



# BOARD OF TRUSTEES ELK ISLAND PUBLIC SCHOOLS

REGULAR  
SESSION

THURSDAY, NOVEMBER 28, 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 AND PEOPLE ACKNOWLEDGMENT**
4.    **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
5.    **APPROVAL OF MINUTES**
- 5.1 Board Meeting – Oct. 17, 2024 (encl.)
6.    **CHAIR REPORT** C. Allen  
(verbal)
- 6.1 Meeting with Kyle Kasawski, Member of the Legislative Assembly,  
                    Sherwood Park – Oct. 24, 2024
- 6.2 Lamont High School Awards Night – Oct. 24, 2024
- 6.3 Fort Saskatchewan & District Chamber of Commerce 2024 Business  
                    Awards – Oct. 25, 2024
- 6.4 Central Departments Assurance Reviews – Oct. 28-29, 2024
- 6.5 Bev Facey Community High Awards Ceremony – Oct. 30, 2024
- 6.6 Schools Remembrance Day Ceremonies – Nov. 8, 2024
- 6.7 ATA New Teacher Induction Dinner – Nov. 8, 2024
- 6.8 Municipalities Remembrance Day Ceremonies – Nov. 11, 2024
- 6.9 Bullying Awareness Prevention Week – Nov. 18-22, 2024
- 6.10 ASBA Fall General Meeting – Nov. 17-19, 2024
- 6.11 Fort Saskatchewan High School Awards Night – Nov. 20, 2024
- 6.11 Schools Assurance Reviews – Nov. 20, 22 and 25, 2024
- 6.12 Fort Saskatchewan Christian Indigenous Luncheon – Nov. 22, 2024
- 6.13 Vegreville Composite High Awards Night – Nov. 29, 2024
7.    **SUPERINTENDENT REPORT** S. Stoddard  
(verbal)
- 7.1 Meeting with Kyle Kasawski, Member of the Legislative Assembly,  
                    Sherwood Park – Oct. 24, 2024
- 7.2 Meeting with Elk Island Catholic School Division – Oct. 24, 2024
- 7.3 Fort Saskatchewan & District Chamber of Commerce 2024 Business  
                    Awards – Oct. 25, 2024
- 7.4 Central Departments Assurance Reviews – Oct. 28-29, 2024
- 7.5 College of Alberta School Superintendents Conference – Nov. 6-8, 2024
- 7.6 Bullying Awareness Prevention Week – Nov. 18-22, 2024
- 7.7 Schools Assurance Reviews – Nov. 20, 22 and 25, 2024
- 7.8 New Horizons Charter School Meeting – Nov. 21, 2024
- 7.9 Fort Saskatchewan Christian Indigenous Luncheon – Nov. 22, 2024

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

**ASSOCIATION/EMPLOYEE GROUPS**

9. **ASBA ZONE 2/3 REPORT** C. Holowaychuk  
Meeting held Oct.25, 2024 (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 13: APPEALS AND HEARINGS REGARDING  
STUDENT MATTERS** R. Footz  
(encl.)
14. **BOARD POLICY 14: HEARINGS ON TEACHER TRANSFERS** R. Footz  
(encl.)
- 11 a.m. 15. **UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2024** S. Stoddard/L. Lewis  
(encl.)
- 11:15 a.m.16. **2024 AUDITED FINANCIAL STATEMENTS** S. Stoddard/L. Lewis  
MNP LLP (encl.)
17. **BYLAW 009/24 – THE ESTABLISHMENT OF WARDS AND  
ELECTORAL SUBDIVISIONS** S. Stoddard/K. Baranec  
(encl.)
18. ***ANNUAL EDUCATION RESULTS REPORT 2023-24*** S. Stoddard/R. Marshall  
(encl.)
19. **2024-25 FALL BUDGET REPORT** S. Stoddard/C. Cole/  
C. von Tettenborn (encl.)

**REPORTS FOR INFORMATION**

**COMMITTEE REPORT**

20. **STUDENT EXPULSION COMMITTEE** R. Footz  
Meetings held Oct. 18 and Nov. 26, 2024 (verbal)
21. **GOVERNANCE AND EVALUATION COMMITTEE** S. Miller  
Meetings held on Oct. 22 and Nov. 26, 2024 (verbal)
22. **POLICY COMMITTEE** R. Footz  
Meeting held on Oct. 29, 2024 (verbal)
23. **ADVOCACY COMMITTEE** C. Allen  
Meetings held Oct. 30 and Nov. 21, 2024 (verbal)

24. **AUDIT COMMITTEE** S. Miller  
Meeting held Nov. 5, 2024 (verbal)
25. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

## RECOMMENDATIONS: BOARD OF TRUSTEES NOV. 28, 2024

2. That the Board meet in camera.  
That the Board revert to regular session.
3. *Land and People Acknowledgment*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approve the Minutes of Oct. 17, 2024 Meeting, as amended or as circulated.
6. *Receive for information the Chair Report.*
7. *Receive for information the Superintendent Report.*
8. *Comments from the Public and Staff Group Representatives.*
9. *Receive for information the report from the representative of the ASBA ZONE 2/3.*
10. *Receive for information the report from the representative of the ATA Local #28.*
11. *Receive for information 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 13: Appeals and Hearings Regarding Student Matters, as presented.
14. That the Board of Trustees approves the amendments to Board Policy 14: Hearings on Teacher Transfers, as presented.
15. That the Board of Trustees approves the transfer of \$5,198,236 from unrestricted surplus to internally restricted operating reserves to offset the net result of 2023-24.
16. That the Board of Trustees approves the Aug. 31, 2024 Audited Financial Statements.
17. Three readings of Bylaw No. 009/2024 – The Establishment of Wards and Electoral Subdivisions



**Reading #1: That Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given first reading.** The first reading must be read in full and then:

**Reading #2: That Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given second reading.** And then if all trustees at the meeting are in unanimous agreement with Reading #1 and #2:

**Reading #3: That Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given third reading.**

**That Appendix A of Board Policy 7: Board Operations—Bylaw No. 007/20—be replaced with Bylaw No. 009/2024.**

18. That the Board of Trustees approves Elk Island Public Schools' *Annual Education Results Report 2023-24* and the *Annual Education Results Report Overview: 2023-24*.
19. That the Board of Trustees approves the 2024-25 Fall Budget for Elk Island Public Schools, as presented.
20. *Receive for information the report from the Student Expulsion Committee meetings held on Oct. 18 and Nov. 26, 2024.*
21. *Receive for information the report from the Governance and Evaluation Committee meetings held on Oct. 22 and Nov. 26, 2024.*
22. *Receive for information the report from the Policy Committee meeting held on Oct. 29, 2024.*
23. *Receive for information the report from the Advocacy Committee meetings held on Oct. 30 and Nov. 21, 2024.*
24. *Receive for information the report from the Audit Committee meeting held on Nov. 5, 2024.*



# BOARD MEETING MINUTES

October 17, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, October 17, 2024, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Allen calling the meeting to order at 9:02 a.m.

## BOARD MEMBERS PRESENT

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

## BOARD MEMBERS ABSENT

D. Irwin  
J. Shotbolt

## ADMINISTRATION PRESENT

S. Stoddard, Superintendent  
R. Marshall, Associate Superintendent, Supports for Students  
R. Johnson, Associate Superintendent, Human Resources  
C. Cole, Secretary-Treasurer  
J. Anderson, Executive Director, Division Supports and Student Transportation Services  
W. Gilewich, Executive Director, Facility Services and Information Technologies  
L. McNabb, Director, Communication Services  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## CALL TO ORDER

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

## IN-CAMERA SESSION

184/2024 | Trustee Boymook moved: That the Board meet in camera (9:02 a.m.).

*CARRIED UNANIMOUSLY*

185/2024 | Trustee Holowaychuk moved: That the Board revert to regular session (9:57 a.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 9:57 a.m. and reconvened at 10:06 a.m. with all trustees noted above in attendance except for Trustee Irwin and Trustee Shotbolt.*

## LAND AND PEOPLE ACKNOWLEDGMENT

Board Chair Allen welcomed all in attendance to the public session, followed by the Land and People Acknowledgment.

Board Chair Allen acknowledged National Truth and Reconciliation Day on Sept. 30, 2024, the importance of the learning, and shared gratitude to all who were able to participate.

## **AGENDA**

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

**186/2024** | Trustee Boymook moved: That the Agenda be adopted, as circulated.  
*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair Allen called for confirmation of the Sept. 19, 2024 Board Meeting Minutes.

**187/2024** | Trustee Holowaychuk moved: That the Board of Trustees approve the Minutes of Sept. 19, 2024 Board Meeting, as circulated.  
*CARRIED UNANIMOUSLY*

Board Chair Allen called for confirmation of the Oct. 3, 2024 Board Special Meeting Minutes.

Trustee Footz noted that his participation at the October 3<sup>rd</sup> meeting was in person and requested a friendly amendment be made to remove “(virtual)” participation from the minutes.

**188/2024** | Trustee Sorochan moved: That the Board of Trustees approve the Minutes of Oct. 3, 2024 Board Special Meeting, as amended.  
*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Allen presented the Chair report on behalf of the Board of Trustees. Board Chair added the Sherwood Park and District Chamber of Commerce Luncheon on October 16, where trustees had an opportunity to hear Mark Plamondon, Executive Director of Alberta’s Industrial Heartland Association speak and meet with other members of the Association.

**189/2024** | Board Chair Allen moved: That the Board of Trustees receives for information the Chair report.  
*CARRIED UNANIMOUSLY*

## **SUPERINTENDENT REPORT**

Superintendent Stoddard presented the Superintendent report. Superintendent Stoddard added the Professional Learning Day held on October 4<sup>th</sup> for all certificated staff. The event incorporated a community of practice approach. The aim was to bring groups together to identify specific areas of practice in which teachers wanted to work collaboratively to build resources, address challenges and further their professional practice.

**190/2024** | Trustee Sorochan 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 reported.

## Association/Employee Groups

### ASBA ZONE 2/3 REPORT

Trustee Holowaychuk presented to the Board the ASBA Zone 2/3 report for the meeting held on Sept. 20, 2024.

Trustee Holowaychuk shared that her term as Director of Zone 2/3 will be ending in November 2024 and expressed gratitude to the Board for their support during her term.

191/2024 | Trustee Holowaychuk moved: That the Board of Trustees receives for information the report from the representative of the ASBA Zone 2/3.

*CARRIED UNANIMOUSLY*

### ATA LOCAL REPORT

Board Chair Allen welcomed ATA representative D. Zielke. Representative Zielke presented the Local ATA report to the Board.

Trustee Footz shared gratitude for the invitation to attend the annual New Teacher Induction Ceremony on Nov. 8, 2024.

192/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the representative of the ATA Local #28.

*CARRIED UNANIMOUSLY*

### EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen welcomed Employee Relations Group (ERG) representative M. Miller. Representative Miller presented the ERG report to the Board.

Point of Order was called by Trustee SoroChan as Superintendent Stoddard had her hand up to speak.

Superintendent Stoddard asked Michelle Miller, ERG representative to take back to the Educational Assistants the importance of the group's feedback to the organization on changes proposed to the calendar in the survey recently sent out.

193/2024 | Trustee Holowaychuk moved: That the Board of Trustees receives for information the report from the representative of the Employee Relations Group (ERG).

*CARRIED UNANIMOUSLY*

## Business Arising from Previous Meeting

No business arising from the previous meeting.

## New Business

### 2025-26 MODULAR CLASSROOM PLAN

Assistant Director Dragon presented to the Board for approval the Modular Classroom Plan for 2025-26.

194/2024 | Trustee Footz moved: That the Board of Trustees direct administration to request funding to:

- add two new B-Type modular classrooms from Alberta Education to SouthPointe School;
- demolish two modular classrooms and reclaim the site at Westboro Elementary;
- replace eight A-Type modular classrooms at James Mowat Elementary with eight new A-Type units; and

- demolish eight modular classrooms at Win Ferguson Elementary and relocate six units from Wes Hosford Elementary.

Board Chair Allen opened the floor for questions.

*Trustee Footz left the meeting at 11:19 a.m. and returned at 11:21 a.m.*

**VOTE ON MOTION 194/2024 | CARRIED UNANIMOUSLY**

### **BOARD SELF-EVALUATION**

Board Chair Allen shared the process of the 2023-24 Board Self-Evaluation.

**195/2024 |** Board Chair Allen moved: That the Board of Trustees approves the Board Evaluation Report as developed on Oct. 3, 2024, and THAT the Board monitor the priorities and actions outlined in their 2024-25 Board Work Plan.

*CARRIED UNANIMOUSLY*

### **RECEIPT OF TRUSTEE RESIGNATION**

Board Chair Allen addressed the receipt of Trustee Shotbolt's resignation effective Oct. 31, 2024.

The Board expressed gratitude to Trustee Shotbolt for her conscientious hard work, passion and continuous learning in her role as a trustee. Trustee Shotbolt is a valued member of the Board. Best wishes were extended by all.

**196/2024 |** Board Chair Allen moved: That the Board of Trustees accept the resignation of Trustee Jacqueline Shotbolt, effective Oct. 31, 2024, due to her relocation outside of her ward, resulting in her being disqualified from remaining as a Trustee.

*CARRIED UNANIMOUSLY*

Board Chair Allen proceeded to share the background information pertaining to the second motion.

**197/2024 |** Board Chair Allen moved: That the Board of Trustees not hold a by-election for the vacant Trustee position, and that Trustee Shotbolt's duties and responsibilities be assumed by other trustees.

Board Chair Allen opened the floor for questions.

Point of Order was called by Trustee Holowaychuk. The motion was reread by Board Chair Allen.

That the Board of Trustees not hold a by-election for the vacant Trustee position, and that Trustee Shotbolt's duties and responsibilities be assumed by other trustees.

**VOTE ON MOTION 197/2024 | CARRIED**

In Favour: Trustee Sorochan, Trustee Holowaychuk, Vice-Chair Miller, Board Chair Allen

Opposed: Trustee Footz, Trustee Boymook

Board Chair Allen proceeded with the third motion.

**198/2024 |** Board Chair Allen moved: That the Board of Trustees approves the 2024-25 Trustee School Liaison list effective Nov. 1, 2024, as presented.

Board Chair Allen spoke on the new pilot committee and that it would not be included in the list. The Governance and Evaluation Committee is still meeting and based on what happens next June 2025, the Committee may become a permanent committee on the list.

Commendation was shared to Trustee Sorochan for taking on the extra work and the Board's support was noted.

Point of Clarification was called by Trustee Holowaychuk, that we are voting on the Trustee School Liaison list and not the Board Committee Representative list.

*VOTE ON MOTION 198/2024 | CARRIED*

In Favour: Trustee Sorochan, Trustee Holowaychuk, Vice-Chair Miller, Board Chair Allen, Trustee Footz

Opposed: Trustee Boymook

*The Board recessed at 12:13 p.m. and reconvened at 1:17 p.m. with all trustees noted above in attendance.*

#### **BOARD COMMITTEE REPRESENTATIVE LIST 2024-25**

Board Chair Allen presented to the Board for approval the 2024-25 Board Committee Representative list.

**199/2024 |** Board Chair Allen moved: That the Board of Trustees approves the 2024-25 Board Committee Representatives list, as presented.

*CARRIED UNANIMOUSLY*

#### **BOARD GOVERNANCE AND EVALUATION COMMITTEE TERMS OF REFERENCE**

Vice-Chair Miller presented to the Board for approval the Governance and Evaluation Committee terms of reference.

**200/2024 |** Trustee Boymook moved: That the Board of Trustees approves the Governance and Evaluation Committee terms of reference for the 2024-25 school year.

*CARRIED UNANIMOUSLY*

#### **BOARD POLICY 8: BOARD COMMITTEES**

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

**201/2024 |** Trustee Sorochan moved: That the Board of Trustees approves amendments to Board Policy 8: Board Committees, as presented.

*CARRIED UNANIMOUSLY*

#### **BOARD POLICY 4: TRUSTEE CODE OF CONDUCT**

Trustee Footz presented the Policy Committee's recommendation to repeal and replace Board Policy 4: Trustee Code of Conduct and Policy 4: Appendix - Trustee Code of Conduct Sanctions with the draft policy written by legal counsel.

**202/2024 |** Trustee Boymook moved: That the Board of Trustees repeal and replace Board Policy 4: Trustee Code of Conduct and Policy 4: Appendix – Trustee Code of Conduct Sanctions, as presented.

*CARRIED UNANIMOUSLY*

#### **BOARD POLICY 7: BOARD OPERATIONS**

Trustee Footz presented to the Board the proposed amendments to Board Policy 7: Board Operations for approval.

Commendation was made to the Policy Committee for their cross-referencing work.

**203/2024 |** Trustee Holowaychuk moved: That the Board of Trustees approves amendments to Board Policy 7: Board Operations, as presented.

*CARRIED UNANIMOUSLY*

## **BOARD POLICY 10: POLICY-MAKING**

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

204/2024 | Trustee Sorochan moved: That the Board of Trustees approves amendments to Board Policy 10: Policy-Making, as presented.

*CARRIED UNANIMOUSLY*

## **BOARD GOVERNANCE SURPLUS**

Superintendent Stoddard presented to the Board for approval the proposed placement of the Board Governance surplus of \$39,592. The Board expressed their support.

205/2024 | Trustee Boymook moved: That the Board of Trustees directs the placement of the Board Governance surplus at Aug. 31, 2024, of \$39,592 exceeding the allowable carry-forward be allocated to the Leveraging Student Achievement funds.

*CARRIED UNANIMOUSLY*

## **Reports for Information**

### **UNAUDITED FINANCIAL REPORT FOR THE PERIOD SEPT. 1, 2023, TO AUG. 31, 2024**

Director Lewis presented to the Board for information the Unaudited Financial Report for the period Sept. 1, 2023, to Aug. 31, 2024.

Board Chair Allen noted that the report is meant for information, therefore, no motion is on the floor. Board Chair Allen opened the floor for questions.

### **UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2024**

Director Lewis presented to the Board for information the Unaudited Accumulated Surplus at Aug. 31, 2024.

The Board raised concern with the increasing revenue in school generated funds and inquired on administration's monitoring mechanism. Superintendent Stoddard noted that even though there is no administrative procedure in place, measures are taken to monitor balances and expenditures.

*Trustee Holowaychuk left at 2:27 p.m.*

Trustee Sorochan motioned: That the Board of Trustees direct the Superintendent to create a draft administrative procedure that outlines processes and guidelines for the accumulation, use and carry-over of school generated funds, to be brought to December 5 Caucus meeting.

Superintendent Stoddard noted that the timeframe would not be doable, due to Assurance Reviews. Trustees were in agreement, and Trustee Sorochan amended the motion changing the timeline from December 5<sup>th</sup> to January 9<sup>th</sup>.

206/2024 | Trustee Sorochan moved: That the Board of Trustees direct the superintendent to create a draft administrative procedure that outlines processes and guidelines for the accumulation, use and carry-over of school generated funds to be brought to January 9 Caucus meeting for feedback.

*CARRIED UNANIMOUSLY*

Commendation was made to the Finance department for the report.

## Committee Reports

### POLICY COMMITTEE

Trustee Footz presented a report for information from the Policy Committee meeting held on Oct. 1, 2024. The next meeting is scheduled on Oct. 29, 2024.

207/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on Oct. 1, 2024.

*CARRIED UNANIMOUSLY*

### GOVERNANCE AND EVALUATION COMMITTEE

Vice-Chair Miller presented a report for information from the Governance and Evaluation Committee meeting held on Oct. 1, 2024. The next meeting is scheduled on Oct. 22, 2024.

208/2024 | Vice-Chair Miller moved: That the Board of Trustees receives for information the report from the Governance and Evaluation Committee meeting held on Oct. 1, 2024.

*CARRIED UNANIMOUSLY*

## Trustee Notices of Motion and Requests for Information

Vice-Chair Miller requested a report for information on the French Immersion transition from Ardrossan Junior/Senior High to Sherwood Heights Junior High and Salisbury Composite High, and to include the courses available to students.

- Administration noted that the Transition Plan will be shared with the Board early in the new year once feedback is collected. Principals are meeting on October 17 to finalize survey questions for our stakeholders. The second step is to send a survey out to stakeholders of what is important to parents, staff and students. The report to the Board will include the recommendation of direction, courses, and transition.
- Key messaging will be provided to the Board to share with School Council.

Trustee Sorochan reminded administration about an outstanding request for information on the First Nation, Métis and Inuit programming.

- Superintendent Stoddard noted highlights will be presented to the Board in the Annual Education Results Report (AERR) at the November 28<sup>th</sup> Board meeting.

Board Chair Allen declared the Board had reached the end of the public session at 2:48 p.m.

### IN-CAMERA SESSION

209/2024 | Trustee Sorochan moved: That the Board meet in camera (2:48 p.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 2:48 p.m. and reconvened at 3:00 p.m. with all trustees noted above in attendance with the exception of Trustee Holowaychuk.*

*Trustee Holowaychuk arrived at 3:01 p.m.*



210/2024 | Trustee Holowaychuk moved: That the Board revert to regular session (4:18 p.m.).

*CARRIED UNANIMOUSLY*

**ADJOURNMENT**

Board Chair Allen declared the meeting adjourned at 4:19 p.m.

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Cathy Allen, Board Chair

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Sandra Stoddard, Superintendent



# RECOMMENDATION REPORT

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Board Policy 13: Appeals and Hearings Regarding Student Matters

**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.

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## RECOMMENDATION:

**That the Board of Trustees approves the amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, 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.

The amendments, as shown in Attachment 1, are recommended for conciseness, consistency and clarity as outlined in the *Education Act*.

## COMMUNICATION PLAN:

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

## ATTACHMENT(S):

1. Policy 13: Appeals and Hearings Regarding Student Matters (marked)
2. Policy 13: Appeals and Hearings Regarding Student Matters (unmarked)

**Policy 13**

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**APPEALS AND HEARINGS REGARDING STUDENT MATTERS****Background**

The Board of Trustees supports the right of parents and guardians to make inquiries or bring forward concerns regarding student matters.

**Guidelines****1. Appeals**

The Board shall hear appeals on administrative decisions that significantly impact the education of the student, which are submitted in accordance with Section 42 of the *Education Act*. The Board shall not hear appeals on suspensions or expulsions of students.

- 1.1. Prior to a decision being appealed to the Board, [Board Policy 26: School Dispute Resolution](#) shall be followed.
- 1.2. Parents or guardians of a student, and in the case of a student 16 years of age or older, either a parent or guardian of the student or the student, has the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents, guardians or students of this right of appeal.
- 1.3. The appeal to the Board must be made in writing within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
- 1.4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 1.5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
- 1.6. The appeal shall be heard at a Special Board meeting.
- 1.7. The hearing shall be conducted in accordance with the following guidelines.
  - 1.7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
    - 1.7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.
    - 1.7.1.2. the Board with the means to receive information and review the facts of the dispute.

- 1.7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 1.7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent or staff.
- 1.7.4. The Superintendent or staff shall explain the decision and give reasons for the decision.
- 1.7.5. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.
- 1.7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 1.7.7. No cross-examination of the parties shall be allowed.
- 1.7.8. The Board shall meet without the respective parties to ~~the appeal in attendance to~~ arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 1.7.9. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
  - 1.7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant ~~once a decision has been reached~~ and confirmed in writing, within five business days, following the hearing. If the matter under appeal is outlined in Section 43 of the Education Act, included in the communication to the appellant shall be informed ation of ~~the that the appellant has their~~ right to seek a review by the Education Minister ~~if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 43 of the Education Act.~~
  - 1.7.9.2. Under Section 43 of the *Education Act*, the only matters on which the Education Minister may consider appeals are:
    - 1.7.9.2.1. provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
    - 1.7.9.2.2. the expulsion of a student;
    - 1.7.9.2.3. Board responsibility for a specific student; and
    - 1.7.9.2.4. access to or the accuracy or completeness of the student records.

## 2. Expulsion hearings

- 2.1. It is expected that all students shall comply with Section 31 of the *Education Act*, Board policies, administrative procedures and school regulations.
- 2.2. In accordance with Section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

- 2.3. The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the *Education Act*.
- 2.4. If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.
- 2.5. The Student Expulsion Committee shall convene an in-camera session within 10 school days after the initial date of suspension and make a decision.
- 2.6. Parents or guardians of students, or students 16 years of age or older, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 2.7. The Student Expulsion Committee may have legal counsel, or other resource person(s), in attendance.
- 2.8. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 2.9. The expulsion hearing shall be conducted in accordance with the following guidelines.
  - 2.9.1. The Student Expulsion Committee Chair shall outline the purpose of the hearing, which is to:
    - 2.9.1.1. provide an opportunity to hear representations relative to the recommendation from the Principal;
    - 2.9.1.2. provide an opportunity for the student, ~~or the student's~~ parents or guardians, or their resource person(s) to make representations; and
    - 2.9.1.3. reinstate or expel the student.
  - ~~1-2.10.~~ 2.10. The Student Expulsion Committee Chair shall outline the procedure to be followed, which shall be as follows:
    - ~~1-2.10.1.~~ 2.10.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student.
    - ~~2-9-2-2.10.2.~~ 2.10.2. The student, ~~and the student's~~ parents or guardians, or their resource person(s) shall be given an opportunity to respond to the information presented and to add any additional relevant information.
    - ~~2-9-3-2.10.3.~~ 2.10.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification of the Principal, the student and the student's parents or guardians.
    - ~~2-9-4-2.10.4.~~ 2.10.4. The Student Expulsion Committee shall then meet, ~~without the administration, the student, or the student's parents or guardians present, to discuss the case and provide~~ determine its recommendation.
      - ~~2-9-4-1-2.10.4.1.~~ 2.10.4.1. The recording secretary may remain in attendance.
      - ~~2-9-4-2-2.10.4.2.~~ 2.10.4.2. Legal counsel for the Board may also remain in attendance.

~~2.9.5-2.10.5.~~ Should the Student Expulsion Committee require additional information, both parties shall be requested to return to provide the requested information.

~~2.9.6-2.10.6.~~ The Student Expulsion Committee shall then make one of the following decision(s):

~~1.1.1. reinstatement;~~

~~2.10.6.1. return the student to the current school;~~

~~2.9.6.1-2.10.6.2. expel the student from the current school and direct them to another school or program in the Division single school expulsion; or~~

~~2.9.6.2-2.10.6.3. expel the student from all Division schools and direct the sponsorship of the student to an alternative program or distance learning within another division from the school division.~~

~~1.2. If the expulsion is from a single school, administration shall direct the placement of the student to another school or alternative educational program.~~

~~1.3. If the expulsion is from the Division, alternative educational programming shall be offered by the Division.~~

~~2.9.7-2.10.7.~~ The Student Expulsion Committee decision shall be communicated in writing to the student and/or the student's parents or guardians within five business days of the hearing, with copies being provided to the Principal and the Superintendent or designate.

~~2.10-2.11.~~ If the Student Expulsion Committee's decision is to expel the student, the following information shall be included in the letter to the student and/or the student's parents or guardians:

~~2.10.1-2.11.1.~~ any rules and conditions of the expulsion;

~~2.11.2.~~ the educational programming to be provided to the student;

~~4.4-2.11.3.~~ if applicable, rules and conditions for re-enrolment; and

~~2.10.2-2.11.4.~~ the right of the student and the student's parents or guardians to request a review of the Board's decision by the Minister of Education.

## References

Sections 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 *Education Act*

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019

Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022
April 12, 2022	May 25, 2022
Jan. 10, 2023	Feb. 16, 2023
Jan. 10, 2024	Jan. 25, 2024
Feb. 7, 2024	
April 3, 2024	April 18, 2024
June 10, 2024	June 20, 2024
<u>Oct. 29, 2024</u>	

**Policy 13**

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**APPEALS AND HEARINGS REGARDING STUDENT MATTERS****Background**

The Board of Trustees supports the right of parents and guardians to make inquiries or bring forward concerns regarding student matters.

**Guidelines****1. Appeals**

The Board shall hear appeals on administrative decisions that significantly impact the education of the student, which are submitted in accordance with Section 42 of the *Education Act*. The Board shall not hear appeals on suspensions or expulsions of students.

- 1.1. Prior to a decision being appealed to the Board, [Board Policy 26: School Dispute Resolution](#) shall be followed.
- 1.2. Parents or guardians of a student, and in the case of a student 16 years of age or older, either a parent or guardian of the student or the student, has the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents, guardians or students of this right of appeal.
- 1.3. The appeal to the Board must be made in writing within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
- 1.4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 1.5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
- 1.6. The appeal shall be heard at a Special Board meeting.
- 1.7. The hearing shall be conducted in accordance with the following guidelines.
  - 1.7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
    - 1.7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.
    - 1.7.1.2. the Board with the means to receive information and review the facts of the dispute.



- 1.7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 1.7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent or staff.
- 1.7.4. The Superintendent or staff shall explain the decision and give reasons for the decision.
- 1.7.5. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.
- 1.7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 1.7.7. No cross-examination of the parties shall be allowed.
- 1.7.8. The Board shall meet without the respective parties to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 1.7.9. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
  - 1.7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant and confirmed in writing, within five business days, following the hearing. If the matter under appeal is outlined in Section 43 of the *Education Act*, the appellant shall be informed of their right to seek a review by the Education Minister.
  - 1.7.9.2. Under Section 43 of the *Education Act*, the only matters on which the Education Minister may consider appeals are:
    - 1.7.9.2.1. provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
    - 1.7.9.2.2. the expulsion of a student;
    - 1.7.9.2.3. Board responsibility for a specific student; and
    - 1.7.9.2.4. access to or the accuracy or completeness of the student records.

## **2. Expulsion hearings**

- 2.1. It is expected that all students shall comply with Section 31 of the *Education Act*, Board policies, administrative procedures and school regulations.
- 2.2. In accordance with Section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.
- 2.3. The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the *Education Act*.

- 2.4. If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.
- 2.5. The Student Expulsion Committee shall convene an in-camera session within 10 school days after the initial date of suspension and make a decision.
- 2.6. Parents or guardians of students, or students 16 years of age or older, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 2.7. The Student Expulsion Committee may have legal counsel, or other resource person(s), in attendance.
- 2.8. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 2.9. The expulsion hearing shall be conducted in accordance with the following guidelines.
  - 2.9.1. The Student Expulsion Committee Chair shall outline the purpose of the hearing, which is to:
    - 2.9.1.1. provide an opportunity to hear representations relative to the recommendation from the Principal;
    - 2.9.1.2. provide an opportunity for the student, student's parents or guardians, or their resource person(s) to make representations; and
    - 2.9.1.3. reinstate or expel the student.
- 2.10. The Student Expulsion Committee Chair shall outline the procedure to be followed, which shall be as follows:
  - 2.10.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student.
  - 2.10.2. The student, student's parents or guardians, or their resource person(s) shall be given an opportunity to respond to the information presented and to add any additional relevant information.
  - 2.10.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification of the Principal, the student and the student's parents or guardians.
  - 2.10.4. The Student Expulsion Committee shall then meet to determine its recommendation.
    - 2.10.4.1. The recording secretary may remain in attendance.
    - 2.10.4.2. Legal counsel for the Board may also remain in attendance.
  - 2.10.5. Should the Student Expulsion Committee require additional information, both parties shall be requested to return to provide the requested information.
  - 2.10.6. The Student Expulsion Committee shall then make one of the following decision(s):
    - 2.10.6.1. return the student to the current school;

- 2.10.6.2. expel the student from the current school and direct them to another school or program in the Division; or
- 2.10.6.3. expel the student from all Division schools and direct the sponsorship of the student to an alternative program or distance learning within another division.
- 2.10.7. The Student Expulsion Committee decision shall be communicated in writing to the student and/or the student's parents or guardians within five business days of the hearing, with copies being provided to the Principal and the Superintendent or designate.
- 2.11. If the Student Expulsion Committee's decision is to expel the student, the following information shall be included in the letter to the student and/or the student's parents or guardians:
  - 2.11.1. any rules and conditions of the expulsion;
  - 2.11.2. the educational programming to be provided to the student;
  - 2.11.3. if applicable, rules and conditions for re-enrolment; and
  - 2.11.4. the right of the student and the student's parents or guardians to request a review of the Board's decision by the Minister of Education.

## References

Sections 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 *Education Act*

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Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
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Jan. 10, 2024	Jan. 25, 2024
Feb. 7, 2024	
April 3, 2024	April 18, 2024
June 10, 2024	June 20, 2024
Oct. 29, 2024	



# RECOMMENDATION REPORT

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Board Policy 14: Hearings on Teacher Transfers

**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.

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## RECOMMENDATION:

**That the Board of Trustees approves the amendments to Board Policy 14: Hearings on Teacher Transfers, 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.

The amendments, as shown in Attachment 1, are recommended to streamline process, eliminate gaps and ensure clarity.

## COMMUNICATION PLAN:

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

## ATTACHMENT(S):

1. Policy 14: Hearings on Teacher Transfers (marked)
2. Policy 14: Hearings on Teacher Transfers (unmarked)

## Policy 14

## HEARINGS ON TEACHER TRANSFERS

### Background

The Superintendent may transfer a teacher in accordance with Section 212 of the *Education Act*. The teacher may make a written request to the Board of Trustees to have a hearing before the Board for the purpose of objecting to the transfer. A transfer means that the Superintendent has transferred the teacher from one school to another school. If the new school is not identified, then the transfer has not been completed. Similarly, the transfer is not complete unless the teacher has received notice of the transfer, which must include the Superintendent's reasons for the transfer.

### Guidelines

#### 1. Teacher-transfer hearings: Specifics

- 1.1. A teacher ~~who has received a notice of transfer and the reasons for the transfer~~ may, within seven days from the day on which the teacher receives the notice of transfer and reasons for the transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
- 1.2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer, with a copy being provided to the Superintendent.
- 1.3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer—unless the teacher agrees in writing to an earlier date.
- 1.4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.
- 1.5. Any documentation or written materials to be considered by the Board in support of the teacher transfer shall be forwarded by the Superintendent, ~~or their designate~~, to both the teacher and the Secretary-Treasurer not less than seven days before the scheduled date of the hearing.
- 1.6. Any documentation or written materials to be considered by the Board in objection to the teacher transfer shall be forwarded by the teacher to both the Superintendent, ~~or their designate~~, and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
- ~~1.7. At the discretion of the Board, if materials are submitted less than seven days prior to the hearing, the Board shall either accept the materials and continue with the hearing or adjourn the hearing.~~
- ~~1.8.~~1.7. The teacher may be accompanied, at their own expense, by counsel or other representatives, and may bring witnesses if, not less than seven days prior to the scheduled date of the meeting, the following is provided by the teacher to the Secretary-Treasurer and the other party in writing:
  - ~~1.8.1.~~1.7.1. the names of other representatives; and
  - ~~1.8.2.~~1.7.2. any witnesses.

~~1.9.1.8. Notwithstanding, the Board shall reserve the right to reschedule a hearing to be held within 30 days as is deemed necessary and agreeable to all parties receive further documentation as deemed relevant.~~

## 2. Teacher-transfer hearings: Procedure

2.1. The teacher-transfer hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Board Vice-Chair, or designate.

2.2. The Board Chair shall introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.

~~2.2.1. Witnesses shall leave the room and return to make their presentation.~~

~~2.2.0-2.2.2. Subsequently, witnesses shall leave the room after their presentations have been completed and trustees have asked their questions for clarification.~~

2.3. The sequence of the hearing shall be as follows:

~~2.3.1. an opening statement may be made by the teacher;~~

~~2.3.2. an opening statement may be made by the Superintendent or designate;~~

2.3.1. written and oral presentation by the teacher, including any evidence by witnesses where appropriate;

~~2.3.2.1-2.3.1.1.~~ each witness may speak for a maximum of 10 minutes, followed by clarifying questions by trustees.

2.3.2. Superintendent's opportunity for a response to the teacher's presentation followed by written and oral presentation ~~by the Superintendent, or designate,~~ including any evidence by witnesses, where appropriate;

~~2.3.2.2-2.3.2.1.~~ each witness may speak for a maximum of 10 minutes, followed by clarifying questions by trustees.

~~2.3.3. Superintendent's or designate's opportunity for a response to the teacher's presentation;~~

~~2.3.4-2.3.3.~~ teacher's opportunity for a response to the Superintendent's ~~or designate's~~ presentation;

~~2.3.5-2.3.4.~~ an opportunity for the Board to ask questions of clarification of both parties ~~and any of the other witnesses;~~

~~2.3.6-2.3.5.~~ an opportunity for the Superintendent ~~or designate~~ to make final comments;

~~2.3.7-2.3.6.~~ an opportunity for the teacher to make final comments; and

~~2.3.8-2.3.7.~~ no cross-examination of witnesses shall be allowed.

2.4. The Board shall meet, without the respective parties to the appeal in attendance, to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.

2.5. If the Board requires additional information or clarification to make its decision, both parties will be recalled to appear before the Board, and the request for information shall be made in the presence of both parties. If the information is not

readily available, the Board Chair may request a recess or, if necessary, an adjournment of the hearing to a later date within 30 days.

- 2.5.1. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses, until the hearing is reconvened.
- 2.6. When the Board is ready to make its decision on the matter, both parties, if still present, shall be advised that the Board will be reconvening and shall consider a motion to move into a regular or special Board meeting to consider the resolution.
- 2.7. The Board's decision shall be communicated to the teacher, in writing, ~~following the hearing~~ within five business days of the hearing.

## References

Sections 33, 52, 53, 212, 222 *Education Act*

Last reviewed:	Last updated:
April 11, 2013	April 18, 2013
Sept. 17, 2015	Sept. 17, 2015
Jan. 18, 2016	Feb. 18, 2016
Dec. 12, 2016	Jan. 26, 2017
Aug. 30, 2018	Aug. 30, 2018
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	
Feb. 8, 2022	March 1, 2022
Feb. 14, 2023	March 16, 2023
Jan. 10, 2024	Jan. 25, 2024
<u>Oct. 29, 2024</u>	

**Policy 14**

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**HEARINGS ON TEACHER TRANSFERS****Background**

The Superintendent may transfer a teacher in accordance with Section 212 of the *Education Act*. The teacher may make a written request to the Board of Trustees to have a hearing before the Board for the purpose of objecting to the transfer. A transfer means that the Superintendent has transferred the teacher from one school to another school. If the new school is not identified, then the transfer has not been completed. Similarly, the transfer is not complete unless the teacher has received notice of the transfer, which must include the Superintendent's reasons for the transfer.

**Guidelines****1. Teacher-transfer hearings: Specifics**

- 1.1. A teacher may, within seven days from the day on which the teacher receives the notice of transfer and reasons for the transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
- 1.2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer, with a copy being provided to the Superintendent.
- 1.3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer—unless the teacher agrees in writing to an earlier date.
- 1.4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.
- 1.5. Any documentation or written materials to be considered by the Board in support of the teacher transfer shall be forwarded by the Superintendent to both the teacher and the Secretary-Treasurer not less than seven days before the scheduled date of the hearing.
- 1.6. Any documentation or written materials to be considered by the Board in objection to the teacher transfer shall be forwarded by the teacher to both the Superintendent and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
- 1.7. The teacher may be accompanied, at their own expense, by counsel or other representatives, and may bring witnesses if, not less than seven days prior to the scheduled date of the meeting, the following is provided by the teacher to the Secretary-Treasurer and the other party in writing:
  - 1.7.1. the names of other representatives; and
  - 1.7.2. any witnesses.
- 1.8. The Board shall reserve the right to reschedule a hearing to be held within 30 days as is deemed necessary and agreeable to all parties.



## 2. Teacher-transfer hearings: Procedure

- 2.1. The teacher-transfer hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Board Vice-Chair, or designate.
- 2.2. The Board Chair shall introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
  - 2.2.1. Witnesses shall leave the room and return to make their presentation.
  - 2.2.2. Subsequently, witnesses shall leave the room after their presentations have been completed and trustees have asked their questions for clarification.
- 2.3. The sequence of the hearing shall be as follows:
  - 2.3.1. written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
    - 2.3.1.1. each witness may speak for a maximum of 10 minutes, followed by clarifying questions by trustees.
  - 2.3.2. Superintendent's opportunity for a response to the teacher's presentation followed by written and oral presentation, including any evidence by witnesses, where appropriate.
    - 2.3.2.1. each witness may speak for a maximum of 10 minutes, followed by clarifying questions by trustees.
  - 2.3.3. teacher's opportunity for a response to the Superintendent's presentation;
  - 2.3.4. an opportunity for the Board to ask questions of clarification of both parties;
  - 2.3.5. an opportunity for the Superintendent to make final comments;
  - 2.3.6. an opportunity for the teacher to make final comments; and
  - 2.3.7. no cross-examination of witnesses shall be allowed.
- 2.4. The Board shall meet, without the respective parties to the appeal in attendance, to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
- 2.5. If the Board requires additional information or clarification to make its decision, both parties will be recalled to appear before the Board, and the request for information shall be made in the presence of both parties. If the information is not readily available, the Board Chair may request a recess or, if necessary, an adjournment of the hearing to a later date within 30 days.
  - 2.5.1. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses, until the hearing is reconvened.
- 2.6. When the Board is ready to make its decision on the matter, both parties, if still present, shall be advised that the Board will be reconvening and shall consider a motion to move into a regular or special Board meeting to consider the resolution.
- 2.7. The Board's decision shall be communicated to the teacher, in writing, within five business days of the hearing.

## References

Sections 33, 52, 53, 212, 222 *Education Act*

Last reviewed:	Last updated:
April 11, 2013	April 18, 2013
Sept. 17, 2015	Sept. 17, 2015
Jan. 18, 2016	Feb. 18, 2016
Dec. 12, 2016	Jan. 26, 2017
Aug. 30, 2018	Aug. 30, 2018
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	
Feb. 8, 2022	March 1, 2022
Feb. 14, 2023	March 16, 2023
Jan. 10, 2024	Jan. 25, 2024
Oct. 29, 2024	



# RECOMMENDATION REPORT

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Unaudited Accumulated Surplus at Aug. 31, 2024

**ORIGINATOR:** Candace Cole, Secretary-Treasurer

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Stacey Heinish, Senior Accountant, Financial Services

**REFERENCE:** Board Policy 2: Role of the Board

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

**EIPS GOAL:** Quality infrastructure for all.

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

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## RECOMMENDATION:

**That the Board of Trustees approves the transfer of \$5,198,236 from unrestricted surplus to internally restricted operating reserves to offset the net result of 2023-24.**

## BACKGROUND:

Elk Island Public Schools' (EIPS) accumulated surplus includes operating reserves, capital reserves, and investment in tangible capital assets, which are offset by an asset retirement obligation (ARO). At the end of each financial year, the surplus or deficit for the year must be transferred to reserves (for surpluses) or covered by reserves (for deficits).

Board Policy 2: Role of the Board, Section 1.8, Fiscal Accountability, establishes that the Board of Trustees will approve the transfer of funds to reserves. The transfer and related information in this report coincides with the preparation of the Division's audited financial statements for year ended Aug. 31, 2024.

As per Administrative Procedure 501, Financial Management, Section 5.2, *"Schools and departments may carry forward surplus funds of up to one per cent of their total operating budget."*

As per Board Policy 7: Board Operations, Section 12.12, *"Any Board Governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis, and placement of funds will be determined at a public meeting of the Board."*



## **CURRENT SITUATION OR KEY POINT:**

### **Overall Results**

EIPS has an overall surplus of \$3.16 million for the year ended Aug. 31, 2024, which increased accumulated surplus. Accumulated surplus is an indicator of the financial resources that EIPS has available to provide future services.

Overall, accumulated surplus at Aug. 31, 2024 includes investment in Board funded tangible capital assets (\$7.75 million), a future asset retirement obligation (\$10.33 million deficit), unrestricted surplus, operating reserves (\$11.59 million), and capital reserves (\$2.49 million).

The net reserve transfer for 2023-24 is \$5.2 million, which includes the operating surplus (does not include ARO) of \$4.18 million and a surplus of \$1.02 million from current year transactions for unsupported capital assets.

### **Operating Reserves (Attachment 2)**

The balance of operating reserves is \$11.59 million. Operating reserves are funds set aside to support Division operations. They are increased when EIPS has an overall surplus (more revenue than expenses in a given year) and are decreased when EIPS chooses to access these funds to increase EIPS' available annual budget.

- Reserves of \$3.85 million are designated for use by schools and departments to support future years. This includes \$2.28 million of school generated fund reserves.
- Division Allocated Reserves has a balance of \$388,000; these reserves are used to fund specific projects or initiatives. As of Aug. 31, 2024, the only initiative with a balance in allocated reserves are the funds set aside in the Leveraging Student Achievement fund.
- Division Unallocated Reserves are at \$7.35 million. These reserves are funds available to provide flexibility for emergent issues, price fluctuations, and to stabilize funding in future years.

The operating reserves balance is exceeding the spring projection by \$4.36 million (Attachment 3, Column H).

**Division Unallocated Reserves (Attachment 3)** are \$3.94 million higher than projected. The most significant contributors to this variance were:

- Proceeds from the IP address sale of \$3.81 million and were not included in spring projections;
- Department surpluses were greater than projected, including operating surpluses great than 1% of budgets (\$37,000), Hold Harmless program surpluses (\$268,000) and internally restricted funds returned to Division reserves (\$18,000); and
- Lower than expected capital purchases with an overall variance impact of \$262,000 surplus.

These variances were partially offset by:

- \$200,000 increase in amount transferred to capital reserves; and
- \$207,000 spent on SouthPointe site maintenance.



**Central Services and School Reserves (Attachments 4, 5, and 6)** were \$75,000 more than projections, which assumed a 1% carryforward for all schools and departments and a \$300,000 drawdown of School Generated Funds. Year end results had schools and departments carrying forward slightly less than projected, and School Generated Funds were drawn down by \$157,000.

In Central Services, Student Transportation is carrying forward a surplus of \$561,000 (or 3.3% of their annual budget), which was higher than projected. A number of equipment purchases were not able to be delivered and installed by August 31. The carryforward surplus will be used for the equipment when it arrives, along with significant related implementation and installation costs. In addition, there were savings in 2023-24 on data communication costs, and negotiated savings on equipment purchases. Surpluses in Student Transportation are restricted to that department because EIPS charges a transportation fee. In addition to the savings listed above, EIPS did issue a rebate (i.e. partial refund) of transportation fees to parents earlier in 2023-24.

**Division Allocated Reserves** are \$340,000 greater than projections due to additional transfers into the reserve, including the standard cost surplus of \$233,000, the Board of Trustees surplus > 1% of \$40,000 and a higher amount of school surpluses >1% than projected (\$116,000 compared to a projected amount of \$49,000) .

### **Operating Reserve Minimum and Maximum Limits (Attachment 7)**

As per the provincial government, EIPS must maintain operating reserves (excluding SGF) between 1% and 3.2% of annual expenditures. At Aug. 31, 2024, EIPS is compliant with the reserve minimum and maximum balances, which include a one-time exemption of \$3.80 million for the proceeds from the IP Address sale, with a reserve balance of 4.55%.

- EIPS has reserves below the 3.15% limit by \$1.04 million.
- EIPS has reserves in excess of the 1% minimum balance by \$7.26 million.

### **Capital Reserves (Attachment 2)**

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

The balance of capital reserves at Aug. 31, 2024 is \$2.49 million. This balance includes a \$1 million transfer from operating reserves completed in 2023-24 as per the Board's approval at the August 2024 board meeting.

### **Comparable Results**

Annually, Alberta Education provides a Financial Reporting Profile from the prior school year that compares financial information of school divisions across Alberta. This document allows a review and evaluation of the financial position of EIPS.

A comparison of EIPS' operating and capital reserves to other divisions is provided in the table below. The current financial position indicates an increase to operating reserves of 2.00% or five operational days and an increase to capital reserves of \$17 per student.

	Aug. 31, 2023	Aug. 31, 2024	Change
<b>OPERATING RESERVES (excluding school generated funds)</b>			
<b>As a % of expenses</b>			
EIPS	2.42%	4.42%	2.00%
All divisions (average)	3.75%		
All divisions (midpoint)	3.88%		
Divisions with similar enrolment (average)	1.70%		
Divisions with similar enrolment (midpoint)	2.83%		
<b>Equated to operational days</b>			
EIPS	6.05 days	11.05 days	5.00 days
All divisions (average)	9.38 days		
Divisions with similar enrolment (average)	4.24 days		
<b>CAPITAL RESERVES</b>			
<b>Per student</b>			
EIPS	\$133	\$150	\$17
All divisions (average)	\$428		
Divisions with similar enrolment (average)	\$284		

### COMMUNICATION PLAN:

Following approval by the Board, the accumulated surplus will be communicated as part of the 2024 Audited Financial Statements which will be submitted to Alberta Education and posted on the EIPS website.

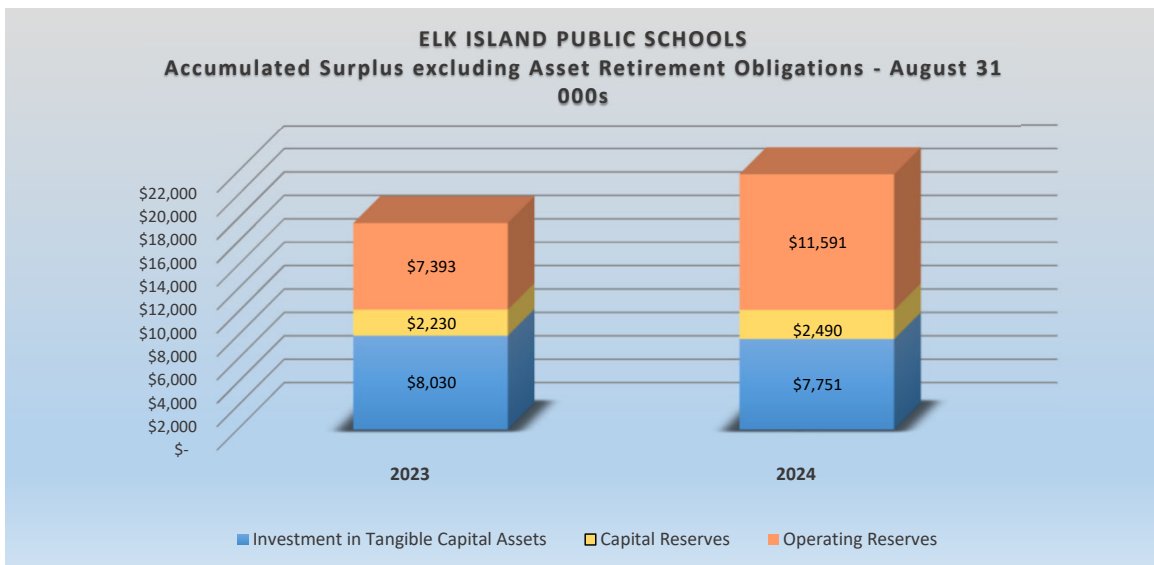
### ATTACHMENT(S)

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

**ELK ISLAND PUBLIC SCHOOLS**  
**Accumulated Surplus**  
**August 31, 2024**

	A=B+C+D+E+F	B	C	D	E	F
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation	Unrestricted Surplus	Internally Restricted Operating Reserves	Capital Reserves
<b>Audited - August 31, 2023</b>	\$ 8,341,434	\$ 8,030,335	\$ (9,311,430)	\$ -	\$ 7,392,944	\$ 2,229,585
Surplus/(Deficit)	3,159,152	-	(1,019,642)	4,178,794	-	-
Board Funded Capital Asset Additions	-	1,330,671	-	(460,749)	-	(869,922)
Net Amortization, Debt & Disposals	-	(1,610,382)	-	1,480,191	-	130,191
Budget Reserve Transfer	-	-	-	-	(1,000,000)	1,000,000
Net Reserve Transfer	-	-	-	(5,198,236)	5,198,236	-
<b>Actual - August 31, 2024</b>	\$ 11,500,586	\$ 7,750,624	\$ (10,331,072)	\$ -	\$ 11,591,180	\$ 2,489,854

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



## ELK ISLAND PUBLIC SCHOOLS

Reserves  
August 31, 2024

	A	B	C	D	E	F = A+B+C+D+E
	2023-24					
	Audited 31-Aug-23	Contributions /(Use)	Capital Effect	Budget Transfers	Year End Transfers	Actual 31-Aug-24
<b>OPERATING RESERVES</b>						
Central Services (Attachment 4)	\$ 219,356	\$ 1,568,612	\$ -	\$ -	\$ (1,161,004)	\$ 626,964
Schools - Operations (Attachment 5)	1,007,565	52,429	-	-	(115,513)	944,481
School Generated Funds (SGF) (Attachment 6)	2,439,169	(157,411)	-	-	-	2,281,758
Central Services & Schools	3,666,090	1,463,630	-	-	(1,276,517)	3,853,203
Leveraging Student Achievement Projects	101,021	(101,021)	-	-	388,343	388,343
Budgeted Transfer to Support Operations	-	(196,950)	-	196,950	-	-
EIPS Division Allocated (Attachment 3)	-	(906,616)	-	906,616	-	-
EIPS Division Allocated (Attachment 3)	101,021	(1,204,587)	-	1,103,566	388,343	388,343
EIPS Division Unallocated (Attachment 3)	3,625,833	3,919,751	1,019,442	(1,103,566)	(111,826)	7,349,634
	<b>\$ 7,392,944</b>	<b>\$ 4,178,794</b>	<b>\$ 1,019,442</b>	<b>\$ -</b>	<b>\$ (1,000,000)</b>	<b>\$ 11,591,180</b>

**B** 2023-24 surplus of \$4,178,794 (excluding asset retirement obligation).

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

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

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

	A	B	C	D	E	F = A+B+C+D+E
	2023-24					
	Audited 31-Aug-23	Contributions /(Use)	Capital Effect	Budget Transfers	Year End Transfers	Actual 31-Aug-24
<b>CAPITAL RESERVES</b>						
Facility Services	\$ 17,229	\$ 15,541	\$ (17,229)	\$ -	\$ -	\$ 15,541
Aging Equipment at Schools	5,392	-	(4,688)	-	(704)	-
Building Management System	440,000	-	(122,250)	(259,000)	(58,750)	-
Salisbury Composite High Stormwater Project	1,646,504	-	(507,297)	(803,879)	(335,328)	-
Various Capital Purchases - To be Determined	100,000	-	-	(100,000)	-	-
IT Infrastructure	-	-	(54,849)	54,849	-	-
School Buses	-	-	(163,609)	163,609	-	-
EIPS Division Allocated	2,191,896	-	(852,693)	(944,421)	(394,782)	-
Opening Balance	20,460	-	-	-	-	20,460
Proceed on Sale of Assets	-	114,650	-	-	-	114,650
Transfer from Allocated - Completed Projects	-	-	-	1,162,879	394,782	1,557,661
Transfer to New Projects	-	-	-	(218,458)	-	(218,458)
Transfer from Operating Reserves (Aug. 2024)	-	-	-	-	1,000,000	1,000,000
EIPS Division Unallocated	20,460	114,650	-	944,421	1,394,782	2,474,313
	<b>\$ 2,229,585</b>	<b>\$ 130,191</b>	<b>\$ (869,922)</b>	<b>\$ -</b>	<b>\$ 1,000,000</b>	<b>\$ 2,489,854</b>

**B** Proceeds on the sale of unsupported assets.

**C** Use of reserves for purchases of unsupported assets.

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

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



**ELK ISLAND PUBLIC SCHOOLS  
Operating Reserves  
August 31, 2024**

Attachment 3

	A	B	C	D	E	F = A + B + C + D + E	G	H = F - G							
									Audited	2023-24				Actual	Projected
									Balance	Contributions	Capital	Budget	Year End	Balance	Balance
31-Aug-23	/(Use)	Effect	Transfer	Transfer	31-Aug-24	(March 2024)	Variance								
<b>Central Services &amp; Schools</b>	<b>\$ 3,666,090</b>	<b>\$ 1,463,630</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (1,276,517)</b>	<b>\$ 3,853,203</b>	<b>\$ 3,777,968</b>	<b>\$ 75,235</b>							
School Surpluses > 1%	-	-	-	-	115,739	-	-	-							
Board of Trustees Surplus > 1%	-	-	-	-	39,592	-	-	-							
Standard Cost Surplus	-	-	-	-	233,012	-	-	-							
Use in 2023-24	-	(101,021)	-	-	-	-	-	-							
Leveraging Student Achievement	101,021	(101,021)	-	-	388,343	388,343	48,580	339,763							
Mental Health Strategic Plan	-	(60,000)	-	60,000	-	-	-	-							
Career Pathways Consultant (1 FTE)	-	(136,950)	-	136,950	-	-	-	-							
Budgeted Transfer to Support Operations	-	(906,616)	-	906,616	-	-	-	-							
<b>EIPS Division Allocated Reserves</b>	<b>101,021</b>	<b>(1,204,587)</b>	<b>-</b>	<b>1,103,566</b>	<b>388,343</b>	<b>388,343</b>	<b>48,580</b>	<b>339,763</b>							
Capital Effect - Purchases from Operating Budget	-	-	(460,749)	-	-	(460,749)	(609,119)	148,370							
Capital Effect - Annual Amortization	-	-	1,480,191	-	-	1,480,191	1,534,842	(54,651)							
Less Capital Purchases from Operating Budgets	-	107,824	-	-	-	107,824	(60,000)	167,824							
Central Services - Surpluses Exceeding 1%	-	-	-	-	83,648	83,648	46,496	37,152							
Central Services - Hold Harmless Surplus	-	-	-	-	963,056	963,056	695,076	267,980							
Central Services - Internally Restricted Surplus	-	-	-	-	74,708	74,708	56,584	18,124							
Elk Island Youth Ranch, Outreach/Continuing Education, and SFS Schools Surplus	-	-	-	-	(226)	(226)	3,862	(4,088)							
Standard Cost Surplus	-	233,012	-	-	(233,012)	-	(35,365)	35,365							
Interest Income	-	477,227	-	-	-	477,227	424,000	53,227							
Software Rebates	-	462,500	-	-	-	462,500	462,500	-							
Unused Contingency Funds	-	190,798	-	-	-	190,798	262,607	(71,809)							
SouthPointe Site Maintenance	-	(207,602)	-	-	-	(207,602)	-	(207,602)							
IP Address Proceeds	-	3,809,102	-	-	-	3,809,102	-	3,809,102							
Other Minor Adjustments	-	(57,684)	-	-	-	(57,684)	-	(57,684)							
Approved Spending - Windows Computer Evergreening (March 2024)	-	(694,058)	-	-	-	(694,058)	(694,058)	-							
Approved Spending - Chromebook Evergreening (March 2024)	-	(325,000)	-	-	-	(325,000)	(325,000)	-							
Approved Spending - Next Step Entrance at Salisbury (March 2024)	-	(76,368)	-	-	-	(76,368)	(80,000)	3,632							
Transfer to Allocated Reserves (Budget 2023-24)	-	-	-	(1,103,566)	-	(1,103,566)	(1,103,566)	-							
Transfer to Capital Reserves (August 2024)	-	-	-	-	(1,000,000)	(1,000,000)	(800,000)	(200,000)							
Unallocated Reserves Opening Balance	3,625,833	-	-	-	-	3,625,833	3,625,833	-							
<b>EIPS Division Unallocated Reserve</b>	<b>3,625,833</b>	<b>3,919,751</b>	<b>1,019,442</b>	<b>(1,103,566)</b>	<b>(111,826)</b>	<b>7,349,634</b>	<b>3,404,692</b>	<b>3,944,942</b>							
<b>Total EIPS Division Reserves</b>	<b>L = J + K</b>	<b>3,726,854</b>	<b>2,715,164</b>	<b>1,019,442</b>	<b>-</b>	<b>276,517</b>	<b>7,737,977</b>	<b>3,453,272</b>	<b>4,284,705</b>						
<b>Total Operating Reserves</b>	<b>M = I + L</b>	<b>\$ 7,392,944</b>	<b>\$ 4,178,794</b>	<b>\$ 1,019,442</b>	<b>\$ -</b>	<b>\$ (1,000,000)</b>	<b>\$ 11,591,180</b>	<b>\$ 7,231,240</b>	<b>\$ 4,359,940</b>						

**ELK ISLAND PUBLIC SCHOOLS**  
**Operating Reserves - Central Services**  
**August 31, 2024**

	A	B	C	D = A - C	E	F	G = E - F	H	I = D + G - H
	Operating				Internally Restricted/Hold Harmless			Department Transfers	Reserve Balance 31-Aug-24
	Surplus/ (Deficit)	% of Budget	Transfer > 1% to Division	Carry-forward	Surplus/ (Deficit)	Transfer to Division	Carry-forward		
<b>Board of Trustees</b>	\$ 45,449	7.8%	\$ 39,592	\$ 5,857	\$ -	\$ -	\$ -	\$ -	\$ 5,857
<b>Education Executive</b>									
Superintendent	61,037	7.4%	52,931	8,319	-	-	-	-	8,319
Communications	9,498	1.5%	2,973	6,525	-	-	-	-	6,525
Election	-	0.0%	-	-	-	-	-	-	-
<b>Supports For Students - Central</b>									
Associate Superintendent	4,869	1.0%	217	4,652	-	-	-	-	4,652
Instructional Supports	26,255	1.3%	6,175	20,080	12,076	-	12,076	-	32,156
Curriculum	-	0.0%	-	-	-	-	-	-	-
Specialized Supports	5,372	1.0%	-	5,372	-	-	-	-	5,372
<b>Human Resources</b>									
Associate Superintendent	13,663	0.6%	-	13,663	1,857	1,857	-	-	13,663
Staff Relations & Training	11,111	1.7%	4,757	6,354	64,284	64,284	-	-	6,354
Recruitment & Staffing	16,750	2.4%	9,677	7,073	263,230	263,230	-	-	7,073
<b>Business Services</b>									
Secretary - Treasurer	9,978	2.9%	6,515	3,463	(25,213)	(25,213)	-	-	3,463
Financial Services	23,185	1.0%	403	22,782	-	-	-	-	22,782
<b>Facility Services</b>	(23,689)	-0.2%	-	(23,689)	733,517	733,517	-	-	(23,689)
<b>Information Technologies</b>	(26,640)	-0.6%	-	(26,640)	89	89	-	-	(26,640)
<b>Student Transportation</b>	561,077	3.3%	-	561,077	-	-	-	-	561,077
<b>Total Central Services</b>	<b>\$ 737,915</b>	<b>1.6%</b>	<b>\$ 123,240</b>	<b>\$ 614,888</b>	<b>\$ 1,049,840</b>	<b>\$ 1,037,764</b>	<b>\$ 12,076</b>	<b>\$ -</b>	<b>\$ 626,964</b>

Transfer to Leveraging Student Achievement Reserve	39,592	Internally Restricted Surplus	74,708
Transfer to Division Unallocated Reserve	83,648	Hold Harmless Surplus	963,056
<b>Total Transfers to Division Reserves</b>	<u><b>123,240</b></u>		<u><b>1,037,764</b></u>
	<b>J</b>		<b>K</b>
			<u><b>1,161,004</b></u>
			<b>L = J + K</b>

**Elk Island Public Schools**  
**Operating Reserves - Schools - Operations**  
**August 31, 2024**

	A	B	C = B / A	D	E = B - D
	<b>2023-24</b>				<b>Reserve Balance 31-Aug-24</b>
	<b>Fall Budget</b>	<b>Surplus/ (Deficit)</b>	<b>% of Budget</b>	<b>Transfers</b>	
<b>Sector 1 - Sherwood Park</b>					
Bev Facey Community High	\$ 7,152,106	\$ 64,249	0.9%	\$ -	\$ 64,249
Brentwood Elementary	3,308,029	29,061	0.9%	-	29,061
Clover Bar Junior High	2,812,796	7,925	0.3%	-	7,925
Davidson Creek Elementary	4,204,652	35,648	0.8%	-	35,648
École Campbelltown	2,415,219	25,089	1.0%	937	24,152
F.R. Haythorne Junior High	4,546,890	38,908	0.9%	-	38,908
Glen Allan Elementary	2,253,419	18,972	0.8%	-	18,972
Heritage Hills Elementary	3,194,810	24,623	0.8%	-	24,623
Lakeland Ridge	4,493,918	37,906	0.8%	-	37,906
Mills Haven Elementary	3,305,274	29,946	0.9%	-	29,946
Pine Street Elementary	3,314,098	29,491	0.9%	-	29,491
Salisbury Composite High	9,114,543	56,935	0.6%	-	56,935
Sherwood Heights Junior High	4,024,028	26,340	0.7%	-	26,340
Strathcona Christian Academy Elementary	3,456,727	4,893	0.1%	-	4,893
Strathcona Christian Academy Secondary	3,996,056	27,815	0.7%	-	27,815
Wes Hosford Elementary	2,151,562	16,533	0.8%	-	16,533
Westboro Elementary	2,635,867	27,059	1.0%	1,473	25,586
Woodbridge Farms Elementary	3,091,121	33,610	1.1%	2,699	30,911
<b>Sector 2 - Strathcona County</b>					
Ardrossan Elementary	3,743,986	37,060	1.0%	-	37,060
Ardrossan Junior Senior High	5,147,004	1,949	0.0%	-	1,949
Fultonvale Elementary Junior High	3,350,566	25,451	0.8%	-	25,451
Uncas Elementary	1,529,891	71,590	4.7%	56,291	15,299
<b>Sector 3 - Fort Saskatchewan</b>					
Castle (Scotford Colony)	251,462	1,759	0.7%	-	1,759
École Parc Élémentaire	2,754,137	26,398	1.0%	-	26,398
Fort Saskatchewan Christian	3,160,149	18,037	0.6%	-	18,037
Fort Saskatchewan Elementary	2,473,011	6,712	0.3%	-	6,712
Fort Saskatchewan High	3,577,467	31,956	0.9%	-	31,956
James Mowat Elementary	2,798,247	25,132	0.9%	-	25,132
Rudolph Hennig Junior High	2,987,793	7,797	0.3%	-	7,797
SouthPointe School	4,435,761	44,360	1.0%	2	44,358
Win Ferguson Elementary	3,102,093	78,128	2.5%	47,107	31,021
<b>Sector 4 - Lamont County</b>					
Bruderheim School	1,158,236	10,892	0.9%	-	10,892
Lamont Elementary	2,458,965	28,850	1.2%	4,260	24,590
Lamont High	2,960,235	22,854	0.8%	-	22,854
Mundare School	1,028,810	21,736	2.1%	2,890	18,846
<b>Sector 5 - County of Minburn</b>					
A.L. Horton Elementary	2,855,640	23,766	0.8%	-	23,766
Pleasant Ridge Colony	158,914	1,669	1.1%	80	1,589
Vegreville Composite High	2,843,464	28,377	1.0%	-	28,377

Continued on next page

Elk Island Public Schools  
Operating Reserves - Schools - Operations  
August 31, 2024

	A	B	C = B / A		D	E = B - D
	2023-24					Reserve Balance 31-Aug-24
	Fall Budget	Surplus/ (Deficit)	% of Budget		Transfers	
<b>Supports for Students - Schools</b>						
Early Learning	2,540,575	10,899	0.4%	1	1,241	9,658
Mental Health Capacity Building	235,532	-	0.0%		-	-
Specialized Supports - Schools	1,433,355	1,086	0.1%		-	1,086
School Nutrition Program	260,599	-	0.0%		-	-
Partners 4 Science	335,837	-	0.0%		-	-
<b>Other</b>						
Elk Island Youth Ranch Learning Centre	338,880	19	0.0%	2	19	-
Next Step Outreach	2,272,486	(1,486)	(0.1%)	3	(1,486)	-
Next Step Continuing Education	596,685	-	0.0%		-	-
<b>Total Schools - Operations</b>	<b>\$ 130,260,895</b>	<b>\$ 1,059,994</b>	<b>0.8%</b>		<b>\$ 115,513</b>	<b>\$ 944,481</b>

<sup>1</sup> Supports for Students - Schools includes internally restricted programs with program-specific carryforward requirements.

Transfer Internally Restricted surplus to Division Unallocated Reserve

1,241

<sup>2</sup> Elk Island Youth Ranch Learning Centre surplus to Division Unallocated Reserve

19

<sup>3</sup> Outreach/Continuing Education Deficit to Division Unallocated Reserve

(1,486)

School surpluses >1% to Leveraging Student Achievement Allocated Reserve

115,739

**School - Operations Transfers (Attachment 2)**

**115,513**

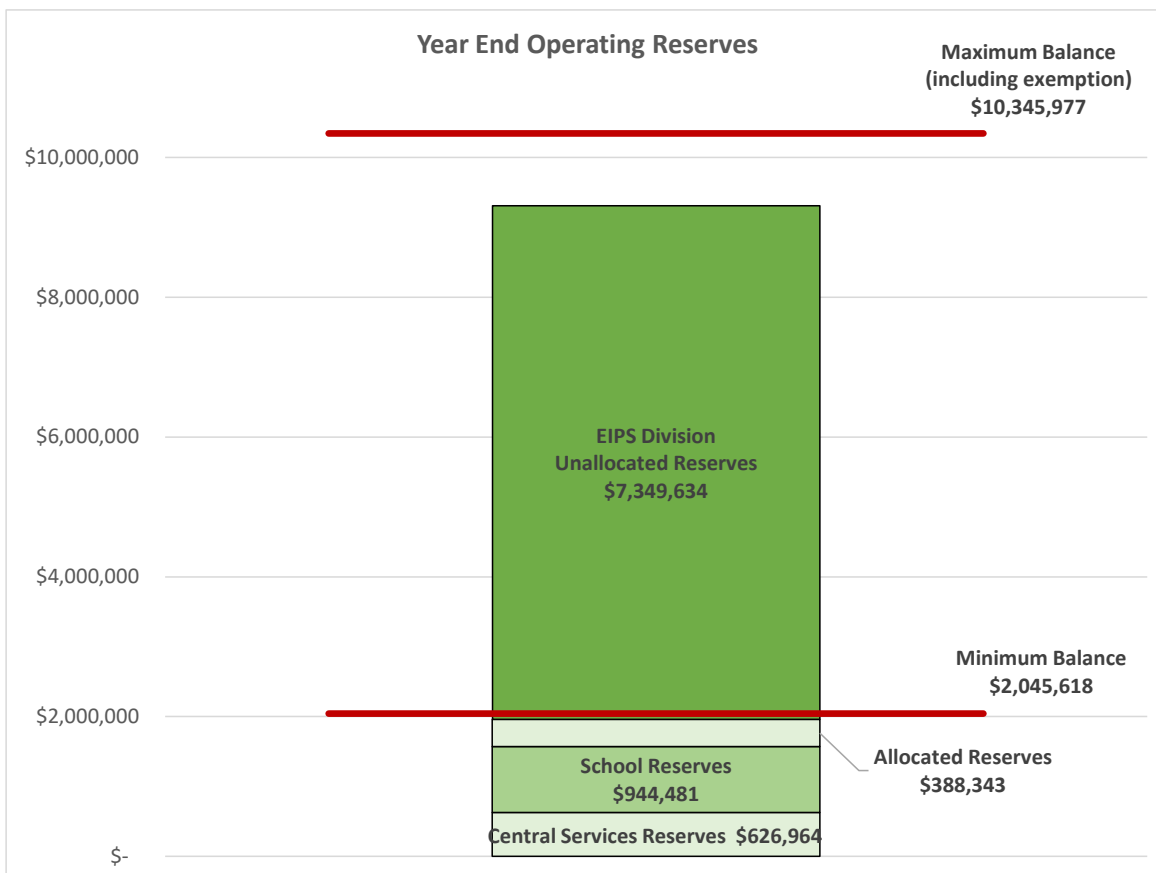
**ELK ISLAND PUBLIC SCHOOLS**  
**Operating Reserves - School Generated Funds (SGF)**  
**August 31, 2024**

	A	B	C = A + B	D = C / enrolment
	Reserve Balance 31-Aug-23	2023-24 Surplus/ (Deficit)	Reserve Balance 31-Aug-24	Average \$'s Per Student
<b>Sector 1 - Sherwood Park</b>				
Bev Facey Community High	\$ 195,937	\$ (40,428)	\$ 155,509	\$ 153
Brentwood Elementary	38,704	(853)	37,851	83
Clover Bar Junior High	98,928	3,667	102,595	262
Davidson Creek Elementary	32,083	(11,768)	20,315	31
École Campbelltown	30,976	(11,392)	19,584	51
F.R. Haythorne Junior High	115,610	(11,621)	103,989	168
Glen Allan Elementary	26,337	4,807	31,144	108
Heritage Hills Elementary	43,026	(10,121)	32,905	63
Lakeland Ridge	89,351	17,322	106,673	147
Mills Haven Elementary	22,688	16,541	39,229	85
Pine Street Elementary	5,927	3,453	9,380	25
Salisbury Composite High	282,705	(75,685)	207,020	144
Sherwood Heights Junior High	155,921	(26,111)	129,810	207
Strathcona Christian Academy Elementary	99,687	(47,152)	52,535	91
Strathcona Christian Academy Secondary	82,338	32,343	114,681	182
Wes Hosford Elementary	57,077	(36,616)	20,461	64
Westboro Elementary	26,176	535	26,711	108
Woodbridge Farms Elementary	9,259	6,418	15,677	49
<b>Sector 2 - Strathcona County</b>				
Ardrossan Elementary	41,401	1,652	43,053	72
Ardrossan Junior Senior High	107,493	(6,554)	100,939	122
Fultonvale Elementary Junior High	61,404	2,037	63,441	126
Uncas Elementary	7,945	6,310	14,255	74
<b>Sector 3 - Fort Saskatchewan</b>				
École Parc Élémentaire	13,671	810	14,481	41
Fort Saskatchewan Christian	38,276	(9,766)	28,510	67
Fort Saskatchewan Elementary	22,367	(8,395)	13,972	45
Fort Saskatchewan High	139,636	18,312	157,948	337
James Mowat Elementary	61,329	4,024	65,353	157
Rudolph Hennig Junior High	54,452	(20,898)	33,554	81
SouthPointe School	22,389	3,227	25,616	38
Win Ferguson Elementary	27,430	4,092	31,522	77
<b>Sector 4 - Lamont County</b>				
Bruderheim School	13,091	5,404	18,495	161
Lamont Elementary	31,314	1,448	32,762	99
Lamont High	35,242	9,871	45,113	131
Mundare School	40,258	(12,057)	28,201	243
<b>Sector 5 - County of Minburn</b>				
A.L. Horton Elementary	171,915	57,805	229,720	651
Vegreville Composite High	111,764	(23,033)	88,731	238
Next Step Outreach	(834)	4,103	3,269	8
Next Step Continuing Education	25,896	(9,142)	16,754	N/A
<b>Total School Generated Funds</b>	<b>\$ 2,439,169</b>	<b>\$ (157,411)</b>	<b>\$ 2,281,758</b>	<b>\$ 129</b>

**ELK ISLAND PUBLIC SCHOOLS  
2023-24 Year End Results**

**Operating Reserve Analysis**

Effective August 31, 2023, the Government of Alberta implemented new restrictions on school board operating reserves, including a minimum and maximum reserve balance. These balances do not include School Generated Fund reserves, and are calculated as a percentage of prior year operating expenses. The 2023-24 year-end maximum is 3.2% of prior year expenditures. In 2025-26, this increases to 6% of prior year expenditures.



**August 31, 2024 Operating Reserve Balances**

Central Services Reserves	\$	626,964
School Reserves		944,481
EIPS Division Allocated Reserves		388,343
EIPS Division Unallocated Reserves		7,349,634
<b>Total Operating Reserves (excluding SGF)</b>	<b>\$</b>	<b>9,309,422</b>
<b>As a percentage of 2022-23 Total Operating Expenses</b>		<b>4.55%</b>

2022-23 Total Operating Expenses \$ 204,561,792

Total Operating Reserve <u>Maximum</u> Limit based on 3.2% rate	6,545,977
Plus one-time exception as per Minister of Education	3,800,000
<b>Total Revised Operating Reserve <u>Maximum</u> Limit</b>	<b>10,345,977</b>
Room for Additional Surplus Before Exceeding Maximum Limit	1,036,555

<b>Total Operating Reserve <u>Minimum</u> Limit based on 1% rate</b>	<b>2,045,618</b>
Room for Additional Spending (Deficit) Before Falling Below Minimum Limit	7,263,804



# RECOMMENDATION REPORT

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Audit Committee

**SUBJECT:** 2024 Audited Financial Statements

**ORIGINATOR:** Sandra Stoddard, Superintendent

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

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

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

**EIPS GOAL:** Quality infrastructure for all.

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

---

## **RECOMMENDATION:**

**That the Board of Trustees approves the Aug. 31, 2024 Audited Financial Statements.**

## **BACKGROUND:**

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

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

On Nov. 5, 2024, the Audit Committee met and reviewed the Aug. 31, 2024 Audited Financial Statements.

Financial Services has prepared financial statements, including notes, for the year ended Aug. 31, 2024 in the standard format required by Alberta Education. MNP LLP has audited these statements and plans to issue an unqualified opinion.



# RECOMMENDATION REPORT

The Statement of Financial Position (Page 5) displays:

- Net assets (accumulated surplus) of \$11.5 million.
  - This is comprised of \$11.6 million of operating reserves, \$2.5 million of capital reserves, and a net \$2.6 million deficit in investment in tangible capital assets (includes \$ 7.7 million invested in capital assets, offset by a \$10.3 million asset retirement obligation deficit).
- Financial assets include \$23.4 million of cash and cash equivalents and \$3.4 million of accounts receivable.
- Liabilities include \$13 million of accounts payable and accrued liabilities, \$1.7 million of deferred contributions, and a \$14.7 million asset retirement obligation.
- Additionally, non-financial assets include \$158 million of capital assets and \$1.9 million of prepaid expenses. Spent deferred capital contributions total \$145.6 million and comprise of provincial funding spent on capital assets.

The Statement of Operations (Page 6) summarizes the operating surplus of \$3.2 million. As per Public Sector Accounting Standards, the budget numbers reflect those approved by the Board in the spring of 2023.

## **COMMUNICATION PLAN:**

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

## **ATTACHMENTS:**

1. Financial Statements



Financial statements

**The Board of Trustees of Elk Island Public  
Schools**

August 31, 2024

**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2024**  
[Education Act, Sections 139, 140, 244]

**The Board of Trustees of Elk Island Public Schools**

Legal Name of School Jurisdiction

**683 Wye Road Sherwood Park AB T8B 1N2**

Mailing Address

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

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

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

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

***Board of Trustees Responsibility***

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

***External Auditors***

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

***Declaration of Management and Board Chair***

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

**BOARD CHAIR**

**Cathy Allen**

Name

Signature

**SUPERINTENDENT**

**Sandra Stoddard**

Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**Candace Cole**

Name

Signature

**November 28, 2024**

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
10th Floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6  
EMAIL: EDC.FRA@gov.ab.ca  
PHONE: Kevin Luu: (780) 422-0314; Jing Li: (780) 644-4929

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To The Board of Trustees of Elk Island Public Schools:

## Opinion

We have audited the financial statements of The Board of Trustees of Elk Island Public Schools ("EIPS"), which comprise the statement of financial position as at August 31, 2024, and the statements of operations, cash flows, change in net financial assets (net debt), remeasurement gains and losses, and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of EIPS as at August 31, 2024, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets (net debt) and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

## Basis for Opinion

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

## Other Information

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

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

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

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

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

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

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

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

### **Auditor's Responsibilities for the Audit of the Financial Statements**

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

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

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

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

Leduc, Alberta

November 28, 2024

**MNP LLP**

Chartered Professional Accountants

**MNP**

**STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2024 (in dollars)

	<b>2024</b>	<b>2023</b>
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents (Schedule 5)	\$ 23,409,051	\$ 20,912,358
Accounts receivable (net after allowances) (Note 4)	\$ 3,436,933	\$ 3,626,050
Portfolio investments		
Operating (Schedule 5)	\$ -	\$ -
Endowments	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ -
<b>Total financial assets</b>	<b>\$ 26,845,984</b>	<b>\$ 24,538,408</b>
<b>LIABILITIES</b>		
Bank indebtedness (Note 5)	\$ -	\$ -
Accounts payable and accrued liabilities (Note 6)	\$ 12,970,036	\$ 14,878,809
Unspent deferred contributions (Schedule 2)	\$ 1,721,687	\$ 1,694,027
Employee future benefits liabilities	\$ -	\$ -
Asset retirement obligations and environmental liabilities (Schedule 8; Note 7)	\$ 14,667,337	\$ 14,115,993
Other liabilities	\$ -	\$ -
Debt		
Unsupported: Debentures	\$ -	\$ -
Mortgages and capital loans	\$ -	\$ -
Capital leases (Note 8)	\$ 302,046	\$ 492,812
<b>Total liabilities</b>	<b>\$ 29,661,106</b>	<b>\$ 31,181,641</b>
<b>Net financial assets (debt)</b>	<b>\$ (2,815,122)</b>	<b>\$ (6,643,233)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets (Schedule 6)	\$ 158,019,901	\$ 158,210,386
Inventory of supplies	\$ -	\$ -
Prepaid expenses (Note 9)	\$ 1,926,779	\$ 1,656,964
Other non-financial assets	\$ -	\$ -
<b>Total non-financial assets</b>	<b>\$ 159,946,680</b>	<b>\$ 159,867,350</b>
<b>Net assets before spent deferred capital contributions</b>	<b>\$ 157,131,558</b>	<b>\$ 153,224,117</b>
Spent deferred capital contributions (Schedule 2)	\$ 145,630,972	\$ 144,882,683
<b>Net assets</b>	<b>\$ 11,500,586</b>	<b>\$ 8,341,434</b>
<b>Net assets</b> (Note 10)		
Accumulated surplus (deficit) (Schedule 1)	\$ 11,500,586	\$ 8,341,434
Accumulated remeasurement gains (losses)	\$ -	\$ -
	<b>\$ 11,500,586</b>	<b>\$ 8,341,434</b>
<b>Contractual obligations</b> (Note 11)		
<b>Contingent liabilities</b> (Note 12)		

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

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)

	Budget 2024	Actual 2024	Actual 2023
<b>REVENUES</b>			
Government of Alberta	\$ 194,561,207	\$ 199,808,772	\$ 188,533,804
Federal Government and other government grants	\$ -	\$ 44,182	\$ 35,695
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 5,091,198	\$ 4,774,302	\$ 5,242,405
Sales of services and products	\$ 2,765,084	\$ 6,540,851	\$ 2,412,741
Investment income	\$ 503,000	\$ 1,141,697	\$ 1,143,022
Donations and other contributions	\$ 1,800,241	\$ 1,660,157	\$ 1,616,821
Other revenue	\$ 231,740	\$ 435,770	\$ 257,972
<b>Total revenues</b>	<b>\$ 204,952,470</b>	<b>\$ 214,405,731</b>	<b>\$ 199,242,460</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 5,046,277	\$ 10,191,909	\$ 9,626,015
Instruction - Grades 1 to 12	\$ 157,317,140	\$ 154,209,636	\$ 150,497,679
Operations and maintenance (Schedule 4)	\$ 23,582,011	\$ 23,714,135	\$ 22,898,750
Transportation	\$ 15,871,242	\$ 16,544,403	\$ 14,106,238
System administration	\$ 4,533,903	\$ 4,551,787	\$ 4,807,269
External services	\$ 2,022,227	\$ 2,034,709	\$ 2,625,841
<b>Total expenses</b>	<b>\$ 208,372,800</b>	<b>\$ 211,246,579</b>	<b>\$ 204,561,792</b>
<b>Annual operating surplus (deficit)</b>	<b>\$ (3,420,330)</b>	<b>\$ 3,159,152</b>	<b>\$ (5,319,332)</b>
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	<b>\$ (3,420,330)</b>	<b>\$ 3,159,152</b>	<b>\$ (5,319,332)</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>\$ 8,341,434</b>	<b>\$ 8,341,434</b>	<b>\$ 13,660,766</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 4,921,104</b>	<b>\$ 11,500,586</b>	<b>\$ 8,341,434</b>

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

**STATEMENT OF CASH FLOWS**  
For the Year Ended August 31, 2024 (in dollars)

**2024**                      **2023**

**CASH FLOWS FROM:**

**A. OPERATING TRANSACTIONS**

Annual surplus (deficit)	\$ 3,159,152	\$ (5,319,332)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 7,397,698	\$ 7,262,495
Net (gain)/loss on disposal of tangible capital assets	\$ (2,259)	\$ 1,015
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (5,256,183)	\$ (5,239,133)
Deferred capital revenue write-down / adjustment	\$ 160,127	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ -	\$ (21,000)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 5,458,535	\$ (3,315,955)
(Increase)/Decrease in accounts receivable	\$ 189,117	\$ (491,427)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (269,815)	\$ 276,750
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (1,908,773)	\$ 1,122,239
Increase/(Decrease) in unspent deferred contributions	\$ 27,660	\$ (2,020,539)
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ 551,344	\$ -
Asset retirement obligation provision	\$ -	\$ -
Capital in accounts payable	\$ (1,829,420)	\$ (4,902,838)
<b>Total cash flows from operating transactions</b>	\$ 2,218,648	\$ (9,331,770)

**B. CAPITAL TRANSACTIONS**

Acquisition of tangible capital assets	\$ (4,285,115)	\$ (8,925,685)
Net proceeds from disposal of unsupported capital assets	\$ 130,189	\$ -
Capital in accounts payable	\$ 1,829,420	\$ 4,902,838
<b>Total cash flows from capital transactions</b>	\$ (2,325,506)	\$ (4,022,847)

**C. INVESTING TRANSACTIONS**

Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ 5,007,554
Other	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	\$ -	\$ 5,007,554

**D. FINANCING TRANSACTIONS**

Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 2,794,317	\$ 5,312,751
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ (190,766)	\$ (190,766)
Other	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	\$ 2,603,551	\$ 5,121,985

<b>Increase (decrease) in cash and cash equivalents</b>	\$ 2,496,693	\$ (3,225,078)
<b>Cash and cash equivalents, at beginning of year</b>	\$ 20,912,358	\$ 24,137,436
<b>Cash and cash equivalents, at end of year</b>	\$ 23,409,051	\$ 20,912,358

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



**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**

For the Year Ended August 31, 2024 (in dollars)

	<b>Budget 2024</b>	<b>2024</b>	<b>2023</b>
Annual surplus (deficit)	\$ (3,420,330)	\$ 3,159,152	\$ (5,319,332)
<b>Effect of changes in tangible capital assets</b>			
Acquisition of tangible capital assets	\$ (4,061,530)	\$ (4,285,115)	\$ (8,925,685)
Amortization of tangible capital assets	\$ 7,344,308	\$ 7,397,698	\$ 7,262,495
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (2,259)	\$ 1,015
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 130,189	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ (3,210,155)	\$ (374,635)
Other changes Disposal of supported asset	\$ -	\$ 160,127	\$ -
<b>Total effect of changes in tangible capital assets</b>	<b>\$ 3,282,778</b>	<b>\$ 190,485</b>	<b>\$ (2,036,810)</b>
Acquisition of inventory of supplies	\$ -	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ (269,815)	\$ 276,750
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)		\$ 748,289	\$ 448,253
Other changes	\$ -	\$ -	\$ -
<b>Increase (decrease) in net financial assets (net debt)</b>	<b>\$ (137,552)</b>	<b>\$ 3,828,111</b>	<b>\$ (6,631,139)</b>
<b>Net financial assets (net debt) at beginning of year</b>	<b>\$ (6,643,233)</b>	<b>\$ (6,643,233)</b>	<b>\$ (12,094)</b>
<b>Net financial assets (net debt) at end of year</b>	<b>\$ (6,780,785)</b>	<b>\$ (2,815,122)</b>	<b>\$ (6,643,233)</b>

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

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
 For the Year Ended August 31, 2024 (in dollars)

2024

2023

Unrealized gains (losses) attributable to:

Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -

Amounts reclassified to the statement of operations:

Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -

Other Adjustment

\$ -	\$ -
------	------

Net remeasurement gains (losses) for the year

\$ -	\$ -
------	------

**Accumulated remeasurement gains (losses) at beginning of year**

\$ -	\$ -
------	------

**Accumulated remeasurement gains (losses) at end of year**

\$ -	\$ -
------	------

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

**SCHEDULE 1**

**SCHEDULE OF NET ASSETS  
For the Year Ended August 31, 2024 (in dollars)**

	NET ASSETS	ACCUMULATED REEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2023</b>	\$ 8,341,434	\$ -	\$ 8,341,434	\$ (1,281,095)	\$ -	\$ 0	\$ 7,392,944	\$ 2,229,585
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 8,341,434	\$ -	\$ 8,341,434	\$ (1,281,095)	\$ -	\$ 0	\$ 7,392,944	\$ 2,229,585
Operating surplus (deficit)	\$ 3,159,152		\$ 3,159,152			\$ 3,159,152		
Board funded tangible capital asset additions				\$ 1,330,671		\$ (460,749)	\$ -	\$ (869,922)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ (1,185)		\$ 1,185		\$ -
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ (126,746)		\$ 126,746		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (7,056,146)		\$ 7,056,146		
Amortization of ARO tangible capital assets	\$ -			\$ (341,552)		\$ 341,552		
Board funded ARO liabilities - recognition	\$ -			\$ (891,321)		\$ 891,321		
Board funded ARO liabilities - remediation	\$ -			\$ 339,977		\$ (339,977)		
Capital revenue recognized	\$ -			\$ 5,256,183		\$ (5,256,183)		
Debt principal repayments (unsupported)	\$ -			\$ 190,766		\$ (190,766)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (4,198,236)	\$ 4,198,236	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ (1,130,191)		\$ 1,130,191
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 11,500,586	\$ -	\$ 11,500,586	\$ (2,580,448)	\$ -	\$ 0	\$ 11,591,180	\$ 2,489,854

**SCHEDULE 1**

**SCHEDULE OF NET ASSETS**  
For the Year Ended August 31, 2024 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2023</b>	\$ 7,175,080	\$ 2,212,356	\$ -	\$ 17,229	\$ 46,083	\$ -	\$ 125,295	\$ -	\$ 46,486	\$ -
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 7,175,080	\$ 2,212,356	\$ -	\$ 17,229	\$ 46,083	\$ -	\$ 125,295	\$ -	\$ 46,486	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (852,693)	\$ -	\$ (17,229)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Disposal of unsupported ARO tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 3,685,379		\$ -		\$ 23,120		\$ 435,782		\$ 53,955	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 1,114,650		\$ 15,541		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 10,860,459	\$ 2,474,313	\$ -	\$ 15,541	\$ 69,203	\$ -	\$ 561,077	\$ -	\$ 100,441	\$ -

**SCHEDULE 2**

**SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)**

	<u>Alberta Education</u>					
	IMR	CMR	Safe Return to Indoor Air	Class/Safe Transportation	Others	Total Education
<b>Deferred Operating Contributions (DOC)</b>						
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ 1,196,075	\$ 1,196,075
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,196,075</b>	<b>\$ 1,196,075</b>
Received during the year (excluding investment income)	\$ 2,238,477	\$ -	\$ -	\$ 15,592,239	\$ 1,645,953	\$ 19,476,669
Transfer (to) grant/donation revenue (excluding investment income)	\$ (1,328,146)	\$ -	\$ -	\$ (15,592,239)	\$ (2,295,746)	\$ (19,216,131)
Investment earnings - Received during the year	\$ 28,876	\$ -	\$ -	\$ -	\$ -	\$ 28,876
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ (604,076)	\$ -	\$ -	\$ -	\$ -	\$ (604,076)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2024</b>	<b>\$ 335,131</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 546,282</b>	<b>\$ 881,413</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>						
Balance at August 31, 2023	\$ -	\$ 98,052	\$ -	\$ -	\$ -	\$ 98,052
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ 98,052</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 98,052</b>
Received during the year (excluding investment income)	\$ -	\$ 1,993,486	\$ -	\$ -	\$ -	\$ 1,993,486
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ 39,331	\$ -	\$ -	\$ -	\$ 39,331
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ 604,076	\$ -	\$ -	\$ -	\$ -	\$ 604,076
Transferred from (to) SDCC	\$ (604,076)	\$ (1,610,887)	\$ -	\$ -	\$ -	\$ (2,214,963)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 519,982</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 519,982</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 335,131</b>	<b>\$ 519,982</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 546,282</b>	<b>\$ 1,401,395</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>						
Balance at August 31, 2023	\$ 12,715,359	\$ 10,137,513	\$ 293,302	\$ -	\$ 794,101	\$ 23,940,275
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 12,715,359</b>	<b>\$ 10,137,513</b>	<b>\$ 293,302</b>	<b>\$ -</b>	<b>\$ 794,101</b>	<b>\$ 23,940,275</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 604,076	\$ 1,610,887	\$ -	\$ -	\$ -	\$ 2,214,963
Amounts recognized as revenue (Amortization of SDCC)	\$ (595,882)	\$ (501,700)	\$ (12,752)	\$ -	\$ (38,398)	\$ (1,148,732)
Disposal of supported capital assets	\$ -	\$ (96,459)	\$ -	\$ -	\$ -	\$ (96,459)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 12,723,553</b>	<b>\$ 11,150,241</b>	<b>\$ 280,550</b>	<b>\$ -</b>	<b>\$ 755,703</b>	<b>\$ 24,910,047</b>

**SCHEDULE 2**

**SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)**

	Other GoA Ministries					Other Sources			Total	
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other		Total other sources
<b>Deferred Operating Contributions (DOC)</b>										
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 339,050	\$ 45,125	\$ 384,175	\$ 1,580,250
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 339,050</b>	<b>\$ 45,125</b>	<b>\$ 384,175</b>	<b>\$ 1,580,250</b>
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000	\$ 19,506,669
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (132,030)	\$ (9,365)	\$ (141,395)	\$ (19,357,526)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,876
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (604,076)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 237,020</b>	<b>\$ 35,760</b>	<b>\$ 272,780</b>	<b>\$ 1,154,193</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>										
Balance at August 31, 2023	\$ 15,725	\$ -	\$ -	\$ -	\$ 15,725	\$ -	\$ -	\$ -	\$ -	\$ 113,777
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 15,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 113,777</b>
Received during the year (excluding investment income)	\$ 439,293	\$ -	\$ -	\$ -	\$ 439,293	\$ -	\$ 300,000	\$ -	\$ 300,000	\$ 2,732,779
UDCC Receivable	\$ 31,975	\$ -	\$ -	\$ -	\$ 31,975	\$ -	\$ -	\$ -	\$ -	\$ 31,975
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,331
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 604,076
Transferred from (to) SDCC	\$ (471,268)	\$ -	\$ -	\$ -	\$ (471,268)	\$ -	\$ (268,213)	\$ -	\$ (268,213)	\$ (2,954,444)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ 15,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,725</b>	<b>\$ -</b>	<b>\$ 31,787</b>	<b>\$ -</b>	<b>\$ 31,787</b>	<b>\$ 567,494</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 15,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,725</b>	<b>\$ -</b>	<b>\$ 268,807</b>	<b>\$ 35,760</b>	<b>\$ 304,567</b>	<b>\$ 1,721,687</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>										
Balance at August 31, 2023	\$ 118,921,875	\$ -	\$ -	\$ 1,339,499	\$ 120,261,374	\$ -	\$ 681,034	\$ -	\$ 681,034	\$ 144,882,683
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 118,921,875</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,339,499</b>	<b>\$ 120,261,374</b>	<b>\$ -</b>	<b>\$ 681,034</b>	<b>\$ -</b>	<b>\$ 681,034</b>	<b>\$ 144,882,683</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ 3,210,155	\$ -	\$ -	\$ -	\$ 3,210,155	\$ -	\$ -	\$ -	\$ -	\$ 3,210,155
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 471,268	\$ -	\$ -	\$ -	\$ 471,268	\$ -	\$ 268,213	\$ -	\$ 268,213	\$ 2,954,444
Amounts recognized as revenue (Amortization of SDCC)	\$ (4,077,309)	\$ -	\$ -	\$ -	\$ (4,077,309)	\$ -	\$ (30,142)	\$ -	\$ (30,142)	\$ (5,256,183)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (63,668)	\$ -	\$ (63,668)	\$ (160,127)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 118,525,989</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,339,499</b>	<b>\$ 119,865,488</b>	<b>\$ -</b>	<b>\$ 855,437</b>	<b>\$ -</b>	<b>\$ 855,437</b>	<b>\$ 145,630,972</b>

**SCHEDULE 3**

School Jurisdiction Code: 2195

**SCHEDULE OF PROGRAM OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)  
2024

2023

REVENUES	Instruction		Operations and		Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance						
(1) Alberta Education	\$ 8,860,957	\$ 143,116,204	\$ 19,398,176	\$ 16,118,731	\$ 6,243,946	\$ 928,930	\$ 194,666,944	\$ 183,200,202	
(2) Alberta Infrastructure	\$ -	\$ 20,800	\$ 4,179,668	\$ -	\$ -	\$ 49,865	\$ 4,250,333	\$ 4,641,767	
(3) Other - Government of Alberta	\$ -	\$ 178,968	\$ -	\$ -	\$ -	\$ 566,124	\$ 745,092	\$ 564,661	
(4) Federal Government and First Nations	\$ -	\$ 44,182	\$ -	\$ -	\$ -	\$ -	\$ 44,182	\$ 35,695	
(5) Other Alberta school authorities	\$ -	\$ 68,885	\$ -	\$ 24,914	\$ -	\$ 52,604	\$ 146,403	\$ 127,174	
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(9) Fees	\$ -	\$ 4,015,900	\$ -	\$ 758,402	\$ -	\$ -	\$ 4,774,302	\$ 5,242,405	
(10) Sales of services and products	\$ -	\$ 6,284,221	\$ 34	\$ 3,825	\$ 125	\$ 252,646	\$ 6,540,851	\$ 2,412,741	
(11) Investment income	\$ -	\$ 1,141,697	\$ -	\$ -	\$ -	\$ -	\$ 1,141,697	\$ 1,143,022	
(12) Gifts and donations	\$ -	\$ 1,350,028	\$ -	\$ -	\$ -	\$ -	\$ 1,350,028	\$ 1,282,314	
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 305,731	\$ 305,731	\$ 257,972	
(14) Fundraising	\$ -	\$ 310,129	\$ -	\$ -	\$ -	\$ -	\$ 310,129	\$ 334,507	
(15) Gains on disposal of tangible capital assets	\$ -	\$ 114,498	\$ 15,541	\$ -	\$ -	\$ -	\$ 130,039	\$ -	
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>(17) TOTAL REVENUES</b>	<b>\$ 8,860,957</b>	<b>\$ 156,645,512</b>	<b>\$ 23,593,419</b>	<b>\$ 16,905,872</b>	<b>\$ 6,244,071</b>	<b>\$ 2,155,900</b>	<b>\$ 214,405,731</b>	<b>\$ 199,242,460</b>	
<b>EXPENSES</b>									
(18) Certificated salaries	\$ 3,875,048	\$ 86,815,239			\$ 1,023,679	\$ 1,190,202	\$ 92,904,168	\$ 90,503,485	
(19) Certificated benefits	\$ 956,531	\$ 21,198,772			\$ 172,233	\$ 165,752	\$ 22,493,288	\$ 20,925,111	
(20) Non-certificated salaries and wages	\$ 3,273,121	\$ 21,675,690	\$ 2,918,121	\$ 1,322,214	\$ 1,716,432	\$ 209,286	\$ 31,114,864	\$ 30,660,221	
(21) Non-certificated benefits	\$ 1,049,874	\$ 6,501,547	\$ 734,800	\$ 280,368	\$ 388,103	\$ 46,833	\$ 9,001,525	\$ 8,194,854	
(22) SUB - TOTAL	\$ 9,154,574	\$ 136,191,248	\$ 3,652,921	\$ 1,602,582	\$ 3,300,447	\$ 1,612,073	\$ 155,513,845	\$ 150,283,671	
(23) Services, contracts and supplies	\$ 981,503	\$ 16,549,859	\$ 13,683,743	\$ 14,882,911	\$ 1,135,260	\$ 422,636	\$ 47,655,912	\$ 47,014,611	
(24) Amortization of supported tangible capital assets	\$ 1,867	\$ 49,075	\$ 5,205,241	\$ -	\$ -	\$ -	\$ 5,256,183	\$ 5,239,133	
(25) Amortization of unsupported tangible capital assets	\$ 53,965	\$ 1,418,420	\$ 152,588	\$ 58,910	\$ 116,080	\$ -	\$ 1,799,963	\$ 1,739,093	
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 341,552	\$ -	\$ -	\$ -	\$ 341,552	\$ 284,269	
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(30) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(31) Losses on disposal of tangible capital assets	\$ -	\$ 1,034	\$ 126,746	\$ -	\$ -	\$ -	\$ 127,780	\$ 1,015	
(32) Other expense	\$ -	\$ -	\$ 551,344	\$ -	\$ -	\$ -	\$ 551,344	\$ -	
<b>(33) TOTAL EXPENSES</b>	<b>\$ 10,191,909</b>	<b>\$ 154,209,636</b>	<b>\$ 23,714,135</b>	<b>\$ 16,544,403</b>	<b>\$ 4,551,787</b>	<b>\$ 2,034,709</b>	<b>\$ 211,246,579</b>	<b>\$ 204,561,792</b>	
<b>(34) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (1,330,952)</b>	<b>\$ 2,435,876</b>	<b>\$ (120,716)</b>	<b>\$ 361,469</b>	<b>\$ 1,692,284</b>	<b>\$ 121,191</b>	<b>\$ 3,159,152</b>	<b>\$ (5,319,332)</b>	

Row (32) Other expense is comprised of an \$891,321 revision in estimate of the Asset Retirement Obligation liability offset by a \$339,977 reduction in the Asset Retirement Obligation liability due to asset disposal.

SCHEDULE OF OPERATIONS AND MAINTENANCE  
For the Year Ended August 31, 2024 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2024 TOTAL Operations and Maintenance	2023 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ -	\$ 2,342,288	\$ -	\$ -	\$ 575,834			\$ 2,918,122	\$ 2,845,512
Non-certificated benefits	\$ -	\$ 596,644	\$ -	\$ -	\$ 138,156			\$ 734,800	\$ 667,918
<b>SUB-TOTAL REMUNERATION</b>	\$ -	\$ 2,938,932	\$ -	\$ -	\$ 713,990			\$ 3,652,922	\$ 3,513,430
Supplies and services	\$ 5,066,842	\$ 1,992,260	\$ 89,738	\$ 1,328,146	\$ 218,034			\$ 8,695,020	\$ 9,175,018
Electricity			\$ 1,796,950					\$ 1,796,950	\$ 1,811,754
Natural gas/heating fuel			\$ 1,020,879					\$ 1,020,879	\$ 940,934
Sewer and water			\$ 259,676					\$ 259,676	\$ 242,940
Telecommunications			\$ 274,215					\$ 274,215	\$ 284,837
Insurance					\$ 460,294			\$ 460,294	\$ 201,030
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 5,205,241	\$ 5,205,241	\$ 5,184,446
Unsupported						\$ 494,140		\$ 494,140	\$ 377,409
<b>TOTAL AMORTIZATION</b>						\$ 494,140	\$ 5,205,241	\$ 5,699,381	\$ 5,561,855
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ -	\$ -	\$ -	\$ -
Lease payments for facilities				\$ 1,176,708				\$ 1,176,708	\$ 1,166,952
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 551,344	\$ -	\$ 551,344	\$ -
Losses on disposal of capital assets						\$ 126,746		\$ 126,746	\$ -
<b>TOTAL EXPENSES</b>	\$ 5,066,842	\$ 4,931,192	\$ 3,441,458	\$ 2,504,854	\$ 1,392,318	\$ 1,172,230	\$ 5,205,241	\$ 23,714,135	\$ 22,898,750

SQUARE METRES

School buildings	206,840.6	210,396.6
Non school buildings	4,152.0	4,152.0

Notes:

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

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

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

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

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

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

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



SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS  
For the Year Ended August 31, 2024 (in dollars)

Cash & Cash Equivalents	Average Effective (Market) Yield	2024		2023	
		Cost	Amortized Cost	Cost	Amortized Cost
Cash		\$ 23,409,051	\$ 23,409,051	\$ 20,912,358	
Cash equivalents					
Government of Canada, direct and guaranteed		-	-	-	-
Provincial, direct and guaranteed		-	-	-	-
Corporate		-	-	-	-
Other, including GIC's		-	-	-	-
Total cash and cash equivalents	0.00%	\$ 23,409,051	\$ 23,409,051	\$ 20,912,358	

Portfolio Investments	Average Effective (Market) Yield	2024 Investments Measured at Fair Value							2023			Explain the reason for difference if PY Actuals are different from prior year submitted numbers	
		Investments Measured at Cost/Amortized Cost	Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)	Subtotal of Fair Value	Total	Investments Measured at Cost/Amortized Cost	Fair Value	Total		
<b>Interest-bearing securities</b>													
Deposits and short-term securities		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Equities</b>													
Canadian equities		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Global developed equities		-	-	-	-	-	-	-	-	-	-	-	-
Emerging markets equities		-	-	-	-	-	-	-	-	-	-	-	-
Private equities		-	-	-	-	-	-	-	-	-	-	-	-
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Inflation sensitive</b>													
Real estate		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Infrastructure		-	-	-	-	-	-	-	-	-	-	-	-
Renewable resources		-	-	-	-	-	-	-	-	-	-	-	-
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Strategic, tactical, and currency investments</b>	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Total portfolio investments	0.00%	-	-	-	-	-	-	-	-	-	-	-	-

Portfolio Investments	Level 1	2024			Total
		Level 2	Level 3	Total	
Pooled investment funds	\$ -	\$ -	\$ -	\$ -	-

Portfolio Investments Measured at Fair Value	Level 1	2024			2023 Total
		Level 2	Level 3	Total	
Portfolio investments in equity instruments that are quoted in an active market.	\$ -	\$ -	\$ -	\$ -	-
Portfolio investments designated to their fair value category.	-	-	-	-	-
	\$ -	\$ -	\$ -	\$ -	-

Reconciliation of Portfolio Investments Classified as Level 3	2024	2023
Opening balance	\$ -	\$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains (Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	\$ -	\$ -

	2024	2023
<b>Operating</b>		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
<b>Endowments</b>		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
<b>Total portfolio investments</b>	\$ -	\$ -

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

	2024	2023
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%

**SCHEDULE 6**School Jurisdiction Code: 2195**SCHEDULE OF TANGIBLE CAPITAL ASSETS  
For the Year Ended August 31, 2024 (in dollars)****Tangible Capital Assets**

	2024							2023	
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total	Total	
Estimated useful life			25-50 Years	5-25 Years	5-10 Years	3-5 Years			
<b>Historical cost</b>									
Beginning of year	\$ 1,477,664	\$ 3,787,261	\$ 272,772,886	\$ 15,432,162	\$ 3,353,728	\$ 5,910,752	\$ 302,734,453	\$ 279,449,001	
Prior period adjustments	-	-	-	-	-	-	-	14,115,993	
Additions	-	5,060,988	1,733,159	304,336	340,312	56,476	7,495,271	9,300,320	
Transfers in (out)	-	(3,412,626)	3,400,054	12,572	-	-	-	-	
Less disposals including write-offs	-	-	(4,827,068)	(224,171)	(676,348)	(288,168)	(6,015,755)	(130,861)	
Historical cost, August 31, 2024	\$ 1,477,664	\$ 5,435,623	\$ 273,079,031	\$ 15,524,899	\$ 3,017,692	\$ 5,679,060	\$ 304,213,969	\$ 302,734,453	
<b>Accumulated amortization</b>									
Beginning of year	\$ -	\$ -	\$ 125,764,352	\$ 11,471,558	\$ 2,321,311	\$ 4,966,846	\$ 144,524,067	\$ 128,364,257	
Prior period adjustments	-	-	-	-	-	-	-	9,027,161	
Amortization	-	-	5,507,245	1,049,772	234,402	606,279	7,397,698	7,262,495	
Other additions	-	-	-	-	-	-	-	-	
Transfers in (out)	-	-	-	-	-	-	-	-	
Less disposals including write-offs	-	-	(4,612,421)	(150,760)	(676,347)	(288,169)	(5,727,697)	(129,846)	
Accumulated amortization, August 31, 2024	\$ -	\$ -	\$ 126,659,176	\$ 12,370,570	\$ 1,879,366	\$ 5,284,956	\$ 146,194,068	\$ 144,524,067	
<b>Net Book Value at August 31, 2024</b>	<b>\$ 1,477,664</b>	<b>\$ 5,435,623</b>	<b>\$ 146,419,855</b>	<b>\$ 3,154,329</b>	<b>\$ 1,138,326</b>	<b>\$ 394,104</b>	<b>\$ 158,019,901</b>		
<b>Net Book Value at August 31, 2023</b>	<b>\$ 1,477,664</b>	<b>\$ 3,787,261</b>	<b>\$ 147,008,534</b>	<b>\$ 3,960,604</b>	<b>\$ 1,032,417</b>	<b>\$ 943,906</b>		<b>\$ 158,210,386</b>	

	2024	2023
Total cost of assets under capital lease	\$ 953,830	\$ 953,830
Total amortization of assets under capital lease	\$ 763,064	\$ 572,298

Assets under capital lease include equipment with a total cost of \$953,830 (2023 - \$953,830) and accumulated amortization of \$763,064 (2023 - \$572,298)

\*Work in Progress includes \$1,379,564 for betterments to existing buildings (2023 - \$3,400,054), \$2,758,191 of costs for new building construction managed by Alberta Infrastructure for one new school expected to be open on September 1, 2026 (2023 - \$374,635), \$1,297,868 for two new modulars which became operational in September 2024 (2023 - nil), and nil for equipment (2023 - \$12,572).

\*\*Buildings include leasehold improvements with a total cost of \$492,393 (2023 - \$492,393) and accumulated amortization of \$430,130 (2023 - \$421,235), as well as site improvements with a total cost of \$6,930,707 (2023 - \$3,232,597) and accumulated amortization of \$730,473 (2023 - \$495,714).

**SCHEDULE 7**

School Jurisdiction Code: 2195

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
For the Year Ended August 31, 2024 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses	
Catherine Allen, Chair	1.00	\$50,086	\$5,652	\$4,768			\$0	\$2,353	
Trina Boymook	1.00	\$36,908	\$2,229	\$3,363			\$0	\$3,101	
Randy Footz	1.00	\$36,908	\$2,658	\$8,293			\$0	\$3,071	
Colleen Holowaychuk	1.00	\$36,908	\$5,222	\$8,293			\$0	\$3,823	
Don Irwin	1.00	\$36,908	\$2,658	\$3,363			\$0	\$1,991	
Susan Miller, Vice Chair	1.00	\$43,317	\$5,435	\$5,466			\$0	\$2,749	
Jim Seutter	0.25	\$9,226	\$0	\$1,191			\$0	\$209	
Jacqueline Shotbolt	1.00	\$36,908	\$5,012	\$4,764			\$0	\$2,161	
Ralph Sorochan	1.00	\$36,908	\$5,012	\$4,764			\$0	\$2,182	
<b>Subtotal</b>	<b>8.25</b>	<b>\$324,077</b>	<b>\$33,878</b>	<b>\$44,265</b>			<b>\$0</b>	<b>\$21,640</b>	
Name, Superintendent 1	Sandra Stoddard	1.00	\$220,000	\$51,596	\$0	\$0	\$0	\$6,743	\$10,223
Name, Superintendent 2									
Name, Superintendent 3									
Name, Treasurer 1	Candace Cole	1.00	\$191,411	\$39,310	\$0	\$0	\$0	\$0	\$6,278
Name, Treasurer 2									
Name, Treasurer 3									
Name, Other									
Certificated		\$92,519,258	\$22,441,692	\$13,345	\$0	\$144,822	\$0		
School based	844.90								
Non-School based	28.10								
Non-certificated		\$30,507,349	\$8,928,337	\$0	\$0	\$1,055	\$46,707		
Instructional	432.00								
Operations & Maintenance	35.10								
Transportation	11.00								
Other	19.30								
<b>TOTALS</b>	<b>1,380.65</b>	<b>\$123,762,095</b>	<b>\$31,494,813</b>	<b>\$57,610</b>	<b>\$0</b>	<b>\$145,877</b>	<b>\$53,450</b>	<b>\$38,141</b>	

(1) Other Accrued Unpaid Benefits Include:

Please describe Other Accrued Unpaid Benefits

**Accrued vacation time.**

SCHEDULE OF ASSET RETIREMENT OBLIGATIONS  
For the Year Ended August 31, 2024 (in dollars)

Continuity of ARO (Liability) Balance

(in dollars)	2024						2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2023	\$ -	\$ 14,115,993	\$ -	\$ -	\$ -	\$ 14,115,993	\$ -	\$ 14,115,993	\$ -	\$ -	\$ -	\$ 14,115,993
Liability incurred from Sept. 1, 2023 to Aug. 31, 2024	-	-	-	-	-	-	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2023 to Aug. 31, 2024 - Alberta Infrastructure	-	-	-	-	-	-	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2023 to Aug. 31, 2024 - Other	-	-	-	-	-	-	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2023 to Aug. 31, 2024	-	891,321	-	-	-	891,321	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2023 to Aug. 31, 2024	-	(339,977)	-	-	-	(339,977)	-	-	-	-	-	-
<b>Balance, Aug. 31, 2024</b>	<b>\$ -</b>	<b>\$ 14,667,337</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 14,667,337</b>	<b>\$ -</b>	<b>\$ 14,115,993</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 14,115,993</b>

Continuity of TCA (Capitalized ARO) Balance

(in dollars)	2024						2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
<b>ARO Tangible Capital Assets - Cost</b>												
Opening balance, August 31, 2023	\$ -	\$ 14,115,993	\$ -	\$ -	\$ -	\$ 14,115,993	\$ -	\$ 14,115,993	\$ -	\$ -	\$ -	\$ 14,115,993
Additions resulting from liability incurred	-	-	-	-	-	-	-	-	-	-	-	-
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	(339,977)	-	-	-	(339,977)	-	-	-	-	-	-
Cost, August 31, 2024	\$ -	\$ 13,776,016	\$ -	\$ -	\$ -	\$ 13,776,016	\$ -	\$ 14,115,993	\$ -	\$ -	\$ -	\$ 14,115,993
<b>ARO TCA - Accumulated Amortization</b>												
Opening balance, August 31, 2023	\$ -	\$ 9,311,430	\$ -	\$ -	\$ -	\$ 9,311,430	\$ -	\$ 9,027,161	\$ -	\$ -	\$ -	\$ 9,027,161
Amortization expense	-	341,552	-	-	-	341,552	-	284,269	-	-	-	284,269
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Less: disposals	-	(213,231)	-	-	-	(213,231)	-	-	-	-	-	-
Accumulated amortization, August 31, 2024	\$ -	\$ 9,439,751	\$ -	\$ -	\$ -	\$ 9,439,751	\$ -	\$ 9,311,430	\$ -	\$ -	\$ -	\$ 9,311,430
<b>Net Book Value at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 4,336,265</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,336,265</b>	<b>\$ -</b>	<b>\$ 4,804,563</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,804,563</b>

## **1. Authority and purpose**

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

EIPS receives allocations under Ministerial Grants Regulation (AR 215/2022) from the Government of Alberta. The regulation allows for the setting of conditions and use of grant monies. EIPS is limited on certain funding allocations and administrative expenses.

## **2. Summary of significant accounting policies**

### **Basis of presentation and use of estimates**

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

### **Financial instruments**

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

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

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

### **Cash and cash equivalents**

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

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

### **Asset retirement obligations**

A liability for an asset retirement obligation is recognized when there is a legal obligation to incur retirement costs in relation to a tangible capital asset; the past transaction or event giving rise to the liability has occurred; it is expected that future economic benefits will be given up; and a reasonable estimate of the amount can be made. The liability is recorded at an amount that is the best estimate of the expenditure required to retire a tangible capital asset at the financial statement date. This liability is subsequently reviewed at each financial reporting date and is adjusted for the passage of time and for any revisions to the timing, amount required to settle the obligation. Upon the initial measurement of an asset retirement obligation, a corresponding asset retirement cost is added to the carrying value of the related tangible capital asset. This cost is amortized over the useful life of the tangible capital asset. If the related tangible capital asset is unrecognized or no longer in productive use, the asset retirement costs are expensed.

## 2. Summary of significant accounting policies [continued]

### Non-financial assets

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

### Tangible capital assets

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

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

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

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

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

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

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

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

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

## 2. Summary of significant accounting policies [continued]

### Deferred contributions

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

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

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

### Operating and capital reserves

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

### Pensions

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

EIPS participates in the multi-employer Local Authorities Pension Plan, which is accounted for as a defined contribution plan with the cost of the pension benefits recognized as contributions are payable. Annual contributions expensed for the year ended August 31, 2024 were \$2,236,043 [2023 – \$2,175,359]. At December 31, 2023, the Local Authorities Pension Plan reported a surplus of \$15,057,000,000 [2022 – surplus of \$12,671,000,000].

Teachers' Retirement Fund contributions by the Government of Alberta for current service are a component part of education system costs and are formally recognized in the accounts of the school jurisdictions, even though the jurisdictions have no legal obligation to pay these costs. Current service contributions have been recognized as revenue from the Government of Alberta and as certificated benefits expense. Annual contributions by the Government of Alberta for the year ended August 31, 2024 were \$8,748,955 [2023 – \$8,583,266]. At August 31, 2023, the Teachers' Retirement Fund reported a surplus of \$4,633,863,000 [2022 – surplus of \$4,035,326,000].

### Revenue recognition

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

## 2. Summary of significant accounting policies [continued]

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

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

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

### Expenses

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

### Allocation of expenses

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

### Program reporting

EIPS's operations have been segmented as follows:

- **ECS Instruction:** The provision of Early Childhood instructional services that fall under the basic public education mandate.
- **Grades 1 to 12 Instruction:** The provision of instructional services for Grade 1 to Grade 12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services [to and from school], whether contracted or board operated, including transportation facilities.
- **System Administration:** The provision of board governance and system-based/central office administration.



## 2. Summary of significant accounting policies [continued]

- **External Services:** All projects, activities and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

### Contributed services

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

### Trusts under administration

EIPS administers funds under trust agreements on behalf of various beneficiaries. Trusts under administration are disclosed in note 14 and excluded from the financial reporting of EIPS.

## 3. Change in accounting policy

Effective September 1, 2023, EIPS adopted Public Sector Accounting Handbook Standard PS 3400 Revenue. The change in accounting policy has been adopted prospectively in preparing the financial statements for the year ended August 31, 2024.

## 4. Accounts receivable

	2024	2023
	\$	\$
Alberta Education	2,362,141	2,822,170
Alberta Infrastructure	31,974	—
Government of Canada – Goods and Services Tax	819,523	607,744
Other	223,295	196,136
	<b>3,436,933</b>	<b>3,626,050</b>

## 5. Bank indebtedness

EIPS has a \$5,000,000 revolving credit facility available for operations which bears interest at prime less 0.5% and is due on demand. At August 31, 2024, nil [2023 – nil] was drawn on the facility. The prime rate at August 31, 2024 was 6.70% [2023 – 7.20%].

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

**6. Accounts payable and accrued liabilities**

	<b>2024</b>	<b>2023</b>
	\$	\$
Accrued vacation pay liabilities	<b>842,818</b>	796,111
Other employee-related accrued liabilities	<b>5,569,024</b>	4,917,316
Prepaid student fees and other unearned revenue	<b>1,403,260</b>	1,375,822
Trade accounts payable and accrued liabilities	<b>5,154,934</b>	7,789,560
	<b>12,970,036</b>	14,878,809

**7. Asset retirement obligations**

	<b>2024</b>	<b>2023</b>
	\$	\$
Asset retirement obligations, beginning of year	<b>14,115,993</b>	14,115,993
Liability incurred	—	—
Liability settled	<b>(339,977)</b>	—
Revision in estimates (inflation adjustment)	<b>891,321</b>	—
Asset retirement obligations, end of year	<b>14,667,337</b>	14,115,993

Tangible capital assets with associated retirement obligations include buildings with hazardous materials EIPS has obligations to remove including asbestos and mercury. Regulations require EIPS to handle and dispose of the asbestos in a prescribed manner when it is disturbed, such as when the building undergoes renovations or is demolished. Although timing of the asbestos removal is conditional on the building undergoing renovations or being demolished, regulations create an existing obligation for EIPS to remove the asbestos when asset retirement activities occur.

Asset retirement obligations are initially measured as of the date the legal obligation was incurred, based on management's best estimate of the amount required to retire tangible capital assets and subsequently remeasured considering any new information and the appropriateness of assumptions used. The estimate of the liability is based on remediation costs incurred by EIPS between 2018 and 2022 for the demolition of school buildings, adjusted for inflation.

The extent of the liability is limited to costs directly attributable to the removal of hazardous asbestos and mercury containing materials from various buildings under the school division's control in accordance with legislation establishing the liability. The division estimated the nature and extent of hazardous materials in its buildings based on the age of the building, gross area in meters squared, and the average cost per meter squared for hazmat remediation.

Asset retirement obligations are measured at current estimated cost to settle or otherwise extinguish the liability due to the uncertainty about when hazardous materials would be removed.

### 8. Obligation under capital lease

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

	2024 \$	2023 \$
Equipment, due 2026 with a net book value of \$190,766 [2023 - \$381,532]	<b>302,046</b>	492,812
	<b>302,046</b>	492,812

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

	\$
2025	190,766
2026	111,280
	302,046

### 9. Prepaid expenses

	2024 \$	2023 \$
Prepaid insurance	<b>242,143</b>	231,391
Prepaid professional development	<b>227,980</b>	220,000
Prepaid software	<b>1,325,492</b>	1,150,536
Other	<b>131,164</b>	55,037
	<b>1,926,779</b>	1,656,964

### 10. Net assets

	2024 \$	2023 \$
Reserves for operations	<b>9,309,422</b>	4,953,775
School generated funds	<b>2,281,758</b>	2,439,169
Total operating reserves	<b>11,591,180</b>	7,392,944
Investment in tangible capital assets	<b>(2,580,448)</b>	(1,281,095)
Capital reserves	<b>2,489,854</b>	2,229,585
	<b>11,500,586</b>	8,341,434

### 11. Contractual obligations

EIPS has contractual obligations and other commitments as follows:

	Building projects \$	Building leases \$	Service providers \$	Total \$
2025	107,885	1,161,851	2,954,302	4,224,038
2026	—	1,161,851	2,126,545	3,288,396
2027	—	1,161,851	1,047,631	2,209,482
2028	—	1,161,851	396,508	1,558,359
2029	—	1,161,851	376,887	1,538,738
Thereafter	—	3,485,553	197,910	3,683,463
	<u>107,885</u>	<u>9,294,808</u>	<u>7,099,783</u>	<u>16,502,476</u>

### 12. Contingent liabilities

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

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

### 13. School generated funds

	2024 \$	2023 \$
<b>Beginning balance</b>	<b>2,484,294</b>	2,026,840
Fees	4,015,900	3,691,038
Fundraising	310,129	334,507
Gifts and donations	935,861	959,054
Other sales and services	2,835,965	2,560,794
	<u>8,097,855</u>	<u>7,545,393</u>
Uses of funds	(5,702,070)	(4,979,701)
Total direct cost of goods sold to raise funds	(2,562,561)	(2,108,238)
	<u>(8,264,631)</u>	<u>(7,087,939)</u>
<b>Ending balance</b>	<b>2,317,518</b>	2,484,294
Balance included in deferred contributions	35,760	45,125
Balance included in accumulated surplus	2,281,758	2,439,169
	<u>2,317,518</u>	<u>2,484,294</u>

**14. Trusts under administration**

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

	<b>2024</b>	<b>2023</b>
	\$	\$
Scholarship trust funds	<b>140,568</b>	145,266
Other trusts	<b>22,088</b>	21,188
	<b>162,656</b>	166,454

**15. Statement of cash flows**

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

	<b>2024</b>	<b>2023</b>
	\$	\$
Interest received	<b>1,176,954</b>	1,270,432
Interest paid - supported	—	—

## 16. Related party transactions

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

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

	Balances		Transactions	
	Financial	Liabilities	Revenues	Expenses
	assets			
	\$	\$	\$	\$
<b>Government of Alberta</b>				
Alberta Education				
Receivables/payables	2,362,141	19,605	—	—
Deferred operating contributions	—	881,413	—	—
Unspent deferred capital contributions	—	519,982	—	—
Spent deferred capital contributions	—	24,910,047	—	—
Alberta Teachers' Retirement Fund contributions	—	—	8,748,955	—
Revenues/expenses	—	—	185,917,989	—
Alberta Infrastructure				
Receivables/payables	31,974	8,821	—	—
Unspent deferred capital contributions	—	15,725	—	—
Spent deferred capital contributions	—	118,525,989	—	—
Revenues/expenses	—	—	4,250,333	—
Treasury Board and Finance				
Spent deferred capital contributions	—	1,339,499	—	—
Alberta Health Services	33,184	—	234,240	—
Children and Family Services	—	—	132,475	—
Other Government of Alberta ministries	3,476	—	—	—
Other Alberta school jurisdictions	29,272	221	146,403	203,258
Post-secondary institutions	14,093	—	378,377	20,937
<b>Other related parties</b>				
Alberta Pension Services Corporation	—	80,768	—	2,236,043
<b>Total 2023-24</b>	<b>2,474,140</b>	<b>146,302,070</b>	<b>199,808,772</b>	<b>2,460,238</b>
Total 2022-23	2,901,847	145,652,391	188,533,804	2,305,780

## 17. Unaudited information

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

**18. Comparative figures**

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

**19. Budget amounts**

The budget was prepared by EIPS and approved by the Board of Trustees on May 25, 2023.

**SCHEDULE 9**

**UNAUDITED SCHEDULE OF FEES**  
For the Year Ended August 31, 2024 (in dollars)

Please provide a description, if needed.	Actual Fees Collected 2022/2023	Budgeted Fee Revenue 2023/2024	(A) Actual Fees Collected 2023/2024	(B) Unspent September 1, 2023*	(C) Funds Raised to Defray Fees 2023/2024	(D) Expenditures 2023/2024	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2024*
<b>Transportation Fees</b>	\$1,551,367	\$1,085,448	\$758,402	\$0	\$0	\$551,387	\$207,015
<b>Basic Instruction Fees</b>							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fees to Enhance Basic Instruction</b>							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$153,062	\$130,410	\$224,024	\$4,085	\$0	\$225,898	\$2,211
Fees for optional courses	\$845,809	\$766,290	\$967,022	\$107,940	\$0	\$975,794	\$99,168
Activity fees	\$1,141,013	\$1,507,150	\$1,270,160	\$57,592	\$0	\$1,256,651	\$71,101
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Non-Curricular fees</b>							
Extracurricular fees	\$649,261	\$823,200	\$596,106	\$32,771	\$0	\$594,957	\$33,920
Non-curricular travel	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$782,538	\$693,000	\$786,084	\$6,636	\$0	\$752,612	\$40,108
Non-curricular goods and services	\$119,355	\$35,700	\$172,504	\$19,083	\$0	\$165,931	\$25,656
Other fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$5,242,405</b>	<b>\$5,091,198</b>	<b>\$4,774,302</b>	<b>\$228,107</b>	<b>\$0</b>	<b>\$4,523,230</b>	<b>\$479,179</b>

\*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):

	Actual 2024	Actual 2023
Please provide a description, if needed.		
Cafeteria sales, hot lunch, milk programs	\$722,291	\$677,403
Special events, graduation, tickets	\$222,608	\$188,630
International and out of province student revenue	\$10,675	\$2,576
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$820,402	\$710,795
Adult education revenue	\$0	\$0
Preschool	\$0	\$240
Child care & before and after school care	\$141,621	\$103,367
Lost item replacement fee	\$37,087	\$33,790
Parent paid donations and fundraising (estimated)	\$578,323	\$648,699
Other	\$0	\$0
<b>TOTAL</b>	<b>\$2,533,007</b>	<b>\$2,365,500</b>



**SCHEDULE 10**

**UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION**  
**For the Year Ended August 31, 2024 (in dollars)**  
**Allocated to System Administration**  
**2024**

<b>EXPENSES</b>	<b>Salaries &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Other</b>	<b>TOTAL</b>
Office of the superintendent	\$ 480,620	\$ 32,567	\$ -	\$ 513,187
Educational administration (excluding superintendent)	657,747	64,589	-	722,336
Business administration	455,607	185,175	-	640,782
Board governance (Board of Trustees)	402,221	188,026	-	590,247
Information technology	327,922	202,574	-	530,496
Human resources	661,547	132,468	-	794,015
Central purchasing, communications, marketing	276,721	99,109	-	375,830
Payroll	38,062	208	-	38,270
Administration - insurance			4,544	4,544
Administration - amortization			116,080	116,080
Administration - other (admin building, interest)			226,000	226,000
Other	-	-	-	-
				-
				-
<b>TOTAL EXPENSES</b>	<b>\$ 3,300,447</b>	<b>\$ 904,716</b>	<b>\$ 346,624</b>	<b>\$ 4,551,787</b>
Less: Amortization of unsupported tangible capital assets				(\$116,080)
<b>TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES</b>				<b>4,435,707</b>
<b>REVENUES</b>				<b>2024</b>
System Administration grant from Alberta Education				6,186,944
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				57,002
System Administration funding from others				125
<b>TOTAL SYSTEM ADMINISTRATION REVENUES</b>				<b>6,244,071</b>
Transfers (to)/from System Administration reserves				23,120
Transfers (to) other programs				(1,831,484)
<b>SUBTOTAL</b>				<b>4,435,707</b>
System Administration expense (over) under spent				\$0



# RECOMMENDATION REPORT

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Bylaw No. 009/2024 – The Establishment of Wards and Electoral Subdivisions

**ORIGINATOR:** Karen Baranec, Communications Networking Specialist, Communication Services

**RESOURCE STAFF:** Candace Cole, Secretary-Treasurer  
Laura McNabb, Director, Communication Services

**REFERENCE:** *Education Act*  
Board Procedures Regulation 82/2019  
Board Policy 7: Board Operations  
*Local Authorities Election Act*

**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.

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**RECOMMENDATION:**

Three readings of Bylaw No. 009/2024 – The Establishment of Wards and Electoral Subdivisions

Reading #1: **“That Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given first reading.”** The first reading must be read in full and then:

Reading #2: **“That Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given second reading.”** And then if all trustees at the meeting are in unanimous agreement with Reading #1 and #2:

Reading #3: **“That Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools be given third reading.”**

**That Appendix A of Board Policy 7: Board Operations—Bylaw No. 007/20—be replaced with Bylaw No. 009/2024.**



# RECOMMENDATION REPORT

## **BACKGROUND:**

Pursuant to section 76 of the *Education Act*, a board shall provide a copy of the bylaws passed to the Minister of Education before December 31 in the year prior to an election year. Administration reviewed Bylaw 007/20 and proposes the following amendments:

1. An update to the reference to the Strathcona County bylaw that outlines the specific lands lying within the urban ward boundaries. Because these lands were amended by Strathcona County, and the EIPS bylaw makes specific reference to the County's bylaw, this alters the specific lands within Electoral Subdivisions #2, #3 and #4 in EIPS.
2. Repeal Bylaw 007/20. Consistent with prior years, it is much cleaner to approve a new bylaw than create amendments.

Attachment 1 outlines the proposed changes on Bylaw No. 007/20. Attachment 2 is the new proposed Bylaw No. 009/2024.

In accordance with the Board Procedures Regulation 82/2019, section 6, Readings of bylaws:

- (1) Every bylaw of a board must have 3 distinct separate readings before the bylaw is passed.*
- (2) Not more than 2 readings of a bylaw must be given at any one meeting unless the trustees present at the meeting unanimously agree to give the bylaw a 3rd reading.*
- (3) The first reading of a bylaw must be read in full and, if each board member has in the member's possession a written, printed or electronic copy of the bylaw, the 2nd and 3rd readings may be in title and description only.*

Appendix A to Board Policy 7: Board Operations is the bylaw on The Establishment of Wards and Electoral Subdivisions. Administration has included a recommendation to replace Appendix A with the new bylaw.

Appendix B to Board Policy 7: Board Operations is the jurisdiction map. As there are no changes to this map, there's no need to replace this appendix.

## **COMMUNICATION PLAN:**

Bylaw No. 009/2024 will be posted to the Division website and submitted to the Minister of Education prior to Dec. 31, 2024.

## **ATTACHMENTS:**

1. Bylaw No. 007/20 (marked)
2. Bylaw No. 009/2024 (unmarked)

BYLAW NO. ~~007009/2020~~2024

A BYLAW OF  
THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS  
RELATING TO  
THE ESTABLISHMENT OF WARDS AND ELECTORAL SUBDIVISIONS  
OF  
THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS

PURSUANT TO THE REGIONAL AGREEMENT AND SUBSEQUENT ORDERS IN COUNCIL NOS. 579/94 and 692/94 and MINISTERIAL ORDERS 082/94, 164/94, 165/94, 166/94 and 167/94.

AND WHEREAS STRATHCONA COUNTY (hereinafter called “the County”) and the LAMONT COUNTY (hereinafter collectively called “the Participating Boards”) entered into a Regional Agreement (hereinafter called the “Regional Agreement”) to form a Regional Division to be called the ELK ISLAND REGIONAL DIVISION (hereinafter called the “Regional Division”).

AND WHEREAS the Regional Agreement provides for the establishment of the Regional Division and the inclusion of the area comprising the County and the CITY OF FORT SASKATCHEWAN in the Regional Division.

AND WHEREAS Ministerial Order 082/94 established the Elk Island Regional Division No. 14 effective January 1, 1995.

AND WHEREAS Order in Council 579/94 repealed Ministerial Order No. 082/94 and, established the GREATER ELK ISLAND REGIONAL DIVISION NO. 14. Order in Council 579/94 established a portion of the County of Minburn No. 27 as a ward of the Regional Division, specified the number of trustees to be elected to the Board of Trustees for each Ward and the electoral subdivisions.

AND WHEREAS Order in Council 692/94 amended Order in Council 579/94 to change the name of the Greater Elk Island Regional Division No. 14 to the ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION NO. 14 effective January 1, 1995.

AND WHEREAS the Minister of Education, by Ministerial Orders 164/94, 165/94, 166/94 and 167/94, realigned the boundaries of a number of public school districts located in the COUNTY OF MINBURN NO. 27 to have the named areas included in the portion of the County of Minburn No. 27 Ward in Elk Island Public Schools Regional Division No. 14.

AND WHEREAS Ministerial Order 034/2019 continued the Elk Island Public Schools Regional Division No. 14 as THE ELK ISLAND SCHOOL DIVISION and the Board of Trustees of Elk Island Public Schools Regional Division No. 14 as THE BOARD OF TRUSTEES OF ELK ISLAND SCHOOL DIVISION effective September 1, 2019.

AND WHEREAS Ministerial Order 008/2020 approved a change in the corporate name of the Board of Trustees of Elk Island School Division to THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS effective January 21, 2020.

NOW THEREFORE, in accordance with s. 76 of the *Education Act*, ~~the~~ THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS (hereinafter called the "Board"), enacts as follows:

- (1) Effective with the general election in October ~~2021~~2025, the number of trustees to be elected to the Board for each Ward shall be
  - (a) one trustee for the County of Minburn No. 27 Ward;
  - (b) one trustee for the Lamont County Ward; and
  - (c) seven trustees from the Strathcona County Ward
- (2) The election of the trustee for the County of Minburn No. 27 Ward shall be by the general vote of the electors;
- (3) The election of the trustee for the Lamont County Ward shall be by the general vote of the electors;
- (4) The election of trustees in the Strathcona County Ward shall be by electoral subdivisions as follows:
  - (a) Electoral Subdivision #1 shall be comprised of all the lands lying within the corporate limits of the City of Fort Saskatchewan.
    - (i) Two (2) trustees shall be elected from Electoral Subdivision #1.
  - (b) Electoral Subdivision #2 shall be comprised of all Strathcona County municipal lands lying within the urban ward boundaries described in Strathcona County's Municipal Ward Boundaries & Council Composition Bylaw ~~22-201631-2023~~ as shown on Enclosure 1.
    - (i) Three (3) trustees shall be elected from Electoral Subdivision #2.
  - (c) Electoral Subdivision #3 shall be comprised of all Strathcona County municipal lands lying north of Secondary Highway 630 (Wye Road) excluding the lands within the urban ward boundaries described in Strathcona County's Municipal Ward Boundaries & Council Composition Bylaw ~~22-201631-2023~~ as shown on Enclosure 1.
    - (i) One (1) trustee shall be elected from Electoral Subdivision #3.

(d) Electoral Subdivision #4 shall be comprised of all Strathcona County municipal lands lying south of Secondary Highway 630 (Wye Road) excluding the lands within the urban ward boundaries described in Strathcona County's Municipal Ward Boundaries and Council Composition Bylaw ~~22-201631-2023~~ as shown in Enclosure 1.

(i) One (1) trustee shall be elected from Electoral Subdivision #4.

UPON third reading of Bylaw No. ~~007-2020 009/2024~~, Bylaw No. ~~005-2017007/2020~~ is hereby repealed.

READ A FIRST TIME this ~~28<sup>th</sup> 15<sup>th</sup>~~-day of ~~November-October~~, ~~2020~~2024.

READ A SECOND TIME this ~~28<sup>th</sup> 15<sup>th</sup>~~-day of ~~November-October~~, ~~2020~~2024.

READ A THIRD and FINAL TIME this ~~28<sup>th</sup> 15<sup>th</sup>~~-day of ~~November-October~~, ~~2020~~2024.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

BYLAW NO. 009/2024

A BYLAW OF  
THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS  
RELATING TO  
THE ESTABLISHMENT OF WARDS AND ELECTORAL SUBDIVISIONS  
OF  
THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS

PURSUANT TO THE REGIONAL AGREEMENT AND SUBSEQUENT ORDERS IN COUNCIL NOS. 579/94 and 692/94 and MINISTERIAL ORDERS 082/94, 164/94, 165/94, 166/94 and 167/94.

AND WHEREAS STRATHCONA COUNTY (hereinafter called “the County”) and the LAMONT COUNTY (hereinafter collectively called “the Participating Boards”) entered into a Regional Agreement (hereinafter called the “Regional Agreement”) to form a Regional Division to be called the ELK ISLAND REGIONAL DIVISION (hereinafter called the “Regional Division”).

AND WHEREAS the Regional Agreement provides for the establishment of the Regional Division and the inclusion of the area comprising the County and the CITY OF FORT SASKATCHEWAN in the Regional Division.

AND WHEREAS Ministerial Order 082/94 established the Elk Island Regional Division No. 14 effective January 1, 1995.

AND WHEREAS Order in Council 579/94 repealed Ministerial Order No. 082/94 and, established the GREATER ELK ISLAND REGIONAL DIVISION NO. 14. Order in Council 579/94 established a portion of the County of Minburn No. 27 as a ward of the Regional Division, specified the number of trustees to be elected to the Board of Trustees for each Ward and the electoral subdivisions.

AND WHEREAS Order in Council 692/94 amended Order in Council 579/94 to change the name of the Greater Elk Island Regional Division No. 14 to the ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION NO. 14 effective January 1, 1995.

AND WHEREAS the Minister of Education, by Ministerial Orders 164/94, 165/94, 166/94 and 167/94, realigned the boundaries of a number of public school districts located in the COUNTY OF MINBURN NO. 27 to have the named areas included in the portion of the County of Minburn No. 27 Ward in Elk Island Public Schools Regional Division No. 14.

AND WHEREAS Ministerial Order 034/2019 continued the Elk Island Public Schools Regional Division No. 14 as THE ELK ISLAND SCHOOL DIVISION and the Board of Trustees of Elk Island Public Schools Regional Division No. 14 as THE BOARD OF TRUSTEES OF ELK ISLAND SCHOOL DIVISION effective September 1, 2019.

AND WHEREAS Ministerial Order 008/2020 approved a change in the corporate name of the Board of Trustees of Elk Island School Division to THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS effective January 21, 2020.

NOW THEREFORE, in accordance with s. 76 of the *Education Act*, THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS (hereinafter called the “Board”), enacts as follows:

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  - (a) one trustee for the County of Minburn No. 27 Ward;
  - (b) one trustee for the Lamont County Ward; and
  - (c) seven trustees from the Strathcona County Ward
- (2) The election of the trustee for the County of Minburn No. 27 Ward shall be by the general vote of the electors;
- (3) The election of the trustee for the Lamont County Ward shall be by the general vote of the electors;
- (4) The election of trustees in the Strathcona County Ward shall be by electoral subdivisions as follows:
  - (a) Electoral Subdivision #1 shall be comprised of all the lands lying within the corporate limits of the City of Fort Saskatchewan.
    - (i) Two (2) trustees shall be elected from Electoral Subdivision #1.
  - (b) Electoral Subdivision #2 shall be comprised of all Strathcona County municipal lands lying within the urban ward boundaries described in Strathcona County’s Municipal Ward Boundaries & Council Composition Bylaw 31-2023 as shown on Enclosure 1.
    - (i) Three (3) trustees shall be elected from Electoral Subdivision #2.
  - (c) Electoral Subdivision #3 shall be comprised of all Strathcona County municipal lands lying north of Secondary Highway 630 (Wye Road) excluding the lands within the urban ward boundaries described in Strathcona County’s Municipal Ward Boundaries & Council Composition Bylaw 31-2023 as shown on Enclosure 1.
    - (i) One (1) trustee shall be elected from Electoral Subdivision #3.



(d) Electoral Subdivision #4 shall be comprised of all Strathcona County municipal lands lying south of Secondary Highway 630 (Wye Road) excluding the lands within the urban ward boundaries described in Strathcona County's Municipal Ward Boundaries and Council Composition Bylaw 31-2023 as shown in Enclosure 1.

(i) One (1) trustee shall be elected from Electoral Subdivision #4.

UPON third reading of Bylaw No. 009/2024, Bylaw No. 007/2020 is hereby repealed.

READ A FIRST TIME this 28<sup>th</sup> day of November, 2024.

READ A SECOND TIME this 28<sup>th</sup> day of November, 2024.

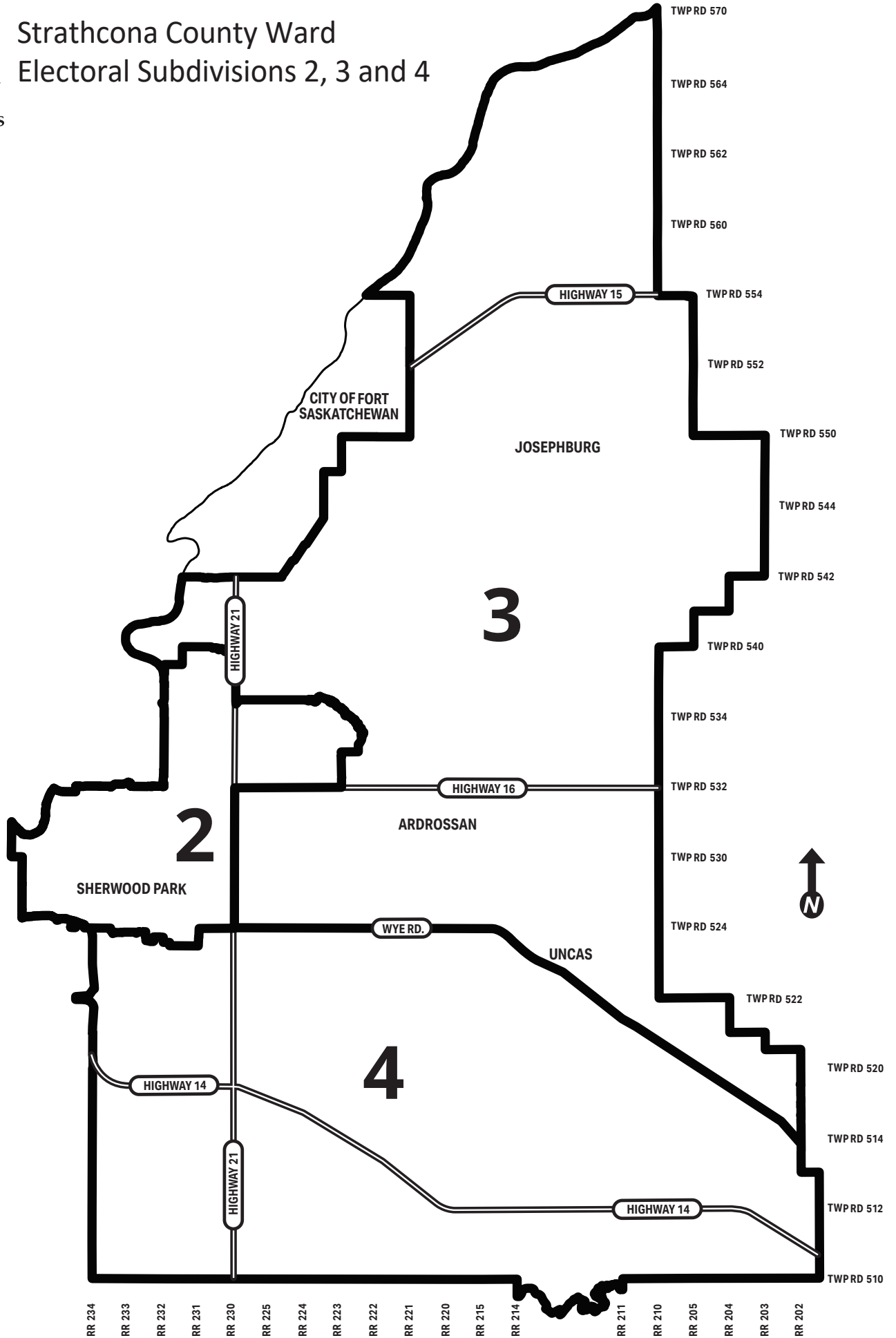
READ A THIRD and FINAL TIME this 28<sup>th</sup> day of November, 2024.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer



# Strathcona County Ward Electoral Subdivisions 2, 3 and 4





# RECOMMENDATION REPORT

Page 1 of 2

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** *Annual Education Results Report 2023-24*

**ORIGINATOR:** Ryan Marshall, Associate Superintendent, Supports for Students

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

**REFERENCE:** *EIPS Four-Year Education Plan: 2022-26*

**EIPS PRIORITY:** Promote growth and success for all students  
Enhance high-quality learning and working environments  
Enhance public education through effective engagement

**EIPS GOAL:** All goals

**EIPS OUTCOME:** All outcomes

---

## RECOMMENDATION:

**That the Board of Trustees approves Elk Island Public Schools' *Annual Education Results Report 2023-24* and the *Annual Education Results Report Overview: 2023-24*.**

## BACKGROUND:

Every year, Alberta Education requires school divisions to submit an *Annual Education Results Report*. The document serves as the key planning and accountability tool for sharing information about the Division with stakeholders. The document contains the Education Minister's requirements for school board education plans and annual education results reports. Annually submitting the report ensures the Elk Island Public Schools' (EIPS) education plan and results align with Alberta Education's vision, mission, goals, outcomes and performance measures for public education.

## CONSIDERATION(S) AND ANALYSIS

The EIPS *Annual Education Results Report 2023-24* is organized around each of the Division's priorities, goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*. The structure ensures the report addresses results achieved and progress made by the Division relative to each priority, goal and outcome throughout the 2023-24 school year. The Division then uses the data and results listed in the *Annual Education Results Report* to guide future decisions, focus areas and priority strategies. The aim: To support a cycle of continuous growth to improve outcomes across all schools systematically.



# RECOMMENDATION REPORT

The report also identifies key performance indicators to help measure each goal, growth and success. Overall, the report ensures the following:

- alignment of the *EIPS Four-Year Education Plan: 2022-26* and Alberta Education requirements;
- contextual explanation about EIPS' data and results achieved; and
- acknowledgement of the Division's strengths, successes and areas of growth.

Also included, is the Annual Education Results Report Overview: 2023-24. The overview was developed in accordance with Alberta Education requirements. Overall, it provides families and community members with easy-to-understand information about EIPS' progress.

*NOTE:* The document presented is in a semi-final form. The overall data, content, photos and design will remain unchanged. However, Supports for Students and Communication Services will go through the document for a final copy edit. Communications will also incorporate any required Board of Trustee changes before publishing the report.

## **COMMUNICATION PLAN:**

If approved by the Board:

- Administration will post the *Annual Education Results Report 2023-24* and the Annual Education Results Report Overview: 2023-24 on the [eips.ca](https://eips.ca) website end of day on Nov. 29, 2024.
- Administration will notify Alberta Education of the posting by email, with the link included.
- Administration will share the *Annual Education Results Report 2023-24* and the Annual Education Results Report Overview: 2023-24 with staff, school families, community partners and the Committee of School Councils—at the January 2025 meeting.

## **ATTACHMENT(S):**

Attachment I: Annual Education Results Report Overview: 2023-24

Attachment II: *Annual Education Results Report 2023-24*



# Annual Education Results Report Overview 2023-24



## Alberta Education Assurance Measures

	EVALUATION SCORE
Student Learning Engagement	n/a
Citizenship	Intermediate
High School Completion Rate	Very High
Provincial Achievement Tests	High
Diploma Examinations	High
Dropout Rate (1.8%)	Good
Education Quality	High
Welcoming, Caring, Respectful and Safe Learning Environments	n/a
Access to Supports and Services	High
Parental Involvement	Intermediate

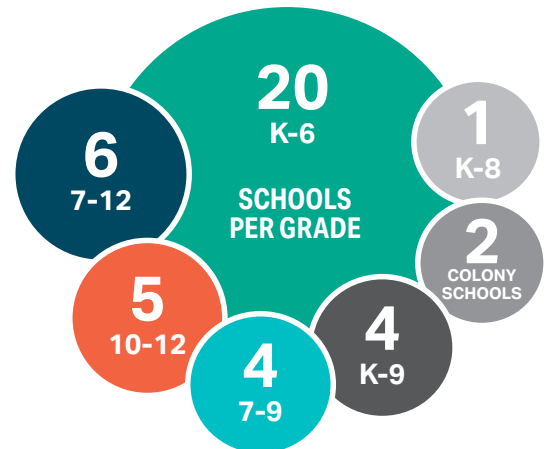
Every year, Elk Island Public Schools publishes an Annual Education Results Report, which outlines the Division's Four-Year Education Plan, opportunities for growth and how it's supporting students to achieve the best possible outcomes. Collectively, the Division uses the report to guide its work and enhance learning going forward. Read the full report at [eips.ca](https://eips.ca).

### MISSION

To provide high-quality, student-centred education

### BELIEF STATEMENTS

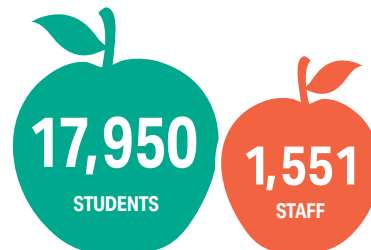
- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies 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.



**42**  
**TOTAL**  
**SCHOOLS**

### Schools by location

- 19: Sherwood Park
- 5: Strathcona County
- 5: Lamont County
- 9: City of Fort Saskatchewan
- 4: Vegreville, County of Minburn



As of Sept. 27, 2024

"We acknowledge with respect the history and culture of the peoples with whom Treaty 6 was entered and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation and our responsibility, as Treaty 6 members, to honour the heritage and gifts of the First Peoples" — EIPS Board of Trustees

# Annual Education Results Report

## Local Profile and Context

EIPS is one of Alberta's largest school divisions, serving more than 17,950 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 1,551 people who work collectively to inspire students to learn, grow and succeed.

Thanks to its size, EIPS is able to provide students with a range of learning opportunities, from pre-kindergarten to Grade 12. These include specialized, faith-based, language, career pathways, academic and outreach programs. That, coupled with strong extracurricular opportunities, family supports and numerous student services, ensures all learners receive a well-rounded education that develops their skills and knowledge.

Overall, 2023-24 was a productive year for EIPS, with much to celebrate. The year also presented challenges and opportunities for growth. What shines through, though, is the priorities, programs and strategies the Division has in place are positively impacting on students. To make that happen, everyone within EIPS has had to come together and stay committed to its the goals listed in the [Four-Year Education Plan: 2022-26](#).

### A Closer Look

#### Results

EIPS' annual results data shows the strategies and goals it has in place are having a positive impact on student achievement and well-being.

*The Board continues to focus efforts on: building literacy and numeracy skills for all students; and supporting staff growth through meaningful professional learning and evidence-based best practices.*

#### Funding

Every year, EIPS' budget gets tighter, making operations more challenging. The reason: the province's funding formula for education, student enrolment growth and inflation. As such, the Division closely examined its operations to find cost savings.

*The Board approved a budget using available resources to ensure a budget that supports the mission, beliefs and priorities of EIPS.*

#### New Elementary Curriculum

EIPS rolled out Phase 2 of the new elementary curriculum, with three subjects launching in 2023-24—mathematics and English language arts and literature, grades 4-6, and science, kindergarten to Grade 3.

*The Board invested resources for EIPS to create an implementation plan, develop high-quality resources, build capacity and ensure smooth transitions.*

#### Engagement

EIPS finalized the last project listed within its three-year public engagement plan: how to address school capacity issues, improve attendance areas for junior high students, balance senior high enrolment in Sherwood Park and enhance accommodations for elementary and secondary French Immersion programming.

*The Board made the decision to relocate the senior high French Immersion program to Salisbury Composite High; and balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High—both effective when the new Sherwood Park replacement school opens.*

#### Mental Health

Work continued on EIPS' Mental Health Strategic Plan, now in Year 3, which aims to better support students' and staff's socio-emotional and positive mental health development.

*The Board invested significant resources into the strategic plan to enhance supports for students, families and staff, focused on providing education and resources on mental health literacy, support for student mental health and well-being, capacity building and service pathways.*

### 2024-25 Expenses by Program

NOTE: All dollar amounts are expressed in thousands

Instruction	\$166,129	78%
Operations and Maintenance	\$24,105	11%
Transportation	\$17,413	8%
System Administration	\$4,515	2%
External Services	\$990	1%
<b>TOTAL</b>	<b>\$213,152</b>	<b>100%</b>

#### 78% INSTRUCTION (\$9,518 PER STUDENT)

Includes teacher and support staff salaries for schools. School allocations increased because of higher standard costs.

#### 11% OPERATIONS & MAINTENANCE

Includes school building maintenance, utilities, insurance and custodial services. Costs are higher because of rising inflation.

#### 8% STUDENT TRANSPORTATION

Costs to transport EIPS riders.

#### 2% SYSTEM ADMINISTRATION

Includes Board costs and central administration costs. Expenses are below the \$6.55 million grant provided by Alberta Education. Unused funds will go toward other divisional uses.

#### 1% EXTERNAL SERVICES

Includes contracted services, secondments, facility rentals, and before-and-after school care.

# Priority Summary

## Priority 1: Promote Growth and Success for All Students

### Results

**Early learning:** Families agree EIPS' Early Learning program prepares children well for Grade 1.

**Literacy and numeracy:** PAT and diploma examination results are consistently higher than the province.

**Indigenous education:** Overall educational outcomes for Indigenous students are improving, and consistently higher than the province.

**Career pathways:** EIPS continues to see strong results related to senior high achievement—thanks, in part, to the Division's vast career pathway programming.

**Assurance:** Stakeholders are confident students develop the skills needed to succeed after finishing school.

### Priority Strategies 2025-26

- Continue building teacher capacity in literacy, numeracy, student engagement and assessment practices.
- Continue using multi-disciplinary teams to address needed interventions and support complex learners.
- Implement high-leverage instructional and assessment practices to support growth in literacy and numeracy.
- Continue developing foundational knowledge about First Nations, Métis and Inuit perspectives.
- Continue efforts to prepare students in career planning and transitions to post-secondary.

## Priority 2: Enhance High-Quality Learning and Working Environments

### Results

**Learning environments:** Families are satisfied with the quality of teaching and education their child receives at school.

**Working environments:** Staff agree EIPS is a positive place to work and have opportunities to grow.

**Infrastructure:** Families are satisfied with EIPS' infrastructure.

**Assurance:** EIPS stakeholders are confident the Division's environments are welcoming, inclusive, respectful and safe.

### Priority Strategies 2025-26

- Build capacity through targeted and collaborative learning opportunities related to staff competencies for leadership, teaching and support positions.
- Offer the Educational Assistant Internship to build capacity.
- Implement Year 5 of EIPS' Mental Health Strategic Plan to better support students and staff.
- Develop efforts to ensure welcoming, caring, respectful and safe learning and working environments.
- Improve infrastructure reliability and increase equipment life cycles through ongoing and effective asset management and regular preventative maintenance.
- Continue efforts to ensure secure, safe, robust and reliable technology access.

## Priority 3: Enhance Public Education Through Effective Engagement

### Results

**Engagement:** Families agree schools keep them informed about their child's progress and achievement.

**Governance:** The Board worked diligently to ensure it communicated EIPS' standpoint on a range of topics—the value of public education, funding, autonomous school boards, new curriculum, mental health and well-being, classroom complexity and infrastructure projects.

**Assurance:** Stakeholders are confident EIPS provides meaningful opportunities for family involvement.

### Priority Strategies 2025-26

- Build capacity for families to help support their child's education journey.
- Continue assurance framework efforts.
- Continue developing ways to engage families and school communities—advocacy, consultations, Division news.
- Promote effective communication and build relationships with elected government officials.
- Develop and maintain focused advocacy plans.

## BUILDING ASSURANCE

In addition to providing high-quality education to students, EIPS is also responsible for assuring the public it's fulfilling its responsibilities, through reporting, engagement and relationship building. In 2023-24, some of the ways EIPS built assurance, include:

### FALL

- Annual Assurance Reviews
- *EIPS Annual Education Results Report*

### WINTER

- EIPS Budget Survey
- School Fee Consultations
- Four-Year Education Plan review
- Alberta Education Assurance Survey
- EIPS Annual Feedback Survey – for families, staff and students

### SPRING

- EIPS schools engaged stakeholders to inform budget planning and school education plans
- *EIPS Four-Year Education Plan: 2022-26*
- Spring budget – using survey feedback

### ONGOING

- *Advocacy in Action* – regular newsletter
- *EIPS Quarterly Update* – regular newsletter
- Ongoing communication – school newsletters, news releases and email



# 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

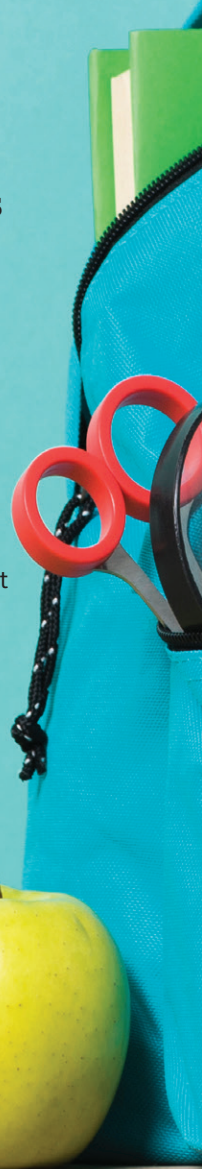
### GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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.





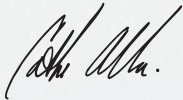
Elk Island Public Schools  
Annual Education Results Report  
2023-24



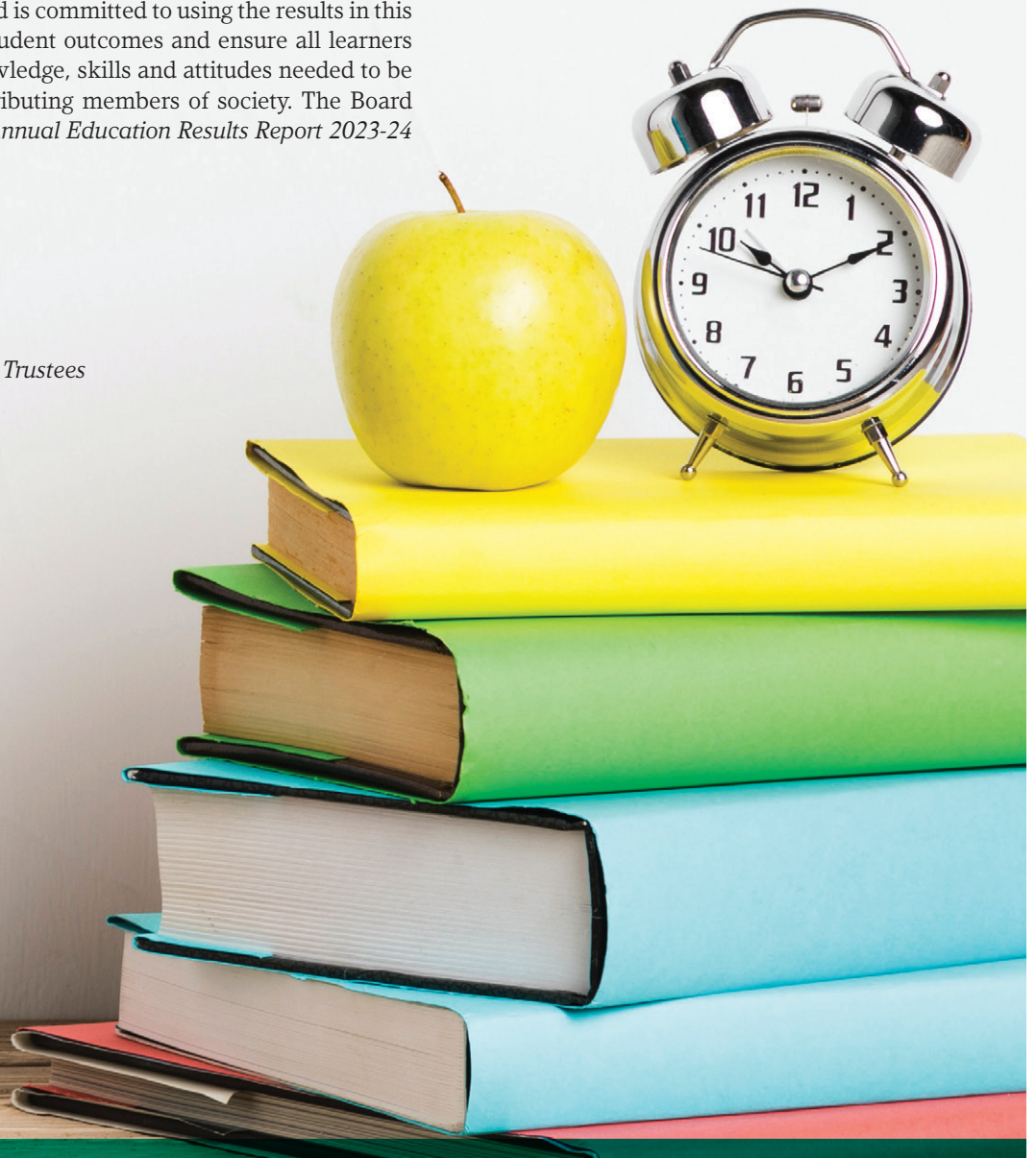


# Accountability

The *Annual Education Results Report* for the 2023-24 school year was prepared under the direction of the Elk Island Public Schools Board of Trustees in accordance with the responsibilities listed within the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. To the best of its abilities, the Board is committed to using the results in this report to improve student outcomes and ensure all learners can acquire the knowledge, skills and attitudes needed to be successful and contributing members of society. The Board approved the *EIPS Annual Education Results Report 2023-24* on Nov. 28, 2024.



Cathy Allen  
Chair, EIPS Board of Trustees



"We acknowledge with respect the history and culture of the peoples with whom Treaty 6 was entered and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation and our responsibility, as Treaty 6 members, to honour the heritage and gifts of the First Peoples" – EIPS Board of Trustees

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# Greetings

## MESSAGE FROM THE BOARD CHAIR

Each year, Elk Island Public Schools (EIPS) publishes an *Annual Education Results Report* (AERR), which outlines how the Division meets its priorities and goals, identifies growth opportunities, and its successes and challenges throughout the year. Once again, the 2023-24 report confirm EIPS is successfully supporting students in reaching their full potential.

We're particularly proud of the collaborative approach we've nurtured with students, teachers, administrators, staff, families, and communities. Together, we're supporting learning achievement, fostering educational excellence and equipping learners with the skills and knowledge necessary for lifelong success. Moving forward, we'll continue to enhance our efforts to make progress on our priorities and provide high-quality, student-centred environments where all students can learn, grow and thrive.

As a Board, we're pleased with the Division's results and will use them to guide future planning in the year ahead. We also invite you to read through the report, and join us in celebrating our achievements in providing great learning spaces and the best educational opportunities for all students.

Cathy Allen  
*Chair, EIPS Board of Trustees*



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## MESSAGE FROM THE SUPERINTENDENT

It's a pleasure to share with you EIPS' *Annual Education Results Report 2023-24*. The report reflects the Division's experiences over the last year—showcasing student successes, the behind-the-scenes work, opportunities for growth and the challenges we faced along the way. We launched Phase 2 of the new elementary curriculum; finalized all projects listed in the three-year engagement plan—addressing student accommodation concerns; began construction on the new Sherwood Park replacement school; developed a new allocation formula to better manage complex classrooms; rolled out new intervention strategies to better support students; expanded the Career Pathways programming; and implemented Year 3 of the Division's new mental health strategy to ensure the well-being of students and staff.

As a Division, we're incredibly proud of the results, which you can read in this year's *Annual Education Results Report*. The results reaffirm the Division's commitment to student achievement and learner needs, and that it's at the forefront of everything we do. Through a range of programs, opportunities and supports, EIPS prepares students for success and equips them with the skills and knowledge needed for a lifetime. While the results are encouraging, there are always areas to improve. We will use both, the success and growth areas, to find new and creative ways to provide the best possible educational opportunities for all learners.

I'd be remiss if I didn't mention none of this would be possible without the support of our school community—students, teachers, staff, families and community partners. Together, we've built positive relationships that allow us to rally behind one clear vision: To provide high-quality, student-centred educational opportunities for all students. Thank you to all of you for making this possible.

I encourage each of you to read through this year's *EIPS Annual Education Results Report*. When you do, I hope you celebrate the Division's accomplishments and recognize the role you played in helping EIPS get where we are. Enjoy!

Sandra Stoddard  
*EIPS Superintendent*





# The Elk Island Story. Our Story.



Courtesy: Jason Carter, carter-ryan.com

**“We must be able to name where we come from and who our people are. By knowing this, we then have a better understanding of who we are and who we can be”**

**— Elder Wilson Bearhead**

**I**n the centre of what is now known as Elk Island National Park is Astotin Lake, best known for its breathtaking views, wood bison, bird species and small islands that dot the lake. One of those islands is Elk Island, which, according to Parks Canada, is a place frequently visited by female elk to give birth and raise their calves.

Why the island?

It’s free from predators. The mother elk knows her calf will have safe entry into the world and grow and learn without worry or anxiety. Once the calf is strong enough, both mother and offspring swim back to the mainland—secure in the knowledge each can fend for themselves in the great forest.

Hence the Division’s name: “Elk Island” Public Schools. Like its namesake, it, too, is a place where children are

meant to be safe and carefully nurtured—from a young age to when they’re old enough to go out into the world to live their own lives. With that in mind, EIPS prides itself on being a haven of learning and connection; an island within a forest where teaching, leading and mentoring make a difference; and where every living being matters.

*A message to the EIPS school community:* As you navigate the remainder of this school year, remember the Elk Island story—your story, our story. Challenge yourself to do everything possible to ensure your school, classroom, office and heart are an “Elk Island” for all young ones. Your work in this will ensure all young people in the Division can, in time, swim away, prepared to deal with whatever the forest brings.

# Profile and Local Context

**E**lk Island Public Schools (EIPS) is one of Alberta’s largest school divisions, serving close to 17,950 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 1,551 people—930 teachers and 621 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.

All students across the Division 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. The Division also 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, EIPS boasts strong extracurricular opportunities and career 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.



# A Closer Look: 2023-24

## RESULTS

Overall, Elk Island Public Schools (EIPS) is pleased with the data and results from the 2023-24 school year. The story it tells is there is plenty to celebrate—particularly the strategies and plans in place that positively impact student achievement and well-being. Both the Alberta Education Assurance (AEA) Measures and the EIPS Annual Feedback Survey are key pieces to telling that story. Collectively, their data demonstrate EIPS is doing a good job of meeting the goals and priorities outlined in its *Four-Year Education Plan: 2022-26*—ensuring success for all students, high-quality learning environments and effective engagement.

Every year, Alberta Education releases the AEA Measure results, which assess performance across all provincial school authorities. The results combine provincial testing, student outcomes and AEA survey data to evaluate success and identify areas for improvement at the school, school authority and provincial levels. Meanwhile, the EIPS Annual Feedback Survey is administered divisionwide to families, staff and students, grades 9 and 12, to gauge EIPS' progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan*. Stakeholders are asked a series of questions about their experiences with EIPS and school; the quality of education being provided to students; areas for improvement; and their confidence in EIPS' priorities and strategic direction.

As in previous years, EIPS scored high marks for the majority of its performance measures, and, for the most part, higher than the province. However, some discrepancies were seen between the province's AEA measures and the EIPS Annual Feedback Survey results. Typically, the annual results are more aligned. Looking at the Annual Feedback Survey, results improved for most measures—from student growth and achievement to teaching and leading to learning supports. However, the opposite was true for the AEA Measures—results were down compared to previous years. That said, the decreases were minor, dropping by just a percentage. Also interesting, the downward trend was seen provincewide—meaning the drop wasn't isolated to EIPS.

Digging deeper into the data, where there were decreases for EIPS, it was primarily seen at the junior high level. Results for the elementary and senior high levels remained relatively consistent from previous years. The decrease is likely an anomaly isolated to the 2023-24 school year. EIPS expects numbers will quickly climb to where they were in previous years. Regardless, the Division is exploring the reasons for decreases and strategies to enhance in each measured area.



## FUNDING

Every year, the budget gets tighter, making operations more challenging. Like other school divisions, EIPS certainly felt the pinch as expenses continued to rise throughout 2023-24. That, along with how the province funds education, student enrolment growth and inflation, forced the Division to take a closer look at its operations to find further ways to reduce costs—looking at the needed supports and services versus those that are nice to have (see pg. 84, "Summary of Financial Results"). In the end, EIPS developed a conservative budget that supported the mission, belief statements and priorities of EIPS and its key focus areas—health and wellness, career pathways, leveraging student achievement, the new curriculum and equitable programming and infrastructure.

Looking ahead, EIPS is hopeful the province will rethink how it funds education and its funding formula. It would be more beneficial if appropriate funding was provided to account for inflationary increases, classroom complexity, technology infrastructure and security needs, and mandatory government initiatives such as online platforms for assessments and the curriculum.

In addition, there are other funding formula considerations that would help improve operations, including:

- confirming all funding earlier in the year—including



scope-specific or one-time resource allocations—to allow time to plan, staff accordingly and ensure strategic investments in public education can deliver optimal results for students;

- ensuring adequate small rural school funding for fair and equitable access to education—which, in turn, helps the corresponding small towns and villages remain viable;
- reviewing the socio-economic status funding formula—just using the average doesn't always reflect the reality of all communities; and
- covering salary increases for certificated and classified staff to deliver the best possible education, attract and retain employees in high-demand professions, and avoid labour unrest and learning disruptions.

All in all, developing a funding formula that considers these elements will help ensure success for all students and a future where they can contribute meaningfully to their communities and the province as a whole.

## CURRICULUM

In 2023-24, EIPS implemented Phase 2 of the province's new elementary curriculum roll-out. Schools throughout the Division launched the new mathematics and English language arts and literature curriculum, grades 4 to 6; and the new science curriculum, kindergarten to Grade 3. To ensure smooth transitions for both students and staff, Alberta Education provided school divisions with added funding—albeit less than the year before.

Within EIPS, the focus was on building teacher capacity and developing relevant resources through its New Curriculum team—made up of five curriculum and assessment area-expert teachers. As a side note, because funding from the province was lower than the previous year, the Division reduced the team from seven members in 2022-23. As a result, fewer resources were produced, and fewer professional learning opportunities were offered. Despite that, the New Curriculum team successfully organized multiple professional learning opportunities, developed resource materials and assessment documents, aligned report cards and created unit plans for subjects launching in 2023-24. Simultaneously, they also worked on Phase 3 of the roll-out—grades 4 to 6 French Immersion language arts and literature and science, all launching in 2024-25

Anecdotally, it appears EIPS was successful in its efforts to ensure smooth transitions. Teachers report the collective efforts by the New Curriculum team built their confidence in implementing the new curriculum. However, there is no achievement data to gauge how students accurately fared. That's because the province cancelled the Grade 6 Provincial Achievement Tests (PATs) in English language arts and literature and mathematics. Alberta Education felt

it was still premature to assess students and, as such, didn't evaluate student achievement in these subjects, formally.

That said, many teachers reported not using a phased-in approach to introduce the new curriculum created unfavourable challenges for students. For example, Grade 5 students didn't have the requisite from Grade 4, and the Grade 6 students didn't have the requisite from grades 4 and 5. As such, these students appeared to struggle to understand the new concepts. Looking ahead, EIPS will continue its new curriculum efforts to build on what's already created and prepare for the new science and French language arts and literature curriculum, grades 4 to 6—launching in 2024-25.

## MENTAL HEALTH AND WELL-BEING

Throughout 2023-24, work continued on addressing mental health and well-being—as part of EIPS' Mental Health Strategic Plan. The plan launched in spring 2022, after seeing new challenges arise from the pandemic, particularly in terms of mental health. The most common conditions were heightened anxiety, stress and dysregulated behaviour, particularly at the junior high level.

To address these challenges, the Board stepped in with Board-allocated funding for the Division to create the mental health strategic plan. The goal: To better support students' and staff's socio-emotional and positive mental health development. Year 1 and Year 2 involved putting the plan in motion and capacity building. Year 3, the 2023-24 school year, focused on education, developing and distributing resources on mental health literacy, supporting student mental health and well-being, capacity building and sharing service pathways (see pg. 62, "EIPS Mental Health Strategy).

### [funding]

#### Classroom Complexity

Given the current funding, EIPS is fielding larger class sizes and increased complexity in the classroom. In fact, in 2023-24, EIPS saw more students with specialized coding—up by more than 13%. Yet, student growth only increased by 1%. So, to better address classroom complexity, the Division will roll out a new funding allocation to ensure equitable access to education, which it's piloting in the 2024-25 school year.

Although the allocation is not new money, it's allocated differently, prioritizing schools that need it most. That means the new allocation offers administrators greater flexibility in addressing classroom complexity needs. That's because the allocation is based on an algorithm of various factors, such as provincial achievement and diploma test results and socio-economic factors. During the pilot, schools will use the funds to support student learning needs and programming specific to their school.

In terms of capacity building, efforts focused on adolescent brain development, regulation and anti-racism. Overall, feedback from staff, families and students, was well-received, with many asking the Division to provide even more resources on these topics. As such, more is planned for 2024-25.

Also, through EIPS' Mental Health Pilot Program, funded by Alberta Education, the Division established mental health support rooms, called Reset Rooms, in every junior high school within the Division. The rooms were spaces for students to go when feeling overwhelmed, featuring supports, resources and EIPS teachers—trained in mental health literacy and supported by the Division's counselling team. For 2024-25, the province has reduced funding in the area; as such, EIPS made the difficult decision to discontinue the Reset Rooms and instead focus on building staff capacity to provide similar support to students within the classroom.

## ENGAGEMENT

### THREE-YEAR ENGAGEMENT PLAN

Also, in 2023-24, EIPS finalized the last project listed within its *three-year public engagement plan*, which aimed to enhance programming offered throughout the Division. One of the four projects listed within the initiative, Project 1, involved engaging Strathcona County about how best to accommodate students with the Division's existing infrastructure. Specifically, how to address school capacity issues, improve attendance areas for junior high, balance senior high enrolment in Sherwood Park and enhance accommodations for French Immersion programming.

Between 2022 and 2024, significant work went into engaging stakeholders to determine the best solutions. After an exhaustive review of the stakeholder feedback, background information, trends, facts and figures, enrolment projections, attendance boundaries, available infrastructure, and input from working-group meetings with principals and staff, the Board determined the best way to address the anticipated enrolment pressures in Ardrossan, enhance French Immersion program retention and balance senior high enrolment in Sherwood Park was:

- To relocate EIPS' senior high French Immersion program, grades 10 to 12, to Salisbury Composite High—effective when the Sherwood Park replacement school opens.
- To adjust Strathcona County's senior high attendance boundaries by redesignating students residing in Lakeland Ridge's junior attendance area to Bev Facey Community High for grades 10 to 12—effective when the Sherwood Park replacement school opens.

Overall, the solution aligns with the feedback heard,

supports divisional program goals, addresses enrolment concerns and is sustainable into the future. Throughout the 2024-25 school year, EIPS plans to engage students, families and staff to ensure a smooth and successful transition for everyone.

### FORT SASKATCHEWAN: REPLACEMENT SCHOOL

Additionally, EIPS started work exploring how best to manage the challenges the Division faces in Fort Saskatchewan—ageing infrastructure, the growing population and anticipated capacity pressures. The goal: To ensure all Fort Saskatchewan learners receive a high-quality, student-centred education in 21st-century learning spaces that prepare students for life after high school, develop career opportunities and help build the community, all at the same time.

To begin that work, EIPS hosted two public information sessions. The first one introduced stakeholders to the collegiate concept. The second took the form of a community conversation with school families in Fort Saskatchewan to talk about its schools and the challenges the Division faces—in terms of limited and ageing infrastructure and the region's growing population. Attendees gained insight into what the Division is doing to address these challenges, EIPS' capital plan priorities, work undertaken on the collegiate model—designed to provide students with high-demand employment training and skills in their community—and strategies moving forward. Those who came also had a chance to ask questions, share their concerns and learn how they can help. More consultations are planned to move the project forward, and the Board has included it as part of its advocacy plan for 2024-25.



# Planning and Reporting



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. 5, “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 to inform the next four-year education plan—such as evidence-informed decision-making; and
- communicating and engaging with stakeholders about the school division’s plans and results.

# Assurance Framework

Every spring, Alberta Education allocates funds to school authorities to support the delivery of high-quality education programs for all students. The practice establishes an accountability relationship that requires transparency, annual reporting and assurance every Alberta-based school division meets its responsibilities. Within EIPS, this is facilitated through an Assurance Framework, cycled through annually. Broadly, it's an accountability mechanism for 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 continually gain a comprehensive understanding of EIPS' performance and its commitment to fostering 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 education plans, successes and challenges with the Board and community. Through this process, trustees, staff and families are more aware of what's happening across the Division and the issues it faces.
- 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, Committee of School Councils and posted online at [eips.ca](http://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.

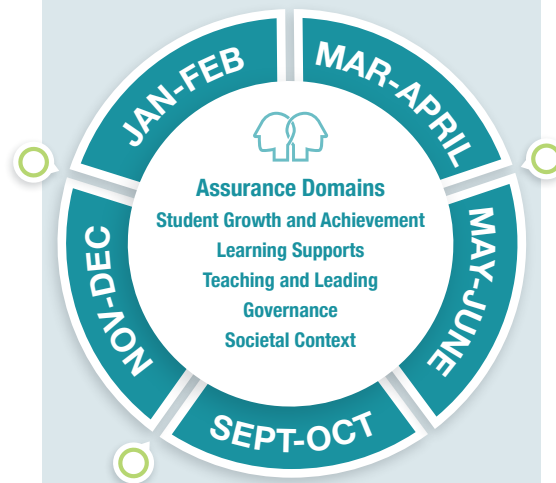
# Assurance Cycle

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** by building relationships, engaging with education partners, and establishing a culture of continuous improvement and collective responsibility.

**The Board strengthens** its assurance by maintaining regular communication with stakeholders, including attending monthly school council meetings and participating in the Committee of School Councils meetings to gather feedback about the Division. Additionally, every Board Caucus meeting contains a standing generative-governance discussion, allowing trustees the opportunity to share input and ideas to, ultimately, inform decision-making.







## OCTOBER 2023

- All EIPS Central Services departments hosted Assurance Reviews to go over the previous year's results with the Board.
- AD HOC ENGAGEMENT: The Division hosted an engagement session related to senior high French Immersion as part of its Three-Year Engagement Plan. The feedback collected strongly influenced the Board's solutions to improve operations.

## NOVEMBER 2023

- All Division schools hosted Assurance Reviews to go over the previous year's results with the Board—school council chairs were also invited.
- The Division published the *EIPS Annual Education Results Report: 2022-23*.

## DECEMBER 2023

- The Division administered its annual EIPS Budget Survey to gather feedback about budget-planning priorities—the Board used the survey input to help develop the 2024-25 spring budget.

## JANUARY 2024

- EIPS engaged the Committee of School Councils (COSC) about the *Annual Education Results Report: 2022-23*.
- All EIPS schools consulted school councils and families about school fees for the upcoming year.
- AD HOC ENGAGEMENT: The Board approved a solution for the senior high French Immersion program and to balance senior high enrolment in Sherwood Park—both part of the Three-Year Engagement Plan. Before a decision was made, the Division consulted stakeholders about its rationale. Future consultations are plans to ensure smooth transitions.

## FEBRUARY 2024

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

## MARCH 2024

- The Division administered its 2023-24 EIPS Annual Feedback Survey to staff, students, families and community members to gauge its progress toward and stakeholder confidence in meeting the goals and priorities outlined in its *Four-Year Education Plan*—the input helps guide future decision-making and priorities.

## APRIL 2024

- All EIPS schools engaged staff, families and school councils to inform budget planning and develop the 2024-25 school education plans.
- Using the feedback provided from the annual surveys and other public engagement conversations, the Division prepared a draft spring budget report and updated the *EIPS Four-Year Education Plan: 2022-26 (Year 3)*.
- AD HOC ENGAGEMENT: The Division hosted a stakeholder engagement session on how best to manage the challenges the Division faces in Fort Saskatchewan—ageing infrastructure, the growing population and anticipated capacity pressures.

## MAY 2024

- The Division engaged COSC about EIPS' spring budget and the *EIPS Four-Year Education Plan (Year 3)*.
- Using the stakeholder feedback from the annual surveys, the Board approved the updated *EIPS Four-Year Education Plan: 2022-26 (Year 3)*.

## JUNE 2024

- Using the stakeholder feedback from the annual surveys, the Board approved the spring budget for the 2024-25 school year and submitted it to Alberta Education.

## ONGOING

- The Division published an ongoing newsletter for its community partners, *EIPS Board Update*, featuring articles about the Division, the work of the Board of Trustees and the importance of public education.
- The Division published an ongoing 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.

# Alberta Education Assurance Measures: Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS				ALBERTA			
	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT RATING	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT RATING
<b>STUDENT GROWTH AND ACHIEVEMENT</b>								
Student Learning Engagement	82.1	83.5	83.5	n/a	83.7	84.4	84.8	n/a
Citizenship	77.3	78.8	79	Intermediate	79.4	80.3	80.9	High
High School Completion Rate (3 years)	83.1	85.4	87.4	Intermediate	80.4	80.7	82.4	Intermediate
High School Completion Rate (5 years)	92	93	91.4	Very High	88.1	88.6	87.3	Intermediate
Grade 6 Provincial Achievement Tests: Acceptable	81.3	79.5	79.5	High	68.5	66.2	66.2	Intermediate
Grade 6 Provincial Achievement Tests: Excellence	27.4	28.6	28.6	High	19.8	18	18	High
Grade 9 Provincial Achievement Tests: Acceptable	70.8	73	73	Intermediate	62.5	62.6	62.6	Low
Grade 9 Provincial Achievement Tests: Excellence	17.1	17	17	Intermediate	15.4	15.5	15.5	Intermediate
Diploma Examinations: Acceptable	87	85	85	High	81.5	80.3	80.3	Intermediate
Diploma Examinations: Excellence	22.6	21.4	21.4	High	22.6	21.2	21.2	High
<b>TEACHING AND LEADING</b>								
Education Quality	87.4	88.2	88.4	High	87.6	88.1	88.6	High
<b>LEARNING SUPPORTS</b>								
Welcoming, Caring, Respectful and Safe Learning Environments	84.2	85	85.2	n/a	84	84.7	85.4	n/a
Access to Supports and Services	79.4	80.3	80.3	n/a	79.9	80.6	81.1	n/a
<b>GOVERNANCE</b>								
Parental Involvement	78.3	78.1	77.5	Intermediate	79.5	79.1	78.9	High

Achievement measures are based on a three-year average, categories marked "n/a" still don't have a three-year average (see pg. 89, "Appendix A"). The full Fall 2024 School Authority Results Summary for Planning and Reporting is available at: [eips.ca/download/474211](https://eips.ca/download/474211).

## Notes

1. The COVID-19 pandemic impacted participation in the 2019-20 to 2021-22 diploma examinations. As such, school-awarded marks determined achievement in diploma course.
2. Use caution interpreting high school completion rate results over time.
3. Aggregated PAT results are based on a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students enrolled in each course. Courses included English language arts (grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in 2019 and 2023, by the COVID-19 pandemic between 2020 and 2022, and a security breach near the end of the 2021-22 school year. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
5. The 2022-23 PAT results don't include students who participated in the roll-out of the new curriculum.
6. Aggregated diploma examination results are a weighted average of per cent meeting standards—Acceptable, Excellence. The weights are the number of students writing the diploma examination for each course. Courses included English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.

# EIPS Annual Feedback Survey: Summary 2023-24

Measure Categories	ALL	FAMILIES	STUDENTS	STAFF	ACHIEVEMENT EQUIVALENT
<b>STUDENT GROWTH AND ACHIEVEMENT</b>					
<i>Stakeholder confidence:</i> EIPS provides supports and services to pre-kindergarten and kindergarten children and prepares them to enter Grade 1	94.3	92.9	94.5	95.4	n/a
Learners are demonstrating growth in literacy	82.1	84	74.8	87.5	n/a
Learners are demonstrating growth in numeracy	82.9	84.6	77.8	86.2	n/a
<i>Stakeholder confidence:</i> EIPS implements strategies to support students in demonstrating growth in literacy	94.4	92.2	92.9	98	n/a
<i>Stakeholder confidence:</i> EIPS implements strategies to support students in demonstrating growth in numeracy	95.2	92.7	94.7	98.2	n/a
My child has an understanding of First Nations, Métis and Inuit culture and history	80.8	76.3	78.6	87.6	High
<i>Stakeholder confidence:</i> EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students	94.3	94.7	90.3	97.8	Very High
My child's learning the knowledge, skills and attitudes necessary to be successful in life	75.8	76.2	61.6	89.7	High
<i>Stakeholder confidence:</i> EIPS implements strategies to support and prepare students for life beyond high school	86.2	83.6	78.9	96.2	Very High
EIPS schools encourage learners to be responsible, respectful and engaged citizens	85.1	85.8	75.9	93.7	Very High
<b>TEACHING AND LEADING</b>					
Stakeholder satisfaction with the quality of education received at EIPS schools	84.7	81.5	79.3	93.4	Intermediate
Stakeholder satisfaction with the quality of teaching at EIPS schools	84.9	84	77.3	93.4	Intermediate
Staff agreement someone at work encourages their professional learning	94.7	n/a	n/a	94.7	Very High
EIPS' mission, beliefs and priorities make staff feel their jobs are important	93.3	n/a	n/a	93.3	Very High
<b>LEARNING SUPPORTS</b>					
Stakeholder agreement learners' needs are met	82.8	80.2	81	87.3	Very High
Stakeholder agreement learners are encouraged to do their best	90.8	88.1	87	97.4	Very High
Stakeholder agreement EIPS school staff care about learners	86.1	86.1	72.6	99.6	High
Stakeholder agreement EIPS schools are safe	84.8	86.9	73.6	93.8	High
Stakeholder satisfaction with the resources available to support student learning	79.9	74.3	79.4	86	High
<i>Stakeholder confidence:</i> EIPS' learning and working environments are welcoming, inclusive, respectful and safe	93.2	91.9	91.9	95.7	Very High
<b>GOVERNANCE</b>					
Stakeholder satisfaction with the opportunities provided to families to be involved in their child's education	79.6	82.7	65.3	90.9	High
EIPS schools keep families informed about their child's progress and achievement	84.4	86.4	71.2	95.5	Very High
There is open and honest communication within EIPS schools	77.8	80.7	66	86.7	Intermediate
<i>Stakeholder confidence:</i> EIPS provides families with meaningful opportunities to be involved in their child's education	94.8	92.7	91.9	99.8	Very High
<i>Stakeholder confidence:</i> EIPS' advocacy efforts enhance public education	92.5	89	90.9	97.6	Very High

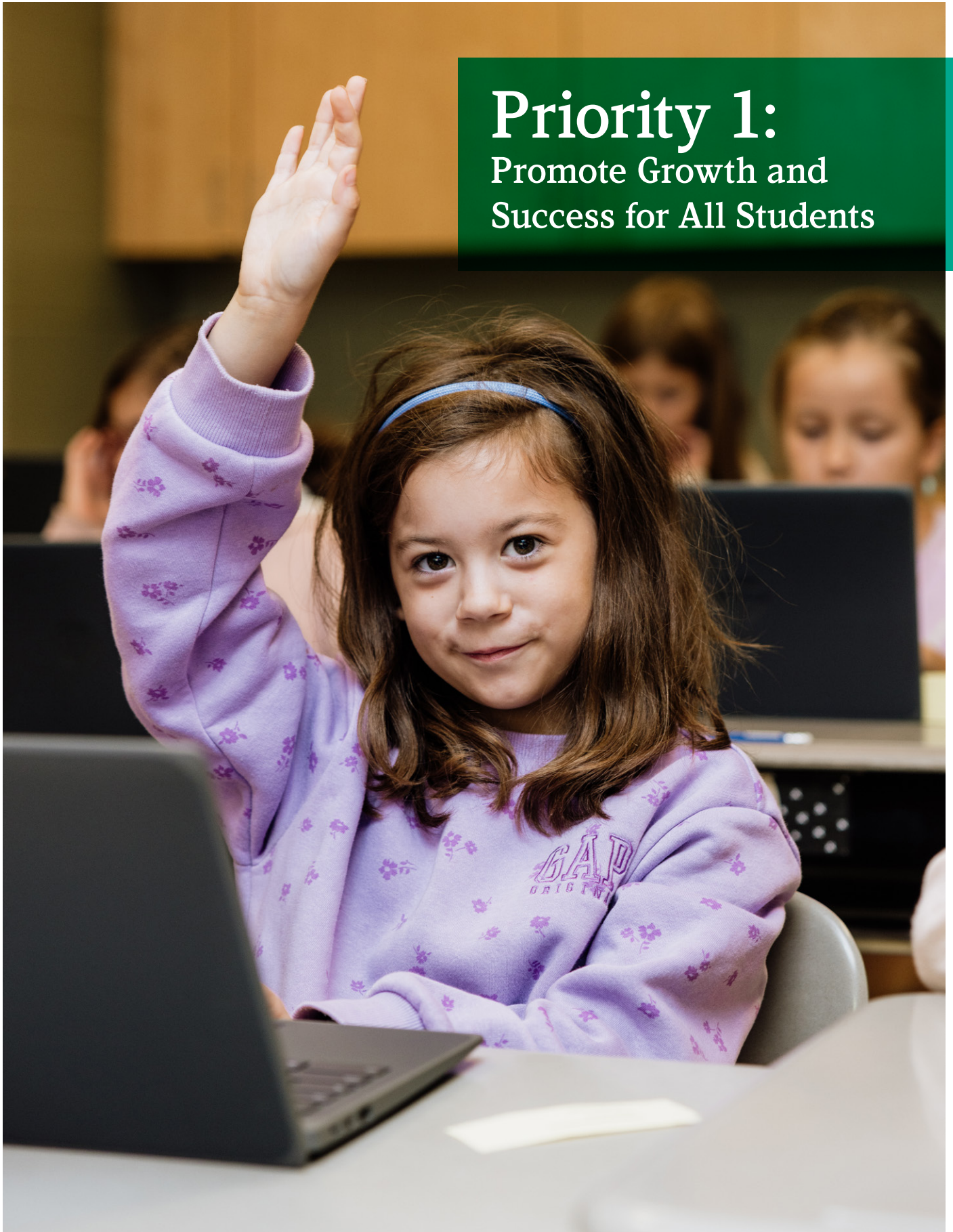
## Notes

1. The 2023-24 EIPS Annual Feedback Survey—administered to families, staff and students, grades 9 and 12—gauges the Division's progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan*. Stakeholders are asked about their experiences with EIPS and school; the quality of education being provided to students; areas for improvement; and their confidence in EIPS' priorities and strategic direction as a whole.
2. "ALL" is a result that represents the average percentage of the families, students and staff.
3. Achievement measures are based on a three-year average, categories marked "n/a" still don't have a three-year average (see pg. 89, "Appendix A").
4. In all but the stakeholder confidence questions, students include learners in grades 9 and 12. On the stakeholder confidence questions, students include Grade 12 learners, only.
5. "Achievement Equivalent" is based on the Alberta Education Assurance Measure evaluation scores (see pg. 89, "Appendix A")



# 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

Early Years Performance Measures	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS INTERNAL DATA</b>					
Total number of children enrolled in the PALS programs	182	124	139	146	153
Total number of children enrolled in kindergarten	1,433	1,465	1,260	1,252	1,212
Number of children entering the PALS program with severe special needs	161 Year 1: 70 Year 2: 91	124 Year 1: 43 Year 2: 81	139 Year 1: 102 Year 2: 37	146 Year 1: 72 Year 2: 74	153 Year 1: 83 Year 2: 70
Percentage of children who completed their second year of the PALS program and no longer require a severe speech code	54.9	56.8	42.3	42.8	43.1
The percentage of Grade 3 students reading at grade level	n/a	82	81	81	82.5
The percentage of Grade 3 students performing mathematics at grade level	n/a	n/a	n/a	86.3	86.7
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
Percentage of families reporting their child demonstrated growth in development because of the PALS program	n/a	100	80	93	100
Percentage of families reporting their child is becoming ready to enter Grade 1 because of the kindergarten program	n/a	94.3	92.8	91	93.3
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Percentage of stakeholders confident EIPS provides supports and services needed to prepare pre-kindergarten and kindergarten children for Grade 1	n/a	n/a	92.3	91.3	94.3

## Early Years Teacher Assessment: Pre-test and post-test measures of developmental domains in kindergarten

	AWARENESS OF SELF AND ENVIRONMENT				SOCIAL SKILLS AND APPROACHES TO LEARNING				COGNITIVE SKILLS				LANGUAGE AND COMMUNICATION			
	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=
Pre-test	2%	11%	87%	1,200	4%	16%	80%	1,213	8%	23%	69%	1,206	3%	19%	78%	1,199
Post-test	0%	4%	96%	1,224	2%	8%	90%	1,228	1%	6%	93%	1,223	1%	8%	91%	1,221

	PHYSICAL DEVELOPMENT FINE MOTOR				PHYSICAL DEVELOPMENT GROSS MOTOR				RESPONSIVE TIERED INSTRUCTION (RTI)			
	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=
Pre-test	6%	23%	71%	1,212	2%	13%	85%	1,208	14%	27%	59%	1,202
Post-test	1%	6%	93%	1,227	0%	5%	95%	1,226	4%	1%	84%	1,221

▲ experiencing significant difficulty ● experiencing some difficulty ■ appropriate development

## 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 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 critical for success later in life. For example, with literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, all EIPS early learning teachers work diligently and participate in ongoing professional learning—focused on research-based foundational practices. The objective: for all learners to experience one year's growth in literacy and numeracy.

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## Results

During the 2023-24 school year, 1,365 children were enrolled in Early Childhood Services within EIPS—1,212 in kindergarten and 153 in pre-kindergarten programming. Comparing numbers from the previous year, pre-kindergarten enrolment increased by seven children, and kindergarten enrolment dropped by 40. Overall, enrolment remains relatively stable and consistent year over year.

EIPS' pre-kindergarten programming is offered through Play and Learn at School (PALS), an early intervention support program for pre-kindergarten children assessed with developmental delays. Those who qualify for PALS are children identified with a severe developmental delay between the ages of two-years-and-eight months and four-years-and-seven months. In 2023-24, EIPS offered the program at five EIPS locations—in Sherwood Park, Ardrossan, Fort Saskatchewan, Lamont and Vegreville.

Year after year, the program sees positive learner outcomes. For example, in 2023-24, 74 children entered kindergarten from the PALS program. When they started PALS, all 74 children had a severe speech-and-language-delay code. However, after finishing the program, 43.1% of those learners—with codes 47 and 48—no longer required the codes when they enter kindergarten. That's reason to celebrate, and, even up from the previous year's 42.8%. For these children, PALS addressed their severe speech and language delay challenges before they even enter kindergarten, which is huge. It helps set a strong academic foundation for the child, before even starting kindergarten, and has a long-lasting positive effect on the learner's academic and social development.

That statistic aligns well with results from the 2023-24 EIPS Annual Feedback Survey, an annual survey the

Division conducts to gauge its progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan* and stakeholder confidence. According to the survey data, 100% of respondents with a child in a pre-kindergarten program reported their child demonstrated developmental growth because of the PALS program. That percentage is up by 7% from the year before.

EIPS also offered a kindergarten program in all 26 of the Division's elementary schools—a full-day, alternating-day program. Like PALS, the program sees positive outcomes for learners. In fact, feedback from the 2023-24 EIPS Annual Feedback Survey indicates 93% of EIPS families report the Division's kindergarten program prepares children for Grade 1. Likewise, 94% of

### [building capacity] Playful pathways

*Embracing the curiosity and creativity of children*

New in 2023-24, the Division launched its inaugural EIPS Kindergarten Day, an annual professional learning day for kindergarten teachers. Throughout the day, various collaborative learning sessions were offered, all focused on play-based learning to explore and discover, including:

- cross-curricular planning;
- emotion coaching;
- numeracy;
- literacy;
- open-ended play;
- playful printing;
- open-ended art; and
- storytelling.

Following EIPS Kindergarten Day, a survey was conducted among participants. Overall, the feedback was positive. In total, 100% of respondents said the professional learning was valuable, they want to do it again and they will use what was learned in the classroom.

stakeholders—families, staff and grade 12 students—are also confident the Division provides the needed supports and services to prepare learners, pre-kindergarten and kindergarten, to enter Grade 1. These results confirm the Division's early intervention program makes an important difference for young children and those requiring added supports and services.

## ACADEMIC MEASURES

Unlike elementary and secondary programming, Alberta Education does not provide school divisions with data about the impact of early learning programming. Consequently, EIPS uses internal assessments to evaluate its successes—specifically, the Early Years Evaluation – Teacher Assessment (EYE-TA). The EYE-TA is a research-based assessment tool that measures a child's development in the five domains critical to school readiness—awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and physical development. EIPS administers the assessment at the start of every school year and again near the end of the school year.

According to the overall 2023-24 EYE-TA pre-test results, only 59% of children who completed the assessment, when entering EIPS kindergarten, met the overall developmental milestones, also called the Responsive Tiered Instruction. However, the post-test results indicate at the end of kindergarten, 84% demonstrated appropriate overall development after a year of programming—consistent with the Division's three-year trend data. Like with PALS, such high post-test results clearly indicate the Division's kindergarten program is strong and growth-focused.

Interestingly, current longitudinal research points to kindergarten children's EYE-TA scores being tied to reading outcomes at ages eight and nine. In particular, it suggests the strongest EYE-TA predictors of a child's reading ability at grade level by Grade 3 are cognitive skills and language and communication. That's followed by fine-motor skills, awareness of self and environment, and social skills and approaches to learning. So, EIPS keeps this in mind, using the EYE-TA data to identify children most likely to require extra support to develop their reading skills during their primary school years.

Turning to EIPS' 2023-24 EYE-TA cognitive skills results, 93% of kindergarten learners are on target to read at grade level by Grade 3—identical to the percentage last year. Meanwhile, the language and communication skills results suggest that 91% of kindergarten learners are on target to read at grade level by Grade 3—down slightly from 93% the year before. EIPS does track these student cohorts to evaluate the predictive validity of the EYE-TA—2023-24 being the first year to see the cohort measure results.

Rewind to 2020-21, for cognitive skills, 91% of that

### The EYE-TA's five development domains are:

#### 1. AWARENESS OF SELF AND ENVIRONMENT

A child's understanding of the world and their ability to make connections with home and community experiences.

#### 2. SOCIAL SKILLS AND APPROACHES TO LEARNING

A child's attentiveness during classroom activities and ability to interact with peers while respecting classroom rules.

#### 3. COGNITIVE SKILLS

A child's basic mathematics and pre-reading skills and ability to solve problems.

#### 4. LANGUAGE AND COMMUNICATION

A child's understanding of spoken language and ability to express thoughts and feelings.

#### 5. PHYSICAL DEVELOPMENT

- **FINE MOTOR** – A child's ability to perform small movements that require hand-eye co-ordination.
- **GROSS MOTOR** – A child's ability to perform large movements involving arms, legs and body.

student cohort were on target to read at grade level by Grade 3. And, for language and communication, 92% were on target. In 2023-24, that same student cohort was retested using the Star Reading assessment in Grade 3—with 82.5% reading at the appropriate grade level. While the result is positive for the student cohort group, EIPS anticipated a higher percentage, given the EYA-TA results in 2020-21—92% and 91%. As such, the Division needs to explore if there is a better predictive assessment for kindergarten learners moving forward. For 2024-25, kindergarten students will complete the mandatory provincial assessment screeners.

EIPS did use the provincial-mandated assessments for students in 2023-24 (see pg. 91, "Appendix C: Alberta Education Literacy and Numeracy Screeners"). In September, students in grades 2 and 3 completed an initial assessment in literacy and numeracy. Meanwhile, Grade 1 students completed the initial assessment in January. Students identified as being at risk in literacy or numeracy were then provided small-group instruction by teachers within their schools. At the end of the 2023-24 school year, all students were re-evaluated—despite reassessment only being mandated for at-risk students. Overall, all students experienced growth in both literacy and numeracy—especially those who received the small-group intervention.

Because the number of months behind or gained, isn't supplied by Alberta Education, each Division relies on internal assessments to assess and report this number, which makes it less reliable and valid across the province. Going forward, the Division will only report on results from students identified as being at-risk in the initial

screeners—to better understand how well the intervention efforts worked. EIPS is hopeful Alberta Education will norm reference this data point to make it more reliable to use, report on and inform future planning.

To complement the intervention programming, EIPS also piloted a new Reading Enrichment and Development (READ) project in 2023-24. The program aimed to improve student reading achievement through targeted intervention based on the science of reading. Seven schools participated in the program—five in Fort Saskatchewan and two in rural schools. Each school received two rounds of intervention for seven weeks, including pre- and post-intervention assessments. In total, 50 students took part in READ and received intervention in four 40-minute, small-group sessions a week. Post-intervention testing showed significant improvements for learners—specifically in letter identification, sounds and phoneme manipulation. Thanks to the success of the READ pilot project, the Division has expanded the program to include all elementary schools across the Division.

**[building capacity]**

**Setting up for success**

*Year-long, EIPS consultants worked with schools to foster early learning literacy- and numeracy-rich environments. They provided resources and facilitate professional learning opportunities to focus instruction and maximize student engagement. They also supplied a series of learning kits to support schools with vertical non-permanent surface activities, build understanding and create thinking classrooms*

**Loose Parts Play Kits** for PALS and kindergarten classrooms. The kits assist in problem-solving, fine- and gross-motor development, hand-eye co-ordination, language and vocabulary building, mathematical and scientific thinking, literacy, and social and emotional development. Divisionwide, the kits are highly sought after because of their versatility and focus on discovery and creativity during play and exploration.

**Phonological Awareness Kits** for kindergarten and Grade 1. The kits focus on identifying and manipulating units of oral language and sounds of spoken language. Using the kits, learners build their phonological awareness, which is a reliable predictor of later reading ability.

**Alternative Letter and Number Kits** for diverse-needs early learners. The kits offer hands-on, interactive experiences to help achieve literacy and numeracy outcomes. They also support educators with activities to engage children in meaningful and developmentally appropriate ways.

**Early Learning Sensory Kits** for early learners. The kits are complete with a learning lending library and occupational therapy activities to assist teachers working with children with sensory needs.

**TABLE 1: EIPS READ intervention growth – pre- and post-test results**

Assessment area	PRE-TEST	POST-TEST
letter identification	50 of 52	52 of 52
letter sound	46 of 52	51 of 52
digraph sound	7 of 20	12 of 20
isolating sounds	11 of 15	15 of 15
phoneme manipulation	5 of 15	10 of 15

For children with diverse learning needs, EIPS specialists and consultants worked alongside early learning teachers to help plan programming and alternative literacy activities, such as visual supports and multi-modal opportunities. Known as an alternative to the pencil, the visual supports and multi-modal opportunities ensured all learners in the classroom had a voice and were able to participate in early writing activities. For learners needing help with regulation, consultants also created learning teams focused on coaching, modelling and multidisciplinary planning.

EIPS also used the Star Reading and Star Math assessments throughout the year. According to the Star Reading Assessment, 82.5% of students were reading at grade level at the end of Grade 3—up 1.5% from the previous year. Also, according to the STAR Math assessment, 86.7% of students were performing mathematics at grade level—up 0.4% from the previous year. While, good news, the Star assessments are norm-referenced across North America, and no longer align with the new Alberta curriculum. As such, the Division has decided to discontinue using the Star assessments starting in the 2024-25 school year.

**SUPPORTS AND SERVICES**

For the 2023-24 PALS programs, speech-language pathologists provided a variety of supports to 109 children identified with severe speech and language delays. The speech-language pathologists visited PALS classrooms weekly, supporting the children enrolled, classroom teams and families. Services included assessment, individual intervention, small-group intervention, programming adaptations and strategies for families to use at home. Additionally, the speech-language pathologists helped develop Individualized Program Plans for those registered in PALS, which detail specific strategies to better support each child’s goals. They also collaborated with a home team of speech-language pathologists to provide co-ordinated service delivery to children with significant communication challenges.

In the kindergarten program, speech-language pathologists received 204 referrals and provided services to

children with moderate or moderate-to-severe speech and language delays. They visited kindergarten classrooms to offer either individual or classroom supports at least once every two weeks. Similar to PALS, EIPS offered individual intervention to kindergarten learners with specific speech-sound delays or language delays. Classroom strategies and supports were also provided for children with significant language delays. Other services included coaching and consultations for families with children receiving direct intervention with less significant needs.

Occupational therapy was also offered throughout the Division. Occupational therapists regularly visited PALS classrooms—providing ongoing consultation, assessment and programming to 135 children with significant challenges in the areas of regulation, self-help skills and motor skills. For milder needs, occupational therapists shared strategies and programming ideas with the PALS classroom staff at all five school sites, centring on ways to progress children’s fine-motor skills and independence. An Occupational Therapy Assistant also provided direct service to 36 students to support advancing fine- and gross-motor skills. Other services offered by PALS occupational therapists included individual family consults and virtual sessions to support families with toileting, feeding, fine-motor skills and regulation strategies.

Meanwhile, for the kindergarten program, 63 kindergarten children used EIPS’ individual occupational therapy service—available to children with significant challenges. For those with mild-moderate needs, occupational therapy was offered in the classroom using therapist-directed strategies and resources. The students were also seen by an occupational therapist once or twice throughout the year. As well, occupational therapists facilitated staff professional learning—focused on fine-motor development, regulation and ways to incorporate occupational therapy strategies into the classroom.

Lastly, EIPS provided physical therapy to six children enrolled in the PALS and kindergarten programs. Children in PALS with significant gross-motor needs received physical-therapy consultation. In kindergarten, children with these needs received a consultative visit to address barriers to participation in the school environment.

## PARENT ENGAGEMENT

Because family collaboration is essential to PALS’s success, the Division organized a series of family engagement opportunities. The first was a speech-language assessment screening for families interested in the PALS program, which also included an opportunity to ask questions and discuss concerns about their child’s development—an important first step for families seeking supports for their child. Children requiring full speech-language assessments were then scheduled for a later appointment. In total, 140

### [building capacity]

#### Empowering families

*Developing caregiver skills and tools, so more students achieve growth*

To complement professional learning, EIPS also offered several capacity-building sessions for caregivers. For the most part, these sessions helped families gain insight into their child’s development and discover strategies to support their learning, working, playing and behaving in positive ways. In total, 30 sessions were provided, ranging in focus:

- Play the Piccolo Way, which supports caregivers in identifying parenting behaviours that lead to positive cognitive, social and language developmental outcomes;
- speech and language development;
- self-care; and
- motor development.

Overall, the sessions provided families with an open door and friendly faces to chat about potential challenges their child is experiencing. Conversations of this nature are often a difficult first step for families seeking support for their child. The EIPS team helped make this process easier while also providing guidance and direction.

children were assessed in speech sounds and language skills to determine possible eligibility for Program Unit Funding and the PALS program.

The Division also offered a series of PALS engagement sessions to build family capacity and support young learners. More than 30 sessions were offered, all guided by speech-language pathologists, occupational therapists and early learning consultants. Similar opportunities were also offered to families with children in kindergarten through a series of meetings, videos and resources (see pg. 75, “Parent and Caregiver Engagement: Early learning”).

To complement these, EIPS Early Learning distributed a kindergarten questionnaire to incoming families to build the school-and-home relationship—integral to each child’s success. The questionnaire was also used to develop Getting Ready for Kindergarten, a series of divisionwide kindergarten orientation sessions hosted annually in June. The Getting Ready for Kindergarten sessions focused on fun ways to work on four key development areas—building independence, speech development, fine-motor skills and literacy. Other engagement efforts included the Circle of Security Parenting program, Individualized Program Plan consultations and a series of early learning emails for families to share information and collect feedback. Collectively, these allowed EIPS to gain insight into early learner needs and how to support them best.



## Opportunities for Growth

Research clearly demonstrates early intervention plays a critical role in long-term learning outcomes for young learners. As such, the continued use of assessments and data analysis is a crucial growth opportunity for the Division. Collectively, the assessment helps identify at-risk students, guide intervention planning, move teacher programming forward and ensure student achievement—a key priority for EIPS.

Looking ahead to 2024-25, principals will continue to review the school's annual assessment data with their early learning team and the Early Learning department—Instructional Supports and Specialized Supports. Using that data, and comparing it over three years. Through that, schools are in a better position to effectively support the educational needs of students, determine the children most likely to require extra support and ensure everyone continues to learn and grow—now and in the future.

EIPS will also continue to offer the speech-language assessment screening. The screenings allow families to

discuss their child's potential challenges and make guidance and direction easier. Knowing who requires early intervention is an important factor for student success. Meanwhile, speech-language pathologists will screen all kindergarten students early in the year to ensure all needed supports are detected and delivered as early as possible. As well, because research shows children who come to school regulated and secure are more ready to learn, PALS staff will participate in the Circle of Security Classroom program (see pg. 75, "Mental Health and Well-Being"). The sessions help build staff capacity to, then, support children with social-emotional challenges.

The final growth area for early learning is developing subject-specific consultant support. Research on long-term success in school highlights the importance of early intervention. So, to support timely intervention in literacy, the Division will expand the READ program to all elementary schools and build staff capacity around literacy. For numeracy, Early Learning consultants will also work with schools to build staff capacity to further support pre-kindergarten to Grade 3 numeracy.

## Priority Strategy for Education Plan

EIPS will continue to ensure children reach their developmental milestones and attain solid foundational skills in the early years. Strategies for 2025-26 include:



Continue to 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.



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



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 work with schools to develop intervention plans for at-risk students—using robust literacy and numeracy assessments to identify where early learners are struggling.



Provide Social Communication, Emotional Regulation and Transactional Support (SCERTS) training to staff working with early learners diagnosed with autism.



Continue offering the Reading Enrichment and Development (READ) intervention program in all elementary schools and explore how to expand the program for French Immersion learners.



As government-mandated assessments are part of kindergarten programming, EIPS will develop an overall assessment plan, September to June, to balance teacher workload with collecting student achievement data.



Continue to build caregiver capacity, in all communities EIPS serves, in strategies to support their child's learning, working, playing and behaving in positive ways.



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.

# 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

Performance Measures —percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)	ELK ISLAND PUBLIC SCHOOLS						ALBERTA		
	RESULTS IN %					EVALUATION ACHIEVEMENT	RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT	
	2019-20	2020-21	2021-22	2022-23	2023-24				
<b>ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL</b>									
Grade 6 Provincial Achievement Tests (PATs)	A	n/a	n/a	81.6	79.5	81.3	High	68.5	Intermediate
	E	n/a	n/a	27.9	28.6	27.4	High	19.8	High
Grade 9 Provincial Achievement Tests (PATs)	A	n/a	n/a	74.2	73	70.8	Intermediate	62.5	Low
	E	n/a	n/a	21.2	17	17.1	Intermediate	15.4	Intermediate
Diploma examinations	A	n/a	n/a	79.6	85	87	High	81.5	Intermediate
	E	n/a	n/a	17	21.4	22.6	High	22.6	High
<b>ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL ENGLISH LANGUAGE ARTS LEARNING OUTCOMES</b>									
Grade 6 PATs – language arts	A	n/a	n/a	87.8	91.3	n/a	n/a	n/a	n/a
	E	n/a	n/a	25.5	27.7	n/a	n/a	n/a	n/a
Grade 9 PATs – language arts	A	n/a	n/a	78.8	82	78.8	Intermediate	69.5	Low
	E	n/a	n/a	14	13.1	13.3	Intermediate	11.8	Intermediate
English 30-1 diploma examinations	A	n/a	n/a	83.9	88.8	92.1	High	84.2	Low
	E	n/a	n/a	6.4	12.5	14	High	10.1	Intermediate
English 30-2 diploma examinations	A	n/a	n/a	81.3	90.9	94.1	Intermediate	85.7	Low
	E	n/a	n/a	10.4	17.1	16.1	High	12.9	Intermediate
<b>ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL MATHEMATIC LEARNING OUTCOMES</b>									
Grade 6 PATs – mathematics	A	n/a	n/a	82.9	84.4	n/a	n/a	n/a	n/a
	E	n/a	n/a	20.6	26.5	n/a	n/a	n/a	n/a
Grade 9 PATs – mathematics	A	n/a	n/a	67.3	66.1	60.6	Low	52.7	Low
	E	n/a	n/a	22.3	16	15.4	Intermediate	14	Intermediate
Math 30-1 diploma examinations	A	n/a	n/a	77.8	76.1	80.2	n/a	75.4	n/a
	E	n/a	n/a	28.5	30.6	29.1	n/a	34.9	n/a
Math 30-2 diploma examinations	A	n/a	n/a	71.3	77.4	82.1	n/a	70.9	n/a
	E	n/a	n/a	14.7	17.2	17.6	n/a	15.4	n/a

*NOTE:* The pandemic resulted in the cancellation of PATs and diploma examinations in the 2019-20 and 2020-21 school years. And, in 2023-24, the Grade 6 PATs—for English language arts and literacy and mathematics—were cancelled. There is no data for these years.

Performance Measures	ELK ISLAND PUBLIC SCHOOLS					ALBERTA		
	RESULTS IN %					EVALUATION ACHIEVEMENT	RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT
	2019-20	2020-21	2021-22	2022-23	2023-24			
<b>ALBERTA EDUCATION ASSURANCE SURVEY</b>								
Parent agreement that learners find their school work interesting	76	83	81	79	75	n/a	84	n/a
Teacher agreement that learners find their school work interesting	96	96	94	92	92	n/a	91	n/a
Teachers, parents and students satisfied with the opportunity for learners to receive a broad programs of study—fine arts, career, technology, health and physical education, and well-being	83.2	85.5	85.8	86.1	85.5	Very High	82.8	Very High
Teacher, parent and student agreement students have access to the appropriate supports and services at school	n/a	80.4	80.1	80.5	79.4	n/a	79.9	n/a
Teacher, parent and student agreement students are engaged in their learning	n/a	84.5	83.5	83.5	82.1	n/a	83.7	n/a
Teacher agreement that students are engaged in their learning	n/a	96.4	95.7	95.5	96.1	n/a	95.1	n/a
Parent agreement that students are engaged in their learning	n/a	88	86	85.8	84.2	n/a	86.7	n/a
Student agreement that they are engaged in their learning	n/a	69	69	69.1	66	n/a	69.3	n/a
Parent agreement the literacy skills their child is learning at school are useful	n/a	90	90	90	88	n/a	90	n/a
Parent agreement the numeracy skills their child is learning at school are useful	n/a	92	91	90	89	n/a	90	n/a
Parent agreement their child is learning what they need to know	n/a	81	76	77	75	n/a	79	n/a

NOTE: Evaluation measures are based on a three-year average, categories marked "n/a" still don't have a three-year average.

Performance Measures	RESULTS IN PERCENTAGES				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
My child is demonstrating growth in literacy	89	86.7	85.3	84.7	84
My child is demonstrating growth in numeracy	89	88.9	86.7	86.3	84.6
My child's individual needs are met	84.2	83.8	81.3	81	80.2
My child is encouraged to do their best	89.5	91.7	89.5	88.9	88.1
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS (GRADES 9 AND 12)</b>					
Student agreement they're demonstrating growth in literacy	n/a	80.6	73.1	76.6	74.8
Student agreement they're demonstrating growth in numeracy	n/a	79.7	73.3	78.5	77.8
Student agreement their school work is interesting, and they're engaged in their learning	n/a	59.3	47.7	51.3	51.2
Student agreement they're encouraged to do their best	n/a	89	81.7	86.3	87
Student agreement their individual needs are being met	n/a	86.3	78	81.7	81
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Percentage of families, staff and Grade 12 students confident EIPS implements strategies that support students in demonstrating growth in literacy	n/a	n/a	91.1	90.8	94.4
Percentage of families, staff and Grade 12 students confident EIPS implements strategies that support students in demonstrating growth in numeracy	n/a	n/a	90.7	90.9	95.2



Performance Measures: English as Additional Language Students		ELK ISLAND PUBLIC SCHOOLS					ALBERTA		
		RESULTS IN %					EVALUATION ACHIEVEMENT	RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT
		2019-20	2020-21	2021-22	2022-23	2023-24			
<b>ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES</b>									
Percentage of Grade 6 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	n/a	n/a	70.3	65.4	74.4	Intermediate	64.6	Low
	E	n/a	n/a	13.5	30.8	12.8	Intermediate	16.5	Intermediate
Percentage of Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	n/a	n/a	67.6	64.8	63.6	Low	52.7	Very Low
	E	n/a	n/a	18.9	15.2	13.6	Intermediate	10.1	Low
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations	A	n/a	n/a	78.6	62.5	87.5	High	66.3	Very Low
	E	n/a	n/a	17.9	14.6	27.1	Very High	14	Intermediate
<b>ALBERTA EDUCATION ASSURANCE SURVEY: SENIOR HIGH</b>									
High school completion rate within three years of entering Grade 10	84.4	88.9	87.6	85.4	83.1	Intermediate	80.4	Intermediate	
High school completion rate within five years of entering Grade 10	90.8	89.9	91.2	93	92	Very High	88.1	Intermediate	
Annual dropout rate of students aged 14 to 18	1	3.3	2.2	1.3	1.8	Very High	2.5	Very High	
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10	62.1	60.3	59.5	65.3	62.2	Intermediate	60.1	Intermediate	
Percentage of students eligible for a Rutherford Scholarship	66.6	70.3	74.9	73.4	73.5	High	70.7	High	

NOTE: The pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

## Analysis of Results

### 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: 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. That's because research increasingly shows engaged students are more likely to do well in school, have better attendance, and 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*.



## LITERACY

Literacy is about more than the ability to read or write. It's about being able to apply critical skills to help navigate the world. Students today face multiple sources of traditional and digital content, transforming how they acquire, create and interpret knowledge. So, having that literacy base early on is essential.

In fact, much of the current research points to how important it is for a child to read at grade level by Grade 3. After that, it's difficult to remediate, even with intervention and support. For instance, University of Alberta literacy expert George Georgiou, found after Grade 3, 75% of students with difficulties in reading can't catch up to their grade level later—even affecting high school completion. As such, for EIPS, it's imperative all students develop a wide-reaching set of literacy skills.

To do that, EIPS is fostering a culture of literacy divisionwide. In all grades and in all schools, literacy is being integrated into every subject to get students reading, thinking, talking and writing about the content taught. When you walk into elementary school classrooms, students are immersed in literacy experiences—from reading and writing activities to interacting with books digitally to exploring content on the internet. Meanwhile, junior high and senior high learners explore books of various genres and in all subject matters.

### In all grades, literacy is integrated into every subject to get students reading, thinking and writing about what they're taught

Year-round, countless initiatives complement literacy instruction, including Read In Week, March Book Madness, Young Authors' Conference, plus more. The literacy programming also doesn't end with students—staff professional learning is ongoing. For the most part, the focus is on literacy strategies that can be used in the classroom to improve student achievement, instruction and assessments. Sessions such as the Early Literacy Initiative, Middle Years Initiative, Secondary Literacy Initiative, Thinking Classrooms, the five pillars of reading, and various coaching and modelling programs were all offered throughout EIPS to, ultimately, build on each student's individual successes.

Overall, the focus on literacy is positively impacting the Division. What's developing is a reading culture where students are gaining a literacy skillset that includes the ability to read, write, listen, comprehend, evaluate and communicate. You can see this in the 2023-24 results, and what it demonstrates is that EIPS is in a stronger position than ever to support the success of all students.

## Results

EIPS' overall 2023-24 Alberta Education Assurance (AEA) measures results indicate students in Grade 6 and Grade 9 are outperforming the province at both the acceptable standard and the standard of excellence. In all subject areas of the Grade 6 and Grade 9 Provincial Achievement Tests (PATs), EIPS scored higher in 16 of the 16 PAT measures. It's a similar story for the diploma examination results. For the majority of measures, EIPS students scored higher than the province, earning an overall provincial evaluation of "high." The remainder of this chapter delves deeper into EIPS' achievement results, including detailed data analysis, behind-the-scenes work to build capacity, growth areas and strategies going forward.

### ELEMENTARY

Looking at the overall AEA data for Grade 6 English language arts PAT, the percentage of students meeting the acceptable standard and the standard of excellence is consistently higher than the province. That said, for 2023-24, there are no results for students in English language arts and literature or mathematics. The province cancelled PATs in both subjects for the 2023-24 school year. That's because of the launch of the new elementary curriculum—it was premature to assess students so soon after the roll-out. EIPS looks forward to analyzing next year's data.

Historically, though, EIPS has excelled in the subject and above the provincial norms. The Division also

disaggregated the data, looking at how students have done on the PATs' reading and writing sections (see "Table 2"). It, too, shows higher percentages than the province. That's good news for EIPS.

**TABLE 2: EIPS Grade 6 English language arts PAT results**

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2018-19		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
Part A: Written	A	96.2	91.6	95.7	89.9	n/a	n/a
	E	13.5	10.8	19	15.3	n/a	n/a
Part B: Reading	A	96.1	90.2	93.6	88.6	n/a	n/a
	E	52.6	44.6	47.5	40.1	n/a	n/a

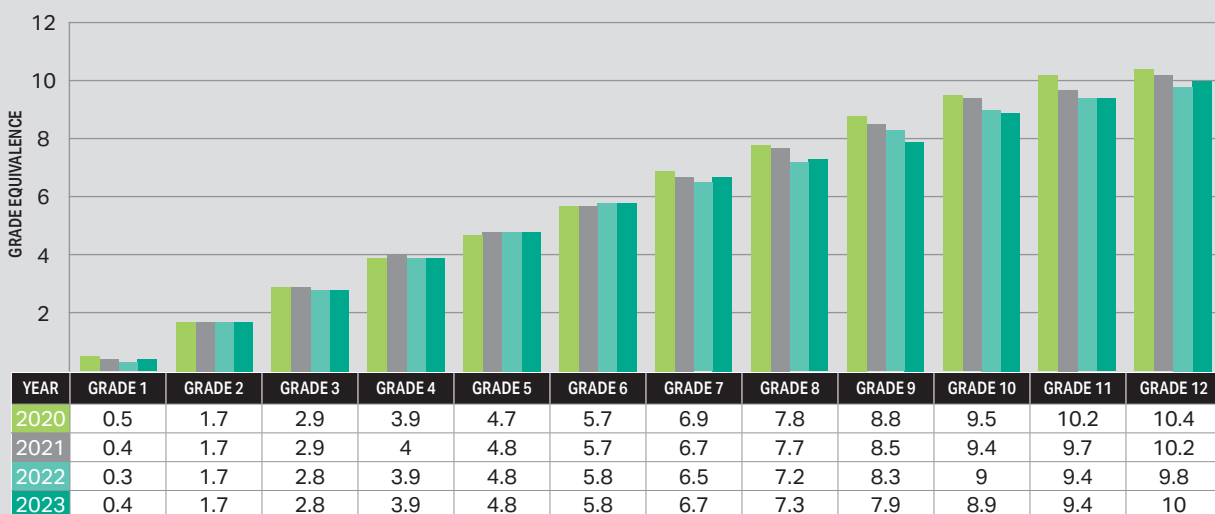
*NOTE:* The Grade 6 English language arts PATs were cancelled in 2019-20, 2020-21 and 2023-24. As such, no data is available for these years.

### IMPROVING STUDENT OUTCOMES

To complement the Alberta Education Assurance survey, the Division also uses internal assessments to gauge student progress in literacy—using the Star Reading and Star Early Literacy assessments. Both evaluate student learning and help teachers identify learners needing additional support. In addition to screening students who are struggling, the Star also helps identify students who are reading above grade level to ensure they, too, are provided with the needed support for continued growth.

CHART 1:

**EIPS Star Reading grade equivalence results – Fall 2020-23**



Three times a year, EIPS students complete the Star Reading assessment. Grade 1 students complete the Star Early Literacy, and students in grades 2 and up complete the Star Reading. The first assessment is done at the start of the year. Another is administered in the middle of the school year. And, a third is completed near year-end.

Overall, the Star works best as a screening tool for teachers, not to assess overall student achievement—particularly at the secondary level. As such, the Star data plays a small assessment role in the *Annual Education Results Report 2023-24*—mainly focused on the elementary level, where the data is most robust. In fact, starting in the 2024-25 school year, the Division will no longer use the Star assessment tools and instead use the provincially mandated assessment—again, used as a teacher screening tool.

That being said, EIPS' 2023-24 Star Reading results show elementary learners are at grade level and have achieved roughly one year's growth in reading. For instance, in fall 2023, Grade 1 students scored an average grade equivalent

of 0.4. Then, in spring 2024, those same students scored an average grade equivalent of 1.7—meaning they are at grade level and achieved more than one year of growth (see pg. 25, "Chart 1"). A similar trend is seen at each elementary grade, implying learners are reading at their grade level and experiencing at least one year's growth. Meanwhile, at the secondary level, Star Reading results are consistent year over year—implying consistent growth.

## JUNIOR HIGH

At the junior high level, EIPS Grade 9 students outperformed the province on the English language arts PAT measures—at both the acceptable standard and the standard of excellence. In fact, 86% of EIPS students met the acceptable standard, compared to 84% provincially. For the standard of excellence, 13% of EIPS Grade 9 students reached the measure, and 12% met it provincially.

### [building capacity]

#### Supporting early learning literacy

*Throughout 2023-24, significant work went into building capacity in elementary literacy, mainly working alongside teachers through classroom visits, coaching, modelling and professional learning*

**Co-Teaching:** EIPS literacy consultants offered several in-person and virtual co-taught lessons—joining teachers during classroom instruction. Topics included structured word inquiry, poetry, writing, oral storytelling, comprehension, vocabulary and morphology. **Result:** All schools had access to the lessons, allowing the Division to provide support to a broader base.

**Early Literacy Initiative (Level 1 and Level 2):** A divisionwide professional learning program for elementary teachers to share research-based pedagogical best practices and strategies to help more students achieve reading growth. **Result:** Elementary teachers from across the Division developed expertise in language literacy, phonemic awareness, screening tools, orthographic mapping, the five pillars of reading, decoding text, the science of reading and assessing early literacy—specifically reading comprehension, fluency, phonics, vocabulary and writing skills.

**New Curriculum:** EIPS literacy consultants worked with teachers focusing on instructional and assessment planning with curricular objectives through various resources and learning tools. Topics included morphology, oral traditions, text forms, Read Aloud, storytelling and reading comprehension. **Result:** The effort reached all teachers at all elementary schools to ensure those teaching the new curriculum had the confidence, knowledge and needed tools and resources for smooth transitions.

**Reading Enrichment and Development (READ):** EIPS piloted an intervention program to support struggling readers in Grade 2—offered at elementary schools in

Fort Saskatchewan, Bruderheim and Lamont. **Result:** According to the Star Reading assessment, the average student growth equivalent worked out to 1.4 years. Given its success, the Division will expand the program to other schools throughout EIPS.

**Summer Literacy Institute:** EIPS organized three full professional learning days in August. The learning session included five individual presenters who each focused on ways to enhance writing skills. **Results:** In total, 54 elementary teachers, kindergarten to Grade 6, participated—representing 21 elementary schools.

**Thinking Classrooms:** Division 2 teachers took part in professional learning sessions about building thinking classrooms. The sessions included language arts and social studies teachers who worked with EIPS consultants exploring thinking routines, vertical non-permanent surfaces, activities to help enhance student engagement, visual thinking and embracing ambiguity. **Result:** Together, the teachers learned new ways for students to make their thinking visible through activities to assess conversations and student learning.

**Working Groups:** EIPS organized various literacy-related collaborative learning opportunities throughout the Division. Consultants worked closely with the groups, coaching and modelling. **Result:** Schools and teachers throughout the Division developed new instructional strategies and tools to enhance reading and writing growth and strategies to implement the new elementary curriculum.



**TABLE 3: EIPS Grade 9 English language arts PAT results**

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2018-19		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
Part A: Written	A	89.4	89.6	91	88.8	89.1	87.1
	E	23.5	21.2	17.1	20.1	16.4	16.6
Part B: Reading	A	84.9	79.6	85	80.1	81.8	79.5
	E	20.3	19.6	18.9	19.9	19.3	20.3

*NOTE:* The Grade 9 English language arts PATs were cancelled in 2019-20 and 2020-21. As such, no data is available for these years.

Upon closer examination of the detailed data, categorized by reading and writing, EIPS’ results for 2023-24 are slightly lower than the previous year. That said, EIPS performed better than the provincial average at the acceptable standard for both reading and writing, and the results were comparable at the standard of excellence (see “Table 3”). Specifically, for writing, 89.1% of students met the acceptable standard, and 16.4% reached the standard of excellence. In comparison, the provincial level for writing saw 87.1% of students meeting the acceptable standard and 16.6% achieving the standard of excellence, reflecting a drop of 1.1% and 3.7%, respectively. What this highlights, is while EIPS experienced a slight decline, it was negligible and similar to the decreases seen across the province.

### EIPS’ Grade 9 results are strong, pointing to the work being done divisionwide to push students to a high standard

In contrast, 81.8% of EIPS Grade 9 students met the acceptable standard for reading—a decrease of 3.2% from 2022-23. Provincially, the percentage only dropped by 0.6%. Looking at the data more granularly, EIPS students struggled with questions related to informational text, text organization and associating meaning. Knowing this will help inform strategies for 2024-25—such as establishing junior high writing standards; reviewing emergent text studies; facilitating literary engagements; and providing opportunities for students to engage in informational text, text organization and methods to transfer meaning into writing.

Interestingly, an area of growth was on the reading part of the PAT at the standard of excellence, with 19.3% of Grade 9 students achieving the measure. That’s up from 18.9% in 2022-23. The increase signifies progress in this area. And, overall, EIPS’ Grade 9 results are strong, pointing to the exceptional work being done divisionwide to push students to a high standard.



#### [building capacity]

#### Supporting middle years literacy

*Throughout 2023-24, significant work went into building capacity in junior high literacy, mainly working alongside teachers through classroom visits, coaching, modelling and professional learning*

**Focused Intervention Learning:** Using Board-allocated funding, consultants offered ongoing literacy support to teachers. **Result:** Students and teachers were given strategies to address individual literacy needs resulting from the learning disruptions between 2020 and 2022.

**Middle Years Initiative:** A professional learning program for teachers to share research-based pedagogical best practices and strategies to enhance student growth—focusing on instruction related to the five pillars of reading, morphology and assessment. **Result:** Those who attended gained expertise in reading intervention and literacy assessment.

**New Curriculum:** Literacy consultants engaged teachers to roll out Phase 2 of the new elementary curriculum—English language arts and literature, grades 4 to 6. **Result:** Those teaching the new curriculum had the needed tools and resources for a smooth transition.

**Working Groups:** EIPS organized various literacy-related collaborative learning opportunities for staff. Consultants worked closely with the different groups, coaching and modelling. **Result:** Schools and teachers throughout the Division developed new instructional strategies and tools to enhance reading growth.

## SENIOR HIGH

With diploma examination scores, trends in the data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in English language arts is consistently higher than the province. Also positive, in 2023-24, all the diploma examinations returned to normal, after two years of cancellations, following another two years of lower final mark weighting.

Rewind to 2019-20 and 2020-21. The province cancelled all diploma examinations because of the pandemic and the resulting in-school class cancellations. In 2021-22, diploma examinations returned, but only the June exams and these were weighted at just 10% of a student’s final mark—resulting in a high degree of exam apathy. Then, in 2022-23, exams were reinstated fully but only weighted at 20% of the student’s final mark. So, 2023-24 is the first year EIPS can accurately assess Grade 12 student achievement since the pandemic hit. As such, regardless of the results, EIPS is pleased to have the achievement data available to fully understand how students are doing and if any interventions are still needed.

**TABLE 4: EIPS Diploma Examination results – English language arts 30-1 and 30-2**

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2018-19		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
English 30-1	A	93.8	86.8	88.8	83.7	92.1	84.2
	E	15.2	12.3	12.5	10.5	14	10.1
English 30-2	A	91.2	87.1	90.9	86.2	94.1	85.7
	E	15.4	12	17.1	12.7	16.1	12.9

*NOTE:* Diploma examinations were cancelled in 2019-20 and 2020-21—no data is available for these years. In 2021-22, diploma examinations were only written in June, not in January, and were only worth 10% of the overall student mark. In 2022-23, they were worth only 20% of the overall student mark. As such, caution is advised when interpreting the trend data.

Looking at the overall 2023-24 Grade 12 English language arts results, EIPS students outperformed the province at both the acceptable standard and the standard of excellence in both English Language Arts 30-1 and English Language Arts 30-2—which is excellent. In English 30-1, EIPS saw a 3.3% increase in the percentage of students who attained the acceptable standard, climbing to 92.1%. Similarly, at the standard of excellence, the percentage jumped to 14%—an increase of 1.5%. Both percentages are higher than the provincial average and comparable to EIPS’ achievement results before the pandemic.

Similarly, for English 30-2, the percentage of students reaching the acceptable standard and standard of excellence rose in 2023-24. In total, 94.1% of students met the

acceptable standard—up by 3.2%—and 16.1% of students achieved the standard of excellence—rising by 1%. In fact, both results are even higher than they were before the pandemic. That’s welcome news for the Division.

The results clearly demonstrate EIPS was successful in helping students overcome learning gaps that may have resulted from the pandemic. These efforts included developing a senior high writing standard, implementing consistent assessment practices, standardizing writing practices and offering added writing opportunities for students. Many teachers also participated in the diploma examination marking process, which has helped keep writing standards at the forefront.

### [building capacity]

#### Supporting senior high years literacy

*Throughout 2023-24, significant work went into building capacity in senior high literacy, mainly working alongside teachers through classroom visits, coaching, modelling and professional learning*

**Secondary Literacy Initiative:** A divisionwide professional learning program for Division 3 and 4 staff to share research-based pedagogical best practices and strategies to enhance student growth, focusing on instruction and assessment. **Result:** Division 3 and 4 staff from across the Division participated in professional learning and modelling sessions, developing expertise in the science of reading, independent reading and writing, vertical non-permanent surface activities, thinking classrooms, orthographic mapping and assessments.

**Common Exams:** A working committee—made up of Division 4 teachers and literacy consultants—developed the writing component of the senior high final exams. **Result:** Once fully implemented, the common exams will help establish assessment consistency, build teacher capacity and better align with the curriculum.

**Writing Continuum:** EIPS’ secondary literacy consultant worked with secondary English language arts teachers to enhance the Division’s new Senior High Writing Continuum—used to assess student writing. **Result:** Thanks to these collaborative learning sessions, the continuum includes common curricular rubrics and more refined rationales that should lead to a more centralized marking scale. Long term, the Division hopes to expand the continuum in junior high language arts and social studies classes.

**Teacher Cohorts:** Throughout the year, EIPS organized ongoing opportunities for teachers in grades 9 to 12 to come together to share best practices. **Result:** Participants explored text selection, morphology, essay structures, reading intervention strategies, student conferencing, small-group instruction, social studies outcomes, addressing misinformation and vertical non-permanent surface activities to ultimately enhance consistency at a micro- and macro-level.



## NUMERACY

Numeracy is an essential skill needed to operate in the everyday world—at home, school, work and beyond. We rely on numbers to solve complex problems; compare costs; budget; tell time; understand patterns, shapes and measurements; and make predictions. As the world becomes increasingly more technically advanced, learners are using, accessing and interpreting information in ways that demonstrate a deep understanding of how numbers influence our daily lives. So, developing and teaching a broad set of numeracy skills is a key priority for EIPS.

Year-long, the Division works to build teacher capacity, create numeracy-rich learning environments and enhance pedagogical practices. It's integrated into every grade and every subject in ways that engage students in mathematical thinking, problem-solving and reasoning. Students learn concepts and take part in activities that connect their math learning within the context of other curriculum areas. Significant work also takes place behind the scenes to build teacher capacity and enhance pedagogical practice. For 2023-24, the focus was on the Early Numeracy Initiative, Fact Fluency, Re-Thinking Secondary Math, New-Teacher Cohort, and coaching and modelling sessions. EIPS consultants also worked alongside teachers,

developing strategies rooted in making thinking visible and engaging students to enhance learning and experience competency development.

Collectively, these efforts are paying off. Students move through each year and are gradually exposed to more mathematical understanding, fluency, problem-solving, and reasoning. Through this, they're gaining a wide-reaching numeracy skill set and are well-positioned to respond to the world around them—in both familiar and unfamiliar situations. You can see these successes in the 2023-24 numeracy results.

## Results

In the area of numeracy, EIPS students performed well overall on the Provincial Achievement Tests and diploma examinations in the 2023-24 school year. In all but one measure, the percentage of students who met the acceptable standard and the standard of excellence in mathematics was higher than the province. It was also higher in both Part A, the non-calculator section, and Part B of the exams. The data does indicate growth opportunities, but generally speaking, EIPS is pleased with the results as they indicate the strategies being used by the Division for numeracy are effective—including assessment tools, early intervention, teacher resources and capacity-building initiatives.



### [building capacity]

#### Supporting early learning numeracy

Throughout 2023-24, significant work went into building capacity in elementary numeracy, including:

**Early Numeracy Initiative:** A division-wide elementary professional learning program for schools to share research-based pedagogical best practices. Level 1 focused on foundational number skills and thinking classroom instructional strategies to enhance student growth. Level 2 concentrated on math warm-up activities, exit tickets, self-assessment and thin-slicing math content. **Result:** Elementary teachers from across the Division gained expertise in engaging math exercises; low-floor, high-ceiling strategies; high-leverage thinking; thinking classrooms; and assessing numeracy.

**Fact Fluency:** Numeracy consultants put significant focus on elementary fact fluency, an essential component of math proficiency. Most efforts centred on professional learning and followup modelling detailing strategies to better understand number operations through mathematical discourse, problem-solving and numeracy games for incorporating rich tasks, problem-solving activities and vertical non-permanent surface math activities. **Result:** Overall, the work helped teachers balance student understanding and recalling basic mathematical facts.

**Modelling and Co-Teaching:** EIPS numeracy consultants created modelling and co-teaching opportunities for elementary teachers, focusing on instruction and competency development. **Result:** All elementary teachers in the Division had access to these supports, allowing them to engage in classroom-embedded professional learning that reflects best practice.

**New Curriculum:** Instructional Supports consultants actively engaged with teachers to build capacity around the new elementary curriculum. Dozens of professional learning sessions focused on understanding the new math curriculum and its structure, curriculum standards, prior knowledge requirements, manipulatives, best resources and strategies for approaching mathematical concepts. **Result:** Throughout the year, close to 200 elementary teachers participated, which helped ensure those teaching the new curriculum had the needed tools and resources for a smooth transition. In addition, all elementary teachers had access to resources.

**Teacher Collaboration:** EIPS co-ordinated collaboration opportunities for math educators. Topics included problem-solving, vocabulary, making thinking visible, vertical non-permanent surfaces, formative and summative assessments and pedagogy. **Result:** Participants gained deeper insight and access to resources to teach and assess students more effectively.

**Thinking Classrooms:** EIPS consultants offered several professional learning sessions focused on how to build thinking classrooms. **Result:** Math and science teachers explored new ways to implement vertical non-permanent surface activities in the classroom—all aimed at enhancing student engagement, visual thinking and student assessment.

## ELEMENTARY

Looking at the overall AEA three-year data for Grade 6 mathematics PAT, the percentage of students meeting the acceptable standard and the standard of excellence is consistently higher than the province. That said, for 2023-24, there are no results for students in mathematics or English language arts and literature. The province cancelled PATs in both subjects for the 2023-24 school year. That's because of the launch of the new elementary curriculum—it was premature to assess students so soon after the roll-out. EIPS looks forward to analyzing next year's data.

Historically, though, EIPS has excelled in the subject and above the provincial norms. The Division also disaggregated the data, looking at how students performed on the Grade 6 PATs' Part A and Part B sections in past years (see "Table 5"). It, too, shows strong results, and all higher percentages than the province. That's a good news story for the Division. EIPS eagerly looks forward to the 2024-25 results, in hopes it continues the trend.

TABLE 5: EIPS Grade 6 mathematics PAT results

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2018-19		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
Part A: No calculator	A	82	71.8	81.1	68.6	n/a	n/a
	E	54.8	43.5	58.2	45.1	n/a	n/a
Part B: Calculator	A	90.3	81.3	88.6	78.4	n/a	n/a
	E	24	16.9	26	17.9	n/a	n/a

NOTE: The Grade 6 mathematics PATs were cancelled in 2019-20, 2020-21 and 2023-24. As such, no data is available for these years

## JUNIOR HIGH

Moving to the AEA overall measures for Grade 9 mathematics, EIPS' results—both the acceptable standard and the standard of excellence—are consistently above the province. While higher, there does appear to be a general decline in results, also seen provincially. For example, in 2023-24, 60.6% of EIPS students met the acceptable standard, 52.7% met it provincially. That's down by 5.5% and 1.7%, respectively, from the year before. Similarly, for Part B, 72.6% of students met the acceptable standard, and 68.6% met it provincially—down by 2.6% and 2.1%, respectively, from the previous year. EIPS doesn't know the reason for the decrease yet. However, the division is exploring why this trend is happening and will identify potential strategies in hopes of reversing it. That said, because the dip was also experienced provincially, it may be an anomaly for the 2023-24 school year. Time will tell.



**TABLE 6: EIPS Grade 9 mathematics PAT results**

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2018-19		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
Part A: No calculator	A	61.4	51.3	57.0	47.6	49.3	46.2
	E	25.6	21.9	18.0	17.1	19.3	19.9
Part B: Calculator	A	79.3	74.2	75.2	70.7	72.6	68.6
	E	28.7	24	19.5	17.9	18.7	17.6

NOTE: Grade 9 mathematics PATs were cancelled in 2019-20 and 2020-21. As such no data is available for these years.

Similarly, when looking at the data desegregated between Part A and Part B, almost all of EIPS' measures rank above the province. That is, all except the standard of excellence in Part A, which is just slightly below the province, by 0.6%. Overall, however, it's still good news for the Division. The year before, 18% of students achieved the standard of excellence in Part A. In 2023-24, that percentage climbed to 19.3%, which is significant and positive.

Also interesting, even though EIPS scored higher than the province on almost all measures for parts A and B, the gap between the Division's results and the province's results is narrowing over time. For example, in 2018-19, the gap for Part A at the acceptable level was 10.2%. In 2023-24, it's only 3.1%, which is more in line with the rest of the AEA results. All in all, there is certainly room for improvement at the Grade 9 level. The hope, of course, is

**[numeracy]**

**Future forward**

*A week of inspirational math gives students skills and knowledge to better understand the world around them*

Schools throughout EIPS hosted Week of Inspirational Math, March 11-15. Divisionwide, students took part in numeracy activities—all aimed at developing a better understanding and appreciation for math. Lesson plans focused on games and hands-on learning exercises geared at teaching students ways to learn from their mistakes, push forward and challenge themselves to reach even greater heights.

Community members were also invited to participate. Weeklong, architects, engineers, healthcare workers, physiotherapists, sports professionals, and more visited classrooms divisionwide sharing inspirational how-to stories about math, what students are learning and its practical applications in the workforce. By the end of the week, students came away with a renewed appreciation for numeracy and logical thinking, reasoning and problem-solving strategies it helps nurture.

to eventually see percentages more reflective of pre-pandemic results. As such, EIPS will explore the results further and work to build capacity and resources for teachers to further support students and numeracy achievement throughout the next school year.

**SENIOR HIGH**

In terms of mathematics, 30-1 and 30-2, the 2023-24 diploma examination results are strong. Analyzing the trends in the data, the percentage of EIPS students meeting the acceptable standard is higher than the provincial average, which is excellent news. Particularly noteworthy are the increases observed in 2023-24, as the results are more in line with the typical averages seen before the pandemic. Again, this is very positive news.

**TABLE 7: EIPS Diploma Examination results – English language arts 30-1 and 30-2**

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2018-19		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
Mathematics 30-1	A	76.5	77.8	76.1	70.8	80.2	75.4
	E	24.7	35	30.6	29	29.1	34.9
Mathematics 30-2	A	78.3	76.4	77.4	71.1	82.1	70.9
	E	17.6	16.7	17.2	15.2	17.6	15.4

NOTE: Diploma examinations were cancelled in 2019-20 and 2020-21—no data is available for these years. In 2021-22, diploma examinations were only written in June, not in January, and were only worth 10% of the overall student mark. In 2022-23, they were worth only 20% of the overall student mark. As such, caution is advised when interpreting the trend data.

Specifically, the number of EIPS students meeting the acceptable standard in Mathematics 30-1 increased to 80.2% from 76.1% in 2022-23—the provincial average was 75.4%. Similarly, the percentage of EIPS students meeting the acceptable standard in Mathematics 30-2 also increased to 82.1% from 74.4% in 2022-23—11.2% higher than the provincial average, at 70.9%. Also impressive, the results for EIPS are the highest they've been, even before the pandemic, which, like in literacy, demonstrates EIPS was successful in helping students overcome learning gaps and the strategies in place work.

A slight decline was seen in the percentage of students meeting the standard of excellence in Mathematics 30-1—dropping to 29.1% from 30.6% in 2022-23. However, like the other categories, the result is still higher than pre-pandemic results. Meanwhile, in Mathematics 30-2, 17.6% of students met the standard of excellence, up from 17.2% the previous year. The province's averages were 34.9% for 30-1, and 15.4% for 30-2.

Interestingly, the diploma examinations now have a written component—introduced in 2018. It's a unique

question format that all students answer, representing a structural shift from machine-scored questions. For the written response, students in EIPS scored 2% higher than the province in Math 30-1 and 6% higher in Math 30-2. To get there, teachers have put considerable effort into developing students' skills around communication, procedural fluency and conceptual understanding.

Clearly, that work is paying off. It can be attributed to the overall growth seen in 2023-24—along with recent assessment initiatives at the school and divisional levels, strong pedagogy practices and extensive resource development. Collectively, these have helped articulate standards better and prepare students for exam expectations.

## A NEW CURRICULUM

In 2023-24, schools across Alberta continued with the roll-out of the new elementary curriculum—mathematics and English language arts and literature, grades 4-6, science grades K-3; and French Immersion language arts and literature. For EIPS, substantial work was undertaken to ensure a smooth transition and successful student learning.

- *New Curriculum team* – Made up of five curriculum teachers, EIPS continued with resource development to prepare for the 2024-25 roll-out. Together, the team developed resources, unit plans, planning tools, how-to videos, bridging documents, assessments, professional learning and aligned report cards aimed at smooth student transitions.
- *Working sessions* – Elementary teachers and consultants participated in several working sessions throughout the year—sharing feedback and insight. Collectively, they developed a holistic understanding of the new curriculum, the scope-and-sequence documents and long-range plans to implement the curriculum across all EIPS elementary schools.
- *Professional learning* – The Instructional Supports and New Curriculum teams offered several professional learning sessions with grade cohorts. All sessions explored the new curriculum, the unit plans and available resources. The team also collected ongoing teacher feedback and developed a vetting process to ensure teachers, peers and consultants reviewed the available resources.
- *Curriculum micro-site* – The New Curriculum team maintained a micro-site to house the unit plans, assessments and Division-created resources—allowing for easy access. To date, the feedback from teachers is positive, whom say it helped build their confidence.

EIPS will continue this work to further build capacity and ensure teachers can effectively implement the next phases of the new curriculum roll-out.

### [building capacity]

#### Supporting student numeracy

*Throughout 2023-24, significant work went into building capacity in secondary numeracy, providing teachers and staff with instructional ideas, strategies and best practices, including:*

**Common Exams:** A working committee—made up of teachers and consultants—tasked with developing, fine-tuning and piloting the junior high and senior high final exams. **Result:** Ongoing. Once fully implemented, the common exams will help establish assessment consistency, build teacher capacity and better align assessments with the curriculum.

**Modelling and Co-Teaching:** EIPS numeracy consultants created modelling and co-teaching opportunities for teachers, focusing on instruction and competency development. **Result:** All secondary teachers in the Division had access to these supports, allowing them to engage in classroom-embedded professional learning that reflects best practice.

**New-Teacher Cohort:** Throughout the year, EIPS organized ongoing sessions for junior high math teachers, who are relatively new to their positions, to come together to share best practices and take part in modelling and coaching opportunities. **Result:** Participants gained confidence in incorporating effective mathematical teaching principles and introducing high-leverage practices into the classroom.

**Re-Thinking Secondary Math:** A professional learning series for the secondary level, rooted in evidence-based research best practices to address classroom challenges, including rich tasks, competency development and making thinking visible to maximize feedback. **Result:** In total, 33 secondary teachers gained how-to tips and resources to foster a culture of thinking in their math classrooms.

**Student Transitions:** Secondary math teachers participated in multiple in-person and virtual learning sessions about student transitions moving to Grade 7 from Grade 6. The content focused on ways to ensure seamless progressions for students. **Result:** More than 15 Grade 7 math teachers participated in the sessions, and all received a toolkit to support students transitioning from the new elementary mathematics curriculum to the traditional junior high curriculum.

**Teacher Collaboration:** EIPS co-ordinated numerous collaboration opportunities for math educators. Topics included problem-solving, vocabulary, formative and summative assessments and pedagogy. **Result:** Participants gained deeper insight and access to resources to effectively teach and assess students.

**Thinking Classrooms:** EIPS consultants offered several professional learning sessions focused on how to build thinking classrooms. **Result:** Math and science teachers explored new ways to implement vertical non-permanent surface activities in the classroom—all aimed at enhancing student engagement, visual thinking and assessment.

## ENGLISH AS AN ADDITIONAL LANGUAGE

Reporting achievement results for the Division's English as an Additional Language (EAL) learners is a relatively new addition to EIPS' *Annual Education Results Report*—first introduced in the 2019-20 school year. It's also a challenging area to analyze and report on year-over-year. That's because of the limited number of English language learners enrolled within the Division.

For instance, in 2023-24, only four EAL students wrote the English 30-1 diploma examination, five wrote the English 30-2 exam, nine wrote the Mathematics 30-1 exam, three wrote the Mathematics 30-2 exam and five wrote the Social Studies 30-1 exam. It's a similar story for the PATs. In 2023-24, only 39 EAL students wrote the Grade 6 assessments and 28 students wrote the Grade 9 assessments. With so few students, if one student does or doesn't reach the acceptable standard or standard of excellence, it significantly sways the overall achievement results, positively or negatively.

With that in mind, what the 2023-24 PAT results reveal, like all other students within EIPS, EAL students outperformed the province in all subjects and measures except for the standard of excellence in Grade 6 social studies and Grade 9 social studies. In Grade 9 English language arts, 65.6% of EAL students earned the acceptable standard,

and 6.9% met the standard of excellence—provincially, the results were 56.9% and 5.4%, respectively. And, in mathematics, 58.6% of EAL students attained the acceptable level, while 13.8% earned the excellence level—provincially, the percentages were 46.7% and 11.5%, respectively.

### Students within EIPS, including EAL students, outperformed the province in almost all subjects and measures

At the senior high level, 66.7% of EAL students graduated with a high school diploma within three years of entering Grade 10, which translates to six out of nine students—down by 6.5% from the previous year. Also, the 2023-24 EAL dropout rate is on par with the dropout rate for all other EIPS students, at 3.1%—earning a provincial achievement rating of “high.” Meanwhile, 57.9% of students transitioned to post-secondary education within six years of entering Grade 10 and 50% of EAL students qualified for the Rutherford Scholarship.

Overall, it's fair to conclude EIPS is improving its ability to meet the needs of EAL learners. Despite this, there is more to do. And, there are growth opportunities in the area of EAL to ensure these students attain similar levels to other students in EIPS.

## Opportunities for Growth

An ongoing growth area for EIPS is supporting and developing school-based instructional approaches and embedding strong pedagogy into curriculum resources. One strategy it will use is vertically aligning content between grade levels to establish collaborative teams—critical given the new elementary curriculum. EIPS will also continue to develop curriculum supports and resources for teachers who need them, such as morphology, and prepare for the roll-out of the new social studies curriculum in 2025-26.

In terms of literacy, the Division will concentrate on structured word inquiry, thinking classrooms, the science of reading, focused writing and developing writing exemplars. It will also develop professional learning community opportunities to enhance collective efficacy, pedagogical practices and student outcomes. EIPS is also committed to ensuring an excellent start to learning. As such, in 2024-25, EIPS will expand its elementary literacy program entitled, Reading Enrichment and Development (READ). Offered in elementary schools divisionwide, the program aims to improve student reading achievement through targeted intervention based on the science of reading.

Meanwhile, for numeracy, the Division will align elementary assessment standards and simultaneously develop teacher capacity in this area. It will also create collaborative teacher-learning opportunities and develop new resources and tools to enhance mathematics achievement results—particularly at the junior high level. As mentioned in the "Results" section, EIPS' Grade 9 math results are strong. However, there is room for improvement, and the Division will work to strengthen results in this area. Additionally, the Division has invested significant effort in developing new Partners for Science Kits to align with the new curriculum. In 2024-25, the Division plans to launch the latest kits with the goal of improving student outcomes.

Finally, ongoing capacity building in literacy and numeracy continues to be a focus area. Throughout 2024-25, EIPS will review, facilitate and support professional learning sessions, and develop professional learning communities to provide teacher collaboration opportunities focused on sharing best practice and evidence-based pedagogical research. The goal: To improve instruction and assessment practice.



## Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote student growth and success. Strategies for 2025-26 include:



Continue to use multidisciplinary teams to support learners with complex needs—across all feeder-school groupings.



Implement high-leverage instructional and assessment practices to support literacy and numeracy growth and a culture of thinking across classrooms.



Introduce new tools to enhance recall in math fact fluency and task development.



Continue to build capacity and resources around the new elementary curriculum to ensure smooth transitions for students and teachers—particularly for the new elementary social studies roll-out.



Continue the Division's work to develop and refine common exams for the junior high and senior high grades.



Continue building new Partners for Science learning kits to support rich curricular experiences.



Continue to build capacity around elementary and junior high writing through onboarding, standards development, writing assessments and single-point rubrics.



Continue to build teacher and school-staff capacity in system programs and inclusive settings to ensure all students have access to high-quality programming.



Continue literacy intervention programming, such as Reading Enrichment and Development, to address learning gaps.



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 growth in literacy and numeracy.



Establish collaborative teacher-learning opportunities where staff can critically reflect on their practices, share insights and challenge one another to, ultimately, lead to improved teaching practices and student outcomes.



# 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

Performance Measures: Self-Identified First Nations, Métis and Inuit Students	ELK ISLAND PUBLIC SCHOOLS						ALBERTA		
	RESULTS IN %					EVALUATION ACHIEVEMENT	RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT	
	2019-20	2020-21	2021-22	2022-23	2023-24				
<b>ALBERTA EDUCATION ASSURANCE SURVEY</b>									
Percentage of Grade 6 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	n/a	n/a	75	68.2	64.5	Low	48.7	Very Low
	E	n/a	n/a	15.9	23.5	14.5	Intermediate	7.3	Very Low
Percentage of Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	n/a	n/a	59.5	61.8	53.5	Very Low	41.4	Very Low
	E	n/a	n/a	10.6	5.5	7.6	Very Low	6.1	Very Low
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations	A	n/a	n/a	79	82.9	84.9	High	76.9	Low
	E	n/a	n/a	10.2	13.4	17.7	Intermediate	11.8	Low
<b>ALBERTA EDUCATION ASSURANCE SURVEY: SENIOR HIGH</b>									
High school completion rate within three years of entering Grade 10	72.9	85.4	77.2	75.2	69.8	Low	58.6	Low	
High school completion rate within five years of entering Grade 10	77.7	80.9	86.9	88	86.8	Intermediate	69.4	Intermediate	
Annual dropout rate of students aged 14 to 18	4.3	2.1	0	2.6	2.5	Very High	5.2	Very High	
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10	47.1	40.4	43	56	49.9	n/a	36.8	n/a	
Percentage of Grade 12 students eligible for a Rutherford Scholarship	29.5	34.7	40.2	39.1	29.1	n/a	18.5	n/a	

NOTE: The pandemic resulted in the cancellation of both PATs and diploma examinations in 2019-20 and 2020-21. There is no data for these years.

Performance Measures	RESULTS				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS INTERNAL DATA</b>					
Number of students who self-identify as First Nations, Métis or Inuit, as of June 30	1,132	1,285	1,291	1,282	1,210
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	100	100	100	100	100
Percentage of schools that have a First Nations, Métis and Inuit education lead	100	100	100	100	100
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
Percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history	77.9	75.8	76.4	79.2	76.3

Performance Measures	RESULTS				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS (GRADES 9 AND 12)</b>					
Percentage of students who agree they have an understanding of First Nations, Métis and Inuit culture and history	n/a	77.4	73.2	76.8	78.6
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Percentage of families, staff and Grade 12 students confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students	n/a	n/a	92.8	92.7	94.3

Analysis of Results

## 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.

## Results

Every year, EIPS works hard to ensure all students achieve academic growth. Overall, the Division is successful in accomplishing this. However, an area of continuous focus is ensuring academic growth for students who self-identify as First Nations, Métis or Inuit. That’s because, until recently, there appeared to be a visible achievement gap among self-identified students. Since 2016, the Division has made a conscious effort to ensure self-identified First Nations, Métis and Inuit students engage in holistic, culturally relevant, lifelong learning that fosters success. Thanks to that work, the gap is lessening annually.

In 2023-24, 1,210 students within EIPS identified as First Nations, Métis or Inuit. That’s down by 72 students from the previous year, but it’s an increase of 374 students from six years ago. It should be noted, too, over the past year, schools were tasked with ensuring students identified as First Nations, Métis or Inuit, were all coded correctly. In so doing, the work revealed there were some inaccurate codes previously entered, which are now corrected. Those corrections likely account for part of the overall drop in numbers seen in 2023-24 from 2022-23.

All in all, in the last four years, the number of self-identified students within EIPS has remained relatively consistent. Given the number is stable year-over-year, EIPS believes the majority of First Nations, Métis or Inuit students have self-identified with the Division. Looking

ahead, EIPS expects the number to remain around the 1,200 students mark, which is a significant number of students self-identifying. For the Division, what that indicates is a growing sense of pride among school families in Indigenous culture and heritage—complemented by the Division’s efforts to create conditions for welcoming, caring, respectful and safe learning environments.

For EIPS, this is a huge success, achieved through a multi-pronged approach. That is, using First Nations, Métis and Inuit funding to support school projects and EIPS Central Services initiatives, supporting learning achievement, finding ways to build relationships with the community, capacity-building, and strengthening foundational knowledge about Indigenous cultures and a shared history.

In terms of school projects, every school throughout EIPS organized Indigenous-focused projects. Each project was also guided by one of four criteria:

1. the project offers direct supports for Indigenous students;
2. the project offers professional learning focused on the *Teaching Quality Standard* and *Leadership Quality Standard*;
3. the project explores the relationship with land—beyond a performative land acknowledgment; or
4. the project features reconciliation activities outlined by the *Truth and Reconciliation Commission of Canada: Calls to Action*.

Each project was also pre-approved and vetted by EIPS' First Nations, Métis and Inuit Education team—based on the Division-developed Indigenous Education Project Funding Formula. The formula ensures consistency and calculates how to distribute project money to each school. As well, to enhance the project, the Division provided each school with a detailed guide entitled, *A Guide to Promising Practices to Support First Nations, Métis and Inuit Funding Allocation*. The guide includes all funding criteria and helpful practices to direct work.

These projects, along with the three other criteria, are making an impact. Every year, the Division conducts the EIPS Annual Feedback Survey—administered to families, staff, students and community members—to gauge its progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan* and stakeholder confidence. The 2023-24 results for Indigenous education efforts are impressive. Overall, 79% of students agree they have an understanding of First Nations, Métis and Inuit culture and history—up by 2% in 2022-23. Also, 94% of respondents are confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students—an increase of 2% from 2022-23. The high confidence confirms the Division's efforts around Indigenous education are having a positive impact and are sustainable year to year.

#### ACADEMIC MEASURES: PROVINCIAL

The 2023-24 provincial data available from the Alberta Education Assurance (AEA) survey for students within EIPS who self-identify as First Nations, Métis or Inuit include the high school dropout rate, post-secondary transitions, high school completion percentages and

provincial examinations. Overall, the results are encouraging, particularly the annual dropout rate for First Nations, Métis or Inuit self-identified students, aged 14-18, which remains low at 2.5%—compared to the provincial average of 5.2%. The dropout rate is also fairly comparable to all other EIPS students, 1.8%—both are good news results.

### EIPS is seeing the achievement gap narrow—that is something to celebrate

Also important, the percentage of senior high self-identified Indigenous students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. It's down from the year before—falling to 50% from 56% in 2022-23. Conversely, the provincial average for this measure rose to 37% from 36%. Overall, though, 50% for EIPS is an improvement from its three-year average, 47%. So, that, too, is positive. However, it's lower than EIPS would like and lower than all EIPS students. So, looking ahead, EIPS hopes to improve in this area over the next few years.

In terms of high school completion, the three-year rate for self-identified First Nations, Métis and Inuit students was 70% in 2023-24. The year before, it was 75%. Obviously, the drop is disappointing. It's also consistent with the drop seen in completion rates of all students within EIPS—likely the result of higher diploma weightings and fewer unallocated credits awarded to Grade 12 students—post-pandemic (see pg. 44, "Students are supported and prepared for life beyond high school").

The positive news, though, is that EIPS' 70% three-year completion rate is significantly higher than the provincial result of 59%. Also, the 2023-24 five-year high school

TABLE 8: EIPS First Nations, Metis and Inuit results—English language arts PATs and diploma examinations

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2021-22		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
PAT: Grade 6 English Language Arts	A	92.2	76	93.3	79.8	n/a	n/a
	E	28.6	16	9.6	9.4	n/a	n/a
PAT: Grade 9 English Language Arts	A	77.8	71.9	86.8	70.8	77.8	70.3
	E	11.1	5.3	4.4	6.4	6.3	6.6
Diploma examinations: English Language 30-1	A	92.6	73.5	87.8	78.3	84.2	81.7
	E	7.4	4.4	7.3	6.1	10.5	6.9
Diploma examinations: English Language 30-2	A	81.0	82.1	82.9	86.5	93.8	86
	E	9.5	9.2	4.9	9.9	16.7	10.8

completion rate for self-identified First Nations, Métis and Inuit students was 87%, which is in line with the five-year completion rate for all students, at 92%. Big picture, the Division is seeing the achievement gap narrow in this area. That is something to celebrate.

Turning to the 2023-24 academic results. Self-identified students within EIPS did not complete Provincial Achievement Tests (PAT) in Grade 6 for language arts and literacy and mathematics—given the new elementary curriculum roll-out. For the Grade 9 PATs, self-identified First Nations, Métis and Inuit students attending EIPS outperformed the province in all subjects other than French language arts—at both the acceptable standard and the standard of excellence. The lower result in French language arts is likely because of the small sample size.

In English language arts, Grade 9 self-identified students performed significantly above the province in terms of meeting acceptable standards—that’s despite the decline seen from last year. In total, 61% of EIPS students who self-identify as First Nations, Métis or Inuit reached the acceptable standard, compared to 78% in 2022-23—the provincial average was 49.5%. Looking ahead, EIPS will intentionally engage students in texts that are meaningful to them. Part of that includes providing a lending library full of materials from First Nation, Métis, and Inuit authors to bolster engagement and improve results overall.

Meanwhile, 5% of Grade 9 self-identified students met the standard of excellence—compared to 4.7% provincially. Similarly, in mathematics, 52% of EIPS self-identified students in mathematics reached acceptable standards—compared to 29% across the province. Another 5.4% of EIPS Grade 9 self-identified students achieved the standard of excellence, which is on par with the provincial average.

And, in social studies, 8.6% of EIPS students who identify as First Nations, Métis or Inuit achieved the standard of excellence—compared to 6.3% provincially.

Moving to the diploma exam results, EIPS students identifying as First Nations, Métis or Inuit outperformed the province in mathematics and English language arts. In fact, 94% of students achieved the acceptable standard in English Language Arts 30-2, which is almost 8% above the province and 11% higher than the previous year. Percentages for the standard of excellence in both English language arts courses increased, which is significant considering the relatively flat values for Alberta students.

For English Language Arts 30-1, self-identified students outperformed the province in the acceptable standard and standard of excellence—a three-year trend. Students attending EIPS were 2.5% ahead of the province for acceptable standard and 3.6% ahead for the province in standard of excellence. That is partly thanks to recent divisional efforts: to access a more comprehensive selection of literary texts and sources; to represent Indigenous experiences; and to avoid negative cultural stereotypes in the classroom setting and common exams.

Diploma examination results for mathematics, both 30-1 and 30-2, were exceptional. The percentage of self-identified First Nations, Métis or Inuit students who met the acceptable standard in Mathematics 30-1 increased to 77%, which is almost 13% above the provincial average. At the standard of excellence, 27% of self-identified met the measure, which continues to climb year after year, far outpacing Alberta. Similarly, for Mathematics 30-2, 79% of students met the acceptable standard—also up from 70% in 2022-23. However, at the standard of excellence, it declined to 7% from 17% in 2022-23.

**TABLE 9: EIPS First Nations, Metis and Inuit results—mathematics PATs and diploma examinations**

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		2021-22		2022-23		2023-24	
		EIPS	ALBERTA	EIPS	ALBERTA	EIPS	ALBERTA
PAT: Grade 6 Mathematics	A	81.3	51.6	76.7	55.2	n/a	n/a
	E	18.8	4.7	19.2	7.3	n/a	n/a
PAT: Grade 9 Mathematics	A	62.3	37.8	55.9	41.5	52.2	39.0
	E	10.4	5.8	5.4	5.5	9.0	6.5
Diploma examinations: Mathematics 30-1	A	71.4	50.9	72.7	60.6	77.3	64.4
	E	7.1	10.5	22.7	15.0	27.3	17.0
Diploma examinations: Mathematics 30-2	A	70.6	55.5	69.6	65.8	77.8	64.8
	E	11.8	7.3	17.4	12.1	7.4	10.1



## ACADEMIC MEASURES: INTERNAL

In terms of internal achievement screening, throughout 2023-24, EIPS continued using the Star Reading assessment to evaluate student achievement in literacy and the Star Math to assess student achievement in numeracy. Both are assessment tools schools use to gauge student learning and identify any learners requiring intervention support (see pg. 25, “Success for All Student: Improving student outcomes”). Chart 2 provides information about how First

### [building capacity]

#### Train the trainer

*Indigenous lead teachers, who are provided instructional time at all EIPS schools, are an extension of the EIPS First Nations, Métis and Inuit Education team. They play an essential role in supporting students, staff, parents and caregivers, and schools. As such, significant effort goes into building lead teacher capacity*

Throughout 2023-24, EIPS provided First Nations, Métis and Inuit lead teachers with myriad resources, opportunities and supports to enhance their pedagogical practice. A significant number of professional learning sessions were offered—all co-ordinated through the First Nations, Métis and Inuit Education team. The focus: land-based teachings and foundational knowledge, balancing pedagogy with technology and engaging in an Indigenous worldview. Elders and Knowledge Holders were also included in these sessions to further develop teacher capacity.

The First Nations, Métis and Inuit Education team also supported self-identified lead teachers in building capacity by offering leadership opportunities—facilitating the Blanket Exercise and Giant Floor Map activity. Efforts also centred on deepening understanding of the *Teaching Quality Standard*, *Leadership Quality Standard*, and curriculum supports for EIPS students and staff to bring Indigenous histories, perspectives and pedagogies into classroom practice. The First Nations, Métis and Inuit Education team also provided resources for schools connected to National Day for Truth and Reconciliation, Project of Heart, Have a Heart Day, Moose Hide Campaign, Bear Witness Day, Métis Week, National Indigenous History Month and National Indigenous Peoples' Day.

New resources were also added to the Division's lending library—housed at the First Nations, Métis and Inuit Education Centre, which includes hundreds of titles by Indigenous authors and illustrators. Titles were added to the kindergarten to Grade 12 section—both in English and French—and the teacher professional learning collection. The centre also revamped its EduKits—created for pre-kindergarten to Grade 12. The kits contain cross-curricular connections, including physical education, health, music, language arts, science, information and communications technology, arts and mathematics. The EduKits were lent out to schools across EIPS, with a 100% sign-out rate for each kit all year.

Nations, Métis or Inuit self-identified students perform on the Star Reading assessment—assessing achievement at the start of each grade and progress from year to year.

Generally, between fall 2022 and fall 2023, the grade equivalence (GE) gains for self-identified First Nations, Métis or Inuit students were positive. The STAR Reading results reveal minimal literacy learning gaps between First Nations, Métis and Inuit students and all students in EIPS. Elementary and junior high First Nations, Métis and Inuit students saw similar growth in reading levels as all other students. That, in turn, is an improvement from last year, where EIPS saw a discrepancy in growth compared to the junior high and senior high levels. Results also show continued GE gains. Also positive, self-identified secondary students had a higher GE growth rate than all other students, meaning they showed more growth than other students throughout the year.

Overall, 64% of all self-identified First Nations, Métis and Inuit students showed one year's growth in reading. That's the same percentage as the year before and on par with the percentage for all EIPS students demonstrating one year's growth. So, again, big picture, the results are positive and indicate the Division's work to address First Nations, Métis and Inuit learner needs is making a difference in reading.

Turning to numeracy, the Division's Star Math results indicate the percentage of First Nations, Métis and Inuit students demonstrating growth was 58%, which is up by 1% from the year previous, and on par with the Division. Overall, self-identified students are demonstrating growth and at pretty much the same GE as all other students, except in Grade 4 and Grade 10. For these grades, the GE was lower for self-identified students than for all other students by 0.2 and 0.5, respectively.

Chart 3 provides more details on how First Nations, Métis or Inuit self-identified students performed on the Star Math assessment—assessing achievement at the start of each grade and progress from year to year. Similar to literacy, between fall 2022 and fall 2023, the GE gains for self-identified students were positive. Students saw growth between their fall scores in one grade and their fall scores in the subsequent grade. That said, two grade groups, Grade 6 and Grade 8, did start the school year with lower scores than students entering the same grade the year before.

## NEW ELEMENTARY CURRICULUM

Finally, to support the continued roll-out of the new elementary curriculum, the First Nations, Métis and Inuit Education team was instrumental in ensuring all Division-developed resources, in all subjects, were culturally relevant and included an appropriate, authentic Indigenous voice. The team worked closely with EIPS'

New Curriculum lead teachers in planning lessons, vetting resources and providing constructive feedback. They also worked closely with the Partners for Science project to ensure the kits reflect the new science programs of study—with the same focus on co-creating learning experiences that are authentic, appropriate and relevant. The team also worked to embed Indigenous ways of knowing, learning and being directly into the science lessons—supplemented by purchasing additional resources. The goal: To create science kits for learners, kindergarten to Grade 6, with an authentic Indigenous worldview infused within both lessons and activities.

### BEING IN RELATION

To create deep understanding and tell powerful truths about First Nations, Métis and Inuit histories, traditions and perspectives requires being in relation with Indigenous communities. As such, EIPS has maintained its relationship with Elder Wilson Bearhead, a member of the Wabamun Lake Indian Band who has served in many key leadership roles, including Chief in his community, Grand Chief of the Confederacy of Treaty 6 First Nation

#### [success]

#### Building blocks

*How EIPS is creating deeper understanding through relationships with Indigenous Peoples*

To facilitate relationship building with Indigenous Peoples, EIPS has a First Nations, Métis and Inuit Education team, made up of an Advisor and two consultants. Collectively, they work with schools, administration, lead teachers, families and community organizations to support and build relationships between Indigenous and non-Indigenous communities. They're also tasked with ensuring Knowledge Holders are continually introduced to EIPS and provided opportunities to share culturally appropriate teachings and experiences—for both self-identified First Nations, Métis and Inuit students, and the general school population. Other initiatives included:

- assist Indigenous students and their families;
- nurture relationships between families and schools;
- provide cultural, academic, emotional and social support;
- host regular sharing circles and meetings with self-identified Indigenous students;
- create culturally rich safe spaces for self-identified Indigenous students to build connections and positive self-awareness; and
- offer language-learning and cultural activities—beading, smudging, round dance and cultural clothing design—to encourage a sense of cultural belonging and pride.

and the Alberta Regional Chief for the Assembly of First Nations. Throughout 2023-24, Elder Wilson offered wisdom and guidance to the EIPS First Nations, Métis and Inuit Education team. He also helped guide the Division through its second annual round dance.

The First Nations, Métis and Inuit Education team also worked to strengthen relationships with other Elders, Knowledge Holders and local Indigenous community members. In so doing, Indigenous Elders and Knowledge Holders were available to support student and staff learning and bring authentic Indigenous knowledge, pedagogies and perspectives into each EIPS school. What's resulted: high-quality learning experiences for Indigenous students and staff, and all students and staff within EIPS.

To further build on being in relation, EIPS continued to host its Indigenous family gatherings. Three gatherings were hosted in 2023-24. Each was facilitated by the EIPS First Nations, Métis and Inuit Education team. The gatherings provided space, supper and cultural activities for participants, such as beading and art. It also gave attendees a chance to connect with other families, build community, share hopes and discuss truth-telling and reconciliation within EIPS. By their very nature, the gatherings also helped inform next steps for the First Nations, Métis and Inuit Education team.

An Indigenous Cultural Camp for lead teachers was also organized in spring 2024—hosted by the Division's First Nations, Métis and Inuit Education team. All attending lead teachers took part in a series of land-based activities, traditions and teachings—led by community-based Elders and Knowledge Holders. Overall, feedback from the camp was positive, with many excited to share what they learned with students. EIPS hopes to host a similar camp for students in 2024-25.

### To create deep understanding and tell powerful truths requires being in relation

Community partnerships in 2023-24 included the Rupertsland Institute for Métis Education, which provides academic and cultural supports for Métis students to boost their successful transition from senior high to post-secondary studies. Other community partnerships included Elk Island National Park, Beaver Hills Biosphere and Strathcona Wilderness Centre. All three assisted the Division with providing land-based learning experiences for Indigenous and non-Indigenous students.

Finally, because being in relation to the land also includes the land EIPS resides on, school communities divisionwide added outdoor rock circles to enhance school-based sharing circles. Lesson plans included Indigenous perspectives, knowledge and plant teachings. The Division also installed interactive signage for visitors

CHART 2:

**Literacy – EIPS multi-year Star Reading results for First Nations, Métis and Inuit students**

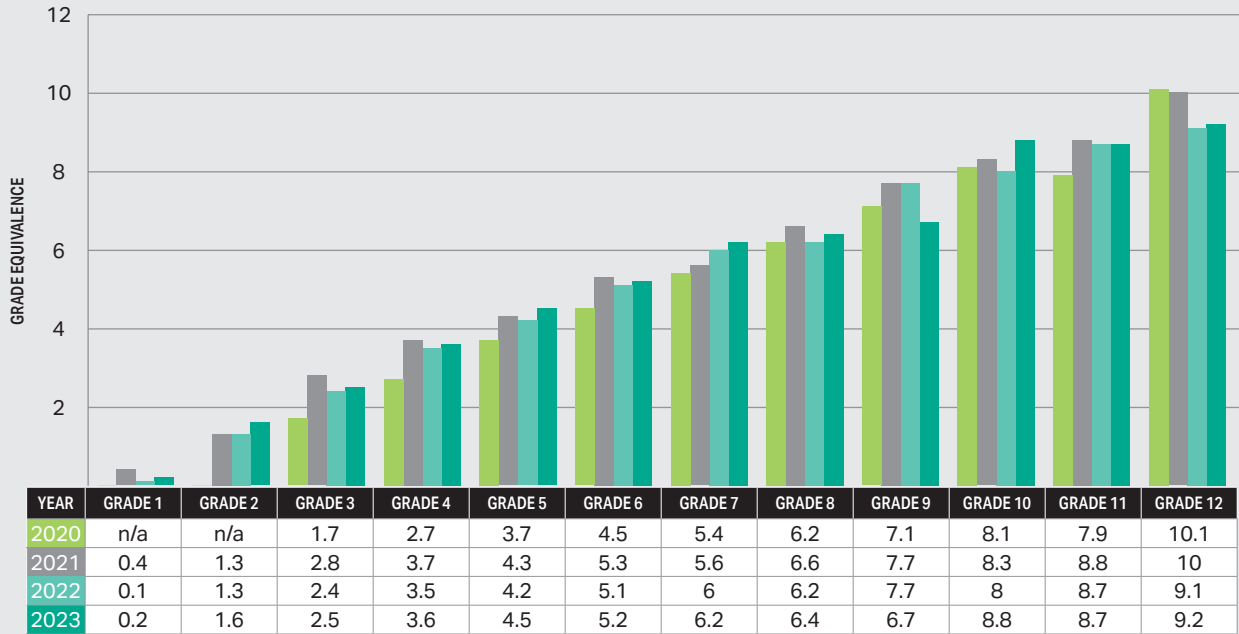
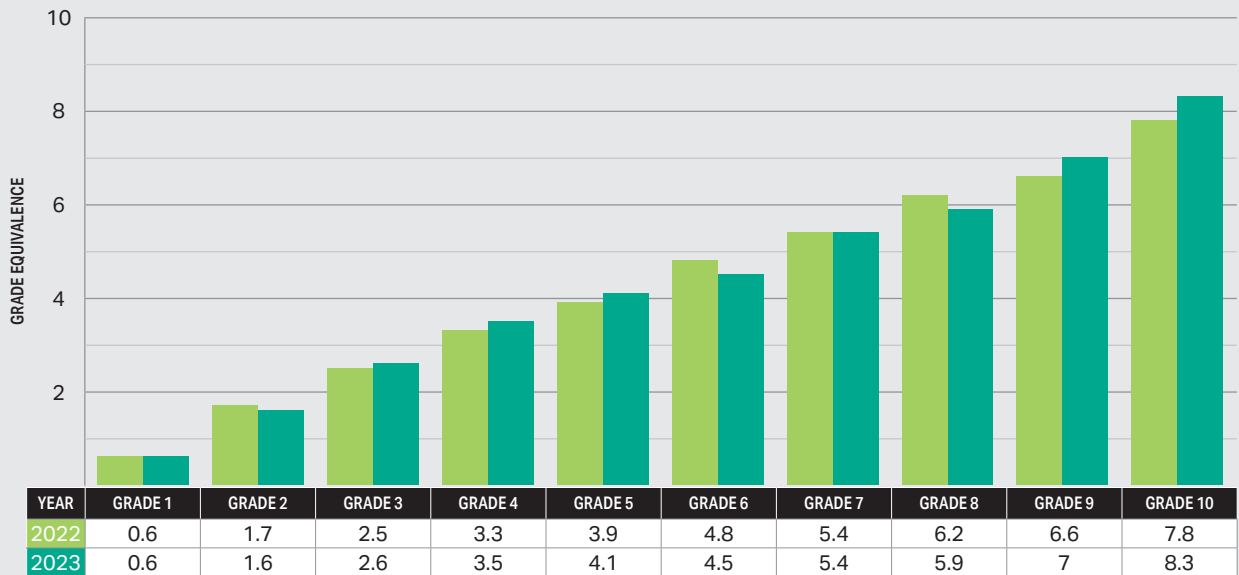


CHART 3:

**Numeracy – EIPS multi-year Star Math results for First Nations, Métis and Inuit students**



to learn more about native plants growing in various land-based learning spaces throughout the Division—at six schools and the Central Services Office. Each sign, shaped in a wood slice, highlights a specific plant species with a QR code for students, staff and community members to learn and hear teachings about—narrated by an Elder in Nakota, Michif, Cree, French and English.

Thanks to these efforts, more students and staff are exploring land-based learning methods, are being in relation, honing knowledge and developing their understanding of First Nations, Métis and Inuit culture and history.



### [building capacity]

#### A path to reconciliation

##### *Deepening understanding through land-based activities*

Storytelling, music, dance and food all play a role in the Division's efforts to build knowledge and understanding about Indigenous history, traditions and perspective. In 2023-24, schools throughout the Division found creative ways to embed Indigenous perspectives into the curriculum. Activities included land-based learning projects; traditional oral histories; the Seven Sacred Teachings of love, respect, courage, honesty, wisdom, humility and truth; the Project of Heart; the Blanket Exercise; and hearing stories from intergenerational residential-school survivors.

The Division also provided targeted, small-group teachings to students throughout EIPS communities and schools. These included smudging, beading, tufting, medicine walks, language, powwow dancing, drumming, protocol offerings and wahkohtowin—translated to relationality and kinship. Large-group teaching also took place through land acknowledgments and smudging, for both students and staff. Collectively, the Division is starting to see a dialogue develop between Indigenous and non-Indigenous communities, which it hopes will lead to understanding and a shared experience.

## Opportunities for Growth

An area of concern for EIPS is the low percentage of self-identified Indigenous senior high students transitioning to post-secondary school, including apprenticeship programs, within six years of entering Grade 10. As such, this is recognized as a growth area for the Division, the First Nations, Métis and Inuit Education team, and senior high Indigenous lead teachers. Work in this area will also involve supports for secondary teachers and lead teachers to improve literacy and numeracy achievement results for self-identified students.

Another growth area is providing ongoing support for teachers to embed First Nations, Métis and Inuit learnings into the curriculum. EIPS First Nations, Métis and Inuit Education team will continue co-planning with school staff and co-teaching with individual teachers. It will also focus on ensuring the new curriculum taught to EIPS students incorporates culturally relevant; authentic; and appropriate resources, content and perspectives. To do that, it will work with the Division's new elementary curriculum teachers, collaborating with teacher cohorts and participating in lead-teacher modelling initiatives.

The third area for growth is expanding the outdoor learning spaces and deepening student and staff relationships with the land. The First Nations, Métis and Inuit Education team will continue to work closely with schools to develop effective ways to introduce and enhance land-based learning across the Division, woven through curricular learning outcomes. As well, EIPS plans to work with schools to implement promising teaching and learning practices that support numeracy learning outcomes for students who self-identify as First Nations, Métis or Inuit—with particular attention at the secondary level.

Finally, EIPS will also work to build staff capacity around Indigenous perspectives and available opportunities for students. The strategy will include focused professional learning and nurturing the concept of being in relation. The goal is two-fold: for self-identified students to continue to feel supported in their learning, and to continue to build divisionwide knowledge and understanding of First Nations, Métis and Inuit culture and history.










## Priority Strategy for Education Plan

### BUILDING CAPACITY

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 2025-26 school year include:

-  Work with schools to effectively incorporate land-based learning into their practice.
-  Assist educators in engaging in Indigenous perspectives in their teaching practice.
-  Create and facilitate effective and responsive professional learning.
-  Work with new curriculum teachers and consultants to meaningfully engage in First Nations, Métis and Inuit ways of knowing, learning and doing.
-  Work with First Nations, Métis and Inuit school leads and consultants to deepen Indigenous foundational knowledge.

### COMMUNITY SUPPORT AND BEING IN RELATION

EIPS is also committed to supporting Indigenous students and families in fostering a sense of belonging in their school community. Strategies for the 2025-26 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.
-  Continue to 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; Alberta’s K-12 education system is well-governed and managed

Performance Measures	ELK ISLAND PUBLIC SCHOOLS					EVALUATION ACHIEVEMENT	ALBERTA	
	RESULTS IN %						RESULTS IN %	EVALUATION ACHIEVEMENT
	2019-20	2020-21	2021-22	2022-23	2023-24		2023-24	
<b>ALBERTA EDUCATION ASSURANCE SURVEY</b>								
High school completion rate of students within three years of entering Grade 10	84.4	88.9	87.6	85.4	83.1	Intermediate	80.4	Intermediate
High School completion rate of students within five years of entering Grade 10	90.8	89.9	91.2	93	92	Very High	88.1	Intermediate
Annual dropout rate of students aged 14 to 18	1	3.3	2.2	1.3	1.8	Very High	2.5	Very High
Percentage of students eligible for a Rutherford Scholarship	66.6	70.3	74.9	73.4	73.5	High	70.7	High
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	62.1	60.3	59.5	65.3	62.2	Intermediate	60.1	Intermediate
Percentage of parents and teachers who agree students are taught attitudes and behaviours to make them successful at work when they finish school	81.2	84.6	81.9	80.2	79.9	High	82.8	High

Performance Measures	RESULTS IN PERCENTAGES				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
My child is being taught knowledge, skills and attitudes necessary to be successful in life	81.9	82.2	78.2	79.1	76.2
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS (GRADES 9 AND 12)</b>					
I feel supported by my school as I prepare for life beyond high school	n/a	68.9	62.2	62.9	63.7
Percentage of students who agree they’re learning the knowledge, skills and attitudes necessary to succeed in life	n/a	59	56.6	60.2	61.6
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Percentage of families, staff and Grade 12 students confident EIPS implements strategies that support and prepare students for life beyond high school	n/a	n/a	77.4	78.7	86.2

Analysis of Results

## 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.

## Results

Results from the Alberta Education Assurance (AEA) survey help EIPS stay informed about how it's doing relative to achieving outcomes that lead to success beyond senior high. Data from the AEA 2023-24 survey confirm the Division continues to show positive achievement in several important areas for senior high students. For example, the Division's five-year high school completion rate remains strong, with an impressive 92% of EIPS students graduating within five years of entering Grade 10. Provincewide, the percentage was 88%. Similarly, EIPS' dropout rate is just 1.8%. That's impressive, especially compared to the provincial average of 2.5%. Both measures earned a provincial rating of "very high" (see, [eips.ca/about-us/planning-and-results](https://eips.ca/about-us/planning-and-results)). Also noteworthy, 73.5% of students were eligible for the Rutherford Scholarship—earning and maintaining a provincial evaluation rating of "high."

In terms of preparing students after senior high, according to the survey, 80% of teachers and parents agree EIPS teaches students the attitudes and behaviours needed to make them successful after they finish school. That's good news, and, consistent with the results from last year. That said, it is below the provincial average of 83%. EIPS would expect the two results to be more aligned. So, after digging a bit deeper into the data, the results show the percentage of students and parents who are "very satisfied" increased in 2023-24, which is good news. But, so did the proportion of students and parents who are "very dissatisfied," mostly at the junior high level, which the Division believes is a one-time anomaly.

EIPS also conducts its own annual survey, the 2023-24 EIPS Annual Feedback Survey. Results from that survey show 86% of respondents—made up of school families, staff, Grade 12 students and community members—are confident that EIPS implements strategies that support and prepare students for life after high school. The result is up significantly from the previous year, 79%, and aligns with the provincial AEA result, which provides further evidence the AEA dip is a one-off. However, to ensure it is, EIPS is looking into why its AEA result is down in this area and simultaneously working with junior high teachers to help rectify any concerns.

In fact, EIPS has already expanded its career education efforts into the junior high grades. Phase 1, launched in 2023-24, included building relationships with careers and technology foundations (CTF) teachers—working directly with them, providing ongoing professional learning and revamping CTF course descriptions. In 2024-25, the Division will roll out Phase 2, offering even more professional learning, building teacher engagement and establishing Career Pathways facilitators at all junior high schools (see pg. 46, "The big picture"). The goal: To align

all the CTF courses with the career and technology studies (CTS) course outlines and strengthen connections between curriculum outcomes and the related occupations.

Turning to areas of concern, the Division is focused on two measures. The first: Alberta Education's assurance measure for the percentage of high school students transitioning to post-secondary, including apprenticeships, within six years of entering Grade 10—dropping to 62% from 65%. Although lower, the result is higher than the province by more than two percentage points and comparable to EIPS' three-year average data for the measure. Interestingly, though, when you look closer into the results, the percentage of graduates choosing to move into apprenticeships over academic post-secondary programs is climbing—rising to 121 students in 2023-24 from 86 in 2022-23. While EIPS is still trying to determine why that is, the reason may be the culmination of: the recent population growth leading to fewer available post-secondary spots and higher university entrance requirements, inflationary cost, EIPS' renewed emphasis on career pathways opportunities, and the province's push for more skilled local tradespeople.

A second area relates to the number of students feeling supported by their school as they prepare for life beyond





## [building capacity]

### The big picture

*Throughout 2023-24, EIPS continued its capacity-building efforts to support Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) programming through various initiatives:*

**Career and Technology Collaboration** – CTF and CTS instructors collaborated to improve course descriptions, stimulate innovative ideas and enhance assessment methods. CTS teachers also joined forces to devise assessment strategies and strengthen their CTS expertise. Similarly, senior high career and life management teachers and junior high health teachers participated in professional learning, exploring the province's vision for career education and developing strategies to incorporate that vision within EIPS. Looking ahead, EIPS plans to conduct more collaborative professional learning sessions to build its CTF and CTS resource repository. The goal: To enhance school capacity so all students are prepared for life beyond senior high.

**Career and Technology Teacher Conference** – EIPS continues to work collaboratively with neighbouring school divisions to support student learning in CTS. In 2023-24, Bev Facey Community High was selected as the host site for the annual Career and Technology Studies, Career and Technology Foundations Teacher's Conference. The conference brought together more than 250 teachers from across the province—35 from EIPS—and more than 50 presenters and vendors to learn and collaborate on new and current career and technology education trends.

**Career Pathways Facilitators** – Every EIPS senior high, and most junior high, school appointed a Career Pathways facilitator who served as the primary contact for students.

Year-long, the facilitator worked with students and their families, exploring career options and guiding the off-campus and dual-credit programming. In-school Career Pathways facilitators helped to increase Division capacity in career education. In 2023-24, every month, the senior high facilitators met for professional learning and brought the learnings and information back to the schools. Meanwhile, junior high facilitators became the school contact for important and related information. In 2024-25, senior high Career Pathways facilitators will continue to meet monthly. The goal is to build capacity to better support students as they prepare to transition to life beyond secondary school. Career Pathways will also host two junior high professional learning meetings and continue to identify facilitators in the elementary and junior high schools.

**Career Pathways Information Sessions** – The Division hosted a series of career education information sessions, specifically for the Registered Apprenticeship Program (RAP), dual-credit, green certificate and work-experience options to enhance student preparedness beyond their senior high years. These sessions provided comprehensive insights into career pathways programming and featured a dedicated question-and-answer segment with EIPS program specialists. The sessions were all hosted virtually and in person during regular intervals throughout the year, with more than 100 people attending.

high school. On the 2023-24 EIPS Annual Feedback Survey, only 64% of students, grades 9 and 12, reported feeling supported in this area. Obviously, 64% is lower than EIPS would like. That said, year-over-year, the percentage increases, which, in all likelihood, is because of an intentional divisionwide push to find new strategies to support students in career planning and preparing for life after senior high (see pg. 46, "Career Pathways").

Overall, EIPS is pleased with its career education results. They show EIPS is doing a good job of preparing students for life after senior high. As such, the Division will continue its efforts in this area, working with and supporting schools, students and families from kindergarten to Grade 12.

#### CAREER PATHWAYS: FOCUS

Rewind to 2021-22, EIPS introduced a new performance measure on its annual feedback survey—the number of students reporting feeling supported as they prepare for different career pathways. Back then, only 62% of learners reported feeling supported. Immediately, the Division

got to work with its Career Pathways team, who put a new strategic plan in place, revamped course scope and sequence documents; shifted instructional practices for CTF, CTS, CALM, and health and life skills courses; and developed focused professional learning opportunities for staff around career education. It also established career education leads at every senior high school, who now work one-on-one with students exploring career options, and worked hard to grow its network of community partners to ensure all students, regardless of where they live, can access high-quality, practical and relevant work experience opportunities.

As already touched on, thanks to that work, EIPS is slowly seeing an increase in the percentage of students who feel supported in their career exploration, rising a percentage point every year. The hope: To bring the percentage into the 70s over the next few years. That means continuing to offer regular professional learning, Career Pathways facilitators, collaborative teacher-learning opportunities, related engagement sessions and aligning curriculum outcomes with age-appropriate career exploration.

In 2023-24 alone, EIPS hosted 15 career pathways professional learning sessions, reaching more than 116 teachers (see pg. 46, "The Big Picture"). The Division also hosted fairs throughout the year, including its annual Your Future: Post-Secondary and Career Fair—open to students in grades 9 through 12. As well, each senior high school hosted its own mini career fair. Schools also were given increased responsibility to support these, which, in turn, heightened teacher engagement and created excitement around career education with students, families and community members—many of whom volunteered their time hosting a booth relevant to their work sectors.

TABLE 10: Career Pathways professional learning offerings 2023-24

	SESSIONS	PARTICIPANTS
<b>Careers Pathways:</b> Facilitators, senior high	12	75
<b>Health and Life Skills:</b> Creating strategies and resources to meet the province's career education direction	2	39
<b>CALM:</b> Creating strategies and resources to meet the province's career education direction	1	2

Work also continued around implementing and fine-tuning a Career Pathways strategic plan, for kindergarten to Grade 12. Four key focus areas make up the plan:

- *Awareness (K-4)* – Kindergarten to Grade 4 students build career awareness through curriculum-related teaching and learning, career days, field trips, guest speakers and natural discussion connecting curriculum to potential career sectors. It also includes ongoing Division work with the New Curriculum team to identify these connections within the curriculum units.
- *Understanding (5-9)* – Through CTF programming, students in grades 5 to 9 explore various occupational clusters, identify passions and uncover areas of interest to better understand career possibilities. The health and life skills curriculum was also aligned with BIONIC programming, with a special focus on life-learning choices, including career education and lesson plans.
- *Readiness (10-12)* – Through CTS programming, on-site activities, and a collegiate model, senior high students develop the knowledge, skills and attitudes needed to enter the workplace or post-secondary education.
- *Communication (K-12)* – Using various communication tools, staff, students, families and the community build a common language and understanding of career pathways. The tools include newsletters, resources and ongoing student opportunities notices, such as dual-credit, RAP positions and career preparation.

Using this framework, the Career Pathways team maintained an interactive repository of resources aligned with

the four focus areas to help teachers, students and families start conversations and explore different pathways. Schools were also provided with a link to the *EIPS Career Pathways Newsletter* to include in their own communication for students and families. The aim: To help guide and support career education in classrooms from kindergarten to Grade 12. Additionally, the Division facilitated a series of teacher-collaborative sessions, grades 7-12, to support transitions from CTF to CTS instruction and enhance the clarity of the different CTF course titles and descriptions.

**[development]**  
**Adapting for change**

*A new collegiate model school promises to offer more options for students that give them a head start on future career endeavours*

Over the last few years, Fort Saskatchewan has experienced significant growth. In fact, it's the fastest-growing community within EIPS. One of the reasons for that is the Industrial Heartland. Already, it's home to more than 40 companies, and many more major projects are underway or under study, which is putting, or will soon put, enrolment pressures on many of the city's schools.

Coupled with the growth, is the age of most EIPS school buildings in Fort Saskatchewan. Many are nearing end of life, causing various operational and programming challenges for the Division. These only add to the capacity issues in Fort Saskatchewan.

To address the growth and the ageing infrastructure, EIPS has also formally requested the province, through its *EIPS Three-Year Capital Plan*, a new junior-senior high replacement school, grades 7-12, to replace Fort Saskatchewan High and Rudolph Hennig Junior High—with the ability to add 200 student spaces.

EIPS envisions a collegiate model for the replacement school—or a connected skills centre—to provide secondary students with leading-edge spaces and programming that prepares them for specific post-secondary opportunities—be it in the trades, university or the world of work. So, when students leave senior high, they have the knowledge and skills to go into the field they want to be in, including:

- power engineering;
- skilled trades, such as welding and mechanics;
- health-care;
- early childhood education; or
- other professional designations.

Ultimately, the goal is to provide learners with 21st-century spaces; to prepare them to work in the sectors that exist within the areas they live in—both now and in the future; and ultimately, ensure they contribute to the prosperity of the community in which they live. Through that, EIPS can ensure it provides high-quality, student-centred education to every student in Fort Saskatchewan.

**CAREER PATHWAYS: WORK EXPERIENCE**

In terms of career education credits, EIPS students earned 2,170 credits in 2023-24. That translates to an impressive 53,750 work hours by students. Of those, 946 credits were earned through RAP, totalling 23,650 work hours by 54 students. Another 1,174 credits were earned by 180 students through the work experience program, totalling 29,350 work hours. EIPS also secured 226 worksites for the program—used by 234 students. And, 17 students earned 50 credits toward the green certificate, with two completing their Equine Production Technician Level 1 certification.

TABLE 11: Career Pathways dual-credit offerings 2023-24

Introductory post-secondary course	2022-23	2023-24
accounting principles	1	n/a
American sign language	1	4
animal health technician	3	6
computer science coding and robotics	n/a	2
foundations in industry workplace safety	33	60
global and sustainable tourism	n/a	1
health care aide: roles and responsibilities	n/a	16
health care aide: human body, chronic illness and disease	n/a	19
human development	30	24
power engineering	2	2
psychology	22	24
sociology	2	2
sports management: training for performance	n/a	1

In terms of dual-credit programming, students took advantage of the Division’s apprenticeship opportunities available throughout 2023-24—ranging from mechanics to esthetics (see pg. 48, “Table 12”). EIPS also received a \$100,000 enhancement grant, through the province, to support its dual-credit options. The funds were used to upgrade several CTS labs throughout the Division, including the purchase of:

- new esthetics technology;
- cosmetology tools and chairs;
- two tire-changing machines for mechanics programming;
- three industrial stand mixers, one industrial dishwasher and two industrial freezers for culinary arts programming;
- various welding equipment, such as new jackets and gloves; and

- 15 new virtual reality welders for its CTF programming, accessed by 135 junior high students through the Division’s lending library.

Also exciting, EIPS partnered with NorQuest College to become one of the first school divisions to offer dual-credit health care aide (HCA) programming. Two courses were offered: HCA: The Human Body, Chronic Illness and Disease; and HCA: Roles and Responsibilities—two of nine courses required to complete the Health Care Aide certification in Alberta. Students enrolled also had access to the NorQuest teaching lab and the St. Joseph Community Hospital, which they used to interact with health-care professionals, ask questions and explore opportunities in the medical sector. After completing the course, the awarded credits count toward their high school diploma and related post-secondary education.

Three other dual-credit courses were also introduced in 2023-24: global and sustainable tourism, sports management and foundations in industry safety training. Again, after completing the course, all credits earned, count toward the student’s high school diploma and related post-secondary programming. Thanks to the added courses, the number of EIPS who accessed dual-credit programming rose to 161 in 2023-24 from 96 in 2022-23.

**[building capacity]  
Blazing a new path**

*A trip to Texas morphed into a voyage of discovery*

In February 2024, Career Pathways staff travelled to Lake Jackson, Texas. The purpose: To tour Brazosport High School’s Career and Technical Education Center, a newly opened collegiate school that gives students direct pathways to post-secondary education and careers. EIPS staff spent two days meeting with staff, learning about the school, its programming and the various community partnerships. “The school’s focus is on providing ‘education with purpose,’” says Kristin Sawchuk, EIPS’ Career Pathways Supervisor who was part of the team that toured Brazosport. “Everything taught at the school had a rationale behind it. Everyone understood the ‘why’ behind the lessons. And, everyone was working together using a collaborative approach—staff, students, families, community members and industry.”

That’s precisely what EIPS hopes to emulate back at home through its proposed collegiate-style school, or skills centre, in Fort Saskatchewan. The hope is to receive provincial funding to support the collegiate model and enhance it by building on partnerships the Division already has with Alberta Education, Advanced Education and local industry organizations. Through that, EIPS is better positioned to provide leading-edge spaces and programming to assist students in preparing for careers, employment, apprenticeships and post-secondary education.

Similarly, enrolment in apprenticeship programming increased in 2023-24—rising by 70 students. For the most part, the rise was seen in hairstyle and esthetics. The reason is most likely because the Division added an additional staff journeyperson at Salisbury Composite High, meaning more students could take the highly sought-after program. Those who complete the program receive advanced credit to MC College to complete their journey-person certification. Meanwhile, 121 students participated in EIPS’ automobile services apprenticeships, 24 students took welding apprenticeships, and 209 had cooking and baking apprenticeships. Similar to hairstyle and esthetics, once completing the programs, the credits count toward a student’s first year of post-secondary.

TABLE 12: EIPS apprenticeship CTS courses

	2022-23	2023-24
automotive service	126	121
cooking and baking	244	209
hairstyling and esthetics	244	335
Registered Apprenticeship Program	33	53
welding	24	24

In addition to apprenticeships and dual-credit programming, EIPS continued its partnerships with Portage College, NorQuest College, Olds College and AT Safety Training. The partnerships allow schools to offer a selection of introductory post-secondary courses. Students who complete the course earn both senior high credit and post-secondary credit, at the same time.



## Opportunities for Growth

While the Division is pleased with its five-year high school completion and dropout rates, there is room for growth in providing enhanced support for students transitioning to post-senior high. As such, EIPS will refine its Career Pathways strategic planning and align it with insights gathered through its *Annual Education Results Report 2023-24*. That includes developing strategies to enhance staff engagement, expanding its career education efforts, and building counsellor capacity in career education and post-secondary transitions. It will also work closely with EIPS’ Specialized Supports team to further develop a *Division Counsellor Handbook*, a guide for school counsellors with career advice and exploration. As well, as in previous years, the Division will find ways to continue engaging families to empower them with the means to assist their child in career planning and preparing for life after senior high.

A more obvious growth area is enriching career education throughout EIPS—through capacity-building efforts, particularly around collaborative teacher-learning opportunities. As such, it will also continue its focus on incorporating CTS and CTF programming learner competencies—critical thinking, problem-solving, information management, creativity and innovation, communication, collaboration, cultural and global awareness, and personal growth and well-being. There are also plans to incorporate these essential skills into the elementary CTF programming, grades 5 and 6, aiming to equip students with the skills to navigate unfamiliar or challenging situations successfully.

Lastly, EIPS will continue to build and develop its community partnerships to facilitate and enhance programming—off-campus education, dual-credit courses, post-secondary programs and work-integrated learning opportunities. As well, it wants to progress a collegiate-style school in Fort Saskatchewan. The goal, of course: To ensure all learners receive a high-quality, student-centred education in world-class learning spaces—spaces that prepare students for life after high school, develop career opportunities and help build the community, all at the same time.





## Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they are prepared for life after senior high. Strategies for the 2025-26 school year include:



Continue to identify Career Pathway facilitators in each EIPS school, K-12.



Continue to work with junior high career and technology foundations teachers to build course challenges that align with the program of studies.



Continue to work with elementary teachers to naturally integrate career discussions into learning activities.



Continue to work with junior high and high school core subject teachers to identify careers that are possible if students have an interest in specific subject areas.



Work with the school-counsellor group to build capacity around career exploration and career education opportunities post-graduation.



Continue to host Your Future: Post-Secondary and Career Fair.



Build resources to support in-school career exploration to coincide with Take Our Kids to Work Day.



Continue efforts to establish a secondary collegiate school, or skills centre, in Fort Saskatchewan.



Continue to build partnerships within the Industrial Heartland area to enhance career exploration and development opportunities.



Continue efforts to enhance student opportunities by exposing learners to multiple career options—work experience, off-campus education, apprenticeships, certifications, mentoring and job shadowing.



Continue to develop and build lending library resources for career education in schools.



Update, fine-tune and implement a strategic plan for Career Pathways.



# 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

Performance Measures	ELK ISLAND PUBLIC SCHOOLS					EVALUATION ACHIEVEMENT	ALBERTA	
	RESULTS IN %						RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT
	2019-20	2020-21	2021-22	2022-23	2023-24			
<b>ALBERTA EDUCATION ASSURANCE SURVEY</b>								
Teachers reporting in the past three to five years the professional learning and in-servicing received from the school authority was focused, systematic and contributed significantly to their professional growth	86.4	86.6	85.8	86.6	86.8	Intermediate	81.1	Low
Teachers reporting over the past three years professional learning opportunities made available through EIPS focused on the Division's priorities	91	91	90	89	90	High	88	High
Teachers reporting over the past three years professional learning opportunities made available through EIPS effectively addressed their professional development needs	85	86	84	85	85	Intermediate	78	Low
Teachers reporting over the past three years professional learning opportunities made available through EIPS significantly contributed to their professional development	84	84	83	85	84	Intermediate	77	Low
Teacher, parent and student satisfaction with the overall quality of basic education	89.5	89.3	88.6	88.2	87.4	High	87.6	High
Teacher satisfaction with the overall quality of basic education	96.8	96.7	95.6	95	95.6	High	93.9	Intermediate
Parent satisfaction with the overall quality of basic education	85.7	86.3	84.5	83.8	82.3	High	83.8	High
Student satisfaction with the overall quality of basic education	86.1	84.8	85.6	85.7	84.2	Intermediate	84.9	Intermediate
Teachers, parents and students indicating EIPS schools have improved or stayed the same in the last three years	80.2	82.8	75.6	76.7	76.9	High	75.8	Intermediate
Parents satisfied with the quality of teaching at their child's school	90	92	90	89	91	Very High	90	Very High
Parents satisfied with the quality of education their child is receiving at school	92	91	92	91	89	Very High	90	Very High

Performance Measures	RESULTS IN PERCENTAGES				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
Families satisfied with the quality of education their child's receiving at their school	86.4	86.9	83.9	83.2	81.5
Families satisfied with the quality of teaching at their child's school	86.4	88.5	85.1	83.8	84
Families satisfied with the leadership in their child's school	80.9	84.2	79.1	80.2	77.2



RESULTS IN PERCENTAGES

Performance Measures

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF</b>					
Staff who agree there is someone at work who encourages their professional learning	94	94.6	91.2	93.8	94.7
Staff who agree they've had opportunities to grow at work in the last year	94.8	92.7	92.2	94.4	95.3
Staff who agree their colleagues are committed to doing quality work	97.6	97.1	95.2	97.1	98.2
Staff who agree they receive recognition or praise for doing good work	88.8	90.2	86.6	87.1	89.8
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS (GRADES 9 AND 12)</b>					
Students who are satisfied with the quality of education they receive	n/a	84.7	77.1	80	79.3
Students who are satisfied with the quality of teaching at their school	n/a	85.6	75.9	79.3	77.3
Students who are satisfied with the leadership at their school	n/a	67.9	61.7	64.5	63.6

NOTE: The EIPS Annual Feedback Survey: For Staff also includes results from the 2024 EIPS Staff Engagement Survey.

Analysis of Results

## 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. That, 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.

## Results

Overall, feedback from the 2023-24 Alberta Education Assurance (AEA) survey indicates strong employee satisfaction with the professional learning offered within EIPS. For example, 87% of EIPS teachers agree the professional learning and in-servicing received from the Division are focused and systematic and contributed significantly to their professional development—provincially, the percentage is noticeably lower, 81%. As well, 85% of teachers said the Division's professional learning addressed their development needs, and 90% reported the professional learning opportunities offered focus on EIPS' priorities. These results continue to be impressive and indicate the Division continues to provide high-quality professional learning to staff that collectively contributes to teachers' instructional practice. It also demonstrates the learning

offered is tightly tied to the *EIPS Four-Year Education Plan*—a living document the Division uses to guide its work and improve teaching and learning outcomes.

To add to the AEA survey data, EIPS also conducted its EIPS Annual Feedback Survey: For staff in spring 2024—completed by all Division employees, certificated and classified. The results complement the provincial measures. Ninety-five per cent of staff reported having someone at work who encourages their professional learning—up by 1% from 2022-23; another 95% said they have opportunities at work to learn and grow—up by almost 1%; 98% reported their colleagues are committed to doing quality work—again up by 1%; and 90% of employees felt they received recognition or praise for doing good work—also up, by almost 3%. The consistent increases are

likely the result of EIPS' ongoing belief in the importance of professional learning and connecting that learning to student growth and achievement.

EIPS' education quality results are also strong. On the AEA survey, 87% of teachers, families and students reported being satisfied with the overall quality of basic education—earning a provincial evaluation rating of “high.” Also, 89% of families were satisfied with the quality of education at their child's school—earning the evaluation rating “very high.” Similarly, 91% of families reported being satisfied with the quality of teaching at their child's school—again earning a provincial evaluation rating of “very high.” Like with staff, EIPS also conducted the feedback survey with parents and caregivers, producing comparable results as the provincial measures—82% are satisfied with the quality of education at their child's school and 84% are satisfied with the teaching at their child's school. Collectively, the feedback indicates a high level of satisfaction with the Division's quality of education.

That said, the data also revealed areas for growth for EIPS—particularly around the Division's improvement over the last three years. Looking at the AEA survey, 77% of teachers, families and students agreed or strongly agreed the jurisdiction has improved or stayed the same in the last three years. That's not a bad score, as it received a provincial rating of “high,” and is up slightly, by 0.2%, from the year before. However, it is below pre-pandemic results—81% in 2018-19 and 80% in 2019-20.

Looking deeper into the AEA survey data in terms of whether the Division improved or stayed the same in the last three years, student results remain consistent over

time, the parent and caregiver result is slowly increasing, and the teacher result is where the decline is seen. So, for EIPS, it will focus its efforts on improving the quality of education for all students and providing high-quality, professional learning for staff. The goal: To raise that measure back to the 80th percentile, for all three stakeholder groups.

## HUMAN RESOURCES

Year-round, EIPS strives to offer all employees a range of focused professional learning opportunities that support and complement the priorities and goals listed in the *Four-Year Education Plan*. One of the ways it develops these opportunities is through professional growth plans—completed annually by all probationary, permanent and continuing-contract employees. Each plan is pertinent to the employee's position and reflects their professional learning goals and objectives—while also aligning with the quality standard and related education plans. Collectively, these help foster instructional improvements, professional growth and enhance best practices for all employees.

EIPS Human Resources also hosted several learning sessions for employees. One of which was Off to a Good Start, an annual orientation program for new employees organized before school startup. In 2023-24, Off to a Good Start was offered to 27 new teachers and 17 new classified staff. The orientation helped prepare new employees—in terms of Division expectations, colleagues and available supports—to more smoothly transition into their position.

EIPS also launched a new two-part Leadership Development program—comprised of two program streams, Year 1 and Year 3. The Leadership Development Year 1 program was open to all teachers interested in exploring leadership opportunities. Meanwhile, the Year 3 program ran year-long, was open to new assistant principals and functioned as a mentoring opportunity. The sessions—led by experienced principals, assistant principals, Division leaders and HR professionals—focused on the *Leadership Quality Standard* and operational best practices. Topics included fostering effective relationships, a day in the life of an assistant principal, instructional leadership, leading a learning community, responding to a larger context and full-cycle recruitment. Overall, the program was well received and offered assistant principals and aspiring leaders needed support and guidance.

Lastly, in spring 2024, EIPS hosted a Classified Staff Professional Learning Day. The theme: Drive Determines Distance. Throughout the day, classified staff—business managers, secretaries, registrars, educational assistants and other classified groups—participated in multiple centrally co-ordinated professional learning sessions. They also heard from renowned keynote speaker Lisa “Longball” Vlooswyk, who is also an eight-time Canadian

### [building capacity]

#### **Making a difference through professional learning**

*Every year, EIPS invests heavily in offering, supporting and promoting professional learning opportunities for all staff to improve student learning. In addition to the learning already noted, EIPS also offered:*

- PowerSchool training – open to all secretaries
- Business Manager training – open to business managers and secretaries
- Librarian training – open to all school librarians
- Non-Violent Crisis Intervention – open to all staff
- Supports for Students training – open to Division teachers
- Lunch-and-Learn – open to business managers, secretaries
- Unified Talent Instructor training – open to Division trainers
- Crucial Conversations – open to all staff

long-drive national champion, a Long Drivers of America Tour Champion and a Callaway Golf sponsored athlete. Vlooswyk shared her journey to the top of the golf world through goal setting and perseverance. The takeaway for EIPS staff: find what drives you, commit to it and success will come. In addition to the keynote session, Vlooswyk also offered a break-out learning session at the professional learning day—one of 52 sessions offered during the annual event. Overall, the day was a huge success, with the break-out sessions all well-received.

## SUPPORTS FOR STUDENTS

Numerous professional learning opportunities were also offered through Supports for Students. For the most part, the sessions focused on capacity building in the areas of early learning; literacy; numeracy; discipline; crisis intervention; career pathways; curriculum; assessment; achievement-data analysis; First Nations, Métis and Inuit education; counselling; mental health; and inclusive practices. The department also put significant work into building common core-subject final exams for the secondary grades. The process involved blueprinting curriculum to develop exam questions, which also served as a valuable form of professional learning. The long-term goal, of course, is to offer students consistent assessments and reporting divisionwide.

### EARLY LEARNING

Year-long, EIPS consultants worked with schools to foster early learning literacy- and numeracy-rich environments. They provided resources and facilitated professional learning opportunities to focus instruction and maximize student engagement. They also used various educational kits to further support schools. The kits ranged in focus from vertical non-permanent surfaces to building understanding to thinking classrooms (see pg. 18, “Setting up for success”). Several professional learning sessions also took place focusing on high-leverage instructional practices and creating welcoming and inclusive classrooms, including:

- EYE-TA Training for New Teachers;
- Non-Violent Crisis Intervention;
- Individualized Program Plans;
- Occupational Therapy Strategies in the Classroom;
- Speech-Language Strategies in the Classroom;
- Social Learning;
- Strategies to Support Diverse Learners;
- Fine-Motor Progressions;
- Language Facilitation Strategies;
- Positive Behaviour Strategies; and
- EIPS Kindergarten Day



### [building capacity] Learning forward

*Throughout 2023-24, significant work went into building capacity to enhance teacher practices and student experiences, including:*

**Educational Assistant Internship:** EIPS launched a new internship program in hopes of retaining more educational assistants (EAs). **The what:** Removing geographic and financial barriers to quality training through a 16-week, professional learning experience offering coaching, tailored training, online modules, a community of practice and mentorship. Stream 1 included prospective EAs with no prior experience. Stream 2 included EAs currently working in classrooms with no formal training. **The result:** The program proved instrumental in building capacity within EIPS. Those who took part gained valuable skills and knowledge to then enhance their effectiveness in supporting diverse student needs. Given the program’s success, EIPS plans to offer it again in Semester 2 of 2024-25.

**Collaborative Learning – For counsellors:** EIPS hosted collaborative learning opportunities for counsellors. **The what:** Three sessions were held using a professional learning community model to build counsellor capacity. At the sessions, attendees shared ideas and best practices, discussed topics of interest, participated in just-in-time training, to ultimately, enhance their practice. **The result:** The sessions were offered to all EIPS school counsellors—all of whom reported the sessions helped improve their existing knowledge and skill sets—and will lead to more consistent divisionwide approaches.

**Autistic spectrum disorders (ASD):** EIPS provided ASD training to teachers and educational staff. **The what:** A four-part series focused on evidence-based best practices around supporting students with ASD. **The result:** Through a series of professional learning sessions, 108 participants gained insight, knowledge and resources geared toward learning with ASD.

## SPECIALIZED SUPPORTS

Throughout the year, EIPS Specialized Supports consultants worked with schools to ensure an inclusive education system that meets the diverse needs of all learners. Specialized Supports also helped maintain and enhance the Division's educational quality by providing co-ordinated and timely assistance to staff that included responsive and universally designed instructional practices. Several professional learning sessions also took place throughout the year—all focused on high-leverage strategies to create welcoming, caring and safe school communities, including:

Professional learning session	NO. OF SESSIONS OFFERED	NO. OF STAFF TRAINED
Non-Violent Crisis Intervention	16	308
Autism Spectrum Disorder	4	108
LGBTQ2S+ Lead Training	1	40
Brain Architecture	3	105
Stress, Brain Development and Learning	5	130
Educational Assistant Community of Practice	3	20
The Educator Nervous System: Dr. Lori Desautels	1	80

Furthermore, to professional learning sessions, EIPS' Assistive Technology team supported more than 150 students and their teachers, using 11 new communication devices—all approved for complex communicators. The aim, of course, was to ensure all students had an opportunity to engage in the classroom community.

EIPS also participated in an Educational Assistant Pilot project, designed to provide support and training for educational assistants within the Division. In total, 10 educational assistants participated in the pilot, which included six modules of study. Overall, educational assistants reported the training positively impacted their professional growth and enabled them to do a better job supporting students in the classroom.

## LITERACY AND NUMERACY

Along with early learning and specialized supports, EIPS consultants also worked with schools to foster literacy- and numeracy-rich environments—again providing resources and facilitating professional learning opportunities to focus instruction and maximize student engagement. For the most part, the professional learning sessions focused on instruction and assessment through various workshops, modelling and coaching opportunities.

Throughout 2023-24, EIPS offered extensive professional learning opportunities focused on literacy and numeracy. Some of these included:

Professional learning session	NO. OF SESSIONS OFFERED	NO. OF STAFF TRAINED
Artificial Intelligence	2	75
Assessment	21	163
Literacy	38	874
Numeracy	34	473
Split Grades	2	22
Summer Literacy Institute	12	192

In addition, EIPS hosted a new teachers cohort, which met four times throughout the year. Consultants provided opportunities for teachers, relatively new to their positions, to come together to share best practices and take part in modelling and coaching opportunities. The result, participants gained confidence in ways to incorporate effective teaching principles and high-leverage practices into their classrooms.

Overall, the Division's focus on literacy and numeracy is building collective capacity divisionwide, where reading and math are integrated into every subject and every grade. The result: A culture of literacy and numeracy is forming within the Division, better positioning students to succeed and meet their full potential.

### [professional learning]

#### Championing French language

*Using language to immerse students in French culture*

To build capacity in French Immersion, EIPS' French-speaking consultant organized multiple professional learning opportunities for teachers, kindergarten to Grade 12. Overall, 26 sessions were hosted and 175 staff attended. **The goal:** To create resources and improve oral language throughout French Immersion classrooms, including an Early Literacy in French Immersion Initiative. **The focus:** To prepare and build confidence in teachers as they roll out the new French Immersion language arts and literature curriculum. **Plus:** A guest-speaker series was also offered, which explored strategies to balance structured literacy instruction with real-world francophone experiences to instill a love of reading. And, several classroom visits were organized to demonstrate pedagogical best practices to help engage students and share French language.

## FIRST NATIONS, MÉTIS AND INUIT EDUCATION

For the 2023-24 school year, Indigenous education capacity building continued to focus on deepening understanding of the *Teaching Quality Standard, Leadership Quality Standard* and curriculum supports for EIPS students and staff. Ongoing professional learning occurred



on designated days, at school-based staff meetings and through in-house targeted workshops.

In total, 55 lead teachers were provided with three professional learning sessions. Each focused on land-based teachings and foundational knowledge, balancing pedagogy with technology and learning about an Indigenous worldview. Elders and Knowledge Holders were also included in these sessions to further develop teacher capacity and relationships throughout EIPS (see pg. 40, “Being in Relation”). The result: Lead teachers obtained knowledge and understanding to better support self-identified First Nations, Métis and Inuit students and families.

For school- and central-based administrators, they were provided professional learning throughout the year—with a focus on smudging and land acknowledgments. Meanwhile, schools worked with the First Nations, Métis and Inuit Education team, developing ways to bring Indigenous histories, perspectives and pedagogies into classroom practice. First Nations, Métis and Inuit Education consultants also worked with schools to co-plan and co-teach lessons that weave subject curricular-learning objectives in with Indigenous perspectives and knowledge. Collectively, these experiences helped teachers build confidence and capacity to then create space for Indigenous ways of being, knowing and doing within their classrooms.

#### NEW ELEMENTARY CURRICULUM

In 2023-24, schools across Alberta continued to implement the new elementary curriculum, focusing on mathematics and English language arts and literacy, grades 4-6; science, K-3; and French Immersion language arts. EIPS undertook significant efforts to ensure a smooth transition and successful student learning (see pg. 7, “A Closer Look”). The New Curriculum team, comprised of five individuals, developed resources, unit plans, planning tools, instructional videos, bridging documents and assessments to support teachers in the classroom.

Elementary teachers and consultants also participated in collaborative working sessions to share feedback and insights, fostering a comprehensive understanding of the new curriculum and its implementation across all EIPS elementary schools. To complement the work, multiple professional learning sessions were offered with grade cohorts, exploring the new curriculum, unit plans and available resources. The Division established a common vetting process through these sessions to ensure teachers and consultants review the available resources. As a result, teachers gained confidence in teaching the new curriculum and how to effectively teach it within the classroom.



## Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, more can be done to support current, and potential, leadership staff. Right now, the Division’s demographics suggest 24% of EIPS principals and 41% of assistant principals have less than five years of experience in their roles—in 2023-24, EIPS hired two new principals and two assistant principals. As such, it’s critical the Division continues offering support and training for these roles to ensure high-quality education and successful student learning.

One strategy the Division will use is offering a leadership prep program and a new principal community of practice. The latter will involve mentorship and leadership-development programs. The leadership prep program will have three distinct leadership cohorts—Year 1, Year 2 and Year 3. Year 1 will be an introductory program for certificated staff interested in pursuing school administration by exploring several concepts and themes around leadership, and instructional practices. Year 2 will build on concepts learned in Year 1, linking *Leadership Quality Standard* within the context of EIPS. And, Year 3 will encompass a cohort group of new assistant principals working collectively to develop the knowledge, skills and attitudes laid out in the *Leadership Quality Standard*.

A second growth area is capacity building for educational assistants. Specifically through a new 16-week Educational Assistant Internship pilot program. Through the program, new education assistants will be provided with rigorous and practical training in the area of complex classrooms. The aim: To accommodate the recruitment and retention of educational assistants in school divisions throughout Alberta.

Another continued growth area is capacity building and developing strategies to enhance the quality of teaching, learning and leading through evidence-based practices. That means adjusting professional learning as needed to meet the needs of schools and classrooms and providing inclusive programming focused on rigour and excellence. To support this, the Division is committed to enhancing and expanding the skills, knowledge and overall abilities in complex classrooms and Non-Violent Crisis Intervention (see pg. 6, "A Closer Look"). Simultaneously, it will offer collaborative response training on tiered supports for students, classrooms and schools throughout the Division.

A fourth area is finding ways to continue the Reset Room project. EIPS needs to alter the program as it is too expensive to run as is. So, EIPS plans to build staff capacity related to co-regulation and supporting diverse needs in the classroom. To supplement that work, the Division also plans to offer more restorative practice training through information sessions and a play-shop approach, which includes mentorship, modelling and coaching.

Finally, EIPS will offer more professional learning to educational assistants. Specifically, those working with complex students and in classrooms—becoming more normative. These learning opportunities will explore what a complex classroom is, ways to manage classroom complexity and best practices. The goal, of course, is success for all students.

## Priority Strategy for Education Plan

EIPS will continue to support and enhance the quality of teaching, learning and leading. Strategies for the 2025-26 school year include:

-  Develop targeted and functional professional learning opportunities, such as collaborative learning, online modules, modelling and coaching, for classified and certificated staff—focused on key competencies and required certification for specific positions tracked using the PowerSchool Unified Talent software.
-  Continue to provide professional learning and resources to support the new curriculum.
-  Facilitate internships for educational assistants to build capacity.
-  Continue building capacity through initiatives guided by the Mental Health Strategic Plan.
-  Continue to 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.
-  Build counsellor capacity and teacher capacity through relevant and targeted professional learning opportunities.
-  Conduct a systematic review of the specialized system programming options for students, ensuring a continuum of student supports.
-  Develop an integrated student support plan, replacing instructional support plans, to improve overall Division programming.
-  Find efficiencies through the Division's PowerSchool, Atrieve, Permission Click and workflow software.
-  Develop systems and processes to enhance evidence-based decision-making throughout the Division by developing an online data dashboard.
-  Enhance common communication structures across the Division to support all staff.
-  Continue to support teaching and leadership quality through professional learning, supervision and evaluation processes.
-  Continue efforts to develop onboarding sessions for new hires and leadership-readiness workshops for successful transitions into new positions.
-  Provide targeted professional learning to administrators focused on the *Leadership Quality Standard*—accompanied by a Division-developed resource repository for all participants.
-  Implement the findings of the classified Salary Compensation Analysis—completed in the 2024-25 school year.



# 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

Performance Measures	ELK ISLAND PUBLIC SCHOOLS					ALBERTA		
	RESULTS IN %					EVALUATION ACHIEVEMENT	RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT
	2019-20	2020-21	2021-22	2022-23	2023-24			
<b>ALBERTA EDUCATION ASSURANCE SURVEY</b>								
Teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe	n/a	86.8	85.3	85	84.2	n/a	84	n/a
Teachers who agree their learning environments are welcoming, caring, respectful and safe	n/a	95.3	94	93.1	93.1	n/a	91.6	n/a
Parents who agree their learning environments are welcoming, caring, respectful and safe	n/a	86.4	84.6	84.2	83.2	n/a	85.3	n/a
Students who agree their learning environments are welcoming, caring, respectful and safe	n/a	78.6	77.4	77.8	76.3	n/a	75.2	n/a
Parents who agree teachers care about their child	n/a	92	89	90	90	n/a	91	n/a
Teachers, parents and students who agree students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school	88.6	89.4	88.3	88.1	87.4	High	87.1	High
Parents who agree their child is safe at school	92	94	92	91	92	Very High	92	Very High
Students who agree their teachers care about them	n/a	81.3	80	80.3	80.7	High	79.7	High
Teachers, parents and students who are satisfied with the accessibility, effectiveness and efficiency of programs and services offered to students in their community	74	73.6	74.7	74.2	73.7	Intermediate	71.9	Low
Students who agree they are safe at school	83	84	82.3	83.3	82.3	Very High	81	High
Teachers, parents and students who are satisfied students model active citizenship	80.3	80.4	79.3	78.8	77.3	Intermediate	79.4	High
Parents satisfied with the special support their child receives at school	81	76	65	78	68	n/a	78	n/a

NOTE : Evaluation measures are based on a three-year average, categories marked "n/a" still don't have a three-year average.

## RESULTS IN PERCENTAGES

## Performance Measures

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF</b>					
I have the materials and equipment I need to do my work	95.4	94.9	96.9	92.4	93.3
The mission, values, priorities and goals of EIPS make me feel my job is important	95.1	95.9	90.5	92.5	93.8
I receive recognition or praise for doing good work	88.8	90.2	83.7	87.1	89.8
Someone at work cares about me as a person	97.6	97.5	97.7	97.7	98.1
Overall, I am satisfied with my school or department as a place to work	91.1	93.3	91.9	91.6	93.7
The Division or school encourages learners to be responsible, respectful and engaged citizens	n/a	n/a	n/a	n/a	93.7
I feel staff care about students	n/a	n/a	n/a	n/a	99.6
Staff expect students to behave responsibly and are dealt with fairly	n/a	n/a	n/a	n/a	82.5
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
The school staff care about my child	89.4	90	86.4	88.2	86.1
My child's school encourages students to be a responsible, respectful and engaged citizen	n/a	90.1	87.1	88	85.8
My child's school expects students to behave responsibly and are dealt with fairly, if not	n/a	n/a	n/a	n/a	62.8
My child's school is safe	90.7	89.2	97.8	87.6	86.9
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS (GRADES 9 AND 12)</b>					
Students who agree their school encourages learners to be responsible, respectful and engaged citizens	n/a	80.5	73.8	75	75.9
Students who feel the staff at their school care about them	n/a	76	68.3	72.6	73.6
Students who agree their school expects students to behave responsibly, and if not, are dealt with fairly	n/a	71.6	66.4	67.3	66.1
Students who agree their individual needs are met at school	n/a	86.3	78	81.7	81
Students who agree their school is safe	n/a	83.5	73.3	74.4	73.6
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Percentage of families, staff and Grade 12 students confident EIPS' learning and working environments are welcoming, inclusive, respectful and safe	n/a	n/a	89.7	90.9	93.2

NOTE: The EIPS Annual Feedback Survey: For Staff also includes results from the 2024 EIPS Staff Engagement Survey.

## Analysis of Results

## 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.

## Results

The 2023-24 Alberta Education Assurance (AEA) survey results demonstrate EIPS does an excellent job creating welcoming, caring, respectful and safe learning environments. Briefly, 84% of teachers, parents and students agree their learning environments are welcoming, caring, respectful and safe. Another 90% of parents and 81% of students agree teachers care about learners. Eighty-two per cent of students feel safe in their school, and 92% of parents agree. As well, 87% of teachers, parents and students agree learners are learning the importance of caring for others, learning respect for others and are treated fairly in school.

These results are echoed in EIPS' 2023-24 Annual Feedback Survey—administered to families, students and staff. Every year, the Division conducts the survey with all groups to gauge its progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan*. Respondents are asked a series of questions about their experiences with EIPS and its schools, the overall performance of the Division, the quality of education being provided to students and areas for improvement. Similar to the provincial survey, the Annual Feedback Survey data confirms the Division is doing a good job of providing welcoming, caring, respectful and safe learning environments. In fact, 86% of families and 76% of students agree EIPS schools encourage learners to be responsible, respectful and engaged citizens. As well, 87% of families and 74% of students strongly agree or agree their school is safe.

There is a juxtaposition in results between the AEA survey and the EIPS Annual Feedback Survey. In the 2023-24 AEA survey, 68% of parents were satisfied with their child's specialized support and services, enabling them to be a successful learner—down 10% from the previous year. However, in the EIPS Annual Feedback Survey, 81% of students responded their individual needs are met at school. As such, an area of focus for 2024-25 is to ensure parents are aware of the supports provided to students, and ensure schools are working with their parent and caregiver community to provide appropriate supports for students.

Looking ahead, EIPS will continue to strive to create positive learning and working environments. The reason: Students are more likely to engage in healthy behaviours and succeed academically if they feel connected to the school and believe others care about them. For example, according to a recent *Development and Psychopathology* journal article entitled, "School connectedness as a protective factor against childhood exposure to violence and social deprivation," school connectedness is the strongest predictive factor for both males and females against substance abuse, school absenteeism and taking part

in violence. With that in mind, EIPS intends to build its efforts to better integrate intentional strategies that help enhance school connectedness.

### MENTAL HEALTH AND WELL-BEING

Mental health and well-being continued to be a Division priority throughout 2023-24. That's because both serve as foundations for learning, belonging and social participation at school. All efforts in this area were guided by EIPS' Mental Health Strategic Plan, which details responsive and proactive strategies to best support students' well-being—including lesson plans, strategies, partnerships, professional learning and engagement. One of those focus areas was ensuring whole-school participation in healthy relationship-building activities, such as Bullying Awareness Week, Pink Shirt Day, Seven Sacred Teachings, Leader in Me, and more—all to promote positive behaviours and respect.

Professional learning was another critical focus area for the Division. For the most part, the sessions centred on classroom mental health and trauma-informed strategies. Overall, teachers said they found the strategies helpful, particularly for promoting positive mental health and regulated emotions.

### Students are more likely to have healthy behaviours and succeed academically when they feel connected to the school

One such session was a workshop entitled "The Educator Nervous System," facilitated by Lori Desautel, an assistant professor at Butler University who specializes in social and relational neuroscience in education. During the workshop, Desautel introduced staff to foundational principles of co-regulation. Specifically, the relationship between the regulation of adults and the students they instruct. Overall, the feedback from those who participated was tremendously positive—many of whom asked for more capacity building in this area. In fact, the positive uptake laid the groundwork for related sessions offered throughout the year.

Following Desautel's workshop, EIPS offered a series of additional workshops at the school level entitled, "Stress, Brain Development and Learning." More than 130 staff members took part in these, which focused on the impact of stress on adolescent brain development and learning. Of those who attended, most reported being more confident in their ability to support student regulation in the classroom during daily instructions. Similarly, co-regulation training was also provided to schools—70 sessions were offered in 13 schools. For the most part, staff reported they were better equipped to support students' learning and mental health needs in their classrooms. As well, eight school

### [building capacity]

#### **EIPS mental health strategy**

*Throughout 2023-24, significant effort went into building staff capacity around mental health and well-being—as part of EIPS' Mental Health Strategic Plan. The main focus areas were co-regulation, brain architecture, understanding racism and building our collective knowledge of neurodiversity. The goal: To support students' and staff's socio-emotional and positive mental health development*

#### **Social-emotional well-being**

Considerable effort was dedicated to creating school climates and cultures conducive to learning. The Division offered several socio-emotional professional learning opportunities centred on integrating positive mental health, healthy relationships and positive behaviour into schools and classrooms. Other related professional learning sessions focused on working with neurodiverse students, anti-racism, providing sexual-orientation and gender-identity support, best practices for multilingual learners, trauma-informed behaviour strategies, brain health and stress, attendance and re-engagement, supporting students with autism spectrum disorder, mental health literacy and a trauma-informed approach to support mental health.

#### **Reset Rooms**

EIPS also established Reset Rooms in all 14 of its junior high schools. The Reset Rooms acted as support centres for students. Each room featured a continuum of evidence-based mental health resources and services for students and their families. Essentially, the rooms were spaces for students when feeling overwhelmed—supervised by an EIPS teacher trained in mental health literacy and supported by the Division's specialized supports teams. Feedback from school staff, students and families was positive. Increasingly, strategies used in Reset Rooms are being incorporated by teaching staff into their teaching practice.

#### **Violence-Threat Risk Assessment Protocol**

Also embedded within the Mental Health Strategic Plan is EIPS' work with its Violence-Threat Risk Assessment Protocol—used to respond to a threat within the Division. It involves a network of local partners who work together to prevent violence in schools and the community. Partners include local RCMP, Children's Services, Family and Community Services, Alberta Health Services and Primary Care Networks. EIPS is also part of a Tri-Protocol Agreement, the first of its kind in North America, which includes the Violence-Threat Risk Assessment Protocol, Traumatic Event Systems Protocol and a Suicide Prevention Protocol. Division training is ongoing and includes both Crisis Prevention and Non-Violent Crisis Intervention.

teams, including an administrator on each team, attended two full days of restorative practices training focused on the importance of nurturing positive school-community cultures rooted in respect and relationships.

The Division also introduced schools, staff and families to a new Brain Architecture game, which explored how brains develop, how life circumstances can influence brain development and the relevance for school staff working with students. In total, 105 staff took part from five EIPS schools. There were also 28 EIPS school family members who participated—all of whom offered positive feedback post-game. In fact, families reported the activity helped build their understanding, knowledge and confidence related to supporting co-regulation with their children. The hope is these activities will build consistent support approaches to better serve learners.

Work was also done around Mental Health Literacy training, which narrowed in on ways schools can best support student mental health, mental distress and mental illness. Pre-training and post-training feedback indicate the session was well-liked and effective in building an understanding of how mental health impacts school success. Thanks to the positive uptake, the Division plans to re-run the training again in 2024-25. Meanwhile, other related initiatives included brain architecture training, challenging behaviours and restorative practices.

### **Reset Rooms were also established in all junior highs—with more than 27,000 visits**

The Division also participated in a Mental Health Literacy research project—developed out of the University of Calgary. EIPS was one of only a handful of school divisions participating. The university is trying to find new ways to integrate mental health best practices into the elementary curriculum. In total, 21 Division 2 classes from eight EIPS schools participated in the project—all of whom reported the topics covered and practices discussed have practical benefits for students.

To support safe school environments, 16 Non-Violent Crisis Intervention sessions were attended by 308 staff members. The sessions provided guidance on topics including verbal de-escalation, safety and trauma-informed approaches to supporting students. Each session was taught by one of three EIPS trainers, who provided training and followup support to staff. Reset Rooms were also established in all junior highs. The rooms were staffed by an EIPS teacher trained in mental health literacy and offered mental health support for students. In 2023-24, the rooms were visited by students more than 27,000 times, and the overall feedback from students was positive. In fact, 90% of school staff said the Reset Rooms positively impacted its school culture (see pg. 62, "EIPS Mental Health Strategy").





As well, in addition to mental health, EIPS also offers a School Nutrition Program. Funded by Alberta Education, the program ensures all students at participating schools—Lamont Elementary and Bruderheim School—have daily access to well-balanced, healthy meals and snacks. In the 2023-24 school year, more than 400 students participated in the program, receiving meals and snacks every day.

Thanks to these collective efforts, there is a general consensus among teachers, families and students EIPS learning environments are welcoming, caring, respectful and safe. That’s something the Division is proud of. And, it’s something it intends to build on going forward.

**FOSTERING A HEALTHY ENVIRONMENT FOR STAFF**

The Division’s efforts to enhance working environments for staff are paying off, too. According to the 2023-24 EIPS Annual Feedback Survey, 92% of certificated staff and 95% of classified staff feel they have the resources and materials needed to do their work. Similarly, 94% of both certificated and classified staff feel the mission, belief statements, priorities and goals of EIPS make their job important. Other highlights include: 99% of certificated staff and 98% of classified staff feel someone at work cares about them; and 93% of certificated staff and 95% of classified staff are satisfied their school or department is a good place to work. Collectively, these are strong indicators of staff engagement and positive working environments for Division employees.

One of the drivers behind these results stems from the Division actively promoting the Alberta School Employee Benefit Plan’s Employee and Family Assistance Program, a proactive health and wellness program providing support services to staff and their families. The program offers confidential, short-term counselling services for employees with work performance issues. Various mental health, emotional-health and wellness resources are also available through the Division’s Alberta School Employee Benefit Plan, Inkblot Health and Alberta Health Services.

**[health and wellness]**  
**Course offerings**  
*Also offered through EIPS are various occupational health and safety courses. Some of these include:*

- Respect in the Workplace** – Completed by 1,047 people
- Safetyhub: health and safety** – 2,305 modules completed
- Emergency Preparedness** – 3,503 modules completed
- First Aid** – completed in-house by 69 people
- Leadership for Safety Excellence** – delivered to all new principals, assistant principals, directors and assistant directors
- Asbestos Awareness** - delivered to staff within Facilities Services and Custodial Services.

## Opportunities for Growth

Respectful relationships and positive mental health are ongoing growth areas for the Division. So, throughout 2023-24, the Division put a lot of effort into this area focusing on prevention, early identification, early intervention, treatment referral and followup requirements. The Division will continue in this same vein throughout 2024-25—as part of Year 5 of its Mental Health Strategic Plan. Specifically, it will focus on building staff capacity to support students learning in increasingly complex classrooms.

The Reset Room project is another area for growth. That's because the funding for the 2024-25 school year isn't adequate to sustain the Reset Room concept at each junior high. As such, the Division plans to shift the Reset Room concept. Instead of dedicating a room and staff member, it will identify mental health leads at each junior high to build capacity around regulation and available resources. The leads will also coach and model evidence-based strategies for the classroom, to support student success.

Also, a growth area, as mentioned in the "Results" section, is ways to enhance respectful student relationships within EIPS. To improve in this area, the Division will create opportunities to nurture connections between staff, staff and students, and home and school. To complement this work, the Division will continue to support the use of restorative practices, trauma-informed approaches, Non-Violent Crisis Intervention training and the Violence-Threat Risk Assessment when necessary. As well, the Division will continue providing anti-racism professional learning opportunities to all staff.

Finally, EIPS will continue to maintain its COR certification and implement recommendations from the COR audit. In 2024-25, the Division will focus on health and safety training, job-hazard assessment documentation, communicating site-specific hazards and controls, and identifying and communicating near misses and incident reporting.

## 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 2025-26 school year include:



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



Provide targeted professional learning opportunities for staff focused on reducing barriers for students, anti-racism and discrimination. The goal: To develop a respectful Division culture where all students, staff and families feel they belong.



Continue to build the Division's counsellor community of practice.



Continue to use Violence-Threat Risk Assessment and Traumatic Event Systems processes to increase safety and well-being for staff, students and families.



Provide internal training for staff through divisional "train the trainer" opportunities.



Review and refine EIPS' Mental Health Strategic Plan, focusing on strategies to support students' social-emotional well-being and mental health—through enhancing partnerships; building staff capacity; and increasing engagement with students, staff and caregivers.



Collaborate with CASA Mental Health to expand the Division's CASA classrooms to the rural areas.



Provide ongoing classroom complexity training opportunities to school administrators and staff.



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



Investigate strategies to support employee health and wellness.



# 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

Performance Measures	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
The percentage of staff, families and Grade 12 students confident EIPS supports student learning through effective planning, managing and investing in Division infrastructure	n/a	n/a	n/a	88.4%	91.5%
<b>EIPS FACILITIES</b>					
Overall school-utilization rate	75	72	74	76	78
Number of new, replacement or modernization capital projects funded versus requested	0 of 1	0 of 1	0 of 1	1 of 3	1 of 3
Approved modular unit classrooms	1 relocated	6 relocated	1 relocated	3 demolished 2 relocated	2 new
Number of modular units installed and hooked up with occupancy for school startup	1	6	1	0 (2 late)	2
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	151	161	119	59	74
Number of projects completed as part of the Capital Maintenance Renewal program	n/a	4	5	5	5
Number of maintenance projects completed	457	450	208	318	331
Number of work orders requested	10,455	9,470	10,074	10,977	10,431
Percentage of work orders completed	93	96	94	96	91%
Total grant amount: Plant Operations and Maintenance	n/a	n/a	n/a	n/a	\$16,266,356
Total grant amount: Infrastructure Maintenance and Renewal	n/a	n/a	n/a	n/a	\$2,238,477
Total grant amount: Capital Maintenance Renewal	n/a	n/a	n/a	n/a	\$1,143,128
Deferred maintenance costs	n/a	n/a	n/a	n/a	\$30,015,794
Five-year maintenance costs	n/a	n/a	n/a	n/a	\$196,870,418
<i>EIPS Annual Feedback Survey: Percentage of parents who rate the physical condition of their child's school as excellent, good or fair</i>	80.6	96.1	95.2	95.7	96.3
<i>EIPS Annual Feedback Survey: Percentage of students in Grade 9 and Grade 12 who rate the physical condition of their school as excellent, good or fair</i>	n/a	91.2	83.7	86.5	86.1

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS INFORMATION TECHNOLOGY</b>					
Number of schools rewired to Category 6 standards	18	21	23	25	26
Number of schools funded with evergreening technology	0	3	32	40	31
Number of schools with 100 Mbps bandwidth	7	2	1	3	2
Number of schools with 150 Mbps bandwidth	n/a	n/a	n/a	6	7
Number of schools with 200 Mbps bandwidth	27	6	6	11	13
Number of schools with 250 Mbps bandwidth	n/a	n/a	n/a	1	1
Number of schools with 300 Mbps bandwidth	1	28	28	13	11
Number of schools with 400 Mbps bandwidth	1	1	1	1	0
Number of schools with 500 Mbps bandwidth	1	1	1	1	2
<b>EIPS TRANSPORTATION</b>					
Number of bus riders at the end of June	9,041	7,380	7,859	9,132	10,272
Number of buses	157	161	160	173	176
Average bus ride time (in minutes)	29.3	27.5	29	27.5	26.5
Percentage of buses with a GPS tracking system	100	100	100	100	100
Number of parents and students who participated in the Little Elk Island Adventure bus-safety program	862	846	907	922	1,094
The number of professional learning sessions offered to Student Transportation staff	n/a	n/a	n/a	n/a	4
The number of recorded bus incidents	22	18	22	34	35
The number of positive behaviour cards distributed	n/a	n/a	96	65	127
The number of bus-evacuation and safety sessions offered	n/a	n/a	n/a	n/a	110
The percentage of contractors and school administrators compliant with Student Transportation policies and procedures	n/a	n/a	n/a	n/a	86

## Analysis of Results

## 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.

## Results

### FACILITY SERVICES

Throughout the 2023-24 school year, EIPS' Facility Services department oversaw a range of projects, from new construction to general maintenance to finding operational efficiencies. One of the most significant projects undertaken was the new Sherwood Park replacement

school. Throughout the year, EIPS worked closely with Alberta Education and Alberta Infrastructure, finalizing the replacement school's design and all required documents to move the project to the construction phase, which officially began in June 2024. Once complete, the new school will replace École Campbelltown and Sherwood Heights Junior High—all in one building—to accommodate more than 1,000 students, kindergarten to Grade 9.

Another substantial project focused on balancing

enrolment within the Division's schools. There are several reasons why it's important for schools to have balanced enrolment. One is the ability to offer equitable opportunities for all students. The other is the Division's ability to maximize its infrastructure through healthy utilization rates, which protects the Division if there is a shift in provincial funding or any infrastructure needs arise.

So, to accommodate this, Facility Services worked with the Division to execute its Three-Year Engagement Plan, which focused on projects to improve operations. Through the engagement, the Division made several operational decisions to enhance enrolment, capacity and programming for students—such as relocating its senior high French Immersion program, balancing enrolment at the elementary and secondary levels and managing student capacity in Fort Saskatchewan (see pg. 8, “A Closer Look”). Facility Services also oversaw the closure of Andrew School, demolishing three modular classroom units at Uncas Elementary and decommissioning a modular classroom unit at Westboro Elementary. Through these efforts, EIPS' school utilization rate rose to 78%, up from 76% the previous year. The increase bodes well for the Division.

A new provincial requirement also falls under the purview of Facilities Services: establishing joint-use planning agreements with each municipality EIPS serves—Andrew, Bruderheim, Chipman, Fort Saskatchewan, Lamont County, the Town of Lamont, the County of Minburn, Mundare, Strathcona County and Vegreville. The agreements are intended to lay out a process for the municipality and school boards to discuss matters related to the planning, development and use of school sites; transfers or disposal of land allocated for schools; and servicing school sites on reserve land. They also establish a framework for the reciprocal uses of school and municipal facilities. EIPS' first agreement was with Bruderheim and was officially implemented in January 2023. The second one was with the Village of Chipman. It was executed in December 2023. Facility Services will work to finalize the remaining six over the coming year.

Other major projects completed included managing the positioning and infrastructure hook-ups for two new modular classroom units at Ardrossan Elementary; 349 maintenance, operations and custodial projects; 12 lease agreements, 26,503 after-hours rental bookings and 91% of the 10,431 general EIPS work orders received. In terms of large maintenance projects, the department completed 74 Infrastructure Maintenance and Renewal (IMR) projects and five Capital Maintenance Renewal projects—ranging from interior and exterior upgrades to replacing school electrical and mechanical systems. As well, it completed three capital reserve projects—the Salisbury Composite High's stormwater project, landscaping at SouthPointe School and a new entranceway at Next Step Sherwood Park.

The Division aims to focus more on preventative and maintenance projects; however, it is constrained by the funding it receives from the province. In 2023-24, EIPS received just under \$20 million for building maintenance. In contrast, the annual cost for deferred maintenance alone exceeded \$30 million, and the projected maintenance costs over the next five years total nearly \$197 million. A shortfall that significant limits what the Division can do each year.

## EFFICIENCIES

Facility Services continued its work to improve operational efficiency. In terms of building operations, the department maintains an asset-management system, which assists the Division in managing and investing in its infrastructure. Through the system, EIPS can easily incorporate Alberta Infrastructure requirements and allocate resources. Facility Services also uses a building automation system (BAS) for energy management, which allows it to access, control and monitor all its building systems using one centralized control. In 2023-24, the department piloted a new reprogrammed BAS at James Mowat Elementary, which improved the school's energy efficiency by 5%. Given its success, more are planned for 2024-25.

### [building capacity]

#### Adapting for change

*Throughout 2023-24, Facility Services engaged in initiatives to enhance awareness and overall operations*

**Ten-Year Roofing Plan:** The department developed a comprehensive plan to outline its roofing priorities and areas of significant interest over the next 10 years. The department then used the plan to inform its IMR projects for the 2024-25 school year.

**Building Access Control Project:** Facility Services worked with IT and school administrators to develop the Division's new *Administrative Procedure 538: Building Security and Door Locking*. The goal: To enhance building security and student safety.

**Utility Tracking:** Over the year, Facility Services collected and recorded energy consumption data, which the Division will use, going forward, to inform its budget planning and future work.

**Asbestos Awareness Training:** In collaboration with EIPS' occupational health and safety specialist, the department facilitated various professional learning sessions for Division staff to build awareness about vermiculite in older buildings—what it looks like, how to keep workspaces safe and potential health risks.

**Electronic Field Level Hazard Assessment Tool:** With the help of Information Technologies, the department developed a digital, mobile-friendly version of its Electronic Field Level Hazard Assessment Form. Since its roll-out, the response has been positive by all users.

Air quality was another focus area. All EIPS air filters were upgraded to the Merv 9A filter, and a new three-year cleaning cycle was implemented for all building air ducts and heating coils. Now in place, EIPS anticipates receiving the National Air Filtration Association's Clean Air Award—an annual accreditation given to organizations that maintain clean and healthy workplaces while, at the same time, implementing strategies to reduce overall operating costs.

Other efficiencies included overseeing Year 2 of a five-year custodial services contract to maintain and improve the overall building cleanliness rate—EIPS' cleanliness average is rated at 94%, which is up by 2% from 2022-23. The Division also signed a five-year contract for electricity supply to ensure budgeting consistency and stabilize Division costs. Finally, Facility Services oversaw several lighting fixture upgrades to LEDs—replacing 250 light fixtures divisionwide, resulting in estimated energy cost savings of \$4,000 annually.

## COMMUNICATION

Building relationships within and outside EIPS' Facility Services is an ongoing priority for the department. Doing so enhances communication, creates clarity around project timelines and allows for regular status updates. So, in 2023-24, to further improve in this area, the department updated its *Workflow and Funding Guide: For schools*. The guide details funding responsibilities between Facility Services and schools and helps ensure Division infrastructure is protected in a consistent, measurable and sustainable manner. The department also started a playground guide for administrators and fundraising groups. Once complete, schools will use the step-by-step guide when planning a new or upgrading an existing playground.

Collectively, these efforts are paying off, as demonstrated in EIPS' most recent Annual Feedback Survey, an online survey that EIPS uses to gauge its progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan*. In 2023-24, 92% of EIPS stakeholders—families, staff and Grade 12 students—reported they are confident EIPS supports student learning through effective planning, managing and investing in Division infrastructure. That result, which is up by more than 3% from the previous year, is significant and illustrates nicely the quality of infrastructure throughout EIPS.

## INFORMATION TECHNOLOGY

Throughout 2023-24, the Division's Information Technologies (IT) department worked diligently to ensure strong IT infrastructure divisionwide, with a specific focus on three key areas: infrastructure management, data operations, and security and compliance. These efforts were all

### [building capacity]

#### Leveraging technology

*EIPS is creating a culture of excellence by pairing technology and learning.*

As technology advances, it's critical staff are equipped with the relevant technological acumen to excel. That's why, in 2023-24, EIPS developed a professional learning plan focused on leveraging technology. The goal: To enhance staff skills and knowledge. By targeting key tools such as PowerSchool and Permission Click, the plan included 29 workbee sessions and just-in-time training opportunities—all relevant to their day-to-day tasks. These sessions covered a range of topics, including yearly tasks, new operational processes, data processing, basic form usage, and reporting features in both PowerSchool and Permission Click.

Additionally, the plan incorporated Mimecast training aimed at building staff capacity in understanding cybersecurity. Specifically, training focused on email security and phishing prevention, helping staff identify and mitigate potential email-based threats, thereby strengthening the Division's overall security posture. Posts training: staff who participated said the sessions helped to improve their efficiency, confidence, and capacity around the technology platforms—in turn, supporting the Division's overall strategic goals.

aimed at supporting learning, resource management and the overall education experience. That's because strong information technology infrastructure is crucial for providing students with the best possible learning environments and supporting them in reaching their full potential.

Early in the year, the IT team developed a strategy to replace existing networking equipment, such as wireless access points, with new TP-Link devices—offering enterprise-level architecture, without ongoing licensing costs for long-term savings. In May, the new equipment arrived, which was then tested, configured and deployed at 11 school sites—Bruderheim School, Davidson Creek Elementary, Fort Saskatchewan Christian, Fort Saskatchewan Elementary, Fort Saskatchewan Next Step, Fultonvale Elementary Junior High, Lamont Elementary, Mills Haven Elementary, Mundare School, SouthPointe School and Salisbury Composite High. The goal: To reduce financial burdens while maintaining reliable, high-performance wireless access across all schools and administrative offices—to the benefit of approximately 1,550 staff and 17,950 students.

EIPS is still waiting on the final results. Initial findings indicate substantial cost savings. In fact, it projects savings of more than \$1 million, in hardware and licensing, over a 10-year period. That, in turn, will allow for more future infrastructure reinvestment and upgrades. Given the success

of the initial roll-out, EIPS plans to expand it across all locations—ensuring a more sustainable and scalable infrastructure for long-term technology growth.

The Division also improved Fort Saskatchewan's network infrastructure. IT and Facility Services worked collaboratively to upgrade the cabling and bandwidth at Fort Saskatchewan High to the Division's Category 6 standard. As a result, the upgrade improved and enhanced connectivity across the school for wired and wireless connections. Now complete, the work ensures wiring standards are met for future device and networking considerations. The IT department also reviewed and adjusted bandwidth allocations at several other schools, which were based on internal system reports and wide-area network reports to ensure optimal performance.

In terms of evergreening in 2023-24, work continued replacing and upgrading identified Division technology. For the most part, this included replacing ageing Microsoft Windows devices and Chromebooks. A total of 719 Windows devices were replaced—no longer compatible with Windows 11. Similarly, 849 Chromebooks were replaced—those replaced had expired auto-update expiration dates. That's because, as of October 2025, Windows 10 will reach its end-of-support date. So, throughout 2024-25, IT will continue to decommission its non-compatible devices.

In an effort to make data interoperable and accessible, the Division also launched a new analytics dashboard for schools—using Microsoft's Power BI software. The new dashboard consolidates Alberta Education Assurance Measure results, internal survey data and other performance measures for easy interpretation and use. The idea is that the dashboard will help schools better understand their assurance and achievement results, inform decision-making and improve their school education plans. Next year, IT plans to expand the dashboard to also include EIPS' central services departments.

Finally, in terms of security and compliance, IT worked on various projects to bolster the Division's cybersecurity posture. A cybersecurity analyst was hired, which allowed for a dedicated individual to manage alerts and improve systems and protocols related to cybersecurity and cybersecurity awareness. Critical infrastructure and tools were also added to the Division's technology resources—particularly the full deployment of the Microsoft Defender suite and Microsoft Sentinel, a security information and event management system. Collectively, these tools have improved the Division's security outcomes, visibility into security events, and user-and-device security compliance.

## STUDENT TRANSPORTATION

Transportation is the third component of quality infrastructure for EIPS. In 2023-24, the Division transported 10,272 students on 176 buses—up by 1,140 riders and three buses. With the added buses, the department was able to add six additional bus routes. The added buses also helped reduce the average ride time for students, dropping by one minute to 26.5 minutes. That, in part, is the result of Student Transportation's continued efforts to evaluate rider growth and how to improve routes for students amid the continued bus operator shortage across the province.

A key focus area for Student Transportation was, again, student safety while transporting riders to and from school. In fact, EIPS Student Transportation is a leader in the province in this area—thanks to the IT infrastructure it uses, such as GPS, student scan cards, the Child Check-Mate system and video-surveillance monitoring. The department also uses software to manage and optimize routes and ride times. All buses are also equipped with the Tyler Drive tablets, offering added benefits to bus operators and families, including:

- turn-by-turn route directions;
- riders stop lists;
- real-time updates to bus route changes;
- rider registrations—manually registering riders on and off the bus, when necessary;
- access to pertinent student information;
- access to EIPS bus routes information; and
- pre- and post-inspection forms.

### [student transportation]

#### **Better together**

*New video-surveillance equipment promises better student management*

Each Student Transportation school bus has a digital video-recording system, which records and stores data for several weeks or months. The reason for video-surveillance equipment is to ensure and protect the safety of the operator and students on board. For example, video surveillance allows for non-biased, factual and accurate reviews. It also allows a reviewer to have a precise timeline of events and dismiss any false claims or accounts. Student Transportation staff regularly review the video recordings to monitor both student and operator conduct. Video is also examined to handle student discipline issues, and when Student Transportation receives complaints. In 2023-24, Student Transportation fully upgraded the equipment, ensuring better student management support for bus operators. The installation took place year-long and will officially launch in the 2024-25 school year.



Another aspect of ensuring student safety is effective student management. As such, each EIPS bus operator is trained in strategies to prevent problem behaviour, ensure riders abide by the code of conduct, conduct ongoing safety drills with passengers and consistently reward positive behaviour. In fact, in 2023-24 alone, Student Transportation conducted 110 bus-evacuation drills, recorded just 35 bus incidents and awarded 127 positive behaviour cards—up by 48% from the previous year. The department also worked diligently with schools and bus contractors to ensure compliance with the National Safety Code by conducting regularly scheduled audits.

As in previous years, the department offered its always-popular Little Elk Island Adventure—a bus-safety program for first-time riders. The locally developed program educates children and families about school bus procedures and safety, positive rider behaviour and bus expectations. In 2023-24, 1,094 families participated in the program—up by close to 200 families, which is significant and speaks to the need of the program. Overall, the 2023-24 Little Elk Island Adventure was a huge success, with a 99% participant satisfaction rate of “very good” or “excellent”—many of whom reported feeling more comfortable about their child taking the bus post-event.

Lastly, throughout spring 2024, Student Transportation spent considerable time preparing for the upcoming school year. Several route optimizations were conducted. Specifically, Student Transportation began a five-year plan with its bus contractors. It also assessed the number of bus routes needed for the upcoming year, using student data from the returning student registration form. As well, the department conducted a complete divisionwide route optimization, including the addition of seven bus routes to account for increased student ridership. After completion, tentative bus schedules and bus fees were sent to families, in late April, with fees due June 30. Startup preparations continued into July and August as the department printed and mailed bus passes and information letters to all rider families.

## Growth Opportunities

### FACILITY SERVICES

Building relationships within and outside EIPS’ Facility Services is an ongoing opportunity for growth. Doing so enhances communication and collaboration, creates clarity around timelines and allows for regular status updates. As such, the department will continue to find ways to improve communication internally, with school administrators, EIPS departments and the municipalities in the communities it serves. The goal: To ensure healthy, high-quality learning and working environments.



### [building capacity]

#### Ride on

*Through focused professional learning, EIPS is enhancing bus rides for students*

Professional learning was offered to staff, contractors and operators throughout 2023-24. As in previous years, Student Transportation delivered two in-person, full-day learning sessions—in fall 2023 and spring 2024. Topics included: Tyler Drive tablets, best practices for incident reporting, student management strategies and process reporting. One-on-one training was also offered, on an as-needed basis. These included a ride-a-long to assist operators with the Tyler Drive tablets, student behaviour strategies and route reviews. Also, midway through the year, the department provided interactive online training to staff, through Drivafy, which focused on student management. Many bus operators, new and experienced, reported the interactive training and strategies discussed were beneficial appropriate for student management on buses.

Other areas for growth include:

- preventative strategies to reduce breakdowns in buildings and equipment;
- service delivery to limit overdue work orders;
- Infrastructure Maintenance and Renewal and Capital Maintenance Renewal planning to enhance long-term project planning;
- strategies to create even more efficiencies within the department and all Division buildings; and
- program and student accommodation reviews to improve overall operations.



## INFORMATION TECHNOLOGY

Looking ahead, Information Technologies plans to continue supporting an effective and efficient enterprise system. The department's focus aligns with EIPS' broader education and business priorities, emphasizing sustainable IT management, enhanced collaboration and strengthened cybersecurity. Key initiatives include:

*Establish infrastructure and service-management strategies* – Building on the strategic technology infrastructure roadmap, the department will develop sustainable IT asset management strategies aligning with educational and operational priorities—such as consistent customer service experiences for service-desk customers and improving end-user satisfaction and efficiency. The goal: To ensure all IT service management strategies support the organization's evolving needs.

*Develop a communication matrix with an integrated-systems approach* – As part of a larger effort to enhance communication and collaboration, the IT department will create a comprehensive communication matrix—key collaboration use, effective solutions, Microsoft Teams and supporting resources—to ensure the chosen communication solution best fits the organization's needs.

*Cybersecurity enhancements* – recognizing the importance of a robust IT security program, the department will develop a scalable and systematic incident response program that meets both educational and operational needs. Efforts will also refine security governance and

management by clarifying stakeholder accountabilities and responsibilities. Additionally, the department will draft an artificial intelligence security procedure to address applicable risks.

Furthermore, IT will ensure alignment with the Division's education goals by regularly consulting with the education-technology team. Examples of this work include close collaboration on IT asset management strategies, customer-service improvements and designing new systems to support professional learning for end-users.

## STUDENT TRANSPORTATION

Student Transportation will continue to monitor student capacity concerns and optimize routes as necessary—focusing on high-growth areas—to find even more opportunities to provide safe and efficient transportation to EIPS students. Student management is another focus area for the department. Specifically, working with bus operators and school administration to effectively support one another and ensure student success. Changes to the infrastructure of video-surveillance equipment will assist bus operators and school administration in student conduct resolution.

Something Student Transportation struggles with is recruiting and retaining bus operators. So, the department plans to work with contractors and develop a campaign to attract operators to the Division. And, to help retain operators, the department will continue to build bus operator capacity through professional learning, concentrating primarily on student management and rider safety.

## Priority Strategy for Education Plan

### FACILITY SERVICES

Throughout the 2025-26 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.



Continue to work with Alberta Infrastructure through the construction phase of the new Sherwood Park replacement school to ensure it's ready to welcome students by the startup of school in 2026-27.



Continue to work with the Division's municipal partners to establish and maintain joint-use and planning agreements.



Implement Year 1 of EIPS' Ten-Year Roofing Plan—taking into account funding limitations.



Build awareness divisionwide about hazardous materials within EIPS—such as potential locations with vermiculite; awareness training; and best practices to ensure the health and safety of students, staff and community members.



Continue to advance the Division's energy-management initiative, which aims to reduce consumption and costs by replacing failed building components with higher-efficiency equipment.

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## INFORMATION TECHNOLOGIES

Throughout the 2025-26 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.
-  Develop policies and procedures to govern the management and use of EIPS' IT resources.
-  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.
-  Build on the Division's IT security and IT systems and infrastructure compliance through risk assessments, vulnerability management and compliance audits.
-  Continue IT service-management efforts by delivering and supporting IT services, incident management, change management and service-level management.
-  Continue IT efforts around data operations 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 2025-26 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, and route-optimization technology focusing on video surveillance.
-  Continue to provide targeted professional learning to bus operators focused on a range of topics, including skill development, student management, adverse road conditions, safety standards and EIPS policies and procedures.
-  Collaborate with school administration and departments to build bus operator capacity, expertise and best practices.
-  Continue to build capacity with students and families about school-bus safety—through education and communication.
-  Work with bus contractors to recruit and retain more bus operators for the Division.
-  Continue to ensure bus contractor and school administration compliance with legislation and EIPS policies and procedures.
-  Streamline Student Transportation's online reporting tools into a single platform to house all complaints, concerns and student-conduct management information.
-  Continue to ensure safe and efficient transportation for all students.
-  Continue to monitor, and be guided by, Student Transportation's standards document to ensure consistent service levels.
-  Continue to work with the department's routing software provider to improve productivity, expand software limitations and reduce manual-data entry.

# 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

Performance Measures	ELK ISLAND PUBLIC SCHOOLS					EVALUATION ACHIEVEMENT	ALBERTA	
	RESULTS IN %						RESULTS IN % 2023-24	EVALUATION ACHIEVEMENT
	2019-20	2020-21	2021-22	2022-23	2023-24			
<b>ALBERTA EDUCATION ASSURANCE SURVEY</b>								
Parents and teachers satisfied with parental involvement in decisions about their child's education	78.9	77.4	76.9	78.1	78.3	Intermediate	79.5	High
Parents who agree students have access to the appropriate supports and services at school	n/a	73.1	70.7	69.9	68.4	n/a	75.4	n/a

NOTE: Achievement measures are based on a three-year average, categories marked "n/a" still don't have a three-year average (see pg. 89, "Appendix A").

Performance Measures	RESULTS IN PERCENTAGES				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
Families satisfied with the opportunity to be involved in decisions about their child’s education	80	77.5	73.7	81.7	82.7
Families who agree there is open and honest communication within their child’s school	83.3	84.9	80.9	82.5	80.7
Families who agree the school keeps them informed about their child’s progress and achievement	87.1	87.2	86.6	85.7	86.4
Families who agree the Division’s commitment to engaging families in matters that affect public education	n/a	79.2	73.6	68.9	69.8
Families who agree the Division is committed to ongoing advocacy for public education	n/a	74.9	69	67.7	67.6
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Families, staff and Grade 12 students confident EIPS provides meaningful opportunities for families to be involved in their child’s education	n/a	n/a	84.6	89.6	94.8

## Analysis of Results

### 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.

### Results

According to the 2023-24 Alberta Education Assurance (AEA) survey data, 78% of EIPS families and teachers are satisfied with the Division’s parental involvement—which aligns with the 2022-23 result and up from 77% in 2021-22. The result also aligns nicely with the 2023-24 EIPS Annual Feedback Survey. In total, 83% of families indicate being satisfied with the opportunity to be involved in decisions at their child’s school—up by 1% from the year previous and 9% from 2021-22. Another 94% of families, staff and students are confident EIPS provides meaningful

opportunities for parents and caregivers to be involved in their child's education—rising by close to 5% from the previous year and almost 10% in 2021-22.

Other feedback includes 81% of families reporting open and honest communication within their child's school. Another 86% of families feel EIPS schools keep families informed about their child's progress and achievement. Collectively, these results infer EIPS families are content with their school involvement and communication.

That said, more can be done, especially in the area of engagement. The 2023-24 EIPS Annual Feedback Survey revealed only 70% of respondents were satisfied with the Division's commitment to engaging families in matters that affect public education, and only 68% were satisfied with the Division's commitment to ongoing advocacy for public education. The percentages are fairly consistent year over year, since the pandemic. So, the Division plans to develop strategies to improve in these two areas going forward.

### EARLY LEARNING

Regular communication with new school families is an ongoing focus area for the Division. The Play and Learn at School (PALS) program is a good example. The program relies heavily on family collaboration and working jointly to benefit children. More than 30 PALS engagement sessions were hosted by speech-language pathologists, occupational therapists and early learning consultants. The sessions focused on 11 topic areas, all aimed at supporting young learners. PALS occupational therapists also facilitated individual family consultations and an early learning team that provided multiple virtual sessions to support families in learning new strategies to enhance toileting, feeding, fine-motor development and self-regulation.

**81% of families feel there is open communication at their school, and 86% say schools keep them informed**

Additionally, schools held orientation sessions for PALS and kindergarten families. For PALS, individual orientation sessions were offered, which included discussions about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements and the first day of school. PALS families also had the opportunity to share information about their child through a survey sent out before school startup.

At the kindergarten level, every EIPS elementary school hosted a Kindergarten Information Night. Families had the opportunity to meet staff, tour the school, explore a typical kindergarten day and learn about play-based learning. To complement these, EIPS Early Learning distributed a kindergarten questionnaire to incoming families to build the school-and-home relationship—integral to each child's

success. The questionnaire was also used to develop Getting Ready for Kindergarten, a series of divisionwide kindergarten orientation sessions hosted annually in June. The Getting Ready for Kindergarten sessions focused on fun ways to work on four key development areas—building independence, speech development, fine-motor skills and literacy.

Other engagement efforts included the Circle of Security Parenting program, Individualized Program Plan consultations, Kindergarten Information Nights and a series of early learning emails for families to share information and collect feedback (see pg. 19, "Parent Engagement: Early learning"). Collectively, these enabled EIPS to gain a deeper understanding of the needs of early learners and how to support them best.

### MENTAL HEALTH AND WELL-BEING

In terms of mental health, EIPS produced two information videos for families—as part of its Mental Health Strategic Plan (see pg. 62, "EIPS Mental Health Strategy"). Video 1 focused on school attendance. Video 2 delved into the importance of mental health. Supports for Students also hosted three education sessions on brain development and brain architecture—two in Sherwood Park and one in Fort Saskatchewan. Post-session, the feedback from attendees was all positive, and all reported feeling more informed about how the central nervous system controls thought, movement and emotion.

To complement the information session, the Division worked hard promoting the Caregiver Education Series, hosted by Recovery Alberta. Sessions were all free and focused on student mental health—geared toward parents, caregivers, teachers and community members. Session topics included anxiety, ADHD, depression, self-harm, technology, teens and teaching leadership skills, communication, resiliency, and more.

EIPS also continued to offer the Circle of Security Parenting, an attachment-based parenting education program to help families better understand and build on their relationships with their children. Through an eight-part learning series, caregivers explored the different ways children express attachment and how life experiences can impact how others respond to children—in positive and negative ways. Early Learning also partnered with Strathcona County's Mental Health Capacity Building department to offer a caregivers learning series called, Preparing for Kindergarten. Through the learning series, caregivers learned new tools to help children navigate emotions and feelings common when starting school.

Other initiatives included teaming up with Strathcona County's Family and Community Support Services to deliver a 90-minute workshop on the risks of school avoidance—exploring the cycle of anxiety, school attendance

data, and how-to tips to deal with feelings of worry and fear. EIPS plans to repeat the workshop in fall 2024.

### FIRST NATIONS, MÉTIS AND INUIT EDUCATION

The EIPS First Nations, Métis and Inuit Education team continued offering its Indigenous family gatherings—three in-person gatherings were offered in 2023-24. Each was facilitated by the EIPS First Nations, Métis and Inuit Education team. The gatherings provided space, supper and cultural activities for participants, such as beading and art. It also gave attendees a chance to connect with other families, build community, share hopes and discuss truth-telling and reconciliation within EIPS. The topics discussions also helped inform next steps for the First Nations, Métis and Inuit Education team.

Other initiatives included a Round Dance at F.R. Haythorne Junior High, a 13-week Michif language class and a Métis kitchen party—boasting more than 140 attendees who enjoyed dinner, fiddle music and dance—sash dancing and the Red River jig. The EIPS First Nations, Métis and Inuit Education team also facilitated ribbon-skirt and ribbon-shirt workshops—open to grades 9 to 12 students. Each participant brought a support person to help make the ribbon skirt. A special thanks to Knowledge Keeper Natalie Pepin, Lloyd Cardinal, Taryn Donald and Danielle Booker for leading the workshops.

### EIPS regularly engages families to guide planning, decision-making and strategies—aimed at enhancing student outcomes

In terms of communication, the team published newsletters and online blogs to share relevant news and initiatives with families. For events, the team co-ordinated an Indigenous Cultural Seasonal Camp for lead teachers, in partnership with Strathcona Wilderness Centre and community-based Elders and Knowledge Holders. It also hosted a divisionwide round dance to help elicit a sense of community, cultural pride and belonging. There was also substantial work put into fostering meaningful relationships with local Indigenous community members and a relationship with the land, or “being in relation.”

### CAREER PATHWAYS

Once again, in 2023-24, EIPS hosted its ever-popular Your Future: Post-secondary and Career Fair—an annual event open to students in grades 9 through 12. Held in the fall, the fair invited universities, colleges, polytechnics and industry experts together, all in one room. There, students and their families had the opportunity to engage with some of Alberta’s leading post-secondary institutions

and employers, pose questions, consult with experts and gain insights into future career trends. In total, the event attracted more than 500 attendees.

To complement Your Future, EIPS’ Career Pathways department also arranged post-secondary fairs at the senior high schools and supported three senior high in hosting career fairs on a smaller scale—held at the school during the school day. Both events were well-attended, the feedback was positive, and helped engage students in preparing for life beyond senior high.

Along with the fairs, EIPS hosted a series of Off-Campus Information Evenings for families and the local community to learn more about the Division’s Registered Apprenticeship Program, the green certificate programming and work experience courses. The sessions, held both in-person and virtually, provided comprehensive insights into career pathways programming and featured a well-received question-and-answer segment with EIPS program specialists.

### ENGAGING FAMILIES

In winter 2024, all EIPS schools consulted families about school fees for the upcoming year. Principals outlined the current school fees—used for courses, noon supervision, educational activities and extracurricular initiatives. Families were then asked to provide input about the fees and expectations for the following year. Using that feedback, and EIPS’ Board-approved fee parameters principals developed their school fee schedules for the 2024-25 school year. Once finalized, each school followed up with families to review and go over the upcoming fee schedule.

Roughly, around the same time as the fee consultations, the Division conducted its annual EIPS Budget Survey to gather information from stakeholders on what priorities the EIPS Board should consider when planning for the upcoming year. In total, 1,491 respondents provided input, which the Board used to develop the 2024-25 EIPS budget. Then, in March, the Division consulted staff, students and families again through its EIPS Annual Feedback Survey—an online stakeholder survey distributed to school families, staff and students in grades 9 and 12. In total, 4,874 respondents completed the survey. Annually, the Division uses the feedback from the survey to gauge its progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan*. Parents and caregivers are asked a series of questions about their experiences with EIPS and the school their child attends, the quality of education provided, improvement areas and their confidence in EIPS’ strategic direction. Collectively, the Division uses the survey feedback to help guide future planning, decision-making and strategies—all aimed at enhancing student learning and better serving the wider community.

Other engagement efforts included public consultations





to build support for a new collegiate-style junior-senior high replacement school in Fort Saskatchewan. After an exhaustive engagement process, the Division finalized its Three-Year Engagement Plan, deciding to relocate its senior high French Immersion program to Salisbury Composite High, adjust Strathcona County's senior high attendance boundaries for Lakeland Ridge to Bev Facey Community High—both effective in 2026-27. It also adjusted the French Immersion junior high attendance boundaries for Cambrian Crossing. All decisions aligned with feedback heard and was sustainable into the future.

As well, the Division sent regular school communication and monthly newsletters—used to inform students and families about what's taking place within the school and Division. News releases (58) further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Plus, EIPS schools used social media platforms as another way to connect with families.

Lastly, each EIPS school council was supported through the Division's Committee of School Councils. School

council representatives met regularly with the Board of Trustees and EIPS senior administration. In the 2023-24 school year, the group met seven times to discuss topics impacting the Division and the province's education system. EIPS was pleased to once again host these meetings in person and virtually—allowing for more robust dialogue.

Some of the agenda topics included the *Annual Education Results Report 2022-23*, Division's Assurance Cycle, Mental Health Strategic Plan, *EIPS Four-Year Education Plan: 2022-26*, role of school councils, annual reports, new provincial legislation on sexual orientation and gender identity, Administrative Procedure 538, Alberta School Council Engagement Grant, upcoming budget and how-to tips on reading the Alberta Education Assurance results.

Following each meeting, school council representatives shared the discussion topics with their own school council members. In 2022-23, the number of schools represented at each meeting ranged between 15 and 26, totalling a median representation of 18 schools—up by three from the previous year.

## Opportunities for Growth

The Division is pleased with the opportunities it provides relative to building capacity and engaging families in their child's learning. That said, there is room for improvement. As such, parent and caregiver engagement remains a growth area for the Division. Specifically, EIPS will continue to offer information sessions related to mental health, Indigenous education, early learning, attendance and career pathways. The Division's assurance framework will ensure the Division considers input from school families and community members as part of its decision-making process. As well, schools will continue to encourage school families' involvement and input at school council meetings, parent-student-teacher interviews, performances and open houses, and special events.

### Priority Strategy for Education Plan

Fostering even more engagement with EIPS parents and caregivers is an ongoing priority for EIPS. Strategies for the 2025-26 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 planning post senior-high.



Continue to offer and promote information sessions and resources to support families prepare their child for kindergarten.



Continue to offer family engagement sessions—hosted by speech-language pathologists, occupational therapists and early learning consultants—focused on capacity building to support young learners.



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.



Offer French Immersion information sessions for school families.



Continue to engage with EIPS' Committee of School Councils as a tool for information gathering and input related to Division decision-making.



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 to regularly communicate with families and stakeholders about the Board of Trustees' advocacy plan, why it's important and the activities undertaken related to advancing the advocacy work.



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.



Prepare online mental health resources for parents and caregivers.



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.

# Goal 2: Engaged and Effective Governance

Assurance Domain: Governance

**Local Outcome 1:** The Division is committed to engaging stakeholders to augment its decision-making and support student success

**Local Outcome 2:** 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

Performance Measures	RESULTS				
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>EIPS INTERNAL DATA</b>					
Number of advocacy areas specifically identified and addressed by the Board	2	5	7	9	4
Number of advocacy letters sent to the Minister of Education, ministers or Alberta's members of the legislative assembly	5	7	4	11	7
Number of formal meetings with the Minister of Education or provincial ministers	4	0	8	1	7
Number of formal meetings with Alberta's members of the legislative assembly	6	2	5	2	2
Number of formal meetings with mayors and reeves in the EIPS jurisdiction	4	2	7	7	5
Number of media advocacy articles, radio and television interviews	84	138	158	179	154
<b>EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS</b>					
Percentage of parents and caregivers satisfied with the Division's commitment to engaging families in matters that affect public education	n/a	79.2	73.6	68.9	69.8
Percentage of parents and caregivers satisfied with the Division's commitment to advocating for public education	n/a	74.9	69	67.7	67.6
<b>EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE</b>					
Percentage of families, staff and Grade 12 students confident in EIPS' advocacy efforts to enhance public education	n/a	n/a	84.6	89.6	92.5

## Analysis of Results

### 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 regularly engaging education stakeholders and actively seeking out public consultation 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.

### Results

Throughout the 2023-24 school year, the EIPS Board of Trustees worked diligently to ensure the Division's voice was heard on several topics, including the value of public education; mental health and well-being; adequate and predictable education funding; autonomous school boards; the new curriculum; critical infrastructure requirements and classroom complexity. As such, considerable work went into building awareness around these issues.

For instance, the Board has an Advocacy Committee, which developed an annual advocacy plan. The plan outlined the Board's advocacy focus areas, related advocacy strategies, background information, key messages, and short-term and long-term objectives. Year-long, the Board also engaged the media, government, industry associations, Division families and the surrounding community on all mentioned advocacy topics. The goal,



of course, is to ensure the Division continues offering high-quality, student-centred learning, where all students can achieve success.

### 378 news stories were published about EIPS—of those, 154 related to the Board’s advocacy focus areas

Throughout the school year, there was also a concentrated media component to ensure all stakeholders were aware of the Division’s successes and challenges. In total, 58 news releases were distributed, resulting in several interviews with local and mainstream news organizations, including *ATA News*, *City News*, *Calgary Herald*, *CBC News*, *Country 106.5*, *CTV News*, *Daily Herald Tribune*, *Edmonton Journal*, *Education News Canada*, *Globe and Mail*, *Global News*, *Heartland News*, *Mix 107.9*, *The Fort Saskatchewan Record*, *The Lamont Leader*, *The Sherwood Park–Strathcona County News*, *Town and Country Today*, *Vegreville News Advertiser*. Through this combined effort, 378 news stories were published about EIPS—154 of those related to the Board’s advocacy topics.

To accompany the media interviews, 15 sets of key messages were developed—all relating to the Board’s advocacy efforts. Ongoing Board columns were also published in four local newspapers, along with a six-part Board Myth Busting series and two Board-focused newsletters: *The EIPS Board Update* and *EIPS Advocacy in Action*. The Board Myth Busting series aimed at combating misinformation and rumours while also highlighting important facts about EIPS’ work, priorities and goals. The *EIPS Board Update* newsletter was distributed to elected officials and Division partners featuring articles about the Division, what’s new and the work of the Board. Similarly, the *EIPS Advocacy in Action* was sent to school families and staff, highlighting the work of the Board, the Division’s priorities, advocacy focus areas and efforts, and the value of public education. Collectively, these showcase the innovative learning taking place within the Division, the vibrant partnerships the Division has established and why EIPS is an exceptional place to learn and work.

Significant effort was also put into public engagement, all using the Division’s Public-Engagement Strategy, which outlines the process and tools to use in all EIPS consultation efforts. In 2023-24, the Board reached out to Division families and key stakeholders on a range of topics, including assurance measures, Board and budget priorities, school capital projects, enrolment challenges and mental health and well-being issues. The Board’s most prominent engagements areas in 2023-24: the Assurance Framework and a replacement school in Fort Saskatchewan.

As part of the EIPS Assurance Framework, EIPS conducted its annual EIPS Budget Survey to gather feedback

to help plan its funding priorities. Open to all school families, staff, Grade 12 students and community partners, the Board used the survey input to develop the 2024-25 spring budget. Later in the year, stakeholders were engaged again through the online EIPS Annual Feedback Survey. Every year, the Division conducts the survey to measure stakeholder confidence and gauge its progress toward meeting the goals and priorities outlined in its *Four-Year Education Plan*. Families, staff and students in grades 9 and 12 were asked a series of questions about their experiences with EIPS, the overall performance of the Division, the quality of education, areas for improvement and their confidence in EIPS’ strategic direction. The input gathered guides the Board, and Division, in planning, decision-making, and strategy development to better serve students and the wider community.

One of which, is the *EIPS Four-Year Education Plan*. Trustees analyzed the survey data to update Year 3 of the plan, which details the Division’s priorities and goals,

#### [building capacity] Advocacy Matters

*EIPS students deserve the best. So, to enhance their continued success, the Board’s advocacy efforts also involve co-ordinated strategies to raise awareness*

To build capacity, the Board put considerable work into ensuring advocacy messaging was heard at various association and education-based meetings—including with the Alberta School Boards Association, the Canadian School Boards Association, and numerous provincial and national meetings. It also shared its successes, challenges and concerns with all levels of government—federal, provincial and municipal. That ongoing communication has also helped foster respect and a productive working relationship with other elected officials.

For example, the Board formally submitted seven advocacy letters to elected officials, including the Minister of Education. As well, it arranged seven formal meetings with provincial ministers, including Education Minister Demetrios Nicolaides; two formal meetings were arranged with Alberta’s legislative assembly members; and five formal meetings with mayors in the jurisdiction. Additionally, throughout the year, there were numerous other informal meetings co-ordinated with municipal and provincial officials to share insight on a range of topics.

Thanks to these ongoing efforts, the Board has successfully established an understanding with its stakeholders. That, in turn, has led to greater overall awareness about EIPS’ needs and issues facing public education. The aim, of course, is to build community support and empower advocates to ensure education remains a high-priority issue across Alberta.

performance measures and strategies to use to meet the listed priorities and outcomes. Overall, the survey feedback helped the Board ensure its education plan remained responsive to stakeholder needs and focused on continuous improvement.

The Board also actively advocated and engaged the community and elected officials on its infrastructure needs—namely a replacement school in Fort Saskatchewan. Throughout 2023-24, the Board hosted two public consultation meetings in Fort Saskatchewan to talk about its schools and the challenges the Division faces—in terms of limited space, ageing infrastructure and the region's growing population. Attendees gained insight into what the Division is doing to address these challenges, EIPS' capital plan priorities. They also heard details about the Division's plans for a collegiate model junior-senior high program—designed to provide students with high-demand employment training and skills in their community—and strategies moving forward. Those who came also had a chance to ask questions, share their concerns and learn how they can help. The Board hopes, through these efforts, the province will soon grant the funding needed for the new collegiate style junior-senior high replacement school. When granted it will ensure 21st-century learning spaces for students in Fort Saskatchewan, allow for new partnership opportunities to better prepare students and help build the community.

Coupled with the advocacy and engagement efforts, the Board also worked to ensure thorough and ongoing communication with constituents, families and other community members. Topics ranged from infrastructure needs to funding and reserve use to enhancing school programming and supports for learners. Monthly, trustees presented Board Reports at school council meetings, the Committee of School Councils meetings and regular Board meetings. They attended regular meetings with the Alberta School Board Association, liaising with other school

#### [lead]

#### Advocacy in Action

*In addition to the Assurance Framework and the Fort Saskatchewan replacement school, other advocacy and engagement areas included:*

- The Board finalized Year 3 of the Three-Year Engagement Plan, which identifies where the Division can improve operations to best serve students, and outlines projects and timelines. The goal: To ensure EIPS continues offering high-quality education to all students—now and well into the future.
- The Board completed needed final details to begin construction on the new replacement school in Sherwood Park, which was listed on the EIPS Three-Year Capital Plan for more than a decade. To make funding a reality, numerous meetings took place between trustees and other elected officials. EIPS anticipates the replacement school opening in the 2026-27 school year.
- The Board continued to advocate for cross-ministry support to address issues arising from socio-economic inequity, its impact on the classroom and more support for mental health resources.

Boards and developed and shared consistent messaging, questions and common concerns to bring forward to the Education Minister and Alberta Education representatives.

Finally, as previously mentioned, the Board engaged the school community through its newsletters, *EIPS Board Quarterly Update* and *EIPS Advocacy in Action*—both featuring articles about the Division, what's new, the work of the Board and the value of public education. Collectively, these help ensure EIPS continues offering high-quality, student-centred educational experiences that reflect the priorities and goals listed within the *Four-Year Education Plan*.








## Opportunities for Growth

While the Board has developed productive working relationships with stakeholders and elected officials in the communities EIPS serves, nurturing and further strengthening these is essential. As such, in the 2024-25 school year, the Board will continue to foster and build these working relationships. The Board will also fine-tune its advocacy plan, listing focus areas for the 2024-25 school year. Four long-standing advocacy items are education funding, the value of public education, autonomous school boards and infrastructure. The plan will also include strategies, processes and key messaging, which the Board will use to advocate for the Division. Again, the objective is, through these efforts, the Division will continue providing high-quality, student-centred education, meeting the priorities and outcomes listed in the *Four-Year Education Plan*, and offering the best educational opportunities for all students. Finally, with the trustee elections ahead in October 2025, the Board will work on succession planning for the newly elected Board of Trustees through the recently formed Governance and Evaluation Committee.



## 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 2025-26 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.
-  Continue to send letters to elected officials to further the Board's advocacy efforts.
-  Continue to work with colleagues through the Alberta School Boards Association to further advocacy efforts.
-  Develop and fine-tune a new four-year education plan for the school years 2026-30 and ensure EIPS meets the goals and outcomes outlined in the plan.
-  Plan and facilitate onboarding for a newly elected Board of Trustees.
-  Continue communicating with families about the Board of Trustees' yearly advocacy plan and share information and activities related to work being undertaken throughout the year to meet those goals and objectives.
-  Build stakeholder awareness about the work of Board through storytelling, regular Board reports, newspaper columns, the Board Myth Busters series, *EIPS Board Update* publication, and the Board *Advocacy in Action* newsletter—featuring articles about the Division, what's new, engagement opportunities and the Board's advocacy areas and efforts—all focused on the importance and value of strong public education.



# Financials and Reports

# Summary of Financial Results 2023-24

The Elk Island Public Schools (EIPS) budget provides stability for schools, maintains essential central services required for Division operations, and supports the mission and belief statements of the Division (see pg. 4, “Profile and Local Context”).

## Planning for Success

The 2023-24 Spring Budget Report, approved by the Board of Trustees in May 2023, included \$194.6 million of budgeted revenue from the Alberta government, school fees of \$5.1 million—charged to families on a cost-recovery basis—and \$5.3 million for sales, fundraising, donations, investment income and other revenue. EIPS also planned to access \$3.1 million of Division reserves to support instructional spending. Overall, spending was budgeted with a focus on instructional expenditures to support the priorities listed in the *EIPS Four-Year Education Plan* and ensure the Division continued providing high-quality, student-centred education.

## Financial Results from 2023-24

### REVENUES

EIPS recognized revenues of \$214.4 million for the 2023-24 school year—ending Aug. 31, 2024. Revenues included \$199.8 million from the province; \$4.8 million from school fees; and \$9.8 million from sales, fundraising, donations, investment income and other revenue.

### EXPENSES

For 2023-24, the biggest expense was classroom instruction, at 78% of the Division’s total spending. That works out to an approximate per-student cost of \$9,540—excluding capital expenditures—and includes \$145.3 million of spending on salaries and benefits for instructional and support staff. The next highest cost was operating and maintaining school buildings (11%)—including utilities, insurance, maintenance and custodial services. Following that, student transportation (8%), system administration (2%) and external services (1%).

### ACCUMULATED SURPLUS

EIPS ended the 2023-24 school year with a surplus of \$3.2 million, which increased the Division’s accumulated surplus to \$11.5 million. The accumulated surplus is the Division’s primary indicator of its financial resources available to provide future services—made up of operating reserves (\$11.6 million), capital reserves (\$2.5 million), and tangible capital assets and the asset retirement obligation (-\$2.6 million).

## 2023-24 Expenses by Program

Instruction	\$164,402	78%
Operations and Maintenance	\$23,714	11%
Transportation	\$16,544	8%
System Administration	\$4,552	2%
External Services	\$2,035	1%
<b>TOTAL</b>	<b>\$211,247</b>	<b>100%</b>

NOTE: All dollar amounts are expressed in thousands

### Notable Financial Transactions

- After finalizing the 2023-24 fall budget, EIPS received additional grant money from the province, totalling \$1 million. The added dollars were used to support student learning loss, through the province’s learning disruption funding; provide low-incidence supports; fund supplemental enrolment growth; and enhance the School Nutrition Program.
- In spring 2024, EIPS received \$3.8 million in proceeds from the one-time sale of non-capital assets, which was unbudgeted. The surplus funds increased EIPS’ operating reserves and are available for use in future years.
- Enrolment growth, a rise in transportation funding, and inflationary cost increases resulted in the Division’s highest annual operating spending in history, totalling \$211.5 million.
- EIPS purchased \$700,000 of capital items, which included equipment, vehicles, and computer hardware and software.
- Facility Services completed \$3.6 million worth of major building and site improvements on schools across the Division.
- The Division also managed more than \$8-million worth of spending through school generated funds—fees collected by schools for optional courses and programming, lunch supervision, extracurricular opportunities, field trips, fundraising, donations and other sales and services.

### ADDITIONAL INFORMATION:

[EIPS audited financial statements](#) [Alberta’s audited financial statements](#)

# Budget Summary 2024-25

The 2024-25 Fall Budget Report includes an operating deficit of \$2.5 million, which is offset by operating reserves (\$2.11 million) and asset retirement obligation amortization (\$390,000). Revenue increased by \$4.39 million to \$210.65 million from the Spring Budget Report, while expenses increased by \$5.08 million to \$213.15 million.

## RESERVES

(anticipated as of Aug. 31, 2025)

EIPS' reserve projections include balances of:

- \$10.59 million in operating reserves
  - Central Services – \$435,000
  - Schools Operations – \$1.27 million
  - School Generated Funds – \$2.13 million
  - Division Allocated – \$3.81 million
  - Division Unallocated – \$2.95 million

*NOTE:* The provincial cap on the reserve balance is 6% of 2023-24 expenses. The minimum balance is 1%—approximately \$12.67 million and \$2.11 million, respectively.

- \$209,000 in capital reserves. The capital items funded from capital reserves include:
  - Chiller Replacement at Salisbury Composite High – \$1 million
  - VOIP Phone System – \$548,000
  - Information Technology Infrastructure – \$150,000
  - School Buses – \$627,000

## STUDENT ENROLMENT IS 17,949, AS OF SEPT. 27, 2024

- An increase of 136 students, 0.8%, from what was anticipated in the 2024-25 Spring Budget Report.
- An increase of 189 students, 1.1%, from Sept. 29, 2023.

## STAFFING: INCREASED TO 1,367 FTE

- Certificated 875.35 FTE, Classified 491.65 FTE
- An increase of 42.74 FTE, 3.2%, from the 2024-25 Spring Budget Report.

## COMPENSATION, INSTRUCTIONAL AND ADMINISTRATION SPENDING

- There are no compensation increases for 2024-25.
- Instruction spending comprises 77.9% of the total budget and 80% when capital is excluded, which equates to \$9,518 per student.
- System administration spending is \$4.51 million, or 2.1% of total expenses, which is within the \$6.55 million grant provided by Alberta Education. EIPS distributed the additional funds for instructional costs, as allowed in the *Funding Manual for School Authorities 2024-25 School Year*.



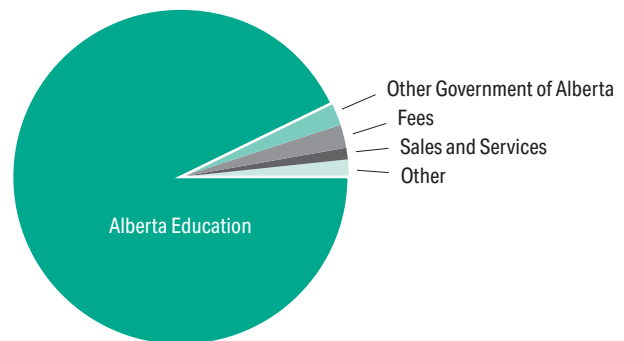
# Revenues and Expenses Analysis 2024-25 Budget

STATEMENT OF REVENUES AND EXPENSES	2024-25 SPRING BUDGET	2024-25 FALL BUDGET	\$ CHANGE	% CHANGE
<b>REVENUES</b>				
Government of Alberta – Alberta Education	\$191,351	<b>\$195,658</b>	\$4,307	2.3%
Government of Alberta – Other	\$4,441	<b>\$4,461</b>	\$20	0.5%
Fees	\$4,733	<b>\$4,758</b>	\$25	0.5%
Other Sales and Services	\$2,677	<b>\$2,712</b>	\$35	1.3%
Other	\$3,061	<b>\$3,064</b>	\$3	0.1%
<b>TOTAL</b>	<b>\$206,263</b>	<b>\$210,653</b>	<b>\$4,390</b>	<b>2.1%</b>
<b>EXPENSES</b>				
Instruction	\$162,036	<b>\$166,129</b>	\$4,093	2.5%
Operations and Maintenance	\$23,341	<b>\$24,105</b>	\$764	3.3%
Transportation	\$17,053	<b>\$17,413</b>	\$360	2.1%
System Administration	\$4,491	<b>\$4,515</b>	\$24	0.5%
External Services	\$1,154	<b>\$990</b>	\$(164)	(14.2%)
<b>TOTAL</b>	<b>\$208,075</b>	<b>\$213,152</b>	<b>\$5,077</b>	<b>2.4%</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>(\$1,812)</b>	<b>(\$2,499)</b>	<b>(\$687)</b>	<b>(37.9%)</b>

NOTE: All dollar amounts are expressed in thousands

## 2024-25 Revenues by Source

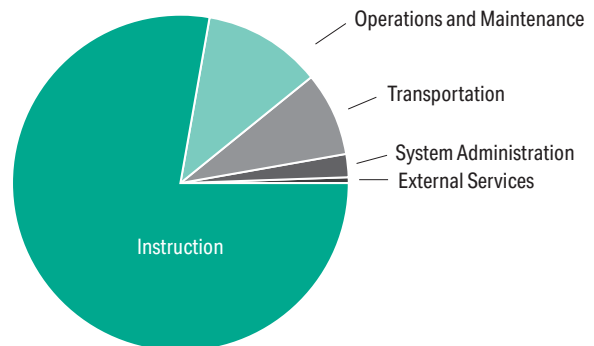
Alberta Education	\$195,658	92.9%
Other Government of Alberta	\$4,461	2.1%
Fees	\$4,758	2.3%
Other Sales and Services	\$2,712	1.3%
Other	\$3,064	1.4%
<b>TOTAL</b>	<b>\$210,653</b>	<b>100%</b>



NOTE: All dollar amounts are expressed in thousands

## 2024-25 Expenses by Program

Instruction	\$166,129	77.9%
Operations and Maintenance	\$24,105	11.3%
Transportation	\$17,413	8.2%
System Administration	\$4,515	2.1%
External Services	\$990	0.5%
<b>TOTAL</b>	<b>\$213,152</b>	<b>100%</b>



NOTE: All dollar amounts are expressed in thousands

# Division Reports

## Capital and Facility Projects

Throughout the 2023-24 school year, Facility Services was actively involved in school-capital projects—totalling more than \$6.11 million. For all capital projects, EIPS follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal. Projects completed or currently in progress include:

- Project-managed the placement and hook-ups of two new modular classroom units—Ardrossan Elementary.
- Decommissioned one modular classroom unit—Westboro Elementary.
- Completed Phase 2 of the Salisbury Composite High Stormwater project.
- Oversaw a playground upgrade at Lamont Elementary.
- Upgraded various school electrical and mechanical systems.
- Worked with the province to finalize the Sherwood Park replacement school’s design and all required documents to move into the construction phase.
- Completed five major projects through the Capital Maintenance Renewal program.
- Completed 18 Infrastructure Maintenance and Renewal projects.
- Completed 349 maintenance, operations and custodial projects.
- Completed 10,431 general EIPS work orders—with 91% completed.

The *EIPS Three-Year Capital Plan* is available at [eips.ca/about-us/planning-and-results](https://eips.ca/about-us/planning-and-results).

## Parent Involvement

The Division will share the *Annual Education Results Report 2023-24* with the Committee of School Councils in January 2025. At the school level, details about achievement results were shared with school councils in November 2024. School councils were also given the opportunity to provide input into their school education plans.

## Timelines and Communication

EIPS strives to ensure families and communities can easily access the *Annual Education Results Report 2023-24*. The report is available from any member of the Board of Trustees, the Office of the Superintendent or online at [eips.ca](https://eips.ca), along with additional supplementary information.

## Whistleblower Protection

The *Public Interest Disclosure (Whistleblower Protection) Act* requires all school authorities to include an annual report of disclosures in its *Annual Education Results Report*. During the 2023-24 school year, there were no disclosures within EIPS. For a copy of the legislation, or for more information, visit the Public Interest Commissioner’s website at [yourvoiceprotected.ca](https://yourvoiceprotected.ca).



# Appendixes



## Alberta Education Assurance Measures: Overall Summary

### Measure Evaluation Reference

#### ACHIEVEMENT EVALUATION

Achievement evaluation is based on comparing current-year data to a set of standards, which remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year-to-year to allow for consistent planning and evaluation. The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0 - 66.3	66.3 - 71.63	71.63 - 77.5	77.5-81.08	81.08 - 100
Three-Year High School Completion	0 - 65.95	65.95 - 74.1	74.1 - 84.79	84.79 - 89	89 - 100
Five-Year High School Completion	0 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100
Grade 6 Provincial Achievement Tests: Acceptable	0 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100
Grade 6 Provincial Achievement Tests: Excellence	0 - 7.3	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100
Grade 9 Provincial Achievement Tests: Acceptable	0 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100
Grade 9 Provincial Achievement Tests: Excellence	0 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100
Diploma Examinations: Acceptable	0 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100
Diploma Examinations: Excellence	0 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.2	23.2 - 100
Education Quality	0 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.6	89.6 - 100
Parental Involvement	0 - 70.76	70.76 - 74.58	74.58 - 78.5	78.5 - 82.3	82.3 - 100
In-Service Needs	0-76.10	76.10-82.23	82.23-88.14	88.14-91.8	91.8-100
Programs of Study	0-66.31	66.31-72.65	72.65-78.43	78.43-81.59	81.59-100
Safe and Caring	0-77.62	77.62-81.05	81.05-84.5	84.5-88.03	88.03-100

Notes: For all measures the range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the "Very High" evaluation level, values range from greater than or equal to the lower value to 100%.

#### IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the current-year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table below shows the definition of the five improvement-evaluation levels based on the chi-square result.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1 - 3.83 (current < previous 3-year average)
Maintained	less than 1
Improved	1 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

#### OVERALL EVALUATION TABLE

The overall evaluation combines the achievement evaluation and improvement evaluation. The table below illustrates how the achievement and improvement evaluations are combined to get the overall evaluation.

IMPROVEMENT	ACHIEVEMENT				
	VERY HIGH	HIGH	INTERMEDIATE	LOW	VERY LOW
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Appendix B

## 2023-24 EIPS PAT and Diploma Results

Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		EIPS			ALBERTA		
		ALL	FNMI	EAL	ALL	FNMI	EAL
English Language Arts and Literacy 6	A	n/a	n/a	n/a	n/a	n/a	n/a
	E	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 6	A	81.7	50	n/a	69.9	56.9	74.5
	E	15.1	0	n/a	9.3	2.9	12.7
Mathematics 6	A	n/a	n/a	n/a	n/a	n/a	n/a
	E	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	A	84.8	68.4	76.9	68.8	51.4	63.8
	E	37.5	18.4	23.1	24.8	12.3	18.4
Social Studies 6	A	81.3	64.5	74.4	68.5	48.7	64.6
	E	27.4	14.5	12.8	19.8	7.3	16.5
English Language Arts 9	A	78.8	61.3	65.5	69.5	49.5	56.9
	E	13.3	5	6.9	11.8	4.7	5.4
French Language Arts 9	A	82.1	n/a	n/a	76.6	63.8	67.8
	E	11.5	n/a	n/a	10.6	5.6	9.2
Mathematics 9	A	60.6	44.3	58.6	52.7	28.7	46.7
	E	15.4	7.6	13.8	14	4.8	11.5
Science 9	A	77.1	61.7	75.9	67.6	46	57.7
	E	23.5	8.6	27.6	20.8	8.5	14.2
Social Studies 9	A	65.7	43.2	51.7	60.5	39	49.4
	E	16.2	8.6	3.4	15.8	6.3	9.6
English Language Arts 30-1	A	92.1	84.2	n/a	84.2	81.7	61.3
	E	14	10.5	n/a	10.1	6.9	2.7
English Language Arts 30-2	A	94.1	93.8	n/a	85.7	86	70
	E	16.1	16.7	n/a	12.9	10.8	5.2
French Language Art 30-1	A	90.9	n/a	n/a	95.3	88.9	85.7
	E	9.1	n/a	n/a	8.6	0	19
Mathematics 30-1	A	80.2	77.3	88.9	75.4	64.4	64
	E	29.1	27.3	11.1	34.9	17	27.6
Mathematics 30-2	A	82.1	77.8	n/a	70.9	64.8	57.7
	E	17.6	7.4	n/a	15.4	10.1	9
Social Studies 30-1	A	87	84.4	n/a	85.2	79.1	70.5
	E	18.9	12.5	n/a	18.7	10.6	10.7
Social Studies 30-2	A	84.5	85.5	71.4	77.6	72.9	63.2
	E	10.6	10.9	28.6	12.7	6.6	8.3
Biology 30	A	86.5	80	n/a	83.1	72.8	69.7
	E	32.9	22.9	n/a	33.7	17	23.6
Chemistry 30	A	86.4	95.8	85.7	82.9	78.2	73.2
	E	32.4	33.3	28.6	38	23.5	29.6
Physics 30	A	83.9	78.6	n/a	85.1	80.4	71.3
	E	39.8	35.7	n/a	43.1	23.2	32.9
Science 30	A	89.4	80	n/a	81.3	78.1	69
	E	28.2	25	n/a	24.6	18.5	16.2

Notes: The full Fall 2024 School Authority Results Summary for Planning and Reporting is available at: [eips.ca/download/474211](https://eips.ca/download/474211).

## Alberta Education Literacy and Numeracy Screeners

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>GRADE 1: STUDENTS DATA</b>					
January: Total number of students assessed	n/a	n/a	n/a	1,335	1,236
January: Total number of students identified as at-risk in literacy	n/a	n/a	n/a	365	155
End of Year: Total number of students identified as at-risk in literacy	n/a	n/a	n/a	344	185
January: The average number of months behind grade level in literacy for at-risk students	n/a	n/a	n/a	12	11
End of Year: The average number of months gained at grade level in literacy for at-risk students	n/a	n/a	n/a	11	6
January: Total number of students identified as at-risk in numeracy	n/a	n/a	n/a	290	233
End of Year: Total number of students identified as at-risk in numeracy	n/a	n/a	n/a	322	288
January: The average number of months behind grade level in numeracy for at-risk students	n/a	n/a	n/a	14	11
End of Year: The average number of months gained at grade level in numeracy for at-risk students	n/a	n/a	n/a	13	9
<b>GRADE 2: STUDENTS DATA</b>					
Start of Year: Total number of students assessed	n/a	n/a	n/a	1,303	1,310
Start of Year: Total number of students identified as at-risk in literacy	n/a	n/a	n/a	360	301
End of Year: Total number of students identified as at-risk in literacy	n/a	n/a	n/a	422	357
Start of Year: The average number of months behind grade level in literacy for at-risk students	n/a	n/a	n/a	12	12
End of Year: The average number of months gained at grade level in literacy for at-risk students	n/a	n/a	n/a	12	6
Start of Year: Total number of students identified as at-risk in numeracy	n/a	n/a	n/a	267	256
End of Year: Total number of students identified as at-risk in numeracy	n/a	n/a	n/a	245	248
Start of Year: The average number of months behind grade level in numeracy for at-risk students	n/a	n/a	n/a	13	10
End of Year: The average number of months gained at grade level in numeracy for at-risk students	n/a	n/a	n/a	11	8
<b>GRADE 3: STUDENTS DATA</b>					
Start of Year: Total number of students assessed	n/a	n/a	n/a	1,280	1,313
Start of Year: Total number of students identified as at-risk in literacy	n/a	n/a	n/a	240	266
End of Year: Total number of students identified as at-risk in literacy	n/a	n/a	n/a	235	271
Start of Year: The average number of months behind grade level in literacy for at-risk students	n/a	n/a	n/a	15	15
End of Year: The average number of months gained at grade level in literacy for at-risk students	n/a	n/a	n/a	11	6
Start of Year: Total number of students identified as at-risk in numeracy	n/a	n/a	n/a	170	164
End of Year: Total number of students identified as at-risk in numeracy	n/a	n/a	n/a	220	221
Start of Year: The average number of months behind grade level in numeracy for at-risk students	n/a	n/a	n/a	13	12
Start of Year: The average number of months behind grade level in numeracy for at-risk students	n/a	n/a	n/a	11	8

*NOTE:* At the end of the 2023-24 school year, all students were re-evaluated—despite reassessment only being mandated for at-risk students. Going forward, the Division will only re-assess students identified as being at-risk in the initial screeners.

## Definitions for Measures and Key Terms

**First Nations, Métis and Inuit Results** – The province requires all school authorities to report First Nations, Métis, and Inuit Alberta Education Assurance results in their annual education plans and annual education results reports. The results include all students who self-identify as First Nations, Métis or Inuit on student registration forms. The goal is to improve monitoring to enhance education outcomes.

**High School Completion Rate** – The percentage of students in the Grade 10 cohort who completed high school by the end of their third year or fifth year—adjusted for attrition. High school completion is defined as receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency; entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five Grade 12 courses, including a language arts diploma course and three other diploma examination courses.

**Post-Secondary Transition Rate (six-year)** – The percentage of students in the Grade 10 cohort who enter a post-secondary program at an Alberta-based post-secondary institution or registered in an Alberta-based apprenticeship program within six years of entering Grade 10—adjusted for attrition. An estimate of the out-of-province post-secondary enrolment is applied based on the number of funded Alberta students attending post-secondary institutions out of the province.



**Diploma Examination Participation Rate (four-plus exams)** – The percentage of students in the Grade 10 cohort who wrote four or more diploma examinations by the end of their third year of high school—adjusted for attrition. A student isn't considered a diploma examination participant if they don't have an examination mark.

**Dropout Rate** – The percentage of students, 14 to 18 years, registered in Alberta's kindergarten to Grade 12 system who dropout the following year—adjusted for attrition. An initial age-specific cohort of students is established for a given school year, excluding the following student groups:

- not registered as of September 29;
- registered in a school unaffiliated with Alberta;
- the registered school is under provincial or federal authority;
- identified as having a moderate- or severe-cognitive disability or multiple severe disabilities;
- visiting and exchange students; and
- attending a Hutterite colony school.

A student registered in Alberta's education system is considered to have dropped out if:

- there is no evidence of their participation in the Alberta education system the following school year, including in Alberta-based post-secondary and apprenticeship programs; or
- they didn't complete high school (see pg. TK, "High School Completion Rate").

**Rutherford Scholarship Eligibility Rate** – The percentage of Alberta Grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and 12. Students must have completed at least one Grade 12 course. Students in the following categories are excluded:

- not registered as of September 29;
- registered in a school unaffiliated with Alberta;
- the registered school is under provincial or federal authority;
- identified, in the Grade 12 school year, as having a moderate- or severe-cognitive disability or multiple severe disabilities;
- visiting or exchange student in the Grade 12 school year; and
- 20 years or older as of September 1.

**Provincial Achievement Test Results** – Based on all students in a grade—total enrolment in the grade plus the ungraded students in the corresponding year of schooling. Results are calculated for each test. The overall result is the average of each test’s results, weighted by the number of students enrolled.

- *PAT: Acceptable* – the percentage of students who achieve the acceptable standard on Grade 6 and Grade 9 Provincial Achievement Tests.
- *PAT: Excellence* – percentage of students who achieve the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.

*NOTE:* In the 2019-20 and 2020-21 school years, the province cancelled PATs because of COVID-19 and related disruptions in learning.

**Diploma Examination Results** – Based on the number of students writing each diploma examination. The overall diploma examination result is the average of each exam’s weighted result, by the number of students writing.

- *Diploma: Acceptable* – the percentage of students who achieve the acceptable standard, 50%, on a diploma examination.
- *Diploma: Excellence* – the percentage of students who achieve the standard of excellence, 80%, on a diploma examination.

*NOTE:* In the 2019-20 and 2020-21 school years, the province cancelled diploma examinations because of COVID-19 and related disruptions in learning.

**Survey Measures** – In public schools, separate schools and francophone schools, all students in grades 4, 7 and 10; their parents; and teachers are included in the Alberta Education Assurance Survey. In charter schools and Level 2 private schools, students in Grade 4 and above; their parents; and all teachers are included in the Alberta Education Assurance Survey.

- The measured result for parents and teachers is calculated by aggregating the responses to all questions that comprise the measure.
- The measured result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure data for parents, teachers and students.

*SOURCE:* Alberta Education



eips.ca |   







# RECOMMENDATION REPORT

**DATE:** Nov. 28, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** 2024-25 Fall Budget

**ORIGINATOR:** Candace Cole, Secretary-Treasurer

**RESOURCE STAFF:** Carmine von Tettenborn, Director, Financial Services  
Christine Gillis, Senior Accountant II, Financial Services  
Stacey Heinish, Senior Accountant II, Financial Services

**REFERENCE:** Board Policy 2: Role of the Board

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

**EIPS GOAL:** Quality infrastructure for all.

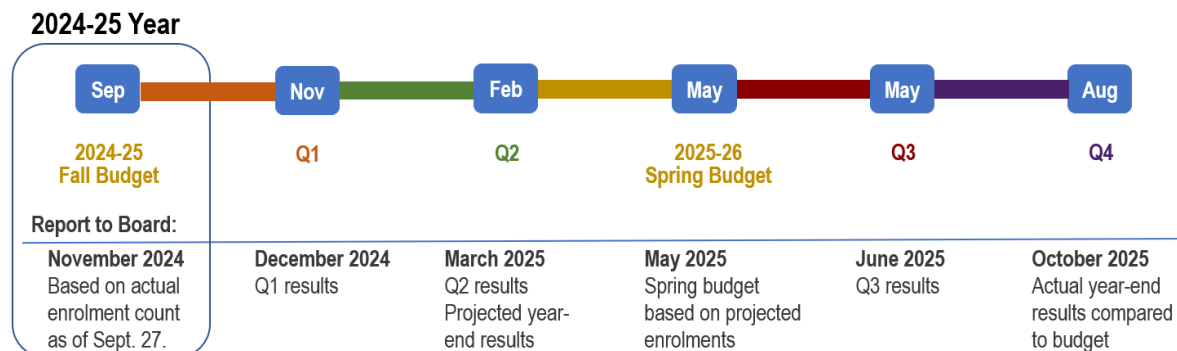
**EIPS OUTCOME:** Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

## RECOMMENDATION

**That the Board of Trustees approves the 2024-25 Fall Budget for Elk Island Public Schools, as presented.**

## BACKGROUND:

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



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



# RECOMMENDATION REPORT

EIPS' reserve cap for 2024-25 fiscal year equates to \$12,674,795 calculated as 6% of our 2023-24 expenditures. After removing estimated school/department carryforward reserve balances, and removing expected reserve expenditures for 2024-25, EIPS projects reserve balances at August 2025 to be below the maximum reserve cap by \$4,213,830; therefore, does not expect to return any excess funds to the province.

## Budget Report (Attachment 1)

The 2024-25 Fall Budget is an update to the Spring Budget, primarily updating estimates that were made in the spring; although based on better information, a conservative approach was once again taken due to the continued uncertainty of the external environment. The majority of these changes were adjusted through contingency dollars. The assumptions utilized are detailed in the Budget Report.

The 2024-25 Fall Budget has been updated for the following items:

- the one-time funds received in July 2024;
- the effect of the Sept. 27, 2024 student enrolment increases;
- changes in revenue not related to enrolment;
- updates to other general estimates arising from more updated information;
- updates to actual carryforwards from the 2023-24 year-end;
- updates for reserve spending, including re-allocation of approved reserve usage; and
- changes to expenses based on the above updates.

The 2024-25 Fall Budget is based on the following budget priorities and principles:

### Priorities:

- complexity in classrooms;
- curriculum and resource development;
- mental health strategic plan;
- collegiate program/career pathways;
- equity;
- retention of staff; and
- artificial intelligence (AI)/digital tools considerations.

### Principles:

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

### In Summary

For 2024-25, EIPS has prepared a \$213.15 million operating budget (Attachment 1, page 13), with a \$2.50 million planned operating deficit, which is offset by operating reserves (\$2.11 million) and Asset Retirement Obligation Amortization (\$0.39 million). The use of reserves allows EIPS flexibility to cover any potential emergent issues that arise after budget completion and allows the Division to support:



# RECOMMENDATION REPORT

- Leveraging Student Achievement, Mental Health Strategic Plan, Seconded Principal, two Reading Enrichment and Development (READ) Specialists, Career Pathways and operations;
- school and department savings up to 1%; and
- expected use of school generated funds on non-recurring supplies, services, and equipment.

## Alberta Education Supplemental Reports (Attachment 2)

The 2024-25 Fall Budget has been prepared for internal use only as Alberta Education (AE) no longer requires an updated budget be submitted. As part of the Audited Financial Statements, AE has required completion of two additional schedules to be submitted by Nov. 30, 2024; these are updated based on the Fall Budget. Schedule 10 reports the full time equivalent enrolled students. This totals to Sept. 27, 2024 enrolment of 17,949 as reported in the Fall Budget Report. Schedule 11 reports the full-time equivalent personnel, which totals to the 1,367.00 as reported in the Fall Budget Report. These schedules have been attached for the Board's information only.

### **COMMUNICATION PLAN:**

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

### **ATTACHMENTS:**

1. EIPS 2024-25 Fall Budget Report
2. Alberta Education Supplemental Reports



# Fall Budget Report 2024-25

November 28, 2024



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## BUDGET HIGHLIGHTS

The 2024-25 Fall Budget has a planned operating deficit of \$2.50 million, which is offset by operating reserves (\$2.11 million) and Asset Retirement Obligation Amortization (\$0.39 million). Revenue increased by \$4.39 million to \$210.65 million from the Spring Budget, while expenses increased by \$5.08 million to \$213.15 million.

### Reserve Projections to August 31, 2025 include:

- \$10.59 million in operating reserves:
  - Central Services are projected to be \$0.43 million;
  - Schools Operations are projected to be \$1.27 million;
  - School Generated Funds are projected to be \$2.13 million;
  - Division Allocated Operating Reserves are projected to be \$3.81 million; and
  - Division Unallocated Operating Reserve is projected to be \$2.95 million.
- \$0.21 million in Capital Reserves.

Significant capital items to be funded from Capital Reserves include: Chiller Replacement at Salisbury Composite High (\$1,000,000), VOIP Phone System (\$548,000), Information Technology Infrastructure (\$150,000), and school buses (\$627,000).

### Student enrolment was 17,949 at September 27, 2024

- An increase of 136 students (0.8%) from the 2024-25 Spring Budget.
- An increase of 189 students (1.1%) from Sept. 29, 2023.

### Staffing is 1,367.00 FTE at September 30, 2024

- An increase of 42.74 FTE (3.2%) from 2024-25 Spring Budget;
  - 37.38 at schools (26.31 classified, 11.07 certificated), and
  - 5.36 at Central (2.96 classified, 2.40 certificated).

### Compensation

- Salary grid movement and benefit increases have been factored into standard costs (schools).
- Inflationary salary costs are related to grid movement and benefit costs (departments).

Instruction spending comprises 77.9% of the total budget and 80.0% when capital is excluded, which equates to \$9,518 per student.

System administration spending is \$4.51 million (2.1% of total expenses), which is within the \$6.55 million grant provided by Alberta Education (AE). The additional funds have been distributed for Instructional costs, as allowed in the *Funding Manual for School Authorities 2024-25 School Year (Funding Manual)*.



## BUDGET PROCESS

In April 2024, the Board of Trustees approved assumptions and allocations used to build the 2024-25 Budget. This Fall Budget has now been updated for:

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

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

Alberta Education (AE) has identified the Maximum Limits on Operating Reserves in the Funding Manual (Section K3). As prescribed:

- The “*balance of operating reserves restriction*” on operating reserves excluding School Generated Funds (SGF) at Aug. 31, 2025 are:
  - The maximum reserve limit is calculated at 6% of operating expenditures.
  - The minimum reserve limit is calculated at 1% of operating expenditures.
- The amount at August 31, 2025 is \$12,674,795 (@ 6% of 2023-24 operating expenses).

### RESERVES

In the Spring Budget, the Board approved using **\$1,001,237** from Operating Reserves comprised of \$1,811,576 to be used for operations, offset by a \$810,339 capital effect. This has been updated in the fall with a reconciliation on the *Statement of Revenue and Expenses Notes* (note C, page 15).

## BUDGET ASSUMPTIONS UPDATES

EIPS established assumptions in the spring that were the building blocks of the 2024-25 Budget. Changes in key assumptions such as reserve usage, enrolment and standard cost have the potential to significantly affect the budget. For the Fall Budget, assumptions have been added or updated as necessary to account for changes in circumstances and information available at this time. The following outlines the Spring Budget assumptions and the change in these assumptions as reflected in the Fall Budget.

### **Funding**

Spring Budget Assumption: The 2024-25 funding envelope was based on enrolment of 18,115. As the projected 2024-25 enrolment in the spring was less students (17,813), deferred revenue had been established for the 2024-25 year; that is, the funding envelope was reduced.

*Fall Budget Update: Actual enrolment is 17,949 as of Sept. 27, 2024, and final deferred revenues have been calculated and will be recorded as a payable in 2024-25. Revenue for EIPS is calculated on Sept. 27, 2024 enrolment.*

*In July 2024, all boards received additional funding to address rising enrolment and enable school divisions to alleviate increased operational pressures.*

*The increase from spring to fall enrolment increases revenue.*

### **Other General Assumption Updates:**

There have been a couple of funding changes and confirmations from spring:

- *Dual Credit grants have been received with an increase of \$156,000;*
- *Support in the amount of \$81,000 for the Odyssey Languages Program (Official Languages Program) has been confirmed after Spring Budget where the budgeted amount was \$nil – this is funding for three French Language Assistants.*
- *The Official Languages in Education Program (OLEP) agreement has been ratified with an increase of \$64,000 from spring estimates;*
- *Assessments of Program Unit Funding students are still expected to be completed by the deadlines imposed by AE.*
- *Funding for Literacy and Numeracy Support Funding (previously known as Learning Disruption Grant) has been applied for; funding will be provided to eligible school and education authorities using a similar approach to that used in previous years. “Alberta Education intends to notify school and education authorities in November 2024 of the amount of funding they will receive”, thus funding has not been allocated out to schools at the time of fall budget preparation. Funding in 2024-25 is for kindergarten to grade 3. This amount has not been included in Fall Budget as still unknown.*
- *There are other grants from Alberta Education that EIPS has applied for and is waiting to be notified as to whether any funding will be received; including the Low Incidence Supports & Services Funding.*
- *Although confirmation of institutional program funding has not been received at the time of fall budget preparation, an estimate equal to spring has been built into the budget.*

### **Expenses**

- Although there has been a lowering of inflation (September 2024 CPI increased 1.6% vs 3.5% September 2023), the Division continues to experience inflationary pressures on items such as employee benefits, property insurance, vehicle and bus purchases, utilities, carbon tax, construction labour and materials, etc. Given the continued global economic and political strife and new labour unrest across the country, inflationary pressures are projected to continue into 2024-25.
- Leveraging Student Achievement – Funds will be used to close the learning gaps in literacy and numeracy with a focus on junior high and it will also be used to build teacher capacity.

### **Compensation**

- Salary grid movement and benefit increases have been factored into standard costs (schools).
- Increased salary costs are related to grid movement and benefit costs (departments).
- Staffing at the schools is mostly complete.

### **Enrolment**

- Enrolment has increased to 17,949 from 17,813 in Spring 2024-25.
- The primary variance between enrolment and Weighted Moving Average (WMA) is because an Early Childhood Services (ECS) student is counted at a 0.5 FTE in WMA. Rural school enrolment is included in the total WMA; however, it is excluded from the grant calculations for Basic Instruction. The WMA is factored into most of the AE grants.
- EIPS' WMA for 2024-25 as calculated using Sept. 27, 2023 actual enrolment is 17,306.6, Spring Budget was 17,417.5 students (AE Calculation based on 18,115 enrolment).

### **Department Estimates and Assumptions**

- Invoices for annual insurance renewals effective Nov. 1, 2024 were received in mid-November and have not been incorporated into the preparation of the Fall Budget. Preliminary analysis is that property insurance has risen by about 10%. Liability and Contracted Bus Operator (CBO) vehicles need further review.

## CAPITAL PLAN

Since the Spring Budget, there have been some material changes to the Five-Year Capital Plan:

- The amount for VOIP in the spring was estimated to be \$220,000 and was entered as a placeholder until more detailed cost information was received for phones and installation. Total increase of \$328,000 in 2024-25.
- The chiller at Salisbury Composite High School (SAL) requires replacement. Total increase of \$1,220,000 in 2024-25.
- Facility Services has reduced the number of vehicles needing to be replaced as well as the timing of replacement by \$183,840. The estimates for the Small Lift and Lawn Tractor have also been reduced by \$30,000. Total decrease of \$213,840 in 2024-25.
- The cost of busses has increased since the spring so the projected costs have been adjusted accordingly. Total increase of \$45,824 in 2024-25.

<b>EIPS Consolidated 5 Year Capital Plan</b>						
2024-25 Fall Budget						
	2024-25	2025-26	2026-27	2027-28	2028-29	TOTALS
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Information Technologies (funded by Capital Reserves)</b>						
Switches and Access Points		68,602	102,059	577,961		<b>748,622</b>
Link Access Point Design Replacement	150,000					<b>150,000</b>
VOIP Phone System	548,000					<b>548,000</b>
Wireless Access Point Replacement				106,393		<b>106,393</b>
CEN Data Server Replacement				267,353		<b>267,353</b>
Central UPS Battery Replacement		8,128		8,128		<b>16,256</b>
Firewall Replacement			305,784			<b>305,784</b>
<b>IT Sub-Total</b>	<b>698,000</b>	<b>76,730</b>	<b>407,843</b>	<b>959,835</b>	-	<b>2,142,408</b>
<b>Facility Services</b>						
Chiller at SAL (funded by Capital Reserves)	1,000,000					<b>1,000,000</b>
Chiller at SAL (funded by IMR/CMR)	220,000					<b>220,000</b>
<b>Facility Services (funded by Facilities)</b>						
Small Lift <sup>1</sup>	20,000					<b>20,000</b>
Articulating Lawn Tractor <sup>1</sup>	10,000					<b>10,000</b>
Vehicles <sup>1</sup>		180,000	180,000			<b>360,000</b>
<b>FAC Sub-Total</b>	<b>1,250,000</b>	<b>180,000</b>	<b>180,000</b>	-	-	<b>1,610,000</b>
<b>Schools (funded by Schools)</b>						
School Bus Replacements <sup>2</sup>	626,860	143,484	319,409	-	175,925	<b>1,265,678</b>
School Purchases from Operating Budget <sup>1</sup>	300,000	300,000	300,000	300,000	300,000	<b>1,500,000</b>
<b>SCH Sub-Total</b>	<b>926,860</b>	<b>443,484</b>	<b>619,409</b>	<b>300,000</b>	<b>475,925</b>	<b>2,765,678</b>
<b>GRAND TOTAL</b>	<b>\$ 2,874,860</b>	<b>\$ 700,214</b>	<b>\$ 1,207,252</b>	<b>\$ 1,259,835</b>	<b>\$ 475,925</b>	<b>\$ 6,518,086</b>

<sup>1</sup> Not required for Capital Reserves.

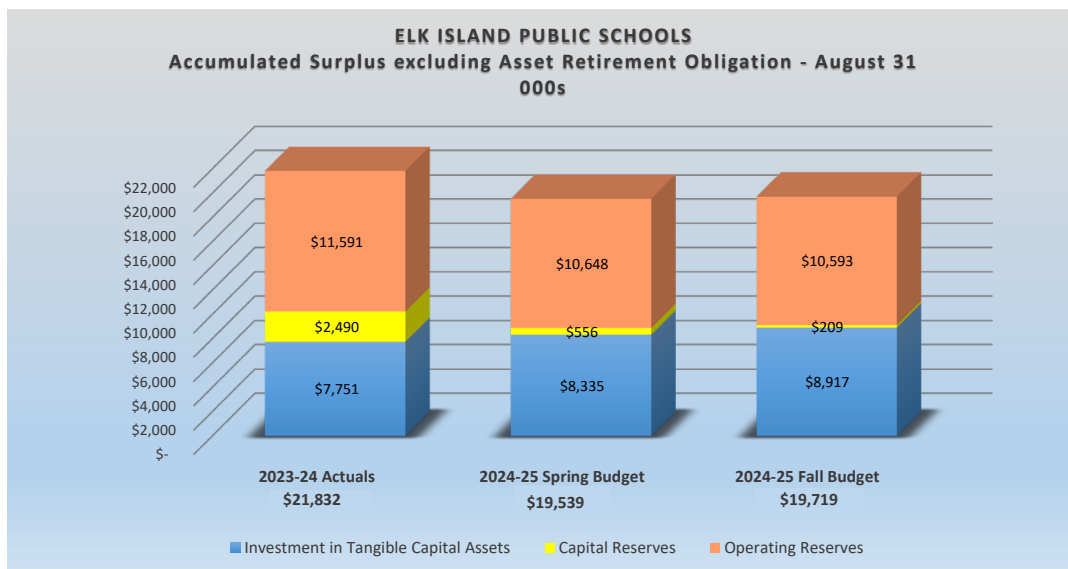
<sup>2</sup> Schools will pay for the buses over 10 years to the Division, Funding from Reserves is to finance the initial purchase.

## SCHEDULES & NOTES

The following pages contain the supporting schedules and explanatory notes of Budget 2024-25.

Accumulated Surplus/(Deficit)						
	A=B+C+D+E+F	B	C	D	E Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation	Unrestricted Surplus	Operating Reserves	Capital Reserves
<b>Audited - August 31, 2024</b>	<b>\$ 11,500,586</b>	<b>\$ 7,750,624</b>	<b>\$ (10,331,072)</b>	<b>\$ -</b>	<b>\$ 11,591,180</b>	<b>\$ 2,489,854</b>
Surplus/(Deficit)	(2,498,706)	-	(386,545)	(2,112,161)	-	-
Board Funded Capital Asset Additions	-	2,594,860	-	(314,459)	-	(2,280,401)
Net Amortization, Debt & Disposals	-	(1,428,163)	-	1,428,163	-	-
Net Reserve Transfers	-	-	-	998,457	(998,457)	-
<b>Budget - August 31, 2025</b>	<b>\$ 9,001,880</b>	<b>\$ 8,917,321</b>	<b>\$ (10,717,617)</b>	<b>\$ -</b>	<b>\$ 10,592,723</b>	<b>\$ 209,453</b>
Spring Budget - August 31, 2025	9,556,806	8,334,909	(9,982,244)	-	10,647,792	556,349
Variance - Fall to Spring	<u>\$ (554,926)</u>	<u>\$ 582,412</u>	<u>\$ (735,373)</u>	<u>\$ -</u>	<u>\$ (55,069)</u>	<u>\$ (346,896)</u>

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



## Accumulated Surplus/(Deficit) Notes

### Accumulated Surplus/(Deficit) (pg. 6)

Accumulated Surplus includes several components:

- **Investment in Tangible Capital Assets** includes purchases of Board-funded capital assets (i.e., capital assets not funded by a targeted provincial grant). This balance increases when EIPS purchases assets, and then decreases slowly over time as those asset costs are recorded as amortization.
- **Asset Retirement Obligation** represents future costs for EIPS to abate asbestos from school buildings. This obligation would only draw down reserves if unfunded by the provincial government.
- **Operating Reserves** includes reserves carried forward by schools and central services from prior year, school generated fund reserves, and Division Allocated and Division Unallocated reserves. These reserves are available for use. Other than School Generated Funds, these reserves fall under the provincial maximum reserve limit of 6%.
- **Capital Reserves** includes reserves set aside for spending on capital assets and/or capital projects (major building improvements). These reserves do not fall under the provincial maximum reserve limit.

Accumulated Surplus will decrease from 2023-24 to 2024-25 by \$2.5 million primarily due to:

- Use of Operating Reserves of \$998,000;
- Use of Capital Reserves of \$2.28 million;
- An increase in Investments in Tangible Capital Assets of \$1.17 million (unsupported capital asset purchases exceeding amortization and debt repayments); and
- Recognition of \$387,000 of Asset Retirement Obligation amortization expense.

As a result, Accumulated Surplus is projected to be \$9 million at Aug. 31, 2025 comprised of:

- \$8.92 million surplus in Investment in Tangible Capital Assets.
- (\$10.72) million deficit in Asset Retirement Obligation.
- \$10.59 million surplus in Operating Reserves (pg. 8):
  - Central Services operating reserves are projected to be \$435,000;
  - Schools operating reserves are projected to be \$1.27 million;
  - School Generated Funds are projected to be \$2.13 million;
  - Division Allocated for non-capital asset proceeds of \$3.81 million;
  - Division Unallocated Operating reserve is projected to be \$2.95 million (pg. 9)
- \$209,000 surplus in Capital Reserves (pg. 8).



Reserves					
	A	B	C	D	E = A+B+C+D
	Audited	Contributions	2024-25	Budgeted	Budget
OPERATING RESERVES	31-Aug-24	/(Use)	Capital	Transfers	31-Aug-25
			Effect		
Central Services	626,964	(191,964)	-	-	\$ 435,000
Schools - Operations	944,481	325,519	-	-	1,270,000
School Generated Funds (SGF)	2,281,758	(150,000)	-	-	2,131,758
Central Services & Schools	3,853,203	(16,445)	-	-	3,836,758
Leveraging Student Achievement	388,343	(388,343)	-	-	-
Non-Capital Asset Proceeds	3,809,102	-	-	-	3,809,102
Projects	-	(593,669)	-	593,669	-
Budgeted Transfer to Support Operations	-	(1,113,704)	-	1,113,704	-
EIPS Division Allocated	4,197,445	(2,095,716)	-	1,707,373	3,809,102
EIPS Division Unallocated	3,540,532	-	1,113,704	(1,707,373)	2,946,863
	<b>\$ 11,591,180</b>	<b>\$ (2,112,161)</b>	<b>\$ 1,113,704</b>	<b>\$ -</b>	<b>\$ 10,592,723</b>
Spring Budget	11,262,484	(1,425,031)	810,339	-	10,647,792
Variance - Fall to Spring	\$ 328,696	\$ (687,130)	\$ 303,365	\$ -	\$ (55,069)

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

	A	B	C	D	E = A+B+C+D
	Audited	Contributions	2024-25	Budgeted	Budget
CAPITAL RESERVES	31-Aug-24	/(Use)	Capital	Transfers	31-Aug-25
			Effect		
Facility Services	\$ 15,541	\$ -	\$ (15,541)	\$ -	\$ -
Chiller Replacement at Salisbury Composite High	-	-	(1,000,000)	1,000,000	-
VOIP Phone System	-	-	(548,000)	548,000	-
IT Infrastructure	-	-	(150,000)	150,000	-
Buses	-	-	(626,860)	626,860	-
EIPS Division Allocated	-	-	(2,324,860)	2,324,860	-
Opening Balance	2,474,313	-	-	-	2,474,313
Proceed on Sale of Assets	-	-	60,000	-	60,000
Transfer to New Projects	-	-	-	(2,324,860)	(2,324,860)
EIPS Division Unallocated	2,474,313	-	60,000	(2,324,860)	209,453
	<b>\$ 2,489,854</b>	<b>\$ -</b>	<b>\$ (2,280,401)</b>	<b>\$ -</b>	<b>\$ 209,453</b>
Spring Budget	1,462,926	-	(906,577)	-	556,349
Variance - Fall to Spring	\$ 1,026,928	\$ -	\$ (1,373,824)	\$ -	\$ (346,896)

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

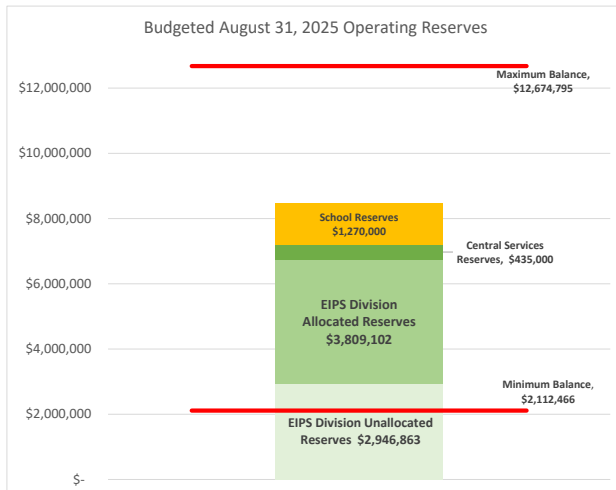
Operating Reserves - Three-Year Projection													
		A	B	C	D	E = A + B + C + D	F	G	H = F + G	I	J	K = I + J	
		Audited	Contributions		2024-25	Transfer	Budget	Contributions		Estimate	2026-27		Estimate
		31-Aug-24	/(Use)	Capital Effect <sup>1</sup>		31-Aug-25	/(Use)	Transfer	31-Aug-26	/(Use)	Transfer	31-Aug-27	
<b>Central Services &amp; Schools (includes SGF)</b>	<b>L</b>	\$ 3,853,203	\$ (16,445)	\$ -	\$ -	\$ 3,836,758	\$ -	\$ -	\$ 3,836,758	\$ -	\$ -	\$ 3,836,758	
Leveraging Student Achievement		388,343	(388,343)			-			-			-	
Non-Capital Asset Proceeds		3,809,102				3,809,102			3,809,102			3,809,102	
Mental Health Strategic Plan			(30,480)		30,480	-			-			-	
Position Support (5.0 FTE) (See Note 1)			(543,189)		543,189	-	(153,234)	153,234	-			-	
Other Minor Adjustments			(20,000)		20,000	-			-			-	
Replacement School Start-Up Funds						-	(420,000)	420,000	-			-	
Capital Effect Transfer to Support Operations			(1,113,704)		1,113,704	-	(759,379)	759,379	-	(828,683)	828,683	-	
<b>EIPS Division Allocated Reserves</b>	<b>M</b>	4,197,445	(2,095,716)	-	1,707,373	3,809,102	(1,332,613)	1,332,613	3,809,102	(828,683)	828,683	3,809,102	
Capital Effect - Purchases from Operating Budget				(314,459)		(314,459)	(526,000)		(840,459)	(526,000)		(1,366,459)	
Capital Effect - Annual Amortization				1,428,163		1,428,163	1,285,379		2,713,542	1,354,683		4,068,225	
Transfer to Allocated Reserves	N				(1,707,373)	(1,707,373)		(1,332,613)	(3,039,986)		(828,683)	(3,868,669)	
EIPS Division Unallocated Opening Balance		3,540,532				3,540,532			3,540,532			3,540,532	
EIPS Division Unallocated Reserve	O	3,540,532	-	1,113,704	(1,707,373)	2,946,863	759,379	(1,332,613)	2,373,629	828,683	(828,683)	2,373,629	
<b>Total EIPS Division Reserves</b>	<b>P = M + O</b>	<b>7,737,977</b>	<b>(2,095,716)</b>	<b>1,113,704</b>	<b>-</b>	<b>6,755,965</b>	<b>(573,234)</b>	<b>-</b>	<b>6,182,731</b>	<b>-</b>	<b>-</b>	<b>6,182,731</b>	
<b>Total Operating Reserves</b>	<b>Q = L + P</b>	<b>\$ 11,591,180</b>	<b>\$ (2,112,161)</b>	<b>\$ 1,113,704</b>	<b>\$ -</b>	<b>\$ 10,592,723</b>	<b>\$ (573,234)</b>	<b>\$ -</b>	<b>\$ 10,019,489</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,019,489</b>	

(1) Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. A surplus is created because the current purchases are less than the amortization of prior year purchases. The effect is non-cash but the surplus created is available for use. Although the Capital Effect is projected to decrease over the next three years (contribute less to EIPS Division Unallocated Reserves), this decrease is partially offset by a decreased funding requirement for the Fiscal Services budget (capital amortization budget).

Note 1  
A transfer of \$543,189 will cover a Seconded Principal for artificial intelligence, two READ Specialist positions, one Career Pathways position, and support for one existing position.

Operating Reserve Analysis

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



Budgeted August 31, 2025 Operating Reserve Balances (excluding SGF)	
Central Services Reserves	\$ 435,000
School Reserves	1,270,000
EIPS Division Allocated Reserves	3,809,102
EIPS Division Unallocated Reserves	2,946,863
<b>Total Budgeted Operating Reserves (excluding SGF)</b>	<b>\$ 8,460,965</b>
2023-24 Total Operating Expenses	\$ 211,246,579
<b>Total Operating Reserve Maximum Limit based on 6% rate</b>	<b>12,674,795</b>
Room for Additional Surplus Before Exceeding Maximum Limit	4,213,830
<b>Total Operating Reserve Minimum Limit based on 1% rate</b>	<b>2,112,466</b>
Room for Additional Spending (Deficit) Before Falling Below Minimum Limit	6,348,499

## Reserve Notes

### Operating Reserves (pgs. 8 & 9)

The **OPERATING RESERVES** table (pg. 8) provides a summary of the budgeted changes in Operating Reserves for 2024-25. The **OPERATING RESERVES PROJECTION** table (pg. 9) provides more detail for changes in Operating Reserves for 2024-25, as well as a projection of use of reserves for 2025-26 and 2026-27.

#### Central Services & Schools (pg. 8, column E)

Schools and Central Services Operating Reserves carryforwards from prior year have been included in 2024-25 allocations.

For 2024-25, EIPS is estimating schools and central services departments will end the year with a carryforward amount of approximately 1% of their operating budget.

EIPS has also budgeted an approximate 7% usage (\$150,000) of School Generated Funds Reserves.

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

The Board maintains two types of Division operating reserves: allocated and unallocated.

#### Division Allocated Operating Reserves (pg. 9, row M)

The Division Allocated Operating Reserves are used to fund specific expenses identified by the Board. Proposed amounts for 2024-25 have been identified as well as estimates for 2025-26 and 2026-27 to outline future needs (columns F and I respectively) and to facilitate provincial reporting requirements. Each year, Administration will bring the use of Division reserves to the Board for approval.

Opening balances from Aug. 31, 2024 include \$388,000 in Leveraging Student Achievement and \$3.81 million of non-capital asset proceeds. The Leveraging Student Achievement funds are budgeted to be spent in 2024-25. However, the non-capital asset proceeds are set aside separately and have not been allocated for use at this time.

- EIPS Division Allocated Reserves are being accessed for a total of \$2.1 million as follows (column B):
  - \$388,000 for Leveraging Student Achievement;
  - \$30,000 for professional development related to the Mental Health Strategic Plan in areas of Violent Threat Risk Assessment (VTRA) and mental health in schools;
  - \$543,000 for a Seconded Principal for artificial intelligence, two READ Specialist positions, one Career Pathways position, and support for one existing position;
  - \$20,000 for other minor adjustments; and
  - \$1.11 million transfer of Capital Effect to support operations.
  
- For 2025-26 school year, Division Allocated Reserves will be used totaling \$1.33 million (column F) to continue efforts from 2024-25 for the following items:
  - \$153,000 for a Seconded Principal for artificial intelligence,
  - \$420,000 Sherwood Heights replacement school start-up funds; and
  - \$759,000 transfer of Capital Effect to support operations.

## Reserves Notes (continued)

- For 2026-27 school year, Division Allocated Reserves will be used totaling \$829,000 (column I) for the following item:
  - \$829,000 transfer of Capital Effect to support operations.

### Division Unallocated Operating Reserve (row O)

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

\$1.71 million of Division Unallocated Reserve is being transferred to Division Allocated Reserves to support projects and initiatives, shown in row N. Transfers of \$1.33 million in 2025-26 and \$829,000 in 2026-27 are projected to support future Division needs.

Capital asset purchases of \$314,000 and amortization of \$1.43 million have been included in the 2024-25 projection as capital assets purchased from current year funding are offset by amortization from prior year purchases, creating a \$1.11 million surplus, which is being utilized as a budgeted transfer to support operations.

### Operating Reserve Maximum Limit

The Government of Alberta implemented a maximum limit on school board operating reserves (a “cap”). EIPS’ cap for 2024-25 school year is \$12,674,795 calculated as 6% of our actual 2023-24 expenditures and applies to all operating reserves except School Generated Funds. This is a change from Spring Budget, when the Government of Alberta had communicated that School Generated Funds were to be included at that time. Based on projected balances at Aug. 31, 2025 in Division Allocated and Unallocated Operating reserves, as well as the estimated carryforward for schools’ and central services’ budgets, EIPS projects to be below the maximum limit by \$4.21 million.

There is also a minimum operating reserve limit of 1% of actual 2023-24 expenditures, or \$2.11 million for EIPS. Based on projected balances at Aug. 31, 2025, EIPS projects to be above the minimum limit by \$6.35 million.

## **Capital Reserves (pg. 8)**

Capital Reserves can be used for the purchase of capital assets and can be accessed with Board approval. Every year, capital items are purchased from the operating budget in schools and departments (approximately \$200,000 to \$500,000 per year).

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

- New chiller at Salisbury Composite High for \$1 million;
- VOIP phone system for \$548,000;
- School bus replacement of \$627,000 financed initially by capital reserves but paid for over ten years by the respective school’s budget;
- Information Technology purchases (switches, access points, and uninterrupted power supply batteries) of \$150,000; and

**Reserves Notes** (continued)

- Facility Services' equipment purchases of \$15,000 using proceeds from previous sales of Facility Services vehicles (supplementing their department budget);

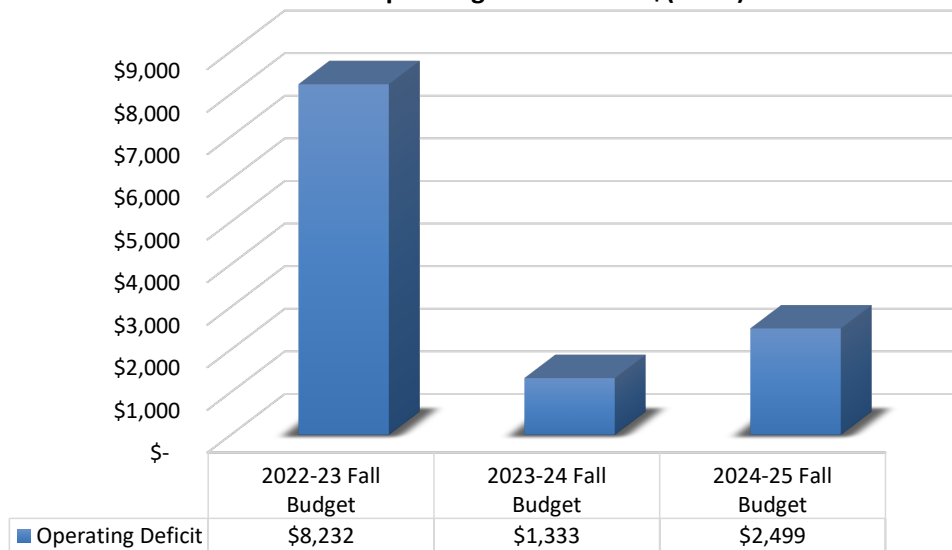
A transfer from Unallocated Capital Reserves of \$2.32 million will fund the capital items/projects listed above.

After this transfer and expected proceeds of approximately \$60,000 from sale of capital assets (older buses), there will be \$209,000 of Unallocated Capital Reserves.

Statement of Revenues and Expenses

	Page Ref	2024-25 Budget	2024-25 Fall Budget	Note	Change	% Change
<b>REVENUES</b>						
Government of Alberta						
Alberta Education	17	\$ 191,350,944	\$ 195,657,577	A	\$ 4,306,633	2%
Other Government of Alberta		4,441,365	4,461,485		20,120	0%
		<u>195,792,309</u>	<u>200,119,062</u>		<u>4,326,753</u>	<u>2%</u>
Other Alberta School Authorities		50,464	50,464		-	0%
Fees		4,733,290	4,757,935		24,645	1%
Other Sales and Services		2,676,892	2,712,269		35,377	1%
Investment Income		1,021,000	952,194		(68,806)	(7%)
Gifts and Donations		1,405,923	1,437,908		31,985	2%
Rental of Facilities		231,740	271,740		40,000	17%
Fundraising		351,232	351,232		-	0%
		<u>206,262,850</u>	<u>210,652,804</u>		<u>4,389,954</u>	<u>2%</u>
<b>EXPENSES</b>						
Instruction						
Schools		140,126,681	144,564,851		4,438,170	3%
Central Service		21,908,772	21,564,035		(344,737)	(2%)
		<u>162,035,453</u>	<u>166,128,886</u>		<u>4,093,433</u>	<u>3%</u>
Operations & Maintenance		23,341,300	24,104,825		763,525	3%
Transportation		17,052,801	17,413,214		360,413	2%
System Administration		4,491,038	4,514,586		23,548	1%
External Services		1,153,834	989,999	B	(163,835)	(14%)
		<u>208,074,426</u>	<u>213,151,510</u>		<u>5,077,084</u>	<u>2%</u>
<b>OPERATING DEFICIT</b>		<u>\$ (1,811,576)</u>	<u>\$ (2,498,706)</u>	C	<u>\$ (687,130)</u>	<u>(38%)</u>

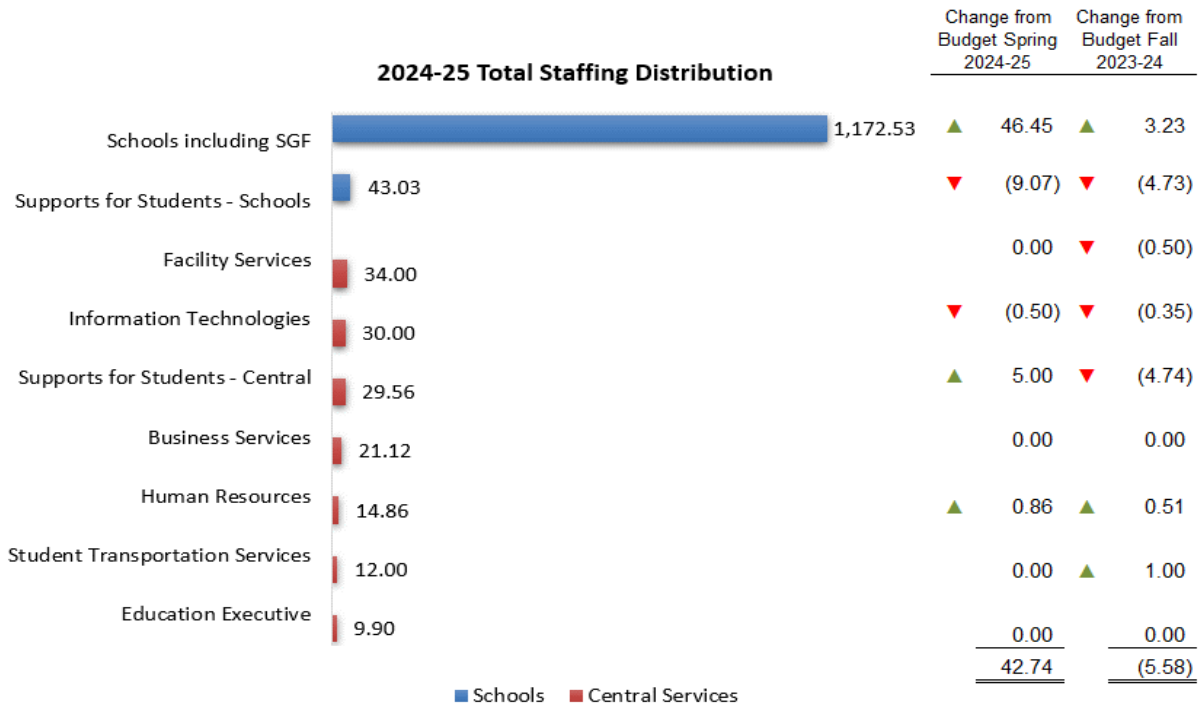
3-Year Operating Deficit Trend \$(000's)



In 2022-23 Fall Budget there was \$4.96 million in Division Reserve usage for many supported projects, \$1.0 million in Focus on Learning Loss funding from reserves and the projected carryforward for the following year was projected at \$0 because of the reserve cap. In 2024-25 Fall Budget for comparison, there is \$0.59 million in Division Reserve usage and an offsetting \$1.71 million in projected carryforward for 2025-26.



Staffing - Full Time Equivalent (FTE)					
	Page Ref	2024-25 Budget	2024-25 Fall Budget	Change	% Change
<b>SCHOOLS</b>					
Certificated	31	835.02	846.09	11.07	1.3%
Classified	31	343.16	369.47	26.31	7.7%
		<u>1,178.18</u>	<u>1,215.56</u>	<u>37.38</u>	<u>3.2%</u>
<b>CENTRAL SERVICES</b>					
Certificated	37	26.86	29.26	2.40	8.9%
Classified	37	119.22	122.18	2.96	2.5%
		<u>146.08</u>	<u>151.44</u>	<u>5.36</u>	<u>3.7%</u>
<b>TOTAL STAFFING</b>					
Certificated		861.88	875.35	13.47	1.6%
Classified		462.38	491.65	29.27	6.3%
		<u>1,324.26</u>	<u>1,367.00</u>	<u>42.74</u>	<u>3.2%</u>



School staffing variances are explained on page 31.  
Central staffing variances are explained on page 37 and onwards.

**Statement of Revenues and Expenses Notes**

(For changes greater than \$75,000 and 5%.)

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

- A. Below is a breakdown of the total Alberta Education funding increase of \$4.31 million. In July, Alberta Education announced a one-time rate increase for the funding framework grants which equated to \$1.65 million. The \$1.08 million for Enrolment Change includes \$0.54 million for supplemental growth which is not guaranteed next year unless EIPS experiences growth again.

	One-Time Rate Increase	Enrolment Change	Targeted Grants	Total
Base Instruction	1,255,436	587,861		1,843,297
Services & Supports	399,324	(72,280)		327,044
School - System Needs		15,281	653,131	668,412
Community		8,673		8,673
Jurisdictions		540,000		540,000
Other			919,207	919,207
<b>Total Change</b>	<b>\$ 1,654,760</b>	<b>\$ 1,079,535</b>	<b>\$ 1,572,338</b>	<b>\$ 4,306,633</b>

The One-Time Rate Increase of \$1.65 million was distributed as per below:

- \$1.48 million to schools as a classroom complexity allocation;
- \$0.07 million to Educational Assistant Capacity Building Project;
- \$0.05 million to Next Step Consolidated; and
- \$0.05 million to contingency for in-year expenses.

The Enrolment Change of \$1.08 million was distributed as per below:

- \$0.45 million to schools as basic allocations for enrolment growth, and cover 50% of enrolment decreases;
- \$0.43 million to contingency for in-year expenses; and
- \$0.20 million to Next Step Consolidated.

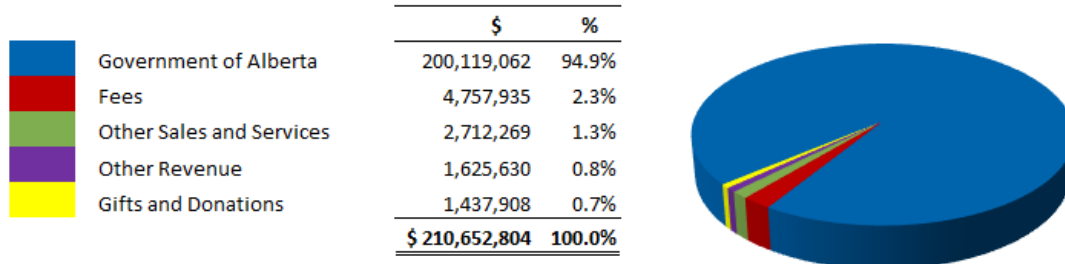
- B. The External Services decrease of \$164,000 involves fewer staff being seconded than projected in the Spring Budget.
- C. A summary of the Operating Deficit has been provided in the table below.

	2024-25 Budget	2024-25 Fall Budget	Variance
Capital Effect*	\$ 810,339	\$ 1,113,704	\$ 303,365
Division Reserve	593,669	593,669	-
Asset Retirement Obligation	386,545	386,545	-
Leveraging Student Achievement	48,580	388,343	339,763
SGF Reserve	-	150,000	150,000
Carryforward	(27,557)	(133,555)	(105,998)
<b>Operating Deficit</b>	<b>\$ 1,811,576</b>	<b>\$ 2,498,706</b>	<b>\$ 687,130</b>

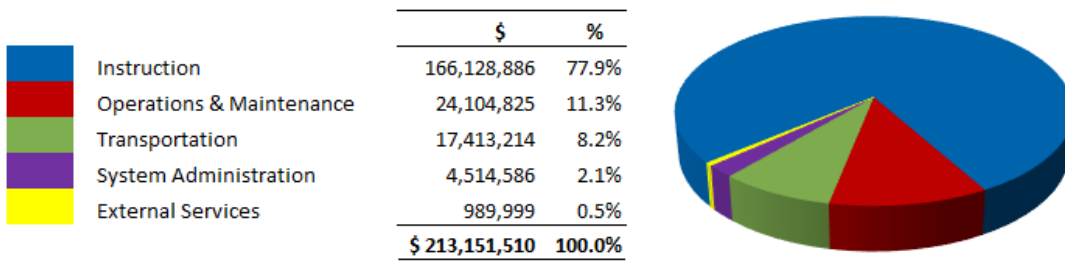
\* A change in the Capital Effect is offset by an increase in the Block Revenue Allocation to Fiscal Services (page 56) and essentially a nil impact.

**Statement of Revenues and Expenses Notes (continued)**

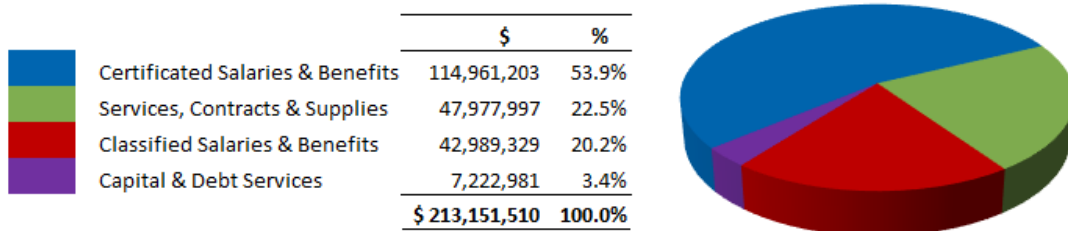
Below is a comparative chart that illustrates EIPS' revenues by source. The Other Revenue includes Investment Income, Rental of Facilities, Fundraising and Other Alberta School Authorities.



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



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



ALBERTA EDUCATION REVENUE					
	2024-25 Budget	2024-25 Fall Budget	Note	Change	% Change
<b>Base Instruction</b>					
Early Childhood Services (ECS)	\$ 4,250,391	\$ 4,288,945		\$ 38,554	1%
Grades 1-9	76,416,797	77,263,906		847,109	1%
High Schools	31,569,047	32,514,749		945,702	3%
Distance Education	13,500	4,593		(8,907)	(66%)
Hutterite Colony Funding	53,000	53,583		583	1%
Outreach Programs	350,000	350,000		-	0%
Rural Small Schools	1,841,432	1,861,688		20,256	1%
	114,494,167	116,337,464	A	1,843,297	2%
<b>Services &amp; Supports</b>					
Specialized Learning Support	12,605,832	12,930,157		324,325	3%
Specialized Learning Support Kindergarten	1,311,915	1,394,534	B	82,619	6%
Moderate Language Delay	189,640	166,505		(23,135)	(12%)
ECS Pre-K Program Unit Funding (PUF)	1,932,117	1,832,529	C	(99,588)	(5%)
First Nations, Métis and Inuit Education	1,876,488	1,886,731		10,243	1%
Classroom Complexity	861,269	861,204		(65)	(0%)
English as an Additional Language	437,316	469,961		32,645	7%
Refugee Students	-	-		-	0%
Institutional Programs	432,986	432,986		-	0%
	19,647,563	19,974,607		327,044	2%
<b>School - System Needs</b>					
Operations & Maintenance	16,365,140	16,380,421		15,281	0%
SuperNet	374,400	374,400		-	0%
Transportation	15,595,238	15,595,238		-	0%
Infrastructure Maintenance and Renewal	1,225,100	1,878,231	D	653,131	53%
	33,559,878	34,228,290		668,412	2%
<b>Community</b>					
Socio-Economic Status	1,089,484	1,093,797		4,313	0%
Geographic	1,484,120	1,488,480		4,360	0%
School Nutrition Program	199,500	199,500		-	0%
	2,773,104	2,781,777		8,673	0%
<b>Jurisdictions</b>					
System Administration	6,545,977	6,545,977		-	0%
Teacher Salary Settlement	3,456,020	3,456,020		-	0%
Supplemental Enrolment Growth	150,000	690,000	E	540,000	360%
	10,151,997	10,691,997		540,000	5%
<b>Other</b>					
Alberta School Council Engagement	-	27,093		27,093	100%
Digital Assessment Grant	-	150,000	F	150,000	100%
Dual Credit Programming	53,733	209,329	G	155,596	290%
French Language Funding	225,000	289,437		64,437	29%
Fuel Price Contingency Program	357,720	357,720		-	0%
Lease Support	651,746	657,802		6,056	1%
Odyssey Language Program	-	81,000	H	81,000	100%
Mental Health in School Pilot	-	352,702	I	352,702	100%
New Curriculum Funding	304,780	308,665		3,885	1%
Secondments	113,640	28,680	J	(84,960)	(75%)
Transportation Training Grant	62,000	62,000		-	0%
	1,768,619	2,524,428		755,809	43%
Supported Amortization	1,247,616	1,289,014		41,398	3%
Teacher Pensions	7,708,000	7,830,000		122,000	2%
	<u>\$ 191,350,944</u>	<u>\$ 195,657,577</u>		<u>\$ 4,306,633</u>	<u>2.3%</u>

**Alberta Education Revenue Notes**

*(For changes greater than \$75,000 and 5%.)*

Refer to page 15 for an explanation of the one-time funding received in July.

- A. The Base Instruction revenue will increase because revenue is calculated on the three-year Weighted Moving Average (WMA). The years used are 2022-23, 2023-24 and 2024-25. As enrolment has increased each year, revenue increased as well. The fall enrollment has increased by 136 students. This funding increase is essentially the growth Alberta Education (AE) is funding. Enrollment accounted for \$383,000 of the Base Instruction increase and the one-time rate increase \$1.26 million of the base increase.

Summer School had more continuing education units (CEU) than projected during the spring, which had an increase in revenue of \$205,000, excluding the one-time rate increase.

Rural Small Schools Grant remained at the same funding groups.

School	Group	2024-25 Block Funding Rate*
Bruderheim	Group 5	920,716
Mundare	Group 5	920,716
Total		<b>1,841,432</b>

\*Excluding one-time rate increase of 1.1%

- B. Specialized Learning Support Kindergarten had an increase of \$83,000. \$56,000 was from additional students being assessed and enrolled since the Spring Budget. \$27,000 was related to the one-time rate increase.
- C. ECS Pre-K Program Unit Funding (PUF) had a decrease of \$100,000. There was a \$36,000 increase from the one-time rate increase, and this was offset by a \$136,000 decrease from lower enrolment in the Play and Learn at School (PALS) program. This value will continue to change as students are enrolled and assessed. The revenue will be updated after the December 2 enrolment deadline to capture any changes.
- D. The Infrastructure Maintenance and Renewal (IMR) budget for 2024-25 has been reduced for a capital component (which is budgeted through supported amortization slowly over time) and increased for the carryforward component of prior year.

	2024-25 Budget	2024-25 Fall Budget	Variance
IMR Funding	\$ 2,225,100	\$ 2,225,100	\$ -
Prior Year Carryforward	-	335,131	335,131
IMR Capitalized	(1,000,000)	(682,000)	318,000
<b>IMR Revenue Total</b>	<b>\$ 1,225,100</b>	<b>\$ 1,878,231</b>	<b>\$ 653,131</b>

***Alberta Education Revenue Notes (continued)***

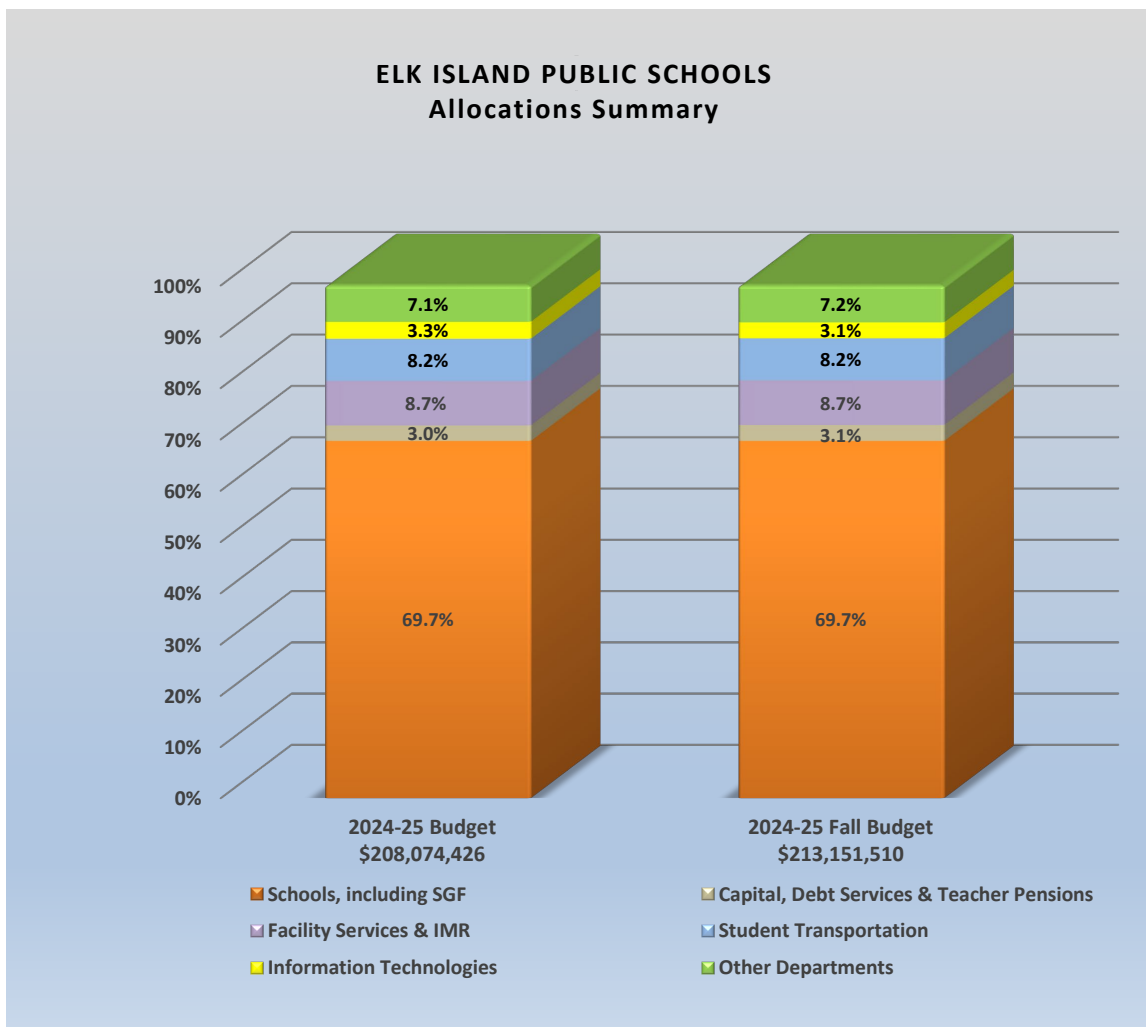
In addition, the Capital Maintenance Renewal (CMR) Grant increased from \$1.14 million in 2023-24 to \$2.84 million in 2024-25 (\$1.70 million increase). This grant was reduced in prior years to offset a one-time CMR Stimulus Grant that was allocated to school boards in 2019-20. In 2024-25 it is no longer being reduced. The CMR grant is spent on capital.

These two grants are targeted.

- E. Supplemental Enrolment Growth increased by \$540,000, due to increased enrolment.
- F. A new grant for 2024-25 is the Digital Assessment grant for \$150,000. These funds will be used to transition EIPS to using AE's new Digital Assessment Platform (DAP) for administering provincial exams. Specifically, supporting students and staff in becoming familiar with the DAP environment and using Chromebooks for extended writing tasks. This will be achieved by ensuring students have access and practice time as well as appropriate accommodations, if needed.
- G. Dual Credit Programming increased by \$156,000. EIPS has received approval for a Rural Skilled Trades grant \$50,000 and the Alberta Education Enhancement grant \$100,000 and the remainder is carryforward from prior year.
- H. Odyssey Language Program budget of \$81,000 is for three French Language Assistants.
- I. The Mental Health in School Pilot program will receive \$353,000 in funding. This has been distributed to schools with junior high students.
- J. Secondments to Alberta Education decreased by \$85,000 as there was a staffing change after the Spring Budget was approved.



Allocation Reconciliation					
	Page Ref	2024-25 Budget	2024-25 Fall Budget	\$ Change	% Change
Schools, including SGF		\$ 139,228,137	\$ 143,562,788	\$ 4,334,651	3.1%
Supports for Students - Schools		5,833,442	4,916,579	(916,863)	(15.7%)
	<b>23</b>	<b>145,061,579</b>	<b>148,479,367</b>	<b>3,417,788</b>	<b>2.4%</b>
Facility Services		16,778,238	16,706,707	(71,531)	(0.4%)
Other Departments		14,877,077	15,424,527	547,450	3.7%
Student Transportation		17,101,458	17,477,180	375,722	2.2%
Information Technologies		6,815,968	6,566,908	(249,060)	(3.7%)
Capital, Debt Services & Teacher Pensions		6,215,006	6,618,590	403,584	6.5%
Infrastructure Maintenance and Renewal (IMR)		1,225,100	1,878,231	653,131	53.3%
	<b>37</b>	<b>63,012,847</b>	<b>64,672,143</b>	<b>1,659,296</b>	<b>2.6%</b>
		<b>\$ 208,074,426</b>	<b>\$ 213,151,510</b>	<b>\$ 5,077,084</b>	<b>2.4%</b>



**Allocation Reconciliation Notes**

(For changes greater than \$75,000 and 5%.)

The notes provided in this section are summarized versions; more detailed notes are within the Schools' and Central Services' pages of this report.

School Allocations	2024-25	2024-25	Note	Change	% Change
	Budget	Fall Budget			
Basic Allocations	\$ 98,191,000	\$ 98,639,000		\$ 448,000	0.5%
Supports for Students Allocations	20,128,000	20,837,000		709,000	3.5%
One-Time Classroom Complexity Allocation	-	1,484,000	A	1,484,000	100.0%
Next Step Consolidated	2,880,000	3,135,000	B	255,000	8.9%
School Programs* and Other Items	1,487,000	1,911,000	C	424,000	28.5%
Year-End Carryforward	897,000	934,000		37,000	4.1%
Elk Island Youth Ranch Learning Center	341,000	354,000		13,000	3.8%
	<u>123,924,000</u>	<u>127,294,000</u>		<u>3,370,000</u>	<u>2.7%</u>
School Generated Funds	7,750,000	7,972,000		222,000	2.9%
Teacher Pensions	7,386,000	7,478,000		92,000	1.2%
Supports for Students – Schools	5,833,000	4,917,000	D	(916,000)	(15.7%)
Contingency - To Be Allocated (TBA)	1,203,000	1,881,000	E	678,000	56.4%
Leveraging Student Achievement	49,000	388,000	F	339,000	691.8%
Capital Lease	(181,000)	(181,000)		-	0.0%
Schools' Year-End Carryforward	(902,000)	(1,270,000)	G	(368,000)	(40.8%)
<b>School Allocations</b>	<u>\$ 145,062,000</u>	<u>\$ 148,479,000</u>		<u>\$3,417,000</u>	<u>2.36%</u>

\* School Programs include Language, International Baccalaureate, Advanced Placement, and First Nations, Métis, and Inuit.

- A. In July, Alberta Education announced a one-time rate increase for the funding framework grants of which \$1.48 million was allocated directly to schools.
- B. Next Step Consolidated increased by \$255,000. This increase includes \$50,000 in classroom complexity allocations, \$135,000 for additional staffing and \$70,000 to expand the summer school program.
- C. School Programs and Other Items increased by \$424,000, which primarily relates to the Mental Health in School Pilot Program funding announced in the fall for \$353,000.
- D. Supports for Students – Schools decreased by \$916,000 which primarily includes \$709,000 in allocations to schools and \$241,000 in Division reserves being reallocated to Supports for Students – Central for the READ Specialist teacher positions.
- E. Contingency – To Be Allocated (TBA) are funds being held for in-year expenses.
- F. Leveraging Student Achievement has been updated based on August 31, 2024, yearend results for schools with the addition of the standard cost surplus.
- G. Schools' Year-End Carryforward has been adjusted to budget for the carryforwards expected for the 2024-25 school year.

**Allocation Reconciliation Notes (continued)**

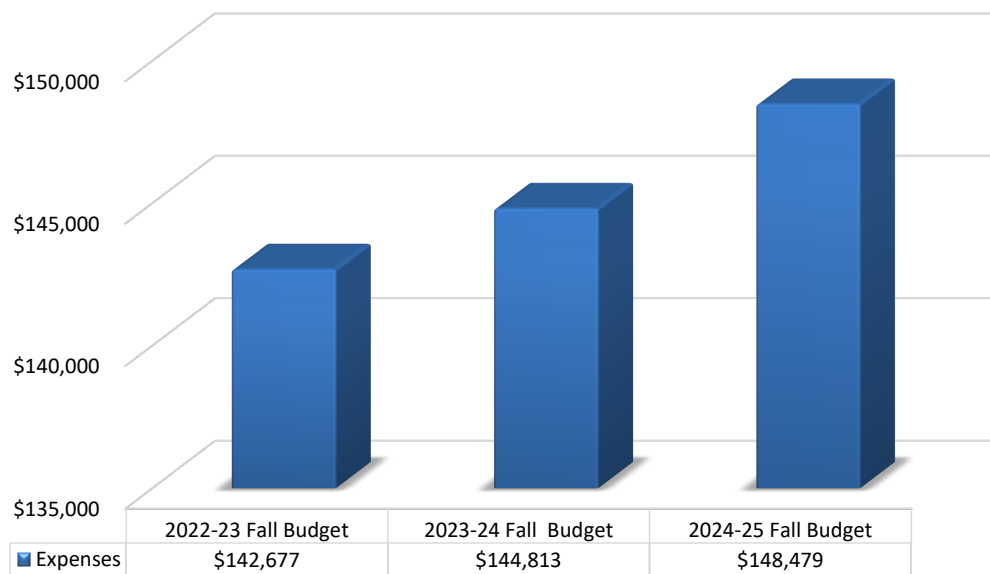
Central Allocations	2024-25 Budget	2024-25 Fall Budget	Note	Change	% Change
Student Transportation	\$ 17,101,000	\$ 17,477,000		\$ 376,000	2.2%
Facilities Services	16,779,000	16,707,000		(72,000)	(0.4%)
Other Departments	14,877,000	15,424,000		547,000	3.7%
Information Technologies	6,816,000	6,567,000		(249,000)	(3.7%)
Capital and Debt Services/Teacher Pension	6,215,000	6,619,000	H	404,000	6.5%
Infrastructure Maintenance and Renewal	1,225,000	1,878,000	I	653,000	53.3%
<b>Central Allocations</b>	<u>\$ 63,013,000</u>	<u>\$ 64,672,000</u>		<u>\$1,659,000</u>	<u>2.6%</u>

- H. Capital and Debt Services/Teacher Pension increased by \$404,000. This increase is the result of a block increase of \$299,000 and a revenue increase of \$105,000 to offset the increase in supported and unsupported amortizations, teacher pensions and equipment buyouts.
- I. The IMR budget for 2024-25, which includes carryforward from the prior year, has been reduced for a capital component (which is budgeted through supported amortization slowly over time). See page 18 for a detailed table.

**Schools Expenses**

Expenses	Page Ref	2024-25 Budget	2024-25 Fall Budget	Note	Change	% Change
Sector 1 - Sherwood Park		\$ 68,992,305	\$ 70,615,187		\$ 1,622,882	2.4%
Sector 2 - Strathcona County		13,579,545	13,806,998		227,453	1.7%
Sector 3 - Fort Saskatchewan		24,810,206	25,622,832		812,626	3.3%
Sector 4 - Lamont County		7,557,225	7,873,468		316,243	4.2%
Sector 5 - County of Minburn		5,764,305	5,887,033		122,728	2.1%
	<b>26</b>	<b>120,703,586</b>	<b>123,805,518</b>	<b>A</b>	<b>3,101,932</b>	<b>2.6%</b>
Elk Island Youth Ranch Learning Centre		340,627	354,676		14,049	4.1%
Next Step Continuing Education - Summer		591,236	661,236		70,000	11.8%
Next Step Outreach		2,288,708	2,473,821	<b>B</b>	185,113	8.1%
Total School Allocations		123,924,157	127,295,251		3,371,094	2.7%
Supports for Students	<b>33</b>	5,833,442	4,916,579	<b>C</b>	(916,863)	(15.7%)
School Generated Funds		7,749,636	7,971,880	<b>D</b>	222,244	2.9%
Teacher Pensions		7,385,555	7,478,118	<b>E</b>	92,563	1.3%
Capital Lease (Photocopiers)		(181,397)	(181,397)		-	0.0%
Contingency - To Be Allocated		1,203,224	1,880,593	<b>F</b>	677,369	56.3%
Schools' Year-End Carryforward		(901,618)	(1,270,000)	<b>G</b>	(368,382)	(40.9%)
Leveraging Student Achievement		48,580	388,343	<b>H</b>	339,763	699.4%
	<b>20</b>	<b>\$ 145,061,579</b>	<b>\$ 148,479,367</b>		<b>\$ 3,417,788</b>	<b>2.4%</b>

**3-Year Expenditure Trend \$(000's)**



**Schools Expenses Notes**  
(For changes greater than \$75,000.)

A. The \$3.10 million increase in allocations to schools is summarized below:

<b>School Allocation Change:</b>	
<b>2024-25 Budget</b>	<b>\$ 120,704,000</b>
One-Time Classroom Complexity Allocation	1,484,000
Specialized Supports & Early Learning	709,000
Basic Allocations	449,000
Mental Health in School Pilot	353,000
Year End Carryforward	37,000
First Nations, Métis, and Inuit Allocations	29,000
English as an Additional Language Allocation	22,000
Other Small Items	19,000
<b>2024-25 Fall Budget</b>	<b><u>\$ 123,806,000</u></b>

The One-Time Classroom Complexity Allocation was the distribution of the Alberta Education one-time rate increase for the funding framework grants.

The increase in Specialized Supports & Early Learning provided funds to schools for both new students that arrived in the Division and students with completed assessments.

The increase in Basic Allocations was to fund new students that arrived in the Division between Spring Budget estimates and Fall Budget. EIPS was able to fund these students at 100% of the allocation rate.

Alberta Education announced the continued support of the Mental Health in School Pilot, and these funds were distributed to the schools with junior high students.

B. The increase for Next Step Outreach includes \$135,000 for additional staffing and \$50,000 in one-time classroom complexity allocations.

C. The \$917,000 decrease in Supports for Students is outlined through the changes below:

<b>Supports for Students Allocation Change:</b>	
<b>2024-25 Budget</b>	<b>\$ 5,833,000</b>
Block Increase	111,000
Other Small Items	(9,000)
Revenue Changes	(68,000)
Division Reserve Changes	(241,000)
Allocations to Schools	(709,000)
<b>2024-25 Fall Budget</b>	<b><u>\$ 4,917,000</u></b>

The Block Increase was funding to support a Child and Adolescent Services for All (CASA) Mental Health teacher at Bev Facey Community High.

***Schools Expense Notes (continued)***

The Division Reserve Changes decrease is a transfer of the two Reading Enrichment and Development (READ) teachers to Supports for Students – Central to better align with whom they will report to.

The decrease in Allocations to Schools is providing funds to schools for new students that arrived in the Division and students with completed assessments.

- D. School Generated Funds (SGF) are \$222,000 higher than the Spring Budget. Fall Budget includes a reserve usage of \$150,000 and the revenue was updated for the before and after school programs for \$142,000. The offset is a reduction of \$70,000 for investment income.
- E. Teacher Pensions from school salaries has increased \$93,000 primarily due to more pensionable salaries resulting from the certificated FTE increase.
- F. Contingency – To Be Allocated are funds being held for in-year expenses.
- G. Schools' Year-End Carryforward has been adjusted to budget for the carryforwards expected for the 2024-25 school year.
- H. Leveraging Student Achievement has been updated based on August 31, 2024, yearend results for schools with the addition of the standard cost surplus.



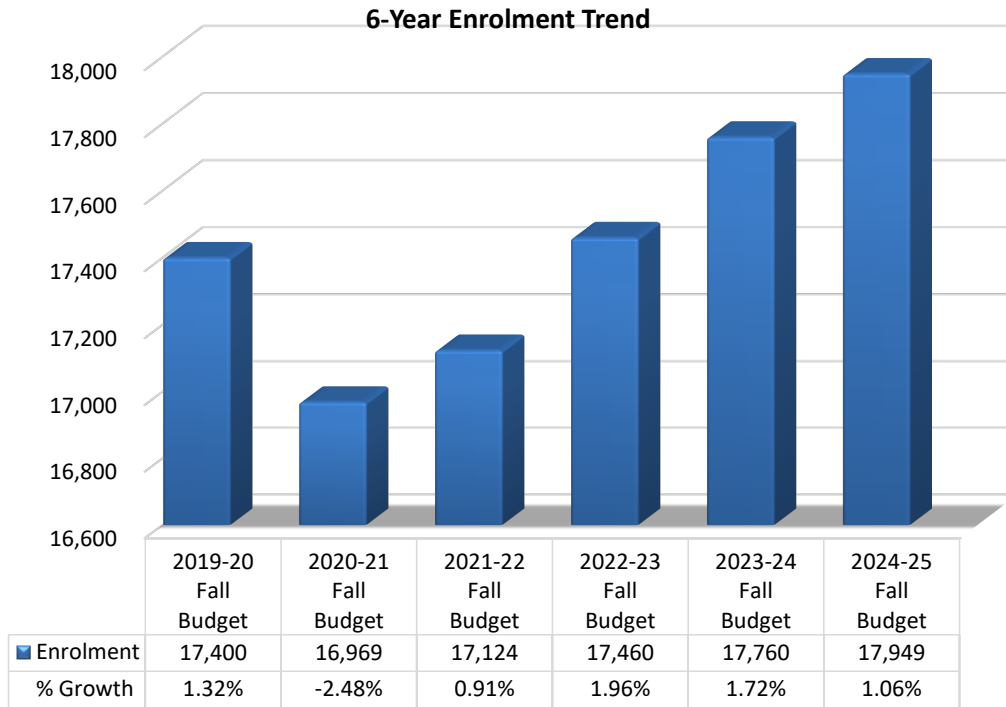
Schools Expenses - Detail by Sector by Category

	2024-25 Budget	2024-25 Fall Budget	Change	Salaries & Benefits	Services, Contracts & Supplies	Total Salaries* as a % of Total Budget
<b>Sector 1 - Sherwood Park</b>						
Bev Facey Community High	\$ 7,228,664	\$ 7,496,460	\$ 267,796	\$ 7,122,887	\$ 373,573	95.02%
Brentwood Elementary	3,153,404	3,230,937	77,533	3,107,809	123,128	96.19%
Clover Bar Junior High	2,903,703	3,016,105	112,402	2,854,126	161,979	94.63%
Davidson Creek Elementary	4,190,217	4,295,193	104,976	4,162,431	132,762	96.91%
École Campbelltown	2,456,607	2,484,125	27,518	2,393,929	90,196	96.37%
F.R. Haythorne Junior High	4,114,728	4,247,714	132,986	3,982,964	264,750	93.77%
Glen Allan Elementary	2,159,572	2,200,177	40,605	2,057,781	142,396	93.53%
Heritage Hills Elementary	3,161,702	3,172,041	10,339	3,072,027	100,014	96.85%
Lakeland Ridge	4,280,578	4,364,890	84,312	4,158,724	206,166	95.28%
Mills Haven Elementary	3,270,848	3,464,609	193,761	3,320,957	143,652	95.85%
Pine Street Elementary	3,237,676	3,441,593	203,917	3,297,926	143,667	95.83%
Salisbury Composite High	9,756,761	9,787,083	30,322	9,120,605	666,478	93.19%
Sherwood Heights Junior High	3,947,183	4,039,901	92,718	3,841,910	197,991	95.10%
Strathcona Christian Academy Elementary	3,487,717	3,493,851	6,134	3,371,097	122,754	96.49%
Strathcona Christian Academy Secondary	4,085,958	4,124,622	38,664	3,911,066	213,556	94.82%
Wes Hosford Elementary	1,997,592	2,065,005	67,413	1,968,363	96,642	95.32%
Westboro Elementary	2,584,768	2,666,928	82,160	2,520,092	146,836	94.49%
Woodbridge Farms Elementary	2,974,627	3,023,953	49,326	2,933,436	90,517	97.01%
	<u>68,992,305</u>	<u>70,615,187</u>	<u>1,622,882</u>	<u>67,198,130</u>	<u>3,417,057</u>	<u>95.16%</u>
<b>Sector 2 - Strathcona County</b>						
Ardrossan Elementary	3,637,264	3,802,018	164,754	3,625,776	176,242	95.36%
Ardrossan Junior Senior High	5,113,850	5,153,111	39,261	4,949,963	203,148	96.06%
Castle (Scotford Colony)	212,181	211,419	(762)	201,596	9,823	95.35%
Fultonvale Elementary Junior High	3,234,865	3,273,660	38,795	3,141,491	132,169	95.96%
Uncas Elementary	1,381,385	1,366,790	(14,595)	1,314,915	51,875	96.20%
	<u>13,579,545</u>	<u>13,806,998</u>	<u>227,453</u>	<u>13,233,741</u>	<u>573,257</u>	<u>95.85%</u>
<b>Sector 3 - Fort Saskatchewan</b>						
École Parc Élémentaire	2,768,877	2,764,599	(4,278)	2,660,103	104,496	96.22%
Fort Saskatchewan Christian	3,088,597	3,127,790	39,193	3,028,203	99,587	96.82%
Fort Saskatchewan Elementary	2,486,957	2,554,289	67,332	2,475,331	78,958	96.91%
Fort Saskatchewan High	3,544,156	3,607,459	63,303	3,467,399	140,060	96.12%
James Mowat Elementary	2,572,553	2,576,213	3,660	2,462,224	113,989	95.58%
Rudolph Hennig Junior High	3,090,070	3,217,120	127,050	3,113,732	103,388	96.79%
SouthPointe School	4,292,064	4,675,186	383,122	4,478,487	196,699	95.79%
Win Ferguson Elementary	2,966,932	3,100,176	133,244	2,980,611	119,565	96.14%
	<u>24,810,206</u>	<u>25,622,832</u>	<u>812,626</u>	<u>24,666,090</u>	<u>956,742</u>	<u>96.27%</u>
<b>Sector 4 - Lamont County</b>						
Bruderheim School	1,164,577	1,214,232	49,655	1,168,601	45,631	96.24%
Lamont Elementary	2,344,104	2,482,589	138,485	2,389,036	93,553	96.23%
Lamont High	2,981,906	3,056,656	74,750	2,918,082	138,574	95.47%
Mundare School	1,066,638	1,119,991	53,353	1,066,735	53,256	95.24%
	<u>7,557,225</u>	<u>7,873,468</u>	<u>316,243</u>	<u>7,542,454</u>	<u>331,014</u>	<u>95.80%</u>
<b>Sector 5 - County of Minburn</b>						
A.L. Horton Elementary	2,812,323	2,869,756	57,433	2,748,887	120,869	95.79%
Pleasant Ridge Colony	183,303	183,309	6	171,041	12,268	93.31%
Vegreville Composite High	2,768,679	2,833,968	65,289	2,718,098	115,870	95.91%
	<u>5,764,305</u>	<u>5,887,033</u>	<u>122,728</u>	<u>5,638,026</u>	<u>249,007</u>	<u>95.77%</u>
	<u>\$ 120,703,586</u>	<u>\$ 123,805,518</u>	<u>\$ 3,101,932</u>	<u>\$ 118,278,441</u>	<u>\$ 5,527,077</u>	<u>95.54%</u>

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

Schools Enrolment					
Enrolment	Page Ref	2024-25 Budget	2024-25 Fall Budget	Change	% Change
Sector 1 - Sherwood Park		10,075	<b>10,094</b>	19	0.2%
Sector 2 - Strathcona County		2,154	<b>2,158</b>	4	0.2%
Sector 3 - Fort Saskatchewan		3,486	<b>3,451</b>	(35)	(1.0%)
Sector 4 - Lamont County		898	<b>902</b>	4	0.4%
Sector 5 - County of Minburn		747	<b>738</b>	(9)	(1.2%)
		17,360	<b>17,343</b>	(17)	(0.1%)
Elk Island Youth Ranch Learning Centre		6	<b>6</b>	-	0%
Next Step Outreach		440	<b>600</b>	160	36.4%
To Be Allocated		7	<b>-</b>	(7)	(100%)
	<b>29</b>	<b>17,813</b>	<b>17,949</b>	<b>136</b>	<b>0.8%</b>

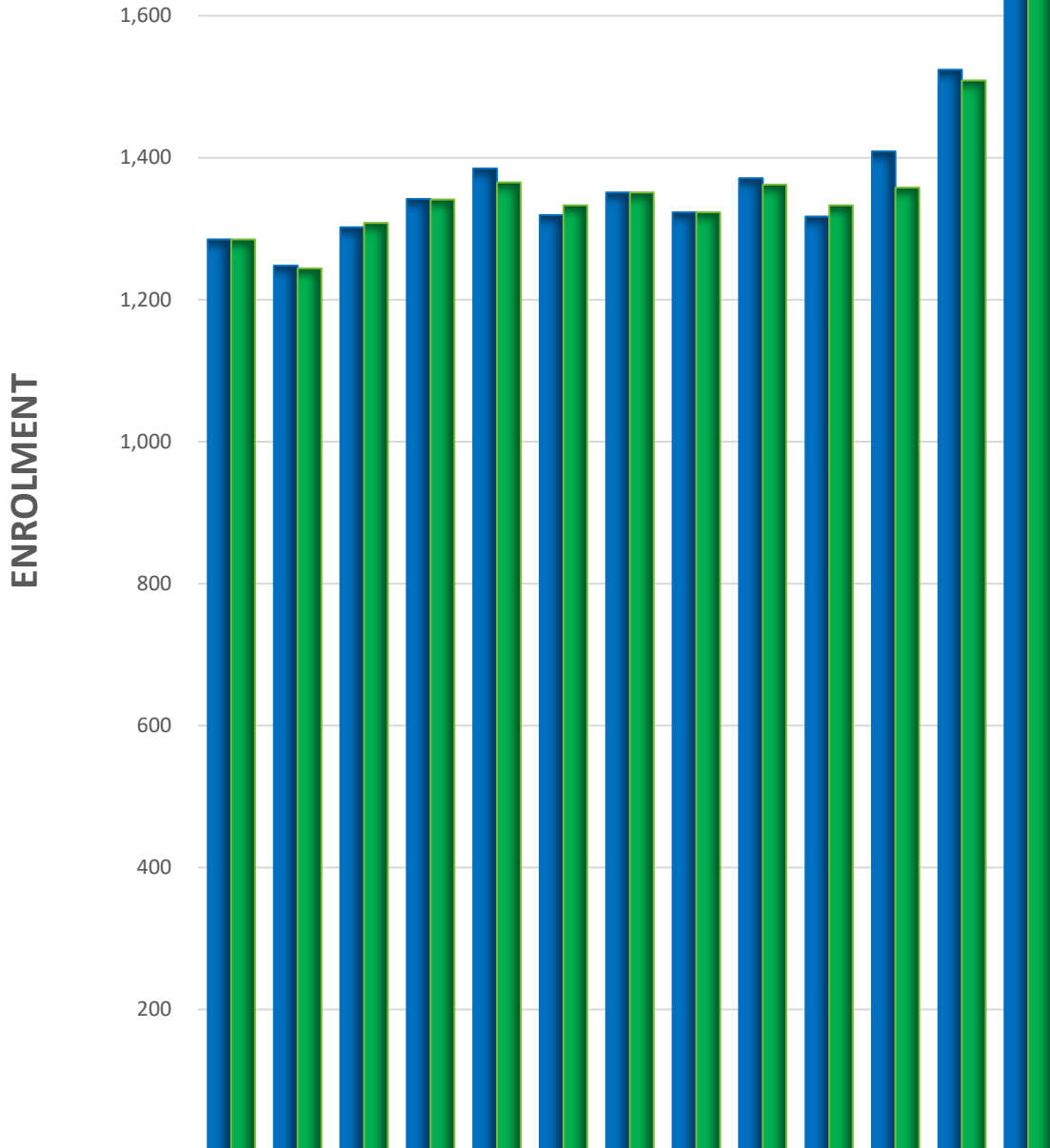


Enrolment Detail - by Sector				
	2024-25 Budget	2024-25 Fall Budget	Change	% Change
<b>Sector 1 - Sherwood Park</b>				
Bev Facey Community High	1,007	1,029	22	2.2%
Brentwood Elementary	439	446	7	1.6%
Clover Bar Junior High	427	433	6	1.4%
Davidson Creek Elementary	658	666	8	1.2%
École Campbelltown	382	372	(10)	(2.6%)
F. R. Haythorne Junior High	572	580	8	1.4%
Glen Allan Elementary	284	284	-	0%
Heritage Hills Elementary	502	491	(11)	(2.2%)
Lakeland Ridge	717	718	1	0.1%
Mills Haven Elementary	465	472	7	1.5%
Pine Street Elementary	363	370	7	1.9%
Salisbury Composite High	1,539	1,508	(31)	(2.0%)
Sherwood Heights Junior High	639	626	(13)	(2.0%)
Strathcona Christian Academy Elementary	582	579	(3)	(0.5%)
Strathcona Christian Academy Secondary	650	654	4	0.6%
Wes Hosford Elementary	293	307	14	4.8%
Westboro Elementary	236	244	8	3.4%
Woodbridge Farms Elementary	320	315	(5)	(1.6%)
	10,075	10,094	19	0.2%
<b>Sector 2 -Strathcona County</b>				
Ardrossan Elementary	602	613	11	1.8%
Ardrossan Junior Senior High	848	850	2	0.2%
Castle (Scotford Colony)	29	29	-	0%
Fultonvale Elementary Junior High	498	497	(1)	(0.2%)
Uncas Elementary	177	169	(8)	(4.5%)
	2,154	2,158	4	0.2%
<b>Sector 3 - Fort Saskatchewan</b>				
École Parc Élémentaire	350	307	(43)	(12.3%)
Fort Saskatchewan Christian	429	427	(2)	(0.5%)
Fort Saskatchewan Elementary	310	307	(3)	(1.0%)
Fort Saskatchewan High	472	469	(3)	(0.6%)
James Mowat Elementary	379	364	(15)	(4.0%)
Rudolph Hennig Junior High	443	433	(10)	(2.3%)
SouthPointe School	696	735	39	5.6%
Win Ferguson Elementary	407	409	2	0.5%
	3,486	3,451	(35)	(1.0%)
<b>Sector 4 - Lamont County</b>				
Bruderheim School	105	111	6	5.7%
Lamont Elementary	325	336	11	3.4%
Lamont High	361	353	(8)	(2.2%)
Mundare School	107	102	(5)	(4.7%)
	898	902	4	0.4%

<b>Enrolment Detail - by Sector</b> (continued)				
	<b>2024-25 Budget</b>	<b>2024-25 Fall Budget</b>	<b>Change</b>	<b>% Change</b>
<b>Sector 5 - County of Minburn</b>				
A. L. Horton Elementary	348	<b>345</b>	(3)	(0.9%)
Pleasant Ridge Colony	23	<b>23</b>	-	0%
Vegreville Composite High	376	<b>370</b>	(6)	(1.6%)
	<u>747</u>	<u><b>738</b></u>	<u>(9)</u>	<u>(1.2%)</u>
Total Enrolment in Sectors	<u>17,360</u>	<u><b>17,343</b></u>	<u>(17)</u>	<u>(0.1%)</u>
Elk Island Youth Ranch Learning Centre	6	<b>6</b>	-	0%
Next Step Home Education	-	-	-	0%
Next Step Outreach	440	<b>600</b>	160	36.4%
To Be Allocated	7	-	(7)	(100.0%)
<b>Total Enrolment</b>	<u><b>17,813</b></u>	<u><b>17,949</b></u>	<u><b>136</b></u>	<u><b>0.8%</b></u>
<b>Enrolment by Grade</b>				
ECS	1,285	<b>1,285</b>	-	0%
Grade 1-3	3,893	<b>3,892</b>	(1)	(0%)
Grade 4-6	4,049	<b>4,055</b>	6	0.1%
Grade 7-9	3,996	<b>3,981</b>	(15)	(0.4%)
Grade 10-12	4,144	<b>4,130</b>	(14)	(0.3%)
	<u>17,367</u>	<u><b>17,343</b></u>	<u>(24)</u>	<u>(0.1%)</u>
Elk Island Youth Ranch Learning Centre	6	<b>6</b>	-	0%
Next Step Outreach	440	<b>600</b>	160	36.4%
<b>Total Enrolment</b>	<u><b>17,813</b></u>	<u><b>17,949</b></u>	<u><b>136</b></u>	<u><b>0.8%</b></u>

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## ELK ISLAND PUBLIC SCHOOLS 2024-25 Fall Budget Enrolment Comparative - by Grade



	ECS	1	2	3	4	5	6	7	8	9	10	11	12
■ 2024-25 Fall Budget	1,285	1,248	1,302	1,342	1,385	1,319	1,351	1,323	1,371	1,317	1,409	1,524	1,773
■ 2024-25 Budget	1,285	1,244	1,308	1,341	1,365	1,333	1,351	1,323	1,362	1,333	1,358	1,509	1,701

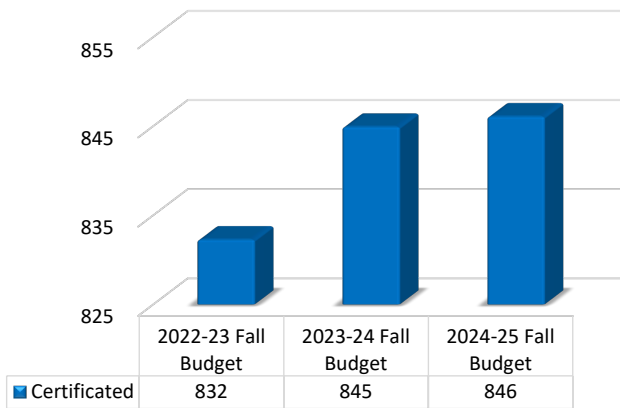
**2024-25 Fall Budget**  
**Enrolment**  
  
**17,949** ■

**2024-25 Budget**  
**Enrolment**  
  
**17,813** ■

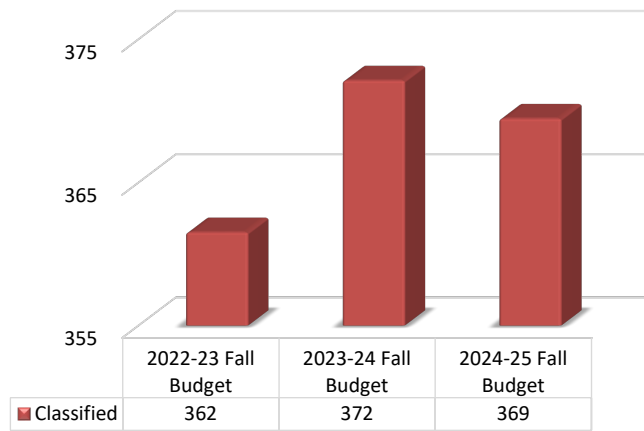
**Schools Full Time Equivalent (FTE)**

Staffing - Full Time Equivalent (FTE)	Page Ref	Certificated			Classified		
		2024-25 Budget	2024-25 Fall Budget	Change	2024-25 Budget	2024-25 Fall Budget	Change
Sector 1 - Sherwood Park		464.03	<b>470.83</b>	6.80	148.59	<b>164.45</b>	15.86
Sector 2 - Strathcona County		95.73	<b>96.72</b>	0.99	23.52	<b>26.62</b>	3.10
Sector 3 - Fort Saskatchewan		163.56	<b>165.52</b>	1.96	61.89	<b>73.37</b>	11.48
Sector 4 - Lamont County		47.82	<b>49.38</b>	1.56	20.68	<b>23.35</b>	2.67
Sector 5 - County of Minburn		37.63	<b>38.44</b>	0.81	14.46	<b>14.98</b>	0.52
	<b>32</b>	<b>808.77</b>	<b>820.89</b>	<b>12.12</b>	269.14	<b>302.77</b>	<b>33.63</b>
Elk Island Youth Ranch Learning Centre		2.20	<b>2.20</b>	-	0.75	<b>0.75</b>	-
Next Step Continuing Education - Summer		0.70	<b>0.85</b>	0.15	0.74	<b>0.74</b>	-
Next Step Outreach		13.80	<b>15.15</b>	1.35	5.63	<b>5.60</b>	(0.03)
Supports for Students - Schools	<b>33</b>	9.00	<b>7.00</b>	(2.00)	43.10	<b>36.03</b>	(7.07)
To Be Allocated		0.55	-	(0.55)	0.22	-	(0.22)
School Generated Funds		-	-	-	23.58	<b>23.58</b>	-
	<b>14</b>	<b>835.02</b>	<b>846.09</b>	<b>11.07</b>	343.16	<b>369.47</b>	<b>26.31</b>

**3-Year Certificated Staffing Trend**



**3-Year Classified Staffing Trend**





Schools Staffing by Sector - Full Time Equivalent (FTE)

	Certificated			Classified <sup>1</sup>			Total Change
	2024-25 Budget	2024-25 Fall Budget	Change	2024-25 Budget	2024-25 Fall Budget	Change	
<b>Sector 1 - Sherwood Park</b>							
Bev Facey Community High	48.85	<b>50.50</b>	1.65	16.28	<b>16.30</b>	0.02	1.67
Brentwood Elementary	21.81	<b>21.75</b>	(0.06)	6.55	<b>7.65</b>	1.10	1.04
Clover Bar Junior High	20.19	<b>20.65</b>	0.46	6.08	<b>6.13</b>	0.05	0.51
Davidson Creek Elementary	28.13	<b>28.17</b>	0.04	10.25	<b>12.51</b>	2.26	2.30
École Campbelltown	17.80	<b>18.04</b>	0.24	3.56	<b>3.56</b>	-	0.24
F.R. Haythorne Junior High	30.17	<b>30.17</b>	-	4.76	<b>5.39</b>	0.63	0.63
Glen Allan Elementary	12.99	<b>12.99</b>	-	6.55	<b>6.96</b>	0.41	0.41
Heritage Hills Elementary	23.09	<b>23.30</b>	0.21	4.30	<b>4.84</b>	0.54	0.75
Lakeland Ridge	29.94	<b>30.27</b>	0.33	7.35	<b>7.94</b>	0.59	0.92
Mills Haven Elementary	20.42	<b>21.22</b>	0.80	9.26	<b>11.70</b>	2.44	3.24
Pine Street Elementary	18.75	<b>19.80</b>	1.05	11.93	<b>14.90</b>	2.97	4.02
Salisbury Composite High	65.65	<b>67.57</b>	1.92	17.97	<b>17.25</b>	(0.72)	1.20
Sherwood Heights Junior High	28.10	<b>28.50</b>	0.40	5.74	<b>6.29</b>	0.55	0.95
Strathcona Christian Academy Elementary	24.19	<b>24.21</b>	0.02	6.39	<b>6.68</b>	0.29	0.31
Strathcona Christian Academy Secondary	28.64	<b>28.50</b>	(0.14)	6.74	<b>7.19</b>	0.45	0.31
Wes Hosford Elementary	13.21	<b>12.96</b>	(0.25)	4.21	<b>5.71</b>	1.50	1.25
Westboro Elementary	13.65	<b>13.59</b>	(0.06)	11.06	<b>13.14</b>	2.08	2.02
Woodbridge Farms Elementary	18.45	<b>18.64</b>	0.19	9.61	<b>10.31</b>	0.70	0.89
	<b>464.03</b>	<b>470.83</b>	6.80	148.59	<b>164.45</b>	15.86	22.66
<b>Sector 2 - Strathcona County</b>							
Ardrossan Elementary	26.45	<b>27.03</b>	0.58	5.74	<b>6.62</b>	0.88	1.46
Ardrossan Junior Senior High	36.70	<b>36.93</b>	0.23	8.07	<b>8.59</b>	0.52	0.75
Castle (Scotford Colony)	1.21	<b>1.10</b>	(0.11)	0.81	<b>1.16</b>	0.35	0.24
Fultonvale Elementary Junior High	22.74	<b>23.03</b>	0.29	5.09	<b>6.40</b>	1.31	1.60
Uncas Elementary	8.63	<b>8.63</b>	-	3.81	<b>3.85</b>	0.04	0.04
	<b>95.73</b>	<b>96.72</b>	0.99	23.52	<b>26.62</b>	3.10	4.09
<b>Sector 3 - Fort Saskatchewan</b>							
École Parc Élémentaire	15.96	<b>16.36</b>	0.40	10.60	<b>10.45</b>	(0.15)	0.25
Fort Saskatchewan Christian	21.05	<b>20.60</b>	(0.45)	7.09	<b>8.27</b>	1.18	0.73
Fort Saskatchewan Elementary	16.21	<b>16.47</b>	0.26	5.84	<b>7.25</b>	1.41	1.67
Fort Saskatchewan High	23.50	<b>23.82</b>	0.32	8.70	<b>9.34</b>	0.64	0.96
James Mowat Elementary	16.99	<b>16.68</b>	(0.31)	6.06	<b>6.80</b>	0.74	0.43
Rudolph Hennig Junior High	21.53	<b>21.98</b>	0.45	6.08	<b>7.40</b>	1.32	1.77
SouthPointe School	29.73	<b>30.89</b>	1.16	8.94	<b>13.00</b>	4.06	5.22
Win Ferguson Elementary	18.59	<b>18.72</b>	0.13	8.58	<b>10.86</b>	2.28	2.41
	<b>163.56</b>	<b>165.52</b>	1.96	61.89	<b>73.37</b>	11.48	13.44
<b>Sector 4 - Lamont County</b>							
Bruderheim School	6.67	<b>6.96</b>	0.29	4.37	<b>4.61</b>	0.24	0.53
Lamont Elementary	15.64	<b>16.19</b>	0.55	5.46	<b>6.92</b>	1.46	2.01
Lamont High	18.51	<b>19.23</b>	0.72	8.41	<b>8.45</b>	0.04	0.76
Mundare School	7.00	<b>7.00</b>	-	2.44	<b>3.37</b>	0.93	0.93
	<b>47.82</b>	<b>49.38</b>	1.56	20.68	<b>23.35</b>	2.67	4.23
<b>Sector 5 - County of Minburn</b>							
A.L. Horton Elementary	17.44	<b>17.68</b>	0.24	8.49	<b>8.92</b>	0.43	0.67
Pleasant Ridge Colony	1.05	<b>1.05</b>	-	0.65	<b>0.65</b>	-	-
Vegreville Composite High	19.14	<b>19.71</b>	0.57	5.32	<b>5.41</b>	0.09	0.66
	<b>37.63</b>	<b>38.44</b>	0.81	14.46	<b>14.98</b>	0.52	1.33
	<b>808.77</b>	<b>820.89</b>	<b>12.12</b>	<b>269.14</b>	<b>302.77</b>	<b>33.63</b>	<b>45.75</b>

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<sup>1</sup> Classified FTE is based on a 12-month year

Supports for Students - Schools							
Expenses by Category	2024-25	2024-25	Change	Note	% Change	Salaries & Benefits	Services, Contracts, & Supplies
	Budget	Fall Budget					
Early Learning	\$ 3,116,394	\$ 2,595,393	\$ (521,001)	A	(16.7%)	\$ 2,486,392	\$ 109,001
Mental Health Capacity Building	235,532	235,532	-		0%	222,118	13,414
Specialized Supports - Schools	1,992,899	1,571,945	(420,954)	B	(21.1%)	1,256,604	315,341
School Nutrition Program	208,742	207,055	(1,687)		(0.8%)	78,795	128,260
Partners 4 Science	279,875	306,654	26,779		9.6%	128,953	177,701
	<u>\$ 5,833,442</u>	<u>\$ 4,916,579</u>	<u>\$ (916,863)</u>		<u>(15.7%)</u>	<u>\$ 4,172,862</u>	<u>\$ 743,717</u>

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Staffing (FTE)	Certificated				Classified		
	2024-25	2024-25	Change	Note	2024-25	2024-25	Change
	Budget	Fall Budget			Budget	Fall Budget	
Early Learning	2.00	2.00	-	A	25.05	20.18	(4.87)
Mental Health Capacity Building	-	-	-		2.60	2.60	-
Specialized Supports - Schools	7.00	5.00	(2.00)	B	11.99	10.08	(1.91)
School Nutrition Program	-	-	-		1.33	1.51	0.18
Partners 4 Science	-	-	-		2.13	1.66	(0.47)
	<u>9.00</u>	<u>7.00</u>	<u>(2.00)</u>		<u>43.10</u>	<u>36.03</u>	<u>(7.07)</u>

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**Supports for Students – Schools Notes**

*(For changes greater than \$75,000.)*

A. The Early Learning budget decrease is reflected in the changes below.

<b>Early Learning Changes</b>	
Allocations to Schools	\$ (362,000)
Targeted Revenue	(162,000)
Other Small Updates	3,000
<b>Total Change</b>	<b>\$ (521,000)</b>

The Allocations to Schools is providing funds to schools for new students that arrived in the Division and students with completed assessments. This is also reflected in the decreased Classified FTE.

Targeted Revenue has decreased. This is primarily related to decreased enrolment in the Play and Learn at School (PALS) program. PALS students are funded from the Early Childhood Services Basic Grant and either the ECS Pre-K Program Unit Funding (PUF) or the Moderate Language Delay grant. This value will continue to change as students are enrolled and assessed. The revenue will be updated after the December 2 enrolment deadline to capture any changes.

B. The Specialized Supports – Schools budget decrease is reflective of the below changes.

<b>Specialized Supports - Schools Changes</b>	
Allocations to Schools	\$ (347,000)
Division Reserve	(241,000)
Other Small Updates	2,000
Targeted Revenue	54,000
Block Allocation	111,000
<b>Total Change</b>	<b>\$ (421,000)</b>

The Allocations to Schools is providing funds to schools for new students that arrived in the Division and students with completed assessments. This is also reflected in the decreased Classified FTE.

The Division Reserve change is the transfer of two Reading Enrichment and Development (READ) teachers to Supports for Students – Central to better align with whom they will report to. This is also reflected in the decreased Certificated FTE.

The Block Increases was funding to support a Child and Adolescent Services for All (CASA) Mental Health teacher at Bev Facey Community High.

Early Learning and Specialized Supports - Schools

	2024-25 Budget	2024-25 Fall Budget	Note	Change	% Change
<b>Revenues</b>					
Alberta Education Funding					
Early Learning	\$ 4,304,195	\$ 4,142,301		\$ (161,894)	(3.8%)
Specialized Supports	17,130,093	17,183,928		53,835	0.3%
	<u>21,434,288</u>	<u>21,326,229</u>	<b>A</b>	<u>(108,059)</u>	<u>(0.5%)</u>
<b>Expenses</b>					
Schools					
Early Learning	2,578,659	2,940,915		362,256	14.0%
Specialized Supports - Schools	17,569,399	17,915,912		346,513	2.0%
	<u>20,148,058</u>	<u>20,856,827</u>	<b>B</b>	<u>708,769</u>	<u>3.5%</u>
Central Services					
Early Learning	3,116,394	2,595,393		(521,001)	(16.7%)
Specialized Supports - Central	1,992,899	1,571,945		(420,954)	(21.1%)
	<u>5,109,293</u>	<u>4,167,338</u>	<b>C</b>	<u>(941,955)</u>	<u>(18.4%)</u>
	<u>25,257,351</u>	<u>25,024,165</u>		<u>(233,186)</u>	<u>(0.9%)</u>
<b>Unfunded by Alberta Education</b>	<u>\$ (3,823,063)</u>	<u>\$ (3,697,936)</u>		<u>\$ 125,127</u>	<u>3.3%</u>

***Early Learning and Specialized Supports - Schools Notes***

*(For changes greater than \$75,000.)*

- A. Alberta Education funding for these departments increased by \$124,000 due to changes in the Weighted Moving Average (WMA) offset by a decrease in Play and Learn at School (PALS) enrolment.
- B. The Schools expenses increase is reflective of both departments releasing schools' funds from their contingencies for new students arriving in the Division.
- C. The Central Services expenses decrease is reflective of both departments releasing schools' funds from their contingencies for new students arriving in the Division.

Central Services					
Expenses by Department	Page Ref	2024-25 Budget	2024-25 Fall Budget	Change	% Change
<b>Governance</b>	<b>39</b>				
Board of Trustees		\$ 584,012	\$ 543,188	\$ (40,824)	(7.0%)
<b>Education Executive</b>	<b>41</b>				
Superintendent		833,475	869,462	35,987	4.3%
Communications & Elections		720,800	721,984	1,184	0.2%
		<u>1,554,275</u>	<u>1,591,446</u>	<u>37,171</u>	<u>2.4%</u>
<b>Supports For Students - Central</b>	<b>43</b>				
Associate Superintendent		459,959	470,318	10,359	2.3%
Instructional Supports		2,862,919	3,670,229	807,310	28.2%
Curriculum		304,780	308,665	3,885	1.3%
Specialized Supports		590,912	442,756	(148,156)	(25.1%)
		<u>4,218,570</u>	<u>4,891,968</u>	<u>673,398</u>	<u>16.0%</u>
<b>Human Resources</b>	<b>46</b>				
Associate Superintendent		1,579,481	1,388,909	(190,572)	(12.1%)
Staff Relations & Training		744,747	810,877	66,130	8.9%
Recruitment & Staffing		3,101,504	3,103,629	2,125	0.1%
		<u>5,425,732</u>	<u>5,303,415</u>	<u>(122,317)</u>	<u>(2.3%)</u>
<b>Business Services</b>	<b>48</b>				
Secretary-Treasurer		770,091	770,413	322	0.0%
Financial Services		2,324,397	2,324,097	(300)	(0.0%)
		<u>3,094,488</u>	<u>3,094,510</u>	<u>22</u>	<u>0.0%</u>
<b>Facility Services</b>	<b>50</b>				
Facilities		16,778,238	16,706,707	(71,531)	(0.4%)
Infrastructure Maintenance and Renewal		1,225,100	1,878,231	653,131	53.3%
		<u>18,003,338</u>	<u>18,584,938</u>	<u>581,600</u>	<u>3.2%</u>
<b>Information Technologies</b>	<b>52</b>	6,815,968	6,566,908	(249,060)	(3.7%)
<b>Student Transportation</b>	<b>54</b>	17,101,458	17,477,180	375,722	2.2%
<b>Fiscal Services</b>	<b>56</b>	6,215,006	6,618,590	403,584	6.5%
		<u>\$ 63,012,847</u>	<u>\$ 64,672,143</u>	<u>\$ 1,659,296</u>	<u>2.6%</u>

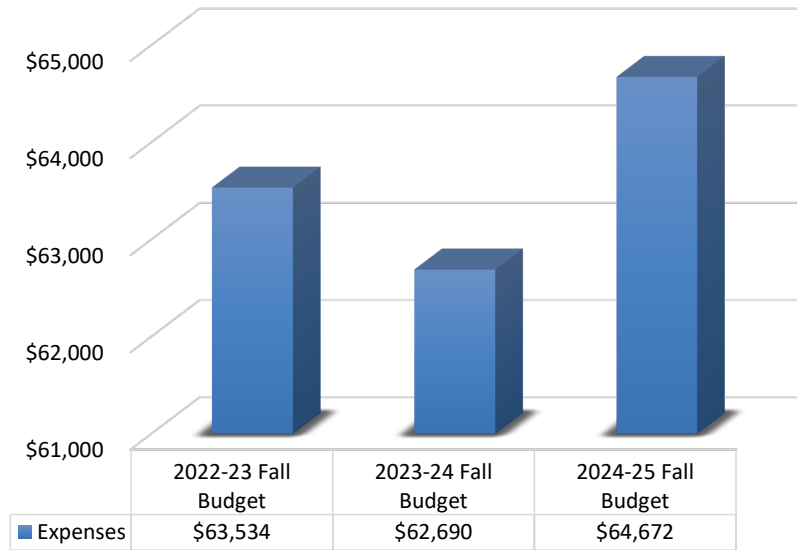
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Staffing - Full Time Equivalents (FTE)	2024-25 Budget	2024-25 Fall Budget	FTE Change	% Change
Certificated	26.86	29.26	2.40	8.9%
Classified	119.22	122.18	2.96	2.5%
	<u>146.08</u>	<u>151.44</u>	<u>5.36</u>	<u>3.7%</u>



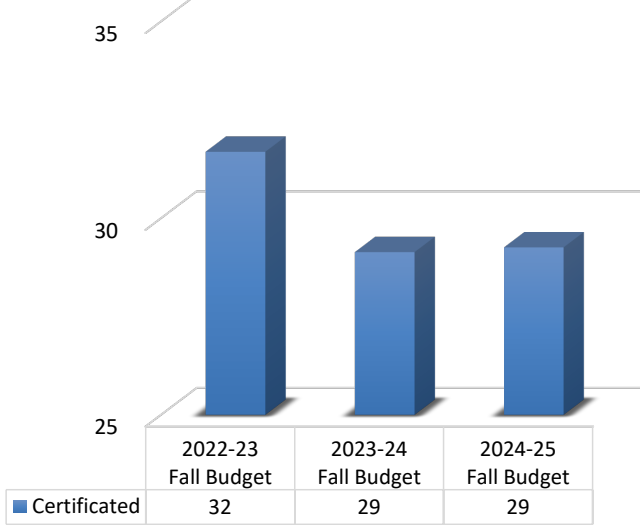
Central Services (continued)

3-Year Expenditure Trend \$(000's)

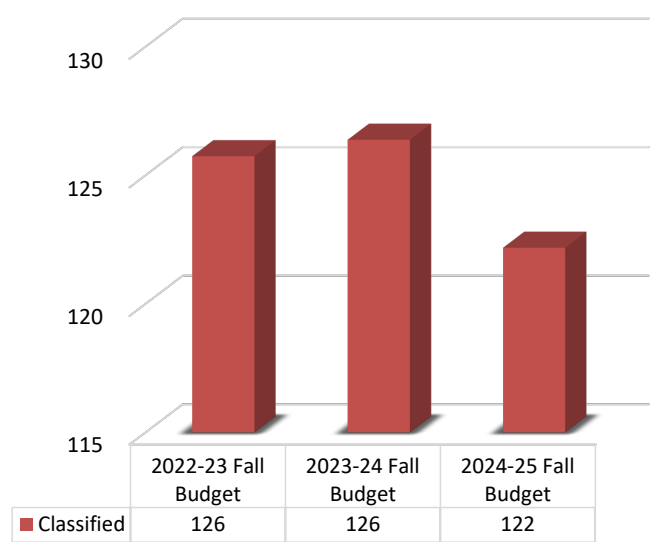


- 2022-23 was the year many initiatives and projects were completed to spend down the reserves to be below the cap.
- The change between 2023-24 Fall Budget and 2024-25 Fall Budget is primarily the Transportation grant increase of \$1.47 million.
- Central Services has many reserve funded projects to support schools. As such, expenditures are subject to large swings.

3-Year Certificated Staffing Trend



3-Year Classified Staffing Trend



Governance					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Block Revenue Allocations	\$ 578,125	\$ 537,331	\$ (40,794)	(7.1%)	
In Year - One Time	-	-	-	-	
Reserve Spending	5,887	5,857	(30)	(0.5%)	
	584,012	543,188	(40,824)	(7.0%)	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Classified	393,708	354,579	(39,129)	(9.9%)	
	393,708	354,579	(39,129)	(9.9%)	
<i>Services, Contracts and Supplies</i>					
Dues & Fees	85,912	85,912	-	-	
Staff Development	28,714	27,739	(975)	(3.4%)	
Advertising/Public Relations	21,041	20,581	(460)	(2.2%)	
Contracted Services	19,818	19,788	(30)	(0.2%)	
Travel	9,777	9,777	-	-	
Mileage	5,000	5,000	-	-	
Computer Equipment	4,980	4,830	(150)	(3.0%)	
Subsistence	4,400	4,400	-	-	
Mail, Printing & Copying	2,867	2,867	-	-	
Supplies & Materials	2,345	2,305	(40)	(1.7%)	
Rental/Lease	2,000	2,000	-	-	
Furniture & Equipment	2,000	2,000	-	-	
Telephone/Fax/Cellular	1,450	1,410	(40)	(2.8%)	
	190,304	188,609	(1,695)	(0.9%)	
	584,012	543,188	(40,824)	(7.0%)	
	\$ -	\$ -	\$ -	-	

**Governance** *(continued)*

The Governance budget is currently comprised of the seven (2023-24: nine) elected Trustees. Trustees demonstrate commitment to education by accepting responsibility for the policies and procedures of Elk Island Public Schools.

**Notes** *(For changes greater than \$75,000 and 5%.)*

Not applicable.

**Education Executive**

Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note	Superintendent	Communications & Elections
<b>Revenue/Allocations</b>							
Block Revenue Allocations	\$ 1,478,382	\$ 1,500,277	\$ 21,895	1.5%		\$ 851,666	\$ 648,611
One-Time Funding	-	9,477	9,477	100.0%		9,477	-
Reserve Spending	75,893	81,692	5,799	7.6%		8,319	73,373
	<u>1,554,275</u>	<u>1,591,446</u>	<u>37,171</u>	<u>2.4%</u>		<u>869,462</u>	<u>721,984</u>
<b>Expenses</b>							
<i>Salaries and Benefits</i>							
Certificated	442,592	493,672	51,080	11.5%		493,672	-
Classified	852,024	852,024	-	-		220,014	632,010
	<u>1,294,616</u>	<u>1,345,696</u>	<u>51,080</u>	<u>3.9%</u>		<u>713,686</u>	<u>632,010</u>
<i>Services, Contracts and Supplies</i>							
Supplies & Materials	54,391	34,071	(20,320)	(37.4%)		26,887	7,184
Contracted Services - Elections	50,000	50,000	-	-		-	50,000
Subsistence	38,372	38,372	-	-		37,372	1,000
Contracted Services	30,953	35,568	4,615	14.9%		32,568	3,000
Rental/Lease	24,000	24,000	-	-		23,500	500
Staff Development	16,500	20,706	4,206	25.5%		17,706	3,000
Advertising/Public Relations	13,982	13,982	-	-		175	13,807
Mileage	11,958	9,958	(2,000)	(16.7%)		7,958	2,000
Dues & Fees	7,875	7,925	50	0.6%		6,025	1,900
Mail, Printing & Copying	7,017	7,017	-	-		4,335	2,682
Computer Equipment	6,000	6,000	-	-		3,500	2,500
Telephone/Fax/Cellular	3,865	3,700	(165)	(4.3%)		2,950	750
Furniture & Equipment	2,601	2,601	-	-		2,000	601
Travel	2,065	1,600	(465)	(22.5%)		850	750
Repairs & Maintenance	1,000	1,000	-	-		-	1,000
Books, Publications & Subscriptions	450	450	-	-		150	300
Cost Recoveries	(11,370)	(11,200)	170	1.5%		(10,200)	(1,000)
	<u>259,659</u>	<u>245,750</u>	<u>(13,909)</u>	<u>(5.4%)</u>		<u>155,776</u>	<u>89,974</u>
	<u>1,554,275</u>	<u>1,591,446</u>	<u>37,171</u>	<u>2.4%</u>		<u>869,462</u>	<u>721,984</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>		<u>\$ -</u>	<u>\$ -</u>

Staffing (FTE)	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note	Superintendent	Communications & Elections
Certificated	2.00	2.00	-	-		2.00	-
Classified	7.90	7.90	-	-		2.00	5.90
	<u>9.90</u>	<u>9.90</u>	<u>-</u>	<u>-</u>		<u>4.00</u>	<u>5.90</u>

***Education Executive (continued)***

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

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

***Notes (For changes greater than \$75,000 and 5%.)***

Not applicable.

Supports for Students - Central					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Government of Alberta Revenue	\$ 1,834,421	\$ 2,299,582	\$ 465,161	25.4%	A
Block Revenue Allocations	2,646,169	2,658,610	12,441	0.5%	
Reserve Spending	82,445	365,287	282,842	343.1%	B
One-Time Funding	15,250	(28,282)	(43,532)	(285.5%)	
Other Revenue	76,804	63,489	(13,315)	(17.3%)	
Transfers To/From Other Sites	(436,519)	(466,718)	(30,199)	(6.9%)	
	4,218,570	4,891,968	673,398	16.0%	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Certificated	2,934,228	3,295,925	361,697	12.3%	C
Classified	480,952	558,495	77,543	16.1%	D
	3,415,180	3,854,420	439,240	12.9%	
<i>Services, Contracts, and Supplies</i>					
Contracted Services	387,753	467,801	80,048	20.6%	E
Dues & Fees	112,104	112,884	780	0.7%	
Supplies & Materials	66,916	79,967	13,051	19.5%	
Staff Development	48,160	53,560	5,400	11.2%	
Mileage	44,700	54,700	10,000	22.4%	
Subsistence	33,600	34,168	568	1.7%	
Rental/Lease	28,987	28,600	(387)	(1.3%)	
Furniture & Equipment	28,000	134,000	106,000	378.6%	F
Books, Publications & Subscriptions	17,060	23,103	6,043	35.4%	
Computer Equipment	11,000	16,500	5,500	50.0%	
Telephone/Fax/Cellular	7,560	11,965	4,405	58.3%	
Software	7,000	11,500	4,500	64.3%	
Mail, Printing & Copying	5,800	4,050	(1,750)	(30.2%)	
Travel	4,500	4,500	-	-	
Repairs & Maintenance	250	250	-	-	
Contracted Transportation	-	-	-	-	
	803,390	1,037,548	234,158	29.1%	
	4,218,570	4,891,968	673,398	16.0%	
	\$ -	\$ -	\$ -	-	

Staffing (FTE)	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
Certificated	19.86	21.86	2.00	10.1%	C
Classified	4.70	7.70	3.00	63.8%	D
	24.56	29.56	5.00	20.4%	



***Supports for Students - Central (continued)***

The Support for Students - Central budget, totaling \$4.89 million, is comprised of the Associate Superintendent \$0.47 million, Instructional Supports \$3.67 million, Curriculum \$0.31 million, and Specialized Supports \$0.44 million departments.

The Associate Superintendent budget includes administration and is primarily salary.

The Curriculum budget is primarily salary.

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

Specialized Supports promote a shared vision of an inclusive education system that values and supports the diverse needs of all learners. Specialized Supports strengthens the quality of education of all students. The budget is comprised primarily of salary and contracted services.

***Notes (For changes greater than \$75,000 and 5%.)***

A. Government of Alberta Revenue has increased by \$465,000 primarily from the following:

- \$156,000 Dual Credit grant;
- \$150,000 Digital Assessment grant;
- \$81,000 Odyssey French funding; and
- \$64,000 Official Languages in Education Programs (OLEP) funding.

EIPS has received approval for a Rural Skilled Trades grant and the Alberta Education Enhancement grant within the Dual Credit total. The OLEP funding amount was updated to approved actuals, Spring Budget was based on an estimate.

B. The increase in Reserve Spending of \$283,000 reflects changes of department carryforwards, and a transfer of the Reading Specialist teacher positions for the Reading Enrichment and Development (READ) Pilot program from Specialized Supports Schools. This transfer aligned the positions with whom they will be reporting too.

C. Most of the increase in Salaries and Benefits Certificated expense line of \$362,000 is a result of a 2.0 FTE increase for the Reading Specialist teachers as explained in note B above for \$241,000. There was also an increase in sub time of \$108,000 due to the Digital Assessment grant, which was added in the Fall Budget. The balance is the result of a reorganization of staffing within the Supports for Students department.

D. The increase of 3.0 Classified FTE is the approval of the Odyssey staffing for 2024-25. The Spring Budget was built with the assumption that no staffing would be approved; however, since then, EIPS received approval for these three positions. This is also reflected in the Salaries and Benefits Classified expense line increase of \$78,000.

***Supports for Students - Central (continued)***

- E. The increase of \$80,000 in the Contracted Services line primarily relates to budgeting for the Dual Credit Programming.
- F. The increase of \$106,000 in the Furniture & Equipment line primarily relates to budgeting for the Dual Credit Programming equipment purchases.

Human Resources					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Block Revenue Allocations	\$ 4,870,306	\$ 4,875,929	\$ 5,623	0.1%	
Government of Alberta Revenue	496,457	292,177	(204,280)	(41.1%)	A
One-Time Funding	12,192	78,322	66,130	542.4%	
Reserve Spending	15,533	27,090	11,557	74.4%	
Other Revenue	61,244	59,897	(1,347)	(2.2%)	
Transfers To/From Other Sites	(30,000)	(30,000)	-	-	
	5,425,732	5,303,415	(122,317)	(2.3%)	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Certificated	371,952	422,097	50,145	13.5%	
Classified	1,239,110	1,295,448	56,338	4.5%	
	1,611,062	1,717,545	106,483	6.6%	
Staffing - Certificated *	2,225,497	2,221,819	(3,678)	(0.2%)	
Staffing - Classified *	442,240	439,442	(2,798)	(0.6%)	
	2,667,737	2,661,261	(6,476)	(0.2%)	
Secondments - Certificated	557,701	352,074	(205,627)	(36.9%)	A
	4,836,500	4,730,880	(105,620)	(2.2%)	
<i>Services, Contracts and Supplies</i>					
Staff Development	344,132	340,832	(3,300)	(1.0%)	
Contracted Services	86,253	82,253	(4,000)	(4.6%)	
Supplies & Materials	43,877	39,730	(4,147)	(9.5%)	
Subsistence	37,229	38,229	1,000	2.7%	
Repairs & Maintenance	26,308	26,308	-	-	
Mileage	12,093	12,593	500	4.1%	
Furniture & Equipment	9,890	5,390	(4,500)	(45.5%)	
Dues & Fees	7,600	7,600	-	-	
Computer Equipment	7,000	6,750	(250)	(3.6%)	
Advertising/Public Relations	4,000	2,500	(1,500)	(37.5%)	
Rental/Lease	3,500	3,500	-	-	
Telephone/Fax/Cellular	3,000	3,000	-	-	
Mail, Printing & Copying	2,350	2,350	-	-	
Books, Publications & Subscriptions	1,200	700	(500)	(41.7%)	
Cost Recoveries	800	800	-	-	
	589,232	572,535	(16,697)	(2.8%)	
	5,425,732	5,303,415	(122,317)	(2.3%)	
	\$ -	\$ -	\$ -	-	

\*The Staffing - Certificated and Classified total relates to severance, leaves of absence, substitutes, benefits for illness and maternity/parental leaves. This expense is for the whole division but is managed, projected, and reported by Human Resources.

Staffing (FTE)*	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
Certificated	2.00	2.40	0.40	20.0%	
Classified	12.00	12.46	0.46	3.8%	
	14.00	14.86	0.86	6.1%	B

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

***Human Resources (continued)***

The Human Resources budget totalling \$5.30 million is comprised of the Associate Superintendent \$1.39 million, Recruitment & Staffing \$3.10 million, and Staff Relations & Training \$0.81 million departments. This budget provides support to both schools and departments regarding recruitment, training, safety, staffing, benefits, and health recovery.

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

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

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

***Notes (For changes greater than \$75,000 and 5%.)***

- A. The decrease in Government of Alberta Revenue of \$204,000 is due to fewer employees being seconded. In the spring there were two additional staff being seconded, but the employees changed their plans after the Spring Budget was prepared. This is also reflected in the Secondments – Certificated Salaries and Benefits total.
- B. The increase in Staffing (FTE) is from adding an Educational Assistant Trainer position in the Certificated line (for the EA Certification program) and some overlapping temporary coverage for various leaves in the Classified line.

Business Services					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Block Revenue Allocations	\$ 3,068,265	\$ 3,068,265	\$ -	-	
Reserve Spending	26,223	26,245	22	0.1%	
	<u>3,094,488</u>	<u>3,094,510</u>	22	0.0%	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Classified	2,496,299	2,496,299	-	-	
	<u>2,496,299</u>	<u>2,496,299</u>	-	-	
<i>Services, Contracts and Supplies</i>					
Insurance	323,200	323,200	-	-	
Contracted Services	171,635	171,335	(300)	(0.2%)	
Staff Development	34,990	34,990	-	-	
Supplies & Materials	15,760	15,760	-	-	
Dues & Fees	15,654	15,654	-	-	
Computer Equipment	10,500	10,822	322	3.1%	
Furniture & Equipment	9,000	9,000	-	-	
Subsistence	5,400	5,400	-	-	
Mileage	3,800	3,800	-	-	
Telephone/Fax/Cellular	2,350	2,350	-	-	
Mail, Printing & Copying	2,000	2,000	-	-	
Rental/Lease	1,650	1,650	-	-	
Travel	1,050	1,050	-	-	
Advertising/Public Relations	1,000	1,000	-	-	
Books, Publications & Subscriptions	200	200	-	-	
	<u>598,189</u>	<u>598,211</u>	22	0.0%	
	<u>3,094,488</u>	<u>3,094,510</u>	22	0.0%	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	<u>-</u>
<b>Staffing (FTE)</b>					
Classified	<u>21.12</u>	<u>21.12</u>	-	-	

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***Business Services (continued)***

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The Business Services budget totaling \$3.09 million is comprised of the Secretary-Treasurer \$0.77 million, and Financial Services \$2.32 million departments. It provides service to both schools and departments regarding all financial matters.

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

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

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***Notes (For changes greater than \$75,000 and 5%.)***

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Not applicable.



Facility Services					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Block Revenue Allocations	\$ 15,772,567	\$ 15,782,224	\$ 9,657	0.1%	
Government of Alberta Revenue - IMR	1,225,100	1,878,231	653,131	53.3%	A
Government of Alberta Revenue	670,376	676,432	6,056	0.9%	
Other Revenue	231,740	271,740	40,000	17.3%	
One-Time Funding	-	-	-	-	
Reserve Spending	103,555	(23,689)	(127,244)	(122.9%)	B
	<u>18,003,338</u>	<u>18,584,938</u>	<u>581,600</u>	<u>3.2%</u>	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Classified*	3,580,205	3,622,811	42,606	1.2%	
	<u>3,580,205</u>	<u>3,622,811</u>	<u>42,606</u>	<u>1.2%</u>	
<i>Services, Contracts and Supplies</i>					
Contracted Custodial Services	4,436,346	4,446,346	10,000	0.2%	
Electricity	2,463,622	2,463,622	-	-	
Contracted Services	1,531,076	1,599,910	68,834	4.5%	
Natural Gas/Propane	1,400,516	1,273,165	(127,351)	(9.1%)	C
Repairs & Maintenance - IMR	1,225,100	1,878,231	653,131	53.3%	A
Rental/Lease	1,190,632	1,417,471	226,839	19.1%	D
Insurance	600,606	600,606	-	-	
Supplies - Custodial	482,050	482,050	-	-	
Supplies & Materials	356,250	356,634	384	0.1%	
Repairs & Maintenance	255,000	155,000	(100,000)	(39.2%)	E
Water & Sewer	241,625	241,625	-	-	
Furniture & Equipment	228,459	34,000	(194,459)	(85.1%)	F
Oil/Gas/Propane	85,000	85,000	-	-	
Software	56,000	56,000	-	-	
Staff Development	30,000	31,056	1,056	3.5%	
Subsistence	15,000	15,000	-	-	
Dues & Fees	12,000	12,000	-	-	
Mail, Printing & Copying	11,500	11,500	-	-	
Telephone/Fax/Cellular	10,424	10,424	-	-	
Computer Equipment	5,500	4,500	(1,000)	(18.2%)	
Miscellaneous Bank Charges	4,000	4,000	-	-	
Mileage	500	500	-	-	
Cost Recoveries	(218,073)	(216,513)	1,560	0.7%	
	<u>14,423,133</u>	<u>14,962,127</u>	<u>538,994</u>	<u>3.7%</u>	
	<u>18,003,338</u>	<u>18,584,938</u>	<u>581,600</u>	<u>3.2%</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	

Staffing (FTE)	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
Classified	34.00	34.00	-	-	

***Facility Services (continued)***

The Facility Services budget totaling \$18.58 million is comprised of the Facilities \$16.71 million and Infrastructure Maintenance & Renewal (IMR) \$1.88 million departments. It provides safe, healthy, and comfortable learning environments that support educational excellence.

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

The IMR budget includes repairs and maintenance expense.

***Notes (For changes greater than \$75,000 and 5%.)***

- A. The IMR budget for 2024-25, which includes some carryforward from the prior year, has been reduced for a capital component (which is budgeted through supported amortization slowly over time). See page 18 for a detailed table.
- B. Reserve Spending decreased by \$127,000. The Spring Budget amount for Reserve Spending was based on a projection done in February of 2024. The Fall Budget is based on the year end actuals for 2023-24.
- C. The Natural Gas/Propane reduction of \$127,000 is based on the new contractual rate for natural gas. The Spring Budget was prepared using a projected rate as the contract was still up for tender.
- D. Rental/Lease costs increased by \$227,000 as determined by using the formula in the lease agreement for the two Sherwood Park Christian Schools. This is funded by Alberta Education.
- E. Repairs and maintenance decreased by \$100,000, which is an adjustment to align with the prior year's actuals, which have been reporting under budget.
- F. The Furniture & Equipment decrease of \$194,000 is related to Facility Services not purchasing or replacing any of their vehicles in 2024-25.

Information Technologies					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Block Revenue Allocations	\$ 6,235,451	\$ 6,014,467	\$ (220,984)	(3.5%)	A
Government of Alberta Revenue	374,400	374,400	-	-	
One-Time Funding	11,447	51,447	40,000	349.4%	
Reserve Spending	194,670	126,594	(68,076)	(35.0%)	
	6,815,968	6,566,908	(249,060)	(3.7%)	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Certificated	481,384	506,257	24,873	5.2%	
Classified	3,221,715	3,126,430	(95,285)	(3.0%)	B
	3,703,099	3,632,687	(70,412)	(1.9%)	
<i>Services, Contracts and Supplies</i>					
Software	2,023,803	1,861,120	(162,683)	(8.0%)	C
Internet	619,926	619,926	-	-	
Telephone/Fax/Cellular	274,150	274,150	-	-	
Contracted Services	53,414	55,786	2,372	4.4%	
Staff Development	45,470	45,470	-	-	
Mileage	40,000	40,000	-	-	
Computer Equipment	32,001	43,448	11,447	35.8%	
Supplies & Materials	10,000	10,000	-	-	
Subsistence	7,500	7,500	-	-	
Dues & Fees	3,300	3,300	-	-	
Furniture & Equipment	2,000	2,000	-	-	
Mail, Printing & Copying	704	704	-	-	
Insurance	500	500	-	-	
Rental/Lease	101	101	-	-	
Amortization of Capital Assets	-	-	-	-	
	3,112,869	2,934,221	(178,648)	(5.7%)	
	6,815,968	6,566,908	(249,060)	(3.7%)	
	\$ -	\$ -	\$ -	-	

Staffing (FTE)	2024-25 Budget	2024-25 Fall Budget	Change	Note
Certificated	3.00	3.00	-	-
Classified	27.50	27.00	(0.50)	(1.8%)
	30.50	30.00	(0.50)	(1.6%)

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***Information Technologies (continued)***

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

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***Notes (For changes greater than \$75,000 and 5%.)***

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- A. The Block Revenue Allocations decreased by \$221,000. This is primarily related to changes in the Software budget of \$163,000 as explained in note C below. The balance of this decrease is related to salary changes.
- B. The Classified Salaries and Benefits have decreased by \$95,000 and 0.5 FTE. There was a vacancy in a temporary position in which the department has decided not to backfill for 2024-25. In addition, there was a reorganization of staffing classification to align with the needs of the department.
- C. The Software budget decreased by \$163,000. This budget is reviewed semi-annually to determine what software continues to be required in the new school year and if there are any contractual changes. Any increases or decreases are either funded by the Division or returned to the Division.

Student Transportation Services					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Government of Alberta Revenue	16,014,958	<b>16,014,958</b>	-	-	
Other Revenue	876,500	<b>901,145</b>	24,645	2.8%	
Reserve Spending	210,000	<b>561,077</b>	351,077	167.2%	<b>A</b>
	<u>17,101,458</u>	<u><b>17,477,180</b></u>	<u>375,722</u>	<u>2.2%</u>	
<b>Expenses</b>					
<i>Salaries and Benefits</i>					
Classified	1,616,406	<b>1,620,459</b>	4,053	0.3%	
	<u>1,616,406</u>	<u><b>1,620,459</b></u>	<u>4,053</u>	<u>0.3%</u>	
<i>Services, Contracts and Supplies</i>					
Contracted Transportation	14,343,930	<b>14,368,575</b>	24,645	0.2%	
Insurance	710,000	<b>730,000</b>	20,000	2.8%	
Telephone/Fax/Cellular	95,000	<b>102,516</b>	7,516	7.9%	
Contracted Services	67,059	<b>322,412</b>	255,353	380.8%	<b>B</b>
Supplies & Materials	62,000	<b>78,000</b>	16,000	25.8%	
Mail, Printing & Copying	35,000	<b>35,000</b>	-	-	
Miscellaneous Bank Charges	34,500	<b>34,500</b>	-	-	
Staff Development	30,500	<b>30,500</b>	-	-	
Cost Recoveries	26,570	<b>54,624</b>	28,054	105.6%	
Subsistence	17,000	<b>17,000</b>	-	-	
Rental/Lease	15,424	<b>15,424</b>	-	-	
Furniture & Equipment	15,000	<b>33,601</b>	18,601	124.0%	
Software	8,719	<b>8,719</b>	-	-	
Oil/Gas/Propane	7,000	<b>8,000</b>	1,000	14.3%	
Repairs & Maintenance	7,000	<b>7,000</b>	-	-	
Computer Equipment	4,000	<b>4,000</b>	-	-	
Dues & Fees	3,500	<b>4,000</b>	500	14.3%	
Mileage	2,000	<b>2,000</b>	-	-	
Advertising/Public Relations	500	<b>500</b>	-	-	
Books, Publications & Subscriptions	350	<b>350</b>	-	-	
	<u>15,485,052</u>	<u><b>15,856,721</b></u>	<u>371,669</u>	<u>2.4%</u>	
	<u>17,101,458</u>	<u><b>17,477,180</b></u>	<u>375,722</u>	<u>2.2%</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>-</u>	
<b>Staffing (FTE)</b>					
Classified	<u>12.00</u>	<u><b>12.00</b></u>	<u>-</u>	<u>-</u>	

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***Student Transportation Services (continued)***

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

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***Notes (For changes greater than \$75,000 and 5%.)***

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- A. Reserve Spending is increasing by \$351,000 due to additional carryforward from 2023-24.
- B. Contracted Services increase of the \$255,000 is for the continuation of the surveillance camera project that was started in 2023-24.



Fiscal Services					
Budget	2024-25 Budget	2024-25 Fall Budget	Change	% Change	Note
<b>Revenue/Allocations</b>					
Block Revenue Allocation	\$ 858,872	\$ 1,157,657	\$ 298,785	34.8%	A
Government of Alberta Revenue	5,374,447	5,467,246	92,799	1.7%	
Asset Retirement Obligation - <b>ARO</b>	386,545	386,545	-	-	
Other Revenue	30,142	42,142	12,000	39.8%	
Departments' Year-End Carryforward	(435,000)	(435,000)	-	-	
	6,215,006	6,618,590	403,584	6.5%	
<b>Expenses</b>					
<i>Salaries and benefits</i>					
Teacher Pensions - Central	322,445	351,881	29,436	9.1%	
	322,445	351,881	29,436	9.1%	
<i>Services, Contracts and Supplies</i>					
Amortization of Capital	6,494,225	6,638,992	144,767	2.2%	
Amortization of Capital - <b>ARO</b>	386,545	386,545	-	-	
Departments' Year-End Carryforward	(435,000)	(435,000)	-	-	
Rental / Lease	(9,369)	(9,369)	-	-	
Equipment Buyouts	(543,840)	(314,459)	229,381	42.2%	B
	5,892,561	6,266,709	374,148	6.3%	
	6,215,006	6,618,590	403,584	6.5%	
	\$ -	\$ -	\$ -	-	

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***Fiscal Services (continued)***

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

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***Notes (For changes greater than \$75,000 and 5%.)***

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- A. Block Revenue Allocation for Fiscal Services fluctuates each year based upon the lifespan of capital assets previously purchased using school or department budgets, offset by the amount of buyouts being undertaken by schools. For the Fall Budget, an additional allocation was required as expected buyouts have decreased. This was offset by an increase in capital effect (page 9).
- B. Equipment Buyouts are expected to be less than the Spring Budget as a result of Facility Services planning to purchase less expensive equipment and no vehicles in 2024-25.



Your Future **in MIND** ●●●●●

***ELK ISLAND PUBLIC SCHOOLS***

**Alberta Education  
Supplemental  
Reports**

**2024-25**

**Report to the  
Board of Trustees**

Nov. 28, 2024

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

	Actual 2024/25	Budgeted 2024/25 (Note 2)	Actual 2023/24	Notes
<b>Grades 1 to 12</b>				
<u>Eligible Funded Students:</u>				
Grades 1 to 9	11,958	11,960	11,979	Head count
Grades 10 to 12	4,706	4,568	4,408	Head count
Total FTE	16,664	16,528	16,387	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	0.8%	0.9%		Please provide an explanation for changes +/- 3%.
<u>Other Students:</u>				
Total	4	3	1	Note 3
Total Net Enrolled Students	16,668	16,531	16,388	
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, Grades 1-12	16,668	16,531	16,388	
Percentage Change	0.8%	0.9%		
<u>Of the Eligible Funded Students:</u>				
Students with Severe Disabilities	379	368	363	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,487	1,460	1,310	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**EARLY CHILDHOOD SERVICES (ECS)**

Eligible Funded Children	1,285	1,285	1,373	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	-	-	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	1,285	1,285	1,373	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	643	643	687	
Percentage Change	0.0%	-6.4%		Please provide an explanation for changes +/- 3%.
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, ECS	1,285	1,285	1,373	
Percentage Change	0.0%	-6.4%		
<u>Of the Eligible Funded Children:</u>				
Students with Severe Disabilities (PUF)	98	103	120	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	18	14	14	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**Explanation of Changes:****NOTES:**

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2024/2025 budget report preparation.
- Other GradeS 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students.

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

	Actual 2024/25		Budgeted 2024/25		Actual 2023/24		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
<b>CERTIFICATED STAFF</b>							
School Based	846.1	846.1	835.0	835.0	844.9	844.9	Teacher certification required for performing functions at the school level.
Non-School Based	29.3	23.3	27.0	21.0	29.1	24.1	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	875.4	869.3	862.0	856.0	874.0	869.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	1.5%	1.6%	-1.4%	-1.5%	0.2%	0.0%	Please provide an explanation for changes +/- 3%.
If an average standard cost is used, please disclose rate:	\$ 111,300	\$ -	\$ 111,300	\$ -	\$ 109,435	\$ -	
Student F.T.E. per Certificated Staff	19.8		19.9		19.5		

**Certificated staffing change due to:**

Enrolment Change	1.0	-	2.0	If negative change impact, the small class size initiative is to include any/all teachers retained.			
Other Factors	12.4	-	(14.0)	Descriptor (required):		New CASA Program (1FTE), Mental Health Pilot staffing (2.85FTE), One-time grant rate increase	
Total Change	13.4	-	(12.0)	Year-over-year change in Certificated FTE			

**Breakdown, where total change is negative:**

Continuous contracts terminated	-	-	-	FTEs			
Non-permanent contracts not being renewed	-	-	(12.0)	FTEs			
Other (retirement, attrition, etc.)	-	-	-	Descriptor (required):			
Total Negative Change in Certificated FTEs	-	-	(12.0)	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.			

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

<b>Certificated Number of Teachers</b>							
Permanent - Full time	703.0	697.0	673.0	667.0	677.0	672.0	
Permanent - Part time	110.0	110.0	103.0	103.0	122.0	122.0	
Probationary - Full time	46.0	46.0	40.0	40.0	40.0	40.0	
Probationary - Part time	29.0	29.0	14.0	14.0	19.0	19.0	
Temporary - Full time	19.0	19.0	50.0	50.0	46.0	46.0	
Temporary - Part time	24.0	24.0	42.0	42.0	44.0	44.0	

**NON-CERTIFICATED STAFF**

Instructional - Education Assistants	221.3	-	195.5	-	224.6	-	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other Non-Certificated Instruction	202.2	-	201.8	-	207.4	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	35.3	-	35.3	-	35.1	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	12.0	-	12.0	-	11.0	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	20.8	-	17.8	-	20.3	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	491.7	-	462.4	-	498.4	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	6.3%	0.0%	-7.2%	0.0%	-1.4%	0.0%	

**Explanation of Changes:**

Instructional - Educational Assistants have increased from Spring Budget as more funding from the one-time grant rate increase (July 2024) was allocated to schools for staffing. In addition, schools were allowed to budget to a higher staffing % in the fall.

**Additional Information**

Are non-certificated staff subject to a collective agreement? No  
Please provide terms of contract for 2023/24 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

Not applicable to EIP5 - there is no collective agreement for non-certificated staff.