



**BOARD OF TRUSTEES  
ELK ISLAND PUBLIC SCHOOLS**

REGULAR  
SESSION

**THURSDAY, MARCH 18, 2021**

Board Room  
Central Services  
Administration Building

**AGENDA**

Mission Statement: To provide high-quality, student-centred education that builds strong, healthy communities.

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- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
- 10:00 am 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**  
4.1 Board Meeting – Feb. 18, 2021 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)  
5.1 Meeting with Nate Glubish, Minister of Service and Member of Legislative Assembly of Alberta for Strathcona-Sherwood Park – Feb. 19, 2021  
5.2 Round Table Discussion with Jackie Armstrong-Homeniuk, Member of Legislative Assembly of Alberta for Fort Saskatchewan-Vegreville – Feb. 24, 2021  
5.3 Adriana LaGrange, Minister of Education’s Budget Debrief – Feb. 25, 2021  
5.4 Classified Staff Professional Learning Day – March 5, 2021  
5.5 Inspirational Math Week – March 16, 2021
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)  
6.1 Classified Staff Professional Learning Day – March 5, 2021  
6.2 Employee Relations Group (ERG) Meeting – March 9, 2021  
6.3 Inspirational Math Week – March 17, 2021
7. **COMMENTS FROM THE PUBLIC AND STAFF GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORT** H. Wall (verbal)  
Meeting held Feb. 19, 2021
9. **ATA LOCAL REPORT** D. Zielke (verbal)

**BUSINESS ARISING FROM PREVIOUS MEETING**

**NEW BUSINESS**

**10. BUSINESS ARISING FROM IN CAMERA**

**11. BOARD POLICY 12: ROLE OF THE SUPERINTENDENT AND  
POLICY 12, APPENDIX B: PERFORMANCE ASSESSMENT GUIDE** R. Footz  
(encl.)

**12. BOARD POLICY 20: ASSESSMENT AND REPORTING OF STUDENT  
LEARNING** R. Footz  
(encl.)

**13. BOARD POLICY 21: EXPENSE TRANSPARENCY** R. Footz  
(encl.)

**COMMITTEE REPORT**

**REPORTS FOR INFORMATION**

**14. UNAUDITED FINANCIAL REPORT** M. Liguori/C. Cole  
(encl.)

**15. TRUSTEES' REPORTS/NOTICES OF MOTIONS/REQUESTS  
FOR INFORMATION** (verbal)

ADJOURNMENT

## RECOMMENDATIONS TO MARCH 18, 2021 BOARD OF TRUSTEES

2. That the Board meet In Camera.  
That the Board revert to Regular Session.
3. That the Agenda be adopted as amended or as circulated.
- 4.1. That the Board of Trustees approve the Minutes of Feb. 18, 2021 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive for information the Chair report.
6. That the Board of Trustees receive for information the Superintendent report.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
10. *Business Arising from In Camera.*
11. That the Board of Trustees approve the amendments to the Board Policy 12: Role of the Superintendent and Board Policy 12: Appendix B - Performance Assessment Guide, as presented.
12. That the Board of Trustees approve the amendments to Board Policy 20: Assessment and Reporting of Student Learning, as presented.
13. That the Board of Trustees approve amendments to Board Policy 21: Expense Transparency, as presented.
14. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2020 to Feb. 28, 2021 for Elk Island Public Schools.



# BOARD MEETING MINUTES

February 18, 2021

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, February 18, 2021, virtually via Zoom Cloud Meetings and Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9:00 a.m.

## BOARD MEMBERS PRESENT

Via video conference:

T. Boymook, Board Chair  
C. Holowaychuk, Vice-Chair  
R. Footz  
S. Gordon  
A. Hubick  
D. Irwin  
J. Seutter  
H. Stadnick  
H. Wall

## ADMINISTRATION PRESENT

Via video conference:

M. Liguori, Superintendent  
S. Stoddard, Associate Superintendent  
B. Billey, Associate Superintendent  
C. Cole, Secretary-Treasurer  
L. McNabb, Director, Communication Services  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## CALL TO ORDER

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

## IN CAMERA SESSION

016/2021 | Trustee Irwin moved: That the Board meet in camera (9:00 a.m.).

*CARRIED UNANIMOUSLY*

017/2021 | Trustee Wall moved: That the Board revert to regular session (10:33 a.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 10:33 a.m. and reconvened at 10:43 a.m. with all trustees noted above in attendance.*

## TREATY 6 ACKNOWLEDGMENT

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

## **AGENDA**

Vice-Chair Holowaychuk requested an addition to the agenda under New Business, as number 11 and the rest of the agenda renumbered accordingly. Item 11 titled: Junior and Senior High Rural Attendance Boundaries – Lamont County.

018/2021 | Trustee Wall moved: That the Agenda be adopted, as amended.

*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair Boymook called for confirmation of the Jan. 21, 2021 Board Meeting Minutes.

019/2021 | Trustee Stadnick moved: That the Board of Trustees approve the Minutes of Jan. 21, 2021 Board Meeting, as circulated.

*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Boymook presented the Chair's report.

020/2021 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.

*CARRIED UNANIMOUSLY*

## **SUPERINTENDENT REPORT**

No report was presented.

## **COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS**

No comments, presentations and delegations were presented.

## **Association and Local Reports**

### **ASBA ZONE 2/3 REPORT**

Vice-Chair Holowaychuk presented to the Board the report from the ASBA Zone 2/3 meeting held on Jan. 29, 2021.

021/2021 | Vice-Chair Holowaychuk moved: That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.

*CARRIED UNANIMOUSLY*

### **ATA LOCAL REPORT**

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

022/2021 | Trustee Hubick moved: That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.

*CARRIED UNANIMOUSLY*

## **Business Arising from Previous Meeting**

No business arising from the previous meeting.

## New Business

### BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

### JUNIOR AND SENIOR HIGH RURAL ATTENDANCE BOUNDARIES – LAMONT COUNTY

Vice-Chair Holowaychuk made a motion related to the rural junior high and senior high attendance boundaries in Lamont County and that the Board offer a grandfathering sibling clause to those students within the amended areas who may wish to continue at Lamont High School.

023/2021 | Vice-Chair Holowaychuk moved that:

1. students residing west of Highway 855 and Township Road 164, including all those within the Village of Andrew limits, are designated to attend Lamont High School;
2. students residing east of Highway 855 and Township Road 164, excluding those within the Village of Andrew limits, are designated to attend Vegreville Composite High School; and
3. the Board offer a grandfathering sibling clause to those students within the amended area map that may wish to continue at Lamont High.

Trustee Irwin requested an amendment to include “junior and senior high” to Vegreville Composite High School name in the second section. Point of clarity was made by Superintendent Liguori that the name of the school in the motion was correct. Trustee Irwin withdrew his request to amend the motion.

Board Chair Boymook opened the floor for questions. Trustee Stadnick, Trustee Footz, Trustee Hubick and Trustee Gordon spoke in favour of the motion. Director Weder sought clarification related to the sibling clause.

Vice-Chair Holowaychuk suggested that the third section of the motion related to grandfathering be separated from the attendance boundary piece.

*The Board recessed at 11:04 a.m. and reconvened at 11:17 a.m. with all trustees noted above in attendance.*

024/2021 | Vice-Chair Holowaychuk moved to amend motion 023/2021 and strike out the grandfather clause to read:

1. students residing west of Highway 855 and Township Road 164, including all those within the Village of Andrew limits, are designated to attend Lamont High School;
2. students residing east of Highway 855 and Township Road 164, excluding those within the Village of Andrew limits, are designated to attend Vegreville Composite High School.

Board Chair Boymook opened the floor for discussion on the amendment to strike out the third section related to grandfathering.

**VOTE ON THE AMENDMENT:** CARRIED UNANIMOUSLY

Board Chair Boymook opened the floor for discussion on the amended motion 024/2021.

**VOTE ON THE AMENDED MOTION 024/2021:** CARRIED UNANIMOUSLY

025/2021 | Vice-Chair Holowaychuk moved that if Motion 024/2021 was approved: That the Board grandfather those students and their siblings who reside in the amended area, who wish to continue at Lamont High.

*CARRIED UNANIMOUSLY*

Vice-Chair Holowaychuk commented that it was the right thing to do to keep continuity for students.

### **ALBERTA SCHOOL COUNCIL ASSOCIATION VIRTUAL CONFERENCE AND GENERAL MEETING SPONSORSHIP**

Board Chair Boymook presented to the Board a recommendation to sponsor one school council member to a maximum of 15 to attend the 2021 Annual Virtual Conference and General Meeting.

026/2021 | Board Chair Boymook moved: That the Board of Trustees approve the sponsorship of one school council member per school, to a maximum of 15 to attend the Alberta School Councils virtual Conference & Annual General Meeting, April 23 - 25, 2021, and that the deadline for submission align with the ASCA Conference registration.

*CARRIED UNANIMOUSLY*

### **2022-25 THREE-YEAR CAPITAL PLAN**

Assistant Director Derech and Education Planner Dragon presented to the Board for approval the 2022-25 Three-Year Capital Plan.

027/2021 | Trustee Wall moved: That the Board of Trustees approve the 2022-25 Three-Year Capital Plan as presented for submission to Alberta Education.

*CARRIED UNANIMOUSLY*

### **BORROWING RESOLUTIONS**

Director Lewis presented to the Board for approval the Borrowing Resolutions.

028/2021 | Trustee Seutter moved: That the Board of Trustees approve the borrowing resolution to meet expenditures during the fiscal year 2020-21.

*CARRIED UNANIMOUSLY*

## **Committee Reports**

### **STUDENT EXPULSION COMMITTEE**

Trustee Stadnick presented a report from the Student Expulsion Committee meeting held on Jan. 27, 2021, for information.

029/2021 | Trustee Stadnick moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on Jan. 27, 2021.

*CARRIED UNANIMOUSLY*

### **POLICY COMMITTEE**

Trustee Footz presented a report from the Policy Committee meeting held on Feb. 9, 2021, for information.

030/2021 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on Feb. 9, 2021.

*CARRIED UNANIMOUSLY*

## **ADVOCACY COMMITTEE**

Board Chair Boymook presented to the Board a report from the Advocacy Committee meeting held on Feb. 17, 2021, for information.

031/2021 | Board Chair Boymook moved: That the Board of Trustees receive for information the report from the Advocacy Committee meeting held on Feb. 17, 2021.

*CARRIED UNANIMOUSLY*

## **Reports for Information**

No reports for information were presented.

## **Trustees' Report, Notices of Motion and Request for Information**

Reports by trustees were presented.

## **ADJOURNMENT**

Board Chair Boymook declared the meeting adjourned at 12:12 p.m.

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Trina Boymook, Board Chair

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Mark Liguori, Superintendent



# RECOMMENDATION REPORT

**DATE:** March 18, 2021

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Policy 12: Role of the Superintendent  
Policy 12, Appendix B: Performance Assessment Guide

**ORIGINATOR:** Randy Footz, Trustee, Policy Committee Chair

**RESOURCE STAFF:** Mark Liguori, Superintendent

**REFERENCE:** Policy 10: Policy Making

**EIPS PRIORITY:** Enhance public education through effective engagement.

**EIPS GOAL:** Engaged and effective governance.

**EIPS OUTCOME:** The Division is committed to engagement and advocacy to enhance public education.

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## RECOMMENDATION:

**That the Board of Trustees approve amendments to Board Policy 12: Role of the Superintendent and Board Policy 12: Appendix B – Performance Assessment Guide, 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.

The Policy Committee receives information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board.

The Policy Committee reviews Board policies annually as per Policy 10: Policy Making and provides recommendations to the Board on required additions, amendments, and deletions.

With respect to section 7, the Assurance Model is developed by Alberta Education and the Board’s focus is to ensure and create opportunities for engagement to help shape local priorities and initiatives. Proposed amendments to Policy 12 include the addition of “assurance” to the heading and a new section 7.2.

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|---|
| <p>7. Strategic planning, <u>assurance</u> and reporting</p> <p><u>7.1.</u> Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.</p> <p><u>7.1.7.2.</u> <u>Provides assurance through appropriate engagement of stakeholders.</u></p> <p><u>7.2.7.3.</u> Involves the Board appropriately, including but not limited to Board approval of</p> |
|---|

Subsequently, the following amendments are proposed to Appendix B to align with the amendments above:

- 7. Strategic planning, assurance and reporting**
- 7.1. Role expectations:**
- 7.1.1. Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
- ~~7.1.1.~~ Provides assurance through appropriate engagement of stakeholders.
- ~~7.1.2.~~
- ~~7.1.2.~~7.1.3. Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- ~~7.1.3.~~7.1.4. Implements plans as approved.
- ~~7.1.4.~~7.1.5. Reports regularly on results achieved.
- ~~7.1.5.~~7.1.6. Develops the Annual Education Results Report for Board approval.
- ~~7.1.6.~~7.1.7. Implements the requirements of the Occupational Health and Safety Act, including required staff professional development.
- ~~7.1.7.~~7.1.8. Ensures the facilities adequately accommodate Division students.
- 7.2. Quality indicators:**
- 7.2.1. The four-year planning process involves appropriate stakeholder ~~input~~ engagement which and results in high stakeholder satisfaction.
- 7.2.2. Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- 7.2.3. Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- 7.2.4. “Key results” identified by the Board are achieved.
- 7.2.5. The budget, ~~and four~~Four-yYear Education Plan and assurance reporting are developed according to a timeline which ensures the Board’s ability to provide direction, revise priorities and ~~is~~are approved within Alberta Education deadlines.

## COMMUNICATION PLAN:

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

## ATTACHMENT(S):

1. Policy 12: Role of the Superintendent (marked)
2. Policy 12: Role of the Superintendent (unmarked)
3. Policy 12, Appendix B: Performance Assessment Guide (marked)
4. Policy 12, Appendix B: Performance Assessment Guide (unmarked)

## Policy 12

# ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

### Specific areas of responsibility

1. Educational leadership
  - 1.1. Provides leadership in all matters relating to education in the Division.
  - 1.2. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
  - 1.3. Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
  - 1.4. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
2. Student welfare
  - 2.1. Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - 2.2. Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
  - 2.3. Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
  - 2.4. Acts as, or designates, the attendance officer for the Division.
3. Fiscal responsibility
  - 3.1. Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other Act.
  - 3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3. Directs the preparation and the presentation of the budget.
  - 3.4. Ensures the Board has current and relevant financial information.
  - 3.5. Directs the preparation of the Three-Year Capital Plan for submission to the Board.
4. Personnel management
  - 4.1. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.2. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
  - 4.3. Facilitates professional development and training sessions for staff.
  - 4.4. Ensures the coordination and integration of human resources within the Division.

- 4.5. Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
  - 5.1. Provides leadership in the planning, development, implementation and evaluation of Board policies.
  - 5.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board and provincial policies, regulations and procedures.
6. Superintendent/Board relations (“The First Team”)
  - 6.1. Engages in and maintains positive, professional working relations with the Board.
  - 6.2. Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
  - 6.3. Attends all Board meetings, or arranges for a designate to be in attendance, and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
  - 6.4. Provides the information and counsel which the Board requires to perform its role.
  - 6.5. Keeps the Board informed on sensitive issues in a timely manner.
  - 6.6. Attends, and/or designates, administrative attendance at all committee meetings.
  - 6.7. Demonstrates respect, integrity and support, which is conveyed to the staff and community.
7. Strategic planning, [assurance](#) and reporting
  - [7.1.](#) Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
  - [7.1-7.2.](#) [Provides assurance through appropriate engagement of stakeholders.](#)
  - [7.2-7.3.](#) Involves the Board appropriately, including but not limited to Board approval of process and timelines, opportunity for Board establishment of strategic priorities and key results early in the process, and final Board approval.
  - [7.3-7.4.](#) Implements plans as approved.
  - [7.4-7.5.](#) Reports regularly on results achieved.
  - [7.5-7.6.](#) Develops the Annual Education Results Report for Board approval.
  - [7.6-7.7.](#) Implements the requirements of the *Occupational Health and Safety Act*, including required staff professional development.
  - [7.7-7.8.](#) Ensures the facilities adequately accommodate Division students.
8. Organizational management
  - 8.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2. Reports to the Minister with respect to matters identified in and required by the *Education Act* and provincial legislation.
9. Communications and community relations
  - 9.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
  - 9.2. Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
  - 9.3. Maintains effective relationships within the system and the community served by the system.

- 9.4. Acts as the head of the organization for the purposes of the *Freedom of Information and Protection of Privacy Act*.
- 9.5. Keeps the Board informed through the provision of appropriate accountability reports.
- 10. Leadership practices
  - 10.1. Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
  - 10.2. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
  - 10.3. Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

**Reference:**

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*  
*Superintendent Leadership Quality Standard*

<b>Last reviewed:</b>	<b>Last updated:</b>
Sept. 17, 2015	Sept. 17, 2015
March 23, 2016	April 21, 2016
March 6, 2017	April 20, 2017
Feb. 12, 2018	
Nov. 13, 2018	Nov. 13, 2018
Jan. 29, 2019	
Dec. 11, 2019	Dec. 11, 2019
Feb. 9, 2021	

## Policy 12

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  - 3.1. Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other Act.
  - 3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3. Directs the preparation and the presentation of the budget.
  - 3.4. Ensures the Board has current and relevant financial information.
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  - 4.3. Facilitates professional development and training sessions for staff.
  - 4.4. Ensures the coordination and integration of human resources within the Division.

- 4.5. Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
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  - 5.1. Provides leadership in the planning, development, implementation and evaluation of Board policies.
  - 5.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board and provincial policies, regulations and procedures.
6. Superintendent/Board relations (“The First Team”)
  - 6.1. Engages in and maintains positive, professional working relations with the Board.
  - 6.2. Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
  - 6.3. Attends all Board meetings, or arranges for a designate to be in attendance, and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
  - 6.4. Provides the information and counsel which the Board requires to perform its role.
  - 6.5. Keeps the Board informed on sensitive issues in a timely manner.
  - 6.6. Attends, and/or designates, administrative attendance at all committee meetings.
  - 6.7. Demonstrates respect, integrity and support, which is conveyed to the staff and community.
7. Strategic planning, assurance and reporting
  - 7.1. Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
  - 7.2. Provides assurance through appropriate engagement of stakeholders.
  - 7.3. Involves the Board appropriately, including but not limited to Board approval of process and timelines, opportunity for Board establishment of strategic priorities and key results early in the process, and final Board approval.
  - 7.4. Implements plans as approved.
  - 7.5. Reports regularly on results achieved.
  - 7.6. Develops the Annual Education Results Report for Board approval.
  - 7.7. Implements the requirements of the *Occupational Health and Safety Act*, including required staff professional development.
  - 7.8. Ensures the facilities adequately accommodate Division students.
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  - 8.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2. Reports to the Minister with respect to matters identified in and required by the *Education Act* and provincial legislation.
9. Communications and community relations
  - 9.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
  - 9.2. Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
  - 9.3. Maintains effective relationships within the system and the community served by the system.

- 9.4. Acts as the head of the organization for the purposes of the *Freedom of Information and Protection of Privacy Act*.
- 9.5. Keeps the Board informed through the provision of appropriate accountability reports.
- 10. Leadership practices
  - 10.1. Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
  - 10.2. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
  - 10.3. Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

**Reference:**

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*  
*Superintendent Leadership Quality Standard*

<b>Last reviewed:</b>	<b>Last updated:</b>
Sept. 17, 2015	Sept. 17, 2015
March 23, 2016	April 21, 2016
March 6, 2017	April 20, 2017
Feb. 12, 2018	
Nov. 13, 2018	Nov. 13, 2018
Jan. 29, 2019	
Dec. 11, 2019	Dec. 11, 2019
Feb. 9, 2021	

**Policy 12****APPENDIX B - PERFORMANCE ASSESSMENT GUIDE****1. Educational leadership****1.1. Role expectations:**

- 1.1.1. Provides leadership in all matters relating to education in the Division.
- 1.1.2. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.1.3. Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.1.4. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.

**1.2. Quality indicators:**

- 1.2.1. The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- 1.2.2. The Superintendent identifies trends and issues related to student achievement to inform the four-year planning process, including recommendations for innovative means to improve measurable student achievement.
- 1.2.3. The Superintendent identifies trends and issues related to First Nations, Metis, and Inuit student achievement to inform the four-year planning process, including recommendations for innovative means to improve measurable student achievement.
- 1.2.4. Parents and students are satisfied with levels of achievement.
- 1.2.5. There is measurable improved student achievement over time.
- 1.2.6. The Superintendent meets Alberta Education's expectations re: AERR format and process and content.
- 1.2.7. The Superintendent meets all timelines with provision for appropriate Board input relative to the AERR.
- 1.2.8. The Superintendent ensures the Division's academic results are published.

**2. Student welfare****2.1. Role expectations:**

- 2.1.1. Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.1.2. Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.1.3. Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.1.4. Acts as, or designates, the attendance officer for the Division.

**2.2. Quality indicators:**

- 2.2.1. Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.
- 2.2.2. Provides analysis of incident reports.
- 2.2.3. Monitors progress relative to improved student attendance.

- 2.2.4. Complies with legislative requirements to appoint attendance officer for the Division.
- 2.2.5. Transportation services are provided with due consideration for efficiency, safety and length of ride.

### 3. **Fiscal responsibility**

#### 3.1. **Role expectations:**

- 3.1.1. Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other Act.
- 3.1.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.1.3. Directs the preparation and the presentation of the budget.
- 3.1.4. Ensures the Board has current and relevant financial information.
- 3.1.5. Directs the preparation of the Three-Year Capital Plan for submission to the Board.

#### 3.2. **Quality indicators:**

- 3.2.1. Public Sector Accounting Board (PSAB) rules are being followed.
- 3.2.2. Adequate internal financial controls exist and are being followed.
- 3.2.3. School based funds are expended as per approved budgets.
- 3.2.4. The Board is informed annually about incurred liabilities.
- 3.2.5. The Board is informed immediately regarding pending litigation.
- 3.2.6. The deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

### 4. **Personnel management**

#### 4.1. **Role expectations:**

- 4.1.1. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.1.2. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
- 4.1.3. Facilitates professional development and training sessions for staff.
- 4.1.4. Ensures the coordination and integration of human resources within the Division.
- 4.1.5. Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

#### 4.2. **Quality indicators:**

- 4.2.1. All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- 4.2.2. Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes.
- 4.2.3. Models commitment to personal and professional growth.
- 4.2.4. Fosters high standards of instruction and professional improvement (Quality Teaching Standard).

- 4.2.5. Provides for training of administrators and the development of leadership capacity within the Division.
- 4.2.6. Follows Board personnel policies.
- 4.2.7. Models high ethical standards of conduct.

## 5. **Policy/Administrative Procedures**

### 5.1. **Role expectations:**

- 5.1.1. Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.1.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board and provincial policies, regulations and procedures.

### 5.2. **Quality indicators:**

- 5.2.1. Appropriately involves individuals and groups in the administrative procedure development process.
- 5.2.2. Takes leadership in bringing policies to Board for review.
- 5.2.3. Ensures system adheres to policy/administrative procedures.
- 5.2.4. Ensures timeliness of policy/administrative procedure revision.
- 5.2.5. Demonstrates a knowledge of and respect for the role of the Board in policy processes.

## 6. **Superintendent/Board relations (“The First Team”)**

### 6.1. **Role expectations:**

- 6.1.1. Engages in and maintains positive, professional working relations with the Board.
- 6.1.2. Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.1.3. Attends all Board meetings, or arranges for a designate to be in attendance, and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.1.4. Provides the information and counsel which the Board requires to perform its role.
- 6.1.5. Keeps the Board informed on sensitive issues in a timely manner.
- 6.1.6. Attends, and/or designates, administrative attendance at all committee meetings.
- 6.1.7. Demonstrates respect, integrity and support, which is conveyed to the staff and community.

### 6.2. **Quality indicators:**

- 6.2.1. Implements Board directions with integrity in a timely fashion.
- 6.2.2. Provides support to the Board re: lobby efforts on behalf of the Division.
- 6.2.3. Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- 6.2.4. Keeps the Board informed about Division operations.
- 6.2.5. Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- 6.2.6. Interacts with the Board in an open, honest, pro-active and professional manner.
- 6.2.7. Ensures high quality management services are provided to the Board.
- 6.2.8. Provides the Board with correspondence directed to the Board or trustees.

## 7. Strategic planning, assurance and reporting

### 7.1. Role expectations:

7.1.1. Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.

~~7.1.1.~~ Provides assurance through appropriate engagement of stakeholders.

7.1.2.

~~7.1.2.~~7.1.3. Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).

~~7.1.3.~~7.1.4. Implements plans as approved.

~~7.1.4.~~7.1.5. Reports regularly on results achieved.

~~7.1.5.~~7.1.6. Develops the Annual Education Results Report for Board approval.

~~7.1.6.~~7.1.7. Implements the requirements of the Occupational Health and Safety Act, including required staff professional development.

~~7.1.7.~~7.1.8. Ensures the facilities adequately accommodate Division students.

### 7.2. Quality indicators:

7.2.1. The four-year planning process involves appropriate stakeholder ~~input~~ engagement which and results in high stakeholder satisfaction.

7.2.2. Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

7.2.3. Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

7.2.4. “Key results” identified by the Board are achieved.

7.2.5. The budget, ~~and four~~Four-year Education Plan and assurance reporting are developed according to a timeline which ensures the Board’s ability to provide direction, revise priorities and ~~is~~are approved within Alberta Education deadlines.

## 8. Organizational management

### 8.1. Role expectations:

8.1.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

8.1.2. Reports to the Minister with respect to matters identified in and required by the *Education Act* and provincial legislation.

### 8.2. Quality indicators:

8.2.1. Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).

8.2.2. Effectively manages time and resources.

8.2.3. Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board.

## 9. Communications and community relations

### 9.1. Role expectations:

9.1.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

9.1.2. Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.

9.1.3. Maintains effective relationships within the system and the community served by the system.

9.1.4. Acts as the head of the organization for the purposes of the *Freedom of Information and Protection of Privacy Act*.

9.1.5. Keeps the Board informed through the provision of appropriate accountability reports.

**9.2. Quality indicators:**

9.2.1. Facilitates effective home-school relations.

9.2.2. Manages conflict effectively.

9.2.3. Ensures information is disseminated to inform appropriate public.

9.2.4. Works cooperatively with the media to represent the Board's views/positions.

9.2.5. Promotes positive public engagement in the Division.

9.2.6. Represents the Division in a positive, professional manner.

9.2.7. Improves the Division's public image.

**10. Leadership practices**

**10.1. Role expectations:**

10.1.1. Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

10.1.2. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

10.1.3. Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

**10.2. Quality indicators:**

10.2.1. Provides clear direction.

10.2.2. Provides effective educational leadership.

10.2.3. Establishes and maintains positive, professional working relationships with staff and external partners.

10.2.4. Unites people toward common goals.

10.2.5. Displays competence.

10.2.6. Demonstrates a high commitment to education and to the needs of students.

10.2.7. Empowers others.

10.2.8. Effectively solves problems.

**Reference:**

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*  
*Superintendent Leadership Quality Standard*

**Last reviewed:**

Nov. 5, 2015

Jan. 7, 2016

**Last updated:**

Nov. 26, 2015

Jan. 21, 2016

Dec. 4, 2017

Jan. 25, 2018

Nov. 13, 2018

Nov. 13, 2018

Dec. 18, 2018

Jan. 24, 2019

Dec. 11, 2019

Dec. 11, 2019

Feb. 9, 2021

## Policy 12

# APPENDIX B - PERFORMANCE ASSESSMENT GUIDE

### 1. Educational leadership

#### 1.1. Role expectations:

- 1.1.1. Provides leadership in all matters relating to education in the Division.
- 1.1.2. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.1.3. Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.1.4. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.

#### 1.2. Quality indicators:

- 1.2.1. The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- 1.2.2. The Superintendent identifies trends and issues related to student achievement to inform the four-year planning process, including recommendations for innovative means to improve measurable student achievement.
- 1.2.3. The Superintendent identifies trends and issues related to First Nations, Metis, and Inuit student achievement to inform the four-year planning process, including recommendations for innovative means to improve measurable student achievement.
- 1.2.4. Parents and students are satisfied with levels of achievement.
- 1.2.5. There is measurable improved student achievement over time.
- 1.2.6. The Superintendent meets Alberta Education's expectations re: AERR format and process and content.
- 1.2.7. The Superintendent meets all timelines with provision for appropriate Board input relative to the AERR.
- 1.2.8. The Superintendent ensures the Division's academic results are published.

### 2. Student welfare

#### 2.1. Role expectations:

- 2.1.1. Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.1.2. Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.1.3. Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.1.4. Acts as, or designates, the attendance officer for the Division.

#### 2.2. Quality indicators:

- 2.2.1. Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.
- 2.2.2. Provides analysis of incident reports.
- 2.2.3. Monitors progress relative to improved student attendance.

- 2.2.4. Complies with legislative requirements to appoint attendance officer for the Division.
- 2.2.5. Transportation services are provided with due consideration for efficiency, safety and length of ride.

### 3. **Fiscal responsibility**

#### 3.1. **Role expectations:**

- 3.1.1. Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other Act.
- 3.1.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.1.3. Directs the preparation and the presentation of the budget.
- 3.1.4. Ensures the Board has current and relevant financial information.
- 3.1.5. Directs the preparation of the Three-Year Capital Plan for submission to the Board.

#### 3.2. **Quality indicators:**

- 3.2.1. Public Sector Accounting Board (PSAB) rules are being followed.
- 3.2.2. Adequate internal financial controls exist and are being followed.
- 3.2.3. School based funds are expended as per approved budgets.
- 3.2.4. The Board is informed annually about incurred liabilities.
- 3.2.5. The Board is informed immediately regarding pending litigation.
- 3.2.6. The deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

### 4. **Personnel management**

#### 4.1. **Role expectations:**

- 4.1.1. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.1.2. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
- 4.1.3. Facilitates professional development and training sessions for staff.
- 4.1.4. Ensures the coordination and integration of human resources within the Division.
- 4.1.5. Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

#### 4.2. **Quality indicators:**

- 4.2.1. All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- 4.2.2. Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes.
- 4.2.3. Models commitment to personal and professional growth.
- 4.2.4. Fosters high standards of instruction and professional improvement (Quality Teaching Standard).

- 4.2.5. Provides for training of administrators and the development of leadership capacity within the Division.
- 4.2.6. Follows Board personnel policies.
- 4.2.7. Models high ethical standards of conduct.

## 5. **Policy/Administrative Procedures**

### 5.1. **Role expectations:**

- 5.1.1. Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.1.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board and provincial policies, regulations and procedures.

### 5.2. **Quality indicators:**

- 5.2.1. Appropriately involves individuals and groups in the administrative procedure development process.
- 5.2.2. Takes leadership in bringing policies to Board for review.
- 5.2.3. Ensures system adheres to policy/administrative procedures.
- 5.2.4. Ensures timeliness of policy/administrative procedure revision.
- 5.2.5. Demonstrates a knowledge of and respect for the role of the Board in policy processes.

## 6. **Superintendent/Board relations (“The First Team”)**

### 6.1. **Role expectations:**

- 6.1.1. Engages in and maintains positive, professional working relations with the Board.
- 6.1.2. Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.1.3. Attends all Board meetings, or arranges for a designate to be in attendance, and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.1.4. Provides the information and counsel which the Board requires to perform its role.
- 6.1.5. Keeps the Board informed on sensitive issues in a timely manner.
- 6.1.6. Attends, and/or designates, administrative attendance at all committee meetings.
- 6.1.7. Demonstrates respect, integrity and support, which is conveyed to the staff and community.

### 6.2. **Quality indicators:**

- 6.2.1. Implements Board directions with integrity in a timely fashion.
- 6.2.2. Provides support to the Board re: lobby efforts on behalf of the Division.
- 6.2.3. Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- 6.2.4. Keeps the Board informed about Division operations.
- 6.2.5. Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- 6.2.6. Interacts with the Board in an open, honest, pro-active and professional manner.
- 6.2.7. Ensures high quality management services are provided to the Board.
- 6.2.8. Provides the Board with correspondence directed to the Board or trustees.

## 7. Strategic planning, assurance and reporting

### 7.1. Role expectations:

- 7.1.1. Leads the generative strategic planning process including the development of the Four-Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
- 7.1.2. Provides assurance through appropriate engagement of stakeholders.
- 7.1.3. Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.1.4. Implements plans as approved.
- 7.1.5. Reports regularly on results achieved.
- 7.1.6. Develops the Annual Education Results Report for Board approval.
- 7.1.7. Implements the requirements of the Occupational Health and Safety Act, including required staff professional development.
- 7.1.8. Ensures the facilities adequately accommodate Division students.

### 7.2. Quality indicators:

- 7.2.1. The four-year planning process involves appropriate stakeholder engagement which results in high stakeholder satisfaction.
- 7.2.2. Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- 7.2.3. Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- 7.2.4. “Key results” identified by the Board are achieved.
- 7.2.5. The budget, Four-Year Education Plan and assurance reporting are developed according to a timeline which ensures the Board’s ability to provide direction, revise priorities and are approved within Alberta Education deadlines.

## 8. Organizational management

### 8.1. Role expectations:

- 8.1.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.1.2. Reports to the Minister with respect to matters identified in and required by the *Education Act* and provincial legislation.

### 8.2. Quality indicators:

- 8.2.1. Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).
- 8.2.2. Effectively manages time and resources.
- 8.2.3. Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board.

## 9. Communications and community relations

### 9.1. Role expectations:

- 9.1.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.1.2. Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.1.3. Maintains effective relationships within the system and the community served by the system.

- 9.1.4. Acts as the head of the organization for the purposes of the *Freedom of Information and Protection of Privacy Act*.
- 9.1.5. Keeps the Board informed through the provision of appropriate accountability reports.

**9.2. Quality indicators:**

- 9.2.1. Facilitates effective home-school relations.
- 9.2.2. Manages conflict effectively.
- 9.2.3. Ensures information is disseminated to inform appropriate public.
- 9.2.4. Works cooperatively with the media to represent the Board's views/positions.
- 9.2.5. Promotes positive public engagement in the Division.
- 9.2.6. Represents the Division in a positive, professional manner.
- 9.2.7. Improves the Division's public image.

**10. Leadership practices**

**10.1. Role expectations:**

- 10.1.1. Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.1.2. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.1.3. Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

**10.2. Quality indicators:**

- 10.2.1. Provides clear direction.
- 10.2.2. Provides effective educational leadership.
- 10.2.3. Establishes and maintains positive, professional working relationships with staff and external partners.
- 10.2.4. Unites people toward common goals.
- 10.2.5. Displays competence.
- 10.2.6. Demonstrates a high commitment to education and to the needs of students.
- 10.2.7. Empowers others.
- 10.2.8. Effectively solves problems.

**Reference:**

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*  
*Superintendent Leadership Quality Standard*

**Last reviewed:                      Last updated:**

Nov. 5, 2015                      Nov. 26, 2015

Jan. 7, 2016                      Jan. 21, 2016

Dec. 4, 2017                      Jan. 25, 2018

Nov. 13, 2018

Nov. 13, 2018

Dec. 18, 2018

Jan. 24, 2019

Dec. 11, 2019

Dec. 11, 2019

Feb. 9, 2021



# RECOMMENDATION REPORT

**DATE:** March 18, 2021

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Policy 20: Assessment and Reporting of Student Learning

**ORIGINATOR:** Randy Footz, Trustee, Policy Committee Chair

**RESOURCE STAFF:** Mark Liguori, Superintendent

**REFERENCE:** 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 approve amendments to Board Policy 20: Assessment and Reporting of Student Learning, 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.

The Policy Committee receives information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board.

The Policy Committee reviews Board policies annually as per Policy 10: Policy Making and provides recommendations to the Board on required additions, amendments, and deletions.

Recommended amendments to Policy 20 include:

- a) Removal of "primary" from the preamble to avoid redundancy.

The Board believes the **primary** purpose of assessment is to gather information in order to guide and improve student learning and instruction. The Board believes the **primary** purpose of reporting is to communicate student achievement to students, parents, and others. This policy shall provide direction to Administrative Procedure 360, Learning Assessment.



# RECOMMENDATION REPORT

- b) Correction of the plural form of ISP to singular in section 1.7 to maintain consistency.

## 1.7. Instructional Support Plan (ISP)

All students with special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP). ~~An ISP is s-are~~ a plan of action designed to address the student's special education needs and ~~are-is~~ based on diagnostic information which provides the basis for intervention strategies.

### COMMUNICATION PLAN:

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

### ATTACHMENT(S):

1. Policy 20: Assessment and Reporting of Student Learning (marked)
2. Policy 20: Assessment and Reporting of Student Learning (unmarked)

## Policy 20

# ASSESSMENT AND REPORTING OF STUDENT LEARNING

The Board believes the ~~primary~~ purpose of assessment is to gather information in order to guide and improve student learning and instruction. The Board believes the ~~primary~~ purpose of reporting is to communicate student achievement to students, parents, and others. This policy shall provide direction to Administrative Procedure 360, Learning Assessment.

### 1. Definitions

#### 1.1. Achievement Level

A student's demonstration of knowledge, skills, and attitudes relative to grade level learner outcomes.

#### 1.2. Assessment

The process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

##### 1.2.1. Formative Assessment

Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. (Also called assessment for learning and diagnostic; refers to information not used for grading purposes).

##### 1.2.2. Summative Assessment

Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms. (Also called assessment of learning; refers to performance data compiled as a grade).

#### 1.3. Descriptive Feedback

Part of an ongoing, specific, and constructive conversation about learning that relates directly to the learner outcomes.

#### 1.4. Evaluation

To make decisions about the quality, value, or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

#### 1.5. Grades

A letter, number, or comment reported at the end of a period of time as a summary statement of student performance based on a variety of summative assessments. Grades represent teachers' cumulative judgments about students' competencies or level of achievement at a specific point in time.

#### 1.6. Grading

A process to determine a student's performance level.

#### 1.7. Instructional Support Plan (ISP)

All students with special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP). An ISP is s-are a plan of action designed to address the student's special education needs and are-is based on diagnostic information which provides the basis for intervention strategies.

### 1.8. **Learner Outcomes**

What students are expected to learn; the provincially mandated knowledge, skills, and attitudes students are expected to demonstrate as a result of schooling.

## 2. **Expectations**

- 2.1. Administrative Procedure 360, Learning Assessment shall state expectations for the development and sharing of individual school assessment plans with the school community.
- 2.2. The school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents/guardians.
- 2.3. All forms of formative and summative assessment are linked to the learner outcomes in the programs of study and/or an ISP.
- 2.4. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
- 2.5. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population shall be employed.
- 2.6. Student learning will be communicated in both formal and informal ways throughout the school year.
- 2.7. All decisions regarding grade and/or course placement shall be based on student achievement.
- 2.8. Students enrolled in a program of studies shall complete assignments in order to demonstrate their learning throughout the term of their course of studies. When assignments are missing or incomplete, communication to students and parents/guardians shall occur.
- 2.9. Student achievement shall be reported on Board-approved progress report templates.

## 3. **Accountability**

The Guide to Education requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year. This information shall be outlined in the school assessment plan and monitored by the Superintendent to ensure consistency of practice.

## **Reference:**

[Alberta Education Guide to Education: ECS to Grade 12, 2019-2020](#)  
[Alberta Education Programs of Study](#)

Last reviewed:	Last updated:
June 18, 2015	June 18, 2015
December 12, 2016	

February 12, 2018

February 19, 2019

Feb. 11, 2020

Feb. 9, 2021

March 14, 2019

Feb. 11, 2020

## Policy 20

# ASSESSMENT AND REPORTING OF STUDENT LEARNING

The Board believes the purpose of assessment is to gather information in order to guide and improve student learning and instruction. The Board believes the purpose of reporting is to communicate student achievement to students, parents, and others. This policy shall provide direction to Administrative Procedure 360, Learning Assessment.

### 1. Definitions

#### 1.1. Achievement Level

A student's demonstration of knowledge, skills, and attitudes relative to grade level learner outcomes.

#### 1.2. Assessment

The process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

##### 1.2.1. Formative Assessment

Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. (Also called assessment for learning and diagnostic; refers to information not used for grading purposes).

##### 1.2.2. Summative Assessment

Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms. (Also called assessment of learning; refers to performance data compiled as a grade).

#### 1.3. Descriptive Feedback

Part of an ongoing, specific, and constructive conversation about learning that relates directly to the learner outcomes.

#### 1.4. Evaluation

To make decisions about the quality, value, or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

#### 1.5. Grades

A letter, number, or comment reported at the end of a period of time as a summary statement of student performance based on a variety of summative assessments. Grades represent teachers' cumulative judgments about students' competencies or level of achievement at a specific point in time.

#### 1.6. Grading

A process to determine a student's performance level.

#### 1.7. Instructional Support Plan (ISP)

All students with special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP). An ISP is a plan of action designed to address the student's special education needs and is based on diagnostic information which provides the basis for intervention strategies.

### 1.8. **Learner Outcomes**

What students are expected to learn; the provincially mandated knowledge, skills, and attitudes students are expected to demonstrate as a result of schooling.

## 2. **Expectations**

- 2.1. Administrative Procedure 360, Learning Assessment shall state expectations for the development and sharing of individual school assessment plans with the school community.
- 2.2. The school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents/guardians.
- 2.3. All forms of formative and summative assessment are linked to the learner outcomes in the programs of study and/or an ISP.
- 2.4. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
- 2.5. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population shall be employed.
- 2.6. Student learning will be communicated in both formal and informal ways throughout the school year.
- 2.7. All decisions regarding grade and/or course placement shall be based on student achievement.
- 2.8. Students enrolled in a program of studies shall complete assignments in order to demonstrate their learning throughout the term of their course of studies. When assignments are missing or incomplete, communication to students and parents/guardians shall occur.
- 2.9. Student achievement shall be reported on Board-approved progress report templates.

## 3. **Accountability**

The Guide to Education requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year. This information shall be outlined in the school assessment plan and monitored by the Superintendent to ensure consistency of practice.

## **Reference:**

[Alberta Education Guide to Education: ECS to Grade 12, 2019-2020](#)  
[Alberta Education Programs of Study](#)

Last reviewed:	Last updated:
June 18, 2015	June 18, 2015
December 12, 2016	

February 12, 2018

February 19, 2019

Feb. 11, 2020

Feb. 9, 2021

March 14, 2019

Feb. 11, 2020



# RECOMMENDATION REPORT

**DATE:** March 18, 2021

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Policy 21: Expense Transparency

**ORIGINATOR:** Randy Footz, Trustee, Policy Committee Chair

**RESOURCE STAFF:** Mark Liguori, Superintendent

**REFERENCE:** Policy 10: Policy Making

**EIPS PRIORITY:** Enhance public education through effective engagement.

**EIPS GOAL:** Engaged and effective governance.

**EIPS OUTCOME:** The Division is committed to engagement and advocacy to enhance public education.

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## RECOMMENDATION:

**That the Board of Trustees approve amendments to Board Policy 21: Expense Transparency, 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.

The Policy Committee receives information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board.

The Policy Committee reviews Board policies annually as per Policy 10: Policy Making and provides recommendations to the Board on required additions, amendments, and deletions.

Recommended amendments to Policy 21 removes examples of professional membership fees listed in section 2.6.2 for simplification.

2.6.2. professional membership dues paid on behalf of the ~~entire~~ Division (~~e.g. ASBA,~~  
~~AAMDC~~); and



# RECOMMENDATION REPORT

## **COMMUNICATION PLAN:**

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

## **ATTACHMENT(S):**

1. Policy 21: Expense Transparency (marked)
2. Policy 21: Expense Transparency (unmarked)

## Policy 21

# EXPENSE TRANSPARENCY

The Board shall ensure effective stewardship of funds in the performance of Division business, by using sound logic and financial responsibility in carrying out their duties. All business expenses incurred shall be reasonable, appropriate and able to withstand the scrutiny of auditors or members of the general public.

### 1. Definitions

#### 1.1. Working sessions

refers to meetings with internal departments or schools and associated costs including travel, meals, parking, business insurance on private vehicle, etc.

#### 1.2. Business travel

refers to meetings with external parties and associated costs including travel, meals, parking, etc.

#### 1.3. Professional development

refers to formal courses, conferences, seminars and other professional learning events and associated costs including registration, travel, airfare, accommodations, meals, etc.

#### 1.4. Professional membership dues

Refers to dues paid to a professional association on behalf of an individual Board member, the Superintendent, or the Secretary-Treasurer.

### 2. Guidelines

2.1. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement.

2.2. When business expenses are incurred, the appropriate signing authority shall approve the expenses as follows:

2.2.1. the Board Chair's expenses shall be approved by the Secretary-Treasurer;

2.2.2. the Board Vice Chair's and trustees' expenses shall be approved by the Board Chair;

2.2.3. the Superintendent's expenses shall be approved by the Board Chair; and

2.2.4. the Secretary-Treasurer's expenses shall be approved by the Superintendent.

2.3. All business expense receipts shall be itemized and include details of the expense (e.g. list of those attending the meal, reason for business travel, etc.).

2.4. Business expense claims should be submitted by the end of the month in which the business expense was incurred, and shall be submitted no later than quarterly throughout the school year.

2.5. On a quarterly basis, business expenses incurred by the Board, Superintendent, and Secretary-Treasurer related to working sessions, business travel, professional development and professional membership dues shall be reported online through the Division's website. The reports shall include a summary of the expenses incurred during the previous three months, description and rationale for the expenses and copies of the detailed receipts over \$20 with sensitive information redacted.

2.6. To minimize administrative costs, the following business expenses will not be allocated to individual Board members, nor reported on the quarterly summaries posted on the Division's website:

- 2.6.1. general overhead costs related to the cost of doing business including utilities, office supplies, meeting subsistence, etc.;
- 2.6.2. professional membership dues paid on behalf of the ~~entire~~ Division (~~e.g. ASBA, AAMDC~~); and
- 2.6.3. meal costs at large catered events.

**Reference:**

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
	Dec. 19, 2019
Feb. 11, 2020	
June 4, 2020	June 18, 2020
Feb. 9, 2021	

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- 2.6.1. general overhead costs related to the cost of doing business including utilities, office supplies, meeting subsistence, etc.;
- 2.6.2. professional membership dues paid on behalf of the Division; and
- 2.6.3. meal costs at large catered events.

**Reference:**

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
	Dec. 19, 2019
Feb. 11, 2020	
June 4, 2020	June 18, 2020
Feb. 9, 2021	



# INFORMATION REPORT

**DATE:** March 18, 2021

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Unaudited Financial Report for Sept. 1, 2020 to Feb. 28, 2021

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

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services  
Sandy Vallee, 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.

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**ISSUE:**

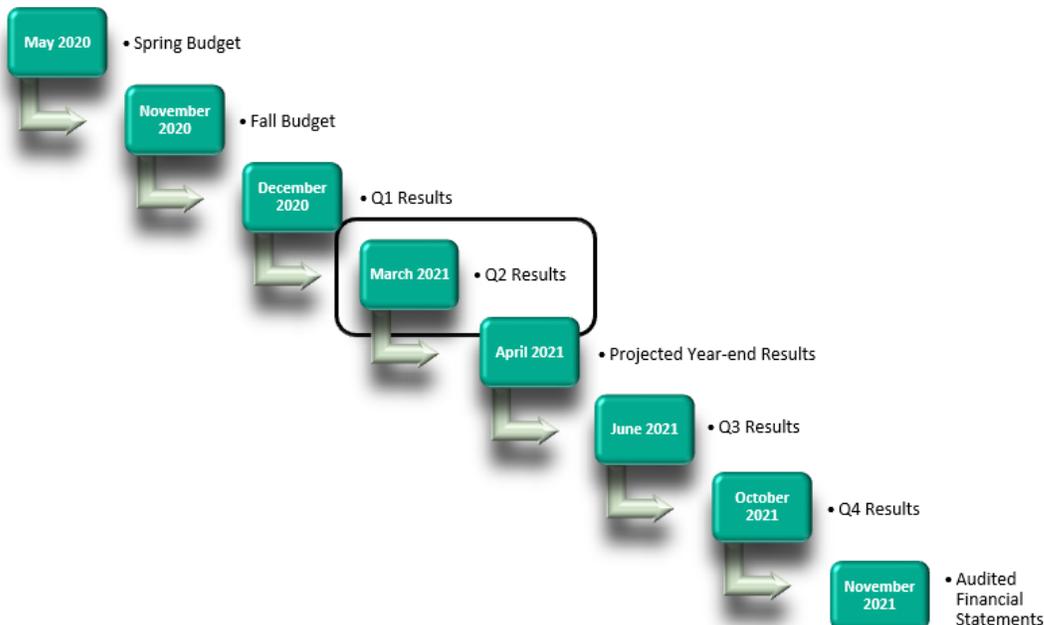
That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2020 to Feb. 28, 2021 for Elk Island Public Schools.

**BACKGROUND:**

Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will monitor the fiscal management of EIPS through receipt of quarterly variance analysis.

**CURRENT SITUATION OR KEY POINT:**

Financial Services has prepared an unaudited financial report for the six-month period ended Feb. 28, 2021. For the 2020-21 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 (6/10<sup>th</sup>s of the school year complete), while central department costs and Division revenue are expected to be about 50% spent (6/12<sup>th</sup>s of the fiscal year complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

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

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

As of Feb. 28, 2021, EIPS has an overall operating surplus of \$4,151,000. Revenue and expense variances are detailed in the Second Quarter Report 2020-21.

## **ATTACHMENT:**

1. Second Quarter Report 2020-21



Your Future in **MIND** ●

## **Second Quarter Report**

# **2020-21**

This document includes the Financial Statements of Elk Island Public Schools for the period September 1, 2020 to February 28, 2021 and variance notes to these statements.

### **Report to the Board of Trustees**

March 18, 2021

This information has not been audited.

**Elk Island Public Schools**  
**Highlights**  
**For The Six Month Period Ended February 28, 2021**  
**(excluding School Generated Funds)**

**Financial Summary:**

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	193,430,223	96,277,679	50%
School Expenses (Pages 7 and 8)	136,475,257	65,165,595	48%
Central Services Expenses (Page 12)	60,851,624	26,961,492	44%
<b>Surplus / (Deficit)</b>	<u>(3,896,658)</u>	<u>4,150,592</u>	<u>-107%</u>

\* Average spending at February 28, 2021 should be approximately 60% (for school year expenditures) or 50% (for revenue and for year-round expenses).

**Significant Changes and Events:**

**COVID-19 Pandemic**

COVID-19 continues to have an impact on Division costs. In the second quarter of the year, contingency funds were allocated out to support online learning (allowing Division consultants to resume their core work, as well as adding staffing for online Grade 10-12 instruction), to address substitute costs, and to provide temporary staffing supports in Business Services and Human Resources. Overall, substitute costs for the Division are higher than an average year, but lower than had been set aside in contingency.

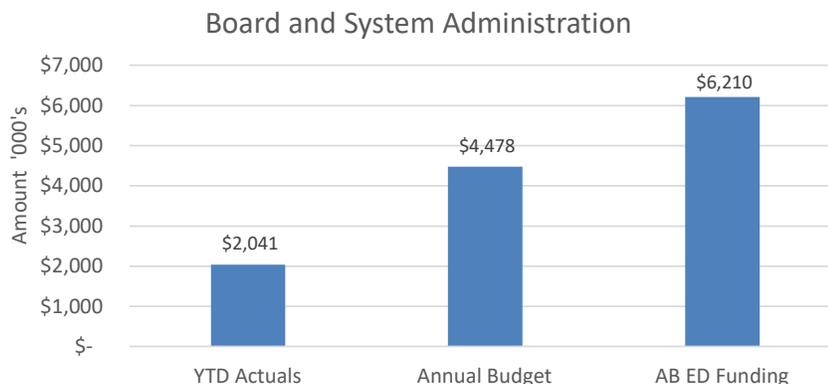
**Upcoming: Critical Worker Benefit**

The Government of Alberta announced a one-time Critical Worker Benefit for employees in certain sectors, including education. Although the province has set the requirements and restrictions for this benefit, the funds will flow through the Division to be paid out to employees in March. Total benefit for Division employees is estimated to be approximately \$700,000, including contracted custodial and busdrivers.

**Upcoming: Deferred Revenue - Weighted Moving Average**

When the province announced the provincial budget for the upcoming school year, they indicated a new COVID-19 Mitigation grant would offset funding reductions in 2021-22 related to lower weighted moving averages for enrolment (due to decreased enrolment school boards saw in September 2020). The province is indicating revenue that had been deferred in 2020-21 related to this expected reduction should be recognized. For the Division, this is approximately \$1.9 million. At this time, the Division is awaiting the finalized funding manual and an auditor assessment before the decision is made to recognize this in current year revenue.

**Board and System Administration** current expenses are at \$2.04 million, or 2.2% of total expenses for EIPS. This means the Division has spent 33% of the Board and System Administration grant provided by Alberta Education, and 46% of total Board and System Administration budget for EIPS.

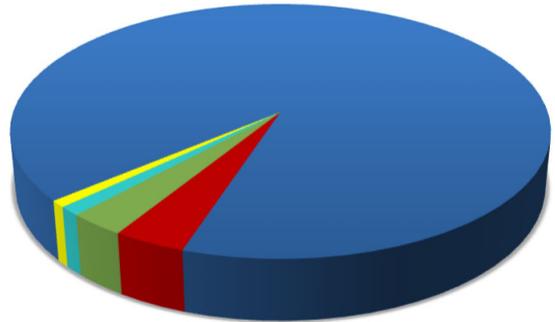


**Elk Island Public Schools**  
**Revenue & Expense Analysis (excluding SGF)**  
**For The Six Month Period Ended February 28, 2021**

**Revenues by Source**

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

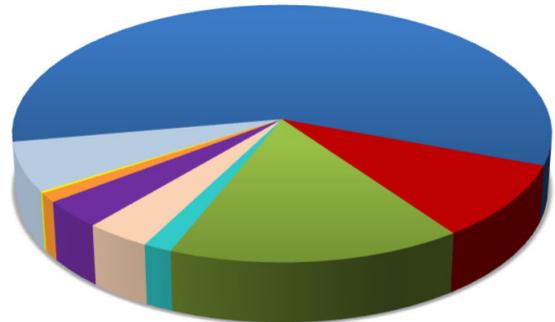
	\$	%
	87,796,306	91.1%
	3,668,700	3.8%
	2,870,290	3.0%
	1,121,003	1.2%
	821,380	0.9%
<b>\$</b>	<b>96,277,679</b>	<b>100.0%</b>



**Alberta Education Revenues**

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

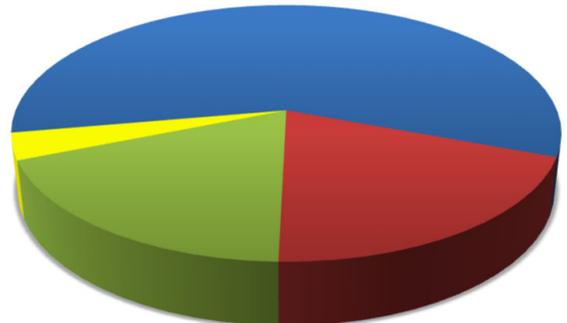
	\$	%
	51,338,125	58.5%
	8,291,469	9.5%
	13,990,796	15.9%
	1,360,125	1.5%
	3,104,845	3.5%
	3,052,239	3.5%
	1,024,841	1.2%
	176,313	0.2%
	5,457,553	6.2%
<b>\$</b>	<b>87,796,306</b>	<b>100.0%</b>



**Expenses by Object**

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

	\$	%
	53,910,283	58.5%
	18,093,922	19.6%
	17,028,186	18.5%
	3,094,696	3.4%
<b>\$</b>	<b>92,127,087</b>	<b>100.0%</b>



**Elk Island Public Schools**  
**Statement of Revenues and Expenses**  
**For The Six Month Period Ended February 28, 2021**  
**Percent of the Year Elapsed: 50%\***

	<b>A</b>		<b>Year to Date</b>			<i>Note</i>	<b>Prior Year</b>
	<b>Annual</b>		<b>B</b>	<b>C = B / A</b>	<b>C - 50%</b>		<b>Actual %</b>
	<b>Fall Budget</b>		<b>Actual</b>	<b>Actual %</b>	<b>Actual Less</b>	<i>Reference</i>	<b>Of Budget</b>
				<b>Of Budget</b>	<b>Elapsed %</b>		
<b>REVENUES</b>							
<b>Alberta Education</b>							
Base Instruction	\$ 102,586,567	\$	51,338,125	50%	0%		
Services & Supports	16,288,780		8,291,469	51%	1%		
School - System Needs	33,112,503		13,990,796	42%	-8%	<b>A</b>	
Community	2,710,192		1,360,125	50%	0%		
Jurisdictions	6,209,690		3,104,845	50%	0%		
Bridge Funding	6,104,477		3,052,239	50%	0%		
Other <sup>1</sup>	1,745,950		1,024,841	59%	9%	<b>B</b>	
Supported Amortization	503,428		176,313	35%	-15%	<b>C</b>	
Teacher Pensions	9,170,000		5,457,553	60%	10%	<b>D</b>	
<b>Total Alberta Education</b>	<b>178,431,587</b>		<b>87,796,306</b>	49%	-1%		50%
<b>Federal Government</b>	6,114,500		<b>3,668,700</b>	60%	10%	<b>E</b>	0%
<b>Other Government of Alberta</b>	6,153,496		<b>2,870,290</b>	47%	-3%		53%
<b>Other Alberta School Authorities</b>	562,611		<b>329,667</b>	59%	9%	<b>F</b>	52%
<b>Fees</b>	1,237,000		<b>1,121,003</b>	91%	41%	<b>G</b>	100%
<b>Other Sales and Services</b>	158,762		<b>89,065</b>	56%	6%	<b>H</b>	63%
<b>Investment Income</b>	160,000		<b>105,219</b>	66%	16%	<b>I</b>	74%
<b>Gifts and Donations</b>	502,880		<b>221,329</b>	44%	-6%	<b>J</b>	58%
<b>Rental of Facilities</b>	109,387		<b>61,683</b>	56%	6%	<b>K</b>	46%
<b>Gains on Disposal</b>	-		<b>14,417</b>	N/A	N/A		0%
<b>Sub-Total (excluding SGF)</b>	<b>193,430,223</b>		<b>96,277,679</b>	50%	0%		50%
<b>EXPENSES BY OBJECT</b>							
Certificated Salaries & Benefits	112,176,114		53,910,283	48%	-2%		50%
Classified Salaries & Benefits	35,608,397		18,093,922	51%	1%		53%
Services, Contracts & Supplies	42,956,499		17,028,186	40%	-10%		46%
Capital & Debt Services	6,585,871		3,094,696	47%	-3%		41%
<b>Sub-Total (excluding SGF)</b>	<b>197,326,881</b>		<b>92,127,087</b>	47%	-3%		50%
<b>Operations Surplus/(Deficit)</b>	<b>\$ (3,896,658)</b>	<b>\$</b>	<b>4,150,592</b>	-107%	-157%		4%
<b>School Generated Funds Budgeted Deficit</b>	<b>(819,695)</b>						
<b>Total Budgeted Deficit</b>	<b>\$ (4,716,353)</b>						

\* Based on a 12 month reporting period.

<sup>1</sup> Includes Lease Support, Dual Credit Programming, Grants, Secondment Revenue, and French Language Funding

**Elk Island Public Schools  
Revenue Notes  
For the Six Month Period Ended February 28, 2021**

**A. Alberta Education – School – System Needs**

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

- The Infrastructure Maintenance and Renewal grant is recognized to match current expenses. These expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The revenue variance is offset by an equal variance in expenses (within the Facility Services budget), resulting in no impact to the bottom line.

**B. Alberta Education – Other**

Revenue is 9% higher than expected at this point in the year.

This is primarily a result of two timing differences that will be addressed by the end of the year.

- Secondment revenue is billed over 10 months, rather than 12 months.
- This line includes revenue recorded for the donated COVID-19 supplies provided by the province, which was fully recognized at the end of the first quarter.

**C. Alberta Education – Supported Amortization**

Revenue is 15% lower than expected at this point in the year.

- Revenue for supported amortization will increase over the remaining months of the year as maintenance projects are completed and begin amortization.

**D. Alberta Education – Teacher Pensions**

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

- This is a result of a timing difference as revenue received for Teacher Pensions is recognized evenly over the school year (10 months) rather than over 12 months.

**E. Federal Government**

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

- This is a result of a timing difference as the Safe Return to Class federal funding is being recognized evenly over the school year (10 months) rather than 12 months.

#### **F. Other Alberta School Authorities**

Revenue is 9% higher than expected at this point in the year.

- This is a result of timing differences as revenue received for the Low Incidence Team is recognized evenly over the school year (10 months) rather than over 12 months.

#### **G. Fees**

Revenue for fees is 41% higher than expected at this point in the year.

- This line is comprised of transportation fees, which are recorded as received. As these were billed prior to the start of the school year (are not being billed quarterly), most of the revenue for the year has already been recognized. This variance is likely to be a permanent variance at the end of the year. EIPS Transportation department has adjusted spending to account for this reduction.

#### **H. Other Sales and Services**

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

This is primarily a result of timing differences that will be addressed by the end of the year.

- Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months.
- International student tuition fees are recognized over the school year, rather than 12 months.

#### **I. Investment Income**

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

- This is due to the timing of investment maturities for the Division. Monthly investment income will decrease over the remaining quarters of the year as investments mature and are not necessarily reinvested.

#### **J. Gifts and Donations**

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

- A significant donation to the Partners for Science program will be deferred until next year, resulting in a permanent variance at the end of the 2020-21 year. These funds will be used in 2021-22 for the development of science kits that align with the new curriculum.
- This is offset by a matching expense variance in Supports for Students (Schools) – Specialized Supports & Other Programs.

## **K. Rental of Facilities**

Revenue is 6% higher than expected at this point in the year due to a timing difference.

- 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.

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 1)**  
**For The Six Month Period Ended February 28, 2021**  
**Percent of the Year Elapsed: 60%\***

	<b>A</b>	<b>B</b>	<b>Year to Date</b>		<b>Note</b>	<b>Prior Year</b>
	<b>Annual Fall Budget</b>	<b>Actual</b>	<b>C = B / A Actual % Of Budget</b>	<b>C - 60% Actual Less Elapsed %</b>	<b>Reference</b>	<b>Actual % Of Budget</b>
<b>Sector 1 - Sherwood Park</b>						
Bev Facey Community High	\$ 6,965,445	\$ 4,006,544	58%	-2%		59%
Brentwood Elementary	3,115,423	1,786,629	57%	-3%		58%
Clover Bar Junior High	2,820,869	1,616,007	57%	-3%		58%
Davidson Creek Elementary	3,688,543	2,077,687	56%	-4%		57%
École Campbelltown	2,487,388	1,378,852	55%	-5%		57%
F.R. Haythorne Junior High	4,261,543	2,417,298	57%	-3%		58%
Glen Allan Elementary	2,374,192	1,352,942	57%	-3%		58%
Heritage Hills Elementary	2,954,504	1,681,421	57%	-3%		57%
Lakeland Ridge	4,622,827	2,583,400	56%	-4%		57%
Mills Haven Elementary	2,846,320	1,603,383	56%	-4%		56%
Pine Street Elementary	2,639,746	1,402,893	53%	-7%	A	55%
Salisbury Composite High	7,302,295	4,176,553	57%	-3%		59%
Sherwood Heights Junior High	3,911,241	2,248,955	57%	-3%		58%
Strathcona Christian Academy Elementary	3,384,077	1,919,820	57%	-3%		57%
Strathcona Christian Academy Secondary	3,618,924	2,059,060	57%	-3%		58%
Wes Hosford Elementary	2,645,346	1,544,933	58%	-2%		58%
Westboro Elementary	2,870,575	1,616,891	56%	-4%		57%
Woodbridge Farms Elementary	2,832,046	1,594,918	56%	-4%		56%
	65,341,304	37,068,186	57%	-3%		58%
<b>Sector 2 - Strathcona County</b>						
Ardrossan Elementary	3,289,486	1,891,852	58%	-2%		57%
Ardrossan Junior Senior High	4,984,681	2,869,162	58%	-2%		60%
Fultonvale Elementary Junior High	2,987,050	1,734,285	58%	-2%		59%
Uncas Elementary	1,574,704	847,108	54%	-6%	B	52%
	12,835,921	7,342,407	57%	-3%		58%
<b>Sector 3 - Fort Saskatchewan</b>						
Castle (Scotford Colony)	200,253	108,986	54%	-6%	C	56%
École Parc Élémentaire	2,177,895	1,252,050	57%	-3%		57%
Fort Saskatchewan Christian	2,658,431	1,539,585	58%	-2%		58%
Fort Saskatchewan Elementary	2,300,653	1,331,754	58%	-2%		57%
Fort Saskatchewan High	2,959,006	1,643,631	56%	-4%		56%
James Mowat Elementary	2,573,570	1,446,948	56%	-4%		56%
Rudolph Hennig Junior High	3,078,504	1,744,029	57%	-3%		58%
SouthPointe School	3,597,272	2,040,633	57%	-3%		56%
Win Ferguson Elementary	2,919,492	1,651,732	57%	-3%		55%
	22,465,076	12,759,348	57%	-3%		57%
<b>Sector 4 - Lamont County</b>						
Andrew School	722,848	410,593	57%	-3%		58%
Bruderheim School	1,216,937	689,137	57%	-3%		58%
Lamont Elementary	2,394,185	1,354,149	57%	-3%		56%
Lamont High	2,284,760	1,315,853	58%	-2%		58%
Mundare School	1,101,793	606,992	55%	-5%		55%
	7,720,523	4,376,724	57%	-3%		57%
<b>Sector 5 - County of Minburn</b>						
A.L. Horton Elementary	2,552,561	1,413,254	55%	-5%		56%
Pleasant Ridge Colony	100,369	56,803	57%	-3%		56%
Vegreville Composite High	2,665,041	1,504,176	56%	-4%		57%
	5,317,971	2,974,233	56%	-4%		57%

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 2)**  
**For The Six Month Period Ended February 28, 2021**  
**Percent of the Year Elapsed: 60%\***

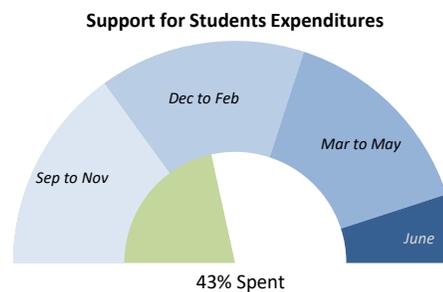
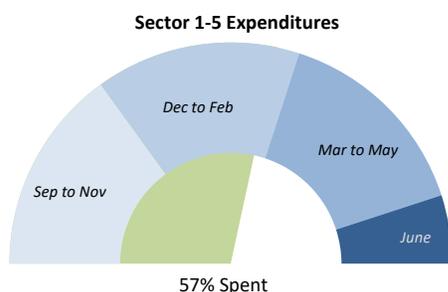
	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 60% Actual Less Elapsed %		
<b>Supports For Students - Schools</b>						
Early Learning	1,396,850	629,434	45%	-15%	D	48%
Out of School Learning K-9	2,619,260	1,195,686	46%	-14%	E	N/A
Specialized Supports & Other Programs <sup>1</sup>	2,556,425	1,006,275	39%	-21%	F	48%
	6,572,535	2,831,395	43%	-17%		49%
<b>Other</b>						
Elk Island Youth Ranch Learning Centre	355,584	206,907	58%	-2%		59%
Next Step Programs <sup>2</sup>	3,034,615	1,511,645	50%	-10%	G	51%
New School Building Start Up (Heritage Hills)	27,497	9,032	33%	-27%	H	0%
Leveraging Student Achievement	14,596	-	0%	-60%	I	-
Other School Allocations	2,745	302,169	N/A	N/A	J	-
To Be Allocated	3,833,590	-	0%	-60%	K	-
Conversion (10 mo. To 12 mo.)	-	(8,590,659)	N/A	N/A	L	-
Standard Cost Conversion	-	(975,131)	N/A	N/A	M	-
Teacher Pensions	8,953,300	5,349,339	60%	0%		62%
	16,221,927	(2,186,698)	-13%	-73%		-2%
<b>Total School Sites</b>	<b>\$ 136,475,257</b>	<b>\$ 65,165,595</b>	<b>48%</b>	<b>-12%</b>		<b>50%</b>

\* Based on a 10 month reporting period.

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

<sup>2</sup> Next Step Programs includes Grades 10 to 12 Out of School Learning

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
<b>Sector 1 - Sherwood Park</b>	35,891,799	1,176,384	37,068,186	96.8%
<b>Sector 2 - Strathcona County</b>	7,168,005	174,401	7,342,407	97.6%
<b>Sector 3 - Fort Saskatchewan</b>	12,456,780	302,570	12,759,348	97.6%
<b>Sector 4 - Lamont County</b>	4,249,070	127,654	4,376,724	97.1%
<b>Sector 5 - County of Minburn</b>	2,893,836	80,399	2,974,233	97.3%
<b>Totals</b>	<b>62,659,490</b>	<b>1,861,408</b>	<b>64,520,898</b>	<b>97.1%</b>



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

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

**Elk Island Public Schools  
Expense Notes – Schools  
For the Six Month Period Ended February 28, 2021**

**A. Sector 1 – Sherwood Park – Pine Street Elementary**

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

- Substitute teacher costs are significantly below budget to date. Also, spending is planned for the remainder of the year in contracted services and supplies.

**B. Sector 2 – Strathcona County – Uncas Elementary**

Expenses are below expected year to date spending by 6%.

- Spending is planned for the remainder of the year including computer equipment, furniture, office equipment, and possibly increasing Educational Assistant time.

**C. Sector 3 – Fort Saskatchewan – Castle (Scotford Colony)**

Expenses are below expected year to date spending by 6%.

- Planned spending on services, supplies and equipment will occur in the latter part of the year.

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

Expenses are below expected year to date spending by 15%.

- Supports for Students continues to work with schools to identify early learning needs and allocate additional supports to schools.
- In the second quarter there have been three additional allocations rolled out to schools. These expenditures are recorded monthly and due to varying hire dates, they do not follow a uniform spending trend.
- Funds set aside for Enhanced Kindergarten will be spent in the remaining quarters of the year. These funds will be used in part of a larger joint project with Instructional Supports for the Early Learning Literacy project. This is focused on building school staff capacity to support literacy instruction with EIPS early learners.

**E. Supports for Students (Schools) – Out of School Learning K-9**

Expenses are below expected year to date spending by 14%.

- Staffing expenditures in this department are being recorded at actual costs, rather than standard costs. As a result, a timing difference is created as most expenses will be over 12 months (50% spent by end of first quarter) rather than over 10 months. Staffing accounts for a significant portion of this budget.

- Hiring for Out of School Learning positions was staggered throughout the first quarter also causing some of this variance.

#### **F. Supports for Students (Schools) – Specialized Supports & Other Programs**

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

- In the second quarter, allocations were provided to seven schools. These staffing expenditures are recorded monthly and due to varying hiring dates is not a uniform spending trend.
- Supports for Students continues to work with schools, and it is anticipated that additional school allocations will be provided in the upcoming months.
- Some costs have been temporarily reduced due to out-of-school learning and increasing virtual consultation due to COVID-19.
- Our Early Learning Literacy project will be accessing funds from this budget to support school staff working with students in Kindergarten through Grade 2.
- A portion of the Partners for Science program will be deferred until next year, resulting in a permanent variance of \$143,000 at the end of the 2020-21 year. These funds were donated and will be used in 2021-22 for the development of science kits that align with the new curriculum.

#### **G. Other – Next Step Programs**

Expenses are below expected year to date spending by 10%.

- Next Step Programs includes Continuing Education Credit, which does not run until July. The costs for this program are incurred in July and August, and the budget is depleted at that time.

#### **H. Other – New School Building Start Up (Heritage Hills)**

Expenses are below expected year to date spending by 27%.

- These expenses reflect school opening costs not covered by Provincial capital funding. Expenses are expected to be incurred over the remaining months of the year.

#### **I. Other – Leveraging Student Achievement**

Expenses are below expected year to date spending by 60%.

- This budget line was approved by the Board of Trustees on November 26 for \$80,000. Since that time, the majority of funds (\$65,404) have been allocated out to schools. The remaining funds will be allocated out to schools over the remaining quarters of the year as required.

#### **J. Other – Other School Allocations**

The variance relates to the accrual of salaries to the end of February. When salaries are paid in March the individual schools will be charged and the accrual cleared to zero.

**K. Other – To Be Allocated**

As per the Fall Budget Update approved by the Board of Trustees in November, \$4.4 million was set aside to be allocated as required to meet school needs. To the end of the second quarter, funds have been allocated out as follows:

- \$179,000 for Division substitute costs.
- \$155,000 for additional support for Kindergarten to Grade 9 out of school learning, allowing consultants to return to operating as specialized school support rather than directly supporting online learning.
- \$129,000 for temporary staffing costs in Human Resources and Business Services.
- \$123,000 for Grades 10-12 out of school learning.

An additional \$118,000 has been planned for use but not yet allocated out to school or department budgets. Financial Services is currently analyzing anticipated costs related to COVID-19 for the next two quarters.

**L. Other – Conversion (10 mo. To 12 mo.)**

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

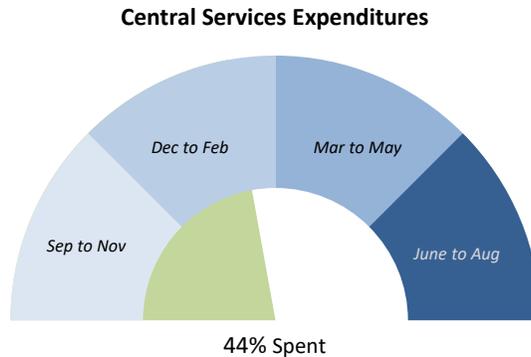
**M. Other – Standard Cost Conversion**

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. Based on historical results, this surplus will lower throughout the year. Financial Services is preparing a standard cost projection for the full 2020-21 school year to be included with school and department mid-year projections in April.

**Elk Island Public Schools**  
**Detailed Expenditures - Central Services**  
**For The Six Month Period Ended February 28, 2021**  
**Percent of the Year Elapsed: 50%\***

	A Annual Fall Budget	Year to Date			Note Reference	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
Governance	\$ 542,188	\$ 256,094	47%	(3%)	A	50%
Education Executive	1,347,741	573,722	43%	(7%)	B	48%
Supports For Students - Central	2,902,696	1,134,129	39%	(11%)	C	42%
Human Resources	5,839,341	2,860,037	49%	(1%)	D	48%
Business Services	2,689,219	1,091,047	41%	(9%)	E	46%
Facility Services					F	
Facilities	17,610,394	8,317,151	47%	(3%)		48%
Infrastructure Maintenance and Renewal	6,288,770	590,296	9%	(41%)		10%
	<u>23,899,164</u>	<u>8,907,447</u>	<u>37%</u>	<u>(13%)</u>		<u>20%</u>
Information Technologies	5,291,917	2,474,018	47%	(3%)	G	49%
Student Transportation	11,903,097	6,366,887	53%	3%	H	57%
Fiscal Services	6,436,261	3,298,111	51%	1%	I	48%
<b>TOTAL CENTRAL SERVICES</b>	<u>\$ 60,851,624</u>	<u>\$ 26,961,492</u>	<u>44%</u>	<u>(6%)</u>		<u>48%</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, 2021**

**A. Governance**

*Includes the Board of Trustees budget.*

Expenses are below expected year to date spending by 3%.

- The Governance budget includes expenditures related to working sessions, professional development, and public relations events for Trustees. COVID-19 restrictions have resulted in these transitioning to a virtual platform with reduced costs or being cancelled for the current year. In addition, this budget does not follow a uniform spending pattern.

**B. Education Executive**

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

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

- Expenses in the Communications, Election and Division Principal budgets are tracking closely to expected spending at this point in the year.
- There are several timing differences in the Superintendent department. There is below expected spending in the Planning and Leadership Workshop programs, as activities in these programs are planned for later in the year. There has also been little to no spend in contracted service and supplies to date, however it is anticipated this will be fully spent in the remaining quarters of the year. Savings in salary have resulted from delaying the recruitment for a vacant position.

**C. Supports for Students – Central**

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

Expenses are below expected year to date spending by 11%. However, this is comparable with prior year.

- Associate Superintendent expenses are below year to date spending resulting from COVID-19 restrictions limiting school and in person visits. This has resulted in the First Nations Métis Inuit program expense, mileage, professional development, and contracted services being underspent.
- The Instructional Supports budget is underspent for mileage, contracted services, and professional development in the second quarter primarily related to the COVID-19 restrictions. There is a timing differences in expenditures for the Dual Credit and Career and Technology Foundations programs which should be incurred in the third or fourth quarter of the year. Substitute teacher expenditure is currently underspent but will be depleted in the upcoming months as work begins on the literacy initiative.
- Central Specialized Supports expenses are tracking as expected.

#### **D. Human Resources**

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

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

- Associate Superintendent expenses for the Enterprise Resource Planning Software Project is currently tracking slightly behind expected spend, however it is anticipated this will be spent in full by end of year. The Long Service programs expenditures are nil to date, but this expense will be incurred in May and it is anticipated that some savings may reside here. The Occupational Health and Safety program is currently underspent, but the Certificate of Recognition audit is an upcoming expenditure. Severance expenses are also included in the Associate Superintendent budget and do not follow a uniform spending pattern throughout the year.
- Staff Relations & Training expenses for Off to a Good Start and the Health Recovery programs are reporting very little expense in the first half of the year, however it is anticipated this will be incurred in the fourth quarter. In addition, Professional Development has shifted to primarily virtual platforms due to COVID-19, which could impact the PD costs and the number of registrations. Classified professional development expenses will be incurred in the third quarter.
- Offsetting the above items, Recruitment & Staffing expenses are tracking 7% over the expected year to date. The additional cost for substitutes and illness resides in this budget and due to the pandemic, it is experiencing higher than normal trends.

#### **E. Business Services**

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

Expenses are under expected year to date spending by 9%.

- Financial Services is underspent primarily due to a timing difference resulting from the mid-year transfer of a budget program from another department and the hiring of two temporary positions. Both items will resolve themselves by the end of the year. It also relates to timing differences for contracted services for internal audits (a portion will be incurred in the third quarter) and the external audit (which will be incurred in the fourth quarter).
- Secretary-Treasurer expenses are underspent in both insurance and legal programs. Legal expenses are not predictable and could be incurred at any point in the future.

#### **F. Facility Services**

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

Expenses are below expected year to date spending by 13%. Rather than a single program, this is a result of several variances, some of which are offsetting.

- The Facility Services department includes the Wye Elementary demolition and abatement. The project is now completed, and it is anticipated this will be under budget.
- The custodial programs are trending below expected. These expenses are not evenly incurred throughout the year, spring break and summer months tend to report higher expenditures.
- The Assistant Director program is underspent however expenditures are planned for equipment upgrades and repairs. It is anticipated this budget will be fully spent by the end of the year.
- Infrastructure Maintenance and Renewal expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The expense variance is offset by an equal variance in revenue (within the Schools – System Needs grant), resulting in no impact to the bottom line.

## **G. Information Technologies**

*Includes the Information Technologies budget.*

Expenses are below expected year to date spending by 3%.

- A timing difference in the hiring of vacant positions exists, which will be reduced over the next six months.
- The software program expenditures are trending below year to date spend. It is expected there will be some savings in this program resulting from a one-time COVID-19 credit received from a software provider.
- Contracted services are currently underspent. This is a timing difference as there currently is a contract that will begin in the third quarter with expected completion in August.

## **H. Student Transportation**

*Includes the Student Transportation budget.*

Expenses are above expected year to date spending by 3%.

- Contracted transportation expenses are incurred over the school year (rather than 12 months), which creates a timing variance.
- This is offset by some savings in insurance and timing difference in other expenditures.

## **I. Fiscal Services**

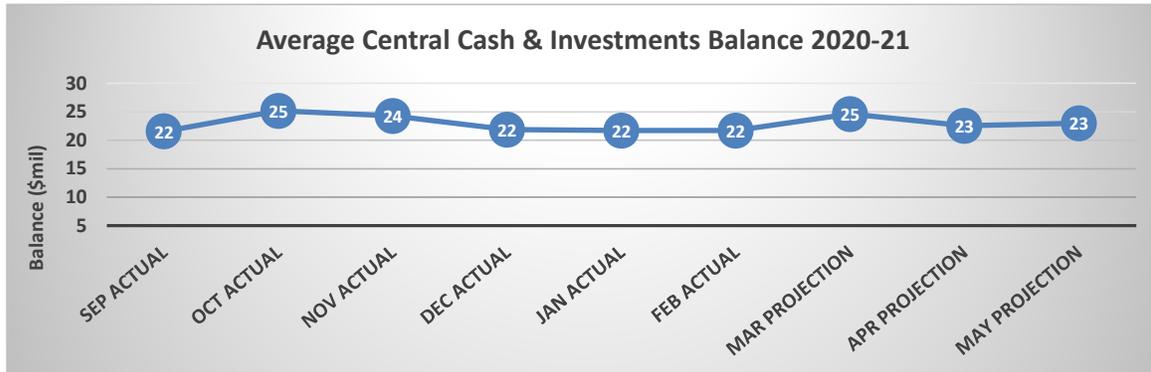
*Includes the Fiscal Capital and Fiscal Operations budget.*

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

- This variance is primarily related to the accrual of salaries to the end of February. When salaries are paid in March the individual departments will be charged and the accruals cleared.

**Elk Island Public Schools**  
**Statement of Cash and Investments**  
**As At February 28, 2021**

	February 28, 2021	February 29, 2020
Cash Account Balances	\$ 20,606,960	\$ 8,299,945
Guaranteed Investment Certificates	3,196,762	7,954,790
<b>Total Central Cash and Investments</b>	<b>23,803,722</b>	<b>16,254,735</b>
Less Restricted Funds (Trusts)	(52,456)	(1,458,867)
<b>Total Available Central Cash and Investments</b>	<b>\$ 23,751,266</b>	<b>\$ 14,795,868</b>



The Division is expected to be in a comfortable cash position over 2020-21. Due to the uncertainty of operational requirements over the course of 2020-21, as well as the low interest rates currently available, the Division is not planning on reinvesting any GICs as they mature this year.

Trust balances have significantly decreased from prior year as the provincial RCSD program was eliminated.

**Capital Project Listing**  
**As At February 28, 2021**

	Budget	YTD Actuals	Actual % of Budget	Note Reference
<b>Capital Reserves:</b>				
Wireless Improvements	540,121	<b>316,693</b>	59%	A
Facility Services Vehicles	114,378	<b>114,378</b>	100%	B
<b>Funded with Operational Funding or SGF:</b>				
School and Department Purchases	300,000	<b>152,865</b>	51%	C
<b>Provincially Funded:</b>				
Infrastructure Maintenance and Renewal Grant Capital Portion	1,521,012	<b>435,735</b>	29%	D
Capital Maintenance and Renewal Stimulus Grant	1,792,552	<b>1,320,678</b>	74%	E
<b>Total Capital Projects</b>	<b>\$ 4,268,063</b>	<b>\$ 2,340,349</b>	55%	

**Notes:**

**A** - Progress has been made on wireless improvements and the full budget is expected to be spent by the end of the year.

**B** - Facility Services vehicles have been received. The remainder of the cost was covered through the Facility Services budget (i.e. funded with operational funding).

**C** - Significant purchases so far this year include the remaining costs for Facility Services vehicles, as well as the portion of the Heritage Hills Elementary playground funded through parent fundraising.

**D** - Based on preliminary current plans, it's expected that the portion of Infrastructure Maintenance and Renewal grant spent on capital projects will be significantly higher than 30% of the total grant (minimum set by Alberta Education) and as such, this line will likely incur more expenses than budgeted. However, this will be offset by a decrease in operational (non-capital) IMR projects, resulting in no impact to the Division's bottom line.

**E** - This is a carryforward from the one-time funding provided by the province in 2019-20. The one remaining project is expected to be completed in March 2021.