



# BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

## Public Board Meeting

# AGENDA

**Date:** November 27, 2024                      **Start Time:** 10:00 a.m.

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

1. [Call to Order](#)
2. [Land Acknowledgement](#) - Trustee Dwyer
3. [Approval of Agenda](#)
4. [Approval of Minutes](#)
5. [Business Arising From The Minutes](#)
6. [Presentations/Delegations](#)
  - 6.1 Audited Financial Statements
7. [Action Items](#)
  - 7.1 2023-2024 Reserve Transfer Approval
  - 7.2 2023-2024 Audited Financial Statements
  - 7.3 Draft Sturgeon Public Schools Annual Education Results Report (AERR) - November 2024
  - 7.4 Sturgeon Public Virtual Academy Closure
  - 7.5 Policy 700: Superintendent of Schools
8. [Administrative Reports](#)
  - 8.1 Holiday Artwork Selection

- 8.2 Sturgeon Public Schools Scholarships 2023-2024
- 8.3 Snow Removal and Temperature Monitoring Process
- 8.4 IMR/CMR Report
- 8.5 Communications Report - October & November 2024
- 8.6 2024-2025 Superintendent Discretionary Fund
- 8.7 Superintendent Report
- 8.8 Administrative Procedure 315: Volunteers
- 8.9 Administrative Procedure 720: Teacher Staffing, Certification and Placement

## 9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
- 9.3 Committee of the Whole Report
- 9.4 Policy Committee Report

## 10. Reports from Special Committees/Task Groups

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative
- 10.3 Rotary Report
- 10.4 Chamber of Commerce Meetings
- 10.5 Community Services Advisory Board

## 11. Unfinished Business

## 12. Comment & Question Period

## 13. In Camera

## 14. Adjournment

**MINUTES OF THE  
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, October 23, 2024, at 10:00 a.m.

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DRAFT

**MINUTES OF THE  
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, October 23, 2024, at 10:00 a.m.

**Attendance:**

Tasha Oatway-McLay, Board Chair		
Stacey Buga, Vice Chair		
*Cindy Briggs, Trustee	Left at 11:34 a.m.	Returned at 1:01 p.m.
Irene Gibbons, Trustee		
Janine Pequin, Trustee		
Joe Dwyer, Trustee		
Trish Murray-Elliott, Trustee		
Shawna Warren, Superintendent		
Jonathan Konrad, Deputy Superintendent, Education Services		
Lisa Lacroix, Associate Superintendent, Human Resources		
Sean Nicholson, Associate Superintendent, Corporate Services		
Michelle Wilde, Recording Secretary		
Gidget Bouchard, Principal, Four Winds Public School		Left at 10:28 a.m.
Savanah Bosch, Vice Principal, Four Winds Public School		Left at 10:28 a.m.
Genesis Flores, Jessica Martel Memorial Foundation		Left at 10:28 a.m.
Doreen Parenteau, Jessica Martel Memorial Foundation		Left at 10:28 a.m.
Amy Kolesar, Manager, Transportation Services	Arrived at 11:12 a.m.	Left at 11:34 a.m.
*Steven Holkham, Director, Facility Services	Arrived at 10:17 a.m.	Left at 10:51 a.m.
*Online Attendance		

**Call to Order**

Board Chair Oatway-McLay called the meeting to order at 10:00 a.m.

**Land Acknowledgement**

Trustee Pequin read the Land Acknowledgement Statement.

**Approval of Agenda**

**076/2024 - Moved by Trustee Murray-Elliott** that the agenda be approved as presented.

**CARRIED UNANIMOUSLY**

**Approval of Minutes**

**077/2024 - Moved by Trustee Dwyer** that the minutes of the Regular Meeting of September 23, 2024, be approved as presented.

**CARRIED UNANIMOUSLY**



[078/2024 - Moved by Trustee Murray-Elliott](#) that the minutes of the Special Meeting of October 4, 2024, be approved as presented.

**CARRIED UNANIMOUSLY**

### **Business Arising From The Minutes**

No business arising from the minutes.

### **Presentations/Delegations**

Four Winds Public School Inspire Program presented by Gidget Bouchard, Principal and Savannah Bosch, Vice Principal of Four Winds Public School and Doreen Parenteau and Genesis Flores of Jessica Martel Memorial Foundation.

The Inspire Program is a partnership between the Jessica Martel Memorial Foundation and Four Winds School for grade 7-9 students. The program has expanded to include two cohorts this year: 18 female and 18 male students. The program explores ideas about leadership, healthy relationships, bullying, self-image, societal pressures and wellness. This program empowers students to make healthy choices, build their self-worth and nurture healthy relationships.

Two staff members from Jessie's House facilitate this program during scheduled classroom blocks. Students attend sessions at Jessie's House where they engage in meaningful circles and volunteer activities.

The Inspire Program includes a family Inspire Supper, Field Trips and an Inspire end-of-the-year gathering.

### **Action Items**

#### Capital Reserve Approval - Welding Shop

The welding program at Sturgeon Composite High School is a popular and growing program, attracting a high number of students each year. It provides students with valuable hands-on experience and leads to dual credit opportunities, offering a pathway to post-secondary education or immediate entry into the workforce. The school purchases a number of new bays but the site needs to be upgraded for them to be properly ventilated and allow for adequate supervision.

#### Rationale for Renovation:

- The renovation aims to improve safety and supervision in the welding shop.
- By relocating 10 welding bays, the space will have better sightlines, allowing the instructor to oversee all students more effectively. This will significantly reduce safety risks and ensure a more controlled learning environment.

Financial Overview:

- The total cost of the project was originally \$111,000, however, quotes came in higher than expected and the total project cost has been revised to \$150,000.
- The Division received a Dual Credit Grant for \$50,000
  - \$12,000 of the \$50,000 was spent from the dual credit grant, leaving \$38,000 remaining.

Importance of the Project:

- The renovation is essential for maintaining the high standards of safety required in such a potentially dangerous environment.
- The improved layout will enhance not only the safety but also the educational experience for students.

Investing in this renovation will continue to support the growth of this highly subscribed program and provide students with crucial skills that directly translate into real-world opportunities.

**079/2024 - Moved by Trustee Gibbons** that the Board of Trustees approve the use of \$100,000 from capital reserves to cover the remaining amount for the renovations of the welding shop at Sturgeon Composite High School to support student health and safety as presented at the October 23, 2024, Public Board meeting.

**CARRIED UNANIMOUSLY**

Camilla Storage Facility Approval

At the June 19, 2024, Public Board Meeting the Board approved that a maximum of \$135,000 of capital reserves be allocated to the Camilla Storage Facility:

046/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees approve \$135,000 of capital reserves to be allocated to the construction of the Camilla Storage Facility.

Amended Motion 046/2024

046/2024 - Moved by Trustee Pequin that the Board of Trustees approve to a maximum of \$135,000 of capital reserves to be allocated to the Camilla Storage Facility.

**CARRIED UNANIMOUSLY**

This motion was presented to the Board of Trustees at the June 19, 2024, Public Board meeting in response to the Board's direction for an update on the Camilla Storage Facilities

project that was approved at the February 23, 2022, Public Board meeting. The approved motion from the February 23, 2022, Public Board meeting is included below for reference.

At the February 23, 2022, Public Board meeting, the Board of Trustees approved the following motion:

*“That the Board of Trustees approve the prioritized list of Capital Projects & Access to \$540,000 in Capital Reserves as presented at the February 23, 2022, Public Board meeting.”*

This approval was for a list of six projects:

<b>PROJECT</b>	<b>COST ESTIMATE</b>
NAMAO – HOME ECONOMICS ROOM	\$150,000
CAMILLA – FENCING OF PROPERTY	\$100,000
CAMILLA AND FOUR WINDS – STORAGE FACILITIES	\$100,000
LILIAN SCHICK - SIDEWALKS	\$100,000
STURGEON HEIGHTS – SIDEWALKS	\$60,000
REDWATER & GIBBONS – FRONT ENTRANCE DESIGN	\$30,000
<b>TOTAL FUNDING FROM RESERVES</b>	<b>\$540,000</b>

CAMILLA AND FOUR WINDS – STORAGE FACILITIES:

\$100,000 was allocated to build two storage facilities, one at Camilla School and the other at Four Winds School. The construction of the Four Winds storage facility ended up with a final cost of \$130,000, leaving no money for the Camilla storage facility.

Facilities has prepared three estimates with three different building options for this project. Facilities recommends option two - Basic Garage Package for \$85,000. Option two will support the school in ensuring a safe and secure storage facility that is sustainable and energy efficient.

**080/2024 - Moved by Trustee Dwyer** that the Board of Trustees approve option number two of the Facilities Camilla Storage Options requesting the use of \$85,000 from capital reserves to cover the amount of the Basic Garage Package (option 2) as presented at the October 23, 2024, Public Board meeting.

**CARRIED UNANIMOUSLY**

### Gibbons School and Landing Trail School - Solution

Each year, school divisions across the province are required to submit a Three-Year Capital Plan to Alberta Education. The [Three-Year Capital Plan \(2024-2027\)](#) is a summary of the Division's capital priorities for the next three years and includes many assumptions and estimates. Once approved by the Board of Trustees, the priorities are entered into the provincial database system, along with all supporting and required documentation.

The Three-Year Capital Plan is a list of projects submitted to the Government of Alberta for approval and consideration in its infrastructure planning process. If projects are not approved by the Government of Alberta, the Division does not have the funding to proceed.

While the plan includes scheduled start dates, end dates and costs, they are estimates and suggestions only. Once the Government of Alberta approves the project, they will determine the actual timelines and budget for the project.

*Gibbons and Landing Trail School Solution* is priority number one on the Three-Year Capital Plan. The Division has formed a partnership with the Town of Gibbons to acquire land for a potential site for a new school. The Town has provided a Commitment Letter and a plan to develop specialized joint-use facilities.

Sturgeon Public Schools is looking for a Solution for Gibbons & Landing Trail Schools that involves several factors related to the condition of the impacted schools and the site development that aligns with the Town of Gibbon's future capital plans.

The Town of Gibbons has secured a plot of land with more land in reserve for future population growth. The partnership with the Town of Gibbons creates a shared joint-use space that would connect the new school(s) to the town's recreational facility. This solution, which is currently being explored, will likely lead to significant savings for all parties involved in the collaborative partnership.

The proposed plan, in partnership with the town, would require the construction of one new school, to replace the two existing schools, on the reserve land provided by the town. This new site would address many concerns with the current facilities such as:

- Large, deferred maintenance costs and aging infrastructure
- Inadequate facilities configurations
- Lack of programming opportunities such as Career and Technology Foundations (CTF) spaces
- Lack of natural light and natural ventilation in several teaching spaces
- Deficiencies in the code requirements, including health and safety issues related to hazardous material

The ability of the Town of Gibbons to work in partnership with Sturgeon Public Schools to develop an extremely dynamic campus that focuses on the needs of the broader community helps to ensure success long into the future. The opportunity to strike a strong

balance of educational needs with community wellness and have it packaged in a manner that is strategic, efficient, collaborative, and financially prudent both from a capital and operational perspective, is the foundation for a healthy community.

Following Section 62 of the Education Act and Policy 600, the Division has begun the process of closing Gibbons School and Landing Trail School and amalgamating the two schools' populations into one K-9 school on a new school site. A public information evening is set for **Tuesday, December 3, 2024, at 6:30 p.m.** at Gibbons School allowing the public to learn more about the proposed project and provide feedback.

In line with Policy 600, the Board will gather input from the community before making any decisions. The meeting will be attended by the Board Chair and at least three trustees, with notifications sent to parents and guardians. Administration will present key details on attendance areas, school programs, transportation and financial impacts, including busing changes.

After the meeting, the Board will continue collecting feedback. Details on the event will be shared via the division website, social media and local media. All stakeholders are encouraged to participate, as the Board is committed to making decisions in the best interests of students, parents and the community.

**081/2024 - Moved by Trustee Buga** that the Board of Trustees approve the process required to initiate the proposed closure of Gibbons School and Landing Trail School for the amalgamation of both schools into one new K-9 school on a new school site and direct the Superintendent to start the notification process as per Board Policy 600.

**CARRIED UNANIMOUSLY**

## **Administrative Reports**

### 2023-2024 School Council Year in Review Reports

Jonathan Konrad, Deputy Superintendent, Education Services presented the 2023-2024 School Council Year in Review Reports.

School Councils are asked to provide an annual “Year in Review” report to the Board of Trustees every Fall as per [Administrative Procedure 211: School Councils](#).

Attached, you will find the “Year in Review” reports for the 2023 - 2024 school year submitted by the following School Councils:

Bon Accord Community School  
Camilla School  
Four Winds Public School

Morinville Public School  
Namao School  
Ochre Park School

Gibbons School  
 Guthrie School  
 Landing Trail School  
 Legal School  
 Lilian Schick School

Redwater School  
 SPVA and Learning Centers  
 Sturgeon Composite High School  
 Sturgeon Heights

### Indigenous Funding within Sturgeon Public Schools Report

Jonathan Konrad, Deputy Superintendent, Education Services and Sean Nicholson, Associate Superintendent, Corporate Services presented the Indigenous Funding within Sturgeon Public Schools Report.

In the spring budget process, the Division received \$1,070,508 in funding under the First Nations, Métis and Inuit Education Grant. This funding was either provided to the school as an allocation based on the number of First Nations, Métis and Inuit students or managed centrally to provide division-wide support.

37% (\$400,000) of the grant was allocated centrally. Almost all of the activities in schools are also supported centrally, if not financially, then through human resources; discussion, planning and helping make connections with local Indigenous leaders. The positions held centrally to support Indigenous Student Success and a few of their areas of responsibility are:

- First Nations Cultural Liaison (vacant, searching for replacement)
  - Bridge community connections
  - Student support, mentorship and leadership opportunities
  - Parent and family support
- Métis Learning Coach
  - On-call support and coaching for staff development
  - Planning and development of school-based cultural events
  - Development of a variety of teaching and learning resources
  - Student support, mentorship and advisorship
- Coordinator of Indigenous Education
  - 1 week residencies in each school site
  - Development of a variety of teaching and learning resources
  - In-school Indigenous education for student instruction
  - On-call support and coaching for staff development
  - Planning and development of school-based cultural events
  - Call to Action Cohort Planning
  - Student cultural and leadership groups
  - Co-host of Indigenous Parent Advisory Committee

- Support for school-based family engagement events
- Director of Education Planning (half of portfolio)
  - Development of individual school Indigenous Education Plans and support for school leaders
  - Facilitate connections with Kipohtakaw Education Center (KEC), the division, and Education Service Agreement Schools
  - Accountability and Assurance Measure reporting
  - Extending partnerships with external organizations (Legacy of Hope, University of Calgary, University of Alberta)
  - Fostering relationships with community partners, knowledge keepers and Elders
  - Orientation, leadership development and support for Indigenous Education Lead Team members
  - Co-host of Indigenous Parent Advisory Committee
- Call to Action Lead release time to attend centrally coordinated learning experiences
  - One lead per school site
- Large-scale Division Events:
  - Exploring Legacy of Hope Exhibition
  - Sturgeon Public Schools Indigenous Peoples Day Event
- External Presenters, Knowledge Keepers and Elders' Honoraria, protocol and small gifts. For example:
  - Karen West, University of Alberta, Indigenous Pedagogy in New Science Curricula, Call to Action Cohort, Division PD Day
  - Adam North Peigan, President Legacy of Hope Foundation, Leadership Professional Learning, Call to Action Cohort, Division PD Day
- Centrally designated supplies, media and learning materials

Alongside the support provided by Central Office, schools across the Sturgeon Public School Division have been working to foster inclusive environments that promote cultural pride and student success. These efforts, carried out directly at the school level, emphasize building strong community connections, celebrating Indigenous culture and providing leadership opportunities for students.

63% (\$670,508) or \$1,056 per self-identified student (On a Weighted-Moving-Average WMA basis) of the grant was allocated to schools. This funding became part of the Service & Supports funding along with Specialized Learning Support (SLS), Language delay, English



as an Additional Language (EAL) and Classroom Complexity support. The positions in schools from this funding cover Educational Assistants, Child and Youth Care workers, School Counselor FTE and Learning Support Leads FTE.

Activities focused on Indigenous student success hosted in schools include the following:

#### Cultural Learning Opportunities

Several schools are finding ways to weave Indigenous knowledge and traditions into everyday learning. Sturgeon Composite High School (SCHS) offers Aboriginal Studies Classes and partners with the Kipohtakaw Education Centre (KEC) for the addition of Cree language instructions and cultural field trips. Additionally, SCHS students in the Health Pathways Class have had the chance to explore traditional healing practices, guided by a local Knowledge Keeper. These opportunities are helping to nurture a sense of cultural pride, while also preserving Indigenous languages.

#### Engagement with Knowledge Keepers and Elders

Schools such as Camilla and Four Winds have begun working closely with community members, Knowledge Keeper, and Elders, inviting them into classrooms to share cultural teachings, crafts and storytelling. These experiences are starting to make a difference in how students and staff connect with Indigenous traditions.

#### Nurturing Indigenous Student Leadership

At schools like Sturgeon Composite High School, Lilian Schick, Four Winds and Camilla, efforts are underway to develop student leadership groups that focus on empowering Indigenous youth. By providing opportunities for students to step into leadership roles, schools are helping to cultivate a sense of agency and belonging.

#### Cultural Camps and Immersive Learning Experiences

Looking ahead, the Division, local schools and Alexander First Nation hope to expand the offering of overnight culture camps for high school students. These camps offer immersive learning opportunities rooted in Indigenous traditions, allowing students to engage more deeply with Indigenous ways of knowing.

#### Student-Led Land Acknowledgements

Several schools have embraced the practice of creating student-led land acknowledgements. For example, at Morinville Public School, Grade 4 classrooms collaboratively create their own unique acknowledgements, which are then shared with the school over the announcements. These acknowledgements help students understand the importance of honouring the land and its history while allowing them to reflect on how to care for it in the future. Similarly, Sturgeon Heights School involves students in crafting land acknowledgements that are shared every Monday during the morning announcements, fostering a deeper awareness of the land's significance.



### Connecting to Indigenous Ways of Being through Outdoor Learning

Schools like Ochre Park and Sturgeon Heights have incorporated land-based learning into their daily routines. At Ochre Park, students engage with outdoor spaces for nature-based education, including planting and harvesting vegetables from a school garden. These activities help students connect with the land and understand the cycle of growth, while at Sturgeon Heights, students learn about the Cree Moon through regular visits to Dixon's Pond. These place-based studies are designed to raise awareness of seasonal changes and their impact on the environment, connecting students to traditional Indigenous knowledge about land and nature.

These examples illustrate some of the initiatives and activities that are present in schools that support Indigenous student success. There are many other examples occurring in classrooms as teachers meet TQS 5 in their professional practice. It is an ongoing journey of learning Indigenous ways, honouring elders and knowledge keepers and ensuring all students are supported and belong across the division.

### September 27th Enrolment/Student Growth

Sean Nicholson, Associate Superintendent, Corporate Services presented the September 27th Enrolment/Student Growth report.

Student Enrolment, as of September 27, 2024, is included for Trustee information.

The data is extracted from Alberta Education's Funding Event System (FES) for the September 27, 2024, count date. Numbers may vary slightly as priority school conflicts are resolved over the coming months and do not include Home Education students.

Enrolment is a key funding parameter that affects funding from Alberta Education. It is also a key budget assumption that drives school budgets and resource allocations.

The Division will re-evaluate the resources available and resources required to support students based on the September 27th enrolment information.

This report includes two attachments:

1. Attachment 1: Compares Current Funded Enrolment (2024-2025) to Prior Year (2023-2024)
2. Attachment 2: Compares Current Funded Enrolment (2024-2025) to Projected

A few highlights are:

### Current Enrolment Compared to Prior Year

- The current September 27, 2024 enrolment count is 5,176 students and the prior year count for students on September 29, 2023 was 5,153.

- This is an increase of 23 students or 0.45%.
- Sturgeon Composite High School experienced an increase in enrolment of 88 students.

### Current Enrolment Compared to Projected

- The current September 27, 2024 enrolment count is 5,176 students and the budgeted enrolment count was estimated at 5,222.
  - This is a lower than projected student enrolment of 46 students or 0.88%
  - This was a result of a lower than expected enrolment for ECS, by 74 students.

### Transportation Services Report 2024-2025

Sean Nicholson, Associate Superintendent, Corporate Services and Amy Kolesar, Manager, Transportation Services presented the Transportation Services Report 2024-2025.

Sturgeon Public Schools provides safe, dependable and efficient transportation for students. 75 school buses transport over 3,000 students to and from school each day. Sturgeon Public School Division bus routes travel 10,235 kilometres every day, which is 1,842,300 kilometres each school year.

Transportation Services operates from 7:00 am to 4:00 pm on operational school days. The team focuses on managing bus dispatch, handling internal and external inquiries related to transportation services, processing transportation applications and addressing questions regarding school attendance boundaries.

The 2024-2025 school year startup went well for Transportation Services. The Division had only one route which was not operational for the first day of school due to bus driver shortage. Drawing on feedback from previous years, the Division implemented several minor adjustments that greatly improved the overall startup experience.

Transportation Services held meetings in each school community with bus operators, bus contractors and school administration to debrief the startup of the school year and address any remaining concerns. These startup meetings proved invaluable, providing a platform for all parties to collaborate and communicate effectively in one room.

The report is broken down into four sections:

1. Transportation Funding
2. Ridership Information
3. Transportation Fee Collection

#### 4. Transportation Challenges

- Bus Operator Shortages
- Ride Times
- Transportation Fees
- Student Misconduct

### **Transportation Funding**

#### Transportation Funding Application

The Transportation Funding Application serves as the primary source of funding for the transportation services provided to our students. Completing this application involves thorough detail and requires extensive collaboration from the Transportation Services team with many departments to ensure accurate submission. The grant application will be submitted on November 29, 2024, for the 2024-2025 school year. Approval of the grant is usually announced in January/February of each school year.

Please note that the funding eligibility distance criteria for ECS to Grade 6 is 1.0 kilometres and for Grades 7 to 12 is 2.0 kilometres. This currently is an optional requirement but will be mandatory on September 1, 2025.

#### School Bus Driver Grant

Alberta Transportation and Economic Corridors (TEC) introduced a School Bus Driver Grant beginning April 1, 2023, which included 2 initiatives; the Training Costs and Driver Reimbursement Grant and the Driver Competency Training Grant. Below is a summary of the submissions completed at this time:

Grant	Training Costs and Driver Reimbursement	Driver Competency Training
23-24 Submissions	12	16
23-24 Funding Received	\$46,000	\$64,000
24-25 Submissions (To Date)	6	No Submissions
24-25 Funding Received (To Date)	\$24,000	\$0

Transportation Services facilitates the school bus driver grant submission process by receiving the applications from bus contractors, reviewing the information to confirm eligibility and submitting these applications as well as a School Authority Information Form to Alberta Transportation and Economic Corridors (TEC). Once approved, the grant dollars are received by Sturgeon Public Schools before being forwarded to the contractors.

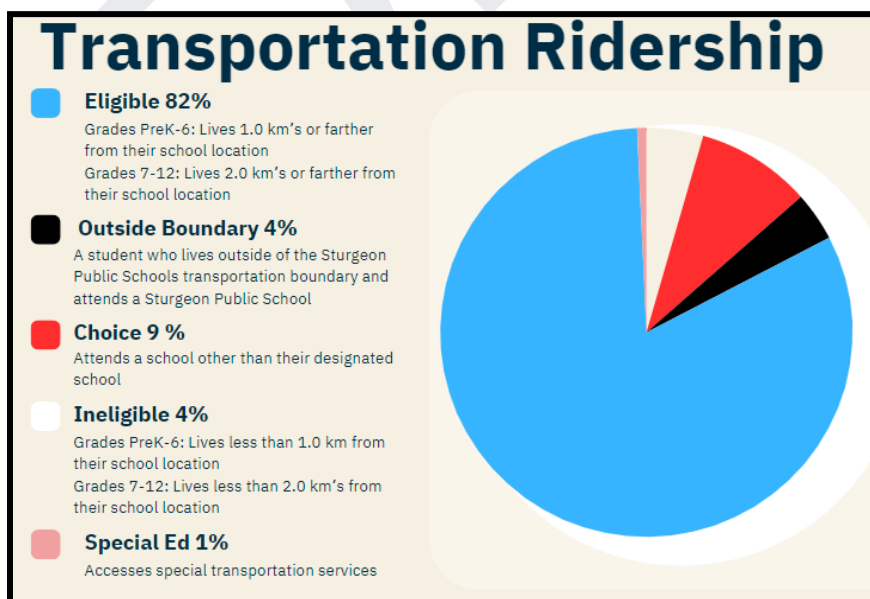
### 2024-2025 Ridership Information

The Division has seen an increase in ridership from the 2023-2024 school year with approximately 49 additional students registered for transportation services for the start of the 2024-2025 school year.

School Year	Ridership	Increase/(Decrease) in Ridership	Percent Increase
2022-2023	2,898		
2023-2024	3,008	110	3.80%
2024-2025	3,057	49	1.63%

Over the summer months, the team completed a review and optimization of all current transportation routes. Transportation Services was able to add one route for Namao and Sturgeon Composite High School to support an increase in ridership with a focus on students coming from the Town of Morinville. The Division also added a route for Legal Public School to support transportation for students in the rural area surrounding the town. Lastly, the Division saw a reduction of one route for the Camilla attendance area, absorbing the route into the two remaining routes in the Northern area of the attendance area.

### 2024-2025 Ridership Overview Chart

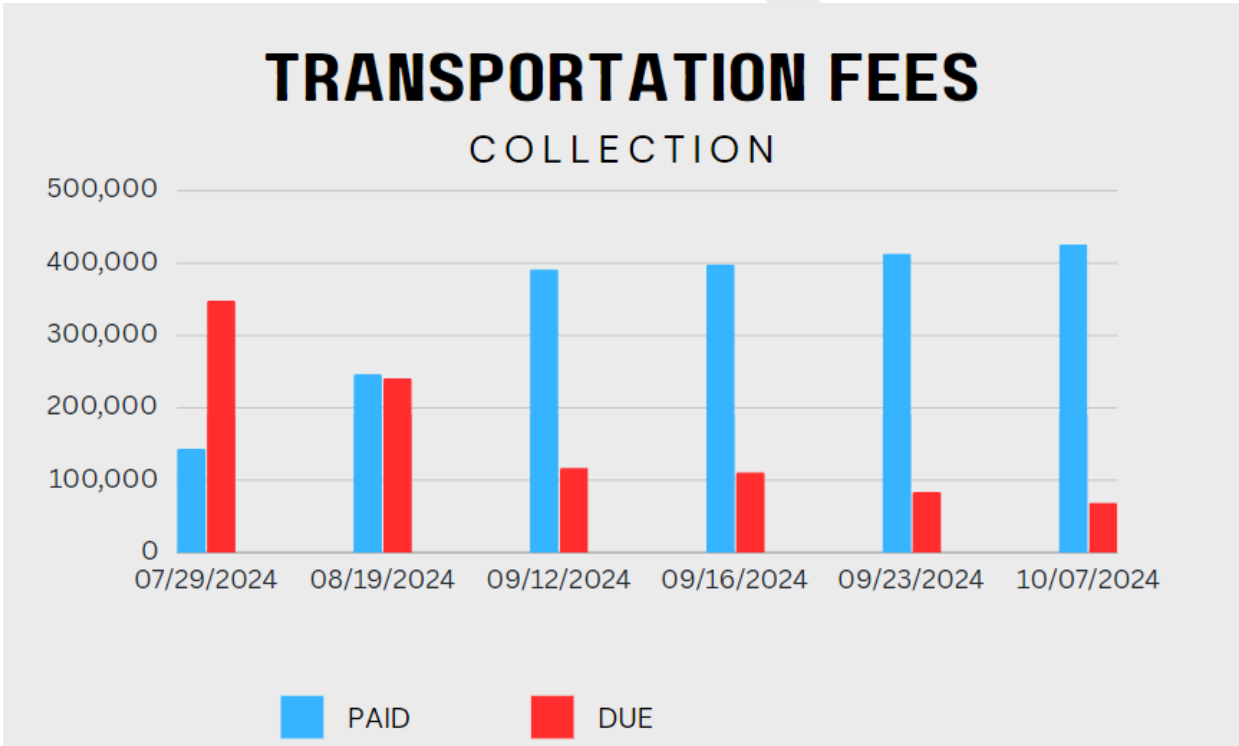


As of October 2024, the Division has a collection rate of 86% of all transportation fees assessed. In an effort to increase the total fee collection, the team will initiate the transportation service suspensions with the support of the operators and school administration in November. This has had a large impact on the total fees collected, and holding parents accountable for the transportation fees assessed each year.

Currently, the Division has 338 overdue accounts totalling, \$58,170 and is actively contacting families to make arrangements for full payment, partial payments or where necessary, fee waiver applications. The Division is planning to have transportation services and schools work closely with families to further reduce this number over the coming month. The goal is to communicate with all families and require a minimal amount of service discontinuations in November.

According to AP464 - Fees any overdue fee notices will be sent to parents who have not submitted payments. A monthly payment plan may also be established for transportation fees to be paid over the school year.

Transportation Fee Collection Chart (2024-2025)



**Transportation Challenges**

### Bus Operator Shortages

One common challenge within Sturgeon Public Schools, as well as across the province, is the bus operator shortage. Transportation Services has heard the most common issue is that there are no spare operators available, making it more difficult to cover the absences of regular bus operators. Additionally, some contractors have been unable to apply for new transportation routes as they cannot find a bus operator to commit to a full-time route. This has become a growing concern with our local contractors as it is a constraint to their ability to compete.

The implementation of the training costs and driver reimbursement grant by Alberta Transportation and Economic Corridors has assisted contractors in being able to provide financial support to get bus operators trained and out on the road. The Division is hopeful that this additional funding will help to get some additional support in place within the Division and reduce the impact of the bus operator shortage.

### Ride Times

Transportation Services continues to receive communication from parents regarding concerns with the length of time that students are on the bus each day. There are typically two categories of concerns that come forward:

1. **Route Changes:** This is typically when there is a change in the route due to student registrations or changes in the overall route path. This can create a change in the ride time that the family had in previous years. This is typically a concern related to a change in their expected pickup and drop off time rather than a concern with the overall route time. Oftentimes these types of concerns can be resolved by reviewing the route changes overall, rather than with a focus on the impact on the family pickup and drop off time specifically.
2. **Overall Ride Time:** This is typically a concern which is brought forward by students who are riding the longest each day. These concerns are related to the overall route time, and there are often no drastic changes to improve the overall ride time year over year, impacting the students who have to travel the furthest distance to and from home each day.

Transportation Services continues to receive many transportation applications for Choice Riders. The impact of the accepted applications has been additional student capacity on bus routes, as well as some routes having higher total ride times due to the additional stops made for Choice Riders.

Please find attached to this report three tables showing ride times and bus capacity Information

1. Attachment 1 - Sturgeon Public School Division Route Information

2. Attachment 2- Ride Time Over 75 Minutes
3. Attachment 3 - Capacity over 60 Students

### Transportation Fees

Transportation fees continue to be an area of conversation with parents. It is important to provide parents/guardians with the context of the transportation fee categories and an understanding of the fee structure and funding. There are two main challenges related to transportation fees:

- Collection of Fees: As noted previously in this report, there are many hours dedicated to the collection of transportation fees. This includes the fee waiver process, the notifications related to transportation payment plans and the various types of communication to parents to ensure that fees are paid. The schools and bus operators also support the collection of fees with the service suspension process in November, as the process requires support from all sides.
- Understanding & Acceptance of Fee Structure:
  - The fee structure based on the eligibility distances set by the government for funding are often not understood by parents. We continue to inform them that the eligibility distances are determined externally, and this is the criteria that is used to determine the fee categories related to the funding received.
  - Another area of conversation this school year in particular is the supplemental bus fee assessed for families who are requesting transportation from two primary locations. This fee is applied when students are assigned a full time seat on two buses and they are able to access transportation to both locations. Some examples of when the supplemental bus fee is applicable are below:
    - When a student is transported to and from home on some days and transported to and from daycare on other days.
    - When a student is transported to and from one home for a period of time, and transported to and from a secondary home for a period of time.

### Student Misconduct

Managing student behaviour on the bus presents an ongoing challenge for bus operators, schools and Transportation Services. The Division is dedicated to providing clear and concise communication about behavioural expectations. Close collaboration with schools is essential in ensuring that both parents and students understand the importance of maintaining appropriate conduct while riding the bus.

#### Human Resources Annual Report (2023-2024)

Lisa Lacroix, Associate Superintendent, Human Resources presented the Human Resources Annual Report (2023-2024).

The Human Resources Department's Annual Report (2023-2024) provides a detailed overview of the staffing aspects within Sturgeon Public School Division, for both union and non-union groups and covers all elements of the employment life-cycle. This report serves as a valuable resource to gain an understanding of the Division's workforce. This report is based on data collected from the 2023-2024 school year.

Meeting recessed for lunch at 11:50 a.m. Meeting resumed at 12:32 p.m.

#### Communications Report - September & October 2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - September & October 2024.

#### Deputy Superintendent, Education Services Report

Jonathan Konrad, Deputy Superintendent, Education Services presented the Deputy Superintendent, Education Services Report.

#### 2024-2025 Superintendent Discretionary Fund

September 17, 2024, to October 16, 2024, the following additional staffing FTE and resources have been allocated to schools using the Superintendent Discretionary Fund:

- Vice Principal FTE - Legal Public School Leadership Support
- Teacher FTE at Landing Trail School to support the Principal taking over a second school (Legal Public School).



2024 -2025 Superintendent Discretionary		Budget			\$312,510
		Total Committed to Student Success			\$254,840
As at October 2, 2024		Total Available			\$57,670
Budget Item Description	Date	# FTE	# of months	Cost	
BACS - additional 0.17 FTE support	Jul 05, 2024	0.17	10.00	\$	18,881
Sturgeon Heights - Teacher Support	Sep 09, 2024			\$	14,400
Legal School - Leadership Support	Oct 02, 2024		3.00	\$	42,381
LT - Teacher Coverage for Legal School Coverage	Oct 02, 2024	0.40	9.00	\$	38,874
<b>CUPE</b> Avg Cost: \$45,188	<b>Totals:</b>	<b>1.50</b>		<b>\$</b>	<b>72,304</b>
Legal Public Schools - EA2 Sep - Dec 31	Sep 03, 2024	0.50	4.00	\$	9,038
Namao School (SLS) - EA Oct - Jun	Sep 13, 2024	1.00	9.50	\$	42,929
Sturgeon Heights - Staffing Supports	Sep 09, 2024			\$	9,450
Fourwinds - Finance Clerk Support	Sep 18, 2024			\$	10,887
<b>Other (Emergent Priorities staff, non-staff and resources)</b>				<b>\$</b>	<b>53,000</b>
S&S - Student Programming	Sep 09, 2024			\$	53,000
<b>TOTAL Superintendent Discretionary Spend Committed to Student Success</b>				<b>\$</b>	<b>254,840</b>

### Superintendent Report

Shawna Warren, Superintendent presented the Superintendent Report.

### Administrative Procedure 205: Developing Administrative Procedures

Shawna Warren, Superintendent presented an update to Administrative Procedure 205: Developing Administrative Procedures.

*Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).*

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

*Administrative Procedure 205: Developing Administrative Procedures* was up for regular review. Minor amendments were made to the Administrative Procedure while maintaining the core procedures and responsibilities.

This Administrative Procedure (AP) is to provide clear, written directives approved by the Superintendent for implementing Board policies, the Division's Vision, Mission, and Values and ensuring efficient Division operations. Regular review and development of these procedures, with input from relevant stakeholders, help address emerging needs and promote effective school system operations. Senior Executive members are responsible for developing or amending APs, which are reviewed by the leadership team to ensure alignment with Division practices. Once approved by the Superintendent, the APs are implemented and any changes are communicated promptly to all affected stakeholders.

#### Administrative Procedure 723: Growth, Supervision and Evaluation of Principals and Vice Principals

Lisa Lacroix, Associate Superintendent, Human Resources presented an update to Administrative Procedure 723: Growth, Supervision and Evaluation of Principals and Vice Principals.

*Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).*

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

*Administrative Procedure 723: Growth, Supervision and Evaluation of Principals and Vice Principals* has been reviewed and updated as part of the regular review schedule. This Administrative Procedure is intended to support and ensure that all Principals and Vice Principals are held to the highest standards of leadership, contributing to the overall effectiveness of our schools and the success of our students.

The amendments to *Administrative Procedure 723: Growth, Supervision and Evaluation of Principals and Vice Principals* clarify the timeline that an evaluation is required and incorporate necessary grammatical corrections.

#### Administrative Procedure 725: Teacher Growth, Supervision and Evaluation

Lisa Lacroix, Associate Superintendent, Human Resources presented an update to Administrative Procedure 725: Teacher Growth, Supervision and Evaluation

*Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).*

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

*Administrative Procedure 725: Teacher Growth, Supervision and Evaluation* has been reviewed and updated as part of the regular review schedule.

Sturgeon Public Schools recognizes the responsibility of all teachers to demonstrate professional actions, judgments and decisions that are in the best educational interests of students. In support of the provision of optimum teaching and learning opportunities, the Division provides certificated staff a means to continue their professional growth to meet the needs of students. All Alberta teachers are expected to meet the Teaching Quality Standard throughout their careers and the Code of Professional Conduct standards.

*Administrative Procedure 725: Teacher Growth, Supervision and Evaluation* has been updated to replace the term “professional staff” with “certificated staff” to better align with provincial terminology and to ensure consistency across administrative documents and policies.

Administrative Procedure 726: Support Staff Growth, Supervision and Evaluation  
Lisa Lacroix, Associate Superintendent, Human Resources presented an update to Administrative Procedure 726: Support Staff Growth, Supervision and Evaluation.

*Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).*

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

*Administrative Procedure 726: Support Staff Growth, Supervision and Evaluation* has been reviewed and updated as part of the regular review schedule.

*Administrative Procedure 726: Support Staff Growth, Supervision and Evaluation*, which outlines the process for the continuous growth, supervision, and evaluation of support staff within Sturgeon Public Schools, ensures that all non-teaching staff, including those in supervisory and leadership roles, actively participate in planning, evaluating, and enhancing their performance on an ongoing basis.

The immediate supervisor (Principal, Director, or Manager) is responsible for ongoing supervision, which includes two-way communication, self-evaluation, feedback, and coaching.

Evaluations are based on job description responsibilities and the Sturgeon Public Schools Support Staff Standards. Evaluations are mandatory before the end of the probationary period, annually for GEC employees requiring an increment, and every three years for CUPE and top-salary grid GEC employees.

A new requirement in *Administrative Procedure 726: Support Staff Growth, Supervision and Evaluation* is that support staff must develop annual Professional Growth Plans with their supervisors. If applicable, evaluations will replace the Professional Growth Plan requirement for that year.

*Administrative Procedure 726: Support Staff Growth, Supervision and Evaluation* ensures a structured and supportive process for evaluating and fostering the growth of support staff within the Division.

## Reports from Trustees and Standing Committees

### Chair's Report

Below is the Chair's submitted report.

#### Chair Oatway-McLay (Cardiff/Garrison)

Chair Oatway-McLay reported that she attended:

- Agenda Review Meeting (Oct. 3 & Oct. 17)
- Committee of the Whole (Oct. 9 & Oct. 23)
- Council of School Councils' (Oct. 23)
- Guthrie School Council (Oct. 7)
- PSBAA AGM (Oct. 16-18)
- Special Board Meeting (Oct. 4)
- Superintendent Meeting (Oct. 21)
- Namao School Council (Oct. 7)
- Public Board Meeting (Oct. 23)

### Trustees' Reports

Below are the submitted Trustee Reports.

#### Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Advisory Committee for the Learning Centres (Oct. 23)
- Agenda Review Meeting (Oct. 3 & Oct. 17)

- ASBA Bill 20 Review Session (Oct. 4)
- ASBA Zone 2/3 (Oct. 25)
- Board Development (Oct. 28)
- Committee of the Whole (Oct. 9 & Oct. 23)
- Council of School Councils' (Oct. 23)
- Four Winds School Council (Oct. 8)
- Learning Centre Advisory Committee (Oct. 23)
- MPS School Council (Oct. 7)
- Policy Committee (Oct. 11)
- PSBAA FGM (Oct. 16-18)
- Public Board Meeting (Oct. 23)
- SCHS School Council (Oct. 28)
- Special Board Meeting (Oct. 4)
- State of the County Address (Oct. 3)
- Student Advisory Committee (Oct. 29)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School Parent Engagement (Oct. 22)
- Committee of the Whole (Oct. 9 & Oct. 23)
- PSBAA FGM (Oct. 16-18)
- Public Board Meeting (Oct. 23)
- Rotary Meetings
- Special Board Meeting (Oct. 4)
- State of the County Address (Oct. 3)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Committee of the Whole (Oct. 9 & Oct. 23)
- Council of School Councils' Meeting (Oct. 23)
- Gibbons School Council (Oct. 7)
- Policy Committee (Oct. 11)
- PSBAA FGM (Oct. 17)
- Public Board Meeting (Oct. 23)
- Special Board Meeting (Oct. 4)
- Zone 2/3 Meeting (Oct. 25)

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

Trustee Murray-Elliott reported that she attended:

- Board Development with Consultant (Oct. 28)
- Committee of the Whole Meeting (Oct. 9 & Oct. 23)
- Council of School Councils' Meeting (Oct. 23)

- Disciplinary Hearing (Oct. 4 & Oct. 25)
- Meeting with the Superintendent (Oct. 4)
- PSBAA Business Meeting (Oct. 18)
- PSBAA Lois Hole Dinner (Oct. 16)
- PSBAA Professional Development (Oct. 17)
- Special Board Meeting (Oct. 4)
- Student Advisory Committee (Oct. 29)
- Sturgeon Composite High School Council Meeting (Oct. 28)
- Sturgeon Heights Read-In Week, 2 Classes (Oct. 7)
- Sturgeon Heights Read-In Week, 10 Classes (Oct. 8)
- Sturgeon Heights School Council Meeting (Oct. 21)
- Sturgeon Mayor State of the County Address (Oct. 3)

#### Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Board Professional Development (Oct. 28)
- Committee of the Whole (Oct. 9 & Oct. 23)
- Council of School Councils' (Oct. 23)
- Ochre Park School Council (Oct. 10)
- PSBAA FGM (Oct. 17-18)
- Public Board Meeting (Oct. 23)
- Redwater School Council (Oct. 16)
- Special Board Meeting (Oct. 4)
- Student Advisory Committee (Oct. 29)

#### Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the September 23, 2024, Committee of the Whole meeting and the unapproved minutes of the meeting from the October 9, 2024, Committee of the Whole meeting.

#### Policy Committee

The Board of Trustees received as information, the unapproved notes of the meeting from the October 11, 2024, Policy Committee meeting.

### **Reports from Special Committees/Task Groups**

#### Alberta School Boards Association Representative

Trustee Buga shared a verbal report.

#### Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott provided a verbal report.

Rotary Report

Trustee Dwyer shared a verbal report.

Chamber of Commerce Meetings

No update provided.

Community Services Advisory Board

Agenda item deferred.

**Unfinished Business**

No unfinished business.

**Comment and Question Period**

No comments or questions from the public.

**In Camera**

**082/2024 - Moved by Trustee Dwyer** that the Board of Trustees move to In Camera at 1:01 p.m.

**CARRIED UNANIMOUSLY**

Meeting recessed for break at 1:01 p.m. Meeting resumed at 1:08 p.m.

**083/2024 - Moved by Trustee Pequin** that the Board of Trustees revert to a public meeting at 2:16 p.m.

**CARRIED UNANIMOUSLY**

**Adjournment**

Trustee Gibbons adjourned the meeting at 2:17 p.m.

-----  
Chair

-----  
Date

-----  
Associate Superintendent,  
Corporate Services





**Date:** November 27, 2024 **Agenda Item:** 7.1  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services  
**Subject:** **2023-2024 Reserve Transfer Approval**

---

**Recommended Motion:**

THAT the Board of Trustees approve the transfer of operating and capital reserves for the year ending August 31, 2024, as outlined on:

- Table 1: Operating Reserves Balance August 31, 2024
- Table 2: Capital Reserves Balance August 31, 2024

**Background:**

The two tables attached provide a summary and a breakdown of both the Operating and Capital reserves as presented in the Audited Financial Statements for the year end August 31, 2024.

A summary of the transfer is outlined below:

- Net increase to Operating Reserves equals \$825,389
  - Program Surplus Deficit: \$(3,567,380)
  - Amortization of Asset Retirement Obligation: \$167,005
  - Transfers between Operating reserves: \$4,225,765
- Net transfers decrease of Capital Reserves equal \$(250,266)
  - Unsupported Amortization: \$400,000
  - Board Funded Tangible Capital Assets: \$(650,266)

The Board's approval is required for the completion of the Audited Financial Statement for the year ending August 31, 2024. Operating Reserves are surplus Funds set aside for future operating purposes but may be re-purposed at the Board's discretion. Capital Reserves are surplus funds set aside for future replacement of capital assets; however, repurposing of Capital Reserves requires the Minister of Education's pre-approval.

Alberta school divisions are allowed to accumulate surplus in the form of operating or capital reserves to meet future operating and capital needs. Accumulated surplus from



operations is a key financial health indicator that the Department of Education monitors on a regular basis.

As of August 31, 2024, the accumulated surplus from operations is \$3.9 million. This is composed of:

- 1. Operating Reserves: \$3.9 million
- 2. School Generated Funds: \$0.7 million

Total accumulated surplus from operations less school generated funds, is approximately \$3.2 million. The Division's reserve operating reserve limit is estimated to be \$3.1 M. Therefore the Division is over its operating reserve limit by less than \$0.1 million

In order to meet future operating and capital obligations, the Board of Trustees should allocate accumulated surplus to operating and capital reserves as recommended by administration.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:**
  - a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
  - e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
  
- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:**
  - d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and
  - e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements.

**Governance Implications:**

[Education Act](#)

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (i) ensure effective stewardship of the board's resources

Part 6: Section 139, specifies that school boards are responsible for preparing financial statements and Section 141 specifies an auditor will provide a report on the financial statements.

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

Resource Stewardship

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)]. Specifically, the Board:

49. Approve transfer of funds to/from operating to capital reserves.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. Table One - Operating Reserves as of August 31, 2024
2. Table Two - Capital Reserves as of August 31, 2024

**Table 1: Operating Reserve Balance August 31, 2024**

Operating Reserves		Balance Aug 31, 2022	Program Surplus/(Deficit)	Amortization of Unsupported Asset Retirement Obligations	Transferred Between Operating Reserves	Balance Aug 31, 2023
A		B	C	D	E	F
(1)	<b>Instruction Program:</b>					
(2)	General	\$ 1,185,031	\$ (2,656,616)	\$ -	\$ 1,471,585	\$ -
(3)	Budget Support 24-25	\$ -	\$ -	\$ -	\$ 1,246,000	\$ 1,246,000
(4)	Budget Support 25-26	\$ -	\$ -	\$ -	\$ 572,083	\$ 572,083
(5)	School Surplus Carry Forward	\$ 601,796	\$ (357,647)	\$ -	\$ -	\$ 244,149
(6)	School Generated Fund Reserve *	\$ 578,787	\$ 83,334	\$ -	\$ -	\$ 662,121
(7)	Minimum Reserve Balance	\$ -	\$ -	\$ -	\$ 820,000	\$ 820,000
(8)	<b>Sub-Total: Instruction</b>	<b>\$ 2,365,614</b>	<b>\$ (2,930,929)</b>	<b>\$ -</b>	<b>\$ 4,109,668</b>	<b>\$ 3,544,353</b>
			\$ -			
(9)	<b>Operations &amp; Maintenance (O&amp;M) Program:</b>					
(10)	General	\$ 163,349	\$ (451,020)	\$ 167,005	\$ 120,666	\$ -
(11)	Insurance Deductible	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
(12)	<b>Sub-Total: O&amp;M</b>	<b>\$ 163,349</b>	<b>\$ (451,020)</b>	<b>\$ 167,005</b>	<b>\$ 220,666</b>	<b>\$ 100,000</b>
(13)	<b>Transportation</b>					
(14)	General	\$ -	\$ (250,088)	\$ -	\$ 250,088	\$ -
(15)	<b>Sub-Total: Transportation</b>	<b>\$ -</b>	<b>\$ (250,088)</b>	<b>\$ -</b>	<b>\$ 250,088</b>	<b>\$ -</b>
					\$ -	
(16)	<b>System Administration Program:</b>					
(17)	General	\$ 600,000	\$ 50,409	\$ -	\$ (400,409)	\$ 250,000
(18)	Election	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000
(19)	<b>Sub-Total: System Administration</b>	<b>\$ 600,000</b>	<b>\$ 50,409</b>	<b>\$ -</b>	<b>\$ (340,409)</b>	<b>\$ 310,000</b>
(21)	<b>External Services:</b>					
(22)	General	\$ -	\$ 14,248	\$ -	\$ (14,248)	\$ -
(23)	<b>Sub-Total: External Services</b>	<b>\$ -</b>	<b>\$ 14,248</b>	<b>\$ -</b>	<b>\$ (14,248)</b>	<b>\$ -</b>
<b>Total</b>		<b>\$ 3,128,963</b>	<b>\$ (3,567,380)</b>	<b>\$ 167,005</b>	<b>\$ 4,225,765</b>	<b>\$ 3,954,353</b>

Note:

\* Not included in reserve maximum limit

Table 2: Capital Reserves Balance August 31, 2023

Capital Reserves		Balance Aug 31, 2022	Unsupported Amortization	Board funded tangible capital asset additions	Transferred Between Capital Reserves	Balance Aug 31, 2023
A	B	C	E	F	G	
(1) <b>Instruction Program:</b>						
(2) Future Capital Projects	\$ -	\$ 306,100	\$ -	\$ 374,350	\$ 680,450	
(3) Evergreen Loft Boards	\$ -	\$ -	\$ (215,236)	\$ 215,236	\$ -	
(4) Guthrie Video Wall	\$ -	\$ -	\$ (52,197)	\$ 52,197	\$ -	
(5) Technology Vehicles	\$ -	\$ 5,900	\$ -	\$ 5,900	\$ 11,800	
(6) School Buses	\$ -	\$ -	\$ -	\$ 250,000	\$ 250,000	
(7) <b>Sub-Total: Instruction</b>	\$ -	\$ 312,000	\$ (267,433)	\$ 897,683	\$ 942,250	
(8) <b>System Administration Program:</b>						
(9) General	\$ 3,390,152	\$ -	\$ -	\$ (3,390,152)	\$ -	
(10) Administration Building	\$ -	\$ 52,000	\$ -	\$ 1,000,000	\$ 1,052,000	
(11) <b>Sub-Total: System Administration:</b>	\$ 3,390,152	\$ 52,000	\$ -	\$ (2,390,152)	\$ 1,052,000	
(12) <b>Operations &amp; Maintenance (O&amp;M) Program:</b>						
(13) Future Capital Projects	\$ -	\$ 6,798	\$ -	\$ 226,072	\$ 232,870	
(14) LED Project	\$ -	\$ -	\$ (265,614)	\$ 423,103	\$ 157,489	
(15) Camilla Storage	\$ -	\$ -	\$ -	\$ 135,000	\$ 135,000	
(16) Fieldhouses	\$ -	\$ -	\$ (6,139)	\$ 550,000	\$ 543,861	
(17) Shop Reno	\$ -	\$ -	\$ (111,080)	\$ 111,080	\$ -	
(18) Vehicles	\$ -	\$ 29,202	\$ -	\$ 47,214	\$ 76,416	
(19) <b>Sub-Total: O&amp;M</b>	\$ -	\$ 36,000	\$ (382,833)	\$ 1,492,469	\$ 1,145,636	
(20) <b>Transportation Program:</b>						
(21) General	\$ 28,949	\$ -	\$ -	\$ -	\$ 28,949	
(22) <b>Sub-Total: Transportation</b>	\$ 28,949	\$ -	\$ -	\$ -	\$ 28,949	
<b>Total Capital Reserves</b>	\$ 3,419,101	\$ 400,000	\$ (650,266)	\$ -	\$ 3,168,835	



**Date:** November 27, 2024 **Agenda Item:** 7.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services  
Franco Maisano, Executive Director of Corporate Services

**Subject:** **2023-2024 Audited Financial Statements**

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**Recommended Motion:**

THAT the Board of Trustees approve the 2023-2024 Audited Financial Statements for the year ending August 31, 2024, as presented at the November 27, 2024 Public Board Meeting.

**Background:**

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

On Wednesday, November 20, 2024, the Committee of the Whole reviewed the Draft 2023-2024 Audited Financial Statement, presented by MNP, for the year ending August 31, 2024.

The Financial Statements, including the notes, have been prepared in accordance with Generally Accepted Accounting Standards (GAAP) and Canadian Public Sector Accounting Standards (PSAS), and by following the financial statement guidelines and format prescribed by Alberta Education.

The auditors provided an unqualified report. The statements present fairly, in all material aspects the financial position of The Sturgeon Public School Division. After discussion with administration and the external auditors, the Committee recommended that the Board of Trustees approve The Sturgeon Public School Division's Audited Financial Statements for the fiscal year ending August 31, 2024, at the Public Board Meeting on November 27, 2024. The attached report supports these fiscal responsibilities and provincial reporting requirements.

## **Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- |                    |   |
|--------------------|---|
| <b>COMPETENCY:</b> | (6) School Authority Operations and Resources   |
| <b>INDICATORS:</b> | a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and<br>e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.  |
| <b>COMPETENCY:</b> | (7) Supporting Effective Governance   |
| <b>INDICATORS:</b> | e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;<br>f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and<br>l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities. |

## **Governance Implications:**

### Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (i) ensure effective stewardship of the board's resources

Part 6: Section 139, specifies that school boards are responsible for preparing financial statements and Section 141 specifies an auditor will provide a report on the financial statements.

### Policy 225: Role of the Board

Resource Stewardship

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

Specifically, the Board:

- 44. Receive, review and approve the annual Audited Financial Statements.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

## **Attachment(s):**

- 1) Sturgeon School Division Audited Financial Statements for the Year ending August 31, 2024.

Financial statements

**The Sturgeon Public School Division**

August 31, 2024

**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2024**  
[Education Act, Sections 139, 140, 244]

**1110 The Sturgeon School Division**

Legal Name of School Jurisdiction

**9820 104 Street NW Morinville AB T8R 1L8**

Mailing Address

**780-939-4341 Sean.Nicholson@sturgeon.ab.ca**

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

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

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

**Board of Trustees Responsibility**

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

**External Auditors**

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

**Declaration of Management and Board Chair**

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

**BOARD CHAIR**

**Tasha Oatway-McLay**  
Name

Signature

**SUPERINTENDENT**

**Mrs. Shawna Warren**  
Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**Sean Nicholson**  
Name

Signature

**November 27, 2024**  
Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
10th Floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6  
EMAIL: EDC.FRA@gov.ab.ca  
PHONE: Kevin Luu: (780) 422-0314; Jing Li: (780) 644-4929



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To the Board of Trustees of the Sturgeon School Division:

## Opinion

We have audited the financial statements of the Sturgeon School Division (the "Division"), which comprise the statement of financial position as at August 31, 2024, and the statements of operations, cash flows, change in net financial assets (net debt), remeasurement gains and losses, and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Division as at August 31, 2024, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets (net debt) and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

## Basis for Opinion

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

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

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

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

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

## Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Leduc, Alberta

November 27, 2024

**MNP LLP**

Chartered Professional Accountants

**STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2024 (in dollars)

		2024	2023 Restated
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	(Schedule 5)	\$ 11,585,867	\$ 15,937,324
Accounts receivable (net after allowances)	(Note 5)	\$ 511,445	\$ 649,230
Portfolio investments			
Operating	(Schedule 5)	\$ 26	\$ 26
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ 17,091
Other financial assets		\$ -	\$ -
<b>Total financial assets</b>		<b>\$ 12,097,338</b>	<b>\$ 16,603,671</b>
<b>LIABILITIES</b>			
Bank indebtedness	(Note 6)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 7)	\$ 2,660,418	\$ 3,102,873
Unspent deferred contributions	(Schedule 2)	\$ 2,666,718	\$ 3,383,707
Employee future benefits liabilities	(Note 8)	\$ 31,353	\$ 31,353
Asset retirement obligations and environmental liabilities	(Note 9)	\$ 8,552,904	\$ 8,247,737
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ 6,378	\$ 9,438
<b>Total liabilities</b>		<b>\$ 13,917,771</b>	<b>\$ 14,775,108</b>
<b>Net financial assets (debt)</b>		<b>\$ (1,820,433)</b>	<b>\$ 1,828,563</b>
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets	(Schedule 6)	\$ 95,198,757	\$ 96,958,382
Inventory of supplies		\$ -	\$ -
Prepaid expenses	(Note 10)	\$ 390,705	\$ 912,362
Other non-financial assets		\$ -	\$ 0
<b>Total non-financial assets</b>		<b>\$ 95,589,462</b>	<b>\$ 97,870,744</b>
<b>Net assets before spent deferred capital contributions</b>		<b>\$ 93,769,029</b>	<b>\$ 99,699,307</b>
Spent deferred capital contributions	(Schedule 2)	\$ 80,507,982	\$ 82,870,880
<b>Net assets</b>		<b>\$ 13,261,047</b>	<b>\$ 16,828,427</b>
<b>Net assets</b>	(Note 11)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 13,261,047	\$ 16,828,427
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 13,261,047	\$ 16,828,427
<b>Contractual obligations</b>	(Note 12)		
<b>Contingent liabilities</b>	(Note 13)		

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

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)

	Budget 2024	Actual 2024	Actual 2023 Restated
<b>REVENUES</b>			
Government of Alberta	\$ 76,034,135	\$ 76,840,381	\$ 72,344,415
Federal Government and other government grants	\$ 1,086,100	\$ 952,078	\$ 917,972
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 1,940,675	\$ 1,822,817	\$ 1,962,267
Sales of services and products	\$ 189,904	\$ 284,838	\$ 352,898
Investment income	\$ 620,000	\$ 776,365	\$ 880,660
Donations and other contributions	\$ 121,450	\$ 518,720	\$ 452,949
Other revenue	\$ 55,706	\$ 473,791	\$ 434,057
<b>Total revenues</b>	\$ 80,047,970	\$ 81,668,990	\$ 77,345,218
<b>EXPENSES</b>			
Instruction - ECS	\$ 3,716,986	\$ 4,586,081	\$ 3,360,815
Instruction - Grades 1 to 12	\$ 60,983,170	\$ 60,446,619	\$ 58,069,303
Operations and maintenance (Schedule 4)	\$ 10,536,442	\$ 10,894,333	\$ 10,444,900
Transportation	\$ 5,825,109	\$ 6,102,089	\$ 5,608,632
System administration	\$ 2,842,693	\$ 2,830,799	\$ 2,958,978
External services	\$ 359,762	\$ 376,449	\$ 335,069
<b>Total expenses</b>	\$ 84,264,162	\$ 85,236,370	\$ 80,777,697
<b>Annual operating surplus (deficit)</b>	\$ (4,216,192)	\$ (3,567,380)	\$ (3,432,479)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	\$ (4,216,192)	\$ (3,567,380)	\$ (3,432,479)
<b>Accumulated surplus (deficit) at beginning of year</b>	\$ 16,828,427	\$ 16,828,427	\$ 20,260,906
<b>Accumulated surplus (deficit) at end of year</b>	\$ 12,612,235	\$ 13,261,047	\$ 16,828,427

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

**STATEMENT OF CASH FLOWS**  
For the Year Ended August 31, 2024 (in dollars)

	2024	2023 Restated
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Annual surplus (deficit)	\$ (3,567,380)	\$ (3,432,479)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 4,779,603	\$ 4,497,662
Net (gain)/loss on disposal of tangible capital assets	\$ (40,229)	\$ (32,606)
Transfer of tangible capital assets (from)/to other entities	\$ (1,198,008)	\$ (233,262)
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (3,865,139)	\$ (3,825,347)
Deferred capital revenue write-down / adjustment	\$ -	\$ 240,948
Increase/(Decrease) in employee future benefit liabilities	\$ 0	\$ 16,053
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ (3,891,153)	\$ (2,769,031)
(Increase)/Decrease in accounts receivable	\$ 137,785	\$ (116,797)
(Increase)/Decrease in inventories for resale	\$ 17,091	\$ (8,324)
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ 521,657	\$ (530,337)
(Increase)/Decrease in other non-financial assets	\$ 0	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (442,455)	\$ 354,557
Increase/(Decrease) in unspent deferred contributions	\$ (716,989)	\$ (806,740)
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ 305,167	\$ -
	\$ -	\$ -
Capital in Accounts Payable	\$ (86,577)	\$ (612,884)
<b>Total cash flows from operating transactions</b>	<b>\$ (4,155,473)</b>	<b>\$ (4,489,556)</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Acquisition of tangible capital assets	\$ (1,781,742)	\$ (5,875,077)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 53,000
Capital in accounts payable	\$ 86,577	\$ 612,884
<b>Total cash flows from capital transactions</b>	<b>\$ (1,695,165)</b>	<b>\$ (5,209,193)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ -</b>	<b>\$ -</b>
<b>D. FINANCING TRANSACTIONS</b>		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 1,502,242	\$ 2,529,835
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ (3,060)	\$ 9,438
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ 1,499,182</b>	<b>\$ 2,539,273</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ (4,351,456)</b>	<b>\$ (7,159,476)</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 15,937,324</b>	<b>\$ 23,096,800</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 11,585,867</b>	<b>\$ 15,937,324</b>

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

**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**

For the Year Ended August 31, 2024 (in dollars)

	Budget 2024	2024	2023 Restated
Annual surplus (deficit)	\$ (4,216,192)	\$ (3,567,380)	\$ (3,432,479)
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (1,100,000)	\$ (1,781,742)	\$ (6,793,065)
Amortization of tangible capital assets	\$ 4,765,993	\$ 4,779,603	\$ 4,497,662
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (40,229)	\$ (32,606)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ -	\$ 293,948
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ 906,378
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ (1,198,006)	\$ (1,151,250)
Other changes <span style="margin-left: 20px;">SDCC correction</span>	\$ -	\$ -	\$ 886,832
<b>Total effect of changes in tangible capital assets</b>	<b>\$ 3,665,993</b>	<b>\$ 1,759,626</b>	<b>\$ (1,392,101)</b>
Acquisition of inventory of supplies	\$ -	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ 521,657	\$ (530,337)
(Increase)/Decrease in other non-financial assets	\$ -	\$ 0	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ -	\$ (2,362,899)	\$ (1,252,746)
Other changes	\$ -	\$ -	\$ -
<b>Increase (decrease) in net financial assets (net debt)</b>	<b>\$ (550,199)</b>	<b>\$ (3,648,996)</b>	<b>\$ (6,607,663)</b>
<b>Net financial assets (net debt) at beginning of year</b>	<b>\$ 1,828,563</b>	<b>\$ 1,828,563</b>	<b>\$ 8,436,226</b>
<b>Net financial assets (net debt) at end of year</b>	<b>\$ 1,278,364</b>	<b>\$ (1,820,433)</b>	<b>\$ 1,828,563</b>

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

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**For the Year Ended August 31, 2024 (in dollars)**

	2024	2023
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

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



**SCHEDULE 1**

**SCHEDULE OF NET ASSETS**  
For the Year Ended August 31, 2024 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2023</b>	\$ 17,731,659	\$ -	\$ 17,731,659	\$ 6,742,997	\$ -	\$ 4,440,598	\$ 3,128,963	\$ 3,419,101
<b>Prior period adjustments:</b>								
SDCC and ITCA corrections	\$ (903,232)	\$ -	\$ (903,232)	\$ (903,229)	\$ -	\$ (3)	\$ (0)	\$ 0
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 16,828,427	\$ -	\$ 16,828,427	\$ 5,839,768	\$ -	\$ 4,440,595	\$ 3,128,963	\$ 3,419,101
Operating surplus (deficit)	\$ (3,567,380)		\$ (3,567,380)			\$ (3,567,380)		
Board funded tangible capital asset additions				\$ 1,325,148		\$ (594,012)	\$ (80,870)	\$ (650,266)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ (112,592)		\$ 112,592		\$ -
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (4,612,598)		\$ 4,612,598		
Amortization of ARO tangible capital assets	\$ -			\$ (167,005)		\$ 167,005		
Board funded ARO liabilities - recognition	\$ -			\$ -		\$ -		
Board funded ARO liabilities - remediation	\$ -			\$ -		\$ -		
Capital revenue recognized	\$ -			\$ 3,865,139		\$ (3,865,139)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (1,745,548)	\$ 1,745,548	
Net transfers from operating reserves	\$ -					\$ 839,289	\$ (839,289)	
Net transfers to capital reserves	\$ -					\$ (400,000)		\$ 400,000
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 13,261,047	\$ -	\$ 13,261,047	\$ 6,137,860	\$ -	\$ -	\$ 3,954,352	\$ 3,168,835

**SCHEDULE 1**

**SCHEDULE OF NET ASSETS**  
For the Year Ended August 31, 2024 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2023</b>	\$ 2,365,614	\$ -	\$ 163,349	\$ -	\$ 600,000	\$ 3,390,152	\$ -	\$ 28,949	\$ -	\$ -
<b>Prior period adjustments:</b>										
SDCC and ITCA corrections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 2,365,614	\$ -	\$ 163,349	\$ -	\$ 600,000	\$ 3,390,152	\$ -	\$ 28,949	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (80,870)	\$ (267,433)	\$ -	\$ (382,833)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Disposal of unsupported ARO tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 1,571,300		\$ 100,000		\$ 60,000		\$ -		\$ 14,248	
Net transfers from operating reserves	\$ (311,692)		\$ (163,349)		\$ (350,000)		\$ -		\$ (14,248)	
Net transfers to capital reserves		\$ 1,209,683		\$ 1,528,469		\$ (2,338,152)		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 3,544,352	\$ 942,250	\$ 100,000	\$ 1,145,636	\$ 310,000	\$ 1,052,000	\$ -	\$ 28,949	\$ -	\$ -

SCHEDULE 2

SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)

	Alberta Education Safe Return to Class/Safe Indoor Air						Transportation	Others	Total Education
	IMR	CMR	Indoor Air	Transportation	Others	Total Education			
<b>Deferred Operating Contributions (DOC)</b>									
Balance at August 31, 2023	\$ 347,869	\$ -	\$ (0)	\$ -	\$ 2,328,533	\$ 2,676,401			
Prior period adjustments - please explain:	\$ -	\$ -	\$ 0	\$ -	\$ -	\$ 0			
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 347,869</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,328,533</b>	<b>\$ 2,676,401</b>			
Received during the year (excluding investment income)	\$ 695,683	\$ -	\$ -	\$ 5,367,916	\$ 2,245,377	\$ 8,308,976			
Transfer (to) grant/donation revenue (excluding investment income)	\$ (642,438)	\$ -	\$ -	\$ (5,367,916)	\$ (4,070,582)	\$ (10,080,936)			
Investment earnings - Received during the year	\$ 20,004	\$ -	\$ -	\$ -	\$ -	\$ 20,004			
Investment earnings - Transferred to investment income	\$ (20,004)	\$ -	\$ -	\$ -	\$ -	\$ (20,004)			
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>DOC closing balance at August 31, 2024</b>	<b>\$ 401,114</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 503,328</b>	<b>\$ 904,442</b>			
<b>Unspent Deferred Capital Contributions (UDCC)</b>									
Balance at August 31, 2023	\$ -	\$ 453,672	\$ -	\$ -	\$ -	\$ 453,672			
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ 453,672</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 453,672</b>			
Received during the year (excluding investment income)	\$ -	\$ 617,439	\$ -	\$ -	\$ -	\$ 617,439			
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transferred from (to) SDCC	\$ -	\$ (304,234)	\$ -	\$ -	\$ -	\$ (304,234)			
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 766,877</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 766,877</b>			
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 401,114</b>	<b>\$ 766,877</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 503,328</b>	<b>\$ 1,671,319</b>			
<b>Spent Deferred Capital Contributions (SDCC)</b>									
Balance at August 31, 2023	\$ 257,184	\$ 2,990,011	\$ -	\$ -	\$ 241,927	\$ 3,489,122			
Prior period adjustments - please explain: internal schedule adjustments	\$ 2,097,283	\$ 995,943	\$ -	\$ -	\$ (241,927)	\$ 2,851,299			
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 2,354,467</b>	<b>\$ 3,985,954</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,340,421</b>			
Donated tangible capital assets					\$ -	\$ -			
Alberta Infrastructure managed projects						\$ -			
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transferred from UDCC	\$ -	\$ 304,234	\$ -	\$ -	\$ -	\$ 304,234			
Amounts recognized as revenue (Amortization of SDCC)	\$ (164,807)	\$ (247,499)	\$ -	\$ -	\$ -	\$ (412,306)			
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 2,189,660</b>	<b>\$ 4,042,689</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,232,349</b>			

SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)

	Other GoA Ministries					Other Sources			Total other sources	Total
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other		
<b>Deferred Operating Contributions (DOC)</b>										
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (0)	\$ 209,707	\$ 5,629	\$ 215,336	\$ 2,891,738
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0)</b>	<b>\$ 209,707</b>	<b>\$ 5,629</b>	<b>\$ 215,336</b>	<b>\$ 2,891,738</b>
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,603,995	\$ -	\$ -	\$ 1,603,995	\$ 9,912,971
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (647,078)	\$ (209,707)	\$ (5,444)	\$ (862,229)	\$ (10,943,165)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,004
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (20,004)
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 956,917</b>	<b>\$ 0</b>	<b>\$ 185</b>	<b>\$ 957,102</b>	<b>\$ 1,861,544</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>										
Balance at August 31, 2023	\$ 31,194	\$ -	\$ -	\$ -	\$ 31,194	\$ -	\$ 7,103	\$ -	\$ 7,103	\$ 491,969
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 31,194</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 31,194</b>	<b>\$ -</b>	<b>\$ 7,103</b>	<b>\$ -</b>	<b>\$ 7,103</b>	<b>\$ 491,969</b>
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 617,439
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (304,234)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ 31,194</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 31,194</b>	<b>\$ -</b>	<b>\$ 7,103</b>	<b>\$ -</b>	<b>\$ 7,103</b>	<b>\$ 805,174</b>
<b>Total Unspent Deferred Contributions at August 31</b>	<b>\$ 31,194</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 31,194</b>	<b>\$ 956,917</b>	<b>\$ 7,103</b>	<b>\$ 185</b>	<b>\$ 964,205</b>	<b>\$ 2,666,718</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>										
Balance at August 31, 2023	\$ 78,441,241	\$ -	\$ -	\$ -	\$ 78,441,241	\$ -	\$ 22,247	\$ -	\$ 22,247	\$ 81,952,610
Prior period adjustments - please explain:	\$ (2,365,368)	\$ -	\$ -	\$ -	\$ (2,365,368)	\$ -	\$ 432,340	\$ -	\$ 432,340	\$ 918,271
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 76,075,873</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 76,075,873</b>	<b>\$ -</b>	<b>\$ 454,587</b>	<b>\$ -</b>	<b>\$ 454,587</b>	<b>\$ 82,870,881</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ 1,198,006	\$ -	\$ -	\$ -	\$ 1,198,006	\$ -	\$ -	\$ -	\$ -	\$ 1,198,006
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 304,234
Amounts recognized as revenue (Amortization of SDCC)	\$ (3,320,873)	\$ -	\$ -	\$ -	\$ (3,320,873)	\$ -	\$ (131,960)	\$ -	\$ (131,960)	\$ (3,865,139)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 73,953,006</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 73,953,006</b>	<b>\$ -</b>	<b>\$ 322,627</b>	<b>\$ -</b>	<b>\$ 322,627</b>	<b>\$ 80,507,982</b>

**SCHEDULE OF PROGRAM OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)  
2024

2023  
Restated

REVENUES	Instruction		Operations and		System		External		TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance	Transportation	Administration	Services				
(1) Alberta Education	\$ 3,835,102	\$ 53,171,833	\$ 6,278,333	\$ 5,367,916	\$ 2,785,801	\$ 243,141	\$ 71,682,126	\$ 69,239,041		
(2) Alberta Infrastructure	\$ -	\$ -	\$ 3,719,184	\$ -	\$ -	\$ -	\$ 3,719,184	\$ 2,014,117		
(3) Other - Government of Alberta	\$ -	\$ 1,392,567	\$ -	\$ -	\$ -	\$ -	\$ 1,392,567	\$ 1,089,657		
(4) Federal Government and First Nations	\$ -	\$ 952,078	\$ -	\$ -	\$ -	\$ -	\$ 952,078	\$ 917,972		
(5) Other Alberta school authorities	\$ -	\$ 45,180	\$ -	\$ 1,324	\$ -	\$ -	\$ 46,504	\$ 1,600		
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(9) Fees	\$ 122,932	\$ 1,229,303	\$ -	\$ 470,582	\$ -	\$ -	\$ 1,822,817	\$ 1,962,267		
(10) Sales of services and products	\$ 450	\$ 235,356	\$ -	\$ 572	\$ -	\$ 48,460	\$ 284,838	\$ 352,898		
(11) Investment income	\$ -	\$ 653,645	\$ 80,481	\$ 11,607	\$ 30,632	\$ -	\$ 776,365	\$ 880,660		
(12) Gifts and donations	\$ -	\$ 225,908	\$ 131,960	\$ -	\$ -	\$ -	\$ 357,868	\$ 293,653		
(13) Rental of facilities	\$ -	\$ 55,447	\$ 96,422	\$ -	\$ -	\$ 1,728	\$ 153,597	\$ 71,997		
(14) Fundraising	\$ -	\$ 160,852	\$ -	\$ -	\$ -	\$ -	\$ 160,852	\$ 159,296		
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 40,229	\$ -	\$ -	\$ -	\$ 40,229	\$ 63,483		
(16) Other	\$ -	\$ 21,118	\$ 96,704	\$ -	\$ 64,775	\$ 97,368	\$ 279,965	\$ 298,577		
<b>(17) TOTAL REVENUES</b>	<b>\$ 3,958,484</b>	<b>\$ 58,143,287</b>	<b>\$ 10,443,313</b>	<b>\$ 5,852,001</b>	<b>\$ 2,881,208</b>	<b>\$ 390,697</b>	<b>\$ 81,668,990</b>	<b>\$ 77,345,218</b>		
<b>EXPENSES</b>										
(18) Certificated salaries	\$ 1,753,775	\$ 32,960,819	\$ -	\$ -	\$ 306,257	\$ 331,331	\$ 35,352,182	\$ 34,167,040		
(19) Certificated benefits	\$ 255,549	\$ 8,062,480	\$ -	\$ -	\$ 52,856	\$ 44,698	\$ 8,415,583	\$ 7,962,321		
(20) Non-certificated salaries and wages	\$ 1,914,023	\$ 9,102,268	\$ 1,944,842	\$ 177,228	\$ 1,233,286	\$ -	\$ 14,371,647	\$ 13,092,275		
(21) Non-certificated benefits	\$ 548,083	\$ 2,634,970	\$ 540,574	\$ 46,217	\$ 322,905	\$ -	\$ 4,092,749	\$ 3,522,908		
(22) SUB - TOTAL	\$ 4,471,430	\$ 52,760,537	\$ 2,485,416	\$ 223,445	\$ 1,915,304	\$ 376,029	\$ 62,232,161	\$ 58,744,544		
(23) Services, contracts and supplies	\$ 114,651	\$ 7,064,057	\$ 4,307,558	\$ 5,874,511	\$ 811,231	\$ 420	\$ 18,172,428	\$ 17,453,110		
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 3,865,139	\$ -	\$ -	\$ -	\$ 3,865,139	\$ 3,825,347		
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 580,179	\$ 65,082	\$ -	\$ 102,198	\$ -	\$ 747,459	\$ 520,331		
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 167,005	\$ -	\$ -	\$ -	\$ 167,005	\$ 151,984		
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(30) Other interest and finance charges	\$ -	\$ 41,846	\$ 4,133	\$ 4,133	\$ 2,066	\$ -	\$ 52,178	\$ 51,504		
(31) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,877		
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(33) <b>TOTAL EXPENSES</b>	<b>\$ 4,586,081</b>	<b>\$ 60,446,619</b>	<b>\$ 10,894,333</b>	<b>\$ 6,102,089</b>	<b>\$ 2,830,799</b>	<b>\$ 376,449</b>	<b>\$ 85,236,370</b>	<b>\$ 80,777,697</b>		
(34) <b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (627,597)</b>	<b>\$ (2,303,332)</b>	<b>\$ (451,020)</b>	<b>\$ (250,088)</b>	<b>\$ 50,409</b>	<b>\$ 14,248</b>	<b>\$ (3,567,380)</b>	<b>\$ (3,432,479)</b>		

**SCHEDULE OF OPERATIONS AND MAINTENANCE**  
For the Year Ended August 31, 2024 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2024 TOTAL Operations and Maintenance	2023 TOTAL Operations and Maintenance Restated
Non-certificated salaries and wages	\$ 1,146,964	\$ 657,224	\$ -	\$ -	\$ 140,654			\$ 1,944,842	\$ 1,925,221
Non-certificated benefits	\$ 339,942	\$ 162,616	\$ -	\$ -	\$ 38,016			\$ 540,574	\$ 501,053
<b>SUB-TOTAL REMUNERATION</b>	\$ 1,486,906	\$ 819,840	\$ -	\$ -	\$ 178,670			\$ 2,485,416	\$ 2,426,274
Supplies and services	\$ 562,572	\$ 460,825	\$ -	\$ 1,130,735	\$ 21,237			\$ 2,175,369	\$ 2,092,076
Electricity			\$ 844,947					\$ 844,947	\$ 857,391
Natural gas/heating fuel			\$ 571,773					\$ 571,773	\$ 449,834
Sewer and water			\$ 123,431					\$ 123,431	\$ 93,226
Telecommunications			\$ 3,442					\$ 3,442	\$ 3,852
Insurance					\$ 478,149			\$ 478,149	\$ 420,043
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 3,865,139	\$ 3,865,139	\$ 3,825,347
Unsupported						\$ 232,087		\$ 232,087	\$ 153,935
<b>TOTAL AMORTIZATION</b>						\$ 232,087	\$ 3,865,139	\$ 4,097,226	\$ 3,979,282
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ 114,580				\$ 114,580	\$ 92,045
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ 30,877
<b>TOTAL EXPENSES</b>	\$ 2,049,478	\$ 1,280,665	\$ 1,543,593	\$ 1,245,315	\$ 678,056	\$ 232,087	\$ 3,865,139	\$ 10,894,333	\$ 10,444,900

**SQUARE METRES**

School buildings								67,996.5	66,653.0
Non school buildings								2,262.1	2,116.0

**Notes:**

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

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

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

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

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

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

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

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS  
For the Year Ended August 31, 2024 (in dollars)

Cash & Cash Equivalents	Average Effective (Market) Yield	2024		2023	
		Cost	Amortized Cost	Cost	Amortized Cost
Cash	5.93%	\$ 11,585,867	\$ 11,585,867	\$ -	\$ 15,937,324
Cash equivalents					
Government of Canada, direct and guaranteed	0.00%	-	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Other, including GIC's	0.00%	-	-	-	-
Total cash and cash equivalents	5.93%	\$ 11,585,867	\$ 11,585,867	\$ -	\$ 15,937,324

Portfolio Investments	Average Effective (Market) Yield	2024 Investments Measured at Fair Value							2023			Explain the reason for difference if PY Actuals are different from prior year submitted numbers	
		Investments Measured at Cost/Amortized Cost	Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)	Subtotal of Fair Value	Total	Investments Measured at Cost/Amortized Cost	Fair Value	Total		
<b>Interest-bearing securities</b>													
Deposits and short-term securities	5.25%	\$ 26	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26	\$ 26	\$ -	\$ 26	
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-	-	
	5.25%	26	-	-	-	-	-	-	26	26	-	26	
<b>Equities</b>													
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Global developed equities	0.00%	-	-	-	-	-	-	-	-	-	-	-	
Emerging markets equities	0.00%	-	-	-	-	-	-	-	-	-	-	-	
Private equities	0.00%	-	-	-	-	-	-	-	-	-	-	-	
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	-	-	
<b>Inflation sensitive</b>													
Real estate	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	-	-	
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	-	-	
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-	-	
<b>Strategic, tactical, and currency investments</b>	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total portfolio investments	5.25%	26	-	-	-	-	-	-	26	26	-	26	

Portfolio investments	Level 1	2024 Level 2	Level 3	Total
Pooled investment funds	\$ -	\$ -	\$ -	\$ -

Portfolio Investments Measured at Fair Value	Level 1	2024 Level 2	Level 3	Total	2023 Total
Portfolio investments in equity instruments that are quoted in an active market	\$ -	\$ -	\$ -	\$ -	\$ -
Portfolio investments designated to their fair value category	-	-	-	-	-
	\$ -	\$ -	\$ -	\$ -	\$ -

Reconciliation of Portfolio Investments Classified as Level 3	2024	2023
Opening balance	\$ -	\$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains/(Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	\$ -	\$ -

	2024	2023
<b>Operating</b>		
Cost	\$ 26	\$ 26
Unrealized gains and losses	-	-
	26	26
<b>Endowments</b>		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
<b>Total portfolio investments</b>	\$ 26	\$ 26

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

	2024	2023
Under 1 year	100.0%	100.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	100.0%

**SCHEDULE 6**

School Jurisdiction Code: **1110**

**SCHEDULE OF TANGIBLE CAPITAL ASSETS  
For the Year Ended August 31, 2024 (in dollars)**

**Tangible Capital Assets**

	2024						2023	
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years	Total Restated	
<b>Historical cost</b>								
Beginning of year	\$ 1,410,463	\$ 2,144,320	\$ 147,555,213	\$ 8,281,237	\$ 442,802	\$ 435,261	\$ 160,269,296	155,190,414
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	\$290,357	\$2,106,048	671,185	71,118	-	3,138,708	6,108,339
Transfers in (out)	-	(2,107,899)	\$2,107,899	-	-	-	-	-
Less disposals including write-offs	-	(62,034)	-	(19,666)	(46,285)	-	(127,985)	(1,029,457)
Historical cost, August 31, 2024	\$ 1,410,463	\$ 264,744	\$ 151,769,160	\$ 8,932,756	\$ 467,635	\$ 435,261	\$ 163,280,019	\$ 160,269,296
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 58,805,269	\$ 4,022,914	\$ 219,869	\$ 277,901	\$ 63,325,952	59,623,851
Prior period adjustments	-	-	(15,038)	-	-	-	(15,038)	(15,038)
Amortization	-	-	3,650,410	1,047,353	35,090	46,752	4,779,605	4,501,093
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	(9,257)	-	(9,257)	(798,992)
Accumulated amortization, August 31, 2024	\$ -	\$ -	\$ 62,440,641	\$ 5,070,267	\$ 245,702	\$ 324,653	\$ 68,081,262	\$ 63,310,914
<b>Net Book Value at August 31, 2024</b>	\$ 1,410,463	\$ 264,744	\$ 89,328,520	\$ 3,862,490	\$ 221,932	\$ 110,608	\$ 95,198,757	
<b>Net Book Value at Aug 31, 2023 (Restated)</b>	\$ 1,410,463	\$ 2,144,320	\$ 88,764,983	\$ 4,258,324	\$ 222,932	\$ 157,360		\$ 96,958,382

	2024	2023
Total cost of assets under capital lease	\$ 11,010	\$ 11,010
Total amortization of assets under capital lease	\$ 3,565	\$ 1,295

Assets under capital lease includes buildings with a total cost of \$11,010 (2023 - \$11,010) and accumulated amortization of \$3,565 (2023 - \$1,295)

\*Work in Progress includes \$264,744 for betterments to existing buildings (2023 - \$2,144,320)



**SCHEDULE 7**

School Jurisdiction Code: **1110**

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
For the Year Ended August 31, 2024 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses	
Oatway-McLay, Tasha - Chair (August 28, 2024)	1.00	\$20,625	\$7,474	\$0			\$0	\$2,922	
Gibbons, Irene - previous Chair (August 23, 2023 to August 28, 2024)	1.00	\$24,150	\$6,471	\$0			\$0	\$7,111	
Buga, Stacey - Vice Chair (August 28, 2024)	1.00	\$22,575	\$7,579	\$0			\$0	\$6,430	
Briggs, Cindy - previous Vice Chair (August 23, 2023 to August 28, 2024)	1.00	\$22,238	\$7,597	\$0			\$0	\$2,990	
Dwyer, Joe	1.00	\$20,775	\$7,442	\$0			\$0	\$4,072	
Murray-Elliott, Trish	1.00	\$22,650	\$7,628	\$0			\$0	\$7,752	
Pequin, Janine	1.00	\$22,275	\$7,600	\$0			\$0	\$4,659	
<b>Subtotal</b>	<b>7.00</b>	<b>\$155,288</b>	<b>\$51,791</b>	<b>\$0</b>			<b>\$0</b>	<b>\$35,936</b>	
Name, Superintendent 1	Superintendent Warren	1.00	\$203,000	\$38,058	\$6,900	-	-	\$35,574	\$8,029
Name, Treasurer 1	Associate Superintendent Nicholson	0.75	\$127,500	\$35,887	-	-	-	\$3,269	\$3,132
Name, Treasurer 2	Acting Associate Superintendent Kuik	0.25	\$35,280	\$1,924	-	-	-	\$0	\$800
Certificated			\$35,149,182	\$8,332,436	\$0	\$0	\$0	\$2,615	
School based	339.50								
Non-School based	11.00								
Non-certificated			\$14,053,579	\$3,961,490	\$0	\$0	\$0	\$38,388	
Instructional	263.10								
Operations & Maintenance	34.80								
Transportation	2.20								
Other	11.00								
<b>TOTALS</b>	<b>670.60</b>	<b>\$49,723,829</b>	<b>\$12,421,586</b>	<b>\$6,900</b>	<b>\$0</b>	<b>\$0</b>	<b>\$79,846</b>	<b>\$47,897</b>	

(1) Other Accrued Unpaid Benefits Include:

Please describe Other Accrued Unpaid Benefits

- Supplemental Executive Retirement Plan (SERP)
- Untaken vacation pay

SCHEDULE OF ASSET RETIREMENT OBLIGATIONS  
For the Year Ended August 31, 2024 (in dollars)

Continuity of ARO (Liability) Balance

(in dollars)	2024						2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2023	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
Liability incurred from Sept. 1, 2023 to Aug. 31, 2024	-	-	-	-	-	-	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2023 to Aug. 31, 2024 - Alberta Infrastructure	-	-	-	-	-	-	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2023 to Aug. 31, 2024 - Other	-	-	-	-	-	-	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2023 to Aug. 31, 2024	-	305,167	-	-	-	305,167	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2023 to Aug. 31, 2024	-	-	-	-	-	-	-	-	-	-	-	-
<b>Balance, Aug. 31, 2024</b>	<b>\$ -</b>	<b>\$ 8,552,904</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,552,904</b>	<b>\$ -</b>	<b>\$ 8,247,737</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,247,737</b>

Continuity of TCA (Capitalized ARO) Balance

(in dollars)	2024						2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
<b>ARO Tangible Capital Assets - Cost</b>												
Opening balance, August 31, 2023	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
Additions resulting from liability incurred	-	-	-	-	-	-	-	-	-	-	-	-
Revision in estimate	-	305,167	-	-	-	305,167	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-	-	-	-	-	-	-
Cost, August 31, 2024	\$ -	\$ 8,552,904	\$ -	\$ -	\$ -	\$ 8,552,904	\$ -	\$ 8,247,737	\$ -	\$ -	\$ -	\$ 8,247,737
<b>ARO TCA - Accumulated Amortization</b>												
Opening balance, August 31, 2023	\$ -	\$ 4,863,496	\$ -	\$ -	\$ -	\$ 4,863,496	\$ -	\$ 4,711,512	\$ -	\$ -	\$ -	\$ 4,711,512
Amortization expense	-	167,005	-	-	-	167,005	-	151,984	-	-	-	151,984
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Less: disposals	-	-	-	-	-	-	-	-	-	-	-	-
Accumulated amortization, August 31, 2024	\$ -	\$ 5,030,501	\$ -	\$ -	\$ -	\$ 5,030,501	\$ -	\$ 4,863,496	\$ -	\$ -	\$ -	\$ 4,863,496
<b>Net Book Value at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 3,522,403</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,522,403</b>	<b>\$ -</b>	<b>\$ 3,384,241</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,384,241</b>

**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

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**1. AUTHORITY AND PURPOSE**

The Division delivers education programs under the authority of the Education Act, 2012, Chapter E-0.3.

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

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

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

**Basis of Financial Reporting**

**Valuation of Financial Assets and Liabilities**

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

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

**Financial Assets**

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

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

Cash and cash equivalents

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

Accounts receivable

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

Inventories for resale

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

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**Liabilities**

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

Accounts Payable and Other Accrued Liabilities

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

Deferred Contributions

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

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

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

Employee Future Benefits

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

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

Asset Retirement Obligations

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

These may include, but are not limited to;

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

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

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

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

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

Environmental Liabilities

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

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

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

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

The Division has assessed its obligations and determined that no environmental liabilities exist as at August 31, 2024, and accordingly, no amounts have been accrued in the financial statements.

**Non-Financial Assets**

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

- i. are normally employed to deliver government services; and
- ii. may be consumed in the normal course of operations; and
- iii. are not for sale in the normal course of operations.

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

Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, improvement, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset, and asset retirement cost.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Construction-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Division are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the Division's rate for incremental borrowing or the interest rate implicit in the lease.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	25 to 50 years
Vehicles	5 to 10 years
Computer Hardware & Software	3 to 5 years
Equipment	5 to 10 years

Prepaid expenses

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

**Operating and Capital Reserves**

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

**Revenue Recognition**

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

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

Government transfers

Transfers from all governments are referred to as government transfers.

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

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

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

Donations and non-Government contributions

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

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

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

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

Grants and donations for land

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

Investment income

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

**Expenses**

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

**Allocation of Costs**

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

## **2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

### **Program Reporting**

The Division's operations have been segmented as follows:

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

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

### **Trusts Under Administration**

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

### **Financial Instruments**

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

### **Measurement Uncertainty**

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

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

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



**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**3. CHANGE IN ACCOUNTING POLICY**

Effective September 1, 2023, the Division adopted PS 3160 Public Private Partnerships (P3), PS 3400 Revenue, and PSG-8 Purchased Intangibles prospectively. Since the Division has no applicable Public Private Partnerships, purchased intangibles, or changes in revenue measurement, these adoptions had no impact on the financial statements.

**4. FUTURE CHANGES IN ACCOUNTING STANDARDS**

On September 1, 2026, the Division will adopt the following new conceptual framework and accounting standard approved by the Public Sector Accounting Board:

- **The Conceptual Framework of Financial Reporting in the Public Sector**

The Conceptual Framework is the foundation for public sector financial reporting standard setting. It replaces the conceptual aspects of Section PS 1000 Financial Statement Concepts and Section PS 1100 Financial Statement Objectives. The conceptual framework highlights considerations fundamental for the consistent application of accounting issues in the absence of specific standards.

- **PS 1202 Financial Statement Presentation**

Section PS 1202 sets out general and specific requirements for the presentation of information in general purpose financial statements. The financial statement presentation principles are based on the concepts within the Conceptual Framework.

Management is currently assessing the impact of the conceptual framework and the standard on the financial statements.

**5. ACCOUNTS RECEIVABLE**

Source	2024 Gross Amount	2024 Allowance for Doubtful Accounts	2024 Net Realizable Value	2023 Net Realizable Value
Alberta Education - Grants	\$ 9,524	\$ -	\$ 9,524	\$ 23,713
Alberta Education - Capital	13,447	-	13,447	-
Alberta Education - Other	73,940	-	73,940	76,687
Other Alberta school jurisdictions	1,324	-	1,324	474
Alberta Health Services	63,853	-	63,853	71,109
Alberta Human Services	213,236	-	213,236	201,335
Federal government	83,570	-	83,570	207,648
Other	52,551	-	52,551	68,264
<b>Total</b>	<b>\$ 511,445</b>	<b>\$ -</b>	<b>\$ 511,445</b>	<b>\$ 649,230</b>

**6. BANK INDEBTEDNESS**

The Division has negotiated a line of credit in the amount of \$3,000,000 (2023 - \$4,000,000) that bears interest prime -0.5%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. At August 31, 2024, there was \$nil (2023 - \$nil) drawn on the facility. The prime rate at August 31, 2024 was 6.70% (2023 - 7.20%).

**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**7. ACCOUNTS PAYABLE AND OTHER ACCRUED LIABILITIES**

Source	2024	2023
Alberta Education - WMA	\$ 363,648	\$ 316,335
Alberta Eduation - Other	39,005	-
Federal government	777,704	12,402
Accrued vacation pay liability	49,447	86,881
Other salaries & benefit costs	269,345	1,932
Other trade payables and accrued liabilities	700,418	2,234,192
Unearned Revenue	-	-
School Generated Funds, including fees	42,265	2,800
Other fee revenue not collected at school level	418,586	448,330
<b>Total</b>	<b>\$ 2,660,418</b>	<b>\$ 3,102,873</b>

**8. BENEFIT PLANS**

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

Current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2024, the amount contributed by the Government was \$3,234,975 (2023 – \$3,193,900).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan. The Division is not responsible for future funding of the plan deficit other than through contribution increases. The expense for this pension plan is equivalent to the annual contributions of \$882,659 for the year ended August 31, 2024 (2023 - \$890,135). At December 31, 2023, the Local Authorities Pension Plan reported a surplus of \$15,057,000,000 (2022, a surplus of \$12,671,000,000).

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

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

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

Employee future benefit liabilities consist of the following:

Source	2024	2023
Registered supplemental executive retirement plan (SERP)	31,353	31,353
<b>Total</b>	<b>\$ 31,353</b>	<b>\$ 31,353</b>

**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**9. ASSET RETIREMENT OBLIGATIONS AND ENVIRONMENTAL LIABILITIES**

	2024	2023
Asset Retirement Obligations, beginning of year	\$ 8,247,737	\$ 8,247,737
Liability incurred	-	-
Liability settled	-	-
Revision in estimates	305,167	-
<b>Total</b>	<b>\$ 8,552,904</b>	<b>\$ 8,247,737</b>

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

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

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

Asset retirement obligations are expected to be settled over the next 5 to 37 years.

Included in ARO estimates is \$8,552,904 (2023 – \$8,247,737) measured at its current estimated cost to settle or otherwise extinguish the liability. The Division has measured ARO's related to hazardous asbestos fiber containing materials at the current value due to the uncertainty about when the hazardous materials would be removed.

**10. PREPAID EXPENSES**

Prepaid Expenses consist of the following:

Source	2024	2023
Prepaid insurance	\$ 103,458	\$ 116,543
Prepaid software licenses	196,977	320,223
Prepaid deposits on equipment	-	360,800
Other	90,270	114,796
<b>Total</b>	<b>\$ 390,705</b>	<b>\$ 912,362</b>

**11. NET ASSETS**

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

**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**11. NET ASSETS (continued)**

Net Assets	2024	2023 Restated
Unrestricted surplus	\$ -	\$ 4,440,595
Operating reserves	3,954,352	3,128,963
<b>Accumulated surplus from operations</b>	<b>\$ 3,954,352</b>	<b>\$ 7,569,558</b>
Investment in tangible capital assets	6,137,860	5,839,768
Capital reserves	3,168,835	3,419,101
<b>Total</b>	<b>\$ 13,261,047</b>	<b>\$ 16,828,427</b>

Accumulated surplus from operations (ASO) include funds of \$662,120 that are raised at the school level and are not available to spend at the board level. The Division's adjusted surplus from operations is calculated as follows:

	2024	2023 Restated
Accumulated surplus (deficit) from operations	\$ 3,954,352	\$ 7,569,558
Deduct: School generated funds included in accumulated surplus (Note 15)	662,120	578,787
<b>Adjusted accumulated surplus*</b>	<b>\$ 3,292,232</b>	<b>\$ 6,990,771</b>

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

**12. CONTRACTUAL OBLIGATIONS**

Source	2024	2023
Building leases	\$ 406,470	\$ 106,900
Service providers	116,548	225,439
Vehicles	4,761	12,243
<b>Total</b>	<b>\$ 527,779</b>	<b>\$ 344,582</b>

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

School Year	Building Leases	Service Providers	Vehicles
2024-2025	\$ 114,629	\$ 78,109	\$ 4,081
2025-2026	115,222	38,439	680
2026-2027	115,826	-	-
2027-2028	31,443	-	-
2028-2029	29,350	-	-
<b>Total</b>	<b>\$ 406,470</b>	<b>\$ 116,548</b>	<b>\$ 4,761</b>

**13. CONTINGENT LIABILITIES**

National Defense Lease

On December 15, 2000, the Division entered into an agreement with the Minister of National Defense. Under the terms of the agreement, the Division leases land, on which the new Guthrie School is located, from the Minister in the amount of \$1.00 per annum for a period of twenty-five years commencing on September 1, 2000 and continuing until August 31, 2025. The Division has the option to renew the lease for a further twenty-five-

**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**13. CONTINGENT LIABILITIES (Continued)**

year term under the same terms and conditions provided the Division notifies the Minister at least twelve months prior to the expiry of the present lease term of its intention to exercise this option.

Insurance Consortium

The Division is a member of Alberta Risk Management Insurance Consortium (ARMIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The Division's share of the pool as at August 31, 2024 is \$310,945.

**14. TRUSTS UNDER ADMINISTRATION**

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

At August 31, 2024 trust funds under administration were as follows:

Source	2024	2023
Deferred salary leave plan	\$ -	\$ 349
Scholarship trusts	558,619	550,876
<b>Total</b>	<b>\$ 558,619</b>	<b>\$ 551,225</b>

**15. SCHOOL GENERATED FUNDS**

	2024	2023
School Generated Funds, Beginning of Year	\$ 578,787	\$ 387,366
Gross Receipts:		
Fees	1,281,488	510,018
Fundraising	160,852	160,013
Gifts and donations	215,408	299,704
Grants to schools	32,930	25,137
Other sales and services	300,791	258,221
<b>Total gross receipts</b>	<b>\$ 1,991,469</b>	<b>\$ 1,253,093</b>
Total Related Expenses and Uses of Funds	1,725,618	918,209
Total Direct Costs Including Cost of Goods Sold to Raise Funds	140,253	101,406
<b>School Generated Funds, End of Year</b>	<b>\$ 704,385</b>	<b>\$ 620,844</b>
Balance included in Deferred Contributions	\$ -	\$ 39,257
Balance included in Accounts Payable	\$ 42,265	\$ 2,800
<b>Balance included in Accumulated Surplus (Operating Reserves)</b>	<b>\$ 662,120</b>	<b>\$ 578,787</b>

**16. RELATED PARTY TRANSACTIONS**

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

**The Sturgeon School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**16. RELATED PARTY TRANSACTIONS (continued)**

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

Government of Alberta (GOA):	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
<b>Alberta Education</b>				
Accounts receivable / Accounts payable	\$ 83,464	\$ 402,653		
Prepaid expenses / Deferred operating revenue	-	904,441		
Unexpended deferred capital contributions		766,877		
Expended deferred capital revenue		6,232,349	412,306	
Grant revenue & expenses			67,791,704	
ATRF payments made on behalf of district			3,234,975	
Other revenues & expenses			243,141	-
<b>Other Alberta school jurisdictions</b>	1,324	-	46,504	61,187
<b>Alberta Health Services</b>	63,853	-	319,370	-
<b>Post-secondary institutions</b>	-	-	-	1,364
<b>Alberta Infrastructure</b>				
Alberta Infrastructure	13,447	-	398,311	-
Unexpended deferred capital contributions		31,194		
Spent deferred capital contributions		73,953,006	3,320,873	
<b>Human Services</b>	213,236	-	1,073,197	-
<b>Alberta Treasury Board and Finance</b>	-	-	-	3,750
<b>Other:</b>				
Alberta Pension Services Corporation	-	-	-	882,659
<b>Total 2023-2024</b>	<b>\$ 375,324</b>	<b>\$82,290,520</b>	<b>\$76,840,381</b>	<b>\$ 948,960</b>
<b>Total 2022-2023</b>	<b>\$ 373,318</b>	<b>\$85,407,966</b>	<b>\$73,262,121</b>	<b>\$ 1,981,013</b>

**17. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY**

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

**18. BUDGET AMOUNTS**

The budget was prepared by the Division and approved by the Board of Trustees on May 24, 2023. It is presented for information purposes only and has not been audited.

**19. COMPARATIVE FIGURES**

Certain 2023 figures have reclassified, where necessary, to conform to the 2024 presentation.

During the current year, management identified an adjustment needed in the previously reported balances related to the investment in tangible capital assets reserve and the spent deferred capital contributions. This correction has been made to more accurately reflect the balances of these accounts in accordance with the applicable accounting standards.

**SCHEDULE 9**

**UNAUDITED SCHEDULE OF FEES**  
For the Year Ended August 31, 2024 (in dollars)

	Please provide a description, if needed.	Actual Fees Collected 2022/2023	Budgeted Fee Revenue 2023/2024	(A) Actual Fees Collected 2023/2024	(B) Unspent September 1, 2023*	(C) Funds Raised to Defray Fees 2023/2024	(D) Expenditures 2023/2024	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2024*
<b>Transportation Fees</b>		\$726,546	\$431,204	\$470,582	\$0	\$0	\$470,582	\$0
<b>Basic Instruction Fees</b>								
Basic instruction supplies		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fees to Enhance Basic Instruction</b>								
Technology user fees		\$2,150	\$3,945	\$2,161	\$0	\$0	\$2,161	\$0
Alternative program fees		\$219,722	\$260,250	\$169,995	\$0	\$0	\$169,995	\$0
Fees for optional courses		\$321,796	\$345,094	\$492,372	\$0	\$0	\$492,372	\$0
Activity fees		\$217,238	\$451,037	\$274,120	\$0	\$0	\$274,120	\$0
Early childhood services		\$151,370	\$105,400	\$122,932	\$0	\$0	\$122,932	\$0
Other fees to enhance education		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Non-Curricular fees</b>								
Extracurricular fees		\$320,987	\$343,745	\$290,655	\$0	\$0	\$290,655	\$0
Non-curricular travel		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>		<b>\$1,959,809</b>	<b>\$1,940,675</b>	<b>\$1,822,817</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,822,817</b>	<b>\$0</b>

\*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2024	Actual 2023
Cafeteria sales, hot lunch, milk programs	\$7,324	\$0
Special events, graduation, tickets	\$58,089	\$54,992
International and out of province student revenue	\$0	\$4,240
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$169,224	\$172,136
Adult education revenue	\$0	\$4,480
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$5,416	\$6,270
Fundraising	\$160,852	\$159,296
	\$0	\$0
	\$0	\$0
<b>TOTAL</b>	<b>\$400,905</b>	<b>\$401,414</b>

**SCHEDULE 10**

**UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION**  
**For the Year Ended August 31, 2024 (in dollars)**  
**Allocated to System Administration**  
**2024**

<b>EXPENSES</b>	<b>Salaries &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Other</b>	<b>TOTAL</b>
Office of the superintendent	\$ 251,340	\$ 22,830	\$ -	\$ 274,170
Educational administration (excluding superintendent)	210,287	9,388	-	219,675
Business administration	741,252	343,981	-	1,085,233
Board governance (Board of Trustees)	207,078	167,203	-	374,281
Information technology		122,927	-	122,927
Human resources	274,372	14,598	-	288,970
Central purchasing, communications, marketing	54,349	26,312	-	80,661
Payroll	176,624	7,798	-	184,422
Administration - insurance			88,933	88,933
Administration - amortization			102,198	102,198
Administration - other (admin building, interest)			9,329	9,329
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>\$ 1,915,302</b>	<b>\$ 715,037</b>	<b>\$ 200,460</b>	<b>\$ 2,830,799</b>
Less: Amortization of unsupported tangible capital assets				(\$102,198)
<b>TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES</b>				<b>2,728,601</b>
<b>REVENUES</b>				<b>2024</b>
System Administration grant from Alberta Education				2,767,693
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				18,108
System Administration funding from others				95,407
<b>TOTAL SYSTEM ADMINISTRATION REVENUES</b>				<b>2,881,208</b>
Transfers (to)/from System Administration reserves				-
Transfers (to) other programs				-
<b>SUBTOTAL</b>				<b>2,881,208</b>
System Administration expense (over) under spent				\$152,607





**Date:** November 27, 2024 **Agenda Item:** 7.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Draft Sturgeon Public Schools Annual Education Results Report (AERR) - November 2024**

**Recommended Motion:**

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

**Background:**

Attached for Trustee review is the DRAFT Annual Education Results Report (AERR) for November 2024.

The Division’s Annual Education Results Report (AERR) provides information on results for all required provincial measures and local measures Sturgeon Public Schools chooses to include. The report highlights the successes and challenges of the past year and is prepared each year in November for the Board of Trustees to review. The attached AERR specifically reports on progress towards achieving the goals and outcomes of the May 2023 - 2026 Education Plan which was approved by the Board in May 2023.

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

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (3) Visionary Leadership
- INDICATORS:**
  - b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
  - c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives; and
  - d. ensuring that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements

identified in provincial legislation and incorporates the school community's perspectives.

**COMPETENCY:** (6) School Authority Operations and Resources  
**INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and  
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and  
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

### **Governance Implications:**

#### Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success;
- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes; and
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.

#### Policy 105: Vision, Mission and Values

VISION

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

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.

## 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 choices. One size does not fit all. We recognize that to prepare students for their futures, 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.

### [Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

### [Policy 221: Role of the Trustee](#)

2.1.1 Represent his or her constituents and consider the interests of all Division stakeholders when making decisions.

2.1.2 Be familiar with the Education Act and Division policies and procedures.

2.1.3 Be familiar with and adhere to the Trustee Code of Conduct.

2.1.6 Support the corporate decisions of the Board.

2.1.9 Promote positive relationships between the Board and all Division stakeholders.

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

#### Education Planning and Programming

1. Review and approve the vision for the Division.
2. Annually review and approve education goals including the Annual Education Plan.

#### Assurance and Accountability

5. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes.
6. Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.

#### Stakeholder Engagement and Communication

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.
8. Make informed decisions that consider community values and represent the interests of the entire Division.
9. Promote the schools' programs which reflect the needs and desires of the community.
10. Report Division outcomes to the community annually.

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

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

#### [Policy 701: Board Delegation of Authority](#)

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division.

#### [Administrative Procedure 240: System, School and Program Evaluation](#)

Schools, programs and the school system may be evaluated to determine if objectives and outcomes are appropriate for the attainment of a high level of student achievement and for the optimal use of physical, human and economic resources.

The need for any school, program or system evaluation should be identified as part of the priorities set annually for the school year.

#### [Administrative Procedure 241: Annual Education Results Report](#)

Sturgeon Public School Division is required by Alberta Education to prepare an Annual Education Results Report (AERR). As part of a continuous improvement cycle school divisions are expected to assess and interpret the results arising from implementing the Three-Year Education Plan and report on the progress toward achieving identified outcomes. School divisions must also report on their performance and the actions taken to meet their responsibilities in key assurance domains.

The Division acknowledges its duty to maintain communication and accountability by making an Annual Education Results Report available and accessible to its stakeholders.

[Administrative Procedure 810: Protocol for Reporting Provincial Achievement & Diploma Examination Results](#)

Sturgeon Public Schools believes that schools should report on an annual basis to its public results on Provincial Achievement Tests and Provincial Diploma Examinations.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. Draft Annual Education Results Report (AERR) - November 2024

# Annual Education Results Report (AERR)

2023 - 2024



**Sturgeon  
Public Schools**

Dare to reimagine learning





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## Accountability Statement

The Annual Education Results Report for Sturgeon Public Schools for the 2023/2024 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023 - 2024 was approved by the Board on XXXXX, 2024.

Tasha Oatway-McLay, Chair  
Board of Trustees, Sturgeon Public Schools

## Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In the 2023 - 2024 school year, there were no internal disclosures of wrongdoing made in good faith by any Sturgeon Public Schools' employees under the terms of the *Public Interest Disclosure (Whistleblower Protection) Act*.





## Executive Summary

The 2023-2024 Annual Education Results Report (AERR) for Sturgeon Public School Division reviews the Division's progress in achieving the goals of its 2023-2026 Education Plan. This report celebrates successes and identifies areas where continued focus is essential to support both student success and community trust.

### Highlights Across the Five Assurance Domains:

**Student Growth and Achievement:** The Division celebrates improved literacy at certain grade levels and strong outcomes in Indigenous student high school completion rates. Overall Grade 9 Math and Grade 12 Math need targeted support to reach provincial standards. Citizenship and peer respect scores are also below the provincial average, signaling a need for enhanced strategies to foster a respectful, inclusive school culture.

**Teaching and Leading:** High levels of educator engagement, with strong satisfaction in professional development and data-informed practices, underscore the Division's commitment to impactful teaching. Ongoing focus on effective instructional strategies and Indigenous cultural understanding will support further inclusivity and responsiveness in classrooms.

**Learning Supports:** Schools offer welcoming and supportive environments with robust mental health and individualized resources. While these supports are well-regarded, the Division recognizes the need for greater accessibility to mental health services and enhanced resources for diverse learners, especially in middle years.

**Governance:** Parent involvement in educational decisions is a strength, with improvement over last year's levels. However, parental engagement remains slightly below provincial benchmarks, signaling the need for improved communication and transparency to deepen parent involvement and trust.

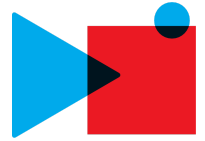
**Local and Societal Context:** Parent feedback highlighted appreciation for the Division's diverse programming, including STEAM and Career Pathways, which support community-connected learning experiences and career readiness. Despite this, student connection to their school community remains below provincial levels, highlighting the need to foster stronger ties through leadership and volunteer opportunities.

**This AERR measures progress in relation to the 2023-2026 Education Plan, which is summarized on the following page.** (<https://www.sturgeon.ab.ca/download/416909>.)

The insights from this AERR will shape the Division's approach for the coming year, emphasizing targeted math support, student respect and citizenship, and strengthened community connections. These findings will directly inform the updated Education Plan in May 2025, ensuring data-driven strategies that promote student success and community confidence.







## 2023 - 2026 Education Plan Outcomes and Strategies



### Student Growth & Achievement

AB Ed. Outcome 1 & 2

1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.
2. Students demonstrate citizenship and respect the uniqueness of all learners.
3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.



### Teaching & Leading

AB Ed. Outcome 3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.
5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.
6. Continuous leadership development is prioritized division wide.



### Learning Supports

AB Ed. Outcome 1

7. Public School Communities are safe, caring, respectful and inclusive.
8. Mental Health supports are recognized as critical components to overall student success and wellbeing.
9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.



### Governance

AB Ed. Outcome 4

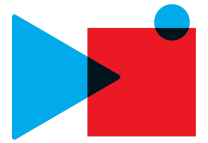
10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.
11. Resources are allocated and managed in the interests of ensuring student success.




### Local & Societal

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.
14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.





## 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.

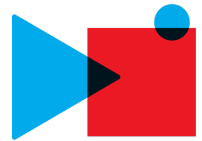
### Learning Choice

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.



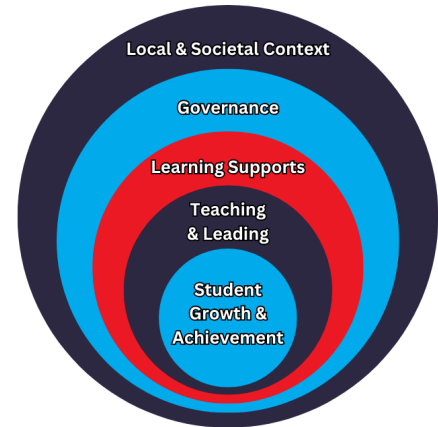


## Assurance Domains and Student Success

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

- Student Growth & Achievement
- Teaching & Leading
- Learning Supports
- Governance
- Local & Societal Context

Optimal Learning for all Students is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools meet, and excel at, the challenges presented by the global community.



## Domains and Outcomes

Each domain functions as part of an interconnected system supporting student success. Outcomes within each domain illustrate expected practices, while strategies outline the Division's approach to achieving these outcomes. Measures are used and communicated to all stakeholders as part of our Annual Education Results Report (AERR) to illustrate success and inform the next cycle of improvement.

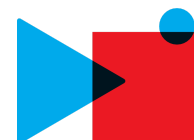
## Measures in Context

The Alberta Education Assurance (AEA) survey collects feedback on the quality of education within school authorities and their schools. The AEA survey is sent to parents or guardians of students in Grades 4, 7 and 10. Additionally, students in Grades 4, 7 and 10 and teachers (Pre-K to Grade 12) partake in the AEA survey.

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

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





## Domain: Student Growth & Achievement

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

### 2023 - 2024 Outcomes

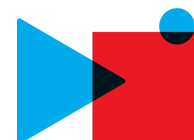
Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.

Students demonstrate citizenship and respect the uniqueness of all learners.

First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.

All Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	<b>81.3</b>	83.1	83.2	<b>83.7</b>	n/a	Declined	n/a
Citizenship	<b>77.9</b>	77.2	78.4	<b>79.4</b>	High	Maintained	Good
HS Completion (3Y)	<b>81.3</b>	76.9	78.9	<b>80.4</b>	Intermediate	Maintained	Acceptable
HS Completion (5Y)	<b>79.6</b>	89.0	85.8	<b>88.1</b>	Low	Declined	Issue
6 PAT: Acceptable	<b>65.2</b>	64.7	64.7	<b>68.5</b>	Low	Maintained	Issue
6 PAT: Excellence	<b>17.8</b>	13.3	13.3	<b>19.8</b>	Intermediate	Improved	Good
9 PAT: Acceptable	<b>64.0</b>	67.5	67.5	<b>62.5</b>	Low	Declined	Issue
9 PAT: Excellence	<b>9.9</b>	15.9	15.9	<b>15.4</b>	Low	Declined Significantly	Concern
DIP: Acceptable	<b>80.5</b>	78.5	78.5	<b>81.5</b>	Intermediate	Maintained	Acceptable
DIP: Excellence	<b>12.9</b>	13.7	13.7	<b>22.6</b>	Intermediate	Maintained	Acceptable
Indigenous Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
HS Completion (3Y)	76.6	65.8	70.3	58.6	Intermediate	Maintained	Acceptable
HS Completion (5Y)	73.1	78.4	80.2	69.4	Low	Maintained	Issue
6 PAT: Acceptable	56.5	54.7	54.7	48.7	Very Low	Maintained	Issue
6 PAT: Excellence	14.5	3.1	3.1	7.3	Intermediate	Improved	Good





9 PAT: Acceptable	55.0	65.4	65.4	41.4	Very Low	Declined	Concern
9 PAT: Excellence	7.1	11.8	11.8	6.1	Very Low	Maintained	Concern
DIP: Acceptable	75.0	82.9	82.9	76.9	Low	Maintained	Issue
DIP: Excellence	13.8	7.9	7.9	11.8	Intermediate	Maintained	Acceptable

## Engagement in Literacy and Numeracy Learning

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

Engagement Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	1323	83.5	1590	83.2	1586	83.1	1614	81.3
Alberta: Overall	n/a	n/a	230956	85.6	249740	85.1	257214	84.4	265079	83.7
SPS Change from previous year:									-1.8	
SPS Relative to province:									-2.4	

Engagement Detail	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	220	86.0	245	85.9	225	85.2	246	80.8
SPS: Students	n/a	n/a	850	66.9	1061	68.2	1046	67.6	1,044	66.1
SPS: Teachers	n/a	n/a	253	97.5	284	95.6	315	96.4	324	97.0

## Engagement Analysis

Student engagement continues to be an area of focus for the Division. Student and teacher responses are within 5% of the provincial average, however, overall achievement and parent responses have declined. Most notably, parent responses were 5.9% below the provincial average and represented a drop of 4.4% from the previous year. Upon further analysis of individual responses, parents of grade 7 students reported a significant decline (-19% from the previous year) in those who agreed or strongly agreed that “Your child is learning what they need to know” while Grade 4 and 10 parent responses remained much more consistent from previous years.

As Sturgeon Public Schools refines future Education Plans, the Division will focus on communicating widely with parents about the excellent, active and engaging learning







experiences of students, especially in the middle years. Through social media, classroom, and school communications, our parents will be more informed about the engaging, meaningful learning taking place throughout Sturgeon Public Schools.

Implications of this data highlight the continuing need for systematic focus on meaningful and engaging learning experiences. Throughout all levels of professional development, the Division will focus on data-informed, evidence-based, best practice strategies.

## Citizenship

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

Citizenship Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1536	82.2	1323	80.5	1590	79.5	1583	77.2	1,611	77.9
Alberta: Overall	264413	83.3	230843	83.2	249770	81.4	257231	80.3	265100	79.4
SPS Change from previous year:									+0.7	
SPS Relative to province:									-1.5	

Citizenship Detail	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	277	78.7	221	78.4	245	76.1	224	73.3	246	73.1
SPS: Students	982	73.7	849	69.3	1061	71.0	1044	68.9	1041	69.3
SPS: Teachers	277	94.2	253	93.8	284	91.5	315	89.3	324	91.3

## Citizenship Analysis

Citizenship is an area of celebration as the Division maintained high achievement overall. It is noted that parent responses were 5.6% below provincial average. We saw small increases with student and teacher respondents, reversing a previous downward trend with teachers, and landing within 5% of the provincial average for both groups.

Implications for the Education Plan include a continued focus on modeling and supporting good citizenship and communicating these efforts with parents. These results highlight the importance of working with leadership, staff and students to support the development of citizenship skills through leadership opportunities and broader community engagement.





## High School Completion Rates

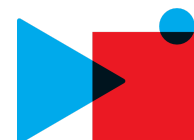
High School Completion Rate (3-year & 5-year) results for the same Grade 10 Cohort are outlined in each table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2019 is reported in 2021 - 2022 as 76.9%. The completion rate for this same cohort at 5-year completion is reported in 2023 - 2024 as 79.6%.

3 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	273	76.3	289	83.5	277	76.2	259	76.9	295	81.3
SPS: Indigenous Students	34	71.0	35	74.9	47	70.2	38	65.8	34	76.6
Alberta: All Students	45354	80.3	46245	83.4	47675	83.2	48340	80.7	49297	80.4
Alberta: Indigenous Students	3750	55.9	3814	62.0	3972	59.5	3943	57.0	46	58.6
SPS Change from previous year: All Students										+4.4
SPS Relative to province: All Students										+0.9
SPS Relative to province: Indigenous Students										+18.0

5 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	287	84.8	266	84.3	273	84.1	288	89.0	275	79.6
SPS: Indigenous Students	23	91.5	31	77.5	36	84.6	34	78.4	46	73.1
Alberta: All Students	44988	85.3	44972	86.2	45344	87.1	46238	88.6	47659	88.1
Alberta: Indigenous Students	3407	65.0	3469	68.4	3593	68.0	3719	71.3	3909	69.4
SPS Change from previous year All Students:										-9.4
SPS Relative to province: All Students										-8.5
SPS Relative to province: Indigenous Students										+3.7





## High School Completion Analysis

The Division increased the 3-year high school completion rate by 4.4% from last year, maintaining acceptable achievement. Sturgeon Public Schools continues to support 5-year completion in future education plans by focusing on a wide variety of learning choices through enriching alternative learning, credit recovery, and work experience opportunities. Additionally, by focusing on re-engagement and comprehensive support, the Division can accommodate students who need additional time to complete high school. By focusing on an inclusive approach, the Division will strengthen support for a variety of personalized paths to graduation.

Achievement for students who self-identify as First Nations, Métis or Inuit continue to be significantly above the provincial levels for 3-year high school completion and academic achievement. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools.

## Summative Evaluations: Provincial Achievement Test and Diploma Examination Results

Provincial Achievement Tests	Sturgeon Public Schools (%)						Alberta (%)				
	2020	2021	2022	2023	N	2024	2020	2021	2022	2023	2024
6 All Students Acceptable Standard %	n/a	n/a	64.9	64.7	437	65.2	n/a	n/a	64.3	63.3	68.5
6 All Students Standard of Excellence %	n/a	n/a	14.9	13.3	437	17.8	n/a	n/a	17.7	16.0	19.8
9 All Students Acceptable Standard %	n/a	n/a	62.6	67.5	422	64.0	n/a	n/a	62.9	62.6	62.5
9 All Students Standard of Excellence %	n/a	n/a	15.4	15.9	422	9.9	n/a	n/a	16.8	15.5	15.4

Diploma Exams	Sturgeon Public Schools (%)						Alberta (%)				
	2020	2021	2022	2023	N	2024	2020	2021	2022	2023	2024
All Students Acceptable Standard %	n/a	n/a	70.5	78.5	368	80.5	n/a	n/a	75.2	80.3	81.5
All Students Standard of Excellence %	n/a	n/a	8.5	13.7	368	12.9	n/a	n/a	18.2	21.2	22.6

## Summative Assessment Analysis

Overall, the Division sees a slight increase in grade 6 Provincial Achievement Test results from last year in both acceptable and standard of excellence achievement. The Division is







within 5% of the provincial averages in both measures. The Division is above the provincial average for grade 9 Acceptable standard of achievement.

This data reveals a need for continued focus on grade 9 PAT standard of excellence across disciplines. When examining the individual subject areas, Mathematics 9 (including K&E Standard of Excellence), French Language Arts, English Language Arts standard of excellence, and Social Studies standard of excellence are areas of concern. Areas of celebration include Science 6 acceptable standard (improved significantly), Social Studies 6 standard of excellence (improved), and K&E standard of Excellence (improved).

In terms of diploma exam achievement, the Division has maintained acceptable achievement overall. Math 30-1, Math 30-2, Chemistry 30 standard of excellence are areas of concern. The Division will also focus on English Language Arts 30-2 acceptable standard, Social Studies 30-1 standard of excellence, Social Studies 30-2 acceptable standard, and Biology 30 standard of excellence.

Implications for future education plans include a divisional shared, strategic focus on high impact numeracy instruction (HITS), effective classroom-based interventions in mathematics, as well as continued need to support standard of excellence across disciplines.

### **Early Years Literacy & Numeracy Assessments**

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

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

Participating “At Risk” students in grades 1 to 4 averaged 14 months behind grade level after their initial assessments, Participating “At Risk” students in grades 1 to 4 averaged 12 months behind grade level after the end of year assessment.

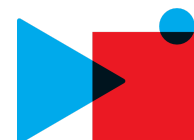




	Early Years Literacy & Numeracy Assessments 2023/2024 Students At Risk			
	Total Students N	Grade	Number of Students At Risk Beginning	At Risk End
Alberta Education Literacy Screens	351	1	41	18
	374	2	58	36
	386	3	65	39
Alberta Education Numeracy Screen	337	1	21	17
	374	2	49	21
	386	3	22	15
<b>Both</b> Alberta Education Literacy Screens and Alberta Education Numeracy Screen	351	1	48	46
	374	2	61	54
	386	3	46	40

	Early Years Literacy & Numeracy Assessments 2023/2024 Students At Risk French Immersion			
	Total Students N	Grade	Number of Students At Risk Beginning	At Risk End
Alberta Education Literacy Screens	15	1	2	1
	23	2	19	7
	28	3	15	13
Alberta Education Numeracy Screen	14	1	5	6
	23	2	13	9
	28	3	7	10





Overall, the Division saw a reduction in the number of students at risk across all assessments and grade levels. One highlight is the decrease in students identified as at-risk by Alberta Education Literacy Screens, from 164 (14.8%) to 93 (8.6%)—a statistically significant drop of 6.2%. The Division remains focused on supporting students with diverse learning needs in both literacy and numeracy.

In 2023/24, pull-out interventions targeted grades 4 and 5 in line with the COVID Learning Interruption Grant, emphasizing foundational literacy and numeracy skills. Literacy instruction followed the *Layers of Reading* framework, focusing on explicit skill development for comprehension. In math, emphasis was placed on counting principles, place value, number relationships, and fact fluency. For grades 1-3, “at risk” support was provided through classroom-based, universal strategies such as guided math and targeted progressions. Teachers also accessed professional development to strengthen these approaches, aided by divisional resources like Math Fact Fluency Kits, *Mathology*, and Michael Heggerty’s phonemic awareness tools.

Further analysis showed that some schools significantly reduced their at-risk student numbers by implementing systematic, data-informed, evidence-based teaching practices. This success will inform future plans to expand and support such unified approaches to increase student achievement.

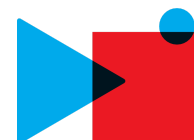
Looking forward, future plans include supporting teachers in administering assessments with fidelity and using data meaningfully in the classroom. Through collaborative, research-informed professional development focused on High Impact Teaching Strategies (HITS), teachers will be equipped to better support even the most complex learners.

## Achievement Across Local Measures

### Student Survey

Sturgeon Public Schools engages students in a variety of ways to gather feedback and insight into learning experiences. During the 2023 - 2024 school year, the Division designed a survey that all grades 4 to 12 students completed in spring. **2506 students**, from 17 schools and learning centres, participated in the locally developed survey. The survey was divided into sections aligned with Alberta Education Assurance Domains: Student Growth and Achievement, Teaching and Learning, Learning Supports, and Governance and Local Context. All questions were asked with the following answer selections: Strongly Agree, Agree, Neither Agree or Disagree, Disagree, and Strongly Disagree. For analysis purposes, we examined responses in the categories of Strongly Agree and Agree and Strongly Disagree or Disagree. This local measure will be referenced throughout the domains of this report.





Student Growth and Achievement: Sturgeon Public Schools Grades 4-12 Student Survey (n=2506)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I am successful at school	(%)	75.2	5.4
The things I learn in school are useful	(%)	58.3	12.4
I look forward to Math	(%)	48.8	27.1
I look forward to Language Arts	(%)	44.6	27.7
Students are kind to one another at my school	(%)	41.6	24.9

### Analysis of Student Survey

In terms of student growth and achievement, the Division asked a series of questions that uncovered the following information: Areas of strength included responses to the questions, “I am Successful at School” (75% agreed or strongly agreed); and, “Things I learn in school are useful” (58% agreed or strongly agreed). Areas of focus included responses to the questions, “I look forward to English Language Arts” (28% disagreed or strongly disagreed); “I look forward to Math” (27% disagreed or strongly disagreed); and, “Students are kind to one another at my school” (25% disagreed or strongly disagreed).

Widely, students reported a strong sense of success at school with only 5.4% of students disagreeing or strongly disagreeing. This is a celebration that the vast majority of our unique learners feel they experience success at school.

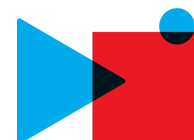
The Division continues to focus on creating environments that foster student growth and achievement. This data further informs our education plan to focus on creating core learning environments that are conducive to engagement.

*“Great job for making this school every year a better place and making it a safe environment to learn new things” - 2024 Student Survey Respondent*

### Parent Survey

Sturgeon Public Schools invited all parents, Pre-K to grade 12, to participate in a locally developed survey. **370 Parents** participated from 17 school sites providing over 5000 data points of feedback. Again, the survey was designed around the assurance outcomes (Student Growth and Achievement, Teaching and Leading, Learning Support, and Governance and Local Context). This local measure will be referenced throughout the domains of this report. Results of the parent survey were shared in a division publication and included in the Early Stakeholder Engagement Results.





Student Growth and Achievement: Sturgeon Public Schools Parent Survey (N = 370)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I am satisfied with numeracy/ Mathematics education	(%)	79.7	8.7
I am satisfied with the education my child is receiving	(%)	78.7	10.0
I am satisfied with literacy/ English Language Arts education	(%)	76.5	10.5
SPS is helping my child develop skills of good citizenship	(%)	70.3	10.0
Students understand that all learners have unique needs	(%)	68.4	12.4
Students demonstrate respect for each other	(%)	67.0	18.1
SPS is helping prepare my child for life outside of school	(%)	67.0	18.1

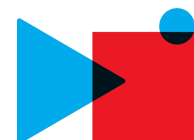
In terms of Student Growth and achievement, areas of strength included responses to the questions, “I am satisfied with numeracy/mathematics education” (80% agreed or strongly agreed), and, “I am satisfied with the education my child is receiving (79% agreed or strongly agreed). Identified areas for focus included questions related to, “Preparing my child for life outside of school” (18% disagreed or strongly disagreed), and, “Students demonstrate respect for each other” (18% disagreed or strongly disagreed).

*“Thank you for everything you have done. I feel like things are dealt with appropriately and with consideration to help guide students to become better citizens. All of my kids have had a very good experience with extra curricular options, field trips and a learning experience. Thank you again!” - 2024 Parent Survey Respondent”*

### Staff Survey

**395** staff members from 17 school sites responded to a locally developed staff survey. This survey is also referenced in the teaching and leading domain. In terms of student growth and achievement, Sturgeon Public School Staff are overwhelmingly dedicated to helping students achieve learning outcomes. 92% of all staff describe that they strongly agree and 8% that they agree, that they are personally dedicated to helping students achieve learning outcomes. 94% of staff agree or strongly agree that at their school, staff work as a united team to help students achieve learning outcomes. 98% of staff believe they directly impact student learning - demonstrating high degrees of collective efficacy.





## Domain: Teaching and Leading

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

### 2023 - 2024 Outcomes

Continuous leadership development prioritized division-wide.

Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.

Teachers and leaders use a range of data to implement effective assessment and evaluation practices.

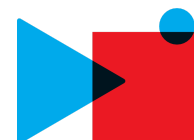
### Education Quality

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

Education Quality Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1536	89.9	1321	86.8	1585	88.0	1590	86.6	1614	86.7
Alberta: Overall	264623	90.3	230814	89.6	249532	89.0	257584	88.1	265643	87.6
SPS Change from previous year:									+0.1	
SPS Relative to province:									-0.9	

Education Quality Detail	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	277	84.0	220	79.9	245	83.6	225	81.6	246	79.6
SPS: Students	982	87.3	848	83.1	1057	84.8	1050	83.1	1044	84.5
SPS: Teachers	277	98.3	253	97.4	283	95.7	315	95.0	324	96.0





## Education Quality Analysis

By AEA indicators, education quality has maintained acceptable achievement across the division overall, with parents, and students. Teachers maintained good achievement. The Division saw a slight decrease from parents, with slight increases from students and teachers, all within 5% of the provincial averages.

## In-Service Professional Development

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

In-Service (PD)	Results (in percentages)						Measure Evaluation		
	2020	2021	2022	2023	N	2024	Achievement	Improvement	Overall
SPS: Teachers	76.8	76.0	85.4	89.7	316	91.0	High	Improved	Good

Sturgeon Public Schools continues to note consistent improvement since 2021 in terms of In-Service (PD) division wide with good achievement overall. The Division exceeds the provincial average in this area by 9.9%.

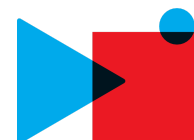
## 2023 - 2024 PD and Operational / No Student Days

Division PD Days	Site-Based PD Days	Operational, no Classes
<ul style="list-style-type: none"> <li>- August 30, 2023</li> <li>- March 11, 2024</li> </ul>	<ul style="list-style-type: none"> <li>- August 28, 2023</li> <li>- August 29, 2023</li> <li>- October 10, 2023</li> <li>- December 4, 2023</li> <li>- January 31, 2024</li> <li>- April 29, 2024</li> <li>- May 17, 2024 (am only)</li> <li>- June 3, 2024</li> </ul>	<ul style="list-style-type: none"> <li>- June 30, 2024</li> </ul>
Teachers Convention (ATA PD)		Day in Lieu
<ul style="list-style-type: none"> <li>- February 8 &amp; 9, 2024</li> </ul>		<ul style="list-style-type: none"> <li>- November 10, 2023</li> <li>- March 22, 2024</li> </ul>

## Professional Learning Supervision and Evaluation

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





## Achievement Across Local Measures

Sturgeon Public Schools Survey: Teaching and Leading

### Student Survey

Student Growth and Achievement: Sturgeon Public Schools Grades 4-12 Student Survey (N = 2506)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
My teachers treat me kindly	(%)	85.0	4.1
My teachers treat me fairly	(%)	75.8	7.4
My teachers keep us on task	(%)	75.3	7.5
My teachers help and encourage me	(%)	74.7	6.6
My teachers like teaching me	(%)	68.6	8.3
My school work is hard, but not too hard	(%)	62.5	10.5
My teachers deal with students who misbehave	(%)	71.4	10.5
My Principal or Vice Principal cares about me	(%)	61.3	13.0

Areas of strength from our student survey include that students believe they are treated kindly, fairly and are kept on task by teachers. The Division notes themes of rigor (my work is hard, but not too hard), citizenship (my teachers deal with students who misbehave) and leadership (my Principal or Vice Principal cares about me) as areas to focus on moving forward.

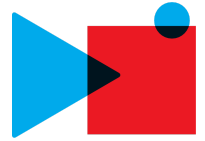
### Parent Survey

Teaching and Leading: Sturgeon Public Schools Parent Survey (N = 370)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I am satisfied with my child(ren)'s teacher(s)	(%)	80.8	9.2
I am satisfied with the education my child is receiving	(%)	68.7	14.9

80% of parents report being satisfied with teachers. There is room for focus and improvement with parental satisfaction surrounding the education received at 14.9% (disagree or strongly disagree).







### **Staff Professional Development Survey**

**395** staff members from 17 school sites responded to a locally developed staff survey inquiring about professional development needs. The following themes emerged from the data collected.

#### **Planning and Effective Use of Data**

96% of staff describe that they agree or strongly agree that they have the skills to plan effectively and 81% that they have the skills to assess students effectively. 91% of staff responded that they agree or strongly agree that they have the skills to design and support inclusive learning environments. 89% of staff agree or strongly agree that they use a wide range of data to inform their work.

#### **Indigenous Ways of Knowing and Being**

93% of staff agree or strongly agree that their school is committed to truth and reconciliation and 82% agree or strongly agree that Indigenous ways of knowing and being are weaved throughout learning in their school. 86% of staff agree or strongly agree that Indigenous students have access to appropriate support. In our commitment to truth and reconciliation, weaving throughout Indigenous ways of knowing and being and providing appropriate support for staff development will continue to be a focus moving forward.

#### **Professional Development Needs**

62% of staff agree or strongly agree that they value division PD days and 87% of staff agree or strongly agree that they value school-based PD days. 77% of staff agree or strongly agree that they value TCIS (Therapeutic Crisis Intervention for Schools) professional development.

In terms of future professional development needs, staff identified the following key areas for future learning:

- Supporting student behaviour (51% of respondents)
- Supporting mental health and wellness of students (50% of respondents)
- Supporting diverse learners (45% of respondents)
- New curriculum (30% of respondents)





## Domain: Learning Supports

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

### 2023 - 2024 Outcomes

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

Mental Health Supports are recognized as critical components to student success and wellbeing.

All students achieve within communities committed to truth and reconciliation with understanding of foundational indigenous knowledge.

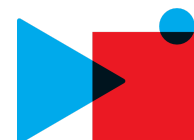
Learning Supports	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE	83.7	83.0	83.6	84.0	n/a	Maintained	n/a
Access to Supports	81.4	81.0	81.0	79.9	n/a	Maintained	n/a

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

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

WCRSLE	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	1327	84.9	1582	84.9	1587	83.0	1614	83.7
Alberta: Overall	n/a	n/a	231091	87.8	249941	86.1	257391	84.7	265321	84.0
SPS Change from previous year:									+0.7	
SPS Relative to province:									-0.3	





WCRSLE	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	221	85.7	245	85.9	225	83.0	246	82.5
SPS: Students	n/a	n/a	853	73.7	1063	75.2	1047	73.9	1044	75.4
SPS: Teachers	n/a	n/a	253	95.2	284	93.6	315	92.2	324	93.2

By AEA indicators, the percentage of Sturgeon Public teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe has been maintained. The Division saw slight improvements with teachers and students and a 0.5% decrease with parents from last year.

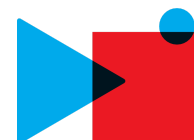
### Access to Supports and Services

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

Access to Supports and Services	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	1323	79.5	1589	80.5	1584	81.0	1610	81.4
Alberta: Overall	n/a	n/a	230761	82.6	249570	81.6	256994	80.6	265321	79.9
SPS Change from previous year:									+0.4	
SPS Relative to province:									+1.5	

Access to Supports and Services	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	221	73.6	245	71.4	225	72.8	246	71.5
SPS: Students	n/a	n/a	849	76.4	1060	81.2	1045	79.3	1041	80.8
SPS: Teachers	n/a	n/a	253	88.5	284	88.8	314	90.9	323	91.8





The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school has also been maintained and the Division slightly exceeded the provincial average in this area.

## Achievement Across Local Measures

Sturgeon Public Schools Survey: Learning Supports

### Student Survey

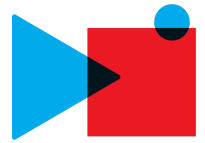
Learning Supports Sturgeon Public Schools Grades 4-12 Student Survey (N = 2506)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I learn about First Nations, Métis and Inuit in school	(%)	82.4	6.4
I learn about residential schools	(%)	81.5	6.2
Our School is safe	(%)	70.3	9.9
If I have a serious problem, I can get help at school	(%)	65.9	13.8
At our school, it is ok to be different	(%)	63.9	17.2
Our school is caring	(%)	62.2	12.2
Our school is respectful	(%)	59.1	14.2

An area of celebration is that a high percentage of students strongly agree or agree that they learn about First Nations, Métis and Inuit and residential schools. The Division continues to focus on acceptance and inclusivity (at our school it is ok to be different) and respect (our school is respectful). This information informs future planning with a renewed focus on creating healthy school communities based on relationships of mutual respect.

### Parent Survey

Learning Supports: Sturgeon Public Schools Parent Survey (N = 370)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
Our school community is caring	(%)	79.7	7.0
Our school community is safe	(%)	78.7	9.5
Our school community is respectful	(%)	76.5	10.3

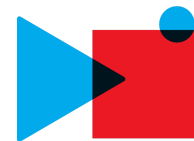




Our school community is inclusive	(%)	74.9	7.8
Our school demonstrates respect for Indigenous ways of knowing and being	(%)	73.8	3.2
Our school is committed to truth and reconciliation	(%)	68.9	3.2
Students have access to appropriate mental health supports	(%)	62.2	9.7

Parents view safe and caring school environments as a strength within the Division. Our school community is respectful (10.3% disagree or strongly disagree) and students have access to appropriate mental health support (9.7% disagree or strongly disagree). Of interest is a higher number of parents who were neutral when asked if “our school demonstrates respect for Indigenous ways of knowing and being”, and “our school is committed to truth and reconciliation”. This may indicate a need to strengthen communication around learning and cultural exchange opportunities division-wide.





## Continuum of Supports and Services

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

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

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

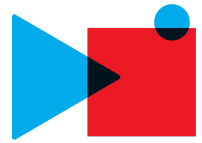
### **The School-Based Teams:**

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

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







## Indigenous Student Success and Applying Foundational Knowledge

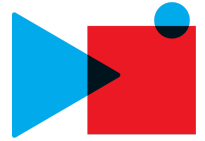
Sturgeon Public Schools continues to work in partnership to support First Nations, Métis, and Inuit students towards holistic success while systematically improving the Division's collective understanding of Indigenous foundational knowledge and truth and reconciliation. The development of measurable, public goals informed a system-wide approach designed to improve education within Sturgeon Public Schools for the benefit of all students. The Division is grateful to the Knowledge Keepers and Elders who have shared time and teachings with staff and students division-wide.

The Indigenous Education Lead Team, including: Métis Learning Coach, Indigenous Student Counsellor, Indigenous Student Success Coaches, and Indigenous Student EAs, worked collaboratively to support students and staff throughout the Division. Through this team, the Division supported a number of school-based Indigenous Family Nights (5 events) and developed the SPS Indigenous Parent Advisory Committee which saw parents gather from across the Division. Positive momentum and parent involvement is instrumental in supporting the Division's priorities in this area.

The Call to Action Cohort brought staff leaders from each school site to engage in relationally focused, experiential, and holistic professional development to provide guidance and 'elbow to elbow' support at the school level.

Division and school-based administrators participate in monthly foundational knowledge professional learning and dialogue around championing equity across schools. Additionally, beginning teachers and aspiring leaders were supported with professional learning around Indigenous ways of knowing and being so they may incorporate these practices from the onset of their careers. The Division also had the opportunity to focus the March division PD day on Indigenous Foundational Knowledge, and land-based and experiential learning, which included a multitude of breakout sessions and hosting a keynote panel of Indigenous Educator Scholars from the University of Alberta.





## Domain: Governance

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

### 2023 - 2024 Outcomes

Students, families, staff and community members are committed to a shared vision for optimal learning, with opportunities for all to be involved.

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

### Board of Trustees



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

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

Ward 1 - Redwater / Coronado

Ward 2 - Bon Accord / Legal

Ward 3 - Alcomdale / Villeneuve

Ward 4 - Sturgeon Valley / West St. Albert

Ward 5 - Morinville

Ward 6 - Cardiff / Garrison

Ward 7 - Gibbons / Lamoureux

Janine Pequin

Cindy Briggs

Joe Dwyer

Trish Murray-Elliott

Stacey Buga, Vice Chair

Tasha Oatway-McLay, Chair

Irene Gibbons







Governance	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Parental Involvement	78.0	74.7	77.0	79.5	n/a	Maintained	n/a

## Parental Involvement

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

Parental Involvement	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	554	82.5	470	77.4	524	78.2	538	74.7	564	78.0
Alberta: Overall	70377	81.8	60919	79.5	62412	78.8	63935	79.1	64949	79.5
SPS Change from previous year:										+3.3
SPS Relative to province:										-1.5

Parental Involvement	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	277	70.5	220	64.1	245	64.6	225	62.0	245	65.5
SPS: Teachers	277	94.5	250	90.7	279	91.8	313	87.4	319	90.5

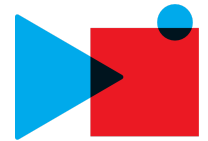
The Division continues to maintain acceptable (overall and parent) and good achievement (teachers) in parental involvement division-wide. The Division saw rebounds from the previous year's results from all stakeholders.

## Parent Engagement

During the 2023 - 2024 school year, the Division conducted 6 parent engagement events hosted throughout Sturgeon County. The Division hosted more than 195 participants and collected over 1000 insights directly from parents and through discussion. Insights from the events can be categorized in the following key themes:

- Caring staff in Connected Rural Communities:** Parents celebrated and acknowledged the care and attention of dedicated staff members in the context of connected, smaller school communities. Strong sense of community and belonging were evident throughout the comments





- **Learning Choices:** Parents were very supportive of the wide variety of exceptional programming offered throughout the Division. Outdoor learning, STEAM education, Nutrition Programs, CTF and Option course offerings, and extracurricular clubs, teams and activities were greatly appreciated. The wide variety of programming creates opportunities for students to engage with their education.
- **Communication:** Parents recognized and celebrated the Division's focus on improving communication at the school and Division levels.

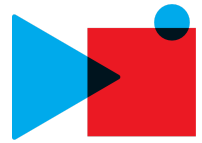
Several parents commented on improved transportation which demonstrates marked growth from previous survey data.

### What values are important to your school community?

In terms of values important to school communities, communities shared the importance of respect, community, inclusivity, trust and accountability. Open and timely communication paired with accountability at school surfaced as overarching themes around how the Division can best work with parents to support these values in young people. Media and technology, not feeling heard/low trust, and social/ home influences emerged as key themes impacting students' ability to display characteristics of good citizenship.

When asked what values are important to your school community, parents' combined responses resulted in the following word cloud (words represented more often in the feedback are represented larger in size).





**Key themes by community were as follows:**

Gibbons & Landing Trail School

- Diversity
- Community
- Respect
- Acceptance

Bon Accord & Lilian Schick School

- Trust
- Inclusion
- Respect
- Communication

Guthrie, Namao & Sturgeon Composite High School

- Communication
- Respect
- Integrity

Redwater & Ochre Park School

- Safety
- Respect
- Quality of education

Four Winds & Morinville Public School

- Kindness
- Respect
- Accountability
- Inclusion

Camilla & Sturgeon Heights

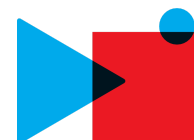
- Inclusion
- Outdoor Learning
- Communication
- Accountability
- Community

Emerging from the parent engagement events, was a desire to gather further understanding. As themes of inclusion were included in all engagement events, the Division will be hosting a follow-up parent engagement specifically inviting parents of students with diverse learning needs. We will also host an Indigenous parent engagement event. These follow-up events will allow the Division to capture a more fulsome understanding of parent perspectives and insights.

When asked what the Division should prioritize in the 2024/2025 school year, parents reported insights around several key themes:

- Prioritizing academic excellence and options for many career paths
- Engaging learning (less unintentional screen time & technology access, more time outdoors / active learning)
- Classroom size and student support
- Effective, consistent communication from the school level
- Demonstrating care for students and supporting diversity and inclusion





### Student Survey

Governance Sturgeon Public Schools Grades 4-12 Student Survey (N = 2506)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
My parents play a big role in my education	(%)	71.1	10.1

### Parent Survey

Governance: Sturgeon Public Schools Parent Survey (N = 370)		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I have opportunities to be involved in my school community	(%)	84.6	3.5
My perspective is valued by school staff	(%)	62.4	13.0

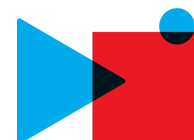
### Parent Engagement Analysis

As the student result uncovers, finding ways to actively and meaningfully engage parents in students' education will continue to be a Division focus moving forward. While parents report strong opportunities to be involved in school communities, there is room for growth around perceived value of parental perspectives by school staff.

### Accountability/Assurance System for Schools

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



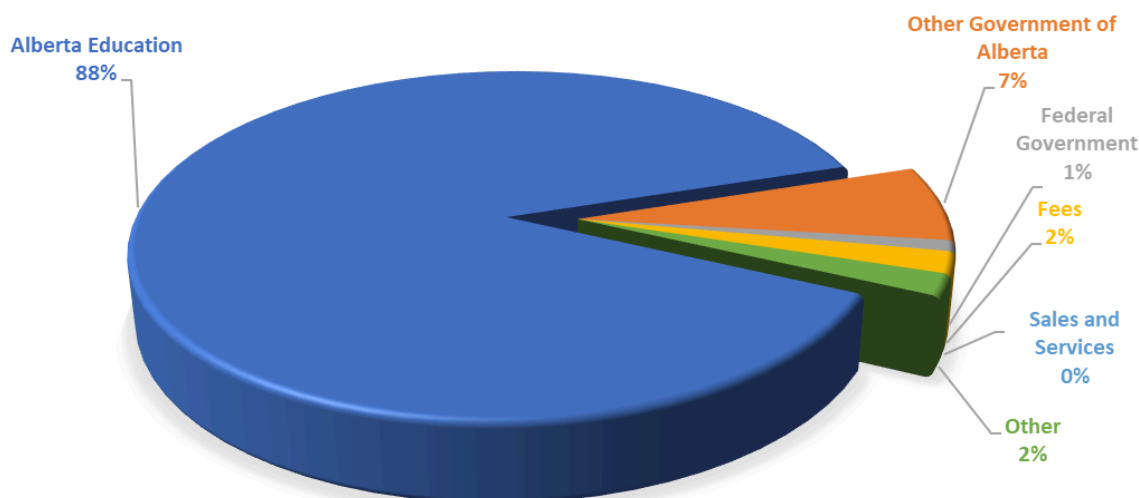


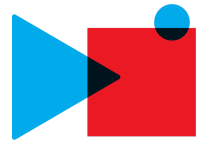
## Financial Planning and Reporting

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

### 2023 - 2024 Budgeted Revenue by Source

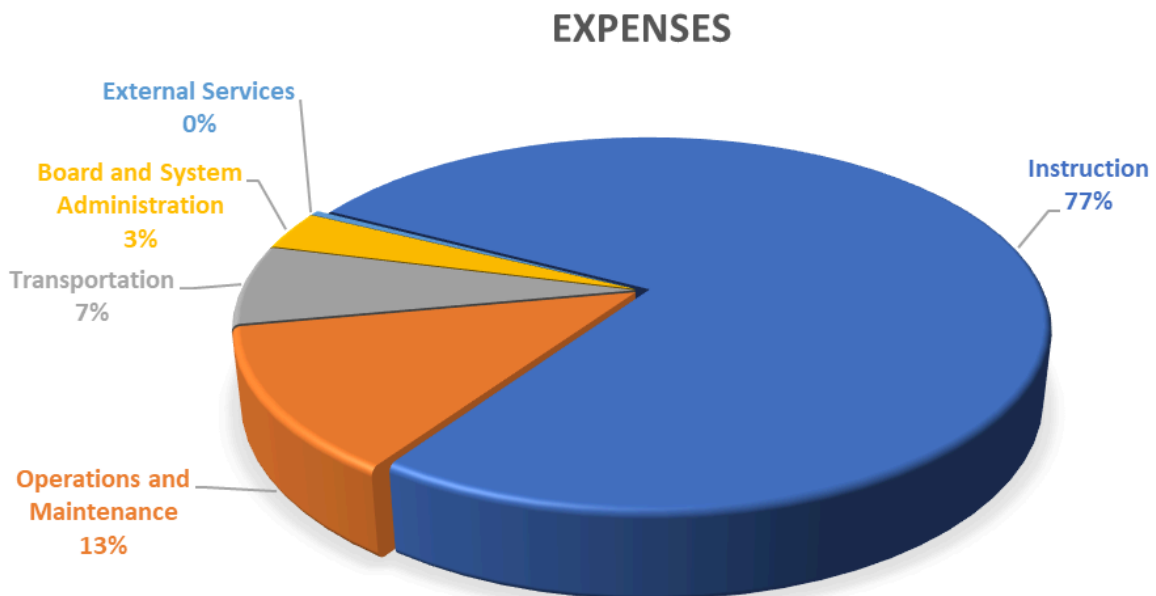
Revenue Source	Totals	%
Alberta Education	\$70,519,443	88%
Other Government of Alberta	\$5,514,692	7%
Federal Government	\$1,086,100	1%
Fees	\$1,940,675	2%
Sales and Services	\$189,904	0%
Other	\$797,156	2%
<b>Total</b>	<b>\$80,047,970</b>	<b>100%</b>

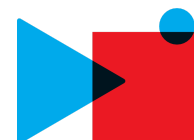




**2023 - 2024 Budgeted Expenses by Program**

Program	Expenses	%
Instruction	\$64,700,156	77%
Operations and Maintenance	\$10,536,442	13%
Transportation	\$5,825,109	7%
Board and System Administration	\$2,842,693	3%
External Services	\$359,762	0%
<b>Total</b>	<b>\$84,264,162</b>	<b>100%</b>





## Summary of 2023 - 2024 Financial Results

### Actual vs. Budget Operating Results (2023 - 2024)

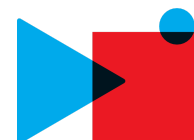
Revenues	2024 Actual	2024 Budget	Variance Amount	Variance %
<b>Total Revenues</b>	<b>\$81,668,990</b>	<b>\$80,047,970</b>	<b>\$1,621,020</b>	<b>2%</b>

Expenses by Programs	2024 Actual	2024 Budget	Variance Amount	Variance %
<b>Instruction Grades ECS to 12</b>	<b>\$65,032,700</b>	<b>\$64,700,156</b>	<b>\$332,544</b>	<b>1%</b>
<b>Operations and Maintenance</b>	<b>\$10,894,333</b>	<b>\$10,536,442</b>	<b>\$357,891</b>	<b>3%</b>
<b>Transportation</b>	<b>\$6,102,089</b>	<b>\$5,825,109</b>	<b>\$276,980</b>	<b>5%</b>
<b>System Administration</b>	<b>\$2,830,799</b>	<b>\$2,842,693</b>	<b>(\$11,894)</b>	<b>0%</b>
<b>External Services</b>	<b>\$376,449</b>	<b>\$359,762</b>	<b>\$16,687</b>	<b>5%</b>
<b>Total</b>	<b>\$85,236,370</b>	<b>\$84,264,162</b>	<b>\$972,208</b>	<b>1%</b>

### Variance Explanation

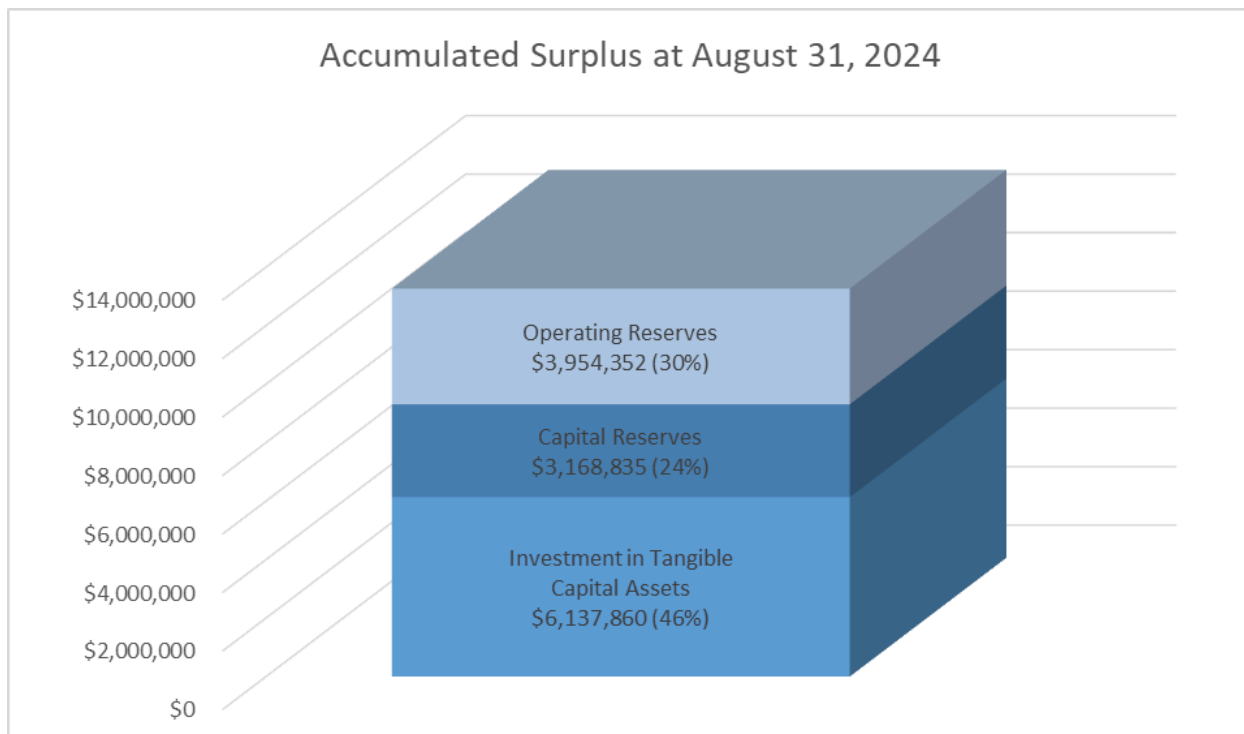
The Division experienced a 2% increase in actual over budgeted revenues. The increase comes from the unbudgeted deferral of funding from the prior year into the 2023-2024 school year. This funding was used to support our student learning. Actual expenditures were 1% higher than budgeted - primarily from actual utility costs experienced by the Division.





## 2023 - 2024 Accumulated Surplus

The Division finished the year with a total accumulated surplus of \$13,261,047.



## Proposed 3 Year Capital Plan

Each year, school divisions across the province are required to submit a Three-Year Capital Plan to Alberta Education. The Three-Year Capital Plan (2024-2027) is a summary of the Division's capital priorities for the next three years and includes many assumptions and estimates.

Sturgeon Public School Division's Three-Year Capital Plan priorities have been tailored to mitigate environmental concerns, high maintenance drain on CMR, IMR and operational funding. The capital plan priority school sites have a higher VFA condition rating, higher annual operational costs and increasing annual deferred maintenance costs for the Division. The key drivers for the Division's capital priorities are health & safety, reducing annual operational costs, accessibility issues, sustainability, aging infrastructure solutions, energy conservation and end of life mechanical and electrical systems. The two priorities for the 2024-2027 Capital Plan are:







Sturgeon School Division 2024-2027 3-Year Capital Plan				
Priority	School Name	Grade	Jurisdiction	Solution Description
#1	Gibbons and Landing Trail Solution	K-9	Town of Gibbons	Amalgamate of Gibbons and Landing Trails schools to K-9 on a new site.
#2	New School - Morinville Public School	K-6	Town of Morinville	The Division is requesting a replacement school with a capacity for 740 students, accompanied by a change in grade configuration from K-4 to K-6. This adjustment aims to alleviate enrolment pressures at Four Winds Public School

### Further Information

- Sturgeon Public School Division’s Audited Financial Statements are posted on our website:
  - <https://www.sturgeon.ab.ca/division/plans-reports-documents/finance-capital-plans>.
- K to 12 education financial statements for all provincial school divisions can be found at:
  - <https://www.alberta.ca/k-12-education-financial-statements>
- For more information on Sturgeon Public School Division financial results, contact the Executive Director, Corporate Services at 780-939-4341.





## Domain: Local and Societal Context

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

### 2023 - 2024 Outcomes

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

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

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

## Contextual Information

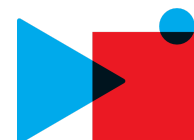
Sturgeon Public Schools has a longstanding commitment to delivering high-quality rural education across Sturgeon County. From its origins in a small, two-classroom school, the Division has grown to serve over 5,000 students across 17 locations, including traditional schools, Learning Centres, a Virtual Academy, and a Colony school, providing Pre-Kindergarten to Grade 12 programs that foster lifelong learning.

Guided by a mission to create safe, respectful, and collaborative environments, the Division works alongside trustees, parents, community members, staff, and students to support individual growth and success. Sturgeon Public Schools fosters open communication and shared responsibility, collaborating with rural community partners to provide diverse programs that inspire and engage students. Schools prioritize environments where students feel secure, respected, and valued, celebrating diversity and fostering belonging through initiatives like gay-straight alliances, which affirm a welcoming atmosphere for all.

To prepare students for their future paths, Sturgeon Public Schools offer a range of academic, technological, and vocational programs designed to meet diverse needs. By promoting STEAM education and specialized programs, the Division equips students with the skills and knowledge necessary for success. Whether in academics, athletics, arts, or Career Pathways, Sturgeon Public Schools students' are empowered to pursue their passions and develop essential skills for post-secondary education and vocational opportunities.

The Division values partnerships that expand opportunities for students and strengthen community connections. For example, the Jessica Martel Memorial Foundation works with Four Winds Public School through the Inspire Program, which empowers junior high female students by exploring leadership, positive relationships, and self-image. Additionally, the





Mental Health Capacity Building Grant (HYPE - Helping Young People Excel) enables collaboration with Alberta Health Services and local organizations to enhance mental health resources, ensuring students and families have access to critical supports. These partnerships exemplify Sturgeon Public’s dedication to fostering student well-being and success.

Career Pathways Education includes programs like the Work Experience and Career Internship Program, Registered Apprenticeship Program (RAP), Dual Credit Program, and Alberta Agriculture’s Green Certificate Program. These experiences allow students to explore career interests while earning high school credits. In the past year, 215 students participated, collectively earning over 1,490 credits through experiences that include college-level courses with institutions such as Olds College and NAIT and hands-on work placements in local businesses.

Sturgeon Public Schools are dedicated to excellence in teaching, open communication, and inclusivity. This commitment to fostering student success and community engagement creates an environment where every learner is supported on their unique path to future success.

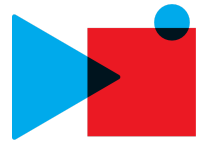
### Student Survey

Local and Societal Context Sturgeon Public Schools <b>Grades 4-12 Student Survey (N = 2506)</b>		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I feel like I am a part of Sturgeon Public Schools	(%)	64.3	12.6
I have volunteered at school or in the community this year	(%)	55.2	23.7
Students are proud of our community	(%)	54.2	14.5
I have been a leader at school in some way this year	(%)	54.1	21.3
Students are proud of our school	(%)	51.4	20.4

### Parent Survey

Local and Societal Context: Sturgeon Public Schools <b>Parent Survey (N = 370)</b>		% Strongly Agree or Agree	% Strongly Disagree or Disagree
Community and volunteer involvement is encouraged at my school	(%)	73.2	6.2



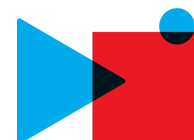


Students are proud of their community	(%)	72.4	6.0
Students are proud of their school	(%)	71.6	9.2
My child feels connected to SPS	(%)	63.8	13.0

### Local Context Analysis

The opportunity for Improved opportunities for student leadership and community involvement are evident through the student survey responses. This information will inform future Education Plans as the Division prioritizes student leadership and citizenship both within the school community and within the broader community. Relative strengths identified by parents were student pride in their community (72.4% strongly agree or agree) and that students are encouraged to be involved in community or volunteer activities (73.2% strongly agree or agree).





## Sturgeon Public Schools

9820- 104 Street, Morinville, AB T8R 1L8

Telephone: 780.939.4341 Website: sturgeon.ab.ca

Community	Grades Served	Telephone
TOWN OF BON ACCORD <a href="#">Bon Accord Community School</a> <a href="#">Lilian Schick School</a> <a href="#">Oak Hill School</a>	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 3 to Grade 10	780.921.3559 780.921.2200 780.921.3011
TOWN OF GIBBONS <a href="#">Gibbons School</a> <a href="#">Landing Trail School</a> <a href="#">Sturgeon Learning Centre</a> <a href="#">Sturgeon Virtual Academy</a>	Grade 5 to Grade 9 Pre-K to Grade 4 Grade 10 to 12, Adult Learning Grade 5 to 9, Online	780.923.2240 780.923.2898 780.939.4341 780.939.4341
LANCASTER PARK MILITARY BASE <a href="#">Guthrie School</a>	Pre-K to Grade 9	780.973.3111
TOWN OF LEGAL <a href="#">Legal Public School</a>	Pre-K to Grade 4	780.961.0133
TOWN OF MORINVILLE <a href="#">Four Winds Public School</a> <a href="#">Morinville Learning Centre</a> <a href="#">Morinville Public School</a>	Grade 5 to Grade 9 Grade 10 to 12, Adult Learning Pre-K to Grade 4	825.349.0021 780.939.4341 780.939.3445
HAMLET OF RIVIÈRE QUI BARRE <a href="#">Camilla School</a> <a href="#">Colony School</a>	Pre-K to Grade 9 K to Grade 9	780.939.2074 780.939.2012
HAMLET OF NAMAQ <a href="#">Namao School</a> <a href="#">Sturgeon Composite High School</a>	K to Grade 9 Grade 10 to Grade 12	780.973.9191 780.973.3301
TOWN OF REDWATER <a href="#">Ochre Park School</a> <a href="#">Redwater School</a>	Pre-K to Grade 4 Grade 5 to Grade 12	780.942.2901 780.942.3625
CITY OF ST. ALBERT <a href="#">Sturgeon Heights School</a>	K to Grade 9	780.459.3990







## Appendices With Measure Detail

### Appendix A: Students Accessing English Language Supports

Assurance Domain	Measure	The Sturgeon School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	72.0	72.8	76.7	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.1	88.7	87.2	*	n/a	n/a
	6 PAT: Acceptable	25.0	33.3	33.3	64.6	65.4	65.4	Very Low	Maintained	Concern
	6 PAT: Excellence	0.0	0.0	0.0	16.5	15.7	15.7	Very Low	Maintained	Concern
	9 PAT: Acceptable	13.9	29.2	29.2	52.7	55.3	55.3	Very Low	Maintained	Concern
	9 PAT: Excellence	0.0	4.2	4.2	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	*	*	n/a	66.3	67.1	67.1	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	14.0	13.8	13.8	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.





8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Appendix B: Student Growth and Achievement Data

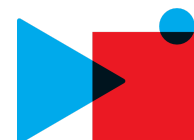
### Engagement Detail

Engagement Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Your child is learning what they need to know	243	17	51	19	6	7	67
The literacy skills your child is learning at school are useful	244	25	61	8	2	4	86
The numeracy skills your child is learning at school are useful	243	23	66	5	2	3	89

Engagement Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Do you like learning language arts	416	64	29	7	64
Do you like learning math	414	68	25	7	68

Engagement Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
I understand how the language arts I am learning at school is useful to me	7	354	25	49	16	6	3	75
	10	257	18	54	21	7	0	72
I understand how the mathematics I am learning at school is useful to me	7	355	25	48	18	5	4	73
	10	258	20	54	17	7	2	74
I understand how the science I am learning at school is useful to me	7	356	24	54	15	4	3	78
	10	261	20	60	14	4	2	79
I understand how the social studies I am learning at school is useful to me	7	358	15	37	27	16	5	51
	10	257	9	34	30	20	7	43
The language arts I am learning at school is interesting to me	7	355	15	44	24	10	2	64
	10	256	12	43	30	14	0	55
The mathematics I am learning at school is interesting to me	7	558	16	39	30	12	4	55
	10	255	15	40	33	12	0	55
The science I am learning at school is	7	356	26	48	17	6	3	74





interesting to me	10	258	19	55	20	6	1	74
The social studies I am learning at school is interesting to me	7	357	17	41	24	14	3	59
	10	254	9	52	22	17	1	61

Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your school are learning what they need to know	324	40	56	3	0	1	96
The literacy skills students are learning at your school are useful	321	54	44	2	0	0	98
The numeracy skills students are learning at your school are useful	320	55	42	1	0	2	98

### Citizenship Detail

Citizenship Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your child's school follow the rules	240	14	43	17	5	22	57
Students at your child's school help each other when they can	244	16	56	9	2	17	72
Students at your child's school respect each other	244	13	54	16	3	14	66
Your child is encouraged at school to be involved in activities that help the community	239	19	57	8	2	13	76
Your child is encouraged at school to try their best	243	35	59	3	1	2	94

Citizenship Student - Grade 4(%)	N	Yes %	No %	Don't Know %	Top 2 Box %
At school, are you encouraged to try your best	415	95	3	2	95
At school, do most students follow the rules	415	65	18	17	65
At school, do most students help each other	414	84	5	11	84
At school, do most students respect each other	414	72	11	17	72







Citizenship Student - All (%)		N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, I am encouraged to get involved in activities that help people in my community	7	353	16	58	15	4	8	73
	10	241	10	63	15	6	5	74
At school, I am encouraged to do my best	7	359	31	58	7	3	2	89
	10	262	22	65	9	1	3	87
At school, students follow the rules	7	355	1	37	34	16	12	38
	10	243	6	37	29	20	7	44
At school, students help each other	7	354	9	53	21	8	9	61
	10	247	6	65	14	8	6	71
Students at your school respect each other	7	351	6	45	26	11	11	51
	10	241	4	51	27	12	7	55

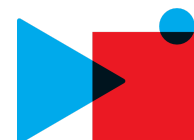
Citizenship Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are encouraged at your school to be involved in activities that help the community	319	43	46	8	1	3	88
Students are encouraged at your school to try their best	322	65	33	2	0	1	98
Students at your school follow the rules	321	17	72	9	2	0	89
Students at your school help each other when they can	323	36	59	4	0	0	95
Students at your school respect each other	319	23	63	11	2	1	86





### Provincial Achievement Test Detail by Course and Cohort

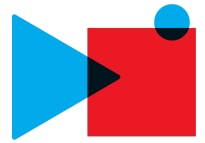
2024 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
French Language Arts 6 année	Number Writing	14	n/a	14	1870	3131			
	Acceptable Standard	28.6	n/a	28.6	69.9	77.6	n/a	n/a	n/a
	Standard of Excellence	0.0	n/a	0.0	9.3	12.5	n/a	n/a	n/a
Science 6	Number Writing	356	395	398	53806	54859			
	Acceptable Standard	75.0	74.2	67.1	68.8	66.7	+6.0	-0.8	+7.1
	Standard of Excellence	22.2	22.5	19.8	24.8	21.8	-2.3	+0.3	+2.7
Social Studies 6	Number Writing	361	437	399	60804	57655			
	Acceptable Standard	71.5	65.2	64.7	68.5	66.2	-3.3	-6.3	+0.5
	Standard of Excellence	14.7	17.8	13.3	19.8	18.0	-2.0	+3.1	+4.5
English Language Arts 9	Number Writing	288	398	319	59096	56255			
	Acceptable Standard	87.5	75.9	79.0	69.5	71.4	+4.5	-11.6	-3.1
	Standard of Excellence	14.2	8.3	12.9	11.8	13.4	-3.5	-5.9	-4.6
K&E English Language Arts 9	Number Writing	29	24	32	1465	1254			
	Acceptable Standard	86.2	70.8	78.1	49.6	50.2	+21.2	-15.4	-7.3
	Standard of Excellence	13.8	0.0	12.5	5.6	5.7	-5.6	-13.8	-12.5
French Language Arts 9	Number Writing	7	14	8	3308	3215			
	Acceptable Standard	42.9	64.3	37.5	76.6	76.1	-12.3	+21.4	+26.8
	Standard of Excellence	14	0.0	0.0	10.6	10.9	-10.6	-	-
Mathematics 9	Number Writing	287	392	316	58577	55447			
	Acceptable Standard	59.2	43.6	53.8	52.7	54.4	-9.1	-15.6	-10.2
	Standard of Excellence	12.5	7.1	11.4	14.0	13.5	-6.9	-5.4	-4.3
K&E Mathematics 9	Number Writing	33	30	36	1967	1815			
	Acceptable Standard	81.8	70.0	75.0	52.2	52.7	-17.8	-11.8	-5.0
	Standard of Excellence	39.4	3.3	36.1	9.9	11.3	-6.6	-36.1	-32.8
Science 9	Number Writing	284	396	322	59072	56311			
	Acceptable Standard	82.7	71.2	73.0	67.6	66.3	+3.6	-11.5	-1.8
	Standard of Excellence	22.5	14.4	19.9	20.8	20.1	-6.4	-8.1	-5.5
K&E Science 9	Number Writing	27	26	29	1411	1197			
	Acceptable Standard	77.8	61.5	72.4	52.3	52.9	+9.2	-16.3	-10.9
	Standard of Excellence	29.6	15.4	27.6	8.9	10.9	+6.5	-14.2	-12.2
Social Studies 9	Number Writing	283	395	321	59125	56309			
	Acceptable Standard	70.0	63.8	61.7	60.5	58.4	+3.3	-6.2	2.1
	Standard of Excellence	19.8	10.1	17.4	15.8	15.9	-5.8	-9.0	-7.3



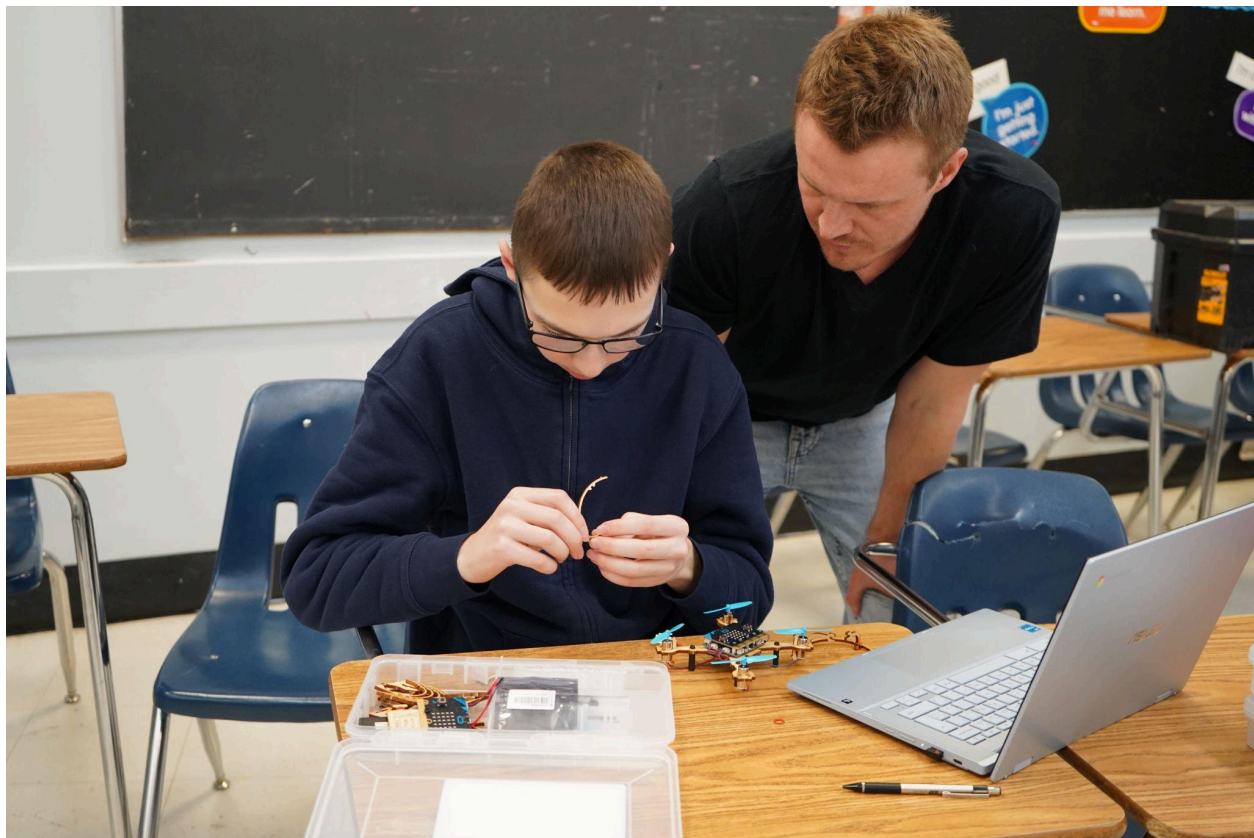
2024 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
K&E Social Studies 9	Number Writing	29	27	31	1351	1140			
	Acceptable Standard	79.3	70.4	74.2	50.4	49.6	+20.0	-8.9	-3.8
	Standard of Excellence	10.3	22.2	9.7	11.3	10.6	+10.3	+11.9	+12.5

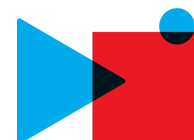
2023 Provincial Achievement Tests by Course Indigenous Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
French Language Arts 6 année	Number Writing	n/a	n/a	n/a	102	132			
	Acceptable Standard	n/a	n/a	n/a	56.9	65.9	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	2.9	5.3	n/a	n/a	n/a
Science 6	Number Writing	64	60	64	3851	3990			
	Acceptable Standard	59.4	66.7	59.4	51.4	46.0	+15.3	+7.3	+7.3
	Standard of Excellence	7.8	20.0	7.8	12.3	9.0	+7.7	+12.2	+12.2
Social Studies 6	Number Writing	64	69	64	4556	4332			
	Acceptable Standard	54.7	56.5	54.7	48.7	45.3	+7.8	+1.8	+1.8
	Standard of Excellence	3.1	14.5	3.1	7.3	6.5	+7.2	+11.4	+11.4
English Language Arts 9	Number Writing	53	53	53	4465	4375			
	Acceptable Standard	75.5	64.2	75.5	49.5	49.2	+14.7	-11.3	-11.3
	Standard of Excellence	5.7	1.9	5.7	4.7	4.4	-2.8	-3.8	-3.8
K&E English Language Arts 9	Number Writing	8	7	8	388	297			
	Acceptable Standard	87.5	71.4	87.5	42.8	43.8	+28.6	-16.1	-16.1
	Standard of Excellence	12.5	0.0	12.5	4.9	3.7	-4.9	-12.5	-12.5
French Language Arts 9	Number Writing	2	n/a	n/a	160	136			
	Acceptable Standard	*	n/a	n/a	63.8	65.4	n/a	n/a	n/a
	Standard of Excellence	*	n/a	n/a	5.6	4.4	n/a	n/a	n/a
Mathematics 9	Number Writing	53	53	53	4361	4197			
	Acceptable Standard	45.3	32.1	45.3	28.7	28.7	+3.4	-13.2	-13.2
	Standard of Excellence	7.5	7.5	7.5	4.8	3.8	+2.7	0.0	0.0
K&E Mathematics 9	Number Writing	8	7	8	485	440			
	Acceptable Standard	100.0	57.1	100.0	43.7	48.9	+13.4	-42.9	-42.9
	Standard of Excellence	62.5	0.0	62.5	6.2	11.1	-6.2	-62.5	-62.5
Science 9	Number Writing	53	53	53	4477	4380			
	Acceptable Standard	67.9	66.0	67.9	46.0	42.1	+20.0	-1.9	-1.9
	Standard of Excellence	13.2	9.4	13.2	8.5	7.1	-0.9	-3.8	-3.8
K&E Science 9	Number Writing	8	7	8	373	281			





	Acceptable Standard	87.5	57.1	87.5	46.6	48.4	-10.5	-30.4	-30.4
	Standard of Excellence	37.5	14.3	37.5	7.2	8.2	+7.1	-23.2	-23.2
Social Studies 9	Number Writing	53	53	53	4498	4393			
	Acceptable Standard	60.4	54.7	60.4	39.0	34.1	+15.7	-5.7	-5.7
	Standard of Excellence	9.4	7.5	9.4	6.3	4.9	+1.2	-1.9	-1.9
K&E Social Studies 9	Number Writing	8	7	8	351	262			
	Acceptable Standard	87.5	57.1	87.5	46.2	45.4	+10.9	-30.4	-30.4
	Standard of Excellence	12.5	28.6	12.5	9.4	7.3	+19.2	-16.1	-16.1

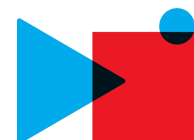




### Diploma Exam Detail by Course and Cohort

2023 Diploma Results by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	100	120	100	33001	31493			
	Acceptable Standard	84.0	90.8	84.0	84.2	83.7	+6.6	+6.8	+6.8
	Standard of Excellence	6.0	9.2	6.0	10.1	10.5	-0.9	+3.2	+3.2
English Lang Arts 30-2	Number Writing	146	185	146	19219	17112			
	Acceptable Standard	95.2	90.3	95.2	85.7	86.2	+4.6	-4.9	-4.9
	Standard of Excellence	15.8	19.5	15.8	12.9	12.7	+6.6	-3.7	-3.7
Mathematics 30-1	Number Writing	67	76	67	21035	19763			
	Acceptable Standard	67.2	53.9	67.2	75.4	70.8	-21.5	-13.3	-13.3
	Standard of Excellence	25.4	7.9	25.4	34.9	29.0	-27.0	-17.5	-17.5
Mathematics 30-2	Number Writing	66	77	66	15676	14418			
	Acceptable Standard	72.7	58.4	72.7	70.9	71.1	-12.5	-14.3	-14.3
	Standard of Excellence	10.6	3.9	10.6	15.4	15.2	-11.5	-6.7	-6.7
Social Studies 30-1	Number Writing	106	102	106	25167	24023			
	Acceptable Standard	72.6	86.3	72.6	85.2	83.5	-1.1	+13.7	+13.7
	Standard of Excellence	5.7	6.9	5.7	18.7	15.9	-11.8	+1.2	+1.2
Social Studies 30-2	Number Writing	150	184	150	23985	21045			
	Acceptable Standard	72.7	74.5	72.7	77.6	78.1	-3.1	+1.8	+1.8
	Standard of Excellence	3.3	8.7	3.3	12.7	12.3	-4.0	+5.4	+5.4
Biology 30	Number Writing	80	78	80	24414	23270			
	Acceptable Standard	81.3	87.2	81.3	83.1	82.7	+4.1	+5.9	+5.9
	Standard of Excellence	25.0	21.8	25.0	33.7	32.8	-11.9	-3.2	-3.2
Chemistry 30	Number Writing	64	77	64	19955	18364			
	Acceptable Standard	70.3	83.1	70.3	82.9	80.5	+0.2	+12.8	+12.8
	Standard of Excellence	26.6	13.0	26.6	38.0	37.0	-25.0	-13.6	-13.6
Physics 30	Number Writing	31	32	331	9955	9241			
	Acceptable Standard	67.7	81.3	67.7	85.1	82.3	-3.8	+13.6	+13.6
	Standard of Excellence	16.1	28.1	16.1	43.1	39.9	-15.0	+12.0	+12.0
Science 30	Number Writing	36	49	36	8439	8007			
	Acceptable Standard	86.1	89.8	86.1	81.3	79.4	+8.5	+3.7	+3.7
	Standard of Excellence	27.8	22.4	27.8	24.6	23.1	-2.2	-5.4	-5.4

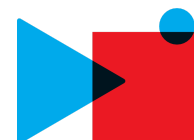




2023 Indigenous Diploma Results by Course		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	7	11	7	1402	1286			
	Acceptable Standard	71.4	100	71.4	81.7	78.3	+18.3	+28.6	+28.6
	Standard of Excellence	0.0	18.2	0.0	6.9	6.1	+11.3	+18.2	+18.2
English Lang Arts 30-2	Number Writing	21	29	21	2010	1833			
	Acceptable Standard	100	93.1	100.0	86.0	86.5	+7.1	-6.9	-6.9
	Standard of Excellence	9.5	24.1	9.5	10.8	9.9	+13.3	+14.6	+14.6
Social Studies 30-1	Number Writing	23	8	n/a	1071	986			
	Acceptable Standard	73.9	87.5	n/a	79.1	73.0	+8.4	+13.6	n/a
	Standard of Excellence	8.7	0.0	n/a	10.6	8.6	-10.6	-8.7	n/a
Social Studies 30-2	Number Writing	*	31	23	2091	1933			
	Acceptable Standard	*	67.7	73.9	72.9	72.3	-5.2	n/a	-6.2
	Standard of Excellence	*	6.5	8.7	6.6	5.4	-0.1	n/a	-2.2
Biology 30	Number Writing	7	6	7	1041	902			
	Acceptable Standard	85.7	83.3	85.7	72.8	72.5	+10.5	-2.4	-2.4
	Standard of Excellence	28.6	16.7	28.6	17.0	19.1	-0.3	-11.9	-11.9
Chemistry 30	Number Writing	*	7	n/a	614	550			
	Acceptable Standard	*	71.4	n/a	78.2	70.0	-6.8	n/a	n/a
	Standard of Excellence	*	14.3	n/a	23.5	24.0	-9.2	n/a	n/a

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





## Appendix C: Teaching and Leading Data

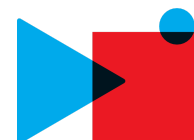
Education Quality Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Your child clearly understands what they are expected to learn at school	244	19	63	13	4	2	82
Your child finds school work challenging	243	15	63	18	2	2	78
Your child finds school work interesting	244	16	63	17	2	2	78
Your child is learning what they need to know	243	17	51	19	6	7	67

Education Quality Parent - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	244	27	58	11	2	1	85
How satisfied or dissatisfied are you with the quality of teaching at your child's school	245	35	52	10	1	2	87

Education Quality Student - Grade 4 (%)	N	Very Good	Good	Poor	Very Poor	Don't Know	Top 2 Box
Are the teachers in your school... (Very Good, Good, Poor, Very Poor, Don't Know)	414	58	37	1	1	3	95
Do you think your school is... (Very Good, Good, Poor, Very Poor, Don't Know)	417	50	46	1	0	3	96

Education Quality Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
It is clear what I am expected to learn at school	7	358	22	59	12	2	6	81
	10	263	21	66	10	2	0	87
My school work is challenging	7	356	13	53	23	3	7	67
	10	259	18	64	14	3	2	81
My school work is interesting	7	356	5	58	27	4	7	63
	10	256	6	59	28	4	2	65





The core subjects (mat, language arts, social studies, science) I am learning at school are useful to me	7	358	16	51	24	4	6	66
	10	256	11	61	19	7	2	72

Education Quality Student - Grades 7 and 10 (%)	Gr	N	Very Good	Good	Poor	Very Poor	Don't Know	Top 2 Box
Is the quality of teaching at your school	7	357	20	69	8	1	2	89
	10	264	19	73	5	2	0	92
Overall, is the education you are receiving at school	7	360	18	73	5	1	3	91
	10	265	22	73	4	1	1	94

Education Quality Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your school are learning what they need to know	324	40	56	3	0	1	96
Students at your school clearly understand what they are expected to learn at school	324	38	56	4	0	2	94
Students at your school find school work challenging	321	37	60	2	0	1	97
Students at your school find school work interesting	322	28	64	7	0	1	92

Education Quality Teacher - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	324	45	53	1	0	0	98
How satisfied or dissatisfied are you with the quality of teaching at your school	322	55	44	1	0	0	99







## Appendix D: Learning Supports Data

WCRSLE Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your child's school care about each other	243	16	56	12	3	13	72
Students at your child's school respect each other	244	13	54	16	3	14	66
Students treat each other well at your child's school	243	14	53	16	4	12	67
Teachers care about your child	245	41	48	3	2	6	89
Your child is safe at school	244	27	61	8	2	2	88
Your child is safe on the way to and from school	240	38	57	4	1	1	94
Your child is treated fairly by adults at school	244	34	56	4	2	5	90
Your child's school is a welcoming place to be	242	45	47	2	2	3	92

WCRSLE Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Are you treated fairly by adults at your school	414	86	6	9	86
At school, do most students care about each other	415	78	7	15	78
At school, do most students respect each other	414	72	11	17	72
At school, do you feel like you belong	416	83	8	9	83
Do other students treat you well	414	78	11	12	78
Do you feel safe at school	417	86	8	6	86
Do you feel safe on the way to and from school	417	89	4	7	89
Do you feel welcome at school	414	91	4	5	91
Do your teachers care about you	416	91	2	7	91

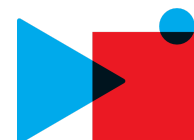




WCERSLE Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, I feel like I belong	7	353	14	50	18	7	10	65
	10	240	14	60	13	8	5	74
At school, students care about each other	7	364	12	43	24	17	4	55
	10	240	7	43	30	12	8	50
At school, students respect each other	7	352	7	41	24	17	11	48
	10	241	4	51	27	12	7	55
I am treated fairly by adults at my school	7	353	17	54	13	7	9	71
	10	256	17	66	9	4	4	83
I feel safe at school	7	350	20	49	15	7	9	69
	10	246	14	64	11	5	6	78
I feel safe on the way to and from school	7	351	28	58	6	4	4	86
	10	251	17	71	6	5	2	87
I feel welcome at my school	7	359	23	53	11	6	7	76
	10	256	19	66	7	4	5	84
My teachers care about me	7	355	20	55	10	5	10	75
	10	250	16	64	7	5	9	79
Other students treat me well	7	353	11	59	15	7	8	70
	10	243	9	74	8	5	3	84

WCERSLE Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are safe at your school	320	48	48	3	0	1	97
Students are safe on the way to and from your school	308	42	48	1	0	9	90
Students are treated fairly by adults at your school	322	62	35	1	0	1	98
Students at your school care about each other	323	30	63	6	1	0	93
Students at your school respect each other	319	23	63	11	2	1	86
Students treat each other well at your school	321	24	65	10	1	1	89
Teachers at your school care about	321	75	24	1	0	0	99





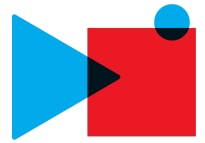
their students							
----------------	--	--	--	--	--	--	--

Supports and Services Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, there are appropriate supports and services available to your child to help with their learning	239	24	50	12	7	7	74
When your child needs it, teachers at your child's school are available to help them	245	27	54	7	2	10	81
You can get the support you need from the school to help your child be successful in their learning	240	25	44	13	6	13	68
Your child can easily access programs and services at school to get help with school work	240	20	43	12	4	20	63
Your child can get help at school with problems that are not related to school work	238	19	51	6	3	20	70

Supports and Services Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Can you get help at your school with problems that are not about your school work	412	81	9	10	81
Is it easy to get help with school work at your school if you need it	415	88	6	6	88
When you need it, are teachers at your school available to help you	416	90	2	8	90

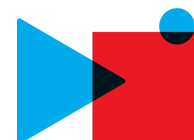
Supports and Services Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
I can get help at my school with problems that are not related to school work	7	346	16	50	15	9	10	66
	10	239	13	59	15	5	9	72
It is easy to get help with school work at my school if I need it	7	352	23	53	14	5	5	76
	10	258	20	64	9	4	3	84
When I need it, teachers at my school are available to help me	7	357	17	63	11	3	6	81
	10	258	17	72	7	2	3	88





Supports and Services Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students can easily access programs and services at your school to get help with school work	320	42	45	7	3	3	88
Students can get help at your school with problems that are not related to school work	323	53	40	5	2	1	93
Supports and services that help students be successful in their learning are available in a timely manner	322	41	48	7	3	1	89
When students need it, teachers at your school are available to help them	316	61	37	1	0	0	98
Your school's continuum of supports and services are responsive to students' needs	320	50	41	5	2	2	91





## Appendix E: Governance Data

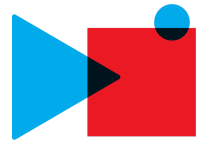
Parental Involvement Parents - All (%)	N	A Lot	Some	Very Little	Not At All	Don't Know	Top 2 Box
To what extent are you involved in decisions about your child's overall education? Would you say	244	40	36	17	5	2	76
To what extent are you involved in decisions about your child's school? Would you say	241	16	33	36	13	1	49

Parental Involvement Parents - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	221	16	48	16	5	15	64
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's overall education	241	19	49	17	5	10	68
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school	232	17	53	11	4	15	70

Parental Involvement Teachers - All (%)	N	A Lot	Some	Very Little	Not At All	Don't Know	Top 2 Box
To what extent are parents or guardians involved in decisions about their children's overall education? Would you say	316	40	48	7	1	4	88
To what extent are parents or guardians involved in decisions about your school? Would you say	313	39	47	7	1	6	87

Parental Involvement Teachers - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	310	44	46	3	1	6	91
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions	315	50	44	3	0	3	94





about their children's overall education							
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	311	48	45	2	0	5	93







**Date:** November 27, 2024 **Agenda Item:** 7.4  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services  
**Subject:** **Sturgeon Public Virtual Academy Closure**

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**Recommended Motion:**

THAT the Board of Trustees approve the closure of Sturgeon Public Virtual Academy after June 30, 2025.

**Background:**

The initiation of virtual schools during the COVID-19 pandemic was a response to the unprecedented circumstances, aiming to prioritize safety while ensuring continuity and accessibility of education for students and families. The Division opened Sturgeon Public Virtual Academy (SPVA) as an alternative education choice for families who had concerns that needed to be met through a virtual education platform. Most students have returned to in-person learning and that has led to low enrolment numbers at SPVA.

In response, the Division is changing the format of education programming to model what is in place in the learning centres. Students will be able to complete all academic programming for grades 8 through 12 with asynchronous online learning and in-person support at the learning centre locations. Students are welcome to come and engage in school work at any time at either learning centre location.

Staff will be available for questions and guidance, and students can book specific times for direct instructions or help whenever needed. The Division will continue to strive to meet the diverse needs of students who may not thrive in a traditional school environment and to provide them with the resources and support they need to reach their full potential.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

**COMPETENCY:** (3) Visionary Leadership  
**INDICATORS:** c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives; and  
d. ensuring that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements

identified in provincial legislation and incorporates the school community's perspectives.

**COMPETENCY:** (4) Leading Learning  
**INDICATORS:** e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

**COMPETENCY:** (6) School Authority Operations and Resources  
**INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;  
b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and  
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

**Governance Implications:**

[Education Act](#)

Closure of schools

62(1) A board may, only by resolution, permanently or temporarily

(a) close a school, or

(5) A policy established pursuant to subsection (2) related to the permanent closure of a school must provide for

(a) adequate opportunity for the public to respond to the board's proposal to permanently close a school,

[Policy 600: School Closure](#)

The Board understands that changing populations and conditions of buildings may necessitate school closure. A decision to close a school shall be made after considering the input from stakeholders.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. Letter Sent to SPVA Families - May 30, 2024





# Sturgeon Public Virtual Academy

30 May 2024

Dear Parents/Guardians and Students of Sturgeon Public Virtual Academy (SPVA):

We thank you for continuing to register your child with SPVA. As you may be aware, the initiation of virtual schools during the COVID-19 pandemic was a response to the unprecedented circumstances, aiming to prioritize safety while ensuring the continuity and accessibility of education for students and families. As a result, the Division opened SPVA as an alternative education choice for families who had concerns that needed to be met through a virtual education platform.

As time passes, coming out of the pandemic, most students have returned to in-person learning. Due to low enrolment numbers at SPVA, the Division is changing the format of education to model what is in place in our learning centres for the 2024-25 school year. Students will be able to complete all academic programming for grades 8 through 12 with asynchronous online learning and in-person support at our two learning centre locations: Gibbons and Morinville. There will no longer be regularly scheduled, daily in-person virtual lessons, and for the 2024-25 school year, SPVA will no longer accept registrations for grade 7 students.

Moving away from synchronous, daily in-person instruction will be a challenge for some students, and our staff are committed to ensuring support and enhanced communication is in place to help students and families during this transition. Students are welcome to come and engage in school work at any time at either learning centre location. Staff will be available for questions and guidance, and students can book specific times for direct instruction or help when needed. We will continue to strive to meet the diverse needs of students who may not thrive in a traditional school environment and to provide them with the resources and support they need to reach their full potential. We will also continue to offer the Home Education option to families.

Should you have any questions in regard to your child's education programming for the fall of 2024, please do not hesitate to contact me.

Sincerely,

Kristin Lapierre  
Acting Principal, SPVA and Learning Centres

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Acting Principal: Kristin Lapierre

Phone: 780-288-1353

[www.sturgeonlearning.ca](http://www.sturgeonlearning.ca)

**Morinville Learning Centre**  
9820 104 Street  
Morinville, AB T8R 1L8  
Inside Frank Robinson Centre

**Sturgeon Learning Centre**  
PO Box 840 5028 - 49 St.  
Gibbons, AB T0A 1N0



**Date:** November 27, 2024 **Agenda Item:** 7.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent of Human Resources

**Subject:** **Policy 700: Superintendent of Schools**

**Recommended Motion:**

THAT the Board of Trustees approve Policy 700: Superintendent of Schools as presented at the November 27, 2024 Public Board meeting.

**Background:**

Administration would like the Board to consider integrating *Administrative Procedure 729: Evaluation of the Superintendent of Schools* as an appendix to *Policy 700: Superintendent of Schools*.

Incorporating *Administrative Procedure 729: Evaluation of the Superintendent of Schools* and its appendices and noted changes in the policy provides a clear and consistent framework for evaluating the Superintendent. This acknowledges the Board’s unique role and responsibility in evaluating the Superintendent as their sole employee.

This policy has undergone thorough review and consideration. It was initially placed on the May 22, 2024, Committee of the Whole agenda but was deferred and not discussed. It reappeared on the August 28, 2024, Committee of the Whole agenda and was referred to the Policy Committee. Following a review on September 9, 2024, the Policy Committee recommended further discussion. On October 11, 2024, it was brought back to the Policy Committee and subsequently sent to a Committee of the Whole meeting for comprehensive Board review. After discussion at the October 23, 2024, Committee of the Whole meeting, the policy was referred to the November 27, 2024, Public Board meeting for final consideration by the Board of Trustees.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:**
- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
  - g. implementing board policies and supporting the regular review and evaluation of their impact; and
  - h. ensuring the support, ongoing supervision and evaluation

of all staff members in relation to their respective professional responsibilities.

**Governance Implications:****Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,

General powers and duties of boards

53(1) A board shall

(a) establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,

Superintendent of schools

222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

**Superintendent of Schools Regulation 98/2019**

The Superintendent of Schools Regulation sets out the qualifications that an individual must meet in order to be appointed as a school board superintendent or acting superintendent.

**Superintendent Leadership Quality Standard**

Sets out the standards that superintendents of schools are expected to meet throughout their careers. The superintendent of schools is accountable for the demonstration of all of the competencies identified in the Standard. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. Policy 700: Superintendent of Schools - Clean Copy
2. Policy 700: Superintendent of Schools - Tracked Changes
3. Administrative Procedure 729 - Evaluation of the Superintendent of Schools
4. Administrative Procedure 729 Appendix A
5. Administrative Procedure 729 Appendix B

## Policy 700

# Superintendent of Schools

## 1.0 POLICY

### THE ROLE OF THE SUPERINTENDENT

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the [Superintendent Leadership Quality Standard](#), Board policies, Division vision, mission and values, and the Education Plan goals. All Board authority delegated to the staff of the Division is delegated through the Superintendent. The Superintendent of Schools is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent of Schools, functioning as the Chief Executive Officer.

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility: Alberta has three (3) professional practice standards that are Ministerial Orders, the Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS), and the Superintendent Leadership Quality Standard (SLQS). The Superintendent Leadership Quality Standard (SLQS) defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work. The SLQS identifies seven (7) competencies superintendents must demonstrate in their professional practice:

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring first nations, Métis, and Inuit Education for all Students
- School Division Operations and Resources
- Supporting Effective Governance

#### 1.0 Building Effective Relationships

1.1 The Superintendent establishes a welcoming, caring, respectful, and safe learning environment by building positive and productive relationships with members of the school community and the local community that respects diversity and fosters a sense of belonging.

#### 2.0 Modelling Commitment to Professional Learning

2.1 The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing

leadership, teaching, and learning.

### 3.0 Visionary Leadership

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

### 4.0 Leading Learning

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

### 5.0 Ensuring First Nations, Métis, and Inuit Education for All Students

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

### 6.0 School Division Operations and Resources

6.1 The Superintendent directs school division operations and strategically allocates resources in the interests of all students and in alignment with the school division's goals and priorities.

### 7.0 Supporting Effective Governance

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

## References:

Board Policy 105: Vision, Mission and Values

Board Policy 225: Role of the Board

Three Year Education Plan

[Education Act: Section 8, 11\(1\) 52-53, 222, 223, 224](#)

[Freedom of Information and Protection of Privacy Act](#)

[Superintendent of Schools Regulation 98/2019](#)

[Superintendent Leadership Quality Standard](#)

[Appendix A - Evaluation of the Superintendent of Schools](#)

## History

2019 Apr 24 Initial Approval

2021 Oct 27 Reviewed

2022 Mar 23 Amended

2022 Sep 28 Amended

2024 Xxx xx Amended

## **Policy 700 - Appendix A**

# **Evaluation of the Superintendent of Schools**

**Responsible Administrator: Associate Superintendent Human Resources**

## **PURPOSE**

The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (referred to as SLQS throughout this document), and the Superintendent of Schools Regulation.

The evaluation process and supporting information sources shall serve to:

- provide feedback on the Superintendent's leadership and performance in all areas of the Superintendent Leadership Quality Standard.
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- recognize areas and trends that are showing positive change or progress
- enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process
- inform the organizational outcomes, key performance competencies, and Superintendent's own goals for the next evaluation cycle
- Serve as a tool in determining salary and contract considerations.

To ensure that the Superintendent is meeting the requirements of Policy 700 The Role of the Superintendent of Schools, and the requirements of the SLQS, the Board of Trustees will formally evaluate the Superintendent's performance on a regular basis according to the following guidelines.

## **PROCESS**

The Associate Superintendent, Human Resources is responsible for administering this Administrative Procedure.

## **PROCEDURE**

### **1. Criteria for Evaluation**

1.1 The criteria for the first evaluation will be those set out in the Superintendent Leadership Quality Standard (SLQS).

1.2 In subsequent evaluations, the criteria will be those defined and those listed or

revised after each evaluation, plus any growth goals provided by the Board in the previously written evaluation report(s).

1.3 Such growth goals may be areas requiring actions which must be taken to address trends, issues, or external realities that will enhance Division success.

1.4 T The SLQS will be used by the Board to evaluate the Superintendent. The Board will review the evidence and will determine whether, and/or to what extent, the SLQS have been achieved. The SLQS will be used in the development of the summative performance evaluation for the Superintendent of Schools. For each of the seven (7) competencies the Superintendent of Schools will be assessed in the final report as Not Proficient or Proficient. The SLQS is not intended to have every indicator reported on. The SLQS indicators are suggestions which are likely to lead to the achievement of the competency but may be included, excluded or changed based on the superintendent's context.

1.5 Data relative to the SLQS will be collected by a mutually agreed upon external individual by interviewing a representative group of principals and direct reports in a 360° performance measure. "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

## 2. Superintendent Evidence Document

2.1 The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week before the evaluation meeting.

2.2 The purpose of the evidence document is to provide evidence that the seven (7) SLQS competencies are being addressed in the Superintendent's work.

2.3 Evidence will be organized under each competency as listed in the SLQS.

## 3. Evaluation Session

3.1 The Board will assess during an evaluation session whether and to what extent the Superintendent has achieved each competency (ie proficient or not proficient).

3.2 The Board and the Superintendent will be present during the evaluation

3.3 The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

3.4 The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

3.5 The evaluation report will reflect the corporate Board

## **EVALUATION PROCESS**

### 4. The Superintendent evaluation process shall:

4.1 Provide for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent and is aligned with the Superintendent's roles (Board Policy 700, Education Act) and is linked to the Division's goals. The written report will affirm specific accomplishments and will identify areas of growth.

4.2 Meet the contractual requirement that the Superintendent and Board come to a mutual agreement relative to the comprehensive evaluation process to be followed. The Board will meet and discuss the evaluation process, format, and instrumentation with the Superintendent.

4.3 Highlight that a key role of the Superintendent, as the Chief Education Officer for the Division, is to enhance student achievement and success for all children.

4.4 Highlight a key role of the Superintendent, as the Chief Executive Officer for the Division, is to achieve accountability responsibilities in alignment with Division goals and objectives and support the Board in its governance role.

4.5 Identify how the Superintendent works with the board as a “governance team” and assures collective responsibility for building a unity of purpose, communicating a common vision, and creating a positive organizational culture.

4.6 Recognize that the board/superintendent governance relationship is supported by the staff in the division which reports to the Superintendent.

4.7 Align with and based upon the Superintendent’s roles and responsibilities, The Division’s goals and objectives, and Alberta Education’s SLQS.

4.8 Be based on evidence from multiple data sources relating to the specific responsibility areas identified in Board Policy 700 and will assess the Superintendent of School’s performance in the seven (7) competency areas identified in the SLQS. The process will include a discussion of the evidence document prepared by the Superintendent of Schools.

4.9 Ensure Board feedback is provided regularly, is supported by specific examples, and will focus on areas over which the Superintendent has authority.

4.10 Be a performance-based assessment system. Such an evaluation shall focus on improvement over time and consider the previous evaluation data in identifying and addressing areas of growth.

## 5. Evaluation Report

5.1 The Board shall report its evaluation of the Superintendent in writing. A summary document will be prepared and signed by the Board Chair and the Superintendent of Schools at the conclusion of the process for each formal performance evaluation.

5.2 The performance evaluation report shall contain a description of the important contextual details that existed during the term of the performance evaluation, and a summary of the superintendent’s performance in the competency areas identified in the SLQS. The summary document will also include the identification of relative strength areas, suggestions for growth, and recommendations regarding division priorities identified by the Board. A final signed document is provided to the superintendent for inclusion in his/her personnel file.

5.3 If the Board determines that the performance of the Superintendent is not proficient in any respect, it shall describe in writing, in detail, with supporting examples, such unsatisfactory performance. The evaluation shall include recommendations and resources for areas of improvement in all instances where the Board deems the Superintendent’s performance to be unsatisfactory.

5.4 The Superintendent will have the right to make a written response to the evaluation within thirty (30) days of receiving the evaluation. The Board’s evaluation and the Superintendent’s response shall become a permanent attachment to the Superintendent’s personnel file.

6. The Board and superintendent shall review the policies which guide the process, format, and timeline for the upcoming year

## 7. Timeline

7.1 Superintendent evaluations will be conducted as per the Superintendent’s



employment contract.

7.2 The Board may choose, at its sole discretion, to evaluate the superintendent in any additional school year not noted in the employment contract.

7.3 the Board must inform the Superintendent in writing by September 30 of the school year in which an evaluation will be conducted.

7.4 The final evaluation report must be delivered to the Superintendent no later than May 15 of the year in which the evaluation is conducted.

8. In any school year in which the Superintendent is not evaluated, the Superintendent's performance shall be deemed to be proficient.

## Policy 700

# Superintendent of Schools

## 1.0 POLICY

### THE ROLE OF THE SUPERINTENDENT

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the [Superintendent Leadership Quality Standard](#), Board policies, Division vision, mission and values, and the Education Plan goals. All Board authority delegated to the staff of the Division is delegated through the Superintendent. **The Superintendent of Schools is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent of Schools, functioning as the Chief Executive Officer.**

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

Alberta has three (3) professional practice standards that are Ministerial Orders, the Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS), and the Superintendent Leadership Quality Standard (SLQS). The Superintendent Leadership Quality Standard (SLQS) defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work. The SLQS identifies seven (7) competencies superintendents must demonstrate in their professional practice:

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring first nations, Métis, and Inuit Education for all Students
- School Division Operations and Resources
- Supporting Effective Governance

#### 1.0 Building Effective Relationships

1.1 The Superintendent establishes a welcoming, caring, respectful, and safe learning environment by building positive and productive relationships with members of the school community and the local community that respects diversity and fosters a sense of belonging.

#### 2.0 Modelling Commitment to Professional Learning

2.1 The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

#### 3.0 Visionary Leadership

- 3.1 The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
- 4.0 Leading Learning
- 4.1 The Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success, and continuous improvement.
- 5.0 Ensuring First Nations, Métis, and Inuit Education for All Students
- 5.1 The Superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of students.
- 6.0 School Division Operations and Resources
- 6.1 The Superintendent directs school division operations and strategically allocates resources in the interests of all students and in alignment with the school division's goals and priorities.
- 7.0 Supporting Effective Governance
- 7.1 The Superintendent of Schools as referred to in the Education Act, as chief executive officer of the board and the chief education officer of the school division, provides the board with information, advice, and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

## References:

[Board Policy 105: Vision, Mission and Values](#)  
[Board Policy 225: Role of the Board](#)  
[Three Year Education Plan](#)  
[Education Act: Section 8, 11\(1\) 52-53, 222, 223, 224](#)  
[Freedom of Information and Protection of Privacy Act](#)  
[Superintendent of Schools Regulation 98/2019](#)  
[Superintendent Leadership Quality Standard](#)  
[Appendix A - Evaluation of the Superintendent of Schools](#)  
[Appendix B – Performance Assessment Guide](#)

## History

2019 Apr 24 Initial Approval  
2021 Oct 27 Reviewed  
2022 Mar 23 Amended  
2022 Sep 28 Amended  
2024 Xxx xx Amended

# Evaluation of the Superintendent of Schools

**Responsible Administrator: Associate Superintendent Human Resources**

## PURPOSE

The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (referred to as SLQS throughout this document), and the Superintendent of Schools Regulation.

The evaluation process and supporting information sources shall serve to:

- provide feedback on the Superintendent's leadership and performance in all areas of the Superintendent Leadership Quality Standard.
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- recognize areas and trends that are showing positive change or progress
- enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process
- inform the organizational outcomes, key performance competencies, and Superintendent's own goals for the next evaluation cycle
- Serve as a tool in determining salary and contract considerations.

To ensure that the Superintendent is meeting the requirements of Policy 700 The Role of the Superintendent of Schools, and the requirements of the SLQS, the Board of Trustees will formally evaluate the Superintendent's performance on a regular basis according to the following guidelines.

## PROCESS

The Associate Superintendent, Human Resources is responsible for administering this Administrative Procedure.

## PROCEDURE

### 1. Criteria for Evaluation

1.1 The criteria for the first evaluation will be those set out in the [Superintendent Leadership Quality Standard \(SLQS\) Performance Assessment Guide \(Appendix B\)](#).

1.2 In subsequent evaluations, the criteria will be those defined and those listed or revised after each evaluation, plus any growth goals provided by the Board in the previously written evaluation report(s).

1.3 Such growth goals may be areas requiring actions which must be taken to address trends, issues, or external realities that will enhance Division success.

1.4 ~~The Performance Assessment Guide (Attachment B) is aligned with the SLQS.~~

~~The SLQS~~This guide will be used by the Board to evaluate the Superintendent. The Board will review the evidence and will determine whether, and/or to what extent, the SLQS have been achieved. ~~The SLQS~~The Performance Assessment Guide will be used in the development of the summative performance evaluation for the Superintendent of Schools. For each of the seven (7) competencies ~~in the Performance Assessment Guide~~ the performance of the Superintendent of Schools will be assessed in the final report as Not Proficient or Proficient. ~~The SLQS Appendix B~~ is not intended to have every ~~SLQS~~ indicator reported on. The SLQS indicators are suggestions which are likely to lead to the achievement of the competency but may be included, excluded or changed based on the superintendent's context.

1.5 Data relative to the SLQS will be collected by a mutually agreed upon ~~internal or~~ external individual by interviewing a representative group of principals and direct reports in a 360° performance measure. "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

## 2. Superintendent Evidence Document

2.1 The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week before the evaluation meeting.

2.2 The purpose of the evidence document is to provide evidence that the seven (7) SLQS competencies are being addressed in the Superintendent's work.

2.3 Evidence will be organized under each competency as listed in the ~~SLQS~~Performance Assessment Guide (Appendix B).

## 3. Evaluation Session

3.1 The Board will assess during an evaluation session whether and to what extent the Superintendent has achieved each competency (ie proficient or not proficient).

3.2 The Board and the Superintendent will be present during the evaluation

3.3 The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

3.4 The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

3.5 The evaluation report will reflect the corporate Board

## **EVALUATION PROCESS**

### 4. The Superintendent evaluation process shall:

4.1 Provide for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent and is aligned with the Superintendent's roles (Board Policy 700, Education Act) and is linked to the Division's goals. The written report will affirm specific accomplishments and will identify areas of growth.

4.2 Meet the contractual requirement that the Superintendent and Board come to a mutual agreement relative to the comprehensive evaluation process to be followed. The Board will meet and discuss the evaluation process, format, and instrumentation with the Superintendent.

4.3 Highlight that a key role of the Superintendent, as the Chief Education Officer for the Division, is to enhance student achievement and success for all children.

4.4 Highlight a key role of the Superintendent, as the Chief Executive Officer for the

Division, is to achieve accountability responsibilities in alignment with Division goals and objectives and support the Board in its governance role.

4.5 Identify how the Superintendent works with the board as a “governance team” and assures collective responsibility for building a unity of purpose, communicating a common vision, and creating a positive organizational culture.

4.6 Recognize that the board/superintendent governance relationship is supported by the staff in the division which reports to the Superintendent.

4.7 Align with and based upon the Superintendent’s roles and responsibilities, The Division’s goals and objectives, and Alberta Education’s SLQS.

4.8 Be based on evidence from multiple data sources relating to the specific responsibility areas identified in Board Policy 700 and will assess the Superintendent of School’s performance in the seven (7) competency areas identified in the SLQS. The process will include a discussion of the evidence document prepared by the Superintendent of Schools.

4.9 Ensure Board feedback is provided regularly, is supported by specific examples, and will focus on areas over which the Superintendent has authority.

4.10 Be a performance-based assessment system. Such an evaluation shall focus on improvement over time and consider the previous evaluation data in identifying and addressing areas of growth.

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5.3 If the Board determines that the performance of the Superintendent is not proficient in any respect, it shall describe in writing, in detail, with supporting examples, such unsatisfactory performance. The evaluation shall include recommendations and resources for areas of improvement in all instances where the Board deems the Superintendent’s performance to be unsatisfactory.

5.4 The Superintendent will have the right to make a written response to the evaluation within thirty (30) days of receiving the evaluation. The Board’s evaluation and the Superintendent’s response shall become a permanent attachment to the Superintendent’s personnel file.

6. The Board and superintendent shall review the policies which guide the process, format, and timeline for the upcoming year

## 7. Timeline

7.1 Superintendent evaluations will be conducted as per the Superintendent’s employment contract.

7.2 The Board may choose, at its sole discretion, to evaluate the superintendent in any [additional](#) school year [not noted in the employment contract](#).

7.3 the Board must inform the Superintendent in writing by September 30 of the school year in which an evaluation will be conducted.

7.4 The final evaluation report must be delivered to the Superintendent no later than May 15 of the year in which the evaluation is conducted, conducted in accordance with Board Policy 700 according to the following schedule:

<u>Evaluation</u>	<u>Report Delivered to Superintendent By</u>
<u>During years one (1) and four (4) a comprehensive 360 employee performance evaluation shall be conducted</u>	<u>May 15</u>
<u>During years two (2) and three (3) the evaluation will not include the 360 employee performance evaluation</u>	<u>May 15</u>

8. The Board may choose, in its sole discretion, not to evaluate the Superintendent in any school year in which case the Superintendent's performance is not evaluated, the Superintendent's performance shall be deemed to be proficient.

### **References:**

~~Board Policy 700 Role of Superintendent~~

~~Division Vision, Mission, Values, and Education Plan~~

~~Education Act~~

~~Superintendent of Schools Regulation~~

~~Superintendent Leadership Quality Standard~~

### **History**

~~2022 Oct 26 Initial Approval~~

**Administrative Procedure 729 - APPENDIX A Appendix will be deleted and the link will be included in references of the Policy.**

## **Superintendent Leadership Quality Standard**

[Professional practice standards | Alberta.ca](#)



**RESCIND - THIS IS THE SLQS copied and pasted.**

## **Administrative Procedure 729 - APPENDIX B**

### **Performance Assessment Guide**

#### **COMPETENCY**

##### **Building Effective Relationships**

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

Achievement of this competency is demonstrated by indicators such as:

- a) collaborating with community and provincial agencies to address the needs of students and their families;
- b) employing team-building strategies and using solution-focused processes to resolve challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

#### **COMPETENCY**

##### **Modeling Commitment to Professional Learning**

***A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.***

Achievement of this competency is demonstrated by indicators such as:

- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school

## COMPETENCY

### Visionary Leadership

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

authority research initiatives, where appropriate; and

f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

Achievement of this competency is demonstrated by indicators such as:

a) ensuring that the vision is informed by research on effective learning, teaching and leadership;

b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;

c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and

d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives

Achievement of this competency is demonstrated by indicators such as:

a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;

b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;

c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;

d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;

e) ensuring that staff have access to resources, programs and expertise to support

## COMPETENCY

### Leading Learning

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

Achievement of this competency is demonstrated by indicators such as:

a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;

b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;

c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;

d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;

e) ensuring that staff have access to resources, programs and expertise to support

them in meeting their professional responsibilities and in addressing the learning needs of all students;

- f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

## COMPETENCY

### Ensuring First Nations, Métis and Inuit Education for All Students

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

Achievement of this competency is demonstrated by indicators such as:

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

## COMPETENCY

### School Authority Operations and Resources

***A superintendent directs school authority operations and strategically allocates resources in the interests of all students and***

Achievement of this competency is demonstrated by indicators such as:

- a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b) ensuring effective alignment of the school

***in alignment with the school authority's goals and priorities.***

authority's human resources to achieve the school authority's education plan;

- c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g) recognizing student and staff accomplishments; and
- h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

## **COMPETENCY**

### **Supporting Effective Governance**

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

Achievement of this competency is demonstrated by indicators such as:

- a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;
- g) implementing board policies and supporting the regular review and evaluation of their impact;
- h) ensuring the support, ongoing supervision and evaluation of all staff members

in relation to their respective professional responsibilities;

i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;

j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;

k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;

l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and

m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations



**Date:** November 27, 2024 **Agenda Item:** 8.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Superintendent’s Office

**Subject:** **Holiday Artwork Selection**

**Background:**

The Board is proud to unveil the winners of this year’s Holiday Artwork Contest.

Following thoughtful review and consideration, the Board of Trustees selected these exceptional pieces to be featured on the cover of the annual Holiday cards. We extend heartfelt congratulations to the talented student artists whose creativity will be showcased in this special way.

We also want to express our gratitude to all the students who participated. Your imaginative and creative submissions were a joy to see and made for difficult decisions

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

**COMPETENCY:** (1) Building Effective Relationships  
**INDICATORS:** e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; and  
 l. facilitating ongoing public communication about the board’s operations and the achievement of its goals and priorities.

**Governance Implications:**

[Education Act](#)

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to  
 (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

[Policy 105: Vision, Mission and Values](#)

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.

[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

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

Stakeholder Engagement and Communication

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

9. Promote the schools' programs which reflect the needs and desires of the community.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.



**Date:** November 27, 2024 **Agenda Item:** 8.2  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
**Subject:** **Sturgeon Public Schools Scholarships 2023 - 2024**

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**Background:**

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

Sturgeon Public Schools Scholarship

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

Sturgeon Public Schools Bursary

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

Frank Robinson Memorial Scholarship

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

Konica Minolta Scholarship

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

For the 2023 – 2024 school year, the following scholarships were awarded by Sturgeon Public Schools:



	<u>Redwater High School</u>	<u>Sturgeon Composite High School</u>	<u>MLC/SLC</u>
Sturgeon Public Schools Scholarship (\$1,000 each)	3	20*	n/a
Sturgeon Public Schools Bursary (\$500 each)	n/a	1	n/a
Frank Robinson Memorial (\$500)	1	1	n/a
Konica Minolta Scholarship (\$250 each)	1	1	n/a

The total value of the above-awarded scholarships is \$19,000.

\*Of these 20 students, 17 students have met the conditions for the SPS Scholarship, and 6 students have yet to submit their confirmation of enrolment in a post-secondary institution (students have 15 months after high school graduation to enroll in post-secondary). Of these 17 students, 1 student graduated in the 2022 - 2023 school year. Due to the continued residual effects of the COVID-19 Pandemic on student learning, this student claimed their scholarship for the 2023 - 2024 school year.

### **Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

**COMPETENCY:** (1) Building Effective Relationships  
**INDICATORS:** a. collaborating with community and provincial agencies to address the needs of students and their families; and  
 f. facilitating the meaningful participation of members of the school community and local community in decision-making.

**COMPETENCY:** (3) Visionary Leadership  
**INDICATORS:** a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and  
 c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.

- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
- g. recognizing student and staff accomplishments.

**Governance Implications:**

Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education

Policy 105: Vision, Mission and Values

VISION

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

Policy 225: Role of the Board

Collaboration

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources and collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education [Education Act s. 33(1)(f)(g)].

Policy 700: Superintendent of Schools

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

Policy 905: Awards and Recognition Policy

The Board believes students should be recognized for excellence in various curricular, extracurricular and service programs. The Board believes that students should be recognized for improvement in academic achievement and personal performance.

Administrative Procedure 860: Division Awards, Scholarships, Bursaries, and Recognition

Sturgeon Public Schools recognizes outstanding student performance and significant improvement in performance in various curricular, extra-curricular and service programs.



Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.



**Date:** November 27, 2024 **Agenda Item:** 8.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services  
Steven Holkham, Director, Facility Services

**Subject:** **Snow Removal and Temperature Monitoring Process**

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## **Background:**

A Board request for information was placed at the Committee of the Whole on October 26, 2024, for information on the snow removal and temperature monitoring process for the 2024-2025 school year.

## **Snow Removal Process**

In 2022-2023 the Division contracted out the entire snow removal process at all schools. In the 2023-2024 year, the Facility Services Department shifted to a new process where the facilities team and the custodians were responsible for sidewalks at all schools, while contractors took care of the parking lots division-wide.

For the 2024-2025 year, the Facility Services Department has established the following plan:

- Contracts secured parking lots for five schools closest to St. Albert (Sturgeon Heights, Namao, SCHS, Guthrie and Camilla).
- The Facilities team will be out to assist the custodian with the initial sidewalk snow removal after a snowfall.
- Custodians will be responsible for clearing the sidewalks throughout the day.
- The Facilities team will manage the parking lots at (MPS, Lilian Schick, Bon Accord, Gibbons, Landing Trail, Redwater and Ochre Park).

## **Temperature Monitoring Process**

The Division has the following items in place to assist with the monitoring of temperature in all Division-owned buildings:

- Buildings are all monitored 24-7 through the Building Monitoring System.
- Various team members physically visit all schools regularly over extended breaks. Custodians will also be in schools over breaks to help monitor the buildings.
- During operational hours, if the temperature drops to 17 degrees the system will trigger an alert to facilities. Custodian staff are also tasked with identifying

temperature issues throughout the day. When an issue is identified they will create a work order and email the office.

- At the beginning of each day, the facility team members log in and check that the systems are all running efficiently and look for issues at each school.
- There is also a facilities team member on call who will regularly check the building monitoring system.
- Temperature issues below 17 are considered an emergent issue.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

**COMPETENCY:** (6) School Authority Operations and Resources  
**INDICATORS:** e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

**Governance Implications:****Education Act**

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)]

**Policy 225: Role of the Board****Resource Stewardship**

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)]. Specifically, the Board: 39. Within the context of a strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.

**Administrative Procedure 615: School Facilities and Equipment Maintenance**

The first priority of the Facilities Department is to facilitate comfortable and safe conditions for student learning. For safety and insurance purposes, a process has to be established that ensures consistent building maintenance standards exist throughout Sturgeon Public Schools.



Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.



**Date:** November 27, 2024 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services  
Steven Holkham, Director, Facility Services

**Subject:** **IMR/CMR Report**

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**Background:**

Sturgeon Public School Division serves approximately 70,000 Square Meters across 14 sites that span parts of St. Albert, the majority of Sturgeon County, Morinville, Bon Accord, Gibbons, Redwater and Legal. The Division has four sites that we do not manage the maintenance of. The majority of the Division's schools were built from 1950 to 1980.

The Division receives both Infrastructure Maintenance and Renewal (IMR) & Capital Maintenance and Renewal (CMR) funding to help maintain and repair these buildings.

As per the Funding Manual, IMR and CMR are both targeted grants that may only be used for the purpose for which it is intended. School Jurisdictions may use the funding to:

- A. Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- B. Preserve and improve the quality of the learning environment by:
- C. Meet the requirements of children/students requiring specialized supports and services; or
- D. Replace or upgrade building components to improve energy conservation and efficiency to achieve cost savings as a result.

CMR can be spent on similar items but is focused on large scale projects that meet the criteria for capitalization such as whole system replacements or substantial building component replacements.

The report is broken down into three sections:

- 1. Infrastructure Maintenance and Renewal (**IMR**) & Capital Maintenance and Renewal (**CMR**) Funding
- 2. Infrastructure Maintenance and Renewal (IMR) Update
- 3. Capital Maintenance and Renewal (CMR) Update
- 4. Facility Service IMR & CMR Challenges

**Infrastructure Maintenance and Renewal (IMR) & Capital Maintenance and Renewal (CMR) Funding**

The IMR program is annual funding based on the school year (**September 1 to August 31**), and CMR the Government of Alberta fiscal year (**April 1st to March 31st**) which is allocated to school jurisdictions on a formula basis. IMR/CMR plans address critical maintenance and renewal projects in the Division's facilities.

1. IMR statement of final costs must be submitted to Alberta Education by November 30, of each school year
2. CMR statement of final costs must be submitted to Alberta Education by June 30 of each school year.

The Government of Alberta changed Infrastructure Maintenance Renewal (IMR) funding allocations in 2021-2022 by dividing the total amount of funds received into IMR and Capital Maintenance Renewal (CMR) funding. Below is a list of the funding received over the last five years

<b>School Year</b>	<b>IMR</b>	<b>CMR</b>	<b>Total</b>
2020 - 2021	\$749,737	\$926,844	\$1,676,581
2021 - 2022	\$718,661	\$779,217	\$1,497,878
2022 - 2023	\$700,368	\$483,829	\$1,184,197
2023 - 2024	\$695,683	\$355,263	\$1,050,946
2024 - 2025	\$688,143	\$879,614	\$1,567,757

IMR and CMR funding has declined drastically over the last four years but has increased by over half a million dollars for the 2024-2025 school year.





**Infrastructure Maintenance and Renewal (IMR) Update**

The Division spent \$622,459 in IMR in the 2023-2024 school year. Provided as an attachment for information is the 2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures.

The Division has an opening balance for the 2024-2025 school year of \$401,114 and has been approved for funding in the amount of \$688,143, for a total of \$1,089,257 available for planning.

The Facility Services Team is planning on focusing the IMR funding towards the following project areas:

<u>Project Type</u>	<u>Status</u>	<u>Location</u>	<u>Estimated Costs</u>
PA System Repairs	In Progress	Various Schools	\$175,000
Mechanical Equipment Repairs	Planning	Various Schools	\$95,000
Electrical & Security System Repairs	Planning	Various Schools	\$75,000
Painting	In Progress	Various Schools	\$100,000
Flooring Repairs	Planning	Various Schools	\$100,000
Concrete/Asphalt Repairs	Planning	Various Schools	\$150,000
Minor Exterior Repairs	Planning	Various Schools	\$50,000
Minor Interior Repairs	Planning	Various Schools	\$20,000
Contingency for Emergent Needs	Planning	Various Schools	\$100,000
<b>Total Estimated Costs:</b>		<b>Total</b>	<b>\$865,000</b>

This will leave the Division with a remaining balance of \$224,263 in IMR funding at the end of 2024-2025 if all projects are completed.

### Capital Maintenance and Renewal (CMR) Update

The Division spent \$991,641 in CMR in the 2023-2024 school year (**April 1, 2023 to March 31, 2024**). Provided as an attachment for information is the 2023-2024 Capital Maintenance and Renewal (CMR) Expenditures as reported to the Government of Alberta.

The Division has an opening balance for the 2024-2025 school year of \$611,289 and has been approved for funding in the amount of \$879,614, for a total of \$1,490,903 available for planning.

The Facility Services Team is planning on focusing the CMR funding towards the following project areas.

<u>CMR Project Type</u>	<u>Status</u>	<u>Location</u>	<u>Estimated Costs</u>
PA System Replacements	In Progress	Various Schools	\$125,000
Roofing Replacements	Planning	Various Schools	\$250,000
Mechanical System Replacements	Planning	Various Schools	\$175,000
Electrical System Replacements	In Progress	Various Schools	\$75,000
Concrete/Asphalt Replacements	In Progress	Various Schools	\$150,000
Camera Replacement Pilot Project	Planning	Various Schools	\$50,000
Dry System Replacement	In Progress	Guthrie	\$75,000
Contingency	Planning	Various Schools	\$100,000
<b>Total Estimated Costs:</b>			<b>\$1,000,000</b>

This will leave the Division with a remaining balance of \$490,903 in CMR funding at the end of 2024-2025 if all projects are completed.

## **Facility Service IMR & CMR Challenges**

### Funding and Construction Cost Increase

From 2021 to 2024, the Division saw a decrease in IMR/CMR funding of \$625,635. This decrease was during a time when construction costs were on the rise and inflation rates were at an all-time high. Recently for the 2024-2025 school year, the Division did see an increase in funding of \$516,811 but this does not even return the Division IMR/CMR funding to the same level as in 2020-2024. This Division's IMR/CMR funding for the 2024-2025 school year is \$1.6M, which is still lower than what was received in 2020-2021 of \$1.7M, despite cost increases.

### Age of Infrastructure

Sturgeon Public School Division is experiencing challenges with the amount of funding received annually for the IMR/CMR programs and the Division's needs. The majority of the buildings in the Division were built between the 1950s and 1980s, these buildings require more maintenance and upkeep than newer buildings. Many of our buildings are aging, the electrical/mechanical systems are close to end of life. Aging buildings and systems create a strain on the operations staff and resources by leading to more work orders. Our older buildings require more resources to maintain but the funding does not consider the age of our buildings and we get the same funding for both a new building and an older building.

### Capital Project Approval and Utilization

The Division getting a capital project approved would help with the resource drain of our older building. However, this is a large challenge every school division is faced with because each division is competing with one another for capital project approval. In a climate where schools across the province are over capacity, aging buildings with lower utilization are a challenge to get approval. Underutilized buildings still have a certain amount of square meters that the Facility Services team needs to maintain and service. Utilization affects funding but it doesn't consider the fact that these buildings still need to be operated despite low utilization.

## **Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLOS](#) in the following way:

**COMPETENCY:** (1) Building Effective Relationships  
**INDICATORS:** a. collaborating with community and provincial agencies to address the needs of students and their families.

**COMPETENCY:** (6) School Authority Operations and Resources  
**INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and  
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:** e. ensuring that the board’s fiscal and resource management is in accordance with all statutory, regulatory and board requirements.

**Governance Implications:**

Education Act

Financial reporting to the Minister

139(1) The fiscal year of a board is September 1 to the following August 31, unless otherwise specified by the Minister.

(2) The board shall, in each year, do the following:

(a) on or before May 31, or another date specified by the Minister, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1;

(b) on or before November 30, or another date specified by the Minister, submit to the Minister, in the form prescribed by the Minister

Application of funds

143(1) Subject to subsections (3) and (4), any money of a board that is accumulated or acquired for the purpose of capital expenditures must be used only for capital expenditures.

Borrowing

180(1) Subject to subsection (2), a board may borrow to meet operating and capital expenditures only with the prior approval of the Minister.

Use of unexpended debenture proceeds

183(1) If

(a) debentures have been issued for a capital expenditure

Improper application of money borrowed

184(1) If a board uses money that was borrowed for a capital expenditure for a purpose not authorized under section 143 or 183, the persons who were trustees of the board when it approved the improper application of the capital money, whether or not they are still trustees, are jointly and severally liable for the payment to the board of the amount of money applied to the unauthorized use.

Policy 225: Role of the Board

Resource Stewardship

The Board shall ensure effective stewardship of the Board’s resources [Education Act s. 33(1)(i)].

Specifically, the Board:

39. Within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.

Administrative Procedure 600: Capital Plan Development

All sites in Sturgeon Public Schools shall be maintained at high level as possible within the available resources. Careful planning is a critical part in enabling this to happen.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. 2023-2024 Infrastructure Maintenance and Renewal (**IMR**) Expenditures (**September 1 to August 31**)
2. 2023-2024 Capital Maintenance and Renewal (**CMR**) Expenditures(**April 1st to March 31st**)

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## 2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures

Location	Project Description	Costs
Bon Accord	BMS System	\$29,326
Bon Accord School	Fire alarm device modernization	\$6,462
Morinville Public School	Washroom Renovation: Tile, Ceilings, LED Lighting, Partitions, Counters and Fixtures	\$121,053
Morinville Public School	Accessibility front doors access repair	\$1,400
Gibbons	Renovate Boys Washroom 107	\$7,464
Gibbons School	Paint and door refresh	\$15,508
Guthrie	AHU/Boiler/AHE	\$13,336
Guthrie School	Dry system replacement	\$24,808
Landing Trail School	Office refresh: painting, floors, T-bar replacement, and LED lighting	\$38,166
Lilian Schick	Classroom Cabinet Upgrades	\$92,532
Lilian Schick	LED Lighting	\$8,311
Lilian Schick School	Painting doors and frames	\$10,673
Lilian Schick School	Library flooring replacement	\$5,787
Morinville Elementary Public	BMS System	\$9,031
Morinville Elementary Public	MPS Locker Reno	\$6,322
Namao	LED Light Repair	\$28,776
Namao	Fence Project	\$19,388
Ochre Park	Ochre Park Bathroom 22-23	\$8,616
Ochre Park School	Replace damaged exterior brick walls	\$2,928
Redwater School	Galvanized pipe replacement	\$44,975
Redwater School	Mech room abatement	\$25,104

Sturgeon Heights	Concrete/Asphalt - Parking Lot Repair	\$9,495
Sturgeon Heights School	Classroom modernizations	\$16,817
Various Schools	Minor Interior Repairs	\$44,767
Various Schools	Fire Systems	\$34,083
Various Schools	Mechanical Repairs	\$22,742
Various Schools	Minor Exterior Repairs	\$4,888
Various Schools	Minor Roofing Repairs	\$4,846
Various Schools	Security Upgrades	\$3,542
Various Schools	LED Lighting	\$1,314
<b>Total Costs</b>		<b>\$662,459</b>

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## 2023-2024 Capital Maintenance and Renewal (CMR) Expenditures

Location	Project Description	Costs
Bon Accord Community School	Roofing Replacement	\$288,409
Four Winds Public School	Gender Neutral Washroom Renovation	\$18,363
Gibbons School	Classroom Reconfiguration	\$33,858
Guthrie School	Heating Ventilating and Air Conditioning (HVAC) Replacement	\$44,430
Guthrie School	BMS Upgrade and replacement	\$87,657
Lilian Schick School	Front Office Renovations	\$6,091
Namao School	Pump Replacement	\$1,178
Namao School	BMS Replacement	\$50,027
Namao School	Gym floor replacement	\$4,062
Ochre Park School	Bathroom Renovation	\$112,042
Redwater School	Bathroom Renovation	\$54,455
Redwater School	Gym floor replacement	\$243,585
Sturgeon Composite High School	Basketball Winch Repair	\$1,165
Sturgeon Composite High School	Concrete & Asphalt Replacement	\$1,908
Sturgeon Heights School	Drywall abatement and T-bar installation	\$44,411
<b>Total Estimated Costs</b>	<b>Total</b>	<b>\$991,641</b>





**Date:** November 27, 2024 **Agenda Item:** 8.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Communications Report - October & November 2024**

**Background:**

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

Attached is the Communications Report on activities for October and November 2024.

**Status & Relationship to Superintendent Leadership Quality Standard (SLOS):**

This report aligns with the [SLOS](#) in the following way:

- COMPETENCY:** (1) Building Effective Relationships
- INDICATORS:** a. collaborating with community and provincial agencies to address the needs of students and their families.
  
- COMPETENCY:** (3) Visionary Leadership
- INDICATORS:** c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives.
  
- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:** e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
  
- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:** l. facilitating ongoing public communication about the board’s operations and the achievement of its goals and priorities.

**Governance Implications:****Education Act**

## Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

(c) provide, where appropriate, for the engagement of parents, students, staff and the

community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

**Policy 225: Role of the Board**

## Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

8. Make informed decisions that consider community values and represent the interests of the entire Division.

9. Promote the schools' programs which reflect the needs and desires of the Community.

10. Report Division outcomes to the community annually.

**Policy 700: Superintendent of Schools**

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

**Administrative Procedure 220: Communications**

The development of a strategic communication plan facilitates timely and coordinated sharing of information regarding the priorities and operation of the school division. As such, it is an important component in the process of increasing awareness, understanding and support of public education and the division.

3. Preparation of the strategic communications plan shall be coordinated by the Superintendent or designate and will be provided to the Board as information.



Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. Communications Report for October and November 2024

# Communications Report

## October & November, 2024

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### Overview of Goals

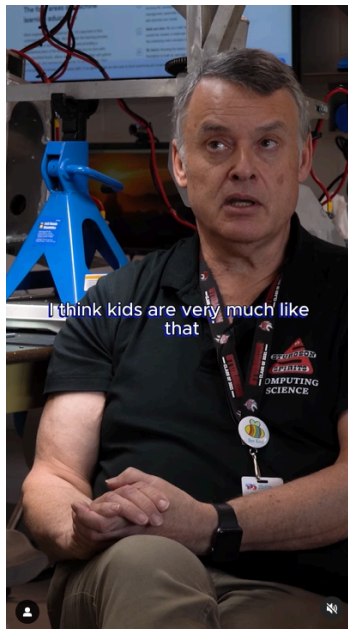
1. Highlight Staff Expertise & Excellence
  2. Consistency in Communication and Messaging
  3. Building Staff Capacity
  4. Improve Broad Public Perception
  5. Improve Division Wide Communication
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## Communications in October & November has been focused on:

### Aligns with Marketing Goal #1

- Highlighting STEAM and computer technology programs in our Division. We interviewed Kevin Hubick, a teacher at Sturgeon Composite High School, who showcased the innovative work students are doing in robotics and computer technology.



### Aligns with Marketing Goal #5

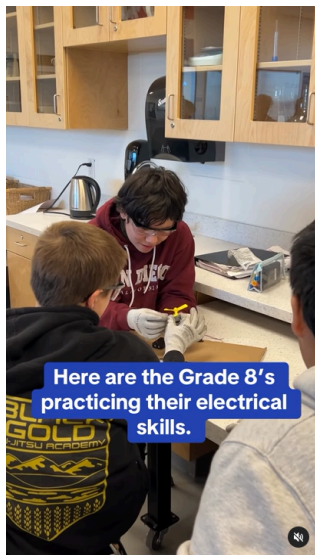
- Updating several areas of the Division and school websites to improve accessibility and usability. Highlights include the creation of dedicated "[Athletics](#)" webpages with ISC schedules, standings, and playoff information, as well as updates to the [Off-Campus](#) program pages to ensure families have access to accurate and current information.



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### Aligns with Marketing Goal #3

- Completing the second round of school visits, focusing on Legal Public School, Camilla School, Guthrie School, Sturgeon Heights School, Bon Accord Community School, and Lilian Schick School. During these visits, we supported staff with website updates, including parent-teacher interview booking pages, and captured classroom activities to showcase academics, positive school culture, and the expertise of our teachers.



### Aligns with Marketing Goals #2 & #5

- Preparing for a community engagement workshop to gather feedback on the proposed new K-9 school in Gibbons. A comprehensive communication plan—including print, digital, and phone outreach—was developed to inform the community and encourage strong attendance at the event.

### Aligns with Marketing Goal #4

- Encouraging positive feedback by planning the “Google Reviews Holiday Giveaway” contest. Each school will receive a gift card for a prize draw. Parents and guardians

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can enter by leaving a Google review highlighting what they appreciate about the school.

### Aligns with Marketing Goal #5

- Creating the [November edition](#) of the *Sturgeon Public Scoop* newsletter. This edition featured updates on parent-teacher interviews, Halloween events across the Division, the Holiday Card Artwork Contest, and other important news.

### Sturgeon Public in the Media

- October 30, 2024 — Sturgeon Public support staff poised for strike  
[St. Albert Gazette](#)
- November 4, 2024 — Jr. Spirits Win Banner, and Senior Player McBride named MVP  
[Morinville News](#)
- October 30, 2024 — Morinville Students Soar to New Heights in STEAM Learning  
[Morinville News](#)
- October 28, 2024 — Sturgeon Junior Spirits Advance to Division Championship After 34-0 Semifinal Shutout  
[Morinville News](#)
- October 21, 2024 — Sturgeon Spirits Surge into Semi-Finals  
[Morinville News](#)
- October 30, 2024 — Morinville junior high students participate in 66-foot-high Pumpkin Drop Challenge  
[CTV News](#)

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## **Upcoming Events:**

- Christmas Break: December 23 - January 5
- Educational Assistants' Appreciation Day: January 17





**Date:** November 27, 2024 **Agenda Item:** 8.6  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Shawna Warren, Superintendent  
**Subject:** **2024-2025 Superintendent Discretionary Fund**

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**Background:**

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled “Superintendent Discretionary”. For the 2024-2025 school year, the total budgeted dollar amount allocated in the Superintendent’s Discretionary Fund is \$312,510 for staffing and non-staffing emergent priorities.

The Superintendent Discretionary Fund is a dollar amount set aside to support schools with additional staffing and/or resource requirements that arise after the budget has been approved. At the August 28, 2024, Public Board meeting, June 2024 to August 2024 Superintendent Discretionary spending was reported which included additional administrative allowance funding to add a second VP at Four Winds Public School and 0.17FTE Learning Support Lead teacher at BACS.

During the September 23, 2024, Public Board meeting, it was reported that the Superintendent’s Discretionary spending between August 21 and September 16 included a 0.5 FTE EA2 at Legal Public School (to be reviewed in December), adjustments to office staff at Sturgeon Heights, additional FTE for a teacher covering partial leave, a 1.0 FTE EA at Namao School for increased student needs and tuition/transportation for a new student requiring specialized services outside the Division.

During the October 23, 2024, Public Board meeting, it was reported that the Superintendent’s Discretionary spending between September 17 and October 16 included a Vice Principal FTE for Legal Public School (LPS) leadership support and teacher FTE for Landing Trail School to support the Principal taking over a second school (LPS).

**Update:**

October 17, 2024, to November 20, 2024, no additional staffing FTE or resources were allocated to schools using the Superintendent Discretionary Fund. The budget summary below is the same summary shared at the October 23, 2024, Public Board Meeting.



2024 -2025 Superintendent Discretionary		Budget		\$312,510	
		Total Committed to Student Success		\$254,840	
As at October 2, 2024		Total Available		\$57,670	
Budget Item Description	Date	# FTE	# of months	Cost	
BACS - additional 0.17 FTE support	Jul 05, 2024	0.17	10.00	\$ 18,881	
Sturgeon Heights - Teacher Support	Sep 09, 2024			\$ 14,400	
Legal School - Leadership Support	Oct 02, 2024		3.00	\$ 42,381	
LT - Teacher Coverage for Legal School Coverage	Oct 02, 2024	0.40	9.00	\$ 38,874	
<b>CUPE</b> Avg Cost: \$45,188	<b>Totals:</b>	<b>1.50</b>		<b>\$ 72,304</b>	
Legal Public Schools - EA2 Sep - Dec 31	Sep 03, 2024	0.50	4.00	\$ 9,038	
Namao School (SLS) - EA Oct - Jun	Sep 13, 2024	1.00	9.50	\$ 42,929	
Sturgeon Heights - Staffing Supports	Sep 09, 2024			\$ 9,450	
Fourwinds - Finance Clerk Support	Sep 18, 2024			\$ 10,887	
<b>Other (Emergent Priorities staff, non-staff and resources)</b>				<b>\$ 53,000</b>	
S&S - Student Programming	Sep 09, 2024			\$ 53,000	
<b>TOTAL Superintendent Discretionary Spend Committed to Student Success</b>				<b>\$254,840</b>	

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLOS](#) in the following way:

**COMPETENCY:** (3) Visionary Leadership  
**INDICATORS:** b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.

**COMPETENCY:** (6) School Authority Operations and Resources  
**INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;  
 b. ensuring effective alignment of the school authority’s human resources to achieve the school authority’s education plan; and  
 e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

**Governance Implications:****Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (i) ensure effective stewardship of the board's resources,
- (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,

Superintendent of schools

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

- (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;

**Policy 220: Appendix A - Code of Ethics**

2.0 I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.

**Policy 700: Superintendent of Schools**

6.1 The Superintendent directs school division operations and strategically allocates resources in the interests of all students and in alignment with the school division's goals and priorities.

**Policy 701: Board Delegation of Authority**

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.

**Date:** November 27, 2024 **Agenda Item:** 8.7  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Shawna Warren, Superintendent  
**Subject:** **Superintendent Report**

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**Background:**

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

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

As per Ministerial Order 003/2020 (AMENDED 2023), the Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard.

**Building Effective Relationships**

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

- ★ Communicative emails were sent to principals regarding the nomination of teachers for Provincial Achievement Tests (PAT) and Diploma Exams (DIP) Assessment Working Groups. Eligible teachers were informed to complete an online form by October 4, 2024. Principals were responsible for sharing the nomination process, and final approvals, approved by the Superintendent, must be submitted by November 25, 2024.





Central Office Staff, Halloween 2024

- ★ The Division celebrated Métis Week from November 4-8, 2024, honouring Métis culture, history and contributions. Various activities and events were held across schools to promote awareness, deepen understanding and foster appreciation for Métis heritage among students and staff.
- ★ On the evening of November 7th, Redwater School held its annual Awards Ceremony, celebrating student achievements in academics, sports and community involvement.
- ★ Remembrance Day ceremonies were held in all schools on November 8, honouring and reflecting on the sacrifices of veterans and those who served in the armed forces. Students, Trustees and staff participated in events to commemorate the significance of this day.



Remembrance Day Ceremony at Guthrie School

- ★ On November 13, an email invite was sent to School Council Chairs and Vice Chairs to join the Alberta School Councils' Association (ASCA) free Virtual Engagement Event on November 23, 2024. This interactive Zoom session, from 1 to 4 p.m., offers school councils an opportunity to engage with ASCA Board Directors on issues affecting school communities, including emotional regulation, ASCA's advocacy initiatives and the ASCE grant. The event featured Tammy Schamuhn, co-founder of the Institute of Child Psychology, presenting strategies for supporting children's emotional regulation, as well as greetings from the Ministry of Education and updates on ASCA's work.
- ★ The Division recognized the week of November 18-22, 2024, as Bullying Awareness Week, dedicating this period to promoting awareness and preventing bullying through various activities and initiatives across our schools. This week provided an opportunity to foster a safe, respectful and inclusive environment for all students. Schools participated by engaging in discussions and activities aimed at understanding the impact of bullying and promoting positive behaviours. For those seeking ideas to contribute, resources were made available on the Government of Alberta's website: [Bullying Awareness Week Resources](#).

Throughout the week, the Division also shared resources and materials on our social media platforms, which schools were encouraged to repost on their own channels. This collective effort underscored our commitment to creating supportive learning environments where every student felt valued and safe.

- ★ On November 21, the Superintendent attended the SCHS Awards Ceremony, celebrating student achievements and recognizing excellence in academics, sports and extracurricular activities.
- ★ The [Sturgeon Public Scoop](#) is the Division's newsletter, providing important updates and information to the school community. It serves as a key communication tool, sharing news, events and essential resources with staff, students and families throughout the school year.
- ★ The Superintendent continues the "Woot Woot Wagon" initiative throughout the school year. Each month, a Senior Executive team member brings the wagon through Central Office, offering treats to staff as part of an ongoing effort to promote a positive and supportive work environment.
- ★ The Superintendent continues to connect monthly with neighbouring division Superintendents. These regular meetings promote collaboration, the sharing of best practices and the discussion of common challenges, strengthening relationships and fostering regional cooperation among school divisions.
- ★ The Superintendent has continued an initiative introduced in January 2023, aimed at recognizing Central Office staff members' birthdays each month.

- ★ The Superintendent writes a “Welcome to the Sturgeon Public Team” card to all new staff joining Central Office. This gesture reflects the Superintendent's commitment to fostering a welcoming and inclusive workplace and positive culture.
- ★ The Superintendent continues to write personalized thank you cards to various Division staff members for events and celebrations occurring throughout the Division.
- ★ In November, the Superintendent transitioned the "Superintendent Week-at-a-Glance" calendar to the Smore platform. This updated format will continue to be shared every Friday throughout the 2024-2025 school year with the Board, school leadership and Central Office leadership.
- ★ The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 2024-2025.
  - Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
  - Weekly Senior Executive Committee meetings.
  - Regular 1:1 meetings with direct reports to focus on mentorship and growth.
  - A new monthly Central Office leadership meeting will focus on strategic planning and clear roles and responsibilities across departments.



*Superintendent Guest Reader for Read-In Week at Morinville Public School - October 7, 2024*



### **Leading Learning**

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

- ★ On October 19, students enrolled in Flight 19 had an exciting opportunity to experience Discovery Flights at the Centennial Flight Centre located at Villeneuve Airport. Students had their first introduction to aviation, fostering their interest in the field through real-world exposure.
- ★ As curriculum implementation continues, the Division remains committed to developing curricular supports that are useful across grade levels. Additionally, divisions across the province are building resources to share. Finally, resources are being purchased and we require insight from each school site to know exactly what is needed.

As the role of the Learning Coach is reduced this year and gone entirely next year, we need to focus on building capacity in our teachers that will last beyond the presence of this role in our schools.

### **Modeling Commitment to Professional Learning**

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

- ★ November 1-3, 2024, the Superintendent read the following book:
  - *The Emerging Work of Today's Superintendent: Leading Schools and Communities to Education All Children* by Philip D. Lanoue and Sally J. Zepeda. This book is an in-depth exploration of the evolving role of superintendents in modern education.
- ★ The Superintendent has completed the CASS course titled "Modeling a Commitment to Professional Learning – Learning & Teaching is Leading," held on October 22, 29 and November 5 and 12. This course emphasized the importance of professional learning as a continuous practice and provided participants with resources and strategies to apply within their divisions. Key topics included aligning professional learning with research, building effective communities of practice, and evaluating leadership styles. The course also contributed toward the required 30 Continuing Education Program (CEP) credits needed annually to maintain her SLQS certification as a system education leader.
- ★ The Superintendent and Deputy Superintendent attended the CASS Fall Conference in Calgary from November 6-8, 2024. On Thursday, they participated in the Communities of Practice session, which facilitated collaboration and reflective practice among educational leaders. On Wednesday, the Superintendent attended sessions on enhancing school



authority communication, focusing on tools and strategies for improving community engagement and a session on AI in education, highlighting national use cases for AI integration in schools. On Friday, the Superintendent attended a session on Collegiate Education Pathways. The session was a platform for collaboration and knowledge sharing, aimed at advancing collegiate education in Alberta. A diverse group of presenters from Palliser School Division and Chinook's Edge shared insights, lessons learned, and practical strategies for implementing collegiate school programming. This session aimed to equip school authorities with the guidance and expertise needed to successfully integrate collegiate pathways into their educational frameworks.

- ★ November 14-16, 2024, the Superintendent read the following book: *80 Ways to Use ChatGPT in the Classroom: Using AI to Enhance Teaching and Learning*, written by Stan Skrabut. The book offers educators practical strategies to integrate ChatGPT into various aspects of teaching, including class preparation, instructional support, assessment creation, study aid development, and computer programming. The book also explores how students can utilize ChatGPT for writing assistance, research, and personalized learning, aiming to enhance educational experiences through AI technology.
  
- ★ Nov 26 Beginning Teacher Cohort
  - Introductions from Associate Superintendent HR & Director HR - understanding contracts and benefits
  - Educational Technology for new teachers - Educational Technology Lead Teacher
    - AI
    - STEAM
    - Supporting Digital Citizenship across the grade levels
  - Indigenous Education in SPS - Indigenous Education Coordinator
    - Building Community
    - Opportunities for Cultural Exchange
    - Commitment to TQS 5

### **Visionary Leadership**

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

- ★ November Admin Council, Principals and central office leaders spent dedicated time to:
  - Department/operational discussions and updates - input from schools on issues happening in the schools with a solution-focused approach to ensure effective communication and collaboration between schools and central administration.
  - Collaborating on K-12 Career Pathways in Sturgeon Public Schools.
  
- ★ The afternoon of the November 20 Admin Council meeting, Principals and CO leadership spent the afternoon working through Leadership Professional Learning - LQS 2, 3, & 5

- School Management
    - Vision & Culture Buy-in and Accountability
  - Instructional Leadership
    - Human Rights, AI and Legal Risk Mitigation with McLennan Ross
- ★ Leadership Strategic Planning Meeting is scheduled for November 26 (held monthly).  
Agenda:

- Big Rocks by Department
- Who is Impacted?
- Who is the Most Responsible Party (MRP)?
- How each Department is Improving

### **Ensuring First Nations Métis and Inuit Education for all Students**

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

- ★ The Métis Learning Coach sent an email to all principals and the Call to Action Cohort in the week leading up to Métis Week. The message included a set of resources and activities for each day of the week, focusing on themes of Métis identity, language, and Remembrance Day, with both [elementary and secondary resources](#) linked to each day's description. Principals were asked to share these resources with their staff and were encouraged to expand upon them as possible. Additionally, the Coach offered Métis Kits for loan and a printable resource for creating a Métis bulletin board, with a link provided for easy access.
  
- ★ October 28, Call to Action Cohort meeting at SCHS
  - Introductory Circle
  - Call to Action Lead Role and Goals for 2024/25
    - Enhancing Local Community Partnerships and Intergenerational Connections
    - Strengthening Community and Family Engagement
    - Promoting Indigenous Student Academic Success and Graduation
    - Fostering Safe, Representative, Healthy School Communities
    - Driving Systemic Change Through Professional Development
  - Introducing Winter Count Projects (Cultural method of reflecting and sharing learning)
  - Needs assessment activity
  - Beading Activity - lead out by the Indigenous Education Coordinator
  
- ★ On October 29, an Indigenous Parent Advisory Committee meeting was held at Morinville Public School. Parents of Indigenous students were invited to an evening of connection, featuring soup and bannock, and were encouraged to share their insights and guidance on division initiatives related to Indigenous Education. The Division is committed to engaging

with the parent community and building on previous parent engagement sessions held last spring, which were open to all families.

- ★ The focus of November's Indigenous Education Hub is "Métis Culture and History", with educational resources provided to celebrate Métis Week from November 4-8, 2024, across the Division. Resources include materials on topics such as "Who Are the Métis?", Métis music, jigging (dance), beadwork art, the Métis sash, the Michif language, Métis history and resistance, land dispossession, Métis voices and the Red River cart. These resources aim to deepen understanding and appreciation of Métis culture and history.
- ★ Session 2 of the "Indigenous Knowledge and 4-6 Science Curriculum Implementation" series took place on November 5, 2024. The session focused on connecting stories to the science curriculum. Educators explored how to guide students' learning through storytelling and how to responsibly select materials for teaching. Attendees were asked to bring a book they might use in their classrooms as part of the session's activities. This four-part series is designed to support educators in implementing the science curriculum through an Indigenous pedagogical approach, with attention to TQS #5.
- ★ SPS schools have been invited to participate in the 2024/2025 Cultural Exchange Program with Kipohtakaw Education Center (KEC) in Alexander First Nation. This initiative invites educators to engage in meaningful cultural exchanges aimed at fostering understanding and reconciliation. Participants are expected to complete a minimum of two exchanges, such as sharing images, written works, or hosting virtual meetings, along with one in-person meeting, which could involve visiting, hosting, or gathering at a mutually agreed-upon location. The program provides flexibility for teachers to design experiences that align with curriculum outcomes, making the exchange both manageable and impactful. With support and guidance available, the initiative encourages creativity and collaboration, enabling schools to take part in a practical and motivating activity that supports reconciliation efforts.

### **School Authority Operations and Resources**

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

- ★ On November 6, a staff meeting was held with daytime custodians to introduce new digital action items through Google to improve communication and organization. The agenda covered using Gmail for streamlined email access, Google Calendars for scheduling custodial activities and equipment booking, and enhanced meeting documentation to replace handwritten notes. The new process allowed custodial teams to create and share notes digitally, assign tasks and provide updates accessible to principals and supervisors. Recognizing that custodians had diverse computer skills, the transition was planned as a

gradual, guided process to enhance communication, documentation and collaboration across custodial tasks.

- ★ Transportation Services sent a letter to all transportation families reminding them of key safety practices for student transportation. Highlights included the suspension of school bus service at  $-40^{\circ}\text{C}$ , the importance of students wearing or carrying cold-weather attire, and the use of the Bus Status App for tracking delays or cancellations. Families were encouraged to review bus rules and discuss emergency protocols with their children to ensure they are prepared for unexpected situations. Sturgeon Public Schools emphasized its commitment to safe and efficient transportation for all students.
- ★ As colder weather approaches, families are reminded of [Policy 320: Inclement Weather](#), which outlines shared responsibilities among the Board, staff, school bus operators, and parents/guardians to ensure student safety during hazardous weather conditions. The policy emphasizes that while schools remain open, the final decision to send children to school or the bus stop rests with parents/guardians. Bus services may be suspended under specific conditions, such as temperatures reaching  $-40^{\circ}\text{C}$ , poor visibility, or hazardous road conditions. Families will be notified of any cancellations or alterations through local media, the Division website, and social media. Parents are also reminded to ensure their children are dressed in weather-appropriate clothing. This policy, shared annually in school newsletters, underscores the Division's commitment to student safety during the winter months.
- ★ On November 22, 2024, Sturgeon Public Schools shared updated volunteer guidelines, highlighting the essential role of volunteers in supporting school programs. To ensure safety and privacy, all volunteers must complete the annual [Volunteer Guidelines Form](#) and follow confidentiality standards under FOIP. For roles with sole supervision, such as field trips or coaching, a criminal record check and vulnerable sector verification are required every three years. The form is available through PowerSchool. Volunteering is managed by the Principal to support school staff efforts. We are grateful for the dedication of our volunteers in enhancing our schools and communities. Further details are available in the updated [Administrative Procedure 315](#) on our website.
- ★ Alberta Education employs a comprehensive assessment approach known as Alberta Education Assurance Measures (AEAMs) to evaluate the performance of school authorities, aiming for consistency and transparency throughout the province's education system. This system incorporates various data sources, including provincial testing results, student outcomes and surveys, to assess success and areas for improvement at different educational levels. The fall AEAM Reports were recently released, with updated assessment results available to school principals through Extranet. School authorities were encouraged to integrate this information into their School Education Plans to reflect the latest calculations and make informed decisions about educational strategies. The Director of

Education Planning offered assistance to address any questions or concerns related to this process.

- ★ On November 29, the Associate Superintendent of Corporate Services and the Director of Facility Services will attend the 2024 Capital Planning Workshop in Edmonton, hosted by Alberta Education's Capital Planning sector. This workshop focuses on the recently announced School Construction Accelerator Program and the Capital Plan process. Alberta Education limited attendance to two representatives per school jurisdiction.
- ★ Counselling and Wellness Plans were due for each Division School in November 2024 – these plans will be posted on school websites and shared with School Councils by January 2025.
- ★ The Superintendent provides a monthly report, "2024-2025 Superintendent Discretionary Fund," detailing strategic resource allocation to align with Division goals and priorities, ensuring staffing and resources are directed to schools for optimal student success.

### **Supporting Effective Governance**

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

- ★ In October, a message was shared with all staff and parents/guardians via SchoolMessenger, informing them that the Board of Trustees had given initial approval to the draft 2026/2027 school year calendar. The message invited feedback through a [survey](#), with a deadline of December 20, 2024, to help finalize the calendar.
- ★ ASCA shared updates and events in an email sent to the Superintendent, who then distributed the information to others. Highlights included an exclusive video created for ASCA Member School Council principals on the importance of school council engagement, as well as three ASCE Grant-eligible learning sessions scheduled for November on topics like school council roles and meeting management. ASCA also offered customized support for councils needing additional guidance outside of these scheduled sessions. Additionally, ASCA provided options for presentations aimed at streamlining council and fundraising association functions across divisions.
- ★ From November 17-19, 2024, the Superintendent, Board Chair Oatway-McLay, Vice Chair Buga, Trustee Gibbons and Trustee Pequin attended the ASBA Fall General Meeting. The event began with an awards evening on the 17th. On the 18th, the business meeting included Association matters and remarks from Education Minister Demetrios Nicolaides. The 19th



featured the MLA Breakfast, professional development, and remarks from Premier Danielle Smith. The keynote by David Allison emphasized the importance of human-centered approaches amid AI advancements. The Superintendent attended a breakout session led by Shawna Randolph - preparing for the Next Election: How Trustees Can Control Conversations to effectively connect with all audiences



*Alberta School Boards Association (ASBA) - MLA Breakfast - November 19, 2024*  
*From left to right, top row: Tasha Oatway-McLay, Board Chair; Stacey Buga, Vice Chair; Shawna Warren, Superintendent; Irene Gibbons, Trustee; and Janine Pequin, Trustee*  
*From left to right, bottom row: Honourable Dale Nally, MLA, Morinville-St.Albert; Kristena Dingwell, Constituency Office Manager; and Shane Getson, MLA, Lac St. Anne-Parkland*

- ★ An Audit Committee meeting was held on the afternoon of November 20th to review the 2023-2024 Audited Financial Statements. External committee members attended to participate in the review.
- ★ According to the Education Act, specifically Part 6, Section 139, school boards shall submit to the Minister on or before November 30th each year the board’s financial statements, the auditor’s report on the board’s financial statements and any written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the board. Section 141 specifies that an auditor must furnish a report on these financial statements. On November 20, 2024, the Audit Committee undertook a comprehensive review of the Draft 2023-2024 Audited Financial Report, which was presented by MNP, covering the fiscal year ending August 31, 2024. The auditors issued an unqualified report, affirming that the financial statements accurately represent The Sturgeon Public School Division’s financial position in all material aspects. The Audited Financial Statements were brought to the November 27, 2024, Public Board meeting and further information can be found in agenda item 7.2.

- ★ The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.
- ★ The Superintendent provides Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance.
- ★ The Superintendent created a "Big Rocks" list for 2024-2025, highlighting key strategic planning items. These are standing agenda item topics at each Committee of the Whole meeting to support the Board's governance role.
- ★ The Superintendent remains committed to creating and distributing the "Trustee Talk" newsletter on a monthly basis, ensuring transparent communication across the Division. The newsletter is shared throughout the Division and published on the website and school web pages, providing updates and insights from the Trustees to keep the school community informed.

### **Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

### **Governance Implications:**

#### [Education Act](#)

Superintendent of schools

222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

- (5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:
- (a) implementing education policies established by the Minister;
  - (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
  - (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
  - (d) providing leadership in all matters relating to education in the school division.

#### [Superintendent of Schools Regulation](#) (Alberta Regulation 98/2019)

##### Qualifications

2(1) No individual may be appointed as a superintendent unless the individual has a superintendent leadership certificate issued under the *Certification of Teachers and Teacher Leaders Regulation* (AR 84/2019).

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

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals. The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

#### [Policy 701: Board Delegation of Authority](#)

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

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.





**Attachment(s):**

Not applicable.



**Date:** November 27, 2024 **Agenda Item:** 8.8

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Shawna Warren, Superintendent

**Subject:** **Administrative Procedure 315: Volunteers**

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**Background:**

*Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).*

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

*Administrative Procedure 315: Volunteers*, has been reviewed and updated as part of the regular review schedule. The Administrative Procedure and new Exhibit were brought to the October Administrative Council meeting to gather input from all Principals.

Sturgeon Public Schools recognizes the contributions made by volunteers through assisting, supporting and enhancing school programs. Volunteering in schools is a privilege and not a right, and therefore the Principal or designate may deny or revoke permission for a volunteer to work in school(s). The Division has a legal obligation to ensure a level of Duty of Care and Standard of Care to take reasonable measures to care for and to protect all students to an appropriate level or standard.

Volunteers must maintain the strictest confidentiality about students, staff, parents and the school. This reflects not only the need for volunteers to follow ethical practices but also privacy provisions under the Freedom of Information and Protection of Privacy Act (FOIP). This responsibility is captured in the section 1(e) of the Act:

“employee”, in relation to a public body, includes a person who performs a service for the public body as an appointee, volunteer, or student or under a contract or agency relationship with the public body.

Volunteers have the same duties and responsibilities as regular employees in relation to privacy issues. This means that Sturgeon Public Schools has a responsibility to inform volunteers about our expectations relating to the protection of personal information and privacy.

Volunteers have the same duties and responsibilities as regular employees regarding sexual, physical and psychological harassment or abuse. In addition to the legal mandate above, it is important that volunteers and school staff realize their general responsibilities in the areas of ethics and confidentiality. Volunteers receive the trust of the students, parents, teachers and administrators of the schools in which they work. An important part of that trust is related to ethics and confidentiality.

*Administrative Procedure 315: Volunteers* has been updated to include an Exhibit which is an online form that all Volunteers will fill out each year to ensure all volunteers understand their responsibilities and expectations. Historically, it has been the Principal's responsibility to walk all volunteers through expectations, establish guidelines and ensure that school level practices adhere to legislation, all Division policies and administrative procedures. By adding an online form that all volunteers are required to read and consent to each year, the goal is to ensure clear, consistent and concise communication and foster safe, caring and welcoming learning and working environments across the Division.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- |                    |  |
|--------------------|--|
| <b>COMPETENCY:</b> | (1) Building Effective Relationships   |
| <b>INDICATORS:</b> | f. facilitating the meaningful participation of members of the school community and local community in decision-making.  |
|                    |  |
| <b>COMPETENCY:</b> | (4) Leading Learning   |
| <b>INDICATORS:</b> | b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles.   |
|                    |  |
| <b>COMPETENCY:</b> | (6) School Authority Operations and Resources  |
| <b>INDICATORS:</b> | e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and<br>h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning. |
|                    |  |
| <b>COMPETENCY:</b> | (7) Supporting Effective Governance  |
| <b>INDICATORS:</b> | b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.  |

## **Governance Implications:**

### Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

### Policy 110: Welcoming Inclusive, Safe and Healthy Environments

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work and volunteer in environments that respect: equity, diversity, inclusion, and human rights. Such environments create the conditions where everyone can prosper.

### Policy 115: Sexual Orientation and Gender Identities

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

### Administrative Procedure 205: Developing Administrative Procedures

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

## **Attachment(s):**

1. AP315: Volunteers - [Website Version](#)
2. AP315: Exhibit 1 - SPS Volunteer Guidelines and Confidentiality Agreement - [Website Version](#)
3. AP315: Volunteers - Tracked Changes

## Administrative Procedure 315: Volunteers

Responsible Administrator: Associate Superintendent Human Resources

### PURPOSE

Sturgeon Public Schools recognizes the contributions made by volunteers through assisting, supporting and enhancing school programs.

### DEFINITION

Duty of Care: shall mean a legal principle which identifies the obligations of individuals to take reasonable measures to care for and to protect all students to an appropriate level or standard. Students are vulnerable by default, however, if they cannot protect, defend, or assert themselves, permanently or temporarily because of age, disability, or circumstances, then that duty becomes more intense and the standard higher.

Standard of Care: refers to the degree or level of service, attention, care and protection that one owes another according to the law; usually this is considered with the laws relating to negligence. The required standard varies according to the circumstances of each situation.

Volunteer: Shall mean an individual who assists the school and/or students in curricular and/or extra-curricular activities, not including Division employees, guest speakers, presenters, special visitors to the school or School Council members while in their role as School Council members.

Vulnerable Sector Check: shall refer to an enhanced criminal record check. The type of record check was created in 2000 to protect children and vulnerable persons and is governed by section 6.3(3) of the Criminal Records Act.

### PROCEDURE

1. The school Principal shall establish guidelines for the involvement of volunteers in schools and shall ensure that school level practices adhere to all Division policies and administrative procedures and shall include the following:

1.1 The SPS Volunteer Guidelines and Confidentiality Agreement is completed annually by each volunteer through Rycor.

1.2 Task descriptions for classroom and out-of-classroom volunteers;

1.32 Specific orientation, training, and supervision by teachers for classroom and in-school volunteers;

1.43 Written expectations or specific guidelines including the willingness to be trained, confidentiality, suitability for volunteering and procedures for communicating absences;

1.54 Method of tracking volunteer activities and hours donated;

1.65 Method of recognizing volunteer service.

2. The school Principal shall ensure that volunteers taking part in field trips and in coaching and other responsibilities requiring sole-supervisory responsibility of students will provide the school with a current, within six (6) months, criminal record check and vulnerable sector verification before the volunteer can be assigned to such activities.

2.1 Ideally, volunteer opportunities shall generally be established to avoid the necessity of vulnerable sector verifications.

2.2 Criminal record check and vulnerable sector verification, if applicable, are to be renewed every three years.

2.3 If a volunteer moves schools within the Division, a new criminal record check and vulnerable sector verification, if applicable, is required.

3. Volunteers shall demonstrate a standard of care, expected in individual circumstances, that is of a reasonable or prudent person.

4. The standard of care shall be continuously utilized including a consideration of the following:

4.1 Performing or responding such that a reasonable person of average judgment, skill and experience, would be expected to do - or not do - under similar circumstances.

4.2 Continuously applying a consideration of the risks involved in any situation, given the nature of the activity, the participants, the setting, the availability of support or assistance, and the other relevant factors; and

4.3 Consideration of the consequences of an action - or lack of action - that a reasonable person of average judgment, skills, memory and experience would be expected to foresee.

5. A copy of school level practices will be ~~kept on hand at the school, forwarded to the Deputy Superintendent's office for information.~~

6. Volunteering in schools shall be considered a privilege and not a right, and therefore the Principal or designate may deny or revoke permission for a volunteer to work in school(s):

- a. If, in the opinion of the Principal, an individual is not needed in a voluntary capacity;
- b. If, in the opinion of the Principal, the volunteer is deemed unsuitable for a volunteer position;
- c. If the volunteer is deemed to be in breach of Board policies or Administrative Procedures; or
- d. If the volunteer behaves in a way that is contradictory to the Division's vision, mission or values.

7. The Principal has the final authority with respect to individuals serving in a volunteer capacity.

References:

[Policy 105: Vision, Mission and Values](#)

[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

[AP 300: Security of Personal and Division Information](#)

[AP315 Volunteers Exhibit 1: SPS Volunteer Guidelines and Confidentiality Agreement](#)

[AP870: Responsible Use of Technology Resources](#)

History

2020 Jan 29 Initial Approval

2023 Oct 25 Amended

2024 Nov 20 Amended



## SPS Volunteer Guidelines and Confidentiality Agreement

Please read the following confidentiality requirements for volunteers :

Volunteers must maintain the strictest confidentiality about students, staff, parents, and the school. This reflects not only the need for volunteers to follow ethical practices but also privacy provisions under the Freedom of Information and Protection of Privacy Act (FOIP). This responsibility is captured in the section 1(e) of the Act:

*“employee”, in relation to a public body, includes a person who performs a service for the public body as an appointee, volunteer, or student or under a contract or agency relationship with the public body.*

In accordance with this section, volunteers have the same duties and responsibilities as regular employees in relation to privacy issues. This means that Sturgeon Public Schools has a responsibility to inform volunteers about our expectations relating to the protection of personal information and privacy.

Volunteers have the same duties and responsibilities as regular employees regarding sexual, physical and psychological harassment or abuse. In addition to the legal mandate above, it is important that volunteers and school staff realize their general responsibilities in the areas of ethics and confidentiality. Volunteers receive the trust of the students, parents, teachers and administrators of the schools in which they work. An important part of that trust is related to ethics and confidentiality.

### **ORIENTATION: VOLUNTEER GUIDELINES AND EXPECTATIONS**

The principal of the school has the responsibility, in consultation with staff, to determine who will volunteer in the school and what form each school's volunteer program will take. The principal is guided in all decisions, including those related to volunteers, by Section 197 of the Education Act, as well as Sturgeon Public School Division policies and procedures.

All volunteers will read and sign the Volunteer Guidelines and Expectations Form annually. Volunteers must be made aware of the guidelines, expectations and limitations.

1. A volunteer must not share information about students, staff or other volunteers with other people. If a volunteer has a concern, they should bring the matter forward to the appropriate school staff or school administration.
2. If a volunteer has a challenge or issue with a student, they should redirect the matter to the student's teacher and/or speak with school administration.







3. If a volunteer has an issue or conflict with a teacher, they should first discuss the matter with that teacher and, if necessary, speak with school administration.
4. A volunteer cannot use their presence in the school as an opportunity to dialogue with teachers concerning their own child(ren)'s situation. Volunteers who wish to speak to a teacher about their own child(ren) should make an appointment for another time.
5. All volunteer work is done under the direction and immediate supervision of a teacher and may need to follow an appropriate work style to meet the expectations of each individual teacher.
6. The role of volunteers is viewed as a supportive one. Volunteers are not there to replace paid staff but to support and supplement work that is already being done within Sturgeon Public Schools.
7. Individual teachers shall decide whether they wish to utilize the services of volunteers. Every teacher has the option of deciding not to have volunteers in their classroom.
8. School administration must take responsibility to inform volunteers of school and Division rules regarding entrances, exits, emergency procedures, parking, access to staff areas, etc. All volunteers are expected to abide by the rules of the school and Division policies and procedures.
9. It is the school personnel's responsibility to ensure that volunteers are properly informed about their tasks and welcomed in the school.
10. It is the responsibility of the volunteer to do their assigned tasks to the best of their ability. A volunteer is expected to work cooperatively with all staff members and seek clarification whenever necessary.
11. A volunteer has the right to refuse a task if they feel that they are not properly prepared to do what is required. It is the responsibility of school personnel to give volunteers adequate on-the-job training.
12. The achievements of students are to be valued and their rights preserved. In the course of their service in schools, a volunteer may learn personal information about students and their families. A volunteer must keep all personal information they may come across in their role as volunteer confidential and must not discuss it with anyone, either inside or outside of the school, other than the school administration.
13. A volunteer is not, under any circumstances, to be placed in a situation where they are responsible for the direct supervision of students (one on one). Division volunteers will always be supervised by a teacher or school staff member when carrying out their duties.



14. All volunteers are welcome and valued, and we invite volunteers to use staff facilities while volunteering, including the staff room to store/access beverages and food. We ask that volunteers refrain from being in the staff room during recesses and lunch hours, as teachers often dialogue about confidential information as they collaborate and interact.
15. If you feel ill, please stay home and call the school office to inform the teacher that is expecting you.
16. As outlined in [AP 315: Volunteers](#); volunteers taking part in field trips and in coaching and other responsibilities requiring sole-supervisory responsibility of students will provide the school with a current criminal record check and vulnerable sector verification (to be renewed every three years) before the volunteer can be assigned to such activities. A Volunteer Criminal Record Check and Vulnerable Sector Verification is required for all volunteer coaches and those volunteers who accompany students on overnight field trips. Volunteer opportunities shall generally be established to avoid the necessity of vulnerable sector verifications.
17. Role model responsible use of technology resources - as outlined in [AP870: Responsible Use of Technology Resources Exhibit 2: Responsible Use of Technology Resources Protocol Students](#).
18. Volunteering in schools shall be considered a privilege and not a right, and therefore the Principal or designate may deny or revoke permission for a volunteer to work in school(s):
  - a. If, in the opinion of the Principal, an individual is not needed in a voluntary capacity;
  - b. If, in the opinion of the Principal, the volunteer is deemed unsuitable for a volunteer position;
  - c. If the volunteer is deemed to be in breach of Board policies or Administrative Procedures; or
  - d. If the volunteer behaves in a way that is contradictory to the Division's vision, mission or values.
19. The Principal has the final authority with respect to individuals serving in a volunteer capacity.

### **CONFIDENTIALITY AGREEMENT**

Volunteers will not disclose confidential student information, images, or confidential school, department, or personnel records. Adhere to the Freedom of Information and Protection of Privacy Act (FOIP) and ensure that publishing personal information on the Internet or in publicly viewed files meets the Division's FOIP guidelines.



It is very important that each of our volunteers understands and accepts their own obligations of confidentiality required as a volunteer of Sturgeon Public School Division.

I understand and agree that:

- I will act at all times to preserve the confidentiality of all personal information of which I become aware during the course of my volunteer work with Sturgeon Public School Division.
- All information obtained by me in the course of my volunteer work will be held by me in strictest of confidence and not disclosed without the expressed consent of The Sturgeon Public School Division. This information includes, but is not limited to:
  - o Student information (includes student personal information)
  - o Business strategies
  - o Financial information
  - o Information and technology specific to The Sturgeon Public School Division
  - o Staff Information

This Confidentiality Agreement applies during the course of your volunteer work and following your volunteer work with The Sturgeon Public School Division. I acknowledge having received, read and understand, Administrative Procedure 315: Volunteers and 315: Exhibit 1: SPS Volunteer Guidelines and Confidentiality Agreement.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





**Date:** November 27, 2024 **Agenda Item:** 8.9

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent Human Resources

**Subject:** **Administrative Procedure 720: Teacher Staffing, Certification and Placement**

**Background:**

*Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).*

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

The revisions to Administrative Procedure 720: Teacher Staffing, Certification, and Placement were undertaken as part of the regular review schedule. These changes enhance clarity, streamline processes, and ensure transparency and consistency in teacher staffing, certification, and placement procedures. They are aimed at aligning administrative procedures with current operational needs, ensuring compliance with relevant laws, and maintaining fairness and efficiency within the Division's human resources practices.

Additionally, with the introduction of MyBudgetFile, the processes for yearly staff planning have been slightly modified, and these updates are reflected in the revised Administrative Procedure 720: Teacher Staffing, Certification, and Placement.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:**
- a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
  - b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and
  - h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

**Governance Implications:****Education Act**

Transfer of teacher

212(1) A superintendent may, at any time during a school year, transfer a teacher from one school operated by the board to another of its schools.

**Policy 221: Role of the Trustee**

2.1.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.

**Policy 225: Role of the Board**

Board/Superintendent Relations

The Board shall recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent [Education Act s. 33(1)(j)]. Specifically, the Board:

32. Select the Superintendent and support succession planning as required.
34. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
35. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.

**Policy 700: Superintendent of Schools**

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

**Policy 701: Board Delegation of Authority**

DELEGATION

1.2 In accordance with Section 52(5)(a) of the Education Act, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the Education Act.

1.3 In accordance with Section 52(5)(b) of the Education Act, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.

1.4 With respect to Section 52(5)(a) and Section 52(5)(b), the Superintendent will:

- 1.4.1 advise the Board of Trustees forthwith in writing of any suspension
- 1.4.2 advise the affected teacher forthwith in writing of the reasons for the suspension and
- 1.4.3 forward a copy of the suspension together with a written statement of facts alleged to the Minister.

1.5 A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.

## [Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

### **Attachment(s):**

1. AP720: Teacher Staffing, Certification and Placement - [Website Version](#)
2. AP720: Teacher Staffing, Certification and Placement - Tracked Changes

## **720: Teacher Staffing, Certification and Placement**

### **Responsible Administrator: Associate Superintendent Human Resources**

#### **PURPOSE**

A major component of the school program planning process is the placement and support of continuous contract teachers and, where necessary, the recruitment/placement of new teachers.

A Division perspective on staffing is essential to ensure that staff are appropriately placed to best meet the programming needs in each school.

An effective certificated staffing process includes formalized timelines for the placement, transfer and hiring of teachers.

It may become necessary to reduce certificated staff in a particular school or across the Division. The reduction of cCertificated staff ~~reduction~~ requires a formalized process.

Certificated staff may be transferred in order to meet program requirements in Division schools and, where programs and services are maintained or enhanced and an appropriate vacancy exists, at the request of a certificated staff member.

School enrolment fluctuation, student needs and program changes may result in the need to transfer certificated staff so that program requirements in all Division schools are met. Sturgeon Public Schools recognizes that certificated staff should be advised of impending transfers as soon as possible.

Mobility is beneficial to certificated staff members, the schools, and the School Division.

#### **PROCEDURE**

##### **Certificated Staffing**

1. The Associate Superintendent, Human Resources will coordinate the annual program planning process to facilitate the placement, transfer and hiring of teachers.
2. In determining whether the Division's ability to provide resources has been affected, the Division may consider conditions including, but not limited to, the following:
  - 2.1 Student enrolments, both current and projected.
  - 2.2 Financial support for education, both current and projected.
  - 2.3 Student educational needs, both current and projected.
  - 2.4 Changes in the function of existing physical facilities, both current and projected.

## 2.5 New and/or revised curriculum.

### Staffing Timelines:

3. In January, the Associate Superintendent, Human Resources, will seek information from those teachers on leave of absence to determine their intentions for the subsequent school year.

~~54. In March the Deputy Superintendent, Education Services ~~February, the Associate Superintendent, Human Resources~~ will provide school profiles and assignable time program planning templates to principals.~~

~~45. In February, the Associate Superintendent, Human Resources will direct a communication to teachers to determine any teacher-initiated transfer requests.~~

~~6. Principals will provide the Associate Superintendent, Human Resources with projected teacher requirements for the subsequent school year once the Resource Planning Tool (RPT) has been provided to Human Resources by the Associate Superintendent, Corporate Services and inputted in the planning templates provided as per 4. above.~~

~~67. At the beginning of March, Human Resources will request information from teachers to determine who will be resigning or retiring.~~

~~78. In mid-April, the Associate Superintendent, Corporate Services will provide Principals with the staffing allocations. budgets in MyBudgetFile. ~~Within those allocations,~~ The Principals will create a draft staff plan to be submitted to the Associate Superintendent, Corporate Services and the Associate Superintendent, Human Resources for review. in MyBudgetFile. ~~provided RPT information is available,~~ Once the staff plan is approved, the Associate Superintendent, Human Resources will call a meeting with each Principal to discuss the plan in full detail. ~~and of principals to share teacher transfer requests and attempt to accommodate requests.~~~~

~~89. By the end of May, the Associate Superintendent, Human Resources will provide continuing part-time contract teachers with written tentative teaching assignment full-time equivalency (FTE) for the subsequent school year.~~

~~940. During the first week of June, available contracts will be offered to probationary or temporary contract teachers.~~

~~104. By the beginning of June, letters of regret will be sent to temporary or probationary contract teachers for whom no position is projected to be available in the subsequent school year.~~

~~112. By the end of June, advertising to fill expected teacher vacancies will begin.~~



123. After the May 31st resignation deadline, Human Resources will hire to fill any new vacancies caused by resignations or retirements.

134. By the beginning of June, the Associate Superintendent, Human Resources will send letters to those staff members who requested a transfer and did not receive a transfer.

### **Reduction in Teaching Staff:**

145. Should the Division deem a reduction in the number of certificated staff to be warranted, it will endeavour first to effect reduction through voluntary attrition.

145.1 Teaching staff reduction would be completed first through voluntary resignation, retirement, voluntary leave of absence and voluntary changes in employment status (i.e. full time to part time).

156. If voluntary attrition does not result in the certificated staff reduction, then the Division will endeavour to effect reduction through the transfer of staff to other available assignments.

156.1 The Pprimary factor for determining teacher transfers will be the viability of educational programs available for students in the surplus school and in the potential receiving school. School Administration will be consulted in determining which transfers will result in the best educational programs.

167. If reduction cannot be fully achieved through voluntary attrition and/or transfer to other assignments, the Division will endeavour to effect reduction through termination of contracts of employment. The following criteria will be used utilized to determine which contracts will be terminated:

167.1 Teachers on temporary contracts.

167.2 Teachers on probationary contracts.

167.3 Notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers released if the teacher with a temporary or probationary contract possesses specialty training and/or experience. These specialty areas include, but are not limited to second languages, inclusive education, LOGOS, counselling, and Career and Technology studies.

167.4 Program considerations and the ability of the teacher to adequately handle a specific teaching assignment will be acknowledged when determining if a teacher, whose contract of employment is being considered for termination, will be reassigned to a vacant position.

167.5 With all things being equal, years of service to Sturgeon Public Schools may be considered when determining which contracts of employment are to be terminated. Years of service are counted from the date a continuous contract began and include maternity leaves, sick leaves, secondments, and educational leaves.

178. The termination of teacher contracts will be carried out with due regard to the requirements of the Education Act.

189. The Board of Trustees delegates to the Superintendent the authority to suspend and terminate the services of certificated staff.

### **Continuous Teaching Contracts:**

The awarding of continuous teaching contracts is a long-term investment in education and requires diligence to ensure our teaching staff are of the highest quality possible.

1920. At least two positive summary evaluation reports on the teacher's performance, which have been written by a principal in accordance with the Guide to Evaluation of Certificated Staff, must be on file in Central Office.

204. The Principal must make a written recommendation to the Superintendent, or designate, to award a continuous teaching contract to the teacher. The recommendation may be part of an evaluation report on the teacher or it may be submitted in a separate formal letter.

212. In addition to the above, the Superintendent, or designate, may require additional evaluative information before considering the awarding of a continuous teaching contract.

223. Once the above requirements have been met, the teacher may be awarded a continuous teaching contract by the Superintendent, or designate, based on program needs for the Division.

### **Permanent Professional Certification:**

234. Prior to a teacher receiving a recommendation from the Superintendent or designate of Sturgeon Public Schools for Permanent Professional Certification, the following documentation is required:

234.1 Completion of two years of full time teaching or the equivalent of two full years of teaching (the equivalent of two full years can be defined as approximately 400 days equivalent)

234.2 Two successful, formal evaluations based on the knowledge, skills and attributes for permanent certification outlined in the Teaching Quality Standards (TQS)

245. Once the required documentation in clause 24 is on file with Human Resources, an Alberta Permanent Professional Certification Recommendation Application will be completed by Human

Resources through the Teacher Workforce Information System (TWINS). The teacher will complete their portion of the on-line recommendation application.

256. The recommendation will be submitted to the Superintendent or designate, Sturgeon Public Schools, for their recommendation to Alberta Education. Once signed by the Superintendent, the recommendation will be forwarded to Alberta Teacher Certification Branch.

267. The teacher will then be required to provide all supporting documents and pay the applicable fees through the Teacher Workforce Information System (TWINS).

278. If the recommendation for permanent certification is approved, the Alberta Teacher Certification Branch will provide a file copy to the teacher, who is then required to forward a copy to the recommending board.

**Certificated staff Mobility:**

289. All transfers shall be made in accordance with Section 212 of the Education Act.

2930. Transfers will ~~only~~ normally only be considered when they are to be effective at the beginning of the school year. Applications arising out of emergency situations may be considered at any time.

304. Certificated staff-initiated applications for transfer, will be directed to the Superintendent or designate before March 01 of the calendar year in which they will take effect.

312. Principal recommendations for transfers are to be directed in writing to the Superintendent or designate before March 01 of the calendar year in which the transfer is to take effect. The transfer recommendation letter shall include the following:

312.1 Name of the certificated staff member to be transferred.

312.2 The requested effective date of the transfer.

323. The Principal shall discuss the recommendation with the certificated staff member and provide a copy of the transfer recommendation letter to the certificated staff member.

334. A central administrator's recommendation for a certificated staff member transfer may be directed at any time in writing to the Superintendent or designate and shall include the:

334.1 Name of the certificated staff member to be transferred.

334.2 The requested effective date of the transfer.

345. The administrator making the recommendation for the transfer shall discuss the recommendation with the certificated staff member and provide a copy of the transfer recommendation letter to the certificated staff member.

356. All transfer requests made by either the employee or the principal will be discussed during the program planning session.

367. The Superintendent may transfer a teacher in accordance with Section 212 of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. (Appendix A)

378. Certificated staff wishing to apply for a one-year exchange of service will direct their application to the Superintendent or designate before March 01 of the school year prior to the school year for which they are applying.

378.1 Certificated staff members involved in an exchange of service must maintain their contract status.

378.2 Applications may indicate schools of preference, and colleagues interested in engaging in an exchange.

378.3 Each certificated staff member interested must apply separately.

378.4 The Superintendent or designate will consult with the principals involved.

378.5 If all parties, staff members and principals agree to the exchange, and such a change is approved by the Superintendent or designate, Human Resources personnel will make the necessary arrangements and provide a written record of the arrangements to all involved.

378.6 Subject to the terms of this section of this Administrative Procedure, certificated staff will return to their school of origin for the following school year, unless all parties agree to an extension for one additional year or a permanent transfer of the staff. An exchange of service shall not be longer than a two-~~(2)~~-year period.

#### **References:**

Board Policy: 700; Superintendent of Schools

Administrative Procedure: 700; ~~Hiring~~—Certificated Staff

Education Act: Sections [33](#), [52](#), [53](#), [212](#), [213](#), [222](#)

ATA Collective Agreement

Guide to Evaluation of Certificated Staff

Alberta Teacher Certification

Appendix A: Hearings on Teacher Transfers

## History

2020 Jan 29 Initial Approval

2021 Jan 13 Amended

2023 Jan 25 Amended

[2024 Nov 27 Amended](#)

## **720: Appendix A: Hearings on Teacher Transfers**

### **Responsible Administrator: Associate Superintendent Human Resources**

#### **PURPOSE**

In accordance with Section 212 of the Education Act, the Superintendent may transfer a teacher. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

In accordance with Policy 701: Board Delegation of Authority, and with Section 52(5)(a) of the Education Act, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) of the Education Act.

In accordance with Section 52(5)(b) of the Education Act, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.

The Superintendent may terminate the probationary, temporary or interim contract of a teacher during the term of such contract. The power to terminate the contracts of employment referenced in the preceding sentence may not be delegated by the Superintendent.

#### **1. Transfers**

1.1 A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

1.2 The request for a hearing before the Board must be submitted in writing by the teacher to the Associate Superintendent, Corporate Services with a copy provided to the Superintendent.

1.3 The Board may set a date and time for the hearing requested, not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.

1.4 The Associate Superintendent, Corporate Services, shall advise the teacher in writing of the date, time, and location of the hearing.

1.5 When the teacher makes a request to have a hearing before the Board, the teacher must not be transferred until after the hearing is held.

#### **2. Provision for Information**

2.1 Any written materials the teacher or the Superintendent wishes the Board to consider must be submitted to the Associate Superintendent, Corporate Services not less than four (4) days prior to the scheduled meeting date. The Associate Superintendent, Corporate Services, will provide copies of all documentation to the Board and the parties prior to the hearing, where possible, or during the hearing.

2.2 The teacher or the Superintendent may be accompanied by legal counsel or other representatives and may bring witnesses if, not less than 4 days prior to the scheduled date of the meeting. The following is to be provided in writing by the teacher or the Superintendent, the names of:

2.2.1 counsel

2.2.2 other representatives;

2.2.3 any witnesses.

2.3 The Board Chair shall reserve the right to receive further documentation as deemed relevant.

### **3. Procedure at Hearings**

3.1 The hearing shall be conducted at an in-camera session of the Board and chaired by the Board Chair, or in the Chair's absence, the Vice Chair.

3.2 The Chair will introduce all parties. The parties and their representatives shall introduce all witnesses at the hearing.

3.3 The sequence of the hearing shall be as follows:

3.3.1 An opening statement made by each of the parties;

3.3.2 Written and oral presentations by the Superintendent or designate, including any evidence by witnesses where appropriate.

3.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;

3.3.4 Superintendent or designate provided an opportunity for a response to the teacher's presentation;

3.3.5 Teacher provided an opportunity to respond to the Superintendent or designate's presentation;

3.3.6 An opportunity for the Board to ask questions of both parties or any witnesses for clarification;

3.3.7 An opportunity for the Superintendent or designate to make final comments;

3.3.8 An opportunity for the teacher to make final comments; and

3.3.9 No cross examination of witnesses shall be allowed unless the Chair deems it advisable.

3.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Corporate Secretary and/or legal counsel in attendance.

3.5 If the Board requires additional information or clarification in order to make their decision, both parties shall be recalled to appear before the Board and the request for information shall be made in the presence of both parties. If the information is not readily available, the Chair may request a recess, or if necessary, an adjournment of the hearing to a later date. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented and matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.

3.6 When the Board is ready to decide on the matter, both parties will be advised that the Board is reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.

3.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

3.8 If a teacher does not wish to comply with the decision of the Board, the teacher may resign from the teacher's employment with the board after giving the Board 30 days' written notice of the teacher's resignation.

**References:**

~~Education Act: Sections 33, 52, 53, 212, 213, 222~~

~~Admin Procedure 720—Teacher Staffing, Certification and Placement~~





**Date:** November 27, 2024 **Agenda Item:** 9.3  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Committee of the Whole  
Senior Administrative Team  
**Subject:** **Committee of the Whole Report**

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**Background:**

On October 23, 2024, November 6, 2024, and November 20, 2024, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following reports attached are a record of these meetings.

**Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (3) Visionary Leadership  
**INDICATORS:** a. ensuring that the vision is informed by research on effective learning, teaching and leadership;  
b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; and  
c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives.
- COMPETENCY:** (6) School Authority Operations and Resources  
**INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;  
b. ensuring effective alignment of the school authority’s human resources to achieve the school authority’s education plan;  
c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and  
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
- COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

- b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and
- m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

**Governance Implications:****Education Act**

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

(b) a committee of the board or a committee established by the board, or

to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

**Policy 230: Board Committees**

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

**Policy 230: Appendix A - Committee of the Whole**

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

**Policy 221: Role of the Trustee**

2.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

The Board Chair is prepared to respond to questions at the November 27, 2024, Public Board meeting.

**Attachment(s):**

1. Approved Minutes of the Meeting - October 23, 2024.
2. Unapproved Minutes of the Meeting - November 6, 2024 (To be brought forward for approval at the November 27, 2024, Committee of the Whole).
3. Unapproved Minutes of the Meeting - November 20, 2024 (To be brought forward for approval at the November 27, 2024, Committee of the Whole).

**MINUTES OF THE  
COMMITTEE OF THE WHOLE**

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

On Wednesday, October 23, 2024, at 9:00 a.m.

**APPROVED**

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**Attendance:**

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

Cindy Briggs, Trustee

Irene Gibbons, Trustee

Janine Pequin, Trustee

Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Arrived at 2:27 p.m.

Lisa Lacroix, Associate Superintendent, Human Resources

Arrived at 2:27 p.m.

Sean Nicholson, Associate Superintendent, Corporate Services

Franco Maisano, Executive Director, Corporate Services

Arrived at 2:27 p.m.

**Regrets:**

Cindy Briggs, Trustee

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**1. Call to Order**

Vice Chair Buga called the meeting to order at 9:01 a.m.

**2. Approval of the Agenda**

Moved by Trustee Murray-Elliott that the Board of Trustees accept the agenda as presented.

**CARRIED UNANIMOUSLY**

**3. Approval of the Committee Minutes**

Moved by Dwyer that the Board of Trustees accept the Committee Meeting Minutes of October 9, 2024, as presented.

**CARRIED UNANIMOUSLY**

**4. Environmental Scan**

A roundtable discussion ensued where Trustees shared local concerns.

**5. Governance**

**5.1 PSBAA Professional Development**

Agenda item is included for reference.

## **5.2 Trustee Handbook Review**

The Board of Trustees discussed the Trustee Handbook.

Meeting recessed for the Public Board meeting at 9:51 a.m. Meeting resumed at 2:27 p.m.

## **5.3 Work Plan 2024-2025**

Agenda item deferred.

## **5.4 Policy 220: Trustee Code of Conduct**

The Board of Trustees would like sanctions added to Policy 220: Trustee Code of Conduct.

Policy 220: Trustee Code of Conduct will be brought to the November 6, 2024, Committee of the Whole meeting for further discussion.

## **5.5 Policy 700: Superintendent of Schools**

Lisa Lacroix, Associate Superintendent, Human Resources brought forward suggested changes to Policy 700: Superintendent of Schools to the Policy Committee. The Policy Committee suggested that Policy 700: Superintendent of Schools be brought to the Committee of the Whole meeting for full board discussion.

Policy 700: Superintendent of Schools will be brought to the November 27, 2024, Public Board meeting.

## **6. Advocacy**

### **6.1 2024-2025 Big Rocks**

Shawna Warren, Superintendent brought updated information to some of the 2024-2025 Big Rocks for discussion.

### **6.2 ASBA**

ASBA discussed.

### **6.3 PSBAA**

PSBAA Fall Conference and General Meeting were discussed.

### **6.4 Correspondence Review**

The Board of Trustees reviewed the correspondence received.

### **6.5 Upcoming School Events/Trustee Attendance**

The Board of Trustees reviewed and discussed upcoming events.

**7. Audit, Finance and Human Resources**

**7.1 Trustee Monthly Finance Report:** Franco Maisano, Executive Director, Corporate Services provided the Trustee Monthly Expense Report.

**7.2 Financial Retrenchment Initiatives**

Sean Nicholson, Associate Superintendent, Corporate Services provided the Financial Retrenchment Initiatives.

**8. Capital Projects and Facility Services**

Trustee Murray-Elliott requested Snow Removal and Monitoring Systems information be brought to the next Committee of the Whole meeting.

**9. Transportation**

Sean Nicholson, Associate Superintendent, Corporate Services provided a verbal update.

**10. Adjournment**

Trustee Buga adjourned the meeting at 3:51 p.m.

**Next meeting:** Wednesday, November 6, 2024 (Half Day)

## MINUTES OF THE COMMITTEE OF THE WHOLE

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

On Wednesday, November 6, 2024, at 9:00 a.m.

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### Attendance:

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

Cindy Briggs, Trustee

Irene Gibbons, Trustee

Janine Pequin, Trustee

Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

Shannon Requa, Director, Education Planning

Arrived at 9:30 a.m.

Left at 10:33 a.m.

Evan Soper, Facilities Coordinator, Facility Services

Arrived at 11:20 a.m.

Left at 11:37 a.m.

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### 1. Call to Order

Trustee Buga called the meeting to order at 9:00 a.m.

### 2. Approval of the Agenda

Moved by Trustee Dwyer that the Board of Trustees accept the agenda as presented.

**CARRIED UNANIMOUSLY**

### 3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of October 23, 2024, as presented.

**CARRIED UNANIMOUSLY**

### 4. Governance

#### 4.1 PSBAA Professional Development

Agenda item deferred. The agenda item will remain as a standing item.

#### 4.2 Trustee Handbook Review

Agenda item deferred.

#### **4.3 Work Plan 2024-2025**

Agenda item deferred.

#### **4.4 Policy 220: Trustee Code of Conduct**

The Board of Trustees discussed bringing in a consultant to assist the board with this work. A timeline was suggested and a date will be set.

### **5. Environmental Scan**

A roundtable discussion ensued where Trustees shared local concerns.

### **6. Agenda Review - November Public Board Meeting**

The Board of Trustees reviewed and discussed the current agenda for the November 27, 2024, Public Board meeting.

### **7. Advocacy**

#### **7.1 2024-2025 Big Rocks**

Shawna Warren, Superintendent brought updated information to some of the 2024-2025 Big Rocks for discussion.

#### **7.2 Draft Annual Education Results Report (AERR)**

Jonathan Konrad, Deputy Superintendent, Education Services and Shannon Requa, Director, Education Planning, brought forward for discussion the Draft Annual Education Results Report (AERR).

[The Draft Annual Education Results Report 2023-2024 \(AERR\) remains open to Trustees for feedback until midnight November 18, 2024, and will be brought to the November 27, 2024, Public Board meeting.](#)

**Meeting recessed for the break at 10:32 a.m. Meeting resumed at 10:44 a.m.**

#### **7.3 ASBA**

The Board of Trustees discussed ASBA.

#### **7.4 PSBAA**

The Board of Trustees discussed PSBAA.

#### **7.5 Correspondence Review**

Agenda item deferred.

#### **7.6 Upcoming School Events/Trustee Attendance**

Agenda Item deferred.



## **8. Audit, Finance and Human Resources**

### **8.1 2024-2025 Budget Assumptions**

Agenda item deferred. The agenda item will remain as a standing item.

### **8.2 Budget Retrenchment Plan**

Agenda item deferred. The agenda item will remain as a standing item.

## **9. Capital Projects and Facility Services**

### **9.1 Capital Plan**

Agenda item deferred. The agenda item will remain as a standing item.

### **9.2 Snow Removal and Temperature Monitoring Systems**

Evan Soper, Facilities Coordinator, Facility Services brought forward information to the Board of Trustees on Snow Removal and Temperature Monitoring Systems.

### **9.3 IMR/CMR Report**

Sean Nicholson, Associate Superintendent, Corporate Services brought forward for discussion the IMR/CMR Report.

## **10. Transportation**

### **10.1 Transportation Review Plan**

Sean Nicholson, Associate Superintendent, Corporate Services brought forward information to the Board of Trustees on the Transportation Review Plan.

### **10.2 Transportation Services Report 2024-2025**

The Board of Trustees reviewed the memo from the October 23, 2024, Public Board meeting titled Transportation Services Report 2024-2025.

## **11. Adjournment**

Trustee Buga adjourned the meeting at 12:06 p.m.

**Next meeting:** Wednesday, November 27, 2024

## **MINUTES OF THE COMMITTEE OF THE WHOLE**

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

On Wednesday, November 20, 2024, at 3:30 p.m.

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### **Attendance:**

\*Tasha Oatway-McLay, Board Chair

\*Stacey Buga, Vice Chair

Cindy Briggs, Trustee

\*Irene Gibbons, Trustee

\*Janine Pequin, Trustee

Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

Franco Maisano, Executive Director, Corporate Services Arrived at 3:30 p.m. Left at 4:50 p.m.

Benji Waser, MNP Arrived at 3:30 p.m. Left at 4:33 p.m.

Niels Jensen, Member at Large Arrived at 3:30 p.m. Left at 4:33 p.m.

\*Heather May, Member at Large Arrived at 3:30 p.m. Left at 4:33 p.m.

\* attended electronically

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### **1. Call to Order**

Sean Nicholson, Associate Superintendent, Corporate Services called the meeting to order at 3:39 p.m.

### **2. New Business**

#### **2.1 Presentation - 2023-2024 Audited Financial Statements**

Benji Waser, MNP presented the 2023-2024 Audited Financial Statements.

### **3. Other**

#### **3.1 2023-2024 Audited Financial Statements**

The Board of Trustees reviewed the 2023-2024 Audited Financial Statements.

#### **3.2 Management Letters**

The Board of Trustees reviewed the Management Letters.

#### **3.3 Reserve Report**

The Board of Trustees reviewed the Reserve Report.

**4. Community Engagement Slides**

Sean Nicholson, Associate Superintendent, Corporate Services presented information on the Community Engagement evening.

**5. Adjournment**

Sean Nicholson, Associate Superintendent, Corporate Services adjourned the meeting at 5:15 p.m.

**Next meeting:** Wednesday, November 27, 2024

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