

NEW BUSINESS

12. BUSINESS ARISING FROM IN CAMERA
13. AMENDED 2022-23 BOARD OF TRUSTEES MEETING SCHEDULE T. Boymook
(encl.)
14. BOARD POLICY 5: ROLE OF THE BOARD CHAIR R. Footz
(encl.)
15. BOARD POLICY 14: HEARINGS ON TEACHER TRANSFERS R. Footz
(encl.)
16. ASBA 2023 EDWIN PARR TEACHER AWARD M. Liguori/B. Billey
(encl.)
17. 2024-27 THREE-YEAR CAPITAL PLAN M. Liguori/B. Dragon
(encl.)
18. LOGOS CHRISTIAN PROGRAM M. Liguori/B. Dragon
(encl.)
19. ATTENDANCE BOUNDARY ADJUSTMENTS: CAMBRIAN CROSSING M. Liguori/B. Dragon
(encl.)

COMMITTEE REPORT

20. STUDENT EXPULSION COMMITTEE R. Footz
Meetings held Feb. 17 and 28, 2023 (verbal)
21. POLICY COMMITTEE R. Footz
Meeting held March 14, 2023 (verbal)

REPORTS FOR INFORMATION

22. FINANCIAL PROJECTIONS 2022-23 M. Liguori/C. Cole
(encl.)
23. UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2022 TO FEB. 28, 2023 M. Liguori/L. Lewis
(encl.)
24. TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES MARCH 16, 2023

2. That the Board meet in camera.
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approves the Minutes of Feb. 16, 2023 Meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Chair Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives*
9. That the Board of Trustees receives the report from the representative of the ASBA Zone 2/3 for information.
10. That the Board of Trustees receives the report from the representative of the ATA Local #28 for information.
11. That the Board of Trustees receives the report from the representative of the Employee Relations Group for information.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approves the amended 2022-23 Board of Trustees Meeting Schedule, as presented.
14. That the Board of Trustees approves amendments to Board Policy 5: Role of the Board Chair, as presented.
15. That the Board of Trustees approves amendments to Board Policy 14: Hearings on Teacher Transfers, as presented.
16. That the Board of Trustees supports Elk Island Public Schools' nomination of Rae-Lynn Billingsley for the Alberta School Boards Association (ASBA) 2023 Edwin Parr Teacher Award.

17. That the Board of Trustees approves the 2024-27 Three-Year Capital Plan as presented.
18. That the Board of Trustees approves the amalgamation of the Logos Christian Program (K-6) at Brentwood School for the 2023-24 school year.
19. That the Board of Trustees approves the adjusted attendance boundary for the Cambrian Crossing area structure plan, as presented.
20. That the Board of Trustees receives for information the report from the Student Expulsion Committee meetings held Feb. 17 and 28, 2023.
21. That the Board of Trustees receives for information the report from the Policy Committee meeting held on March 14, 2023.
22. That the Board of Trustees receives for information the financial projections for the 2022-23 year.
23. That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2022 to Feb. 28, 2023, for Elk Island Public Schools.



BOARD MEETING MINUTES

February 16, 2023

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Feb. 16, 2023, 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

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

ADMINISTRATION PRESENT

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

CALL TO ORDER

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

IN-CAMERA SESSION

029/2023 | Trustee Irwin moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

030/2023 | Trustee Seutter moved: That the Board revert to regular session (9:58 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 9:58 a.m. and reconvened at 10:08 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

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

AGENDA

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

031/2023 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the Jan. 19, 2023 Board Meeting Minutes.

032/2023 | Trustee Seutter moved: That the Board of Trustees approve the Minutes of Jan. 19, 2023 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Boymook called for confirmation of the Feb. 7, 2023 Board Special Meeting Minutes.

033/2023 | Trustee Shotbolt moved: That the Board of Trustees approve the Minutes of Feb. 7, 2023 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

034/2023 | 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.

035/2023 | Trustee Footz moved: That the Board of Trustees receive the Chair's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were reported.

Association/Employee Groups

ASBA ZONE 2/3 REPORT

Trustee Shotbolt presented to the Board the report from the ASBA Zone 2/3 meeting held on Jan. 20, 2023.

036/2023 | Trustee Shotbolt moved: That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.

CARRIED UNANIMOUSLY

ATA LOCAL REPORT

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

037/2023 | Trustee Sorochan moved: That the Board of Trustees receive for information the report from the representative of the ATA Local #28.

CARRIED UNANIMOUSLY

EMPLOYEE RELATIONS GROUP (ERG) REPORT

No report was presented.

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

ASCA SCHOOL COUNCILS CONFERENCE AND ANNUAL GENERAL MEETING 2023: SPONSORSHIP

Board Chair Boymook presented to the Board a recommendation to approve \$5,000 maximum to sponsor the registration fees for school council members to attend the ASCA School Councils Conference and Annual General Meeting on April 21-23, 2023.

038/2023 | Trustee Irwin moved: That the Board of Trustees approve up to \$5,000 to sponsor the registration fees for school council members to attend the ASCA School Councils Conference and Annual General Meeting on April 21-23—one member per school. To qualify, members must be part of a school council with an active ASCA membership and apply before the registration deadline, April 6.

CARRIED UNANIMOUSLY

BOARD POLICY 3: ROLE OF THE TRUSTEE

Trustee Footz presented to the Board amendments to Board Policy 3: Role of the Trustee for approval.

039/2023 | Trustee Miller moved: That the Board of Trustees approve amendments to Board Policy 3: Role of the Trustee, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 11: BOARD DELEGATION OF AUTHORITY

Trustee Footz presented to the Board amendments to Board Policy 11: Board Delegation of Authority for approval.

040/2023 | Trustee Allen moved: That the Board of Trustees approve amendments to Board Policy 11: Board Delegation of Authority, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 13: APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Trustee Footz presented to the Board amendments to Board Policy 13: Appeals and Hearing Regarding Student Matters for approval. Recommendation was made to include “guardian” where “parent” is referenced.

041/2023 | Trustee Seutter moved: That the Board of Trustees approve amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, with the inclusion of “guardian” following “parent/”.

CARRIED UNANIMOUSLY

BOARD POLICY 17: STUDENT TRANSPORTATION

Trustee Footz presented to the Board amendments to Board Policy 17: Student Transportation for approval.

042/2023 | Trustee Shotbolt moved: That the Board of Trustees approve amendments to Board Policy 17: Student Transportation, as presented.

CARRIED UNANIMOUSLY

AUDITOR APPOINTMENT – ONE YEAR EXTENSION FOR MNP LLP

Vice-Chair Holowaychuk presented to the Board for approval the extension of MNP LLP’s audit services for the year-ended Aug. 31, 2023.

043/2023 | Trustee Irwin moved: That the Board of Trustees approve the reappointment of MNP LLP as auditors for the year-ended Aug. 31, 2023.

CARRIED UNANIMOUSLY

BORROWING RESOLUTION

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

044/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees approve the borrowing resolution to meet expenditures during the fiscal year 2022-23.

CARRIED UNANIMOUSLY

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report from the Student Expulsion Committee meetings held on Jan. 18 and Feb. 1, 2023, for information.

045/2023 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Student Expulsion Committee meetings held on Jan. 18 and Feb. 1, 2023.

CARRIED UNANIMOUSLY

ADVOCACY COMMITTEE

Board Chair Boymook presented a report from the Advocacy Committee meeting held on Feb. 1, 2023, for information.

046/2023 | Board Chair Boymook moved: That the Board of Trustees receive for information the report from the Advocacy Committee meeting held on Feb. 1, 2023.

CARRIED UNANIMOUSLY

AUDIT COMMITTEE

Vice-Chair Holowaychuk presented a report from the Audit Committee meeting held on Feb. 9, 2023, for information.

047/2023 | Vice-Chair Holowaychuk moved: That the Board of Trustees receive for information the report from the Audit Committee meeting held on Feb. 9, 2023.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented a report from the Policy Committee meeting held on Jan. 14, 2023, for information.

048/2023 | Trustee Footz moved: That the Board of Trustees receive for information the report from the Policy Committee meeting held on Feb. 14, 2023.

CARRIED UNANIMOUSLY

Reports for Information

No reports for information were presented.

Trustee Notices of Motions and Requests for Information

No notices of motions or requests for information were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 10:52 a.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

DATE: March 16, 2023

TO: Board of Trustees

FROM: Trina Boymook, Board Chair

SUBJECT: Amended 2022-23 Board of Trustees Meeting Schedule

ORIGINATOR: Carol Langford-Pickering, Executive Assistant

RESOURCE STAFF: Candace Cole, Secretary-Treasurer
Mark Liguori, Superintendent
Carol Langford-Pickering, Executive Assistant

REFERENCE: Board Policy 7: Board Operations
Board Policy 2: Role of the Board
Education Act, Sections 33, 64 and 139
Alberta Regulation 82/2019

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

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

RECOMMENDATION:

That the Board of Trustees approves the amended 2022-23 Board of Trustees Meeting Schedule, as presented.

BACKGROUND:

As per Board Policy 7: Board Operations, Sections 3.4.2, *the organizational meeting shall, in addition establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year.*

The 2022-23 Board of Trustees Meeting Schedule was approved at the Organizational Meeting on August 25, 2022. The Board met on March 2, 2023, and the following amendment was recommended:

- Removal of May 18, 2023 Board of Trustees Meeting

Confirmed dates and location for the ASBA Spring General Meeting and Canadian School Boards Association Congress 2023 were added for information.

COMMUNICATION PLAN:

The amended 2022-23 Board of Trustees Meeting Schedule will be posted on the Website, Staff Connect and EIPS Leadership Calendar. All stakeholders will be advised.



RECOMMENDATION REPORT

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ATTACHMENTS:

1. Amended 2022-23 Board of Trustees Meeting Schedule (marked)
2. Amended 2022-23 Board of Trustees Meeting Schedule (unmarked)



2022 - 23 BOARD OF TRUSTEES MEETING SCHEDULE

Start time: 9:00 a.m., public session 10:00 am (full day meetings)
(Meeting start time subject to change)

Location: Board Room, Elk Island Public Schools Central Services Administration Building
683 Wye Road, Sherwood Park, Alberta

2022

September 15	Board of Trustees
October 20	Board of Trustees
November 17	Board of Trustees
December 15	Board of Trustees

2023

January 19	Board of Trustees
February 16	Board of Trustees
March 16	Board of Trustees
April 20	Board of Trustees
May 18	Board of Trustees Public Budget Review
May 25	Board of Trustees
June 15	Board of Trustees
August 24	Board of Trustees/Organizational Meeting

September 19-21, 2022 – Board Retreat (Ramada Hotel, Camrose, AB)
November 13-15, 2022 – ASBA Fall General Meeting (Delta Edmonton South Hotel, Edmonton, AB)
March 6-8, 2023 - Alberta Rural Education Symposium 2022 (Fantasyland Hotel, Edmonton, AB)
June 4-6, 2023 - ASBA Spring General Meeting (The Westin, Calgary, AB) (tentative)
July 2-5, 2023 – CSBA 2022 Congress (Banff Centre for Arts and Creativity, AB) (tentative)

Presented to Board: August 25, 2022
Amended: March 16, 2023



2022 - 23 BOARD OF TRUSTEES MEETING SCHEDULE

Start time: 9:00 a.m., public session 10:00 am (full day meetings)
(Meeting start time subject to change)

Location: Board Room, Elk Island Public Schools Central Services Administration Building
683 Wye Road, Sherwood Park, Alberta

2022

September 15	Board of Trustees
October 20	Board of Trustees
November 17	Board of Trustees
December 15	Board of Trustees

2023

January 19	Board of Trustees
February 16	Board of Trustees
March 16	Board of Trustees
April 20	Board of Trustees
May 25	Board of Trustees
June 15	Board of Trustees
August 24	Board of Trustees/Organizational Meeting

September 19-21, 2022 – Board Retreat (Ramada Hotel, Camrose, AB)
November 13-15, 2022 – ASBA Fall General Meeting (Delta Edmonton South Hotel, Edmonton, AB)
March 6-8, 2023 - Alberta Rural Education Symposium 2022 (Fantasyland Hotel, Edmonton, AB)
June 4-6, 2023 - ASBA Spring General Meeting (The Westin, Calgary, AB)
July 2-5, 2023 – CSBA 2022 Congress (Banff Centre for Arts and Creativity, AB)

Presented to Board: August 25, 2022
Amended: March 16, 2023



RECOMMENDATION REPORT

DATE: March 16, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 5: Role of the Board Chair
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 5: Role of the Board Chair, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee is recommending amendments, as shown in Attachment 1, to maintain consistency in format, improve grammar and readability, and correct gender neutrality that was missed in previous edits.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 5: Role of the Board Chair (marked)
2. Board Policy 5: Role of the Board Chair (unmarked)

Policy 5

ROLE OF THE BOARD CHAIR

~~The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.~~

The Board, at the organizational meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility ~~for~~of providing leadership and guidance.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure such meetings are conducted in accordance with the *Education Act* and the policies and procedures as established by the Board.
2. Prior to each Board meeting, confer with the Vice-Chair, designated trustee, and Superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. Be familiar with basic meeting procedures (Roberts Rules of Order).
4. Perform the following duties during Board meetings:
 - 4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 4.2. Ensure all issues before the Board are well-stated and clearly expressed.
 - 4.3. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 4.4. Ensure that debate is relevant. The Chair, in keeping with ~~his/her~~the responsibility to ensure that debate must be relevant to the question, shall, when ~~the Chair s/he~~ is of the opinion that the discussion is not relevant to the question, remind members they must speak to the question.
 - 4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 4.6. Submit motions or other proposals for a formal decision of the Board by a show of hands.
 - 4.7. Ensure each trustee present votes on all issues before the Board. When appropriate, advise Board members of a possibility of a conflict of interest.
 - 4.8. Extend hospitality to trustees, officials of the Board, the press, and members of the public.

5. Keep informed of significant developments within the Division.
6. Assist with the Board's orientation program for trustees.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division.
8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
9. Convey directly to the Superintendent such concerns ~~as are related to him/her~~ by trustees, parents or students that may affect the administration of the Division.
10. Provide counsel to the Superintendent.
11. Review and approve the Superintendent's vacation entitlement and expenditures.
12. Bring to the Board all matters requiring a corporate decision of the Board.
13. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications.
14. Act as ex-officio member of all Board committees, except the Student Expulsion Committee and Teacher Collective Agreement Negotiating Committee.
15. Act as a signing authority for Board minutes.
16. Act as a signing authority for the Division.
17. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
18. Address inappropriate behaviour on the part of a trustee.
19. Ensure the Board engages in annual assessments of its effectiveness as a board.
20. Act on behalf of the Superintendent's ~~in their~~ inability to act due to conflict of interest.
21. Foster, develop, and ~~for~~ maintain positive, professional working relationships with:
 - 21.1. All members of the Board
 - 21.2. Superintendent and staff
 - ~~21.3.~~ 21.3. ATA Local President
 - ~~21.4.~~ 21.4. Employee Relations Group Chair
 - ~~21.5.~~ 21.5. The Minister of Education
 - ~~21.6.~~ 21.6. Locally elected MLAs
 - ~~21.7.~~ 21.7. Municipal elected officials
 - ~~21.8.~~ 21.8. Board Chairs of other Alberta school boards.

Reference:

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

Last reviewed:

Last updated:

Nov. 26, 2015

Oct. 24, 2016

Dec. 4, 2017

Feb. 19, 2019

Dec. 11, 2019

April 23, 2020

Feb. 9, 2021

Feb. 8, 2022

March 1, 2022

| Feb. 14, 2023

Policy 5

ROLE OF THE BOARD CHAIR

The Board, at the organizational meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility of providing leadership and guidance.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure such meetings are conducted in accordance with the *Education Act* and the policies and procedures as established by the Board.
2. Prior to each Board meeting, confer with the Vice-Chair, designated trustee, and Superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. Be familiar with basic meeting procedures (Roberts Rules of Order).
4. Perform the following duties during Board meetings:
 - 4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 4.2. Ensure all issues before the Board are well-stated and clearly expressed.
 - 4.3. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 4.4. Ensure that debate is relevant. The Chair, in keeping with the responsibility to ensure that debate must be relevant to the question, shall, when the Chair is of the opinion that the discussion is not relevant to the question, remind members they must speak to the question.
 - 4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 4.6. Submit motions or other proposals for a formal decision of the Board by a show of hands.
 - 4.7. Ensure each trustee present votes on all issues before the Board. When appropriate, advise Board members of a possibility of a conflict of interest.
 - 4.8. Extend hospitality to trustees, officials of the Board, the press, and members of the public.
5. Keep informed of significant developments within the Division.
6. Assist with the Board's orientation program for trustees.

7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division.
8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
9. Convey directly to the Superintendent such concerns by trustees, parents or students that may affect the administration of the Division.
10. Provide counsel to the Superintendent.
11. Review and approve the Superintendent's vacation entitlement and expenditures.
12. Bring to the Board all matters requiring a corporate decision of the Board.
13. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications.
14. Act as ex-officio member of all Board committees, except the Student Expulsion Committee and Teacher Collective Agreement Negotiating Committee.
15. Act as a signing authority for Board minutes.
16. Act as a signing authority for the Division.
17. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
18. Address inappropriate behaviour on the part of a trustee.
19. Ensure the Board engages in annual assessments of its effectiveness as a board.
20. Act on behalf of the Superintendent's inability to act due to conflict of interest.
21. Foster, develop, and maintain positive, professional working relationships with:
 - 21.1. All members of the Board
 - 21.2. Superintendent and staff
 - 21.3. ATA Local President
 - 21.4. Employee Relations Group Chair
 - 21.5. The Minister of Education
 - 21.6. Locally elected MLAs
 - 21.7. Municipal elected officials
 - 21.8. Board Chairs of other Alberta school boards.

Reference:

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

Last reviewed: **Last updated:**

Nov. 26, 2015

Oct. 24, 2016

Dec. 4, 2017

Feb. 19, 2019

Dec. 11, 2019

April 23, 2020

Feb. 9, 2021

Feb. 8, 2022

March 1, 2022

Feb. 14, 2023



RECOMMENDATION REPORT

DATE: March 16, 2023
TO: Board of Trustees
FROM: Policy Committee
SUBJECT: Board Policy 14: Hearings on Teacher Transfers
ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair
RESOURCE STAFF: Mark Liguori, Superintendent
REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making
EIPS PRIORITY: Enhance public education through effective engagement.
EIPS GOAL: Engaged and effective governance.
EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves amendments to Board Policy 14: Hearings on Teacher Transfers, as presented.

BACKGROUND:

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

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

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

The Policy Committee is recommending amendments, shown in Attachment 1, to eliminate redundancy in the preamble and correct grammar in section 8.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 14: Hearings on Teacher Transfers (marked)
2. Board Policy 14: Hearings on Teacher Transfers (unmarked)

Policy 14

HEARINGS ON TEACHER TRANSFERS

The Superintendent may transfer a teacher in accordance with section 212 of the *Education Act*. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. A transfer means that the Superintendent has transferred the teacher from one school to another school. If the new school is not identified, then the transfer has not been completed. Similarly, the transfer is not complete unless the teacher has received notice of the transfer, which ~~notice~~ must include the Superintendent's reasons for the transfer.

Specifically

1. A teacher who has received a notice of transfer and the reasons for the transfer may, within seven days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Secretary-Treasurer shall advise the teacher in writing of the date, time, and location of the hearing.
5. Any documentation or written materials to be considered by the Board in support of the teacher transfer shall be forwarded by the Superintendent, or their designate, to both the teacher and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
6. Any documentation or written materials to be considered by the Board in objection to the teacher transfer shall be forwarded by the teacher to both the Superintendent, or their designate, and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
7. At the discretion of the Board, if materials are submitted less than seven days prior to the hearing, the Board shall either accept the materials and continue with the hearing or adjourn the hearing.
8. The teacher may be accompanied by counsel or other representatives, and may bring witnesses if, not less than seven days prior to the scheduled date of the meeting, the following is provided by the teacher to the Secretary-Treasurer and the other party in writing: the names of other representatives and any witnesses.
9. Notwithstanding, the Board shall reserve the right to receive further documentation as deemed relevant.
10. Procedure at hearings

- 10.1. The hearing shall be conducted at an in-camera session of the Board, and chaired by the Chair, or in the Chair's absence, the Vice-Chair or designate.
- 10.2. The Chair shall introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 10.3. The sequence of the hearing shall be as follows:
 - 10.3.1. An opening statement to be made by each of the parties;
 - 10.3.2. Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 10.3.3. Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 10.3.4. Superintendent's or designate's opportunity for a response to the teacher's presentation;
 - 10.3.5. Teacher's opportunity for a response to the administration's presentation;
 - 10.3.6. An opportunity for the Board to ask questions of clarification of both parties and any of the other witnesses;
 - 10.3.7. An opportunity for the Superintendent or designate to make final comments;
 - 10.3.8. An opportunity for the teacher to make final comments; and
 - 10.3.9. No cross-examination of witnesses shall be allowed.
- 10.4. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
- 10.5. If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information shall be made in the presence of both parties. If the information is not readily available, the Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 10.6. When the Board is ready to make its decision on the matter, both parties, if still present, shall be advised that the Board will be reconvening and shall consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 10.7. The Board's decision shall be communicated to the teacher, in writing, following the hearing.

Reference:

Sections 33, 52, 53, 212, 222 *Education Act*

Last reviewed:

April 11, 2013

Sept. 17, 2015

Jan. 18, 2016

Dec. 12, 2016

Aug. 30, 2018

Dec. 11, 2019

Oct. 13, 2020

Feb. 8, 2022

Feb. 14, 2023

Last updated:

April 18, 2013

Sept. 17, 2015

Feb. 18, 2016

Jan. 26, 2017

Aug. 30, 2018

Dec. 11, 2019

March 1, 2022

Policy 14**HEARINGS ON TEACHER TRANSFERS**

The Superintendent may transfer a teacher in accordance with section 212 of the *Education Act*. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. A transfer means that the Superintendent has transferred the teacher from one school to another school. If the new school is not identified, then the transfer has not been completed. Similarly, the transfer is not complete unless the teacher has received notice of the transfer, which must include the Superintendent's reasons for the transfer.

Specifically

1. A teacher who has received a notice of transfer and the reasons for the transfer may, within seven days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Secretary-Treasurer shall advise the teacher in writing of the date, time, and location of the hearing.
5. Any documentation or written materials to be considered by the Board in support of the teacher transfer shall be forwarded by the Superintendent, or their designate, to both the teacher and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
6. Any documentation or written materials to be considered by the Board in objection to the teacher transfer shall be forwarded by the teacher to both the Superintendent, or their designate, and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
7. At the discretion of the Board, if materials are submitted less than seven days prior to the hearing, the Board shall either accept the materials and continue with the hearing or adjourn the hearing.
8. The teacher may be accompanied by counsel or other representatives, and may bring witnesses if, not less than seven days prior to the scheduled date of the meeting, the following is provided by the teacher to the Secretary-Treasurer and the other party in writing: the names of other representatives and any witnesses.
9. Notwithstanding, the Board shall reserve the right to receive further documentation as deemed relevant.
10. Procedure at hearings

- 10.1. The hearing shall be conducted at an in-camera session of the Board, and chaired by the Chair, or in the Chair's absence, the Vice-Chair or designate.
- 10.2. The Chair shall introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 10.3. The sequence of the hearing shall be as follows:
 - 10.3.1. An opening statement to be made by each of the parties;
 - 10.3.2. Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 10.3.3. Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 10.3.4. Superintendent's or designate's opportunity for a response to the teacher's presentation;
 - 10.3.5. Teacher's opportunity for a response to the administration's presentation;
 - 10.3.6. An opportunity for the Board to ask questions of clarification of both parties and any of the other witnesses;
 - 10.3.7. An opportunity for the Superintendent or designate to make final comments;
 - 10.3.8. An opportunity for the teacher to make final comments; and
 - 10.3.9. No cross-examination of witnesses shall be allowed.
- 10.4. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
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March 1, 2022



RECOMMENDATION REPORT

Page 1 of 2

DATE: March 16, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2023 ASBA Edwin Parr Award

ORIGINATOR: Brent Billey, Associate Superintendent, Human Resources

RESOURCE STAFF: Steve Schaar, Director, Human Resources

REFERENCE: Board Policy 2: Role of the Board
Administrative Procedure 415: Employee Recognition Programs

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: A culture of excellence and accountability

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

RECOMMENDATION:

That the Board of Trustees supports Elk Island Public Schools' nomination of Rae-Lynn Billingsley for the Alberta School Boards Association (ASBA) 2023 Edwin Parr Teacher Award.

BACKGROUND:

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, the Edwin Parr Award has been presented on an annual basis to outstanding first-year teachers across the province.

COMMUNICATION PLAN:

Edwin Parr nominees' consent to media releases relative to the award and are recognized at an ASBA sponsored banquet. The nominee is also recognized at the Division level through the Weekly Wrap-Up.



RECOMMENDATION REPORT

ATTACHMENT:

1. ASBA 2023 Edwin Parr Teacher Awards Nomination Form



EDWIN PARR TEACHER AWARDS

2023 AWARDS PACKAGE

BACKGROUND

Overview

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Awards recognize excellent first-year teachers across the province.

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, these awards have been presented to outstanding first-year teachers.

Award parameters

The following candidates are eligible for consideration for the Edwin Parr Awards:

- First-year Kindergarten to Grade 12 teachers if they meet the following criteria:
 - First-year teaching experience must be completed in Alberta with a school board that is a member of ASBA and a minimum of 100 full-time equivalent days of teaching service within the current school year (i.e., September 2022– June 2023) is required.
 - A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
 - A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.

Nominations

Nominees may include:

- First year Kindergarten to Grade 12 teachers (if the above criteria is met).

Individuals are nominated by the following process:

- The initial identification and selection of the nominee will be made by the nominee's school board. Each school board may only nominate one candidate for submission to their associated Zone Chair.
- Each Zone will then select one nominee as the zone recipient of the award. Zone 2/3 will select two recipients due to the amalgamation of zones 2 and 3.

Recognition

A zone-level celebration is hosted by each zone prior to provincial recognition by ASBA.

In total, six Edwin Parr Teacher Awards are distributed and recognized at a provincial level by ASBA at its Fall General Meeting (FGM). Each recipient will receive a smart watch and framed certificate from ASBA. If applicable, ASBA will pay expenses for zone recipient attendance at the FGM awards ceremony.

SELECTION

Selection

The following criteria will be used to determine the zone recipient(s):

- School board evaluation; and,
- Interview with zone selection committee.

Additionally, the Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

TQS1: Fostering Effective Relationships	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
TQS2: Engaging in Career-Long Learning	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
TQS3: Demonstrating a Professional Body of Knowledge	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
TQS4: Establishing Inclusive Learning Environments	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
TQS6: Adhering to Legal Frameworks and Policies	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

GUIDELINES FOR SUBMISSION

Guidelines for submission

- Please retain an electronic record of the nomination information at the nominating board office for a period of one year.
- All information provided in the nomination package will be considered confidential and managed in accordance with Alberta's Personal Information Protection Act (PIPA).
- Confirmation of receipt of the nomination package will be provided within 72 hours. If confirmation is not received within that timeframe, please follow up by phone.

Nominations must be received by **March 17, 2023, at 4:30 p.m.**

Zone Chair contacts

Zone 1 Marie Dyck Peace River School Division Email: dyckmarie@prsd.ab.ca Tel: 780.624.3601	Zone 4 Kim Smyth Clearview Public Schools Email: ksmyth@clearview.ab.ca Tel: 403.741.8262
Zone 2/3 Jeri Wilson Evergreen Catholic Separate School Division Email: jwilson@ecsr.ca Tel: 780.999.4710	Zone 5 Theresa Letendre Foothills School Division Email: letendret@fsd38.ab.ca Tel: 403.978.0815
	Zone 6 Jennifer Crowson Horizon School Division Email: jennifer.crowson@horizon.ab.ca Tel: 403.308.8610

Submission Checklist

- ATTACHMENT 1: Nomination Form
- ATTACHMENT 2: Cover Letter (Principal summary remarks) & Evaluation (attach additional pages as required)
- ATTACHMENT 3: Nominee Consent Form

All forms and evaluations must be completed and signed (where prompted), and all elements noted above must be provided electronically. No paper copies are required. Please do not submit any additional materials as only those noted above will inform the zone selection process.

ATTACHMENT 1: NOMINATION FORM

Nominee Information

FULL NAME

HOME ADDRESS

CITY/TOWN

POSTAL CODE

PHONE NUMBER

ALTERNATE PHONE NUMBER

EMAIL ADDRESS

CONTACT
PREFERENCE
(please select)

POST-SECONDARY EDUCATION (degree earned including major/minor)

GRADUATING UNIVERSITY

SCHOOL BOARD NAME

ZONE
(please select)

SCHOOL NAME

SCHOOL ADDRESS

CURRENT TEACHING ASSIGNMENT

Nominator Information

SCHOOL BOARD CONTACT WHO COMPLETED NOMINATION PACKAGE

SCHOOL BOARD CONTACT PHONE NUMBER

SCHOOL BOARD CONTACT EMAIL ADDRESS

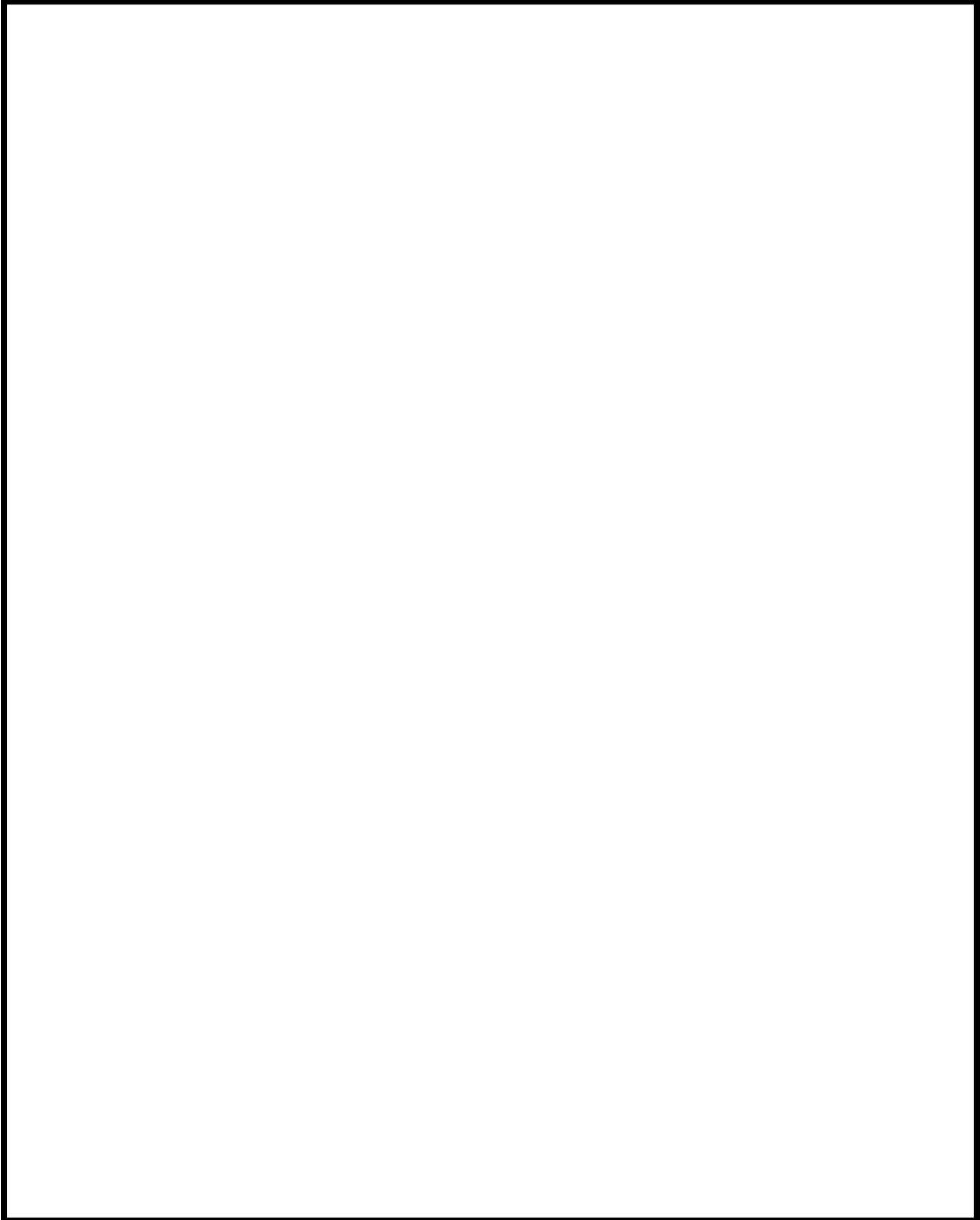
SUPERINTENDENT OF SCHOOLS NAME

SUPERINTENDENT OF SCHOOLS SIGNATURE

DATE

ATTACHMENT 2: COVER LETTER AND EVALUATION

Please provide a cover letter to accompany the evaluation (attach additional pages as required).

A large, empty rectangular box with a black border, intended for the user to write a cover letter and evaluation. The box is currently blank.

ATTACHMENT 2: COVER LETTER AND EVALUATION

Please provide specific examples, commentary and evidence related to the nominee's performance in each of the following dimensions (attach additional pages as required).

A. How does the nominee foster effective relationships (TQS1)?

ATTACHMENT 2: COVER LETTER AND EVALUATION

B. How does the nominee engage in career-long learning (TQS2)?

ATTACHMENT 2: COVER LETTER AND EVALUATION

C. How does the nominee demonstrate a professional body of knowledge (TQS3)?

ATTACHMENT 2: COVER LETTER AND EVALUATION

D. How does the nominee establish inclusive learning environments (TQS4)?

ATTACHMENT 2: COVER LETTER AND EVALUATION

E. How does the nominee apply foundational knowledge about First Nations, Métis and Inuit (TQS5)?

ATTACHMENT 2: COVER LETTER AND EVALUATION

F. How does the nominee adhere to procedures, frameworks, and policies (TQS6)?

ATTACHMENT 2: COVER LETTER AND EVALUATION

G. How is the nominee involved in extra-curricular and community activities?

ATTACHMENT 3: NOMINEE CONSENT FORM

I, _____
PRINT NAME

Consent to my nomination for the ASBA Edwin Parr Teacher Award and authorize the release of any or all information pertaining to my employment for the purpose of this nomination. This includes the use of my photograph to assist the ASBA in developing media releases and/or award materials, printed and digital, including accessing and posting to the ASBA website.

NOMINEE SIGNATURE

DATE

I hereby give consent to Alberta School Boards Association (ASBA), including its employees, Board of Directors or other third party ASBA may authorize on its behalf, to collect, use and disclose my name, likeness, voice, or other personal identifying information as specified below:

- Still photograph of me
- Video of me and my voice
- Audio recordings of me and my voice

I hereby waive all rights, including any economic and moral rights that I may have with respect to ASBA's collection, use or disclosure of my personal information. I further acknowledge and agree that there shall be no compensation provided to me by ASBA respecting my personal information for the above-described purposes.

I hereby release ASBA and its Board, elected officials, officers, employees, agents, representatives, successors and assigns, of and from any and all actions, causes of action, claims, expenses, demands for damages or loss, howsoever arising, that I may have had, may now have, or may hereafter have, against ASBA by reason of my consent to the collection, use and disclosure of my personal information as indicated herein.

By signing this form I acknowledge that this constitutes a binding agreement and is the entire agreement between myself and ASBA.

FIRST AND LAST NAME OF NOMINEE

DATE

NOMINEE SIGNATURE



FOR MORE INFORMATION, VISIT
www.asba.ab.ca/about/awards/

OR EMAIL
awards@asba.ab.ca



RECOMMENDATION REPORT

Page 1 of 2

DATE: March 16, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: *2024-27 Three-Year Capital Plan*

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Brent Dragon, Planner, Facility Services
Matthew Spronk, Assistant Director, Facility Services
Christina Keroack, Business Manager, Facility Services
Corrie Fletcher, Communication Specialist, Communication Services

REFERENCE: *School Capital Manual for the 2022-23 School Year | Alberta Education*
Administrative Procedure 540: Planning for School Facilities

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Quality infrastructure for all

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

RECOMMENDATION:

That the Board of Trustees approves the 2024-27 Three-Year Capital Plan as presented.

BACKGROUND:

Each year, school boards must assess their school capital needs and prioritize projects based on the health and safety of existing school facilities, enrolment pressures, modernization needs and program requirements. The prioritized projects are then included in each school division's Three-Year Capital Plan, as a single aggregated list. The Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis and submitted to Alberta Education for funding consideration every spring. In August 2022, Alberta Education released the [School capital manual for the 2022/23 school year](#). Chapter 2, "Capital Planning Process," provides detailed information about the capital planning process and should be reviewed in connection with EIPS' *2024-27 Three-Year Capital Plan* (see, Attachment 2).

Once the plan's submitted, the province examines each school division's capital requests—new schools, replacement schools, modernizations and expansions—to determine the most pressing needs, provincially. Using a provincially consolidated capital planning process, the government then reviews each request in relation to the needs of all school divisions. For Alberta Education, a critical factor is the readiness of the project to move forward in an effective and timely manner. As such, Alberta Education focuses on sites that are suitable and serviced. Once each ministry compiles its provincial capital plan, the Provincial Capital Planning team



RECOMMENDATION REPORT

consolidates all requests from each area. The team reviews each project for criticality, readiness and alignment with government priorities. After that, projects are funded based on budget availability.

The fiscal year for all capital plans is from April 1 to March 31. That means, EIPS must submit its Three-Year Capital Plan to the province by April 1, annually.

COMMUNICATION PLAN:

The following communication will occur if the Board approves the recommendation:

1. EIPS will provide a complete capital plan submission to Alberta Education.
2. If, or when, Alberta Education provides funding for a requested capital project, EIPS will develop a communication plan.

ATTACHMENT(S):

1. 2024-27 Three-Year Capital Plan
2. Chapter 2 – *School capital manual for the 2022/23 school year*

BD



2024-27 Three-Year Capital Plan

March 16, 2023

1.0 Funded Capital Project Update

Sherwood Heights Junior High and École Campbelltown Replacement

Project Type: Replacement school

Project Scope: Replace Sherwood Heights Junior High and École Campbelltown into one school adjacent to the existing Sherwood Heights Junior High building. Once complete, the request also includes funds to demolish the two former school buildings.

Project Capacity: Core student capacity of 1,015

Project Grades: Kindergarten to Grade 9

Project Cost: Approximately \$40,649,320

On March 1, Alberta Education announced construction funding for the Sherwood Heights Junior High and École Campbelltown replacement school—listed as a priority on the Division’s Three-Year Capital Plan for more than a decade. Over the past year EIPS has worked with a project design team to develop schematic design drawings for the projection. Now, EIPS will begin working with Alberta Education, Alberta Infrastructure and consultants to begin construction. EIPS plans to complete the project in two phases. Phase 1 consists of constructing the replacement school, bus parking and drop-off parking. Phase 2 consists of demolishing the old Sherwood Heights Junior High building and adding a staff parking lot. The request also includes funding to demolish the old École Campbelltown build but it’s still too early to determine if and when that will take place.

At this point, it is too early to tell when the replacement school will be ready to welcome students. However, EIPS expects the replacement school to be completed by late 2025—at the end of Phase 1. And, it expects Phase 2 to be completed by spring 2026, depending on the contractor's construction schedule.

2.0 Aggregated Priority List

Priority	School(s)	Sector	Year 1	Capacity	Cost (Millions)
1	Rudolph Hennig Junior High, Fort Saskatchewan High	3	<i>New School:</i> Replace Rudolph Hennig Junior High and Fort Saskatchewan High into one new facility on the Southridge site—result of the 2018 Fort Saskatchewan value scoping session	1,400 [^]	\$79.8
2	James Mowat Elementary	3	<i>New School:</i> Replace James Mowat Elementary on the Westpark site—result of the 2018 Fort Saskatchewan value scoping session	650	\$27.9
Priority	School(s)	Sector	Year 2	Capacity	Cost
3	A.L Horton Elementary, Vegreville Composite High	5	<i>Major Modernization:</i> Modernize and expand Vegreville Composite High to accommodate grades K-12 programming—result of the 2022 Vegreville value scoping session	765	\$48.3
4	Win Ferguson Elementary	3	<i>Major Modernization:</i> Modernize Win Ferguson Elementary—result of the 2018 Fort Saskatchewan value scoping session	470	\$21.3
5	Salisbury Composite High	1	<i>Major Modernization:</i> Modernize Salisbury Composite High—result of the 2020 Sherwood Park value scoping session	1,978	\$90
Priority	School(s)	Sector	Year 3	Capacity	Cost
6	Sector 4 value scoping session	4	<i>Engagement:</i> Conduct a Sector 4 value scoping session—planning funds only	TBD	n/a
7	Cambrian Crossing area	1	<i>New School:</i> Build a new school in Cambrian Crossing	950	n/a

[^]opening capacity—expandable to 1,600.

3.0 Capital Priority Maps

Elk Island Public Schools Capital Plan Priorities by Sector 1 and Sector 3

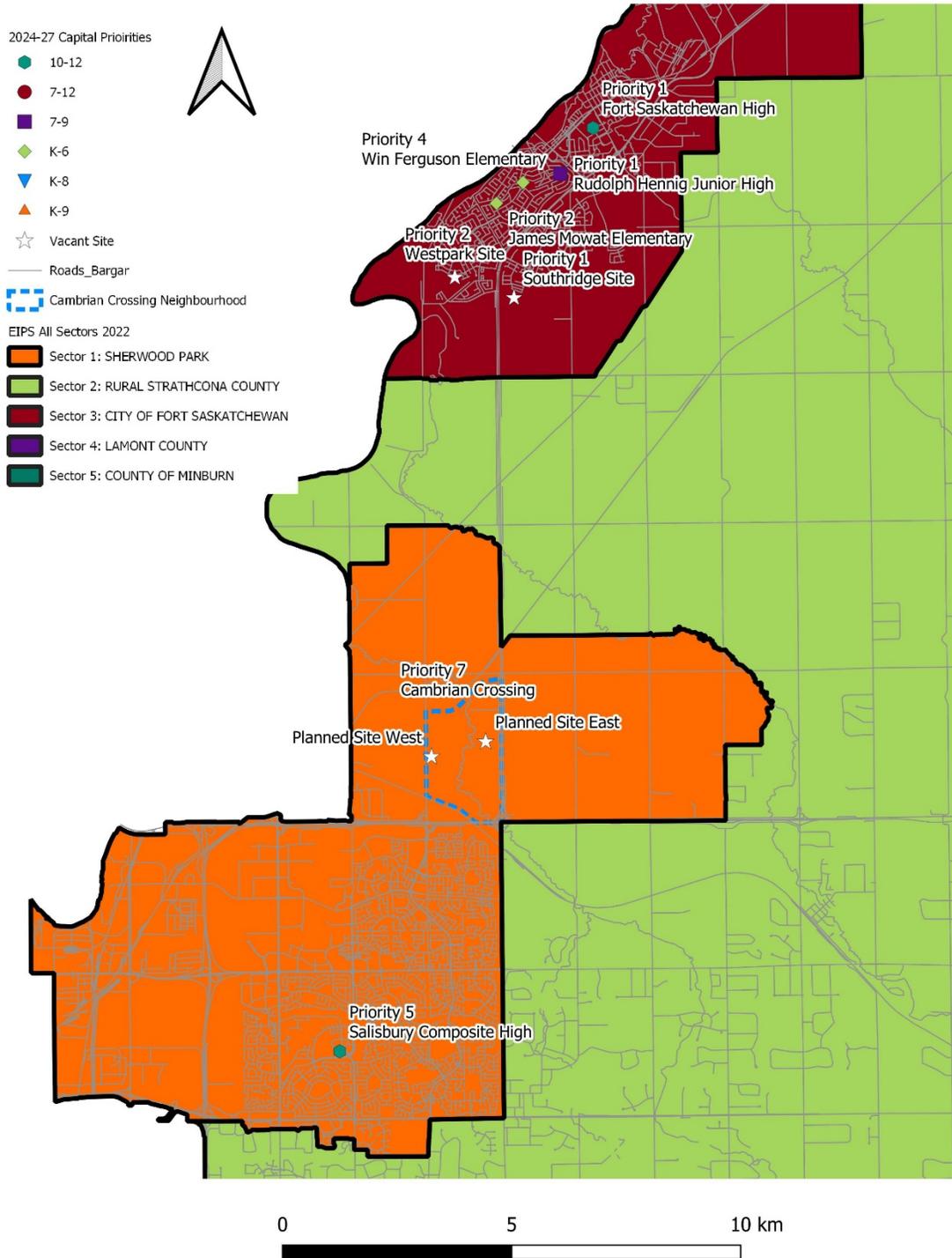


Figure 1: The location of capital priorities within Sector 1 and Sector 3.

Elk Island Public Schools Capital Plan Priorities by Sector 4 and Sector 5

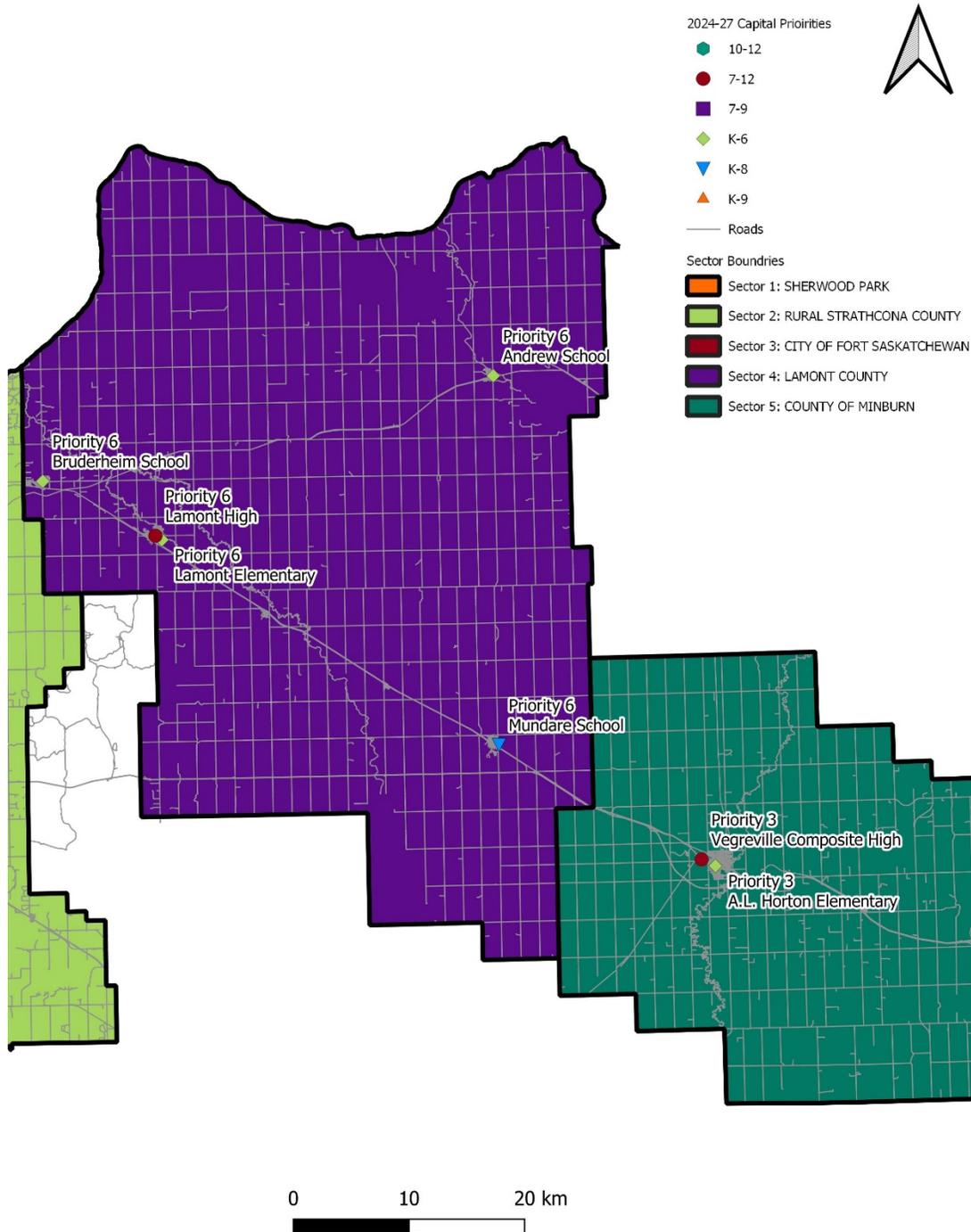


Figure 2: The location of capital priorities within Sector 4 and Sector 5.

4.0 Project Scope and Rationale

Priority 1: Rudolph Hennig Junior High and Fort Saskatchewan High Replacement

Project Type: Replacement school

Project Scope: Replace Rudolph Hennig Junior High and Fort Saskatchewan High into one school and relocate it to the Southridge school site. Once complete, the request also includes demolishing the two former school buildings.

Project Capacity: Core student capacity of 1,400—expandable to accommodate 1,600 students

Project Grades: Grades 7 to 12

Project Cost: Approximately \$79,787,914

Priority 1 listed in the *2024-27 Three-Year Capital Plan* is a capital request to replace Rudolph Hennig Junior High and Fort Saskatchewan High into a single facility offering grades 7-12. The requested core student capacity is 1,400—expandable to accommodate 1,600 students. As well, the request includes relocating the replacement school to the Southridge school site (see pg. 4, “Figure 1”).

In 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified viable, long-term, community-derived options to meet the area’s growing enrolment pressures and facility-condition concerns. The requested two-to-one replacement school aligns with the outcomes developed at the Fort Saskatchewan value scoping session.

Considering both buildings’ conditions and enrolment growth, replacing the two schools on the Southridge site also allows EIPS to accommodate current and future growth while also addressing significant five-year maintenance costs. The five-year maintenance cost for Rudolph Hennig Junior High is \$4,419,450. The five-year maintenance cost for Fort Saskatchewan High is \$6,271,713.

A review of the schools’ functionality indicates both schools have issues with sightlines and inadequate careers- and technology-studies spaces. Both schools also have challenges meeting emerging program opportunities for core subject areas because of too few and undersized classrooms—many of which have limited or no natural light. In addition, there are ongoing challenges at both schools related to hallways and classroom acoustics and circulation.

Since completing the value scoping session, The City of Fort Saskatchewan rezoned the Southridge school site as public-service lands, which now has effective transportation access and utility servicing. The city has approved the subdivision of the school site and is evaluating lot grading plans and landscaping plans. Conversations also continue with Southridge’s developer to ensure the school site can be turned over to the city and EIPS once provincial funding is approved. As well, Alberta Education awarded EIPS planning funds to undertake a series of technical studies in 2021. Since then, EIPS has completed an environmental site assessment, a geotechnical study and an access-management plan. No major issues were identified. EIPS has since shared all studies with Fort Saskatchewan and Alberta Education. Thanks to these efforts, the project can commence as soon as the province announces approval.

EIPS continues to explore partnership opportunities for the replacement school. In January 2023, the Division submitted a Collegiate School Status Initial Proof of Concept Application to Alberta Education. The application is to incorporate a collegiate educational model into the replacement school by partnering with Alberta Education, Advanced Education and local industry organizations. The idea: To provide leading-edge space and programming to better assist students preparing for careers, employment, apprenticeships and post-secondary education. If successful, the Division plans to expand the number of



careers, programming and technology spaces—bumping it up to nine, from eight—at an anticipated cost of \$1.12 million, paid through the partnership.

The Southridge location is ideal for the collegiate educational model. It's located in Fort Saskatchewan and within Alberta's Industrial Heartland—home to more than 40 medium- to large-sized corporations specializing in a range of industries, including petrochemical, carbon capture, and supply and services (see pg. 12, "Appendix A"). Already, EIPS has established a positive relationship with several of these companies, including Agrium Inc., Dow Chemical Co., Shell Scotford and Sherritt International Corp. Given the already established relationship, EIPS feels if the collegiate model is approved, it can formalize partnerships immediately.

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Priority 2: James Mowat Elementary Replacement

Project Type: Replacement school

Project Scope: Replace James Mowat Elementary and relocate it to the Westpark school site. Once complete, the request also includes demolishing the former school building.

Project Capacity: Core student capacity of 650

Project Grades: Kindergarten to Grade 6

Project Cost: Approximately \$27,879,779

Priority 2 listed in the *2024-27 Three-Year Capital Plan* is a capital request to replace James Mowat Elementary and relocate it to the Westpark school site (see pg. 4, “Figure 1”). The request also includes a student capacity of 650, which will allow the school to grow by 244 student spaces.

In October 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified a James Mowat Elementary replacement school as part of the best-performing option to meet Sector 3’s growing enrolment pressures and facility-condition concerns. Currently, James Mowat Elementary is in a building more than 40 years old with a utilization rate of 100 per cent and a Facility Condition Index rating of “Poor.” The facility also has a five-year maintenance cost of \$5,176,251. Currently, The City of Fort Saskatchewan owns the Westpark school site, it also has municipal services and is zoned appropriately for a school facility.

As of the 2022-23 school year, James Mowat Elementary is operating at full capacity—despite adding another modular classroom in 2022-23. The modular unit is one of 10 classroom units at the school—two were constructed in 1976, six in 1981, one in 2012 and one in 2016. The older modular classrooms, built in 1976 and 1981, are safe for students. However, they’re starting to require extensive upgrades and will need additional infrastructure investments within this *2024-27 Three-Year Capital Plan* period. EIPS continues to monitor the modular classrooms.

To alleviate the enrolment pressures, James Mowat will introduce a random selection process for any new students wanting to attend the school—starting in the 2023-24 school year. The new process will help the school manage the enrolment pressures it’s currently facing. The Division is piloting the process for two years. If the process works well, James Mowat will continue using the random selection process for new students as long as the school has closed boundaries. All new students, living within the James Mowat attendance area, who aren’t selected through the random selection process, are redirected to, and guaranteed a spot at, their alternate-designated school, Fort Saskatchewan Elementary.

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Priority 3: Vegreville Composite High Major Modernization and Addition

Project Type: Major modernization and addition

Project Scope: Complete a major modernization and addition of Vegreville Composite High to accommodate kindergarten to Grade 12 programming. Once complete, the request also includes demolishing A.L. Horton Elementary.

Project Capacity: Core student capacity of 765

Project Grades: Kindergarten to Grade 12

Project Cost: Approximately \$48,298,326

In September 2022, EIPS conducted a [Vegreville value scoping session](#) for Sector 5. The session identified modernizing and expanding Vegreville Composite High as the best-performing option to accommodate kindergarten to Grade 12 students living in the sector. Throughout the discussion, participants from all stakeholder groups expressed the importance of the careers and technology spaces at Vegreville Composite High, which is why this option was rated as the best performing. The next best option was building a new replacement school that also combines A.L. Horton Elementary and Vegreville Composite High but would result in reduced careers and technologies classroom space than the major modernization.

Since completing the value scoping session, EIPS has worked closely with Alberta Infrastructure and Alberta Education to further explore the two highest-ranking solutions. Alberta Infrastructure also provided detailed cost estimates for both options. The current cost for the modernization solution is \$48,298,326. The anticipated replacement school cost is \$44,459,489. After further discussions with Alberta Education, reviewing the value scoping session and examining the community's rationale for a modernization, it makes the most sense to choose the modernization over the replacement school. So much so, Alberta Education recommends EIPS now pursue technical investigations to further develop the modernization project scope and budget.

Priority 4: Win Ferguson Elementary Major Modernization

Project Type: Major modernization

Project Scope: Complete a major modernization of Win Ferguson Elementary.

Project Capacity: Core student capacity of 470—the same as the current building

Project Grades: Kindergarten to Grade 6

Project Cost: Approximately \$17,637,236

In October 2018, EIPS conducted a [Fort Saskatchewan value scoping session](#) for Sector 3. The session identified modernizing Win Ferguson Elementary as part of the best-performing option to meet the sector's growing enrolment pressures and facility-condition concerns. A major modernization allows the Division to address concerns related to the school's deferred maintenance and needed mechanical and electrical systems upgrades. It also allows EIPS to address current and future community needs by improving access to high-quality learning environments.

In terms of the current school building, it's more than 45 years old, has a 79 per cent utilization rate, a Facility Condition Index rating of "Fair," and a five-year maintenance cost of \$3,959,812. Additionally, the school includes 12 modular classroom units. Four were constructed in 1978, and four in 1979. So, the modernization project cost also accounts for replacing these eight modular classrooms. The remaining four units were built after 2013, and are in good condition.

Priority 5: Salisbury Composite High Modernization

Project Type: Major modernization

Project Scope: Complete a major modernization of Salisbury Composite High.

Project Capacity: Core student capacity of 1,978—the same as the current building

Project Grades: Grades 10 to 12

Project Cost: Approximately \$78,800,403

In 2020, the Board raised concerns about the underutilized space at Salisbury Composite High. It was also raised during a [Sherwood Park value scoping session](#) for Sector 1 in fall 2020. Since then, EIPS has taken significant steps to improve the building's utilization rate through relocating programs and leasing surplus space. For example, in 2021, EIPS relocated its Next Step Sherwood Park outreach program to the Salisbury Composite High building. Through these efforts, the school's net student capacity has decreased to 1,805 from 1,978. The Division is also considering various community partnerships and staffing-accommodations possibilities to improve the utilization even more. Overall, Alberta Education supports these actions because they maintain the instructional areas for future enrolment increases.

Given the school was built in 1968 and had major additions added in 1973 and 1979, it does require significant maintenance and upgrades, hence the request for a major modernization. There are several mechanical and electrical upgrades needed, instructional renovations and the school's five-year maintenance cost is \$20,484,218. Completing a major modernization of Salisbury Composite High aligns with the outcomes of the Sherwood Park value scoping session, addresses the deferred maintenance issues and optimizes student learning spaces. Another advantage: A major modernization will enhance the Career and Technology Studies programming within the Division by building further opportunities for innovation and personalized pathways.

Priority 6: Sector 4 Value Scoping Session

Project Type: Solution

Project Scope: Conduct a value scoping session—dependent on funding approval.

Within the County of Lamont, Sector 4, EIPS has five school spaces, all with significant available student capacity. Of those five schools, they all operate above the Division's average per-student cost, which is \$7,141. Three of the sector's schools are among the Division's five highest operating schools. Andrew School operates at \$16,682 per student. Bruderhiem School operates at \$11,441 per student. Similarly, Mundare School operates at \$12,112 per student. Lamont Elementary, \$8,161, ranks ninth, and Lamont High, \$8,366, ranks eighth.

Conducting a Sector 4 value scoping session will help EIPS identify effective ways to right-size Division space, evaluate programming opportunities and ensure boundaries accurately reflect student needs. In general, value scoping sessions aim to identify solutions that provide the highest value for money while maximizing the utilization and functionality of school infrastructure. As well, the input from these sessions ensures a broad range of perspectives are considered and used to develop, and evaluate, potential solutions. The ultimate goal of a Sector 4 value scoping session: To develop community-derived options to better utilize the available school spaces in Sector 4.



Priority 7: Cambrian Crossing New School

Project Type: New school

Project Scope: Build a new in Cambrian Crossing.

Project Capacity: Core student capacity of 950

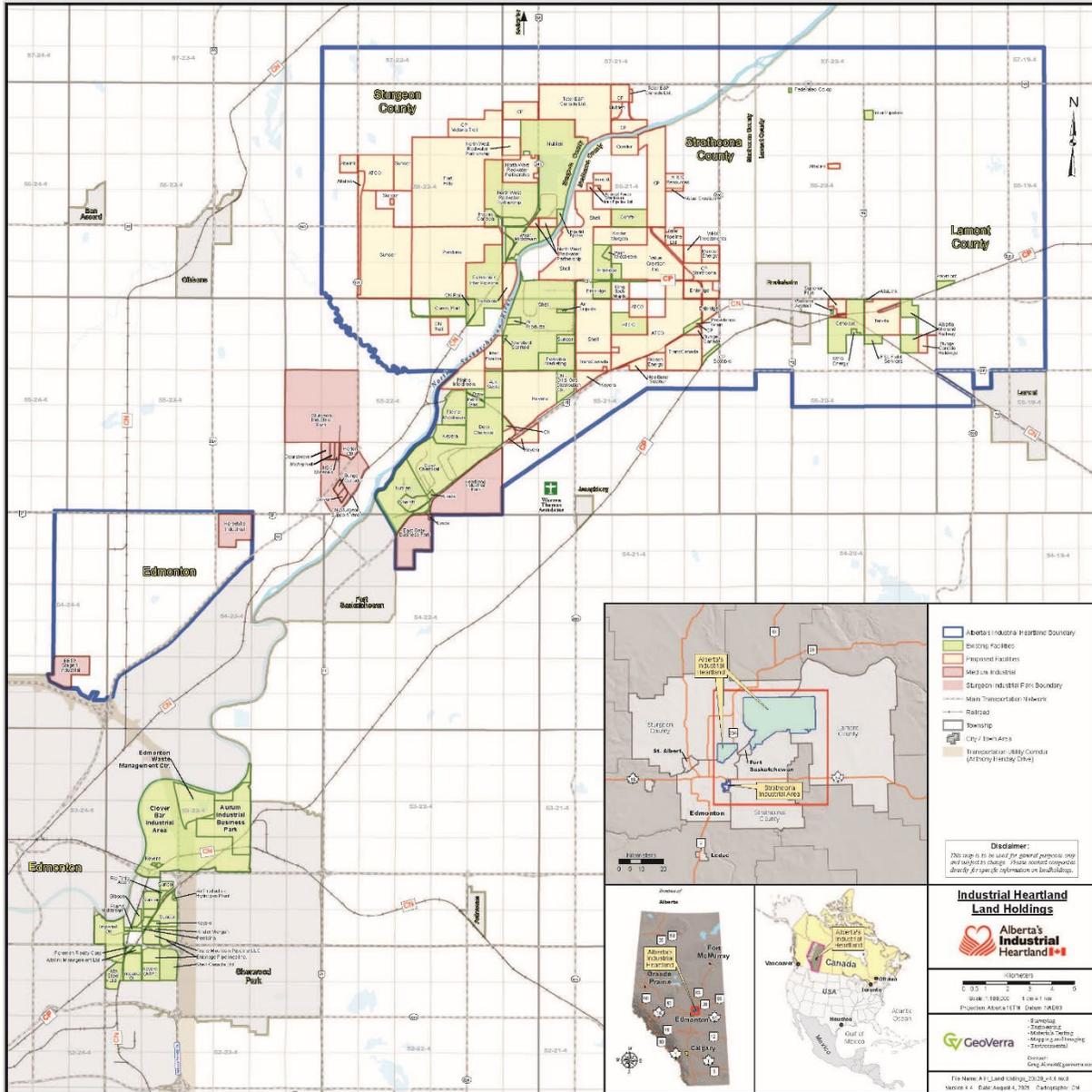
Project Grades: Kindergarten to Grade 9

Sherwood Park’s new Cambrian Crossing residential area expects to welcome its first residents in fall 2023. By the time it’s completed, anticipated in 2037, Strathcona County projects more than 12,000 people living in the neighbourhood. Using residential areas with similar characteristics, density, dwelling type and the expected pace of development, EIPS anticipates 3,345 school-aged children to reside in the area—many of whom will register with the Division.

Two initial buildout stages are planned for the development—one west of Oldman Creek and one east of Oldman Creek. There are also two planned school sites for the area. Collectively these sites can accommodate three school buildings. As well, according to Rohit Group of Companies and Mattamy Homes, both school sites could be ready for school construction as early as 2024. Rohit and Mattamy have launched sale websites that show the number of units sold or conditionally sold (see pg. 13, “Appendix B”). As the pace and rate of the development progress, EIPS will select the appropriate school site for construction. The chosen site will be one that best serves residents living in Cambrian Crossing.

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Alberta's Industrial Heartland



Cambrian Crossing East
(Hearthstone)

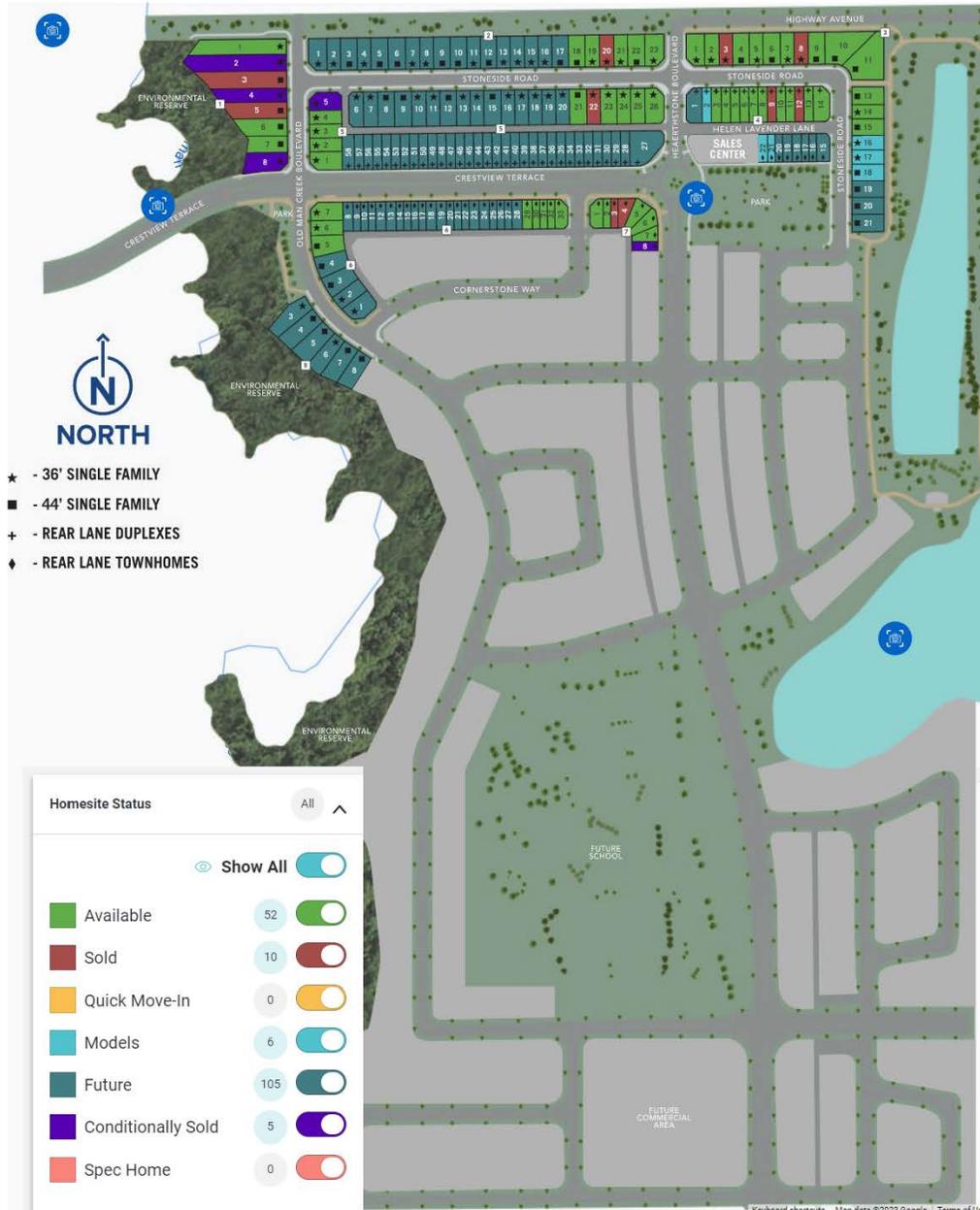


Image taken from <https://myscp.ml3ds-icon.com/scp/138028/site-map/162721?standalone=true> on Jan. 25, 2023

Chapter 2

Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta (GOA) uses a province wide consolidated capital planning process. The purpose of this process is to identify current and future capital needs, and to develop strategies to address those needs in alignment with the Government of Alberta's prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with overall government prioritization in order to fulfill their mandate, each ministry may place different emphasis on the GOA criteria.

Each ministry evaluates and prioritizes its capital project needs using its program delivery criteria when developing their Ministry Capital Plan. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdictions must either have a suitable, serviced site, or there must be a suitable site identified with a written commitment from the municipality to provide and service the site before the scheduled start of construction. Any required access roadways and services need to be installed by the municipality prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the Provincial Capital Planning team consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration to the available budget allocation. The projects approved by Cabinet become part of that year's Provincial Capital Plan.

2.2 Education's Capital Planning Process

School jurisdictions are required to submit their capital project requests to Education by the April 1 submission deadline each year, unless otherwise communicated in writing by Education's Capital Planning team. Education's Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery, as outlined in Section 2.5 and 2.8 of this chapter. Education staff provide recommendations to the ministry's senior leadership team, including the data and risk analysis, project drivers, readiness, rationale, and criticality of each project requested for possible inclusion in the upcoming Ministry Capital Plan.

Once the Education Minister reaches a decision, Education finalizes and submits the Ministry Capital Plan Submission to the province wide process for consolidation, further evaluation and funding consideration.

When Education is advised by Treasury board of the capital requests approved for funding, approval letters are prepared and sent to school jurisdictions.

2.3 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's existing facilities, including age, condition, historical and current utilization, and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan, and should be prepared to submit this plan to Education upon request by Capital Planning staff. Each school jurisdiction should review its plan annually to confirm that it is up to date, relevant and that it aligns with their Three-Year Capital Plan.

The Ten-Year Facilities Plan is to include the following information:

- an overview of key strategies and objectives for the next 10 years or longer;
- the school jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to additional space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- need for new schools or addition to existing schools;
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s); and
- facility condition evaluation information.

2.4 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.5. The Three-Year Capital Plan must be approved by the board, and the board's meeting minutes must identify the dated version of the plan that has been approved.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete, and that substantiating data is provided.

Project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution;
- the project would be able to move forward expediently if funding were approved; and
- site readiness in alignment with the municipal, provincial and federal guidelines and regulation where applicable. Please refer to section 2.7 for further information on Site Suitability.

2.5 Project Drivers

The following information defines the project drivers under which consideration is given:

Building Condition – These are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.

Community Renewal – School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.

New

Efficiency Solutions – School capital projects that provide operational efficiencies through the modernization, replacement or consolidation of existing space to provide a more optimal learning environment where the available space is more aligned with the student enrolment.

Enrolment Pressures – The school jurisdiction's existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming – Projects provide new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound and light quality, etc.

Health and Safety – Projects that address risks to the health, safety, or security of the students or staff either immediately or in the longer term; projects that address compliance issues with federal or provincial legislation or municipal bylaws.

Legal – Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action (e.g. Rights to francophone education under Section 23 of the Canadian Charter of Rights and Freedoms).

2.6 Capital Project Requests

School jurisdictions are required to submit individual project requests into the government's web interface for each of the top priorities identified in their board approved Three-Year Capital Plan, in order to have the project considered by Education staff for possible inclusion in Education's Capital Plan submission.

Project requests that qualify for submission to Education must be:

- submitted with the same project type, scope, grade configuration, capacity and priority as the approved Capital Plan;
- appropriately classified into one or more of the following five categories:
 - new school

- addition to an existing school
 - modernization of an existing school
 - replacement school
 - solution
- include in sufficient detail the required and relevant data outlined in the respective schedule for the project type (Refer to section 2.8)

NOTE: If the project scope or project need is not yet defined clearly enough to allow the required supporting data to be gathered and provided in the submission, this indicates that a capital project submission may be premature and additional planning work is required. Consultation with the appropriate capital planning manager is recommended, as it is not possible for ministry staff to evaluate a project that does not have a clear scope, a clearly defined rationale and description of any risks associated with its implementation.

2.6.1 Possible Partnerships

Schools serve as important hubs within communities. School jurisdictions are encouraged to pursue potential partnerships with local municipalities that would mutually benefit both the students and the local community.

School jurisdictions are expected to have an executed statement of commitment with any partners at the schematic design phase, and fully executed funding agreement prior to pre-tender stage.

School jurisdictions should contact their capital planning manager in Capital Planning for any additional information on developing partnerships.

2.6.2 Development of a Project Budget

Infrastructure develops the estimated project budget based on the project scope and data provided by Education and the school jurisdiction. It is critical that school jurisdictions provide a clear definition of what is in, and out, of the intended scope for the project with particular attention to any unusual or potentially costly components. This should limit the risk of in-scope items being removed during design because of unanticipated or uncommunicated project costs. It is important to identify scope of work and costs that are not (or will not be) covered by the project budget or site risks/considerations that may impact the project implementation, such as: any lack or limitation of services or access to the site, federal, provincial and municipal requirements, environmental and hazmat issues, geotechnical or structural issues, specific building components that are critical to the planned educational programming (e.g.. specific CTS labs, joint use spaces), requirements on a heritage building.

School jurisdictions should provide additional confirmation that municipalities are supportive of the proposed project and that there are no impediments to immediate commencement of the project.

In addition to evaluating the need for each capital request, Education ministry staff cannot recommend a project for inclusion in the ministry capital plan submission without the availability of a suitable and ready site. Refer to section 2.7

Revised

2.7 Site Suitability

In order to support school jurisdictions' assessment of the suitability of proposed sites, a completed Site Evaluation Checklist (SEC) must be included with each project submission. The guideline for completing this document is called the "Guidelines for Site Work for Projects to be submitted with the Three Year Capital Plan". Together, they provide the detailed requirements for a risk evaluation of the proposed site, its suitability, and the supporting documentation to be provided by school jurisdictions. They also contain information that could assist school jurisdictions in their work with local municipalities, provincial and federal government.

School jurisdictions should submit project requests where there is a clearly defined need. If the school sites are not available, school jurisdictions are encouraged to work in collaboration with the local municipality and education partners in procuring a suitable school site.

A project that is a high priority for a school authority can and should be submitted in the school authority's Three Year Capital Plan submission even if there is no available site for the project. Although Education cannot recommend a project for funding without a viable site, the capital planning sector could assist the school jurisdiction's work to support the resolution of site issues.

Much of the initial site evaluation work should be completed prior to the capital project approval stage (level 1 & level 2 of the "Guidelines for Site Work for Projects" to be submitted with the three year capital plans) to ensure that a project is able to proceed in an effective and timely manner once the approval has been given.

The project approval to school jurisdictions may be staged and contingent on specific milestones being met. There may be a staged project approval with design funds only depending on level of site risks identified and the need of the project, which would be defined through the capital plan review process. The approval of construction funding may not be provided until the design has sufficiently progressed and all site risks have been mitigated.

At pre-approval stage, school authorities should identify the funding source to proceed with necessary site investigations, if recommended.

The completion of the site evaluation checklist is required to ensure:

- potential sites for new, replacement, addition and modernization school projects do not cause delays that could have been addressed prior to start of construction.
- any potential issues related to change in building footprint, expanded site servicing and construction; and maintaining the safety of staff and student during the increased site demands of the construction period are identified.

2.8 Capital Project Request Checklists

2.8.1 New School

The data listed below identifies the information school jurisdictions should consider including in their project proposal for a NEW SCHOOL in order for the need and urgency of the project to be assessed;

- The name of the school. If unknown, at a minimum, the name of the neighbourhood or legal address and geolocation of the site where the proposed school will be constructed should be provided.
- The main project driver(s) for the new school referred to in section 2.5
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population will/could be affected when the new school opens.
- The current and five-year historical adjusted enrolments on each of the impacted school facilities.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance and travel times between the impacted school(s) and the new site.
- Busing information, including average ride times, if students are currently bused from their resident neighbourhood to a designated school outside their sector. Also, identify the expected impact on the impacted schools and any plans for these schools if the new school is constructed.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration
 - boundary adjustments
 - transportation
 - use of other facilities in the community
 - enhancing technology in schools (e.g. videoconferencing and distance learning)
 - identifying possible partnerships in the community and/or sector
 - program changes/relocation (e.g., for programs of choice)
 - modular classrooms or permanent additions on existing schools
- The planned grade configuration for the proposed school. Also, identify if there are plans to initially open the facility serving a different set of grades and how many years/grades would be affected in the gradual implementation. (example: facility will serve Grades 10-12; however, in Year 1 – only Grade 10 will be offered, with Grades 10 - 11 offered in Year 2 and Grades 10-12 offered in Year 3).
- The five-year projected enrolment and utilization of the impacted schools.
- The projected enrolment at the new school upon opening and five years after opening.
- Any capital projects approved for the jurisdiction (whether in design or construction) for schools serving the same general area that will/could affect the utilization of the impacted schools. Current issues with existing programming and transportation and how the new facility is intended to resolve or mediate these issues.

New

- Available data from the municipality regarding development plans for the area, including:
 - status of current development – how much of the area is already developed
 - anticipated timelines for neighbourhood to be completely developed
 - housing starts – number and type of building permits issued over the past three years and anticipated over the next five years
 - any other relevant data that will define educational space requirements
 - number of students the area is expected to generate
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.
- Site readiness checklist and supporting documentation (See Section 2.7)

2.8.2 Capital Project Request – Addition to an Existing School

The data listed below identifies some of the information that school jurisdictions should consider including in their project submission for an ADDITION TO AN EXISTING SCHOOL in order for the need and urgency of the project to be assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the addition. Please refer to section 2.5. Also indicate if the addition will result in added grades or just added capacity.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population will/could be affected when the additional spaces become operational.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the school proposed for an addition.
- Whether all additional instructional capacity will be occupied upon opening or if occupancy will be phased.
- Any other capital project currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the impacted schools.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration
 - boundary adjustments
 - transportation
 - use of other facilities in the community
 - enhancing technology in schools (e.g. videoconferencing and distance learning)

- identifying possible partnerships in the community and/or sector
- program changes/relocation (e.g., for programs of choice)
- modular classrooms added to existing schools
- Current issues with existing programming and transportation and how the new space is intended to resolve or mediate these issues.
- Data from municipalities regarding plans for neighbourhoods still in development which the facility serves, including:
 - status of current development – how much of the area is already developed
 - anticipated timelines for neighbourhood to be completed or developed
 - housing starts – number and type of building permits issued over the past three years
 - any other relevant data that will define educational space requirements
- Relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request as made.
- Any third-party reports on facility condition and/or hazardous materials assessment.
- Information about students bused from their resident neighbourhood to designated schools outside of their sector. Include reasons, numbers of students, average ride times.
- Additional capacity being requested with the addition.
- Indicate if any sightlines within and outside the facility pose any challenges for supervision.
- Identify and explain any of the following that are issues in the existing building:
 - Adequacy of classroom sizes and availability of flexible workspaces.
 - Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
 - Existing, emerging, or potential significant health and safety issues.
 - Circulation concerns within the building.
 - Security concerns with administrative suite location in terms of ability to monitor visitors and students.
 - Concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances).
 - Lack of natural light access in instructional spaces.
 - Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.7)

New

2.8.3 Capital Project Request- Modernization to an Existing School

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a MODERNIZATION TO AN EXISTING SCHOOL in order for the need and urgency of the project to be accurately assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the modernization. Please refer to section 2.5
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools as their population will/could be affected when the modernization is area or changes to grade configuration.
- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the school proposed for modernization.
- Information about students bused from their resident neighbourhood to designated schools outside their sector. Include reasons, numbers of students, average ride times.
- The amount of space that will be removed from the existing school as part of the modernization if the current utilization of the facility is below 85 per cent and the projections indicate a continued decline.
- If projections show low utilization and declining enrolment, the consider submitting rationale/evidence to support the need to keep the school operational over the next 15-20 years.
- Other capital projects currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the Impacted School and school proposed for modernisation.
- Any modular classrooms that are currently attached to the building (how many, their age and condition) and if they will remain as part of the new facility or be relocated/demolished.
- Current issues with the building's ability to provide functional programming, what changes are anticipated to existing programming and transportation, and how the modernization is intended to resolve or mediate these issues.
- Review of the current facility audit and identify any statements within the audit where the school division and its third-party independent engineers/analysts have evidence that differs from the audit.
- Identify any major systems missing from the VFA report.
- Report from infrastructure maintenance renewal (IMR) funds expended on this facility over the previous five-years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a modernization project is not approved.
- Information on anticipated reduction in operational costs, if any.

New

- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request made.
- Information about students bused from their resident neighbourhood to designated schools outside of their sector. Include reasons, numbers of students, average ride times.
- Additional capacity is being requested with the replacement.
- Indicate if any sightlines within and outside the facility pose any challenges for supervision.
- Identify and explain any of the following that are issues in the existing building:
 - Adequacy of classroom sizes and availability of flexible workspaces.
 - Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
 - Existing, emerging, or potentially significant health and safety issues.
 - Circulation concerns within the building.
 - Security concerns with the administrative suite location in terms of ability to monitor visitors and students.
 - Concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances).
 - Lack of natural light access in instructional spaces.
 - Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.7).

2.8.4 Capital Project Request - Replacement of an Existing School

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a REPLACEMENT OF AN EXISTING SCHOOL in order for the need and urgency of the project to be accurately assessed:

- The name of the school, location, current grade configuration and the main driver(s) for the replacement. Please refer to section 2.5.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project. These are considered impacted schools, as their population could be affected when the additional spaces become operational.
- The intended location of the replacement school. If the site is not the same as the current school, provide the rationale for locating the facility elsewhere, and identify the impact to ride times for students. If it will be on the existing site, indicate where it could be situated on the site and whether students can continue to attend the existing school during construction or would need to be relocated (and where).

- Map outlining the location of the site as well as all of the impacted schools within the same geographic sector. This will include the distance between the impacted school(s) and the site of the replacement school.
- Busing information, including average ride times, if students are currently bused from their resident neighbourhood to a designated school outside their sector. Also, identify the expected impact on the impacted schools and any plans for these schools if the new school is constructed.
- Evidence that alternative strategies have been explored and deemed not feasible and/or not effective, including but not limited to the following:
 - grade reconfiguration
 - boundary adjustments
 - transportation
 - use of other facilities in the community
 - enhancing technology in schools (e.g. videoconferencing and distance learning)
 - identifying possible partnerships in the community and/or sector
 - program changes/relocation (e.g., for programs of choice)
 - modular classrooms added to existing schools
- The requested capacity of the replacement facility
- If projections show low utilization and declining enrolment, provide rationale/evidence to support the need for a replacement school to be in operation for the next 15-20 years.
- Any other capital projects currently approved for the jurisdiction (whether in design or construction) serving the same general area that will/could affect the utilization of the impacted schools and the replacement school.
- Any modular classrooms that are currently attached to the building (how many, their age and condition) and if they will remain as part of the replacement facility or be relocated/demolished.
- Current issues with the building's ability to provide functional programming and what changes are anticipated to existing programming and transportation and how the replacement is intended to resolve or mediate these issues.
- Review of the current facility audit and identify any statements within the audit where the school jurisdiction and its third party independent engineers/analysts have evidence that differs from the audit.
- A report from VFA on all IMR funds expended on this facility over the previous five-years. Provide information on the IMR investment strategy and identify major maintenance work that will need to be done within the next three to five years if a replacement project is not approved.
- Information on the deferred maintenance and the five-year maintenance costs that will be eliminated because of the demolition of the existing facility.
- Plans for the existing school, whether demolition, sale or repurposing.
- Any third-party reports on facility condition and/or hazardous materials assessment.

New

- Information on anticipated reduction in operational costs, if any.
- Other relevant statistical or anecdotal information that lends support to the jurisdiction's rationale of why this project is required, particularly if the statistical data does not accurately provide the full rationale or does not support the request made.
- Indicate if any sightlines within and outside the facility pose any challenges for supervision.
- Identify and explain any of the following that are issues in the existing building:
 - Adequacy of classroom sizes and availability of flexible workspaces.
 - Existing or emerging functionality and programming issues in the building that compromise the school's ability to deliver mandated education programs.
 - Existing, emerging, or potentially significant health and safety issues.
 - Physical movement concerns within the building.
 - Security concerns with the administrative suite location in terms of ability to monitor visitors and students.
 - Concerns related to acoustics/quality of sound (e.g. students ability to easily hear teachers without noise disturbances).
 - Lack of natural light access in instructional spaces.
 - Insufficient number of classrooms to deliver the existing programming and future programming.
- Site readiness checklist and supporting documentation (See Section 2.7).

2.8.5 Capital Project Request – Solution

This is a new project type that is designed to allow for the submission of a project request for an integrated solution where, in order to meet the project delivery objective, more than one school facility will require construction activity.

Most often, the main project driver will involve a desire to remove excess space in a region of decreasing enrolment by consolidating students from two or more facilities into a single facility. The goal will be to achieve reduced operational costs and improved program delivery and efficiency.

For example, constructing a new K-12 facility in a centralized location that will serve all the students in three aged facilities where the current utilization is low, and the deferred maintenance and operational costs on all three facilities is high. The solution would involve four distinct construction components:

- the construction of a New K-12, x capacity school¹
- the demolition of School A
- the demolition of School B
- the demolition of School C

¹ The letter x is used to represent capacity in the example.

The project would be submitted as a single solution project, because all four components would be necessary in order to attain the desired results. This may include the elimination of deferred maintenance; the elimination of underutilized space and the excessive costs to operate and maintain that space; an overall improvement in the sector and jurisdiction utilization; and potentially the ability to provide improved educational programming and efficiency.

The solution is considered to be the “parent project” and each facility or site that will have a construction activity is considered to be a “child” of that parent project.

The data listed below identifies the type of information that school jurisdictions should consider including in their project submission for a SOLUTION project in order for the costs and benefits to be accurately assessed:

- Name of the area or region for which the project is to provide a solution and the main driver for the solution. Please refer to section 2.5.
- All of the information that would be required on each involved facility if that facility was being considered for a modernization or replacement.
- The list of the names of all the school facilities currently serving the students that this new facility is intended to serve must be submitted for each individual project.
- Total deferred maintenance and five-year maintenance costs that will be eliminated through the completion of the project.
- Amount of under-utilized space that will be eliminated.
- Current average utilization of the area/facilities and the expected post-construction utilization.
- Pre and post-construction operations and maintenance costs, and anticipated annual savings to the school jurisdiction as a result of the project.
- Administrative or travel costs incurred by facility maintenance staff or school administration that would be eliminated as a result of the solution.
- Relevant information that supports the need for the project or helps define a clear benefit to the school jurisdiction and/or the community.
- Relevant statistical or anecdotal information that lends support to the jurisdiction’s rationale of why this project is required. Additional anecdotal data is particularly critical if the statistical data does not accurately highlight why the school jurisdiction considers this a particularly important project.
- Site suitability guideline and supporting documentation (See Section 2.7)

New



RECOMMENDATION REPORT

DATE: March 16, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Logos Christian Program

ORIGINATOR: Mark Liguori, Superintendent

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Brent Billey, Associate Superintendent, Human Resources
Dave Antymniuk, Division Principal
Brent Dragon, Planner
Laura McNabb, Director, Communication Services
Corrie Fletcher, Communications Specialist, Communication Services
Karen Baranec, Communications Networking Specialist, Communication Services

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

EIPS PRIORITY: Enhance high-quality learning and working environments
Enhance public education through effective engagement

EIPS GOAL: Quality infrastructure for all Parent and caregiver engagement

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure
Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education

RECOMMENDATION:

That the Board of Trustees approves the amalgamation of the Logos Christian Program (K-6) at Brentwood School for the 2023–24 school year.

BACKGROUND:

In May 2022, Elk Island Public Schools (EIPS) approved a Three-Year Engagement Strategy, with the goal of best serving students, optimal utilization of Division space and resources, and meeting growth needs, by sector, in the Division.

The third of five projects explored potential changes to the EIPS Logos Christian Program to ensure it continues providing high-quality educational experience for students. Over the past decade, enrolment in Logos has declined significantly, bringing in to question the viability of programming at two school sites.



Currently, the elementary program is offered at Brentwood Elementary and Westboro Elementary. The junior high Logos program is offered at Sherwood Heights Junior High. To determine the best possible solutions for addressing the enrolment decline, EIPS undertook a consultation process with the Logos school community, using a two-phased engagement approach, between June and October of 2022.

Phase 1:

EIPS hosted two public engagement sessions and one online survey. The first meeting was co-ordinated internally and took place on June 13. At the meeting, EIPS provided background information, explained the challenges and facilitated a question-and-answer period about ways to address the issue. After that meeting, the Division contracted Y Station to continue the conversation, and the consultation. The second public meeting was held on June 27. Y Station again introduced the issues, discussed EIPS' concerns and facilitated breakout spaces to explore possible solutions. Following the meeting, Y Station surveyed Logos families to gather even more input from those who couldn't attend the meeting.

Goal: To present the issues to the community, collect feedback and explore possible solutions.

Response: 60 attendees at Public Meeting 1; 75 attendees at Public Meeting 2; and 89 survey responses.

Phase 2:

Y Station facilitated one public consultation and collected feedback submissions from the Logos school community. At the public meeting, EIPS reviewed what was heard during Phase 1 of the engagements, provided additional program information, discussed the path forward and shared plans to postpone a final decision about Logos programming until after the 2023-24 returning student registration. Following the meeting, Y Station encouraged families to submit any additional input.

Goal: To share with the Logos community what was heard during Phase 1 of the public engagement, gather feedback, and inform the Logos community of the extended decision deadline.

Response: 46 attendees at Public Meeting 3; two email feedback submissions.

CURRENT SITUATION OR KEY POINT:

Emerging from the public consultations, online feedback and meetings with the Logos Society, it was clear that the Logos community desired time, through the fall and winter of 2022-23, to attract families to the Logos program for the returning student registration process held during February 2023. This approach was supported by the Elk Island Logos Society and Logos families and as such the Division made the commitment to postpone a recommendation to the Board until after the returning student registration process took place in February 2023. During this period, EIPS met and worked with the Elk Island Logos Society to develop and implement a detailed enrolment growth strategy to help ensure the program's long-term viability, including benchmarking and growth targets.

As shared during Public Meeting no. 3, if, enrolment in the Logos elementary program increased significantly after the 2023-24 returning student registration process it would be recommended that the Board keep the elementary program unchanged at both Brentwood Elementary and Westboro Elementary. Conversely, if enrolment stayed relatively static, EIPS would recommend that the Board consolidate the elementary program at Brentwood Elementary, starting in the 2023-24 school year.



RECOMMENDATION REPORT

As of March 1, 2023, the enrolment in the Logos program, K-6, demonstrated a decline of five (5) students from the prior year and continues to demonstrate a downward trend from the 2013-14 school year. As such, amalgamation of the program in a single site is recommended for program viability. This will provide the opportunity for sustainable K-6 numbers, the potential for single grade classes (if class size numbers warrant) as well as provide for future expansion of the K-6 program at Brentwood Elementary, if required, to two classes per grade.

Additionally, with consolidation of the Logos program, for those students who will require busing to Brentwood Elementary all of EIPS' normal transportation [eligibility rules and fees](#) will apply.

In order to be equitable to both school communities, if the recommendation is approved, the returning student registration process will be re-opened to all families of both Brentwood and Westboro schools with the intent of all students/families choosing their preferred school prior to Spring break.

COMMUNICATION PLAN:

If approved, EIPS will communicate with parents, staff and stakeholders in regards to process and next steps to be completed during the 2022-23 school year.

ATTACHMENT(S):

1. Elementary Logos Enrolment 2001 to 2023 (Anticipated)
2. Logos Enrolment Comparison between Sept. 29, 2022 and March 1, 2023

ML:clp

Elementary Logos Enrolment 2001 to 2023 (Anticipated)



Logos Enrolment Comparison between Sept. 29, 2022 and March 1, 2023

	Sept. 29, 2022				March 1, 2023			
Grade	Brentwood Elementary	Westboro Elementary	Sherwood Heights	Total by Grade	Brentwood Elementary	Westboro Elementary	Sherwood Heights	Total by Grade
Kinder.	7	11		18	11	11		22
Gr. 1	10	16		26	9	12		21
Gr. 2	18	23		41	13	15		28
Gr. 3	13	24		37	19	21		40
Gr. 4	17	21		38	14	22		36
Gr. 5	19	25		44	17	22		39
Gr. 6	16	17		33	21	25		46
Gr. 7			33	33			27	27
Gr. 8			30	30			27	27
Gr. 9			22	22			27	27
Total	100	137	85	322	104	128	81	313



RECOMMENDATION REPORT

DATE: March 16, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Attendance Boundary Adjustments: Cambrian Crossing

ORIGINATOR: Brent Dragon, Planner, Facilities Services

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Dave Antymniuk, Division Principal
Corrie Fletcher, Communication Specialist, Communication Services
Brenda Fortin, Graphic Design Specialist, Communication Services

REFERENCE: Administrative Procedure 305: School Attendance Areas and Requests to Attend Non-Designated Schools

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Quality infrastructure for all

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

RECOMMENDATION:

That the Board of Trustees approves the adjusted attendance boundary for the Cambrian Crossing area structure plan, as presented.

BACKGROUND:

The Cambrian Crossing area structure plan consists of two new neighbourhoods within Strathcona County—Cambrian and Hearthstone. Cambrian is the area west of Oldman Creek. Hearthstone is the area east of Oldman Creek. Both are developing simultaneously, with the first phase of residents expected to move in, in fall 2023. Each neighbourhood also has a planned school site. However, obtaining provincial funding approval and new school construction is years away. Therefore, Elk Island Public Schools (EIPS) must accommodate students using existing infrastructure until new schools are approved and built.

To effectively accommodate future students living in Cambrian and Hearthstone, senior administration reviewed all school infrastructure within Strathcona County, exploring anticipated student growth and available student spaces. In terms of expected growth, the Cambrian Crossing area structure plan includes 5,225 new residential units that expect to house a population that exceeds 12,000 residents, long term. While the rate and pace of residential development will significantly impact when the neighbourhoods are fully complete, EIPS anticipates it will take about 20 years. In the short to medium term, EIPS projects 216 school-age children to live in the area by 2027. And, by 2032, 592 school-aged children—many of whom will attend Division schools.



RECOMMENDATION REPORT

In terms of student space, Ardrossan Elementary and Ardrossan Junior Senior High are closed-boundary schools, meaning the schools can only accept students who reside within their attendance boundary. Ardrossan Elementary is 93 per cent utilized, and Ardrossan Junior Senior High is 92 per cent utilized. Additionally, the new Ardrossan East neighbourhood is developing within the Ardrossan Hamlet. In the short to medium term, EIPS projects 77 school-age children to live in the area by 2027. And, by 2032, 159 school-aged children—many of whom will attend Division schools. To ensure EIPS' Ardrossan schools can accommodate growth from Ardrossan East, EIPS recommends adjusting the attendance boundary for the Cambrian Crossing area by designating students away from Ardrossan to schools within Sherwood Park.

The majority of new families moving into Cambrian and Hearthstone will choose to enrol their children in regular programming. Currently, only a few schools within Sherwood Park have space to accommodate those students—Glen Allan Elementary, which is 69 per cent utilized, and Westboro Elementary, which is 71 per cent utilized. At the junior high level, Clover Bar Junior High is 71 per cent utilized, and F.R. Haythorne Junior High is 92 per cent utilized. For senior high, Bev Facey Community High is 67 per cent utilized, and Salisbury Composite High is 71 per cent utilized.

Based on administration's review, the Division proposes the following attendance boundary adjustments, effective immediately.

Regular program designation (see attachment 1, "Proposed Sherwood Park Attendance Boundaries")

Neighbourhood	Elementary	Junior High	Senior High
Cambrian	Westboro Elementary	Clover Bar Junior High	Salisbury Composite High
Hearthstone	Glen Allan Elementary	F.R. Haythorne Junior High	Bev Facey Community High

For French Immersion programming, EIPS is presently conducting a public consultation. As such, administration feels it is premature to make attendance boundaries decisions. Administration will consider the French Immersion attendance boundaries for students living in Cambrian and Hearthstone in conjunction with the outcomes of the French Immersion consultation-expected in June 2023.

EIPS' current attendance boundary maps are available at eips.ca.

COMMUNICATION PLAN:

If approved, EIPS will update the boundary maps on the Division website and work with Student Transportation to update the Find My Designated School tool. As there are no families residing within the area in question, no additional communication is required.

ATTACHMENT(S):

1. Proposed Sherwood Park Attendance Boundaries Maps
2. Proposed Strathcona County Attendance Boundaries Maps

BD



Elementary Attendance Boundaries (PROPOSED)

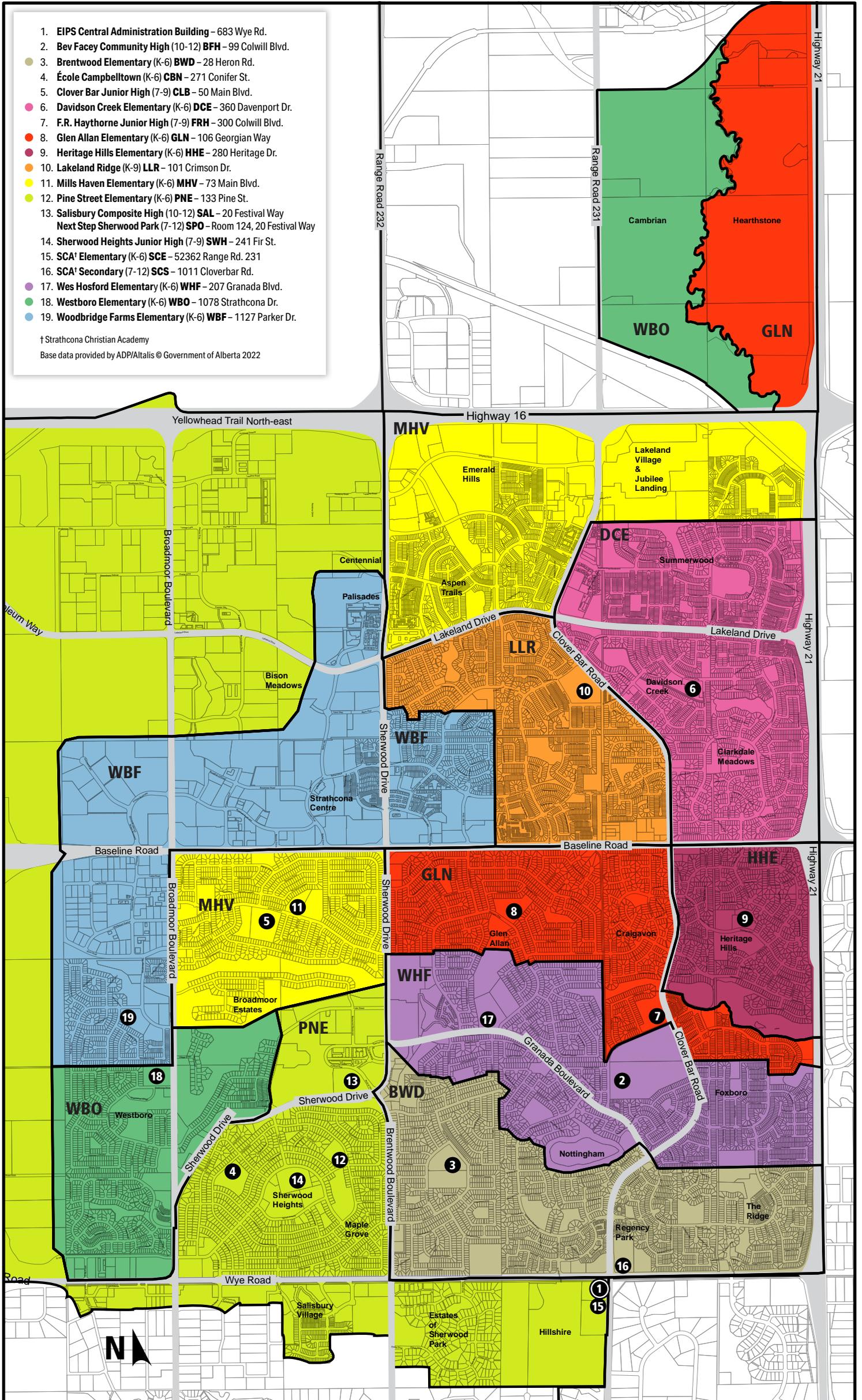
STRATHCONA COUNTY

Revised February 27, 2023

1. EIPS Central Administration Building – 683 Wye Rd.
2. Bev Facey Community High (10-12) **BFH** – 99 Colwill Blvd.
3. Brentwood Elementary (K-6) **BWD** – 28 Heron Rd.
4. École Campbelltown (K-6) **CBN** – 271 Conifer St.
5. Clover Bar Junior High (7-9) **CLB** – 50 Main Blvd.
6. Davidson Creek Elementary (K-6) **DCE** – 360 Davenport Dr.
7. F.R. Haythorne Junior High (7-9) **FRH** – 300 Colwill Blvd.
8. Glen Allan Elementary (K-6) **GLN** – 106 Georgian Way
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10. Lakeland Ridge (K-9) **LLR** – 101 Crimson Dr.
11. Mills Haven Elementary (K-6) **MHV** – 73 Main Blvd.
12. Pine Street Elementary (K-6) **PNE** – 133 Pine St.
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15. SCA' Elementary (K-6) **SCE** – 52362 Range Rd. 231
16. SCA' Secondary (7-12) **SCS** – 1011 Cloverbar Rd.
17. Wes Hosford Elementary (K-6) **WHF** – 207 Granada Blvd.
18. Westboro Elementary (K-6) **WBO** – 1078 Strathcona Dr.
19. Woodbridge Farms Elementary (K-6) **WBF** – 1127 Parker Dr.

† Strathcona Christian Academy

Base data provided by ADP/Altalis © Government of Alberta 2022





Junior High Attendance Boundaries (PROPOSED)

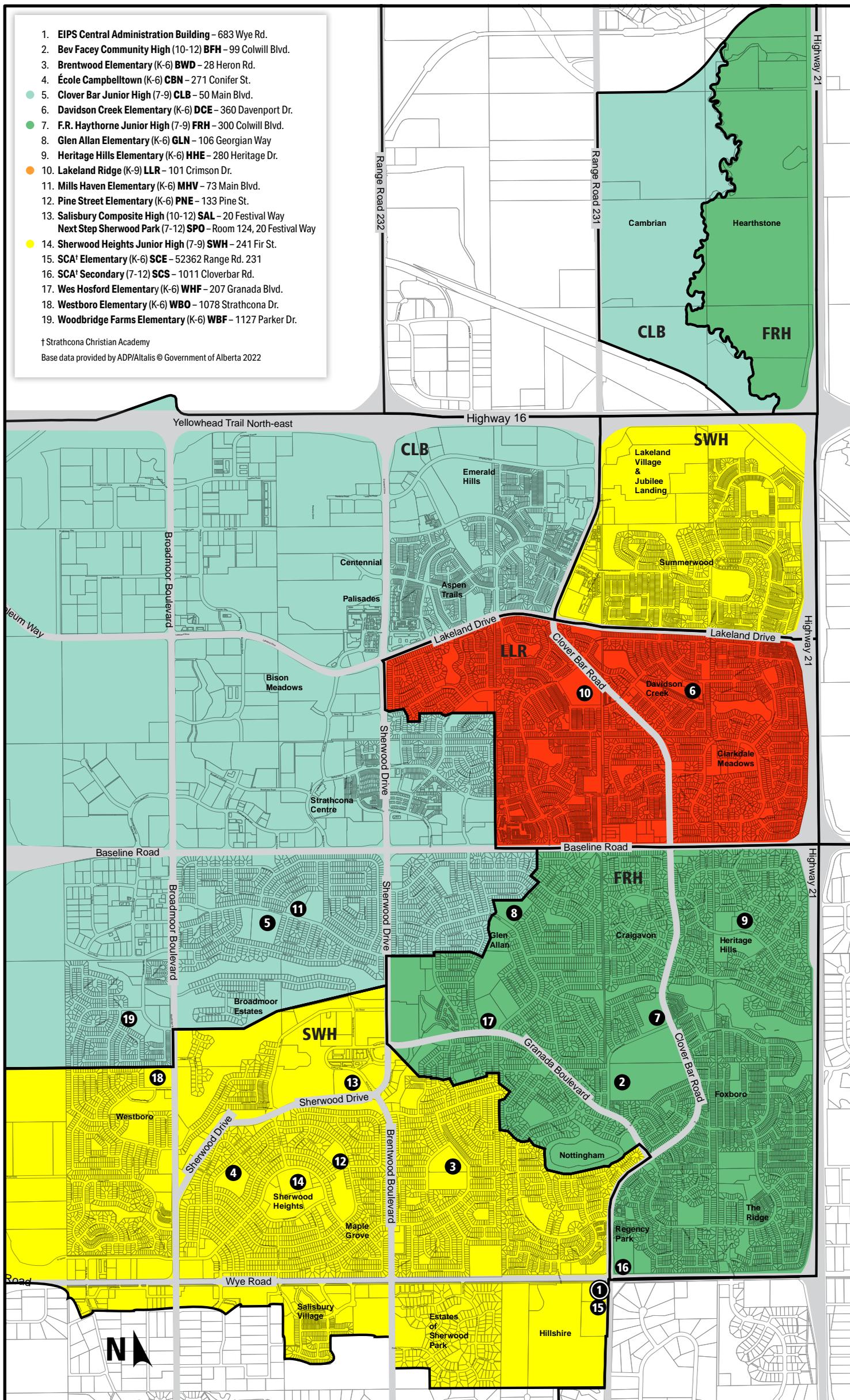
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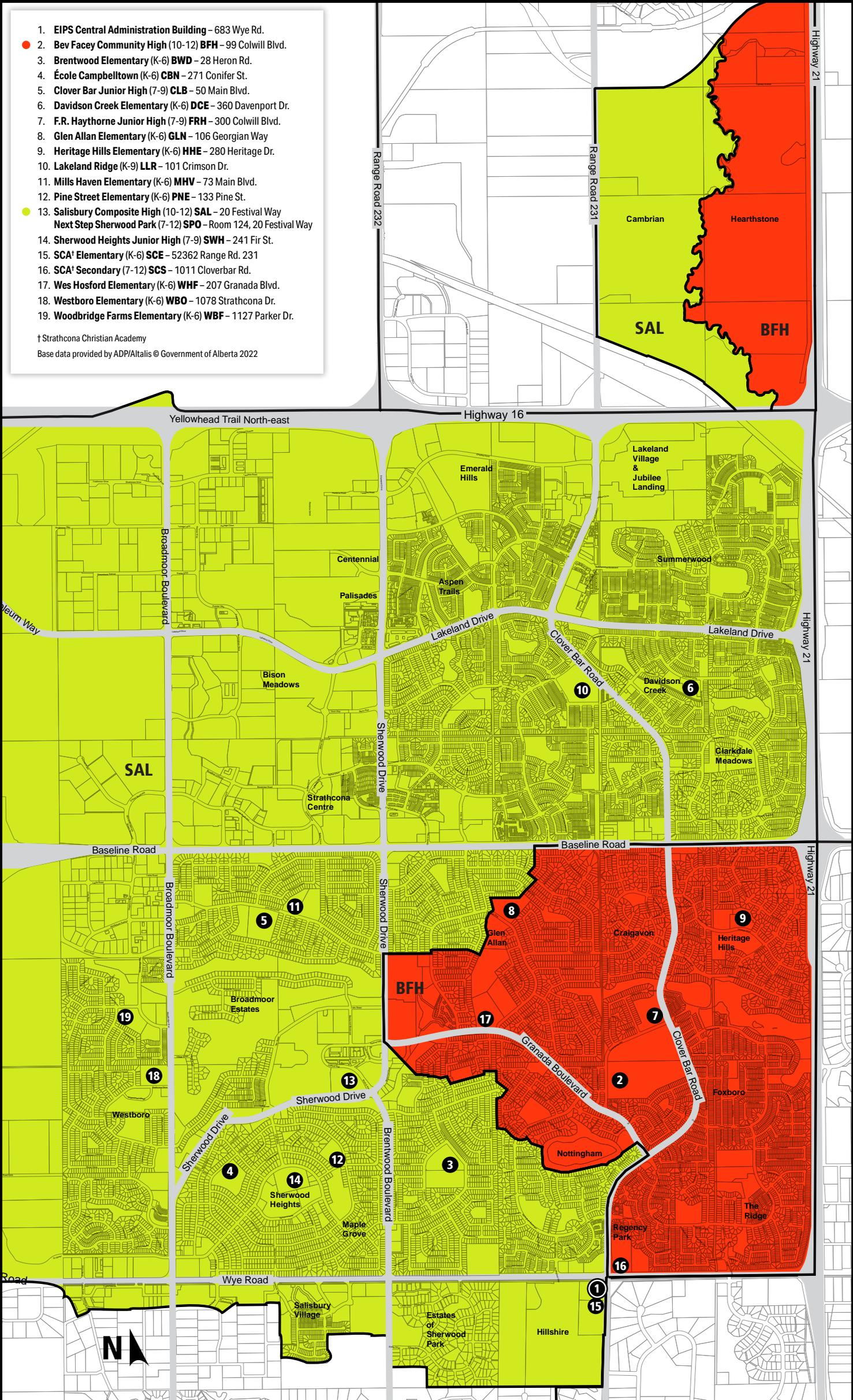




Senior High Attendance Boundaries (PROPOSED)

STRATHCONA COUNTY

Revised February 27, 2023



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Elementary Attendance Boundaries (PROPOSED)

STRATHCONA COUNTY

Revised February 27, 2022

Strathcona County

- 1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
- 2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
- 3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
- 4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

- 5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
- 6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
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Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

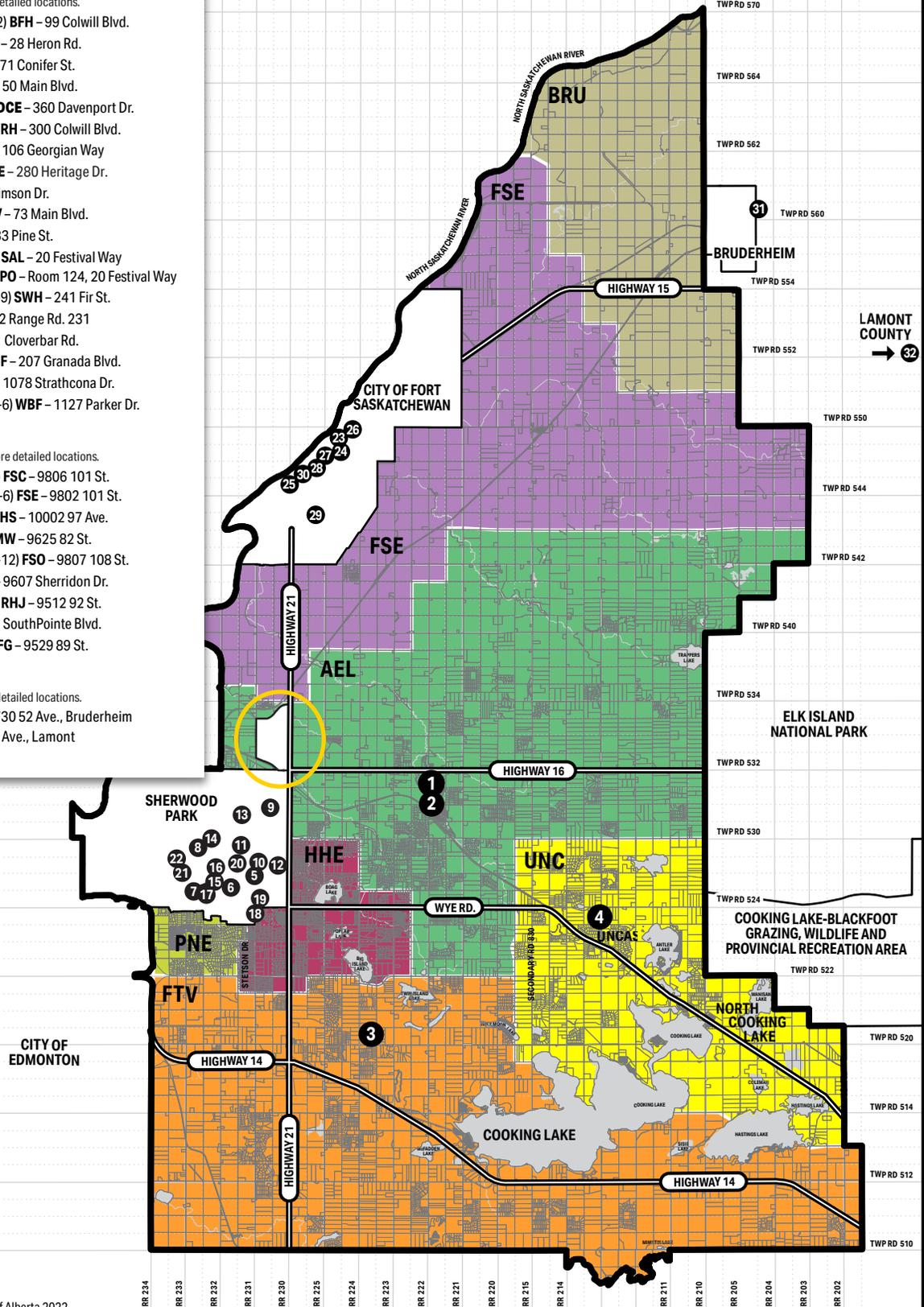
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
- 27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
- 28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
- 29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
- 30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

- 31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
- 32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy





Junior High Attendance Boundaries (PROPOSED)

STRATHCONA COUNTY

Revised February 27, 2022

Strathcona County

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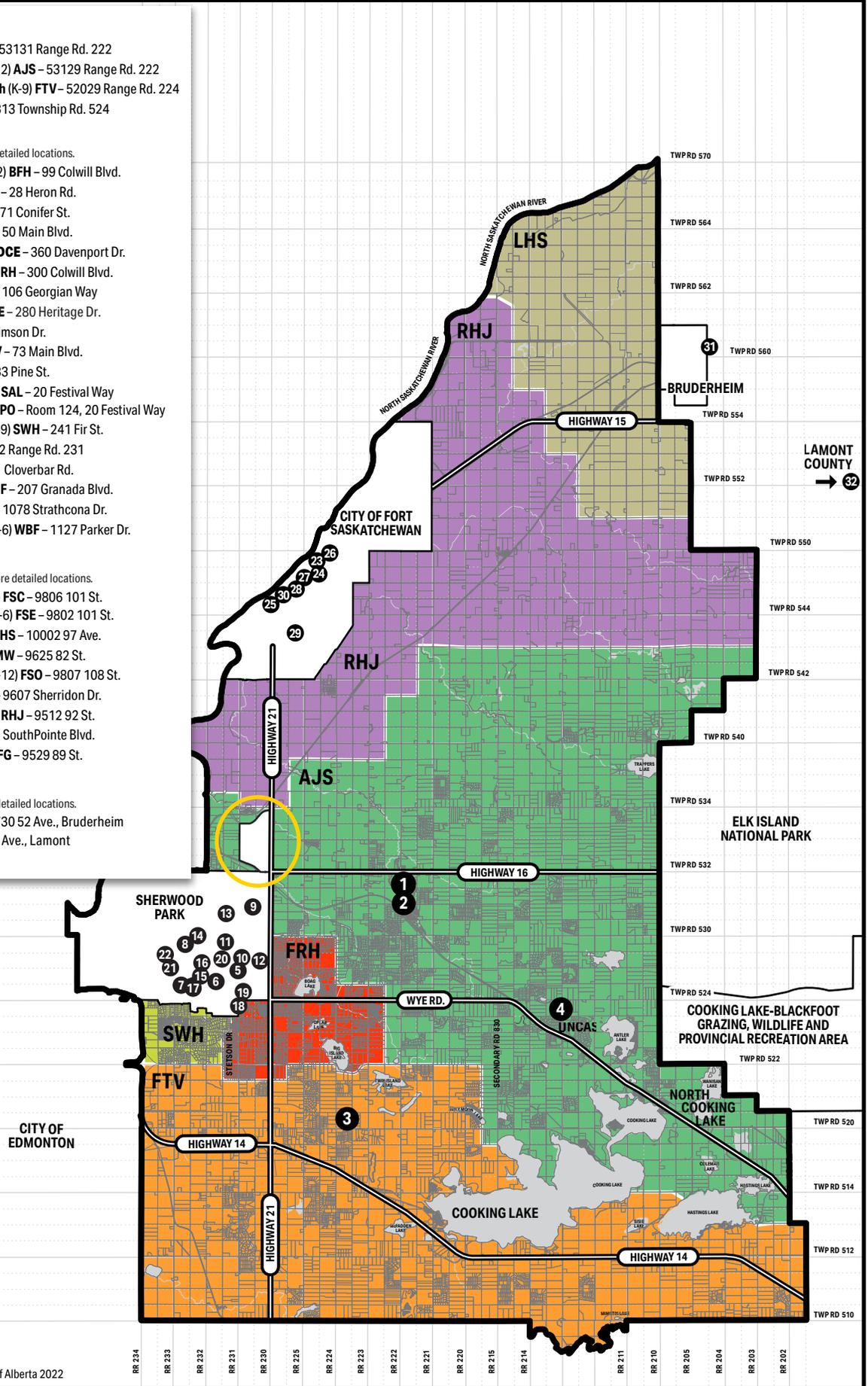
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Senior High Attendance Boundaries (PROPOSED)

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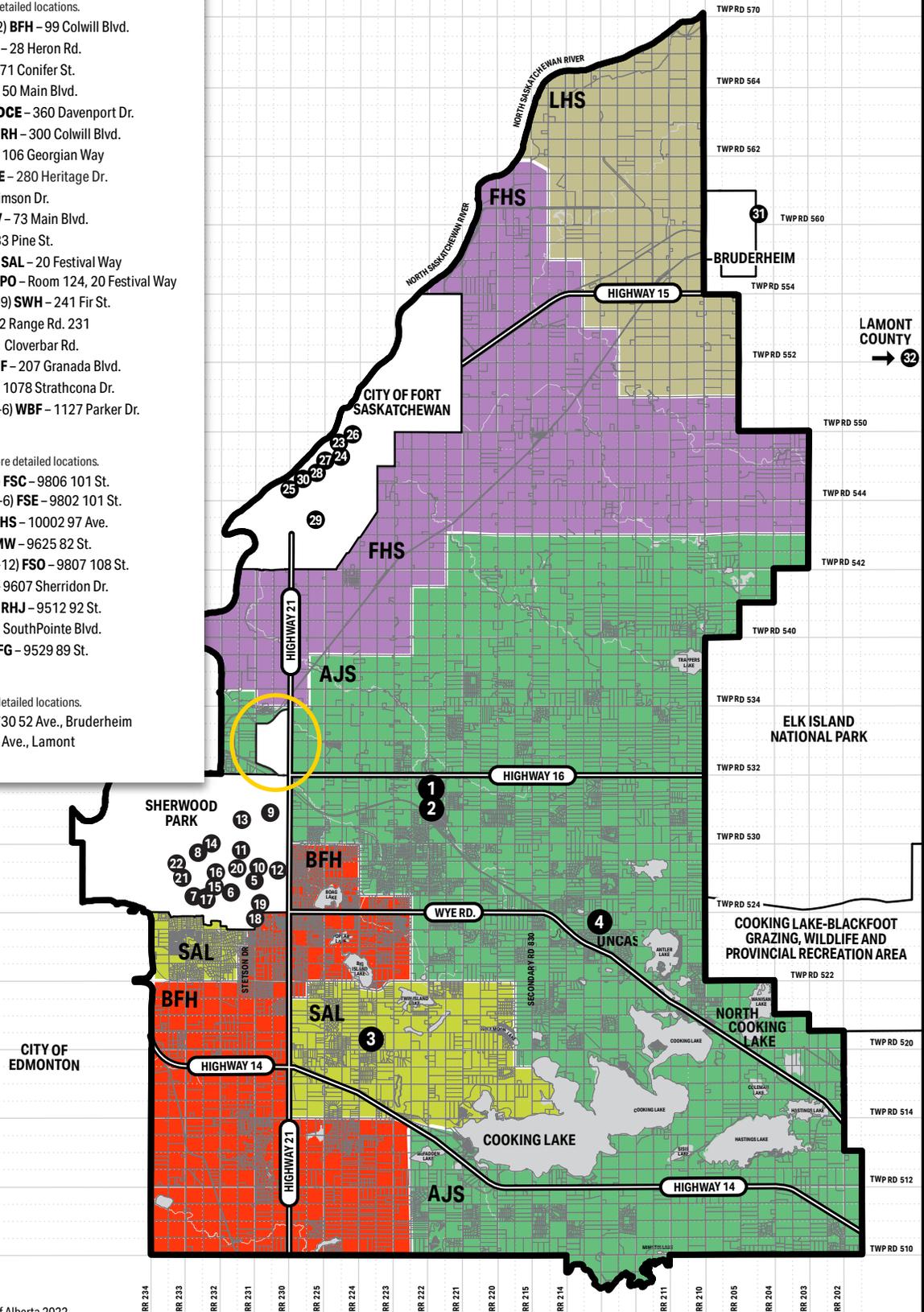
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*Strathcona Christian Academy





INFORMATION REPORT

DATE: March 16, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Financial Projections 2022-23

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
 Laura Barrett, Senior Accountant
 Stacey Heinish, Senior Accountant

REFERENCE: Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

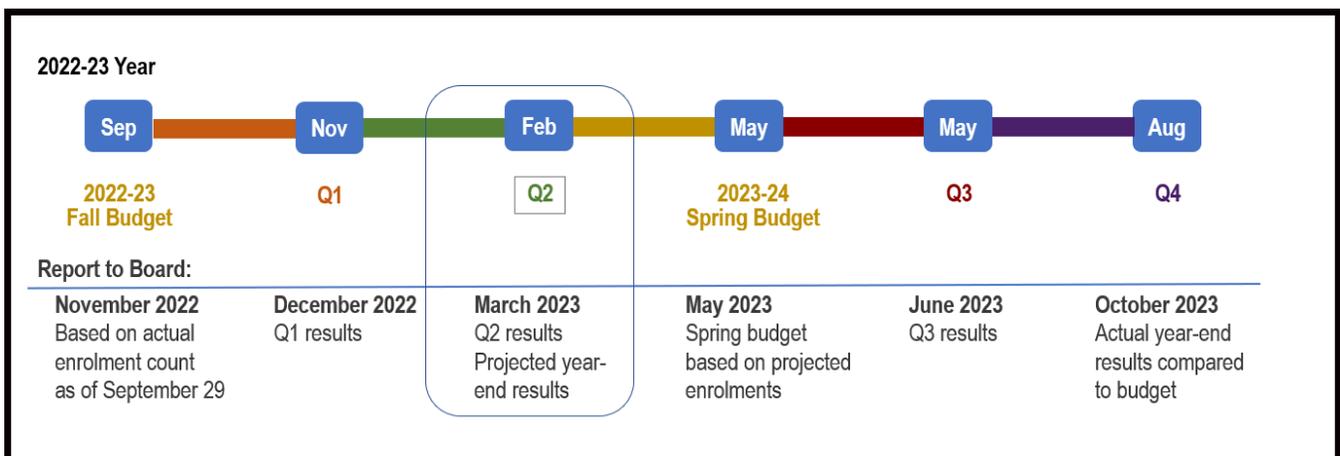
EIPS OUTCOME: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

ISSUE:

A financial projection for the 2022-23 year is completed to ensure fiscal management and for incorporation into the 2023-24 Budget.

BACKGROUND:

Policy 2: Role of the Board, Section 8.4, Fiscal Accountability establishes that the Board of Trustees will monitor the fiscal management of the Division. This includes reviewing financial projections.



CURRENT SITUATION OR KEY POINT:

Schools and departments have been completing projections (financial forecasts to the end of the year) regularly in the 2022-23 year to ensure funds are spent as planned and EIPS ends the year in compliance with the new Government of Alberta reserve cap.

In early February, schools and departments prepared their forecasts using January results. These projections indicated no significant areas of concern, including no material deficits or excessive surpluses. As presented to Board previously, substantial unanticipated surpluses that arose over the course of the year have been reallocated to meet other Division needs, including allocating additional dollars to school budgets and significant information technology purchases.

Accumulated Surplus (Attachment 1)

Overall, EIPS is projecting accumulated surplus will decrease by \$15.8 million from the audited balance as of Aug. 31, 2022. This includes a restatement for asset retirement obligation (ARO) of \$9.3 million, operating reserves decreasing \$8.3 million, capital reserves decreasing \$0.8 million and Investment in Tangible Capital Assets increasing \$2.6 million. Significant changes from Fall Budget include:

- Since completion of Fall Budget, the asset retirement obligation has been solidified and audited, resulting in a smaller obligation than previously expected. When comparing to Fall Budget, this has created an increase in Accumulated Surplus of \$5.5 million. This surplus is not “available for use” as the Asset Retirement Obligation is an accounting representation of future abatement costs (likely to be covered by provincial funding at that point). This obligation is included in Accumulated Surplus but is not a part of operating reserve or capital reserve balances.
- Operating reserve balances are projected to be \$1.8 million higher than budgeted. This is primarily a result of projected central services reserve balances of \$0.4 million and school reserve balances of \$1.2 million, as outlined on Attachments 4 and 5. As schools and departments may carryforward up to 1% of their budgets each year, an adjustment has been made to ensure projected balances include the full amount. However, EIPS budgeted conservatively, assuming all school and department budgets would be fully spent at the end of the year, so this is creating a variance.
- Capital reserve balances are projected to be \$0.4 million higher than budgeted. This is a result of reduced spending on various capital purchases, including \$0.3 million of amounts budgeted to be spent on the Salisbury Composite High stormwater project that will be carried forward for use in 2023-24. Details on capital reserves are included on Attachment 2 (Reserves). These changes had a similar effect on the Investment in Tangible Capital Assets balance.



Capital Reserves (bottom of Attachment 2)

There have been some changes since Fall budget that have resulted in variances in our projected capital reserve balance, including:

- Various Capital Purchases – To be Determined: currently this amount is projected as unspent but is available for capital purchases this year if needed.
- We have moved the purchase of buses to capital reserves assuming our request to the Minister will be approved. There has been no response yet (request sent in January 2023).
- The total costs for the Salisbury Composite Stormwater Project are now estimated to be \$2.7 million (\$1.9 million in current year and \$0.6 million in 2023-24). EIPS has earmarked \$3.5 million (\$2.2 million in capital reserves and \$1.3 million in deferred IMR), so we are in the position of having about \$0.8 million of funds available to be allocated. Administration is currently analyzing what would be in the best interest of the Division (having \$0.8 million of IMR funds available, \$0.8 million of capital funds available or a combination). These projections are assuming the capital reserves will be used to fund this project first.

Operating Reserves (Attachment 3)

Operating reserves include Central Services & School reserves, Division Allocated reserves, and Division Unallocated Reserves.

EIPS is projecting operating reserves will total \$6.7 million at Aug. 31, 2023, which is a \$1.8 million increase over the balance budgeted. Significant variances from budget are shown on Attachment 3, column H. They include:

- Central Services and School reserves are budgeted conservatively at a zero balance (budgets are fully spent by the end of the year). The projection includes a 1% carryforward for these budget lines, resulting in a \$1.7 million variance.
- Funds in Division Allocated are expected to be spent by the end of the year. There are a few minor exceptions, with the balances being either reallocated for other uses or returned to Division Unallocated reserves.
 - Division Allocated funds also include budgeted Contingency funds, which have been fully allocated out for use now.

- Funds in Division Unallocated reserves are projected to be close to budget, with a variance of only \$0.1 million.
 - Capital purchases from operating budgets have been reduced by \$765,000 due to bus purchases being undertaken from capital reserves rather than operating budgets. The offsetting transfer to capital reserves (for the same amount) is included in Division Unallocated reserve projections as well.
 - Projected surpluses > 1%, projected surpluses from internally restricted programs, and a projected deficit from hold harmless programs are rolled into Division Unallocated. These amounts can be noted on the Central Services and Schools pages (Attachments 4 and 5).
 - Internally restricted surpluses (\$3,000) include surpluses created because some projects are expected to be completed under budget.
 - The hold harmless program deficit (\$37,000) is primarily made up of projected overages in the Facility Services snow removal budget.

Operating Reserve Analysis (Attachment 6)

Attachment 6 provides a comparison of projected operating reserve results against the new operating reserve minimum and maximum limits enacted by the Government of Alberta. These limits take effect August 31, 2023, and include reserve balances carried forward by central services, school operations, Division Allocated and Division Unallocated reserves. They do not include school generated fund balances, as per Alberta Education.

Minimum Balance

The Division is required to have a minimum operating reserve balance of 1% of prior year expenditures. For EIPS, this calculates as a \$1.9 million minimum balance. Currently, EIPS has a projected balance of \$5.3 million. This is well above the minimum threshold and no concerns are noted.

Maximum Balance

The Division is required to have a maximum operating reserve balance of 3.15% of prior year expenditures. For EIPS, this calculates as a \$6.1 million maximum balance. Currently, EIPS has a projected balance of \$5.3 million. This is below the maximum threshold by \$775,000.

- If EIPS results hold to current projections, there are no concerns, and no funding will be returned to the province.
- If EIPS has an unexpected surplus of greater than \$775,000 from this point forward, EIPS may see a funding reduction.

Administration continues to review and consolidate Division-wide projections regularly as the year continues. As potential surpluses are identified, they will continue to be reallocated out for use in other areas in the Division, ensuring EIPS does not exceed the maximum operating reserve balance at Aug. 31, 2023.

Final Considerations

These projections will inform what is used in the Spring budget. There may be slight changes as to what is used in the Spring budget due to updated information from March projections.

In prior years, the full 1% carryforward for schools and departments was included in the budget and it was “budgeted” to be fully spent in the budget year due to the Education Act requirement below.

Accumulated surplus fund

143.1(1) A board that establishes an accumulated surplus fund that is not a capital reserve fund or an endowment fund may make a payment, or transfer money, from the fund only with the prior approval of the Minister.

(2) The Minister may, on any conditions that the Minister prescribes, permit or require a board to make a payment, or transfer money, from an accumulated surplus fund referred to in subsection (1).

(3) This section is repealed on September 1, 2023.

2020 c3 s1;2022 c16 s4

This requirement expires on Sept. 1, 2023, so the numbers taken from projections will be the actual surplus/deficit estimated by schools and departments rather than the 1% total.

ATTACHMENTS:

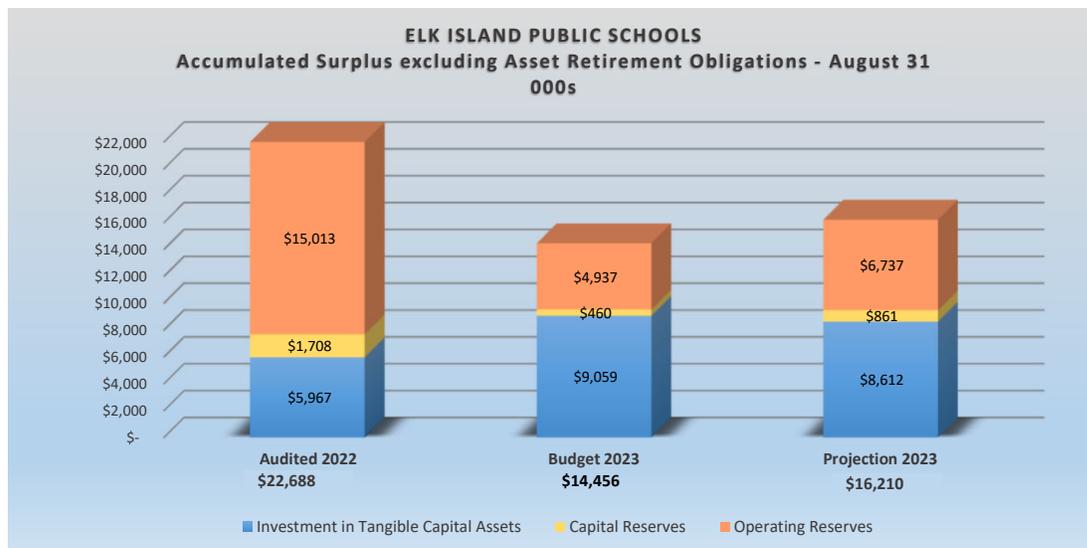
1. Accumulated Surplus
2. Reserves
3. Operating Reserves – Division Detail
4. Central Services Projections
5. School Projections
6. Operating Reserve Analysis

**ELK ISLAND PUBLIC SCHOOLS
2022-23 Projected Financial Position**

	Accumulated Surplus					
	A=B+C+D+E+F	B	C	D	E Internally Restricted	
	Accumulated Surplus	Investment in Tangible Capital Assets	Asset Retirement Obligation ¹	Unrestricted Surplus	Operating Reserves	Capital Reserves
Audited - August 31, 2022	\$ 22,687,927	\$ 5,966,743	\$ -	\$ -	\$ 15,013,438	\$ 1,707,746
Restatement for Asset Retirement Obligation	(9,027,159)	\$ -	(9,027,159)	\$ -	\$ -	\$ -
Surplus/(Deficit)	(6,762,529)	-	(284,273)	(6,478,256)	-	-
Board Funded Capital Asset Additions	-	4,120,609	-	(508,402)	-	(3,612,207)
Net Amortization, Debt & Disposals	-	(1,475,402)	-	1,475,402	-	-
Net Reserve Transfers	-	-	-	5,511,256	(8,276,256)	2,765,000
Projection - August 31, 2023	\$ 6,898,239	\$ 8,611,950	\$ (9,311,432)	\$ -	\$ 6,737,182	\$ 860,539
Budget - August 31, 2023	(378,091)	9,059,029	(14,834,120)	-	4,936,540	460,460
Variance - Budget to Projection	\$ 7,276,330	\$ (447,079)	\$ 5,522,688	\$ -	\$ 1,800,642	\$ 400,079

(1) Accounting standards requiring an Asset Retirement Obligation become effective in the 2022-23 fiscal year.

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



**ELK ISLAND PUBLIC SCHOOLS
2022-23 Projected Financial Position**

Reserves						
	A	B	C	2022-23		F = A+B+C+D+E
	Audited 31-Aug-22	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-23
OPERATING RESERVES						
Central Services (<i>Attachment 4</i>)	\$ 401,500	\$ (1,417,102)	\$ -	\$ -	\$ 1,431,038	\$ 415,436
Schools - Operations (<i>Attachment 5</i>)	1,110,118	(743,213)	-	-	880,770	1,247,675
School Generated Funds (SGF)	2,024,350	(601,960)	-	-	-	1,422,390
Central Services & Schools	3,535,968	(2,762,275)	-	-	2,311,808	3,085,501
Focus on Unfinished Learning Projects	500,000 869,676	(1,000,000) (4,305,271)	-	500,000 4,248,644	- (813,049)	-
EIPS Division Allocated (<i>Attachment 3</i>)	1,369,676	(5,305,271)	-	4,748,644	(813,049)	-
EIPS Division Unallocated (<i>Attachment 3</i>)	10,107,794	1,589,290	967,000	(7,513,644)	(1,498,759)	3,651,681
Projection	\$ 15,013,438	\$ (6,478,256)	\$ 967,000	\$ (2,765,000)	\$ -	\$ 6,737,182
Budget	15,013,438	(8,231,898)	155,000	(2,000,000)	-	4,936,540
Variance - Budget to Projection	\$ -	\$ 1,753,642	\$ 812,000	\$ (765,000)	\$ -	\$ 1,800,642

B. Projected surplus for 2022-23.

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

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

E. Projected transfers between EIPS Division Allocated/Unallocated reserves to address completed projects, projected surpluses and expected deficits.

Reserves						
	A	B	C	2022-23		F = A+B+C+D+E
	Audited 31-Aug-22	Contributions /(Use)	Capital Effect	Budget Transfer	Projection Transfer	Projected 31-Aug-23
CAPITAL RESERVES						
Facility Services	\$ 17,229	\$ -	\$ (17,229)	\$ -	\$ -	\$ -
Aging Equipment at Schools	105,057	-	(105,057)	-	-	-
Various Capital Purchases - To be Determined	-	-	-	100,000	-	100,000
Kitchen CTS Renovations/Upgrades	-	-	(605,000)	605,000	-	-
Building Management System	-	-	(220,000)	660,000	-	440,000
School Buses ¹	-	-	(765,000)	765,000	-	-
Salisbury Composite High Stormwater Project	-	-	(1,899,921)	2,200,000	-	300,079
EIPS Division Allocated	105,057	-	(3,594,978)	4,330,000	-	840,079
Opening Balance	1,585,460	-	-	-	-	1,585,460
Transfer (to)/from Capital Allocated	-	-	-	(4,330,000)	-	(4,330,000)
Transfer from Operating Reserves	-	-	-	2,765,000	-	2,765,000
EIPS Division Unallocated	1,585,460	-	-	(1,565,000)	-	20,460
Projection	\$ 1,707,746	\$ -	\$ (3,612,207)	\$ 2,765,000	\$ -	\$ 860,539
Budget	1,707,746	-	(3,247,286)	2,000,000	-	460,460
Variance - Budget to Projection	\$ -	\$ -	\$ (364,921)	\$ 765,000	\$ -	\$ 400,079

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

C. Use of reserves for purchases.

D. Budgeted transfer from Capital Unallocated Reserves to allocated projects, and transfer of \$2 million from operating reserves.

E. Projected transfers for leftover funds from completed projects.

¹ Pending approval of Minister of Education (request made January 2023). Bus purchases originally budgeted to be funded from operational reserves, but request made to purchase from capital reserves instead.

**ELK ISLAND PUBLIC SCHOOLS
2022-23 Projected Financial Position**

Operating Reserves								
	A	B	C	D	E	F = A + B + C + D + E	G	H = F - G
	Audited	Contribution	Capital	Budget	Projection	Projected	Budget	Variance
	31-Aug-22	/(Use)	Effect	Transfer	Transfer	31-Aug-23	31-Aug-23	
Central Services & Schools	\$ 3,535,968	\$ (2,762,275)	\$ -	\$ -	\$ 2,311,808	\$ 3,085,501	\$ 1,422,390	\$ 1,663,111
Carryforwards from 2021-22								
Focus on Unfinished Learning	500,000	(1,000,000)	-	500,000	-	-	-	-
Consultants: Assessment, Numeracy, Early Learning	393,000	(395,271)	-	2,271	-	-	-	-
Career Pathways	130,000	(131,757)	-	1,757	-	-	-	-
Professional Development (OTAGS)	75,000	(50,000)	-	(25,000)	-	-	-	-
CTS Emergency Strobe Lighting	10,090	(6,271)	-	-	(3,819)	-	-	-
Facility Condition Assessments	86,833	(86,833)	-	-	-	-	-	-
Community Consultation	118,753	(118,753)	-	-	-	-	-	-
Modular Move	56,000	(56,000)	-	-	-	-	-	-
New Projects								
New Curriculum (Subs, Teachers, Resources)	-	(444,735)	-	444,735	-	-	-	-
Illness	-	(176,599)	-	200,000	(23,401)	-	-	-
Health & Wellness Initiatives	-	(49,370)	-	50,000	(630)	-	-	-
Hand Sanitizer	-	(120,000)	-	120,000	-	-	-	-
Common Exam Sub Release Time	-	(30,000)	-	30,000	-	-	-	-
Consultant K-12 Education Technology - 1FTE	-	(131,757)	-	131,757	-	-	-	-
Mental Health Strategic Plan - includes 3 FSLW FTE	-	(383,900)	-	383,900	-	-	-	-
Readers/Writers Workshop	-	(60,000)	-	60,000	-	-	-	-
Socio-economic Status Project	-	(150,000)	-	150,000	-	-	-	-
Classified Salary Compensation Analysis	-	(100,000)	-	100,000	-	-	-	-
Technology Evergreening - school staff computers	-	(500,000)	-	500,000	-	-	-	-
Student Transportation Tyler Tablets	-	(270,866)	-	270,866	-	-	-	-
SouthPointe School Modular Furniture & Equipment	-	(69,000)	-	69,000	-	-	-	-
Video Surveillance	-	(134,112)	-	134,112	-	-	-	-
Records Digitization	-	(25,000)	-	25,000	-	-	-	-
Uninterrupted Power Source Devices & Batteries	-	(65,380)	-	65,380	-	-	-	-
Routers	-	(18,333)	-	18,333	-	-	-	-
Servers	-	(10,323)	-	10,323	-	-	-	-
Communications - 1 FTE	-	(57,824)	-	57,824	-	-	-	-
Board Governance	-	(30,000)	-	30,000	-	-	-	-
Community Consultation	-	(10,000)	-	10,000	-	-	-	-
MyBudgetFile Redesign Project	-	(20,320)	-	20,320	-	-	-	-
Tableau project completion	-	(43,380)	-	43,380	-	-	-	-
Contract Work - Survey Analysis	-	-	-	25,000	(25,000)	-	-	-
Rural Schools Transition Funding	-	(104,487)	-	104,487	-	-	-	-
Schools with Multiple Programs	-	(300,000)	-	300,000	-	-	-	-
Contingency ¹	-	-	-	760,199	(760,199)	-	-	-
Capital Effect Transfer to Support Operations ²	-	(155,000)	-	155,000	-	-	-	-
EIPS Division Allocated Reserves	1,369,676	(5,305,271)	-	4,748,644	(813,049)	-	-	-
Capital Effect - Purchases from Operating Budgets	-	-	(508,402)	-	-	(508,402)	(1,325,658)	817,256
Capital Effect - Annual Amortization	-	-	1,475,402	-	-	1,475,402	1,480,658	(5,256)
Projected Deficit - Central Services Hold Harmless	-	-	-	-	(37,444)	(37,444)	-	(37,444)
Projected Surplus - Central Services Internally Restricted	-	-	-	-	3,079	3,079	-	3,079
Projected Surplus >1% - Central Services	-	-	-	-	75,816	75,816	-	75,816
Projected Surplus >1% - Schools	-	-	-	-	21,230	21,230	-	21,230
Standard Cost Projected Surplus	-	902,000	-	-	(902,000)	-	-	-
Unused Health Spending Account Deposits	-	169,097	-	-	(169,097)	-	-	-
Return of Equity from Previous Insurance Provider	-	237,193	-	-	(237,193)	-	-	-
Projected Surplus from Interest Income	-	281,000	-	-	(281,000)	-	-	-
Transfer from Allocated Reserves (Fall budget)	-	-	-	(4,748,644)	-	(4,748,644)	(4,748,644)	-
Transfer to Capital Reserves (Fall budget) ³	-	-	-	(2,000,000)	-	(2,000,000)	(2,000,000)	-
Requested Transfer to Capital Reserves (January 2023) ⁴	-	-	-	(765,000)	-	(765,000)	-	(765,000)
Projected Transfer from Allocated Reserves	-	-	-	-	27,850	27,850	-	27,850
EIPS Division Unallocated Opening Balance	10,107,794	-	-	-	-	10,107,794	10,107,794	-
EIPS Division Unallocated Reserve	10,107,794	1,589,290	967,000	(7,513,644)	(1,498,759)	3,651,681	3,514,150	137,531
Total EIPS Division Reserves	L = J + K 11,477,470	(3,715,981)	967,000	(2,765,000)	(2,311,808)	3,651,681	3,514,150	137,531
Total Operating Reserves	M = I + L \$ 15,013,438	\$ (6,478,256)	\$ 967,000	\$ (2,765,000)	\$ -	\$ 6,737,182	\$ 4,936,540	\$ 1,800,642

¹ Contingency funds were previously set aside for support for curriculum implementation (\$353,240), rural schools (\$314,913), and other initiatives (\$92,046), and have since been reallocated and spent on other initiatives (primarily new computer purchases).

² Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. A surplus is created because the current purchases are less than the amortization of prior year purchases. The effect is non-cash but the surplus created is available for use.

³ Includes \$1 million allocated to the Salisbury Composite High Stormwater project.

⁴ Pending approval of Minister of Education (request made January 2023). Bus purchases originally budgeted to be funded from operational reserves, but request made to purchase from capital reserves instead.

ELK ISLAND PUBLIC SCHOOLS
2022-23 Projected Financial Position
For the Year Ending August 31, 2023

Central Services

	A	B	C	D	E = B-D	F	G	H = F - G	I	O = D + G	Q = E + H - I
	Fall Budget	Operating (incl. Targeted)				Internally Restricted/Hold Harmless			Department Transfers	Transfer To Division Balance	Carryforward Balance
		Surplus/ (Deficit)	% of Oper. Budget	Transfer > 1% to Division	Carryforward	Surplus/ (Deficit)	Transfer to Division	Carryforward			
Governance											
Board of Trustees	\$ 636,481	\$ 23,630	4.1%	\$ -	\$ 23,630	\$ 9,848	\$ -	\$ 9,848		\$ -	\$ 33,478
Education Executive											
Superintendent	809,537	39,143	4.8%	-	39,143	-	-	-		\$ -	\$ 39,143
Communications	622,421	26,782	4.3%	20,558	6,224	-	-	-		\$ 20,558	\$ 6,224
Supports For Students - Central											
Associate Superintendent	547,450	5,339	1.5%	1,766	3,573	-	-	-		\$ 1,766	\$ 3,573
Instruction Support	3,346,881	22,455	1.2%	3,287	19,168	11,193	-	11,193		\$ 3,287	\$ 30,361
Curriculum	895,140	-	0.0%	-	-	-	-	-		\$ -	\$ -
Specialized Supports - Central	593,177	5,259	0.9%	-	5,259	-	-	-		\$ -	\$ 5,259
Human Resources											
Associate Superintendent	3,393,842	62,511	2.2%	34,163	28,348	35,657	35,657	-		\$ 69,820	\$ 28,348
Staff Relations & Training	756,055	10,381	1.7%	4,223	6,158	3,502	3,502	-		\$ 7,725	\$ 6,158
Recruitment & Staffing	3,054,050	2,804	0.4%	-	2,804	-	-	-		\$ -	\$ 2,804
Business Services											
Secretary-Treasurer	727,819	2,499	0.8%	-	2,499	424	424	-		\$ 424	\$ 2,499
Financial Services	2,218,685	33,803	1.5%	11,819	21,984	-	-	-		\$ 11,819	\$ 21,984
Facility Services											
Facilities	16,180,675	(3,778)	0.0%	-	(3,778)	(87,297)	(87,297)	-		\$ (87,297)	\$ (3,778)
Information Technologies											
	8,813,066	2,260	0.1%	-	2,260	13,349	13,349	-		\$ 13,349	\$ 2,260
Student Transportation											
	14,100,731	119,117	0.9%	-	119,117	-	-	-		\$ -	\$ 119,117
Projected Financial Position	\$ 56,696,010	\$ 352,205	0.9%	\$ 75,816	\$ 276,389	\$ (13,324)	\$ (34,365)	\$ 21,041	\$ -	\$ 41,451	\$ 297,430

Projection Adjustment

118,006

118,006

118,006

Department operating projected surpluses are adjusted overall to ensure adequate projection of provincial reserve usage for 2022-23 school year (assumes 1%).

Adjusted Projected Financial Position	\$ 56,696,010	\$ 470,211	1.1%	\$ 75,816	\$ 394,395	\$ (13,324)	\$ (34,365)	\$ 21,041	\$ -	\$ 41,451	\$ 415,436
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Transfer to Division - Hold Harmless Programs
Transfer to Division - Internally Restricted Programs

(37,444)
3,079
\$ (34,365)

ELK ISLAND PUBLIC SCHOOLS
2022-23 Projected Financial Position

Schools - Operations						
	A	B	C = B / A	D	E = B - D	
	Fall Budget	Projected Carry Forward	% of Budget	Projected Transfer	Projected Balance	31-Aug-23
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,237,090	\$ 25,294	0.4%	\$ -	\$ 25,294	
Brentwood Elementary	2,972,711	29,685	1.0%	-	29,685	
Clover Bar Junior High	2,763,444	20,358	0.7%	-	20,358	
Davidson Creek Elementary	4,026,279	26,726	0.7%	-	26,726	
École Campbelltown	2,381,324	11,004	0.5%	-	11,004	
F.R. Haythorne Junior High	4,429,873	41,910	1.0%	-	41,910	
Glen Allan Elementary	2,437,353	22,752	0.9%	-	22,752	
Heritage Hills Elementary	3,055,815	-	0.0%	-	-	
Lakeland Ridge	4,457,831	23,735	0.5%	-	23,735	
Mills Haven Elementary	3,123,492	14,882	0.5%	-	14,882	
Pine Street Elementary	2,914,927	30,804	1.1%	1,655 ²	29,149	
Salisbury Composite High	8,297,811	75,497	0.9%	-	75,497	
Sherwood Heights Junior High	4,269,229	40,408	1.0%	-	40,408	
Strathcona Christian Academy Elementary	3,451,157	26,247	0.8%	-	26,247	
Strathcona Christian Academy Secondary	3,766,265	37,887	1.0%	224 ²	37,663	
Wes Hosford Elementary	2,422,993	24,171	1.0%	-	24,171	
Westboro Elementary	2,908,351	5,146	0.2%	-	5,146	
Woodbridge Farms Elementary	3,010,035	9,549	0.3%	-	9,549	
Sector 2 - Strathcona County						
Ardrossan Elementary	3,874,497	38,745	1.0%	-	38,745	
Ardrossan Junior Senior High	5,127,419	20,607	0.4%	-	20,607	
Castle (Scotford Colony)	216,647	2,167	1.0%	-	2,167	
Fultonvale Elementary Junior High	3,094,264	28,207	0.9%	-	28,207	
Uncas Elementary	1,651,494	18,745	1.1%	2,230 ²	16,515	
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	2,516,872	19,403	0.8%	-	19,403	
Fort Saskatchewan Christian	2,828,379	25,578	0.9%	-	25,578	
Fort Saskatchewan Elementary	2,283,399	20,581	0.9%	-	20,581	
Fort Saskatchewan High	3,502,274	34,927	1.0%	-	34,927	
James Mowat Elementary	2,812,001	27,686	1.0%	-	27,686	
Rudolph Hennig Junior High	3,034,091	30,451	1.0%	-	30,451	
SouthPointe School	4,412,383	44,093	1.0%	-	44,093	
Win Ferguson Elementary	2,888,449	800	0.0%	-	800	
Sector 4 - Lamont County						
Andrew School	725,077	17,969	2.5%	10,718 ²	7,251	
Bruderheim School	1,149,562	9,591	0.8%	-	9,591	
Lamont Elementary	2,408,671	15,877	0.7%	-	15,877	
Lamont High	2,790,157	12,698	0.5%	-	12,698	
Mundare School	1,127,961	9,247	0.8%	-	9,247	
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,718,380	27,144	1.0%	-	27,144	
Pleasant Ridge Colony	161,532	1,613	1.0%	-	1,613	
Vegreville Composite High	2,793,289	34,336	1.2%	6,403 ²	27,933	
	120,042,778	906,520	0.8%	21,230	885,290	

Continued on next page

ELK ISLAND PUBLIC SCHOOLS
2022-23 Projected Financial Position

Schools - Operations - continued						
	A	B	C = B / A		D	E = B - D
	Fall Budget	Projected Carry Forward	% of Budget		Projected Transfer	Projected Balance 31-Aug-23
Supports For Students						
Early Learning	\$ 2,031,803	\$ 18,591	0.9%		\$ -	\$ 18,591
Mental Health Capacity Building	229,786	-	0.0%		-	-
Specialized Supports - Schools	2,101,891	-	0.0%		-	-
School Nutrition Program	150,000	-	0.0%		-	-
Partners 4 Science	359,797	-	0.0%		-	-
	4,873,277	18,591	0.4%		-	18,591
Elk Island Youth Ranch Learning Centre	323,640	4,319	1.3%	¹	-	4,319
Next Step Continuing Education	508,294	47	0.0%		-	47
Next Step Outreach	2,011,811	-	0.0%		-	-
	2,843,745	4,366	0.2%		-	4,366
Projected Financial Position	\$ 127,759,800	\$ 929,477	0.7%		\$ 21,230	\$ 908,247
Projection Adjustment (assumes 1% carryforward)		339,429				339,429
<i>School projected surpluses are adjusted overall to ensure adequate projection of reserve usage for 2022-23 school year.</i>						
Adjusted Projected Financial Position	\$ 127,759,800	\$ 1,268,906	1.0%		\$ 21,230	\$ 1,247,675

¹ Approved reserve carryforward exceptions

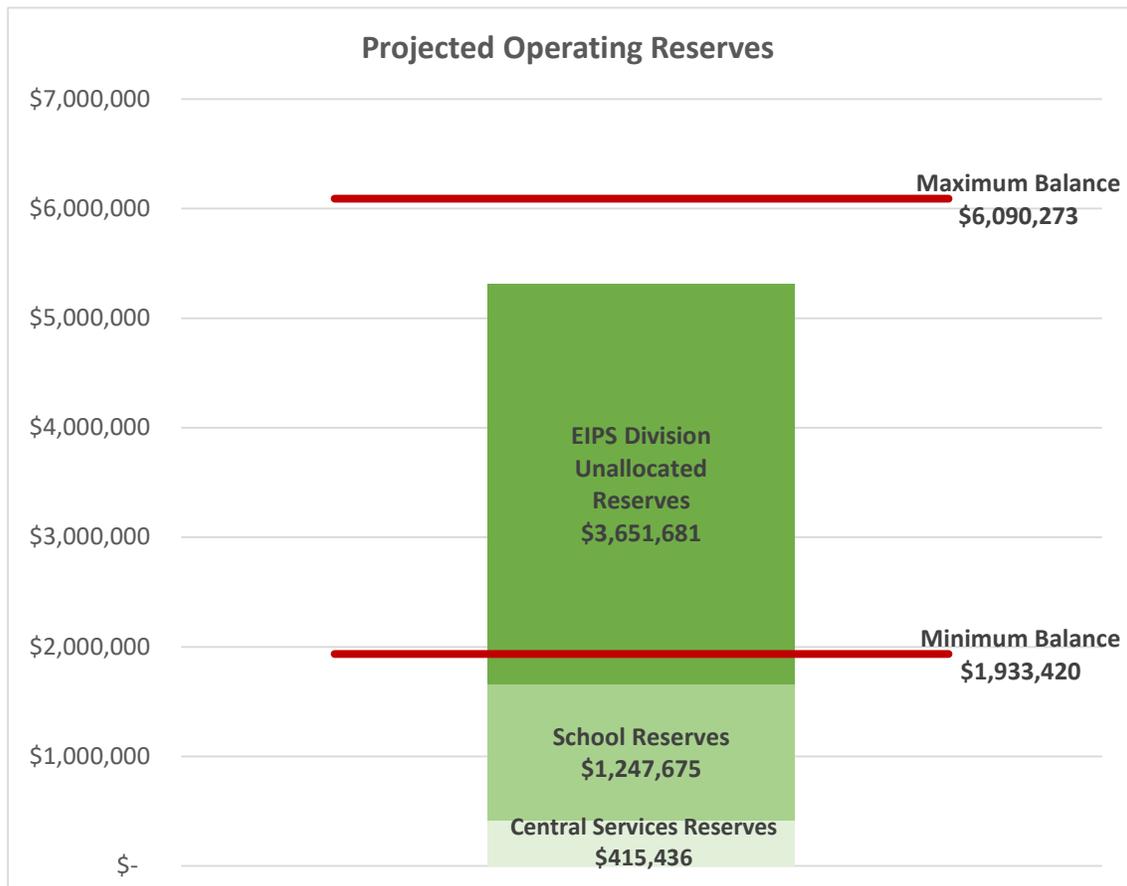
⁴ Surpluses > 1% transferred to Division Unallocated Reserve

Total Transfer \$ 21,230

ELK ISLAND PUBLIC SCHOOLS 2022-23 Projected Financial Position

Operating Reserve Analysis

Effective August 31, 2023, the Government of Alberta has implemented new restrictions on school board operating reserves, including a minimum and maximum reserve balance. These balances do not include School Generated Fund reserves, and are calculated as a percentage of prior year (2021-22) operating expenses.



Projected August 31, 2023 Operating Reserve Balances

Central Services Reserves	\$ 415,436
School Reserves	1,247,675
EIPS Division Allocated Reserves	-
EIPS Division Unallocated Reserves	3,651,681
Total Projected Operating Reserves	\$ 5,314,792

2021-22 Total Operating Expenses \$ 193,342,011

Total Operating Reserve Maximum Limit based on 3.15% rate **6,090,273**

Room for Additional Surplus Before Exceeding Maximum Limit 775,481

Total Operating Reserve Minimum Limit based on 1% rate **1,933,420**

Room for Additional Spending (Deficit) Before Falling Below Minimum Limit 3,381,372



INFORMATION REPORT

DATE: Mar. 16, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2022 to Feb. 28, 2023

ORIGINATOR: Candace Cole, Secretary-Treasurer

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

REFERENCE: Policy 2: Role of the Board

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

EIPS GOAL: Quality infrastructure for all.

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

ISSUE:

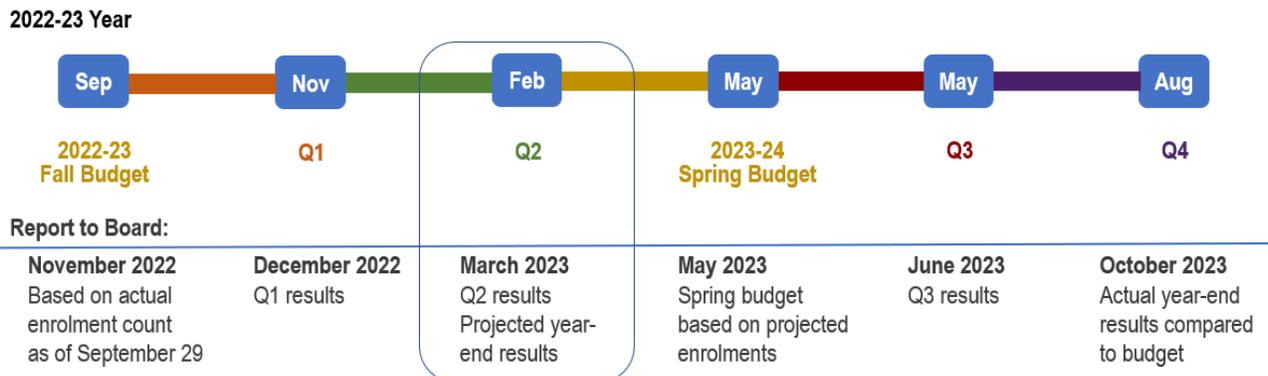
That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2022 to Feb. 28, 2023, for Elk Island Public Schools.

BACKGROUND:

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

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the three-month period ended Feb. 28, 2023. For the 2022-23 school year, the Division is approximately one quarter through our financial reporting cycle:





INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 60% spent at this point in the year (6/10ths of the school year complete), while central department costs and Division revenue are expected to be about 50% spent (6/12ths of the fiscal year complete). For revenue and school expenses, notes are provided for significant variances. For central services, notes are provided for every budget group.

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

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

As of Feb. 28, 2023, EIPS has an overall operating deficit of \$207,000. Revenue and expense variances are detailed in the Second Quarter Report 2022-23.

ATTACHMENT:

1. Second Quarter Report 2022-23



Your Future in **MIND** ●

Second Quarter Report

2022-23

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2022 to Feb. 28, 2023 and variance notes to these statements.

**Report to the
Board of Trustees**

Mar. 16, 2023

This information has not been audited.

Elk Island Public Schools
Highlights
For The Six-Month Period Ended February 28, 2023
(excluding School Generated Funds)

Financial Summary:

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	191,543,099	97,497,539	51%
School Expenses (Pages 6 and 7)	134,257,194	67,054,919	50%
Central Services Expenses (Page 11)	64,915,843	30,650,025	47%
Surplus / (Deficit)	<u>(7,629,938)</u>	<u>(207,405)</u>	

* Average spending at February 28, 2023 should be approximately 60% (for school year expenditures) or 50% (for revenue and for year-round expenses).

Significant Changes and Events:

Additional Allocations

In January 2023, the Board of Trustees approved additional allocations to school and central services budgets, utilizing projected surpluses in standard cost conversion, health spending account forfeited deposits, additional interest income, a return of equity from a previous insurance provider, and contingency funds set aside at Fall Budget.

These amounts were allocated to school budgets (\$900,000), additional computer purchases (\$1,197,000), educational assistants through Early Learning and Specialized Supports (\$313,000), information technology security and project work (\$140,000), human resources projects and criminal record checks (\$92,000), enrolment revenue adjustments (\$70,000), project manager FTE (\$59,000) and other emergent items (\$485,000).

Ministerial Request

In January 2023, the Board of Trustees submitted a request to the Minister of Education to transfer \$756,000 from operating reserves to capital reserves. This amount represents bus purchases the Division has initiated in the current school year. Transferring to capital reserves reduces EIPS' risk of exceeding the operating reserve cap, should the buses not be delivered by August 31, 2023. No response from Alberta Education has been received to date.

Funding Announcements

Since Fall Budget development, additional funding has been announced to support a number of initiatives:

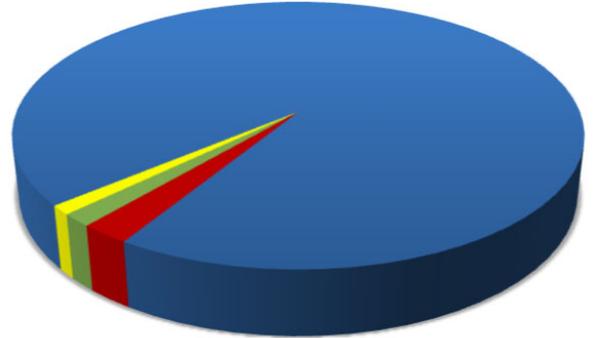
- Mental Health in Schools Pilot Project - \$1.9 million to December 2024, with \$570,000 is being utilized in 2022-23.
- Learning Disruption Funding - \$283,000 for Grades 2 to 4. EIPS is awaiting a response to the Division's application for Grade 1 Learning Disruption Funding.
- Support for Ukrainian students - \$137,500.
- Low Incidence Supports and Services - \$92,000.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Six-Month Period Ended February 28, 2023

Revenues by Source

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

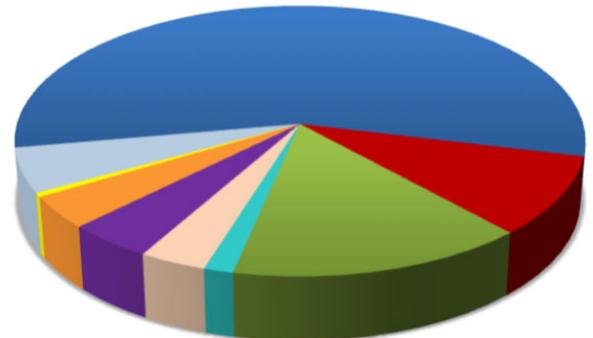
	\$	%
Alberta Education	92,536,491	95.0%
Other Govt of Alberta	2,378,306	2.4%
Fees	1,510,541	1.5%
Sales and Services and Other	1,072,201	1.1%
\$	97,497,539	100.0%



Alberta Education Revenues

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

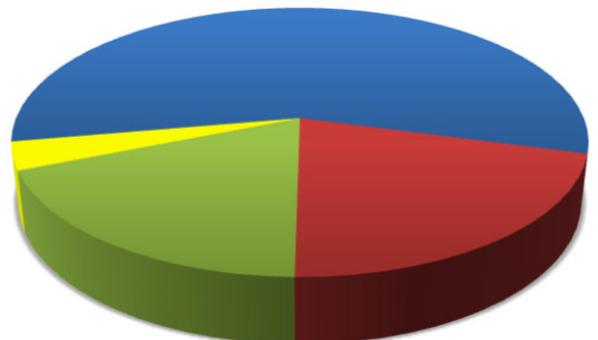
	\$	%
Base Instruction	52,363,324	56.6%
Services & Supports	8,754,790	9.5%
School - System Needs	13,926,446	15.0%
Community	1,380,894	1.5%
Jurisdictions	3,148,664	3.4%
Bridge Funding	4,035,234	4.4%
Other	3,562,650	3.8%
Supported Amortization	452,391	0.5%
Teacher Pensions	4,912,098	5.3%
\$	92,536,491	100.0%



Expenses by Object

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

	\$	%
Certificated Salaries & Benefits	55,657,000	56.9%
Classified Salaries & Benefits	20,567,664	21.1%
Services, Contracts & Supplies	18,201,649	18.6%
Capital & Debt Services	3,278,631	3.4%
\$	97,704,944	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Six-Month Period Ended February 28, 2023
Percent of the Year Elapsed: 50%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
REVENUES						
Alberta Education						
Base Instruction	\$ 104,716,654	\$ 52,363,324	50%	0%		
Services & Supports	16,817,628	8,754,790	52%	2%		
School - System Needs	28,743,082	13,926,446	48%	-2%		
Community	2,731,787	1,380,894	51%	1%		
Jurisdictions	6,297,328	3,148,664	50%	0%		
Bridge Funding	8,070,467	4,035,234	50%	0%		
Other ¹	6,979,440	3,562,650	51%	1%		
Supported Amortization	1,047,094	452,391	43%	-7%	A	
Teacher Pensions	8,272,000	4,912,098	59%	9%	B	
Total Alberta Education	183,675,480	92,536,491	50%	0%		50%
Other Government of Alberta	4,695,196	2,378,306	51%	1%		50%
Other Alberta School Authorities	65,688	42,985	65%	15%	C	66%
Fees	1,494,530	1,510,541	101%	51%	D	103%
Other Sales and Services	163,850	186,332	114%	64%	E	84%
Investment Income	500,000	430,962	86%	36%	F	47%
Gifts and Donations	711,531	257,581	36%	-14%	G	30%
Rental of Facilities	236,824	154,341	65%	15%	H	70%
Sub-Total (excluding SGF)	191,543,099	97,497,539	51%	1%		50%
EXPENSES BY OBJECT						
Certificated Salaries & Benefits	112,097,085	55,657,000	50%	0%		48%
Classified Salaries & Benefits	40,438,453	20,567,664	51%	1%		50%
Services, Contracts & Supplies	39,727,258	18,201,649	46%	-4%		45%
Capital & Debt Services	6,910,241	3,278,631	47%	-3%		47%
Sub-Total (excluding SGF)	199,173,037	97,704,944	49%	-1%		48%
Operations Surplus/(Deficit)	\$ (7,629,938)	\$ (207,405)	3%	-47%		-21%
School Generated Funds Budgeted Deficit	(601,960)					
Total Budgeted Deficit	\$ (8,231,898)					

* Based on a 12 month reporting period.

¹ Includes Dual Credit Programming, French Language Funding, Lease Support, Odyssey Language Program, CTS Bridge to Certification, Fuel Price Contingency, Teacher Salary Settlement, New Curriculum Funding, Learning Disruption and Secondments.

**Elk Island Public Schools
Revenue Notes
For the Six-Month Period Ended February 28, 2023**

A. Supported Amortization

Revenue is 7% lower than expected at this point in the year as a result of a timing difference.

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

B. Teacher Pensions

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

This is the result of a timing difference as revenue received for Teacher Pensions is recognized over the course of the school year (10 months) rather than 12 months. There is a matching variance in expenses.

C. Other Alberta School Authorities

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

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

D. Fees

Revenue for fees is 51% higher than expected at this point in the year.

This line only includes transportation fees, which are recorded as received. As these were billed prior to the start of the school year, most of the revenue for the year has already been recognized. Payment plan fees will still be collected for March, but this variance will be a permanent variance at the end of the year.

E. Other Sales and Services

Revenue is 64% higher than expected at this point in the year.

This is primarily a result of timing differences.

- Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months.
- The Division's purchase card and insurance rebate have been received in full.
- Rebates negotiated by Purchasing and Contract Services have been received from suppliers based on contractual sales.

Also, revenue from transportation training related to Mandatory Entry Level Training and S-Endorsement training is higher than expected, which will be a permanent variance.

F. Investment Income

Revenue is 36% higher than expected at this point in the year.

Interest being earned in cash accounts is greater than projected due to the increase in interest rates. This is expected to be a permanent variance and excess funds have been reallocated to other Division needs.

G. Gifts and Donations

Revenue is 14% lower than expected at this point in the year due to timing differences.

A significant donation supporting Partners for Science is projected to be spent in the future to develop kits consistent with the new curriculum, at which point the related revenue will be recognized.

A significant grant from Shell Canada for outdoor learning spaces will be spent in the remaining quarters of the year.

Offsetting this, transfers from the SCA Society and CHREDA are recognized over 10 months (the school year) rather than 12 months.

H. Rental of Facilities

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

The balance in this revenue line is primarily rental revenue for before and after school care groups operating in our facilities, which is recorded over the ten-month school year, not through the summer months, so we would expect to see revenue closer to 60% at this point in the year (i.e. variance is a result of a timing difference).

In addition, we do expect a permanent, positive variance in rental revenue at the end of the year as bookings are projected to be greater than the budgeted amount.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Six-Month Period Ended February 28, 2023
Percent of the Year Elapsed: 60%*

	A	B	Year to Date		Note	Prior Year
	Annual Fall Budget	Actual	C = B / A Actual % Of Budget	C - 60% Actual Less Elapsed %	Reference	Actual % Of Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,237,090	\$ 4,126,919	57%	-3%		58%
Brentwood Elementary	2,972,711	1,728,259	58%	-2%		57%
Clover Bar Junior High	2,763,444	1,602,509	58%	-2%		57%
Davidson Creek Elementary	4,026,279	2,325,897	58%	-2%		56%
École Campbelltown	2,381,324	1,360,045	57%	-3%		55%
F.R. Haythorne Junior High	4,449,071	2,497,107	56%	-4%		57%
Glen Allan Elementary	2,437,353	1,387,479	57%	-3%		57%
Heritage Hills Elementary	3,055,815	1,769,083	58%	-2%		57%
Lakeland Ridge	4,457,831	2,555,642	57%	-3%		56%
Mills Haven Elementary	3,123,492	1,790,763	57%	-3%		56%
Pine Street Elementary	2,914,927	1,651,695	57%	-3%		53%
Salisbury Composite High	8,297,811	4,766,938	57%	-3%		57%
Sherwood Heights Junior High	4,279,308	2,473,656	58%	-2%		57%
Strathcona Christian Academy Elementary	3,451,157	1,995,940	58%	-2%		57%
Strathcona Christian Academy Secondary	3,766,265	2,173,123	58%	-2%		57%
Wes Hosford Elementary	2,422,993	1,386,090	57%	-3%		58%
Westboro Elementary	2,908,351	1,695,972	58%	-2%		56%
Woodbridge Farms Elementary	3,010,035	1,739,865	58%	-2%		56%
	<u>67,955,257</u>	<u>39,026,982</u>	<u>57%</u>	<u>-3%</u>		<u>57%</u>
Sector 2 - Strathcona County						
Ardrossan Elementary	3,874,497	2,231,098	58%	-2%		57%
Ardrossan Junior Senior High	5,144,476	2,956,163	57%	-3%		59%
Castle (Scotford Colony)	216,647	109,642	51%	-9%	A	54%
Fultonvale Elementary Junior High	3,108,754	1,791,327	58%	-2%		59%
Uncas Elementary	1,651,494	895,640	54%	-6%	B	55%
	<u>13,995,868</u>	<u>7,983,870</u>	<u>57%</u>	<u>-3%</u>		<u>58%</u>
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	2,533,929	1,442,358	57%	-3%		58%
Fort Saskatchewan Christian	2,838,458	1,615,022	57%	-3%		58%
Fort Saskatchewan Elementary	2,297,355	1,248,844	54%	-6%		56%
Fort Saskatchewan High	3,502,274	1,916,943	55%	-5%		55%
James Mowat Elementary	2,812,001	1,612,130	57%	-3%		58%
Rudolph Hennig Junior High	3,034,091	1,701,304	56%	-4%		57%
SouthPointe School	4,412,383	2,453,849	56%	-4%		57%
Win Ferguson Elementary	2,905,506	1,674,808	58%	-2%		57%
	<u>24,335,997</u>	<u>13,665,258</u>	<u>56%</u>	<u>-4%</u>		<u>57%</u>
Sector 4 - Lamont County						
Andrew School	725,077	418,376	58%	-2%		57%
Bruderheim School	1,149,562	676,898	59%	-1%		57%
Lamont Elementary	2,408,671	1,353,976	56%	-4%		57%
Lamont High	2,790,157	1,583,782	57%	-3%		58%
Mundare School	1,127,961	599,841	53%	-7%	C	55%
	<u>8,201,428</u>	<u>4,632,873</u>	<u>56%</u>	<u>-4%</u>		<u>57%</u>
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,718,380	1,561,804	57%	-3%		57%
Pleasant Ridge Colony	161,532	90,054	56%	-4%		52%
Vegreville Composite High	2,793,289	1,523,498	55%	-5%		54%
	<u>5,673,201</u>	<u>3,175,356</u>	<u>56%</u>	<u>-4%</u>		<u>55%</u>

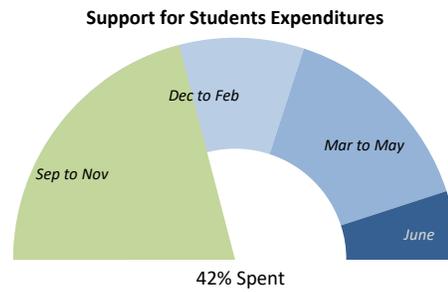
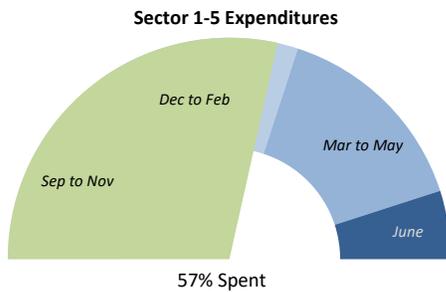
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Six-Month Period Ended February 28, 2023
Percent of the Year Elapsed: 60%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 60% Actual Less Elapsed %		
Supports For Students - Schools						
Early Learning	2,031,803	855,014	42%	-18%	D	44%
Specialized Supports & Other Programs ¹	2,808,653	1,171,147	42%	-18%	E	40%
	4,840,456	2,026,161	42%	-18%		42%
Other						
Elk Island Youth Ranch Learning Centre	323,640	181,050	56%	-4%		60%
Next Step Outreach	2,011,811	1,174,061	58%	-2%		58%
Next Step Continuing Education	508,294	95,838	19%	-41%	F	11%
Other School Allocations	(599,401)	841,006	-140%	-200%	G	-800%
To Be Allocated	200,000	-	0%	-60%	H	0%
Conversion (10 mo. To 12 mo.)	-	(8,809,314)	N/A	N/A	I	N/A
Standard Cost Conversion	(1,071,097)	(1,648,598)	N/A	N/A	J	129%
Teacher Pensions	7,881,740	4,710,376	60%	0%		56%
	9,254,987	(3,455,581)	-37%	-97%		-39%
Total School Sites	\$ 134,257,194	\$ 67,054,919	50%	-10%		49%

* Based on a 10 month reporting period.

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

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	37,746,314	1,280,668	39,026,982	96.7%
Sector 2 - Strathcona County	7,689,201	185,027	7,874,228	97.7%
Sector 3 - Fort Saskatchewan	13,396,891	378,009	13,774,900	97.3%
Sector 4 - Lamont County	4,509,269	123,604	4,632,873	97.3%
Sector 5 - County of Minburn	3,096,165	79,191	3,175,356	97.5%
Totals	66,437,840	2,046,499	68,484,339	97.0%



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

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

**Elk Island Public Schools
Expense Notes – Schools
For the Six-Month Period Ended February 28, 2023**

A. Sector 2 – Castle (Scotford Colony)

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

- Expenditures are below expected, but certificated, supply, and workbook expenditures will be increasing over the next two quarters.

B. Sector 2 – Uncas Elementary

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

- Expenditures are below expected, but certificated, furniture, and computer expenditures will be increasing over the next two quarters.

C. Sector 4 – Mundare School

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

- Expenditures are below expected, but computer equipment expenditures will be increasing over the next two quarters. Illness sub costs are below budget but are difficult to predict. These funds will be reallocated if illness sub costs are not realized.

D. Supports for Students (Schools) – Early Learning

Expenses are below expected year to date spending by 18%.

This is primarily due to the Enhanced Kindergarten and Program Unit Funding (PUF) programs.

- Enhanced Kindergarten has incurred very minimal expenses to date. It will be hosting three sessions in the upcoming months which will incur both substitute and rental expenses. The budget is expected to be fully spent.
- PUF has slightly lower expenditures than budgeted as costs are not uniform each month and are incurred as required. In addition, some salaries in this area are incurred over 12 months rather than 10 months (so we would expect expenses closer to 50% spent at this point in the year).

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

Expenses are below expected year to date spending by 18%.

- Specialized Supports - Schools has a 17% variance under budget.

- It is anticipated that spending will increase in the remaining quarters of the year as schools continue to make requests for additional support for complex student needs.
- The Mental Health program which includes substitute costs, professional development, and contracted services costs are incurred as required and are tracking at 19% under budget.
- The Low Incidence program has incurred minimal expense to date. This was an in-year grant therefore the coordination of hiring of staff and purchases was completed in February. The staffing for both programs is now complete, and these costs will be incurred in the upcoming months.
- School Nutrition Program is 3% over budget. Spending has been adjusted to ensure this budget is not overspent.
- Partners 4 Science has a 33% variance below budget, primarily due to large donations that will be spent on the development of science kits once the new curriculum is confirmed. There is a matching revenue variance that offsets this expense variance.

F. Other – Next Step Continuing Education

Expenses are below expected year to date spending by 41%.

- Other than administrative costs, which are incurred throughout the year, the majority of the costs associated with Continuing Education are not incurred until July and August when Summer School runs. The budget will be depleted at that time.

G. Other – Other School Allocations

The actual expenditures reported on this line primarily relate to the accrual of classified salaries to the end of February. When salaries are paid in March the individual schools will be charged and the accrual cleared to zero.

The budget for this line includes unexpected projected Division surpluses, including a return of equity from a previous insurance provider and additional interest income. These surpluses have been reallocated to school and central services budgets to meet other Division needs as reported to the Board in January 2023.

H. Other – To Be Allocated

As per the Fall Budget Update approved by the Board in November, funds were set aside in “To Be Allocated” to be distributed as required to meet school needs. This contingency fund was reviewed with the Board of Trustees in January 2023 and all funds have been allocated to other Division needs, except for \$200,000 set aside for illness, which is projected to be largely spent by the end of the year.

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

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

J. Other – Standard Cost Conversion

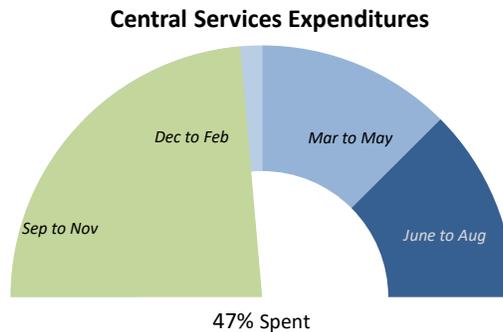
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures.

As per previous reports brought to Board, a year-end standard cost surplus has been projected (represented by the budgeted amount in this line) and funds have been reallocated to school and central services budgets.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Six-Month Period Ended February 28, 2023
Percent of the Year Elapsed: 50%*

	A Annual Fall Budget	Year to Date			Note Reference	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 50% Actual Less Elapsed %		
Governance	\$ 636,481	\$ 316,373	50%	(0%)	A	48%
Education Executive	1,481,958	660,928	45%	(5%)	B	45%
Supports For Students - Central	5,382,647	2,374,673	44%	(6%)	C	37%
Human Resources	7,203,947	3,335,554	46%	(4%)	D	44%
Business Services	2,946,504	1,329,400	45%	(5%)	E	44%
Facility Services					F	
Facilities	16,120,675	7,652,625	47%	(3%)		48%
Infrastructure Maintenance and Renewal	1,341,299	225,552	17%	(33%)		14%
	<u>17,461,974</u>	<u>7,878,177</u>	<u>45%</u>	<u>(5%)</u>		<u>43%</u>
Information Technologies	8,813,066	3,073,408	35%	(15%)	G	42%
Student Transportation	14,102,297	7,896,683	56%	6%	H	54%
Fiscal Services	6,886,969	3,784,829	55%	5%	I	55%
TOTAL CENTRAL SERVICES	<u>\$ 64,915,843</u>	<u>\$ 30,650,025</u>	<u>47%</u>	<u>(3%)</u>		<u>46%</u>

* Based on a 12 month reporting period.



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

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

Elk Island Public Schools
Expense Notes – Central Services
For the Six-Month Period Ended February 28, 2023

A. Governance

Includes the Board of Trustees budget.

Expenses are as expected at the end of the second quarter.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

Expenses are below expected year to date spending by 5%.

- The Superintendent budget has a 6% variance below budget. This is attributable to planned expenditures which have been partially incurred such as the Leadership Workshops.
- Communications has a 5% variance below budget. Some expenses are incurred as required rather than a uniform amount monthly, such as supplies and advertising costs.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate drastically every fourth year when an election occurs. Expenses in this budget centre are as expected.

C. Supports for Students – Central

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

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

- Associate Superintendent – Supports for Students shows a 3% variance above budget; however, this is due to some off-setting timing differences within this budget.
 - The Odyssey French Language program runs over the course of the school year, so expenses are expected to be approximately 60% spent at this point in the year.
 - Offsetting that variance is timing differences in the Administration program, as they incur expenses as required rather than uniformly over the year.
- Specialized Supports-Central has a 4% variance below budget. Some of the planned expenditures such as supplies related Speech Language Pathologists and professional development registration do not have uniform monthly spending. Additionally, equipment will be purchased for Specialized System Programs in the months to come.
- Instructional Supports has a 9% variance below budget. Many of the programs in this area do not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. The various workshops and special projects are expected to have increased expenditures over the remaining quarters of the year, such as Young Authors/Scientists Conference and Readers Writers Workshop. Similarly, targeted external donations and Dual Credit funding are expected to be spent in the remaining quarters of the year.
- Curriculum expenses are as expected at second quarter.

D. Human Resources

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

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

- Associate Superintendent – Human Resources has a 4% variance below budget, primarily due to planned expenditures not yet incurred in Certificate of Recognition, Long Service, and Special Projects programs.
- Staff Relations & Training has an 8% variance below budget. Expenses such as Off to a Good Start training, Professional Learning Day (May 2022), and further leadership development will be incurred in future quarters.
- Recruitment & Staffing has a 2% variance below budget. This is primarily due to the maternity leave programs which are below budget. These savings are offset by illness costs that are slightly above expected at the second quarter. If this trend continues, this budget will access the \$200,000 budgeted contingency from reserves.

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

Expenses are below expected year to date spending by 5%.

- Secretary-Treasurer expenses are above expected year to date spending by 3%. These costs are incurred as required rather than uniformly each month and are not predictable.
- Financial Services has a 7% variance below budget due to delays in hiring vacant positions. As well, contracted services and professional development costs are incurred as required rather than uniformly each month. Costs related to a software redesign are not expected to be incurred until the fourth quarter of the year.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.

Expenses are below expected year to date spending by 5%. Rather than a single program, this is a result of several variances, some of which are offsetting.

- Utility charges are currently over budget but are not evenly distributed throughout the year, as the second and third quarters tend to be higher due to winter heating costs and snow removal costs.
- Expenditures for contracted services for the Central Building and Custodial programs are trending below budget, however these costs are not evenly incurred throughout the year. Contracted service costs correlate with school breaks – with more costs over Christmas and Spring Break, followed by summer break. There are also future expenses planned for upgrading central landscaping.
- Three fleet vehicles have been ordered but have not yet been received.
- Some of the projects continuing from 2021-22 are close to being completed and the budget variance reflects this.
- Infrastructure Maintenance and Renewal (IMR) expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. The expense variance is offset by an equal variance in revenue (within the schools – System Needs grant), resulting in a nil impact to the bottom line. Equipment supply chain delays are also impacting the IMR budget by delaying expenditures.

G. Information Technologies

Includes the Information Technologies budget.

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

- The variance is primarily attributable to the Evergreening program, which has a significant budget and computer costs will be incurred in the remaining quarters of the year. Some projects also have minimal costs including Student Record Digitization, Hardware, and Permission Click. Expenditures for these projects are expected in future quarters of this year.

H. Student Transportation

Includes the Student Transportation budget.

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

- Most expenses in the Student Transportation department are for contracted bus driver costs, which are recorded over ten months. As a result, we would expect this budget would be trending closer to 60%.
- This is offset by the Tyler Drive Tablets project, for which there has been nominal expenditures to date. Spending is expected to occur later in the year.

G. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are slightly higher than expected spending.

- Salaries were accrued to the end of February. When salaries are paid in March the individual departments will be charged and the accruals cleared.
- This is offset by a return of equity from a previous insurance provider.

Elk Island Public Schools
Capital Project Listing
As At February 28, 2023

	Budget	YTD Actuals	Actual % of Budget	Note Reference
Capital Reserves:				
Facility Services Vehicles	\$ 17,229	\$ -	0%	A
Aging Equipment at Schools	105,057	49,417	47%	B
Various Capital Purchases - To be Determined	100,000	-	0%	C
AJS & FRH Kitchen Modernization/Expansion	605,000	23,368	4%	D
Building Management System (BMS)	220,000	82,381	37%	E
School Bus Replacements	756,000	-	0%	F
SAL Stormwater Drainage Project	2,200,000	-	0%	G
	4,003,286	155,166		
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	300,000	43,877	15%	H
Facility Services Vehicles	208,000	-	0%	I
Rudolph Hennig Office Renovation	60,000	59,546	99%	J
	568,000	103,423		
Provincially Funded:				
Infrastructure Maintenance and Renewal Grant Capital Portion	2,404,000	309,942	13%	K
Capital Maintenance and Renewal (CMR) Grant	1,878,361	1,020,968	54%	L
	4,282,361	1,330,910		
Total Capital Projects	\$ 8,853,647	\$ 1,589,499	18%	

Notes:

A - Facility Services is replacing three fleet vehicles this year. A portion is being funded from the balance in the Facilities capital reserve. Delivery on the first unit is expected in mid-March and the other two are still being scheduled for production.

B - Available for schools that have a significant piece of equipment that is failing or is a safety concern. Funds were approved for specific items in early November and purchases are expected over the remaining quarters of the year.

C - As part of Fall Budget, funds were set aside for various capital purchases.

D - Consultant has been awarded and bids are currently out for tender. Work is expected to begin late May/early June.

E - Adding BMS system to all schools in the division. Project is currently underway and 22 schools have been commissioned.

F - Six 24 passenger buses are being replaced at schools (AJS, BFH, FHS, SAL (2), VJS). PO was issued in December and delivery is expected in June.

G - Consultant has been awarded and project is currently in design phase.

H - Equipment/furniture purchases made from school or department budgets. Purchases will continue to be made over the course of the year.

I - Facility Services is replacing three fleet vehicles this year. The portion not covered by the Facilities capital reserve is being funded by their operating budget. Delivery on the first unit is expected in mid-March and the other two are still being scheduled for production.

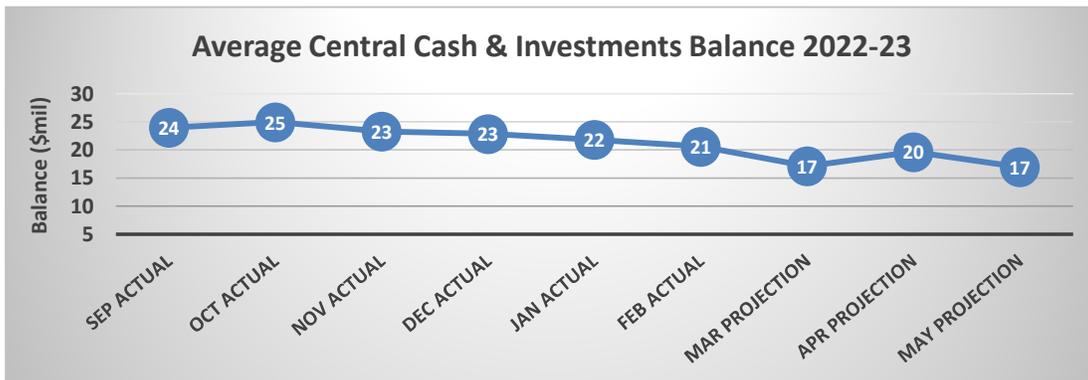
J - Project is now complete.

K - This is a carryforward of unspent funding from 2021-22, as well as an estimated capital portion of the 2022-23 grant. Expenses are not incurred evenly over the course of the year. The remainder of this grant is budgeted as non-capital and included on the Central Services page. A portion of this grant will be allocated to the Salisbury Composite High Stormwater Project.

L - This is the carryforward of the unspent portion of the CMR grant, which follows the government fiscal year (allocated to school divisions in April of each year). There are two carryforward (mid-completion) projects from prior school years, and five new projects started this year.

Elk Island Public Schools
Statement of Cash and Investments
As At February 28, 2023

	<u>February 28, 2023</u>	<u>February 28, 2022</u>
Cash Account Balances	\$ 19,912,695	\$ 27,716,870
Guaranteed Investment Certificates	5,000,000	-
Total Central Cash and Investments	24,912,695	27,716,870
Less Restricted Funds (Trusts)	(50,715)	(46,042)
Total Available Central Cash and Investments	\$ 24,861,980	\$ 27,670,828



As a result of rising interest rates and adequate cash balances, EIPS purchased five Guaranteed Investment Certificates in 2021-22 that will mature in August 2023. Administration continues to monitor and project cash balances, and invest funds as per the Division's Investment Policy Statement.

Elk Island Public Schools
Board and System Administration
As At February 28, 2023

Board and System Administration current expenses are at \$2.1 million, or 2% of total expenses for EIPS. This means the Division has spent 33% of the Board and System Administration grant provided by Alberta Education, and 46% of total Board and System Administration budget for EIPS.

