



Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Application ID

2026 - 3351 - Community Impact Grant - Community Programs and Projects

Applicant Information

Organization Information

The Apple Schools Foundation
#206A, 12227 107 Ave NW
Edmonton, AB, T5M 1Y9

Primary Contact

Cari Foster
12227 107 Ave NW suite 206 a
Edmonton, AB, T5M 1Y9

Phone: s.20(1)
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Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Is the organization a registered non-profit?

Applicants must be a registered non-profit organization or a community group in partnership with a registered non-profit organization. If you have any questions regarding grant eligibility, please contact cip@rmwb.ca to book a pre-application meeting.

Yes

Has the organization operated within the Regional Municipality of Wood Buffalo for at least one year?

Applicants must have resided or operated within the Regional Municipality of Wood Buffalo for at least one year prior to applying. If you have any questions regarding grant eligibility, please contact cip@rmwb.ca to book a pre-application meeting.

Yes

In the last year, have there been any significant changes to your organization or program?

No

What is your organization's Mission Statement?

APPLE Schools will inspire and empower school communities to lead, choose, and be healthy by recommending and supporting measurable and sustainable changes.

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Brief Summary of the Proposed Program(s) and/or Project(s).

APPLE Schools (A Project Promoting healthy Living for Everyone) is a community wellness initiative that serves more than 15,000 children and youth in the Wood Buffalo region. Through APPLE School's proven innovative model that follows the principles of comprehensive school health (CSH), we equip schools to cultivate lifelong healthy habits in their students.

We propose a community-driven project to help children and youth in the Regional Municipality of Wood Buffalo (RMWB) achieve healthy outcomes in four key areas:

Healthy Eating: Students participate in hands-on learning about choosing, growing, and preparing nutritious foods, and sample healthy choices through school-wide "Try It" days. We facilitate nutrition education campaigns for students, staff and families.

Physical Activity: We encourage students to incorporate more movement into their day through active classrooms utilizing DPA (Daily Physical Activity Bins), student-led organized recess activities, intramural challenges, and educational resources.

Mental Wellness: Mental health is impossible to separate from physical health. We offer mindfulness supports and education, giving kids the tools to tackle anxiety and other mental health challenges.

Leadership: An important part of our work is helping students grow self-esteem and leadership skills. Students take the lead in planning and running wellness activities, fostering confidence, leadership, and a sense of ownership over their own health and community.

Healthier kids perform better in school, have higher self-esteem, and an overall enhanced quality of life, contributing to positive ripple effects for the entire community (Klassen et al., 2025; see WORKS CITED page appended to our Logic Model attachment). By partnering with RMWB, we aim to improve the physical and mental health of the community's young people, investing in a stronger and healthier future.

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Please note any restrictions on participating in your organization's programs, projects, services or events.

We provide support to children and youth from pre-kindergarten through grade 12, and even into college years through our outreach learning centres. All students enrolled in participating schools have equitable access to APPLE programs and services. Accommodations for disability, dietary needs and preferences, and cultural or religious differences are readily available, facilitated both through existing school policies and through program modifications, and we make every effort to ensure that no child is excluded from participation (more information about APPLE Schools accommodations is available in Program/Project Details).

However, children who do not attend public or separate (Catholic) APPLE schools will generally not have full access to our programs. Families who choose private or charter schools, homeschooling, or other alternatives to mainstream public education may not benefit from these programs. However, this group is small, estimated at just six per cent of Alberta's student population (Wilkie, 2025). And even those who do not participate in our formal school-based programs are encouraged to access the health resources freely available on our website, including peer-reviewed papers, exercise guides, wellness challenges, and healthy eating tips.

Minimum number of board members according to the organization's bylaws:

2

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Please list your current Board of Directors in the table:

Board of Directors

Name	Board Position	Years on Board
Dr. Lory Lang	Chair	9
Ms. Josee Devaney	Treasurer	2
Mr. Matt Jeneroux	Director	9
Ms. Marg Schwartz	Director	9
Dr. Paul Veugelers	Director	9
Ms. Jody Kootenay	Director	2
Ms. Margaret Barron	Director	2
Ms. Pat McCaw	Director	1
Mr. Bob Sadler	Director	7
Mr. Ellery Lew	Member	9
Mr. Allan Markin	Advisor	17

Do one or more board representatives or program staff have lived experience or expertise reflective of the demographics your organization serves?

Yes

If Yes; please briefly explain the lived experience or expertise.

Most APPLE board members have direct experience in the health and education sectors, both as educators and school board directors, including experience with service delivery in northern and remote communities. Our board includes a Cree director from the Alexander First Nation, where **s.20(1)** has been the Director of Education for 16 years. **s.20(1)** brings a wealth of experience with Indigenous approaches to health education. All board members are passionate about improving health outcomes for young people.



Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Program/Projects Details

Are you applying for more than one program or project?

If you are unsure, please contact CIP@rmwb.ca for clarification.

No

Program/Projects

Step 1: Click on the button below to enter the name of your program(s) or project(s).

Step 2: Click on the Save Draft button at the bottom of the screen.

Step 3: Click on the "Program/Project Details" button below to complete the details of each Program/Project. Please be sure to submit the current program/project information form before moving onto the next project information form.

Program/Project: Healthy Kids, Strong Communities: APPLE Schools in RMWB **Status:** Completed

Finances

Organization's most recent Fiscal Year End date

Please click Save Draft to update the following two questions with this date.

08/31/2024

Unrestricted Net Assets

Unrestricted Net Assets (accumulated net assets/surplus that the organization has not set aside for a particular purpose or earmarked by a donor for a specific program or project) from your Financial Statements ending: 08/31/2024

\$0.00

Total Operating Expenses

Total Expenses from your Financial Statements Ending: 08/31/2024

\$990,771.00

What efforts have been made in the past fiscal year to increase the financial support for your organization?

As a charitable organization funded entirely by donors, we continuously make strides to diversify funding sources across evolving economic landscapes. Over the last fiscal year, we have significantly advanced our financial sustainability goals, most notably in the following areas:

Diversification of Funding Streams

-Expanded our donor base beyond a single long-term donor and a few corporate sponsors to over 20 donors and sponsors.

Strengthening Major Donor Relationships

-Successfully retained and renewed commitments from several major donors, including Inter Pipeline Canadian Natural and Conoco Phillips
-Elevated support from single-year to multi-year commitments on 5 donor files.

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

New Partnership Opportunities:

-Developed a fee-for-service partnership with Sport3: APPLE supports this organization's service delivery and advises on program adaptability to school settings.

Growing Donor Base:

-Engaged a new corporate partnership with the Edmonton Oilers Foundation through robust relationship-building efforts, raising over \$30,000.
-Participated in third-party fundraising initiatives to enhance visibility and support, including the IPL Fort McMurray Marathon - Run for a Reason Partner, Edmonton Oilers Foundation 50/50, and Birdies for Kids.

Strategic Engagement and Stewardship:

-Conducted ongoing evaluation and improvement of engagement plans to connect stakeholders with project impacts.
-Engaged in storytelling techniques to celebrate positive effects on children and youth in the communities served, strengthening stakeholder relationships and emphasizing the value of their contributions.

Enhanced Communication and Marketing:

-Implemented a revitalized user-friendly website and launched health-focused newsletters for school staff, parents, and community members.
-Increased presence at community events and continued to leverage social media for outreach.

These efforts not only bolster financial sustainability but also deepen community connections, ensuring we can continue making a meaningful impact on children and youth.

Please complete the following budget table: If there are multiple programs, projects, services or events included in this application, please provide the total budget for all requests in the budget table.

Additionally, attach a detailed breakdown of the budget by program, project, service or event on the Attachment tab.

Secured Revenue

Revenue Sources	Description	Revenue (Jan-Dec)
Other	InterPipeline	\$170,000.00
Other	Canadian Natural	\$75,000.00
Other	CEDA	\$5,000.00
Other	CNOOC	\$10,000.00

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Other	ConocoPhillips	\$10,000.00
Other	Leacross Foundation	\$13,000.00
		\$283,000.00

Revenue in Progress

Revenue Sources	Description	Revenue (Jan-Dec)
Other	Keyera	\$25,000.00
		\$25,000.00

Expenses

Type of Expense	Description	Total Expenses	Requested RMWB Grant
Program Staff wages & Benefits	APPLE Health Mentor salary, benefits, and travel costs	s.20(1)	\$85,000.00
Program Materials & Supplies	School program tools, resources, and training materials	\$57,120.00	\$15,000.00
Training	School Health Facilitators and School Health Champions' participation in Knowledge Exchange events for professional development	\$40,800.00	\$0.00
Other (Provide Detail)	Mini-grant funding and fund administration to every APPLE School community to directly support their autonomous action plan.	\$65,280.00	\$0.00
Other (Provide Detail)	Program development: ongoing assessments, expert resource development, innovative programming and support	\$48,960.00	\$0.00
Administration Costs 15% Maximum	Administrative overhead	\$32,640.00	\$0.00
		s.20(1)	\$100,000.00

Shortfall

Total	
(Total Secured Revenue - Total Expenses)	\$125,000.00



Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Total RMWB Grant Request

	Amount
Total	\$100,000.00

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Total Cost of Program, Project, or Service

Total cost includes all costs of the entire program, project or service.

s.20(1)

Total Grant Amount Request

Up to 75% of total program, project cost up to maximum of \$100,000.

\$100,000.00

Grant request as percentage of total cost of program, project or service

Click on the Save Draft button to calculate the percentage.

25%

Outline any expected non-financial resources being leveraged for this program, project, service or event to demonstrate community support.

In-kind project contributions largely consist of our partners donating staff time to support APPLE Schools initiatives. For example:

- Preparing and delivering health-focused presentations to students (e.g., Safe Community Wood Buffalo offering presentations about the health risks of vaping to at-risk high school students)
- Attending strategy sessions with APPLE Schools to coordinate service delivery (e.g.; Wood Buffalo Public Library coordinating with APPLE to ensure access to health-focused resources and activities)
- Planning and facilitating recreational and cultural activities for students (e.g.; local Indigenous Knowledge Keepers supporting moose preparation at Father R. Perin School).



Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Attachments

Please attach a budget breakdown for each program, project, service or event if there are multiple requests included in this application.

[Attachment_1_-_Project_Budget.pdf](#)
659.9 KB - 10/14/2025 10:55 AM

Total Files: 1

Please attach a Partnership Letter(s) of Support for the proposed program, project, service or event to demonstrate authentic partnership and collaboration.

Applicants may use the >Partnership Letter of Support Template or submit a customized letter.

Each letter should include the following five key elements:

1. Commitment to the partnership and shared initiatives
2. Confirmation of the community need
3. History of prior collaboration or rationale for a new partnership
4. Defined roles, responsibilities, and resource commitments
5. Contact information for the partner organization

Each letter must be signed by an authorized representative of the partner organization.

Please note: The partnership letter is a mandatory requirement for Community Sustaining applicants and optional for Community Impact Grant application.

[Attachment_2_-_Letters_of_Support.pdf](#)
2 MB - 10/14/2025 10:56 AM

Total Files: 1



Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Please attach signed Financial Statements for the most recent fiscal year end.

Year-end date must fall between July 1, 2024 of last year and June 30, 2025.

[Attachment_3_-_Logic_Model__Works_Cited.pdf](#)
335.4 KB - 10/14/2025 10:56 AM

[Attachment_4_-_Financial_Statements.pdf](#)
180.7 KB - 10/14/2025 10:56 AM

Total Files: 2

Application Summary: 2026 - 3351 - Community Impact Grant - Community Programs and Projects

Declaration

Declaration: In making this application, I, the undersigned, confirm:

- that I have read the appropriate Grant Guidelines;
- that I understand that this application form and all required attachments must be completed in full and received before 2025-10-14 4:30 p.m. MT;
- that I understand that this application form and any attachments shall be part of the Community Investment Program Approval Committee (CIPAC, Council Appointed) meeting agenda and accessible through all methods that the public meeting agenda is available;
- that I understand the term of the Grant is January 1 to December 31, 2026 and that all expenditures must happen during this term; and
- that I am authorized by the applicant organization to complete the application and hereby represent to the Regional Municipality of Wood Buffalo's Community Investment Program and declare that to the best of our knowledge and belief, the information provided is truthful and accurate, and the application is made on behalf of the above-named organization and with the Board of Directors' full knowledge and consent.
- that I understand the personal information collected in this application is collected under the authority of Section 4(c) of the Protection of Privacy Act and is managed in accordance with the Act. It will be used to process your application and contact you if needed during the review of this application. If you have questions about the collection or use of your personal information, you may contact the Manager, Community Partnerships and Initiatives, at 9909 Franklin Avenue, Fort McMurray, AB T9H 2K4 or at 587-919-5522.

Acknowledgement

I do hereby certify that to the best of my knowledge, this application contains a full and correct account of all matters stated herein.

Applicant Name

Cari Foster

Position/Title

Development and Partnerships Manager

Date: 10/14/2025

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Program, Project or Service Name

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Beginning Date

2026-01-01

Completion Date

Note: The term of the grant is January 1 - December 31, 2026. The program, project, service or event and all expenditures must occur during this term.

2026-12-31

Location program, project or service will be provided:

Note: If the grant is approved, the communities served will be included in the Grant Agreement and data collection from all communities will be required.
Do not select the rural community if the service is provided to the clients from rural communities through the urban service area.

Anzac, Conklin, Fort Chipewyan, Fort McMurray, Janvier

Please complete the following Program/Project or Event Delivery Details.

Program, Project, or Event Delivery Information

Program/Project/ or Event Location	In Person (Yes/No)	Virtually (Yes/No)	Travel Budget Required (Yes/No)
Anzac	Yes	Yes	Yes
Conklin	Yes	Yes	Yes
Fort Chipewyan	Yes	Yes	Yes
Fort McMurray	Yes	Yes	Yes
Janvier	Yes	Yes	Yes

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

How does your organization plan to address barriers related to delivering virtual services in rural areas. This may include limited internet access, lack of devices, and limited technical support. If applicable.

We recognize that children learn in various ways. To supplement our in-person visits, we also offer virtual visits, seminars, professional development events, and online resources, which are especially valuable for remote communities or places where in-person visits are difficult or infrequent.

Our supports and services are delivered almost exclusively within the school setting, where access to technology and the internet is typically more reliable. By leveraging school connectivity resources and infrastructure, we minimize our own overhead costs while also supporting reliable connectivity for APPLE students and families. We supplement all virtual connections with annual in-person visits to each rural community, bringing resources and services directly to them as needed.

In all APPLE schools, we offer a consistent stream of virtual communication with parents, guardians and families through email campaigns, newsletters, social media, and our website.

How does your organization plan to address transportation barriers to provide the program, project, service or event? If applicable.

Since we first began operating in RMWB, we have consistently delivered services to children in rural areas such as Anzac, Conklin, Janvier, and Fort Chipewyan, as well as in the urban setting of Fort McMurray. Both rural and urban settings benefit from in-person visits, meetings, development, and training tailored to the specific requests of each community. Our APPLE health mentor engages with each community to evaluate the level of in-person engagement required, and these needs are specified in each school's action plan.

Our APPLE Health Mentor receives an annual budget for regional travel (see Attachment 1: Project Budget), which covers gas and mileage, meals and accommodations, and airfare as needed. APPLE has always been a dynamic and mobile organization, with mentors travelling frequently to schools in rural, remote, and northern settings; our infrastructure to support regional travel is well-established.

Project Summary Healthy Kids, Strong Communities: APPLE Schools in RMWB

Council approved seven funding priorities. Please indicate which funding priority/priorities are applicable to this application.

Please select at least 3 funding priorities for the Community Sustaining and Subsidiary Grant applications. Please select at least 1 funding priority for the Community Impact Grant (Community Programs and Projects or Community Events) application.

- Community support services and wellness
- Accessibility, inclusion and belonging
- Hosting events/new business and visitors
- Partnership and collaboration
- Rural and Indigenous Communities and Relationships
- Social participation
- Value of culture, heritage and regional pride

Describe how the proposed program, project, service or event align with these priorities.

Community support services and wellness: APPLE is not a formal health institution. We are community-based by design, allowing us to customize our approach to the unique needs of each school community.

Accessibility, inclusion, and belonging: Some wellness programs may inadvertently exclude children due to financial, cultural, or ability barriers. Our approach ensures that students from any background have equitable access to APPLE services.

Rural and Indigenous communities: We embrace Indigenous Ways of Knowing in our programming by working with Elders who share traditional teachings on fishing, gathering, and honouring wild game, fostering respect for food, culture, and community.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

In the table below, please identify the total number of unique participants that you anticipate will access the funded program, project, service or event.

Target Population

Age	Target Population
Children (0-12 years)	9200
Youth (13-18 years)	5800
Adults	0
Seniors (65+)	0
Families	0
Community	0
Total	15000

Please identify the equity deserving population the program, project, service or event will serve.

Youth, First Nations, Métis, and/or Inuit Peoples, Youth, People living in rural communities

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

How does your organization ensure that its programs, projects, services or events are accessible and inclusive for anyone who has an interest? Please share examples and success stories of accessibility and inclusivity.

To ensure equitable access to our services, we deliver programming at no cost—families and schools are never required to make a financial contribution. We frequently work in socioeconomically disadvantaged communities where physical and mental health issues are especially prevalent, making the removal of financial barriers essential to our mission.

We also consider the needs of children from diverse cultural backgrounds, children with disabilities, and children with other support needs. We leverage schools' built-in accessibility supports while remaining flexible and responsive. For example, our physical activity programs can be adapted for multiple ability levels, ensuring all students can participate.

APPLE also fosters inclusion and accessibility through culturally responsive initiatives. In a school with a large Indigenous Dene population, the APPLE health mentor received training in traditional Dene hand games, which were incorporated into recreation programs and taught to school staff through PD sessions. In another school with many Indigenous and Ukrainian students, the mentor introduced a "Pass the Beet" game that combined tasting activities with lessons about the beet's use in both Indigenous art and Ukrainian cuisine. By integrating culturally informed activities, APPLE supports the needs of interests of each school community, creating inclusive spaces for all students.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

If applicable, please explain how your program, project, service or event celebrates Indigenous culture, serves Indigenous communities and/or promotes Indigenous healing, language, cultural restoration, or reconciliation.

Uplifting Indigenous cultural approaches to health and wellness is an important part of our work. We support families and communities across the traditional territories of many First Peoples, and many APPLE families and students are Indigenous themselves or live in Indigenous-majority communities. Under the guidance of local Elders and Indigenous community partners, we incorporate cultural lessons, stories, and experiences into participating schools' action plan initiatives, ensuring a holistic and culturally-informed approach to wellness.

Children in our programs have gained firsthand traditional food preparation experience through land-based activities like fishing, gathering, and honouring wild game by cleaning and tanning hides. At Father R. Perin School in Janvier First Nation, community members taught APPLE students how to clean and cut the hind legs of a moose, an exercise in culturally-informed food preparation.

Not only is this kind of learning a way for children to meaningfully connect with the land and with the food they eat; it can also be a powerful way for many to reconnect with their cultures and traditions, and to reaffirm the importance of Indigenous perspectives in health education.

Logic Model

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Statement of Need: What social problem or gap do you hope to address by delivering the program, project, service or event? What evidence do you have that this problem or gap exists?

Children in Canada face a growing health crisis that cannot be addressed by healthcare institutions alone. Trends show low physical activity (Colley & Saunders, 2023), poor nutrition (Agnihotri, 2025), and rising mental health challenges (Cooper & Mellis, 2024) among Canadian children and youth. This problem persists across the country, including in RMWB, which reports higher-than-average rates of obesity and chronic illnesses such as hypertension (Alberta Health Services, 2022; Alberta Health Services, 2025).

The causes of these challenges are complex, varying between communities. One-size-fits-all approaches do not consider each community's unique demographic, economic, and cultural character. For example, Indigenous communities may experience a mismatch between their own approaches to wellbeing and those historically imposed by Western colonial institutions.

The risks of not considering community context when addressing these issues are significant. An unhealthy population can have devastating economic consequences for affected communities, alongside the numerous personal and social impacts of poor health.

Although well-equipped to address systemic health issues, provincial health institutions are limited in their ability to provide targeted, preventative solutions tailored to each community's needs. We therefore aim to bridge the gap between formal healthcare delivery and school-run health education programs with a holistic, wellness-focused, community-integrated intervention strategy.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Broad Strategy: How will the program, project, service or event address the social problem? (e.g., What approach are you taking that you hope will lead your program, project, service or event to support the social problem?)

APPLE uses an approach known as Comprehensive School Health (CSH). CSH considers the full school environment when designing programs, including learning curriculum, social activities, extracurriculars, and ancillary programs and services. Rather than offering several unconnected interventions for different health problems, we instead aim to integrate all aspects of wellbeing.

In alignment with CSH, APPLE staff work closely with each school community, listening to students, staff, and families to understand their needs. We provide education and resources to help schools set and achieve their own health goals. Through a combination of skill-building and leadership development, children form sustainable healthy habits. Educators and administrators can then volunteer to become School Health Champions (SHCs) and continue to advocate for a healthy school culture long after the initial intervention takes place.

The culture of health we create doesn't stop at the school doors. We help schools develop partnerships with local sports organizations, public libraries, and other youth-focused groups, ensuring collaborative service delivery for kids both in and out of schools. Students then carry these lessons home, influencing their families' choices in nutrition, physical activity, and well-being. CSH aims to change how families grocery shop, exercise, spend time together, and prioritize their health.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Rationale: What evidence or research do we have that this strategy will work? To demonstrate for example, "If [my organization] does 'x' program, project, service or event, then [this] change will happen for the target population."

APPLE Schools programs have been rigorously studied by University of Alberta researchers since the organization's launch in 2007.

Several studies have demonstrated that the CSH approach is effective at improving students' long-term health outcomes (Fung et al., 2012). Research also shows that the positive community ripple effects of APPLE programming are lasting and significant, positively affecting the health behaviours and habits of children and their families while also trickling out into the wider community to influence broader change (Klassen et al., 2025). Three years after their enrollment in the program, APPLE students are nearly 40 per cent less likely to be obese than non-APPLE students. They also eat more fruits and vegetables, require fewer doctor visits, and are more physically active (Fung et al., 2012). Furthermore, economic analyses show a high return on investment: every dollar invested in APPLE Schools saves \$8.60 in future healthcare spending (Ekwaru et al., 2021).

The evidence is overwhelming: APPLE Schools consistently improves health outcomes for students enrolled in its programs. Its effects are significant, long-lasting, and extend far beyond school walls, contributing to a healthier future for APPLE communities.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Inputs: What resources will be invested to achieve your goal? (e.g., staff labour, venue space, volunteers, computers, etc.)

The resources APPLE invests can vary depending on the needs and priorities of each school, but will include at minimum:

- An APPLE Health Mentor, Karen Janvier, who lives in Anzac and works in the RMWB community providing expertise and mentorship to support the customized action plan. The health mentor guides programs and initiatives, coordinates community partnerships, and supports the SHC to drive school- and community-led initiatives in the long term.
- Literature and educational materials such as implementation guides, action plan templates, parent and student handouts, nutrition and exercise infographics, and monthly health campaign materials. APPLE is an evidence-based program, and we regularly update our resources as the science grows and evolves.
- Equipment such as sports and recreational equipment (e.g., tennis rackets, hockey sticks, yoga mats, etc.) kitchen appliances for healthy food preparation, or supplies for cultural learning opportunities.
- Funding in the form of mini-grants for school-identified projects and activities.

Because we use the school setting, there are no facilities costs, allowing us to keep expenses low at an average of \$12,000 annually per school or \$36.66 per student. In Wood Buffalo region schools alone, we have invested over \$9.5 million in staff labour, equipment, resources, and grant funding.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Activities: What activities make up the program, project, service or event? (e.g., workshops, mentorship sessions, etc.)

While each APPLE school identifies its own priorities, our work typically involves the following activities:

Action plan creation: Working closely with the Apple Health Mentor, schools develop a community-informed action plan tailored to their unique strengths and challenges.

Implementation support: The Health Mentor supports implementation by identifying and securing key resources, creating campaign schedules and event calendars, facilitating community partnerships, and offering ongoing mentorship and expertise.

School leadership meetings: Twice per year, APPLE representatives meet with superintendents, principals and school board directors to collect feedback, evaluate progress, and make strategic adjustments to the action plan.

School Health Champion recruitment and support: At each school, one or more School Health Champions (SHCs) are selected to be advocates for healthy choices, manage health initiatives, and maintain the newly created health culture.

Knowledge Exchange Events: These are professional development opportunities for SHCs from across all APPLE school districts. Travel and accommodation are provided, and SHCs are invited to take part in educational days where they can learn more about promoting healthy habits in their students.

Through these activities, we empower school educators and administrators to lead their own health initiatives and create lasting positive change in their schools.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Outputs: What do you deliver? (e.g., # of total participants trained, # of organizations, # of sessions, # of events, etc.). Note, each activity should have outputs.

Note: If the program, project, service or event is approved, your outputs may be included in the Grant Agreement and data collection on the outputs is required.

In the 2024-25 school year, APPLE delivered health programming to over 15,000 children and youth in the RMWB, with regular activities and initiatives delivered continuously throughout 181 school days. We facilitated two knowledge exchange (KE) events for SHCs and delivered two presentations at the Shaping the Future Conference, which was attended by over 500 participants. We keep school communities engaged with regular training and professional development opportunities, both virtually and in person.

If our funding application is successful, these successes will continue to grow in the coming school year. Specifically in the 34 Wood Buffalo schools, we anticipate:

- Over 90% of APPLE schools will build and fully implement a school action plan.
- Over 90% will develop at least one new community partnership.
- Over 95% will share success stories that highlight the positive effects of APPLE schools on children and youth.
- 100% will continue their partnership with APPLE into the next year.
- Over 80% of schools will participate in professional development and training sessions.

Support from RMWB will ensure that APPLE Schools' positive measurable outputs will continue to grow in size and impact.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

Outcomes: What change do you want to see for the participants by running your program, project, service or event? Organizations are required to identify at least one outcome, that will be measured through the grant period, should the application be approved.

Note: If the program, project, service or event is approved, your outcomes will be included in the Grant Agreement and data collection on the outcomes is required.

APPLE Schools' target outcomes include the following:

Improved health behaviours for children and youth. Specifically, we aim to increase physical activity, encourage healthier eating, and form positive mental health habits. Researchers at the University of Alberta continue to conduct studies examining the extent to which APPLE cultivates these behaviours in students, including by tracking health behaviours of APPLE alumni and offering insights on evolving trends.

Enhanced culture of wellness in school settings. We aim to facilitate the adoption and continuation of health-focused initiatives in our schools, integrating practices into daily routines for both students and staff. We measure this outcome via reports and engagement from our schools; annual initiatives, projects, and programs undertaken and executed by school staff; and documented collaborations between schools and community partners.

Increased knowledge and understanding of healthy habits among school community members. This outcome is measured through participation volume in our KE events, self-reported skills and knowledge increases among SHCs, and regular surveys to collect feedback from participants at all levels of school leadership.

Through these outcomes, we aspire to create a healthier, more vibrant school community that supports the well-being of every child.

What tools will you use to measure the outcomes of the program, project, service or event?

Note: If your organization is approved for funding, copies of the measurement tools selected will be requested.

Surveys, Observation



Project Summary Healthy Kids, Strong Communities: APPLE Schools in RMWB

Please provide details of how your program, project, service or event differs from other services being offered in the community.

Unlike other health-focused programs for children and youth, APPLE Schools requires no membership or registration fees for schools or families to participate. We work within school settings and are highly integrated with school programming, policies, and events, so parents do not have to travel to afterschool programs or other locations to reap the program's benefits. This keeps the overall cost of program delivery low and reduces barriers to participation.

Another unique APPLE Schools feature is our customizable, community-based approach. We work to build partnerships with local organizations who want to improve health outcomes for children and youth. We are deeply responsive to the unique needs and challenges of each school system, empowering schools to define and achieve their own health goals. In all our school-based initiatives, we include and value the voices of the children and youth, their families, and the wider school community to ensure programming is valued and meaningful for all participants. By working independently of formal healthcare institutions, we retain the flexibility and responsiveness needed to offer tailored, holistic health solutions to diverse communities across Canada.

To our knowledge, there are no other free, holistic, community-based health programs currently serving the students of RMWB.

Project Summary

Healthy Kids, Strong Communities: APPLE Schools in RMWB

This grant is intended to promote an allied social profit sector within the Municipality. List the community groups or organizations that will be actively involved in the program, project, service or event delivery.

Community Organization or Group	Role
Safe Community Wood Buffalo	Delivers in-person vaping and drug use awareness presentations to grade 6 students.
Wood Buffalo RCMP	Provides youth with health education and learning sessions on bicycle safety, good citizenship, bullying, and drug awareness
Alberta Health Services	Provides support and resources to the school community to support healthy eating, mental health, and physical activity.
Wood Buffalo Food Bank	Delivers nutritious snacks through "Snack Attack" for students in need.
Sport 3	Offers sports and games workshops for students that focus on fair play, gender equality, teamwork, and respect.
Wood Buffalo Regional Library	Offers literacy programming for children and youth focused on health and wellness
School Jurisdiction	Ensures alignment between APPLE Schools programming and district policies and health goals.
Fort McMurray School Division	APPLE Schools participant
Fort McMurray Catholic School Division	APPLE Schools participant
Northland School District No. 61	APPLE Schools participant
Parkland School Division	APPLE Schools participant

Project Budget	2025-26		
APPLICATION	Regional Municipality of Wood Buffalo		
REGION	Wood Buffalo		
Number of Schools		34	
Number of Students		15562	
Number of Staff		1555	
Project Revenues			
Committed			
Inter Pipeline		\$170,000.00	
Canadian Natural		\$75,000.00	
CEDA		\$5,000.00	
CNOOC		\$10,000.00	
ConocoPhillips		\$10,000.00	
Leacross Foundation		\$13,000.00	
Pending			
Keyera		\$25,000.00	
Total committed and pending project revenue		\$308,000.00	
Annual Project Expenses			
	Annual Total of Region	Your Contribution	Description
APPLE Health Mentor salary and benefits		s.20(1)	One full-time APPLE Health Mentor to provide professional one-on-one mentorship, expert advice, professional development, school community engagement and on-demand service. Includes mileage and travel for school visits and meetings.
APPLE Health Mentor regional travel budget	\$9,792.00	\$5,100.00	Annual regional travel budget for APPLE Health Mentor.
School program equipment, supplies, resources and training	\$57,120.00	\$15,000.00	Development, distribution, and access to materials, equipment, supplies, best practice resources, and tools to develop and support each unique school community in their health journey.
Knowledge Exchange	\$40,800.00	\$0.00	Costs associated with hosting two APPLE Schools Knowledge Exchange Events per year, where School Health Champions (SHCs) gather for a day of learning and collaboration to enhance their skills, knowledge, and confidence.
Mini-grants	\$65,280.00	\$0.00	Mini-grant funding and fund administration to every APPLE School community to directly support their autonomous action plan.
Program development	\$48,960.00	\$0.00	Ongoing assessments, expert resource development, innovative programming and support, planning and communications.
Administrative expenses	\$32,640.00	\$0.00	Administrative fees: professional services, rent, utilities, etc
Total annual expenses		s.20(1)	

APPLE Schools Letters of Support: Summary

October 2025

Prepared for the Review Panel's Consideration

Overview

We are pleased to present letters of support (enclosed) from each of the following project partners:

- Fort McMurray Public School Division
- Fort McMurray Catholic School Division
- Northlands School Division
- Parkland School Division
- Wood Buffalo Regional Library
- Alberta Health Services (Primary Care)

School Division Letters

Letters from Wood Buffalo's school divisions emphasize the importance of APPLE's status as a community-based organization outside of formal healthcare and education institutions. They reinforce the importance of physical and mental wellness for children and youth, and affirm the the instrumental role health plays in academic achievement and personal growth. They outline APPLE Schools' key contributions to their school communities, including the expertise of APPLE health mentors and the provision of resources that help schools deliver high-quality health programming. Collectively, these letters reaffirm the ongoing need for community-led wellness supports that are responsive to each school's unique context.

Community Partners

The Wood Buffalo Regional Library outlines the importance of its partnership with APPLE as a means of sharing information, resources, and supports that strengthen the whole-community approach to health and wellbeing.

Alberta Health Services affirms the value of community-based initiatives such as APPLE and emphasizes its complementary relationship with broader province-wide health initiatives. This letter also addresses the evidence-based long-term positive health impacts of APPLE and the importance of municipal support to ensure it can continue to deliver these programs.

Conclusion

Together, these letters reflect strong support for APPLE Schools and its collaborative approach to fostering healthy school communities.

October 6, 2025

To Whom It May Concern,

Subject: Letter of Support for APPLE Schools – Community Impact Grant Application

On behalf of the Fort McMurray School Division, I am pleased to offer our strong support for APPLE Schools and their application to the Regional Municipality of Wood Buffalo's Community Impact Grant.

APPLE Schools is a trusted partner in our district, helping to build school environments where students can thrive. By promoting healthy eating, physical activity, and mental wellness, APPLE Schools enhances our ability to provide safe, inclusive, and supportive spaces for every learner.

This program is not part of the provincial education or health care system—it is a **community-based initiative** that brings additional expertise, mentorship, and resources directly into schools. APPLE Schools plays a key role in supporting **equity of access** for students and families, especially those who face barriers to health and wellness opportunities.

Our partnership has resulted in:

- **Collaborative action plans** are created by each school to address its unique needs and community priorities.
- **Dedicated School Health Mentors** who work alongside staff to guide and sustain wellness initiatives.
- **Resources, campaigns, and student-led activities** that build lifelong skills and promote positive mental health and resilience.

We deeply value this partnership and strongly support APPLE Schools' application for funding. Their work continues to make a measurable difference in the lives of our students and families, while strengthening the overall well-being of the Wood Buffalo region.



Sincerely,

Annalee Nutter
Superintendent

October 2, 2025



Subject: Letter of Support for APPLE Schools – Community Impact Grant Application

To Whom It May Concern,

On behalf of the Fort McMurray Catholic School Division, I am pleased to express our strong support for APPLE Schools and their application to the Regional Municipality of Wood Buffalo's Community Impact Grant.

APPLE Schools has been a valued partner in our district, working directly with our staff, students, and families to strengthen healthy eating, physical activity, and mental wellness. This partnership aligns with our mission to educate and nurture the whole child—spiritually, academically, physically, and emotionally—so that all students may flourish.

APPLE Schools fills a vital gap in services by offering **community-based health promotion** that complements our educational mission but is not funded through provincial education or health systems. Their support empowers schools to live out our shared values of **caring for self, others, and community**, equipping students with lifelong healthy habits that strengthen both individual well-being and family resilience.

Through our collaboration, APPLE Schools has:

- Supported the creation of **school-specific action plans** rooted in each community's unique culture and values.
- Provided **School Health Mentors** who build staff capacity, nurture student leadership, and sustain healthy practices.
- Delivered **practical resources and engaging initiatives** that inspire students to lead, serve, and grow in wellness.

We are grateful for this partnership, and we strongly endorse APPLE Schools' application for funding. Together, we are helping to create healthier, stronger, and more connected school communities across the Wood Buffalo region.

Sincerely,

A handwritten signature in black ink, appearing to read "N. MacArthur-Poole".

Natasha MacArthur-Poole
Superintendent



October 2, 2025

To Whom It May Concern:

Subject: Letter of Support for APPLE Schools – Community Impact Grant Application

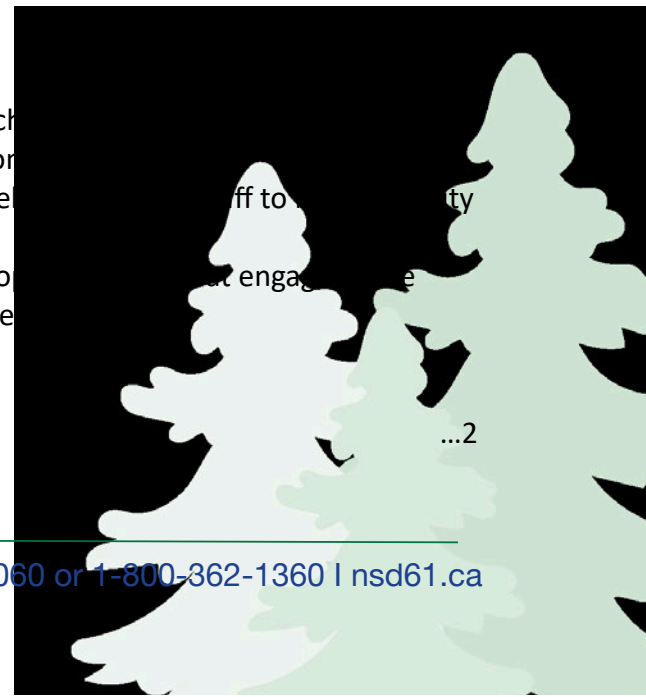
On behalf of Northland School Division, I am pleased to express our strong support for APPLE Schools and their application to the Regional Municipality of Wood Buffalo’s Community Impact Grant.

APPLE Schools has been a valued partner in our district since 2016, supporting Anzac Community School, Bill Woodward School, Conklin Community School, and Father R. Perin School. Working directly with school staff, students, and families to improve healthy eating, physical activity, and mental wellness. This initiative aligns with our shared mission to create safe, supportive, and thriving learning environments where all students can reach their full potential.

We recognize the pressing need for community-based wellness support in our schools. APPLE Schools fills a critical gap by providing expertise, mentorship, and resources that are not funded through provincial or federal education or health systems. Their work enhances—not duplicates—our efforts, ensuring that students and families in Wood Buffalo have equitable access to the knowledge and tools they need to build lifelong healthy habits.

Through our partnership, APPLE Schools has:

- Supported the development and implementation of school health plans that reflect the unique culture and needs of each school community.
- Provided School Health Mentors who collaborate closely with school staff to engage and sustain health-promoting practices.
- Delivered resources, training, and student leadership opportunities to empower school communities in making the healthy choice the easy choice.



Letter of Support - APPLE Schools
October 2, 2025
Page 2

Northland School Division remains committed to working collaboratively with APPLE Schools to ensure continued success in our school communities. We have witnessed first-hand the positive impact of this program on students' well-being, resilience, and academic readiness, and we strongly endorse their funding application.

Sincerely,

A handwritten signature in black ink, appearing to read "Cal Johnson". The signature is fluid and cursive, with the first name "Cal" being more prominent and the last name "Johnson" following in a similar style.

Cal Johnson
Superintendent of Schools/CEO
Northland School Division

JF:cp



October 1, 2025

RE: **Letter of Support for APPLE Schools**

To Sponsorship Application Reviewing Team,

On behalf of the Wood Buffalo Regional Library, I am pleased to write in support of the APPLE Schools sponsorship proposal. We believe that APPLE Schools is an integral service for students of the Regional Municipality of Wood Buffalo and equips students with the knowledge necessary to be confident leaders and take ownership of their own health and social behaviors.

APPLE Schools promote and encourage healthy initiatives at all levels under three core principles: celebrate, educate, and integrate. APPLE Schools are a key component in achieving their mission by offering school focused health promotion and encourages students of all backgrounds to become a leader in their health journey.

APPLE Schools work with other agencies, including the Wood Buffalo Regional Library, to share information and support offered throughout the region, and strengthen the wellbeing of students in our community.

I have seen first-hand the impact APPLE Schools have made throughout our region. I have visited the schools within the urban and rural communities of the RMWB quite frequently over my 22 years at the Wood Buffalo Regional Library. Over the years I have witnessed children who have not had snacks for school or eat unhealthy foods which impairs their focus and ability to function successfully throughout the day. APPLE Schools offer the opportunity for students, parents, staff and community members to develop a school action plan to meet these needs within their community.

Wood Buffalo Regional Library is pleased to support the APPLE Schools in their funding request for this much-needed initiative.

If you have any questions regarding this letter of support, please reach out by phone or email.

Sincerely,

Sheri Anthony
Community Engagement Manager
Direct Line: s.20(1)
Email: sheri.anthony@wbri.ca

October 08, 2025

I want to take this opportunity to express my overwhelming support for APPLE Schools to be considered for the RMWB Community Investment Program.

APPLE Schools has supported Ft. McMurray/Wood Buffalo region for the past 16 years. Their commitment to our region has been beyond extraordinary. APPLE Schools have provided not only financial support but ongoing mentoring and education for schools and students. The impact that APPLE Schools have had on all aspects of our community is vast. Students, parents, school communities have all benefited from APPLE Schools!

APPLE Schools are not funded by the government as many think. It is a small team of dedicated hard-working professionals that are passionate about healthy schools. APPLE Schools had a vision of creating school environments where children thrive because of healthier choices in a few select Ft. McMurray Schools. They were not only able to meet this vision in all Ft. McMurray and in most of the Wood Buffalo schools but also have been able to share this success in other areas.

I am aware of many students that were part of the initial APPLE Schools that now have their own children and continue to adhere to positive healthy habits because of the influence of APPLE Schools. This is a sustainable well researched program. Generations of positive change is happening because of the influence and presence of APPLE Schools in our region.

Research indicates that every dollar that is spent on the promotion of healthy behaviors and prevention of disease far outweighs the cost of invasive treatment and disease. As a health promoter, the continuation of this initiative is not only beneficial but essential for our region.

APPLE Schools is an organization that has had sustainable community impact in our Wood Buffalo communities. I am hoping that APPLE Schools can continue to have a strong presence in our region and believe APPLE Schools is an ideal candidate to receive funding through the RMWB's Community Investment Program.

Carolyn Evancio

Health Promotion Facilitator

Alberta Health Services



4603 – 48 Street
Stony Plain, AB
T7Z 2A8

T 780 963 4010
F 780 963 4169
E Division@psd.ca

October 7, 2025

To Whom It May Concern,

Subject: Letter of Support for APPLE Schools – Community Impact Grant Application

On behalf of Parkland School Division, I am pleased to offer our strong support for APPLE Schools and their application to the Regional Municipality of **Wood Buffalo's Community Impact Grant**.

For many years, APPLE Schools has been a valued partner in our division, working directly with Athabasca Delta Community School. Their team has collaborated with staff, students, and families to strengthen healthy eating, physical activity, and mental wellness in Fort Chipewyan. This important work reflects our shared commitment to creating safe, supportive, and thriving learning environments where every student can reach their full potential.

We recognize the urgent need for community-based wellness initiatives. APPLE Schools fills a critical gap by providing expertise, mentorship, and resources that are not funded through provincial or federal systems. Their efforts complement the work of our school and ensure that students and families in Fort Chipewyan have equitable access to the knowledge and tools needed to build lifelong healthy habits.

Through our partnership, APPLE Schools has:

- Supported the development and implementation of school-specific action plans that reflect the unique culture and needs of Fort Chipewyan.
- Provided School Health Mentors who work closely with staff to build capacity and sustain health-promoting practices.
- Delivered resources, training, and student leadership opportunities that engage the entire school community in making the healthy choice the easy choice.

Parkland School Division remains committed to collaborating with APPLE Schools. We have witnessed first-hand the positive impact of this program on student well-being, resilience, and academic readiness, and we proudly endorse their application for funding.

Sincerely,

A handwritten signature in black ink that reads "Meg Miskolzie".

Meg Miskolzie
Associate Superintendent
Parkland School Division

The APPLE Schools Foundation

Financial Statements

August 31, 2024

The APPLE Schools Foundation

Financial Statements

August 31, 2024

	Page
Independent Auditors' Report	3 - 4
Statement of Operations	5
Statement of Changes in Net Assets	6
Statement of Financial Position	7
Statement of Cash Flows	8
Notes to the Financial Statements	9 - 13

Independent Auditors' Report

To the Members of The APPLE Schools Foundation

Opinion

We have audited the financial statements of The APPLE Schools Foundation, which comprise the statement of financial position as at August 31, 2024, and the statements of operations, changes in net assets and cash flows 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 Foundation as at August 31, 2024, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

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 Foundation in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, 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 Foundation's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Foundation or to cease operations, or has no realistic alternative but to do so.

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

Independent Auditors' Report (continued)

Auditors' Responsibilities for the Audit of the Financial Statements

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

- ◆ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ◆ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- ◆ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- ◆ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation'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 Foundation 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.

Edmonton, Canada
November 13, 2024


Chartered Professional Accountants

The APPLE Schools Foundation

Statement of Operations

For the year ended August 31,	2024	2023
Revenues		
Donations	\$ 924,762	\$ 693,300
Alberta allies	120,000	120,000
Ontario schools	112,500	75,000
Interest income	7,494	1,886
Recoveries	82	13,115
Government grants	-	34,997
	1,164,838	938,298
Expenditures		
School salaries	452,586	378,113
Salaries and benefits	s.20(1)	
Materials	144,611	131,822
Travel	54,147	34,196
Financial services and resource development	28,023	32,250
Rent and utilities	13,208	14,724
IT services	8,301	13,657
Office	6,189	6,901
Interest and bank charges	999	1,043
Insurance	-	3,401
	s.20(1)	
Excess (deficiency) of revenues over expenditures	\$ s.20(1)	

The APPLE Schools Foundation

Statement of Changes in Net Assets

For the year ended August 31,	2024	2023
Surplus, beginning of year	\$ 433,154	\$ 446,774
Excess (deficiency) of revenues over expenditures	36,243	(13,620)
Surplus, end of year	\$ 469,397	\$ 433,154

The APPLE Schools Foundation

Statement of Financial Position

August 31, 2024 2023

Assets

Current

Cash	\$ 879,329	\$ 464,998
Short-term investment (note 3)	104,750	101,886
Accounts receivable (note 4)	5,768	40,416
Prepaid expenses	924	924

\$ 990,771 **\$ 608,224**

Liabilities

Current

Accounts payable and accrued liabilities (note 5)	\$ 45,124	\$ 40,070
Deferred contributions (note 6)	476,250	135,000

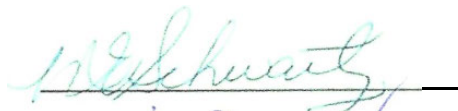
521,374 175,070

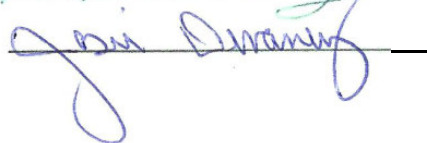
Net Assets

Unrestricted **469,397** 433,154

\$ 990,771 **\$ 608,224**

Approved on behalf of the Board:

 _____ Director

 _____ Director

The APPLE Schools Foundation

Statement of Cash Flows

For the year ended August 31,	2024	2023
Cash provided by (used for)		
Operating activities		
Excess (deficiency) of revenues over expenditures	\$ 36,243	\$ (13,620)
Change in non-cash working capital items		
Short-term investment	(2,864)	(101,886)
Accounts receivable	34,648	(34,360)
Prepaid expenses	-	475
Accounts payable and accrued liabilities	5,054	(1,190)
Deferred contributions	341,250	(3,333)
Increase (decrease) in cash	414,331	(153,914)
Cash, beginning of year	464,998	618,912
Cash, end of year	\$ 879,329	\$ 464,998

The APPLE Schools Foundation

Notes to the Financial Statements

August 31, 2024

1. Nature of operations

The APPLE Schools Foundation was incorporated under the Alberta Companies Act as a non-profit organization in 2002.

The objective of the Foundation is to promote health within schools.

The Foundation is a registered charity under the Income Tax Act of Canada and as long as it continues to meet the requirements of the Act, is not taxable.

2. Significant accounting policies

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations. The significant accounting policies are detailed as follows:

(a) Revenue recognition

The Foundation follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Endowment contributions are recognized as direct increases in net assets.

Government grants are recognized as income in the year that the grants are designated. Program funding is recognized as income in the year that the programming is performed.

Donated materials and services received by the Foundation that would normally be purchased are recorded at the fair market value where possible. The Foundation is dependent on the voluntary services of its members and others. As the services rendered by members and volunteers would not normally be purchased by the Foundation and because of the difficulty in determining fair market value, these donated services are not recognized in these financial statements.

Interest income is recognized on an accrual basis.

(b) Cash and cash equivalents

Cash and cash equivalents consist of cash on hand and bank deposits.

(c) Use of estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amount of revenues and expenses during the reporting period. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in earnings in the period in which they become known.

The APPLE Schools Foundation

Notes to the Financial Statements

August 31, 2024

2. Significant accounting policies (continued)

(d) Financial instruments

Initial measurement

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets or liabilities originated or exchanged in related party transactions except for those that involve parties whose sole relationship with the Foundation is in the capacity of management, are initially measured at cost. The cost of a financial instrument in a related party transaction depends on whether the instrument has repayment terms. If the instrument does, the cost is determined using the instruments undiscounted cash flows, excluding interest and dividend payments, less any impairment losses previously recognized by the transferor. Otherwise cost is determined using the consideration transferred or received by the Foundation in the transaction.

Transactions, with parties whose sole relationship with the Foundation is in the capacity of management, are accounted for as arm's length transactions.

Subsequent measurement

The Foundation subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in debt instruments, equity instruments and forward exchange contracts that are quoted in an active market, which are measured at fair value without any adjustment for transaction costs. Changes in fair value are recognized in net income in the period in which they occur.

Financial assets measured at amortized cost include short-term investments and accounts receivable.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Transaction costs

Transaction costs attributable to financial instruments subsequently measured at fair value and to those originated or exchanged in a related party transaction are recognized in income in the period incurred. Transaction cost for financial instruments originated or exchanged in an arm's length transaction that are subsequently measured at amortized cost are recognized in the original cost of the instrument and recognized in income over the life of the instrument using the straight-line method.

The APPLE Schools Foundation

Notes to the Financial Statements

August 31, 2024

2. Significant accounting policies (continued)

Impairment

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset, is recognized in operations.

3. Short-term investment

Short-term investment consists of a short-term deposit totaling \$100,000 (2023: \$100,000) accruing interest at prime less 2.45% (2023: 2.45%) maturing September 2024 (2023: March 2024).

4. Accounts receivable

	2024	2023
Trade receivables	\$ -	\$ 37,524
Government remittances	5,768	2,892
	\$ 5,768	\$ 40,416

5. Accounts payable and accrued liabilities

	2024	2023
Trade payables	\$ 32,458	\$ 31,443
Government remittances	12,666	8,627
	\$ 45,124	\$ 40,070

The APPLE Schools Foundation

Notes to the Financial Statements

August 31, 2024

6. Deferred contributions

Deferred contributions represent funds received for the program and will be recognized as revenue in the fiscal year in which the related expenses are incurred. Changes in deferred contributions balances are as follows:

	Balance, beginning of year	Received	Recognized	Balance, end of year
Donations	\$ 120,000	\$ 924,762	\$ (924,762)	\$ 120,000
Ontario schools	15,000	153,750	(112,500)	56,250
Alberta allies	-	120,000	(120,000)	-
Government grants	-	300,000	-	300,000
	\$ 135,000	\$ 1,498,512	\$(1,157,262)	\$ 476,250

7. Financial instruments

Transacting in and holding of financial instruments exposes the Foundation to certain financial risks and uncertainties. These risks which remain unchanged from the prior year include:

(a) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting its obligations associated with financial liabilities. The Foundation's exposure to liquidity risk relates to its accounts payable and accrued liabilities and arises from the possibility that the timing and amount of its cash inflows will not be sufficient to enable it to meet its financial obligations as they become due. Management believes this risk is minimized by forecasting its requirements to determine whether sufficient funds will be available to meet its obligations.

(b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk comprises three types of risk: interest rate risk, currency risk and other price risk. The Foundation is exposed to market risk as follows:

(i) Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Foundation's interest-bearing financial instruments include a variable rate short-term investment. The cash flows resulting from variable rate financial instruments fluctuate as interest rates applicable to the instruments change. The Foundation does not employ derivative financial instruments to hedge its exposure to interest rate risk.

The APPLE Schools Foundation

Notes to the Financial Statements

August 31, 2024

8. Comparative amounts

The financial statements have been reclassified where applicable, to conform to the presentation used in the current year. The changes do not affect prior year earnings.