



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, MARCH 20, 2025

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 – Feb. 20, 2025 (encl.)
- 5.2 Board (Special) Meeting – March 6, 2025 (encl.)
- 6. BOARD REPORT** C. Allen
- 6.1 Alberta Budget 2025 – Feb. 27, 2025 (verbal)
- 6.2 Minister of Education Budget 2025 Stakeholder Session – Feb. 27, 2025
- 6.3 EIPS Round Dance – Feb. 28, 2025
- 6.4 Alberta Rural Education Symposium – March 2-4, 2025
- 6.5 EIPS Classified Professional Learning Day – March 7, 2025
- 6.6 Week of Inspirational Math – March 10-14, 2025
- 6.7 High School Culinary Challenge Awards Night – March 17, 2025
- 6.8 Employee Relations Group (ERG) Luncheon – March 18, 2025
- 7. SUPERINTENDENT REPORT** S. Stoddard
- 7.1 Alberta Rural Education Symposium – March 2-4, 2025 (verbal)
- 7.2 EIPS Classified Professional Learning Day – March 7, 2025
- 7.3 Education Society of Edmonton – March 10, 2025
- 7.4 Week of Inspirational Math – March 10-14, 2025
- 7.5 Norquest College Meeting – March 11, 2025
- 7.6 College of Alberta School Superintendents Zone 2/3 Meeting – March 14, 2025
- 7.7 CASA Classrooms Bi-Yearly Meeting – March 14, 2025
- 7.8 Employee Relations Group (ERG) Luncheon – March 18, 2025
- 8. COMMENTS FROM THE PUBLIC AND STAFF GROUP REPRESENTATIVES**

ASSOCIATION/EMPLOYEE GROUPS

9. **ASBA ZONE 2/3 REPORT** C. Holowaychuk
Meetings held on Feb. 21 and March 14, 2025 (verbal)
10. **ATA LOCAL REPORT** M. Holm
(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 25: PETITIONS AND PUBLIC NOTICES** R. Footz
(encl.)
14. **2026-29 THREE-YEAR CAPITAL PLAN** S. Stoddard/B. Dragon
(encl.)
15. **COLLEGIATE PROGRAM – DESIGNATION OF SCHOOL CODE AND NAME** S. Stoddard/R. Marshall
(encl.)

REPORTS FOR INFORMATION

16. **FINANCIAL PROJECTIONS 2024-25** S. Stoddard/L. Lewis
(encl.)
17. **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2024 TO FEB. 28, 2025** S. Stoddard/L. Lewis
(encl.)

COMMITTEE REPORT

18. **POLICY COMMITTEE REPORT** R. Footz
Meeting held on March 10, 2025 (verbal)
19. **STUDENT EXPULSION COMMITTEE REPORT** R. Footz
Meeting held on Feb. 28, 2025 (verbal)
20. **GOVERNANCE AND EVALUATION COMMITTEE REPORT** S. Miller
Meeting held on March 11, 2025 (verbal)
21. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES MAR. 20, 2025

2. That the Board meet in camera.
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approves the Minutes of Feb. 20, 2025 Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approves the Minutes of March 6, 2025 Special Meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Board Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives*
9. *Receives for information the report from the ASBA Zone 2/3 representative.*
10. *Receives for information the report from the representative of the ATA Local #28.*
11. *Receives for information the report from the representative of the Employee Relations Group.*

Business Arising from Previous Meeting

New Business

12. *Business Arising from In Camera.*
13. That the Board of Trustees approves amendments to Board Policy 25: Petitions and Public Notices, as presented.
14. That the Board of Trustees approves the *2026-29 Three-Year Capital Plan* as presented for submission to Alberta Education.
15. That the Board of Trustees approves the creation of a new school code with the name “Campus EIPS” in Alberta Education’s Provincial Education Directory (PED) and the Provincial Approach to Student Information (PASI), which will be

used to register students in collegiate school program courses at Ardrossan Junior Senior High, Bev Facey Community High, Fort Saskatchewan High, Lamont High, Salisbury Composite High, Strathcona Christian Academy Secondary, Vegreville Composite High and Next Step Outreach. Campus EIPS will be operated out of Central Services 683 Wye Road, Sherwood Park, Alberta T8B 1N2 and will become operational for the 2025-26 school year.

Reports for Information

16. *Receives for information the Financial Projections for 2024-25.*
17. *Receives for information the Unaudited Financial Report for Sept. 1, 2024 to Feb. 28, 2025.*

Committee Reports

18. *Receives for information the report from the Policy Committee meeting held on March 10, 2025.*
19. *Receives for information the report from the Student Expulsion Committee meeting held on Feb. 28, 2025.*
20. *Receives for information the report from the Governance and Evaluation Committee meeting held on March 11, 2025.*
21. *Trustee Notices of Motions/Requests for Information*



BOARD MEETING MINUTES

February 20, 2025

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, February 20, 2025, 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
R. Footz
C. Holowaychuk
R. Sorochan

BOARD MEMBERS ABSENT

T. Boymook
D. Irwin

ADMINISTRATION PRESENT

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

CALL TO ORDER

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

IN-CAMERA SESSION

016/2025 | Trustee Sorochan moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

017/2025 | Vice-Chair Miller moved: That the Board revert to regular session (10:03 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:03 a.m. and reconvened at 10:13 a.m. with all trustees noted above in attendance.

LAND AND PEOPLE ACKNOWLEDGMENT

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

AGENDA

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

Trustee Holowaychuk requested item 9, ASBA Zone 2/3 Report be removed from the agenda as the meeting date was noted incorrectly and is scheduled on Feb. 21, 2025.

018/2025 | Vice-Chair Miller moved: That the Agenda be adopted, as amended.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the Jan. 23, 2025 Board Meeting Minutes.

Trustee Sorochan sought clarity on the ASBA Conference and the Board's sponsorship, and asked if a School Council wants to use the school for a "watch party", will they be charged rental fees to do so?

Director McNabb noted a single link will be provided and School Councils are asked to conduct a watch party due to the limited number of spots within the Zoom conference. Director McNabb will investigate further whether additional links can be provided to single School Council member. Trustee Holowaychuk sought clarity on the access to breakout sessions using one link. Administration to follow-up.

019/2025 | Trustee Sorochan moved: That the Board of Trustees approves the Minutes of Jan. 23, 2025, Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the Feb. 12, 2025 Board Special Meeting Minutes.

020/2025 | Vice-Chair Miller moved: That the Board of Trustees approves the Minutes of Feb. 12, 2025, Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

BOARD REPORT

Board Chair Allen highlighted recent trustee events for information.

SUPERINTENDENT REPORT

Superintendent Stoddard highlighted recent events for information.

Board Chair Allen shared regrets on behalf of Trustee Irwin and Trustee Boymook, as they were unable to attend the public Board meeting.

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were reported.

Association/Employee Groups

ATA LOCAL REPORT

Board Chair Allen welcomed the Alberta Teachers' Association (ATA) representative M. Holm. Representative Holm presented for information the ATA Local #28 report. Gratitude was expressed to Board Chair Allen, Trustee Boymook and Trustee Irwin for attending the ATA's Partners in Education Luncheon on Feb. 7, 2025.

Trustee Sorochan expressed congratulations to Representative Holm for her acclamation to the position of President, ATA Local #28.

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen welcomed the ERG representative M. Miller. Representative Miller presented the ERG report for information.

Business Arising from Previous Meeting

No business arising from previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

BOARD POLICY 8: BOARD COMMITTEES

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

021/2025 | Trustee Sorochan moved: That the Board of Trustees approves amendments to Board Policy 8: Board Committees, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 9: BOARD REPRESENTATIVES

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

022/2025 | Vice-Chair Miller moved: That the Board of Trustees approves amendments to Board Policy 9: Board Representatives, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 16: BOARD POLICY 16: RECRUITMENT AND SELECTION OF PERSONNEL

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

023/2025 | Trustee Sorochan moved: That the Board of Trustees approves amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.

CARRIED UNANIMOUSLY

BORROWING RESOLUTION – FEBRUARY 2025

Director Lewis presented to the Board the borrowing resolution for approval.

024/2025 | Trustee Holowaychuk moved: That the Board of Trustees approves the borrowing resolution to meet expenditures.

CARRIED UNANIMOUSLY

Reports for Information

No reports for information were presented.

Committee Reports

POLICY COMMITTEE

Trustee Footz presented a report for information from the Policy Committee meeting held on Feb. 3, 2025. The next meeting is scheduled for March 10, 2025.

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report for information from the Student Expulsion Committee meetings held on Feb. 4 and 18, 2025. Trustee Footz noted that the Committee received a response on an appeal submitted in 2023 to the Minister of Education. The recommendation for the expulsion was upheld and it was noted that EIPS' procedures were well followed.

GOVERNANCE AND EVALUATION COMMITTEE

Vice-Chair Miller presented a report for information from the Governance and Evaluation Committee meeting held on Feb. 4, 2025.

Trustee Notices of Motion and Requests for Information

No notices of motion or requests for information were reported.

On behalf of administration and the EIPS Board of Trustees, Superintendent Stoddard expressed condolences to the family and loved ones of two EIPS staff members, who sadly passed away recently.

Charlene Dey was a long-time educational assistant at Bruderheim School, who passed away on January 4. Charlene worked with EIPS for sixteen wonderful years, and we know she'll be remembered by staff, families and students for her caring and commitment. We pass along our sympathies to her husband, her son, her father and her extended family on their loss.

Prior to her passing on January 21, Pamela Brzezicki was a teacher with EIPS for 21 years—most of which were spent at Fultonvale Elementary Junior High. She was a beloved educator whose dedication to her students will be remembered and felt for years to come. We wish her husband, daughters, parents and others who are grieving her passing comfort and peace in the days ahead.

Board Chair Allen declared that the Board had reached the end of the public session at 10:57 a.m.

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 10:57 a.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



BOARD MEETING MINUTES

March 6, 2025

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, March 6, 2025, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Allen calling the meeting to order at 1:00 p.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Johnson, Associate Superintendent – Human Resources
C. Cole, Secretary-Treasurer
W. Gilewich, Executive Director, Facility Services and Information Technologies
K. Baranec, Communications Networking Specialist
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

The meeting was called to order at 1:00 p.m. with all trustees noted above in attendance.

LAND AND PEOPLE ACKNOWLEDGMENT

Board Chair Allen welcomed all in attendance followed by the Land and People Acknowledgment.

New Business

2025 ASBA ZONE 2/3 EDWIN PARR TEACHER AWARD NOMINATION

Board Chair Allen presented to the Board for approval the Elk Island Public Schools' nominee for the 2025 ASBA Zone 2/3 Edwin Parr Teacher Award.

Vice-Chair Miller noted a correction in the report that the Edwin Parr Teachers Award Nominee Selection Committee met on February 28, 2025.

Trustee Holowaychuk shared what an honour it is for the teacher to put their name forward and to be recognized as an Edwin Parr Teacher Award nominee. She also noted that over the course of her terms there have never been two nominees submitted.

The Board extended gratitude to administration in sharing the importance of the award, the great deal of work by our administrators, and for administrators to acknowledge their staff and to share with the Board.

025/2025 | Trustee Boymook moved: That the Board of Trustees approves Elk Island Public Schools' nomination of Janna MacLelland, first-year teacher, Ardrossan Elementary School for the Alberta School Board Association (ASBA) Zone 2/3 2025 Edwin Parr Teacher Award.

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 1:10 p.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



RECOMMENDATION REPORT

DATE: March 20, 2025
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 25: Petitions and Public Notices
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Sandra Stoddard, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy-Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves the amendments to Board Policy 25: Petitions and Public Notices, 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 clarity and improved grammar. In addition, references were updated.

COMMUNICATION PLAN:

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

ATTACHMENT(S):

1. Policy 25: Petitions and Public Notices (marked)
2. Policy 25: Petitions and Public Notices (unmarked)

Policy 25

PETITIONS AND PUBLIC NOTICES

Background

Petitions may be used to express public opinion. Petitions are requests to provide support or opposition on a matter. Petitions that meet all requirements can be used to request the Board of Trustees to consider taking action on a specific issue.

Definitions

Elector:

a person who is eligible to vote in an election as defined in Section 1 of the *Municipal Government Act* and Section 1 of the *Local Authorities Election Act*.

Petition:

a formal request to the Board signed by at the specified number of electors.

Petitioner:

an elector, ~~as defined above,~~ ~~and~~ who signs a petition.

Witness:

an adult person who claims ~~that~~ they were personally present and saw the petitioner sign their name.

Guidelines

1. Petitions

- 1.1. Each page of the petition must contain:
 - 1.1.1. an identical statement of the purpose of the petition; and
 - 1.1.2. an identical statement on the protection of personal information.
- 1.2. A petition must be signed by the number of electors that is equal to at least 10 per cent of the number of funded students in the Division, and must include the following for each petitioner:
 - 1.2.1. the printed surname and given names of the petitioner;
 - 1.2.2. the signature of the petitioner;
 - 1.2.3. the street address of the petitioner or legal land description on which the petitioner resides;
 - 1.2.4. the petitioner's telephone number ~~or~~ and email address;
 - 1.2.5. the date on which the petitioner signs the petition; and
 - 1.2.6. the signature of an adult witness next to each petitioner's signature.
 - 1.2.6.1. The witness must undertake an affidavit that, ~~to the best of the person's knowledge,~~ to the best of the signatures witnessed are those of persons entitled to sign the petition—requiring the witness to determine, at a minimum, that the petitioner:

- 1.2.6.1.1. is at least 18 years old; and
 - 1.2.6.1.2. resides in the jurisdiction of Elk Island Public Schools.
 - 1.2.6.2. The witness must be present and see the person sign the petition document.
- 1.3. No name shall be removed from a petition after it has been received by the Board.
- 1.4. When the petitioners wish to present a petition to the Board, they shall do so by filing the petition with the Secretary-Treasurer.
- 1.5. When a petition is filed with the Secretary-Treasurer, the Secretary-Treasurer:
 - 1.5.1. shall determine the number of petitioners who have signed the petition;
 - 1.5.2. shall determine whether the petition meets the requirements listed in Sections 1.1 and 1.2 of this policy; and
 - 1.5.3. having made the determination—under Sections 1.5.1 and 1.5.2 of this policy—shall declare the results of the Secretary-Treasurer’s determination and provide written notification of the declaration to the originator of the petition.
- 1.6. If a petition is found—under Section 1.5 of this policy—to be insufficient, the Board shall proceed as if the petition had not been presented to the Board.
- 1.7. Where it is determined that a petition is insufficient, the petitioners may appeal the determination as per the *Education Act’s* Petitions and Public Notices Regulation.
- 1.8. If a petition is determined sufficient by the Secretary-Treasurer, the Board shall review the petition and decide the outcome—within 30 days of the date of the written notification—~~declaring the results of the determination made as outlined~~ under Section 1.5 of this policy.
- ~~1.9. The Board shall review the purpose of the petition and provide recommendations to the Board in response to the purpose of the petition.~~
- ~~1.10.1.9.~~ The Secretary-Treasurer shall provide the petitioners with written notification of the outcomes of the review within 90 days of the date of the written notification ~~declaring the results of the determination made under~~ as outlined under Section 1.5 of this policy.

2. Public notices

- 2.1. When public notice, including notice of a public meeting, is required to be given under the *Education Act*, the notice must be given:
 - 2.1.1. by publishing the notice at least once a week for two consecutive weeks in at least one newspaper that has general circulation in the area of the Division; and
 - 2.1.2. by posting the notice for 10 business days in at least two areas that the Secretary-Treasurer considers appropriate.

References

Section 247, [249 Education Act](#)
[Petitions and Public Notices Regulation 91/2019](#)

Last reviewed: Last updated:

April 23, 2020 April 23, 2020

June 2, 2021 June 2, 2021

May 10, 2022 June 16, 2022

May 10, 2023 May 25, 2023

Feb. 7, 2024 Feb. 15, 2024

March 10, 2025

Policy 25

PETITIONS AND PUBLIC NOTICES**Background**

Petitions may be used to express public opinion. Petitions are requests to provide support or opposition on a matter. Petitions that meet all requirements can be used to request the Board of Trustees to consider taking action on a specific issue.

Definitions**Elector:**

a person who is eligible to vote in an election as defined in Section 1 of the *Municipal Government Act* and Section 1 of the *Local Authorities Election Act*.

Petition:

a formal request to the Board signed by the specified number of electors.

Petitioner:

an elector, as defined above, who signs a petition.

Witness:

an adult person who claims they were personally present and saw the petitioner sign their name.

Guidelines**1. Petitions**

- 1.1. Each page of the petition must contain:
 - 1.1.1. an identical statement of the purpose of the petition; and
 - 1.1.2. an identical statement on the protection of personal information.
- 1.2. A petition must be signed by the number of electors that is equal to at least 10 per cent of the number of funded students in the Division, and must include the following for each petitioner:
 - 1.2.1. the printed surname and given names of the petitioner;
 - 1.2.2. the signature of the petitioner;
 - 1.2.3. the street address of the petitioner or legal land description on which the petitioner resides;
 - 1.2.4. the petitioner's telephone number and email address;
 - 1.2.5. the date on which the petitioner signs the petition; and
 - 1.2.6. the signature of an adult witness next to each petitioner's signature.
 - 1.2.6.1. The witness must undertake an affidavit that the signatures witnessed are those of persons entitled to sign the petition—requiring the witness to determine, at a minimum, that the petitioner:

- 1.2.6.1.1. is at least 18 years old; and
 - 1.2.6.1.2. resides in the jurisdiction of Elk Island Public Schools.
 - 1.2.6.2. The witness must be present and see the person sign the petition document.
- 1.3. No name shall be removed from a petition after it has been received by the Board.
- 1.4. When the petitioners wish to present a petition to the Board, they shall do so by filing the petition with the Secretary-Treasurer.
- 1.5. When a petition is filed with the Secretary-Treasurer, the Secretary-Treasurer:
 - 1.5.1. shall determine the number of petitioners who have signed the petition;
 - 1.5.2. shall determine whether the petition meets the requirements listed in Sections 1.1 and 1.2 of this policy; and
 - 1.5.3. having made the determination—under Sections 1.5.1 and 1.5.2 of this policy—shall declare the results of the Secretary-Treasurer’s determination and provide written notification of the declaration to the originator of the petition.
- 1.6. If a petition is found—under Section 1.5 of this policy—to be insufficient, the Board shall proceed as if the petition had not been presented to the Board.
- 1.7. Where it is determined that a petition is insufficient, the petitioners may appeal the determination as per the *Education Act’s* Petitions and Public Notices Regulation.
- 1.8. If a petition is determined sufficient by the Secretary-Treasurer, the Board shall review the petition and decide the outcome within 30 days of the date of the written notification as outlined under Section 1.5 of this policy.
- 1.9. The Secretary-Treasurer shall provide the petitioners with written notification of the outcome of the review within 90 days of the date of the written notification as outlined under Section 1.5 of this policy.

2. Public notices

- 2.1. When public notice, including notice of a public meeting, is required to be given under the *Education Act*, the notice must be given:
 - 2.1.1. by publishing the notice at least once a week for two consecutive weeks in at least one newspaper that has general circulation in the area of the Division; and
 - 2.1.2. by posting the notice for 10 business days in at least two areas that the Secretary-Treasurer considers appropriate.

References

Section 247, 249 *Education Act*
Petitions and Public Notices Regulation 91/2019

Last reviewed: Last updated:

April 23, 2020	April 23, 2020
June 2, 2021	June 2, 2021
May 10, 2022	June 16, 2022
May 10, 2023	May 25, 2023
Feb. 7, 2024	Feb. 15, 2024
March 10, 2025	



RECOMMENDATION REPORT

Page 1 of 2

DATE: March 20, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2026-29 Three-Year Capital Plan

ORIGINATOR: Brent Dragon, Assistant Director, Facility Services

RESOURCE STAFF: Shaylin Sharpe, Planner, Facility Services
Pranaya Prajapati, Architectural Technician, Facility Services
Calvin Wait, Director, Facility Services
Travis Hoose, Assistant Director, Facility Services

REFERENCE: Alberta School Capital Manual: 2024-25
Administrative Procedure 540: Planning for School 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

RECOMMENDATION:

That the Board of Trustees approves the 2026-29 Three-Year Capital Plan as presented for submission to Alberta Education.

BACKGROUND:

Each year, school boards must assess their school capital needs and prioritize projects based on the health and safety of existing school facilities, enrolment pressures, modernization needs and program requirements. The prioritized projects are then included in each school division's *Three-Year Capital Plan*, as a single aggregated list. The *Three-Year Capital Plan* must be approved by the Board of Trustees on an annual basis and submitted to Alberta Education for funding consideration every spring. In August 2024, Alberta Education released the *School Capital Manual* for the 2024-25 School Year, with an updated version released in February 2025. Chapter 2, "Capital Planning Process," of the *School Capital Manual* provides details about the capital planning process and should be reviewed in connection with the *2026-29 Three-Year Capital Plan* (see, Attachment 2). The full manual is available at open.alberta.ca.

Once submitted, the province examines each school division's capital plan requests—new schools, replacement schools, modernizations and expansions—to determine the most pressing needs, provincially. The Government of Alberta uses a provincially consolidated capital planning process. That means each request is reviewed in relation to the needs of all school divisions. For Alberta Education, a critical factor is the readiness of the project to move forward in an effective and timely manner. As such, Alberta Education focuses on sites that



RECOMMENDATION REPORT

are suitable and serviced. Once each ministry compiles its capital plan, the Provincial Capital Planning team consolidates all requests. The team reviews each project for criticality, readiness and alignment with government priorities. Then projects are funded based on budget availability.

The fiscal year for all capital plans is from April 1 to March 31. That means, EIPS must submit its *Three-Year Capital Plan* to the province by April 1, annually.

The uncertainty of capital funding creates challenges in prioritizing projects—new schools, replacement schools, modernizations and expansions. Historically, funding for modernization projects is consistently below the levels required to maintain high-quality learning environments in ageing infrastructure. That said, Facility Services does prioritize its immediate and future needs to ensure EIPS facilities continue to offer high-quality learning environments. However, the Infrastructure Maintenance Renewal (IMR) and Capital Maintenance Renewal (CMR) funding received annually is not sufficient to cover all costs associated with ageing infrastructure. As such, the projects listed in the *2026-29 Three-Year Capital Plan* address infrastructure needs that cannot be carried out with only IMR and CMR funding.

The *2026-29 Three-Year Capital Plan* outlines the Division's priorities. Projects in Year 1 must be ready to move forward immediately upon funding approval. Those in Year 2 should have a clearly identified project scope, but some aspects of the project may remain unknown—including partnerships or site services. Projects in Year 3 should have a general project scope, however, items such as cost, site location or capacity may be unknown.

In September 2024, the Alberta Government announced funding for the School Construction Accelerator Program. The three-year program is designed to facilitate the creation of more than 200,000 new and modernized student spaces to meet the demands of Alberta's growing population. Over the three-year period, the program will create up to 90 new schools, modernize or replace up to 24 existing schools, expand the modular classroom program by up to 20,000 new spaces, and expand collegiate and charter school spaces by up to 12,500. The program does not change the submission process for the *Three-Year Capital Plan*, however, under the program, projects can move from one stage of funding approval to the next within the same provincial budget cycle. Chapter 1, "School Construction Accelerator Program," of the *School Capital Manual* provides additional detail about the program (see, Attachment 3).

Overall, the plan aims to provide clear direction to EIPS families, municipal partners and Alberta Education about where the Division requires capital investment. The plan is reviewed annually, and priorities are set each year.

COMMUNICATION PLAN:

The following communication will occur if the Board approves the recommendation:

1. A complete capital plan submission will be provided to Alberta Education.
2. The 2026-29 Three-Year Capital Plan will be posted online at eips.ca.
3. If, or when, funding is received by Alberta Education for a capital project(s), EIPS will develop a communication plan.

ATTACHMENT(S):

1. 2026-29 Three-Year Capital Plan
2. Chapter 2: Capital Planning Process – *School Capital Manual* for the 2024-25 School Year
3. Chapter 1: School Construction Accelerator Program – *School Capital Manual* for the 2024-25 School Year

CC:



2026-29 Three-Year Capital Plan

Public Board

March 20, 2025

1.0 Funded Capital Project Update

Forest Grove School

Project Type: New School: Replacement

Project Scope: Replace Sherwood Heights Junior High and École Campbelltown into one school adjacent to the existing Sherwood Heights Junior High building. Once complete, the request also includes funds to demolish the two former school buildings.

Project Capacity: Core student capacity of 1,015

Project Grades: Kindergarten to Grade 9

On March 4, 2022, the Alberta Government announced design funding for the Sherwood Park replacement school—named Forest Grove School in December 2024. The funding enabled Alberta Infrastructure, the project manager, and their consultants to work with EIPS and Alberta Education to design the new school. Though the design process, the project team determined how best to replace Sherwood Heights Junior High and École Campbelltown into one new facility located adjacent to the existing Sherwood Heights Junior High building. Then on March 1, 2023, Alberta Education announced construction funding for Forest Grove School. Since the announcement, the project team has completed the detailed design. Mobilization and site construction began in July 2024.

The project will be completed in two phases. Phase 1 consists of constructing Forest Grove School, bus parking and drop-off parking. To date, foundation construction, precast gymnasium walls, concrete slabs, elevator shaft masonry and deep mechanical underground piping has been completed. The project team is now completing the structural steel framing, metal decking, interior concrete slabs, gas and power services and the exterior building envelope. Phase 2 consists of demolishing the Sherwood Heights Junior High building and adding a staff parking lot.

At this point, it is too early to tell when Forest Grove School will be ready to welcome students. However, EIPS expects Forest Grove School to be completed for September 2026—at the end of Phase 1. Phase 2 is expected to be finished by fall 2027, depending on the contractor's construction schedule.

Forest Grove School has been designed to be a three-storey building. Division 1 classrooms, the learning commons and career and technology foundations (CTF) spaces for foods and construction will be on the main floor. The science classrooms, junior high ancillary spaces and two gymnasiums—one large and one small—are also on the first floor. Each gym is designed to support the school's athletics, sports teams and after-hours community rentals. Meanwhile, the second and third floors are connected by a feature staircase that will serve as a gathering space for students. In addition, most of the Division 2 and Division 3 classrooms are located on the second and third floors.

In January 2025, Alberta Infrastructure and Alberta Education notified EIPS that they declined EIPS' offer to transfer École Campbelltown to Alberta Infrastructure—a new requirement outlined in the *Real Property Governance Act*. As such, the letter enables EIPS to continue discussions regarding the transfer of École Campbelltown to Strathcona County upon completing Forest Grove School. Strathcona County has expressed an interest in the facility. However, at this time no final decision has been made by EIPS or Strathcona County.

For more information about Forest Grove School, visit eips.ca.

2.0 Aggregated Priority List

Priority	School(s)	Sector	Year 1	Capacity	Cost (Millions)
1	Rudolph Hennig Junior High, Fort Saskatchewan High	3	<i>New School:</i> Replace Rudolph Hennig Junior High and Fort Saskatchewan High into one new facility on the Southridge site to accommodate grades 7-12 programming—result of the 2018 Fort Saskatchewan value scoping session	1,400 [^]	\$86.7
2	James Mowat Elementary	3	<i>New School:</i> Replace James Mowat Elementary on the current site to accommodate grades K-6 programming—result of the 2018 Fort Saskatchewan value scoping session	650	\$31.6
Priority	School(s)	Sector	Year 2	Capacity	Cost
3	Cambrian Crossing – Cambrian Neighbourhood	1	<i>New School:</i> Build a new kindergarten to Grade 9 school in the Cambrian neighbourhood	950	\$48.8
4	A.L. Horton Elementary, Vegreville Composite High	5	<i>Major Modernization:</i> Modernize and expand Vegreville Composite High to accommodate grades K-12 programming—result of the 2022 Vegreville value scoping session	765	\$62.5
5	Win Ferguson Elementary	3	<i>Major Modernization:</i> Modernize Win Ferguson Elementary to accommodate grades K-6 programming—result of the 2018 Fort Saskatchewan value scoping session	470	\$24.4
6	Salisbury Composite High	1	<i>Major Modernization:</i> Modernize Salisbury Composite High to accommodate grades 10-12—result of the 2020 Sherwood Park value scoping session	1,978	\$107.4
Priority	School(s)	Sector	Year 3	Capacity	Cost
7	Sector 4 Value Scoping Session	4	<i>Engagement:</i> Conduct a Sector 4 value scoping session—planning funds only	TBD	N/A
8	Cambrian Crossing – Hearthstone Neighbourhood	1	<i>New School:</i> Build a new kindergarten to Grade 6 school in the Hearthstone neighbourhood	650	N/A

[^]opening capacity—expandable to 1,600.

3.0 Capital Priority

Elk Island Public Schools Capital Plan Priorities by Sector 1 and Sector 3

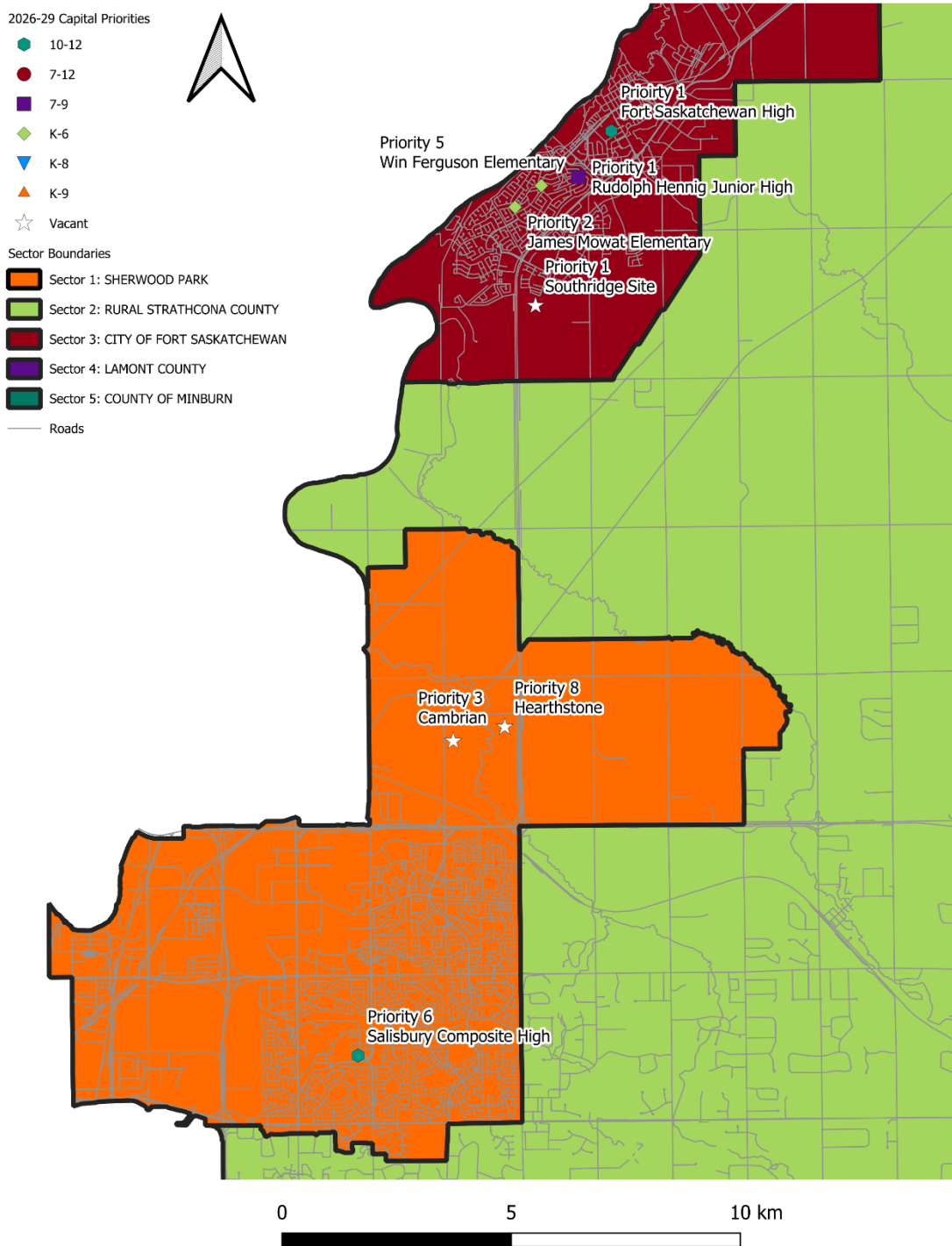


Figure 1: The location of capital priorities within Sector 1 and Sector 3.

Elk Island Public Schools Capital Plan Priorities by Sector 4 and Sector 5

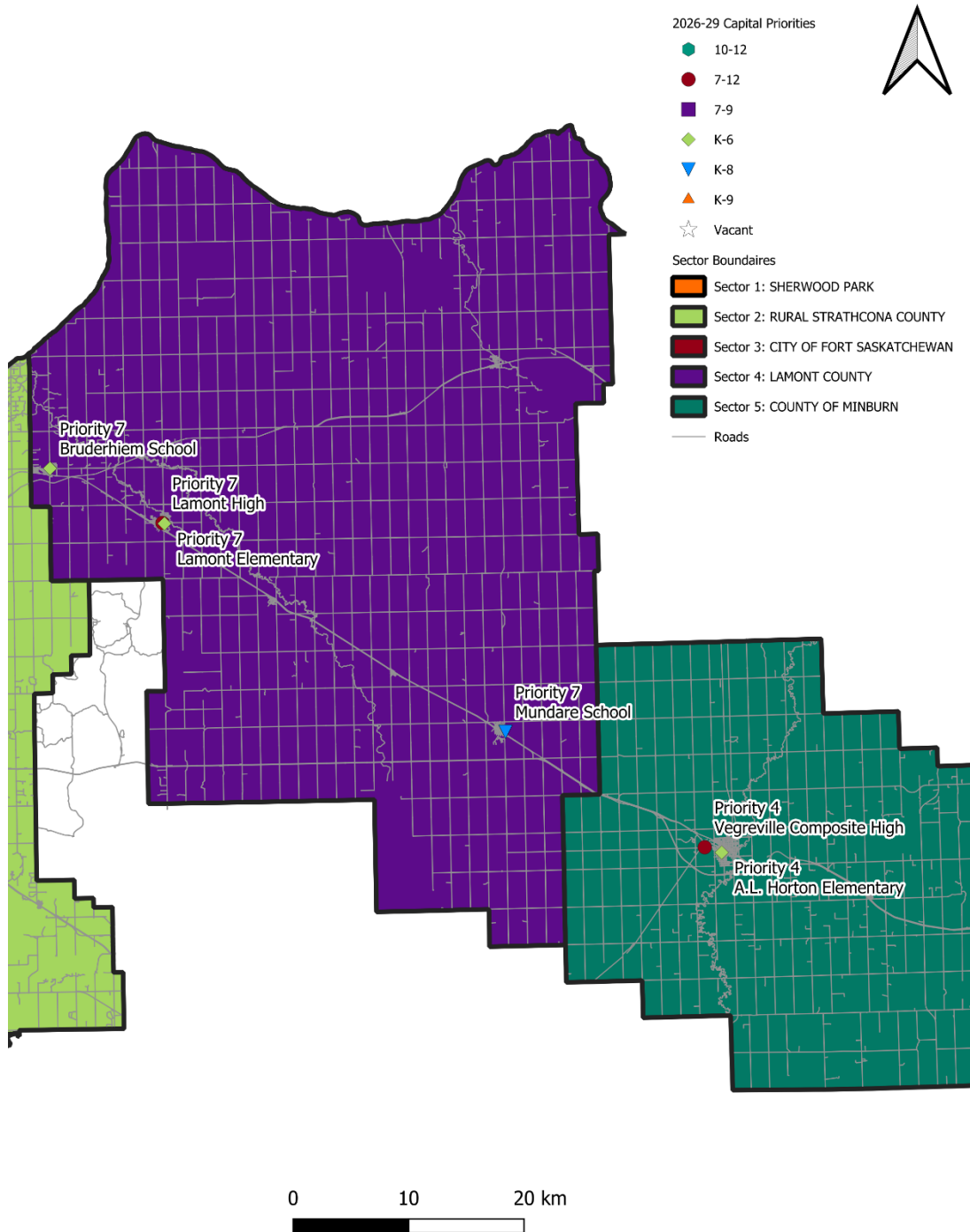


Figure 2: The location of capital priorities within Sector 4 and Sector 5.

4.0 Project Scope and Rationale

Priority 1: Rudolph Hennig Junior High and Fort Saskatchewan High Replacement

Project Type: New School: Replacement

Project Scope: Replace Rudolph Hennig Junior High and Fort Saskatchewan High with one school located on the Southridge school site. Once complete, the request also includes demolishing Fort Saskatchewan High.

Project Capacity: Core student capacity of 1,400—expandable to accommodate 1,600 students

Project Grades: Grades 7 to 12

Project Cost: Approximately \$86,707,676

Priority 1 listed in the *2026-29 Three-Year Capital Plan* is a capital request to replace Rudolph Hennig Junior High and Fort Saskatchewan High with a single facility offering grades 7 to 12. The requested core student capacity is 1,400—expandable to accommodate 1,600 students. As well, the request includes locating the replacement school on the Southridge school site (see pg. 4, “Figure 1”).

In 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified viable, long-term, community-derived options to meet the area’s enrolment challenges and facility-condition concerns. The requested two-to-one replacement school aligns with the outcomes developed at the Fort Saskatchewan value scoping session. When considering building condition and enrolment, the replacement school will enable the Division to accommodate current and future growth, enhance programming and address the five-year maintenance costs for Rudolph Hennig Junior High and Fort Saskatchewan High.

A review of the schools’ functionality indicates both schools have issues with sightlines and inadequate career and technology foundations (CFT) and career and technology studies (CTS) spaces. Both schools also have challenges meeting emerging program opportunities for core subject areas because of too few and undersized classrooms—many of which have limited or no natural light. In addition, both schools have ongoing challenges related to acoustics and circulation within the hallways and classrooms.

Since completing the value scoping session, the City of Fort Saskatchewan rezoned the Southridge school site as public-service lands, which now has effective transportation access and utility servicing. The city has approved the subdivision of the school site and is evaluating lot grading plans and landscaping plans. As well, conversations also continue with Southridge’s developer to ensure the school site can be turned over to the city and EIPS once provincial funding is approved.

As well, Alberta Education awarded EIPS planning funds to undertake a series of technical studies in 2021. At the time, EIPS completed an environmental site assessment, a geotechnical study and an access-management plan. No major issues were identified. EIPS has since shared all studies with Fort Saskatchewan and Alberta Education. Thanks to these efforts, the project can commence as soon as the province approves funding.

Additionally, in spring 2023, EIPS submitted an initial application for a collegiate school to Alberta Education, aligning the collegiate model with its top capital priority. However, the province did not accept any collegiate applications in 2023-24. As such, EIPS focused on enhancing career pathways and strengthening partnerships with industry and postsecondary institutions to build a more robust business case for the collegiate school.

In fall 2024, the province invited EIPS to submit another application for the collegiate school, which was due in January 2025. EIPS' most recent application outlined three potential solutions to offer collegiate programming. The primary objective remains consistent with the original 2023 request: To replace Rudolph Hennig Junior High and Fort Saskatchewan High with a new facility on the Southridge site, offering grades 7 to 12 and collegiate programming.

The second option: To secure additional space for the collegiate school through lease or purchase. Since spring 2024, EIPS has explored potential sites to expand collegiate programming in Fort Saskatchewan, including a request to acquire a unit within Fort Station.

The third option: To deliver collegiate-level programming using existing EIPS infrastructure. However, because of space limitations at Fort Saskatchewan High, most programs would be offered at Bev Facey Community High, Vegreville Composite High or through online learning—underserving Fort Saskatchewan, a key community in the province.

Collectively, these options form a strategic approach to expand programming while supporting EIPS' foremost capital priority. The collegiate school will provide students in the Heartland region with timely and relevant career and technical education. That, in turn, will effectively serve the growing workforce demands in Alberta.

The Southridge school site is strategically located to benefit from a collegiate educational model. The City of Fort Saskatchewan is situated in Alberta's Industrial Heartland—home to more than 40 major corporations, many of which are leaders in the petrochemical, carbon capture and indirect industries (see pg. 14, "Appendix A"). EIPS also has a positive relationship with many of these corporations, including Agrium Inc., Dow Chemical Canada, Shell Scotford and Sherritt International Corp. Should funding be provided for the replacement school project, EIPS is confident partnerships for the collegiate could be formalized immediately.

If funding is not provided for the replacement school in the medium term, EIPS will need to move forward with upgrades to major system components through Infrastructure Maintenance and Renewal (IMR) funds, potentially removing dollars allocated for other facilities or classrooms. Fort Saskatchewan High and Rudolph Hennig Junior High are also positioned on the far side of the City of Fort Saskatchewan, away from existing and future residential growth areas. EIPS transports many students to the two school sites, and over time, if the project is not funded, these transportation costs are anticipated to increase. As well, from an enrolment perspective, if the project is not funded, both Fort Saskatchewan High and Rudolph Hennig Junior High will likely continue to experience low utilization, as students may continue to attend other EIPS schools outside of Sector 3.

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Priority 2: James Mowat Elementary Replacement

Project Type: New School: Replacement

Project Scope: Replace James Mowat Elementary and locate the new school on the current James Mowat Elementary site. Once complete, the request also includes demolishing James Mowat Elementary and Rudolph Hennig Junior High.

Project Capacity: Core student capacity of 650

Project Grades: Kindergarten to Grade 6

Project Cost: Approximately \$31,586,181

Priority 2 listed in the *2026-29 Three-Year Capital Plan* is a capital request to replace James Mowat Elementary on the current site. The requested capacity for the replacement school is 650 student spaces, allowing the school to grow by 244 student spaces. The two-storey replacement school will accommodate kindergarten to Grade 6 students for the growing neighbourhood of Westpark and future planned communities. EIPS is confident the two-storey facility and the additional capacity can be accommodated on the site.

The project relies on the completion of the new junior-senior high replacement school identified in Priority 1. EIPS has updated the request to retain Rudolph Hennig Junior High until the James Mowat Elementary replacement school is complete. Currently, there are only two vacant school sites in Fort Saskatchewan—the Southridge site, which is allocated for Priority 1, and the West Park site (also known as Forest Ridge) which is allocated to Elk Island Catholic Schools (EICS) for their Priority 1.

EIPS is exploring the best way to construct the replacement school on the current James Mowat Elementary site. One option is to retain Rudolph Hennig Junior High until the James Mowat Elementary replacement school is complete, and use it to relocate all James Mowat Elementary staff and students temporarily. Meanwhile, EIPS would demolish James Mowat Elementary and construct the replacement school. Once students and staff are relocated to the replacement school the demolition of Rudolph Hennig Junior High would occur. Alternatively, further investigation is needed to determine if there is sufficient space on the James Mowat site to construct a replacement school without first demolishing the existing school building.

The change to use the current James Mowat Elementary site instead of the West Park site is a major shift to Priority 2. In 2023, EICS decided to identify a two to one kindergarten to Grade 4 replacement school as its No. 1 capital priority—located on the West Park site. As noted above, there are only two available school sites in the City of Fort Saskatchewan. For context, EIPS has been advocating for the James Mowat Elementary replacement school since 2019, however EIPS cannot list two No. 1 priorities on its *Three-Year Capital Plan*.

Looking back to October 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified a James Mowat Elementary replacement school as part of the best-performing option to meet Sector 3's growing enrolment pressures and facility-condition concerns. Currently, James Mowat Elementary is in a building that is more than 40 years old, with a 90 per cent utilization rate and a Facility Condition Index rating of "Fair." The facility also has a five-year maintenance cost of \$5,668,190.



Three-Year Capital Plan

2026-29

As of the 2024-25 school year, James Mowat Elementary is operating at close to full capacity, despite adding a modular classroom in 2022-23. Currently, the school has 10 modular classrooms—two were constructed in 1976, six in 1981, one in 2012 and one in 2016. The older modular classrooms, built in 1976 and 1981, are safe for students. However, they're starting to require extensive upgrades and will need additional infrastructure investments within this *Three-Year Capital Plan* period. As such, EIPS requested eight new modular classrooms through the 2025-26 Modular Classroom Plan—if funded they will replace the units built in 1976 and 1981.

To alleviate the enrolment pressures at James Mowat Elementary, a random selection process was implemented for any new students wanting to attend the school—starting in the 2023-24 school year. All new students, living within the James Mowat Elementary attendance boundary, who were not selected through the random selection process were redirected to, and guaranteed a spot at, their alternate-designated school, Fort Saskatchewan Elementary. The process helped the school better manage the enrolment pressures it was facing. The Division piloted the process for two years. In those two years, the utilization dropped to 90 per cent in 2024-25 from 101 per cent in 2022-23. As the school is no longer at an immediate risk of being oversubscribed, EIPS removed the random selection process ahead of 2025-26. That said, the school's attendance boundary remains closed to non-resident students.

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Priority 3: Cambrian New K-9 School

Project Type: New School

Project Scope: Build a new school in Cambrian to accommodate K-9 programming.

Project Capacity: Core student capacity of 950

Project Grades: Kindergarten to Grade 9

Project Cost: Approximately \$48,777,756

Sherwood Park's new Cambrian Crossing residential area structure plan (ASP) welcomed its first residents in late 2023. By the time it is completed, anticipated in 2037, Strathcona County projects more than 12,000 people living in the area. Using residential areas with similar characteristics, density, dwelling type and the expected pace of development, EIPS anticipates 3,345 school-aged children to reside in the area—many of whom will register with the Division. The ASP is comprised of two neighbourhoods, Cambrian and Hearthstone. Rohit Group of Companies is the developer for Cambrian, located west of Oldman Creek, and Mattamy Homes is the developer of Hearthstone, located east of Oldman Creek. Both neighbourhoods have a planned school site. Collectively the two sites can accommodate three school buildings. The site in Cambrian is planned for one school, while the site in Hearthstone is planned to accommodate two school buildings. In conversations with Rohit, Cambrian Boulevard, the road fronting the school site was constructed in 2024—including underground services. From December 2023 to December 2024, there were 234 subdivision applications for Cambrian, which includes all submitted or approved applications. Of these applications, 216 lots were single family and 18 were townhouses (see pg. 15, "Appendix B").

EIPS has already taken steps to accommodate the growth from Cambrian by designating the neighbourhood to schools with space for regular English and French Immersion. For French Immersion programming, students are designated to Heritage Hills Elementary, Sherwood Heights Junior High and Salisbury Composite High. For regular programming, Cambrian is designated to Westboro Elementary, Clover Bar Junior High and Salisbury Composite High.

The Division developed moderate enrolment projections for Cambrian. These suggest Westboro Elementary, Clover Bar Junior High and Salisbury Composite High can accommodate the anticipated growth beyond 2034. However, EIPS will continue to monitor the rate of development and adjust the enrolment projections to reflect the actual development pattern as required. As such, EIPS will continue to monitor development growth in this community and advocate for a new school as demand increases.

While space challenges in Sherwood Park are not anticipated for years, EIPS must consider the impact of other residential developments. Mainly, Bremner in Sherwood Park, Ardrossan East in Rural Strathcona County, and Southfort and Point Aux Pins in Fort Saskatchewan. To ensure all future residents have access to high-quality infrastructure, the Division is advocating for new infrastructure in its new communities.

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Priority 4: Vegreville Composite High Major Modernization and Addition

Project Type: Major Modernization and Addition

Project Scope: Complete a major modernization and addition of Vegreville Composite High to accommodate kindergarten to Grade 12 programming. Once complete, the request also includes demolishing A.L. Horton Elementary.

Project Capacity: Core student capacity of 765

Project Grades: Kindergarten to Grade 12

Project Cost: Approximately \$62,530,150

In September 2022, EIPS conducted a [Vegreville value scoping session](#) for Sector 5. The session identified the modernization and expansion of Vegreville Composite High as the best-performing option to accommodate kindergarten to Grade 12 students living in the sector. Throughout the discussion, participants from all stakeholder groups expressed the importance of the careers and technology studies (CTS) space at Vegreville Composite High, which is why this option was rated as the best performing. The next best option was building a new replacement school that combines A.L. Horton Elementary and Vegreville Composite High, but would result in more reduced CTS than in a major modernization.

Since completing the value scoping session, EIPS has worked closely with Alberta Infrastructure and Alberta Education to further explore the two highest-ranking solutions. Alberta Infrastructure also provided detailed cost estimates for both options. At the time of the value scoping session, the cost for a modernization solution was \$48,298,326, and the cost for a new school was \$44,459,489. The current cost for the modernization solution is \$62,530,150. In discussion with Alberta Education, the outcomes of the value scoping session and the report provide adequate support to justify the additional cost for the modernization solution. So much so, Alberta Education recommends EIPS now pursue technical investigations to further develop the modernization project scope and budget.

Priority 5: Win Ferguson Elementary Major Modernization

Project Type: Major Modernization

Project Scope: Complete a major modernization of Win Ferguson Elementary.

Project Capacity: Student capacity of 495—the same as the current building

Project Grades: Kindergarten to Grade 6

Project Cost: Approximately \$24,379,914

In October 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified modernizing Win Ferguson Elementary as part of the best-performing option to meet the sector's enrolment challenges and facility-condition concerns. A major modernization allows the Division to address concerns related to the school's deferred maintenance and needed mechanical and electrical systems upgrades. It also allows EIPS to address current and future community needs by improving access to high-quality learning environments.

In terms of the current school building, it is 48 years old, has an 84 per cent utilization rate, a Facility Condition Index rating of "Fair," and a five-year maintenance cost of \$4,422,292. Additionally, the school includes 12 modular classroom units. Four were constructed in 1978, and four in 1979. So, the modernization project cost also accounts for replacing these eight modular classrooms. The remaining four units were built after 2013 and are in good condition. A major modernization would replace major systems components and allow the Division to provide equitable access to high-quality learning environments for the residents of Fort Saskatchewan.

Priority 6: Salisbury Composite High Modernization

Project Type: Major Modernization

Project Scope: Complete a major modernization of Salisbury Composite High.

Project Capacity: Core student capacity of 1,978—the same as the current building

Project Grades: Grades 10 to 12

Project Cost: Approximately \$107,427,342

In 2020, the Board raised concerns about the underutilized space at Salisbury Composite High. It was also raised during a [Sherwood Park value scoping session](#) for Sector 1 in fall 2020. Since then, EIPS has taken significant steps to improve the building's utilization rate through relocating programs and leasing surplus space. For example, in 2021, EIPS relocated its Next Step Sherwood Park outreach program to the Salisbury Composite High building. From these efforts, the school's net student capacity has decreased to 1,805 from 1,978. Through the Division's Three-Year Engagement strategy, starting in the 2025-26 school year Salisbury Composite High will offer French Immersion programming. The program will be fully relocated to Salisbury Composite High from Ardrossan Junior Senior High by 2026-27. Additionally, Lakeland Ridge's portion of the Salisbury Composite High attendance boundary was designated to Bev Facey Community High—also effective for 2026-27. The purpose: To balance the attendance boundaries of Sherwood Park's two high schools and enhance the senior high French Immersion program retention.

Given Salisbury Composite High was built in 1968 and had major additions added in 1973 and 1979, it does require significant maintenance and upgrades, hence the request for a major modernization. Several mechanical and electrical upgrades are needed, instructional renovations and the school's five-year maintenance cost is \$21,565,815. Completing a major modernization of Salisbury Composite High aligns with the outcomes of the Sherwood Park value scoping session, addresses the deferred maintenance issues and optimizes student learning spaces. Another advantage: A major modernization will also enhance EIPS' careers and technology studies (CTS) programming by building further opportunities for innovation and personalized pathways.

Priority 7: Sector 4 Value Scoping Session

Project Type: Solution

Project Scope: Conduct a value scoping session—dependent on funding approval.

The challenges facing Sector 4 are complex. Conducting a Sector 4 value scoping session will help EIPS identify effective ways to address the five-year maintenance cost, right-size Division space, evaluate programming opportunities and ensure boundaries accurately reflect student needs.

In general, value scoping sessions aim to identify solutions that provide the highest value for money while maximizing the utilization and functionality of school infrastructure. With several facilities in unique communities, an independent facilitator would ensure an unbiased approach, discussing and developing criteria for evaluating options. As well, the input from these sessions ensures a broad range of perspectives are considered and used to develop, and evaluate, potential solutions. The ultimate goal of a Sector 4 value scoping session: To develop community-derived options to better utilize the available school spaces in Sector 4.

Priority 8: Hearthstone New K-6 School

Project Type: New School

Project Scope: Build a new school in Hearthstone to accommodate K-6 programming.

Project Capacity: Core student capacity of 650

Project Grades: Kindergarten to Grade 6

As with Priority 3, Sherwood Park’s new Cambrian Crossing residential area structure plan (ASP) welcomed its first residents in late 2023. By the time it is completed, anticipated in 2037, Strathcona County projects more than 12,000 people to be living in the area. Using residential areas with similar characteristics, density, dwelling type and the expected pace of development, EIPS anticipates 3,345 school-aged children to reside in the area—many of whom will register with the Division. The ASP is comprised of two neighbourhoods, Cambrian and Hearthstone. Rohit Group of Companies is the developer for Cambrian, located west of Oldman Creek, and Mattamy Homes is the developer of Hearthstone, located east of Oldman Creek. Both neighbourhoods have a planned school site. Collectively the two sites can accommodate three school buildings. The site in Cambrian is planned for one school, while the site in Hearthstone is planned to accommodate two school buildings. From December 2023 to December 2024, there were 130 subdivision applications for Hearthstone, which includes all submitted or approved applications. Of these applications, 106 lots were single family and 24 were townhouses (see pg. 16, “Appendix C”).

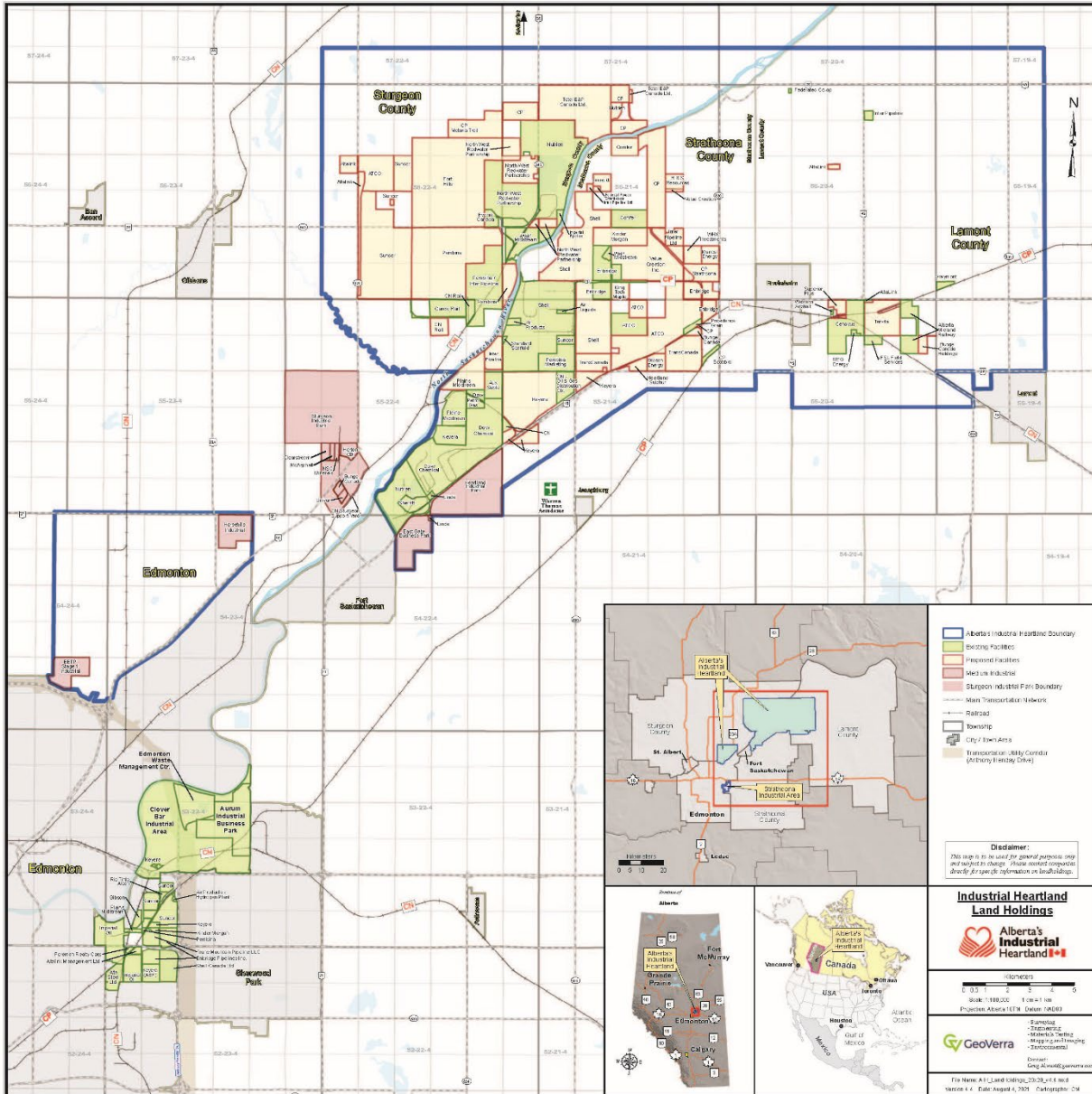
EIPS has already taken steps to accommodate the growth from Hearthstone by designating the students to schools with space for regular English and French Immersion. For French Immersion programming, students are designated to Heritage Hills Elementary, Sherwood Heights Junior High and Salisbury Composite High. For regular programming, students are designated to Glen Allen Elementary, F.R. Haythorne Junior High and Bev Facey Community High.

The Division developed moderate enrolment projections for Hearthstone. These suggest Glen Allen Elementary, F.R. Haythorne Junior High and Bev Facey Community High can accommodate the anticipated growth beyond 2034. However, EIPS will continue to examine the rate of development and adjust the enrolment projections to reflect the actual development pattern as required. As such, EIPS will continue to monitor development growth in this community and advocate for a new school as demand increases.

While space challenges in Sherwood Park are not anticipated for years, EIPS must consider the impact of other residential developments. Mainly, Bremner in Sherwood Park, Ardrossan East in Rural Strathcona County, and Southfort and Point Aux Pins in Fort Saskatchewan. To ensure all future residents have access to high-quality infrastructure, the Division is advocating for new infrastructure in its new communities.

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Alberta's Industrial Heartland



Cambrian



Image taken on February 19, 2025, from <https://rhtmaps.lotworks.ca/maps/cambrian>.

Hearthstone

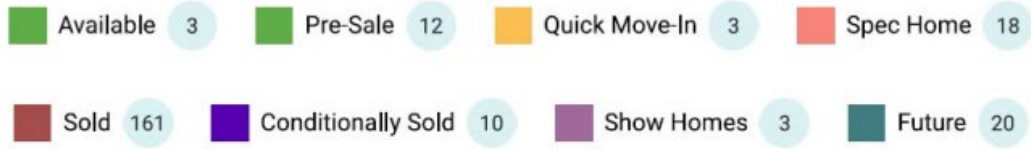


Image taken on February 19, 2025, from <https://myscp.ml3ds-icon.com/scp/138028/sitemap/162721?lotId%20143985=&standalone=true>.

Chapter 2

Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta (GOA) uses a province-wide consolidated capital planning process. The purpose of this process is to identify current and future capital needs, and to develop strategies to address those needs in alignment with the GOA's prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with government's overall prioritization in order to fulfill their mandate, each ministry may place different emphasis on the GOA criteria.

Each ministry evaluates and prioritizes its capital project needs using its program delivery criteria when developing their Ministry Capital Plan. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdictions must either have a suitable, serviced site, or there must be a suitable site identified with a written commitment from the municipality to provide and service the site before the scheduled start of construction. Any required access roadways and services need to be installed by the municipality prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the provincial Capital Planning team consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration to the available budget allocation. The projects approved by Cabinet become part of that year's Provincial Capital Plan.

2.2 Education's Capital Planning Process

School jurisdictions are required to submit their capital project requests to Education by the April 1 submission deadline each year, unless otherwise communicated in writing by Education's Capital Planning team. For submission instructions, please refer to the BLIMS/WAP User Guide in BLIMS Online. For additional support please contact Alberta Infrastructure's Director of Planning. Education's Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery, as outlined in Section 2.5 and 2.8 of this chapter. Education staff provide recommendations to the ministry's senior leadership team, including the data and risk analysis, project drivers, readiness, rationale, and criticality of each project requested for possible inclusion in the upcoming Ministry Capital Plan.

Once the Minister of Education reaches a decision, Education finalizes and submits the Ministry Capital Plan Submission to the province-wide process for consolidation, further evaluation, and funding consideration.

When Education is advised by Treasury Board and Finance of the capital requests approved for funding, approval letters are prepared and sent to school jurisdictions.

2.3 Capital Funding Programs

There are four types of funding programs for approved school capital projects, which are designed to support projects as they progress through the stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.



School authorities are not required to complete each stage chronologically before receiving construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. The most appropriate funding program is selected for the approved school project based on an evaluation of the school authority's capital plan submission.

2.3.1 School Pre-Planning Funding Program

Pre-Planning Funding is provided for school projects to support the early identification of future capital needs. Funding through the Pre-Planning Program is intended for projects that are anticipated to increase in priority in the next three-to-five years and would benefit from preparatory work. Preparatory work includes value scoping studies to prepare available options (i.e., grade configuration, capacity, modernization versus replacement), functional planning, community and stakeholder engagements, and site fit analysis. As well, initial site requirements, such as the transfer of ownership, ensuring proper zoning, and the assembly of the school site are activities that can be completed in the Pre-Planning stage. The Pre-Planning Funding Program supports school authorities in advancing projects out of a conceptual phase and can determine practical next steps, where applicable, to address a future capital need.

2.3.2 School Planning Funding Program

Planning Funding is provided for school projects to support project readiness through site investigation work, further development of project scope and partnership opportunities, or clarify potential risks and identify mitigating strategies. Planning includes site investigation analysis (i.e., geotechnical, environmental, and transportation studies), scope development (i.e., analysis of the appropriate size and configuration of the school), partnership development, and other activities that may assist in clarifying potential risks and identifying mitigation strategies and costs. The Planning Funding Program is not limited to new school projects and can be used for modernizations, replacement schools, and consolidation solutions. The program aims to prepare school projects for a smooth and swift transition to the Design and Construction stages once final funding is approved.

See Appendix G for detailed descriptions and the expected outcomes of Pre-Planning and Planning activities.

Note: In working with their local municipality and communities, some school authorities may progress project readiness activities on their own. In those cases, it is possible some project requests may not require funding support from the School Planning Program and the projects may advance directly to the Design or Construction stages. For authorities that need additional resources to complete planning activities to advance their priorities, the School Planning Funding Program will assist and allow for more efficient project delivery.

2.3.3 School Design Funding Program

School Design Funding is provided for school projects to complete front-end project work, such as the procurement of consulting teams (e.g. architectural firms), preparing construction tender documents, or permit application activities. Design Funding is intended to address impacts to project timelines, scope, and budget. It is not necessary for all projects and is typically provided for complex projects with longer timelines and or a high cost.

2.3.4 School Construction Funding Program

School Construction Funding is provided for school projects in the final stage of development following tender. Construction Funding supports the construction of new infrastructure or expansion, rightsizing and/or demolition of existing infrastructure. The aim of Construction Funding is to deliver projects in a timely fashion. Thorough pre-planning, planning, and design activities, cost overruns and other project delays can be mitigated in the early project development process which would better position projects for consideration of Construction Funding.

2.3.5 Modular Classroom Program

Modular Classroom Funding is provided for approved project submissions to address emergent enrolment pressures, programming needs, and to address health and safety issues, or replace portables at the end of their service life. Alberta Education is responsible for the administration of the program, overseeing the evaluation, prioritization, and approval of modular classroom requests. Alberta Infrastructure is responsible for the implementation of approved requests. Funding is dependent on provincial funding allocation. The submission process is separate from the Three-Year Capital Plan and is outlined in further detail in Chapter 12.

2.4 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of a school jurisdiction's existing facilities, including age, condition, historical and current utilization, and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan and should be prepared to submit this plan to Education upon request by Capital Planning staff. Each school jurisdiction should review its plan annually to confirm that it is up to date, relevant and that it aligns with their Three-Year Capital Plan.

The Ten-Year Facilities Plan is to include the following information:

- an overview of key strategies and objectives for the next 10 years or longer;

- the school jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to additional space being required, or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- need for new schools or addition to existing schools;
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s); and
- facility condition evaluation information.

2.5 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.6. The Three-Year Capital Plan must be approved by the board, and the board's meeting minutes must identify the dated version of the plan that has been approved.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete, and that substantiating data is provided.

Project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution;
- the project would be able to move forward expediently if funding were approved; and
- site readiness is in alignment with the municipal, provincial and federal guidelines and regulation where applicable. Please refer to section 2.7 for further information on Site Suitability.

2.6 Project Drivers

The following information defines the project drivers under which consideration is given:

Building Condition – These are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.

Community Renewal – School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.

Efficiency Solutions – School capital projects that provide operational efficiencies through the modernization, replacement or consolidation of existing space to provide a more optimal learning environment where the available space is more aligned with the student enrolment.

Enrolment Pressures – The school jurisdiction’s existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming – Projects provide new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound and light quality, etc.

Health and Safety – Projects that address risks to the health, safety, or security of the students or staff either immediately or in the longer term; projects that address compliance issues with federal or provincial legislation or municipal bylaws.

Legal – Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action (e.g., Rights to francophone education under Section 23 of the Canadian Charter of Rights and Freedoms).

2.7 Capital Project Requests

School jurisdictions are required to submit individual project requests into the government’s web interface for each of the top priorities identified in their board approved Three-Year Capital Plan, in order to have the project considered by Education staff for possible inclusion in Education’s Capital Plan submission.

Project requests that qualify for submission to Education must:

- be consistent with the approved Capital Plan (i.e. same project type, scope, grade configuration, capacity and priority);
- appropriately classify requests into one or more of the following five categories:
 - new school;
 - addition to an existing school;
 - modernization of an existing school;
 - replacement school; and/or
 - solution.
- include in sufficient detail the required and relevant data outlined in the respective schedule for the project type (Refer to section 2.8)

NOTE: If the project scope or project need is not yet defined clearly enough to allow the required supporting data to be gathered and provided in the submission, this indicates that a capital project submission may be premature and additional planning work is required. Consultation with the appropriate capital planning manager is recommended, as it is not possible for ministry staff to evaluate a project that does not have a clear scope, a clearly defined rationale and description of any risks associated with its implementation.

2.7.1 Possible Partnerships

Schools serve as important hubs within communities. School jurisdictions are encouraged to pursue potential partnerships with local municipalities or other partner(s) that would mutually benefit both the students and the local community. School jurisdictions are encouraged to pursue partnerships as part of their capital plan development. Once a Capital project is approved, school jurisdictions are expected to have an executed statement of commitment with any partners by the end of the schematic design phase. Once the statement of commitment is received, Education will prepare a funding agreement between the school jurisdiction and Education. The funding agreement should be fully executed prior to the pre-tender stage.

It is the responsibility of the school jurisdiction to collect the funding contribution from the partner. The funding contribution agreement is between the school jurisdiction and Education as the partner is not signatory to the agreement. School jurisdictions should contact their stakeholder relations manager in Capital Planning for any additional information on developing partnerships.

2.7.2 Development of a Project Budget

Infrastructure develops the estimated project budget based on the project scope and data provided by Education and the school jurisdiction. It is critical that school jurisdictions provide a clear definition of what is in, and out, of the intended scope for the project with particular attention to any unusual or potentially costly components. This should limit the risk of in-scope items being removed during design because of unanticipated or uncommunicated project costs. It is important to identify scope of work and costs that are not (or will not be) covered by the project budget or site risks/considerations that may impact the project implementation. This includes considerations such as: any lack or limitation of services or access to the site; federal, provincial, and municipal requirements; environmental and hazmat issues; geotechnical or structural issues; specific building components that are critical to the planned educational programming (e.g., specific CTS labs, joint use spaces); and/or requirements on a heritage building.

School jurisdictions should provide additional confirmation that municipalities are supportive of the proposed project and that there are no impediments to immediate commencement of the project.

In addition to evaluating the need for each capital request, Education ministry staff cannot recommend a project for inclusion in the Ministry Capital Plan submission without the availability of a suitable and ready site. Refer to section 2.7.

2.8 Site Suitability

In order to support school jurisdiction's assessment of the suitability of proposed sites, a completed Site Evaluation Checklist (SEC) must be included with each project submission. The guideline for completing this document is called the "[Guidelines for Site Work for Projects to be submitted with the Three Year Capital Plan](#)" ([Guidelines for Site Work for Projects](#)). Together, they provide the detailed requirements for a risk evaluation of the proposed site, its suitability, and the supporting documentation to be provided by school jurisdictions. They also contain information that could assist school jurisdictions in their work with local municipalities, provincial and federal government.

School jurisdictions should submit project requests where there is a clearly defined need. If the school sites are not available, school jurisdictions are encouraged to work in collaboration with the local municipality and education partners in procuring a suitable school site.

A project that is a high priority for a school authority can and should be submitted in the school authority's Three-Year Capital Plan submission even if there is no available site for the project. Although Education cannot recommend a project for funding without a viable site, the capital planning sector could assist the school jurisdiction's work to support the resolution of site issues.

Much of the initial site evaluation work should be completed prior to the capital project approval stage (level 1 and level 2 of the "[Guidelines for Site Work for Projects](#)") to be submitted with the three-year capital plans) to ensure that a project is able to proceed in an effective and timely manner once the approval has been given.

The project approval to school jurisdictions may be staged and contingent on specific milestones being met. There may be a staged project approval with design funds only depending on level of site risks identified and the need of the project, which would be defined through the capital plan review process. The approval of construction funding may not be provided until the design has sufficiently progressed and all site risks have been mitigated.

At pre-approval stage, school authorities should identify the funding source to proceed with necessary site investigations, if recommended.

The completion of the site evaluation checklist is required to ensure:

- potential sites for new, replacement, addition and modernization school projects do not cause delays that could have been addressed prior to start of construction; or
- any potential issues related to change in building footprint, expanded site servicing and construction; and maintaining the safety of staff and students during the increased site demands of the construction period are identified.

2.9 Capital Project Request Checklists

2.9.1 New School

The data listed below identifies the information school jurisdictions should consider including in their project proposal for a **new school** in order for the need and urgency of the project to be assessed:

- The main project driver(s) for the new school referred to in section 2.6.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population will/could be affected when the new school opens.
- The current and five-year historical adjusted enrolments on each of the impacted school facilities.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance and travel times between the impacted school(s) and the new site.

- Busing information, including average ride times, if students are currently bused from their resident neighbourhood to a designated school outside their sector. Also, identify the expected impact on the affected schools and any plans for these schools if the new school is constructed.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration
 - boundary adjustments
 - transportation
 - use of other facilities in the community
 - enhancing technology in schools (e.g., videoconferencing and distance learning)
 - identifying possible partnerships in the community and/or sector
 - program changes/relocation (e.g., for programs of choice)
 - modular classrooms or permanent additions on existing schools
- The planned grade configuration for the proposed school. Also, identify if there are plans to initially open the facility serving a different set of grades and how many years/grades would be affected in the gradual implementation. (e.g., facility will serve Grades 10-12; however, in Year 1 – only Grade 10 will be offered, with Grades 10 - 11 offered in Year 2 and Grades 10-12 offered in Year 3).
- The five-year projected enrolment and utilization of the impacted schools.
- The projected enrolment at the new school upon opening and five years after opening.
- Any capital projects approved for the jurisdiction (whether in design or construction) for schools serving the same general area that will/could affect the utilization of the impacted schools. Current issues with existing programming and transportation and how the new facility is intended to resolve or mediate these issues.
- Available data from the municipality regarding development plans for the area, including:
 - status of current development – how much of the area is already developed
 - anticipated timelines for neighbourhood to be completely developed
 - housing starts – number and type of building permits issued over the past three years and anticipated over the next five years
 - any other relevant data that will define educational space requirements
 - number of students the area is expected to generate
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request was made.
- Site readiness checklist and supporting documentation for each criterion. Supporting documentation examples include a letter of support from the Municipality, land title, municipal service locations, flood plain study, etc.
- The name of the school. When identifying project names, use the following conventions:

PROJECT NAMING CONVENTION				
<u>Type of Project</u>	<u>Grade Structure</u>	<u>Capacity</u>	<u>Type of School</u>	<u>Name or Location</u>
New	K-4	300	Elementary	Final School Name
Replacement	K-8	600	Junior	Community
Modernization	7-9	850	High	Town/City
Addition	10-12	1500		
Solution	etc			
Examples				
New K-4 345 Capacity Elementary School in Glen Gamble Heights				
Modernization/Addition of K-8 500 Capacity Ross Newton School				
Solution for 10-12 1100 Capacity High School in Michamere				

2.9.2 Capital Project Request – Addition to an Existing School

The data listed below identifies some of the information that school jurisdictions should consider including in their project submission for an **addition to an existing school** in order for the need and urgency of the project to be assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the addition. Please refer to section 2.6. Also indicate if the addition will result in added grades or just added capacity.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population will/could be affected when the additional spaces become operational.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the school proposed for an addition.
- Whether all additional instructional capacity will be occupied upon opening or if occupancy will be phased.
- Any other capital project currently approved for the jurisdiction (whether in design or constructions phases) serving the same general area that will/could affect the utilization of the impacted schools.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration;

- boundary adjustments;
 - transportation;
 - use of other facilities in the community;
 - enhancing technology in schools (e.g. videoconferencing and distance learning);
 - identifying possible partnerships in the community and/or sector;
 - program changes/relocation (e.g. for programs of choice); and or
 - modular classrooms added to existing schools.
- Current issues with existing programming and transportation and how the new space is intended to resolve or mediate these issues.
 - Data from municipalities regarding plans for neighbourhoods still in development which the facility serves, including:
 - status of current development (e.g. how much of the area is already developed);
 - anticipated timelines for neighbourhood to be completed or developed;
 - housing starts (e.g. number and type of building permits issued over the past three years); and
 - any other relevant data that will define educational space requirements.
 - Relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.
 - Any third-party reports on facility condition and/or hazardous materials assessment.
 - Information about students bused from their resident neighbourhood to designated schools outside of their sector. Include reasons, numbers of students, and average ride times.
 - Additional capacity being requested with the addition.
 - Indicate if any sightlines within and outside the facility pose any challenges for supervision.
 - Identify and explain any of the following that are issues in the existing building:
 - adequacy of classroom sizes and availability of flexible workspaces;
 - existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs;
 - existing, emerging, or potential significant health and safety issues;
 - circulation concerns within the building;
 - security concerns with administrative suite location in terms of ability to monitor visitors and students;
 - concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances);
 - lack of natural light access in instructional spaces; and or
 - insufficient number of classrooms to deliver the existing programming and future programming.
 - Site readiness checklist and supporting documentation (See Section 2.8).

2.9.3 Capital Project Request- Modernization to an Existing School

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a **modernization to an existing school** in order for the need and urgency of the project to be accurately assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the modernization. Please refer to section 2.6.
- The list of the names of all the school facilities currently serving the students who may be re-designated to the modernized facility. These are considered impacted schools as their population will/could be affected if the modernization results in additional capacity or changes to grade configuration.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the school proposed for modernization.
- The amount of space that will be removed from the existing school as part of the modernization if the current utilization of the facility is below 85 per cent and the projections indicate a continued decline.
- If projections show low utilization and declining enrolment, provide rationale/evidence to support the need to keep the school operational over the next 15-20 years.
- Other capital projects currently approved for the authority (whether in design or construction phases) serving the same general area that will/could affect the utilization of the impacted school and school proposed for modernization.
- Any modular classrooms that are currently attached to the building (how many, their age and condition) and if they will remain as part of the new facility or be relocated/demolished.
- Review of the current facility audit and identify any statements within the audit where the school division and its third-party independent engineers/analysts have evidence that differs from the audit.
- Report from VFA of IMR and CMR funds expended on this facility over the previous five-years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a modernization project is not approved.
- Identify any major systems missing from the VFA report.
- Information on anticipated reduction in operational costs, if any.
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request made.
- Identify and explain any of the following that are issues in the existing building:
 - Adequacy of classroom sizes and availability of flexible workspaces.
 - If additional capacity is being requested as a part of the modernization, please provide all information and documents outlined in Section 2.8.
 - Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
 - Existing, emerging, or potentially significant health and safety issues.
 - Circulation concerns within the building.

- Security concerns with the administrative suite location in terms of ability to monitor visitors and students.
- Concerns regarding sightlines within and outside the facility that pose challenges for supervision.
- Concerns related to acoustics/quality of sound (e.g., students ability to easily hear teachers without noise disturbances).
- Lack of natural light access in instructional spaces.
- Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.8).

2.9.4 Capital Project Request - Replacement of an Existing School

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a **replacement of an existing school** in order for the need and urgency of the project to be accurately assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the replacement. Please refer to section 2.6.
- The list of the names of all the school facilities currently serving the students that this project is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population could be affected when the additional spaces become operational.
- The intended location of the replacement school. If the site is not the same as the current school, provide the rationale for locating the facility elsewhere, and identify the impact to ride times for students. If it will be on the existing site, indicate where it could be situated on the site and whether students can continue to attend the existing school during construction or would need to be relocated (and where).
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the site of the replacement school.
- Busing information, including average ride times, if students are currently bused from their resident neighbourhood to a designated school outside their sector. Also, identify the expected impact on the impacted schools and any plans for these schools if the new school is constructed.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration;
 - boundary adjustments;
 - transportation;
 - use of other facilities in the community;
 - enhancing technology in schools (e.g., videoconferencing and distance learning);
 - identifying possible partnerships in the community and/or sector;
 - program changes/relocation (e.g., for programs of choice); and/or

- modular classrooms added to existing schools;
- The requested capacity of the replacement facility.
- If projections show low utilization and declining enrolment, provide rationale to support the need for a replacement school to be in operation for the next 15-20 years.
- Any other capital projects currently approved for the authority (whether in design or construction phases) serving the same general area that will or could affect the utilization of the impacted schools and the replacement school.
- Any modular classrooms that are currently attached to the building (how many, their age and condition) and if they will remain as part of the replacement facility or be relocated/demolished.
- Current issues with the building's ability to provide functional programming and what changes are anticipated to existing programming and transportation and how the replacement is intended to resolve or mediate these issues.
- Review of the current facility audit and identify any statements within the audit where the school jurisdiction and its third-party independent engineers/analysts have evidence that differs from the audit.
- A report from VFA on all IMR funds expended on this facility over the previous five years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a replacement project is not approved.
- Information on the deferred maintenance and the five-year maintenance costs that will be eliminated because of the demolition of the existing facility.
- Plans for the existing school, whether demolition, sale or repurposing.
- Any third-party reports on facility condition and/or hazardous materials assessment.
- Information on anticipated reduction in operational costs, if any.
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request made.
- Identify and explain any of the following that are issues in the existing building:
 - Adequacy of classroom sizes and availability of flexible workspaces.
 - Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
 - Existing, emerging, or potentially significant health and safety issues.
 - Physical movement concerns within the building.
 - Security concerns with the administrative suite location in terms of ability to monitor visitors and students.
 - Concerns regarding sightlines within and outside the facility that pose challenges for supervision.
 - Concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances).
 - Lack of natural light access in instructional spaces.
 - Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.8).

2.9.5 Capital Project Request – Solution

This is a new project type that is designed to allow for the submission of a project request for an integrated solution where, in order to meet the project delivery objective, more than one school facility will require construction activity.

Most often, the main project driver will involve a desire to remove excess space in a region of decreasing enrolment by consolidating students from two or more facilities into a single facility. The goal will be to achieve reduced operational costs and improved program delivery and efficiency.

For example, constructing a new K-12 facility in a centralized location that will serve all the students in three aged facilities where the current utilization is low, and the deferred maintenance and operational costs on all three facilities is high. The solution would involve four distinct construction components:

- the construction of a New K-12, x capacity school¹
- the demolition of School A;
- the demolition of School B; and
- the demolition of School C.

The project would be submitted as a single solution project, because all four components would be necessary in order to attain the desired results. This may include the elimination of deferred maintenance; the elimination of underutilized space and the excessive costs to operate and maintain that space; an overall improvement in the sector and jurisdiction utilization; and, potentially, the ability to provide improved educational programming and efficiency.

The solution is recognized as the “parent project” and each facility or site that will have a construction activity is a “child” of that parent project.

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a **solution** project in order for the costs and benefits to be accurately assessed:

- Name of the area or region for which the project is to provide a solution and the main driver for the solution. Please refer to section 2.6.
- All of the information that would be required on each involved facility if that facility was being considered for a modernization or replacement.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project.
- Total deferred maintenance and five-year maintenance costs that will be eliminated through the completion of the project.
- Amount of under-utilized space that will be eliminated.

¹ The letter x is used to represent capacity in the example.

- Current average utilization of the area/facilities and the expected post-construction utilization.
- Pre- and post-construction operations and maintenance costs and anticipated annual savings to the school jurisdiction as a result of the project.
- Administrative or travel costs incurred by facility maintenance staff or school administration that would be eliminated as a result of the solution.
- Relevant information that supports the need for the project or helps define a clear benefit to the school jurisdiction and/or the community.
- Relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required. Additional anecdotal data is particularly critical if the statistical data does not accurately highlight why the school jurisdiction considers this a particularly important project.
- Site suitability guideline and supporting documentation (See Section 2.8)

Chapter 1

School Construction Accelerator Program

On September 17, 2024, the Government of Alberta announced the School Construction Accelerator Program. Budget 2024 commits \$2.1 billion for school construction to create approximately 35,000 new student spaces. The School Construction Accelerator Program commits an additional \$8.6 billion for school construction to create additional new and updated student spaces.

This program will invest in up to 90 new schools and up to 24 modernizations and replacement schools over the next three years. The program, together with previously approved school projects and modular classrooms, will deliver approximately 50,000 new and modernized student spaces over the next three school years and an additional 150,000 new and modernized student spaces in the four years after that, for a total of 200,000 new and modernized spaces.

New Capital Project Approvals

For school capital requests that have not received capital approval, the process for seeking approval is through the regular annual submission of your school board's three-year capital plan. The projects identified in these capital plans will be used to determine which new projects will be approved through the annual provincial budget.

Once a project is approved for capital (planning or design stage), it will be eligible to proceed from one stage to the next without having to wait for the next annual capital submission. This will significantly accelerate the process for building schools, allowing school projects that are ready to proceed to do so as quickly as possible. School boards must work with their respective Capital Planning Manager and Alberta Infrastructure contact to determine when a particular project might be deemed ready to move from one stage to the next.

School Capital Funding Levels

There are three stages for a school capital project. School authorities must work with Alberta Education and Alberta Infrastructure in each of the three stages.

Planning: This stage allows for finalizing of the anticipated project scope and schedule and verifying site readiness. This stage may include activities such as site investigation studies, the creation of a functional plan for the school layout, and site fit studies. This stage also allows for the development of partnerships.

Design: This stage will support the project through schematic design and design development, all the way to the completion of tender-ready drawings, so the project is ready to be tendered for construction.

Construction: This stage begins with project tendering and continues through to completion and occupancy of the new or modernized facility.

Modular Classroom Program

The School Construction Accelerator Program will also expand the Modular Classroom Program to create or relocate an additional 20,000 spaces over the next four years. Requests for new modular classrooms and relocations of existing classrooms continue to be due by November 1 each year for the following school year.

Public Charter School Project Proposals

Public charter schools face unique challenges in securing space that meets their programming needs. The result has been a need to explore different markets and creative space solutions to acquire spaces for charter students.

Proposals can also be developed for the acquisition of facilities that meet a charter authority's priority needs and offer good value for money. [Project proposals](#) should include details of the project scope, a project budget that identifies any substantial capital or operating needs, a critical schedule of milestones, building management considerations, and a summary of the total funding request.

As proposals are received, Education and Infrastructure will complete the due diligence assessments required by the capital planning process and will prioritize each proposal based on the demonstrated need and the readiness of the project to proceed.



RECOMMENDATION REPORT

DATE: March 20, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Collegiate Program - Designation of School Code and Name

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Kristin Sawchuk, Supervisor, Career Pathways, Supports for Students
Brent Dragon, Assistant Director, Planning, Facility Services
Bonnie Stone, Executive Assistant, Supports for Students

REFERENCE: Board Policy 2: Role of the Board
Administrative Procedure 541: Naming of Schools and Other Division-Owned Facilities

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

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

EIPS OUTCOMES: Students are supported and prepared to life beyond high school.
The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

RECOMMENDATION:

That the Board of Trustees approves the creation of a new school code with the name “Campus EIPS” in Alberta Education’s Provincial Education Directory (PED) and the Provincial Approach to Student Information (PASI), which will be used to register students in collegiate school program courses at Ardrossan Junior Senior High, Bev Facey Community High, Fort Saskatchewan High, Lamont High, Salisbury Composite High, Strathcona Christian Academy Secondary, Vegreville Composite High and Next Step Outreach. Campus EIPS will be operated out of Central Services 683 Wye Road, Sherwood Park, Alberta T8B 1N2 and will become operational for the 2025-26 school year.

BACKGROUND:

The mission of the collegiate program is to provide timely and relevant career and technical education to secondary students that effectively serves the growing workforce demands in Alberta. The Division is looking forward to partnering with industry to meet Alberta’s needs for skilled workers through a relevant, unique and innovative model.

The Elk Island Public Schools (EIPS) collegiate program has a history dating back to the 2022-23 school year.



RECOMMENDATION REPORT

In the spring of 2023, EIPS submitted an initial application to pair a collegiate school with the number 1 priority on our capital plan: a Fort Saskatchewan school to replace both Fort Saskatchewan High and Rudolph Hennig Junior High. Although this original request was denied, Alberta Education provided positive feedback on our overall collegiate concept.

Throughout the 2023-24 school year, Alberta Education did not accept applications for collegiate programs. Despite this, EIPS continued to develop the EIPS Collegiate Model separate from the replacement school. This work involved enhancing our dual credit programming, maintaining partnerships, and exploring various career pathways. Additionally, teachers across the Division collaborated to create vertical alignment between junior high Career and Technology Foundations (CTF) classes, and high school Career and Technology Studies (CTS) classes.

In the fall of 2024, EIPS submitted a Business Case to Alberta Education to establish the Heartland Skills Centre, a stand-alone facility in Fort Saskatchewan designated to support collegiate programming for the Division. After submitting our Business Case, we were informed that a new application process would be introduced, and Business Cases would be incorporated in the new collegiate application. On November 24, 2024, the government announced a new funding model and application process, setting a proposal submission deadline of January 31, 2025.

In response, the EIPS Career Pathways team, with support from multiple departments, submitted a comprehensive three-pronged application to Alberta Education.

- Plan A emphasized the need for a replacement school in Fort Saskatchewan that would accommodate collegiate programming;
- Plan B proposed the development of a stand-alone skills centre in Fort Saskatchewan to better serve all EIPS students; and
- Plan C explored utilizing existing infrastructure within EIPS schools to introduce collegiate programming. While this is the least favorable option, it remains a viable solution that can be implemented next year, regardless of funding approval.

Considerations

EIPS is committed to moving forward with its collegiate program, regardless of the funding level received from Alberta Education. Students will remain enrolled in their high school for core and CTS programming. Students will have access to online dual credit opportunities for stand-alone dual credit courses through current post-secondary partnerships such as Olds and NorQuest College and hands-on apprenticeship and practicum courses, such as Health Care Aid and Power Engineering, will be scheduled using existing or new facilities.

This hybrid model ensures equitable access to programming and enrolment is maintained in all high schools. To sustain and expand CTS programs, EIPS will utilize current infrastructure wherever possible. If funding allows, select programs will be housed in a proposed CTS Skills Centre in Fort Saskatchewan, where the existing high school lacks adequate facilities. It is important for EIPS to use existing infrastructure to maintain CTS programs in our high schools where possible.

Regardless of the grant decision, grade 12 and returning grade 12 students will have the opportunity to register for the collegiate program courses for the 2025-26 school year, with course requests beginning in spring 2025.



RECOMMENDATION REPORT

School Code

A new school code is essential for accurate tracking, reporting and managing collegiate and dual credit programming. If the grant is approved, a school code will be required for reporting to Alberta Education, ensuring compliance with funding and accountability standards. The new school code also allows students to register as shared students in collegiate programming while remaining enrolled at their home school, ensuring seamless participation. A designated school code will consolidate all collegiate and dual credit registrations, enhancing data management, oversight, resource allocation, and reporting accuracy.

Collegiate Program Name

Since the collegiate program is an extension of all EIPS high schools rather than a brick-and-mortar school, we recommend bypassing the naming process outlined in Administrative Procedure 541: Naming of Schools and Other Division-Owned Facilities. For administrative purposes, we propose using the Division's Central Services address (683 Wye Road, Sherwood Park) as the address for the collegiate program. However, if a replacement school and/or a building lease is approved in Fort Saskatchewan, we would follow AP 541 as we would then have a new facility requiring a name. It is important to note that both the replacement school, and/or leased building would be part of the collegiate program and would not affect the need for a new school code and name as outlined in this report.

We are also recommending that "Campus EIPS" be utilized for the name of the collegiate program. Campus EIPS effectively represents a program accessible to all high school students across the division, reinforcing inclusivity and opportunity. The term "campus" conveys a centralized, shared learning environment that extends beyond a single school, emphasizing collaboration and access to diverse programming. It aligns with our vision of creating opportunities for all students by removing traditional school boundaries. This name has also been discussed and developed over the past 8 years, and we are now excited to see the vision of Campus EIPS become a reality.

To establish the new school code and name, EIPS must submit an approved board motion to Alberta Education for inclusion in PED and PASI.

COMMUNICATION PLAN:

Upon approval by the Board of Trustees, the draft board motion will be submitted to Alberta Education to initiate the creation of the school code and name. Once the March 20, 2025, meeting minutes are approved at the April 17, 2025, Public Board meeting, a signed copy of the minutes containing the board motion will be formally submitted to Alberta Education as per their process.

All stakeholders involved in collegiate programming will be informed of the new school code and name. Additionally, PowerSchool will be updated to allow students to register in collegiate programming as shared students at the new school.

ATTACHMENT(S):

n/a

RM:bs



INFORMATION REPORT

DATE: March 20, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Financial Projections 2024-25

ORIGINATOR: Candace Cole, Secretary-Treasurer

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

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:

A financial projection for the 2024-25 year has been completed to ensure fiscal management and for incorporation into the 2025-26 Budget.

BACKGROUND:

Policy 2: Role of the Board, Section 1.8, Fiscal Accountability, establishes that the Board of Trustees will approve the allocation of resources, as necessary.

CONSIDERATION AND ANALYSIS:

Schools and departments have been completing projections (financial forecasts to the end of the year) regularly in the 2024-25 year to ensure funds are spent as planned and EIPS ends the year in compliance with the Government of Alberta reserve minimum and maximum limits.

In early February, schools and departments prepared their forecasts using January results. These projections identified some surplus funds expected by the end of the fiscal year 2024-25. Substantial unanticipated surpluses that arise over the course of the year may either be reallocated to other Division needs within the same school year or allowed to roll into reserves at the end of year (assuming there is adequate reserve space available under the maximum limit set by Alberta Education).

School generated fund spending projections are not submitted individually by schools mid-way through the school year. However, schools have received communication about the new SGF reserve maximum limits (as per EIPS' new School Generated Funds administrative procedure) and have been working with Financial Services to



ensure their August balances will comply with the procedure. The usage projected in this report aligns with drawing down the school generated fund balances to the maximum limit.

Accumulated Surplus (Attachment 1)

At Aug. 31, 2025, EIPS projects to have an accumulated surplus balance very comparable to Fall Budget expected amounts.

More information on these changes is included in Attachments 2 and 3.

Capital Reserves (bottom of Attachment 2)

There have only been minor changes in expected amounts in Capital Reserves at Aug. 31, 2025. Planned purchases approved with the Fall Budget are expected to be completed by the end of the year.

Operating Reserves (Attachment 3)

Operating reserves include Central Services and School Reserves, Division Allocated Reserves, and Division Unallocated Reserves.

EIPS is projecting operating reserves will total \$10.7 million at Aug. 31, 2025. Significant variances from budget are shown on Attachment 3, column H. Some of these variances are offsetting, and include:

- School reserves are budgeted and projected with a 1% carryforward (**Attachment 5**), resulting in small variances this year:
 - Schools are projecting \$4,000 surplus over the 1% carryforward threshold, which has been allocated to the Leveraging Student Achievement reserve.
 - Our Outreach sites are projecting a minor deficit, to be covered by the Division Unallocated Reserve because they are block-funded rather than funded based on enrolment (and therefore do not carryforward a 1% surplus each year).
- Central Services are also budgeted and projected with a 1% carryforward (**Attachment 4**), with the exception of Student Transportation.
 - The projected year-end result for Student Transportation assumes EIPS does not win its appeal related to Outreach transportation funding. The \$222,000 deficit is the majority of the variance when comparing Central Services projected reserves to Fall budget. This amount will be carried forward by the Student Transportation department.
 - The Board Governance surplus > 1% of \$20,666 has been tentatively allocated to the Leveraging Student Achievement reserve. After financial-year end of Aug. 31, feedback from the Board of Trustees will be requested on where this surplus should be allocated.

- Other departments surpluses > 1% and hold harmless and internally restricted surpluses are returned to Division Unallocated reserve.
- There have been minor changes in planned capital asset purchases, resulting in minor variances within the Capital Effect. This projection assumes school and department sites continue to purchase small capital assets over the coming months, consistent with historical trends.
- Unused contingency funds of \$0.7 million are available for use. These funds were budgeted to be spent on in-year needs, and account for the majority of the overall variance in Division Unallocated reserve.

Operating Reserve Analysis (Attachment 6)

Attachment 6 provides a comparison of projected operating reserve results against the operating reserve minimum and maximum limits set by the Government of Alberta. These limits include reserve balances carried forward by central services, school operations, Division Allocated and Division Unallocated reserves. They do not include school generated fund balances, as per Alberta Education.

Minimum Balance

The Division is required to have a minimum operating reserve balance of 1% of prior year expenditures. For EIPS, this calculates as a \$2.1 million minimum balance. Currently, EIPS has a projected balance of \$9 million. This is well above the minimum threshold and no concerns are noted.

Maximum Balance

The Division is required to have a maximum operating reserve balance of 6% of prior year expenditures (this threshold increased from prior year, when it was 3.2%). For EIPS, this calculates as a \$12.7 million maximum balance. Currently, EIPS has a projected balance of \$9 million. This is below the maximum threshold by \$3.7 million. If EIPS results hold to current projections, there are no concerns, and no funding will be returned to the province.

Administration continues to review and consolidate Division-wide projections regularly as the year continues.

Other Considerations

Spring Budget

These projections will inform what is used in the Spring Budget for 2025-26. There may be slight changes as to what is used in the Spring Budget due to updated information from March projections.

Comparatives to Other Boards

Alberta Education has provided the financial profile for school boards based on the financial year ending Aug. 31, 2024. This information provides context for EIPS in terms of how our reserve balances compare (overall and on a per-student basis) to other boards across the province, and boards of a similar size.

Operating Reserves

	2025 Projected	2024		
	Elk Island Public Schools	Elk Island Public Schools	Comparably Sized Boards	All Albertan Boards
As a % of total expenses (median)	4.25%	4.41%	3.73%	3.45%
Per student (average)	\$524	\$545	\$414	\$430
In operational days	10.6 days	11.0 days	8.6 days	8.5 days

These results indicate that at Aug. 31, 2024, EIPS had more operating reserves than boards of a comparable size and the average board in Alberta. This is primarily the result of the prior year sale of a non-capital asset for \$3.8 million. These proceeds are included in operating reserves. The Division could operate for eleven days using reserves only, based on last year's average daily spending.

Capital Reserves

	2025 Projected	2024		
	Elk Island Public Schools	Elk Island Public Schools	Comparably Sized Boards	All Albertan Boards
Per student	\$13	\$146	\$237	\$428

These results indicate that at Aug. 31, 2024, EIPS had significantly less capital reserves than boards of a comparable size. Assuming other boards end 2025 with similar results as in 2024, then by Aug. 31, 2025 EIPS will have a substantially lower capital reserve balance than other boards – in fact, if EIPS wanted to have a capital reserve balance similar to comparably sized boards, capital reserves would require an additional \$3.7 million (and no additional spending).

Potential Spending

EIPS has \$0.7 million of unused contingency funds that were budgeted to be spent in 2025-26. There are several options regarding these funds:

- The funds could be left unspent at year-end and roll into the Division Unallocated reserve. There is no concern with Alberta Education's maximum operating reserve limit as EIPS is well below the limit. However, the province's initial intent with the reserve caps was to draw down school board operating reserves. EIPS has seen increases in the last year because of the \$3.8 million of proceeds from the sale of

non-capital assets. In years past, Administration has noted that Alberta Education tends to target operating reserves only, so these balances are likely still a topic of discussion.

- These funds could be transferred into capital reserves. As noted in the previous section, EIPS has an extraordinarily low capital reserve balance. There are adequate capital purchases needed in the next two years, including \$450,000 of bus replacements and \$480,000 of information technology assets (as per the 5 Year Capital Plan presented with Fall budget). Although capital reserves are restricted (cannot be moved out without Ministerial approval), they also have not historically been targeted by the province in terms of maximum limits or clawbacks.
- Identify additional project work that could be completed within the Division in 2024-25. This may be challenging—procurement processes have already begun for summer facility work, for example—but is possible. Generally, Administration would not recommend this as there is no ‘rush’ in spending these funds and mid-year allocations are more difficult to spend effectively and efficiently.

Should Administration recommend either transferring funds to capital reserves or significant spending on additional project work in the current year, a recommendation report will be brought forward to the Board of Trustees at a future meeting.

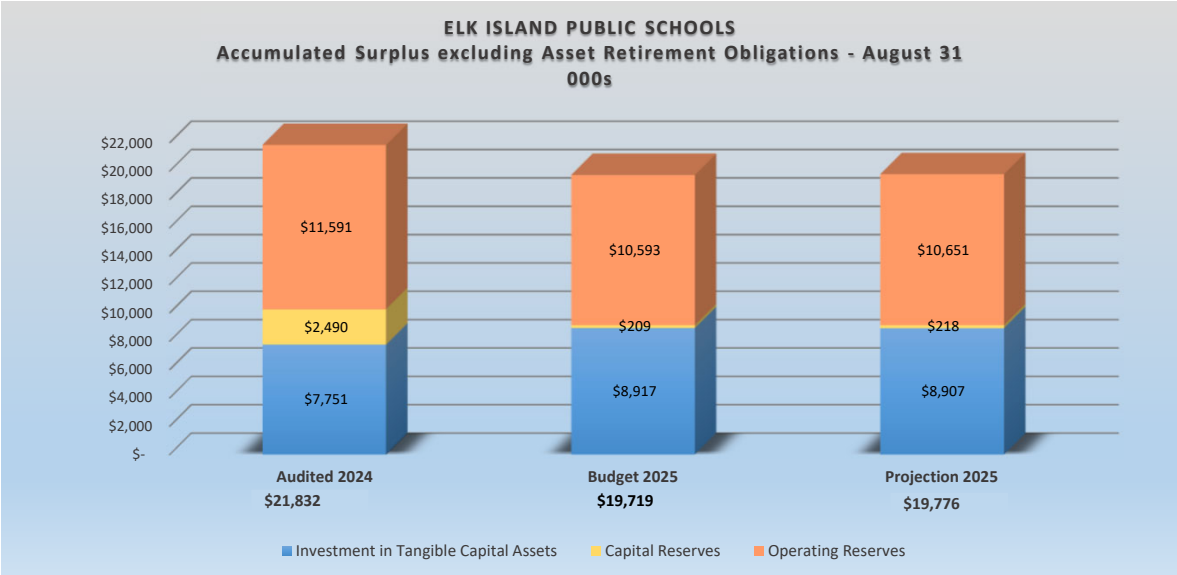
ATTACHMENTS:

1. Accumulated Surplus
2. Reserves
3. Operating Reserves – Division Detail
4. Central Services Projections
5. School Projections
6. Operating Reserve Analysis

**ELK ISLAND PUBLIC SCHOOLS
2024-25 Projected Financial Position**

Accumulated Surplus						
	A=B+C+D+E+F	B	C	D	E Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2024	\$ 11,500,586	\$ 7,750,624	\$ (10,331,072)	\$ -	\$ 11,591,180	\$ 2,489,854
Restatement for Asset Retirement Obligation	-	\$ -	-	\$ -	\$ -	\$ -
Surplus/(Deficit)	(2,441,491)	-	(386,545)	(2,054,946)	-	-
Board Funded Capital Asset Additions	-	2,647,376	-	(307,057)	-	(2,340,319)
Net Amortization, Debt & Disposals	-	(1,490,559)	-	1,422,159	-	68,400
Net Reserve Transfers	-	-	-	939,844	(939,844)	-
Projection - August 31, 2025	\$ 9,059,095	\$ 8,907,441	\$ (10,717,617)	\$ -	\$ 10,651,336	\$ 217,935
Budget - August 31, 2025	9,001,880	8,917,321	(10,717,617)	-	10,592,723	209,453
Variance - Budget to Projection	\$ 57,215	\$ (9,880)	\$ -	\$ -	\$ 58,613	\$ 8,482

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



**ELK ISLAND PUBLIC SCHOOLS
2024-25 Projected Financial Position**

Reserves						
	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-24	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-25
2024-25						
OPERATING RESERVES						
Central Services (<i>Attachment 4</i>)	\$ 626,964	\$ (487,218)	\$ -	\$ -	\$ (85,314)	\$ 54,432
Schools - Operations (<i>Attachment 5</i>)	944,481	341,629	-	-	(3,671)	1,282,439
School Generated Funds (SGF)	2,281,758	(581,758)	-	-	-	1,700,000
Central Services & Schools	3,853,203	(727,347)	-	-	(88,985)	3,036,871
Leveraging Student Achievement	388,343	(388,343)	-	-	63,534	63,534
Non-Capital Asset Proceeds	3,809,102	-	-	-	-	3,809,102
Projects	-	(593,669)	-	593,669	-	-
Budgeted Transfer to Support Operations	-	(1,113,704)	-	1,113,704	-	-
EIPS Division Allocated (<i>Attachment 3</i>)	4,197,445	(2,095,716)	-	1,707,373	63,534	3,872,636
EIPS Division Unallocated (<i>Attachment 3</i>)	3,540,532	768,117	1,115,102	(1,707,373)	25,451	3,741,829
Projection	\$ 11,591,180	\$ (2,054,946)	\$ 1,115,102	\$ -	\$ -	\$ 10,651,336
Budget	11,591,180	(2,112,161)	1,113,704	-	-	10,592,723
Variance - Budget to Projection	\$ -	\$ 57,215	\$ 1,398	\$ -	\$ -	\$ 58,613

B. Projected surplus for 2024-25.

C. Capital Effect includes the net effect of unsupported capital transactions.

D. Budgeted transfers between EIPS Division Allocated/Unallocated reserves as approved by the Board of Trustees in Fall 2024.

E. Projected transfers between EIPS Division Allocated/Unallocated reserves to address completed projects, projected surpluses and deficits, and proposed reallocation of funds.

Reserves						
	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-24	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-25
2024-25						
CAPITAL RESERVES						
Facility Services	\$ 15,541	\$ -	\$ (15,541)	\$ -	\$ -	\$ -
Chiller Replacement at Salisbury Composite High	-	-	(1,000,000)	1,000,000	-	-
VOIP Phone System	-	-	(548,000)	548,000	-	-
IT Infrastructure	-	-	(150,000)	150,000	-	-
Buses	-	-	(626,778)	626,778	-	-
EIPS Division Allocated	-	-	(2,324,778)	2,324,778	-	-
Opening Balance	2,474,313	-	-	-	-	2,474,313
Proceed on Sale of Assets	-	-	68,400	-	-	68,400
Transfer to New Projects	-	-	-	(2,324,778)	-	(2,324,778)
EIPS Division Unallocated	2,474,313	-	68,400	(2,324,778)	-	217,935
Projection	\$ 2,489,854	\$ -	\$ (2,271,919)	\$ -	\$ -	\$ 217,935
Budget	2,489,854	-	(2,280,401)	-	-	209,453
Variance - Budget to Projection	\$ -	\$ -	\$ 8,482	\$ -	\$ -	\$ 8,482

C. Use of reserves for purchases and proceeds on disposal of unsupported assets.

D. Budgeted transfer from Capital Unallocated Reserves to allocated projects, as approved by the Board of Trustees in Fall 2024.

E. Projected transfers for leftover funds from completed projects.

**ELK ISLAND PUBLIC SCHOOLS
2024-25 Projected Financial Position**

Operating Reserves								
	A	B	C	D	E	F = A + B + C + D + E	G	H = F - G
	Audited		2024-25			Projected	Budget	
	31-Aug-24	Contribution /(Use)	Capital Effect ¹	Budget Transfer	Projection Transfer	31-Aug-25	31-Aug-25	Variance
Central Services & Schools	\$ 3,853,203	\$ (727,347)	\$ -	\$ -	\$ (88,985)	\$ 3,036,871	\$ 3,836,758	\$ (799,887)
New Projects								
Leveraging Student Achievement	388,343	(388,343)			63,534	63,534	-	63,534
Non- Capital Asset Proceeds	3,809,102					3,809,102	3,809,102	-
Mental Health Strategic Plan		(30,480)		30,480		-	-	-
Position Support (5.0 FTE)		(543,189)		543,189		-	-	-
Other Minor Adjustments		(20,000)		20,000		-	-	-
Capital Effect Transfer to Support Operations		(1,113,704)		1,113,704		-	-	-
EIPS Division Allocated Reserves	4,197,445	(2,095,716)	-	1,707,373	63,534	3,872,636	3,809,102	63,534
Capital Effect - Purchases from Operating Budgets			(307,057)			(307,057)	(314,459)	7,402
Capital Effect - Annual Amortization			1,422,159			1,422,159	1,428,163	(6,004)
Central Services - Surpluses Exceeding 1%					46,558	46,558	-	46,558
Central Services - Hold Harmless Surplus					871	871	-	871
Central Services - Internally Restricted Surplus					17,219	17,219	-	17,219
Standard Cost - More Medical Leaves than Budgeted		(198,883)			198,883	-	-	-
Standard Cost - Staffing and Estimate Changes		237,000			(237,000)	-	-	-
Outreach/Continuing Education - Surplus					(1,080)	(1,080)	-	(1,080)
Unused Contingency Funds		730,000				730,000	-	730,000
Transfer to Allocated Reserves				(1,707,373)		(1,707,373)	(1,707,373)	-
Unallocated Reserves Opening Balance	3,540,532					3,540,532	3,540,532	-
EIPS Division Unallocated Reserve	3,540,532	768,117	1,115,102	(1,707,373)	25,451	3,741,829	2,946,863	794,966
Total EIPS Division Reserves	7,737,977	(1,327,599)	1,115,102	-	88,985	7,614,465	6,755,965	858,500
Total Operating Reserves	\$ 11,591,180	\$ (2,054,946)	\$ 1,115,102	\$ -	\$ -	\$ 10,651,336	\$ 10,592,723	\$ 58,613

¹ Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. A surplus is created because the current purchases are less than the amortization of prior year purchases. The effect is non-cash but the surplus created is available for use.

ELK ISLAND PUBLIC SCHOOLS
2024/25 Projected Financial Position
For the Year Ending August 31, 2025

Central Services										
	A	B	C	D	E = B-D	F	G	H = F - G	I = D + G	J = E + H
	Fall Budget	Operating (incl. Targeted) Surplus/ (Deficit)	% of Oper. Budget	Transfer > 1% to Division	Carryforward	Internally Restricted/Hold Harmless Surplus/ (Deficit)	Transfer to Division	Carryforward	Transfer To Division Balance	Carryforward Balance
Governance										
Board of Trustees	\$ 543,188	\$ 26,098	4.8%	\$ 20,666	\$ 5,432	\$ -	\$ -	\$ -	\$ 20,666	\$ 5,432
Education Executive										
Superintendent	869,462	32,372	3.7%	23,677	8,695	-	-	-	\$ 23,677	\$ 8,695
Communications	671,984	10,749	1.6%	4,029	6,720	-	-	-	\$ 4,029	\$ 6,720
Election	50,000	-	0.0%	-	-	-	-	-	\$ -	\$ -
Supports For Students - Central										
Associate Superintendent	470,318	719	0.2%	-	719	-	-	-	\$ -	\$ 719
Instructional Supports	4,019,017	22,246	1.0%	3,424	18,822	12,189	-	12,189	\$ 3,424	\$ 31,011
Curriculum	308,665	-	0.0%	-	-	-	-	-	\$ -	\$ -
Specialized Supports - Central	442,756	11,926	2.7%	7,498	4,428	-	-	-	\$ 7,498	\$ 4,428
Human Resources										
Associate Superintendent	1,417,209	4,569	0.5%	-	4,569	537	537	-	\$ 537	\$ 4,569
Staff Relations & Training	810,877	(6,590)	-1.0%	-	(6,590)	18,005	18,005	-	\$ 18,005	\$ (6,590)
Recruitment & Staffing	3,111,639	4,318	0.6%	-	4,318	-	-	-	\$ -	\$ 4,318
Business Services										
Secretary-Treasurer	759,613	5,982	1.7%	2,504	3,478	792	792	-	\$ 3,296	\$ 3,478
Financial Services	2,324,097	28,667	1.2%	5,426	23,241	-	-	-	\$ 5,426	\$ 23,241
Facility Services										
Facilities	16,649,658	(20,994)	-0.2%	-	(20,994)	-	-	-	\$ -	\$ (20,994)
Information Technologies										
	6,449,792	(4,027)	-0.1%	-	(4,027)	(1,244)	(1,244)	-	\$ (1,244)	\$ (4,027)
Student Transportation										
	17,138,839	(222,001)	-1.3%	-	(222,001)	-	-	-	\$ -	\$ (222,001)
Projected Financial Position	\$ 56,037,114	\$ (105,966)	-0.2%	\$ 67,224	\$ (173,190)	\$ 30,279	\$ 18,090	\$ 12,189	\$ 85,314	\$ (161,001)

Adjustment (top up carryforward balances to 1%), excluding Transportation 215,433 215,433 215,433
 Department operating projected surpluses are adjusted overall to ensure adequate projection of reserve balances.

Adjusted Projected Financial Position	\$ 56,037,114	\$ 109,467	0.3%	\$ 67,224	\$ 42,243	\$ 30,279	\$ 18,090	\$ 12,189	\$ 85,314	\$ 54,432
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Transfer to Leveraging Student Achievement Reserves - Governance Budget > 1% Surplus \$ 20,666
 Transfer to Division Unallocated Reserve - Department Budgets > 1% Surplus \$ 46,558
 \$ 67,224

Transfer to Division Unallocated Reserve - Hold Harmless Programs 871
 Transfer to Division Unallocated Reserve - Internally Restricted Programs 17,219
 \$ 18,090

ELK ISLAND PUBLIC SCHOOLS
2024-25 Projected Financial Position

Schools - Operations					
	A	B	C = B / A	D	E = B - D
	Fall Budget	Projected Carry Forward	% of Budget	Projected Transfer	Projected Balance 31-Aug-24
Sector 1 - Sherwood Park					
Bev Facey Community High	\$ 7,514,857	\$ 64,826	0.9%	\$ -	\$ 64,826
Brentwood Elementary	3,232,737	31,286	1.0%	-	31,286
Clover Bar Junior High	3,017,135	18,817	0.6%	-	18,817
Davidson Creek Elementary	4,295,193	41,082	1.0%	-	41,082
École Campbelltown	2,501,154	25,012	1.0%	-	25,012
F.R. Haythorne Junior High	4,269,550	1,894	0.0%	-	1,894
Glen Allan Elementary	2,208,156	16,745	0.8%	-	16,745
Heritage Hills Elementary	3,183,149	31,988	1.0%	-	31,988
Lakeland Ridge	4,366,370	29,194	0.7%	-	29,194
Mills Haven Elementary	3,472,880	34,244	1.0%	-	34,244
Pine Street Elementary	3,441,593	32,754	1.0%	-	32,754
Salisbury Composite High	9,802,300	65,517	0.7%	-	65,517
Sherwood Heights Junior High	4,042,056	9,894	0.2%	-	9,894
Strathcona Christian Academy Elementary	3,494,436	30,478	0.9%	-	30,478
Strathcona Christian Academy Secondary	4,124,622	40,952	1.0%	-	40,952
Wes Hosford Elementary	2,065,005	20,582	1.0%	-	20,582
Westboro Elementary	2,684,132	16,737	0.6%	-	16,737
Woodbridge Farms Elementary	3,023,953	29,363	1.0%	-	29,363
Sector 2 - Strathcona County					
Ardrossan Elementary	3,814,667	23,505	0.6%	-	23,505
Ardrossan Junior Senior High	5,153,111	56,282	1.1%	4,751	51,531
Castle (Scotford Colony)	211,419	818	0.4%	-	818
Fultonvale Elementary Junior High	3,281,060	(4,154)	(0.1%)	-	(4,154)
Uncas Elementary	1,366,790	13,666	1.0%	-	13,666
Sector 3 - Fort Saskatchewan					
École Parc Élémentaire	2,774,817	22,074	0.8%	-	22,074
Fort Saskatchewan Christian	3,152,790	8,626	0.3%	-	8,626
Fort Saskatchewan Elementary	2,566,466	24,470	1.0%	-	24,470
Fort Saskatchewan High	3,629,295	36,346	1.0%	-	36,346
James Mowat Elementary	2,582,149	25,021	1.0%	-	25,021
Rudolph Hennig Junior High	3,227,676	30,893	1.0%	-	30,893
SouthPointe School	4,680,390	36,759	0.8%	-	36,759
Win Ferguson Elementary	3,101,830	31,036	1.0%	-	31,036
Sector 4 - Lamont County					
Bruderheim School	1,214,232	12,143	1.0%	-	12,143
Lamont Elementary	2,510,293	20,727	0.8%	-	20,727
Lamont High	3,039,820	30,376	1.0%	-	30,376
Mundare School	1,119,991	8,514	0.8%	-	8,514
Sector 5 - County of Minburn					
A.L. Horton Elementary	2,872,470	28,759	1.0%	-	28,759
Pleasant Ridge Colony	183,309	1,841	1.0%	-	1,841
Vegreville Composite High	2,833,968	23,755	0.8%	-	23,755
	124,055,821	972,822	0.8%	4,751	968,071

Continued on next page

ELK ISLAND PUBLIC SCHOOLS
2024-25 Projected Financial Position

Schools - Operations - continued						
	A	B	C = B / A	D	E = B - D	
	Fall Budget	Projected Carry Forward	% of Budget	Projected Transfer	Projected Balance 31-Aug-24	
Supports For Students						
Early Learning	\$ 2,632,430	\$ 5,858	0.2%	\$ -	\$ 5,858	
Mental Health Capacity Building	235,532	-	0.0%	-	-	
Specialized Supports - Schools	1,491,826	11,586	0.8%	-	11,586	
School Nutrition Program	207,055	-	0.0%	-	-	
Partners 4 Science	323,580	-	0.0%	-	-	
	4,890,423	17,444	0.4%	-	17,444	
Elk Island Youth Ranch Learning Centre	354,676	-	0.0%	-	-	
Next Step Continuing Education	661,236	(684)	(0.1%)	(684) ²	-	
Next Step Outreach	2,473,821	(396)	(0.0%)	(396) ²	-	
	3,489,733	(1,080)	(0.0%)	(1,080)	-	
Projected Financial Position	\$ 132,435,977	\$ 989,186	0.8%	\$ 3,671	\$ 985,515	
Projection Adjustment (top up carryforward balances to 1%)		296,924			296,924	
<i>School projected surpluses are adjusted overall to ensure adequate projection of reserve balances.</i>						
Adjusted Projected Financial Position	\$ 132,435,977	\$ 1,286,110	1.0%	\$ 3,671	\$ 1,282,439	

¹ Surpluses > 1% transferred to Leveraging Student Achievement Reserve

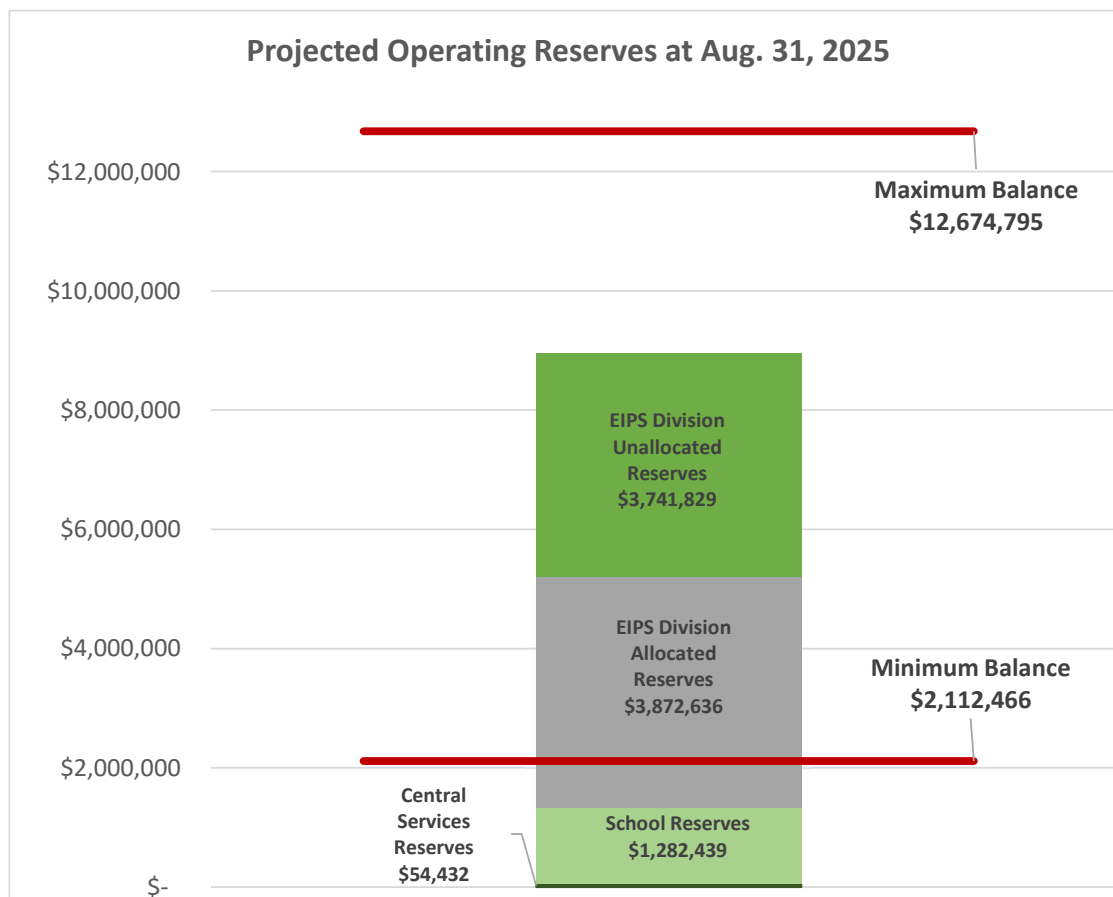
² Outreach/Continuing Education Deficit to Division Unallocated Reserve

	4,751
	(1,080)
Total Transfer	\$ 3,671

ELK ISLAND PUBLIC SCHOOLS 2024-25 Projected Financial Position

Operating Reserve Analysis

Effective August 31, 2023, the Government of Alberta implemented new restrictions on school board operating reserves, including a minimum and maximum reserve balance. These balances do not include School Generated Fund reserves, and are calculated as a percentage of prior year operating expenses.



Projected August 31, 2025 Operating Reserve Balances

Central Services Reserves	\$ 54,432
School Reserves	1,282,439
EIPS Division Allocated Reserves	3,872,636
EIPS Division Unallocated Reserves	3,741,829
Total Projected Operating Reserves	\$ 8,951,336

2023-24 Total Operating Expenses \$ 211,246,579

Total Operating Reserve <u>Maximum</u> Limit based on 6% rate	12,674,795
Room for Additional Surplus Before Exceeding Maximum Limit	3,723,459

Total Operating Reserve <u>Minimum</u> Limit based on 1% rate	2,112,466
Room for Additional Spending (Deficit) Before Falling Below Minimum Limit	6,838,870



INFORMATION REPORT

DATE: Mar. 20, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2024 to Feb. 28, 2025

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:

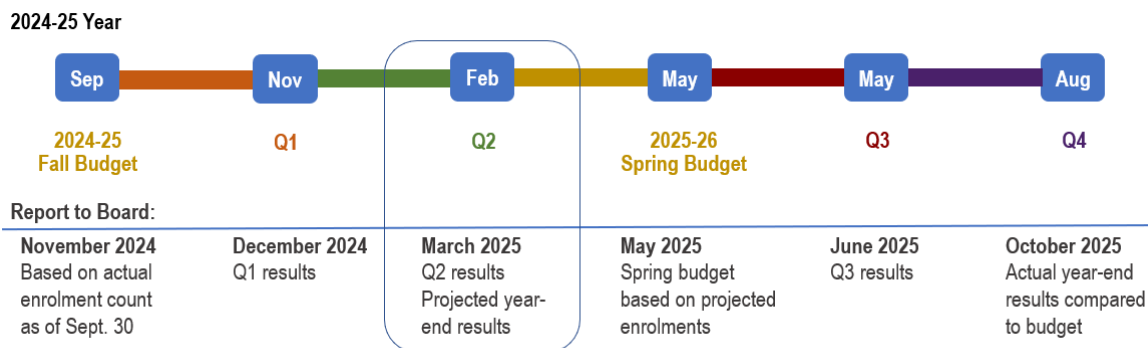
That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2024 to Feb. 28, 2025 for Elk Island Public Schools.

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 six-month period ended Feb. 28, 2025. For the 2024-25 school year, the Division is approximately midway through our financial reporting cycle:





INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 60% spent at this point in the year (6/10ths of the school year complete), while central department costs and Division revenue are expected to be about 50% spent (6/12ths 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 Feb. 28, 2025, EIPS has an overall operating deficit of \$34,938. Revenue and expense variances are detailed in the Second Quarter Report 2024-25.

ATTACHMENT:

1. Second Quarter Report 2024-25



Your Future in **MIND** ●

Second Quarter Report

2024-25

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2024 to Feb. 28, 2025 and variance notes to these statements.

**Report to the
Board of Trustees**

Mar. 20, 2025

This information has not been audited.

Elk Island Public Schools
Highlights
For The Six-Month Period Ended February 28, 2025

Financial Summary:	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	202,833,461	102,241,565	50%
School Expenses (Pages 6 and 7)	140,614,626	69,757,745	50%
Central Services Expenses (Page 10)	64,180,996	32,518,758	51%
Surplus / (Deficit)	<u>(1,962,161)</u>	<u>(34,938)</u>	

* Average spending at February 28, 2025 should be approximately 60% (for school year expenditures) or 50% (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.

Leveraging Student Achievement

During the second quarter, funds were allocated to Instructional Supports from the Leveraging Student Achievement reserve. These funds will support numeracy and literacy intervention for Junior High students.

Funding Announcements

Since Fall Budget development, additional funding has been granted to EIPS as follows:

- Literacy and Numeracy Grant (formerly the Learning Disruption Grant) of \$176,000 confirmed in December and allocated out to schools during the second quarter. This is a reduction from previous years (funded at \$281,000 in 2023-24 and \$456,000 in 2022-23). Additional funds for Kindergarten are expected.
- Low Incidence Supports and Services funding of \$97,000 was confirmed in the second quarter and allocated to Specialized Supports - Schools. This is a slight increase from prior years (funded at \$95,000 in 2023-24 and \$92,000 in 2022-23).

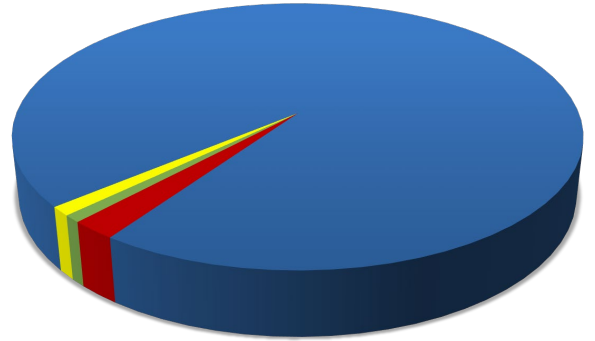
Both of these grants required applications from EIPS and are considered targeted funding.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Six-Month Period Ended February 28, 2025

Revenues by Source

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

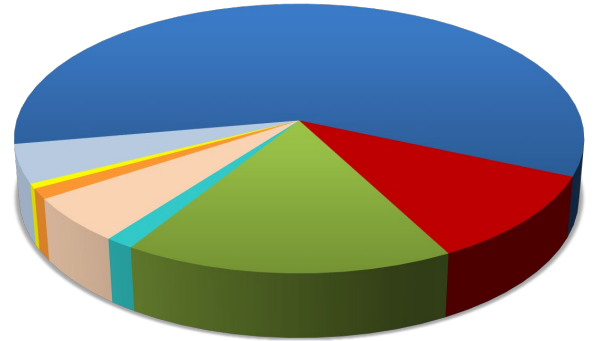
	\$	%
Alberta Education	97,913,086	95.7%
Other Govt of Alberta	2,316,662	2.3%
Fees	898,026	0.9%
Sales and Services and Other	1,113,791	1.1%
\$	102,241,565	100.0%



Alberta Education Revenues

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

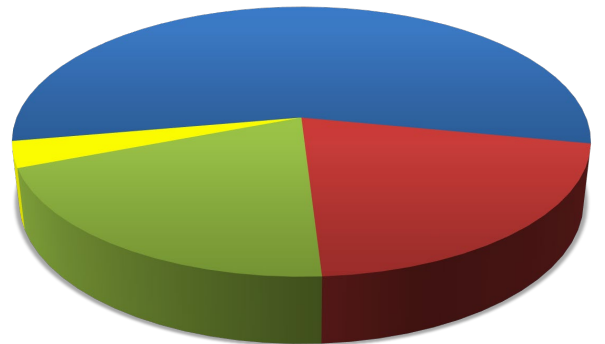
	\$	%
Base Instruction	58,134,576	59.4%
Services & Supports	10,468,984	10.7%
School - System Needs	16,214,566	16.6%
Community	1,410,630	1.4%
Jurisdictions	5,332,999	5.4%
Other	1,226,393	1.3%
Supported Amortization	574,366	0.6%
Teacher Pensions	4,550,572	4.6%
\$	97,913,086	100.0%



Expenses by Object

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

	\$	%
Certificated Salaries & Benefits	57,113,904	55.8%
Classified Salaries & Benefits	21,464,990	21.0%
Services, Contracts & Supplies	20,513,197	20.1%
Capital & Debt Services	3,184,412	3.1%
\$	102,276,503	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Six-Month Period Ended February 28, 2025
Percent of the Year Elapsed: 50%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
REVENUES						
Alberta Education						
Base Instruction	\$ 116,272,394	\$ 58,134,576	50%	0%		50%
Services & Supports	20,059,855	10,468,984	52%	2%		50%
School - System Needs	33,891,666	16,214,566	48%	-2%		49%
Community	2,781,359	1,410,630	51%	1%		51%
Jurisdictions	10,665,997	5,332,999	50%	0%		50%
Other ¹	2,801,563	1,226,393	44%	-6%	A	53%
Supported Amortization	1,289,014	574,366	45%	-5%		44%
Teacher Pensions	7,830,000	4,550,572	58%	8%	B	58%
Total Alberta Education	195,591,848	97,913,086	50%	0%		50%
Other Government of Alberta	4,468,072	2,316,662	52%	2%		49%
Fees	880,345	898,026	102%	52%	C	94%
Other Sales and Services	184,677	193,289	105%	55%	D	96%
Investment Income	788,194	409,640	52%	2%		101%
Gifts and Donations	648,585	331,544	51%	1%		44%
Rental of Facilities	271,740	179,318	66%	16%	E	73%
Sub-Total (excluding SGF)	202,833,461	102,241,565	50%	0%		51%
EXPENSES BY OBJECT						
Certificated Salaries & Benefits	115,291,701	57,113,904	50%	0%		50%
Classified Salaries & Benefits	41,800,467	21,464,990	51%	1%		53%
Services, Contracts & Supplies	40,943,299	20,513,197	50%	0%		51%
Capital & Debt Services	6,760,155	3,184,412	47%	-3%		48%
Sub-Total (excluding SGF)	204,795,622	102,276,503	50%	0%		51%
Operations Surplus/(Deficit)	\$ (1,962,161)	\$ (34,938)	2%	-48%		3%
School Generated Funds Budgeted Deficit	(150,000)					
Asset Retirement Obligation Impact	(386,545)					
Total Budgeted Deficit	\$ (2,498,706)					

* Based on a 12 month reporting period.

¹ Includes funding for Literacy and Numeracy, 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 Six-Month Period Ended February 28, 2025**

A. Alberta Education - Other

Revenue is 6% lower than expected at this point in the year.

This is primarily a result of minor timing differences on several grants which are not spent evenly throughout the year. This includes funds allocated mid-year to school sites for the Literacy and Numeracy grant, and purchases projected in coming quarters for dual credit and low incidence grants.

B. Teacher Pensions

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

This is the result of a timing difference as revenue received for teacher pensions is recognized over the course of the school year (ten months) rather than twelve months. There is a matching variance in expenses, resulting in no impact on EIPS overall results.

C. Fees

Fee revenue is almost fully collected at this point in the year.

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.

D. Other Sales and Services

Revenue has already exceeded the annual budget by 5%.

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. There will also be a permanent variance related to this line item, as rebates received have already exceeded total budget by \$30,000 this year.

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.

Other line items included in Other Sales and Services were unbudgeted, but have a matching expense so ultimately have no impact on EIPS results overall. These include new secondments and insurance cost recoveries.

E. Rental of Facilities

Revenue is 16% higher than expected at this point in the year.

The balance in this revenue line is primarily rental revenue for before and after school care groups operating in our facilities, which is recorded over the ten-month school year, not through the summer months, so we would expect to see revenue closer to 60% at this point in the year (i.e. variance is a result of a timing difference).

In addition, rental revenue for community groups (included in this line) is not earned evenly over the course of the year.

At this point in the year, rental revenues are projected to end the year as budgeted.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Six-Month Period Ended February 28, 2025
Percent of the Year Elapsed: 60%*

	A	Year to Date			Note	Prior Year
	Annual	B	C = B / A	C - 60%	Reference	Actual %
	Fall Budget	Actual	Actual %	Actual Less		Of Budget
			Of Budget	Elapsed %		
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,514,857	\$ 4,430,154	59%	-1%		59%
Brentwood Elementary	3,232,737	1,868,630	58%	-2%		59%
Clover Bar Junior High	3,017,135	1,751,425	58%	-2%		60%
Davidson Creek Elementary	4,295,193	2,532,080	59%	-1%		59%
École Campbelltown	2,501,154	1,418,761	57%	-3%		58%
F.R. Haythorne Junior High	4,269,550	2,434,072	57%	-3%		59%
Glen Allan Elementary	2,216,670	1,275,933	58%	-2%		57%
Heritage Hills Elementary	3,188,825	1,874,425	59%	-1%		59%
Lakeland Ridge	4,383,512	2,538,504	58%	-2%		58%
Mills Haven Elementary	3,472,880	1,959,676	56%	-4%		58%
Pine Street Elementary	3,441,593	1,983,056	58%	-2%		57%
Salisbury Composite High	9,802,300	5,636,642	58%	-2%		58%
Sherwood Heights Junior High	4,042,056	2,377,907	59%	-1%		59%
Strathcona Christian Academy Elementary	3,484,904	2,040,387	59%	-1%		59%
Strathcona Christian Academy Secondary	4,124,622	2,424,249	59%	-1%		58%
Wes Hosford Elementary	2,065,005	1,187,951	58%	-2%		59%
Westboro Elementary	2,684,132	1,541,420	57%	-3%		58%
Woodbridge Farms Elementary	3,036,525	1,746,662	58%	-2%		58%
	<u>70,773,650</u>	<u>41,021,934</u>	58%	-2%		58%
Sector 2 - Strathcona County						
Ardrossan Elementary	3,832,179	2,225,148	58%	-2%		59%
Ardrossan Junior Senior High	5,153,111	3,021,377	59%	-1%		58%
Castle (Scotford Colony)	211,419	123,098	58%	-2%		57%
Fultonvale Elementary Junior High	3,281,060	1,954,347	60%	0%		59%
Uncas Elementary	1,386,364	800,892	58%	-2%		55%
	<u>13,864,133</u>	<u>8,124,862</u>	59%	-1%		58%
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	2,774,817	1,621,938	58%	-2%		58%
Fort Saskatchewan Christian	3,172,786	1,852,796	58%	-2%		59%
Fort Saskatchewan Elementary	2,579,616	1,468,598	57%	-3%		57%
Fort Saskatchewan High	3,641,384	2,067,901	57%	-3%		57%
James Mowat Elementary	2,597,286	1,477,057	57%	-3%		57%
Rudolph Hennig Junior High	3,227,676	1,922,123	60%	0%		60%
SouthPointe School	4,680,390	2,695,078	58%	-2%		58%
Win Ferguson Elementary	3,117,265	1,779,511	57%	-3%		58%
	<u>25,791,220</u>	<u>14,885,002</u>	58%	-2%		58%
Sector 4 - Lamont County						
Bruderheim School	1,218,565	691,480	57%	-3%		58%
Lamont Elementary	2,520,854	1,471,023	58%	-2%		58%
Lamont High	3,039,820	1,759,693	58%	-2%		59%
Mundare School	1,119,991	649,015	58%	-2%		56%
	<u>7,899,230</u>	<u>4,571,211</u>	58%	-2%		58%
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,888,281	1,645,555	57%	-3%		59%
Pleasant Ridge Colony	183,309	101,589	55%	-5%		56%
Vegreville Composite High	2,833,968	1,621,401	57%	-3%		56%
	<u>5,905,558</u>	<u>3,368,545</u>	57%	-3%		57%

* Based on a 10 month reporting period.

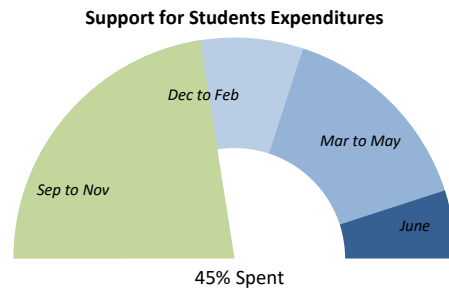
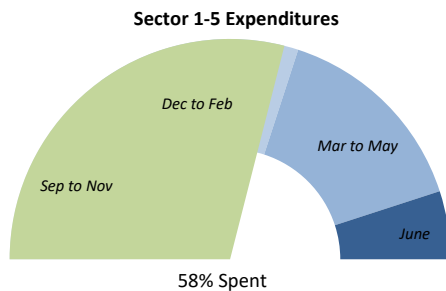
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Six-Month Period Ended February 28, 2025
Percent of the Year Elapsed: 60%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 60% Actual Less Elapsed %		
Supports For Students - Schools						
Early Learning	2,632,430	1,229,895	47%	-13%	A	48%
Specialized Supports & Other Programs ¹	2,213,184	951,417	43%	-17%	B	46%
	4,845,614	2,181,312	45%	-15%		47%
Other						
Elk Island Youth Ranch Learning Centre	354,676	205,547	58%	-2%		55%
Next Step Continuing Education - Summer	661,236	120,331	18%	-42%	C	50%
Next Step Outreach	2,473,821	1,441,690	58%	-2%		-46%
Other School Allocations	(154,304)	70,465	-46%	-106%	D	0%
To Be Allocated	1,991,673	-	0%	-60%	E	0%
Leveraging Student Achievement	-	-	N/A	N/A	F	N/A
Conversion (10 mo. To 12 mo.)	-	(9,244,242)	N/A	N/A	G	N/A
Standard Cost Conversion	-	(1,371,398)	N/A	N/A	H	N/A
Teacher Pensions	7,478,119	4,382,486	59%	-1%		58%
	12,805,221	(4,395,121)	-34%	-94%		-32%
Budgeted 1% year-end carryforward	(1,270,000)					
Total School Sites	\$ 140,614,626	\$ 69,757,745	50%	-10%		51%

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

* Based on a 10 month reporting period.

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	39,687,607	1,334,327	41,021,934	96.7%
Sector 2 - Strathcona County	7,912,581	212,281	8,124,862	97.4%
Sector 3 - Fort Saskatchewan	14,533,660	351,342	14,885,002	97.6%
Sector 4 - Lamont County	4,459,858	111,353	4,571,211	97.6%
Sector 5 - County of Minburn	3,290,419	78,126	3,368,545	97.7%
Totals	69,884,125	2,087,429	71,971,554	97.1%



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 Six-Month Period Ended February 28, 2025**

A. Supports for Students (Schools) – Early Learning

Expenses are below expected year to date spending by 13%.

- 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 50%).
- 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 17%. 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 50%).
- Partners 4 Science expenses will continue to increase in the future quarters as the development of science kits continue, and a portion of these funds will be carried forward into next year.

C. Next Step Continuing Education – Summer

Expenses are below expected year to date spending by 18%.

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 entirely a timing difference. The actual expenditures reported primarily relate to the accrual of classified salaries to the end of February. 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.

The lump sum payment to be made to classified staff in March will be funded from this line.

F. Other - Leveraging Student Achievement

This line includes funds from the Leveraging Student Achievement allocated reserve. These funds were allocated to Instructional Supports in the second quarter and will support numeracy and literacy intervention for Junior High students.

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

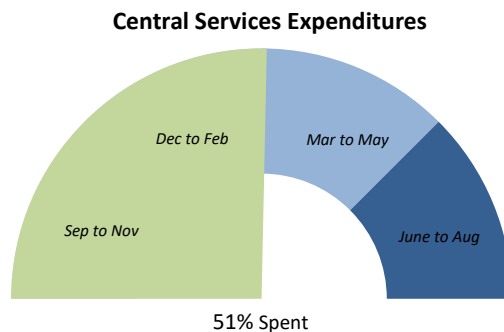
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures.

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

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Six-Month Period Ended February 28, 2025
Percent of the Year Elapsed: 50%*

	A Annual Fall Budget	Year to Date			<i>Note Reference</i>	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
Governance	\$ 543,188	\$ 252,407	46%	(4%)	A	48%
Education Executive	1,591,446	777,264	49%	(1%)	B	48%
Supports For Students - Central	5,274,362	2,107,922	40%	(10%)	C	44%
Human Resources	5,339,725	3,008,989	56%	6%	D	45%
Business Services	3,083,710	1,495,159	48%	(2%)	E	49%
Facility Services					F	
Facility Services	16,649,658	8,241,124	49%	(1%)		46%
Infrastructure Maintenance and Renewal	1,878,231	207,848	11%	(39%)		28%
	<u>18,527,889</u>	<u>8,448,972</u>	<u>46%</u>	<u>(4%)</u>		<u>45%</u>
Information Technologies	6,449,792	3,139,963	49%	(1%)	G	51%
Student Transportation	17,138,839	9,905,158	58%	8%	H	58%
Fiscal Services	6,667,045	3,382,924	51%	1%	I	52%
Budgeted 1% year-end carryforward	(435,000)					
TOTAL CENTRAL SERVICES	<u>\$ 64,180,996</u>	<u>\$ 32,518,758</u>	<u>51%</u>	<u>1%</u>		<u>50%</u>

* Based on a 12 month reporting period.



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

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

Elk Island Public Schools
Expense Notes – Central Services
For The Six-Month Period Ended February 28, 2025

A. Governance

Includes the Board of Trustees budget.

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

Some costs in Board Governance do not occur uniformly throughout the year, such as professional development costs. This budget is also projected to have a surplus at the end of the year, resulting in a permanent variance.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

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

- Superintendent expenses are below expected year to date spending by 1%. 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 10%.

- Associate Superintendent – Supports for Students and Specialized Supports – Central is spending as expected at this time of the year.
- Curriculum is 9% 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 started in February to support this work.
- Instructional Supports has a 11% 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 and Shell Grant programs 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 6%.

- Associate Superintendent expenses are above expected year to date spending by 7%. Some programs within this budget, including severance and the long service event, are not incurred uniformly throughout the year and are hard to predict.

- Staff Relations and Training expenses are below expected year to date spending by 8%.
 - Expenses for some programs such as Onboarding/Off to a Good Start will be incurred later in the year, resulting in a timing difference.
 - Some other 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 10%.
 - 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. This area is currently projecting to be overspent at year-end (a permanent variance).

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 (such as the annual audit fee) are not incurred evenly over the course of the year, resulting in a timing difference.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.

Facility Services expenses are overall as expected.

- 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, supplies, furniture, and equipment.

H. Student Transportation

Includes the Student Transportation budget.

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

- 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 60%.

I. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are above expected spending by 1%. This is primarily the result of two timing differences.

- Salaries were accrued to the end of February. When salaries are paid in March 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 February 28, 2025

	Budget	YTD Actuals	Actual % of Budget	Note Reference
Capital Reserves:				
IT Infrastructure - Switches & Access Points	150,000	-	0%	A
Facility Services Lawn Tractor and Lift	15,541	12,598	81%	B
VOIP Phone System	548,000	370,499	68%	C
Salisbury Composite High Chiller Replacement	1,000,000	26,769	3%	D
Bus Purchases	626,860	626,860	100%	E
	<u>2,340,401</u>	<u>1,036,727</u>		
Operating Reserves:				
No Budgeted Projects				
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	300,000	59,260	20%	F
Facility Services Lawn Tractor and Lift	7,057	-	0%	G
	<u>307,057</u>	<u>59,260</u>		
Provincially Funded:				
Infrastructure Maintenance and Renewal (IMR) Grant Capital Portion	682,000	64,572	9%	H
Capital Maintenance and Renewal (CMR) Grant	1,766,800	296,836	17%	I
	<u>2,448,800</u>	<u>361,408</u>		
Total Capital Projects	<u><u>\$ 5,096,258</u></u>	<u><u>\$ 1,457,395</u></u>	<u><u>29%</u></u>	

Notes:

A - Capital reserves approved for IT infrastructure, as per the IT Capital Plan. This includes switches, access points, and uninterrupted power supply batteries. The contract has been processed, orders have been placed and funds are expected to be spent by August 31.

B - Facility Services has purchased a lift for \$12,598. The remaining \$2,853 will partially fund a lawn tractor, supplementing their budget. See Note G for more information.

C - Capital reserves have been approved for the new VOIP phone system across the district. Equipment replacements are well underway 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. The vendor has been contracted.

E - Four busses were procured and received for the following schools BFH, LLR, SAL and RHJ/FHS (split). 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.

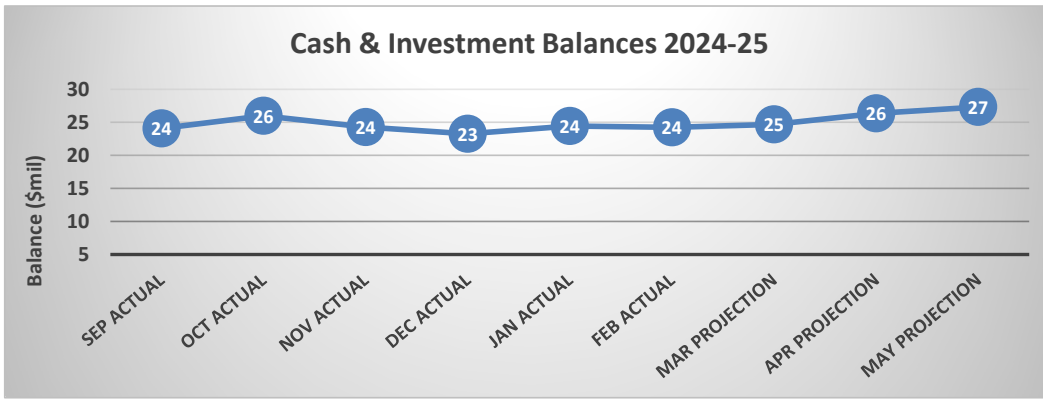
G - Facility Services plan to purchase a new lawn tractor, estimated at \$10,000. Capital reserves of \$15,541 have funded a lift and will partially fund the lawn tractor.

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 and SAL, while the project from last year is 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 February 28, 2025**

	February 28, 2025	February 29, 2024
Cash Account Balances	\$ 24,225,487	\$ 18,318,951
Guaranteed Investment Certificates	-	-
Total Cash and Investments	24,225,487	18,318,951
Less School Generated Funds	(3,594,256)	(3,951,966)
Less Trusts (Scholarship Funds)	(26,375)	(49,102)
Total Available Central Cash and Investments	\$ 20,604,856	\$ 14,317,883



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 February 28, 2025**

Board and System Administration current expenses are at \$2.2 million, or 2.2% of total expenses for EIPS. This means the Division has spent 34% of the Board and System Administration grant provided by Alberta Education, and 49% of total Board and System Administration budget for EIPS.

