



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION #14**

REGULAR
SESSION

THURSDAY, JUNE 18, 2020

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 – May 25, 2020 (encl.)
 - 4.2 Board Meeting – May 28, 2020 (encl.)
 - 4.3 Board (Special) Meeting – June 4, 2020 (encl.)
 - 4.4 Board (Special) Meeting – June 9, 2020 (encl.)
5. **CHAIR REPORT** T. Boymook
- 5.1 Bereavement (verbal)
6. **SUPERINTENDENT REPORT** M. Liguori
- (verbal)
7. **COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA SPRING GENERAL MEETING REPORT** H. Wall
- June 1, 2020 (verbal)
9. **PARTNERS IN EDUCATION FOUNDATION** A. Hubick
- June 10, 2020 (verbal)
10. **ATA LOCAL REPORT** D. Zielke
- (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
- NEW BUSINESS**
11. **BUSINESS ARISING FROM IN CAMERA**

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|-----|--|-----------------------------------|
| 12. | POLICY 19: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING AND WORKING ENVIRONMENTS | A. Hubick (encl.) |
| 13. | POLICY 21: EXPENSE TRANSPARENCY | A. Hubick (encl.) |
| 14. | 2020-21 SUPPORTS FOR STUDENTS ADMINISTRATIVE FEES | M. Liguori/S. Stoddard (encl.) |
| 15. | AUDIT ENGAGEMENT LETTER | H. Wall (encl.) |
| 16. | USE OF RESERVES FOR THE 2021 ELECTION | M. Liguori/C. Cole (encl.) |

COMMITTEE REPORT

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| 17. | ADVOCACY MEETING May 28, 2020 | T. Boymook (verbal) |
| 18. | AUDIT COMMITTEE June 9, 2020 | H. Wall (verbal) |

REPORTS FOR INFORMATION

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|-----|---|------------------------------------|
| 19. | UNAUDITED FINANCIAL REPORT FOR SEPTEMBER 1, 2019 TO MAY 31, 2020 | M. Liguori/C. Cole (encl.) |
| 20. | SUMMARY OF 2019-20 FEE CHANGES | M. Liguori/C. Cole (encl.) |
| 21. | 2020-21 INFRASTRUCTURE MAINTENANCE & RENEWAL (IMR) PROJECTS PLAN | M. Liguori/C. Wait (encl.) |
| 22. | 2019-20 PLAYGROUND SUMMARY REPORT | M. Liguori/C. Wait (encl.) |
| 23. | FIRST NATIONS, MÉTIS AND INUIT YEAR-END REPORT 2019-20 | M. Liguori/S. Stoddard (encl.) |
| 24. | NATIONAL AND INTERNATIONAL FIELD TRIPS 2019-20 | M. Liguori/D. Antymniuk (encl.) |
| 25. | LOCALLY DEVELOPED COURSES | M. Liguori/S. Stoddard (encl.) |
| 26. | TRUSTEES' REPORTS/NOTICES OF MOTION/REQUEST FOR INFORMATION | (verbal) |

ADJOURNMENT

RECOMMENDATIONS TO JUNE 18/20 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 May 25, 2020 Board Meeting as amended or as circulated.
- 4.2 That the Board of Trustees approve the minutes of the May 28, 2020 Board Meeting as amended or as circulated.
- 4.3 That the Board of Trustees approve the minutes of the June 4, 2020 Special Board Meeting as amended or as circulated.
- 4.4 That the Board of Trustees approve the minutes of the June 9, 2020 Special Board Meeting as amended or as circulated.
5. That the Board of Trustees receive the Chair report for information.
6. That the Board of Trustees receive for Superintendent report for information.
7. *Comments from the Public and Staff Group Representatives.*
8. That the Board of Trustees receive the ASBA Spring General Meeting report for information.
9. That the Board of Trustees receive the Partners in Education report for information.
10. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
11. *Business Arising from In Camera.*
12. That the Board of Trustees approve the amendments to Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments, as presented.
13. That the Board of Trustees approve the amendments to Board Policy 21: Expense Transparency, as presented.

14. That the Board of Trustees approve the PALS fees for the 2020-21 school year, as presented.
15. That the Board of Trustees approve the 2019 audit engagement letter, as presented.
16. That the Board of Trustees approve a transfer from:
 - the Election Reserve of up to \$90,486; and
 - Division Unallocated Reserves up to \$9,514 to accrue up to \$100,000 for the 2021 election.
17. That the Board of Trustees receive for information the report from the Advocacy Committee meeting held May 28, 2020.
18. That the Board of Trustees receive for information the report from the Audit Committee meeting held June 9, 2020.
19. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2019 to May 31, 2020 for Elk Island Public Schools.
20. That the Board of Trustees receive for information a summary of fee changes for the 2019-20 school year, for the period Jan. 1, 2020 to June 18, 2020.
21. That the Board of Trustees receive for information the 2020-21 Infrastructure Maintenance and Renewal (IMR) Projects Plan.
22. That the Board of Trustees receive for information the 2019-20 Playground Summary Report.
23. That the Board of Trustees receive for information an update on First Nations, Métis and Inuit Education in Elk Island Public Schools (EIPS).
24. That the Board of Trustees receive for information the report on national and international field trips for 2019-20.
25. That the Board of Trustees receive for information a report on Locally Developed Courses.



BOARD MEETING MINUTES

May 25, 2020

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Monday, May 25, 2020, in the Board Room, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9 a.m.

BOARD MEMBERS PRESENT

On site:

T. Boymook

Via video conference:

R. Footz

S. Gordon

C. Holowaychuk

A. Hubick

D. Irwin

J. Seutter

H. Stadnick

H. Wall

ADMINISTRATION PRESENT

M. Liguori, Superintendent

S. Stoddard, Associate Superintendent, Supports for Students

B. Billey, Associate Superintendent, Human Resources

C. Cole, Secretary-Treasurer

C. Fletcher, Communication Specialist

T. Borchers, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:03 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

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

AGENDA

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

086/2020 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

Reports for Information

FINANCIAL PROJECTIONS

Secretary-Treasurer Cole presented to the Board the Financial Projections 2019-20 Report for information.

087/2020 | Trustee Seutter moved: That the Board of Trustees receive for information the Financial Projections 2019-20.

CARRIED UNANIMOUSLY

2020-21 BUDGET

Secretary-Treasurer Cole presented to the Board the 2020-21 Budget Report for information. Board Policy 2: Role of the Board, Section 8.2 Fiscal Accountability establishes that the Board of Trustees approve the annual budget.

088/2020 | Vice-Chair Wall moved: That the Board of Trustees receive for information the 2020-21 Budget Report.

Annually, Elk Island Public Schools (EIPS) prepares a budget in the spring for the upcoming school year based on the provincial government's funding, projected student enrolment and corresponding staff estimates.

Administration prepared the 2020-21 proposed budget based on the Board approved assumptions and allocations including projected student enrolment and corresponding staffing estimates.

New for 2020-21, the provincial government introduced Bill 5 which results in school divisions requiring ministerial approval to access Operating Reserves. This includes school generated funds (SGF), all reserves at schools and departments (including Student Transportation) and Division Allocated and Unallocated Reserves. It will be very important to ensure EIPS budgets the correct amount of reserve usage. The consequence of not doing so may be that access to reserves is limited by the Minister.

Secretary-Treasurer proceeded to present the 2020-21 proposed budget. Highlights included:

The 2020-21 Budget has been developed with a conservative approach due to the uncertainty of the external environment. The assumptions utilized are detailed in the Budget Report. In the fall, the Budget will be updated for the following items:

- updates to estimates for more accurate numbers (due to more updated information);
- actual carryforwards from the 2019-20 year-end;
- updates and new approvals for reserve spending, if any; and
- changes to expenses based on the above updates.

The 2020-21 Budget is based on the following budget principles:

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

For 2020-21 EIPS has prepared a \$196.11 million operating budget drawing \$4.72 million from operating reserves. The use of reserves allows the Division to support:

- students with one-time supports in the areas of early learning, specialized supports, curriculum and instructional supports;
- school and department savings up to 1%;
- expected use of SGF on non-recurring supplies, services and equipment;
- make investments into capital assets increasing operating efficiencies;
- completion of the enterprise resource planning project; and
- allows EIPS flexibility to cover any potential emergent issues that arise after budget completion.

EIPS has faced reduced funding from Alberta Education for the last two years.

- In the fall of 2019-20, EIPS experienced the first year of reduced funding and was able to offset it with the use of reserves totaling \$7.96 million by reprioritizing EIPS' reserve use and depleting a substantial amount of reserves.
- In the early planning stages for Budget 2020-21, it was not anticipated that there would be any reserve use other than savings at schools and departments. Due to COVID-19, there have been changes in our operations that have allowed for some additional savings in 2019-20 (reduced travel and professional development, reduced certificated substitute costs, etc.) that allow for us to offset some of the budget impacts in 2019-20. For the 2020-21 year though, \$1 million of reserves are being held for emergent items and the school reserves of \$1.19 million have only been estimated at this time and will not be incorporated into school budgets until the fall when we are sure they are realized.

The budget for 2020-21 sees significant decreases in staffing in both schools and departments. Staff decreased to 1,296.35 FTE. The implications of reduced funding are outlined in the Budget Report (Attachment 1). This situation is not unique to EIPS – it will be across all school divisions. Moreover, the landscape of education in the Province will be changing.

For 2021-22, there will be a further reduction estimated at 50% of the Bridge funding which equates to \$3.1 million if the Province maintains the \$8.2 billion cap on education funding.

The following financial information was presented:

- Budget Process, Assumptions, and Implications

Vice-Chair Wall left the meeting at 10:14 a.m. and returned at 10:15 a.m.

The Board recessed at 10:24 a.m. and reconvened at 10:35 a.m. with all trustees noted above in attendance.

- Accumulated Surplus
- Reserves
- Revenues and Expenses and Staffing Summary
- Alberta Education Revenue
- Allocation Reconciliation

Secretary-Treasurer Cole presented the Schools Summary and Details by sector along with Supports for Students, Early Learning and Specialized Supports funding.

SCHOOLS DETAIL

The following information was presented:

- Enrolment Detail by Sector
- Schools Expenses – Detail by Sector Category
- Schools Staffing by Sector

Secretary-Treasurer Cole presented the Central Services summary.

CENTRAL SERVICES DETAIL

The following information was presented by department:

- Central Services Revenue/Allocations
- Central Services Expenses
- Central Services Staffing

Secretary-Treasurer Cole referenced the Next Step Continuing Education–Non-Credit and Fiscal Services budgets contained in the package.

Board Chair Boymook opened the forum for questions by the Board of Trustees.

Vice-Chair Wall left the meeting at 12:16 p.m. and returned at 12:18 p.m.

VOTE ON MOTION 088/2020 CARRIED UNANIMOUSLY

2020-21 BUDGET REPORT – ALBERTA EDUCATION

This is the official document that is submitted to Alberta Education and is a consolidation of all the information the Board reviewed.

089/2020 | Trustee Hubick moved: That the Board of Trustees receive for information the 2020-21 Budget Report for Alberta Education.

CARRIED UNANIMOUSLY

090/2020 | Vice-Chair Wall moved: That the Board meet In Camera (12:21 p.m.)

CARRIED UNANIMOUSLY

091/2020 | Vice-Chair Wall moved: That the Board revert to Regular Session (2:15 p.m.)

CARRIED UNANIMOUSLY

ADJOURNMENT

The Chair declared the meeting adjourned at 2:15 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

May 28, 2020

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 28, 2020, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9:00 a.m.

BOARD MEMBERS PRESENT

On site:

T. Boymook

Via video conference:

R. Footz

S. Gordon

D. Irwin

C. Holowaychuk

A. Hubick

J. Seutter

H. Stadnick

H. Wall

ADMINISTRATION PRESENT

M. Liguori, Superintendent

S. Stoddard, Associate Superintendent, Supports for Students

B. Billey, Associate Superintendent, Human Resources

C. Cole, Secretary-Treasurer

C. Fletcher, Communication Specialist

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

092/2020 | Vice-Chair Wall moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

093/2020 | Vice-Chair Wall moved: That the Board revert to regular session (10:07 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:07 a.m. and reconvened at 10:14 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

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

AGENDA

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

094/2020 | Trustee Footz moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES 2020

The Board Chair called for confirmation of the April 23, 2020 Board Meeting Minutes.

095/2020 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of April 23, 2020 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

The Board Chair called for confirmation of the May 14, 2020 Board (Special) Meeting Minutes.

096/2020 | Vice-Chair Wall moved: That the Board of Trustees approve the Minutes of May 14, 2020 Board Meeting, as circulated.

Trustee Irwin noted an error in the spelling of his name in the in-camera section. "Irvin" to be corrected as a housekeeping item.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

097/2020 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

098/2020 | Trustee Holowaychuk moved: That the Board of Trustees receive the Superintendent's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations and delegations were presented.

Association and Local Reports

ASBA ZONE 2/3 REPORT

Trustee Stadnick presented to the Board the report from the ASBA Zone 2/3 meeting held on April 24, 2020 and Trustee Seutter presented to the Board the report from the ASBA Zone 2/3 meeting held on May 22, 2020.

099/2020 | Trustee Stadnick moved: That the Board of Trustees receive the report from the representatives of the ASBA Zone 2/3 for information.

CARRIED UNANIMOUSLY

ATA LOCAL REPORT

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

100/2020 | Trustee Gordon moved: That the Board of Trustees receive the report from the representative of the ATA Local #28 for information. *CARRIED UNANIMOUSLY*

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from the in camera session.

2020-21 BUDGET REPORT

Secretary-Treasurer Cole presented to the Board the 2020-21 Budget and 2020-21 Alberta Education Budget Report for approval.

101/2020 | Trustee Irwin moved: That the Board of Trustees approve the operating budget for 2020-21 of \$196,111,101 for Elk Island Public Schools, for the period September 1, 2020 to August 31, 2021. *CARRIED UNANIMOUSLY*

102/2020 | Trustee Hubick moved: That the Board of Trustees approve the Alberta Education Budget Report for the year ending August 31, 2021. *CARRIED UNANIMOUSLY*

POLICY 22: HEALTH AND SAFETY

Trustee Hubick presented to the Board the amendments to Board Policy 22: Health and Safety for approval.

103/2020 | Trustee Gordon moved: That the Board of Trustees approve amendments to Board Policy 22: Health and Safety, as presented. *CARRIED UNANIMOUSLY*

REVISED EIPS 2018-22 FOUR-YEAR EDUCATION PLAN

Associate Superintendent Stoddard presented to the Board the Division's 2020-24 Four-Year Education Plan for approval.

104/2020 | Trustee Stadnick moved: That the Board of Trustees approve the Division's 2020-24 Four-Year Education Plan. *CARRIED UNANIMOUSLY*

Committee Reports

No committee reports.

Reports for Information

SUMMER PROJECTS REPORT

Superintendent Liguori presented to the Board the Summer Projects Report for information.

105/2020 | Trustee Footz moved: That the Board of Trustees receive for information the Summer Projects Report.

CARRIED UNANIMOUSLY

Trustees' Report, Notices of Motion and Request for Information

Reports by trustees were presented.

ADJOURNMENT

The Chair declared the meeting adjourned at 12:33 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

June 4, 2020

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, June 4, 2020, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9:07 a.m.

BOARD MEMBERS PRESENT

On site:

T. Boymook

Via video conference:

R. Footz

S. Gordon

D. Irwin

C. Holowaychuk

A. Hubick

J. Seutter

H. Stadnick

H. Wall

ADMINISTRATION PRESENT

M. Liguori, Superintendent

C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:07 a.m. with all trustees noted above in attendance.

IN CAMERA SESSION

106/2020 | Vice-Chair Wall moved: That the Board meet in camera (9:07 a.m.).

CARRIED UNANIMOUSLY

107/2020 | Vice-Chair Wall moved: That the Board revert to regular session (10:41 a.m.).

CARRIED UNANIMOUSLY

ADJOURNMENT

The Chair declared the meeting adjourned at 10:41 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



BOARD MEETING MINUTES

June 9, 2020

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, June 9, 2020, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 1:00 p.m.

BOARD MEMBERS PRESENT

On site:

T. Boymook
R. Footz
S. Gordon
D. Irwin
C. Holowaychuk
A. Hubick
J. Seutter
H. Stadnick
H. Wall

ADMINISTRATION PRESENT

M. Liguori, Superintendent
C. Cole, Secretary-Treasurer
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

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

IN CAMERA SESSION

108/2020 | Trustee Holowaychuk moved: That the Board meet in camera (1:00 p.m.).

CARRIED UNANIMOUSLY

Trustee Stadnick left the meeting at 1:17 p.m. and returned for the regular session at 1:30 p.m.

109/2020 | Trustee Holowaychuk moved: That the Board revert to regular session (1:22 p.m.).

CARRIED UNANIMOUSLY

The Board recessed at 1:22 p.m. and reconvened at 1:44 p.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

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

AGENDA

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

110/2020 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

The Board Chair outlined the process for the delegation to the Board as per Board Policy 7: Board Operations, Section 10. Board Chair indicated that the presenters had a maximum time limit of 30 minutes.

Strathcona Christian Academy School Council members Aaron Box, Krista Scott and Stephen Pepper presented their report. The information shared consisted of a report of the Strathcona Christian Academy Society management of the Alternative Christian Program and of Society Fees; and issues raised by the parent body.

Presenter Stephen Pepper's statement to be included in the Board Delegation package for the Board's consideration.

Board Chair Boymook opened the floor for questions.

Board Chair Boymook thanked the group for their presentation.

111/2020 | Trustee Gordon moved: That the Board meet in camera (2:20 p.m.).

CARRIED UNANIMOUSLY

Vice-Chair Wall left the meeting at 3:11 p.m. and returned at 3:12 p.m.

Trustee Holowaychuk left the meeting at 3:15 p.m.

Trustee Irwin left the meeting at 3:18 p.m.

112/2020 | Vice-Chair Wall moved: That the Board revert to regular session (3:21 p.m.).

CARRIED UNANIMOUSLY

113/2020 | Vice-Chair Wall moved: That the Board direct the Superintendent on special matter 2020-001.

CARRIED UNANIMOUSLY

ADJOURNMENT

The Chair declared the meeting adjourned at 3:23 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Policy Committee

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

ORIGINATOR: Annette Hubick, Chair, Policy Committee

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

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.

RECOMMENDATION:

That the Board of Trustees approve the amendment 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.

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

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

Amendments in Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments, as shown in Attachments 1 and 2, include:

- Addressing the Board's commitment to violence and harassment prevention pursuant to the Occupational Health and Safety Code;



RECOMMENDATION REPORT

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- Removing redundancy of repeating statutes in the preamble and improving readability with language cleanup;
- Removing examples listed under the definitions for *Harassment, Sexual Harassment and Violence* to avoid the risk of missing something; and
- Removing the mention of consequences for behaviour as that is appropriate to an administrative procedure, rather than policy.

COMMUNICATION PLAN:

The Board Policies and Administrative Procedures will be updated on the website, 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~~Our Division~~ 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 ~~as provided for in the *Alberta Human Rights Act*, the *Canadian Charter of Rights and Freedoms*, and the *Education Act*. The Board and. The Board~~ is committed to protecting students, staff and all those individuals involved within in the Division from discrimination ~~as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*,~~ 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 with in 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

1.1.1. 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~~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 behaviors 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 behaviors such as the case in some situations involving students with special needs.

2.1.3. 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. ~~Examples of harassment include but are not limited to the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of pornographic, racist or offensive images; and condescension that undermines self-confidence or is an unreasonable invasion of one's person. Harassment can be bullying or outright physical assault.~~ 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.

3.1.3.1. Sexual harassment

~~is any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing); leering, sexist or dirty jokes; the display of sexually suggestive material; derogatory or degrading comments; sexually suggestive gestures; and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.~~

4.1.4. Intimidation

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

5.1.5. 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.

6.1.7. Violence

~~is the threatened, attempted, or actual conduct of a person that causes or is likely to cause physical injury and/or psychological harm. Examples include, but are not limited to the following: threatening behaviour such as shaking fists, destroying property, or throwing objects; verbal or written threats that express an intent to inflict harm; physical attacks; or any other act that would arouse fear in a reasonable person in the circumstances. Includes both culpable and non-culpable violent behaviours.~~

2. Guidelines

~~1.2.1.~~ 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 whether the contact is face-to-face, by phone, fax, email, Internet or Intranet, or by any other means of communication.

~~2.2.2.~~ To ensure application of this policy, the Board has directed administration to create an applicable:

~~1.2.2.1.~~ 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 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,

~~2.2.2.3.~~ administrative procedure specific to adults; and

~~3.2.2.4.~~ administrative procedure dealing with the student code of conduct that addresses:

~~1.2.2.4.1.~~ resolving issues peacefully;

~~2.2.2.4.2.~~ developing empathy; ~~and and~~

~~3.2.2.4.3.~~ 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:

March 17, 2016

Last updated:

March 17, 2016

| | | |
|--|---|---|
| | Dec. <u>December</u> 12, 2016 | |
| | Feb. <u>February</u> 12, 2018 | April 19, 2018 |
| | Aug. <u>August</u> 30, 2018 | Aug. <u>August</u> 30, 2018 |
| | April 18, 2019 | - Dec. 19, 2019 |

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 behaviors 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 behaviors 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 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 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 |
| December 12, 2016 | |
| February 12, 2018 | April 19, 2018 |
| August 30, 2018 | August 30, 2018 |
| April 18, 2019 | |
| | Dec. 19, 2019 |



RECOMMENDATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 21: Expense Transparency

ORIGINATOR: Annette Hubick, Chair, Policy Committee

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

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.

RECOMMENDATION:

That the Board of Trustees approve the amendment to Board Policy 21: Expense Transparency, as presented.

BACKGROUND:

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

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

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

The amendment to Board Policy 21: Expense Transparency specifies the requirement to post receipts greater than \$20, which will create efficiencies for administration.

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



RECOMMENDATION REPORT

Page 2 of 2

While the receipts will not be posted for transactions \$20 and under, all of the costs will continue to be disclosed.

COMMUNICATION PLAN:

The Board Policies and Administrative Procedures will be updated on the website, and stakeholders will be advised.

ATTACHMENT(S):

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

Policy 21

EXPENSE TRANSPARENCY

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

1. Definitions

1.1. Working sessions

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

1.2. Business travel

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

1.3. Professional development

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

1.4. Professional membership dues

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

2. Guidelines

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

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

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

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

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

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

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

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

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

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

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

Reference:

| | |
|----------------|----------------|
| Last reviewed: | Last updated: |
| Sept. 17, 2015 | Sept. 17, 2015 |
| | Feb. 18, 2016 |
| Dec. 12, 2016 | |
| Feb. 12, 2018 | |
| | Aug. 30, 2018 |
| Feb. 19, 2019 | |
| | Dec. 19, 2019 |
| Feb. 11, 2020 | |

Policy 21

EXPENSE TRANSPARENCY

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

1. Definitions

1.1. Working sessions

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

1.2. Business travel

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

1.3. Professional development

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

1.4. Professional membership dues

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

2. Guidelines

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

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

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

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

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

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

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

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

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

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

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

Reference:

| | |
|----------------|----------------|
| Last reviewed: | Last updated: |
| Sept. 17, 2015 | Sept. 17, 2015 |
| | Feb. 18, 2016 |
| Dec. 12, 2016 | |
| Feb. 12, 2018 | |
| | Aug. 30, 2018 |
| Feb. 19, 2019 | |
| | Dec. 19, 2019 |
| Feb. 11, 2020 | |



RECOMMENDATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2020-21 Administrative Fees – Play and Learn at School (PALS) Fees

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Ralph Sorochan, Director, Early Learning

REFERENCE: Board Policy 2: Role of the Board, section 8.11
Administrative Procedure 505, School and Administrative Fees

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.

RECOMMENDATION:

That the Board of Trustees approve the PALS fees for the 2020-21 school year, as presented.

BACKGROUND:

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

On occasion, EIPS is asked to provide PALS programming for a typically developing twin. A typically developing twin is the sibling of a child who qualifies for PALS, but does not have disabilities him or herself.

Providing programming for a typically developing twin has advantages for the child with disabilities, as well as the PALS program, as a whole. Families benefit, by being able to share and practice the knowledge, skills and attributes learned in PALS with both twins. Repetition and reinforcement play critical roles in early childhood development and success. Having a typically developing twin support his or her sibling with what was learned in the PALS setting, sets both twins up for success. PALS programs benefit by having a positive role model for speech and language within the classroom. The solution is a win-win.

Having said that, EIPS does not have infinite resources. If a typically developing twin were to be accepted into PALS, it is possible that a program spot could be lost for a child who has a diagnosed disability or delay. This would cause the Division to lose revenue made available through Program Unit Funding (PUF). The Alberta Education deadline for PUF application is Dec. 01/20.



RECOMMENDATION REPORT

Page 2 of 2

Attached, is a fee schedule to guide the charge for children who would not normally meet the criteria for PALS programming, but who meet the criteria for a typically developing twin. The fee is based on funding that would have been received by EIPS for a code 30 child (mild/moderate), within the PALS program.

COMMUNICATION PLAN:

Once approved, the fees will be communicated to the Leadership Group and appropriate stakeholders.

ATTACHMENT(S):

1. PALS Fee Schedule for 2021



RECOMMENDATION REPORT

Attachment 1

**ELK ISLAND PUBLIC SCHOOLS
PLAY AND LEARN AT SCHOOL (PALS) FEE SCHEDULE
2020-21**

| DESCRIPTION | 2020-21 | 2019-20 | % Change |
|---------------------------------|----------------|----------------|-----------------|
| Play And Learn at School (PALS) | \$3032 | n/a | --- |

Fees will be pro-rated if the child enters PALS after the December 01, 2020 Alberta Education Program Unit Funding (PUF) deadline.



RECOMMENDATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Heather Wall, Board Vice-Chair, Audit Committee Chair

SUBJECT: Audit Engagement Letter

ORIGINATOR: Heather Wall, Vice Chair, Chair of the Audit Committee

RESOURCE STAFF: Candace Cole, Secretary-Treasurer
Leah Lewis, Director, Financial Services

REFERENCE: Board Policy 2: Role of the Board
Board Policy 8: Board Committees

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.

RECOMMENDATION:

That the Board of Trustees approve the 2020 audit engagement letter, as presented.

BACKGROUND:

Under Board Policy 8: Board Committees, Section 3, the Audit Committee is charged with assisting the Board of Trustees in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved, by overseeing the processes for managing and reporting on financial activities and related internal controls.

On June 9, 2020, the Audit Committee received the 2020 Audit Service Plan and engagement letter (attached). The letter confirms the services of the auditors and related terms of engagement for the fiscal year ending August 31, 2020.

Board Policy 2: Role of the Board, Fiscal Accountability requires the Board to ensure the terms of engagement are met and receive the final audit report upon its completion.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Following Board approval of the 2020 audit engagement letter, it will be signed and submitted to the auditor, MNP LLP, prior to interim audit work commencing July 13, 2020.

ATTACHMENT(S):

1. Engagement letter

June 9, 2020

Ms. Heather Wall, Chair of the Audit Committee
Mr. Mark Liguori, Superintendent
Ms. Candace Cole, Secretary-Treasurer

The Board of Trustees of Elk Island Public Schools

Central Administration Building
683 Wye Road
Sherwood Park, AB T8B 1N2

Dear Ladies and Gentlemen:

This letter will confirm the arrangements discussed with you regarding the services we will render to The Board of Trustees of Elk Island Public Schools (the "Division") commencing with the fiscal year ending August 31, 2020.

Our responsibilities

We will audit the financial statements of The Board of Trustees of Elk Island Public Schools for the year ended August 31, 2020.

Our audit will be conducted in accordance with Canadian generally accepted auditing standards. Accordingly, we will plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements taken as a whole are free of material misstatement, whether caused by fraud or error.

Our responsibilities, objective, scope, independence and the inherent limitations of an audit conducted in accordance with Canadian generally accepted auditing standards are detailed in Appendix A, which forms part of our mutual understanding of the terms of this engagement.

Management's responsibilities

The operations of the Division are under the control of management, which has responsibility for the accurate recording of transactions and the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards. This includes the design, implementation and maintenance of internal control relating to the preparation and presentation of the financial statements.

Appendix B, which describes in detail management's responsibilities with respect to this engagement, forms part of our mutual understanding of the terms of this engagement.

Other information

Canadian generally accepted auditing standards also require us to read and consider the other information included in the Division's annual report. We must consider whether there are material inconsistencies between the other information and the financial statements, or between the other information and our knowledge obtained during the course of our audit. If the annual report will not be available until after the date of our audit report, a final version of the document(s) must be made available to us prior to their issuance, so that we may complete the procedures required by Canadian generally accepted auditing standards.

Reporting

Unless unanticipated difficulties are encountered, our report will be substantially in the form illustrated in Appendix C.

Fees and expenses

Our fees and expenses are discussed in detail in Appendix D.

Other matters

We will, as permitted by the Rules of Professional Conduct, provide additional services upon request, in areas such as taxation, leadership and human resource management, communication, marketing, strategic planning, financial management and technology consulting.

Our standard terms and conditions, included as Appendix E, form part of our mutual understanding of the terms of this engagement. In the event that you choose to terminate this engagement based on the terms outlined in Appendix E, we reserve the right to notify all financial statement users of the change.

The privacy and security of the personal information you provide is important to us. We strive to ensure the strictest compliance with all applicable provincial and federal standards of protection and disclosure of personal information by any and all of our employees, agents, divisions and/or affiliates (referred to collectively as "MNP"). You may review our privacy policy at www.mnp.ca. We will not collect, use, or disclose any of your personal information without your knowledge and consent, unless required to do so by legal authority or the applicable provincial Rules of Professional Conduct.

By signing this engagement letter you agree that for the purposes of this engagement MNP may collect, use, and disclose personal information in accordance with our privacy policy. You also agree that MNP may collect and use personal information from you for the purposes of providing other services or informing you of other opportunities from time to time ("Other Matters"). Personal information that is not relevant to the purposes of this engagement or to any Other Matters will not be disclosed to anyone for any reason without your further prior consent.

In accordance with professional regulations (and by Firm policy), our client files must be periodically reviewed by provincial or national practice inspectors and by other Firm personnel to ensure we are adhering to professional and Firm standards. Confidentiality of client information will be maintained throughout this process.

The arrangements outlined in this letter and its appendices will continue in effect from year to year, unless changed in writing.

We believe the foregoing correctly sets forth our understanding, but if you have any questions, please let us know. If you find the arrangements acceptable, please acknowledge your agreement to the understanding by signing and returning the second copy of this engagement letter to us.

It is a pleasure for us to be of service to you. We look forward to many years of association with you and The Board of Trustees of Elk Island Public Schools.

Sincerely,

MNP LLP

MNP LLP

TB/mdm

RESPONSE:

This letter correctly sets forth the understanding of The Board of Trustees of Elk Island Public Schools.

Officer Signature

Title

Date



RECOMMENDATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Use of Reserves for the 2021 Election

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, 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, managing and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve a transfer from:

- the Election Reserve of up to \$90,486; and
- Division Unallocated Reserves of up to \$9,514

to accrue up to \$100,000 for the 2021 election.

BACKGROUND:

EIPS wants to smooth Board System and Administration (BSA) expenditures. The election costs qualify as a BSA expenditure and currently are all charged in the year of the election – resulting in a large spike in BSA costs every four years. Accruing one quarter of total election costs each year is common practice with other school divisions and allows for a more even distribution of BSA expenditures.

Some key points to consider are:

- Total budget for 2017 election was \$195,000
- The actual 2017 election cost was \$154,566. This was lower than budgeted because there were no election costs for the City of Fort Saskatchewan or Lamont County in 2017.
- To be prudent, \$200,000 is estimated for the next election and roughly one quarter should be allocated to this liability annually.



RECOMMENDATION REPORT

In the 2020-21 Key Budget Assumptions Recommendation Report brought to the Board on April 23, administration indicated they would be requesting access to reserves in the 2019-20 year to accrue up to \$100,000 for the 2021 election. The reason we say “up to” is EIPS will only make this accrual if EIPS will not go over the 3.6% BSA limit. For the 2019-20 year, EIPS is still subject to the 3.6% BSA limit.

At the end of August 31, 2019, there was \$90,486 in the Election Reserve and administration is requesting to use this reserve to fund most of the accrual. The remaining \$9,514 needed to attain the \$100,000 accrual in total is to come from the Division Unallocated Reserve. Attachment 1 identifies the amounts coming from the two reserves discussed above.

In 2020-21 and future years, a \$50,000 allocation will be made to accrue for the election.

COMMUNICATION PLAN:

N/A

ATTACHMENTS:

1. Division Detail Reserves 2019-20 Projection

ELK ISLAND PUBLIC SCHOOLS
Division Detail, 19-20 Projection

| Operating Reserves | | | | | | | | | | | | | | |
|--|------------------|----------------------|-----------------------|------------------|---------------------|-----------------------|---------------------|---------------------|---------------------|------------------------|-------------------|--------------------|------------------------|-----------|
| | A | B | C | D | E | F = A + B + C + D + E | G | H = F - G | | | | | | |
| | | | | | | | | | Audited | 2019-20 | | Projected | Budget | |
| | | | | | | | | | 31-Aug-19 | Contribution /(Use) | Capital Effect | Budget Transfer | Projection Transfer | 31-Aug-20 |
| Central Services & Schools | F | \$ 4,406,406 | \$ 2,108,526 | \$ - | \$ (984,495) | \$ (1,329,781) | \$ 4,200,656 | \$ 1,639,390 | \$ 2,561,266 | | | | | |
| Leveraging Student Achievement | | 418,697 | (72,233) | - | (346,464) | - | - | - | - | | | | | |
| Election | | 90,486 | (90,486) | - | - | - | 90,486 | (90,486) | | | | | | |
| Davidson Creek Elementary | | 30,944 | (30,944) | - | - | - | - | - | - | | | | | |
| Ardrossan Elementary Replacement Planning | | 10,437 | (10,437) | - | - | - | - | - | - | | | | | |
| Heritage Hills Elementary | | 80,000 | - | - | (80,000) | - | - | - | - | | | | | |
| School Building | | 335,717 | (335,717) | - | - | - | - | - | - | | | | | |
| Enterprise Resource Planning | | 457,098 | (377,098) | - | (80,000) | - | - | - | - | | | | | |
| Central Projects | | 1,202,250 | (37,932) | (828,926) | - | - | 335,392 | - | 335,392 | | | | | |
| Off To a Good Start | | 1,202,250 | (37,932) | (828,926) | - | - | 335,392 | - | 335,392 | | | | | |
| Mechanical Cooling for Modulares | | 148,655 | - | - | (148,655) | - | - | - | - | | | | | |
| Modular Relocation | | 196,963 | - | - | (196,963) | - | - | - | - | | | | | |
| New Curriculum Costs | | 215,031 | (215,031) | - | - | - | - | - | - | | | | | |
| Projects | | 80,831 | (53,607) | - | (27,224) | - | - | - | - | | | | | |
| EIPs Division Allocated Reserves | | 641,480 | (268,638) | - | (372,842) | - | - | - | - | | | | | |
| EIPs Division Allocated Reserves | G | 2,810,011 | (846,387) | (828,926) | (799,306) | - | 335,392 | 90,486 | 244,906 | | | | | |
| Capital Effect | | - | - | 910,000 | - | - | 910,000 | 910,000 | - | | | | | |
| Funding Shortfall - from Central Services Reserves | | - | (378,828) | - | 378,828 | - | - | - | - | | | | | |
| Funding Shortfall - from Schools - Operations Reserves | | - | (605,667) | - | 605,667 | - | - | - | - | | | | | |
| Funding Shortfall - from Division Allocated Reserves | | - | (799,306) | - | 799,306 | - | - | - | - | | | | | |
| Funding Shortfall - from Division Unallocated Reserves | | - | (3,673,293) | - | - | - | (3,673,293) | (3,673,293) | - | | | | | |
| Net Savings Due to COVID Reductions | | - | - | - | - | 755,000 | 755,000 | - | 755,000 | | | | | |
| Central Services Transfer (Attachment 5) | | - | - | - | - | 574,781 | 574,781 | - | 574,781 | | | | | |
| Election Accrual | | - | (9,514) | - | - | - | (9,514) | - | (9,514) | | | | | |
| EIPs District Reserve | | 5,368,308 | - | - | - | - | 5,368,308 | 5,368,308 | - | | | | | |
| EIPs Division Unallocated Reserve | H | 5,368,308 | (5,466,608) | 910,000 | 1,783,801 | 1,329,781 | 3,925,282 | 2,605,015 | 1,320,267 | | | | | |
| Total EIPs Division Reserves | I = G + H | 8,178,319 | (6,312,995) | 81,074 | 984,495 | 1,329,781 | 4,260,674 | 2,695,501 | 1,565,173 | | | | | |
| Total Operating Reserves | J = F + I | \$ 12,584,725 | \$ (4,204,469) | \$ 81,074 | \$ - | \$ - | \$ 8,461,330 | \$ 4,334,891 | \$ 4,126,439 | | | | | |
| EIPs Division Unallocated Reserve (H) | | | | | | | | | | | | | | |
| As a percentage of operating expenses | | 2.69% | | | | | 1.97% | | | | | | | |
| Dollars above 2% of operating expenses | | \$ 1,370,004 | | | | | \$ (67,402) | | | | | | | |

¹ Projection transfer for Central Services surpluses greater than 2% and finished internal projects and hold harmless programs.



INFORMATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2019 to May 31, 2020

ORIGINATOR: Candace Cole, Secretary-Treasurer

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

REFERENCE: Policy 2: Role of the Board

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

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

ISSUE:

That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2019 to May 31, 2020 for Elk Island Public Schools.

BACKGROUND:

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

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the nine-month period ended May 31, 2020. This report compares current results to the fall budget, and does not include School Generated Funds. Notes are provided for any year-to-date variances exceeding five per cent of budget and \$75,000.

As of May 31, 2020, the Division has an overall operating deficit of \$4,960,000. Revenue and expense variances are detailed in the Third Quarter Report 2019-20.

ATTACHMENT:

1. Third Quarter Report 2019-20



Your Future in **MIND** ●

**Third
Quarter
Report**

2019-20

This document includes the Financial Statements of Elk Island Public Schools for the period September 1, 2019 to May 31, 2020 and variance notes to these statements.

**Report to the
Board of Trustees**

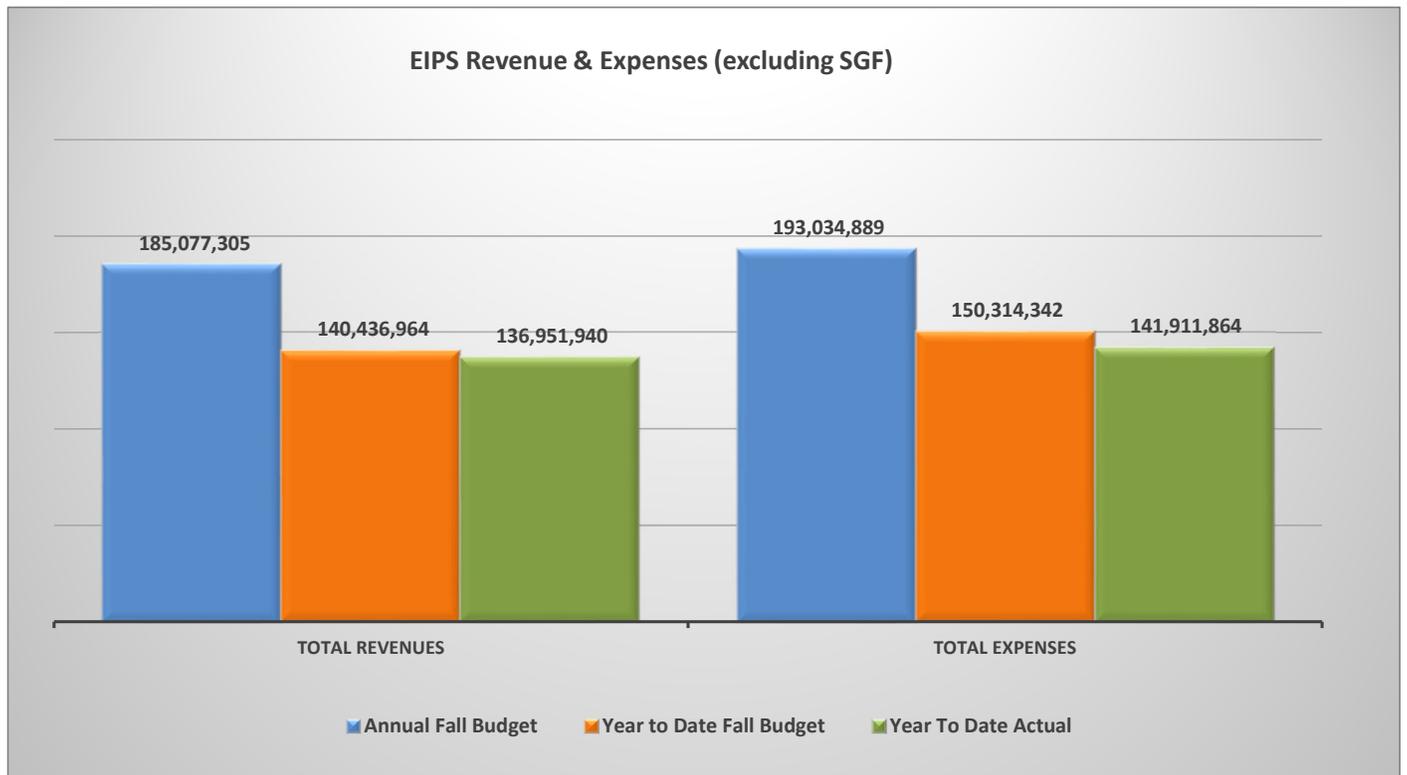
June 18, 2020

This information has not been audited.

Elk Island Public Schools
Highlights
For The Nine Month Period Ended May 31, 2020
(excluding School Generated Funds)

| | |
|---|----------------------------|
| CURRENT RESULTS | |
| \$4,960,000 DEFICIT | |
| <i>\$7,958,000 deficit budgeted for year end, resulting in:</i> | |
| \$4,917,000 Year to Date Variance | |
| The variance is comprised of: | |
| Revenue less than budget | \$ (3,485,000) |
| Spending less than budget | |
| Schools | \$ 4,150,000 |
| Central Services | \$ 2,982,000 |
| Infrastructure, Maintenance, and Renewal | <u>\$ 1,270,000</u> |
| Year to Date Variance | <u>\$ 4,917,000</u> |
| <i>Third Quarter Results for Prior Year 2018-19:</i> | |
| <i>\$4,372,000 deficit</i> | |
| <i>\$2,191,000 budget variance</i> | |

| | |
|--|---------------------|
| REVENUES ARE | EXPENSES ARE |
| 2% \$3,485,000 | 6% \$8,402,000 |
| below Budget | below Budget |
| <p>The COVID-19 pandemic and resulting closure of in-school classes has had a significant impact on the Division. Provincial funding has been reduced by over \$2 million as of the end of May, and further reductions will be recognized in June. In terms of expenses, school and department activities have been impacted drastically, with services being modified, reduced, or eliminated across every facet of the Division's operations.</p> | |
| <p>Infrastructure Maintenance and Renewal spending is \$1,270,000 below budget. These projects do not follow a uniform spending pattern over the year and typically have significant costs incurred when schools are not open to students. This grant revenue is recognized to match expenses as they are incurred.</p> | |

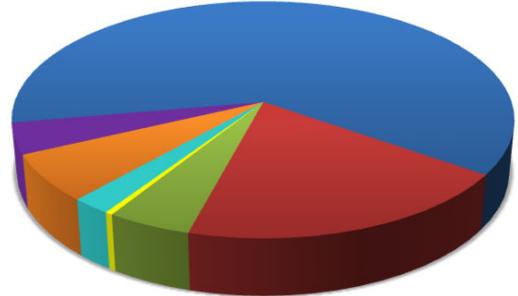


Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Nine Month Period Ended May 31, 2020

Revenues by Object

| | |
|---------------------------------------|---------------------------|
| ■ | Base Funding |
| ■ | Differential Cost Funding |
| ■ | Transportation |
| ■ | IMR |
| ■ | Other AB ED |
| ■ | Teacher Pensions |
| ■ | Other (not AB ED) |

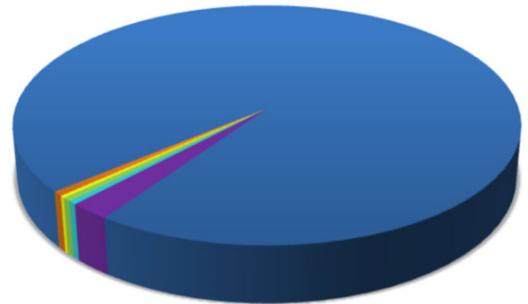
| | \$ | % |
|---------------------------|--------------------|---------------|
| Base Funding | 85,641,817 | 62.6% |
| Differential Cost Funding | 26,567,415 | 19.4% |
| Transportation | 6,504,656 | 4.8% |
| IMR | 585,831 | 0.4% |
| Other AB ED | 3,043,729 | 2.2% |
| Teacher Pensions | 8,812,163 | 6.4% |
| Other (not AB ED) | 5,796,329 | 4.2% |
| \$ | 136,951,940 | 100.0% |



Revenues by Source

| | |
|---------------------------------------|------------------------|
| ■ | Alberta Education |
| ■ | Alberta Infrastructure |
| ■ | Other Govt of Alberta |
| ■ | Fees |
| ■ | Sales and Services |
| ■ | Other |

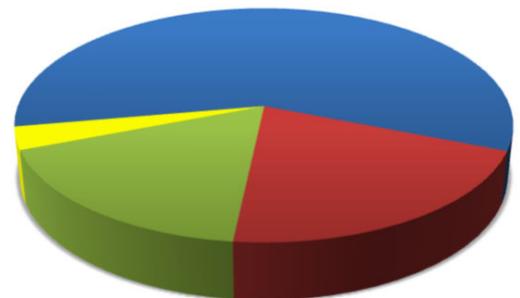
| | \$ | % |
|------------------------|--------------------|---------------|
| Alberta Education | 131,155,611 | 95.8% |
| Alberta Infrastructure | 3,194,555 | 2.3% |
| Other Govt of Alberta | 652,103 | 0.5% |
| Fees | 725,142 | 0.5% |
| Sales and Services | 365,698 | 0.3% |
| Other | 858,831 | 0.6% |
| \$ | 136,951,940 | 100.0% |



Expenses by Object

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

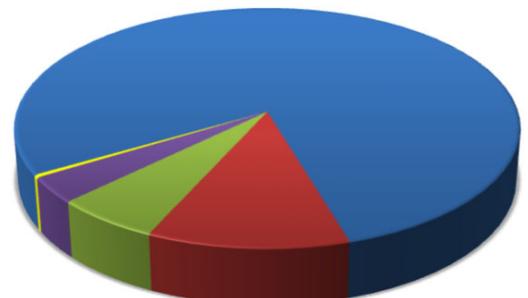
| | \$ | % |
|----------------------------------|--------------------|---------------|
| Certificated Salaries & Benefits | 83,455,270 | 58.8% |
| Classified Salaries & Benefits | 29,324,812 | 20.7% |
| Services, Contracts & Supplies | 24,672,000 | 17.4% |
| Capital & Debt Services | 4,459,782 | 3.1% |
| \$ | 141,911,864 | 100.0% |



Expenses by Program

| | |
|---------------------------------------|---------------------------------|
| ■ | Instruction (excluding SGF) |
| ■ | Plant Operations & Maintenance |
| ■ | Transportation |
| ■ | Board and System Administration |
| ■ | External Services |

| | \$ | % |
|---------------------------------|--------------------|---------------|
| Instruction (excluding SGF) | 111,699,952 | 78.7% |
| Plant Operations & Maintenance | 16,220,894 | 11.4% |
| Transportation | 8,541,873 | 6.0% |
| Board and System Administration | 4,932,537 | 3.5% |
| External Services | 516,608 | 0.4% |
| \$ | 141,911,864 | 100.0% |



Elk Island Public Schools
Statement of Revenues and Expenses
For The Nine Month Period Ended May 31, 2020

| Annual Budget | | Year to Date | | |
|---------------|------|--------------|--------|----------|
| Spring | Fall | Fall Budget | Actual | Variance |

REVENUES

| | | | | | |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Alberta Education | \$ 183,658,716 | \$ 176,561,172 | \$ 134,147,002 | \$ 131,155,611 | \$ (2,991,391) |
| Alberta Infrastructure | - | 4,931,362 | 3,195,855 | 3,194,555 | (1,300) |
| Other Government of Alberta | 1,690,029 | 884,938 | 703,443 | 652,103 | (51,340) |
| Other Alberta School Authorities | 155,684 | 155,684 | 150,830 | 79,605 | (71,225) |
| Fees | 1,089,000 | 1,103,000 | 1,103,000 | 725,142 | (377,858) |
| Other Sales and Services | 466,703 | 523,609 | 404,018 | 365,698 | (38,320) |
| Investment Income | 325,000 | 299,000 | 224,244 | 298,833 | 74,589 |
| Gifts and Donations | 404,820 | 381,082 | 330,480 | 318,912 | (11,568) |
| Rental of Facilities | 240,857 | 237,458 | 178,092 | 161,481 | (16,611) |
| Sub-Total (excluding SGF) | <u>188,030,809</u> | <u>185,077,305</u> | <u>140,436,964</u> | <u>136,951,940</u> | <u>(3,485,024)</u> |
| School Generated Funds (SGF) | 7,527,117 | 7,497,765 | | | |
| | <u>195,557,926</u> | <u>192,575,070</u> | | | |

EXPENSES BY OBJECT

| | | | | | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| Certificated Salaries & Benefits | 109,328,464 | 109,775,250 | 83,866,564 | 83,455,270 | 411,294 |
| Classified Salaries & Benefits | 37,426,182 | 38,558,506 | 32,135,125 | 29,324,812 | 2,810,313 |
| Services, Contracts & Supplies | 35,601,940 | 37,540,359 | 29,835,630 | 24,672,000 | 5,163,630 |
| Capital & Debt Services | 7,207,091 | 7,160,774 | 4,477,023 | 4,459,782 | 17,241 |
| Sub-Total (excluding SGF) | <u>189,563,677</u> | <u>193,034,889</u> | <u>150,314,342</u> | <u>141,911,864</u> | <u>8,402,478</u> |
| School Generated Funds (SGF) | 7,527,117 | 7,497,765 | | | |
| | <u>197,090,794</u> | <u>200,532,654</u> | | | |
| Operations Surplus/(Deficit) | <u>\$ (1,532,868)</u> | <u>\$ (7,957,584)</u> | <u>\$ (9,877,378)</u> | <u>\$ (4,959,924)</u> | <u>\$ 4,917,454</u> |

| EXPENSES BY DECISION UNIT | | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| Schools (Pages 6 and 7) | \$ 132,451,963 | \$ 134,578,905 | \$ 105,719,727 | \$ 101,569,393 | \$ 4,150,334 |
| Central Services (Page 9) | 57,111,714 | 58,455,984 | 44,594,615 | 40,342,471 | 4,252,144 |
| | <u>189,563,677</u> | <u>193,034,889</u> | <u>\$ 150,314,342</u> | <u>\$ 141,911,864</u> | <u>\$ 8,402,478</u> |
| School Generated Funds (SGF) | 7,527,117 | 7,497,765 | | | |
| | <u>\$ 197,090,794</u> | <u>\$ 200,532,654</u> | | | |

| EXPENSES BY PROGRAM | | | | | |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| Instruction (excluding SGF) | \$ 147,155,961 | \$ 149,423,738 | \$ 116,734,356 | \$ 111,699,952 | \$ 5,034,404 |
| Operations & Maintenance | 23,999,514 | 24,659,063 | 18,132,041 | 16,220,894 | 1,911,147 |
| Transportation | 11,050,285 | 11,399,444 | 9,926,618 | 8,541,873 | 1,384,745 |
| Board and System Administration | 6,548,850 | 6,617,377 | 4,810,300 | 4,932,537 | (122,237) |
| External Services | 809,067 | 935,267 | 711,027 | 516,608 | 194,419 |
| | <u>189,563,677</u> | <u>193,034,889</u> | <u>\$ 150,314,342</u> | <u>\$ 141,911,864</u> | <u>\$ 8,402,478</u> |
| School Generated Funds (SGF) | 7,527,117 | 7,497,765 | | | |
| | <u>\$ 197,090,794</u> | <u>\$ 200,532,654</u> | | | |

Elk Island Public Schools
Statement of Revenues (excluding SGF)
For The Nine Month Period Ended May 31, 2020

| | Annual Fall Budget | Year to Date | | | | Note Reference |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|-------------------|
| | | Fall Budget* | Actual | Variance (\$) | Variance (%) | |
| ALBERTA EDUCATION | | | | | | |
| Base Funding | | | | | | |
| Early Childhood Services | \$ 4,782,736 | \$ 3,587,049 | \$ 3,587,049 | \$ - | - | |
| Base Instruction (Gr 1-9) | 79,703,254 | 59,777,433 | 59,777,433 | - | - | |
| Base Instruction (Gr 10-12) | 28,905,385 | 21,679,038 | 21,705,850 | 26,812 | 0% | |
| Base Instruction Reduction | - | - | (1,180,697) | (1,180,697) | (100%) | A |
| Home Education | 33,416 | 25,065 | 25,065 | - | - | |
| One-Time Transition Funding | 3,369,800 | 2,527,353 | 2,527,353 | - | - | |
| System Administration Reduction | (800,236) | (800,236) | (800,236) | - | - | |
| | 115,994,355 | 86,795,702 | 85,641,817 | (1,153,885) | (1%) | |
| Differential Cost Funding | | | | | | |
| Plant Operations & Maintenance | 13,322,622 | 9,991,971 | 9,991,971 | - | - | |
| Inclusive Education | 10,261,631 | 7,696,224 | 7,696,224 | - | - | |
| Program Unit Funding | 5,681,142 | 4,874,841 | 4,874,841 | - | - | |
| Equity of Opportunity | 1,914,203 | 1,435,653 | 1,435,653 | - | - | |
| Socio-Economic Status | 1,374,189 | 1,030,644 | 1,030,644 | - | - | |
| Small School by Necessity | 172,928 | 129,699 | 129,699 | - | - | |
| First Nations, Métis and Inuit | 1,280,006 | 960,012 | 960,012 | - | - | |
| English as a Second Language | 385,828 | 289,368 | 289,368 | - | - | |
| Outreach Programs | 188,918 | 141,687 | 141,687 | - | - | |
| Hutterite Colony Funding | 23,083 | 17,316 | 17,316 | - | - | |
| | 34,604,550 | 26,567,415 | 26,567,415 | - | - | |
| Transportation Funding | 9,806,125 | 7,354,590 | 6,504,656 | (849,934) | (12%) | B |
| Infrastructure Maintenance and Renewal | 2,474,316 | 1,855,737 | 585,831 | (1,269,906) | (68%) | C |
| Other | | | | | | |
| Regional Collaborative Service Delivery | 1,105,594 | 829,197 | 856,846 | 27,649 | 3% | |
| Lease Support | 651,746 | 488,808 | 488,808 | - | - | |
| Secondments | 1,118,152 | 963,153 | 963,153 | - | - | |
| SuperNet | 393,600 | 295,200 | 295,200 | - | - | |
| Institutional Programs | 365,565 | 274,176 | 265,757 | (8,419) | (3%) | |
| French Language Funding | 126,895 | 95,175 | 85,349 | (9,826) | (10%) | |
| CTS Bridge to Certification | 34,251 | 30,825 | 3,890 | (26,935) | (87%) | |
| Odyssey Languages Assistant Program | 41,667 | 31,248 | 49,054 | 17,806 | 57% | |
| School Nutrition Program | 166,000 | 149,400 | 135,889 | (13,511) | (9%) | |
| Dual Credit Programming | 52,035 | 39,024 | 1,508 | (37,516) | (96%) | |
| LAPP Adjustment | (208,000) | (208,000) | (208,000) | - | - | |
| | 3,847,505 | 2,988,206 | 2,937,454 | (50,752) | (2%) | |
| Supported Amortization | 334,321 | 106,272 | 106,275 | 3 | 0% | |
| Teacher Pensions | 9,500,000 | 8,479,080 | 8,812,163 | 333,083 | 4% | |
| TOTAL ALBERTA EDUCATION | <u>176,561,172</u> | <u>134,147,002</u> | <u>131,155,611</u> | <u>(2,991,391)</u> | <u>(2%)</u> | |
| Alberta Infrastructure | 4,931,362 | 3,195,855 | 3,194,555 | (1,300) | (0%) | |
| Other Government of Alberta | 884,938 | 703,443 | 652,103 | (51,340) | (7%) | |
| Other Alberta School Authorities | 155,684 | 150,830 | 79,605 | (71,225) | (47%) | |
| Fees | 1,103,000 | 1,103,000 | 725,142 | (377,858) | (34%) | D |
| Other Sales and Services | 523,609 | 404,018 | 365,698 | (38,320) | (9%) | |
| Investment Income | 299,000 | 224,244 | 298,833 | 74,589 | 33% | |
| Gifts and Donations | 381,082 | 330,480 | 318,912 | (11,568) | (4%) | |
| Rental of Facilities | 237,458 | 178,092 | 161,481 | (16,611) | (9%) | |
| | 8,516,133 | 6,289,962 | 5,796,329 | (493,633) | (8%) | |
| TOTAL REVENUES | <u>\$ 185,077,305</u> | <u>\$ 140,436,964</u> | <u>\$ 136,951,940</u> | <u>\$ (3,485,024)</u> | <u>(2%)</u> | |

*Year to Date Fall Budget is allocated by month to match expected revenue patterns.

Elk Island Public Schools
Revenue Notes
For the Nine Month Period Ended May 31, 2020

A. Base Funding – Base Instruction Reduction

As a result of the pandemic and subsequent cancellation of in-school classes, Alberta Education reduced base instruction funding from the Division’s original entitlement. The reduction included on these statements is for one month (May) and will be further reduced in June.

B. Transportation Funding

As a result of the pandemic and subsequent cancellation of in-school classes, Alberta Education reduced transportation funding from the Division’s original entitlement. The reduction included on these statements is for two months (April and May) and will be further reduced in June.

C. Infrastructure Maintenance Renewal (IMR)

Revenue has been recognized to match IMR project expenses incurred to May 31, 2020.

IMR expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. Also, due to the late budget announcement, work on IMR projects did not begin until early November. With schools being closed as a result of the pandemic, some projects planned for the summer have been moved into the Spring, but the majority will still be completed over the summer months.

The revenue variance is offset by an equal variance in expenses, resulting in no impact to the bottom line.

D. Fees

As a result of the pandemic and subsequent cancellation of in-school classes, transportation services were no longer being provided by the Division as of mid-March. As a result, the annual transportation fees paid by parents were not fully recognized as revenue and are therefore below budget.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Nine Month Period Ended May 31, 2020

| | Annual Fall Budget | Year to Date | | | | Note Reference |
|---|-----------------------|--------------|--------------|---------------|--------------|-------------------|
| | | Fall Budget* | Actual | Variance (\$) | Variance (%) | |
| Sector 1 - Sherwood Park | | | | | | |
| Bev Facey Community High | \$ 7,223,922 | \$ 6,491,762 | \$ 6,463,537 | \$ 28,225 | 0% | |
| Brentwood Elementary | 3,100,051 | 2,790,569 | 2,771,980 | 18,589 | 1% | |
| Clover Bar Junior High | 2,437,398 | 2,188,398 | 2,152,904 | 35,494 | 2% | |
| Davidson Creek Elementary | 3,374,625 | 3,040,462 | 2,966,850 | 73,612 | 2% | |
| École Campbelltown | 3,174,702 | 2,860,351 | 2,780,555 | 79,796 | 3% | |
| F.R. Haythorne Junior High | 4,154,796 | 3,745,157 | 3,712,143 | 33,014 | 1% | |
| Glen Allan Elementary | 2,490,795 | 2,240,341 | 2,176,892 | 63,449 | 3% | |
| Lakeland Ridge | 4,529,402 | 4,047,240 | 3,970,035 | 77,205 | 2% | |
| Mills Haven Elementary | 2,914,816 | 2,633,203 | 2,576,839 | 56,364 | 2% | |
| Pine Street Elementary | 2,773,394 | 2,510,344 | 2,383,163 | 127,181 | 5% | |
| Salisbury Composite High | 6,983,338 | 6,312,548 | 6,256,375 | 56,173 | 1% | |
| Sherwood Heights Junior High | 3,586,020 | 3,218,349 | 3,206,573 | 11,776 | 0% | |
| Strathcona Christian Academy Elementary | 3,495,479 | 3,144,324 | 3,095,823 | 48,501 | 2% | |
| Strathcona Christian Academy Secondary | 3,771,199 | 3,374,765 | 3,301,687 | 73,078 | 2% | |
| Wes Hosford Elementary | 2,820,170 | 2,547,784 | 2,491,322 | 56,462 | 2% | |
| Westboro Elementary | 2,821,879 | 2,551,513 | 2,482,371 | 69,142 | 3% | |
| Woodbridge Farms Elementary | 2,362,679 | 2,133,126 | 2,056,351 | 76,775 | 4% | |
| | 62,014,665 | 55,830,231 | 54,845,400 | 984,831 | 2% | |
| Sector 2 - Strathcona County | | | | | | |
| Ardrossan Elementary | 3,341,586 | 3,008,943 | 2,921,509 | 87,434 | 3% | |
| Ardrossan Junior Senior High | 4,986,845 | 4,477,399 | 4,476,380 | 1,019 | 0% | |
| Fultonvale Elementary Junior High | 3,111,604 | 2,794,251 | 2,770,069 | 24,182 | 1% | |
| Uncas Elementary | 1,449,004 | 1,303,383 | 1,188,795 | 114,588 | 9% | A |
| Wye Elementary | 2,320,203 | 2,084,392 | 2,012,508 | 71,884 | 3% | |
| | 15,209,242 | 13,668,368 | 13,369,261 | 299,107 | 2% | |
| Sector 3 - Fort Saskatchewan | | | | | | |
| Castle (Scotford Colony) | 193,812 | 177,884 | 174,553 | 3,331 | 2% | |
| École Parc Élémentaire | 2,259,221 | 2,030,468 | 1,977,846 | 52,622 | 3% | |
| Fort Saskatchewan Christian | 2,715,974 | 2,457,842 | 2,421,097 | 36,745 | 1% | |
| Fort Saskatchewan Elementary | 2,411,788 | 2,175,402 | 2,114,565 | 60,837 | 3% | |
| Fort Saskatchewan High | 3,046,275 | 2,740,123 | 2,694,550 | 45,573 | 2% | |
| James Mowat Elementary | 2,458,936 | 2,200,000 | 2,107,898 | 92,102 | 4% | |
| Rudolph Hennig Junior High | 3,014,467 | 2,715,791 | 2,666,456 | 49,335 | 2% | |
| SouthPointe School | 3,176,679 | 2,877,178 | 2,785,504 | 91,674 | 3% | |
| Win Ferguson Elementary | 2,793,603 | 2,513,986 | 2,385,389 | 128,597 | 5% | |
| | 22,070,755 | 19,888,672 | 19,327,858 | 560,814 | 3% | |
| Sector 4 - Lamont County | | | | | | |
| Andrew School | 932,592 | 847,056 | 823,876 | 23,180 | 3% | |
| Bruderheim School | 1,174,187 | 1,060,028 | 1,041,978 | 18,050 | 2% | |
| Lamont Elementary | 2,368,719 | 2,135,343 | 2,085,452 | 49,891 | 2% | |
| Lamont High | 2,259,392 | 2,032,293 | 2,030,389 | 1,904 | 0% | |
| Mundare School | 1,421,438 | 1,294,211 | 1,223,981 | 70,230 | 5% | |
| | 8,156,328 | 7,368,930 | 7,205,676 | 163,254 | 2% | |
| Sector 5 - County of Minburn | | | | | | |
| A.L. Horton Elementary | 2,363,304 | 2,129,105 | 2,046,351 | 82,754 | 4% | |
| Pleasant Ridge Colony | 92,584 | 83,292 | 80,306 | 2,986 | 4% | |
| Vegreville Composite High | 2,816,715 | 2,526,034 | 2,408,658 | 117,376 | 5% | |
| | 5,272,603 | 4,738,430 | 4,535,315 | 203,115 | 4% | |

Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Nine Month Period Ended May 31, 2020

| | Annual Fall Budget | Year to Date | | | | Note Reference |
|---|------------------------------|------------------------------|------------------------------|----------------------------|------------------|-------------------|
| | | Fall Budget* | Actual | Variance (\$) | Variance (%) | |
| Supports For Students - Schools | | | | | | |
| Early Learning | 2,810,750 | 2,549,345 | 2,348,025 | 201,320 | 8% | B |
| Mental Health Capacity Building | 225,061 | 168,795 | 164,188 | 4,607 | 3% | |
| Regional Collaborative Service Delivery | 1,047,277 | 785,475 | 813,106 | (27,631) | (4%) | |
| Specialized Supports | 362,908 | 283,203 | 250,901 | 32,302 | 11% | |
| School Nutrition Program | 166,000 | 149,400 | 135,889 | 13,511 | 9% | |
| Partners 4 Science | 164,284 | 147,861 | 125,423 | 22,438 | 15% | |
| | <u>4,776,280</u> | <u>4,084,078</u> | <u>3,837,532</u> | <u>246,546</u> | <u>6%</u> | |
| Other | | | | | | |
| Elk Island Youth Ranch Learning Centre | 340,807 | 304,038 | 300,431 | 3,607 | 1% | |
| Next Step Continuing Education - Credit | 500,265 | 447,429 | 257,798 | 189,631 | 42% | C |
| Next Step Home Education/Centre for Education | 145,357 | 121,113 | 102,354 | 18,759 | 15% | |
| Next Step Outreach | 2,277,028 | 1,953,817 | 1,941,063 | 12,754 | 1% | |
| Ardrossan Elementary - Replacement | 5,637 | 4,230 | 4,901 | (671) | (16%) | |
| Davidson Creek Elementary- Start Up | 30,944 | 23,211 | (3,312) | 26,523 | 114% | |
| Heritage Hills Elementary - Start Up | 335,717 | 255,005 | 105,787 | 149,218 | 59% | D |
| Other School Allocations | (64,999) | 3,830 | (42,202) | 46,032 | 1202% | |
| Conversion (10 mo. To 12 mo.) | - | (13,576,673) | (12,820,199) | (756,474) | 6% | E |
| Standard Cost Conversion | 600,000 | 540,000 | 158,096 | 381,904 | 71% | F |
| Teacher Pensions | 9,027,200 | 8,124,480 | 8,443,634 | (319,154) | (4%) | |
| Closure Adjustment | 3,881,076 | 1,940,540 | - | 1,940,540 | 100% | G |
| | <u>17,079,032</u> | <u>141,020</u> | <u>(1,551,649)</u> | <u>1,692,669</u> | <u>1200%</u> | |
| Total School Sites | <u>\$ 134,578,905</u> | <u>\$ 105,719,727</u> | <u>\$ 101,569,393</u> | <u>\$ 4,150,334</u> | <u>4%</u> | |

*The Year to Date Fall Budget is allocated by month based on the particular school, typically with even spending over ten or twelve months.

**Elk Island Public Schools
Expense Notes – Schools
For the Nine Month Period Ended May 31, 2020**

A. Sector 2 – Strathcona County – Uncas Elementary

The results are below budget due to timing of budget expenditures. The majority of expenditures for supplies, equipment, and furniture will occur in the next quarter.

B. Supports for Students (Schools) – Early Learning

This budget consists of the Program Unit Funding (PUF), Early Childhood Services Mild Moderate and Enhanced Kindergarten programs.

Expenses are below year to date budget as school closures have restricted Early Learning activities and resulted in reductions to salaries and benefits, sub costs, contract payments, mileage and other expenses.

C. Other – Next Step Continuing Education – Credit

Expense are below budget due to a timing difference as significant salary expenses are expected during the summer months. This variance will correct itself in the fourth quarter as those expenses are incurred.

D. Other – Heritage Hills Elementary – Start Up

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

E. Other – Conversion (10 mo. To 12 mo.)

This budget converts certificated salaries from a 12 month basis (as paid) to a 10 month basis (as earned). The variance indicates YTD salaries at schools are lower than budget.

F. Other – Standard Cost Conversion

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees, at the end of May. This amount will fluctuate throughout the year due to timing of actual salaries and benefit payments, as well as the composition of staff hired in comparison to budgeted.

G. Other – Closure Adjustment

The closure adjustment includes allocations removed from individual school budgets, as a way of addressing the Alberta Education funding reduction (in response to in-school classes being cancelled for the remainder of the 2019-20 school year). These allocation reductions include amounts originally budgeted for staff who were temporarily laid off, as well as substitute teacher costs.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Nine Month Period Ended May 31, 2020

| | Annual Fall Budget | Year to Date | | | | Note Reference |
|--|-----------------------|----------------------|----------------------|---------------------|--------------|-------------------|
| | | Fall Budget* | Actual | Variance (\$) | Variance (%) | |
| Governance | | | | | | |
| Board of Trustees | \$ 501,931 | \$ 405,000 | \$ 388,660 | \$ 16,340 | 4% | |
| Education Executive | | | | | | |
| Superintendent | 769,461 | 577,116 | 520,206 | 56,910 | 10% | |
| Communications | 544,902 | 408,681 | 406,585 | 2,096 | 1% | |
| | <u>1,314,363</u> | <u>985,797</u> | <u>926,791</u> | <u>59,006</u> | <u>6%</u> | |
| Supports For Students - Central | | | | | | |
| Associate Superintendent | 1,239,741 | 929,687 | 630,683 | 299,004 | 32% | A |
| Elementary Education | 988,325 | 741,249 | 643,776 | 97,473 | 13% | B |
| Secondary Education | 987,137 | 738,095 | 660,198 | 77,897 | 11% | C |
| Specialized Supports | 1,502,041 | 1,126,539 | 1,101,619 | 24,920 | 2% | |
| | <u>4,717,244</u> | <u>3,535,570</u> | <u>3,036,276</u> | <u>499,294</u> | <u>14%</u> | |
| Human Resources | | | | | | |
| Associate Superintendent | 2,501,784 | 1,867,071 | 1,663,284 | 203,787 | 11% | D |
| Staff Relations & Training | 820,421 | 620,487 | 478,769 | 141,718 | 23% | E |
| Recruitment & Staffing | 2,786,222 | 2,085,492 | 1,903,989 | 181,503 | 9% | F |
| | <u>6,108,427</u> | <u>4,573,050</u> | <u>4,046,042</u> | <u>527,008</u> | <u>12%</u> | |
| Business Services | | | | | | |
| Secretary-Treasurer | 731,205 | 548,415 | 539,520 | 8,895 | 2% | |
| Financial Services | 1,746,408 | 1,280,547 | 1,241,723 | 38,824 | 3% | |
| | <u>2,477,613</u> | <u>1,828,962</u> | <u>1,781,243</u> | <u>47,719</u> | <u>3%</u> | |
| Facility Services | | | | | | |
| Facilities | 16,516,794 | 12,676,492 | 12,008,282 | 668,210 | 5% | |
| Infrastructure Maintenance and Renewal | 2,474,316 | 1,855,737 | 585,831 | 1,269,906 | 68% | G |
| | <u>18,991,110</u> | <u>14,532,229</u> | <u>12,594,113</u> | <u>1,938,116</u> | <u>13%</u> | |
| Information Technologies | | | | | | |
| | 5,329,410 | 3,997,062 | 4,003,722 | (6,660) | (0%) | |
| Student Transportation | | | | | | |
| | 10,504,083 | 9,047,303 | 8,498,581 | 548,722 | 6% | H |
| Next Step Continuing Education - Non-Credit | | | | | | |
| | 422,447 | 316,836 | 275,207 | 41,629 | 13% | |
| Fiscal Services | | | | | | |
| Capital and Debt Services | 6,764,417 | 4,179,762 | 4,285,196 | (105,434) | (3%) | |
| Teacher Pensions | 472,800 | 354,600 | 368,530 | (13,930) | (4%) | |
| Closure Adjustment | 871,363 | 852,870 | - | 852,870 | 100% | I |
| Other Central Allocations | (19,224) | (14,427) | 138,110 | (152,537) | 1057% | J |
| | <u>8,089,356</u> | <u>5,372,806</u> | <u>4,791,836</u> | <u>580,970</u> | <u>11%</u> | |
| TOTAL CENTRAL SERVICES | <u>\$ 58,455,984</u> | <u>\$ 44,594,615</u> | <u>\$ 40,342,471</u> | <u>\$ 4,252,144</u> | <u>10%</u> | |

*The Year to Date Fall Budget is allocated by month based on the particular department, typically with even spending over ten or twelve months.

Elk Island Public Schools
Expense Notes – Central Services
For the Nine Month Period Ended May 31, 2020

A. Supports for Students (Central) – Associate Superintendent

Expenses are below year to date budget within the First Nations Métis Inuit program. Due to school closures, the majority of these funds are expected to be carried forward into 2020-21 when they will be driven out to schools.

B. Supports for Students (Central) – Elementary Education

Expenses are below year to date budget due to specific efforts to conserve funds for expected 2020-21 curriculum costs as well as cancellation of events due to COVID. As well, funding received for the Outdoor Classroom Initiative will be spent over the next quarter.

C. Supports for Students (Central) – Secondary Education

Expenses are below year to date budget as events have been cancelled due to COVID. As well, Dual Credit Programming funding is expected to be spent over the next quarter, as orders have been placed for kitchen and cosmetology equipment for Bev Facey Community High School and Vegreville Composite High.

D. Human Resources – Associate Superintendent

Expenses are below year to date budget primarily due to severance expenses being lower than budgeted. These are typically one-time payments that do not occur on a uniform basis.

E. Human Resources – Staff Relations & Training

Expenses are below year to date budget as physical distancing requirements legislated in response to the pandemic has resulted in Division professional development programming either being moved to an online (and therefore less costly) platform, rescheduled for next year, or cancelled outright.

In addition, the move to a new Enterprise Resource Planning software has lowered the costs associated with the Files Digitization project, which is expected to be completed in June.

Lower costs have also been noted in the Health Recovery, Employee Assistance, and Long Term Disability programs, which may be due partially to the pandemic, but also to the additional support available since the changeover to Alberta School Employee Benefit Plan last fall.

F. Human Resources – Recruitment & Staffing

Expenses are below year to date budget as the pandemic has curtailed the usual recruitment and staffing activities, as well as reduced costs for substitutes. Expenses related to administrative transfers are also below budget as limited transfers were required for the 2019-20 school year.

G. Facility Services – Infrastructure Maintenance & Renewal (IMR)

IMR expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. Due to the late budget announcement, work on IMR projects did not begin until early November. With schools being closed as a result of the pandemic, some projects planned for the summer have been moved into the Spring, but the majority will still be completed over the summer months.

The expense variance is offset by an equal variance in revenue, resulting in no impact to the bottom line.

H. Student Transportation

Expenses are below year to date budget as school closures due to the pandemic have curtailed student transportation activities. In addition, fuel costs have been consistently lower than originally projected in the budget.

I. Fiscal Services – Closure Adjustment

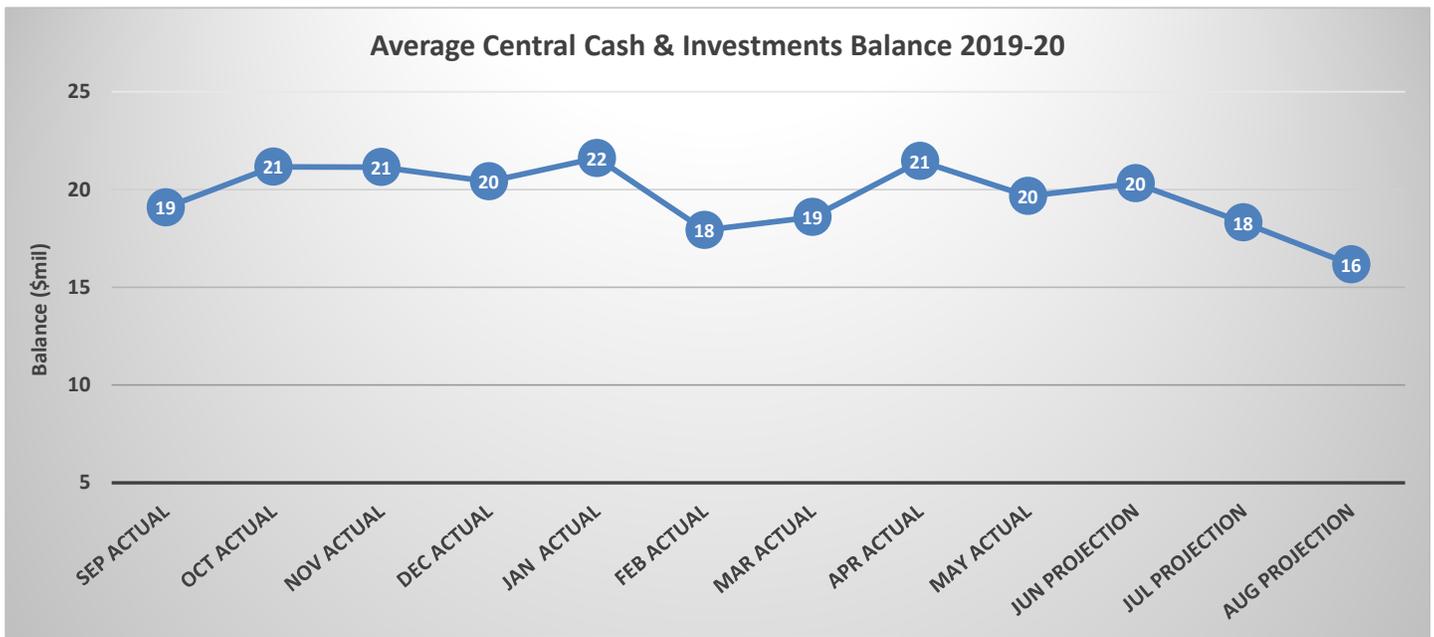
The closure adjustment includes allocations removed from individual department budgets, as a way of addressing the Alberta Education funding reduction (in response to in-school classes being cancelled for the remainder of the 2019-20 school year). These allocation reductions include amounts originally budgeted for staff who were temporarily laid off, as well as contracted transportation costs.

J. Fiscal Services – Other Central Allocations

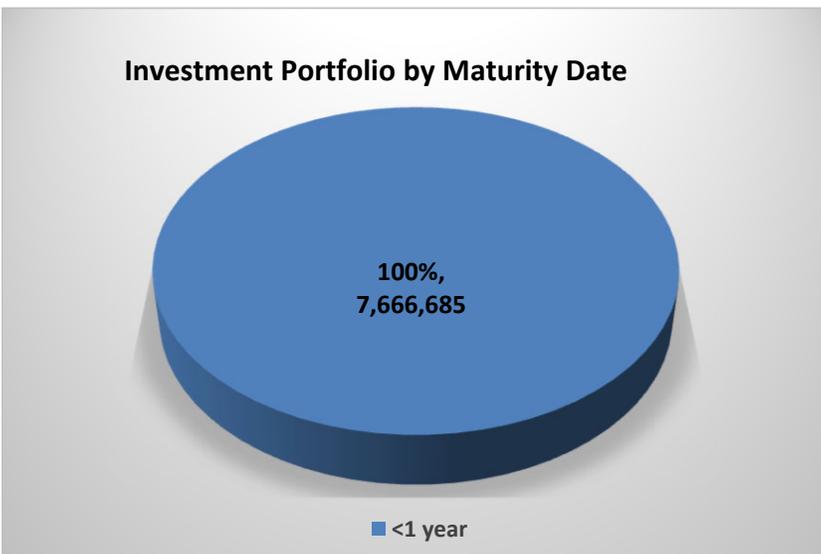
The variance relates to the accrual of salaries to the end of May. When salaries are paid in June the individual departments will be charged and the accrual cleared.

Elk Island Public Schools
Statement of Cash and Investments
As At May 31, 2020

| | <u>May 31, 2020</u> | <u>May 31, 2019</u> |
|---|-----------------------------|-----------------------------|
| Cash Account Balances | \$ 14,467,583 | \$ 7,817,824 |
| Guaranteed Investment Certificates | 7,666,685 | 13,120,523 |
| Total Central Cash and Investments | <u>22,134,268</u> | <u>20,938,347</u> |
| Less Restricted Funds (Trusts) | (2,428,841) | (2,036,508) |
| Total Available Central Cash and Investments | <u>\$ 19,705,427</u> | <u>\$ 18,901,839</u> |



Cash and investment balances are expected to fall over the 2019-20 year as the Division has planned a \$7.96 million budget deficit. In order to accommodate this spending, the Division does not anticipate reinvesting current Guaranteed Investment Certificates as they mature.



| Investment Return by Year of Purchase | |
|--|----------------|
| Year of Purchase | Average Return |
| 2017-18 | 2.49% |
| 2018-19 | 2.78% |



INFORMATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2019-20 School Fees

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Tanya Borchers, Executive Assistant

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 for information a summary of fee changes for the 2019-20 school year, for the period Jan. 1, 2020 to June 18, 2020.

BACKGROUND:

New requests or changes to fees must meet the following criteria:

1. Benefits students
2. Be something the school was not able to foresee, and
3. Is a significant amount that cannot be absorbed by the school's budget.

CURRENT SITUATION OR KEY POINT:

The Superintendent and Secretary-Treasurer received and approved one request for changes to fees or new fees. The request is summarized in Attachment 1.

ATTACHMENT(S):

1. 2019-20 Summary of Changes to School Fees

2019-20 Summary of Changes to School Fees

| Date received | School | Fee description | Type | 2019-20 Approved Fee | 2019-20 New Amount | Reason | Comments |
|----------------------|---------------|---|----------------------|-----------------------------|---------------------------|--|-----------------|
| 18-Feb-20 | SCS | Field Trip - English 10/20/30 \$40 to Citadel Theatre | Addition to the list | | 40.00 | This fee was originally submitted by the school, but inadvertently omitted by Finance in the submission document to the Board. | Approved. |



INFORMATION REPORT

Page 1 of 3

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent of Schools

SUBJECT: 2020-21 Infrastructure Maintenance & Renewal (IMR) Projects Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Robert Derech, Assistant Director, Facility Services
Ryan Morrison, Project Manager, Facility Services
Cathie Pratt, Project Manager, Project Assistant, Facility Services
Allan Schwanke, Electrical/Mechanical Foreman, Facility Services
Rick Siebenga, Project Manager, 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 use of effective planning, managing and Investment in Division infrastructure.

ISSUE:

That the Board of Trustees receive for information the 2020-21 Infrastructure Maintenance and Renewal (IMR) Project Plan.

BACKGROUND:

Reflecting on the new funding framework and the Facility Services departmental allocation for the 2020-21 school year, the funding works well for the department. The IMR grant amount approved for the 2020-21 school year is \$5,070,040. The funding will assist with the overwhelming deferred maintenance for the Division.

CURRENT SITUATION OR KEY POINT:

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

- Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing safe and healthy learning environments.

- Preserve and improve the quality of the learning environment by:
 - Replacing building components that have failed
 - Prolong the life of the facility through planned, proactive replacement of major components; and
 - Upgrade 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 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 government consultants and results documented with Alberta Infrastructure VFA facility condition reports
- Feedback from school administrators
- Feedback from operations and maintenance staff
- Onsite inspections by Facility Services Management
- Equipment history input from the Azzier maintenance system.

Projects are prioritized based on the following:

- Health and safety considerations, 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 for students with special needs
- Building components that enhance energy conservation.

Carbon Monoxide Detectors

An analysis was undertaken to determine the quantity and cost of installing carbon monoxide detection devices in all EIPS schools. It was determined that the estimated cost to supply and install the devices is approximately \$302,400. Schools that are scheduled for an air handling unit (AHU) replacement are not included as carbon monoxide detectors are included with the installation of the replacement units.

This initiative undertaken last year will continue for a second year of our three-year plan.

Programming

To meet potential programming needs including upgrades to educational areas and facility requirements for students with special needs, a contingency amount of \$253,500 has been allocated for these purposes.



Projects submitted by school administration are reviewed to determine scope of work allocation. If identified as a programming need, requests are brought forward to the Executive Team for vetting and direction.

Air Handling Units (AHU)

IMR funding is provided to school jurisdictions to ensure facilities meet regulatory requirements, preserve the learning environment, and replace or upgrade building components, as well as reduce deferred maintenance. Accordingly, the 2020-21 IMR project budget includes \$1,870,000 that is dedicated to the replacement of air handling units at Ardrossan Junior Senior High, Clover Bar Junior High, Fort Saskatchewan High, Lamont Elementary, Uncas Elementary and Wes Hosford Elementary.

For accounting purposes, amortization of air handling units is over a period of 35 years.

Deferred Maintenance

EIPS' deferred maintenance amount is currently \$136.8 million.

Contingency

An overall contingency of \$760,500 has been allocated for emergent and programming needs. Of this amount, \$507,000 has been allocated for emergent needs and \$253,500 for programming purposes.

ATTACHMENT(S):

1. 2020-21 IMR Projects List

2020/21 IMR Plan

| School ID | DESCRIPTION | Budget |
|--|--|--------------|
| Ardrossan Elementary | | |
| | Carbon monoxide detectors install | \$3,500.00 |
| Ardrossan Junior Senior High | | |
| | Air handling unit replacement | \$150,000.00 |
| | Data cabling | \$120,000.00 |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$10,000.00 |
| A.L. Horton Elementary | | |
| Andrew School | | |
| | Signage | \$8,000.00 |
| Bev Facey Community High | | |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$1,200.00 |
| | Modernize washrooms in front flex area FS093 and FS095 | \$50,000.00 |
| Bruderheim School | | |
| | Carbon monoxide detectors install | \$1,500.00 |
| Brentwood Elementary | | |
| | Carbon monoxide detectors install | \$35,000.00 |
| | Replace air compressors | \$3,500.00 |
| Ecole Campbelltown | | |
| | Signage | \$8,000.00 |
| Clover Bar Junior High | | |
| | Rooftop air handling unit | \$190,000.00 |
| | Carbon monoxide detectors install | \$4,600.00 |
| | Remove mechanical vanes and install variable frequency drive | \$45,000.00 |
| Davidson Creek Elementary | | |
| | Carbon monoxide detectors install | \$1,000.00 |
| Ecole Parc Elementaire | | |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$2,500.00 |
| F.R. Haythorne Junior High | | |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$2,000.00 |
| | Boiler upgrade | \$150,000.00 |
| Fort Saskatchewan Christian | | |
| | Signage | \$8,000.00 |
| Fort Saskatchewan Elementary | | |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$7,500.00 |
| Fort Sasktchewan High | | |
| | 2 Air handling units 1958 | \$500,000.00 |
| | 1 Air handling unit 1969 | \$250,000.00 |
| | Sewer repair | \$50,000.00 |
| Fultonvale Elementary Junior High | | |
| | Carbon monoxide detectors install | \$64,400.00 |
| Glen Allan Elementary | | |
| | Carbon monoxide detectors install | \$4,700.00 |
| | Remove mechanical vanes and install variable frequency drive | \$45,000.00 |
| James Mowat Elementary | | |

| | | |
|-------------------------------------|---|-----------------------|
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$3,200.00 |
| Lamont High | | |
| Lakeland Ridge | | |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$2,300.00 |
| Lamont Elementary | | |
| | 2 Air handling Units 1986 | \$240,000.00 |
| | Signage | \$8,000.00 |
| Mills Haven Elementary | | |
| | Carbon monoxide detectors install | \$97,000.00 |
| | Remove mechanical vanes and install variable frequency drive | \$45,000.00 |
| | Replace air compressors | \$3,500.00 |
| Mundare School | | |
| | Signage | \$8,000.00 |
| | Carbon monoxide detectors install | \$4,000.00 |
| Pine Street Elementary | | |
| | Carbon monoxide detectors install | \$27,000.00 |
| Rudolph Hennig Junior High | | |
| | Data cabling | \$60,000.00 |
| | Light standards in front parking lot | \$15,000.00 |
| Salisbury Composite High | | |
| | Carbon monoxide detectors- 1 AHU, 2 boiler Room and 3 automotive shop | \$3,000.00 |
| | Carbon monoxide detectors- 1 Boiler Room and 8 Modulares | \$2,500.00 |
| | Washroom upgrades FS170 and FS171 | \$50,000.00 |
| | Domestic pump ugrades - 2 | \$15,000.00 |
| Sherwood Heights Junior High | | |
| | Replace air compressors | \$3,500.00 |
| | Add back up pump for pump 3 | \$10,000.00 |
| Uncas Elementary | | |
| | Carbon monoxide detectors install | \$6,200.00 |
| | Air Handling Units 1 & 2 replacement | \$240,000.00 |
| Vegrevile Composite High | | |
| Woodbridge Farms Elementary | | |
| | Carbon monoxide detectors install | \$6,800.00 |
| Westboro Elementary | | |
| | Carbon monoxide detectors install | \$4,500.00 |
| Wes Hosford Elementary | | |
| | 2 Air Handling Units 1974 | \$300,000.00 |
| | Carbon monoxide detectors install | \$8,000.00 |
| VARIOUS | | |
| | Roofing Program | \$600,000.00 |
| | 10% of IMR Grant amount for Emergent Needs | \$507,000.00 |
| | 5% of IMR Grant amount for Eteam | \$253,500.00 |
| | Asphalt Replacement | \$200,000.00 |
| | Concrete Replacement | \$100,000.00 |
| | | \$4,594,400.00 |



INFORMATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2019-20 Playground Summary Report

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Darcie Bennett, Manager Contract Services
Dave Lesanko, Senior Manager, Maintenance and Operations
Robert Derech, Assistant Director, 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 for information the 2019-20 Playground Summary Report.

BACKGROUND:

Monthly inspections and maintenance of playgrounds are conducted as per the CAN/CSA Z614 Children's Playspaces and Equipment Standards. The monthly inspections and minor maintenance are supported by Facility Services through Plant Operations and Maintenance funding.

New playground equipment, surfacing and construction projects are funded by efforts of playground committee members of parent associations through fundraising initiatives and provincial/municipal grants. Current practice does not allow the purchase of playground equipment from operating budgets. Unrestricted funds in School Generated Funds (SGF) could be used to support the purchase of playground structures.

Financial and physical support for the safety and maintenance of playgrounds where each EIPS school resides, varies significantly between each municipality. Factors such as land ownership, budgets and or willingness to engage in a shared philosophy of responsibility are prevalent.



CURRENT SITUATION OR KEY POINT:

Strathcona County

Inspections

County employees who are certified playground inspectors, perform monthly inspections, maintenance and annual audits as agreed upon through the Joint/Reciprocal Use Agreement. All reporting documentation for inspections, maintenance, audit and life cycle forecasting is retained by Strathcona County.

Costs

The cost of playground inspections/minor maintenance are captured with other grounds maintenance costs through the Joint/Reciprocal Use Agreement. The current agreement reflects 10% of costs for maintenance and reporting is paid by EIPS and 90% of costs are paid by Strathcona County.

Current Initiatives

1. Heritage Hills Elementary School – Construction completion is scheduled for July 2, 2020. A Provincial grant (\$250K) was used to fund the project as well as a \$15K grant from Strathcona County and funds raised through efforts of the volunteer playground committee. Total project cost equals \$295K.
2. Wes Hosford Elementary – A playground expansion committee has been set up (EIPS, Strathcona County and Parent Group) to plan for future expansion of the existing playground. Parent group is researching matching grant opportunities.
3. Ardrossan Elementary – A grounds re-purposing committee has been established (EIPS, Strathcona County and Parent Group) to raise funds to utilize the area in which the old elementary school resided. The project is at a conceptual stage. Additional fundraising and matching grants are required. All details will be approved and managed by Strathona County.

City of Fort Saskatchewan

Inspections

Monthly inspections are performed by City of Fort Saskatchewan employees who are certified playground inspectors. As well as performing monthly inspections, the City of Fort Saskatchewan contracts an independent playground inspection company to provide an annual audit of all playgrounds located at each of EIPS' schools residing in Fort Saskatchewan. All monthly inspection and maintenance documentation is retained by the City of Fort Saskatchewan with the exception of the annual audit which is shared with Facility Services.



Costs

The costs associated with all inspections/minor maintenance are captured with other grounds maintenance costs through the Joint/Reciprocal Use Agreement. The current agreement reflects that 50% of costs for maintenance and reporting is paid by EIPS and 50% of costs are paid by the City of Fort Saskatchewan.

Current Initiatives

1. SouthPointe School – The Fort Saskatchewan Rotary Club has committed to donate two (2) Buddy Benches to the school playground. These are scheduled to be installed in the summer of 2020.

Rural Schools

Inspections

Financial supports are not provided by municipalities in rural areas in which EIPS' schools reside. All rural playgrounds are inspected monthly by a certified playground inspection company contracted and paid for by EIPS. Inspection, maintenance and audit reports are provided to and retained by Facility Services.

Costs

All costs associated with inspections and maintenance are paid by Facility Services through PO&M funding. Current annual costs for inspections for the rural playgrounds are \$40,320.00. Current annual costs for maintenance of rural playgrounds are \$26,344.50.

Current Initiatives

1. Lamont Elementary– Several wood structures are nearing the end of their lifecycle. Fundraising initiatives are in place to begin the removal and replacement process.
2. Bruderheim Elementary – Several wood structures and independents are nearing the end of their lifecycle. Fundraising initiatives are in place to begin the removal and replacement process.

Annual Audits

Annual audits are performed on each playground in the Division. Facility Services receives and reviews audit information and communicates with applicable school Principals where playgrounds are nearing the end of their lifecycle to allow for time for fundraising initiatives and construction timelines.

Note: Life cycle expectancy of Wooden Structures = 15 years
Life cycle expectancy of metal structures = 25 years



INFORMATION REPORT

Page 1 of 9

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: First Nations, Métis and Inuit Education Update

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Ryan Marshall, Director, Elementary Education, Supports for Students
Kyla Sorel, Consultant, First Nations, Métis and Inuit Education
Cheryl Devin, Consultant, First Nations, Métis and Inuit Education
Amaya Ortigosa, Consultant, Assessment/Secondary Numeracy
Jeremy Albert, Consultant, First Nations, Métis and Inuit Education

REFERENCE: N/A

EIPS PRIORITY: Promote growth and success for all students.

EIPS GOAL: Success for every student.

EIPS OUTCOME: The achievement gap between First Nations, Métis and Inuit students and all other students is reduced.

ISSUE:

That the Board of Trustees receive for information an update on First Nations, Métis, Inuit Education in Elk Island Public Schools (EIPS).

BACKGROUND:

Elk Island Public Schools is committed to enhancing education outcomes and creating opportunities for First Nations, Métis and Inuit students.

Actions within EIPS are centered around three key themes as identified by Alberta Education:

- Direct supports for self-identified students and families
 - Ensuring success and achievement of First Nations, Métis and Inuit students.
 - Boosting the educational outcomes of First Nations, Métis and Inuit students.
- Truth and Reconciliation Initiatives:
 - All students and staff learn about the history and ongoing legacy of colonization and forced assimilation - including residential schools - and the diverse histories, perspectives and experiences of First Nations, Métis and Inuit in Alberta and Canada.

- LQS and TQS Supports:
 - Ensuring that teachers have competency in First Nations, Métis and Inuit education as per the 2019 Teaching Quality Standards and Leadership Quality Standards.

CURRENT SITUATION OR KEY POINT:

In June 2020, 1,132 students in EIPS identified as First Nations, Métis or Inuit, which is an increase (226) from 906 students at this time last year.

In 2019-20, funds received from Alberta Education were used to support school projects and central initiatives. These schools will complete a year end summary in late June. In March 2020, 100% of schools once again submitted project proposals for the following school year. This information will be shared with trustees via Results Review in November.

For the 2020-21 school year, to align with our key themes and Alberta Education funding, the project expectations focus on ensuring success and achievement of First Nation, Métis and Inuit students, Truth and Reconciliation initiatives for all members of the school and on building staff competency in applying foundational knowledge of and with First Nations, Métis and Inuit as specified in the Teaching and Leadership Quality Standards.

In an effort to create more consistency across the division, we applied formulas to help distribute money to schools. A [Guide to: Promising Practices to Support First Nations, Métis and Inuit Funding Allocation](#) was created based on the funding categories provided by Alberta Education and our areas of support. The document provides schools with promising practices to guide their work. Funding was provided to schools as follows:

| Key Area (AB Ed Funding Category) | Description (See Guiding Document for specific details) | Formula |
|---|---|--|
| FTE <ul style="list-style-type: none"> • TQS/LQS • Direct Student Support • Truth and Reconciliation | Provided for a lead teacher to help deliver programming, support self-identified students, TQS supports, etc. (Outside counselling time). All schools must have a minimum of 0.1 FTE designated to a lead teacher. If you have been provided more than 0.1 FTE and don't plan to utilize it, please let me know and we can draw back the extra funds. | < 500 students = 0.100 > 500 students = 0.150 High School = 0.150 |
| Support for Self-Identified Students and Families <ul style="list-style-type: none"> • Direct Student Support | Provided for costs towards a lead teacher, educational assistant, or other areas to support students and families who are identified as First Nation, Métis or Inuit. | Self-Identified Population is: <ul style="list-style-type: none"> • >10% = \$7500 • 5% to 9.9% = \$5000 |

| | | |
|---|--|---|
| | | <ul style="list-style-type: none"> <5% = \$2500 |
| Substitute Teacher Costs <ul style="list-style-type: none"> <i>TQS/LQS</i> | Provided to all schools to release the lead teacher for 3 days of professional development provided by EIPS First Nation, Métis and Inuit Consultants. Lead teacher must attend the 3 days. | \$720.00 per school |
| Truth and Reconciliation <ul style="list-style-type: none"> <i>Truth and Reconciliation</i> | Provided for Truth and Reconciliation projects, whole school initiatives, etc. | < 500 students = \$3000 > 500 students = \$4500 |

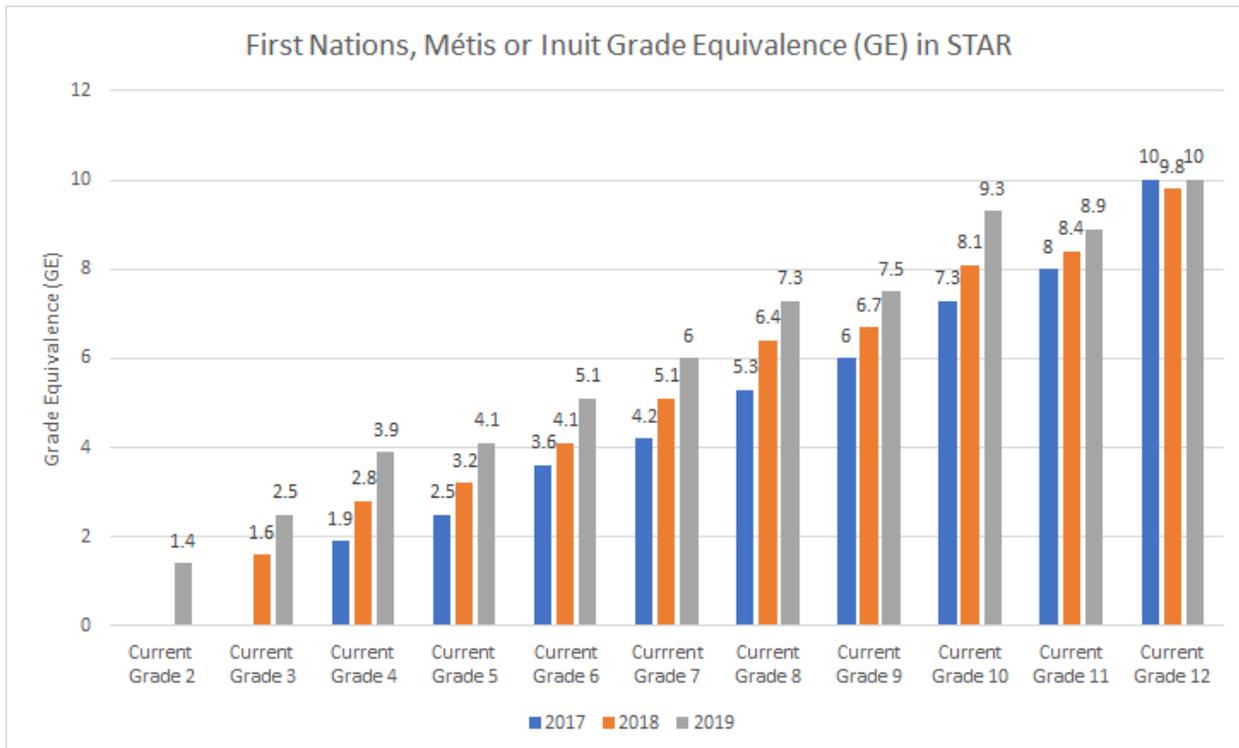
In some situations, money was allocated on top of the formulas to help support other/special projects and requests based on proposals that we received and the needs of the school.

Schools work hard to ensure that all students, including those who choose to self-identify as First Nations, Métis or Inuit, achieve academic growth. EIPS continues to focus on literacy, numeracy and effective instructional practices. STAR and MIPI data have helped to support efforts in these areas and principals have been using this data to identify which First Nations, Métis and Inuit students require intervention support in literacy and numeracy. Targeted supports, funded with First Nation, Métis, and Inuit dollars through the aforementioned projects have been used to help boost educational outcomes over time. Outlined below is current evidence that our work in this area is making a difference:

- While the Provincial Achievement Tests and Diploma Exam results will not be available for the 2019-20 school year, according to the 2018-19 EIPS Accountability Pillar results, 75.8% of self-identified First Nations, Métis and Inuit students met the acceptable standard on all Provincial Achievement Tests (PATs) —up from 69.2% in 2016-17 and 72.4% in 2017-18. This compares to the provincial result of 54%.
- Similarly, 16.5% of self-identified First Nations, Métis and Inuit students met the standard of excellence on all PATs—the provincial percentage was 7.4%.
- Examining the PAT results, course-by-course, the scores within EIPS for self-identified First Nations, Métis and Inuit students, are considerably higher than the province in all Grade 6 and Grade 9 subjects at the acceptable standard and at all but two at the standard of excellence.
 - Particularly noteworthy, is Mathematics 6, where 73% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard and 12.4% met the standard of excellence. These results are noteworthy because they earned an overall standing of “good” and “acceptable”, where these were identified as areas of “issue” and “concern” the previous year with only 68.1% and 5.8% of EIPS students who identify as First Nations, Métis or Inuit meeting the acceptable standard and the standard of excellence respectively.
 - Additionally, in Science 9, 80% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, up from 69.5% the previous year, and 25.7% met the standard of excellence— compared to the provincial averages 52.8% and 10.2%, respectively. These results earned the Division an overall standing of “excellent” which is particularly impressive considering that they were “acceptable” last year. When you compare the 2017-18 and 2018-19 Science 9 acceptable standard results of EIPS students who identify as First Nations,

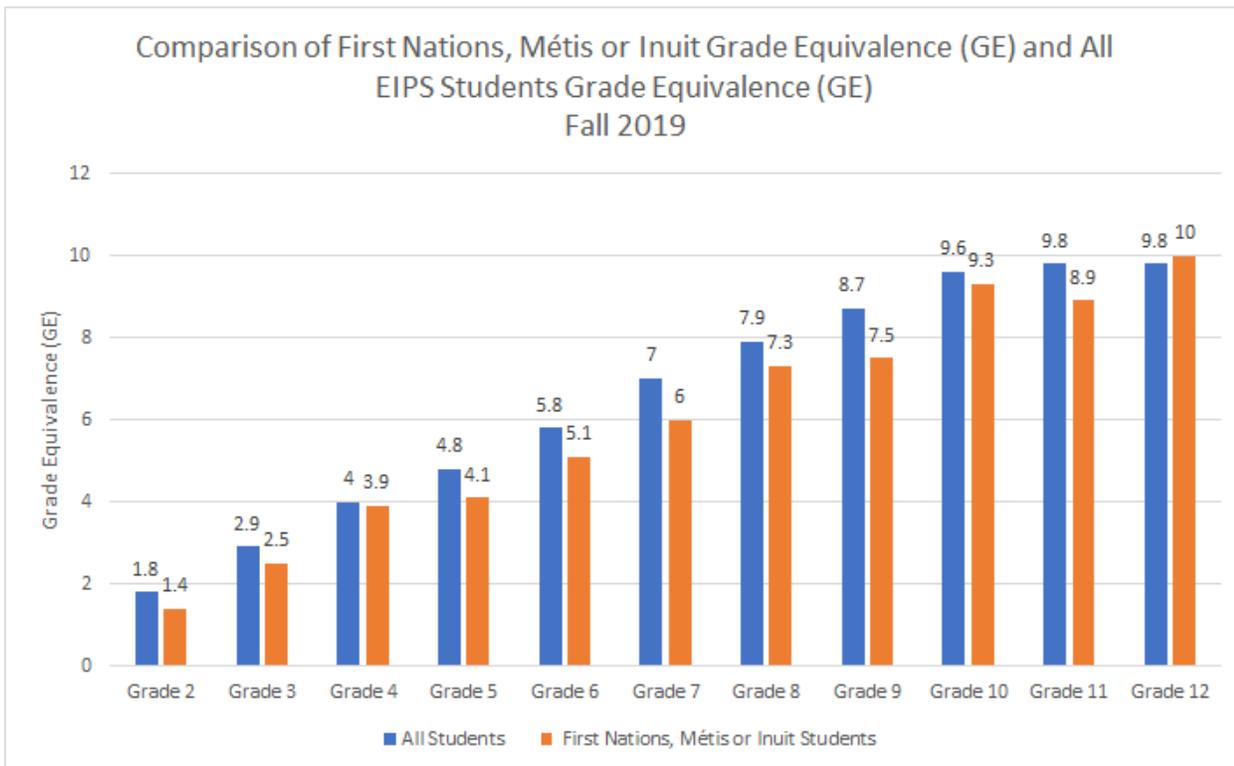
Métis or Inuit with those of all EIPS students, you can see the achievement gap has closed significantly to 4.7% from 14.3%.

- In terms of the overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS were maintained, with a decrease at the acceptable standard from 86.7% to 80.6% and an increase to 11.7% from 9.2% at the excellence standard. The results suggest the Division has closed the achievement gap at the level of excellence compared to the previous year for students who self-identified as First Nations, Métis or Inuit and all other EIPS students from 13.1% to 9.5%.
 - Looking closer, English 30-1 and Science 30 both received an overall rating of “excellent” for students who identify as First Nations, Métis or Inuit. In English 30-1, 95.7% of EIPS students achieved the acceptable standard compared to 84.4% for the province, and 13% achieved excellence compared to 5.4% for the province.
 - In Science 30, 100% of students who self-identify as First Nations, Métis or Inuit achieved at the acceptable standard and 28.6% met excellence. Comparatively, the provincial results were 81.3% and 10% respectively.
- Physics 30 overall results were deemed “acceptable” with 81.8% of students who self-identified First Nations, Métis or Inuit meeting the acceptable standard and 18.2% meeting the standard of excellence. This compares to 2017-18 results identifying these as areas of “issue” and “concern” at 71.4% and 0% respectively.
- In terms of STAR, the chart below provides information on how First Nations, Métis or Inuit students are performing on the STAR Reading assessment as they move up the grades.
 - With the exception of Grade 11 and 12 students, students are growing on average between 0.75 and 1 grade equivalent per year— the goal is for one year’s growth.



The above graph demonstrates the average Grade Equivalent (GE) over the past 3 years for the Fall STAR testing window. This data is comparing the same cohort of students. For example, students shown in “Current Grade 4” in gray with an average GE of 3.9 had an average GE of 2.8 in 2018 when in Grade 3, and 1.9 in 2017 when in Grade 2. **Note:** students in Grade 1 take the STAR Early Literacy Test, and results are not comparable to the STAR Reading Test.

- o Fall 2019 STAR data indicates that First Nations, Métis or Inuit students have lower grade equivalence (GE) in reading in most grades compared to all EIPS students. However, the gap is closing compared to the previous year, down from an average difference across grades of 0.73 GE in 2018 to an average difference of 0.55 GE in 2019.



The above graph compares the average Grade Equivalent (GE) for First Nations, Métis or Inuit students and that for all EIPS students for the Fall 2019 STAR testing window. **Note:** students in Grade 1 take the STAR Early Literacy Test, and results are not comparable to the STAR Reading Test.

Another key area of focus involved continuing to support EIPS' relationship with Elder Wilson Bearhead. Elder Wilson continued to work in 35 schools this year where his teachings and presence were warmly received and valued. Staff deeply appreciate his ability to connect with students and their families, especially children in care. Elder Wilson also provided learning circles for 3 different school staffs, 2 division-wide learning circles for lead teachers, witnessed multiple blanket exercises, co-presented the Indigenous Peoples' Giant Floor Map twice, and co-presented the Moose Hide Campaign's Safe Space Safe Place initiative. Elder Wilson has officially ended his time with EIPS as Elder in Residence. Under Elder Wilson's wisdom and guidance, a draft [Smudging-in EIPS AP and Guiding Document](#) were created. Elder Wilson's physical presence will be sorely missed in our Division, even as his teachings and contributions continue to guide us.

Along with the departure of Elder Wilson, Kyla Sorel decided to return to her previous role as a school counsellor after 5 years of work in the First Nations, Métis and Inuit department. Words cannot express the gratitude we have for the work she has done as an ally of First Nations, Métis and Inuit students, staff and parents and the leadership she has provided for our entire division. It is amazing to see the growth we have had in such a short time.

In preparation for the transition from Elder Wilson and Kyla's invaluable contributions and to ensure high quality, culturally meaningful and culturally accurate teachings continue, a new 12-month cultural advisor position was created. Jeremy Albert was hired in May 2020 to fill this position and provide support to Elk Island Public Schools students, educators, leaders and families. His primary functions are to provide timely and direct cultural and academic supports to self-identified First Nations, Métis or Inuit students and their families, allocate and monitor Division-wide targeted First Nations, Métis and Inuit funding to schools, monitor annual school Indigenous education projects, and promote truth and reconciliation by creating and fostering respectful relationships between Indigenous communities and the Division.

Cheryl Devin continued to work as a 1.0 FTE First Nations, Métis and Inuit Education consultant for the 2019/20 school year. She continued to lead and deepen understanding of TQS, LQS, and curriculum supports for EIPS students and staff. She facilitated professional learning experiences for school staff during District-wide P.L. Days, school staff meetings, and in-house targeted workshops. Cheryl has shared Indigenous teachings in classes across all divisions including kindergarten, high school foods, division two social studies and junior high science. Some Division schools began to work with Cheryl on in-house exploration of bringing First Nations, Métis and Inuit histories, perspectives and pedagogies into classroom practice. Cheryl facilitated two P.L. days with the social studies and science teams at Clover Bar. She also worked with a select group of K-9 educators in Fultonvale and began to explore land-based learning with a group of Fort Elementary teachers. Cheryl assisted the lead at Clover Bar in creating an ethical space for Indigenous students to gather and began a beading group with students in the school. Cheryl attended regular gatherings of First Nations, Métis and Inuit consultants throughout Treaty 6 organized by ERLC. She also participated in the multi-district think tank initiative land based learning working group on behalf of EIPS. To ensure the Indigenous Peoples' Giant Floor Map resource was being used effectively, Cheryl created documents and sample lesson plans to accompany the map. Cheryl continued to add to the EIPS [lending library](#) of First Nations, Métis or Inuit authors and illustrators to support teacher and student foundational knowledge. Being mindful of effectively supporting school project plans, more titles were added to the K-12 library as well as the teacher professional learning collection on themes of learning from the land and the seven grandfather teachings. To support programming in junior and senior high, class sets of titles in a variety of genres were purchased and support materials were created for teacher use across the

Division. Additionally, more titles were added to support French programming throughout the Division. To ensure easy access to a variety of support resources, Cheryl created a [First Nations, Métis and Inuit Education website](#) for all EIPS staff.

To further support the work at a division-wide level, each school in EIPS continues to have a First Nations, Métis, and Inuit education lead. These staff members have participated in a number of professional learning opportunities that they then share back with their staff. The First Nations, Métis and Inuit Education team also offered a powerful learning opportunity for leads that included a teaching circle with Elder Wilson Bearhead exploring the importance of creating ethical spaces for Indigenous students and their families. Inspired by the stories and teachings of Elder Wilson, many schools have begun to create or modify ethical spaces within their buildings. Leads continue to pass on the knowledge they have gained through their work with Elder Wilson and continue to embrace the importance of this work. Several lead teachers continue to explore medicine picking, sweatlodge, and other valuable cultural experiences under the guidance of Elder Wilson. Inspired by Elder Wilson's experiences with the final hearing of the Truth and Reconciliation Commission (TRC), held in Edmonton, a group of lead teachers worked with the First Nations, Métis and Inuit team to create a day of awareness, remembrance and celebration entitled, *Candle Day: Honouring the Spirit of Every Child*. Unfortunately, the multi-school event was postponed due to the pandemic and will be rescheduled when it is safe to assemble once more.

Additionally, the EIPS First Nations, Métis, Inuit Education Centre, housed in a classroom at Salisbury Composite High School, continues to be very well utilized and the Edukits created three years ago continue to be extremely popular with teachers with a 100% sign out rate for almost the entire year. The lesson activities suggested within Edukits have cross-curricular connections to Physical Education, Health, Music, Language Arts, Art, Science, ICT and Math. Division 1 and 2 beading kits have been created and are also available for teacher sign out through the Centre. Thanks to a generous grant donation from Dow Chemical Canada, EIPS was able to purchase the Canadian Geographic Indigenous Peoples' Giant Floor Map for use in all EIPS schools. The map was officially unveiled at the September 25th school administrator's gathering where all principals and assistant principals took part in a short professional development experience with the map. The map has been utilized in Division schools at 100% capacity this school year and is booked at 100% capacity for the 2020/21 school year as well.

Upon successful application to Shell Canada, all 8 schools in Fort Saskatchewan and Bruderheim School are creating [Indigenous outdoor learning spaces](#) where staff, students and community are invited to learn with and from the land. Schools are working closely with the First Nations, Métis and Inuit team to reflect on their school's story with the land, their journey with Elder Wilson, and how they wish to weave curriculum, Indigenous teachings, reciprocity, and student responsibility in their spaces. At this time, schools are finalizing plans and work is beginning to create spaces that reflect their journey of learning about and from the land. We look forward to continuing this exciting work in the next school year, including providing critical wrap-around professional learning experiences to link the outdoor spaces with the Programs of Study.

Schools have continued to support Orange Shirt Day, Project of Heart, Have a Heart Day, Blanket Exercises, Moose Hide Campaign, and Bear Witness Day. Many schools continued to explore land-based learning and foster relationships with Métis Crossing and Strathcona Wilderness Centre through staff professional development experiences or school field trip experiences. Woodbridge Farms developed year-long learning from the land experiences, professional development, and in-class supports in partnership with Strathcona Wilderness Centre. Salisbury Composite High School, Fort Saskatchewan High School and Ardrossan Junior/Senior High School once again took self-identified students to a variety of post-secondary open houses and career fairs including Yellowhead Tribal College Open House and Rupertsland Institute's Career Fair. Lead

teacher from Mills Haven, Sarah Choo, partnered with the Moose Hide Campaign to develop sample lesson plans for teachers across Canada. EIPS was again asked to participate in Cindy Blackstock's Spirit Bear Day event in Edmonton in May to share the Division song co-created with Elder Wilson and EIPS music teachers. Elder Wilson, the First Nations Métis and Inuit team and a group of lead teachers were invited to speak at the annual CASS gathering in April. Unfortunately, these events were cancelled due to COVID19. Lunch and Learns, staff meeting presentations, and Divisional Professional Learning sessions have been offered on numerous occasions as well as the continued creation of mini lessons for teachers to use in classrooms. Many excellent publications have been created and shared.

EIPS has been very intentional in including our parent community in our work. Parents have been invited to participate in many of the school hosted activities and events. Several schools continued to host family teas and feasts throughout the school year. School leads are thrilled to share that attendance at these events is noticeably more robust as trust continues to grow between families and the Division.

To support Division Priority 3, the First Nations, Métis and Inuit team continued to deepen partnerships with Rupertsland Institute for Métis Education and Strathcona Wilderness Centre in developing Alberta based classroom resources and teacher professional learning. As an act of reciprocity and thanks to Dow Chemical Canada for the generous grant donation, the First Nations, Métis and Inuit team facilitated two additional Blanket Exercises with part of the Dow management team in September. The First Nations, Métis and Inuit team look forward to offering similar acts of friendship and reciprocity to Shell Canada in thanks for their generous grant donation.

Like all other programming throughout the Division, the work of the team changed drastically but did not stop as a result of the COVID19 pandemic. The cultural advisor position was created and Jeremy Albert was hired. Elder Wilson continued to work with self-identified students through virtual visits via Google Meets. At the request of the family, Elder Wilson supported one student experiencing trauma through a socially distant, outside, in-person meeting. Four virtual sharing circles were held with Division leads; two with Elder Wilson to reflect on our shared journey and to express gratitude, and two to introduce Jeremy to the EIPS family. The team recorded [videos of Elder Wilson](#) sharing teachings, stories and positive messages for EIPS students. Literacy and numeracy support materials and suggestions for use in other subject areas as part of virtual classrooms were created for each video. The videos were welcomed and well received as evidenced in Elder Wilson's message of greeting generated well over 1,000 views. Easy to access resources were compiled, created, and shared for EIPS schools to recognize Indigenous History Month and National Indigenous Peoples' Day in June. Work around the outdoor learning space continued. A review of Edukits will be undertaken in June to ensure the highest quality of supports and to create additional kits if needed. Supports for schools, lead teachers and administration continued throughout.

With our changing team that will include Cheryl Devin and Jeremy Albert for the 2020/21 school year, we will continue our commitment to meaningful actions that best support Elk Island Public Schools students, families, and staff.

ATTACHMENT(S):

1. [Promising Practices for First Nations, Metis and Inuit Allocations](#)
2. Indigenous Peoples' Giant Floor Map K-6 Supports ([English](#)) ([French](#))
3. [EIPS First Nations, Metis and Inuit Education website](#)



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4. [DRAFT Guide to Smudging in EIPS](#)
5. [Learning from the Land with Elder Wilson](#)
6. [First Nations, Métis and Inuit Literature Lending library](#)
7. [TQS Supports Scope and Sequence](#)
8. [Indigenous Outdoor Learning Spaces](#)



INFORMATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: National & International Field Trips 2019-20

ORIGINATOR: Mark Liguori, Superintendent

RESOURCE STAFF: Dave Antymniuk, Division Principal, Education Executive
Linda Brown, Executive Assistant, Supports for Students
Amy Desaulniers, Secretary, Education Executive

REFERENCE: Administrative Procedure 260 Field Trips

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

EIPS GOAL: Success beyond high school.
A focus on well-being including student citizenship and staff engagement.

EIPS OUTCOME: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

ISSUE

That the Board of Trustees receive for information a report on national and international field trips for 2019-20.

BACKGROUND

As per *Administrative Procedure 260 Field Trips*, schools are required to obtain approval from the Division Principal for all national and international field trips. For a field trip to be approved, the principal must first provide evidence of curricular connections, comprehensive risk assessment, and informed parent consent.

CURRENT SITUATION

Due to the COVID-19 pandemic, the Government of Alberta declared a public health emergency and effective March 16, 2020, all in-school classes were cancelled. As a result of COVID, six national field trips scheduled in the spring were cancelled.

In 2019-20, two trips were undertaken prior to the closure of schools:

- Vegreville Junior/Senior and Ardrossan Junior/Senior High School - in October, 33 students went to the Marine Sciences Centre in Bamfield, BC; and



INFORMATION REPORT

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- Lamont and Fort Saskatchewan High School - in October, 20 Finland/Alberta Exchange students travelled to Helsinki and Rauma, Finland.

For comparison purposes, during the 2018-19 school year eight national (189 students) and two international (39 students) field trips were undertaken in Elk Island Public Schools.

ATTACHMENTS

1. National Field Trips 2019-20
2. International Field Trips 2019-20

ML:da

**EIPS National Field Trips
2019-20**

Attachment 1

| SCHOOL | DESTINATION | DATE FROM | DATE TO | CURRICULAR CONNECTION | PRINCIPAL | SUPERVISOR | NO. OF STUDENTS | GRADE(S) | COST PER STUDENT |
|---------|-----------------------|----------------|----------------|-----------------------|-----------------------|---------------------|-----------------|----------|------------------|
| VJS/AJS | Bamfield, BC | Sept 27, 2019 | Oct. 2, 2019 | Biology 10-20-30 | R. Leatherdale/MJ Nam | B.Worobec/C. Hoffos | 33 | 10-12 | \$1,400.00 |
| SCS | Caledon, ON | March 12, 2020 | March 22, 2020 | Missions 10 | J. Elzinga | M. Matheson | 19 | 10 | Cancelled |
| FSC | Vancouver, BC | March 25, 2020 | April 1, 2020 | Mission trip | D. Armbruster | C. Charest | 23 | 9 | Cancelled |
| FRH | Montreal/Quebec, PQ | March 27, 2020 | March 30, 2020 | FSL 9 | J. Smith | C. Getschel | 31 | 9 | Cancelled |
| SCS | Vancouver, BC | April 1, 2020 | April 8, 2020 | Leadership 9 | J. Elzinga | S. Botchey | 25 | 9 | Cancelled |
| SWH | Ottawa, ON Quebec, PQ | April 20, 2020 | April 26, 2020 | FLA 9 | P. Pallister | M. Rivard | 30 | 9 | Cancelled |
| AJS | Quebec, PQ | May 15, 2020 | May 21, 2020 | FLA 9 | MJ Nam | A. DeChamplain | 26 | 9 | Cancelled |

**EIPS International Field Trips
2019-20**

Attachment 2

| SCHOOL | DESTINATION | DATE | DATE TO | CURRICULAR CONNECTION | PRINCIPAL | SUPERVISOR | NO. OF STUDENTS | GRADE(S) | COST PER STUDENT |
|---------------|-------------------------|-----------------|--------------------|----------------------------------|-------------------|-------------------|----------------------------|-----------------|-----------------------------|
| LHS/FHS | Helsinki/Rauma, Finland | October 3, 2019 | October 13, 2019 | AB Education Exchange | A. Mali/C. Starko | J. Spady/A. Ram | 20 | 10-12 | \$2,500.00 |



INFORMATION REPORT

DATE: June 18, 2020

TO: Board of Trustees

FROM: Sandra Stoddard, Associate Superintendent, Supports for Students

SUBJECT: Locally Developed Courses

ORIGINATOR: Jeff Spady, Director, Secondary Education

RESOURCE STAFF: Kristin Oleksyn, Consultant, Secondary Education
Jeff Spady, Director, Secondary Education

REFERENCE: Administrative Procedure 219 – Locally Developed/Acquired and Authorized Courses

EIPS PRIORITY: Promote growth and success for all students

EIPS GOAL: Success for every student
Success beyond high school

EIPS OUTCOME: More students achieve a minimum of one year’s growth in literacy and numeracy.

More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

ISSUE:
That the Board of Trustees receive for information a report on Locally Developed Courses.

BACKGROUND:

- Approval of developed/acquired courses in EIPS is per Board Policy 11 and the Delegation of Authority to the Superintendent 3.10. The Superintendent is delegated to approve Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses.
- Senior high school Locally Developed Courses (LDC) must be authorized at the local level according to EIPS’ established protocols prior to submission to the ministry.
- Senior high school LDC proposals must be submitted for ministry approval via Locally Developed Courses Online Management System (LDCOMS).
- LDCs must align with the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit and learning outcomes should support the development of the competencies and outcomes of the Ministerial Order on Student Learning (#001/2013).



- LDCs must adhere to all applicable provincial education standards and guidelines.
- Junior high school LDCs do not require ministry approval and are kept on file with EIPS.

Source: *Guide to Education, E.C.S. to Grade 12 2015-2016 (2015). Alberta Education. (p.26, 59-61)*

Local Board Approval by Delegation of Authority to the Superintendent 3.10

Thirty new locally developed courses have been acquired, **eight** courses have been renewed, **eighty-six** courses have been automatically extended for senior high during the 2020-21 school year due to COVID-19:

| Course Title | Acquired From | Credits | Course Codes | Start / End Dates |
|--|------------------------------------|----------------------|-------------------------------|-----------------------|
| New Acquired Courses | | | | |
| Capstone (2020) 25-3 Capstone (2020) 25-5 Capstone (2020) 35-3 Capstone (2020) 35-5 | Edmonton School Division No. 7 | 3, 5 3, 5 | LDC2282 LDC3282 | 09/01/2020-08/31/2024 |
| Competencies in Science (2020) 15-5 | Edmonton School Division No. 7 | 3 | LDC1516 | 09/01/2020-08/31/2024 |
| Fantasy and Science Fiction Appreciation 15-5 Fantasy and Science Fiction Appreciation 25-5 | Aspen View School Division No. 78 | 5 5 | LDC1031 LDC2031 | 09/01/2020-08/31/2024 |
| Gender Studies 15-3 Gender Studies 25-3 Gender Studies 35-3 | Rocky View School Division No.41 | 3 3 3 | LDC1779 LDC2779 LDC3779 | 09/01/2020-08/31/2024 |
| Improvistional Theatre (2020) 15-3 Improvistional Theatre (2020) 15-5 Improvistional Theatre (2020) 25-3 Improvistional Theatre (2020) 25-5 Improvistional Theatre (2020) 35-3 Improvistional Theatre (2020) 35-5 | Edmonton School Division No. 7 | 3, 5 3, 5 3, 5 | LDC1551 LDC2551 LDC3551 | 09/01/2020-08/31/2024 |
| Life Skills 15-5 | Calgary School Division No. 19 | 5 | LDC1928 | 09/01/2020-08/31/2023 |
| Mental Health Literacy 15-3 | St Albert School Division No. 5565 | 3 | LDC1027 | 09/01/2020-08/31/2024 |

| | | | | |
|--|---|------------------------------|---------------------------------------|---------------------------|
| Military Studies (2020) 15-3 Military Studies (2020) 15-5 Military Studies (2020) 25-3 Military Studies (2020) 25-5 Military Studies (2020) 35-3 Military Studies (2020) 35-5 | Calgary School Division No. 19 | 3, 5 3, 5 3, 5 | LDC1051 LDC2051 LDC3051 | 09/01/2020- 08/31/2024 |
| Parenting - The Toddler Years (2020) 15-3 | Calgary School Division No. 19 | 3 | LDC1082 | 09/01/2020- 08/31/2024 |
| Preparation for Parenting 35-5 | Edmonton Catholic Separate School Division No. 7 | 5 | LDC3170 | 06/02/2020- 08/31/2023 |
| Speech and Debate 25-3 Speech and Debate 35-3 | Edmonton School Division No. 7 | 5 5 | LDC2244 LDC3244 | 09/01/2020- 08/31/2022 |
| Theatre Performance (2020) 15-5 Theatre Performance (2020) 25-5 Theatre Performance (2020) 35-5 | Edmonton School Division No. 7 | 5 5 5 | LDC1367 LDC2367 LDC3367 | 09/01/2020- 08/31/2024 |
| Renewed Courses | | | | |
| ESL Expository English (2020) 15-5 ESL Expository English (2020) 25-5 | Calgary School Division No. 19 | 5 5 | LDC1512 LDC2513 | 09/01/2020- 08/31/2024 |
| ESL Introduction Mathematics (2020) 15-5 | Calgary School Division No. 19 | 5 | LDC1350 | 09/01/2020- 08/31/2024 |
| Reading (2020) 15-3 Reading (2020) 15-5 Reading (2020) 25-3 Reading (2020) 25-5 | Calgary School Division No. 19 | 3, 5 3, 5 | LDC1148 LDC2148 | 09/01/2020- 08/31/2024 |
| Statistics (2020) 35-5 | Edmonton School Division No. 7 | 5 | LDC3195 | 09/01/2020- 08/31/2024 |
| Extended Courses ~ Extended to August 2021 Due to Covid-19 | | | | |
| Avid Reader 25-5 Avid Reader 35-5 | Elk Island School Division No. 14 **submitted 02/27/2020 for renewal | 5 | LDC2391 LDC3391 | 09/01/2016- 8/31/2021 |
| Band 15-3 Band 15-5 Band 25-3 | Calgary School Division No. 19 | 3, 5 3, 5 | LDC1439 LDC2439 | 09/01/2016- 08/31/2021 |



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|--|--|------------------------------|---------------------------------------|---------------------------|
| Band 25-5 Band 35-3 Band 35-5 | | 3, 5 | LDC3439 | |
| Biology (AP) 35-3 | Calgary School Division No. 19 | 3 | LDC3219 | 09/01/2016- 08/31/2021 |
| Chamber Ensemble 15-3 Chamber Ensemble 15-5 Chamber Ensemble 25-3 Chamber Ensemble 25-5 Chamber Ensemble 35-3 Chamber Ensemble 35-5 | Calgary School Division No. 19 | 3, 5 3, 5 3, 5 | LDC1417 LD2417 LDC3417 | 09/01/2016- 08/31/2021 |
| Chemistry (AP) 35-5 | St. Albert School Division No. 5565 | 3 | LDC3230 | 09/01/2016- 08/31/2021 |
| Class V Driver Training 35-3 | Northern Lights School Division No. 69 | 3 | LDC3363 | 09/01/2016- 08/31/2021 |
| Content Literacy 15-3 Content Literacy 15-5 Content Literacy 25-3 Content Literacy 25-5 | Edmonton Catholic Separate School Division No. 7 | 3, 5 3, 5 | LDC0010 LDC0020 | 04/25/2017- 08/31/2021 |
| Design Thinking for Innovation 15-3 Design Thinking for Innovation 15-5 Design Thinking for Innovation 25-3 Design Thinking for Innovation 25-5 Design Thinking for Innovation 35-3 Design Thinking for Innovation 35-5 | Calgary School Division No. 19 | 3, 5 3, 5 3, 5 | LDC1131 LDC2131 LDC3131 | 09/01/2017- 08/31/2021 |
| ESL English for Academic Success 35-3 ESL English for Academic Success 35-5 | Calgary School Division No. 19 | 3, 5 | LDC3351 | 09/01/2018- 08/31/2021 |
| ESL Introduction to Mathematics 15-5 | Calgary School Division No. 19 | 5 | LDC1350 | 09/01/2018- 08/31/2021 |
| European History (AP) 35-3 | St. Albert School Division No.5565 | 3 | LDC3187 | 09/01/2016- 08/31/2021 |
| Extended Essay (IB) 35-3 | St. Albert School Division No. 5565 | 3 | LDC3147 | 09/01/2016- 08/31/2021 |
| Fantasy and Science Fiction 15-5 | Aspen View School Division No. 78 | 5 | LDC1248 | 11/10/2018- 08/31/2021 |
| Film and Media Art 15-3 Film and Media Art 15-5 Film and Media Art 25-3 Film and Media Art 25-5 Film and Media Art 35-3 Film and Media Art 35-5 | Calgary School Division No. 19 | 3, 5 3, 5 3, 5 | LDC1092 LDC2092 LDC3092 | 09/01/2017- 08/31/2021 |
| Film Appreciation 15-3 Film Appreciation 25-3 Film Appreciation 25-5 | Wild Rose School Division No. 66 | 3 3, 5 | LDC1384 LDC2384 | 09/01/2019- 08/31/2021 |
| Forensic Science Studies 35-5 | Pembina Hills School Division No. 7 | 5 | LDC3754 | 09/01/2016- 08/31/2021 |



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|--|---|------------------------------|---------------------------------------|--|
| Forensic Studies 25-3 Forensic Studies 35-3 | Edmonton School Division No. 7 | 3 | LDC2569 LDC3569 | 09/01/2018- 08/31/2021 |
| Foundations in Industry Workplace Safety 35-5 | Grande Yellowhead School Division No. 77 | 5 | LDC3123 | 09/01/2019- 08/31/2021 |
| Geology 25-3 Geology 35-3 | Calgary Roman Catholic Separate School Division No. 1 | 3 | LDC2516 LDC3515 | 09/01/2019- 08/31/2021 |
| History Through Film: Fact and Fiction 25-3 | Chinook's Edge School Division No. 73 | 3 | LDC2517 | 10/30/2018- 08/31/2021 |
| Instrumental Jazz 15-3 Instrumental Jazz 15-5 Instrumental Jazz 25-3 Instrumental Jazz 25-5 Instrumental Jazz 35-3 Instrumental Jazz 35-5 | Calgary School Division No. 19 | 3, 5 3, 5 3, 5 | LDC1431 LDC2431 LDC3431 | 09/01/2016- 08/31/2021 |
| Musical Theatre 15 Musical Theatre 25 Musical Theatre 35 | Calgary School Division No. 19 | 5 5 5 | LDC1979 LDC2979 LDC3979 | 09/01/2015- 08/31/2021 |
| Paleontology 15-3 Paleontology 15-5 Paleontology 25-3 Paleontology 25-5 Paleontology 35-3 Paleontology 35-5 | Golden Hills School Division No. 75 | 3, 5 3, 5 3, 5 | LDC1293 LDC2293 LDC3293 | 09/01/2019- 08/31/2021 |
| Popular Culture 25-3 Popular Culture 25-5 Popular Culture 35-3 Popular Culture 35-5 | Parkland School Division No.70 | 3, 5 3, 5 | LDC0023 LDC0033 | 10/31/2018- 08/31/2021 |
| Popular Music in the Twentieth Century 35-3 | Peace Wapiti School Division No. 76 | 3 | LDC3125 | 10/30/2018- 08/31/2021 |
| Reading 15-3 Reading 15-5 Reading 25-3 Reading 25-5 | Calgary School Division No. 19 | 3, 5 3, 5 | LDC1148 LDC2148 | 09/01/2016- 08/31/2021 **have acquired the new version |
| Statistics (AP) 35-5 | Edmonton School Division No. 7 | 5 | LDC3234 | 09/01/2016- 08/31/2021 |
| Study of Film 35-3 | St. Albert School Division No.5565 | 3 | LDC3112 | 09/01/2019- 08/31/2021 |
| Theory of Knowledge (IB) 25 | Edmonton Catholic Separate School District No. 7 | 3 | LDC2152 | 09/01/2016- 08/31/2021 |
| Theory of Knowledge (IB) 35 | Calgary School District No. 19 | 3, 5 | LDC3152 | 09/01/2016- 08/31/2021 |

| | | | | |
|--|----------------------------------|--------------|-------------------------------|-----------------------|
| Understanding Video Games 15-5 | Parkland School Division No. 70 | 5 | LDC1008 | 10/31/2018-08/31/2021 |
| Video 15-5 Video 25-5 Video 35-5 | Black Gold School Division No. 2 | 5 | LDC1081 LDC2081 LDC3081 | 09/01/2019-08/31/2021 |
| Workplace Essential Skills 25-3 Workplace Essential Skills 25-5 Workplace Essential Skills 35-3 Workplace Essential Skills 35-5 | Edmonton School Division No. 7 | 3, 5 3, 5 | LDC2343 LDC3343 | 09/01/2016-08/31/2021 |
| Works in Translation (IB) 35-3 | Edmonton School Division No. 7 | 3 | LDC3008 | 09/01/2016-08/31/2021 |
| The Resources that <i>may</i> be used by schools to teach the newly acquired courses are listed in the course outlines provided. | | | | |

There are no new locally developed courses or renewals for junior high for the 2020-21 school year.

ATTACHMENT(S):

1. [Capstone 25-35 \(2020\)](#)
2. [Competencies in Science \(2020\) 15](#)
3. [ESL Expository English \(2020\) 15-25](#)
4. [Fantasy and Science Fiction Appreciation 15-25](#)
5. [Gender Studies 15-25-35](#)
6. [Improvisational Theatre \(2020\) 15-25-35](#)
7. [Life Skills 15](#)
8. [Mental Health Literacy 15](#)
9. [Military Studies \(2020\) 15](#)
10. [Parenting - The Toddler Years \(2020\) 15](#)
11. [Preparation For Parenting 35](#)
12. [Reading \(2020\) 15-25](#)
13. [Speech and Debate 25-35](#)
14. [Statistics \(2020\) 35](#)
15. [Theatre Performance \(2020\) 15-25-35](#)