



BOARD OF TRUSTEES ELK ISLAND PUBLIC SCHOOLS

REGULAR
SESSION

THURSDAY, JUNE 19, 2025

Boardroom
Central Services Office

AGENDA

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

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- | | | |
|---------|---|-------------------------|
| 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 29 | (encl.) |
| | 6. BOARD REPORT | C. Allen
(verbal) |
| | 6.1 2025 ATA – Elk Island Local #28 Retirement Celebration – June 6 | |
| | 6.2 Alberta School Board Association Conference and Spring General Meeting
- June 1-3 | |
| | 6.3 Witness Blanket Exhibition, Fort Heritage Precinct—Courthouse – June 7, 14, 21 | |
| | 6.4 Alberta School Board Association Board Chairs/Ministerial Engagement
- June 13 | |
| | 6.5 Ministerial Collegiate Funding Announcement – June 20 | |
| | 6.6 Alberta Education Capital Planning Tour of Fort Saskatchewan Schools – June 20 | |
| | 6.7 National Indigenous Peoples Day – June 21 | |
| | 6.8 High School Graduations and Elementary/Junior High Farewells | |
| | 6.9 Year-end Performances and Special Events | |
| | 7. SUPERINTENDENT REPORT | S. Stoddard
(verbal) |
| | 7.1 Curriculum and Career Education Stakeholder Briefing – May 30 | |
| | 7.2 CHREDA Meeting – May 30 | |
| | 7.3 Alberta School Board Association (ASBA) Conference and Spring
General Meeting - June 1-3 | |
| | 7.4 CASA Mental Health Meeting – June 6 | |
| | 7.5 100 th Anniversary of the United Church of Canada, Lamont, Alberta – June 10 | |
| | 7.6 Alberta School Board Association Board Chairs/Ministerial Engagement
- June 13 | |
| | 7.7 Alberta Education Capital Planning Tour of Fort Saskatchewan Schools- June 20 | |
| | 7.8 National Indigenous Peoples Day – June 21 | |
| | 7.9 Strathcona Christian Academy Society (SCAS) Meeting – June 23 | |
| | 7.10 High School Graduation and Elementary/Junior High Farewells | |
| | 7.11 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. AMENDED 2024-25 BOARD COMMITTEE REPRESENTATIVES LIST S. Stoddard
(encl.)

13. GOVERNANCE AND EVALUATION PILOT COMMITTEE REVIEW S. Miller
(encl.)

14. BOARD POLICY 7: BOARD OPERATIONS R. Footz
(encl.)

15. BOARD POLICY 12: ROLE OF THE SUPERINTENDENT R. Footz
(encl.)

16. BOARD POLICY 17: STUDENT TRANSPORTATION SERVICES R. Footz
(encl.)

17. TRUSTEE REMUNERATION S. Stoddard/C. Cole
(encl.)

18. TECHNOLOGY FUNDING S. Stoddard/W. Gilewich
(encl.)

REPORTS FOR INFORMATION

19. UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2024 S. Stoddard/L. Lewis
TO MAY 31, 2025 (encl.)

20. PLAYGROUND SUMMARY REPORT 2024-25 S. Stoddard/W. Gilewich/
C. Wait/T. Wilkinson (encl.)

21. NATIONAL AND INTERNATIONAL FIELD TRIPS 2024-25 S. Stoddard/R. Marshall
(encl.)

22. LOCALLY DEVELOPED COURSES 2025-26 S. Stoddard/R. Marshall
(encl.)

COMMITTEE REPORTS

23. GOVERNANCE AND EVALUATION COMMITTEE S. Miller
Meeting held June 9 (verbal)

- | | | |
|------------|--|-----------------------|
| 24. | AUDIT COMMITTEE
Meeting held June 10 | S. Miller
(verbal) |
| 25. | POLICY COMMITTEE
Meeting held June 11 | R. Footz
(verbal) |
| 26. | TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION | (verbal) |

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES JUN. 19, 2025

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. 29, 2025 Meeting, as amended or as circulated.
6. *Receives for information the Board Report.*
7. *Receives for information the Superintendent Report.*
8. *Comments from the Public and Staff Group Representatives*
9. *Receives for information the report from the representative of the ATA Local #28.*
10. *Receives for information the report from the representative of the Employee Relations Group.*
11. *Business Arising from In Camera.*
12. That the Board of Trustees approves the amended 2024-25 Board Committee Representatives list effective July 1, 2025, as presented.
- 13.1 That the Board of Trustees approves continuing with the Governance and Evaluation Committee as one of its standing committees, effective Oct. 30, 2025; and, if approved,
- 13.2 That the Board of Trustees direct administration to amend Policy 8: Board Committees Representatives list to include the Governance and Evaluation Committee.
14. That the Board of Trustees approves the amendments to Board Policy 7: Board Operations, as presented.
15. That the Board of Trustees approves the amendments to Board Policy 12: Role of the Superintendent, which includes Appendix A: Superintendent Evaluation

Process Criteria and Timelines, Appendix B: Performance Assessment Guide and Appendix C: Leadership Practices Interview Guide, as presented.

16. That the Board of Trustees approves the amendments to Board Policy 17: Student Transportation Services, as presented.
- 17.1 That the Board of Trustees approves the 2024-25 changes to trustee remuneration which are:
 - updating the basic and additional travel allowances; and,
 - updating chair and vice-chair travel allowances as outlined on Attachment 1.
- 17.2 That the Board of Trustees approves that trustees receive a 3% increase for the 2024-25 year as outlined on Attachment 2.
- 17.3 That the Board of Trustees approves that trustees approve a change to Policy 7: Board Operations effective for 2025-26 as outlined on Attachment 3.
18. That the Board of Trustees approves the Hybrid Model for technology budget planning purposes for the 2026-27 school year, as presented.

Reports for Information

19. *Receives for information the Unaudited Financial Report for the period Sept. 1, 2024 to May 31, 2025, for Elk Island Public Schools.*
20. *Receives for information a report on Elk Island Public Schools (EIPS) playgrounds.*
21. *Receives for information a report on national and international field trips for the 2024-25 school year.*
22. *Receives for information a report on Locally Developed Courses for the first semester 2025-26 school year.*

Committee Reports

23. *Receives for information the report from the Governance and Evaluation Committee meeting held on June 9, 2025.*
24. *Receives for information the report from the Audit Committee meeting held on June 10, 2025.*

25. *Receives for information the report from the Policy Committee meeting held on June 11, 2025.*
26. *Trustee Notices of Motions/Requests for Information*



BOARD MEETING MINUTES

May 29, 2025

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, May 29, 2025, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting was convened with Board Chair Allen calling the meeting to order at 9:01 a.m.

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
C. Cole, Secretary-Treasurer
R. Marshall, Associate Superintendent, Supports for Students
R. Johnson, Associate Superintendent, Human Resources
J. Anderson, Executive Director, Division Supports and Student Transportation Services
W. Gilewich, Executive Director, Facility Services and Information Technologies
L. McNabb, Director, Communication Services
S. Grinde, Director, Human Resources
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

The meeting was called to order at 9:01 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

049/2025 | Trustee Irwin moved: That the Board meet in camera (9:01 a.m.).

CARRIED UNANIMOUSLY

050/2025 | Trustee Holowaychuk moved: That the Board revert to regular session (10:04 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:04 a.m. and reconvened at 10:07 a.m. with all trustees noted above in attendance.

LAND AND PEOPLE ACKNOWLEDGMENT

Board Chair Allen welcomed all in attendance in person and virtually to the public session, followed by the Land and People Acknowledgment.

AGENDA

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

051/2025 | Trustee Irwin moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the April 17, 2025 Board Meeting Minutes.

052/2025 | Vice-Chair Miller moved: That the Board of Trustees approves the minutes of April 17, 2025, Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the April 24, 2025 Board Special Meeting Minutes.

053/2025 | Trustee Sorochan moved: That the Board of Trustees approves the minutes of April 24, 2025, Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the May 1, 2025 Board Special Meeting Minutes.

054/2025 | Trustee Holowaychuk moved: That the Board of Trustees approves the minutes of May 1, 2025, Board Special Meeting, as circulated.

CARRIED UNANIMOUSLY

BOARD REPORT

Board Chair Allen highlighted recent trustee events for information.

SUPERINTENDENT REPORT

Superintendent Stoddard highlighted recent events for information.

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were reported.

Association/Employee Groups

ASBA ZONE 2/3 REPORT

Trustee Holowaychuk presented the ASBA Zone 2/3 report for the meeting held on May 23, 2025. The next meeting is scheduled for June 20, 2025.

ATA LOCAL REPORT

Board Chair Allen welcomed the Alberta Teachers' Association (ATA) representative Maxine Holm. Representative Holm presented for information the ATA Local #28 report.

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen welcomed the ERG representative Michelle Miller. Representative Miller presented for information the ERG report.

Business Arising from Previous Meeting

No business arising from previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

Board Chair Allen noted that the Board has a motion arising from the In-Camera Session for approval.

054/2025 | Trustee Boymook moved: That the Board of Trustees approves the superintendent compensation be adjusted effective July 1, 2025.

CARRIED UNANIMOUSLY

SUPERINTENDENT EVALUATION REPORT

Board Chair Allen presented to the Board the Superintendent Evaluation Report for approval.

055/2025 | Trustee Footz moved: That the Board of Trustees approves the Superintendent's Evaluation Report as developed in the facilitated evaluation session on May 22, 2025, as an accurate assessment of the Superintendent's performance for the period of July 1, 2024 to May 21, 2025; 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.

CARRIED UNANIMOUSLY

EIPS FOUR-YEAR EDUCATION PLAN

Superintendent Stoddard shared a broad introduction of the report and noted this will be the last year of the current *EIPS Four-Year Education Plan (Year 4)*. Administration will engage stakeholders by conducting surveys to gather suggestions around the Education Plan priorities and goals for the new Board to contemplate for the next Four-Year Education Plan. It is appreciated that this report comes before the 2025-26 Budget report as the public will see evidence of EIPS' priorities and goals established and reflected in the budget. Stakeholders will see how the high-level direction and priorities that were determined by the Board will be implemented.

Associate Superintendent Marshall proceeded to present to the Board the *EIPS Four-Year Education Plan: 2022-26 (Year 4)* and the strategic direction for the next school year and noted that the plan includes a new key insight section, revised performance measures, and updated priority strategies for the 2025-26 school year.

Each year, Alberta Education requires school divisions to develop an education plan to be submitted by the end of May. The Education Plan, priorities and goals have not changed for Year 4.

Feedback was taken from the various surveys conducted, the EIPS Budget Planning Survey: 2025-26 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, to inform strategies used to reach the goals set out in the Four-Year Education Plan. The voices of parents, caregivers, students, staff and key stakeholders are honoured and utilized for continued improvement and support the assurance model.

Key changes include differentiating between the performance measures for students, staff and parent/caregivers, Alberta Education's requirement to recognize the Kindergarten to Grade 3 Government assessments, and key insights added to identify what is working well and areas of growth for transparency.

Associate Superintendent Marshall highlighted an update to the Provincial Outcome for Priority 3: Engaged and Effective Governance, changing the wording "well-governed" to "well-managed", reading: Provincial Outcome: Alberta's K-12 education system and workforce are well-managed

056/2025 | Trustee Irwin moved: That the Board of Trustees approves the *EIPS Four-Year Education Plan: 2022-26 (Year 4)*, which includes a new “Key Insights” section, revised performance measures and updated priority strategies for the 2025-26 school year.

Superintendent Stoddard thanked Communication Services and Associate Superintendent Marshall for including the faces of our students to the document as it brings a whole different feel. Shared appreciation for the Board’s initial direction for making this happen.

VOTE ON MOTION 056/2025 | *CARRIED UNANIMOUSLY*

ADMINISTRATIVE FEES 2025-26

FACILITY RENTAL AND LEASE FEES

Planner Sharpe presented to the Board for approval the proposed Facility Rental and Lease fees for the 2025-26 school year.

Trustee Holowaychuk appreciated Facility Services work to balance requests with availability and maintenance as facility rentals and leases are important to our community.

057/2025 | Trustee Boymook moved: That the Board of Trustees approves the Facility Rental and Lease fees for the 2025-26 school year, as presented.

CARRIED UNANIMOUSLY

SPECIALIZED SUPPORTS FEES

Director Reed presented to the Board for approval the proposed Specialized Supports fees for the 2025-26 school year.

058/2025 | Trustee Sorochan moved: That the Board of Trustees approves the Specialized Supports fees for the 2025-26 school year, as presented.

CARRIED UNANIMOUSLY

PARTNERS FOR SCIENCE (P4S) FEES

Director Reid presented to the Board for approval a proposal to remove the Partners for Science (P4S) fees for the 2025-26 school year.

The Board thanked our partners including Dow for their continued support in providing Science kits for the students and teachers, a great asset to the classroom.

The Board also thanked the staff who create the P4S kits, for the passion and excitement they bring to their projects. They are true stewards of the finances and resources, and a job well done for the production and distribution of the kits.

059/2025 | Vice-Chair Miller moved: That the Board of Trustees approves the removal of Partners for Science (P4S) fees for the 2025-26 school year, as presented.

CARRIED UNANIMOUSLY

ALBERTA NON-RESIDENT AND INTERNATIONAL STUDENT FEES

Associate Superintendent Marshall presented to the Board for approval the proposed Alberta Non-Resident and International Student fees for the 2025-26 school year.

060/2025 | Trustee Irwin moved: That the Board of Trustees approves the Alberta Non-Resident and International Student fees for the 2025-26 school year, as presented.

CARRIED UNANIMOUSLY

EARLY LEARNING FEES

Assistant Director Huk presented to the Board for approval the proposed Early Learning fees for the 2025-26 school year.

061/2025 | Vice-Chair Miller moved: That the Board of Trustees approves the Early Learning fees for the 2025-26 school year, as presented.

CARRIED UNANIMOUSLY

2025-26 BUDGET

Secretary-Treasurer Cole presented to the Board the Elk Island Public Schools 2025-26 Budget. For the 2025-26 school year, EIPS has prepared a \$213.4 million operating budget.

Secretary-Treasurer Cole noted that in April 2025, the Board of Trustees approved assumptions and allocations used to build the 2025-26 Budget. Secretary-Treasurer Cole noted the importance of taking into consideration the feedback from all stakeholders.

Secretary-Treasurer Cole noted that attachment 2, the Alberta Education Budget Report is a requirement which encompasses the same information, however, the layout of information is slightly different.

The Board's budget priorities included: Ongoing Support of Literacy and Numeracy Improvement, Campus EIPS, Complexity in Classrooms, Curriculum and Resource Development, Retention of Staff and Staff Equity, Equity for Rural, Expansion of Early Learning Opportunities and Educational Technology and Artificial Intelligence Considerations.

For 2025-26, EIPS has prepared a \$213.4 million operating budget, drawing \$1.82 million, which is offset by operating reserves (\$1.57 million) and Asset Retirement Obligation Amortization (\$0.25 million). This budget allows schools and departments to maintain essential services and supports the Division's mission, priorities, and goals. It also follows EIPS' belief statements and the Board's key budget priorities.

The Board recessed at 12:11 p.m. and reconvened at 12:22 p.m. with all trustees noted in attendance.

Board Chair Allen welcomed everyone back and proceeded with the Budget 2025-26 motion.

062/2025 | Vice-Chair Miller moved: That the Board of Trustees approves the budget for 2025-26, as presented.

Board Chair Allen opened the floor for questions.

Trustee Sorochan expressed gratitude on behalf of the Board for Secretary-Treasurer Cole's years of service highlighting this was her last budget presentation and her voice, expertise and insight on each budget will be missed.

Board Chair Allen shared appreciation for the budget process and timelines which allowed for input and dialogue to support their decision-making.

VOTE ON MOTION 062/2025 | CARRIED UNANIMOUSLY

Reports for Information

2024-25 SUMMER PROJECTS

Assistant Director Hoose presented to the Board for information the 2024-25 Summer Projects Plan noting a slight decrease in projects from 380 in 2024 to 327 projects in 2025.

Trustee Footz shared gratitude for the work that is conducted over the summer. As staff is ramping down for a summer break, Facility Services is ramping up.

2025-26 INFRASTRUCTURE MAINTENANCE AND RENEWAL AND CAPITAL MAINTENANCE AND RENEWAL PROJECTS

Assistant Director Hoose presented to the Board the 2025-26 Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Projects report for information.

Board Chair Allen expressed gratitude and extended wishes for a successful season.

Committee Reports

STUDENT EXPULSION COMMITTEE

Trustee Footz presented a report for information from the Student Expulsions Committee meetings held on April 23 and May 7, 2025.

GOVERNANCE AND EVALUATION COMMITTEE

Vice-Chair Miller presented a report for information from the Governance and Evaluation Committee meeting held on May 13, 2025. The next meeting is scheduled for June 9, 2025.

Trustee Notices of Motion and Requests for Information

No notices of motion or requests for information were reported.

EXPRESSION OF CONDOLENCE

On behalf of administration and the EIPS Board of Trustees, Superintendent Stoddard expressed condolences to the family and loved ones of one EIPS staff members, who sadly passed away recently.

It's with great sadness I wish to share the passing of Bobbi Belsek at the age of 35—who worked with EIPS beginning in 2017. Bobbi undertook both substitute and temporary elementary teaching jobs with our Division, and was passionate about helping his students learn and grow—especially during his time working with Supports for Students and at SouthPointe School. He'll be missed by his friends and colleagues at EIPS, and we extend our heartfelt sympathies to his mother Gaylene, his father Ron; his siblings Nathan and Morgan; and all those who loved him most and admired his joyful outlook.

Board Chair Allen declared that the Board had reached the end of the public session at 1:12 p.m.

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 1:12 p.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



RECOMMENDATION REPORT

Page 1 of 2

DATE: June 19, 2025

TO: Board of Trustees

FROM: Cathy Allen, Board Chair

SUBJECT: Amended 2024-25 Board Committee Representatives List

ORIGINATOR: Carol Langford-Pickering, Executive Assistant

RESOURCE STAFF: Cathy Allen, Board Chair
Susan Miller, Vice-Chair
Carol Langford-Pickering, Executive Assistant

REFERENCE: Board Policy 8: Board Committees
2024-25 Board Committee Representatives list

EIPS PRIORITY: Enhance public education through effective engagement

EIPS GOAL: Engaged and effective governance

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

RECOMMENDATION:

That the Board of Trustees approves the amendment to the 2024-25 Board Committee Representatives list effective July 1, 2025, as presented.

BACKGROUND:

Board standing and ad hoc (task force) committees exist at the mandate of the Board of Trustees. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

As such, standing committees are appointed annually at the Board meeting subsequent to the Organizational meeting. The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The 2024-25 Board Committees Representatives list was prepared and approved in accordance with Board Policy 8: Board Committees on Oct. 17, 2024.

As of July 1, 2025, Leah Lewis will hold the Secretary-Treasurer position and as such will assume the committee responsibilities that the current Secretary-Treasurer, Candace Cole, has as administrative resource personnel. The Committees include Board Caucus, Board Agenda Review and the Audit Committee.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION PLAN:

Following approval, the amended 2024-25 Board Committee Representatives list will be communicated to stakeholders and posted to the appropriate website.

ATTACHMENT(S):

1. Amended 2024-25 Board Committee Representatives list (marked)
2. Amended 2024-25 Board Committee Representatives list (unmarked)
3. Policy 8: Board Committees

:clp



AMENDED 2024-25 Board Committee Representatives

COMMITTEE REPRESENTATIVES	TRUSTEES	ADMIN. RESOURCE	DATE APPOINTED
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All committee members were appointed on Oct. 17, 2024, except where noted. Appointments will run until Oct. 20, 2025, because of the upcoming election.

Board Committees as per Board Policy 8

1. BOARD CAUCUS	All Trustees	S. Stoddard C. Cole L. Lewis R. Marshall R. Johnson J. Anderson W. Gilewich C. Langford-Pickering	Oct. 17, 2024 July 1, 2025
2. BOARD AGENDA REVIEW	C. Allen S. Miller Acting Chair	S. Stoddard C. Cole L. Lewis L. McNabb C. Langford-Pickering	Oct. 17, 2024 July 1, 2025
3. BOARD HIGHLIGHTS	C. Allen	L. McNabb C. Fletcher	Oct. 17, 2024
4. ADVOCACY COMMITTEE	(Chair) C. Allen D. Irwin S. Miller	S. Stoddard L. McNabb	Oct. 17, 2024
5. AUDIT COMMITTEE	(Chair) S. Miller C. Holowaychuk R. Sorochan	S. Stoddard C. Cole L. Lewis C. von Tettenborn (as required) T. Borchers	Oct. 17, 2024
6. POLICY COMMITTEE	(Chair) R. Footz C. Holowaychuk R. Sorochan	S. Stoddard T. Borchers	Oct. 17, 2024
7. STUDENT EXPULSION	(Chair) R. Footz C. Allen D. Irwin T. Boymook (Alt)	J. Anderson B. Stone	Oct. 17, 2024
8. TEACHERS' COLLECTIVE AGREEMENT NEGOTIATIONS COMMITTEE	(Chair) R. Sorochan (Vice-Chair) C. Allen T. Boymook	S. Stoddard R. Johnson	Oct. 17, 2024

Board Committees as per Board Policy 9

1. BOARD REPRESENTATIVES TO ASBA ZONE 2/3 (Trustees may attend Zone meetings at any time)	C. Holowaychuk S. Miller (Alt) C. Allen (Alt)		Oct. 17, 2024
2. COMMITTEE OF SCHOOL COUNCILS (COSC) * Two trustees per month scheduled	C. Allen *Min. 2 Trustees	S. Stoddard E. Small TBD	Oct. 17, 2024 June 19, 2025

3. TEACHER EMPLOYER BARGAINING
ASSOCIATION (TEBA)

T. Boymook

S. Stoddard

~~Oct. 17, 2024~~

The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Recommended for Approval: ~~Oct. 17, 2024~~ June 19, 2025



Amended 2024-25 Board Committee Representatives

COMMITTEE REPRESENTATIVES	TRUSTEES	ADMIN. RESOURCE	DATE APPOINTED
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All committee members were appointed on Oct. 17, 2024, except where noted. Appointments will run until Oct. 20, 2025, because of the upcoming election.

Board Committees as per Board Policy 8

1. BOARD CAUCUS	All Trustees	S. Stoddard L. Lewis R. Marshall R. Johnson J. Anderson W. Gilewich C. Langford-Pickering	July 1, 2025
2. BOARD AGENDA REVIEW	C. Allen S. Miller Acting Chair	S. Stoddard L. Lewis L. McNabb C. Langford-Pickering	July 1, 2025
3. BOARD HIGHLIGHTS	C. Allen	L. McNabb C. Fletcher	
4. ADVOCACY COMMITTEE	(Chair) C. Allen D. Irwin S. Miller	S. Stoddard L. McNabb	
5. AUDIT COMMITTEE	(Chair) S. Miller C. Holowaychuk R. Sorochan	S. Stoddard L. Lewis C. von Tettenborn (as required) T. Borchers	
6. POLICY COMMITTEE	(Chair) R. Footz C. Holowaychuk R. Sorochan	S. Stoddard T. Borchers	
7. STUDENT EXPULSION	(Chair) R. Footz C. Allen D. Irwin T. Boymook (Alt)	J. Anderson B. Stone	
8. TEACHERS' COLLECTIVE AGREEMENT NEGOTIATIONS COMMITTEE	(Chair) R. Sorochan (Vice-Chair) C. Allen T. Boymook	S. Stoddard R. Johnson	

Board Committees as per Board Policy 9

1. BOARD REPRESENTATIVES TO ASBA ZONE 2/3 (Trustees may attend Zone meetings at any time)	C. Holowaychuk S. Miller (Alt) C. Allen (Alt)		
2. COMMITTEE OF SCHOOL COUNCILS (COSC) * Two trustees per month scheduled	C. Allen *Min. 2 Trustees	S. Stoddard TBD	July 1, 2025

The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Recommended for Approval: June 19, 2025

Policy 8

BOARD COMMITTEES

Background

The Board of Trustees may delegate specific powers and duties to committees that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

Guidelines

1. General requirements

- 1.1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
- 1.2. The Board Chair shall act as an ex-officio member of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee; notwithstanding, the Board Chair may serve as a regular member of either committee.

Standing Committees

Standing committees are appointed annually at the Board meeting subsequent to the Organizational Meeting. Appointed members shall serve on the committee(s) for one year unless they are unable to perform the duties assigned or until replaced by a subsequent appointment.

2. Board Caucus Committee

- 2.1. Purpose:
 - 1.1. provide a forum for generative discussion;
 - 1.2. solicit and receive information from the Superintendent relevant to the development of activities and plans pertinent to Board operations; and
 - 1.3. provide direction to the Superintendent.
- 2.2. Powers and duties:
 - 1.4. make recommendations for agenda items for subsequent Board meetings; and
 - 1.5. maintain confidentiality of proceedings unless otherwise stated.
- 2.3. Membership:
 - 1.6. all trustees and the Superintendent and designate(s).

3. Audit Committee

- 3.1. Purpose:
 - 1.6.1. assist the Board in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

3.2. Powers of duties:

- 3.2.1. oversee the processes for managing and reporting on financial activities and related internal controls—specifically, the Audit Committee will:
 - 3.2.1.1. recommend the appointment of the external auditor;
 - 3.2.1.2. review the audit plan;
 - 3.2.1.3. review the effectiveness of the auditor;
 - 3.2.1.4. review the annual financial statements and audit findings;
 - 3.2.1.5. review the effectiveness of the Division’s internal controls, and obtain reports on internal audit findings and recommendations;
 - 3.2.1.6. review the external auditor’s assessment of internal controls and obtain reports on significant findings and recommendations;
 - 3.2.1.7. review compliance with applicable legislation, regulations and guidelines;
 - 3.2.1.8. report findings and information to the Board; and
 - 3.2.1.9. make recommendations to the Board regarding the processes for managing and reporting on financial activities and related internal controls.

3.3. Membership:

- 3.3.1. Board Vice-Chair, who shall serve as the Committee Chair, and two other trustees;
- 3.3.2. two community members:
 - 3.3.2.1. community members are residents of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate;
 - 3.3.2.2. community members shall serve a two-year term and may apply to serve additional two-year terms;
 - 3.3.2.3. selection of community members shall be made by the Board and Secretary-Treasurer; and
 - 3.3.2.4. the Board shall have the power at any time to remove community members, with or without cause, by a majority vote.
- 3.3.3. Superintendent, or designate;
- 3.3.4. Secretary-Treasurer; and
- 3.3.5. Director, Financial Services.

3.4. Meetings:

- 3.4.1. shall be held twice per year—additional meetings may be arranged by the Committee Chair;
- 3.4.2. a recording secretary shall prepare the agenda in consultation with the Committee Chair and take meeting summaries for all meetings; and
- 3.4.3. members of the administration or external auditors may be invited as required.

3.5. Compensation:

- 3.5.1. An honorarium shall be paid to community members to prepare for and attend Audit Committee meetings. In addition, mileage shall be paid for community members to and from Audit Committee meetings at approved mileage rates.

4. Policy Committee

4.1. Purpose:

- 4.1.1. ensure the *Board Policy Handbook* is current and relevant.

4.2. Powers and duties:

- 4.2.1. receive information from trustees, administration or stakeholders and develop policies as directed by the Board;
- 4.2.2. review existing Board policies annually—as per [Board Policy 10: Policy Making](#)—and provide recommendations to the Board to amend or rescind policies, as required; and
- 4.2.3. bring forward the committee’s recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.

4.3. Membership:

- 4.3.1. one trustee to serve as Committee Chair, and two other trustees; and
- 4.3.2. Superintendent, or designate(s).

4.4. Meetings:

- 4.4.1. a minimum of five meetings shall be held during the school year—additional meetings may be arranged by the Committee Chair; and
- 4.4.2. a recording secretary shall prepare the agenda in consultation with the Committee Chair and take meeting summaries for all meetings.

5. Student Expulsion Committee

5.1. Purpose:

- 5.1.1. make decisions regarding recommendations for the expulsion of any student.

5.2. Powers and duties:

- 5.2.1. reinstate or expel the student; and
- 5.2.2. inform the Board of the action taken by the Committee.

5.3. Membership:

- 5.3.1. one trustee to serve as Committee Chair, and two other trustees; and
- 5.3.2. one alternate.

5.4. Meetings:

- 5.4.1. as detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).

6. Teachers’ Collective Agreement Negotiations Committee

6.1. Purpose:

- 6.1.1. negotiate and conclude memoranda of agreement for recommendation to the Board.

- 6.2. Powers and duties:
 - 6.2.1. report and recommend to the Board as necessary; and
 - 6.2.2. maintain confidentiality of negotiation proceedings.
- 6.3. Membership:
 - 6.3.1. three trustees;
 - 6.3.2. Superintendent, or designate(s); and
 - 6.3.3. the Board will appoint the Committee Chair and Vice-Chair.
- 6.4. Meetings:
 - 6.4.1. shall be called by the Committee Chair.

7. Agenda Review Committee

- 7.1. Purpose:
 - 7.1.1. set the order of business for public meetings of the Board.
- 7.2. Membership:
 - 7.2.1. Board Chair, Board Vice-Chair and the designated Acting Chair;
 - 7.2.2. Superintendent, or designate; and
 - 7.2.3. Secretary-Treasurer.
- 7.3. Meetings:
 - 7.3.1. monthly meetings shall be held during the school year—additional meetings may be arranged by the Board Chair; and
 - 7.3.2. the Executive Assistant to the Board will serve as secretary.

8. Advocacy Committee

- 8.1. Purpose:
 - 8.1.1. support the ongoing advocacy efforts of the Board.
- 8.2. Powers and duties:
 - 8.2.1. develop an action plan to support the Board's advocacy plan; and
 - 8.2.2. identify key messages to support the advocacy plan.
- 8.3. Membership:
 - 8.3.1. Board Chair to serve as Committee Chair, and two other trustees;
 - 8.3.2. Superintendent, or designate;
 - 8.3.3. Associate Superintendent, Supports for Students; and
 - 8.3.4. Director, Communications.
- 8.4. Meetings:
 - 8.4.1. four meetings shall be held during the school year—additional meetings may be arranged by the Committee Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

References

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
	Feb. 18, 2016
	June 16, 2016
Oct. 24, 2016	
	Jan. 26, 2017
	Feb. 15, 2018
	Aug. 30, 2018
Dec. 18, 2019	Jan. 24, 2019
May 7, 2019	June 25, 2019
	Dec. 11, 2019
Jan. 30, 2020	Feb. 11, 2020
April 14, 2020	April 23, 2020
April 13, 2021	May 26, 2021
March 1, 2022	
May 10, 2022	June 16, 2022
Oct. 6, 2022	Oct. 20, 2022
April 11, 2023	May 25, 2023
Oct. 4, 2023	Oct. 19, 2023
Oct. 1, 2024	Oct. 17, 2024
Feb. 3, 2025	Feb. 20, 2025



RECOMMENDATION REPORT

Page 1 of 2

DATE: June 19, 2025

TO: Board of Trustees

FROM: Susan Miller, Vice-Chair

SUBJECT: Governance and Evaluation Pilot Committee Review

ORIGINATOR: Susan Miller, Vice-Chair

RESOURCE STAFF: Cathy Allen, Board Chair
Trina Boymook, Trustee
Colleen Holowaychuk, Trustee
Sandra Stoddard, Superintendent
Debbie Oloriz, Recording Secretary
Carol Langford-Pickering, Executive Assistant

REFERENCE: Board Policy 8: Board Committees
Board Policy 7: Board Operations
Board Policy 5: Role of the Board Chair
Trustee Handbook

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.

RECOMMENDATIONS:

That the Board of Trustees approves continuing with the Governance and Evaluation Committee as one of its standing committees, effective Oct. 30, 2025; and, if approved,

That the Board of Trustees direct administration to amend Policy 8: Board Committees and the Board Committee Representatives list to include the Governance and Evaluation Committee.

BACKGROUND:

On Sept. 19, 2024, the Board approved the establishment of a pilot Governance and Evaluation Committee for the 2024-25 school year to assist in meeting its governance responsibilities through highly effective practices and processes. The committee was developed as a pilot to evaluate and determine if it should be a standing committee moving forward.



RECOMMENDATION REPORT

Page 2 of 2

There were several board-related work items accomplished by the committee which included:

- review of the Board Handbook
- development of the Board Retreat agenda and logistics
- development and tracking of the Board Work Plan
- review of the EIPS Candidate Handbook and EIPS election by-laws
- preparation for the on-boarding of new trustees

Establishing the pilot led to stronger outcomes.

COMMUNICATION PLAN:

If approved, Board Policy 8: Board Committees will be amended to include the Governance and Evaluation Committee Terms of Reference and presented to the Board along with the 2025-26 Board Committees Representatives List at the Organizational meeting on Oct. 30, 2025.

ATTACHMENT(S):

1. Governance and Evaluation Committee Terms of Reference

:clp

Governance and Evaluation Committee Terms of Reference

Purpose – Support the Board in fulfilling its governance obligations through highly effective governing practices and processes.

Powers and Duties:

- pre-planning of the Board and Superintendent evaluation processes;
- on an annual basis, review and ensure the Trustee handbook is up to date and relevant;
- Leading up to an election, review the candidate handbook, Legislative requirements and election processes;
- oversee planning of the Board retreat, professional learning, and orientation plan of a new board;
- oversee tracking the progress of the Board work plan;
- planning of a process for the development of the Four-Year Education Plan;
- and develop recommendations for Board's feedback and direction at Board Caucus.

Membership:

- Board Chair;
- Board Vice-Chair, who shall serve as the Committee Chair;
- two other trustees;
- and Superintendent, or designate.

Meetings:

- A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
- A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.



RECOMMENDATION REPORT

Page 1 of 1

DATE: June 19, 2025

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 the 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.

The Policy Committee recommends amendments, as highlighted in Attachment 1:

1. for consistency, clarity and to improve readability throughout;
2. Section 8.1.4 amended to include trustee departures/arrivals during a meeting, as per current practice;
3. Section 8.1.6 amended to reflect current practice
4. Section 14 Board evaluations to be conducted on the first and third years of each term. Additional evaluations may be conducted as deemed necessary.

COMMUNICATION PLAN:

Once approved, the Board Policy Handbook will be updated and stakeholders will be advised.

ATTACHMENT(S):

1. Policy 7: Board Operations (marked)
2. 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, public 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 ~~those 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 recommend ~~nominate trustees members to enable the Board to serve on:~~
 - 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 p~~**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~~normally 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's s 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 completed~~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~~are 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~~ addressed 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;
- 8.1.4-8.1.5. should it be necessary for a trustee to leave a meeting, time of departure shall be recorded. If the trustee returns to the meeting, time of return shall be recorded;
- 8.1.5-8.1.6. approval of preceding minutes;
- 8.1.6-8.1.7. 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;~~
- 8.1.7-8.1.8. names of persons making the motions;
- 8.1.8-8.1.9. points of order and appeals;
- 8.1.9-8.1.10. appointments;
- 8.1.10-8.1.11. receipt of reports of committees;
- 8.1.11-8.1.12. recording of the vote on all motions;
- 8.1.12-8.1.13. trustee declaration of vote pursuant to the Education Act; and
- 8.1.13-8.1.14. 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 speaks first and thereafter, 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 motion. Each question motion shall be decided by a majority of the votes of those trustees present.
 - 9.5.2. In the case of a tie an equality of votes, the motion question is defeated.
 - 9.5.3. A vote on a question motion 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 Protection of Privacy Act and the Access to Information Act~~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.~~ 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*.
- ~~10.1.3.10.1.4.~~ 10.1.4. The total duration of all 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.
- ~~10.1.4.10.1.5.~~ 10.1.5. 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.~~ 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*.
 - ~~10.2.3.10.2.4.~~ 10.2.4. The total duration of all 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.
 - ~~10.2.4.10.2.5.~~ 10.2.5. 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.
- ~~10.3.6.~~10.3.7. The total duration of delegations under *Formal Delegations and all Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- ~~10.3.7.~~10.3.8. Decisions regarding requests made by delegations will be ~~dealt~~ addressed ~~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~~Compensation 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.~~12.3. 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.

~~12.5.12.4.~~ Trustees are encouraged to participate in professional development and public relations activities.

~~12.6.12.5.~~ Trustee compensation is composed of a base salary and travel allowances ~~with allocated annually in 12 equal monthly amounts, 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.~~

~~12.8.12.6.~~ Travel allowance is separated into three categories:

~~12.8.1.12.6.1.~~ A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.

~~12.8.1.1.12.6.1.1.~~ In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.

~~12.8.1.2.12.6.1.2.~~ In the performance of duties that are specifically related to the role of the Board Chair and outside of the Division, the Board Chair or designate may claim mileage ~~from the governance budget.~~

~~12.8.2.12.6.2.~~ 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.

~~12.8.3.12.6.3.~~ The Board Chair and Board Vice-Chair receive an additional allowance to account for the increased travel within the Division required to fulfil their roles.

~~12.9.12.7.~~ 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.

~~12.10.12.8.~~ 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:

~~12.10.1.12.8.1.~~ public relations – Expenses incurred to promote and maintain the visibility of the Division—acceptable expenses include Chamber of Commerce, public events and school functions.

~~12.10.2.12.8.2.~~ professional ~~development learning~~ (PLD) – 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 PLD funds are available to trustees from the Board’s budget. These funds ~~must~~ shall be requested, in writing, to the Board Chair and approved by the Board.

~~12.10.3.~~12.8.3. 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.~~12.8.4. communications – Expenses incurred for communication— acceptable expenses include internet connections, cellphone bills, etc.

~~12.10.5.~~12.8.5. supplies and materials – Expenses incurred for consumable materials and supplies, such as office supplies, paper, printer ink, etc.

~~12.11.~~12.9. 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.~~12.10. 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.~~12.11. Trustees shall be enrolled in the Division’s insurance and benefits plan upon being elected to the position of trustee, as per the guidelines of the insurance carriers.

~~12.13.1.~~12.11.1. 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.~~12.11.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.

~~12.13.1.2.~~12.11.1.2. 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.~~12.11.1.3. 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.~~12.11.2. 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.~~12.11.3. Claims for reimbursement shall be submitted directly to the insurance carrier.

~~12.13.4.~~12.11.4. 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.~~12.12. 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.~~12.13. 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. Conflicts of Interest

- 13.1. Trustees are directly responsible to the electorate of the Division and to the Board. Upon election to office trustees must accept a position of public trust and are expected to conduct themselves in a manner which will enhance the trust accorded them, and through them, the trust accorded to the Board.
- 13.2. The Board expects that every trustee will:
- 13.2.1. be knowledgeable of Sections 85-96 of the *Education Act*;
 - 13.2.2. file a disclosure of information as required by Section 86 of the *Education Act*;
 - 13.2.3. accept sole responsibility for declaring a pecuniary interest or other conflict of interest and abstain and absent themselves from discussion or voting on the matter in question;
 - 13.2.4. be free from undue influence and not act or appear to act in order to gain financial or other benefits for themselves, family, friends or associates, business or otherwise;
 - 13.2.5. where a trustee has a loyalty to more than one board and when the actions of one board affect the operation of the other board, abstain from involvement in discussion and voting on the matter in question;
 - 13.2.6. refrain from, in the exercise of an official power, duty or function, giving preferential treatment to any individual or organization if a reasonably well-informed person would conclude that the preferential treatment was advancing a private interest; and
 - 13.2.7. refrain from initiating, endorsing, supporting or otherwise participating in any proceeding being brought against the Board or the Division.

14. Board ~~self~~-evaluation

- 14.1. ~~On an annual basis, t~~The Board shall complete an self-evaluation following the first and third years of each term. Additional evaluations may be conducted as deemed necessary.

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
June 10, 2024	June 20, 2024
Oct. 1, 2024	Oct. 17, 2024
<u>June 11, 2025</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, 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, public 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 those attending Board meetings, 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 recommend trustees to serve on:
 - 3.5.1. standing and ad hoc committees of the Board;
 - 3.5.2. various Boards or committees of organizations or agencies where the Board has regular representation; and
 - 3.5.3. a Rotational Acting-Chair Schedule.

4. **Public Board meetings**

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

- 4.1. All meetings shall normally 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's 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 completed.
- 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 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 are 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 addressed 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. should it be necessary for a trustee to leave a meeting, time of departure shall be recorded. If the trustee returns to the meeting, time of return shall be recorded;
 - 8.1.6. approval of preceding minutes;
 - 8.1.7. all resolutions, including the Board's disposition of the same, placed before the Board are to be entered in full;
 - 8.1.8. names of persons making the motions;
 - 8.1.9. points of order and appeals;
 - 8.1.10. appointments;
 - 8.1.11. receipt of reports of committees;
 - 8.1.12. recording of the vote on all motions;
 - 8.1.13. trustee declaration of vote pursuant to the Education Act; and
 - 8.1.14. 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 speaks first and thereafter, 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 motion. Each motion shall be decided by a majority of the votes of those trustees present.
 - 9.5.2. In the case of a tie vote, the motion is defeated.
 - 9.5.3. A vote on a motion 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 *Protection of Privacy Act and the Access to Information Act*.

- 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*.

- 10.1.4. The total duration of all 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.
- 10.1.5. 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*.
 - 10.2.4. The total duration of all 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.
 - 10.2.5. 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 administration.
 - 10.3.3. If, after meeting with 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.
- 10.3.7. The total duration of delegations under *Formal Delegations and all Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- 10.3.8. Decisions regarding requests made by delegations will be addressed 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. Compensation 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. 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.
- 12.4. Trustees are encouraged to participate in professional development and public relations activities.
- 12.5. Trustee compensation is composed of a base salary and travel allowances allocated annually in 12 equal monthly amounts, 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.
- 12.6. Travel allowance is separated into three categories:
 - 12.6.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 - 12.6.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.

- 12.6.1.2. In the performance of duties that are specifically related to the role of the Board Chair and outside of the Division, the Board Chair or designate may claim mileage. .
- 12.6.2. 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.
- 12.6.3. The Board Chair and Board Vice-Chair receive an additional allowance to account for the increased travel within the Division required to fulfil their roles.
- 12.7. 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.
- 12.8. 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:
 - 12.8.1. *public relations* – Expenses incurred to promote and maintain the visibility of the Division—acceptable expenses include Chamber of Commerce, public events and school functions.
 - 12.8.2. *professional learning (PL)* – 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 PL funds are available to trustees from the Board’s budget. These funds shall be requested, in writing, to the Board Chair and approved by the Board.
 - 12.8.3. *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.
 - 12.8.4. *communications* – Expenses incurred for communication—acceptable expenses include internet connections, cellphone bills, etc.
 - 12.8.5. *supplies and materials* – Expenses incurred for consumable materials and supplies, such as office supplies, paper, printer ink, etc.

- 12.9. 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.
- 12.10. 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.
- 12.11. Trustees shall be enrolled in the Division's insurance and benefits plan upon being elected to the position of trustee, as per the guidelines of the insurance carriers.
 - 12.11.1. 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.
 - 12.11.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.
 - 12.11.1.2. 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.
 - 12.11.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
 - 12.11.2. 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.
 - 12.11.3. Claims for reimbursement shall be submitted directly to the insurance carrier.
 - 12.11.4. 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.
- 12.12. All reimbursement, or expense claims, must be settled during the respective fiscal year—September 1 to August 31—that the expense was incurred.
- 12.13. 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. Conflicts of Interest

- 13.1. Trustees are directly responsible to the electorate of the Division and to the Board. Upon election to office trustees must accept a position of public trust and are expected to conduct themselves in a manner which will enhance the trust accorded them, and through them, the trust accorded to the Board.
- 13.2. The Board expects that every trustee will:
 - 13.2.1. be knowledgeable of Sections 85-96 of the *Education Act*;
 - 13.2.2. file a disclosure of information as required by Section 86 of the *Education Act*;

- 13.2.3. accept sole responsibility for declaring a pecuniary interest or other conflict of interest and abstain and absent themselves from discussion or voting on the matter in question;
- 13.2.4. be free from undue influence and not act or appear to act in order to gain financial or other benefits for themselves, family, friends or associates, business or otherwise;
- 13.2.5. where a trustee has a loyalty to more than one board and when the actions of one board affect the operation of the other board, abstain from involvement in discussion and voting on the matter in question;
- 13.2.6. refrain from, in the exercise of an official power, duty or function, giving preferential treatment to any individual or organization if a reasonably well-informed person would conclude that the preferential treatment was advancing a private interest; and
- 13.2.7. refrain from initiating, endorsing, supporting or otherwise participating in any proceeding being brought against the Board or the Division.

14. Board evaluation

- 14.1. The Board shall complete an evaluation following the first and third years of each term. Additional evaluations may be conducted as deemed necessary

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
June 10, 2024	June 20, 2024
Oct. 1, 2024	Oct. 17, 2024
June 11, 2025	



RECOMMENDATION REPORT

Page 1 of 2

DATE: June 19, 2025

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 12: Role of the Superintendent

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 the amendments to Board Policy 12: Role of the Superintendent, which includes Appendix A: Superintendent Evaluation Process Criteria and Timelines, Appendix B: Performance Assessment Guide and Appendix C: Leadership Practices Interview Guide, 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 Policy Committee recommends the following, as highlighted in the subsequent attachments:

1. Policy 12: Role of the Superintendent be amended entirely to align with the Superintendent's Leadership Quality Standards (SLQS). The SLQS has been modified slightly to incorporate typical Division language versus Alberta Education language.
 1. Appendix A – Superintendent Evaluation Process Criteria and Timelines be amended to:
 - a. Renumber section 7 as section 1 to promote the link to the Four-Year Education Plan;
 - b. Change evaluation frequency from annually to biennially as the Annual Education Results Report is completed annually and that work is reflective of the Superintendent's work;



RECOMMENDATION REPORT

Page 2 of 2

- c. include that a notice of evaluation be presented to the Superintendent.
2. Appendix B – Performance Assessment Guide be amended entirely to aligns with the SLQS; and
3. Appendix C – Leadership Practices Interview Guide be amended to reflect the SLQS.

COMMUNICATION PLAN:

Once approved, the Board Policy Handbook will be updated, and stakeholders will be advised.

ATTACHMENT(S):

1. Policy 12: Role of the Superintendent
2. Appendix A: Superintendent Evaluation Process Criteria and Timelines (marked)
3. Appendix A: Superintendent Evaluation Process Criteria and Timelines (unmarked)
4. Appendix B: Performance Assessment Guide
5. Appendix C: Leadership Practices Interview Guide (marked)
6. Appendix C: Leadership Practices Interview Guide (unmarked)

Policy 12

ROLE OF THE SUPERINTENDENT**Background**

The Superintendent is the Chief Executive Officer of the Board of Trustees and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific areas of responsibility for the Superintendent are designated within leadership and managerial responsibilities. The Superintendent's professional practice is regulated by the *Superintendent Leadership Quality Standard (SLQS)*. The Superintendent of Schools is accountable for the demonstration of all of the competences identified within the SLQS.

Quality superintendent leadership occurs when the Superintendent's ongoing analysis of the context, and the Superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Specific Areas of Responsibility**1. Building Effective Relationships**

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and local community.

Achievement of this competency is demonstrated by:

- 1.1. ensuring that all students and staff are provided with welcoming, caring, respectful and safe learning and working environments that respects diversity and fosters a sense of belonging;
- 1.2. collaborating with community and provincial agencies to address the needs of students and their families;
- 1.3. employing team-building strategies and using solution focused processes to resolve challenges;
- 1.4. building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders, parish and community members;
- 1.5. modeling ethical leadership practices, based on integrity and objectivity;
- 1.6. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- 1.7. facilitating the meaningful participation of members of the school community in decision-making.

2. Modelling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Achievement of this competency is demonstrated by:

- 2.1. communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- 2.2. collaborating with teachers, principals, Division leaders and other superintendents to build professional capacities and expertise;
- 2.3. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- 2.4. seeking and critically reviewing education research and applying it to decisions and practices as appropriate;
- 2.5. providing leadership to support Division research initiatives, where appropriate; and
- 2.6. engaging teachers, principals, Division leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

3. Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by:

- 3.1. ensuring that the vision is informed by research on effective learning, teaching and leadership;
- 3.2. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- 3.3. promoting in the school community a common understanding of and support for the Division's goals, priorities and strategic initiatives; and
- 3.4. ensuring that the vision expressed in the Division's Four-Year Education Plan is responsive to the ongoing review of the Division's achievements, meets all the requirements identified in provincial legislation and incorporates the school community's perspectives.

4. Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by:

- 4.1. fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- 4.2. providing learning opportunities, based on research-informed principals of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- 4.3. ensuring that all instruction in the Division addresses learning outcomes outlined in programs of study;
- 4.4. promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- 4.5. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- 4.6. building principal and other Division leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- 4.7. ensuring the Division's student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

5. Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by:

- 5.1. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and Inuit and all other students;
- 5.2. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- 5.3. understanding historical, social, economic and political implications of:
 - 5.3.1. treaties and agreements with First Nations;
 - 5.3.2. legislation and agreements negotiated with Métis; and
 - 5.3.3. residential schools and their legacy;
- 5.4. aligning Division resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- 5.5. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

6. School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Achievement of this competency is demonstrated by:

- 6.1. providing direction on fiscal and resource management in accordance with all statutory, regulatory and Division requirements;
- 6.2. ensuring effective alignment of the Division's human resources to achieve the Division's Four-Year Education Plan;
- 6.3. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- 6.4. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- 6.5. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 6.6. respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- 6.7. recognizing student and staff accomplishments; and
- 6.8. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

7. Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

Achievement of this competency is demonstrated by:

- 7.1. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- 7.2. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- 7.3. ensuring that the Board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- 7.4. ensuring that the Board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- 7.5. supporting the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- 7.6. implementing board policies and supporting the regular review and evaluation of their impact;
- 7.7. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- 7.8. facilitating collaboration among the Board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;

- 7.9. building the capacity of the Board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- 7.10. supporting the Board in its engagement with the school community to develop a vision of a preferred future for student success;
- 7.11. facilitating ongoing public communication about the Board's operations and the achievement of its goals and priorities; and
- 7.12. promoting constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

References

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*
Superintendent Leadership Quality Standard

Last reviewed:
June 11, 2025

Last updated:

Policy 12

APPENDIX A – SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

EVALUATION PROCESS

1. Is linked to the Division's Four-Year Education Plan.

~~1.2.~~ Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify areas for growth.

~~2.3.~~ Provides for ~~annual~~ written evaluation of the Superintendent's performance after the first year and every two years thereafter. Additional evaluations may be conducted as deemed necessary. A written notification of evaluation shall be provided to the Superintendent.

~~3.4.~~ Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all students.

~~4.5.~~ Recognizes that the Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent is held accountable for work performed primarily by other senior administrators.

~~5.6.~~ Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or ~~weaknesses~~ areas of growth. The Performance Assessment Guide identifies role expectations and the quality indicators in regard to that evidence.

~~6.7.~~ Is aligned with Board policy and based upon the Superintendent's roles and responsibilities, as outlined in the Superintendent Leadership Quality Standards.

~~7. Is linked to the Division's and the Four-Year Education Plan.~~

8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.

10. Uses multiple data sources. Quantitative data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.

11. Elicits evidence to support qualitative assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

12. Ensures Board feedback is provided regularly. Such feedback will be timely, ~~provided~~ annually, supported by specific examples and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain an evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder

is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Superintendent Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- The evaluation process
- Evaluation context
- Assessments relative to the criteria noted in Appendix B
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation
- Identification of any growth goals if deemed appropriate and
- A conclusions section followed by appropriate signatures and dates

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the Division.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing one half of the principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard

to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted after the first year and every two years. Additional evaluations may be conducted as deemed necessary. ~~, or as required, thereafter annually.~~

Last reviewed:	Last updated:
Dec. 4, 2017	Jan. 25, 2018
Nov. 13, 2018	Nov. 13, 2018
Jan. 29, 2019	
Feb. 8, 2022	
Feb. 14, 2023	April 20, 2023
<u>June 11, 2025</u>	

Policy 12

**APPENDIX A – SUPERINTENDENT EVALUATION PROCESS CRITERIA AND
TIMELINES****EVALUATION PROCESS**

1. Is linked to the Division's Four-Year Education Plan.
2. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify areas for growth.
3. Provides for written evaluation of the Superintendent's performance after the first year and every two years thereafter. Additional evaluations may be conducted as deemed necessary. A written notification of evaluation shall be provided to the Superintendent.
4. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all students.
5. Recognizes that the Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent is held accountable for work performed primarily by other senior administrators.
6. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or areas of growth. The Performance Assessment Guide identifies role expectations and the quality indicators in regard to that evidence.
7. Is aligned with Board policy and based upon the Superintendent's roles and responsibilities, as outlined in the Superintendent Leadership Quality Standards.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
10. Uses multiple data sources. Quantitative data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.
11. Elicits evidence to support qualitative assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be timely, supported by specific examples and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain an evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Superintendent Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- The evaluation process
- Evaluation context
- Assessments relative to the criteria noted in Appendix B
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation
- Identification of any growth goals if deemed appropriate and
- A conclusions section followed by appropriate signatures and dates

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the Division.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing one half of the principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted after the first year and every two years. Additional evaluations may be conducted as deemed necessary.

Last reviewed:	Last updated:
Dec. 4, 2017	Jan. 25, 2018
Nov. 13, 2018	Nov. 13, 2018
Jan. 29, 2019	
Feb. 8, 2022	
Feb. 14, 2023	April 20, 2023
June 11, 2025	

Policy 12

APPENDIX B – PERFORMANCE ASSESSMENT GUIDE**Guidelines****1. Building Effective Relationships**

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and local community.

Quality Indicators:

- 1.1. Ensuring that all students and staff are provided with welcoming, caring, respectful and safe learning and working environments that respects diversity and fosters a sense of belonging;
- 1.2. collaborating with community and provincial agencies to address the needs of students and their families;
- 1.3. employing team-building strategies and using solution focused processes to resolve challenges;
- 1.4. building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders, parish and community members;
- 1.5. modeling ethical leadership practices, based on integrity and objectivity;
- 1.6. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- 1.7. facilitating the meaningful participation of members of the school community in decision-making.

2. Modelling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Quality Indicators:

- 2.1. communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- 2.2. collaborating with teachers, principals, Division leaders and other superintendents to build professional capacities and expertise;
- 2.3. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- 2.4. seeking and critically reviewing education research and applying it to decisions and practices as appropriate;

- 2.5. providing leadership to support Division research initiatives, where appropriate; and
- 2.6. engaging teachers, principals, Division leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

3. Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Quality Indicators:

- 3.1. ensuring that the vision is informed by research on effective learning, teaching and leadership;
- 3.2. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- 3.3. promoting in the school community a common understanding of and support for the Division's goals, priorities and strategic initiatives; and
- 3.4. ensuring that the vision expressed in the Division's Four-Year Education Plan is responsive to the ongoing review of the Division's achievements, meets all the requirements identified in provincial legislation and incorporates the school community's perspectives.

4. Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Quality Indicators:

- 4.1. fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- 4.2. providing learning opportunities, based on research-informed principals of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- 4.3. ensuring that all instruction in the Division addresses learning outcomes outlined in programs of study;
- 4.4. promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- 4.5. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- 4.6. building principal and other Division leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and

- 4.7. ensuring the Division student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

5. Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Quality Indicators:

- 5.1. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and Inuit and all other students;
- 5.2. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- 5.3. understanding historical, social, economic and political implications of:
 - 5.3.1. treaties and agreements with First Nations;
 - 5.3.2. legislation and agreements negotiated with Métis; and
 - 5.3.3. residential schools and their legacy;
- 5.4. aligning Division resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- 5.5. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

6. School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Quality Indicators:

- 6.1. providing direction on fiscal and resource management in accordance with all statutory, regulatory and Division requirements;
- 6.2. ensuring effective alignment of the Division's human resources to achieve the Division's Four-Year Education Plan;
- 6.3. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- 6.4. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- 6.5. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 6.6. respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- 6.7. recognizing student and staff accomplishments; and

- 6.8. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

7. Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

Quality Indicators:

- 7.1. establishing and sustaining a productive working relationship with the Board, based on mutual trust, respect and integrity;
- 7.2. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- 7.3. ensuring that the Board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- 7.4. ensuring that the Board's fiscal and resource management is in accordance with all statutory, regulatory and Board requirements;
- 7.5. supporting the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- 7.6. implementing Board policies and supporting the regular review and evaluation of their impact;
- 7.7. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- 7.8. facilitating collaboration among the Board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- 7.9. building the capacity of the Board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- 7.10. supporting the Board in its engagement with the school community to develop a vision of a preferred future for student success;
- 7.11. facilitating ongoing public communication about the Board's operations and the achievement of its goals and priorities; and
- 7.12. promoting constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Reference:

Sections 8, 11, 33, 35.1, 51, 52, 60, 222, 223, 224 *Education Act*
Superintendent Leadership Quality Standard

Last reviewed:
June 11, 2025

Last updated:

DRAFT

APPENDIX C – LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following:
 - 1.1. The Superintendent is a visionary leader and provides clear direction².
 - 1.2. The Superintendent unites people toward common priorities and goals².
 - 1.3. The Superintendent builds effective relationships with stakeholders and the broader community².
 - 1.2.1.4. The Superintendent provides effective educational leadership².
 - 1.3.1.5. The Superintendent establishes and maintains positive, professional working relationships with staff².
 - ~~1.4.1.1. The Superintendent unites people toward common goals?~~
 - 1.5.1.6. The Superintendent displays competence².
 - 1.6.1.7. The Superintendent prioritizes what is best for ~~demonstrates a high commitment to the needs of~~ students².
 - 1.7.1.8. The Superintendent demonstrates trust².
 - 1.8.1.9. The Superintendent displays integrity².
 - 1.9.1.10. The Superintendent empowers others².
 - 1.10.1.11. The Superintendent works collaboratively to solve problems
effectively~~effectively solves problems~~².
2. What does the Superintendent do, if anything, that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

Last reviewed:

Nov. 26, 2015

Feb. 12, 2018

Jan. 29, 2019

Feb. 8, 2022

Feb. 14, 2023

June 11, 2025

Last updated:

Nov. 26, 2015

APPENDIX C – LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals and Superintendent “Direct Reports”

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 - 1.5. The Superintendent establishes and maintains positive, professional working relationships with staff.
 - 1.6. The Superintendent displays competence.
 - 1.7. The Superintendent prioritizes what is best for students.
 - 1.8. The Superintendent demonstrates trust.
 - 1.9. The Superintendent displays integrity.
 - 1.10. The Superintendent empowers others.
 - 1.11. The Superintendent works collaboratively to solve problems effectively.
2. What does the Superintendent do, if anything, that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

Last reviewed:

Nov. 26, 2015

Feb. 12, 2018

Jan. 29, 2019

Feb. 8, 2022

Feb. 14, 2023

June 11, 2025

Last updated:

Nov. 26, 2015



RECOMMENDATION REPORT

Page 1 of 1

DATE: June 19, 2025

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 the amendments to Board Policy 17: Student Transportation Services, 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 Policy Committee recommends the following amendments, as highlighted in Attachment 1:

1. Section 1.1.1 be amended to 1.6 kilometres to align with the Funding Manual; and
2. Section 2.5 be amended as non-mandated bus service is optional.

COMMUNICATION PLAN:

Once approved, the Board Policy Handbook will be updated and stakeholders will be advised.

ATTACHMENT(S):

1. Policy 17: Student Transportation Services(marked)
2. Policy 17: Student Transportation Services(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 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 ~~1.06~~ kilometres 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~~ May be made available, 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

June 20, 2024

[June 11, 2025](#)

Policy 17

STUDENT TRANSPORTATION SERVICES**Background**

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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 1.6 kilometres 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. May be made available, 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.

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School Transportation Regulation 96/2019

Last Reviewed	Last Updated
	Feb. 20, 2020
Dec. 8, 2020	
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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	June 20, 2024
June 11, 2025	



RECOMMENDATION REPORT

Page 1 of 3

DATE: June 19, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Trustee Remuneration

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Carmin von Tettenborn, Director, Financial Services

REFERENCE: Policy 7: Board Operations

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

EIPS GOAL: Quality infrastructure for all.

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

RECOMMENDATION:

That the Board of Trustees approves the 2024-25 changes to trustee remuneration which are:

- updating the basic and additional travel allowances; and
- updating Chair and Vice-Chair travel allowances

as outlined on Attachment 1.

That the Board of Trustees approves that trustees receive a 3% increase for the 2024-25 year as outlined on Attachment 2.

That the Board of Trustees approves that trustees approve a change to Policy 7: Board Operations effective for 2025-26 as outlined on Attachment 3.

BACKGROUND:

Review of Trustee Remuneration

In May 2025, administration was tasked with reviewing trustee compensation primarily in the following areas:

- Chair and Vice-Chair executive allowances;
- Travel allowances – both the basic and additional; and
- Travel allowances for the Chair and Vice-Chair.

The findings were as follows:

- The Chair and Vice-Chair executive allowances were found to be reasonable;
- The basic and additional travel allowances were found to need a re-alignment (to align more accurately to each ward). Some travel allowances for trustees increased while others decreased resulting in an overall increase of \$3,029 total for 9 trustees; and
- The travel allowances for the Chair and Vice-Chair were found to be reasonable if they were living in Sherwood Park. If the chair and vice chair were located in other areas of the Division, it was felt that they should be increased based on their location.

The changes to the travel allowances are noted on Attachment 1.

Three percent Increase for 2024-25

Per [Section 12.4 of Board Policy 7: Board Operations](#):

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.

Consumer Price Index (CPI) is an indicator of changes in consumer prices experienced by Canadians. It is obtained by comparing, over time, the cost of a fixed basket of goods and services purchased by consumers. In June 2024, the Alberta CPI increased by 3.0%. This means that on a year-over-year basis, Albertans paid 3.0% more in June 2024 for the goods and services that comprise the CPI than in the same month a year ago.

Alberta's Average Weekly Earnings (AWE) is derived by dividing total weekly earnings by the total number of employees in the province. Alberta's average weekly earnings increased by 4.6% in June 2024 compared to June 2023.

The average of the percent change for the above two items is 3.8%.

This originally came to the Board in September 2024 for no change but that was because there was no increase to classified staff at the time. In March 2025, classified staff were given a 3% lump sum payment.

As trustee compensation is not to exceed increases to classified staff, the increase should be 3.0% for 2024-25. Please refer to attachment 2 to see what that change would look like for 2024-25 with the changes in the compensation structure discussed above.

Change to Policy 7: Board Operations

Increases to trustees' compensation throughout the years was usually only seen when there were increases in wages to classified staff. The only outlier in the last 10 years was an increase due to a change in legislation which required 100% of the trustee compensation to be taxable. Teacher compensation is tied to collective

bargaining. EIPS' classified staff have typically followed the teacher trends. In 2025-26 though, classified staff are moving to a new compensation structure which will be reviewed annually to ensure alignment with the Alberta labour market rather than linking salary adjustments to teacher bargaining. As such, it makes sense to align trustee remuneration with cost-of-living adjustments at this time. Every summer the annual June CPI and AWE will be reviewed and the average will be applied to September 1, trustee compensation. If trustees agree to align trustee remuneration solely with the cost of living, a change to Policy 7 is required (Attachment 3).

COMMUNICATION PLAN:

If approved, payroll will be informed of the changes for 2024-25 remuneration. If the Policy 7 amendment is approved, Policy 7 will be updated.

ATTACHMENTS:

1. Travel Allowance Changes Summary
2. Trustee Remuneration 3% Increase for 2024-25
3. Policy 7: Trustee Remuneration Paragraph 12 Marked and Unmarked

Elk Island Public Schools
Trustee Remuneration: Travel Allowance Changes Summary
June 2025

Annual Remuneration 2024-25

Summary

	Travel Allowances						Current Add'l & Basic Allowance = A + B	Suggested Changes if Keep Allowances			
	Base 2024-25	Executive Allowance	Chair/Vice Chair	Additional Travel	Basic	Total		C	D	= C + D Total Revised	Change
				A	B			Additional	Basic		
Boymook (Sherwood Park)	36,908	-	-	-	3,363	40,271	3,363	-	3,060	3,060	(303)
Allen (Sherwood Park)	36,908	13,178	1,405	-	3,363	54,854	3,363	-	3,060	3,060	(303)
Irwin (Sherwood Park)	36,908	-	-	-	3,363	40,271	3,363	-	3,060	3,060	(303)
TBD (South of Wye Strathcona County)	36,908	-	-	1,401	3,363	41,672	4,764	965	3,060	4,025	(739)
Miller (North of Wye Strathcona County)	36,908	6,409	702	1,401	3,363	48,783	4,764	965	3,060	4,025	(739)
TBD (Fort Saskatchewan)	36,908	-	-	1,401	3,363	41,672	4,764	2,750	3,060	5,810	1,046
Sorochan (Fort Saskatchewan)	36,908	-	-	1,401	3,363	41,672	4,764	2,750	3,060	5,810	1,046
Holowaychuk (Lamont)	36,908	-	-	4,930	3,363	45,201	8,293	5,770	3,060	8,830	537
Footz (Minburn)	36,908	-	-	4,930	3,363	45,201	8,293	8,020	3,060	11,080	2,787
	332,172	19,587	2,107	15,464	30,267	399,597	45,731	21,220	27,540	48,760	3,029

Travel Allowances - Chair and Vice-Chair					
	Strathcona County	South/ North of Wye	Fort Saskatch- ewan	Lamont	Minburn
Chair	1,405	1,678	1,731	2,291	2,633
Vice Chair (50% of Chair)	702	839	866	1,146	1,317

Elk Island Public Schools
Trustee Remuneration - 3% Increase
June 2025

Attachment 2

Annual Remuneration 2024-25 Adjusted Allowance

	Base 2024-25	Executive Allowance	Chair/Vice Chair	Travel Allowances		Total
				Additional Travel	Basic	
Boymook (Sherwood Park)	36,908	-	-	-	3,060	39,968
Allen (Sherwood Park)	36,908	13,178	1,405	-	3,060	54,551
Irwin (Sherwood Park)	36,908	-	-	-	3,060	39,968
TBD (South of Wye Strathcona County)	36,908	-	-	965	3,060	40,933
Miller (North of Wye Strathcona County)	36,908	6,409	839	965	3,060	48,181
TBD (Fort Saskatchewan)	36,908	-	-	2,750	3,060	42,718
Sorochan (Fort Saskatchewan)	36,908	-	-	2,750	3,060	42,718
Holowaychuk (Lamont)	36,908	-	-	5,770	3,060	45,738
Footz (Minburn)	36,908	-	-	8,020	3,060	47,988
	332,172	19,587	2,244	21,220	27,540	402,763

Annual Remuneration 2024-25 With 3% Increase

	Base 2024-25	Executive Allowance	Chair/Vice Chair	Travel Allowances		Total
				Additional Travel	Basic	
Boymook (Sherwood Park)	38,015			-	3,152	41,167
Allen (Sherwood Park)	38,015	13,573	1,447	-	3,152	56,188
Irwin (Sherwood Park)	38,015			-	3,152	41,167
TBD (South of Wye Strathcona County)	38,015			994	3,152	42,161
Miller (North of Wye Strathcona County)	38,015	6,601	864	994	3,152	49,627
TBD (Fort Saskatchewan)	38,015			2,833	3,152	44,000
Sorochan (Fort Saskatchewan)	38,015			2,833	3,152	44,000
Holowaychuk (Lamont)	38,015			5,943	3,152	47,110
Footz (Minburn)	38,015			8,261	3,152	49,428
	342,137	20,175	2,311	21,857	28,366	414,846

Policy 7

BOARD OPERATIONS

Marked

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).

Unmarked

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RECOMMENDATION REPORT

Page 1 of 4

DATE: June 19, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Technology Funding

ORIGINATOR: Ryan Layton, Director, Information Technologies

RESOURCE STAFF: Weylin Gilewich, Executive Director, Information Technologies and Facilities
Ryan Layton, Director, Information Technologies
Nathan Sinnamon, Director, Information Technologies

REFERENCE: Administrative Procedure 570: Purchase, Control and Disposition of Information Technology Assets

EIPS PRIORITY: Priority 2: Enhance high-quality learning and working environments

EIPS GOAL: Quality infrastructure for all

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

RECOMMENDATION:

That the Board of Trustees approves the Hybrid Model for technology budget planning purposes for the 2026- 27 school year, as presented.

BACKGROUND:

EIPS previously utilized a centralized funding model for technology replacement. This was discontinued in 2018, creating gaps in device availability and renewal. With evolving security and educational technology requirements, a sustainable funding approach is needed.

A comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted to assess the current state of educational technology within Elk Island Public Schools. This analysis included input from multiple stakeholders, including the Information Technologies (IT) department, central office instructional leaders, and school-based leadership teams. In addition to gathering internal perspectives, the IT department conducted a comparative review of technology fee structures in other Alberta school divisions (see Attachment 1). This research provided valuable insight into sustainable funding models and best practices for ensuring equitable access to technology in K-12 education.

CONSIDERATION AND ANALYSIS

As our division advances its digital transformation strategy, ensuring sustainable, equitable access to technology is critical. Extensive research (see attachment 2) highlights that access to modern, well-supported digital devices is directly linked to improved student learning outcomes, engagement, and digital literacy development. As our division moves toward a more digitally integrated curriculum, ensuring students have the right tools is paramount.

The following models have been analyzed to determine the most effective approach for device funding and replacement. (See attachment 3 for budgetary information related to these models.)

1. Evergreening Model

Overview: The division funds device replacements on a structured cycle to maintain standardized, reliable technology for students and staff.

- **Pros:**
 - A structured replacement cycle managed centrally ensures all sites have the necessary technology. Having technology replacement, a site-based decision previously resulted in principals and directors not maintaining/purchasing reliable and up to date technology which resulted in equity issues.
 - Standardized devices ensure consistent student and staff experiences.
 - Centralized IT management improves security, support, and overall device performance.
 - Promotes equity by ensuring all students have access to secure, up-to-date devices.
 - Reduced downtime as IT manages maintenance and warranty replacements efficiently.
- **Cons:**
 - Requires a long-term financial commitment from the Board.
 - Large technology purchases are subject to market fluctuations, including supply chain disruptions and inflation.
 - Standardized devices limits school-level flexibility in device selection.
- **Funding Proposal:** Allocate \$500,000 annually to replace Windows devices on a 7-year cycle. This would include junior high and high school computer labs for CTF and CTS programs.

2. Technology Fee Model

Overview: Parents contribute to device funding through an annual technology fee, ensuring all students have access to division-managed student devices.

- **Pros:**
 - A technology fee model reduces financial strain on the division while maintaining equitable technology access.
 - Creates a predictable collaborative funding stream for sustainable device refresh cycles.
 - Prevents outdated technology from hindering learning by ensuring regular device replacement.
- **Cons:**
 - Potential financial impact on families, resulting in disadvantaging lower-income students.
 - Requires a robust administrative process to ensure fee collections and allocations align.
 - Requires a communication plan to ensure families clearly understand how funds will be utilized.
- **Funding Proposal:** Implement a \$30 annual technology fee per student to replace student devices every 6-7 years.

3. Bring Your Own Device (BYOD) Model

Overview: Students bring personal devices for educational use, shifting costs away from the division.

- **Pros:**

- Lowers costs for the division by transferring expenses to families.
- Students may feel more comfortable using personal devices, potentially increasing engagement.
- Encourages students to develop digital literacy skills by managing their own technology.

- **Cons:**

- Equity concerns arise, as not all families can afford high-quality, reliable devices.
- IT support becomes significantly more complex due to varied device types, software, and compatibility issues.
- Security risks due to lack of centralized management and control.
- Teacher workload increases with the need to accommodate and support multiple device types in the classroom.
- Less control of personal software and social media use native to the student devices.

Recommended Approach - Hybrid Model

To balance financial sustainability, equity, and IT efficiency, a hybrid model is recommended:

1. **Implement a \$30 Technology Fee for K-12 students** to create a sustainable 6–7 year refresh cycle for student used devices. Planning for replacement of current K-12 student devices, Chromebooks for K-12 and iPads for Division 1 students.
2. **Maintain Evergreening Funding** for division-managed Windows devices, requiring the division to set aside sustainable replacement funding of \$500,000 annually for a 7 year replacement cycle for school staff and student CTS and CTF programming Windows devices.

Key benefits of the Hybrid Model:

- Predictable, sustainable funding for student and school-based technology needs.
- Standardized devices for improved IT support, security, and educational consistency.
- Equitable access to technology- ensuring no student is left behind due to financial constraints.
- Long-term financial stability while reducing reliance on unpredictable government funding.

As our division embraces digital transformation, we are prioritizing the development of a robust educational technology model to support students and staff in navigating an increasingly digital world. This model aligns with evolving curriculum needs, ensuring that digital tools, including artificial intelligence, enhance learning experiences in literacy, numeracy, and beyond. Investing in technology is not just about acquiring devices—it is about embedding digital resources into pedagogical practice and curriculum development to prepare students for the future. This is an important focus moving forward so that parents see technology benefiting teaching and learning resulting in support for the addition of a technology fee.

The importance of reliable, high-performance devices is critical, as most Chromebooks and Windows laptops used in education require battery replacements and maintenance throughout their lifespan. Sustainable funding for technology ensures that students have continuous access to the tools they need to thrive in an ever-changing digital landscape.

COMMUNICATION PLAN:

Once approved, the fees for 2026-27 will be communicated to the Leadership Group and appropriate stakeholders.

ATTACHMENT(S):

1. Alberta School Divisions' Technology Fee Comparison
2. Education Technology Use and Funding Research
3. Analysis Table of Funding with 3 models presented

RL:rl

Attachment 1: Alberta School Divisions' Technology Fee Comparison

School Board	Student Count 2023	Technology Fees Per Student
Calgary Board of Education	121,053.5	
		No Tech Fee Charged.
Edmonton Public Schools	100,788.0	
		No Tech Fee Charged.
Elk Island Catholic Schools	8600.0	
		Funded Division Student Fee
		<ul style="list-style-type: none"> Technology Fee - \$30.00 Tech Fee Charged.
Edmonton Catholic Schools	41,055.0	
		Supplemental Education Fees vary by school O'Leary Technology fee for High School <ul style="list-style-type: none"> Electronic Device User Fee 10-12: \$55.00 Site Licenses: \$5.00 Bishop D. Motiuk Elementary/Junior <ul style="list-style-type: none"> Kindergarten Technology User Fee: \$5.00 Grades 1-6 Technology user Fee: \$5.00 Junior High Technology User Fee: \$10.00 Father Leo Green Elementary <ul style="list-style-type: none"> Technology User Fee: \$5.00 Louis St. Laurent Junior High Electronic Device User Fees: \$30.00 Site Licenses: \$5.00
Black Gold School Division	12,032.0	
		Technology fee by grade: <ul style="list-style-type: none"> Division 1 Students: \$20.00 Division 2, 3, 4: \$50.00 Fees are used to supplement basic funding for technology in schools and provide access to software and tool that enhance education. Enhances services include: <ul style="list-style-type: none"> Google's top tier educational accounts. Additional internet bandwidth at all schools. (basic access – 100Mb, enhanced access 200Mb+). Assistive read, write, text to speech, and predictive writing software for all students. Additional Chromebooks to improve access for students. Adobe Creative Cloud Software for division 3 and 4 students in related CTS and CTF courses.

		<ul style="list-style-type: none"> Classroom management software for division 2 and 3 teachers to help guide student technology use. Coding, Robotic, and Scientific kits available to Division 1, 2, and 3 schools. Support for eSports teams in division 3 and 4. Chrome Tablets in division 1 and 2.
Lethbridge School Division	11,095.0	
		Technology Fee for Elementary: <ul style="list-style-type: none"> Tech User Fee of \$10.00 per student. Technology Fee for Middle School: <ul style="list-style-type: none"> Laptop Rental fee of \$175.00.
Palliser School Division	8,554.2	
		Arrowwood Community School: <ul style="list-style-type: none"> Grades 1-6 pay \$35.00 Technology Fee to support technology needs and access to computers.
Foothills School Division	7,801.0	
		Grades 1-12: <ul style="list-style-type: none"> Additional Technology Fee (Band Width) of \$25.00. Out of their Administrative Procedure.
Wolf Creek Public Schools	7,065.0	
		Kindergarten Tech Fee: <ul style="list-style-type: none"> Online Access at school and at home to learning supports such as RAZ Kids, Math software & tech refresh for Chromebooks & iPads: \$24.00. Grades 1-3 Tech Fee: <ul style="list-style-type: none"> Online Access at school and at home to learning supports such as RAZ Kids, Math software & tech refresh for Chromebooks & iPads: \$40.00. High School Tech Fee: <ul style="list-style-type: none"> Tech User Fee (Mandatory Fee): \$15.00.
Battle River School Division	5,454.0	
		Grades 1-3: <ul style="list-style-type: none"> Fee to assist in offsetting the costs of enhanced internet bandwidth, wireless connections and software that is used by students: \$10.00. Grades 4-12: <ul style="list-style-type: none"> Fee to assist in offsetting the costs of enhanced internet bandwidth, wireless connections and software that is used by students: \$20.00.

Greater St. Albert Catholic Schools	5,149.5	
		Ecole Notre Dame Elementary School Tech Fee: \$13.50. Richard S. Fowler Junior High School Tech Fee: \$50.00. Vincent J. Mahoney Catholic Junior High School Tech Fee: \$26.00. Morinville Community High School Tech Fee: \$21.00.
Northern Gateway Public Schools	4,408.5	
		Grades 1-12 Technology Fee (Annual): \$32.00. ECS Annual Technology Fee: \$16.00 Per Half Day/\$32.00 per full day.
Buffalo Trail Public Schools	3,705.7	
		201-5AP 2.1 Technology Fee: <ul style="list-style-type: none"> • \$30.00 (\$15 for ECS). • Charge helps offset the increased cost of wireless internet access, bandwidth in our schools, and evergreening network equipment and hardware.
Aspen View Public Schools	2,473.5	
		Technology Fee for all Students: \$10.00 <ul style="list-style-type: none"> • Fees charged for the rental of school-owned electronic devices such as computers or iPads.

Attachment 2: Education Technology Use and Funding Research

Research on technology and learning in K-12 Education

Studies indicate that integrating technology improves student engagement, personalized learning, and access to resources.

Digital tools support differentiated instruction and foster collaboration skills.

Research Source:

- <https://edtechmagazine.com/k12/article/2022/09/benefits-integrating-technology-todays-k-12-classrooms-perfcon>

Summary: The article discusses the integration of technology in K-12 classrooms, emphasizing its benefits for both students and educators. It highlights how effective technology use can create a more equitable educational experience, providing students with essential tools for success. The article also mentions the importance of thoughtful tech integration, using frameworks like the Triple E Framework to ensure technology enhances learning. Additionally, it addresses the need for educators to teach students how to use technology responsibly and the positive impact of technology on student engagement and learning outcomes.

- <https://www.eschoolnews.com/it-leadership/2023/12/11/the-impact-of-technology-on-education/>

Summary: The article discusses the transformative impact of technology on K-12 education, highlighting how digital tools have enhanced accessibility, engagement, and personalized instruction. It emphasizes the benefits of technology, such as increased access to information, personalized learning experiences, and opportunities for collaboration. However, it also addresses challenges like equitable access and the need for effective integration strategies. The article concludes by advocating for investment in teacher training and equitable access to technology to empower the next generation with essential skills for the future.

- <https://files.eric.ed.gov/fulltext/EJ1290791.pdf>

Summary: The study examines the impact of technology on student learning, highlighting both its benefits and drawbacks. While technology enhances learning opportunities and student engagement, it can also hinder fine motor skills and problem-solving abilities. The research, based on surveys of K-12 educators, reveals that technology increases student comfort and motivation but requires more training for both teachers and students to be effectively implemented. Additionally, the study points out that while technology can be a valuable educational tool, it can also become a management concern in the classroom.

Research on the Advantages and Challenges of BYOD Models

Pros: Cost savings for schools, flexibility, and student familiarity.

Cons: Security risks, equity concerns, lack of uniformity, ensuring all software is platform agnostic.

Research Source:

- <https://open.alberta.ca/dataset/5821955f-5809-4768-9fc8-3b81b78257f7/resource/631bf34c-d3e6-4648-ab77-2b36727dca0b/download/5783885-2012-07-bring-your-own-device-a-guide-for-schools.pdf>

Summary: The “Bring Your Own Device: A Guide for Schools” document by Alberta Education provides a comprehensive overview of implementing BYOD models in schools. It highlights the benefits, such as increased student engagement and personalized learning, while addressing challenges like equity of access and network security. The guide offers practical strategies for policy development, infrastructure planning, and fostering digital citizenship. It emphasizes the importance of community involvement and provides a framework for assessing school readiness. Overall, the guide aims to support schools in leveraging personally owned devices to enhance educational outcomes.

- <https://www.bookwidgets.com/blog/2016/11/what-is-byod-14-pros-and-cons>

Summary: The article discusses the concept of BYOD (Bring Your Own Device) in education, highlighting its benefits and drawbacks. BYOD allows students to bring their own devices to school, creating a 1:1 classroom environment. Benefits include increased familiarity with devices, cost savings for schools, and enhanced learning opportunities. However, challenges such as varying device compatibility, potential distractions, and the need for robust infrastructure and parental support are also noted. The article emphasizes the importance of setting clear rules and procedures to manage BYOD effectively.

Attachment 3: Analysis Table of Funding with 3 models presented

	25/26	26/27	27/28	28/29	29/30	30/31	31/32	7 Year Total Cost
Current Model								
Chromebooks (\$410 each)		\$594,000	\$5,200	\$2,638,400	\$112,000	\$1,701,600	\$2,800	\$5,054,000
Windows Devices					\$2,250,000	\$2,250,000		\$4,500,000
Anticipated Parent cost (per student)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Hybrid								
Chromebooks	\$485,200	\$485,200	\$485,200	\$485,200	\$485,200	\$485,200	\$485,200	\$3,396,400
Tech Fee Collection (\$30 per student)	- \$485,200	- \$485,200	- \$485,200	- \$485,200	- \$485,200	- \$485,200	- \$485,200	\$3,396,400
Windows Devices					\$2,250,000	\$2,250,000		\$4,500,000
Anticipated Parent cost (per student)	\$30	\$30	\$30	\$30	\$30	\$30	\$30	\$210
Evergreening								
Chromebooks	\$485,200	\$485,200	\$485,200	\$485,200	\$485,200	\$485,200	\$485,200	\$3,396,400
Windows Devices					\$2,250,000	\$2,250,000		\$4,500,000
Anticipated Parent cost (per student)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
BYOD								
Chromebooks (3 years of warranty, parent purchased device every 3 years)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Windows Devices					\$2,250,000	\$2,250,000		\$4,500,000
Anticipated Parent cost (per student)	\$410			\$410			\$410	\$1,230



INFORMATION REPORT

Page 1 of 2

DATE: June 19, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2024 to May 31, 2025

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 receives for information the Unaudited Financial Report for the period Sept. 1, 2024 to May 31, 2025 for Elk Island Public Schools.

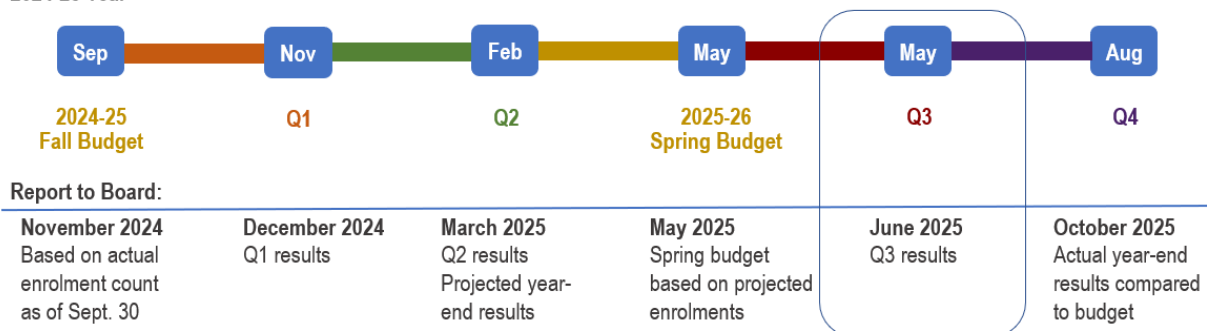
BACKGROUND:

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, 2025. For the 2024-25 school year, the Division is approximately midway through our financial reporting cycle:

2024-25 Year





INFORMATION REPORT

Page 2 of 2

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 (9/10th of the school year complete), while central department costs and Division revenue are expected to be about 75% spent (9/12th 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 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, 2025, EIPS has an overall operating deficit of \$3,883,530. Revenue and expense variances are detailed in the Third Quarter Report 2024-25.

ATTACHMENT:

1. Third Quarter Report 2024-25



Your Future in **MIND** ●

Third Quarter Report

2024-25

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2024 to May 31, 2025 and variance notes to these statements.

Report to the Board of Trustees

June 19, 2025

This information has not been audited.

Elk Island Public Schools
Highlights
For The Nine-Month Period Ended May 31, 2025

Financial Summary:

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	202,355,973	153,363,729	76%
School Expenses (Pages 5 and 6)	140,542,790	107,658,795	77%
Central Services Expenses (Page 9)	63,775,344	49,588,464	78%
Surplus / (Deficit)	(1,962,161)	(3,883,530)	

* Average spending at May 31, 2025 should be approximately 90% (for school year expenditures) or 75% (for revenue and for year-round expenses).

Significant Changes and Events:

March Lump Sum Payment

In March, a lump sum payment of 3% of annual salary was paid to eligible classified staff, as approved by the Board of Trustees in February.

Funding Announcements

Since Fall Budget development, additional funding has been granted to EIPS as follows:

- Additional funds for the Literacy and Numeracy Grant (formerly the Learning Disruption Grant) were received in April. The total allocation for 2024-25 is now \$364,000. This is an increase from prior year (funded at \$281,000 in 2023-24 and \$456,000 in 2022-23). The majority of these funds were allocated out to schools earlier in the year, but a portion is planned to be carried forward for use in 2025-26.
- Low Incidence Supports and Services funding of \$97,000 was confirmed in the second quarter and allocated to Specialized Supports - Schools. This is a slight increase from prior years (funded at \$95,000 in 2023-24 and \$92,000 in 2022-23).

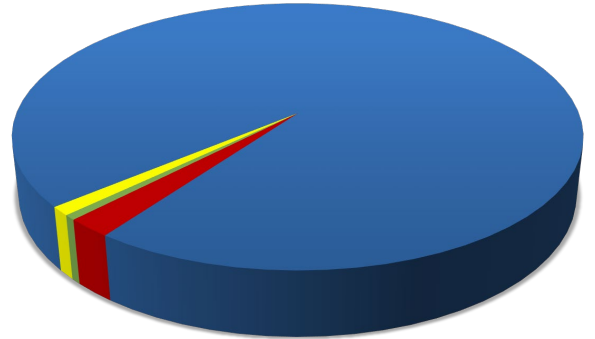
Both of these grants required applications from EIPS and are considered targeted funding.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Nine-Month Period Ended May 31, 2025

Revenues by Source

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

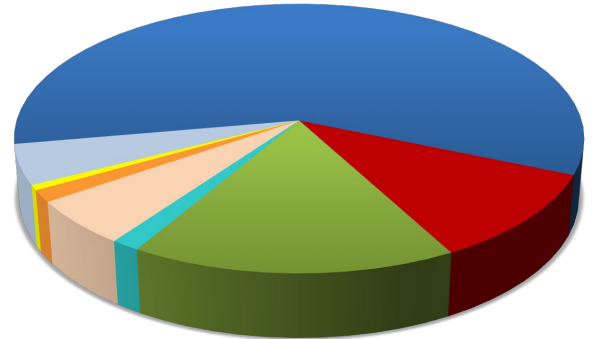
\$	%
147,364,823	96.0%
3,465,029	2.3%
911,478	0.6%
1,622,399	1.1%
\$ 153,363,729	100.0%



Alberta Education Revenues

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

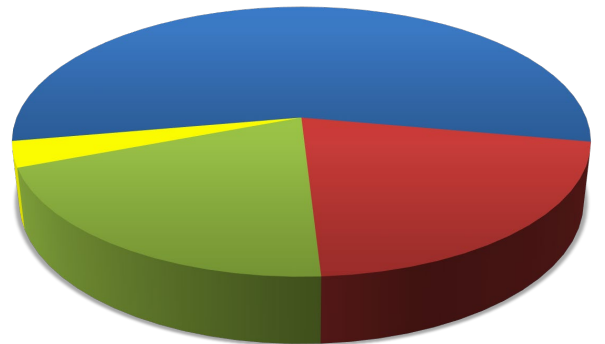
\$	%
87,212,519	59.2%
15,805,090	10.8%
24,087,061	16.4%
2,122,155	1.4%
8,029,018	5.4%
2,101,505	1.4%
909,770	0.6%
7,097,705	4.8%
\$ 147,364,823	100.0%



Expenses by Object

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

\$	%
87,478,451	55.6%
33,396,655	21.2%
31,538,615	20.1%
4,833,538	3.1%
\$ 157,247,259	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Nine-Month Period Ended May 31, 2025
Percent of the Year Elapsed: 75%*

	<div>A</div> <div>Annual</div> <div>Fall Budget</div>	<div>B</div> <div>Actual</div>	<div>Year to Date</div> <div>C = B / A</div> <div>Actual %</div> <div>Of Budget</div>	<div>C - 75%</div> <div>Actual Less</div> <div>Elapsed %</div>	<div>Note</div> <div>Reference</div>	<div>Prior Year</div> <div>Actual %</div> <div>Of Budget</div>
REVENUES						
Alberta Education						
Base Instruction	\$ 116,285,521	\$ 87,212,519	75%	0%		75%
Services & Supports	20,100,862	15,805,090	79%	4%		76%
School - System Needs	33,311,774	24,087,061	72%	-3%		74%
Community	2,789,640	2,122,155	76%	1%		76%
Jurisdictions	10,705,357	8,029,018	75%	0%		75%
Other ¹	2,801,563	2,101,505	75%	0%		77%
Supported Amortization	1,289,014	909,770	71%	-4%		66%
Teacher Pensions	7,830,000	7,097,705	91%	16%	A	92%
Total Alberta Education	195,113,731	147,364,823	76%	1%		76%
Other Government of Alberta						
Fees	4,468,701	3,465,029	78%	3%		78%
Other Sales and Services	880,345	911,478	104%	29%	B	70%
Investment Income	184,677	280,390	152%	77%	C	156%
Gifts and Donations	788,194	558,174	71%	-4%		150%
Rental of Facilities	648,585	492,307	76%	1%		66%
	271,740	291,528	107%	32%	D	123%
Sub-Total (excluding SGF)	202,355,973	153,363,729	76%	1%		78%
EXPENSES BY OBJECT						
Certificated Salaries & Benefits	115,416,330	87,478,451	76%	1%		76%
Classified Salaries & Benefits	41,681,976	33,396,655	80%	5%		80%
Services, Contracts & Supplies	40,459,673	31,538,615	78%	3%		76%
Capital & Debt Services	6,760,155	4,833,538	72%	-3%		72%
Sub-Total (excluding SGF)	204,318,134	157,247,259	77%	2%		77%
Operations Surplus/(Deficit)	\$ (1,962,161)	\$ (3,883,530)	198%	123%		-134%
School Generated Funds Budgeted Deficit	(150,000)					
Asset Retirement Obligation Impact	(386,545)					
Total Budgeted Deficit	\$ (2,498,706)					

* Based on a 12 month reporting period.

¹ Includes funding for Literacy and Numeracy, Mental Health, Secondments, New Curriculum, Lease Support, Fuel Price Contingency, French Language, Dual Credit Programming, Odyssey Language, Alberta School Council Engagement, Digital Assessment and Transportation Training.

**Elk Island Public Schools
Revenue Notes
For The Nine-Month Period Ended May 31, 2025**

A. Teacher Pensions

Revenue is 16% 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.

B. Fees

Fee revenue is fully collected at this point in the year.

This line includes only transportation fees. Transportation fees are collected prior to the start of the school year and as a result are fully collected at this point.

C. Other Sales and Services

Revenue has already exceeded the annual budget by 52%.

Various annual vendor rebates negotiated by Purchasing and Contract Services based on contractual sales are included in this line. These amounts are not paid evenly over the course of the year, resulting in a timing difference. There will also be a permanent variance related to this line item, as rebates received have already exceeded total budget.

This line also includes the Division's Certificate of Recognition (COR) rebate, international student revenue, and some secondment revenue.

D. Rental of Facilities

Revenue has already exceeded the annual budget by 7%.

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

In addition, rental revenue for community groups (included in this line) has exceeded budgeted amounts, resulting in a permanent variance.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Nine-Month Period Ended May 31, 2025
Percent of the Year Elapsed: 90%*

	A	B	Year to Date		Note	Prior Year
	Annual Fall Budget	Actual	C = B / A Actual % Of Budget	C - 90% Actual Less Elapsed %	Reference	Actual % Of Budget
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,514,857	\$ 6,601,203	88%	-2%		88%
Brentwood Elementary	3,232,737	2,799,503	87%	-3%		88%
Clover Bar Junior High	3,017,135	2,657,973	88%	-2%		89%
Davidson Creek Elementary	4,295,193	3,787,605	88%	-2%		88%
École Campbelltown	2,501,154	2,157,227	86%	-4%		89%
F.R. Haythorne Junior High	4,269,550	3,702,298	87%	-3%		88%
Glen Allan Elementary	2,216,670	1,935,549	87%	-3%		88%
Heritage Hills Elementary	3,188,825	2,798,917	88%	-2%		88%
Lakeland Ridge	4,383,512	3,799,541	87%	-3%		87%
Mills Haven Elementary	3,488,430	2,977,210	85%	-5%		88%
Pine Street Elementary	3,448,312	2,968,825	86%	-4%		88%
Salisbury Composite High	9,802,300	8,434,227	86%	-4%		87%
Sherwood Heights Junior High	4,042,056	3,560,368	88%	-2%		88%
Strathcona Christian Academy Elementary	3,484,904	3,079,197	88%	-2%		89%
Strathcona Christian Academy Secondary	4,124,622	3,601,645	87%	-3%		87%
Wes Hosford Elementary	2,065,005	1,780,163	86%	-4%		88%
Westboro Elementary	2,684,132	2,328,495	87%	-3%		87%
Woodbridge Farms Elementary	3,042,092	2,618,615	86%	-4%		87%
	70,801,486	61,588,561	87%	-3%		88%
Sector 2 - Strathcona County						
Ardrossan Elementary	3,832,179	3,350,695	87%	-3%		89%
Ardrossan Junior Senior High	5,153,111	4,503,965	87%	-3%		88%
Castle (Scotford Colony)	211,419	184,528	87%	-3%		87%
Fultonvale Elementary Junior High	3,292,805	2,907,172	88%	-2%		88%
Uncas Elementary	1,386,364	1,214,366	88%	-2%		84%
	13,875,878	12,160,726	88%	-2%		88%
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	2,774,817	2,423,409	87%	-3%		88%
Fort Saskatchewan Christian	3,173,626	2,775,413	87%	-3%		89%
Fort Saskatchewan Elementary	2,588,931	2,208,176	85%	-5%		87%
Fort Saskatchewan High	3,646,283	3,169,303	87%	-3%		87%
James Mowat Elementary	2,607,542	2,244,828	86%	-4%		87%
Rudolph Hennig Junior High	3,227,676	2,868,785	89%	-1%		89%
SouthPointe School	4,680,390	4,051,707	87%	-3%		88%
Win Ferguson Elementary	3,123,984	2,700,418	86%	-4%		86%
	25,823,249	22,442,039	87%	-3%		88%
Sector 4 - Lamont County						
Bruderheim School	1,219,362	1,037,059	85%	-5%		87%
Lamont Elementary	2,520,854	2,184,788	87%	-3%		87%
Lamont High	3,039,820	2,634,096	87%	-3%		87%
Mundare School	1,119,991	984,504	88%	-2%		84%
	7,900,027	6,840,447	87%	-3%		87%
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,888,281	2,487,082	86%	-4%	A	87%
Pleasant Ridge Colony	183,309	154,450	84%	-6%		87%
Vegreville Composite High	2,833,968	2,453,463	87%	-3%		87%
	5,905,558	5,094,995	86%	-4%		87%

* Based on a 10 month reporting period.

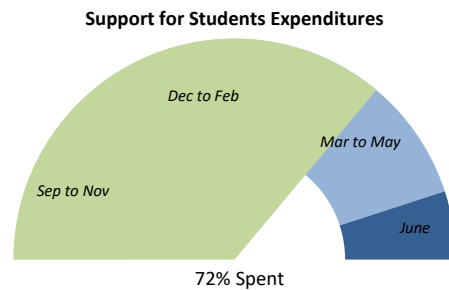
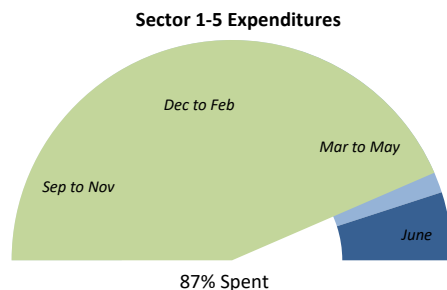
Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Nine-Month Period Ended May 31, 2025
Percent of the Year Elapsed: 90%*

	A Annual Fall Budget	B Actual	Year to Date C = B / A Actual % Of Budget	C - 90% Actual Less Elapsed %	Note Reference	Prior Year Actual % Of Budget
Supports For Students - Schools						
Early Learning	2,579,184	1,910,723	74%	-16%	B	73%
Specialized Supports & Other Programs ¹	2,137,930	1,493,270	70%	-20%	C	74%
	4,717,114	3,403,993	72%	-18%		74%
Other						
Elk Island Youth Ranch Learning Centre	354,676	313,333	88%	-2%		86%
Next Step Continuing Education - Summer	661,236	202,000	31%	-59%	D	24%
Next Step Outreach	2,479,821	2,163,890	87%	-3%		88%
Other School Allocations	(154,304)	619,308	-401%	-491%	E	-284%
To Be Allocated	917,255	-	0%	-90%	F	0%
Leveraging Student Achievement	-	-	N/A	N/A	G	N/A
March Classified Staff Lump Sum Payment	1,052,675	1,052,675	100%	10%	H	N/A
Conversion (10 mo. To 12 mo.)	-	(13,850,558)	N/A	N/A	I	N/A
Standard Cost Conversion	-	(1,206,123)	N/A	N/A	J	N/A
Teacher Pensions	7,478,119	6,833,509	91%	1%		92%
	12,789,478	(3,871,966)	-30%	-120%		-33%
Budgeted 1% year-end carryforward	(1,270,000)					
Total School Sites	<u>\$ 140,542,790</u>	<u>\$ 107,658,795</u>	<u>77%</u>	<u>-13%</u>		<u>78%</u>

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

* Based on a 10 month reporting period.

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	59,455,703	2,132,858	61,588,561	96.5%
Sector 2 - Strathcona County	11,830,949	329,777	12,160,726	97.3%
Sector 3 - Fort Saskatchewan	21,813,529	628,510	22,442,039	97.2%
Sector 4 - Lamont County	6,589,311	251,136	6,840,447	96.3%
Sector 5 - County of Minburn	4,956,490	138,505	5,094,995	97.3%
Totals	<u>104,645,982</u>	<u>3,480,786</u>	<u>108,126,768</u>	<u>96.8%</u>



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, 2025**

A. Pleasant Ridge Colony

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

- The primary reason for this variance is lower substitutes costs than budgeted and a timing difference with expenditures. The school is planning on purchasing sports and office equipment and supplies in June and August.

B. Supports for Students (Schools) – Early Learning

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

- 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, there was a mid-year staffing position hired, and start up cost for the full time kindergarten programs of which both will be incurred in the upcoming months.

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

Expenses are below expected year to date spending by 20%. The primary variances are:

- There is a timing difference in salaries for both the Specialized Supports Schools and Mental Health Capacity Building program, which are incurred over 12 months rather than 10 months (so we would expect expenses to be closer to 75%).
- Partners 4 Science expenses will continue to increase in the future quarters as the development of science kits continue, and a portion of these funds will be carried forward into next year.
- There are also some funds being held for some special program renovations that will be incurred in the summer months.

D. Next Step Continuing Education – Summer

Expenses are below expected year to date spending by 59%.

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

E. Other - Other School Allocations

The variance calculated for this line is entirely a timing difference. The actual expenditures reported primarily relate to the accrual of classified salaries to the end of May. These accruals will be reversed when they are paid in December, resulting in no overall impact to EIPS results.

F. Other - To Be Allocated

Funds budgeted in this line include current year unplanned surpluses or other funds budgeted but not yet allocated out to schools or department budgets.

G. Other - Leveraging Student Achievement

This line includes funds from the Leveraging Student Achievement allocated reserve. These funds were allocated to Instructional Supports in the second quarter and will support numeracy and literacy intervention for Junior High students.

H. March Lump Sum Payment

This line represents the one-time lump sum salary payment made to classified staff in March, as approved by the Board of Trustees in February.

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

This budget converts certificated salaries from a 10 month basis (as earned, and as reported on the school expense lines) to a 12 month basis (as paid), and will even out to zero by the end of the fourth quarter. This is a timing difference.

J. Other - Standard Cost Conversion

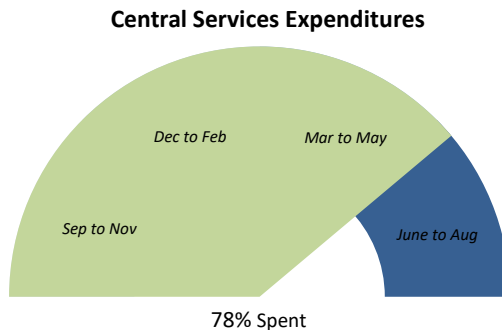
This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. This amount fluctuates throughout the year as a result of timing of benefit and salary expenditures.

Financial Services completes regular projections of standard cost versus actual cost throughout the year. Currently, projections indicate standard cost will end the year in a \$100,000 surplus.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Nine-Month Period Ended May 31, 2025
Percent of the Year Elapsed: 75%*

	A Annual Fall Budget	B Actual	Year to Date C = B / A Actual % Of Budget	C - 75% Actual Less Elapsed %	<i>Note Reference</i>	Prior Year Actual % Of Budget
Governance	\$ 545,188	\$ 369,536	68%	(7%)	A	70%
Education Executive	1,589,446	1,131,427	71%	(4%)	B	71%
Supports For Students - Central	5,299,140	3,488,790	66%	(9%)	C	71%
Human Resources	5,510,925	4,820,283	87%	12%	D	72%
Business Services	3,058,710	2,241,981	73%	(2%)	E	74%
Facility Services					F	
Facility Services	16,652,756	12,355,060	74%	(1%)		72%
Infrastructure Maintenance and Renewal	1,878,231	511,903	27%	(48%)		45%
	<u>18,530,987</u>	<u>12,866,963</u>	<u>69%</u>	<u>(6%)</u>		<u>70%</u>
Information Technologies	6,449,792	4,644,993	72%	(3%)	G	66%
Student Transportation	16,559,111	14,766,177	89%	14%	H	80%
Fiscal Services	6,667,045	5,258,314	79%	4%	I	81%
Budgeted 1% year-end carryforward	(435,000)					
TOTAL CENTRAL SERVICES	<u><u>\$ 63,775,344</u></u>	<u><u>\$ 49,588,464</u></u>	<u><u>78%</u></u>	<u><u>3%</u></u>		<u><u>74%</u></u>

* Based on a 12 month reporting period.



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

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

Elk Island Public Schools
Expense Notes – Central Services
For The Nine-Month Period Ended May 31, 2025

A. Governance

Includes the Board of Trustees budget.

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

Some costs in Board Governance do not occur uniformly throughout the year, such as professional development costs. This budget is also projected to have a surplus at the end of the year, resulting in a permanent variance.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

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

- Superintendent expenses are below expected year to date spending by 5%. Some expenses in this area are not incurred uniformly throughout the year, such as costs related to leadership meetings. There are also some unspent contingency funds in this budget that may result in a permanent difference.
- Communications expenses are 3% below expected. There are some expenses that do not occur uniformly throughout the year, such as equipment and supply purchases.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate drastically every fourth year when an election occurs. Expenses in this budget centre are as expected.

C. Supports for Students – Central

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

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

- Associate Superintendent – Supports for Students and Specialized Supports – Central are spending as expected at this time of the year.
- Curriculum is 7% below expected spending at this point in the year. Part of this budget is being held for certificated subs and translation services which will be incurred later in the year. In addition, a French Immersion teacher started in February to support this work.
- Instructional Supports has a 11% variance below expected spend. The Dual Credit grant program is an area that does not have uniform monthly spending, instead incurring expenditures when the program runs or as needed. In addition, the Digital Assessment grant and Shell Grant programs will have higher expenditures in the upcoming months.

D. Human Resources

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

Expenses are above expected spending at this point in the year by 12%.

Associate Superintendent expenses are above expected year to date spending by 9%.

- Some programs within this budget are not incurred uniformly throughout the year and are hard to predict.
- Some programs, like secondments, have expenses that are incurred over 10 months of the year rather than 12, resulting in a timing difference.

Staff Relations and Training expenses are below expected year to date spending by 7%.

- Expenses for some programs such as Onboarding/Off to a Good Start will be incurred later in the year, resulting in a timing difference.
- Some other expenses are not incurred uniformly throughout the year, such as Division-wide professional development costs.

Recruitment and Staffing expenses are above expected year to date spending by 19%.

- This includes hold harmless budgets for medical, maternity, and other leaves and they are not incurred uniformly over the course of the year and are difficult to predict. This area is currently projecting to be overspent by \$450,000 at year-end (a permanent variance).

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

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

- Treasurer expenses are above expected year to date spending by 2%. Some expenses in this area are not incurred uniformly throughout the year.
- Financial Services expenses are 3% below expected as some expenses are not incurred evenly over the course of the year (such as the annual audit fee), resulting in a timing difference.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.

- Facility Services expenses are below expected year to date spending by 1%. A surplus of approximately \$400,000 is projected to develop over the remaining months of the year as utility costs are lower than budgeted. This is due both to lower usage than budgeted, and the cancellation of the carbon tax in April.
- This line shows non-capital Infrastructure and Maintenance Renewal (IMR) spending. Capital spending of IMR funding is shown on the Capital Project Listing. IMR projects will progress and incur expenses over the remaining quarters of the year.

G. Information Technologies

Includes the Information Technologies budget.

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

- There are some expenses that do not occur uniformly throughout the year, such as professional development costs, supplies, furniture, and equipment.

H. Student Transportation

Includes the Student Transportation budget.

Expenses are above expected year to date spending by 14%.

- 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% (which it is).

I. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are above expected spending by 4%. This is primarily the result of two timing differences.

- Salaries were accrued to the end of May. When salaries are paid in June the individual departments will be charged and the accruals cleared.
- As capital asset purchases are incurred by schools over the remainder of the year, the Fiscal Capital budget will incur buyout entries that will reduce expenses.

Elk Island Public Schools
Capital Project Listing
As At May 31, 2025

	Budget	YTD Actuals	Actual % of Budget	Note Reference
Capital Reserves:				
IT Infrastructure - Switches & Access Points	150,000	-	0%	A
Facility Services Lawn Tractor and Lift	15,541	15,541	100%	B
VOIP Phone System	548,000	500,266	91%	C
Salisbury Composite High Chiller Replacement	1,000,000	145,409	15%	D
Bus Purchases	626,860	626,860	100%	E
	2,340,401	1,288,076		
Operating Reserves:				
No Budgeted Projects				
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	300,000	99,425	33%	F
Facility Services Lawn Tractor and Lift	7,057	8,086	115%	G
	307,057	107,511		
Provincially Funded:				
Infrastructure Maintenance and Renewal (IMR) Grant Capital Portion	682,000	66,126	10%	H
Capital Maintenance and Renewal (CMR) Grant	1,766,800	397,474	22%	I
	2,448,800	463,600		
Total Capital Projects	\$ 5,096,258	\$ 1,859,187	36%	

Notes:

A - Capital reserves approved for IT infrastructure, as per the IT Capital Plan. This includes switches, access points, and uninterrupted power supply batteries. The contract has been processed, orders have been placed and funds are expected to be spent by August 31.

B - Facility Services purchased a lift and a lawn tractor, which was partially funded by their reserves of \$2,853 to supplement their budget. See Note G for more information.

C - Capital reserves have been approved for the new VOIP phone system across the district. Equipment replacements are primarily complete and billing will be completed by August 31.

D - The Chiller replacement at Salisbury Composite High was approved to be funded with \$1,000,000 from capital reserves and \$250,000 from IMR. The vendor has been contracted.

E - Four busses were procured and received for the following schools BFH, LLR, SAL and RHJ/FHS (split). These school bus replacements are financed initially by capital reserves but will be paid for over ten years by the respective school's budget.

F - Equipment and furniture purchases made from school or department budgets. Current projections indicate school and department sites may end up purchasing slightly more than the budgeted amount in 2024-25.

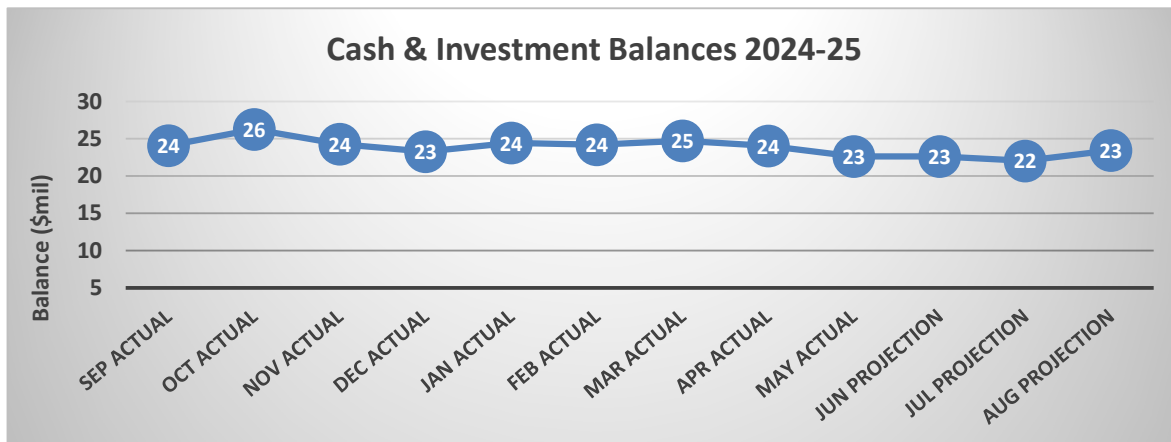
G - Facility Services has purchased a new lawn tractor and lift. Capital reserves of \$15,541 have fully funded the lift and partially funded the lawn tractor.

H - This is the capital portion of this grant; the non-capital portion is included on the Central Services page. Capital projects are planned for the 24-25 school year at BWD, GLN and SAL, while the AJS project from last year has been completed.

I - This grant follows the government fiscal year (allocated to school divisions in April each year). Capital projects for the 24-25 school year are planned for AJS, BRU, LLR, SAL and VJS. The projects that had been carried forward to this year at BWD, EPE, and GLN have been completed.

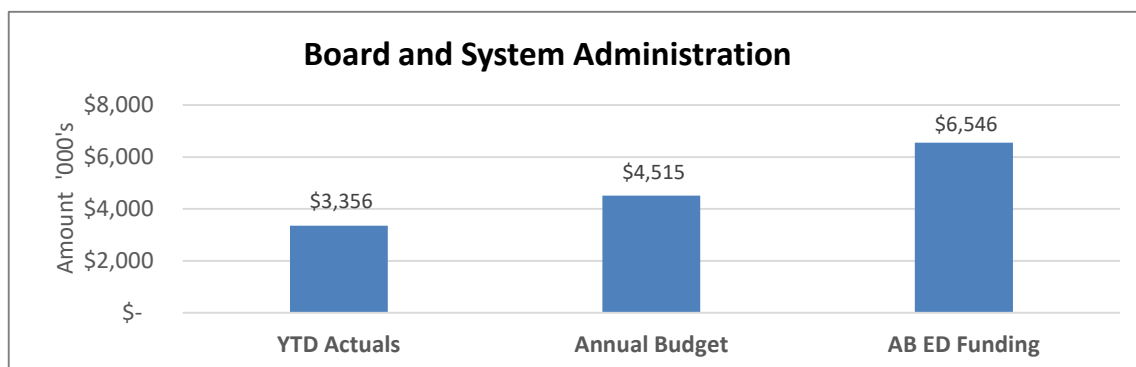
Elk Island Public Schools
Statement of Cash and Investments
As At May 31, 2025

	<u>May 31, 2025</u>	<u>May 31, 2024</u>
Cash Account Balances	\$ 22,649,625	\$ 24,182,597
Guaranteed Investment Certificates	-	-
Total Cash and Investments	<u>22,649,625</u>	<u>24,182,597</u>
Less School Generated Funds	(2,715,210)	(3,376,876)
Less Trusts (Scholarship Funds)	(53,335)	(71,464)
Total Available Central Cash and Investments	<u>\$ 19,881,080</u>	<u>\$ 20,734,257</u>



Elk Island Public Schools
Board and System Administration
As At May 31, 2025

Board and System Administration current expenses are at \$3.36 million, or 2.1% of total expenses for EIPS. This means the Division has spent 51% of the Board and System Administration grant provided by Alberta Education, and 74% of total Board and System Administration budget for EIPS.





INFORMATION REPORT

Page 1 of 4

DATE: June 19, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent, Education Executive

SUBJECT: Summary of Playgrounds

ORIGINATOR: Brent Dragon, Assistant Director, Planning

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.

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 and municipal grants. Current practice does not allow the purchase of playground equipment from operating budgets. Unrestricted funds in School Generated Funds (SGF) could be used to support the purchase of playground structures.

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



INFORMATION REPORT

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

Glen Allen Elementary School: The southeast playground will be replaced in accordance with Strathcona County's capital funding plan. The project encompasses replacing the existing structures and wooden borders with concrete curbing. The total budget for the project is \$258,600.00 of which \$25,000.00 was raised by the school parents fundraising group, \$125,000 was received from the CEFP matching grant and \$108,600 was provided by Strathcona County. The project construction will be managed by Strathcona County and is tentatively scheduled to start July 2, 2025. The project is expected to be completed by September 1, 2025.

Heritage Hills Elementary School: Phase I of the Heritage Hills Playground project planned for expansion within the existing footprint when funds allowed. Phase II of the playground project will be realized during the summer of 2025. A budget of \$180,000.00 has been set for the project. \$70,000.00 was raised by the school fundraising

committee, \$20,000.00 was provided by Strathcona County and \$90,000.00 was received through the CEFPP matching grant. \$90,000.00 will be allocated to the construction of a half basketball court which will be located on the North side of the rink shack. The remaining \$90,000.00 is allocated for the purchase and installation of free-standing play equipment such as climbers, rockers and spinners. Strathcona County will be managing the tendering and construction phases of this project. The project is expected to start on July 2, and is anticipated to be completed by September 1, 2025.

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.

To support the development of public spaces and playgrounds, through the City of Fort Saskatchewan School Playground Grant, the City makes \$25,000.00 available for volunteer fundraising groups to 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 a specific school or community priorities deem 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

A.L. Horton Elementary School – The replacement of the North composite structure and small stand-alone structure, will take place this summer. The new playground will be inclusive a structure that is comprised of two slides, various climbers and overhead climbers (promotes strength and agility), a stand-alone car with functioning gears (promotes imaginative play) a stand-alone mud kitchen (promotes imaginative play and focus for Indigenous learning), a spinner, boogie board, sensory and play panels (promotes quiet opportunities) all of which are designed with the school's colors of blue and yellow. Minor repairs will be made to both the South and East Playgrounds with hope of prolonging the lifespan for as long as possible. The budget for the project is \$273,912.64 of which \$92,123.85 was received from School Generated Funds, \$56,788.79 from fundraising



INFORMATION REPORT

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efforts of the parent group and \$125,000.00 from the CEFPP Matching Grant. The project is anticipated to start on June 27 and is scheduled to be completed by August 15, 2025.

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 Projects

2024/25 – ALH North Playground – replace the playground with new equipment and remediate the site.

2024/25 – ALH West Playground – maintenance and repair of the floating discs and swings.

2024/25 – ALH South Playground – remove the roller and repair swing chains and the floating discs

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

It is important to note that the Certified Playground Inspections include a disclaimer on lifecycle Analysis. Such that, Life Cycle estimates are intended for infrastructure planning purposes only. The actual remaining life for playground equipment will vary greatly from location to location depending on many factors including use, vandalism, and maintenance.

All considerations for new place 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.

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

ATTACHMENT(S)

N/A



INFORMATION REPORT

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DATE: June 19, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: National & International Field Trips 2024-25

ORIGINATOR: Judy Anderson, Executive Director, Education Executive

RESOURCE STAFF: Bonnie Stone, Executive Assistant, Supports for Students
Emma Small, Communications & Public Engagement Assistant, Communication Services

REFERENCE: Administrative Procedure 260 Field Trips

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

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

EIPS OUTCOMES: 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 receive for information a report on national and international field trips for the 2024-25 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 2024–25 school year, Elk Island Public Schools approved 10 national and two international field trips. A total of 216 students participated in national trips, while 93 took part in international travel—to New York City and Japan. International trips are only approved when comparable experiences are not available in Canada or when offered in partnership with the Alberta Teachers' Association or Alberta Education. Global events are continually monitored and considered in all international trip approvals. A summary of all national and international field trips is provided in Attachments 1 and 2.



INFORMATION REPORT

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In February 2025, three students from Strathcona Christian Academy Secondary were invited to attend and present at the Fair Trade Canada Conference in Toronto, with all costs covered. As part of a panel discussion on Fair Trade Schools, the students shared their experiences and attended sessions focused on equity and sustainability. Through the work of Teens Against Violent Oppression (TAVO), the school promotes human rights and social justice. Designated as a Fair Trade School since 2017, SCA continues to foster meaningful change. For Orange Shirt Day 2023, the student group led an internal initiative, producing 600 orange ribbons to ensure every student could participate in the moment of silence.

On May 13, 2025, EIPS published a news article highlighting student success at the Skills Alberta Provincial Competition. James Lowes, a Grade 9 student at Vegreville Composite High, earned first place in junior high culinary arts. Kayla Klita, a Grade 10 student at Salisbury Composite High, won gold in fashion technology. Klita's provincial success secured her a position on Team Alberta, advancing to the Skills Canada National Competition in Regina on May 29 and 30. Skills Canada hosts the country's only national, multi-trade and technology competition exclusively for high school students.

Grade 12 students from Bev Facey Community High participated in the Land of the Rising Sun Tour, visiting Tokyo, Hakone, Kyoto, Osaka and Hiroshima. The itinerary included shrines, monuments and temples that highlighted Japan's cultural heritage. The tour offered rich curricular connections across social studies and humanities, encouraging students to examine the country's reconstruction after conflict, the preservation of tradition and the influence of globalization on modern Japanese society.

Students from Salisbury Composite High and Bev Facey Community High travelled to New York City, renowned for its theatre district. The trip supported students enrolled in drama, advanced acting, musical theatre and technical theatre, offering opportunities to attend multiple shows, participate in workshops and tour backstage areas. Students explored theatrical conventions and traditions, analyzed a range of performances and developed a deeper understanding of drama as both process and art form. They also examined how technical elements—costume, lighting, makeup, stage management, properties, set and sound—contribute to professional productions.

ATTACHMENTS

1. National Field Trips 2024-25
2. International Field Trips 2024-25

JA:bs

2024-25 National Field Trips

Number of Trips	School	Field Trip Name	Destination	Dates	Course/Curricular Connection	Number of Students	Grade(s)	Cost of Field Trip
1	Ardrossan Junior Senior High and Vegreville Composite High	Marine Sciences Bamfield Trip Fall 2024	Bamfield, BC	Oct 23-27, 2024	Biology Outcomes Science 10, Biology 20 and 30	23	11-12	\$2,500
2	Strathcona Christian Academy Secondary	Teens Against Violent Oppression (TAVO) Fair Trade Conference	Toronto & Vaughan, ON	Feb 13-15, 2025	TAVO Club	3	12	No cost
3	Fort Saskatchewan High	Canadian Pacific Regional Robotics Competition 2025	Vancouver, BC	Feb 26-March 2, 2025	Robotics	13	10-12	\$500
4	Strathcona Christian Academy Secondary	Teen Ranch Mission Trip 2025	Caledon, ON	March 6-15, 2025	Missions National 10/20/30	27	10-12	\$750
5	Fort Saskatchewan Christian	Grade 9 Missions Lower Mainland	Mission, Surrey, North Vancouver, Granville Island, BC	March 15-22, 2025	Missions Christian Studies and Living 9	18	9	\$1,276
6	Strathcona Christian Academy Secondary	Youth With a Mission Leadership 9 Victoria Trip	Victoria, BC	March 22-27, 2025	Leadership 9	27	9	\$1,000
7	Sherwood Heights Junior High	French Immersion Quebec Trip 2025	Montreal & Quebec City, QC	April 30- May 5, 2025	French Immersion Grade 9	30	9	\$2,800
8	F.R. Haythorne Junior High	FSL 9 Quebec Trip 2025	Montreal & Quebec City, QC	May 11-14, 2025	French as a Second Language (FSL) 9	17	9	\$2,100
9	Strathcona Christian Academy Secondary	National Music Festival Band Toronto Trip	Toronto, ON	May 13-17, 2025	Band 9, Instrumental Music 15, 25, 35	57	9-12	\$2,300
10	Salisbury Composite High	Skills Canada 2025	Regina, SK	May 27-31, 2025	Fashion Technology	1	10	No cost

Field Trips	School	Field Trip Name	Destination	Dates	Course/Curricular Connection	Number of Students	Grade(s)	Cost of Field Trip
1	Bev Facey Community High/Salisbury Composite High	Salisbury / Facey Performing Arts Trip to New York City 2025	Riu Plaza Manhattan. New York, NY	March 20-27, 2025	Drama, Musical Theatre, Technical Theatre and Advanced Acting	49	11-12	\$4,670
2	Bev Facey Community High	Japan: Land of the Rising Sun	Tokyo, Hakone, Kyoto, Osaka, Hiroshima Japan	March 21-April 1, 2025	Physics, Culinary - International Cuisine, Social Studies	44	11-12	\$6,250

DATE: June 19, 2025

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Locally Developed Courses 2025-26

ORIGINATOR: Ryan Marshall, Associate Superintendent, Supports for Students

RESOURCE STAFF: Kristin Sawchuk, Supervisor, Career Pathways, Supports for Students
Jessica Smith, Director, Supports for Students

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 receive for information a report on locally developed courses for the first semester 2025-26 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 **two new** and **10 renewed** locally developed courses have been requested for implementation in the 2025-26 school year. **Three** courses are expiring and will not be renewed. The detail of this course is as follows:

- Theatre Performance 15-25-35:** This course has been requested by Salisbury Composite High School to support students in the fine arts. Many students want more performing arts credits than currently offered. This Theatre Performance course would allow them to participate in up to three additional productions in high school. It goes beyond Drama 10-20-30, focusing on collaboration, performance, and production. Students build skills in creativity, communication, teamwork, and confidence through real theatre experiences.
- Improvisational Theatre 15-25-35:** This course has been requested by Ardrossan Junior Senior High School. Improvisational Theatre helps students develop their creative voice, collaboration skills, and ability to think quickly and critically. This course builds on Drama 10-20-30, encouraging creative risk-taking and teamwork through unscripted scene work. Students strengthen communication, problem-solving, and self-reflection skills while exploring potential career paths and real-world applications of improvisation.

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)				
Improvisational Theatre 15	Alberta Education	3, 5	LDC1551	09/01/2025-08/31/2028
Improvisational Theatre 25		3, 5	LDC2551	
Improvisational Theatre 35		3, 5	LDC3551	
Theatre Performance 15	Alberta Education	5	LDC1367	09/01/2025-08/31/2028
Theatre Performance 25		5	LDC2367	
Theatre Performance 35		5	LDC3367	
The resources that <i>may</i> be used by schools to teach the newly acquired courses are listed in the course outlines provided.				

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Newly Acquired Courses (Elementary & Junior High School)				
There are no new newly acquired/created courses for Elementary or Junior High for the 2025-26 school year.				
Renewed Courses (Senior High School)				
Band 15 Band 25 Band 35	Alberta Education	3, 5 3, 5 3, 5	LDC1439 LDC2439 LDC3439	09/01/2025- 08/31/2029
Chamber Ensemble 15 Chamber Ensemble 25 Chamber Ensemble 35	Alberta Education	3, 5 3, 5 3, 5	LDC1417 LDC2417 LDC3417	09/01/2025- 08/31/2029
Film and Media Art 15 Film and Media Art 25 Film and Media Art 35	Alberta Education	3, 5 3, 5 3, 5	LDC1092 LDC2092 LDC3092	09/01/2025- 08/31/2029
Forensic Studies 25 Forensic Studies 35	Alberta Education	3 3, 5	LDC2256 LDC3256	09/01/2025- 08/31/2029
Foundations in Industry Workplace Safety 35	Alberta Education	5	LDC3123	09/01/2025- 08/31/2029
Instrumental Jazz 15 Instrumental Jazz 25 Instrumental Jazz 35	Alberta Education	3, 5 3, 5 3, 5	LDC1431 LDC2431 LDC3431	09/01/2025- 08/31/2029
Leadership, Character, & Social Responsibility 15 Leadership, Character, & Social Responsibility 25 Leadership, Character, & Social Responsibility 35	Alberta Education	3, 5 3, 5 3, 5	LDC1509 LDC2509 LDC3509	09/01/2025- 08/31/2029
Musical Theatre Performance 15 Musical Theatre Performance 25 Musical Theatre Performance 35	Calgary School Division	5 5 5	LDC1858 LDC2858 LDC3858	09/01/2021- 08/31/2026

INFORMATION REPORT

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Renewed Courses (Senior High School)				
Theory of Knowledge Higher 25 <i>Formally called Theory of Knowledge (IB) 25-3</i>	Alberta Education	3	LDC2152	09/01/2025-08/31/2029
Theory of Knowledge Higher 35 <i>Formally called Theory of Knowledge (IB) 35-3</i>		3	LDC3152	
Workplace Essential Skills 25	Edmonton School Division	5	LDC2743	09/01/2025-08/31/2029
Workplace Essential Skills 35		5	LDC3743	
Renewed Courses (Elementary & Junior High School)				
No courses required renewal for Elementary or Junior High for the 2025-26 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	
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	
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	

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Current Courses (Senior High School)				
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	
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	
ESL Introduction to Mathematics 15	Alberta Education	5	LDC1350	09/01/2024-08/31/2028
Holocaust Studies 15	Alberta Education	3	LDC1787	09/01/2024-08/31/2028
Holocaust Studies 25		5	LDC2787	
Holocaust Studies 35		5	LDC3787	
Introduction to Educational Assistant 35	Alberta Education	5	LDC3294	09/01/2024-08/31/2026
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
Mental Health Literacy 15	Alberta Education	3		
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	

INFORMATION REPORT

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Current Courses (Senior High School)				
Myth Busting Methods 25 <i>Formerly 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
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
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>Formerly called Christian Studies</i>		3	LDC3775	
Social Literacy 15	Alberta Education	3	LDC1023	09/01/2024-08/31/2028
Social Literacy 25		3	LDC2023	
Speech and Debate 15	Edmonton School Division	3	LDC1209	09/01/2023-08/31/2026
Statistics 35	Alberta Education	5	LDC3195	09/01/2024-08/31/2028
Student-Centered Learning 15 <i>Formerly 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	
Traditional Land Based Learning 25	Alberta Education	5	LDC2248	09/01/2024-08/31/2028
Traditional Land Based Learning 35			LDC3248	
Yoga 15	Alberta Education	3, 5	LDC1449	09/01/2023-08/31/2027
Yoga 25		3, 5	LDC2449	
Yoga 35		3, 5	LDC3449	

INFORMATION REPORT

Course Title	Acquired From	Credits	Course Codes	Start / End Dates
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 LDCCH8 LDCCH9	09/01/2023-08/31/2027
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)				
Avid Readers 25	Elk Island School Division	3, 5	LDC2391	09/01/2021-8/31/2025
Chemistry (Advanced) 35	St. Albert School Division	3	LDC3138	09/01/2022-08/31/2025
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	
Course Title	Acquired From	Credits	Course Codes	Start / End Dates
Expired Courses (Elementary & Junior High School)				
There are no expired courses in Elementary or Junior High for the 2025-26 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.				