



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

WEDNESDAY, MAY 25, 2022

Board Room
Central Services
Administration Building

AGENDA

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

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- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
- 10:00 am 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**
- 4.1 Board Meeting – April 21, 2022 (encl.)
- 4.2 Board Meeting – May 19, 2022 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)
- 5.1 ASBA Zone 2/3 Meeting – April 22, 2022
- 5.2 Town of Bruderheim Mayor’s Gala – April 23, 2022
- 5.3 Strathcona Christian Academy Elementary - Disney Kids Lion King – April 27, 2022
- 5.4 EIPS Bus Driver Appreciation – May 2-4, 2022
- 5.5 EIPS Long Service and Retirement Event 2022 – May 3, 2022
- 5.6 School Tours – Davidson Creek, Lakeland Ridge, Glen Allan, Bev Facey, F.R. Haythorne Schools – May 9, 2022
- 5.7 Heritage Hills Elementary Ukulele Performance – May 11, 2022
- 5.8 Culture Camp (First Nations, Métis and Inuit Experience) – May 14-15, 2022
- 5.9 Employee Relations Group (ERG) Meeting – May 17, 2022
- 5.10 EIPS Bus Road-ee – May 18, 2022
- 5.11 Sherwood Park & District Chamber of Commerce Luncheon – May 18, 2022
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)
7. **COMMENTS FROM THE PUBLIC AND STAFF GROUP REPRESENTATIVES**
- ASSOCIATION/EMPLOYEE GROUPS**
8. **ASBA ZONE 2/3 REPORTS** J. Shotbolt (verbal)
Meeting held April 22, 2022
9. **ATA LOCAL REPORT** D. Zielke (verbal)
10. **EMPLOYEE RELATIONS GROUP (ERG) REPORT** D. Jarvin

(verbal)

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

11. **BUSINESS ARISING FROM IN CAMERA**
12. **ELK ISLAND PUBLIC SCHOOLS FOUR-YEAR EDUCATION PLAN: 2022-26** M. Liguori/S. Stoddard (encl.)
13. **2022-23 BUDGET REPORT** M. Liguori/C. Cole
13.1 2022-23 Budget (encl.)
13.2 2022-23 Alberta Education Budget Report (encl.)
14. **BOARD POLICY 13: APPEALS AND HEARINGS REGARDING STUDENT MATTERS** R. Footz (encl.)
15. **BOARD POLICY 18: ALTERNATIVE PROGRAMS** R. Footz (encl.)
16. **BOARD POLICY 19: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING AND WORKING ENVIRONMENTS** R. Footz (encl.)

COMMITTEE REPORTS

17. **POLICY COMMITTEE** R. Footz
Meeting held May 10, 2022 (verbal)
18. **STUDENT EXPULSION COMMITTEE** R. Footz
Meetings held May 2, 10 and 24, 2022 (verbal)

REPORTS FOR INFORMATION

19. **2021-22 SUMMER PROJECTS** M. Liguori/C. Wait
M. Desautels (encl.)
20. **2022-23 INFRASTRUCTURE MAINTENANCE AND RENEWAL AND CAPITAL MAINTENANCE AND RENEWAL PROJECTS** M. Liguori/C. Wait (encl.)
21. **EIPS THREE-YEAR ENGAGEMENT STRATEGY** M. Liguori/B. Dragon (encl.)
22. **TRUSTEES' REPORTS/NOTICES OF MOTIONS / REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS TO MAY 25/22 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 21, 2022 Board Meeting as amended or as circulated.
- 4.2 That the Board of Trustees approve the minutes of the May 19, 2022 Board Budget 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. That the Board of Trustees receive the report from the representative of the Employee Relations Group for information.

Business Arising from Previous Meeting.

11. *Business Arising from In Camera.*
12. That the Board of Trustees approve the EIPS Four-Year Education Plan: 2022-26, effective the start of the 2022-23 school year; and

Policy 1: Division Foundational Statements be amended to reflect the new mission and belief statements.
- 13.1 That the Board of Trustees approve the operating budget for 2022-23 of \$202,416,333 for Elk Island Public Schools, for the period Sept. 1, 2022 to Aug. 31, 2023.

- 13.2 That the Board of Trustees approve the Alberta Education Budget Report for the year ending Aug. 31, 2023.
14. That the Board of Trustees approve the amendments to Board Policy 13: Appeals and Hearing Regarding Student Matters, as presented.
15. That the Board of Trustees approve the amendments to Board Policy 18: Alternative Programs, as presented.
16. That the Board of Trustees approve the amendments to Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments, as presented.
17. That the Board of Trustees receive for information the report from the Policy Committee meeting held on May 10, 2022.
18. That the Board of Trustees receive for information the report from the Student Expulsion Committee meetings held on May 2, 10 and 24, 2022.
19. That the Board of Trustees receive the Facility Services 2021-22 Summer Projects Plan for information.
20. That the Board of Trustees receive the 2022-23 Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Project Plans for information.
21. That the Board of Trustees receive the EIPS Three-Year Engagement Strategy for information.



BOARD MEETING MINUTES

April 21, 2022

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, April 21, 2022, 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 9:00 a.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

M. Liguori, Superintendent
S. Stoddard, Associate Superintendent
B. Billey, Associate Superintendent
C. Cole, Secretary-Treasurer
D. Antymniuk, Division Principal
L. McNabb, Director, Communication Services
T. Borchers, 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

056/2022 | Vice-Chair Holowaychuk moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

057/2022 | Trustee Irwin moved: That the Board revert to regular session (9:49 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:49 a.m. and reconvened at 10:00 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 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.

Trustee Allen left the meeting at 10:01 a.m.

AGENDA

Board Chair called for additions or deletions to the Agenda.

058/2022 | Trustee Shotbolt moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

Trustee Allen returned to the meeting at 10:02 a.m.

APPROVAL OF MINUTES

Board Chair called for confirmation of the March 17, 2022 Board Public Meeting Minutes.

059/2022 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of March 17, 2022 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

060/2022 | Board Chair Boymook moved: That the Board of Trustees receive for information the Chair report.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

061/2022 | Trustee Footz moved: That the Board of Trustees receive for information the Superintendent report.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No report was presented.

Association and Local Reports

ASBA ZONE 2/3 REPORT

Trustee Shotbolt presented the ASBA Zone 2/3 report to the Board.

062/2022 | Trustee Shotbolt 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 Maxine Holm. Representative Holm presented the Local ATA report to the Board.

063/2022 | Trustee SoroChan 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 previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

BOARD POLICY 2: ROLE OF THE BOARD

Trustee Footz presented to the Board for approval the amendments to Board Policy 2: Role of the Board.

064/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve the amendments to Board Policy 2: Role of the Board, as presented.

CARRIED UNANIMOUSLY

2022-23 KEY BUDGET ASSUMPTIONS

Secretary-Treasurer Cole presented to the Board for approval the key budget assumptions for 2022-23.

065/2022 | Trustee Irwin moved: That the Board of Trustees approve the key budget assumptions for 2022-23, as presented.

CARRIED UNANIMOUSLY

2022-23 BUDGET ALLOCATIONS INCLUDING THE USE OF RESERVES

Secretary-Treasurer Cole presented to the Board the proposed use of reserves and allocation of funds which allows schools and departments to maintain and invest in essential services and supports the Division's mission, values and priorities.

066/2022 | Trustee Irwin moved: That the Board of Trustees approve a transfer from Division Unallocated Operating Reserves to Division Allocated Reserves of \$5,332,598 (Attachment 3, Page 3 – Column D, Row M).

CARRIED UNANIMOUSLY

067/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve 2022-23 funding in the amount of \$6,430,598 from the Division Allocated Operating Reserves for Focus on Unfinished Learning, Consultants: Assessment, Numeracy, Early Learning, Career Pathways, and Professional Development, and other projects (Attachment 3, Page 3 – Column B, Row L).

CARRIED UNANIMOUSLY

068/2022 | Trustee Shotbolt moved: That the Board of Trustees approve a transfer from Division Unallocated Operating Reserves to Division Allocated Capital Reserves of \$1,365,000 (Attachment 3, Page 2 – Column H).

CARRIED UNANIMOUSLY

069/2022 | Trustee Seutter moved: That the Board of Trustees approve a transfer from Division Operating Reserves to Division Allocated Capital Reserves of \$1,000,000 (Attachment 3, Page 3 – Column D, Row N).

CARRIED UNANIMOUSLY

070/2022 | Trustee Irwin moved: That the Board of Trustees approve the use of capital reserves for a total of \$1,042,000 (Attachment 3, Page 2 – Column G).

CARRIED UNANIMOUSLY

071/2022 | Trustee Irwin moved: That the Board of Trustees approve the use of reserves and allocations for 2022-23 as presented in this report.

CARRIED UNANIMOUSLY

Trustee Miller left the meeting at 12:10 p.m.

2022-23 SCHOOL FEES

Secretary-Treasurer Cole presented to the Board for approval the 2022-23 school fees.

072/2022 | Trustee Footz moved: That the Board of Trustees approve the 2022-23 school fees, as presented.

CARRIED UNANIMOUSLY

The Board recessed at 12:15 p.m. and reconvened at 1:32 p.m. with all trustees noted above in attendance, except Trustee Miller.

2022-23 ADMINISTRATIVE FEES

Facility Rental and Lease Fees

Superintendent Liguori presented to the Board for approval the Facility Rental and Lease fees for the 2022-23 school year.

073/2022 | Trustee Sorochan moved: That the Board of Trustees approve the Facility Rental and Lease fees for the 2022-23 school year, as presented.

CARRIED UNANIMOUSLY

Trustee Irwin left the meeting at 1:48 p.m.

Specialized Supports Fees

Associate Superintendent Stoddard presented to the Board for approval the Specialized Supports fees for the 2022-23 school year.

074/2022 | Trustee Shotbolt moved: That the Board of Trustees approve the Specialized Supports fees for the 2022-23 school year, as presented.

CARRIED UNANIMOUSLY

Trustee Irwin returned to the meeting at 1:59 p.m.

Partners for Science (P4S) Fees

Associate Superintendent Stoddard presented to the Board for approval the Partners for Science (P4S) fees for the 2022-23 school year.

075/2022 | Trustee Irwin moved: That the Board of Trustees approve the Partners for Science (P4S) fees for the 2022-23 school year, as presented.

CARRIED UNANIMOUSLY

Non-Resident/International Students Fees

Associate Superintendent Stoddard presented to the Board for approval the Alberta Non-Resident and International Student fees for the 2022-23 school year.

076/2022 | Trustee Shotbolt moved: That the Board of Trustees approve the Alberta Non-Resident and International Student fees for the 2022-23 school year, as presented.

CARRIED UNANIMOUSLY

Play and Learn at School (PALS) Fees

Associate Superintendent Stoddard presented to the Board for approval the Play and Learn at School (PALS) fees for the 2022-23 school year.

077/2022 | Trustee Sorochan moved: That the Board of Trustees approve the Play and Learn at School (PALS) fees for the 2022-23 school year, as presented.

CARRIED UNANIMOUSLY

Student Transportation Fees

Director Weder presented to the Board for approval the Student Transportation Fee Schedule for the 2022-23 school year.

078/2022 | Trustee Seutter moved: That the Board of Trustees approve the Student Transportation Fee Schedule for the 2022-23 school year, as presented.

CARRIED UNANIMOUSLY

BUDGET REALLOCATION FOR 2021-22

Secretary-Treasurer Cole presented to the Board recommendations for use of unanticipated surplus dollars to support an enhanced kindergarten initiative, renovations to Pine Street Elementary for the Connections Program, and to support schools in their work in supporting student achievement or other school related purposes.

079/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$110,000 to support an enhanced kindergarten initiative.

CARRIED UNANIMOUSLY

080/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$184,000 for renovations to Pine Street Elementary for the Connections program.

CARRIED UNANIMOUSLY

081/2022 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve a budget reallocation of unanticipated surplus of \$400,000 to schools for various opportunities they can identify at their schools.

CARRIED UNANIMOUSLY

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented to the Board for information the report from the Student Expulsion Committee meetings held April 5 and 8, 2022.

082/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meetings held April 5 and 8, 2022.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented to the Board for information the report from the Policy Committee meeting held April 12, 2022.

083/2022 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held April 12, 2022, for information.

CARRIED UNANIMOUSLY

ADVOCACY COMMITTEE

Board Chair Boymook presented to the Board for information the report from the Advocacy Committee meeting held April 14, 2022.

084/2022 | Board Chair Boymook moved: That the Board of Trustees receive for information the report from the Advocacy Committee meeting held April 14, 2022, 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 2:47 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

May 19, 2022

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 19, 2022, in the Board Room, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Acting Chair Holowaychuk calling the meeting to order at 9:01 a.m.

BOARD MEMBERS PRESENT

C. Holowaychuk, Vice-Chair (Acting Chair)
T. Boymook, Board Chair (via Video Conference)
C. Allen
R. Footz
D. Irwin
S. Miller
D. Irwin
J. Shotbolt
R. Sorochan

BOARD MEMBERS ABSENT

J. Seutter

ADMINISTRATION PRESENT

M. Liguori, Superintendent
S. Grinde, Director, Human Resources (acting for B. Billey, Associate Superintendent)
C. Cole, Secretary-Treasurer
C. von Tettenborn, Director of Finance
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Acting Chair Holowaychuk welcomed all and called the meeting to order at 9:01 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

Acting Chair Holowaychuk 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

Acting Chair Holowaychuk called for additions or deletions to the Agenda.

085/2022 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

Reports for Information

2022-23 BUDGET

086/2022 | Trustee Irwin moved: That the Board of Trustees receive for information the 2022-23 Budget Report.

Superintendent Liguori shared opening remarks regarding the 2022-23 Spring Budget. For 2022-23 school year EIPS has prepared a \$202.42 million operating budget drawing \$8.91 million from operating reserves. The use of reserves allows EIPS the flexibility to support numerous student and school focused initiatives as well as one-time central projects to ensure continuity of operations.

There are a number of factors that still exist that provide for an uncertain horizon ahead. The impacts of the war in the Ukraine, economic pressures, political uncertainty, and a new curriculum all present challenges.

In addition, there is the effects of the impact of Covid, primarily unfinished learning, as well as the social emotional impacts on students, families and staff. The implications of this will impact us not only next year, but for years to come.

Superintendent Liguori thanked the Board of Trustees for their diligence as administration have worked through Budget 2022-2023 and the incumbent challenges.

Administration has prepared a budget that meets the needs of the Division, provides for predictability based on what we currently know and is fiscally prudent. Most importantly, it provides for and supports an outstanding educational system for our students and families.

Superintendent Liguori asked Secretary-Treasurer Cole to take the Board through the detailed report.

Secretary-Treasurer Cole and Director von Tettenborn proceeded to present the 2022-23 Budget Report. Highlights included:

Administration prepared the 2022-23 proposed budget based on the Board approved assumptions and allocations.

The introduction of *the new accounting standard regarding Asset Retirement Obligation (ARO) for school divisions*, which identifies the estimated future costs of remediate buildings that have asbestos, typically when the buildings are replaced or modernized.

The 2022-23 Budget has been developed with a conservative approach due to the continued uncertainty of the external environment. The economy was showing signs of recovery from the pandemic; however, the war in Ukraine is leading to economic instability on top of prolonged supply chain issues caused by COVID. 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 2021-22 year-end;
- new approvals or updates for reserve spending, if any; and
- changes to expenses based on the above updates.

The *Alberta Education Budget Report* will be brought before the Board on May 25, 2022, for approval. This report takes information presented in Attachment 1 and consolidates it into a standardized format required by Alberta Education.

The following financial information was presented:

- Budget Summary
- Budget Process
- Budget Assumptions
- Accumulated Surplus/(Deficit)
- Reserves
- Statement of Revenues and Expenses and Staffing - Full Time Equivalent (FTE)
- Alberta Education Revenue
- Allocation Reconciliation

Board recessed at 10:17 a.m. and reconvened at 10:28 a.m. with all trustees noted above in attendance.

Director of Finance von Tettenborn and Secretary-Treasurer Cole presented Schools Summary and Details by Sector along with Supports for Students – Schools and Early Learning and Specialized Supports – Schools.

SCHOOLS

The following information was presented in the report by Sector:

- Enrolment Detail – by Sector
- Enrolment Comparative – by Grade
- Schools Expenses – Detail by Sector by Category
- School Staffing by Sector – Full Time Equivalent (FTE)

Secretary-Treasurer Cole presented the Central Services summary which included the Full Time Equivalent (FTE) change.

CENTRAL SERVICES

The following information was presented by department:

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

Board Chair Boymook left the meeting at 11:08 a.m.

Alberta Education has held school divisions “harmless” for 2022-23 in that the Educational Funding Envelope remained relatively the same as last year and funding reductions were not made due to the impact of 2021-22 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 plan for reserve usage has been built into the allocations and is shown on page 11. As previously mentioned, the Division is undertaking several projects that are focused on students, staff and strengthening the infrastructure utilized for student learning. There have been no changes in reserve usage since April when reserves usage was approved.

The impacts of the COVID pandemic will continue into 2022-23 and this budget allows EIPS to target resources to ensure student success not only in their educational experience, but also in their after-school lives. This budget also provides funds for health and wellness initiatives for students and staff, investment in technology and other infrastructure – to name just a few. This is a year where the Division has the flexibility to invest in students, staff, and infrastructure to set itself up for success in the future when the restrictions on reserve usage becomes a reality.

Trustee Sorochan commended both central and school staff for their budget work and for spending dollars to enhance student achievement.

On behalf of the Board, Acting Chair Holowaychuk passed on appreciation to all staff for their hard work in preparing the 2022-23 Budget which emphasizes student focus. The Budget Report was well done and easy to understand.

Acting Chair Holowaychuk proceeded with the vote.

VOTE ON MOTION 086/2022 CARRIED UNANIMOUSLY

BUDGET CLOSING REMARKS

No closing remarks were made.

ADJOURNMENT

087/2022 | Trustee Allen moved: That the meeting be adjourned.

CARRIED UNANIMOUSLY

Acting Chair Holowaychuk declared the meeting adjourned at 11:28 a.m.

Colleen Holowaychuk, Acting Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: May 25, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Four-Year Education Plan

ORIGINATOR: Sandra Stoddard, Associate Superintendent

RESOURCE STAFF: Corrie Fletcher, Communications Specialist

REFERENCE: *Education Act* Sections 33, 51, 52, 53, 54. 60, 67, 139, 222
Board Policy 2: Role of the Board

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 *EIPS Four-Year Education Plan: 2022-26*, effective the start of the 2022-23 school year; and

[Policy 1: Division Foundational Statements](#) be amended to reflect the new mission and belief statements.

BACKGROUND:

Each year, school divisions are required to develop an education plan, approved by the Board of Trustees, and post it to their website by May 31—consistent with submitting of their annual budget.

Effective planning and results reporting occur in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting component assurance cycle involves:

- developing or updating education plans in keeping with results arising from the analysis and implementation, input gathered from stakeholder engagement activities, provincial direction and strategic priorities;
- ensuring the plan contains outcomes, performance measures and evidence-informed strategies that address local and strategic priorities; and
- developing a budget and allocating resources to support the plan's implementation and its priorities and demonstrates responsible stewardship.



RECOMMENDATION REPORT

CURRENT STATE:

As noted above, a key component in developing the education plan is stakeholder engagement. School divisions are expected to engage students, families, staff and community members in the planning process to establish key priorities and other elements of the plan, as appropriate. They are also required to share progress on achieving those priorities. Engaging stakeholders in developing the education plan and sharing the results has several benefits. These include ensuring school authorities are more responsive to local needs, increasing stakeholder understanding of education matters, improving decision-making, and enhancing ownership of decisions. Using this approach to planning enables school authorities to be responsive to student and community needs and focus on continuous improvement.

To this end, the *EIPS Four-Year Education Plan: 2022-26* was developed using various feedback methods from students, staff, families and stakeholders. In March 2021, a Section B, was added to the annual EIPS Parent Survey, Grade 12 EIPS Student Survey, EIPS Staff Engagement Survey and an EIPS Community Stakeholder Survey. All surveys included questions to gather input about whether the priorities, goals and outcomes from the past Four-Year Education Plan should stay the same, be modified or changed completely. The survey results were summarized into key themes and provided to the newly elected Board of Trustees at their December Board retreat. The Board utilized the survey information to develop the new *EIPS Four-Year Education Plan*. In January, a draft Four-Year Education Plan was also shared with the Division's Committee of School Councils for additional feedback.

Also, in January, EIPS provided all school families, staff, Grade 12 students and community members a summary of the Division's Annual Education Results Report and a Year in Review Assurance Survey. The purpose: To assess stakeholder confidence with what the Division is doing relative to key assurance domains and gather input to guide the Division's next steps and develop potential strategies to include in the plan. Additionally, to ensure the Division continues to allocate its resources according to local priorities, administration added a Part B to the Year in Review Assurance Survey—a budget survey designed to gather input from families, staff and current Grade 12 students about the budget planning process. The rationale for including only Grade 12 students is they have a kindergarten to Grade 12 experience to reflect on and provide valuable feedback about resource allocation from a student perspective. The budget survey focused on stakeholder values by asking participants to share ideas about the most important areas the Division should consider allocating resources to enhance students' overall performance within the Division.

Using all of the collected survey feedback, in conjunction with other data-based information, the Board has developed its Four-Year Education Plan (see Attachment 1, "EIPS Four-Year Education Plan: 2022-26). Overall, the plan is responsive to assurance measure data, aligned with community values and supported by a budget aligned to the key priority strategies required to achieve the goals and outcomes identified in the Division's plan.

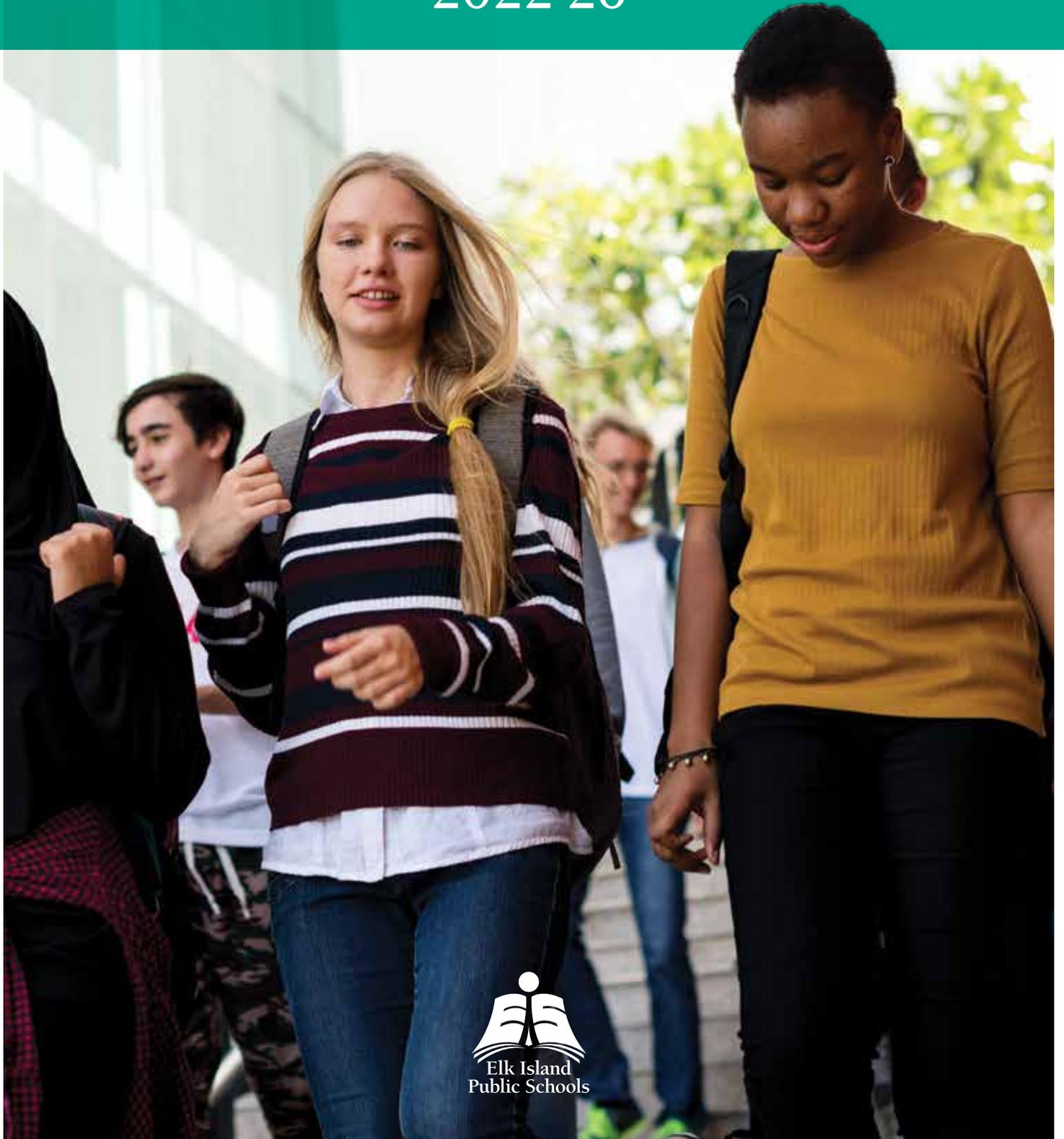
COMMUNICATION PLAN:

If approved, the Division will share the *EIPS Four-Year Education Plan: 2022-26* plan with stakeholders and post it online by May 31, 2022. The Division will also update Policy 1 to align with the new Four-Year Education Plan: 2022-26 on Sept. 1, 2022.

ATTACHMENT(S):

1. 2022-26 EIPS' Four-Year Education Plan
2. Policy 1: Division Foundational Statements – draft changes (marked and unmarked)

Elk Island Public Schools
Four-Year Education Plan
2022-26



Accountability

The *EIPS Four-Year Education Plan: 2022-26* was prepared under the direction of the Elk Island Public Schools Board of Trustees in accordance with the responsibilities of the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board's committed to using the results in this report, to the best of its abilities, to improve outcomes for students and ensure all learners within the Division can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The *EIPS Four-Year Education Plan: 2022-26* was approved by the Board on May 25, 2022.


Trina Boymook
Chair, Board of Trustees

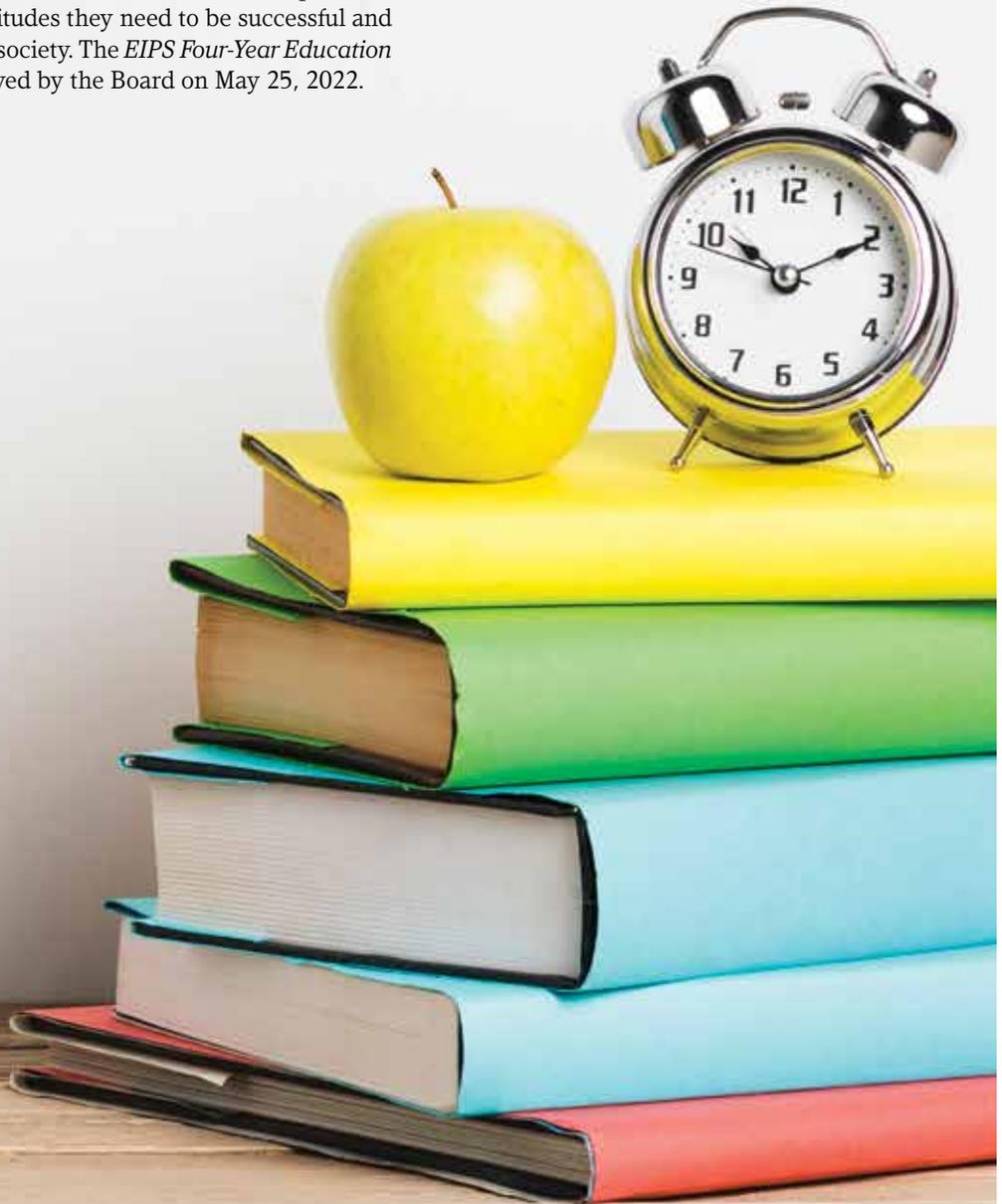


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EIPS Profile and Local Context

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,125 students, kindergarten to Grade 12, in 43 schools—in Sherwood Park, the City of Fort Saskatchewan, Strathcona County, Lamont County, the Town of Vegreville and the western portion of Minburn County. The Division also employs 1,497 people—903 teachers and 594 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to discover and develop their passions through a range of high-quality educational programs. 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, including Play And Learn at School, pre-kindergarten, specialized

learning environments; early intervention and counselling services; and consultative services, such as speech-language, hearing, vision, occupational therapy and physical therapy.

There are also myriad educational opportunities that take place within, and outside, the classroom, including:

- five language programs—English, French, German, Ukrainian and Spanish;
- three academic programs—Advanced Placement, International Baccalaureate and Junior High Honours;
- faith-based programs—Alternative Christian and Logos Christian; and
- Next Step Outreach.

And, to complement programming, the Division also boasts strong extracurricular opportunities in all schools—music, drama, special-interest clubs, athletics and more. Collectively, the diverse programming ensures a well-rounded education with learners obtaining the skills and knowledge needed to succeed and take on the world.

Mission: To provide high-quality, student-centred education

BELIEF STATEMENTS

- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
- Student growth and success are a shared responsibility between all stakeholders.
- Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
- Decisions are informed by reliable data and made in the best interest of all students.



EIPS Four-Year Education Plan: 2022-26

Mission: To provide high-quality, student-centred education

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

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

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

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

Priority 2: Enhance high-quality learning and working environments

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

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

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

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

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

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 assurance reports to assess its progress toward achieving the goals and outcomes outlined in the Division’s 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, belief statement and *EIPS Four-Year Education Plan* (pg. 4, “EIPS Four-Year Education Plan: 2022-26”) to develop new strategies to further support student learning.

ACCOUNTABILITY AND PERFORMANCE

The planning and reporting are integral to the Division’s performance-management and assurance cycles, 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 efforts 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 assuring stakeholders 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, planning and results reporting are integral to the Division's assurance cycle—involving 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 provide feedback on the *EIPS Four-Year Education Plan*, which captures the Division's strategic direction.
- Every spring, EIPS reviews the *EIPS 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 school education plans—also developed with input from staff, students and school families.
- After announcing the budget, the Division and its schools allocate or redirect resources to meet the priorities and 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 maintaining or improving performance in the outlined goals—focusing on student growth and achievement.
- In November, the Division hosts Assurance Reviews of the previous year for schools and departments—using Alberta Education's assurance measures 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 the Assurance Reviews, EIPS publishes its *Annual Education Results Report*. The report outlines how the Division ensures students achieve the best possible outcomes and meet the priorities and goals set out in the *EIPS Four-Year Education Plan*, which the Board reviews and approves. Once Board-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.

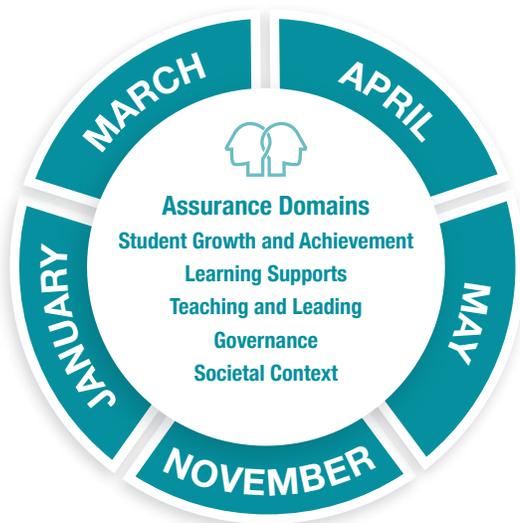
Assurance Cycle

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

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

ONGOING GENERATIVE GOVERNANCE

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



NOVEMBER 2022

- Schools will engage families to review the results from the previous year, attend the Assurance Reviews and tune into the Board meeting when it discusses the *EIPS Annual Education Results Report: 2022-26*.

JANUARY 2023

- The Division will engage the Committee of School Councils (COSC) about the *Annual Education Results Report 2022-26*.
- The Division will engage staff, families, community members and Grade 12 students through its annual EIPS Year-in-Review Survey. The survey asks respondents a series of questions to gauge stakeholder confidence about the Division's direction and gather feedback about future budget-planning priorities.
- All EIPS schools will conduct consultations with families about school fees for the upcoming school year.

FEBRUARY 2023

- The province will launch its Alberta Education Assurance Survey to gather feedback from students, staff and families about the required assurance performance measures domains—the data helps guide future decision-making.

MARCH 2023

- The Division will administer its annual feedback surveys—to school families, staff and students. The survey focuses on assurance domains, and the feedback helps guide future decision-making about EIPS' priorities and budget allocations.

APRIL 2023

- All schools will engage staff and families to aid with budget planning and the school education plans for the 2023-24 school year.
- Using the feedback from the surveys and other public engagement conversations, the Division will prepare a spring budget report and update the *EIPS Four-Year Education Plan: 2022-26*.

MAY 2023

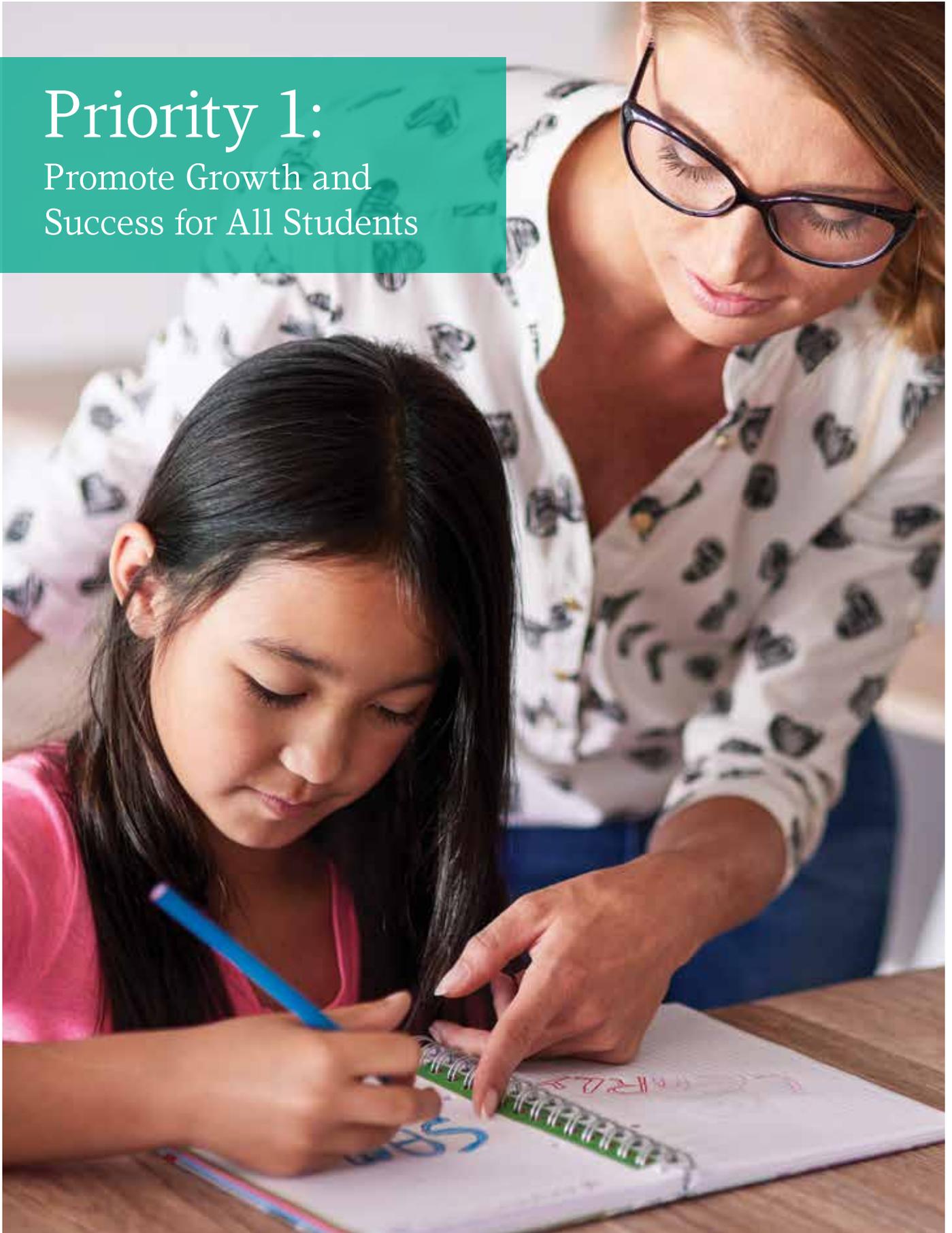
- The Division will engage COSC about the Division budget and the updated draft *EIPS Four-Year Education Plan: 2022-26*.
- The Board will approve the Division's spring budget for 2023-24 and update the *EIPS Four-Year Education Plan: 2022-26*. Once approved, the Division will submit both to Alberta Education for review.

ONGOING:

- 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 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: Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

Local Outcome 1: Kindergarten children reach developmental milestones by Grade 1

Local Outcome 2: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3

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 are 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 *EIPS Four-Year Education Plan: 2022-26*. The goal sets the groundwork for implementing strategies that ensure as many children as possible, entering Grade 1, reach developmental milestones. To facilitate this, all young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring and responsive staff members in high-quality early learning environments that focus on purposeful, play-based programming.

Equally important is for children in kindergarten to Grade 3 to develop a strong early literacy and numeracy foundations. Both are critical for success in these areas later in life. In fact, in literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, teachers work diligently to ensure learners read at grade level and participate in ongoing professional learning—research-based foundational literacy practices, Reader's Workshop and Writer's Workshop. The ultimate goal is to support growth in both areas on an ongoing basis.



Performance Measures

TEACHER SURVEY

- The percentage of children no longer identified with a severe development delay after two years of EIPS' Play And Learn at School (PALS) programming.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures:
 - awareness of self and environment;
 - social skills and approaches to learning;
 - cognitive skills;
 - language and communication;
 - physical development: fine-motor; and
 - physical development: gross motor.
- The percentage of Grade 3 students reading at grade level.
- The percentage of Grade 3 students performing mathematics at grade level.

EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families reporting their child demonstrated growth in development because of PALS.
- The percentage of families reporting their child is becoming ready to enter Grade 1 because of the kindergarten program.

TEACHER CURRICULUM SURVEY

- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS provides the supports and services needed to prepare pre-kindergarten and kindergarten learners for Grade 1.

Priority Strategy for Education Plan

EIPS will continue its efforts to ensure children reach their developmental milestones and attain solid foundational skills in the early years.

Strategies include:

-  Work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support and therapy to address developmental delays identified in classrooms—pre-kindergarten to Grade 3.
-  Develop ongoing online modules to build capacity in key early learning program areas, such as fine-motor progressions and early language foundations—particularly beneficial for onboarding new teachers.
-  Use robust literacy and numeracy assessments to identify areas early learners are struggling. The strategy will help support children learn the necessary foundational skills.
-  Provide small-group modelling and side-by-side coaching in kindergarten to Grade 3 classrooms. The strategy will build teacher capacity in foundational literacy—reading, writing, and English and French language oral word work. It will also support more students to demonstrate growth in literacy and reading at grade level.
-  Use Board-allocated funds, \$1 million, to continue the Division's pandemic recovery efforts—kindergarten to Grade 12. Schools are developing intervention plans for students negatively affected by the disruption of learning during the pandemic. Supporting schools in identifying and implementing these plans ensures more students close any resulting learning gaps.
-  Use Board-allocated funds, \$800,000, to continue efforts around building teacher capacity to successfully implement the new curriculum—through unit-plan development, assessment development and professional learning. The strategy ensures teachers, K-3, confidently and effectively implement the new programs of study—mathematics, English language arts and literature, and physical education and wellness—launching in fall 2022.



Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 1: Students are engaged with their learning and achieve student-learning outcomes

Local Outcome 2: 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 *EIPS Four-Year Education Plan: 2022-26*.

Literacy is the ability to read, view, write, design, speak and listen to allow 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 to reaching 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 community. Developing strong numeracy skills in students is critical to reaching their full potential.

Performance Measures

OVERALL LITERACY LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
 - Grade 6 and Grade 9 Provincial Achievement Tests (PATs)
 - diploma examinations
 - Grade 6 Language Arts PAT
 - Grade 9 Language Arts PAT
 - English 30-1 diploma examination
 - English 30-2 diploma examination
 - Star 360 Reading Assessment

OVERALL MATHEMATICS LEARNING OUTCOMES

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

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree the literacy and numeracy skills their child's learning at school are useful.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of teachers, families and students who agree students are engaged in their learning.

Performance Measures

EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families who agree their child's:
 - demonstrating growth in literacy;
 - demonstrating growth in numeracy;
 - individual needs are met; and
 - encouraged to do their best.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students in grades 9 and 12 who agree:
 - they're demonstrating growth in literacy;
 - they're demonstrating growth in numeracy;
 - they're engaged in their learning, and the schoolwork's interesting;
 - their individual learning needs are met; and
 - they're encouraged to do their best.

TEACHER CURRICULUM SURVEY

- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS implements strategies and supports needed for learners to demonstrate growth in literacy.
- The percentage of staff, students and families confident EIPS implements strategies and supports needed learners to demonstrate growth in numeracy.

EIPS is committed to the success of every student and ensuring they have the tools needed to reach their full potential





Priority Strategy for Education Plan

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

Strategies include:



Use Board-allocated funds, \$1 million, to continue the Division's pandemic recovery efforts—kindergarten to Grade 12. Schools are using resources to develop and implement intervention plans for students negatively affected by the disruption of learning during the pandemic. Supporting schools in identifying and implementing these plans ensures more students close any resulting learning gaps.



Use Board-allocated funds, \$800,000, to continue efforts around building teacher capacity to successfully implement the new curriculum—through unit-plan development, assessment development, resource purchases and professional learning. The strategy ensures teachers, grades 4 to 6, confidently and effectively implement the new programs of study—physical education and wellness in the fall of 2022; mathematics, English language arts and literature in fall 2023.



Use Board-allocated funds to continue employing a consultant developing common assessments for core subjects, grades 7 to 12, using a curriculum blueprinting process. For the 2022-23 school year, the consultant will work with teachers to create high-quality assessments for the new curriculum, lead the elementary report card redesign and develop consistent assessment practices for EIPS. Overall, the strategy supports improvements in achievement and consistency in Division final exams.



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



Continue building teacher capacity in literacy. The Division will continue employing a literacy consultant, grades 4 to 8, to work with other Division literacy consultants to enhance small-group instruction, the Making Thinking Visible strategy, elementary reading supports and writing instruction. As well, to bridge transitions from Grade 6 to Grade 7, and Grade 9 to Grade 10, the consultant will also expand common, research-based reading instructional practices for secondary schools and develop a humanities writing continuum—grades 7, 8, 10 and 11.



Continue building teacher capacity in numeracy by focusing on small-group instruction and visual thinking in mathematics. Professional learning will also concentrate on maximizing conversations and robust feedback in math classrooms to support student growth.



Continue building teacher capacity in educational technology. An area-expert consultant will carry on with efforts to support teachers, K-12, embed purposeful technology in classrooms. The consultant will also work with teachers to implement common assessment exams, using technology tools for support; offer BrightSpace training; and help the transition to the PowerTeacher Pro elementary report card.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 3: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success

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

Background

Improving education outcomes and creating opportunities for First Nations, Métis and Inuit students is a priority for Elk Island Public Schools (EIPS) and Alberta Education. Some of the ways the Division'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; strengthening knowledge and understanding of Indigenous history, treaty rights, lands and languages; and education for reconciliation.

Performance Measures

OVERALL STUDENT LEARNING OUTCOMES

- The percentage of Grade 6 and Grade 9 students who achieve the acceptable standard and the standard of excellence on the Provincial Achievement Tests.
- The percentage of students who achieve 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 senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.

INTERNAL EIPS DATA

- The number of students who self-identify as First Nations, Métis and Inuit, as of June 30.
- The number of schools that submitted a First Nations, Métis and Inuit project proposal, and received funding.
- The number of schools with a First Nations, Métis and Inuit education lead.



EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

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

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

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

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS implements strategies that support the achievement and growth of self-identified First Nations, Métis and Inuit learners.



Priority Strategy for Education Plan

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

Strategies include:

-  Continue offering professional learning about foundational knowledge to all EIPS educational staff—focusing on Supporting the Lead Teacher model. The Division will also facilitate targeted in-school professional learning sessions to build capacity further in promising practices and effective use of authentic Indigenous resources.
-  Continue building foundational knowledge using Division-based information sessions focused on land acknowledgments, the Indigenous Peoples' Giant Floor Map and Blanket Exercises for interested families.
-  Continue supporting land-based learning initiatives within EIPS schools through targeted professional learning. Focus areas involve promising practices that support being in relation and learning from the land, including developing Indigenous outdoor learning spaces. Work will also incorporate finalizing outdoor spaces in Fort Saskatchewan, Bruderheim and the EIPS Central Services Office, and new spaces in Sherwood Park and Strathcona County.
-  Support the roll-out of the new kindergarten to Grade 6 curriculum, ensuring it aligns with the Division's truth and reconciliation commitments.
-  Continue supporting First Nations, Métis and Inuit students who aren't experiencing success or are at risk of dropping out.
-  Create a divisionwide program acknowledging self-identified Indigenous students completing Grade 12, including presenting a gift to recognize the accomplishment.
-  Continue building meaningful relationships between school staff; local 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 relationship build and engage in respectful conversations.
-  Explore developing Cree and Michif language sessions for self-identified First Nations, Métis and Inuit staff, families and students.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 4: 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 throughout the entire kindergarten to Grade 12 public education system. That's because 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.

ALBERTA EDUCATION ASSURANCE SURVEY: TRANSITION AND CAREER PLANNING

- The number of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.
- The percentage of teachers and families who agree students are taught attitudes and behaviours to be successful at work when they finish school.

EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS – TRANSITION AND CAREER PLANNING

- The percentage of families who agree their child is taught the knowledge skills, and attitudes necessary to succeed life.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS – TRANSITION AND CAREER PLANNING

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

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students, families and community members confident EIPS implements strategies that support and prepare students for life beyond high school.



Priority Strategy for Education Plan

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

Strategies include:



Use Board-allocated funds to continue efforts developing and implementing the Division's Career Pathways strategic plan. The plan's aim: To enhance student opportunities by exposing them to multiple career options—work experience, Off-Campus Education, apprenticeships, certifications, mentoring and 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 building partnerships—with the community and post-secondary institutions.



Build teacher capacity, grades 7-12, on CTF and CTS course delivery—such as the ability to plan, create and evaluate the courses. The strategy ensures students develop competencies that transcend across subjects and outside the school context in ways relevant to the world of work and post-secondary education.



Develop additional dual-credit courses—based on student interests; teacher expertise; and availability from local colleges, post-secondary institutions and businesses. The Division will also continue building partnerships with surrounding school boards to offer even more dual-credit opportunities to students.



Work with schools to develop communication that engages families about how to prepare children for life after senior high—in terms of career planning and life-skills preparation.



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 free university-transfer courses.



Work at developing unit plans to support the roll-out of the new kindergarten to Grade 6 curriculum, with an emphasis on careers and preparing students for life after senior high.



Continue hosting Future Fair, an annual event hosted by EIPS showcasing supportive agencies and transition opportunities available to individuals with complex needs after senior high.



Continue hosting Your Future: Post-secondary and career fair. Hosted by EIPS. The annual fair brings together more than 30 universities, colleges, polytechnics, private schools and sector experts in one place—the largest event of its kind in Alberta.

Priority 2:

Enhance High-Quality Learning
and Working Environments



GOAL 1: 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. Research points to teaching quality and school leadership as the most important factors in raising student achievement in education. 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 implementing 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

- The percentage of teachers reporting:
 - In the past three to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional learning.
 - In the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
 - In the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
 - In the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.

For EIPS employees to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills

EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families satisfied with:
 - the quality of education their child's receiving at their school;
 - the quality of teaching at their child's school; and
 - the leadership at their child's school.

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - There is someone at work who encourages my professional learning.
 - In the last year, I've had opportunities to grow at work.
 - My colleagues are committed to doing quality work.
 - I receive recognition or praise for doing good work.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, satisfied with the:
 - quality of education they receive;
 - quality of teaching at their school; and
 - leadership at their school.

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS supports teachers in building their professional capacity to enhance the quality of teaching and leading in the Division.



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 opportunities for classified and certificated staff focused on key competencies and required certification for specific positions—tracked using PowerSchool’s Unified Talent software.



Continue developing onboarding sessions for new hires and offering leadership-readiness workshops to ensure successful transitions and successions into new positions.



Deliver targeted professional learning for administrators focused on financials, budgeting and just-in-time training. The sessions will also be recorded for principals and assistant principals to access at their convenience.



Provide targeted professional learning to administrators focused on instructional leadership—during Leadership meetings, after-school sessions and Lunch and Learn sessions.



Provide professional learning to teachers through virtual co-taught lessons—a consultant virtually joins the teacher while instructing students. The strategy’s benefit is two-fold: It provides teachers with a virtual consultant in their classroom with them and allows EIPS consultants to support multiple classrooms and schools simultaneously.



Continue offering professional learning focused on student achievement results in literacy and numeracy—both priorities areas for the Division.



Continue offering professional learning and resources to support the implementation of the new programs of study.



Streamline business processes, structures and responsibilities, and find efficiencies using the Division’s new atrieveERP system—a divisionwide enterprise resource planning system.

GOAL 2: Positive Learning and Working Environments

Assurance Domain: Learning Supports

Local Outcome: The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being

Provincial Outcome: Alberta's students are successful; and 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's welcoming, caring, respectful, safe 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

ALBERTA EDUCATION ASSURANCE SURVEY: WELCOMING, SAFE, INCLUSIVE, RESPECTFUL AND CARING

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

ALBERTA EDUCATION ASSURANCE SURVEY: CITIZENSHIP

- The percentage of teachers, families and students satisfied students model active citizenship.

Providing welcoming, caring, respectful and safe schools ensures students learn in the best environments and develop social responsibility



Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY: SPECIALIZED SUPPORTS

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

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - I have the materials and equipment I need to do my work.
 - The mission, belief statement 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 ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families who agree:
 - school staff care about their child; and
 - their child's school expects students to behave responsibly, and are dealt with fairly if not.

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

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

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS' learning and working environments are welcoming, caring, respectful and safe.

Priority Strategy for Education Plan

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

Strategies include:



Use Board-allocated funds to develop and implement an EIPS Mental Health Strategic Plan, as part of the Division's pandemic recovery efforts. The plan allows EIPS to better support students' social-emotional and mental health through focused engagement between staff, students, caregivers and community partners. Within this work is the provision of three family school liaison workers who will work with families to support student attendance and help re-engage individuals who withdrew from learning during the pandemic.

As well, because employee health and well-being directly impact student learning environments, the Mental Health Strategic Plan also includes activities and initiatives to enhance and build staff connections and strategies to ensure a healthy workforce culture.



Continue supporting schools to enhance programming and services for students with learning, developmental and health needs enrolled in system programs and inclusive classrooms.



Continue offering health-and-wellness sessions and related resources to families.



Continue co-ordinating, with government agencies and community partners, professional learning, awareness campaigns and resources about welcoming, caring, respectful and safe learning environments.



Maintain the Division's Occupational Health and Safety Certificate of Recognition. As well, address any factors that could affect the status or obstruct continuous improvement.

GOAL 3: Quality Infrastructure for All

Assurance Domain: Learning Supports

Local Outcome: Learning and working environments are supported by 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, management and investment in 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 projects completed as part of the Capital Maintenance 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 reconfiguring Active Directory.
- The number of EIPS 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 a GPS tracking system.
- The number of families and students who participated in the Little Elk Island Adventure.

EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

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

EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, rating the physical condition of their school as excellent, good or fair.

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS supports student learning through effective planning, managing and investing in Division infrastructure.



Priority Strategy for Education Plan

Facility Services

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

 Implement Year 1 of EIPS' Three-Year Sherwood Park Engagement Plan, including reviewing programming and school attendance areas. Over the next three years, the Division anticipates four new growth areas in Sherwood Park and Strathcona County. The engagement plan ensures future students continue receiving high-quality education.

 Conduct a value-scoping study to determine the infrastructure and programming needs for the western portion of Minburn County.

 Continue addressing the Division's ongoing maintenance needs:

- regular preventative maintenance to reduce unscheduled breakdowns;
- Capital Maintenance and Renewal (CMR) projects—identified in the Division's CMR plan;
- Infrastructure Maintenance and Renewal (IMR) projects—identified in the Division's IMR plan; and
- work, with Alberta Education, on the design phase of the new Sherwood Heights Junior High and École Campbelltown replacement school.

CONTINUED ON PAGE 25

Information Technologies

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

Enterprise

- Continue supporting an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable IT environment.
- Continue supporting network-service improvements to schools—recently updated with the Supernet 2.0 and a reconfigured network design.
- Implement processes to evaluate the software, applications, extensions and web tools teachers and students use.
- Continue to improve procedures and guidelines.
- Use Board-allocated funds to support the evergreening of school staff computers to align with Microsoft’s new Windows platform.

Information

- Provide ease of access to information through Division-aligned data systems and processes.
- Develop a communication site for staff, which brings all information to one location and includes access to digital forms to improve process and workflow.
- Enhance school-family communications, absence reporting and digital form submissions by merging Division, school, and teacher communications in one location.
- Continue to promote the records-management program using Board-allocated funds to support schools transition to digital documents.

Privacy and Security

- Continue protecting data through creating a privacy, security and digital leadership culture, including multi-factor authentication, cybersecurity awareness, network testing and security audits.

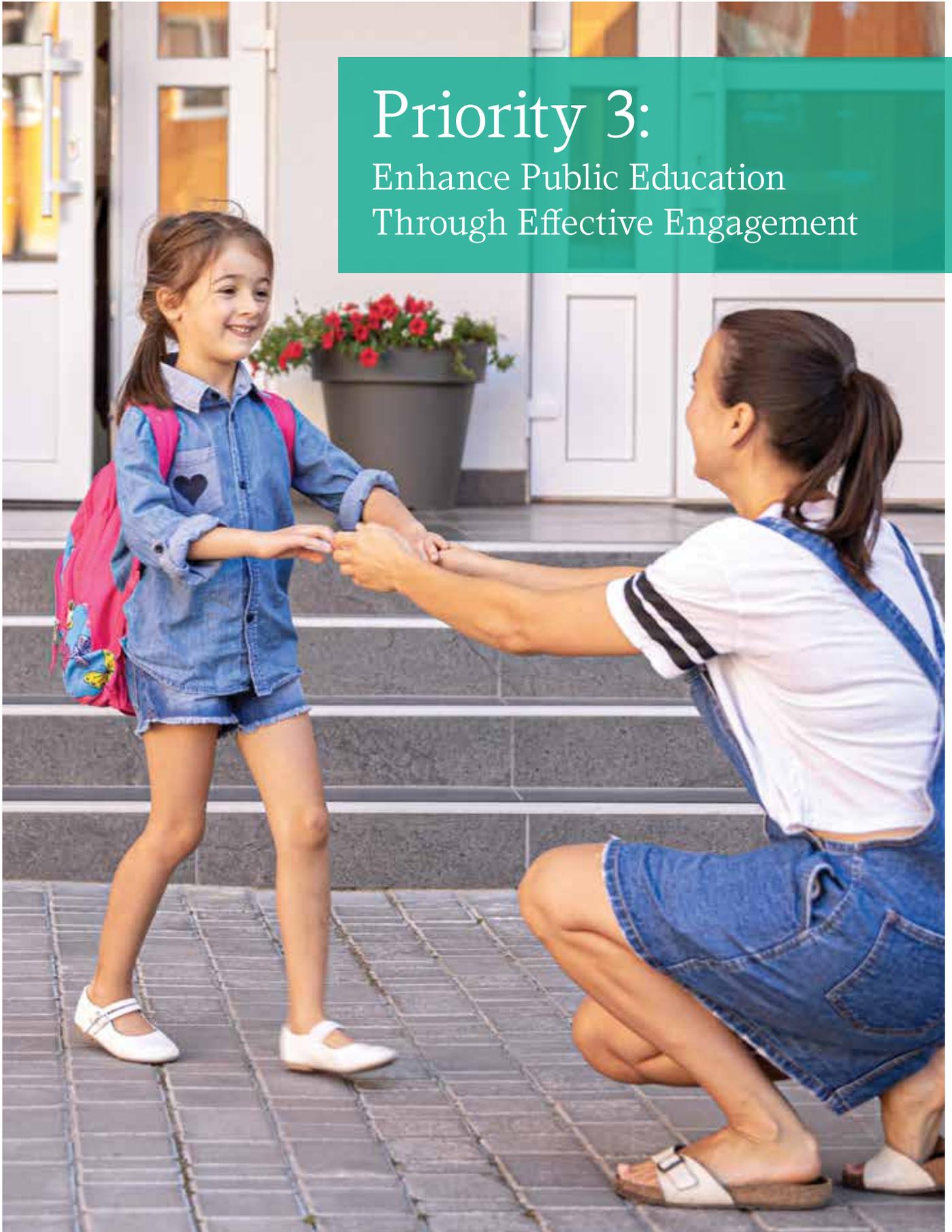
Student Transportation

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

-  Create awareness among EIPS students and families about bus emergency procedures, the code of conduct and school-bus safety.
-  Provide targeted professional learning opportunities for bus operators—student management, adverse road conditions, safety standards, policies and procedures.
-  Provide ongoing professional learning training for staff working in Student Transportation.
-  Expand technology use to contractors and bus operators to improve efficiencies, reduce paper consumption and provide real-time routing information—student listings, maps, and driver directions.
-  Familiarize Student Transportation dispatch staff with contingency plans to ensure efficient support and resources for bus operators.

Priority 3:

Enhance Public Education
Through Effective Engagement



GOAL 1: Parent and Caregiver Engagement

Assurance Domain: Governance

Local Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers 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 roles families play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents and caregivers are regarded as a child's first teachers and 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

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families and teachers satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family's encouraged and supported in helping their child be successful in learning.

EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- 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 is committed to engaging families about matters affecting public education; and
 - the Division is committed to ongoing advocacy for public education.

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS provides caregivers meaningful opportunities to be involved in their child's education.

Families are regarded as a child's first teacher and their contributions make schools better places to learn and grow.



Priority Strategy for Education Plan

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

Strategies include:

-  Continue offering professional learning sessions, information and resources to support families in engaging with their child about health and wellness, supporting literacy and numeracy development and planning for life beyond senior high.
-  Continue offering information sessions and resources to support families prepare their child for kindergarten.
-  Continue offering family engagement sessions—hosted by speech-language pathologists, occupational therapists and early learning consultants—focused on capacity building to support young learners.
-  Continue all assurance framework efforts and provide school families with opportunities to provide input to support decision-making within the Division.
-  Continue communication efforts with EIPS families about the Division's progress in meeting the goals and outcomes outlined in the *EIPS Four Year Education Plan*.
-  Continue communicating Division news with EIPS families—emails, newsletters, news releases and social media posts.
-  Implement Year 1 of EIPS' Three-Year Sherwood Park Engagement Plan—reviewing existing programming and school attendance area—to ensure future students continue receiving high-quality education.
-  Conduct a value-scoping study to determine the infrastructure and programming needs for the western portion of Minburn County.
-  Use Board-allocated funds to employ three Family School Liaison Workers who will focus on supporting student attendance and re-engaging individuals who withdrew from learning during of the pandemic.
-  Continue hosting three engagement gatherings, every school year, with families who self-identify as First Nations, Métis or Inuit. The goal: To build relationships, engage in respectful conversations, and explore the possibility of launching Cree and Michif language sessions for those families and students.
-  Continue building capacity with school council representatives by covering costs for Alberta School Councils' Association memberships and sponsoring registrations for the annual ASCA School Council Conference and AGM.

GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

Local Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success

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

The key to building public assurance in the Division is engaging educational stakeholders in dialogue to create and sustain a culture of continuous improvement and collective responsibility. Elk Island Public Schools (EIPS) believes ongoing public engagement augments decision-making that supports student success. As well, advocating for students, in a manner that affects sustainable funding and shapes educational policy, plays a critical role in delivering a strong educational system.

As such, EIPS is committed to enhancing policy and practices that best support students' learning needs and successes—from early learning 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 surrounding school boards and associations to further 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 ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families satisfied with the Division’s commitment to engaging families in matters that affect public education.
- The percentage of families satisfied with the Division’s commitment to advocating for public education.

EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS:
 - provides families with meaningful opportunities to be involved in their child’s education; and
 - advocates to enhance public education.

Priority Strategy for Education Plan

Identifying issues, engaging stakeholders and advocating on behalf of EIPS and provincial education is a continued priority in the 2022-23 school year.

Strategies include:

-  Continue promoting effective communication and building relationships with elected officials.
-  Develop and maintain a focused advocacy plan to enhance public education for the 2022-23 school year.
-  Continue meeting with all levels of government to advocate, engage and participate in consultations to ensure EIPS’ voice is heard.
-  Continue working with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.
-  Continue efforts to elevate the profile of EIPS as a leader in innovative, inclusive education and an engaged member of the communities it serves.
-  Continue using the Division’s public engagement strategy to guide all consultation efforts—at the Division and school levels.
-  Continue collaborating with the Committee of School Councils.

eips.ca |  | 



Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Mission

To provide high-quality, student-centred education ~~that builds strong, healthy communities.~~

Values Belief Statement

- Student growth and success are the core work of the Division.
 - All students deserve equitable access to high-quality teaching and learning.
 - Every student can learn and experience success.
 - Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
 - Student growth and success are a shared responsibility between all stakeholders.
 - Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
 - Decisions are informed by reliable data and made in the best interest of all students.
-
- ~~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~~

Logo

The Division's initials form an open book with a person as the spine. A person with outstretched arms welcomes the journey of education. The book's base and the person form a stylized tree at the bottom. The logo symbolizes the tree of knowledge and reflects the geographic significance of Elk Island National Park in the name. The green colour represents growth, fulfillment, and a positive connection with the environment. Upon closer scrutiny, you can see the initials EIPS.

Reference:

Sections 3, 7, 11, 18, 52, 53, 67, 222 *Education Act*

Last reviewed:

June 12, 2014

Last updated:

~~June 19, 2014~~ Sept. 1, 2022

March 15, 2018

Jan. 29, 2019

Dec. 19, 2019

May 25, 2022

Policy 1

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Last reviewed:	Last updated:
June 12, 2014	Sept. 1, 2022
March 15, 2018	
Jan. 29, 2019	
Dec. 19, 2019	
May 25, 2022	



RECOMMENDATION REPORT

DATE: May 25, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-23 Budget

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
Laura Barrett, Senior Accountant II, Financial Services
Renee Armbruster, Accountant III, 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.

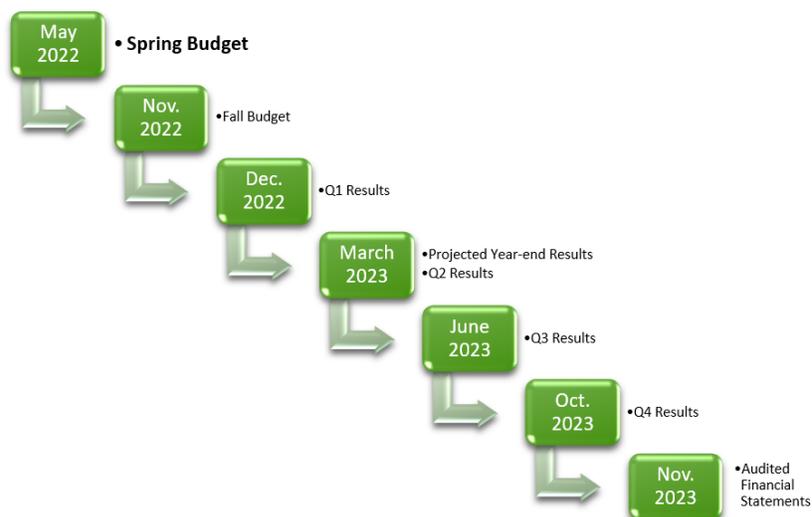
RECOMMENDATION:

That the Board of Trustees approve the operating budget for 2022-23 of \$202,416,333 for Elk Island Public Schools, for the period Sept. 1, 2022 to Aug. 31, 2023.

That the Board of Trustees approve the Alberta Education Budget Report for the year ending Aug. 31, 2023.

BACKGROUND:

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





In April 2022, the Board of Trustees approved assumptions and allocations used to build the 2022-23 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.

CURRENT SITUATION OR KEY POINT:

EIPS establishes assumptions and allocations that are the building blocks of the 2022-23 Budget.

New for 2022-23 school year and beyond, is the new accounting standard regarding Asset Retirement Obligation (ARO) for school divisions. Specifically, the ARO identifies the estimated future costs to remediate buildings that have asbestos, typically when the buildings are replaced or modernized. If a building has asbestos and it is not disturbed, then there is no harm to occupants. Administration has confirmed with Alberta Education in several meetings over the past month, that the introduction of the Asset Retirement Obligation accounting standard will not impact reserve levels at school boards. In other words, we will not be required to fund the obligation operationally. As such, the obligation (future cost) will be displayed and recorded as part of the Division's 'Investment in Tangible Capital Assets' rather than as part of the 'Accumulated Surplus from Operations' (reserves and unrestricted surplus). At this time, Administration has chosen to disclose separately on the Accumulated Surplus/(Deficit) page summary (page 8 of Attachment 1). Although the obligation may cause the Division to appear in an overall net deficit position, the 'Accumulated Surplus from Operations' portion will remain positive (reserves are adequate to cover budgeted operating deficit) and the province has indicated this is adequate to be compliant with the Funding Manual guidelines regarding accumulated deficits.

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 2022-23 Budget has been developed with a conservative approach due to the continued uncertainty of the external environment. The economy was showing signs of recovery from the pandemic; however, the war in Ukraine is leading to economic instability on top of prolonged supply chain issues caused by COVID. Although school operations are anticipated to return to 'near normal' next year, the pandemic's effect on student and staff wellbeing will be felt for years to come. 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 2021-22 year-end;
- updates and new approvals for reserve spending, if any; and
- changes to expenses based on the above updates.

The 2022-23 Budget is based on the following budget principles:

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



RECOMMENDATION REPORT

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 2023-24 and 2024-25. Amortization was estimated/projected for all years based on the best information available.

This report will be available on May 25, 2022. It takes the same information from our Budget Report and puts it into Alberta Education's format.

In Summary

For 2022-23, EIPS has prepared a \$202.42 million operating budget drawing \$8.91 million from operating reserves. The use of reserves allows the Division to support:

- students with continuation of the focus on unfinished learning, introduction of a mental health strategic plan, and work on the new curriculum;
- additional consultant support;
- numerous one-time department projects to ensure strong support for school operations continue,
- school and department savings up to 1%; and
- expected use of School Generated Funds (SGF) on non-recurring supplies, services, and equipment.

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, 2022.

ATTACHMENT(S):

1. EIPS 2022-23 Budget Report
2. Alberta Education Budget Report for the Year Ending Aug. 31, 2023



Your Future **in MIND** 

ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION NO. 14

**Budget
Report**

2022-23

**Report to the
Board of Trustees**
May 25, 2022

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Budget Summary

The 2022-23 Budget has a planned operating deficit of \$8.91 million, which is offset by operating reserves. Revenue increased by \$0.63 million to \$193.51 million while expenses increased by \$4.16 million to \$202.42 million from the 2021-22 Fall Budget.

Accumulated Deficit is projected to be (\$2.30) million at August 31, 2023 and is comprised of:

- (\$14.83) million deficit in Asset Retirement Obligation.
- \$4.82 million surplus in operating reserves:
 - School Generated Funds are projected to be \$0.90 million;
 - Division Unallocated Operating Reserve is projected to be \$3.92 million;
- \$1.44 million surplus in Capital Reserves.
- \$6.27 million surplus in Investment in Tangible Capital Assets.

Capital items to be funded from Capital Reserves include: \$0.10 million for aging equipment at schools, \$0.61 million for modernization and expansion of Career and Technology Studies (CTS) kitchens at two schools, \$0.22 million for Building Management System, and \$0.10 million for various capital projects.

Student enrolment is projected to be 17,121 at September 29, 2022.

- A decrease of three students from the 2021-22 Fall Budget.

Staff increased to 1,318.29 FTE

(CERTIFICATED 853.50 FTE, CLASSIFIED 464.78 FTE)

- An increase of 12.53 FTE (1.0%) from the 2021-22 Fall Budget.

Compensation

- Salary grid movement and benefit increases have been factored into standard costs.
- Inflationary salary costs are related to grid movement and benefit costs.

Instruction spending comprises 79.6% of the total budget and 81.6% when capital is excluded, which equates to \$9,751 per student.

System administration spending is \$4.42 million (2.2% 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 2022-23 School Year (Funding Manual)*.

Budget Process and Assumptions

Budget Process

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

In April 2022, the Board of Trustees approved assumptions and allocations used to build the 2022-23 Budget. The consolidated budget in this report is based on the best information available at the time the school and department budgets were prepared.

Alberta Education (AE) has identified the Maximum Limits on Operating Reserves in Section J3 of the Funding Manual; in addition, restrictions are also outlined in *Bill 21: Red Tape Reduction Statutes Amendment Act, 2022* introduced on April 25, 2022. As prescribed in these documents:

- School jurisdictions are required to acquire Ministerial approval on spending of reserves until Sept. 1, 2023. There is no restriction on operating reserve balances for Aug. 31, 2022.
- The “*balance of operating reserves restriction*” comes into effect on operating reserves excluding School Generated Funds (SGF) at Aug. 31, 2023 as per below:
 - The maximum reserve limit is calculated at 3.15% of operating expenditures.
 - The minimum reserve limit is calculated at 1% of operating expenditures.

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 2021-22 year-end surplus (up to 1%). We are budgeting that 100% (\$1.22 million) will be spent in 2022-23; 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 2021-22 year-end surplus (up to 1%). We are budgeting that 100% (\$0.66 million) will be spent in 2022-23; details on page 10.
- Any surplus above 1% carryforward in schools and departments will go into Division Unallocated Operating Reserves.
- EIPS estimated 40% 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 (\$0.61 million or 40% – page 10).
- Transfer \$5.33 million from Division Unallocated to Division Allocated to carry out the planned spending on continued Focus on Unfinished Learning initiative, Consultants: Assessment, Numeracy, Early Learning, Career Pathways, Professional Development, and various projects detailed on the Operating Reserves – Three Year Projection (page 11). The Mental Health Strategic Plan project will continue into 2023-24.

Budget Process and Assumptions – continued

AE no longer requires an updated Fall Budget to be submitted (changed for 2020-21) as funding is no longer adjusted for 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 2022-23 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 2021-22 Fall Budget, with the following exceptions:
 - Return to normal operations including the removal of COVID costs. As school operations resume to a more 'near normal' state, there are some best practices to come out of the pandemic such as additional daytime custodial hours at schools as well as continued hand sanitizer usage. No other COVID costs will be included in the budget. COVID-19 has had a major impact on the Division and its students during the past two years; the impacts on students will be felt for several years to come. Therefore, the focus for 2022-23 school year will turn towards increasing student learning opportunities. Additional dollars will come from reserves to support this.
 - Curriculum work, introduction of a mental health strategic plan, and technology upgrades are also new focus areas.

Funding:

- The 2022-23 funding envelope from AE is based on enrolment of 17,219. As current projected 2022-23 enrolment is less than 17,219 students, deferred revenue has been established for the 2022-23 year. More information on this is included in the enrolment section of this report.
- The net change of increases/decreases in enrolment will be set up as a receivable or deferred revenue. For calculating 2022-23 revenue, we are seeing a decrease 98 students as compared to the submission to AE. Final deferred revenue will be calculated in the fall.
- The Minister will approve 100% of our operating reserve expenditure requests for 2022-23. There is no indication if there is a reserve cap across the province (in 2020-21 there was a \$100 million province-wide cap).
- 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 Oct. 2021).
- Funding for Mental Health Capacity Building (MHCB) grant of \$225,000 will remain for 2022-23. EIPS' contract is in place until Aug. 31, 2022. Supports for Students (SFS) has confirmed with its MHCB lead that the contract is expected to be renewed for the same annual amount for another three years until Aug. 31, 2025.

Budget Process and Assumptions – continued

- Official Languages in Education Program (OLEP) is funded by the federal government and is negotiated with the provinces through *Protocols for Agreements* every four to five years. Alberta's funding is divided between minority-language (francophone) education and French second-language instruction. French funding has been included in the Spring Budget in the amount of \$145,000. This is a slight reduction from 2021-22 due to a change in how the programs are split. This amount is an estimate only as the Funding Manual has not yet been updated for this grant.
- Odyssey has been removed from the Spring Budget as at this time it is not known if support will continue and for what amount. Odyssey is an official languages program, also funded by the federal government and administered by Alberta Ministries. This program provides French language assistants to work in a classroom setting with teachers, utilizing games and activities to help students improve their French language. The salary is covered by program funding while EIPS covers the costs of their benefits.
- Dual Credit has been removed from the Spring Budget as there are no grants that EIPS can apply.
- School Generated Funds (SGF) are anticipated to return to normal business and have been included in the Spring Budget for 100% of 2018-19 actuals as this was the last normal year of complete school operations.
- 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.
- The school nutrition program will continue at Lamont Elementary and Bruderheim School.

AE announced three new grants for 2022-23 that were not in the Funding Manual: Curriculum Implementation, Student Well-Being, and Dual Credit and Enhancements for Career and Technology Studies. At the time of developing this budget, specific funding details along with any restrictions associated with these monies had not been provided. Therefore, to develop an implementation plan, all curriculum work for the 2022-23 year will be funded from reserves until we receive more details on AE's \$59 million Curriculum Grant for the upcoming school year. No information has been received on the \$2 million Dual Credit Grant at this time.

The \$30 million Student Well-Being Grant is to provide targeted funding to support students experiencing academic and mental health challenges, and student well-being. Schools across the province have long acted as access points to identify support opportunities, assess needs, and connect children and youth to supportive interventions. This funding will help address pandemic-related mental health issues and provide for additional academic supports to help students catch up to grade level. The Fall Budget will include details on this grant as well as the other two as to how EIPS will apply the funds to student learning.

Expenses:

- Inflation has become a significant factor in developing the budget this year as the cost of insurance, utilities, and fuel have impacted Division operations; whereas the increases to officiating, CTS course supplies such as food, lumber and steel have impacted schools and the fees set for 2022-23.

Budget Process and Assumptions - continued

Compensation

- Salary grid movement and benefit increases have been factored into standard costs.
- 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 Weighted Moving Average (WMA) has continued in the Funding Manual. Most of the funding (50%) is based on the number of students enrolled as of Sept. 29, 2022, 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.

- Enrolment has decreased from 17,124 in 2021-22 to 17,121 in 2022-23.
- At the time of the Allocations Report in April, enrolment was projected to be 16,942 (based on March 14 data). Subsequently, enrolment has increased to 17,121 primarily due to additional enrolments since March 14, which is only three less students than 2021-22 Fall Budget.
- EIPS' WMA for 2022-23 is 16,431.9 students (AE calculation). The primary variance between enrolment and WMA is because an ECS student is counted at a 0.5 FTE in WMA and WMA is over three years. Rural school enrolment is included in the total WMA; however, it is excluded from the grant calculations for Basic Instruction.
- There is still some uncertainty regarding enrolment. Enrolment will continue to be adjusted to actual enrolment from now until the fall. EIPS has set aside some dollars in To Be Allocated (TBA) 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

- Funds that were allocated in prior years to handle additional deep cleaning during evenings, and personal protective equipment are no longer required as the Division moves towards normal operations. The additional daytime cleaning in the classrooms will be maintained as a best practice.
- As three of the last four years were impacted by COVID, it was felt that using a five-year average of actual costs would provide for a more accurate budget; therefore, the new methodologies developed in 2021-22 for budgeting were continued:
 - Snow removal is based on a five-year average,
 - Electricity where consumption averages of pre-COVID times and overall rate (commodity and delivery charges) of all years (including COVID) was used,
 - Water and sewer costs are also based on a five-year average of actual costs, and

Budget Process and Assumptions - continued

- Natural gas, in addition to being based on consumption averages of pre-COVID times and overall rate (commodity and delivery charges) of all years (including COVID), is anticipated to increase due to carbon tax which is currently at \$2.629/GJ.
- Due to supply chain and manufacturing issues in 2021-22 the purchase of four new vehicles did not occur. It is anticipated that the cost for the same vehicle specifications for these four vehicles will increase by \$50,000 due to inflation.
- 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

- The Board has approved a fee increase of \$21 for Student Transportation Services (STS) effective for the 2022-23 school year. The additional revenue will cover higher costs associated with the anticipated higher ridership as well as the anticipated significant increase in fuel costs.
- STS is anticipating that costs will increase due to inflation and the carbon tax increase on April 1, 2023. STS's fuel escalator is being calculated at \$2.00/litre whereas it was \$1.30/litre in 2021-22.

Human Resources

- Human Resources adjusted the previous methodology used from a four-year average to using similar budget as 2021-22 as COVID has made it difficult to use averages for budgeting various staffing leaves.
- Additional funds (\$200,000) are being held in TBA as COVID illness contingency.

Information Technology

- Software costs are increasing due to average annual increase of two per cent per year, slightly off set by a reduction in foreign exchange. A major change is that the province is no longer paying the \$143,000 for the M365 licence. Other estimated increases are related to new licenses and hardware expenditures.

Financial Services

- The annual audit fee is assumed to remain the same as prior years. However, the contract will be going out for tender, and this amount could change.

Other

- In 2020-21, EIPS changed insurance providers due to the 271% liability insurance premium increase in 2019-20 under its former insurance partner. EIPS is now with the Genesis Reciprocal and experienced a significant decrease in insurance premiums for 2020-21. As the insurance market continues to be a "hard" market, consistent with last year, we are estimating 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 was built with the higher percentages for each category of insurance premiums for 2022-23.

Budget Process and Assumptions - continued

- Carbon tax costs will continue to be factored into the budget. The current rate is \$50/tonne effective April 1, 2022 (increased from \$40/tonne). This increase equates to 2.2 cents per litre. Since inception the increase has been 11.0 cents per litre, and by 2030 the tax could be 37.43 cents per litre - an increase of 467% over 10 years! In December 2021, the Federal Government moved to accelerate the price on carbon pollution through to 2030 with a new policy, “2030 Emissions Reduction Plan” which references carbon pricing. *“The fuel charge rates reflect a carbon pollution price of \$65 per tonne of carbon dioxide equivalent (CO₂e) in 2023 (the price currently reaches \$50 per tonne in 2022), which will rise by \$15 per tonne annually to reach \$170 per tonne in 2030.”* If implemented into law, this will have significant impact on the Division’s budget from busing, school fees, utilities, through to most purchased goods and services as vendors increase prices to recover the impact of the tax on their operations.
- The Canadian dollar has stabilized year-over-year. The exchange rate has been an average of \$1.25 since the beginning of September; it was budgeted at \$1.33 for 2021-22. The current projections into next year have the exchange rate decreasing to an average of \$1.28; rates will be revisited in the fall.

Summary

Alberta Education has held school divisions “harmless” for 2022-23 in that the Educational Funding Envelope remained relatively the same as last year and funding reductions were not made due to the impact of 2021-22 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.

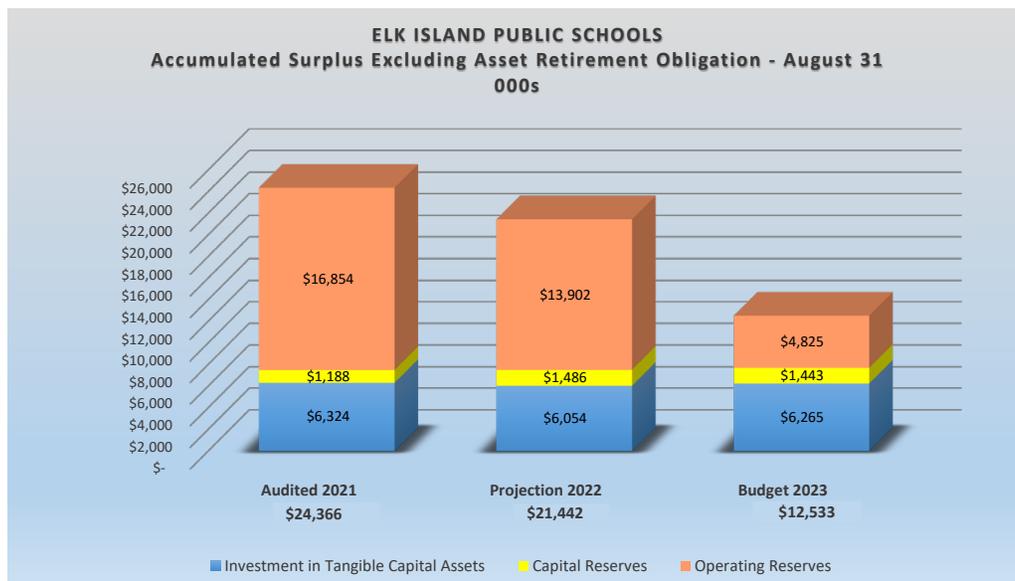
The plan for reserve usage has been built into the allocations and is shown on page 11. As previously mentioned, the Division is undertaking several projects that are focused on students, staff and strengthening the infrastructure utilized for student learning. There have been no changes in reserve usage since April when reserves usage was approved.

The impacts of the COVID pandemic will continue into 2022-23 and this budget allows EIPS to target resources to ensure student success not only in their educational experience, but also in their after-school lives. This budget also provides funds for health and wellness initiatives for students and staff, investment in technology and other infrastructure – to name just a few. This is a year where the Division has the flexibility to invest in students, staff, and infrastructure to set itself up for success in the future when the restrictions on reserve usage becomes a reality.

Accumulated Surplus/(Deficit)						
	A=B+C+D+E+F	B	C	D	E Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation ¹	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2021	\$ 24,366,813	\$ 6,324,280		\$ -	\$ 16,854,299	\$ 1,188,234
Surplus/(Deficit)	(2,924,953)	-		(2,924,953)	-	-
Board Funded Capital Asset Additions	-	1,092,315		(309,115)	(80,655)	(702,545)
Net Amortization, Debt & Disposals	-	(1,362,400)		1,362,400	-	-
Net Reserve Transfers	-	-		1,871,668	(2,871,668)	1,000,000
Projection - August 31, 2022	\$ 21,441,860	\$ 6,054,195	\$ -	\$ -	\$ 13,901,976	\$ 1,485,689
Restatement for Asset Retirement Obligation	(14,227,860)		(14,227,860)			
Surplus/(Deficit)	(9,514,158)		(606,260)	(8,907,898)		
Board Funded Capital Asset Additions	-	1,562,714		(520,485)	-	(1,042,229)
Net Amortization, Debt & Disposals	-	(1,351,485)		1,351,485		
Net Reserve Transfers	-	-		8,076,898	(9,076,898)	1,000,000
Budget - August 31, 2023	\$ (2,300,158)	\$ 6,265,424	\$ (14,834,120)	\$ -	\$ 4,825,078	\$ 1,443,460

(1) Accounting standards requiring an Asset Retirement Obligation do not go into effect until the 2022-23 fiscal year.

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



Accumulated Surplus/(Deficit)

Accumulated Surplus/(Deficit) (pg. 8)

Accumulated surplus, excluding Asset Retirement Obligation (ARO), will decrease from 2021-22 to 2022-23 by \$8.91 million primarily due to:

- Use of Operating Reserves of \$9.08 million;
- Transfer of \$1.00 million from Division Unallocated to Capital Reserves;
- Use of Capital Reserves of \$1.04 million; and
- An increase in Investments in Tangible Capital Assets of \$0.21 million (amortization and debt repayments exceeding unsupported capital asset purchases).

Accumulated deficit including ARO is projected to be (\$2.30) million at Aug. 31, 2023 comprised of:

- (\$14.83) million deficit in Asset Retirement Obligation.
- \$4.82 million surplus in operating reserves (pg. 10):
 - Schools and Central Services operating reserves are projected to be \$0.90 million;
 - Division Unallocated Operating reserve is projected to be \$3.92 million (pg. 11);
- \$1.44 million surplus in Capital Reserves (pg. 10).
- \$6.27 million surplus in Investment in Tangible Capital Assets.
- Schools' and Central departments' actual 2021-22 year-end surpluses have been included in the allocations.

Administration is proposing a transfer of \$1.0 million from operating reserves to capital reserves in 2022-23.

Currently, the Division's capital reserves continue to be lower than most school divisions of a comparable size, and there are adequate capital needs within the Division to spend this additional reserve funding over the next few years as the Board directs. If EIPS maintained capital reserves at the average rate for jurisdictions of a similar size, capital reserves would be \$4.7 million*.

As well, there are sufficient funds available in operating reserves for a transfer at this time and doing so allows the Division to plan for future capital expenditures and operate within the restrictions being imposed on Division operating reserves in 2022-23.

* Information as per August 31, 2021 Audited Financial Statements of selected School Boards

Reserves											
	A	B	C		D	E = A+B+C+D	F	G		H	I = E+F+G+H
	Audited 31-Aug-21	Contributions /(Use)	Capital Effect	Budget/Projection Transfer	Projected 31-Aug-22	Contributions /(Use)	Capital Effect	Budget Transfer	Projected 31-Aug-23		
OPERATING RESERVES											
Central Services	\$ 425,616	\$ (890,954)	\$ -	1,120,919	\$ 655,581	\$ (655,581)	\$ -	-	\$ -	-	
Schools - Operations	1,061,301	370,750	-	(212,292)	1,219,759	(1,219,759)	-	-	-	-	
School Generated Funds (SGF)	1,941,375	(436,476)	-	-	1,504,899	(601,960)	-	-	902,939	-	
Central Services & Schools	3,428,292	(956,680)	-	908,627	3,380,239	(2,477,300)	-	-	902,939	-	
COVID Costs	-	(236,518)	-	236,518	-	-	-	-	-	-	
Focus on Unfinished Learning	-	(500,000)	-	1,000,000	500,000	(1,000,000)	-	500,000	-	-	
Social Emotional Supports	-	(500,000)	-	500,000	-	-	-	-	-	-	
Projects	-	(2,416,755)	(80,655)	3,095,410	598,000	(4,599,598)	-	4,001,598	-	-	
Capital Effect Transfer to Support Operations	-	-	-	-	-	(831,000)	-	831,000	-	-	
EIPS Division Allocated	-	(3,653,273)	(80,655)	4,831,928	1,098,000	(6,430,598)	-	5,332,598	-	-	
EIPS Division Unallocated	13,426,007	1,685,000	1,053,285	(6,740,555)	9,423,737	-	831,000	(6,332,598)	3,922,139	-	
	\$ 16,854,299	\$ (2,924,953)	\$ 972,630	\$ (1,000,000)	\$ 13,901,976	\$ (8,907,898)	\$ 831,000	\$ (1,000,000)	\$ 4,825,078		

B/F. Projected surplus (deficit), excluding Asset Retirement Obligation impact.

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

D. Budgeted transfers between EIPS Division Allocated/Unallocated Reserves as approved by the Board of Trustees; and projected transfers between EIPS Division Allocated/Unallocated Reserves to address completed projects, projected surpluses and expected deficits.

H. Budgeted transfers between EIPS Division Allocated/Unallocated Reserves as approved by the Board of Trustees.

	A	B	C		D	E = A+B+C+D	F	G		H	I = E+F+G+H
	Audited 31-Aug-21	Contributions /(Use)	Capital Effect	Transfers	Budget 31-Aug-22	Contributions /(Use)	Capital Effect	Transfers	Budget 31-Aug-23		
CAPITAL RESERVES											
Facility Services	\$ 17,229	\$ -	\$ -	\$ -	\$ 17,229	\$ -	\$ (17,229)	\$ -	\$ -	\$ -	
Modular Connecting Link (SouthePoint School)	15,000	-	(10,160)	(4,840)	-	-	-	-	-	-	
Aging Equipment at Schools	-	-	(100,000)	200,000	100,000	-	(100,000)	-	-	-	
Information Technology	-	-	(377,385)	377,385	-	-	-	-	-	-	
Various Capital Purchases - To be Determined	-	-	-	-	-	-	(100,000)	100,000	-	-	
Kitchen CTS Renovations/Upgrades	-	-	-	-	-	-	(605,000)	605,000	-	-	
Building Management System	-	-	-	-	-	-	(220,000)	660,000	440,000	-	
Rudolph Hennig Office Renovation	-	-	(215,000)	215,000	-	-	-	-	-	-	
EIPS Division Allocated	15,000	-	(702,545)	787,545	100,000	-	(1,025,000)	1,365,000	440,000	-	
Opening Balance	1,156,005	-	-	-	1,156,005	-	-	-	1,156,005	-	
Transfer (to)/from Capital Allocated	-	-	-	(787,545)	(787,545)	-	-	(1,365,000)	(2,152,545)	-	
Transfer from Operating Reserves	-	-	-	1,000,000	1,000,000	-	-	1,000,000	2,000,000	-	
EIPS Division Unallocated	1,156,005	-	-	212,455	1,368,460	-	-	(365,000)	1,003,460	-	
	\$ 1,188,234	\$ -	\$ (702,545)	\$ 1,000,000	\$ 1,485,689	\$ -	\$ (1,042,229)	\$ 1,000,000	\$ 1,443,460		

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

C/G. Use of reserves for purchases.

D. Budgeted transfer from Capital Unallocated Reserves to allocated projects, and transfer of \$1 million from Operating Reserves; and projected transfers for leftover funds from completed projects.

H. Budgeted transfer from Capital Unallocated Reserves to allocated projects, and transfer of \$1 million from Operating Reserves.

Operating Reserves - Projection												
	L	A	B	C	D	E = A + B + C + D	F	G	H = F + G	I	J	K = I + J
		Projections	Contribution	2022-23		Budget	Contribution	2023-24	Estimate	2024-25		Estimate
		31-Aug-22	/(Use)	Capital Effect	Transfer	31-Aug-23	/(Use)	Transfer	31-Aug-24	/(Use)	Transfer	31-Aug-25
Central Services & Schools (includes SGF)	L	\$ 3,380,239	\$ (2,477,300)	\$ -	\$ -	\$ 902,939			\$ 902,939			\$ 902,939
Carryforwards from 2021-22												
Focus on Unfinished Learning		500,000	(1,000,000)		500,000	-			-			-
Consultants: Assessment, Numeracy, Early Learning		393,000	(395,271)		2,271	-			-			-
Career Pathways		130,000	(131,757)		1,757	-			-			-
Professional Development (OTAGS) and Leadership		75,000	(50,000)		(25,000)	-			-			-
New Projects												
New Curriculum - Sub Costs			(212,500)		212,500	-			-			-
New Curriculum - 5 FTE Teachers			(534,675)		534,675	-			-			-
New Curriculum - Resources			(50,800)		50,800	-			-			-
Illness			(200,000)		200,000	-			-			-
Health & Wellness Initiatives			(50,000)		50,000	-			-			-
Hand Sanitizer			(120,000)		120,000	-			-			-
Common Exam Sub Release Time			(30,000)		30,000	-			-			-
Consultant K-12 Education Technology - 1FTE			(131,757)		131,757	-			-			-
Mental Health Strategic Plan - includes 3 FSLW FTE			(383,900)		383,900	-	(124,947)	124,947	-			-
Readers/Writers Workshop			(60,000)		60,000	-			-			-
Socio-economic Status Project			(150,000)		150,000	-			-			-
Classified Salary Compensation Analysis			(100,000)		100,000	-			-			-
Technology Evergreening - school staff computers			(500,000)		500,000	-			-			-
Student Transportation Tyler Tablets			(270,866)		270,866	-			-			-
SouthPointe School Modular Furniture & Equipment			(69,000)		69,000	-			-			-
New Replacement School Start-Up Funds			-		-	-			-	(420,000)	420,000	-
Video Surveillance			(134,112)		134,112	-			-			-
Records Digitization			(25,000)		25,000	-			-			-
Uninterrupted Power Source Devices & Batteries			(65,380)		65,380	-			-			-
Routers			(18,333)		18,333	-			-			-
Servers			(10,323)		10,323	-			-			-
Communications - 1 FTE			(57,824)		57,824	-			-			-
Board Governance			(30,000)		30,000	-			-			-
Community Consultation			(10,000)		10,000	-			-			-
MyBudgetFile Redesign Project			(20,320)		20,320	-			-			-
Tableau project completion			(43,380)		43,380	-			-			-
Contract Work - Survey Analysis			(25,000)		25,000	-			-			-
Rural Schools Transition Funding			(419,400)		419,400	-			-			-
Schools with Multiple Programs			(300,000)		300,000	-			-			-
Capital Effect Transfer to Support Operations			(831,000)		831,000	-	(1,019,161)	1,019,161	-	(649,594)	649,594	-
EIPS Division Allocated Reserves	M	1,098,000	(6,430,598)	-	5,332,598	-	(1,144,108)	1,144,108	-	(1,069,594)	1,069,594	-
Capital Effect - Purchases from Operating Budgets		-	-	(520,485)	-	(520,485)	(300,000)	-	(820,485)	(300,000)	-	(1,120,485)
Capital Effect - Annual Amortization		-	-	1,351,485	-	1,351,485	1,319,161	-	2,670,646	949,594	-	3,620,240
Transfer to Allocated Reserves	N	-	-	-	(5,332,598)	(5,332,598)	-	(1,144,108)	(6,476,706)	-	(1,069,594)	(7,546,300)
Transfer to Capital Reserves	O	-	-	-	(1,000,000)	(1,000,000)	-	-	(1,000,000)	-	-	(1,000,000)
EIPS District Reserve		9,423,737	-	-	-	9,423,737	-	-	9,423,737	-	-	9,423,737
EIPS Division Unallocated Reserve	P	9,423,737	-	831,000	(6,332,598)	3,922,139	1,019,161	(1,144,108)	3,797,192	649,594	(1,069,594)	3,377,192
Total EIPS Division Reserves	Q = M + P	10,521,737	(6,430,598)	831,000	(1,000,000)	3,922,139	(124,947)	-	3,797,192	(420,000)	-	3,377,192
Total Operating Reserves	R = L + Q	\$ 13,901,976	\$ (8,907,898)	\$ 831,000	\$ (1,000,000)	\$ 4,825,078	\$ (124,947)	\$ -	\$ 4,700,131	\$ (420,000)	\$ -	\$ 4,280,131

2021-22 Adjusted Budget Operating Expenses	\$ 192,824,630
Total Operating Reserve Maximum Limit based on 3.15% rate	6,073,976
Less estimated school & department carryforward reserves (1%)	1,875,340
EIPS Division Reserves Maximum Limit	4,198,636
Division Reserves over (under) the Operating Reserve Limit	(276,497)
Total Operating Reserve Minimum Limit based on 1% rate	1,928,246

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 40% usage (\$602,000) for School Generated Funds.
- EIPS Division Allocated Reserve is being accessed for a total of \$6.43 million as follows (column F):
 - \$1.0 million to continue the work from 2021-22 capitalizing on the Focus on Unfinished Learning project's momentum to close the academic gaps that were 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,
 - \$831,000 transfer of Capital Effect to support operations, and
 - \$4.60 million for Projects (pg. 11).
- Transfer to Capital Reserves of \$1.0 million.

Capital Reserves (pg. 10)

Capital Reserves can be used for the purchase of future capital assets. Every year, capital items are purchased from the operating budget in schools and departments (\$100,000 to \$500,000 per year). 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:

- Vehicle purchase for Facility Services for \$17,000,
- Aging Equipment at Schools for \$100,000,
- Modernization and expansion of CTS kitchens at two schools for \$605,000,
- Building Management System for \$220,000, and
- \$100,000 set aside for various capital projects that may emerge over the course of the school year.

Transfer from Operating Reserves of \$1.0 million.

Three-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 M)

The Division Allocated Operating Reserve is used to fund specific expenses identified by the Board. Proposed changes for 2022-23 have been identified as well as estimates for 2023-24 and 2024-25 to outline future needs (columns F and I respectively). Alberta Education (AE) requires a projection of the use of Accumulated Surplus and Reserves for 2023-24 and 2024-25 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 the 2022-23 School Year, Division Allocated Reserves will be used totaling \$6.43 million (column B) for the following projects:
 - \$1,000,000 Focus on Unfinished Learning - close academic gaps that have been created or increased due to COVID. Funds will be provided to each school based on learning gaps and will be used for focused and intentional purposes.
 - \$395,271 Consultants for: Assessment, Numeracy and Early Learning (3 FTE).
 - \$131,757 Career Pathways Consultant - 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 programming/curriculum, facility audits (needs of each facility for Career and Technology Studies (CTS/CTF) and understand students' programming interests in Fort Saskatchewan High and other schools).
 - \$50,000 Professional Development and Leadership (OTAGS).
 - \$212,500 New Curriculum Sub Costs - two sub days per teacher (K-6) throughout elementary for professional development on the new curriculum.
 - \$534,675 New Curriculum Teachers (5 FTE) - develop resources for teachers, scope and sequences, and professional development for roll out of curriculum.
 - \$50,800 New Curriculum Resources - online digital licenses, hard copy, literacy books, etc. to support the new curriculum.
 - \$200,000 Illness - Anticipating more stress related illness due to continuation of COVID, war in the Ukraine, higher costs, rising inflation, and financial concerns.
 - \$50,000 Health and wellness staff initiatives - provide support, build connections, and develop a healthy work force.
 - \$120,000 Hand sanitizer.
 - \$30,000 Sub release time for the development of common exams.
 - \$131,757 K-12 Education Technology Consultant (1 FTE) would continue work around implementing common exams, training on Brightspace, transition of report cards to PowerTeacher Pro, and working on systems.
 - \$383,900 Mental Health Strategic Plan includes Family School Liaison Workers (3 FTE).
 - \$60,000 Readers/Writers Workshop.
 - \$150,000 Socio-economic Status Project Fort Saskatchewan Feeder Group.
 - \$100,000 Classified Salary Compensation Analysis.
 - \$500,000 Technology Evergreening.
 - \$270,866 Tyler Tablets to be mounted on the dash of each bus to assist drivers with turn-by-turn navigation, student information, scan onboarding/offboarding students, confirm stops, seating chart view, driver clock in, re-routing of bus and messaging to driver.
 - \$69,000 SouthPointe School furniture and equipment for three new modulars.
 - \$134,112 Video surveillance to be installed at the main door of each school. Four pilot schools were completed and received positive results.
 - \$25,000 Records Digitization to continue supporting the schools with their records digitalization. Currently, the project is progressing well and the funding in place will complete most of the records. Funding is requested as contingency to support schools to digitize the student records that will require a transition.

Reserves – continued

- \$65,380 Uninterrupted Power Source Devices & Batteries that need to be replaced.
 - \$18,333 Routers for VOIP/TELUS/Paging Protocols.
 - \$10,323 Servers at schools.
 - \$57,824 Communications 1 FTE to complete surveys, FOIP, accommodation work.
 - \$30,000 Board Governance.
 - \$10,000 Community Consultation work completion.
 - \$20,320 MyBudgetFile Redesign Project to clean up old data.
 - \$43,380 Tableau Project Completion.
 - \$25,000 Contract Work – Survey Analysis.
 - \$419,400 Rural Schools Transition Funding to allow three rural schools to adjust to 2023-24 reductions and provides Division with added time to work with each community to determine best solutions.
 - \$300,000 Schools with Multiple Programs – accommodation issues within Strathcona County that will rectify funding concerns for schools with multiple programs.
 - \$831,000 Capital Effect Transfer to Support Operations.
- For 2023-24 School Year, Division Allocated Reserves will be used totaling \$1.14 million (column F) to continue efforts from 2022-23 for the following items:
 - \$125,000 Mental Health Strategic Plan, and
 - \$1.02 million transfer of Capital Effect to support operations.
 - For 2024-25 School Year, Division Allocated Reserves will be used totaling \$1.07 million (column I) for the following items:
 - \$420,000 Start-up Funds for the Sherwood Heights Junior High School replacement project, and
 - \$650,000 transfer of Capital Effect to support operations.

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.

Capital asset purchases of \$365,000 and amortization of \$1.35 million have been included in the 2022-23 projection as capital assets purchased from current year funding are offset by amortization from prior year purchases, creating a surplus in the reserve.

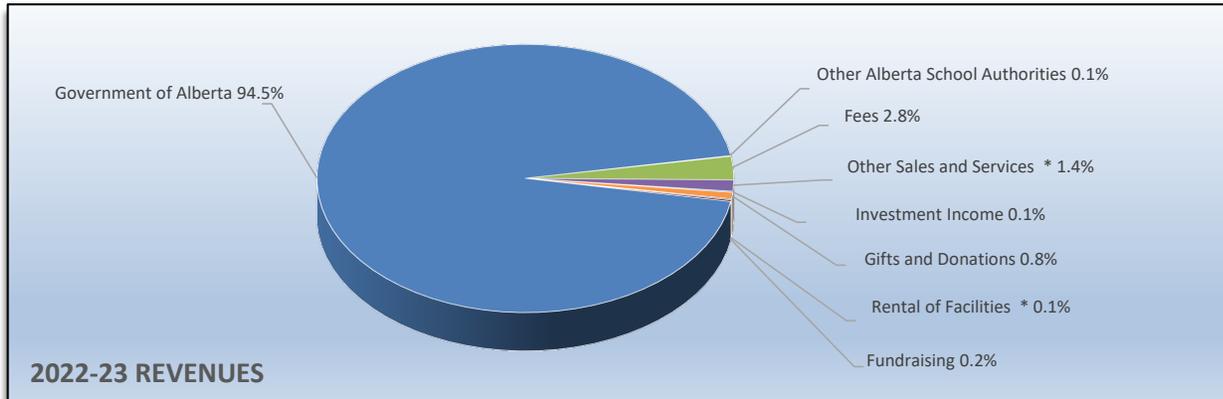
Statement of Revenues and Expenses					
	2021-22	2022-23		%	
	Fall	Budget	Change	Change	Note
REVENUES					
Government of Alberta					
Alberta Education <i>(Page 18)</i>	\$ 177,297,529	\$ 178,427,168	\$ 1,129,639	0.6%	
Other Government of Alberta	4,980,544	4,438,885	(541,659)	(10.9%)	A
	<u>182,278,073</u>	<u>182,866,053</u>	<u>587,980</u>	<u>0.3%</u>	
Other Alberta School Authorities	536,400	179,666	(356,734)	(66.5%)	B
Fees	5,125,743	5,455,582	329,839	6.4%	C
Other Sales and Services *	2,623,217	2,617,087	(6,130)	(0.2%)	
Investment Income	260,000	260,000	-	0.0%	
Gifts and Donations	1,494,030	1,494,247	217	0.0%	
Rental of Facilities *	181,280	251,800	70,520	38.9%	D
Fundraising	384,000	384,000	-	0.0%	
	<u>192,882,743</u>	<u>193,508,435</u>	<u>625,692</u>	<u>0.3%</u>	
EXPENSES					
Instruction					
Schools	135,006,486	\$ 135,485,940	479,454	0.4%	
Central Services	21,011,211	25,586,864	4,575,653	21.8%	E
	<u>156,017,697</u>	<u>161,072,804</u>	<u>5,055,107</u>	<u>3.2%</u>	
Operations & Maintenance	24,829,453	23,648,782	(1,180,671)	(4.8%)	F
Transportation	12,412,751	13,011,322	598,571	4.8%	
System Administration	4,155,711	4,422,866	267,155	6.4%	G
External Services	843,477	260,559	(582,918)	(69.1%)	H
	<u>198,259,089</u>	<u>202,416,333</u>	<u>4,157,244</u>	<u>2.1%</u>	
OPERATING DEFICIT	<u>\$ (5,376,346)</u>	<u>\$ (8,907,898)</u>	<u>\$ (3,531,552)</u>	<u>65.7%</u>	<u>I</u>

* Comparatives have been restated due to re-classification of \$98,000 Services from Rental to Other Sales and Services.

Staffing - Full Time Equivalent (FTE)				
	2021-22	2022-23		%
	Fall	Budget	Change	Change
SCHOOLS				
Certificated <i>(Page 21)</i>	828.04	823.71	(4.33)	(0.5%)
Classified <i>(Page 21)</i>	336.81	349.19	12.38	3.7%
	<u>1,164.85</u>	<u>1,172.90</u>	<u>8.05</u>	<u>0.7%</u>
CENTRAL SERVICES				
Certificated <i>(Page 34)</i>	22.74	29.79	7.05	31.0%
Classified <i>(Page 34)</i>	118.16	115.59	(2.57)	(2.2%)
	<u>140.90</u>	<u>145.38</u>	<u>4.48</u>	<u>3.2%</u>
TOTAL STAFFING				
Certificated	850.78	853.50	2.72	0.3%
Classified	454.97	464.78	9.81	2.2%
	<u>1,305.75</u>	<u>1,318.28</u>	<u>12.53</u>	<u>1.0%</u>

Revenue and Expense Notes (for changes 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.

A. Other Government of Alberta revenue decrease of \$542,000:

The Wye Elementary School demolition and abatement grant was included in the 2021-22 amount (\$112,000) and this work has been completed this year. The remaining decrease is due to the decrease in supported amortization from Alberta Infrastructure.

B. Other Alberta School Authorities revenue decrease of \$357,000:

In 2021-22, EIPS operated a low incidence team (in place of Regional Collaborative Service Delivery which was discontinued in 2019-20). For 2022-23, EIPS will no longer be operating the low incident team. The needs of our students will be met through our own staffing.

C. Fees have increased \$329,000 from Student Transportation fee revenue as well as anticipated increased ridership.

D. Rental of Facilities is expected to increase \$71,000 as rental bookings are expected to return to normal as the COVID pandemic subsides, also fees were increased as approved in April by the Board.

E. Instruction: Central Services expenses have increased by \$4.575 million.

- The \$1,000,000 increase in **Block** funding is to cover expenses related to insurance, HR analyst, IT programmer, IT various software, a SFS Director for Early Learning and Curriculum, SFS Occupational Therapy Assistant, SFS Audiologist, and SFS other supplemental funding (Dual-Credit and Special Education).
- The \$173,000 increase in **One Time** funding is to cover expenses related to computers for evergreening and to support Early Learning's significant decrease in Alberta Education funding.
- The \$1.485 million increase in **Reserves** is to cover expenses related to computer evergreening, new curriculum, and the Mental Health Strategic Plan.
- The \$122,000 decrease in **Revenue** is the net effect of reduced funding for Early Learning offset by Secondment revenue.
- The \$1.455 million increase in **Transfers** is because less funds have been transferred to schools from central (Early Learning, Specialized Supports - Schools, and FNMI) in the spring as compared to the fall.
- There is net \$576,000 in **Reclassifications** of Salary and Benefits to Instruction from other funding categories.

F. Operations & Maintenance expense has decreased \$1.180 million due to \$452,000 less Infrastructure Maintenance and Renewal funding as of Spring Budget and reduced COVID-Mitigation costs.

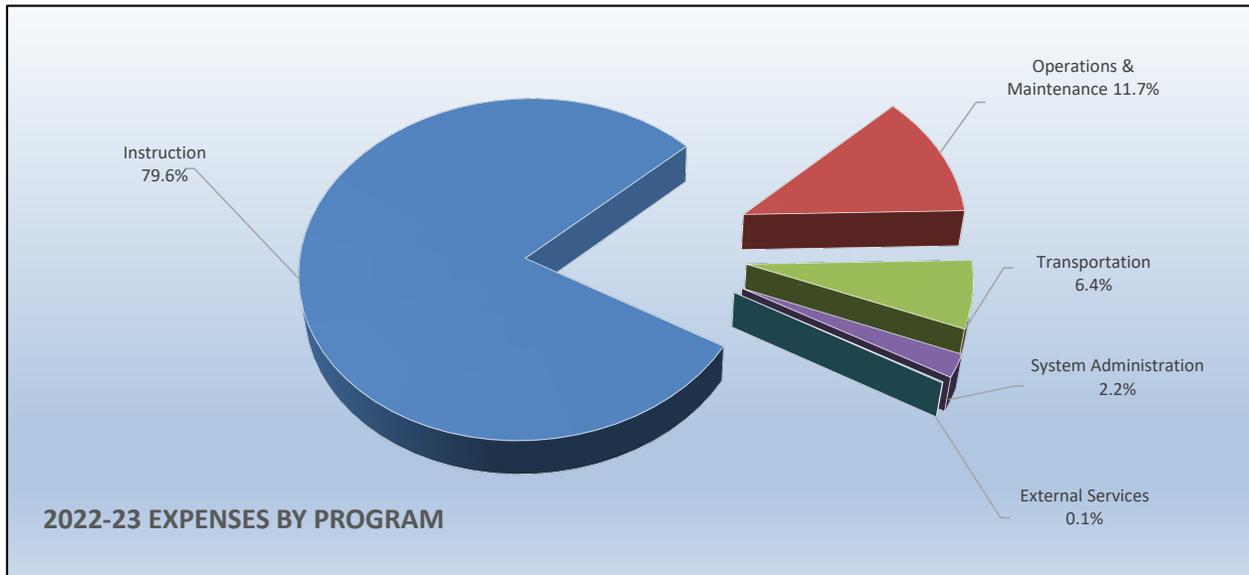
G. System Administration expense has increased \$267,000 due to additional staff and some short-term initiatives.

H. External Services has decreased due to the discontinuation of the Low Incidence Team revenue and revised estimate of services from Fall 2021-22.

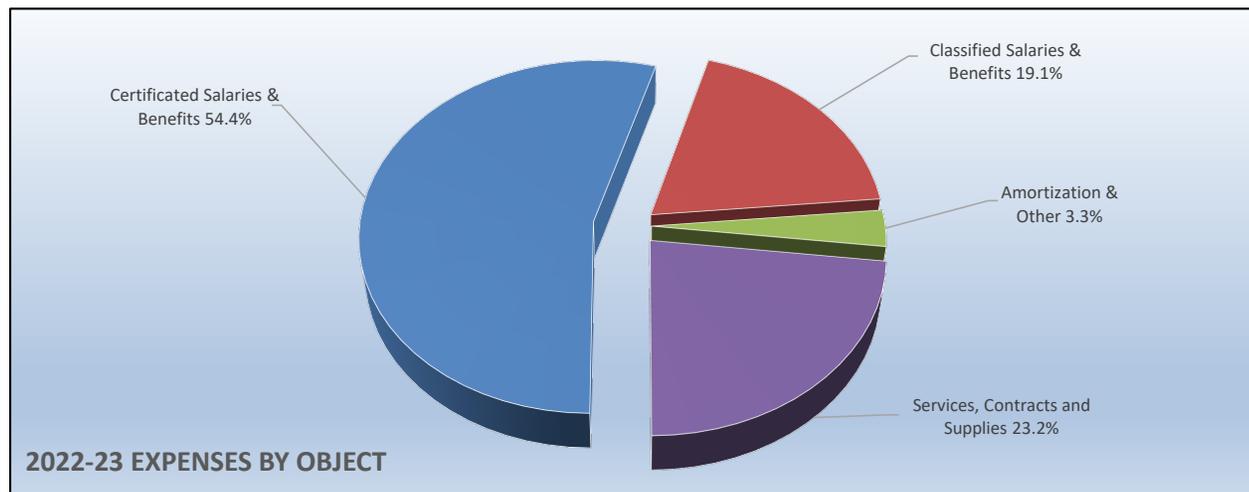
I. The change in Operating Deficit of \$3.531 million is funded by using Division reserves. The Division is allocating a significant amount of reserves on projects for the betterment of student learning, mental health and well-being, curriculum development, technology evergreening, and various consultations and analyses.

Revenue and Expense Notes - continued

Below is a comparative chart that illustrates EIPS' planned expenditures by Program.



Below is a comparative chart that illustrates EIPS' planned expenditures by Object type.



ALBERTA EDUCATION REVENUE					
	2021-22	2022-23		%	
	Fall	Budget	Change	Change	Note
Base Instruction					
Early Childhood Services (ECS)	\$ 4,128,978	\$ 4,006,739	\$ (122,239)	(3.0%)	
Grades 1-9	69,836,056	70,706,520	870,464	1.2%	
High Schools	26,157,840	26,551,554	393,714	1.5%	
Home Education	35,700	-	(35,700)	(100.0%)	
Hutterite Colony Funding	50,000	50,000	-	0.0%	
Outreach Programs	150,000	150,000	-	0.0%	
Rural Small Schools	2,340,000	2,080,600	(259,400)	(11.1%)	
	102,698,574	103,545,413	846,839	0.8%	A
Services & Supports					
Moderate Language Delay	412,000	128,000	(284,000)	(68.9%)	
Specialized Learning Support	11,168,915	11,175,827	6,912	0.1%	
Specialized Learning Support Kindergarten	1,421,520	1,163,700	(257,820)	(18.1%)	
ECS Pre-K Program Unit Funding (PUF)	1,847,900	1,819,910	(27,990)	(1.5%)	
First Nations, Métis and Inuit Education	1,797,463	1,710,251	(87,212)	(4.9%)	
English as a Second Language	352,500	298,680	(53,820)	(15.3%)	
Refugee Students	6,050	2,750	(3,300)	(54.5%)	
Institutional Programs	362,858	362,858	-	0.0%	
	17,369,206	16,661,976	(707,230)	(4.1%)	B
School - System Needs					
Operations & Maintenance	14,900,980	15,410,927	509,947	3.4%	C
SuperNet	374,400	374,400	-	0.0%	
Transportation	10,292,236	10,765,680	473,444	4.6%	D
Infrastructure Maintenance and Renewal	2,714,490	2,262,457	(452,033)	(16.7%)	E
	28,282,106	28,813,464	531,358	1.9%	
Community					
Socio-Economic Status	1,078,757	1,083,662	4,905	0.5%	
Geographic	1,479,569	1,488,536	8,967	0.6%	
School Nutrition Program	150,000	150,000	-	0.0%	
	2,708,326	2,722,198	13,872	0.5%	
Jurisdictions					
System Administration	6,297,328	6,297,328	-	0.0%	
	6,297,328	6,297,328	-	0.0%	
Additional					
Bridge Funding for New Framework	6,894,527	8,070,467	1,175,940	17.1%	F
COVID Mitigation Funding	1,486,497	-	(1,486,497)	(100.0%)	F
	8,381,024	8,070,467	(310,557)	(3.7%)	
Other					
Dual Credit Programming	89,719	53,000	(36,719)	(40.9%)	
French Language Funding	159,654	145,000	(14,654)	(9.2%)	
Lease Support	651,746	651,746	-	0.0%	
Odyssey Language Program	125,000	-	(125,000)	(100.0%)	
CTS Bridge to Certification	30,442	75,000	44,558	146.4%	
Modular Move Grant	204,818	-	(204,818)	(100.0%)	
Secondments	355,083	1,284,854	929,771	261.8%	
	1,616,462	2,209,600	593,138	36.7%	G
Supported Amortization	844,503	1,061,722	217,219	25.7%	H
Teacher Pensions	9,100,000	9,045,000	(55,000)	(0.6%)	I
	<u>\$ 177,297,529</u>	<u>\$ 178,427,168</u>	<u>\$ 1,129,639</u>	<u>0.6%</u>	

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

Alberta Education provided all school authorities with the same or more operational funding as the 2021-22 year, essentially holding school authorities harmless for enrolment decreases. For Elk Island Public Schools (EIPS), the funding remained the same as 2021-22. However, EIPS incorporates deferred revenue into the funding calculation which affects the overall available funding for the budget year. As well, EIPS receives 'Other' funding from Alberta Education. The net result is that EIPS has an increase of \$1.1 million in funding from Fall 2021-22. Since the Allocations Report in April, base instruction revenue has increased due to more registrations.

A. Base Funding: \$846,000 increase or 0.8%

There was a 1% increase in base funding rates offset by a decrease in WMA enrolment FTE. Rural Small Schools are block funded by ranges of enrolment based on WMA. For 2022-23, it is expected that the three rural small schools will drop a funding level.

B. Services & Supports: \$707,000 decrease or (4.1%)

The decrease in services and supports is due to a decrease in the Moderate Language Delay Grant of \$284,000 and Specialized Learning Support Kindergarten of \$258,000 primarily due to less students in these two categories. Last year, Alberta Education over-estimated these students, and this year, the Division has made the estimates to more accurate numbers.

Since the Allocation Report, the revenue decrease for the Institutional Programs has been resolved and Alberta Education is now funding the full amount.

Other than above explanations, the remaining decreases are due to decreases in the WMA enrolment FTE. Rates did not change for any grants in this category.

C. Operations & Maintenance Grant: \$510,000 increase or 3.4%

The increase is primarily due to an increase in the utilized space (funded for the increase in space) and an increase of 1% in funding rates.

D. Transportation: \$473,444 increase or 4.6%

The increase is primarily due to an increase of 4.6% of the Transportation Grant.

E. Infrastructure Maintenance and Renewal: \$452,000 decrease or (16.7%)

We are assuming that Facility Services will be able to spend 100% of the 2021-22 IMR funding this year. Going forward, the IMR budget will not be reduced for a capital component as specific projects have not been assigned as of yet.

(\$000s)	2021-22	2022-23	Change
	Fall	Budget	
IMR Funding	\$ 2,266	\$ 2,262	\$ (4)
Prior Year Carryforward	1,581	-	(1,581)
IMR Capitalized	(1,133)	-	1,133
IMR Revenue Total	\$ 2,714	\$ 2,262	\$ (452)

Alberta Education Revenue Notes (continued)

F. COVID Mitigation and Bridge Funding: \$310,000 decrease or (3.7%)

This funding is what was remaining after the five envelopes were calculated and Alberta Education allocated it out to school divisions in a lump sum. The funds were adjusted this year to ensure our funding envelope is the same balance as last year. (School boards were to be held harmless for the drop in enrolment due to COVID). Going forward into 2023-24, we do not know how much of the Bridge funding will be available to each Division. Bridge funding monies were to be used to support school divisions that are growing (WMA enrolment FTE increases). From the three-year budget plan, the government is committed to supporting education with increasing amounts each year; however, how that translates to each individual school division will need to be seen.

G. Other Alberta Education Revenue: \$593,000 increase or 36.7%

The Odyssey Languages Assistant Program grant (\$125,000) has been removed as we are unsure if this will continue. It does not impact allocations. The grant funding for the six modulars (\$205,000) moved in 2020-21 has now been completely expended and there are no modular grant dollars for 2022-23. Secondments has increased \$930,000 with an additional increase expected for the Fall. Alberta Education has a number of positions posted related to the new curriculum, and these positions are the majority of the Secondments. This revenue has an equal offsetting salary expense.

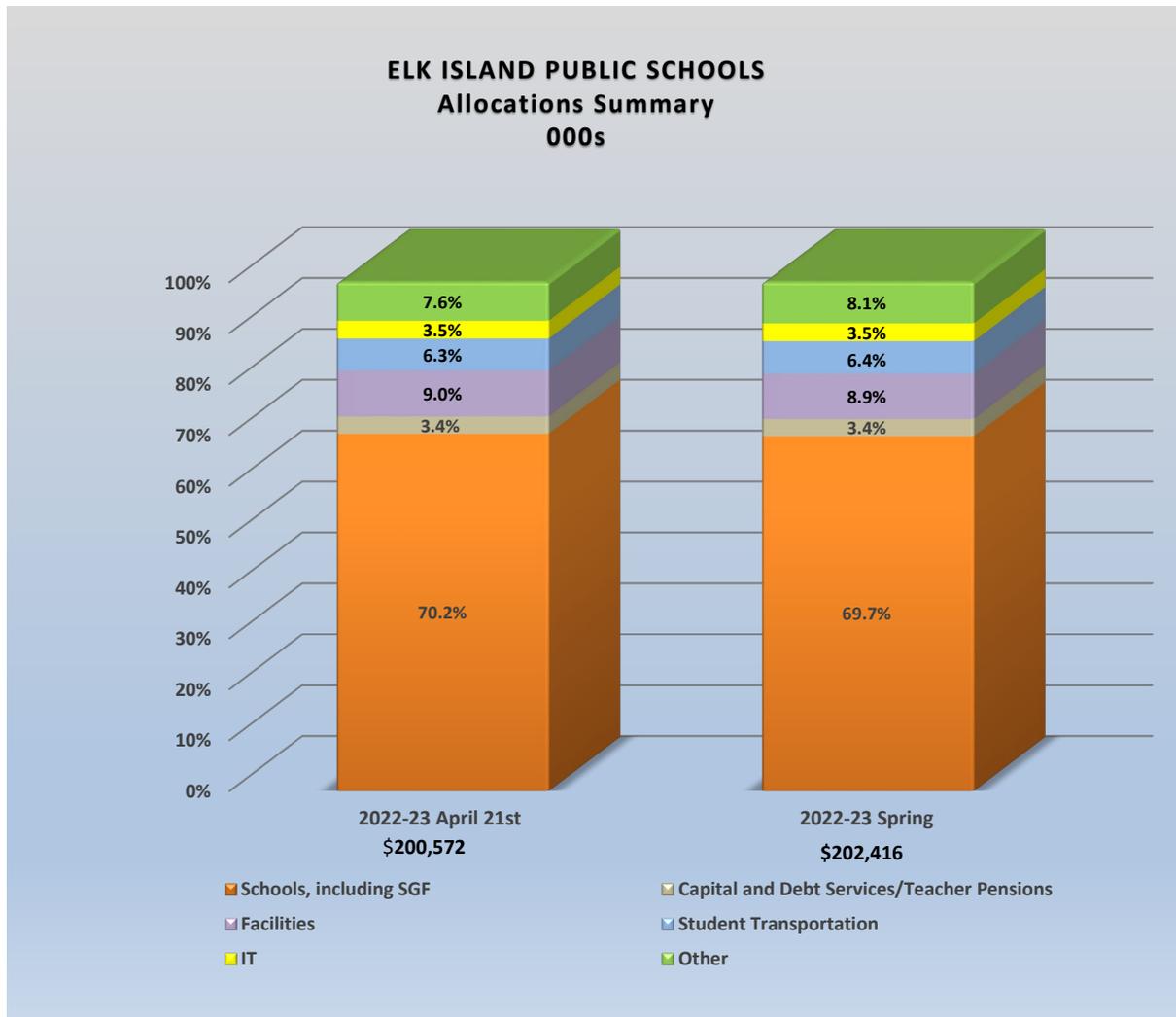
H. Supported Amortization: \$217,000 increase or 25.7%

This amount is increasing due to the expected capitalization of the 2021-22 Capital Maintenance and Renewal.

I. Teacher Pension \$55,000 decrease or (0.6%)

This has been updated from the Allocations Report based on budgeted staff in this Spring Budget and the decreased certificated standard cost rate. This revenue has an equal offsetting pension expense and therefore has no impact on allocations. There was no change to the prescribed pension rate of 10.87% from September 2021.

Allocation Reconciliation				
	April 21, 2022 Report	Spring 2022-23	\$ Change	% Change
Schools, including SGF	\$ 134,075,130	\$ 135,485,940	\$ 1,410,810	1.1%
Supports for Students - Schools	6,743,467	5,670,544	(1,072,923)	(15.9%)
<i>(Page 24)</i>	140,818,597	141,156,484	337,887	0.2%
Capital and Debt Services/Teacher Pensions	6,770,759	6,853,859	83,100	1.2%
Facility Services	15,711,659	15,843,227	131,568	0.8%
Infrastructure Maintenance and Renewal (IMR)	2,262,457	2,262,457	-	0.0%
Information Technologies	7,063,933	7,063,933	-	0.0%
Student Transportation	12,623,997	12,894,056	270,059	2.1%
Other Departments	15,320,766	16,342,317	1,021,551	6.7%
<i>(Page 39)</i>	59,753,571	61,259,849	1,506,278	2.5%
	\$ 200,572,168	\$ 202,416,333	\$ 1,844,165	0.9%



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

In April 2022, the Board of Trustees approved the assumptions and allocations used to build the 2022-23 budget. Below is a reconciliation of the changes that have taken place since that approval.

School Allocations (\$000s)	April 21, 2022 Report	Spring 2022-23	Variance	% Change
Allocations to Schools	\$ 114,555	\$ 116,682	\$ 2,127	1.9%
Supports for Students – Schools	6,710	5,637	(1,073)	(16.0%)
School Generated Funds	8,169	8,169	-	0.0%
Division Unallocated Reserves	1,138	507	(631)	(55.4%)
Year End Carryforward	1,467	1,519	52	3.5%
Teacher Pensions	8,779	8,641	(138)	(1.6%)
School Allocations	<u><u>\$ 140,818</u></u>	<u><u>\$ 141,155</u></u>	<u><u>\$ 337</u></u>	<u><u>0.24%</u></u>

Allocations to Schools has increased \$2.127 million from the below changes:

- Increased schools allocations by \$515,000 related to enrolment changes. This was off-set by using \$306,000 from TBA as 50% of the enrolment increases are unfunded in current budget year through Weighted Moving Average (WMA) funding model.
- Early Learning & Specialized Learning Supports allocations increased \$1,136,000 primarily from Specialized Supports - Schools transfers to Schools. Specialized programs were modified based on placement of students and reviewing the schools' needs, as well as student coding.
- Allocations increased \$631,000 due to one-time transition funding for rural schools and one-time funding to support schools with multiple programs.
- Other increases to allocations totaling \$151,000 relate to funding changes from Alberta Education and changes to expected carry-forward balances.

Supports for Students – Schools changes:

- Decrease of \$1.073 million as funds were further allocated to schools by Early Learning and Specialized Supports - Schools, with some off-set from increases to the funding resulting from enrolment changes.

Division Unallocated Reserves:

- Decrease of \$631,000 as the funds were allocated to schools for rural transition funding and to support schools with multiple programs.

Year End Carryforward has increased \$52,000 as schools updated their projected carryforward amounts.

Teacher Pension changes:

- Decreased the Teacher Pension by \$138,000 due to changes in the number of certificated FTE as well as a decreased certificated standard cost rate, on which the pension calculation is based. The rate remained the same as September 2021 at 10.87%.

Allocation Reconciliation Notes - continued

Central Allocations (\$000s)	April 21, 2022 Report	Spring 2022-23	Variance	% Change
Capital and Debt Services/Teacher Pension	\$ 6,771	\$ 6,854	\$ 83	1.2%
Facilities Services	15,712	15,843	131	0.8%
Infrastructure Maintenance and Renewal	2,262	2,262	0	0.0%
Information Technologies	7,064	7,064	0	0.0%
Student Transportation	12,624	12,894	270	2.1%
Other Departments	15,320	16,342	1,022	6.7%
School Allocations	<u>\$ 59,753</u>	<u>\$ 61,259</u>	<u>\$ 1,506</u>	<u>2.5%</u>

Capital and Debt Services/Teacher Pension changes:

- The Teacher Pension increased by \$83,000 due to a re-calculation based on updated staffing.

Facilities Services has a net increase of \$131,000 from the below changes:

- \$70,000 increase in Facilities Rentals and Leases.
- \$105,000 increase to block for lease costs.
- (\$44,000) decrease to block for insurance.

Student Transportation has a net increase of \$270,000 from the below changes:

- (\$60,000) decrease to the carryforward amount.
- \$330,000 increase to Supplemental Revenue from Board approved increase to fees and anticipated increased ridership.

Other Departments have a net increase of \$1,022,000 from the below changes:

- \$957,000 increase for Secondment revenue.
- \$51,000 increase in block to Superintendent for additional initiatives.
- \$13,000 increase for other small changes, such as estimates to reserve carryforward.

Schools Summary

Enrolment	2021-22	2022-23	Change	% Change	Note
	Fall	Budget			
Sector 1 - Sherwood Park <i>(Page 27)</i>	9,825	9,840	15	0.2%	
Sector 2 - Strathcona County <i>(Page 28)</i>	2,108	2,099	(9)	(0.4%)	
Sector 3 - Fort Saskatchewan <i>(Page 29)</i>	3,324	3,395	71	2.1%	
Sector 4 - Lamont County <i>(Page 30)</i>	886	885	(1)	(0.1%)	
Sector 5 - County of Minburn <i>(Page 31)</i>	693	704	11	1.6%	
	<u>16,836</u>	<u>16,923</u>	<u>87</u>	<u>0.5%</u>	
Elk Island Youth Ranch Learning Centre	5	6	1	20.0%	
Next Step Home Education	42	-	(42)	100.0%	
Next Step Outreach	241	192	(49)	(20.3%)	
To Be Allocated	-	-	-	0.0%	
<i>(Page 33)</i>	<u>17,124</u>	<u>17,121</u>	<u>(3)</u>	<u>(0.0%)</u>	

Expenses	2021-22	2022-23	Change	% Change	Note
	Fall	Budget			
Sector 1 - Sherwood Park <i>(Page 27)</i>	\$ 65,490,218	\$ 64,169,833	\$ (1,320,385)	(2.0%)	
Sector 2 - Strathcona County <i>(Page 28)</i>	13,178,916	12,943,507	(235,409)	(1.8%)	
Sector 3 - Fort Saskatchewan <i>(Page 29)</i>	22,955,208	22,685,476	(269,732)	(1.2%)	
Sector 4 - Lamont County <i>(Page 30)</i>	7,818,197	7,776,947	(41,250)	(0.5%)	
Sector 5 - County of Minburn <i>(Page 31)</i>	5,392,583	5,224,833	(167,750)	(3.1%)	
<i>(Page 35)</i>	<u>114,835,122</u>	<u>112,800,596</u>	<u>(2,034,526)</u>	<u>(1.8%)</u>	A
Elk Island Youth Ranch Learning Centre	341,285	312,956	(28,329)	(8.3%)	B
Next Step Continuing Education - Summer	465,551	508,524	42,973	9.2%	C
Next Step Home Education	200,935	-	(200,935)	(100.0%)	C
Next Step Outreach	1,893,257	1,929,239	35,982	1.9%	C
Total School Allocations	<u>117,736,150</u>	<u>115,551,315</u>	<u>(2,184,835)</u>	<u>(1.9%)</u>	
Supports for Students <i>(Page 37)</i>	4,709,329	5,670,544	961,215	20.4%	D
School Generated Funds	8,003,476	8,168,961	165,485	2.1%	
Teacher Pensions	8,779,300	8,641,200	(138,100)	(1.6%)	
Capital Lease (Photocopiers)	(181,397)	(181,397)	-	0.0%	
To Be Allocated	147,292	2,230,416	2,083,124	1414.3%	E
Division Year End Carryforward	5,663	568,207	562,544	9933.7%	F
Contingency	516,000	507,238	(8,762)	(1.7%)	E
	<u>\$ 139,715,813</u>	<u>\$ 141,156,484</u>	<u>\$ 1,440,671</u>	<u>1.0%</u>	
		<i>(Page 21)</i>			

Schools Summary - continued							
	Certificated			Classified			Note
	2021-22 Fall	2022-23 Budget	Change	2021-22 Fall	2022-23 Budget	Change	
Staffing - Full Time Equivalent (FTE)							
Sector 1 - Sherwood Park <i>(Page 27)</i>	461.63	458.61	(3.02)	151.88	151.80	(0.08)	
Sector 2 - Strathcona County <i>(Page 28)</i>	95.63	96.84	1.21	27.78	25.62	(2.16)	
Sector 3 - Fort Saskatchewan <i>(Page 29)</i>	156.80	158.55	1.75	62.51	61.48	(1.03)	
Sector 4 - Lamont County <i>(Page 30)</i>	51.18	51.60	0.42	23.22	24.19	0.97	
Sector 5 - County of Minburn <i>(Page 31)</i>	35.12	35.41	0.29	16.51	15.26	(1.25)	
<i>(Page 36)</i>	<u>800.36</u>	<u>801.01</u>	<u>0.65</u>	<u>281.90</u>	<u>278.35</u>	<u>(3.55)</u>	
Elk Island Youth Ranch Learning Centre	3.10	2.20	(0.90)	-	0.65	0.65	B
Next Step Continuing Education - Summer	0.40	0.70	0.30	0.76	0.56	(0.20)	C
Next Step Home Education	1.40	-	(1.40)	0.52	-	(0.52)	C
Next Step Outreach	11.70	12.30	0.60	5.08	5.00	(0.08)	C
Supports for Students <i>(Page 37)</i>	8.90	5.50	(3.40)	28.38	44.84	16.46	D
To Be Allocated	2.14	2.00	(0.14)	0.36	0.00	(0.36)	
Division Year End Carryforward	0.04	-	(0.04)	0.02	-	(0.02)	
School Generated Funds	-	-	-	19.79	19.79	-	
	<u>828.04</u>	<u>823.71</u>	<u>(4.33)</u>	<u>336.81</u>	<u>349.19</u>	<u>12.38</u>	

Notes (for changes greater than \$50,000)

A. In the Spring Budget there was a decrease of \$2.03 million allocated to schools. This is partially off-set by a reduction in Certificated and Educational Assistant standard cost rates. Also, Inclusive & Early Learning retain contingency funds in the spring for distribution to the schools in the fall and continuing for the remainder of the year, once schools' needs are more certain.

School Allocation Change (in \$000s):	
2021-22 Fall Budget	\$ 114,835
Basic Allocations - Net Enrolment Impact	(570)
Allocation - One Time	139
Inclusive & Early Learning (\$1,281 held back)	(1,179)
School Carryforward Change	(69)
Admin Allowance Allocation	7
Alternative Programs Allocation	(398)
Supplemental Revenue	(8)
Interdepartmental Transfers	43
2022-23 Spring Budget	\$ 112,800

B. Elk Island Youth Ranch Learning Centre has reduced a 1.0 FTE teacher, but will utilize 0.1 FTE of a Consultant from Specialized Supports - Schools. Additionally, 0.65 FTE of an Educational Assistant has been added. The net dollar effect of these changes is a decrease of \$28,000 in expenses.

C. Next Step Outreach and Next Step Summer School have restructured and added back a 1.0 FTE Principal which has increased staffing costs, rather than one Principal overseeing both Salisbury Composite High (0.7 FTE) and the Outreach (0.3 FTE) schools. Next Step Home Education has been discontinued for 2022-23. The net dollar effect of these changes is a decrease of \$122,000 in expenses.

School Summary- continued

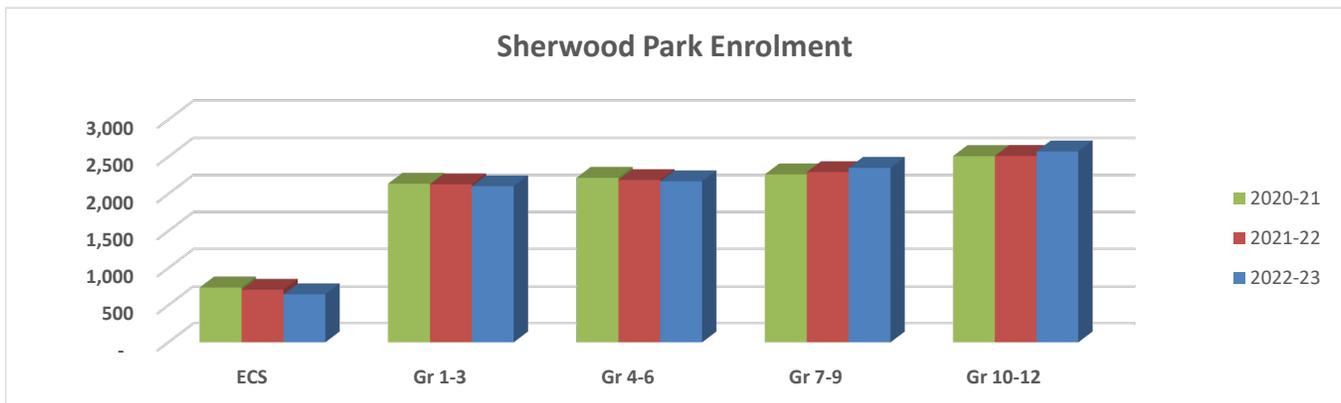
- D. Supports for Students has a net FTE reduction of 3.40 Certificated. This is due to the Low Incidence Team being discontinued. As well some Directors' and Consultant FTE has been shifted to Supports for Students - Central. Supports for Students has a net FTE increase of 16.46 Classified. This is due the the approved funding for three Family School Liason Workers (\$383,900 including sundry items), some shifts to FTE between SFS Schools and Central, but primarily due to the Contingency funds (\$1.281 million) for Education Assistants, retained by Inclusive & Early Learning in the spring for distribution to the schools in the fall continuing for the remainder of the year, once schools' needs are more certain. The net dollar effect of these changes is an increase of \$961,000 in expenses.
- E. To Be Allocated has increased by \$2.083 million. The increase is due to holding various amounts in the Spring Budget due to uncertainties that will not be resolved until the fall. This includes an enrolment cushion of \$121,000 for students that may or may not arrive in the fall, \$300,000 for classified standard cost cushion that can be released in the fall once classified Educational Assistant costs are reviewed and the remainder of \$1.662 million is being held for In-Year Funding to be disbursed in the fall. Last fall, only \$147,000 remained in this category. A comparison of specific Contingency items is provided below. Much of the Three Rural School Transition Funding and Schools with Multiple Programs contingency has been allocated in the spring.

Item	Fall	Spring
	2021-22	2022-23
Home Ed	116,000	
Illness	400,000	200,000
Socio-Economic Status Project		150,000
Modular Schools Furniture		69,000
Three Rural School Transition Funding		44,293
Schools with Multiple Programs		43,945
	516,000	507,238

- F. For Spring 2022-23, staff have not been budgeted from the Division Year End Carryforward amounts. It is anticipated that any changes from spring estimates to fall actuals will be absorbed within the Services, Contracts, and Supplies category of expenses. This is the estimated reserves needed for schools and departments to come in at the full 1% carryforward available. This will be adjusted to actuals in the fall. The increase is also due to reserve carryforwards for schools and departments up to the 1% allowable carryforward of \$568,000 (this was \$6,000 in the fall).

Sector 1 - Sherwood Park

Enrolment	2021-22	2022-23	Change	% Change
	Fall	Budget		
ECS	708	646	(62)	(8.8%)
Grade 1-3	2,128	2,103	(25)	(1.2%)
Grade 4-6	2,186	2,169	(17)	(0.8%)
Grade 7-9	2,293	2,350	57	2.5%
Grade 10-12	2,510	2,572	62	2.5%
	9,825	9,840	15	0.2%



Expenses by Category	2021-22	2022-23	Change	% Change
	Fall	Budget		
Salaries & Benefits	\$ 62,707,287	\$ 61,184,258	\$ (1,523,029)	(2.4%)
Services, Contracts & Supplies	2,782,931	2,985,575	202,644	7.3%
	\$ 65,490,218	\$ 64,169,833	\$ (1,320,385)	(2.0%)

Salaries & Benefits as % of budget

96%

95%

Staffing (FTE)	2021-22	2022-23	Change	% Change
	Fall	Budget		
Certificated	461.63	458.61	(3.02)	(0.7%)
Classified	151.88	151.80	(0.08)	(0.1%)
	613.51	610.41	(3.10)	(0.5%)

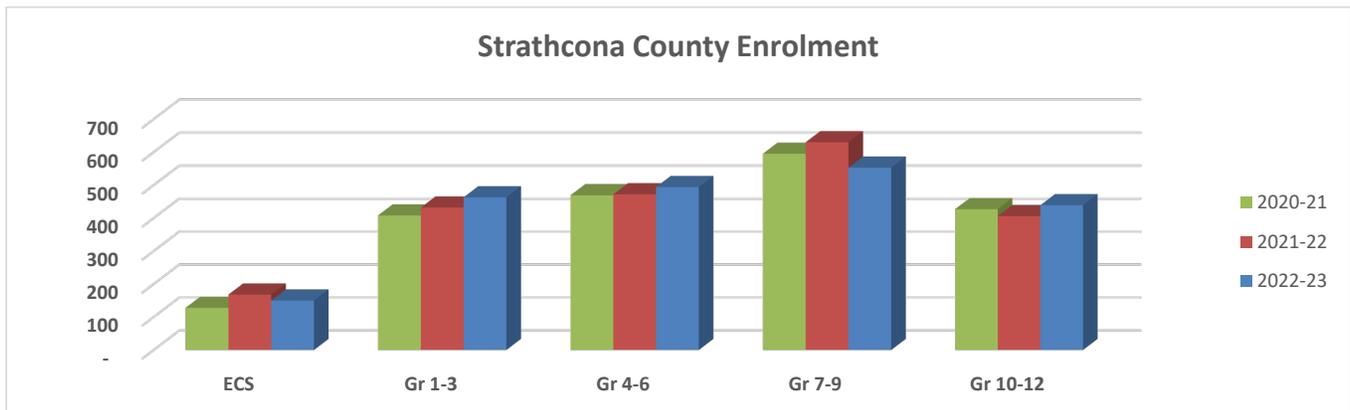
Notes (for changes greater than \$50,000)

Sector 1 enrolment has increased from Fall Budget by 15 students. However there is a decrease of 104 students in elementary grades (ECS-Grade 6) and in increase of 119 students in junior and secondary grades (Grade 7-12).

The decrease in expenditures is due to decreased staffing costs from reduced Certificated and Educational Assistant standard cost rates, as well as decreased funding - primarily a reduction in allocations from Inclusive and Early Learning allocations and a decrease in the expected carryforward amounts.

Sector 2 - Strathcona County

Enrolment	2021-22	2022-23	Change	% Change
	Fall	Budget		
ECS	168	150	(18)	(10.7%)
Grade 1-3	432	463	31	7.2%
Grade 4-6	472	494	22	4.7%
Grade 7-9	630	553	(77)	(12.2%)
Grade 10-12	406	439	33	8.1%
	2,108	2,099	(9)	(0.4%)



Expenses by Category	2021-22	2022-23	Change	% Change
	Fall	Budget		
Salaries & Benefits	\$ 12,717,565	\$ 12,459,815	\$ (257,750)	(2.0%)
Services, Contracts & Supplies	461,351	483,692	22,341	4.8%
	\$ 13,178,916	\$ 12,943,507	\$ (235,409)	(1.8%)

Salaries & Benefits as % of total budget

96%

96%

Staffing (FTE)	2021-22	2022-23	Change	% Change
	Fall	Budget		
Certificated	95.63	96.84	1.21	1.3%
Classified	27.78	25.62	(2.16)	(7.8%)
	123.41	122.46	(0.95)	(0.8%)

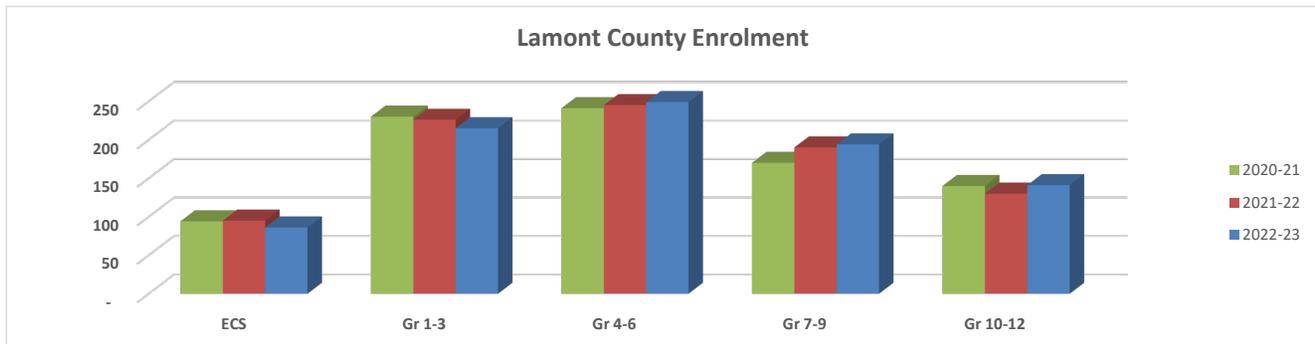
Notes (for changes greater than \$50,000)

Sector 2 enrolment has decreased from Fall Budget by 9 students. There were decreases of 18 students in ECS and 77 students in Grades 7-9. However, Grades 1-6 and Grades 10-12 have increased enrolment.

The decrease in Salaries & Benefits is due to decreased staffing costs from reduced Certificated and Educational Assistant standard cost rates, as well as decreased funding - primarily a reduction in allocations from Inclusive and Early Learning allocations.

Sector 4 - Lamont County

Enrolment	2021-22	2022-23	Change	% Change
	Fall	Budget		
ECS	95	86	(9)	(9.5%)
Grade 1-3	226	215	(11)	(4.9%)
Grade 4-6	245	249	4	1.6%
Grade 7-9	190	194	4	2.1%
Grade 10-12	130	141	11	8.5%
	886	885	(1)	(0.1%)



Expenses by Category	2021-22	2022-23	Change	% Change
	Fall	Budget		
Salaries & Benefits	\$ 7,505,555	\$ 7,457,587	\$ (47,968)	(0.6%)
Services, Contracts & Supplies	312,642	319,360	6,718	2.1%
	\$ 7,818,197	\$ 7,776,947	\$ (41,250)	(0.5%)

Salaries & Benefits as % of total budget

96% 96%

Staffing (FTE)	2021-22	2022-23	Change	% Change
	Fall	Budget		
Certificated	51.18	51.60	0.42	0.8%
Classified	23.22	24.19	0.97	4.2%
	74.40	75.79	1.39	1.9%

Notes (for changes greater than \$50,000)

Sector 4 enrolment has decreased from Fall Budget by 1 student. There is a decrease of 20 students in Grades ECS-3 offset by an increase of 19 students in Grades 4-12.

The decrease in Salaries & Benefits is due to decreased staffing costs from reduced Certificated and Educational Assistant standard cost rates, as well as decreased funding - primarily a reduction in allocations from Inclusive and Early Learning allocations.

All three rural small schools (Andrew, Bruderheim, and Mundare) received additional allocations from Contingency to stay at their same 2021-22 funding level.

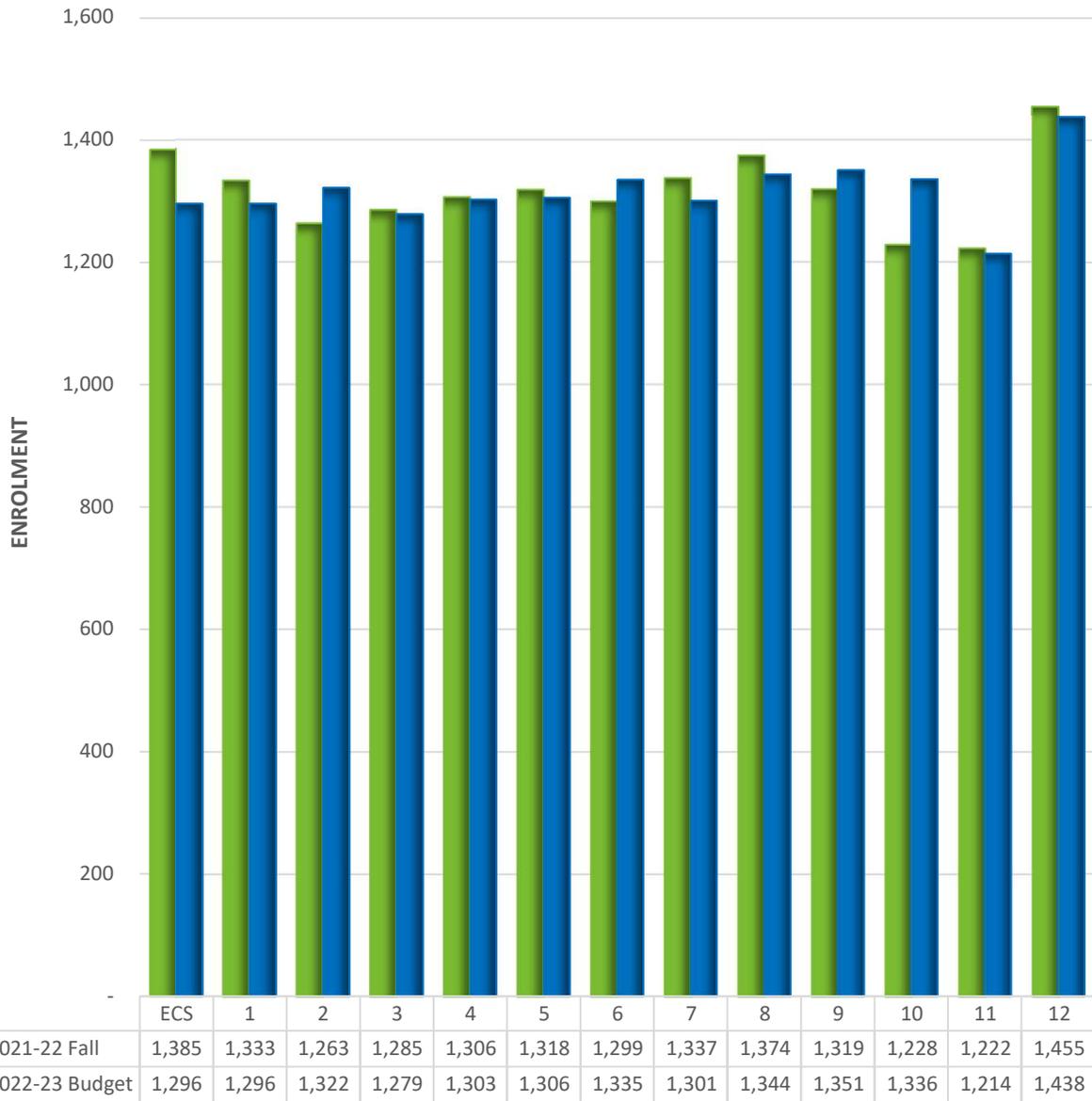
Enrolment Detail - by Sector				
	2021-22	2022-23		%
	Fall	Budget	Change	Change
Sector 1 - Sherwood Park				
Bev Facey Community High	989	1,010	21	2.1%
Brentwood Elementary	400	400	-	0.0%
Clover Bar Junior High	371	391	20	5.4%
Davidson Creek Elementary	621	629	8	1.3%
École Campbelltown	368	363	(5)	(1.4%)
F. R. Haythorne Junior High	660	639	(21)	(3.2%)
Glen Allan Elementary	335	315	(20)	(6.0%)
Heritage Hills Elementary	500	481	(19)	(3.8%)
Lakeland Ridge	765	763	(2)	(0.3%)
Mills Haven Elementary	435	446	11	2.5%
Pine Street Elementary	334	341	7	2.1%
Salisbury Composite High	1,205	1,250	45	3.7%
Sherwood Heights Junior High	644	666	22	3.4%
Strathcona Christian Academy Elementary	565	582	17	3.0%
Strathcona Christian Academy Secondary	595	609	14	2.4%
Wes Hosford Elementary	392	345	(47)	(12.0%)
Westboro Elementary	332	303	(29)	(8.7%)
Woodbridge Farms Elementary	314	307	(7)	(2.2%)
	9,825	9,840	15	0.2%
Sector 2 -Strathcona County				
Ardrossan Elementary	569	602	33	5.8%
Ardrossan Junior Senior High	863	830	(33)	(3.8%)
Fultonvale Elementary Junior High	477	475	(2)	(0.4%)
Uncas Elementary	199	192	(7)	(3.5%)
	2,108	2,099	(9)	(0.4%)
Sector 3 - Fort Saskatchewan				
Castle (Scotford Colony)	25	26	1	4.0%
École Parc Élémentaire	317	330	13	4.1%
Fort Saskatchewan Christian	387	393	6	1.6%
Fort Saskatchewan Elementary	264	261	(3)	(1.1%)
Fort Saskatchewan High	437	467	30	6.9%
James Mowat Elementary	412	438	26	6.3%
Rudolph Hennig Junior High	472	405	(67)	(14.2%)
SouthPointe School	600	665	65	10.8%
Win Ferguson Elementary	410	410	-	0.0%
	3,324	3,395	71	2.1%
Sector 4 - Lamont County				
Andrew School	59	60	1	1.7%
Bruderheim School	119	109	(10)	(8.4%)
Lamont Elementary	301	293	(8)	(2.7%)
Lamont High	306	318	12	3.9%
Mundare School	101	105	4	4.0%
	886	885	(1)	(0.1%)

Enrolment Detail - by Sector - continued

	2021-22 Fall	2022-23 Budget	Change	% Change
Sector 5 - County of Minburn				
A. L. Horton Elementary	330	328	(2)	(0.6%)
Pleasant Ridge Colony	16	17	1	6.3%
Vegreville Composite High	347	359	12	3.5%
	693	704	11	1.6%
Total Enrolment in Sectors	16,836	16,923	87	0.5%
Elk Island Youth Ranch Learning Centre	5	6	1	20.0%
Next Step Home Education	42	-	(42)	100.0%
Next Step Outreach	241	192	(49)	(20.3%)
Total Enrolment	17,124	17,121	(3)	(0.0%)
Enrolment by Grade				
ECS	1,385	1,296	(89)	(6.4%)
Grade 1-3	3,868	3,897	29	0.7%
Grade 4-6	3,910	3,944	34	0.9%
Grade 7-9	4,010	3,990	(20)	(0.5%)
Grade 10-12	3,663	3,796	133	3.6%
	16,836	16,923	87	0.5%
Elk Island Youth Ranch Learning Centre	5	6	1	20.0%
Next Step Home Education	42	-	(42)	100.0%
Next Step Outreach	241	192	(49)	(20.3%)
Total Enrolment	17,124	17,121	(3)	(0.0%)

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ELK ISLAND PUBLIC SCHOOLS 2022-23 Budget Enrolment Comparative by Grade



**2021-22 Fall
Enrolment**
17,124 ■

**2022-23 Spring
Enrolment**
17,121 ■

Schools Expenses - Detail by Sector by Category

	2021-22	2022-23	Change	Salaries & Benefits	Services, Contracts & Supplies	Total Salaries* as % of Total Budget
	Fall	Budget				
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 6,959,102	\$ 6,852,345	\$ (106,757)	\$ 6,480,258	\$ 372,087	95%
Brentwood Elementary	2,950,715	2,868,183	(82,532)	2,759,817	108,366	96%
Clover Bar Junior High	2,742,989	2,632,641	(110,348)	2,534,968	97,673	96%
Davidson Creek Elementary	3,718,274	3,739,256	20,982	3,597,834	141,422	96%
École Campbelltown	2,289,366	2,204,646	(84,720)	2,095,769	108,877	95%
F.R. Haythorne Junior High	4,418,209	4,274,592	(143,617)	4,052,803	221,789	95%
Glen Allan Elementary	2,413,902	2,296,679	(117,223)	2,196,892	99,787	96%
Heritage Hills Elementary	3,016,016	2,836,271	(179,745)	2,725,624	110,647	96%
Lakeland Ridge	4,453,322	4,197,298	(256,024)	4,002,301	194,997	95%
Mills Haven Elementary	2,904,881	2,943,451	38,570	2,783,979	159,472	95%
Pine Street Elementary	2,444,652	2,579,759	135,107	2,457,783	121,976	95%
Salisbury Composite High	7,570,789	7,876,071	305,282	7,385,054	491,017	94%
Sherwood Heights Junior High	4,040,742	4,026,601	(14,141)	3,815,743	210,858	95%
Strathcona Christian Academy Elementary	3,351,310	3,299,270	(52,040)	3,195,419	103,851	97%
Strathcona Christian Academy Secondary	3,658,545	3,649,055	(9,490)	3,511,226	137,829	96%
Wes Hosford Elementary	2,534,802	2,277,112	(257,690)	2,184,765	92,347	96%
Westboro Elementary	3,038,437	2,706,872	(331,565)	2,628,259	78,613	97%
Woodbridge Farms Elementary	2,984,165	2,909,731	(74,434)	2,775,764	133,967	95%
	<u>65,490,218</u>	<u>64,169,833</u>	<u>(1,320,385)</u>	<u>61,184,258</u>	<u>2,985,575</u>	<u>95%</u>
Sector 2 - Strathcona County						
Ardrossan Elementary	3,548,585	3,655,418	106,833	3,537,172	118,246	97%
Ardrossan Junior Senior High	5,040,543	4,905,716	(134,827)	4,727,061	178,655	96%
Fultonvale Elementary Junior High	3,049,636	2,865,962	(183,674)	2,757,514	108,448	96%
Uncas Elementary	1,540,152	1,516,411	(23,741)	1,438,068	78,343	95%
	<u>13,178,916</u>	<u>12,943,507</u>	<u>(235,409)</u>	<u>12,459,815</u>	<u>483,692</u>	<u>96%</u>
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	206,685	197,461	(9,224)	178,498	18,963	90%
École Parc Élémentaire	2,264,056	2,240,587	(23,469)	2,143,798	96,789	96%
Fort Saskatchewan Christian	2,703,060	2,648,954	(54,106)	2,532,709	116,245	96%
Fort Saskatchewan Elementary	2,187,539	2,036,107	(151,432)	1,965,984	70,123	97%
Fort Saskatchewan High	3,121,623	3,353,436	231,813	3,166,107	187,329	94%
James Mowat Elementary	2,675,032	2,694,619	19,587	2,571,153	123,466	95%
Rudolph Hennig Junior High	3,163,868	2,701,393	(462,475)	2,591,263	110,130	96%
SouthPointe School	3,763,897	4,066,537	302,640	3,888,770	177,767	96%
Win Ferguson Elementary	2,869,448	2,746,382	(123,066)	2,663,400	82,982	97%
	<u>22,955,208</u>	<u>22,685,476</u>	<u>(269,732)</u>	<u>21,701,682</u>	<u>983,794</u>	<u>96%</u>
Sector 4 - Lamont County						
Andrew School	745,075	702,245	(42,830)	684,132	18,113	97%
Bruderheim School	1,179,290	1,095,953	(83,337)	1,058,808	37,145	97%
Lamont Elementary	2,260,005	2,265,696	5,691	2,165,035	100,661	96%
Lamont High	2,492,584	2,554,671	62,087	2,460,543	94,128	96%
Mundare School	1,141,243	1,158,382	17,139	1,089,069	69,313	94%
	<u>7,818,197</u>	<u>7,776,947</u>	<u>(41,250)</u>	<u>7,457,587</u>	<u>319,360</u>	<u>96%</u>
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,533,950	2,371,729	(162,221)	2,248,660	123,069	95%
Pleasant Ridge Colony	149,260	138,110	(11,150)	130,360	7,750	94%
Vegreville Composite High	2,709,373	2,714,994	5,621	2,589,439	125,555	95%
	<u>5,392,583</u>	<u>5,224,833</u>	<u>(167,750)</u>	<u>4,968,459</u>	<u>256,374</u>	<u>95%</u>
	<u>\$ 114,835,122</u>	<u>\$ 112,800,596</u>	<u>\$(2,034,526)</u>	<u>\$ 107,771,801</u>	<u>\$ 5,028,795</u>	<u>96%</u>

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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
	2021-22	2022-23	Change	2021-22	2022-23	Change	
	Fall	Budget		Fall	Budget		
Sector 1 - Sherwood Park							
Bev Facey Community High	47.80	47.29	(0.51)	19.29	18.53	(0.76)	(1.27)
Brentwood Elementary	21.80	21.60	(0.20)	5.57	5.57	-	(0.20)
Clover Bar Junior High	18.88	18.78	(0.10)	7.38	6.93	(0.45)	(0.55)
Davidson Creek Elementary	26.61	27.63	1.02	8.32	8.38	0.06	1.08
École Campbelltown	17.50	17.00	(0.50)	2.99	3.26	0.27	(0.23)
F.R. Haythorne Junior High	30.95	29.91	(1.04)	9.84	10.74	0.90	(0.14)
Glen Allan Elementary	16.09	15.71	(0.38)	7.29	6.54	(0.75)	(1.13)
Heritage Hills Elementary	22.88	22.10	(0.78)	4.30	4.30	-	(0.78)
Lakeland Ridge	33.39	31.06	(2.33)	7.09	8.05	0.96	(1.37)
Mills Haven Elementary	19.13	20.71	1.58	8.36	6.61	(1.75)	(0.17)
Pine Street Elementary	15.05	16.19	1.14	8.44	9.73	1.29	2.43
Salisbury Composite High	55.77	57.29	1.52	13.11	15.70	2.59	4.11
Sherwood Heights Junior High	29.06	29.65	0.59	8.17	7.50	(0.67)	(0.08)
Strathcona Christian Academy Elementary	24.36	24.40	0.04	6.47	6.61	0.14	0.18
Strathcona Christian Academy Secondary	27.86	27.79	(0.07)	5.36	6.00	0.64	0.57
Wes Hosford Elementary	17.88	16.00	(1.88)	5.99	5.85	(0.14)	(2.02)
Westboro Elementary	18.40	16.90	(1.50)	12.38	10.98	(1.40)	(2.90)
Woodbridge Farms Elementary	18.22	18.60	0.38	11.53	10.52	(1.01)	(0.63)
	461.63	458.61	(3.02)	151.88	151.80	(0.08)	(3.10)
Sector 2 - Strathcona County							
Ardrossan Elementary	24.15	26.41	2.26	9.34	9.02	(0.32)	1.94
Ardrossan Junior Senior High	38.88	38.12	(0.76)	7.82	7.57	(0.25)	(1.01)
Fultonvale Elementary Junior High	22.50	22.21	(0.29)	6.17	4.50	(1.67)	(1.96)
Uncas Elementary	10.10	10.10	-	4.45	4.53	0.08	0.08
	95.63	96.84	1.21	27.78	25.62	(2.16)	(0.95)
Sector 3 - Fort Saskatchewan							
Castle (Scotford Colony)	1.10	1.10	-	1.00	0.81	(0.19)	(0.19)
École Parc Élémentaire	14.96	15.01	0.05	7.46	7.18	(0.28)	(0.23)
Fort Saskatchewan Christian	19.88	20.34	0.46	6.06	4.58	(1.48)	(1.02)
Fort Saskatchewan Elementary	13.53	12.95	(0.58)	7.96	7.39	(0.57)	(1.15)
Fort Saskatchewan High	21.42	22.43	1.01	7.80	10.04	2.24	3.25
James Mowat Elementary	18.82	19.45	0.63	6.56	6.31	(0.25)	0.38
Rudolph Hennig Junior High	23.09	19.65	(3.44)	6.02	6.02	-	(3.44)
SouthPointe School	25.91	28.87	2.96	9.74	10.56	0.82	3.78
Win Ferguson Elementary	18.09	18.75	0.66	9.91	8.59	(1.32)	(0.66)
	156.80	158.55	1.75	62.51	61.48	(1.03)	0.72
Sector 4 - Lamont County							
Andrew School	5.00	4.49	(0.51)	2.06	2.33	0.27	(0.24)
Bruderheim School	7.16	7.06	(0.10)	4.43	4.02	(0.41)	(0.51)
Lamont Elementary	14.49	14.75	0.26	7.19	7.49	0.30	0.56
Lamont High	17.03	17.80	0.77	6.74	7.00	0.26	1.03
Mundare School	7.50	7.50	-	2.80	3.35	0.55	0.55
	51.18	51.60	0.42	23.22	24.19	0.97	1.39
Sector 5 - County of Minburn							
A.L. Horton Elementary	16.56	16.35	(0.21)	7.67	6.47	(1.20)	(1.41)
Pleasant Ridge Colony	1.05	1.05	-	0.34	0.43	0.09	0.09
Vegreville Composite High	17.51	18.01	0.50	8.50	8.36	(0.14)	0.36
	35.12	35.41	0.29	16.51	15.26	(1.25)	(0.96)
	800.36	801.01	0.65	281.90	278.35	(3.55)	(2.90)

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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.

Supports for Students - Schools							
Expenses by Category	2021-22	2022-23	Change	Note	% Change	Salaries & Benefits	Services,
	Fall	Budget					Contracts, & Supplies
Early Learning	\$ 2,163,672	\$ 2,603,681	\$ 440,009	A	20.3%	\$ 2,496,481	\$ 107,200
Mental Health Capacity Building	225,061	225,061	-		0.0%	216,458	8,603
Specialized Supports - Schools	1,813,952	2,340,674	526,722	B	29.0%	1,932,004	408,670
School Nutrition Program	171,587	150,000	(21,587)		(12.6%)	55,471	94,529
Partners 4 Science	335,057	351,128	16,071		4.8%	101,848	249,280
	<u>\$ 4,709,329</u>	<u>\$ 5,670,544</u>	<u>\$ 961,215</u>		<u>20.4%</u>	<u>\$ 4,802,262</u>	<u>\$ 868,282</u>

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Staffing (FTE)	Certificated			Note	Classified		
	2021-22	2022-23	Change		2021-22	2022-23	Change
	Fall	Budget			Fall	Budget	
Early Learning	3.20	1.50	(1.70)	C	13.63	24.41	10.78
Mental Health Capacity Building	-	-	-		2.60	2.60	-
Specialized Supports - Schools	5.70	4.00	(1.70)	D	9.10	15.13	6.03
School Nutrition Program	-	-	-		1.59	1.22	(0.37)
Partners 4 Science	-	-	-		1.46	1.48	0.02
	<u>8.90</u>	<u>5.50</u>	<u>(3.40)</u>		<u>28.38</u>	<u>44.84</u>	<u>16.46</u>

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Notes (for changes greater than \$50,000)

Early Learning:

A. Contingency totalling \$793,000 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. The majority of this will be allocated to schools in the fall. Early Learning received \$250,000 in one-time funding to support their needs an increase of \$130,000 to their block allocation to support a shared Director (shared with Curriculum) and the addition of a 1.0 FTE Occupational Therapy Assistant position. Overall, there was a decrease in funding from Alberta Education for the Moderate Language Delay, Specialized Learning Support - Kindergarten, and Program Unit Funding (PUF) compared to 2021-22.

C. The Certificated FTE of Early Learning has decreased 1.7 due to splitting Director's FTE with Curriculum, and shifting Consultants to SFS-Central. The increase of 10.78 Classified FTE is from the addition of the Occupational Therapist Assistant position, and off-set by shifting some staff to SFS-Central, but the net increase is primarily from the Contingency funds retained by Early Learning in the spring with the majority being allocated in the fall when Educational Assistances are hired.

Specialized Supports - Schools:

B. Contingency totalling \$489,000 is held centrally to have funding available to support additional new students and emerging needs, as well as any additional requests from schools. Corresponding increases are made in expenses for staffing. The majority of this will be allocated to schools in the fall. Specialized Supports - Schools discontinued the Low Incidence Team (LIT) program, but received \$50,000 in additional Block allocation to support some staffing from the LIT as well as \$78,000 to support their needs. The Specialized Learning Support Grant is comparable to 2021-22, but changes with enrolment.

D. The Certificated FTE of Specialized Supports - Schools has decreased 1.7 due to shifting the portion of Director's FTE and Consultants FTE to SFS-Central. The LIT Consultants are being off-set by other Consultants. The increase of 6.03 Classified FTE is from the addition of three 1.0 Family School Liason Worker positions, as well as shifting Classified staff to SFS-Central or the Schools (LPNs and LIT Audiologist). The remainder is from the Contingency funds primarily used for Educational Assistants hired in the fall; the funds are retained by Specialized Supports in the spring.

Early Learning and Specialized Supports - Schools					
	2021-22	2022-23			
	Fall	Budget	Change	% Change	Note
Revenues					
Alberta Education Funding					
Early Learning	\$ 4,188,620	\$ 3,570,958	\$ (617,662)	(14.7%)	A
Specialized Supports	14,391,855	14,475,508	83,653	0.6%	B
	<u>18,580,475</u>	<u>18,046,466</u>	<u>(534,009)</u>	<u>(2.9%)</u>	
Eastern Edge Low Incidence (100%)					
Specialized Supports	355,275	-	(355,275)	(100.0%)	C
	<u>355,275</u>	<u>-</u>	<u>(355,275)</u>	<u>(100.0%)</u>	
	<u>18,935,750</u>	<u>18,046,466</u>	<u>(889,284)</u>	<u>(4.7%)</u>	
Expenses					
Schools					
Early Learning	2,992,056	2,280,770	(711,286)	(23.8%)	
Specialized Supports - Schools	16,213,802	15,742,835	(470,967)	(2.9%)	
	<u>19,205,858</u>	<u>18,023,605</u>	<u>(1,182,253)</u>	<u>(6.2%)</u>	D
Central Services					
Early Learning	2,163,672	2,603,681	440,009	20.3%	
Specialized Supports - Central	1,813,952	2,340,674	526,722	29.0%	
	<u>3,977,624</u>	<u>4,944,355</u>	<u>966,731</u>	<u>24.3%</u>	D
	<u>23,183,482</u>	<u>22,967,960</u>	<u>(215,522)</u>	<u>(0.9%)</u>	
Unfunded by Alberta Education	<u>\$ (4,247,732)</u>	<u>\$ (4,921,494)</u>	<u>\$ (673,762)</u>	<u>15.9%</u>	E

Notes (for changes greater than \$50,000)

A. 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.

The Alberta Education Funding for Early Learning has decreased \$617,000 due to a substantial drop in moderate language delays and severe Pre-K and K students.

B. 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 Alberta Education Funding for Specialized Supports has increased modestly at \$84,000 as EIPS Weighted Moving Average (WMA) for enrolment has increased between Spring and Fall Budget. As the WMA is used to calculate these grants, the Division has moved some of that revenue into Deferred Revenue as Alberta Education (AE) will claw this back in 2023-24.

C. Eastern Edge Low Incidence Team has been discontinued for 2022-23, resulting in a \$355,000 decrease in revenue (and corresponding costs).

D. The change in expenses between Central Services and Schools reflects the allocations that were made for both Inclusive Learning and Early Learning during the Spring Budget.

E. The increase in Unfunded is a result Division Reserves (\$384,000) being used to support the Mental Health Strategic Plan. These are off-set by the net effect of other funding changes.

The number of students requiring specialized or intensified supports in an inclusive setting decreased by 27 students from 2021-22 Budget. Note that spring is always understated compared to fall as students are still being assessed.

Central Services

Expenses by Department	2021-22 Fall	2022-23 Budget	Change	% Change
Governance (Page 40)				
Board of Trustees	\$ 580,296	\$ 605,698	\$ 25,402	4.4%
Education Executive (Page 41)				
Superintendent	735,028	802,916	67,888	9.2%
Election	50,000	50,000	-	-
Communications	557,997	611,538	53,541	9.6%
	<u>1,343,025</u>	<u>1,464,454</u>	<u>121,429</u>	<u>9.0%</u>
Supports For Students - Central (Page 42)				
Associate Superintendent	479,662	374,090	(105,572)	(22.0%)
Instructional Supports	3,282,611	3,076,928	(205,683)	(6.3%)
Curriculum	-	874,890	874,890	100.0%
Specialized Supports	570,341	590,189	19,848	3.5%
	<u>4,332,614</u>	<u>4,916,097</u>	<u>583,483</u>	<u>13.5%</u>
Human Resources (Page 44)				
Associate Superintendent	1,731,070	2,677,130	946,060	54.7%
Staff Relations & Training	805,152	825,076	19,924	2.5%
Recruitment & Staffing	2,837,754	2,970,205	132,451	4.7%
	<u>5,373,976</u>	<u>6,472,411</u>	<u>1,098,435</u>	<u>20.4%</u>
Business Services (Page 46)				
Secretary-Treasurer	735,766	781,409	45,643	6.2%
Financial Services	2,072,265	2,102,248	29,983	1.4%
	<u>2,808,031</u>	<u>2,883,657</u>	<u>75,626</u>	<u>2.7%</u>
Facility Services (Page 47)				
Facilities	16,305,233	15,843,227	(462,006)	(2.8%)
Infrastructure Maintenance and Renewal	2,714,490	2,262,457	(452,033)	(16.7%)
	<u>19,019,723</u>	<u>18,105,684</u>	<u>(914,039)</u>	<u>(4.8%)</u>
Information Technologies (Page 49)	5,783,943	7,063,933	1,279,990	22.1%
Student Transportation (Page 51)	12,294,628	12,894,056	599,428	4.9%
Fiscal Services (Page 53)				
Capital and Debt Services	6,695,709	6,459,428	(236,281)	(3.5%)
Other (Teacher Pensions and Insurance)	311,331	394,431	83,100	26.7%
	<u>7,007,040</u>	<u>6,853,859</u>	<u>(153,181)</u>	<u>(2.2%)</u>
	<u>\$ 58,543,276</u>	<u>\$ 61,259,849</u>	<u>\$ 2,716,573</u>	<u>4.6%</u>

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Staffing - Full Time Equivalentents (FTE)	2021-22 Fall	2022-23 Budget	FTE Change	% Change
Certificated	22.74	29.79	7.05	31.0%
Classified	118.16	115.59	(2.57)	(2.2%)
	<u>140.90</u>	<u>145.38</u>	<u>4.48</u>	<u>3.2%</u>

Governance

Budget	2021-22 Fall	2022-23 Budget	Change	Note
Revenue/Allocations				
Block Revenue Allocations	\$ 539,964	\$ 566,737	\$ 26,773	
Reserve Spending	40,332	38,961	(1,371)	
	<u>580,296</u>	<u>605,698</u>	<u>25,402</u>	
Expenses				
<i>Salaries and benefits</i>				
Classified	394,447	414,920	20,473	
<i>Services, Contracts and Supplies</i>				
Dues & Fees	81,100	83,217	2,117	
Contracted Services	41,525	37,600	(3,925)	
Staff Dev - Registration	30,930	36,998	6,068	
Advertising/Public Relations	10,193	7,756	(2,437)	
Computer Equipment	2,000	4,878	2,878	
Travel	4,600	4,600	-	
Supplies & Materials	1,000	3,920	2,920	
Subsistence	6,631	3,639	(2,992)	
Telephone/Fax/Cellular	1,270	2,970	1,700	
Binding/Copying/Printing	2,000	2,000	-	
Furniture	2,000	2,000	-	
Rental/Lease	2,000	1,000	(1,000)	
Postage/Courier	200	200	-	
Mileage	400	-	(400)	
	<u>185,849</u>	<u>190,778</u>	<u>4,929</u>	
	<u>580,296</u>	<u>605,698</u>	<u>25,402</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Notes (for changes greater than \$75,000 and 5%)

Education Executive						
Budget	2021-22	2022-23	Change	Superintendent	Communications	Election
	Fall	Budget				
Revenue/Allocations						
Block Revenue Allocations	\$ 1,305,904	\$ 1,352,480	\$ 46,576	\$ 754,346	\$ 548,134	\$ 50,000
One Time Allocation	24,407	41,220	16,813	41,220	-	-
Reserve Spending	12,714	70,754	58,040	7,350	63,404	-
	<u>1,343,025</u>	<u>1,464,454</u>	<u>121,429</u>	<u>802,916</u>	<u>611,538</u>	<u>50,000</u>
Expenses						
<i>Salaries and Benefits</i>						
Certificated	449,390	470,128	20,738	470,128	-	-
Classified	711,524	772,049	60,525	201,109	570,940	-
	<u>1,160,914</u>	<u>1,242,177</u>	<u>81,263</u>	<u>671,237</u>	<u>570,940</u>	<u>-</u>
<i>Services, Contracts and Supplies</i>						
Contracted Services	92,454	96,661	4,207	42,347	4,314	50,000
Subsistence	15,572	36,572	21,000	35,922	650	-
Supplies & Materials	26,146	23,457	(2,689)	15,603	7,854	-
Advertising/Public Relations	14,300	14,300	-	300	14,000	-
Computer Equipment	7,240	8,240	1,000	6,240	2,000	-
Dues & Fees	7,250	7,850	600	6,250	1,600	-
Rental/Lease	3,000	7,650	4,650	7,150	500	-
Staff Dev - Registration	3,648	6,648	3,000	5,648	1,000	-
Binding/Copying/Printing	5,685	5,685	-	4,385	1,300	-
Mileage	5,268	5,268	-	3,768	1,500	-
Staff Dev - Travel	2,966	4,766	1,800	4,016	750	-
Staff Dev - Subsistence	2,250	3,850	1,600	3,850	-	-
Telephone/Fax/Cellular	3,000	3,000	-	2,250	750	-
Repairs & Maintenance	-	2,976	2,976	-	2,976	-
Travel	1,300	2,454	1,154	1,250	1,204	-
Furniture	1,000	2,000	1,000	1,000	1,000	-
Publications & Subscriptions	200	200	-	-	200	-
Postage/Courier	100	100	-	100	-	-
Cost Recoveries	(9,268)	(9,400)	(132)	(8,400)	(1,000)	-
	<u>182,111</u>	<u>222,277</u>	<u>40,166</u>	<u>131,679</u>	<u>40,598</u>	<u>50,000</u>
	<u>1,343,025</u>	<u>1,464,454</u>	<u>121,429</u>	<u>802,916</u>	<u>611,538</u>	<u>50,000</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Staffing (FTE)	2021-22	2022-23	Change	Superintendent	Communications	Election
	Fall	Budget				
Certificated	2.00	2.00	-	2.00	-	-
Classified	6.90	7.90	1.00	2.00	5.90	-
	<u>8.90</u>	<u>9.90</u>	<u>1.00</u>	<u>4.00</u>	<u>5.90</u>	<u>-</u>

Notes (for changes greater than \$75,000 and 5%)

Supports for Students - Central								
Budget	2021-22 Fall	2022-23 Budget	Change	Note	Associate Super- intendent	Instructional Supports	Curriculum	Specialized Supports
Revenue/Allocations								
Block Revenue Allocations	\$ 2,170,129	\$ 2,267,364	\$ 97,235		\$ 349,090	\$ 1,251,170	\$ 76,915	\$ 590,189
One-Time Funding	150,828	-	(150,828)	A	-	-	-	-
Reserve Spending	2,048,894	2,617,497	568,603	B	1,025,000	794,522	797,975	-
Supplemental Revenue	150,552	119,000	(31,552)	C	-	119,000	-	-
Targeted Funding	2,113,636	1,901,251	(212,385)	D	-	1,901,251	-	-
Transfers To/From Other Sites	(2,301,425)	(1,989,015)	312,410	E	(1,000,000)	(989,015)	-	-
	<u>4,332,614</u>	<u>4,916,097</u>	<u>583,483</u>		<u>374,090</u>	<u>3,076,928</u>	<u>874,890</u>	<u>590,189</u>
Expenses								
<i>Salaries and Benefits</i>								
Certificated	2,480,667	3,336,726	856,059	F	-	2,106,698	804,552	425,476
Classified	960,757	761,607	(199,150)	G	314,949	405,286	-	41,372
	<u>3,441,424</u>	<u>4,098,333</u>	<u>656,909</u>		<u>314,949</u>	<u>2,511,984</u>	<u>804,552</u>	<u>466,848</u>
<i>Services, Contracts, and Supplies</i>								
Contracted Services	319,136	400,990	81,854	H	33,723	306,193	5,000	56,074
Supplies & Materials	242,018	119,438	(122,580)	I	928	48,605	44,838	25,067
Dues & Fees	13,000	78,341	65,341		1,280	77,061	-	-
Mileage	52,550	42,750	(9,800)		750	38,000	500	3,500
Staff Dev - Registration	44,047	39,500	(4,547)		5,000	16,500	2,000	16,000
Publications & Subscriptions	45,693	29,600	(16,093)		100	14,500	15,000	-
Rental/Lease	24,500	24,500	-		4,500	19,000	-	1,000
Computer Equipment	14,500	16,500	2,000		-	6,500	-	10,000
Telephone/Fax/Cellular	8,490	12,340	3,850		840	7,500	-	4,000
Subsistence	11,435	10,935	(500)		4,000	4,935	-	2,000
Binding/Copying/Printing	13,850	8,950	(4,900)		1,500	3,950	3,000	500
Staff Dev - Travel	9,000	8,000	(1,000)		3,500	3,500	-	1,000
Software	8,575	6,000	(2,575)		-	6,000	-	-
Equipment	68,776	5,500	(63,276)		-	2,500	-	3,000
Staff Dev - Subsistence	6,500	5,200	(1,300)		1,000	4,000	-	200
Furniture	4,500	4,500	-		2,000	2,500	-	-
Media Materials - Books Only	2,000	2,000	-		-	2,000	-	-
Travel	1,500	1,500	-		-	1,000	-	500
Postage/Courier	420	520	100		20	500	-	-
Repairs & Maintenance	500	500	-		-	-	-	500
Advertising/Public Relations	200	200	-		-	200	-	-
	<u>891,190</u>	<u>817,764</u>	<u>(73,426)</u>		<u>59,141</u>	<u>564,944</u>	<u>70,338</u>	<u>123,341</u>
	<u>4,332,614</u>	<u>4,916,097</u>	<u>583,483</u>		<u>374,090</u>	<u>3,076,928</u>	<u>874,890</u>	<u>590,189</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Staffing (FTE)	2021-22 Fall	2022-23 Budget	Change	Note	Associate Super- intendent	Instructional Supports	Curriculum	Specialized Supports
Certificated	16.74	23.79	7.05	J	-	15.29	5.50	3.00
Classified	12.29	6.17	(6.12)	K	2.45	3.36	0.06	0.30
	<u>29.03</u>	<u>29.96</u>	<u>0.93</u>		<u>2.45</u>	<u>18.65</u>	<u>5.56</u>	<u>3.30</u>

Supports for Students - Central - continued

Notes (for changes greater than \$75,000 and 5%)

- A. Funding in 2021-22 for the Early Literacy Project (\$45,000) and prior year's FNMI deferred revenue (\$106,000) was one-time.
B. Division Reserve increase of 568,000 is shown below:

Reserves	2021-22	2022-23	Change
Focus on Unfinished Learning	500,000	1,000,000	500,000
Social Emotional Supports	500,000	-	(500,000)
Consultants: Assessment, Numeracy, Early Learning	393,000	395,271	2,271
Consultant: K-12 Technology	130,000	131,757	1,757
Consultant: Career Pathways	130,000	131,757	1,757
New Curriculum	175,000	797,975	622,975
Sub Time for Common Exams		30,000	30,000
Readers/Writers Workshop	60,000	60,000	-
Survey Analysis		25,000	25,000
Junior High Honours	20,000	-	(20,000)
Carry-Forward	140,894	45,737	(95,157)
Total	2,048,894	2,617,497	568,603

The 2021-22 Fall comparatives for Supplemental Revenue and Targeted have been re-stated due to classification changes between these categories. If Government funded, such as Alberta Education or Federal funding, then it is now considered Targeted rather than Supplemental.

- C. Although the change is <\$75k + 5%, an explanation is provided due to the restatement above. For Spring 2022-23, Supplemental Revenue consists of the residual balance of prior-year grants and donations available for use and any new grants expected during the budget year.

Budget	2021-22 Fall Original November 2021	2021-22 Fall Re- statement May 2022	2021-22 Fall Change
Revenue/Allocation			
Supplemental Revenue	377,006	150,552	(226,454)
Targeted Funding	1,887,182	2,113,636	226,454
Total	2,264,188	2,264,188	-

- D. Targeted funding has a net decrease (decrease in FNMI revenue due to enrolment decrease of \$87,000 and has a Dual Credit Programming decrease of \$36,000 off-set by French Language funding of \$36,000). Additionally, Targeted funding as decreased as it has not yet been confirmed that the \$125,000 Odyssey Grant will continue for 2022-23. This is an expense-equals-revenue program so does not impact the bottom line. If received in the Fall, this funding will be reclassified as 'Targeted'. French Language and Odyssey funding were both previously classified as Supplemental Revenue.
- E. The Transfers To/From Other Sites has decreased as FNMI project money will be allocated to schools during the year as projects are approved and ready to proceed, rather than allocating in full at the start of each year.
- F. Certificated Salaries and Benefits has increased due to one-time funding for teachers/consultants for curriculum and ongoing funding for a Director (costs split with Supports for Students - Schools).
- G. Classified Salaries and Benefits has decreased as the five Educational Assistants for Odyssey were not budgeted for 2022-23.
- H. Contracted Services has increased \$82,000. The increases are the combination of one-time funding for Survey Analysis, FNMI funds earmarked for Contracted Services but not yet allocated to schools, and use of grants from prior-year(s).
- I. Supplies and Materials has decreased \$123,000 as planned expenditures have been reclassified to Contracted Services for 2022-23 in the FNMI and various Shell grants for outdoor spaces.
- J. Certificated Staffing (FTE) has increased by seven due to one-time funding for teachers/consultants for Curriculum, an ongoing French Language Consultant, and permanent Director from SFS-Schools to SFS-Central.
- K. Classified Staffing (FTE) has decreased by six for five 1.0 French Odyssey staff not budgeted and 1.0 Mental Health Advisor transferred from SFS-Central to SFS-Schools.

Human Resources							
Budget	2021-22 Fall	2022-23 Budget	Change	Note	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Revenue/Allocations							
Block Revenue Allocations	\$ 4,554,936	\$ 4,698,912	\$ 143,976		\$ 1,035,013	\$ 693,831	\$ 2,970,068
Reserve Spending	242,294	221,193	(21,101)		164,811	56,245	137
Targeted Funding	385,525	1,359,854	974,329	A	1,284,854	75,000	-
Supplemental Revenue	191,221	192,452	1,231	B	192,452	-	-
	5,373,976	6,472,411	1,098,435		2,677,130	825,076	2,970,205
Expenses							
<i>Salaries and benefits</i>							
Certificated	348,319	353,690	5,371		199,861	153,829	-
Classified	1,130,854	1,238,579	107,725	C	321,060	305,148	612,371
	1,479,173	1,592,269	113,096		520,921	458,977	612,371
Staffing - Certificated *	2,234,643	2,230,437	(4,206)		167,133	106,194	1,957,110
Staffing - Classified *	468,642	492,477	23,835		44,881	90,212	357,384
	2,703,285	2,722,914	19,629		212,014	196,406	2,314,494
Secondments - Certificated	546,304	1,477,306	931,002	D	1,477,306	-	-
	4,728,762	5,792,489	1,063,727		2,210,241	655,383	2,926,865
<i>Services, Contracts and Supplies</i>							
Staff Dev - Registration	307,282	309,782	2,500		224,000	74,782	11,000
Contracted Services	76,669	143,050	66,381		107,000	36,050	-
Supplies & Materials	140,546	105,307	(35,239)		68,616	31,361	5,330
Subsistence	38,690	37,523	(1,167)		26,473	8,000	3,050
Mileage	14,677	16,776	2,099		5,000	6,000	5,776
Staff Dev - Travel	11,000	12,500	1,500		3,500	4,000	5,000
Furniture	9,000	9,500	500		8,000	-	1,500
Computer Equipment	6,000	7,900	1,900		4,000	-	3,900
Dues & Fees	8,250	7,000	(1,250)		2,500	2,000	2,500
Equipment	7,000	7,000	-		4,000	3,000	-
Staff Dev - Subsistence	4,500	4,500	-		1,000	1,500	2,000
Telephone/Fax/Cellular	4,600	4,000	(600)		3,000	-	1,000
Advertising/Public Relations	4,250	3,750	(500)		250	1,500	2,000
Software	4,000	3,500	(500)		3,500	-	-
Rental/Lease	2,350	2,350	-		850	1,500	-
Binding/Copying/Printing	3,000	2,000	(1,000)		2,000	-	-
Publications & Subscriptions	1,900	1,700	(200)		1,700	-	-
Cost Recoveries	800	800	-		800	-	-
Repairs & Maintenance	500	500	-		500	-	-
Postage/Courier	200	484	284		200	-	284
	645,214	679,922	34,708		466,889	169,693	43,340
	5,373,976	6,472,411	1,098,435		2,677,130	825,076	2,970,205
	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -

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

Human Resources - continued							
Staffing (FTE)	2021-22 Fall	2022-23 Budget	Change	Note	Associate Superintendent	Staff Relations & Training	Recruitment & Staffing
Certificated	2.00	2.00	-		1.00	1.00	-
Classified	12.00	13.00	1.00	E	3.00	4.00	6.00
	<u>14.00</u>	<u>15.00</u>	<u>1.00</u>		<u>4.00</u>	<u>5.00</u>	<u>6.00</u>

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

Notes (for changes greater than \$75,000 and 5%)

The 2021-22 Fall comparatives for Supplemental Revenue and Targeted have been re-stated due to classification changes between these categories. If Government funded, such as Alberta Education or Federal funding, then it is now considered Targeted rather than Supplemental.

Budget	2021-22 Fall	2021-22 Fall	2021-22 Fall
	Original November 2021	Re- statement May 2022	Change
Revenue/Allocation			
Supplemental Revenue	546,304	191,221	(355,083)
Targeted Funding	30,442	385,525	355,083
Total	576,746	576,746	-

- A. Increase of \$974,000 in Targeted Funding primarily due to increased Secondments to Alberta Education, but also grants from Alberta Education for the CTS Bridge to Certification program.
- B. Although the change is <\$75k + 5%, an explanation is provided due to the restatement above. Supplemental Revenue consists of Secondments to ATA and Other Educational Institutions. Nominal change from prior year.
- C. Increase of \$108,000 in Classified resulting from addition of an Atrieve ERP System Analyst position.
- D. Increase of \$931,000 in Secondments. There is a noticeable increase in secondments as Alberta Education had a significant number of certificated postings related to new curriculum.
- E. Increase in Classified Staffing (FTE) of 1.0 due to the Atrieve ERP System Analyst position.

Business Services					
Budget	2021-22 Fall	2022-23 Budget	Change	Secretary- Treasurer	Financial Services
Revenue/Allocations					
Block Revenue Allocations	\$ 2,785,181	\$ 2,850,281	\$ 65,100	\$ 781,062	\$ 2,069,219
Reserve Spending	22,850	33,376	10,526	347	33,029
	<u>2,808,031</u>	<u>2,883,657</u>	<u>75,626</u>	<u>781,409</u>	<u>2,102,248</u>
Expenses					
<i>Salaries and Benefits</i>					
Classified	2,210,175	2,217,077	6,902	286,884	1,930,193
<i>Services, Contracts and Supplies</i>					
Insurance	303,439	351,739	48,300	351,539	200
Contracted Services	207,633	225,863	18,230	129,633	96,230
Staff Dev - Registration	22,008	22,400	392	2,400	20,000
Supplies & Materials	13,637	13,890	253	3,890	10,000
Dues & Fees	11,660	12,370	710	2,645	9,725
Computer Equipment	9,123	9,123	-	1,123	8,000
Furniture	8,000	8,000	-	-	8,000
Subsistence	5,100	5,100	-	1,100	4,000
Mileage	4,686	5,000	314	1,000	4,000
Binding/Copying/Printing	4,400	4,400	-	-	4,400
Staff Dev - Travel	2,220	2,600	380	600	2,000
Telephone/Fax/Cellular	2,300	2,295	(5)	395	1,900
Rental/Lease	1,650	1,650	-	-	1,650
Advertising/Public Relations	1,000	1,000	-	-	1,000
Staff Dev - Subsistence	500	500	-	-	500
Travel	450	450	-	-	450
Publications & Subscriptions	50	200	150	200	-
	<u>597,856</u>	<u>666,580</u>	<u>68,724</u>	<u>494,525</u>	<u>172,055</u>
	<u>2,808,031</u>	<u>2,883,657</u>	<u>75,626</u>	<u>781,409</u>	<u>2,102,248</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Staffing (FTE)					
Classified	19.97	20.19	0.22	2.00	18.19
Notes (for changes greater than \$75,000 and 5%)					

Facility Services						
Budget	2021-22 Fall	2022-23 Budget	Change	Note	Facilities	Infrastructure Maintenance and Renewal
Revenue/Allocations						
Block Revenue Allocations	\$ 13,683,215	\$ 14,649,408	\$ 966,193	A	\$ 14,649,408	\$ -
COVID Cost Allocation	1,440,500	-	(1,440,500)	B	-	-
One Time Allocation	39,922	-	(39,922)		-	-
Reserve Spending	(34,908)	264,112	299,020	C	264,112	-
Supplemental Revenue	319,940	277,961	(41,979)		277,961	-
Targeted Funding	3,571,054	2,914,203	(656,851)	D	651,746	2,262,457
	19,019,723	18,105,684	(914,039)		15,843,227	2,262,457
Expenses						
<i>Salaries and benefits</i>						
Classified	3,348,629	3,430,668	82,039		3,430,668	-
<i>Services, Contracts and Supplies</i>						
Contracted Custodial Services	4,842,565	4,388,000	(454,565)	E	4,388,000	-
Repairs & Maintenance	2,714,490	2,262,457	(452,033)	F	-	2,262,457
Electricity	1,850,000	2,000,000	150,000	G	2,000,000	-
Contracted Services	1,698,143	1,577,255	(120,888)	H	1,577,255	-
Natural Gas/Propane	900,000	1,200,000	300,000	I	1,200,000	-
Rental/Lease	1,146,788	1,172,667	25,879		1,172,667	-
Supplies - Custodial	751,000	608,000	(143,000)	J	608,000	-
Insurance	561,361	523,075	(38,286)		523,075	-
Supplies & Materials	613,922	311,750	(302,172)	K	311,750	-
Equipment	242,000	251,000	9,000		251,000	-
Water & Sewer	230,000	230,000	-		230,000	-
Oil/Gas/Propane	75,000	120,000	45,000		120,000	-
Staff Dev - Registration	35,000	35,000	-		35,000	-
Vehicle Repair/Maintenance	30,000	30,000	-		30,000	-
Software	20,000	20,000	-		20,000	-
Telephone/Fax/Cellular	17,945	17,945	-		17,945	-
Postage/Courier	13,000	16,000	3,000		16,000	-
Dues & Fees	11,500	11,500	-		11,500	-
Computer Equipment	15,000	10,000	(5,000)		10,000	-
Subsistence	8,000	8,000	-		8,000	-
Furniture	10,000	5,000	(5,000)		5,000	-
Uniforms/Protective	5,000	5,000	-		5,000	-
Miscellaneous Bank Charges	5,000	5,000	-		5,000	-
Binding/Copying/Printing	4,000	3,000	(1,000)		3,000	-
Overhead Recoveries	3,000	3,000	-		3,000	-
Staff Dev - Travel	2,500	2,500	-		2,500	-
Staff Dev - Subsistence	1,500	1,500	-		1,500	-
Advertising/Public Relations	2,000	1,000	(1,000)		1,000	-
Cost Recoveries	(137,620)	(143,633)	(6,013)		(143,633)	-
	15,671,094	14,675,016	(996,078)		12,412,559	2,262,457
	19,019,723	18,105,684	(914,039)		15,843,227	2,262,457
	\$ -	\$ -	\$ -		\$ -	\$ -

Facility Services - continued						
Staffing (FTE)	2021-22 Fall	2022-23 Budget	Change	Note	Facilities	IMR
Classified	33.00	33.00	-		33.00	-

Notes (for changes greater than \$75,000 and 5%)

- A. Block Revenue Allocations have increased \$966,000 for rising utility costs (natural gas and electricity), lease costs, fuel costs, custodial supplies and increasing custodial time to 8 hours/day.
- B. For 2022-23, enhanced cleaning and sanitization funding has been incorporated into the on-going Block allocation or funded by Division reserves, and there will not be any specific funding related to COVID-mitigation costs.
- C. Division Reserve spending for 2022-23 is primarily comprised of:
 - \$120,000 for Hand Sanitizer
 - \$134,000 for Video Surveillance
 - \$10,000 for Community Consultation
- D. Targeted funding has decreased by \$657,000. \$205,000 of this was for one-time modular moves in 2021-22, the remaining \$452,000 is from decreased IMR funding.
- E. Contracted Custodial Services has decreased \$455,000 as additional evening cleaning will end after the 2021-22 year; however, daytime custodial cleaning will continue for 8hrs/day.
- F. Repairs and Maintenance in IMR (Infrastructure Maintenance Renewal) has decreased \$452,000 which matches the decrease in IMR targeted funding.
- G. Electricity costs are expected to increase \$150,000 which has been off-set by an increase to the Block allocation.
- H. Contracted Services has decreased \$121,000. This is the net effect of one-time funding: \$205,000 Modular Move in 2021-22 versus \$134,000 Video Surveillance in 2022-23, as well as increases in 2022-23 related to Custodial and Snow Removal.
- I. Natural Gas/Propane has increased by \$300,000 which has been off-set by an increase to the Block allocation.
- J. Supplies/Custodial has decreased by a net of \$143,000 due to reduced deep cleaning, etc. which was off-set by the inflationary increase in custodial supply costs added to Block allocation.
- K. Supplies & Materials has decreased by \$302,000 primarily as the need for non-custodial COVID supplies, such as PPE, continues to decrease as the COVID pandemic transition phase continues.

Information Technologies

Budget	2021-22 Fall	2022-23 Budget	Change	Note
Revenue/Allocations				
Block Revenue Allocations	\$ 5,221,936	\$ 5,665,492	\$ 443,556	A
One Time Allocation	51,000	336,500	285,500	B
Reserve Spending	118,391	687,541	569,150	C
Targeted Funding	374,400	374,400	-	
Transfers To/From Other Sites	18,216	-	(18,216)	
	<u>5,783,943</u>	<u>7,063,933</u>	<u>1,279,990</u>	
Expenses				
<i>Salaries and benefits</i>				
Certificated	288,272	292,720	4,448	
Classified	2,643,228	2,761,688	118,460	
	<u>2,931,500</u>	<u>3,054,408</u>	<u>122,908</u>	
<i>Services, Contracts and Supplies</i>				
Software	1,579,544	1,887,931	308,387	D
Computer Equipment	39,000	969,536	930,536	E
Internet	586,132	608,478	22,346	
Telephone/Fax/Cellular	272,252	272,252	-	
Contracted Services	209,758	118,758	(91,000)	F
Mileage	49,000	49,000	-	
Amortization of Capital Assets	37,652	37,652	-	
Staff Dev - Registration	15,000	25,313	10,313	
Supplies & Materials	10,000	10,000	-	
Subsistence	4,000	7,500	3,500	
Staff Dev - Travel	500	7,000	6,500	
Furniture	6,000	6,000	-	
Dues & Fees	3,050	3,300	250	
Staff Dev - Subsistence	1,500	3,000	1,500	
Repairs & Maintenance	5,000	2,500	(2,500)	
Postage/Courier	250	500	250	
Insurance	500	500	-	
Binding/Copying/Printing	204	204	-	
Rental/Lease	101	101	-	
Equipment	33,000	-	(33,000)	
	<u>2,852,443</u>	<u>4,009,525</u>	<u>1,157,082</u>	
	<u>5,783,943</u>	<u>7,063,933</u>	<u>1,279,990</u>	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Information Technologies - continued

Staffing (FTE)	2021-22 Fall	2022-23 Budget	Change	Note
Certificated	2.00	2.00	-	
Classified	24.00	25.33	1.33	G
	<u>26.00</u>	<u>27.33</u>	<u>1.33</u>	

Notes (for changes greater than \$75,000 and 5%)

- A. Block allocation has increased \$444,000 for a 1.0 FTE Programmer, DataVisualization software, warranty costs, security costs, additional licensing costs, and to support a SuperNet upgrade.
- B. One-time allocation for 2022-23 of \$336,000 is for Computer Equipment as part of Evergreening program. In 2021-22 One-time allocation of \$51,000 was for completion of a project.
- C. Division Reserve change of \$569,150 is per below:

Reserves	2021-22	2022-23	Change
Evergreening Computer Equipment	-	500,000	500,000
Completion of Tableau project	-	43,400	43,400
Records Digitization	50,000	25,000	(25,000)
Replacement Computer Equipment (UPS, Batteries, Servers)	-	94,016	94,016
Battery Replacements	33,000		(33,000)
Carry-Forward	35,391	25,125	(10,266)
Total	118,391	687,541	569,150

- D. Software has increased \$308,000 due to increased licensing costs and new software licenses, as well as a reclassification of costs from Contracted Services.
- E. Computer Equipment has increased \$931,000, primarily as part of Evergreening as well as other replacement equipment. In 2021-22 some of these costs were in Equipment category rather than Computer Equipment.
- F. Contracted Services has decreased \$91,000. Part of this related to a one-time funded Network Remediation project in 2021-22. The remaining portion was a reclassification of expenditures to Software.
- G. Classified Staffing (FTE) increase of 1.33 is the result of the addition of a 1.0 FTE permanent System Analyst, as well as 0.33 FTE Term Certain programmer from one-time funding.

Student Transportation Services				
Budget	2021-22 Fall	2022-23 Budget	Change	Note
Revenue/Allocations				
COVID Cost Allocation	\$ 45,997	\$ -	\$ (45,997)	
Reserve Spending	708,552	499,794	(208,758)	A
Supplemental Revenue	1,300,243	1,628,582	328,339	B
Targeted Funding	10,292,236	10,765,680	473,444	C
Transfers To/From Other Sites	(52,400)	-	52,400	
	<u>12,294,628</u>	<u>12,894,056</u>	599,428	
Expenses				
<i>Salaries and Benefits</i>				
Certificated	-	-	-	
Classified	1,252,242	1,285,115	32,873	
	<u>1,252,242</u>	<u>1,285,115</u>	32,873	
<i>Services, Contracts and Supplies</i>				
Contracted Transportation	10,076,844	10,396,260	319,416	
Insurance	382,962	433,978	51,016	
Equipment	120,596	239,000	118,404	D
Telephone/Fax/Cellular	126,000	180,000	54,000	E
Supplies & Materials	105,000	85,000	(20,000)	
Contracted Services	55,000	101,866	46,866	
Miscellaneous Bank Charges	32,000	34,500	2,500	
Cost Recoveries	22,476	23,266	790	
Postage/Courier	19,000	19,000	-	
Subsistence	15,000	15,000	-	
Binding/Copying/Printing	18,000	15,000	(3,000)	
Rental/Lease	14,924	14,924	-	
Staff Dev - Registration	8,000	8,000	-	
Staff Dev - Travel	8,000	8,000	-	
Repairs & Maintenance	10,000	7,500	(2,500)	
Software	3,075	7,297	4,222	
Oil/Gas/Propane	7,000	7,000	-	
Computer Equipment	6,159	5,000	(1,159)	
Furniture	2,500	2,500	-	
Mileage	5,000	2,000	(3,000)	
Dues & Fees	2,000	2,000	-	
Staff Dev - Subsistence	1,000	1,000	-	
Advertising/Public Relations	1,500	500	(1,000)	
Publications & Subscriptions	350	350	-	
	<u>11,042,386</u>	<u>11,608,941</u>	566,555	
	<u>12,294,628</u>	<u>12,894,056</u>	599,428	
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Student Transportation Services - continued

Staffing (FTE)	2021-22 Fall	2022-23 Budget	Change
Classified	10.00	10.00	-

Notes (for changes greater than \$75,000 and 5%)

A. Division Reserve spending has decreased \$208,000 as shown below.

Reserves	2021-22	2022-23	Change
Ridership Support	325,000	-	(325,000)
COVID costs	199,003		(199,003)
Tyler Tablets		270,866	270,866
CarryForward	184,549	228,928	44,379
Total	708,552	499,794	(208,758)

B. Supplemental Revenue has increased \$328,000 primarily due to an increase to fees and increased ridership.

C. Targeted Funding has increased \$473,444 which is the 4.6% increase from Alberta Education for Transportation.

D. Equipment has increased \$118,000, of which \$174,000 relates to the Tyler Drive tablets, offset by \$56,000 from reduction in COVID-related equipment expenditures in 2021-22 not required in 2022-23.

E. Telephone/Fax/Cellular has increased \$54,000, primarily related to the Tyler Drive tablets.

Fiscal Services						
Budget	2021-22 Fall	2022-23 Budget	Change	Note	Capital and Debt Services	Other
Revenue/Allocations						
Block Revenue Allocation	\$ 1,200,277	\$ 1,175,936	\$ (24,341)		\$ 1,185,305	\$ (9,369)
Targeted Funding	5,806,763	5,677,923	(128,840)		5,274,123	403,800
	<u>7,007,040</u>	<u>6,853,859</u>	<u>(153,181)</u>		<u>\$ 6,459,428</u>	<u>394,431</u>
Expenses						
<i>Salaries and benefits</i>						
Teacher Pensions - Central	320,700	403,800	83,100	A	\$ -	403,800
<i>Services, Contracts and Supplies</i>						
Amortization of Capital	6,995,709	6,759,428	(236,281)		\$ 6,759,428	-
Rental / Lease	(9,369)	(9,369)	-		-	(9,369)
Equipment Buyouts	(300,000)	(300,000)	-		(300,000)	-
	<u>6,686,340</u>	<u>6,450,059</u>	<u>(236,281)</u>		<u>6,459,428</u>	<u>(9,369)</u>
	<u>7,007,040</u>	<u>6,853,859</u>	<u>(153,181)</u>		<u>6,459,428</u>	<u>394,431</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>

Notes (for changes greater than \$75,000 and 5%)

A. The Teacher Pensions - Central has increased by \$83,100 as there is an increase in the number of Certificated staff at Central for 2022-23 within Supports for Students.



Your Future **in MIND** ●●●●●

ELK ISLAND PUBLIC SCHOOLS

**Alberta Education
Supplemental
Reports**

2022-23

**Report to the
Board of Trustees**

May 25, 2022

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2023**

[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 25, 2022 .
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
E-MAIL: EDC.FRA@gov.ab.ca

	A	B	C	D	E	F	G	H	I
1	School Jurisdiction Code:								2195
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14	Color coded cells:								
15	blue cells: require the input of data/descriptors wherever applicable.				grey cells: data not applicable - protected				
16	salmon cells: populated from data entered in this template				white cells: within text boxes REQUIRE the input of points and data.				
17	green cells: populated based on information previously submitted				yellow cells: to be completed when yellow only.				
18									
19									
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2022/2023 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									
27									
28	<u>Reserve Use</u>								
29	Division Operating Reserves will be used totaling \$8.91 million (net of ARO Amortization of \$0.61 million) (see page 8).								
30	Capital Reserves will be used to fund \$1.03 million:								
31	- Aging Equipment at Schools, modernization and expansion of CTS kitchens at two schools, Building Management System and various other projects.								
32	<u>Revenue (changes from the 2021-22 Budget)</u>								
33	Revenue increased \$3.19 million to \$193.51 million.								
34	- Alberta Education funding increased by \$3.59 million which is offset by \$0.44 million decrease of Other Government of Alberta revenue.								
35	- Other Alberta School Authorities revenue decreased by \$0.22 million.								
36	- Fees are expected to increase \$0.02 million due to programs and activities at schools resuming to near normal as well as Student Transportation Fees are								
37	increasing due to an approved Fee increase as well as anticipated increased ridership.								
38	- Other Sales and Services and Investment Income are increasing by a total of \$0.16 million.								
39	- Gifts & Donations and Rental of Facilities increases total \$0.08 million.								
40									
41	<u>Significant Business and Financial Risks:</u>								
42	EIPS' business and financial risks are that our assumptions do not hold true. Our assumptions are as follows:								
43	- EIPS' operations will align closely to the 2021-22 Spring Budget, except additions for relevant COVID costs have been removed for 2022-23;								
44	- Funding from AE for Curriculum, Student Well-Being and Dual Credit Grants has not been included as the amounts and requirements are unknown at this								
45	time;								
46	- The 2022-23 funding envelope from Alberta Education is based on enrolment of 17,219. As current projected 2022-23 enrolment is 17,212 students, deferred								
47	revenue has been established for the 2022-23 year;								
48	- Minister will approve 100% of our operating reserve expenditure requests, if approval is not received there will be significant negative impacts on the								
49	Divison's operations - not only outside the classroom, but also in the classroom;								
50	- 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;								
51	- 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								
52	actuals;								
53	- Odyssey has been removed from the budget as it is not known at this time if support will continue, and for what amount;								
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								
55	available;								
56	- Staffing at the schools is occurring at the same time as budget development; therefore, substantial estimates relating to salary standard costs have been								
57	made;								
58	- There is still some uncertainty regarding enrolment due to post-Pandemic economic recovery as well as the war in Ukrain and potential for refugees;								
59	- Sick leaves and maternity expenses vary from year-to-year, our best estimate has been included;								
60	- The current global economy and supply chain issues are significantly impacting the Division as higher-than-normal inflationary pressures are being								
61	experienced for: insurance, utilities, diesel fuel projected increase to \$2.00/litre, and school fees involving officiating, CTS course supplies of food, lumber, and								
62	steel are increasing; and								
63	- Fee collection rates next year will be similar to 2018-19 (over 90%) which was the last normal year of operations.								
64									
65									
66									
67									

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
REVENUES			
Government of Alberta	\$ 183,045,719	\$180,118,376	\$189,287,928
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 5,455,582	\$5,433,525	\$2,437,048
Sales of services and products	\$ 2,617,087	\$2,525,217	\$886,158
Investment income	\$ 260,000	\$195,000	\$232,339
Donations and other contributions	\$ 1,878,247	\$1,694,067	\$750,421
Other revenue	\$ 251,800	\$357,387	\$273,022
TOTAL REVENUES	\$193,508,435	\$190,323,572	\$193,866,916
EXPENSES			
Instruction - ECS	\$ 4,833,796	\$2,484,831	\$2,204,974
Instruction - Grade 1 to 12	\$ 156,239,005	\$153,359,200	\$144,482,085
Operations & maintenance	\$ 24,255,046	\$24,287,497	\$24,601,940
Transportation	\$ 13,011,322	\$12,301,397	\$11,627,461
System Administration	\$ 4,422,865	\$4,453,394	\$3,998,576
External Services	\$ 260,559	\$289,535	\$846,816
TOTAL EXPENSES	\$203,022,593	\$197,175,854	\$187,761,852
ANNUAL SURPLUS (DEFICIT)	(\$9,514,158)	(\$6,852,282)	\$6,105,064

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)

for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
EXPENSES			
Certificated salaries	\$ 89,016,803	\$88,288,517	\$87,462,968
Certificated benefits	\$ 21,178,452	\$20,406,291	\$19,597,510
Non-certificated salaries and wages	\$ 30,334,373	\$29,577,580	\$28,228,189
Non-certificated benefits	\$ 8,304,988	\$8,352,677	\$7,104,590
Services, contracts, and supplies	\$ 46,765,342	\$43,671,748	\$38,268,640
Capital and debt services			
Amortization of capital assets			
Supported	\$ 5,274,122	\$5,334,584	\$5,583,139
Unsupported	\$ 2,148,513	\$1,544,457	\$1,516,816
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$203,022,593	\$197,175,854	\$187,761,852

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

REVENUES	Approved Budget 2022/2023							Actual Audited 2020/21
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 4,800,447	\$ 137,167,871	\$ 19,386,852	\$ 10,710,870	\$ 6,361,128	\$ -	\$ 178,427,168	\$ 183,157,401
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 4,187,663	\$ -	\$ -	\$ -	\$ 4,187,663	\$ 5,401,287
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 90,000	\$ -	\$ -	\$ -	\$ 161,222	\$ 251,222	\$ 315,168
(5) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Other Alberta school authorities	\$ -	\$ 134,626	\$ -	\$ -	\$ -	\$ 45,040	\$ 179,666	\$ 414,072
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ -	\$ 3,827,000	\$ -	\$ 1,628,582	\$ -	\$ -	\$ 5,455,582	\$ 2,437,048
(11) Sales of services and products	\$ -	\$ 2,596,826	\$ -	\$ -	\$ -	\$ 20,261	\$ 2,617,087	\$ 886,158
(12) Investment income	\$ -	\$ 260,000	\$ -	\$ -	\$ -	\$ -	\$ 260,000	\$ 232,339
(13) Gifts and donations	\$ -	\$ 1,494,247	\$ -	\$ -	\$ -	\$ -	\$ 1,494,247	\$ 684,561
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 251,800	\$ 251,800	\$ 207,543
(15) Fundraising	\$ -	\$ 384,000	\$ -	\$ -	\$ -	\$ -	\$ 384,000	\$ 65,860
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65,479
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(18) TOTAL REVENUES	\$ 4,800,447	\$ 145,954,570	\$ 23,574,515	\$ 12,339,452	\$ 6,361,128	\$ 478,323	\$ 193,508,435	\$ 193,866,916
EXPENSES								
(19) Certificated salaries	\$ 734,816	\$ 87,459,224			\$ 822,763	\$ -	\$ 89,016,803	\$ 87,462,968
(20) Certificated benefits	\$ 103,315	\$ 20,907,307			\$ 167,830	\$ -	\$ 21,178,452	\$ 19,597,510
(21) Non-certificated salaries and wages	\$ 2,864,929	\$ 21,636,754	\$ 2,926,386	\$ 1,047,262	\$ 1,816,133	\$ 42,909	\$ 30,334,373	\$ 28,228,189
(22) Non-certificated benefits	\$ 985,536	\$ 5,988,510	\$ 717,739	\$ 237,853	\$ 364,378	\$ 10,972	\$ 8,304,988	\$ 7,104,590
(23) SUB - TOTAL	\$ 4,688,596	\$ 135,991,795	\$ 3,644,125	\$ 1,285,115	\$ 3,171,104	\$ 53,881	\$ 148,834,616	\$ 142,393,257
(24) Services, contracts and supplies	\$ 145,200	\$ 18,935,871	\$ 14,653,434	\$ 11,676,634	\$ 1,147,525	\$ 206,678	\$ 46,765,342	\$ 38,268,640
(25) Amortization of supported tangible capital assets	\$ -	\$ 45,537	\$ 5,228,585	\$ -	\$ -	\$ -	\$ 5,274,122	\$ 5,583,139
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 1,265,802	\$ 122,642	\$ 49,573	\$ 104,236	\$ -	\$ 1,542,253	\$ 1,516,816
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 606,260	\$ -	\$ -	\$ -	\$ 606,260	\$ -
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 4,833,796	\$ 156,239,005	\$ 24,255,046	\$ 13,011,322	\$ 4,422,865	\$ 260,559	\$ 203,022,593	\$ 187,761,852
(36) OPERATING SURPLUS (DEFICIT)	\$ (33,349)	\$ (10,284,435)	\$ (680,531)	\$ (671,870)	\$ 1,938,263	\$ 217,764	\$ (9,514,158)	\$ 6,105,064

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
FEEES			
TRANSPORTATION	\$1,628,582	\$1,606,525	\$1,047,264
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$660,000	\$660,000	\$649,888
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$124,200	\$124,200	\$3,352
Fees for optional courses	\$741,800	\$741,800	\$558,174
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$1,483,000	\$1,483,000	\$25,386
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$784,000	\$784,000	\$127,895
Non-curricular goods and services	\$34,000	\$34,000	\$25,089
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$5,455,582	\$5,433,525	\$2,437,048

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 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
Cafeteria sales, hot lunch, milk programs	\$742,630	\$742,630	\$287,732
Special events	\$374,519	\$374,519	\$0
Sales or rentals of other supplies/services	\$709,798	\$709,798	\$312,703
International and out of province student revenue	\$10,261	\$10,261	\$44,122
Adult education revenue	\$0	\$0	\$0
Preschool	\$4,725	\$4,725	\$0
Child care & before and after school care	\$136,569	\$136,569	\$102,985
Lost item replacement fees	\$36,186	\$36,186	\$1,165
Other (describe) Parent paid donations and fundraising (estimated)	\$666,120	\$666,120	\$195,314
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	\$2,680,808	\$944,021

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/DEFICITS (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, 2021	\$24,366,813	\$6,324,280	\$0	\$16,854,299	\$0	\$16,854,299	\$1,188,234
2021/2022 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$2,924,953)			(\$2,924,953)	(\$2,924,953)		
Estimated board funded capital asset additions		\$1,092,315		(\$389,770)	(\$309,115)	(\$80,655)	(\$702,545)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$7,091,810)		\$7,091,810	\$7,091,810		
Estimated capital revenue recognized - Alberta Education		\$897,084		(\$897,084)	(\$897,084)		
Estimated capital revenue recognized - Alberta Infrastructure		\$4,616,823		(\$4,616,823)	(\$4,616,823)		
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		\$190,766		(\$190,766)	(\$190,766)		
Estimated reserve transfers (net)				(\$1,000,000)	\$1,871,668	(\$2,871,668)	\$1,000,000
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2022	\$21,441,860	\$6,054,195	\$0	\$13,901,976	\$0	\$13,901,976	\$1,485,689
2022/23 Budget projections for:							
Opening balance adjustment due to adoption of PS 3280 (ARO)	(\$14,227,860)	(\$14,227,860)		\$0	\$0		
Budgeted surplus(deficit)	(\$9,514,158)			(\$9,514,158)	(\$9,514,158)		
Projected board funded tangible capital asset additions		\$1,562,714		(\$520,485)	(\$520,485)	\$0	(\$1,042,229)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$6,816,375)		\$6,816,375	\$6,816,375		
Budgeted capital revenue recognized - Alberta Education		\$1,061,722		(\$1,061,722)	(\$1,061,722)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$4,187,663		(\$4,187,663)	(\$4,187,663)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$24,737		(\$24,737)	(\$24,737)		
Budgeted amortization of ARO tangible capital assets		(\$606,260)		\$606,260	\$606,260		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$190,768		(\$190,768)	(\$190,768)		
Projected reserve transfers (net)				(\$1,000,000)	\$8,076,898	(\$9,076,898)	\$1,000,000
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2023	(\$2,300,158)	(\$8,568,696)	\$0	\$4,825,078	\$0	\$4,825,078	\$1,443,460

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

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025
Projected opening balance	\$0	\$0	\$0	\$13,901,976	\$4,825,078	\$4,700,131	\$1,485,689	\$1,443,460	\$1,443,460
Projected excess of revenues over expenses (surplus only)	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$7,422,635	\$7,443,782	\$6,965,932		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	(\$5,274,122)	(\$5,327,593)	(\$5,219,310)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$190,768)	(\$190,768)	(\$190,768)		\$0	\$0			
Projected reserves transfers (net)	\$8,076,898	\$124,947	\$420,000	(\$9,076,898)	(\$124,947)	(\$420,000)	\$1,000,000	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	(\$601,960)	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	\$0	(\$420,000)		\$0	\$0		\$0	\$0
Decentralized school reserves	(\$1,537,842)	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration <small>Addtl learning disruption, consultant support, etc.</small>	(\$4,336,360)	(\$1,019,161)	(\$649,594)		\$0	\$0			
Non-recurring non-certificated remuneration <small>Family school liaison workers and other support</small>	(\$363,204)	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services <small>School computers, other IT spending, etc.</small>	(\$1,484,134)	\$0	\$0		\$0	\$0			
Professional development, training & support	(\$50,000)	\$0	\$0		\$0	\$0			
Transportation Expenses <small>Decentralized central department reserves</small>	(\$288,708)	\$0	\$0		\$0	\$0			
Operations & maintenance	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
System Administration <small>Decentralized central department reserves</small>	(\$48,790)	\$0	\$0		\$0	\$0			
OH&S / wellness programs <small>Mental health strategic plan</small>	(\$196,900)	(\$124,947)	\$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	\$0	\$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 <small>Building management system and renovations</small>	\$0	\$0	\$0	\$0	\$0	\$0	(\$825,000)	\$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 <small>Facility services vehicles</small>	(\$220,000)	\$0	\$0	\$0	\$0	\$0	(\$17,229)	\$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 <small>F&E purchases at school level</small>	(\$300,485)	(\$300,000)	(\$300,000)	\$0	\$0	\$0	(\$200,000)	\$0	\$0
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
<small>Amortization of board funded ARO capital assets</small>	(\$606,260)	(\$606,260)	(\$606,260)		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	\$4,825,078	\$4,700,131	\$4,280,131	\$1,443,460	\$1,443,460	\$1,443,460

Total surplus as a percentage of 2023 Expenses	3.09%	3.03%	2.82%
ASO as a percentage of 2023 Expenses	2.38%	2.32%	2.11%

**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, 2023	\$ (9,514,158)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(9,514,158)	
Estimated Operating Deficit Due to:		
Amortization of board funded ARO capital assets	\$606,260	
Expected use of decentralized school and department reserve carryforwards	\$1,875,340	Expected use of decentralized reserves from prior year primarily on non-recurring staffing, services, equipment.
Expected use of School Generated Funds	\$601,960	Expected use of School Generated Funds as schools access fundraising, sales, donation revenue from prior years.
Certificated staffing	\$4,336,360	Includes spending on Staffing to support learning loss initiatives, schools with multiple programs, rural small school support, and other projects.
Non-certificated staffing	\$363,204	Family school liaison workers, other short-term support.
Non-capital technology, furniture/equipment, and contracted services	\$1,484,134	School computer replacement, servers, transportation tablets, video surveillance, and contracted services for projects.
Other projects	\$246,900	Professional development and other programs.
Subtotal, preliminary projected operating reserves to cover operating deficit	9,514,158	
Opening balance adjustment due to adoption of PS 3280 (ARO)	-	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	520,485	Purchases of capital furniture and equipment at the school level, and Division facility vehicles.
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(1,542,253)	
Budgeted amortization of board funded ARO tangible capital assets	(606,260)	
Budgeted board funded ARO liabilities - recognition	-	
Budgeted board funded ARO liabilities - remediation	-	
Budgeted unsupported debt principal repayment	190,768	
Projected net transfer to (from) Capital Reserves	1,000,000	
Total final projected amount to access ASO in 2022/23	\$ 9,076,898	

Total amount approved by the Minister

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

	Budgeted 2022/2023 (Note 2)	Actual 2021/2022	Actual 2020/2021	Notes
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	11,837	11,792	11,649	Head count
Grades 10 to 12	3,988	3,905	3,927	Head count
Total	15,825	15,697	15,576	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	0.8%	0.8%		
Other Students:				
Total	-	1	5	Note 3
Total Net Enrolled Students	15,825	15,698	15,581	
Home Ed Students	-	42	-	Note 4
Total Enrolled Students, Grades 1-12	15,825	15,740	15,581	
Percentage Change	0.5%	1.0%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	375	370	372	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	1,155	1,149	972	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	1,296	1,385	1,393	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	-	-	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	1,296	1,385	1,393	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	648	693	697	
Percentage Change and VA for change > 3% or < -3%	-6.4%	-0.6%		The decrease in ECS students is due to a reduction in birth rates being experienced in Strathcona County as well as surrounding rural counties served by EIPS.
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	130	68	80	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	25	15	1	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 2022/2023 budget report preparation.				
3) Other Grade 1 to 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 2022/23		Actual 2021/22		Actual 2020/21		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	824	824	828	828	860	860	Teacher certification required for performing functions at the school level.
Non-School Based	30	26	23	20	14	14	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	853.5	849.5	851.0	848.0	873.7	873.7	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change and VA for change > 3% or < -3%	0.3%		-2.6%		-2.3%		
If an average standard cost is used, please disclose rate:	105,000		106,935		105,170		
Student F.T.E. per certificated Staff	19.3		19.3		18.6		
Certificated Staffing Change due to:							
Enrolment Change			If negative change impact, the small class size initiative is to include any/all teachers retained.				
Other Factors	3	3	Descriptor (required):		Consultants: curriculum and french language		
Total Change	2.5	2.5	Year-over-year change in Certificated FTE		Year-over-year change in Certificated FTE		
Breakdown, where total change is Negative:							
Continuous contracts terminated	-	-	FTEs				
Non-permanent contracts not being renewed	-	-	FTEs				
Other (retirement, attrition, etc.)	-	-	Descriptor (required):				
Total Negative Change in Certificated FTEs	-	-	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	566	566	692	689	749	749	
Permanent - Part time	75	75	102	102	132	132	
Probationary - Full time	43	43	-	-	2	2	
Probationary - Part time	14	14	-	-	-	-	
Temporary - Full time	158	158	53	53	11	11	
Temporary - Part time	45	45	35	35	7	7	
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	209	-	195	-	206	-	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	201	-	177	-	164	-	Personnel providing instruction support for schools under 'instruction' program areas other than EAs
Operations & Maintenance	34	-	33	-	31	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	10	-	10	-	9	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	11	-	40	-	39	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	464.8	-	455.0	-	448.6	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	2.1%		1.4%		3.6%		
Explanation of Changes to Non-Certificated Staff:							
Overall increase of 9.8 FTE Non-Certificated due to some new positions and increasing Education Assistant positions. There has been a shift in FTE from 'Other' to 'Instructional - Other non-certificated instruction'. Upon re-examing Centralized staff, it was determined that a significant amount of FTE is spent providing other 'instruction support' rather than administrative duties. As such, FTE in these two categories for 2022-23 have been classified differently than in prior years.							
Additional Information							
Are non-certificated staff subject to a collective agreement?	No						
Please provide terms of contract for 2021/22 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							
N/A							



RECOMMENDATION REPORT

DATE: May 19, 2022
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 13: Appeals and Hearings Regarding Student Matters
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, as presented.

BACKGROUND:

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

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

On April 12, 2022, the Policy Committee reviewed proposed amendments for clarity and is recommending the following, as shown in Attachment 1.

1. Add a heading for Appeals to make a clear distinction between the two sections
2. Amend the heading "Expulsion of a Student" to read "Expulsion Hearings"
3. Under the section Expulsion Hearings, sections 2 and 3 be amended for clarity of process.

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. Board Policy 13: Appeals and Hearings Regarding Student Matters (marked)
2. Board Policy 13: Appeals and Hearings Regarding Student Matters (unmarked)

Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Appeals

The Division supports the right of parents to make inquiries or bring forward concerns regarding student matters. In the interests of open communication, such issues must first be directed to the staff member(s) most directly involved.

The Board shall hear appeals on administrative decisions that significantly impact the education of the student, which are submitted in accordance with section 42 of the *Education Act*. The Board shall not hear appeals on expulsions of students.

1. Prior to a decision being appealed to the Board, the Division dispute resolution mechanism shall be followed.
2. Parents of a student, and in the case of a student 16 years of age or over, either a parent of the student or the student, have the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents and/or the students of this right of appeal.
3. The appeal to the Board must be made within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal shall be heard in-camera, with specified individuals in attendance.
7. The appeal hearing shall be conducted in accordance with the following guidelines:
 - 7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
 - 7.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 7.1.2. The Board with the means to receive information and to review the facts of the dispute.
 - 7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
 - 7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 7.4. The Superintendent and/or staff shall explain the decision and give reasons for the decision.

- 7.5. The Superintendent and/or staff shall have an opportunity to respond to information presented by the appellant.
- 7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 7.7. No cross-examination of the parties shall be allowed.
- 7.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
 - 7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in section 43 of the *Education Act*.
 - 7.9.1.1. Under section 43 of the *Education Act*, the only matters on which the Minister of Education may consider appeals are:
 - 7.9.1.1.1. Provision of specialized supports and services to a student or to a child enrolled in an early childhood services program;
 - 7.9.1.1.2. The expulsion of a student;
 - 7.9.1.1.3. Board responsibility for a specific student;
 - 7.9.1.1.4. Access to or the accuracy or completeness of the student records.

Expulsion Hearings of a Student

It is expected that all students shall comply with section 31 of the *Education Act*, Board Policy, Administrative Procedures, and School Regulations.

In accordance with section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with sections 36 and 37 of the *Education Act*.

If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.

The Student Expulsion Committee shall convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than 10 school days from the first day of suspension.

Parents of students, or students 16 years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings shall be recorded for the purpose of the Board's records.

The expulsion hearing shall be conducted in accordance with the following guidelines:

1. The Committee Chair shall outline the purpose of the hearing, which is to:
 - 1.1. Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 1.2. Provide an opportunity for the student and/or the student's parents to make representations;
 - 1.3. Reinstate or expel the student.
2. The Committee Chair shall outline the procedure to be followed, which shall be as follows:
 - 2.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2. The student and the student's parents shall be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification from the Principal and the student and the student's parents;
 - 2.4. The Student Expulsion Committee shall meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel for the Board may also remain in attendance;
 - 2.5. Should the Student Expulsion Committee require additional information, both parties shall be requested to return in order to provide the requested information;
 - 2.6. The Student Expulsion Committee shall then make one of the following decision(s):
 - 2.6.1. Reinstatement, or
 - 2.6.2. Single school expulsion, or
 - 2.6.3. Expulsion from the School Division;
 - 2.7. If the ~~expulsion is from a recommendation is for~~ single school ~~expulsion~~, the Student Expulsion Committee shall direct the placement of the student to another school or alternative educational program;
 - 2.7.1. If the expulsion is from the Division, ~~A~~ alternative educational programming shall be offered by the ~~School~~ Division; and
 - 2.8. The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents within five days of the hearing, with copies being provided to the Principal and the Superintendent or designate.
3. If the Student Expulsion Committee's decision is to expel the student, the following information ~~shall~~must be included in the letter to the student and the student's parents:
 - 3.1. Any rules and The conditions of length of the expulsion; which must be greater than 10 school days;

- 3.2. ~~The educational program to be provided to the student; and the name of the individual to be contacted in order to make the necessary arrangements; and~~
- 3.3. ~~The right of the student and the student's parents to request a review of the Board's decision by the Minister of Education.~~

Reference:

Sections 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 *Education Act*

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	-
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019
Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022

April 12, 2022

Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

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1. Prior to a decision being appealed to the Board, the Division dispute resolution mechanism shall be followed.
2. Parents of a student, and in the case of a student 16 years of age or over, either a parent of the student or the student, have the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents and/or the students of this right of appeal.
3. The appeal to the Board must be made within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal shall be heard in-camera, with specified individuals in attendance.
7. The appeal hearing shall be conducted in accordance with the following guidelines:
 - 7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
 - 7.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 7.1.2. The Board with the means to receive information and to review the facts of the dispute.
 - 7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
 - 7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 7.4. The Superintendent and/or staff shall explain the decision and give reasons for the decision.

- 7.5. The Superintendent and/or staff shall have an opportunity to respond to information presented by the appellant.
- 7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 7.7. No cross-examination of the parties shall be allowed.
- 7.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
 - 7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in section 43 of the *Education Act*.
 - 7.9.1.1. Under section 43 of the *Education Act*, the only matters on which the Minister of Education may consider appeals are:
 - 7.9.1.1.1. Provision of specialized supports and services to a student or to a child enrolled in an early childhood services program;
 - 7.9.1.1.2. The expulsion of a student;
 - 7.9.1.1.3. Board responsibility for a specific student;
 - 7.9.1.1.4. Access to or the accuracy or completeness of the student records.

Expulsion Hearings

It is expected that all students shall comply with section 31 of the *Education Act*, Board Policy, Administrative Procedures, and School Regulations.

In accordance with section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with sections 36 and 37 of the *Education Act*.

If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.

The Student Expulsion Committee shall convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than 10 school days from the first day of suspension.

Parents of students, or students 16 years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings shall be recorded for the purpose of the Board's records.

The expulsion hearing shall be conducted in accordance with the following guidelines:

1. The Committee Chair shall outline the purpose of the hearing, which is to:
 - 1.1. Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 1.2. Provide an opportunity for the student and/or the student's parents to make representations;
 - 1.3. Reinstate or expel the student.
2. The Committee Chair shall outline the procedure to be followed, which shall be as follows:
 - 2.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2. The student and the student's parents shall be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification from the Principal and the student and the student's parents;
 - 2.4. The Student Expulsion Committee shall meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel for the Board may also remain in attendance;
 - 2.5. Should the Student Expulsion Committee require additional information, both parties shall be requested to return in order to provide the requested information;
 - 2.6. The Student Expulsion Committee shall then make one of the following decision(s):
 - 2.6.1. Reinstatement, or
 - 2.6.2. Single school expulsion, or
 - 2.6.3. Expulsion from the School Division;
 - 2.7. If the expulsion is from a single school, the Student Expulsion Committee shall direct the placement of the student to another school or alternative educational program;
 - 2.7.1. If the expulsion is from the Division, alternative educational programming shall be offered by the Division; and
 - 2.8. The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents within five days of the hearing, with copies being provided to the Principal and the Superintendent or designate.
3. If the Student Expulsion Committee's decision is to expel the student, the following information shall be included in the letter to the student and the student's parents:
 - 3.1. Any rules and conditions of the expulsion;
 - 3.2. The education program to be provided to the student; and
 - 3.3. The right of the student and the student's parents to request a review of the Board's decision by the Minister of Education.

Reference:

Sections 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 *Education Act*

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	-
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019
Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022
April 12, 2022	



RECOMMENDATION REPORT

DATE: May 19, 2022
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 18: Alternative Programs
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board 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.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee is proposing an amendment for improved readability in the preamble by replacing the phrase "consist of" to "include":

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

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

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~~include 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.
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	May 26, 2021
<u>April 12, 2022</u>	

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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
 - 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.
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 - 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.
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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;
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6. The Board shall decide whether the alternative program will be terminated.

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

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Jan. 29, 2019	March 14, 2019
Dec. 19, 2019	Dec. 19, 2019
Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	May 26, 2021
April 12, 2022	



RECOMMENDATION REPORT

Page 1 of 1

DATE: May 19, 2022

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments, as presented.

BACKGROUND:

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

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee is proposing amendments for conciseness and improved readability, as shown in attachment 1:

1. The definition of "Harassment" in section 1.3, first sentence amended to read "is unwelcome verbal and physical conduct, including discrimination."
2. Under Guidelines in section 2.1, last sentence be amended to read "This applies to any form or means of communication."

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. Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments (marked)
2. Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments (unmarked)

Policy 19

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING AND WORKING ENVIRONMENTS

The Board is committed to ensuring that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging free of discrimination, harassment, intimidation, bullying and violence. As provided for in the *Alberta Human Rights Act*, the *Canadian Charter of Rights and Freedoms*, the *Education Act* and the *Alberta Occupational Health and Safety Act*, Regulation and Code, students, staff and all individuals within the Division have the right to learn and work in settings that promote equality of opportunity, dignity, and respect regardless of race, age, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical or mental disability, marital status, family status, socioeconomic status and sexual orientation.

The Board values all members of our educational community where everyone is treated with dignity and respect. We value and respect diversity and strive to treat others with kindness, caring and tolerance by appreciating and accepting all those we encounter in our school community. To this end, the Board supports the creation of voluntary student organizations that promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Further, the Board recognizes its responsibilities around the disclosure of personal information by the school authority as governed by the Freedom of Information and Protection of Privacy Act and the Personal Information Act.

The Board affirms the rights of each student enrolled in a school operated by the Board and each staff member employed by the Board. The Board is committed to protecting students, staff and all individuals within in the Division from discrimination, harassment, bullying, intimidation and violence during the Division's work and school-related activities. The Board acknowledges its responsibility to support and assist any employee, volunteer, person providing goods and services, or student who is subjected to harassment or violence within its schools or workplaces. All those involved within the Division including trustees, employees, students, parents, volunteers, contractors and visitors must be instrumental in creating a welcoming, caring, respectful and safe working and learning environment.

To this end, the Board will not tolerate harassment, discrimination, bullying, intimidation and violence, and encourages reporting of all incidents of this nature regardless of the identity of the alleged harasser or offender. In addition, the Board requires the reporting of allegations of harassment, discrimination, bullying, intimidation or violence to be investigated in a timely and respectful manner

1. Definitions

1.1. **Discrimination**

means treating a person negatively or disrespectfully, or refusing, without lawful excuse, to provide an opportunity or benefit with respect to access to learning or access to any term or condition of employment because of any of the protected categories in the *Alberta Human Rights Act*. The behaviour giving rise to a complaint of discrimination need not be intentional in order to be considered discrimination. With respect to student placement decisions, the above does not apply to a refusal, limitation, specification, or preference based on a bona fide educational requirement. With respect to employment, the above does not apply to a refusal, limitation, specification, or preference based on a bona fide occupational requirement.

1.2. **Culpable and Non-Culpable Behaviours**

Culpable behaviours are those in which the person is in control and responsible and blameworthy for their actions. Non-culpable behaviours are those in which the person is not in control, responsible or blameworthy for their behaviours such as the case in some situations involving students with special needs.

1.3. **Harassment**

is unwelcome verbal or physical conduct, including ~~harassment that relates to~~ discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe or involve obvious power imbalance. Harassment is insulting, demeaning or intimidating. The behaviour giving rise to a complaint need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.

1.3.1. **Sexual harassment**

is any unwelcome behaviour that is sexual in nature.

1.4. **Intimidation**

is intentional behaviour that would cause a person of ordinary sensibilities fear of injury or harm.

1.5. **Bullying**

means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

1.6. **Harassment and Violence Prevention Plans**

written plans that include policy and procedures for harassment and violence prevention that involve the Division health and safety committee and site occupational health and safety representatives in the development and review.

1.7. **Violence**

is the threatened, attempted, or actual conduct of a person that causes, or is likely to cause, physical and/or psychological harm. Includes both culpable and non-culpable violent behaviours.

2. **Guidelines**

2.1. Application of this policy includes, but is not limited to, trustees, employees, students, parents, volunteers, visitors, and contractors. This policy covers behaviour not only at Division schools and offices, but also at any Board or school-related function including field trips, conferences, training sessions, work done off site, and social functions. This

applies ~~to any form or whether the contact is face-to-face, by phone, fax, email, Internet or intranet, or by any other~~ means of communication.

- 2.2. To ensure application of this policy, the Board has directed administration to create an applicable:
- 2.2.1. administrative procedure as specified in the *Education Act* specific to student organizations and activities intended to promote a welcoming, caring, respectful and safe learning environment in accordance with section 35.1 of the *Education Act*
 - 2.2.2. administrative procedure for employees as specified by the *Occupational Health and Safety Act* that addresses harassment and violence prevention plans
 - 2.2.3. administrative procedure specific to adults and
 - 2.2.4. administrative procedure dealing with the student code of conduct that addresses:
 - 2.2.4.1. resolving issues peacefully
 - 2.2.4.2. developing empathy and
 - 2.2.4.3. contributing to welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.

Reference:

Section 11, 31, 33, 35, 35.1, 36, 37, 58, 196, 197, 213, 257 *Education Act*

Last reviewed:	Last updated:
March 17, 2016	March 17, 2016
Dec. 12, 2016	
Feb. 12, 2018	April 19, 2018
Aug. 30, 2018	Aug. 30, 2018
April 18, 2019	-
Dec. 19, 2019	Dec. 19, 2019
April 14, 2020	June 18, 2020
April 13, 2021	

[April 12, 2022](#)

Policy 19

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 - 2.2.4.1. resolving issues peacefully
 - 2.2.4.2. developing empathy and
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Reference:

Section 11, 31, 33, 35, 35.1, 36, 37, 58, 196, 197, 213, 257 *Education Act*

Last reviewed:	Last updated:
March 17, 2016	March 17, 2016
Dec. 12, 2016	
Feb. 12, 2018	April 19, 2018
Aug. 30, 2018	Aug. 30, 2018
April 18, 2019	-
Dec. 19, 2019	Dec. 19, 2019
April 14, 2020	June 18, 2020
April 13, 2021	
April 12, 2022	



INFORMATION REPORT

DATE: May 19, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent, Education Executive

SUBJECT: 2021-2022 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
Ithnaini Puyang, Project Assistant, Projects and Planning, Facility Services
Christina Keroack, Business Manager, Facility Services
Andree Chiasson, Administrative Assistant, 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 2021-2022 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.

The last two years have been a whirlwind of change with many questions and concerns around the COVID-19 virus all the while undertaking the good work that the Facilities Department does day in and day out. As we move into a period considered to be somewhat back to normal, the Facility Services Department is preparing for the summer projects season, a very busy time indeed.

There are 121 Infrastructure Maintenance Renewal (IMR), three Capital Maintenance Renewal (CMR) and 243 Operations and Maintenance projects currently planned. The total of 367 projects are identified in the accompanying all-inclusive attachment.

The Board of Trustees approved the use of funds to relocate one modular classroom from Fultonvale Elementary Junior High School to James Mowat Elementary School. Design work is in progress for this relocation project.



INFORMATION REPORT

The total value of the IMR projects is \$3.9 million. The CMR projects grant has been received April 1, 2022; at the amount of \$1.5 million. Below is a list of prioritized CMR projects.

The CMR projects identified at this point are listed below, at a value of \$1.5 million.

- Boiler pumps and accessories upgrade at Salisbury Composite High
- Gym roof at Lamont High
- Roof replacement at Ardrossan Junior Senior High

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 major summer IMR projects.

- Phase two CCTV surveillance camera installations
- Art Room Upgrade at Ardrossan Junior Senior High
- Asphalt Repairs at Uncas Elementary School
- Phase three installation of CO sensors
- Roof replacement at F.R. Haythorne Junior High
- Lift replacement at Pine Street Elementary School
- General office renovation at Rudolph Hennig Junior High

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
- Programming Supported Updates or Requirements

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):

2021/2022 Board Excel Summer Projects List

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
A.L. HORTON		
	Replace PA System	Summer
	Elevator Inspection & Maintenance	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Floor refinishing - Kindergarten Room	Summer
	High Dusting and Cleaning Services	Spring
	Dryer Duct Cleaning	Summer
	Parking lot line painting	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
	Install new shelving units in links room (FS 174)	Spring
ANDREW		
	Roofing Investigation	Spring
	Geotech Investigation	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
	Parking lot line painting	Spring
ARDROSSAN ELEMENTARY		
	Fire Inspections & Deficiencies	Spring
	CO Detectors Installation	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dryer Duct Cleaning	Summer
	Parking lot line painting	Spring
	HVAC System Preventative Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Grounds Maintenance	Summer
ARDROSSAN JUNIOR-SENIOR HIGH		
	Art Room Millwork Replacement	Summer
	Grease Trap Replacement	Summer
	Roof Replacement	Summer
	Fire Inspections & Deficiencies	Spring
	Elevator Inspection & Maintenance	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing - Both Gyms	Summer
	Commercial kitchen exhaust cleaning	Spring
	Dust collector servicing and inspections	Summer
	Dryer Duct Cleaning	Summer
	Sewer line flushing	Summer
	Overhead Door Inspection	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
BEV FACEY HIGH		
	Fire Inspections & Deficiencies	Summer
	Elevator Inspection & Maintenance	Summer
	Geotechnical Investigation of CTS Area	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Commercial kitchen exhaust cleaning	Spring
	Gas Detector semi annual testing/recalibration	Summer
	Dryer Duct Cleaning	Summer
	Sewer line flushing	Summer
	Overhead Door Inspection	Summer
	Clean grease traps and sump pits	Summer
	Generator testing and inspection	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Floor tile repair in common area	Summer
BRENTWOOD ELEMENTARY		
	Update the staff room and staff washrooms	Summer
	CCTV Cameras Capital	Spring
	Fire Inspections & Deficiencies	Summer
	Geotech. Investigation of Staff Lot	Spring
	CMR - Gymnasium Air Handling Unit Replacement	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Paint exterior of school	Summer
	Install 1 bottle filler combo unit	Spring
	Electrical System Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
BRUDERHEIM		
	CO Detectors Installation	Spring
	Playground Installation	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Parking lot line painting	Spring
	Electrical System Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
CAMPBELLTOWN ELEMENTARY		
	Asphalt Repair	Summer
	Fire Inspections & Deficiencies	Summer
	CCTV Cameras Capital	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Install Radon mitigation for FS 104	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
CLOVERBAR JUNIOR HIGH		
	Replace Flooring in Office Area	Summer
	Replace flooring in Indigenous room	Summer
	Fire Inspections & Deficiencies	Summer
	Geotech. Investigation of Staff Lot	Spring
	High Cleaning Services - Gym, Carpentry Shop	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dust collector servicing and inspections	Summer
	Dryer Duct Cleaning	Summer
	Sewer line flushing	Summer
	Clean grease traps and sump pits	Summer
	Electrical System Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
DAVIDSON CREEK ELEMENTARY		
	Fire Inspections & Deficiencies	Summer
	Elevator Inspection & Maintenance	Summer
	CO Detectors Installation	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dryer Duct Cleaning	Summer
	Parking lot line painting	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
ECOLE PARC ELEMENTAIRE		
	Fire Inspections & Deficiencies	Spring
	Elevator Inspection & Maintenance	Summer
	Geotechnical Investigation	Summer
	Custodial Services - Annual Cleaning Regime	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
EIPS CENTRAL OFFICE		
	Dryer Duct Cleaning	Summer
	Human Resources Office Renovation	Spring
	Overhead Door Inspection	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
F.R. HAYTHORNE		
	Re-roofing	Summer
	Soundproofing of the seclusion room	Summer
	Millwork Removal in 6 Classrooms	Spring
	Fire Inspections & Deficiencies	Summer
	CO Detectors Installation	Spring
	Library flooring	Summer
	Elevator Inspection & Maintenance	Summer
	Interior Washroom Signage	Summer
	Geotech Investig. Parking Lot/Bus Lane	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Dust collector servicing and inspections	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
FORT SASKATCHEWAN CHRISTIAN		
	Fire Inspections & Deficiencies	Spring
	Elevator Inspection & Maintenance	Summer
	Ethical Indigenous Outdoor Learning Space	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Dryer Duct Cleaning	Summer
	Installation of Roof Access Ladder	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
FORT SASKATCHEWAN ELEMENTARY		
	Fire Inspections & Deficiencies	Spring
	CO Detectors Installation	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
FORT SASKATCHEWAN HIGH		
	2 Gymnasium AHUs - DESIGN	Spring
	Installation of Roof Access Ladder/Gym	Spring
	Student Services flooring replacement and abatement	Summer
	Fire Inspections & Deficiencies	Spring
	Elevator Inspection & Maintenance	Summer
	Geotech Investigation of Parking Lot	Spring
	Ethical Indigenous Outdoor Learning Space	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	High Dusting and Cleaning Services	Spring
	Commercial kitchen exhaust cleaning	Spring
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Sewer line flushing	Summer
	Septic system cleaning	Summer
	Clean grease traps and sump pits	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
FULTONVALE		
	Fire Inspections & Deficiencies	Summer
	CO Detectors Installation	Spring
	Installation of Hand Dryers	Summer
	Preventative Maintenance of Sewer Lift Station	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dust collector servicing and inspections	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
GLEN ALLAN		

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Service Road & Courtyard Asphalt	Summer
	Replace Staff Room Carpet	Summer
	Fire Inspections & Deficiencies	Summer
	CCTV Cameras Capital	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Repair siding on Modular classrooms	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
HERITAGE HILLS ELEMENTARY		
	Fire Inspections & Deficiencies	Summer
	Elevator Inspection & Maintenance	Summer
	Sidewalk Expansion for Bus Transfer	Summer
	CO Detectors Installation	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Overhead Door Inspection	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
JAMES MOWAT		
	Relocate modular classroom from FTV to JMW - Design work.	Summer
	Fire Inspections & Deficiencies	Spring
	CO Detectors Installation	Spring
	Portable skirting	Summer
	Casework for Staff Room	Summer
	Ethical Indigenous Outdoor Learning Space	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
LAKELAND RIDGE		
	Fire Inspections & Deficiencies	Summer
	Elevator Inspection & Maintenance	Summer
	CO Detectors Installation	Spring
	Condenser-Coil Replacement	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dust collector servicing and inspections	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
LAMONT ELEMENTARY		
	Site Drainage Repairs	Summer
	Elevator Inspection & Maintenance	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Kitchen Fire suppression inspection and servicing	Spring
	Parking lot line painting	Spring
	Desgin ladder to access roof	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
LAMONT HIGH SCHOOL		
	Data Cabling	Summer
	Roofing Replacement	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Commercial kitchen exhaust cleaning	Spring
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	Remove wall between welding booths	Summer
	CTS shop painting	Summer
	Parking lot line painting	Spring
	Kitchen Fire suppression inspection and servicing (Spring)	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
MILLS HAVEN ELEMENTARY		
	CCTV Cameras Capital	Summer
	Fire Inspections & Deficiencies	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Install millwork in FS 129	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
MUNDARE		
	CO Detectors Installation	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	High Dusting and Cleaning Services	Spring
	Dryer Duct Cleaning	Summer
	Parking lot line painting	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
PINE STREET		
	Elevator Replacement	Spring
	CCTV Camera Upgrade	Summer
	Fire Inspections & Deficiencies	Summer
	Landscape Project	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
RUDOLPH HENNIG		
	West wing hallway floor replacement	Summer
	Elevator Inspection & Maintenance	Summer
	Fire Inspections & Deficiencies	Summer
	CO Detectors	Spring
	Replace Stage Doors	Summer
	Geotech Investigation Staff Parking Lot	Spring
	Office Renovation	Summer
	Ethical Indigenous Outdoor Learning Space	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
SALISBURY COMPOSITE		
	Front Vestibule Repair	Spring
	Boiler Room Pumps and Accessories Replacement	Summer
	Exterior Door Replacement	Summer
	Modernization of Storm Water Infrastructure Design	Spring
	Fire Inspections & Deficiencies	Summer
	Geotech. Investig. Bus Lane East Lot	Spring
	Elevator Inspection & Maintenance	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dust collector servicing and inspections	Summer
	Commercial kitchen exhaust cleaning	Spring
	Gas Detector Inspection	Summer
	Dust collector servicing and inspections	Summer
	Dryer Duct Cleaning	Summer
	Sewer line flushing	Summer
	Overhead Door Inspection	Summer
	Clean grease traps and sump pits	Summer
	Generator testing and inspection	Summer
	Install new dishwasher in commercial kitchen	Spring
	Install new gas ovens in bake shop	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
SHERWOOD HEIGHTS		
	CCTV Camera Upgrade	Summer
	Fire Inspections & Deficiencies	Summer
	Elevator Inspection & Maintenance	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Electrical System Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
SOUTHPOINTE SCHOOL		
	Fire Inspections & Deficiencies	Spring
	CO Detectors Installation	Summer
	Modular Cooling	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dryer Duct Cleaning	Summer
	Dust collector servicing and inspections	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
UNCAS SCHOOL		
	Parking Lot & Drive Lane Asphalt Repair	Summer
	Fire Inspections & Deficiencies	Summer
	CO Detectors Installation	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Parking lot line painting	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
VEGREVILLE COMPOSITE		
	Mechanical Upgrade Study	Spring
	Grease Trap Replacement	Summer
	Elevator Inspection & Maintenance	Summer
	Kitchen Fire suppression inspection and servicing (Spring)	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	High Dusting and Cleaning Services	Spring
	Commercial kitchen exhaust cleaning	Spring
	Dryer Duct Cleaning	Summer
	Gas Detector semi annual testing/recalibration	Summer
	Dust collector servicing and inspections	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Sewer line flushing	Summer
	Overhead Door Inspection - Contractor - Annual	Summer
	Clean grease traps and sump pits	Summer
	Parking lot line painting	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
WES HOSFORD		
	Fire Inspections & Deficiencies	Summer
	Elevator Inspection & Maintenance	Summer
	CCTV Cameras Capital	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Paint interior doors and frames	Spring
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
WESTBORO		
	Gym Floor Replacement	Summer
	Gym Door Sidewalk replacement	Summer
	Fire Inspections & Deficiencies	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Dryer Duct Cleaning	Summer
	Electrical System Preventative Maintenance	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
WIN FERGUSON		
	CO Detectors Installation	Spring
	Geotechnical investigation	Spring
	Fire Inspections & Deficiencies	Summer
	Ethical Indigenous Outdoor Learning Space	Summer
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	Dryer Duct Cleaning	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
WOODBRIIDGE FARMS		
	Fire Inspections & Deficiencies	Summer
	CO Detectors Installation	Summer
	CCTV Cameras Capital	Summer
	Geotechnical investigation	Spring
	Custodial Services - Annual Cleaning Regime	Summer
	Gym Floor Refinishing	Summer
	HVAC System Preventative Maintenance	Summer
	Grounds Maintenance	Summer
VARIOUS		
	CTS Strobe Lighting	

2021 - 2022 - Property, Operations and Maintenance Spring/Summer Projects

School Name	Project	Anticipated Start Date
	Facility Condition Audits	
	Asphalt repairs	
	Concrete repairs	
	Minor Painting Interior	
	Minor Painting Exterior	
	Roofing repairs	



INFORMATION REPORT

DATE: May 19, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent, Education Executive

SUBJECT: 2022-23 Infrastructure Maintenance & Renewal (IMR and CMR) Projects Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Rick Siebenga, Acting Assistant Director, Facility Services
Kelsey Tarrant, Project Manager, Facility Services
Ithnaini Puyang, Project Assistant, Facility Services
Ryan Morrison, Project Manager, Facility Services
Brent Dragon, Planner, Facility Services

REFERENCE: Alberta Education School Capital Manual

EIPS PRIORITY: Enhance high quality learning and working environments

EIPS GOAL: Quality infrastructure for all

EIPS OUTCOME: Student learning is supported by effective planning, managing and Investment in Division Infrastructure

ISSUE:
That the Board of Trustees receive the Facility Services 2022-2023 Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) Project Plans for information.

BACKGROUND:
Reflecting on the 2022-23 budget for the Projects and Planning area of the Facility Services Department which includes both Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) for school jurisdictions, the Facility Services departmental allocation for IMR grant amount approved for the 2022-23 school year is \$2,262,457, and the CMR grant allocation is \$1,562,955.

The combined total amount of IMR and CMR funds approved is \$3,825,412.

The IMR amount approved in the previous school year was \$2,265,616 and CMR was \$2,456,522 for a combined total amount of \$4,722,138 for an overall reduction of \$896,726.

CURRENT SITUATION OR KEY POINT:

Pursuant to Alberta Education's School Capital Manual, IMR funding for school jurisdictions is provided to:



INFORMATION REPORT

- Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- Preserve and improve the quality of the learning environment by:
 - Replacing building components that have failed,
 - Prolonging the life of the facility through planned, proactive replacement of major components; and
 - Upgrading educational areas to meet program requirements.
- Meet the facility requirements of students with special needs; and
- Replace or upgrade building components to improve energy conservation and efficiency to achieve net cost savings.

IMR projects valued at more than \$1 million require prior approval from the Minister of Education.

IMR projects are identified from several resources, including:

- Facility Condition Indexing – annual inspections by Elk Island Public School consultants and results documented with VFA software
- Feedback from School Administrators
- Feedback from Operations & Maintenance staff
- Equipment history input from the Web-Works maintenance system
- Facility Services Management walk through

The following items are considered in order of highest to lowest priority:

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

ATTACHMENT(S):

2022-23 IMR and CMR Project Plan

2022-23 IMR and CMR Project Plan

Updated :	May 4, 2022		
School ID/ Lead	DESCRIPTION	IMR 2022-23	CMR 2022-23
Ardrossan Junior Senior High			
Ryan Morrison	1 AHU 1988 AHU	\$ 250,000.00	
Rick Siebenga	Roof Replacement		\$ 500,000.00
Ecole Parc Elementaire			
Kelsey Tarrant	Front Entrance Concrete Repair	\$ 30,000.00	
Rick Siebenga	Remove the Science Lab benches (islands)	\$ 60,000.00	
Rick Siebenga	Remove computer tables to provide more space	\$ 25,000.00	
Ryan Morrison	1 AHU 1964	\$ 250,000.00	
F.R. Haythorne Junior High			
Rick Siebenga	Building Envelope and Roofing-Investigation & Design	\$ 35,000.00	
Kelsey Tarrant	Front Entrance Sidewalk Repair	\$ 75,000.00	
Fort Saskatchewan Christian			
Rick Siebenga	Replace paging System	\$ 55,000.00	
Glen Allan Elementary			
Rick Siebenga	Replace DuKane Paging System	\$ 55,000.00	
Lamont Elementary			
Ryan Morrison	1 1976 AHU- RTU	\$ 250,000.00	
Ryan Morrison	Replace flooring on main floor & repair slabs	\$ 50,000.00	
Lamont High			
Rick Siebenga	Gym Roof		\$ 300,000.00
Pine Street Elementary			
Kelsey Tarrant	Staff Entrance Door Replacement	\$ 25,000.00	
Salisbury Composite High			
Ryan Morrison	Boiler accessories and pump replacment		\$ 660,000.00
Win Ferguson			
Kelsey Tarrant	Front Entrance Concrete Repair, Parking Lot and Bus Lane	\$ 200,000.00	
VARIOUS			
	Roofing TBD	\$ 400,000.00	
	Estimating IMR of 14% (Emergent Needs)	\$319,335.00	
	Estimating IMR of 5% (Eteam)	\$113,122.00	
	Data Cabling	\$ 70,000.00	
		\$ 2,262,457.00	\$ 1,460,000.00
	2022-23 Funding	\$ 2,262,457.00	\$ 1,562,955.00



INFORMATION REPORT

DATE: May 25, 2022

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: EIPS Three-Year Engagement Strategy

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Brent Dragon, Planner, Facility Services

REFERENCE: Administrative Procedure 305: School Attendance Areas and Requests to Attend Non-designated Schools
Administrative Procedure 540: Planning for School Facilities

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Quality infrastructure for all

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

ISSUE:

EIPS administration has developed a high-level timeline for the public engagement efforts planned over the next three years.

BACKGROUND:

EIPS administration has identified areas where programs, enrolments and boundaries aren't operating effectively. Over the past 16 months, administration has developed a series of interconnected projects to address these identified concerns, using a strategic and co-ordinated approach.

CURRENT SITUATION OR KEY POINT:

Over the next three years, EIPS will engage the community about several important topics, identified as areas of concern—categorized into four specific projects.

- Project 1 – Three-Year Strathcona County Engagement
- Project 2 – Enrolment Pressure Engagement
- Project 3 – Logos Program Review
- Project 4 – Sector 5 Value Scoping Session

A high-level overview of each project is provided on pages 2-4, and more detailed information is included in the accompanying attachments.

Project 1: Three-Year Strathcona County Engagement | Contractor Lead

Project 1 includes several interconnected strategies, using a phased approach. The three-year plan ensures EIPS, and the community, the outcomes and their impacts are considered throughout the engagement work. All projects in Year 2 and Year 3 will respect and build on earlier decisions.

Project 1 includes four focus areas:

- Attendance Area Clean Up – decision by Nov. 30, 2022
 - o Part 1 – determine support for redesignating the western portion of the Brentwood Elementary attendance area to F.R. Haythorne Junior High from Sherwood Heights Junior High.
 - o Part 2 – determine support for redesignating the areas of Lakeland Village, Summerwood and Summerwood north to Clover Bar Junior High from Sherwood Heights Junior High.
- French Immersion Review – decision by Nov. 30, 2023
 - o Seek community feedback about EIPS’ French Immersion program. Specifically, if there is support to relocate the French Immersion junior high program to Sherwood Heights Junior High from Ardrossan Junior Senior High, and the senior high program to Bev Facey Community High from Ardrossan Junior Senior High.
- System Program Review – decision by Nov. 30, 2023
 - o EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
 - o Before EIPS can identify the full project scope, it must determine outcomes from earlier engagement efforts—identified in the Three-Year Strathcona County Engagement.
- Balance Senior High – decision by Nov. 30, 2024
 - o Currently, Bev Facey Community High’s catchment area includes only one of the four junior high schools in Sherwood Park—F.R. Haythorne Junior High. As such, there is an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS will seek community feedback about rebalancing the attendance areas.
 - o Before EIPS can identify the full project scope, it must determine outcomes from earlier engagement efforts—identified in the Three-Year Strathcona County Engagement.

NOTE: See Attachment 1, “Strathcona County Three-Year Engagement Timelines” for more information, including tentative engagement dates and timelines.

Project 2: Enrolment Pressure Engagement | Contractor Lead

Project 2 focuses on the enrolment pressures within EIPS schools. Originally, EIPS administration planned engagement efforts for James Mowat Elementary and Davidson Creek Elementary. However, recent enrolment numbers obtained from the 2022-23 Returning Student Registration and 2022-23 New Student Registration process suggest Davidson Creek Elementary’s enrolment will not oversubscribe the school in the 2022-23 school year. Instead, EIPS will continue monitoring enrolment at Davidson Creek Elementary.

Meanwhile, enrolment projections for James Mowat Elementary indicate it will reach capacity in 2022-23, despite the addition of one modular classroom. James Mowat Elementary is the designated receiving school for the West Park neighbourhood in Fort Saskatchewan. The Division anticipates the high enrolment to continue at the school as West Park develops, and new families move in.



The engagement purpose: To collaborate with stakeholders, build understanding about lottery enrolment processes and determine if a lottery enrolment process is appropriate for the community—a decision is required by Nov. 30, 2022.

NOTE: See Attachment 2, “Enrolment Pressure Engagement Timelines” for more information, including tentative engagement dates and timelines.

Project 3: Logos Program Review | Administration Lead

EIPS administration has determined offering two elementary Logos programs is no longer sustainable, long-term. As such, administration will enter conversations with school families about consolidating the two elementary Logos programs at one school. It will also discuss with the community the low subscription of the Logos junior high program.

NOTE: See Attachment 3, “Logos Program Review Timelines” for more information, including tentative engagement dates and timelines.

Project 4: Sector 5 Value Scoping Session | Contractor Lead

The Sector 5 Value Scoping Session will focus on the area’s two schools--Vegreville Composite High and A.L. Horton Elementary. Currently, operational costs for both facilities are well above the Division average. Both facilities are underutilized. A.L Horton Elementary is 73% utilized, and Vegreville Composite High is 38%, as reported in the 2021-22 Area Capacity and Utilization Report. The five-year maintenance costs for A.L. Horton Elementary is \$1.8 million, and \$9 million for Vegreville Composite High. The current baseline is the continued operation and maintenance of both facilities, which is Status Quo.

Value scoping is used to identify solutions that provide the highest value for money while maximizing the utilization and functionality of school infrastructure and optimizing learning environment and educational program delivery for students. Generally, value scoping is a structured, problem-solving process and based on the value-management discipline, using function analysis. Through this, it develops a range of alternatives and consensus on a preferred solution that offers the optimum balance, maximizes functionality and minimizes costs.

Once the preferred solution is determined, it’s captured in a final report that also includes confirmation of needs, functional analysis, detailed outline of the risk and opportunities of the best performing solution, description and estimate of the proposed options, and next steps. The report and outcomes highlighted in the report are then reflected in the Divisions Three-Year Capital Plan and shared with Alberta Education.

NOTE: See Attachment 4, “Sector 5 – Value Scoping Session Timelines” for more information, including tentative engagement dates and timelines.

ATTACHMENT(S):

1. Strathcona County Three-Year Engagement Timelines
2. Enrolment Pressure Engagement Timelines
3. Logos Program Review Timelines
4. Sector 5 – Value Scoping Session Timelines

Attachment 1: Strathcona County Engagement Timelines

- Attendance Area Clean Up (Decision by Nov. 30, 2022)
 - Spring 2022
 - One public meeting Thursday, June 9, 2022 (5:30-8:30 pm)
 - One public meeting Thursday, June 20, 2022 (5:30-8:30 pm)
 - Fall 2022
 - One public meeting Tuesday, September 13, 2022 (5:30-8:30 pm)
 - One public meeting Monday, October 3, 2022 (5:30-8:30 pm)
 - Draft report to November 2022 Board Caucus
 - Final report to November 2022 Public Board

- French Immersion Review (Decision by Nov. 30, 2023)
 - Fall 2022
 - One public meeting Wednesday, October 26, 2022 (5:30-8:30 pm)
 - Winter 2023
 - One Public meeting Tuesday, February 7, 2023 (5:30-8:30 pm)
 - One Public meeting Wednesday, March 15, 2023 (5:30-8:30 pm)
 - Spring 2023
 - One Public meeting Thursday, April 13, 2023 (5:30-8:30 pm)
 - Draft report to June 2023 Board Caucus
 - Final report to June 2023 Public Board

- System Program Review (Decision by November 30, 2023)
 - Fall 2022
 - One public meeting Thursday, November 3, 2022 (5:30-8:30 pm)
 - Winter 2023
 - One Public meeting Tuesday, January 31, 2023 (5:30-8:30 pm)
 - One Public meeting Wednesday, February 15, 2023 (5:30-8:30 pm)
 - Spring 2023
 - One Public meeting Wednesday, April 26, 2023 (5:30-8:30 pm)
 - Draft report to June 2023 Board Caucus
 - Final report to June.2023 Public Board

- Balance Senior High (Decision by Nov. 30, 2024). Note specific dates yet to be determined.
 - One public meeting October to December 2023
 - One to two public meetings January to March 2024
 - One to two public meetings April to May 2024
 - Draft report to June 2024 Board Caucus
 - Final report to June 2024 Public Board

Attachment 2: Enrollment Pressure Engagement Timelines

- James Mowat Elementary Enrolment Pressure
 - Spring 2022
 - One public meeting to be held Tuesday, June 14, 2022 (5:30 – 8:30pm)
 - One public meeting to be held Thursday, June 16, 2022 (5:30 – 8:30pm)
 - Fall 2022
 - One public meeting to be held Thursday, September 22, 2022 (5:30 – 8:30pm)
 - One public meeting to be held Thursday, October 6, 2022 (5:30 – 8:30pm)
 - Draft report to November 2022 Board Caucus
 - Final report to November 2022 Public Board
- Davidson Creek Elementary Enrolment Pressure
 - Has been removed from the contract scope

Attachment 3: Logos Program Review Timelines

- Elementary and Junior High Logos Review
 - One parent meeting at Sherwood Heights
 - One public meeting to be held on Monday, June 13, 2022 (5:30 – 8:30 pm)
 - Tentative second parent meeting to be held at Sherwood Heights
 - One public meeting to be held on Monday, June 27, 2022 (5:30 – 8:30 pm)
 - Draft report to November 2022 Board Caucus
 - Final report to November 2022 Public Board

Attachment 4: Sector 5 – Value Scoping Session Timelines

- Vegreville Composite High and A.L. Horton Elementary Engagement
 - Pre-workshop phase to be complete by June 2022
 - Workshop phase to be completed on Sept. 12 and 14.
 - Workshops will be from 8:30 am to 4:00 pm
 - Post-workshop to be completed Nov. 30, 2022
 - Draft report to December 2022 Board Caucus
 - Final report to December 2022 Public Board