



**BOARD OF TRUSTEES  
ELK ISLAND PUBLIC SCHOOLS**

REGULAR  
SESSION

**THURSDAY, DECEMBER 19, 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 – Nov. 28, 2024 (encl.)
- 5.2 Board Special Meeting – Dec. 5, 2024 (encl.)
- 6.    CHAIR REPORT** C. Allen
- 6.1 Schools’ Christmas Events (verbal)
- 6.2 Fort Saskatchewan High School Leadership Event – Nov. 29, 2024
- 6.3 Vegreville Composite High School Awards Night – Nov. 29, 2024
- 6.4 MLA Nate Glubish’s Constituency Office Open House – Dec. 5, 2024
- 6.5 Métis Kitchen Party – Salisbury Composite High School – Dec. 9, 2024
- 6.6 Fort Saskatchewan & Lamont Regional Chamber of Commerce  
                    2024 Holiday Members Meeting – Dec. 11, 2024
- 6.7 MLA Kyle Kasawski’s Constituency Office Open House – Dec. 12, 2024
- 7.    SUPERINTENDENT REPORT** S. Stoddard
- 7.1 CASS Zone 2/3 Virtual Meeting – Dec. 6, 2024 (verbal)
- 7.2 EIPS Central Staff Christmas Luncheon | Staff Meeting – Dec. 10, 2024
- 7.3 Fort Saskatchewan & Lamont Regional Chamber of Commerce  
                    2024 Holiday Members Meeting – Dec. 11, 2024
- 7.4 Strathcona County School Site Allocation Committee – Dec. 16, 2024
- 8.    COMMENTS FROM THE PUBLIC AND STAFF  
                GROUP REPRESENTATIVES**
- ASSOCIATION/EMPLOYEE GROUPS**
- 9.    ASBA ZONE 2/3 REPORT** C. Holowaychuk
- Meeting held on Dec. 6, 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 2: ROLE OF THE BOARD** R. Footz  
(encl.)
14. **BOARD POLICY 3: ROLE OF THE TRUSTEE** R. Footz  
(encl.)
15. **BYLAW NO. 011/2024 – CRIMINAL RECORD CHECKS  
REQUIRED FOR TRUSTEE NOMINATIONS** S. Stoddard/K. Baranec  
(encl.)
16. **DIVISION CALENDAR 2025-26 AND 2026-27** S. Stoddard/J. Anderson  
(encl.)
17. **NAMING FOR THE SHERWOOD PARK REPLACEMENT  
SCHOOL** S. Stoddard/L. McNabb  
(encl.)
18. **SCHOOL FEE PARAMETERS** S. Stoddard/C. Cole  
(encl.)
19. **AUDITOR REAPPOINTMENT** S. Stoddard/C. Cole  
(encl.)

**REPORTS FOR INFORMATION**

20. **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2024 TO  
NOV. 30, 2024** S. Stoddard/L. Lewis  
(encl.)
21. **BULLYING AWARENESS AND PREVENTION WEEK** S. Stoddard/M. Reed  
(encl.)
22. **MENTAL HEALTH STRATEGIC PLAN: BEYOND RESET** S. Stoddard/M. Reed  
(encl.)

**COMMITTEE REPORT**

23. **POLICY COMMITTEE REPORT** R. Footz  
Meeting held on Dec. 3, 2024 (verbal)
24. **STUDENT EXPULSION COMMITTEE REPORT** R. Footz  
Meeting held on Dec. 10, 2024 (verbal)
25. **GOVERNANCE AND EVALUATION COMMITTEE REPORT** S. Miller  
Meeting held on Dec. 17, 2024 (verbal)
26. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

## RECOMMENDATIONS: BOARD OF TRUSTEES DEC. 19, 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 Nov. 28, 2024 Meeting, as amended or as circulated.
  - 5.2. That the Board of Trustees approves the Minutes of Dec. 5, 2024 Special Meeting, as amended or as circulated.
  6. That the Board of Trustees receives for information the Chair Report.
  7. That the Board of Trustees receives for information the Superintendent Report.
  8. *Comments from the Public and Staff Group Representatives*
  9. That the Board of Trustees receives for information the report from the representative of the ASBA Zone 2/3.
  10. That the Board of Trustees receives for information the report from the representative of the ATA Local No. 28.
  11. That the Board of Trustees receives for information the report from the representative of the Employee Relations Group.
- Business Arising from Previous Meeting*
12. *Business Arising from In Camera.*
  13. That the Board of Trustees approves the amendments to Board Policy 2: Role of the Board, as presented.
  14. That the Board of Trustees approves the amendments to Board Policy 3: Role of the Trustee, as presented.
  15. Three readings of Bylaw No. 011/2024 – Criminal Record Checks Required for Trustee Nominations.

**Reading #1: That the Board of Trustees approves first reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of the Board of Trustees of Elk Island Public Schools. *The first reading must be read in full and then:***

**Reading #2: That the Board of Trustees approves second reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of the Board of Trustees of Elk Island Public Schools.**

Consideration of Reading #3: **“That the Board of Trustees approves proceeding with the third reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of the Board of Trustees of Elk Island Public Schools.”** And then if all trustees at the meeting are in unanimous agreement, proceed with the third reading:

**Reading #3: That the Board of Trustees approves third reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of the Board of Trustees of Elk Island Public Schools.**

16. That the Board of Trustees approves the 2025-26 (Attachment 1) and 2026-27 (Attachment 2) Division calendars.
17. That the Board of Trustees approves the name Forest Grove School for the replacement school in Sherwood Park.
18. That the Board of Trustees approves the parameters for establishing 2025-26 school fee, as presented.
19. That the Board of Trustees approves the reappointment of MNP LLP as auditors for the year-ended Aug. 31, 2025.
20. That the Board of Trustees receives for information the Unaudited Financial Report for Sept. 1, 2024 to Nov. 30, 2024.
21. That the Board of Trustees receives for information the Bullying Awareness and Prevention Week report.
22. That the Board of Trustees receives for information the Mental Health Strategic Plan: Beyond Reset report.

23. That the Board of Trustees receives for information the Policy Committee report.
24. That the Board of Trustees receives for information the Student Expulsion Committee report.
25. That the Board of Trustees receives for information the Governance and Evaluation Committee report.



# BOARD MEETING MINUTES

November 28, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, November 28, 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 9:00 a.m.

## BOARD MEMBERS PRESENT

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

## BOARD MEMBER ABSENT

C. Holowaychuk

## 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  
L. McNabb, Director, Communication Services  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## CALL TO ORDER

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

## IN-CAMERA SESSION

210/2024 | Trustee Irwin moved: That the Board meet in camera (9:00 a.m.).

*CARRIED UNANIMOUSLY*

211/2024 | Trustee Boymook moved: That the Board revert to regular session (10:00 a.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 10:00 a.m. and reconvened at 10:11 a.m. with all trustees noted above in attendance.*

## 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 noted that Trustee Footz will be participating virtually and sent regrets on behalf of Trustee Holowaychuk.

## **AGENDA**

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

212/2024 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair Allen called for confirmation of the Oct. 17, 2024 Board Meeting Minutes.

213/2024 | Vice-Chair Miller moved: That the Board of Trustees approve the Minutes of Oct. 17, 2024 Board Meeting, as circulated.

*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Allen highlighted recent trustee events for information.

214/2024 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair report.

*CARRIED UNANIMOUSLY*

## **SUPERINTENDENT REPORT**

Superintendent Stoddard shared recent events for information. Additional highlights included the work done to the end of November for assurance reviews, the importance of the Community of School Councils' work, and shared regrets for not being able to attend the Alberta Teachers' Association (ATA) annual new teachers' Induction Ceremony.

215/2024 | 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**

Vice-Chair Miller presented for information the ASBA Zone 2/3 report from the meeting held on Oct. 25, 2024. Vice-Chair Miller extended gratitude on the behalf of the Board to Trustee Holowaychuk for her service as Director, ASBA Zone 2/3.

216/2024 | Trustee Irwin 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 the Alberta Teachers' Association (ATA) representative D. Zielke. Representative Zielke presented the Local ATA report for information.

Trustee Footz extended thanks to the Alberta Teachers' Association for hosting the new teachers Induction Ceremony and for extending an invitation to the Board.



Trustee Sorochan extended thanks to all teachers and support staff for their extra work during this Christmas season.

Board Chair Allen shared Christmas and holiday greetings to the ATA Representative Deneen Zielke, their staff and families!

217/2024 | Trustee Boymook moved: That the Board of Trustees receives for information the report from the representative of the ATA Local No. 28.

*CARRIED UNANIMOUSLY*

### **EMPLOYEE RELATIONS GROUP (ERG) REPORT**

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

Superintendent Stoddard asked Representative Miller to share with the classified staff their importance and valued work in the Division.

Board Chair Allen extended Christmas and holiday greetings on behalf of the Board and asked Representative Miller to pass on gratitude to the classified staff for their work in preparation for the holiday season.

218/2024 | Trustee Sorochan moved: That the Board of Trustees receives for information the report from the representative of the Employee Relations Group.

*CARRIED UNANIMOUSLY*

## **Business Arising from Previous Meeting**

No business arising from the previous meeting.

## **New Business**

### **BUSINESS ARISING FROM IN CAMERA**

No business arising from in camera.

### **BOARD POLICY 13: APPEALS AND HEARINGS REGARDING STUDENT MATTERS**

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

219/2024 | Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 13: Appeals and Hearing Regarding Student Matters, as presented.

Point of Clarification was called by Trustee Boymook why section 2.10.6.4. (highlighted in attachment 1, as section 1.2) was struck out and what would replace the process.

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

Trustee Footz shared that the committee sought council from senior administration as to who determines placement of the student to another school or alternative educational program prior to bringing the recommendation forward. Superintendent Stoddard affirmed the administration's responsibility.

### **BOARD POLICY 14: HEARINGS ON TEACHER TRANSFERS**

Trustee Footz presented to the Board the proposed Board Policy 14: Hearings on Teacher Transfers for approval.

220/2024 | Trustee Sorochan moved: That the Board of Trustees approves amendments to Board Policy 14: Hearings on Teacher Transfers, as presented.

CARRIED UNANIMOUSLY

Point of Order was called by Trustee Boymook noting the time certain items on the agenda.

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

Director Lewis presented to the Board for approval the net reserve transfer of \$5.2 million for 2023-24. The reserve transfer is incorporated into the audited financial statements and requires approval prior to the Audited Financial Statements being approved.

223/2024 | Trustee Irwin moved: 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.

CARRIED UNANIMOUSLY

### **2024 AUDITED FINANCIAL STATEMENTS**

Superintendent Stoddard introduced B. Waser, MNP LLP Audit Partner.

Director Lewis presented to the Board for approval the Aug. 31, 2024 Audited Financial Statements. MNP LLP, a national accounting firm, audited the statements and provided an opinion. MNP LLP Audit Partner B. Waser was available to answer questions.

224/2024 | Trustee Sorochan moved: That the Board of Trustees approves the Aug. 31, 2024 Audited Financial Statements.

CARRIED UNANIMOUSLY

Trustee Sorochan, Audit Committee member, commended the Finance department for their great work. It was well presented and he shared a comment from the auditor at the November Audit Committee meeting, *"The auditors of MNP LLP fight in their office as to who gets to audit EIPS as it is so well done!"* Trustee Sorochan extended gratitude to Monica Futerski and Mark Wiltzen, who are Community Members of the Audit Committee for their significant contribution and expertise they bring to the committee.

### **BYLAW 009/2024 - THE ESTABLISHMENT OF WARDS AND ELECTORAL SUBDIVISIONS**

Secretary-Treasurer Cole presented to the Board for approval the Election Bylaw No. 009/2024 which outlines the establishment of wards and electoral subdivisions and noted 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. Secretary-Treasurer Cole noted that administration reviewed Bylaw 007/2020 and proposed the following amendments:

1. An update to the reference to the Strathcona County bylaw that outlines the specific lands lying with 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 007/2020. Consistent with prior years, as it is much cleaner to approve a new bylaw than create amendments.

Secretary-Treasurer Cole proceeded to read Bylaw No. 009/2024 in its entirety in accordance with the *Board Procedures Regulation 82/2019*, section 6, Readings of bylaws.

**221/2024** | Trustee Boymook moved: That the Board of Trustees accept the **first reading** of bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools.

Trustee Irwin sought clarification why, “by a general vote” was not added to Strathcona County Ward, section 4 but included in section 1, 2 and 3, as follows:

(4) The election of trustees in the Strathcona County Ward shall be **by the general vote** by electoral subdivision as follows:”

In absence of the originator (Returning Officer Baranec), Superintendent Stoddard stated she was confident with the absence of the wording “by a general vote”. If the Board proceeds with the first and second reading, administration will have the time to reaffirm with the Returning Officer.

Point of Order called by Trustee Boymook.

**222/2024** | Trustee Boymook moved: That the Board of Trustees **table motion 221/2024** until after the time certain agenda items 15 and 16 are completed.

*CARRIED UNANIMOUSLY*

**VOTE ON MOTION 221/2024** | *CARRIED UNANIMOUSLY*

**225/2024** | Board Chair Allen moved: That the Board of Trustees accept the **second reading** of bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools.

*CARRIED UNANIMOUSLY*

**226/2024** | Board Chair Allen moved: That the Board of Trustees approves the consideration of the 3rd Reading of Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions.

In Favour: Trustee Sorochan, Vice-Chair Miller, Board Chair Allen, Trustee Footz, Trustee Boymook  
Opposed: Trustee Irwin

*Motion 226/2024 was not carried unanimously; therefore, the board did not proceed with the 3rd reading of bylaw No. 009/2024.*

If necessary, the Board Chair will call a special meeting once the senior administration has the bylaws vetted by legal counsel.

Trustee Sorochan gave an acknowledgment to former Trustee Skip Gordon.

*The Board recessed at 11:46 a.m. reconvened at 12:54 p.m. with all trustees noted above in attendance.*

### **ANNUAL EDUCATION RESULTS REPORT 2023-24**

Superintendent Stoddard and Associate Superintendent Marshall presented to the Board for approval the *2023-24 Annual Education Results Report (AERR)*, an Alberta Education reporting requirement. The AERR supports the preplanning and tells the Elk Island Public Schools Story. The AERR Overview document is a quick highlight of what is within the AERR.

Associate Superintendent Marshall expressed a special thank you to Communication Services department, specifically to Communications Specialist Corrie Fletcher and Graphic Design Specialist Brenda Fortin for their support with the writing, content and design.

227/2024 | Trustee Irwin moved: 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.

*CARRIED UNANIMOUSLY*

## **2024-25 FALL BUDGET REPORT**

Director von Tettenborn presented the 2024-25 Fall Budget for approval. Senior Accountant Gillis was available to answer questions.

*Trustee Boymook left at 2:03 p.m. and returned at 2:04 p.m.*

228/2024 | Trustee Irwin moved: That the Board of Trustees approves the 2024-25 Fall Budget for Elk Island Public Schools, as presented.

In Favour: Trustee Irwin, Vice-Chair Miller, Board Chair Allen, Trustee Boymook, Trustee Footz

Opposed: Trustee Sorochan

*CARRIED*

## **Reports for Information**

No reports for information were presented.

## **Committee Reports**

### **STUDENT EXPULSION COMMITTEE**

Trustee Footz presented a report for information from the Student Expulsion Committee meetings held on Oct. 18 and Nov. 26, 2024.

229/2024 | Trustee Irwin moved: That the Board of Trustees receives for information the Student Expulsion Committee report.

*CARRIED UNANIMOUSLY*

### **GOVERNANCE AND EVALUATION COMMITTEE**

Vice-Chair Miller presented a report for information from the Governance and Evaluation Committee meetings held on Oct. 22 and Nov. 26, 2024. The next Governance and Evaluation Committee meeting is scheduled on Dec. 17, 2024.

230/2024 | Vice-Chair Miller moved: That the Board of Trustees receives for information the Governance and Evaluation Committee report.

*CARRIED UNANIMOUSLY*

### **POLICY COMMITTEE**

Trustee Footz presented a report for information from the Policy Committee meeting held on Oct. 29, 2024. Next Policy Committee meeting is scheduled for Tuesday, Dec. 3, 2024.

231/2024 | Trustee Footz moved: That the Board of Trustees receives for information the Policy Committee report.

*CARRIED UNANIMOUSLY*

## **ADVOCACY COMMITTEE**

Board Chair Allen presented a report for information from the Advocacy Committee meeting held on Oct. 30 and Nov. 21, 2024. The 2024-25 Board Advocacy Plan will be presented to the Board at the Dec. 5, 2024 Caucus meeting.

232/2024 | Board Chair Allen moved: That the Board of Trustees receives for information the Advocacy Committee report.

*CARRIED UNANIMOUSLY*

## **AUDIT COMMITTEE**

Vice-Chair Miller presented a report for information from the Audit Committee meeting held on Nov. 5, 2024.

233/2024 | Vice-Chair Miller moved: That the Board of Trustees receives for information the Audit Committee report.

*CARRIED UNANIMOUSLY*

## **Trustee Notices of Motion and Requests for Information**

No notices of motion or requests for information were reported.

Board Chair Allen declared that the Board had reached the end of the public session at 2:36 p.m.

## **IN-CAMERA SESSION**

234/2024 | Trustee Sorochan moved: That the Board meet in camera (2:37 p.m.)

*CARRIED UNANIMOUSLY*

*The Board recessed at 2:37 p.m. and reconvened at 2:42 p.m. with all trustees noted above in attendance.*

235/2024 | Trustee Irwin moved: That the Board revert to regular session (3:57 p.m.).

*CARRIED UNANIMOUSLY*

## **ADJOURNMENT**

Board Chair Allen declared the meeting adjourned at 3:57 p.m.

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Cathy Allen, Board Chair

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Sandra Stoddard, Superintendent



# BOARD MEETING MINUTES

December 5, 2024

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Dec. 5, 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 1:03 p.m.

## BOARD MEMBERS PRESENT

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

## 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  
L. McNabb, Director, Communication Services  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## CALL TO ORDER

The special meeting was called to order at 1:03 p.m. with all trustees noted above in attendance.

## LAND AND PEOPLE ACKNOWLEDGMENT

Board Chair Allen referenced the weather and honoured the land we share. She acknowledged our responsibilities as treaty members.

## AGENDA

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

236/2024 | Trustee Irwin moved: That the Agenda be adopted, as circulated, as amended.

*CARRIED UNANIMOUSLY*

## New Business

### BYLAW NO. 009/2024 - THE ESTABLISHMENT OF WARDS AND ELECTORAL SUBDIVISIONS

Returning Officer Baranec presented to the Board for third reading and approval the Election Bylaw No. 009/2024 which outlines the establishment of wards and electoral subdivisions and noted pursuant to section 76 of the *Education Act*.

Continuation of the first and second reading of Bylaw 009/2024 and provided clarification why the phrase “general vote” is used in two of the Division’s ward. No issues from a legal perspective.

237/2024 | Trustee Boymook moved: That the Board of Trustees approves **third reading** of Bylaw No. 009/2024 which relates to the establishment of wards and electoral subdivisions of The Board of Trustees of Elk Island Public Schools.

*CARRIED UNANIMOUSLY*

238/2024 | Trustee Holowaychuk moved: That Appendix A of Board Policy 7: Board Operations—Bylaw No. 007/20—be replaced with Bylaw No. 009/2024.

*CARRIED UNANIMOUSLY*

### **BYLAW NO. 010/2024 – THE RULES AND PROCEDURES FOR THE CONDUCT OF SCHOOL TRUSTEE ELECTIONS OF THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS.**

Returning Officer Baranec presented to the Board for three readings and approval the Election Bylaw No. 010/2024 which outlines the rules and procedures for the conduct of school trustee elections of the Board of Trustees of Elk Island Public Schools pursuant to section 76 of the *Education Act*.

239/2024 | Trustee Footz moved: That the Board of Trustees approves **first reading** of Bylaw No. 010/2024 which relates to the rules and procedures for the conduct of School Trustee Elections of the Board of Trustees of Elk Island Public Schools.

*CARRIED UNANIMOUSLY*

240/2024 | Vice-Chair Miller moved: That the Board of Trustees approves **second reading** of Bylaw No. 010/2024 which relates to the rules and procedures for the conduct of School Trustee Elections of the Board of Trustees of Elk Island Public Schools.

*CARRIED UNANIMOUSLY*

241/2024 | Trustee Irwin moved: That the Board of Trustees approves proceeding with the third reading of Bylaw No. 010/2024 which relates to the rules and procedures for the conduct of School Trustee Elections.

*CARRIED UNANIMOUSLY*

242/2024 | Trustee Sorochan moved: That the Board of Trustees approves **third reading** of Bylaw No. 010/2024 which relates to the rules and procedures for the conduct of School Trustee Elections of the Board of Trustees of Elk Island Public Schools.

*CARRIED UNANIMOUSLY*

### **ADJOURNMENT**

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

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Cathy Allen, Board Chair

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Sandra Stoddard, Superintendent



# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024  
**TO:** Board of Trustees  
**FROM:** Policy Committee  
**SUBJECT:** Board Policy 2: Role of the Board  
**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 2: Role of the Board, 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.

**COMMUNICATION PLAN:**

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

**ATTACHMENT(S):**

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



**Policy 2**

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**ROLE OF THE BOARD****Background**

As an elected corporate body which governs Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of educational services and programs.

**Guidelines****1. Specific areas of responsibility**

- 1.1. Accountability to the provincial government:
  - 1.1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
  - 1.1.2. Perform Board functions required by governing legislation and existing Board policy.
- 1.2. Accountability to the community:
  - 1.2.1. Make informed decisions that consider community values and represent the interests of the Division as a whole.
  - 1.2.2. Provide opportunities for ~~focused~~ community input.
  - 1.2.3. Report Division outcomes to the community annually.
  - 1.2.4. Develop appeal procedures and hold hearings as required by statute and Board policy.
  - 1.2.5. Model a culture of respect and integrity.
- 1.3. Four-Year Education Plan:
  - 1.3.1. Provide overall direction for the Division by establishing ~~the~~ mission and belief statements.
  - 1.3.2. Annually approve the process and timelines for the Four-Year Education Plan.
  - 1.3.3. Identify Board priorities and goals at the outset of the annual Four-Year Education Plan planning process.
  - 1.3.4. Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
  - 1.3.5. Monitor the achievement of outcomes.
  - 1.3.6. Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
  - 1.3.7. Approve the *Annual Education Results Report* for distribution to the public.
- 1.4. Policy:
  - 1.4.1. Develop, approve and monitor the implementation of policies to guide the Division.
  - 1.4.2. Provide direction in those areas over which the Board has authority.
  - 1.4.3. Annually review all Board policies.

- 1.5. Board-Superintendent relations:
  - 1.5.1. Select the Superintendent.
  - 1.5.2. Provide the Superintendent with clear corporate direction.
  - 1.5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.
  - 1.5.4. Respect the authority of the Superintendent to carry out the delegated discretionary powers of the position.
  - 1.5.5. Annually evaluate the Superintendent.
  - 1.5.6. Annually review the compensation of the Superintendent.
- 1.6. Advocacy:
  - 1.6.1. Identify issues for advocacy on an ongoing basis.
  - 1.6.2. Develop a strategic approach for advocacy.
  - 1.6.3. Act as an advocate for public education and the Division.
- 1.7. Board development:
  - 1.7.1. Develop a plan for Board and Trustee development.
  - 1.7.2. Develop an annual work plan with timelines.
  - 1.7.3. Annually evaluate Board effectiveness.
- 1.8. Fiscal accountability:
  - 1.8.1. Approve budget assumptions and establish priorities at the outset of the budget process.
  - 1.8.2. Approve the annual budget and allocation of resources.
  - 1.8.3. Approve substantive budget adjustments ~~when necessary~~.
  - 1.8.4. Monitor the fiscal management of the Division through receipt of quarterly variance analyses and semi-annual year-end projections.
  - 1.8.5. Receive the audit report and ensure the terms of engagement are met.
  - 1.8.6. Annually approve the *Three-Year Capital Plan* for submission to Alberta Education.
  - 1.8.7. Set the parameters for negotiations after soliciting advice from the Superintendent and ~~others~~other resources.
  - 1.8.8. Approve conditions of employment for employees and groups.
  - 1.8.9. At its discretion, ratify memoranda of agreement with bargaining units.
  - 1.8.10. Approve transfer of funds to reserves.
  - 1.8.11. Approve student transportation fees, school-facility rental rates, Alberta non-resident and international-student tuitions, and specialized student services fees charged to other school jurisdictions.
  - 1.8.12. Approve the Borrowing Resolution.
  - 1.8.13. Approve the Investment Policy Statement.

## 2. Selected responsibilities

- 2.1. The Board shall retain selected authority to:
  - 2.1.1. acquire and dispose of land and buildings;
  - 2.1.2. approve the Signing Authority Matrix;
  - 2.1.3. approve school attendance areas;
  - 2.1.4. name schools and other Division-owned facilities;

- 2.1.5. approve the Division school-year calendar;
  - 2.1.6. provide for Division recognition of students, staff and community;
  - 2.1.7. determine the continuation of the junior high honours program; and
  - 2.1.8. make a recommendation to the Education Minister for the dissolution of a school council.
- 2.2. The Board shall approve contracts and agreements, as follows:
- 2.2.1. consulting contracts with purchase orders in excess of \$350,000—dual-signing authority with the Secretary-Treasurer;
  - 2.2.2. personal-services contracts in excess of \$200,000—dual-signing authority with the Associate Superintendent of Human Resources;
  - 2.2.3. the Superintendent's contract; and
  - 2.2.4. non-compliant transactions of more than \$2,500,000—dual-signing authority with the Secretary-Treasurer.
- 2.3. The Board shall encourage the formation of a Committee of School Councils (COSC).
- 2.3.1. If a COSC is formed, its primary purpose shall be to enhance communication among the school councils, the Board, the Superintendent and the community.
  - 2.3.2. Discussions regarding Sschool personnel or individual student concerns shall not ~~be discussed~~ occur at COSC meetings. Parents and guardians ~~with concerns~~ are encouraged to present their concerns directly to the teacher or Principal.
  - 2.3.3. Further terms of reference and operating procedures shall be as determined by COSC.

## References

Sections 33, 51, 52, 53, 54, 60, 67, 139, 222 *Education Act*

Last reviewed:	Last updated:
Sept. 17, 2015	
Dec. 4, 2017	
Aug. 30, 2018	Aug. 30, 2018
Oct. 29, 2018	Dec. 3, 2018
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	Nov. 26, 2020
April 13, 2021	May 26, 2021
March 1, 2022	March 17, 2022

April 21, 2022

March 14, 2023      April 20, 2023

Oct. 31, 2023      Nov. 30, 2023

Dec. 3, 2024

**Policy 2**

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**ROLE OF THE BOARD****Background**

As an elected corporate body which governs Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of educational services and programs.

**Guidelines****1. Specific areas of responsibility**

- 1.1. Accountability to the provincial government:
  - 1.1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
  - 1.1.2. Perform Board functions required by governing legislation and existing Board policy.
- 1.2. Accountability to the community:
  - 1.2.1. Make informed decisions that consider community values and represent the interests of the Division as a whole.
  - 1.2.2. Provide opportunities for community input.
  - 1.2.3. Report Division outcomes to the community annually.
  - 1.2.4. Develop appeal procedures and hold hearings as required by statute and Board policy.
  - 1.2.5. Model a culture of respect and integrity.
- 1.3. Four-Year Education Plan:
  - 1.3.1. Provide overall direction for the Division by establishing mission and belief statements.
  - 1.3.2. Annually approve the process and timelines for the Four-Year Education Plan.
  - 1.3.3. Identify Board priorities and goals at the outset of the annual Four-Year Education Plan planning process.
  - 1.3.4. Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
  - 1.3.5. Monitor the achievement of outcomes.
  - 1.3.6. Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
  - 1.3.7. Approve the *Annual Education Results Report* for distribution to the public.
- 1.4. Policy:
  - 1.4.1. Develop, approve and monitor the implementation of policies to guide the Division.
  - 1.4.2. Provide direction in those areas over which the Board has authority.
  - 1.4.3. Annually review all Board policies.

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  - 2.2.3. the Superintendent's contract; and
  - 2.2.4. non-compliant transactions of more than \$2,500,000—dual-signing authority with the Secretary-Treasurer.
- 2.3. The Board shall encourage the formation of a Committee of School Councils (COSC).
- 2.3.1. If a COSC is formed, its primary purpose shall be to enhance communication among the school councils, the Board, the Superintendent and the community.
  - 2.3.2. Discussions regarding school personnel or individual student concerns shall not occur at COSC meetings. Parents and guardians are encouraged to present their concerns directly to the teacher or Principal.
  - 2.3.3. Further terms of reference and operating procedures shall be as determined by COSC.

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March 14, 2023    April 20, 2023  
Oct. 31, 2023    Nov. 30, 2023  
Dec. 3, 2024





# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Board Policy 3: Role of the Trustee

**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 3: Role of the Trustee, 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.

**COMMUNICATION PLAN:**

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

**ATTACHMENT(S):**

1. Policy 3: Role of the Trustee (marked)
2. Policy 3: Role of the Trustee (unmarked)

## Policy 3

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### ROLE OF THE TRUSTEE

#### Background

The role of the trustee is to participate in, and contribute to, the Board of Trustees as it carries out its mandate. The oath of office taken, or affirmation made, by each trustee when they assume office binds that person to work diligently to promote and advocate for public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision-making role in the context of corporate action. A trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

#### Guidelines

##### 1. Specific responsibilities of individual trustees

- 1.1. Become familiar with Board policies and Division administrative procedures, applicable statutes, meeting agendas and reports to participate in Board business.
- 1.2. Promote positive community engagement.
- 1.3. Refer queries, issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
- 1.4. Refer administrative matters to the Superintendent.
- 1.5. The trustee, upon receiving a complaint or an inquiry from a parent, guardian or community member about operations, may refer the parent, guardian or community member back to the school or department and shall inform the Superintendent of this action.
- 1.6. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division.
- 1.7. Attend Board meetings prepared to participate in, and contribute to, the decisions of the Board. ~~to provide the best possible outcomes for education within the Division.~~
- 1.8. Attend Board Caucus, committee and business meetings, ~~Board caucus meetings~~ and other public duties of the Board, when possible.
- 1.9. Respectfully bring forward and advocate for local issues.
- 1.10. Recognize their fiduciary responsibility to the Division and act in the best interests of the Division.
- 1.11. When delegated responsibility, shall exercise such authority within the defined limits in a responsible and effective way.

- 1.12. Participate in Board and trustee professional development sessions to enhance leadership and service in the Division.
- 1.13. Stay current with respect to provincial, national and international educational issues and trends.
- 1.14. Share materials and ideas with fellow trustees following professional development activities.
- 1.15. Contribute to a positive and respectful learning and working culture within the Board and the Division.
- 1.16. Attend stakeholder meetings as assigned.
- 1.17. Attend, when possible, Division or school community functions.
- 1.18. Participate, when possible, in community initiatives and activities.
- 1.19. Attend, when possible, functions of provincial associations of which the Board is a member.
- 1.20. Become familiar with, and adhere to, [Policy 4: Trustee Code of Conduct](#).
- 1.21. Report any violation of the Trustee Code of Conduct, as per [Policy 4](#).

## 2. Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate a smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

- 2.1. Trustees are expected to attend orientation programs.
- 2.2. The Board Chair, Superintendent and Secretary-Treasurer are responsible for ensuring the development and implementation of the Division's orientation program for trustees.
- 2.3. The Division shall provide support within the Board governance budget for trustees attending provincial association-sponsored orientation seminars.
- 2.4. Incumbent trustees are ~~encouraged~~ expected to help newly elected trustees become informed about Division history, functions, policies, procedures and issues.

## References

Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 *Education Act*

Last reviewed:	Last updated:
May 25, 2015	May 25, 2015
Oct. 24, 2016	Nov. 24, 2016
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Aug. 30, 2018	Aug. 30, 2018

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**Policy 3**

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**ROLE OF THE TRUSTEE****Background**

The role of the trustee is to participate in, and contribute to, the Board of Trustees as it carries out its mandate. The oath of office taken, or affirmation made, by each trustee when they assume office binds that person to work diligently to promote and advocate for public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision-making role in the context of corporate action. A trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

**Guidelines****1. Specific responsibilities of individual trustees**

- 1.1. Become familiar with Board policies and Division administrative procedures, applicable statutes, meeting agendas and reports to participate in Board business.
- 1.2. Promote positive community engagement.
- 1.3. Refer queries, issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
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- 1.5. The trustee, upon receiving a complaint or an inquiry from a parent, guardian or community member about operations, may refer the parent, guardian or community member back to the school or department and shall inform the Superintendent of this action.
- 1.6. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division.
- 1.7. Attend Board meetings prepared to participate in, and contribute to, the decisions of the Board.
- 1.8. Attend Board Caucus, committee and business meetings, and other public duties of the Board, when possible.
- 1.9. Respectfully bring forward and advocate for local issues.
- 1.10. Recognize their fiduciary responsibility to the Division and act in the best interests of the Division.
- 1.11. When delegated responsibility, shall exercise such authority within the defined limits in a responsible and effective way.

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- 1.13. Stay current with respect to provincial, national and international educational issues and trends.
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The Board believes an orientation program is necessary for effective trusteeship.

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- 2.2. The Board Chair, Superintendent and Secretary-Treasurer are responsible for ensuring the development and implementation of the Division's orientation program for trustees.
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Jan. 10, 2023	Feb. 16, 2023
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Dec. 3, 2024	



# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Bylaw No. 011/2024 – Criminal Record Checks Required for Trustee Nominations

**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.

---

## RECOMMENDATION:

Three readings of Bylaw No. 011/2024 – Criminal Record Checks Required for Trustee Nominations

Reading #1: **“That the Board of Trustees approve first reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of The Board of Trustees of Elk Island Public Schools.”**

The first reading must be read in full and then:

Reading #2: **“That the Board of Trustees approve second reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of The Board of Trustees of Elk Island Public Schools.”**

Consideration of Reading #3: **“That the Board of Trustees approves proceeding with the third reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations.”** And then if all trustees at the meeting are in unanimous agreement, proceed with the third reading:

Reading #3: **“That the Board of Trustees approve third reading of Bylaw No. 011/2024 which relates to criminal record checks being required for trustee nominations of The Board of Trustees of Elk Island Public Schools.”**





# RECOMMENDATION REPORT

## **BACKGROUND:**

The Government of Alberta updated the *Local Authorities Election Act* (LAEA) effective Oct. 31, 2024. Under the new section 21.1 of the LAEA, elected authorities may pass a bylaw requiring persons seeking to be nominated as a candidate to provide a criminal record check as part of the nomination package. For the bylaw to apply to any election, it must be passed prior to December 31 of the year before the year in which a general election is to be held. Enacting such a bylaw is an option for each elected authority, but not a requirement.

The Board of Trustees directed administration to develop a criminal record check bylaw for Elk Island Public Schools (EIPS) for the Board's consideration. The Board believes the role of a school board trustee is one of public trust and accountability. Trustees oversee the education and wellbeing of students, make decisions that impact families and manage public resources. To ensure confidence in this leadership role, requiring a criminal record check to be submitted with the trustee nomination package demonstrates the highest standards of integrity and transparency.

In developing the bylaw, EIPS took into consideration other election-related bylaws of the Division, a draft criminal record check bylaw shared by the Alberta School Boards Association and a draft bylaw provided by legal counsel. The requirement for the criminal record check to be issued no earlier than 12 months prior to the date of the election aligns this bylaw with criminal record check requirements for EIPS staff and volunteers as outlined in Division administrative procedures.

Attachment 1 outlines the new proposed Bylaw No. 011/2024, which has been reviewed by legal counsel.

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.*

## **COMMUNICATION PLAN:**

If approved, Bylaw No. 011/2024 will be followed for the 2025 school trustee election, and subsequent school trustee elections. Relevant information will be included within the Candidate Handbook.

The returning officer is currently working with local police detachments to determine logistical details for requesting the required type of criminal record check to share with potential candidates, as applicable.

## **ATTACHMENTS:**

1. Bylaw No. 011/2024

BYLAW NO. 011/2024

A BYLAW OF  
THE BOARD OF TRUSTEES OF ELK ISLAND PUBLIC SCHOOLS  
REQUIRING CRIMINAL RECORD CHECKS FOR TRUSTEE NOMINATIONS

WHEREAS the Board of Trustees of Elk Island Public Schools (the “Division”) is a local jurisdiction for the purposes of the *Local Authorities Election Act*, RSA 2000, c. L-21 (“*Local Authorities Election Act*”) established under the *Education Act*, SA 2012, c. E-0.3 (“*Education Act*”);

AND WHEREAS the Division is governed by a Board of Trustees (the “Board”) which is a corporate body established pursuant to the *Education Act*;

AND WHEREAS on December 5, 2024, the Board approved Bylaw No. 010/2024, by which it established the rules and procedures for the conduct of school trustee elections;

AND WHEREAS the Board has appointed its Returning Officer and Substitute Returning Officer who will be responsible for the conduct of the election of Board trustees (“Trustee Elections”);

AND WHEREAS section 21.1 of the *Local Authorities Election Act* allows an elected authority to, by bylaw passed prior to December 31 of the year before a year in which a general election is to be held, require a person seeking to be nominated as a candidate to provide a criminal record check;

AND WHEREAS section 28 of the *Local Authorities Election Act* provides that

- a. a returning officer shall not accept for filing a nomination that is not accompanied with a criminal record check required by bylaw,
- b. at any time after the commencement of the nomination period until the term of office to which the filed nomination papers relate has expired, a person may request to examine the filed nomination papers during regular business hours and in the presence of the returning officer, deputy, or secretary, and
- c. a filed nomination paper must be made available in a partial or redacted form as necessary, but the results of the criminal record check must not be withheld or redacted except to ensure that the mailing address of the candidate and of the candidate’s official agent is not disclosed;

NOW THEREFORE, the Board of Trustees of Elk Island Public Schools, duly assembled, enacts the following:

1. DEFINITIONS

1.1 THAT, unless otherwise specified, words in this bylaw are defined in the same manner as they are defined in the *Local Authorities Election Act*.

1.2 THAT in this bylaw:

- a. "criminal record check" means a check conducted by an authorized police force disclosing any convictions.

2. SCOPE

2.1 THAT this bylaw applies to the conduct of Board general elections and by-elections conducted for the Division.

3. CRIMINAL RECORD CHECK

3.1 THAT every nomination of a candidate for the office of trustee must be accompanied with a criminal record check issued no earlier than 12 months prior to the date of the election to which the nomination pertains.

4. EFFECTIVE DATE

4.1 THAT this bylaw comes into force upon approval of third and final reading.

READ A FIRST TIME this 19<sup>th</sup> day of December, 2024.

READ A SECOND TIME this 19<sup>th</sup> day of December, 2024.

READ A THIRD and FINAL TIME this 19<sup>th</sup> day of December, 2024.

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Board Chair

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Secretary-Treasurer



# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** 2025-26 and 2026-27 Division Calendars

**ORIGINATOR:** Sandra Stoddard, Superintendent

**RESOURCE STAFF:** Judy Anderson, Executive Director, Education Executive

**REFERENCE:** Policy 2: Role of the Board  
Administrative Procedure 130: School Calendars

**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 2025-26 (Attachment 1) and 2026-27 (Attachment 2) Division Calendars - which provide early out dismissals every Wednesday for the purpose of scheduling regular, embedded and structured staff collaboration time.**

**BACKGROUND:**

Policy 2: Role of the Board, Selected Responsibilities #6, establishes that the Board of Trustees will approve the Division school year calendar. Approval of the Division Calendar occurs every second year at the December Public Board meeting. The Board of Trustees believes giving two sets of yearly calendars, provides its stakeholders the most flexibility for planning purposes.

When establishing the Division Calendar, there are statutory, contractual, and Alberta Education requirements that must be adhered to. These include:

- maximum teacher contract days – 200 days (*Education Act*)
- maximum instructional time
  - a. 916 hours instructional time (Collective Agreement)
  - b. 1200 hours assignable time (Collective Agreement)
- minimum hours of student instruction (Guide to Education)
  - a. Kindergarten - 475 hours
  - b. Grades 1 to 9 - 950 hours
  - c. Grade 10 -12 - 1000 hours



# RECOMMENDATION REPORT

- date of the last diploma exam in January and June (Alberta Education)
  - a. Balanced semesters

Also, it is important to note that when developing the EIPS Division Calendar, the following conditions are typically included.

- When September 30 falls during the week, it is a closure day for Truth and Reconciliation.
- The November Break is five days, Monday to Friday; and,
- Depending on the day of the week on which December 25 falls, Christmas Break begins/ends mid-week or begins/ends on a weekend.

While the Division has heard back from parents and caregivers that it is their preference to have students return to class after the Labour Day long weekend, the requirements and conditions make this unattainable in almost all of the years

## **CURRENT STATE:**

On Sept. 19, 2024, administration brought to the Board of Trustees a report for feedback that asked them to consider the research regarding the positive impact staff collaboration has on student achievement, and to consider this research in the development and approval of the 2025-26 and 2026-27 Division Calendars.

The collective body of research strongly supports the positive impact of regular, embedded collaborative professional learning on student achievement. Attachments 4 and 5 summarize synthesized research findings from John Hattie, Andy Hargreaves, Michael O'Connor and other educational studies which make a compelling case for the value of collaborative work among educators. To summarize, when teachers collaborate, they critically reflect on their practices, share insights, and challenge one another. Effective collaboration among teachers enhances their collective efficacy, leading to improved teaching practices and student outcomes (Hattie, 2023; Hargreaves, 2018). In fact, Hattie identifies collective teacher efficacy as one of the most influential factors on student achievement, with an effect size of 1.34 (Hattie, 2023). This means schools with high collective teacher efficacy can accelerate student achievement by more than three years' worth of academic progress in a single year.

Additionally, there is substantial educational research supporting the idea that regular, sustained teacher collaboration is more valuable for improving student outcomes than infrequent, stand-alone professional learning. Key studies highlight the benefits of ongoing, embedded collaborative professional learning versus one-off workshops or isolated training sessions (Darling-Hammond, 2009; Desimone & Garet, 2015). As Elk Island Public Schools' top priority is promoting growth and success for all students, building collective efficacy through ongoing sustained teacher collaboration is a high leverage research-based strategy that cannot be ignored. During this meeting it was suggested that one way this can be achieved, is by the Board exploring calendar options that build in regular embedded collaborative time for teachers, creating a supportive, data-driven and innovative culture that enhances teacher and student success. This is not a feature of the current Division Calendar – except for High Schools involved in Opportunity Wednesdays.

As a result, the Board of Trustees requested that administration explore potential alternative calendar options that embed dedicated time for staff collaboration. They also requested that administration survey both staff and caregivers before making a recommendation to the Board. So, from October 10-21, staff and



# RECOMMENDATION REPORT

caregivers had the opportunity to complete a calendar survey which incorporated two videos narrated by Superintendent Stoddard explaining the need and purpose for the collaboration time and how it may be used, along with two proposed alternative calendars; with comment that a status quo calendar was still on the table. A copy of a draft status quo calendar (one Wednesday early dismissal a month) for the 2025-26 and 2026-27 school years are provided in attachments 8 and 9 respectively.

Option 1 proposed a one-hour early dismissal every Wednesday, which aligns with a few of the current high school schedules but would be a new practice for elementary and junior high schools. Option 2 suggested a two-hour early dismissal every second Friday, which would be a new approach for all schools. Importantly, both options maintained the same total instructional hours for students and teachers throughout the year as is currently in place. The only difference is the minutes have been distributed differently throughout the week to allow for early-out dismissal days to be used for focused collaboration throughout the year.

For each option, respondents were asked to identify the calendar's strengths, challenges, and potential solutions - 5815 respondents completed the demographics questions on the survey. Of those 5815 respondents, 4027 proceeded to the long-answer questions to provide feedback on the calendar options. Results from the survey highlighted:

- No clear preference of a calendar emerged – responses were varied within and across parents/caregivers and staff.
- Regardless of the calendar, staff and parents/caregivers valued consistency and predictability in routine.
- One hour weekly Wednesday early dismissals were seen as less intrusive to school scheduling.
- Some families/caregivers suggested the alternating Friday schedule could be potentially challenging to remember. However, others felt the extended weekend time for families was viewed as a positive.
- Some staff commented that a two-hour early dismissal on alternating Fridays would allow for more in-depth collaboration, while others commented that by Friday, they are more tired, and Wednesdays may be better for collaboration and robust outcomes.
- Attendance dropping with a two-hour dismissal occurring every second Friday was a concern.
- Rural parents/caregivers were concerned with the ratio of instructional time to bus ride times specific to the Friday two-hour dismissal.
- Many Junior High/High school tournaments start on Fridays and staff not being available for collaboration was a concern some brought forward.
- Some parents/caregivers did not want lunch hours and recesses reduced.
- High school parents in schools that currently offer Opportunity Wednesday noted they wanted academic coaching for students to remain in place.
- Parents wanted accountability that the collaboration time would be structured across the Division with common expectations and rigor.
- Childcare support was the greatest challenge identified and support in this area was requested.



Based on the feedback provided, administration is recommending an alternate calendar in which a one-hour early dismissal would occur every Wednesday. The rationale for this recommendation is as follows:

- Regular, ongoing, structured, embedded collaboration time is proven in research to benefit student learning outcomes. Early out Wednesdays provides for more frequent, ongoing and structured collaboration time than every alternating Friday, as well as the current calendar, which has one early dismissal a month.
- Early dismissal, occurring every week is predictable and provides for clear regular scheduling.
- The recommended calendar has minimal impact on current school schedules and allows for existing routines to be managed.
- Concerns regarding attendance and bus ride times related to the Friday two-hour dismissal are mitigated with one-hour early dismissal every Wednesday.
- Staff who are coaching teams will not miss collaboration time during weekend tournaments.
- It is easier for the Division to explore and support after school care options for one hour on Wednesdays with community partners, to help ease the burden for families with young children.
- High schools currently offering Opportunity Wednesdays will not be required to do a schedule change.

## **CONSIDERATIONS AND ANALYSIS:**

To assist the Board in its decision-making process, a number of questions/considerations have been anticipated and responses provided below.

**Q - How does the recommended alternative calendar with weekly Wednesday early dismissal compare to our current Division Calendar with respect to instructional days, instructional time, professional learning days etc.?**

A - Importantly, both options maintain the same total instructional hours for students and teachers throughout the year. The only difference is the minutes have been distributed differently throughout the week to allow for early-out dismissal days to be used for focused collaboration throughout the year.

**Q – How will kindergarten be impacted?**

A – Kindergarten schedules would be adjusted where Schedule A is Monday/Thursday and Schedule B is Tuesday/Friday with the Wednesday alternating. This will allow staff working on either schedule to participate in the collaboration time. Attachment 3 is a draft calendar to show the changes to kindergarten.

**Q - What would a typical timetable look like for schools?**

A – In the Calendar Survey, comments were made regarding the impact an early dismissal calendar would have with respect to the reduction of lunch and recess breaks. Included in Attachment 6 are sample school bell schedules for the elementary, junior high and high school levels. Since all elementary schools have 10 periods per day; junior highs have 6 periods per day and high schools have 4 periods per day, the schedules would all be adjusted similarly to the conditions below.



# RECOMMENDATION REPORT

## For Elementary Schools

On the regular dismissal school days:

- Periods 1-9 would increase by a minute per day (from 32 to 33 minutes) with period 10 remaining the same (32 minutes).
- Lunch and recess times would not be impacted.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

On early dismissal Wednesdays:

- Periods 1-9 would increase by a minute per day (from 26 to 27 minutes) with period 10 remaining the same (26 minutes).
- Lunch and recess times would not be impacted.
- The start time would be 4 minutes earlier and the end time would be 4 minutes later.

## For Junior High Schools

On the regular dismissal school days:

- Period 1 would remain the same (55 minutes), periods 2-6 would increase by a minute per day (from 53 to 54 minutes)
  - Lunch and Break times would not be impacted.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

On early dismissal Wednesdays:

- Period 1 would remain the same (45 minutes), periods 2-6 would increase by a minute per day from 43 to 44 minutes)
  - Lunch and Break times would not be impacted.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

## For High Schools

For the high schools involved in Opportunity Wednesdays, their calendar would remain exactly the same (Salisbury Composite, Bev Facey Community High and Fort Saskatchewan High).

## For K-9 Elementary Junior High Schools

On the regular dismissal school days:

- Period 1 would remain the same (55 minutes), periods 2-6 would increase by a minute per day (from 53 to 54 minutes) if the school is running 6 periods per day.
- If the school is running 10 blocks per day, period 1-9 would increase by a minute.
- Recesses would remain the same at 10 or 15 minutes and lunch would remain the same at 40 or 60 minutes, school dependent.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

On early dismissal Wednesdays:

- Period 1 would remain the same (45 minutes), periods 2-6 would increase by a minute per day from 43 to 44 minutes).





# RECOMMENDATION REPORT

- If the school is running 10 blocks per day, period 1-9 would increase by a minute.
- Recesses would remain the same at 10 or 15 minutes and lunch would remain the same at 40 or 60 minutes, school dependent.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

## For 7-12 Junior Senior High Schools

On the regular dismissal school days:

- 10 minutes added to each day, increasing High school blocks by 2-3 minutes (86 or 87 minutes) and Junior High periods by 1-2 minutes (54 or 55 minutes) depending on the number of periods the school runs.
- Breaks would remain the same length but differ between school sites.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

On early dismissal Wednesdays:

- 10 minutes added to each day, increasing High school blocks by 2-3 minutes (71 or 72 minutes) and Junior High periods by 1-2 minutes (44 or 45 minutes) depending on the number of periods the school runs.
- Breaks would remain the same length but differ between school sites.
- The start time would be 5 minutes earlier and the end time would be 4 minutes later.

### **Q – What would be the impact on teacher assignable time?**

A – As per the collective agreement, teacher assignable time is capped at 1200 hours per school year. Assigned time is defined as the amount of time that school divisions assign teachers to fulfil various professional duties and responsibilities including but not limited to supervision, parent teacher interviews, professional development, staff meetings, time assigned before and at the end of the school day, and other activities that are specified by the School Division to occur at a particular time and place within a reasonable workday. Currently there are 10 early dismissal days in the Division Calendar, and the recommendation proposes 37 early dismissal days which is an increase of 27 hours a year. While there is an increase in assignable hours, the Division as a whole (and all individual schools) are below the cap. If the recommended calendar is approved, each school will be provided their individual school assignable hours to ensure, from an equity perspective, they are aligned to the Divisional averages. Note for schools involved in Opportunity Wednesdays, their assignable time remains the same as the current calendar.

	2024-25	Additional Assignable time	2025-26	Difference from the 1200 hours/year cap
Elementary Average	1048.04	27	1075.04	-124.96
Junior High Average	1064.00	27	1091.00	-109.01
High School Average	1100.41	27	1127.41	-72.59



**Q - What structures and expectations would be put in place to hold staff accountable for maximizing the early dismissal collaboration time so that outcomes have a positive impact on student achievement?**

A - If the alternative calendars are approved, senior administration will develop an administrative procedure to ensure common expectations across all schools in order to maximize collaboration time. Included in Attachment 7 is a sample administrative procedure. This currently is a sample administrative procedure as the Superintendent would be working with a leadership committee, comprised of principals from all division levels to finalize details that allow for flexibility to meet the needs of differing school contexts. Additionally, the first year of implementation, templates and resources will be provided to administrators to help facilitate the collaborative sessions and there will be a requirement that a yearly collaboration plan be provided at the end of June of each year, prior to the plan's implementation.

- If the recommended calendars are approved, teachers will be required to participate in collaborative activities one hour a week. This will be a part of assignable time hours. No staff will be required to participate longer than the hours noted above.
- Principals will be encouraged to examine their current assignable time to prioritize collaboration and reduce other areas that are not essential. The intent is not to maximize assignable hours.
- Current hours for educational assistants shall not be reduced. Educational assistants who are being paid now to work until the regular dismissal time would also be required to participate until their usual end-of-work-day time. They are part of the critical team focused on improving student outcomes.
- The administrative procedure defines the expectations for coaches and other staff supporting extracurricular activities—for example, that coaches and other staff may not miss more than three collaboration times for extracurricular activities. This would mean they'd need to consider this context before registering for any tournaments or activities and/or ask for draw times that occur later in the day.
- The same rules would apply for all extracurricular activities.

**Q – Will re-writes and student coaching still be provided as is already in place at some high schools?**

A - Yes. The Division will work with high schools currently engaging in, or wanting to engage in this practice to ensure it fits within the administrative procedure guidelines.

**Q – What will the school division do for support if after school care is required?**

A – If the recommendation is approved EIPS will take a collaborative and strategic approach to mitigate after school care concerns by engaging in the following:

- Conduct a Community Needs Assessment: Survey parents to identify childcare needs.
- Identify the current partnerships: Review current lease agreements and current school facilities to determine capacity to meet demand.
- Form Partnerships: Collaborate with local organizations such as non-profits, recreation centers, or childcare providers to leverage existing resources.
- Leverage COSC in the potential planning and implementation.
- Identify grant opportunities.



# RECOMMENDATION REPORT

## **COMMUNICATION PLAN:**

Information regarding the 2025-26 and 2026-27 school year calendars will be communicated through the Division and school websites, via School Messenger, school newsletters, a news release, and the Weekly Wrap-up.

## **ATTACHMENTS**

1. 2025-26 Draft Calendar (Every Wednesday early dismissal)
2. 2026-27 Draft Calendar (Every Wednesday early dismissal)
3. Kindergarten Calendar
4. Research Summary – Collaborative Professional Learning and Its Impact on Teacher Efficacy and Student Achievement
5. Research Summary – Sustained Teacher Collaboration and the Impact on Student Achievement
6. Sample Bell Schedules
7. Draft Administrative Procedure
8. 2025-26 Draft Calendar (Status Quo – One Wednesday early dismissal)
9. 2026-27 Draft Calendar (Status Quo – One Wednesday early dismissal)

**2025-26 CALENDAR**

**Early Dismissal Every Wednesday**

PL Days: Aug 26, Oct 3, Jan 28, Mar 6, May 1

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2 2

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 0

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 1

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 0

	Schools Open - Instructional Day
	Schools Closed to Students - Operational Day
	Schools Closed to Students - Professional Learning Day
	Schools Closed - Teachers' Convention
	First Instructional Day of Semester 1 & 2
	Statutory/Paid Holiday
	Schools Closed
	Early Dismissal Collaboration Time

December 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15 0

January 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

- Aug 26 Professional Learning Day
- Aug 27 Operational Day
- Aug 28 Classes Begin
- Sept 1 Labour Day - Statutory Holiday
- Sept 30 Truth and Reconciliation - Division Closure Day
- Oct 3 Professional Learning Day
- Oct 13 Thanksgiving Day - Statutory Holiday
- Nov 10 - 14 November Break
- Nov 11 Remembrance Day - Statutory Holiday
- Dec 22 - Jan 2 Christmas Break
- Dec 24 Christmas Floater Day
- Dec 25 Christmas Day - Statutory Holiday
- Dec 26 Boxing Day - Statutory Holiday
- Jan 1 New Year's Day - Statutory Holiday
- Jan 28 Professional Learning Day
- Jan 29 Semester 2 Begins
- Feb 5 & 6 North Central Teachers' Convention
- Feb 16 Family Day - Statutory Holiday
- Mar 6 Professional Learning Day
- Mar 23 - 27 Spring Break
- Apr 3 Good Friday - Statutory Holiday
- Apr 6 Easter Monday - Paid Holiday
- May 1 Professional Learning Day
- May 18 Victoria Day - Statutory Holiday
- Jun 23 Last Instructional Day
- Jun 24 Operational Day

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

17 2

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 1

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 0

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

June 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

17 1

**1. School Instructional & Operational Days**

Month	IN	OP	
August	2	2	
September	20	0	
October	21	1	
November	15	0	
December	15	0	
January	19	1	
February	17	2	
March	16	1	
April	20	0	
May	19	1	
June	17	1	
Total	181	9	190

Operational Days

- 5 Professional Learning
- 2 ATA Convention
- 2 Opening/Closing
- 9 Total

**2. Instructional Day Minimum**

<u>Elementary/Junior High</u>	Days	Min/Day	Hr/Year
Regular Day	144	329	789.6
Early Dismissal Day	37	269	166
	181	Total	956

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	72	346	415
Early Dismissal Day	18	286	86
Semester 1	90	Total	501

Regular Day	72	346	415.2
Early Dismissal Day	19	286	91
Semester 2	91	Total	506

Total	181		1007
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**3. 10-Month Classified Staff Paid for 197 Days**

- 186 School-Based Days (181 Instructional, 3 Professional Learning, 2 Operational)
- 11 Statutory/Paid Holidays

**2026-27 CALENDAR**

**Early Dismissal Every Wednesday**

PL Days: Aug 27, Oct 2, Jan 29, Mar 5, May 7

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 2

September 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 0

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20 1

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

16 0

	Schools Open - Instructional Day
	Schools Closed to Students - Operational Day
	Schools Closed to Students - Professional Learning Day
	Schools Closed - Teachers' Convention
	First Instructional Day of Semester 1 & 2
	Statutory/Paid Holiday
	Schools Closed
	Early Dismissal Collaboration Time

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 0

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

- Aug 27 Professional Learning Day
- Aug 28 Operational Day
- Aug 31 Classes Begin
- Sept 7 Labour Day - Statutory Holiday
- Sept 30 Truth and Reconciliation - Division Closure Day
- Oct 2 Professional Learning Day
- Oct 12 Thanksgiving Day - Statutory Holiday
- Nov 9-13 November Break
- Nov 11 Remembrance Day - Statutory Holiday
- Dec 21 - Jan 1 Christmas Break
- Dec 25 Christmas Day - Statutory Holiday
- Dec 28 Day-in-Lieu: Boxing Day - Paid Holiday
- Dec 29 Christmas Floater Day
- Jan 1 New Year's Day - Statutory Holiday
- Jan 29 Professional Learning Day
- Feb 1 Semester 2 Begins
- Feb 4 & 5 North Central Teachers' Convention
- Feb 15 Family Day - Statutory Holiday
- Mar 5 Professional Learning Day
- Mar 19 School Closure Day
- Mar 22-26 Spring Break
- Mar 26 Good Friday - Statutory Holiday
- Mar 29 Easter Monday - Paid Holiday
- May 7 Professional Learning Day
- May 20-21 School Closure Days
- May 24 Victoria Day - Statutory Holiday
- Jun 28 Last Instructional Day
- Jun 29 Operational Day

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

17 2

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 1

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 0

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 1

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 1

### 1. School Instructional & Operational Days

Month	IN	OP	
August	1	2	
September	20	0	
October	20	1	
November	16	0	
December	14	0	
January	19	1	
February	17	2	
March	15	1	
April	22	0	
May	17	1	
June	20	1	
Total	181	9	190

#### Operational Days

5	Professional Learning
2	ATA Convention
2	Opening/Closing
9	Total

### 2. Instructional Day Minimum

<u>Elementary/Junior High</u>	Days	Min/Day	Hr/Year
Regular Day	143	329	784
Early Dismissal Day	38	269	170
	181	Total	954

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	72	346	415
Early Dismissal Day	18	286	86
Semester 1	90	Total	501

Regular Day	71	346	409
Early Dismissal Day	20	286	96
Semester 2	91	Total	505

Total	181		1006
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### 3. 10-Month Classified Staff Paid for 197 Days

- 186 School-Based Days (181 Instructional, 3 Professional Learning, 2 Operational)
- 11 Statutory/Paid Holidays



# EIPS KINDERGARTEN CALENDAR 2025-26

Regular School Day

Early Dismissal Collaboration Time

First Day of Class

No School – Statutory Holiday

No School for All Students and Staff

No School for Students  
– Professional Learning/Operational Day

**SCHEDULE A:  
Mondays, Thursdays  
and select Wednesdays**

**SCHEDULE B:  
Tuesdays, Fridays  
and select Wednesdays**

## AUGUST 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## SEPTEMBER 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## OCTOBER 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## NOVEMBER 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## DECEMBER 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## JANUARY 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## FEBRUARY 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## MARCH 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## APRIL 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## MAY 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## JUNE 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## Important Dates

- Aug 26** Professional Learning Day
- Aug 27** Operational Day
- Aug 28** First Instructional Day Schedule A
- Aug 29** First Instructional Day Schedule B
- Sept 1** Labour Day - Statutory Holiday
- Sept 30** National Day for Truth and Reconciliation – Division Closure
- Oct 3** Professional Learning Day
- Oct 13** Thanksgiving Day – Statutory Holiday
- Nov 10 - 14** November Break
- Nov 11** Remembrance Day – Statutory Holiday
- Nov 17** Classes Resume
- Dec 22 - Jan 2** Christmas Break
- Dec 25** Christmas Day – Statutory Holiday
- Dec 26** Boxing Day – Statutory Holiday
- Jan 1** New Year's Day – Statutory Holiday
- Jan 5** Classes Resume
- Jan 28** Professional Learning Day
- Feb 5 & 6** North Central Teachers' Convention
- Feb 16** Family Day – Statutory Holiday
- Mar 6** Professional Learning Day
- Mar 23 - 27** Spring Break
- Mar 30** Classes Resume
- Apr 3** Good Friday – Statutory Holiday
- Apr 6** Easter Monday – Division Closure
- May 1** Professional Learning Day
- May 18** Victoria Day – Statutory Holiday
- June 21** National Indigenous Peoples Day
- June 22** Last Instructional Day Schedule A
- June 23** Last Instructional Day Schedule B
- June 24** Operational Day



## Summary of Research on Collaborative Professional Learning and Its Impact on Teacher Efficacy and Student Achievement

### Introduction

Collaborative professional learning significantly enhances teacher efficacy and student achievement. This summary synthesizes research findings from John Hattie, Andy Hargreaves, Michael O'Connor, and other educational studies to make a compelling case for the value of collaborative work among educators.

### Key Findings from John Hattie's Research

John Hattie's work, particularly highlighted in his latest book 'Visible Learning: The Sequel,' is a meta-analysis that systematically combines results from multiple individual studies on the same topic to determine overall trends and effects. This approach provides a comprehensive understanding of the research findings by increasing the sample size and enhancing the reliability of the conclusions (Hattie, 2023).

Hattie has developed a method of synthesizing various influences on student learning according to their effect size. Basically, effect size is a statistical measure that indicates how impactful different variables are on student achievement and growth with 0.4 being the average of all the factors studied. An effect size of 0.4 represents on year's growth over the course of one school year. Anything above 0.4 has a greater positive impact on student learning.



### Collective Teacher Efficacy

Hattie identifies collective teacher efficacy as one of the most influential factors on student achievement, with an effect size of 1.34 (Hattie, 2023). Teacher efficacy is the belief teachers have in their own ability to positively affect student learning. This means that teachers feel confident that they can help students succeed, no matter what challenges they might face. Schools with high collective teacher efficacy can accelerate student achievement by more than three years' worth of academic progress in a single year (Hattie, 2023).

In practical terms, an effect size of 1.34 means that schools where teachers strongly believe in their collective ability to positively impact students can see substantial improvements in student performance. For instance, if teachers collaborate effectively and support each other, it could result in a significant boost in student engagement and overall achievement. Effective collaboration among teachers enhances their collective efficacy, leading to improved teaching practices and student outcomes (Hattie, 2023; Hargreaves, 2018).

As mentioned, collective teacher efficacy boasts an effect size of 1.34. In comparison, teacher-student relationships have an effect size of approximately 0.52. While also considered a strong effect, indicating that positive interactions and relationships between teachers and students meaningfully boost student achievement, the impact is notably less pronounced than that of collective teacher efficacy. This comparison highlights the exceptional influence of teacher collaboration and shared efficacy in fostering student success.

### Improved Instructional Practices

Hattie's research shows that professional learning communities (PLCs), where teachers engage in ongoing collaborative professional development, have an effect size exceeding 0.50 (Hattie, 2023). Schools implementing PLCs report a 6-10% improvement in standardized test scores over three years (Hattie, 2023).

Multiple studies, including the work by DuFour and Eaker highlight that PLCs lead to significant benefits in teaching methods and student learning (DuFour & Eaker, 1998). When teachers collaborate, they critically reflect on their practices, share insights, and challenge one another, leading to improved teaching strategies that directly benefit students.

McCornish and Parsons highlight how PLCs provide structured environments where teachers can engage in reflective dialogue. Through collaboration, teachers refine their instructional methods and develop new approaches that better engage students. This

self-examination leads to the adoption of more research-based instructional strategies, significantly enhancing student academic performance. The relationship between collaboration and achievement is particularly strong when teachers share a collective belief in their ability to make a difference.

### **Supportive School Culture**

Bryk and Schneider found that schools with high relational trust among staff are three times more likely to improve in reading and mathematics (Bryk & Schneider, 2002). This trust fosters a supportive culture crucial for effective collaboration.

Schools with collaborative cultures experience lower teacher turnover and higher job satisfaction, contributing to a more stable learning environment for students (Hargreaves, 2018).

### **Data-Driven Decision Making**

Schools where teachers collaboratively analyze student data see a 15% increase in students meeting proficiency standards on state assessments (Hamilton et al., 2009). Collaborative inquiry helps in making informed instructional decisions, leading to better-targeted interventions and improved student outcomes (Hamilton et al., 2009).

### **Innovative Teaching and Learning**

Schools fostering collaborative innovation report a 12% increase in student engagement and a 9% improvement in academic performance over two years (Stoll et al., 2006). Strong collaborative networks among teachers can lead to higher student scores on standardized tests (Leana, 2011).

### **Summary**

In summary, the collective body of research strongly supports the transformative power of collaborative professional learning in education. John Hattie's identification of collective teacher efficacy as one of the most impactful factors on student achievement, with an effect size of 1.34, reinforces the necessity of fostering collaborative environments in schools (Hattie, 2023). Studies show that when teachers engage in professional learning communities, there is a marked improvement in student performance, with standardized test scores increasing by 6-10% over three years (Hattie, 2023; DuFour & Eaker, 1998). Additionally, schools with high relational trust see improvements in reading and math scores, tripling the likelihood of success (Bryk & Schneider, 2002). Collaborative data analysis and inquiry further contribute to significant gains, with up to a 15% increase in proficiency standards (Hamilton et al., 2009). Moreover, innovative practices nurtured through collaboration enhance student engagement and academic performance by up to 12% (Stoll et al., 2006). These compelling data points highlight the need to explore calendars that prioritize regular

embedded collaborative time for teachers, creating a supportive, data-driven, and innovative culture that drives both teacher and student success.

**Key Sources**

<https://uk.sagepub.com/en-gb/eur/collaborative-professionalism/book247835>

<https://searchworks-lb.stanford.edu/view/12727254>

<https://www.tes.com/magazine/archive/book-review-collaborative-professionalism>

<https://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

<https://eric.ed.gov/?id=EJ1245215>

<https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

## Summary: Sustained Teacher Collaboration and Its Impact on Student Achievement

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There is substantial educational research supporting the idea that regular, sustained teacher collaboration is more valuable for improving student outcomes than infrequent, stand-alone professional learning. Key studies point to the benefits of ongoing, embedded collaboration versus one-off workshops or isolated training sessions.

### 1. Sustained Professional Learning

- **Linda Darling-Hammond and colleagues (2009)** conducted a comprehensive review of professional development and concluded that **sustained, collaborative, and job-embedded professional learning** has a greater impact on teacher practice and student learning than traditional, infrequent workshops. The review emphasized that collaboration embedded within the school context allows teachers to learn from one another and directly apply strategies to their classrooms.

**Citation:** Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. National Staff Development Council.

### 2. Job-Embedded Collaborative Learning vs. One-Time Workshops

- Research from the **Learning Forward and Stanford University (2017)** found that when teachers engage in **ongoing, collaborative learning that is job-embedded**, such as Professional Learning Communities (PLCs) or other collaborative formats, they are more likely to change their instructional practices and improve student outcomes. In contrast, one-off workshops tend to have minimal impact because they lack follow-up and ongoing support for implementation.

**Citation:** Learning Forward & Stanford Center for Opportunity Policy in Education. (2017). *The elements of effective professional development*. Learning Policy Institute.

### 3. Impact on Teacher Practice

- A study by **Desimone and Garet (2015)** supports the idea that sustained, collaborative professional development is more effective than infrequent, short-term. Their research highlights that when professional learning includes ongoing collaboration and is aligned with teachers' daily practice, it leads to better retention of knowledge and implementation in the classroom.

**Citation:** Desimone, L. M., & Garet, M. S. (2015). Best practices in teacher's professional development in the United States. *Psychology, Society, & Education*, 7(3), 252-263.

### 4. Collective Teacher Efficacy

- **John Hattie's meta-analyses (2023)** show that **collective teacher efficacy**, which is fostered through regular, collaborative work among teachers, has an effect size of 1.34—one of the highest influences on student achievement. Infrequent professional learning does not build this kind of collective efficacy, as it lacks the regularity and community-building aspects of ongoing collaboration.

**Citation:** Hattie, J. (2023). *Visible learning: The Sequel A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.

## 5. Teacher Agency and Continuous Improvement

- **Kraft, Blazar, and Hogan (2018)** conducted a meta-analysis of coaching programs and found that when professional development is ongoing, with collaborative components such as instructional coaching and peer support, it produces more significant improvements in teacher instruction and student achievement than infrequent, one-time professional learning.

**Citation:** Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.

### Key Takeaways:

- **Ongoing, collaborative professional learning** allows teachers to apply what they learn in real time, receive feedback from colleagues, and refine their practices, leading to deeper changes in instruction.
- **Infrequent professional learning** often lacks the follow-up, accountability, and direct application that come from sustained collaboration.
- **Regular collaboration** strengthens relationships and builds collective efficacy, making it more impactful on both teacher practice and student achievement.

## Elementary Sample Bell Schedule Brentwood Elementary

<b>2024-25 Schedule</b>		
<b>Period</b>	<b>Time</b>	
1	8:30-9:02am	
2	9:02-9:34am	
3	9:34-10:06am	
Recess	10:06-10:21am	
4	10:21-10:53am	
5	10:53-11:25am	
6	11:25-11:57pm	
Lunch	11:57am-12:57pm	
7	12:57-1:29pm	
8	1:29-2:01pm	
9	2:01-2:33pm	
10	2:33-3:05pm	
P. 1-10	32 minutes	320 min/day
Recess	15 minutes	
Lunch	30 minutes eating 30 minutes recess	

<b>Potential Schedule</b>		
<b>Period</b>	<b>Time</b>	
1	8:25-8:58am	
2	8:58-9:31am	
3	9:31-10:04am	
Recess	10:04-10:19am	
4	10:19-10:52am	
5	10:52-11:25am	
6	11:25-11:58am	
Lunch	11:58am-12:58pm	
7	12:58-1:31pm	
8	1:31-2:04pm	
9	2:04-2:37pm	
10	2:37-3:09pm	
P. 1-9	33 minutes	329 min/day
P. 10	32 minutes	
Recess	15 minutes	
Lunch	30 minutes eating 30 minutes recess	
*Start & end time differ by 5min each from 2024-25, 9 periods are 1min longer		

<b>2024-25 Early Dismissal Schedule</b>		
<b>Period</b>	<b>Time</b>	
1	8:30-8:56am	
2	8:56-9:22am	
3	9:22-9:48am	
Recess	9:48-10:03am	
4	10:03-10:29am	
5	10:29-10:55am	
6	10:55-11:21am	
Lunch	11:21am-12:21pm	
7	12:21-12:47pm	
8	12:47-1:13pm	
9	1:13-1:39pm	
10	1:39-2:05pm	
P. 1-10	26 minutes	260 min/day
Recess	15 minutes	
Lunch	30 minutes eating 30 minutes recess	

<b>Potential Early Dismissal Schedule</b>		
<b>Period</b>	<b>Time</b>	
1	8:25-8:52am	
2	8:52-9:19am	
3	9:19-9:46am	
Recess	9:46-10:01am	
4	10:01-10:28am	
5	10:28-10:55am	
6	10:55-11:22am	
Lunch	11:22am-12:22pm	
7	12:22-12:49pm	
8	12:49-1:16pm	
9	1:16-1:43pm	
10	1:43-2:09pm	
P. 1-9	27 minutes	269 min/day
P. 10	26 minutes	
Recess	15 minutes	
Lunch	30 minutes eating 30 minutes recess	
*Start & end time differ by 5min each from 2024-25, 9 periods are 1min longer		

# Junior High Sample Bell Schedule

## Cloverbar Junior High

<u>2024-25 Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:40-9:35am	
2	9:35-10:28am	
Break	10:28-10:38am	
3	10:38-11:31am	
4	11:31am-12:24pm	
Lunch	12:24-1:24pm	
5	1:24-2:17pm	
6	2:17-3:10pm	
P. 1	55 minutes	320 min/day
P. 2-6	53 minutes	
Break	10 minutes	
Lunch	30 minutes eating	
	30 minutes break	

<u>Potential Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:35-9:30am	
2	9:30-10:25am	
Break	10:25-10:35am	
3	10:35-11:30am	
4	11:30am-12:25pm	
Lunch	12:25-1:25pm	
5	1:25-2:20pm	
6	2:20-3:14pm	
P. 1-5	55 minutes	329 min/day
P. 6	54 minutes	
Break	10 minutes	
Lunch	30 minutes eating	
	30 minutes break	
*Start & end time differ by 5min or less from 2024-25, periods are 1-2min longer		

<u>2024-25 Early Dismissal Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:40-9:25am	
2	9:25-10:08am	
Break	10:08-10:18am	
3	10:18-11:01am	
4	11:01am-11:44am	
Lunch	11:44am-12:44pm	
5	12:44-1:27pm	
6	1:27-2:10pm	
P. 1	45 minutes	260 min/day
P. 2-6	43 minutes	
Break	10 minutes	
Lunch	30 minutes eating	
	30 minutes break	

<u>Potential Early Dismissal Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:35-9:20am	
2	9:20-10:05am	
Break	10:05-10:15am	
3	10:15-11:00am	
4	11:00-11:45am	
Lunch	11:45am-12:45pm	
5	12:45-1:30pm	
6	1:30-2:14pm	
P. 1-5	45 minutes	269 min/day
P. 6	44 minutes	
Break	10 minutes	
Lunch	30 minutes eating	
	30 minutes break	
*Start & end time differ by 5min or less from 2024-25, periods are 1min longer		



# High School Sample Bell Schedule

## Bev Facey Community High School

<u>2024-25 Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:35-10:02am	
Break	10:02-10:09am	
2	10:09-11:36am	
Lunch	11:36am-12:16pm	
3	12:16-1:43pm	
Break	1:43-1:50pm	
4	1:50-3:17pm	
P.1-4	87 minutes	348 min/day
Breaks	7 minutes	
Lunch	40 minutes	
Sal & Fort High are the same. Ard/Veg/Lamont are 84min, 336min/day.		

<u>Potential Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:35-10:02am	
Break	10:02-10:09am	
2	10:09-11:35am	
Lunch	11:35am-12:15pm	
3	12:15-1:42pm	
Break	1:42-1:49pm	
4	1:49-3:16pm	
P. 1	87 minutes	346 min/day
P. 2	86 minutes	
P. 3	87 minutes	
P. 4	86 minutes	
Breaks	7 minutes	
Lunch	40 minutes	
*End time is 1min earlier than 2024-25, periods 2 & 4 are 1 min shorter		

<u>2024-25 Early Dismissal Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:35-9:46am	
Break	9:46-9:53am	
2	9:53-11:04am	
Lunch	11:04am-11:48pm	
3	11:48-12:59pm	
Break	12:59-1:06pm	
4	1:06-2:17pm	
P.1-4	71 minutes	284 min/day
Break	7 minutes	
Lunch	44 minutes	
Sal/Fort High are the same. Veg 70min, 280/day. Ard/Lamont 60 min, 276/day.		

<u>Potential Early Dismissal Schedule</u>		
<b>Period</b>	<b>Time</b>	
1	8:35-9:47am	
Break	9:47-9:54am	
2	9:54-11:05am	
Lunch	11:05-11:45am	
3	11:45am-12:57pm	
Break	12:57-1:04pm	
4	1:04-2:15pm	
P. 1	72 minutes	286 min/day
P. 2	71 minutes	
P. 3	72 minutes	
P. 4	71 minutes	
Breaks	7 minutes	
Lunch	40 minutes	
*End time is 2min earlier from 2024-25, periods 2 & 4 are 1 min shorter		

# K-9 Sample Bell Schedule

## Fultonvale Elementary Junior High School

2024-25 Schedule		
Period	Time	
ATT	7:57-8:00am	
1	8:00-8:53am	
2	8:53-9:46am	
Recess	9:46-10:01am	
3	10:01-10:54am	
4	10:54-11:47am	
Lunch	11:47am-12:29pm	
ATT	12:29-12:32pm	
5	12:32-1:25pm	
Recess	1:25-1:40pm	
6	1:40-2:35pm	
P.1-5	53 minutes	320 min/day
P. 6	55 minutes	
Recess	15 minutes x2	
Lunch	42 minutes	
*	6 minutes for attendance/day	

Potential Schedule		
Period	Time	
1	7:57-8:52am	
2	8:52-9:47am	
Recess	9:47-10:02am	
3	10:02-10:57am	
4	10:57-11:52am	
Lunch	11:52am-12:32pm	
5	12:32-1:27pm	
Recess	1:27-1:42pm	
6	1:42-2:36pm	
P.1-5	55 minutes	329 min/day
P. 6	54 minutes	
Recess	15 minutes x2	
Lunch	40 minutes	
*End time is 1min later than 2024-25, lunch is 2min shorter, no attendance time		

2024-25 Early Dismissal Schedule		
Period	Time	
ATT	7:57-8:00am	
1	8:00-8:43am	
2	8:43-9:26am	
Recess	9:26-9:41am	
3	9:41-10:24am	
4	10:24-11:07am	
Lunch	11:07-11:49am	
ATT	11:49-11:52am	
5	11:52-12:35pm	
Recess	12:35-12:50pm	
6	12:50-1:35pm	
P.1-5	43 minutes	260 min/day
P. 6	45 minutes	
Recess	15 minutes x2	
Lunch	42 minutes	
*	6 minutes for attendance/day	

Potential Early Dismissal Schedule		
Period	Time	
1	7:57-8:42am	
2	8:42-9:27am	
Recess	9:27-9:42am	
3	9:42-10:27am	
4	10:27-11:12am	
Lunch	11:12-11:52am	
5	11:52am-12:37pm	
Recess	12:37-12:52pm	
6	12:52-1:36pm	
P.1-5	45 minutes	269 min/day
P. 6	44 minutes	
Recess	15 minutes x2	
Lunch	40 minutes	
*End time is 1min later than 2024-25, lunch is 2min shorter, no attendance time		

**Administrative Procedure ###**

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**DRAFT**  
**EARLY DISMISSAL COLLABORATION TIME****Background:**

Elk Island Public Schools supports regular, sustained and structured collaboration time for its employees - knowing that such an emphasis contributes to improved student learning and the quality of education within the Division. The Board of Trustees, through approval of the annual Division calendar, supports early dismissal of students on Wednesday afternoons for the purpose of providing optimal and frequent opportunities for school leaders, teachers and support staff to collaborate with an explicit focus on improving student learning and building collective efficacy.

**Definitions:**

**Collaborative Response:** a system-wide framework that values collaborative, action-focused responses, data-informed discussions and timely continuums of support to ensure all students can experience success. Key components include:

**Collaborative Planning Meetings (CPS):**

Provides staff with the opportunity to collaborate and work in teams to create resources, materials, lessons and strategies to support teaching and learning in their classrooms.

**Collaborative Team Meetings (CTM):**

ensures an opportunity for team members to celebrate successes for students, identify students with key issues, determine effective classroom responses and build upon the collective capacity of the team. When necessary, collaborative team meetings may need to be more formalized for students requiring support such as:

**School Support Team Meetings:**

designed to support the specialized needs of students throughout the school. This team structure provides ongoing support to classroom teachers regarding individual students and small groups. Administrators, learning support teachers and teachers typically make up the team partners.

**Case Consult Team Meetings:**

most intense level of support that focuses primarily on one student. The Case Consult Team meeting determines the most appropriate programming, external supports and specialized equipment that may be needed for an individual student. This team may require the involvement of other organizations external to the school.

### **Collaborative Data Review and Monitoring:**

refers to opportunities for staff to collaborate to discuss/create/review school SEPs and school data analysis, review assessments and plan for interventions, collaboratively mark assessments such as common exams GOA assessments, collaboratively develop student support plans (Individualized Program Plan (IPP)/Instructional Support Plan (ISP)/Behaviour Plan), student medical/safety plans, transition planning.

### **Division Collaborative Communities of Practices:**

an ongoing Division-wide continuous improvement process co-ordinated by Supports for Students or other Division leaders where educators from across the Division come together virtually or in person to collaborate on topics of interest to enhance their professional practice.

### **Early Dismissal:**

Wednesday afternoons have been designated as job-embedded professional learning time. Students are dismissed from school one hour prior to their regular dismissal time. Staff remain at school for one hour of collaboration time starting 15 minutes after student dismissal.

### **Procedures:**

#### **General Procedures**

1. School administrators are responsible for planning and co-ordinating school-based collaboration during early dismissal times.
2. Administrators will complete a school-based early dismissal collaboration plan that is to be submitted to the Superintendent or designate, by June 30, for implementation the next school year.
3. High Schools choosing to add rewrites and academic coaching into their school-based early dismissal collaboration plan, must do so by scheduling it alongside collaboration activities and ensure there is an equitable rotation of staff.
4. School-based early dismissal collaboration plans will focus on the following as they pertain to the school context:
  - 4.1. The first Wednesday of each month, early dismissal will be allocated for Staff Meetings.
  - 4.2. The second Wednesday of each month, early dismissal will be allocated for Collaborative Team Meetings. The following [pre-organizer](#) will be provided to staff prior to the meeting to support the collaborative discussions and the following [recording template](#) will be submitted to the principal at the end of the Collaboration Meeting.
  - 4.3. The third Wednesday of each month, early dismissal will be allocated for Collaborative Planning Meetings. The following protocol will be utilized to support these discussions and be submitted to the principal at the end of the collaboration.
  - 4.4. Other early dismissal meetings can be comprised of the following:
    - 4.4.1. Collaborative Data Review and Monitoring
    - 4.4.2. School Support Team Meetings
    - 4.4.3. Case Consult Team Meetings
    - 4.4.4. Division Collaborative Communities of Practice

5. Collaboration time is designated for 60 minutes on scheduled early dismissal afternoons as per the Board-approved Division calendar. Staff are not required to work beyond the 60 minutes.
6. Current hours for educational assistants in the current calendar shall not be reduced. Educational assistants who are being paid now to work until the regular dismissal time would also be required to participate until their usual end-of-work-day time. They are part of the critical team focused on improving student outcomes.
7. School administration will collect data summaries from all collaboration meetings for review during school visits.
8. Three times a year, the Division will designate early dismissal afternoons for the purpose of staff participation in Collaborative Communities of Practice established on the Division Professional Learning day. Supports for Students will collect data on the collaboration staff engage in.
9. Three times a year, school administration may allocate an early dismissal afternoon for teachers to report and communicate student growth.
10. For common collaboration activities that will occur division-wide (Assurance Data Review, Development of School Education Plans and Assurance Reviews, collaboration around implementing high leverage strategies into teaching practice), common protocols and activities will be provided to support implementation and build collective efficacy across the Division.

### **Staff Commitments**

11. Early dismissal days have been scheduled in the Board-approved Division calendar for one hour every Wednesday. As such, it is expected that staff prioritize scheduled collaboration time and make every effort to book appointments that do not conflict with early dismissal collaboration.
12. Extracurricular activities are an integral part of schools, and the Board appreciates the time and dedication staff give to support students; however, staff also have a responsibility to their collaboration time. As such, staff who also coach/lead extracurricular activities will work with their school administration to:
  - 12.1. request later game/event times for Wednesday afternoons/evenings with the organizing body when playing outside of their school/community.
  - 12.2. plan tournaments/games/events that occur in their school on Wednesdays following collaboration.
13. In situations where 12.1 and 12.2 are not feasible, school administration will approve an appropriate time for the applicable staff member to be excused or the event to begin. Staff may not miss more than three collaboration sessions per year for extracurricular activities.
14. When absent on a Wednesday afternoon, staff are required to enter leaves into Atrieve as per board policies/procedures and/or collective agreements, even if substitute staff are not required.

### **Reference:**

## 2025-26 CALENDAR

### Status Quo

PL Days: Aug 26, Oct 3, Jan 28, Mar 6, May 1

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2 2

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 0

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 1

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 0

	Schools Open - Instructional Day
	Schools Closed to Students - Operational Day
	Schools Closed to Students - Professional Learning Day
	Schools Closed - Teachers' Convention
	First Instructional Day of Semester 1 & 2
	Statutory/Paid Holiday
	Schools Closed

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 0

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 1

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

17 2

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 1

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 0

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 1

Aug 26	Professional Learning Day
Aug 27	Operational Day
Aug 28	Classes Begin
Sept 1	Labour Day - Statutory Holiday
Sept 30	Truth and Reconciliation - Division Closure Day
Oct 3	Professional Learning Day
Oct 13	Thanksgiving Day - Statutory Holiday
Nov 10 - 14	November Break
Nov 11	Remembrance Day - Statutory Holiday
Dec 22 - Jan 2	Christmas Break
Dec 24	Christmas Floater Day
Dec 25	Christmas Day - Statutory Holiday
Dec 26	Boxing Day - Statutory Holiday
Jan 1	New Year's Day - Statutory Holiday
Jan 28	Professional Learning Day
Jan 29	Semester 2 Begins
Feb 5 & 6	North Central Teachers' Convention
Feb 16	Family Day - Statutory Holiday
Mar 6	Professional Learning Day
Mar 23 - 27	Spring Break
Apr 3	Good Friday - Statutory Holiday
Apr 6	Easter Monday - Paid Holiday
May 1	Professional Learning Day
May 18	Victoria Day - Statutory Holiday
Jun 23	Last Instructional Day
Jun 24	Operational Day

**1. School Instructional & Operational Days**

Month	IN	OP
August	2	2
September	20	0
October	21	1
November	15	0
December	15	0
January	19	1
February	17	2
March	16	1
April	20	0
May	19	1
June	17	1
Total	181	9 190

## Operational Days

5	Professional Learning
2	ATA Convention
2	Opening/Closing
9	Total

**2. Instructional Day Minimum**

<u>Elementary/Junior High</u>	Days	Min/Day	Hr/Year
Regular Day	171	320	912
Early Dismissal Day	10	260	43
	181	Total	955

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	85	336	476
Early Dismissal Day	5	276	23
Semester 1	90	Total	499

Regular Day	86	336	482
Early Dismissal Day	5	276	23
Semester 2	91	Total	505

Total	181		1004
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**3. 10-Month Classified Staff Paid for 196 Days**

185 School-Based Days (181 Instructional, 3 Professional Learning, 1 Operational)  
 11 Statutory/Paid Holidays

## 2026-27 CALENDAR

### Status Quo

PL Days: Aug 27, Oct 2, Jan 29, Mar 5, May 7

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 2

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 0

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20 1

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

16 0

	Schools Open - Instructional Day
	Schools Closed to Students - Operational Day
	Schools Closed to Students - Professional Learning Day
	Schools Closed - Teachers' Convention
	First Instructional Day of Semester 1 & 2
	Statutory/Paid Holiday
	Schools Closed
	Early Dismissal

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 0

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

Aug 27	Professional Learning Day
Aug 28	Operational Day
Aug 31	Classes Begin
Sept 7	Labour Day - Statutory Holiday
Sept 30	Truth and Reconciliation - Division Closure Day
Oct 2	Professional Learning Day
Oct 12	Thanksgiving Day - Statutory Holiday
Nov 9-13	November Break
Nov 11	Remembrance Day - Statutory Holiday
Dec 21 - Jan 1	Christmas Break
Dec 25	Christmas Day - Statutory Holiday
Dec 28	Day-in-Lieu: Boxing Day - Paid Holiday
Dec 29	Christmas Floater Day
Jan 1	New Year's Day - Statutory Holiday
Jan 29	Professional Learning Day
Feb 1	Semester 2 Begins
Feb 4 & 5	North Central Teachers' Convention
Feb 15	Family Day - Statutory Holiday
Mar 5	Professional Learning Day
Mar 19-29	Spring Break
Mar 26	Good Friday - Statutory Holiday
Mar 29	Easter Monday - Paid Holiday
May 7	Professional Learning Day
May 20-21	School Closure Days
May 24	Victoria Day - Statutory Holiday
Jun 28	Last Instructional Day
Jun 29	Operational Day

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

17 2

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 1

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 0

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 1

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 1



**1. School Instructional & Operational Days**

Month	IN	OP	
August	1	2	
September	20	0	
October	20	1	
November	16	0	
December	14	0	
January	19	1	
February	17	2	
March	15	1	
April	22	0	
May	17	1	
June	20	1	
Total	181	9	190

## Operational Days

5	Professional Learning
2	ATA Convention
2	Opening/Closing
9	Total

**2. Instructional Day Minimum**

<u>Elementary/Junior High</u>	Days	Min/Day	Hr/Year
Regular Day	171	320	912
Early Dismissal Day	10	260	43
	181	Total	955

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	85	336	476
Early Dismissal Day	5	276	23
Semester 1	90	Total	499

Regular Day	86	336	482
Early Dismissal Day	5	276	23
Semester 2	91	Total	505

Total	181		1004
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**3. 10-Month Classified Staff Paid for 197 Days**

186 School-Based Days (181 Instructional, 3 Professional Learning, 2 Operational)

11 Statutory/Paid Holidays



# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Naming of Sherwood Park Replacement School

**ORIGINATOR:** Laura McNabb, Director, Communication Services

**RESOURCE STAFF:** Karen Baranec, Communications Networking Specialist

**REFERENCE:** Board Policy 2: Role of the Board  
AP 541: Naming of schools and other division-owned facilities

**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 name Forest Grove School for the replacement school in Sherwood Park.**

## BACKGROUND:

As per Board Policy 2: Role of the Board, the Board of Trustees is responsible for approving the names of schools and other division-owned facilities. The process and key considerations for naming are outlined in Administrative Procedure 541.

In October 2024, Communication Services ran an engagement activity soliciting possible names for the replacement school. An online survey was initially shared directly via email with both Sherwood Heights Junior High and École Campbelltown families as well as feeder school families. Postcards were distributed at both Sherwood Heights Junior High and École Campbelltown, as well as all feeder schools, to invite name suggestions from the specific students and staff of each school community.

## SURVEY RESULTS:

There were 550 responses received via the online survey. Of those, 12 per cent were students; 50 per cent were current parents/caregivers; 16 per cent were parents/caregivers of a future student; 25 per cent were EIPS staff members; 15 per cent were interested members of the public or community; and 6 per cent identified as "other." Respondents could select more than one stakeholder category, which is why the percentages add up to more than 100 per cent.



# RECOMMENDATION REPORT

Communication Services received 567 postcards back from Sherwood Heights Junior High, École Campbelltown, Brentwood Elementary, Davidson Creek Elementary, Heritage Hills Elementary, Mills Haven Elementary, Pine Street Elementary and Westboro Elementary. All suggestions received through the survey and postcards was shared with the Board of Trustees.

In reviewing the suggestions, trustees contemplated choosing a name that was a blend of the two existing names (Sherwood Heights Junior High and École Campbelltown) or whether a completely new name would best suit the replacement school community. Most of the conversation focused on ideas for a new name.

Of the names submitted to the Board for consideration, trustees discussed the suggestions and what might work well for the replacement school. One particular suggestion received through the survey kept coming back up in the conversation: Forest Grove School. Trustees discussed key considerations when determining the school name, and they felt Forest Grove School aligned well with these considerations. In particular:

- The replacement school will be the blending of two distinct school communities—Sherwood Heights Junior High and École Campbelltown. It was felt an entirely new name would ensure the name of one existing school community would not take precedence over the other, giving staff and students attending the replacement school a chance to craft its own identity and culture.
- The replacement school is in a neighbourhood where the streets are named for various trees—fir, pine, willow, evergreen, conifer, spruce, juniper and so forth. It was felt the name Forest Grove School would collectively reflect those locations and Strathcona County's historical street naming conventions in the Sherwood Heights community.

## **NEXT STEP(S):**

Should the Board of Trustees approve the new name, senior administration will work with Communication Services to prepare various forms of communication to notify families, and the community in general, of the name of the replacement school. These channels may include, but are not limited to, a news release, inclusion in the Board highlights, Division and school website updates, articles in school newsletters and on social media.

In addition, the Division will inform Alberta Education and Alberta Infrastructure of the school name selected, so the Government of Alberta's records reflect the Board's decision and a school number is assigned.

## **ATTACHMENT(S):**

1. AP 541: Naming of schools and other division-owned facilities

**Administrative Procedure 541**

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**NAMING OF SCHOOLS AND OTHER DIVISION-OWNED FACILITIES****Background:**

The names of schools and other Division-owned facilities shall be approved by the Board as per [Board Policy 2: Role of the Board](#). The Division requires the following administrative procedures are adhered to prior to a recommendation going forward to the Board.

**Procedures:**

1. The following criteria shall be used in the selection process of naming any Division school/facility/room:
  - 1.1. name based on a subdivision/identifiable area;
  - 1.2. name based on an important contribution to the Division, community or society; and/or
  - 1.3. name based on a competition or contest.
2. The process to consider a proposed dedication or memorial shall include:
  - 2.1. communication with the Superintendent, Director of Communication Services and Director of Facility Services;
  - 2.2. a letter of support from the Principal;
  - 2.3. a letter of support from the School Council; and
  - 2.4. approval from the namesake, or immediate next of kin, as appropriate.
3. The Principal shall prepare a report outlining the details of the proposal for presentation to the Superintendent. The report shall specify details, including plaque, dedication ceremony, costs, donations and any other specifics.
4. Copies of all documentation shall be kept at the school.
5. The proposed name of a school/facility/room, including a memorial dedication, shall be recommended for approval to the Board by the Superintendent at a regularly scheduled Board meeting.
6. Pursuant to Board motion 142/2017, the term École will be used only for single-track French immersion schools.

**Reference:**

Section 52, 53, 68, 197, 222 *Education Act*



# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** 2025-26 School Fee Parameters

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

**RESOURCE STAFF:** Tanya Borchers, Executive Assistant

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

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

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

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

**RECOMMENDATION:**

**That the Board of Trustees approves the parameters for establishing 2025-26 school fees, as presented.**

**BACKGROUND:**

The setting of school fees is an annual process and involves schools, the Board of Trustees and parents. Initially, school principals consult with parents in January by sharing information about their current fee structure, and then posing specific questions to parents about priorities, as well as asking parents to provide their feedback on fees as principals plan for the next school year.

The Board recognizes that many of the activities and services that are supported by fees enhance students’ educational experiences yet want to ensure that fees are not cost prohibitive for families. As such, the Board sets the overall parameters for fee increases.

All fees below were set at cost recovery and the following parameters were implemented for setting school fees over the years. There were some exceptions if the explanation was valid.

Fee	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Optional courses	<0%	Max 5%	<0%	Max 5%*	Max 5%*	Max 5%*	Max 5%*
Noon supervision	<0%	Max 5%	<0%	Max 5%	Max 5%	Max 5%	Max 5%
Activities (field trips)	>5%	>5%	>5%	>5%	>5%	Max 5%	Max 5%
Extra-curricular	Max 5%	>5%	>5%	>5%	>5%	Max 5%	Max 5%
Non curricular goods and services	<0%	Max 5%	<0%	Max 5%	Max 5%	Max 5%	Max 5%

\*7% allowed for food courses as inflation was higher for foods

## Synopsis

- 2018-19 – maintain or decrease to restrict rising fees;
- 2019-20 – limit of 5% increase to recover costs due to rising prices;
- 2020-21 – maintain or decrease fees to align with the small increase in inflation;
- 2021-22 and 2022-23 – limit of 5% increase due to inflation;
- 2023-24 – limit of 5% as cap last year was not enough to cover inflation in 2022-23 (CPI exceeded 5%); and
- 2024-25 – limit of 5% increase to recover costs due to rising prices.

A follow-up meeting is held with parents in March or April for the schools to share their proposed fees and any rationale for additions, increases or decreases. Proposed fees need to be within the parameters approved by the Board and include Principal discretion and feedback from parents. These fees are then sent into the Superintendent and Secretary-Treasurer to review and approve. Subsequent fee changes or additions are also forwarded to the Superintendent and Secretary-Treasurer to review and approve.

## CONSIDERATION AND ANALYSIS:

### Cost of fixed goods and services

The Consumer Price Index (CPI) is a representation of changes in prices experienced by Canadian consumers. It measures price changes by comparing the cost of fixed goods and services over time. This includes food, shelter, utilities, furnishings, clothing, transportation, health and personal care, recreation, education and reading, alcoholic beverages, tobacco and recreational cannabis.

The CPI is one of the most widely used measures of inflation. The most used calculation being the 12-month percentage change. Data users who rely on the CPI for indexation purposes are advised to use this indicator as it reflects actual price movements observed during a given period.

Alberta Treasury Branch (ATB) posted its October 2024 Economic Outlook with the following:

ATB Economics	Actuals		Forecasts		
	2022	2023	2024	2025	2026
<b>Base case</b>					
Real GDP (annual % change)	5	1.5	2.5	2.8	2.5
Nominal GDP (annual % change)	22	-3.4	6.5	6.8	5.2
Employment (annual % change)	5.2	3.6	2.9	2.3	2.1
Unemployment rate (annual average %)	5.8	5.9	7.1	6.8	6.1
Participation rate (annual average %)	69.8	69.6	69.4	68.9	68.6
Retail sales (annual % change)	6.9	4.3	0.7	3.7	5.3
Annual housing starts (000s)	36.5	36	45.2	45.3	41.6
Consumer Price Index (annual % change)	6.4	3.3	2.9	2.2	2
Population (July 1, annual % change)	1.8	3.9	4.4	2.8	1.8



## Comparison of Fee Increases Allowed in Past Years to CPI Increases

A seven-year comparison of fee increases (parameter increases) to the same seven-year CPI increases indicate at the end of 2024-25, fees should have risen fairly close to CPI. In other words, fee increases should be “in tandem” with CPI increases.

## Fee waivers

Fee waivers are based on low-income cut-off (LICO) information from Statistics Canada indexed annually.

Waivers cover:

- Eligible transportation fees for students who meet the funding eligibility criteria; Lunch supervision; and Student council fees.

Waivers do not cover:

- Ineligible transportation fees for students who do not meet the funding eligibility criteria; Additional bus for students requiring a different bus route; Activity/field trip fees; Optional course fees; Extracurricular fees; Non-curricular goods, services and travel; and Alberta non-resident and international student fees.

Once the Secretary-Treasurer approves the waiver application, principals may waive additional school fees at their discretion (optional courses, activities, etc.).

As of mid-November, there have been 274 applications for 549 students (last year at this same time there were 294 applications for 591 students). The number of families experiencing hardships has not declined significantly.

## Parameters for 2025-26

There continues to be financial strain for families. Although inflation is slowing and interest rates are coming down, family incomes may not have risen in proportion to past inflation and their mortgages are likely renewing with a higher interest rate than what it was initially at (interest rates are still higher than they have been). EIPS must balance between providing a high-quality education and operating within the constraints of both our budget and the fiscal realities of EIPS families. Administration is proposing the following parameters for setting 2025-26 school fees.

Fee Type	Parameter - All fees need to be set at cost recovery.
Optional courses	Fees can be increased up to 2%. Requires an explanation if exceeding this cap.
Noon supervision	Fees can be increased up to 2%. Requires an explanation if exceeding this cap.
Activity fees (field trips)	Fees can be increased up to 2%. Requires an explanation if exceeding this cap.
Extra-curricular	Fees can be increased up to 2%. Requires an explanation if exceeding this cap.
Non-curricular goods and services (Student Union)	Fees can be increased up to 2%. Requires an explanation if exceeding this cap.

The parameters above should allow for cost increases in goods and services as inflation should be somewhere between 2 to 2.2% in 2025-26 according to ATB.



# RECOMMENDATION REPORT

In prior years, food courses could increase fees by a higher amount. However, with food price inflation now aligning with other goods and services, no exception is needed this year. Fee increases higher than these parameters may be considered in exceptional circumstances (explanations will be required).

## **School generated funds (SGF)**

Schools track fees in their SGF by category or course. Leading up to and after the completion of courses, field trips, noon supervision, etc., costs of the various programs are reviewed and compared to the fee charged. Administrative Procedure 505: School and Administrative Fees requires that any funds remaining in a program for activities, courses, or extra-curricular teams/clubs be used to sponsor a final class/team activity or event. Where fees are over-charged by more than \$10/student, amounts are to be refunded (credited) to the student. Financial Services monitors SGF balances and discusses fee surpluses with principals and bookkeepers.

## **COMMUNICATION:**

Once parameters are approved by the Board, schools will be notified so they can begin the process of establishing school fees for the 2025-26 year.

## **ATTACHMENT(S):**

N/A





# RECOMMENDATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Audit Committee

**SUBJECT:** Auditor Reappointment

**ORIGINATOR:** Susan Miller, Audit Committee Chair

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

**REFERENCE:** Section 138, *Education Act*  
Board Policy 8: Board Committees

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

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

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

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## RECOMMENDATION:

**That the Board of Trustees approves the re-appointment of MNP LLP as auditors for the year-ended Aug. 31, 2025.**

## BACKGROUND:

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

MNP LLP has been EIPS' auditor since 2017 (including the audit just completed, this totals 8 years of audits). MNP LLP is a highly recognized accounting firm with areas of specialty including accounting and audit resources, taxation and consulting. MNP LLP provides an independent partner review (external review from a senior level) for every audit and this partner is changed every three years.

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

## CURRENT SITUATION OR KEY POINT:

At the Nov. 5, 2024 Audit Committee meeting, management presented a request for feedback report on next steps for selecting an auditor for the 2024-25 financial year. Specifically, direction was needed as to whether EIPS should extend our current auditor for an additional year or instead undertake a public Request for Proposal process to select a new auditor for a longer term.



# RECOMMENDATION REPORT

Considerations provided by management in making this decision included:

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

Audit Committee members also discussed the process associated with a public Request for Proposal, should one be issued. There was some discussion about potential challenges undertaking this process in the next two years, with potentially new trustees (post-election) who may not be oriented to EIPS' individual context yet or be as familiar with the financial challenges and considerations EIPS is facing.

Management and trustees indicated they do not have any concerns with the quality of MNP LLP's services, nor their independence. Staff on the audit team from MNP LLP rotate year over year and there is an independent second partner review each year.

After assessing the factors, direction from the Audit Committee was that EIPS appoint MNP LLP as the Division's auditor for the 2024-25 year, assuming reasonable pricing was provided.

EIPS has obtained a quote for the 2024-25 audit and the cost increase is acceptable.

## **COMMUNICATION PLAN:**

In June 2025, a formal engagement letter will be signed to confirm appointment after the Audit Committee accepts the detailed MNP LLP Audit Plan.

## **ATTACHMENT(S):**

n/a



# INFORMATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Unaudited Financial Report for Sept. 1, 2024 to Nov. 30, 2024

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

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

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

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

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

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

**ISSUE:**

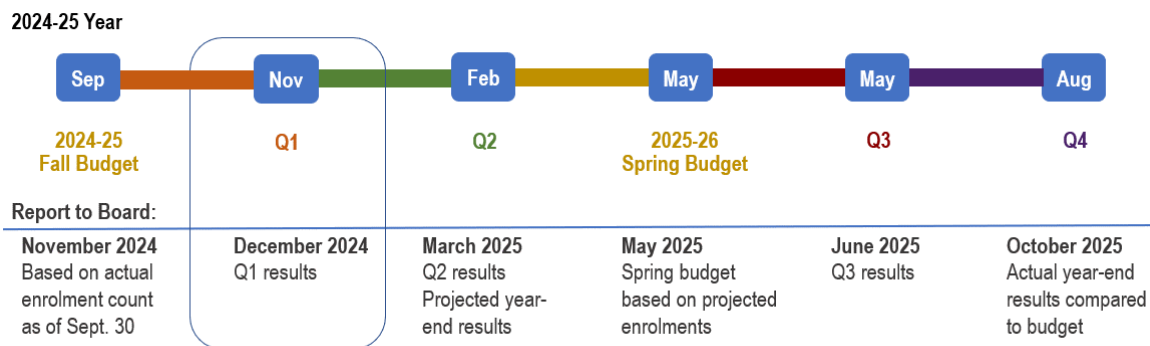
That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2024 to Nov. 30, 2024 for Elk Island Public Schools.

**BACKGROUND:**

Policy 2: Role of the Board, Section 1.8, Fiscal Accountability, establishes that the Board of Trustees will monitor the fiscal management of EIPS through receipt of quarterly variance analysis.

**CURRENT SITUATION OR KEY POINT:**

Financial Services has prepared an unaudited financial report for the three-month period ended Nov. 30, 2024. For the 2024-25 school year, the Division is approximately one quarter through our financial reporting cycle:





# INFORMATION REPORT

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

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

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

As of Nov. 30, 2024, EIPS has an overall operating surplus of \$638,767. Revenue and expense variances are detailed in the First Quarter Report 2024-25.

## **ATTACHMENT:**

1. First Quarter Report 2024-25



Your Future in **MIND** ●

## **First Quarter Report**

# **2024-25**

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2024 to Nov. 30, 2024 and variance notes to these statements.

**Report to the  
Board of Trustees**

Dec. 19, 2024

This information has not been audited.

**Elk Island Public Schools**  
**Highlights**  
**For The Three-Month Period Ended November 30, 2024**

**Financial Summary:**

	<b>Annual Fall Budget</b>	<b>Year to Date Actual</b>	<b>Actual % Of Budget*</b>
Revenues (Page 3)	202,893,596	51,278,958	25%
School Expenses (Pages 5 and 6)	140,523,376	34,593,683	25%
Central Services Expenses (Page 9)	64,332,381	16,046,508	25%
<b>Surplus / (Deficit)</b>	<u>(1,962,161)</u>	<u>638,767</u>	

\* Average spending at November 30, 2024 should be approximately 30% (for school year expenditures) or 25% (for revenue and for year-round expenses).

**Significant Changes and Events:**

**Fall Budget**

On November 28, 2024, the Board of Trustees approved the Fall Update to the 2024-25 Budget.

**Funding Announcements**

Since Fall Budget development, additional funding has been announced as follows:

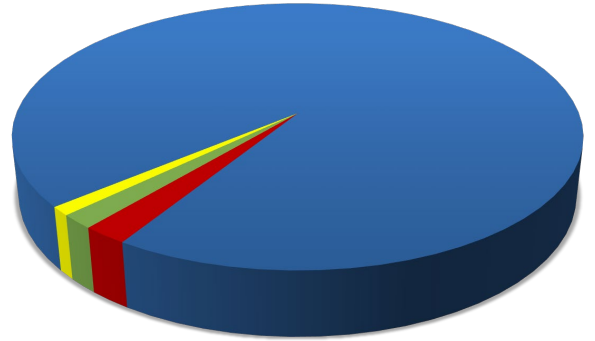
- Literacy and Numeracy Grant (formerly the Learning Disruption Grant) of \$176,000 confirmed in December. This funding will be allocated to Division needs shortly and will be included in the second quarter financial report. This is a reduction from previous years (funded at \$281,000 in 2023-24 and \$456,000 in 2022-23).

**Elk Island Public Schools**  
**Revenue & Expense Analysis (excluding SGF)**  
**For The Three-Month Period Ended November 30, 2024**

**Revenues by Source**

<span style="color: blue;">■</span>	Alberta Education
<span style="color: red;">■</span>	Other Govt of Alberta
<span style="color: green;">■</span>	Fees
<span style="color: yellow;">■</span>	Sales and Services and Other

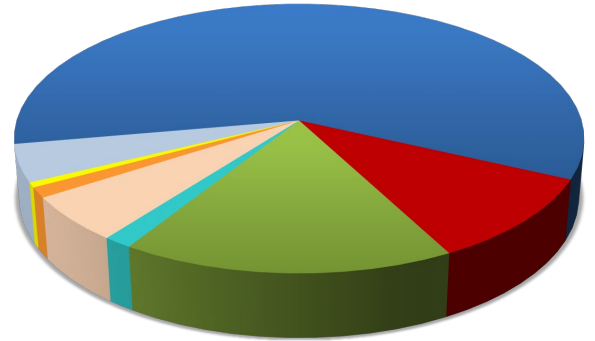
	<b>\$</b>	<b>%</b>
Alberta Education	48,715,741	95.0%
Other Govt of Alberta	1,144,626	2.2%
Fees	877,555	1.7%
Sales and Services and Other	541,036	1.1%
<b>\$</b>	<b>51,278,958</b>	<b>100.0%</b>



**Alberta Education Revenues**

<span style="color: blue;">■</span>	Base Instruction
<span style="color: red;">■</span>	Services & Supports
<span style="color: green;">■</span>	School - System Needs
<span style="color: cyan;">■</span>	Community
<span style="color: orange;">■</span>	Jurisdictions
<span style="color: yellow;">■</span>	Other
<span style="color: lightblue;">■</span>	Supported Amortization
<span style="color: grey;">■</span>	Teacher Pensions

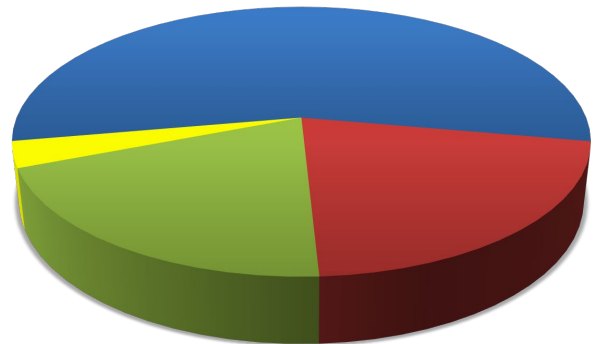
	<b>\$</b>	<b>%</b>
Base Instruction	29,084,368	59.8%
Services & Supports	5,028,142	10.3%
School - System Needs	8,144,309	16.7%
Community	705,419	1.4%
Jurisdictions	2,672,999	5.5%
Other	600,613	1.2%
Supported Amortization	287,183	0.6%
Teacher Pensions	2,192,708	4.5%
<b>\$</b>	<b>48,715,741</b>	<b>100.0%</b>



**Expenses by Object**

<span style="color: blue;">■</span>	Certificated Salaries & Benefits
<span style="color: red;">■</span>	Classified Salaries & Benefits
<span style="color: green;">■</span>	Services, Contracts & Supplies
<span style="color: yellow;">■</span>	Capital & Debt Services

	<b>\$</b>	<b>%</b>
Certificated Salaries & Benefits	28,146,929	55.6%
Classified Salaries & Benefits	10,822,306	21.4%
Services, Contracts & Supplies	10,087,403	19.9%
Capital & Debt Services	1,583,553	3.1%
<b>\$</b>	<b>50,640,191</b>	<b>100.0%</b>



**Elk Island Public Schools**  
**Statement of Revenues and Expenses**  
**For The Three-Month Period Ended November 30, 2024**  
**Percent of the Year Elapsed: 25%\***

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 25% Actual Less Elapsed %		
<b>REVENUES</b>						
<b>Alberta Education</b>						
Base Instruction	\$ 116,337,464	\$ 29,084,368	25%	0%		25%
Services & Supports	19,974,607	5,028,142	25%	0%		25%
School - System Needs	34,228,290	8,144,309	24%	-1%		24%
Community	2,781,777	705,419	25%	0%		25%
Jurisdictions	10,691,997	2,672,999	25%	0%		25%
Other <sup>1</sup>	2,530,428	600,613	24%	-1%		22%
Supported Amortization	1,289,014	287,183	22%	-3%		21%
Teacher Pensions	7,830,000	2,192,708	28%	3%		28%
<b>Total Alberta Education</b>	<b>195,663,577</b>	<b>48,715,741</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>Other Government of Alberta</b>	4,451,146	1,144,626	26%	1%		26%
<b>Fees</b>	880,345	877,555	100%	75%	<b>A</b>	92%
<b>Other Sales and Services</b>	184,677	61,564	33%	8%	<b>B</b>	29%
<b>Investment Income</b>	788,194	232,608	30%	5%		70%
<b>Gifts and Donations</b>	653,917	152,676	23%	-2%		21%
<b>Rental of Facilities</b>	271,740	94,188	35%	10%	<b>C</b>	33%
<b>Sub-Total (excluding SGF)</b>	<b>202,893,596</b>	<b>51,278,958</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>EXPENSES BY OBJECT</b>						
Certificated Salaries & Benefits	114,779,779	28,146,929	25%	0%		24%
Classified Salaries & Benefits	41,887,419	10,822,306	26%	1%		27%
Services, Contracts & Supplies	41,428,404	10,087,403	24%	-1%		23%
Capital & Debt Services	6,760,155	1,583,553	23%	-2%		24%
<b>Sub-Total (excluding SGF)</b>	<b>204,855,757</b>	<b>50,640,191</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>Operations Surplus/(Deficit)</b>	<b>\$ (1,962,161)</b>	<b>\$ 638,767</b>	<b>-33%</b>	<b>-58%</b>		<b>-166%</b>
<b>School Generated Funds Budgeted Deficit</b>	<b>(150,000)</b>					
<b>Asset Retirement Obligation Impact</b>	<b>(386,545)</b>					
<b>Total Budgeted Deficit</b>	<b>\$ (2,498,706)</b>					

\* Based on a 12 month reporting period.

<sup>1</sup> Includes funding for Mental Health, Secondments, New Curriculum, Lease Support, Fuel Price Contingency, French Language, Dual Credit Programming, Odyssey Language, Alberta School Council Engagement, Digital Assessment and Transportation Training.



**Elk Island Public Schools  
Revenue Notes  
For The Three-Month Period Ended November 30, 2024**

**A. Fees**

Fee revenue is almost 100% of the annual budgeted amount as a result of a timing difference.

This line includes only transportation fees. Transportation fees are collected prior to the start of the school year and as a result are nearly fully collected by the end of the first quarter. This amount will increase slightly over the remaining quarters due to fee payment plans.

**B. Other Sales and Services**

Revenue is 8% higher than expected at this point in the year.

Various annual vendor rebates negotiated by Purchasing and Contract Services based on contractual sales are included in this line. These amounts are not paid evenly over the course of the year, resulting in a timing difference.

Secondment revenue and international student tuition are also included in this line. This revenue is recognized over the ten month school year, resulting in a timing difference.

**C. Rental of Facilities**

Revenue is 10% higher than expected at this point in the year.

This line is comprised of rental revenue for before and after school care groups operating in our facilities and revenue received from community groups. This revenue is not earned evenly over the course of the year.

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 1)**  
**For The Three-Month Period Ended November 30, 2024**  
**Percent of the Year Elapsed: 30%\***

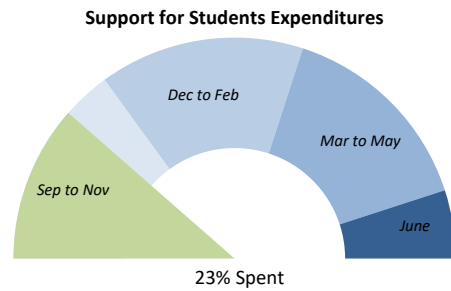
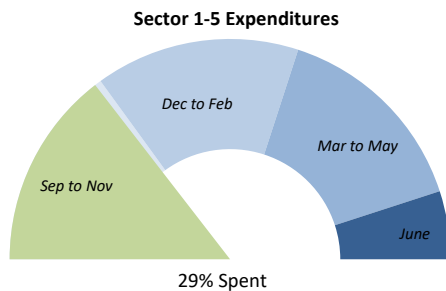
	<b>A</b>	<b>B</b>	<b>Year to Date</b>		<b>Note</b>	<b>Prior Year</b>
	<b>Annual</b>	<b>Actual</b>	<b>C = B / A</b>	<b>C - 30%</b>	<b>Reference</b>	<b>Actual %</b>
	<b>Fall Budget</b>		<b>Actual %</b>	<b>Actual Less</b>		<b>Of Budget</b>
			<b>Of Budget</b>	<b>Elapsed %</b>		
<b>Sector 1 - Sherwood Park</b>						
Bev Facey Community High	\$ 7,498,976	\$ 2,219,575	30%	0%		30%
Brentwood Elementary	3,232,737	934,667	29%	-1%		29%
Clover Bar Junior High	3,017,135	877,505	29%	-1%		30%
Davidson Creek Elementary	4,295,193	1,266,308	29%	-1%		29%
École Campbelltown	2,484,125	713,457	29%	-1%		28%
F.R. Haythorne Junior High	4,269,550	1,218,215	29%	-1%		30%
Glen Allan Elementary	2,208,156	631,497	29%	-1%		28%
Heritage Hills Elementary	3,183,149	959,865	30%	0%		29%
Lakeland Ridge	4,366,370	1,265,302	29%	-1%		29%
Mills Haven Elementary	3,464,609	964,434	28%	-2%		28%
Pine Street Elementary	3,441,593	983,808	29%	-1%		29%
Salisbury Composite High	9,784,269	2,852,020	29%	-1%		29%
Sherwood Heights Junior High	4,042,056	1,173,775	29%	-1%		29%
Strathcona Christian Academy Elementary	3,494,436	1,022,888	29%	-1%		29%
Strathcona Christian Academy Secondary	4,124,622	1,213,451	29%	-1%		29%
Wes Hosford Elementary	2,065,005	578,882	28%	-2%		29%
Westboro Elementary	2,690,418	760,532	28%	-2%		28%
Woodbridge Farms Elementary	3,023,953	840,795	28%	-2%		29%
	<u>70,686,352</u>	<u>20,476,976</u>	29%	-1%		29%
<b>Sector 2 - Strathcona County</b>						
Ardrossan Elementary	3,814,667	1,110,365	29%	-1%		29%
Ardrossan Junior Senior High	5,153,111	1,525,394	30%	0%		29%
Fultonvale Elementary Junior High	3,273,660	988,038	30%	0%		29%
Uncas Elementary	1,366,790	405,693	30%	0%		27%
	<u>13,608,228</u>	<u>4,029,490</u>	30%	0%		29%
<b>Sector 3 - Fort Saskatchewan</b>						
Castle (Scotford Colony)	211,419	62,504	30%	0%		28%
École Parc Élémentaire	2,765,748	801,868	29%	-1%		29%
Fort Saskatchewan Christian	3,152,790	923,648	29%	-1%		30%
Fort Saskatchewan Elementary	2,566,466	731,163	28%	-2%		28%
Fort Saskatchewan High	3,629,295	1,046,607	29%	-1%		28%
James Mowat Elementary	2,577,263	729,473	28%	-2%		28%
Rudolph Hennig Junior High	3,227,676	976,359	30%	0%		30%
SouthPointe School	4,675,186	1,340,898	29%	-1%		29%
Win Ferguson Elementary	3,100,176	893,420	29%	-1%		29%
	<u>25,906,019</u>	<u>7,505,940</u>	29%	-1%		29%
<b>Sector 4 - Lamont County</b>						
Bruderheim School	1,214,232	349,330	29%	-1%		29%
Lamont Elementary	2,493,649	733,150	29%	-1%		28%
Lamont High	3,039,820	895,014	29%	-1%		29%
Mundare School	1,119,991	322,088	29%	-1%		28%
	<u>7,867,692</u>	<u>2,299,582</u>	29%	-1%		29%
<b>Sector 5 - County of Minburn</b>						
A.L. Horton Elementary	2,872,470	829,843	29%	-1%		29%
Pleasant Ridge Colony	183,309	50,801	28%	-2%		28%
Vegreville Composite High	2,833,968	801,778	28%	-2%		28%
	<u>5,889,747</u>	<u>1,682,422</u>	29%	-1%		28%

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 2)**  
**For The Three-Month Period Ended November 30, 2024**  
**Percent of the Year Elapsed: 30%\***

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 30% Actual Less Elapsed %		
<b>Supports For Students - Schools</b>						
Early Learning	2,574,022	604,941	24%	-6%	A	23%
Specialized Supports & Other Programs <sup>1</sup>	2,195,041	487,497	22%	-8%	B	22%
	4,769,063	1,092,438	23%	-7%		22%
<b>Other</b>						
Elk Island Youth Ranch Learning Centre	354,676	102,903	29%	-1%		26%
Next Step Continuing Education - Summer	661,236	58,226	9%	-21%	C	26%
Next Step Outreach	2,473,821	708,353	29%	-1%		26%
Other School Allocations	(154,304)	192,400	-125%	-155%	D	-390%
To Be Allocated	1,864,384	-	0%	-30%	E	0%
Leveraging Student Achievement	388,343	-	N/A	N/A	F	0%
Conversion (10 mo. To 12 mo.)	-	(4,658,695)	N/A	N/A	G	N/A
Standard Cost Conversion	-	(1,009,942)	N/A	N/A	H	N/A
Teacher Pensions	7,478,119	2,113,590	28%	-2%		28%
	13,066,275	(2,493,165)	-19%	-49%		-14%
Budgeted 1% year-end carryforward	(1,270,000)					
<b>Total School Sites</b>	<b>\$ 140,523,376</b>	<b>\$ 34,593,683</b>	<b>25%</b>	<b>-5%</b>		<b>25%</b>

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

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	19,782,059	694,917	20,476,976	96.6%
Sector 2 - Strathcona County	3,905,512	123,978	4,029,490	96.9%
Sector 3 - Fort Saskatchewan	7,298,156	207,784	7,505,940	97.2%
Sector 4 - Lamont County	2,239,730	59,852	2,299,582	97.4%
Sector 5 - County of Minburn	1,639,874	42,548	1,682,422	97.5%
<b>Totals</b>	<b>34,865,331</b>	<b>1,129,079</b>	<b>35,994,410</b>	<b>96.9%</b>



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

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

**Elk Island Public Schools  
Expense Notes – Schools  
For The Three-Month Period Ended November 30, 2024**

**A. Supports for Students (Schools) – Early Learning**

Expenses are below expected year to date spending by 6%, which is comparable to prior year.

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

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

Expenses are below expected year to date spending by 8%, which is comparable to prior year. The primary variances are:

- Specialized Supports Schools spending will increase in the remaining quarters as schools continue to request additional support for complex student needs, which will reduce contingency funds being held. In addition, training for the mental health strategic plan will be held later in the year and thus has little spend to date.
- There is a timing difference in salaries for both the Specialized Supports Schools and Mental Health Capacity Building program, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 25%).
- Partners 4 Science expenses will continue to increase in the future quarters as the development of science kits continue.

**C. Next Step Continuing Education – Summer**

Expenses are below expected year to date spending by 21%.

Next Step Continuing Education – Summer does not run until July. The costs for this program are primarily incurred in July and August, and the budget will be depleted at that time.

**D. Other - Other School Allocations**

The variance calculated for this line is a timing difference. The actual expenditures reported primarily relate to the accrual of classified salaries to the end of November. These accruals will be reversed when they are paid in December, resulting in no overall impact to EIPS results.

**E. Other - To Be Allocated**

Funds budgeted in this line include current year unplanned surpluses or other funds budgeted but not yet allocated out to schools or department budgets.

**F. Other - Leveraging Student Achievement**

This line includes funds from the Leveraging Student Achievement allocated reserve.

**G. Other - Conversion (10 mo. To 12 mo.)**

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

**H. Other - Standard Cost Conversion**

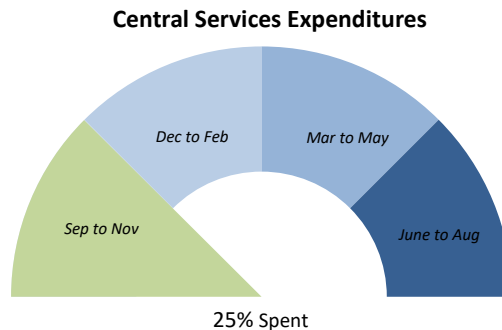
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures.

Financial Services completes regular projections of standard cost versus actual cost throughout the year.

**Elk Island Public Schools**  
**Detailed Expenditures - Central Services**  
**For The Three-Month Period Ended November 30, 2024**  
**Percent of the Year Elapsed: 25%\***

	<b>A</b> Annual Fall Budget	<b>B</b> Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			<b>C = B / A</b> Actual % Of Budget	<b>C - 25%</b> Actual Less Elapsed %		
<b>Governance</b>	\$ 543,188	\$ 124,086	23%	(2%)	A	24%
<b>Education Executive</b>	1,591,446	398,382	25%	0%	B	24%
<b>Supports For Students - Central</b>	4,882,079	980,938	20%	(5%)	C	22%
<b>Human Resources</b>	5,303,415	1,370,716	26%	1%	D	20%
<b>Business Services</b>	3,094,510	710,977	23%	(2%)	E	23%
<b>Facility Services</b>					F	
Facility Services	16,763,379	3,767,005	22%	(3%)		18%
Infrastructure Maintenance and Renewal	1,878,231	56,794	3%	(22%)		5%
	18,641,610	3,823,799	21%	(4%)		18%
<b>Information Technologies</b>	6,566,908	1,593,994	24%	(1%)	G	24%
<b>Student Transportation</b>	17,477,180	4,988,426	29%	4%	H	29%
<b>Fiscal Services</b>	6,667,045	2,055,190	31%	6%	I	32%
Budgeted 1% year-end carryforward	(435,000)					
<b>TOTAL CENTRAL SERVICES</b>	\$ 64,332,381	\$ 16,046,508	25%	(0%)		24%

\* Based on a 12 month reporting period.



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

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

**Elk Island Public Schools**  
**Expense Notes – Central Services**  
**For The Three-Month Period Ended November 30, 2024**

**A. Governance**

*Includes the Board of Trustees budget.*

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

Some costs in Board Governance do not occur uniformly throughout the year, such as professional development costs.

**B. Education Executive**

*Includes the Superintendent, Communications, and Election budgets.*

Expenses are as expected at this point in the year.

- Superintendent expenses are above expected year to date spending by 2%. Some expenses in this area are not incurred uniformly throughout the year, such as costs related to leadership meetings.
- Communications expenses are 2% below expected. There are some expenses that do not occur uniformly throughout the year, such as equipment and supply purchases.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate drastically every fourth year when an election occurs. Expenses in this budget centre are as expected.

**C. Supports for Students – Central**

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

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

- Associate Superintendent – Supports for Students and Specialized Supports – Central are spending as expected at this time of the year.
- Curriculum is 7% below expected spending at this point in the year. Part of this budget is being held for certificated subs and translation services which will be incurred later in the year. In addition, a French Immersion teacher will start in January to support this work.
- Instructional Supports has a 5% variance below expected spend. The Dual Credit grant program is an area that does not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. In addition, the Digital Assessment grant program will have higher expenditures in the upcoming months.

**D. Human Resources**

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

Expenses are above expected spending at this point in the year by 1%.

- Associate Superintendent expenses are below expected year to date spending by 5%. Some programs within this budget, including severance and the long service event, are not incurred uniformly throughout the year.

- Staff Relations and Training expenses are below expected year to date spending by 6%.
  - Expenses for some programs such as Off to a Good Start will be incurred later in the year, resulting in a timing difference.
  - Some expenses are not incurred uniformly throughout the year, such as Division-wide professional development costs.
- Recruitment and Staffing expenses are above expected year to date spending by 5%.
  - This includes hold harmless budgets for medical, maternity, and other leaves and they are not incurred uniformly over the course of the year and are difficult to predict.

**E. Business Services**

*Includes the Secretary-Treasurer and Financial Services budgets.*

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

- Secretary-Treasurer expenses are as expected.
- Financial Services expenses are 2% below expected as some expenses are not incurred evenly over the course of the year (such as the annual audit fee), resulting in a timing difference.

**F. Facility Services**

*Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.*

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

- Rather than a single program, this is a result of several programs where costs are not incurred uniformly throughout the year, primarily maintenance and project costs.
- This line shows non-capital Infrastructure and Maintenance Renewal (IMR) spending. Capital spending of IMR funding is shown on the capital project listing. IMR projects will progress and incur expenses over the remaining quarters of the year.

**G. Information Technologies**

*Includes the Information Technologies budget.*

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

- There are some expenses that do not occur uniformly throughout the year, such as professional development costs for Information Technologies staff, supplies, furniture, and equipment.

**H. Student Transportation**

*Includes the Student Transportation budget.*

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

- Most expenses in the Student Transportation department are for contracted bus driver costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 30%.
- The Transportation grant application for the 2023-24 year was submitted at the end of November. Any updates to funding amounts after government review and approval of the grant application will be reflected in the next quarterly report.



**I. Fiscal Services**

*Includes the Fiscal Capital and Fiscal Operations budget.*

Expenses are above expected spending by 6%. This is primarily the result of two timing differences.

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

**Elk Island Public Schools**  
**Capital Project Listing**  
**As At November 30, 2024**

	Budget	YTD Actuals	Actual % of Budget	Note Reference
<b>Capital Reserves:</b>				
IT Infrastructure - Switches & Access Points	150,000	-	0%	A
Facility Services Lift	15,541	-	0%	B
VOIP Phone System	548,000	80,675	15%	C
Salisbury Composite High Chiller Replacement	1,000,000	2,256	0%	D
Bus Purchases	626,860	454,735	73%	E
	2,340,401	537,666		
<b>Operating Reserves:</b>				
No Budgeted Projects				
<b>Funded with Operational Funding (School/Dept Budgets) or SGF:</b>				
School and Department Purchases	300,000	13,068	4%	F
Facility Services Lawn Tractor and Lift	14,459	-	0%	G
	314,459	13,068		
<b>Provincially Funded:</b>				
Infrastructure Maintenance and Renewal (IMR) Grant Capital Portion	682,000	55,162	8%	H
Capital Maintenance and Renewal (CMR) Grant	1,766,800	179,113	10%	I
	2,448,800	234,275		
<b>Total Capital Projects</b>	\$ 5,103,660	\$ 785,009	15%	

**Notes:**

**A** - Capital reserves approved for IT infrastructure, as per the IT Capital Plan. This includes switches, access points, and UPS batteries.

**B** - Facility Services' lift purchase of \$15,541 (supplementing their department budget). See Note G for more information.

**C** - Capital reserves have been approved for the new VOIP phone system across the district. Equipment replacements have started and will take place throughout the 2024-25 school year.

**D** - The Chiller replacement at Salisbury Composite High was approved to be funded with \$1,000,000 from capital reserves and \$220,000 from IMR.

**E** - Four busses were procured for the following schools BFH, LLR, SAL and RHJ/FHS (split). Three of the busses have been received, and the final bus (SAL) will be arriving in December. These school bus replacements are financed initially by capital reserves but will be paid for over ten years by the respective school's budget.

**F** - Equipment and furniture purchases made from school or department budgets.

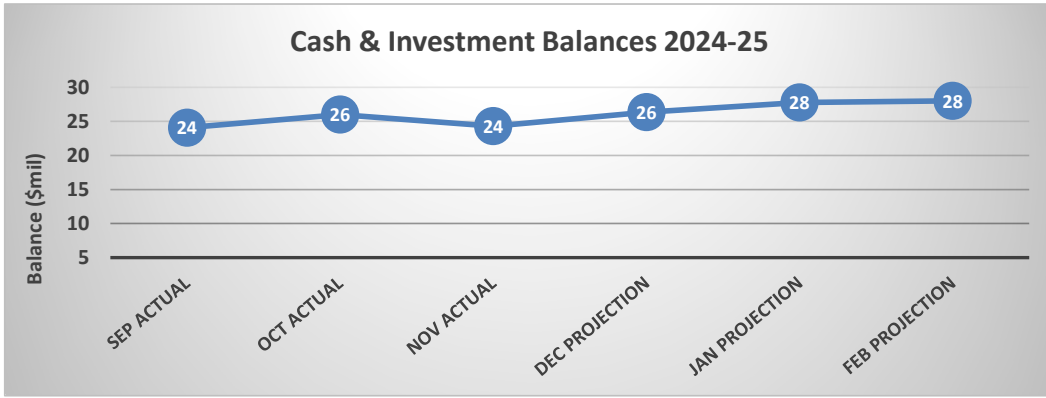
**G** - Facility Services plan to purchase a new lawn tractor, estimated at \$10,000, and a new lift, estimated at \$20,000. Capital reserves of \$15,541 will partially fund the lift.

**H** - This is the capital portion of this grant; the non-capital portion is included on the Central Services page. Capital projects are planned for the 24-25 school year at GLN, SAL and VJS, and projects from last year are being wrapped up at AJS.

**I** - This grant follows the government fiscal year (allocated to school divisions in April each year). Capital projects for the 24-25 school year are planned for AJS, BRU, LLR and VJS, and projects from last year are being wrapped up at BWD, EPE and GLN.

**Elk Island Public Schools  
Statement of Cash and Investments  
As At November 30, 2024**

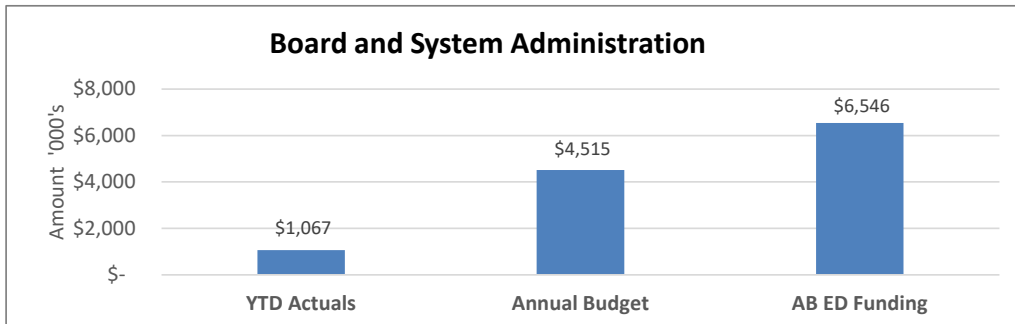
	<b>November 30, 2024</b>	<b>November 30, 2023</b>
Cash Account Balances	\$ 24,294,111	\$ 16,920,538
Guaranteed Investment Certificates	-	-
<b>Total Cash and Investments</b>	<b>24,294,111</b>	<b>16,920,538</b>
Less School Generated Funds	(4,306,675)	(4,253,241)
Less Trusts (Scholarship Funds)	(26,534)	(46,380)
<b>Total Available Central Cash and Investments</b>	<b>\$ 19,960,902</b>	<b>\$ 12,620,917</b>



Cash balances have increased from last year year as a result of a number of changes, including proceeds from sale of a non-capital asset (\$3.8 million), first payment of furniture and equipment funding for the Sherwood Heights replacement school (\$1.2 million), increase in balance of grants carried forward from prior year such as IMR/CMR (\$1.7 million).

**Elk Island Public Schools  
Board and System Administration  
As At November 30, 2024**

**Board and System Administration** current expenses are at \$1.07 million, or 2.1% of total expenses for EIPS. This means the Division has spent 16% of the Board and System Administration grant provided by Alberta Education, and 24% of total Board and System Administration budget for EIPS.





# INFORMATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Bullying Awareness and Prevention Week

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

**RESOURCE STAFF:** Corey Kropp, Assistant Director, Supports for Students  
Tamia Richardson, Consultant, Supports for Students

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

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

**EIPS GOAL:** Positive learning and working environments

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

---

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

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

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



# INFORMATION REPORT

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

- School staff, students, parents, and community partners all have a role in creating and maintaining welcoming, caring, respectful and safe learning environments in our schools.
- Awareness, education and adult intervention are keys to bullying prevention.
- Efforts to create welcoming, caring, respectful and safe school environments are ongoing at our schools, but by recognizing Bullying Awareness and Prevention Week we have opportunity to bring attention to the importance of positive and healthy relationships in our schools and communities.
- During this week in November, school teams work together and focus on themes related to anti-bullying, kindness, standing up for others, and respect.

## **ATTACHMENT:**

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

MR:clp

**ALH****Theme:** Kindness and Bullying Awareness**Activities:**

- Daily announcements addressing bullying and promoting awareness.
  - Read-aloud sessions featuring books that focus on kindness and anti-bullying.
  - Kindness Club initiatives to foster a supportive and positive environment.
  - Staff access to curated books and resources on bullying and how to encourage kindness.
- 

**AJS****Theme:** Safe and Caring Learning Environment**Activities:**

- Daily announcements with messages emphasizing bullying awareness and prevention.
  - Health class sessions using resources from [www.bullyingcanada.ca](http://www.bullyingcanada.ca).
  - Parent communication with tools on protecting children from cyberbullying.
  - Presentations to grades 7-8 homerooms about the collective role in fostering a safe and respectful school environment.
- 

**AEL****Theme:** #WhereToTurn – Understanding Bullying and Support**Activities:**

- Focus on where children can seek help and support.
- Discussions clarifying what constitutes bullying versus unkind or exclusionary behavior.
- Resource: [www.bullyingcanada.ca](http://www.bullyingcanada.ca).

**BFH****Theme:** Empathy, Respect and Inclusion**Activities:**

- Classroom discussions on the definition of bullying, its consequences, and how to show empathy.
  - Creative projects like posters and stories promoting anti-bullying messages.
  - Peer support encouragement to foster trust and safe reporting of bullying incidents.
  - Odd Socks Day (Nov 19) to highlight and celebrate individuality.
  - Guest speaker Toni Harrison (Nov 20) on "Racism Isn't Funny" with grade-level assemblies.
  - Daily social media videos on bullying themes and reminders through newsletters.
- 

**BWD****Theme:** Empathy and Anti-Bullying**Activities:**

- Daily mini-lessons and videos on topics like cyberbullying, standing up for others, and empathy.
  - Read-aloud sessions by counselors or administrators using pre-selected books.
  - Creation of a virtual library for easy access to anti-bullying resources.
  - Daily announcements aligning with the week's anti-bullying focus.
- 

**BRU****Theme:** Integrity and Friendship**Activities:**

- Daily announcements on the effects of bullying tied to the school's "Tiger Trait" of integrity.
- Kindness chain activity encouraging students to contribute kind acts.
- Learning commons activities like anti-bullying-themed coloring sheets and word puzzles.
- Positive locker notes for peers and staff.
- Participation in Rock Your Socks Day to focus on celebrating differences.

**CBN****Theme:** Kindness (la gentillesse) and Friendship (être un bon ami) by Age Group**Activities:**

- Grades K-1: Wrinkle Heart activity, random acts of kindness coloring sheets.
  - Grades 2-3: Sharing circles, suggested book readings like *Kindness is My Superpower*, emotional bank account activity.
  - Grades 4-6: Friendship Fries activity, compliment cards, and sticky-note kindness on lockers.
  - Grade 6 leadership students promoting playground positivity with bubbles, balls, and skipping ropes. Also focused on intervenir à l'indimidation (stepping in when you see bullying).
- 

**CLB****Theme:** NICE NATION – Promoting Kindness and Inclusion**Activities:**

- Interactive “NICE NATION” wall display for student photos and social media sharing.
  - ELA lessons integrating anti-bullying themes.
  - Daily announcements and a school sign spreading the campaign message.
  - Odd Socks Day as a concluding activity to celebrate differences and individuality.
- 

**DCE****Theme:** Empathy and Restorative Practices**Activities:**

- Daily announcements on bullying awareness and solutions.
- Parent resources through the school newsletter.
- Storybooks with empathy-building questions and activities for all divisions.
- Restorative practices focusing on assertive communication and the impact of bullying.
- Mismatched Socks Day as part of celebrating differences and inclusion.



**EPE****Theme:** Uniqueness and Standing Up to Bullying**Activities:**

- Student-led daily announcements on bullying awareness and prevention.
  - Crazy Socks Day to celebrate individuality and diversity.
  - Classroom lessons and videos on how to identify, address, and prevent bullying.
  - Presentations by Saffron offering deeper insights into anti-bullying strategies.
- 

**FRH****Theme:** Respect and Kindness**Activities:**

- School-wide bullying lessons addressing its impact and consequences.
  - Interactive “[crumpled paper](#)” activity to illustrate emotional damage.
  - Posters and painted messages like “Choose Respect” to promote positivity.
  - Compliments on lockers (Post-It notes) to encourage kindness among students.
- 

**FSC****Theme:** Understanding and Addressing Bullying**Activities:**

- Daily announcements defining bullying, its roles, and how to get help.
- Age-appropriate read-alouds by leadership students to K-3 classes.
- Restorative practices incorporated into classroom and staff interactions.
- Skit on pro-social behaviour.
- Restorative Circles will be practiced within individual classes as required.
- Odd Socks Day to promote individuality and inclusion.

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**FSE****Theme:** Connection and Kindness**Activities:**

- Daily announcements with definitions and tips on kindness and bullying.
- Connection activities for buddy classes, promoting teamwork and empathy.
- Kindness quilt project displaying pledges from each class around the school.
- Virtual library access for teachers and staff to facilitate discussions.

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**FHS****Theme:** Leadership in Kindness and Inclusion**Activities:**

- School-wide activities led by the leadership class, including posters, announcements, and bracelet-making.
- Odd Socks Day to celebrate individuality and Sting pride day as a community event.

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**FTV****Theme:** Building Connections and Community**Activities:**

- Handshake challenge to encourage connection, with prizes donated by the Oilers.
- Daily announcements on kindness and empathy.
- Books, videos, and activities centered on building a caring school culture.

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**GLN****Theme:** Bee Kind – Fostering Empathy**Activities:**

- Daily kindness quotes and a bulletin board with pay-it-forward ideas.
- Group activities like creating a “Bee Hive of Compliments.”
- Kindness-focused lesson plans for Divisions 1 and 2.

**HHE****Theme:** Anti-Bullying and Empathy**Activities:**

- Mini-lessons and videos highlighting themes like cyberbullying, empathy, and being an upstander.
  - Read-alouds by staff with curated anti-bullying books.
  - Daily announcements reinforcing bullying awareness.
- 

**JMW****Theme:** Kindness and Problem Solving**Activities:**

- Stories read in all classes, followed by discussions on kindness.
  - Activities promoting students as upstanders and addressing interpersonal conflicts.
- 

**LHS****Theme:** Bullying Awareness and Acts of Kindness**Activities:**

- Activities throughout the week, including:
  - Bully Awareness Bingo for a prize.
  - THINK acronym promotion encouraging mindful communication.
  - Bully awareness jeopardy game.
  - Collaborative artwork with staff and students adding fingerprints to a canvas.
- Odd Socks Day to highlight individuality.
- Acts of kindness delivered around the school.

**LLR****Theme:** Cultivating Kindness**Activities:**

- Daily announcements on the importance of kindness.
  - Read-aloud sessions for elementary students on themes of kindness.
  - Activities encouraging students to identify tools needed to "cultivate kindness."
  - Collaboration with junior high buddies for kindness-related projects.
- 

**LME****Theme:** Diversity and Anti-Bullying**Activities:**

- Odd Socks Day (Nov 18) celebrating differences and acceptance.
  - Daily announcements promoting positivity and kindness.
  - In-class presentations addressing bullying prevention.
  - Art-based activities throughout the week emphasizing inclusion.
  - Staff resources, including library books on healthy friendships and anti-bullying.
- 

**MHV****Theme:** Anti-bullying and Kindness**Activities:**

- Kindness chain where students contribute acts of kindness on colored paper strips to create a chain display.
- Themed color days promoting values like respect and kindness.
- "Fill Your Bucket" initiative offering kind notes to boost morale.
- Daily announcements reinforcing anti-bullying messages.

**MUN****Theme:** Community and Kindness**Activities:**

- Themed days like Odd Socks Day, Bright Colors Day, and Dream Big, Be Kind (Comfy Day).
  - Morning “What’s That Tune” game with kindness-themed songs and prizes.
  - Class discussions using “Sticky Situation Cards” to address bullying scenarios.
  - Kindness button-making and mindfulness beading activities.
  - School-wide circle activity defining bullying and brainstorming ways to address it.
- 

**NXT****Theme:** Support and Kindness**Activities:**

- Distribution of pink bracelets for anti-bullying week.
  - Kindness challenges and nominations to encourage positive actions.
  - Suicide information support packages in student bathrooms.
  - Coffee shop-style discussions to foster open dialogue and connection.
- 

**PNE****Theme:** Inclusion and Respect with Indigenous Perspectives**Activities:**

- Lessons incorporating Indigenous worldview on respect, community, and balance.
- Teachers provided books and lesson plans emphasizing inclusion and neurodiversity.
- Message board featuring positive student role models and respectful behaviors.
- Daily announcements highlighting the “School of Dignity and Respect” philosophy.
- Odd Socks Day promoting individuality and kindness.

**RHJ****Theme:** Self-Awareness and Empathy**Activities:**

- Daily digital messages on bullying awareness and building positive relationships.
  - Classroom lessons exploring self-awareness, bystander roles, and bullying prevention.
  - Reset Room lunchtime activities, including art and a drawing/coloring contest.
  - Crazy hair or mismatched clothing day to celebrate differences.
- 

**SAL****Theme:** Kindness and Respect**Activities:**

- Announcements and Alberta Government Bullying Helpline posters distributed throughout the school.
  - Odd Socks Day and themed music in the mornings.
  - Kindness coupons given to teachers to recognize students' positive actions.
  - Mental health speaker presentations in CALM classes.
- 

**SWH****Theme:** Positive Messaging and Creativity**Activities:**

- Leadership students lead announcements and presentations.
- Affirmation buttons distributed during Language Arts.
- Graffiti-style anti-bullying messages created on "Hello, my name is" stickers.
- Breakdance/Cypher crew visiting to support anti-bullying initiatives.

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**SCE****Theme:** Resilience and Strategies**Activities:**

- Safe and Caring Schools presentations focused on the importance of loving others.
  - Topics include bullying prevention, resilience, and conflict resolution strategies.
  - Discussions on implementing solutions if a student is being bullied.
- 

**SCS****Theme:** Awareness and Relationship Building**Activities:**

- Daily devotions featuring scriptural wisdom and activities for fostering kindness.
  - Morning video series from staff on recognizing bullying and supporting peers.
  - Lunch clubs offering discussion on building resilience and respectful conflict resolution.
  - Resources shared with families to extend awareness and support at home.
  - Saffron Centre presentations for junior high and CALM classes.
- 

**SPS****Theme:** Individuality and Inclusion**Activities:**

- Daily facts about bullying and its prevention during announcements.
- Compliment walls in classrooms to foster positivity.
- Crazy Hair Day as a school-wide celebration of individuality.
- Elementary guest readers sharing social stories with anti-bullying themes.
- Resource: [www.bullyingcanada.ca](http://www.bullyingcanada.ca)

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**UNC****Theme:** Connection**Activities:**

- “Be a Bridge” theme featuring pledges and a bulletin board with self-portraits of staff and students.
- Mini-lessons on kindness and bullying prevention.
- Restorative practice strategies to build connections, resolve conflicts, and respect diversity.
- Snowflake bulletin board where students recognize acts of kindness.

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**VJS****Theme:** Kindness and Community**Activities:**

- Kindness nominations by grade level, sponsored by GSA.
- Anti-bullying activities like trivia, BINGO, and a library escape room.
- Coloring and wellness corner activities throughout the week.
- QR codes posted throughout school with trivia questions.

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**WBF****Theme:** Kindness and Empathy**Activities:**

- Daily morning announcements with kindness-focused topics like empathy and inclusion.
- Classroom read-alouds with books emphasizing anti-bullying themes.
- “Kindness Chronicles” video project capturing student perspectives on inclusion and empathy.



**WBO****Theme:** Community and Diversity**Activities:**

- “Be a Bridge” theme emphasizing inclusivity with self-portrait bulletin board displays.
  - Sharing circles to develop friendship skills and improve interactions.
  - Restorative practices integrated into classrooms to foster a safe, supportive environment.
- 

**WFG****Theme:** Respect and Love**Activities:**

- Sacred Teachings integrated into classes and announcements during Métis Week.
  - Focus on respect for self and others, consistent with love and community teachings.
- 

**WHF****Theme:** Bullying Awareness and Inclusion**Activities:**

- Strategies on bullying definitions, types, and solutions.
  - NED Upstander videos to encourage positive behaviors.
  - Mismatched Socks Day and activities promoting individuality and kindness as protective factors against bullying.
-



# INFORMATION REPORT

**DATE:** Dec. 19, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Mental Health Strategic Plan: Beyond Reset

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

**RESOURCE STAFF:** Marcus Reed, Director, Supports for Students  
Mardi Hardt, Mental Health Advisor, Supports for Students

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

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

**EIPS GOAL:** Positive learning and working environments

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

---

**ISSUE:**

**That the Board of Trustees receives for information the Mental Health Strategic Plan: Beyond Reset report.**

**BACKGROUND:**

A key priority for Elk Island Public Schools 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 with a classroom and school environment that is welcoming, inclusive, respectful, safe and encourages a sense of belonging.

Reset Rooms were first piloted in Elk Island Public Schools at Sherwood Heights Junior High in the 2022-23 school year. The origin of the Reset Room was to provide a safe place for students to go when they felt overwhelmed during the school day. A staff member was available to the students to provide support and strategies to deal with stress, anxiety and feeling overwhelmed.

During the 2023-24 school year, Elk Island Public Schools received funding from the government through the Mental Health in Schools Pilot Project. Based on the success of the Reset Rooms at Sherwood Heights, the Division used the funding to open Reset Rooms in all 14 junior high schools. Money was allocated to the schools to operate the Reset Rooms with a full-time certificated teacher trained in mental health literacy. Each room



featured a continuum of evidence-based mental health resources and services for students and their families. The rooms provided spaces for students when they were feeling overwhelmed. Over the course of the first phases of the project, students visited Reset Rooms over 26,000 times. Throughout the project, efforts were made to be intentional about building capacity in teachers, administrators, counsellors, and other school staff to support students in regulation and learning.

Junior High staff at Sherwood Heights were originally surveyed in June 2023. At that time, 81% of staff Agreed or Strongly Agreed that the Reset Room had a positive impact on the students in their school. By the end of the 2024 school year, 90% of staff across all junior high schools Agreed or Strongly Agreed that Reset Rooms had a positive impact on the students in their school. An exceptionally high number and an increase of 9% over the course of the year.

In addition, as of October 2024, 93% of staff in our junior high schools Agreed or Strongly Agreed that “adults in their school have the skills to regulate their nervous systems to support their own wellbeing.” This can be attributed to both the Division’s Mental Health Strategic Plan, as well as the training received in junior high schools. Staff also reported that strategies used in the Reset Room are being incorporated by teaching staff into their regular teaching practices.

Also worth noting, in the 2021-22 school year, before the implementation of any Reset Rooms and during the initial stages of the EIPS Mental Health Strategic Plan, 13 junior high students were expelled from their school. During the 2023-24 school year, only 7 junior high students went to expulsion and for the first four months of the current school year, 0 junior high students have been recommended for expulsion.

Attachment 1 contains a more detailed timeline, data that was collected throughout the project as well as lessons learned and unintended impacts.

### **CURRENT INFORMATION OR KEY POINT:**

This past summer, the government provided funds to extend the Mental Health in Schools Pilot for the 2024-25 school year. The total grant received for the 2024-25 school year was \$353 896, which did not allow for the continuation of the Reset Room in our junior high schools. After consideration of the funds available, the constraints of the grant application, and after consultation with school leadership teams and central office staff, the decision was made to support Mental Health Lead positions in each junior high school. Funding was distributed proportionally, reflective of student population at the schools. The Mental Health Leads from each school have formed a collaborative community of practice and are receiving professional learning as well as guidance and mentorship from our Mental Health Advisor and consultant team. The primary objective of this project is to continue the work of building staff capacity to support emotional regulation and welcoming and safe learning environments.

The Beyond Reset project seeks to continue the work of building capacity in staff and students, recognizing that in increasingly complex classrooms the collective capacity of all staff in the Division will be a critical factor in supporting student success.

### **ATTACHMENT:**

Appendix: Mental Health in Schools Pilot Project Extension: Beyond RESET

MR:clp

**Attachment: Mental Health in Schools Pilot Project Extension: Beyond RESET**

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**Timeline Summary****July 2022:**

Application submitted for a project targeting adolescents aged 12 to 15 (grades 7 to 9).

**Phase One: Preparation (September 2022 – January 2023)**

- Multiple professional development opportunities focusing on neuroscience and co-regulation.
- Activities included:
  - A book study on mental health strategies.
  - A large-scale Brain Architecture Game event.
  - Training two staff members per school in Mental Health Literacy.

**Phase Two: Implementation (February 2023 – June 2024)**

- **RESET Rooms:** Dedicated physical spaces opened in every school, staffed by certificated teachers.
- **Impact:** Over **26,000 documented student visits** to RESET Rooms.

**Phase Three: Broaden and Widen (January 2024 – Present)**

- Co-regulation strategies moved beyond RESET Rooms into cohort classrooms.
- Mental Health Leads identified in every school to oversee the expansion of strategies.
- Ongoing support provided through:
  - Regular six-weekly meetings to share resources and best practices.
  - Development of posters, classroom presentations, and parent engagement materials.

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**Phase Three: Interventions and Data Collection****Mental Health Leads**

- Key roles include integrating co-regulation strategies into all classrooms and supporting staff and students through resource sharing.

**Staff Survey Results (October 2024)**

- **144 staff respondents** from junior high sites reported:
  - **98%** agreed that “Co-regulating with students is a mental health intervention.”
  - **90%** modeled or provided co-regulation strategies daily (up from 75% in June 2024).
  - **93%** believed that adults in their school have the skills to regulate their nervous systems and support educator well-being.

**Anecdotal Success Stories**

- Teachers used co-regulation to help students navigate emotional challenges:
  - A volleyball tryout participant was guided from emotional distress to active engagement.
  - A hyperactive Grade 7 student was calmed using slow breathing and physical grounding, which synchronized his regulation with the teacher’s, helping him to be calm enough to write a test.

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## Unintended Impacts and Lessons Learned

1. **Broader Reach of RESET Strategies:**
  - Students outside the original junior high target group sought access to RESET Rooms.
  - Strategies were easily adapted for other age groups and classroom environments.
2. **Three-Pronged Mental Health Project:**
  - Implemented in **11 volunteer schools**, focusing on:
    - Restorative practices to strengthen relationships.
    - Building adults' capacity to teach stress regulation and co-regulation.
    - Enhancing family engagement in mental health literacy.
3. **Support for Adult Mental Health:**
  - Some schools introduced staff RESET Rooms to help educators manage their own mental health.
  - These efforts reflect an increasing acknowledgment of the importance of adult regulation in supporting students.
4. **Shifting Vocabulary:**
  - Language describing student behavior has evolved from behaviorist terms to reflect neuroscience-based insights.
  - Professional learning continues to focus on embedding consistent, neuroscience-informed terminology in the division's culture.
5. **Leadership Prioritization:**
  - School leaders consistently highlight student mental health and well-being in their education plans.
6. **Community Support During Crisis:**
  - EIPS supported another school division affected by a wildfire by providing resources for co-regulation:
    - Hoberman spheres for breathing exercises.
    - Books for building co-regulation capacity among staff.
    - Copies of RESET resources for cohort classrooms.

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## Future Directions

1. **Sustaining and Scaling Strategies:**
  - Adapt RESET resources for broader use across age groups.
  - Provide universal co-regulation strategies to address complex challenges like absenteeism.
2. **Embedding Consistent Language:**
  - Continue professional learning opportunities that focus on integrating neuroscience-based strategies into school culture.

RESET has not only supported student mental health but has also continues to support the well-being and practices of staff, creating a ripple effect of resilience and regulation across Elk Island Public Schools.