



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: November 29, 2023 **Start Time:** 9:00 a.m.

Location: Frank Robinson Education Centre
9820 - 104 Street, Morinville, Alberta

1. Call to Order
2. Land Acknowledgement - Trustee Dwyer
3. Approval of Agenda
4. Approval of Minutes
5. Business Arising From The Minutes
6. Presentations/Delegations
 - 6.1 2022-2023 Audited Financial Statements
7. Action Items
 - 7.1 2022-2023 Audited Financial Statements
 - 7.2 Updated 2022-2023 Reserve Mitigation Strategy Exemption
 - 7.3 Capital Reserves: Modular Classroom Relocation
 - 7.4 Appointment of Secretary Treasurer
 - 7.5 Draft Sturgeon Public Schools Annual Education Results Report (AERR) - November 2023

8. Administrative Reports

- 8.1 Sturgeon Public Schools Scholarships 2022-2023
- 8.2 Morinville Traffic Bylaw
- 8.3 Communications Report - November 2023
- 8.4 2023-2024 Superintendent Discretionary Fund
- 8.5 Superintendent Report

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
 - 9.1.1 Letter from Greater St. Albert Catholic Schools
- 9.2 Trustees' Reports
 - 9.2.1 [Board Strategic Work Plan](#)
- 9.3 Committee of the Whole Report

10. Reports from Special Committees/Task Groups

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative

11. Unfinished Business

12. Comment & Question Period

13. In Camera

14. Adjournment

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DRAFT

**MINUTES OF THE
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, October 25, 2023, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair
Cindy Briggs, Vice Chair
Janine Pequin, Trustee
Joe Dwyer, Trustee - arrived at 12:14 p.m.
Stacey Buga, Trustee
Tasha Oatway-McLay, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Lisa Lacroix, Associate Superintendent, Human Resources
Ruth Kuik, Acting Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary

Call to Order

Board Chair Gibbons called the meeting to order at 9:00 a.m.

Land Acknowledgement

Trustee Murray-Elliott read the Land Acknowledgement Statement.

Approval of the Agenda

076/2023 - Trustee Murray- Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Appointments

No appointments.

Approval of the Minutes

077/2023 - Moved by Trustee Briggs that the minutes of the Regular Meeting of September 27, 2023, be approved as presented.

CARRIED UNANIMOUSLY

Presentations

No presentations.

Reports from Senior Executive

2022-2023 School Council Year In Review Reports

Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the 2022-2023 School Council Year in Review Reports.

School Councils are asked to provide an annual “Year in Review” report to the Board of Trustees every Fall as per *Policy 305: School Councils*.

Attached, you will find the “Year in Review” reports for the 2022-2023 school year submitted by the following School Councils:

Bon Accord Community School	Namao School
Camilla School	Ochre Park School
École Morinville Public School	Redwater School
Four Winds Public School	SPVA & Learning Centres
Lilian Schick School	Sturgeon Composite High School
	Sturgeon Heights School

Support and reminder communications were provided to the respective schools of: Gibbons School, Guthrie School and Landing Trail School.

2023 Lieutenant Governor of Alberta Student Award Ceremony

Shawna Warren, Superintendent, brought forward as information, the 2023 Lieutenant Governor of Alberta Student Award Ceremony report.

The Alberta School Boards Association’s (ASBA) inaugural Lieutenant Governor of Alberta Student Award Ceremony, held on September 25, 2023, was a resounding success as it celebrated the remarkable achievements of nine outstanding students from across the province who embody the values of determination, initiative and independence. Among the distinguished recipients was Sturgeon Public student, Ty Balkwill, whose unwavering commitment to personal growth and academic excellence earned him this prestigious honour. Ty’s nomination letter, thoughtfully submitted by his teacher, Jolene Senych, provided a glowing testament to his dedication and accomplishments.

The ceremony was graced by the presence of Honourable Salma Lakhani, Lieutenant Governor of Alberta and the Honourable Demetrios Nicolaidis, Minister of Education, who delivered welcoming remarks. The event was further enriched by the attendance of key

figures from the education community, including ASBA's Board of Directors, Board Chairs and Superintendents of the recipients' respective school divisions. Board Chair Irene Gibbons and Superintendent Shawna Warren were among the attendees.

“I am delighted to recognize nine outstanding students who have, through their determination, initiative and resilience, found improved success both academically and personally. Their hard work encourages us all to give our best to whatever challenges we face, and to enjoy every opportunity to learn new things so that we may learn and grow.”

[Honourable Salma Lakhani, Lieutenant Governor of Alberta](#)

The award is divided into three regions (north, central and south) and three grades within each (Grade 6, Grade 9 and Grade 11); nine recipients in total received the award. Each of the recipients, including Ty Balkwill, received a well-deserved medal, certificate and a congratulatory letter from ASBA's President, in addition to an honorarium courtesy of SB LLP.

Photos of the event can be found on ASBA's website at <https://www.asba.ab.ca/news/>.

Congratulations to Ty Balkwill!

Bus Route Summary

Ruth Kuik, Acting Associate Superintendent, Corporate Services, brought forward as information, the Bus Route Summary report.

Transportation Services has completed a route review for the 2023-2024 school year to evaluate both the route ride times and the number of students assigned to bus routes. Listed below are the areas where a route addition may be considered, together with the associated costs.

Ride Time Information:

Bus Number	Student Load	Ride Time (1 way)	School of Attendance
Route 1	52	68 minutes	Bon Accord, Gibbons, Landing Trail & Lilian Schick
Route 2	42	56 minutes	Bon Accord & Lilian Schick
Route 3	63	65 minutes	Bon Accord, Gibbons, Landing Trail & Lilian Schick
Route 4	32	55 minutes	Bon Accord & Lilian Schick
Route 5	47	68 minutes	Bon Accord, Gibbons, Landing Trail & Lilian Schick

Route 6	58	77 minutes	Bon Accord & Lilian Schick
Route 7	70	67 minutes	Bon Accord, Gibbons, Landing Trail & Lilian Schick
Route 8	58	70 minutes	Bon Accord, Gibbons, Landing Trail & Lilian Schick
Route 9	63	88 minutes	Gibbons & Landing Trail
Route 10	81	60 minutes	Gibbons & Landing Trail
Route 11	20	54 minutes	Gibbons, Landing Trail & Lilian Schick
Route 12	44	53 minutes	Gibbons, Landing Trail & Lilian Schick
Route 13	63	60 minutes	Gibbons, Landing Trail & Lilian Schick
Route 14	55	47 minutes	Gibbons, Landing Trail & Lilian Schick
Route 15	51	39 minutes	Gibbons, Landing Trail & Lilian Schick
Route 16	40	50 minutes	Camilla
Route 17	36	51 minutes	Camilla
Route 18	47	52 minutes	Camilla
Route 19	48	53 minutes	Camilla
Route 20	27	65 minutes	Camilla
Route 21	32	54 minutes	Camilla
Route 22	52	45 minutes	Camilla
Route 23	30	69 minutes	Camilla
Route 24	27	50 minutes	Camilla
Route 25	30	47 minutes	Camilla
Route 26	33	42 minutes	Camilla
Route 27	87	49 minutes	ÉMPS & Four Winds
Route 28	55	51 minutes	ÉMPS & Four Winds
Route 29	63	26 minutes	ÉMPS & Four Winds
Route 30	50	36 minutes	Four Winds
Route 31	78	71 minutes	ÉMPS & Four Winds
Route 32	49	50 minutes	ÉMPS
Route 33	90	49 minutes	ÉMPS & Four Winds
Route 34	63	56 minutes	ÉMPS & Four Winds
Route 35	39	65 minutes	Ochre Park & Redwater
Route 36	54	80 minutes	Ochre Park & Redwater

Route 37	66	58 minutes	Ochre Park & Redwater
Route 38	34	52 minutes	Ochre Park & Redwater
Route 39	42	68 minutes	Sturgeon Heights
Route 40	19	39 minutes	Sturgeon Heights
Route 41	33	60 minutes	Sturgeon Heights
Route 42	20	41 minutes	Sturgeon Heights
Route 43	38	50 minutes	Sturgeon Heights
Route 44	39	47 minutes	Sturgeon Heights
Route 45	38	28 minutes	Namao
Route 46	26	59 minutes	Namao & SCHS
Route 47	51	43 minutes	Namao & SCHS
Route 48	34	46 minutes	Namao
Route 49	46	48 minutes	Namao & Guthrie
Route 50	22	80 minutes	SCHS
Route 51	20	54 minutes	SCHS
Route 52	29	77 minutes	SCHS
Route 53	65	32 minutes	Namao, Guthrie & SCHS
Route 54	55	87 minutes	Namao & SCHS
Route 55	40	67 minutes	SCHS
Route 56	31	75 minutes	SCHS
Route 57	20	80 minutes	Namao & SCHS
Route 58	32	91 minutes	SCHS
Route 59	58	56 minutes	Namao, Guthrie & SCHS
Route 60	48	68 minutes	Namao & SCHS
Route 61	47	75 minutes	SCHS
Route 62	23	79 minutes	Namao & SCHS
Route 63	36	63 minutes	SCHS
Route 64	50	70 minutes	Namao, Guthrie & SCHS
Route 65	52	38 minutes	Namao, Guthrie & SCHS
Route 66	40	58 minutes	Namao & SCHS
Route 67	44	62 minutes	Namao, Guthrie & SCHS

Route 68	55	69 minutes	SCHS
Route 69	54	54 minutes	Namao & SCHS
Route 70	51	69 minutes	Namao, Guthrie & SCHS
Route 71	3	80 minutes	Redwater & Lilian Schick
Route 72	10	43 minutes	Bon Accord, Four Winds & Landing Trail
Route 73	8	84 minutes	Namao & SCHS
Route 74	5	124 minutes	Unlimited Potential

Route Additions and Considerations:

Option 1: Sturgeon Composite Route - North

Annual Estimated Cost: \$85,000

A route addition in the Northern region could be added with a focus on reducing ride times for students. This route would be targeted to support current routes between Range Road 251 and Range Road 230 from the Northern boundary down to Sturgeon Composite High School.

Advantage: Some students will see a reduced ride time.

Disadvantages: Although the routes currently in the area are long, the number of students assigned to the routes are lower than other areas. Adding this route will result in other buses being at a low ridership. Additionally, the route addition will result in current routes experiencing reduced revenue.

Option 2: Bon Accord, Gibbons, Landing Trail and Lilian Schick - North

Annual Estimated Cost: \$77,000

A route addition in the Northern region could be added with a focus on reducing ride times for students. This route would be targeted to support current routes that transport students to schools in the communities of Gibbons and Bon Accord.

Advantages: Some students will see a reduced ride time, as well as fewer students assigned to the route, resulting in more room on the bus.

Disadvantage: The route addition will result in current routes experiencing reduced revenue.

Option 3: Sturgeon Composite Route - Morinville & Area

Annual Estimated Cost: \$75,000

A route addition in the Morinville area could be added with a focus on addressing some longer ride times, as well as some higher route loads. This route would be targeted to support current routes West of Morinville and in the Morinville area.

Advantage: Route loads would be reduced for buses servicing Morinville and surrounding areas.

Disadvantages: A route addition will reduce route revenue for current routes in the area. This may also result in some lower riderships for the rural routes which may not be required to transport Morinville students.

General Notes:

- Transportation Services experiences a reduction of SCHS students accessing transportation services by the end of each school year. Typically ridership is higher at the start of the school year, and the number of riders reduces as the year progresses.
- Transportation is presently facing a significant shortage of drivers, which has led to a situation where contractors are unable to apply for new routes due to a lack of available drivers to support their applications.

Below is a sample of route times from Aspen View and Pembina Hills provided in 2022-2023.

Aspen View	Total Route Time
Route 1	75 minutes
Route 2	85 minutes
Route 3	81 minutes
Route 4	88 minutes
Route 5	95 minutes
Route 6	85 minutes
Route 7	78 minutes
Pembina Hills	Total Route Time
Bus 1	97 minutes
Bus 2	60 minutes

Bus 3	97 minutes
Bus 4	122 minutes
Bus 5	88 minutes
Bus 6	103 minutes
Bus 7	45 minutes
Bus 8	89 minutes
Bus 9	73 minutes
Bus 10	42 minutes
Bus 11	70 minutes
Bus 12	84 minutes
Bus 13	79 minutes
Bus 14	77 minutes
Bus 15	64 minutes
Bus 16	85 minutes
Bus 17	69 minutes

Holiday Card Artwork Selection

Shawna Warren, Superintendent, brought forward as information, the Holiday Card Artwork Selection report.

The Division is excited to announce the winners of the Holiday Card Artwork Contest, a project that was initiated by the Advocacy Committee in response to the expressed interest of the Board of Trustees to revive this wonderful tradition.

After careful review and deliberation, the Board of Trustees selected the following winners for this year's Holiday Card Artwork Contest:

<u>Category</u>	<u>Winner</u>
K-3	Rebecca Luoma - Ochre Park School
4-6	Chloe Treuer - Lilian Schick School
7-9	Alayna Barbosa - Lilian Schick School

These outstanding artworks, chosen by the Board of Trustees, will grace the cover of the Holiday cards this year. The Division extends sincere congratulations to these talented student artists.

Thank you to all participants for their contributions to this year's contest. Participants' creativity and dedication are truly valued.

Human Resources Annual Report (2022-2023) October 2023

Lisa Lacroix, Associate Superintendent, Human Resources, brought forward as information, the Human Resources Annual Report (2022-2023) October 2023.

The Human Resources Department's Annual Report (2022-2023) October 2023 provides a detailed overview of the staffing aspects within Sturgeon Public School Division, for both union and non-union groups and covers all elements of the employment life-cycle. This report serves as a valuable resource to gain an understanding of the Division's workforce. The report is based on data collected from the 2022-2023 school year.

Overdue Transportation Fees

Ruth Kuik, Acting Associate Superintendent, Corporate Services, brought forward as information, the Overdue Transportation Fees report.

According to *Administrative Procedure (AP) 464: Fees*, any overdue fee notices will be sent to parents who have not submitted payments. A monthly payment plan may also be established for transportation fees to be paid over the course of the school year.

One year ago, at the end of October 2022, the Division had 401 overdue accounts, totalling \$127,710. New to the 2023-2024 school year, families were required to pay transportation fees in full from the previous school year before they could register for services. In addition, fees were to be paid, or a payment arrangement was to be in place before the student was provided a bus pass.

Currently, the Division has 265 overdue accounts totalling \$54,400. Transportation Services is actively contacting families to make arrangements for full payment, partial payments or where necessary, fee waiver applications. The Division plans to have Transportation Services and schools work closely with families to further reduce this number over the coming month. The goal is to communicate with all families resulting in a minimal amount of service discontinuations in November.

September 29 Enrolment Numbers

Ruth Kuik, Acting Associate Superintendent, Corporate Services, brought forward as information, the September 29 Enrolment Numbers.

Student Enrolments, as of September 29, 2023, are included for Trustee information.

As stated in Policy 405: 2.5 - *“The system budget submitted to the Board for approval shall reflect the goals and objectives of the Division and shall include: 2.5.1 Details of estimated enrolments”*.

To manage class sizes and resources required, the Division performed enrolment counts on September 1, September 12 and September 28.

Attached for your reference is the September 29th Student Enrolment Count. A few highlights are:

- The current enrolment count for funded students is 5,167 students. The enrolment count for funded students on September 29, 2022 was 5,176.
- This indicates a slight decrease in overall enrolment.
- The Division is experiencing a decrease in enrolment in PreK - Grade 1. This aligns with the demographic information received.
- Sturgeon Composite High School experienced an increase in enrolment.
- 101 students are enrolled as concurrent students meaning they are registered in a high school and taking a course at one of the Division’s Learning Centres.

Technology Services Report - October 2023

Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Technology Services Report - October 2023.

In the Technical Report, the technology team emphasizes its dedication to providing essential services and products to schools for optimal performance. The report focuses on three key areas: Technical Debt, Standard Maintenance and Future Planning.

- The team is actively addressing Technical Debt by implementing Multi Factor Authentication (MFA) and streamlining iPad management.
- Standard Maintenance is facilitated through the Evergreen program, ensuring that staff computers, student Chromebooks and mobile devices are updated and supported.
- Future Planning includes enhancing security measures and exploring the possibility of standardizing on a single technology environment, aligning with industry standards. This commitment ensures that Technology Services continues to support the mission of schools effectively.

Communications Report - October 2023

Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Communications Report - October 2023.

Deputy Superintendent, Education Services Report

Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Deputy Superintendent, Education Services Report.

2023-2024 Superintendent Discretionary Fund

Shawna Warren, Superintendent, brought forward as information, the 2023-2024 Superintendent Discretionary Fund report.

September 20, 2023 - October 18, 2023, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- Additional 0.1FTE required for the Social Worker position at Sturgeon Composite High School to support the Student Success Centre. Mental Health Capacity Building (MHCB) Grant (HYPE) was only able to fund 0.4FTE, not 0.5FTE.

2023 -2024 Superintendent Discretionary		Total \$600,00.00			
	\$ 500,000				
Budget Item Description	# FTE	Avg Salary & Ben	Cost	Date	Totals
Direct staffing to schools (K- 12)					
<u>Teachers</u>		\$ 110,000.00			
Guthrie School	0.20		\$ 18,700	Wednesday, October 4, 2023	
			\$ -		
			\$ -		
			\$ -		
			\$ -		
			\$ -		
			\$ -		
			\$ -		
Total	0.20				\$18,700.00
Direct staffing to schools (K- 12)					
<u>CUPE (EA Avg \$43,300)</u>		\$ 43,300.00			
EA Colony	1.0		\$43,300.00	Tuesday, May 16, 2023	
Vocational EA at SCHS	-1.0		-\$43,300.00	Thursday, May 25, 2023	
Total	0.00				\$0.00
Other (Emergent Priorities non-staff)					
	\$ 100,000				
Social Worker SCHS Success Centre	0.60		\$ 36,498.00	Thursday, September 28, 2023 updated	
Total	0.60				\$36,498.00
Total Costs					\$55,198.00
Alberta Ed. Supplemental Enrolment Growth Funding					
Total budget remaining					\$544,802.00

Superintendent Report

Shawna Warren, Superintendent, brought forward as information, the Superintendent Report.

Administrative Procedure 315: Volunteers

Lisa Lacroix, Associate Superintendent, Human Resources, brought forward as information, the *Administrative Procedure 315: Volunteers* report.

A review of *Administrative Procedure 315: Volunteers* was conducted. This review included the addition of key definitions and clarified the procedure for when a Vulnerable Sector Check is required to ensure greater clarity and consistency.

The purpose of these changes is to provide a clear framework for the involvement of volunteers within our Division and to safeguard the welfare of our students and staff.

Reports from Trustees and Standing Committees

Chair's Report

Below is the Chair's submitted report.

Chair Gibbons (Gibbons/Lamoureux)

Chair Gibbons reported that she attended:

- ASBA Meeting with Alberta Education (Oct. 12)
- ASBA Zone 2/3 Meeting (Oct. 27)
- Committee of the Whole Meeting (Oct. 11)
- Landing Trail School Parent Teacher Conversation Night (Oct. 23)
- Meeting with Gibbons School Staff (Oct. 27)
- Meeting with Sturgeon County (Oct. 11)
- Meeting with the Superintendent (Oct. 6)
- Meeting with Town of Gibbons CEO, Farrell O'Malley (Oct. 27)
- Public Board Meeting (Oct. 25)
- Public School Boards' Association of Alberta Fall Conference (Oct. 18/19)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Bon Accord Community School, School Council Meeting (Oct. 24)
- Committee of the Whole & Sturgeon County Meetings (Oct. 11)
- Lilian Schick School Council and RPA Meetings (Oct. 23)
- Meeting with Town of Bon Accord Stakeholder Concern (Oct. 6)
- Public School Boards' Association of Alberta Fall Conference (Oct. 18/19)
- Read In Week at Lilian Schick School and Bon Accord Community School (Oct. 2)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- ASBA Speaker's Corner with RMA (Oct. 30)
- ATA Negotiations (Oct. 16)
- Committee of the Whole Meeting (Oct. 11)
- Discipline Committee (Oct. 17)
- École Morinville Public School, School Council (Oct. 3)
- Four Winds Public School Celebration of Thelma Chalifoux (Oct. 30)

- Four Winds Public School, School Council (Oct. 12)
- PSBAA Fall Conference (Oct. 18-20)
- Public Board Meeting (Oct. 25)
- Read-In-Week at École Morinville Public School (Oct. 4)
- SPVA/MLS/SLC School Advisory (Oct. 10)
- Water Walk with Landing Trail School (Oct. 2)
- Zone 2/3 Meeting (online) (Oct. 27)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School Council Meeting (Oct. 17)
- Committee of the Whole Meeting (Oct. 11)
- Discipline Committee (Oct. 17)
- PSBAA AGM (Oct. 18-20)
- Public Board Meeting (Oct. 25)
- Rotary Meetings (Oct. 4, 11 & 18)

Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole Meeting (Oct. 11)
- PSBAA Annual General Meeting (Oct. 20)
- PSBAA Lois Hole Dinner and Lecture (Oct. 18)
- PSBAA Professional Learning Session (Oct. 19)
- Public Board Meeting (Oct. 25)
- School Council, Sturgeon Composite High School (Oct. 23)
- School Council, Sturgeon Heights School (Oct. 16)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Guthrie School Council
- Public School Boards' Association of Alberta Fall Conference (Oct. 18/19)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole (Oct. 11)
- Discipline Hearing (Oct. 17)
- Ochre Park School Council (Oct. 12)
- Public Board Meeting (Oct. 25)
- Redwater School, School Council (Oct. 16)
- Zone 2/3 (Oct. 27)

Committee of the Whole

The Board of Trustees received as information, the unapproved minutes of the meeting from the October 11, 2023, Committee of the Whole meeting.

Meeting recessed for break at 10:18 a.m.

Meeting resumed at 10:28 a.m.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Pequin shared her report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott shared her report.

New Business

General Employment Conditions

A review of the General Employment Conditions has been conducted by Administration. The majority of these modifications are of an administrative nature designed to enhance the clarity and functionality of the existing document.

The Division's Emergency Response Plan, on occasion, requires the activation of the Crisis Response Team. This team plays a pivotal role in responding to critical incidents which demand immediate attention such as death or personal injury, or natural disasters. This team provides immediate, short-term intervention and support for SPS students, families and/or staff. The emotional and physical toll on its members is considerable. In recognition of this, Administration proposes the introduction of Article 3.6 which permits the staff member to take a paid day off immediately following their involvement in the Crisis Response Team response provided it is a scheduled day of work. This addition aligns with the Board's commitment to maintaining a safe, caring and welcoming environment for all staff and aligns with other Division Collective Agreements.

Article 5.6 introduces an increase in the Health Spending Account allocation raising it from \$30 per month to \$37.50 per month. This change will bring the General Employment Conditions staff in alignment with other support employees within the Division.

Often, due to project demands and the need to minimize disruptions to staff and students, 12-month employees are unable to utilize their vacation during the summer months or other natural breaks in the operational school year. Currently, all vacation days must be utilized by August 31, with any unused days being paid out or requiring approval by the Superintendent

to carry days forward to the new school year. To address this, proposed changes to Article 7.5.2 would allow 12-month employees to carry forward up to 5 unused vacation days if their work circumstances prevent them from taking their accumulated leave prior to August 31. It is important to note that these carried-forward days must be utilized by December 31 of the same calendar year and must be approved by their direct supervisor.

These proposed changes aim to enhance the well-being and working conditions of SPS staff.

078/2023 - Moved by Trustee Buga that the Board of Trustees approve the changes to the General Employment Conditions as presented at the October 25, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 235: Conduct of Board Meetings

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies (Policy 240: Policy Development). Accordingly, the initiation and/or adoption of new Board policies and revision and/or rescission of existing policies is solely the responsibility of the Board of Trustees.

The Board also believes that development and ongoing review of policies is necessary to ensure the governance and operation of the division remain consistent with Board beliefs, School Division needs, and compliance with the Education Act and Alberta Education regulations.

Administration has reviewed and updated *Policy 235: Board Operations* as discussed at the Committee of the Whole meetings on September 13, 2023, and October 11, 2023. Administration recommends *Policy 210: Electoral Wards*, *Policy 430: Trustee Remuneration and Expense Reimbursement* and *Policy 435: Technology Equipment for Trustees* be adopted as appendices to Policy 235.

079/2023 - Moved by Trustee Oatway-McLay that the Board of Trustees approve the revised Board *Policy 235: Board Operations*, with recommended changes, and adopt *Policy 210: Electoral Wards*, *Policy 430: Trustee Remuneration and Expense Reimbursement* and *Policy 435: Technology Equipment for Trustees* as both part of the policy and as appendices as presented at the October 25, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

Unfinished Business

Board Strategic Work Plan

Discussion held on the 2023-2024 Board Strategic Work Plan.

Notices of Motion

There were no Notices of Motion.

Information

No information.

Comment and Question Period

No comments or questions from the public.

Requests for Information

No requests for information.

In Camera

080/2023 - Moved by Trustee Oatway-McLay that the Board of Trustees move to In Camera at 11:53 a.m.

CARRIED UNANIMOUSLY

Meeting recessed for lunch at 11:53 a.m.

Trustee Dwyer arrived at 12:14 p.m.

Meeting resumed at 12:38 p.m.

081/2023 - Moved by Trustee Oatway-McLay that the Board of Trustees revert to a public meeting at 1:56 p.m.

CARRIED UNANIMOUSLY

082/2023 - Moved by Trustee Briggs that the Board of Trustees approve the consent to set up a Contribution Agreement with Jordan's Principle for a recurring two year term from April 1, 2023, to March 31, 2025, as presented at the October 25, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

[083/2023 - Moved by Trustee Oatway-McLay](#) that the Board of Trustees move to In Camera at 1:58 p.m.

CARRIED UNANIMOUSLY

[084/2023 - Moved by Trustee Oatway-McLay](#) that the Board of Trustees revert to a public meeting at 2:07 p.m.

CARRIED UNANIMOUSLY

Unfinished Business

Governance

Discussion held on Governance. Trustee Handbook Review - 2023-2024

COSC Agenda Review

Discussion held on the first COSC meeting agenda for the 2023-2024 school year.

Adjournment

Trustee Oatway-McLay adjourned the meeting at 3:22 p.m.

Chair

Date

Superintendent



Date: November 29, 2023 **Agenda Item:** 7.1
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Ruth Kuik, Acting Associate Superintendent, Corporate Services
Governance Policy: [Policy 400: Financial Accountability and Audit](#)
Additional Reference: [AP420: Financial Accountability and Audit](#)
Education Act: Part 6, Division 1, Finance
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Visionary Leadership
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **2022-2023 Audited Financial Statements**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the 2022-2023 Audited Financial Statements (AFS) for the year ending August 31, 2023, as presented at the November 29, 2023, Public Board Meeting.

Background:

The Education Act, Part 6: Section 139, specifies that school boards are responsible for preparing financial statements and Section 141 specifies an auditor will provide a report on the financial statements. The Audit Committee and Committee of the Whole are required by the Board of Trustees to review financial reporting and compliance with legislation and regulatory requirements.

On Wednesday, November 15, 2023, the Audit Committee and Committee of the Whole reviewed the Draft 2022-2023 Audited Financial Statements, presented by MNP, for the year ending August 31, 2023.

The auditors (MNP) provided an unqualified report. The statements present fairly, in all material aspects, the financial position of The Sturgeon Public School Division. After the

presentation of the Draft AFS and ensuing discussion with administration and the external auditors, the Committee recommended The Sturgeon Public School Division's Audited Financial Statements for the fiscal year ending August 31, 2023, be brought to the Public Board Meeting on November 29, 2023, for approval. The attached report supports these fiscal responsibilities and provincial reporting requirements.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

1. Draft 2022-2023 Audited Financial Statements (Released 9:00am November 29, 2023)

Financial statements

The Sturgeon Public School Division

August 31, 2023

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2023**
[Education Act, Sections 139, 140, 244]

1110 The Sturgeon Public School Division

Legal Name of School Jurisdiction

9820 104 Street NW Morinville AB T8R 1L8

Mailing Address

780-939-4341 shawna.warren@sturgeon.ab.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of 1110 The Sturgeon Public School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Ms. Irene Gibbons

Name

Signature

SUPERINTENDENT

Mrs. Shawna Warren

Name

Signature

SECRETARY-TREASURER OR TREASURER

Name

Signature

November 29, 2023

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Kevin Luu: (780) 422-0314; Angel Tsui: (780) 427-3855 FAX: (780) 422-6996

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To the Board of Trustees of the Sturgeon School Division:

Opinion

We have audited the financial statements of the Sturgeon School Division (the "Division"), which comprise the statement of financial position as at August 31, 2023, and the statements of operations, cash flows, change in net financial assets, remeasurement gains and losses, and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Division as at August 31, 2023, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Division's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Leduc, Alberta

November 29, 2023

MNP LLP

Chartered Professional Accountants

STATEMENT OF FINANCIAL POSITION
As at August 31, 2023 (in dollars)

		2023	2022 Restated
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5)	\$ 15,937,324	\$ 23,096,800
Accounts receivable (net after allowances)	(Note 5)	\$ 649,230	\$ 532,433
Portfolio investments			
Operating	(Schedule 5)	\$ 26	\$ 26
Endowments		\$ -	\$ -
Inventories for resale		\$ 17,091	\$ 8,767
Other financial assets		\$ -	\$ -
Total financial assets		\$ 16,603,671	\$ 23,638,026
LIABILITIES			
Bank indebtedness	(Note 6)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 7)	\$ 3,102,873	\$ 2,748,316
Unspent deferred contributions	(Schedule 2)	\$ 3,383,706	\$ 4,190,446
Employee future benefits liabilities	(Note 8)	\$ 31,353	\$ 15,300
Asset retirement obligations and environmental liabilities	(Note 9)	\$ 8,247,737	\$ 8,247,737
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ 9,438	\$ -
Total liabilities		\$ 14,775,107	\$ 15,201,799
Net financial assets		\$ 1,828,563	\$ 8,436,226
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 96,943,344	\$ 95,566,563
Inventory of supplies		\$ -	\$ -
Prepaid expenses	(Note 10)	\$ 912,362	\$ 382,025
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 97,855,706	\$ 95,948,588
Net assets before spent deferred capital contributions		\$ 99,684,269	\$ 104,384,814
Spent deferred capital contributions	(Schedule 2)	\$ 81,952,610	\$ 84,123,626
Net assets		\$ 17,731,659	\$ 20,261,188
Net assets	(Note 11)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 17,731,659	\$ 20,261,188
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 17,731,659	\$ 20,261,188
Contractual obligations	(Note 12)		
Contingent liabilities	(Note 13)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2023 (in dollars)

	Budget 2023	Actual 2023	Actual 2022 Restated
REVENUES			
Government of Alberta	\$ 71,764,882	\$ 73,262,121	\$ 73,359,607
Federal Government and other government grants	\$ 515,000	\$ 917,972	\$ 560,515
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 2,550,802	\$ 1,962,267	\$ 1,526,932
Sales of services and products	\$ 232,485	\$ 352,898	\$ 335,952
Investment income	\$ 120,000	\$ 880,660	\$ 222,372
Donations and other contributions	\$ 139,230	\$ 452,949	\$ 291,152
Other revenue	\$ 31,080	\$ 434,339	\$ 375,520
Total revenues	\$ 75,353,479	\$ 78,263,206	\$ 76,672,050
EXPENSES			
Instruction - ECS	\$ 5,625,510	\$ 3,360,815	\$ 4,051,681
Instruction - Grades 1 to 12	\$ 53,159,232	\$ 58,080,628	\$ 49,618,208
Operations and maintenance (Schedule 4)	\$ 9,991,525	\$ 10,448,613	\$ 11,396,175
Transportation	\$ 5,693,792	\$ 5,608,632	\$ 5,318,343
System administration	\$ 2,789,295	\$ 2,958,978	\$ 2,697,974
External services	\$ 432,098	\$ 335,069	\$ 501,759
Total expenses	\$ 77,691,451	\$ 80,792,735	\$ 73,584,140
Annual operating surplus (deficit)	\$ (2,337,972)	\$ (2,529,529)	\$ 3,087,910
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (2,337,972)	\$ (2,529,529)	\$ 3,087,910
Accumulated surplus (deficit) at beginning of year	\$ 20,261,188	\$ 20,261,188	\$ 17,173,278
Accumulated surplus (deficit) at end of year	\$ 17,923,216	\$ 17,731,659	\$ 20,261,188

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2023 (in dollars)

	2023	2022 Restated
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ (2,529,529)	\$ 3,087,910
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 4,501,093	\$ 4,312,449
Net (gain)/loss on disposal of tangible capital assets	\$ (63,483)	\$ 34,308
Transfer of tangible capital assets (from)/to other entities	\$ (233,262)	\$ (1,455,658)
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (3,825,629)	\$ (3,900,732)
Deferred capital revenue write-down / adjustment	\$ 240,948	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ 16,053	\$ (33,633)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ (1,893,809)	\$ 2,044,644
(Increase)/Decrease in accounts receivable	\$ (116,797)	\$ 264,760
(Increase)/Decrease in inventories for resale	\$ (8,324)	\$ (4,035)
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies		\$ 65,550
(Increase)/Decrease in prepaid expenses	\$ (530,337)	\$ (6,745)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 354,557	\$ (1,868,835)
Increase/(Decrease) in unspent deferred contributions	\$ (806,740)	\$ (237,250)
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ -	\$ -
Capital in Accounts Payable	\$ (612,884)	\$ (421,484)
Total cash flows from operating transactions	\$ (3,614,334)	\$ (163,394)
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (5,875,077)	\$ (3,461,520)
Net proceeds from disposal of unsupported capital assets	\$ 53,000	\$ -
Capital in accounts payable	\$ 612,884	\$ 421,484
Total cash flows from capital transactions	\$ (5,209,193)	\$ (3,040,036)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 1,654,613	\$ 2,817,357
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ 9,438	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ 1,664,051	\$ 2,817,357
Increase (decrease) in cash and cash equivalents	\$ (7,159,476)	\$ (386,073)
Cash and cash equivalents, at beginning of year	\$ 23,096,800	\$ 23,482,873
Cash and cash equivalents, at end of year	\$ 15,937,324	\$ 23,096,800

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2023 (in dollars)

	Budget 2023	2023	2022 Restated
Annual surplus (deficit)	\$ (2,337,972)	\$ (2,529,529)	\$ 3,087,910
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (9,048,649)	\$ (5,875,077)	\$ (3,461,520)
Amortization of tangible capital assets	\$ 4,263,293	\$ 4,501,093	\$ 4,312,449
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (63,483)	\$ 34,308
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 293,948	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ (233,262)	\$ (1,455,658)
Other changes	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ (4,785,356)	\$ (1,376,781)	\$ (570,421)
Acquisition of inventory of supplies	\$ -	\$ -	\$ 65,550
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ (530,337)	\$ (6,745)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)		\$ (2,171,016)	\$ (1,083,375)
Other changes	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets	\$ (7,123,328)	\$ (6,607,663)	\$ 1,492,920
Net financial assets at beginning of year	\$ 8,436,226	\$ 8,436,226	\$ 6,943,306
Net financial assets at end of year	\$ 1,312,898	\$ 1,828,563	\$ 8,436,226

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2023 (in dollars)

2023

2022

Unrealized gains (losses) attributable to:

Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -

Amounts reclassified to the statement of operations:

Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -

Other Adjustment (Describe)

\$ -	\$ -
------	------

Net remeasurement gains (losses) for the year

\$ -	\$ -
------	------

Accumulated remeasurement gains (losses) at beginning of year

\$ -	\$ -
------	------

Accumulated remeasurement gains (losses) at end of year

\$ -	\$ -
------	------

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2023 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2022	\$ 24,972,700	\$ -	\$ 24,972,700	\$ 7,929,445	\$ -	\$ 6,240,994	\$ 6,341,158	\$ 4,461,103
Prior period adjustments:								
ARO Accumulated Amortization Adjustment (Note 3)	\$ (4,711,512)	\$ -	\$ (4,711,512)	\$ (4,711,512)	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2022	\$ 20,261,188	\$ -	\$ 20,261,188	\$ 3,217,933	\$ -	\$ 6,240,994	\$ 6,341,158	\$ 4,461,103
Operating surplus (deficit)	\$ (2,529,529)		\$ (2,529,529)			\$ (2,529,529)		
Board funded tangible capital asset additions				\$ 4,065,482			\$ -	\$ (4,065,482)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ 135,046		\$ (135,046)		\$ -
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (4,349,109)		\$ 4,349,109		
Amortization of ARO tangible capital assets	\$ -			\$ (151,984)		\$ 151,984		
Amortization of supported ARO tangible capital assets	\$ -			\$ -		\$ -		
Board funded ARO liabilities - recognition	\$ -			\$ -		\$ -		
Board funded ARO liabilities - remediation	\$ -			\$ -		\$ -		
Capital revenue recognized	\$ -			\$ 3,825,629		\$ (3,825,629)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (195,394)	\$ 195,394	
Net transfers from operating reserves	\$ -					\$ 3,407,589	\$ (3,407,589)	
Net transfers to capital reserves	\$ -					\$ (3,277,550)		\$ 3,277,550
Net transfers from capital reserves	\$ -					\$ 254,070		\$ (254,070)
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2023	\$ 17,731,659	\$ -	\$ 17,731,659	\$ 6,742,997	\$ -	\$ 4,440,598	\$ 3,128,963	\$ 3,419,101

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2023 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$ 5,741,158	\$ 98,200	\$ -	\$ 686,875	\$ 600,000	\$ 3,644,222	\$ -	\$ 31,806	\$ -	\$ -
Prior period adjustments:										
ARO Accumulated Amortization Adjustment (Note 3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2022	\$ 5,741,158	\$ 98,200	\$ -	\$ 686,875	\$ 600,000	\$ 3,644,222	\$ -	\$ 31,806	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (656,166)	\$ -	\$ (3,403,465)	\$ -	\$ -	\$ -	\$ (5,851)	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Amortization of supported ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves			\$ 195,394		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ (3,375,544)		\$ (32,045)		\$ -		\$ -		\$ -	
Net transfers to capital reserves	\$ 557,966		\$ 2,716,590		\$ -		\$ 2,994		\$ -	
Net transfers from capital reserves	\$ -		\$ -		\$ (254,070)		\$ -		\$ -	
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2023	\$ 2,365,614	\$ -	\$ 163,349	\$ -	\$ 600,000	\$ 3,390,152	\$ -	\$ 28,949	\$ -	\$ -

SCHEDULE 2

**SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2023 (in dollars)**

			<u>Alberta Education</u>			<u>Other GoA Ministries</u>				
	<u>IMR</u>	<u>CMR</u>	<u>Safe Return to Class/Safe Indoor Air</u>	<u>Others</u>	<u>Total Education</u>	<u>Alberta Infrastructure</u>	<u>Children's Services</u>	<u>Health</u>	<u>Other GOA Ministries</u>	<u>Total Other GoA Ministries</u>
Deferred Operating Contributions (DOC)										
Balance at August 31, 2022	\$ 503,284	\$ -	\$ (0)	\$ 2,419,115	\$ 2,922,398	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ 503,284	\$ -	\$ (0)	\$ 2,419,115	\$ 2,922,398	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ 700,368	\$ -	\$ -	\$ 842,077	\$ 1,542,445	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ (435,132)	\$ -	\$ -	\$ (932,659)	\$ (1,367,791)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ 34,323	\$ -	\$ -	\$ -	\$ 34,323	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ (454,974)	\$ -	\$ -	\$ -	\$ (454,974)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ 347,869	\$ -	\$ (0)	\$ 2,328,533	\$ 2,676,401	\$ -	\$ -	\$ -	\$ -	\$ -
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2022	\$ -	\$ 1,158,676	\$ -	\$ -	\$ 1,158,676	\$ 31,194	\$ -	\$ -	\$ -	\$ 31,194
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ -	\$ 1,158,676	\$ -	\$ -	\$ 1,158,676	\$ 31,194	\$ -	\$ -	\$ -	\$ 31,194
Received during the year (excluding investment income)	\$ -	\$ 438,900	\$ -	\$ -	\$ 438,900	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ 63,421	\$ -	\$ -	\$ 63,421	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ (1,207,325)	\$ -	\$ -	\$ (1,207,325)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ 453,672	\$ -	\$ -	\$ 453,672	\$ 31,194	\$ -	\$ -	\$ -	\$ 31,194
Total Unspent Deferred Contributions at August 31, 2023	\$ 347,869	\$ 453,672	\$ (0)	\$ 2,328,533	\$ 3,130,073	\$ 31,194	\$ -	\$ -	\$ -	\$ 31,194
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2022	\$ 768,923	\$ 1,945,741	\$ -	\$ 246,913	\$ 2,961,577	\$ 81,139,802	\$ -	\$ -	\$ -	\$ 81,139,802
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ 768,923	\$ 1,945,741	\$ -	\$ 246,913	\$ 2,961,577	\$ 81,139,802	\$ -	\$ -	\$ -	\$ 81,139,802
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 233,262	\$ -	\$ -	\$ -	\$ 233,262
Transferred from DOC	\$ 454,974	\$ -	\$ -	\$ -	\$ 454,974	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 1,207,325	\$ -	\$ -	\$ 1,207,325	\$ -	\$ -	\$ -	\$ -	\$ -
Amounts recognized as revenue (Amortization of SDCC)	\$ (725,765)	\$ (163,055)	\$ -	\$ (4,986)	\$ (893,806)	\$ (2,931,823)	\$ -	\$ -	\$ -	\$ (2,931,823)
Disposal of supported capital assets	\$ (240,948)	\$ -	\$ -	\$ -	\$ (240,948)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2023	\$ 257,184	\$ 2,990,011	\$ -	\$ 241,927	\$ 3,489,122	\$ 78,441,241	\$ -	\$ -	\$ -	\$ 78,441,241

SCHEDULE 2

	Gov't of Canada	Other Sources Donations and grants from others	Other	Total other sources	Total
Deferred Operating Contributions (DOC)					
Balance at August 31, 2022	\$ 132	\$ 54,053	\$ 16,890	\$ 71,075	\$ 2,993,474
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2022	\$ 132	\$ 54,053	\$ 16,890	\$ 71,075	\$ 2,993,474
Received during the year (excluding investment income)	\$ -	\$ 239,577	\$ 8,129	\$ 247,706	\$ 1,790,151
Transfer (to) grant/donation revenue (excluding investment income)	\$ (132)	\$ (83,923)	\$ (19,390)	\$ (103,445)	\$ (1,471,236)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 34,323
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ (454,974)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ (0)	\$ 209,707	\$ 5,629	\$ 215,336	\$ 2,891,738
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2022	\$ -	\$ 7,103	\$ -	\$ 7,103	\$ 1,196,973
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ -	\$ 7,103	\$ -	\$ 7,103	\$ 1,196,973
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ 438,900
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 63,421
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ (1,207,325)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ 7,103	\$ -	\$ 7,103	\$ 491,969
Total Unspent Deferred Contributions at August 31, 2023	\$ (0)	\$ 216,810	\$ 5,629	\$ 222,439	\$ 3,383,706
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2022	\$ -	\$ 22,247	\$ -	\$ 22,247	\$ 84,123,626
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ -	\$ 22,247	\$ -	\$ 22,247	\$ 84,123,626
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ 233,262
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ 454,974
Transferred from UDCC	\$ -	\$ -	\$ -	\$ -	\$ 1,207,325
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ -	\$ -	\$ -	\$ (3,825,629)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ (240,948)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2023	\$ -	\$ 22,247	\$ -	\$ 22,247	\$ 81,952,610

SCHEDULE OF PROGRAM OPERATIONS
For the Year Ended August 31, 2023 (in dollars)
2023

2022
Restated

REVENUES	Instruction		Operations and		System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance	Transportation				
(1) Alberta Education	\$ 3,880,044	\$ 50,939,121	\$ 6,635,125	\$ 4,881,136	\$ 2,726,013	\$ 177,602	\$ 69,239,041	\$ 68,802,549
(2) Alberta Infrastructure	\$ -	\$ -	\$ 2,931,823	\$ -	\$ -	\$ -	\$ 2,931,823	\$ 3,436,572
(3) Other - Government of Alberta	\$ -	\$ 1,089,657	\$ -	\$ -	\$ -	\$ -	\$ 1,089,657	\$ 1,120,486
(4) Federal Government and First Nations	\$ 132	\$ 917,840	\$ -	\$ -	\$ -	\$ -	\$ 917,972	\$ 560,515
(5) Other Alberta school authorities	\$ -	\$ 1,600	\$ -	\$ -	\$ -	\$ -	\$ 1,600	\$ -
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 151,370	\$ 1,084,179	\$ -	\$ 726,546	\$ -	\$ 172	\$ 1,962,267	\$ 1,526,932
(10) Sales of services and products	\$ 354	\$ 257,084	\$ -	\$ 950	\$ 1,412	\$ 93,098	\$ 352,898	\$ 335,952
(11) Investment income	\$ -	\$ 234,018	\$ 275,535	\$ -	\$ 371,107	\$ -	\$ 880,660	\$ 222,372
(12) Gifts and donations	\$ -	\$ 293,653	\$ -	\$ -	\$ -	\$ -	\$ 293,653	\$ 179,200
(13) Rental of facilities	\$ -	\$ 7,800	\$ -	\$ -	\$ -	\$ 64,197	\$ 71,997	\$ 46,497
(14) Fundraising	\$ -	\$ 159,296	\$ -	\$ -	\$ -	\$ -	\$ 159,296	\$ 111,952
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 63,483	\$ -	\$ -	\$ -	\$ 63,483	\$ -
(16) Other	\$ -	\$ 13,078	\$ 283,681	\$ -	\$ 2,100	\$ -	\$ 298,859	\$ 329,023
(17) TOTAL REVENUES	\$ 4,031,900	\$ 54,997,326	\$ 10,189,647	\$ 5,608,632	\$ 3,100,632	\$ 335,069	\$ 78,263,206	\$ 76,672,050
EXPENSES								
(18) Certificated salaries	\$ 986,903	\$ 32,569,455	\$ -	\$ -	\$ 376,785	\$ 233,897	\$ 34,167,040	\$ 30,733,997
(19) Certificated benefits	\$ 144,992	\$ 7,707,032	\$ -	\$ -	\$ 88,780	\$ 21,517	\$ 7,962,321	\$ 7,253,833
(20) Non-certificated salaries and wages	\$ 1,598,683	\$ 7,987,447	\$ 1,925,221	\$ 178,739	\$ 1,373,540	\$ 28,645	\$ 13,092,275	\$ 11,631,440
(21) Non-certificated benefits	\$ 418,307	\$ 2,228,872	\$ 501,053	\$ 44,881	\$ 321,278	\$ 8,517	\$ 3,522,908	\$ 3,111,197
(22) SUB - TOTAL	\$ 3,148,885	\$ 50,492,806	\$ 2,426,274	\$ 223,620	\$ 2,160,383	\$ 292,576	\$ 58,744,544	\$ 52,730,467
(23) Services, contracts and supplies	\$ 211,930	\$ 7,072,795	\$ 4,042,775	\$ 5,359,045	\$ 766,556	\$ 42,493	\$ 17,495,594	\$ 16,466,395
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 3,825,629	\$ -	\$ -	\$ -	\$ 3,825,629	\$ 3,900,732
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 486,960	\$ 1,951	\$ 2,994	\$ 31,575	\$ -	\$ 523,480	\$ 259,733
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 151,984	\$ -	\$ -	\$ -	\$ 151,984	\$ 151,984
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Other interest and finance charges	\$ -	\$ 28,067	\$ -	\$ 22,973	\$ 464	\$ -	\$ 51,504	\$ 40,521
(31) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,308
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33) TOTAL EXPENSES	\$ 3,360,815	\$ 58,080,628	\$ 10,448,613	\$ 5,608,632	\$ 2,958,978	\$ 335,069	\$ 80,792,735	\$ 73,584,140
(34) OPERATING SURPLUS (DEFICIT)	\$ 671,085	\$ (3,083,302)	\$ (258,966)	\$ -	\$ 141,654	\$ -	\$ (2,529,529)	\$ 3,087,910

SCHEDULE OF OPERATIONS AND MAINTENANCE
For the Year Ended August 31, 2023 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2023 TOTAL Operations and Maintenance	2022 TOTAL Operations and Maintenance Restated
Non-certificated salaries and wages	\$ 1,110,132	\$ 562,938	\$ -	\$ 56,073	\$ 196,078			\$ 1,925,221	\$ 1,759,737
Non-certificated benefits	\$ 315,077	\$ 110,778	\$ -	\$ 23,826	\$ 51,372			\$ 501,053	\$ 498,498
SUB-TOTAL REMUNERATION	\$ 1,425,209	\$ 673,716	\$ -	\$ 79,899	\$ 247,450			\$ 2,426,274	\$ 2,258,235
Supplies and services	\$ 610,355	\$ 1,060,611	\$ 100,185	\$ 355,233	\$ -			\$ 2,126,384	\$ 3,262,694
Electricity			\$ 857,391					\$ 857,391	\$ 720,383
Natural gas/heating fuel			\$ 449,834					\$ 449,834	\$ 388,373
Sewer and water			\$ 93,226					\$ 93,226	\$ 139,741
Telecommunications			\$ 3,852					\$ 3,852	\$ 3,532
Insurance					\$ 420,043			\$ 420,043	\$ 391,842
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 3,825,629	\$ 3,825,629	\$ 4,005,960
Unsupported						\$ 153,935		\$ 153,935	\$ 191,107
TOTAL AMORTIZATION						\$ 153,935	\$ 3,825,629	\$ 3,979,564	\$ 4,197,067
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ 92,045				\$ 92,045	\$ -
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ 34,308
TOTAL EXPENSES	\$ 2,035,564	\$ 1,734,327	\$ 1,504,488	\$ 527,177	\$ 667,493	\$ 153,935	\$ 3,825,629	\$ 10,448,613	\$ 11,396,175

SQUARE METRES

School buildings	66,653.0	66,653.0
Non school buildings	2,116.0	2,116.0

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
For the Year Ended August 31, 2023 (in dollars)

Cash & Cash Equivalents	Average Effective (Market) Yield	2023		2022	
		Cost	Amortized Cost	Amortized Cost	Amortized Cost
Cash	5.25%	\$ 15,937,324	\$ 15,937,324	\$ -	\$ 23,096,800
Cash equivalents					
Government of Canada, direct and	0.00%	-	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Other, including GIC's	0.00%	-	-	-	-
Total cash and cash equivalents		\$ 15,937,324	\$ 15,937,324	\$ -	\$ 23,096,800

Portfolio Investments	Average Effective (Market) Yield	Investments Measured at Cost/Amortized Cost	2023 Investments Measured at Fair Value				Subtotal of Fair Value	Total	Book Value	Fair Value	Total
			Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)					
Interest-bearing securities											
Deposits and short-term securities	0.00%	\$ 26	\$ 26	\$ -	\$ -	\$ -	\$ 26	\$ 26	\$ -	\$ 26	
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	
		26	26	-	-	-	26	26	-	26	
Equities											
Canadian equities - public	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Canadian equities - private	0.00%	-	-	-	-	-	-	-	-	-	
Global developed equities	0.00%	-	-	-	-	-	-	-	-	-	
Emerging markets equities	0.00%	-	-	-	-	-	-	-	-	-	
Private equities	0.00%	-	-	-	-	-	-	-	-	-	
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	
Inflation sensitive											
Real estate	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	
Other investments	0.00%	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	
Strategic, tactical, and currency investments											
	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total portfolio investments		\$ 26	\$ 26	\$ -	\$ -	\$ -	\$ 26	\$ 26	\$ -	\$ 26	

Portfolio investments	Level 1	2023 Level 2	Level 3	Total
Pooled investment funds	\$ -	\$ -	\$ -	\$ -

Portfolio Investments Measured at Fair Value	Level 1	2023 Level 2	Level 3	Total	2022 Total
Portfolio investments in equity instruments that are quoted in an active market.	\$ -	\$ -	\$ -	\$ -	\$ -
Portfolio investments designated to their fair value category.	-	-	-	-	-
	\$ -	\$ -	\$ -	\$ -	\$ -

Reconciliation of Portfolio Investments Classified as Level 3	2023	2022
Opening balance	\$ -	\$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains (Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	\$ -	\$ -

	2023	2022
Operating		
Cost	\$ 26	\$ 26
Unrealized gains and losses	-	-
	26	26
Endowments		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
Total portfolio investments	\$ 26	\$ 26

The following represents the maturity structure for portfolio investments based on principal amount:

	2023	2022
Under 1 year	100.0%	100.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	100.0%

SCHEDULE 6

School Jurisdiction Code: 1110

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2023 (in dollars)**

Tangible Capital Assets

	2023						2022	
	Land	Work In Progress*	Buildings	Other Equipment & Furnishings	Vehicles	Computer Hardware & Software	Total	Total Restated
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 1,410,463	\$ 701,753	\$ 135,254,825	\$ 8,498,595	\$ 670,068	\$ 406,973	\$ 146,942,677	142,059,806
Prior period adjustments	-	-	8,247,737	-	-	-	8,247,737	8,247,737
Additions	-	2,144,320	3,366,138	476,511	93,082	28,288	6,108,339	4,917,179
Transfers in (out)	-	(701,753)	686,513	15,240	-	-	-	-
Less disposals including write-offs	-	-	-	(709,109)	(320,348)	-	(1,029,457)	(34,308)
Historical cost, August 31, 2023	\$ 1,410,463	\$ 2,144,320	\$ 147,555,213	\$ 8,281,237	\$ 442,802	\$ 435,261	\$ 160,269,296	\$ 155,190,414
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 50,709,603	\$ 3,456,519	\$ 520,498	\$ 225,720	\$ 54,912,339	50,751,873
Prior period adjustments	-	-	4,711,512	-	-	-	4,711,512	4,711,512
Amortization	-	-	3,384,154	1,045,039	19,719	52,181	4,501,093	4,312,450
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(478,644)	(320,348)	-	(798,992)	-
Accumulated amortization, August 31, 2023	\$ -	\$ -	\$ 58,805,269	\$ 4,022,914	\$ 219,869	\$ 277,901	\$ 63,325,952	\$ 59,775,835
Net Book Value at August 31, 2023	\$ 1,410,463	\$ 2,144,320	\$ 88,749,945	\$ 4,258,324	\$ 222,932	\$ 157,360	\$ 96,943,344	
Net Book Value at Aug 31, 2022 (Restated)	\$ 1,410,463	\$ 701,753	\$ 88,081,448	\$ 5,042,077	\$ 149,569	\$ 181,253		\$ 95,566,563

	2023	2022
Total cost of assets under capital lease	\$ 11,010	\$ -
Total amortization of assets under capital lease	\$ 1,295	\$ -

Assets under capital lease include equipment with a total cost of \$11,010 (2022 - \$nil) and accumulated amortization of \$1,295 (2022 - \$nil).

* Work in Progress includes \$2,144,320 for betterments to existing buildings (2022 - \$701,753).

SCHEDULE 7

School Jurisdiction Code: 1110

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2023 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses	
	-	\$0	\$0	\$0			\$0	\$0	
Gibbons, Irene - Chair	1.00	\$23,108	\$7,436	\$0			\$0	\$9,161	
Pequin, Janine - Vice Chair	1.00	\$23,830	\$7,005	\$0			\$0	\$6,020	
Dwyer, Joe	1.00	\$23,384	\$6,967	\$0			\$0	\$6,764	
Oatway-McLay, Tasha	1.00	\$20,663	\$6,711	\$0			\$0	\$2,931	
Briggs, Cindy	1.00	\$21,563	\$6,833	\$0			\$0	\$3,345	
Murray-Elliott, Trish	1.00	\$23,888	\$7,007	\$0			\$0	\$8,722	
Buga, Stacey	1.00	\$22,013	\$6,862	\$0			\$0	\$5,491	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
Subtotal	7.00	\$158,449	\$48,821	\$0			\$0	\$42,434	
Name, Superintendent 1	Warren, Shawna	1.00	\$210,271	\$39,678	\$6,900	\$0	\$0	\$32,257	\$2,650
Name, Superintendent 2		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Superintendent 3		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 1	LeVesconte, Liliana - Secretary-Treasurer	0.80	\$178,952	\$35,485	\$900	\$0	\$69,894	\$0	\$6,869
Name, Treasurer 2	Kuik, Ruth - Acting Associate Superintendent	0.20	\$11,200	\$1,117		\$0	\$0	\$0	\$0
Name, Treasurer 3	Corporate Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Other		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$33,956,769	\$7,880,871	\$0	\$0	\$0	\$2,615		
School based	322.00								
Non-School based	8.00								
Non-certificated		\$12,743,674	\$3,303,503	\$0	\$0	\$0	\$63,188		
Instructional	190.00								
Operations & Maintenance	41.00								
Transportation	2.20								
Other	28.00								
TOTALS	600.20	\$47,259,315	\$11,309,475	\$7,800	\$0	\$69,894	\$98,060	\$51,953	

(1) Other Accrued Unpaid Benefits Include:

Please describe Other Accrued Unpaid Benefits

**Superintendent SERP - \$16,053 and Unpaid Vacation Accrual - \$16,203
remaining staff is all Unpaid Vacation Accrual - \$65,804**

SCHEDULE OF ASSET RETIREMENT OBLIGATIONS
For the Year Ended August 31, 2023 (in dollars)

Continuity of ARO (Liability) Balance

(in dollars)	2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2022	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
Liability incurred from Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Alberta	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2022 to Aug. 31, 2023 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Balance, Aug. 31, 2023	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737

(in dollars)	2022					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2021	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
Liability incurred from Sept. 1, 2021 to Aug. 31, 2022	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2021 to Aug. 31, 2022 - Alberta	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2021 to Aug. 31, 2022 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2021 to Aug. 31, 2022	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2021 to Aug. 31, 2022	-	-	-	-	-	-
Balance, Aug. 31, 2022	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737

Continuity of TCA (Capitalized ARO) Balance

(in dollars)	2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
ARO Tangible Capital Assets - Cost						
Opening balance, August 31, 2022	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
Additions resulting from liability incurred	-	-	-	-	-	-
Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-
Cost, August 31, 2023	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
ARO TCA - Accumulated Amortization						
Opening balance, August 31, 2022	\$ -	\$ 4,711,512	\$ -	\$ -	\$ -	\$ 4,711,512
Amortization expense	-	151,984	-	-	-	151,984
Revision in estimate	-	-	-	-	-	-
Less: disposals	-	-	-	-	-	-
Accumulated amortization, August 31, 2023	\$ -	\$ 4,863,496	\$ -	\$ -	\$ -	\$ 4,863,496
Net Book Value at August 31, 2023	\$ -	\$ 3,384,241	\$ -	\$ -	\$ -	\$ 3,384,241

(in dollars)	2022					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
ARO Tangible Capital Assets - Cost						
Opening balance, August 31, 2021	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
Additions resulting from liability incurred	-	-	-	-	-	-
Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-
Cost, August 31, 2022	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
ARO TCA - Accumulated Amortization						
Opening balance, August 31, 2021	\$ -	\$ 4,559,528	\$ -	\$ -	\$ -	\$ 4,559,528
Amortization expense	-	151,984	-	-	-	151,984
Revision in estimate	-	-	-	-	-	-
Less: disposals	-	-	-	-	-	-
Accumulated amortization, August 31, 2022	\$ -	\$ 4,711,512	\$ -	\$ -	\$ -	\$ 4,711,512
Net Book Value at August 31, 2022	\$ -	\$ 3,536,225	\$ -	\$ -	\$ -	\$ 3,536,225

1. AUTHORITY AND PURPOSE

The Sturgeon Public School Division (the “Division”) delivers education programs under the authority of the Education Act, 2012, Chapter E-0.3 and through its own bylaws.

The Division receives funding for instruction and support under Education Grants Regulation (AR 215/2022). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the *Canadian Public Sector Accounting Standards (PSAS)*. The financial statements have, in management’s opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

The Division’s financial assets and liabilities are generally measured as follows:

<u>Financial Statement Component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Accounts receivable	Lower of cost or net recoverable value
Inventories for resale	Lower of cost or net realizable value
Portfolio investments	Fair value or cost and amortized cost
Accounts payable and other accrued liabilities	Cost
Debt	Amortized cost
Asset retirement obligations and environmental liabilities	Cost or present value

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets are the Division’s financial claims on external organizations and individuals, as well as cash and inventories for resale at year end.

Cash and cash equivalents

Cash comprises of cash on hand and demand deposits. Cash equivalents are short-term, highly liquid, investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounts receivable

Accounts receivables are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

Inventories for resale

Inventories for resale are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis.

Liabilities

Liabilities are present obligations of the Division to external organizations and individuals arising from past transactions or events occurring before the year end, the settlement of which is expected to result in the future sacrifice of economic benefits. They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

Accounts Payable and Other Accrued Liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals for which goods and services have yet to be provided.

Deferred Contributions

Deferred contributions include contributions received for operations which have stipulations that meet the definition of a liability per *Public Sector Accounting Standard (PSAS) PS 3200*. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contribution is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unspent and spent. Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per *PS 3200* when spent.

Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related tangible capital asset. Amortization over the useful life of the related tangible capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

Employee Future Benefits

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include defined-benefit retirement plans, non-vested & accumulating sick leave, early retirement, retirement/severance, job-training and counseling, post-employment benefit continuation, death benefits, and various qualifying compensated absences, early retirement, retirement/severance, death benefit and vested sick leave.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Asset Retirement Obligations

Asset retirement obligations are legal obligations associated with the retirement of a tangible capital assets (TCA). Asset retirement activities include all activities relating to an asset retirement obligation.

These may include, but are not limited to;

- decommissioning or dismantling a tangible capital asset that was acquired, constructed or developed;
- remediation of contamination of a tangible capital asset created by its normal use;
- post-retirement activities such as monitoring; and
- constructing other tangible capital assets to perform post-retirement activities.

A liability for an asset retirement obligation is recognized when, as at the financial reporting date:

- there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- the past transaction or event giving rise to the liability has occurred;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

When a liability for asset retirement obligation is recognized, asset retirement costs related to recognized tangible capital assets in productive use are capitalized by increasing the carrying amount of the related asset and are amortized over the estimated useful life of the underlying tangible capital asset. Asset retirement costs related to unrecognized tangible capital assets and those not in productive use are expensed.

Environmental Liabilities

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment.

A liability for remediation of a contaminated site may arise from an operation that is either in productive use or no longer in productive use and may also arise from an unexpected event resulting in contamination.

The resulting liability is recognized when all of the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the Division is directly responsible or accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

Non-Financial Assets

Non-financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities, but instead:

- (a) are normally employed to deliver government services; and
- (b) may be consumed in the normal course of operations; and
- (c) are not for sale in the normal course of operations.

Non-financial assets include tangible capital assets and prepaid expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset, and asset retirement cost.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Construction-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Board are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the Division's rate for incremental borrowing or the interest rate implicit in the lease.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	25-50 years
Vehicles	5-10 years
Computer Hardware & Software	3-5 years
Other Equipment & Furnishings	5-10 years

Prepaid expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects use of the resource.

Operating and Capital Reserves

Certain amounts, as approved by the Board of Trustees, are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Net Assets.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Endowment contributions, matching contributions, and associated investment income allocated for preservation of endowment capital purchasing power are recognized in the Statement of Operations in the period in which they are received.

Government transfers

Transfers from all governments are referred to as government transfers.

Government transfers and associated externally restricted investment income are recognized as deferred contributions if the eligibility criteria for use of the transfer, or the stipulations together with Division's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, the Division complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the Division meets the eligibility criteria (if any).

Donations and non-Government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the financial statements because fair value cannot be reasonably determined.

Grants and donations for land

The Division records transfers and donations for the purchase of the land as a liability when received and as revenue when the Division purchases the land. The Division records in-kind contributions of land as revenue at the fair value of the land. When the Division cannot determine the fair value, it records such in-kind contributions at nominal value.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Investment income

Investment income includes dividend and interest income and realized gains or losses on the sale of portfolio investments. Unrealized gains and losses on portfolio investments that are not from restricted transfers, donations or contributions are recognized in the Statement of Accumulated Remeasurement Gains and Losses until the related investments are sold. Once realized, these gains or losses are recognized in the Statement of Operations.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

Program Reporting

The Division's operations have been segmented as follows:

- **ECS Instruction:** The provision of ECS education instructional services that fall under the basic public education mandate.
- **Grades 1 - 12 Instruction:** The provision of instructional services for Grades 1 - 12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in Grades 1 - 12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and System Instructional Support.

Trusts Under Administration

The Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary. Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 14.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. Employee future benefits liabilities in the preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits recognized/disclosed as \$31,353 in these financial statements, is subject to measurement uncertainty.

Estimates of liabilities for contaminated sites are subject to measurement uncertainty because the existence and extent of contamination, the responsibility for clean-up, and the timing and cost of remediation cannot be reasonably estimated. The degree of measurement uncertainty cannot be reasonably determined.

There is measurement uncertainty related to asset retirement obligations as it involves estimates in determining settlement amount and timing of settlement. Changes to any of these estimates and assumptions may result in change to the obligation.

3. Change in Accounting Policy

Effective September 1, 2022, the Division adopted *Public Sector Accounting Standard PS 3280 - Asset Retirement Obligations* and applied the standard using the modified retroactive approach with restatement of prior year comparative information.

On the effective date of the *PS 3280* standard, the Division recognized the following to conform to the new standard:

- asset retirement obligations, adjusted for accumulated accretion to the effective date;
- asset retirement cost capitalized as an increase to the carrying amount of the related tangible capital assets in productive use;
- accumulated amortization on the capitalized cost; and
- adjustment to the opening balance of the accumulated surplus/deficit.

Amounts are measured using information, assumptions and discount rates where applicable that are current on the effective date of the standard. The amount recognized as an asset retirement cost is measured as of the date the asset retirement obligation was incurred. Accumulated accretion and amortization are measured for the period from the date the liability would have been recognized had the provisions of this standard been in effect to the date as of which this standard is first applied.

Impact on the prior year's financial statements as a result of the change in accounting policy is as follows:

	2022		
	As previously reported	Adjustment recognized	As restated
Statement of Operations			
Revenue	76,672,050	-	76,672,050
Expense	73,432,156	151,984	73,584,140
Annual surplus	3,239,894	(151,984)	3,087,910
Accumulated surplus, at beginning of year	21,732,806	(4,559,528)	17,173,278
Accumulated surplus, at end of year	24,972,700	(4,711,512)	20,261,188
Statement of Financial Position			
Financial assets	23,638,026	-	23,638,026
Liabilities	(6,954,062)	(8,247,737)	(15,201,799)
Net financial assets	16,683,964	(8,247,737)	8,436,226
Non-financial asset	92,412,363	3,536,225	95,948,588
Net assets	24,972,700	(4,711,512)	20,261,188
Statement of Change in Net Financial Assets			
Annual surplus (deficit)	3,239,894	(151,984)	3,087,910
Amortization of tangible capital assets	4,160,466	151,984	4,312,450
Net financial assets, at beginning of year	15,191,043	(8,247,737)	6,943,306
Net financial assets, at end of year	16,683,964	(8,247,737)	8,436,226

4. FUTURE CHANGES IN ACCOUNTING STANDARDS

During the fiscal year 2023-24, the Division will adopt the following new accounting standards approved by the Public Sector Accounting Board:

PS 3400 Revenue

This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and non-exchange transactions.

PS 3160 Public Private Partnerships

This accounting standard provides guidance on how to account for public private partnerships between public and private sector entities, where the public sector entity procures infrastructure using a private sector partner.

The Division has not yet adopted these two accounting standards. Management is currently assessing the impact of these standards on the financial statements.

5. ACCOUNTS RECEIVABLE

	2023	2023	Net	2022
	Gross	Allowance	Realizable	Net
	Amount	for Doubtful	Value	Realizable
		Accounts		Value
Alberta Education - Grants	\$ 23,713	\$ -	\$ 23,713	\$ 15,078
Alberta Education - Other	76,687	-	76,687	65,035
Other Alberta school jurisdictions	474	-	474	-
Alberta Health Services	71,109	-	71,109	44,196
Alberta Human Services	201,335	-	201,335	135,945
Federal government	207,648	-	207,648	162,165
First Nations	-	-	-	64,000
Other	68,264	-	68,264	46,014
Total	\$ 649,230	\$ -	\$ 649,230	\$ 532,433

6. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$4,000,000 (2022 - \$3,000,000) that bears interest prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. At August 31, 2023, there was \$nil (2022 - \$nil) drawn on the facility. The prime rate at August 31, 2023 was 7.20% (2022 – 4.70%)

7. ACCOUNTS PAYABLE AND OTHER ACCRUED LIABILITIES

	2023	2022
Alberta Education - WMA	\$ 316,335	\$ 404,334
Alberta Education - Other	-	110,307
Federal government	12,402	7,787
Accrued vacation pay liability	86,881	26,415
Other salaries & benefit costs	1,932	33,220
Other trade payables and accrued liabilities	2,234,192	1,660,494
School Generated Funds, including fees	2,800	39,376
Other fee revenue not collected at school level	448,330	466,383
Total	\$ 3,102,873	\$ 2,748,316

8. BENEFIT PLANS

Pension costs included in these statements comprise the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers' Retirement Fund on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2023, the amount contributed by the Government of Alberta was \$3,193,900 (2022 - \$3,142,330) as certificated benefits expense. At August 31, 2022, the Teachers' Retirement Fund reported a surplus of \$4,035,326,000 (2021 – a surplus of \$5,319,335,000).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan. The Division is not responsible for future funding of the plan deficit other than through contribution increases. The expense for this pension plan is equivalent to the annual contributions of \$890,135 for the year ended August 31, 2023 (2022 - \$933,029). At December 31, 2022, the Local Authorities Pension Plan reported a surplus of \$12,671,000,000 (2022 - surplus of \$11,922,000,000).

The Division provides non-contributory defined benefit supplementary retirement benefits to its executives.

The non-registered supplemental executive retirement plan (SERP) is administered by the Division and provides an annual retirement benefits of 7.44% of total employee earnings. The cost of SERP is by the Division and is actuarially determined using the projected accrued benefit cost method with proration of service costs.

The Division does not have sufficient plan information on the LAPP/MEPP/PSPP/SiPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the PSPP/LAPP/MEPP/SiPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

Employee future benefit liabilities consist of the following:

	2023	2022
Registered supplemental executive retirement plan (SERP)	\$ 31,353	\$ 15,300

9. ASSET RETIREMENT OBLIGATIONS AND ENVIRONMENTAL LIABILITIES

	2023	2022
		Restated (Note 3)
Asset Retirement Obligations (i)	\$ 8,247,737	\$ 8,247,737
Environmental Liabilities		
Contaminated site liabilities (ii)	-	-
Other environmental liabilities (iii)	-	-
	\$ -	\$ -
	\$ 8,247,737	\$ 8,247,737

(i) Asset Retirement Obligations

	2023	2022
		Restated (Note 3)
Asset Retirement Obligations, beginning of year	\$ 8,247,737	\$ 8,247,737
Liability incurred	-	-
Liability settled	-	-
Accretion expense	-	-
Revision in estimates	-	-
Asset Retirement Obligations, end of year	\$ 8,247,737	\$ 8,247,737

Tangible capital assets with associated retirement obligations of *buildings*. The Division has asset retirement obligations to remove hazardous asbestos fibre containing materials from various buildings under its control. Regulations require the Division to handle and dispose of the asbestos in a prescribed manner when it is disturbed, such as when the building undergoes renovations or is demolished. Although timing of the asbestos removal is conditional on the building undergoing renovations or being demolished, regulations create an existing obligation for the Division to remove the asbestos when asset retirement activities occur.

Asset retirement obligations are initially measured as of the date the legal obligation was incurred, based on management's best estimate of the amount required to retire tangible capital assets and subsequently remeasured taking into account any new information and the appropriateness of assumptions used. The estimate of the liability is based on, previous experience, third party quotes, legislation and professional judgement.

The extent of the liability is limited to costs directly attributable to removal of hazardous asbestos fiber containing materials from various buildings under Division's control in accordance with the legislation for the liability. The Division estimated the nature and extent of hazardous materials in its buildings based on the potential square meters affected and the average costs per square meter to remove and dispose of the hazardous materials.

Asset retirement obligations are expected to be settled over the next 6 to 38 years.

Included in ARO estimates is \$8,247,737 measured at its current estimated cost to settle or otherwise extinguish the liability. The Division has measured ARO's related to hazardous asbestos fibre containing materials at the current value due to the uncertainty about when the hazardous materials would be removed.

**The Sturgeon Public School Division
Notes to the Financial Statements
For The Year Ended August 31, 2023**

10. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2023	2022
Prepaid insurance	\$ 116,543	\$ 97,970
Prepaid software licenses	320,223	132,946
Prepaid deposits on equipment	360,801	-
Other	114,796	151,109
Total	<u>\$ 912,362</u>	<u>\$ 382,025</u>

11. NET ASSETS

Detailed information related to accumulated surplus is available on the Schedule of Changes in Net Assets. Accumulated surplus may be summarized as follows:

	2023	2022 <i>(Restated)</i>
Unrestricted surplus	\$ 4,440,598	\$ 6,240,994
Operating reserves	3,128,963	6,341,158
Accumulated surplus from operations	<u>\$ 7,569,561</u>	<u>\$ 12,582,152</u>
Investment in tangible capital assets	6,742,997	3,217,933
Capital reserves	3,419,101	4,461,103
Accumulated surplus	<u>\$ 17,731,659</u>	<u>\$ 20,261,188</u>

Accumulated surplus from operations (ASO) include funds of \$578,787 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

	2023	2022
Accumulated surplus from operations	\$ 7,569,561	\$ 12,582,152
Deduct: School generated funds included in accumulated surplus (Note 15)	578,787	387,366
Adjusted accumulated surplus from operations*	<u>\$ 6,990,774</u>	<u>\$ 12,194,786</u>

* *Adjusted accumulated surplus represents funding available for use by the Division after deducting funds committed for use by the schools.*

12. CONTRACTUAL OBLIGATIONS

	2023	2022
Building leases*	\$ 106,900	\$ 188,800
Service providers**	225,439	289,207
Vehicles	12,243	209,325
Total	\$ 344,582	\$ 687,332

* *Building leases: The Division is committed to lease office space on behalf of an affiliated organization from which annual rental of \$81,900 is recovered annually.*

** *Service providers: At August 31, 2023, the Division has \$225,439 (2022 - \$289,207) in commitments relating to service and grant contracts.*

Estimated payment requirements for each of the next five years are as follows:

	Building Leases	Service Providers	Vehicles
2023-2024	\$ 106,900	\$ 77,784	\$ 4,081
2024-2025	-	77,784	4,081
2025-2026	-	69,870	4,081
2026-2027	-	-	-
2027-2028	-	-	-
Total	\$ 106,900	\$ 225,439	\$ 12,243

13. CONTINGENT LIABILITIES:

National Defense Lease

On December 15, 2000, the Division entered into an agreement with the Minister of National Defense. Under the terms of the agreement, the Division leases land, on which the new Guthrie School is located, from the Minister in the amount of \$1.00 per annum for a period of twenty-five years commencing on September 1, 2000, and continuing until August 31, 2025. The Division has the option to renew the lease for a further twenty-five-year term under the same terms and conditions provided the Division notifies the Minister at least twelve months prior to the expiry of the present lease term of its intention to exercise this option.

14. TRUSTS UNDER ADMINISTRATION

The Division administers trust funds on behalf of the beneficiaries specified in the agreement or statute. These amounts are held on behalf of others with no power of appropriation and, therefore, are not reported in these financial statements.

At August 31, 2023 trust funds under administration were as follows:

	2023	2022
Deferred salary leave plan	\$ 349	\$ 334
Scholarship trusts	550,876	550,342
Total	<u>\$ 551,226</u>	<u>\$ 550,676</u>

15. SCHOOL GENERATED FUNDS

	2023	2022
School Generated Funds, Beginning of Year	\$ 387,366	\$ 532,929
Gross Receipts:		
Fees	510,018	389,675
Fundraising	160,013	112,036
Gifts and donations	299,704	136,645
Grants to schools	25,137	40,705
Other sales and services	258,221	189,899
Total gross receipts	<u>\$ 1,253,093</u>	<u>\$ 868,960</u>
Total Related Expenses and Uses of Funds	918,209	726,134
Total Direct Costs Including Cost of Goods Sold to Raise Funds	101,406	93,810
School Generated Funds, End of Year	<u>\$ 620,844</u>	<u>\$ 581,945</u>
Balance included in Deferred Contributions	\$ 39,257	\$ 86,059
Balance included in Accounts Payable	\$ 2,800	\$ 108,520
Balance included in Accumulated Surplus (Operating Reserves)	\$ 578,787	\$ 387,366

16. RELATED PARTY TRANSACTIONS

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel in division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of the Division. These include government departments, health authorities, post-secondary institutions, and other School Divisions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 100,400	\$ 316,335		
Prepaid expenses / Deferred operating revenue	-	2,676,402		
Unspent deferred capital contributions		453,672		
Spent deferred capital contributions		3,489,122	893,806	
Grant revenue & expenses			65,151,335	
ATRF payments made on behalf of district			3,193,900	
Other revenues & expenses			-	-
Other Alberta school jurisdictions	474	-	1,600	-
Alberta Health Services	71,109	-	312,525	313,746
Alberta Infrastructure	-	-	-	-
Alberta Infrastructure	-	-	-	-
Unspent deferred capital contributions		31,194		
Spent deferred capital contributions		78,441,241	2,931,823	
Human Services	201,335	-	777,132	777,132
Other:				
Alberta Pension Services Corporation	-	-	-	890,135
TOTAL 2022/2023	\$ 373,318	\$ 85,407,966	\$ 73,262,121	\$ 1,981,013
TOTAL 2021/2022	\$ 260,254	\$ 85,766,711	\$ 73,359,607	\$ 933,029

17. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

18. BUDGET AMOUNTS

The budget was prepared by the Division and approved by the Board of Trustees on May 25, 2022.

19. COMPARATIVE FIGURES

Certain 2022 figures have been reclassified, where necessary, to conform to the 2023 presentation.

SCHEDULE 9

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2023 (in dollars)

Please provide a description, if needed.	Actual Fees Collected 2021/2022	Budgeted Fee Revenue 2022/2023	(A) Actual Fees Collected 2022/2023	(B) Unspent September 1, 2022*	(C) Funds Raised to Defray Fees 2022/2023	(D) Expenditures 2022/2023	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2023*
Transportation Fees	\$531,719	\$726,888	\$726,546	\$0	\$0	\$726,546	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$3,207	\$15,530	\$2,150	\$0	\$0	\$2,150	\$0
Alternative program fees	\$168,660	\$250,350	\$219,722	\$0	\$0	\$220,222	\$0
Fees for optional courses	\$262,712	\$377,784	\$321,796	\$0	\$0	\$321,796	\$0
Activity fees	\$153,591	\$695,305	\$217,238	\$0	\$0	\$217,238	\$0
Early childhood services	\$105,690	\$131,200	\$151,370	\$0	\$0	\$151,370	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$219,916	\$348,795	\$320,987	\$5,324	\$0	\$406,148	\$0
Non-curricular travel	\$0	\$4,950	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$44,891	\$0	\$0	\$0	\$0	\$0	\$0
Other fees	\$4,843	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$1,495,229	\$2,550,802	\$1,959,808	\$5,325	\$0	\$2,045,469	\$1

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):

	Actual 2023	Actual 2022
Please provide a description, if needed.		
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$54,992	\$45,257
International and out of province student revenue	\$4,240	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$172,136	\$72,765
Adult education revenue	\$4,480	\$10,360
Preschool	\$0	\$3,546
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$6,270	\$3,645
ATM fees	\$0	\$0
Fundraising	\$159,296	\$48,786
Other (Describe)	\$0	\$0
TOTAL	\$401,414	\$184,359

SCHEDULE 10**UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION**

For the Year Ended August 31, 2023 (in dollars)

Allocated to System Administration
2023

EXPENSES	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 337,442	\$ 20,351	\$ -	\$ 357,793
Educational administration (excluding superintendent)	234,752	13,774	-	248,526
Business administration	910,619	454,907	-	1,365,526
Board governance (Board of Trustees)	207,268	149,134	-	356,402
Information technology	-	58,627	-	58,627
Human resources	250,297	12,803	-	263,100
Central purchasing, communications, marketing	52,223	13,915	-	66,139
Payroll	167,782	1,500	-	169,282
Administration - insurance			33,843	33,843
Administration - amortization			31,575	31,575
Administration - other (admin building, interest)			8,166	8,166
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
TOTAL EXPENSES	\$ 2,160,383	\$ 725,012	\$ 73,584	\$ 2,958,978
Less: Amortization of unsupported tangible capital assets				(\$31,575)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				2,927,403
REVENUES				2023
System Administration grant from Alberta Education				2,689,294
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				36,719
System Administration funding from others				374,619
TOTAL SYSTEM ADMINISTRATION REVENUES				3,100,632
Transfers (to)/from System Administration reserves				-
Transfers to other programs				-
SUBTOTAL				3,100,632
2022 - 23 System Administration expense (over) under spent				\$173,229



Date: November 29, 2023 **Agenda Item:** 7.2
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Ruth Kuik, Acting Associate Superintendent, Corporate Services
Governance Policy: [Policy 400: Financial Accountability and Audit](#)
Additional Reference: *Education Act: Sections 139(1)(2), 143, 180, 183, 184*
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Visionary Leadership
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **Updated 2022-2023 Reserve Mitigation Strategy Exemption**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the Updated 2022-2023 Reserve Mitigation Strategy Exemption Letter as presented at the November 29, 2023, Public Board Meeting.

Background:

Due to the variances between the 2022-2023 Budgeted projections and the Actuals presented in the August 31, 2023, Audited Financial Statements, the total funds requiring exemption from the Unrestricted Reserves Cap is \$4,009,522 for the 2022-2023 school year. The Minister of Education, Minister LaGrange Fall 2022, approved \$3,800,000 based on the 2022-2023 Budget, therefore the Division is required to request an additional exemption in the amount of \$209,522.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

1. Updated 2022 - 2023 Reserve Mitigation Strategy Exemption Letter to be walked in with the Draft 2022-2023 Audited Financial Statements.



Date: November 29, 2023 **Agenda Item:** 7.3
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Ruth Kuik, Acting Associate Superintendent, Corporate Services
Governance Policy: [Policy 405: Budget Development and Transparency](#)
Additional Reference: Education Act: Sections 139(1)(2), 143,180,183,184
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLOS](#) / [Board Policy 700](#)):
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Capital Reserves: Modular Classroom Relocation**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the use of Capital Reserves in the amount of \$115,765.51 for the relocation of two modular classrooms at Landing Trail School as presented at the November 29, 2023, Public Board Meeting.

Background:

September 18, 2023, The Capital Projects Delivery Division of Alberta Infrastructure approved capital funding of:

- \$181,077.79 for the 2023/2024 Modular Classroom Program for the cost of demolishing two modular classrooms at Redwater School.
- \$243,591.82 for the Modular Classroom Program, for the cost of demolishing two modular classrooms at Landing Trail School.

The letter acknowledged the use of internal Board resources in the amount of \$115,765.51 for the cost of relocating two modular classrooms at Landing Trail School.

Modular Project Update:

École Morinville Public School

- Modular classrooms were demolished in 2022.

Landing Trail School

- Demolition of two modular classrooms scheduled.
- Relocation of two modular classrooms onsite.

Redwater School

- Demolition of two modular classrooms scheduled.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

Not applicable.



Date: November 29, 2023 **Agenda Item:** 7.4
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Governance Policy: [Policy 225: Role of the Board](#)
Additional Reference: Education Act: 68, 222
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLOS](#) / [Board Policy 700](#)):
Supporting Effective Governance

Subject: **Appointment of Secretary Treasurer**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees, as per the provisions of the Education Act, appoint Sean Nicholson, Associate Superintendent, Corporate Services, as Secretary Treasurer for The Sturgeon Public School Division effective December 1, 2023.

Background:

As stated in Section 68 of the Education Act, "A board shall (a) appoint a secretary and a treasurer, or one person to act as secretary-treasurer, (b) immediately notify the Minister of the appointment, and (c) arrange for the bonding of the treasurer or the secretary-treasurer, as the case may be, in an amount that is reasonable in the circumstances."

The Associate Superintendent, Corporate Services, will serve as the Secretary Treasurer and will play a pivotal role in overseeing the business and financial affairs of the Division, reporting directly to the Superintendent. This executive position involves supervising key departments, including Financial Services, Facility Services and Transportation Services, and leading the development, execution and reporting of the Division's budget.



Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

Not applicable.



Date: November 29, 2023 **Agenda Item:** 7.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Requa, Director, Education Planning

Governance Policy: [Policy 220: Trustee Code of Conduct](#)
[Policy 221: Role of the Trustee](#)
[Policy 225: Role of the Board](#)
[Policy 700: Superintendent of Schools](#)
[Policy 701: Board Delegation of Authority](#)

Additional Reference: [AP240: System, School and Program Evaluation](#)
[AP810: Protocol for Reporting Provincial Achievement & Diploma Examination Results](#)

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Modeling Commitment to Professional Learning
Visionary Leadership
Leading Learning
Ensuring First Nations, Métis, and Inuit Education for All Students
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Draft Sturgeon Public Schools Annual Education Results Report (AERR) - November 2023**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the Sturgeon Public Schools Annual Education Results Report (AERR).

Background:

Attached for Trustee review is the DRAFT Annual Education Results Report (AERR) for November 2023.

The Division's Annual Education Results Report (AERR) provides information on results for all required provincial measures and local measures Sturgeon Public Schools chooses to include. The report highlights the successes and challenges of the past year and is prepared each year in November for the Board of Trustees to review. The attached AERR specifically reports on progress towards achieving the goals and outcomes of the May 2022 - 2025 Education Plan which was approved by the Board in May 2022.

An overview of the Division's financial results, once approved, will be included in the AERR.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

1. Draft Annual Education Results Report (AERR) - November 2023

ANNUAL EDUCATION RESULTS REPORT (AERR) 2022 - 2023



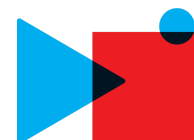


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Accountability Statement

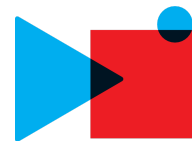
The Annual Education Results Report for Sturgeon Public Schools for the 2022/2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 29, 2023.

Irene Gibbons, Chair
Board of Trustees, Sturgeon Public Schools

Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In December 2022, there was a disclosure of wrongdoing made in good faith by Sturgeon Public Schools' employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act. Find the public report [linked here](#).



Executive Summary

In the Annual Education Results Report (AERR), Sturgeon Public School Division aims to showcase the successes and challenges of the past year. Alberta school authorities are required to assess their progress in implementing the Education Plan and report on their achievements. The planning and reporting process focuses on building trust and confidence among diverse stakeholder groups through celebrating progress and clarifying where strategies need to be revised to better support student growth. This report captures stakeholder, school and staff experiences, along with the results of local and provincial measures for the 2022-2023 school year.

Sturgeon Public School Division is accountable for results and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to students and improve student learning and achievement.

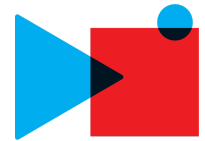
The AERR, with its engagement components, serves as both a tool for future education plans and a historical record of the past year. The Division analyzes assurance and derived results, appreciating input from various stakeholder engagements throughout the year.

Effective planning and reporting are essential, given the critical role of education in society's future. Our vision remains that through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

Sturgeon Public School Division expects educators to not only focus on academic goals but also model and teach in an active environment that promotes health and wellness. The Division addresses emerging youth issues and prepares students for a rapidly changing world. Sturgeon Public recognizes that achieving broader educational goals requires community trust, confidence and collaboration with community leaders.

May 2022, Sturgeon Public School Division's Board of Trustees approved the 2022-2025 Education Plan based on insights gained from stakeholder engagements. **This AERR measures progress in relation to the 2022-2025 Education Plan, which is summarized on the following page.** The full plan is available at:

- <https://www.sturgeon.ab.ca/download/391238>.



Education Plan 2022 - 2025



Unique Programming

Sturgeon Public Virtual Academy
CISCO Networking Academy
Dance, Hockey, and Sport Academies
STEAM Academies
French Immersion
Outdoor Classrooms, Open Air Kindergarten
LOGOS Program, Reggio Emilia approach
Registered Apprenticeship
Green Certificate
Dual Credit | Child Care | Construction |
Welding | Mechanics | Cosmetology |
Computer Science | Game Design | Robotics



Every Child

Respect: Honour and include Indigenous knowledge and culture in all classrooms and schools.



Student Growth & Achievement

Engagement: Improve student engagement through hands-on, active, and outdoor learning.

Literacy & Numeracy: Improve literacy and numeracy skills through evidence based approaches in inclusive classrooms.



Teaching & Leading

Collaboration: Create plans and lessons together to best support students entering the new curriculum.

Leadership: Develop strong instructional leadership in and across all schools.



Learning Supports

SEL: Develop student skills in Social Emotional Learning to improve Mental Health and Wellness.

Inclusive: Build safe, caring, respectful and inclusive classrooms and school communities.



Governance

Classroom: Focus resources on classroom and school level initiatives and staffing.

Partnership: Improve opportunities for parents and community members to volunteer at school and partner in education.



Local & Societal

Celebrate: Showcase the diverse skills and accomplishments of Sturgeon Public students.

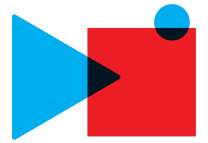
Volunteer: Build student leadership through serving and supporting our local communities.



OUR VISION

Sturgeon Public School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.





Foundational Statements

WHO WE ARE

Our Mission

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at the challenges presented by the global community.



WHAT WE STRIVE FOR

Our Vision

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.



GUIDING PRINCIPLES

Our Values

Excellence in Teaching

We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.

Shared Responsibility

We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.

Mutual Respect

Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.

Belonging

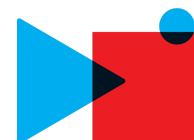
Students must be able to learn in healthy environments where they feel safe; have strong connections; are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.

Learning Choice

One size does not fit all. We recognize that to prepare students for their future, we must meet their diverse needs along the way.

Communication

To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.



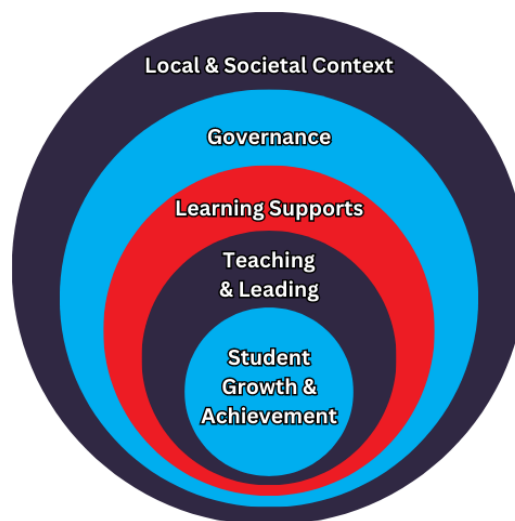
2022 - 2023 Priority - Student Learning and Success

Assurance Domains and Student Success

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.

Engaging student learning and high levels of student academic success was the priority for Sturgeon Public Schools in 2022 - 2023. The domain of Student Growth and Achievement directly aligns, while Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure Sturgeon Public students meet, and excel at, the challenges presented by the global community.



Domains and Outcomes

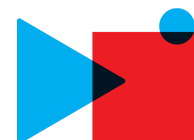
Each domain is interconnected and part of a complete system supporting student achievement. Within each domain, outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.



Measures in Context

As stated by Alberta Education, the Alberta Education Assurance (AEA) survey gathers feedback on the quality of education provided by school authorities and their schools. Schools and school authorities use this information to understand how they are doing and plan for the future.

The AEA survey is sent to parents or guardians of students in Grades 4, 7 and 10. Additionally, students in Grades 4, 7 and 10 and teachers (Pre-k to Grade 12) partake in the AEA survey.



2020/2021 marked the introduction of several assurance measures, therefore, three year average data is not available for some measures. Longitudinal data is shared whenever it is available. Measures introduced in the 2020/21 school year are:

- Not yet evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
- Not yet included in the calculation of future provincial standards for new survey measures; or
- Not yet included in the calculation of 3-year averages used to evaluate improvement of future survey results.

Historic participation in the Provincial Diploma Examinations was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22.

- Results for the 2021/22 Diploma Examination were limited to a single June writing.
- Results for the 2019/20 and 2020/21 school years are not available for the PATs, Diploma Examinations and Diploma Exam Participation Rate.
- Caution should be used when interpreting High School Completion Rate results over time.

Domain: Student Growth & Achievement

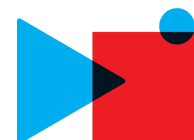
Public assurance occurs when Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

2022 - 2023 Outcomes

Students achieve provincial learning outcomes and solve problems with real-world applications.

Students use assessment feedback to identify strengths and areas of need and set learning goals

All Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	83.1	83.2	83.2	84.4	n/a	Maintained	n/a
Citizenship	77.2	79.5	80.9	80.3	Intermediate	Declined Sig.	Issue
HS Completion (3Y)	76.9	76.2	78.7	80.7	Intermediate	Maintained	Acceptable
HS Completion (5Y)	89.0	84.1	84.4	88.6	Intermediate	Improved	Good
PAT: Acceptable	66.9	63.1	n/a	63.3	Low	n/a	n/a



PAT: Excellence	15.3	15.2	n/a	16.0	Intermediate	n/a	n/a
DIP: Acceptable	78.5	70.5	n/a	80.3	Intermediate	n/a	n/a
DIP: Excellence	13.7	8.5	n/a	21.2	Intermediate	n/a	n/a
Indigenous Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
HS Completion (3Y)	65.8	70.2	72.0	57.0	Very Low	Maintained	Concern
HS Completion (5Y)	78.4	84.6	84.5	71.3	Low	Maintained	Issue
PAT: Acceptable	63.2	47.6	n/a	40.5	Low	n/a	n/a
PAT: Excellence	10.0	8.7	n/a	5.5	Very Low	n/a	n/a
DIP: Acceptable	82.9	66.7	n/a	74.8	Intermediate	n/a	n/a
DIP: Excellence	7.9	10.3	n/a	11.3	Very Low	n/a	n/a

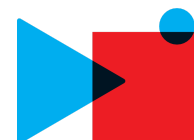
Engagement in Literacy and Numeracy Learning

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Engagement Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	n/a	n/a	1323	83.5	1590	83.2	1586	83.1
Alberta: Overall	n/a	n/a	n/a	n/a	230956	85.6	249740	85.1	257214	84.4
SPS Change from previous year:									-0.1	
SPS Relative to province:									-1.3	

Engagement Detail	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	n/a	n/a	220	86.0	245	85.9	225	85.2
SPS: Students	n/a	n/a	n/a	n/a	850	66.9	1061	68.2	1046	67.6
SPS: Teachers	n/a	n/a	n/a	n/a	253	97.5	284	95.6	315	96.4

In terms of student learning engagement, as determined by Alberta Education Assurance (AEA) survey, the Division saw an increase in the number of teachers who agree that “students are engaged in their learning at school”. Parents and students reported slight



decreases in engagement. Overall, by AEA indicators, the Division maintained achievement in this area.

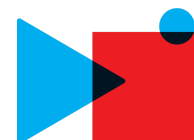
Citizenship

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Citizenship Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1403	79.4	1536	82.2	1323	80.5	1590	79.5	1583	77.2
Alberta: Overall	265614	82.9	264413	83.3	230843	83.2	249770	81.4	257231	80.3
SPS Change from previous year:										-2.3
SPS Relative to province:										-3.1

Citizenship Detail	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	213	71.9	277	78.7	221	78.4	245	76.1	224	73.3
SPS: Students	919	71.0	982	73.7	849	69.3	1061	71.0	1044	68.9
SPS: Teachers	271	96.2	277	94.2	253	93.8	284	91.5	315	89.3

When examining citizenship, by AEA indicators, the Division reports intermediate achievement overall and with parents and teachers. Conversely, by AEA indicators, Alberta Education considers 68.9% for students' self report as high achievement for Citizenship. Although, this result has declined from last year. As the Division notes a significant decline overall, citizenship continues to be an important area of focus for Sturgeon Public Schools. This year, schools across the division focus on increasing opportunities for leadership and service-projects. As part of school education plan collaborative planning, school leadership teams reflected on school-wide positive behaviour supports and opportunities to support citizenship throughout the school and larger community.



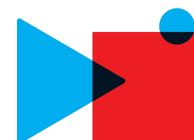
High School Completion Rates

High School Completion Rate (3-year & 5-year) results for the same Grade 10 Cohort are outlined in each table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2016 is reported in 2019-2020 as 83.5%. The completion rate for this same cohort at 5-year completion is reported in 2020-2021 as 89.0%.

3 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	266	78.5	273	76.3	289	83.5	277	76.2	259	76.9
SPS: Indigenous Students	37	73.4	34	71.0	35	74.9	47	70.2	38	65.8
Alberta: All Students	44978	79.7	45354	80.3	46245	83.4	47675	83.2	48340	80.7
Alberta: Indigenous Students	3632	57.1	3750	55.9	3814	62.0	3972	59.5	3943	57.0
SPS Change from previous year: All Students										+0.7
SPS Relative to province: All Students										-3.8
SPS Relative to province: Indigenous Students										+8.8

5 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	316	87.3	287	84.8	266	84.3	273	84.1	288	89.0
SPS: Indigenous Students	33	79.6	23	91.5	31	77.5	36	84.6	34	78.4
Alberta: All Students	44842	85.2	44988	85.3	44972	86.2	45344	87.1	46238	88.6
Alberta: Indigenous Students	3266	64.5	3407	65.0	3469	68.4	3593	68.0	3719	71.3
SPS Change from previous year All Students:										+5.0
SPS Relative to province: All Students										+0.4
SPS Relative to province: Indigenous Students										+7.1



Sturgeon Public Schools' 5-year High School Completion rate, for all students, has improved and exceeds the provincial average. The Division continues to focus on 3-year High School Completion, for all students, seeing a slight increase over last year.

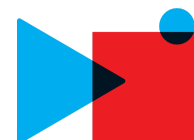
Achievement for students who self-identify as First Nations, Métis or Inuit continue to be significantly above the provincial levels for high school completion and academic achievement. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools. Specifically of note is the disparity of 10.6% between 5 year graduation rates of Indigenous students as compared to all students across the Division. In response, the Division continues to build and strengthen supports for academic achievement and holistic wellness of First Nations, Métis and Inuit students. Key strategies implemented in specific schools include building our Student Success Coaching Program at the High School level and including an Indigenous Student Counsellor connected to local community at the elementary and junior high levels.

Summative Evaluations: Provincial Achievement Test and Diploma Examination Results

Provincial Achievement Tests	Sturgeon Public Schools (%)						Alberta (%)				
	2019	2020	2021	2022	N	2023	2019	2020	2021	2022	2023
All Students Acceptable Standard %	76.7	n/a	n/a	63.1	751	66.9	71.1	n/a	n/a	64.3	63.3
All Students Standard of Excellence %	17.4	n/a	n/a	15.2	751	15.3	20.8	n/a	n/a	17.7	16.0

Diploma Exams	Sturgeon Public Schools (%)						Alberta (%)				
	2019	2020	2021	2022	N	2023	2019	2020	2021	2022	2023
All Students Acceptable Standard %	84.6	n/a	n/a	70.5	323	78.5	83.6	n/a	n/a	75.2	80.3
All Students Standard of Excellence %	17.3	n/a	n/a	8.5	323	13.7	24.0	n/a	n/a	18.2	21.2

Overall, the Division sees a slight increase in Provincial Achievement Test results from last year. The Division now exceeds the provincial average for acceptable standard achievement. Sturgeon Public School Division reports PAT achievement of standard of excellence less than one percent (0.7%) below the provincial average overall. A relative strength in Division Provincial Achievement programming is Grade 9 Science. The Division reports a high level of acceptable achievement and a very high level of standard of Excellence achievement in this subject. A relative area of focus is French Language Arts at both the grade 6 and 9 levels. The division is working closely with French Immersion leads and targeting specific professional development for effective French Immersion Instruction. Importantly, the Division also continues to focus strategic attention on Mathematics



achievement at both the grade 6 and 9 levels. Recognizing the Grade 9 K&E Mathematics standard of excellence reported a very high level of achievement, there is still a concerted effort to improve mathematics achievement broadly.

Overall, the Division saw a definitive increase in Diploma Examination results over last year (+8.0% for acceptable standard and +5.2% for excellence standard achievement). The Division is making gains towards provincial averages in both categories. A relative strength of Diploma Examination results continues to be English Language Arts 30-2. An area of focus for Diploma Examination results is Social Studies 30-2. Division High Schools have introduced intentional goal setting per discipline department allowing expert teachers to respond to the needs of students specific to the learning of specific subjects. School Education Plans directly reflect intentional focus on responding to student needs through analysis of Diploma examinations.

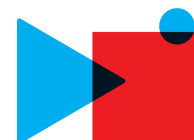
Achievement Across Local Measures

Sturgeon Public Schools engages students in a variety of ways to gather feedback and insight into learning experiences. OurSchool is a survey that all grades 4 to 12 students complete in the spring. The measures reported include Intellectual Engagement, Quality Instruction and Emotional Health & School Context.

Local Measure Intellectual Engagement: Interest and Motivation (OurSchool Survey)		Results				
		2019/20	2020/21	2021/22	2022/23	Alberta Norms
Elementary 4-6*	(%)	81	77	73	70	77
Secondary 7-12**	(%)	35	32	31	30	34

*Elementary Student Number (1,117), **Secondary Student Number (1,593)

This year, the Division saw a decrease in students who report they are interested and motivated in their learning. SPS observes a declining trend over time with elementary and high school students. Using this data, the Division has been intentional in supporting teachers to focus on ensuring academic purpose for all students through the use of Universal Design. The Division has also responded by designing new curriculum professional development around active, hands-on/experiential and visible learning. The Division has also focused on providing unique programming including a wide variety of Career and Technology Foundations, Career and Technology Studies courses along with diverse academies and STEAM education programming across schools. Additionally, by strengthening Career Pathways Education offerings (including Work Experience and Career Internship Program, Registered Apprenticeship Program (RAP), Dual Credit Program and the Alberta Agriculture Green Certificate Program) students are empowered to pursue educational experiences that match their unique interests and future pathways.



Early Years Literacy & Numeracy Assessments

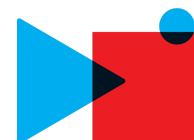
Sturgeon Public Schools participated in the provincial literacy and numeracy assessments, which include the the English Letter Name-Sound (LeNS) and The Castles and Coltheart 3 (CC3) :

- Grade 1 students participated in the Alberta Education Literacy Screens (LeNS, CC3) and Alberta Education Numeracy Screen
- Grade 2 students participated in the Alberta Education Literacy Screens (LeNS, CC3) and Alberta Education Numeracy Screen
- Grade 3 students participated in the Alberta Education Literacy Screen (CC3) and Alberta Education Numeracy Screen
- Grade 4 students participated in the Alberta Education Literacy Screen (CC3) Alberta Education Numeracy Screen

Participating “At Risk” students in grades 1 to 4 averaged 12 months behind grade level and gained an average of 12 months by the year end assessment.

Early Years Literacy & Numeracy Assessments	Results (in percentages)			
	N	Grade	Number of Students At Risk Beginning	At Risk End
Alberta Education Literacy Screens	380	1	161	101
	325	2	88	113
	353	3	79	104
	159	4	133	50
Alberta Education Numeracy Screen	380	1	149	115
	325	2	130	112
	353	3	56	103
	159	4	73	58

Overall, all at risk students improved their achievement from the beginning of the year. In grades two and three in literacy and grades three in numeracy, the Division saw an increase in students deemed at risk with the heightened expectations of the year-end writing. The Division recognized the greatest number of students moving out of the at risk category in literacy in grade 4. It is notable that there was focus on supplemental targeted individual or small group intervention in grade 4. Interventions at other grade levels were designed through in-class small group instruction and targeted universal instruction for both literacy and numeracy.



Domain: Teaching and Leading

Public assurance occurs when Sturgeon Public teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

2022 - 2023 Outcomes

Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.

Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

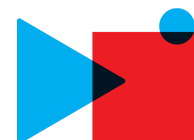
	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Education Quality	86.6	88.0	88.9	88.1	Intermediate	Declined Sig.	Issue

Education Quality

The percentage of teachers, parents and students who are satisfied with the overall quality of basic education.

Education Quality Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1404	90.5	1536	89.9	1321	86.8	1585	88.0	1590	86.6
Alberta: Overall	265841	90.2	264623	90.3	230814	89.6	249532	89.0	257584	88.1
SPS Change from previous year:										-1.4
SPS Relative to province:										-1.5

Education Quality Detail	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	213	84.3	277	84.0	220	79.9	245	83.6	225	81.6
SPS: Students	920	88.6	982	87.3	848	83.1	1057	84.8	1050	83.1
SPS: Teachers	271	98.6	277	98.3	253	97.4	283	95.7	315	95.0



By AEA indicators, Education quality received the achievement measure of intermediate which represents a significant decline overall. By focusing on aligned professional development, the Division contributes to ongoing professional growth of leaders, teachers and staff. By implementing a division-wide behaviour support system (Therapeutic Crisis Intervention for Schools - TCIS) the Division will further empower staff to address classroom complexity and serve students to their highest ability.

In-Service Professional Development

In-servicing received from the school authority has been focused, systematic and contributed significantly to a teacher’s ongoing professional growth.

In-Service (PD)	Results (in percentages)						Measure Evaluation		
	2019	2020	2021	2022	N	2023	Achievement	Improvement	Overall
SPS: Teachers	91.2	76.8	76.0	85.4	301	89.7	High	Improved	Good

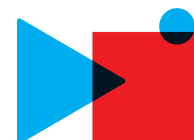
2022 - 2023 PD and Operational / No Student Days

Division PD Days	Site-Based PD Days	Operational, no Classes
<ul style="list-style-type: none"> - August 29, 2022 - March 13, 2023 	<ul style="list-style-type: none"> - August 26, 2022 - October 11, 2022 - December 5, 2022 - January 31, 2023 - April 24, 2023 - May 19, 2023 (am only) - June 5, 2023 	<ul style="list-style-type: none"> - August 30, 2022 - June 30, 2023
Teachers Convention (ATA PD)		Day in Lieu
<ul style="list-style-type: none"> - February 9 & 10, 2023 		<ul style="list-style-type: none"> - November 10, 2022 - March 24, 2023

Again this year, the Division saw a definitive and significant increase in the number of teachers who reported that in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. The division reports improved and high achievement in this area.

Professional Learning Supervision and Evaluation

Sturgeon Public Schools are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes. Sturgeon Public Schools’ [Teacher Growth, Supervision and Evaluation Policy](#) is implemented through careful oversight that all professional staff promote a positive public school division culture and climate that fosters continuous professional learning while meeting the Teaching Quality Standard and the Code of Professional Conduct. Principals are empowered to provide support, supervision and evaluation of all teaching professionals.



Achievement Across Local Measures

OurSchool: Quality Instruction - Rigor

Students respond to questions regarding the degree to which they perceive their learning environment to be organized and purposeful, and the degree to which they are provided regular feedback.

Quality Instruction: Rigor (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	2022/23 Canadian Norms***
Elementary 4-6*	out of 10	8.0	8.0	7.7	7.9	7.8
Secondary 7-12**	out of 10	6.3	6.5	6.6	6.6	6.8

*Elementary Student Number (1,117), **Secondary Student Number (1,593), *** Alberta Norms not available

OurSchool: Quality Instruction - Relevance

Students respond to questions regarding the relevance of classroom instruction.

Quality Instruction: Relevance (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	2022/23 Canadian Norms***
Elementary 4-6*	(%)	7.6	7.6	7.2	7.3	7.2
Secondary 7-12**	(%)	5.7	5.8	5.8	5.9	6.3

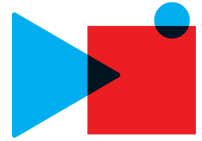
*Elementary Student Number (1,117), **Secondary Student Number (1,593), *** Alberta Norms not available

OurSchool: Quality Instruction - Effective Learning Time

Students respond to questions regarding the effective use of classroom time.

Quality Instruction: Effective Learning Time (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	2022/23 Canadian Norms***
Elementary 4-6*	(%)	7.9	7.9	7.6	7.8	7.7
Secondary 7-12**	(%)	6.7	6.9	6.9	6.9	7.2

*Elementary Student Number (1,117), **Secondary Student Number (1,593), *** Alberta Norms not available



The Division saw a slight increase in students' reporting of rigor (students who find classroom instruction is well-organized, has a clear purpose, and includes immediate and appropriate feedback that helps them learn) at the elementary level exceeding Canadian norms for this measure. Secondary students' (7-12) remained consistent from last year in their reporting of rigor. The Division also saw slight improvement with relevance and effective learning time for elementary students. Secondary students increased their reporting of relevance by 4 percentage points, representing the largest change across the Our School Survey. It should be noted that Canadian norms were used as a reference point in the absence of provincial norms for these measures.

Staff Professional Development Surveys

As a local measure, a division-wide professional development survey was distributed to all staff after the March 2023 Division PD day. Respondents were asked to consider the sessions they attended and answer pertinent questions. 91 responses were collected.

Highlights of results of the March 2023 Professional Development Survey:

Question: Considering the particulars of the morning session that you attended, was it relevant to your work with students? (91 responses)

79% Indicated: Relevant or Very Relevant

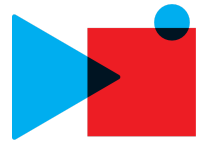
Question: Considering the particulars of the afternoon session that you attended, was it relevant to your work with students?

67.5% Indicated: Relevant or Very Relevant

Question: If you attended a session, did the activities or discussion help support your growth in [the area of Indigenous Foundational Knowledge and Understanding]

85.7% Indicated: Agree or Strongly Agree

In order to continue to be responsive to staff professional learning needs, SPS designed an additional staff survey around professional learning needs. 305 staff (209 teachers, 70 Educational Assistants, and 25 other staff) responded to the 2023 Professional Learning Needs Staff Survey.



The survey assessed the professional comfort and confidence of teachers of the following topics:

- Comprehensive Literacy,
- Comprehensive Numeracy,
- Assessment,
- Teacher Collective Efficacy,
- Universal Design for Learning,
- Indigenous Foundational Knowledge, Truth and Reconciliation, and Student Success,
- Behaviour Support (TCIS),
- Trauma Informed Practice, and
- Restorative Practices.

The division identified Restorative Practices and Indigenous Foundational Knowledge, Truth and Reconciliation, and Student Success as two areas for focus for the upcoming school year. Assessment and Universal Design for Learning were the top two areas of strength divisionally.

Within the Professional Learning Needs Survey, the Division also delivered *The Enabling Conditions for Collective Teacher Efficacy Questionnaire* (Donohoo, 2017*) which will further equip school leaders to impact effective instructional leadership within their unique settings. This scale gauges staff collective efficacy, “collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students” (Donohoo, 2017*).

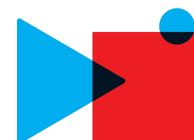
*Collective Efficacy: How Educators’ Beliefs Impact Student Learning by Jenni Donohoo. Thousand Oaks, CA: Corwin, www.corwin.com.

“Great PD opportunities and resource sharing in prep[aration] for the new curriculum”

-2023 staff survey respondent

“We have so many wonderful leaders, amazing staff & have a unique take on education”

-2023 staff survey respondent



Domain: Learning Supports

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

2022 - 2023 Outcomes

Public School Communities are safe, caring, respectful and inclusive.

First Nations, Métis and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.

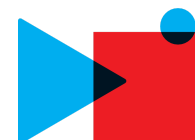
Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Learning Supports	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE	83.0	84.9	84.9	84.7	n/a	Declined	n/a
Access to Supports	81.0	80.5	80.5	80.6	n/a	Maintained	n/a

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WCRSLE	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	n/a	n/a	1327	84.9	1582	84.9	1587	83.0
Alberta: Overall	n/a	n/a	n/a	n/a	231091	87.8	249941	86.1	527391	84.7
SPS Change from previous year:									-1.9	
SPS Relative to province:									-1.7	



WCRSLE	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	n/a	n/a	221	85.7	245	85.9	225	83.0
SPS: Students	n/a	n/a	n/a	n/a	853	73.7	1063	75.2	1047	73.9
SPS: Teachers	n/a	n/a	n/a	n/a	253	95.2	284	93.6	315	92.2

By AEA indicators, the percentage of Sturgeon Public teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe decreased from last year. This was similar across the province for this measure WCRSLE remains a new measure with only two years to reference against.

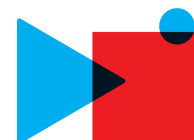
Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Access to Supports and Services	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	n/a	n/a	1323	79.5	1589	80.5	1584	81.0
Alberta: Overall	n/a	n/a	n/a	n/a	230761	82.6	249570	81.6	256994	80.6
SPS Change from previous year:									+0.5	
SPS Relative to province:									+0.4	

Access to Supports and Services	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	n/a	n/a	221	73.6	245	71.4	225	72.8
SPS: Students	n/a	n/a	n/a	n/a	849	76.4	1060	81.2	1045	79.3
SPS: Teachers	n/a	n/a	n/a	n/a	253	88.5	284	88.8	314	90.9

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school has increased slightly over the course of the last two years. There are increases from parents and teachers who report access to



appropriate supports and a slight decrease from students who report access to appropriate supports from last year.

Achievement Across Local Measures

OurSchool Survey: Emotional Health & School Context

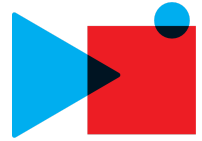
Students describe the extent to which they experience feelings of or display symptoms of anxiety and whether or not they have someone at school who consistently provides encouragement and who they can turn to for advice.

Emotional Health: Anxiety (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	Alberta Norms
Elementary 4-6*	(%)	27	30	36	34	24
Secondary 7-12**	(%)	39	41	41	44	32
School Context: Advocacy at School (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	Alberta Norms
Elementary 4-6*	out of 10	5.9	6.3	6.0	6.2	6.5
Secondary 7-12**	out of 10	2.7	2.7	2.9	3.3	2.8

*Elementary Student Number (1,117), **Secondary Student Number (1,593)

The Division saw a decrease in the number of elementary students reporting anxiety. Secondary (7-12) students report an increase in anxiety. Upon further analysis, the Division observed a substantial difference between male and female students. Female students reported higher levels of intense feelings of fear, intense anxiety or worry about particular events or social situations in elementary school across every grade level. The Division observes a striking disparity in Grade 10 (71% of female students reported experiencing anxiety compared with 30% of male students). Male students consistently fall within provincial norms where Sturgeon Public female students report significantly higher levels of anxiety.

Both Elementary and Secondary students reported increased advocacy (students who feel they have someone at school who consistently provides encouragement and can be turned to for advice). The greatest increase was at the secondary level with reporting of 3.3 / 10 compared to the provincial norm of 2.8 / 10.



Continuum of Supports and Services

At Sturgeon Public Schools, inclusive education centers on addressing students' needs, emphasizing their strengths, and creating conducive and empowering learning environments. Our educational programming is adaptable, flexible, responsive, considers each student's unique needs, parental choices and our communities resources.

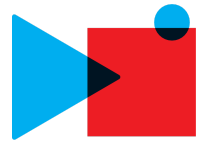
Sturgeon Public Schools is committed to enhancing behavioral support for students. The Division has taken significant steps to provide comprehensive assistance, including the introduction of the TCIS (Therapeutic Crisis Intervention in Schools) program, dedicated behavior coaches and the establishment of a behavior cohort. Additionally, the Division has implemented the ABLLS-R (Assessment of Basic Language and Learning Skills - Revised) to address programming gaps. To further bolster inclusive education efforts, the Division has introduced an inclusive programming coach to support teachers, educational assistants and students in accessing learning. With these initiatives, the Division aims to create a supportive and inclusive environment where every student can thrive and reach their full potential.

School-Based Learning Teams remain dedicated to addressing the needs of all students and children. These teams typically consist of the Principal and/or Vice-Principal, Learning Support Lead, Learning Coach(es), Counsellor, Mental Health and Wellness Coach and Behaviour Lead. The School-Based Learning Team focuses on enhancing the skills of teachers and assumes a leadership role in establishing comprehensive support throughout the school.

The School Learning Teams:

- Analyze data related to universal, targeted and individualized support to ensure effectiveness.
- Plan and coordinate academic and behavioral interventions according to student needs.
- Create decision-making guidelines based on data for various levels of intervention and support.
- Monitor the fidelity of implementation of these interventions.
- Offer support, including training, coaching and resources to the staff concerning different levels of intervention and support.

The Division Learning Services Team utilizes a variety of service delivery models that emphasize the need for collaborative multi-disciplinary approaches to support individualized student needs. The Division arranges its services based on multi-tiered systems of support. Pre-Kindergarten programs are available at seven distinct locations.



Indigenous Student Success and Applying Foundational Knowledge

Sturgeon Public Schools is working strategically to support First Nations, Métis, and Inuit students towards holistic success while systematically improving the Division’s collective understanding of Indigenous foundational knowledge and truth and reconciliation. Through a multifaceted and planned approach, the Division intentionally provides opportunities for strengthening community connections and voice, improving teacher practice and understanding and evolving systems to meet the needs of all students.

The Division has been intentional in collaborating with community partners to inform and improve education within Sturgeon Public Schools for the benefit of all students. The Division is grateful to the knowledge keepers and elders who have shared time and teachings with staff and students division-wide.

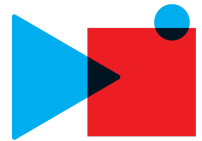
By supporting the roles of Indigenous Student Success Coach, Indigenous Student Counselor and six Educational Assistants who work directly with students, the Division is working to reduce barriers and improve drivers of student achievement. Concrete support for academic and socio-emotional success is prioritized to meet individual student needs.

The Métis Learning Coach works with school staff and school administrators to honor and incorporate Indigenous knowledge and approaches to learning within all classrooms and schools. The Call to Action Cohort brings staff representatives from each school site to engage in rigorous and holistic professional development to provide further leadership and ‘elbow to elbow’ support at the school level. Division and school-based administrators participate in monthly foundational knowledge professional learning and dialogue around championing equity across schools. Additionally, beginning teachers and aspiring leaders are supported with professional learning around Indigenous ways of knowing and being so they may incorporate these practices from the onset of their careers.



“SPS puts a great focus on Indigenous education and support for First Nations, Métis, and Inuit students.”

- 2023 Staff Survey Respondent



Domain: Governance

Public assurance occurs when Sturgeon Public School Division engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

2022 - 2023 Outcomes

Students, families, staff and community members are committed to a shared vision for student achievement.

Resources are allocated and managed in the interests of ensuring student success.

Board of Trustees



Sturgeon Public School Division Board of Trustees consists of seven Trustees, charged with the responsibility of providing an organized and responsive Public Education system for the students and families in Sturgeon County. Trustees represent the best interests of the community, parents, staff and students by setting the direction for the Division, developing policy and approving the budget.

(L to R, Trish Murray-Elliott, Stacey Buga, Irene Gibbons, Joe Dwyer, Janine Pequin, Tasha Oatway-McLay, Cindy Briggs)

Ward 1 - Redwater / Coronado

Ward 2 - Bon Accord / Legal

Ward 3 - Alcomdale / Villeneuve

Ward 4 - Sturgeon Valley / West St. Albert

Ward 5 - Morinville

Ward 6 - Cardiff / Garrison

Ward 7 - Gibbons / Lamoureux

Janine Pequin

Cindy Briggs, Vice-Chair

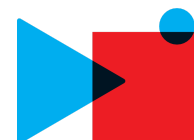
Joe Dwyer

Trish Murray-Elliott

Stacey Buga

Tasha Oatway-McLay

Irene Gibbons, Chair



Governance	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Parental Involvement	74.7	78.2	80.3	79.1	Intermediate	Declined Sig.	Issue

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

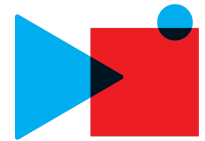
Parental Involvement	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	483	81.7	554	82.5	470	77.4	524	78.2	538	74.7
Alberta: Overall	68116	81.3	70377	81.8	60919	79.5	62412	78.8	63935	79.1
SPS Change from previous year:										-3.5
SPS Relative to province:										-4.4

Parental Involvement	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	212	68.1	277	70.5	220	64.1	245	64.6	225	62.0
SPS: Teachers	271	95.3	277	94.5	250	90.7	279	91.8	313	87.4

The Division is focused on improving engagement opportunities with parents. The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has significantly decreased, with teachers noting the greatest decline. By engaging families and community members through multiple avenues, including continuing with a survey and re-introducing in-person engagements for families and community members during the 2023-2024 school year, the Division will work to increase opportunity for parent voice and involvement. At the school level, Administrators create specific goals to address local community needs in order to support increased opportunities for parental involvement.

Stakeholder Engagement

Sturgeon Public School Division reached out to stakeholders in 2022-2023 through the Alberta Education Assurance Measure Survey, the OurSchool Student Survey, the division-wide Parent and Community Survey, the Staff Professional Development Survey, Staff Professional Learning Needs Assessment Survey and in-person engagements with students through the Division Student Advisory Council by school. In 2022-2023, all

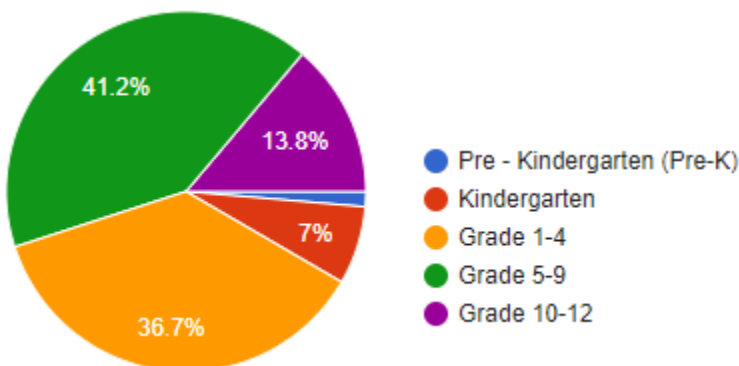


parents, guardians, students and staff were invited to provide key thoughts on what the Division is doing well, what can be improved and how parents can be more involved in their child’s education.

Gathering survey data from families and community members is a vital component of our stakeholder engagement plan. The survey provided feedback across the following dimensions:

- Quality of Education,
- Supports and Resources to Support Student Needs,
- Developing Attitudes and Behaviour for LifeLong Learning,
- Teacher support, guidance and Availability outside of class,
- Citizenship and Effective Discipline in Schools; and
- Policies and Procedures that Support Student Success.

440 parents and 2 community members answered the survey. Parents answering the survey identified themselves as having children in the following grade levels:



“The teachers at our school are caring, compassionate and dedicated to their students' success. The teachers do their best with what resources they are given.”
 - 2023 Parent Respondent

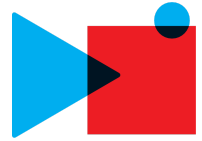
When asked, **what Sturgeon Public Schools is doing well** the following top themes emerged:

- Teachers and staff were acknowledged continuously for their care and dedication towards students.
- Schools were seen as safe and caring.
- Communication was highlighted as effective and clear.

When asked, **what** emerged:



lowing themes



- Dealing with safety issues related to student behavior and discipline.
- Supports for inclusion of learners with diverse needs.
- Issues related to transportation.

When asked, **What do you think parental or guardian involvement should look like in schools**, the following themes emerged:

- Parents want to continue to volunteer in schools. Schools should ensure these opportunities are well communicated.
- School Council is a common way to be involved.
- Parents are happy with the opportunities they have to be involved in school.
- Parents are content with the general information they are receiving from schools.

When asked, **How can Sturgeon Public Schools support parents / families to take a more active role in ensuring students' success in education**, the following themes emerged:

- Schools could communicate more around volunteer opportunities in schools.
- Communication could be improved around discipline, academic achievement, and weekly or monthly activities and events.
- More workshops or learning opportunities for Parents would be appreciated.
- More parents could be involved through School Councils.

Through the parent and community survey, it is evident that fostering positive student behavior, supporting diverse learning needs and working together to resolve transportation issues are vitally important. By introducing school and division wide-initiatives to support safe, caring and welcoming school environments and creating opportunities for rich professional learning, the Division will be able to respond effectively to the needs communicated within this result.

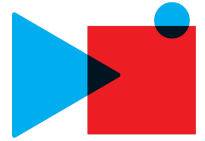
A series of in-person student engagement sessions were held throughout Sturgeon Public Schools. These sessions were led by students from the Student Advisory Council and hosted in every school with Junior or Senior High Classes.

These in-person discussions focused on four key questions. Themes and data were collected around the survey items listed below:

What does Sturgeon Public Schools do well?

Caring Staff:

“[our school] is amazing at having the best teachers. Each and every one is extremely kind, caring, and patient and will often give up much of their time just to help their students. They’d each go about their day putting all their energy into teaching us and helping us learn what we need for the future. Even though it is very, very, very, very, very, very difficult most of the time due to some kids who don’t know when to shut



up and listen to them. Yet they do it over and over again everyday, and I appreciate it with every part of me.”

Innovative Programming:

“Field Trips” “Lots of options” “STEAM activities”

How can Sturgeon Public Schools improve education for all students?

Engaging learning activities:

“Give more hands on work instead of tests”

What does parental or guardian involvement in school mean to you?

Parental support:

“Parental involvement means parents being aware of their child's grades and feelings throughout the school year”

Do you feel like you have an adult that you connect with at school?

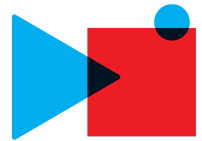
Wide majority report yes:

“I feel that I have many adults to connect with all the time who offer support in all needed things”

Summary results of the aforementioned survey were also shared directly with families through a division publication: 2023 Parent Engagement Report, through the 2023 Early Stakeholder Engagement Report presented publicly to the Board of Trustees and can be found under “[Stakeholder Feedback](#)” on the Division website.

Accountability/Assurance System for Schools

Sturgeon Public Schools ensures that schools are providing assurance to their communities and demonstrating continuous improvement. As per Sturgeon Public School Division’s [Administrative Practice 243](#): School Education Plans and Annual Results Report, all schools develop annual education plans that align with the division’s education plan and report of school results. School Councils are given the opportunity to provide insight and advice on the development of the school plans at school council meetings. School plans are posted on school websites by November 30.

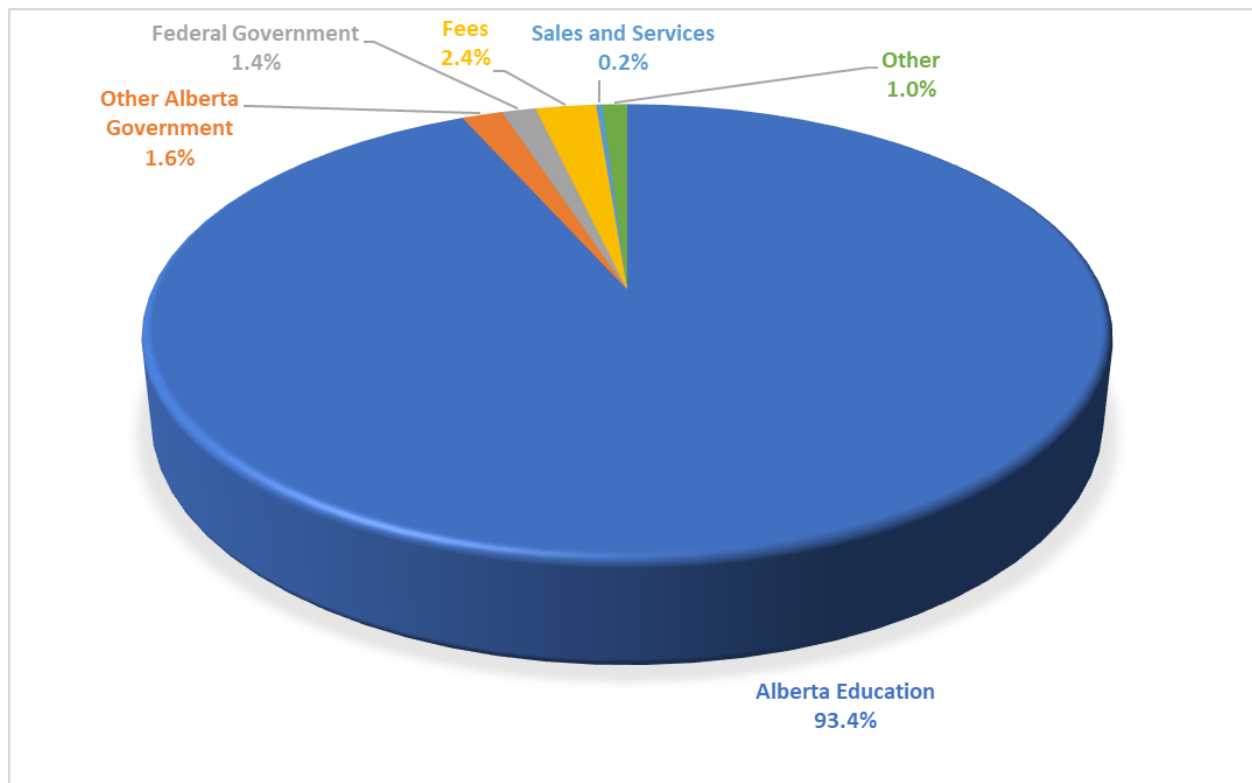


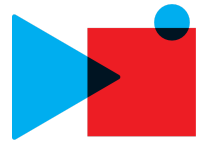
Financial Planning and Reporting

Sturgeon Public School Division's primary focus is to ensure each student has the opportunity to achieve their full potential. Through the Budgeting and Education Plan processes, the Division establishes the goals and objectives of the Board in accordance with the Vision, Mission and Values and priorities of the school year.

Alberta Education	\$74,734,335	93.4%
Other Alberta Government	\$1,299,797	1.6%
Federal Government	\$1,086,100	1.4%
Fees	\$1,940,675	2.4%
Sales and Services	\$189,907	0.2%
Other	\$797,156	1.0%
TOTAL	\$80,047,970	

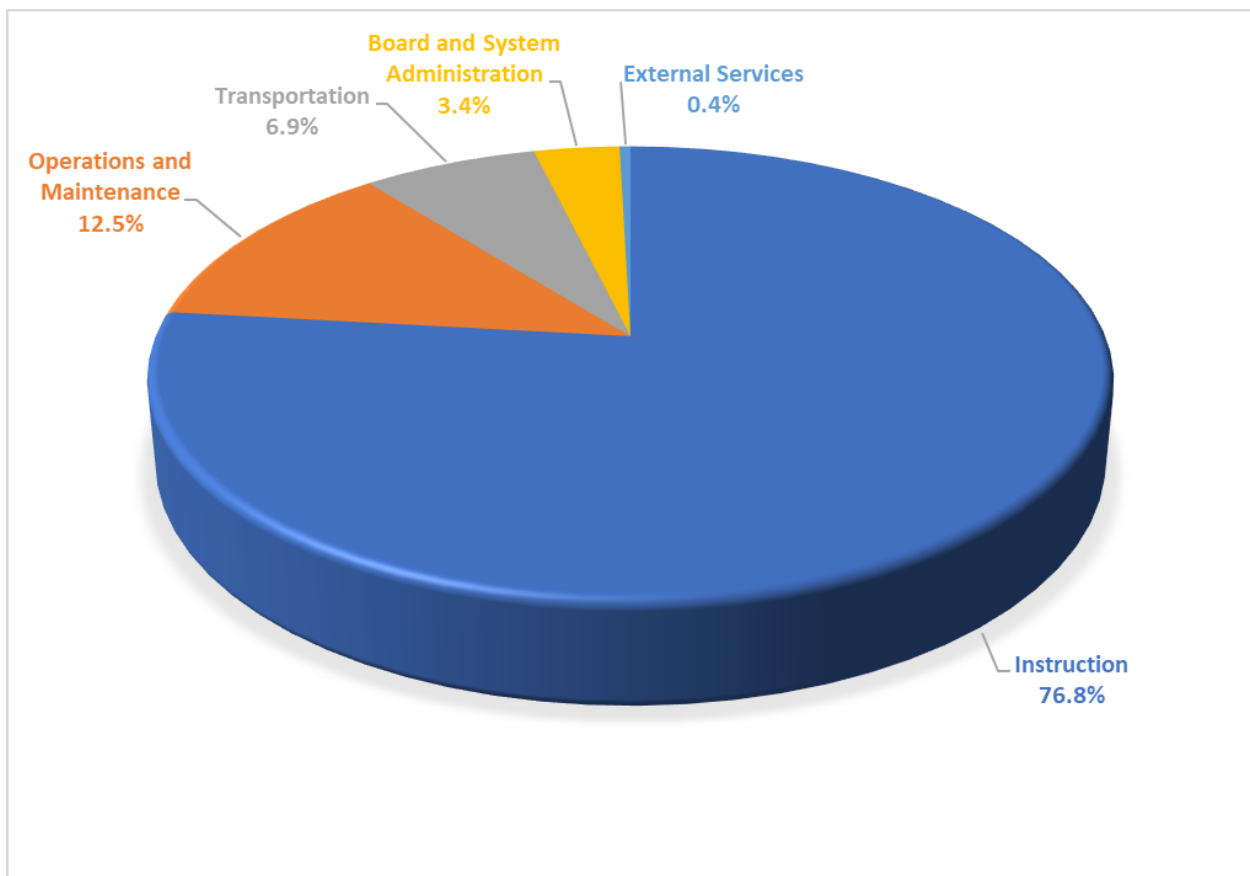
2023 - 2024 Budgeted Revenue by Source

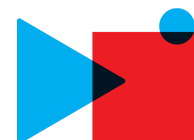




2023 - 2024 Budgeted Expenses by Program

Instruction	\$64,700,156	76.8%
Operations and Maintenance	\$10,536,442	12.5%
Transportation	\$5,825,109	6.9%
Board and System Administration	\$2,842,693	3.4%
External Services	\$359,762	0.4%
TOTAL	\$ 84,264,162	





Summary of 2022 - 2023 Financial Results

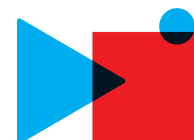
Actual vs. Budget Operating Results (2022 - 2023)

Variance Analysis for the Year Ended August 31, 2023 (in dollars)

	2023 Actual	2023 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% and \$100K; or lower than -10% and -\$100K) see below
Total Revenues	\$78,263,206	\$75,353,479	\$2,909,7275	4%	
Expense by Programs					
Instruction - Pre K & K	3,360,815	5,625,510	-2,264,695	-40%	A portion of the ECS budget was shared with 1-12 for supports
Instruction - 1 - Grade 12	58,080,628	53,159,232	4,921,396	9%	Additional grants were provided from AB Ed unbudgeted. Budget was increased for Mental Health and Wellness programs
Operations and maintenance	10,448,613	9,991,525	457,088	5%	Increased costs for utilities and snow removal
Transportation	5,608,632	5,693,792	-85,160	-1%	
System administration	2,958,978	2,789,295	169,683	6%	Legal Costs were lower than budget
External services	335,069	432,098	-97,029	-22%	Budgeted for an additional secondment than actual
Total Expenses	\$ 80,792,735	\$ 77,691,452	\$ 3,101,283	4%	

Variance Explanation

We received additional \$2.9M more in revenue than budgeted, with a large portion from Alberta Education. Unbudgeted funding of additional grants \$1.2M (Mental Health in Schools, Curriculum planning, training and resources, Learning Disruption, Supports for Ukrainian students, Dual Credit, School Start-up). Indigenous Student special education Federal funding increased \$300K, Investment income increased 761K above budget.



2023 - 2024 Projected Accumulated Surplus

The Division is projecting a \$4.4 million accumulated operating surplus, as of August 31, 2024. The Accumulated Surplus will contain:

1. \$3.1 million in operating reserves, including \$588K in School Generated Funds reserves.
2. \$2.1 million Capital Reserves
3. \$5.8 million Investment in Board-funded Capital Tangible Assets

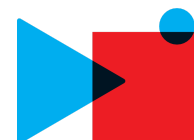
Proposed 3 Year Capital Plan

New Construction, Modernization, Preservation and Studies

	2023-2024		2024-2025		2025-2026	
Gibbons School	Solution	1				
École Morinville Public School	Solution	2				
Sturgeon Heights School	Modernization	3				
Redwater School			Replacement	1		
Landing Trail School			Modernization	2		
Bon Accord School					Replacement	1

Further Information

- For information on [Sturgeon Public School Division Audited Financial Statements, see our website](#), or contact the Director, Financial Services at 780-939-4341.
- For more information on the provincial roll-up of [Audited Financial Statements information, see the Alberta Education website](#).
- For more information on Sturgeon Public School Division financial results, contact the Director, Financial Services at 780-939-4341.



Domain: Local and Societal Context

Public assurance occurs when Sturgeon Public Schools respond proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

2022 - 2023 Outcomes

Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.

Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.

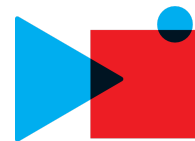
Contextual Information

Sturgeon Public Schools has a rich history of delivering quality rural education throughout Sturgeon County. Starting in a small two-classroom school, the Division has grown to serve over 5,000 students in 19 different locations, including traditional schools, Learning Centres, a Virtual Academy and a Colony school, catering to Pre-Kindergarten through grade 12.

The Division places a strong emphasis on community and inclusivity, with a focus on student success. Sturgeon Public fosters open collaboration with parents and rural community partners, providing diverse programs to inspire individual growth. Schools create safe and caring environments, where students feel secure and accepted. Diversity and uniqueness are celebrated every year, with support for activities like gay-straight alliances to ensure everyone feels welcome.

Sturgeon Public Schools offer academic, technological and vocational programs to prepare students for success in various careers. This includes promoting STEAM education and creating opportunities for students to explore their passions through specialized academies. Whether pursuing academics, athletics, arts, STEAM or Career Pathways Education experiences, Sturgeon Public students are equipped with the skills and knowledge they need to excel in today's rapidly evolving world. Students are prepared for the challenges of tomorrow: primed for success in post-secondary education and vocational opportunities. STEAM education and specialized academies are integral components of the Divisions' innovative approach.

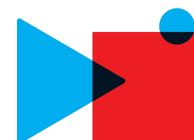
Career Pathways Education consists of the Work Experience and Career Internship Program, Registered Apprenticeship Program (RAP), Dual Credit Program, and the Alberta Agriculture Green Certificate Program. These unique learning experiences offer students opportunities to explore career goals while obtaining high school credits. 162 students participated, earning over 1335 credits, in a wide variety of unique and vocationally focused



learning experiences. From earning college level credits from Olds College, Lakeland College, and NAIT, to Alberta Agriculture's Green Certificate, to work experience at local businesses, Sturgeon Public students are prepared and challenged to pursue unique interests and viable career opportunities.

Sturgeon Public Schools offer exceptional education shaping students for success within and beyond classroom contexts. In essence, the equation for success at Sturgeon Public Schools is a simple one: incredible teachers, outstanding programming, an inclusive atmosphere and unwavering support collectively equal a transformative educational experience that sets students on a path to a bright and promising future.

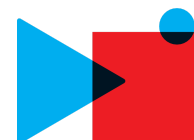




Sturgeon Public Schools

9820- 104 Street, Morinville, AB T8R 1L8
 Telephone: 780.939.4341 Website: sturgeon.ab.ca

Community	Grades Served	Telephone
TOWN OF BON ACCORD Bon Accord Community School Lilian Schick School Oak Hill School	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 3 to Grade 10	780.921.3559 780.921.2200 780.921.3011
TOWN OF GIBBONS Gibbons School Landing Trail School Sturgeon Learning Centre Sturgeon Virtual Academy	Grade 5 to Grade 9 Pre-K to Grade 4 Grade 10 to 12, Adult Learning Grade 5 to 9, Online	780.923.2240 780.923.2898 780.939.4341 780.939.4341
LANCASTER PARK MILITARY BASE Guthrie School	Pre-K to Grade 9	780.973.3111
TOWN OF LEGAL Legal Public School	Pre-K to Grade 4	780 961 0133
TOWN OF MORINVILLE École Morinville Public Four Winds Public School Morinville Learning Centre	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 10 to 12, Adult Learning	780.939.3445 825.349.0021 780.939.4341
HAMLET OF RIVIÈRE QUI BARRE Camilla School Colony School	Pre-K to Grade 9 K to Grade 9	780.939.2074 780.939.2012
HAMLET OF NAMAQ Namao School Sturgeon Composite High School	K to Grade 9 Grade 10 to Grade 12	780.973.9191 780.973.3301
TOWN OF REDWATER Ochre Park School Redwater School	Pre-K to Grade 4 Grade 5 to Grade 12	780.942.2901 780.942.3625
CITY OF ST. ALBERT Sturgeon Heights School	K to Grade 9	780.459.3990



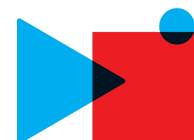
Appendices With Measure Detail

Appendix A: Students Accessing English Language Supports

Assurance Domain	Measure	The Sturgeon School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	72.8	78.5	77.1	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	88.7	86.1	86.0	*	n/a	n/a
	PAT: Acceptable	n/a	6.3	n/a	n/a	65.8	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	n/a	n/a	15.2	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2



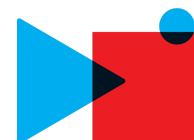
Appendix B: Student Growth and Achievement Data

Engagement Detail

Engagement Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Your child is learning what they need to know	219	10	66	13	3	8	76
The literacy skills your child is learning at school are useful	223	21	70	4	2	4	90
The numeracy skills your child is learning at school are useful	222	19	70	5	1	5	89

Engagement Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Do you like learning language arts	403	73	22	5	73
Do you like learning math	406	71	24	5	71

Engagement Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
I understand how the language arts I am learning at school is useful to me	7	364	24	52	16	6	2	76
	10	257	17	52	21	8	2	69
I understand how the mathematics I am learning at school is useful to me	7	375	28	49	16	6	2	77
	10	261	20	44	23	8	5	64
I understand how the science I am learning at school is useful to me	7	375	27	50	15	7	1	77
	10	255	21	51	19	7	2	72
I understand how the social studies I am learning at school is useful to me	7	372	19	44	25	11	1	63
	10	256	10	51	24	14	1	61
The language arts I am learning at school is interesting to me	7	372	20	44	24	10	2	64
	10	257	11	39	34	14	2	49
The mathematics I am learning at school is interesting to me	7	371	19	41	25	14	1	60
	10	261	13	35	35	15	2	48
The science I am learning at school is interesting to me	7	375	31	40	17	12	1	71
	10	255	23	50	18	7	2	73
The social studies I am learning at school is interesting to me	7	374	25	39	22	13	1	64
	10	256	11	45	26	14	3	56

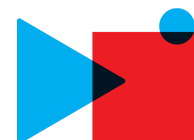


Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your school are learning what they need to know	313	44	51	4	1	0	95
The literacy skills students are learning at your school are useful	314	52	45	2	1	1	97
The numeracy skills students are learning at your school are useful	312	54	43	1	1	1	97

Citizenship Detail

Citizenship Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your child's school follow the rules	222	10	53	18	2	17	63
Students at your child's school help each other when they can	220	16	55	10	2	16	72
Students at your child's school respect each other	220	13	55	14	4	15	67
Your child is encouraged at school to be involved in activities that help the community	219	21	49	8	2	20	70
Your child is encouraged at school to try their best	224	31	63	3	1	2	94

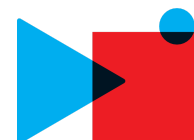
Citizenship Student - Grades 4, 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are encouraged at your school to be involved in activities that help the community	4	39	36	54	5	3	3	90
	7	83	49	41	7	1	1	90
	10	46	30	50	15	0	4	80
Students are encouraged at your school to try their best	4	44	64	34	2	0	0	98
	7	87	76	22	2	0	0	98
	10	46	41	54	4	0	0	96
Students at your school follow the rules	4	42	24	71	5	0	0	95
	7	85	16	69	13	1	0	86
	10	46	13	59	22	7	0	72



Student at your school help each other when they can	4	43	30	63	7	0	0	93
	7	87	32	60	7	1	0	92
	10	46	24	52	20	4	0	76
Student at your school respect each other	4	44	18	68	11	2	0	86
	7	86	20	64	14	2	0	84
	10	43	21	53	16	9	0	74

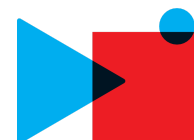
Citizenship Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are encouraged at your school to be involved in activities that help the community	307	40	48	7	1	3	88
Students are encouraged at your school to try their best	314	67	32	1	0	0	99
Students at your school follow the rules	312	21	62	14	3	1	82
Students at your school help each other when they can	312	35	57	7	1	0	92
Students at your school respect each other	311	25	60	11	3	1	85





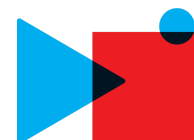
Provincial Achievement Test Detail by Course and Cohort

2023 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Language Arts 6	Number Writing	377	362	n/a	43892	n/a			
	Acceptable Standard	87.8	88.1	n/a	90.4	n/a	-2.3	0.3	n/a
	Standard of Excellence	14.3	11.6	n/a	21.9	n/a	-10.3	-2.7	n/a
French Language Arts 6 année	Number Writing	17	14	n/a	2923	n/a			
	Acceptable Standard	47.1	28.6	n/a	83.1	n/a	-54.5	-18.5	n/a
	Standard of Excellence	5.9	0.0	n/a	13.3	n/a	-13.3	-5.9	n/a
Mathematics 6	Number Writing	377	365	n/a	44458	n/a			
	Acceptable Standard	70.6	67.1	n/a	77.4	n/a	-10.3	-3.5	n/a
	Standard of Excellence	10.3	11.0	n/a	18.8	n/a	-7.8	0.7	n/a
Science 6	Number Writing	374	356	n/a	46184	n/a			
	Acceptable Standard	79.4	75.0	n/a	79.3	n/a	-4.3	-4.4	n/a
	Standard of Excellence	19.5	22.2	n/a	25.9	n/a	-3.7	2.7	n/a
Social Studies 6	Number Writing	371	36.1	n/a	48742	n/a			
	Acceptable Standard	70.6	71.5	n/a	78.3	n/a	-6.8	0.9	n/a
	Standard of Excellence	16.2	14.7	n/a	21.3	n/a	-6.6	-1.5	n/a
English Language Arts 9	Number Writing	275	288	n/a	47191	n/a			
	Acceptable Standard	81.5	87.5	n/a	85.1	n/a	2.4	6	n/a
	Standard of Excellence	12.7	14.2	n/a	15.9	n/a	-1.7	1.5	n/a
K&E English Language Arts 9	Number Writing	22	29	n/a	883	n/a			
	Acceptable Standard	63.6	86.2	n/a	71.2	n/a	15	22.6	n/a
	Standard of Excellence	13.6	13.8	n/a	8.0	n/a	5.8	0.2	n/a
French Language Arts 9	Number Writing	0	7	n/a	3027	n/a			
	Acceptable Standard	*	42.9	n/a	80.8	n/a	-37.9	*	n/a
	Standard of Excellence	*	0.0	n/a	11.5	n/a	-11.5	*	n/a
Mathematics 9	Number Writing	273	287	n/a	46587	n/a			
	Acceptable Standard	52.0	59.2	n/a	64.7	n/a	-5.5	7.2	n/a
	Standard of Excellence	14.3	12.5	n/a	16.0	n/a	-3.5	-1.8	n/a
K&E Mathematics 9	Number Writing	25	33	n/a	1480	n/a			
	Acceptable Standard	76.0	81.8	n/a	64.7	n/a	17.1	5.8	n/a
	Standard of Excellence	8.0	39.4	n/a	13.9	n/a	25.5	31.4	n/a
Science 9	Number Writing	275	284	n/a	47397	n/a			
	Acceptable Standard	76.0	82.7	n/a	78.8	n/a	3.9	6.7	n/a
	Standard of Excellence	22.9	22.5	n/a	23.9	n/a	-1.4	-0.4	n/a



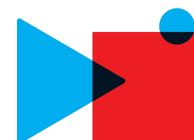
2023 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
K&E Science 9	Number Writing	25	27	n/a	936	n/a			
	Acceptable Standard	64.0	77.8	n/a	67.6	n/a	10.2	13.8	n/a
	Standard of Excellence	20.0	29.6	n/a	13.9	n/a	15.7	9.6	n/a
Social Studies 9	Number Writing	278	283	n/a	47410	n/a			
	Acceptable Standard	67.6	70.0	n/a	69.3	n/a	0.7	2.4	n/a
	Standard of Excellence	19.1	19.8	n/a	18.9	n/a	0.9	0.7	n/a
K&E Social Studies 9	Number Writing	20	29	n/a	915	n/a			
	Acceptable Standard	75.0	79.3	n/a	61.9	n/a	17.4	4.3	n/a
	Standard of Excellence	15.0	10.3	n/a	13.2	n/a	-2.9	-4.7	n/a

2023 Provincial Achievement Tests by Course Indigenous Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Language Arts 6	Number Writing	53	64	n/a	3,891	n/a			
	Acceptable Standard	67.9	82.8	n/a	60.6	n/a	+22.2	+14.9	n/a
	Standard of Excellence	7.5	1.6	n/a	7.1	n/a	-5.5	-5.9	n/a
French Language Arts 6 année	Number Writing	4	n/a	n/a	16	n/a			
	Acceptable Standard	*	n/a	n/a	81.3	n/a	*	*	n/a
	Standard of Excellence	*	n/a	n/a	31.3	n/a	*	*	n/a
Mathematics 6	Number Writing	53	64	n/a	3,907	n/a			
	Acceptable Standard	47.2	48.4	n/a	42.0	n/a	+6.4	+1.2	n/a
	Standard of Excellence	7.5	1.6	n/a	5.6	n/a	-4.0	-5.9	n/a
Science 6	Number Writing	53	64	n/a	3,990	n/a			
	Acceptable Standard	56.6	59.4	n/a	46.0	n/a	+13.4	+2.8	n/a
	Standard of Excellence	15.1	7.8	n/a	9.0	n/a	-1.2	-7.3	n/a
Social Studies 6	Number Writing	53	64	n/a	4,332	n/a			
	Acceptable Standard	39.6	54.7	n/a	45.3	n/a	+9.4	+15.1	n/a
	Standard of Excellence	9.4	3.1	n/a	6.5	n/a	-3.4	-6.3	n/a
English Language Arts 9	Number Writing	40	53	n/a	4,375	n/a			
	Acceptable Standard	72.5	75.5	n/a	49.2	n/a	+26.3	+3.0	n/a
	Standard of Excellence	7.5	5.7	n/a	4.4	n/a	+1.3	-1.8	n/a
K&E English Language Arts 9	Number Writing	4	8	n/a	297	n/a			
	Acceptable Standard	*	87.5	n/a	43.8	n/a	+43.7	*	n/a
	Standard of Excellence	*	12.5	n/a	3.7	n/a	+8.8	*	n/a



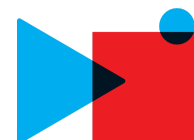
French Language Arts 9	Number Writing	n/a	2	n/a	136	n/a			
	Acceptable Standard	n/a	*	n/a	65.4	n/a	*	*	n/a
	Standard of Excellence	n/a	*	n/a	4.4	n/a	*	*	n/a
Mathematics 9	Number Writing	39	53	n/a	4,197	n/a			
	Acceptable Standard	30.8	45.3	n/a	28.7	n/a	+16.6	+6.3	n/a
	Standard of Excellence	5.1	7.5	n/a	3.8	n/a	+3.7	+2.4	n/a
K&E Mathematics 9	Number Writing	5	8	n/a	440	n/a			
	Acceptable Standard	*	100.0	n/a	48.9	n/a	+51.1	*	n/a
	Standard of Excellence	*	62.5	n/a	11.1	n/a	+51.4	*	n/a
Science 9	Number Writing	39	53	n/a	4,380	n/a			
	Acceptable Standard	30.8	67.9	n/a	42.1	n/a	+25.8	+37.1	n/a
	Standard of Excellence	5.1	13.2	n/a	7.1	n/a	+6.1	8.1	n/a
K&E Science 9	Number Writing	5	8	n/a	281	n/a			
	Acceptable Standard	*	87.5	n/a	48.4	n/a	+39.1	*	n/a
	Standard of Excellence	*	37.5	n/a	8.2	n/a	+29.3	*	n/a
Social Studies 9	Number Writing	39	53	n/a	4,393	n/a			
	Acceptable Standard	53.8	60.4	n/a	34.1	n/a	+26.3	+6.6	n/a
	Standard of Excellence	12.8	9.4	n/a	4.9	n/a	+4.5	-3.4	n/a
K&E Social Studies 9	Number Writing	5	8	n/a	262	n/a			
	Acceptable Standard	*	87.5	n/a	45.4	n/a	+42.1	*	n/a
	Standard of Excellence	*	12.5	n/a	7.3	n/a	+5.2	*	n/a





Diploma Exam Detail by Course and Cohort

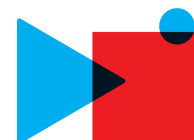
2023 Diploma Results by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	77	100	n/a	31,493	n/a			
	Acceptable Standard	87.0	84.0	n/a	83.7	n/a	0.3	-3.0	n/a
	Standard of Excellence	5.2	6.0	n/a	10.5	n/a	-4.5	0.8	n/a
English Lang Arts 30-2	Number Writing	72	146	n/a	17,112	n/a			
	Acceptable Standard	87.5	95.2	n/a	86.2	n/a	9	7.7	n/a
	Standard of Excellence	11.1	15.8	n/a	12.7	n/a	3.1	4.7	n/a
Mathematics 30-1	Number Writing	3	67	n/a	19,763	n/a			
	Acceptable Standard	*	67.2	n/a	70.8	n/a	-3.6	*	n/a
	Standard of Excellence	*	25.4	n/a	29.0	n/a	-3.6	*	n/a
Mathematics 30-2	Number Writing	25	66	n/a	14,418	n/a			
	Acceptable Standard	36.0	72.7	n/a	71.1	n/a	1.6	36.7	n/a
	Standard of Excellence	4.0	10.6	n/a	15.2	n/a	-4.6	6.6	n/a
Social Studies 30-1	Number Writing	63	106	n/a	24,023	n/a			
	Acceptable Standard	61.9	72.6	n/a	83.5	n/a	-10.9	10.7	n/a
	Standard of Excellence	4.8	5.7	n/a	15.9	n/a	-10.2	0.9	n/a
Social Studies 30-2	Number Writing	49	150	n/a	21,045	n/a			
	Acceptable Standard	63.3	72.7	n/a	78.1	n/a	-5.4	9.4	n/a
	Standard of Excellence	8.2	3.3	n/a	12.3	n/a	-9	-4.9	n/a
Biology 30	Number Writing	32	80	n/a	23,270	n/a			
	Acceptable Standard	68.8	81.3	n/a	82.7	n/a	-1.4	12.5	n/a
	Standard of Excellence	15.6	25.0	n/a	32.8	n/a	-7.8	9.4	n/a
Chemistry 30	Number Writing	34	64	n/a	18,364	n/a			
	Acceptable Standard	73.5	70.3	n/a	80.5	n/a	-10.2	-3.2	n/a
	Standard of Excellence	17.6	26.6	n/a	37.0	n/a	-10.4	9.0	n/a
Physics 30	Number Writing	16	31	n/a	9,241	n/a			
	Acceptable Standard	25.0	67.7	n/a	82.3	n/a	-14.6	42.7	n/a
	Standard of Excellence	0.0	16.1	n/a	39.9	n/a	-23.8	16.1	n/a
Science 30	Number Writing	19	36	n/a	8,007	n/a			
	Acceptable Standard	73.7	86.1	n/a	79.4	n/a	6.7	12.4	n/a
	Standard of Excellence	10.5	27.8	n/a	23.1	n/a	4.7	17.3	n/a



2023 Indigenous Diploma Results by Course		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	9	7	n/a	1286	n/a			
	Acceptable Standard	88.9	71.4	n/a	78.3	n/a	-6.9	-17.5	n/a
	Standard of Excellence	11.1	0.0	n/a	6.1	n/a	-6.1	-11.1	n/a
English Lang Arts 30-2	Number Writing	7	21	n/a	1833	n/a			
	Acceptable Standard	71.4	100	n/a	86.5	n/a	+13.5	+28.6	n/a
	Standard of Excellence	14.3	9.5	n/a	9.9	n/a	-0.4	-4.8	n/a
Social Studies 30-2	Number Writing	7	23	n/a	1933	n/a			
	Acceptable Standard	71.4	73.9	n/a	72.3	n/a	+1.6	+2.5	n/a
	Standard of Excellence	14.3	8.7	n/a	5.4	n/a	+3.3	-5.6	n/a
Biology 30	Number Writing	1	7	n/a	902	n/a			
	Acceptable Standard	*	85.7	n/a	72.5	n/a	+13.2	*	n/a
	Standard of Excellence	*	28.6	n/a	19.1	n/a	+9.5	*	n/a

Note: Achievement in all other courses are not reported due to lower numbers.





Appendix C: Teaching and Leading Data

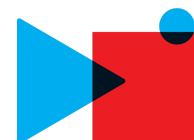
Education Quality Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Your child clearly understands what they are expected to learn at school	222	16	64	13	2	5	80
Your child finds school work challenging	223	12	67	15	3	3	79
Your child finds school work interesting	223	10	65	20	3	2	75
Your child is learning what they need to know	219	10	66	13	3	8	76

Education Quality Parent - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	225	23	67	6	1	3	90
How satisfied or dissatisfied are you with the quality of teaching at your child's school	225	30	60	6	2	3	90

Education Quality Student - Grade 4 (%)	N	Very Good	Good	Poor	Very Poor	Don't Know	Top 2 Box
Are the teachers in your school... (Very Good, Good, Poor, Very Poor, Don't Know)	404	69	27	2	0	2	96
Do you think your school is... (Very Good, Good, Poor, Very Poor, Don't Know)	408	60	30	2	1	6	91

Education Quality Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
It is clear what I am expected to learn at school	7	369	25	57	13	3	2	82
	10	261	22	61	14	0	2	83
My school work is challenging	7	366	15	55	23	3	3	70
	10	258	20	62	14	1	3	82
My school work is interesting	7	372	6	56	27	7	3	62
	10	261	7	52	30	8	3	59



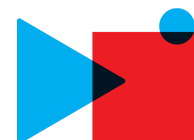


The core subjects (mat, language arts, social studies, science) I am learning at school are useful to me	7	368	17	54	20	5	4	72
	10	260	13	57	20	7	3	70

Education Quality Student - Grades 7 and 10 (%)	Gr	N	Very Good	Good	Poor	Very Poor	Don't Know	Top 2 Box
Is the quality of teaching at your school	7	369	26	63	7	2	2	89
	10	256	18	68	11	2	2	85
Overall, is the education you are receiving at school	7	377	24	68	3	2	3	92
	10	257	18	74	5	1	2	92

Education Quality Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your school are learning what they need to know	313	44	51	4	1	0	95
Students at your school clearly understand what they are expected to learn at school	312	42	52	4	1	2	94
Students at your school find school work challenging	314	38	56	4	0	1	95
Students at your school find school work interesting	315	28	64	5	1	1	93

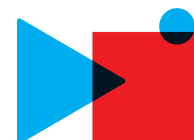
Education Quality Teacher - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	315	49	48	3	0	0	97
How satisfied or dissatisfied are you with the quality of teaching at your school	315	59	38	2	1	1	97



Appendix D: Learning Supports Data

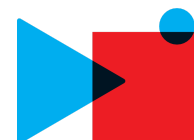
WCRSLE Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your child's school care about each other	219	28	45	16	2	9	73
Students at your child's school respect each other	220	13	55	14	4	15	67
Students treat each other well at your child's school	220	14	55	14	3	14	69
Teachers care about your child	223	42	49	4	0	4	91
Your child is safe at school	221	28	64	6	1	1	91
Your child is safe on the way to and from school	216	32	63	3	0	1	95
Your child is treated fairly by adults at school	222	29	59	4	1	6	88
Your child's school is a welcoming place to be	224	44	49	5	1	1	93

WCRSLE Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Are you treated fairly by adults at your school	407	89	6	6	89
At school, do most students care about each other	409	69	11	19	69
At school, do most students respect each other	406	74	12	14	74
At school, do you feel like you belong	405	77	14	9	77
Do other students treat you well	407	78	11	11	78
Do you feel safe at school	407	86	8	6	86
Do you feel safe on the way to and from school	405	84	8	8	84
Do you feel welcome at school	408	82	6	12	82
Do your teachers care about you	405	91	1	8	91



WCERSLE Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, I feel like I belong	7	367	20	45	19	11	5	65
	10	251	12	51	22	9	7	62
At school, students care about each other	7	364	12	43	24	17	4	55
	10	252	6	44	27	13	10	50
At school, students respect each other	7	362	9	50	25	12	4	59
	10	256	7	41	28	7	17	48
I am treated fairly by adults at my school	7	370	25	53	14	5	3	78
	10	253	13	58	14	10	5	72
I feel safe at school	7	367	24	52	12	8	4	77
	10	255	12	58	18	5	7	71
I feel safe on the way to and from school	7	359	31	55	9	2	3	86
	10	254	18	69	7	3	3	87
I feel welcome at my school	7	372	27	51	13	6	3	78
	10	258	13	60	13	6	8	73
My teachers care about me	7	289	32	51	5	7	5	83
	10	259	12	58	14	7	9	69
Other students treat me well	7	367	18	52	16	11	4	70
	10	250	9	68	11	5	7	77

WCERSLE Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are safe at your school	313	48	45	6	1	0	93
Students are safe on the way to and from your school	305	48	43	1	1	7	91
Students are treated fairly by adults at your school	313	70	27	1	1	0	98
Students at your school care about each other	313	32	59	8	1	0	91
Students at your school respect each other	311	25	60	11	3	1	85
Students treat each other well at your school	311	28	60	9	2	0	88
Teachers at your school care about	314	79	20	1	0	0	99

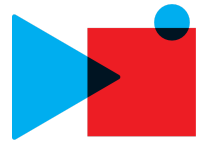


their students							
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Supports and Services Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, there are appropriate supports and services available to your child to help with their learning	218	16	58	11	5	9	74
When your child needs it, teachers at your child's school are available to help them	224	21	61	9	2	7	82
You can get the support you need from the school to help your child be successful in their learning	218	18	59	9	6	9	77
Your child can easily access programs and services at school to get help with school work	216	16	47	11	6	21	63
Your child can get help at school with problems that are not related to school work	220	16	52	6	3	23	68

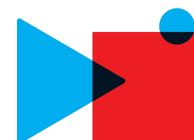
Supports and Services Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Can you get help at your school with problems that are not about your school work	405	80	8	13	80
Is it easy to get help with school work at your school if you need it	405	87	7	5	87
When you need it, are teachers at your school available to help you	405	91	4	5	91

Supports and Services Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
I can get help at my school with problems that are not related to school work	7	366	16	52	19	6	7	68
	10	257	11	51	21	7	11	62
It is easy to get help with school work at my school if I need it	7	373	25	57	12	4	2	82
	10	258	18	59	14	5	5	77
When I need it, teachers at my school are available to help me	7	370	24	61	9	3	3	85
	10	256	15	66	8	4	6	81



Supports and Services Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students can easily access programs and services at your school to get help with school work	309	47	39	9	2	3	86
Students can get help at your school with problems that are not related to school work	310	59	34	5	1	1	93
Supports and services that help students be successful in their learning are available in a timely manner	309	45	41	10	2	1	86
When students need it, teachers at your school are available to help them	313	69	29	2	0	0	98
Your school's continuum of supports and services are responsive to students' needs	312	54	38	6	1	2	91





Appendix E: Governance Data

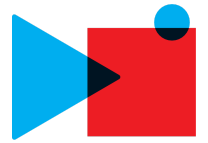
Parental Involvement Parents - All (%)	N	A Lot	Some	Very Little	Not At All	Don't Know	Top 2 Box
To what extent are you involved in decisions about your child's overall education? Would you say	225	29	37	25	7	2	66
To what extent are you involved in decisions about your child's school? Would you say	219	12	33	34	14	7	46

Parental Involvement Parents - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	203	12	48	10	4	25	61
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's overall education	220	15	54	15	4	13	69
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school	211	14	55	14	2	15	69

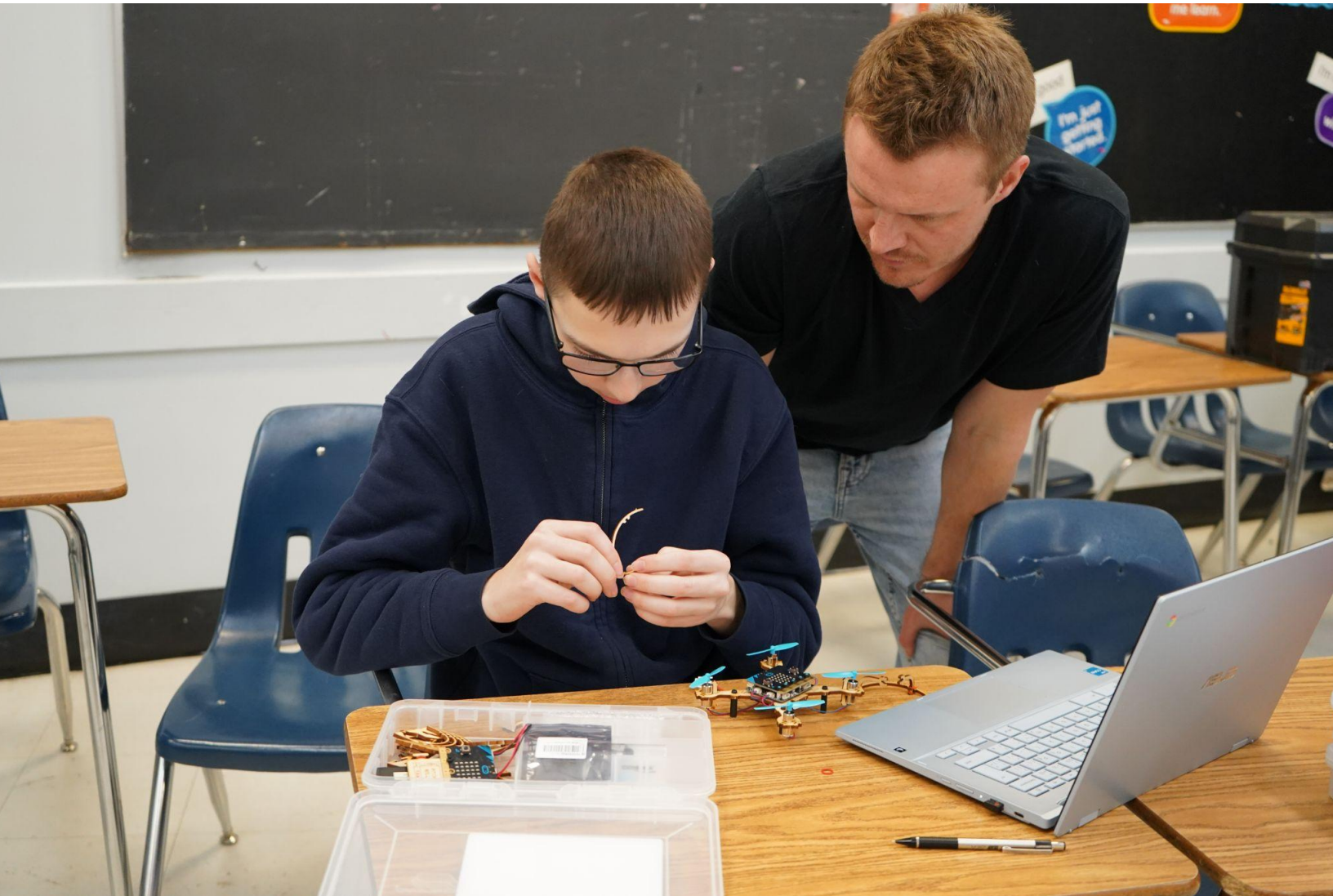
Parental Involvement Teachers - All (%)	N	A Lot	Some	Very Little	Not At All	Don't Know	Top 2 Box
To what extent are parents or guardians involved in decisions about their children's overall education? Would you say	310	38	44	12	2	3	83
To what extent are parents or guardians involved in decisions about your school? Would you say	306	40	42	9	2	8	81

Parental Involvement Teachers - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	305	46	44	2	0	8	90
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions	309	45	48	4	0	3	93





about their children's overall education							
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	305	50	40	3	0	7	90





Date: November 29, 2023 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services

Governance Policy: [Policy 700: Superintendent of Schools](#)
[Policy 905: Awards and Recognition Policy](#)

Additional Reference: [AP860: Division Awards, Scholarships, Bursaries, and Recognition](#)

Assurance Domain: Student Growth & Achievement
Governance
Local & Societal Context

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

Building Effective Relationships
Ensuring First Nations, Métis, and Inuit Education for All Students
Supporting Effective Governance

Subject: **Sturgeon Public Schools Scholarships 2022 - 2023**

Purpose:

For information.

Background:

Sturgeon Public School Division graduates are prepared to excel at post-secondary institutions and in their future careers. To aid in financing post-secondary education, Sturgeon Public Schools manages and promotes four local scholarships for students who enroll in a full-time program for post-secondary studies or apprenticeship within 15 months of graduation.

Sturgeon Public Schools Scholarship

A scholarship of \$1,000 will be awarded to all grade 12 students who have attended Sturgeon Public Schools, earned at least 30 Grade 12 credits, and maintained an average of 80% across 25 credits, following published guidelines.

Sturgeon Public Schools Bursary

A bursary of \$500 will be awarded annually to one student from Redwater School and one student from Sturgeon Composite High School who exhibit exemplary effort to attain their level of achievement and have strong participation in co and extracurricular activities at school and in the community.

Frank Robinson Memorial Scholarship

The scholarship of \$500 will be awarded annually to one student from Redwater School and one student from Sturgeon Composite High School who has met or exceeded specified achievement and enrolment criteria and who is deemed to have provided the greatest amount of support to the school.

Konica Minolta Scholarship

This scholarship of \$250 is awarded to one student from Redwater School, one student from Sturgeon Composite High School, and one student from Sturgeon Learning Centre/Morinville Learning Centre who has demonstrated exemplary work habits and an interest in technology and advancing technology in their education.

For the 2022 – 2023 school year, the following scholarships were awarded by Sturgeon Public Schools:

	<u>Redwater High School</u>	<u>Sturgeon Composite High School</u>	<u>MLC/SLC</u>
Sturgeon Public Schools Scholarship (\$1,000 each)	3	25*	n/a
Sturgeon Public Schools Bursary (\$500 each)	1	1	n/a
Frank Robinson Memorial (\$500)	1	1	n/a
Konica Minolta Scholarship (\$250 each)	1	1	n/a

The total value of the above awarded scholarships is \$30,500.

*Of these 25 students, 22 students have met the conditions for the SPS Scholarship, and 3 students have yet to submit their confirmation of enrolment in a post-secondary institution (students have 15 months after high school graduation to enrol in post-secondary). Of these 25 students, 1 student graduated in the 2020 - 2021 school year, and 3 of these students graduated in the 2021 - 2022 school year. Due to the continued effects of the COVID-19 Pandemic on student learning, all 4 of these students claimed their scholarships for the 2022 - 2023 school year.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

Not applicable.



Date: November 29, 2023 **Agenda Item:** 8.2
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Ruth Kuik, Acting Associate Superintendent, Corporate Services
Governance Policy: [Policy 500: Student Transportation Services](#)
Additional Reference: *Education Act: Sections 7(1), 4(1)(8), 59(1)*
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLOS](#) / [Board Policy 700](#)):
Building Effective Relationships
Supporting Effective Governance

Subject: **Morinville Traffic Bylaw**

Purpose:

For information.

Background:

Recent changes have been made to the Town of Morinville's Traffic Safety Bylaws. The attached information is being provided to the Board to communicate how these changes will affect the Morinville area, in addition to Transportation Services.

As a result of the changes to the bylaws, Transportation Services relocated two bus stop locations.

- The first bus stop, previously located on 100 Street, was relocated to 107 Ave off of 100 Street which impacted École Morinville Public School and Four Winds Public School students.
- The second stop, located on 100 Ave, was relocated to 99 Street off of 100 Ave which impacted Sturgeon Composite High School students.

This information was communicated to bus operators and families for the start of the 2023-2024 school year. There were minimal concerns with the bus stop location changes.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.



Attachment(s):

1. Traffic Safety Bylaw Approval Letter
2. Traffic Bylaw Utility Insert

October 30, 2023

To Whom It May Concern:

At the August 22, 2023, Regular Meeting of Council, Morinville Council approved 3rd Reading of Traffic Safety Bylaw 4/2023.

Changes that have been implemented this fall include:

- School buses: eliminating flashing light pickups on 100 Avenue and 100 Street
- School zones: change from 7:30 a.m. to 4:30 p.m. to 7:30 a.m. to 4 p.m. on normal operational school days
- Jaywalking: outline clear expectations for pedestrians
- Bike helmets: mandatory for youth (18 and under) using any form of wheeled travel including chariots.
- Bikes on sidewalks: change travel on sidewalks for youth under 16 to youth under 18 and accompanying adults.
- Snow removal: non-residential properties change to 48 hours for snow removal. Residential sidewalks remain at 72 hours.

Additional amendments to the Traffic Safety Bylaw will be implemented in Spring and Summer of 2024.

The changes made to the Traffic Safety Bylaw support a safer community, a goal within Council's Strategic Plan focusing on community safety and wellbeing.

Should you have any questions please feel free to contact me at:

Sgt. William Norton
(780) 939-7381 (wk)
wnorton@morinville.ca

Recommended Changes to Morinville's Traffic Safety Bylaw 24/2012

We are working through the process of updating the Traffic Safety Bylaw. 3rd reading will be before Council on Tuesday, August 22, 2023, with recommended changes.

Why are we recommending changes to the bylaw?

The existing bylaw has not been updated since 2013. In our Strategic Plan, Goal 2 is focused on community safety and wellbeing. The recommended changes to the existing bylaw support a safer community.

How will these changes be enforced?

As this new bylaw comes into effect, there will be an education component.



School Bus

Eliminate flashing light pickups on 100 Avenue and 100 Street.

Reason

Improve safety. Efficiency of motorists. Unnecessary stops heavily impact rush hour traffic.

Expected implementation
Fall 2023.

School Zone

Change from 7:30 a.m.–4:30 p.m. to 7:30 a.m.–4 p.m. on normal operational school days.

Reason

Increase efficiency of motorists. School operations conclude well before 4:30. Limited pedestrian activity between 4–4:30 p.m.

Expected implementation
Fall 2023.

Playground Zone

Change from 7:30 a.m.–one hour after sunset to 8 a.m.–8 p.m. daily.

Reason

Increase safety of users of parks and playgrounds and to standardize drivers expectations for slower speeds.

Expected implementation
Spring 2024.

Truck and Dangerous Goods Route

New truck route: 100 Avenue and access to industrial/commercial properties south of the railroad tracks.

Reason

Infrastructure protection and traffic efficiency. Will not impact the delivery of goods or servicing of the vehicles.

Expected implementation
Summer 2024.

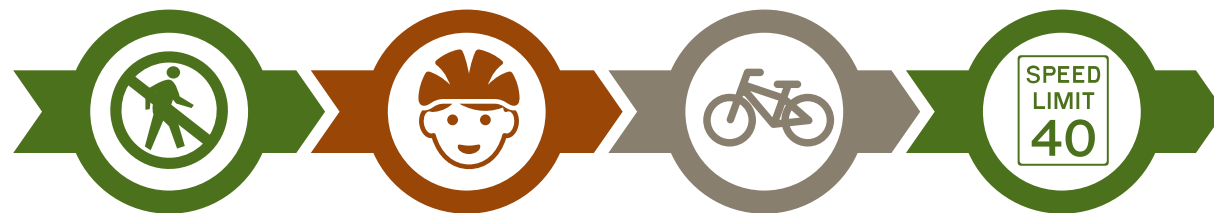
Snow Removal

Non-residential properties change to 48 hours for snow removal. Residential sidewalks remain at 72 hours.

Reason

Increase safety for busier travelled sidewalks to protect against slips and falls.

Expected implementation
Fall 2024.



Jaywalking

Outline clear expectations for pedestrian crossings.

Reason

Safety of pedestrians.

Expected implementation
Fall 2023.

Bike Helmets

Mandatory for all youth (18 and under) using any form of wheeled travel including chariots.

Reason

Reduce traumatic brain injuries. Would follow current provincial legislation.

Expected implementation
Fall 2023.

Bikes on Sidewalks

Change travel on sidewalks for youth under 16 to youth under 18 and accompanying adults.

Reason

Allows anyone to assist with learning and safe bicycle travel.

Expected implementation
Fall 2023.

Speed Limit

40 km/hr on all local roads, not including 100 Avenue, 100 Street, Cardiff Road and East Boundary Road.

Reason

Increase pedestrian safety. Promote multi-modal transportations. Reduce noise.

Expected implementation
Summer 2024.

How will this affect my commute?

A change from 50 km/hr to 40 km/hr is a difference of under 2 seconds for every 100 metres travelled. The longest, most direct route in Morinville from a residence to a 50 km/hr road is measured at 1500 metres. The commute difference would be an extra 27 seconds, one way.



Date: November 29, 2023 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Lauren Walter, Manager, Marketing and Communications

Governance Policy: [Policy 225: Role of the Board](#)
[Policy 700: Superintendent of Schools](#)

Additional Reference: [AP220: Communications](#)

Assurance Domain: Local & Societal Context

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Visionary Leadership

Subject: **Communications Report - November 2023**

Purpose:

For information.

Background:

Aligning with the Board’s value of Communication, the Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent directs the creation and review of an annual Communication Plan to establish and maintain effective Division and school communication.

Attached is the Communications Report on activities for November 2023.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

1. Communications Report for November 2023

Board Memorandum

October & November, 2023



**Sturgeon
Public Schools**

Dare to reimagine learning

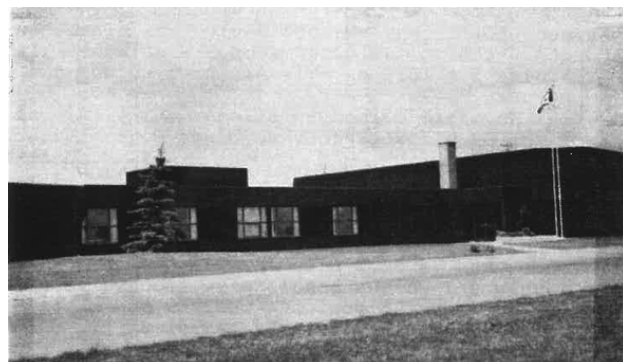
Communications
Report

OVERVIEW OF GOALS

Connecting with the School Community

GOAL #1: WEBSITE ENHANCEMENT

Objective: Improve website content and visuals to increase site visits and provide reliable, up-to-date information.



GOAL #2: KINDERGARTEN EXPO

Objective: Increase Pre-Kindergarten and Kindergarten enrolment by hosting informative Expos.

GOAL #3: GRADE 9 RETENTION

Objective: Build a sense of community to retain grade 9 students transitioning to Sturgeon Composite High School.

GOAL #4: FRENCH IMMERSION GROWTH

Objective: Increase enrolment in the new French Immersion program at Sturgeon Composite High School.

GOAL #5: COMMUNITY COLLABORATION

Objective: Strengthen community connections by being more visible in school communities.



Communications in October & November has been focused on:

Aligns with Marketing Goal 2

- Planning for the Pre-K & Kindergarten Expo in collaboration with Learning Services. Dates and locations selected and outlined important marketable aspects of the Pre-K and Kindergarten programs. One of the focuses will be on promoting the Division's impressive specialized programming/academies: French Immersion, STEAM, Outdoor Learning, Faith-Based, and Sports Academies. To do so, photos and videos were captured this month of students engaged in various programs to be utilized for promotional materials.

Here is a sneak peak!



- Highlighting STEAM Academies with a Pumpkin Drop experiment video and showcased program leaders at the ATLE Convergence conference.

Aligns with all Marketing Goals



Show me



Show me

Communications in October and November has been focused on:

- Providing support to the tech department by communicating instructions on setting up multi-factor authentication in Google and Microsoft, followed by sending timely reminders and step-by-step instructions to staff for Gmail MFA setup.

[Show me the MFA set-up Guide](#)

- Supporting schools in creating content and displaying their involvement in Métis Week, featuring musical performances, Métis-inspired dot art, and 'rock your mocs' day at Ochre Park.

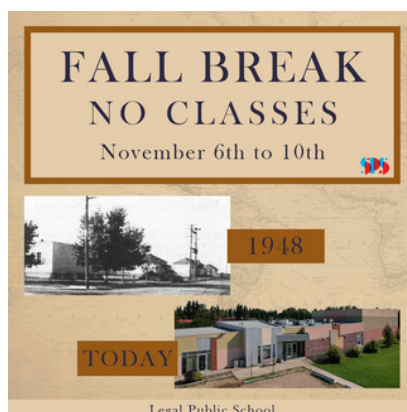


[Show me](#)



[Show me](#)

- Continued the "Journey Through Sturgeon's History Series," featuring the history of Legal Public School.



[Show me](#)

Communications in October and November has been focused on:

- Commemorated athletic triumphs by sharing videos of the Redwater School Volleyball team winning their Zone Championship, and the SCHS volleyball teams clinching the Metro Athletics championships. Additionally, featuring the Division's volleyball All-Stars on social media and the website, celebrating the accomplishments of the Junior High Athletes.

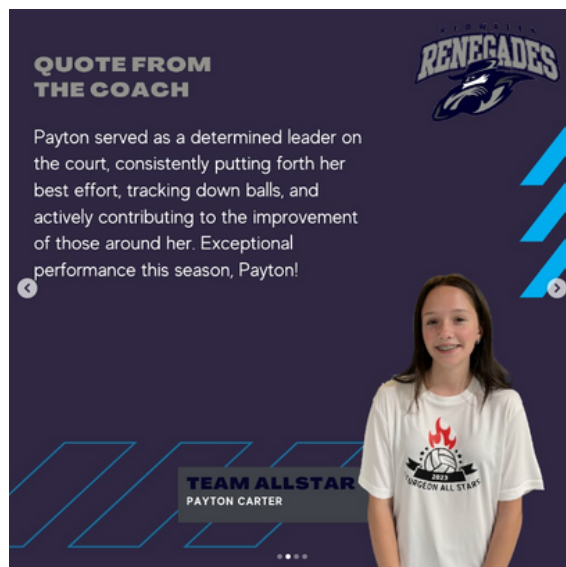
Aligns with all Marketing Goals



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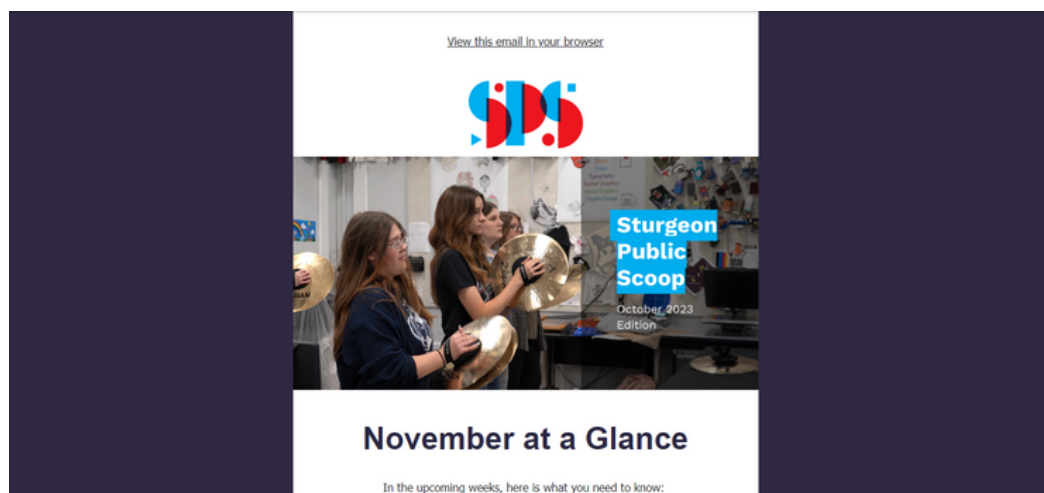


Show me

Communications in October and November has been focused on:

- The October edition of the Division Newsletter. This edition included: a reminder to download the newest version of the Bus Status App, a reminder of the PowerSchool Outage that took place over Fall Break, information on the “Hacking for the Holidays” event that took place at Gibbons School, a congratulatory message to the Redwater School Golf team for winning zones, and other exciting updates.

Aligns with all Marketing Goals



[Show me the April Edition of the Newsletter](#)

-
- Created content for Remembrance Day, including a video of the ceremony at Guthrie School and a static post in the "Journey Through Sturgeon's History Series" that detailed the history of Guthrie School.

Sturgeon Public in the Media

Aligns with Marketing Goal 5

- October 31, 2023 — Sturgeon Comp creature devours Wicked Welding Competition
St Albert Gazette
- November 7, 2023 — Miles Conference Showdown: Bulldogs Triumph Over Sturgeon Spirits
Morinville Online
- October 23, 2023 — Sturgeon Spirits vs. Bellerose Bulldogs – Dawgs Bite Back
Morinville Online
- October 23, 2023 — Metro Athletics 2023 Senior Football champions crowned
Fort Sask Online
- October 25, 2023 — Take Me Outside Day
Redwater Review
- October 11, 2023 — Truth & Reconciliation Week
Redwater Review

Upcoming Events

- Christmas Break: December 25 - January 5



Date: November 29, 2023 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [Policy 405: Budget Development and Transparency](#)
[Policy 700: Superintendent of Schools](#)

Additional Reference: *Education Act: Section 139(1)(2)*
Freedom of Information and Protection of Privacy Act

Assurance Domain: Learning Supports
Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
School Authority Operations and Resources

Subject: **2023-2024 Superintendent Discretionary Fund**

Purpose:

For information.

Background:

The expenditure of school funds is a public trust and the Board must ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division (Policy 220: Appendix A - Code of Ethics).

The Superintendent strategically allocates resources in the interests of all students and ensures effective alignment of human resources with the Division's goals and priorities (SLQS #6).

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled "Superintendent Discretionary". For the 2023-2024 school year, the total budgeted dollar amount allocated in the Superintendent's Discretionary Fund is \$600,000; \$500,000 for staffing and \$100,000 for non-staffing emergent priorities.

The Superintendent Discretionary Fund is a dollar amount set aside to support schools with additional staffing and/or resource requirements that arise after the budget has been approved. At the August 23, 2023, Public Board meeting, May 2023 to July 2023 Superintendent Discretionary spending was reported which included recovering 1.0 FTE

Educational Assistant from Sturgeon Composite High School and allocating 1.0 FTE Educational Assistant to Morinville Colony school. Allocated budget remained at \$600,000.

During the September 27, 2023, Public Board meeting, it was reported that Superintendent Discretionary spending for the period of August 16 to September 20 included the addition of 0.5FTE Social Worker at Sturgeon Composite High School to support the Student Success Centre. This is a full-time position which includes 0.5FTE being funded by the Mental Health Capacity Building (MHCB) Grant (HYPE), with a total cost of \$28,256 against the Superintendent Discretionary budget.

During the October 25, 2023, Public Board meeting, it was reported that Superintendent Discretionary spending for the period of September 20 to October 18 included the addition of 0.1FTE to the full time Social Worker position at Sturgeon Composite High School to support the Student Success Centre at an additional cost of \$8,242 against the budget.

Update:

October 19, 2023 - November 22, 2023, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- Additional funds (retroactive to August 31, 2023) required to cover the actual cost (difference from the projected cost approved May 2023) of the 7.0FTE Child and Youthcare Workers (CYCs) for the 2023-2024 school year for Lilian Schick, Namao, Four Winds Public, Landing Trail, Ochre Park, École Morinville Public and Redwater schools. This is a one year pilot project submitted as part of the 2023-2024 Reserve Mitigation Strategy.

A CYC is trained in psychology and practices co-regulation and de-escalation techniques as part of their work. They build relationships with students and develop rapport with families. A CYC:

- Supports the push- in model of student supports
 - Keeps students in activities through co-regulation in the classroom
 - Supports growth in Social Emotional Learning (SEL)
 - Supports alternative programming goals like outdoor learning opportunities or hands on approaches to learning
 - Connects with families and supports both the school and the family in relation to behaviour supports and consistency
- Additional 0.2FTE teacher at Guthrie School to support a large Grade 9 class for core subjects.
 - Additional 0.38FTE teacher at Namao School to support large Grades 4, 5 and 4/5 classes for core subjects.



- Additional 0.1FTE teacher at Landing Trail School to support at-risk students accessing Strategies Classroom.

2023 -2024 Superintendent Discretionary					Total \$600,00.00
	\$ 500,000				
Budget Item Description	# FTE	Avg Salary & Ben	Cost	Date	Totals
Direct staffing to schools (K- 12)					
Teachers		\$ 110,000.00			
Guthrie School	0.20		\$ 18,700	Tuesday, October 10, 2023	
Namao School	0.38		\$ 33,440	Wednesday, November 1, 2023	
Landing Trail School	0.10		\$ 8,800	Wednesday, November 1, 2023	
			\$ -		
Total	0.68				\$60,940.00
Direct staffing to schools (K- 12)					
CUPE (EA Avg \$43,300)		\$ 43,300.00			
EA Colony	1.0		\$43,300.00	Tuesday, May 16, 2023	
Vocational EA at SCHS	-1.0		-\$43,300.00	Thursday, May 25, 2023	
Total	0.00				\$0.00
Other (Emergent Priorities non-staff)					
	\$ 100,000				
Social Worker SCHS Success Centre	0.60		\$ 36,498.00	Thursday, September 28, 2023 updated	
Child and Youthcare Workers	7.00		\$78,470.00	Thursday, August 31, 2023	
Total	7.60				\$114,968.00
Total Costs					\$175,908.00
Total budget remaining					\$424,092.00

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

Not applicable.



Date: November 29, 2023 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [Policy 700: Superintendent of Schools](#)

Additional Reference: *Education Act: Sections 8, 11(1), 52-53, 222, 223, 224*
Freedom of Information and Protection of Privacy Act
Superintendent of Schools Regulation 98/2019
Superintendent Leadership Quality Standard

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis, and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **Superintendent Report**

Purpose:

For information.

Background:

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 (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.

The Alberta government has a system for schools and school authorities to consistently assess progress and demonstrate success called the Assurance Framework. The framework has 5 assurance areas with related performance measures that enable schools and school authorities to show their communities how they are performing each year.

The Senior Administrative Leadership Team is committed to keeping the Board informed regarding progress in the Board's approved outcomes, measures and strategies articulated in the Division's Education Plan to meet our priority of Student Achievement. Using key insights from the Annual Education Results Report, the Division's Education Plan directs the work in schools and at a system level.

This report offers a concise overview of recent events and attended meetings that have influenced the Division's trajectory in the past month. By highlighting significant interactions and their implications, this report aims to provide the Board of Trustees with valuable insights into the Division's proactive leadership, collaborative partnerships, and ongoing operations enhancement.

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 the local community.

- ★ The Superintendent extended invitations to the CUPE Local Representative and the ATA Local President, inviting them to participate in upcoming Public Board meetings, indicating that the Board Chair would adjust the agenda as necessary to accommodate their schedule. This initiative demonstrates a commitment to fostering open, effective and transparent communication reflecting a dedication to ensuring that the voices of these representative employee groups are heard.
- ★ The Superintendent and Deputy Superintendent recently had a meeting with the Alberta Education Field Services Manager to discuss the 2023-2026 Education Plan. The meeting was guided by the agenda provided, which included three main points for discussion: minor questions and considerations for next year's Education Plan, feedback on the Assurance process and an exploration of how Minister Nicolaides' Mandate Letter may impact the Division's school authority.
- ★ On October 30th, the Superintendent had the pleasure of visiting Bon Accord Community School, where she engaged with students by reading to a grade 3 class. This interactive and educational experience highlighted the Superintendent's commitment to fostering a positive educational environment and creating strong connections to our schools and our students.

- ★ November 21, the Superintendent attended SCHS Awards Night alongside Board Chair Gibbons, Trustee Buga and Trustee Murray-Elliot. The evening was a remarkable celebration of the talents and accomplishments of Sturgeon Composite High School students from the 2022-2023 school year. In 2022-2023, SCHS students earned over \$255,000.00 in scholarships and bursaries.
- ★ The SHINE Halloween Event was a resounding success with a total attendance of 147. This included 20 current SHINE families, 5 past SHINE families, 5 future SHINE families and 5 community members. The event also saw the participation of 9 staff members, 2 respite volunteers and 2 youth volunteers.
- ★ On November 3, all schools across the Division hosted Remembrance Day ceremonies. These ceremonies allowed students, staff and the broader community to come together to honour the fallen. Each school ceremony had a representative from Central Office in attendance. The ceremonies featured heartfelt speeches, moving musical performances and the solemn laying of wreaths to honour those who dedicated their lives to Canada's service.
- ★ November 2023, the Director of CASA Mental Health conducted a tour of our CASA Mental Health Service classrooms in Sturgeon Public School Division. Our Division forged ahead as the sole school division in the province to launch these classrooms beginning February 2023. The decision to proceed was motivated by the urgent need for mental health support for our students, with the Division embracing the concept of "building the airplane in the air". This initiative stemmed from an additional \$87 million investment by the Government of Alberta in child and youth addiction and mental health support, with CASA playing a pivotal role in expanding access to these services, eventually benefiting students from elementary to high school. The Director's tour underscored the commitment to fostering a cross ministerial initiative to provide vital mental health services in a school-based context and the importance of enhancing student well-being.
- ★ The Division disseminated information from ASEBP to principals and vice principals to share with staff regarding [Education Worker Recognition Week](#). The announcement conveyed through various channels such as Instagram, X, and Facebook, urged the acknowledgement of Alberta's education workers, spanning from school employees and teachers to custodians and bus drivers. The initiative aimed to celebrate their impactful contributions and showcase how they play a crucial role in fostering positive environments, contributing to the creation of happy, healthy and thriving communities both within and beyond the school setting. The campaign unfolded from November 20 to 24, emphasizing the significance of recognizing and appreciating the dedicated efforts of education workers with the hashtag #YouMakeADifference.

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.

- ★ This fall, Sturgeon Composite High School took part in ChatterHigh's Financial Literacy Fest, an online competition designed to enhance the financial knowledge of young individuals across diverse fields. The classes led by teacher Sharon N. actively engaged in the Money Management Competition, where Sturgeon Composite High School proudly secured 2nd place on the AAA leaderboard. 66 SCHS students participated in the competition, diligently responding to questions in the Money Management modules offered by the Financial Consumer Agency of Canada. In recognition of our students' dedication, SCHS earned a commendable \$600. Students who completed the modules also received certificates of achievement from ChatterHigh.
- ★ Media Literacy Week was held in the Division on the week of October 23 to October 27. The week provided a valuable opportunity for educators and students to engage in media literacy initiatives. During the week, pertinent links to lesson plans and strategies, specifically designed for incorporating media literacy into the curriculum, were readily available on the SPS Educational Technology website.
- ★ On November 15, SCHS hosted an Educational Liaison Association of Alberta (ELAA) event in the gym from 1:00 to 3:00 pm. This valuable gathering provided students with a unique opportunity to engage with representatives from 28 Alberta post-secondary institutions, including Colleges, Universities, Technical Institutions, the RCMP and the Canadian Forces. Attendees had the chance to ask questions, gather information, and explore potential educational pathways, making the ELAA event a crucial resource for students seeking insights into various post-secondary options. The event aimed to facilitate direct interaction between students and representatives from diverse educational and career paths, offering a comprehensive and informative experience for those navigating their future academic and professional journeys.
- ★ During the week of November 20-24, the Division recognized Bullying Awareness and Prevention Week, emphasizing our commitment to fostering a safe and inclusive learning environment. Various resources and information related to bullying prevention were disseminated among schools, ensuring that the educational community had access to valuable tools and insights to address and prevent bullying.
- ★ The Deputy Minister of Alberta Education, Lora Pillipow, announced the Bullying Awareness and Prevention Week Virtual Speaker Series scheduled for November 20–24, 2023, with the theme "Where to Turn." The event, in partnership with Children and Family Services, featured speakers Teddy Manywounds and Sheldon Kennedy sharing their experiences with

bullying and was scheduled for November 24 from 10:00 a.m. to 11:30 a.m. The Division shared this information with Sturgeon Public families through PowerSchool announcement and on social media pages.

Modeling 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.

- ★ The Superintendent attended the CASS Fall Conference in Calgary from November 1-3, 2023. The conference serves as a gathering of System Education Leaders committed to enhancing their professional practice. The conference facilitates a platform for members to exchange research insights and share practical experiences that are relevant to their context and align with the SLQS and LQS. The Superintendent was asked to host a session and this role represented a valuable opportunity to actively contribute to the conference's success, fostering an environment of collaborative learning and professional growth.

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.

- ★ Skills Canada Alberta extended an invitation to Division schools to participate in their distinctive Try-A-Trade® event in the Heartland Community, as several industry partners presented an exclusive opportunity for students. This event offered hands-on demonstrations in various trade and technology careers, allowing students to explore their interests and learn about the career prospects within the Heartland Community. The Try-A-Trade® activities encompassed a range of fields, including Plumbing, Carpentry, Culinary Arts, Welding and more. The event was held on November 1, 2023, at the ATCO Gym in the Dow Centennial Centre, Fort Saskatchewan. Students from Lilian Schick, Four Winds and Redwater schools attended the event.
- ★ On November 23, 2023, students in grades 10-12 from Redwater School, Sturgeon Composite High School and the Learning Centres attended the Jill-of-all-Trades at NAIT. This was a one day event with the goal of introducing female and female-identifying high school students to the prospect of a rewarding career in the skilled trades.
- ★ Principals were informed about the upcoming "Skills Exploration Days," a virtual event scheduled for December 5, 2023. The event's primary aim is to inspire junior high students to recognize their inherent skills and interests while connecting these aptitudes to trade and technology careers through hands-on experiences that encourage creativity, empathy, and exploration. Moreover, it intends to promote trade and technology careers as valuable and rewarding choices. During Skills Exploration Days, students will engage in skill development

activities, teamwork, and live-streamed building sessions, all of which align with the Maker Day model and Alberta Education's Career and Technology Foundations (CTF) Program of Studies. Registered schools will receive toolboxes and Learn-A-Skill Kits to facilitate these activities, with a focus on experimentation and skill development. Notably, this event emphasizes exploration and learning over competition, allowing students the freedom to make mistakes and try again.

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.

- ★ During Métis Week, Sturgeon Public Schools Métis Learning Coach, Jerome Chabot, provided resources and activities for both [elementary](#) and [secondary](#) teachers to celebrate this important event, which ran from November 12th to the 18th. The week, traditionally held around November 16th, also paid tribute to the great Métis leader, Louis Riel, who was executed on that date in 1885. It was emphasized that the Métis should not be portrayed as a combination of ½ Indigenous and ½ European, as this was an inaccurate description of their distinct Indigenous identity. Additional resources and support for understanding the Métis Nation were available through various channels, including [Rupert's Land Institute](#).

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.

- ★ The Division employs the website's *Bus Status* section as the primary channel for disseminating information regarding all school bus cancellations. In addition, stakeholders have the opportunity to subscribe to the *Bus Status App*, which promptly sends notifications to mobile devices in the event of cancellations or delays impacting buses servicing their particular location. For more comprehensive details on our inclement weather policy, please refer to [Policy 320 - Inclement Weather](#). To enhance communication efficiency, especially during mornings of inclement weather days, it is strongly advised that families and staff rely on the *Bus Status App* as their primary source of real-time updates. This practice helps minimize redundant communication efforts with the Transportation Services Department and ensures timely and accurate information dissemination.
- ★ Recruitment for Casual Educational Assistants (EAs) is set to kick off once again, and there are several strategies to promote this initiative. One approach is to distribute flyers, thoughtfully provided by Communications, during parent-teacher interviews. Additionally, individuals are encouraged to share the job posting on their social media platforms and consider organizing an EA Coffee Conversation. The latter is an excellent way to engage with potential EAs in local communities. The primary target audience includes parents

available during school hours, accommodating bus drivers with gaps between runs and college students with flexible schedules. The format for these conversations typically involves a designated school within the community hosting an hour-long morning or afternoon "coffee" session. During this gathering, attendees can expect to receive valuable information regarding EA roles and responsibilities, pay, pension, benefits and answers to frequently asked questions. Furthermore, they will learn how to apply for these positions and gain insights into our schools.

- ★ Facility Services underwent a restructuring process to optimize operational efficiency. During this transition, current staff assumed new roles and responsibilities within the department. The restructured positions included a Facilities Coordinator, a Facilities Foreperson, a 60% Project Manager/40% Plumbing Gasfitter and a Lead Groundskeeper. Each role has specific job descriptions and objectives tailored to improve the department's overall effectiveness.
- ★ Alberta Education employs a comprehensive assessment approach known as Alberta Education Assurance Measures (AEAMs) to evaluate the performance of school authorities, aiming for consistency and transparency throughout the province's education system. This system incorporates various data sources, including provincial testing results, student outcomes and surveys, to assess success and areas for improvement at different educational levels. The fall AEAM Reports were recently released, with updated assessment results available to school principals through Extranet. School authorities were encouraged to integrate this information into their School Education Plans to reflect the latest calculations and make informed decisions about educational strategies. The Director of Education Planning offered assistance to address any questions or concerns related to this process.
- ★ The [Sturgeon Public Scoop](#), the Division newsletter, serves as a valuable resource to our education community. This newsletter provides a concise, at-a-glance calendar for the upcoming month, ensuring everyone is informed of important dates and events. In addition, it delivers essential Division updates and information to keep our stakeholders in the know. The newsletter also showcases the amazing things happening in Sturgeon Public Schools, highlighting heartwarming stories and sharing good news and achievements.
- ★ During the Fall Break, which took place from November 6 to November 10, valuable feedback previously gathered from both staff and families highlighted this break as a highly anticipated and well-received addition to the school year calendar. The Division's commitment to implementing the Fall Break was reaffirmed by these positive responses, further solidifying its role in providing a much-needed break and downtime for all stakeholders.

- ★ The Superintendent has been working through the new 2023-2024 Capital Planning Manual to ensure a clear understanding of the process to support the Board's #1 priority in the 3-year Capital Plan. November 1, 2023, the Acting Associate Superintendent of Corporate Services and the Superintendent met with the Town of Gibbons CAO to walk through school jurisdiction capital planning operational requirements and potential additional documentation submissions to support the April 1, 2024 submission to Alberta Education.
- ★ Counselling and Wellness Plans were due for each Division School in November 2023 – these plans will be posted on school websites and shared with School Councils by January 2024.

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.

- ★ The Superintendent shared important sections of the Education Act, such as Section 197 concerning the responsibilities of principals, Section 256 outlining prohibited activities and Sections 31, 32 and 33 specifying the responsibilities of students, parents and school boards. By ensuring that this legislation is understood and at the fingertips of trustees for easy access through Trustee Speaking Points, the Superintendent assists the Board in effectively fulfilling their governance role.
- ★ Legal Public School is proud to announce the formation of its very first School Council. The establishment of this School Council reflects the school leadership and school community's commitment to fostering a spirit of collaboration and community involvement. Parents, teachers and school staff are enthusiastic about the new opportunities for engagement and shared decision-making that having a School Council will provide.
- ★ [The Prime Minister's Awards for Teaching Excellence](#) were highlighted, with the information being shared with Trustees, school principals and posted to the website and on social media. Additionally, posters promoting these awards have been prominently displayed at Central Office. This recognition program celebrates exceptional educators, emphasizing their vital contributions to education and their role in preparing students for a digital and innovation-driven future. The awards acknowledge the outstanding achievements of teachers across various disciplines, including STEM and early childhood education, dating back to 1994 when the program was established.
- ★ The "State of the County with Mayor Alanna Hnatiw" event on November 15 provided a comprehensive overview of Sturgeon County's current status and future initiatives under

the leadership of Mayor Alanna Hnatiw. Division attendees included the Division Principal and the Alternate Learning Principal who gained insights into key developments, challenges, and accomplishments within the county.

- ★ The Council of School Councils' (COSC) convened on Wednesday, November 15, 2023, at the Morinville Rendez Vous Centre, bringing together school council chairs and vice chairs in an informal setting to share information and foster connections among school councils. COSC fosters effective relationships and effective communication between the Board of Trustees, school councils and the Division's administrative team. The agenda featured a variety of topics, including discussions on improving parent engagement, the role of a Trustee, public board meeting structures and strategies for enhancing attendance at school council meetings and parent involvement in school activities. The meeting also touched on student involvement in school councils, guidance from the Alberta School Councils' Association (ASCA), funding discussions; with the next meeting scheduled for March 7, 2024.
- ★ School Council Chairs and Vice Chairs were encouraged to attend a free online Engagement Event for school councils on November 18, 2023, starting at 1:00 pm. The Alberta School Councils' Association (ASCA) hosted an afternoon where participants had the opportunity to hear from Assistant Deputy Minister Kindy Joseph and engage with ASCA on advocacy, discussing critical topics such as curriculum, funding and mental health. ASCA also sought participant input through a poll to prioritize its advocacy efforts. After a presentation from Saskatchewan on family engagement, the event concluded with operational updates from ASCA, including board elections and funding discussions, along with exciting draw prizes and the launch of an online silent auction. Importantly, this event was free for school councils, and participants were encouraged to register and find more information on the ASCA Website, promoting connection with other School Councils and involvement in ensuring a robust Public Education for Alberta.
- ★ On November 17, the Superintendent, Chair Gibbons, Trustee Buga and Trustee Murray-Elliott participated in the Professional Learning Sessions at PSBC. The sessions covered a range of topics, including the Assurance Framework, led by Chrenan Borradaile, Executive Director of Policy & Planning at AB Education, and Kindy Joseph, ADM of Program and System Support in Education. The Child and Youth Well-Being Review was addressed by Kindy Joseph, Cynthia Dunnigan (ADM, Indigenous Partnerships and Strategic Services Division, Child and Family Services), and Coreen Everington (ADM, Addiction and Mental Health Division, Mental Health and Addictions). Another focus was on Central Alberta Collegiate Institutes, with insights from Chad Erickson (Superintendent, Red Deer Public Schools), Tim De Ruyck (Superintendent, Wolf Creek Public Schools), and Jackie Taylor (Executive Director, Central Alberta Collegiate Institute). Additionally, the importance of engaging stakeholders in difficult decisions was discussed by Eric Cameron and Aimee

Hennig, Trustees from Parkland School Division, along with Shauna Boyce, Superintendent of Parkland School Division.

- ★ The Rural Caucus of Alberta School Boards (RCASB) came into existence in 2016 with the primary goal of providing a united platform for addressing the shared concerns of over 20 rural school divisions in the province. Initially focused on transportation issues, the RCASB engaged in dialogues with the Minister of Education. Today, RCASB represents more than 40 rural school boards. In the past year, the RCASB addressed several pressing issues, including learning loss, the implementation of new curriculum, private school funding related to budget matters, transportation costs concerning insurance and fuel, as well as funding to support child wellness, development and mental health. The RCASB hosted an in-person meeting on November 19th at the Westin Edmonton hotel, addressing various matters and facilitating re-elections for Chair, Vice-Chair, and two Director positions, fostering collaboration and unity among rural school boards across the province. The meeting was attended by the Superintendent, Board Chair Gibbons and Trustee Buga.
- ★ The Alberta School Boards' Association (ASBA) 2023 Fall Conference and General Meeting was held from November 19-21, 2023, in Edmonton and was attended by the Superintendent (20-21), Board Chair Gibbons, Trustee Buga, and Trustee Pequin. On November 19, the delegates attended an Awards evening, followed by a Business day on November 20, which included elections for the positions of President and Vice-President. The concluding day, November 21, commenced with an MLA Breakfast and offered valuable professional development sessions.
- ★ According to the Education Act, specifically Part 6, Section 139, school boards shall submit to the Minister on or before November 30th each year the board's financial statements, the auditor's report on the board's financial statements and any written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the board. Section 141 specifies that an auditor must furnish a report on these financial statements. On November 15, 2023, the Committee of the Whole undertook a comprehensive review of the Draft 2022-2023 Audited Financial Report, which was presented by MNP, covering the fiscal year ending August 31, 2023. The auditors issued an unqualified report, affirming that the financial statements accurately represent The Sturgeon Public School Division's financial position in all material aspects. The Audited Financial Statements were brought to the November 29, 2023 Public Board meeting and further information can be found in agenda item 7.1.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

Not applicable.



Date: November 29, 2023
To: Board of Trustees
From: Cindy Briggs, Ward 2
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

Background:

The following are recent events, functions and meetings attended by the Trustee:

- November 2, 2023 Redwater School Awards Ceremony
- November 3, 2023 Lilian Schick Remembrance Day Ceremony
- November 3, 2023 Bon Accord Community School Remembrance Day Ceremony
- November 3, 2023 Legal School Remembrance Day Ceremony
- November 15, 2023 Committee of the Whole Meeting (Virtual AM)
- November 27, 2023 Discipline Hearing
- November 27, 2023 Lilian Schick School Council and Room Parent Association Meeting
- November 28, 2023 Bon Accord Community School Council and Program Support Society Meeting.
- November 29, 2023 Public Board Meeting



Date: November 29, 2023
To: Board of Trustees
From: Joe Dwyer, Ward 3
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:

For information.

Background:

The following are recent events, functions and meetings attended by the Trustee:

- November 15, 2023 Committee of the Whole Meeting
- November 15, 2023 Council of School Councils' Meeting
- November 21, 2023 Camilla School, School Council Meeting
- November 28, 2023 Camilla School Council Internet Safety Presentation
- November 29, 2023 Public Board Meeting
- November 30, 2023 Rotary Meetings (November 15, 22 & 29)



Date: November 29, 2023
To: Board of Trustees
From: Trish Murray-Elliott, Ward 4
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

Background:

The following are recent events, functions and meetings attended by the Trustee:

- November 2, 2023 Redwater School Awards Night
- November 3, 2023 Remembrance Day Ceremony, SCHS
- November 15, 2023 Committee of the Whole Meeting
- November 15, 2023 Council of School Councils Meeting
- November 17, 2023 PSBC Professional Learning
- November 18, 2023 PSBC Business Meeting
- November 20, 2023 Sturgeon Heights School Council Meeting
- November 21, 2023 Sturgeon Composite High School Awards Night
- November 27, 2023 Discipline Hearing
- November 27, 2023 Sturgeon Composite High School Council Meeting
- November 28, 2023 Student Advisory Committee Meeting
- November 29, 2023 Public Board Meeting



Date: November 29, 2023
To: Board of Trustees
From: Stacey Buga, Ward 5
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

Background:
The following are recent events, functions and meetings attended by the Trustee:

Date	Event
1-Nov-23	Morinville Chamber Luncheon
2-Nov-23	Redwater Awards Ceremony
3-Nov-23	Remembrance Day ÉMPS/Four Winds
3-Nov-23	Military Living History Event
13-Nov-23	Meeting with Stakeholder
14-Nov-23	Alternate Learning Advisory Committee
15-Nov-23	Committee of the Whole
15-Nov-23	Council of School Councils
16-Nov-23	Four Winds School Council and ICE Presentation
17/18-Nov-23	PSBC
19-Nov-23	Rural Caucus Meeting
19/20/21-Nov-23	ASBA Awards, FGM, PD Session
21-Nov-23	SCHS Awards Night
23-Nov-23	Courageous Conversations- Inclusive and Diverse Leadership
24-Nov-23	Chef Wars Judging at Camilla School
27-Nov-23	Discipline Committee
28-Nov-23	Student Advisory Committee
29-Nov-23	Public Board Meeting



Date: November 29, 2023
To: Board of Trustees
From: Tasha Oatway-McLay, Ward 6
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

Background:
The following are recent events, functions and meetings attended by the Trustee:

- Nov 13, 2023 Namao School Council
- Nov 13, 2023 Guthrie School Council
- Nov 15, 2023 Committee of the Whole
- Nov 15, 2023 Council of School Councils'
- Nov 21, 2023 TEBA AGM
- Nov 29, 2023 Public Board Meeting



Date: November 29, 2023 **Agenda Item:** 9.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Senior Administrative Team

Governance Policy: [Policy 230: Board Committees](#)
[Policy 700: Superintendent of Schools](#)

Additional Reference: [Policy 230: Appendix A - Committee of the Whole](#)
Education Act: Sections 51, 52(1)(b)
Board Procedures Regulation 82/2019

Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

Building Effective Relationships
School Division Operations and Resources
Supporting Effective Governance

Subject: **Committee of the Whole Report**

Purpose:

For information.

Background:

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time (Policy 230). The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees. The Committee of the Whole is established pursuant to Section 52 (1) (b) of the Education Act.

The Board believes that transparency and accountability should be demonstrated to the greatest extent possible. The purpose of the Committee of the Whole is to provide an opportunity for all Trustees to engage in professional development, review the function of the Board and strategic planning purposes, and make recommendations for agenda items for subsequent Board meetings. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a

deeper level of understanding prior to the consideration of the matter at a Regular Board Meeting (Policy 230, Appendix A).

On November 15, 2023, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

The Board Chair is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

1. Unapproved Minutes of the Meeting - November 15, 2023 (To be brought forward for approval at the December Committee of the Whole).

MINUTES OF THE COMMITTEE OF THE WHOLE

Meeting held at the Frank Robinson Education Centre Boardroom, in
Morinville, Alberta

On Wednesday, November 15, 2023, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair

*Cindy Briggs, Vice Chair

Janine Pequin, Trustee

Joe Dwyer, Trustee

Stacey Buga, Trustee

Tasha Oatway-McLay, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

left meeting at 11:31 a.m.

Subject Matter Experts:

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Ruth Kuik, Acting Associate Superintendent, Corporate Services

Shannon Campbell Requa, Director, Education Planning

arrived at 11:31 a.m.

arrived at 1:00 p.m.

left meeting at 3:34 p.m.

left meeting at 3:46 p.m.

left meeting at 11:29 a.m.

left meeting at 12:15 p.m.

left meeting at 3:20 p.m.

left meeting at 10:48 a.m.

left meeting at 10:08 a.m.

left meeting at 3:34 p.m.

left meeting at 11:08 a.m.

left meeting at 3:34 p.m.

Jackie Carroll, Consultant

Lynne Chaston, Director, Financial Services

Michelle Wilde, Recording Secretary

Sean Nicholson, Guest

arrived at 12:50 p.m.

External Members:

Benji Waser, MNP

*Heather May, Audit Committee Member

*Niels Jensen, Audit Committee Member

left meeting at 10:08 a.m.

left meeting at 10:08 a.m.

left meeting at 10:08 a.m.

School Presentations Attendees:

Louise Loh, Principal

Allan Traub, Vice Principal

Deborah Clark, Principal

Jeff Aarts, Vice Principal

Dan Requa, Principal

arrived at 11:30 p.m.

arrived at 11:30 p.m.

arrived at 1:00 p.m.

arrived at 1:00 p.m.

arrived at 1:40 p.m.

left meeting at 12:14 p.m.

left meeting at 12:14 p.m.

left meeting at 1:35 p.m.

left meeting at 1:35 p.m.

left meeting at 2:23 p.m.

**Attended meeting virtually*

1. Call to Order

Board Chair Gibbons called the meeting to order at 9:00 a.m.

2. **Approval of the Agenda**

Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda with the following changes below as presented.

- 4.7 Reserve Mitigation Strategy Update was moved to 4.1.2
- Added Student Advisory Questions to 4.7

CARRIED UNANIMOUSLY

3. **Approval of the Committee Minutes**

Moved by Trustee Murray-Elliott that the Board of Trustees accept the Committee Meeting Minutes of October 11, 2023, as presented.

CARRIED UNANIMOUSLY

4. **Subject Matter Experts Information**

4.1 **Audit Committee**

4.1.1 2022- 2023 Audited Financial Statements: The Audit Committee reviewed the 2022-2023 Audited Financial Statements as presented by Benji Waser with MNP.

Comments and Questions by the Committee:

- Trustee Murray-Elliott - With the new ARO will the amount in this AFS be the same every year or will inflation have an impact on the amount yearly?
 - Mr. Waser responded that the amount will increase with inflation and will decrease with renovations. Every year there will be an assessment made and the amount will change.

Meeting recessed for break at 10:09 a.m.

Meeting resumed at 10:18 a.m.

4.1.2 Reserve Mitigation Strategy Update: Ruth Kuik, Acting Associate Superintendent, Corporate Services and Jackie Carroll, Consultant, brought forward the Reserve Mitigation Strategy Update. The Reserve Mitigation Strategy Update will be brought to the November 29, 2023, Public Board meeting.

Comments and Questions by the Committee:

- Trustee Murray-Elliott - can the board be provided with a breakdown of the Board Funded Capital Assets (\$4,065,482)?
 - Superintendent Warren - a breakdown of the Board Funded Capital Assets will be brought to the November 29, 2023 Public Board Meeting.

4.2 Capital Projects/Facility Services Department Update: Ruth Kuik, Acting Associate Superintendent, Corporate Services provided an update on the Capital Projects and the Facility Services Department.

- **Camilla Drainage Project:**

Seasonal Deficiencies:

Missing sod will be replaced in the spring and the fencing will remain in areas until the sod is completed and rooted. There is a 1 year sod maintenance warranty.

Missing concrete sidewalks will be poured in the spring.

- **General Deficiencies:**

Installation of more rocks around the northside culvert required.

Surveyor's report required confirming all elevations of site work is per drawings.

Catch basin fabric to be removed.

Create landscape swale from sidewalks to catch basins.

Gym floor refinishing will be completed by November 13th.

- **2023- 2024 Snow Removal Services Plan**

All O&M staff have been assigned to a school for snow removal for early morning. Also when O&M staff are onsite at a school completing work orders **"that are not high priority"** they are expected to clear snow with the custodians as needed.

Custodians are also expected to clear snow as required on sidewalks early mornings and maintain during the day.

Two contractors have been contracted and assigned to schools. Responsibilities include all parking lots and some sidewalks.

- **Modular Units**

Start-up site meeting was held on Tuesday, October 31st with consultants, contractors and facilities reviewing access, site safety, daily operations, lines of communication and project schedule.

Comments and Questions by the Committee:

- Trustee Pequin asked about Redwater Modulars
 - Senior Administration will gather more information to bring to the November 29, 2023 Public Board Meeting.
- Trustee Briggs - expressed concerns in only two contracted crews and custodial being able to have walkways cleaned and safe before the start of the day.
 - Superintendent Warren shared the plan of each Facilities Staff member dedicated to attending to snow removal at their specific school.
- Trustee Oatway-McLay wanted confirmation on the amount allocated to Snow Removal Budget.
 - Superintendent Warren confirms that the amount in the budget is

\$250k for snow removal. Facilities is working on fiscally responsible initiatives in snow removal.

- Trustee Dwyer also shared concern with only two contracted snow removal crews.

4.3 School Presentations

4.3.1 Landing Trail School: Louise Loh, Principal and Allan Traub, Vice Principal presented.

Meeting recessed for lunch at 12:14 p.m.

Meeting resumed at 12:50 p.m.

4.3.2 Gibbons School: Deborah Clark, Principal and Jeff Aarts, Vice Principal presented.

4.3.3 Four Winds Public School: Dan Requa, Principal presented.

Meeting recessed for break at 2:23 p.m.

Meeting resumed at 2:31 p.m.

4.4 Draft Annual Education Results Report Summary: Jonathan Konrad, Deputy Superintendent, Education Services and Shannon Campbell Requa, Director, Education Planning, provided a draft Annual Education Results Report Summary.

Comments and Questions by the Committee:

- Trustee Pequin - Is this parents, students and teachers in grades 4, 7 and 10 only?
 - Deputy Superintendent, Education Services - it is all the teachers in the Division from kindergarten to grade 12, but you are correct that it is only parents and students in grades 4, 7 and 10.
- Board decided it would like this information indicated in the Report to be included for the November 29, 2023 Public Board Meeting.
- Trustees are to provide any questions, comments or concerns before end of day November 22, 2023 in order to be captured in the Draft AERR coming to the November Public Board.

4.5 Explanation of Outcome Based Reporting: Jonathan Konrad, Deputy Superintendent, Education Services and Shannon Campbell Requa, Director, Education Planning, provided an Explanation of Outcome Based Reporting.

4.6 Bus Route Change: Ruth Kuik, Acting Associate Superintendent, Corporate Services brought forward an update on a Bus Route Change.

4.7 Student Advisory Questions

Comments and Questions by the Committee:

- Trustee Oatway-McLay - Ask students where do they see technology fitting into education.
- Trustee Buga - Could we show student areas that can be improved on and discuss solutions.
- Chair Gibbons - When does Student Advisory receive the questions
 - Deputy Superintendent, Education Services - try to provide in advance.
- Trustee Pequin - Outlines on how they can take the information back to the schools.

5. Recurring Business

5.1 ASBA

The Board of Trustees discussed the Speakers Corner update talk about JUPA and Trustee involvement. Position statements were reviewed and discussed. ASBA Fall General Meeting to take place November 19-21, 2023.

5.2 PSBAA

An update was provided on PSBAA.

5.3 Upcoming School Events/Trustee Attendance

The Board of Trustees reviewed upcoming school events.

5.4 Monthly Trustee Budget Financial Report

The Board of Trustees reviewed the Monthly Trustee Budget Financial Report.

6. 2023-2024 Board Strategic Work Plan

6.1 For Consideration: 2023-2024 Board Strategic Plan

A method of tracking Board Strategic Work Plan progress was presented for discussion.

7. Governance

7.1 Trustee Handbook Review - 2023-2024

Agenda item deferred.

7.2 Board Meeting Procedures Review - Robert's Rule of Order - Board Meeting in Slow Motion

Agenda item deferred.

8. In Camera:

Moved by Trustee Oatway-McLay to move in camera at 3:34 p.m.

CARRIED UNANIMOUSLY

Moved by Trustee Oatway-McLay to re-enter CoW Meeting 3:46 p.m.

CARRIED UNANIMOUSLY

9. Adjournment

Trustee Pequin adjourned the meeting at 4:22 p.m.

Next meeting: Wednesday, December 6, 2023, at 9:00 a.m. (**FULL DAY**)

DRAFT