



BOARD OF TRUSTEES
STURGEON PUBLIC SCHOOLS

Special Board Meeting

AGENDA

Date: May 28, 2024 **Start Time:** 5:00 p.m.

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

1. Call to Order
2. Land Acknowledgement - Trustee Oatway-McLay
3. Sturgeon Public Schools DRAFT Three Year Education Plan 2024 - 2027
4. 2024-2025 Draft Budget
5. Transportation and Fees and Allowances
6. Adjournment



Date: May 28, 2024 **Agenda Item:** 3.

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Jonathan Konrad, Deputy Superintendent, Education Services

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

Additional Reference: [Board Policy 221: Role of the Trustee](#)
[AP241: Annual Education Results Report](#)
[AP242: Three-Year Education Plan](#)
[AP243: School Education Plans and Annual Results Report](#)

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

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLOS](#) / [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: **Sturgeon Public Schools DRAFT Three Year Education Plan 2024 - 2027**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the DRAFT Sturgeon Public School Division Three Year Education Plan for 2024 - 2027 as presented at the May 28, 2024, Special Board meeting.



Background:

At the May 9, 2024, and May 22, 2024, Committee of the Whole Meetings, the Board of Trustees reviewed the DRAFT Three Year Education Plan 2024 - 2027. Following the May 9th meeting, Trustees had the opportunity to provide comments and revision requests to Administration which have been reviewed and incorporated into the current DRAFT.

The Three Year Education Plan must be approved by the Board of Trustees and posted on the Division website by May 31st of each year.

The Division's Three Year Education Plan articulates the Board's approved outcomes, measures and strategies to meet our priority of student success and division wellness. The Three Year Education Plan uses key insights from the 2022 - 2023 Annual Education Results Report, along with consideration of contextual information and input from stakeholder engagement. The key priority, outcomes and strategies direct the work in schools and at a system level to advance Sturgeon Public School's Mission, Vision and Values.

To achieve student success within a healthy school division, Sturgeon Public Schools sets out to ensure the following three goals are met:

1. Empowered Student & Staff Learning
2. Healthy, Safe, School Communities
3. Responsible Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.

Assurance in the education system occurs when community members, system stakeholders and education partners engage across the five domains of Student Growth & Achievement, Teaching & Leading, Learning Supports, Governance, and Local & Societal Context. The provided Draft Three Year Education plan, with the goals of empowered learning, healthy school communities and responsible leadership address each, and aligns with Alberta Education 2024 - 2027 Business Plan.

Administration is prepared to respond to questions at the May 28, 2024, Special Board meeting.

Attachment(s):

1. DRAFT Three Year Education Plan 2024-2027

Sturgeon Public Schools

Education Plan - DRAFT

2024 - 2027



Table of Contents

Message from the Board	2
Foundational Statements	3
Measures and Stakeholder Voice	6
Priority and Goals	7
Goal One: Empowered Learning	8
Goal Two: Healthy School Communities	12
Highlight - Indigenous Student Success and Building a Culture of Belonging	16
Goal Three: Responsible Leadership	18
Partnerships	21
Accountability Statement	23
Budget and Capital Plan	23

Message from the Board

The Board of Trustees is excited to share our Education Plan for 2024-2027. This plan reflects the hard work and dedication of our staff, parents and the wider community.

We are committed to fostering a safe, caring, and inclusive environment. Our achievements are the result of collective efforts, and through collaboration, we can create enriching educational experiences that empower our students. Community involvement is crucial in achieving our educational goals.

In today’s rapidly changing world, we are dedicated to providing innovative and diverse educational opportunities. Our aim is to equip students with the skills and knowledge they need to succeed.

As we move forward, we invite each of you to continue to be active participants in our journey. Your input, involvement and support are invaluable as we work together to fulfill our mission and vision.

Together, let’s celebrate our successes, embrace our challenges, and continue to strive for excellence in education.

-Irene Gibbons, Chair Board of Trustees, Sturgeon Public Schools



Trustees for Sturgeon Public Schools. (L to R, Janine Pequin, Irene Gibbons, Tasha Oatway-McLay, Joe Dwyer, Cindy Briggs, Trish Murray-Elliott, Stacey Buga.)

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.

Division Profile



Largest Employer

Sturgeon Public Schools is the largest employer in Sturgeon County with more than 320 teachers and 250 support staff.



5,245 Students

Pre-Kindergarten to Grade 12.



Rural Public Schools

Sturgeon Public School Division has a total of 17 schools.



Unique Programming

Specialized, innovative programs tailored to meet the diverse needs of our students.

Programs

Alternative Learning

We offer alternative learning options including two Learning Centres, the Sturgeon Public Virtual Academy, and a Home Education program, designed to meet diverse student needs and provide flexibility.

Kindergarten

Helps children prepare for the transition to school and grade 1. Many schools now offer Open Air Kindergarten to encourage healthy experiences and connection to our environment.

Athletics

Our athletes compete across various leagues: Junior High students in the Sturgeon Interschool Sports League, Sturgeon Composite High School in Edmonton Metro Athletics, and Redwater High School in the Alberta Schools' Athletic Association (North Central Zone).

Land & Agriculture

Land and agriculture-based learning programs enrich education by immersing students in nature and agriculture, fostering a deeper understanding of ecology and sustainability. These hands-on experiences enhance students' knowledge, health, and environmental responsibility, promoting lifelong stewardship of the land.

Pre-Kindergarten

Supports developmental needs of children aged 2 years 8 months to 4 years 7 months, laying the foundation for future success.

STEAM

Hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Mathematics.

French Immersion

Our French Immersion program at Morinville Public School, Four Winds Public School, and Sturgeon Composite High School enables non-French speakers to become bilingual, preparing them for international careers and providing academic and professional skills.

Flight School

The Aviation-Flight courses align with Transport Canada standards, providing students with real-world curricula to develop career and life skills. Through hands-on experiences, including flight simulator training, students enhance their knowledge and critical thinking skills, beginning the process to obtain a private pilot's license.

Off Campus & Dual Credit

Students have the opportunity to expand their horizons and gain valuable skills while still in high school. Our program encompasses a variety of pathways, including the Dual Credit Program, Registered Apprenticeship Program (RAP), and Work Experience, all aimed at providing students with unique learning experiences beyond the traditional classroom setting.

Religion

Students have the opportunity to participate in optional faith-based instruction. Our programs offer a non-denominational Christian environment within the public school setting, allowing students to complement the faith practiced in their homes. Through these programs, students can engage in prayer and fellowship, fostering a supportive environment for spiritual growth.

Music & Fine Arts

Arts education forms a core part of our curriculum, fostering creativity, critical thinking, and self-expression from Kindergarten through High School. Our diverse programs in visual arts, music, dance, and drama allow students to explore and develop their talents comprehensively. Highlights include award-winning music ensembles, internationally traveled bands, and dynamic drama productions.

Inclusive Learning & Supports

Differentiated Learning

Inclusive education practice based on the Universal Design for Learning (UDL) which ensures all children can access the curriculum, and demonstrate their learning.

Specialized Programming

Specialized Programming supports students with significant learning challenges, focusing on meaningful inclusion, independence, and tailored instruction. Available across all division schools, it offers varied educational settings to enhance student experiences and learning opportunities. Supported by teachers, educational assistants, and other services, the programming is designed to meet each student's specific needs.

Therapeutic Crisis Intervention

We implemented the Therapeutic Crisis Intervention In Schools (TCIS) philosophy, training educators in crisis management and emotional support techniques. TCIS emphasizes proactive strategies for creating safe, nurturing educational environments, enabling students to thrive academically and emotionally while empowering educators to handle crises effectively and foster positive student behavior and resilience.

CASA Mental Health Classrooms

Sturgeon Public Schools is leading the way provincially and working alongside CASA to provide two CASA classrooms within Sturgeon to assist with meeting the Mental Health needs of students.

Measures and Stakeholder Voice

Engagements and Measures Influencing this Plan (2024 - 2027)

The following provincial and local measures, with survey and engagement feedback, were utilized to support the development of this Education Plan. Detailed results can be found in the [2022/23 Annual Education Results Report \(AERR\) report](#).

Provincial

- Survey - Alberta Education Assurance (AEA)
- Results - Provincial Achievement Tests and Diploma Exams
- Results - High School Completion, Drop Out and Rutherford Rates

Local Division and School

- Survey - Our School Student and the Sturgeon Public Created Student
- Survey - Parent and Guardian
- In-Person - Local Community and Parent Engagement Evenings
- In-Person - Student Led Student Engagement Conversations in Schools
- In-Person - Student Advisory Committee
- Survey - Staff Professional Learning Survey
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP and SALT)

Primary measures and data are reported in the 2022/23 AERR. Data from early analysis of feedback from engagements in the spring of 2024 have also been considered.

Engagements and Measures Planned for 2024 - 2025

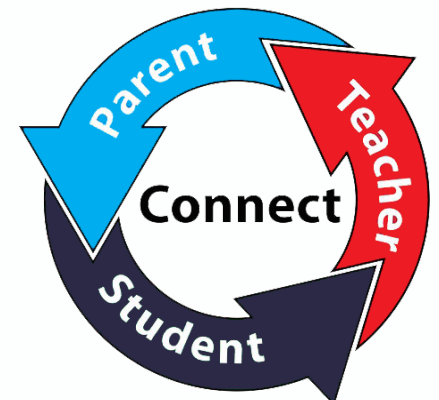
Assurance is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. In the coming year, Sturgeon Public Schools will track the following measures, build relationships with stakeholders through the following events and provide the following opportunities for direct feedback to refine the Education Plan.

Provincial

- Continue all required surveys, provincial assessments and statistics.

Local Division and School

- Lead Measures - Consider the lead measures of success as outlined for each Goal below
- Survey - Student
- Survey - Parent and Guardian
- In-Person - School Council Guided Conversations
- In-Person - Business and Community Engagement
- In-Person - Student Advisory Committee
- Survey - Staff Professional Learning
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP Cohort, Learning Coaches and SALT)



Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe, School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> ● Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. ● Students actively participate in engaging learning environments, focused on success and real-world connections. ● Learning experiences meet student current level of achievement, and focus on growth through effective assessment. ● Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> ● Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. ● Staff, students and families demonstrate citizenship and honour diverse learning needs. ● School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> ● Staff and students actively participate in and lead school and community projects. ● Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. ● The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. ● Resources are allocated and managed in the interests of ensuring student success.

Goal One: Empowered Learning

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

15.3% & 13.7%

PAT and Diploma Standard of Excellence

Over the past year, the percentage of students reaching the standard of excellence for provincial exams has increased yet remains below provincial average.

67.6%

Learning Engagement: Student Report

Focused on the questions of interest and usefulness, the percentage of students that are engaged in Literacy and Numeracy lessons continues to be below provincial average.

65.8%

3 Year High School Completion Rate for Indigenous

While higher than the provincial average, this success rate remains below non-indigenous students within Sturgeon Public Schools.

LOCAL	<i>Student Engagement Survey 2022-23:</i> “Give more hands-on work instead of tests”
	<i>Grade 10 Student Report on Education Quality:</i> “My School work is Interesting” - 59%
	<i>SPS Parent Survey 2023-24:</i> “School work is preparing my child for life outside of School” - 57%

Outcomes that will be consistently achieved

- Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners.
- Students actively participate in engaging learning environments, focused on success and real-world connections.
- Learning experiences meet students' current level of achievement, and focus on growth through effective assessment.
- Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation.



Highlighted Data from the 2022-23 AERR with early 2023-24 Stakeholder Feedback

For the 2022-2023 provincial measures, approximately 225 parents, 1050 students and 315 teachers responded to the surveys. For the 2022-2023 local measures, approximately 440 parents, 2710 students and 305 staff responded to the surveys. For the 2023-2024 local measures, approximately 195 parents attended the engagements, and 370 parents, 395 staff and 2506 students completed the surveys.

2023 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022	2023
Provincial Achievement Tests: Acceptable Standard	78.0	76.7	n/a		63.1	66.9
Provincial Achievement Tests: Standard of Excellence	18.9	17.4			15.2	15.3
Diploma Examinations: Acceptable Standard	75.3	84.6			70.5	78.5
Diploma Examinations: Standard of Excellence	11.7	17.3			8.5	13.7
Indigenous Students PAT: Acceptable Standard			n/a		51.5	63.2
Indigenous Students PAT: Standard of Excellence					9.2	10.0
Indigenous Students Diploma: Acceptable Standard					66.7	82.9
Indigenous Students Diploma: Standard of Excellence					10.3	7.9
3 Year High School Completion Rate	78.5	76.3	83.5	76.2	76.9	
Indigenous 3 Year Completion Rate				70.2	65.8	
Learning Engagement: Student	n/a			66.9	68.2	67.6
OurSchool: Interest and Motivation (4-6)			81.0	77.0	73.0	70.0
Student Engagement 2022-23: "Give more hands on work instead of tests"						
Education Quality: Overall	87.0	90.5	89.9	86.8	88.0	86.6
Student: Grade 10 "Students at your school clearly understand what they are expected to learn at school"	88.0	86.0	88.0	84.0	81.0	83.0
Student: Grade 10 "My School work is interesting"	70.0	70.0	60.0	56.0	57.0	59.0
Teacher Survey 2023-24: PD for New Curriculum				30% Vote		
Parent Survey 2023-24: Preparing my child for life outside of school (SA & A)						57.0
Parent Survey 2023-24: Satisfied with leadership in the school (SA & A)						69.0
Strengths from Parent Engagement Events: - Engaging Learning Choices						
Priorities from Parent Engagement Events: - Prioritizing academic excellence - Engaging learning. More time outdoors and less unstructured screen time						

Strategies to reach the desired outcomes of **Empowered Student & Staff Learning**.

- Educators will prioritize active, experiential, real-world and land-based learning fostering deep understanding, critical thinking and collaboration. These skills facilitate academic and career success and support lifelong learning.
- Teachers and Leaders will use a range of student data (including screening tools, diagnostic assessment and understanding of learning progressions) to assess students' current levels of proficiency, inform instruction and create purposeful academic learning.
- Teachers and Leaders will leverage professional development and collaboration to strengthen assessment, share evidence-based literacy and numeracy approaches and support cross-disciplinary strategies.
- Staff will engage in understanding Indigenous Foundational knowledge and work with Call to Action leads and Indigenous community members to support learning experiences that contribute to truth and reconciliation and student success.
- Staff weave distinct Indigenous perspectives throughout and across curricula and school activities, fostering cultural awareness, understanding and appreciation among students. Intentionally facilitate activities dedicated to truth and reconciliation.

Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.

- Collaboration and sharing of best practices among staff members across different subjects and grade levels.
- Development of Division Effective Assessment and High Impact Teaching Strategies Frameworks.
- Differentiated instruction based on classroom data.
- Local student data on level of engagement and motivation in achieving personal goals.
- Indigenous student classroom achievement data is analyzed at the school and division level.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- Provincial Achievement Test
- Diploma Exam
- High School Completion
- SPS - Student Engagement & Motivation
- AEA Survey - Student Engagement
- AEA Survey - Education Quality

2024 - 2027 Implementation

Educators in Sturgeon Public Schools will increase student engagement with **personally relevant** activities that include:

- academic and intellectual rigor,
- experiential / hands-on activities,
- outdoor learning experiences,
- leadership, volunteerism and community partnerships,
- Science Technology Engineering Arts and Mathematics (STEAM) Instruction; and
- Career Pathways education.

In 2024/2025, Learning Coaches will continue working with school leaders to support instructional leadership. Divisionally facilitated staff learning opportunities are designed to model impactful teaching, embodying the priorities of active, engaged and visible learning.

Sturgeon Public Schools will continue to engage students across all grades in Science, Technology, Engineering, Arts and Math (STEAM) programming. The division has re-established STEAM games for students in grades 1 to 12. These games encourage students to collaborate and innovate within various STEAM challenges, fostering essential skills and showcasing their creative projects.

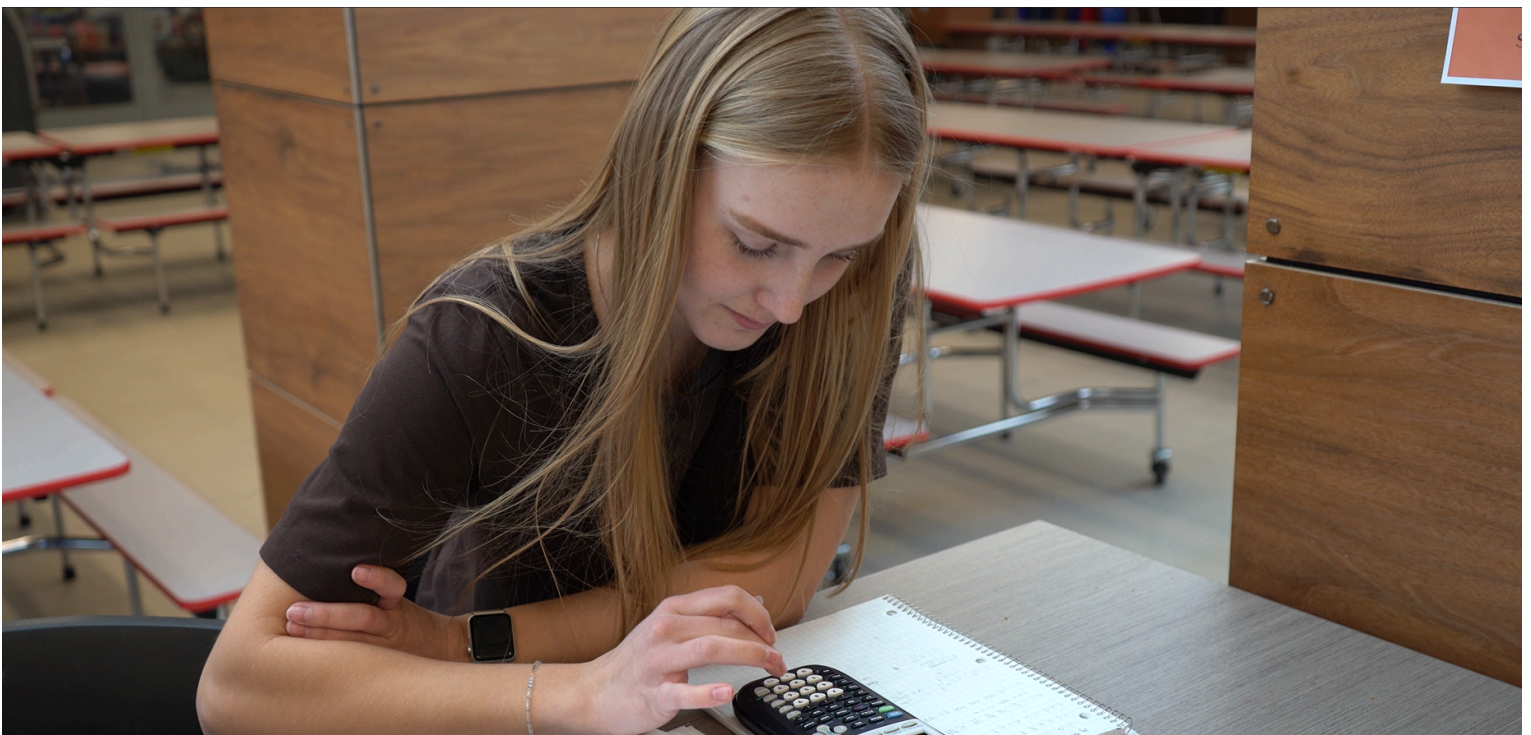
The Education Planning team will develop a High Impact Teaching Strategies (HITS) framework. This framework is a collection of research-based, cross disciplinary teaching strategies. HITS outlines a manageable number of strategies that will empower educators and school leaders with best practice strategies for teaching and learning.

School-based professional learning plans are designed to provide collaborative learning experiences for staff. A Division Professional Development Day will further reflect a focus on effective assessment, high impact teaching strategies, Indigenous education, effective data analysis and new curriculum implementation.

Division Professional Learning cohorts including Beginning Teacher Cohort, Sturgeon Aspiring Leaders Cohort and monthly Principal Professional Learning provide valuable touchpoints on developing shared understanding of effective assessment and high impact teaching strategies.

School leaders will engage with data analysis to develop school based Education Plans that align with the overarching division goals. Through continued focus on academic screeners (Alberta Education Numeracy and Literacy Screeners, and Reading Comprehension Assessment Tool (RCAT) as well as classroom assessments, teachers will continue to refine their teaching practice.

New Curriculum implementation support continues to be a division priority. Educators participate in collaborative learning and resource creation opportunities. By revisiting disciplinary learning progressions, teachers are best equipped to meet student learning needs and focus on growth and achievement.



Goal Two: Healthy School Communities

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.

77.2%

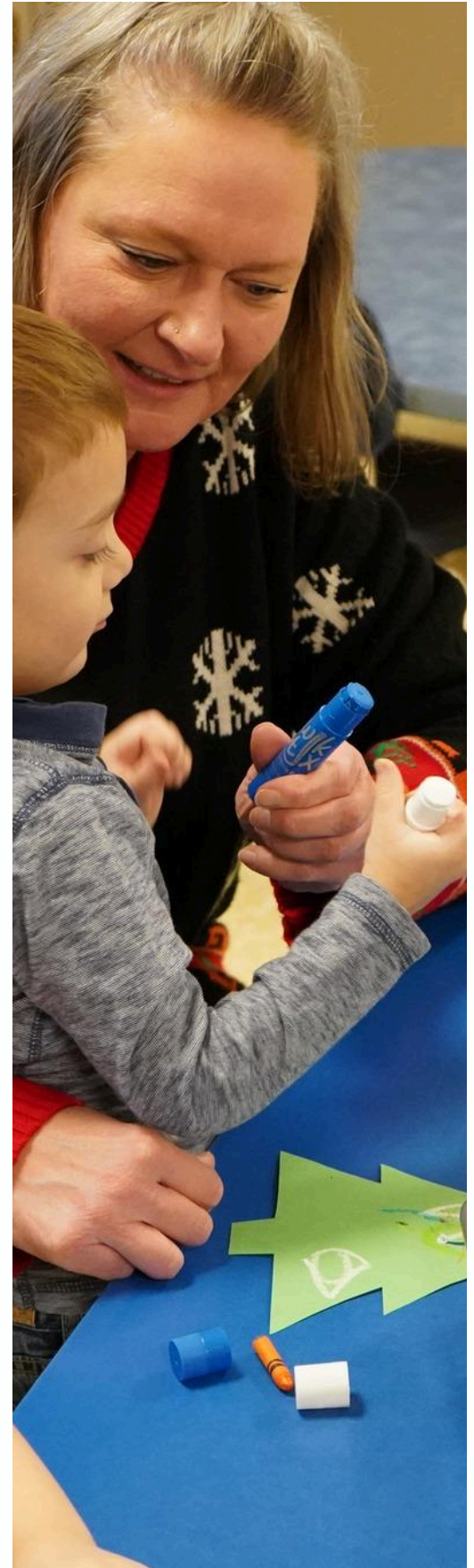
Citizenship, Overall

Satisfaction with students modeling the characteristics of active citizenship has been declining for 3 years. This has been observed across all stakeholders.

83.0%

Welcoming, Caring, Respectful and Safe Learning

For the past 3 years all stakeholders have agreed at rates slightly below the provincial average, that the learning environments within Sturgeon Public Schools are welcoming, caring, respectful and safe.



LOCAL	<i>OurSchool Student Survey, Grade 10:</i> 71% of female students reported experiencing anxiety compared with 30% of male students.
	<i>Student Engagement Survey 2023-24:</i> “My principal or vice principal cares about me” - 61.3%
	<i>Student Engagement Survey 2023-24:</i> “Students are kind to one another at my school” - 61.3%
	<i>Teacher Engagement Survey 2023-24:</i> Professional Development for Supporting Student Behaviour - 51% (Highest Request)

Outcomes that will be consistently achieved

- Staff, students and families collaborate to create a school community that is equitable, safe, caring and respectful.
- Staff, students and families demonstrate citizenship and honour diverse learning needs.
- School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities.

Highlighted Data from the 2022-23 AERR with early 2023-24 Stakeholder Feedback

2023 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022	2023
Citizenship: Overall	77.6	79.4	82.2	80.5	79.5	77.2
Student Engagement 2022-23: "Give more hands on work instead of tests"						
Teacher Survey 2023-24: PD for Supporting Diverse Learners	45% Vote					
Student Survey 2023-24: My Principal or Vice Principal cares about me (SA & A)	61.3					
Welcoming, Caring, Respectful and Safe Learning Envi.	n/a		84.9	84.9	83.0	
Parent: Access to Supports and Services	n/a		73.6	71.4	72.8	
Student: Access to Supports and Services	n/a		76.4	81.2	79.3	
OurSchool: Anxiety 4-6			27.0	29.0	36.0	34.0
OurSchool: Anxiety 7-12			39.0	40.0	41.0	44.0
The Division observes a striking disparity in Grade 10 (71% of female students reported experiencing anxiety compared with 30% of male students).						
OurSchool: Advocate 4-6			5.9	6.3	6.0	6.2
Teacher Survey 2023-24: PD for Supporting Student Behaviour	51% Vote					
Teacher Survey 2023-24: PD for Supporting Mental Health and Wellness	50% Vote					
Student Survey 2023-24: Students are kind to one another at my school (SA & A)	41.6					
Student Survey 2023-24: Our School is respectful (SA & A)	59.0					
Parent Survey 2023-24: Students have access to appropriate mental health supports (SA & A)	62.1					
Parent Survey 2023-24 - Qualitative: increased support for complex classroom learning needs						
Parent 2022-23 Survey: Dealing with safety issues related to student behavior and discipline.						
Parent 2022-23 Survey: Supports for inclusion of learners with diverse needs.						
Parent 2022-23 Survey: More workshops or learning opportunities for Parents would be appreciated.						
Strength from Parent Engagement Events:						
<ul style="list-style-type: none"> - Caring Staff in Connected Rural Communities 						
Priorities from Parent Engagement Events:						
<ul style="list-style-type: none"> - Control classroom size and continue student supports - Demonstrate care for students and support diversity and inclusion 						

Strategies to reach the desired outcomes of **Healthy, Safe, School Communities**

- Staff develop curricular and co-curricular activities for students and families to understand what it means to be a healthy school community.
- School leaders utilize specialized teams to provide comprehensive programming to students, focusing on academic success, family involvement and holistic well-being, ensuring each student receives tailored support.
- Educators consistently communicate with students and parents regarding diverse learning and behavioral needs, building understanding of equity and collaboration within the school community.
- Schools ensure Indigenous knowledge and perspectives are respectfully honoured and valued across the school community.

Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.

- School-based collaborative initiatives aimed at supporting citizenship.
- School-based understanding and use of Therapeutic Crisis Intervention for Schools (TCIS) Life Space Interviews.
- Healthy, reciprocal relationships with local First Nation partners, Knowledge Keepers and Elders.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- AEA Survey - Citizenship
- AEA Survey - Welcoming, Caring, Respectful and Safe Learning Environment
- AEA Survey - Access to Supports and Services
- AEA Survey - Professional Development

2024 - 2027 Implementation

Collaboration among teachers, counsellors, the school team and leadership will promote a whole-school approach to citizenship, emphasizing strength, resilience and positive mental health. Implementing a School Wide Positive Behaviour Supports (SWPBS) program focusing on citizenship involves key components and strategies.

- Commitment from leadership and stakeholders
- Assessment of data including qualitative (school climate, perceptions) and quantitative (behavior incidents)
- Establishment and communication of behavior expectations aligned with school values
- Consistent reinforcement of the expectations
- Equitable restorative practices
- Comprehensive staff training
- Engaging parents and community members in the plan and execution
- Leveraging data for decision making and adjustments to the plan

Sturgeon Public schools offer diverse, inclusive programming, fostering a sense of community where students are valued. By equipping students and teachers with necessary resources, the Division promotes community strength. The Division develops tailored programming aligned with a wellness and support framework, using both formal and informal measures. Educators collaborate with specialized teams, students and families to create Individualized Program Plans (IPP), Learning Plans (LP), Medical Plans (MP) Behavior Plans (BP) and Safety Plans (SP) with purposeful, strength-based goals reflecting individual needs, areas of success and holistic well-being.

With a deep understanding of Therapeutic Crisis Interventions for Schools (TCIS) principles, staff can assist all students in acquiring self-regulation skills and fostering autonomy. Continuous professional development is integral to the approach, with schools conducting yearly training sessions to refine and expand their skills as both educators and learners. The TCIS system competencies are:

- Proactively de-escalating a potential crisis situation through situational awareness and a trauma informed lens
- Safely manage a crisis in a trauma sensitive manner following BPs and SPs
- Process with the student to help improve their capacity to regulate their emotions and use positive coping strategies

This system facilitates student engagement in the learning environment, equips educators with the necessary skills to respond effectively to classroom dynamics and ensures families play an integral role in supporting their children as learners within safe, caring and respectful school settings.

The Division prioritizes the integration and recognition of Indigenous perspectives as fundamental elements across all educational contexts and environments. This commitment extends to fostering reciprocal relationships with local Indigenous communities division-wide. The Division actively seeks opportunities to invite teachings from Elders and Knowledge Keepers into every school community.



Highlight - Indigenous Student Success and Building a Culture of Belonging

The Division's commitment to fostering strong community connections has led to remarkable achievements and celebrations. Partnerships and working relationships have flourished, creating a vibrant tapestry of collaboration. Through multiple Culture Camps, inter-school sports contests, student success meetings and collaborative professional development sessions, the Division has seen neighbouring students and staff come together in powerful ways.

At SCHS, Language Learning opportunities have been bolstered through Aboriginal Studies Classes and partnership with Kipohtakaw Education Centre (KEC), Alexander First Nation. This initiative aims to preserve and promote Indigenous languages, fostering cultural pride and understanding. Furthermore, initiatives like the SCHS Health Pathways Class's exploration of traditional medicines and healing practices with a local Knowledge Keeper have provided students with enriching learning experiences grounded in Indigenous knowledge.

One of the highlights of the year was the raising of a tipi in September. This act symbolized the Division's commitment to representation, celebration and inclusion, while also serving as a dynamic learning space for students and staff alike.



With the guidance of the First Nation, Métis and Inuit Student Counselor, Camilla and Four Winds schools have had the opportunity to connect with over 13 community members, Knowledge Keepers and Elders for cultural teachings, crafting and storytelling.

The invaluable guidance and support provided by multiple Elders, including Adam North-Peigan who attended the College of Alberta School Superintendent (CASS) First Nations, Métis and Inuit Gathering as a guest of Sturgeon Public Schools, have enriched the journey towards truth and reconciliation and cultural understanding.

Looking ahead to the coming school year, Sturgeon Public Schools has identified several areas for growth and development:

- Expansion of Cultural Learning Experiences: Offer more overnight culture camps to provide high school students with immersive learning experiences rooted in Indigenous traditions.
- Enhanced Curricular Connections: Continue to explore and develop opportunities for curricular connections that integrate Indigenous perspectives across various subject areas.
- Empowering Student Leadership: Plans are underway to develop and empower student leadership groups at Sturgeon Composite High School, Lilian Schick, Four Winds and Camilla School, fostering a sense of agency and pride among Indigenous youth.
- National Indigenous Peoples Day Celebration: Expand National Indigenous Peoples Day Celebration, bringing together students from grades 5-9 to honor and celebrate Indigenous culture and heritage.
- Expansion of Indigenous Family Engagement: Building on the success of Indigenous Family nights; establish an Indigenous parent advisory group and create spaces for meaningful dialogue and collaboration.



- Additionally, the Call to Action cohort, composed of 31 dedicated staff, will continue to drive positive change and foster authentic engagement with Indigenous ways of knowing and being. The Division is grateful for the participation of partners from Alexander First Nation in the Call to Action Cohort. Additionally, we recognize the contributions of community scholars, facilitators, knowledge keepers and Elders whose wisdom and guidance enrich the journey towards reconciliation and understanding.

The Division's commitment to strengthening community connections remains steadfast. Through collaborative efforts and a deep respect for Indigenous knowledge, the Division continues to create inclusive learning environments where all students thrive.



Goal Three: **Responsible Leadership**

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

74.7%

Parental Involvement in Education

Satisfaction regarding parental involvement in decisions regarding their child's education has been in decline for 3 years, as reported by parents and teachers.

LOCAL	<i>SPS Parent Survey 2022-23:</i> Parents want to continue to volunteer in schools, and ask that Schools ensure these opportunities are well communicated.
	<i>SPS Parent Survey 2023-24:</i> “My perspective is valued by school staff” - 62.4%
	<i>Student Engagement Survey 2023-24:</i> “I have been a leader at school in some way this year” - 54.1%
	<i>Student Engagement Survey 2023-24:</i> “I have volunteered at school or in the community this year” - 55.1%

Outcomes that will be consistently achieved

- Staff and students actively participate in and lead school and community projects.
- Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community.
- The Board is actively engaged in community events and initiatives, building trust and relationship between the division and its communities.
- Resources are allocated and managed in the interests of ensuring student success.



Highlighted Data from the 2022-23 AERR with early 2023-24 Stakeholder Feedback

2023 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022	2023
Student Survey 2023-24: My Principal or Vice Principal cares about me (SA & A)						61.3
Parent Survey 2023-24: Preparing my child for life outside of school (SA & A)						57.0
Parent Survey 2023-24: Satisfied with leadership in the school (SA & A)						69.0
Overall: Parental Involvement in Education	77.0	81.7	82.5	77.4	78.2	74.7
Parent 2022-23 Survey: Dealing with safety issues related to student behavior and discipline.						
Parent 2022-23 Survey: Supports for inclusion of learners with diverse needs.						
Parent 2022-23 Survey: Parents want to continue to volunteer in schools. Schools should ensure these opportunities are well communicated.						
Parent 2022-23 Survey: More workshops or learning opportunities for Parents would be appreciated.						
Parent Survey 2023-24: My perspective is valued by school staff (SA & A)						62.4
Parent Survey 2023-24 - Qualitative: primarily surrounded the way students treat one another and the way schools respond to disrespectful behaviour.						
Student Survey 2023-24: I have volunteered at school or in the community this year						55.1
Student Survey 2023-24: I have been a leader at school in some way this year						54.1
Strengths from Parent Engagement Events: - Enhanced Communication						
Priorities from Parent Engagement Events: - Encourage engaging career paths - Effective, consistent communication from the school level						

Strategies to reach the desired outcomes of [Responsible Leadership & Opportunity](#).

- Staff, students and families will develop and participate in curricular and co-curricular leadership and volunteer opportunities, fostering understanding and demonstration of civic responsibility and ethical behaviour.
- Division leadership, in partnership with schools, will plan and implement annual stakeholder engagements to assess progress, inform decision-making and understand community needs.
- The Board of Trustees will direct a budget advancing the Mission, Vision and Values of Sturgeon Public Schools, in accordance with all statutory, regulatory and disclosure requirements.
- Partnerships with community businesses and groups will be pursued to improve programming valued by the community, enhancing student outcomes and community cohesion.
- Goal-setting for Schools and the Division will include teachers, students, parents and community members, through engagements and school council evenings. Goals will be purposeful, measurable and aligned with the needs of the school community.

Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.

- School and community projects are initiated by staff and students (curricular and co-curricular leadership and volunteerism opportunities).
- Schools and Trustees participate in community events.
- Programming in schools reflects local needs and supports community development.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- AEA Survey - Parent Involvement
- Partnerships

2024 - 2027 Implementation

The Student Advisory Committee offers students significant opportunities to voice their opinions directly to the Board of Trustees and take on leadership roles within their schools. This committee will continue to encourage meaningful local student governance and leadership in schools. The committee's insights have been invaluable, and Sturgeon Public remains committed to continuing this engagement.

The Marketing and Communications department plays a crucial role in ensuring our connection with students, parents and the wider community remains strong. By keeping social media and website content fresh and relevant, families are well-informed and engaged with the events and achievements of students.

Sturgeon Public Schools is deeply committed to its local communities and will continue to support and expand the Registered Apprenticeship Program (RAP) and work experience programs. Developing programming and experiences that not only enhance educational outcomes but also integrate students into the local workforce, building job opportunities here at home remains a focus.

There are several exciting initiatives this year, such as Flight School, and new dual credit opportunities that will enhance practical learning experiences for students. Additionally, Sturgeon Public Schools is exploring future innovative technologies such as Hydrogen energy in alignment with Sturgeon County and the Edmonton Region Hydrogen HUB. Community partnerships continue to strengthen, providing students with numerous opportunities to volunteer and support local activities, thus maintaining a strong bond between the schools and the community.



Partnerships

Sturgeon Public Schools values its many partnerships that develop student entrepreneurship, cultural understanding and sustain wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups and government helps to build ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.


- Fearless in the Forest and Pioneer Trails North Foundation to improve and promote outdoor education.
- Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
- SOGI 123 to support sexual and gender diverse students and staff.
- Alberta Health Services, Military Family Resource Centre (MFRC) and Sturgeon County in sustaining a comprehensive school health program in all schools.
- Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of all school communities.
- Organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the Mental Health Capacity Building Grant (MHCB) - HYPE (Helping Young People Excel).
- S.H.I.N.E (Supporting Hope and Independence in Natural Environments) provides a wealth of community connection related to Families Support for Children with Disabilities connecting parents to community partners, therapists and consultants within Sturgeon County who can provide families with a variety of supports or avenues for further assessment. This group also connects with Sturgeon Public School therapists to provide consistent and appropriate support to children across their environments.
- Dr. Chandra Lebenhagen, founder of Including Autism, supports Division staff by bringing the most relevant and evidence based research to support Autistic Students.
- CASA Mental Health to deliver mental health service in classrooms to address the need for services closer to students by bridging a child's mental health and school needs.
- The Jessica Martel Memorial Foundation created the Inspire Program designed for junior high female students to explore and embrace their full potential. Working with Four Winds Public School, this transformative program delves into important topics such as leadership, building healthy relationships, overcoming bullying, fostering positive self-image, navigating societal pressures and embracing overall wellness.
- Therapeutic Crisis Intervention for Schools (TCIS) through Cornell University to create a trauma-sensitive environment where students and adults are safe and feel safe.

2024 - 2027 Education Plan - DRAFT

- Partnerships with other school divisions to meet the needs of all learners. Including support for students with Complex Communication Needs.
- Kipohakaw Education Center, and partners at Alexander First Nation Education are close educational allies. The Division values and honours their leadership and insight and works together to support all students including those supported through the education services agreement.
- Alberta Education and Dr. Emily Milne from MacEwan University, is leading a research project to uncover insights around course selection and course pathways for First Nations, Métis and Inuit students in Sturgeon Public Schools.
- Students receive high school credit as well as credit for the course at the post secondary level through Dual Credit partnerships. Currently, students from across the school division are working with NAIT in their welding program, and various others through Norquest College, Olds College, SAIT, and Northern Lakes College.
- Collaborative working relationships with St. Albert Public Schools and Elk Island Public Schools in sharing dual credit opportunities for students.
- Partnership with CAREERS assists students in finding apprenticeship opportunities and career internships. The coordinator provides support to off campus coordinators and hosts online job safety courses for students.
- Numerous local businesses provide work experience placements and partner with schools in Registered Apprenticeship Programs.
- Schools work in collaboration with Sturgeon County recruiting students for the summer JET program - Job Experience Training. High School students may receive work experience credits for this training.

System Assurance and Plan Structure

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains. The goals of empowered learning, healthy communities and responsible leadership address each, and align with Alberta Education 2024 - 2027 Business Plan as follows:

Empowered Learning	Healthy Communities	Responsible Leadership
Student Growth & Achievement		
Teaching & Leading		
Learning Supports	Governance	
Local & Societal Context		
	<p>Alberta's students are successful</p> <p>First Nations, Métis and Inuit students in Alberta are successful</p> <p>Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</p>	<p>Alberta's K-12 education system and workforce are well-managed</p>

Accountability Statement

The Education Plan for Sturgeon Public Schools was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2024 - 2027 on **May XX, 2024**.

Budget and Capital Plan

Budget Report Documents

For information on Sturgeon Public School's Budget and Financial Statements, see our website at:

www.sturgeon.ab.ca/division/plans-reports-documents

Capital Planning

For Information on Sturgeon Public School's IMR and Capital Plan see our website at:

www.sturgeon.ab.ca/division/plans-reports-documents

For additional
information please
contact:

Corporate
Services
780.939.4341





Date: May 28, 2024 **Agenda Item:** 4.

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Sean Nicholson, Associate Superintendent, Corporate Services

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

Additional Reference: [Administrative Procedure 400: Budget Development](#)
Education Act: Sections 139(1)(2), 143

Assurance Domain: Governance

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

Subject: **2024-2025 Draft Budget**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the 2024-2025 Budget as presented at the May 28, 2024, Special Board meeting.

Background:

The Board shall ensure effective stewardship of the Board's resources, within the context of the strategic plan, approved budget assumptions and establish priorities at the outset of the budget process. As per the Education Act 139(2)(a), the board shall, in each year, on or before May 31, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1. The Board of Trustees reviews and approves the budget on an annual basis.

Sturgeon Public School Division's Budget is the fiscal plan intended to achieve the stated goals and objectives of the Board in accordance with the Division's Mission, Vision and Values, Education Plan Priorities and Board 2024-2025 Assumptions.



The Board believes that the annual system budget and the Education Plan, together with annual school budgets, are key planning documents for the continuous improvement of the quality of education for students.

The 2024-2025 Alberta Education Budget submission Templates are included for review and approval.

Context:

Budget Highlights, Plans & Assumptions:

- The 2024/25 school year budget reflects the Mission, Vision, Values and goals as set forth by the Board of Trustees in its foundational statements and reflects the priorities in the Division's Three-year Education Plan.
- Sturgeon Public School Division has an approximate budget of \$84 million, which is utilized to provide public education services to the students in its jurisdiction.
- The Division serves approximately 5,200 funded students from Early Childhood (ECS) to Grade 12 within 19 schools.
- Overall, the Division is expecting a deficit of \$1.2 million in the 2024/25 school year. The deficit is mainly attributed to a loss in revenues and using reserves to support additional staff required to meet student needs. There are growing concerns for other cost pressures from inflation, cost escalations, unfunded negotiation settlement and various other instructional items that continue to not be funded.
- Stabilization Funding (\$4.3M) is expected to decrease by 25% over the next four years.

Assumptions:

- Revenue Assumptions:
 - Enrolment is projected to increase by less than One Per Cent (1%) in the 2024/25 school year (based on projected student headcount).
 - Operational funding has decreased by \$0.5M in 2023/2024, however, costs are continuing to increase significantly and the number of students requiring additional support is increasing.
 - It is assumed that the division will see a decrease in the prime rate as signs of inflation slowing have been signaled.
- Expense Assumptions:
 - As a result of economic conditions and inflation, the division is seeing increased costs.
 - Benefits costs have continued to increase.
 - Utility costs can fluctuate drastically, and estimates have been based on historical usage and estimated rates. Costs such as carbon tax



continue to increase while funding remains the same, this continues to be a concern.

- Construction, insurance, technology, vehicles, fuel and other supplies costs have also gone up as a result of inflation.
- Standard cost of certificated teachers has increased due to changes in staff composition and benefits increases. This increase has not been supported by funding. The standard cost of a teacher went up from \$107,820 to \$111,070, a 3.0% increase from the 2023/24 school year.
- Technology Services, Transportation Services, Learning Services and Facility Management, are budgeted centrally.
- It has been assumed that there may be potential unsupported settlements in the 2024/25 school year.
- Staffing:
 - Staff levels have been reduced to align with the reduction in funding and reserves. Further reduction may be required if funding is not increased to offset cost increases. This will be done to ensure a balanced budget.
 - The division is seeing an increase in support required by students and is concerned about the lack of funding provided to support these needs.

Significant Business and Financial Risks:

- Government Funding
 - Stabilization Funding (\$4.3M) is expected to decrease by 25% over the next four years. While the division will endeavor to minimize the impact to students, further cost reductions may be needed
 - The government is expecting an increase in revenues based on projections, which could potentially result in increased funding. However, if the province fails to meet these projections, it could negatively impact funding as well.
- Enrolment:
 - If enrolment increases in September 2024 the division will be expected to support students with the same funding, as the division won't see an adjustment until the following school year. In addition, because of the Weighted Moving Average, the division also only sees 50% of the funding for any new students.
 - There is always a level of uncertainty around enrolment projections.
- Inflation and Cost Escalations
 - Inflation and cost escalations are still very uncertain. The division could continue to see increased costs for many key items it needs to support student learning and division buildings. If costs continue to escalate this could be a risk to the division and budget adjustments may have to be made.



- Classroom complexity and rising mental health and wellness challenges continue to escalate. These pressures have used up all the available reserves of the division. Moving forward, funding needs to be realigned to meet the essential requirements.

Administration is prepared to respond to questions at the May 28, 2024, Special Board meeting.

Attachment(s):

1. Attachment 1 - 1110 Sturgeon Public School Division Budget 2024-25 Draft

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2025**

[Education Act, Sections 139(2)(a) and 244]

1110 The Sturgeon School Division
Legal Name of School Jurisdiction

9820 104 Street NW Morinville AB AB T8R 1L8; 780-939-4341; Sean.Nicholson@sturgeon.ab.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Irene Gibbons

Name

Signature

SUPERINTENDENT

Mrs. Shawna Warren

Name

Signature

SECRETARY TREASURER or TREASURER

Sean Nicholson

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on May 28, 2024.**
Date

c.c. Alberta Education
Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: EDC.FRA@gov.ab.ca

TABLE OF CONTENTS

	Page
BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)	3
BUDGETED SCHEDULE OF PROGRAM OPERATIONS	4
BUDGETED SCHEDULE OF FEE REVENUE	5
PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)	6
SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES	7
DETAILS OF RESERVES AND MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA	8
PROJECTED STUDENT STATISTICS	9
PROJECTED STAFFING STATISTICS	10

Legend:

Blue	Data input is required .	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed.
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the su

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2024/2025 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

- The 2024/25 school year budget reflects the mission, vision, values, and goals as set forth by the Board of Trustees in its foundational statements and reflects the priorities in the Division's Three-year Education Plan.
- Sturgeon Public School Division has an approximate budget of \$84 million, which is utilized to provide public education services to the students in its jurisdiction.
- The Division serves approximately 5,200 funded students from Early Childhood (ECS) to Grade 12 within 19 schools.
- Overall, the Division is expecting a deficit of \$1.2 million in the 2024/25 school year. The deficit is mainly attributed to a loss in revenues and using reserves to support additional staff required to meet student needs. There is growing concerns for other cost pressures from inflation, cost escalations, unfunded negotiation settlement, and various other instructional items that continue to not be funded.
- Stabilization funding (\$4.3M) is expected to decrease by 25% over the next four years

Assumptions:

- Revenue Assumptions:
 - Enrolment is projected to increase by less than One Per Cent (1%) in the 2024/25 school year (based on projected student headcount).
 - Operational funding has decreased by \$0.5M 2023/2024, however costs are continuing to increase significantly and the number of students requiring additional supports is increasing.
 - It is assumed that the division will see a decrease in the prime rate as sign of inflation slowing have been signaled
- Expense Assumptions:
 - As a result of economic conditions and inflation, the division is seeing increased costs.
 - Benefits costs have continued to increase and
 - Utility costs can fluctuate drastically, and estimates have been based on historical usage and estimate rates. As costs such as carbon tax continue to increase and funding remains the same, this continue to be a concern.
 - Constructions, insurance, technology, vehicles, fuel and other supplies costs have also gone up as a result of inflation.
 - Standard cost of certificated teachers has increase due to change in staff composition and benefits increases. This has not been supported by an increase in funding. The standard cost of a teacher went up from \$107,820 to \$111,070, a 3.0% increase from the 2023/24 school year.
 - Technology Services, Transportation Services, Learning Services, and Facility Management, are budgeted centrally.
 - It has been assumed that there may be potential unsupported settlements in the 2024/25 school year.
- Staffing:
 - Staff levels have been reduced to align with the reduction in funding and reserves. Further reduction may be required, if funding is not increased to offset cost increase. This will be done to ensure a balanced budget.
 - The division is seeing an increase in support required by students and is concerned about the level of funding provided to support these needs through staffing in the future.

Significant Business and Financial Risks:

- Government Funding
 - Stabilization funding (\$4.3M) is expected to decrease by 25% over the next four years which will impact services provided to students.
 - The government is expecting an increase in revenues based on projections, which could potentially result in increased funding. However, if the province fails to meet these projections it could negatively impact funding as well.
- Enrolment:
 - If enrollment increases in September 2024 the division will be expected to support students with the same funding, as the division won't see an adjustment until the following school year. In addition, because of the Weighted Moving Average, the division also only see 50% of the funding for any new students.
 - There is always a level of uncertainty around enrollment projections.
- Inflation and Cost Escalations
 - Inflations and cost escalations are still very uncertain. The division could continue to see increased costs for many key items it needs to support student learning and division buildings. If costs continue to escalate this could be a risk to the division and budget adjustment may have to be made.
- The classroom complexity and rising mental health and wellness challenges will continue to escalate. These pressures have used up all the reserves the Division had, and going forward the funding needs to be realigned to meet the essential requirements

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual Audited 2022/2023
REVENUES			
Government of Alberta	\$ 73,989,304	\$76,034,135	\$73,262,121
Federal Government and First Nations	\$ 2,134,458	\$1,086,100	\$917,972
Property taxes	\$ -	\$0	\$0
Fees	\$ 2,050,106	\$1,940,675	\$1,962,267
Sales of services and products	\$ 240,146	\$189,904	\$352,898
Investment income	\$ 450,300	\$620,000	\$880,660
Donations and other contributions	\$ 467,059	\$121,450	\$452,949
Other revenue	\$ 190,641	\$55,706	\$434,339
TOTAL REVENUES	\$79,522,014	\$80,047,970	\$78,263,206
EXPENSES			
Instruction - ECS	\$ 3,715,751	\$3,716,986	\$3,360,815
Instruction - Grade 1 to 12	\$ 57,424,348	\$60,983,170	\$58,080,628
Operations & maintenance	\$ 10,461,258	\$10,536,442	\$10,448,613
Transportation	\$ 5,862,855	\$5,825,109	\$5,608,632
System Administration	\$ 2,886,363	\$2,842,693	\$2,958,978
External Services	\$ 417,338	\$359,762	\$335,069
TOTAL EXPENSES	\$80,767,913	\$84,264,162	\$80,792,735
ANNUAL SURPLUS (DEFICIT)	(\$1,245,899)	(\$4,216,192)	(\$2,529,529)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual Audited 2022/2023
EXPENSES			
Certificated salaries	\$ 31,578,934	\$35,129,694	\$34,167,040
Certificated benefits	\$ 8,139,784	\$8,318,174	\$7,962,321
Non-certificated salaries and wages	\$ 14,499,965	\$15,156,319	\$13,092,275
Non-certificated benefits	\$ 4,640,104	\$4,401,939	\$3,522,908
Services, contracts, and supplies	\$ 16,949,305	\$16,437,644	\$17,495,594
Capital and debt services			
Amortization of capital assets			
Supported	\$ 3,934,566	\$4,084,112	\$3,825,629
Unsupported	\$ 967,942	\$681,881	\$675,464
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ 57,313	\$54,300	\$51,504
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$100	\$0
TOTAL EXPENSES	\$80,767,913	\$84,264,162	\$80,792,735

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2024/2025							Actual Audited 2022/23
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 3,404,218	\$ 50,736,682	\$ 6,378,821	\$ 5,379,239	\$ 3,005,324	\$ 319,713	\$ 69,223,997	\$ 69,239,041
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 3,320,873	\$ -	\$ -	\$ -	\$ 3,320,873	\$ 2,931,823
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 1,404,334	\$ -	\$ -	\$ -	\$ -	\$ 1,404,334	\$ 1,089,657
(5) Federal Government and First Nations	\$ -	\$ 2,134,458	\$ -	\$ -	\$ -	\$ -	\$ 2,134,458	\$ 917,972
(6) Other Alberta school authorities	\$ -	\$ 40,100	\$ -	\$ -	\$ -	\$ -	\$ 40,100	\$ 1,600
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 201,560	\$ 1,400,930	\$ -	\$ 447,616	\$ -	\$ -	\$ 2,050,106	\$ 1,962,267
(11) Sales of services and products	\$ 384	\$ 197,480	\$ -	\$ -	\$ -	\$ 42,282	\$ 240,146	\$ 352,898
(12) Investment income	\$ -	\$ 396,300	\$ -	\$ 36,000	\$ 18,000	\$ -	\$ 450,300	\$ 880,660
(13) Gifts and donations	\$ -	\$ 200,262	\$ 133,090	\$ -	\$ -	\$ -	\$ 333,352	\$ 293,653
(14) Rental of facilities	\$ -	\$ 7,250	\$ 112,200	\$ -	\$ -	\$ -	\$ 119,450	\$ 71,997
(15) Fundraising	\$ -	\$ 133,707	\$ -	\$ -	\$ -	\$ -	\$ 133,707	\$ 159,296
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 63,483
(17) Other	\$ -	\$ -	\$ 15,848	\$ -	\$ -	\$ 55,343	\$ 71,191	\$ 298,859
(18) TOTAL REVENUES	\$ 3,606,162	\$ 56,651,503	\$ 9,960,832	\$ 5,862,855	\$ 3,023,324	\$ 417,338	\$ 79,522,014	\$ 78,263,206
EXPENSES								
(19) Certificated salaries	\$ 1,649,592	\$ 29,191,034	\$ -	\$ -	\$ 375,540	\$ 362,768	\$ 31,578,934	\$ 34,167,040
(20) Certificated benefits	\$ 262,944	\$ 7,762,409	\$ -	\$ -	\$ 59,861	\$ 54,570	\$ 8,139,784	\$ 7,962,321
(21) Non-certificated salaries and wages	\$ 1,246,543	\$ 9,761,865	\$ 1,981,203	\$ 174,140	\$ 1,336,214	\$ -	\$ 14,499,965	\$ 13,092,275
(22) Non-certificated benefits	\$ 389,186	\$ 3,188,024	\$ 606,965	\$ 51,404	\$ 404,525	\$ -	\$ 4,640,104	\$ 3,522,908
(23) SUB - TOTAL	\$ 3,548,265	\$ 49,903,332	\$ 2,588,168	\$ 225,544	\$ 2,176,140	\$ 417,338	\$ 58,858,787	\$ 58,744,544
(24) Services, contracts and supplies	\$ 167,486	\$ 7,066,507	\$ 3,388,619	\$ 5,632,311	\$ 694,382	\$ -	\$ 16,949,305	\$ 17,495,594
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 3,934,566	\$ -	\$ -	\$ -	\$ 3,934,566	\$ 3,825,629
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 409,509	\$ 393,575	\$ -	\$ 12,872	\$ -	\$ 815,956	\$ 523,480
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 151,986	\$ -	\$ -	\$ -	\$ 151,986	\$ 151,984
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32) Other interest and finance charges	\$ -	\$ 45,000	\$ 4,344	\$ 5,000	\$ 2,969	\$ -	\$ 57,313	\$ 51,504
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 3,715,751	\$ 57,424,348	\$ 10,461,258	\$ 5,862,855	\$ 2,886,363	\$ 417,338	\$ 80,767,913	\$ 80,792,735
(36) OPERATING SURPLUS (DEFICIT)	\$ (109,589)	\$ (772,845)	\$ (500,426)	\$ -	\$ 136,961	\$ -	\$ (1,245,899)	\$ (2,529,529)

**BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31**

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual 2022/2023
FEES			
TRANSPORTATION	\$447,616	\$431,204	\$726,546
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$2,390	\$3,945	\$2,150
Alternative program fees	\$205,350	\$260,250	\$219,722
Fees for optional courses	\$403,065	\$345,094	\$321,796
ECS enhanced program fees	\$110,700	\$105,400	\$151,370
Activity fees	\$553,945	\$451,037	\$217,238
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$327,040	\$343,745	\$320,987
Non-curricular goods and services	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$2,050,106	\$1,940,675	\$1,959,808

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual 2022/2023
Cafeteria sales, hot lunch, milk programs	\$37,250	\$0	\$0
Special events	\$10,000	\$29,670	\$54,992
Sales or rentals of other supplies/services	\$89,160	\$50,239	\$172,136
International and out of province student revenue	\$0	\$0	\$4,240
Adult education revenue	\$7,000	\$9,800	\$4,480
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$2,470	\$200	\$6,270
Other (describe) ATM fees	\$0	\$0	\$0
Other (describe) Fundraising	\$0	\$0	\$159,296
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
TOTAL	\$145,880	\$89,909	\$401,414

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2023	\$17,731,659	\$6,742,997	\$0	\$7,569,561	\$4,440,598	\$3,128,963	\$3,419,101
2023/2024 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$4,216,192)			(\$4,216,192)	(\$4,216,192)		
Estimated board funded capital asset additions		\$794,901		\$0	\$0	\$0	(\$794,901)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$4,511,589)		\$4,511,589	\$4,511,589		
Estimated capital revenue recognized - Alberta Education		\$377,691		(\$377,691)	(\$377,691)		
Estimated capital revenue recognized - Alberta Infrastructure		\$3,320,873		(\$3,320,873)	(\$3,320,873)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$148,938		(\$148,938)	(\$148,938)		
Budgeted amortization of ARO tangible capital assets		\$0		\$0	\$0		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		(\$151,986)		\$151,986	\$151,986		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$0		\$0	\$0	\$0	\$0
Estimated reserve transfers (net)				(\$816,073)	(\$1,040,479)	\$224,406	\$816,073
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2024	\$13,515,467	\$6,721,825	\$0	\$3,353,369	(\$0)	\$3,353,369	\$3,440,273
2024/25 Budget projections for:							
Budgeted surplus(deficit)	(\$1,245,899)			(\$1,245,899)	(\$1,245,899)		
Projected board funded tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Projected board funded ARO tangible capital asset additions		\$550,000		\$0	\$0	\$0	(\$550,000)
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$4,750,522)		\$4,750,522	\$4,750,522		
Budgeted capital revenue recognized - Alberta Education		\$464,755		(\$464,755)	(\$464,755)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$3,320,873		(\$3,320,873)	(\$3,320,873)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$148,938		(\$148,938)	(\$148,938)		
Budgeted amortization of ARO tangible capital assets		(\$151,986)		\$151,986	\$151,986		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net)				(\$500,000)	\$277,957	(\$777,957)	\$500,000
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2025	\$12,269,568	\$6,303,883	\$0	\$2,575,412	(\$0)	\$2,575,412	\$3,390,273

**SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31**

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2025	31-Aug-2026	31-Aug-2027	31-Aug-2025	31-Aug-2026	31-Aug-2027	31-Aug-2025	31-Aug-2026	31-Aug-2027
Projected opening balance	(\$0)	(\$0)	(\$0)	\$3,353,369	\$2,575,412	\$3,065,354	\$3,440,273	\$3,390,273	\$3,388,273
Projected excess of revenues over expenses (surplus only) Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense) Explanation	\$4,902,508	\$4,922,508	\$4,952,508		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization Explanation	(\$3,934,566)	(\$3,934,566)	(\$3,934,566)		\$0	\$0			
Budgeted changes in Endowments Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment Explanation	\$0	\$0	\$0		\$0	\$0			
Projected reserves transfers (net) Unsupported amortization to capital reserves	\$277,957	(\$987,942)	(\$1,017,942)	(\$777,957)	\$489,942	\$300,000	\$500,000	\$498,000	\$717,942
Projected assumptions/transfers of operations Techonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration Grid creep, net salary increases	(\$894,340)	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration (\$33,925)	(\$33,925)	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services Explanation	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support Explanation	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses Explanation	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain) Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology Explanation	(\$317,634)	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain) Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building Explanation	\$0	\$0	\$0	\$0	\$0	\$0	(\$550,000)	\$0	\$0
Capital costs - School modernization Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology Techonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$500,000)	(\$750,000)
Capital Costs - Furniture & Equipment Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 1 - please use this row only if no other row is appropriate Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	(\$0)	(\$0)	(\$0)	\$2,575,412	\$3,065,354	\$3,365,354	\$3,390,273	\$3,388,273	\$3,356,215
Total surplus as a percentage of 2025 Expenses	7.39%	7.99%	8.32%						
ASO as a percentage of 2025 Expenses	3.19%	3.80%	4.17%						

DETAILS OF RESERVES AND MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA for the Year Ending August 31, 2024

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, exemptions (Row 20 - 45) and transfers between operating and capital reserves (Row 46 - 61).

As per the 2023/24 Funding Manual, a formal request for an exemption to exceed the 2023/24 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2024. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2023/24 operating reserves to be over their 2023/24 maximum limit, which is based on the school jurisdiction's 2023/24 system administration percentage (3.2% to 5%), must complete Section A. These school jurisdictions will only require an exemption for the 2023/24 school year and not in the 2024/25 school year, assuming the balance is still below 6% in 2024/25. School jurisdictions projecting 2023/24 operating reserves to be over their maximum limit for 2023/24 AND the new 2024/25 limit of 6% of total expenses must complete both Section A and B, as they will need to demonstrate when operating reserves will be drawn down below 6% over the subsequent school years. School jurisdictions who are projecting to be below their maximum limit in 2023/24 are not required to complete Section A or B.

If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2023/24 and/or 2024/25 school year, please complete the section under Row 46. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

		Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2024		\$ 3,353,369
Less: School Generated Funds in Operating Reserves (from 2022/23 AFS)		\$ 578,787
Estimated 2023/24 Operating Reserves	3.43%	\$ 2,774,582
Maximum 2023/24 Operating Reserve Limit	3.77%	\$ 3,045,117
Estimated 2023/24 Operating Reserves Over Maximum Limit		\$ (270,534)

SECTION A: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2023/24 maximum: \$ (270,534)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2023/24 school year.

Not Applicable

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

If estimated 2023/24 operating reserves are greater than 6.0%, provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%. However, if your 2023/24 operating reserve balance is 6.0% or greater, but you anticipate that the 2024/25 balance will be less than 6.0% or you do not plan to request an exemption, you are not required to complete Section B. Please indicate this in the response under Section A.

	2024/25	2025/26	2026/27	
Opening operating reserve balance	\$ 2,774,582	\$ 2,774,582	\$ 2,774,582	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	\$ 2,774,582	\$ 2,774,582	\$ 2,774,582	
	3.43%	3.43%	3.43%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2023/24 and 2024/25 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (**Note: Ministerial approval is required to transfer from Capital to Operating Reserves**):

	2023-24	
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ (816,073)	Detailed Rationale Transfer of unsupported amortization for asset replacement
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
Net Transfer Between Operating and Capital Reserves	\$ (816,073)	

	2024-25	
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ (500,000)	Detailed Rationale Transfer of unsupported amortization for asset replacement
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
Net Transfer Between Operating and Capital Reserves	\$ (500,000)	

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted **Actual** **Actual**
2024/2025 **2023/2024** **2022/2023**
(Note 2)

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	3,565	3,584	3,604	Head count
Grades 10 to 12	1,095	1,045	986	Head count
Total	4,660	4,629	4,590	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	0.7%	0.8%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.

Other Students:

Total	32	40	37	Note 3
Total Net Enrolled Students	4,692	4,669	4,627	
Home Ed Students	10	14	20	Note 4
Total Enrolled Students, Grades 1-12	4,702	4,683	4,647	
Percentage Change	0.4%	0.8%		

Of the Eligible Funded Students:

Students with Severe Disabilities	215	210	65	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	354	338	280	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	562	524	566	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	-	1	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	562	524	567	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	281	262	284	
Percentage Change	7.3%	-7.6%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
Home Ed Students	-	-		Note 4
Total Enrolled Students, ECS	562	524	567	
Percentage Change	7.3%	-7.6%		

Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	149	134	144	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	89	88	9	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2024/2025 budget report preparation.
- Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

PROJECTED STAFFING STATISTICS FULL TIME EQUIVALENT (FTE) PERSONNEL

CERTIFICATED STAFF	Budget 2024/25		Actual 2023/24		Actual 2022/23		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	291	291	332	332	322	322	Teacher certification required for performing functions at the school level. Teacher certification required for performing functions at the system/central office level.
Non-School Based	10	8	12	10	8	8	
Total Certificated Staff FTE	300.6	298.6	343.8	341.8	329.5	329.5	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-12.6%		4.3%		-8.8%		Reduction in available reserves; reduction in one time deferred funding
If an average standard cost is used, please disclose rate:	111,067		-		-		
Student F.T.E. per certificated Staff	17.51164338		1514%		1582%		

Certificated Staffing Change due to:

Enrolment Change	-	-					
Other Factors	(43)	-					Temporary and Probationary Contracts not renewed. Some attrition through retirements
Total Change	(43.2)	-					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	(36)	-					FTEs
Other (retirement, attrition, etc.)	(7)	-					
Total Negative Change in Certificated FTEs	(43.2)	-					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	224	222	225	223	211	211
Permanent - Part time	12	12	3	3	5	5
Probationary - Full time	34	34	45	45	32	32
Probationary - Part time	1	1	1	1	3	3
Temporary - Full time	23	23	69	69	67	67
Temporary - Part time	11	11	6	6	9	9

NON-CERTIFICATED STAFF

Instructional - Education Assistants	164	164	166	166	140	140	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	93	39	-	-	50	50	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	38	-	38	-	41	41	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	2	-	2	-	2	2	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	19	-	104	96	28	28	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	315.4	202.6	309.9	261.7	261.0	261.0	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	1.8%		18.7%		20.8%		

Explanation of Changes to Non-Certificated Staff:

Not Applicable - Less than 3% change

Additional Information

Are non-certificated staff subject to a collective agreement?

	Some staff are.
--	-----------------

Please provide terms of contract for 2023/24 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

The current collective agreement expired August 2020, and is actively being negotiated.



Date: May 28, 2024 **Agenda Item:** 5.

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Sean Nicholson, Associate Superintendent, Corporate Services

Governance Policy: [Board Policy: 225 Role of the Board](#)
[Board Policy: 500 Student Transportation Services](#)

Additional Reference: [AP464: Fees](#)
Education Act
School Fees Alberta Regulation 95/2019
School Transportation Alberta Regulation 96/2019

Assurance Domain: Governance

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

Subject: **Transportation and Fees and Allowances**

Purpose:
For approval. Motion required.

Recommended Motion:
THAT the Board of Trustees approve Transportation and Fees and Allowances as presented at the May 28, 2024, Special Board meeting.

Background:
The Board of Trustees is responsible for reviewing and approving Fees and Allowances as captured in Board Policy 225: Role of the Board.

The Board shall annually approve the type and amount of fees and allowances that may be charged by the Division as part of the budget process to ensure effective stewardship of the Board's resources [*Education Act* s.33(1)(i)].

The Fee and Allowances for 2024-2025 are being presented with no change from the 2023-2024 school year for approval.



Administration is prepared to respond to questions at the May 28, 2024, Special Board meeting.

Attachment(s):

1. AP464: Fees - Exhibit 1 Fees for 2024-2025

Exhibit 1: Fees for 2024-2025

1.0 Transportation Fees:

Transportation Fee Schedule	
Eligible Rider - Grades 1 to 12 - PreK & Kindergarten	\$130 \$75
Choice Rider - Grades 1 to 12 - PreK & Kindergarten	\$275 \$150
Ineligible Rider - Grades 1 to 12 - PreK & Kindergarten	\$345 \$190
Supplemental Bus	\$180
Outside Boundary Rider - Grades 1 to 12 - PreK & Kindergarten	\$490 \$430
Replacement Bus Pass	\$20

2.0 Non-Resident Tuition Fees

International / out of province student tuition	\$12,000
International student application fee	\$250

3.0 Program Fees:

Pre-Kindergarten Fees	\$200
Kindergarten Fees	\$150
Dual Credit Fee	\$50/course
Adult Tuition Fee	\$140/credit
High School Equivalency Evaluation	\$100

4.0 Other Fees:

- 4.1 Other fees such as option courses, extra-curricular activities, agendas, yearbooks, Commencement, Academy fees, etc. are set by each individual school and posted to their website annually.