

FSE School Council – January 15, 2024

Ralph Sorochan

- 1) **APPRECIATION** – Thanks to everyone for coming out this evening!
- 2) **POWERSCHOOL SECURITY BREACH** – Elk Island Public Schools was recently advised of a widespread data breach of PowerSchool client information, which has impacted school divisions worldwide--including students and staff. The Division is working with the vendor to determine the extent of the data accessed and the number of people affected. In the meantime, we've been assured the data accessed during this cybersecurity incident did **not** include individuals' financial or banking information. There has been no disruption to the daily operations of schools or classroom instruction. Please [follow this link](#) for the latest updated information. We appreciate your patience as we work through this issue.
- 3) **AUDITED FINANCIAL STATEMENTS: 2024** - The Board approved the Audited Financial Statements for Aug. 31, 2024. MNP LLP, a national accounting firm, audited the statements and overall, the Division ended the 2023-24 school year with an operating surplus of \$3.2 million—revenues and expenses were greater than budgeted because of increased enrolment, changes in grant funding and a one-time sale of non-capital assets. [Click here to access the Audited Financial Statements.](#)
- 4) **AUDITOR REAPPOINTMENT** - The Board approved reappointing MNP LLP, a national accounting firm, as the Division's external auditor for EIPS' year-end financial statements for Aug. 31, 2025.
- 5) **EIPS 2024-25 FALL BUDGET** - The Board approved the EIPS 2024-25 Fall Budget Report for the period of Sept. 1, 2024 to Aug. 31, 2025. The Board originally approved the 2024-25 operating budget on June 6, 2024. Every fall, the budget is updated to account for current information regarding enrolment numbers, revenue changes, actual carry forward amounts, expenses and planned reserve spending. Overall, the EIPS 2024-25 budget provides stability for schools and maintains essential services (see pg. 189, "[2024-25 Fall Budget](#)").

Highlights from the Fall Budget Report:

- *budget priorities* – complexity in classrooms, curriculum and resource development, the mental health strategic plan, collegiate and career pathways, equity, staff retention, and artificial intelligence and digital tools considerations
- *budget principles* – equitable distribution of funds and programs and transparent and understandable changes to allocations
- *operating budget* – \$213.15 million, which includes a \$2.11-million draw from operating reserves and \$390,000 from asset retirement obligation amortization
- *student enrolment* – 17,949, as of Sept. 27, 2024
- *employees (full-time equivalent)* – 1,367, as of Sept. 30, 2024
- *compensation* – salary grid movement and benefit increases have been factored into standard costs for schools, and inflationary salary costs are related to grid movement and benefit costs for departments
- *operating reserves projection* – \$10.59 million, as of Aug. 31, 2025
- *capital reserves projection* – \$210,000, as of Aug. 31, 2025
- *instructional spending* – 78% of the total budget, equating to \$9,518 per student
- *system administration spending* – \$4.51 million, 2.1%, of total expenses

NOTE: System administration spending is within the \$6.55 million provided by Alberta Education. EIPS will distribute the surplus funds for instructional costs, as allowed in the [Funding Manual for School Authorities 2024-25 School Year](#).

- 6) **UNAUDITED FINANCIAL REPORT: SEPTEMBER TO NOVEMBER 2024** - The Board received for information EIPS’ Unaudited Financial Report for Sept. 1, 2024 to Nov. 30, 2024—prepared by Financial Services. As of November 30, revenues exceeded expenses, resulting in an operating surplus of \$639,000. The operational revenue for the three months is \$51.28 million, which represents 25 per cent of the budget. Similarly, total expenses are \$50.64 million, also representing 25 per cent of the budget. The primary reason for the surplus is timing differences, meaning expenditures are not incurred evenly over the year. EIPS expects these to resolve themselves by the end of the school year—after all expenses are incurred (see pg. 75, [“Unaudited Financial Report for Sept. 1, 2024 to Nov. 30, 2024”](#)).
- 7) **SCHOOL FEE PARAMETERS: 2025-26** - The Board approved the school fee parameters for the 2025-26 school year. For the upcoming school year, fees can increase by two per cent—in 2024-25, the allowable increase was five per cent. Highlights of the 2025-26 school fee parameters include:

Optional-courses fees, Noon-supervision fees, Activity fees, Extracurricular fees, Non-curricular travel fees, Non-curricular goods and services fees – two per cent allowable increase

Schools must set all fees at a cost-recovery rate. If fees are over-charged by more than \$10 a student, schools must refund that amount to the student. Additionally, if any fees exceed the listed parameters, the school must submit an explanation for EIPS’ Superintendent and Secretary-Treasurer to review. With the fee parameters now approved, schools can begin establishing their 2025-26 School Fees Schedule.
- 8) **DIVISION CALENDAR** - The Board approved the Division calendars for the next two school years—2025-26 and 2026-27. For the most part, the calendars resemble previous years. However, a change was made to early dismissal days. In previous years, early dismissal days occurred on the first Wednesday of every month—students are released from school one hour early to allow for staff meetings and collaboration. Going forward, early dismissal days will now occur weekly, every Wednesday. On these days, after students are released, school staff will take part in structured collaborative learning opportunities to ultimately enhance student achievement. Before making the calendar change, the Division surveyed the school community—the weekly early dismissal aligns with feedback heard and, also, the Division’s needs (see pg. 36, [“2025-26 and 2026-27 Division Calendars”](#)).

Calendar highlights include:

2025-26	2026-27
<ul style="list-style-type: none"> • first day of school – Aug. 28, 2025 • November break – November 10-14 • Christmas break – December 22 to January 2 • second semester starts – January 29 • Teachers’ Convention – February 5-6 • spring break – March 23-27 • last day of classes – June 23, 2026 	<ul style="list-style-type: none"> • first day of school – Aug. 31, 2026 • November break – November 9-13 • Christmas break – December 21 to January 1 • second semester starts – February 1 • Teachers’ Convention – February 4-5 • spring break – March 22-26 • last day of classes – June 28, 2027

- 9) **FORT SASKATCHEWAN INDIGENOUS STORYTELLING EVENING** - Join the EIPS First Nations, Métis and Inuit Education team for an evening of Indigenous storytelling and connection. The event will include food, storytelling lessons from EIPS Cultural Consultant Leaha Atcheynum and story rock creation with Métis knowledge carrier Connie Kulhavy. The event is free, and all First Nations, Métis and Inuit families and their allies are welcome to attend. [Event poster](#)
Monday, January 20
6 p.m. to 7:30 p.m.
Fort Saskatchewan Elementary, 9802 101 St., Fort Saskatchewan
[RSVP by January 17](#)
- 10) **UPCOMING TRUSTEE ELECTIONS IN OCTOBER 2025** – The Board of Trustees approved the following Bylaws, in preparation for the upcoming 2025 EIPS Trustee Elections
[Bylaw No. 009/2024](#): The Establishment of Wards and Electoral Subdivisions received third reading and was then passed by the Board. The bylaw replaces Bylaw No. 007/20 in [Appendix A – Policy 7: Board Operations](#).
[Bylaw No. 010/2024](#): The Rules and Procedures for the Conduct of School Trustee Elections received three readings and was then passed by the Board. The bylaw replaces Bylaw No. 008/2020 and will guide the upcoming school trustee election.
[Bylaw No. 011/2024](#): Criminal Record Checks Required for Trustee Nominations received three readings and was then passed by the Board. EIPS will abide by Bylaw No. 011/2024 throughout the upcoming school trustee election.
- 11) **ANNUAL EDUCATION RESULTS REPORT 2023-24** - The Board approved EIPS' *Annual Education Results Report 2023-24*, an Alberta Education reporting requirement that provides school families and community members easy-to-understand information about the Division. It also serves as a mechanism to improve accountability and transparency with local stakeholders. The *Annual Education Results Report 2023-24* features detailed information about how EIPS is doing relative to Alberta Education's performance measures; how the Division supports students to achieve the best possible outcomes; and its successes, challenges and priorities moving forward. Now approved, the Division will submit the report to Alberta Education on November 29. After sending it to the province, EIPS will also post it online and share it with stakeholders and the Committee of School Councils. The summary report is attached below. To read the full report visit, [eips.ca](#).
- 12) **NAMING OF THE SHERWOOD PARK REPLACEMENT SCHOOL** - The Board approved a name for the new replacement school in Sherwood Park—Forest Grove School—expected to open in the 2026-27 school year. Once open, Forest Grove School will offer a single-track elementary French Immersion program and a dual-track junior high program, including a regular English program and a French immersion program for grades 7-9.
- 13) **CAREGIVER SERIES: JANUARY AND FEBRUARY SESSIONS** - Recovery Alberta offers free online programming for parents and caregivers of children and youth. Sessions are offered through Zoom. The list of [January and February 2025 sessions](#) is now available.
- 14) **NEXT BOARD MEETING** – The next regular Board meeting takes place on January 23, 2025, at 10 AM. Board meetings are held in the Elk Island Public School boardroom. EIPS also livestreams public Board meetings on its [YouTube channel](#).
- 15) **INQUIRIES?** - If you have any questions or comments, please feel free to contact me at ralph.sorochan@eips.ca or 780 417 8107.
- 16) Have a wonderful rest of your month!



Annual Education Results Report Overview 2023-24



Every year, Elk Island Public Schools publishes an Annual Education Results Report, which outlines the Division's Four-Year Education Plan, opportunities for growth and how it's supporting students to achieve the best possible outcomes. Collectively, the Division uses the report to guide its work and enhance learning going forward. Read the full report at eips.ca.

MISSION

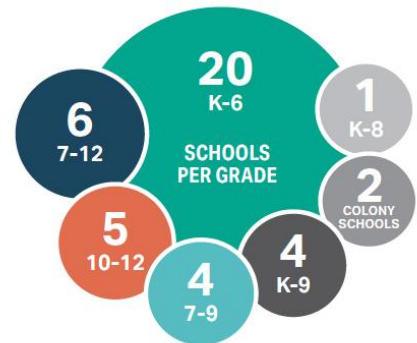
To provide high-quality, student-centred education

BELIEF STATEMENTS

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

Alberta Education Assurance Measures

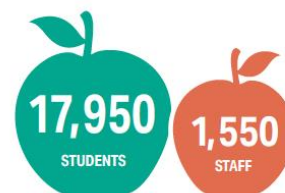
	EVALUATION SCORE
Student Learning Engagement	n/a
Citizenship	Intermediate
High School Completion Rate	Very High
Provincial Achievement Tests	High
Diploma Examinations	High
Dropout Rate (1.8%)	Good
Education Quality	High
Welcoming, Caring, Respectful and Safe Learning Environments	n/a
Access to Supports and Services	High
Parental Involvement	Intermediate



42
TOTAL
SCHOOLS

Schools by location

- 19: Sherwood Park
- 5: Strathcona County
- 5: Lamont County
- 9: City of Fort Saskatchewan
- 4: Vegreville, County of Minburn



As of Sept. 27, 2024

"We acknowledge with respect the history and culture of the peoples with whom Treaty 6 was entered and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation and our responsibility, as Treaty 6 members, to honour the heritage and gifts of the First Peoples" — EIPS Board of Trustees

Annual Education Results Report

Local Profile and Context

EIPS is one of Alberta's largest school divisions, serving more than 17,950 students from kindergarten to Grade 12 in 42 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,551 people who work collectively to inspire students to learn, grow and succeed.

Thanks to its size, EIPS is able to provide students with a range of learning opportunities, from pre-kindergarten to Grade 12. These include specialized, faith-based, language, career pathways, academic and outreach programs. That, coupled with strong extracurricular opportunities, family supports and numerous student services, ensures all learners receive a well-rounded education that develops their skills and knowledge.

Overall, 2023-24 was a productive year for EIPS, with much to celebrate. The year also presented challenges and opportunities for growth. What shines through, though, is the priorities, programs and strategies the Division has in place are positively impacting on students. To make that happen, everyone within EIPS has had to come together and stay committed to its the goals listed in the [Four-Year Education Plan: 2022-26](#).

A Closer Look

Results

EIPS' annual results data shows the strategies and goals it has in place are having a positive impact on student achievement and well-being.

The Board continues to focus efforts on: building literacy and numeracy skills for all students, and supporting staff growth through meaningful professional learning and evidence-based best practices.

Funding

Every year, EIPS' budget gets tighter, making operations more challenging. The reason: the province's funding formula for education, student enrolment growth and inflation. As such, the Division closely examined its operations to find cost savings.

The Board approved a budget using available resources to ensure a budget that supports the mission, beliefs and priorities of EIPS.

New Elementary Curriculum

EIPS rolled out Phase 2 of the new elementary curriculum, with three subjects launching in 2023-24—mathematics and English language arts and literature, grades 4-6, and science, kindergarten to Grade 3.

The Board invested resources for EIPS to create an implementation plan, develop high-quality resources, build capacity and ensure smooth transitions for students.

Engagement

EIPS finalized the last project listed within its three-year public engagement plan: how to address school capacity issues, improve attendance areas for junior high students, balance senior high enrolment in Sherwood Park and enhance accommodations for elementary and secondary French Immersion programming.

The Board made the decision to relocate the senior high French Immersion program to Salisbury Composite High, and balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High—both effective when the new Sherwood Park replacement school opens.

Mental Health

Work continued on EIPS' Mental Health Strategic Plan, now in Year 3, which aims to better support students' and staff's socio-emotional and positive mental health development.

The Board invested significant resources into the strategic plan to enhance supports for students, families and staff—focused on providing education and resources on mental health literacy, support for student mental health and well-being, capacity building and service pathways.

2024-25 Expenses by Program

NOTE: All dollar amounts are expressed in thousands

Program	Amount (\$ thousands)	Percentage
Instruction	\$166,129	78%
Operations and Maintenance	\$24,105	11%
Transportation	\$17,413	8%
System Administration	\$4,515	2%
External Services	\$990	1%
TOTAL	\$213,152	100%

78% INSTRUCTION (\$9,518 PER STUDENT)

Includes teacher and support staff salaries for schools. School allocations increased because of higher standard costs.

11% OPERATIONS & MAINTENANCE

Includes school building maintenance, utilities, insurance and custodial services. Costs are higher because of rising inflation.

8% STUDENT TRANSPORTATION

Costs to transport EIPS riders.

2% SYSTEM ADMINISTRATION

Includes Board costs and central administration costs. Expenses are below the \$6.55 million grant provided by Alberta Education. Unused funds will go toward instruction.

1% EXTERNAL SERVICES

Includes contracted services, secondments, facility rentals, and before-and-after school care.

For more information about EIPS' audited financial statements visit eips.ca/about-us/financial-information/audited-financial-statements.

Priority Summary

Priority 1: Promote Growth and Success for All Students

Results

Early learning: Families agree EIPS' Early Learning program prepares children well for Grade 1.

Literacy and numeracy: PAT and diploma examination results are consistently higher than the province.

Indigenous education: Overall educational outcomes for Indigenous students are improving, and consistently higher than the province.

Career pathways: EIPS continues to see strong results related to senior high achievement—thanks, in part, to the Division's vast career pathway programming.

Assurance: Stakeholders are confident students develop the skills needed to succeed after finishing school.

Priority Strategies 2025-26

- Continue building teacher capacity in literacy, numeracy, student engagement and assessment practices.
- Continue using multi-disciplinary teams to address needed interventions and support complex learners.
- Implement high-leverage instructional and assessment practices to support growth in literacy and numeracy.
- Continue developing foundational knowledge about First Nations, Métis and Inuit perspectives.
- Continue efforts to prepare students in career planning and transitions to post-secondary.

Priority 2: Enhance High-Quality Learning and Working Environments

Results

Learning environments: Families are satisfied with the quality of teaching and education their child receives at school.

Working environments: Staff agree EIPS is a positive place to work and have opportunities to grow.

Infrastructure: Families are satisfied with EIPS' infrastructure.

Assurance: EIPS stakeholders are confident the Division's environments are welcoming, inclusive, respectful and safe.

Priority Strategies 2025-26

- Build capacity through targeted and collaborative learning opportunities related to staff competencies for leadership, teaching and support positions.
- Offer the Educational Assistant Internship to build capacity.
- Implement Year 5 of EIPS' Mental Health Strategic Plan to better support students and staff.
- Develop efforts to ensure welcoming, caring, respectful and safe learning and working environments.
- Improve infrastructure reliability and increase equipment life cycles through ongoing and effective asset management and regular preventative maintenance.
- Continue efforts to ensure secure, safe, robust and reliable technology access.

Priority 3: Enhance Public Education Through Effective Engagement

Results

Engagement: Families agree schools keep them informed about their child's progress and achievement.

Governance: The Board worked diligently to ensure it communicated EIPS' standpoint on a range of topics—the value of public education, funding, autonomous school boards, new curriculum, mental health and well-being, classroom complexity and infrastructure projects.

Assurance: Stakeholders are confident EIPS provides meaningful opportunities for family involvement.

Priority Strategies 2025-26

- Build capacity for families to help support their child's education journey.
- Continue assurance framework efforts.
- Continue developing ways to engage families and school communities—advocacy, consultations, Division news.
- Promote effective communication and build relationships with elected government officials.
- Develop and maintain focused advocacy plans.

BUILDING ASSURANCE

In addition to providing high-quality education to students, EIPS is also responsible for assuring the public it's fulfilling its responsibilities, through reporting, engagement and relationship building. In 2023-24, some of the ways EIPS built assurance, include:



- Annual Assurance Reviews
- *EIPS Annual Education Results Report*

- EIPS Budget Survey
- School Fee Consultations
- Four-Year Education Plan review
- Alberta Education Assurance Survey
- EIPS Annual Feedback Survey – for families, staff and students

- EIPS schools engaged stakeholders to inform budget planning and school education plans
- *EIPS Four-Year Education Plan: 2022-26*
- Spring budget – using survey feedback

- *Advocacy in Action* – regular newsletter
- *EIPS Quarterly Update* – regular newsletter
- Ongoing communication – school newsletters, news releases and email

EIPS Four-Year Education Plan: 2022-26

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

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

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

GOAL 2 SUCCESS FOR EVERY STUDENT

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

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

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

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

Priority 2: Enhance high-quality learning and working environments

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

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

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

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

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

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

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

