



**Grande Yellowhead Public School Division**

## **BOARD OF TRUSTEES**

### **A G E N D A**

**November 20, 2024**

**Meeting Number 4**

---

#### **OUR VISION**

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.

#### **OUR MISSION**

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.

#### **OUR PRIORITIES**

Student Learning  
Teacher, Support Staff, and Leader Excellence  
Community Engagement  
System Health and Wellness

**Public Session: 10:00 AM**

---

Livestream GYPSD Public Board Meetings at:

[https://www.youtube.com/channel/UC0YSXQleW7cJiFz\\_rY2ioQA/featured](https://www.youtube.com/channel/UC0YSXQleW7cJiFz_rY2ioQA/featured)

For information regarding the Public Board meeting, please contact Dr. Kelly Harding at 780-225-8949 or by email at: [kellhard@gypsd.ca](mailto:kellhard@gypsd.ca).

# BOARD OF TRUSTEES REGULAR MEETING

November 20, 2024

Meeting #4, 10 am

## A G E N D A

### 1. CALL TO ORDER

- 1.1. National Anthem
- 1.2. Land Acknowledgement
- 1.3. Announcements
- 1.4. Changes to the Agenda
- 1.5. Approval of the Agenda

### 2. APPROVAL OF MINUTES

- 2.1. Minutes of Regular Board Meeting of October 23, 2024 ([click here](#))

### 3. BUSINESS ARISING FROM THE MINUTES

### 4. DELEGATION / PRESENTATION

- 4.1. ATA Local - None
- 4.2. CUPE Local - None

### 5. SPOTLIGHT ON STUDENTS – Principal Paula Murphy, École Mountain View Elementary School: *Supporting Teacher Use and Application of the HLAT Assessment*

### 6. PUBLIC COMMENT PERIOD

### 7. ACTION ITEMS

- 7.1. Old - None
- 7.2. New
  - 7.2.1. Acceptance of Trustee Resignation ([click here](#))
  - 7.2.2. Audited Financial Statements for the Year Ending August 31, 2024 ([click here](#))
  - 7.2.3. Transfer of Reserves ([click here](#))
  - 7.2.4. Ministerial Approval to Move \$500,00 from Capital to Operations ([click here](#))
  - 7.2.5. Letter Requesting Compensation for Insurance Deductible ([click here](#))
  - 7.2.6. Alberta Education Results Review (AERR) for the 2023/24 School Year ([click here](#))
  - 7.2.7. Advocacy Letter Regarding the Timeline for the Receipt of Grant Funds ([click here](#))

7.2.8. Election Motion – Repeal Former Bylaws ([click here](#))

7.2.9. Election Motion – Resolutions and New Bylaws ([click here](#))

## **8. BOARD CHAIR REPORT**

8.1. Correspondence and Information

8.1.1. PSBC, RCASB, and ASBA FGM Highlights

8.1.2. Search Update for New Superintendent ([click here](#))

## **9. SUPERINTENDENT REPORT**

9.1. Superintendent Report ([click here](#))

## **RECESS BREAK**

## **10. ADMINISTRATION REPORTS**

10.1. Division’s Operations Monthly Report ([click here](#))

10.2. Annual IMR/CMR Report ([click here](#))

10.3. Annual School Councils’ Report for the 2023/24 School Year ([click here](#))

## **11. TRUSTEE/COMMITTEE REPORTS**

11.1. Trustee Connections to [Board Governance Work Plan Calendar](#)

11.2. Board Policy Committee

11.3. Recognition of Employees Committee

11.4. Board Planning Seminar Committee

11.5. Board Negotiations Committee

11.6. Board Representatives:

11.6.1. PSBAA

11.6.2. ASBA Zone 2/3

## **12. FUTURE BUSINESS**

12.1. Meeting Dates

*Open to Public:*

- December 18, 2024, Public Board Meeting (10 am)

*Closed to the Public:*

- December 18, 2024, Committee of The Whole Meeting (9 am)

12.2. Notice of Motion

12.3. Future Agenda Items

## **13. CLOSED SESSION (Land, Legal, Labour)**

## **14. ACTION IN RESPONSE TO CLOSED SESSION**

## **15. ADJOURNMENT**



Minutes of the Regular Board of Trustees Meeting of  
Grande Yellowhead Public School Division

**Meeting Number 3**

October 23, 2024 – 10:00 a.m.

Education Services Center, Edson, AB

---

**TRUSTEE ATTENDANCE:**

M. Bobilek	Present
S. Caputo, Vice-Chair	Present
F. Fowler	Present
D. Karpluk, Chair	Present
J. Mines	Present
Y. Oshanyk	Absent
J. Pettitt	Present

**ADMINISTRATION ATTENDANCE:**

Dr. Parsons, Interim Superintendent of Schools  
Dr. Harding, Assistant Superintendent – Division Services and Supports  
C. Aschenmeier, Assistant Superintendent – Division Services and Supports  
M. Auriat, Assistant Superintendent – Human Resources  
J. Lin, Secretary-Treasurer  
K. Kendall, Assistant Manager of Transportation Services  
N. Gilks, Director of Communications and Special Projects  
B. Orge, Director of Facilities  
K. Brook, Senior Executive Assistant  
L. Lee, Director of Information Technology  
A. Corser, Director of Inclusion

**DELEGATIONS PRESENT:**

School Administration/Staff/Students: Jessie Smeall (Music Teacher, École Mountain View School), Kelly MacKay (Grade 6 Teacher, École Mountain View School)

---

**CALL TO ORDER**

Chair Karpluk called the meeting to order at 1002 hours.

**NATIONAL ANTHEM**

**LAND ACKNOWLEDGEMENT**

**ANNOUNCEMENTS**

- École Mountain View students will perform songs from the Tri-School Truth and Reconciliation/Orange shirt Day Event in Hinton
- School Bus Safety Week

- Fun Fact: our bus drivers cover 1 million, 400 and 40 thousand kms in one school year – that is equivalent to almost 36 times around earth!
- This Friday is a Professional Development “Data Day” for schools
- The importance of literacy

**CHANGES TO THE AGENDA**

None.

**2024-139**

**APPROVAL OF THE AGENDA**

Trustee Caputo moved that the Board approve the agenda.

**Carried**

**2024-140**

**APPROVAL OF THE MINUTES**

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of September 18, 2024.

**Carried**

**BUSINESS ARISING FROM THE MINUTES**

None.

**DELEGATION / PRESENTATION**

None.

**SPOTLIGHT ON STUDENTS**

École Mountain View School Grade 6 Class

The Public Board Meeting recessed at 1020 hours.

The Public Board Meeting reconvened

**PUBLIC QUESTION PERIOD**

None.

**ACTION ITEMS**

**2024-141**

**Board Letter of Support – Permanent Temporary Housing in Jasper**

Trustee Mines moved that the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct the administration to send a letter to Minister Nicolaidis expressing appreciation after the recent Alberta Government announcement regarding the provision of temporary housing in Jasper and our continued advocacy for temporary housing for Jasper’s school staff

**Carried**

**2024-142**

**Board Letter of Support – Northern Rockies Museum**

Trustee Caputo moved that the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct

administration to send a letter of support for the Northern Rockies Museum of Culture & Heritage to the Town of Hinton.

**Carried**

**2024-143**

**Insurance Deductible Payment**

Trustee Fowler moved that the Board of Trustees approves the transfer of \$500,000 from reserves for the payment of the insurance deductible.

**Carried**

**2024-144**

**Fund Transfer to Jasper Restoration Contractor**

Trustee Fowler moved that the Board of Trustees approves the transfer of \$4,500,000 of provincial funds to the Jasper restoration contractor.

**Carried**

**BOARD CHAIR REPORT**

Chair Karpluk Shared:

- Responses to Advocacy Letters
  - SLS Grant Allocation
  - Dual Credit Feedback
- Fulham Area Stakeholder Engagement
- Superintendent Search

**SUPERINTENDENT'S REPORT**

Interim Superintendent Parsons reported on all the activities he has been leading since the last Public Board meeting on September 18, 2024.

**ADMINISTRATION REPORTS**

**Division Operations: Department Updates**

The Board received a presentation from all department heads on the work that was carried out since the last Public Board Meeting on September 18, 2024.

**2024/25 Student Enrollment Report**

The Board received a report on the September 27<sup>th</sup> student enrollment for the 2024/2025 school year

**Literacy and Numeracy Report**

The Board received the annual report describing the Literacy and Numeracy work taking place in Grande Yellowhead Public School Division (GYPSD).

**Transportation Operations Report**

The board received the annual comprehensive operations report from Assistant Manager Katelynn Kendall.

## TRUSTEE REPORTS

### Connections to Board Governance Work Plan Calendar

Trustees shared some work they have been doing that connects to the Board's Annual Governance Work Plan Calendar. Some of that work included:

- Trustee Caputo attended the Tri-School Ceremony hosted by Harry Collinge High School on September 27<sup>th</sup>
- Trustee Mines finished the Indigenous Course at the U of A
- Board Chair Karpluk would like to start posting the Board Package to the Website on Monday

2024-145

### Motion to add an Action Item to the Agenda

Trustee Caputo moved that the Board of Trustees add an action item to the Agenda to amend Board Policy 7, Board Operations.

**Carried**

2024-146

### Amendment to Policy 7, Board Operations

Trustee Bobilek moved that the Board amend section 6.5 of Board Policy 7, Board Operations, to say that the Board Packages will be posted to the Division Website at least 24 hours in advance of the Public Board Meeting.

**Carried**

### Board Policy Committee

No Report.

### Recognition of Employees Committee

No Report.

### Board Planning Seminar Committee

No Report.

### Board Negotiations Committee

No Report.

### Board Representatives

- **PSBAA – Work Plan Update**
  - PSBAA Fall General Meeting was held on October 16<sup>th</sup> – 18<sup>th</sup>
  - There will be a PSBC meeting November 15<sup>th</sup>-16<sup>th</sup>
- **ASBA Zone 2/3**
  - Friday October 25<sup>th</sup> is the Annual ASBA Zone 2/3 Meeting in Edmonton

## FUTURE BUSINESS

### Meeting Dates

Board – Open to Public  
November 20, 2024 Public Board Meeting (10:00 a.m.)

Committees – Closed to Public  
November 20, 2024 Committee of the Whole Meeting (9:00 a.m.)

**Notice of Motion**

Trustee Caputo requested that the Board write an advocacy letter to the Federal Minister of Environment and Climate Change to request a refund of the \$500,000 deductible for the insurance claim to clean and remediate the Jasper schools.

Board Chair Karpluk requested that the Board write an advocacy letter regarding the Funding and Mandatory Screening for Literacy and Numeracy.

**Future Agenda Items**

None.

**2024-147**

**ADJOURNMENT**

Trustee Caputo moved for adjournment at 1423 hours.

**Carried**

**X**

---

Dale Karpluk  
Board Chair

**X**

---

Jun Lin  
Secretary-Treasurer



**7.2.1**

**Action Item  
November 20, 2024**

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
**Subject: Hinton Trustee Resignation**  
Originator: Jun Lin, Secretary-Treasurer

**RECOMMENDATION**

That the Board of Trustees, with regret, accepts the resignation of Yvonne Oshanyk, as Trustee for the Hinton Ward.

**REPORT**

Governance Connections:

Section 80(1) of the *Education Act* states: "A trustee may resign by submitting the trustee's written resignation to the secretary of the board at the beginning of a meeting of the board, and the trustee ceases to hold office at that time."

Board Policy 7, Section 1.4, *Board Operations*, states:

By-elections may be held as determined by the Board.  
1.4.1. During the three (3) year period immediately following a general election, a by-election need not be held if there is only one (1) vacancy on the Board and during the fourth year following a general election, a by-election need not be held unless the number of vacancies on the Board reduced the Board to a number that is less than the quorum of the Board plus one.

**Context of the Recommendation:**

Administration has received a letter of resignation, from Trustee Oshanyk, for personal reasons.

The details of the letter are personal, and therefore not releasable in the public realm under the Freedom of Information and Protection of Privacy Act.

The vacancy does not require a by-election under the Education Act or current Board Policy 7, due to the upcoming General Election.

**Conclusion:**

The Board respects and supports Trustee Oshanyk's request to resign.

## 7.2.2

**Action Item  
November 20, 2024**

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
**Subject:** Audited Financial Statements for the Year Ending August 31, 2024  
Originator: Jun Lin, Secretary-Treasurer  
Resource: Leo Liu, Director of Finance

### **RECOMMENDATION**

That the Board of Trustees approve the Audited Financial Statements for the year ending August 31, 2024, and direct Administration to submit the statements to the Minister of Education.

### **REPORT**

#### **Governance Implications**

Review and approval of the Audited Financial Statements is one of the key governance roles of the Board and is set forth under legislation in the *Education Act*. It communicates with key stakeholders the organization's controls and governance over resource allocation to meet Board priorities.

#### **Background**

Under Section 139 of the *Education Act*, the Board shall send to the Minister, on or before November 30 in each year, copies of the financial statements, the auditor's report on the financial statements, and the management letter.

In accordance with Section 138 of the *Education Act*, the Board appointed an independent auditor to audit the financial statements. The independent auditors were given full access to the Division's financial records.

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 statements guidelines and format prescribed by Alberta Education.

The Audit Committee met with the independent auditor, Metrix Group LLP, on November 19, 2024, to review the draft financial statements, and audit findings letter.

### **Context of the Recommendation**

To fulfill its financial management obligations, the management of the Division has maintained internal control systems and accounting procedures to ensure reasonable assurance that:

- The Division's assets are safeguarded.
- The transactions are executed with appropriate authorization.
- The accounting records are accurate to properly reflect the financial transactions.

The Auditor's Report ascertains whether the financial statements fairly represent the Division's financial position and operating results according to GAAP and PSAS.

The Management Letter is a communication between the auditor and the Board respecting the systems of accounting controls and procedures of the Division. The Management Letter does not form part of the audited financial statements but is an internal document intended to highlight improvements in existing systems. This document is also submitted to the Minister of Education along with the audited financial statements and auditor's report.

### **Conclusion**

As the Audit Committee has reviewed the financial statements with the auditor and found them satisfactory for submission to the Board, the Board should approve the audited financial statements and direct the Administration to forward them to the Minister of Education.

After the Board's approval, the Audited Financial Statements are also made available to the public on the Division's website.

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

**1085 The Grande Yellowhead School Division**

Legal Name of School Jurisdiction

**3656 1 Avenue Edson AB T7E 1S8**

Mailing Address

**780-723-4471 junlin@gypsd.ca**

Contact Numbers and Email Address

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

The financial statements of 1085 The Grande Yellowhead School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

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

***Board of Trustees Responsibility***

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

***External Auditors***

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

***Declaration of Management and Board Chair***

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

**BOARD CHAIR**

**Ms. Dale Karpluk**

Name

Signature

**SUPERINTENDENT**

**Dr. Dennis Parsons**

Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**Mr. Jun Lin**

Name

Signature

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

## **INDEPENDENT AUDITORS' REPORT**

To the Board of Trustees of The Grande Yellowhead School Division:

### *Opinion*

We have audited the financial statements of The Grande Yellowhead 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, and remeasurement gains and losses 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, change in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' 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 ethical responsibilities in accordance with these requirements. We believe 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 relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Division or 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.

(continues)

*Auditors' Responsibility 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 auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but it 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 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 auditors' 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 auditors' 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.

**METRIX GROUP LLP**

Edmonton, Alberta  
November 19, 2024

**TABLE OF CONTENTS**

	<b>Page</b>
<b>INDEPENDENT AUDITOR'S REPORT</b>	<b>3</b>
<b>STATEMENT OF FINANCIAL POSITION</b>	<b>4</b>
<b>STATEMENT OF OPERATIONS</b>	<b>5</b>
<b>STATEMENT OF CASH FLOWS</b>	<b>6</b>
<b>CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS</b>	<b>7</b>
<b>STATEMENT OF REMEASUREMENT GAINS AND LOSSES</b>	<b>8</b>
<b>SCHEDULE 1: SCHEDULE OF NET ASSETS</b>	<b>9</b>
<b>SCHEDULE 2: SCHEDULE OF DEFERRED CONTRIBUTIONS</b>	<b>11</b>
<b>SCHEDULE 3: SCHEDULE OF PROGRAM OPERATIONS</b>	<b>13</b>
<b>SCHEDULE 4: SCHEDULE OF OPERATIONS AND MAINTENANCE</b>	<b>14</b>
<b>SCHEDULE 5: SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS</b>	<b>15</b>
<b>SCHEDULE 6: SCHEDULE OF TANGIBLE CAPITAL ASSETS</b>	<b>16</b>
<b>SCHEDULE 7: SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES</b>	<b>17</b>
<b>SCHEDULE 8: SCHEDULE OF ASSET RETIREMENT OBLIGATIONS</b>	<b>18</b>
<b>SCHEDULE 9: UNAUDITED SCHEDULE OF FEES</b>	<b>19</b>
<b>SCHEDULE 10: UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION</b>	<b>20</b>
<b>NOTES TO THE FINANCIAL STATEMENTS</b>	<b>21</b>



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

		2024	2023
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	(Schedule 5)	\$ 20,031,867	\$ 17,268,994
Accounts receivable (net after allowances)	(Note 5)	\$ 212,742	\$ 684,784
Portfolio investments			
Operating		\$ -	\$ -
Endowments	(Schedules 1 & 5; Note 10)	\$ 431,788	\$ 431,788
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
<b>Total financial assets</b>		\$ 20,676,397	\$ 18,385,566
<b>LIABILITIES</b>			
Bank indebtedness	(Note 6)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 7)	\$ 3,913,648	\$ 2,934,364
Unspent deferred contributions	(Schedule 2)	\$ 5,238,878	\$ 4,494,351
Employee future benefits liabilities		\$ -	\$ -
Asset retirement obligations and environmental liabilities	(Note 8)	\$ 15,079,375	\$ 15,079,375
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
<b>Total liabilities</b>		\$ 24,231,901	\$ 22,508,090
<b>Net financial assets</b>		\$ (3,555,504)	\$ (4,122,524)
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets	(Schedule 6)	\$ 69,498,483	\$ 71,243,382
Inventory of supplies		\$ 118,338	\$ 126,990
Prepaid expenses		\$ 579,332	\$ 673,969
Other non-financial assets		\$ -	\$ -
<b>Total non-financial assets</b>		\$ 70,196,153	\$ 72,044,341
<b>Net assets before spent deferred capital contributions</b>		\$ 66,640,650	\$ 67,921,817
Spent deferred capital contributions	(Schedule 2)	\$ 58,956,387	\$ 60,280,362
<b>Net assets</b>		\$ 7,684,263	\$ 7,641,455
<b>Net assets</b>	(Note 9)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 7,684,263	\$ 7,641,455
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 7,684,263	\$ 7,641,455
<b>Contractual rights</b>			
<b>Contingent assets</b>			
<b>Contractual obligations</b>	(Note 11)		
<b>Contingent liabilities</b>	(Note 12)		

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
<b>REVENUES</b>			
Government of Alberta	\$ 61,522,994	\$ 60,943,179	\$ 60,328,495
Federal Government and other government grants	\$ 46,624	\$ 21,259	\$ 174,117
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 9)	\$ 492,460	\$ 467,344	\$ 575,458
Sales of services and products	\$ 276,365	\$ 215,756	\$ 221,131
Investment income	\$ 755,000	\$ 1,041,562	\$ 868,487
Donations and other contributions	\$ 602,132	\$ 784,012	\$ 755,517
Other revenue	\$ 50,000	\$ 59,219	\$ 171,446
<b>Total revenues</b>	<b>\$ 63,745,575</b>	<b>\$ 63,532,331</b>	<b>\$ 63,094,651</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 2,975,134	\$ 2,664,402	\$ 2,537,472
Instruction - Grades 1 to 12	\$ 44,955,663	\$ 43,970,239	\$ 44,588,331
Operations and maintenance (Schedule 4)	\$ 8,539,645	\$ 9,309,046	\$ 8,992,458
Transportation	\$ 4,940,612	\$ 4,715,179	\$ 4,492,300
System administration	\$ 2,376,853	\$ 2,280,086	\$ 2,395,320
External services	\$ 464,089	\$ 550,571	\$ 638,035
<b>Total expenses</b>	<b>\$ 64,251,996</b>	<b>\$ 63,489,523</b>	<b>\$ 63,643,916</b>
<b>Annual operating surplus (deficit)</b>	<b>\$ (506,421)</b>	<b>\$ 42,808</b>	<b>\$ (549,265)</b>
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	<b>\$ (506,421)</b>	<b>\$ 42,808</b>	<b>\$ (549,265)</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>\$ 7,641,455</b>	<b>\$ 7,641,455</b>	<b>\$ 8,190,720</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 7,135,034</b>	<b>\$ 7,684,263</b>	<b>\$ 7,641,455</b>

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

**CASH FLOWS FROM:****A. OPERATING TRANSACTIONS**

Annual surplus (deficit)	\$ 42,808	\$ (549,265)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 3,495,427	\$ 3,552,585
Net (gain)/loss on disposal of tangible capital assets	\$ (11,021)	\$ 30,796
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (2,445,349)	\$ (2,481,275)
Deferred capital revenue write-down / adjustment	\$ -	\$ 2
Increase/(Decrease) in employee future benefit liabilities	\$ -	\$ -
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 1,081,864	\$ 552,843
(Increase)/Decrease in accounts receivable	\$ 472,042	\$ 237,581
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ 8,652	\$ (32,731)
(Increase)/Decrease in prepaid expenses	\$ 94,637	\$ (22,722)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 979,284	\$ (1,543,889)
Increase/(Decrease) in unspent deferred contributions	\$ 744,527	\$ 1,182,246
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ -	\$ -
Asset retirement obligation provision	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from operating transactions</b>	<b>\$ 3,381,006</b>	<b>\$ 373,328</b>

**B. CAPITAL TRANSACTIONS**

Acquisition of tangible capital assets	\$ (1,750,528)	\$ (1,864,022)
Net proceeds from disposal of unsupported capital assets	\$ 11,021	\$ 7,534
Other, Construction in progress	\$ -	\$ -
<b>Total cash flows from capital transactions</b>	<b>\$ (1,739,507)</b>	<b>\$ (1,856,488)</b>

**C. INVESTING TRANSACTIONS**

Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
Other (Describe)	\$ -	\$ -
PPA adjustment to opening balance of unrestricted surplus	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ -</b>	<b>\$ -</b>

**D. FINANCING TRANSACTIONS**

Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 1,121,374	\$ 319,659
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ 1,121,374</b>	<b>\$ 319,659</b>

<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ 2,762,873</b>	<b>\$ (1,163,501)</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 17,268,994</b>	<b>\$ 18,432,495</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 20,031,867</b>	<b>\$ 17,268,994</b>

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

**CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**  
**For the Year Ended August 31, 2024 (in dollars)**

	<b>Budget 2024</b>	<b>2024</b>	<b>2023</b>
Annual surplus (deficit)	\$ (506,421)	\$ 42,808	\$ (549,265)
<b>Effect of changes in tangible capital assets</b>			
Acquisition of tangible capital assets	\$ 463,976	\$ (1,750,528)	\$ (1,864,022)
Amortization of tangible capital assets	\$ 3,616,904	\$ 3,495,427	\$ 3,552,585
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (11,021)	\$ 30,796
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 11,021	\$ 7,536
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
<b>Total effect of changes in tangible capital assets</b>	\$ 4,080,880	\$ 1,744,899	\$ 1,726,895
Acquisition of inventory of supplies	\$ -	\$ 8,652	\$ (32,731)
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ 94,637	\$ (22,722)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ (2,447,701)	\$ (1,323,975)	\$ (2,161,616)
Other changes	\$ -	\$ -	\$ -
<b>Increase (decrease) in net financial assets</b>	\$ 1,126,758	\$ 567,020	\$ (1,039,439)
<b>Net financial assets at beginning of year</b>	\$ (4,122,524)	\$ (4,122,524)	\$ (3,083,085)
<b>Net financial assets at end of year</b>	\$ (2,995,766)	\$ (3,555,504)	\$ (4,122,524)

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	\$ -	\$ -
0	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
0	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at beginning of year</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Accumulated remeasurement gains (losses) at end of year</b>	<b>\$ -</b>	<b>\$ -</b>

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 REEASUREMENT 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>	\$ 7,641,455	\$ -	\$ 7,641,455	\$ (4,116,175)	\$ 431,788	\$ 0	\$ 2,943,248	\$ 8,382,594
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 7,641,455	\$ -	\$ 7,641,455	\$ (4,116,175)	\$ 431,788	\$ 0	\$ 2,943,248	\$ 8,382,594
Operating surplus (deficit)	\$ 42,808		\$ 42,808			\$ 42,808		
Board funded tangible capital asset additions				\$ 628,973		\$ (66,718)	\$ -	\$ (562,255)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ (11,021)	\$ -	\$ 11,021
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	\$ -			\$ (3,178,536)		\$ 3,178,536		
Amortization of ARO tangible capital assets	\$ -			\$ (316,891)		\$ 316,891		
Board funded ARO liabilities - recognition	\$ -			\$ -		\$ -		
Board funded ARO liabilities - remediation	\$ -			\$ -		\$ -		
Capital revenue recognized	\$ -			\$ 2,445,349		\$ (2,445,349)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (1,819,516)	\$ 1,819,516	
Net transfers from operating reserves	\$ -					\$ 1,506,779	\$ (1,506,779)	
Net transfers to capital reserves	\$ -					\$ (702,410)	\$ 702,410	
Net transfers from capital reserves	\$ -					\$ -	\$ -	
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 7,684,263	\$ -	\$ 7,684,263	\$ (4,537,280)	\$ 431,788	\$ (0)	\$ 3,255,985	\$ 8,533,770

**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>	\$ 2,626,398	\$ 4,119,320	\$ 150,000	\$ 3,632,932	\$ 166,850	\$ 42,889	\$ -	\$ 587,453	\$ -	\$ -
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 2,626,398	\$ 4,119,320	\$ 150,000	\$ 3,632,932	\$ 166,850	\$ 42,889	\$ -	\$ 587,453	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (258,389)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (303,866)	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ -		\$ 10,719		\$ -		\$ 302		\$ -
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	\$ 631,297		\$ 861,485		\$ 323,346		\$ -		\$ 3,388	
Net transfers from operating reserves	\$ (271,598)		\$ (908,447)		\$ (323,346)		\$ -		\$ (3,388)	
Net transfers to capital reserves		\$ 40,134		\$ 229,922		\$ 42,889		\$ 389,465		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 2,986,097	\$ 3,901,065	\$ 103,038	\$ 3,873,573	\$ 166,850	\$ 85,778	\$ -	\$ 673,354	\$ -	\$ -

**SCHEDULE 2**

School Jurisdiction Code: 1085

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

	<b>Alberta Education</b>					
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Transportation	Others	Total Education
<b>Deferred Operating Contributions (DOC)</b>						
Balance at August 31, 2023	\$ 2,166,645	\$ -	\$ 52,290	\$ -	\$ 933,539	\$ 3,152,474
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 2,166,645</b>	<b>\$ -</b>	<b>\$ 52,290</b>	<b>\$ -</b>	<b>\$ 933,539</b>	<b>\$ 3,152,474</b>
Received during the year (excluding investment income)	\$ 694,932	\$ -	\$ -	\$ 5,508,584	\$ 765,108	\$ 6,968,624
Transfer (to) grant/donation revenue (excluding investment income)	\$ (798,584)	\$ -	\$ (14,425)	\$ (4,077,209)	\$ (803,335)	\$ (5,693,553)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ (1,001,841)	\$ -	\$ (1,001,841)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2024</b>	<b>\$ 2,062,993</b>	<b>\$ -</b>	<b>\$ 37,865</b>	<b>\$ 429,534</b>	<b>\$ 895,312</b>	<b>\$ 3,425,704</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>						
Balance at August 31, 2023	\$ -	\$ 707,415	\$ -	\$ -	\$ -	\$ 707,415
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ 707,415</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 707,415</b>
Received during the year (excluding investment income)	\$ -	\$ 618,652	\$ -	\$ -	\$ -	\$ 618,652
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	\$ -	\$ (119,533)	\$ -	\$ -	\$ -	\$ (119,533)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 1,206,534</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,206,534</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 2,062,993</b>	<b>\$ 1,206,534</b>	<b>\$ 37,865</b>	<b>\$ 429,534</b>	<b>\$ 895,312</b>	<b>\$ 4,632,238</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>						
Balance at August 31, 2023	\$ 2,190,760	\$ 3,929,300	\$ -	\$ -	\$ 58,266	\$ 6,178,326
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 2,190,760</b>	<b>\$ 3,929,300</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 58,266</b>	<b>\$ 6,178,326</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from DOC	\$ -	\$ -	\$ -	\$ 1,001,841	\$ -	\$ 1,001,841
Transferred from UDCC	\$ -	\$ 119,533	\$ -	\$ -	\$ -	\$ 119,533
Amounts recognized as revenue (Amortization of SDCC)	\$ (114,860)	\$ (183,241)	\$ -	\$ (50,092)	\$ (6,811)	\$ (355,004)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 2,075,900</b>	<b>\$ 3,865,592</b>	<b>\$ -</b>	<b>\$ 951,749</b>	<b>\$ 51,455</b>	<b>\$ 6,944,696</b>



SCHEDULE 2

School Jurisdiction Code: 1085

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

	Other GoA Ministries					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		Total other sources
<b>Deferred Operating Contributions (DOC)</b>										
Balance at August 31, 2023	\$ -	\$ 156,043	\$ -	\$ -	\$ 156,043	\$ 48,062	\$ 28,833	\$ 11,513	\$ 88,408	\$ 3,396,925
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ 156,043</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 156,043</b>	<b>\$ 48,062</b>	<b>\$ 28,833</b>	<b>\$ 11,513</b>	<b>\$ 88,408</b>	<b>\$ 3,396,925</b>
Received during the year (excluding investment income)	\$ -	\$ 2,340	\$ -	\$ -	\$ 2,340	\$ 72,000	\$ 26,080	\$ 7,697	\$ 105,777	\$ 7,076,741
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (79,746)	\$ -	\$ -	\$ (79,746)	\$ (21,260)	\$ (29,833)	\$ (5,100)	\$ (56,193)	\$ (5,829,492)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,001,841)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 78,637</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 78,637</b>	<b>\$ 98,802</b>	<b>\$ 25,080</b>	<b>\$ 14,110</b>	<b>\$ 137,992</b>	<b>\$ 3,642,333</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>										
Balance at August 31, 2023	\$ 364,272	\$ -	\$ -	\$ -	\$ 364,272	\$ -	\$ 25,739	\$ -	\$ 25,739	\$ 1,097,426
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 364,272</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 364,272</b>	<b>\$ -</b>	<b>\$ 25,739</b>	<b>\$ -</b>	<b>\$ 25,739</b>	<b>\$ 1,097,426</b>
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 618,652
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (119,533)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ 364,272</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 364,272</b>	<b>\$ -</b>	<b>\$ 25,739</b>	<b>\$ -</b>	<b>\$ 25,739</b>	<b>\$ 1,596,545</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 364,272</b>	<b>\$ 78,637</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 442,909</b>	<b>\$ 98,802</b>	<b>\$ 50,819</b>	<b>\$ 14,110</b>	<b>\$ 163,731</b>	<b>\$ 5,238,878</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>										
Balance at August 31, 2023	\$ 54,088,626	\$ -	\$ -	\$ -	\$ 54,088,626	\$ -	\$ 13,410	\$ -	\$ 13,410	\$ 60,280,362
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 54,088,626</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 54,088,626</b>	<b>\$ -</b>	<b>\$ 13,410</b>	<b>\$ -</b>	<b>\$ 13,410</b>	<b>\$ 60,280,362</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,001,841
Transferred from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,533
Amounts recognized as revenue (Amortization of SDCC)	\$ (2,088,767)	\$ -	\$ -	\$ -	\$ (2,088,767)	\$ -	\$ (1,578)	\$ -	\$ (1,578)	\$ (2,445,349)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 51,999,859</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 51,999,859</b>	<b>\$ -</b>	<b>\$ 11,832</b>	<b>\$ -</b>	<b>\$ 11,832</b>	<b>\$ 58,956,387</b>

**SCHEDULE 3**

School Jurisdiction Code: 1085

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

2023

REVENUES	Instruction		Operations and		Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance						
(1) Alberta Education	\$ 1,602,198	\$ 42,994,420	\$ 6,277,572	\$ 4,532,097	\$ 2,520,661	\$ -	\$ 57,926,948	\$ 57,329,645	
(2) Alberta Infrastructure	\$ -	\$ 244,575	\$ 1,865,836	\$ -	\$ -	\$ -	\$ 2,110,411	\$ 2,206,309	
(3) Other - Government of Alberta	\$ -	\$ 328,279	\$ -	\$ -	\$ -	\$ 408,687	\$ 736,966	\$ 672,483	
(4) Federal Government and First Nations	\$ -	\$ 21,259	\$ -	\$ -	\$ -	\$ -	\$ 21,259	\$ 174,117	
(5) Other Alberta school authorities	\$ -	\$ -	\$ 100,334	\$ 68,520	\$ -	\$ -	\$ 168,854	\$ 120,058	
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(9) Fees	\$ -	\$ 450,164	\$ -	\$ 17,180	\$ -	\$ -	\$ 467,344	\$ 575,458	
(10) Sales of services and products	\$ -	\$ 59,757	\$ 87	\$ 17,406	\$ 10	\$ 138,496	\$ 215,756	\$ 221,131	
(11) Investment income	\$ 26,359	\$ 739,811	\$ 131,705	\$ 79,674	\$ 64,013	\$ -	\$ 1,041,562	\$ 868,487	
(12) Gifts and donations	\$ -	\$ 275,438	\$ -	\$ -	\$ -	\$ -	\$ 275,438	\$ 255,639	
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(14) Fundraising	\$ -	\$ 508,574	\$ -	\$ -	\$ -	\$ -	\$ 508,574	\$ 499,878	
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 10,719	\$ 302	\$ -	\$ -	\$ 11,021	\$ 7,534	
(16) Other	\$ -	\$ 15,104	\$ 14,346	\$ -	\$ 18,748	\$ -	\$ 48,198	\$ 163,912	
<b>(17) TOTAL REVENUES</b>	<b>\$ 1,628,557</b>	<b>\$ 45,637,381</b>	<b>\$ 8,400,599</b>	<b>\$ 4,715,179</b>	<b>\$ 2,603,432</b>	<b>\$ 547,183</b>	<b>\$ 63,532,331</b>	<b>\$ 63,094,651</b>	
<b>EXPENSES</b>									
(18) Certificated salaries	\$ 1,415,437	\$ 23,998,874	\$ -	\$ -	\$ 490,354	\$ -	\$ 25,904,665	\$ 25,414,952	
(19) Certificated benefits	\$ 378,616	\$ 5,560,942	\$ -	\$ -	\$ 110,753	\$ -	\$ 6,050,311	\$ 5,860,161	
(20) Non-certificated salaries and wages	\$ 560,964	\$ 6,401,529	\$ 647,714	\$ 1,692,859	\$ 878,747	\$ 418,714	\$ 10,600,527	\$ 9,944,991	
(21) Non-certificated benefits	\$ 175,853	\$ 1,753,162	\$ 161,045	\$ 425,104	\$ 183,757	\$ 120,425	\$ 2,819,346	\$ 2,528,507	
<b>(22) SUB - TOTAL</b>	<b>\$ 2,530,870</b>	<b>\$ 37,714,507</b>	<b>\$ 808,759</b>	<b>\$ 2,117,963</b>	<b>\$ 1,663,611</b>	<b>\$ 539,139</b>	<b>\$ 45,374,849</b>	<b>\$ 43,748,611</b>	
(23) Services, contracts and supplies	\$ 133,532	\$ 5,711,692	\$ 5,993,861	\$ 2,152,255	\$ 597,896	\$ 11,432	\$ 14,600,668	\$ 16,284,592	
(24) Amortization of supported tangible capital assets	\$ -	\$ 252,963	\$ 2,142,293	\$ 50,093	\$ -	\$ -	\$ 2,445,349	\$ 2,481,275	
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 291,077	\$ 47,242	\$ 394,868	\$ -	\$ -	\$ 733,187	\$ 708,608	
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 316,891	\$ -	\$ -	\$ -	\$ 316,891	\$ 362,702	
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(30) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ 13,479	\$ -	\$ 13,479	\$ 14,648	
(31) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,330	
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ 5,100	\$ -	\$ 5,100	\$ 5,150	
<b>(33) TOTAL EXPENSES</b>	<b>\$ 2,664,402</b>	<b>\$ 43,970,239</b>	<b>\$ 9,309,046</b>	<b>\$ 4,715,179</b>	<b>\$ 2,280,086</b>	<b>\$ 550,571</b>	<b>\$ 63,489,523</b>	<b>\$ 63,643,916</b>	
<b>(34) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (1,035,845)</b>	<b>\$ 1,667,142</b>	<b>\$ (908,447)</b>	<b>\$ 0</b>	<b>\$ 323,346</b>	<b>\$ (3,388)</b>	<b>\$ 42,808</b>	<b>\$ (549,265)</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
Non-certificated salaries and wages	\$ -	\$ 467,030	\$ -	\$ -	\$ 180,684			\$ 647,714	\$ 675,775
Non-certificated benefits	\$ -	\$ 120,720	\$ -	\$ -	\$ 40,325			\$ 161,045	\$ 168,368
<b>SUB-TOTAL REMUNERATION</b>	\$ -	\$ 587,750	\$ -	\$ -	\$ 221,009			\$ 808,759	\$ 844,143
Supplies and services	\$ 1,872,339	\$ 1,745,992	\$ -	\$ -	\$ 908			\$ 3,619,239	\$ 3,228,179
Electricity			\$ 937,002					\$ 937,002	\$ 823,731
Natural gas/heating fuel			\$ 644,550					\$ 644,550	\$ 665,794
Sewer and water			\$ 236,875					\$ 236,875	\$ 212,462
Telecommunications			\$ 4,383					\$ 4,383	\$ 7,178
Insurance					\$ 551,812			\$ 551,812	\$ 622,376
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 2,142,293	\$ 2,142,293	\$ 2,185,494
Unsupported						\$ 364,133	\$ -	\$ 364,133	\$ 403,101
<b>TOTAL AMORTIZATION</b>						\$ 364,133	\$ 2,142,293	\$ 2,506,426	\$ 2,588,595
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ -	\$ -	\$ -	\$ -
Lease payments for facilities				\$ -				\$ -	\$ -
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Losses on disposal of capital assets						\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 1,872,339	\$ 2,333,742	\$ 1,822,810	\$ -	\$ 773,729	\$ 364,133	\$ 2,142,293	\$ 9,309,046	\$ 8,992,458

SQUARE METRES

School buildings	79,535.9	79,535.9
Non school buildings	2,787.1	2,787.1

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	Amortized Cost	
Cash	0.00%	\$ 20,031,867	\$ 20,031,867	\$ 17,268,994	
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	0.00%	\$ 20,031,867	\$ 20,031,867	\$ 17,268,994	

See Note 5 for additional detail.

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	1.50%	\$ 431,788	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 431,788	\$ 431,788	\$ -	\$ 431,788		
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-		
	1.50%	431,788	-	-	-	-	-	431,788	431,788	-	431,788		
<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%	-	-	-	-	-	-	-	-	-	-		
	0.00%	-	-	-	-	-	-	-	-	-	-		
<b>Inflation sensitive</b>													
Real estate	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	-		
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	-		
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-		
	0.00%	-	-	-	-	-	-	-	-	-	-		
<b>Strategic, tactical, and currency investments</b>	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total portfolio investments	1.50%	431,788	-	-	-	-	-	431,788	431,788	-	431,788		

See Note 7 for additional detail.

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

Portfolio Investments Measured at Fair Value	2024				2023 Total
	Level 1	Level 2	Level 3	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	\$ -	\$ -

Operating	2024	2023
	Cost	\$ -
Unrealized gains and losses	-	-
	-	-
<b>Endowments</b>		
Cost	\$ 431,788	\$ 431,788
Unrealized gains and losses	-	-
Deferred revenue	-	-
	431,788	431,788
<b>Total portfolio investments</b>	\$ 431,788	\$ 431,788

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

	2024	2023
	Under 1 year	0.0%
1 to 5 years	0.0%	100.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	100.0%
Total must equal 100%		

**SCHEDULE 6**

School Jurisdiction Code: 1085

**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	Total
	Estimated useful life		25-50 Years	5-10 Years	5-10 Years	4-5 Years		
<b>Historical cost</b>								
Beginning of year	\$ 1,276,770	\$ -	\$ 129,881,460	\$ 11,783,059	\$ 6,677,541	\$ 3,100,258	\$ 152,719,088	136,042,455
Prior period adjustments	-	-	-	-	-	-	-	15,079,375
Additions	-	-	186,431	-	1,564,097	-	1,750,528	1,864,022
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	(418,757)	-	(418,757)	(266,764)
Historical cost, August 31, 2024	\$ 1,276,770	\$ -	\$ 130,067,891	\$ 11,783,059	\$ 7,822,881	\$ 3,100,258	\$ 154,050,859	\$ 152,719,088
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 63,630,968	\$ 10,651,764	\$ 4,116,461	\$ 3,076,513	\$ 81,475,706	66,907,846
Prior period adjustments	-	-	-	-	-	-	-	11,243,707
Amortization	-	-	2,632,220	342,839	510,066	10,301	3,495,426	3,552,585
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	(418,757)	-	(418,757)	(228,432)
Accumulated amortization, August 31, 2024	\$ -	\$ -	\$ 66,263,188	\$ 10,994,603	\$ 4,207,770	\$ 3,086,814	\$ 84,552,375	\$ 81,475,706
<b>Net Book Value at August 31, 2024</b>	<b>\$ 1,276,770</b>	<b>\$ -</b>	<b>\$ 63,804,702</b>	<b>\$ 788,456</b>	<b>\$ 3,615,111</b>	<b>\$ 13,444</b>	<b>\$ 69,498,483</b>	
<b>Net Book Value at August 31, 2023</b>	<b>\$ 1,276,770</b>	<b>\$ -</b>	<b>\$ 66,250,492</b>	<b>\$ 1,131,295</b>	<b>\$ 2,561,080</b>	<b>\$ 23,745</b>		<b>\$ 71,243,382</b>

	2024	2023
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

**SCHEDULE 7**

School Jurisdiction Code: 1085

**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	Expenses	
KARPLUK, DALE	1.00	\$48,591	\$0	\$0	\$0		\$0	\$27,715	
FOWLER, FIONA	1.00	\$36,744	\$0	\$0			\$0	\$22,940	
CAPUTO, SHIRLEY	1.00	\$38,070	\$4,643	\$0			\$0	\$16,197	
DELISLE, DARREL	0.17	\$2,690	\$1,167	\$0			\$0	\$244	
OSHANYK, YVONNE	1.00	\$27,064	\$0	\$0			\$0	\$9,767	
BOBILEK, MELODIE	1.00	\$30,468	\$7,956	\$0			\$0	\$18,025	
PETTITT, JOCELYN	1.00	\$30,105	\$7,935	\$0			\$0	\$14,761	
MINES, JACKIE	0.92	\$29,115	\$6,370	\$0			\$0	\$21,959	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
<b>Subtotal</b>	<b>7.09</b>	<b>\$242,847</b>	<b>\$28,071</b>	<b>\$0</b>			<b>\$0</b>	<b>\$131,606</b>	
Name, Superintendent 1	LEWIS-SHILLINGTON, CAROLYN	1.00	\$208,406	\$47,164	\$0	\$0	\$0	\$0	\$32,664
Name, Superintendent 2	Input Superintendent 2 name here	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Superintendent 3	Input Superintendent 3 name here	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 1	NICHOLSON, SEAN	0.25	\$54,323	\$14,290	\$0	\$0	\$0	\$0	\$6,403
Name, Treasurer 2	LIN, JUN	0.67	\$97,339	\$17,385	\$0	\$0	\$0	\$0	\$17,577
Name, Treasurer 3	Input Treasurer 3 name here	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Other	Input Other name and title here	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$25,696,259	\$6,003,147	\$0	\$0	\$0	\$0	\$0	
School based									
Non-School based									
Non-certificated		\$10,206,018	\$2,759,600	\$0	\$0	\$0	\$0	\$0	
Instructional									
Operations & Maintenance									
Transportation									
Other									
<b>TOTALS</b>	<b>9.01</b>	<b>\$36,505,192</b>	<b>\$8,869,657</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$188,250</b>	

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	\$ -	\$ 15,079,375	\$ -	\$ -	\$ -	\$ 15,079,375	\$ -	\$ 15,079,375	\$ -	\$ -	\$ -	\$ 15,079,375
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	-	-	-	-	-	-	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2023 to Aug. 31, 2024	-	-	-	-	-	-	-	-	-	-	-	-
<b>Balance, Aug. 31, 2024</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,079,375</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	\$ -	\$ 15,079,375	\$ -	\$ -	\$ -	\$ 15,079,375	\$ -	\$ 15,079,375	\$ -	\$ -	\$ -	\$ 15,079,375
Additions resulting from liability incurred	-	-	-	-	-	-	-	-	-	-	-	-
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-	-	-	-	-	-	-
<b>Cost, August 31, 2024</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,079,375</b>
<b>ARO TCA - Accumulated Amortization</b>												
Opening balance, August 31, 2023	\$ -	\$ 11,606,409	\$ -	\$ -	\$ -	\$ 11,606,409	\$ -	\$ 11,243,707	\$ -	\$ -	\$ -	\$ 11,243,707
Amortization expense	-	316,891	-	-	-	316,891	-	362,702	-	-	-	362,702
Revision in estimate	-	-	-	-	-	-	-	-	-	-	-	-
Less: disposals	-	-	-	-	-	-	-	-	-	-	-	-
Accumulated amortization, August 31, 2024	\$ -	\$ 11,923,300	\$ -	\$ -	\$ -	\$ 11,923,300	\$ -	\$ 11,606,409	\$ -	\$ -	\$ -	\$ 11,606,409
<b>Net Book Value at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 3,156,075</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,156,075</b>	<b>\$ -</b>	<b>\$ 3,472,966</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,472,966</b>

**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>	\$139,315	\$5,000	\$17,180	\$0	\$0	\$17,180	\$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	\$1,821	\$1,487	\$1,625	\$5,681	\$0	\$63	\$7,243
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$64,653	\$65,910	\$63,989	\$40,300	\$0	\$59,772	\$44,517
Activity fees	\$89,411	\$126,524	\$111,051	\$44,103	\$0	\$108,108	\$47,046
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Non-Curricular fees</b>							
Extracurricular fees	\$214,824	\$212,545	\$203,734	\$141,686	\$0	\$185,100	\$160,320
Non-curricular travel	\$16,378	\$19,720	\$18,375	\$12,110	\$0	\$17,261	\$13,224
Lunch supervision and noon hour activity fees	\$6,960	\$0	\$160	\$2,538	\$0	\$0	\$2,698
Non-curricular goods and services	\$42,246	\$61,274	\$49,879	\$35,194	\$0	\$69,170	\$15,903
Other fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$575,608</b>	<b>\$492,460</b>	<b>\$465,994</b>	<b>\$281,612</b>	<b>\$0</b>	<b>\$456,654</b>	<b>\$290,952</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
Please provide a description, if needed.		
Cafeteria sales, hot lunch, milk programs	\$61,064	\$51,769
Special events, graduation, tickets	\$85,468	\$70,241
International and out of province student revenue	\$13,947	\$27,274
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$36,821	\$34,583
Adult education revenue	\$10,095	\$8,680
Preschool	\$138,496	\$141,276
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$1,371
Administrative fees and interest	\$1,965	\$1,145
Other (Fundrasing General)	\$0	\$0
Other (Fundraising Charity)	\$0	\$0
<b>TOTAL</b>	<b>\$347,856</b>	<b>\$336,339</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	\$ 255,570	\$ 21,054	\$ -	\$ 276,624
Educational administration (excluding superintendent)	335,059	6,258	-	341,317
Business administration	550,506	292,940	5,100	848,546
Board governance (Board of Trustees)	271,021	232,339	-	503,360
Information technology	-	-	-	-
Human resources	176,821	56,839	-	233,660
Central purchasing, communications, marketing	-	-	-	-
Payroll	74,634	1,945	-	76,579
Administration - insurance	-	-	-	-
Administration - amortization	-	-	-	-
Administration - other (admin building, interest)	-	-	-	-
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>\$ 1,663,611</b>	<b>\$ 611,375</b>	<b>\$ 5,100</b>	<b>\$ 2,280,086</b>
Less: Amortization of unsupported tangible capital assets				\$0
<b>TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES</b>				<b>2,280,086</b>
<b>REVENUES</b>				<b>2024</b>
System Administration grant from Alberta Education				2,520,661
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				-
System Administration funding from others				82,771
<b>TOTAL SYSTEM ADMINISTRATION REVENUES</b>				<b>2,603,432</b>
Transfers (to)/from System Administration reserves				-
Transfers (to) other programs				(323,346)
<b>SUBTOTAL</b>				<b>2,280,086</b>
System Administration expense (over) under spent				\$0

## **1. AUTHORITY AND PURPOSE**

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

The School Division receives funding for instruction and support under Ministerial Grants Regulation (AR 215/2022). The regulation allows for the setting of conditions and use of grant monies. The School 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:

### **a) Basis of Financial Reporting**

#### **Valuation of Financial Assets and Liabilities**

The School 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
Portfolio investments	Fair value and amortized cost
Accounts payable and other accrued liabilities	Cost
Asset retirement obligations	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.

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

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

### Portfolio investments

The School Division has investments in GIC's and term deposits that have maturity dates of greater than three months. GIC's and term deposits are investments not quoted in an active market and are reported at cost or amortized cost. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

Scholarship Endowment Funds are included in Financial Assets in the Statement of Financial Position. Contributions and income pertaining to scholarship endowment funds are recognized on the Statement of Operations and must be held in perpetuity in accordance with the agreement with the donor. Provisions of the agreement require that the interest earned each year is disbursed for scholarships. Undisbursed funds earned on endowment principal are recognized as deferred contributions or as revenue in the year to the extent that stipulations have been met. The principal restriction is that the original contribution should be maintained intact in perpetuity.

Impairment is defined as a loss in value of a portfolio investment that is other than a temporary decline and is included in the Statement of Operations. In the case of an item in the fair value category, a reversal of any net remeasurement gains recognized in previous reporting periods up to the amount of the write-down is reported in the Statement of Remeasurement Gains and Losses. A subsequent increase in value would be recognized on the Statement of Remeasurement Gains and Losses and realized on the Statement of Operations only when sold.

Detailed information regarding portfolio investments is disclosed in the Schedule 5: Schedule of Cash, Cash Equivalents, and Portfolio Investments.

### Other financial assets

Other financial assets are valued at the lower of cost or expected net realizable value.

### **Liabilities**

Liabilities are present obligations of the School 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.

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

### 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 School 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 contributions also include 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 jurisdiction, 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.

### Deferred Contributions (continued)

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 capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the School Division to use the asset in a prescribed manner over the life of the associated asset.

### Asset Retirement Obligations

Asset retirement obligations are legal obligations associated with the retirement of a tangible capital assets (TCA). Asset retirement activities include all activities relating to an asset retirement obligation. These may include, but are not limited to;

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

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

- 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.

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

### 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 net of any expected recoveries, when all of the following criteria are met:

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

Other environmental liabilities [which are not liabilities for contaminated sites under PS 3260 or asset retirement obligations under PS 3280] are recognized when all of the following criteria are met:

- i. The School Division has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- ii. the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand;
- iii. the transaction or events obligating The School Division have already occurred; and
- iv. a reasonable estimate of the amount can be made.

### **Non-Financial Assets**

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

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

Non-financial assets include tangible capital assets, inventories of supplies and prepaid expenses.

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

Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset and asset retirement cost.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Construction-in-progress is recorded as a transfer to the applicable asset class at substantial completion. Construction-in-progress is not subject to amortization.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the School Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Board are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School 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	2% to 4%
Vehicles & Buses	10% to 20%
Computer Hardware & Software	20% to 25%
Other Equipment & Furnishings	10% to 20%

Inventories of supplies

Inventories of supplies are valued at the lower of cost and replacement cost. Cost is determined on a weighted average basis

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.

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

### **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 Changes in 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 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 the School 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 School Division complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the School 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 School Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the School Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the School 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 School Division, the value of their services are not recognized as revenue and expenses in the financial statements because fair value cannot be reasonably determined.

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

### Investment income

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

### **Expenses**

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

### Allocation of Costs

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

### **Program Reporting**

The School 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.



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

**School Generated Funds**

These are funds that come under the control and responsibility of the school principal for school activities. These funds are usually collected, retained, and expended at the school level. A summary of School Generated Funds is listed in Note 14.

**Trusts Under Administration**

The School Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The School Division holds title to the property for the benefit of the beneficiary. Trusts under administration have been excluded from the financial reporting of the School Division. A summary of Trust balances is listed in Note 13.

**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 School 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. 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 and rates for amortization and asset retirement obligations. 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.

### **3. ADOPTION OF NEW ACCOUNTING STANDARDS**

Effective September 1, 2023, the school division adopted PS 3160 Public Private Partnerships (P3), PS 3400 Revenue and PSG-8 Purchased Intangibles prospectively, with the exception of P3 contracts entered prior to September 1, 2023, of which retroactive application is used without restating prior year comparatives. As a result, prior year comparatives are not restated for revenue, purchased intangibles or P3 contracts.

- **PS 3400 Revenue**

Establishes how to account for and report on revenue by differentiating between revenue arising from transactions that include performance obligations and transactions that do not.

- There were no changes to the measurement of revenues on adoption of the new standard.

- **PSG-8 Purchased Intangibles**

Purchased intangibles are identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction. These intangibles are recognized and carried at their cost, less any accumulated amortization and any impairment losses.

- There were no changes to the statements required on adoption of the new standard.

- **PS 3160 Public Private Partnerships**

- There were no changes to the statements required on adoption of the new standard.

### **4. FUTURE CHANGES IN ACCOUNTING STANDARDS**

On September 1, 2026, the School 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.

**Grande Yellowhead School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**5. ACCOUNTS RECEIVABLE**

	2024		2023	
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ -	\$ -	\$ -	\$ 62,141
Alberta Education - WMA	(32,963)	-	(32,963)	291,557
Other Alberta school jurisdictions	-	-	-	14,900
Alberta Health Services	61,299	-	61,299	85,195
Federal government	151,568	-	151,568	219,380
Other	32,838	-	32,838	11,611
<b>Total</b>	<b>\$ 212,742</b>	<b>\$ -</b>	<b>\$ 212,742</b>	<b>\$ 684,784</b>

**6. CREDIT FACILITY**

The School Division has negotiated a line of credit in the amount of \$400,000 that bears interest at Prime plus ½ %, secured by Alberta Learning Funding received or to be received by the School Division. This line of credit is up for renewal on August 31 of each year. At year-end, the School Division had not drawn on the available line of credit (2023: nil).

**7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	2024	2023
Federal government	\$ 583,105	\$ 565,250
Accrued vacation pay liability	114,839	107,412
Other salaries & benefit costs	684,442	668,714
Other trade payables and accrued liabilities	2,531,262	1,592,988
<b>Total</b>	<b>\$ 3,913,648</b>	<b>\$ 2,934,364</b>

**Grande Yellowhead School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

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

	<b>2024</b>	<b>2023</b>
Asset Retirement Obligations, beginning of year	\$ 15,079,375	\$ 15,079,375
Liability incurred	-	-
Liability settled	-	-
Accretion expense	-	-
Revision in estimates	-	-
Asset Retirement Obligations, end of year	<b>\$ 15,079,375</b>	\$ 15,079,375

Tangible capital assets with associated retirement obligations include buildings. The School Division has asset retirement obligations to remove hazardous asbestos fibre containing materials from various buildings under its control. Regulations require the school 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 school 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 the valuation report from the Facility Services; Alberta Infrastructure's VFA database, the school division asset schedule and an estimated standardized remediation cost.

The extent of the liability is limited to costs directly attributable to the removal of hazardous asbestos fibre containing materials from various buildings under school division's control in accordance with the establishing the liability. The entity estimated the nature and extent of hazardous materials in its buildings based on the potential square meter [54,438] affected and the average costs per square meter [\$277] to remove and dispose of the hazardous materials.

The School Division has measured AROs related to hazardous asbestos fibre containing materials at its current value due to the uncertainty about when the hazardous materials would be removed.

**Grande Yellowhead School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**9. NET ASSETS**

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

	<b>2024</b>	<b>2023</b>
Unrestricted surplus	\$ -	\$ -
Operating reserves	3,255,985	2,943,248
Accumulated surplus (deficit) from operations	\$ 3,255,985	\$ 2,943,248
Investment in tangible capital assets	(4,537,280)	(4,116,175)
Capital reserves	8,533,770	8,382,594
Endowments*	431,788	431,788
Accumulated remeasurement gains (losses)	-	-
Accumulated surplus (deficit)	<u>\$ 7,684,263</u>	<u>\$ 7,641,455</u>

Included in accumulated surplus from operations are school generated funds to which the School Division has no claim. Adjusted accumulated surplus represents funds owned by the School Division.

	<b>2024</b>	<b>2023</b>
Accumulated surplus (deficit) from operations	\$ 3,255,985	\$ 2,943,248
Add: Non-vesting accumulating employee future benefits charged to accumulated surplus	-	-
Deduct: School generated funds included in accumulated surplus (Note 26)	1,260,957	1,179,724
Adjusted accumulated surplus (deficit) from operations**	<u>\$ 1,995,028</u>	<u>\$ 1,763,524</u>

\*Terms of the endowments stipulate that the principal balance be maintained permanently. Investment income \$5,150 (2023 - \$11,513) is externally restricted for scholarships and is included in deferred contributions.

\*\*Adjusted accumulated surplus (deficit) from operations represents funds available for use by the School Division after deducting funds raised at school-level.

**10. ENDOWMENTS**

Endowments represent principal amounts contributed for student scholarships. The conditions of the endowment agreement are such that principal amounts must be held in perpetuity in accordance with stipulations placed by the contributor. Endowment assets are held in portfolio investments.

**Grande Yellowhead School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**11. CONTRACTUAL OBLIGATIONS**

	<b>2024</b>	<b>2023</b>
Building projects *	\$ -	\$ 68,375
Building leases **	44,625	96,138
Service providers ***	195,238	372,262
Other (Specify)	-	-
Other	-	-
<b>Total</b>	<b>\$ 239,863</b>	<b>\$ 536,775</b>

(\*\*) Building leases: The School Division has various leases for off campus facilities. The annual obligations are included in the summary below.

(\*\*\*) Service providers: Konica Minolta and the School Division entered into an agreement which covers the annual lease for equipment and software for electronic document management. The annual lease base contract charge is \$97,619 and expires August 31, 2026.

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

	<b>Building Projects</b>	<b>Building Leases</b>	<b>Service Providers</b>	<b>Other (Specify)</b>	<b>Other</b>
2024-2025	\$ -	\$ 28,875	\$ 97,619	\$ -	\$ -
2025-2026	-	15,750	97,619	-	-
2026-2027	-	-	-	-	-
2027-2028	-	-	-	-	-
2028-2029	-	-	-	-	-
Thereafter	-	-	-	-	-
<b>Total</b>	<b>\$ -</b>	<b>\$ 44,625</b>	<b>\$ 195,238</b>	<b>\$ -</b>	<b>\$ -</b>

**12. CONTINGENT LIABILITIES**

The School Division is a member of Alberta Risk Management Insurance Consortium (ARMIC), Urban Schools Insurance Consortium (USIC), or Rural Municipalities of Alberta (RMA). Under the terms of its membership, the jurisdiction could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The jurisdiction's share of the pool as at August 31, 2024 is \$568,452 (2023 - \$467,089)-

The School Division has been named as a defendant in various lawsuits. Where the outcome of a claim against the School Division is considered likely to result in a loss and the amount of the loss can be reasonably estimated, accrued liabilities have been recorded. Where the resulting potential losses, if any, cannot be determined or the occurrence of future events is unknown, accrued liabilities have not been established.

**Grande Yellowhead School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**13. TRUSTS UNDER ADMINISTRATION**

The School 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:

	<b>2024</b>	<b>2023</b>
Scholarship trusts	\$ -	\$ 39,634
Total	\$ -	\$ 39,634

**14. SCHOOL GENERATED FUNDS**

	<b>2024</b>	<b>2023</b>
School Generated Funds, Beginning of Year	\$ 1,179,724	\$ 1,143,826
Gross Receipts:		
Fees	448,814	434,243
Fundraising	508,574	499,878
Gifts and donations	273,860	253,968
Grants to schools	-	-
Other sales and services	59,507	57,386
Total gross receipts	\$ 1,290,755	\$ 1,245,475
Total Related Expenses and Uses of Funds	1,209,522	1,209,577
Total Direct Costs Including Cost of Goods Sold to Raise Funds	-	-
<b>School Generated Funds, End of Year</b>	<b>\$ 1,260,957</b>	<b>\$ 1,179,724</b>
Balance included in Deferred Contributions*	\$ -	\$ -
Balance included in Accounts Payable**	\$ -	\$ -
Balance included in Accumulated Surplus (Operating Reserves)***	\$ 1,260,957	\$ 1,179,724

**Grande Yellowhead School Division  
Notes to the Financial Statements  
For the Year Ended August 31, 2024**

**15. 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.

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
<b>Government of Alberta (GOA):</b>				
<b>Alberta Education</b>				
Accounts receivable / Accounts payable	\$ (32,963)	\$ -		
Prepaid expenses / Deferred operating revenue		3,425,705		
Unexpended deferred capital contributions		1,206,534		
Expended deferred capital revenue		6,944,696	280,878	
Grant revenue & expenses			55,243,997	
ATRF payments made on behalf of district			2,402,073	
<b>Other Alberta school jurisdictions</b>			168,854	
<b>Transfer of schools to / from other school jurisdictions</b>				
<b>Alberta Treasury Board and Finance (Principal)</b>				
<b>Alberta Treasury Board and Finance (Accrued interest)</b>				
<b>Alberta Health Services</b>	61,299		328,279	
<b>Alberta Infrastructure</b>				
Alberta Infrastructure				
Unexpended deferred capital contributions		364,273		
Spent deferred capital contributions		51,999,859	2,088,767	
<b>TOTAL 2023/2024</b>	<b>\$ 28,336</b>	<b>\$ 63,941,067</b>	<b>\$60,512,848</b>	<b>\$ -</b>
<b>TOTAL 2022/2023</b>	<b>\$ 399,621</b>	<b>\$ 64,647,122</b>	<b>\$60,335,462</b>	<b>\$ 21,868</b>



## **16. 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 School 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 jurisdiction is included in both revenues and expenses. For the school year ended August 31, 2024, the amount contributed by the Government was \$2,402,073 (2023 - \$2,446,019).

The School Division participates in a multi-employer pension plan, the Local Authorities Pension Plan. The School 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 \$509,600 for the year ended August 31, 2024 (2023 - \$478,423). 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 School Division provides non-contributory defined benefit supplementary retirement benefits to its executives. The School Division participates in the multi-employer supplementary integrated pension plan (SIPP) for members of senior administration. The plan provides a supplement to the LAPP or ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the *Income Tax Act*. The annual expenditure for this pension plan is equivalent to the annual contributions of \$20,866 for the year ended August 31, 2024 (2023 - \$29,183)

## **17. FINANCIAL INSTRUMENTS RISK MANAGEMENT**

The School Division is exposed to a variety of risks with respect to its financial instruments including interest rate risk and liquidity risk.

### **(a) Interest Rate Risk**

The School Division is exposed to interest rate associated with the underlying interest-bearing securities held in the investment funds. Interest rate risk relates to the possibility that the fair value of investments will change due to future fluctuations in market interest rates.

### **(b) Liquidity Risk**

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Division is exposed to this risk mainly in respect of its receipt of funds from Alberta Education and other related sources, and accounts payable and accrued liabilities.

The School Division mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting.

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

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

**19. BUDGET AMOUNTS**

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

DRAFT

## 7.2.3

**Action Item  
November 20, 2024**

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
**Subject: Transfer of Reserves**  
Originator: J. Lin, Secretary-Treasurer  
Resource: L. Liu, Director of Finance

### **RECOMMENDATION**

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

Summary of the transfer is outlined below:

- Net transfers to/from Operating Reserves equal \$359,699
  - Program Surplus / (Deficit): \$42,808
  - Amortization of Asset Retirement Obligation: \$316,891
  - Transfer to Capital Reserve: \$0
- Net transfers to/from Capital Reserves equal \$151,176
  - Unsupported Amortization: \$702,410
  - Other Contributions: \$11,021
  - Board Funded Tangible Capital Assets: \$(562,255)
  - Transfer from Operating Reserve: \$0

### **REPORT**

#### **Governance Implications**

As per Board Policy 2, *Role of the Board*, the Board of Trustees is responsible for fiscal accountability to the provincial government.

## Background

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.

## Context of the Recommendation

Alberta school jurisdictions 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 \$3.3 million. This is composed of

- |    |                         |                |
|----|-------------------------|----------------|
| 1. | Operating Reserves:     | \$2.04 million |
| 2. | School Generated Funds: | \$1.26 million |

Total accumulated surplus from operations, less school generated funds, is approximately \$2.04 million. This is equivalent to 3.2 per cent of the Division's total annual operating expenses.

The Department of Education examines the reasonability of school boards' accumulated surplus from operations by applying a target range of 1.0 to 4.0 per cent of total annual operating expenses. Based on the operating expense of \$63.5 million in 2023-2024 this would be between \$0.6 and \$2.5 million.

## Conclusion

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

Table 1: Operating Reserves Balance August 31, 2024

Operating Reserves		Balance Aug 31, 2023	Program Surplus/(Deficit)	Amortization of Unsupported Asset Retirement Obligations	Transferred Between Operating Reserves	Transferred To/From Capital Reserves	Balance Aug 31, 2024
A	B	C	D	E	F	G	
(1) <b>Instruction Program:</b>							
(2) General Instruction	\$ 506,362	\$ 573,556	\$ -	\$ (271,598)	\$ -	\$ 808,319	
(3) School Generated Funds <sup>(1)</sup>	\$ 1,179,724	\$ 81,233	\$ -	\$ -	\$ -	\$ 1,260,957	
(4) School Carry forward (3%)	\$ 940,314	\$ (23,492)	\$ -	\$ -	\$ -	\$ 916,822	
(5) <b>Sub-Total: Instruction</b>	<b>\$ 2,626,400</b>	<b>\$ 631,297</b>	<b>\$ -</b>	<b>\$ (271,598)</b>	<b>\$ -</b>	<b>\$ 2,986,099</b>	
		\$ -					
(6) <b>Operations &amp; Maintenance (O&amp;M) Program:</b>							
(7) General Operations and Maintenance	\$ -	\$ (908,447)	\$ 316,891	\$ 591,556	\$ -	\$ -	
(8) Yellowhead County Land Improvement	\$ 150,000			\$ (46,962)	\$ -	\$ 103,038	
(9) Insurance Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(10) <b>Sub-Total: O&amp;M</b>	<b>\$ 150,000</b>	<b>\$ (908,447)</b>	<b>\$ 316,891</b>	<b>\$ 544,594</b>	<b>\$ -</b>	<b>\$ 103,038</b>	
(11) <b>Transportation</b>							
(12) General Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(13) <b>Sub-Total: Transportation</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
				\$ -			
(14) <b>System Administration Program:</b>							
(15) General System Administration	\$ 106,848	\$ 323,346		\$ (323,346)	\$ -	\$ 106,848	
(16) Election	\$ 60,002	\$ -	\$ -	\$ -	\$ -	\$ 60,002	
(17) <b>Sub-Total: System Administration</b>	<b>\$ 166,850</b>	<b>\$ 323,346</b>	<b>\$ -</b>	<b>\$ (323,346)</b>	<b>\$ -</b>	<b>\$ 166,850</b>	
(18) <b>External Services:</b>							
(19) General	\$ 15,388	\$ 568	\$ -	\$ 3,388	\$ -	\$ 19,344	
(20) Junior Kindergarten	\$ (15,388)	\$ (3,956)	\$ -	\$ -	\$ -	\$ (19,344)	
(21) <b>Sub-Total: External Services</b>	<b>\$ -</b>	<b>\$ (3,388)</b>	<b>\$ -</b>	<b>\$ 3,388</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total</b>	<b>\$ 2,943,250</b>	<b>\$ 42,808</b>	<b>\$ 316,891</b>	<b>\$ (46,962)</b>	<b>\$ -</b>	<b>\$ 3,255,987</b>	

Note:

(1) Not included in reserve maximum limit

Table 2: Capital Reserves Balance August 31, 2024

Capital Reserves	Balance Aug 31, 2023	Amortization	Other Contributions	Board funded tangible capital asset additions	Transferred Between Capital Reserves	Transferred to/from Operating Reserves	Balance Aug 31, 2024
A	B	C	D	E	F	G	H
(1) <b>Instruction Program:</b>							
(2) Technology	\$ 234,305	\$ -		\$ (116,374)	\$ -	\$ -	\$ 117,931
(3) Schools (Activity Buses) <sup>(1)</sup>	\$ 285,015	\$ 40,134		\$ (142,015)	\$ -	\$ -	\$ 183,134
(4) Grand Trunk Second Gym	\$ 3,600,000		\$ -		\$ -	\$ -	\$ 3,600,000
(5) <b>Sub-Total: Instruction</b>	<b>\$ 4,119,320</b>	<b>\$ 40,134</b>	<b>\$ -</b>	<b>\$ (258,389)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,901,065</b>
(6) <b>System Administration Program:</b>							
(7) Administration Building	\$ 42,889	\$ 42,889	\$ -	\$ -	\$ -	\$ -	\$ 85,778
(8) <b>Sub-Total: System Administration:</b>	<b>\$ 42,889</b>	<b>\$ 42,889</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 85,778</b>
(9) <b>Operations &amp; Maintenance (O&amp;M) Program:</b>							
(10) Major Maintenance of Non-supported Buildings	\$ 469,771	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 469,771
(11) HVAC Upgrades	\$ 364,296	\$ -	\$ -		\$ -	\$ -	\$ 364,296
(12) Maintenance Vehicles <sup>(1)</sup>	\$ 89,401	\$ 41,290	\$ 10,719	\$ -	\$ -	\$ -	\$ 141,410
(13) Insurance Contingency	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000
(14) Future Capital Projects	\$ 2,609,463	\$ 188,631	\$ -	\$ -	\$ -	\$ -	\$ 2,798,094
(15) <b>Sub-Total: O&amp;M</b>	<b>\$ 3,632,931</b>	<b>\$ 229,922</b>	<b>\$ 10,719</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,873,572</b>
(16) <b>Transportation Program:</b>							
(17) School Buses <sup>(1)</sup>	\$ 587,453	\$ 389,465	\$ 302	\$ (303,866)	\$ -	\$ -	\$ 673,354
(18) <b>Sub-Total: Transportation</b>	<b>\$ 587,453</b>	<b>\$ 389,465</b>	<b>\$ 302</b>	<b>\$ (303,866)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 673,354</b>
<b>Total</b>	<b>\$ 8,382,593</b>	<b>\$ 702,410</b>	<b>\$ 11,021</b>	<b>\$ (562,255)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,533,769</b>

## 7.2.4

**Action Item**  
**November 20, 2024**

To: Board of Trustees

From: Dr. Parsons, Interim Superintendent of Schools

**Subject: Transfer of \$500,000 from Capital Reserves to Operating Reserves**

Originator: J. Lin, Secretary-Treasurer

### **RECOMMENDATION**

That the Board of Trustees moves to request Alberta Education's ministerial permission to transfer \$500,000 from Capital Reserves to Operating Reserves.

### **REPORT**

#### **Governance Implication:**

Moving funds from capital reserves to operating requires Alberta Education's ministerial permission.

#### **Context of the Recommendation:**

The July 2024 wildfire in Jasper required the Grande Yellowhead Public School Division to make an insurance claim. The deductible was \$500,000. In addition, Alberta Education, on behalf of the Alberta provincial government, provided the Division with \$4,500,000 million dollars backstop for a total initial payment of \$5,000,000 to the restoration company contracted to clean the schools.

#### **Conclusion:**

That the Board of Trustees moves to request Alberta Education's ministerial permission to transfer \$500,000 from Capital Reserves to Operating Reserves.

## 7.2.5

**Action Item**  
**November 20, 2024**

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
**Subject: Letter Requesting Compensation for Insurance Deductible**  
Originator: S. Caputo, Vice-Chair, Trustee Hinton

### **RECOMMENDATION**

That the Board of Trustees moves to direct administration to send a letter requesting the Federal Minister of Environment and Climate Change, The Honourable Steven Guilbeault, compensate Grande Yellowhead Public School Division the \$500,000 insurance deductible in relation to the July, 2024, Jasper Wild Fire.

### **REPORT**

#### **Governance Implication:**

As per Board Policy 2, *Roles of the Board*, political advocacy, identifying issues, and communicating with elected provincial officials is a Board role. The Board values strong working relationships with elected officials in carrying out its stewardship for strong public education and its responsibility to ensure world-class educational experiences for students in Grande Yellowhead Public School Division.

#### **Context:**

The Municipality of Jasper was devastated during the July 2024 wildfire that saw more than a third of the town destroyed. While the two GYPSD schools in Jasper were not burned, the schools suffered significant damage from ash, smoke, and toxic particulates. The remediation and restoration work was extensive. GYPSD was required to make an insurance claim – of which the deductible was \$500,000. For a small, rural school division, this is not an insignificant amount. A loss of \$500,000 to our capital reserves will diminish our Board's ability to move forward with certain targeted projects in order to build up our reserve to cover this unexpected draw.

#### **Conclusion:**

That the Board of Trustees moves to direct administration to send a letter requesting the Federal Minister of Environment and Climate Change, The Honourable Steven Guilbeault, compensate Grande Yellowhead Public School Division the \$500,000 insurance deductible in relation to the July, 2024, Jasper Wild Fire.



## 7.2.6

### Action Item

November 20, 2024

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
Subject: **Alberta Education Results Review (AERR) Submission for 2023/2024**  
Originators: C. Aschenmeier and Dr. Harding  
Assistant Superintendents, Division Services and Supports  
Resource: N. Gilks, Director of Communications and  
Special Projects

### **RECOMMENDATION**

That the Board of Trustees approve the 2023/2024 Alberta Education Results Review (AERR) submission.

### **REPORT**

#### **Governance Implications**

*Student Learning* is a Grande Yellowhead Public School Board Priority, and *Accountability for Student Learning* is a specific area of responsibility as outlined in Board Policy 2 – Role of the Board, Section 1. The *Funding Manual for School Authorities* outlines the [requirements of the annual results review submission](#).

Each year, the AERR provides an analysis of the Division's results – an aggregate of GYPSD schools' work – across five assurance domains, and locally identified areas. The aggregated data reflects the specific work occurring at each school through the School Continuous Improvement Plan to inform the Division's Education Plan.

The results review reflects on the successes or gaps from the *previous* school year. The review identifies where the school's focus needs to be in the *current* school year.

#### **Background:**

The review and action activities combine in a single school document called the *School Continuous Improvement Plan* or SCIP. The SCIP informs the school's stakeholders what the school's goals are, why, and how they are working together to address them. The SCIP is posted on the school's website by the end of November annually.

## Context of the Recommendation

Alberta Education's Assurance Framework identifies five assurance domains that school jurisdictions are responsible for addressing during each school year: *Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance*. In addition, school divisions identify local measures that reflect the contextual needs of their students.

In late January to mid-February, Alberta Education sends an Assurance Measures Survey to staff, students, and parents, inviting them to provide feedback on their school's work within the five domains. A few months later in May, each school principal gains access to their *Spring* Assurance Report through Alberta Education's Extranet – the report provides a summary of results on most of the measurement areas - but it does not include the Student Growth and Achievement data for PATs and Diploma Exams.

As a new process initiative introduced in August 2023, the school principal begins an analysis of the spring data (including other known data, i.e., kindergarten to Grade 4 numeracy/literacy screen results collected in May and June, and/or HLAT results), and school data, like student attendance prior to the beginning of the new school year, the percentage of Grade 12 students who received entry into a post-secondary certificate, diploma, degree or career training program. Initiating the review process in late August supports every school to identify and strategize an approach to tackle their first constraint as soon as the school year begins.

Upon receipt of the *Fall* Assurance Measures Summary Report, data from the PATs and Diploma Exams is added to the summary. School leaders extend and deepen their analysis of student achievement results in the PATs and Diploma exams with their teachers and make adjustments, as required, to their initial School Continuous Improvement Plan. The SCIP is posted on the school's website by the end of November annually.

The results review process includes:

- a cause analysis *lens* to confirm how and what strategies worked effectively and provide clarity to areas that require specific action or a changed approach.
- sharing the school's results with the school council to invite feedback and input into the focus area(s) for the current school year.
- central division staff review the aggregated data and invite principals to provide commentary on their school's results to reflect on the success of strategies that are working well through implementation and identify areas requiring action.
- creation of the first 90-day action cycle – September through the end of November – for principals to engage their staff around one common goal to address the biggest constraint to student learning and achievement.

- ongoing reflection during and at the end of each 90-day cycle; adjustment to maintain continuous focus on the SCIP goal(s).

The results review process provides insight for adaptation/changes to the Education Plan, which is updated each May, submitted to Alberta Education, and posted publicly for all stakeholders on the GYPSD website.

## **Conclusion**

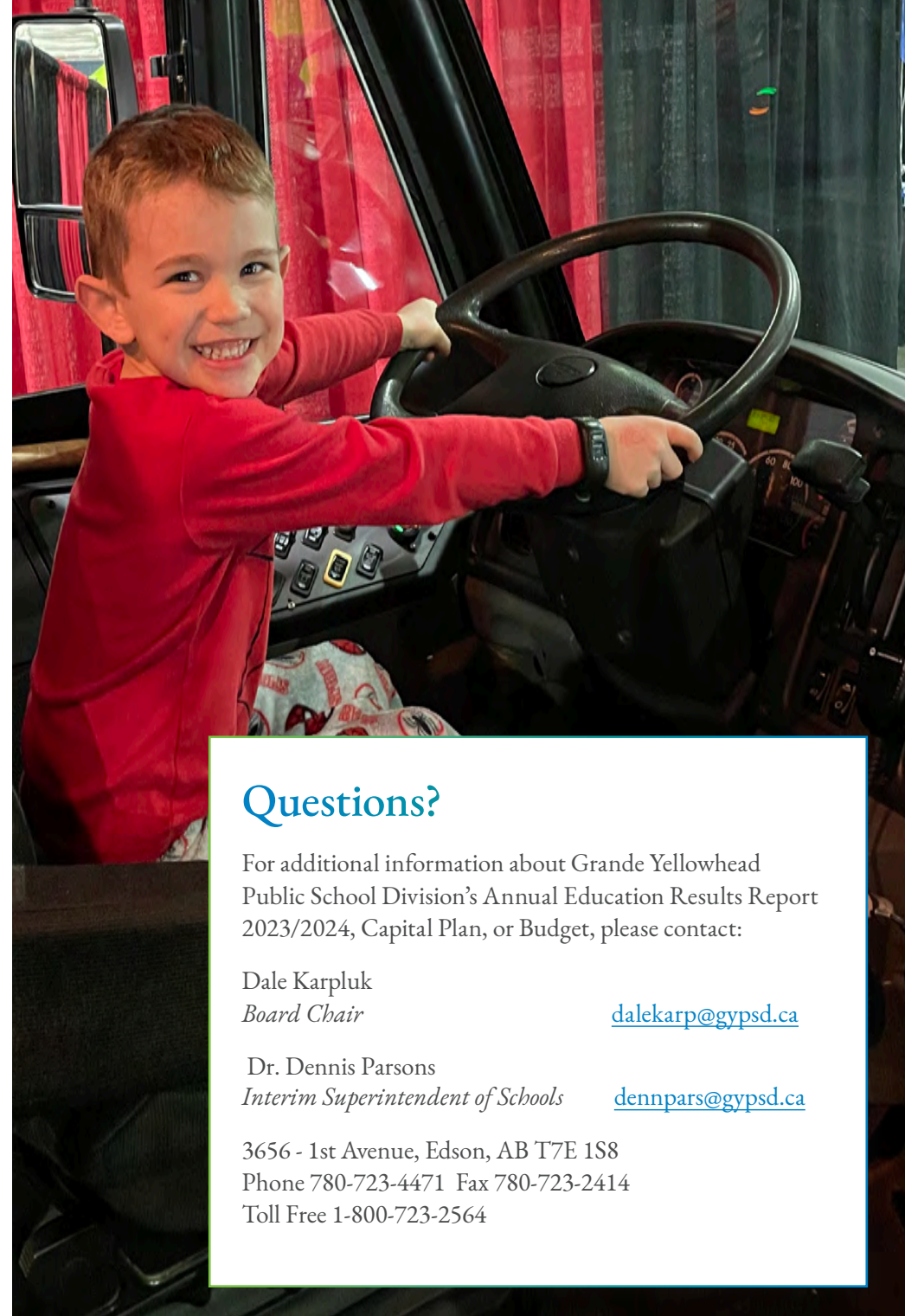
Once approved by the Board, the 2023/24 Alberta Education Results Review (AERR) for GYPSD will be submitted to Alberta Education and posted on the GYPSD website.



**Annual Education  
Results Report 2023/2024**

# Table of Contents

<b>Local and Societal Context</b>	<b>2</b>
Division Profile and Map	3
Our Schools	4
Priorities	5
Accountability Statement	6
<b>Student Growth and Achievement</b>	<b>7</b>
Assurance Measures	8-10
Student Learning Engagement	11
Citizenship	12
High School Completion	13
High School Completion: First Nation, Métis, and Inuit	14
First Nation, Métis, and Inuit Student Success	15
High School Completion: English as an Additional Language	16
Diploma Exam Results	17-19
Provincial Achievement Test Results	20-22
Early Years Literacy and Numeracy Assessments	23
Focus on Literacy and Numeracy	24
<b>Learning Supports</b>	<b>25</b>
Access to a Continuum of Supports and Services	26
Local Measures: Early Learning	27
Welcoming, Caring, Respectful and Safe Learning Environments	28
<b>Teaching and Leading</b>	<b>29</b>
Education Quality	30
Professional Learning, Supervision and Evaluation	31
Mentorship and Leadership Development	32
<b>Governance</b>	<b>33</b>
Stakeholder Engagement	34
Parental Involvement	35
Superintendent's Youth Council	36
Whistleblower Protection	36
<b>Business Operations</b>	<b>37</b>
Facilities	38
Transportation	39
Financial Summary for the 2023/2024 School Year	40-41
Budget Summary for the 2024/2025 School Year	42-43



## Questions?

For additional information about Grande Yellowhead Public School Division's Annual Education Results Report 2023/2024, Capital Plan, or Budget, please contact:

Dale Karpluk  
*Board Chair*

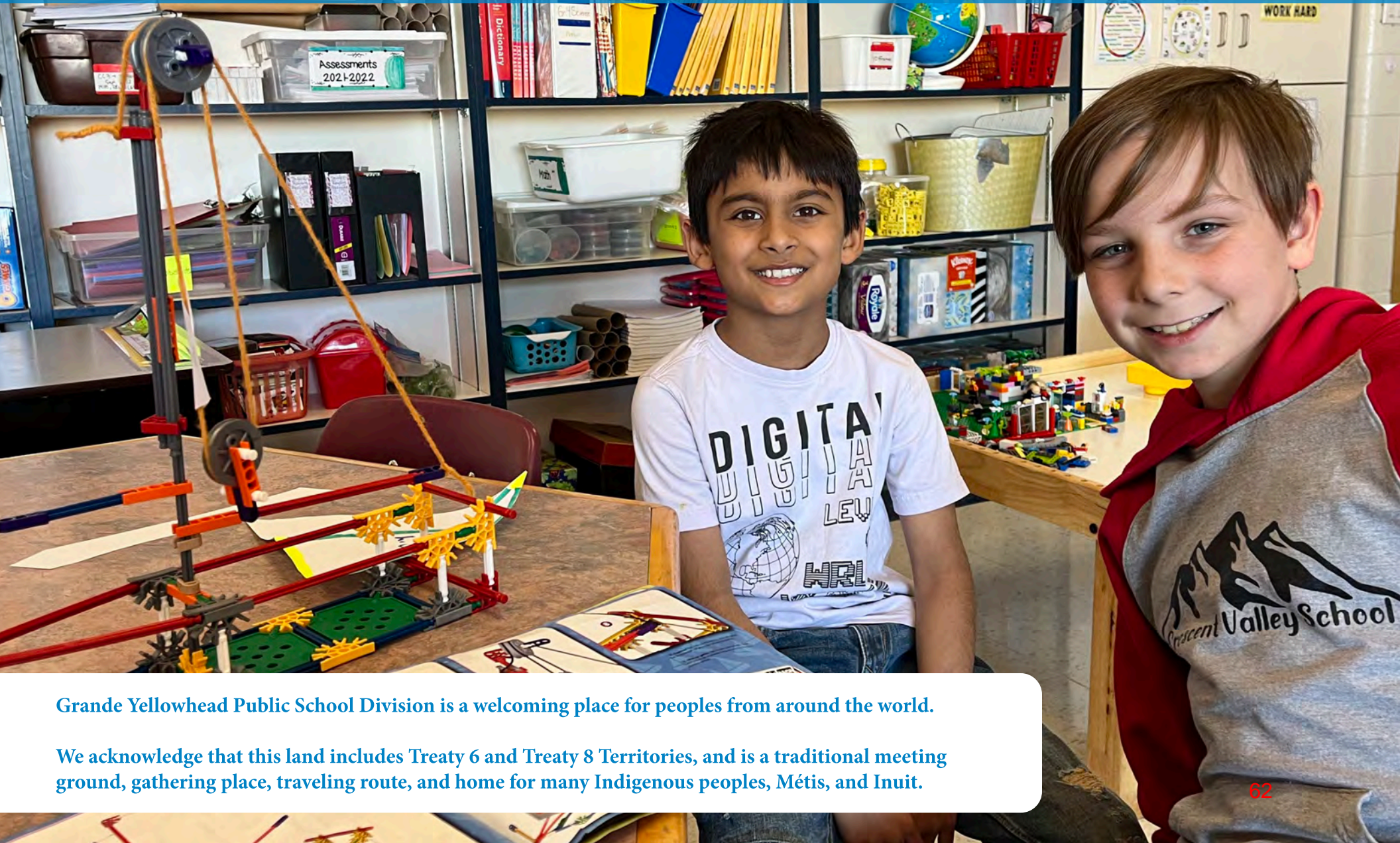
[dalekarp@gypsd.ca](mailto:dalekarp@gypsd.ca)

Dr. Dennis Parsons  
*Interim Superintendent of Schools*

[dennpars@gypsd.ca](mailto:dennpars@gypsd.ca)

3656 - 1st Avenue, Edson, AB T7E 1S8  
Phone 780-723-4471 Fax 780-723-2414  
Toll Free 1-800-723-2564

# Local and Societal Context



Grande Yellowhead Public School Division is a welcoming place for peoples from around the world.

We acknowledge that this land includes Treaty 6 and Treaty 8 Territories, and is a traditional meeting ground, gathering place, traveling route, and home for many Indigenous peoples, Métis, and Inuit.

# Our Communities



Grande Yellowhead Public School Division stretches from Jasper National Park, east to Evansburg and north to the Hamlet of Grande Cache. The jurisdiction includes 17 schools, five outreach centers, 4,549 students, 270 teachers, and 221 support staff members.

In alignment with the Ministerial Order on Student Learning (028-2020), and in union with the community, the Division's commitment is to provide every student an inclusive education with relevant, thought-provoking, and life-based learning opportunities.

# Our Schools



Community Served	School	Grades	Enrollment as of September 30, 2024 (including kindergarten)		
			English	French Immersion	Total
EDSON	Fulham School	K-6	43	n/a	43
	Mary Bergeron Elementary School	K-5	389	n/a	389
	Parkland Composite High School	9-12	517	47	567
	École Pine Grove Middle School	6-8	280	40	320
	École Westhaven School	K-5	188	113	301
GRANDE CACHE	Grande Cache Community High School	9-12	198	n/a	198
	Sheldon Coates School	K-3	211	n/a	211
	Summitview School	4-8	200	n/a	200
HINTON	Crescent Valley School	K-7	285	n/a	285
	Harry Collinge High School	8-12	402	55	457
	École Mountain View School	K-7	239	230	469
JASPER	École Jasper Elementary School	K-6	140	76	216
	Jasper Junior/ Senior High School	7-12	113	66	179
LOBSTICK	Evansview School	K-6	122	n/a	122
	Grand Trunk High School	7-12	210	n/a	210
	Niton Central School	K-9	96	n/a	96
	Wildwood School	K-6	86	n/a	86
THE LEARNING CONNECTION	Edson and Area	1-12	87	n/a	87
	Evansburg	10-12	15	n/a	15
	Grande Cache	10-12	15	n/a	15
	Hinton	10-12	78	n/a	78
	Jasper	10-12	5	n/a	5



# Priorities

Student Learning | Teacher, Support Staff and Leader Excellence | Community Engagement | System Health and Wellness



## Our Vision

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.



## Our Mission

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.



## Our Values

- Rigour
- Integrity
- Courage
- Compassion



## Our Beliefs

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe, and inclusive learning environment.
- Rural communities provide unique learning opportunities for students.
- Students will exit the public school system with a passion for life-long learning and a pathway to their next steps in the world of work, post-secondary, or industry training.
- Learning is a shared responsibility between students, parents, schools, and communities.
- Learners are well prepared for active citizenship.

### The Rural Challenge

GYPSD encompasses a large geographical area that is separated into five communities, each with its unique culture and perspectives.

The range of educational choices in the Edson/ West Lobstick zones are drawing rural families away from their local schools, requiring the Board to make decisions around small, rural school viability.

ALBERTA EDUCATION ASSURANCE MEASURES REVIEW

# Accountability Statement

The Board approved the Annual Education Results Report (AERR) on November 20, 2024.

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

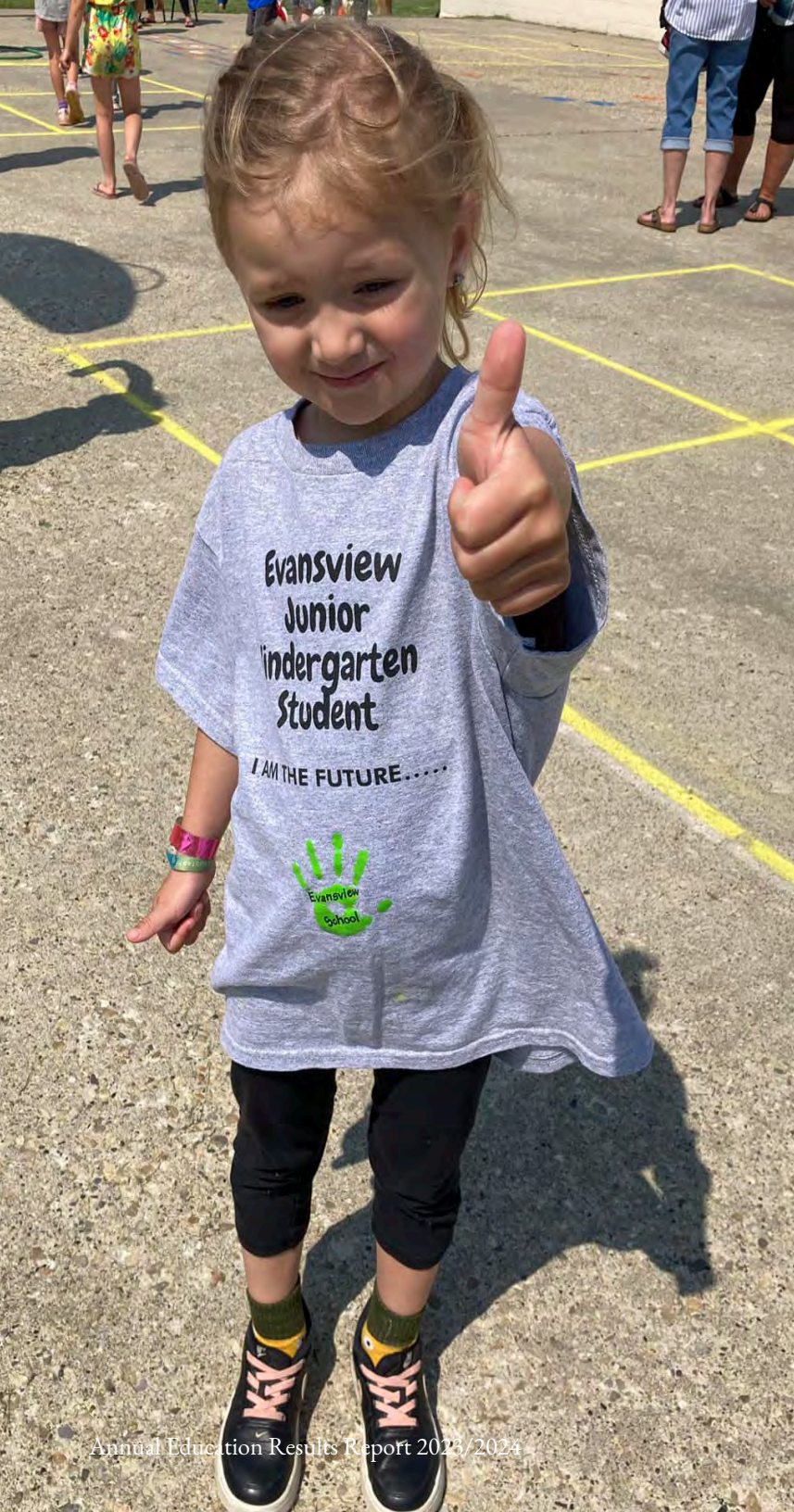
*D. Karpluk*

Dale Karpluk, M.Ed  
*Board Chair*

The AERR for Grande Yellowhead Public School Division 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.

*D. Parsons*

Dr. Dennis Parsons, Ed. D.  
*Interim Superintendent of Schools*





# Student Growth and Achievement

Goal One: GYPSD Students are Successful.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	The Grande Yellowhead School D			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	83.2	83.7	83.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.1	79.9	79.4	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	76.9	71.8	72.9	80.4	80.7	82.4	Intermediate	Improved	Good
	5-year High School Completion	79.6	78.7	79.2	88.1	88.6	87.3	Low	Maintained	Issue
	PAT6: Acceptable	63.9	57.8	n/a	68.5	66.2	66.2	Low	n/a	n/a
	PAT6: Excellence	11.1	7.5	n/a	19.8	18.0	18.0	Low	n/a	n/a
	PAT9: Acceptable	55.3	52.9	n/a	62.5	62.6	62.6	Very Low	n/a	n/a
	PAT9: Excellence	9.0	9.2	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	Diploma: Acceptable	76.1	68.7	68.7	81.5	80.3	80.3	Low	Improved Significantly	Good
	Diploma: Excellence	13.8	9.1	9.1	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	Education Quality	86.3	87.2	87.0	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	84.8	84.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.5	82.8	82.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.3	76.0	76.1	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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 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 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e annee), French Language Arts (9e annee), 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, and Social Studies 30-2.

Authority: 1085 The Grande Yellowhead School Division (FNMI)

Assurance Domain	Measure	The Grande Yellowhead School D (FNMI)			Alberta (FNMI)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	62.1	63.6	60.5	58.6	57.0	59.5	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	69.8	69.0	71.6	69.4	71.3	69.1	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	57.4	54.3	n/a	48.7	45.3	45.3	Very Low	n/a	n/a
	<a href="#">PAT6: Excellence</a>	9.8	0.0	n/a	7.3	6.5	6.5	Low	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	36.0	30.5	n/a	41.4	39.4	39.4	Very Low	n/a	n/a
	<a href="#">PAT9: Excellence</a>	1.7	2.8	n/a	6.1	5.3	5.3	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	70.3	66.3	66.3	76.9	74.8	74.8	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	5.7	3.1	3.1	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	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 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 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Francais (9e annee), French Language Arts (9e annee), 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, Francais 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, and Social Studies 30-2.

# Required Alberta Education Assurance Measures - Overall Summary

## Fall 2024

Authority: 1085 The Grande Yellowhead School Division (EAL)

Assurance Domain	Measure	The Grande Yellowhead School D (EAL)			Alberta (EAL)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	83.3	*	58.2	72.0	72.8	76.7	Intermediate	Improved	Good
	<a href="#">5-year High School Completion</a>	*	*	n/a	88.1	88.7	87.2	*	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	66.7	44.4	n/a	64.6	65.4	65.4	Low	n/a	n/a
	<a href="#">PAT6: Excellence</a>	4.8	0.0	n/a	16.5	15.7	15.7	Very Low	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	80.4	59.4	n/a	52.7	55.3	55.3	High	n/a	n/a
	<a href="#">PAT9: Excellence</a>	16.1	12.5	n/a	10.1	11.0	11.0	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	65.1	52.4	52.4	66.3	67.1	67.1	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	32.6	0.0	0.0	14.0	13.8	13.8	Very High	Improved	Excellent
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

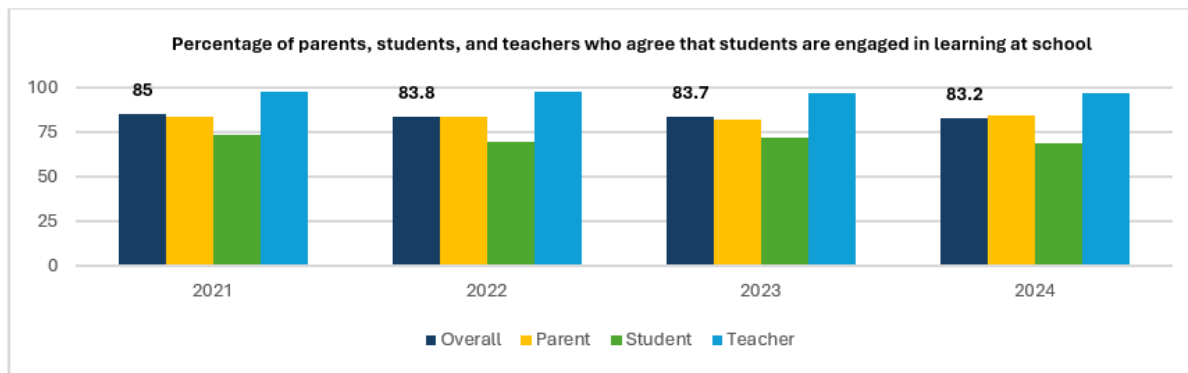
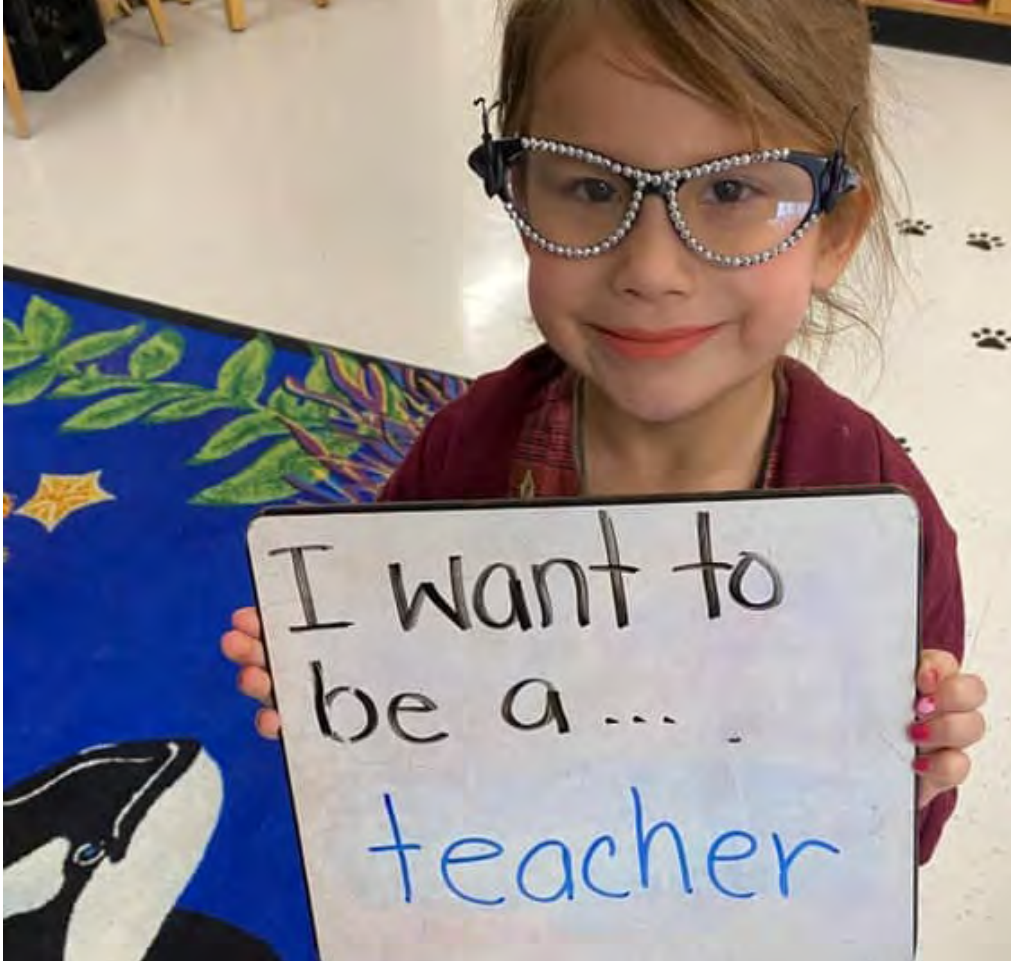
Notes:

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 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 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Francais (9e annee), French Language Arts (9e annee), 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, Francais 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, and Social Studies 30-2.

# Student Learning Engagement

## TEACHERS, PARENTS, AND STUDENTS

Engagement is the measure of successful learning experiences and includes being active in learning, motivated and inspired.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Commentary

- Overall, the Division results were maintained and aligned with the province in this measure.
- The decline in percentage of students engaged in their learning matches the decline across the province.
- Data from students across grade levels showed a decline, especially noted with the Grade 10 group.
- Supporting the transition of Grade 9s from general education into the secondary credit system is a growth area for our high schools.

# Citizenship

## TEACHERS, PARENTS, AND STUDENTS

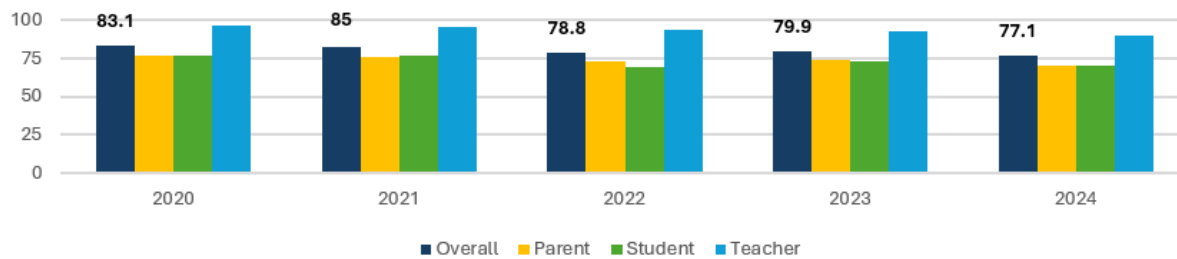
Citizenship is an indication of being a responsible and contributing member of the community.



### Commentary

- Overall, achievement results in this measure showed a slight decline.
- Exceeding the province, the percentage of students over the last six years (except for 2022), reported that their peers modelled the characteristics of active citizenship.
- Data from students across grade levels showed a decline. A significant decline was noted in the Parent Grade 10 group. Of the possible 364 parents of Grade 10 students, only 83 parents responded to the question of citizenship.
- Twenty five (25) participants in the Superintendent's Youth Council led action research projects that identified ways to improve community and culture within their high schools. Trustees heard student proposals shared with their respective principals to ensure student voice is represented in policy and resource allocations.

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



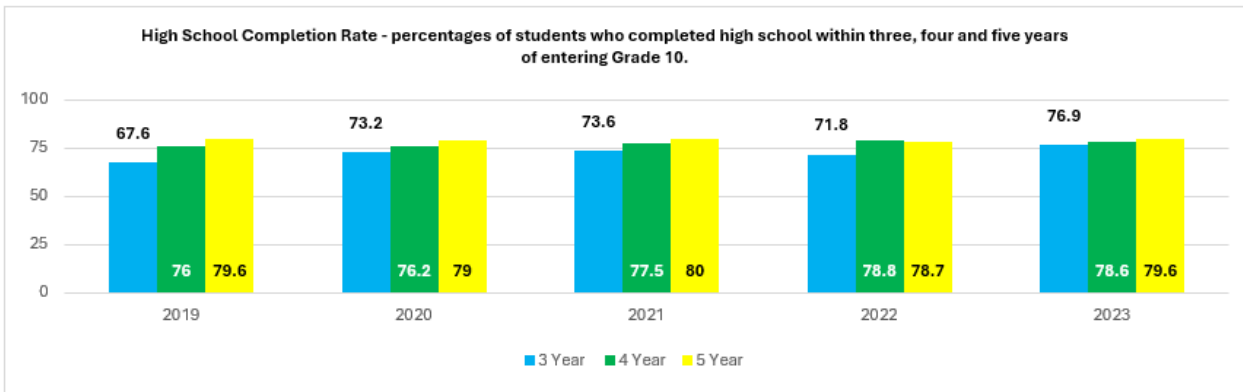
Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.





# High School Completion



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

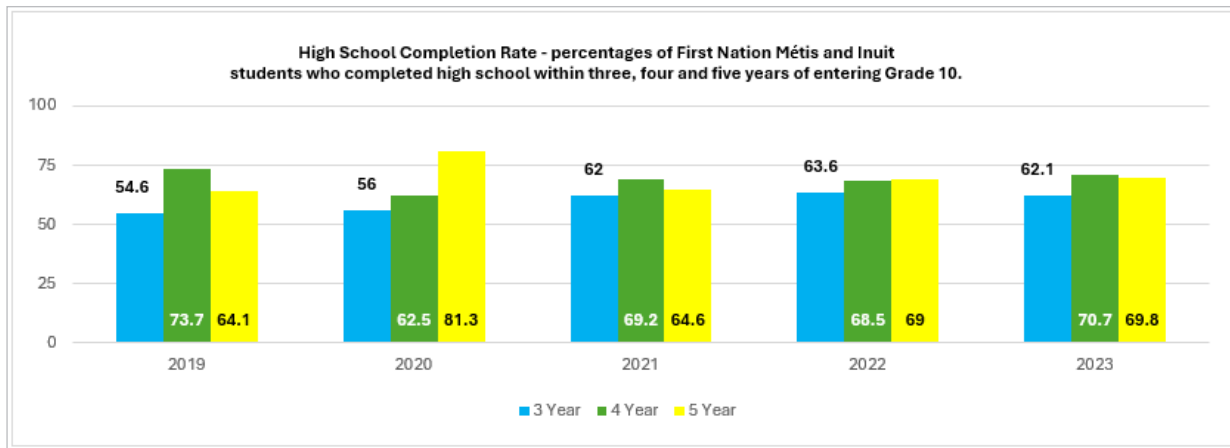
## Commentary

- The three year high school completion rate has improved and the four and five year rates were maintained.
- Ease of local job access in gas and oil economies or agricultural, competes with high school completion. However, the high school leaders are committed to linking high school completion to increased opportunities for career pathways.
- High schools are targetting non-attending students utilizing a new and accessible program, Dossier.
- High school administration teams are identifying new strategies to identify at-risk students earlier in their term.
- High school administration teams will identify successful processes for transitioning junior high students into high school.



# High School Completion

FIRST NATION, MÉTIS, AND INUIT



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

## Commentary

- Overall, the high school completion rates for First Nation, Métis, and Inuit students have been maintained and exceed the provincial 3 and 4-year completion rates.
- Every GYPSD school has an Indigenous Lead Teacher working in collaboration with a central office facilitator who ensures every school is supported with appropriate learning and teaching resources.
- GYPSD’s results reflect the Division’s commitment to learning from Indigenous scholars, Elders, and Knowledge Keepers, and to address the action recommendations in the Truth and Reconciliation Findings. GYPSD schools strive to weave Indigenous knowledge throughout their classrooms and content areas.
- GYPSD is situated on both Treaty 6 and Treaty 8 Territories and supports the work of partnering Indigenous organizations that include two Friendship Centres, the Mountain Métis Association, and the Aseniwuche Winewak Nation.
- In the last three years, GYPSD has seen an eleven percent increase in students self-identifying as Indigenous:

September 2022: 702 students  
 September 2023: 772 students  
 September 2024: 782 students

**Goal Two: GYPSD FNMI Students are Successful.**

# Local Measures: First Nations, Métis and Inuit Student Success

Supporting cultural growth and interconnection for all students, staff, and families in a culturally responsible manner to create a welcoming, respectful, safe, and caring learning environment.

## Commentary

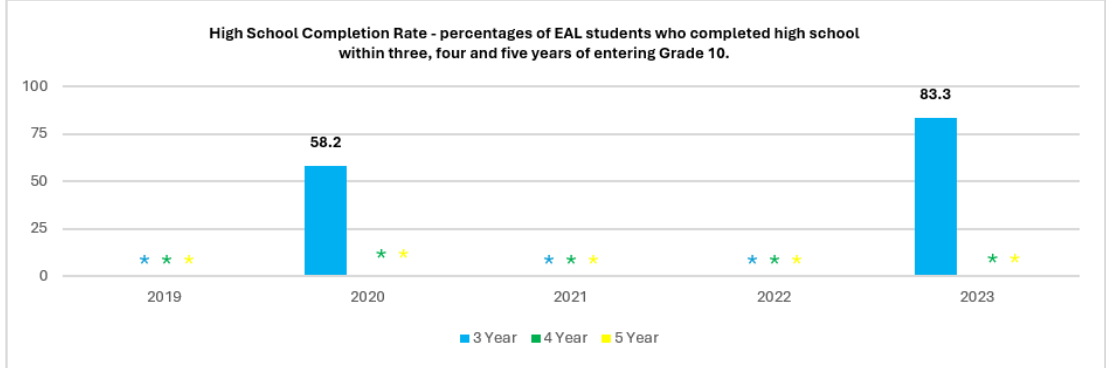
- Since 2019, the Division noted an increase in Indigenous students returning for a fourth year of programming.
- The number of FNMI students eligible for the Rutherford scholarship has maintained alignment with the provincial average or slightly above.
- GYPSD offered a Michif/Northern Cree language option for all students in Grades 1-8 and maintained an Indigenous language and culture program partnership within Crescent Valley School in Hinton, both taught by Indigenous educators.
- For the last four years, GYPSD worked with Dr. Dwayne Donald at the University of Alberta. Dr. Donald has provided deep learning and curricular perspectives that have enriched the Division's focused work to improve learning outcomes for Indigenous students.
- All seventeen schools provided classroom lessons and/or school-wide events to recognize National Day for Truth and Reconciliation.
- GYPSD has hosted a province-wide professional learning event in Jasper since 2013.
- GYPSD trustees participate in the First Nations, Métis and Inuit Education Gathering hosted by CASS, and attend the GYPSD learning event in Jasper.





# High School Completion

## ENGLISH AS AN ADDITIONAL LANGUAGE



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

### Commentary

- The June 2024 High School Completion result for GYPSD EAL students exceeded the provincial average by 11 percent.
- The three-year Drop Out Rate Achievement remains high.
- The majority of the EAL students are in the Jasper zone and these students are an integral part of the school community.

# Diploma (DIP) Exam Results

Diploma Exam Course by Course Results						Results (in percentages)											
Measure	Achievement	Improvement	Overall			2020		2021		2022		2023		2024			
						A	E	A	E	A	E	A	E	A	E		
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	Authority	n/a	n/a	n/a	n/a	66.2	2.8	86.0	5.3	87.2	11.3		
	Standard of Excellence	High	Improved	Good	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	Authority	n/a	n/a	n/a	n/a	77.6	4.5	84.2	10.5	88.0	7.7		
	Standard of Excellence	Low	Maintained	Issue	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	Province	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3		
Mathematics 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	Authority	n/a	n/a	n/a	n/a	28.6	14.3	48.2	16.5	78.9	23.9		
	Standard of Excellence	n/a	Improved	n/a	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	Authority	n/a	n/a	n/a	n/a	53.1	6.3	74.4	5.1	68.3	8.5		
	Standard of Excellence	n/a	Maintained	n/a	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	Authority	n/a	n/a	n/a	n/a	70.8	8.5	67.8	1.7	71.2	8.3		
	Standard of Excellence	Low	Improved Significantly	Good	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Acceptable Standard	Very Low	Improved Significantly	Acceptable	Authority	n/a	n/a	n/a	n/a	52.1	2.8	54.6	3.4	68.1	4.9		
	Standard of Excellence	Low	Maintained	Issue	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Acceptable Standard	Low	Improved	Acceptable	Authority	n/a	n/a	n/a	n/a	62.3	11.3	67.1	13.9	76.6	25.5		
	Standard of Excellence	Intermediate	Improved	Good	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Acceptable Standard	Low	Improved	Acceptable	Authority	n/a	n/a	n/a	n/a	82.4	29.4	50.0	11.1	66.2	29.4		
	Standard of Excellence	Intermediate	Improved Significantly	Good	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	Acceptable Standard	Very High	Improved	Excellent	Authority	n/a	n/a	n/a	n/a	59.5	13.5	70.0	25.0	89.3	35.7		
	Standard of Excellence	High	Maintained	Good	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	Acceptable Standard	Low	Declined	Issue	Authority	n/a	n/a	n/a	n/a	68.3	7.3	75.6	15.6	66.2	16.2		
	Standard of Excellence	Intermediate	Maintained	Acceptable	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 'A'= Acceptable; 'E'=Excellence - the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time.

## DIP Commentary

- Overall, the Division noted improvements in all courses with the exception of Science 30.
- Possible insight on the improvements include some high schools' decision to restrict the use of cell phones at school.
- The 2023/2024 Grade 12 cohort is the last high school group impacted by the pandemic.
- English 30-1: Both the Acceptable and Excellence measures exceed the provincial average.
- English 30-2, Math 30-1 and Physics 30: Measures in Acceptable exceed the province.
- Overall issue areas identified from last year's diploma results include Social Studies 30-1 and 30-2, Math 30-2, Chemistry 30, Biology 30, and Science 30 as not meeting Acceptable nor Excellence standards.
- Despite showing improvement from last year's results, survey feedback from students showed low connection to both Social Studies courses.
- Possible insight for lower achievement results in the core science courses is the Division's challenge to locate subject area specialists.

# DIP Results, (FNMI)

Course	Measure	The Grande Yellowhead School D (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	10	90.0	1,402	81.7	1,286	78.3
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	21	0.0	10	0.0	1,402	6.9	1,286	6.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	29	79.3	23	87.0	2,010	86.0	1,833	86.5
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	29	0.0	23	8.7	2,010	10.8	1,833	9.9
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	8	87.5	6	50.0	634	64.4	566	60.6
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	8	12.5	6	0.0	634	17.0	566	15.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	15	46.7	n/a	n/a	785	64.8	742	65.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	15	8.7	n/a	n/a	785	10.1	742	12.1
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	19	73.7	9	44.4	1,071	79.1	988	73.0
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	19	0.0	9	0.0	1,071	10.6	988	8.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	26	61.5	27	51.9	2,091	72.9	1,933	72.3
	Diploma Examination Standard of Excellence	Very Low	Improved	Issue	26	3.8	27	0.0	2,091	6.8	1,933	5.4
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	13	76.9	9	77.8	1,041	72.8	902	72.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	13	23.1	9	11.1	1,041	17.0	902	19.1
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	11	45.5	n/a	n/a	614	78.2	550	70.0
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	11	9.1	n/a	n/a	614	23.5	550	24.0
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	280	80.4	250	72.0
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	280	23.2	250	26.8
Science 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	13	61.5	7	57.1	480	78.1	470	75.3
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	13	15.4	7	0.0	480	18.5	470	18.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time.

## DIP (FNMI) Commentary

- Overall, improvement for FNMI students was noted in Math 30-1, Social Studies 30-1 and 30-2, Science 30.
- Possible insight on the improvements include some high schools’ decision to restrict the use of cell phones at school.
- The 2023/2024 Grade 12 cohort is the last high school group impacted by the pandemic.
- Division students exceed the provincial average in ELA 30-1, and Math 30-1 at the Acceptable standard.
- Biology 30 results are higher than the provincial average in both Acceptable and Standard of Excellence measures.
- Despite showing improvement from last year’s results, survey feedback from students showed low connection to both Social Studies courses.

# DIP Results, (EAL)

Course		Measure		The Grande Yellowhead School D (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	6	66.7	n/a	n/a	2,095	61.3	2,482	63.3		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	33.3	n/a	n/a	2,095	2.7	2,482	3.7		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	6	66.7	n/a	n/a	2,333	70.0	2,284	71.5		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	2,333	5.2	2,284	5.5		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1		
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,543	64.0	1,714	61.1		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,543	27.6	1,714	23.1		
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,250	57.7	1,327	58.5		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,250	9.0	1,327	9.7		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	1,110	70.5	1,415	72.7		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	7	28.6	n/a	n/a	1,110	10.7	1,415	8.8		
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	2,904	63.2	2,749	62.5		
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	2,904	8.3	2,749	7.8		
Biology 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,509	69.7	1,790	72.6		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,509	23.6	1,790	24.7		
Chemistry 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	6	66.7	n/a	n/a	1,364	73.2	1,479	73.5		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	50.0	n/a	n/a	1,364	29.6	1,479	29.9		
Physics 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	645	71.3	715	75.7		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	645	32.9	715	32.3		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	591	69.0	714	67.4		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	591	16.2	714	16.1		

**DIP (EAL) Commentary**

- Overall low sample size of EAL participants in diploma exams hinders detailed analysis.
- There was insufficient data for results in many courses.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
- Participation in the 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.
- Participation in the 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.

# Provincial Achievement Test (PAT) Results

PAT Course by Course Results by Number Enrolled			Results (In percentages)									
Achievement			2020		2021		2022		2023		2024	
			A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	Good	Authority	n/a	n/a	n/a	n/a	63.6	3.6	39.0	0.0	43.5	4.8
	Good	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3
Français 6 année	n/a	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	Province	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5
Science 6	Very Good	Authority	n/a	n/a	n/a	n/a	69.1	22.0	66.0	13.6	51.0	14.1
	Good	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	Good	Authority	n/a	n/a	n/a	n/a	63.6	15.3	57.8	7.5	63.9	11.1
	Good	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
English Language Arts 9	Good	Authority	n/a	n/a	n/a	n/a	64.9	5.9	42.5	5.2	66.4	4.4
	Very Good	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
K&E English Language Arts 9	Good	Authority	n/a	n/a	n/a	n/a	43.3	0.0	*	*	51.4	0.0
	Good	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6
French Language Arts 9 année	Good	Authority	n/a	n/a	n/a	n/a	56.9	2.0	62.5	6.3	77.4	6.5
	Good	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6
Français 9 année	n/a	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	Province	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7
Mathematics 9	Very Good	Authority	n/a	n/a	n/a	n/a	43.8	10.7	56.5	13.6	44.0	11.6
	Good	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
K&E Mathematics 9	Intermediate	Authority	n/a	n/a	n/a	n/a	56.4	3.6	100.0	0.0	61.0	13.6
	Intermediate	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9
Science 9	Good	Authority	n/a	n/a	n/a	n/a	61.8	15.8	58.8	13.1	59.4	11.6
	Intermediate	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8
K&E Science 9	Intermediate	Authority	n/a	n/a	n/a	n/a	46.4	10.7	60.0	10.0	61.9	14.3
	Intermediate	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9
Social Studies 9	Very Good	Authority	n/a	n/a	n/a	n/a	42.6	9.6	56.6	8.1	46.3	8.1
	Very Good	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8
K&E Social Studies 9	Intermediate	Authority	n/a	n/a	n/a	n/a	40.7	3.7	*	*	62.5	12.5
	Intermediate	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. ‘A’= Acceptable; ‘E’=Excellence - the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.

## PAT Commentary

- Despite a significant improvement in the ELA 9 results, overall Grade 6 and 9 PATs are disappointing and a focus area for the upcoming school year.
- Insights from school leaders identify ongoing concerns around students’ behaviours including social and emotional challenges.
- Engaging parents in academic conversations, the importance of attendance, and encouraging their children to fully participate in learning activities at school is a targeted need across the Division.



# PAT Results, (FNMI)

Course		The Grande Yellowhead School D (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	Very Low	n/a	n/a	13	30.8	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	Low	n/a	n/a	13	7.7	n/a	n/a	102	2.9	132	5.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	61.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3	
Science 6	Acceptable Standard	Very Low	n/a	n/a	61	45.9	n/a	n/a	3,851	51.4	3,990	46.0
	Standard of Excellence	Low	n/a	n/a	61	13.1	n/a	n/a	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	61	57.4	n/a	n/a	4,556	48.7	4,332	45.3
	Standard of Excellence	Low	n/a	n/a	61	9.8	n/a	n/a	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	62	46.8	n/a	n/a	4,465	49.5	4,375	49.2
	Standard of Excellence	Very Low	n/a	n/a	62	1.6	n/a	n/a	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	Low	n/a	n/a	10	50.0	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	Low	n/a	n/a	10	0.0	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	*	*	*	4	*	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	160	5.6	136	4.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0	
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	52	23.1	n/a	n/a	4,361	28.7	4,197	28.7
	Standard of Excellence	Very Low	n/a	n/a	52	1.9	n/a	n/a	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	Low	n/a	n/a	19	52.6	n/a	n/a	485	43.7	440	48.9
	Standard of Excellence	Intermediate	n/a	n/a	19	10.5	n/a	n/a	485	6.2	440	11.1
Science 9	Acceptable Standard	Very Low	n/a	n/a	55	41.8	n/a	n/a	4,477	46.0	4,360	42.1
	Standard of Excellence	Very Low	n/a	n/a	55	0.0	n/a	n/a	4,477	8.5	4,360	7.1
K&E Science 9	Acceptable Standard	Low	n/a	n/a	16	43.8	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	Low	n/a	n/a	16	0.0	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	62	22.6	n/a	n/a	4,498	39.0	4,393	34.1
	Standard of Excellence	Very Low	n/a	n/a	62	1.6	n/a	n/a	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	9	22.2	n/a	n/a	351	48.2	262	45.4
	Standard of Excellence	Low	n/a	n/a	9	0.0	n/a	n/a	351	9.4	262	7.3

## PAT (FNMI) Commentary

- Overall achievement for PAT (FNMI) exams are an area of concern.
- Lack of rolling data does not provide much insight.
- Engaging parents in academic conversations, the importance of attendance, and encouraging their children to fully participate in learning activities at school is a targeted need across the Division.

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Achievement evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
  - Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
  - Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - 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.
  - 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.

# PAT Results, (EAL)

Course	Measure	The Grande Yellowhead School D. (EAL)								Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
French Language Arts 6, année	Acceptable Standard	*	*	*	2	*	n/a	n/a	110	74.5	188	75.5	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	110	12.7	188	13.8	
Français 6, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	85.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1	
Science 6	Acceptable Standard	Low	n/a	n/a	21	66.7	n/a	n/a	10,323	63.8	9,728	64.7	
	Standard of Excellence	Very Low	n/a	n/a	21	4.8	n/a	n/a	10,323	18.4	9,728	17.2	
Social Studies 6	Acceptable Standard	Low	n/a	n/a	21	66.7	n/a	n/a	11,278	64.6	10,098	65.4	
	Standard of Excellence	Very Low	n/a	n/a	21	4.8	n/a	n/a	11,278	16.5	10,098	15.7	
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	14	78.6	n/a	n/a	7,249	56.9	6,989	62.2	
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	7,249	5.4	6,989	6.8	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3	
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3	
Français 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.8	84	11.9	
Mathematics 9	Acceptable Standard	High	n/a	n/a	13	78.9	n/a	n/a	7,201	46.7	6,930	50.1	
	Standard of Excellence	High	n/a	n/a	13	23.1	n/a	n/a	7,201	11.5	6,930	12.0	
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	197	49.7	177	39.6	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	197	12.2	177	6.6	
Science 9	Acceptable Standard	Very High	n/a	n/a	14	92.9	n/a	n/a	7,236	57.7	6,975	59.4	
	Standard of Excellence	Very High	n/a	n/a	14	21.4	n/a	n/a	7,236	14.2	6,975	15.0	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3	
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	14	71.4	n/a	n/a	7,249	49.4	6,983	50.4	
	Standard of Excellence	High	n/a	n/a	14	21.4	n/a	n/a	7,249	9.6	6,983	11.0	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5	

## PAT (EAL) Commentary

- Student results in Math 9 and Science 9 exceed the province.
- Acceptable standard results in Social Studies 6 and Science 6 exceed the province. Standard of Excellence results are an area for growth.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Achievement: Evaluation is not calculated for courses that do not have sufficient data available either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.

# Early Years Literacy and Numeracy Assessments

Grade Level	Literacy Screens Used	Numeracy Screens Used	Total at Each Grade Level n=	Initially At-Risk n=	End At-Risk n =	Average Months Initially Behind n=	Average Months Gained n=	Interventions Supports Applied
1	CC3		328	85	54	5	2.4	Intense focus on phonetics in small groups of at-risk students including 'correction phonetique'. Utilization of decodable books with students as well.
1		Alberta Education Numeracy Screens	321	109	75	8.5	4.2	Professional development and modelling of fundamental math strategies with teachers such as linking concepts with concrete representations. Small group interventions were completed with at-risk students.
2	CC3		342	92	77	14.8	3.1	Intense focus on phonetics in small groups of at-risk students including 'correction phonetique'. Use of the Reading Intervention Lessons from Alberta Education.
2		Alberta Education Numeracy Screens	346	121	80	8.2	2.6	Professional development and modelling of fundamental math strategies with teachers such as linking concepts with concrete representations. Small group interventions were completed with at-risk students.
3	CC3		341	90	85	10	4.2	Intense focus on phonetics in small groups of at-risk students including 'correction phonetique'. Use of the Reading Intervention Lessons from Alberta Education.
3		Alberta Education Numeracy Screens	344	76	67	10.7	1.0	Professional development and modelling of fundamental math strategies with teachers such as linking concepts with concrete representations. Small group interventions were completed with at-risk students.

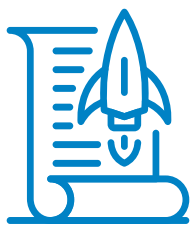


**STUDENT GROWTH AND ACHIEVEMENT**

**Teacher and Parent Results:**

**Student Learning Engagement Detail**

■ Teachers ■ Parents

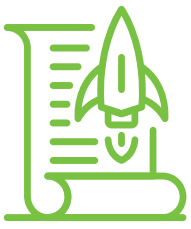


**98%**

of teachers surveyed agree or strongly agree the literacy skills students are learning at your school are useful.

**98%**

of teachers surveyed agree or strongly agree the numeracy skills students are learning at your school are useful.



**91%**

of parents surveyed agree or strongly agree the literacy skills their child is learning at school are useful.

**90%**

of parents surveyed agree or strongly agree the numeracy skills their child is learning at school are useful.

# Focus on Literacy and Numeracy

The Division continues to ensure one-on-one teacher capacity building in both numeracy and literacy. Every school has an identified numeracy and literacy lead teacher to act as a local resource as required. Literacy and numeracy skills are essential to success in a variety of contexts and enables students to make informed decisions in all aspects of daily living.

**Commentary**

- The application of mandatory screens from the province eliminated the need for previously applied local screens at the kindergarten through Grade 4 level.
- The standardization of early learner assessments from Alberta Education emphasized the importance of ensuring students in primary grades understand the connections between letters, letter combinations and the sounds they make. The numeracy assessments have highlighted the importance of students having foundation in
  - knowledge of the counting principles,
  - representing, comparing, and ordering numbers,
  - recognizing relations among numbers, and
  - fluency with mental mathematics.
- The learning services team in collaboration with school principals are focused on targeted instruction through a coherent implementation process.
- Teachers are using a range of intervention approaches including Orton and Gillingham, UFLI Foundation, the Science of Reading, and Alberta Education Intervention materials.



# Learning Supports

Goal One: GYPSD Students are Successful.



# Access to a Continuum of Supports and Services

The Division supports our students by working as a team to identify and support diverse learning needs. Teams exist at both the school and Divisional level to provide wraparound supports to encourage student growth and achievement.

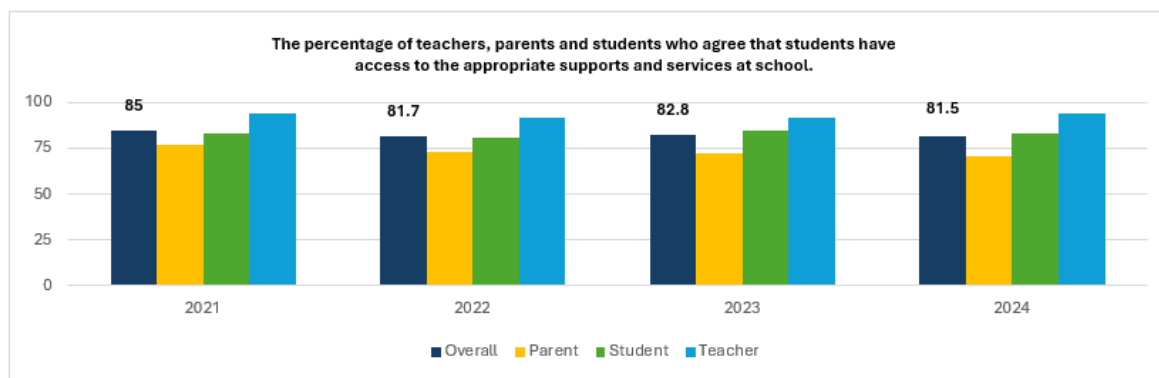
## Commentary

- Overall, the AEAM survey results indicate high levels of satisfaction that students are receiving specialized supports and services at their school. This is slightly greater than the province.
- GYPSPD students report greater satisfaction of access to programs than the province.
- For the past four years, student results are greater than the province and indicate success of the targetted efforts to ensure students were made aware of wht was available to support them in their learning.
- Grade 10 Parent Satisfaction result indicates a slight decline in their perception of required supports and services. A target area for schools is promoting the range of in-school supports during the elementary to secondary transition window.
- Rural communities continue to struggle with recruiting and hiring specialized staff (occupational therapists, speech language pathologists, physical therapists).

## Access to Support and Services

GYPSPD’s approach to the provision of specialized supports and services is illustrated through a Pyramid of Supports. A Pyramid of Supports is a framework to address learning, social/emotional and behavioural growth by systematically delivering a range of instruction, support and interventions based on student need.

Students requiring specialized supports are referred to external community organizations and resources that provide a deeper understanding of the student’s unique learning needs. When students re-integrate into education, the school team works to implement the specialist’s strategies and provide supports.



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

# Local Measure: Early Learning

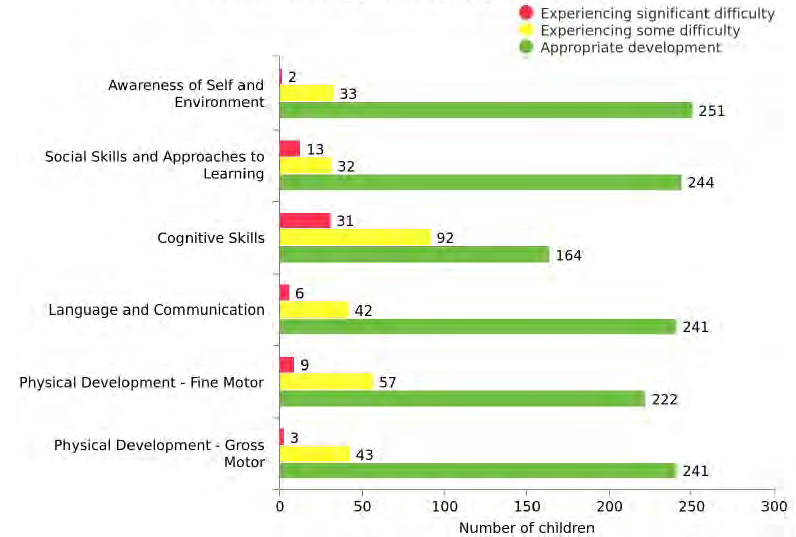
GYPSPD offers flexible learning environments that are designed to stimulate curiosity, encourage exploration, build self-confidence, and develop global citizenship skills.

## Commentary

- The Division identified 84 children meeting the PUF criteria, in comparison to 40 from the previous year: a 105 percent increase.
- GYPSPD offers junior kindergarten and full-day kindergarten programs in all communities.
- GYPSPD offers a Montessori program which focus on hands-on learning and developing real-world skills.
- Rural and remote divisions struggle to recruit and hire necessary staff.
- Limited access to pediatricians is a challenge in small, rural communities. Early identification in children not meeting their milestones is crucial to the educational success of students.

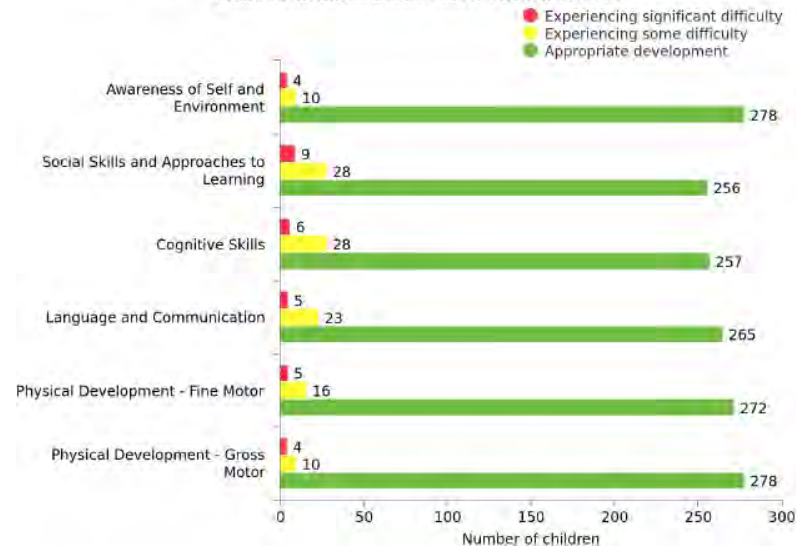
Overview of EYE-TA Results, 2 Oct, 2023 - 14 Nov, 2023

Grande Yellowhead Public School Division 2023-24



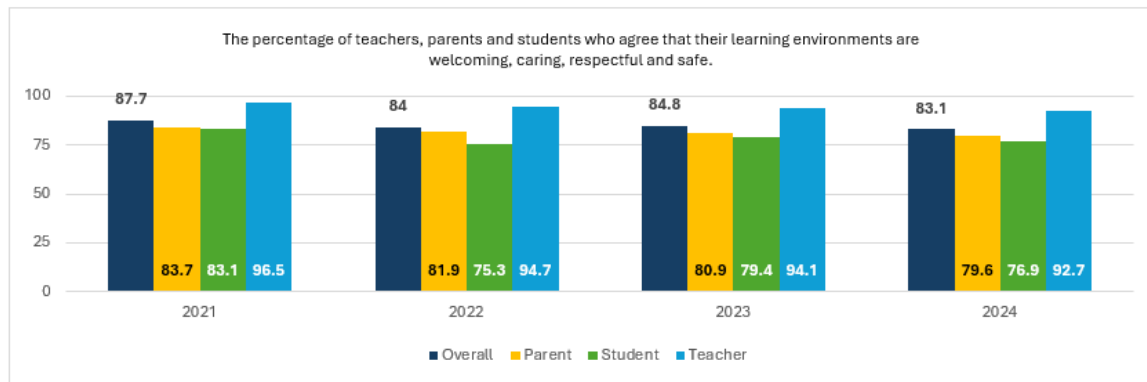
\*Overview of EYE-TA Results, 8 May, 2024 - 26 Jun, 2024

Grande Yellowhead Public School Division 2023-24



# Welcoming, Caring, Respectful, and Safe Learning Environments

Healthy school communities support the wellness of all members and strive to be healthy settings for living, learning, and working.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Commentary

- Overall, results for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) were maintained.
- Although the results were close to the province this year, the previous three-year rolling average for GYPSD has been higher than the province.
- In the Safe and Caring supplemental measure, GYPSD results are high and on par with the province.
- GYPSD students reported a higher than provincial average when reporting on their Safe and Caring environments.





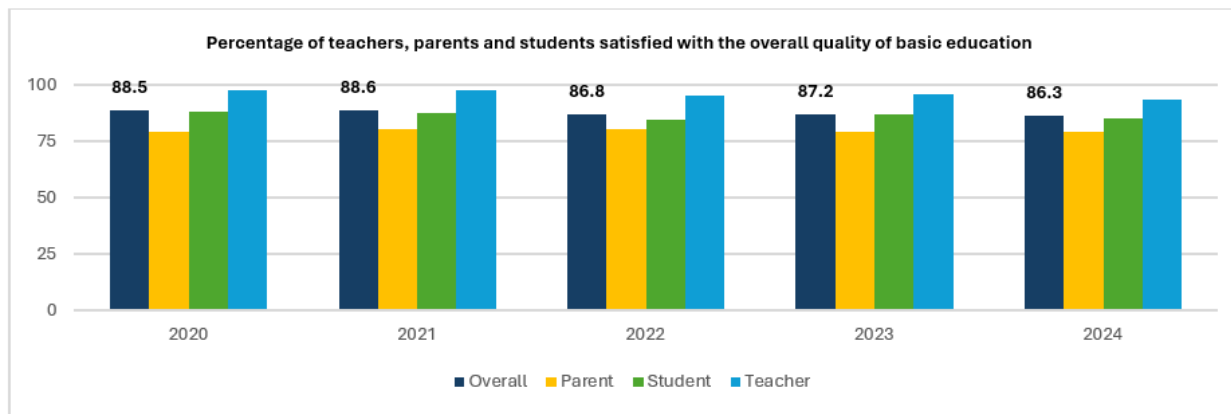
# Teaching and Leading

Goal Three: Teaching and Leadership Excellence Across the Division.



# Education Quality

Education quality is a focus on high quality outcomes that impact learning and achievement to ensure students achieve their potential. The Education Quality measure is a demonstration of teaching and leadership quality.

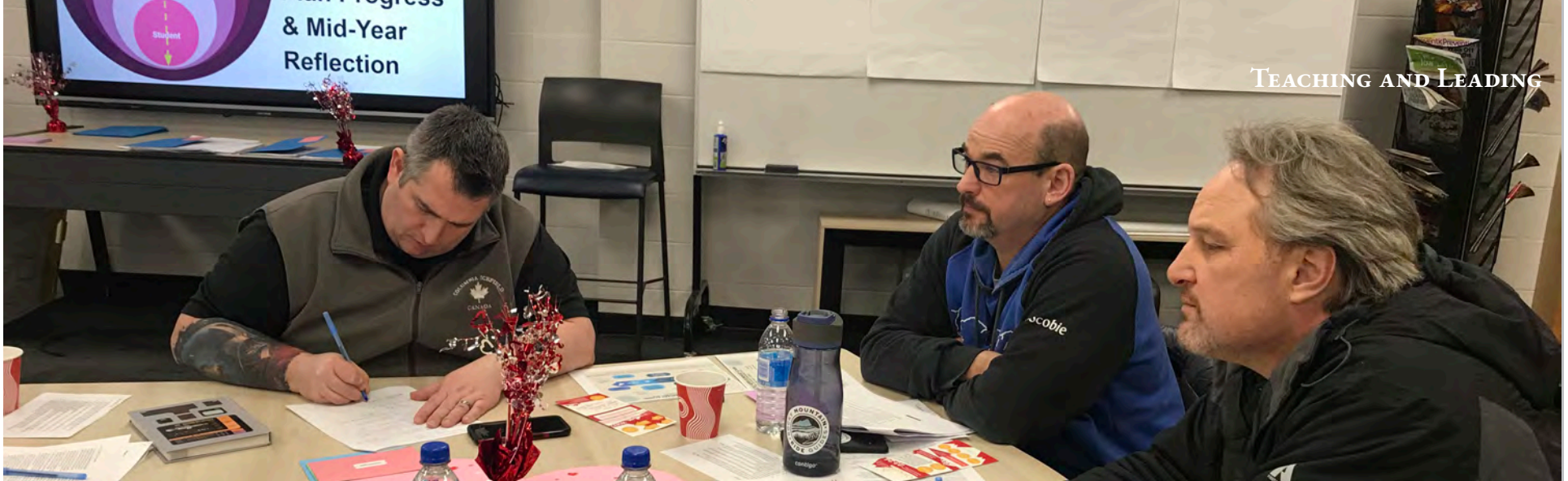


**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Commentary

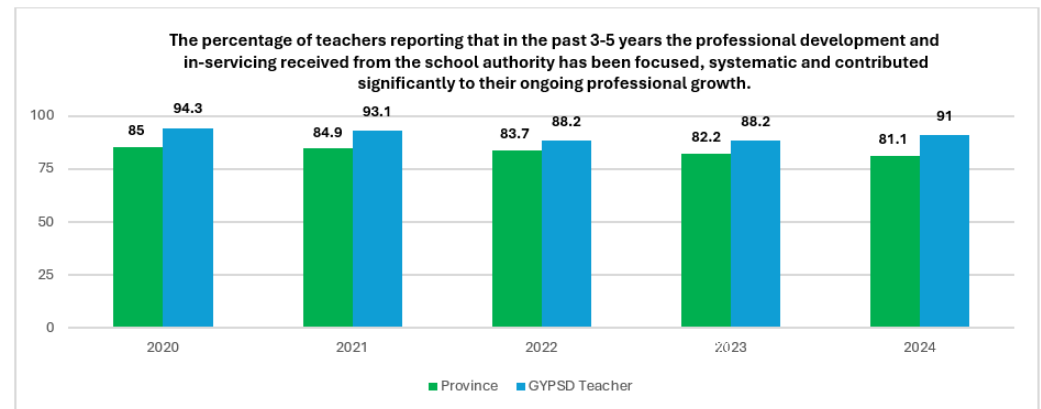
- Overall results are strong.
- Students results exceed the province in all grades with the exception of Grade 10.
- Lower parent results indicate of Grade 9 students going into Grade 10 require clear information on what courses are available to high school students.
- Students in Grade 10 report 87 percent satisfaction with the variety of courses available which exceeds the province.



## Professional Learning, Supervision and Evaluation

Teaching quality and school leadership are the most important factors in student achievement. Principals appoint lead teachers in their school to ensure onsite expertise in numeracy, literacy, technology, and Indigenous Education. During the 2023/2024 school year, the school leads received extensive professional development to support their work.

The Division continued to provide principals with full-time allocation to support their instructional leadership role. Through an awareness of high impact learning strategies, coaching, and encouraging reflective conversations, principals-as-instructional-leaders support teacher collective efficacy which is critical to student success.



### Commentary

- Achievement in this measurement area overall exceeds the provincial average.
- The Division strives to provide timely professional learning supports that align with student gap areas while supporting an instructional leadership model.
- Supervision and evaluation workshops were attended by all principals and assistant principals.

# Mentorship and Leadership Development

During the 2023/2024 school year, the Division welcomed 24 new teachers and 10 support staff. The Division continued with a comprehensive onboarding and orientation process to ensure a successful transition into GYPSD. New teachers received mentorship through school visits and opportunities for immediate support and guidance.

The GYPSD Aspiring Leader Program began a third cohort of participants who are enrolled in the program for two years starting the 2023/24 school year.” At the start of the 2023/24 school year, a third cohort of teachers began GYPSD’s two-year Aspiring Leaders Program.

## Commentary

- During the school year, the Division continued to support the School Leadership Teams in professional learning that focused on the School Continuous Improvement Plan; the process included the principal’s instructional leadership role, the classroom observation focus for strategic feedback (curricular outcome + task + instructional choices), and the implementation of intervention strategies.
- Additionally GYPSD teachers and CUPE staff are encouraged to make use of substantial professional development funding provided by the Board.
- One full day of orientation and professional development to new teachers prior to the start of the new school year. Classroom observations were completed in all first teachers’ rooms and followed up with coaching conversations.
- In the 2023/24 school year, ten full days of district team leadership meetings were held.





# Governance

Goal Four: GYPSD is governed effectively.

# Stakeholder Engagement

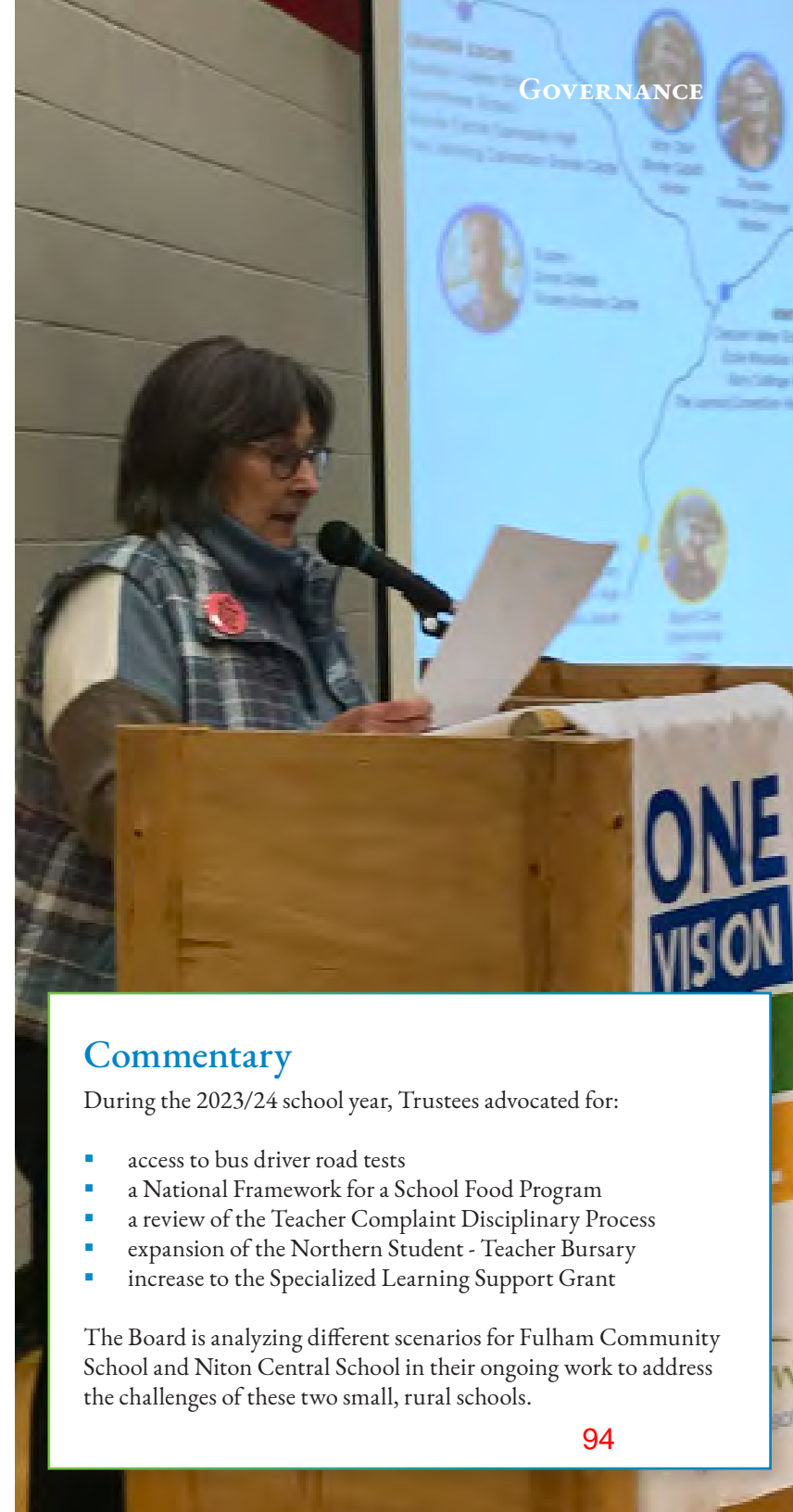
During the 2023/24 school year, the Board continued its work to update school attendance areas in the east end of the Division. Upon completion of the modernization of Grand Trunk in the Evansburg Hamlet, the Wildwood and Evansview elementary schools will be amalgamated into a k-12, and the two elementary schools will be closed. Niton Central School (NCS) towards the west end of the electoral ward, and Grand Trunk School (GTS) anchoring the east boundary of the Division will be the two schools within the Lobstick Electoral Ward.

Lobstick stakeholders from the communities of Niton Junction, Wildwood, and Evansburg were asked to give input on ideas for possible changes and/or updates to the attendance areas for NCS (k-9) and GTS (k-12). The majority of respondents from the Niton and proximal Yellowhead County areas did not want to see changes to the current east/west divider line (currently west of Chip Lake at Range Road 110), despite significantly longer bus rides to transport senior high students into the Edson area rather than to Grand Trunk School in Evansburg. Parents also wanted the Board to continue its school of choice bus service for students living in Lobstick to attend schools in the Edson electoral ward.

In junction with the attendance area updates conversation, the Board invited Niton and Fulham constituents to engage in discussions around the shrinking student enrollments at these two communities' schools. The Board addressed the unintended consequences of supporting students to leave their attendance area prematurely. Over the past two decades, more families have been choosing to enrol their elementary and middle-school aged children at schools in Edson, made easy because students from these areas are designated into Edson for their secondary program. In the spring, supporters of the small schools requested that the Board restrict its school of choice bus services and deny school registration requests at other GYPSD Edson-area schools. Proponents for choice noted a variety of reasons for attending school in Edson: larger staff, more options, single-grade classes, more extra-curricular opportunities, childcare, proximity to parents working in Edson, and perceived faster access to specialized supports and services.

Adding to the complexity, the Board provides Transportation Service for both a local private school and the local Catholic school division in Edson, meaning that the transportation service areas into Edson exist throughout the west-Lobstick and Fulham areas. After hearing from many groups, the Board determined to maintain the status quo for the 2024/25 school year, but did request that GYPSD principals adhere to the process to direct non-attendance area school registrations back to their attendance areas.

The Division noted minimal completion from parents, teachers, and high school students in its annual spring survey. Input from all stakeholder engagements is available on the [Division's website](#).



## Commentary

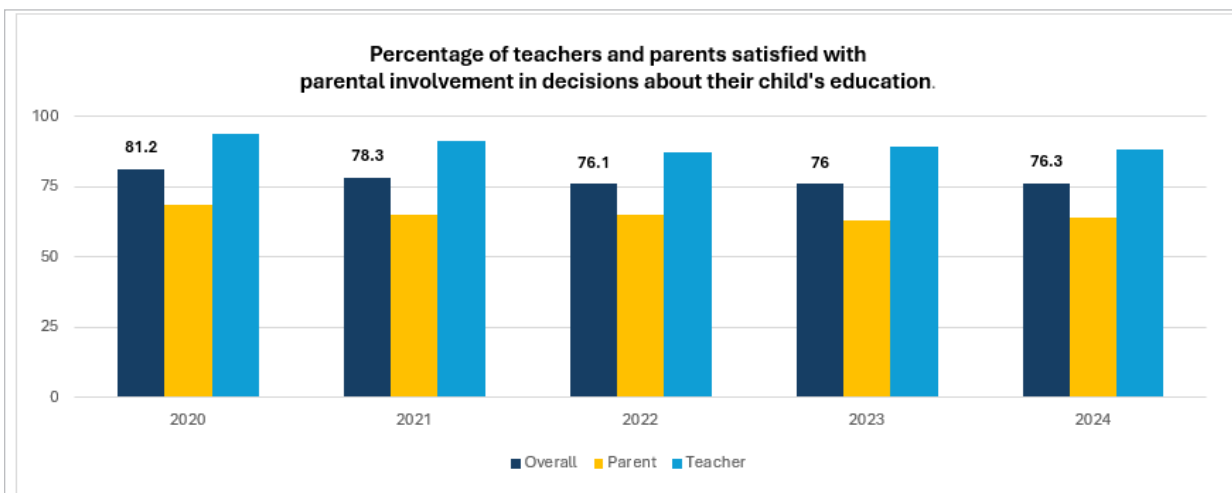
During the 2023/24 school year, Trustees advocated for:

- access to bus driver road tests
- a National Framework for a School Food Program
- a review of the Teacher Complaint Disciplinary Process
- expansion of the Northern Student - Teacher Bursary
- increase to the Specialized Learning Support Grant

The Board is analyzing different scenarios for Fulham Community School and Niton Central School in their ongoing work to address the challenges of these two small, rural schools.



# Parental Involvement



## Commentary

- Low parental response has been noted year after year.
- Teacher results since 2020 have exceeded the provincial average.
- Additional communications strategies to engage parents may be needed to address the lower than desired parental results.

# Superintendent's Youth Council

The Superintendent's Youth Council membership includes five representatives from each of the five high schools. The Council meets monthly to discuss and address issues raised by the students. During the 2023/2024 school year, the students learned how to conduct action research. Youth Participatory Action Research (YPAR) training taught them how to collect data from their peers, analyze the data, and create possible solutions to present to their principals. The projects focused on improving community and culture at the five high schools. Trustees were also able to hear of the students' proposals to ensure that student voice is represented in policy and resource allocations.

## Public Interest Disclosure

As per [Administrative Procedure 403](#) the Division reported two disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2023/2024 school year.







# Business Operations

Goal Four: GYPSD is governed effectively.



### GYPSD's Three-Year Capital Plan 2024/2027

**Niton Central School**  
Full modernization.

**Sheldon Coates Elementary School**  
Complete ventilation, boiler and interior finishes to modernize to today's standards.

**École Jasper Elementary School**  
Full modernization.

**Summitview School**  
Modernize all interior finishes and the remainder of the exterior.

## Facilities

The Division received \$694,932 in Infrastructure Maintenance Renewal (IMR) and \$354,885 in Capitalized Maintenance Renewal (CMR) projects for the 2023/2024 school year.

**IMR funds were used on projects such as flooring, painting, roofing and other general maintenance items as follows:**

- All schools: Parking lot repairs and line painting; fencing repairs and replacement; painting; flooring, and concrete sidewalk replacement; building management upgrades
- École Westhaven: Interior door replacement
- Fulham School: Security Panel Replacement
- Parkland Composite High: Roofing
- Grand Trunk High: Gender neutral washroom for duration on Phase 1 construction

**CMR funds were used for specific projects:**

- École Jasper Elementary: LED lighting upgrade/hallways, storage rooms, and exterior; fire panel upgrade and replacement of gym rooftop unit
- École Mountain View School: Exterior LED lighting
- École Westhaven: Exterior LED lighting upgraded
- Niton Central: LED lighting upgrade/hallways, storage rooms, and exterior

# Transportation

During the 2023/2024 school year, GYPSD transported over 2,040 students on 49 school bus routes including ineligible students, traveling over more than 7,500 kilometers each day. The Division has seven parent-provided agreements for those eligible for transportation in areas where bussing services are not available.

## Commentary

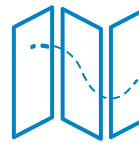
- The transportation department provides service and holds agreements with neighbouring school divisions.
- The Division's focus on providing efficient and safe service within an operating budget of \$5.7 million supported fleet evergreening and increases to staff.
- The department purchased seven buses, trained 20 new drivers, and trained one temporary transportation officer.
- The department's in-house Driving School provides ongoing recruitment and training for potential bus drivers.
- The department saw a 40 percent increase in demand for school charter service.



2,290  
Riders



54  
School Bus  
Routes



7,900+  
Kms Daily



5  
Parent-Provided  
Agreements



# Financial Summary for the 2023/2024 School Year

GYPSPD's expenses exceed revenues in the 2023/2024 school year, resulting in an operating surplus of \$42,808.

Electronic copies of all GYPSPD's Audited Financial Statements are available on the Division's website.

Audited Financial Statements for all jurisdictions are also posted on the Alberta Education's website.

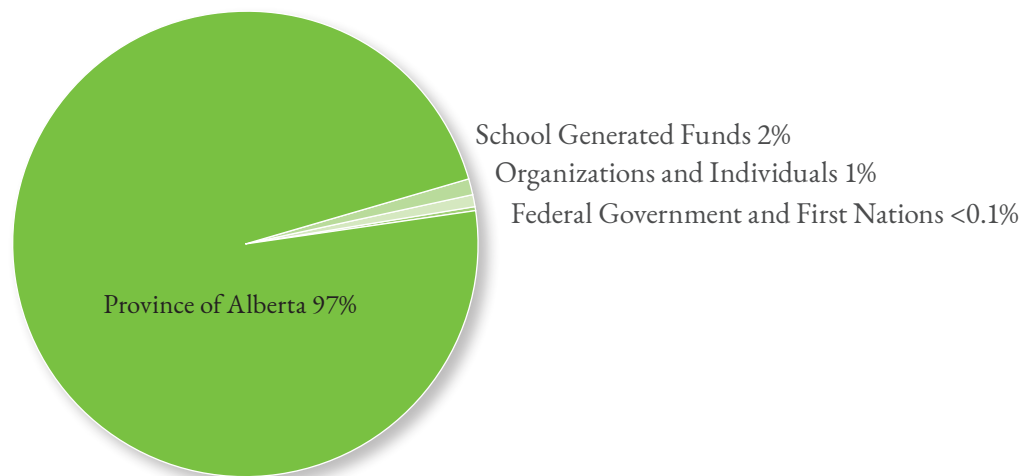
Total expenses for the 2023/2024 school year were \$63.5 million vs budgeted \$64.3 million. This difference of \$.8 million or 1.2 percent is explained as follows:

- Actual revenues are aligned with the budget.
- Instruction expenses decreased mainly due to the improvement of operating efficiency.
- The Operations and Maintenance department saw an increase in expenses due to utility costs increases and the Jasper wildfire that resulted in restoration costs for schools.



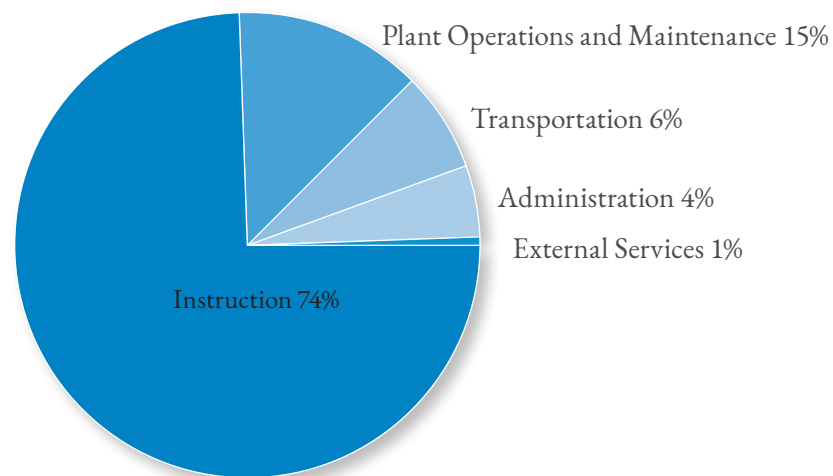
# Financial Summary for the 2023/2024 School Year (continued)

Revenues 2023/2024



Total Revenues 2023/2024	\$63,532,331
Province of Alberta	\$60,943,179 97%
School Generated Funds	\$1,467,112 2%
Organizations and Individuals	\$1,100,781 1%
Federal Government and First Nations	\$21,259 0.1%

Expenditures by Program 2023/2024



Total Expenses by Program 2023/2024	\$63,489,523
Instruction	\$46,634,641 74%
Plant Operations and Maintenance	\$9,309,046 15%
Transportation	\$4,715,179 6%
Administration	\$2,280,086 4%
External Services	\$550,571 1%

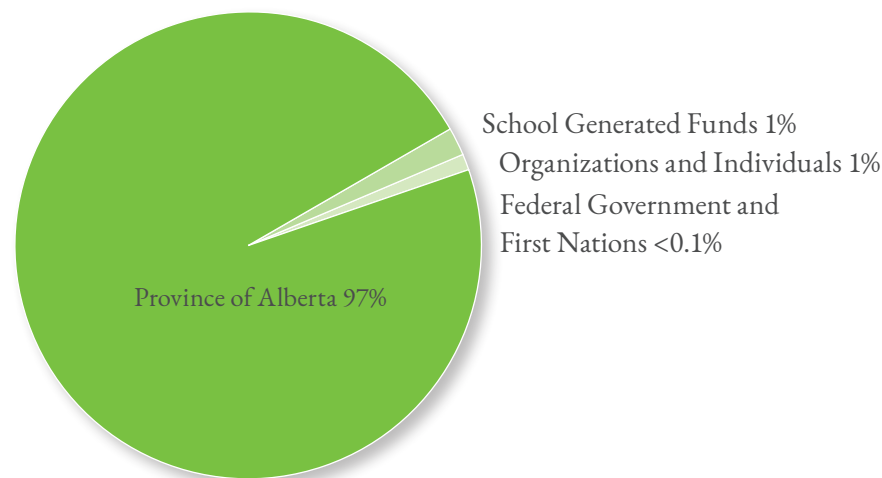
# Budget Summary for the 2024/2025 School Year

The GYPSD Board of Trustees approved the 2024-2025 budget with a projected deficit of \$0.2 million dollars. The Division employs a decentralized budgeting approach, which distributes the majority of funding to schools and departments to meet the goals and outcomes of the Division.

## Budget Highlights, Plans, and Assumptions

- Funding allocation provides equity so that each school and student is treated fairly relative to other schools and students.
- The funding allocation model distributes funds to schools based on the needs of all students while demonstrating fiscal responsibility.
- School-based leadership is provided with the capacity and flexibility to accommodate students' needs.
- Centrally managed functions, including Technology, Transportation, Learning Services, and Facility Management are budgeted at the central level based on the services required to support the Board's priorities.
- Operations and Maintenance is experiencing cost pressures due to increasing utility costs.
- Transportation funding has increased due to eligibility criteria changing, resulting in more students being transported.
- Indigenous programs are supported through centralized services and school allocations directed at local needs.
- Nutrition program is operating in all schools within the Division.

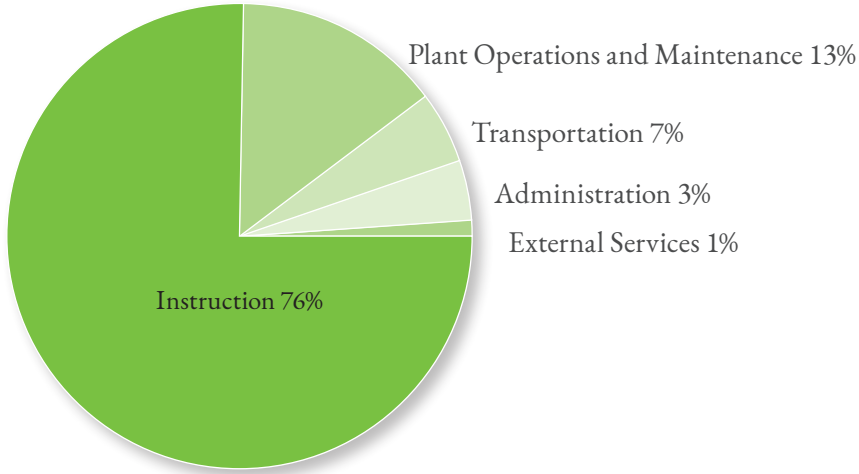
## Projected Revenues 2024/2025



Project Revenues 2024/2025	\$64,016,280	
Province of Alberta	\$61,578,560	97%
School Generated Funds	\$782,316	1%
Organization and Individuals	\$1,370,554	1%
Federal Government and First Nations	\$284,850	0.1%

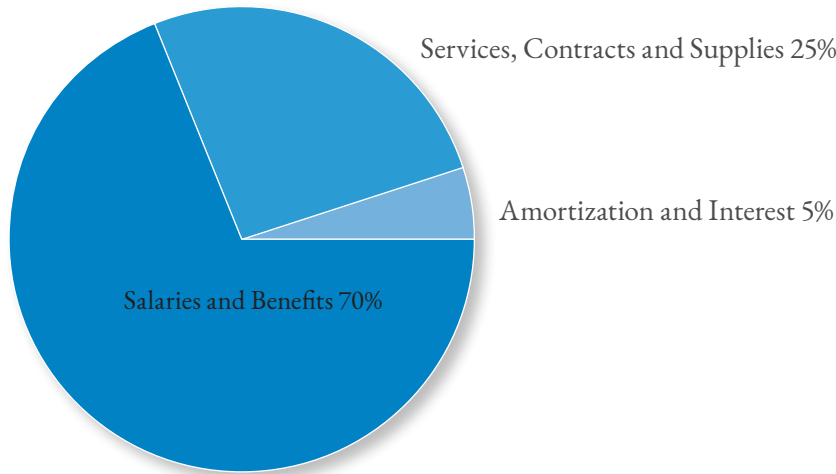
# Budget Summary for the 2024/2025 School Year (continued)

Projected Expenditures 2024/2025



Projected Expenditures 2024/2025	\$64,229,071	
Instruction	\$47,738,172	76%
Plant Operations and Maintenance	\$8,523,433	13%
Transportation	\$5,213,176	7%
Administration	\$2,287,100	3%
External Services	\$467,190	1%

Projected Expenses by Type 2024/2025



Project Expenses by Type 2024/2025	\$64,229,071	
Salaries and Benefits	\$45,812,673	70%
Services, Contracts and Supplies	\$14,845,331	25%
Amortization and Interest	\$3,544,067	5%

## 7.2.7

**Action Item  
November 20, 2024**

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
**Subject: Advocacy for Changes to Grant Funding Timelines**  
Originator: D. Karpluk, Board Chair, Trustee Jasper  
Resources: Dr. Harding and C. Aschenmeier, Assistant Superintendents

### **RECOMMENDATION**

That the Board of Trustees moves to direct administration to send a letter to the Minister of Education advocating for changes to Grant Funding Timelines.

### **REPORT**

#### **Governance Implication:**

As per Board Policy 2, *Roles of the Board*, advocacy is core board work. Advocating for changes that ensure students have the resources they need to succeed and thrive strengthens student achievement.

#### **Context:**

On June 19, 2024, the Board sent a letter to Minister Nicolaides advocating for a change to how funding for students requiring specialized learning supports and services is determined. As noted in that letter, the rise of students with complex needs requiring supports and services is far exceeding the funding provided through the current Weighted Moving Average formula. In conjunction with how grant allocations are calculated, the timelines for when grant funds are received is problematic.

Schools need predictable funding before the school year begins. As it stands, the release of the Learning Loss grant late into the fall delays the school's ability to hire additional staff – particularly in rural and remote communities where finding additional staff often takes weeks or months. In addition, September is already a very busy month for teachers. Moving the majority of calculating needs to June makes sense: teachers have insight into which students are demonstrating the needed numeracy and literacy skills and which students are at-risk. Receiving the majority of the funds during the summer allows principals to pick up the staff they need before the school year begins, thus minimizing the gap between intervention need and implementation.

#### **Conclusion:**

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) send a letter to the Minister of Education advocating for changes to Grant Funding Timelines.



## 7.2.8

**Action Item  
November 20, 2024**

To: Board of Trustees

From: Dr. Parsons, Interim Superintendent of Schools

**Subject: Repeal Former Election Bylaws**

Originator: J. Lin, Secretary Treasurer

Resource: N. Gilks, Director of Communications and Special Projects

### **RECOMMENDATION**

That the Board of Trustees repeal Bylaws 2020-01, 2020-02, and 2020-03.

### **REPORT**

#### **Background:**

In order to prepare for the 2025 Trustee election, previous Bylaws need to be repealed for the establishment of new Bylaws in accordance with legislation.

#### **Conclusion**

That the Board of Trustees repeal Bylaws 2020-01, 2020-02, and 2020-03.

## 7.2.9

### Action Item

November 20, 2024

To: Board of Trustees  
From: Dr. Parsons, Interim Superintendent of Schools  
**Subject: General Election 2025**  
Originator: J. Lin, Secretary-Treasurer  
N. Gilks, Director of Communications and Special Projects

### **RECOMMENDATION**

In preparation of the General Election to be held on October 20, 2025, it is recommended that the Board of Trustees approve the following:

1. That Secretary-Treasurer, be appointed as the Returning Officer; and; the Director of Finance, be appointed as the substitute Returning Officer.
2. That Nikki Gilks, Yvonne Furegati, Katelyn Brook, and Michelle Roy serve as Deputy Returning Officers.
3. That the attached bylaws be approved at their first reading.
4. That the attached bylaws be approved at their second reading.
5. That the attached bylaws be approved for third reading at this meeting.
6. That the attached bylaws be approved at their third reading.

### **REPORT**

In preparation for the General Election taking place in October 2025, the first step in the process is to repeal the previous election bylaws. Next, the Board passes new bylaws and resolutions before December 31.

1. Appoint a Returning Officer, substitute Returning Officer, and Deputy Returning Officers.
2. Establish the minimum number of electors required to sign the nomination of a candidate for office.
3. Determine if a deposit is required to accompany the nomination form.
4. Determine if a criminal record check is required to accompany the nomination form.

## **Context of the Recommendation:**

Section 73 of the *Education Act* specifies that all general elections, by-elections, polls and plebiscites are governed by the *Education Act* and the *Local Authorities Election Act*.

*Board Procedures Regulation* Section 6 outlines that three readings must occur to pass a Bylaw:

- (1) *Every bylaw of a board must have 3 distinct separate readings before the bylaw is passed.*
- (2) *Not more than 2 readings of a bylaw must be given at any one meeting unless the trustees present at the meeting unanimously agree to give the bylaw a 3rd reading.*
- (3) *The first reading of a bylaw must be in full and, if each board member has in the member's possession a written, printed, or electronic copy of the bylaw, the 2nd and 3rd readings may be by title and description only.*

Under the *Local Authorities Election Act* (Election Act):

1. Section 13(1), an elected authority may, by resolution, appoint a returning officer for the purposes of conducting elections under this Act by June 30 of the year in which the election occurs or, for a by-election or vote on a question or bylaw, in the resolution or bylaw that fixes the day for the by-election or vote on a question or bylaw.
2. Section 13(2), if the elected authority does not appoint a returning officer, the secretary is deemed to have been appointed as the returning officer.
3. Section 13(2.1), an elected authority must, by resolution, appoint a substitute returning officer by June 30 of the year in which the election occurs or, for a by-election or vote on a question or bylaw, in the resolution or bylaw that fixes the day for the by-election or vote on a question or bylaw.
4. LAEA amendment, Bill 20, effective October 31, 2024, Section 21(1) now states: *An elected authority, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, may require a person seeking to be nominated as a candidate to provide a criminal record check.*
5. Section 27(2) Notwithstanding subsection (1), a city that is a local jurisdiction with a population of at least 10 000 or a board of trustees under the *Education Act* of a local jurisdiction with a population of at least 10 000

may, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, specify the **minimum number of electors** required to sign the **nomination** of a candidate for an office, but that number must be at least five and not more than 100.

6. Section 29(1), an elected authority may, by bylaw passed not fewer than 30 days before nomination day, require that every nomination be accompanied with a **deposit** in the amount fixed in the bylaw.

**Conclusion:**

Elections are addressed within the *Local Authorities Election Act* and the *Education Act*, and require either a bylaw or board resolution for adherence to specific timelines.

**BYLAW NO. 2024-01  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

A Bylaw of the Grande Yellowhead Public School Division, in the Province of Alberta,  
relating to the arrangement of the electoral wards and trustee(s) to be elected to each  
ward.

WHEREAS within Ministerial Order 062/2018, the Board of Trustees (the “Board”) of the School Division provides for the nomination and election of trustees within the School Division by wards.

NOW THEREFORE, in accordance with Section 76 of the *Education Act*, the Board confirms the wards and provides for the nomination and election of trustees in the wards and electoral subdivisions as follows:

- 1) The Board agrees to have the established electoral boundaries remain as follows:
  - Ward 1 – The Yellowhead Ward
    - i. Ward 1 will comprise all those lands within the previous Yellowhead School Division No. 12:
  - Electoral Subdivision #1 – Hinton area
    - i. Townships 45 to 48 inclusive, West of Range 23, West of the 5th Meridian & Townships 49 to 54 inclusive, West of Range 22, West of the 5th Meridian
  - Electoral Subdivision #2 – Edson area
    - i. Those portions of Townships 55 to 57 inclusive, Range 13, West of the 5th Meridian, lying West of the McLeod River
    - ii. That portion of The Yellowhead School Division lying East of the boundary described in Electoral Subdivision No. 1 and West of Range 14, West of the 5th Meridian, Excepting Township 53, Range 14, Sections 1 to 3 inclusive, Sections 10 to 15 inclusive, Sections 22 to 27 inclusive, and Sections 34 to 36 inclusive.
  - Electoral Subdivision #3 – Lobstick area
    - i. That portion of The Yellowhead School Division lies East of the boundary described in Electoral Subdivision No. 2.
  - Ward 2 – The Grande Cache Ward
    - i. Ward 2 will comprise all those lands within the previous Grande Cache School District No. 5258
  - Ward 3 – The Jasper Ward
    - i. Ward 3 will comprise all those lands within the previous Jasper School District No. 3063.

2) WHEREAS Section 78 of the *Education Act* provides that the Minister shall specify for each Board the number of trustees, being no fewer than 3, to be elected to the Board. The Minister may vary the number of trustees to be elected for each school division.

NOW THEREFORE the Board of Trustees of The Grande Yellowhead School Division hereby resolves that the number of trustees to be elected for each ward is as follows:

- Ward 1 – The Yellowhead Ward
  - i. Electoral Subdivision #1 – Hinton area: Two (2) Trustees
  - ii. Electoral Subdivision #2 – Edson area: Two (2) Trustees
  - iii. Electoral Subdivision #3 – Lobstick area: One (1) Trustee
- Ward 2 – The Grande Cache Ward: One (1) Trustee
- Ward 3 – The Jasper Ward: One (1) Trustee

As set out in Section 76, 2 (b) of the *Education Act*, this bylaw does not apply to or affect the composition of the Board until the date of the next general election to which the bylaw applies.

**READ THE FIRST THIS 20<sup>TH</sup> DAY OF NOVEMBER, 2024**

---

**Board Chair (sign)**

---

**Secretary-Treasurer (sign)**

---

**Second Reading**

**BYLAW NO. 2024-01  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of The Grande Yellowhead School Division hereby resolves that the number of trustees to be elected for each ward is as follows:

- Ward 1 – The Yellowhead Ward
  - i. Electoral Subdivision #1 – Hinton area: Two (2) Trustees
  - ii. Electoral Subdivision #2 – Edson area: Two (2) Trustees
  - iii. Electoral Subdivision #3 – Lobstick area: One (1) Trustee
- Ward 2 – The Grande Cache Ward: One (1) Trustee
- Ward 3 – The Jasper Ward: One (1) Trustee

**READ A SECOND TIME THIS 20<sup>TH</sup> DAY OF NOVEMBER, 2024**

---

**Board Chair (sign)**

---

**Secretary-Treasurer (sign)**

---

**Action Item:** Motion to Approve a Third Reading of **Bylaw 2024-01**

**Recommendation:** That the Board of Trustees approve the third reading of **Bylaw 2024-01** at this meeting.

Must be a unanimous decision.

---

**Third Reading**

**BYLAW NO. 2024-01  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of The Grande Yellowhead School Division hereby resolves that the number of trustees to be elected for each ward is as follows:

- Ward 1 – The Yellowhead Ward
  - i. Electoral Subdivision #1 – Hinton area: Two (2) Trustees
  - ii. Electoral Subdivision #2 – Edson area: Two (2) Trustees
  - iii. Electoral Subdivision #3 – Lobstick area: One (1) Trustee
- Ward 2 – The Grande Cache Ward: One (1) Trustee
- Ward 3 – The Jasper Ward: One (1) Trustee

**READ A THIRD AND FINAL TIME THIS 20<sup>TH</sup> DAY OF NOVEMBER, 2024**

---

**Board Chair (Sign)**

---

**Secretary-Treasurer (Sign)**

**BYLAW NO. 2024 – 02**  
**OF THE**  
**GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

A Bylaw of the Grande Yellowhead Public School Division, in the  
Province of Alberta, relating to the form of nomination for the  
General Election.

WHEREAS Section 27(2) of the *Local Authorities Election Act* RSA 2000, Chapter L-21 provides that a city that is a local jurisdiction with a population of at least 10,000 or a board of trustees under the Education Act of a local jurisdiction with a population of at least 10,000 may, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, specify the minimum number of electors required to sign the nomination of a candidate for an office, but that number must be at least 5 and not more than 100.

AND WHEREAS Section 73 of the *Education Act* RSA 2012, Chapter E-0.3 provides for the procedures for general elections and are to be governed by the *Education Act* and the *Local Authorities Election Act*,

AND WHEREAS the Board of Trustees of the Grande Yellowhead Public School Division is desirous to specify the minimum number of electors required to sign the nomination of a candidate for an office

NOW THEREFORE The Board of Trustees of Grande Yellowhead Public School Division enacts that the minimum number of electors required to sign a candidate's nomination be set at **ten (10)**.

**READ A FIRST TIME THIS 20th DAY OF NOVEMBER, 2024**

---

**Board Chair (Sign)**

---

**Secretary-Treasurer (Sign)**

---

**Second Reading**

**BYLAW NO. 2024 – 02**  
**OF THE**  
**GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of Grande Yellowhead Public School Division enacts that the minimum number of electors required to sign a candidate's nomination be set at **ten (10)**.



**READ A SECOND TIME THIS 20th DAY OF NOVEMBER, 2024**

---

**Board Chair (Sign)**

---

**Secretary-Treasurer (Sign)**

---

**Action Item:** Motion to Approve a Third Reading of **Bylaw 2024-02**

**Recommendation:** That the Board of Trustees approve the third reading of **Bylaw 2024-02** at this meeting.

Must be a unanimous decision.

---

**Third Reading**

**BYLAW NO. 2024 – 02  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of Grande Yellowhead Public School Division enacts that the minimum number of electors required to sign a candidate's nomination be set at **ten (10)**.

**READ A THIRD AND FINAL TIME THIS 20<sup>TH</sup> DAY OF NOVEMBER, 2024**

---

**Board Chair (Sign)**

---

**Secretary-Treasurer (Sign)**

**BYLAW NO. 2024 - 03  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

A Bylaw of the Grande Yellowhead Public School Division, in  
the Province of Alberta, relating to deposits for the General  
Election.

WHEREAS Section 29(1) of the *Local Authorities Election Act* RSA 2000, Chapter L-21 provides that an elected authority may, by bylaw passed not fewer than 30 days before nomination day, require that every nomination be accompanied with a deposit in the amount fixed in the bylaw;

AND WHEREAS Section 73 of the *Education Act* RSA 2012, Chapter E-0.3 provides for the procedures for general elections and are to be governed by the *Education Act* and the *Local Authorities Election Act*;

AND WHEREAS the Board of Trustees of the Grande Yellowhead Public School Division is desirous to establish a required deposits for the General Election.

NOW THEREFORE the Board of Trustees of Grande Yellowhead Public School Division enacts the requirement of a **One-Hundred-Dollar (\$100)** deposit to be accompanied by the nomination papers at the time of filing.

**READ A FIRST TIME THIS 20th DAY OF NOVEMBER, 2024**

---

**Board Chair (Sign)**

---

**Secretary-Treasurer (Sign)**

---

**Second Reading**

**BYLAW NO. 2024 - 03  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement of a **One-Hundred-Dollar (\$100)** deposit to be accompanied by the nomination papers at the time of filing

**READ A SECOND TIME THIS 20th DAY OF NOVEMBER, 2024**

---

**Board Chair (sign)**

---

**Secretary-Treasurer (sign)**

---

**Action Item:** Motion to Approve a Third Reading of **Bylaw 2024-03**

**Recommendation:** That the Board of Trustees approve the third reading of **Bylaw 2024-03** at this meeting.

Must be a unanimous decision.

**Third Reading**

**BYLAW NO. 2024 - 03  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement of a **One-Hundred-Dollar (\$100)** deposit to be accompanied by the nomination papers at the time of filing.

**READ A THIRD AND FINAL TIME THIS 20<sup>TH</sup> DAY OF NOVEMBER, 2024**

---

**Board Chair (sign)**

---

**Secretary-Treasurer (sign)**

**BYLAW NO. 2024 – 04**  
**OF THE**  
**GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

A Bylaw of the Grande Yellowhead Public School Division, in  
the Province of Alberta, relating to the requirement for a  
criminal record check for the General Election.

WHEREAS Section 21(1) of the *Local Authorities Election Act* RSA 2000, Chapter L-21 states that an elected authority, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, may require a person seeking to be nominated as a candidate to provide a criminal record check;

AND WHEREAS Section 73 of the *Education Act* RSA 2012, Chapter E-0.3 provides for the procedures for general elections and are to be governed by the *Education Act* and the *Local Authorities Election Act*,

AND WHEREAS the Board of Trustees of the Grande Yellowhead Public School Division is desirous that a person seeking to be nominated as a candidate provide a criminal record check;

NOW THEREFORE The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement that a person seeking to be nominated as a candidate provide a **criminal record check** with the nomination form.

**READ A FIRST TIME THIS 20th DAY OF NOVEMBER, 2024**

\_\_\_\_\_  
**Board Chair (Sign)**

\_\_\_\_\_  
**Secretary-Treasurer (Sign)**

**Second Reading**

**BYLAW NO. 2024 – 04**  
**OF THE**  
**GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement that a person seeking to be nominated as a candidate provide a **criminal record check** with the nomination form.

**READ A SECOND TIME THIS 20th DAY OF NOVEMBER, 2024**

\_\_\_\_\_  
**Board Chair (Sign)**

\_\_\_\_\_  
**Secretary-Treasurer (Sign)**

**Action Item:** Motion to Approve a Third Reading of **Bylaw 2024-04**

**Recommendation:** That the Board of Trustees approve the third reading of Bylaw **2024-04** at this meeting.

Must be a unanimous decision.

**Third Reading**

**BYLAW NO. 2024 – 04  
OF THE  
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement that a person seeking to be nominated as a candidate provide a **criminal record check** with the nomination form.

---

**Board Chair (Sign)**

---

**Secretary-Treasurer (Sign)**

**New  
Superintendent  
Search Process  
Update**

Date/Time	Focus Group	Platform
<b>October 30</b>	Students (Youth Council)	In person, Hinton Harry Collenge High School
<b>November 13, 3:30 pm</b>	Teachers (ATA Local 11 Evergreen Executive)	Virtual <a href="#">Google Meet</a>
<b>November 13 7 pm</b>	Parents (Council of School Councils)	Virtual <a href="#">ZOOM Meet</a>
<b>November 20 1 pm</b>	Support Staff (CUPE 1357 Executive)	In person, Edson Education Services Centre
<b>November 20 4 pm</b>	Senior Leadership Team	In person, Edson Education Services Centre
<b>November 21 10:30 am</b>	School Leaders	In person, Edson Education Services Centre (Offsite principals received a google link to join)

**Item # 9**

**Administration Report  
November 20, 2024**

To: Board of Trustees, Grande Yellowhead Public School Division  
From: Dr. Dennis Parsons, Superintendent of Schools/CEO  
Subject: **Superintendent Report - October/November 2024**

**RECOMMENDATION**

That the Board of Trustees receive the Superintendent's Report as information.

**REPORT**

**Governance Connection:**

As per **Board Policy 12**, *Role of the Superintendent*, and the *Education Act*, the superintendent of schools is the chief executive officer of the board and chief education officer of the school authority.

**Background:**

The superintendent 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 Policy 12, legislation, and the competencies outlined in the *Superintendent Leadership Quality Standard (SLQS)*. *Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching, and optimum learning for all students in the school authority.*

**Key Information:**

Since arriving in the division on September 15, 2024, and since assuming the position of Superintendent of Schools/CEO on October 1st, 2024 I have engaged with staff members in numerous engagements and activities on behalf of GYPSD. In an effort to bring some semblance of order to my diverse GYPSD activities and work engagements, I will report on my work through the competencies as stipulated within the Superintendent Leadership Quality Standards (SLQS).

**Leadership Quality Standard 1 - Building Effective Relationships**

As stated in my first superintendent report to the Board, knowing the importance of building effective relationships, we have continued to give **priority to meeting**

**students and staff in the schools and in our central office area.** For example, on Thursday, October 24, 2024 (the day after our last Board meeting) we began the day with a central office team-building activity organized by Nikki. Later that same morning I traveled to Fulham School to meet with Principal Marshall and one of her staff members for a “seek to understand” meeting. Subsequently, I held a virtual meeting with Principal Jillian Hammer to better understand and clarify challenges she and her staff were encountering at Sheldon Coates school, and later that same day I held a meeting at our central office to look deeper into our GYPSD budget processes. The next day, October 25, I participated in a virtual meeting with Principal Zadderey over a developing concern at Grand Trunk High School.



The following week, October 28 to November 1, saw another round of diverse meetings. From meetings with HR on Monday, to budget meetings involving various staff members on Tuesday, and also on Tuesday, chairing our central office leadership team meeting designed to share work highlights while in the process building team through arriving at common understandings and shared purpose. On Wednesday, October 30, I was honored to meet with our superintendent youth delegates and their teacher advisors at Harry Collinge High School in Hinton. It was invigorating to connect with the students, listen to their ideas, and see how we can best support them in the work they hope to undertake. It is also noteworthy that Mr. Callaghan came to this superintendent youth council meeting and held his first stakeholder engagement session with the assembled youth delegates in building out the desired superintendent profile.



Following the session with our youth delegates, I was able to meet with Principal Scobie on matters pertinent to him and his school. The next day, Thursday, I went to Jasper to specifically meet with Principal Bouchard and subsequently with Principal Crozier seeking to understand how they, their staff, and their students were doing. Following these Jasper discussions, I was better able to capture in a letter to Kindy Joseph, Assistant Deputy Minister, concerns expressed by both principals. On Friday, I was back at the central office, seeking to understand through meetings with senior staff on busing in Grande Cache and with HR regarding issues related to GYPSD processes.



The week of November 4th to November 8, 2024, brought fewer engagements but the engagements were still significant. On Monday, the central office team and I participated in a virtual meeting with school leaders to debrief our GYPSD October Board meeting and to hold a Q&A regarding operational issues. From my perspective, the opportunity to dialogue was valuable and gave insight into a better understanding of various issues and concerns. On Tuesday, November 5 I traveled with several staff members to Calgary to participate in the provincial CASS Leadership conference. This was an opportunity to participate in PD, network with other CASS members, and to dialogue on issues of common concern.

Following our fall break and Remembrance Day, the week of November 12 brought more opportunities to build effective relationships through the work undertaken on behalf of GYPSD. On Tuesday, the senior leadership team and I held our central leadership team meeting where we explored multiple issues. This was followed by a meeting held with Principal Marshall on seeking deeper understanding around Fulham School and the challenges being experienced there. On November 13, 2024, Dr. Harding and I along with other staff members assisted Assistant Superintendent Aschenmeier with her Principal Assessment PL all-day session at our central office. The meetings offered new insights on current assessment challenges across GYPSD. Also, on this day, we completed with Mr. Callaghan two more stakeholder engagement sessions on building out the preferred superintendent candidate profile characteristics. On Thursday, Assistant Superintendent Aschenmeier and I were scheduled to have a meeting with Yellowhead County Councillor, David Russell seeking to understand where we might share common interests and concerns. He unfortunately had to cancel, but the meeting is being rescheduled. Later that same day, with Assistant Superintendent Aschenmeier, I once again attended a Fulham school council meeting seeking to understand their ongoing school-focused discussions.

The various meetings and school tours detailed above made possible a clearer understanding of our strengths and a deeper understanding of our challenges. More importantly, the many school visits and numerous meetings afforded opportunities to meet and speak with our staff and further enabled the all-important steps needed in the process of building effective relationships.

## **Leadership Quality Standard 2 - Modeling Commitment to Professional Learning**

Living out this competency through the office of superintendent means engaging in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

While recently arriving in GYPSD I have already had conversations with division staff members regarding their professional learning journey and have approved

their research initiatives within our school division. I have seized opportunities to speak with students to encourage and to model commitment to professional learning. One example of this was the opportunity to meet with our superintendent youth delegates and their teacher advisors at Harry Collinge High School in Hinton. It was a golden opportunity to speak with students about their learning goals, to applaud them for putting themselves forward, and to discuss how we can best support them in their learning journey.

Likewise, educators must endeavor to stay current. Therefore, On Tuesday, November 5, several staff members and I traveled to Calgary to participate in the

provincial CASS Leadership conference. This was an opportunity to participate in PD, network with other CASS members, and to dialogue on educational issues of common concern. Following the conference, it was possible to share aspects of the professional learning engagement in Calgary through interactions with members of my senior leadership team. In a similar manner, on November 13, several staff members and I assisted Assistant Superintendent



Aschenmeier with her Principal Assessment Professional Learning session at our central office. This full day session offered new insights and new tools to work with teachers on current assessment challenges across GYPSD, and just as important the day offered a fantastic opportunity to model professional learning. Learning with the potential to impact student achievement on curricular outcomes.

### **Leadership Quality Standard 3 - Visionary Leadership**

Under the competency of Visionary Leadership, a superintendent is expected to, *“engage with the school community in implementing a vision of a preferred future for student success based on common values and beliefs.”*

In my short time with GYPSD, I have spent the majority of my time engaged, as detailed above, meeting people with the goal of seeking to understand the work they do and their vision for student success. In the process, I have used the opportunity to promote across our division a shared understanding of and support for our GYPSD goals, priorities, and strategic initiatives. While there is a desired state, as articulated in the GYPSD Education Plan, we also know, based on our AERR, that work is needed to realize the level of student success we want for our students. To this end, I have given time and space to focusing on “learning is the

work,” on our processes that support learning, on building trust, empowering staff, and on building common understandings across our leadership team. In reality, a strong and vibrant school division is not many different boats going in multiple directions, but rather coming to know and understand we are in a boat we built traveling in an agreed upon direction. Thus, we must be clear on our vision, know our course, and be fastidious in our commitment to committing our time, energy, and resources to achieving it.

#### **Leadership Quality Standard 4 - Leading Learning**

Under this competency, *“A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practices, shared responsibilities for student success and continuous improvement.”*

In this, my second report to the Board, I will reiterate with respect to leading learning my belief that the ongoing school visits/tours, the leadership team meetings, the many conversations with staff/students, and the review of processes in support of learning have been geared towards understanding our division, inclusive of our strengths and challenges. With understanding comes an increased ability to support our staff and to help build capacity in our administrators and staff for the purpose of fulfilling their educational roles. One major aspect of our shared learning responsibility, and my responsibility in terms of leading learning, is to ensure that all instruction in our school authority addresses learning outcomes as outlined in Alberta's Program of Studies. To facilitate this work, I have focused on working to promote collegial relations, collaboration, critical thinking, and to make room for innovation in our school community.

In terms of leading and supporting learning, I will reiterate part of the central office team message I shared in my first report:

*In speaking to “learning is the work,” Fullan spoke of the consistency-innovation continuum and how it applies to all jobs. He argued, how organizations address their core goals with relentless consistency while getting better and better at what they do (innovation) is the key to organizational success. Therefore, I want to recognize the value, and importance of the work you each do. Collectively, our focus must be on processes that respond to the learning needs of students and on improving classroom instruction.*

*On behalf of the central leadership team, and in the season of change and gratitude, we recognize our role and responsibility to serve and support you. As partners, our collective purpose is to establish optimal environments for the success and achievement*

*of all students. In service to this purpose, we are committed to the spirit of collaboration, teamwork, and innovation.*

### **Leadership Quality Standard 5 - Ensuring First Nations, Métis, and Inuit Education for All Students.**

**Under this competency, a superintendent,** *“establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.”*



While I did not establish the structures within GYPSD, in my short tenure I have witnessed that structures are in place to support building out this competency within our division. To this point, I provided several examples in my previous report illustrative of how we are living out this competency within GYPSD. Additionally, the system's willingness and excitement felt in spotlighting President Jessie Smeal and her Hinton students performing indigenous music at the last public Board meeting was simply beautiful. We all took great pride in what

unfolded in front of us and I think it bodes well for our willingness to do the work that still needs to be done.

### **Leadership Quality Standard 6 - School Authority Operations and Resources**

**Under this competency,** *“a superintendent directs school authority operations and strategically allocates resources in the interest of all students and in alignment with the school authority’s goals and priorities.”*

As stated in my previous report, I have placed priority on getting to know our people and our division. With an increased understanding of our strengths and our challenges, I have started to strategically allocate resources in the interest of all students and in alignment with our school authority’s goals and priorities. The steps taken have manifested in several different ways. For example, in our Jasper schools,



due to the impacts of the fire, it has involved budgetary adjustments in order to live up to our promise of staffing both schools based on projected enrollments and not on actual student count. In another instance, I have taken steps to ensure equity in resource distribution and equity in educational opportunities. Currently, this has translated into budgetary adjustments, additional staffing, and reconfiguration in staffing assignments for one or more schools. Of course, the work detailed in my previous report around Fulham school continues. Additionally, just recently Facilities Director, Mr. Brian Orge, and our facilities team worked completely through Fall break to repair and replace a waterline break at Fulham School.

Leadership in the area of School Authority operations and Resources is obviously ongoing. To this end, I have a great team to help with the work. Over the weeks and months ahead, we will work to fully ensure that GYPSD operations and our resources are aligned and working in the best interest of GYPSD students and staff.

### **Leadership Quality Standard 7 - Supporting Effective Governance**

In my previous report to the Board, I detailed my initial work and the work of senior staff in support of effective board governance. My report spoke of policy work, working with the corporate board through Committee of the Whole (COTW), and through our Public Board Meetings (PBM). It also detailed how governance work involved supporting Chair Karpluk and the corporate board in provincial governance structures and gatherings like ASBA and PSBAA where there is opportunity to interact with the Minister and his staff.

Since that last meeting, the work of supporting effective governance has continued. For example, on the financial side of supporting governance, staff have been working with external auditors to undertake our GYPSD 2023 - 2024 financial audit. Hopefully, the audited report will be presented at our November PBM.

On another front, staff have been investigating the possible governance implications of Municipal Affairs Statutes Amendment Act, 2024/Bill 20. In this regard, we have sought a legal opinion. Similarly, we have school Board elections upcoming next Fall, and staff are already doing the groundwork and preparing the needed motions for consideration by our GYPSD Board of Trustees. Some, or all of these motions, will be debated at our November board meeting. Additionally,



on November 15, the work of supporting effective governance resulted in

traveling to Edmonton for a series of back-to-back provincial meetings with PSBC (Nov 15 & 16) and ASBA (Nov. 17, 18, & 19).

In summary, it is easy to see the work of supporting effective governance involves simultaneously working on many fronts by many dedicated staff. The meetings and interactions are crucial to supporting effective governance. I want to thank the Board and my staff for their support. Without their support, this type of groundwork in support of effective governance would not be possible.

**Administrative Report  
November 20, 2024**

To: Board of Trustees  
 From: Dr. Parsons, Interim Superintendent of Schools  
**Subject: Division Departments’ Report**  
 Originator(s): Department Heads

**RECOMMENDATION**

That the Board of Trustees receive a report on projects, processes, and/or programs carried out by the many Central Office Departments since the last Public Board Meeting as information.


**REPORT**

**Governance Implications:**

As per the *Education Act*, school boards delegate the operation of school divisions to superintendents. As part of the assurance process, the Board receives monthly reports on the work carried out in the Division’s departments to meet the Division’s Strategic Plan, legislative requirements, the goals of the Education Plan, and in support of the Board’s four priorities.

**Context:**

The following is an overview and summary of the work carried out since October 23, 2024, to provide up-to-date information to the Board of Trustees, and identify the anticipated work each department has scheduled in the time leading up to the next Public Board Meeting. The monthly information ensures Trustees can assure stakeholders by acknowledging the ongoing and emergent work of the Division’s departments following each Public Board Meeting.

Department	Completed October 24 – November 19, 2024	Anticipated November 21 – December 18, 2024 
Finance J. Lin/L. Liu	<ul style="list-style-type: none"> <li>● Year-end and Official Audit</li> <li>● Jasper Insurance</li> <li>● 2023-24 budget and carry forward to 2024-25</li> <li>● Review and update Q1 2024-25 budget</li> </ul>	<ul style="list-style-type: none"> <li>● Finalize AFS 2023-24 and submit it to AB ED</li> <li>● Complete Year-end rollover</li> <li>● Capital Planning Workshop</li> <li>● 2024/25 Enrollment Deadline &amp; Checklist</li> </ul>

	<ul style="list-style-type: none"> <li>● Prepare CUPE negotiation</li> </ul>	<ul style="list-style-type: none"> <li>● 2024-25 Q1 Budget Review</li> </ul>
Facilities B. Orge	<ul style="list-style-type: none"> <li>● Fulham water line break</li> <li>● Crescent Valley Gym RTU</li> <li>● Budget review and update</li> <li>● Classroom door replacement at WestHaven</li> </ul>	<ul style="list-style-type: none"> <li>● Niton shower room RTU replacement</li> <li>● RFP for Harry Collinge RTU replacement</li> <li>● Stages for Christmas concerts</li> <li>● Capital Planning workshop</li> <li>● Interior door replacement continues at WestHaven</li> </ul>
Technology L. Lee	<ul style="list-style-type: none"> <li>● Crescent Valley VoIP migration</li> <li>● Automated User Account Creation Testing</li> <li>● Vretta Intent Meeting with Principals</li> <li>● Numeracy Leads Meeting - Carnegie Learning Math Pilot</li> <li>● School Tech Visits</li> <li>● Principal Assessment PD (With Learning Services)</li> <li>● Professional Growth and Employee Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>● DLT (2 Days)</li> <li>● Literacy Lead / Tech Meeting Dec 5/24</li> <li>● Support first-term digital report card</li> <li>● Complete Student automated account creation rollout - Staff Account automation testing</li> <li>● Christmas break network maintenance and upgrades</li> <li>● PowerSchool SIS upgrades</li> <li>● 25/26 Online Enrollment -Prep work</li> </ul>
Services & Supports C. Aschenmeier	<ul style="list-style-type: none"> <li>● Superintendent Youth Council meeting</li> <li>● Alberta Postsecondary Options Project (APOP) meeting</li> <li>● Principal Outcome Based Assessment PL</li> <li>● CASS Pre-Conference Course</li> <li>● CASS Conference</li> <li>● Annual Education Results Review</li> <li>● AAC Annual General Meeting</li> <li>● Virtual Indigenous Pathways Lead Teacher PL</li> <li>● Leading Reconciliation: A Series for School and System Leaders</li> </ul>	<ul style="list-style-type: none"> <li>● DLT (2 days)</li> <li>● AERR Submission to Alberta Education</li> <li>● Edmonton Regional Consortium planning meeting</li> <li>● Central Leadership Team meetings</li> <li>● 2nd Leading Reconciliation: A Series for School and System Leaders</li> <li>● School visits ~ Holiday concerts</li> </ul>



<p>Services &amp; Supports Dr. Harding</p>	<ul style="list-style-type: none"> <li>● Annual Education Results Review</li> <li>● Support for New Superintendent Search</li> <li>● Support for Principal Assessment PL</li> <li>● November PBM and COTW report preparation</li> <li>● CASS Pre-conference course facilitation</li> <li>● CASS Conference</li> <li>● CASS Women in Leadership: Committee Meeting</li> <li>● Prep for November Principal DLTS</li> <li>● Q1 Budgets</li> <li>● School Support</li> </ul>	<ul style="list-style-type: none"> <li>● Final CASS CEP course facilitation (third module)</li> <li>● DLT (2 days)</li> <li>● Prepare AE documents (AFS, AERR) for public posting on the Division website</li> <li>● Central Leadership Team meetings</li> <li>● School visits ~ Holiday concerts</li> <li>● Ed Plan meeting with Alberta Education</li> <li>● School Support</li> </ul>
<p>Human Resources M. Auriat</p>	<ul style="list-style-type: none"> <li>● TEBA/ATA Information Report</li> <li>● PUF Hiring</li> <li>● Recruitment Planning</li> </ul>	<ul style="list-style-type: none"> <li>● CUPE Negotiations</li> <li>● Ongoing recruitment &amp; recruitment fair planning</li> <li>● ASBOA Business Forum</li> <li>● Retirement Transition Program, messaging sent out to teaching staff.</li> </ul>
<p>Inclusion Services A. Corser</p>	<ul style="list-style-type: none"> <li>● Educational Assistant (EA) and Inclusion Team PD October 25th</li> <li>● Staffing/Interviews</li> <li>● Staff training on Dossier for ISP's</li> </ul>	<ul style="list-style-type: none"> <li>● Support new LST's with running a WJIV Assessment</li> <li>● Onboarding and supporting new Behaviour Specialist</li> <li>● School Support</li> </ul>
<p>Transportation Services C. Van Neck</p>	<ul style="list-style-type: none"> <li>● Employee evaluations</li> <li>● Transportation Grant</li> <li>● Staffing for upcoming leave</li> <li>● Route Assessment reviews</li> <li>● Q1 Budget Review/ 2023/24 Review</li> <li>● Charters out of area update</li> </ul>	<ul style="list-style-type: none"> <li>● Transportation Grant submission</li> <li>● Edson Christmas Parade</li> <li>● Driver recruitment and training</li> <li>● Onboarding and supporting new Temp Transportation Officer</li> </ul>
<p>Communications Special Projects N.Gilks</p>	<ul style="list-style-type: none"> <li>● Q1 Budget Review/ 2023/24 Review</li> <li>● Employee Recognition Committee</li> <li>● Support for Various Stakeholder meetings re Superintendent Search</li> </ul>	<ul style="list-style-type: none"> <li>● Update School Principal and Assistant Principal Profiles</li> <li>● Update School Info Sheets</li> <li>● Schools' Xmas Events</li> <li>● ESC Holiday Events re: Social Committee</li> <li>● Division Toy Run</li> </ul>

	<ul style="list-style-type: none"> <li>● Election Planning</li> <li>● Department Profile Updates</li> <li>● Good News Stories</li> <li>● Support Completion of 2023/24 AERR</li> <li>● Department Profile Updates</li> <li>● Social Media Updates</li> <li>● Education News Summaries</li> </ul>	<ul style="list-style-type: none"> <li>● Holiday Advertising ie Radio Messages</li> <li>● Education News Summaries</li> </ul>
--	--	---

**Conclusion:**

Division central staff focus on short, mid, and long-range goals as per the Division’s Strategic Plan while also addressing emergent issues. GYPSD department heads are committed to ensuring the Division is well-run, maintained, and innovative. Departments are strategic and responsive to GYPSD stakeholders to provide optimal environments, infrastructures, supports, programs, and services.

## 10.2

### Administrative Report November 20, 2024

To: Board of Trustees  
From: Dr. Parsons, Superintendent of Schools  
**Subject: 2024 - 2025 I.M.R. and C.M.R Plan**  
Originator: B. Orge, Director, Facility Services

#### **RECOMMENDATION**

That the Board receive the 2024 - 2025 Infrastructure Maintenance Renewal (I.M.R) and Capital Maintenance Renewal (C.M.R) Funding Plan, as information.

#### **REPORT**

##### **Governance Implications:**

The 2023-2024 I.M.R statement of final costs must be submitted to Alberta Education by November 30, 2024.

##### **Background:**

I.M.R and C.M.R funds are provided to school boards primarily to upgrade building components to meet health and safety standards, replace failed facility components, or meet municipal requirements.

I.M.R. and C.M.R projects that exceed \$1,000 000 require Ministerial approval. In keeping with the *Agreement on Internal Trade*, all projects over \$200,000 must include a competitive bidding process.

I.M.R. funding is calculated based on the number of FTE students, area of school facilities, age of school facilities, and the non-refundable G.S.T.

C.M.R. funding year is from April 1, 2024, through March 31, 2025. This funding timeline is based on the Alberta Government's fiscal year.

I.M.R. and C.M.R funding received for the past six years:

School Year	I.M.R	C.M.R	Total
2019 – 2020	\$1,630,949	N/A	\$1,630,949
2020 – 2021	\$718,777	\$888,570	\$1,607,347
2021 – 2022	\$711,818	\$771,798	\$1,483,616
2022 – 2023	\$719,551	\$497,082	\$1,216,633
2023 – 2024	\$694,932	\$354,885	\$1,049,817
2024 – 2025	\$686,267	\$877,012	\$1,563,279

The following table is the projected CMR funding.

2025 - 2026	\$800,000
2026 - 2027	\$900,000

### Context to the Recommendation:

For the 2024-2025 school year, Grande Yellowhead Public School Division received \$686,267 in I.M.R funding. Funds will be used on projects such as flooring, painting, roofing, and other general maintenance items.

A list of the current I.M.R plan is described in the following table:

<b>2024 -2025 I.M.R. Plan</b>	
Westhaven	Interior door replacement
Fulham	New water Line with parking and landscaping repairs in the spring and summer
All schools	Parking lot repairs and line painting
All Schools	Fencing repairs and replacement
All Schools	Building Management Upgrades
Niton	Gym change room heating unit replacement
Niton	Fire Pump
All Schools	Painting and flooring
All Schools	Concrete sidewalk replacement

Alberta Education requested an additional C.M.R submission from school divisions for 2024-2025. GYPSD included items that would have normally been capitalized in the I.M.R plan.

A total allocation of \$877,012 in C.M.R funding was approved based on the projects described in the following table:

<b>2024 -2025 C.M.R. Plan</b>	
Harry Collinge	Replace 2 heating and ventilation units
Jasper Elementary	LED lighting upgrade/hallways, storage rooms, and exterior; Fire Panel Upgrade
Jasper Elementary	Replacement of gym rooftop unit

**Conclusion:**

The Facilities Department continues to upgrade schools using I.M.R and C.M.R funding.

## 10.3

### Administrative Report November 20, 2024

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

**Subject: 2023/24 School Councils' Annual Report**

Originator: J. Lin, Secretary-Treasurer

Resource: K. Brook, Senior Executive Assistant

#### **RECOMMENDATION**

That the Board of Trustees receive the School Councils' Annual Report for the 2023/24 school year, as information.

#### **REPORT**

##### **Governance Implications:**

*Community Engagement* is a Board Priority. Grande Yellowhead Public School Division (GYPSD) is proud of the quality of education provided within the five zones that make up the Division. The Board appreciates all stakeholder voices and values strong relationships with community members to inform its governance and advocacy agendas and gather input on policy direction. GYPSD welcomes input from students, families, and community members.

##### **Background:**

School Councils play an important advisory role in Grande Yellowhead Public School Division (GYPSD) schools. Administrative Procedure 110 – *School Councils* provides guidance for schools in relation to school council operations. The role of School Councils and the activities each council pursues vary across GYPSD as it is often dependent upon the interests of the parents/caregivers who get involved in the council and the changing needs of the school (see attachment).

Over the past years, the Board has encouraged the formation and growth of School Councils in the jurisdiction. Strategies to support School Councils include providing each School Council with complimentary membership to the Alberta School Councils' Association (ASCA).

**Context:**

Principals work with council chairs to co-construct council agendas, supports, and activities that work to enhance the learning environment for students and support input, feedback, and communication with families.

**Conclusion:**

School Councils share valuable ideas, interests, and concerns with school principals in their advisory role and can be a valuable asset in supporting the school's focus on student learning and the various activities that contribute to safe, welcoming, caring, and respectful learning environments.

## School Councils' Annual Reports Summary 2023/24

School	List of Activites	Financials	Dates of Meetings / Minutes
Crescent Valley	Monthly Meetings Papa Johns Hot Lunch Developed New Bylaws Bar Burrito Hot Lunch Bake Sale Fundraiser Fortune House Hot Lunch Cross Country Skiing Basketball trip to Edson Winter Dance Deilmens Spring Fundraiser Kindergarten Grad Grade 7 Grad	Opening Balance September 1, 2023 \$26,894.34  Closing Balance August 31, 2024 \$12,562.52	Sept 25, 2023 Oct 30, 2023 Nov 27, 2023 Dec 18, 2023 Jan 29, 2024 Feb 26, 2024 Mar 18, 2024 Apr 29, 2024 May 27, 2024 Jun 18, 2024 (AGM)
Evansview	Monthly Meetings Hot Lunch Popcorn Fridays Terry Fox Run Bus to Seniors Lodge for Constume Parade Cristmas Concert Christmas Dinner Children's Theatre Crossing Guard Lunch Pancake Breakfast Grouch Ball Fundraiser	Opening Balance September 1, 2023 \$49,256.08  Closing Balance August 31, 2024 \$55,971.05	Sept 19, 2023 Oct 23, 2023 Nov 20, 2023 Jan 22, 2024 Feb 29, 2024 Apr 8, 2024 May 6, 2024
Fulham	Monthly Meetings AGM Elections Cross Country Running Christmas Books Presented to Board Hanging Basket Fundraiser Community Engagement Year End Field Trip	Opening Balance September 1, 2023 \$2,962.88  Closing Balance September 1, 2024 \$4,610.13	Sept 20, 2023 Oct 19, 2023 Nov 20, 2023 Dec 14, 2023 Jan 18, 2024 Feb 12, 2024 Mar 18, 2024 Apr 22, 2024 May 15, 2024 Jun 10, 2024



Grand Trunk	Monthly Meetings School Christmas Dinner Planning School Wide Christmas Dinner at Legion Tour of few Foods lab Grade 6 playground presentation Hot Lunch Community Engagement - Wildwood	No Financials	Sept 14, 2023 Oct 17, 2023 Nov 14, 2023 Jan 23, 2024 Mar 12, 2024 Apr 15, 2024 May 13, 2024
GCCHS	Monthly Meetings	No Financials	Nov 6, 2023 Dec 6, 2023 Feb 15, 2024 May 8, 2024
Harry Collinge	Monthly Meetings Orange Shirt Day Phone Updates Literacy & Numeracy Focus Parent Conferences 90 Day Plan Student Handbook Course Selection Communication Plan 30 Minute Evacuation Plan	Opening Balance September 1, 2023 \$125.71  Closing Balance August 31, 2024 \$125.71	Sept 18, 2023 Oct 23, 2023 Jan 22, 2024 Feb 12, 2024 Mar 18, 2024 Apr 15, 2024 May 13, 2024 Jun 17, 2024
Jasper Elementary	Monthly Meetings Planned Scholastic Book Fair Transit Discussion Flower Basket Fundraiser Mural Discussion Schoolyard green scaping \$500 grant discussion	Opening Balance September 1, 2023 \$29,700.19  Closing Balance August 31, 2024 \$36,677.23	Oct 26, 2023 Nov 23, 2023 Jan 24, 2024 Feb 28, 2024 Apr 17, 2024 May 22, 2024
Jasper Junior/ Senior High	Monthly Meetings Career Talks French Immersion in High School FRIM Survey Results School Goals & Assurance School Budget SCIP Update/School Goals	No Financials	Oct 4, 2023 Nov 8, 2023 Dec 6, 2023 Jan 10, 2024 Feb 14, 2024 Mar 6, 2024 May 8, 2024 Jun 12, 2024

Mary Bergeron	Monthly Meetings Picture Day Classroom fruit bowls Book Fair Club Moo Hot Lunch Snack Shack Purdys fundraiser Gingerbread Houses Free Corn dog lunch Cookie decoration Wydnowski Fundraiser Carnival Themed Dance New Council Elections Carnival Day	Opening Balance (Council Account) September 1, 2023 \$26,905.57  Closing Balance (Council Account) August 31, 2024 \$22,925.14  Opening Balance (Fundraising Account) September 1, 2023 \$64,633.09  Closing Balance (Fundraising Account) August 31, 2024 \$79,135.07	Sept 28, 2023 Oct 19, 2023 Feb 15, 2024 Feb 18, 2024 Mar 21, 2024 Apr 18, 2024 Jun 6, 2024
Mountain View	Monthly Meetings Book Fair Experiential Grants Turkey Luncheon Bonhomme Carnaval FRIM Book Publishing	Opening Balance September 1, 2023 \$8,877.90  Closing Balance June 30, 2024 \$4,143.39	Oct 4, 2023 Nov 8, 2023 Dec 6, 2023 Jan 10, 2024 Feb 14, 2024 Mar 6, 2024 May 8, 2024 Jun 12, 2024
Niton Central	Hot lunch Jr. High Viability Community Engagement Assurance Survey Community Donations	No Financials	Sept 19, 2023 Nov 27, 2023 Feb 12, 2024 Apr 22, 2024
Parkland Composite	No Report/No Council	No Report/No Council	No Report/No Council
Pine Grove	No Report Submitted		
Sheldon Coates	No Report Submitted		
Summitview	2 Monthly Meetings - No Parents Present	Opening Balance September 1, 2023 \$34,391.89  Closing Balance September 1, 2024 \$34,397.93	Oct 18, 2023 Nov 22, 2023

Westhaven	Hot Lunch Snack Program Mother Hubbards Cupboard Halloween Dance Dielemans & Calibri Fundraisers Westhaven School Birthday Movie Night with Santa Bonhomme Carnival Dance Play Program Muffins for Students Fun Run & BBQ Mothers Day Flowers Grade 5 Farewell	Opening Balance August 23, 2023 \$16,044.26  Closing Balance August 23, 2024 \$13,381.35	Sept 11, 2023 Oct 2, 2023 Nov 6, 2023 Dec 4, 2023 Feb 5, 2024 Mar 4, 2024 Apr 8, 2024 May 6, 2024 Jun 3, 2024
Wildwood	No Report/No Council	No Report/No Council	No Report/No Council