



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

WEDNESDAY, MAY 26, 2021

Board Room
Central Services
Administration Building

AGENDA

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

- 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 – April 22, 2021 (encl.)
- 4.2 Board Meeting – May 20, 2021 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)
- 5.1 Strathcona County Public Hearing – April 27, 2021
- 5.2 School Site Agreement Task Force – City of Fort Saskatchewan – May 4, 2021
- 5.3 Sherwood Park & District Chamber of Commerce Online Event
with Hon. Doug Schweitzer, Minister of Jobs, Economy and Innovation - May 14, 2021
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)
- 6.1 Strathcona County Public Hearing – April 27, 2021
- 6.2 School Site Agreement Task Force – City of Fort Saskatchewan – May 4, 2021
7. **COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORTS** H. Wall (verbal)
- Meeting held April 23, 2021
9. **ATA LOCAL REPORT** D. Zielke (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
- NEW BUSINESS**
10. **BUSINESS ARISING FROM IN CAMERA**
11. **2021-22 BUDGET REPORT** M. Liguori/C. Cole

- 11.1 2021-22 Budget (encl.)
 11.2 2021-22 Alberta Education Budget Report (encl.)
12. **BOARD POLICY 2: ROLE OF THE BOARD** R. Footz (encl.)
13. **BOARD POLICY 8: BOARD COMMITTEES** R. Footz (encl.)
14. **BOARD POLICY 18: ALTERNATIVE PROGRAMS** R. Footz (encl.)
15. **ELK ISLAND PUBLIC SCHOOLS FOUR-YEAR EDUCATION PLAN: 2018-2022** M. Liguori/S. Stoddard (encl.)
16. **CONNECTING LINKS FROM CAPITAL RESERVES** M. Liguori/C. Cole (encl.)
17. **STUDENT TRANSPORTATION 2020-21 PANDEMIC FEE CREDIT** M. Liguori/L. Weder (encl.)

COMMITTEE REPORTS

18. **STUDENT EXPULSION COMMITTEE** H. Stadnick
 Meeting held April 26, 2021 (verbal)

REPORTS FOR INFORMATION

19. **2020-21 SUMMER PROJECTS** M. Liguori/R. Derech (encl.)
20. **TRUSTEES' REPORTS/NOTICES OF MOTIONS / REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS TO MAY 26/21 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 the April 22, 2021 Board Meeting as amended or as circulated.
- 4.2 That the Board of Trustees approve the minutes of the May 20, 2021 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive the Chair report for information.
6. That the Board of Trustees receive for Superintendent report for information.
7. *Comments from the Public and Staff Group Representatives.*
8. That the Board of Trustees receive the ASBA Zone 2/3 reports 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.*
- 11.1 That the Board of Trustees approve the operating budget for 2021-22 of \$197,175,854 for Elk Island Public Schools, for the period September 1, 2021 to August 31, 2022.
- 11.2 That the Board of Trustees approve the Alberta Education Budget Report for the year ending August 31, 2022.
12. That the Board of Trustees approve the amendments to Board Policy 2: Role of the Board, as presented.
13. That the Board of Trustees approve the amendments to Board Policy 8: Board Committees, as presented.
14. That the Board of Trustees approve the amendments to Board Policy 18: Alternative Programs, as presented.

15. That the Board of Trustees approve the *Elk Island Public Schools Four-Year Education Plan: 2018-2022*, as presented.
16. That the Board of Trustees approve the use of Capital Reserves in 2020-21 for modular connecting links at Ardrossan Junior Senior High and SouthPointe School for \$30,000 and \$50,000, respectively.
17. That the Board of Trustees approve that Student Transportation will assess a credit in consideration of the pandemic to students that assessed busing for the entire 2020-21 school year as follows:
 - 5% of the total transportation fee for students in Kindergarten – Grade 6.
 - 10% of the total transportation fee for students in Grade 7-12.
18. That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on April 26, 2021.
19. That the Board of Trustees receive the Facility Services 2020-21 Summer Projects Plan for information.



BOARD MEETING MINUTES

April 22, 2021

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, April 22, 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
R. Marshall, Director, Instructional Supports
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

047/2021 | Trustee Wall moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

048/2021 | Vice-Chair Holowaychuk moved: That the Board revert to regular session (9:47 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:48 a.m. and reconvened at 10:02 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

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

Board Chair requested that the March 25, 2021 Board Special Meeting Minutes be added to the Agenda under Approval of Minutes, item 4.2.

049/2021 | Trustee Wall moved: That the Agenda be adopted, as amended.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the March 18, 2021 Board Meeting Minutes.

050/2021 | Trustee Irwin moved: That the Board of Trustees approve the Minutes of March 18, 2021 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Boymook called for confirmation of the March 25, 2021 Board Special Meeting Minutes. The Minutes were distributed via e-mail.

051/2021 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of March 25, 2021 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

052/2021 | 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

Trustee Wall presented to the Board the report from the ASBA Zone 2/3 meeting held on March 19, 2021.

053/2021 | Trustee Wall moved: That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.

CARRIED UNANIMOUSLY

Vice-Chair Holowaychuk arrived in the Public Meeting at 10:13 a.m.

ATA LOCAL REPORT

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

054/2021 | Trustee Gordon 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.

COVID-19 COST UPDATE AND RE-ALLOCATION OF FUNDS

Secretary-Treasurer Cole presented to the Board a COVID-19 Cost update and the proposed re-allocation of funds.

055/2021 | Trustee Irwin moved: That the Board of Trustees approve the changes in budget estimates for COVID-19 costs and the requests for additional funding as outlined on Attachment 1.

CARRIED UNANIMOUSLY

TRANSFER TO CAPITAL RESERVES

Secretary-Treasurer Cole presented to the Board for approval a proposal for the transfer of \$1,000,000 from the Division Unallocated Operating Reserves to Capital Reserves in 2020-21.

056/2021 | Trustee Seutter moved: That the Board of Trustees approve the transfer of \$1,000,000 from the Division Unallocated Operating Reserve to Capital Reserve in 2020-21.

CARRIED UNANIMOUSLY

KEY BUDGET ASSUMPTIONS

Secretary-Treasurer Cole presented to the Board the 2021-22 Key Budget Assumptions for approval.

057/2021 | Trustee Seutter moved: That the Board of Trustees approve the Key Budget Assumptions, as presented.

CARRIED UNANIMOUSLY

BUDGET ALLOCATIONS INCLUDING USE OF RESERVES

Secretary-Treasurer Cole presented to the Board the 2021-22 Budget Allocations for approval.

Superintendent Liguori left the meeting at 10:40 a.m. and Associate Superintendent Billey assumed the Acting Superintendent Role.

Vice-Chair Holowaychuk left the meeting at 11:16 a.m.

058/2021 | Trustee Wall moved: That the Board of Trustees approve a transfer from Division Unallocated Operating Reserves to Division Allocated Reserves of \$5,759,935 (Attachment 2, Page 3 – Column H, Row P).

Vice-Chair Holowaychuk returned to the meeting at 11:31 a.m.

Trustee Wall left the meeting at 11:34 a.m. and returned at 11:36 a.m.

VOTE ON MOTION 058/2021 CARRIED UNANIMOUSLY

059/2021 | Trustee Hubick moved: That the Board of Trustees approve 2021-22 funding in the amount of \$4,661,935 from the Division Allocated Operating Reserves for COVID costs, Focus on Learning, Social Emotional Supports and other projects (Attachment 2, Page 3 - Column F, Row O).

CARRIED UNANIMOUSLY

060/2021 | Trustee Gordon moved: That the Board of Trustees approve a transfer from Division Unallocated Capital Reserves to Division Allocated Capital Reserves of \$500,000 (Attachment 2, Page 2 – Column H).

CARRIED UNANIMOUSLY

061/2021 | Trustee Wall moved: That the Board of Trustees approve the use of capital reserves for aging equipment at schools for \$100,000 and Information Technology equipment for \$300,000 (Attachment 2, Page 2 - Column G).

CARRIED UNANIMOUSLY

062/2021 | Trustee Seutter moved: That the Board of Trustees approve the use of reserves and allocations for the 2021-22 budget.

CARRIED UNANIMOUSLY

2021-22 SCHOOL FEES

Secretary-Treasurer Cole presented to the Board for approval the 2021-22 School Fees.

063/2021 | Trustee Irwin moved: That the Board of Trustees approve the 2020-21 School Fees, as presented.

CARRIED UNANIMOUSLY

ADMINISTRATIVE FEES

Acting Superintendent Billey shared that as per Board Policy 2: Role of the Board, Section 8.11 Fiscal Accountability, the Board of Trustees are to approve the various administrative fees annually, therefore called upon department directors to present the 2021-22 administrative fees as appropriate.

Director Wait presented to the Board for approval the 2021-22 Facility Rental and Lease Fees.

064/2021 | Trustee Stadnick moved: That the Board of Trustees approve the Facility Rental and Lease Fees for the 2021-22 school year, as presented.

CARRIED UNANIMOUSLY

Director Reed presented to the Board for approval 2021-22 Specialized Supports Fees.

065/2021 | Trustee Irwin moved: That the Board of Trustees approve the Specialized Supports Fees for the 2021-22 school year, as presented.

CARRIED UNANIMOUSLY

Director Marshall presented to the Board for approval the 2021-22 Partners for Science (P4S) Fees.

066/2021 | Trustee Footz moved: That the Board of Trustees approve the Partners for Science (P4S) Fees for the 2021-22 school year, as presented.

CARRIED UNANIMOUSLY

Associate Superintendent Stoddard presented to the Board for approval the 2021-22 Alberta Non-Resident and International Students Tuitions.

067/2021 | Trustee Wall moved: That the Board of Trustees approve the Alberta Non-Resident and International Student Tuitions for the 2021-22 school year, as presented.

CARRIED UNANIMOUSLY

Director Reed presented to the Board for approval the 2021-22 Play and Learn at Schools (PALS) Fees.

068/2021 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve the Play and Learn at Schools (PALS) Fees for the 2021-22 school year, as presented.

CARRIED UNANIMOUSLY

Director Weder presented to the Board for approval the 2021-22 Student Transportation Fees.

069/2021 | Trustee Hubick moved: That the Board of Trustees approve the Student Transportation Fees for the 2021-22 school year, as presented.

CARRIED UNANIMOUSLY

The Board recessed for lunch at 12:18 p.m. and reconvened at 1:06 p.m. with all trustees noted above in attendance.

ANDREW ATTENDANCE BOUNDARY STUDENT TRANSPORTATION FEE ELIGIBILITY CRITERIA

Acting Superintendent Billey asked Director Weder to present the report supporting a recommendation that effective 2021-22 school year, students who currently reside in the Andrew Attendance Boundary and choose to attend a non-designated school no longer be considered for exemption from the Student Transportation ineligible fee.

070/2021 | Trustee Wall moved: That the Board of Trustees approve the recommendation that effective the 2021-22 school year students who currently reside in the Andrew Attendance Boundary and choose to attend a non-designated school no longer be considered for exemption from the Student Transportation ineligible fee.

IN FAVOUR: Board Chair Boymook, Trustee Hubick, Trustee Irwin, Trustee Seutter, Trustee Wall

OPPOSED: Vice-Chair Holowaychuk, Trustee Footz, Trustee Gordon, Trustee Stadnick

CARRIED

Committee Reports

ADVOCACY COMMITTEE

Board Chair Boymook presented to the Board a report from the Advocacy Committee meeting held on April 6, 2021, for information.

071/2021 | Board Chair Boymook moved: That the Board of Trustees receive for information the report from the Advocacy Committee meeting held on April 6, 2021.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on April 13, 2021, for information.

072/2021 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on April 13, 2021.

CARRIED UNANIMOUSLY

STUDENT EXPULSION COMMITTEE

Trustee Wall presented a report from the Student Expulsion Committee meeting held on April 6, 2021, for information.

073/2021 | Trustee Wall moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on April 6, 2021.

CARRIED UNANIMOUSLY

Reports for Information

2020-21 FINANCIAL PROJECTIONS

Secretary-Treasurer presented to the Board the 2020-21 Financial Projections for information.

074/2021 | Trustee Irwin moved: That the Board of Trustees receive for information the Financial Projections 2020-21.

CARRIED UNANIMOUSLY

Trustees' Report, Notices of Motion and Request for Information

Reports by trustees were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 1:52 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

May 20, 2021

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 20, 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.

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

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

075/2021 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

Reports for Information

2021-22 BUDGET

Board Chair shared that the 2021-22 Budget Report is a report for information and that the 2021-22 Budget recommendation report will come to the Board on May 26, 2021 for approval.

076/2021 | Trustee Seutter moved: That the Board of Trustees receive for information the 2021-22 Budget Report.

Superintendent Liguori shared opening remarks regarding the 2021-22 Spring Budget and that the Board's consideration represented a balance between fiscal realities, fiscal prudence as well as a budget that addresses the challenges our students and staff will potentially face when they return to school for the 2021-22 school year.

Each school and department have carefully analyzed it's needs as well as operational requirements to ensure that the Division is in the best position possible to deliver the highest quality education, one that our students deserve, and we should be expected to provide.

The administration has worked diligently to ensure that what is before the Board has taken in to account those things that are known to us as well as anticipated in the road ahead.

Administration is appreciative of the work the Board has done in preparation for today and the Board's consideration of the use of operating reserves to support student learning as well as mental health.

Thank you to Treasurer Cole and her team for the significant hours of work that go into the preparation of the budget and budget documents.

Secretary-Treasurer Cole proceeded to present the 2021-22 Budget Report. Highlights included:

Administration prepared the 2021-22 proposed budget based on the Board approved assumptions and allocations. The 2021-22 Budget has been developed with a conservative approach due to the uncertainty of the external environment. The assumptions utilized are detailed in the Budget Report.

The introduction of *Bill 5 Fiscal Measures and Taxation Act* in 2020, which results in school divisions requiring ministerial approval to access operating reserves. This includes School Generated Funds (SGF), all reserves at schools and departments (including Student Transportation) and Division allocated and unallocated reserves. Elk Island Public Schools (EIPS) cannot access any of its operating reserves beyond what is submitted in this 2021-22 Spring Budget and approved by the Minister. Because of these reserve restrictions, it is important to ensure EIPS budgets the correct amount of reserve usage.

In summary, for 2021-22 EIPS has prepared a \$197.18 million operating budget drawing \$6.85 million from operating reserves. The use of reserves allows the Division to support:

- students with one-time supports such as focusing on learning loss, social emotional supports, work on the curriculum and continued COVID cost supports (cleaning, disinfecting, PPE);
- mechanical cooling for modular, and additional consultant supports;
- school and department savings up to 1%; and
- expected use of SGF on non-recurring supplies, services and equipment.

In the fall, the Budget will be updated for the following items:

- updates to estimates for more accurate numbers (due to more updated information);
- actual carryforwards from the 2020-21 year-end;
- updates and new approvals for reserve spending, if any; and
- changes to expenses based on the above updates.

The following financial information was presented:

- Budget Process and Assumptions
- Accumulated Surplus
- Reserves
- Revenues and Expenses, including Staff Full Time Equivalent (FTE)
- Alberta Education Revenue
- Allocation Reconciliation

Director of Finance Carmine von Tettenborn presented the Schools Summary and Details by Sector along with Supports for Students - Schools, Early Learning and Specialized Supports - Schools.

Board Chair Boymook left the meeting at 10:07 a.m. and Vice-Chair Holowaychuk assumed the chair. Board Chair returned at 10:08 a.m.

SCHOOLS

The following information was presented by Sector:

- Enrolment
- School Expenses by Category
- School Staffing (FTE)

Board recessed at 10:24 a.m. and reconvened at 10:40 a.m. with all trustees noted above in attendance.

Secretary-Treasurer Cole presented the Central Services summary which included the full-time equivalent change.

CENTRAL SERVICES

The following information was presented by department:

- Central Services Revenue/Allocations
- Central Services Expenses
- Central Services Staffing (FTE)

Trustee Wall left the meeting at 10:51 a.m.

In summary Secretary-Treasurer Cole shared Schools have been able to increase staffing levels slightly higher than 2020-21 Spring Budget levels.

Although 2020-21 presented significant challenges as EIPS responded to the COVID pandemic that began in 2019-20, many lessons were learned and applied to budgeting for the upcoming school year. Estimates have been made with more accurate information based on experience. Alberta Education has held school divisions “harmless” for 2021-22 in that the Educational Funding Envelope remained relatively the same as last year and funding reductions were not made due to the impact of 2020-21 reduced enrolment. As the province deals with the significant financial impact of the pandemic, it is anticipated that in future years school divisions will not be held harmless and changes to the funding formula(s), bridge funding, etc., will occur.

The impacts of the COVID pandemic will continue into 2021-22 and 2022-23 and this budget allows EIPS to target resources on items such as COVID costs, focus on earning loss (two-year support) and social emotional supports (one-year support) to ensure student success not only in their educational experience, but also in their after-school lives.

Board Chair Boymook proceeded with the vote.

VOTE ON MOTION 076/2021 CARRIED UNANIMOUSLY

2021-22 BUDGET REPORT – ALBERTA EDUCATION

Director of Finance von Tettenborn presented the official document that is submitted to Alberta Education and noted that the document is a consolidation of all the information the Board reviewed. Any changes to the Alberta Education’s requirements were highlighted.

077/2021 | Trustee Footz moved: That the Board of Trustees receive for information the 2021-22 Budget Report for Alberta Education.

CARRIED UNANIMOUSLY

BUDGET CLOSING REMARKS

Superintendent Liguori shared once again what a pleasure it was to present the 2021-22 Budget for the Board’s consideration. The 2021-22 Budget strikes a balance between fiscal realities, fiscal prudence and challenges our students and staff will face. Thanked the Board and administration for their work in the budget process.

ADJOURNMENT

The Chair declared the meeting adjourned at 11:20 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent

DATE: May 26, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2021-22 Spring Budget

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
Christine Gillis, Senior Accountant II, Financial Services

REFERENCE: Board Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

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

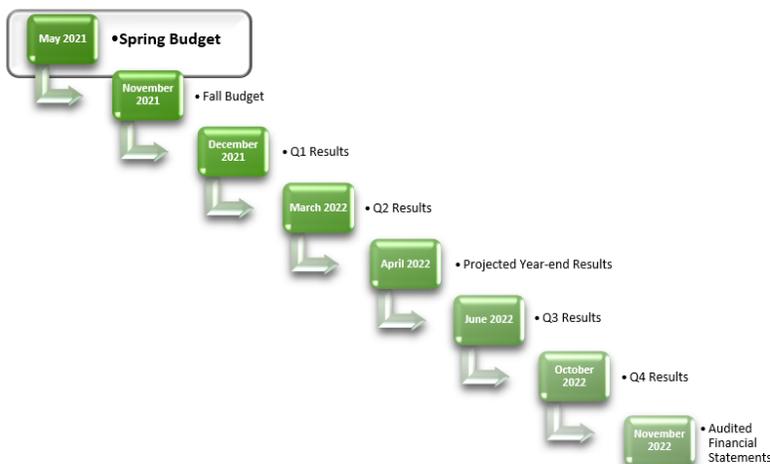
RECOMMENDATION:

That the Board of Trustees approve the operating budget for 2021-22 of \$197,175,854 for Elk Island Public Schools, for the period September 1, 2021 to August 31, 2022.

That the Board of Trustees approve the Alberta Education Budget Report for the year ending August 31, 2022.

BACKGROUND:

Board Policy 2: Role of the Board, section 8.2 Fiscal Accountability establishes that the Board of Trustees approve





RECOMMENDATION REPORT

In April 2021, the Board of Trustees approved assumptions and allocations used to build the 2021-22 Budget. The budget is based on the best information available at the time the budget is prepared. If, during the year, the actual results differ from the assumptions, the projected year-end financial results will change.

EIPS establishes assumptions and allocations that are the building blocks of the 2021-22 Budget.

The proposed use of reserves and allocation of funds allows schools and departments to maintain essential services and supports the Division's mission, values and priorities.

Budget Report (Attachment 1)

The 2021-22 Budget has been developed with a conservative approach due to the continued uncertainty of the external environment. COVID has continued to affect school operations, the economy, and the wellbeing of students and staff. The assumptions utilized are detailed in the Budget Report. In the fall, the Budget will be updated for the following items:

- updates to estimates to more accurate numbers (due to more updated information);
- actual carryforwards from the 2020-21 year-end;
- updates and new approvals for reserve spending, if any; and
- changes to expenses based on the above updates.

The 2021-22 Budget is based on the following budget principles:

- equitable distribution of funds and programs; and
- transparent and understandable changes to allocations.

Alberta Education Budget Report (Attachment 2)

The Alberta Education Budget Report takes information presented in Attachment 1 and consolidates it into a standardized format required by Alberta Education. Consistent with the prior year, the Schedule of Uses for Accumulated Surpluses and Reserves shows estimates for only the Division reserves for 2022-23 and 2023-24. Amortization was estimated/projected for all years based on the best information available.

In Summary

For 2021-22, EIPS has prepared a \$197.18 million operating budget drawing \$6.85 million from operating reserves.

The use of reserves allows the Division to support:

- students with one-time supports such as focusing on learning loss, social emotional supports, work on the curriculum and continued COVID cost supports (cleaning, disinfecting, PPE);
- mechanical cooling for modulars, and additional consultant support;
- school and department savings up to 1%; and
- expected use of SGF on non-recurring supplies, services and equipment.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Following approval by the Board, the budget will be communicated to the leadership group, staff, the appropriate community and school-family groups, and be available on the EIPS website. The Alberta Education Budget Report will be submitted to Alberta Education by May 31, 2021.

ATTACHMENT(S):

1. EIPS 2021-22 Budget Report
2. Alberta Education Budget Report for the Year Ending Aug. 31, 2022



Your Future **in MIND** 

ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION NO. 14

**Budget
Report**

2021-22

**Report to the
Board of Trustees**

May 26, 2021

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Budget Summary

The 2021-22 Budget has a planned operating deficit of \$6.85 million, which is offset by operating reserves. Revenue decreased by \$6.49 million to \$190.32 million while expenses decreased by \$4.36 million to \$197.18 million from the 2020-21 Fall Budget.

Accumulated Surplus is projected to be \$14.00 million at August 31, 2022 and is comprised of:

- \$7.53 million in operating reserves:
 - School generated funds are projected to be \$0.68 million;
 - Division Allocated Operating Reserves are projected to be \$1.1 million;
 - Division Unallocated Operating Reserve is projected to be \$5.75 million (2.85%);
 - Ideal balance is a minimum level of 2.0% of budget (approximately \$4.0 million).
- \$0.69 million in Capital Reserves.
- \$5.78 million in Investment in Tangible Capital Assets.

Capital items to be funded from Capital Reserves include: \$0.10 million for aging equipment at schools, and \$0.30 million for technology improvements. Emergent capital items would be subject to Board approval but will not require Ministerial approval.

Student enrolment is projected to be 17,204 at September 30, 2021.

- An increase of 235 students (1.4%) from the 2020-21 Fall Budget.

Staff decreased to 1,319.57 FTE

(CERTIFICATED 851.96 FTE, CLASSIFIED 467.61 FTE)

- A decrease of 2.73 FTE (0.2%) from the 2020-21 Fall Budget.

Compensation

- No economic increase is projected—all staff salaries have a 0% increase.
- Inflationary salary costs are related to grid movement and benefit costs.

Instruction spending comprises 79.0% of the total budget and 81.2% when capital is excluded, which equates to \$9,370 per student.

System administration spending is \$4.45 million (2.3% of total expenses), which is within the \$6.30 million grant provided by Alberta Education (AE). The additional funds have been distributed for other Divisional uses, as allowed in the *Funding Manual for School Authorities 2021-22 School Year (Funding Manual)*.

Budget Process and Assumptions

Budget Process

In April 2021, the Board of Trustees approved assumptions and allocations used to build the 2021-22 budget. The consolidated budget in this report is based on the best information available at the time the school and department budgets were prepared.

In early March, schools and departments prepared their forecasts using February actuals.

The provincial government introduced *Bill 5 Fiscal Measures and Taxation Act* in 2020, which results in school divisions requiring ministerial approval to access operating reserves. This includes School Generated Funds (SGF), all reserves at schools and departments (including Student Transportation) and Division allocated and unallocated reserves. Elk Island Public Schools (EIPS) cannot access any of its operating reserves beyond what is submitted in this 2021-22 Spring Budget and approved by the Minister. Because of these reserve restrictions, it is important to ensure EIPS budgets the correct amount of reserve usage.

There is no restriction on the balance of operating reserve balances for Aug. 31, 2021. The “*balance of operating reserves restriction*” comes into effect on operating reserves that exclude SGF are Aug. 31, 2023 as per below:

- *Commencing with the 2022/23 school year, a cap on the amount of operating reserves will be implemented as per the new Education funding model.*
- Per Alberta Education, the cap is calculated at 3.15% of operating expenditures.

Due to Bill 5 and the restriction on use of Operating Reserves:

- Given that the Board has planned for the use of Division Unallocated Reserves over the next two years, a change in methodology when building projections was made this year to be conservative. The projected transfers to Division Unallocated Reserves from schools and departments for operating surpluses >1% have **not** been included, as schools and departments may still have unanticipated costs from March to August that will reduce their surplus. At the end of February, projected surpluses >1% were \$0.27 million at schools, \$0.36 million at Supports for Students - Schools and \$0.33 million at departments for a total of \$0.96 million. This has **not** been included in Division Unallocated Reserves.
- Schools and departments completed their budgets with their projected carryforward surplus. To allow schools and departments to be able to use up to 1% of their reserve carryforward in the fall (if they have one) the following two measures were taken:
 - Although EIPS estimated (on a consolidated basis) 1% of reserve carryforward for schools, each school will only receive their actual 2020-21 year-end surplus (up to 1%). We are budgeting that 100% (\$1.33 million) will be spent in 2021-22; details on page 10.
With the exceptions of Student Transportation and Board Governance reserve, departments entered their surplus (up to 1%) when they completed their budgets. Departments will only receive their actual 2020-21 year-end surplus (up to 1%). We are budgeting that 100% (\$0.42 million) will be spent in 2021-22; details on page 10.

Budget Process and Assumptions – continued

- Any surplus above 1% carryforward in schools and departments will go into Division Unallocated Operating Reserves.
- EIPS estimated 25% of the School Generated Fund (SGF) reserve to be used to ensure schools have the flexibility to draw down their SGF beyond their opening balance (\$0.44 million – page 10).
- Transfer \$5.76 million from Division Unallocated to Division Allocated to carry out the planned spending on continued COVID costs, Focus on Learning initiative, Social and Emotional Supports, and various projects detailed on the Operating Reserves – Four Year Projection (page 11). Some of these initiatives and projects will continue into 2022-23.

Alberta Education (AE) no longer requires an updated Fall Budget to be submitted (changed for 2020-21) as funding is no longer adjusted due to changes in enrolment. For internal purposes, the Budget will be updated in the fall for: actual enrolment, changes to estimates, timing or new approvals for reserve spending and actual reserve carryforwards.

Budget Assumptions

EIPS established assumptions that are the building blocks of the 2021-22 budget. Changes in key assumptions such as reserve usage, enrolment and standard cost have the potential to significantly affect the budget. This budget has been developed with the following assumptions:

General:

- EIPS' operations will align closely to the 2020-21 Spring Budget, except with additions for relevant COVID costs. COVID costs have been estimated and built into this budget based on current experience to date, and the current COVID situation. COVID has had a major impact on the Division in 2020-21 and the impacts on the Division's students will be felt for several years to come. EIPS fundamentally believes that it is best for students to be physically present in school and, as such, EIPS has decided there will be no out-of-school learning for K-12, unless mandated by the province.

Funding:

- The 2021-22 funding envelope from AE is based on enrolment of 17,350. As current projected 2021-22 enrolment is less than 17,350 students, deferred revenue has been established for the 2021-22 year. More information on this is included in the enrolment section of this report. For some specific grants that rely on targeted enrolment counts such as First Nation Metis Inuit, current projected enrolment may be higher than AE's enrolment calculation. However, EIPS has taken the position to not book any receivables (potential increases in funding) related to Weighted Moving Average (WMA) from AE. This is a conservative approach as final enrolment will not be known until Sept. 30, 2021, and whether AE will change the funding manual (including funding rates) for the 2022-23 year; we need to be cautious of that. Any reductions in enrolment have been set up as deferred revenue. Final deferred revenue will be calculated in the fall.
- The school nutrition program will continue at Lamont Elementary and Bruderheim School.
- \$6.11 million in federal funding for "Safe Return to Class" received in 2020-21 will not be received for 2021-22.

Budget Process and Assumptions - continued

- The Minister will approve 100% of our operating reserve expenditure requests for 2021-22. There is no indication if there is a reserve cap across the province (last year the reserve cap was \$100 million).
- Lease funding from Alberta Education (AE) for Strathcona Christian Secondary and Strathcona Christian Elementary has been included in the budget. Confirmation of this lease support (\$652,000) will not come until much later (last year confirmation was received late Aug. 2020).
- Funding for Mental Health Capacity Building (MHCB) grant of \$225,000 will remain for 2021-22. EIPS' contract is in place until Aug. 31, 2022. Supports for Students (SFS) has confirmed with its MHCB lead.
- French Funding has been included in the Spring Budget in the amount of \$120,000. This is a conservative estimate and will be updated in the fall.
- Odyssey grant has been removed from the Spring Budget as at this time it is not known if support will continue and for what amount.
- Dual Credit has been included in the Spring Budget in the amount of \$64,000 as this has been confirmed.
- School Generated Funds (SGF) are anticipated to return to normal activity levels and have been included in the Spring Budget for 100% of 2018-19 actuals.
- Fee collection rates next year will be similar to 2018-19 (over 90%) which was the last normal year of operations.
- The Program Unit Funding students will be able to be assessed by the deadlines imposed by AE.

Expenses:

- There are savings from Next Step Outreach as two of the leases have been cancelled (Vegreville and Sherwood Park). The Outreach schools will be moving into Vegreville Composite High School and Salisbury Composite High School, respectively.

Compensation

- No economic increase has been projected (all staff salaries have a 0% increase).
- Increased salary costs are related to grid movement and benefit costs.
- Staffing at the schools is occurring at the same time as budget development; therefore, estimates relating to salary standard costs have been made. These will be reviewed in the fall once staffing at the schools has been completed.

Enrolment

The usage of WMA has continued in the *Funding Manual*. The majority of funding (50%) is based on the number of students enrolled as of Sept. 30, 2021, so it is important that enrolment projections are developed carefully. An over-estimate would result in a risk to EIPS as the funding received in the current year will be clawed back in the subsequent year. Underestimating enrolment numbers would result in reduced funding that would not be collected until the following year.

Budget Process and Assumptions - continued

- Enrolment has increased from 16,969 in 2020-21 to 17,204 in 2021-22. Currently, there are 28 Home Education students included for 2021-22 across all grades; they are not factored into the WMA calculation. Revenue for Home Education students will be included in the Fall Budget once final enrolment is determined (revenue is based on Sept. 30 enrolment for Home Education).
- EIPS' WMA for 2021-22 is 16,545.10 students (AE calculation). The primary variance between enrolment and WMA is because an ECS student is counted at a 0.5 FTE in WMA. Enrolment for EIPS' rural small schools is included in the total WMA; however, it is excluded from the grant calculations for Basic Instruction. There is a separate *Rural Small Schools Grant* provided for Andrew School, Bruderheim School, and Mundare School. There are seven levels of funding and the specific grant is dependent upon each schools' enrolment and which threshold group they fall.
- There is still some uncertainty regarding enrolment. With an unstable economy in response to COVID, there is the potential for the number of returning Grade 12 students to increase, and with the Alberta economy contracting more than other provinces, there is also the risk enrolment could decrease as families move out of province. Enrolment will continue to be adjusted to actual enrolment from now until the fall. EIPS has set aside some dollars in To Be Allocated for potential enrolment reductions.

Department Estimates and Assumptions

Departments will provide additional support to schools through the increased resource allocations – whether they be one-time or ongoing.

Facility Services

- Previously the methodology used for budgeting Snow Removal and Utilities was to base the budget on a four-year average. As two of the last three years were impacted by COVID, it was felt that using a five-year average would provide for a more accurate budget. The new methodology for budgeting electricity is using consumption averages of pre-COVID times and overall rate (commodity and delivery charges) of all years (including COVID). The new methodology for budgeting snow removal is a five-year average of actual costs. The new methodology for budgeting water and sewer costs is also using a five-year average of actual costs. Lastly, the new methodology for budgeting natural gas is using consumption averages of pre-COVID times and overall rate (commodity and delivery charges) of all years (including COVID).
- Facility Services is planning that activities will resume to normal, and this includes facility rentals for gyms, before and after school care, etc.

Student Transportation Services

- In 2020-21, Student Transportation Services (STS) implemented a two-tiered fee structure where all students riding the bus pay fees, and the increase in revenue was to cover increased contracted transportation costs as well as anticipated insurance costs. Along with assuming that families are now in acceptance of the fee for bussing, STS is anticipating increased ridership for the 2021-22 school year.

Budget Process and Assumptions - continued

- Although diesel fuel saw a decreased price in 2020-21, STS is anticipating that costs will increase due to inflation and the carbon tax increase on April 1, 2022. STS's fuel escalator is being calculated at \$1.30/litre.

Human Resources

- Human Resources continued to calculate a four-year average for budgeting various staffing leaves, adjusted for impacts of COVID. These budgets will be held at the 2020-21 Fall Budget amount and any overages will come out of COVID contingency.

Financial Services

- Payroll staff were moved to Financial Services from Human Resources to allow for better alignment of duties. A senior buyer position has also been added to support Facility Services with tendering its many contracts (this work was previously completed by project managers in Facility Services).

Other

- In 2020-21, EIPS changed insurance providers due to the 271% liability insurance premium increase in 2019-20 under its former insurance provider. EIPS has experienced a significant decrease in insurance premiums for 2020-21. As the insurance market continues to be a "hard" market, EIPS has been provided a range of increases from 10% to 15% for liability and property coverage and 20% to 25% for contracted bus operators – assuming no large losses within the program or even within the province. If these happen, there could be a further negative impact on next year's rates. To be conservative, the budget has been built with higher percentages for each category of insurance premiums for 2021-22, based on the assumption that there are no large losses within the program or the province.
- Carbon tax costs will continue to be factored into the budget. The federal rate is to increase from \$40/tonne to \$50/tonne effective April 1, 2022. On March 25, 2021, the Supreme Court of Canada ruled that the federal carbon pricing law is constitutional. This ended Alberta's challenge of this law and the removal of the Carbon Tax from Albertans. The expenditure for 2021-22 has been estimated to increase by \$59,000 for utilities and \$9,500 for diesel (2.68 cents/litre increase) related to Student Transportation for a total cumulative estimated spend of \$360,000; it was \$291,500 the prior year.
- The Canadian dollar has stabilized year-over-year. The exchange rate has been an average of \$1.33 since the beginning of September; it was \$1.34 for 2019-20. The current projections into next year have the exchange rate decreasing to an average of \$1.15; rates will be revisited in the fall.

Budget Process and Assumptions - continued

Summary

Schools have been able to increase staffing levels slightly higher than 2020-21 Spring Budget levels. The temporary staffing that was added with the \$2.96 million “Safe Return to Class” Fall Funding as well as the Out-of-School funding of \$1.73 million have been removed.

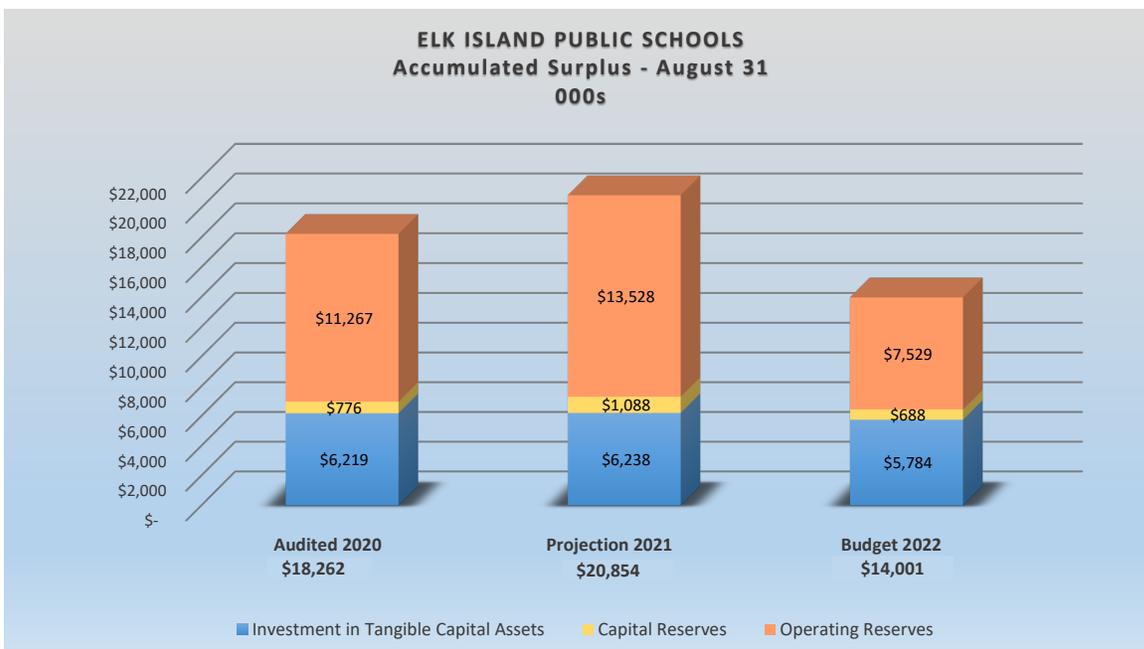
STAFFING - FULL TIME EQUIVALENT (FTE)					
	2020-21 Spring	2020-21 Fall	2021-22 Spring	Spring over Spring Change	% Change
SCHOOLS					
Certificated	821.37	859.55	828.22	6.85	0.8%
Classified	349.09	336.36	355.15	6.06	1.7%
	<u>1,170.46</u>	<u>1,195.91</u>	<u>1,183.37</u>	<u>12.91</u>	<u>1.1%</u>
CENTRAL SERVICES					
Certificated	19.64	14.14	23.74	4.10	20.9%
Classified	106.25	112.25	112.46	6.21	5.8%
	<u>125.89</u>	<u>126.39</u>	<u>136.20</u>	<u>10.31</u>	<u>8.2%</u>
TOTAL STAFFING					
Certificated	841.01	873.69	851.96	10.95	1.3%
Classified	455.34	448.61	467.61	12.27	2.7%
	<u>1,296.35</u>	<u>1,322.30</u>	<u>1,319.57</u>	<u>23.22</u>	<u>1.8%</u>

Although 2020-21 presented significant challenges as EIPS responded to the COVID pandemic that began in 2019-20, many lessons were learned and applied to budgeting for the upcoming school year. Estimates have been made with more accurate information based on experience. Alberta Education has held school divisions “harmless” for 2021-22 in that the Educational Funding Envelope remained relatively the same as last year and funding reductions were not made due to the impact of 2020-21 reduced enrolment. As the province deals with the significant financial impact of the pandemic, it is anticipated that in future years school divisions will not be held harmless and changes to the funding formula(s), bridge funding, etc., will occur.

The impacts of the COVID pandemic will continue into 2021-22 and 2022-23 and this budget allows EIPS to target resources on items such as COVID costs, focus on learning loss (two-year support) and social emotional supports (one-year support) to ensure student success not only in their educational experience, but also in their after-school lives.

Accumulated Surplus					
	A=B+C+D+E	B	C	D Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2020	\$ 18,261,749	\$ 6,218,566	\$ -	\$ 11,267,216	\$ 775,967
Surplus/(Deficit)	2,591,505	-	2,591,505	-	-
Board Funded Capital Asset Additions	-	1,466,923	(732,424)	-	(734,499)
Net Amortization, Debt & Disposals	-	(1,447,902)	1,401,424	-	46,478
Net Reserve Transfers	-	-	(3,260,505)	2,260,505	1,000,000
Projection - August 31, 2021	\$ 20,853,254	\$ 6,237,587	\$ -	\$ 13,527,721	\$ 1,087,946
Surplus/(Deficit)	(6,852,282)	-	(6,852,282)	-	-
Board Funded Capital Asset Additions	-	899,692	(499,692)	-	(400,000)
Net Amortization, Debt & Disposals	-	(1,353,692)	1,353,692	-	-
Net Reserve Transfers	-	-	5,998,282	(5,998,282)	-
Budget - August 31, 2022	\$ 14,000,972	\$ 5,783,587	\$ -	\$ 7,529,439	\$ 687,946

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



Accumulated Surplus

Accumulated Surplus (pg. 8)

Accumulated surplus will decrease from 2020-21 to 2021-22 by \$6.85 million primarily due to the reduction of:

- Operating Reserves of \$6.00 million;
- Investments in Tangible Capital Assets of \$0.45 million (amortization and debt repayments exceeding unsupported capital asset purchases); and
- Capital Reserves of \$0.40 million.

Accumulated surplus is projected to be \$14.00 million at Aug. 31, 2022 comprised of:

- \$7.53 million in operating reserves (pg. 10):
 - Schools and Central Services operating reserves are projected to be \$0.68 million;
 - Division Allocated Operating reserve is projected to be \$1.1 million; and
 - Division Unallocated Operating reserve is projected to be \$5.75 million (2.85%) (pg. 11);
 - Minimum level is 2.0% of budget (approximately \$4.0 million).
- \$0.69 million in capital reserves (pg. 10).
- \$5.78 million in Investment in Tangible Capital Assets.
- Schools' and Central departments' estimated 2020-21 year-end surpluses have been included in the allocations.

**ELK ISLAND PUBLIC SCHOOLS
2021-22 BUDGET**

Reserves											
OPERATING RESERVES	A	B	C 2020-21		D	E = A+B+C+D	F	G 2021-22		H	I = E+F+G+H
	Audited	Contributions	Capital			Projected	Contributions	Capital			Budget
	31-Aug-20	/(Use)	Effect	Transfers		31-Aug-21	/(Use)	Effect	Transfers		31-Aug-22
Central Services	\$ 839,871	\$ 204,785	\$ -	\$ (622,163)		\$ 422,493	\$ (422,493)	\$ -	\$ -		\$ -
Schools - Operations	1,003,827	(1,147,114)	-	1,474,665		1,331,378	(1,331,378)	-	-		-
School Generated Funds (SGF)	1,939,433	(819,695)	-	-		1,119,738	(436,476)	-	-		683,262
Central Services & Schools	3,783,131	(1,762,024)	-	852,502		2,873,609	(2,190,347)	-	-		683,262
Leveraging Student Achievement	-	(80,000)	-	80,000		-	-	-	-		-
Covid Costs	-	-	-	-		-	(2,120,500)	-	2,120,500		-
Focus on Learning Loss	-	-	-	-		-	(500,000)	-	1,000,000		500,000
Social Emotional Supports	-	-	-	-		-	(500,000)	-	500,000		-
School Building	27,497	(27,497)	-	-		-	-	-	-		-
Projects	22,622	(102,622)	-	80,000		-	(1,541,435)	-	2,139,435		598,000
Enterprise Resource Planning	363,505	(363,505)	-	-		-	-	-	-		-
EIPS Division Allocated	413,624	(573,624)	-	160,000		-	(4,661,935)	-	5,759,935		1,098,000
EIPS Division Unallocated	7,070,461	4,927,153	669,000	(2,012,502)		10,654,112	-	854,000	(5,759,935)		5,748,177
	\$ 11,267,216	\$ 2,591,505	\$ 669,000	\$ (1,000,000)		\$ 13,527,721	\$ (6,852,282)	\$ 854,000	\$ -		\$ 7,529,439

- B. Projected deficits are supported by school, department and division reserves
- C. Use of Reserves for the net effect of unsupported capital transactions
- D. Budgeted and projected transfers between the EIPS Division Allocated/Unallocated reserve and the projected transfer from departments for surplus related to hold harmless and internally restricted reserves
- F. Budgeted deficits are supported by school, department and division reserves
- G. The net effect of unsupported capital transactions
- H. There are no budgeted transfer from EIPS Division Unallocated reserves

CAPITAL RESERVES	A	B	C 2020-21		D	E = A+B+C+D	F	G 2021-22		H	I = E+F+G+H
	Audited	Contributions	Capital			Projected	Contributions	Capital			Budget
	31-Aug-20	/(Use)	Effect	Transfers		31-Aug-21	/(Use)	Effect	Transfers		31-Aug-22
Facility Services	\$ 114,378	17,228	\$ (114,378)	\$ -		\$ 17,228	\$ -	\$ -	\$ -		\$ 17,228
Aging Equipment at Schools	197,957	-	-	(197,957)		-	-	(100,000)	200,000		100,000
Information Technology	-	-	-	-		-	-	(300,000)	300,000		-
Tentative Connecting Links	-	-	(80,000)	80,000		-	-	-	-		-
Wireless Improvements	342,164	-	(540,121)	197,957		-	-	-	-		-
EIPS Division Allocated	540,121	-	(620,121)	80,000		-	-	(400,000)	500,000		100,000
EIPS Division Unallocated	121,468	29,250	-	920,000		1,070,718	-	-	(500,000)		570,718
	\$ 775,967	\$ 46,478	\$ (734,499)	\$ 1,000,000		\$ 1,087,946	\$ -	\$ (400,000)	\$ -		\$ 687,946

- B. Proceeds on disposal of unsupported assets year to date
- C. Use of reserves for the vehicles, tentative connecting links and wireless improvements.
- D. Budgeted transfer from the EIPS Division Unallocated capital reserves (includes tentative transfer for connecting links)
- G. Use of reserves for Aging Equipment at schools and Information Technology Capital
- H. Budgeted transfer for Aging Equipment at Schools and Information Technology Capital

Operating Reserves - Four Year Projection																					
	A	B	C	D	E = A + B + C + D	F	G	H	I = E + F + G + H	J	K = I + K	L	M = K + L	2022-23		2023-24					
														Contributions		Contributions		Estimated		Estimated	
														31-Aug-20	/(Use)	Capital Effect	Transfer	31-Aug-21	/(Use)	Capital Effect	Transfer
Central Services & Schools	N	\$ 3,783,131	\$ (1,762,024)	\$ -	\$ 852,502	\$ 2,873,609	\$ (2,190,347)	\$ -	\$ -	\$ 683,262	\$ -	\$ 683,262	\$ -	\$ 683,262							
Leveraging Student Achievement		-	(80,000)	-	80,000	-	-	-	-	-	-	-	-	-							
COVID Costs		-	-	-	-	(2,120,500)	-	2,120,500	-	-	-	-	-	-							
Focus on Learning Loss		-	-	-	-	(500,000)	-	1,000,000	-	500,000	(500,000)	-	-	-							
Social Emotional Supports		-	-	-	-	(500,000)	-	500,000	-	-	-	-	-	-							
Mechanical Cooling for Modulars		-	-	-	-	(250,000)	-	250,000	-	-	-	-	-	-							
Consultants: Assessment, Numeracy, Early Learning		-	-	-	-	(393,000)	-	786,000	-	393,000	(393,000)	-	-	-							
New Curriculum		22,622	(22,622)	-	-	(175,000)	-	175,000	-	-	-	-	-	-							
Career Pathways		-	-	-	-	(130,000)	-	260,000	-	130,000	(130,000)	-	-	-							
Enhance Use of Division Software		-	-	-	-	(130,000)	-	130,000	-	-	-	-	-	-							
Home Education		-	-	-	-	(116,935)	-	116,935	-	-	-	-	-	-							
Readers/Writers Workshop		-	-	-	-	(60,000)	-	60,000	-	-	-	-	-	-							
Post COVID Mental Health Staff		-	-	-	-	(50,000)	-	50,000	-	-	-	-	-	-							
Digitization of Student Records		-	-	-	-	(50,000)	-	50,000	-	-	-	-	-	-							
OH&S Items		-	-	-	-	(41,500)	-	41,500	-	-	-	-	-	-							
IT - Battery Replacement		-	-	-	-	(33,000)	-	33,000	-	-	-	-	-	-							
Junior High Honours		-	-	-	-	(20,000)	-	20,000	-	-	-	-	-	-							
Certificate of Recognition		-	-	-	-	(17,000)	-	17,000	-	-	-	-	-	-							
Professional Development (OTAGS) and Leadership		-	(80,000)	-	80,000	(75,000)	-	150,000	-	75,000	(75,000)	-	-	-							
Projects		22,622	(102,622)	-	80,000	(1,541,435)	-	2,139,435	-	598,000	(598,000)	-	-	-							
Heritage Hills Elementary		27,497	(27,497)	-	-	-	-	-	-	-	-	-	-	-							
Enterprise Resource Planning		363,505	(363,505)	-	-	-	-	-	-	-	-	-	-	-							
EIPS Division Allocated Reserves	O	413,624	(573,624)	-	160,000	(4,661,935)	-	5,759,935	-	1,098,000	(1,098,000)	-	-	-							
Capital Effect - Purchases from Operating Budgets		-	-	(732,424)	-	(732,424)	-	(499,692)	-	(1,232,116)	(300,000)	(1,532,116)	(300,000)	(1,832,116)							
Capital Effect - Annual Amortization		-	-	1,401,424	-	1,401,424	-	1,353,692	-	2,755,116	1,307,000	4,062,116	1,275,000	5,337,116							
Budgeted Transfer to Central Services & School Reserves		-	-	-	(1,639,336)	(1,639,336)	-	-	-	(1,639,336)	-	(1,639,336)	-	(1,639,336)							
Projected Surpluses Return to Unallocated Reserves		-	4,927,153	-	626,834	5,553,987	-	-	-	5,553,987	-	5,553,987	-	5,553,987							
Transfer to Capital Reserve		-	-	-	(1,000,000)	(1,000,000)	-	-	-	(1,000,000)	-	(1,000,000)	-	(1,000,000)							
Transfer to Allocated Reserves		-	-	-	-	-	-	(5,759,935)	-	(5,759,935)	-	(5,759,935)	-	(5,759,935)							
EIPS District Reserve		7,070,461	-	-	-	7,070,461	-	-	-	7,070,461	-	7,070,461	-	7,070,461							
EIPS Division Unallocated Reserve	P	7,070,461	4,927,153	669,000	(2,012,502)	10,654,112	-	854,000	(5,759,935)	5,748,177	1,007,000	6,755,177	975,000	7,730,177							
Total EIPS Division Reserves	Q = O + P	7,484,085	4,353,529	669,000	(1,852,502)	10,654,112	(4,661,935)	854,000	-	6,846,177	(91,000)	6,755,177	975,000	7,730,177							
Total Operating Reserves	R = N + Q	\$ 11,267,216	\$ 2,591,505	\$ 669,000	\$ (1,000,000)	\$ 13,527,721	\$ (6,852,282)	\$ 854,000	\$ -	\$ 7,529,439	\$ (91,000)	\$ 7,438,439	\$ 975,000	\$ 8,413,439							
Unallocated Reserve (P)																					
As a percentage of operating expenses		3.78%				5.29%				2.85%		3.35%		3.84%							
Dollars above (below) 2% of operating expenses		\$ 3,332,408				\$ 6,623,454				\$ 1,717,519		\$ 2,724,519		\$ 3,699,519							
As a percentage of operating expenses (2021-22)						5.29%															
Dollars above (below) 2% of operating expenses (2021-22)						\$ 6,623,454															
¹ Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. As the current purchases are less than the amortization of prior year purchases a surplus is created. The effect is non-cash but the surplus created is available for use.																					
Calculation of 3.15% CAP amount						6,348,286				6,348,286		6,348,286		6,348,286							
Estimated Maximum 1% of school & department reserves						1,753,871				1,753,871		1,753,871		1,753,871							
Total Division Allocated and Unallocated						10,654,112				6,846,177		6,755,177		7,730,177							
						12,407,983				8,600,048		8,509,048		9,484,048							
Amount in Excess of the CAP						6,059,697				2,251,762		2,160,762		3,135,762							

Reserves

Reserves for Operating Expenditures (pg. 10)

- Reserve balances for schools and departments are updated for estimated usage. EIPS is estimating 100% usage of Central Services and Schools Operations, and 25% usage (\$436,000) for School Generated Funds.
- EIPS Division Allocated Reserve is being accessed for a total of \$4.66 million as follows (column F):
 - \$2.12 million for continued COVID costs as it is unknown how many students will be immunized by the fall of 2021 and it will be prudent to maintain the same level of safety as the current year,
 - \$500,000 for Focus on Learning Loss to close the academic gaps that have been created or increased due to COVID. These funds will be provided to each school based on learning gaps and will be used for focused and intentional purposes; this work will continue into 2022-23,
 - \$500,000 for Social Emotional Supports which the schools feel will help students the most in this area; and
 - \$1.54 million for Projects (pg. 11).

Capital Reserves (pg. 10)

Capital Reserves can be used for the purchase of future capital assets and can be accessed with Board approval. Every year, capital items are purchased from the operating budget in schools and departments (\$100,000 to \$500,000 per year). These items could be designated to be paid from capital reserves in any given year by the Board. To access capital reserves for operating expenses, the Division would have to obtain permission from the Minister.

The budget includes a plan for the purchase of the following capital items:

- Capital Reserve spending for Aging Equipment at Schools of \$100,000, and
- Capital Reserve spending for Information Technology of \$300,000.

Four-Year Operating Reserves Projection (pg. 11)

Reserve estimates include estimated and projected balances for schools and departments. The budget allocations include use of the Division Operating Reserves as outlined below.

The Board maintains two types of division operating reserves:

1. Division Allocated Operating Reserve (row O)

The Division Allocated Operating Reserve is used to fund specific expenses identified by the Board. Proposed changes for 2021-22 have been identified as well as estimates for 2022-23 and 2023-24 to outline future needs (columns J and L respectively). Alberta Education (AE) requires a projection of the use of Accumulated Surplus and Reserves for 2022-23 and 2023-24 as part of the submitted Budget Report. Each year, Administration will bring to the Board for approval the use of Division Reserves.

Reserves – continued

- For 2021-22 School Year, Division Allocated reserves will be used totaling \$4.66 million (column F) for previously mentioned COVID costs, Focus on Learning Loss, Social Emotional Supports, as well as the following projects:
 - \$250,000 for Mechanical Cooling for Modulars - The project was cancelled after year two due to a reduction in funding in the fall of 2019 (Nov. 28, 2019 Fall Budget Report). The remaining 23 modulars will be evaluated to determine if they reach high temperatures and to ensure their usage is for instruction,
 - \$393,000 to increase consultants by three (numeracy, assessment, and early learning),
 - \$175,000 to support staff to prepare for the implementation of the new curriculum in 2022-23,
 - \$130,000 for Career Pathways Consultant to develop a grades 7-12 broad picture framework regarding beyond high school, to expose students to multiple careers, work with community and post-secondary, develop apprenticeship projects, review Career and Technology Foundations (CTF) programming/curriculum, facility audits (needs of each facility for Career and Technology Studies (CTS)/CTF)), and understand students' programming interests in Fort High School and other schools,
 - \$130,000 for increasing capacity of staff using Division software – in particular Brightspace, PowerSchool and PowerTeacher Pro,
 - \$117,000 to support the offering of Home Education for those students who are unable to attend class in person. The amount represents the cost for one teacher and supplies. This will be adjusted in the fall once true enrolment is known,
 - \$60,000 for Readers/Writers Workshop,
 - \$50,000 for Post COVID Mental Health support for staff to establish site champions to promote Health and Wellness,
 - \$50,000 for Digitization of Student Records,
 - \$41,500 for Occupational Health & Support items such as strobe lights (visual notification) as a method of emergency notification for students who are in noisy CTS areas that would not hear an emergency announcement,
 - \$33,000 for Information Technology - Battery Replacement,
 - \$20,000 for Junior High Honours program to ensure alignment across the Division,
 - \$17,000 for Certificate of Recognition WCB audit, and
 - \$75,000 for Professional Development (OTAGS) and Leadership.

- For 2022-23 School Year, Division Allocated reserves will be used totaling \$1.10 million (column J) to continue efforts from 2021-22 for the following items:
 - \$500,000 on Focus on Learning Loss,
 - \$393,000 for Consultants working on numeracy, assessment, and early learning,
 - \$130,000 for Career Pathways, and
 - \$75,000 for Professional Development (OTAGS) and Leadership.

Reserves – continued

2. Division Unallocated Operating Reserve (row P)

The Division Unallocated Operating Reserve is available to provide some flexibility to cover potential emergent issues, price fluctuations, and to stabilize funding in future years. As per EIPS' budget assumptions, the Division Unallocated Operating Reserve ideal balance is a minimum of 2% of EIPS budgeted operating expenses or approximately \$4 million.

As per the 2020-21 projections previously presented to the Board, the Division Unallocated Reserve will be \$6.62 million (bottom of column E) above the 2% target at August 31, 2021. Additional projections for 2021-22 decrease the reserve to \$1.72 million (bottom of column I) above the 2% target at August 31, 2022.

Capital asset purchases of \$500,000 and amortization of \$1.35 million have been included in the 2021-22 projection as capital assets purchased from current year funding are offset by amortization from prior year purchases, creating a surplus in the reserve.

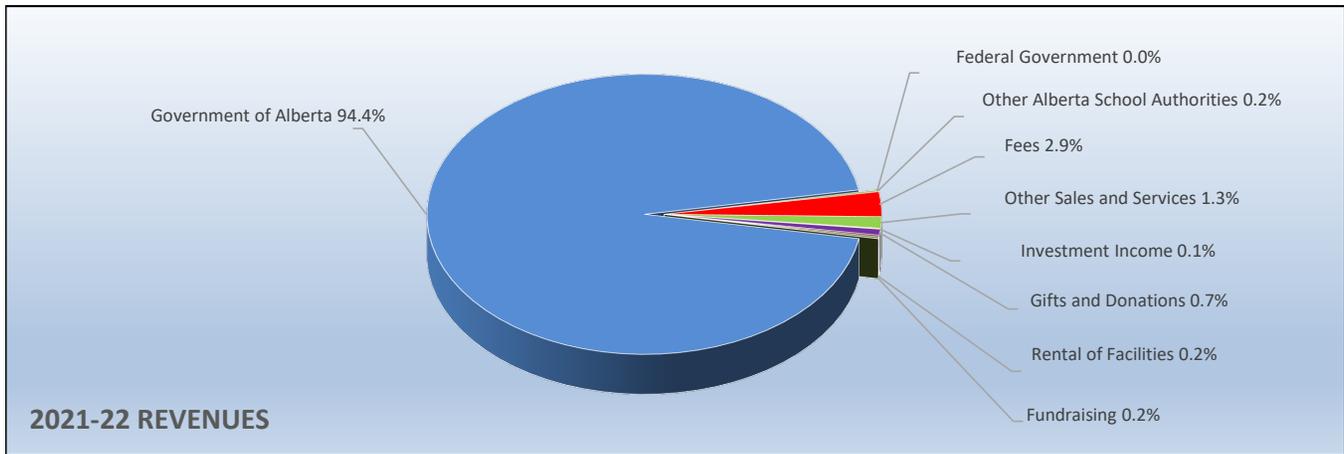
STATEMENT OF REVENUES AND EXPENSES				
	2020-21	2021-22		%
	Fall	Spring	Change	Change
REVENUES				
Government of Alberta				
Alberta Education (<i>Page 18</i>)	\$ 178,347,063	\$ 174,833,479	\$ (3,513,584)	(2.0%)
Other Government of Alberta	6,153,496	4,882,262	(1,271,234)	(20.7%)
	<u>184,500,559</u>	<u>179,715,741</u>	<u>(4,784,818)</u>	<u>(2.6%)</u>
Federal Government	6,114,500	-	(6,114,500)	100.0%
Other Alberta School Authorities	562,611	402,635	(159,976)	(28.4%)
Fees	2,911,000	5,433,525	2,522,525	86.7%
Other Sales and Services	1,210,605	2,525,217	1,314,612	108.6%
Investment Income	231,000	195,000	(36,000)	(15.6%)
Gifts and Donations	936,880	1,310,067	373,187	39.8%
Rental of Facilities	109,387	357,387	248,000	226.7%
Fundraising	240,000	384,000	144,000	60.0%
	<u>196,816,542</u>	<u>190,323,572</u>	<u>(6,492,970)</u>	<u>(3.3%)</u>
EXPENSES				
Instruction				
Schools	134,269,115	133,938,662	(330,453)	(0.2%)
Central Services	21,235,314	21,905,369	670,055	3.2%
	<u>155,504,429</u>	<u>155,844,031</u>	<u>339,602</u>	<u>0.2%</u>
Operations & Maintenance	29,352,471	24,287,497	(5,064,974)	(17.3%)
Transportation	11,995,095	12,301,397	306,302	2.6%
System Administration	4,477,830	4,453,394	(24,436)	(0.5%)
External Services	203,070	289,535	86,465	42.6%
	<u>201,532,895</u>	<u>197,175,854</u>	<u>(4,357,041)</u>	<u>(2.2%)</u>
OPERATING DEFICIT	\$ (4,716,353)	\$ (6,852,282)	\$ (2,135,929)	45.3%

STAFFING - FULL TIME EQUIVALENT (FTE)				
	2020-21	2021-22		%
	Fall	Spring	Change	Change
SCHOOLS				
Certificated (<i>Page 24</i>)	859.55	828.22	(31.33) *	(3.6%)
Classified (<i>Page 24</i>)	336.36	355.15	18.79	5.6%
	<u>1,195.91</u>	<u>1,183.37</u>	<u>(12.54)</u>	<u>(1.0%)</u>
CENTRAL SERVICES				
Certificated (<i>Page 37</i>)	14.14	23.74	9.60	67.9%
Classified (<i>Page 37</i>)	112.25	112.46	0.21	0.2%
	<u>126.39</u>	<u>136.20</u>	<u>9.81</u>	<u>7.8%</u>
TOTAL STAFFING				
Certificated	873.69	851.96	(21.73)	(2.5%)
Classified	448.61	467.61	19.00	4.2%
	<u>1,322.30</u>	<u>1,319.57</u>	<u>(2.73)</u>	<u>(0.2%)</u>

* 29.61 certificated FTE were budgeted in Out-of-School Learning last year.

Revenue and Expense Notes (for variances greater than \$75,000 and 5%)

The variances identified in the Statement of Revenue and Expenses may be the aggregate of a number of different changes, both positive and negative. The explanations provided below are intended to highlight the primary contributors to the identified variance, and may not add up to the total change.



The changes in revenue from Alberta Education are detailed on page 18.

The decrease in **Other Government of Alberta** revenue is primarily due to the Wye Elementary School demolition and abatement grant totaling \$1.13 million in 2020-21; work was completed in 2020-21.

In 2020-21, the **Federal Government** announced the "Safe Return to Class" grant to be allocated to all school divisions. EIPS received \$6.11 million in funding; it is not anticipated this grant will be received for 2021-22.

Other Alberta School Authorities revenue decrease is due to lower amounts being charged to other divisions for the Eastern Edge Low Incidence Team (in place of Regional Collaborative Service Delivery). The costs will be adjusted accordingly.

In the fall of 2020-21, many of the **Fees** and **Other Sales and Services** from School Generated Funds (SGF) were reduced as many of the SGF programs were either cancelled or reduced significantly – approximately \$3.5 million decrease. Additionally, for 2021-22, EIPS is using the 2018-19 SGF activity and assuming that all programs and activities will be at near normal. Additionally, Student Transportation is anticipating fees will increase \$307,000 due to increased ridership.

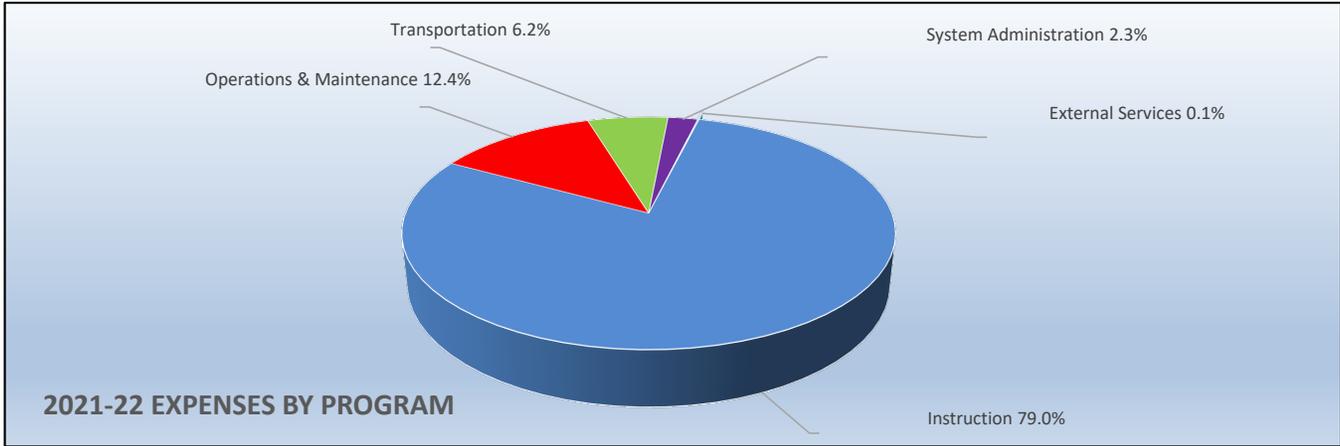
Gifts & Donations are expected to increase \$373,000 related to SGF gifts, donations, sponsorships and grants. These increases are assuming that all programs and activities will be returning to normal for 2021-22.

Investment Income is decreasing as EIPS has less funds available to invest into Guaranteed Investment Income Certificates, and as they mature they are not being reinvested. Lower interest rates and more cash fluctuations are also factoring into this decrease of investment income.

Revenue from **Rental of Facilities** has been increased as rental bookings are expected to return to normal after the pandemic.

Fundraising revenue is mainly generated through SGF programming and has increased by \$144,000 as a result of SGF activities being expected to return to normal.

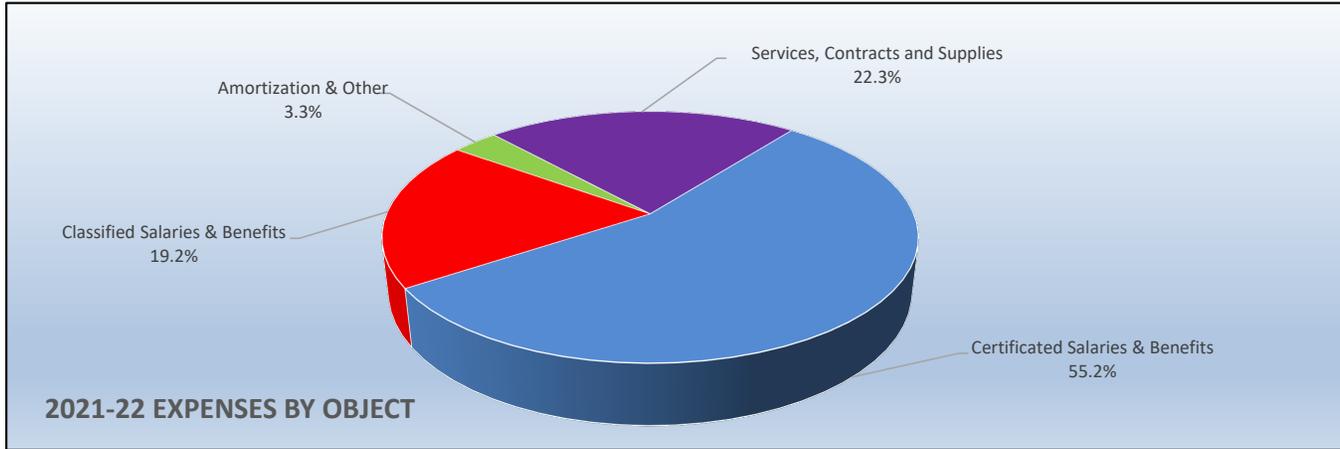
Revenue and Expense Notes (for variances greater than \$75,000 and 5%) - continued



The decrease in **Operations & Maintenance** expenses are due to the completion of demolition and abatement costs related to the Wye Elementary site which has reduced expenditures by \$1.13 million. The other big expense reduction is related to IMR spending which was reduced by \$4.02 million as a result of less funding, some being reclassified to CMR, and reduced deferred revenue (pg. 19).

External Services expenses have increased as facility rentals are expected to resume to normal for 2021-22 as the pandemic had resulted in reduced contracted custodial and custodial supplies costs.

Below is a comparative chart that illustrates where EIPS is expending resources by Object type.



ALBERTA EDUCATION REVENUE

	2020-21	2021-22		%
	Fall	Spring	Change	Change
Base Instruction				
Early Childhood Services (ECS)	\$ 4,165,058	\$ 4,189,618	\$ 24,560	0.6%
Grades 1-9	69,579,347	69,939,144	359,797	0.5%
High Schools	26,163,097	26,084,465	(78,632)	(0.3%)
Distance Education	50,000	-	(50,000)	(100.0%)
Hutterite Colony Funding	50,000	50,000	-	0.0%
Outreach Programs	150,000	150,000	-	0.0%
Rural Small Schools	2,420,000	2,420,000	-	0.0%
	<u>102,577,502</u>	<u>102,833,227</u>	<u>255,725</u>	<u>0.2%</u>
Services & Supports				
Moderate Language Delay	-	412,000	412,000	100.0%
Specialized Learning Support	12,554,931	11,232,185	(1,322,746)	(10.5%)
Specialized Learning Support Kindergarten	-	1,354,020	1,354,020	100.0%
ECS Pre-K Program Unit Funding (PUF)	1,404,150	1,920,900	516,750	36.8%
First Nations, Métis and Inuit Education	1,584,131	1,766,563	182,432	11.5%
English as a Second Language	377,760	330,600	(47,160)	(12.5%)
Refugee Students	4,950	3,300	(1,650)	(33.3%)
Institutional Programs	362,858	362,858	-	0.0%
	<u>16,288,780</u>	<u>17,382,426</u>	<u>1,093,646</u>	<u>6.7%</u>
School - System Needs				
Operations & Maintenance	16,134,752	14,926,167	(1,208,585)	(7.5%)
SuperNet	393,600	393,600	-	0.0%
Transportation	10,295,381	10,292,236	(3,145)	(0.0%)
Infrastructure Maintenance and Renewal	6,288,770	2,265,617	(4,023,153)	(64.0%)
	<u>33,112,503</u>	<u>27,877,620</u>	<u>(5,234,883)</u>	<u>(15.8%)</u>
Community				
Socio-Economic Status	1,070,890	1,085,202	14,312	1.3%
Geographic	1,476,766	1,485,122	8,356	0.6%
School Nutrition Program	150,000	150,000	-	0.0%
	<u>2,697,656</u>	<u>2,720,324</u>	<u>22,668</u>	<u>0.8%</u>
Jurisdictions				
System Administration	6,209,690	6,297,328	87,638	1.4%
Additional				
Bridge Funding for New Framework	6,104,477	6,894,527	790,050	12.9%
	<u>6,104,477</u>	<u>6,894,527</u>	<u>790,050</u>	<u>12.9%</u>
Other				
Dual Credit Programming	50,000	64,172	14,172	28.3%
French Language Funding	176,610	120,000	(56,610)	(32.1%)
Lease Support	651,746	651,746	-	0.0%
Odyssey Languages Assistant Program	75,000	-	(75,000)	100.0%
Donation of Personal Protective Equipment	122,930	-	(122,930)	100.0%
Secondments	606,741	243,303	(363,438)	(59.9%)
	<u>1,683,027</u>	<u>1,079,221</u>	<u>(603,806)</u>	<u>(35.9%)</u>
Supported Amortization	503,428	678,806	175,378	34.8%
Teacher Pensions	9,170,000	9,070,000	(100,000)	(1.1%)
	<u>\$ 178,347,063</u>	<u>\$ 174,833,479</u>	<u>\$ (3,513,584)</u>	<u>(2.0%)</u>

Alberta Education Revenue Notes (for variances greater than \$75,000 and 5%)

Services and Supports revenue increased by \$1.09 million. Both the ECS Pre-K Program Unit Funding and the First Nations, Métis and Inuit Education grants were increased in 2021-22 funding framework. In addition, there is a new grant called the Moderate Language Delay. The Specialized Learning Support grant from 2020-21 was split in two for 2021-22 which created the new grant called Specialized Learning Support - Kindergarten, however total revenue remained comparable.

There was a significant decrease of \$1.21 million to the **Operations and Maintenance** Grant. As this amount is no longer targeted, Facility Services will receive a similar Block Allocation to last year (less the decrease in insurance) and the remaining funds will be used to support schools. The decrease is primarily due to a decrease in funding rates. This was anticipated as the Minister indicated Operations and Maintenance funding would decrease to support the new Services and Supports grants.

Infrastructure Maintenance and Renewal (IMR) funding has now been split into two grants IMR and CMR (Capital Maintenance and Renewal) leading to a decrease of \$4.02 million. CMR is capital and thus is excluded from operational revenue and expenses. In 2020-21, Alberta Education (AE) required a minimum of thirty percent of IMR funding to be designated to support capital projects. For 2021-22, this requirement is no longer in place and IMR will not be budgeted to be capitalized. It is assumed that Facility Services will be able to spend 100% of the 2020-21 IMR funding this year. 2020-21 IMR will be updated in the Fall Budget for actual results.

(\$000s)	2020-21	2021-22	Change
	Fall	Spring	
IMR Funding	\$ 5,070	\$ 2,266	\$ (2,804)
Prior Year Carry Forward	2,740	-	\$ (2,740)
IMR Capitalized (30%)	(1,521)	-	\$ 1,521
IMR Revenue Total	\$ 6,289	\$ 2,266	\$ (4,023)

The **Bridge Funding for New Framework** grant was increased by \$790,000. AE calculated the funding for the five grant envelopes and then allocated the remaining Education funding to school divisions in a lump sum. The funds were increased this year to ensure EIPS' funding envelope is the same balance as in the prior year. Last year, AE indicated these dollars will be reallocated to divisions with growth over the next two years. It is now uncertain what will happen in 2022-23 to the Bridge funding.

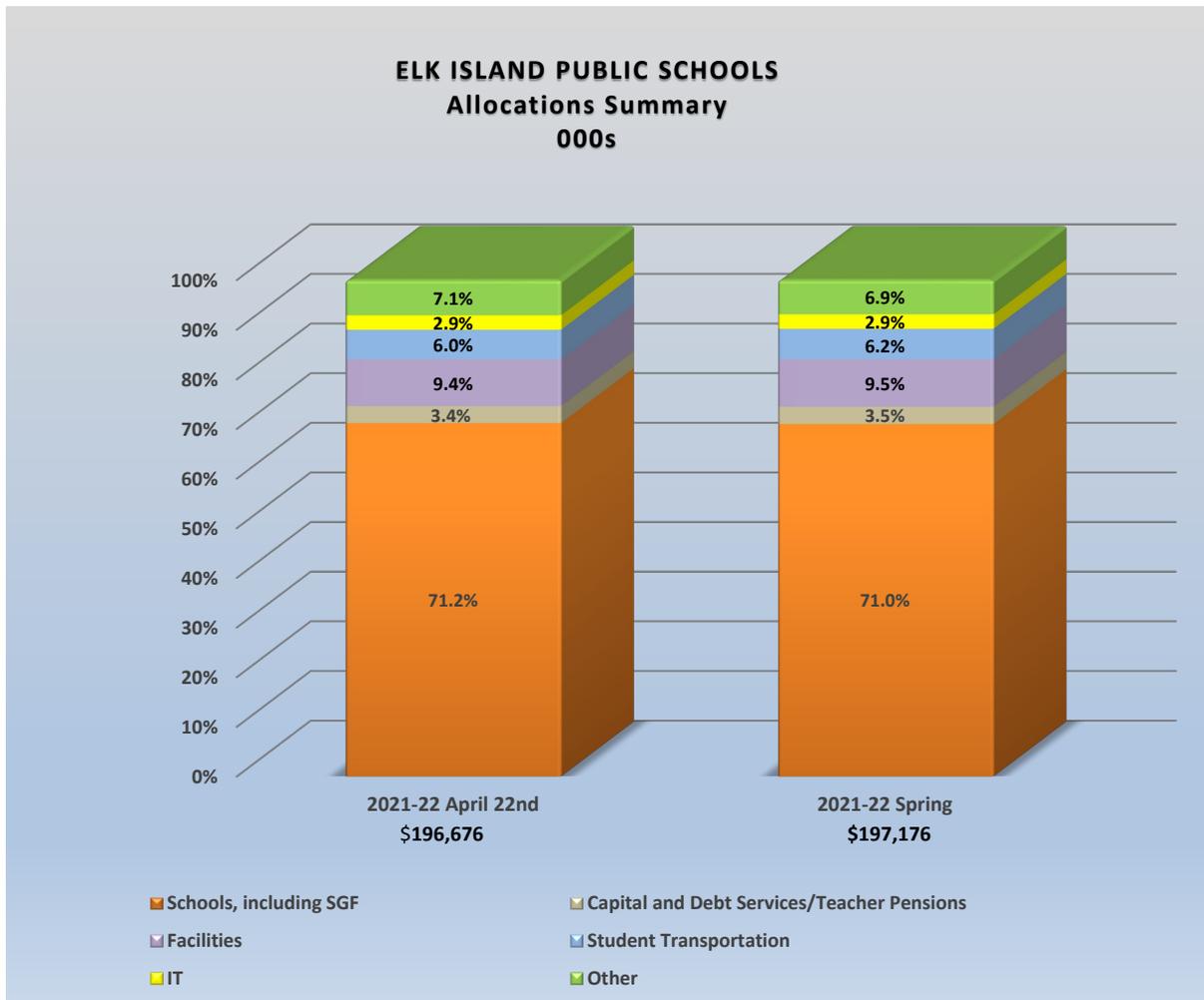
Funding for the **Odyssey Languages Assistant Program** is unknown and will be updated for the Fall Budget.

Secondment contracts are now in place and total \$243,000. This revenue has an equal offsetting salary expense.

Supported Amortization increased by \$175,000 due to the expected capitalization of the 2021-22 CMR.

Teacher Pensions have decreased by \$100,000 due to the Alberta Teacher Retirement Fund contribution rates for employers decreasing from 11.29% to 10.87% starting in September 2021 as well as the decrease in FTEs from the Fall Budget.

Allocation Reconciliation				
	April 22nd Report	Spring 2021-22	\$ Change	% Change
Schools, including SGF	\$ 133,894,495	\$ 133,938,662	\$ 44,167	0.0%
Supports for Students - Schools	6,010,464	5,982,278	(28,186)	(0.5%)
<i>(Page 23)</i>	139,904,959	139,920,940	15,981	0.0%
Capital and Debt Services/Teacher Pensions	6,728,997	6,953,032	224,035	3.3%
Facility Services	16,257,955	16,414,116	156,161	1.0%
Infrastructure Maintenance and Renewal (IMR)	2,265,617	2,265,617	-	0.0%
Information Technologies	5,730,014	5,753,641	23,627	0.4%
Student Transportation	11,835,631	12,192,861	357,230	3.0%
Other Departments	13,952,346	13,675,647	(276,699)	(2.0%)
<i>(Page 37)</i>	56,770,560	57,254,914	484,354	0.9%
	\$ 196,675,519	\$ 197,175,854	\$ 500,335	0.3%



Allocation Reconciliation Notes (for variances greater than \$75,000 and 5%)

In April 2021, the Board of Trustees approved the assumptions and allocations used to build the 2021-22 budget. Below is a reconciliation of the changes that have taken place since that approval.

School Allocations (\$000s)	2021-22 April 22nd	2021-22 Budget	Variance	% Change
Allocations to Schools	\$ 115,044	\$ 115,483	\$ 439	0.4%
Supports for Students – Schools	6,010	5,982	(28)	(0.5%)
School Generated Funds	8,003	8,003	-	0.0%
Division Unallocated Reserves	517	517	-	0.0%
Year End Carryforward	1,378	1,207	(171)	(12.4%)
Teacher Pensions	8,953	8,729	(224)	(2.5%)
School Allocations	\$ 139,905	\$ 139,921	\$ 16	0.01%

Allocations to Schools changes:

- Increased schools allocations by \$500,000 for the Social Emotional Supports.
- Inclusive Learning allocations to schools were reduced by \$73,000 due to change in enrolment.
- Increased allocations by \$12,000 for other small changes.

Supports for Students – Schools changes:

- Decreased school allocations by \$500,000 for the Social Emotional Supports.
- Increased by \$369,000 for a transfer from Supports for Students – Central for the Speech Language Pathologists and Occupational Therapists which work in schools.
- Increased by \$73,000 as some Inclusive Learning allocations to schools were returned due to changing enrolment.
- Increased the Low Incidence Team revenue by \$33,000.
- Reduced allocations by \$3,000 for other small changes.

Year End Carryforward changes:

- Transferred the year end carryforward amount of \$171,000 that related to departments to the Fiscal Services department.

Teacher Pension changes:

- Decreased the Teacher Pension by \$124,000 as some of the Out-Of-School Learning consultants transferred back to the Instructional Supports department. The remaining impact is due to changes in the number of certificated FTE and the reduction in government rate.

Allocation Reconciliation Notes - continued

Central Allocations (\$000s)	2021-22 April 22nd	2021-22 Budget	Variance	% Change
Capital and Debt Services/Teacher Pension	\$ 6,729	\$ 6,953	\$ 224	3.3%
Facilities Services	16,258	16,414	\$ 156	1.0%
Infrastructure Maintenance and Renewal	2,266	2,266	\$ (0)	0.0%
Information Technologies	5,730	5,754	\$ 24	0.4%
Student Transportation	11,836	12,193	\$ 357	3.0%
Other Departments	13,952	13,676	\$ (276)	-2.0%
School Allocations	<u>\$ 56,771</u>	<u>\$ 57,255</u>	<u>\$ 484</u>	<u>0.9%</u>

Capital and Debt Services/Teacher Pension changes:

- Increased due to a transfer of \$171,000 as it was originally recorded in the Schools' total.
- Increased the Teacher Pension by \$124,000 as Out-Of-School Learning consultants transferred back to Instructional Supports department.
- Decreased due to a transfer of \$21,000 of carryforward to Information Technologies and \$50,000 to Student Transportation.

Facilities Services changes:

- Increased revenue from Facilities Rentals and Leases.

Student Transportation changes:

- Increased carryforward amount by \$50,000.
- Increased Supplemental Revenue for fees by \$307,000.

Other Departments' changes:

- Decreased by \$369,000 for a transfer from Supports for Students – Schools.
- Increased revenue for Dual Credit Grant and Secondments amounting to \$82,000.
- Increased allocations by \$11,000 for other small changes.

Schools Summary

Enrolment	2020-21	2021-22	Change	% Change	Note
	Fall	Budget			
Sector 1 - Sherwood Park <i>(Page 25)</i>	9,862	9,915	53	0.5%	
Sector 2 - Strathcona County <i>(Page 26)</i>	2,027	2,052	25	1.2%	
Sector 3 - Fort Saskatchewan <i>(Page 27)</i>	3,242	3,345	103	3.2%	
Sector 4 - Lamont County <i>(Page 28)</i>	875	891	16	1.8%	
Sector 5 - County of Minburn <i>(Page 29)</i>	691	685	(6)	(0.9%)	
	<u>16,697</u>	<u>16,888</u>	<u>191</u>	<u>1.1%</u>	
Elk Island Youth Ranch Learning Centre	5	7	2	40.0%	
Next Step Home Education	-	28	28	100.0%	
Next Step Outreach	267	267	-	0.0%	
To Be Allocated	-	14	14	100.0%	
<i>(Page 33)</i>	<u>16,969</u>	<u>17,204</u>	<u>235</u>	<u>1.4%</u>	

Expenses	2020-21	2021-22	Change	% Change	Note
	Fall	Budget			
Sector 1 - Sherwood Park <i>(Page 25)</i>	\$ 65,293,832	\$ 64,938,956	\$ (354,876)	(0.5%)	
Sector 2 - Strathcona County <i>(Page 26)</i>	12,828,724	12,811,012	(17,712)	(0.1%)	
Sector 3 - Fort Saskatchewan <i>(Page 27)</i>	22,432,819	22,494,827	62,008	0.3%	
Sector 4 - Lamont County <i>(Page 28)</i>	7,680,126	7,613,229	(66,897)	(0.9%)	
Sector 5 - County of Minburn <i>(Page 29)</i>	5,317,971	5,286,381	(31,590)	(0.6%)	
<i>(Page 35)</i>	<u>113,553,472</u>	<u>113,144,405</u>	<u>(409,067)</u>	<u>(0.4%)</u>	A
Elk Island Youth Ranch Learning Centre	355,584	341,270	(14,314)	(4.0%)	
Next Step Continuing Education - Summer	503,868	508,525	4,657	0.9%	
Next Step Home Education	-	116,935	116,935	100.0%	B
Next Step Outreach	2,400,530	1,950,126	(450,404)	(18.8%)	C
Out-of-School Learning - Kindergarten to Grade 9	2,701,808	-	(2,701,808)	(100.0%)	D
Supports for Students <i>(Page 30)</i>	3,993,071	5,982,278	1,989,207	49.8%	
Heritage Hills Elementary Replacement (Wye Elementary)	27,497	-	(27,497)	(100.0%)	
Leveraging Student Achievement	80,000	-	(80,000)	(100.0%)	E
Capital Lease (Photocopiers)	-	(181,397)	(181,397)	100.0%	F
Teacher Pensions	8,953,300	8,729,000	(224,300)	(2.5%)	
To Be Allocated	523,469	659,246	135,777	25.9%	G
Division Year End Carryforward	-	267,076	267,076	100.0%	H
Medical Illness Contingency	3,896,000	400,000	(3,496,000)	(89.7%)	I
School Generated Funds	4,296,695	8,003,476	3,706,781	86.3%	J
	<u>\$ 141,285,294</u>	<u>\$ 139,920,940</u>	<u>\$ (1,364,354)</u>	<u>(1.0%)</u>	
		<i>(Page 20)</i>			

Schools Summary - continued

Staffing - Full Time Equivalent (FTE)	Certificated			Classified			Note
	2020-21	2021-22	Change	2020-21	2021-22	Change	
	Fall	Budget		Fall	Budget		
Sector 1 - Sherwood Park (Page 25)	465.83	459.77	(6.06)	156.24	144.81	(11.43)	
Sector 2 - Strathcona County (Page 26)	96.63	95.12	(1.51)	25.04	23.34	(1.70)	
Sector 3 - Fort Saskatchewan (Page 27)	156.18	155.87	(0.31)	62.24	56.70	(5.54)	
Sector 4 - Lamont County (Page 28)	50.17	50.48	0.31	25.83	21.10	(4.73)	
Sector 5 - County of Minburn (Page 29)	36.13	34.96	(1.17)	16.15	14.96	(1.19)	
(Page 36)	804.94	796.20	(8.74)	285.50	260.91	(24.59)	
Elk Island Youth Ranch Learning Centre	3.40	3.10	(0.30)	-	-	-	
Next Step Continuing Education - Summer	0.70	0.70	-	0.76	0.76	-	
Next Step Home Education	-	1.00	1.00	-	-	-	
Next Step Outreach	14.30	11.65	(2.65)	5.55	5.39	(0.16)	
Out-of-School Learning	27.21	-	(27.21)	0.75	-	(0.75)	
Supports for Students (Page 30)	5.20	6.90	1.70	30.26	66.04	35.78	
To Be Allocated	3.80	4.84	1.04	1.04	1.61	0.57	
Division Year End Carryforward	-	1.96	1.96	-	0.65	0.65	
Medical Illness Contingency	-	1.87	1.87	-	-	-	
School Generated Funds	-	-	-	12.50	19.79	7.29	
	859.55	828.22	(31.33)	336.36	355.15	18.79	

Notes

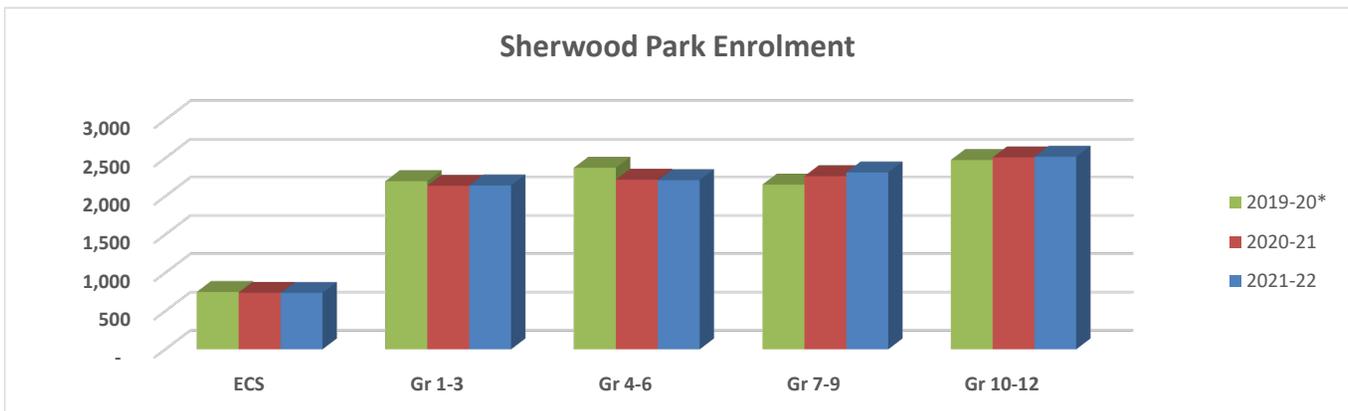
A. Funding has remained relatively consistent to 2020-21 levels resulting in allocations that are comparable to prior years' Fall Budgets.

School Allocation Change (in \$000s):	
2020-21 Fall Budget	\$ 113,553
Basic Allocations	1,878
School Programs	(207)
Inclusive & Early Learning	(200)
Fall Allocation - One Time	(2,922)
Focus On Learning Loss - One Time	500
Social Emotional Support - One Time	500
Other	42
2021-22 Spring Budget	\$ 113,144

- B. Next Step Home Education will be offered to support families who would like to keep students at home during the pandemic.
- C. Outreach expense decrease is due to a cost savings initiative that has eliminated third party leases for the Vegreville (\$46,000) and Sherwood Park (\$179,000) Outreach programs. These programs will continue but will reside within the High Schools in the respective areas. In addition, Fall Budget 2020-21 included a one-time allocation for online learning in the amount of \$250,000, which is not included in the Spring 2021-22 Budget. These reductions are slightly offset by an increase to the Block Allocations for Standard Cost increase.
- D. Out-of-School Learning is not continuing into 2021-22 School Year as it is felt that the best place for students is the classroom.
- E. Leveraging Student Achievement is not continuing into 2021-22 as the new Focus on Learning Loss program will be a better mechanism in that it provides the ability to be more responsive; all schools will develop detailed plans for students.
- F. The Division entered into a new Capital Lease for photocopiers, schools and departments will realize savings over the next five years. The previous lease was fully paid off in 2020-21.
- G. To Be Allocated are funds that are being held for enrolment changes that may arise in September and require budget updates in the fall.
- H. Division Year End Carryforward is the amount that is being held that equates to 1% of schools' operating budgets. Schools were allocated the amounts based on their projections and this amount is the difference being held to allocate once year end surpluses are confirmed.
- I. In 2020-21 the budget was built using illness assumptions based on experience-to-date in US daycares. This ended up not being the experience at EIPS. Moving into 2021-22, it is expected that most of the staff will be vaccinated, therefore the budget has been adjusted for reduced number of illness and quarantine days.
- J. School Generated Funds have been returned back to levels experienced prior to the impacts of the pandemic (2018-19 Actuals) and cancellation of extra-curricular activities.

Sector 1 - Sherwood Park

Enrolment	2020-21	2021-22	Change	% Change
	Fall	Budget		
ECS	738	736	(2)	(0.3%)
Grade 1-3	2,137	2,141	4	0.2%
Grade 4-6	2,217	2,210	(7)	(0.3%)
Grade 7-9	2,262	2,311	49	2.2%
Grade 10-12	2,508	2,517	9	0.4%
	9,862	9,915	53	0.5%



Expenses by Category	2020-21	2021-22	Change	% Change
	Fall	Budget		
Salaries & Benefits	\$ 61,886,135	\$ 62,082,280	\$ 196,145	0.3%
Services, Contracts & Supplies	3,407,697	2,856,676	(551,021)	(16.2%)
	\$ 65,293,832	\$ 64,938,956	\$ (354,876)	(0.5%)

Salaries & Benefits as % of budget 95% 96%

Staffing (FTE)	2020-21	2021-22	Change	% Change
	Fall	Budget		
Certificated	465.83	459.77	(6.06)	(1.3%)
Classified	156.24	144.81	(11.43)	(7.3%)
	622.07	604.58	(17.49)	(2.8%)

Notes

* Includes Wye Elementary balances (moved from Sector 2).

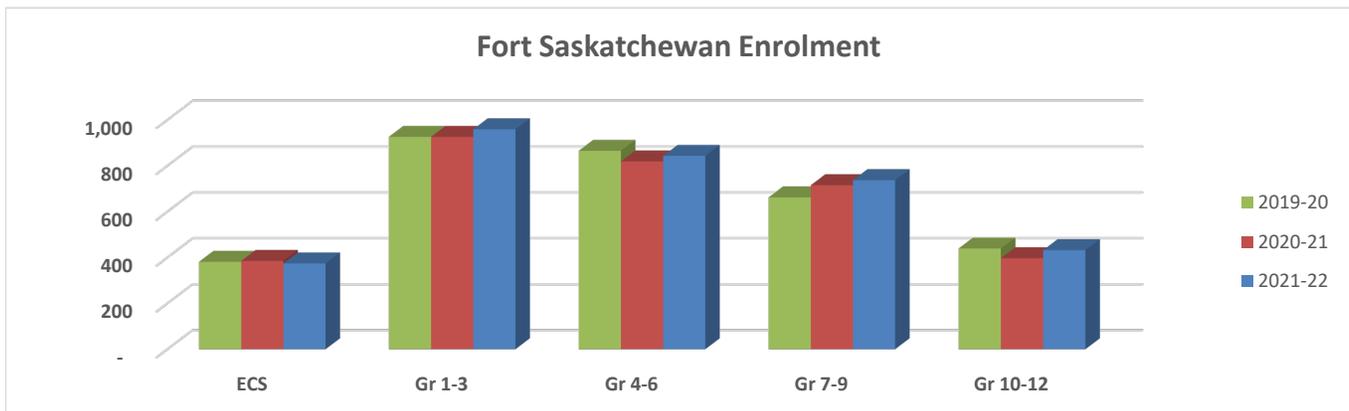
The increase in grade 7-9 enrolment is due to a larger Grade 7 class moving into Junior High next year than what is moving into Grade 10.

For the Spring Budget, the per student rate for allocation increased to cover the impact of the standard cost increase.

In the Fall Budget 2020-21, the Sector 1 schools were provided a one-time allocation to address the impacts of COVID which amounted to a combined total of \$1.71 million. This additional one-time funding allowed the Sector 1 schools to hire approximately 20.0 FTE. This allocation has been removed from the Spring Budget and resulted in some FTE reductions that can be seen above.

Sector 3 - Fort Saskatchewan

Enrolment	2020-21 Fall	2021-22 Budget	Change	% Change
ECS	385	374	(11)	(2.9%)
Grade 1-3	926	959	33	3.6%
Grade 4-6	819	843	24	2.9%
Grade 7-9	715	737	22	3.1%
Grade 10-12	397	432	35	8.8%
	3,242	3,345	103	3.2%



Expenses by Category	2020-21 Fall	2021-22 Budget	Change	% Change
Salaries & Benefits	\$ 21,396,661	\$ 21,566,848	\$ 170,187	0.8%
Services, Contracts & Supplies	1,036,158	927,979	(108,179)	(10.4%)
	\$ 22,432,819	\$ 22,494,827	\$ 62,008	0.3%

Salaries & Benefits as % of total budget

95%

96%

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change	% Change
Certificated	156.18	155.87	(0.31)	(0.2%)
Classified	62.24	56.70	(5.54)	(8.9%)
	218.42	212.57	(5.85)	(2.7%)

Notes

Overall enrolment in this sector is up, consistent with the continued population growth in Fort Saskatchewan.

For the Spring Budget, the per student rate for allocation increased to cover the impact of the standard cost increase.

In the Fall Budget 2020-21, the Sector 3 schools were provided a one-time allocation to address the impacts of COVID which amounted to a combined total of \$593,000. This additional one-time funding allowed the Sector 3 schools to hire approximately 7.7 FTE. This allocation has been removed from the Spring Budget and resulted in some FTE reductions that can be seen above.

Supports for Students - Schools						
Expenses by Category	2020-21	2021-22	Change	% Change	Salaries & Benefits	Services, Contracts, & Supplies
	Fall	Budget				
Early Learning	\$ 1,396,851	\$ 2,576,689	\$ 1,179,838	84.5%	\$ 2,420,463	\$ 156,226
Mental Health Capacity Building	225,061	225,061	-	0.0%	209,097	15,964
Specialized Supports - Schools	1,917,232	2,737,797	820,565	42.8%	2,364,638	373,159
School Nutrition Program	150,000	150,000	-	0.0%	80,747	69,253
Partners 4 Science	303,927	292,731	(11,196)	(3.7%)	77,647	215,084
	\$ 3,993,071	\$ 5,982,278	\$ 1,989,207	49.8%	\$ 5,152,592	\$ 829,686

Staffing (FTE)	Certificated			Classified		
	2020-21	2021-22	Change	2020-21	2021-22	Change
	Fall	Budget		Fall	Budget	
Early Learning	1.90	2.00	0.10	8.40	36.18	27.78
Mental Health Capacity Building	-	-	-	2.50	2.50	-
Specialized Supports - Schools	3.30	4.90	1.60	16.38	24.35	7.97
School Nutrition Program	-	-	-	1.56	1.59	0.03
Partners 4 Science	-	-	-	1.42	1.42	-
	5.20	6.90	1.70	30.26	66.04	35.78

Notes

Early Learning:

- Changes to the funding model included the addition of a Specialized Learning Supports Kindergarten Grant and the Moderate Language Delay Grant. The Moderate Language Delay Grant of \$412,000 is being held by Early Learning until codes can be applied to the students and allocation will then be provided to the schools directly. In addition, a contingency totaling \$812,000 is held centrally in order to have funding available to support additional students that are registered in the fall and any additional requests from schools. Corresponding increases are made in expenses for staffing.

Specialized Supports - Schools:

- In the spring, a contingency totaling \$718,000 is held centrally in order to have funding available to support additional students that are registered and identified as requiring specialized supports between spring and fall. Corresponding increases are made in expenses for staffing. In the fall, amounts will be allocated directly to schools based on September 30 enrolment and needs assessments.
- A Block Allocation transfer of \$369,000 from Specialized Supports - Central increased the expenditures. This transfer allowed all the Speech Language Pathologists and Occupational Therapists to be budgeted for in the Specialized Supports - Schools budget, whereas in 2020-21 these FTEs were split to align with where the funding resided. This transfer allows for more consistent reporting.

Early Learning & Specialized Supports - Schools				
	2020-21 Fall	2021-22 Budget	Change	% Change
Revenues				
Alberta Education Funding				
Early Learning	\$ 3,029,426	\$ 4,194,120	\$ 1,164,694	38.4%
Specialized Supports	14,948,198	14,547,752	(400,446)	(2.7%)
	<u>17,977,624</u>	<u>18,741,872</u>	<u>764,248</u>	<u>4.3%</u>
Eastern Edge Low Incidence (100%)				
Specialized Supports	454,089	355,275	(98,814)	(21.8%)
	<u>454,089</u>	<u>355,275</u>	<u>(98,814)</u>	<u>(21.8%)</u>
	<u>18,431,713</u>	<u>19,097,147</u>	<u>665,434</u>	<u>3.6%</u>
Expenses				
Schools				
Early Learning	2,576,762	2,552,862	(23,900)	(0.9%)
Specialized Supports - Schools	15,523,860	15,329,521	(194,339)	(1.3%)
	<u>18,100,622</u>	<u>17,882,383</u>	<u>(218,239)</u>	<u>(1.2%)</u>
Out-of-School Learning - Kindergarten to Grade 9	473,265	-	(473,265)	(100.0%)
Central Services				
Early Learning	1,415,120	2,597,263	1,182,143	83.5%
Specialized Supports - Central	1,933,244	2,737,797	804,553	41.6%
	<u>3,348,364</u>	<u>5,335,060</u>	<u>1,986,696</u>	<u>59.3%</u>
	<u>21,922,251</u>	<u>23,217,443</u>	<u>1,295,192</u>	<u>5.9%</u>
Unfunded	<u>\$ (3,490,538)</u>	<u>\$ (4,120,296)</u>	<u>\$ (629,758)</u>	<u>18.0%</u>

Notes

Early Learning is funded from Program Unit Funding (PUF), Base Instruction and Specialized Learning Supports Kindergarten funding, Moderate Language Delay Grant, as well as Block Allocations.

Specialized Supports - Schools is funded from Base Instruction, Specialized Learning Support, First Nations, Métis and Inuit, Socio-Economic Status, and English as a Second Language funding, as well as Block Allocations.

The increase in Unfunded is a result of block increases for covering standard cost & benefit increases.

The number of students requiring specialized or intensified supports in an inclusive setting decreased by 12 students from Fall 2020-21.

Enrolment in Special Education Programs has increased six students from Fall 2020-21.

Enrolment Detail - by Sector				
	2020-21 Fall	2021-22 Budget	Change	% Change
Sector 1 - Sherwood Park				
Bev Facey Community High	1,030	987	(43)	(4.2%)
Brentwood Elementary	426	401	(25)	(5.9%)
Clover Bar Junior High	355	359	4	1.1%
Davidson Creek Elementary	610	633	23	3.8%
École Campbelltown	405	377	(28)	(6.9%)
F. R. Haythorne Junior High	639	657	18	2.8%
Glen Allan Elementary	362	340	(22)	(6.1%)
Heritage Hills Elementary	471	493	22	4.7%
Lakeland Ridge	795	788	(7)	(0.9%)
Mills Haven Elementary	412	418	6	1.5%
Pine Street Elementary	336	348	12	3.6%
Salisbury Composite High	1,170	1,207	37	3.2%
Sherwood Heights Junior High	639	659	20	3.1%
Strathcona Christian Academy Elementary	547	573	26	4.8%
Strathcona Christian Academy Secondary	594	607	13	2.2%
Wes Hosford Elementary	412	389	(23)	(5.6%)
Westboro Elementary	335	349	14	4.2%
Woodbridge Farms Elementary	324	330	6	1.9%
	9,862	9,915	53	0.5%
Sector 2 -Strathcona County				
Ardrossan Elementary	516	526	10	1.9%
Ardrossan Junior Senior High	866	870	4	0.5%
Fultonvale Elementary Junior High	456	470	14	3.1%
Uncas Elementary	189	186	(3)	(1.6%)
	2,027	2,052	25	1.2%
Sector 3 - Fort Saskatchewan				
Castle (Scotford Colony)	24	25	1	4.2%
École Parc Élémentaire	307	321	14	4.6%
Fort Saskatchewan Christian	400	405	5	1.3%
Fort Saskatchewan Elementary	268	270	2	0.7%
Fort Saskatchewan High	397	432	35	8.8%
James Mowat Elementary	399	416	17	4.3%
Rudolph Hennig Junior High	466	479	13	2.8%
SouthPointe School	553	575	22	4.0%
Win Ferguson Elementary	428	422	(6)	(1.4%)
	3,242	3,345	103	3.2%
Sector 4 - Lamont County				
Andrew School	64	60	(4)	(6.3%)
Bruderheim School	117	113	(4)	(3.4%)
Lamont Elementary	290	293	3	1.0%
Lamont High	284	316	32	11.3%
Mundare School	120	109	(11)	(9.2%)
	875	891	16	1.8%

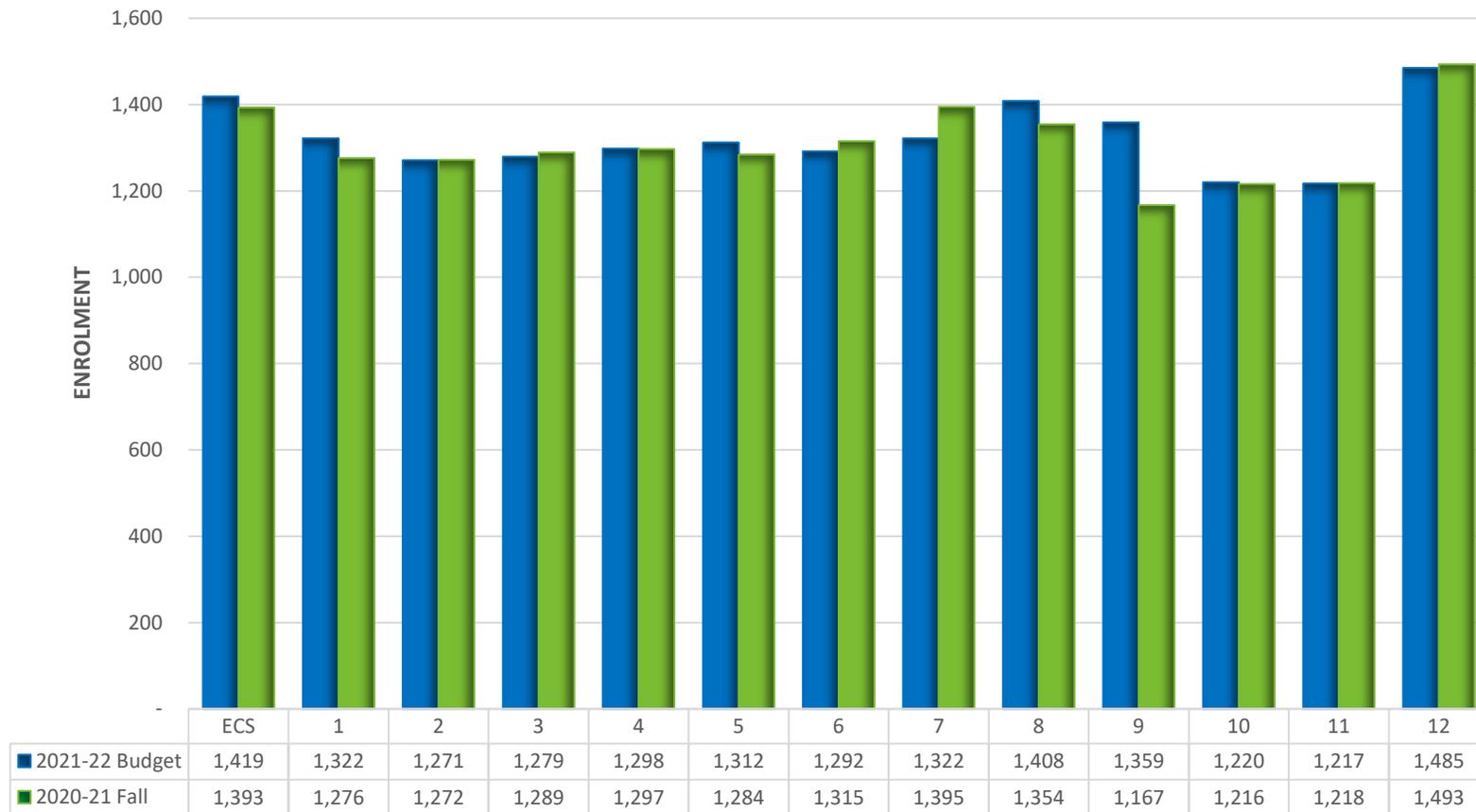
Enrolment Detail - by Sector - continued

	2020-21 Fall	2021-22 Budget	Change	% Change
Sector 5 - County of Minburn				
A. L. Horton Elementary	321	315	(6)	(1.9%)
Pleasant Ridge Colony	13	16	3	23.1%
Vegreville Composite High	357	354	(3)	(0.8%)
	691	685	(6)	(0.9%)
Total Enrolment in Sectors	16,697	16,888	191	1.1%
Elk Island Youth Ranch Learning Centre	5	7	2	40.0%
Next Step Home Education	-	28	28	100.0%
Next Step Outreach	267	267	-	0.0%
To Be Allocated	-	14	14	100.0%
Total Enrolment	16,969	17,204	235	1.4%
Enrolment by Grade *				
ECS	1,393	1,419	26	1.9%
Grade 1-3	3,837	3,862	25	0.7%
Grade 4-6	3,896	3,891	(5)	(0.1%)
Grade 7-9	3,913	4,078	165	4.2%
Grade 10-12	3,658	3,652	(6)	(0.2%)
	16,697	16,902	205	1.2%
Elk Island Youth Ranch Learning Centre	5	7	2	40.0%
Next Step Home Education	-	28	28	100.0%
Next Step Outreach	267	267	-	0.0%
Total Enrolment	16,969	17,204	235	1.4%

(Page 23)

* Includes To Be Allocated Students

ELK ISLAND PUBLIC SCHOOLS 2021-22 Budget Enrolment Comparative by Grade



2021-22 Spring Enrolment

 17,204

2020-21 Fall Enrolment

 16,969

Schools Expenses - Detail by Sector by Category

	2020-21 Fall	2021-22 Budget	Change	Salaries & Benefits	Services, Contracts & Supplies	Total Salaries* as % of Total Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 6,965,445	\$ 6,841,283	\$ (124,162)	\$ 6,497,450	\$ 343,833	95%
Brentwood Elementary	3,115,423	2,965,263	(150,160)	2,853,558	111,705	96%
Clover Bar Junior High	2,820,869	2,704,763	(116,106)	2,635,094	69,669	97%
Davidson Creek Elementary	3,688,543	3,687,673	(870)	3,520,301	167,372	95%
École Campbelltown	2,487,388	2,300,294	(187,094)	2,200,369	99,925	96%
F.R. Haythorne Junior High	4,251,868	4,371,741	119,873	4,176,459	195,282	96%
Glen Allan Elementary	2,366,192	2,336,712	(29,480)	2,255,685	81,027	97%
Heritage Hills Elementary	2,929,304	2,935,081	5,777	2,798,939	136,142	95%
Lakeland Ridge	4,622,827	4,489,213	(133,614)	4,295,204	194,009	96%
Mills Haven Elementary	2,846,320	2,830,651	(15,669)	2,711,088	119,563	96%
Pine Street Elementary	2,639,746	2,470,651	(169,095)	2,348,943	121,708	95%
Salisbury Composite High	7,302,295	7,593,675	291,380	7,167,727	425,948	94%
Sherwood Heights Junior High	3,911,241	3,994,652	83,411	3,811,772	182,880	95%
Strathcona Christian Academy Elementary	3,379,480	3,360,443	(19,037)	3,223,234	137,209	96%
Strathcona Christian Academy Secondary	3,618,924	3,680,965	62,041	3,535,369	145,596	96%
Wes Hosford Elementary	2,645,346	2,521,936	(123,410)	2,433,527	88,409	96%
Westboro Elementary	2,870,575	2,926,740	56,165	2,801,785	124,955	96%
Woodbridge Farms Elementary	2,832,046	2,927,220	95,174	2,815,776	111,444	96%
	65,293,832	64,938,956	(354,876)	62,082,280	2,856,676	96%
Sector 2 - Strathcona County						
Ardrossan Elementary	3,282,289	3,250,499	(31,790)	3,143,291	107,208	97%
Ardrossan Junior Senior High	4,984,681	5,032,372	47,691	4,870,205	162,167	97%
Fultonvale Elementary Junior High	2,987,050	2,995,697	8,647	2,900,886	94,811	97%
Uncas Elementary	1,574,704	1,532,444	(42,260)	1,441,031	91,413	94%
	12,828,724	12,811,012	(17,712)	12,355,413	455,599	96%
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	200,253	206,686	6,433	194,103	12,583	94%
École Parc Élémentaire	2,177,895	2,228,106	50,211	2,164,852	63,254	97%
Fort Saskatchewan Christian	2,658,431	2,673,855	15,424	2,578,766	95,089	96%
Fort Saskatchewan Elementary	2,295,662	2,100,915	(194,747)	2,027,399	73,516	97%
Fort Saskatchewan High	2,959,006	3,066,410	107,404	2,880,140	186,270	94%
James Mowat Elementary	2,573,570	2,668,728	95,158	2,555,231	113,497	96%
Rudolph Hennig Junior High	3,065,769	3,112,227	46,458	2,961,515	150,712	95%
SouthPointe School	3,582,741	3,604,367	21,626	3,469,160	135,207	96%
Win Ferguson Elementary	2,919,492	2,833,533	(85,959)	2,735,682	97,851	97%
	22,432,819	22,494,827	62,008	21,566,848	927,979	96%
Andrew School	716,231	678,609	(37,622)	660,831	17,778	97%
Bruderheim School	1,197,337	1,182,799	(14,538)	1,121,226	61,573	95%
Lamont Elementary	2,394,185	2,209,881	(184,304)	2,119,071	90,810	96%
Lamont High	2,270,580	2,358,875	88,295	2,262,159	96,716	96%
Mundare School	1,101,793	1,183,065	81,272	1,120,686	62,379	95%
	7,680,126	7,613,229	(66,897)	7,283,973	329,256	96%
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,552,561	2,430,577	(121,984)	2,326,944	103,633	96%
Pleasant Ridge Colony	100,369	129,111	28,742	121,337	7,774	94%
Vegreville Composite High	2,665,041	2,726,693	61,652	2,577,034	149,659	95%
	5,317,971	5,286,381	(31,590)	5,025,315	261,066	95%
	\$ 113,553,472	\$ 113,144,405	\$ (409,067)	\$ 108,313,829	\$ 4,830,576	96%

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* Includes salaries supported by First Nations, Métis and Inuit revenue.

Schools Staffing by Sector - Full Time Equivalent (FTE)

	Certificated			Classified ¹			Total Change
	2020-21	2021-22	Change	2020-21	2021-22	Change	
	Fall	Budget		Fall	Budget		
Sector 1 - Sherwood Park							
Bev Facey Community High	47.59	47.24	(0.35)	17.29	17.13	(0.16)	(0.51)
Brentwood Elementary	23.38	21.92	(1.46)	5.95	5.57	(0.38)	(1.84)
Clover Bar Junior High	19.29	18.90	(0.39)	7.80	7.38	(0.42)	(0.81)
Davidson Creek Elementary	26.21	26.61	0.40	8.95	7.57	(1.38)	(0.98)
École Campbelltown	19.69	17.50	(2.19)	3.05	2.99	(0.06)	(2.25)
F.R. Haythorne Junior High	29.88	30.60	0.72	10.31	9.82	(0.49)	0.23
Glen Allan Elementary	16.19	16.08	(0.11)	7.62	6.22	(1.40)	(1.51)
Heritage Hills Elementary	22.34	22.28	(0.06)	4.46	4.30	(0.16)	(0.22)
Lakeland Ridge	33.86	32.96	(0.90)	9.85	8.12	(1.73)	(2.63)
Mills Haven Elementary	19.36	19.20	(0.16)	8.66	7.49	(1.17)	(1.33)
Pine Street Elementary	15.02	15.02	-	12.99	8.72	(4.27)	(4.27)
Salisbury Composite High	55.02	55.00	(0.02)	12.93	14.19	1.26	1.24
Sherwood Heights Junior High	29.12	29.30	0.18	6.75	7.48	0.73	0.91
Strathcona Christian Academy Elementary	23.71	24.33	0.62	8.16	6.25	(1.91)	(1.29)
Strathcona Christian Academy Secondary	27.61	27.76	0.15	5.87	5.98	0.11	0.26
Wes Hosford Elementary	20.13	18.07	(2.06)	5.51	5.63	0.12	(1.94)
Westboro Elementary	18.50	18.30	(0.20)	10.87	10.28	(0.59)	(0.79)
Woodbridge Farms Elementary	18.93	18.70	(0.23)	9.22	9.69	0.47	0.24
	465.83	459.77	(6.06)	156.24	144.81	(11.43)	(17.49)
Sector 2 - Strathcona County							
Ardrossan Elementary	24.24	23.48	(0.76)	6.82	6.55	(0.27)	(1.03)
Ardrossan Junior Senior High	39.12	38.99	(0.13)	7.66	7.19	(0.47)	(0.60)
Fultonvale Elementary Junior High	22.77	22.50	(0.27)	5.79	5.58	(0.21)	(0.48)
Uncas Elementary	10.50	10.15	(0.35)	4.77	4.02	(0.75)	(1.10)
	96.63	95.12	(1.51)	25.04	23.34	(1.70)	(3.21)
Sector 3 - Fort Saskatchewan							
Castle (Scotford Colony)	1.10	1.10	-	0.81	0.98	0.17	0.17
École Parc Élementaire	14.90	15.10	0.20	6.68	6.63	(0.05)	0.15
Fort Saskatchewan Christian	19.69	19.78	0.09	6.41	5.31	(1.10)	(1.01)
Fort Saskatchewan Elementary	16.10	13.48	(2.62)	6.01	6.50	0.49	(2.13)
Fort Saskatchewan High	20.99	21.42	0.43	7.52	6.95	(0.57)	(0.14)
James Mowat Elementary	17.81	18.69	0.88	7.61	6.45	(1.16)	(0.28)
Rudolph Hennig Junior High	22.38	22.36	(0.02)	6.01	5.97	(0.04)	(0.06)
SouthPointe School	24.93	25.78	0.85	10.39	8.30	(2.09)	(1.24)
Win Ferguson Elementary	18.28	18.16	(0.12)	10.80	9.61	(1.19)	(1.31)
	156.18	155.87	(0.31)	62.24	56.70	(5.54)	(5.85)
Sector 4 - Lamont County							
Andrew School	4.53	4.50	(0.03)	2.79	1.87	(0.92)	(0.95)
Bruderheim School	7.37	6.94	(0.43)	4.95	4.67	(0.28)	(0.71)
Lamont Elementary	15.07	14.49	(0.58)	9.37	6.54	(2.83)	(3.41)
Lamont High	16.20	17.05	0.85	5.53	4.61	(0.92)	(0.07)
Mundare School	7.00	7.50	0.50	3.19	3.41	0.22	0.72
	50.17	50.48	0.31	25.83	21.10	(4.73)	(4.42)
Sector 5 - County of Minburn							
A.L. Horton Elementary	17.95	16.56	(1.39)	6.94	6.55	(0.39)	(1.78)
Pleasant Ridge Colony	1.00	1.05	0.05	0.05	0.05	-	0.05
Vegreville Composite High	17.18	17.35	0.17	9.16	8.36	(0.80)	(0.63)
	36.13	34.96	(1.17)	16.15	14.96	(1.19)	(2.36)
	804.94	796.20	(8.74)	285.50	260.91	(24.59)	(33.33)

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¹ Classified FTE is based on a 12-month year

Due to the changes in student composition including inclusive students and special education programs, as well as reserve carryforward, the change in allocations to individual schools cannot be directly correlated to the change in their staffing nor enrolment.

CENTRAL SERVICES

Expenses by Department	2020-21 Fall	2021-22 Budget	Change	% Change
Governance (Page 38)				
Board of Trustees	\$ 542,188	\$ 579,489	\$ 37,301	6.9%
Education Executive (Page 39)				
Superintendent	750,021	715,028	(34,993)	(4.7%)
Election	50,000	50,000	-	-
Communications	547,720	560,041	12,321	2.2%
	<u>1,347,741</u>	<u>1,325,069</u>	<u>(22,672)</u>	<u>(1.7%)</u>
Supports For Students - Central (Page 40)				
Associate Superintendent	931,325	1,001,511	70,186	7.5%
Instructional Supports	770,104	2,302,478	1,532,374	199.0%
Specialized Supports	963,128	597,373	(365,755)	(38.0%)
	<u>2,664,557</u>	<u>3,901,362</u>	<u>1,236,805</u>	<u>46.4%</u>
Human Resources (Page 42)				
Associate Superintendent	2,414,819	1,470,615	(944,204)	(39.1%)
Staff Relations & Training	779,258	774,711	(4,547)	(0.6%)
Recruitment & Staffing	2,733,846	2,837,754	103,908	3.8%
	<u>5,927,923</u>	<u>5,083,080</u>	<u>(844,843)</u>	<u>(14.3%)</u>
Business Services (Page 44)				
Secretary-Treasurer	704,590	714,381	9,791	1.4%
Financial Services	1,593,087	2,072,266	479,179	30.1%
	<u>2,297,677</u>	<u>2,786,647</u>	<u>488,970</u>	<u>21.3%</u>
Facility Services (Page 45)				
Facilities	17,547,471	16,414,116	(1,133,355)	(6.5%)
Infrastructure Maintenance and Renewal	6,288,770	2,265,617	(4,023,153)	(64.0%)
	<u>23,836,241</u>	<u>18,679,733</u>	<u>(5,156,508)</u>	<u>(21.6%)</u>
Information Technologies (Page 47)	5,291,917	5,753,641	461,724	8.7%
Student Transportation (Page 49)	11,903,097	12,192,861	289,764	2.4%
Fiscal Services (Page 51)				
Capital and Debt Services	6,219,561	6,512,297	292,736	4.7%
Teacher Pensions and Insurance	216,700	440,735	224,035	103.4%
	<u>6,436,261</u>	<u>6,953,032</u>	<u>516,771</u>	<u>8.0%</u>
	<u>\$ 60,247,602</u>	<u>\$ 57,254,914</u>	<u>\$ (2,992,688)</u>	<u>(5.0%)</u>

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Staffing - Full Time Equivalentents (FTE)	2020-21 Fall	2021-22 Budget	FTE Change	% Change
Certificated	14.14	23.74	9.60	67.9%
Classified	112.25	112.46	0.21	0.2%
	<u>126.39</u>	<u>136.20</u>	<u>9.81</u>	<u>7.8%</u>

GOVERNANCE

Budget	2020-21 Fall	2021-22 Budget	Change
Revenue/Allocations			
Block Revenue Allocations	\$ 539,964	\$ 539,964	\$ -
Reserve Spending	2,224	39,525	37,301
	<u>542,188</u>	<u>579,489</u>	<u>37,301</u>
Expenses			
<i>Salaries and benefits</i>			
Classified	393,579	394,447	868
<i>Services, Contracts and Supplies</i>			
Dues & Fees	81,100	81,100	-
Contracted Services	4,000	41,525	37,525
Staff Dev - Registration	32,930	30,930	(2,000)
Advertising/Public Relations	10,185	10,193	8
Subsistence	3,924	5,824	1,900
Travel	600	4,600	4,000
Computer Equipment	10,000	2,000	(8,000)
Rental/Lease	1,000	2,000	1,000
Binding/Copying/Printing	2,000	2,000	-
Furniture	-	2,000	2,000
Telephone/Fax/Cellular	1,270	1,270	-
Supplies & Materials	1,000	1,000	-
Mileage	400	400	-
Postage/Courier	200	200	-
	<u>148,609</u>	<u>185,042</u>	<u>36,433</u>
	<u>542,188</u>	<u>579,489</u>	<u>37,301</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

EDUCATION EXECUTIVE						
Budget	2020-21	2021-22	Change	Superintendent	Communications	Election
	Fall	Budget				
Revenue/Allocations						
Block Revenue Allocations	\$ 1,281,490	\$ 1,310,311	\$ 28,821	\$ 707,770	\$ 552,541	\$ 50,000
COVID Cost Allocation	15,000	-	\$ (15,000)	-	-	-
In-Year Funding	20,000	-	\$ (20,000)	-	-	-
Reserve Spending	31,251	14,758	(16,493)	7,258	7,500	-
	<u>1,347,741</u>	<u>1,325,069</u>	<u>(22,672)</u>	<u>715,028</u>	<u>560,041</u>	<u>50,000</u>
Expenses						
<i>Salaries and Benefits</i>						
Certificated	439,402	441,122	1,720	441,122	-	-
Classified	708,853	721,526	12,673	190,633	530,893	-
	<u>1,148,255</u>	<u>1,162,648</u>	<u>14,393</u>	<u>631,755</u>	<u>530,893</u>	<u>-</u>
<i>Services, Contracts and Supplies</i>						
Contracted Services	111,802	70,736	(41,066)	19,141	1,595	50,000
Supplies & Materials	25,395	26,146	751	20,293	5,853	-
Subsistence	15,572	15,572	-	14,922	650	-
Advertising/Public Relations	12,300	14,300	2,000	300	14,000	-
Dues & Fees	7,250	7,250	-	6,250	1,000	-
Binding/Copying/Printing	5,685	5,685	-	4,385	1,300	-
Mileage	5,268	5,268	-	3,768	1,500	-
Staff Dev - Registration	3,648	3,648	-	2,648	1,000	-
Rental/Lease	3,000	3,000	-	2,500	500	-
Telephone/Fax/Cellular	3,000	3,000	-	2,250	750	-
Staff Dev - Travel	2,716	2,966	250	2,216	750	-
Staff Dev - Subsistence	2,250	2,250	-	2,250	-	-
Travel	1,300	1,300	-	1,250	50	-
Computer Equipment	-	1,000	1,000	-	1,000	-
Furniture	1,000	1,000	-	1,000	-	-
Publications & Subscriptions	200	200	-	-	200	-
Postage/Courier	100	100	-	100	-	-
Cost Recoveries	(1,000)	(1,000)	-	-	(1,000)	-
	<u>199,486</u>	<u>162,421</u>	<u>(37,065)</u>	<u>83,273</u>	<u>29,148</u>	<u>50,000</u>
	<u>1,347,741</u>	<u>1,325,069</u>	<u>(22,672)</u>	<u>715,028</u>	<u>560,041</u>	<u>50,000</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Staffing (FTE)	2020-21	2021-22	Change	Superintendent	Communications	Election
	Fall	Budget				
Certificated	2.00	2.00	-	2.00	-	-
Classified	6.68	6.90	0.22	2.00	4.90	-
	<u>8.68</u>	<u>8.90</u>	<u>0.22</u>	<u>4.00</u>	<u>4.90</u>	<u>-</u>

Notes

- The Covid Cost Allocation and In-year Funding were removed for 2021-22.
- The Reserve Spending reduction relates to a carryforward that occurred in 2020-21 Fall Budget for the Superintendent's Planning program of \$18,000. This program is projected to be fully spent in 2021-22. This is offset by \$8,000 increase in Division Reserve for Communications COVID costs and changes in carryforward for the department's other programs.
- Salaries and Benefits have increased this year due to a significant premium increase from ASEBP and an increase in classified staff of 0.1 FTE. Block Allocations have been increased for this expense.
- The decrease in Contracted Services is related to the \$20,000 in-year funding received in 2020-21 for Assurance Model Surveys. This funding was one-time and this was the corresponding expenditure. In addition, the \$18,000 for the Planning program was fully budgeted in Contracted Services.

SUPPORTS FOR STUDENTS - CENTRAL

Budget	2020-21 Fall	2021-22 Budget	Change	Associate Super- intendent	Instructional Supports	Specialized Supports
Revenue/Allocations						
Block Revenue Allocations	\$ 2,543,871	\$ 2,170,129	\$ (373,742)	\$ 349,090	\$ 1,230,850	\$ 590,189
Reserve Spending	526,707	2,003,793	1,477,086	1,079,954	916,655	7,184
Supplemental Revenue	172,815	92,302	(80,513)	1,501	90,801	-
Targeted Funding	1,634,131	1,936,563	302,432	1,872,391	64,172	-
Transfers To/From Other Sites	(2,212,967)	(2,301,425)	(88,458)	(2,301,425)	-	-
	<u>2,664,557</u>	<u>3,901,362</u>	<u>1,236,805</u>	<u>1,001,511</u>	<u>2,302,478</u>	<u>597,373</u>
Expenses						
<i>Salaries and Benefits</i>						
Certificated	1,229,569	2,660,497	1,430,928	439,304	1,916,572	304,621
Classified	867,712	675,128	(192,584)	378,432	88,371	208,325
	<u>2,097,281</u>	<u>3,335,625</u>	<u>1,238,344</u>	<u>817,736</u>	<u>2,004,943</u>	<u>512,946</u>
<i>Services, Contracts, and Supplies</i>						
Contracted Services	213,869	202,458	(11,411)	72,190	88,637	41,631
Supplies & Materials	76,542	80,996	4,454	37,775	34,472	8,749
Equipment	58,118	50,776	(7,342)	-	50,776	-
Mileage	39,250	49,550	10,300	9,750	27,300	12,500
Staff Dev - Registration	47,547	47,047	(500)	20,000	14,500	12,547
Publications & Subscriptions	25,000	40,100	15,100	15,100	25,000	-
Computer Equipment	9,500	14,500	5,000	3,000	6,500	5,000
Rental/Lease	8,500	13,500	5,000	5,500	8,000	-
Dues & Fees	28,500	13,000	(15,500)	-	13,000	-
Binding/Copying/Printing	6,350	10,350	4,000	2,350	6,000	2,000
Staff Dev - Travel	9,000	9,000	-	6,000	2,000	1,000
Subsistence	8,000	8,000	-	4,500	3,500	-
Telephone/Fax/Cellular	6,500	7,840	1,340	1,840	6,000	-
Staff Dev - Subsistence	6,500	6,500	-	3,500	2,000	1,000
Furniture	4,500	4,500	-	2,000	2,500	-
Software	16,000	4,000	(12,000)	-	4,000	-
Media Materials - Books Only	2,000	2,000	-	-	2,000	-
Travel	1,000	1,000	-	-	1,000	-
Postage/Courier	400	420	20	270	150	-
Advertising/Public Relations	200	200	-	-	200	-
	<u>567,276</u>	<u>565,737</u>	<u>(1,539)</u>	<u>183,775</u>	<u>297,535</u>	<u>84,427</u>
	<u>2,664,557</u>	<u>3,901,362</u>	<u>1,236,805</u>	<u>1,001,511</u>	<u>2,302,478</u>	<u>597,373</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

SUPPORTS FOR STUDENTS - CENTRAL - continued

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change	Associate Super- intendent	Instructional Supports	Specialized Supports
Certificated	8.14	17.74	9.60	2.80	12.84	2.10
Classified	10.44	6.59	(3.85)	3.84	1.00	1.75
	<u>18.58</u>	<u>24.33</u>	<u>5.75</u>	<u>6.64</u>	<u>13.84</u>	<u>3.85</u>

Notes

- Block Allocations have decreased, a portion of this is a permanent transfer of Block Allocations from Specialized Supports - Central to Specialized Supports - Schools in the amount of \$369,000. This transfer allowed all Speech Language Pathologists and Occupational Therapists to be budgeted for in the Specialized Supports - Schools' budget, where in 2020-21 these FTEs were split to align with where the funding resided. There was also a small permanent transfer of Block from Instructional Supports to Information Technologies (IT) for software.
- Increase in Reserve Spending is primarily due to Division Reserve usage. Instructional Supports was approved for \$653,000 in Consultants, \$175,000 for the new Curriculum, \$60,000 for the Readers/Writers and \$20,000 for Junior High Honours. In addition, Associate Superintendent was approved for \$1 million for Focus on Learning Loss and Social Emotional Support. This was offset by less carryforward in the First Nations, Métis and Inuit (FNMI) program by \$300,000 and other changes to the department carryforward amounts.
- Supplemental Revenue was decreased as it is unknown if the Odyssey Grant will continue for 2021-22; therefore it was budgeted at zero and will be adjusted in the fall if necessary. This is an expense-equals-revenue program so does not impact the bottom line.
- Targeted Funding has increased primarily from an increase in the Alberta Education FNMI Grant in 2021-22.
- For Salaries, there was an increase of 5.0 FTE for the consultants approved from the Use of Division Reserves. The balance is made up of a transfer of 5.9 FTE back from the Out-of-School Learning budget and a transfer of 4.7 FTE to the Specialized Supports - Schools, and some other restructuring of staffing.
- Salaries and Benefits have increased this year due to a significant premium increase from ASEBP. Block Allocations have been increased for this expense.
- Mileage increased as there are five additional consultants that will be supporting school initiatives.
- Publications & Subscriptions increased as \$15,000 of the new curriculum funding was allocated here.
- Dues & Fees decreased as in 2020-21 this included the expense for the Diplôme d'études en langue française (DELF) exams. Funding in 2021-22 was provided directly to the schools.
- Software decreased as ongoing expense for a software license was moved to IT's Block Allocation.

HUMAN RESOURCES

Budget	2020-21 Fall	2021-22 Budget	Change	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Revenue/Allocations						
Block Revenue Allocations	\$ 4,648,654	\$ 4,554,936	\$ (93,718)	\$ 1,028,356	\$ 693,832	\$ 2,832,748
COVID Cost Allocation	142,898	-	(142,898)	\$ -	-	-
In-Year Funding	80,000	-	(80,000)	\$ -	-	-
Reserve Spending	392,569	227,385	(165,184)	\$ 141,500	80,879	5,006
Supplemental Revenue	663,802	300,759	(363,043)	\$ 300,759	-	-
Transfers To/From Other Sites	-	-	-	\$ -	-	-
	<u>5,927,923</u>	<u>5,083,080</u>	<u>(844,843)</u>	<u>1,470,615</u>	<u>774,711</u>	<u>2,837,754</u>
Expenses						
<i>Salaries and benefits</i>						
Certificated	346,909	348,319	1,410	196,825	151,494	-
Classified	1,383,136	1,125,624	(257,512)	336,707	289,361	499,556
	<u>1,730,045</u>	<u>1,473,943</u>	<u>(256,102)</u>	<u>533,532</u>	<u>440,855</u>	<u>499,556</u>
Staffing - Certificated *	2,152,914	2,197,511	44,597	162,003	36,537	1,998,971
Staffing - Classified *	452,803	454,236	1,433	51,376	90,212	312,648
	<u>2,605,717</u>	<u>2,651,747</u>	<u>46,030</u>	<u>213,379</u>	<u>126,749</u>	<u>2,311,619</u>
Secondments - Certificated	663,802	300,759	(363,043)	300,759	-	-
	<u>4,999,564</u>	<u>4,426,449</u>	<u>(573,115)</u>	<u>1,047,670</u>	<u>567,604</u>	<u>2,811,175</u>
<i>Services, Contracts and Supplies</i>						
Contracted Services	512,005	147,206	(364,799)	84,296	62,910	-
Staff Dev - Registration	295,782	306,089	10,307	222,307	78,282	5,500
Supplies & Materials	38,545	102,515	63,970	60,920	37,773	3,822
Subsistence	30,659	36,280	5,621	26,908	7,142	2,230
Mileage	9,469	11,177	1,708	3,500	4,000	3,677
Staff Dev - Travel	8,991	10,500	1,509	2,000	6,000	2,500
Computer Equipment	4,000	10,000	6,000	8,000	-	2,000
Dues & Fees	6,308	8,250	1,942	2,500	4,000	1,750
Telephone/Fax/Cellular	3,600	4,600	1,000	4,000	-	600
Advertising/Public Relations	3,000	4,250	1,250	250	2,000	2,000
Staff Dev - Subsistence	2,000	3,500	1,500	-	2,000	1,500
Binding/Copying/Printing	3,000	3,000	-	2,500	500	-
Furniture	1,000	2,514	1,514	1,514	-	1,000
Rental/Lease	5,600	2,350	(3,250)	850	1,500	-
Publications & Subscriptions	1,900	1,900	-	1,900	-	-
Equipment	1,000	1,000	-	-	1,000	-
Cost Recoveries	800	800	-	800	-	-
Repairs & Maintenance	500	500	-	500	-	-
Postage/Courier	200	200	-	200	-	-
Software	-	-	-	-	-	-
	<u>928,359</u>	<u>656,631</u>	<u>(271,728)</u>	<u>422,945</u>	<u>207,107</u>	<u>26,579</u>
	<u>5,927,923</u>	<u>5,083,080</u>	<u>(844,843)</u>	<u>1,470,615</u>	<u>774,711</u>	<u>2,837,754</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

* Staffing relates to severance, leaves of absence, substitutes and benefits for illness and maternity/parental leaves

HUMAN RESOURCES - continued

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Certificated	2.00	2.00	-	1.00	1.00	-
Classified	14.98	12.00	(2.98)	3.00	4.00	5.00
	<u>16.98</u>	<u>14.00</u>	<u>(2.98)</u>	<u>4.00</u>	<u>5.00</u>	<u>5.00</u>

Does not include FTE related to expenses for secondments, leaves and substitutes for illness or maternity/parental leaves

Notes

- The reduction to the Block Allocation is a net effect of transferring Payroll to Financial Services, new FTE for OH&S, and other increases for PD Tracking, OH&S Software, and Collective Bargaining.
- The Covid Cost Allocation was a one-time item and was removed for 2021-22.
- Division Reserves has decreased. In 2020-21, \$364,000 in Division Reserve funding was used for the Enterprise Resource Planning (ERP) system implementation project which is now complete. This is partially offset by 2021-22's approved Division Reserve usages for: Certificate of Recognition (COR) audit and strobe lights for \$59,000, COVID expense for Occupational Health and Safety of \$33,000, Post COVID mental health supports \$50,000, Off To A Good Start \$60,000, leadership development \$15,000 and other department carryforward variances.
- Supplemental Revenues have decreased due to reduced secondment revenue expected from Alberta Education. Revenue has been recorded only for signed agreements in place at the time of Spring Budget preparation. The offsetting expense for this decrease is in the Secondment - Certificated line.
- Classified Salaries decrease is the result of the 4.0 FTE Payroll staff transferring to Financial Services. This was offset by a 0.18 FTE returning from the ERP project and a 0.84 FTE increase for the Sub Finder program. Also netted against these FTE changes is that Salaries and Benefits have increased this year due to a significant premium increase from ASEBP. Block Allocations have been increased for this expense.
- Contracted Services have decreased due to expenses related to the ERP system implementation that is now completed.
- Supplies and Materials have increased as most of the COR audit and strobe light expenses have been recorded in this line.

BUSINESS SERVICES					
Budget	2020-21 Fall	2021-22 Budget	Change	Secretary- Treasurer	Financial Services
Revenue/Allocations					
Block Revenue Allocations	\$ 2,277,239	\$ 2,764,433	\$ 487,194	\$ 712,014	\$ 2,052,419
Reserve Spending	20,438	22,214	1,776	2,367	19,847
	<u>2,297,677</u>	<u>2,786,647</u>	<u>488,970</u>	<u>714,381</u>	<u>2,072,266</u>
Expenses					
<i>Salaries and Benefits</i>					
Classified	1,742,780	2,210,176	467,396	291,010	1,919,166
<i>Services, Contracts and Supplies</i>					
Insurance	274,691	282,691	8,000	282,491	200
Contracted Services	195,751	207,633	11,882	129,633	78,000
Staff Dev - Registration	16,946	22,008	5,062	2,008	20,000
Dues & Fees	11,510	11,660	150	2,660	9,000
Supplies & Materials	12,043	13,000	957	3,000	10,000
Computer Equipment	8,000	9,123	1,123	1,123	8,000
Furniture	8,000	8,000	-	-	8,000
Subsistence	5,100	5,100	-	1,100	4,000
Mileage	4,686	4,686	-	686	4,000
Binding/Copying/Printing	4,400	4,400	-	-	4,400
Telephone/Fax/Cellular	2,300	2,300	-	400	1,900
Staff Dev - Travel	1,920	2,220	300	220	2,000
Rental/Lease	7,700	1,650	(6,050)	-	1,650
Advertising/Public Relations	1,000	1,000	-	-	1,000
Staff Dev - Subsistence	350	500	150	-	500
Travel	450	450	-	-	450
Publications & Subscriptions	50	50	-	50	-
	<u>554,897</u>	<u>576,471</u>	<u>21,574</u>	<u>423,371</u>	<u>153,100</u>
	<u>2,297,677</u>	<u>2,786,647</u>	<u>488,970</u>	<u>714,381</u>	<u>2,072,266</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change	Treasurer	Financial Services
Classified	15.15	19.97	4.82	2.00	17.97

Notes

- The Block Allocation increase resulted from the transfer of Payroll from Human Resources and the reinstatement of all staffing for the Payroll program for a combined total of \$367,000. The Block was also increased for the new senior buyer position.
- Salaries and Benefits have increased this year due to the transfer from Human Resources of four classified staff and the new senior buyer. As well, a significant premium increase from ASEBP. Block Allocations have been increased for this expense.
- Savings from an internal restructuring have been redirected to Contracted Services for additional flexibility with workload related to internal audits, software enhancements, and other project work.
- Staff Development has increased as there are 4.82 new FTEs in this department; 4.0 FTEs for Payroll and a 0.8 FTE senior buyer.
- The savings in Rental and Leases is related to a new contract with Konica for photocopiers.

FACILITY SERVICES					
Budget	2020-21 Fall	2021-22 Budget	Change	Facilities	IMR
Revenue/Allocations					
Block Revenue Allocations	\$ 13,997,745	\$ 13,779,270	\$ (218,475)	\$ 13,779,270	\$ -
COVID Cost Allocation	1,406,975	-	(1,406,975)	-	-
Reserve Spending	107,664	1,697,552	1,589,888	1,697,552	-
Supplemental Revenue	1,260,411	285,548	(974,863)	285,548	-
Targeted Funding	7,063,446	2,917,363	(4,146,083)	651,746	2,265,617
Transfers To/From Other Sites	-	-	-	-	-
	<u>23,836,241</u>	<u>18,679,733</u>	<u>(5,156,508)</u>	<u>16,414,116</u>	<u>2,265,617</u>
Expenses					
<i>Salaries and benefits</i>					
Classified	<u>3,227,717</u>	<u>3,355,231</u>	127,514	<u>3,355,231</u>	-
<i>Services, Contracts and Supplies</i>					
Contracted Custodial Services	4,877,912	4,858,000	(19,912)	4,858,000	-
Repairs & Maintenance	6,363,770	2,265,617	(4,098,153)	-	2,265,617
Electricity	1,955,000	1,850,000	(105,000)	1,850,000	-
Contracted Services	2,426,568	1,537,972	(888,596)	1,537,972	-
Rental/Lease	1,192,481	1,193,796	1,315	1,193,796	-
Natural Gas/Propane	877,000	965,000	88,000	965,000	-
Supplies - Custodial	699,179	751,000	51,821	751,000	-
Insurance	910,995	663,541	(247,454)	663,541	-
Supplies & Materials	764,905	605,000	(159,905)	605,000	-
Equipment	127,500	304,000	176,500	304,000	-
Water & Sewer	275,000	240,000	(35,000)	240,000	-
Oil/Gas/Propane	75,000	55,000	(20,000)	55,000	-
Staff Dev - Registration	35,000	35,000	-	35,000	-
Vehicle Repair/Maintenance	50,000	30,000	(20,000)	30,000	-
Computer Equipment	20,000	20,000	-	20,000	-
Telephone/Fax/Cellular	22,945	17,945	(5,000)	17,945	-
Software	15,000	15,000	-	15,000	-
Postage/Courier	16,000	13,000	(3,000)	13,000	-
Dues & Fees	9,000	11,500	2,500	11,500	-
Furniture	10,000	10,000	-	10,000	-
Subsistence	7,000	7,000	-	7,000	-
Uniforms/Protective	5,000	5,000	-	5,000	-
Miscellaneous Bank Charges	1,000	4,800	3,800	4,800	-
Binding/Copying/Printing	4,000	4,000	-	4,000	-
Overhead Recoveries	3,000	3,000	-	3,000	-
Staff Dev - Travel	2,500	2,500	-	2,500	-
Advertising/Public Relations	2,000	2,000	-	2,000	-
Staff Dev - Subsistence	1,500	1,500	-	1,500	-
Cost Recoveries	(140,731)	(146,669)	(5,938)	(146,669)	-
	<u>20,608,524</u>	<u>15,324,502</u>	<u>(5,284,022)</u>	<u>13,058,885</u>	<u>2,265,617</u>
	<u>23,836,241</u>	<u>18,679,733</u>	<u>(5,156,508)</u>	<u>16,414,116</u>	<u>2,265,617</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

FACILITY SERVICES - continued

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change	Facilities	IMR
Classified	32.00	33.00	1.00	33.00	-

Notes

- The Block Allocations variance is primarily from insurance savings which is also reflected in that expenditure line.
- Reserve Spending has increased as Facilities was approved for funding from the Division Reserves for COVID PPE and Custodial amounting to \$1.44 million and modular cooling units for \$250,000 offset by the department carryforward changes.
- Supplemental Revenue has been reduced. In 2020-21 there was one-time funding for the Wye Abatement Grant (\$1.13 million) which is offset by adding back the Facility Rental and Lease Revenue of \$156,000.
- Targeted Funding reduction is the result of the restructuring of IMR and CMR funding. In 2020-21 the full funding was provided as IMR and the School Divisions were required to capitalize a minimum 30% of the grant and the balance would be IMR funding. In 2021-22 Alberta Education split this funding into CMR and IMR so this impacts how the funding is reported. This resulted in a variance in IMR in the amount of \$1.28 million. In addition, the Targeted Funding total for 2021-22 includes \$2.74 million from Deferred Revenue. This is also the explanation for the Repairs and Maintenance expense line variance (pg. 19).
- Salaries and Benefits have increased this year due to a significant premium increase from ASEBP and the addition of the facility services rental lease position. Block Allocations have been increased for this expense.
- Repairs and Maintenance decrease is due to a reduction of \$2.7 million prior year carryforward, decrease of IMR funding of \$2.8 million (\$2.46 million of which is CMR for 2021-20), both offset by capitalization of IMR in the amount of \$1.52 million no longer required.
- Contracted Services is a net decrease of restoring services such as high dusting, increased gym floor refinishing, tree and vegetation maintenance (all reduced in 2020-21 due to budgetary reductions) offset by the removal of the Wye Abatement Grant and expenses.
- Supplies and Materials has decreased primarily as a result of the COVID-19 PPE expense. 2020-21 had more budget in PPE and less in Custodial Supplies as it was based a lot on assumptions. 2021-22 Budget has been trued up and budgeted for based on current year actuals.
- Equipment includes the purchase of four vehicles.
- The FTE change of 1.0 is from adding back Facility Rentals for 2021-22 and the administration staff to manage them. This position was re-deployed to Human Resources last fall when the Facilities Rentals were cancelled due to COVID.

INFORMATION TECHNOLOGIES

Budget	2020-21 Fall	2021-22 Budget	Change
Revenue/Allocations			
Block Revenue Allocations	\$ 4,745,166	\$ 5,221,936	\$ 476,770
COVID Cost Allocation	99,681	-	(99,681)
Reserve Spending	35,200	117,531	82,331
Targeted Funding	393,600	393,600	-
Transfers To/From Other Sites	18,270	20,574	2,304
	<u>5,291,917</u>	<u>5,753,641</u>	<u>461,724</u>
Expenses			
<i>Salaries and benefits</i>			
Certificated	287,107	288,272	1,165
Classified	2,494,175	2,706,340	212,165
	<u>2,781,282</u>	<u>2,994,612</u>	<u>213,330</u>
<i>Services, Contracts and Supplies</i>			
Software	1,336,518	1,564,942	228,424
Internet	570,585	605,332	34,747
Telephone/Fax/Cellular	279,168	279,168	-
Contracted Services	160,691	102,723	(57,968)
Mileage	49,000	49,000	-
Computer Equipment	39,000	39,000	-
Amortization of Capital Assets	38,062	37,652	(410)
Equipment	-	33,000	33,000
Staff Dev - Registration	4,000	15,000	11,000
Furniture	10,000	10,000	-
Supplies & Materials	9,347	9,347	-
Repairs & Maintenance	5,000	5,000	-
Subsistence	4,000	4,000	-
Dues & Fees	2,000	2,000	-
Staff Dev - Subsistence	1,500	1,500	-
Staff Dev - Travel	500	500	-
Insurance	500	500	-
Rental/Lease	164	164	-
Binding/Copying/Printing	500	101	(399)
Postage/Courier	100	100	-
	<u>2,510,635</u>	<u>2,759,029</u>	<u>248,394</u>
	<u>5,291,917</u>	<u>5,753,641</u>	<u>461,724</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

INFORMATION TECHNOLOGIES - continued

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change
Certificated	2.00	2.00	-
Classified	24.00	24.00	-
	<u>26.00</u>	<u>26.00</u>	-

Notes

- Block Allocations have increased primarily to support the contractual agreement increases for varying software as well as some new software amounting to \$330,000. There was also an increase for licensing and bandwidth of \$89,000 and other small changes amounting to \$57,000.
- Reserve spending is higher due to the use of Division Reserves for replacing aging uninterruptible power supply (UPS) equipment at schools (\$33,000) and digitalization of student records projects (\$50,000) amount to \$83,000.
- The increase in Classified Staffing Salary & Benefits is a result of restructuring of current FTEs. An Assistant Director position was reinstated and filled with an internal candidate, staffing increments for new staff, and in the 2020-21 Fall Budget there were delayed start dates for some positions. Contracted Services was reduced to account for a portion of these changes. Also netted against these FTE changes is that Salaries and Benefits have increased this year due to a significant premium increase from ASEBP. Block Allocations have been increased for this expense.
- The Software increase is related to the increase outlined in the first note. The amount is slightly lower as in 2020-21 the COVID funding was used for the Brightspace software and thus included in the software expense. However, in 2021-22 this is added to the block allocation as permanent funding source.
- The Internet increase is related to the planned bandwidth changes.
- The Professional Development increase is due to some training being postponed. Individuals will be doing online PowerSchool University, Connectivity, and other online courses as needed to provide the best support for schools and staff.

STUDENT TRANSPORTATION

Budget	2020-21 Fall	2021-22 Budget	Change
Revenue/Allocations			
COVID Cost Allocation	\$ 245,000	\$ -	(245,000)
Reserve Spending	114,616	345,000	\$ 230,384
Supplemental Revenue	1,300,500	1,606,525	306,025
Targeted Funding	10,295,381	10,293,736	(1,645)
Transfers To/From Other Sites	(52,400)	(52,400)	-
	<u>11,903,097</u>	<u>12,192,861</u>	<u>289,764</u>
Expenses			
<i>Salaries and Benefits</i>			
Certificated	-	8,268	8,268
Classified	1,173,436	1,275,921	102,485
	<u>1,173,436</u>	<u>1,284,189</u>	<u>110,753</u>
<i>Services, Contracts and Supplies</i>			
Contracted Transportation	9,846,609	10,031,874	185,265
Insurance	379,790	377,949	(1,841)
Telephone/Fax/Cellular	124,900	126,000	1,100
Supplies & Materials	100,714	105,000	4,286
Equipment	64,223	65,000	777
Contracted Services	50,000	50,000	-
Miscellaneous Bank Charges	34,000	28,000	(6,000)
Rental/Lease	24,000	14,924	(9,076)
Cost Recoveries	20,000	20,000	-
Postage/Courier	17,000	17,500	500
Subsistence	15,000	15,000	-
Binding/Copying/Printing	14,000	18,000	4,000
Staff Dev - Registration	8,000	8,000	-
Staff Dev - Travel	8,000	8,000	-
Oil/Gas/Propane	7,000	7,000	-
Computer Equipment	5,000	5,000	-
Furniture	2,500	2,500	-
Mileage	2,000	2,000	-
Repairs & Maintenance	2,000	2,000	-
Dues & Fees	2,000	2,000	-
Advertising/Public Relations	1,500	1,500	-
Staff Dev - Subsistence	1,000	1,000	-
Publications & Subscriptions	350	350	-
Software	75	75	-
	<u>10,729,661</u>	<u>10,908,672</u>	<u>179,011</u>
	<u>11,903,097</u>	<u>12,192,861</u>	<u>289,764</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

STUDENT TRANSPORTATION - continued

Staffing (FTE)	2020-21 Fall	2021-22 Budget	Change
Classified	9.00	10.00	1.00

Notes

- The COVID allocation was a one-time item for the additional cleaning of buses. In 2021-22 this is being funded in the Reserve Spending line via the use of Division Reserves for \$245,000.
- Supplemental Revenue has increased as there is expected increased ridership for 2021-22 and families have accepted and understand the new fee structure that was implemented in 2020-21.
- Classified Salaries have increased as a result of 1.0 additional FTE for a Training & Safety Officer. Additional increase is that Salaries and Benefits have increased this year due to a significant premium increase from ASEBP. Block Allocations have been increased for this expense.
- Contracted Transportation has increased due to an estimated increase of fuel by \$0.10/litre resulting from inflation and increase to the carbon tax rate.

FISCAL SERVICES					
Budget	2020-21 Fall	2021-22 Budget	Change	Capital and Debt Services	Other
Revenue/Allocations					
Block Revenue Allocation	\$ 911,737	\$ 1,177,714	\$ 265,977	\$ 1,177,714	\$ -
Division Year End Carryforward	-	99,735	99,735	-	99,735
Targeted Funding	5,524,524	5,675,583	151,059	5,334,583	341,000
	<u>6,436,261</u>	<u>6,953,032</u>	<u>516,771</u>	<u>6,512,297</u>	<u>440,735</u>
Expenses					
<i>Salaries and benefits</i>					
Teacher Pensions - Central	216,700	341,000	124,300	-	341,000
<i>Services, Contracts and Supplies</i>					
Amortization of Capital	6,519,561	6,821,666	302,105	6,821,666	-
Rental / Lease	-	(9,369)	(9,369)	(9,369)	-
Equipment Buyouts	(300,000)	(300,000)	-	(300,000)	-
Division Year End Carryforward	-	99,735	99,735	-	99,735
	<u>6,219,561</u>	<u>6,612,032</u>	<u>392,471</u>	<u>6,512,297</u>	<u>99,735</u>
	<u>6,436,261</u>	<u>6,953,032</u>	<u>516,771</u>	<u>6,512,297</u>	<u>440,735</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Notes

- Block Allocations have increased as result of increased amortization of unsupported capital assets. Significant assets purchased (or projected to be purchased) in 2020-21 include the Division photocopier fleet, Facility Services vehicles, and a Facility Services manlift and trailer. Additional capital assets are projected to be purchased in 2021-22, including additional Division vehicles, IT equipment, and equipment buyouts from school/department operating budgets.
- The Division Year End Carryforward is the adjustment to projected year-end results to ensure the Division is budgeted for a full 1% carryforward from all departments (to be conservative for Bill 5).
- The Teacher Pension amount included in Targeted Funding has increased as a result of the consultants transferring back from Out of School Learning to Instructional Supports. There is a offsetting decrease reported in the schools pension amount.

School Jurisdiction Code: 2195

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2022

[Education Act, Sections 139(2)(b) and 244]

2195 The Elk Island School Division

Legal Name of School Jurisdiction

683 Wye Road Sherwood Park AB AB T8B 1N2; 780-417-8111; candace.cole@eips.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Trina Boymook

Name

Signature

SUPERINTENDENT

Mr. Mark Liguori

Name

Signature

SECRETARY TREASURER or TREASURER

Candace Cole

Name

Signature

Certified as an accurate summary of the year's budget as approved by the Board

of Trustees at its meeting held on May 26, 2021.
Date

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
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15	Color coded cells:									
16		blue cells: require the input of data/descriptors wherever applicable.					grey cells: data not applicable - protected			
17		green cells: populated based on information previously submitted					white cells: within text boxes REQUIRE the input of points and data.			
18							yellow cells: to be completed when yellow only.			
19										
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2021/2022 BUDGET REPORT									
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into									
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year									
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will									
24	support the jurisdiction's plans.									
25	<u>Budget Highlights, Plans & Assumptions:</u>									
26	The 2021-22 budget allows schools to provide quality education and departments to maintain essential services and supports the Mission, Values and Division									
27	priorities.									
28	Division Priorities									
29	<i>Promote growth and success for all students</i>									
30	<i>Enhance high-quality learning and working environments</i>									
31	<i>Enhance public education through effective engagement</i>									
32	Reserve Use									
33	Division Operating Reserves will be used totaling \$6.85 million (see page 8).									
34	Capital reserves will be used to fund \$0.40 million:									
35	- Aging Equipment at Schools and Information Technology improvements									
36	Revenue (changes from the 2020-21 Budget)									
37	Revenue decreased \$1.07 million to \$190.32 million.									
38	- Alberta Education funding decreased by \$2.0 million which is offset by \$0.05 million increase of Other Government of Alberta revenue.									
39	- Other Alberta School Authorities revenue increased by \$0.29 million.									
40	- Fees are expected to increase \$0.47 million due to programs and activities at schools resuming to near normal as well as Student Transportation Fees are anticipated to									
41	increase due to increased ridership.									
42	- Other Sales and Services and Investment Income are decreasing by a total of \$0.16 million.									
43	- Gifts & Donations and Rental of Facilities increases total \$0.28 million.									
44	<u>Significant Business and Financial Risks:</u>									
45	EIPS' business and financial risks are that our assumptions do not hold true. Our assumptions are as follows:									
46	- EIPS' operations will align closely to the 2020-21 Spring Budget, except with additions for relevant COVID costs;									
47	- The 2021-22 funding envelope from Alberta Education is based on enrolment of 17,350. As current projected 2021-22 enrolment is 17,176 students (28 Home									
48	Education students have been removed as they are not included in Weighted Moving Average calculations), deferred revenue has been established for the 2021-22									
49	year;									
50	- Due to Bill 5, EIPS must now receive Ministerial approval to access operating reserves, if approval is not received there will be significant negative impacts on the									
51	Division's operations - not only outside the classroom, but also in the classroom;									
52	- The lease funding from the Capital Planning Department will be provided for two schools, not receiving these funds would have an impact of \$0.65 million;									
53	- School Generated Funds are anticipated to return to normal pre-COVID activity levels and have been included in the Spring Budget for 100% of 2018-19 actuals.									
54	- Program Unit Funding students will be able to be assessed by the deadlines imposed by Alberta Education, otherwise EIPS will not access specific funding available;									
55	- No economic increase for compensation has been included in the budget;									
56	- Staffing at the schools is occurring at the same time as budget development; therefore, substantial estimates relating to salary standard costs have been made;									
57	- There is still some uncertainty regarding enrolment. With an unstable economy in response to COVID, there is the potential for the number of returning Grade 12									
58	students to increase, and with the Alberta economy contracting more than other provinces, there is also the risk enrolment could decrease as families move out of									
59	province;									
60	- Snow removal and utility costs can fluctuate dramatically each year due to snowfall and temperatures, so a five-year average has been used;									
61	- Sick leaves and maternity expenses vary from year-to-year, our best estimate has been included;									
62	- It is difficult to predict the cost of diesel fuel with complete certainty. Budgets are prepared using forecasts from outside sources and are conservative in that current									
63	predictions are for diesel fuel to increase slightly from 2020-21 rate of \$1.20/litre to \$1.30/litre; and									
64	- Fee collection rates next year will be similar to 2018-19 (over 90%) which was the last normal year of operations.									
65										
66										
67										

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
REVENUES			
Government of Alberta	\$ 180,118,376	\$181,774,381	\$178,589,601
Federal Government and First Nations	\$ -	\$0	\$0
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 5,433,525	\$4,968,636	\$2,908,915
Sales of services and products	\$ 2,525,217	\$2,657,573	\$1,961,201
Investment income	\$ 195,000	\$220,148	\$450,004
Gifts and donations	\$ 1,310,067	\$1,155,853	\$900,585
Rental of facilities	\$ 357,387	\$233,974	\$279,079
Fundraising	\$ 384,000	\$384,183	\$311,511
Gains on disposal of capital assets	\$ -	\$0	\$18,481
Other revenue	\$ -	\$0	\$0
TOTAL REVENUES	\$190,323,572	\$191,394,748	\$185,419,377
EXPENSES			
Instruction - Pre K	\$ 2,484,831	\$2,665,718	\$4,031,940
Instruction - K to Grade 12	\$ 153,359,200	\$149,292,047	\$143,130,076
Operations & maintenance	\$ 24,287,497	\$27,271,650	\$22,562,781
Transportation	\$ 12,301,397	\$11,767,336	\$9,584,645
System Administration	\$ 4,453,394	\$4,824,618	\$6,575,069
External Services	\$ 289,535	\$289,732	\$1,018,143
TOTAL EXPENSES	\$197,175,854	\$196,111,101	\$186,902,654
ANNUAL SURPLUS (DEFICIT)	(\$6,852,282)	(\$4,716,353)	(\$1,483,277)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
EXPENSES			
Certificated salaries	\$ 88,288,517	\$86,115,934	\$88,471,422
Certificated benefits	\$ 20,406,291	\$19,869,237	\$19,924,990
Non-certificated salaries and wages	\$ 29,577,580	\$28,241,480	\$27,296,214
Non-certificated benefits	\$ 8,352,677	\$7,458,491	\$7,246,977
Services, contracts, and supplies	\$ 43,671,748	\$47,965,168	\$36,948,562
Capital and debt services			
Amortization of capital assets			
Supported	\$ 5,334,584	\$5,234,531	\$5,472,459
Unsupported	\$ 1,544,457	\$1,226,260	\$1,536,288
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$5,742
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$197,175,854	\$196,111,101	\$186,902,654

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2021/2022									Actual Audited 2019/20
	Instruction				Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre K	Third Year K- Severe	Moderate Language Delay (Code 48)	K - Grade 12						
(1) Alberta Education	\$ 2,375,700	\$ 510,727	\$ 412,000	\$ 136,397,836	\$ 18,522,336	\$ 10,239,852	\$ 6,375,028	\$ -	\$ 174,833,479	\$ 172,687,964
(2) Alberta Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ 4,631,040	\$ -	\$ -	\$ -	\$ 4,631,040	\$ 4,913,906
(3) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ 225,061	\$ -	\$ -	\$ -	\$ 26,161	\$ 251,222	\$ 880,111
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 402,635	\$ 402,635	\$ 107,620
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ -	\$ -	\$ 3,827,000	\$ -	\$ 1,606,525	\$ -	\$ -	\$ 5,433,525	\$ 2,908,915
(10) Sales of services and products	\$ -	\$ -	\$ -	\$ 2,503,456	\$ -	\$ -	\$ -	\$ 21,761	\$ 2,525,217	\$ 1,961,201
(11) Investment income	\$ -	\$ -	\$ -	\$ 195,000	\$ -	\$ -	\$ -	\$ -	\$ 195,000	\$ 450,004
(12) Gifts and donations	\$ -	\$ -	\$ -	\$ 1,310,067	\$ -	\$ -	\$ -	\$ -	\$ 1,310,067	\$ 900,585
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ 98,000	\$ -	\$ -	\$ -	\$ 259,387	\$ 357,387	\$ 279,079
(14) Fundraising	\$ -	\$ -	\$ -	\$ 384,000	\$ -	\$ -	\$ -	\$ -	\$ 384,000	\$ 311,511
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,481
(16) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 2,375,700	\$ 510,727	\$ 412,000	\$ 144,940,420	\$ 23,153,376	\$ 11,846,377	\$ 6,375,028	\$ 709,944	\$ 190,323,572	\$ 185,419,377
EXPENSES										
(18) Certificated salaries	\$ 657,479	\$ 53,217	\$ -	\$ 86,598,805	\$ -	\$ -	\$ 979,016	\$ -	\$ 88,288,517	\$ 88,471,422
(19) Certificated benefits	\$ 87,642	\$ 7,094	\$ -	\$ 20,121,480	\$ -	\$ -	\$ 190,075	\$ -	\$ 20,406,291	\$ 19,924,990
(20) Non-certificated salaries and wages	\$ 1,197,424	\$ 550,115	\$ 304,486	\$ 22,046,252	\$ 2,820,913	\$ 1,025,950	\$ 1,468,926	\$ 163,513	\$ 29,577,580	\$ 27,296,214
(21) Non-certificated benefits	\$ 422,811	\$ 194,246	\$ 107,514	\$ 6,247,184	\$ 711,148	\$ 258,239	\$ 370,314	\$ 41,222	\$ 8,352,677	\$ 7,246,977
(22) SUB - TOTAL	\$ 2,365,356	\$ 804,672	\$ 412,000	\$ 135,013,721	\$ 3,532,061	\$ 1,284,189	\$ 3,008,331	\$ 204,735	\$ 146,625,065	\$ 142,939,603
(23) Services, contracts and supplies	\$ 119,475	\$ 26,149	\$ -	\$ 15,803,939	\$ 15,319,336	\$ 10,977,222	\$ 1,340,827	\$ 84,800	\$ 43,671,748	\$ 36,948,562
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ -	\$ 45,537	\$ 5,289,047	\$ -	\$ -	\$ -	\$ 5,334,584	\$ 5,472,459
(25) Amortization of unsupported tangible capital assets	\$ -	\$ -	\$ -	\$ 1,253,182	\$ 147,053	\$ 39,986	\$ 104,236	\$ -	\$ 1,544,457	\$ 1,536,288
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,742
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 2,484,831	\$ 830,820	\$ 412,000	\$ 152,116,380	\$ 24,287,497	\$ 12,301,397	\$ 4,453,394	\$ 289,535	\$ 197,175,854	\$ 186,902,654
(32) OPERATING SURPLUS (DEFICIT)	\$ (109,131)	\$ (320,094)	\$ -	\$ (7,175,959)	\$ (1,134,121)	\$ (455,020)	\$ 1,921,634	\$ 420,409	\$ (6,852,282)	\$ (1,483,277)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual 2019/2020
FEEES			
TRANSPORTATION	\$1,606,525	\$1,237,000	\$724,584
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$660,000	\$659,806	\$423,777
FEEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$124,200	\$0	\$0
Fees for optional courses	\$741,800	\$762,140	\$515,293
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$1,483,000	\$1,486,181	\$623,369
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$784,000	\$741,401	\$596,448
Non-curricular goods and services	\$34,000	\$82,108	\$25,444
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$5,433,525	\$4,968,636	\$2,908,915

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual 2019/2020
Cafeteria sales, hot lunch, milk programs	\$742,630	\$780,491	\$520,071
Special events	\$374,519	\$716,646	\$3,384
Sales or rentals of other supplies/services	\$709,798	\$329,897	\$466,884
International and out of province student revenue	\$10,261	\$0	\$25,653
Adult education revenue	\$0	\$0	\$0
Preschool	\$4,725	\$2,470	\$3,160
Child care & before and after school care	\$136,569	\$97,862	\$82,580
Lost item replacement fees	\$36,186	\$36,195	\$85,034
Other (describe) Parent paid donations and fundraising (estimated)	\$666,120	\$0	\$427,995
Other (describe) Other	\$0	\$0	\$0
Other (describe) Other	\$0	\$0	\$0
Other (describe) 0	\$0	\$0	
Other (describe) 0	\$0	\$0	
TOTAL	\$2,680,808	\$1,963,562	\$1,614,761

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2020	\$18,261,749	\$6,218,566	\$0	\$11,267,216	\$0	\$11,267,216	\$775,967
2020/2021 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	\$2,591,505			\$2,591,505	\$2,591,505		
Estimated board funded capital asset additions		\$2,420,753		(\$1,686,254)	(\$1,686,254)	\$0	(\$734,499)
Estimated disposal of unsupported tangible capital assets	\$0	(\$2,812)		(\$43,666)	(\$43,666)		\$46,478
Estimated amortization of capital assets (expense)		(\$6,945,222)		\$6,945,222	\$6,945,222		
Estimated capital revenue recognized - Alberta Education		\$617,879		(\$617,879)	(\$617,879)		
Estimated capital revenue recognized - Alberta Infrastructure		\$4,778,030		(\$4,778,030)	(\$4,778,030)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$24,737		(\$24,737)	(\$24,737)		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$79,486		(\$79,486)	(\$79,486)		
Estimated reserve transfers (net)				(\$1,000,000)	(\$3,260,505)	\$2,260,505	\$1,000,000
Estimated capital lease addition	\$0	(\$953,830)	\$0	\$953,830	\$953,830	\$0	\$0
Estimated Balances for August 31, 2021	\$20,853,254	\$6,237,587	\$0	\$13,527,721	\$0	\$13,527,721	\$1,087,946
2021/22 Budget projections for:							
Budgeted surplus(deficit)	(\$6,852,282)			(\$6,852,282)	(\$6,852,282)		
Projected board funded capital asset additions		\$899,692		(\$499,692)	(\$499,692)	\$0	(\$400,000)
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$6,879,041)		\$6,879,041	\$6,879,041		
Budgeted capital revenue recognized - Alberta Education		\$678,806		(\$678,806)	(\$678,806)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$4,631,041		(\$4,631,041)	(\$4,631,041)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$24,737		(\$24,737)	(\$24,737)		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$190,765		(\$190,765)	(\$190,765)		
Projected reserve transfers (net)				\$0	\$5,998,282	(\$5,998,282)	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2022	\$14,000,972	\$5,783,587	\$0	\$7,529,439	\$0	\$7,529,439	\$687,946

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Unrestricted Surplus Usage			Operating Reserves Usage			Year Ended		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024
Projected opening balance	\$0	\$0	\$0	\$13,527,721	\$7,529,439	\$7,438,439	\$1,087,946	\$687,946	\$687,946
Projected excess of revenues over expenses (surplus only)	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$6,879,041	\$6,464,028	\$6,381,703		\$0	\$0			
Budgeted capital revenue recognized	(\$5,334,584)	(\$4,966,263)	(\$4,915,938)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$190,765)	(\$190,765)	(\$190,765)		\$0	\$0			
Projected reserves transfers (net)	\$5,998,282	\$91,000	(\$975,000)	(\$5,998,282)	(\$91,000)	\$975,000	\$0	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	(\$436,476)	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	(\$1,331,378)	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	(\$1,944,935)	(\$1,023,000)	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	(\$163,000)	\$0	\$0		\$0	\$0			
Professional development, training & support		(\$75,000)	\$0		\$0	\$0			
Transportation Expenses	(\$116,581)	\$0	\$0		\$0	\$0			
Operations & maintenance	(\$107,491)	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
System Administration	(\$198,421)	\$0	\$0		\$0	\$0			
OH&S / wellness programs	(\$108,500)	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
POM expenses	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	(\$250,000)	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	(\$200,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	(\$299,692)	(\$300,000)	(\$300,000)	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0	(\$400,000)	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated COVID-related costs	(\$2,120,500)	\$0	\$0		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	\$7,529,439	\$7,438,439	\$8,413,439	\$687,946	\$687,946	\$687,946

Total surplus as a percentage of 2020 Expenses	4.17%	4.12%	4.62%
ASO as a percentage of 2020 Expenses	3.82%	3.77%	4.27%

**PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31**

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2022	\$ (6,852,282)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(6,852,282)	
Estimated Operating Deficit Due to:		
Expected use of School Generated Funds	\$436,476	Expected use of School Generated Funds as schools access fundraising, sales, donation revenue from prior years.
Expected use of decentralized School Reserves	\$1,331,378	Expected use of decentralized School Reserves from prior year primarily on non-recurring staffing, services, equipment and supplies.
One-time supports for students	\$2,107,935	Includes spending on one-time supports for: instruction (staffing), COVID-related learning loss, COVID-related social emotional supports for students, home education and new curriculum.
Expected use of decentralized Department Reserves	\$422,493	Includes transportation (\$117,000), plant operations and maintenance, human resources, educational executive, and business services.
Estimated COVID-related costs	\$2,120,500	Includes school custodial costs (\$820,000), PPE, cleaning supplies, and hand sanitizer (\$600,000), projected illness costs (\$400,000), bus cleaning (\$245,000) and overtime for staff (\$55,000).
Other	\$433,500	
Subtotal, access of operating reserves to cover operating deficit	6,852,282	
Projected board funded Tangible Capital Assets additions using both unrestricted surplus and operating reserves	499,692	Facility vehicle purchases (\$200,000) and furniture and equipment purchases at the school level.
Budgeted disposal of unsupported Tangible capital Assets	-	
Budgeted amortization of board funded Tangible Capital Assets	(1,544,457)	
Budgeted unsupported debt principal repayment	190,765	
Projected net transfer to (from) Capital Reserves	-	
Total projected amount to access ASO in 2021/22	\$ 5,998,282	

Total amount approved by the Minister

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2021/2022 (Note 2)	Actual 2020/2021	Actual 2019/2020	Notes
Kindergarten, and Grades 1 to 12				
Eligible Funded Students:				
Kindergarten	1,269	1,234	1,433	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	635	617	717	0.5 times Head Count
Grades 1 to 9	11,835	11,649	11,933	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	3,631	3,694	4,177	Head count
Grades 10 to 12 - 4th year	241	198	-	Head count
Grades 10 to 12 - 4th year FTE	121	99	-	0.5 times Head Count
Grades 10 to 12 - 5th year	50	35	-	Head count
Grades 10 to 12 - 5th year FTE	13	9	-	0.25 times Head Count
Total FTE	16,234	16,068	16,827	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	1.0%	-4.5%		
Other Students:				
Total	-	5	3	Note 3
Total Net Enrolled Students	16,234	16,073	16,830	
Home Ed Students	28	-	20	Note 4
Total Enrolled Students, Kindergarten, and Grades 1-12	16,262	16,073	16,850	
Percentage Change	1.2%	-4.6%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	490	372	395	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,084	972	1,060	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Students with Third Year K-Severe	43	-	-	FTE of students with third year kindergarten disabilities as reported by the board via PASI.
Students with Moderate Language Delay (Code 48)	47	-	-	FTE of students with moderate language code 48 delay disabilities as reported by the board via PASI.
Pre - Kindergarten (Pre - K)				
Eligible Funded Children	150	159	-	Children between the age of 2 years 8 months and 4 years 8 months.
Other Children	-	-	-	Children between the age of 2 years 8 months and 4 years 8 months.
Total Enrolled Children - Pre - K	150	159	-	
Program Hours	488	400	-	Minimum: 400 Hours
FTE Ratio	0.610	0.500	-	Actual hours divided by 800
FTE's Enrolled, Pre - K	92	80	-	
Percentage Change and VA for change > 3% or < -3%	15.1%	0.0%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	75	80	274	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	-	1	210	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2021/2022 budget report preparation.				
3) Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2021/22		Actual 2020/21		Actual 2019/20		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	828	828	860	860	866	866	Teacher certification required for performing functions at the school level.
Non-School Based	24	19	14	14	25	25	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	852.0	847.0	873.7	873.7	890.3	891.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change and VA for change > 3% or < -3%	-2.5%		-1.9%		-4.3%		
If an average standard cost is used, please disclose rate: Student F.T.E. per certificated Staff	106,935 19.19456313		105,170 18.5		101,170 18.9		
Certificated Staffing Change due to:							
Enrolment Change			If negative change impact, the small cl. If negative change impact, the small class size initiative is to include any/all teachers retained.				
Other Factors	(22)	(22)	Descriptor (required): Actuals from 2020-21 included the Federal Funding for "Safe Return to Class" which has increased the FTE totals.				
Total Change	(21.7)	(21.7)	Year-over-year change in Certificated F Year-over-year change in Certificated FTE				
Breakdown, where total change is Negative:							
Continuous contracts terminated	-	-	FTEs				
Non-permanent contracts not being renewed	(22)	(22)	FTEs				
Other (retirement, attrition, etc.)			Descriptor (required):				
Total Negative Change in Certificated FTEs	(21.7)	(21.7)	Breakdown required where year-over-y Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.				
<i>Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):</i>							
Certificated Number of Teachers							
Permanent - Full time	752	747	749	749	749		
Permanent - Part time	99	99	132	132	101		
Probationary - Full time		-	2	2	10		
Probationary - Part time		-	-	-	11		
Temporary - Full time	30	30	11	11	35		
Temporary - Part time	4	4	7	7	29		
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	215	-	206	-	221	-	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	171	-	164	-	187	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	33	-	31	-	34	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	10	-	9	-	9	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	39	-	39	-	42	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	467.6	-	448.6	-	493.5	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	4.2%		-9.1%		-5.2%		
Explanation of Changes to Non-Certificated Staff:							
In 2020-21 budget the School Generated Funds were reduce significantly resulting in lower FTE in Instructional - Other category. In 2021-22 these were budgeted at pre-COVID-19 values and therefore increased the FTE by 7.0.							
In addition, with increased funding for PUF, Moderate Language Delays and Specilized Supports - Kindergarten has resulted in more allocations to school for Education Assistants to support those students.							
Additional Information							
Are non-certificated staff subject to a collective agreement?	No						
Please provide terms of contract for 2020/21 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							



RECOMMENDATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Policy 2: Role of the Board

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 Policy 2: Role of the Board, as presented.

BACKGROUND:

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

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.

The Policy Committee recommends the following amendments to Policy 2: Role of the Board:

1. Rephrase the preamble for improved flow.

As ~~an the-elected~~ corporate body ~~elected by the electors that which support governs~~ Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of appropriate educational services and programs to resident students within the Division, in keeping with the requirements of government legislation and the values of the electorate.

2. Strike "entire" from section 1.2.1.

1.2.1. Make informed decisions that consider community values and represent the interests of the ~~entire-interests of the~~ Division ~~as a whole~~.

3. In December, 2020 the Board of Trustees directed the establishment of a junior high honours program. Therefore, the Policy Committee recommends it be added to section 2 as a select responsibility to ensure the Board maintains authority over the outcome of the program.

2. Selected responsibilities

2.1. The Board shall retain selected authority to:

- 2.1.1. Acquire and dispose of land and buildings.
- 2.1.2. Approve the Signing Authority Matrix.
- 2.1.3. Approve Client Service Centre establishment and termination.
- 2.1.4. Approve school attendance areas.
- 2.1.5. Name schools and other Division-owned facilities.
- 2.1.6. Approve the Division school-year calendar.
- 2.1.7. Provide for Division recognition of students, staff and community.
- 2.1.7;2.1.8. Decide whether the junior high honours program will be terminated.
- 2.1.8;2.1.9. Make a recommendation to the Minister for the dissolution of a school council.

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

Policy 2

ROLE OF THE BOARD

As ~~an the elected~~ corporate body ~~elected by the electors that which support governs~~ Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of appropriate educational services and programs to resident students within the Division, in keeping with the requirements of government legislation and the values of the electorate.

1. Specific areas of responsibility

1.1. Accountability to provincial government

- 1.1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- 1.1.2. Perform Board functions required by governing legislation and existing Board policy.

1.2. Accountability to community

- 1.2.1. Make informed decisions that consider community values and represent the interests of the ~~entire-interests of the~~ Division as a whole.
- 1.2.2. Establish processes and provide opportunity for focused community input.
- 1.2.3. Report Division outcomes to the community at least annually.
- 1.2.4. Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- 1.2.5. Model a culture of respect and integrity.

1.3. Four-year Education Plan

- 1.3.1. Provide overall direction for the Division by establishing mission and values.
- 1.3.2. Annually approve the process and timelines for the Four-Year Education Plan.
- 1.3.3. Identify Board priorities and goals at the outset of the annual Four-Year Education Planning process.
- 1.3.4. Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
- 1.3.5. Monitor the achievement of outcomes.
- 1.3.6. Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- 1.3.7. Approve the Annual Education Results Report for distribution to the public.

1.4. Policy

- 1.4.1. Develop, approve, and monitor the implementation of policies to guide the Division.
- 1.4.2. Provide direction in those areas over which the Board wishes to retain authority.

1.5. Superintendent/Board relations

- 1.5.1. Select the Superintendent.
- 1.5.2. Provide the Superintendent with clear corporate direction.
- 1.5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.

- 1.5.4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's action, which are exercised within the delegated discretionary powers of the position.
- 1.5.5. Annually evaluate the Superintendent.
- 1.5.6. Annually review compensation of the Superintendent.
- 1.6. Advocacy
 - 1.6.1. Identify issues for advocacy on an ongoing basis.
 - 1.6.2. Plan for advocacy including focus, key messages, relationships and mechanisms.
 - 1.6.3. Act as an advocate for public education and the Division
- 1.7. Board development
 - 1.7.1. Develop a plan for Board/trustee development.
 - 1.7.2. Develop an annual work plan with timelines.
 - 1.7.3. Annually evaluate Board effectiveness.
- 1.8. Fiscal accountability
 - 1.8.1. Approve budget assumptions and establish priorities at the outset of the budget process.
 - 1.8.2. Approve annual budget and allocation of resources.
 - 1.8.3. Approve substantive budget adjustments when necessary.
 - 1.8.4. Monitor the fiscal management of the Division through receipt of quarterly variance analyses and semi-annual year-end projections.
 - 1.8.5. Receive the audit report and ensure the terms of engagement are met.
 - 1.8.6. Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 1.8.7. Set the parameters for negotiations after soliciting advice from the Superintendent and others.
 - 1.8.8. Approve conditions of employment for employees/groups.
 - 1.8.9. At its discretion, ratify Memoranda of Agreement with bargaining units.
 - 1.8.10. Approve transfer of funds to reserves.
 - 1.8.11. Approve school fee schedules, student transportation fees, school facility rental rates, Alberta non-resident and international student tuitions, and specialized student services fees charged to other school jurisdictions.
 - 1.8.12. Approve the Borrowing Resolution.
 - 1.8.13. Approve the Investment Policy Statement.

2. Selected responsibilities

- 2.1. The Board shall retain selected authority to:
 - 2.1.1. Acquire and dispose of land and buildings.
 - 2.1.2. Approve the Signing Authority Matrix.
 - 2.1.3. Approve Client Service Centre establishment and termination.
 - 2.1.4. Approve school attendance areas.
 - 2.1.5. Name schools and other Division-owned facilities.
 - 2.1.6. Approve the Division school-year calendar.
 - 2.1.7. Provide for Division recognition of students, staff and community.
 - 2.1.7:2.1.8. Decide whether the junior high honours program will be terminated.
 - 2.1.8:2.1.9. Make a recommendation to the Minister for the dissolution of a school council.

- 2.1.9.2.1.10. Approve contracts and agreements as follows:
- 2.1.9.1.2.1.10.1. Consulting contracts with purchase orders in excess of \$350,000 (dual signing authority with the Secretary-Treasurer);
 - 2.1.9.2.2.1.10.2. Personal services contracts in excess of \$200,000 (dual signing authority with the Associate Superintendent, Human Resources);
 - 2.1.9.3.2.1.10.3. The Superintendent's contract; and
 - 2.1.9.4.2.1.10.4. Non-compliant transactions over \$2,500,000 (dual signing authority with the Secretary-Treasurer).
- 2.1.10.2.1.11. Encourage the formation of a Committee of School Councils (COSC).
- 2.1.10.1.2.1.11.1. If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.
 - 2.1.10.2.2.1.11.2. Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns shall not be discussed at COSC meetings.
 - 2.1.10.3.2.1.11.3. Further terms of reference and operating procedures shall be as determined by COSC.

Reference:

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

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

~~Feb. 9, 2021~~ April 13, 2021

Policy 2

ROLE OF THE BOARD

As an elected corporate body which governs Elk Island Public Schools, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of appropriate educational services and programs to resident students within the Division, in keeping with the requirements of government legislation and the values of the electorate.

1. Specific areas of responsibility

- 1.1. Accountability to provincial government
 - 1.1.1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
 - 1.1.2. Perform Board functions required by governing legislation and existing Board policy.
- 1.2. Accountability to community
 - 1.2.1. Make informed decisions that consider community values and represent the interests of the interests of the Division as a whole.
 - 1.2.2. Establish processes and provide opportunity for focused community input.
 - 1.2.3. Report Division outcomes to the community at least annually.
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- 1.3. Four-year Education Plan
 - 1.3.1. Provide overall direction for the Division by establishing mission and values.
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- 1.4. Policy
 - 1.4.1. Develop, approve, and monitor the implementation of policies to guide the Division.
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- 1.5. Superintendent/Board relations
 - 1.5.1. Select the Superintendent.
 - 1.5.2. Provide the Superintendent with clear corporate direction.
 - 1.5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.
 - 1.5.4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's action, which are exercised within the delegated discretionary powers of the position.

- 1.5.5. Annually evaluate the Superintendent.
- 1.5.6. Annually review compensation of the Superintendent.
- 1.6. Advocacy
 - 1.6.1. Identify issues for advocacy on an ongoing basis.
 - 1.6.2. Plan for advocacy including focus, key messages, relationships and mechanisms.
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 - 2.1.8. Decide whether the junior high honours program will be terminated.
 - 2.1.9. Make a recommendation to the Minister for the dissolution of a school council.
 - 2.1.10. Approve contracts and agreements as follows:
 - 2.1.10.1. Consulting contracts with purchase orders in excess of \$350,000 (dual signing authority with the Secretary-Treasurer);

- 2.1.10.2. Personal services contracts in excess of \$200,000 (dual signing authority with the Associate Superintendent, Human Resources);
- 2.1.10.3. The Superintendent's contract; and
- 2.1.10.4. Non-compliant transactions over \$2,500,000 (dual signing authority with the Secretary-Treasurer).
- 2.1.11. Encourage the formation of a Committee of School Councils (COSC).
 - 2.1.11.1. If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.
 - 2.1.11.2. Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns shall not be discussed at COSC meetings.
 - 2.1.11.3. Further terms of reference and operating procedures shall be as determined by COSC.

Reference:

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

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



RECOMMENDATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Policy 8: Board Committees

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 Policy 8: Board Committees, 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.

The following amendments are recommended:

1. A recording secretary is no longer required on the Advocacy Committee, therefore section 8.4.2 should be deleted.

<p>8.4. Meetings</p> <p>8.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.</p> <p>8.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.</p>
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RECOMMENDATION REPORT

2. Definition of Ad Hoc Committees be amended with improved grammar.

Ad Hoc Committees

An aAd hoc committees ~~may beare~~ established to assist the Board on a specific ~~project-purpose~~ for a specific ~~period of time~~. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

COMMUNICATION:

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 8: Board Committees (marked)
2. Policy 8: Board Committees (unmarked)

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

General Requirements

1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. The appointed member shall serve on the committee for approximately one year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Board Caucus

1.1. Purpose

- 1.1.1. To provide a forum for discussion.
- 1.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
- 1.1.3. To assign work to be undertaken.

1.2. Powers and duties

- 1.2.1. Make recommendations for agenda items for subsequent Board meetings.
- 1.2.2. Maintain confidentiality of proceedings unless otherwise stated.

1.3. Membership

- 1.3.1. Includes all trustees and the Superintendent and/or designate(s).

2. Audit

2.1. Purpose

- 2.1.1. To assist the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

2.2. Powers of duties

- 2.2.1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:
 - 2.2.1.1. Recommend the appointment of the external auditor,
 - 2.2.1.2. Review the audit plan,
 - 2.2.1.3. Assess the effectiveness of the auditor,
 - 2.2.1.4. Review the annual financial statements and audit findings,
 - 2.2.1.5. Assess the effectiveness of the Division's internal controls, and obtain reports on internal audit findings and recommendations,

- 2.2.1.6. Review the external auditor's assessment of internal controls and obtain reports on significant findings and recommendations,
- 2.2.1.7. Assess compliance with applicable legislation, regulations and guidelines,
- 2.2.1.8. Report findings and information to the Board.

2.3. Membership

- 2.3.1. Board Vice-Chair, who shall serve as Chair of the Committee, and two other trustees.
- 2.3.2. Two community members
 - 2.3.2.1. Community members are resident of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate.
 - 2.3.2.2. Community members shall serve a two-year term and may apply to serve an additional term to a maximum of two consecutive terms.
 - 2.3.2.3. Selection of community members shall be made by the Committee of the Whole and Secretary-Treasurer.
- 2.3.3. Superintendent and/or designate
- 2.3.4. Secretary-Treasurer
- 2.3.5. Director, Financial Services
- 2.3.6. Other members of administration or the external auditors will be invited to attend, as required.
- 2.3.7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.

2.4. Meetings

- 2.4.1. The Audit Committee shall meet twice per year and may convene additional meetings as circumstances require.
- 2.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.

2.5. Compensation

- 2.5.1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

3. **Board Highlights**

3.1. Purpose

- 3.1.1. To establish content of the Board Highlights.

3.2. Powers and duties

- 3.2.1. Approve for circulation the Board Highlights.

3.3. Membership

- 3.3.1. Board Chair
- 3.3.2. Superintendent and/or designate(s).

3.4. Meetings

- 3.4.1. As required to develop Board Highlights.

4. **Policy**

4.1. Purpose

- 4.1.1. To ensure the Board Policy Handbook is current and relevant.

4.2. Powers and duties

- 4.2.1. To receive information from trustees/administration/stakeholders and to discuss/develop policies as directed by the Board.
- 4.2.2. To review existing Board Policies annually as per [Board Policy 10: Policy Making](#) and provide recommendations to the Board to amend or rescind policies as required.
- 4.2.3. To bring forward the committee's recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.
- 4.3. Membership
 - 4.3.1. One trustee to serve as Chair and two other trustees.
 - 4.3.2. Superintendent and/or designate(s).
- 4.4. Meetings
 - 4.4.1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 4.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.
- 5. **Student Expulsion**
 - 5.1. Purpose
 - 5.1.1. To make decisions regarding the recommendations for the expulsion of any student.
 - 5.2. Powers and duties
 - 5.2.1. On a recommendation for expulsion, reinstate or expel the student. (If reinstated, state date for return and conditions to be met. If expelled, state term of expulsion and conditions for re-entry).
 - 5.2.2. Inform the Board of the action taken by the Committee.
 - 5.3. Membership
 - 5.3.1. One trustee to serve as Chair and two other trustees.
 - 5.4. Meetings
 - 5.4.1. As detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).
- 6. **Teachers' Collective Agreement Negotiations**
 - 6.1. Purpose
 - 6.1.1. To negotiate and conclude Memoranda of Agreement for recommendation to the Board.
 - 6.2. Powers and duties
 - 6.2.1. Report to the Board from time to time.
 - 6.2.2. Maintain confidentiality of negotiation proceedings.
 - 6.3. Membership
 - 6.3.1. Three trustees
 - 6.3.2. Superintendent and/or designate(s)
 - 6.3.3. The Board will appoint the Chair and Vice-Chair.
 - 6.4. Meetings
 - 6.4.1. To be called by the Committee Chair.
- 7. **Agenda Review**
 - 7.1. Purpose
 - 7.1.1. To set the order of business for public meetings of the Board.
 - 7.2. Membership

- 7.2.1. Chair of the Board, Vice-Chair of the Board, and trustee designate
- 7.2.2. Superintendent and/or designate
- 7.2.3. Secretary-Treasurer.
- 7.3. Meetings
 - 7.3.1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 7.3.2. The Executive Assistant to the Board will serve as secretary.
- 8. **Advocacy**
 - 8.1. Purpose
 - 8.1.1. Support the ongoing advocacy efforts of the Board.
 - 8.2. Powers and duties
 - 8.2.1. Develop an action plan to support the Board’s identified advocacy plan
 - 8.2.2. Identify key messages to support the advocacy plan
 - 8.3. Membership
 - 8.3.1. Chair of the Board (Committee Chair) and two other trustees
 - 8.3.2. Superintendent or designate
 - 8.3.3. Associate Superintendent, Supports for Students
 - 8.3.4. Director, Communications.
 - 8.4. Meetings
 - 8.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 8.4.2. ~~A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.~~

Ad Hoc Committees

~~An a~~Ad hoc committees ~~may beare~~ established to assist the Board on a specific ~~project purpose~~ for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Reference:

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
	Feb. 18, 2016
	June 16, 2016

Oct. 24, 2016

Jan. 26, 2017

Feb. 15, 2018

Aug. 30, 2018

Dec. 18, 2019

Jan. 24, 2019

May 7, 2019

June 25, 2019

Dec. 11, 2019

Jan. 30, 2020

Feb. 11, 2020

April 14, 2020

April 23, 2020

| [April 13, 2021](#)

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

General Requirements

1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. The appointed member shall serve on the committee for approximately one year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Board Caucus

1.1. Purpose

- 1.1.1. To provide a forum for discussion.
- 1.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
- 1.1.3. To assign work to be undertaken.

1.2. Powers and duties

- 1.2.1. Make recommendations for agenda items for subsequent Board meetings.
- 1.2.2. Maintain confidentiality of proceedings unless otherwise stated.

1.3. Membership

- 1.3.1. Includes all trustees and the Superintendent and/or designate(s).

2. Audit

2.1. Purpose

- 2.1.1. To assist the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

2.2. Powers of duties

- 2.2.1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:
 - 2.2.1.1. Recommend the appointment of the external auditor,
 - 2.2.1.2. Review the audit plan,
 - 2.2.1.3. Assess the effectiveness of the auditor,
 - 2.2.1.4. Review the annual financial statements and audit findings,
 - 2.2.1.5. Assess the effectiveness of the Division's internal controls, and obtain reports on internal audit findings and recommendations,

- 2.2.1.6. Review the external auditor's assessment of internal controls and obtain reports on significant findings and recommendations,
- 2.2.1.7. Assess compliance with applicable legislation, regulations and guidelines,
- 2.2.1.8. Report findings and information to the Board.

2.3. Membership

- 2.3.1. Board Vice-Chair, who shall serve as Chair of the Committee, and two other trustees.
- 2.3.2. Two community members
 - 2.3.2.1. Community members are resident of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate.
 - 2.3.2.2. Community members shall serve a two-year term and may apply to serve an additional term to a maximum of two consecutive terms.
 - 2.3.2.3. Selection of community members shall be made by the Committee of the Whole and Secretary-Treasurer.
- 2.3.3. Superintendent and/or designate
- 2.3.4. Secretary-Treasurer
- 2.3.5. Director, Financial Services
- 2.3.6. Other members of administration or the external auditors will be invited to attend, as required.
- 2.3.7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.

2.4. Meetings

- 2.4.1. The Audit Committee shall meet twice per year and may convene additional meetings as circumstances require.
- 2.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.

2.5. Compensation

- 2.5.1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

3. **Board Highlights**

3.1. Purpose

- 3.1.1. To establish content of the Board Highlights.

3.2. Powers and duties

- 3.2.1. Approve for circulation the Board Highlights.

3.3. Membership

- 3.3.1. Board Chair
- 3.3.2. Superintendent and/or designate(s).

3.4. Meetings

- 3.4.1. As required to develop Board Highlights.

4. **Policy**

4.1. Purpose

- 4.1.1. To ensure the Board Policy Handbook is current and relevant.

4.2. Powers and duties

- 4.2.1. To receive information from trustees/administration/stakeholders and to discuss/develop policies as directed by the Board.
- 4.2.2. To review existing Board Policies annually as per [Board Policy 10: Policy Making](#) and provide recommendations to the Board to amend or rescind policies as required.
- 4.2.3. To bring forward the committee's recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.
- 4.3. Membership
 - 4.3.1. One trustee to serve as Chair and two other trustees.
 - 4.3.2. Superintendent and/or designate(s).
- 4.4. Meetings
 - 4.4.1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 4.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.
- 5. Student Expulsion**
 - 5.1. Purpose
 - 5.1.1. To make decisions regarding the recommendations for the expulsion of any student.
 - 5.2. Powers and duties
 - 5.2.1. On a recommendation for expulsion, reinstate or expel the student. (If reinstated, state date for return and conditions to be met. If expelled, state term of expulsion and conditions for re-entry).
 - 5.2.2. Inform the Board of the action taken by the Committee.
 - 5.3. Membership
 - 5.3.1. One trustee to serve as Chair and two other trustees.
 - 5.4. Meetings
 - 5.4.1. As detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).
- 6. Teachers' Collective Agreement Negotiations**
 - 6.1. Purpose
 - 6.1.1. To negotiate and conclude Memoranda of Agreement for recommendation to the Board.
 - 6.2. Powers and duties
 - 6.2.1. Report to the Board from time to time.
 - 6.2.2. Maintain confidentiality of negotiation proceedings.
 - 6.3. Membership
 - 6.3.1. Three trustees
 - 6.3.2. Superintendent and/or designate(s)
 - 6.3.3. The Board will appoint the Chair and Vice-Chair.
 - 6.4. Meetings
 - 6.4.1. To be called by the Committee Chair.
- 7. Agenda Review**
 - 7.1. Purpose
 - 7.1.1. To set the order of business for public meetings of the Board.
 - 7.2. Membership

- 7.2.1. Chair of the Board, Vice-Chair of the Board, and trustee designate
- 7.2.2. Superintendent and/or designate
- 7.2.3. Secretary-Treasurer.
- 7.3. Meetings
 - 7.3.1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 7.3.2. The Executive Assistant to the Board will serve as secretary.
- 8. **Advocacy**
 - 8.1. Purpose
 - 8.1.1. Support the ongoing advocacy efforts of the Board.
 - 8.2. Powers and duties
 - 8.2.1. Develop an action plan to support the Board’s identified advocacy plan
 - 8.2.2. Identify key messages to support the advocacy plan
 - 8.3. Membership
 - 8.3.1. Chair of the Board (Committee Chair) and two other trustees
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 - 8.3.3. Associate Superintendent, Supports for Students
 - 8.3.4. Director, Communications.
 - 8.4. Meetings
 - 8.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Reference:

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed: **Last updated:**

Sept. 17, 2015

Feb. 18, 2016

June 16, 2016

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	Jan. 26, 2017
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April 14, 2020	April 23, 2020
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RECOMMENDATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Policy 18: Alternative Programs

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 Policy 18: Alternative Programs, as presented.

BACKGROUND:

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

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.

The following amendments are recommended:

1. The definition be amended so that it ties back to the *Education Act* and that Advanced Placement be included in the list of alternative programs, as per motion 062/2020.

Alternative Program

means ~~As defined in the Education Act~~, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

Alternative programs in the Division currently consist of French Immersion, Ukrainian Bilingual, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, and Outreach.



RECOMMENDATION REPORT

2. Further, section 5 be amended for improved readability.

5. ~~Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed. on all Division alternative programs.~~
 - 5.1. ~~Individual alternative programs shall be reviewed by administration every five years.~~

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

Policy 18

ALTERNATIVE PROGRAMS

The Board supports the provision of alternative programs within the Division as an educational choice for students and parents.

Alternative Program

means an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

Alternative programs in the Division currently consist of French Immersion, Ukrainian Bilingual, Alternative Christian, Logos Christian, [Advanced Placement](#), International Baccalaureate, and Outreach.

Specifically

1. Alternative programs shall:
 - 1.1. emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy which is distinctly different from that emphasized in the regular program;
 - 1.2. be established only with Board approval of a detailed program proposal;
 - 1.3. be closed only with Board approval;
 - 1.4. receive a Division budget allocation upon approval by the Board; and
 - 1.5. be allowed to charge a non-instructional fee.
2. The Principal, alternative program society, or other proponents shall submit to the Superintendent, or designate, a proposal to establish an alternative program according to the guidelines provided in an administrative procedure.
3. Where an alternative program is offered as an alternative school:
 - 3.1. the alternative school shall not qualify for the small school allocation; and
 - 3.2. the alternative school shall receive all other budget allocations and services available to other schools.
4. Criteria for approval and continued support of an alternative program include:
 - 4.1. all Division policies and procedures apply unless specifically exempted by the Board;
 - 4.2. there is a supportable education approach and there are numbers of students sufficient to warrant the program;
 - 4.3. the program is financially viable within the operational budget submitted as part of the program proposal;
 - 4.4. the program does not interfere with any student's access to a regular program of instruction;
 - 4.5. the program follows the Program of Studies for Alberta;
 - 4.6. the program is integrated as part of the Division within existing schools wherever feasible;
 - 4.7. transportation to alternative programs shall be granted according to [Board Policy 17: Student Transportation Services](#) or as per an agreement in the program proposal; and

- 4.8. staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
5. ~~Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed. on all Division alternative programs.~~
 - 5.1. ~~Individual alternative programs shall be reviewed by administration every five years.~~
6. The Board shall decide whether the alternative program will be terminated.

Reference:

Sections 7, 11, 17, 19, 55 *Education Act*
Alberta Education (2010) *Alternative Programs Handbook*

Last reviewed:	Last updated:
May 18, 2012	
Nov. 30, 2015	
Jan. 7, 2016	Jan. 21, 2016
Dec. 12, 2016	
Feb. 12, 2018	
Jan. 29, 2019	March 14, 2019
Dec. 19, 2019	Dec. 19, 2019
Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	

Policy 18

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 - 1.3. be closed only with Board approval;
 - 1.4. receive a Division budget allocation upon approval by the Board; and
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2. The Principal, alternative program society, or other proponents shall submit to the Superintendent, or designate, a proposal to establish an alternative program according to the guidelines provided in an administrative procedure.
3. Where an alternative program is offered as an alternative school:
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 - 4.1. all Division policies and procedures apply unless specifically exempted by the Board;
 - 4.2. there is a supportable education approach and there are numbers of students sufficient to warrant the program;
 - 4.3. the program is financially viable within the operational budget submitted as part of the program proposal;
 - 4.4. the program does not interfere with any student's access to a regular program of instruction;
 - 4.5. the program follows the Program of Studies for Alberta;
 - 4.6. the program is integrated as part of the Division within existing schools wherever feasible;
 - 4.7. transportation to alternative programs shall be granted according to [Board Policy 17: Student Transportation Services](#) or as per an agreement in the program proposal; and

- 4.8. staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
5. Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed.
6. The Board shall decide whether the alternative program will be terminated.

Reference:

Sections 7, 11, 17, 19, 55 *Education Act*
Alberta Education (2010) *Alternative Programs Handbook*

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Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	



RECOMMENDATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Elk Island Public Schools Four-Year Education Plan: 2018-22

ORIGINATOR: Sandra Stoddard, Associate Superintendent

RESOURCE STAFF: Corrie Fletcher, Communications Specialist, Communication Services
Janine Stowe, Graphic Design Specialist, Communication Services

REFERENCE: [Funding Manual for School Authorities 2021-22 School Year](#)

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: A culture of excellence and accountability

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

RECOMMENDATION:

That the Board of Trustees approve the *Elk Island Public Schools Four-Year Education Plan: 2018-22*, as presented.

BACKGROUND:

The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students. This practice creates an accountability relationship between the Ministry and school authorities, which requires transparency and the obligation to answer for, and publicly report on, the spending of public funds and the results achieved. This accountability relationship is established in legislation and regulation. Section 10(2) of the *Fiscal Planning and Transparency Act* requires school boards to prepare business plans and annual reports for each fiscal year in the form, at a specified time and containing the information, acceptable to the Minister.

Alberta Education has outlined its requirements for the development of school authorities' Education Plans in Section K of the *Funding Manual for School Authorities 2021-22 School Year*. Each school authority must ensure their Education Plan:

- connects to the Alberta Education Assurance Domains;
- contains priorities and goals with related outcomes;
- incorporates Alberta Education's required performance measures;
- includes supplementary local measures; and



RECOMMENDATION REPORT

- highlights research-informed strategies that address both local goals and system priorities.

Additionally, each school authority must develop its budget and allocate resources to support the implementation of the plan and priorities to demonstrate responsible stewardship.

Attachment 1 provides the final year of Elk Island Public Schools' Four-Year Education Plan that will be implemented in the 2021-22 school year. It is anticipated PATs and Diploma exams will be required during this upcoming school year and thus, these have been added as they are required measures. The results achieved after implementing *the Elk Island Public Schools Four-Year Education Plan: 2018-22* will be reported on in the *Annual Education Results Report* that is due on Nov. 30, 2022.

This is the first year Alberta Education has required school authorities to provide their Division plans to the Ministry. These plans must be posted to the Division's website by May 30, 2021 and include a web link to the Division's 2021-22 budget, and Infrastructure Maintenance and Renewal (IMR) and capital plans.

COMMUNICATION PLAN:

If the recommendation is approved, Communication Services will post the Elk Island *Public Schools Four-Year Education Plan 2018-22* along with the required web links on the EIPS website on May 31, 2021. Following this, the appropriate Field Services Branch Director will be notified of the posting.

ATTACHMENT(S):

1. *Elk Island Public Schools Four-Year Education Plan: 2018-22*

SS:ss

Elk Island Public Schools
Four-Year Education Plan
2018-22



Accountability

The *Elk Island Public Schools Four-Year Education Plan: 2018-22* was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The *EIPS Four-Year Education Plan: 2018-22* was approved by the Board on May 26, 2021.



Trina Boymook
Chair, Board of Trustees



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Profile and Local Context

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,000 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,367 people—861 teachers and 506 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of high-quality educational programs and resources to ensure their success. Core academic subjects, optional courses and complementary programs, such as Career and Technology Studies, Off-Campus Education and second-language courses, take place in inclusive learning environments that form the foundation for whatever they choose to do next. Students also have access to a continuum of classroom supports and services, including specialized learning environments; early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy.

Well-rounded educational opportunities take place within, and outside, the classroom. EIPS offers myriad types of programming in this area, including five language programs—English, French, German, Ukrainian and Spanish; two academic programs—Advanced Placement and International Baccalaureate; faith-based programs—Alternative Christian, Logos Christian; and the Next Step Outreach program. To complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics and more. Collectively, these contribute to a well-rounded education that's developing learners with the skills and knowledge needed to help them succeed and take on the world.

EIPS' mission is to provide high-quality, student-centred education that builds strong, healthy communities

EIPS VALUES

- Commitment to being a student-centred learning organization.
- Decisions are made in the best interests of all students.
- Integrity, honesty and respect are essential.
- Flexible and engaging learning opportunities are key to student achievement.
- Recognition that every student can learn and experience success.
- Partnerships play a valuable role in meeting the needs of students.



EIPS Four-Year Education Plan

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: More children reach developmental milestones by Grade 1.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

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

Outcome: Self-identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement.

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

Priority 2: Enhance high-quality learning and working environments

GOAL 1 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

GOAL 2 QUALITY INFRASTRUCTURE FOR ALL

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

GOAL 3 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT ENGAGEMENT

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

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

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

Planning and Reporting



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

ACCOUNTABILITY AND PERFORMANCE

The planning and results reporting are integral to the Division’s accountability and performance-management cycle, which involves:

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



ACCOUNTABILITY AND ASSURANCE

Every spring, Alberta Education allocates funds to school boards to fulfill their delegated responsibilities of providing education programs for the students they serve. The practice creates an accountability relationship between Alberta Education and Elk Island Public Schools (EIPS), which requires transparency and the obligation to answer for, and publicly report on, the spending of public funds and the results achieved.

In addition, school authorities are responsible for providing assurance to their stakeholders that they are fulfilling their responsibilities and students are successful. The key to building public assurance is engaging education partners in the Division's planning and reporting cycle. Within EIPS, that planning and results reporting are integral to the Division's assurance cycle—which involves set processes, actions and analysis of evidence. Collectively, it helps create a culture of continuous improvement. EIPS' assurance process includes:

- Before the election of a new Board of Trustees, the Division engages families, students, staff and key stakeholders to develop its Four-Year Education Plan, which captures the Division's strategic direction.
- Every spring, EIPS reviews the Four-Year Education Plan and fine-tunes it, which involves stakeholder engagement to develop the Division's goals, outcomes, strategies and success measures.
- The revised Education Plan informs the EIPS spring budget and individual Schools Education Plans—also developed with input from staff and school families.
- After announcing the budget, the Division and its schools allocate or re-direct resources to achieve the priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and its schools begin implementing the education plans, using research-based practices, engaging in professional learning, and working to maintain or improve performance in the goals outlined—focusing on student growth and achievement.
- In November, Results Reviews for the previous year take place for the Division and schools—using the Accountability Pillar and internal qualitative and quantitative data. The review complements the education plans and allows schools and departments to share their results, annual plans, successes and challenges with the Board and community. Collectively—trustees, staff and families—gain a holistic understanding of what's happening throughout the Division.
- Following Results Reviews, EIPS publishes its *Annual Education Results Report*. The report outlines how the Division's ensuring students achieve the best possible outcomes and meeting the priorities and goals set out in the Four-Year Education Plan. Then, the Board of Trustees reviews and approves the report. Once approved, it's shared with the government, school communities, the Committee of School Councils and posted online at eips.ca.
- For the remainder of the year, EIPS and schools monitor the implementation of the education plans and adjust efforts, as needed—incorporating stakeholder input based on engagement activities at various points throughout the process.

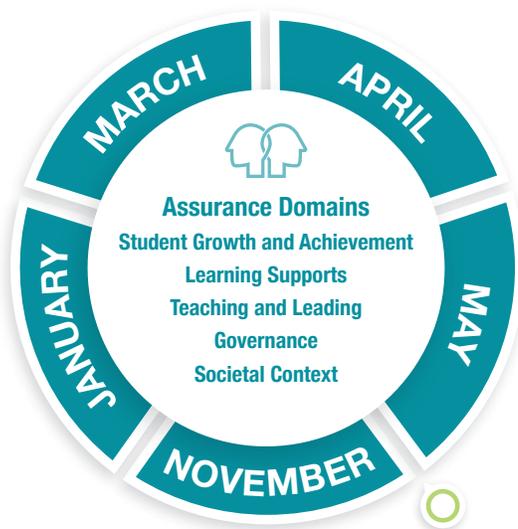
Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful.

The assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

ONGOING GENERATIVE GOVERNANCE

The Board of Trustees consistently reviews emails from stakeholders, and attends monthly school council meetings and Committee of School Councils meetings to gather input and feedback about the Division. Also, a standing generative-governance item is on every Caucus Committee meeting for trustees to share feedback and guide decision-making.



MARCH

- The Division will gather feedback from staff, students and families through several Elk Island Public Schools (EIPS) surveys focused on the assurance domains to guide future decision-making, priorities and budget allocations.
- In the last year of the Board's four-year term, the Division engages students, staff, families and community members to provide input, which the newly elected Board uses to develop its Four-Year Education Plan.

APRIL

- Schools will engage staff and families about budget planning and the priorities for the School Education Plan.
- Using feedback provided, the Division will prepare a budget and develop a draft Education Plan for the upcoming school year.
- The Division will engage the Committee of School Councils (COSC) about the Division budget and EIPS Four-Year Education Plan.

MAY

- The Division will approve the spring budget and submit its Education Plan to Alberta Education for the upcoming school year.

JULY/AUGUST

- Ad Hoc Assurance: The Division will engage teachers to provide feedback to Alberta Education about the new draft kindergarten to Grade 6 curriculum.

NOVEMBER

- Schools will engage families to review the results from the previous year and attend the results reviews.
- The Division will engage COSC about the Annual Education Results Report for the Division.

JANUARY

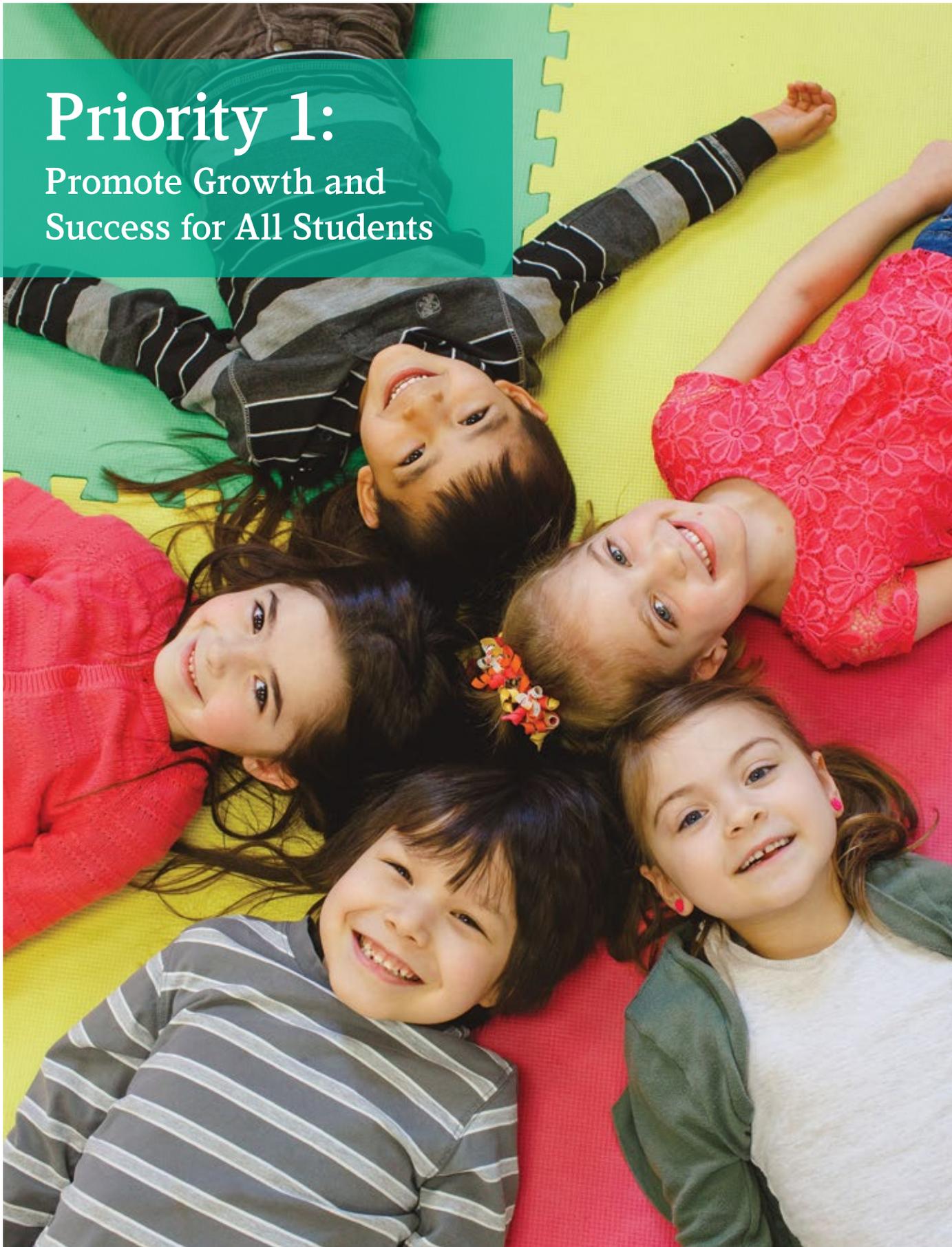
- The Division will engage staff, families, community members and Grade 12 students to complete the EIPS Year-in-Review Survey. The survey asks respondents a series of questions to gauge stakeholder confidence about the Division's direction. A second part will accompany the survey, to gather input on future budget planning priorities.
- The province will administer the Alberta Education Assurance survey to gather feedback from staff, families and students in all assurance domains. The data helps guide future decision-making.
- All EIPS schools will conduct consultations with families about school fees for the upcoming school year.

ONGOING: YEAR-LONG

- The Division publishes a quarterly newsletter entitled, *EIPS Quarterly Update*. The newsletter features articles about the Division, what's new, the work of the Board of Trustees and the importance of public education. The audience: locally elected officials, industry partners, community partners and local chambers of commerce.
- The Division publishes monthly articles summarizing key sections in the *Annual Education Results Report*. The articles are highly readable and included in the school newsletters. The audience: school families, students and EIPS staff.

Priority 1:

Promote Growth and
Success for All Students



Goal 1: An Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

Local Outcome: More children reach developmental milestones by Grade 1

Provincial Outcome: Alberta's students are successful

Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research, centred on families and children between the ages of zero and six, suggests the early years is the most significant period in an individual's life. That's why Elk Island Public Schools (EIPS) identifies an "excellent start to learning" as a goal in its Four-Year Education Plan. The goal sets the foundation for implementing strategies to ensure as many children as possible, entering Grade 1, reach developmental milestones. As such, young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring, and responsive staff members in high-quality early learning environments focused on purposeful, play-based programming.

Performance Measures

- Percentage of kindergarten children meeting:
 - all developmental milestones
 - awareness of self and environmental measures
 - social skills and approaches to learning measures
 - cognitive measures
 - physical-development measures
 - fine-motor measures
 - gross-motor measures
- Families reporting because of the Play and Learn at School program, their child demonstrated growth in development.
- Families reporting because of the kindergarten program, their child is becoming ready to enter Grade 1.

TEACHER SURVEY

- Kindergarten teachers are more confident about effectively implementing the new programs of study

Priority Strategy for Education Plan

EIPS will continue its efforts to ensure more children reach developmental milestones by Grade 1.

Strategies include:

 Work collectively in multidisciplinary teams with students and build staff capacity to implement research-based, early intervention strategies. The approach supports students in the Play and Learn at School (PALS) programs in demonstrating growth—measured by scheduled progress reports and year-end composite reports to prepare them for kindergarten.



The Board's allocating additional resources for an Early Learning Consultant to build capacity for teachers to implement research-based, early literacy and numeracy strategies. The approach supports students in the kindergarten programs in demonstrating growth—measured by the Early Years Evaluation – Teacher Assessment (EYE-TA) in October and May.



Use the October EYE-TA results to create an action plan that supports students at a higher risk of not meeting developmental milestones. The plan also includes targeted intervention support for students and prioritizing areas of most need.



Build capacity for Early Childhood teachers to implement Alberta Education's new curriculum. The strategy will help administrators and teachers feel confident about effectively implementing the new programs of study.

Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 1: More students are engaged in school and achieve student-learning outcomes

Local Outcome 2: More students achieve a minimum of one year's growth in literacy and numeracy

Provincial Outcome: Alberta's students are successful

Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their pedagogical practice to meet the differing needs of students, use meaningful assessments to inform a broad range of teaching strategies, and identify students early who might require additional intervention and support. Because literacy and numeracy are foundational to success in learning and life, both are priorities in the Division's Four-Year Education Plan.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows people to communicate effectively. Strong literacy skills ensure the ability to read

and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in various situations. Developing strong literacy skills in students is critical if they're to reach their full potential in school, the workplace and life. Meanwhile, numeracy is defined by Alberta Education as "... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living." A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understanding at home, school, work and in the community. Developing strong numeracy skills in students is critical if they're to reach their full potential.

Performance Measures

OVERALL LITERACY LEARNING OUTCOMES

- The percentage of students who achieved the acceptable standard and standard of excellence in:
 - Grade 6 and Grade 9 Provincial Achievement Tests (PATs)
 - diploma examinations
 - Grade 6 PATs – Language Arts
 - Grade 9 PATs – Language Arts
 - English 30-1 diploma examinations
 - English 30-2 diploma examinations
 - STAR 360

OVERALL MATHEMATICS LEARNING OUTCOMES

- The percentage of students who achieved the acceptable standard and standard of excellence in:
 - Grade 6 PATs – Mathematics
 - Grade 9 PATs – Mathematics
 - Math 30-1 diploma examinations
 - Math 30-2 diploma examinations
 - Math Intervention Programming Instrument (MIPI)



ASSURANCE SURVEY

- Families who agree students find school-work interesting.
- Families who agree students can get the help they need at school with reading and writing.
- Teachers, families and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education
- Teachers, families and students who agree programs for children at risk are easy to access and timely.

Performance Measures

EIPS PARENT SURVEY

- My child:
 - is demonstrating growth in literacy
 - is demonstrating growth in numeracy
 - has his or her individual needs met
 - is encouraged to do his or her best

EIPS STUDENT SURVEY

- Students in grades 9 and 12 agree:
 - they're demonstrating growth in literacy
 - they're demonstrating growth in numeracy

- their schoolwork is interesting, and they're engaged in their learning
- they're encouraged to do their best
- their individual learning needs are being met

TEACHER SURVEY

- Grade 1-6 teachers are more confident about effectively implementing the new programs of study

Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote growth and success for all students.

Strategies include:

 As part of the Division's pandemic recovery plan, the Board's allocating additional resources to schools to develop support plans for students negatively affected by the disruption of learning because of COVID-19. Supporting schools in identifying and implementing these plans ensures more students close these learning gaps—measured by the Star 360 Reading Assessment, Math Intervention Programming Instrument (MIPI), common assessments and government-issued standardized tests.

 The Board's allocating additional resources for an Early Learning Consultant to build teacher capacity in grades 1-3 focused on the science of reading and readers-and-writers workshop. The strategy supports more students in demonstrating growth in literacy and reading at grade level—measured by the Star 360 assessments.

 The Board's allocating additional resources to build teacher capacity to implement Alberta Education's new curriculum. The strategy will help teachers feel more confident about effectively implementing the new programs of study.

 The Board's allocating additional resources for an Assessment Consultant to work with schools in using a curriculum blueprinting process to develop common assessments in the four core subject areas for students in grades 7-12. The strategy supports improvements in achievement and consistency in divisionwide final exams.

 Assist elementary teachers in implementing guiding math, small-group instruction and fun-fact fluency kits. The strategy supports continued student growth in mathematics—measured by the MIPI and Grade 6 Provincial Assessment Tests.

 Support secondary math teachers to implement visual numeracy and vertical whiteboarding in classrooms. The strategy supports continued growth in mathematics—measured by the MIPI, common assessments and government-issued standardized tests.

 Continue using multidisciplinary teams to help support complex learners across all feeder-school groupings.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 3: Self-Identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement

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

Background

An examination of the achievement gap between First Nations, Métis and Inuit students, and other students across the province, underscores the need for action. Elk Island Public Schools (EIPS) and Alberta Education are committed to boosting educational outcomes. Some of the ways it's doing this are by providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; building capacity to effectively address First Nations, Métis and Inuit learner needs; and strengthening knowledge and understanding about Indigenous history, treaty rights, lands and languages.

The province also requires school divisions to analyze and report achievement for English as a Second Language (ESL) learners. Alberta Education defines an ESL student

as, "someone who first learned to speak, read and write a language other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in class." Effective instruction for ESL students needs to support the achievement of grade-level learning outcomes and promote language acquisition. EIPS believes all teachers, in all subject areas, share the responsibility for language development and the provision of various supports to ensure the success of all students. EIPS uses proficiency benchmarks for ESL as the foundation for determining language proficiency levels and programming needs.



Performance Measures of Self-Identified First Nations, Métis and Inuit Students

OVERALL STUDENT LEARNING OUTCOMES

- Grade 6 and Grade 9 students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests.
- Students who achieved the acceptable standard and the standard of excellence on diploma examinations*

HIGH SCHOOL COMPLETION

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

Performance Measures

INTERNAL EIPS DATA

- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- Schools that created a First Nations, Métis and Inuit project proposal and received funding.
- Schools that have a First Nations, Métis and Inuit education lead.

EIPS PARENT SURVEY

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

EIPS STUDENT SURVEY

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

Performance Measures of English as a Second Language students

OVERALL STUDENT LEARNING OUTCOMES

- Grade 6 and Grade 9 students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests.
- Students who achieved the acceptable standard and the standard of excellence on diploma examinations.

HIGH SCHOOL COMPLETION

- The high school completion rate within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10.
- The number of Grade 12 students eligible for a Rutherford Scholarship.



Priority Strategy for Education Plan

FIRST NATION, MÉTIS AND INUIT EDUCATION

EIPS is committed to ensuring teachers develop and apply foundational knowledge about First Nation, Métis and Inuit history and perspective for the benefit of all students, staff and community members.

Strategies include:

-  Build capacity with promising practices, effective use of authentic Indigenous resources, and targeted professional learning for PALS and early learning teachers.
-  Continue foundational knowledge professional learning for all EIPS education staff by supporting the lead-teacher model in each school and facilitating targeted in-school professional learning.
-  Establish a plan to identify First Nations, Métis and Inuit students who aren't experiencing success and at risk for dropping out. Additionally, develop intervention support that incorporates the guidance of elders and other research-based best practices related to traditional ways of learning.
-  Create a divisionwide program acknowledging and celebrating self-identified First Nations, Métis and Inuit students graduating and moving on to the next phase of their lives.
-  Continue to support land-based learning initiatives within EIPS schools. The Division will do this through targeted professional learning on promising practices to effectively build relationship with the land and learn from the land, including developing Indigenous outdoor learning spaces.
-  Continue to develop meaningful relationships between school staff; local First Nations, Métis and Inuit elders; knowledge keepers; and land-based community stakeholders.
-  Continue to host three gatherings per school year with self-identified First Nations, Métis and Inuit families to build relationships and engage in respectful conversations.
-  Continue to build foundational knowledge by offering general Division information sessions that include effective inclusion of land acknowledgments, the introduction to the Indigenous Peoples' giant floor map and facilitating the experiential learning Blanket Exercise for interested families.
-  Provide input into the new draft kindergarten to Grade 6 curriculum to ensure it aligns with the truth and reconciliation commitments.

ENGLISH AS A SECOND LANGUAGE

EIPS is committed to ensuring English as a Second Language (ESL) learners continue to grow and achieve.

Strategies include:

-  Continue benchmarking assessments and using the results to target other strategies for ESL learners across all classrooms.
-  Continue to track the reading and mathematics results of ESL students and targeting interventions for those who require support.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

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

Provincial Outcome: Alberta's students are successful

Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort from the entire kindergarten to Grade 12 system. Senior high completion is a fundamental building block that influences other educational and life goals. If a student doesn't complete senior high, it can impact their quality of life as an adult. As such, preparing all students to graduate and transition into post-secondary education, the world of work, and life is a fundamental outcome of public education.



Performance Measures

HIGH SCHOOL COMPLETION

- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.

ASSURANCE SURVEY: TRANSITION AND CAREER PLANNING

- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- Teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.

EIPS PARENT SURVEY: TRANSITION AND CAREER PLANNING

- Families who agree their child is being taught knowledge skills and attitudes necessary to be successful in life.

EIPS STUDENT SURVEY: TRANSITION AND CAREER PLANNING

- Students in grades 9 and 12 who agree their school supports them prepare for life beyond high school.
- Students in grades 9 and 12 who agree they're learning the knowledge, skills and attitudes necessary to succeed in life.



Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they're prepared for life after high school.

Strategies include:



The Board's allocating additional resources to develop a Division Career Pathways strategic plan to enhance opportunities for students—including work experience, Off-Campus Education, apprenticeships, certifications, mentoring, job shadowing. The plan also includes a review of EIPS' Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) programming, facility audits and increasing connections within the community and post-secondary institutions.



Build teacher capacity in grades 7-12 around delivering CTF and CTS courses—focusing on the ability to plan, create and evaluate. The strategy ensures students develop competencies that transcend across subjects and outside the school context.



Work with schools to engage families about ways to support their child to prepare for life after senior high—specifically as it relates to career planning and life-skills preparation.



Continue to apply for the Dual Credit Startup Grant. As well, develop more dual-credit courses based on student interest, teacher expertise and availability from local colleges, post-secondary institutions and businesses.



Work with Division employees who are journeypersons—chefs, cabinetmakers, millwrights, hairstylists—to develop more apprenticeship-level CTS courses.



Work with post-secondary institutions to explore the availability of free university-transfer courses.

Priority 2:

Enhance High-Quality Learning
and Working Environments



GOAL 1: Positive Learning and Working Environments

Assurance Domain: Learning Supports

Local Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe

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

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students with a classroom and school environment that is welcoming, inclusive, respectful and encourages a sense of belonging. In this environment, students are best able to learn and develop social responsibility. Equally important, is creating this same environment for EIPS staff so they, too, experience success and feel engaged.

Performance Measures

ASSURANCE SURVEY: WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING

- Teachers, families and students agree: students are safe at school, are learning the importance of caring for others, learning respect for others and are treated fairly in school.
- Families who agree teachers care about their child.
- Students who agree their teachers care about them.
- Students who agree they are safe at school.
- Families who agree their child is safe at school.
- Teachers, families and students who agree each child and youth belongs, is supported and is successful in his or her learning.

ASSURANCE SURVEY: CITIZENSHIP

- Teachers, families and students who are satisfied students model active citizenship.

ASSURANCE SURVEY: SPECIALIZED SUPPORTS

- Teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- Families satisfied with the special support their child receives at school.

EIPS STAFF ENGAGEMENT SURVEY

- The percentage of EIPS staff who agree:
 - I have the materials and equipment I need to do my work.
 - The mission, vision and goals of EIPS make me feel my job is important.
 - I receive recognition or praise for doing good work.
 - Someone at work cares about me as a person.
 - Overall, I am satisfied with my school or department as a place to work.

EIPS PARENT SURVEY

- Families agree school staff care about their child.
- Families agree their child's school expects students to behave responsibly, and if not, are dealt with fairly.

EIPS STUDENT SURVEY

- Students in grades 9 and 12 agree their school encourages learners to be responsible, respectful and engaged citizens
- Students in grades 9 and 12 feel the staff at their school care about them.
- Students in grades 9 and 12 agree the school expects students to behave responsibly, and if not, are dealt with fairly.



Priority Strategy for Education Plan

EIPS will continue its efforts to ensure its learning and working environments are welcoming, inclusive, respectful and safe.

Strategies include:



As part of the Division's pandemic recovery plan, the Board's allocating additional resources to each school to develop social and emotional well-being plans to support students negatively impacted by COVID-19.



Conduct an organizational health-needs assessment to determine COVID-19's impact on staff's social and emotional wellness. The Division will use the data to provide relevant staff wellness activities across its schools and departments.



Ensure the consistent implementation of all necessary health-and-safety protocols—required for the 2021-22 school year—across the Division.



Maintain the Division's Occupational Health and Safety Certificate of Recognition and address any factors that could affect EIPS' Certificate of Recognition status.



Continue to offer sessions and information related to health and wellness for families.



Co-ordinate with government agencies and community partners to provide professional learning, awareness and access to resources related to welcoming, inclusive, respectful and safe learning environments.



Revisit the current system program application and levelling processes to find efficiencies, reduce redundancies and ensure equity in resource allocations.

GOAL 2: Quality Infrastructure for All

Assurance Domain: Learning Supports

Local Outcome: Student learning is supported through the use of effective planning, management and investment in Division infrastructure

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

Background

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

Performance Measures

EIPS FACILITIES

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

EIPS TECHNOLOGY

- The number of schools completing the reconfiguring of Active Directory.
- The number of Central Services servers migrated to a virtual environment at the Central Data Centre.
- The number of school servers migrated to a virtual environment.
- The number of schools rewired to Category 6 standards.
- The number of schools funded with evergreening technology.
- The number of schools with fibre connections right to the curb.
- The number of schools with 100 Mbps bandwidth.
- The number of schools with 200 Mbps bandwidth.
- The number of schools with 300 Mbps bandwidth.
- The number of schools with 400 Mbps bandwidth.
- The number of schools with 500 Mbps bandwidth.

STUDENT TRANSPORTATION

- The number of bus riders at the end of June.
- The number of buses.
- The average bus ride time.
- The percentage of buses installed with GPS tracking systems.
- The number of families and students who participated in the Little Elk Island Adventure bus-safety program.

EIPS PARENT SURVEY

- The percentage of parents rating the physical condition of their child's school excellent, good or fair

EIPS STUDENT SURVEY

- Students in grades 9 and 12 rate the physical condition of their school as excellent, good or fair

Priority Strategy for Education Plan

Facility Services

Throughout the upcoming school year, Facilities Services will carry out the following strategies:

-  Eliminate the playground inspection costs in EIPS rural areas. Instead, the Division will train and certify building operators to conduct monthly inspections—saving EIPS roughly \$60,000 annually.
-  Focus on preventative strategies to reduce unscheduled breakdowns. Additionally, the Division will evenly distribute preventative maintenance work orders to minimize demand.
-  Work with municipalities to ensure joint-use agreements and planning agreements are in place, as per the *Municipal Government Act* and *Education Act*.
-  Establish an Infrastructure Maintenance and Renewal (IMR) plan for a three- to five-year period. The plan will enhance the Division's long-term project planning.
-  Continue to improve service delivery, with emphasis on 90-day overdue work orders.

Information Technologies

Throughout the upcoming school year, Information Technologies will carry out the following strategies:

-  *Enterprise* – The department will continue to support an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable IT environment. It will also continue to implement student and business information systems, infrastructure and cloud technology projects to maintain and facilitate changes to the education and business needs of the organization.
-  *Information* – The department will provide ease of access to information through Division-aligned data systems and processes. These include records management, the retention review process, student records transfer to a digital format, the development of the atrieve ERP, e-collect forms for efficiencies and migrating department files to SharePoint.
-  *Privacy and Security* – The department will continue to protect data by building a privacy, security and digital leadership culture. Strategies include access and role reviews for student information and business systems, multi-factor authentication, development of a disaster-recovery strategy and testing, and establishing a Cybersecurity Committee.

Student Transportation

Throughout the upcoming school year, Student Transportation will carry out the following strategies:

-  Develop online tools for schools, bus operators, parents, families and contractors to report incidents and facilitate the flow of information and tracking.
-  Complete the migration of the transportation software to a web-based version for improved co-ordination and dissemination of data.
-  Build a program focused on student management to help bus operators facilitate a safe ride for all students.

GOAL 3: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

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

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

Background

Lifelong learning is a value supported and promoted within the Division. In education, research points to teaching quality and school leadership as the most important factors in raising student achievement. For teachers, staff, school administrators and Division leaders to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills. Collectively, these lead to the implementation of the best educational practices and great learning for students. As such, it's critical to pay close attention to how new and experienced educators are trained and supported. The same is true for educational leaders and classified staff. Ultimately, when all staff have opportunities to learn and grow, in their respective areas, Elk Island Public Schools (EIPS) as a whole, flourishes.

Performance Measures

ASSURANCE SURVEY

- Teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.
- Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs.
- Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning.
- Teacher, family and student satisfaction with the overall quality of basic education.
- Teachers, families and students indicating their schools in their jurisdiction have improved or stayed the same in the last three years.
- Families satisfied with the overall quality of basic education.
- Families satisfied with the quality of teaching at their child's school.

EIPS PARENT SURVEY

- Families satisfied with the quality of education their child's receiving at their school.
- Families satisfied with the quality of teaching at their child's school.
- Families satisfied with the leadership at their child's school

EIPS STAFF ENGAGEMENT SURVEY

EIPS staff who agree:

- There is someone at work who encourages my professional learning.
- This last year, I have had opportunities at work to grow.
- My colleagues are committed to doing quality work.
- I receive recognition or praise for doing good work.

EIPS STUDENT SURVEY

- Students in grades 9 and 12 satisfied with the quality of education they're receiving.
- Students in grades 9 and 12 satisfied with the quality of teaching at their school.
- Students in grades 9 and 12 satisfied with the leadership at their school.



Priority Strategy for Education Plan

EIPS will continue its efforts to support and enhance the quality of teaching, learning and leading.

Strategies include:



Develop targeted and functional professional learning for classified and certificated staff focused on key competencies required for specific positions—using the Unified Talent software program to track competencies and required certifications.



Continue to develop onboarding sessions for new hires and comprehensive leadership-readiness workshops to ensure the successful transition and succession into new positions.



Continue to offer professional learning in response to student achievement results in literacy and numeracy.



Engage in pilot projects to test the efficacy of research-based practices on student learning. The Division will then use the results to determine what practices to integrate at a system level.



Priority 3:

Enhance Public Education
Through Effective Engagement

GOAL 1: Parent Engagement

Assurance Domain: Governance

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

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

Background

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

Performance Measures

ASSURANCE SURVEY

- Families and teachers satisfied with parental involvement in decisions about their child's education.
- Families agree their family is encouraged and supported in helping their child be successful in learning.

EIPS PARENT SURVEY

EIPS families who agree:

- they're satisfied with the opportunity to be involved in decisions at their child's school
- there is open and honest communication within their child's school
- the school keeps them informed about their child's progress and achievement
- the Division's commitment to engaging families in matters that affect public education
- the Division's commitment to advocating for public education

Priority Strategy for Education Plan

Fostering even more engagement with EIPS school families is an ongoing priority for EIPS.

Strategies include:

-  Continue to offer professional learning sessions and information to support families in engaging with their child about health and wellness topics—paying particular attention to social and emotional well-being plans to support students negatively impacted by COVID-19.
-  Provide resources to families about ways to support a child's growth in the areas of literacy, numeracy and career planning.
-  Implement the assurance framework with school families.
-  Continue to disseminate timely information internally and externally, so everyone within EIPS is well-informed and aware.
-  Continue to expand communication with EIPS families through updates, newsletters, news releases and social media platforms.
-  Continue to inform EIPS families about the initiatives and events taking place throughout the Division.
-  Continue to offer consistent experiences to ensure families learn about school results and provide input into the School Education Plan, the Division Four-Year Education Plan and EIPS budget priorities.
-  Build capacity of school council representatives by paying for each schools' membership with the Alberta School Councils Association and by sponsoring representatives to attend the annual conference.

GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

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

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

Background

Advocating for students, in a manner that affects sustainable funding and shapes educational policy, plays a critical role in delivering a strong educational system. Elk Island Public Schools (EIPS) is committed to enhancing policy and practices that best support students' learning needs and successes—from early learning through to high school completion, and beyond. Within EIPS, the Board of Trustees' role as an education advocate extends beyond the Division's boundaries. It continually and actively ensures local and provincial governments understand the Division's local issues and advocates strongly for excellence in public education. To do this, the Board develops and maintains an ongoing advocacy plan and strategically partners with other school boards and associations to strengthen its advocacy efforts.

Performance Measures

EIPS INTERNAL DATA

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

EIPS PARENT SURVEY

- Families satisfied with the Division's commitment to engaging families in matters that affect public education.
- Families satisfied with the Division's commitment to advocating for public education.

Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education is a continued priority in the 2021-22 school year.

Strategies include:



Promote effective communication and build relationships with elected officials.



Develop and maintain a focused advocacy plan for the 2021-22 school year.



Strategically partner with organizations and other school boards to enhance advocacy efforts.



Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.



Continue to work with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.



Continue to use the Division's public engagement strategy to guide all public engagement efforts—at the Division and school levels.



Develop new initiatives to engage and mobilize the Division's families and school communities.



RECOMMENDATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Use of Capital Reserves for Modular Connecting Links

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Calvin Wait, Director, Facility 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.

RECOMMENDATION:

That the Board of Trustees approve the use of Capital Reserves in 2020-21 for modular connecting links at Ardrossan Junior Senior High and SouthPointe School for \$30,000 and \$50,000, respectively.

BACKGROUND:

Modular connecting links are used to provide barrier free and weather proof access and utility hook-ups where site restrictions will not allow the modular to be directly connected to the school.

The Alberta Education Modular Classroom program does not provide funding for the construction of any required connecting links and the expectation is that school boards fund this from their current year operating funding or reserves. Similarly, any self-funded modular construction or moves would require the Division to also self-fund any required connecting links.

Based on current Division needs for modular classrooms, connecting links are required at Ardrossan Junior Senior High and SouthPointe School. Estimated costs are \$30,000 and \$50,000, respectively. Costs fluctuate between links depending on the location, utility layout, and other complexities. The Division expects that the work would progress over the summer of 2021 so the modulares would be ready for use by students in September 2021.

As shown in Attachment 1, there are adequate capital reserves to cover this cost in 2020-21, and the resulting carryforward reserve amounts are consistent Division planning for the 2021-22 Budget.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Following approval by the Board, Facility Services will commence work on the connecting links.

ATTACHMENTS:

1. Projected Capital Reserves 2020-21

**ELK ISLAND PUBLIC SCHOOLS
2020-21 Projected Financial Position**

Reserves						
	A	B	C	D	E	F = A+B+C+D+E
	Audited 31-Aug-20	Contributions /(Use)	Capital Effect	2020-21 Budget Transfer	Projection Transfer	Projected 31-Aug-21
CAPITAL RESERVES						
Facility Services	\$ 114,378	\$ 17,228	\$ (114,378)	\$ -	\$ -	\$ 17,228
Aging Equipment at Schools	197,957	-	-	(197,957)	-	\$ -
Wireless Improvements	342,164	-	(540,121)	197,957	-	-
Modular Connecting Link - Ardrossan Jr Sr	-	-	(30,000)	-	30,000	-
Modular Connecting Link - SouthPointe	-	-	(50,000)	-	50,000	-
EIPS Division Allocated	540,121	-	(620,121)	-	80,000	-
EIPS Division Unallocated	121,468	29,250	-	-	920,000	1,070,718
Projection	\$ 775,967	\$ 46,478	\$ (734,499)	\$ -	\$ 1,000,000	\$ 1,087,946
Budget	775,967	-	(654,499)	-	-	121,468
Variance - Budget to Projection	\$ -	\$ 46,478	\$ (80,000)	\$ -	\$ 1,000,000	\$ 966,478

B. Proceeds on disposal of unsupported assets year to date.

C. Use of reserves for Facility Services Vehicles, Wireless Improvements, and Modular Connecting Links.

D. Budgeted transfer from Aging Equipment at Schools to Wireless Improvements.

E. Transfers between (1) Division Unallocated reserves and Capital reserves for \$1 million (approved by Board in April 2021), and (2) proposed transfer from Capital Unallocated reserves to Capital Allocated reserves for Modular Connecting Links for \$80,000.



RECOMMENDATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Student Transportation 2020-21 Pandemic Fee Credit

ORIGINATOR: Lisa Weder, Director, Student Transportation

RESOURCE STAFF: Gurveer Chohan, Senior Planner, Student Transportation
Katie Thompson, Senior Planner, Student Transportation

REFERENCE: Policy 2: Role of the Board, Section 8.11
Administrative Procedure 505

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approve that Student Transportation assess a one-time credit in consideration of the pandemic to students that accessed busing for the entire 2020-21 school year as follows:

- **5% of the total transportation fee for students in Kindergarten-Grade 6**
- **10% of the total transportation fee for students in Grade 7-12**

BACKGROUND:

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

Student Transportation charges fees annually to students to recover costs incurred over and above transportation funding. Administrative Procedure 505 outlines the management and calculation of transportation fees. Given the pandemic and the option for EIPS students to access in-school learning quarterly, Student Transportation made an allowance for families to access busing at a pro-rated fee that would otherwise not be offered.

Student Transportation has also recognized that, because of the pandemic students have not had access to busing service as determined in a "regular year" because of school closures and quarantine procedures for close contact tracing. Therefore, Student Transportation is recommending that students that have accessed busing for the entire 2020-21 school year are assessed a transportation fee credit as set out in the above recommendation.



RECOMMENDATION REPORT

Although Student Transportation has not reduced service levels, savings on fuel has afforded this one-time credit offer to families as EIPS recognizes the pandemic may have an economic effect on families.

The breakdown of the fee credits is an estimated total of \$76,453 and will be absorbed within the 2020-21 Student Transportation budget. Credit percentages were calculated based on the average number of days the grade configurations below did not access busing due to school closures because of the pandemic. Fee credits will be applied through the EIPS payment portal which is accessed via the parent portal accounts. The breakdown by grade and eligibility is as follows for Eligible fees of \$100 and Ineligible fees of \$325:

Grade	Fee Description	% Credit	Total Students	Total Fees
Kindergarten – Grade 6	Eligible fee	5%	2117	\$9,771
Kindergarten – Grade 6	Ineligible fee	5%	1372	\$20,832
Grade 7 – Grade 12	Eligible fee	10%	2087	\$2,0760
Grade 7 – Grade 12	Ineligible fee	10%	775	\$25,090

COMMUNICATION PLAN:

Once approved Student Transportation will communicate to parents and fee credits will be applied to parent portal accounts which parents can use against next year's transportation or school fees.

ATTACHMENT(S):

1. [Administrative Procedure 505, School and Administrative Fees](#)
2. [Policy 17: Student Transportation Services](#)

Administrative Procedure 505

SCHOOL AND ADMINISTRATIVE FEES

Background:

The Division may charge fees to provide quality programs, enhanced learning experiences, and/or provide goods or services for students.

Definitions:

Administrative Fees:

include facility rental and lease rates, specialized student services fees charged to other school jurisdictions, student transportation fees, and Alberta non-resident and international student tuitions.

Core Course:

is any course of study in which enrolment is mandatory as per Alberta Education ECS to Grade 12.

Co-Curricular Activities:

Activities that take place during the school day.

Extra-Curricular Activities:

Activities that take place outside of the school day.

School Fees:

include other fees and optional course fees.

- **Optional course fees:**
Fees charged to cover a portion of the resources and materials provided in each specific non-core course—for example, band, fine arts, advanced placement, second languages, knowledge and employability, career and technology studies, etc.
- **Other fees:**
Fees charged by schools, including activity (field trip) fees, consumable fees, graduation, lunch supervision, student unions, athletics teams, clubs, fine arts groups, etc.

Procedures:

1. Administrative fees

1. [Board Policy 2: Role of the Board](#) establishes that the Board shall approve administrative fees annually.
2. Transportation fees
 1. Determination and approval process
 1. The Director of Student Transportation and the Division Principal shall consult with the Board on proposed fees at a Board Caucus meeting by demonstrating the need to charge the fee—supporting the amount with costs.
 2. Communication
 1. The Director of Student Transportation shall provide parents/guardians with an invoice in the spring of each year.
 2. Transportation fees are due June 30, prior to commencement of the new school year, unless on a payment plan.
 3. Parents/guardians shall be advised of payment options.
 4. In the event of financial hardship where a parent/guardian is unable to pay the transportation fees, the parent/guardian can apply for certain transportation fees to be waived using the [Application for Waiver of Fees](#) (Form 505-1).
 3. Payment plans
 1. The payment plan is a preauthorized debit offered over a six-month period, beginning September 20 and ending February 20.
 2. An administrative fee shall be applied to payment plans.
 4. Bus passes
 1. A bus pass shall be issued to each registered rider.
 2. Subsequent bus passes shall be provided at a replacement cost.
 5. Outstanding fees
 1. Prior to going to a collection agency, a reminder notice shall be communicated to the parent or guardian.
 6. Subsequent management and calculation processes
 1. Students who are new to the Division, or who enrol subsequent to the commencement of the school year or semester, shall be charged transportation fees using the following process:
 1. On or before the 15th of the month, students shall be charged as if they had registered at the beginning of the month.
 2. After the 15th of the month, students shall be charged fees for one-half of the month.
 2. Students who leave school prior to the end of the school year or semester shall be refunded transportation fees using the following process:
 1. On or before the 15th of the month, students shall be refunded for one half of the month. After the 15th of the month, students will not be refunded for the month.
 2. An administrative fee may be applied for all cancellations and refunds.

2. School fees

1. Determination and approval process
 1. The Board shall establish parameters for the determination of school fees.
 2. School fees shall be reviewed and determined annually for the upcoming school year according to the following process:
 1. The Principal shall consult with parents prior to setting, increasing or decreasing fees at a school council meeting.
 2. The Principal shall establish proposed fees by using the parameters set by the Board, Principal discretion, parent feedback and fee calculations tools.
 3. The Principal shall hold a second meeting with parents to share proposed fees and rationale for additions, increases or decreases.
 4. The Principal shall forward proposed school fees to the Superintendent or designate for review.
 5. The Board shall review and approve proposed fees at a public Board meeting.
 3. School fees:
 1. Shall be used within the school year and shall be set on a cost-recovery basis.
 2. Shall accompany course selection forms as estimated or proposed fees for the new school year.
 3. Shall be provided to parents or guardians before a student may try out for an extra-curricular or sports team.
 4. May be used for repair, maintenance and consumable supplies.
 5. May be used to hire supervision for the co-curricular activity.
 6. Shall not be used to purchase or replace capital equipment, as defined in [*Administrative Procedure 516: Capital Assets and Capital Projects*](#).
2. Fines
 1. Schools may charge a fine for lost or damaged materials, for example textbooks or equipment, on a cost-recovery basis at the discretion of the Principal.
 2. All non-payment of fines may be treated in a manner similar to non-payment of fees (see section 2.6 Outstanding Fees).
 3. An administrative charge may be assessed for all NSF cheques or default in payment plans.
3. Lunch supervision fees
 1. The Principal may provide lunch supervision through paid supervisors.
 2. Lunch supervision fees may only be charged if paid supervisors are employed.
 3. The lunch supervision expense shall be recorded against the fees collected.
4. Unacceptable fees and uses
 1. Fees shall not be charged for textbooks, mandatory workbooks, photocopying, printing or paper.
 2. Fees shall not be charged for materials or equipment related to core courses, other than activity (field trip) fees.

3. Fees, gifts and donations, and fundraising monies shall not be used for classroom instruction.
 4. Fees shall not be charged in lieu of fundraising.
 5. Damage deposits shall not be charged, with the exception of Next Step.
5. Communication
1. Schools shall provide students and parents or guardians with a list of approximate fees prior to registration.
 2. Schools shall post on their website by June 30 the proposed fees submitted to Alberta Education.
 3. Schools shall provide students and parents or guardians with an invoice at the beginning of the school year.
 4. School fees are due 30 days following assessment.
 5. In the event of financial hardship where the parent or guardian is:
 1. unable to pay the school fees, the parent or guardian can apply for certain school fees to be waived using the [Application for Waiver of Fees](#) (Form 505-1); and
 2. if eligible to have fees waived, the Principal has authority to waive remaining school fees at the same rate that is waived by the Secretary-Treasurer; or
 3. if ineligible to have fees waived and is unable to pay the full amount when due, the parent or guardian may contact the school to be advised of payment options such as installment payments. The Principal must approve payment options and the payment plan must be completed by April 30 of the current school year.
6. Outstanding fees
1. In addition to other communication methods schools may use, schools shall issue by mail or email a minimum of two reminder notices to parents or guardians with outstanding fees.
 2. The Secretary-Treasurer shall issue by mail a final notification letter to parents or guardians with outstanding fees, as authorized by the Principal, and shall advise that outstanding fees shall be forwarded to a collection agency by August 31.
7. Subsequent management and calculation processes
1. Regardless of fee payment status, students shall be able to participate in curricular activities.
 2. Schools may, at the discretion of the Principal, decide on a student's participation in co-curricular or extra-curricular activities due to unpaid fees.
 3. Schools can instruct students with a prior history of non-payment of fees to choose an option with a lower cost.
 4. Students who are new to the Division, or who enrol subsequent to the commencement of the school year or semester, shall be charged school fees using the following process:
 1. For non-semester schools, fees shall be charged on a prorated basis over a 10-month period.
 2. For semester schools, fees shall be charged on a prorated basis.

3. On or before the 15th of the month, students shall be charged as if they had registered at the beginning of the month. After the 15th of the month, students shall be charged fees for one-half of the month.
5. Determination of refunds:
 1. When fees are assessed, a statement regarding refunds should be outlined on each activity or event as follows:
 1. Refunds will be issued when students are unable to participate in this activity; or
 2. Refunds are available for the registration portion only. The cost of busing cannot be refunded; or
 3. We are unable to issue refunds for this activity—for example, fixed costs.
6. Students who leave school prior to the end of the school year or semester shall be refunded school fees using the following process:
 1. For non-semester schools, refunds shall be calculated on a prorated basis over a 10-month period.
 2. For semester schools, refunds shall be calculated on a prorated basis.
 3. On or before the 15th of the month, students shall be refunded for one half of the month. After the 15th of the month, students shall not be refunded for the month.
 4. All refunds for students leaving the school shall be paid within 30 days.
7. In the event of a refund, credits on account will be applied in the following order:
 1. Outstanding fees
 2. Left on account for future fees
 3. Transferred to sibling fees, on request
 4. By cheque
8. Surplus funds
Any funds remaining in a program for extra-curricular teams or clubs, activities, or courses may be used to sponsor a final class/team activity or event. If the funds are over \$10/student/program, the plan to use or refund surpluses shall be documented on a prescribed form and sent to the Secretary-Treasurer for review with the Superintendent. If possible, plans should be reviewed with the school council before submission.

Reference:

Sections 13, 19, 21, 23, 32, 33, 52, 53, 57, 59, 68, 196, 197, 204, 222, 225, 257 *Education Act*
School Fees Regulation 95/2019
School Transportation Regulation 95/2019
Board Policy 2: Role of the Board

Board Policy 17: Student Transportation Services
Board Policy 23: School Fees

Last updated: March 2021

Policy 17

STUDENT TRANSPORTATION SERVICES

The Board believes that the safe, caring, and efficient transportation of students provides for equitable access to programming.

The Board may provide enhanced transportation services to those students who, according to the School Transportation Regulation, are ineligible for transportation funding.

1. Student transportation eligibility

1. Transportation shall be provided, for a fee, to eligible students. A student is eligible for transportation when:
 1. the parents/guardians reside 2.4 kilometres or more from the school they have been designated to attend, or have been directed to attend by the Superintendent or designate; and/or
 2. the parents/guardians reside 2.4 kilometres or more from the school they have been designated to attend for a French Immersion, bilingual, or special education program.
2. The Board may provide transportation for special needs students who reside less than 2.4 kilometres from their designated school where deemed necessary by the Superintendent or designate.
3. Temporary eligibility may be granted at the discretion of the Superintendent or designate in new subdivisions until sidewalks or permanent streets are completed.

2. Enhanced student transportation

1. Enhanced busing service:
 1. may be made available, for a fee, to students who reside less than 2.4 kilometres from and attend their designated school;
 2. may be made available, for a fee, to students who attend a school/program other than their designated school;
 3. shall be limited to available space on existing school buses, and offered on a first come first serve basis;
 4. shall be offered providing there is no significant diversion from regular routing;
 5. shall be determined on an annual basis; and
 6. requires that parents/guardians pay a fee for service.
2. Supplemental busing service
 1. may be made available, for a fee, to students who are accessing an additional bus to/from an alternate address providing:
 1. there is available space on the bus;
 2. there is no significant diversion from regular routing; and
 3. parents/guardians have paid a fee for service.

3. Provision of transportation services

1. Transportation services shall normally be provided by contract. The Board's representative for the purposes of administration of agreements shall be the Superintendent or designate.

2. Where it is feasible and fiscally responsible, the Superintendent or designate may make other busing agreements and inform the Board as such.
4. **Transportation fees**
 1. Transportation fees shall be paid prior to accessing busing.
 2. Payment options shall be made available for transportation fees.
 3. A waiver process shall be in place for transportation fees to the designated school.
 4. Student transportation fees shall be reviewed and approved annually by the Board.

Reference:

Sections 7, 11, 52, 53, 59, 59.1, 222 *Education Act*
School Transportation Regulation 96/2019

Last Reviewed	Last Updated
Dec. 8, 2020	Feb. 20, 2020



INFORMATION REPORT

DATE: May 26, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent, Education Executive

SUBJECT: 2020-2021 Summer Projects Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Robert Derech, Assistant Director, Projects and Planning, Facility Services
Mike Desautels, Assistant Director, Operations and Maintenance, Facility Services
Darcie Bennett, Manager, Contract Services
Michelle Kowalchuk, Project Assistant, Projects and Planning, Facility Services

REFERENCE:

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, managing, and investment in division infrastructure.

ISSUE:

That the Board of Trustees receive the Facility Services 2020-2021 Summer Projects Plan for information purposes.

BACKGROUND:

The Facility Services Department is preparing for the Department's summer projects season. There are projects currently planned and identified in the accompanying all-inclusive attachment.

As we continue to face and work through the challenges of COVID 19 and the unprecedented paradigm shift in business as usual, the Facility Services Department is preparing for the summer projects season. There are 231 Infrastructure Maintenance Renewal (IMR), seven Capital Maintenance Renewal (CMR) and 326 Operations and Maintenance projects currently planned. The projects are identified in the accompanying all-inclusive attachment.

As of May 11, 2021, included is \$7.869 million dollars in IMR funded projects for the 2020/2021 school year and \$2.456 million dollars in CMR funds recently granted to the Division. \$2.210 million dollars in CMR projects have been allocated thus far.

In early November 2020 a Modular Classroom Request was submitted to Alberta Education for the removal and relocation of six modular classrooms.

Upon approval from Alberta Education, which to date has not been received, the following modular classrooms will be relocated.

To SouthPointe – two type A Modus units from Pine Street and two type A Modus units from Campbelltown

To Ardrossan Junior Senior High – two type A Modus units from Campbelltown

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

- Closeout of the Heritage Hills Elementary Replacement School including completion of seasonal deficiencies and securities release discussions with Strathcona County.
- Closeout of Wye Elementary School demolition seasonal deficiencies and reclamation of the site.

The major summer IMR Project highlights this year include:

- Air handling unit replacement at Ardrossan Junior Senior High
- Phase Three air handling unit upgrade at Bev Facey Community High
- Replace two air handling units at Brentwood Elementary School
- Phase One CCTV surveillance camera installations
- Front entrance upgrade and repair at Salisbury Composite High
- Data Cabling Upgrade to CAT 6 at Ardrossan Junior Senior High and Rudolph Henning Junior High
- HVAC (Heating Ventilating and Air Conditioning) system upgrade at Fort Saskatchewan High
- Water flow monitoring at all Division schools
- Fort Saskatchewan High Phase Two Façade Upgrade including roofing repairs
- Vegreville Composite High Outreach relocation project
- Salisbury High School Outreach relocation project
- Lamont High School kitchen exhaust project

The CMR projects identified thus far include:

- Acoustic ceiling and lighting replacement at École Campbelltown and James Mowat Elementary
- Electrical distribution replacement at Lamont Elementary School
- Unit ventilator, pump, and fire alarm replacement at Sherwood Heights Junior High
- Electrical distribution replacement at Vegreville Composite High
- Air distribution micro duct and ceiling replacement at Wes Hosford Elementary



INFORMATION REPORT

The 2021/2022 school year IMR plan is in the process of development with anticipated presentation in June.

CURRENT SITUATION OR KEY POINT:

Projects are determined by several methods:

- Facility Condition Indexing – annual inspections by Government consultants and results documented with Alberta Infrastructures VFA facility condition reports
- Feedback from School Administrators
- Feedback from Operations and Maintenance staff
- Facility Services Management walk abouts

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

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

ATTACHMENT(S):

1. 2020/2021 Board Excel Summer Projects list.xlsx

Updated May 12, 2021

2020 - 2021 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
A.L. HORTON ELEMENTARY		
	Fire extinguisher inspections and servicing	Fall
	Fire alarm systems inspections and servicing	Fall
	Dryer Duct Cleaning	Spring
	Kindergarten Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Electrical Main Distribution Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Water Flow Monitoring	Spring/Summer
ANDREW SCHOOL		
	Electrical Main Distribution Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Fire extinguisher inspections and servicing	Fall
	Fire alarm systems inspections and servicing	Fall
	Dust collector servicing and inspections	Spring
	Sprinkler system inspection and Back Flow inspection	Fall
	Dryer Duct Cleaning	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/summer
	Signage	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Sprinkler Repair	Spring/Summer
ARDROSSAN ELEMENTARY		
	Annual Basketball Backboard Support and Power Systems	Spring
	Electrical Main Distribution Preventative Maintenance	Summer
	Fire extinguisher inspections and servicing	Summer
	Sprinkler system servicing and Back Flow inspection	Summer
	Dryer Duct Cleaning	Spring
	Fire alarm systems inspections and servicing	Summer
	Gym Floor Re-Coating	Summer
	HVAC System Preventative Maintenance	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	Parking Lot Line Painting	Summer
	Gym Floor Re-Coating	Summer
	Modular Heat Trace	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Playground - Design and Installation	Spring/Summer
	Roofing Repairs	Spring/Summer
ARDROSSAN JUNIOR SENIOR HIGH		
	Dust collector servicing and inspections	Spring
	Fire extinguisher inspections and servicing	Summer
	Inpections of kitchen fire suppression systems	Summer
	Sprinkler system servicing and back flow inspections	Summer
	Fire alarm systems inspections and servicing	Summer
	Commercial kitchen exhaust cleaning	Spring
	Dryer Duct Cleaning	Spring
	Drop down fire doors Inspection	Summer
	Clean grease traps and sump pits	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Electrical Main Distribution Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Parking Lot Line Painting	Summer
	High Cleaning gym, atriums, theatre, band room, carpentry shop	Spring
	Overhead Door Inspection	Summer
	CCTV Camera Installation	Spring/Summer
	Security Gate - FS 153	Spring
	Air Handling Unit Replacement	Summer
	Data Cabling	Summer

	Signage	Spring/Summer
	Carbon Monoxide Detector installation	Spring/Summer
	Elevator Inspection	Spring/Summer
	Modular Relocation	Summer
BEV FACEY COMMUNITY HIGH		
	HVAC System Preventative Maintenance	Summer
	Paint parking lot lines	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Locker door changes	Spring
	Dust collector servicing and inspections	Spring
	Sprinkler system servicing and Back Flow inspections	Summer
	Commercial kitchen exhaust cleaning	Spring
	Sewer line flushing	Summer
	Inspections of kitchen fire suppression systems	Summer
	Emergency generator testing	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Gas Detector semi annual testing/recalibration	Summer
	Dryer Duct Cleaning	Spring
	Clean grease traps and sump pits	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	High Cleaning of Both Gyms	Spring
	Overhead Door Inspection	Summer
	CO Detectors (Boiler Room)	Spring
	CO Detectors (Automotive Shop) - Added to Phase One Schools	Spring
	Signage	Spring/Summer
	AHU - Phase 3 South Penthouse Upgrade	Summer
	Strobe Light - Emerg. Not. - OH&S HR	Summer
	Elevator Inspection	Spring/Summer
BRENTWOOD ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Fire extinguisher inspections and servicing	Summer
	Sprinkler system servicing and Back Flow inspections	Summer
	Fire alarm systems inspections and servicing	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	Intercom Replacement	Summer
	Carbon monoxide detectors install	Spring/Summer
	Classroom Millwork and Countertops (FS 153/154)	Summer
	Water Flow Monitoring	Spring/Summer
BRUDERHEIM SCHOOL		
	Fire extinguisher inspections and servicing	Fall
	Fire alarm systems inspections and servicing	Fall
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	HVAC System Preventative Maintenance	Summer
	Back-Flow Inspection	Summer
	CCTV Camera Installation	Spring/Summer
	Water Flow Monitoring	Spring/Summer
CLOVER BAR JUNIOR HIGH		
	HVAC System Preventative Maintenance	Summer
	Paint hallways	Spring
	Dust collector servicing and inspections	Spring
	Emergency generator testing	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Sewer line flushing	Summer
	Dryer Duct Cleaning	Spring
	Clean grease traps and sump pits	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	High Cleaning Gym and Carpentry Shop	Spring
	Rooftop Cooling Unit - Design & Construction	Spring/Summer
	Carbon monoxide detectors install	Spring/Summer
	Asphalt Repair - Rear Parking Entrance	Summer
	Flooring Replacement FS117, 117A, 118, 118A - Infirmary area	Spring

	Water Flow Monitoring	Spring/Summer
DAVIDSON CREEK ELEMENTARY		
	Annual Basketball Backboard Support and Power Systems	Spring
	Landscape Inspection	Spring
	Sprinkler system servicing and Back-Flow inspections	Summer
	Fire alarm systems inspections and servicing	Summer
	Dryer Duct Cleaning	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Fire Extinguishers inspection and servicing	Summer
	Elevator Inspection	Spring/Summer
	Water Flow Monitoring	Spring/Summer
ÉCOLE CAMPBELLTOWN ELEMENTARY		
	Back Flow Inspection	summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Modify/repair modular skirting	Spring
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	HVAC System Preventative Maintenance	Summer
	Signage	Spring/Summer
	Video Intercom System	Summer
	Modular Heat Trace	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Modular Relocation	Summer
	CMR - Acoustic Ceiling & Interior Lighting Replacement	Summer
ÉCOLE PARC ÉLÉMENTAIRE		
	Annual Basketball Backboard Support and Power Systems	Spring
	HVAC System Preventative Maintenance	Summer
	Fire extinguisher inspections and servicing	Spring
	Fire alarm systems inspections and servicing	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	Signage	Spring/Summer
	Carbon Monoxide Detectors	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Window Replacement	Summer
	Elevator Inspection	Spring/Summer
	Water Flow Monitoring	Spring/Summer
EIPS CENTRAL OFFICE		
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Overhead Door Inspection	Summer
	Human Resources File Room Flooring	Spring/Summer
	Water Flow Monitoring	Spring/Summer
FORT SASKATCHEWAN CHRISTIAN		
	Grounds Maintenance	Spring/Summer
	Sprinkler systems servicing and Back Flow inspections	Spring
	Fire extinguisher inspections and servicing	Spring
	Fire alarm systems inspections and servicing	Spring
	Dryer Duct Cleaning	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Signage	Spring/Summer
	Video Intercom System	Summer
	Elevator Inspections and Maintenance	Spring/Summer
FORT SASKATCHEWAN ELEMENTARY		
	Annual Basketball Backboard Support and Power Systems	Spring
	Sprinkler systems servicing and inspections	Spring
	Fire extinguisher inspections and servicing	Spring

	Fire alarm systems inspections and servicing	Spring
	Dryer Duct Cleaning	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	HVAC System Preventative Maintenance	Summer
	Signage	Spring/Summer
	Water Flow Monitoring (includes FSC)	Spring/Summer
	Video Intercom System	Summer
FORT SASKATCHEWAN HIGH		
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dust collector servicing and inspections	Spring
	Septic system cleaning	Spring
	Commercial kitchen exhaust cleaning	Spring
	Sprinkler systems servicing and Back Flow inspections	Spring
	Inspections of kitchen fire suppression systems	Spring
	Sewer line flushing	Summer
	Dryer Duct Cleaning	Spring
	Clean grease traps and sump pits	Summer
	Custodial Summer Cleaning Regime	Summer
	Parking Lot Line Painting	Summer
	Mechanical Upgrade	Summer
	Facade Upgrades and Roof Replacement - Phase Two	Summer
	Elevator Inspections	Spring/Summer
	Water Flow Monitoring	Spring/Summer
F.R. HAYTHORNE JUNIOR HIGH		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Sprinkler systems servicing and Back Flow inspections	Summer
	Fire extinguisher inspections and servicing	Summer
	Dust collector servicing and inspections	Spring
	Fire alarm systems inspections and servicing	Summer
	Grounds Maintenance	Spring/Summer
	Custodial Summer Cleaning Regime	Summer
	Office renovations	Summer
	Washroom Flooring	Spring
	High Cleaning gyms, atrium, and drama room and carpentry shop	Spring
	Signage	Spring/Summer
	Boilers and Controls Upgrade	Summer
	Elevator Inspections	Spring/Summer
	Washroom Signage Update	Summer
	Roof Investigation Report	Spring/Summer
	Water Flow Monitoring	Spring/Summer
FULTONVALE ELEMENTARY JUNIOR HIGH		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Modify riser on exist steps on east modulars	Summer
	Parking Lot Line Painting	Summer
	Dust collector servicing and inspections	Spring
	Emergency fire pump maintenance	Summer
	Drop down fire doors Inspection	Summer
	Sprinkler systems servicing and Back Flow inspections	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	High Cleaning Gym and Carpentry Shop	Spring
	CCTV Camera Installation	Spring/Summer
	Solar Lighting - Pilot Project - FS 122	Summer
	Accessible Door Upgrade	Spring/Summer
	Intercom System Replacement	Summer
	Water Flow Monitoring	Spring/Summer
GLEN ALLAN ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer

	Paint front entrance doors	Summer
	Paint music room	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Custodial Summer Cleaning Regime	Summer
	Carbon Monoxide Detector Installation	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Roofing Investigation Report	Spring/Summer
HERITAGE HILLS ELEMENTARY		
	Custodial Summer Cleaning Regime	Summer
	Electrical Main Distribution Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Fire Sprinkler system inspection and Back flow inspection	Summer
	Dryer Duct Cleaning	Summer
	Additional Flagpole(s)	Summer
	Blinds	Spring/Summer
	Whiteboards	Spring/Summer
	Boot Racks	Spring/Summer
	Elevator Inspections	Spring/Summer
	Water Flow Monitoring	Spring/Summer
JAMES MOWAT ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Sprinkler systems servicing and inspections	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	CCTV Cameral Installation	Spring/Summer
	Signage	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	CMR - Acoustic Ceiling and Interior Lighting Replacement	Summer/Fall
LAKELAND RIDGE		
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Fire extinguisher inspections and servicing	Summer
	Dust collector servicing and inspections	Spring
	Sprinkler systems servicing and Back Flow inspections	Summer
	Drop down fire doors Inspection	Summer
	Fire alarm systems inspections	Summer
	Dryer Duct Cleaning	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Signage	Spring/Summer
	Elevator Inspections	Spring/Summer
	Water Flow Monitoring	Spring/Summer
LAMONT ELEMENTARY		
	Annual Basketball Backboard Support and Power Systems	Spring
	Fire extinguisher inspections and servicing	Summer
	Kitchen Fire System inspection and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Grounds Maintenance	Spring/Summer
	Signage	Spring/Summer
	Air Handling Unit - Gymnasium (Rooftop)	Summer
	Elevator Inspections	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Flooring Replacement - Kindergarten Wing - Second floor	Summer
	Water Flow Monitoring	Spring/Summer
	CMR - Electrical Distribution Replacement	Summer
LAMONT HIGH		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer

	Dust collector servicing and inspections	Spring
	Dryer Duct Cleaning	Spring
	Custodial Summer Cleaning Regime	Summer
	Parking Lot Line Painting	Summer
	Grounds Maintenance	Spring/Summer
	Kitchen Exhaust Upgrade	Spring
	CCTV Camera Installation	Spring/Summer
	Flooring Replacement - West Wing (with Abatement)	Summer
	Gym Floor Repair - (incl. center court logo)	Summer
	Roofing Investigation Report	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Exterior Tile Replacement	Summer
MILLS HAVEN ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Grounds Maintenance	Spring/Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dryer Duct Cleaning	Spring
	Custodial Summer Cleaning Regime	Summer
	Carbon Monoxide Detectors installation	Spring/Summer
	Front Grading (Coring/Library Carpet)	Summer
	Classroom Millwork (and Countertops)	Summer
	Water Flow Monitoring	Spring/Summer
MUNDARE SCHOOL		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Sprinkler systems servicing and Back Flow inspections	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dryer Duct Cleaning	Spring
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	Parking Lot Line Painting	Summer
	Gym Floor Re-Coating	Summer
	Signage	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Water Flow Monitoring	Spring/Summer
PINE STREET ELEMENTARY		
	Grounds Maintenance	Spring/Summer
	HVAC System Preventative Maintenance	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	LED Lighting Upgrade	Summer
	Back Flow Inspections	Summer
	Carbon Monoxide Detectors installation	Spring/Summer
	Elevator Inspections	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Façade/Exterior Wall Repair	Summer
	Locker Replacement	Summer
	Video Intercom System	Summer
	Intercom System Replacement	Summer
	Motion Sensors - Pilot School	Summer
RUDOLPH HENNIG JUNIOR HIGH		
	Annual Basketball Backboard Support and Power Systems	Spring
	Grounds Maintenance	Spring/Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Emergency generator testing	Summer
	Sprinkler systems servicing and Back Flow inspections	Summer
	Dust collector servicing and inspections	Spring
	Dryer Duct Cleaning	Spring
	Custodial Summer Cleaning Regime	Summer
	Electrical Main Distribution Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Data Cabling	Summer
	Light standards in front parking lot	Summer

	Elevator Inspections	Spring/Summer
	Water Flow Monitoring	Spring/Summer
SALISBURY COMPOSITE HIGH		
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dust collector servicing and inspections	Spring
	Sewer line flushing	Summer
	Inspections of kitchen fire suppression systems	Summer
	Emergency generator testing	Summer
	Back Flow Inspections	Summer
	Dryer Duct Cleaning	Spring
	Clean grease traps and sump pits	Summer
	Custodial Summer Cleaning Regime	Summer
	Overhead Door Inspection	Summer
	SPO relocation to SAL - FS 108 and FS 141 - Art Room Relocation	Summer
	Administration Office Renovation- FS 1009	Summer
	Washroom Upgrades	Summer
	Elevator Inspections	Spring/Summer
	Front Vestibule Repair	Summer
	Venting Upgrade - Food Studies	Summer
	Flooring Replacement (Chemistry Lab) FS 177	Summer
SHERWOOD HEIGHTS JUNIOR HIGH		
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dust collector servicing and inspections	Spring
	Replace Hot Water Tank	Spring
	Custodial Summer Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Physical Activity Room Flooring	Summer
	Elevator Inspections	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Roofing Investigation Report	Spring/Summer
	CMR - Unit Ventilator and Pump Replacement	Summer
	CMR - Fire alarm replacement	Summer
SOUTHPOINTE SCHOOL		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Parking Lot Line Painting	Summer
	Grounds Maintenance	Spring/Summer
	Fire extinguisher inspections and servicing	Summer
	Sprinkler systems servicing and inspections	Summer
	Fire alarm systems inspections	Summer
	Dust collector servicing and inspections	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	BMS System Update for new modular	Summer
	Sprinkler System for new modular	Summer
	Install exit stairs for new modular	Summer
	Modular Drainage	Summer
	Structural Review Project	Spring/Summer
	Modular Heat Trace	Summer
	South Modular Cooling	Summer
	Modular Relocation - Design and Relocation	Summer
UNCAS ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Fire extinguisher inspections and servicing	Summer
	Replace gym lighting	Spring
	Fire alarm systems inspections and servicing	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	Electrical Main Distribution Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Grounds Maintenance	Spring/Summer
	Air Handling Unit Replacement - Design phase	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Roofing Investigation Report	Spring/Summer
	Water Flow Monitoring	Spring/Summer

VEGREVILLE COMPOSITE HIGH		
	Annual Basketball Backboard Support and Power Systems	Spring
	Commercial kitchen exhaust cleaning	Summer
	Inspections of kitchen fire suppression systems	Summer
	Dust collector servicing and inspection	Spring
	Sprinkler systems servicing and inspections	Summer
	Paint booth fire system inspection	Summer
	Sewer line flushing	Summer
	Gas Detector semi annual testing/recalibration	Summer
	Dryer Duct Cleaning	Spring
	Clean grease traps and sump pits	Summer
	Custodial Summer Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Spring/Summer
	Overhead Door Inspection	Summer
	Fire Inspections and Deficiencies	Summer
	Roofing Investigation Report	Spring/Summer
	Flooring Replacement (FS 55 and stairwell)	Summer
	Exterior Ramp	Summer
	Water Flow Monitoring	Spring/Summer
	Elevator Inspections	Spring/Summer
	Learning Common Upgrade	Summer
	Outreach and Staff Room Relocation	Summer
	CMR - Main Electrical Distribuion Replacement	Summer
WESTBORO ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Annual Basketball Backboard Support and Power Systems	Spring
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dryer Duct Cleaning	Spring
	Custodial Summer Cleaning Regime	Summer
	Grounds Maintenance	Spring/Summer
	Back Flow Inspection	Summer
	Carbon Monoxide Detectors installation	Spring/Summer
	Water Flow Monitoring	Spring/Summer
WES HOSFORD ELEMENTARY		
	HVAC System Preventative Maintenance	Summer
	Portable touch-ups or repaint	Spring
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Custodial Summer Cleaning Regime	Summer
	Wes Hosford East Drainage	Summer
	Parking Lot Line Painting	Summer
	Grounds Maintenance	Spring/Summer
	Gym Floor Re-Coating	Summer
	Air Handling Unit Replacement - Gymnasium	Summer
	Carbon Monoxide Detector installation	Spring/Summer
	Water Flow Monitoring	Spring/Summer
	Elevator Inspections	Spring/Summer
	CMR - Air Distribution Microduct Replacement, Ceiling and Interior Lighting	Summer
WIN FERGUSON ELEMENTARY		
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Dryer Duct Cleaning	Spring
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Parking Lot Line Painting	Summer
	Grounds Maintenance	Spring/Summer
	CCTV Camera Installation	Spring/Summer
	Roofing Investigation Report	Spring/Summer
	Water Flow Monitoring	Spring/Summer
WOODBRIDGE FARMS ELEMENTARY		
	Grounds Maintenance	Spring/Summer
	Remove library shelving	Spring
	Repaint doors and frames	Summer
	Fire extinguisher inspections and servicing	Summer
	Fire alarm systems inspections and servicing	Summer
	Gym Floor Re-Coating	Summer
	Custodial Summer Cleaning Regime	Summer

	HVAC System Preventative Maintenance	Summer
	Roofing Investigation Report	Spring/Summer
	Intercom System Replacement	Summer
	Flooring Replacement - FS 42 area	Summer
	Flooring Replacement - FS 11	Summer
	Water Flow Monitoring	Spring/Summer
Various		
	Paint fire gates	Summer
	Paint pipe rail at various locations	Summer
	Roof inspections	Spring