



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, MAY 30, 2024

Boardroom
Central Services Office

AGENDA

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

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- 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 – April 18, 2024 (encl.)
- 5.2 Board Meeting – May 2, 2024 (encl.)
- 5.3 Board Special Meeting – May 8, 2024 (encl.)
- 5.4 Board Special Meeting – May 13, 2024 (encl.)
- 6. CHAIR REPORT** C. Allen
- 6.1 Town of Vegreville Meeting – April 18, 2024 (verbal)
- 6.2 Fort Saskatchewan Information Session – April 25, 2024
- 6.3 COSC Presentation - Division School Council Engagement Award – May 1, 2024
- 6.4 Student Transportation Bus Driver Appreciation – May 3, 2024
- 6.5 School Tours – Ardrossan Elementary, Ardrossan Jr./Sr. High,
 Castle Scotford Colony, Bruderheim School – May 6, 2024
- 6.6 Mental Health Week – May 6-12, 2024
- 6.7 Long Service and Retirement Event – May 7, 2024
- 6.8 ASBA Zone 2/3 MLA Engagement Evening – May 8, 2024
- 6.9 MLA Janis Irwin and MLA Kyle Kasawski’s Next Step Visit – May 9, 2024
- 6.10 First Annual Moosehide Campaign Walk – May 14, 2024
- 6.11 City of Fort Saskatchewan Government Update Forum – May 16, 2024
- 6.12 Strathcona Christian Elementary Volunteers Tea – May 23, 2024
- 6.13 Rudolph Hennig Junior High Band Concert – May 23, 2024
- 6.14 Sherwood Heights Junior High Wellness Day – May 24, 2024
- 6.15 Davidson Creek Elementary Speech Competition – May 24, 2024
- 6.16 ASBA Zone 2/3 Edwin Parr Awards Banquet – May 24, 2024
- 6.17 Vegreville Composite High School Graduation – May 25, 2024
- 6.18 Strathcona Christian Secondary Graduation – May 31, 2024
- 6.19 School Productions
- 7. SUPERINTENDENT REPORT** R. Marshall, Acting Superintendent
- 7.1 Town of Vegreville Meeting – April 18, 2024 (verbal)
- 7.2 Fort Saskatchewan Information Session – April 25, 2024
- 7.3 School Tours – Ardrossan Elementary, Ardrossan Jr./Sr. High,
 Castle Scotford Colony, Bruderheim School – May 6, 2024
- 7.4 Mental Health Week – May 6-12, 2024

- 7.5 Long Service and Retirement Event – May 7, 2024
- 7.6 City of Fort Saskatchewan Meeting – May 16, 2024
- 7.7 Davidson Creek Elementary Speech Competition – May 24, 2024

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

ASSOCIATION/EMPLOYEE GROUPS

- | | | |
|------------|--|-------------------------|
| 9. | ASBA ZONE 2/3 REPORT
Meetings held April 19 and May 24, 2024 | J. Shotbolt
(verbal) |
| 10. | ATA LOCAL REPORT | D. Zielke
(verbal) |
| 11. | EMPLOYEE RELATIONS GROUP (ERG) REPORT | M. Miller
(verbal) |

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

- | | | |
|------------|--|---------------------------------|
| 12. | BUSINESS ARISING FROM IN CAMERA | |
| 13. | BOARD POLICY 10: POLICY MAKING | R. Footz
(encl.) |
| 14. | BOARD POLICY 15: PROGRAM REDUCTION AND SCHOOL CLOSURE | R. Footz
(encl.) |
| 15. | BOARD POLICY 16: RECRUITMENT AND SELECTION OF PERSONNEL | R. Footz
(encl.) |
| 16. | BOARD POLICY 18: ALTERNATIVE PROGRAMS | R. Footz
(encl.) |
| 17. | BOARD POLICY 24: PERSONAL COMMUNICATION DEVICES | R. Footz
(encl.) |
| 18. | BOARD POLICY 26: SCHOOL DISPUTE RESOLUTION | R. Footz
(encl.) |
| 19. | ARTIFICIAL INTELLIGENCE | R. Footz
(encl.) |
| 20. | EIPS FOUR-YEAR EDUCATION PLAN: 2022-26 (YEAR 3) | R. Marshall
(encl.) |
| 21. | ADMINISTRATIVE FEES 2024-25 | |
| | 21.1 Facility Rental and Lease Fees | R. Marshall /B. Dragon (encl.) |
| | 21.2 Specialized Supports Fees | R. Marshall/M. Reed (encl.) |
| | 21.3 Partners for Science (P4S) Fees | R. Marshall/J. Smith (encl.) |
| | 21.4 Alberta Non-Resident/International Student Fees | R. Marshall (encl.) |
| | 21.5 Play and Learn at School (PALS) Fees | R. Marshall/J. Anderson (encl.) |

COMMITTEE REPORT

22. **STUDENT EXPULSION COMMITTEE** R. Footz
Meetings held April 25, May 10 and 23, 2024 (verbal)
23. **POLICY COMMITTEE** R. Footz
Meeting held May 1, 2024 (verbal)

REPORTS FOR INFORMATION

24. **2023-24 SUMMER PROJECTS PLAN** R. Marshall/C. Wait/
R. Derech (encl.)
25. **2024-25 INFRASTRUCTURE MAINTENANCE AND RENEWAL
AND CAPITAL MAINTENANCE AND RENEWAL PROJECTS
PLAN** R. Marshall/
C. Wait/T. Hoose
(encl.)
26. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)
- ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES MAY 30, 2024

2. That the Board meet in camera.
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approves the Minutes of April 18, 2024 Board Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approves the Minutes of May 2, 2024 Board Meeting, as amended or as circulated.
- 5.3. That the Board of Trustees approves the Minutes of May 8, 2024 Board (Special) Meeting, as amended or as circulated.
- 5.4. That the Board of Trustees approves the Minutes of May 13, 2024 Board (Special) Meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Chair Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives.*
9. That the Board of Trustees receives the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receives the report from the representative of the ATA Local #28.
11. That the Board of Trustees receives the report from the representative of the Employee Relations Group.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approves the amendments to Board Policy 10: Policy Making, as presented.

14. That the Board of Trustees approves the amendments to Board Policy 15: Program Reduction and School Closure, as presented.
15. That the Board of Trustees approves the amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.
16. That the Board of Trustees approves the amendments to Board Policy 18: Alternative Programs, as presented.
17. That the Board of Trustees repeal Board Policy 24: Personal Communication Devices.
18. That the Board of Trustees approves the amendments to Board Policy 26: School Dispute Resolution, as presented.
19. That the Board of Trustees directs administration to develop administrative procedures around artificial intelligence.
20. That the Board of Trustees approves the *EIPS Four-Year Education Plan: 2022-26 (Year 3)*, which includes revised performance measures and updated priority strategies for the 2024-25 school year.
- 21.1 That the Board of Trustees approves the Facility Rental and Lease fees for the 2024-25 school year, as presented.
- 21.2 That the Board of Trustees approves the Specialized Supports fees for the 2024-25 school year, as presented.
- 21.3 That the Board of Trustees approves the Partners for Science (P4S) fees for the 2024-25 school year, as presented.
- 21.4 That the Board of Trustees approves the Alberta Non-Resident and International Student fees for the 2024-25 school year, as presented.
- 21.5 That the Board of Trustees approves the Play and Learn at School (PALS) fees for the 2024-25 school year, as presented.
22. That the Board of Trustees receives for information the report from the Student Expulsion Committee meetings held on April 25, May 10 and 23, 2024.
23. That the Board of Trustees receives for information the report from the Policy Committee meeting held on May 1, 2024.

24. That the Board of Trustees receives the Facility Services 2024 Summer Projects Plan for information.
25. That the Board of Trustees receives the Facility Services 2024-25 Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) Project Plans for information.



BOARD MEETING MINUTES

April 18, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, April 18, 2024—in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:01 a.m.

BOARD MEMBERS PRESENT

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

BOARD MEMBERS ABSENT

T. Boymook
J. Shotbolt

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Marshall, Associate Superintendent – Supports for Students
W. Gilewich, Information and Security Officer
C. Cole, Secretary-Treasurer
D. Antymniuk, Division Principal
L. McNabb, Director, Communications Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

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

IN-CAMERA SESSION

060/2024 | Vice-Chair Miller moved: That the Board meet in camera (9:01 a.m.).

CARRIED UNANIMOUSLY

061/2024 | Trustee Irwin moved: That the Board revert to the regular session (10:03 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:03 a.m. and reconvened at 10:12 a.m. with all trustees noted above in attendance.

Board Chair Allen welcomed everyone in attendance in person and online.

TREATY 6 ACKNOWLEDGMENT

Board Chair Cathy Allen called the meeting to order at 10:12 a.m. followed by the Land and People Acknowledgment.

AGENDA

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

062/2024 | Trustee Sorochan moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the March 21, 2024 Board Meeting Minutes.

063/2024 | Trustee Irwin moved: That the Board of Trustees approves the Minutes of the March 21, 2024 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Allen presented the Chair's Report. Board Chair extended gratitude to all division volunteers — parents and guardians who support our students, supervise field trips, assist with drama productions and celebrations, Community of School Council (COSC) members and school council members. Volunteers are truly the backbone of the Division.

064/2024 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair Report.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Stoddard presented the Superintendent's Report. Superintendent Stoddard thanked Associate Superintendent Marshall for being able to join the trustees in the school visits. Superintendent Stoddard shared a shout to all our volunteers. We cannot do this job without parents, community members, other caregivers who come to the table and give their time. It really takes a village. Kudos to the school council members.

065/2024 | Trustee Holowaychuk moved: That the Board of Trustees receives for information the Superintendent 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

Vice-Chair Miller presented the ASBA Zone 2/3 report.

066/2024 | Vice-Chair Miller moved: That the Board of Trustees receives for information the report from the representative of the ASBA Zone 2/3.

CARRIED UNANIMOUSLY

ATA LOCAL NO. 28 REPORT

Board Chair Allen welcomed and invited the ATA representative, D. Zielke, to present the ATA Local No. 28 Report.

067/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the representative of the ATA Local No. 28.

CARRIED UNANIMOUSLY

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen welcomed and invited the ERG representative, M. Miller, to present the ERG Report.

068/2024 | Vice-Chair Miller moved: That the Board of Trustees receives for information the report from the representative of the Employee Relations Group.

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

AMENDED 2023-24 BOARD OF TRUSTEES MEETING SCHEDULE

Board Chair Allen presented to the Board for approval the amended 2023-24 Board of Trustees Meeting Schedule.

069/2024 | Trustee Irwin moved: That the Board of Trustees approves the amended 2023-24 Board of Trustees Meeting Schedule.

Trustee Footz noted required housekeeping edits to the meeting schedule.

Trustee Holowaychuk sought clarification on the start times for the Board meetings on May 2 and June 6, 2024. Start time confirmed for 9 a.m.

VOTE ON MOTION 069/2024: *CARRIED UNANIMOUSLY*

BOARD POLICY 13: APPEALS AND HEARINGS REGARDING STUDENT MATTERS

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

070/2024 | Trustee Holowaychuk moved: That the Board of Trustees approves amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, as presented.

CARRIED UNANIMOUSLY

ACCESSING 2024-25 DIVISION UNALLOCATED RESERVES

Secretary-Treasurer Cole presented to the Board for approval a recommendation to access Unallocated Division Reserves in the amount of \$352,000.

071/2024 | Trustee Irwin moved: That the Board of Trustees approves access to Division Unallocated Reserves for the 2024-25 year of \$352,000.

Appreciation was shared for administration's forward thinking on the seconded principal position to support the artificial intelligence, digital transformation and products work, and for the additional Career Pathway teachers to prepare students for the world beyond school.

Superintendent Stoddard noted that the Career Pathway positions are critical to our division, and it is administration's plan to move forward and have this allocation part of the regular allocation for Supports for Students.

VOTE ON MOTION 071/2024: *CARRIED UNANIMOUSLY*

2024-25 KEY BUDGET ASSUMPTIONS

Superintendent Stoddard shared gratitude for all the background work conducted to figure out the Division's budget allocations. The key budget assumptions allow the Board to look at the budget at a very broad perspective.

Director von Tettenborn proceeded to present the key budget assumptions for 2024-25.

072/2024 | Vice-Chair Miller moved: That the Board of Trustees approves the key budget assumptions for 2024-25, as presented.

CARRIED UNANIMOUSLY

STUDENT TRANSPORTATION FEES FOR 2024-25

Superintendent Stoddard pulled and deferred recommendation No. 1, That the Board of Trustees approves the amendments to Board Policy 17: Student Transportation Services to align with the *Funding Manual for School Authorities for the 2024-25 School Year*; and put forward only recommendation No. 2, That the Board of Trustees approves the proposed 2024-25 Student Transportation Fee Schedule, as presented.

Director Weder proceeded to present to the Board the proposed 2024-25 Student Transportation Fee Schedule.

Trustee Irwin left the meeting at 11:36 a.m. and returned at 11:39 a.m.

073/2024 | Trustee Irwin moved: That the Board of Trustees approves the proposed 2024-25 Student Transportation Fee Schedule, as presented.

CARRIED UNANIMOUSLY

Committee Reports

POLICY COMMITTEE

Trustee Footz presented a report for information from the Policy Committee meeting held on April 3, 2024.

074/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on April 3, 2024.

CARRIED UNANIMOUSLY

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report for information from the Student Expulsion Committee meetings held on April 5 and 12, 2024.

075/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Student Expulsion Committee meetings held on April 5 and 12, 2024.

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.

Board Chair Allen noted the end of the public session at 12:00 p.m.

IN-CAMERA SESSION

076/2024 | Trustee Sorochan moved: That the Board meet in camera (12:01 p.m.).

CARRIED UNANIMOUSLY

077/2024 | Trustee Sorochan moved: That the Board revert to the regular session (1:29 p.m.).

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 1:30 p.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



BOARD MEETING MINUTES

May 2, 2024

The meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 2, 2024— in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:00 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

ADMINISTRATION PRESENT

- S. Stoddard, Superintendent
- R. Marshall, Associate Superintendent – Supports for Students
- R. Johnson, Associate Superintendent – Human Resources
- W. Gilewich, Information and Security Officer
- C. Cole, Secretary-Treasurer
- L. McNabb, Director, Communications Services
- C. von Tettenborn, Director, Budget
- T. Borchers, Executive Assistant/Recording Secretary

CALL TO ORDER

The meeting was called to order at 9:00 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

Board Chair Allen asked for a trustee to move in camera.

078/2024 | Trustee Shotbolt moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

079/2024 | Trustee Irwin moved: That the Board revert to the regular session (9:08 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:08 a.m. and reconvened at 9:15 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

Board Chair Cathy Allen called the meeting followed by the Land and People Acknowledgment.

AGENDA

Board Chair Allen called for any additions to the Agenda.

Trustee Footz requested that Board Policy 17: Student Transportation Services be added to the agenda for review.

080/2024 | Trustee Boymook moved: That the Agenda be adopted, as amended.

CARRIED UNANIMOUSLY

New Business

BUDGET ALLOCATIONS INCLUDING THE USE OF RESERVES

Secretary-Treasurer Cole presented to the Board for approval the budget allocations including the use of Unallocated Division Reserves.

081/2024 | Trustee Irwin moved: That the Board of Trustees approves the use of reserves and allocations for 2024-25, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 17: STUDENT TRANSPORTATION SERVICES

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

082/2024 | Trustee Sorochan moved: That the Board of Trustees approves the amendments to Board Policy 17: Student Transportation Services, as presented.

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 10:59 a.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



BOARD MEETING MINUTES

May 8, 2024

The special meeting of the Elk Island Public Schools Board of Trustees was held on Wednesday, May 8, 2024—virtually via Zoom platform, at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 1:03 p.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

The meeting was called to order at 1:03 p.m. with all trustees noted above in attendance with the exception of Trustee Holowaychuk and Trustee Sorochan.

Board Chair Allen confirmed that the trustees have received proper notice for the Board Special meeting as per Board Policy 7: Board Operations. The Board had been asked to grant an adjournment for the Teacher Transfer Hearing on Thursday, May 9, 2024.

IN-CAMERA SESSION

Board Chair Allen noted that the matter is a personnel matter and should be held in camera. Board Chair Allen asked for a trustee to move in camera.

083/2024 | Trustee Boymook moved: That the Board meet in camera (1:05 p.m.).

CARRIED UNANIMOUSLY

084/2024 | Trustee Shotbolt moved: That the Board revert to the regular session (1:39 p.m.).

CARRIED UNANIMOUSLY

Trustee Sorochan arrived at 1:40 p.m.

085/2024 | Trustee Irwin moved: That the Board meet in camera (1:44 p.m.).

CARRIED UNANIMOUSLY

Trustee Holowaychuk arrived at 1:47 p.m.

086/2024 | Trustee Sorochan moved: That the Board revert to the regular session (1:58 p.m.).

CARRIED UNANIMOUSLY

New Business

BUSINESS ARISING FROM IN-CAMERA

087/2024 | Trustee Shotbolt moved: That the Board of Trustees approves Special Matter Motion 2024-1.

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 2:02 p.m.

Cathy Allen, Board Chair

Susan Miller, Vice-Chair



BOARD MEETING MINUTES

May 13, 2024

The special meeting of the Elk Island Public Schools Board of Trustees was held on Monday, May 13, 2024, in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:06 a.m.

BOARD MEMBERS PRESENT

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

BOARD MEMBERS ABSENT

J. Shotbolt

ADMINISTRATION PRESENT

T. Borchers, Executive Assistant/Recording Secretary

COUNSEL PRESENT

Yvon Prefontaine, Partner, Brownlee LLP (counsel for the Board)
Madison Kichton, Articling Student, Brownlee LLP
Dr. Konni de Goeij, ATA representative

CALL TO ORDER

The meeting was called to order at 9:06 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

Board Chair Allen asked for a trustee to move in camera.

088/2024 | Trustee Irwin moved: That the Board meet in camera (9:07 a.m.).

CARRIED UNANIMOUSLY

089/2024 | Trustee Boymook moved: That the Board revert to the regular session (7:23 p.m.).

CARRIED UNANIMOUSLY

New Business

BUSINESS ARISING FROM IN-CAMERA

090/2024 | Trustee Irwin moved: That the Board of Trustees approves Special Matter 2024-2.

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 7:27 p.m.

Cathy Allen, Board Chair

Susan Miller, Board Vice-Chair



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 10: Policy Making

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 10: Policy Making, 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.

The Policy Committee receives feedback and information from trustees, administration and other stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

Proposed amendments, as shown in Attachment 1, will ensure consistency, improved readability and conciseness.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 10: Policy Making (marked)
2. Board Policy 10: Policy Making (unmarked)

Policy 10

POLICY-MAKING**Background**

Policy development is a key responsibility of the Board of Trustees. Policies constitute the will of the Board in determining how the Division will be operated and communicate the Board's beliefs and expectations. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students ~~and other stakeholders, the electorate and other agencies~~. Policies also serve as sources of information and guidelines to all who may be interested in, or connected with, the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

Guidelines

The Board shall be guided in its approach to policy-making by ensuring adherence to the requirements necessary to provide for a wide range of diversity in education, compliance with the *Education Act*, and provincial and federal legislation. Board policies shall provide an appropriate balance between the responsibility of the Board to develop ~~broad~~ guidelines ~~to guide for~~ the Division and the opportunity for the Superintendent to exercise professional judgment in the administration of the Division. The Board shall adhere to the following stages in its approach to policy-making:

1. Planning

- 1.1. The Board, with the support of the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.
- 1.2. Stakeholder engagement will be determined by the Board.

2. Development

- 2.1. The Board may develop policies or delegate the responsibility for drafting policies to the Superintendent.

3. Adoption

3.1. The Board is solely responsible for adopting new policies or amendments to existing policies through a resolution at a public Board meeting.

3.4. Implementation

- 3.1.4.1. The Board is responsible for the implementation of policies governing its own processes.
- 3.2.4.2. The Board and Superintendent share the responsibility for the implementation of policies relating to the Board-Superintendent relationship.
- 3.3.4.3. The Superintendent is responsible for the implementation of the other policies.

4.5. Evaluation

~~4.1.5.1.~~ The Board ~~and, in conjunction with the~~ Superintendent, shall review policies annually.

5.6. Specific area of responsibility

~~5.1.6.1.~~ The Policy Committee ~~and, in conjunction with the~~ Superintendent, shall consider:

~~5.1.1.6.1.1.~~ legislation;

~~5.1.2.6.1.2.~~ direction from the Board; and

~~5.1.3.6.1.3.~~ analysis of trends and research.

~~5.2.6.2.~~ When required, the Superintendent shall seek legal advice on the intent and wording of the policy.

~~5.3.6.3.~~ Only those policies that are adopted and recorded in the minutes constitute the official policies of the Board.

~~5.4.6.4.~~ In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the ~~administration, management and~~ operation of the Division. Such decisions carry the weight of policy until such time as a specific written policy is developed.

~~5.5.6.5.~~ The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.

~~5.6.6.6.~~ The Superintendent shall develop administrative procedures as specified in [Board Policy 11: Delegation of Authority](#) as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.

~~5.7.6.7.~~ The Board may rescind specific policies and may delegate to the Superintendent authority over those areas.

~~5.8.6.8.~~ The Superintendent must inform the Board of changes to administrative procedures. The Superintendent shall arrange for all Board policies, ~~and~~ administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

References

Sections 52, 52, 222 *Education Act*

Last reviewed:	Last updated:
April 23, 2015	April 23, 2015
March 6, 2017	
April 10, 2017	May 29, 2017
Dec. 4, 2017	
March 19, 2019	
	Dec. 11, 2019

April 23, 2020

April 13, 2021

April 12, 2022

March 14, 2023

May 1, 2024

April 12, 2022

April 20, 2023

Policy 10

POLICY-MAKING**Background**

Policy development is a key responsibility of the Board of Trustees. Policies constitute the will of the Board in determining how the Division will be operated and communicate the Board's beliefs and expectations. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students and other stakeholders. Policies also serve as sources of information and guidelines to all who may be interested in, or connected with, the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

Guidelines

The Board shall be guided in its approach to policy-making by ensuring adherence to the requirements necessary to provide for a wide range of diversity in education, compliance with the *Education Act*, and provincial and federal legislation. Board policies shall provide an appropriate balance between the responsibility of the Board to develop guidelines for the Division and the opportunity for the Superintendent to exercise professional judgment in the administration of the Division. The Board shall adhere to the following stages in its approach to policy-making:

1. Planning

- 1.1. The Board, with the support of the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.
- 1.2. Stakeholder engagement will be determined by the Board.

2. Development

- 2.1. The Board may develop policies or delegate the responsibility for drafting policies to the Superintendent.

3. Adoption

- 3.1. The Board is solely responsible for adopting new policies or amendments to existing policies through a resolution at a public Board meeting.

4. Implementation

- 4.1. The Board is responsible for the implementation of policies governing its own processes.
- 4.2. The Board and Superintendent share the responsibility for the implementation of policies relating to the Board-Superintendent relationship.
- 4.3. The Superintendent is responsible for the implementation of the other policies.

5. Evaluation

- 5.1. The Board and Superintendent shall review policies annually.

6. Specific area of responsibility

- 6.1. The Policy Committee and Superintendent, shall consider:
 - 6.1.1. legislation;
 - 6.1.2. direction from the Board; and
 - 6.1.3. analysis of trends and research.
- 6.2. When required, the Superintendent shall seek legal advice on the intent and wording of the policy.
- 6.3. Only those policies that are adopted and recorded in the minutes constitute the official policies of the Board.
- 6.4. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the operation of the Division. Such decisions carry the weight of policy until such time as a specific written policy is developed.
- 6.5. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.
- 6.6. The Superintendent shall develop administrative procedures as specified in [Board Policy 11: Delegation of Authority](#) as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.
- 6.7. The Board may rescind specific policies and may delegate to the Superintendent authority over those areas.
- 6.8. The Superintendent must inform the Board of changes to administrative procedures. The Superintendent shall arrange for all Board policies, administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

References

Sections 52, 52, 222 *Education Act*

Last reviewed:	Last updated:
April 23, 2015	April 23, 2015
March 6, 2017	
April 10, 2017	May 29, 2017
Dec. 4, 2017	
March 19, 2019	
	Dec. 11, 2019
	April 23, 2020
April 13, 2021	
April 12, 2022	April 12, 2022

March 14, 2023
May 1, 2024

April 20, 2023



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 15: Program Reduction and School Closure

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 15: Program Reduction and School Closure, 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.

The Policy Committee receives feedback and information from trustees, administration and other stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

As shown in Attachment 1, proposed amendments are made to ensure consistency and conciseness.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 15: Program Reduction and School Closure (marked)
2. Board Policy 15: Program Reduction and School Closure (unmarked)

Policy 15

SCHOOL CLOSURE AND PROGRAM REDUCTION**Background**

The Board of Trustees recognizes that due to changes in enrolment, shifts in demographics or fiscal constraints, it may be necessary to close a school or modify the programs offered in ~~a school or~~ schools under its jurisdiction.

Guidelines**1. School closures and program reductions: Specifics**

- 1.1. The authority of the Board is derived from and must comply with Section 62 of the *Education Act* and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
 - 1.1.1. close a school; or
 - 1.1.2. transfer students from one school building to another school building.
- 1.2. The Board may review school programs and school operations to determine the future of such schools when:
 - 1.2.1. the Board believes such a review will improve the availability of programs or the efficiency of operations;
 - 1.2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
 - 1.2.3. operating, maintenance, renovation or transportation costs place excessive demands on the Division's budget; or
 - 1.2.4. recommended by the Superintendent.
- 1.3. Where the Board is considering the closure of a school or transfer of students from one school building to another school building, the Board shall:
 - 1.3.1. notify in writing the parents and guardians of every student enrolled in the school that may be affected; and
 - 1.3.2. notify in writing any other person, municipality or community organization who may be significantly affected.

2. School closure

For the purpose of school closure only, the Board shall:

- 2.1. Provide adequate opportunity for the public to respond to the Board's proposal to close the school.
- 2.2. Establish a process for the Board to consider public feedback.
- 2.3. Request of administration a report that shall be presented at a public board meeting, which sets out the following:
 - 2.3.1. how the closure would affect the attendance area defined for that school;
 - 2.3.2. how the closure would affect attendance at other schools;
 - 2.3.3. information on the Board's long-range capital plan;

- 2.3.4. the number of students who would need to be relocated as a result of the closure;
- 2.3.5. the need for, and extent of, busing;
- 2.3.6. program implications for other schools and the students when they are attending other schools;
- 2.3.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
- 2.3.8. the educational and financial impact if the school were to remain open.

3. Building use: After a school closure

The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed.

- 3.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following ~~contents~~:
 - 3.1.1. a review of demographic factors relating to the school in the context of the overall Division;
 - 3.1.2. the length of time that the school building has been closed;
 - 3.1.3. consideration of the potential for other public educational uses for the school building, and the estimated cost;
 - 3.1.4. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
 - 3.1.5. any other criteria or issues that the administration considers relevant to the Board's decision.

4. School space availability

- 4.1. When, in the opinion of the Education Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
- 4.2. The Board shall use the following process and criteria to determine, for the purposes of the *Municipal Government Act*, whether its interest in school reserve, municipal and school reserve, or municipal reserve is surplus to the Board's needs. As such, the Board shall direct the administration to prepare a recommendation report that shall contain the following ~~contents~~:
 - 4.2.1. a review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve, or municipal reserve;
 - 4.2.2. consideration of student accommodation and transportation issues;
 - 4.2.3. whether a school on the school reserve, municipal and school reserve, or municipal reserve is included in the Board's capital plan;
 - 4.2.4. the length of time the school reserve, municipal and school reserve, or municipal reserve has existed and has not been needed by the Board;
 - 4.2.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve, or municipal reserve; and

- 4.2.6. any other criteria or issues that the administration considers relevant to the Board’s decision.

References

Sections 11, 33, 53, 62, 192, 194, 222, 248, 249 *Education Act*

Last reviewed: Last updated:

Dec. 14, 2015 Feb. 18, 2016

March 6, 2017 April 20, 2017

Jan. 25, 2018 Jan. 25, 2018

Jan. 29, 2019 Feb. 21, 2019

Dec. 10, 2019 Dec. 19, 2019

Dec. 8, 2020

Feb. 8, 2022

[May 1, 2024](#)

Policy 15

SCHOOL CLOSURE AND PROGRAM REDUCTION**Background**

The Board of Trustees recognizes that due to changes in enrolment, shifts in demographics or fiscal constraints, it may be necessary to close a school or modify the programs offered in schools under its jurisdiction.

Guidelines**1. School closures and program reductions: Specifics**

- 1.1. The authority of the Board is derived from and must comply with Section 62 of the *Education Act* and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
 - 1.1.1. close a school; or
 - 1.1.2. transfer students from one school building to another school building.
- 1.2. The Board may review school programs and school operations to determine the future of such schools when:
 - 1.2.1. the Board believes such a review will improve the availability of programs or the efficiency of operations;
 - 1.2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
 - 1.2.3. operating, maintenance, renovation or transportation costs place excessive demands on the Division's budget; or
 - 1.2.4. recommended by the Superintendent.
- 1.3. Where the Board is considering the closure of a school or transfer of students from one school building to another school building, the Board shall:
 - 1.3.1. notify in writing the parents and guardians of every student enrolled in the school that may be affected; and
 - 1.3.2. notify in writing any other person, municipality or community organization who may be significantly affected.

2. School closure

For the purpose of school closure only, the Board shall:

- 2.1. Provide adequate opportunity for the public to respond to the Board's proposal to close the school.
- 2.2. Establish a process for the Board to consider public feedback.
- 2.3. Request of administration a report that shall be presented at a public board meeting, which sets out the following:
 - 2.3.1. how the closure would affect the attendance area defined for that school;
 - 2.3.2. how the closure would affect attendance at other schools;
 - 2.3.3. information on the Board's long-range capital plan;

- 2.3.4. the number of students who would need to be relocated as a result of the closure;
- 2.3.5. the need for, and extent of, busing;
- 2.3.6. program implications for other schools and the students when they are attending other schools;
- 2.3.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
- 2.3.8. the educational and financial impact if the school were to remain open.

3. Building use: After a school closure

The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed.

- 3.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following:
 - 3.1.1. a review of demographic factors relating to the school in the context of the overall Division;
 - 3.1.2. the length of time that the school building has been closed;
 - 3.1.3. consideration of the potential for other public educational uses for the school building, and the estimated cost;
 - 3.1.4. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
 - 3.1.5. any other criteria or issues that the administration considers relevant to the Board's decision.

4. School space availability

- 4.1. When, in the opinion of the Education Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
- 4.2. The Board shall use the following process and criteria to determine, for the purposes of the *Municipal Government Act*, whether its interest in school reserve, municipal and school reserve, or municipal reserve is surplus to the Board's needs. As such, the Board shall direct the administration to prepare a recommendation report that shall contain the following:
 - 4.2.1. a review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve, or municipal reserve;
 - 4.2.2. consideration of student accommodation and transportation issues;
 - 4.2.3. whether a school on the school reserve, municipal and school reserve, or municipal reserve is included in the Board's capital plan;
 - 4.2.4. the length of time the school reserve, municipal and school reserve, or municipal reserve has existed and has not been needed by the Board;
 - 4.2.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve, or municipal reserve; and

- 4.2.6. any other criteria or issues that the administration considers relevant to the Board’s decision.

References

Sections 11, 33, 53, 62, 192, 194, 222, 248, 249 *Education Act*

Last reviewed:	Last updated:
Dec. 14, 2015	Feb. 18, 2016
March 6, 2017	April 20, 2017
Jan. 25, 2018	Jan. 25, 2018
Jan. 29, 2019	Feb. 21, 2019
Dec. 10, 2019	Dec. 19, 2019
Dec. 8, 2020	
Feb. 8, 2022	
May 1, 2024	



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 16: Recruitment and Selection of Personnel

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: 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 16: Recruitment and Selection of Personnel, as presented.

BACKGROUND:

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

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

The Policy Committee receives feedback and information from trustees, administration and other stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

As shown in Attachment 1, the proposed amendment replaces the Background statement with the Guideline statement. The only shared responsibility between the Board and Superintendent is in the recruitment of the Secretary-Treasurer, which is identified in section 1.4.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION:

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

ATTACHMENT(S):

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

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

Background

The Board of Trustees believes strong leadership and administration within the Division are essential to the effective and efficient operation of the school system. ~~that the recruitment and selection of senior administrative personnel is a shared responsibility between the Board and the Superintendent.~~

Guidelines

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

Guidelines

1. Specific responsibilities:

- 1.1. The Board has the sole authority to recruit and select the Superintendent.
- 1.2. The Board, in the case of the Superintendent, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure Division employees are made aware.
- 1.3. The Superintendent, or designate, in all other instances, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure all current Division employees are made aware.
- 1.4. The following process shall be followed for the Secretary-Treasurer position:
 - 1.4.1. The Superintendent shall be responsible for the creation of a shortlist of candidates for this position.
 - 1.4.2. The Board Chair, Board Vice-Chair and the Superintendent shall constitute the interview team. The Board's auditor may be asked to attend as an observer. The Superintendent may choose additional individuals to be part of the interview team.
 - 1.4.3. The decision will normally be made by consensus of the interview team. The successful candidate must be supported by a clear majority of the interview team. The Superintendent must be one of the votes in the majority.
 - 1.4.4. The position shall have a role description and a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
- 1.5. All offers of employment to the Secretary-Treasurer shall be conditional on the successful applicant providing a criminal record check and a vulnerable sector check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

- 1.6. The Superintendent is delegated full authority to recruit and select staff for all positions other than the Secretary-Treasurer positions detailed above.
 - 1.6.1. The Superintendent may choose to involve the Board Chair on the interview team for the associate superintendent positions.
 - 1.6.2. All senior administration-level positions shall have a role description, and each person shall have a written contract of employment. Before an offer of employment, the contract of employment shall be vetted by Division legal counsel to ensure compliance with all applicable legal requirements. The Superintendent is delegated full authority to determine contract renewals.

References

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

Last reviewed:	Last updated:
	Sept. 17, 2015
May 8, 2017	
March 19, 2018	April 19, 2018
Aug. 30, 2018	Aug. 30, 2018
April 18, 2019	
Dec. 19, 2019	Dec. 19, 2019
June 2, 2021	
May 10, 2022	
May 10, 2023	May 25, 2023
<u>May 1, 2024</u>	

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL**Background**

The Board of Trustees believes strong leadership and administration within the Division are essential to the effective and efficient operation of the school system.

Guidelines**1. Specific responsibilities:**

- 1.1. The Board has the sole authority to recruit and select the Superintendent.
- 1.2. The Board, in the case of the Superintendent, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure Division employees are made aware.
- 1.3. The Superintendent, or designate, in all other instances, shall assume the sole responsibility for initiating the advertising process and shall make every reasonable effort to ensure all current Division employees are made aware.
- 1.4. The following process shall be followed for the Secretary-Treasurer position:
 - 1.4.1. The Superintendent shall be responsible for the creation of a shortlist of candidates for this position.
 - 1.4.2. The Board Chair, Board Vice-Chair and the Superintendent shall constitute the interview team. The Board's auditor may be asked to attend as an observer. The Superintendent may choose additional individuals to be part of the interview team.
 - 1.4.3. The decision will normally be made by consensus of the interview team. The successful candidate must be supported by a clear majority of the interview team. The Superintendent must be one of the votes in the majority.
 - 1.4.4. The position shall have a role description and a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
- 1.5. All offers of employment to the Secretary-Treasurer shall be conditional on the successful applicant providing a criminal record check and a vulnerable sector check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
- 1.6. The Superintendent is delegated full authority to recruit and select staff for all positions other than the Secretary-Treasurer positions detailed above.
 - 1.6.1. The Superintendent may choose to involve the Board Chair on the interview team for the associate superintendent positions.
 - 1.6.2. All senior administration-level positions shall have a role description, and each person shall have a written contract of employment. Before an offer

of employment, the contract of employment shall be vetted by Division legal counsel to ensure compliance with all applicable legal requirements. The Superintendent is delegated full authority to determine contract renewals.

References

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

Last reviewed:	Last updated:
	Sept. 17, 2015
May 8, 2017	
March 19, 2018	April 19, 2018
Aug. 30, 2018	Aug. 30, 2018
April 18, 2019	
Dec. 19, 2019	Dec. 19, 2019
June 2, 2021	
May 10, 2022	
May 10, 2023	May 25, 2023
May 1, 2024	



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 18: Alternative Programs

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 18: Alternative Programs, as presented.

BACKGROUND:

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

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

The Policy Committee receives feedback and information from trustees, administration and other stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

As shown in Attachment 1:

1. Sport for Life is added to the Alternative Program definition, as per Board motion 238/2023 made on Dec. 14, 2023:

238/2023 | Trustee Holowaychuk moved: That the Board of Trustees approves the Sport for Life program at Clover Bar Junior High School be designated an EIPS Alternative Program effective for the 2024-25 school year, as presented.



RECOMMENDATION REPORT

Page 2 of 2

2. Section 5 be amended to align with Policy 17: Student Transportation.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 18: Alternative Programs (marked)
2. Board Policy 18: Alternative Programs (unmarked)

Policy 18

ALTERNATIVE PROGRAMS**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~~may 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
May 1, 2024	

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 may 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
May 1, 2024	



RECOMMENDATION REPORT

DATE: May 30, 2024
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 24: Personal Communication Devices
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 repeal Board Policy 24: Personal Communication Devices.

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.

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

Under 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 Board is committed to preparing students to thrive in the 21st Century, and the Division must continue to progress along with technology in education and guide students on appropriate digital citizenship. Processes relating to digital equipment and personal communication devices are operational rather than a governance issue and should therefore be addressed by administration in its administrative procedures.

COMMUNICATION PLAN:

Once approved, the Board Policy Handbook and Administrative Procedures will be updated and stakeholders advised.

ATTACHMENT(S):

N/A



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 26: School Dispute Resolution

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 26: School Dispute Resolution, as presented.

BACKGROUND:

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

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

The Policy Committee receives feedback and information from trustees, administration and other stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

It is recommended the policy be amended by adding section 3.2.1 for clarity that suspensions cannot be appealed, as shown in Attachment 1.

COMMUNICATION:

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

ATTACHMENT(S):

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

Policy 26

SCHOOL DISPUTE RESOLUTION

Background

As required by Section 41 of the *Education Act*, Board Policy 26 outlines the procedures for resolving disputes or concerns between parents or guardians and school staff that will support a co-operative and collaborative learning environment for students.

Guidelines

1. Dispute or concern resolution

- 1.1. The parent or guardian should address the dispute or concern directly with the staff member involved, either in person or in writing. Anonymous complaints or concerns may be forwarded to the Principal and will only be investigated if there is independent corroborating evidence supporting the matter of concern.
- 1.2. If the parent's or guardian's dispute or concern is not resolved by directly addressing it with the staff member involved, the parent or guardian shall bring it forward to the Principal, or designate, for resolution.

2. Resolution techniques

- 2.1. The Principal may utilize a variety of techniques to resolve issues, such as:
 - 2.1.1. meeting with the parent or guardian and the staff member;
 - 2.1.2. mediation;
 - 2.1.3. restorative justice;
 - 2.1.4. involving Division staff or consultants who have relevant expertise to the dispute or concern;
 - 2.1.5. obtaining the advice, services or opinion of a medical practitioner or other professional; or
 - 2.1.6. involving child welfare, social services, police or other external agencies.

3. Dispute or concern appeal

- 3.1. If the parent or guardian feels the dispute or concern has not been adequately addressed, the Principal shall advise the parent or guardian of the Division appeal mechanism, as outlined in [Administrative Procedure 390: Appeals Concerning Student Matters](#).

- 3.2. If the matter remains unresolved, it may be appealed to the Board of Trustees, as per [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).

3.1.1-3.2.1. The exception being, under Section 36 of the Education Act, teachers and principals are specifically delegated the responsibility for suspensions, therefore, they are not appealable to the Superintendent nor the Board of Trustees.

References

Sections [36](#), 40, 41, 42, 43, 52, 53, 196, 197, 222 *Education Act*
Board Policy 13: Appeals and Hearings Regarding Student Matters

Last reviewed: Last updated:

Aug. 27, 2020 Aug. 27, 2020

June 2, 2021

May 10, 2022 June 16, 2022

May 10, 2023 May 25, 2023

[May 1, 2024](#)

Policy 26

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 - 3.2.1. The exception being, under Section 36 of the *Education Act*, teachers and principals are specifically delegated the responsibility for suspensions, therefore, they are not appealable to the Superintendent nor the Board of Trustees.

References

Sections 36, 40, 41, 42, 43, 52, 53, 196, 197, 222 *Education Act*
Board Policy 13: Appeals and Hearings Regarding Student Matters

Last reviewed:	Last updated:
Aug. 27, 2020	Aug. 27, 2020
June 2, 2021	
May 10, 2022	June 16, 2022
May 10, 2023	May 25, 2023
May 1, 2024	



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Artificial Intelligence

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 directs administration to develop administrative procedures around artificial intelligence.

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.

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

Under 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 Board is committed to preparing students to thrive in the 21st Century, and the Division must continue to progress along with technology in education and guide students on appropriate digital citizenship. Processes relating to artificial intelligence are operational rather than a governance issue and should therefore be addressed by administration in its administrative procedures.

COMMUNICATION PLAN:

Once approved, administrative procedures will be updated and stakeholders advised.



RECOMMENDATION REPORT

Page 2 of 2

ATTACHMENT(S):

N/A



RECOMMENDATION REPORT

Page 1 of 3

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: *Four-Year Education Plan: 2022-26 (Year 3)*

ORIGINATOR: Ryan Marshall, Associate Superintendent

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

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

EIPS PRIORITY: Enhance High-Quality Learning and Working Environments.

EIPS GOAL: A Culture of Excellence and Accountability.

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

RECOMMENDATION:

That the Board of Trustees approves the *EIPS Four-Year Education Plan: 2022-26 (Year 3)*, which includes revised performance measures and updated priority strategies for the 2024-25 school year.

BACKGROUND:

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

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

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



Additionally, the province requires all school divisions to engage stakeholders and report on results on an ongoing basis. That means, regularly, EIPS engages school families, staff, students and community members about the Division's strategic direction. It also means sharing its progress in achieving its priorities, as outlined in its education plan, through the *Annual Education Results Report*. The combined benefit is four-fold: It ensures school authorities are more responsive to local needs, increases stakeholder understanding of educational matters, improves decision-making and enhances ownership of decisions. That, in turn, helps school authorities be more responsive to students' and community needs, while remaining focused on continuous improvement.

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

The updated *Four-Year Education Plan: 2022-26* was finalized in May 2022. It then took effect at the start of the 2022-23 school year.

CURRENT STATE:

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

In December 2023, the Division reached out to all school families, staff, Grade 12 students and community members to share the *EIPS Annual Education Results Report 2022-23* and administer the EIPS Budget Planning Survey: 2024-25. The survey asked questions on stakeholder values and important areas the Division should consider when allocating resources to enhance students' overall performance. Then, in March 2024, the Division conducted a two-part EIPS Annual Feedback Survey—for families, staff, students in grades 9 and 12, and community members—again sharing the *EIPS Annual Education Results Report 2022-23*. In Part A, stakeholders were asked a series of questions about their experiences with EIPS and their school, the overall performance of the Division, the quality of education being provided to students and areas for improvement. Meanwhile, Part B focused on stakeholder confidence with questions covering a range of topics reflecting on the year before—student growth and achievement, learning supports, teaching and leading and governance.

Using all the feedback collected, in conjunction with other data-based information, the Board has revised its *Four-Year Education Plan: 2022-26 (Year 3)*. Updates were made to the performance measures, and new strategies were added to achieve the listed priorities, goals and outcomes [see Attachment 1, "*EIPS Four-Year Education Plan: 2022-26 (Year 3)*"]. Overall, the updated plan is responsive to the province's assurance measure data, aligns with community values, and supported by a budget that aligns with the key priority strategies to achieve the goals and outcomes identified in the Division's plan.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

If approved, the Division will share the *EIPS Four-Year Education Plan: 2022-26 (Year 3)* with stakeholders and post it online by May 31, 2024.

ATTACHMENT(S):

1. *EIPS Four-Year Education Plan: 2022-26 (Year 3)*

Elk Island Public Schools
Four-Year Education Plan 2022-26
Year 3



Accountability

The *EIPS Four-Year Education Plan: 2022-26* was prepared under the direction of the Board of Trustees in accordance with the responsibilities listed within the *Education Act* and the *Fiscal Planning and Transparency Act*. To the best of its abilities, the Board is committed to using the performance measure results and strategies listed in this report to improve student outcomes and ensure all learners acquire the knowledge, skills and attitudes needed to be successful and contributing members of society. The Board approved the *EIPS Four-Year Education Plan: 2022-26 (Year 3)* on May 30, 2024.



Cathy Allen
Chair, Board of Trustees

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

[Four-Year Education Plan: Overview](#)
[2024-25 EIPS Spring Budget](#)
[Three-Year Capital Plan: 2025-28](#)
[IMR and CMR Project Plan: 2024-25](#)

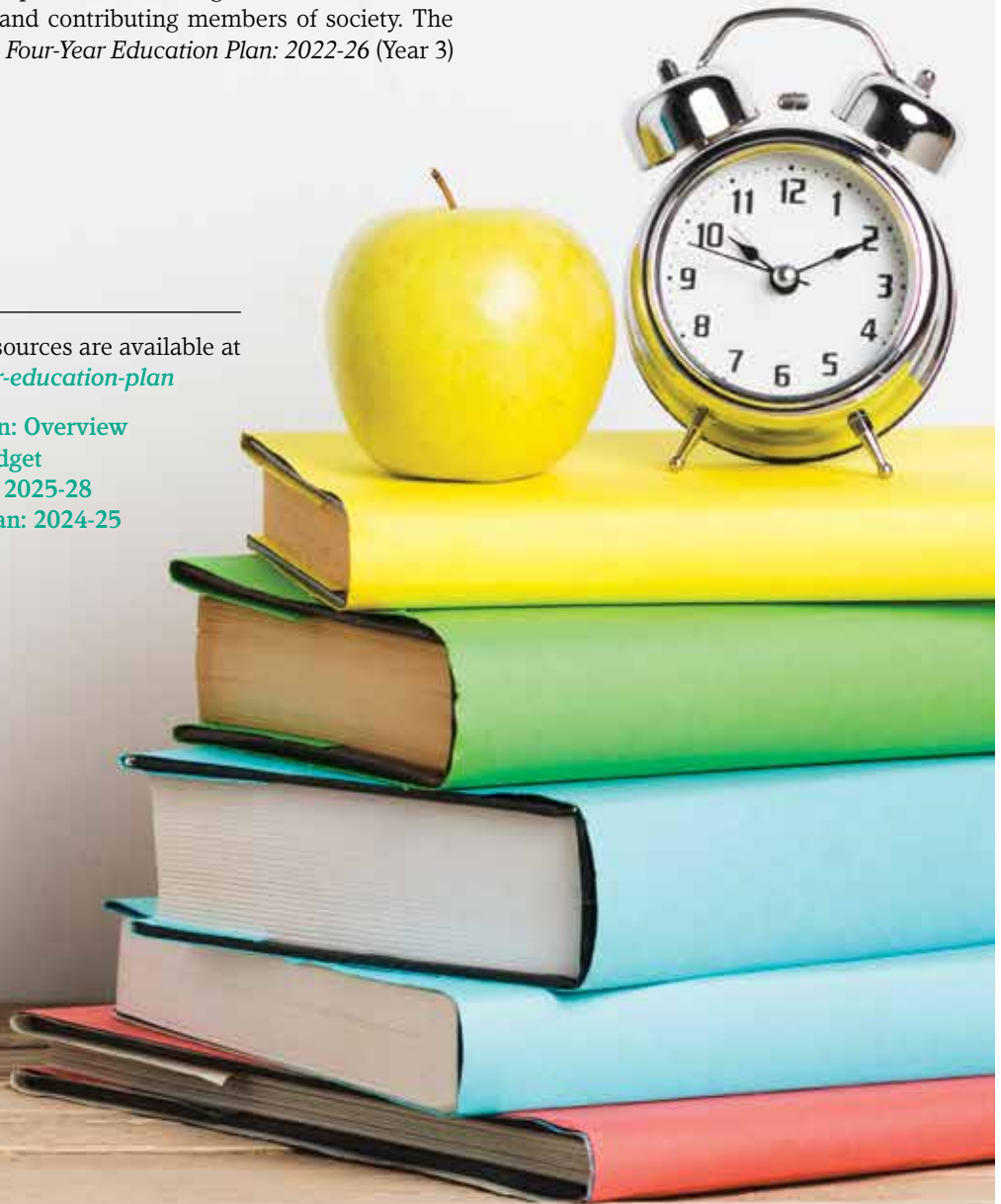


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EIPS Profile and Local Context

Elk Island Public Schools (EIPS) is one of Alberta’s largest school divisions, serving close to 17,750 students from kindergarten to Grade 12 in 42 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,540 people—925 teachers and 615 non-teaching staff—who work together to inspire students to achieve their full potential.

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

Students also have access to a continuum of classroom supports and services, including specialized learning environments; early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and

physical therapy. As well, the Division offers a variety of educational opportunities for students that take place within, and outside, the classroom:

- language programming—French, German and Ukrainian;
- academic programming—Advanced Placement, International Baccalaureate and Junior High Honours;
- faith-based programming—Alternative Christian and Logos Christian;
- Next Step outreach programming—in Sherwood Park, Fort Saskatchewan and Vegreville; and
- lifestyle programming—Sport for Life.

To further complement programming, the Division boasts strong extracurricular opportunities and careers and technologies programming in all its schools—STEM, construction, mechanics, computer science, sports education, foods, music, drama, special-interest clubs, athletics, plus more. Together, the diverse programming offered throughout EIPS ensures high-quality, well-rounded student-centred education that develops learners with the skills and knowledge needed to succeed—now and after they finish school.

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

BELIEF STATEMENTS

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



EIPS Four-Year Education Plan: 2022-26

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

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

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

GOAL 2 SUCCESS FOR EVERY STUDENT

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

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

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

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

Priority 2: Enhance high-quality learning and working environments

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

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

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

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

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

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

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

Planning and Assurance



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

ACCOUNTABILITY AND PERFORMANCE

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

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

Assurance Framework

Every spring, Alberta Education allocates funds to school authorities to provide high-quality education programs for all the students they serve. The practice creates an accountability relationship that ensures transparency, annual reporting and assurance that every Alberta-based school division fulfills its delegated responsibility.

As such, EIPS has an Assurance Framework that it cycles through annually. Essentially, it's an accountability system that allows the Division to assess and publicly demonstrate its ongoing progress—through regular reporting, set processes, actions, engagement, analysis of evidence and relationship building. The result: Stakeholders and community members are now developing a holistic understanding of EIPS' performance and how it ensures a culture of continuous improvement.

EIPS ASSURANCE FRAMEWORK PROCESS

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

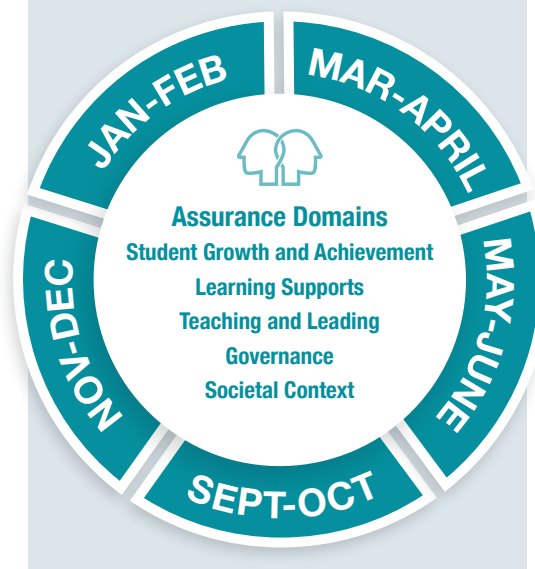
Assurance Cycle

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

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

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

The Board further enhances assurance through ongoing stakeholder communication, attending monthly school council meetings and participating in the Committee of School Councils meetings to gather feedback about the Division. Also, every Board Caucus meeting includes a standing generative-governance discussion, allowing trustees to share input and ideas to ultimately inform decision-making.



Assurance Cycle: 2024-25



NOVEMBER 2024

- The Division and schools will host Assurance Reviews to go over the previous year’s results with the Board—school council chairs will also be invited to attend.
- The Division will publish the *EIPS Annual Education Results Report*.

DECEMBER 2024

- The Division will administer its annual EIPS Budget Survey to gather feedback about budget-planning priorities—the Board uses the input to make budget decisions.

JANUARY 2025

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

FEBRUARY TO MARCH 2025

- The province will administer the Alberta Education Assurance survey to gather stakeholder feedback on the assurance domains. The data helps guide decision-making.

MARCH 2025

- The Division will gather feedback from staff, students and families through surveys focused on EIPS’ *Four-Year Education Plan* and stakeholder confidence—the Division uses the input to help guide future decision-making, priorities and budget allocations.

APRIL 2025

- All EIPS schools will engage staff and families, using the feedback collected for budget-planning purposes and developing school education plans for 2025-26.
- Using the feedback provided from the surveys and other public engagement conversations, the Division will prepare a draft spring budget report and update the *EIPS Four-Year Education Plan: 2022-26 (Year 4)*.

MAY 2025

- The Division will engage COSC about EIPS’ 2025-26 spring budget and the *EIPS Four-Year Education Plan: 2022-26 (Year 4)*.
- Using stakeholder feedback, the Board will approve the spring budget for the 2025-26 school year and submit its updated *EIPS Four-Year Education Plan: 2022-26 (Year 4)* to Alberta Education for the upcoming school year.

ONGOING

- The Division will publish a quarterly newsletter for its community partners, *EIPS Quarterly Update*, featuring articles about the Division, the work of the Board of Trustees and the importance of public education.
- The Division will publish a quarterly newsletter for the school community, *EIPS Advocacy in Action*, featuring articles about the Division, the work of the Board of Trustees, EIPS priorities, advocacy areas and the value of public education.



Priority 1:

Promote Growth and
Success for All Students

Goal 1: Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

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

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

Provincial Outcome: Alberta's students are successful

Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research, centred on children, between the ages of zero and six, points to the early years as the most significant development period in an individual's life. That's why Elk Island Public Schools (EIPS) identifies an "excellent start to learning" as a goal in its *EIPS Four-Year Education Plan: 2022-26*.

The goal sets the groundwork for implementing strategies that ensure as many children as possible, entering Grade 1, reach developmental milestones. To facilitate this, all young learners within the Division—pre-kindergarten and kindergarten—are taught by caring and responsive staff members in high-quality early learning environments. Those environments are also focused on purposeful, play-based programming.

Equally important is for children in kindergarten to Grade 3 to develop strong early literacy and numeracy foundations—both areas are critical for success later in life. In fact, for literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, all early learners within EIPS are taught by teachers who work diligently to ensure every child under their care can read at their grade level. These teachers also participate in ongoing professional learning focused on research-based foundational practices to ensure all students experience one-year's growth in literacy and numeracy annually.

Performance Measures

ACHIEVEMENT DATA

- The number of learners enrolled in EIPS':
 - Play And Learn at School (PALS) program; and
 - kindergarten program.
- The percentage of children entering the PALS program with severe special needs.
- The percentage of children who completed their second year of the PALS program and no longer require a severe speech code.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures:
 - awareness of self and environment;
 - social skills and approaches to learning;
 - cognitive skills;
 - language and communication;
 - physical development: fine motor; and
 - physical development: gross motor.
- The percentage of Grade 3 students reading at grade level, as measured by the Star Reading assessments.



- The percentage of Grade 3 students performing mathematics at grade level, as measured by the Star Math assessments.
- The total number of learners assessed at the beginning of the year using the required Alberta Education assessments.
- The percentage of students identified as an at-risk learner at the beginning of the year, compared to at the end.
- The average number of months learners are behind grade level after the first required Alberta Education assessments compared to the average number of months learners gained after the final required Alberta Education assessments.

**EIPS ANNUAL FEEDBACK SURVEY:
FOR PARENTS AND CAREGIVERS**

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

**EIPS ANNUAL FEEDBACK SURVEY:
STAKEHOLDER CONFIDENCE**

- The percentage of stakeholders confident EIPS provides supports and services needed to prepare pre-kindergarten and kindergarten children for Grade 1.



Priority Strategy for Education Plan

EIPS will continue its efforts to ensure children reach their developmental milestones and attain solid foundational skills in the early years. Strategies for 2024-25 include:



Work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support to address developmental delays identified in classrooms—pre-kindergarten to Grade 3.



Develop ongoing online professional learning modules to build capacity in key early learning program areas, such as fine-motor progressions and early language foundations—particularly beneficial for onboarding new teachers.



Use robust literacy and numeracy assessments to identify where early learners are struggling.



Continue to work with schools to develop intervention plans for at-risk students.



Provide small-group modelling and side-by-side coaching to build teacher capacity in foundational literacy skills, kindergarten to Grade 3.



Implement Year 2 of a pilot project for Division 1 early reading intervention—expanding to all EIPS elementary schools. The project is focused on early intervention to support an excellent start to learning and building staff capacity to support programming for all students.



Create more opportunities for instructional leaders and teachers to understand and implement developmentally appropriate practices in early learning environments.



Provide early intervention for students identified as at-risk for learning disorders.



Continue to provide high-quality professional learning opportunities for staff working in early learning classrooms.



Continue to build teacher capacity to ensure successful transitions to the province's new elementary curriculum.

Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

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

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

Provincial Outcome: Alberta’s students are successful

Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their pedagogical practice to meet students’ differing needs, use meaningful assessments to inform a broad range of teaching strategies, and identify students who might require additional intervention and support early.

Of particular interest is an emphasis on literacy and numeracy. Literacy is the ability to read, view, write, design, speak and listen to allow people to communicate effectively. Strong literacy skills ensure the ability to read and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in various situations. Developing strong literacy skills is critical for students to reach their full potential—in school, the workplace and life.

Meanwhile, as defined by Alberta Education, numeracy is “... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.” Therefore, a numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understanding at home, school, work and in the community. Like literacy, developing strong numeracy skills is essential for students to reach their full potential.

Equally important is student engagement—another priority area for EIPS. In fact, research increasingly shows students who are engaged are more likely to do well in school, have better attendance and to have a hopeful outlook toward the future. As such, school engagement is key to students’ successfully achieving learner outcomes. Because literacy, numeracy and student engagement are foundational to success in learning and life, all three are priorities within the *EIPS Four-Year Education Plan*.

Performance Measures

OVERALL LITERACY LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
 - Grade 6 and Grade 9 Provincial Achievement Tests (PATs)
 - diploma examinations
 - Grade 6 Language Arts PAT
 - Grade 9 Language Arts PAT
 - English 30-1 diploma examination
 - English 30-2 diploma examination
- The percentage of Grade 3 students reading at grade level.

Literacy, numeracy and engagement
are foundational to student success
—in learning and life

OVERALL MATHEMATICS LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
 - Grade 6 Mathematics PAT
 - Grade 9 Mathematics PAT
 - Math 30-1 diploma examinations
 - Math 30-2 diploma examinations
- The percentage of Grade 3 students performing mathematics at grade level.

ALBERTA EDUCATION ASSURANCE SURVEY: ENGLISH AS AN ADDITIONAL LANGUAGE

- The percentage of English as an additional language (EAL) students who achieve the acceptable standard and standard of excellence on the PATs.
- The percentage of EAL students who achieve the acceptable standard and standard of excellence on diploma exams.

- The high school completion rate for EAL students taking EAL—within three and five years of entering Grade 10.
- The annual dropout rate for EAL students, aged 14 to 18.
- The percentage of EAL students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of EAL Grade 12 students eligible for a Rutherford Scholarship.

ALBERTA EDUCATION ASSURANCE SURVEY

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

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

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

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

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

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE









- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS implements strategies that support students in demonstrating growth in literacy.
- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS implements strategies that support students in demonstrating growth in numeracy.





Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote student growth and success. Strategies for 2024-25 include:

-  Continue to build capacity around the new elementary curriculum—particularly the grades 4 to 6 science and French Immersion language arts and literature curriculum—to ensure smooth transitions for students and teachers.
-  Continue to use multidisciplinary teams to support learners with complex needs—across all feeder-school groupings.
-  Continue to build teacher and school-staff capacity in system programs and inclusive settings to ensure all students have access to high-quality programming.
-  Implement high-leverage instructional and assessment practices to support literacy and numeracy growth and a culture of thinking across classrooms.
-  Provide professional learning opportunities to principals and assistant principals to develop instructional leadership skills and enhance school education plans.
-  Offer focused professional learning opportunities to improve the Grade 9 Provincial Achievement Test results in both language arts and mathematics.
-  Continue to support teachers to develop and implement intervention plans that ensure more students demonstrate one year's growth in literacy and numeracy.
-  Continue the Division's work to develop and refine common exams for the junior high and senior high grades.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

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

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

Background

Elk Island Public Schools (EIPS) and Alberta Education are committed to creating and sustaining welcoming and safe learning environments for First Nations, Métis and Inuit students. Part of that commitment is continually finding ways to build on self-identified students' strengths and growth. EIPS does this by fulfilling treaty responsibilities; critically analyzing Division structures and procedures; and capacity-building centred on the *Teaching Quality Standard*, *Leadership Quality Standard* and the Truth and Reconciliation Commission of Canada: Calls to Action. Each is used to provide First Nations, Métis and Inuit learners with culturally relevant learning opportunities; build capacity to address First Nations, Métis and Inuit learner needs; and strengthen foundational knowledge about Indigenous cultures and a shared history.

Performance Measures

OVERALL STUDENT LEARNING OUTCOMES

- The percentage of self-identified First Nations, Métis or Inuit students, grades 6 and 9, who achieve the acceptable standard and standard of excellence on the Provincial Achievement Tests.
- The percentage of self-identified students who achieve the acceptable standard and standard of excellence on diploma examinations.

HIGH SCHOOL COMPLETION

- The high school completion rate for self-identified students—within three and five years of entering Grade 10.
- The annual dropout rate for self-identified students, aged 14 to 18.
- The percentage of self-identified senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of self-identified Grade 12 students eligible for a Rutherford Scholarship.

INTERNAL EIPS DATA

- The number of students who self-identify as First Nations, Métis or Inuit, as of June 30.
- The number of schools that submitted a First Nations, Métis and Inuit project proposal and received funding.
- The number of schools with a First Nations, Métis and Inuit education lead.



EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, who agree they have an understanding of First Nations, Métis and Inuit culture and history.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders—families, staff, Grade 12 students and community members, confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students.



Priority Strategy for Education Plan

First Nations, Métis and Inuit Education

EIPS is committed to effectively, authentically and respectfully supporting teachers and administrators in implementing the *Teaching Quality Standard* and *Leadership Quality Standard* competencies related to First Nations, Métis and Inuit education. Strategies for the 2024-25 school year include:



Work with schools to effectively incorporate land-based learning into their practice.



Assist educators in weaving Indigenous history, culture and perspective into lesson plans.



Create and facilitate effective and responsive professional learning.



Work with new curriculum teachers to help embed First Nations, Métis and Inuit ways of knowing, learning and doing within divisional resources.



Work with First Nations, Métis and Inuit school leads and consultants to deepen Indigenous foundational knowledge.

Fostering Belonging

EIPS is also committed to supporting Indigenous students and families in fostering a sense of belonging in their school community. Strategies for the 2024-25 school year include:



Provide cultural advisors to support individual schools and student groups.



Continue to host a divisionwide round dance for all school communities.



Continue efforts to build relationships with Elders and Knowledge Holders.



Co-ordinate school visits to cultivate and facilitate authentic cultural teachings in schools.



Host a land-based learning and cultural camp.



Host Indigenous family engagement nights to help build relationships and provide engaging cultural teachings.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 4: Students are supported and prepared for life beyond high school

Provincial Outcome: Alberta's students are successful

Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort throughout the entire kindergarten to Grade 12 public education system. That's because senior high completion is a fundamental building block influencing other educational and life goals. Simply put, if a student doesn't complete senior high, it impacts their quality of life as an adult. As such, preparing all students to graduate and transition into post-secondary education, the world of work and life is a fundamental outcome of public education.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY: HIGH SCHOOL COMPLETION

- The high school completion rate within three years of entering Grade 10.
- The high school completion rate within five years of entering Grade 10.
- The annual dropout rate for students, aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.

ALBERTA EDUCATION ASSURANCE SURVEY: STUDENT GROWTH AND CITIZENSHIP

- The percentage of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.
- The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work when they finish school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree their child is taught the knowledge, skills and attitudes necessary to succeed in life.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, who agree:
 - their school supports them in preparing for life beyond senior high; and
 - they're learning the knowledge, skills and attitudes necessary to succeed in life.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE







- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS implements strategies that supports and prepares students for life beyond senior high.





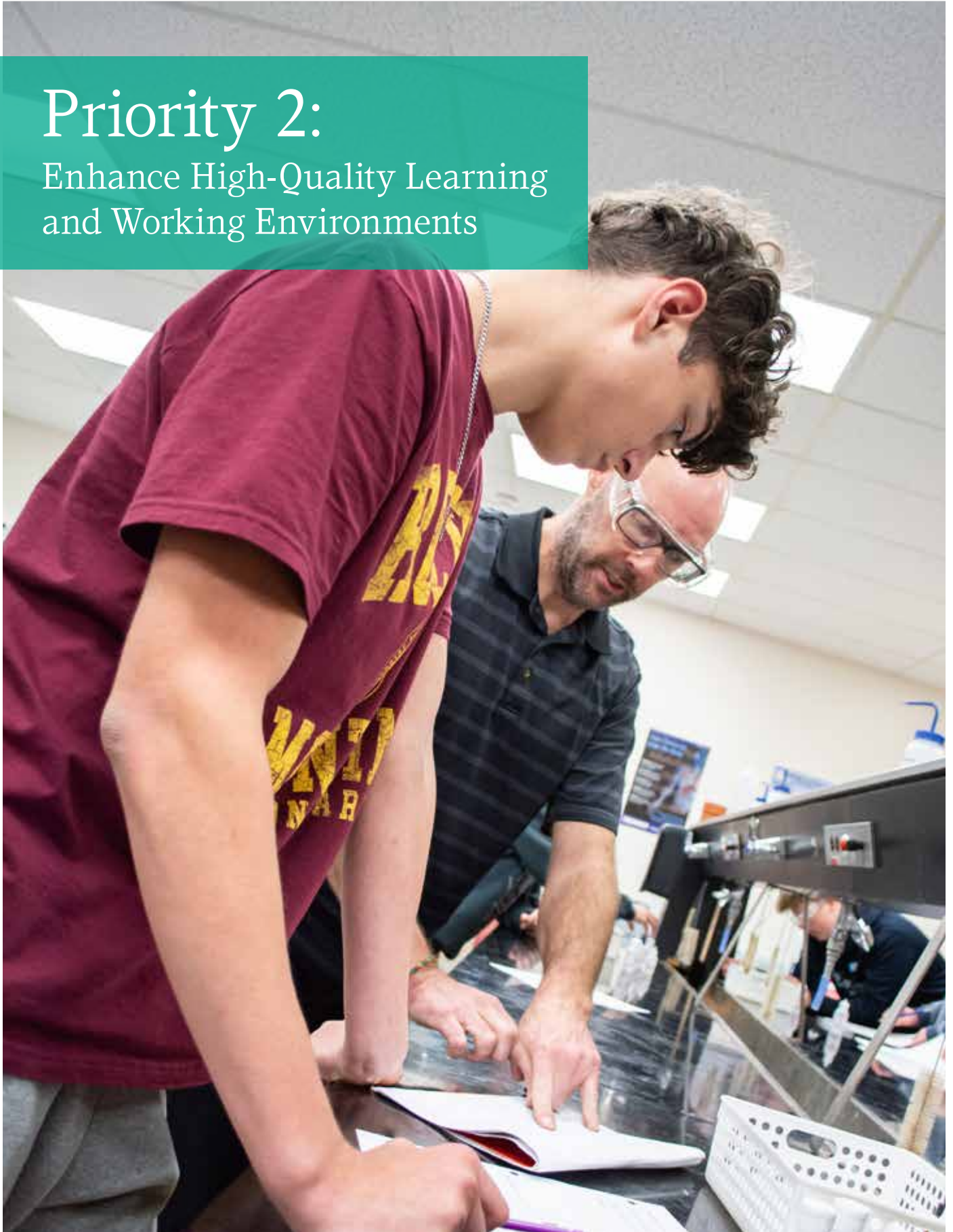
Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they are prepared for life after senior high. Strategies for the 2024-25 school year include:

-  Work with elementary teachers to naturally integrate career discussions into learning activities.
-  Host EIPS' annual Your Future: Post-Secondary and Career Fair in fall 2024.
-  Continue to work with junior high career and technology foundations teachers to build course challenges that align with the program of studies.
-  Continue efforts to establish a collegiate school for secondary students in Fort Saskatchewan.
-  Assess and refine the Division's career and technology foundations programming.
-  Continue efforts to enhance student opportunities by exposing them to multiple career options—work experience, off-campus education, apprenticeships, certifications, mentoring and job shadowing.
-  Work with senior high staff to enhance learning supports and developmental needs as students transition into adulthood.
-  Continue to build partnerships and work with community partners and local businesses within the Heartland Industrial area.
-  Expand EIPS' Take Our Kids to Work Day to include a Division Career Day.
-  Continue to identify community partners and local businesses to enhance student career exploration and development opportunities.

Priority 2:

Enhance High-Quality Learning
and Working Environments



GOAL 1: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

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

Provincial Outcome: Alberta has excellent teachers, school leaders and school-authority leaders

Background

Lifelong learning is a value supported and promoted throughout the Division. Research indicates leadership and the quality of teaching in schools are vital to boosting student achievement. As such, for maximum effectiveness, teachers, staff, school administrators and Division leaders all need ongoing opportunities to enhance their knowledge, skills and abilities—which, in turn, leads to the adoption of best educational practices and improved student-learning outcomes. Therefore, it's crucial Elk Island Public Schools (EIPS) pay close attention to how it trains and supports all educators, education leaders and classified staff. Ultimately, when all staff members have opportunities to learn and grow in their respective areas, the Division flourishes as a whole.

Equally essential is sustaining EIPS' culture of excellence and accountability. One of the ways the Division does this is by using and analyzing multiple data sets to identify strength areas and opportunities for growth. The data then helps the Division refine and modify its goals and strategies, find efficiencies and effectively manage resources.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of teachers reporting:
 - In the past three to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional growth.
 - In the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
 - In the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
 - In the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of parents and caregivers satisfied with the quality of teaching at their child's school.
- The percentage of parents and caregivers satisfied with the quality of education their child receives at school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families satisfied with:
 - the quality of education their child receives at school;
 - the quality of teaching at their child's school; and
 - the leadership at their child's school.

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - there is someone at work who encourages their professional learning;
 - they've had opportunities to grow at work in the last year;
 - their colleagues are committed to doing quality work; and
 - they receive recognition or praise for doing good work.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, satisfied with the:
 - quality of education they receive;
 - quality of teaching at their school; and
 - leadership at their school.



Priority Strategy for Education Plan

EIPS will continue its efforts to support and enhance the quality of teaching, learning and leading. Strategies for the 2024-25 school year include:

-  Continue demonstrating to stakeholders how Division resources are allocated to meet the priorities, goals and outcomes listed in the *Four-Year Education Plan*.

 Provide targeted professional learning to administrators focused on the *Leadership Quality Standard*—accompanied by a Division-developed resource repository for all participants.
-  Streamline business processes, structures and responsibilities.

 Continue to offer professional learning focused on student achievement results in literacy and numeracy—both priority areas for the Division.
-  Find efficiencies through the Division's Atrieve ERP system, PowerSchool, Permission Click and workflow software.

 Provide professional learning to teachers through virtual co-taught lessons—a consultant virtually joins the teacher during classroom instruction. The strategy provides teachers with needed support and allows EIPS consultants to support multiple teachers simultaneously.
-  Develop systems and processes to enhance evidence-based decision-making throughout the Division by developing data dashboards.

 Provide virtual professional learning sessions to EIPS administration before offering large-scale professional learning opportunities to certificated and classified staff.
-  Enhance common communication structures across the Division to support all staff.

 Build counsellor capacity and teacher capacity through various relevant and targeted professional learning opportunities.
-  Continue to support teaching and leadership quality through professional learning, supervision and evaluation processes.

 Build consultant capacity through focused training—as part of the Foundations of Consulting curriculum.
-  Develop targeted and functional professional learning opportunities for classified and certificated staff focused on key competencies and required certification for specific positions—tracked using PowerSchool's Unified Talent software.

 Review, revise and digitize the Guidance and Counselling Handbook.
-  Continue to provide professional learning and resources that support the new curriculum.

 Continue to provide targeted professional learning opportunities to staff related to specific areas of focus within the Mental Health Strategic Plan—accompanied by online resources.
-  Facilitate internships for educational assistants to build capacity.

 Implement the findings of the classified Salary Compensation Analysis—completed in the 2023-24 school year.
-  Continue efforts to develop onboarding sessions for new hires and leadership-readiness workshops for successful transitions into new positions.

GOAL 2: Positive Learning and Working Environments

Assurance Domain: Learning Supports

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

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students and staff with classrooms, schools, and learning and working environments that are welcoming, caring, respectful, safe and encourage a sense of belonging. In these environments, students are best able to learn and develop social responsibility, and staff are well-positioned to experience success and feel engaged.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of teachers, families and students who agree students are:
 - safe at school;
 - learning the importance of caring for others;
 - learning respect for others; and
 - treated fairly in school.
- The percentage of teachers, families and students who agree EIPS learning environments are welcoming, caring, respectful and safe.
- The percentage of parents and caregivers who agree teachers care about their child.
- The percentage of parents and caregivers who agree their child is safe at school.
- The percentage of students who agree their teachers care about them.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered to students in the community.
- The percentage of students who agree they are safe at school.
- The percentage of teachers, families and students who agree students at their school model active citizenship.
- The percentage of parents and caregivers satisfied with the special support their child receives at school.

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - they have the materials and equipment needed to do their work;
 - the mission, belief statement and goals of EIPS make them feel their job is important;
 - they receive recognition or praise for doing good work;
 - someone at work cares about them as a person;
 - they're satisfied with their school or department as a place to work;
 - their school encourages learners to be responsible, respectful and engaged citizens;
 - they feel staff at their school care about students; and
 - employees expect students to behave responsibly and are dealt with fairly, if not.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree:
 - school staff care about their child;
 - their child's school encourages students to be responsible, respectful and engaged citizens;
 - their child's school expects students to behave responsibly and are dealt with fairly, if not; and
 - their child's school is safe.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, in grades 9 and 12, who agree:
 - their school encourages learners to be responsible, respectful and engaged citizens;
 - they feel the staff at their school cares about them;
 - their school expects students to behave responsibly and are dealt with fairly, if not;
 - their individual needs are met at school; and
 - their school is safe.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS' learning and working environments are welcoming, inclusive, respectful and safe.

EIPS is committed to providing students and with learning environments that are welcoming, caring, respectful, safe and encourage a sense of belonging.



Priority Strategy for Education Plan

EIPS will continue to ensure its learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being. Strategies for the 2024-25 school year include:



Continue offering supports and services consistent with inclusive education principles.



Continue to support schools in enhancing programming and services for students with learning, developmental and health-related needs—enrolled in specialized system programs and inclusive classrooms.



Continue all efforts to create and sustain welcoming, caring, respectful and safe learning environments—through partnerships, professional learning, awareness campaigns and resource tools.



Continue to offer professional learning to build capacity to implement best practices related to anti-racism and discrimination. The goal: To develop a respectful Division culture where all students, staff and families feel they belong.



Use Board-allocated funds to implement Year 4 of the Division's Mental Health Strategic Plan, focused on supporting students' social-emotional well-being and mental health by enhancing partnerships; building capacity; and engagement with students, staff and caregivers.



Maintain the Division's Occupational Health and Safety Certificate of Recognition and address any factors affecting the status or obstructing continuous improvement.



Nurture safe and welcoming spaces by providing counsellors with regulation training to help students reset.



Collaborate with CASA Mental Health to continue and expand the CASA Classroom model in Fort Saskatchewan and Sherwood Park—to improve student access to supports and services.

GOAL 3: Quality Infrastructure for All

Assurance Domain: Learning Supports

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

Provincial Outcome: Alberta’s K-12 education system is well-governed and managed

Background

Elk Island Public Schools (EIPS) is committed to providing high-quality learning and working environments. The Division does this through effective planning, management and investment in its infrastructure, which includes facilities, technology and student transportation.

Performance Measures

EIPS FACILITIES

- The overall school-utilization rate.
- The number of new, replacement or modernization capital projects funded versus requested.
- The number of approved modular-unit classrooms.
- The number of modular units installed and hooked up with occupancy for school startup.
- The number of projects completed as part of the Infrastructure Maintenance and Renewal program.
- The number of projects completed as part of the Capital Maintenance Renewal program.
- The number of maintenance projects completed.
- The number of work orders requested.
- The percentage of work orders completed.

EIPS is committed to providing high-quality facilities—equipped with the necessary technology

EIPS TECHNOLOGY

- The number of schools within EIPS that have rewired to Category 6 standards.
- The number of schools within EIPS funded with evergreening technology.
- The number of schools with 100 Mbps bandwidth.
- The number of schools with 150 Mbps bandwidth.
- The number of schools with 200 Mbps bandwidth.
- The number of schools with 250 Mbps bandwidth.
- The number of schools with 300 Mbps bandwidth.
- The number of schools with 400 Mbps bandwidth.
- The number of schools with 500 Mbps bandwidth.

EIPS STUDENT TRANSPORTATION

- The number of bus riders at the end of June.
- The number of buses.
- The average bus ride time.
- The percentage of buses installed with a GPS tracking system.
- The number of families and students who participated in the Little Elk Island Adventure.
- The number of professional learning sessions offered to Student Transportation staff.
- The number of recorded bus incidents.
- The number of positive behaviour cards distributed.
- The number of bus-evacuation and safety sessions offered.
- The percentage of contractors and school administrators compliant with policies and procedures related to student transportation.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families rating the physical condition of their child’s school as excellent, good or fair.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, rating the school’s physical condition as excellent, good or fair.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS supports student learning through effective planning, managing and investing in Division infrastructure.



Priority Strategy for Education Plan

Facility Services

Throughout the 2024-25 school year, Facility Services will carry out the following strategies:

-  Continue to improve infrastructure reliability and increase equipment life cycles through ongoing and effective asset management and regular preventative maintenance.
-  Work with Alberta Infrastructure throughout the construction phase of the new Sherwood Park replacement school.
-  Conduct ongoing infrastructure upgrades to accommodate the newly established [Administrative Procedure 538: Building Security and Door Locking](#).
-  Continue addressing building-component upgrades and programming requirements through Capital Maintenance and Renewal projects and Infrastructure Maintenance and Renewal projects.
-  Work to develop joint-use and planning agreements with municipal partners.
-  Continue to advance the Division's energy-management program, which aims to reduce consumption and costs by replacing building components with higher-efficiency equipment.

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Information Technologies

Throughout the 2024-25 school year, Information Technologies (IT) will carry out the following strategies:

-  Continue IT infrastructure management efforts by managing and maintaining the Division's servers, networks, data centres, cloud-infrastructure management, virtualization and storage.
-  Ensure the availability and recoverability of the Division's IT systems and infrastructure during a disaster through backup and recovery procedures, disaster-recovery planning and business-continuity planning.
-  Continue IT service management efforts by delivering and supporting IT services, incident management, change management and service-level management.
-  Develop policies and procedures to govern the management and use of EIPS' IT resources.
-  Build on the Division's IT security and IT systems and infrastructure compliance through risk assessments, vulnerability management and compliance audits.
-  Continue data operations efforts through data integration, visualization, quality, automation and governance.
-  Ensure effective records and information management by developing and implementing record retention policies, training programs and best practices.

Student Transportation

Throughout the 2024-25 school year, Student Transportation will carry out the following strategies:

-  Continue efforts to enhance operations using Student Transportation's IT infrastructure—such as organizational management software, the Tyler Drive tablets, route optimization technology and video surveillance.
-  Collaborate with school administration and departments to build bus operator capacity, expertise and best practices.
-  Adopt a trackable online platform for reporting bus incidents.
-  Establish a Student Transportation standards document to ensure consistent service levels.
-  Continue to provide targeted professional learning for bus operators. Topics include skill development, student management, adverse road conditions, safety standards, and EIPS policies and procedures.
-  Continue to build capacity with students and families about school-bus safety—through education and communication.
-  Continue to ensure bus contractor and school administration compliance with legislation and EIPS policies and procedures.
-  Continue to ensure safe and efficient transportation for all students.

Priority 3:

Enhance Public Education
Through Effective Engagement



GOAL 1: Parent and Caregiver Engagement

Assurance Domain: Governance

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

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Background

Recognizing the vital roles families play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents and caregivers are regarded as children's first teachers and key influencers in shaping learning attitudes. Their involvement in EIPS schools is continually encouraged, and, their contributions make schools better places to learn and grow. As such, the Division is committed to nurturing a collaborative approach with school families and working together to, ultimately, improve student achievement and success.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families and teachers who are satisfied with parental involvement in decisions about their child's education.
- The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of EIPS parents and caregivers who agree:
 - they're satisfied with the opportunity to be involved in decisions at their child's school;
 - there is open and honest communication within their child's school;
 - the school keeps them informed about their child's progress and achievement;
 - the Division is committed to engaging families about matters affecting decision-making and public education; and
 - the Division is committed to ongoing advocacy for public education.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS provides meaningful opportunities for families to be involved in their child's education.





Priority Strategy for Education Plan

Fostering even more engagement with EIPS parents and caregivers is an ongoing priority for EIPS. Strategies for the 2024-25 school year include:

-  Continue to offer and promote professional learning sessions, information and resources to support families in engaging with their child about health and wellness, early learning, literacy and numeracy development and post-senior-high planning.
-  Continue to offer and promote information sessions and resources to support families in preparing their child for kindergarten.
-  Continue to offer and promote information sessions related to infrastructure, planning and capital projects to ensure stakeholders are informed, engaged and can advocate on behalf of the Division.
-  Continue to offer family engagement sessions—hosted by speech-language pathologists, occupational therapists and early learning consultants—focused on capacity building to support young learners.
-  Promote the Division's and school-based Career Day and Take Our Kids to Work Day.
-  Continue all assurance framework efforts and offer opportunities for school families to provide input on divisional decision-making topics.
-  Facilitate best practices sessions to identify engagement strategies—elementary, junior high and senior high—so schools can improve two-way communication with school families.
-  Continue to offer French Immersion information sessions for school families.
-  Continue public engagement efforts and stakeholder feedback processes to help inform decision-making and ensure students receive high-quality, student-centred education.
-  Continue communication efforts with EIPS families about the Division's progress in meeting the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*.
-  Continue communicating Division news, information and updates with EIPS families and stakeholders—emails, newsletters, news releases and social media posts.
-  Develop a school-family communications platform to combine all Division, school and teacher communications—including absence reporting and digital-form submissions.
-  Continue to host annual engagement gatherings with families who self-identify as First Nations, Métis or Inuit. The goal: To build relationships and engage in respectful conversations.
-  Continue to build capacity with school council representatives by covering the Alberta School Councils' Association membership costs and sponsoring registrations for the association's annual School Councils Conference.
-  Continue to engage with EIPS' Committee of School Councils as a tool for information gathering and input related to Division decision-making.
-  Prepare online mental health resources for parents and caregivers.

GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

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

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

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Background

The key to building public assurance in the Division is ongoing engagement with educational stakeholders and school communities. As such, the Elk Island Public Schools (EIPS) Board of Trustees places a strong emphasis on engaging education stakeholders regularly and actively seeking out public engagement opportunities. The approach is crucial to maintaining the Division's culture of continuous improvement, fostering a collective responsibility and making informed decisions to support student achievement.

Considerable emphasis is also placed on Board advocacy efforts extending beyond just EIPS' boundaries. Through thoughtful advocacy planning and strategic partnerships, trustees ensure local and provincial governments understand the Division's successes, challenges and overall needs. The goal: To ensure policies, funding and practices that best support students' learning needs and successes—from early learning to senior high completion, and beyond.

Performance Measures

EIPS INTERNAL DATA

- The number of advocacy areas specifically identified and addressed by the Board of Trustees.
- The number of advocacy letters sent to the Minister of Education, provincial ministers and Alberta's members of the legislative assembly.
- The number of formal meetings with the Minister of Education or provincial ministers.
- The number of formal meetings with Alberta's members of the legislative assembly.
- The number of formal meetings with mayors or councils in EIPS' jurisdiction.
- The number of media advocacy articles, radio and television interviews.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of parents and caregivers satisfied with the Division's commitment to engaging families in matters that affect public education.
- The percentage of parents and caregivers satisfied with the Division's commitment to advocating for public education.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident in EIPS' advocacy efforts to enhance public education.





Priority Strategy for Education Plan

Identifying issues, engaging stakeholders and advocating for EIPS and a strong provincial public education system are continued priorities for the Division and the Board. Strategies for the 2024-25 school year include:

-  Continue to promote effective communication and build relationships with all elected officials.
-  Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.
-  Develop and maintain a focused advocacy plan to enhance public education.
-  Continue all assurance framework efforts. And, ensure the Division offers opportunities for school families to provide input.
-  Continue to work with the Board and media to ensure key messages and advocacy areas are clearly communicated to members of the public and key decision-makers.
-  Continue to engage and collaborate with the Committee of School Councils to move advocacy areas forward.
-  Continue to advocate for the Division's *Three-Year Capital Plan* priorities.
-  Draft letters to elected officials to further the Board's advocacy efforts.
-  Continue to ensure EIPS meets the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*.
-  Continue to publish the *EIPS Board Quarterly Update*, featuring articles about the Division, what's new, and the Board. The newsletter is published four times a year and distributed to elected officials and Division partners.
-  Continue to produce the Board's *Advocacy in Action* newsletter, distributed four times a year to EIPS families. Articles highlight the work of the Board, EIPS priorities, and advocacy areas and efforts—all focused on the importance and value of strong public education.



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Facility Rental Fees
2024-25 Lease Fees

ORIGINATOR: Brent Dragon, Assistant Director, Planning, Facility Services

RESOURCE STAFF: Renee Goulard, Business Manager, Facility Services
Lanette Hagen, Facility Rental Assistant, Facility Services

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

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

EIPS GOAL: A culture of excellence and accountability.

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

RECOMMENDATION:

That the Board of Trustees approves the Facility Rental and Lease Fees for the 2024-25 school year, as presented.

BACKGROUND:

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

Leasing of school facilities shall be considered on the basis of functional compatibility, space availability, land use compliance, and financial impact. The Division believes that after Division requirements have been met, the community shall have reasonable access to Division facilities (Administrative Procedure 546). Offering surplus space to before and after school care programs supports the families of EIPS by having consistent and safe care for their children. Preschool programming provides opportunities for future students to reach social, intellectual, and physical developmental milestones, imperative for kindergarten and Grade 1 readiness.

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



RECOMMENDATION REPORT

Operating Costs:

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

Rental Fees:

EIPS provides reasonable access to school facilities for education, recreation and wellness. As part of this initiative, schools are available for rent through Joint Use and Planning Agreements with municipal partners free of charge on weekday evenings and at cost recovery on weekends. Community rental groups can also rent space during weekday evenings and on weekends for a fee. Last year, EIPS increased the rental fee by \$5/hour to support custodial costs. For 2024-25 year, the rental fees are not recommended to increase. That said, EIPS is proposing the addition of a \$100 Tournament Set Up fee that would be applied per gym per event. In consultation with our senior high schools, this fee will recover the cost of setting up and materials necessary to facilitate tournaments.

Lease Rates:

As per Administrative Procedure 546, lease rates for non-profit organizations shall, at minimum, be on a cost-recovery basis. Lease rates for for-profit organizations shall, at minimum, be set at a reasonable rate of return. Last year, EIPS increased the lease rates for not-for-profit organizations by six per cent. For the 2024-25 year, EIPS proposes to increase its non-profit lease rate and for-profit lease rate by three per cent to maintain cost recovery. Despite the increase EIPS will remain a below-average cost provider of lease space, which is pertinent to our communities.

COMMUNICATION PLAN:

If approved, Facility Services will update the EIPS website and provide messaging to schools. Then Facility Services will notify all after hours facility rental user groups, daycares, and before and after school care groups of the approved rate changes.

ATTACHMENT(S):

1. Facility Rental Fee Schedule 2024-25
2. Lease Fee Schedule 2024-25
3. Rate Comparison

**ELK ISLAND PUBLIC SCHOOLS
FACILITY RENTAL FEE SCHEDULE
2024-25**

DESCRIPTION	2024-25			2023-24			% Change		
	Youth Recreational	Adult Recreational	Large Group ¹	Youth Recreational	Adult Recreational	Large Group ¹	Youth Recreational	Adult Recreational	Large Group ¹
Single Areas (Gymnasium)									
Tier 1 (area > 465 m ²)									
Weekdays	\$ 30.00	\$ 45.00	\$ 95.00	\$ 30.00	\$ 45.00	\$ 95.00	0.00%	0.00%	0.00%
Weekends (3 hour minimum fee)	65.00	65.00	95.00	65.00	65.00	95.00	0.00%	0.00%	0.00%
Volleyball Equipment Surcharge	4.00	4.00	-	4.00	4.00	-	0.00%	0.00%	-
Tier 2 (area ≤ 465 m ²)									
Weekdays	\$ 25.00	\$ 37.00	\$ 95.00	\$ 25.00	\$ 37.00	\$ 95.00	0.00%	0.00%	0.00%
Weekends (3 hour minimum fee)	55.00	55.00	95.00	55.00	55.00	95.00	0.00%	0.00%	0.00%
Volleyball Equipment Surcharge	4.00	4.00	-	4.00	4.00	-	0.00%	0.00%	-
Additional Areas (Classroom)									
Weekdays	\$ 20.00	\$ 25.00	\$ 50.00	\$ 20.00	\$ 25.00	\$ 50.00	0.00%	0.00%	0.00%
Weekends (3 hour minimum fee)	35.00	45.00	50.00	35.00	45.00	50.00	0.00%	0.00%	0.00%
Tournament Set Up Fee²	\$ 100.00	\$ 100.00	\$ 100.00						
Cancellation Fee³ (Full/Partial Contract)	20% of rental	20% of rental	\$ 500.00	20% of rental	20% of rental	\$ 500.00	0.00%	0.00%	0.00%
Booking Deposit									
Damage deposit ⁴	\$ -	\$ -	\$ 500.00	\$ -	\$ -	\$ 500.00	0.00%	0.00%	0.00%

Rates are per hour except for Cancellation Fee and Booking Deposits

All rates are subject to GST

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

² Tournament Set Up fee will be applied to external rental groups per gym per event for set up and take down of equipment necessary to facilitate the tournament

³ Cancellations require 14 days notice or the cancellation charges will be applied

⁴ Damage deposit will be applied to rental permit upon completion of event. Large group cancellations within 14 days of the event will result in a \$500 cancellation fee. Payment of damage deposit must be made within 5 business days of signing permit

⁵ Weekend rates based on \$25/hour custodial charge

ELK ISLAND PUBLIC SCHOOLS
LEASE RATE SCHEDULE
2024-25

DESCRIPTION	2024-25	2023-24	% Change
Not-for-Profit Registered Societies ¹	\$ 6.18 sq/meter	\$ 6.00 sq/meter	3.00%
For Profit Organizations ²	\$18.69 sq/meter	\$18.15 sq/meter	2.98%

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

¹ Not-for-Profit rate reflects average cost recovery

² For Profit rate developed by market analysis

Rental Rate Comparison									
Elk Island Public Schools			Elk Island Catholic Schools			Rate Differences			
EIPS Rental Space:	Youth	Adult	Large Group	Youth Not-for-	Not-for-profit	Large Group	% difference	% difference	% difference
Tier 1 Gym (Weekday)	\$ 30	\$ 45	\$ 95	\$ 31	\$ 50	\$ 111	3%	11%	17%
Tier 1 Gym (Weekend)	\$ 65	\$ 65	\$ 95	\$ 98	\$ 85	\$ 111	50%	31%	17%
Tier 2 Gym (Weekday)	\$ 25	\$ 37	\$ 95	\$ 31	\$ 50	\$ 111	24%	35%	17%
Tier 2 Gym (Weekend)	\$ 55	\$ 55	\$ 95	\$ 85	\$ 85	\$ 111	55%	55%	17%
Classroom (Weekday)	\$ 20	\$ 25	\$ 50	\$ 31	\$ 50	\$ 111	55%	100%	122%
Classroom (Weekend)	\$ 35	\$ 45	\$ 50	\$ 85	\$ 85	\$ 111	143%	89%	122%

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

Although EICS and EPS have different rate categorizations, they all have 2 sets of rates based on a certain criteria (youth vs. adult or for-profit vs. not-for-profit). At the proposed rental rates for 2024-25, EIPS is still **significantly** cheaper in all categories compared to EICS and EPS. For purposes of comparison, EPS's For-Profit rate was compared to EIPS's Adult rates. All rates in the table above are *hourly* rates.



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Specialized Supports Fees

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Marcus Reed, Director, Specialized Supports
Corey Kropp, Assistant Director, Supports for Students

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

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approve the Specialized Supports fees for the 2024-25 School year, as presented.

BACKGROUND:

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

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

EIPS may enter into service agreements with a resident school division for non-resident students who require specialized supports and services beyond what the basic grant provides. If a service agreement is declined, the student must return to the resident board. The fees outline the parameters for a potential service agreement should one be considered in situations where a student is a non-resident of the Division. The fees vary program by program, and student by student, as the cost of providing educational programming for programs and students varies. To inform the fee amounts, average year over year costs for programming in both system programs and inclusive settings have been considered. An increase of 3% is proposed to account for increases resulting from benefits (Alberta School Employee Benefit Plan, Canada Pension Plan, Employment Insurance, and Worker's Compensation) and salary grid movements within the staffing pool. Attached is the fee schedule to guide the development of service agreements. These calculations are based on typical resources required to support students with special needs.



RECOMMENDATION REPORT

In 2023-24, Elk Island Public Schools joined a collaborative partnership, supported by Alberta Education, Alberta Health Services, Alberta Mental Health and Addictions, and CASA. This project, known as CASA Classrooms, is a cross-ministry initiative focused on providing wrap-around mental health supports for students and families in regions throughout Alberta. Currently, EIPS has a program for Grades 4-6 at Fort Saskatchewan Elementary and is planning a new program at Bev Facey Community High School for the 2024-25 school year. While EIPS students are prioritized, if the program has space, students from outside the Division may be considered for the program, and the fee included in this report would be included in the tuition agreement provided to the partnering school division.

COMMUNICATION PLAN:

Once approved, the fees for 2024-25 will be communicated to the Leadership Group and appropriate stakeholders.

ATTACHMENT(S):

1. 2024-25 Specialized Supports Fee Schedule

RM:mr



RECOMMENDATION REPORT

Attachment 1

**ELK ISLAND PUBLIC SCHOOLS
SPECIALIZED SUPPORTS FEE SCHEDULE
2024-25**

DESCRIPTION	2024-25	2023-24	% Change
Non-resident System Program Service Provision			
Mental Health Program (FOCUS)	\$35,475.44	\$34,442.17	3%
Severe Cognitive Disability (STEPS)	\$47,730.95	\$46,340.73	3%
Moderate Cognitive Disability (PLACE)	\$37,444.47	\$36,353.85	3%
Mild Cognitive Disability (GOALS)	\$20,990.97	\$20,379.58	3%
Learning Disabilities Program (IMPACT)	\$20,990.97	\$20,379.58	3%
Communication Skills Program (CSP)	\$20,990.97	\$20,379.58	3%
Elementary Behaviour Program (SEAS)	\$37,444.47	\$36,353.85	3%
Elementary Autism Program (Connections)	\$37,444.47	\$36,353.85	3%
Special Program (rural) (LINKS)	\$28,962.57	\$28,119.00	3%
CASA Classrooms	*\$6,125.00		*New
Non-resident Inclusive Student Service Provision			
Universal Supports & Services (Level 1)	\$8,843.66	\$8,586.08	3%
Targeted Supports (Level 2)	\$8,843.66	\$8,586.08	3%
Specialized Supports (Level 3)	\$37,444.47	\$36,353.85	3%
Intensified Supports (Level 4)	\$55,336.54	\$53,724.80	3%



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Partners for Science (P4S) Fees

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Jessica Smith, Director, Instructional Supports
Kristin Oleksyn, Supervisor, Career Pathways

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

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approves the Partners for Science (P4S) fees for the 2024-25 School year, as presented.

BACKGROUND:

Policy 2: Role of the Board, section 8.11 Fiscal Accountability establishes that the Board of Trustees will approve administrative fees annually, including the P4S fees. P4S continues to be excellent stewards of the money provided to operate the P4S program. We are anticipating more monetary resources will be required, due to increasing costs of energy, supplies and materials (current inflation is 3.46%), and the increased staffing costs required to create the grades 4-6 science kits to align with the new curricular outcomes to operate in a similar manner for the 2024-25 school year.

Historically, Elk Island Catholic Schools (EICS) have been invoiced for their portion of EIPS expenses related to supplies and the staffing of the two positions directly in the P4S distribution center. For the 2023-24 school year, budgeted staffing costs related to administration of the program (EIPS Director, Administrative Assistant & Business Manager support) as well as the cost of operating the distribution center (utilities) were proportionately covered by EIPS and EICS. This model will continue for the 2024-25 school year.

During the 2023-24 school year, working hours for the P4S staff had to be increased to meet the demands to create and distribute science kits that reflect the updated curricular outcomes. EIPS covered the total amount of this 38.3% staffing increase, amounting to \$34,550.47. Elk Island Public



RECOMMENDATION REPORT

Schools has budgeted \$23,033.65 (two-thirds of \$34,550.47) for the 2024-25 school year, maintaining the increased staffing level. Elk Island Catholic Schools will be charged proportionately for a total of \$11,516.82.

The attached fee schedule reflects an increase for both elementary (3%) and junior high (3%) P4S programs to cover the projected costs of inflation, as well as the increased staffing costs required to create kits for the new curriculum for the 2024-25 school year.

Estimated total fees charged to Elk Island Catholic Schools for P4S Kits for the 2024-25 school year are based on 2023-24 enrolment. The \$26.25 restocking charge will continue for the 2024-25 school year to minimize kits that are returned late, as this negatively impacts the restocking workflow and redistribution process.

COMMUNICATION PLAN:

Once approved, the fees for 2024-25 will be updated on the Elk Island Public Schools' website and communicated to Elk Island Catholic Schools (EICS) who utilize the P4S Kits throughout their Division.

ATTACHMENT(S):

1. 2024-25 Partners for Science Fee Schedule

RM:js



RECOMMENDATION REPORT

Attachment 1

**ELK ISLAND PUBLIC
SCHOOLS
Partners for Science Fees
2024-25**

Description	2024-25 Budgeted	2023-24 Actuals	% Change
External P4S Program Fees			
Elementary fee per student	\$15.09	\$14.65	3%
Number of Elementary students	2583	2583	
Total Elementary Fees	\$38,977.47	\$37,840.95	
Junior High fee per student	\$10.08	\$9.79	3%
Number of Junior High students	1508	1508	
Total Junior High Fees	\$15,200.64	\$14,763.32	
Staffing Increase (new curriculum kit creation)	\$11,516.82	-	*New
Total Fees	\$65,694.93	\$52,604.27	
Late Return Fee (restocking charge)	\$26.25/day	\$26.25/day	0%



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Alberta Non-Resident and International Student Fees

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

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

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

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approves the Alberta Non-Resident and International Student Fees for the 2024-25 school year, as presented.

BACKGROUND:

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

Fees for Alberta non-residents and international students are administered for the purpose of recovering education programming costs for students who are not eligible to receive provincial funding. The student fee is payable by the parent to the Division at the time of registration.

An increase of 3% is proposed for Alberta non-resident and international students for the 2024-25 school year. The recommended increase is on a cost recovery basis as an anticipated economic adjustment necessary to cover inflationary costs.

During the current school year, EIPS has one international student attending Vegreville Composite High School in Grade 11. There are no Alberta non-resident students registered with EIPS for the 2023-24 academic year. Three international students have registered and paid tuition for the upcoming 2024-25 school year. Among them, two students are enrolled at Bev Facey Community High School—one in Grade 11 and the other in Grade 12. The third student, who is currently at Vegreville Composite High School, will continue there next year for Grade 12.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

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

ATTACHMENT(S):

1. 2024-25 Alberta Non-Resident and International Student Tuition Schedule

RM:bs



RECOMMENDATION REPORT

Attachment 1

ELK ISLAND PUBLIC SCHOOLS

2024-25

Alberta Non-Resident and International Student Tuition Schedule

DESCRIPTION	2024-25	2023-24	% Change
Alberta Non-Resident	\$8,017.50	\$7,784.00	3%
International Student	\$10,995.00	\$10,675.00	3%



RECOMMENDATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Play and Learn at School (PALS) Fees

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

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

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

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approves the Play and Learn at School (PALS) fees for the 2024-25 school year, as presented.

BACKGROUND:

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

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

On occasion, EIPS is asked to provide PALS programming for a typically developing twin of a student with a diagnostic profile that would qualify them for Program Unit Funding. This occurred in one situation for the 2021-22 school year at Ardrossan Elementary but has not happened since then.

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



RECOMMENDATION REPORT

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

The Play and Learn at School fees are aligned with the ECS Base Instruction Grant in the *Funding Manual for School Authorities for the 2024/25 school year*.

COMMUNICATION PLAN:

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

ATTACHMENT(S):

1. PALS Fee Schedule 2024-25

RM:ja



RECOMMENDATION REPORT

Attachment 1

ELK ISLAND PUBLIC SCHOOLS

PALS FEE SCHEDULE 2024-25

DESCRIPTION	2024-25	2023-24	% Change
Play and Learn at School (PALS)	\$3,246	\$3,246	0%



INFORMATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2023-24 Summer Projects Plan

ORIGINATOR: Robert Derech, Assistant Director, Operations and Maintenance, Facility Services

RESOURCE STAFF: Brent Dragon, Assistant Director, Planning, Facility Services
Travis Hoose, Assistant Director, Capital Projects, Facility Services
Darcie Bennett, Manager, Contract Services
Andree Chiasson, Administrative Assistant, Facility Services

REFERENCE:

EIPS PRIORITY: Enhance high quality learning and working environments

EIPS GOAL: Quality infrastructure for all

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

ISSUE:
The Board of Trustees receives the Facility Services 2023-24 Summer Projects Plan for information.

BACKGROUND:
The Facility Services department is preparing for the department's summer projects season. There are projects currently planned and identified in attachment 1: *2024 Board Summer Projects List*.

There are 18 Infrastructure Maintenance Renewal (IMR), five Capital Maintenance Renewal (CMR), three Capital Reserve projects, one modular project (two modulars), one playground replacement and 349 Operations and Maintenance (O&M) projects currently planned for summer work. The total of 377 projects are identified in the accompanying all-inclusive attachment.

This summer the Modular Classroom Program Grant from the Alberta Government has provided funding to install two new modular classrooms at Ardrossan Elementary School.

The total value of the IMR projects is \$2.24 million. The CMR projects grant allocation has been received April 2, 2024, in the amount of \$2.84 million.



The CMR projects identified for summer 2024 at this point are:

- Exterior door replacement at Brentwood Elementary
- Exterior door and window replacement at Glen Allan Elementary
- Main electrical distribution replacement at Clover Bar Junior High
- Air handling unit replacement at École Parc Élémentaire
- Hallway ceiling and LED lighting replacement at Woodbridge Farms Elementary

In addition to performing the normal summer projects contained within our maintenance program (gym floor refinishing, painting, inspection of fire protection systems, air handling system, duct cleaning, parking lot repairs, etc.), Facility Services Projects staff are managing the following major summer IMR projects:

- Phase two of the storm water infrastructure replacement at Salisbury Composite High
- Landscape refurbishment (phase one) at SouthPointe School
- Partial roof replacement at Ardrossan Junior Senior High
- South gym refinishing at Bev Facey Community High
- Courtyard asphalt replacement at Uncas Elementary
- Entrance keying and FOB installation at various sites

CURRENT SITUATION OR KEY POINT:

Projects are determined by several methods:

- Facility Condition Indexing
- Feedback from school Administrators
- Feedback from Operations and Maintenance staff
- Facility Services management walk abouts
- Programming supported updates or requirements

With respect to the prioritization of projects, the following are considered in order of highest priority to lowest:

- Health & Safety items, including code violations
- Items that may compromise the integrity of the building envelope and reduce the life cycle of the facility
- Building components that have failed
- Educational areas to meet program requirements
- Facility requirements of students with special needs
- Building components that enhance energy conservation

ATTACHMENT(S):

1. 2024 Board Summer Projects List

2023-24 Summer Projects Plan		
School Name	Project	Start Date
A.L. Horton Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection & maintenance	Summer
	Hardwood floor re-coating - Kindergarten room	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Playground inspection and maintenance	Summer
	Infirmery relocation	Summer
Ardrossan Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gymnasium floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Outdoor Indigenous learning space	Summer
	Modular installation (2 new Modulares)	Summer
Ardrossan Junior Senior High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Duct cleaning - welding shop	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gymnasium floor re-coating (both gymnasiums)	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Replace roof section	Summer
	Sewer line flushing	Summer
Bev Facey Community High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Duct cleaning - welding shop	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
	Gas detection inspection and calibration	Summer
	Generator testing, inspection and semi annual maintenance	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Dust collector servicing and inspections	Summer
	Sewer line flushing	Summer
	Front entrance sidewalk replacement	Summer
	North East outside door repair/install	Summer
	Locker door replacement	Summer
	Projection screen removal from gym	Summer
	Gymnasium floor re-coating - North Gym	Summer
	Parking lot line painting (South lot only)	Summer
	South gym refinishing	Summer
Brentwood Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Exterior door replacement	Summer
Bruderheim School		
	Gas detection inspection and calibration	Summer
	Custodial services - annual cleaning regime	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Fire inspections and deficiencies	Summer
	HVAC system preventative maintenance	Summer
	Playground inspection and maintenance	Summer
École Campbelltown		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan		
School Name	Project	Start Date
Clover Bar Junior High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Sewer line flushing	Summer
	Stage wall sound baffle removal and paint	Summer
	Main electrical distribution replacement	Summer
Davidson Creek Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
École Parc Élémentaire		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Parking lot line painting	Summer
	Air Handling Unit replacement	Summer
EIPS Central office		
	Dryer duct cleaning	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Siemens deletion and swap out	Summer
	Overhead door inspection - Contractor -annual	Summer
	2 Storey fire escape stairs repaint	Summer
	Vehicle fire extinguisher maintenance	Summer
F.R. Haythorne Junior High		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
	Electrical system preventative maintenance	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Parking lot line painting	Summer
	Add stalls in change room	Summer
Fort Saskatchewan Christian		
	Fire inspections and deficiencies	Summer
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Parking lot line painting	Summer
	HVAC system preventative maintenance	Summer
Fort Saskatchewan Elementary		
	Fire inspections and deficiencies	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Electrical system preventative maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Indigenous Outdoor Classroom - Relocation of Learning Circle	Summer
	Gym floor re-coating	Summer
	Parking lot line painting	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
Fort Saskatchewan High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Office area pneumatic upgrade and valve replacement	Summer
	Preventative maintenance on sewage lift station	Summer
	Sewer line flushing	Summer
	Replace carpet FS137	Summer
	Parking lot line painting	Summer
	Data re-cabling	Summer
Fultonvale Elementary Junior High		
	Fire inspections and deficiencies	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Gas regulator piping to roof project	Summer
	Parking lot line painting	Summer
	Knock down regulator venting piping	Summer
	HVAC system preventative maintenance	Summer
Glen Allan Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Exterior door and window replacement	Summer
Heritage Hills Elementary		
	Custodial Services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual FS226	Summer
	Parking lot line painting	Summer
	Landscape improvement	Summer
James Mowat Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Sidewalk repairs	Summer
	Millwork upgrade	Summer
	Parking lot line painting	Summer
	Interior finishes upgrades	Summer
Lakeland Ridge		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Replace carpets FS113 (Kindergarten)	Summer
	Fire alarm panel replacement	Summer
	Parking lot line painting	Summer
	Replace faucets FS224,225,226,227	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
Lamont Elementary		
	Custodial services - annual cleaning regime	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Gymnasium floor re-coating	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Convert FS130 to open space	Summer
	Playground installation	Summer
Lamont High		
	Commercial kitchen exhaust cleaning	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Welding shop duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Camera inspection of combined storm and sanitary drain	Summer
	HVAC system preventative maintenance	Summer
Mills Haven Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Fire inspections and deficiencies	Summer
	Grounds maintenance	Summer
	Outdoor Indigenous Learning Space	Summer
	Gas detection inspection and calibration	Summer
	Parking lot line painting	Summer
	HVAC system preventative maintenance	Summer
Mundare School		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Playground inspection and maintenance	Summer
	HVAC system preventative maintenance	Summer
	Snakes - relocation - sealing of all cracks and voids	Summer
Pine Street Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
	Outdoor Indigenous Learning Space	Summer
Rudolph Hennig Junior High		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Grounds maintenance	Summer
	Parking lot line painting (West lot only)	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan		
School Name	Project	Start Date
Salisbury Composite High		
	Clean grease traps and sump pits	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Welding shop duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Generator testing, inspection and semi annual maintenance	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Storm Water Infrastructure Upgrade Phase 2	Summer
	Next Step Sherwood Park washroom upgrade	Summer
	Semi circular terrazzo sink removal/ replacement	Summer
	Rusted out bathroom sink/rotten countertop replacement	Summer
	Bathroom light FS 1133, 1135, 1105	Summer
	Parking lot line painting (East lot only)	Summer
	NXT Step separate entrance	Summer
Sherwood Heights Junior High		
	Custodial services - annual cleaning regime	Summer
	Dust collector servicing and inspections	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
	Add stalls in change room	Summer
SouthPointe School		
	Fire inspections and deficiencies	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Landscape refurbishment phase 1	Summer
Uncas Elementary		
	Custodial services - annual cleaning regime	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Outdoor Indigenous Learning Space	Summer
	Drainage divertor valve troubleshoot/repair	Summer
	Cistern cleaning	Summer
	Courtyard asphalt replacement	Summer
Vegreville Composite High		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Dust collector servicing and inspections	Summer
	Electrical system preventative maintenance	Summer
	Elevator inspection and maintenance	Summer
	Gas detection inspection and calibration	Summer
	Grease trap cleaning	Summer
	Grounds maintenance	Summer
	Gym floor - removal of vagabond logo	Summer
	HVAC system preventative maintenance	Summer
	Overhead door inspection - Contractor - annual	Summer
	Shop overhead door operator with chain and 3 button wall station	Summer
	Sewer line flushing	Summer
Wes Hosford Elementary		
	Custodial services - annual cleaning regime	Summer
	Elevator inspection and maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer

2023-24 Summer Projects Plan

School Name	Project	Start Date
Westboro Elementary		
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	HVAC system preventative maintenance	Summer
Win Ferguson Elementary		
	Gas detection inspection and calibration	Summer
	Custodial services - annual cleaning regime	Summer
	Dryer duct cleaning	Summer
	Boiler exhaust duct replacement	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	Main air unit outside - Air Damper Replacement	Summer
	HVAC system preventative maintenance	Summer
Woodbridge Farms Elementary		
	Custodial services - annual cleaning regime	Summer
	Electrical system preventative maintenance	Summer
	Fire inspections and deficiencies	Summer
	Gas detection inspection and calibration	Summer
	Grounds maintenance	Summer
	Gym floor re-coating	Summer
	HVAC system preventative maintenance	Summer
	Hallway ceiling and LED lighting replacement	Summer
Various Sites		
	Exterior keying	Summer
	Outside speaker maintenance/troubleshoot/repair	Apr-24
	Asphalt repairs	Summer
	Fire rails repaint	Summer
	Pipe rails repaint	Summer



INFORMATION REPORT

DATE: May 30, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Infrastructure Maintenance & Renewal and Capital Maintenance & Renewal (IMR and CMR) Projects Plan

ORIGINATOR: Travis Hoose, Assistant Director Capital Projects, Facility Services

RESOURCE STAFF: Robert Derech, Assistant Director Capital Projects, Facility Services
Rick Siebenga, Project Manager, Facility Services
Kelsey Tarrant, Project Manager, Facility Services
Ken Marshman, Project Manager, Facility Services
Curtis Veltman, Building Controls System Manager, Facility Services
Brent Dragon, Assistant Director, Planning, Facility Services
Andree Chiasson, Administrative Assistant, Facility Services

REFERENCE: Alberta Education School Capital Manual

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all

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

ISSUE:

That the Board of Trustees receives the Facility Services 2024-25 Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) Project Plans for information.

BACKGROUND:

The 2024-25 budget for the Projects area of the Facility Services department includes both Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) for school jurisdictions. The Facility Services departmental allocation for IMR grant approved for the 2024-25 school year is \$2,218,276 and the CMR grant allocation is \$2,831,964.

The combined total amount of IMR and CMR funds approved is \$5,050,240.

The IMR amount approved in the previous school year was \$2,238,477 and CMR was \$1,143,128 for a combined total amount of \$3,381,605 for an overall increase of \$1,668,635.

CURRENT SITUATION OR KEY POINT:

As per Alberta Education's School Capital Manual, IMR and CMR funding for school jurisdictions is provided to:



INFORMATION REPORT

- Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- Preserve and improve the quality of the learning environment by:
 - Replacing building components that have failed,
 - Prolonging the life of the facility through planned, proactive replacement of major components; and
 - Upgrading educational areas to meet program requirements.
- Meet the facility requirements of students with complex needs; and
- Replace or upgrade building components to improve energy conservation and efficiency to achieve net cost savings.

CMR projects must be capitalized therefore over \$100,000 in value per project, and IMR projects valued at more than one million require prior approval from the Minister of Education.

IMR and CMR projects are identified from several resources, including:

- Facility Condition Indexing – Professional inspections by Elk Island Public School consultants
- Feedback from school administrators
- Feedback from Operations & Maintenance staff
- Equipment history input from the Azzier maintenance system
- Facility Services management walk through

The following items are considered in order of highest to lowest priority:

- Ensuring facilities meet all required regulatory requirements
- Provision of a safe and healthy learning and working environment
- Items that may compromise the integrity of the building and reduce the life of the facility (i.e. failed building components)
- Educational areas to meet program requirements
- Accessibility requirements for students with complex needs
- Building components that enhance energy conservation

Taking into consideration Facility Services' mandate to provide safe and healthy learning and working environments for all, Facility Services is undertaking project work to support the implementation of the new door locking and site access control Administrative Procedure. Once work is complete, all sites will have at least one fob accessible entrance and keyed access to outdoor areas as determined on a per school basis in coordination with site administration. This will enable administrators to develop and implement their site door locking plans with the new infrastructure enabling an easier transition to the new protocols. We expect keyed entrances to be complete and ready for use by Sept. 1, 2024, with the fob installations being completed in early 2025.



INFORMATION REPORT

ATTACHMENT(S):

1. 2024/25 IMR and CMR Project Plan

2024-25 IMR and CMR Project Plan			
School ID	DESCRIPTION	IMR 2024-25	CMR 2024-25
Ardrossan Junior Senior High			
	Air Handling Unit 11 Variable Air Volume (VAV) Controllers - Hallway Upgrades	\$80,000.00	
	Science Room - replace countertops	\$25,000.00	
Bev Facey Community High			
	Air Balance report and investigation	\$15,000.00	
Brentwood Elementary			
	Exterior door replacement		\$280,000.00
Bruderheim School			
	Hallways - New floors and abatement		\$150,000.00
Clover Bar Junior High			
	Main breaker/distribution panel replacement		\$250,000.00
École Parc Élémentaire			
	Air Handling Unit replacement		\$400,251.00
Glen Allan Elementary			
	Gym Floor refurbishment	\$75,000.00	
	Doors and windows replacement (One Courtyard)	\$105,000.00	
James Mowat Elementary			
	Phase 2 of interior upgrades. Scope to be determined with site Administration	\$25,000.00	
Lakeland Ridge			
	Boiler system replacement		\$350,000.00
Mills Haven Elementary			
	Flooring and millwork	\$150,000.00	
Next Step Sherwood Park			
	Interior Renovation Design	\$30,000.00	
Pine Street			
	Air Handling Unit # 2 replacement		\$310,000.00
Rudolph Hennig Junior High			
	Hot water boiler replacement	\$50,000.00	
	Millwork refurbishment and replacement		\$125,000.00
SouthPointe School			
	Landscaping Phase 2 (East side of school yard)	\$140,000.00	
Vegreville Composite High			
	Domestic Hot Water Boiler replacement		\$100,000.00
	Electrical Main Distribution Replacement		\$300,000.00
Westboro Elementary			

	LED lighting upgrade		\$150,000.00
	2 Exterior entrances – upgrade to aluminum storefront		\$100,000.00
Woodbridge Farms Elementary			
	Ceiling and lighting hallways and administration		\$150,000.00
	Millwork and flooring		\$100,000.00
Various Sites			
	FOB (frequency operated button) Access program - Phase 2	\$60,000.00	
	High Access LED upgrade program (places where a lift is required to change bulbs i.e. Gyms etc.)	\$100,000.00	
	Asphalt testing program	\$10,000.00	
VARIOUS IMR ALLOCATIONS			
TBD	Estimating IMR of 10% (Emergent Needs)	\$221,827.60	
TBD	Estimating IMR of 5% E-Team Contingency	\$110,913.80	
TBD	School IMR Requests	\$60,000.00	
TBD	Roofing Program	\$900,000.00	
TBD	Concrete Program	\$60,000.00	
	Budget	\$2,217,741.40	\$2,765,251.00
	2024-25 Funding	\$2,218,276.00	\$2,831,964.00