



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, JUNE 20, 2024

Boardroom
Central Services Office

AGENDA

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

-
- 9 a.m. **1. CALL TO ORDER** C. Allen
- 2. IN-CAMERA SESSION**
- 10 a.m. **3. LAND AND PEOPLE ACKNOWLEDGMENT**
- 4. AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
- 5. APPROVAL OF MINUTES**
- 5.1 Board Meeting – May 30, 2024 (encl.)
- 5.2 Board Meeting – June 6, 2024 (encl.)
- 6. CHAIR REPORT** C. Allen
- 6.1 ASBA Trustee Governance Program, University of Calgary (verbal)
- 6.2 ASBA Zone 2/3 Edwin Parr Awards Banquet – May 24, 2024
- 6.3 ASBA Spring General Meeting – June 3-4, 2024
- 6.4 Logos Society Annual General Meeting – June 11, 2024
- 6.5 Meeting with the Jackie Armstrong-Homeniuk, Member of the Legislative
 Assembly – Fort Saskatchewan – Vegreville - June 12, 2024
- 6.6 Meeting with the Hon. Demetrios Nicolaides, Minister of Education
 – June 17, 2024
- 6.7 Meeting with the Hon. Demetrios Nicolaides, Minister of Education
 – June 24, 2024
- 6.8 High School Graduations and Elementary/Junior High Farewells
- 6.9 Year-end Performances and Special Events
- 7. SUPERINTENDENT REPORT** S. Stoddard
- 7.1 Meeting with the Jackie Armstrong-Homeniuk, Member of the Legislative
 Assembly – Fort Saskatchewan – Vegreville - June 12, 2024 (verbal)
- 7.2 Meeting with the Hon. Demetrios Nicolaides, Minister of Education
 – June 17, 2024
- 7.3 Meeting with the Hon. Demetrios Nicolaides, Minister of Education
 – June 24, 2024
- 7.4 High School Graduations and Elementary/Junior High Farewells
- 7.5 Year-end Performances and Special Events
- 8. COMMENTS FROM THE PUBLIC AND STAFF
 GROUP REPRESENTATIVES**

ASSOCIATION/EMPLOYEE GROUPS

- | | | |
|-----|---------------------------------------|-----------------------|
| 9. | ATA LOCAL REPORT | M. Holm
(verbal) |
| 10. | EMPLOYEE RELATIONS GROUP (ERG) REPORT | M. Miller
(verbal) |

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

- | | | |
|-----|---|----------------------------------|
| 11. | BUSINESS ARISING FROM IN CAMERA | |
| 12. | APPROVAL OF SUPERINTENDENT EVALUATION REPORT | C. Allen
(encl.) |
| 13. | BOARD POLICY 7: BOARD OPERATIONS | R. Footz
(encl.) |
| 14. | BOARD POLICY 13: APPEALS AND HEARINGS REGARDING STUDENT MATTERS | R. Footz
(encl.) |
| 15. | BOARD POLICY 17: STUDENT TRANSPORTATION SERVICES | R. Footz
(encl.) |
| 16. | BOARD POLICY 18: ALTERNATIVE PROGRAMS | R. Footz
(encl.) |
| 17. | BOARD POLICY 20: ASSESSMENT AND REPORTING OF STUDENT LEARNING | R. Footz
(encl.) |
| 18. | BOARD POLICY 21: EXPENSE TRANSPARENCY | R. Footz
(encl.) |
| 19. | BOARD POLICY 22: HEALTH AND SAFETY | R. Footz
(encl.) |
| 20. | SURPLUS PROPERTY DECLARATION - ÉCOLE CAMPBELLTOWN | S. Stoddard/B. Dragon
(encl.) |

COMMITTEE REPORT

- | | | |
|-----|--|-----------------------|
| 21. | AUDIT COMMITTEE
Meeting held June 5, 2024 | S. Miller
(verbal) |
| 22. | POLICY COMMITTEE
Meeting held June 10, 2024 | R. Footz
(verbal) |

REPORTS FOR INFORMATION

- | | | |
|-----|--|----------------------------------|
| 23. | ENGAGEMENT PLAN: PROJECT 1 TRANSITION PLANNING | S. Stoddard/L. McNabb
(encl.) |
|-----|--|----------------------------------|

- | | | |
|------------|---|--|
| 24. | UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2023
TO MAY 31, 2024 | S. Stoddard/L. Lewis
(encl.) |
| 25. | PLAYGROUND SUMMARY REPORT 2023-24 | S. Stoddard/C. Wait/
D. Bennett (encl.) |
| 26. | NATIONAL AND INTERNATIONAL FIELD TRIPS 2023-24 | S. Stoddard/R. Marshall
(encl.) |
| 27. | LOCALLY DEVELOPED COURSES 2024-25 | S. Stoddard/R. Marshall
(encl.) |
| 28. | TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION | (verbal) |

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES JUNE 20, 2024

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 May 30, 2024 Meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approves the Minutes of June 6, 2024 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 ATA Local #28.
10. That the Board of Trustees receives the report from the representative of the Employee Relations Group.
11. *Business Arising from In Camera.*
12. That the Board of Trustees approves the Superintendent's Evaluation Report as developed in the facilitated evaluation session on June 19, 2024, as an accurate assessment of the Superintendent's performance for the period of July 1, 2023, to June 18, 2024; and FURTHER, that the Board authorize the Board Chair to make any required technical edits and to sign the report on the Board's behalf.
13. That the Board of Trustees approves the amendments to Board Policy 7: Board Operations, as presented.
14. That the Board of Trustees approves the amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, as presented.

15. That the Board of Trustees approves the amendments to Board Policy 17: Student Transportation Services, as presented.
16. That the Board of Trustees approves the amendments to Board Policy 18: Alternative Programs, as presented.
17. That the Board of Trustees approves the amendments to Board Policy 20: Assessment and Reporting of Student Learning, as presented.
18. That the Board of Trustees approves the amendments to Board Policy 21: Expense Transparency, as presented.
19. That the Board of Trustees approves the amendments to Board Policy 22: Health and Safety, as presented.
20. That the Board of Trustees declares the École Campbelltown building, excluding all modular classrooms (T3688, T6009, T7466 and T7467), surplus to the Board's needs—effective 90 days following occupancy of the Sherwood Park replacement school; and

that pursuant to section 7 (b) of the *Alberta Real Property Governance Act* (RPGA) the Board of Trustees offers to transfer the real property (École Campbelltown building) to the Department of Infrastructure at net book value; and

that if Alberta Infrastructure declines the offer to transfer the Minister of Education pursuant to sections 9 and 10 of Alberta Regulation 86/2019, *Education Act*, Disposition of Property Regulation approves the Board's declaration; and
 - the real property be transferred to Strathcona County, or
 - if the municipality refuses, to be disposed of as per the regulation.
21. That the Board of Trustees receives for information the report from the Audit Committee meeting held on June 5, 2024.
22. That the Board of Trustees receives for information the report from the Policy Committee meeting held on June 10, 2024.
23. That the Board of Trustees receives for information Elk Island Public Schools' (EIPS) Engagement Plan: Project 1 transition planning.

24. That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2023 to May 31, 2024, for Elk Island Public Schools.
25. That the Board of Trustees receives for information a report on Elk Island Public Schools (EIPS) playgrounds for the 2023-24 school year.
26. That the Board of Trustees receives for information a report on national and international field trips for the 2023-24 school year.
27. That the Board of Trustees receives for information a report on Locally Developed Courses for the first semester 2024-25 school year.



BOARD MEETING MINUTES

May 30, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 30, 2024—in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:00 a.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

R. Marshall, Acting Superintendent
R. Johnson, Associate Superintendent – Human Resources
W. Gilewich, Information and Security Officer
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communications Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

The meeting was called to order at 9:00 a.m. with all trustees noted above in attendance except for Trustee Shotbolt.

IN-CAMERA SESSION

Board Chair Allen asked for a trustee to move in camera.

083/2024 | Vice-Chair Miller moved: That the Board meet in camera (9:00 a.m.).

CARRIED UNANIMOUSLY

Trustee Shotbolt arrived at 9:25 a.m.

084/2024 | Trustee Shotbolt moved: That the Board revert to the regular session (10:07 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:07 a.m. and reconvened at 10:13 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

Board Chair Cathy Allen called the meeting followed by the Land and People Acknowledgment.

AGENDA

Board Chair Allen called for any additions or deletions to the Agenda.

085/2024 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the April 18, 2024 Board Meeting Minutes.

086/2024 | Vice-Chair Miller moved: That the Board of Trustees approves the Minutes of the April 18, 2024 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the May 2, 2024 Board Meeting Minutes.

087/2024 | Trustee Holowaychuk moved: That the Board of Trustees approves the Minutes of the May 2, 2024 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the May 8, 2024 Board Special Meeting Minutes.

088/2024 | Trustee Irwin moved: That the Board of Trustees approves the Minutes of the May 8, 2024 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the May 13, 2024 Board Special Meeting Minutes.

Trustee Sorochan expressed gratitude to Carol Langford-Pickering, Recording Secretary, for creating and taking accurate minutes.

089/2024 | Trustee Boymook moved: That the Board of Trustees approves the Minutes of the May 13, 2024 Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Allen presented the Chair's Report. Board Chair also shared gratitude for the Board's opportunity to attend school performances and see firsthand the students in action and the benefits of the teachers' coaching and mentorship.

090/2024 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair Report.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Acting Superintendent Marshall presented the Superintendent's Report.

091/2024 | Trustee Irwin moved: That the Board of Trustees receives for information the Superintendent Report.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were presented.

Association/Employee Groups

ASBA ZONE 2/3 REPORT

Trustee Shotbolt presented the ASBA Zone 2/3 report.

092/2024 | Trustee Shotbolt moved: That the Board of Trustees receives for information the report from the representative of the ASBA Zone 2/3.

CARRIED UNANIMOUSLY

Board Chair Allen noted that the Board of Trustees will be participating at the Alberta School Board Association (ASBA) Spring General Meeting and professional learning sessions on June 3 and 4, 2024.

ATA LOCAL NO. 28 REPORT

Board Chair Allen welcomed and invited the ATA representative, D. Zielke, to present the ATA Local No. 28 Report.

Vice-Chair Miller left the meeting at 10:35 a.m.

093/2024 | Trustee Sorochan moved: That the Board of Trustees receives for information the report from the representative of the ATA Local No. 28.

CARRIED UNANIMOUSLY

Board Chair Allen thanked Deneen Zielke for extending an invitation to the trustees to attend the ATA – Elk Island Local #28 Retirement Celebration on June 14, 2024. This event provides an opportunity to honour the significant work of our certificated staff and their retirement.

Vice-Chair Miller returned at 10:39 a.m.

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen welcomed and invited ERG Representative, M. Miller, to present the Employee Relations Group Report.

094/2024 | Trustee Shotbolt moved: That the Board of Trustees receives for information the report from the representative of the Employee Relations Group.

CARRIED UNANIMOUSLY

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

BOARD POLICY 10: POLICY MAKING

Trustee Footz presented to the Board for approval the amendments to Board Policy 10: Policy Making.

095/2024 | Trustee Irwin moved: That the Board of Trustees approves the amendments to Board Policy 10: Policy Making, as presented.

CARRIED UNANIMOUSLY

Acting Superintendent Marshall and Associate Superintendent Johnson left the meeting at 10:43 a.m.

Point of Order called by Trustee Boymook to ensure senior administration is present at the meeting – expressed at least one superintendent designate must be in attendance.

Associate Superintendent Johnson returned at 10:43 a.m.

BOARD POLICY 15: PROGRAM REDUCTION AND SCHOOL CLOSURE

Trustee Footz presented to the Board for approval the amendments to Board Policy 15: Program Reduction and School Closure.

096/2024 | Trustee Holowaychuk moved: That the Board of Trustees approves the amendments to Board Policy 15: Program Reduction and School Closure, as presented.

CARRIED UNANIMOUSLY

Acting Superintendent Marshall returned at 10:46 a.m.

BOARD POLICY 16: RECRUITMENT AND SELECTION OF PERSONNEL

Trustee Footz presented to the Board for approval the amendments to Board Policy 16: Recruitment and Selection of Personnel.

097/2024 | Trustee Sorochnan moved: That the Board of Trustees approves the amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 18: ALTERNATIVE PROGRAMS

Trustee Footz presented to the Board for approval the amendments to Board Policy 18: Alternative Programs.

098/2024 | Trustee Irwin moved: That the Board of Trustees approves the amendments to Board Policy 18: Alternative Programs, as presented.

Trustee Boymook requested the rationale for amending Board Policy 18: Alternative Programs, section 5, and replacing the word “shall” with “may”, to read:

Transportation to alternative programs ~~shall~~ may be granted according to Board Policy 17: Student Transportation Services or as per an agreement in the program proposal.

Trustee Boymook raised the question that under the new funding manual, funding is received based on the school the student is registered at, and why transportation “may” or “may not” be provided?

Trustee Boymook requested **motion 098/2024** be **tabled** and, that Board Policy 17: Student Transportation Services and Board Policy 18: Alternative Programs be sent back to the Policy Committee for review to ensure the language in Board Policy 17 is in alignment with the requested amendments for Board Policy 18.

VOTE TO TABLE MOTION 098/2024 | CARRIED

In favour: Trustee Footz, Trustee Shotbolt, Trustee Boymook, Board Chair Allen, Vice-Chair Miller, Trustee Holowaychuk, and Trustee Irwin

Opposed: Trustee Sorochnan

BOARD POLICY 24: PERSONAL COMMUNICATION DEVICES

Trustee Footz presented to the Board for approval the repeal of Board Policy 24: Personal Communication Devices.

099/2024 | Trustee Sorohan moved: That the Board of Trustees approves the repeal of Board Policy 24: Personal Communication Devices.

CARRIED UNANIMOUSLY

Trustee Holowaychuk proposed a **substitute motion** on **pending motion 099/2024**:

100/2024 | That the Board direct administration to update Administrative Procedure 145 to capture the central ideas of current Board Policy 24: Personal Communication Devices and once completed to bring the updated Administrative Procedure 145 to Caucus for Board review.

Trustee Holowaychuk spoke to **motion 100/2024**.

Trustee Holowaychuk wanted to ensure that our public knows the importance of the concepts that were included in our current Personal Communication Devices Policy. The policy was developed with engagement and one of the most important voices on that engagement were our students' voice. The concepts, I believe, were and are still very important to our Board and feel if we simply repeal the motion, that we are diminishing that. As a Board we now feel the intent of the policy was achieved and could be going forward and has been handled through the administrative procedure.

With the motion including, directing administration to capture the current policy in Administrative Procedure 145, it continues to show the importance of this topic to the Board; and, then bringing the updated Administrative Procedure 145 to caucus allows us to ensure our thoughts around personal communication devices are captured while delegating authority to our Superintendent.

Board Chair Allen opened the floor for debate.

Trustee Holowaychuk presented closing comments. Thanked the trustees for their support. Noted that in order for the Board to keep a pulse on this as a Board, though Policy 10: Policy Making, section 6.8, as *The Superintendent must inform the Board of changes to administrative procedures*.

Board Chair Allen asked the Board if there were any other comments or questions with regards to the substitute motion.

Point of order called by Trustee Boymook: As closing comments have been made to the substitute motion, there was no further discussion — That **substitute motion 100/2024** negates the original Motion 099/2024 on the floor. No further discussion on the repeal of Policy 24: Personal Communication Devices.

Board Chair opened the floor for debate or clarification on **substitute motion 100/2024**.

VOTE ON SUBSTITUTE MOTION 100/2024 | CARRIED UNANIMOUSLY

BOARD POLICY 26: SCHOOL DISPUTE RESOLUTION

Trustee Footz presented to the Board for approval the amendments to Board Policy 26: School Dispute Resolution.

101/2024 | Trustee Irwin moved: That the Board of Trustees approves the amendments to Board Policy 16: Recruitment and Selection of Personnel, as presented.

CARRIED UNANIMOUSLY

ARTIFICIAL INTELLIGENCE

Trustee Footz presented to the Board for approval the recommendation to direct administration to create an administrative procedure to address artificial intelligence.

102/2024 | Trustee Boymook moved: That the Board of Trustees directs administration to develop administrative procedures around artificial intelligence.

CARRIED UNANIMOUSLY

Trustee Irwin requested a friendly amendment to **motion 102/2024**, similar to the substitute motion for Policy 24: Personal Communication Devices.

Trustee Boymook noted that the development of a new administrative procedure is required to come to the Board.

Board Chair Allen confirmed the practice is implied within the process.

EIPS FOUR-YEAR EDUCATION PLAN: 2022-26 (YEAR 3)

Acting Superintendent Marshall presented to the Board for approval the EIPS Four-Year Education Plan: 2022-26 (Year 3). Each year, Alberta Education requires school divisions to develop an education plan. The Plan details the Division's work, priorities, goals and outcomes over a four-year period. It also outlines the performance measures and strategies the Division will use to meet each priority, goal and outcome.

Using all the feedback collected from the EIPS Budget Planning Survey: 2024-25 and two-part EIPS Annual Feedback Survey—for families, staff, students in grades 9 and 12, and community members, in conjunction with other data-based information, the Board has revised its Four-Year Education Plan: 2022-26 (Year 3).

103/2024 | Trustee Boymook moved: That the Board of Trustees approves the EIPS Four-Year Education Plan: 2022-26 (Year 3), which includes revised performance measures and updated priority strategies for the 2024-25 school year.

CARRIED UNANIMOUSLY

Trustee Irwin left at 11:29 a.m. and returned at 11:31 a.m.

Trustee Boymook left at 11:31 a.m.

The board recessed at 11:32 a.m. and reconvened at 11:41 a.m. with all trustees noted above in attendance.

ADMINISTRATIVE FEES 2024-25

FACILITY RENTAL AND LEASE FEES

Assistant Director Dragon presented to the Board for approval the proposed Facility Rental and Lease fees for the 2024-25 school year. Assistant Director Dragon shared kudos to the Facility Services staff who work with the bookings and supported the work on the Rental and Lease Fees.

104/2024 | Trustee Boymook moved: That the Board of Trustees approves the Facility Rental and Lease fees for the 2024-25 school year, as presented.

CARRIED UNANIMOUSLY

The Board inquired about rate discrepancies between various school boards. Assistant Director noted that rental rates are primarily determined based on custodial contracts, however, will look at increasing rates next year due to rising utility costs.

The Board noted that EIPS facilities are public buildings and sometimes in the rural areas the only buildings with a gym; and providing at cost recovery is important.

SPECIALIZED SUPPORTS FEES

Director Reed presented to the Board for approval the proposed Specialized Supports fees for the 2024-25 school year. Director Reed highlighted a new fee for the CASA classrooms at Fort Saskatchewan Elementary and Bev Facey Community High. The partnership with CASA Mental Health will be supported by a multiyear agreement. EIPS to provide funding for the classroom teacher.

105/2024 | Trustee Sorochan moved: That the Board of Trustees approves the Specialized Supports fees for the 2024-25 school year, as presented.

CARRIED UNANIMOUSLY

The Board supported the continued partnership, the removal of barriers for student access to education and the additional mental health support. Board Chair Allen noted that the EIPS and CASA Mental Health partnership supports the Ministerial mandate and cross-ministry work.

PARTNERS FOR SCIENCE (P4S) FEES

Director Smith presented to the Board for approval the proposed Partners for Science (P4S) fees for the 2024-25 school year. The fee schedule reflects an increase for both elementary (3%) and junior high (3%) P4S programs to cover the projected costs of inflation, as well as additional increased staffing costs to create kits for the new curriculum for the 2024-25 school year.

Additional highlights: EIPS continues to receive corporate sponsorship from Dow, the program is supported by two classified EAs at Salisbury Composite High, EIPS schools receive a block allocation, and EICS is charged a per student fee.

106/2024 | Trustee Footz moved: That the Board of Trustees approves the Partners for Science (P4S) fees for the 2024-25 school year, as presented.

CARRIED UNANIMOUSLY

ALBERTA NON-RESIDENT AND INTERNATIONAL STUDENT FEES

Acting Superintendent Marshall presented to the Board for approval the proposed Alberta Non-Resident and International Student fees for the 2024-25 school year.

An increase of three per cent is proposed for Alberta non-resident and international students for the 2024-25 school year. The recommended increase is on a cost recovery basis as an anticipated economic adjustment necessary to cover inflationary costs.

107/2024 | Trustee Holowaychuk moved: That the Board of Trustees approves the Alberta Non-Resident and International Student fees for the 2024-25 school year, as presented.

CARRIED UNANIMOUSLY

PLAY AND LEARN AT SCHOOL (PALS) FEES

Director Anderson presented to the Board for approval the proposed Play and Learn at School (PALS) fees for the 2024-25 school year.

The Play and Learn at School fees are aligned with the ECS Base Instruction Grant in the *Funding Manual for School Authorities for the 2024/25 school year*.

108/2024 | Trustee Boymook moved: That the Board of Trustees approves the Play and Learn at School (PALS) fees for the 2024-25 school year, as presented.

CARRIED UNANIMOUSLY

Point of Order called by Trustee Irwin asking why the administrative fees did not come to Caucus for review. Board Chair Allen noted that the administrative fees were scheduled to go straight to Board in May.

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report for information from the Student Expulsion Committee meetings held on April 25, May 10 and 23, 2024.

109/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Student Expulsion Committee meetings held on April 25, May 10 and 23, 2024.

CARRIED UNANIMOUSLY

POLICY COMMITTEE

Trustee Footz presented a report for information from the Policy Committee meetings held on May 1, 2024.

110/2024 | Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on May 1, 2024.

CARRIED UNANIMOUSLY

Reports for Information

2023-24 SUMMER PROJECTS

Assistant Director Derech presented to the Board the 2023-24 Summer Projects Plan for information. Assistant Director Derech expressed gratitude to the Facility Services staff who supported and continue to support this work.

Board Chair Allen extended thanks to the Facility Services team for the thoughtful and mindful report and opened the floor for questions.

111/2024 | Trustee Boymook moved: That the Board of Trustees receives the Facility Services 2023-24 Summer Projects Plan for information.

CARRIED UNANIMOUSLY

The Board extended thanks to the Facility Services team for their extensive work in maintaining the facilities.

Trustee Irwin left at 12:35 p.m. and returned at 12:37 p.m.

2024-25 INFRASTRUCTURE MAINTENANCE AND RENEWAL AND CAPITAL MAINTENANCE AND RENEWAL PROJECTS

Assistant Director Hoose presented to the Board the 2024-25 Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Projects report for information.

112/2024 | Trustee Irwin moved: That the Board of Trustees receives the 2024-25 Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Project Plans for information.

CARRIED UNANIMOUSLY

TRUSTEES NOTICES OF MOTIONS/REQUESTS FOR INFORMATION

No notices of motion or requests for information were presented.

Board Chair Allen noted that the Board had reached the end of the public meeting agenda at 12:49 p.m.

IN-CAMERA SESSION

Board Chair Allen asked for a trustee to move in camera.

113/2024 | Trustee Sorochan moved: That the Board meet in camera (12:49 p.m.).

CARRIED UNANIMOUSLY

The Board recessed at 12:55 p.m. and reconvened at 1:55 p.m. with all trustees noted above in attendance.

114/2024 | Trustee Shotbolt moved: That the Board revert to the regular session (2:48 p.m.).

CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 2:48 p.m.

Cathy Allen, Board Chair

Ryan Marshall, Acting Superintendent



BOARD MEETING MINUTES

June 6, 2024

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, June 6, 2024—in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:03 a.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Marshall, Associate Superintendent – Supports for Students
R. Johnson, Associate Superintendent – Human Resources
W. Gilewich, Information and Security Officer
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communications Services
C. von Tettenborn, Director, Budget, Financial Services
C. Gillis, Senior Accountant II, Financial Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Board Chair welcomed all in attendance in person and online. The meeting was called to order at 9:03 a.m. with all trustees noted above in attendance except for Trustee Shotbolt.

TREATY 6 ACKNOWLEDGMENT

Board Chair Cathy Allen proceeded with the Land and People Acknowledgment.

AGENDA

Board Chair Allen called for any additions or deletions to the Agenda.

[115/2024](#) | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

New Business

2024-25 BUDGET

Superintendent Stoddard shared how proud she was of the budget, recognizing where students are at and where we need to focus our priorities. It has been a difficult budget as funding for inflation was not received. Superintendent Stoddard thanked the finance team for the incredible hard work on the budget and is confident with what was pulled together—best scenario for our staff and students.

116/2024 | Vice-Chair Miller moved: That the Board of Trustees approves the 2024-25 Budget for Elk Island Public Schools, as presented.

Secretary-Treasurer Cole and Director von Tettenborn proceeded to present to the Board the Elk Island Public Schools 2024-25 Budget. For the 2024-25, EIPS has prepared a \$208.07 million operating budget.

Secretary-Treasurer Cole noted that in April 2024, the Board of Trustees approved assumptions, and in May approved allocations used to build the 2024-25 Budget. Secretary-Treasurer Cole noted the importance of taking into consideration the feedback from all stakeholders.

The Board's budget priorities included: complexity in classrooms, curriculum and resource development, Year 3 of the Mental Health Strategic Plan, continued pursuit of Collegiate School/program and support for Career Pathways, equity for rural schools, equity for all, retention of staff, and Artificial Intelligence (AI)/Digital Tools Consideration.

Board Chair Allen opened the floor for questions.

Trustee Shotbolt arrived at 9:17 a.m.

Superintendent Stoddard highlighted the robust work EIPS has done in developing new curriculum resources and the value in advocating for funding support from the government to continue this work and build capacity within the context of the Division's own professional learning.

The static funding posed significant challenges, made us examine past supplemented specialized supports and to be creative and rethink utilization of resources as classroom complexity is on a rise.

The Board appreciated the direction taken on priority budgeting, however, shared concern with overall funding, and lack of support from the provincial government. A new allocation model has been developed to mitigate some of the shortfalls. An assessment framework will be used to measure success and a report will be provided to the Board in the latter part of 2024-25 school year.

Secretary-Treasurer Cole continued with the summary of the budget and noted that the key budget assumptions are around: reserve usage, enrolment and standard cost, and noted that significant changes to these could significantly change the budget—to be reviewed in the fall.

Contributions to operating reserves are \$3.77 million higher than previously reported to incorporate proceeds from the sale of the IP addresses. A potential transfer of \$367,000 from operating reserves to capital reserves has been included in 2023-24 and will be brought to the Board for approval in June 2024.

For 2024-25, EIPS Division Allocated Reserve is being accessed for a total of \$1.45 million. The Government of Alberta has implemented a maximum limit on school board operating reserves (a "cap"). Based on projected balances at Aug. 31, 2025, EIPS projects to be below the maximum limit by \$1.8 million. At Aug. 31, 2024, EIPS is over the cap due to the one-time item—IP address sale. An exemption request to the Minister will be sent for being over the cap due to this one-time item.

Board Chair Allen opened the floor for questions.

Director von Tettenborn proceeded with the Statement of Revenues and Expenses and highlighted any changes to the Alberta Education revenue, schools and central allocations, school expenses, and school enrolment.

Board Chair Allen opened the floor for questions.

Secretary-Treasurer Cole shared that inflation costs for 2024-25 were approximately \$1.9 million including, increased benefit costs (ASEBP increased \$750,000), and increases in property insurance, electricity, natural gas, custodial supply contracts, and supplies and equipment. Administration is anticipating \$1.7 million inflation for 2025-26.

Secretary-Treasurer Cole presented the School Full Time Equivalent data, changes to Supports for Students – Early Learning and Specialized Supports.

Director von Tettenborn provided a summary of changes for all Central Services between fall budget and the spring budget.

Board Chair Allen opened the floor for questions.

Director von Tettenborn corrected an answer shared previously and noted that EIPS has received approval for one French Language assistant through Odyssey. Director von Tettenborn continued to present the Alberta Education Budget Report 2024-25. The Alberta Education Budget Report form (BRF) takes the information presented in the budget report and consolidates it into a standardized format required by Alberta Education.

The Division is continuing to operate in a fiscally constrained environment. A higher percentage of revenues received continue to be targeted, along with external factors outside of the Division’s control such as inflation on many of the goods and services purchased by schools and departments, increased costs for utilities, and large increases to benefits have made the budget tight as there is less discretionary funds.

Administration believes the budget for 2024-25 school year will allow EIPS to fund its key budget priorities and focusing on these priorities will allow our students to not only continue to grow academically but socially as well as; we are seeing results from prior years’ investments addressing the effects of the pandemic. Achieving these results allows the Division to look to the future to items such as collegiate programming, use of artificial intelligence, etc., so that students are set up for success after graduation.

Due to inflationary pressures, detailed in this report, and the lack of additional funding from the province for school divisions to assist with these pressures, divisions now must budget within fiscal constraints. Looking forward to next year, significant operational changes will need to be made for 2025-26 as we anticipate funding to be the same as this year.

Board Chair opened the floor for final comments and questions.

The Board shared appreciation for administration’s action plan for the 2024-25 budget, anticipating budget shortfalls for 2025-26, finding ways to modify supports in schools, to continue to provide world class education.

On behalf of the Board, Board Chair Allen thanked Secretary-Treasurer Cole and the Financial Services team for their work effort on the 2024-25 Budget.

VOTE ON MOTION 116/2024 | CARRIED UNANIMOUSLY

ADJOURNMENT

Board Chair Allen concluded the public session and declared the meeting adjourned at 10:46 a.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Cathy Allen, Board Chair

SUBJECT: Approval of Superintendent's Evaluation Report

ORIGINATOR: Cathy Allen, Board Chair

RESOURCE STAFF: Terry Gunderson, ASBA Consultant
Robert Martin, ASBA Consultant
Board of Trustees

REFERENCE: Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

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

EIPS GOAL: A culture of excellence and accountability.

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

RECOMMENDATION:

That the Board of Trustees approves the Superintendent's Evaluation Report as developed in the facilitated evaluation session on June 19, 2024, as an accurate assessment of the Superintendent's performance for the period of July 1, 2023 to June 18, 2024, and FURTHER, that the Board authorize the Board Chair to make any required technical edits and to sign the report on the Board's behalf.

BACKGROUND:

As per Board Policy 2: Role of the Board, section 1.5 – Board-Superintendent Relations, the Board will *annually evaluate the Superintendent*. The evaluation was completed on June 19, 2024.

As outlined in Board Policy 12: Appendix A – Superintendent Evaluation Process Criteria and Timelines, the evaluation process provides both accountability and allows for growth and strengthens the relationship between the Board and Superintendent.

Board Policy 12: Appendix B – Performance Assessment Guide identifies the role expectations and the quality indicators regarding the evidence collected during the evaluation process.

COMMUNICATION PLAN:

N/A



RECOMMENDATION REPORT

ATTACHMENT(S):

N/A



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 7: Board Operations

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 7: Board Operations, 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.

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

Proposed amendments, as shown in Attachment 1, are as follows:

1. Section 9.3.2 - for simplicity;
2. Section 12.10.2 - to remove Alberta School Boards Association (ASBA) conventions and events, and ASBA Zone 2/3 meetings and events as expenses relating to these activities are covered by the Board governance budget rather than discretionary budgets; and
3. Section 12.14 – define the fiscal year, September 1 to August 31.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 7: Board Operations (marked)
2. Board Policy 7: Board Operations (unmarked)

Policy 7

BOARD OPERATIONS**Background**

The Board of Trustees believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational design. To discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance trust in public education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest. To mitigate any safety risks to the public attending any Board meetings, and for the trustees, a safety plan has been put in place.

Guidelines**1. Wards**

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division office.

- 1.1. Each of the following is established as a ward of the Division:
 - 1.1.1. County of Minburn No. 27—western portion
 - 1.1.2. Lamont County
 - 1.1.3. Strathcona County—further divided into the following electoral subdivisions:

- 1.1.3.1. Electoral Subdivision No. 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 - 1.1.3.2. Electoral Subdivision No. 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;
 - 1.1.3.3. Electoral Subdivision No. 3 – comprised of all lands north of secondary Highway 630, except those lands referenced in 1.1.3.2; and
 - 1.1.3.4. Electoral Subdivision No. 4 – comprised of all lands south of secondary Highway 630, except those lands referenced in 1.1.3.2.
 - 1.2. The number of trustees to be elected in each ward is as follows:
 - 1.2.1. one trustee from the County of Minburn No. 27 Ward—western portion;
 - 1.2.2. one trustee from the Lamont County Ward; and
 - 1.2.3. seven trustees from the Strathcona County Ward, elected as follows:
 - 1.2.3.1. two trustees from Electoral Subdivision No. 1;
 - 1.2.3.2. three trustees from Electoral Subdivision No. 2;
 - 1.2.3.3. one trustee from Electoral Subdivision No. 3; and
 - 1.2.3.4. one trustee from Electoral Subdivision No. 4.
 - 1.3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 - 1.4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur before the fourth year of the term of office, a by-election must be held.

2. Oath of office

- 2.1. A formal ceremony shall be scheduled following confirmation of trustee election results in a general election year.
- 2.2. Each trustee shall take the oath of office or make an affirmation as prescribed by the *Oaths of Office Act*.
- 2.3. Special provisions shall be made for a trustee taking office following a by-election.

3. Organizational meeting

- 3.1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
- 3.2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
- 3.3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.

- 3.4. The organizational meeting shall, in addition:
 - 3.4.1. elect a Board Vice-Chair;
 - 3.4.2. establish a schedule—date, time and place—for regular meetings and any additional required meetings for the ensuing year;
 - 3.4.3. review standing committees of the Board as deemed appropriate;
 - 3.4.4. review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 3.4.5. review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 3.4.6. address other organizational items as required.
- 3.5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:
 - 3.5.1. create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members;
 - 3.5.2. appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate; and
 - 3.5.3. create a Rotational Acting-Chair Schedule.

4. **Regular public Board meetings**

Regular public Board meeting dates and times shall be as established at the annual organizational meeting.

- 4.1. All meetings shall ordinarily be held in the Division office.
- 4.2. All trustees shall notify the Board Chair and the Superintendent if they are unable to attend a public Board meeting.
- 4.3. All trustees who are absent from three consecutive public Board meetings shall:
 - 4.3.1. obtain authorization by resolution of the Board to do so; or
 - 4.3.2. provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
- 4.4. Failure to comply with section 4.3 may result in disqualification.
- 4.5. Attendance of all trustees at public Board meetings is an expectation under the *Education Act* to fulfil legislated responsibilities. The Board expects all trustees to make attendance at the public Board's meetings a priority. The Board believes that attendance of all trustees at the public Board meeting place is important for the Board's processes by enhancing dialogue and modelling respect for the Board's governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a public Board meeting or committee meeting by using electronic means or other communication facilities in accordance with Section 5, Board Procedures Regulation made under the *Education Act*.
 - 4.5.1. A trustee wishing to participate electronically must provide the Board Chair with a minimum of one working day notice prior to the meeting at

- which they wish to participate electronically and a telephone number from which contact can be made during the meeting.
- 4.5.2. A trustee may participate in a meeting of the Board by electronic means provided that trustees participating in the meeting and members of the public attending the meeting are able to hear each other.
 - 4.5.3. A trustee shall be able to participate electronically a maximum of three times per year.
 - 4.5.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
 - 4.5.5. Trustees participating electronically shall inform the Board Chair of their departure from a meeting—temporarily or permanently.
 - 4.5.6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Board Chair and disconnect from the meeting. The Board Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.
 - 4.5.7. The Board Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating—for example, the Board Chair’s left to right—followed by the trustee(s) participating electronically first for those in favour and then for those opposed.
 - 4.5.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
 - 4.5.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
- 4.6. If the Board Chair and Board Vice-Chair are unable to perform the duties of the office or is absent, the rotational acting Board Chair has all the powers and shall perform all the duties of the Chair during the Board Chair’s and Board Vice-Chair’s inability to act or absence.
 - 4.7. Regular public meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent’s contract is being discussed.
 - 4.8. Any recording of a Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

5. Special public Board meetings

- 5.1. Occasionally, unanticipated or emergent issues require immediate Board attention and action.
- 5.2. Special meetings of the Board shall only be called when the Board Chair, the majority of trustees, or the Education Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 5.3. A written notice of the special meeting, including date, time, place and nature of business, shall be issued to all trustees by electronic mail or in person at least two

days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.

- 5.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 5.5. Special meetings of the Board shall be open to the public, recognizing that specific agenda matters may be held in camera.
- 5.6. Special meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent's contract is being discussed.
- 5.7. Any recordings of a special Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

6. In-camera sessions

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in camera" is most commonly used and is synonymous with the other two terms.

- 6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.
- 6.2. The Board may convene in camera to discuss matters of a sensitive nature, including:
 - 6.2.1. personnel:
 - 6.2.1.1. individual students, or
 - 6.2.1.2. individual employees;
 - 6.2.2. matters relating to negotiations;
 - 6.2.3. acquisition or disposal of real property;
 - 6.2.4. litigation brought by or against the Board; and
 - 6.2.5. other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 6.3. In-camera sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. During the in-camera session, the Board shall adopt only such resolution as is required to reconvene the Board in an open, public meeting.

7. Agenda for regular Board meetings

The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.

- 7.1. The agenda shall be supported, electronically, by copies of letters, reports, contracts and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
 - 7.1.1. Report for Recommendation;
 - 7.1.2. Report for Information; or
 - 7.1.3. Report for Feedback.
- 7.2. Items may be placed on the agenda in one of the following ways:
 - 7.2.1. by notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting;
 - 7.2.2. by notice of motion at the previous meeting of the Board;
 - 7.2.3. as a request from a committee of the Board; or
 - 7.2.4. emergent issues that require Board action may arise after the agenda has been prepared. At the beginning of the meeting, the Board Chair shall ask for additions to or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 7.4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.6. The list of agenda items, and respective reports, shall be posted on the Division website two-and-one-half days prior to the Board meeting.

8. Minutes for regular or special meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1. The minutes shall record:
 - 8.1.1. date, time and place of meeting;
 - 8.1.2. type of meeting;
 - 8.1.3. name of the chair;
 - 8.1.4. names of those trustees and senior administration in attendance;
 - 8.1.5. approval of preceding minutes;
 - 8.1.6. all resolutions, including the Board's disposition of the same, placed before the Board are to be entered in full along with a brief explanation as to why the matter is before the Board;
 - 8.1.7. names of persons making the motions;
 - 8.1.8. points of order and appeals;
 - 8.1.9. appointments;

- 8.1.10. receipt of reports of committees;
 - 8.1.11. recording of the vote on all motions;
 - 8.1.12. trustee declaration of vote pursuant to the *Education Act*; and
 - 8.1.13. the hour of adjournment.
- 8.2. The minutes shall:
- 8.2.1. be prepared as directed by the Superintendent;
 - 8.2.2. be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3. be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4. upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
- 8.4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
- 8.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. Motions

Motions do not require a seconder.

- 9.1. Notice of motion:
- 9.1.1. The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 9.2. Discussion on motions:
- 9.2.1. The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
 - 9.2.2. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue.
 - 9.2.3. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
 - 9.2.4. Motions may be submitted by any trustee, including the Board Chair.
- 9.3. Speaking to the motion:

- 9.3.1. The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.
- 9.3.2. The Chair ~~shall normally may~~ speak at the conclusion of each round. ~~just prior to the last speaker.~~
- 9.3.3. The mover of the motion is permitted to close debate on the motion.
- 9.3.4. As a general guide, a trustee should not speak longer than five minutes on any motion.
- 9.3.5. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.
- 9.3.6. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks. Any such interruption shall not be permitted without permission of the Board Chair.
- 9.3.7. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.
- 9.3.8. The Board Chair shall rule on further discussion.
- 9.4. Reading of the motion:
 - 9.4.1. A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.
- 9.5. Voting on the motion:
 - 9.5.1. The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present.
 - 9.5.2. In the case of an equality of votes, the question is defeated.
 - 9.5.3. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Board Vice-Chair, which is by secret ballot.
- 9.6. Debate:
 - 9.6.1. In all debates, any matter of procedure in dispute shall be settled, if possible, by reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by a motion supported by the majority of trustees in attendance.

10. Comments, presentations and delegations at Board meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

Considerations for a safety plan have been put in place.

Presenters and members of their delegation are expected to conduct themselves in a respectful manner as outlined by the Board Chair in accordance with [Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#).

The delegation will be advised that Board meetings are recorded and therefore presentations must follow legislative requirements such as *Freedom of Information and Protection of Privacy Act* (FOIP).

- 10.1. General comments on an educational issue at a Board meeting:
 - 10.1.1. A member of the public or a staff-group representative may address the Board on any educational issue.
 - 10.1.2. If a member of the public or a staff-group representative wishes to comment on an educational issue at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 - 10.1.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *General Comments on an Educational Issue* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.1.4. Speakers shall address their comments to the Board Chair.
- 10.2. Comments on specific Board agenda items:
 - 10.2.1. A member of the public or a staff-group representative may address the Board on a specific Board agenda item.
 - 10.2.2. If a member of the public or a staff-group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 - 10.2.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.2.4. Speakers shall address their comments to the Board Chair.
- 10.3. Formal delegations and presentations to Board:
 - 10.3.1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure or statute.
 - 10.3.2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. The process provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.

- 10.3.3. If, after meeting with the administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. The request shall be made in writing to the Board Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.
- 10.3.4. The Board reserves the right to determine whether the delegation shall be heard and, if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Superintendent, or designate, and Board Chair shall make appropriate arrangements for the delegation to be heard.
- 10.3.5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent, or designate, at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.
- 10.3.6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- 10.3.7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellant of their right to the next avenue of appeal.

11. Audio-recording devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee compensation and expenses

The Board acknowledges that Board members are entitled to compensation for the performance of their duties. The Board believes the governance budget must be set, monitored and publicly reported, as part of the budgeting process.

- 12.1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible and accountable in the use of public funds.

- 12.2. The Board shall establish rates for the Board Chair, Board Vice-Chair and trustees in conjunction with the budgeting process.
- 12.3. Remuneration shall be paid annually, in 12 equal monthly payments.
- 12.4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the per cent change in annual average index of Alberta Consumer Price Index (CPI) and the per cent change in annual average earnings Alberta Average Weekly Earnings (AWE)—not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.
- 12.5. Trustees are encouraged to participate in professional development and public relations activities.
- 12.6. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Board Chair and Board Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.
- 12.7. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover the travel allowance.
- 12.8. Travel allowance is separated into three categories:
 - 12.8.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 - 12.8.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.
 - 12.8.1.2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.
 - 12.8.2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County and Fort Saskatchewan to account for the increased travel required because of their geographical area.
 - 12.8.3. The Board Chair and Board Vice-Chair receive an additional allowance to account for the increased travel required to fulfil their roles.
- 12.9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business-expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
- 12.10. Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7-1). Any use of discretionary funds must be seen as a responsible use of public funds upon external review. Discretionary funds can be allocated to five main categories of trustee expenses:

- 12.10.1. *public relations* – Expenses incurred to promote and maintain the visibility of the Division—acceptable expenses include Chamber of Commerce, public events and school functions.
- 12.10.2. *professional development (PD)* – Expenses incurred to support the ongoing professional development of trustees—acceptable expenses include ~~Alberta School Boards Association (ASBA) conventions and events, ASBA Zone 2/3 meetings and events,~~ workshops and seminars, Canadian School Boards Association conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and conferences. Additional PD funds are available to trustees from the Board’s budget. These funds must be requested, in writing, to the Board Chair and approved by the Board.
- 12.10.3. *equipment* – Expenses incurred to provide equipment to perform the trustee’s role—acceptable expenses include cellphones, upgrades to basic laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee’s term. The cost of basic laptops shall be allocated out of general funds.
- 12.10.4. *communications* – Expenses incurred for communication—acceptable expenses include internet connections, cellphone bills, etc.
- 12.10.5. *supplies and materials* – Expenses incurred for consumable materials and supplies, such as office supplies, paper, printer ink, etc.
- 12.11. It is the trustees’ responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
- 12.12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis, and placement of funds shall be determined at a public meeting of the Board.
- 12.13. Trustees shall be enrolled in the insurance and benefits plan upon being elected to the position of trustee, as per the guidelines of the insurance carriers.
 - 12.13.1. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 - 12.13.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.
 - 12.13.1.2. Individual benefit coverage is provided for all trustees, with premiums paid by the Division. Individual benefit coverage may be waived, as per the guidelines of the insurance carriers.
 - 12.13.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
 - 12.13.2. In the event of a by-election, a trustee may enrol within 31 days of the swearing-in of the trustee and shall be covered until the end of the four-year term.

- 12.13.3. Claims for reimbursement shall be submitted directly to the insurance carrier.
- 12.13.4. A trustee is not eligible for benefits if they are no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.
- 12.14. All reimbursement, or expense claims, must be settled during the respective fiscal year—September 1 to August 31—that the expense was incurred.
- 12.15. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee conflict of interest

The trustee is directly responsible to the electorate of the Division and to the Board. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner that shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and trustee members.

Therefore, the Board believes in the requirement to declare a conflict of interest.

- 13.1. The trustee is expected to be conversant with Sections 85-96 of the *Education Act*.
- 13.2. The trustee is responsible for declaring themselves to be in a possible conflict of interest.
 - 13.2.1. The trustee shall make such declaration in open meeting prior to the Board or committee discussion of the subject matter, which may place the trustee in conflict of interest.
 - 13.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
- 13.3. It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that their declaration and absence are properly recorded within the minutes.
- 13.4. The recording secretary shall record in the minutes:
 - 13.4.1. the trustee's declaration;
 - 13.4.2. the trustee's abstention from the debate and the vote; and
 - 13.4.3. that the trustee left the room in which the meeting was held.

14. Board self-evaluation

- 14.1. On an annual basis, the Board shall complete a self-evaluation.

References

Sections 53, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 23, 2016	
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
	Feb. 27, 2017
March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017
March 19, 2018	April 19, 2018
Feb. 19, 2019	March 14, 2019
Sept. 5, 2019	Sept. 26, 2019
	Dec. 3, 2019
	Feb. 20, 2020
	March 26, 2020
Dec. 8, 2020	Jan. 21, 2021
Dec. 16, 2021	
Jan. 11, 2022	
Feb. 8, 2022	Feb 17, 2022
	March 1, 2022
Dec. 12, 2022	Jan. 19, 2023
Oct. 4, 2023	Oct. 19, 2023
Jan. 10, 2024	Jan. 25, 2024
<u>June 10, 2024</u>	

Policy 7

BOARD OPERATIONS**Background**

The Board of Trustees believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational design. To discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance trust in public education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest. To mitigate any safety risks to the public attending any Board meetings, and for the trustees, a safety plan has been put in place.

Guidelines**1. Wards**

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division office.

- 1.1. Each of the following is established as a ward of the Division:
 - 1.1.1. County of Minburn No. 27—western portion
 - 1.1.2. Lamont County
 - 1.1.3. Strathcona County—further divided into the following electoral subdivisions:

- 1.1.3.1. Electoral Subdivision No. 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 - 1.1.3.2. Electoral Subdivision No. 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;
 - 1.1.3.3. Electoral Subdivision No. 3 – comprised of all lands north of secondary Highway 630, except those lands referenced in 1.1.3.2; and
 - 1.1.3.4. Electoral Subdivision No. 4 – comprised of all lands south of secondary Highway 630, except those lands referenced in 1.1.3.2.
 - 1.2. The number of trustees to be elected in each ward is as follows:
 - 1.2.1. one trustee from the County of Minburn No. 27 Ward—western portion;
 - 1.2.2. one trustee from the Lamont County Ward; and
 - 1.2.3. seven trustees from the Strathcona County Ward, elected as follows:
 - 1.2.3.1. two trustees from Electoral Subdivision No. 1;
 - 1.2.3.2. three trustees from Electoral Subdivision No. 2;
 - 1.2.3.3. one trustee from Electoral Subdivision No. 3; and
 - 1.2.3.4. one trustee from Electoral Subdivision No. 4.
 - 1.3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 - 1.4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur before the fourth year of the term of office, a by-election must be held.

2. Oath of office

- 2.1. A formal ceremony shall be scheduled following confirmation of trustee election results in a general election year.
- 2.2. Each trustee shall take the oath of office or make an affirmation as prescribed by the *Oaths of Office Act*.
- 2.3. Special provisions shall be made for a trustee taking office following a by-election.

3. Organizational meeting

- 3.1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
- 3.2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
- 3.3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.

- 3.4. The organizational meeting shall, in addition:
 - 3.4.1. elect a Board Vice-Chair;
 - 3.4.2. establish a schedule—date, time and place—for regular meetings and any additional required meetings for the ensuing year;
 - 3.4.3. review standing committees of the Board as deemed appropriate;
 - 3.4.4. review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 3.4.5. review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 3.4.6. address other organizational items as required.
- 3.5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:
 - 3.5.1. create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members;
 - 3.5.2. appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate; and
 - 3.5.3. create a Rotational Acting-Chair Schedule.

4. **Regular public Board meetings**

Regular public Board meeting dates and times shall be as established at the annual organizational meeting.

- 4.1. All meetings shall ordinarily be held in the Division office.
- 4.2. All trustees shall notify the Board Chair and the Superintendent if they are unable to attend a public Board meeting.
- 4.3. All trustees who are absent from three consecutive public Board meetings shall:
 - 4.3.1. obtain authorization by resolution of the Board to do so; or
 - 4.3.2. provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
- 4.4. Failure to comply with section 4.3 may result in disqualification.
- 4.5. Attendance of all trustees at public Board meetings is an expectation under the *Education Act* to fulfil legislated responsibilities. The Board expects all trustees to make attendance at the public Board's meetings a priority. The Board believes that attendance of all trustees at the public Board meeting place is important for the Board's processes by enhancing dialogue and modelling respect for the Board's governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a public Board meeting or committee meeting by using electronic means or other communication facilities in accordance with Section 5, Board Procedures Regulation made under the *Education Act*.
 - 4.5.1. A trustee wishing to participate electronically must provide the Board Chair with a minimum of one working day notice prior to the meeting at

- which they wish to participate electronically and a telephone number from which contact can be made during the meeting.
- 4.5.2. A trustee may participate in a meeting of the Board by electronic means provided that trustees participating in the meeting and members of the public attending the meeting are able to hear each other.
 - 4.5.3. A trustee shall be able to participate electronically a maximum of three times per year.
 - 4.5.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
 - 4.5.5. Trustees participating electronically shall inform the Board Chair of their departure from a meeting—temporarily or permanently.
 - 4.5.6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Board Chair and disconnect from the meeting. The Board Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.
 - 4.5.7. The Board Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating—for example, the Board Chair’s left to right—followed by the trustee(s) participating electronically first for those in favour and then for those opposed.
 - 4.5.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
 - 4.5.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
- 4.6. If the Board Chair and Board Vice-Chair are unable to perform the duties of the office or is absent, the rotational acting Board Chair has all the powers and shall perform all the duties of the Chair during the Board Chair’s and Board Vice-Chair’s inability to act or absence.
 - 4.7. Regular public meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent’s contract is being discussed.
 - 4.8. Any recording of a Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

5. Special public Board meetings

- 5.1. Occasionally, unanticipated or emergent issues require immediate Board attention and action.
- 5.2. Special meetings of the Board shall only be called when the Board Chair, the majority of trustees, or the Education Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 5.3. A written notice of the special meeting, including date, time, place and nature of business, shall be issued to all trustees by electronic mail or in person at least two

days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.

- 5.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 5.5. Special meetings of the Board shall be open to the public, recognizing that specific agenda matters may be held in camera.
- 5.6. Special meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent's contract is being discussed.
- 5.7. Any recordings of a special Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

6. In-camera sessions

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in camera" is most commonly used and is synonymous with the other two terms.

- 6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.
- 6.2. The Board may convene in camera to discuss matters of a sensitive nature, including:
 - 6.2.1. personnel:
 - 6.2.1.1. individual students, or
 - 6.2.1.2. individual employees;
 - 6.2.2. matters relating to negotiations;
 - 6.2.3. acquisition or disposal of real property;
 - 6.2.4. litigation brought by or against the Board; and
 - 6.2.5. other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 6.3. In-camera sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. During the in-camera session, the Board shall adopt only such resolution as is required to reconvene the Board in an open, public meeting.

7. Agenda for regular Board meetings

The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.

- 7.1. The agenda shall be supported, electronically, by copies of letters, reports, contracts and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
 - 7.1.1. Report for Recommendation;
 - 7.1.2. Report for Information; or
 - 7.1.3. Report for Feedback.
- 7.2. Items may be placed on the agenda in one of the following ways:
 - 7.2.1. by notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting;
 - 7.2.2. by notice of motion at the previous meeting of the Board;
 - 7.2.3. as a request from a committee of the Board; or
 - 7.2.4. emergent issues that require Board action may arise after the agenda has been prepared. At the beginning of the meeting, the Board Chair shall ask for additions to or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 7.4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.6. The list of agenda items, and respective reports, shall be posted on the Division website two-and-one-half days prior to the Board meeting.

8. Minutes for regular or special meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1. The minutes shall record:
 - 8.1.1. date, time and place of meeting;
 - 8.1.2. type of meeting;
 - 8.1.3. name of the chair;
 - 8.1.4. names of those trustees and senior administration in attendance;
 - 8.1.5. approval of preceding minutes;
 - 8.1.6. all resolutions, including the Board's disposition of the same, placed before the Board are to be entered in full along with a brief explanation as to why the matter is before the Board;
 - 8.1.7. names of persons making the motions;
 - 8.1.8. points of order and appeals;
 - 8.1.9. appointments;

- 8.1.10. receipt of reports of committees;
 - 8.1.11. recording of the vote on all motions;
 - 8.1.12. trustee declaration of vote pursuant to the *Education Act*; and
 - 8.1.13. the hour of adjournment.
- 8.2. The minutes shall:
- 8.2.1. be prepared as directed by the Superintendent;
 - 8.2.2. be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3. be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4. upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
- 8.4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
- 8.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. Motions

Motions do not require a seconder.

- 9.1. Notice of motion:
- 9.1.1. The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 9.2. Discussion on motions:
- 9.2.1. The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
 - 9.2.2. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue.
 - 9.2.3. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
 - 9.2.4. Motions may be submitted by any trustee, including the Board Chair.
- 9.3. Speaking to the motion:

- 9.3.1. The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.
- 9.3.2. The Chair may speak at the conclusion of each round.
- 9.3.3. The mover of the motion is permitted to close debate on the motion.
- 9.3.4. As a general guide, a trustee should not speak longer than five minutes on any motion.
- 9.3.5. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.
- 9.3.6. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks. Any such interruption shall not be permitted without permission of the Board Chair.
- 9.3.7. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.
- 9.3.8. The Board Chair shall rule on further discussion.
- 9.4. Reading of the motion:
 - 9.4.1. A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.
- 9.5. Voting on the motion:
 - 9.5.1. The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present.
 - 9.5.2. In the case of an equality of votes, the question is defeated.
 - 9.5.3. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Board Vice-Chair, which is by secret ballot.
- 9.6. Debate:
 - 9.6.1. In all debates, any matter of procedure in dispute shall be settled, if possible, by reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by a motion supported by the majority of trustees in attendance.

10. Comments, presentations and delegations at Board meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

Considerations for a safety plan have been put in place.

Presenters and members of their delegation are expected to conduct themselves in a respectful manner as outlined by the Board Chair in accordance with [Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#).

The delegation will be advised that Board meetings are recorded and therefore presentations must follow legislative requirements such as *Freedom of Information and Protection of Privacy Act (FOIP)*.

- 10.1. General comments on an educational issue at a Board meeting:
 - 10.1.1. A member of the public or a staff-group representative may address the Board on any educational issue.
 - 10.1.2. If a member of the public or a staff-group representative wishes to comment on an educational issue at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 - 10.1.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *General Comments on an Educational Issue* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.1.4. Speakers shall address their comments to the Board Chair.
- 10.2. Comments on specific Board agenda items:
 - 10.2.1. A member of the public or a staff-group representative may address the Board on a specific Board agenda item.
 - 10.2.2. If a member of the public or a staff-group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 - 10.2.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.2.4. Speakers shall address their comments to the Board Chair.
- 10.3. Formal delegations and presentations to Board:
 - 10.3.1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure or statute.
 - 10.3.2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. The process provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.
 - 10.3.3. If, after meeting with the administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. The request shall be made in

writing to the Board Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.

- 10.3.4. The Board reserves the right to determine whether the delegation shall be heard and, if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Superintendent, or designate, and Board Chair shall make appropriate arrangements for the delegation to be heard.
- 10.3.5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent, or designate, at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.
- 10.3.6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- 10.3.7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellant of their right to the next avenue of appeal.

11. Audio-recording devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee compensation and expenses

The Board acknowledges that Board members are entitled to compensation for the performance of their duties. The Board believes the governance budget must be set, monitored and publicly reported, as part of the budgeting process.

- 12.1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible and accountable in the use of public funds.
- 12.2. The Board shall establish rates for the Board Chair, Board Vice-Chair and trustees in conjunction with the budgeting process.
- 12.3. Remuneration shall be paid annually, in 12 equal monthly payments.

- 12.4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the per cent change in annual average index of Alberta Consumer Price Index (CPI) and the per cent change in annual average earnings Alberta Average Weekly Earnings (AWE)—not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.
- 12.5. Trustees are encouraged to participate in professional development and public relations activities.
- 12.6. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Board Chair and Board Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.
- 12.7. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover the travel allowance.
- 12.8. Travel allowance is separated into three categories:
 - 12.8.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 - 12.8.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.
 - 12.8.1.2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.
 - 12.8.2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County and Fort Saskatchewan to account for the increased travel required because of their geographical area.
 - 12.8.3. The Board Chair and Board Vice-Chair receive an additional allowance to account for the increased travel required to fulfil their roles.
- 12.9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business-expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
- 12.10. Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7-1). Any use of discretionary funds must be seen as a responsible use of public funds upon external review. Discretionary funds can be allocated to five main categories of trustee expenses:
 - 12.10.1. *public relations* – Expenses incurred to promote and maintain the visibility of the Division—acceptable expenses include Chamber of Commerce, public events and school functions.

- 12.10.2. *professional development (PD)* – Expenses incurred to support the ongoing professional development of trustees—acceptable expenses include workshops and seminars, Canadian School Boards Association conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and conferences. Additional PD funds are available to trustees from the Board’s budget. These funds must be requested, in writing, to the Board Chair and approved by the Board.
- 12.10.3. *equipment* – Expenses incurred to provide equipment to perform the trustee’s role—acceptable expenses include cellphones, upgrades to basic laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee’s term. The cost of basic laptops shall be allocated out of general funds.
- 12.10.4. *communications* – Expenses incurred for communication—acceptable expenses include internet connections, cellphone bills, etc.
- 12.10.5. *supplies and materials* – Expenses incurred for consumable materials and supplies, such as office supplies, paper, printer ink, etc.
- 12.11. It is the trustees’ responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
- 12.12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis, and placement of funds shall be determined at a public meeting of the Board.
- 12.13. Trustees shall be enrolled in the insurance and benefits plan upon being elected to the position of trustee, as per the guidelines of the insurance carriers.
 - 12.13.1. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 - 12.13.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.
 - 12.13.1.2. Individual benefit coverage is provided for all trustees, with premiums paid by the Division. Individual benefit coverage may be waived, as per the guidelines of the insurance carriers.
 - 12.13.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
 - 12.13.2. In the event of a by-election, a trustee may enrol within 31 days of the swearing-in of the trustee and shall be covered until the end of the four-year term.
 - 12.13.3. Claims for reimbursement shall be submitted directly to the insurance carrier.

12.13.4. A trustee is not eligible for benefits if they are no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.

12.14. All reimbursement, or expense claims, must be settled during the respective fiscal year—September 1 to August 31—that the expense was incurred.

12.15. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee conflict of interest

The trustee is directly responsible to the electorate of the Division and to the Board. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner that shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and trustee members.

Therefore, the Board believes in the requirement to declare a conflict of interest.

13.1. The trustee is expected to be conversant with Sections 85-96 of the *Education Act*.

13.2. The trustee is responsible for declaring themselves to be in a possible conflict of interest.

13.2.1. The trustee shall make such declaration in open meeting prior to the Board or committee discussion of the subject matter, which may place the trustee in conflict of interest.

13.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

13.3. It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that their declaration and absence are properly recorded within the minutes.

13.4. The recording secretary shall record in the minutes:

13.4.1. the trustee's declaration;

13.4.2. the trustee's abstention from the debate and the vote; and

13.4.3. that the trustee left the room in which the meeting was held.

14. Board self-evaluation

14.1. On an annual basis, the Board shall complete a self-evaluation.

References

Sections 53, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:
Nov. 26, 2015

Last updated:
Nov. 26, 2015

March 23, 2016	
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
	Feb. 27, 2017
March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017
March 19, 2018	April 19, 2018
Feb. 19, 2019	March 14, 2019
Sept. 5, 2019	Sept. 26, 2019
	Dec. 3, 2019
	Feb. 20, 2020
	March 26, 2020
Dec. 8, 2020	Jan. 21, 2021
Dec. 16, 2021	
Jan. 11, 2022	
Feb. 8, 2022	Feb 17, 2022
	March 1, 2022
Dec. 12, 2022	Jan. 19, 2023
Oct. 4, 2023	Oct. 19, 2023
Jan. 10, 2024	Jan. 25, 2024
June 10, 2024	



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 13: Appeals and Hearings Regarding Student Matters

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 13: Appeals and Hearings Regarding Student Matters, as presented.

BACKGROUND:

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

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

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

The amendment, as shown in Attachment 1, requires administration, rather than the Expulsion Committee, to direct the placement of a student ~~in the event of an expulsion from a school~~. Programming and placement of a student is an administrative decision.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION:

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

ATTACHMENT(S):

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

Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS**Background**

The Board of Trustees supports the right of parents and guardians to make inquiries or bring forward concerns regarding student matters.

Guidelines**1. Appeals**

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

- 1.1. Prior to a decision being appealed to the Board, [Board Policy 26: School Dispute Resolution](#) shall be followed.
- 1.2. Parents or guardians of a student, and in the case of a student 16 years of age or older, either a parent or guardian of the student or the student, has the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents, guardians or students of this right of appeal.
- 1.3. The appeal to the Board must be made in writing within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
- 1.4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 1.5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
- 1.6. The appeal shall be heard at a Special Board meeting.
- 1.7. The hearing shall be conducted in accordance with the following guidelines.
 - 1.7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
 - 1.7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.
 - 1.7.1.2. the Board with the means to receive information and review the facts of the dispute.

- 1.7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 1.7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent or staff.
- 1.7.4. The Superintendent or staff shall explain the decision and give reasons for the decision.
- 1.7.5. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.
- 1.7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 1.7.7. No cross-examination of the parties shall be allowed.
- 1.7.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 1.7.9. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
 - 1.7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing, within five business days, following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Education Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 43 of the *Education Act*.
 - 1.7.9.2. Under Section 43 of the *Education Act*, the only matters on which the Education Minister may consider appeals are:
 - 1.7.9.2.1. provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
 - 1.7.9.2.2. the expulsion of a student;
 - 1.7.9.2.3. Board responsibility for a specific student; and
 - 1.7.9.2.4. access to or the accuracy or completeness of the student records.

2. Expulsion hearings

- 2.1. It is expected that all students shall comply with Section 31 of the *Education Act*, Board policies, administrative procedures and school regulations.
- 2.2. In accordance with Section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

- 2.3. The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the *Education Act*.
- 2.4. If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.
- 2.5. The Student Expulsion Committee shall convene an in-camera session within 10 school days after the initial date of suspension and make a decision.
- 2.6. Parents or guardians of students, or students 16 years of age or older, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 2.7. The Student Expulsion Committee may have legal counsel in attendance.
- 2.8. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 2.9. The expulsion hearing shall be conducted in accordance with the following guidelines.
 - 2.9.1. The Student Expulsion Committee Chair shall outline the purpose of the hearing, which is to:
 - 2.9.1.1. provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 2.9.1.2. provide an opportunity for the student or the student's parents or guardians to make representations; and
 - 2.9.1.3. reinstate or expel the student.
- 2.10. The Student Expulsion Committee Chair shall outline the procedure to be followed, which shall be as follows:
 - 2.10.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student.
 - 2.10.2. The student and the student's parents or guardians shall be given an opportunity to respond to the information presented and to add any additional relevant information.
 - 2.10.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification of the Principal, the student and the student's parents or guardians.
 - 2.10.4. The Student Expulsion Committee shall then meet, without the administration, the student, or the student's parents or guardians present, to discuss the case and provide the recommendation.
 - 2.10.4.1. The recording secretary may remain in attendance.
 - 2.10.4.2. Legal counsel for the Board may also remain in attendance.
 - 2.10.5. Should the Student Expulsion Committee require additional information, both parties shall be requested to return to provide the requested information.
 - 2.10.6. The Student Expulsion Committee shall then make one of the following decision(s):

- 2.10.6.1. reinstatement;
- 2.10.6.2. single-school expulsion; or
- 2.10.6.3. expulsion from the school division.
- 2.10.7. If the expulsion is from a single school, ~~the Student Expulsion Committee~~ administration shall direct the placement of the student to another school or alternative educational program.
- 2.10.8. If the expulsion is from the Division, alternative educational programming shall be offered by the Division.
- 2.10.9. The Student Expulsion Committee decision shall be communicated in writing to the student and the student’s parents or guardians within five business days of the hearing, with copies being provided to the Principal and the Superintendent or designate.
- 2.11. If the Student Expulsion Committee’s decision is to expel the student, the following information shall be included in the letter to the student and the student’s parents or guardians:
 - 2.11.1. any rules and conditions of the expulsion;
 - 2.11.2. the educational programming to be provided to the student; and
 - 2.11.3. the right of the student and the student’s parents or guardians to request a review of the Board's decision by the Minister of Education.

References

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

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019
Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022
April 12, 2022	May 25, 2022
Jan. 10, 2023	Feb. 16, 2023
Jan. 10, 2024	Jan. 25, 2024
Feb. 7, 2024	
April 3, 2024	April 18, 2024

June 10, 2024

Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS**Background**

The Board of Trustees supports the right of parents and guardians to make inquiries or bring forward concerns regarding student matters.

Guidelines**1. Appeals**

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

- 1.1. Prior to a decision being appealed to the Board, [Board Policy 26: School Dispute Resolution](#) shall be followed.
- 1.2. Parents or guardians of a student, and in the case of a student 16 years of age or older, either a parent or guardian of the student or the student, has the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents, guardians or students of this right of appeal.
- 1.3. The appeal to the Board must be made in writing within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
- 1.4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 1.5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
- 1.6. The appeal shall be heard at a Special Board meeting.
- 1.7. The hearing shall be conducted in accordance with the following guidelines.
 - 1.7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
 - 1.7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.
 - 1.7.1.2. the Board with the means to receive information and review the facts of the dispute.

- 1.7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 1.7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent or staff.
- 1.7.4. The Superintendent or staff shall explain the decision and give reasons for the decision.
- 1.7.5. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.
- 1.7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 1.7.7. No cross-examination of the parties shall be allowed.
- 1.7.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 1.7.9. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
 - 1.7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing, within five business days, following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Education Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 43 of the *Education Act*.
 - 1.7.9.2. Under Section 43 of the *Education Act*, the only matters on which the Education Minister may consider appeals are:
 - 1.7.9.2.1. provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
 - 1.7.9.2.2. the expulsion of a student;
 - 1.7.9.2.3. Board responsibility for a specific student; and
 - 1.7.9.2.4. access to or the accuracy or completeness of the student records.

2. Expulsion hearings

- 2.1. It is expected that all students shall comply with Section 31 of the *Education Act*, Board policies, administrative procedures and school regulations.
- 2.2. In accordance with Section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

- 2.3. The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the *Education Act*.
- 2.4. If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.
- 2.5. The Student Expulsion Committee shall convene an in-camera session within 10 school days after the initial date of suspension and make a decision.
- 2.6. Parents or guardians of students, or students 16 years of age or older, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 2.7. The Student Expulsion Committee may have legal counsel in attendance.
- 2.8. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 2.9. The expulsion hearing shall be conducted in accordance with the following guidelines.
 - 2.9.1. The Student Expulsion Committee Chair shall outline the purpose of the hearing, which is to:
 - 2.9.1.1. provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 2.9.1.2. provide an opportunity for the student or the student's parents or guardians to make representations; and
 - 2.9.1.3. reinstate or expel the student.
- 2.10. The Student Expulsion Committee Chair shall outline the procedure to be followed, which shall be as follows:
 - 2.10.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student.
 - 2.10.2. The student and the student's parents or guardians shall be given an opportunity to respond to the information presented and to add any additional relevant information.
 - 2.10.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification of the Principal, the student and the student's parents or guardians.
 - 2.10.4. The Student Expulsion Committee shall then meet, without the administration, the student, or the student's parents or guardians present, to discuss the case and provide the recommendation.
 - 2.10.4.1. The recording secretary may remain in attendance.
 - 2.10.4.2. Legal counsel for the Board may also remain in attendance.
 - 2.10.5. Should the Student Expulsion Committee require additional information, both parties shall be requested to return to provide the requested information.
 - 2.10.6. The Student Expulsion Committee shall then make one of the following decision(s):

- 2.10.6.1. reinstatement;
- 2.10.6.2. single-school expulsion; or
- 2.10.6.3. expulsion from the school division.
- 2.10.7. If the expulsion is from a single school, administration shall direct the placement of the student to another school or alternative educational program.
- 2.10.8. If the expulsion is from the Division, alternative educational programming shall be offered by the Division.
- 2.10.9. The Student Expulsion Committee decision shall be communicated in writing to the student and the student’s parents or guardians within five business days of the hearing, with copies being provided to the Principal and the Superintendent or designate.
- 2.11. If the Student Expulsion Committee’s decision is to expel the student, the following information shall be included in the letter to the student and the student’s parents or guardians:
 - 2.11.1. any rules and conditions of the expulsion;
 - 2.11.2. the educational programming to be provided to the student; and
 - 2.11.3. the right of the student and the student’s parents or guardians to request a review of the Board's decision by the Minister of Education.

References

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

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019
Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022
April 12, 2022	May 25, 2022
Jan. 10, 2023	Feb. 16, 2023
Jan. 10, 2024	Jan. 25, 2024
Feb. 7, 2024	
April 3, 2024	April 18, 2024
June 10, 2024	



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 17: Student Transportation Services

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 17: Student Transportation Services.

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.

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

Proposed amendments, as shown in Attachment 1, clarify the provision of mandated and non-mandated transportation of students.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 17: Student Transportation (marked)
2. Board Policy 17: Student Transportation (unmarked)

Policy 17

STUDENT TRANSPORTATION SERVICES

Background

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

Guidelines

The Board must provide for the transportation of an eligible student to and from the school in which the Board has enrolled the student if the student resides within the mandated attendance area established by the Board for the school.

The Board may provide ~~enhanced~~ bus service to those students who, according to the School Transportation Regulation, are ineligible for transportation funding or are not enrolled in the school the Board has established as the attendance area.

1. Student transportation eligibility

- 1.1. Transportation ~~shall~~may be provided, for a fee, to eligible students. As per the *Alberta Funding Manual for School Authorities*, a student is eligible for transportation if:
 - 1.1.1. *Kindergarten to Grade 6* – the parent or guardian resides 1.0 kilometre or more from the school the student attends; and
 - 1.1.2. *Grades 7 to 12* – the parent or guardian resides 2.0 kilometres or more from the school the student attends.
- 1.2. The Board may, when deemed necessary by the Superintendent or designate, provide transportation for special needs students who do not meet the distance eligibility requirements.
- 1.3. Temporary eligibility may be granted at the discretion of the Superintendent, or designate.

2. ~~Enhanced~~Non-mandated bus service

- 2.1. May be made available, for a fee, to students who do not meet the distance eligibility requirements.
- 2.2. May be made available, for a fee, to students who are enrolled in a school outside the Board-established attendance area, including alternative programs.
- ~~2.2.~~2.3. May be made available, for a fee, to students who are accessing an additional bus to or from an alternate address.
- ~~2.3.~~2.4. Shall be limited to available space on existing school buses, and offered on a first-come, first-serve basis.
- ~~2.4.~~2.5. Shall be offered, providing there is no significant diversion from regular routing that:
 - ~~2.4.1.~~2.5.1. will affect ride times for other students on the bus; and

~~2.4.2.2.5.2.~~ will not incur additional costs after considering both funding and any associated transportation fees.

If either of the above occurs, the student will be given the opportunity to meet the bus at the closest existing stop.

~~2.5.2.6.~~ Shall be determined on an annual basis.

3. Provision of transportation services

- 3.1. Transportation services shall normally be provided by contract. The Board's representative for the purposes of administration of agreements shall be the Superintendent or designate.
- 3.2. Where it is feasible and fiscally responsible, the Superintendent, or designate, may make other busing agreements and inform the Board as such.

4. Transportation fees

- 4.1. Before accessing busing:
 - 4.1.1. transportation fees shall be paid; or
 - 4.1.2. a payment agreement shall be in place; or
 - 4.1.3. a waiver shall be approved by the Secretary-Treasurer.
- 4.2. Student transportation fees shall be reviewed and approved by the Board annually.

References

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

Last Reviewed	Last Updated
	Feb. 20, 2020
Dec. 8, 2020	
Jan. 11, 2022	
Jan. 10, 2023	Feb. 16, 2023
April 24, 2023	April 27, 2023
Oct. 4, 2023	Oct. 19, 2023
May 1, 2024	May 2, 2024
<u>June 10, 2024</u>	

Policy 17

STUDENT TRANSPORTATION SERVICES**Background**

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

Guidelines

The Board must provide for the transportation of an eligible student to and from the school in which the Board has enrolled the student if the student resides within the mandated attendance area established by the Board for the school.

The Board may provide bus service to those students who, according to the School Transportation Regulation, are ineligible for transportation funding or are not enrolled in the school the Board has established as the attendance area.

1. Student transportation eligibility

- 1.1. Transportation may be provided, for a fee, to eligible students. As per the *Alberta Funding Manual for School Authorities*, a student is eligible for transportation if:
 - 1.1.1. *Kindergarten to Grade 6* – the parent or guardian resides 1.0 kilometre or more from the school the student attends; and
 - 1.1.2. *Grades 7 to 12* – the parent or guardian resides 2.0 kilometres or more from the school the student attends.
- 1.2. The Board may, when deemed necessary by the Superintendent or designate, provide transportation for special needs students who do not meet the distance eligibility requirements.
- 1.3. Temporary eligibility may be granted at the discretion of the Superintendent, or designate.

2. Non-mandated bus service

- 2.1. May be made available, for a fee, to students who do not meet the distance eligibility requirements.
- 2.2. May be made available, for a fee, to students who are enrolled in a school outside the Board-established attendance area, including alternative programs.
- 2.3. May be made available, for a fee, to students who are accessing an additional bus to or from an alternate address.
- 2.4. Shall be limited to available space on existing school buses, and offered on a first-come, first-serve basis.
- 2.5. Shall be offered, providing there is no significant diversion from regular routing that:
 - 2.5.1. will affect ride times for other students on the bus; and

2.5.2. will not incur additional costs after considering both funding and any associated transportation fees.

If either of the above occurs, the student will be given the opportunity to meet the bus at the closest existing stop.

2.6. Shall be determined on an annual basis.

3. Provision of transportation services

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

3.2. Where it is feasible and fiscally responsible, the Superintendent, or designate, may make other busing agreements and inform the Board as such.

4. Transportation fees

4.1. Before accessing busing:

4.1.1. transportation fees shall be paid; or

4.1.2. a payment agreement shall be in place; or

4.1.3. a waiver shall be approved by the Secretary-Treasurer.

4.2. Student transportation fees shall be reviewed and approved by the Board annually.

References

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

Last Reviewed	Last Updated
	Feb. 20, 2020
Dec. 8, 2020	
Jan. 11, 2022	
Jan. 10, 2023	Feb. 16, 2023
April 24, 2023	April 27, 2023
Oct. 4, 2023	Oct. 19, 2023
May 1, 2024	May 2, 2024
June 10, 2024	



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 18: Alternative Programs

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 18: Alternative Programs, as presented.

BACKGROUND:

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

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

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

As shown in Attachment 1:

1. Sport for Life is added to the Alternative Program definition, as per Board motion 238/2023 made on Dec. 14, 2023:

238/2023 | Trustee Holowaychuk moved: That the Board of Trustees approves the Sport for Life program at Clover Bar Junior High School be designated an EIPS Alternative Program effective for the 2024-25 school year, as presented.



RECOMMENDATION REPORT

Page 2 of 2

2. Section 5 be amended to read “may” rather than “shall” to align with Policy 17: Student Transportation. Specifically, Policy 17:
 - a) Requires the Division provide for transportation of students residing in the mandated attendance area of the attending school established by the Board;
 - b) Does not require the Division provide transportation in every specific situation, including alternative programs.
 - c) Allows the ability for the Division to opt-out if the cost of offering transportation exceeds the funding received.

COMMUNICATION:

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

ATTACHMENT(S):

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

Policy 18

ALTERNATIVE PROGRAMS**Background**

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

Definitions**Alternative Program:**

as defined in the *Education Act*, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program—alternative programs in the Division currently include French Immersion, German Language and Culture, Ukrainian Language and Culture, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, ~~and Outreach~~ and Sport for Life.

Guidelines

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

- 4.6. the program is integrated as part of the Division within existing schools, wherever feasible.
5. Transportation to alternative programs ~~shall~~may be granted according to [Board Policy 17: Student Transportation Services](#) or as per an agreement in the program proposal.
6. Staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
7. Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed.
8. The Board shall decide whether the alternative program will be terminated.

References

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

Last reviewed:	Last updated:
May 18, 2012	
Nov. 30, 2015	
Jan. 7, 2016	Jan. 21, 2016
Dec. 12, 2016	
Feb. 12, 2018	
Jan. 29, 2019	March 14, 2019
Dec. 19, 2019	Dec. 19, 2019
Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	May 26, 2021
April 12, 2022	May 25, 2022
April 11, 2023	May 23, 2023
May 1, 2024	
June 10, 2024	

Policy 18

ALTERNATIVE PROGRAMS**Background**

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

Definitions**Alternative Program:**

as defined in the *Education Act*, an alternative program is an educational program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program—alternative programs in the Division currently include French Immersion, German Language and Culture, Ukrainian Language and Culture, Alternative Christian, Logos Christian, Advanced Placement, International Baccalaureate, Outreach and Sport for Life.

Guidelines

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

- 4.6. the program is integrated as part of the Division within existing schools, wherever feasible.
5. Transportation to alternative programs may be granted according to [Board Policy 17: Student Transportation Services](#) or as per an agreement in the program proposal.
6. Staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
7. Alternative programs shall be reviewed by administration every five years. The Board shall receive these program evaluations as completed.
8. The Board shall decide whether the alternative program will be terminated.

References

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

Last reviewed:	Last updated:
May 18, 2012	
Nov. 30, 2015	
Jan. 7, 2016	Jan. 21, 2016
Dec. 12, 2016	
Feb. 12, 2018	
Jan. 29, 2019	March 14, 2019
Dec. 19, 2019	Dec. 19, 2019
Jan. 14, 2020	Jan. 23, 2020
Feb. 9, 2021	May 26, 2021
April 12, 2022	May 25, 2022
April 11, 2023	May 23, 2023
May 1, 2024	
June 10, 2024	



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 20: Assessment and Reporting of Student Learning

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 20: Assessment and Reporting of Student Learning, 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.

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

As shown in Attachment 1, amendments are as follows:

- a) Background be amended for clarity;
- b) Assessment definitions be amended for consistency and clarity;
- c) Instructional Support Plan (ISP) sentence structure be reordered for clarity;
- d) Learner outcomes sentence structure be amended for clarity and improved readability;
- e) Section 1.7 be amended to align with the *Education Act* and provide clarity;



RECOMMENDATION REPORT

Page 2 of 2

- f) Section 1.9 be amended to enable administration to proceed with operational amendments that will ensure timely and effective reporting changes, as the Policy clearly outlines the required parameters for assessment and reporting of student learning; and
- g) Section 2.3 be amended for clarity.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 20: Assessment and Reporting of Student Learning (marked)
2. Board Policy 20: Assessment and Reporting of Student Learning (unmarked)

Policy 20

ASSESSMENT AND REPORTING OF STUDENT LEARNING**Background**

The Board of Trustees believes the purpose of assessment is to gather information to guide and improve student learning and instruction. The Board believes the purpose of reporting is to communicate student achievement to students, and parents or guardians.

Definitions**Achievement level:**

a student's demonstration of knowledge, skills and understanding relative to grade-level learner outcomes.

Assessment:

the process of ~~collecting-gathering information-evidence of knowledge, skill and understanding~~ by a certificated teacher on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

formative assessment:

~~opportunities to assessments that~~ collect a variety of evidence ~~and~~ provide feedback to ~~further refine~~ student understanding and to inform teacher instruction. The evidence collected during the learning process may be used to inform levels of achievement.

summative assessment:

~~opportunities to assessments that~~ measure student knowledge, skill and understanding to make informed professional judgments about student achievement in relation to learning outcomes.

Descriptive feedback:

part of an ongoing communication that is clear, specific, meaningful and timely to support improved learning and achievement.

Evaluation:

to make decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Grades:

a letter, number or comment reported at the end of a period of time as a summary statement of student performance based on a variety of assessments. Grades represent teachers' cumulative judgments about a student's competencies or levels of achievement at a specific point in time.

Grading:

a process to determine a student's performance level.

Instructional Support Plan (ISP):

a plan of action designed to address the student's special education needs and is based on diagnostic information, which provides the basis for intervention strategies. ~~All students with a diagnosed special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP). An ISP is a plan of action designed to address the student's special education needs and is based on diagnostic information, which provides the basis for intervention strategies.~~

Learner outcomes:

~~what students are expected to learn and the~~ provincially mandated knowledge, skills and understanding that students are expected to learn and students are expected to demonstrate as a result of schooling.

Guidelines

1. Expectations

- 1.1. Administrative Procedure 360: Learning Assessment shall state expectations for the development and sharing of individual school assessment plans with the school community.
- 1.2. The school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents and guardians.
- 1.3. All forms of formative and summative assessments shall link to the learner outcomes in the programs of study and/or an ISP.
- 1.4. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
- 1.5. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population shall be employed.
- 1.6. Student progress will be communicated in both formal and informal ways throughout the school year.
- 1.7. ~~All~~ Decisions regarding student grade and course placement shall be made by school administration. ~~based on student achievement.~~
- 1.8. Students enrolled in a program of studies shall complete assignments assigned learning activities to demonstrate their learning throughout the term of their course of studies. When ~~assignments assigned learning activities~~ are missing or incomplete, communication with students and parents and guardians shall occur.
- ~~1.9. Formal reporting of student achievement shall be on Board approved progress report templates.~~
- 1.9. Significant formal reporting procedures shall be shared with the Board prior to implementation.

2. Accountability

- 2.1. The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP.
- 2.2. An individual student's progress and growth shall be communicated regularly with the student and the students' parents and guardians throughout the year.
- 2.3. ~~The information shall be outlined in the s~~School assessment plans shall be posted on school websites and monitored by the Superintendent to ensure consistency of practice.

References

[Alberta Education Guide to Education: ECS to Grade 12](#)
[Alberta Education Programs of Study](#)

Last reviewed:	Last updated:
June 18, 2015	June 18, 2015
Dec. 12, 2016	
Feb. 12, 2018	
Feb. 19, 2019	March 14, 2019
Feb. 11, 2020	Feb. 11, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
April 11, 2023	April 26, 2023
<u>June 10, 2024</u>	

Policy 20

ASSESSMENT AND REPORTING OF STUDENT LEARNING**Background**

The Board of Trustees believes the purpose of assessment is to gather information to guide and improve student learning and instruction. The Board believes the purpose of reporting is to communicate student achievement to students, and parents or guardians.

Definitions**Achievement level:**

a student's demonstration of knowledge, skills and understanding relative to grade-level learner outcomes.

Assessment:

the process of gathering evidence of knowledge, skill and understanding by a certificated teacher on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

formative assessment:

opportunities to collect a variety of evidence and provide feedback to further student understanding and to inform teacher instruction. The evidence collected during the learning process may be used to inform levels of achievement.

summative assessment:

opportunities to measure student knowledge, skill and understanding to make informed professional judgments about student achievement in relation to learning outcomes.

Descriptive feedback:

part of an ongoing communication that is clear, specific, meaningful and timely to support improved learning and achievement.

Evaluation:

to make decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Grades:

a letter, number or comment reported at the end of a period of time as a summary statement of student performance based on a variety of assessments. Grades represent teachers' cumulative judgments about a student's competencies or levels of achievement at a specific point in time.

Grading:

a process to determine a student's performance level.

Instructional Support Plan (ISP):

a plan of action designed to address the student's special education needs and is based on diagnostic information, which provides the basis for intervention strategies. All students with a diagnosed special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP).

Learner outcomes:

provincially mandated knowledge, skills and understanding that students are expected to learn and demonstrate.

Guidelines

1. Expectations

- 1.1. [Administrative Procedure 360: Learning Assessment](#) shall state expectations for the development and sharing of individual school assessment plans with the school community.
- 1.2. The school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents and guardians.
- 1.3. All forms of formative and summative assessments shall link to the learner outcomes in the programs of study and/or an ISP.
- 1.4. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
- 1.5. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population shall be employed.
- 1.6. Student progress will be communicated in both formal and informal ways throughout the school year.
- 1.7. Decisions regarding student placement shall be made by school administration.
- 1.8. Students enrolled in a program of studies shall complete assigned learning activities to demonstrate their learning throughout the term of their course of studies. When assigned learning activities are missing or incomplete, communication with students and parents and guardians shall occur.
- 1.9. Significant formal reporting procedures shall be shared with the Board prior to implementation.

2. Accountability

- 2.1. The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP.
- 2.2. An individual student's progress and growth shall be communicated regularly with the student and the students' parents and guardians throughout the year.
- 2.3. School assessment plans shall be posted on school websites and monitored by the Superintendent to ensure consistency of practice.

References

[Alberta Education Guide to Education: ECS to Grade 12](#)
[Alberta Education Programs of Study](#)

Last reviewed:	Last updated:
June 18, 2015	June 18, 2015
Dec. 12, 2016	
Feb. 12, 2018	
Feb. 19, 2019	March 14, 2019
Feb. 11, 2020	Feb. 11, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
April 11, 2023	April 26, 2023
June 10, 2024	



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 21: Expense Transparency

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 21: Expense Transparency, as presented.

BACKGROUND:

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

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

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

Proposed amendments, as shown in Attachment 1, reorder the sections under Expense Transparency: Specifics in a logical sequence.

COMMUNICATION:

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

ATTACHMENT(S):

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

Policy 21

EXPENSE TRANSPARENCY

Background

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

Definitions

Business travel:

meetings with external parties and the associated costs, including travel, meals, accommodations, parking, business insurance on private vehicles and related incidentals to the benefit of individuals.

Professional learning:

formal courses, conferences, seminars and other professional-learning events and associated costs, including registration, materials, travel, meals, accommodations, parking and related incidentals to the benefit of individuals.

Professional-membership dues:

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

Working sessions:

meetings with internal departments or schools and the associated costs, including travel, meals, accommodations, parking, business insurance on private vehicles and related incidentals to the benefit of individuals.

Guidelines

1. Expense Transparency: Specifics

1.1. All business-expense receipts shall be itemized and include details of the expense—for example, a list of those attending the meal and the reason for business travel. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement.

1.2. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement. Business-expense claims should be submitted by the end of the month in which the business expense was incurred and shall be submitted no later than quarterly throughout the school year.

~~1.1.~~

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

~~1.2.1.1.3.1.~~ The Board Chair's expenses shall be approved by the Secretary-Treasurer.

~~1.2.2.1.3.2.~~ The Board Vice-Chair's and trustees' expenses shall be approved by the Board Chair.

~~1.2.3.1.3.3.~~ The Superintendent's expenses shall be approved by the Board Chair.

~~1.2.4.1.3.4.~~ The Secretary-Treasurer's expenses shall be approved by the Superintendent.

~~1.3.1.1.~~ All business expense receipts shall be itemized and include details of the expense—for example, a list of those attending the meal and the reason for business travel.

~~1.4.~~ Business expense claims should be submitted by the end of the month in which the business expense was incurred and shall be submitted no later than quarterly throughout the school year.

~~1.5.1.4.~~ On a quarterly basis, business expenses incurred by the Board, Superintendent and Secretary-Treasurer related to working sessions, business travel, professional learning and professional-membership dues shall be reported online through the Division's website.

~~1.5.1.1.4.1.~~ The reports shall include a summary of the expenses incurred during the previous three months, a description, rationale for the expenses and copies of the detailed receipts of more than \$20, with sensitive information redacted.

~~1.6.1.5.~~ To minimize administrative costs, the following business expenses will not be allocated to individual Board members nor reported on the quarterly summaries posted on the Division's website:

~~1.6.1.1.5.1.~~ general overhead costs related to the business of the Board;

~~1.6.2.1.5.2.~~ professional-membership dues paid on behalf of the Division; and

~~1.6.3.1.5.3.~~ meal costs at catered events.

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
	Dec. 19, 2019
Feb. 11, 2020	
June 4, 2020	June 18, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
March 14, 2023	
May 10, 2023	May 25, 2023

June 10, 2024

Policy 21

EXPENSE TRANSPARENCY**Background**

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

Definitions**Business travel:**

meetings with external parties and the associated costs, including travel, meals, accommodations, parking, business insurance on private vehicles and related incidentals to the benefit of individuals.

Professional learning:

formal courses, conferences, seminars and other professional-learning events and associated costs, including registration, materials, travel, meals, accommodations, parking and related incidentals to the benefit of individuals.

Professional-membership dues:

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

Working sessions:

meetings with internal departments or schools and the associated costs, including travel, meals, accommodations, parking, business insurance on private vehicles and related incidentals to the benefit of individuals.

Guidelines**1. Expense Transparency: Specifics**

- 1.1. All business-expense receipts shall be itemized and include details of the expense—for example, a list of those attending the meal and the reason for business travel. Alcohol is not an eligible expense and cannot be claimed through a purchase card or expense reimbursement.
- 1.2. Business-expense claims should be submitted by the end of the month in which the business expense was incurred and shall be submitted no later than quarterly throughout the school year.
- 1.3. When business expenses are incurred, the appropriate signing authority shall approve the expenses as follows:
 - 1.3.1. The Board Chair's expenses shall be approved by the Secretary-Treasurer.

- 1.3.2. The Board Vice-Chair's and trustees' expenses shall be approved by the Board Chair.
- 1.3.3. The Superintendent's expenses shall be approved by the Board Chair.
- 1.3.4. The Secretary-Treasurer's expenses shall be approved by the Superintendent.
- 1.4. On a quarterly basis, business expenses incurred by the Board, Superintendent and Secretary-Treasurer related to working sessions, business travel, professional learning and professional-membership dues shall be reported online through the Division's website.
 - 1.4.1. The reports shall include a summary of the expenses incurred during the previous three months, a description, rationale for the expenses and copies of the detailed receipts of more than \$20, with sensitive information redacted.
- 1.5. To minimize administrative costs, the following business expenses will not be allocated to individual Board members nor reported on the quarterly summaries posted on the Division's website:
 - 1.5.1. general overhead costs related to the business of the Board;
 - 1.5.2. professional-membership dues paid on behalf of the Division; and
 - 1.5.3. meal costs at catered events.

Last reviewed:	Last updated:
Sept. 17, 2015	Sept. 17, 2015
	Feb. 18, 2016
Dec. 12, 2016	
Feb. 12, 2018	
	Aug. 30, 2018
Feb. 19, 2019	
	Dec. 19, 2019
Feb. 11, 2020	
June 4, 2020	June 18, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
March 14, 2023	
May 10, 2023	May 25, 2023
June 10, 2024	



RECOMMENDATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 22: Health and Safety

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, 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 22: Health and Safety, 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.

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

The proposed amendment, as shown in Attachment 1, requires an annual report to the Board to demonstrate continuous improvement of health and safety within the Division.

COMMUNICATION:

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

ATTACHMENT(S):

1. Board Policy 22: Health and Safety (marked)
2. Board Policy 22: Health and Safety (unmarked)

Policy 22

HEALTH AND SAFETY

Background

Elk Island Public Schools (EIPS) is committed to the physical, psychological and social well-being of its students, employees, volunteers, visitors and contractors by providing safe and healthy learning and working environments. The commitment includes a requirement to ensure each student enrolled in a school operated by the Board of Trustees and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging free of discrimination, harassment, intimidation, bullying and violence.

Guidelines

1. Continuous improvement

1.1. Health and safety are essential to EIPS' excellence as a school division and a part of everything it does.

1.2. The Division's commitment includes providing the necessary resources to meet all applicable legislation and regularly reviewing the health and safety program to improve its effectiveness.

~~1.2.~~1.3. An annual report is provided to the Board to demonstrate continuous improvement of health and safety within the Division.

2. Shared responsibilities

2.1. Health and safety are shared responsibilities between the Board, Superintendent, leadership staff, supervisors, employees, students, volunteers, visitors and contractors.

2.2. All stakeholders are expected to take reasonable care to protect themselves and others, model safe work behaviours and support a positive health and safety culture.

References

Section 11, 33, 52, 53, 196, 197, 222 *Education Act*

[Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#)

Last reviewed:	Last updated:
	June 15, 2017
April 16, 2019	
Dec. 19, 2019	Dec. 19, 2019
April 14, 2020	May 28, 2020
June 2, 2021	

May 10, 2022

May 10, 2023

June 10, 2024

May 25, 2023

Policy 22

HEALTH AND SAFETY**Background**

Elk Island Public Schools (EIPS) is committed to the physical, psychological and social well-being of its students, employees, volunteers, visitors and contractors by providing safe and healthy learning and working environments. The commitment includes a requirement to ensure each student enrolled in a school operated by the Board of Trustees and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging free of discrimination, harassment, intimidation, bullying and violence.

Guidelines**1. Continuous improvement**

- 1.1. Health and safety are essential to EIPS' excellence as a school division and a part of everything it does.
- 1.2. The Division's commitment includes providing the necessary resources to meet all applicable legislation and regularly reviewing the health and safety program to improve its effectiveness.
- 1.3. An annual report is provided to the Board to demonstrate continuous improvement of health and safety within the Division.

2. Shared responsibilities

- 2.1. Health and safety are shared responsibilities between the Board, Superintendent, leadership staff, supervisors, employees, students, volunteers, visitors and contractors.
- 2.2. All stakeholders are expected to take reasonable care to protect themselves and others, model safe work behaviours and support a positive health and safety culture.

References

Section 11, 33, 52, 53, 196, 197, 222 *Education Act*

[Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#)

Last reviewed:	Last updated:
	June 15, 2017
April 16, 2019	
Dec. 19, 2019	Dec. 19, 2019
April 14, 2020	May 28, 2020
June 2, 2021	

May 10, 2022

May 10, 2023

June 10, 2024

May 25, 2023



RECOMMENDATION REPORT

Page 1 of 2

DATE: June 20, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Surplus Property Declaration – École Campbelltown

ORIGINATOR: Sandra Stoddard, Superintendent

RESOURCE STAFF: Brent Dragon, Assistant Director, Planning, Facility Services
Candace Cole, Secretary-Treasurer
Calvin Wait, Director, Facility Services
Shaylin Sharpe, Planner, Facility Services

REFERENCE: Administrative Procedure 519: Surplus Building and Lands
Board Policy 2: Role of the Board
Board Policy 15: School Closure and Program Reduction
Disposition of Property Regulation, Alberta Regulation 86/2019
Real Property Governance Act, 2024
Education Act: Statutes of Alberta, 2012

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 declares the École Campbelltown building, excluding all modular classrooms (T3688, T6009, T7466 and T7467), surplus to the Board’s needs—effective 90 days following occupancy of the Sherwood Park replacement school; and

that pursuant to section 7 (b) of the *Alberta Real Property Governance Act*, the Board of Trustees offers to transfer the real property (École Campbelltown building) to the Department of Infrastructure at net book value; and

that if Alberta Infrastructure declines the offer to transfer the Minister of Education pursuant to sections 9 and 10 of Alberta Regulation 86/2019, *Education Act*, Disposition of Property Regulation approves the Board’s declaration; and

- the real property be transferred to Strathcona County, or
- if the municipality refuses, to be disposed of as per the regulation.



RECOMMENDATION REPORT

BACKGROUND:

On March 1, 2023, the Alberta Government announced construction funding to replace École Campbelltown and Sherwood Heights Junior High with one new replacement school located adjacent to Sherwood Heights Junior High. As part of the capital project scope, École Campbelltown and Sherwood Heights Junior High are scheduled for demolition.

École Campbelltown is located at 271 Conifer St., Sherwood Park, Alberta—legal description Lot: 30MR, Block: 16, Plan: 1777KS. Strathcona County is the registered owner of the land. However, EIPS owns the École Campbelltown building as per the *2017 Lease and Transfer Agreement*.

On June 29, 2023, Strathcona County expressed an interest in acquiring the École Campbelltown building. Then, on Oct. 26, 2023, Strathcona County notified EIPS by letter it had decided to exercise its option to acquire the École Campbelltown building, in accordance with the *2017 Lease and Transfer Agreement*.

Before Elk Island Public Schools (EIPS) can transfer the school building to Strathcona County, EIPS must notify Alberta Infrastructure of the real property and offer to transfer the real property at net book value to Alberta Infrastructure. Should Alberta Infrastructure reject the offer to transfer, EIPS would need to confirm the evaluation process addresses the requirements outlined in sections 9 and 10 of Alberta Regulation 86/2019, *Education Act* and Disposition of Property Regulation. Only if the requirements of the *Alberta Real Property Governance Act* and disposition of property regulation are addressed will EIPS be able to transfer the École Campbelltown building to Strathcona County.

COMMUNICATION PLAN:

If approved by the Board of Trustees, administration will develop the offer to transfer in accordance with the *Alberta Real Property Governance Act*.

If the Minister of Infrastructure rejects the offer to transfer and the Minister of Education grants EIPS the ability to transfer the school building to Strathcona County, EIPS will engage with Strathcona County to transfer the École Campbelltown building. Additionally, EIPS will communicate the process and next steps to families, staff and stakeholders.

Attachment

N/A

BD:bd



INFORMATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Engagement Plan: Project 1 transition planning

ORIGINATOR: Sandra Stoddard, Superintendent

RESOURCE STAFF: Laura McNabb, Communication Services
Brent Dragon, Assistant Director, Planning
Corrie Fletcher, Communications Specialist

REFERENCE: Policy 19: Welcoming, caring, respectful and safe learning and working environments
AP 311: Welcoming, caring, respectful and safe learning environments for students

EIPS PRIORITY: Promote growth and success for all students
Enhance high-quality learning and working environments
Enhance public education through effective engagement

EIPS GOAL: Success for every student
Quality Infrastructure for all
Engaged and effective governance

EIPS OUTCOME: Students are engaged with their learning and achieve student-learning outcomes
Students are supported and prepared for life beyond high school
Learning and working environments are supported by effective planning, management and investment in Division infrastructure
The Division is committed to engaging stakeholders to augment its decision-making and support student success
The Division is committed to engagement and advocacy to enhance public education

ISSUE:

That the Board of Trustees receives for information Elk Island Public Schools' (EIPS) Engagement Plan: Project 1 transition planning. The plan will guide the Division as it develops a transition strategy for secondary students relocating to Salisbury Composite High for French Immersion and designated to Bev Facey Community High—effective when the new Sherwood Park replacement school opens in 2026-27.

BACKGROUND:

Following the Board's decisions regarding the EIPS' French Immersion programming—that is, adjusting the junior high French Immersion attendance boundaries for students moving into Cambrian Crossing; relocating senior high French Immersion students from Ardrossan Junior Senior High to Salisbury Composite High for grades 10-12;



INFORMATION REPORT

redesignating Lakeland Ridge students to Bev Facey Community High instead of Salisbury Composite High; and offering dual-track French and English junior high programming at both Ardrossan and the new Sherwood Heights replacement school—a commitment was made to work closely with school families on a transition plan.

CURRENT SITUATION:

To ensure a smooth transition for students, staff and families, EIPS plans to consult all impacted stakeholders to help develop an effective transition plan. As with all consultations, EIPS is guided by the Division's Public Engagement—grounded in the International Association for Public Participation practices and provides directions and alignment between the work of the Board, the Superintendent and staff for all public engagement activities undertaken by the Division. Using the strategy as a foundation, administration has developed an engagement plan and the associated time frame for the public consultation. For the complete engagement plan, see Attachment 1, "Engagement Plan: Project 1 Transition Planning".

NEXT STEP(S):

EIPS plans to consult with all impacted stakeholders to develop an effective implementation plan—starting in fall 2024. Consultations will include working-group meetings; online surveys with students, staff and school families; a junior high school engagement; and a public engagement session to fine-tune and perfect a draft version of the implementation plan. A final implementation plan is expected in spring 2025.

ATTACHMENT(S):

1. Engagement Plan: Project 1 transition planning

Engagement Plan: Project 1 Transition Planning

BACKGROUND:

Between 2022 and 2024, Elk Island Public Schools (EIPS) engaged stakeholders about how best to accommodate students with existing EIPS infrastructure, as part of its Three-Year Engagement Plan. Specifically, it explored how to address school capacity issues, improve attendance areas for junior high students, balance senior high enrolment in Sherwood Park and enhance accommodations for French Immersion programming. After an exhaustive review of all the stakeholder feedback, background information, trends, facts and figures, enrolment projections, attendance boundaries, available infrastructure, and input from working-group meetings with principals and staff, the Division finalized a solution—approved at the Board meeting on January 25:

- To relocate EIPS' senior high French Immersion program, grades 10 to 12, to Salisbury Composite High—effective when the Sherwood Park replacement school opens.
- To adjust Strathcona County's senior high attendance boundaries by redesignating students residing in Lakeland Ridge's junior attendance area to Bev Facey Community High for grades 10 to 12—effective when the Sherwood Park replacement school opens.
- To adjust the French Immersion junior high attendance boundaries for Cambrian Crossing by redesignating students in that area to Sherwood Heights Junior High—effective in 2024-25.

Overall, the solution:

- aligns with what was heard from stakeholders;
- aligns with the French Immersion vision and principles;
- addresses the anticipated enrolment pressures in Ardrossan;
- balances senior high enrolment in Sherwood Park;
- enables most alternative and specialized programs offered at the schools to remain unchanged;
- addresses students going to a school closest to where the majority resides;
- addresses program retention by supporting transitions and keeping students in their community as long as possible;
- enables robust programming, especially regarding program offerings, career and technology courses, options, extracurriculars and sports teams; and
- is sustainable into the future.

For French Immersion elementary and junior high students, kindergarten to grade 9

It's status quo, no school or program changes. However, the Division is adjusting the junior high French Immersion attendance boundaries for students moving into Cambrian Crossing—effective in the 2024-25 school year. So, when EIPS French Immersion students are living in this area, they will go to Sherwood Heights Junior High for French Immersion, grades 7-9—which supports school transitions by keeping all French Immersion students coming from Heritage Hills Elementary together for junior high.

For senior high French Immersion students, grades 10-12

The senior high French Immersion program will relocate to Salisbury Composite High for grades 10-12. Meaning, when the change takes effect, Salisbury will offer a dual-track senior high program—regular English and French Immersion. Relocating French Immersion to Salisbury allows the Division to manage student growth in Ardrossan. It's also the feeder school for Sherwood Heights Junior High. So, long term, EIPS feels the change will make the program more robust and increase program retention. It does, however, mean more transitions for students in Fort Saskatchewan. That said, the No. 1 priority on the [EIPS Three-Year Capital Plan](#) is a new junior-senior high in Fort Saskatchewan. If approved, it will allow the Division to further explore French Immersion options in Fort Saskatchewan.

Engagement Plan: Project 1 Transition Planning

For senior high students in the regular English program, 10-12

The only change is for students living in the Lakeland Ridge junior high boundary. When the change takes place, EIPS will redesignate these students to Bev Facey Community High instead of Salisbury Composite High, which is ideal as Bev Facey is closer for most of these students. The adjustment will balance the senior high catchment areas, ensuring both senior high schools in Sherwood Park have utilization rates in the 80th percentile. As well, both senior high schools in Sherwood Park will have open boundaries for EIPS students—being that EIPS is a school-of-choice Division, it allows students to register at any school with an open boundary.

For the junior high schools

The new Sherwood Park replacement school will offer a single-track elementary French Immersion program, K-6, and a dual-track junior high program, grades 7-9—regular English and French. Meanwhile, Ardrossan Junior Senior High will offer a dual-track junior high program, grades 7-9—regular English and French—and a single-track regular English senior high program, grades 10-12.

To ensure a smooth transition for students, staff and families, EIPS plans to consult all impacted stakeholders to help develop an effective implementation plan. As with all consultations, EIPS is guided by the Division's Public Engagement—grounded in the International Association for Public Participation practices and provides directions and alignment between the work of the Board, the Superintendent and staff for all public engagement activities undertaken by the Division. Using the strategy as a foundation, administration has developed an engagement plan and the associated time frame for the public consultation.

OBJECTIVE:

To develop an implementation plan that ensures a successful transition for everyone when the senior high French Immersion program relocates to Salisbury Composite High and Lakeland Ridge students move to Bev Facey Community High for senior high—expected in the 2026-27 school year.

AUDIENCE:

- French Immersion school community
- school community living in Lakeland Ridge and Sherwood Park
- Senior administration and impacted school principals

STRATEGY:

The engagement strategy falls under the “inform,” “consult” and “involve” spectrums to build a successful transition plan for everyone. Overall, the strategy includes a combination of working-group meetings, surveys and in-person engagements—all focused on a successful transition for students, staff and families. Collectively, the strategy allows the Division to reach a wide range of stakeholders, build capacity, present balanced information, answer questions and build community confidence.

PLATFORMS

- Ads: social media, online ads, posters in common areas within AJS, LLR, SAL, and SWH.
- Email: SchoolMessenger, staff
- News Releases: media, principals, school council members, eips.ca, all school sites
- Newsletter articles: to school families (FIM, LLR and SAL)
- Featured: web page on eips.ca and *Weekly Wrap-Up*
- Meetings: working-group meetings with school administration and staff

Engagement Plan: Project 1 Transition Planning

STRATEGIES AND TIMELINES

COMMUNITY AWARENESS					
Methodology	Audience	Representatives	Level	Location	Date
Working-Group Meeting 1	senior administration, SFS, principals,	administration, planning, Principals, COMM	Involve	Central	April 10, 2024
Webpage	community members, school families, students, EIPS staff	COMM, planning	Inform	<i>eips.ca</i>	May 1, 2024 ongoing updates
Work-Group Meeting 2	impacted EIPS staff, principals	administration, COMM, planning	Involve	TBA	Oct. 4, 2024
Social Media	community, schools, families, students, staff	COMM	Inform	Facebook X	Oct. 29, 2024 Nov. 4, 2024
Survey Invitation	community, schools, families, students, staff	COMM, planning	Inform	email	Oct. 29, 2024 Nov. 4, 2024
Survey: Staff	EIPS staff: FIM and SAL senior high	administration, COMM, planning	Consult	email, <i>eips.ca</i>	Oct. 29, 2024
Survey: Students	EIPS students 10-8: FIM, LLR, SAL	administration, COMM, planning	Consult	email, <i>eips.ca</i>	Oct. 29, 2024
Survey: Families	EIPS families: 10-8 FIM, LLR, SAL	administration, COMM, planning	Consult	email, <i>eips.ca</i>	Oct. 29, 2024
School Engagement	impacted junior high students	principals, administration, COMM and Planning	Consult	EIPS schools	Oct. 29, 2024 to Nov. 8, 2024
What We Heard Report	community members, school families, students, EIPS staff	administration, COMM, planning	Inform	<i>eips.ca</i> / email	Dec. 3, 2024
Working-Group Meeting 3	senior administration, SFS, principals	administration, planning, Principals, COMM	Involve	Central	Dec. 3, 2024
Ads	community, schools, families, students, staff	COMM	Inform	Facebook X Schools	Oct. 29, 2024 Nov. 4, 2024
Meeting Invitation	community, schools, families, students, staff	COMM, planning	Inform	email	Jan. 28, 2025 Feb. 4, 2025
Working-Group Meeting 4	EIPS FIM and SAL staff	Administration, planning, COMM, principals	Consult	TBA	Feb. 11, 2025
Public Meeting	Impacted school community	Administration, planning, COMM, principals	Consult	TBA	Feb. 11, 2025
What We Heard Report	community members, school families, students, EIPS staff	Administration, COMM, planning	Inform	<i>eips.ca</i> / email	Feb. 28, 2025
Working Group Meeting 5	senior administration, SFS, principals	administration, planning, Principals, COMM	Involve	Central	March 11, 2025
Web Update	community, schools, families, students	COMM, planning	Inform	<i>eips.ca</i>	April 14, 2025
Board Report	Board of Trustees	Administration, COMM, planning	Consult	Board meeting	April 17, 2025
Followup Letter	school families, students, EIPS staff	COMM, planning	Inform	<i>eips.ca</i> / email	April 17, 2025
Webpage	community members, school families, students, EIPS staff	COMM, planning	Inform	<i>eips.ca</i>	April 17, 2025
Reminder Letter	school families, students, EIPS staff	COMM, planning	Inform	<i>eips.ca</i> / email	June 2026

Engagement Plan: Project 1 Transition Planning

ROLES AND RESPONSIBILITIES

Role	Name	Responsibilities
project administrator	Sandra Stoddard and Executive Team	Approves the engagement strategy and associated deliverables
project lead	Laura McNabb	Manages the scope, co-ordinates resources and activities and schedules; identifies and addresses issues and risks. Reports on public engagement status, finalizes public engagement plan, manages requirements and prepares closeout documents.
Support: project co-ordinator project assistant survey and data graphic design	Corrie Fletcher Naylor Emma Small Karen Baranec Brenda Fortin	Plans, develops, co-ordinates, and evaluates impact of activities. Provides support to the public engagement lead and co-ordinator. Oversees surveys and gathering of data sets. Oversees all graphic design needs.
subject experts	Ryan Marshall Brent Dragon Jessica Smith Lisa Weder	Associate Superintendent – programming and transitions EIPS planner – infrastructure and student capacity Director, SFS – programming and transitions Director, ST – student transportation services
media spokesperson	Cathy Allen, Board Chair	Represents the Division when speaking with the media about the public engagement process, issues and decisions

PUBLIC CONSULTATION STRATEGIES

Working-group meetings

Timeline: April 2024 to March 2025

Working-group meetings involve a small group of people who meet regularly over time to offer their perspective on a certain topic—particularly useful when the engagement is multifaceted as it offers diverse perspectives. Throughout the engagement process, the Division will conduct three working-group meetings with senior administration, Planning, Supports for Students, principals—FIM and Strathcona County secondary—and Communication Services, each offering a different perspective. It will also conduct two working-group meetings with affected staff members, again to gain a new perspective. At the meetings, the Division will provide information about the solution, advantages and challenges, discuss transition strategies and collect feedback. Overall, the meetings will help the Division develop a holistic understanding and prepare before launching a survey for staff, students and families to complete.

Web Page

Timeline: April 2024 to Sept. 2026

On the Division website, there's a web page dedicated to the solution for Project 1 and the implementation plan. Included on the web page: news, relevant information, the capital plan, graphics, reports, updates, feedback forms, maps, consultation documents and other relevant material.

Online Survey: Staff

Timeline: October 28 to November 8, 2024

EIPS will invite staff—French Immersion and Salisbury Composite High—to participate in an online survey. The purpose is to begin developing an implementation plan to ensure a successful transition for students, staff and families. In this Phase, the Division will seek input about what's important to staff, their needs, what they're excited about, challenges and any concerns they have.

Engagement Plan: Project 1 Transition Planning

Questions:

1. Given the decision to relocate the senior high French Immersion program to Salisbury Composite High:
 - What are you most looking forward to?
 - What worries you about the transition?
 - What ideas do you have to ensure smooth transitions for students, staff and families?
 - What, if any, transportation concerns do you have?
 - What specific factors should the Division consider when developing a transition plan?
2. Given the decision to redesignate students in the Lakeland Ridge area to Bev Facey Community High:
 - What are you most looking forward to?
 - What worries you about the transition?
 - What ideas do you have to ensure smooth transitions for students, staff and families?
 - What, if any, transportation concerns do you have?
 - What specific factors should the Division consider when developing a transition plan?

Online Survey: Families

Timeline: October 28 to November 8, 2024

EIPS will invite school families—with students in grades 8-10 enrolled in French Immersion and with children living in the Lakeland Ridge attendance boundary—to participate in an online survey. The purpose is to begin developing an implementation plan to ensure a successful transition for students, staff and families. In this Phase, the Division will seek input about what's important to school families, their needs, what they're excited about, challenges and any concerns they have.

1. Given the decision to relocate the senior high French Immersion program to Salisbury Composite High:
 - What are you most looking forward to?
 - What worries you about the transition?
 - What ideas do you have to ensure smooth transitions for students, staff and families?
 - What, if any, transportation concerns do you have?
 - What specific factors should the Division consider when developing a transition plan?
2. Given the decision to redesignate students in the Lakeland Ridge area to Bev Facey Community High:
 - What are you most looking forward to?
 - What worries you about the transition?
 - What ideas do you have to ensure smooth transitions for students, staff and families?
 - What, if any, transportation concerns do you have?
 - What specific factors should the Division consider when developing a transition plan?

School Engagement: Students, grades 8-10

Timeline: October 28 to November 8, 2024

Ardrossan Junior Senior High, Lakeland Ridge and Sherwood Heights Junior High will engage students, grades 8-10, enrolled in French Immersion or living in the Lakeland Ridge attendance boundary—about the transition. The purpose: To begin developing an implementation plan to ensure a successful transition for students, staff and families. In this Phase, the Division will seek input about what's important to students, their needs, what they're excited about, challenges and any concerns they have.

Engagement Plan: Project 1 Transition Planning

Questions:

1. Given the decision to relocate the senior high French Immersion program to Salisbury Composite High:
 - What are you most looking forward to?
 - What worries you about the transition?
 - What ideas do you have to ensure smooth transitions for you in a new school?
 - What, if any, transportation concerns do you have?
 - What specific factors should the Division consider when developing a transition plan?
2. Given the decision to redesignate students in the Lakeland Ridge area to Bev Facey Community High:
 - What are you most looking forward to?
 - What worries you about the transition?
 - What ideas do you have to ensure smooth transitions for you in a new school?
 - What, if any, transportation concerns do you have?
 - What specific factors should the Division consider when developing a transition plan?

Public Meeting: Open house

Timeline: February 2025

The Division will host an open house at Salisbury Composite High, an informal meeting featuring multiple displays where participants view information on set topics, various stations will be set up throughout the room with displays to allow participants to rotate through the space and discuss specific topics with EIPS representatives. The information offered at the stations: background and the draft transition plan, Salisbury Composite High and Bev Facey Composite High, programming, sports and extracurriculars, Supports for Students, and Student Transportation—staffed by one or two representatives to answer questions. Attendees will visit each station to learn in detail about topics of interest to them, ask questions with a representative at each station and submit any relevant feedback. The advantage: It provides the ability to bring diverse groups of stakeholders together in one place to learn about the challenges, share information, express opinions and work collectively to further develop actions and solutions. For those unable to attend, the Division will post the information online and provide an opportunity for input.

Correspondence

The Division will send letters and email messages to staff, students and school families to inform them about the public engagement effort.

Advertising

The Division will create and distribute ads related to the survey and open house using social media, local media, online ads, signs and posters and radio ads. Other forms of communication include news releases, newsletter articles and SchoolMessenger.

The Transition Plan.

In April 2025, senior administration will prepare an information report for the EIPS Board to review. The report will include the finalized transition plan, its rationale and feedback from families. After presenting the information report, EIPS will then post the plan online. It will also create and share a video with stakeholders, detailing the transition plan and how the engagement input was used.

Engagement Plan: Project 1 Transition Planning

CONSIDERATIONS

Most of the proposed public engagement approaches fall under the inform and consult category. The advantage of this form of public engagement is it creates the ability to communicate, create dialogue and collect feedback from the community in an authentic and meaningful way. For authentic and meaningful collaboration to work, the engagement must be responsive and meet the needs of the communities. It is also imperative the Division is fully transparent and genuinely considers the feedback it's engaging the public about. Lastly, because part of the engagement is in person, it could elicit some face-to-face confrontations.



INFORMATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2023 to May 31, 2024

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Natasha Elsenheimer, 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:

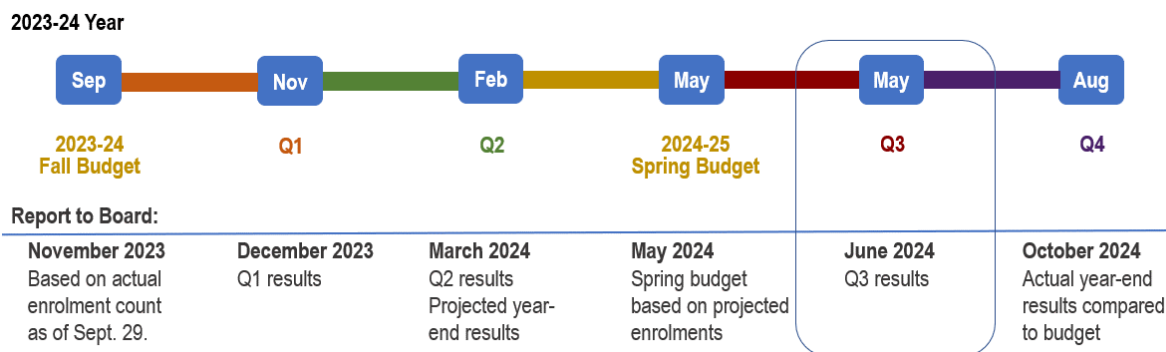
That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2023 to May 31, 2024 for Elk Island Public Schools.

BACKGROUND:

Policy 2: Role of the Board, Section 1.8, 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 nine-month period ended May 31, 2024. For the 2023-24 school year, the Division is approximately midway through our financial reporting cycle:





INFORMATION REPORT

This report compares current results to the fall budget. In general, schools are expected to be about 90% spent at this point in the year (9/10^{ths} of the school year complete), while central department costs and Division revenue are expected to be about 75% spent (9/12^{ths} of the fiscal year complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

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

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

As of May 31, 2024, EIPS has an overall operating surplus of \$1,003,672. Revenue and expense variances are detailed in the Third Quarter Report 2023-24.

ATTACHMENT:

1. Third Quarter Report 2023-24



Your Future in **MIND** ●

Third Quarter Report

2023-24

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2023 to May 31, 2024 and variance notes to these statements.

**Report to the
Board of Trustees**

June 20, 2024

This information has not been audited.

Elk Island Public Schools
Highlights
For The Nine-Month Period Ended May 31, 2024
(excluding School Generated Funds)

Financial Summary:

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	201,281,368	156,206,257	78%
School Expenses (Pages 6 and 7)	136,717,379	106,760,008	78%
Central Services Expenses (Page 10)	65,312,348	48,442,577	74%
Surplus / (Deficit)	<u><u>(748,359)</u></u>	<u><u>1,003,672</u></u>	

* Average spending at May 31, 2024 should be approximately 90% (for school year expenditures) or 75% (for revenue and for year-round expenses).

Significant Changes and Events:

IP Address Sale

EIPS has completed a sale of IP Addresses that will ultimately result in approximately \$3,770,000 additional revenue for the Division. As of this report, \$3,276,000 has been received, with the remainder expected prior to August 31. This sale will create an increase to operating reserves that will exceed the provincial maximum reserve limit, and so EIPS has submitted an exemption request in early June.

Funding Announcements

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

- **Learning Disruption Funding of \$281,000** to provide targeted literacy and numeracy programming (allocated to schools in late November).
- **Additional Low Incidence Supports and Services of \$95,000** to meet the learning needs of students with low incidence disabilities (allocated to Early Learning in December).
- **Supplemental Enrolment Growth Grant of \$569,000** to provide additional per-student funding for enrolment growth (allocated to schools in January).
- **Additional School Nutrition Funding of \$52,000** to provide students with nutritious meals (allocated to School Nutrition program in March).
- **Digital Assessment Implementation Funding of \$150,000** to support EIPS in implementing the new provincial digital assessment platform utilized to administer provincial achievement tests and diploma exams (will be allocated in the coming weeks as planned use is finalized).

Reallocations

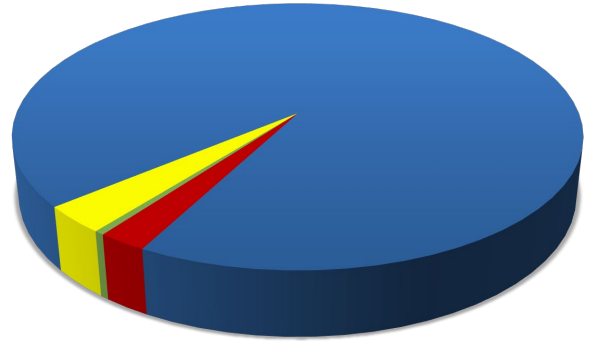
Some reallocations were made in late March, as a result of a recommendation report presented to Board at that time. Projected surpluses within the 2023-24 year were reallocated to other Division needs, including \$325,000 for Chromebook evergreening, \$694,000 for Windows computer evergreening, and \$80,000 for an entrance at Next Step in the Salisbury Composite High building.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Nine-Month Period Ended May 31, 2024

Revenues by Source

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

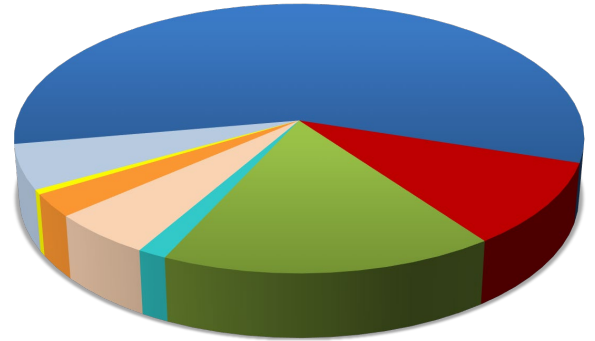
	\$	%
Alberta Education	146,562,859	93.8%
Other Govt of Alberta	3,757,169	2.4%
Fees	758,169	0.5%
Sales and Services and Other	5,128,060	3.3%
Total	\$ 156,206,257	100.0%



Alberta Education Revenues

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

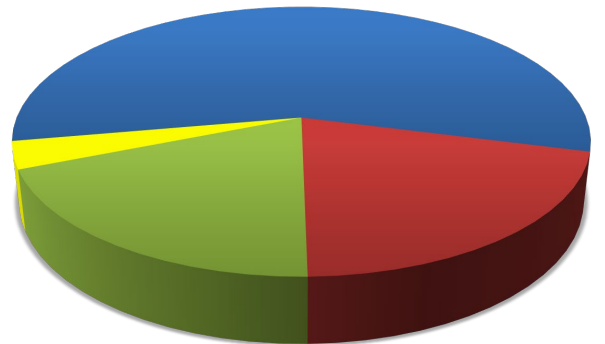
	\$	%
Base Instruction	84,657,904	57.7%
Services & Supports	14,757,055	10.1%
School - System Needs	24,623,175	16.8%
Community	2,150,506	1.5%
Jurisdictions	7,668,738	5.2%
Other	4,035,856	2.8%
Supported Amortization	788,106	0.5%
Teacher Pensions	7,881,519	5.4%
Total	\$ 146,562,859	100.0%



Expenses by Object

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

	\$	%
Certificated Salaries & Benefits	88,141,981	56.8%
Classified Salaries & Benefits	32,121,252	20.7%
Services, Contracts & Supplies	29,842,617	19.2%
Capital & Debt Services	5,096,735	3.3%
Total	\$ 155,202,585	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Nine-Month Period Ended May 31, 2024
Percent of the Year Elapsed: 75%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 75% Actual Less Elapsed %		
REVENUES						
Alberta Education						
Base Instruction	\$ 112,874,959	\$ 84,657,904	75%	0%		75%
Services & Supports	19,528,927	14,757,055	76%	1%		78%
School - System Needs	33,224,472	24,623,175	74%	-1%		73%
Community	2,817,070	2,150,506	76%	1%		76%
Jurisdictions	10,224,984	7,668,738	75%	0%		75%
Other ¹	5,225,253	4,035,856	77%	2%		79%
Supported Amortization	1,191,695	788,106	66%	-9%	A	65%
Teacher Pensions	8,603,000	7,881,519	92%	17%	B	94%
Total Alberta Education	193,690,360	146,562,859	76%	1%		76%
Other Government of Alberta	4,813,426	3,757,169	78%	3%		76%
Other Alberta School Authorities	52,604	93,819	178%	103%	C	96%
Fees	1,078,448	758,169	70%	-5%		104%
Other Sales and Services	181,410	282,498	156%	81%	D	164%
Investment Income	449,078	674,375	150%	75%	E	124%
Gifts and Donations	784,302	516,087	66%	-9%	F	59%
Rental of Facilities	231,740	284,828	123%	48%	G	97%
Proceeds from IP Address Sale	-	3,276,453	0%	-75%	H	N/A
Sub-Total (excluding SGF)	201,281,368	156,206,257	78%	3%		76%
EXPENSES BY OBJECT						
Certificated Salaries & Benefits	115,329,786	88,141,981	76%	1%		76%
Classified Salaries & Benefits	40,164,044	32,121,252	80%	5%		77%
Services, Contracts & Supplies	39,442,843	29,842,617	76%	1%		73%
Capital & Debt Services	7,093,054	5,096,735	72%	-3%		71%
Sub-Total (excluding SGF)	202,029,727	155,202,585	77%	2%		75%
Operations Surplus/(Deficit)	\$ (748,359)	\$ 1,003,672	-134%	-209%		53%
School Generated Funds Budgeted Deficit	(300,000)					
Total Budgeted Deficit	\$ (1,048,359)					

* Based on a 12 month reporting period.

¹ Includes funding for Mental Health, Secondments, New Curriculum, Lease Support, Fuel Price Contingency, French Language, Learning Disruption, Dual Credit Programming, and Odyssey Language.

**Elk Island Public Schools
Revenue Notes
For the Nine-Month Period Ended May 31, 2024**

A. Supported Amortization

Revenue is 9% 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 17% 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 (ten months) rather than twelve months. There is a matching variance in expenses, resulting in no impact on EIPS overall results.

C. Other Alberta School Authorities

Revenue from other Alberta school authorities is 103% higher than expected at this point in the year.

Funds for the Young Authors Conference are being managed in EIPS' financial records this year, resulting in more revenue in this line than budgeted. This will be offset by additional expenses.

Minor additional bussing costs charged to Elk Island Catholic Schools also flows through this line, and is offset by additional expenses.

In addition, this line has a timing difference as funds received for Partners for Science are recorded over the ten-month school year, rather than over the twelve-month financial year.

D. Other Sales and Services

Other sales and services are 81% higher than expected at this point in the year.

Secondment revenue for the local ATA representative is billed over 10 months, rather than 12 months, resulting in a timing difference.

Various annual rebates negotiated by Purchasing and Contract Services based on contractual sales have been received in full.

Also, minor revenue variances resulted from other sales, including transportation training related to Mandatory Entry Level Training is higher than expected, and will be a permanent variance.

E. Investment Income

Revenue is 75% higher than expected at this point in the year.

This line consists solely of interest earned on EIPS bank accounts.

The investment income budget is planned conservatively in terms of interest rate projections. As the year progresses, any surplus in this line is identified and allocated out to other Division needs.

F. Gifts and Donations

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

Some donations for Partners for Science and Instructional Supports have not yet been fully spent, resulting in lower revenue. This is offset by a matching variance in expenses, resulting in no impact on EIPS' overall results.

G. Rental of Facilities

Revenue is 48% 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 90% at this point in the year (i.e. variance is a result of a timing difference).

In addition, rental revenue received from community groups is higher than budgeted and will result in a permanent difference.

H. Proceeds from IP Address Sale

This revenue resulted from the sale of IP Address blocks by EIPS and was unbudgeted. The amount reported on this quarter's statements represents proceeds received to date.

A final payment is expected before the end of the fourth quarter, increasing the total revenue received for IP Address Sale to approximately \$3,770,000.

These funds were unbudgeted and therefore were not allocated to be spent in 2023-24. Due to the dollar amount, this will result in EIPS' operating reserves to exceed the provincial reserve cap at August 31, 2024. EIPS has submitted a formal request to the Minister of Education requesting an exemption.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Nine-Month Period Ended May 31, 2024
Percent of the Year Elapsed: 90%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 90% Actual Less Elapsed %		
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,152,106	\$ 6,324,093	88%	-2%		87%
Brentwood Elementary	3,308,029	2,914,491	88%	-2%		88%
Clover Bar Junior High	2,812,796	2,509,641	89%	-1%		88%
Davidson Creek Elementary	4,204,652	3,712,231	88%	-2%		88%
École Campbelltown	2,415,219	2,144,539	89%	-1%		86%
F.R. Haythorne Junior High	4,546,890	4,019,454	88%	-2%		87%
Glen Allan Elementary	2,253,419	1,973,000	88%	-2%		87%
Heritage Hills Elementary	3,194,810	2,807,852	88%	-2%		88%
Lakeland Ridge	4,493,918	3,902,119	87%	-3%		88%
Mills Haven Elementary	3,305,274	2,893,139	88%	-2%		87%
Pine Street Elementary	3,314,098	2,902,093	88%	-2%		87%
Salisbury Composite High	9,120,072	7,962,656	87%	-3%		88%
Sherwood Heights Junior High	4,024,028	3,526,162	88%	-2%		88%
Strathcona Christian Academy Elementary	3,456,727	3,066,733	89%	-1%		88%
Strathcona Christian Academy Secondary	3,996,056	3,490,405	87%	-3%		87%
Wes Hosford Elementary	2,151,562	1,890,764	88%	-2%		87%
Westboro Elementary	2,635,867	2,294,958	87%	-3%		88%
Woodbridge Farms Elementary	3,091,121	2,704,325	87%	-3%		88%
	69,476,644	61,038,655	88%	-2%		87%
Sector 2 - Strathcona County						
Ardrossan Elementary	3,743,986	3,317,869	89%	-1%		88%
Ardrossan Junior Senior High	5,147,004	4,550,201	88%	-2%		87%
Fultonvale Elementary Junior High	3,350,566	2,957,325	88%	-2%		88%
Uncas Elementary	1,529,891	1,280,761	84%	-6%	A	85%
	13,771,447	12,106,156	88%	-2%		87%
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	251,462	217,648	87%	-3%		84%
École Parc Élémentaire	2,754,137	2,420,721	88%	-2%		87%
Fort Saskatchewan Christian	3,160,149	2,804,719	89%	-1%		88%
Fort Saskatchewan Elementary	2,473,011	2,151,187	87%	-3%		85%
Fort Saskatchewan High	3,577,467	3,117,943	87%	-3%		85%
James Mowat Elementary	2,798,247	2,439,793	87%	-3%		87%
Rudolph Hennig Junior High	2,987,793	2,664,998	89%	-1%		87%
SouthPointe School	4,435,761	3,901,989	88%	-2%		85%
Win Ferguson Elementary	3,102,093	2,674,973	86%	-4%		87%
	25,540,120	22,393,971	88%	-2%		86%
Sector 4 - Lamont County						
Bruderheim School	1,158,236	1,011,154	87%	-3%		88%
Lamont Elementary	2,458,965	2,134,000	87%	-3%		86%
Lamont High	2,960,235	2,588,087	87%	-3%		88%
Mundare School	1,028,810	867,594	84%	-6%	B	83%
	7,606,246	6,600,835	87%	-3%		86%
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,855,411	2,493,168	87%	-3%		87%
Pleasant Ridge Colony	158,914	137,975	87%	-3%		86%
Vegreville Composite High	2,843,464	2,460,567	87%	-3%		84%
	5,857,789	5,091,710	87%	-3%		85%

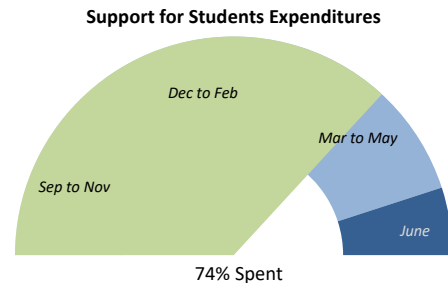
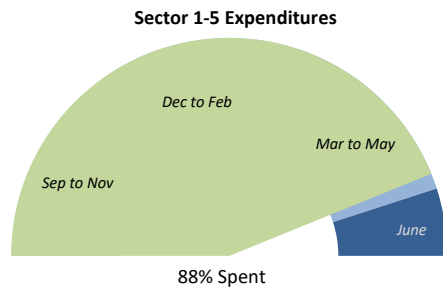
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Nine-Month Period Ended May 31, 2024
Percent of the Year Elapsed: 90%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 90% Actual Less Elapsed %		
Supports For Students - Schools						
Early Learning	2,540,575	1,860,812	73%	-17%	C	68%
Specialized Supports & Other Programs ¹	2,265,323	1,680,404	74%	-16%	D	70%
	4,805,898	3,541,216	74%	-16%		69%
Other						
Elk Island Youth Ranch Learning Centre	338,880	290,687	86%	-4%		87%
Next Step Continuing Education - Summer	596,685	145,890	24%	-66%	E	88%
Next Step Outreach	2,272,486	1,993,815	88%	-2%		88%
Other School Allocations	(181,397)	515,608	-284%	-374%	F	-68%
To Be Allocated	321,408	-	0%	-90%	G	0%
Software Rebate	-	(462,500)	0%	-90%	H	0%
Leveraging Student Achievement	-	-	N/A	N/A	I	0%
Conversion (10 mo. To 12 mo.)	-	(13,533,592)	N/A	N/A	J	N/A
Standard Cost Conversion	415,881	(514,598)	N/A	N/A	K	N/A
Teacher Pensions	8,242,659	7,552,155	92%	2%		95%
	12,006,602	(4,012,535)	-33%	-123%		-53%
Budgeted 1% year-end carryforward	(2,347,367)					
Total School Sites	\$ 136,717,379	\$ 106,760,008	78%	-12%		77%

* 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	59,032,051	2,006,604	61,038,655	96.7%
Sector 2 - Strathcona County	11,727,570	378,586	12,106,156	96.9%
Sector 3 - Fort Saskatchewan	21,735,787	658,184	22,393,971	97.1%
Sector 4 - Lamont County	6,467,230	133,605	6,600,835	98.0%
Sector 5 - County of Minburn	4,924,519	167,191	5,091,710	96.7%
Totals	103,887,157	3,344,170	107,231,327	96.9%



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 Nine-Month Period Ended May 31, 2024**

A. Uncas Elementary

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

- Uncas is projecting to end the year with a surplus of 6%. The majority of staffing and supplies, equipment, and services needs have been addressed for the current school year, although some school start-up costs will be incurred in August.

B. Mundare School

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

- Mundare School is planning for some larger expenditures in the upcoming quarter (computer equipment, furniture, and a mural), which will reduce the surplus at the school, as will school start-up costs incurred in August.

C. Supports for Students (Schools) – Early Learning

Expenses are below expected year to date spending by 17%.

- The primary reason for this variance is a timing difference in salaries, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 75%).
- In addition, funds are being held for renovation projects that will be incurred during the summer for both the specialized education program and Play and Learn at Schools' (PALS) program.

D. Supports for Students - Schools – Specialized Supports & Other Programs

Expenses are below expected year to date spending by 16%.

- Specialized Supports Schools and Mental Health Capacity Building has an 13% combined variance under budget. The primary reason for this is a timing difference in salaries, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 75%).
- The School Nutrition program is trending as expected at this time of year.
- Partners 4 Science has a 43% variance from expected year to date spend, this variance will be drawn down as the development of science kits continue. In addition, some of these funds will be carried forward into 2024-25 to continue building science kits next year. This variance is offset by a matching revenue variance, resulting in no impact to EIPS bottom line.

E. Other - Next Step Continuing Education - Summer

Expense are below expected year to date spending by 66%.

- 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 operates. The budget will be depleted at that time.

F. Other - Other School Allocations

This variance relates to the accrual of classified salaries to the end of May and is a timing difference. When salaries are paid in June, the individual schools will be charged and the accrual cleared to zero.

G. Other – To Be Allocated

Funds budgeted in this line include current year unplanned surpluses or other funds not yet reallocated out to schools or department budgets. This amount arose from planned contingency during budget, mid-year funding adjustments, project funds no longer required, or funds no longer required after revised estimates.

H. Other – Software Rebate

This line represents software rebates received from Microsoft as a result of a class-action lawsuit and is fully received at this point in time. These funds were unbudgeted and are available for use elsewhere in the Division, and were reflected in the March reallocation report presented to Board.

I. Other – Leveraging Student Achievement

This line includes funds from the Leveraging Student Achievement allocated reserve. In January, these funds were reallocated out to fund certificated staff to support junior high schools at risk in numeracy and literacy.

J. 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.

K. Other – Standard Cost Conversion

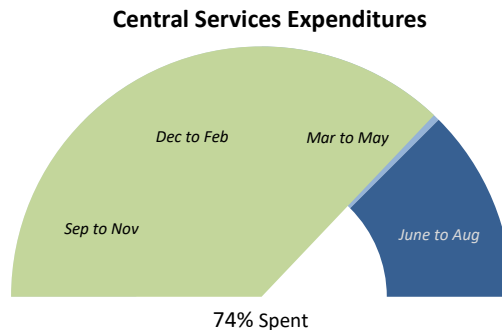
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures.

The budget on this line includes contingency funds set aside for additional staffing costs identified after standard cost rates were developed. Current projections indicate EIPS will end the year with a standard cost deficit slightly larger than the amount budgeted.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Nine-Month Period Ended May 31, 2024
Percent of the Year Elapsed: 75%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 75% Actual Less Elapsed %		
Governance	\$ 585,696	\$ 407,133	70%	(5%)	A	71%
Education Executive	1,534,422	1,082,397	71%	(4%)	B	67%
Supports For Students - Central	4,953,286	3,524,760	71%	(4%)	C	70%
Human Resources	6,219,759	4,487,221	72%	(3%)	D	73%
Business Services	3,029,695	2,241,258	74%	(1%)	E	72%
Facility Services					F	
Facility Services	16,771,090	12,022,175	72%	(3%)		73%
Infrastructure Maintenance and Renewal	988,477	446,179	45%	(30%)		23%
	17,759,567	12,468,354	70%	(5%)		69%
Information Technologies	7,832,725	5,137,236	66%	(9%)	G	59%
Student Transportation	17,171,202	13,694,205	80%	5%	H	86%
Fiscal Services	6,660,836	5,400,013	81%	6%	I	73%
Budgeted 1% year-end carryforward	(434,840)					
TOTAL CENTRAL SERVICES	\$ 65,312,348	\$ 48,442,577	74%	(1%)		72%

* 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 Nine-Month Period Ended May 31, 2024

A. Governance

Includes the Board of Trustees budget.

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

This is due to the departure of Trustee Seutter, creating a permanent variance, as well as costs that are incurred as required rather than a uniform amount monthly, resulting in a timing difference.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

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

- Superintendent expenses are 7% below expected. Some expenses in this area are incurred as required rather than a uniform amount monthly. There were some contingency funds in this budget to support staffing transitions that may not all be used by the end of the year.
- Communications expenses are 2% below expected. Some expenses are incurred as required rather than a uniform amount each month, resulting in a timing difference.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate 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 4%.

- Associate Superintendent – Supports for Students, Curriculum and Specialized Supports – Central are trending as expected at this time of the year.
- Instructional Supports has an 6% variance below expected spending primarily from the Dual Credit and Outdoor Spaces programs. The Dual Credit grant programs is an area that does not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. As well, a portion of the Dual Credit funding will be carried into next year. The outdoor spaces at Fort Saskatchewan, Lamont and Strathcona County donated by Shell will incur expenses over the summer months and may also have some funding carried into next year. All of these variances would be offset by a matching variance in revenue.

D. Human Resources

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

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

- Associate Superintendent expenses are above expected year to date spending by 2%. This is due to expenses that do not occur uniformly throughout the year and other timing differences, such as secondment billings.

- Staff Relations and Training expenses are below expected year to date spending by 14%.
 - Expenses for some programs such as Off to a Good Start (OTAGS) will be incurred later in the year.
 - Long Term Disability expenses do not occur uniformly throughout the year and are difficult to predict. This budget area will likely end the year with a surplus.
- Recruitment and Staffing expenses are below expected year to date spending by 4%.
 - This includes budgets for medical, maternity, and other leaves and they are not incurred evenly over the course of the year and are hard to predict. At this point in time, these expenses are projected to be slightly below budget at the end of the year, resulting in a permanent variance.

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

Expenses are below expected year to date spending by 1%.

- Secretary-Treasurer expenses are 3% above expected. Some expenses in this area are incurred as required rather than a uniform amount monthly.
- Financial Services expenses are 3% below expected. This is largely due to timing variances for significant expenses, such as the year-end audit fee.

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 programs where costs are not incurred uniformly throughout the year, primarily maintenance and project costs.
- Utility costs are also below budget, and are projected to end the year underspent, resulting in a permanent variance.
- Infrastructure maintenance and renewal costs are not incurred uniformly, with more work typically being undertaken during school closure days and summer months.

G. Information Technologies

Includes the Information Technologies budget.

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

- This is due to expenses that do not occur uniformly throughout the year, as well as recently reallocated funds for Chromebook and Windows computer evergreening.

H. Student Transportation

Includes the Student Transportation budget.

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

- 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 90%.

I. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are above expected spending by 6%. This is the result of a timing difference.

- Salaries were accrued to the end of May. When salaries are paid in June, the individual departments will be charged, and the accruals cleared, resulting in no variance in this budget line.

**Elk Island Public Schools
Capital Project Listing
As At May 31, 2024**

	Budget	YTD Actuals	Actual % of Budget	Note Reference
Capital Reserves:				
IT Switches/Access Points/Batteries	54,849	5,231	10%	A
Facility Services Vehicles	17,229	17,229	100%	B
Building Management System	181,000	122,058	67%	C
Salisbury Composite High Stormwater Drainage Project - Phase 2	842,625	51,802	6%	D
Clover Bar Junior High 70 Passenger Bus	163,609	163,609	100%	E
Aging Equipment at Schools	5,392	4,688	87%	F
	1,264,704	364,617		
Operating Reserves:				
No budgeted projects				
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	400,000	206,615	52%	G
Facility Services Vehicles (3)	209,119	58,220	28%	H
Facility Services Lift	25,000	-	0%	I
	634,119	264,835		
Provincially Funded:				
Infrastructure Maintenance and Renewal Grant Capital Portion	763,000	35,263	5%	J
Capital Maintenance and Renewal(CMR) Grant	994,738	419,280	42%	K
	1,757,738	454,543		
Total Capital Projects	\$ 3,656,561	\$ 1,083,995	30%	

Notes:

A - Capital reserves approved for IT infrastructure, including switches, access points, and UPS batteries, as per the IT Capital Plan. All items have been received and invoices will be processed in June.

B - Facility Services' vehicle purchases of \$17,229 (supplementing their department budget). See Notes H and I for more information.

C - Facility Services has scheduled work on the Building Management System at Salisbury Composite High this year. Capital reserves fund this project and include a complete system change from pneumatics to electronic control. A vendor has been contracted, work is being undertaken, and funds are expected to be fully spent by August 31.

D - Phase 1 of this project was completed over the summer of 2022-23, with Phase 2 planned for summer 2023-24. Phase 1 was funded by \$1.3 million of Infrastructure Maintenance and Renewal funds and \$553,000 of capital reserves. Capital reserves will fund Phase 2, which will complete the project.

E - Clover Bar Junior High purchased a 70 passenger bus, received in the early fall. This school bus replacement is financed initially by capital reserves but is paid for over ten years by the respective school's budget.

F - In the 22-23 school year, funds were available to schools that had a significant piece of equipment that was failing or was a safety concern. Funds were approved for specific items in early November 2022 and fully allocated. Due to installation delays a portion of one school's equipment was recorded earlier this year. This is now complete.

G - Equipment and furniture purchases made from school or department budgets.

H - Facility Services planned to replace three fleet vehicles this year, which are funded by their operating budget. Facilities received one vehicle in January and chose to only purchase one other vehicle which has been received with the invoice being processed in June.

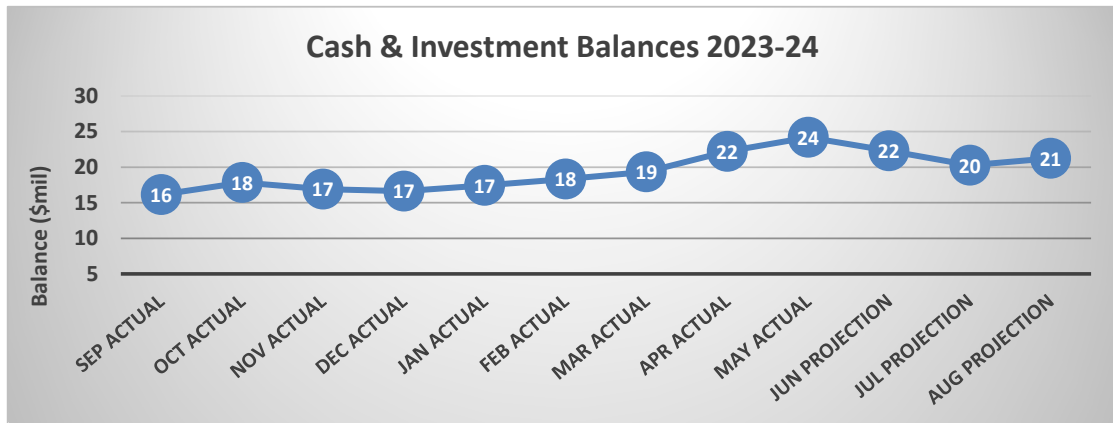
I - Facility Services had planned to purchase a new lift using their operating budget, but have decided to postpone the purchase until the 24-25 school year. These funds are being reallocated within the Facility Services budget.

J - This is the estimated capital portion of this grant; the non-capital portion is included on the Central Services page. Capital projects are planned for the 23-24 school year at AJS and UNC, with projects from last year at RHJ have been fully completed and capitalized.

K - This grant follows the government fiscal year (allocated to school divisions in April of each year). Capital projects for the 23-24 school year are planned for BWD, CLB, EPE, GLN, and WBF. The FRH project from last year is getting wrapped up, and prior year projects at PNE and WFG are fully completed and capitalized.

Elk Island Public Schools
Statement of Cash and Investments
As At May 31, 2024

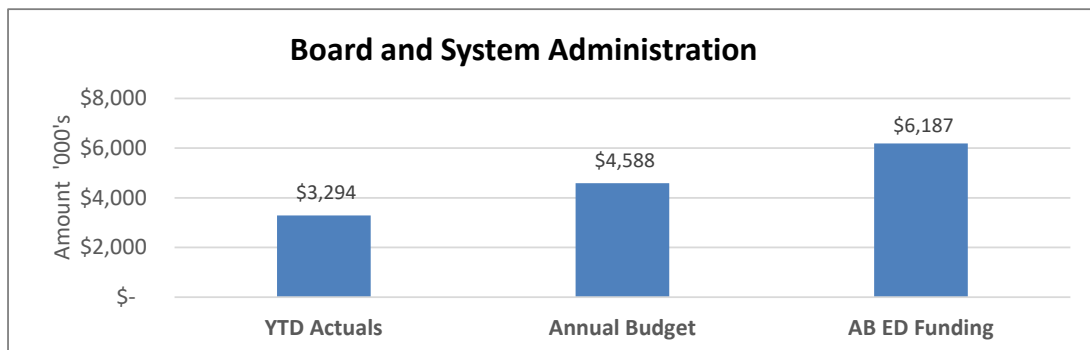
	May 31, 2024	May 31, 2023
Cash Account Balances	\$ 24,182,597	\$ 18,101,503
Guaranteed Investment Certificates	-	5,000,000
Total Cash and Investments	24,182,597	23,101,503
Less School Generated Funds	(3,376,876)	(3,195,591)
Less Trusts (Scholarship Funds)	(71,464)	(72,707)
Total Available Central Cash and Investments	\$ 20,734,257	\$ 19,833,205



Cash balances increase in April and May as payments for IMR and CMR are received.
 As well, in April \$3.3 million was received for IP Addresses.

Elk Island Public Schools
Board and System Administration
As At May 31, 2024

Board and System Administration current expenses are at \$3.29 million, or 2.1% of total expenses for EIPS. This means the Division has spent 53% of the Board and System Administration grant provided by Alberta Education, and 72% of total Board and System Administration budget for EIPS.





INFORMATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Playground Summary Report 2023-24

ORIGINATOR: Robert Derech, Assistant Director, Facility Services

RESOURCE STAFF: Darcie Bennett, Manager Contract Services

REFERENCE: CAN/CSA Z614 Children's Playground Equipment and Surfacing Standards

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 investment in Division infrastructure.

ISSUE:

That the Board of Trustees receives for information a report on Elk Island Public Schools (EIPS) playgrounds for the 2023-24 school year.

BACKGROUND:

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

New playground equipment, surfacing and construction projects are funded by efforts of playground committee members of parent associations through fundraising initiatives and provincial/municipal grants.

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



CURRENT SITUATION OR KEY POINT:

Strathcona County

Inspections

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

Costs

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

Replacement of Existing Playgrounds

All municipal playgrounds located on public and school boards lands in Strathcona County are inventoried, valued, and inspected for safety and lifecycle forecasting by Recreation Parks and Culture's (RPC). RPC's current lifecycle replacement program is based on a 15-year lifecycle for wooden playgrounds and a 25-year lifecycle for metal playgrounds. All new development is required to consist of metal structures and components. When a playground is two years away from lifecycle replacement, RPC will contact the school to provide notice of the replacement timeline and request that fundraising efforts begin. As the playgrounds at schools residing in Strathcona County are on County owned land, the County provides half of the replacement cost of a similar sized structure which will fit into the existing footprint. An RPC Liaison works with the school fundraising society and school Administration to determine the needs of the school/community. The County also provides grant information and application support to access the Provincial Community Facility Enhancement Program (CEFP) funding (dollar for dollar matching up to a maximum of \$125,000). RPC is responsible for the tender, contract and project management process.

If schools want to replace their playgrounds prior to the end of their functional life, RPC will not provide any funding. However, RPC will work with the group to determine the needs of the community (demographics may have changed significantly) and discuss ways that the goal can be achieved. If it is determined that the group can provide funding, RPC will work with the group to design a new play structure(s) and will assist with the applications for funding. Examples of this include school councils or groups who feel that their playground does not meet their needs or situations where building redevelopments/additions are planned so as to require the removal of an existing playground that is still in good condition.

Current Initiatives

Wes Hosford Elementary – Community Partnership Project: The North playground footprint will be expanded (with minimal tree disturbance/removal), creating an additional footprint with Pour in Place surfacing (PIP) and a disc swing as well as additional play equipment in the main playground area. The project encompasses replacing the existing wooden borders with concrete curbing, ramping and a concrete sidewalk to improve accessibility, as well as a number of free-standing pieces that will be included in the design such as climbers, spinners and sensory panels. The total cost of the project is \$358,930.26 of which \$129,675.00 was raised by the parent group, \$125,000 received from the CEFP matching grant and \$104,255.26 provided by Strathcona County. The planned contribution from Strathcona County was budgeted at \$80,000. An additional \$15,930.26 was provided by the County to ensure that the sensory walkway was feasible and an additional amount of \$8,325.00 was also provided by Strathcona County Council from Priority Funds to help the project achieve its

goal of accessibility for the new footprint. The project is tentatively scheduled to start July 2, 2024, and is expected to be completed by Aug. 15, 2024.

City of Fort Saskatchewan

Inspections

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

Costs

The costs associated with all inspections/minor maintenance are captured with other grounds maintenance costs through the Joint/Reciprocal Use Agreement. As EIPS owns the majority of the land where each school in Fort Saskatchewan resides, the matrix for cost sharing reflects that fifty per cent of costs for maintenance and reporting is paid by EIPS and fifty per cent of costs are paid by the City of Fort Saskatchewan.

The City has an annual playground grant available (\$25,000) that volunteer fundraising groups can apply for. If one or more groups applies for the grant funds, the City grants the funds accordingly. A decision could be made to divide the funds amongst the groups or award to a sole group, should specific school or community priorities deem it preferable.

Current Initiatives

No new initiatives.

Rural Schools

Inspections

Financial supports are not provided by municipalities in rural areas in which EIPS' schools reside. Facility Services' Operations and Maintenance staff (Building Operators) have been certified as Canadian Playground Inspectors and perform monthly and as required, physical inspections of all equipment, park furnishings, borders and surfacing of all EIPS rural playgrounds. An annual audit is performed by a third-party playground inspection company to provide additional assurance of safety and risk management.

Current Initiatives

Lamont Elementary – The replacement of the South main playground, small playground on the Northeast side of the school as well as the deconstruction wooden structures that have expanded their lifecycle, will take place this summer. The main South playground will be inclusive of new swing belts and clevis's for the existing swing bay, new adjoining structures that are comprised of a slide, spinners, disc swing, various climbers and sensory panels, all of which are designed with the school's colors of blue and yellow. The South playground replacement project will include the top up of new sand and addition of concrete curbing. The Northeast playground will be comprised of a composite structure which is inclusive of a slide, climbers, overhead bars, buddy bench, sensory panels, rubber surface and a new concrete sidewalk to allow for accessibility. It is designed for children three to five years of age and has been funded by an Accessibility Grant from the Federal Government (\$70,000). The total amount raised which is inclusive of the \$70,000 Accessibility Grant and \$125,000 CFEP Matching Grant, is \$300,000. The cost of the project is \$295,967 which does not include the final inspection. The projected start date is July 2, 2024 and the scheduled completion date is Aug. 19, 2024.



Funding for New Schools

Playgrounds for new schools are funded through grants from the Province and are managed by Facility Services-Projects, in consultation with the Principal assigned to the school.

Tender Process

Strathcona County – Once funds are in place, the project is tendered and managed by RPC.

City of Fort Saskatchewan and Rural Communities – Once funds are in place, a public tender (Request for Proposal) is issued for the provision, design and construction of playground equipment and a contract is initiated through EIPS' Purchasing and Contract Services Department in accordance with EIPS' procurement practices. EIPS' Facility Services Projects Department takes the lead to manage the construction process.

Upcoming Replacement Schedules

2024-25 – ALH North Playground (fundraising/grant application in progress) – EIPS Project

2024-25 – GLN East Playground – Strathcona County Project

2025-26 – ALH Southwest Playground – Composite Structure and Climbing Wall – EIPS Project

2025-26 – ALH Southeast Playground – Composite Structure, Chain Climbers and 2 Log Rolls – EIPS Project

2025-26 – JMW Composite Sunshine Structure and Log Roll – EIPS Project

2025-26 – MUN Composite Structure, Sliding Discs and Climber, Car Structure, Countertop/Bench – EIPS Project

Life Cycle Forecasting

The life cycle forecasting is a professional estimation performed by a third-party, qualified inspection company. It is important to note that weather conditions can either lessen the number of expected years remaining for the equipment or if conditions are favorable, may allow for the structures to be in service for a bit longer. The playground components are inspected every month and every effort is made to ensure the equipment is safe and well maintained until replacement plans are in place.

Note: Life cycle expectancy of wooden structures = 15 years

Life cycle expectancy of metal structures = 25 years

All considerations for new play spaces including new construction, modifications, replacements, additions and play surfacing must be approved by the Director of Facility Services. All scope of work including final inspections, must adhere to the CAN/CSA Z614 Children's Playground Equipment and Surfacing Standards as well as the International Play Equipment Manufacturers Association (IPEMA) Standard.

Information Initiative

In an effort to better support Principals and playground fundraising groups, Facility Services has prepared a Guideline for the Construction of Division Playgrounds and has prepared a draft for consideration, of an Administrative Procedure – Construction of EIPS Playgrounds. These documents will act as a guide to outline the process from start to finish to replace a playground and as well, defines the roles and responsibilities for all entities involved. Information on equipment specifications, CSA Standards, the tendering and contract process in accordance with EIPS' procurement practices, is also included in these documents. A Department Practice has also been developed to act as a guiding principle and task document for the Facility Services department.

Elk Island Public Schools believes all students deserve to play in an engaging and safe environment.

ATTACHMENT(S)

N/A



INFORMATION REPORT

DATE: June 20, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: National & International Field Trips 2023-24

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Dave Antymniuk, Division Principal, Education Executive
Bonnie Stone, Executive Assistant, Supports for Students
Emma Small, Communications & Public Engagement Assistant, Communication Services

REFERENCE: Administrative Procedure 260: Field Trips

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

EIPS GOAL: Success for every student.
A culture of excellence and accountability.

EIPS OUTCOME: Students are engaged with their learning and achieve student-learning outcomes.
Students are supported and prepared for life beyond high school.
The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

ISSUE

That the Board of Trustees receives for information a report on national and international field trips for the 2023-24 school year.

BACKGROUND

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

CURRENT SITUATION

During the 2023-24 school year, there were nine national field trips and one international field trip undertaken by schools within Elk Island Public Schools (EIPS). In total, 234 students participated in national trips and 44 students in the international trip to Japan. Typically, international trips are only approved if the experience can't be provided in Canada, or the initiative is in partnership with the Alberta Teachers' Association or Alberta Education. As always, current global events are monitored and factored into the decision-making process regarding the approval of international trips.



INFORMATION REPORT

All national and international field trips for the 2023-24 school year are documented in Attachments 1 and 2 following the report. Thirteen students from Fort Saskatchewan High School participated in a national field trip to Victoria, B.C. for the FIRST (For Inspiration and Recognition of Science and Technology) Robotics Canadian Pacific Regional competition. The competition featured 40 teams from around the world, including three teams from Alberta. Sting Robotics students from Fort Saskatchewan High attended the event, showcasing their skills in computing science, technology and teamwork. FIRST Robotics competitions allow students to make connections with their like-minded peers and explore career opportunities in an increasingly exigent and rapidly expanding industry. The team was fortunate to have received grants from FIRST Robotics Alberta and DOW, which covered most of the trip expenses making it affordable for families.

The one EIPS international trip gave 44 students in Grade 12 from Bev Facey Community High School the opportunity to travel to Japan on the Land of the Rising Sun Tour, which included the Japanese cities Tokyo, Hakone, Kyoto, Osaka and Hiroshima. Students visited several shrines, monuments and temples to learn about the rich history of Japan. The trip featured many curricular connections throughout, highlighting how historical connections to the past still influence a modern Japanese society today.

ATTACHMENTS

1. National Field Trips 2023-24
2. International Field Trips 2023-24

RM:bs

National Field Trips 2023-24

Number	School	Destination	Field Trip Name	Curricular Connection	Start Date	End Date	Number of Instr. Days Missed	Supervisors and Volunteers	Grade(s)	Number of Students	Cost of Field Trip
1	Fort Saskatchewan High	Victoria, BC	Sting Robotics - FIRST Robotics Canadian Pacific Regional Competition 2024	Robotics	Feb. 28, 2024	Mar. 2, 2024	2	3	10-12	13	\$150
2	Strathcona Christian Academy Secondary	Caledon, ON	Teen Ranch Missions Trip March 7-16, 2024	Missions	Mar. 7, 2024	Mar. 16, 2024	7	3	10-12	23	\$650
3	Fort Saskatchewan Christian	Lower Mainland BC	Grade 9 Missions	Missions	Mar. 20, 2024	Mar. 27, 2024	2	7	9	29	\$1,200
4	Strathcona Christian Academy Secondary	Victoria, BC	March 23, 2024 Leadership 9 Victoria trip	Leadership 9	Mar. 23, 2024	Mar. 28, 2024	0	4	9	27	\$1,000
5	Sherwood Heights Junior High	Quebec City, Montreal, QC	French Immersion Quebec Trip 2024	French	April 30, 2024	May 5, 2024	3	3	9	23	\$3,034
6	F.R. Haythorne Junior High	Québec City (Québec), Montréal (Québec), Ottawa (Ontario)	May 14-18, 2024 Quebec	FSL 9	May 14, 2024	May 18, 2024	2	2	9	12	\$2,690
7	Salisbury Composite High	Toronto, ON	MusicFest Nationals Toronto 2024	Instrumental Music 10-20-30	May 15, 2024	May 19, 2024	1	3	10-12	31	\$1,800
8	Ardrossan Junior Senior High	Québec City (Québec), Montréal (Québec), Ottawa (Ontario)	Grade 9 French Immersion Quebec Trip	FLA 9, Études Sociales 9, Science 9	May 16, 2024	May 22, 2024	5	2	9	19	\$3,300
9	Strathcona Christian Academy Secondary	Red Deer, AB and Kelowna, BC	May 22-25, 2024 High School Provincials in Red Deer and Kelowna	Instrumental Music 15, 25, 35	May 22, 2024	May 25, 2024	3	8	10-12	57	\$660

International Field Trips 2023-24

Attachment 2

Number	School	Destination	Field Trip Name	Curricular Connection	Start Date	End Date	Number of Instr. Days Missed	Supervisors and Volunteers	Grade(s)	Number of Students	Cost of Field Trip
1	Bev Facey Community High	Tokyo, Hakone, Kyoto, Osaka, Hiroshima	Japan: The Land of the Rising Sun	All subjects	March 22, 2024	April 1, 2024	0	3	12	44	\$5,700.00

DATE: June 20, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Locally Developed Courses 2024-25

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Kristin Oleksyn, Supervisor, Career Pathways, Instructional Supports
Jessica Smith, Director, Instructional Supports

REFERENCE: Administrative Procedure 219: Locally Developed/Acquired and Authorized Courses
EIPS Four-Year Education Plan

EIPS PRIORITY: Promote growth and success for all students.

EIPS GOAL: Success for every student.

EIPS OUTCOMES: Students are engaged with their learning and achieve student-learning outcomes.
Students are supported and prepared for life beyond high school.

ISSUE:

That the Board of Trustees receives for information a report on Locally Developed Courses for the first semester 2024-25 school year.

BACKGROUND:

- Approval of developed/acquired courses in Elk Island Public Schools (EIPS) as per Board Policy 11: Board Delegation of Authority, Section 3.10, the Superintendent is delegated to approve locally developed/acquired courses and authorized junior and senior high complementary courses.
- Senior high school Locally Developed Courses (LDC) must be authorized at the local level according to EIPS' established protocols prior to submission to the ministry.
- Senior high school LDC proposals must be submitted for ministry approval via Locally Developed Courses Online Management System (New Learn Alberta).
- LDCs must align with the vision for student learning as outlined in the Ministerial Order on Student Learning (#005/2024): *Students will gain the skills, knowledge, and competencies they need to live fulfilling lives and make meaningful contributions to their communities and the world. Alberta Educations' objective is to deliver a world-class education for every student while expanding choice in education.*
- LDCs must adhere to all applicable provincial education standards and guidelines.

- Elementary and junior high school LDCs do not require ministry approval and are kept on file with EIPS.

Source: Alberta Education Guide to Education, E.C.S. to Grade 12
2022-2023 Locally developed courses | Alberta.ca

Citation: Alberta Education. (2023-2024). Guide to Education, E.C.S. to Grade 12. Retrieved from <https://www.alberta.ca/education-guide-locally-developed-courses>

Local Board Approval by Delegation of Authority to the Superintendent 3.1

CURRENT SITUATION OR KEY POINT:

A total of **11 new** and **four renewed** locally developed courses have been requested for implementation in the 2024-25 school year. At the time of this report, *Mental Health Literacy 15* was not yet made available for acquisition but is anticipated to be released this summer. The detail of this course is as follows:

1. **Biology (Higher) 25:** This course has been requested by Salisbury Composite High School to replace the Biology (IB) 35 course which has been discontinued. In Biology (Higher) 25, students deepen their understanding of biology by studying IB Biology (HL) content not included in provincial science programs. They engage in scientific investigation, critical thinking, problem-solving, and analysis, exploring themes such as unity and diversity, form and function, interaction and interdependence, and continuity and change.
2. **Capstone Seminar 25:** This course has been requested by Bev Facey Community High School. In Capstone Seminar 25, students conduct independent research on chosen topics, formulate evidence-based arguments, and present and defend their work. They engage in discussions, collaborate to explore diverse perspectives, and develop skills in diplomacy, consensus decision-making, and reflection. This course, supporting AP[®] Seminar, prepares students for a changing world by emphasizing critical thinking on interdisciplinary topics, with learning outcomes based on the AP[®] Seminar Course and Exam Description (College Board, 2023).
3. **Capstone Research 35:** This course has been requested by Bev Facey Community High School. In Capstone Research 35, students investigate a topic of personal interest and conduct original research to gain new insights into complex issues. They use critical thinking to align their research with appropriate methodologies and defend their arguments with evidence. The course emphasizes ethical research and reflective practices. Capstone Research 35, supporting AP[®] Research, has learning outcomes based on the AP[®] Research Course and Exam Description (College Board, 2023).
4. **Developing Personal Integrity 15-25-35:** This course has been requested by Next Step. Youth face many challenges that affect their development. This course will help youth develop the skills they need to act with integrity when faced with these challenges. Defining, discussing and analyzing integrity will support students in developing the skills they need to act with integrity.
5. **Educational Assistant: Assistive and Adaptive Technology 35:** This course has been requested by Supports for Students Instructional Supports to support Human Development Dual Credit. Educational Assistant: Assistive and Adaptive Technology 35 introduces various technologies to support student learning. The course focuses on critically evaluating these technologies to determine their effectiveness. Students will explore learning barriers and strategies to overcome them.

6. **ESL Expository English Levels 1 & 2 15:** This course has been requested by Supports for Students Specialized Supports to help multi-language learners. Students will engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures. Students will learn the functions (purpose for language) and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, print, and multi-media communication, working from the single to multi paragraph levels of personal and academic writing in ESL Expository English Level 1 15 and moving to formal subject-related essay writing in ESL Expository English Level 2 15.
7. **Introduction to Educational Assistant 35:** This course has been requested by Supports for Students to support Human Development Dual Credit. Introduction to Educational Assistant 35 introduces students to the roles and responsibilities of educational assistants. Students will explore a range of special needs and various classroom models that address those needs. As well, students will examine strategies that may assist in meeting the diverse learning, behavioural, emotional and social needs of learners. Students will have opportunities to develop the interpersonal skills needed to work productively as educational assistants in a variety of educational contexts.
8. **Leadership, Character, & Social Responsibility 15-25-35:** This course has been requested by Salisbury Composite High and Next Step. This leadership course aims to develop essential leadership knowledge and skills with a focus on character development. It emphasizes key values, attitudes, and ethics necessary for leadership and responsible global citizenship. The course seeks to cultivate engaged thinkers, ethical citizens, and morally responsible individuals. Students will demonstrate leadership in various contexts and understand how leaders emerge from different settings. A key component is encouraging action, change, and impact within local or global communities.
9. **Reading Development 15 (formerly Reading 15):** This course has been requested by Bev Facey Community High, Ardrossan Junior Senior High, Salisbury Composite High, and Strathcona Christian Secondary. Students will participate in literacy learning meant to strengthen and refine their language comprehension and word recognition skills while continuing to build positive reading identities. Students, supervised by their teacher, will complete diagnostic assessments to understand the skills and next steps to support their reading development. Students will learn and apply reading strategies with an emphasis on synthesizing and evaluating while reading increasingly complex and connected texts. The reading skills gained through this course will support students' disciplinary literacy and their ability to transfer their knowledge to multiple situations and contexts beyond school.
10. **Reading Foundations 15 (formerly Reading 25):** This course has been requested by Bev Facey Community High, Ardrossan Junior Senior High, Salisbury Composite High, and Strathcona Christian Academy. Students will strengthen their identities as readers in a rich literacy environment. This course enhances language comprehension, including vocabulary and verbal reasoning, and word recognition, such as decoding skills, to ensure success in academic and social contexts. Under teacher supervision, students will complete diagnostic assessments to guide their reading development. They will build confidence, motivation, and strategy use through various texts and activities, learning specific reading strategies to apply to increasingly complex texts, focusing on predicting, inferring, connecting, and summarizing.

11. **Social Literacy 15-25:** This course has been requested by Next Step to replace the Social Skills 15 course that has been discontinued. The purpose of this course is for students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success. Students will learn to identify their unique strengths and areas of growth thereby enabling them to effectively select, rehearse and generalize evidence-based strategies proven effective with neuro-diverse learners.

Course descriptions for [all newly acquired and renewed courses](#) are available through the Division website.

Links for all other courses can be found in previous years' Board Meeting packages or by contacting Supports for Students.

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Newly Acquired Courses (Senior High School)				
Biology (Higher) 25 <i>Formerly called Biology (IB) 35</i>	Alberta Education	3, 5	LDC2428	09/01/2024-08/31/2027
Capstone Seminar 25 <i>Formerly called Capstone 25</i>	Alberta Education	5	LDC2440	09/01/2024-08/31/2028
Capstone Research 35 <i>Formerly called Capstone 25</i>		5	LDC3440	
Developing Personal Integrity 15-25-35	Alberta Education	5	LDC1795	09/01/2024-08/31/2025
Developing Personal Integrity 15-25-35		5	LDC2795	
Developing Personal Integrity 15-25-35		5	LDC3795	
Educational Assistant: Assistive and Adaptive Technology 35	Alberta Education	5	LDC3297	09/01/2024-08/31/2026
ESL Expository English Level 1 15 <i>Formerly called ESL Expository English 15</i>	Alberta Education	5	LDC1271	09/01/2024-08/31/2028
ESL Expository English Level 2 15 <i>Formerly called ESL Expository English 25</i>		5	LDC1276	
Introduction to Educational Assistant 35	Alberta Education	5	LDC3294	09/01/2024-08/31/2026
Leadership, Character, & Social Responsibility 15	Alberta Education	3, 5	LDC1509	09/01/2024-08/31/2025

Leadership, Character, & Social Responsibility 25		3, 5	LDC2509	
Leadership, Character, & Social Responsibility 35		3, 5	LDC3509	
Reading Foundations 15 <i>Formerly called Reading 25</i>	Alberta Education	3, 5	LDC1296	09/01/2024-08/31/2028
Reading Development 15 <i>Formerly called Reading 15</i>	Alberta Education	3, 5	LDC1311	09/01/2024-08/31/2028
Social Literacy 15	Alberta Education	3	LDC1023	09/01/2024-08/31/2028
Social Literacy 25		3	LDC2023	
The resources that <i>may</i> be used by schools to teach the newly acquired courses are listed in the course outlines provided.				
Newly Acquired Courses (Elementary & Junior High School)				
There are no new newly acquired/created courses for Elementary or Junior High for the 2024-25 school year.				
Renewed Courses (Senior High School)				
ESL Introduction to Mathematics 15	Alberta Education	5	LDC1350	09/01/2024-08/31/2028
Holocaust Studies 15	Alberta Education	3	LDC1787	09/01/2024-
Holocaust Studies 25		5	LDC2787	08/31/2028
Holocaust Studies 35		5	LDC3787	
<i>*Mental Health Literacy 15</i> <i>This course is currently being re-submitted to Alberta Education by the developing authority. It is not yet available at this time.</i>	<i>Alberta Education</i>	<i>3</i>	<i>*not available at time of RFI</i>	<i>*not yet released</i>
Statistics 35	Alberta Education	5	LDC3195	09/01/2024-08/31/2028
Traditional Land Based Learning 25	Alberta Education	5	LDC2248	09/01/2024-08/31/2028
Traditional Land Based Learning 35			LDC3248	
Renewed Courses (Elementary & Junior High School)				
No courses required renewal for Elementary or Junior High for the 2024-25 school year.				

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Current Courses (Senior High School)				
Advanced Acting/Touring Theatre 15	Alberta Education	3, 5	LDC1975	09/01/2023-08/31/2027
Advanced Acting/Touring Theatre 25		3, 5	LDC2975	
Advanced Acting/Touring Theatre 35		3, 5	LDC3975	
Astronomy 15	Calgary School Division	3	LDC1947	09/01/2022-08/31/2026
Astronomy 25		3	LDC2947	
Astronomy 35		3	LDC3947	
Audio 15	Alberta Education	3, 5	LDC1471	09/01/2023-08/31/2027
Audio 25		3, 5	LDC2471	
Audio 35		3, 5	LDC3471	
Aviation – Flight 15	Alberta Education	3	LDC1351	09/01/2023-08/31/2027
Aviation – Flight 25		3	LDC2351	
Aviation – Flight 35		3	LDC3841	
Avid Readers 25	Elk Island School Division	3, 5	LDC2391	09/01/2021-8/31/2025
Band 15	Calgary School Division	3, 5	LDC1439	09/01/2021-08/31/2025
Band 25		3, 5	LDC2439	
Band 35		3, 5	LDC3439	
Chamber Ensemble 15	Calgary School Division	3, 5	LDC1417	09/01/2021-08/31/2025
Chamber Ensemble 25		3, 5	LDC2417	
Chamber Ensemble 35		3, 5	LDC3417	
Chemistry (Advanced) 35	St. Albert School Division	3	LDC3138	09/01/2022-08/31/2025
Competencies in Math 15	Red Deer Public School Division	3, 5	LDC1515	09/01/2018-08/31/2026
Creative Writing & Publishing 15	Alberta Education	3, 5	LDC1269	09/01/2023-08/31/2027
Creative Writing & Publishing 25		3, 5	LDC2269	

Creative Writing & Publishing 35		3, 5	LDC3269	
Developing Personal Value 15	Livingstone Range School Division	5	LDC1819	02/01/2024- 08/31/2026
Developing Personal Value 25		5	LDC2819	
Developing Personal Value 35		5	LDC3819	
ESL Intro to Canadian Studies 15	Alberta Education	5	LDC1212	09/01/2023- 08/31/2027
ESL Intro to Canadian Studies 25		5	LDC2212	
ESL Introduction to Science 15	Alberta Education	5	LDC1213	09/01/2023- 08/31/2027
ESL Introduction to Science 25		5	LDC2213	
Film and Media Art 15	Calgary School Division	3, 5	LDC1092	09/01/2021- 08/31/2025
Film and Media Art 25		3, 5	LDC2092	
Film and Media Art 35		3, 5	LDC3092	
Forensic Studies 25	Edmonton School Division	3	LDC2256	09/01/2021- 08/31/2025
Forensic Studies 35		3, 5	LDC3256	
Foundations in Industry Workplace Safety 35	Grande Yellowhead School Division	5	LDC3123	09/01/2021- 08/31/2025
Instrumental Jazz 15	Calgary School Division	3, 5	LDC1431	09/01/2021- 08/31/2025
Instrumental Jazz 25		3, 5	LDC2431	
Instrumental Jazz 35		3, 5	LDC3431	
Learning Strategies 15	Calgary Roman Catholic Separate School Division	3, 5	LDC1599	09/01/2022- 08/31/2026
Learning Strategies 25		3, 5	LDC2599	
Learning Strategies 35		3, 5	LDC3599	
Life Skills 15	Alberta Education	5	LDC1928	09/01/2023- 08/31/2027
Musical Theatre 15	Calgary Roman Catholic Separate School Division	3, 5	LDC1979	09/01/2022- 08/31/2026
Musical Theatre 25		3, 5	LDC2979	
Musical Theatre 35		3, 5	LDC3979	
Musical Theatre Performance 15	Calgary School Division	5	LDC1858	09/01/2021- 08/31/2025
Musical Theatre Performance 25		5	LDC2858	

Musical Theatre Performance 35		5	LDC3858	
Myth Busting Methods 25 <i>Formally called Myth-Busting Science 25</i>	Elk Island School Division	3	LDC2295	09/01/2023-08/31/2027
Psychology - Abnormal 35-3	Pembina Hills School Division	3	LDC3155	09/01/2022-08/31/2026
RS Christian Studies 15	Alberta Education	3	LDC1775	09/01/2023-08/31/2027
RS Christian Studies 25		3	LDC2775	
RS Christian Studies 35 <i>Formally called Christian Studies</i>		3	LDC3775	
Speech and Debate 15	Edmonton School Division	3	LDC1209	09/01/2023-08/31/2026
Student-Centered Learning 15 <i>Formally called Self-Directed Learning 15</i>	Alberta Education	3	LDC1234	09/01/2023-08/31/2027
Technical Theatre 15	Calgary School Division	3, 5	LDC1987	09/01/2022-08/31/2026
Technical Theatre 25		3, 5	LDC2987	
Technical Theatre 35		3, 5	LDC3987	
Theory of Knowledge (IB)25-3	Edmonton Catholic Separate School Division	3	LDC2152	09/01/2021-08/31/2025
Theory of Knowledge (IB) 35-3		3	LDC3152	
Workplace Essential Skills 25	Edmonton School Division	5	LDC2743	09/01/2021-08/31/2025
Workplace Essential Skills 35		5	LDC3743	
Yoga 15	Alberta Education	3, 5	LDC1449	09/01/2023-08/31/2027
Yoga 25		3, 5	LDC2449	
Yoga 35		3, 5	LDC3449	
Current Courses (Elementary & Junior High School)				
Bible K-6	Elk Island School Division	NA	BIB1-6	09/01/2023-08/31/2027
Christian Studies and Living 7-8-9	Elk Island School Division	NA	LDCCH7	09/01/2023-08/31/2027

			LDCCH8 LDCCH9	
German Language and Culture Twelve Year (12Y)	Elk Island School Division	NA	GLA1-6	09/01/2023-08/31/2027
Guitar 5-6-7-8-9	Calgary School Division	NA	LDCGUI7 LDCGUI8 LDCGUI9	09/01/2022-08/31/2026
Hockey-Ringette Plus 7-8-9	Elk Island School Division	NA	LDCHOC7 LDCHOC8 LDCHOC9	09/01/2023-08/31/2027
Learning Strategies 7-8-9	Elk Island School Division	NA	LDCLST7 LDCLST8 LDCLST9	09/01/2023-08/31/2027
Math Strategies 7-8-9	Elk Island Public School Division	NA	MATHST7 MATHST8 MATHST9	09/01/2022-08/31/2026
Musical Theatre 8-9	Elk Island School Division	NA	LDCMT8 LDCMT9	09/01/2023-08/31/2027
Practical Literacy 7-9	Elk Island School Division	NA	LDCPL7 LDCPL8 LDCPL9	09/01/2023-08/31/2027
Ukrainian Culture and Language Twelve Year (12Y)	Elk Island School Division	NA	UKR	09/01/2023-08/31/2027

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Expired Courses (Senior High School)				
Biology (Advanced) 35	Alberta Education	3	LDC3202	09/01/2021-08/31/2024
Biology (IB) 35-5	Calgary Roman Catholic Separate School Division	5	LDC3232	09/01/2016-08/31/2024
Biology (IB) 35-3	Edmonton School Division	3	LDC3232	09/01/2015-08/31/2024
Capstone 25 <i>Now called Capstone Seminar 25</i>	Edmonton School Division	3, 5	LDC2282	09/01/2020-08/31/2024
Capstone 35 <i>Now called Capstone Research 35</i>		3,5	LDC3282	
Competencies in Science 15	Edmonton School Division	5	LDC1516	09/01/2020-08/31/2024
ESL Expository English 15 <i>Now called ESL Expository English Level 1</i>	Calgary School Division	5	LDC1513	09/01/2020-08/31/2024
ESL Expository English 25 <i>Now called ESL Expository English Level 2</i>		5	LDC2513	
Fantasy and Science Fiction Appreciation 15	Aspen View School Division	5	LDC1031	09/01/2020-08/31/2024
Fantasy and Science Fiction Appreciation 25		5	LDC2031	
Gender Studies 15	Rocky View School Division	3	LDC1779	09/01/2020-08/31/2024
Gender Studies 25		3	LDC2779	
Gender Studies 35		3	LDC3779	
Improviseational Theatre 15	Edmonton School Division	3, 5	LDC1551	09/01/2020-08/31/2024
Improviseational Theatre 25		3, 5	LDC2551	
Improviseational Theatre 35		3, 5	LDC3551	
Military Studies 15	Calgary School Division	3, 5	LDC1051	09/01/2020-08/31/2024
Military Studies 35		3, 5	LDC3051	

Parenting - The Toddler Years 15	Calgary School Division	3	LDC1082	09/01/2020-08/31/2024
Physics (IB) 35	Calgary School Division	3	LDC3262	09/01/2020-08/31/2024
Reading 15 <i>Now called Reading Development 15</i>	Calgary School Division	3, 5	LDC1148	09/01/2020-08/31/2024
Reading 25 <i>Now called Reading Foundations 15</i>		3, 5	LDC2148	
Social Skills 15	Fort McMurray School Division	5	LDC1005	01/31/2023-08/31/2024
Speech and Debate 25	Edmonton School Division	3	LDC2244	09/01/2020-08/31/2024
Speech and Debate 35			LDC3244	
Theatre Performance 15	Edmonton School Division	5	LDC1367	09/01/2020-08/31/2024
Theatre Performance 25		5	LDC2367	
Theatre Performance 35		5	LDC3367	
Expired Courses (Elementary & Junior High School)				
There are no expired courses in Elementary or Junior High for the 2024-25 school year.				
The resources that <i>may</i> be used by schools to teach the newly acquired courses are listed in the course outlines provided.				