



**BOARD OF TRUSTEES  
ELK ISLAND PUBLIC SCHOOLS**

REGULAR  
SESSION

**THURSDAY, DECEMBER 16, 2021**

Board Room  
Central Services  
Administration Building

**AGENDA**

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

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- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**  
4.1 Board Meeting – Nov. 25, 2021 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)  
5.1 Board Chair Orientation – Nov. 26, 2021  
5.2 System Assurance Review – Nov. 1-30, 2021  
5.3 ASBA Curriculum Engagement Session – Dec. 1, 2021  
5.4 Board Retreat – Dec. 6-7, 2021  
5.5 Board and Local ATA Dinner – Dec. 8, 2021
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)  
6.1 System Assurance Review – Nov. 1-30, 2021  
6.2 ASBA Curriculum Engagement Session – Dec. 1, 2021  
6.3 Board Retreat – Dec. 6-7, 2021
7. **COMMENTS FROM THE PUBLIC AND STAFF  
GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORT** J. Shotbolt (verbal)  
Meeting held Dec. 3, 2021
9. **ATA LOCAL REPORT** D. Zielke (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
- NEW BUSINESS**
10. **BUSINESS ARISING FROM IN CAMERA**

**COMMITTEE REPORT**

11. **STUDENT EXPULSION COMMITTEE** R. Footz  
Meetings held Dec. 1, 2021 (verbal)

**REPORTS FOR INFORMATION**

12. **BULLYING AWARENESS AND PREVENTION WEEK 2021** M. Liguori/M. Reed  
(encl.)
13. **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2021 TO  
NOV. 30, 2021** M. Liguori/L. Lewis  
(encl.)
14. **TRUSTEES' REPORTS/NOTICES OF MOTIONS/REQUESTS  
FOR INFORMATION** (verbal)

ADJOURNMENT

## RECOMMENDATIONS TO DEC. 16, 2021 BOARD OF TRUSTEES

2. That the Board meet In Camera.  
That the Board revert to Regular Session.

### *Land and People Acknowledgement*

3. That the Agenda be adopted as amended or as circulated.
- 4.1. That the Board of Trustees approve the Minutes of Nov. 25, 2021 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive for information the Chair report.
6. That the Board of Trustees receive for information the Superintendent report.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
10. *Business Arising from In Camera.*
11. That the Board of Trustees receive for information the report from the Student Expulsion Committee meetings held Dec. 1, 2021.
12. That the Board of Trustees receive for information the Bullying Awareness and Prevention Week report.
13. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2021 to Nov. 30, 2021, for Elk Island Public Schools.



# BOARD MEETING MINUTES

**November 25, 2021**

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Nov. 25, 2021, in the Board Room, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Boymook calling the meeting to order at 9:01 a.m.

## **BOARD MEMBERS PRESENT**

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

## **BOARD MEMBER ABSENT**

J. Shotbolt

## **ADMINISTRATION PRESENT**

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

## **CALL TO ORDER**

Meeting called to order at 9:01 a.m. with all trustees noted above in attendance with the exception of Vice-Chair Holowaychuk.

## **IN CAMERA SESSION**

**180/2021** | Trustee Irwin moved: That the Board meet in camera (9:01 a.m.).

*CARRIED UNANIMOUSLY*

**181/2021** | Trustee Miller moved: That the Board revert to regular session (10:01 a.m.).

*CARRIED UNANIMOUSLY*

*The Board recessed at 10:01 a.m. and reconvened at 10:11 a.m. with all trustees noted above in attendance with the exception of Vice-Chair Holowaychuk.*

## **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 entered into, 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 called for additions or deletions to the Agenda.

182/2021 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair called for confirmation of the Oct. 28, 2021 Board Organizational Meeting Minutes.

183/2021 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of Oct. 28, 2021 Board Organizational Meeting, as circulated.

*CARRIED UNANIMOUSLY*

Board Chair called for confirmation of the Oct. 28, 2021 Board Meeting Minutes.

184/2021 | Trustee Allen moved: That the Board of Trustees approve the Minutes of Oct. 28, 2021 Board Meeting, as circulated.

*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Boymook presented the Chair's report.

185/2021 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.

*CARRIED UNANIMOUSLY*

## **SUPERINTENDENT REPORT**

Superintendent Liguori presented the Superintendent's report.

186/2021 | Trustee Sorochan moved: That the Board of Trustees receive the Superintendent's report for information.

*CARRIED UNANIMOUSLY*

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

No comments, presentations and delegations were presented.

## Association and Local Reports

### ASBA ZONE 2/3 REPORT

Trustee Allen presented to the Board the report from the ASBA Zone 2/3 meeting held on Nov. 5, 2021.

187/2021 | Trustee Allen moved: That the Board of Trustees receive the report from the representative of the ASBA ZONE 2/3 for information.

*CARRIED UNANIMOUSLY*

### ATA LOCAL REPORT

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

188/2021 | Trustee Allen 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.

### UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2021

Director Lewis presented to the Board for approval the Unaudited Accumulated Surplus at Aug. 31, 2021.

189/2021 | Trustee Irwin moved: That the Board of Trustees approve the transfer of \$6,587,083 from unrestricted surplus to internally restricted operating reserves to offset the net result of 2020-21.

*CARRIED UNANIMOUSLY*

### 2021 AUDITED FINANCIAL STATEMENTS

Director Lewis presented to the Board the 2021 Audited Financial Statements for the year ended Aug. 31, 2021.

*Vice-Chair Holowaychuk arrived at 10:35 a.m.*

MNP LLP Audit Partner B. Waser shared there were no concerns with the Elk Island Public Schools' 2021 Audited Financial Statements. A clean audit opinion will be given.

190/2021 | Trustee Sorochan moved: That the Board of Trustees approve the Aug. 31, 2021 Audited Financial Statements.

*CARRIED UNANIMOUSLY*

## **BOARD COMMITTEE REPRESENTATIVES LIST 2021-22**

Board Chair Boymook presented to the Board the Board Committee Representatives List for 2021-22.

**191/2021** | Trustee Footz moved: That the Board of Trustees approve the 2021-22 Board Committee Representatives List, as presented.

*CARRIED UNANIMOUSLY*

## **ACTING CHAIR SCHEDULE 2021-22**

Board Chair Boymook presented to the Board the 2021-22 schedule for the position of Acting Chair to serve in the absence of the Chair and Vice-Chair, as presented.

**192/2021** | Vice-Chair Holowaychuk moved: That the Board of Trustees approve the 2021-22 schedule for the position of Acting Chair to serve in the absence of the Chair and Vice-Chair as presented.

*CARRIED UNANIMOUSLY*

Board Chair Boymook noted that a motion may be made to amend the schedule at any time should urgent matters arise.

## **TRUSTEE SCHOOL LIAISON LIST 2021-22**

Board Chair Boymook presented to the Board the Trustee School Liaison List for 2021-22.

**193/2021** | Trustee Miller moved: That the Board of Trustees approve the 2021-22 Trustee School Liaison List, as presented.

*CARRIED UNANIMOUSLY*

## **ANNUAL EDUCATION RESULTS REPORT**

Associate Superintendent Stoddard presented to the Board the 2020-21 Annual Education Results Report and Overview for approval.

**194/2021** | Trustee Footz moved: That the Board of Trustees approve the Elk Island Public Schools' Annual Education Results Report 2020-21 and the Annual Education Results Report Overview 2020-21, as presented.

*CARRIED UNANIMOUSLY*

*The Board recessed at 11:49 a.m. and reconvened at 11:54 a.m. with all trustees noted above in attendance.*

## **2021-22 FALL BUDGET REPORT**

Secretary-Treasurer Cole and Director von Tettenborn presented to the Board the 2021-22 Fall Budget Report.

**195/2021** | Trustee Seutter moved: That the Board of Trustees approve the operating budget for 2021-22 of \$198,259,089 for Elk Island Public Schools, for the period Sept. 1, 2021 to Aug. 31, 2022.

*CARRIED UNANIMOUSLY*

**196/2021** | Trustee Irwin moved: That the Board of Trustees approve a transfer of \$1,000,000 from the Division Unallocated Operating Reserves to Capital Reserves in 2021-22.

*CARRIED UNANIMOUSLY*

## Committee Reports

### AUDIT COMMITTEE

Vice-Chair Holowaychuk presented to the Board for information the report from the Audit Committee meeting held Nov. 3, 2021.

197/2021 | Vice-Chair Holowaychuk moved: That the Board of Trustees receive the report from the Audit Committee meeting held Nov. 3, 2021, for information.

*CARRIED UNANIMOUSLY*

### STUDENT EXPULSION COMMITTEE

Trustee Footz presented to the Board for information the report from the Student Expulsion Committee meetings held Nov. 23, 2021.

198/2021 | Trustee Footz moved: That the Board of Trustees receive the report from the Student Expulsion Committee meetings held Nov. 23, 2021, for information.

*CARRIED UNANIMOUSLY*

## Reports for Information

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

Reports by trustees were presented.

### ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 12:43 p.m.

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Trina Boymook, Board Chair

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Mark Liguori, Superintendent



# INFORMATION REPORT

**DATE:** Dec. 9, 2021

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Bullying Awareness and Prevention Week

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

**RESOURCE STAFF:** Judy Anderson, Seconded Principal, Early Learning  
Corrie Fletcher, Communications

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

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

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

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

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

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

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

- CURRENT SITUATION OR KEY POINT:**
- School staff, students, parents, and community partners all have a role in creating and maintaining welcoming, caring, respectful and safe learning environments in our schools.
  - Awareness and adult intervention are keys to bullying prevention.



# INFORMATION REPORT

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- Efforts to create welcoming, caring, respectful and safe school environments are ongoing at our schools, but by recognizing Bullying Awareness and Prevention Week we have opportunity to bring attention to the importance of positive and healthy relationships in our schools and communities.

## **ATTACHMENT:**

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

MR:clp

### Summary of Bullying Awareness and Prevention Week Activities by School

SCHOOL	BULLYING AWARENESS AND PREVENTION WEEK- NOVEMBER 2021
A.L Horton	<p>Kindness club kids read kindness quotes during morning announcements            Three books were shared with teachers that deal with kindness and acceptance to read to students.            Staff were given discussion questions based on the story.            We started our school-wide kindness mural</p>
Andrew	<p>Each day at Andrew school had a different focus, all connected to the goal of nurturing a positive and safe learning community:</p> <p>Monday -Be Your Best Friend (I calm myself by../Positive Self Talk)            Tuesday-Be Calm. Be Kind. (Understanding Emotions)            Wednesday - Dude. Be Nice; Understanding Empathy            Thursday-Our Stories Connect Us/We are all connected.            Friday-Be Kind to All Kinds/ Environment and Animals  <a href="#">Presentation Link</a>-Our theme focuses on self-love and acceptance, then how we show up for other people, and by recognizing we are all connected it's a lot harder to hate, and finally how we take that kindness to the whole planet.</p>
Ardrossan Elementary	<p>The activities this week at Ardrossan Elementary focused on building empathy and included group activities, read alouds, videos for morning announcements, daily quotes and additional resources for teachers to use in their classrooms. We showed one video from the list each day on the morning announcements. Teachers explored read alouds and their accompanying activities and discussion questions with their classes. Learning outcomes will include understanding the following concepts:</p> <p>What is bullying vs. what is not bullying? (being rude/ mean)            What is an upstander?            How can you demonstrate being an upstander?            What is empathy?            How do we show empathy?            What does inclusion look like? Feel like? Sound like?            How will we notice who is being left out and how will we include them?  <a href="https://docs.google.com/presentation/d/1528GMBkYMAWUhPlr1iExuOgoSZqQiR1W1hUWFq7h_7k/edit?usp=sharing">https://docs.google.com/presentation/d/1528GMBkYMAWUhPlr1iExuOgoSZqQiR1W1hUWFq7h_7k/edit?usp=sharing</a></p>

<p>Ardrossan Junior / Senior</p>	<p>This year our Student Council Mental Health subcommittee played an important part in planning school events for Bullying Awareness and Prevention Week.</p> <p>The focus was on RESPECT. Schoolwide events were planned to include a tie-in with mental health. Activities focused on reducing stigma of mental health conditions and "not-so-common" symptoms of some mental health conditions common with teens. Students traveled to classrooms to share this information.</p> <p>Constable Caissie, our school resource officer, presented to our Grade 7-9 and CALM classes. Topics focused on respect - whether in digital or face-to-face settings.</p>
<p>Brentwood Elementary</p>	<p>Our focus in DIV 1 was kindness and our focus in DIV 2 was healthy relationships. Every class had a lesson from Asma Ammouneh, our Mental Health Capacity Builder. We had daily announcements with kindness challenges for our students and a school wide encouragement bulletin board. Teachers also received a list of resources they can use in their classes, including videos, mini-lessons, and art projects for the week.</p>
<p>Bruderheim</p>	<p>Bruderheim School worked directly in classrooms focused on conflict resolution and building relationships. Our counsellor Mrs. Dibben had been working with classes for the past couple of weeks on this issue and did some culminating activities during awareness and prevention week. As a whole school we focused our daily announcements on strategies and communicated with parents via our weekly update some at home strategies to support students.</p>
<p>Clover Bar Junior High</p>	<p>Clover Bar Junior high started the week prior to Bullying Awareness and Prevention Week, blitzing "R U OK" promotional materials via the school website, social media, announcements, school TVs, and paper posters. Health classes highlighted resources/ bully awareness lessons the entire week for all grades including:</p> <p><a href="#">Bullying Help Line Card</a>  <a href="#">Bullying Awareness-Helplines and Tip sheets</a>  <a href="#">Cyberbullying Info</a>  <a href="#">Get Cyber Safe</a></p>
<p>Davidson Creek</p>	<p>At Davidson Creek, our librarian made plenty of literature about kindness available in the library.</p> <p>Teachers also facilitated their own class related writing, discussion, health activities.</p> <p>Anti-Bullying Alliance Primary Pack was emailed to all staff for classroom use</p>

	<p>We introduced the theme of “One Kind Word”. Kindness can stop hurtful behaviours. Small actions can break the bullying cycle.</p> <p>We hosted “Odd socks Day”: Wear odd socks. You do not need to buy anything, just wear mis-matched socks. We read Odd Sock stories either published ones or tell each other why you chose the socks you did.</p> <p>We proposed some of the following questions as discussion points in classrooms: What is bullying &amp; how can you help? What can you do when you need help? Big or small? Who do you talk to? Parents, family, friends, teachers, other trusted adults. How do you help yourself? Breathing, talking to someone, reading, drawing, puzzles, sports, other activities. Make a plan for yourself so when you need it, you're prepared. Can we start a <b>Chain Reaction</b> of Kindness? When you do an act of kindness, the person who receives that kindness, will pass on a kind deed and so on... How does it make you feel when someone is kind to you? Indigenous World view message from Murray! We emphasized that bullying is inconsistent with the Indigenous worldview. Indigenous knowledge sees all creation as being equal and connected. All living things should be in balance and harmony with each other. Bullying exists in an environment of individualism where a person puts himself/herself above others. Those who understand healthy relationships will understand the value of others and their responsibility to others. Respect is at the heart of Indigenous values. Respect and kindness is necessary to live in balance and harmony with yourself, others, and the community. By being kind to others we can learn the importance of community, family, and ourselves. Wear pink!</p>
F.R. Haythorne	<p>Our school team and mental health capacity builder, Asma, worked with students building healthy relationships since the start of the year. Every class had a lesson from Asma as well as school wide activities at lunch. Teachers have received a list of resources they can use in their classes. Our BIONIC class provides lessons throughout the year on Kindness, Empathy, Being an Upstander and Building Healthy Relationships.</p>
Fort Saskatchewan Christian	<p>This year at FSC, teachers showed a video and accompanying lesson each day of the week.</p> <p><b>Grades K-4:</b></p> <p>Monday:  <a href="#">Color Your World With Kindness</a>  Lesson Plan: <a href="#">keep-kindness-going-video-lesson.pdf</a></p> <p>Tuesday:  Watch <a href="#">The Science of Kindness</a>  Connect this lesson to Monday’s lesson:</p> <p>Wednesday:  <a href="#">Video Lesson - Friendship Soup Recipe: A NED Short</a>  Lesson Plan: <a href="#">Friendship soup video lesson.pdf</a></p> <p>Thursday:  <a href="#">Be an Upstander - Prevent Bullying: A NED Short</a></p>

	<p>Lesson Plan: <a href="#">You Can Be an Upstander-Video Lesson.pdf</a></p> <p>Friday:  <a href="#">Who Will Stop the Bullying?</a>  Connect this video to Thursday’s lesson:  Discuss how students could be an Upstander by:</p> <ol style="list-style-type: none"> <li>1. Be a Buddy</li> <li>2. Interrupt</li> <li>3. Speak Out</li> <li>4. Tell Someone</li> </ol> <p><b>Grades 5 and up:</b></p> <p>Monday:  <a href="#">Color Your World With Kindness</a>  Lesson Plan: <a href="#">keep-kindness-going-video-lesson.pdf</a></p> <p>Tuesday:  Watch <a href="#">The Science of Kindness</a>  Connect this lesson to Monday’s lesson:</p> <p>Wednesday:  <a href="#">Be an Upstander - Prevent Bullying: A NED Short</a>  Lesson plan: <a href="#">You Can Be an Upstander-Video Lesson.pdf</a></p> <p>Thursday:  <a href="#">Who Will Stop the Bullying?</a>  Connect this video to Thursday’s lesson:  Discuss how students could be an Upstander by:</p> <ol style="list-style-type: none"> <li>1. Be a Buddy</li> <li>2. Interrupt</li> <li>3. Speak Out</li> <li>4. Tell Someone</li> </ol> <p>Friday:  Cyber-bullying <a href="#">Is It Cyberbullying? - Lesson Slides</a>  Lesson Plan <a href="#">Is It Cyberbullying - Common Sense Education (suitable for grade 5 and up).pdf</a>  <a href="#">Is It Cyberbullying? - Sondra's Story Student Handout</a></p> <p>Further videos: <a href="#">How To Be an Upstander to Cyberbullying</a></p>
Fort Saskatchewan Elementary	<p>From November 15-19, students, and staff at Fort Saskatchewan Elementary focused on bullying awareness and prevention through the lens of one of the Seven Sacred Grandfather Teachings: Bravery. Each day had a different focus and real-life examples where students can show courage to prevent bullying, such as buddy-benches, peer situations, and online etiquette. Teachers and staff shared literature with students where the</p>

	<p>characters must show bravery to stand up for what they believe in, and NED's Mindset Mission to discuss how to spark courage in others. The week ended with a school wide Odd Socks Day.</p>				
<p>Fultonvale</p>	<p>At Fultonvale this year we focused on Empathy Building. Daily morning announcements were made to promote empathy and kindness, classroom read aloud and lesson based on "The Boy with Big Big Feelings", with additional read alouds and activities offered. The emphasis in Junior High was on how social media can impact relationships.</p>				
<p>Glen Allan Elementary</p>	<p>This year's Glen Allan theme for <u>Bullying Awareness and Prevention Week</u> was <i>One Kind Wish</i>.</p> <p><i>One Kind Wish</i> is an invitation for students to make a wish for kindness within our community; an action they might choose to take, a hope for the world around them, or a kind word or saying they want to share with their schoolmates.</p> <p>We posted the <i>kind wishes</i> on the wall for all to see.</p> <p>Throughout the week we also celebrated kindness and honoring diversity and uniqueness. Below is the schedule for school-wide events that occurred in addition to individual classroom activities.</p> <table border="1" data-bbox="428 1052 1377 1818"> <tr> <td data-bbox="428 1052 553 1486"> <p><b>Monday</b></p> </td> <td data-bbox="553 1052 1377 1486"> <p><b>Kind Words!</b></p> <p>Students will engage in read-a-louds, and class lessons that focus on using kind words and how to communicate with one another in respectful ways.</p> <p>Students will also get their Kindness game boards that they can work on all week. Throughout the week students will have the opportunity to play Kindness "Tic Tac Toe". Each card provides opportunities to act kindly throughout the week. At the end of the week, students can submit their kindness cards to be entered in for a prize draw.</p> </td> </tr> <tr> <td data-bbox="428 1486 553 1818"> <p><b>Tuesday</b></p> </td> <td data-bbox="553 1486 1377 1818"> <p><b>Crazy Socks Day Recognizing Neurodiverse People --- All of us!</b></p> <p>What is a crazy sock day?</p> <p>On Crazy Sock Day, also known as Odd Sock Day or Silly Sock Day, many people worldwide don a pair of mismatched, brightly-colored socks to promote Neurodiverse awareness. A wonderful way to celebrate that we are unique and welcoming others who are different from us!</p> </td> </tr> </table>	<p><b>Monday</b></p>	<p><b>Kind Words!</b></p> <p>Students will engage in read-a-louds, and class lessons that focus on using kind words and how to communicate with one another in respectful ways.</p> <p>Students will also get their Kindness game boards that they can work on all week. Throughout the week students will have the opportunity to play Kindness "Tic Tac Toe". Each card provides opportunities to act kindly throughout the week. At the end of the week, students can submit their kindness cards to be entered in for a prize draw.</p>	<p><b>Tuesday</b></p>	<p><b>Crazy Socks Day Recognizing Neurodiverse People --- All of us!</b></p> <p>What is a crazy sock day?</p> <p>On Crazy Sock Day, also known as Odd Sock Day or Silly Sock Day, many people worldwide don a pair of mismatched, brightly-colored socks to promote Neurodiverse awareness. A wonderful way to celebrate that we are unique and welcoming others who are different from us!</p>
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	<p><b>Rock Your Mocs with Jeremy!</b></p> <p>This is a wonderful time to celebrate the diversity and cultures of the many Indigenous peoples.</p> <p>People from coast to coast are rocking their moccasins (or favorite slippers/shoes) at school, at the office, and in their communities to promote cultural pride and encouraging Indigenous peoples to share their stories. It's an opportunity for the Glen Allan community to learn about the diversity of Indigenous peoples and support local Indigenous communities.</p> <p>Jeremy Albert will be visiting classes over these two days further our understanding around Rock Your Mocs. Students are encouraged to wear slippers (they do not need moccasins) to celebrate and honour the lessons. The classroom visit schedule will be shared with students when we return from the Fall Break.</p> <p><b>Wednesday &amp; Thursday</b></p> <p><b>Kindness Game Board Draw</b></p> <p><b>Friday</b> Students who've submitted their Kindness games boards will be entered into a draw. If their name is drawn, they will get an opportunity to meet with Mrs. Ference or Mrs. Vicic to share what they did for the boxes that they checked off before they receive their prize.</p>
Heritage Hills	<p>We focused on having the courage to BE YOU and with that comes the importance of encouraging and accepting others. When we understand others, it only leaves room for kindness and empathy!</p> <p><b><u>Daily Message</u></b></p> <p><b>Monday:</b> <a href="#">Believe it or Not!</a></p> <p><u>Activity:</u> Have students complete the Believe it or Not! activity. Share as a class. You will be surprised at how many things you might not know about your friends! And when we know more about each we have a better understanding of who they are! And that creates empathy ❤️</p> <p><b>Tuesday:</b> <a href="#">Be You!</a> Read your copy of BE YOU! Or listen to Peter read it to you! <a href="https://www.youtube.com/watch?v=RY-xv_lzRVk">https://www.youtube.com/watch?v=RY-xv_lzRVk</a></p> <p><u>Activity:</u> BE _____ (Student writes their name on the line) Then draw themselves in the boat similar to the cover.</p>

	<p>They can write on the line on the boat about what makes them unique, special talents, and gifts they offer to the world.</p> <p><b>Wednesday:</b> What Encourages Me!</p> <p><u>Activity:</u> Complete the following activities (<a href="#">Grades 1 &amp; 2</a>) (<a href="#">Grades 3-6</a>). Discuss. When we know what our friends need, it encourages us to treat each other with respect and patience.</p> <p><b>Thursday:</b> Be Who You Are- Todd Parr  <a href="https://www.youtube.com/watch?v=COH8WEpS4jg">https://www.youtube.com/watch?v=COH8WEpS4jg</a></p> <p><u>Activity:</u> Self Portrait representing your true self inspired by Todd Parr’s unique art work. Please use any medium of your choice.</p> <p><b>Friday:</b> Be You, Show who you are!  Dress up as something or someone you identify with or as. Examples include your favorite colour, favorite band, someone who inspires you or a sports team.</p> <p><u>Activity:</u> Look around! See who has similar interests and likes. Spark up a conversation with them. Not sure who they are identified as?? Ask! Get to know someone new. You never know what you will learn from them!</p>
James Mowat	<p>This year the teachers showed a video and accompanying lesson each day of the week.</p> <p><b>Grades K-4:</b>  Monday:  <a href="#">Color Your World With Kindness</a>  Lesson Plan: <a href="#">keep-kindness-going-video-lesson.pdf</a></p> <p>Tuesday:  Watch <a href="#">The Science of Kindness</a>  Connect this lesson to Monday’s lesson:</p> <p>Wednesday:  <a href="#">Video Lesson - Friendship Soup Recipe: A NED Short</a>  Lesson Plan: <a href="#">Friendship soup video lesson.pdf</a></p> <p>Thursday:  <a href="#">Be an Upstander - Prevent Bullying: A NED Short</a>  Lesson Plan: <a href="#">You Can Be an Upstander-Video Lesson.pdf</a></p> <p>Friday:  <a href="#">Who Will Stop the Bullying?</a>  Connect this video to Thursday’s lesson:  Discuss how students could be an Upstander by:</p> <ol style="list-style-type: none"> <li>1. Be a Buddy</li> <li>2. Interrupt</li> </ol>

	<p>3. Speak Out 4. Tell Someone</p> <p><b>Grades 5 and up:</b> Monday: <a href="#">Color Your World With Kindness</a> Lesson Plan: <a href="#">keep-kindness-going-video-lesson.pdf</a></p> <p>Tuesday: Watch <a href="#">The Science of Kindness</a> Connect this lesson to Monday's lesson:</p> <p>Wednesday: <a href="#">Be an Upstander - Prevent Bullying: A NED Short</a> Lesson plan: <a href="#">You Can Be an Upstander-Video Lesson.pdf</a></p> <p>Thursday: <a href="#">Who Will Stop the Bullying?</a> Connect this video to Thursday's lesson: Discuss how students could be an Upstander by: 1. Be a Buddy 2. Interrupt 3. Speak Out 4. Tell Someone</p> <p>Friday: Cyber-bullying <a href="#">Is It Cyberbullying? - Lesson Slides</a> Lesson Plan <a href="#">Is It Cyberbullying - Common Sense Education (suitable for grade 5 and up).pdf</a> <a href="#">Is It Cyberbullying? - Sondra's Story Student Handout</a></p> <p>Further videos: <a href="#">How To Be an Upstander to Cyberbullying</a></p>
Lakeland Ridge	<p>Monday, November 15<sup>th</sup> – Introduction to Bullying Awareness Week Tuesday, November 16<sup>th</sup> – Be an Upstander Wednesday, November 17<sup>th</sup> – One Kind Word Thursday, November 18<sup>th</sup> – Acts of Kindness Friday, November 19<sup>th</sup> – Wear your pink shirt Announcements highlighted daily activities that focus on information, being an upstander, using kind words, as well as demonstrating acts of kindness. Staff were provided with videos and activities that related to the topic of the day.</p>

<p>Lamont Elementary</p>	<p>At Lamont Elementary, I (principal) read “Each Kindness” to students in grades 4-6, “The Invisible Boy” to grade 1 to 3 students, and “Stick and Stone” to ECS students. Students completed an age-appropriate follow-up activity to demonstrate their understanding of the message in the story. Later in the week, students watched a short video depicting the ripple effect of kindness. Students were encouraged to take part in “Kindness BINGO” at school and at home. Once students completed a BINGO line, they traded their card in for coloured construction paper. Students traced their hand, print their favourite act of kindness, and cut out the handprint. The handprints from all the classes were joined to make a kindness rainbow for our school display case. While we began the week talking about what bullying is and how it can affect us, the focus of the week was more focused on prevention and ways we can show kindness to others.</p>
<p>Lamont High</p>	<p>At Lamont High we arranged for daily activities as part of our Bullying Awareness and Prevention Week. Each morning, students watched a quick video before they engaged in a follow-up activity. Throughout the week, students examined how we are more alike than different and consider the things that connect us. They discussed who inspires them and ways they can positively influence those around them. Students looked at a variety of things they can do to “show up” for those in need. The last activity involved a discussion around self-correcting along with what can be done if you see someone suffering. While we touched on how bullying affects many of us, the focus of our week was on empowering students to take responsibility for ensuring our school and community is a safe and inclusive place.</p>
<p>Mills Haven</p>	<p>We used Daily Announcements to highlight videos on the topics of Kindness, Empathy and Being an Upstander.</p> <p>Books with corresponding lessons were shared for teachers’ use.</p>
<p>Mundare</p>	<p>The committee wanted to focus on building healthy relationship skills. In addition, student leaders read a Kindness quote every morning during announcements and the Leadership team will post positive affirmations on each student’s locker. Weekly activities include: Our newly elected Mayor came in to read. Each student received a nutria-grain bar with a positive affirmation attached. Students were challenged to complete the Healthy Relationship Bingo sheet throughout the week. We facilitated a read and craft with Miss Giebelhaus, Mrs. Seney, and Mr. Korec based on a kindness/anti-bullying theme. Students expressed gratitude for others and themselves through age-appropriate language art activities. Students wore unified colours on Friday.</p>

<p>Next Step Sr. High- Fort Sask</p>	<p>We initiated a daily announcements campaign using Brightspace.          Odd socks day – Monday November 15<sup>th</sup>          We focused on an all-week event:Rolling out “one kind word”. Using the logo from “one kind word” we had brown wrap paper draped from the wall down onto the floor and all week students were asked to leave one kind word with heart shaped post it notes. Students were also able to take a word from the wall if they needed to be reminded that someone cares about them. This will be saved as a part of Pink Shirt Day events in February 2022</p>
<p>Next Step Sr. High Sherwood Park</p>	<p>We initiated a daily announcements campaign using Brightspace.          Odd socks day – Monday November 15<sup>th</sup>          We focused on an all-week event:Rolling out “one kind word”. Using the logo from “one kind word” we had brown wrap paper draped from the wall down onto the floor and all week students were asked to leave one kind word with heart shaped post it notes. Students were also able to take a word from the wall if they needed to be reminded that someone cares about them. This will be saved as a part of Pink Shirt Day events in February 2022</p>
<p>Next Step Vegreville</p>	<p>We initiated a daily announcements campaign using Brightspace.          Odd socks day – Monday November 15<sup>th</sup>          We focused on an all-week event:Rolling out “one kind word”. Using the logo from “one kind word” we had brown wrap paper draped from the wall down onto the floor and all week students were asked to leave one kind word with heart shaped post it notes. Students were also able to take a word from the wall if they needed to be reminded that someone cares about them. This will be saved as a part of Pink Shirt Day events in February 2022</p>
<p>Pine Street</p>	<p>This year we focused on Empathy Building.          Daily morning announcements were given to promote empathy and kindness, classroom read aloud and lesson based on “The Boy with Big Big Feelings”, with additional book suggestions and activities offered.</p>
<p>Rudolph Hennig</p>	<p>We used morning announcements – Monday to Friday -- to promote awareness and prevention.          Posters throughout the school promoted kindness, information on how to get help and/or help peers being bullied.          RCMP provided a video clip to share and stopping by schools that week. She spoke to some classes.          We promoted kindness by ‘catching students and staff’ demonstrating kindness to others (TBD)</p>

	<p>Information and educational resources were emailed out to teachers prior to November 15.</p> <p>Information for Parents was circulated via RHJ's newsletter and/or other social media.</p>
Salisbury High	<p>This year, SAL ran three initiatives throughout the week in addition to other planned events (see schedule below):</p> <p><u>We Believe...</u> Declaration banner outside our office throughout the week that staff and students can sign. Culminates with group photo on Friday.</p> <p><i>"We, the students and faculty of Salisbury Composite High School, believe that every student has the right to feel safe, secure, and accepted regardless of race, age, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical or mental disability, family status, socioeconomic status, and sexual orientation."</i></p> <p><u>Hear Our Stories:</u> The Salisbury Movement is a group that believes in diversity, awareness, and social justice. They will run Hear Our Stories throughout the week. Students can share their stories from past/present through digital, written, and conversation opportunities.</p> <p><u>Caught You Being Kind:</u> Our SAIL leadership program will be facilitating initiative throughout the week. Staff and students will have the opportunity to nominate others who have been kind. From the beginning of the year to the current week. Prizes will be presented daily. Culminates with collage of nominations displayed on Friday.</p> <p><b>Monday:</b>  <u>Kick Off:</u> To start the day, intercom address. What it means to come to SAL. What we stand for. The week ahead. Opportunities to lean in to. Videos and resources will be shown in block one classes.  <i>We Believe</i>  <i>Hear our Stories</i>  <i>Caught You Being Kind</i></p> <p><b>Tuesday:</b>  <u>Louis Reil:</u> On Tuesday, as part of Metis week, SAL will be commemorating the life of Louis Reil. The day will be organized by our First Nation Metis and Inuit teacher lead.  <i>We Believe</i></p>

	<p><i>Hear our Stories</i> <i>Caught You Being Kind</i></p> <p><b>Wednesday:</b> <u>Notes of Affirmation:</u> The SAL &amp; Next Step GSA are partnering with SAIL to write notes of affirmation. When students arrive at school on Wednesday, they will find a sticky note with affirming messages on their locker. <i>We Believe</i> <i>Hear our Stories</i> <i>Caught You Being Kind</i></p> <p><b>Thursday:</b> <u>Kahoot:</u> SAIL is hosting a Kahoot for students to come together in community. <i>We Believe</i> <i>Hear our Stories</i> <i>Caught You Being Kind</i></p> <p><b>Friday:</b> <u>Transgender Day of Remembrance:</u> The SAL &amp; Next Step GSA will be setting a table of remembrance and raising awareness for the student body. <u>Spirit Wear:</u> SAIL will be coordinating staff and students to rock some SAL wear. Treats for all who do. Coming together in community.</p> <p>We Believe: Group photos Hear our Stories: Showcase Caught You Being Kind: Collage of nominations.</p> <p><b>Post-Week</b> Banner to be hung in the school cafeteria. Posters on the impact of how we treat each other - to remain up for a determined time.</p>
<p>Sherwood Heights Junior High</p>	<p>Our FSLW arranged a Parent Night from Saffron Centre on November 4 about assault, harassment and bystander intervention in the lead up to Bullying Awareness and Prevention Week.</p> <p>Author and SWH parent Cristina Rathjen facilitated interactive book talks for each grade on November 17,18,19 for Bullying Awareness Week.</p> <p>The Leadership 8 and 9 classes carried out multiple projects around the school (bulletin boards, a skit shared on our announcements, etc).</p>

	<p>Student Voice (our student forum) planned and carried out a special project in an area of the school to contribute to a positive and safe environment.</p>
<p>Southpointe School</p>	<p>Daily Announcements were read by grade 9 leaderships students focusing on the 7 grandfather teachings and how these teachings (specifically of the eagle, bear, and buffalo) can teach us about having courage, love, and respect and how these teachings influence our interactions with others.</p> <p>Div 1 &amp; 2 used NED resources on being an Upstander and draw on lessons from the Anti Bully Alliance Initiative. The intent was to acknowledge and educate on what bullying is and equip students with language and skills to accurately identify bullying and have a plan of action in case it rears its ugly head. We emphasized friendships and kindness.</p> <p>Monday November 15 will be Rock your Mocs AND Odd Socks day to celebrate unity in our diversity.</p> <p>School wide bulletin board about ONE KIND WORD. Elementary students traced their hands and wrote one act of kindness they experienced and in div 2 they added how this kindness made them feel. Junior high students made a paper chain that will be the border and run down the hallway. Each link to the chain will have an act of kindness they experienced on it. It represented how kindness can link us all together as a Southpointe Family while celebrating our uniqueness and diversity.</p> <p>Grades 7 &amp; 8: focus on healthy relationships and kindness</p> <p>Grade 9s participated in the Red Cross Healthy Relationships presentation</p>
<p>Strathcona Christian Elementary</p>	<p>SCA Elementary had separate, grade-level assemblies to recognize Bullying Awareness Week. Each presentation was catered to the specific age group, and included discussions of bullying, how we should treat people, standing up for others, and cyberbullying (older grades). Younger grades had a literature tie-in (e.g., Bucketfiller, Enemy Pie, The Tale of Sir Dragon, One) with their presentation.</p>
<p>Strathcona Christian-Secondary</p>	<p>SCS devoted time at the start of each day to feature virtual presentations by teachers, students and community members (including our school resource officer) on topics relating to understanding what bullying is, how to prevent bullying, the power of the bystander to stop bullying situations and on specific topics like racism, body shaming and cyber-bullying, with an emphasis on how to find supports.</p>

Wes Hosford	<p>The week at Wes Hosford had the following focus:</p> <p>Daily Announcements (Encourage Others)  Mismatched Socks Day (celebrate your uniqueness)  Teacher led activities (Health- each day)  Constable Donaldson, Mr. Arndt, &amp; Mrs. Freiheit virtual book read  Random Acts of Kindness  Saffron Presentations  <b>9:30-10:13</b> - Healthy Relationships (gr. 4-6)  <b>11:00-12:00</b> - Percy's Got a Bubble (Gr. K-1)</p>
Vegreville	<p>At VJS we focused on the following during Bullying Awareness and Prevention Week:</p> <p><b>Daily Announcements- Monday to Friday</b></p> <ul style="list-style-type: none"> <li>• Daily announcements sharing facts on bullying.</li> </ul> <p><b>Trivia- Tuesday First Block- Nov 16</b></p> <ul style="list-style-type: none"> <li>• Every Class received a trivia sheet with 10 questions around bullying and answered the questions as a class and discussed why they choose each one (with the goal of conversation around each one).</li> <li>• Each class submitted their answer to Ms.McSween and whoever had them all correct were entered in a draw for a pancake breakfast which was put on by Mr. Leatherdale, Mrs. Sawatzky and Ms. McSween.</li> </ul> <p><b>BINGO-Thursday- Nov 18</b></p> <ul style="list-style-type: none"> <li>• Theme was inclusion</li> <li>• Kirstin made the BINGO cards</li> <li>• Prizes were Cougar swag</li> </ul> <p><b>Bullying Prevention lesson plans</b></p> <ul style="list-style-type: none"> <li>• Bullying prevention classroom lessons were shared with health teachers</li> </ul>
Westboro	<p>At WBO, the focus was on celebrating and respecting individual differences, and how to get along. Our counselor and admin visited classrooms (and gave teachers an extra prep period!) to share the book Our Class is a Family and to have discussions about what makes us and each of our classes unique, ways that this diversity enhances our classroom family and school, as well as how we can best support our class and school family.</p> <p>We had Grade 6 students doing daily encouraging announcements and putting together a culminating presentation for the week to be shared during Friday online announcements.</p>

	<p>All students in the school decorated a "hand" with their name on the palm and adjectives describing themselves on each of the fingers. These were then be added to a "Westboro Family Tree" display outside of the Counseling Office.</p>
<p>Win Ferguson</p>	<p>The focus at Win Ferguson was as follows:  WFG November 15 - 19 Anti Bullying Week</p> <p>Monday:  <a href="#">Color Your World With Kindness</a>  Lesson Plan: <a href="#">keep-kindness-going-video-lesson.pdf</a></p> <p>Tuesday:  Watch <a href="#">The Science of Kindness</a>  Connect this lesson to Monday's lesson:</p> <p>Wednesday:  <a href="#">Video Lesson - Friendship Soup Recipe: A NED Short</a>  Lesson Plan: <a href="#">Friendship soup video lesson.pdf</a>  <a href="#">Be an Upstander - Prevent Bullying: A NED Short</a>  Lesson plan: <a href="#">You Can Be an Upstander-Video Lesson.pdf</a></p> <p>Thursday:  <a href="#">Be an Upstander - Prevent Bullying: A NED Short</a>  Lesson Plan: <a href="#">You Can Be an Upstander-Video Lesson.pdf</a>  <a href="#">Who Will Stop the Bullying?</a></p> <p>Friday:  K to gr 4: <a href="#">Who Will Stop the Bullying?</a>  Gr 5 &amp; 6:  Cyber-bullying <a href="#">Is It Cyberbullying? - Lesson Slides</a>  Lesson Plan <a href="#">Is It Cyberbullying Common Sense Education (suitable for grade 5 and up).pdf</a>  <a href="#">Is It Cyberbullying? - Sondra's Story Student Handout</a></p>
<p>Woodbridge Farms</p>	<p>We focused on having the courage to BE YOU and with that comes the importance of encouraging and accepting others. When we understand others, it only leaves room for kindness and empathy!</p> <p style="text-align: center;"><b>Be you!</b></p> <p style="text-align: center;">This week focuses on having the courage to BE YOU and with that comes the importance of encouraging and accepting others. When we understand others, it only leaves room for kindness and empathy!</p> <p><a href="#">Daily Message</a></p> <p><b>Monday:</b> <a href="#">Believe it or Not!</a></p> <p><u>Activity:</u> Have students complete the Believe it or Not! activity. Share as a class. You will be surprised at how many things you might not know about your friends!</p>

And when we know more about each we have a better understanding of who they are! And that creates empathy ♥

**Tuesday:** [Be You!](#)

Read your copy of BE YOU!

Or listen to Peter read it to you! [https://www.youtube.com/watch?v=RY-xv\\_lzRVk](https://www.youtube.com/watch?v=RY-xv_lzRVk)

Activity:

BE \_\_\_\_\_ (Student writes their name on the line)

Then draw themselves in the boat similar to the cover.

They can write on the line on the boat about what makes them unique, special talents, and gifts they offer to the world.

**Wednesday:** What Encourages Me!

Activity: Complete the following activities ([Grades 1 & 2](#)) ([Grades 3-6](#)). Discuss. When we know what our friends need, it encourages us to treat each other with respect and patience.

**Thursday:** Be Who You Are- Todd Parr

<https://www.youtube.com/watch?v=C0H8WEpS4jg>

Activity: Self Portrait representing your true self inspired by Todd Parr's unique art work. Please use any medium of your choice.

**Friday:** Be You, Show who you are!

Dress up as something or someone you identify with or as. Examples include your favorite colour, favorite band, someone who inspires you or a sports team.

Activity: Look around! See who has similar interests and likes. Spark up a conversation with them. Not sure who they are identified as?? Ask! Get to know someone new. You never know what you will learn from them!



# INFORMATION REPORT

**DATE:** Dec. 16, 2021

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Unaudited Financial Report for Sept. 1, 2021 to Nov. 30, 2021

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

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

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

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

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

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

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**ISSUE:**

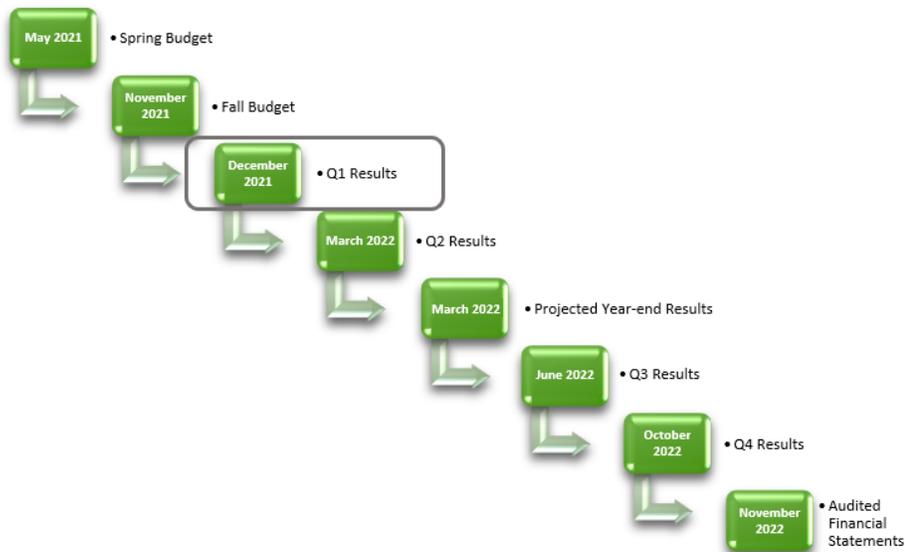
That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2021 to Nov. 30, 2021 for Elk Island Public Schools.

**BACKGROUND:**

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

**CURRENT SITUATION OR KEY POINT:**

Financial Services has prepared an unaudited financial report for the three-month period ended Nov. 30, 2021. For the 2021-22 school year, the Division is approximately one quarter through our financial reporting cycle:





# INFORMATION REPORT

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

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

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

As of Nov. 30, 2021, EIPS has an overall operating surplus of \$2,238,000. Revenue and expense variances are detailed in the First Quarter Report 2021-22.

## **ATTACHMENT:**

1. First Quarter Report 2021-22



Your Future in **MIND** ●

**First  
Quarter  
Report**

**2021-22**

This document includes the Financial Statements of Elk Island Public Schools for the period September 1, 2021 to November 30, 2021 and variance notes to these statements.

**Report to the  
Board of Trustees**

December 16, 2021

This information has not been audited.

**Elk Island Public Schools**  
**Highlights**  
**For The Three Month Period Ended November 30, 2021**  
**(excluding School Generated Funds)**

**Financial Summary:**

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	186,107,991	47,195,311	25%
School Expenses (Pages 5 and 6)	132,493,315	31,713,485	24%
Central Services Expenses (Page 9)	58,554,546	13,243,674	23%
<b>Surplus / (Deficit)</b>	<u>(4,939,870)</u>	<u>2,238,152</u>	

\* Average spending at November 30, 2021 should be approximately 30% (for school year expenditures) or 25% (for revenue and for year-round expenses).

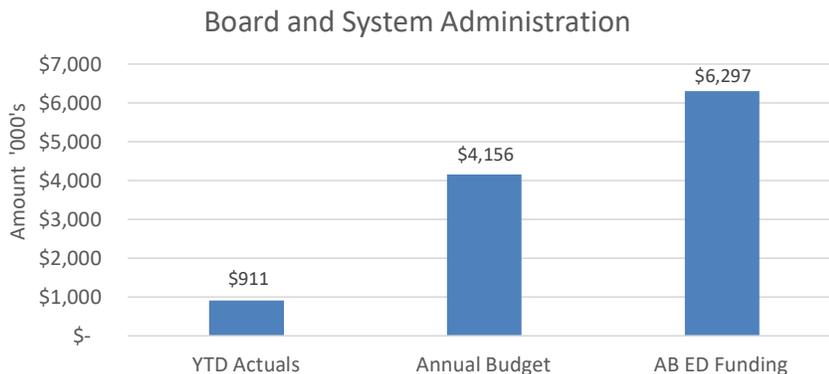
**Significant Changes and Events:**

**Learning Disruption Funding**

The Fall Budget has been updated to include \$792,000 of Learning Disruption funding. This funding has been allocated out to schools based on identified student needs in Grades 2 and 3. Revenue and related expenses will be recognized from November to May (when final program reporting is due to the province). At this point, no funding has been received for Grade 1 students, but budgets would be updated again if this were to happen.

No other significant changes or events of note to report at this point in the year.

**Board and System Administration** current expenses are at \$0.91 million, or 2% of total expenses for EIPS. This means the Division has spent 14% of the Board and System Administration grant provided by Alberta Education, and 22% of total Board and System Administration budget for EIPS.

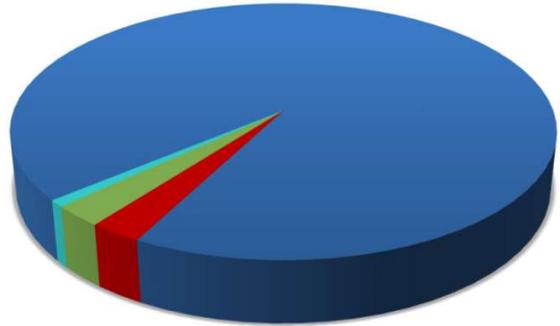


**Elk Island Public Schools**  
**Revenue & Expense Analysis (excluding SGF)**  
**For The Three Month Period Ended November 30, 2021**

**Revenues by Source**

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

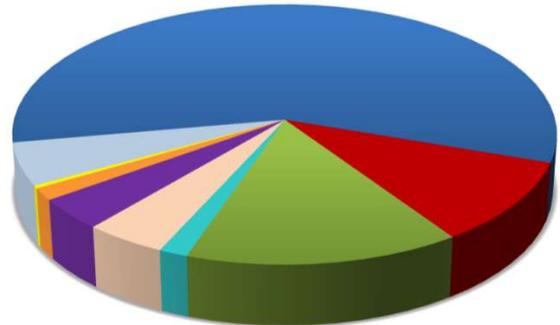
	\$	%
Alberta Education	44,258,920	93.8%
Other Govt of Alberta	1,282,822	2.7%
Fees	1,254,954	2.7%
Sales and Services and Other	398,615	0.8%
<b>\$</b>	<b>47,195,311</b>	<b>100.0%</b>



**Alberta Education Revenues**

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

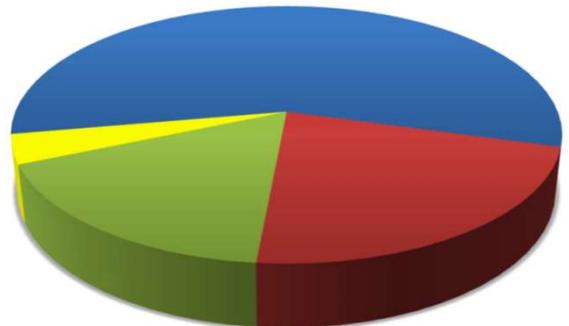
	\$	%
Base Instruction	25,674,645	58.1%
Services & Supports	4,544,516	10.3%
School - System Needs	6,525,444	14.7%
Community	684,581	1.5%
Jurisdictions	1,945,956	4.4%
Bridge Funding	1,723,632	3.9%
Other	666,187	1.5%
Supported Amortization	149,258	0.3%
Teacher Pensions	2,344,701	5.3%
<b>\$</b>	<b>44,258,920</b>	<b>100.0%</b>



**Expenses by Object**

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

	\$	%
Certificated Salaries & Benefits	25,684,804	57.1%
Classified Salaries & Benefits	9,944,586	22.1%
Services, Contracts & Supplies	7,671,689	17.1%
Capital & Debt Services	1,656,080	3.7%
<b>\$</b>	<b>44,957,159</b>	<b>100.0%</b>



**Elk Island Public Schools**  
**Statement of Revenues and Expenses**  
**For The Three Month Period Ended November 30, 2021**  
**Percent of the Year Elapsed: 25%\***

	<b>A</b>	<b>B</b>	<b>Year to Date</b>		<i>Note Reference</i>	<b>Prior Year</b>
			<b>Annual</b>	<b>Actual</b>		
	<b>Fall Budget</b>		<b>Actual %</b>	<b>Actual Less</b>		<b>Actual %</b>
			<b>Of Budget</b>	<b>Elapsed %</b>		<b>Of Budget</b>
<b>REVENUES</b>						
<b>Alberta Education</b>						
Base Instruction	\$ 102,698,574	\$ 25,674,645	25%	0%		
Services & Supports	17,369,206	4,544,516	26%	1%		
School - System Needs	28,282,106	6,525,444	23%	-2%		
Community	2,708,326	684,581	25%	0%		
Jurisdictions	7,783,825	1,945,956	25%	0%		
Bridge Funding	6,894,527	1,723,632	25%	0%		
Other <sup>1</sup>	2,408,302	666,187	28%	3%		
Supported Amortization	844,503	149,258	18%	-7%	<b>A</b>	
Teacher Pensions	9,100,000	2,344,701	26%	1%		
<b>Total Alberta Education</b>	<b>178,089,369</b>	<b>44,258,920</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>Other Government of Alberta</b>	<b>5,114,309</b>	<b>1,282,822</b>	<b>25%</b>	<b>0%</b>		<b>22%</b>
<b>Other Alberta School Authorities</b>	<b>403,043</b>	<b>127,583</b>	<b>32%</b>	<b>7%</b>	<b>B</b>	<b>31%</b>
<b>Fees</b>	<b>1,293,393</b>	<b>1,254,954</b>	<b>97%</b>	<b>72%</b>	<b>C</b>	<b>87%</b>
<b>Other Sales and Services</b>	<b>119,567</b>	<b>43,786</b>	<b>37%</b>	<b>12%</b>		<b>19%</b>
<b>Investment Income</b>	<b>200,000</b>	<b>46,991</b>	<b>23%</b>	<b>-2%</b>		<b>36%</b>
<b>Gifts and Donations</b>	<b>707,030</b>	<b>113,108</b>	<b>16%</b>	<b>-9%</b>	<b>D</b>	<b>20%</b>
<b>Rental of Facilities</b>	<b>181,280</b>	<b>67,147</b>	<b>37%</b>	<b>12%</b>	<b>E</b>	<b>31%</b>
<b>Sub-Total (excluding SGF)</b>	<b>186,107,991</b>	<b>47,195,311</b>	<b>25%</b>	<b>0%</b>		<b>25%</b>
<b>EXPENSES BY OBJECT</b>						
Certificated Salaries & Benefits	109,588,582	25,684,804	23%	-2%		23%
Classified Salaries & Benefits	37,306,275	9,944,586	27%	2%		26%
Services, Contracts & Supplies	37,100,349	7,671,689	21%	-4%		20%
Capital & Debt Services	7,052,655	1,656,080	23%	-2%		23%
<b>Sub-Total (excluding SGF)</b>	<b>191,047,861</b>	<b>44,957,159</b>	<b>24%</b>	<b>-1%</b>		<b>23%</b>
<b>Operations Surplus/(Deficit)</b>	<b>\$ (4,939,870)</b>	<b>\$ 2,238,152</b>	<b>-45%</b>	<b>-70%</b>		<b>-83%</b>
<b>School Generated Funds Budgeted Deficit</b>	<b>(436,476)</b>					
<b>Total Budgeted Deficit</b>	<b>\$ (5,376,346)</b>					

\* Based on a 12 month reporting period.

<sup>1</sup> Includes Learning Disruption Funding, Lease Support, Dual Credit Programming, Grants, Secondment Revenue, French Language Funding, and Sales & Services

**Elk Island Public Schools  
Revenue Notes  
For the Three Month Period Ended November 30, 2021**

**A. Alberta Education – Supported Amortization**

Revenue is 7% lower than expected at this point in the year.

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

**B. Other Alberta School Authorities**

Revenue is 7% higher than expected at this point in the year.

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

**C. Fees**

Revenue for fees is 72% higher than expected at this point in the year.

This line only includes transportation fees, which are recorded as received. As these were billed prior to the start of the school year (are not being billed quarterly), most of the revenue for the year has already been recognized.

There are a small amount of payment plan fees to be collected over the next quarter, but the remainder of this variance is likely to be a permanent variance at the end of the year. EIPS Transportation department has adjusted spending to account for this reduction.

**D. Gifts and Donations**

Revenue is 9% lower than expected at this point in the year due to a timing difference.

A significant donation supporting Partners for Science is expected to be spent later in the year, at which point the related revenue will be recognized.

**E. Rental of Facilities**

Revenue is 12% higher than expected at this point in the year due to a timing difference.

The balance in this revenue line is primarily rental revenue for before and after school care groups operating in our facilities, which is recorded over the ten-month school year, not through the summer months, so we would expect to see revenue closer to 30% at this point in the year.

In addition, rental revenue from other external groups is trending higher than expected. However, this revenue is not evenly spread over the course of the year and is heavily impacted by changing COVID-19 restrictions.

**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 1)**  
**For The Three Month Period Ended November 30, 2021**  
**Percent of the Year Elapsed: 30%\***

	<b>A</b> Annual Fall Budget	<b>B</b> Actual	Year to Date <b>C = B / A</b> Actual % Of Budget	<b>C - 30%</b> Actual Less Elapsed %	<i>Note Reference</i>	Prior Year Actual % Of Budget
<b>Sector 1 - Sherwood Park</b>						
Bev Facey Community High	\$ 6,964,506	\$ 2,078,293	30%	0%		30%
Brentwood Elementary	3,000,469	861,924	29%	-1%		28%
Clover Bar Junior High	2,742,989	822,523	30%	0%		29%
Davidson Creek Elementary	3,777,074	1,082,067	29%	-1%		28%
École Campbelltown	2,320,726	667,251	29%	-1%		28%
F.R. Haythorne Junior High	4,458,855	1,263,918	28%	-2%		29%
Glen Allan Elementary	2,448,272	705,387	29%	-1%		29%
Heritage Hills Elementary	3,049,336	849,633	28%	-2%		28%
Lakeland Ridge	4,498,252	1,295,325	29%	-1%		28%
Mills Haven Elementary	2,941,141	828,195	28%	-2%		28%
Pine Street Elementary	2,501,072	705,308	28%	-2%		27%
Salisbury Composite High	7,608,675	2,176,620	29%	-1%		29%
Sherwood Heights Junior High	4,040,742	1,187,517	29%	-1%		30%
Strathcona Christian Academy Elementary	3,382,620	984,869	29%	-1%		29%
Strathcona Christian Academy Secondary	3,658,545	1,094,793	30%	0%		29%
Wes Hosford Elementary	2,568,122	744,117	29%	-1%		29%
Westboro Elementary	3,072,307	895,120	29%	-1%		29%
Woodbridge Farms Elementary	3,010,135	874,792	29%	-1%		28%
	<u>66,043,838</u>	<u>19,117,652</u>	29%	-1%		29%
<b>Sector 2 - Strathcona County</b>						
Ardrossan Elementary	3,610,815	1,008,581	28%	-2%		29%
Ardrossan Junior Senior High	5,040,543	1,506,293	30%	0%		29%
Fultonvale Elementary Junior High	3,077,076	909,424	30%	0%		29%
Uncas Elementary	1,559,752	429,136	28%	-2%		27%
	<u>13,288,186</u>	<u>3,853,434</u>	29%	-1%		29%
<b>Sector 3 - Fort Saskatchewan</b>						
Castle (Scotford Colony)	206,685	58,117	28%	-2%		28%
École Parc Élémentaire	2,294,306	657,140	29%	-1%		29%
Fort Saskatchewan Christian	2,723,640	806,913	30%	0%		29%
Fort Saskatchewan Elementary	2,219,389	619,068	28%	-2%		29%
Fort Saskatchewan High	3,121,623	861,700	28%	-2%		28%
James Mowat Elementary	2,720,112	780,014	29%	-1%		28%
Rudolph Hennig Junior High	3,186,806	923,040	29%	-1%		29%
SouthPointe School	3,833,430	1,078,228	28%	-2%		29%
Win Ferguson Elementary	2,924,748	841,509	29%	-1%		28%
	<u>23,230,739</u>	<u>6,625,729</u>	29%	-1%		29%
<b>Sector 4 - Lamont County</b>						
Andrew School	760,705	214,140	28%	-2%		29%
Bruderheim School	1,190,560	340,545	29%	-1%		29%
Lamont Elementary	2,288,075	659,492	29%	-1%		28%
Lamont High	2,492,584	734,473	29%	-1%		29%
Mundare School	1,148,103	314,492	27%	-3%		28%
	<u>7,880,027</u>	<u>2,263,142</u>	29%	-1%		29%
<b>Sector 5 - County of Minburn</b>						
A.L. Horton Elementary	2,562,860	721,081	28%	-2%		28%
Pleasant Ridge Colony	165,704	37,927	23%	-7%	A	35%
Vegreville Composite High	2,709,373	739,393	27%	-3%		28%
	<u>5,437,937</u>	<u>1,498,401</u>	28%	-2%		28%

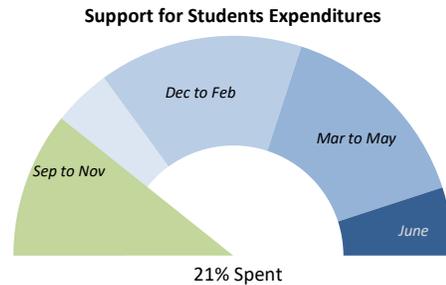
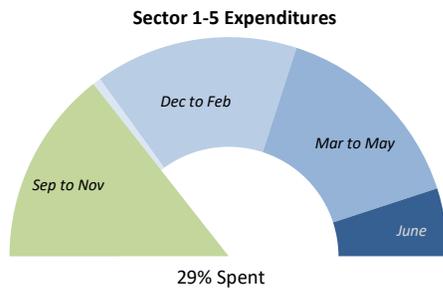
**Elk Island Public Schools**  
**Detailed Expenditures - Schools (Page 2)**  
**For The Three Month Period Ended November 30, 2021**  
**Percent of the Year Elapsed: 30%\***

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 30% Actual Less Elapsed %		
<b>Supports For Students - Schools</b>						
Early Learning	2,132,872	480,268	23%	-7%	B	23%
Specialized Supports & Other Programs <sup>1</sup>	2,377,616	485,432	20%	-10%	C	19%
	4,510,488	965,700	21%	-9%		20%
<b>Other</b>						
Elk Island Youth Ranch Learning Centre	341,285	103,498	30%	0%		29%
Next Step Programs	2,358,808	577,562	24%	-6%	D	26%
Home Education	200,935	57,274	29%	-1%		26%
Other School Allocations	(186,800)	486,191	-260%	-290%	E	-
To Be Allocated	608,572	-	0%	-30%	F	0%
Conversion (10 mo. To 12 mo.)	-	(4,400,561)	N/A	N/A	G	-
Standard Cost Conversion	-	(1,685,604)	N/A	N/A	H	-
Teacher Pensions	8,779,300	2,251,067	26%	-4%		28%
	12,102,100	(2,610,573)	-22%	-52%		-11%
<b>Total School Sites</b>	<b>\$ 132,493,315</b>	<b>\$ 31,713,485</b>	<b>24%</b>	<b>-6%</b>		<b>23%</b>

\* Based on a 10 month reporting period.

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

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	18,588,962	528,690	19,117,652	97.2%
Sector 2 - Strathcona County	3,777,100	76,334	3,853,434	98.0%
Sector 3 - Fort Saskatchewan	6,494,097	131,632	6,625,729	98.0%
Sector 4 - Lamont County	2,225,925	37,217	2,263,142	98.4%
Sector 5 - County of Minburn	1,472,030	26,371	1,498,401	98.2%
<b>Totals</b>	<b>32,558,114</b>	<b>800,244</b>	<b>33,358,358</b>	<b>97.6%</b>



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

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

**Elk Island Public Schools  
Expense Notes – Schools  
For the Three Month Period Ended November 30, 2021**

**A. Sector 5 – County of Minburn – Pleasant Ridge Colony**

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

This variance is due to a delay in replacing a classified staff member, as well as an error in recording some salary costs (which will be corrected in the second quarter).

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

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

- This is due to the Enhanced Kindergarten and Program Unit Funding (PUF) programs. Enhanced Kindergarten has not yet incurred any expenses but is expected to do so in future quarters to support early literacy programming. PUF has lower expenditures than budgeted in mileage, contracted services, and other areas. These costs are not uniform each month and are incurred as required. In addition, some salaries in this area are incurred over 12 months rather than 10 months (so we'd expect expenses closer to 25% spent).

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

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

- Specialized Supports has a 4% variance under budget. It is anticipated that spending will increase in the remaining quarters of the year as schools are continuing to make requests for additional support for complex student needs. As well, increased expenditures are planned given that new tuition agreements are sometimes created during the school year, with one anticipated in the next few weeks.
- Partners 4 Science has a 14% variance below budget, primarily due to a large donation that will be spent in later quarters to support the development of science kits once the new curriculum is confirmed.

**D. Other – Next Step Programs**

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

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

**E. Other – Other School Allocations**

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

**F. Other – To Be Allocated**

As per the Fall Budget Update approved by the Board in November, funds have been set aside to be allocated as required to meet school needs. This includes contingency funds for enrolment changes, home education, staffing, and illness costs.

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

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

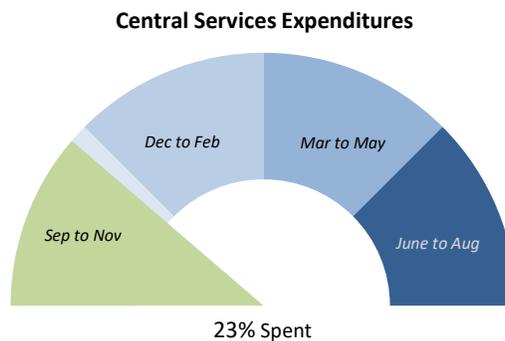
**H. Other – Standard Cost Conversion**

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures. Based on current projections, Financial Services is estimating the year-end surplus to be approximately \$1.5 million, primarily as a result of variances from estimates for certificated staffing.

**Elk Island Public Schools**  
**Detailed Expenditures - Central Services**  
**For The Three Month Period Ended November 30, 2021**  
**Percent of the Year Elapsed: 25%\***

	A Annual Fall Budget	Year to Date			Note Reference	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 25% Actual Less Elapsed %		
<b>Governance</b>	\$ 580,296	\$ 125,426	22%	(3%)	A	24%
<b>Education Executive</b>	1,343,025	305,663	23%	(2%)	B	20%
<b>Supports For Students - Central</b>	4,343,884	906,030	21%	(4%)	C	20%
<b>Human Resources</b>	5,373,976	1,133,289	21%	(4%)	D	22%
<b>Business Services</b>	2,808,031	625,301	22%	(3%)	E	20%
<b>Facility Services</b>					F	
Facilities	16,305,233	3,437,066	21%	(4%)		24%
Infrastructure Maintenance and Renewal	2,714,490	133,540	5%	(20%)		3%
	19,019,723	3,570,606	19%	(6%)		19%
<b>Information Technologies</b>	5,783,943	1,299,944	22%	(3%)	G	23%
<b>Student Transportation</b>	12,294,628	3,325,212	27%	2%	H	26%
<b>Fiscal Services</b>	7,007,040	1,952,203	28%	3%	I	27%
<b>TOTAL CENTRAL SERVICES</b>	<u>\$ 58,554,546</u>	<u>\$ 13,243,674</u>	<u>23%</u>	<u>(2%)</u>		<u>22%</u>

\* Based on a 12 month reporting period.



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

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

**Elk Island Public Schools**  
**Expense Notes – Central Services**  
**For the Three Month Period Ended November 30, 2021**

**A. Governance**

*Includes the Board of Trustees budget.*

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

- This budget does not follow a uniform spending pattern. Except for dues & fees, expenses in most budgeted categories have not yet been incurred. The timing of the election and COVID protocols have also impacted spending.

**B. Education Executive**

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

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

- Superintendent has a 3% variance from budget. This is attributable to planned expenditures which have not yet been incurred such as contracted services, or partially incurred such as the Leadership Workshops.
- Communications has a 2% variance from budget, primarily due to amounts budgeted for overtime, advertising/public relations, and contracted services. These expenses are incurred as required rather than a uniform amount monthly.
- In terms of the Election budget, the Division accrues (records estimates) for costs on an annual basis so that our administrative costs don't fluctuate drastically every fourth year when an election occurs. Currently we estimate total election costs of \$200,000. The estimate amount is reviewed after each election.
  - Costs for the most recent fall election are not yet finalized but further reporting is expected to be provided in the second quarter of the year. The election cost estimate could be updated at that point, should the Board approve it.

**C. Supports for Students – Central**

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

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

- Associate Superintendent – Support for Students has a 2% variance over budget, attributable to the Odyssey French Language program. This program runs over the course of the school year, so we expect expenses to be approximately 30% spent at this point in the year.
- Instructional Supports has a 6% variance below budget. Many of the programs in this area do not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. Programs such as New Curriculum, Reader Writers Workshop, and Early Literacy are expected to have increased expenditures over the remaining quarters of the year. Similarly, a targeted external donation received by EIPS is also expected to be spent in the remaining quarters of the year.
- Central Specialized Supports expenses are tracking as expected.

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

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

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

- Associate Superintendent – Human Resources has an 11% variance below budget, primarily due to planned expenditures not yet incurred in Certificate of Recognition (COR), Occupational Health & Safety, Long Service, Alberta Teachers' Association Bargaining, and Post-COVID Mental Health programs.
- Staff Relations & Training has a 9% variance below budget. Other than administrative costs, most programs have incurred little to no expenses in the first quarter; however, it is anticipated that expenses will be incurred in future quarters. Expenses such as Off to a Good Start training, Professional Learning Day (March 4, 2022), and further leadership development will be future expenses.
- Recruitment & Staffing has a 2% variance above budget. This is primarily due to the Maternity Parental Benefits and Staffing programs, which are considered Hold Harmless. Within the Staffing program, sick leave is trending higher than expected and is being closely monitored. Funds are being held in contingency to off-set any deficits due to sick leave.

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

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

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

- Secretary-Treasurer has a 3% variance below budget due to legal services. These costs are incurred as required rather than uniformly each month and are not predictable. Costs will increase over coming quarters as some billings have been delayed.
- Financial Services has a 3% variance below budget due to a delay in hiring vacant positions. As well, contracted services and professional development costs are incurred as required rather than uniformly each month.

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

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

Expenses are below expected year to date spending by 6%. Rather than a single program, this is a result of several variances, some of which are offsetting.

- Utility charges are currently trending under budget but are not evenly distributed throughout the year, as the second and third quarters tend to be higher due to winter heating costs and snow removal costs.
- Expenditures for contracted services for the Central Building and Custodial programs are trending below budget, however these costs are not evenly incurred throughout the year. Contracted service costs correlate with school breaks – with more costs over Christmas and Spring Break, followed by summer break.
- Infrastructure Maintenance and Renewal (IMR) expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The expense variance is offset by an equal variance in revenue (within the Schools – System Needs grant), resulting in a nil impact to the bottom line. Equipment supply chain delays are also impacting the IMR budget by delaying expenditures.

## **G. Information Technologies**

*Includes the Information Technologies budget.*

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

- The variance can be attributable to the Student Record Digitization program, for which there have not yet been any costs incurred. Mileage, professional development, software, and equipment expenditures are also below budget; however, these are not incurred uniformly each month - rather as needed.

## **H. Student Transportation**

*Includes the Student Transportation budget.*

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

- The majority of expenses in the Student Transportation department are for contracted bus driver costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 30%.
- This is offset by underspending in telephone, supplies & materials, and equipment. Spending in these categories is not uniform each month. Spending is expected to occur later in the year.

## **I. Fiscal Services**

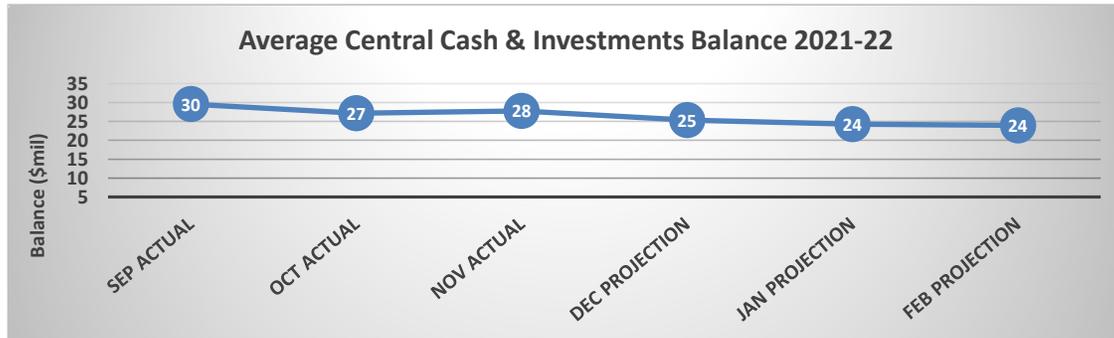
*Includes the Fiscal Capital and Fiscal Operations budget.*

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

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

**Elk Island Public Schools**  
**Statement of Cash and Investments**  
**As At November 30, 2021**

	<u>November 30, 2021</u>	<u>November 30, 2020</u>
Cash Account Balances	\$ 28,791,283	\$ 18,140,221
Guaranteed Investment Certificates	-	4,196,762
<b>Total Central Cash and Investments</b>	<b>28,791,283</b>	<b>22,336,983</b>
Less Restricted Funds (Trusts)	(44,522)	(56,839)
<b>Total Available Central Cash and Investments</b>	<b>\$ 28,746,761</b>	<b>\$ 22,280,144</b>



Cash balances are expected to fall slightly over the 2021-22 year as the Division has planned a \$4.9 million budget deficit. The Division continues to regularly review available investment opportunities. At this point, funds earn interest in cash accounts.

**Capital Project Listing**  
**As At November 30, 2021**

	<u>Budget</u>	<u>YTD Actuals</u>	<u>Actual % of Budget</u>	<i>Note Reference</i>
<b>Capital Reserves:</b>				
Information Technology	300,000	77,053	26%	A
Aging Equipment at Schools	100,000	-	0%	B
Modular Connecting Link	15,000	10,160	68%	C
<b>Operating Reserves:</b>				
Mechanical Cooling for Modulares	250,000	13,040	5%	D
<b>Funded with Operational Funding (School/Dept Budgets) or SGF:</b>				
School and Department Purchases	300,000	21,176	7%	E
Facility Services Vehicles	200,000	-	0%	F
<b>Provincially Funded:</b>				
Infrastructure Maintenance and Renewal Grant				
Capital Portion	1,132,929	451,819	40%	G
Capital Maintenance and Renewal Grant	1,845,420	295,412	16%	H
<b>Total Capital Projects</b>	<b>\$ 4,143,349</b>	<b>\$ 868,660</b>	<b>21%</b>	

**Notes:**

- A - VOIP Server has been replaced and switch replacement is in progress.
- B - Available for schools that have a significant piece of equipment that is failing or is a safety concern. Funds were approved for specific items in early December and purchases are expected over the remaining quarters of the year.
- C - Modular connecting link at SouthPointe School is complete. Remaining funds will be returned to unallocated capital reserves.
- D - Work has begun and funds will continue to be spent over the remaining quarters of the year.
- E - Equipment/furniture purchases made from school or department budgets. Purchases will continue to be made over the course of the year.
- F - Due to supply chain delays and increased costs, the purchase of four new fleet vehicles for Facility Services has been deferred to next year. These funds have been redeployed within the Facility Services budget to high priority projects.
- G - This is a carryforward of unspent funding from 2020-21, as well as an estimated capital portion of the 2021-22 grant. Expenses are not incurred evenly over the course of the year. The remainder of this grant is budgeted as non-capital and included on the Central Services page.
- H - This is the carryforward of the unspent portion of the government's 2021-22 grant, which is for the period of April 2021 to March 2022. There are four projects currently in progress to be completed by March 31, 2022. When the budget for the government's 2022-23 year is announced in the Spring, additional funding may become available for use.