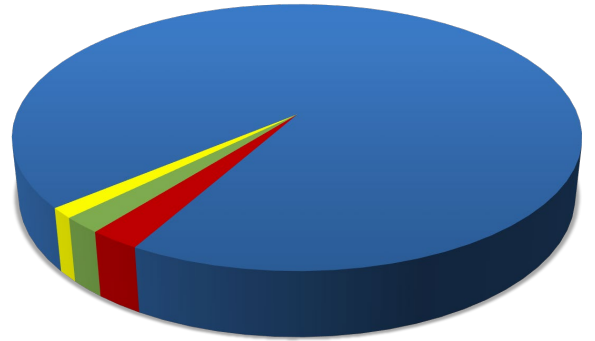
- Learning Disruption Funding - \$281,000 (allocated to schools in late November and included in this report).
- Additional Low Incidence Supports - \$95,000 (to be allocated to Early Learning in December).
- Supplemental Growth Funding - awaiting confirmation of amount from Alberta Education.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Three-Month Period Ended November 30, 2023

Revenues by Source

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

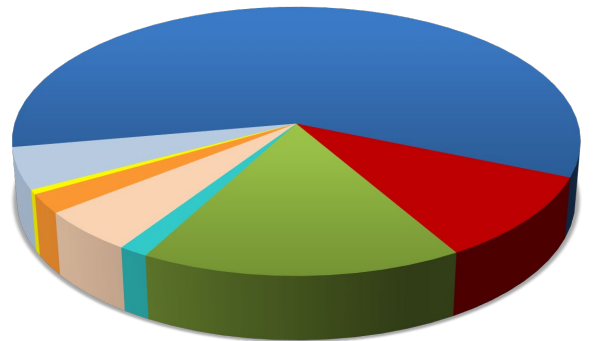
\$	%
47,676,550	94.2%
1,269,701	2.5%
992,006	2.0%
640,499	1.3%
\$ 50,578,756	100.0%



Alberta Education Revenues

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

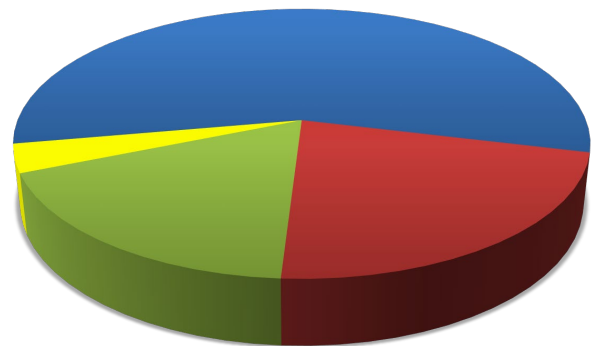
\$	%
28,176,070	59.1%
4,901,951	10.3%
7,740,700	16.3%
703,928	1.5%
2,400,856	5.0%
1,104,696	2.3%
254,193	0.5%
2,394,156	5.0%
\$ 47,676,550	100.0%



Expenses by Object

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

\$	%
27,907,394	56.6%
10,941,140	22.2%
8,805,348	17.8%
1,680,013	3.4%
\$ 49,333,895	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Three-Month Period Ended November 30, 2023
Percent of the Year Elapsed: 25%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 25% Actual Less Elapsed %		
REVENUES						
Alberta Education						
Base Instruction	\$ 112,704,280	\$ 28,176,070	25%	0%		25%
Services & Supports	19,487,524	4,901,951	25%	0%		26%
School - System Needs	31,753,583	7,740,700	24%	-1%		24%
Community	2,775,811	703,928	25%	0%		25%
Jurisdictions	9,603,424	2,400,856	25%	0%		25%
Other ¹	5,127,151	1,104,696	22%	-3%		27%
Supported Amortization	1,191,695	254,193	21%	-4%		20%
Teacher Pensions	8,603,000	2,394,156	28%	3%		29%
Total Alberta Education	191,246,468	47,676,550	25%	0%		25%
Other Government of Alberta	4,813,426	1,269,701	26%	1%		25%
Other Alberta School Authorities	50,464	33,528	66%	41%	A	29%
Fees	1,078,448	992,006	92%	67%	B	95%
Other Sales and Services	181,410	52,925	29%	4%		37%
Investment Income	449,078	314,501	70%	45%	C	41%
Gifts and Donations	784,302	163,564	21%	-4%		21%
Rental of Facilities	231,740	75,981	33%	8%	D	30%
Sub-Total (excluding SGF)	198,835,336	50,578,756	25%	0%		26%
EXPENSES BY OBJECT						
Certificated Salaries & Benefits	114,742,031	27,907,394	24%	-1%		25%
Classified Salaries & Benefits	40,138,147	10,941,140	27%	2%		26%
Services, Contracts & Supplies	37,610,463	8,805,348	23%	-2%		21%
Capital & Debt Services	7,093,054	1,680,013	24%	-1%		24%
Sub-Total (excluding SGF)	199,583,695	49,333,895	25%	0%		24%
Operations Surplus/(Deficit)	\$ (748,359)	\$ 1,244,861	-166%	-191%		-22%
School Generated Funds Budgeted Deficit	(300,000)					
Total Budgeted Deficit	\$ (1,048,359)					

* Based on a 12 month reporting period.

¹ Includes funding for Mental Health, Secondments, New Curriculum, Lease Support, Fuel Price Contingency, French Language, Learning Disruption, Dual Credit Programming, and Odyssey Language.

**Elk Island Public Schools
Revenue Notes
For the Three-Month Period Ended November 30, 2023**

A. Other Alberta School Authorities

Revenue from other Alberta school authorities is 41% higher than expected at this point in the year.

Funds for the Young Authors Conference are being flowed through EIPS' financial statements this year, resulting in more revenue in this line than budgeted. This will be offset by expenses incurred later in the year.

In addition, this line has a timing difference as funds received for Partners for Science are recorded over the ten month school year, rather than over the twelve month financial year.

B. Fees

Revenue for fees is 67% higher than expected at this point in the year.

This line only includes transportation fees, which are recorded as received. As these were billed prior to the start of the school year, most of the revenue for the year has already been recognized.

The remaining annual variance in this line will be partially offset as fees on payment plans are collected from December to March. Any remaining revenue variance will be offset by adjusted spending in the Student Transportation department.

C. Investment Income

Revenue is 45% higher than expected at this point in the year.

This line consists solely of interest earned on EIPS bank accounts.

This variance is partially a timing difference, as some investment income included in this line was earned from school generated funds and will be allocated out to school sites in December.

In addition, the investment income budget is planned conservatively in terms of interest rate projections. As the year progresses, any surplus in this line is identified and allocated out to other Division needs.

D. Rental of Facilities

Revenue is 8% 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 30% at this point in the year (i.e. variance is a result of a timing difference).

In addition, rental revenue for community groups is not earned evenly over the course of the year.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Three-Month Period Ended November 30, 2023
Percent of the Year Elapsed: 30%*

	A	B	Year to Date		Note	Prior Year
	Annual Fall Budget	Actual	C = B / A Actual % Of Budget	C - 30% Actual Less Elapsed %	Reference	Actual % Of Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,123,446	\$ 2,111,038	30%	0%		29%
Brentwood Elementary	3,293,184	951,312	29%	-1%		29%
Clover Bar Junior High	2,807,531	850,657	30%	0%		29%
Davidson Creek Elementary	4,178,805	1,229,547	29%	-1%		29%
École Campbelltown	2,413,720	687,658	28%	-2%		29%
F.R. Haythorne Junior High	4,472,771	1,325,717	30%	0%		28%
Glen Allan Elementary	2,227,487	632,621	28%	-2%		29%
Heritage Hills Elementary	3,163,831	918,269	29%	-1%		29%
Lakeland Ridge	4,463,861	1,286,332	29%	-1%		29%
Mills Haven Elementary	3,301,006	930,800	28%	-2%		28%
Pine Street Elementary	3,262,669	929,926	29%	-1%		28%
Salisbury Composite High	9,098,898	2,605,083	29%	-1%		29%
Sherwood Heights Junior High	3,975,478	1,160,422	29%	-1%		30%
Strathcona Christian Academy Elementary	3,442,580	1,013,512	29%	-1%		29%
Strathcona Christian Academy Secondary	3,990,606	1,161,643	29%	-1%		30%
Wes Hosford Elementary	2,140,103	625,778	29%	-1%		29%
Westboro Elementary	2,602,366	739,855	28%	-2%		30%
Woodbridge Farms Elementary	3,072,308	875,860	29%	-1%		30%
	<u>69,030,650</u>	<u>20,036,030</u>	29%	-1%		29%
Sector 2 - Strathcona County						
Ardrossan Elementary	3,742,565	1,092,407	29%	-1%		29%
Ardrossan Junior Senior High	5,091,928	1,477,884	29%	-1%		29%
Fultonvale Elementary Junior High	3,335,917	968,525	29%	-1%		29%
Uncas Elementary	1,534,397	410,251	27%	-3%		27%
	<u>13,704,807</u>	<u>3,949,067</u>	29%	-1%		29%
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	251,462	69,802	28%	-2%		24%
École Parc Élémentaire	2,730,116	787,702	29%	-1%		29%
Fort Saskatchewan Christian	3,118,633	928,729	30%	0%		29%
Fort Saskatchewan Elementary	2,404,605	661,581	28%	-2%		28%
Fort Saskatchewan High	3,577,017	998,136	28%	-2%		27%
James Mowat Elementary	2,781,916	783,073	28%	-2%		29%
Rudolph Hennig Junior High	2,945,573	894,151	30%	0%		29%
SouthPointe School	4,396,067	1,255,862	29%	-1%		28%
Win Ferguson Elementary	3,042,386	871,479	29%	-1%		29%
	<u>25,247,775</u>	<u>7,250,515</u>	29%	-1%		28%
Sector 4 - Lamont County						
Bruderheim School	1,148,557	327,811	29%	-1%		31%
Lamont Elementary	2,440,226	684,965	28%	-2%		28%
Lamont High	2,924,493	855,040	29%	-1%		29%
Mundare School	1,019,087	283,567	28%	-2%		27%
	<u>7,532,363</u>	<u>2,151,383</u>	29%	-1%		29%
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,835,822	825,924	29%	-1%		29%
Pleasant Ridge Colony	158,014	43,825	28%	-2%		28%
Vegreville Composite High	2,833,334	784,832	28%	-2%		28%
	<u>5,827,170</u>	<u>1,654,581</u>	28%	-2%		29%

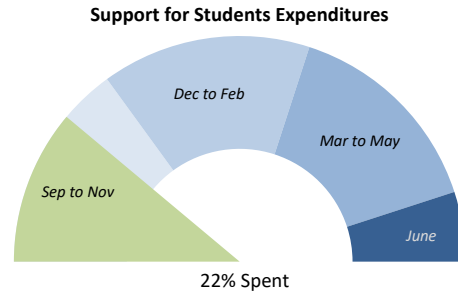
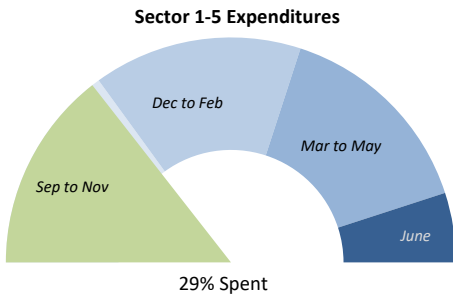
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Three-Month Period Ended November 30, 2023
Percent of the Year Elapsed: 30%*

	A Annual Fall Budget	B Actual	Year to Date C = B / A Actual % Of Budget	C - 30% Actual Less Elapsed %	<i>Note</i> <i>Reference</i>	Prior Year Actual % Of Budget
Supports For Students - Schools						
Early Learning	2,606,310	593,647	23%	-7%	A	23%
Specialized Supports & Other Programs ¹	2,412,325	519,497	22%	-8%	B	22%
	5,018,635	1,113,144	22%	-8%		23%
Other						
Elk Island Youth Ranch Learning Centre	338,880	89,520	26%	-4%		27%
Next Step Programs	2,811,774	722,545	26%	-4%		24%
Other School Allocations	(181,397)	708,354	-390%	-420%	C	-361%
To Be Allocated	166,473	-	0%	-30%	D	0%
Leveraging Student Achievement	101,021	-	0%	-30%	E	0%
Conversion (10 mo. To 12 mo.)	-	(4,618,486)	N/A	N/A	F	N/A
Standard Cost Conversion	417,500	(904,988)	N/A	N/A	G	N/A
Teacher Pensions	8,242,659	2,303,306	28%	-2%		29%
	11,896,910	(1,699,749)	-14%	-44%		-17%
Budgeted 1% year-end carryforward	(1,248,309)					
Total School Sites	\$ 137,010,001	\$ 34,454,971	25%	-5%		24%

* 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	19,478,001	558,029	20,036,030	97.2%
Sector 2 - Strathcona County	3,842,934	106,133	3,949,067	97.3%
Sector 3 - Fort Saskatchewan	7,088,554	161,961	7,250,515	97.8%
Sector 4 - Lamont County	2,119,188	32,195	2,151,383	98.5%
Sector 5 - County of Minburn	1,613,187	41,394	1,654,581	97.5%
Totals	34,141,864	899,712	35,041,576	97.4%



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 Three-Month Period Ended November 30, 2023**

A. Supports for Students (Schools) – Early Learning

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

- The primary reason for this variance is a timing difference in salaries, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 25%).
- In addition, it is anticipated that spending will increase in the remaining quarters as schools continue to request additional support for complex student needs, which will reduce contingency funds currently being held in this budget.

B. Supports for Students - Schools – Specialized Supports & Other Programs

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

- Specialized Supports expenses are below expected year to date spending by 8%. The primary reason for this variance is contingency funds for schools currently being held in this budget. It is anticipated that spending will increase in the remaining quarters as schools continue to request additional support for complex student needs. In addition, there is a timing difference in salaries, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 25%).
- The Mental Health Capacity Building and School Nutrition programs are trending as expected at this time of year.
- Partners 4 Science has a 14% variance from expected year to date spend, this variance will be drawn down in future quarters as the development of science kits continue.

C. Other – Other School Allocations

This variance relates to the accrual of classified salaries to the end of November. When salaries are paid in December the individual schools will be charged and the accrual cleared to zero.

D. Other – To Be Allocated

Funds budgeted in this line include current year unplanned surpluses, or funds not yet allocated out to schools or department budgets. As of the end of November, balances include funds set aside for additional utilities costs and minor revenue adjustments.

E. Other – Leveraging Student Achievement

This line includes funds from the Leveraging Student Achievement allocated reserve. As the Board approves allocating these funds to student needs over the course of the year, the budget will be moved from this line to the individual school budgets.

F. 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.

G. Other – Standard Cost Conversion

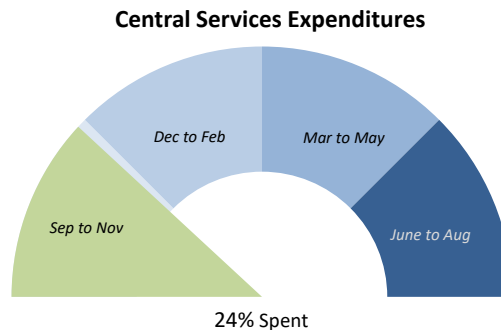
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures. The first quarter of the year is typically a surplus (a 'negative expense') because staffing costs increase over the remaining months of the year as salary step increments are processed and benefit caps like CPP, EI, and WCB reset in January.

The budget on this line includes contingency funds set aside for additional staffing costs identified after standard cost rates were developed.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Three-Month Period Ended November 30, 2023
Percent of the Year Elapsed: 25%*

	A Annual Fall Budget	B Actual	Year to Date C = B / A Actual % Of Budget		C - 25% Actual Less Elapsed %	Note Reference	Prior Year Actual % Of Budget
Governance	\$ 588,696	\$ 140,655	24%		(1%)	A	22%
Education Executive	1,534,422	362,736	24%		(1%)	B	23%
Supports For Students - Central	4,905,437	1,070,774	22%		(3%)	C	21%
Human Resources	6,189,659	1,267,197	20%		(5%)	D	22%
Business Services	3,132,879	708,042	23%		(2%)	E	22%
Facility Services						F	
Facilities	16,510,292	3,021,378	18%		(7%)		21%
Infrastructure Maintenance and Renewal	988,477	47,423	5%		(20%)		6%
	17,498,769	3,068,801	18%		(7%)		20%
Information Technologies	6,797,855	1,601,880	24%		(1%)	G	20%
Student Transportation	15,699,981	4,556,790	29%		4%	H	28%
Fiscal Services	6,660,836	2,102,049	32%		7%	I	25%
Budgeted 1% year-end carryforward	(434,840)						
TOTAL CENTRAL SERVICES	\$ 62,573,694	\$ 14,878,924	24%		(1%)		23%

* 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 Three-Month Period Ended November 30, 2023

A. Governance

Includes the Board of Trustees budget.

Expenses are as expected at this point in the year.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

Expenses are below expected year to date spending by 1%.

- Superintendent expenses are as expected.
- Communications has a 2% variance below budget. Some expenses in this line 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 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 3%.

- Associate Superintendent – Supports for Students, Curriculum and Specialized Supports – Central are trending as expected at this time of the year.
- Instructional Supports has a 4% variance below expected spend. Many of the programs in this area do not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. The various workshops and special projects are expected to have increased expenditures over the remaining quarters of the year.

D. Human Resources

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

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

- The Associate Superintendent budget is below expected year to date spending by 2%. Some programs within this budget, including Severance and Long Service are not incurred evenly over the course of the year.
- Staff Relations & Training has a 5% variance below budget. Several programs have incurred nominal expenses in the first quarter. Expenses for some programs such as Off to a Good Start (OTAGS) will be incurred later in the year.
- Recruitment & Staffing expenses are below budget by 6%. This line includes budgets for medical, maternity, and other leaves and is not incurred evenly over the course of the year.

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

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

- Secretary-Treasurer has a 2% variance below budget due to legal services. These costs are incurred as required rather than uniformly each month and are not predictable.
- Financial Services is currently 2% below expected spending. Spending on equipment, supplies, and contracted services (including the annual external audit) are not incurred evenly over the course of the year.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.

Expenses are below expected year to date spending by 7%. The largest sources of variance include:

- There are three months of lease costs that budgeted in this line for the Sherwood Park Alliance Church lease for Strathcona Christian Academy Secondary and Strathcona Christian Academy Elementary that have not yet been paid, as the approval for EIPS' lease support funding has not been received yet.
- Snow removal costs are not incurred uniformly which results in lower-than-expected costs for the first quarter of the year.
- Infrastructure maintenance and renewal costs are not incurred uniformly, with more work typically being undertaken during school closure days.

G. Information Technologies

Includes the Information Technologies budget.

Expenses are below expected year to date spending by 1%.

- This small variance is due to staff vacancy in the administration program.

H. Student Transportation

Includes the Student Transportation budget.

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

- Most expenses in the Student Transportation department are for contracted bus driver costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 30%.

I. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are above expected spending by 7%. This is primarily the result of two timing variances.

- Salaries were accrued to the end of November. When salaries are paid in December the individual departments will be charged and the accruals cleared.
- As capital asset purchases are incurred by schools over the remainder of the year, the Fiscal Capital budget will incur buyout entries that will reduce expenses.

Elk Island Public Schools
Capital Project Listing
As At November 30, 2023

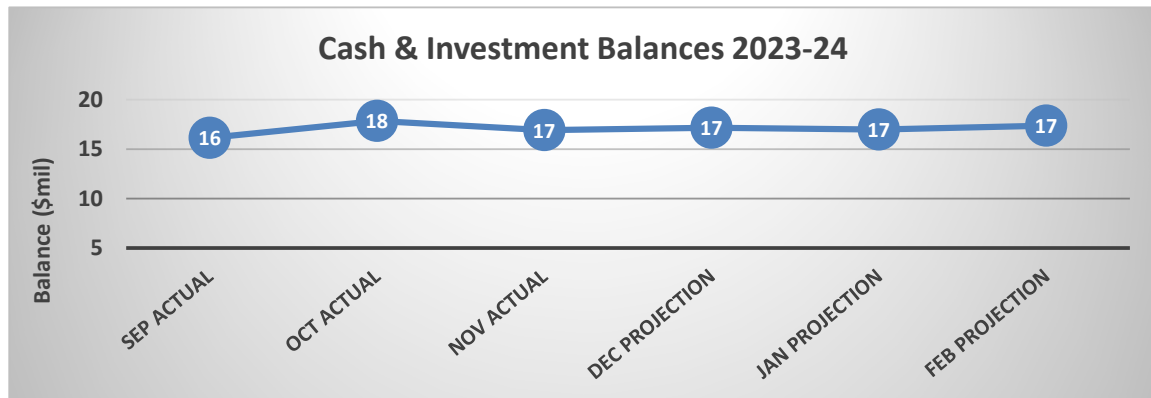
	Budget	YTD Actuals	Actual % of Budget	Note Reference
Capital Reserves:				
IT Switches/Access Points/Batteries	54,849	-	0%	A
Facility Services Vehicles	17,229	-	0%	B
Building Management System	181,000	-	0%	C
Salisbury Composite High Stormwater Drainage Project	842,625	-	0%	D
Clover Bar Junior High 70 Passenger Bus	163,609	163,609	100%	E
Aging Equipment at Schools	5,392	-	0%	F
	1,264,704	163,609		
Operating Reserves:				
No budgeted projects				
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	400,000	-	0%	G
Facility Services Vehicles (3)	255,000	-	0%	H
Facility Services Lift	25,000	-	0%	I
	680,000	-		
Provincially Funded:				
Infrastructure Maintenance and Renewal Grant Capital Portion	1,250,000	1,731	0%	J
Capital Maintenance and Renewal(CMR) Grant	669,615	272,053	41%	K
	1,919,615	273,784		
Total Capital Projects	\$ 3,864,319	\$ 437,393	11%	

Notes:

- A** - Capital reserves approved for IT infrastructure, including switches, access points, and UPS batteries, as per the IT Capital Plan.
- B** - Facility Services' vehicle purchases of \$17,000 (supplementing their department budget). See Notes H and I for more information.
- C** - Over the summer, Facility Services was able to complete a substantial amount of work on the Building Management System throughout the Division. Salisbury Composite High is the only school remaining where a significant amount of work is required. Capital reserves fund this project and include a complete system change from pneumatics to electronic control.
- D** - Phase 1 of this project was completed over the summer of 2022-23, with Phase 2 planned for 2023-24. Phase 1 was funded by \$1.3 million of Infrastructure Maintenance and Renewal funds and \$553,000 of capital reserves. Capital reserves will fund Phase 2, which will complete the project.
- E** - Clover Bar Junior High purchased a 70 passenger bus, received in the early fall. This school bus replacement is financed initially by capital reserves but is paid for over ten years by the respective school's budget.
- F** - In the 22-23 school year, funds were available to schools that had a significant piece of equipment that was failing or was a safety concern. Funds were approved for specific items in early November 2022 and fully allocated. Due to installation delays a portion of one school's equipment will be recorded in the current year.
- G** - Equipment and furniture purchases made from school or department budgets.
- H** - Facility Services is replacing three fleet vehicles this year, funded by their operating budget.
- I** - Facility Services is planning to purchase a new lift, funded by their operating budget.
- J** - This is the capital portion of this grant; the non-capital portion is included on the Central Services page. Capital projects are planned for the 23-24 school year at BWD, CLB, and UNC, and projects from last year are being wrapped up at RHJ.
- K** - This grant follows the government fiscal year (allocated to school divisions in April of each year). Capital projects for the 23-24 school year are planned for EPE and GLN, and projects from last year are being wrapped up at FRH, PNE, and WFG.

Elk Island Public Schools
Statement of Cash and Investments
As At November 30, 2023

	<u>November 30, 2023</u>	<u>November 30, 2022</u>
Cash Account Balances	\$ 16,920,538	\$ 22,538,321
Guaranteed Investment Certificates	-	5,000,000
Total Cash and Investments	<u>16,920,538</u>	<u>25,313,655</u>
Less School Generated Funds	(4,253,241)	(3,745,952)
Less Trusts (Scholarship Funds)	(46,380)	(50,150)
Total Available Central Cash and Investments	<u>\$ 12,620,917</u>	<u>\$ 21,517,553</u>



Elk Island Public Schools
Board and System Administration
As At November 30, 2023

Board and System Administration current expenses are at \$1.02 million, or 2.1% of total expenses for EIPS. This means the Division has spent 17% of the Board and System Administration grant provided by Alberta Education, and 22% of total Board and System Administration budget for EIPS.

