



Committee Meeting Agenda

November 14, 2018 – 4:30 p.m.
Frank Robinson Education Centre
9820 – 104 Street, Morinville, Alberta

- 1. Call to Order**
- 2. Consideration of Agenda**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – October 10, 2018
- 5. Presentations**
- 6. Reports from Senior Administration**
 - 6.1 Capital Update
- 7. Reports from Trustees and Standing Committees**
 - 7.1 Chair's Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee

- 7.4 Building and Maintenance
- 7.5 Finance and Human Resources
- 7.6 Policy
- 7.7 Transportation
- 7.8 ATA Update
- 7.9 CUPE Update

8. Reports from Special Committees/Task Groups

- 8.1 Alberta School Boards' Association Zone 2/3
- 8.2 Public School Boards' Association of Alberta
- 8.3 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 8.4 Labour Management Committee (Policy Review – CUPE)
- 8.5 Community Services Advisory Board

9. New Business

- 9.1 Policy B/II/1 – Attendance at Meetings
- 9.2 Policy B/II/7 – Trustee Remuneration and Expense Reimbursement
- 9.3 Policy D/I/5 – Reserve Funds
- 9.4 Policy E/I/4 – Harassment Policy
- 9.5 Policy E/I/7 – Healthy Interactions Model
- 9.6 Policy F/I/1 – Senior High School Credit Load
- 9.7 Policy G/II/3 – Administering Medications and Medical Treatments to Students
- 9.8 Draft 2017 – 2018 Audited Financial Statements

- 9.9 Sturgeon Public School Division Draft Three Year Education Plan 2018/19 – 2020/21 and Results Report 2017 - 2018
- 9.10 Draft Annual Education Results Report Summary 2017 – 2018
- 9.11 Assurance Reporting – Education Services
- 9.12 December Board Meeting
- 9.13 IT Report: Monthly Downtime

10. Question Period

11. Unfinished Business

12. Information Items

13. Pending List

14. In Camera

15. Adjournment



Notes of the Meeting of The Committee of the Whole Held at Morinville on October 10, 2018

Present

Mr. Terry Jewell, Chair
Mrs. Tasha Oatway-McLay, Vice-Chair
Mr. Joe Dwyer, Trustee
Mrs. Misty Featherley, Trustee
Mrs. Janine Pequin, Trustee
Ms. Mary Lynne Campbell, Superintendent/CEO
Mrs. Iva Paulik, Secretary Treasurer
Mrs. Ruth Kuik, Associate Superintendent, Education Services
Mr. Dave Johnson, Acting Associate Superintendent, HR & Leadership Support

Regrets: Mrs. Liz Kohle, Trustee
Mr. Thomas Holmes, Associate Superintendent, HR & Leadership Support

Call to Order

The Chair called the meeting to order at 5:00 p.m.

Consideration of Agenda

- 2.1 Additions/Deletions to Agenda
- 2.2 Approval of Agenda

Moved by Mrs. Oatway-McLay that the agenda be approved, as presented.

CARRIED UNANIMOUSLY

Appointments

3.1

Approval of Committee Notes

4.1 Amendment/Correction of Notes

4.2 Approval of Committee Notes

Moved by Mrs. Pequin that the notes of August 29, 2018 be approved, as presented.

CARRIED UNANIMOUSLY

4.3 Moved by Mr. Dwyer that the notes of September 12, 2018 be approved, as presented.

CARRIED UNANIMOUSLY

Presentations

Reports from Senior Administration

6.1 School Visits

The Superintendent presented a written and verbal report on behalf of the Senior Executive Committee on the school visits.

6.2 Capital Update - Pre-qualification Update

The Superintendent presented a written and verbal report on behalf of the Senior Executive Committee on the following:

- Meeting with Town of Gibbons CAO, Mr. Farrell O'Malley
- Awaiting the Development Permit for Camilla Replacement School

6.3 Christmas

The Superintendent presented a verbal report on behalf of the Senior Executive Committee. A Christmas Turkey Luncheon for Central Office staff will be hosted by the Board of Trustees on December 13, 2018 at the Morinville Rendez-Vous Centre.

6.4 Field Trip Report

The Superintendent presented a written report on behalf of the Senior Executive Committee.

Reports from Trustees and Standing Committees

7.1 Chair's Report

Trustee Jewell reported on the following:

- K-4 Curriculum Launch

7.2 Trustees' Reports

Trustee Featherley (Morinville Area)

Trustee Featherley reported that she attended:

- Advocacy Committee Meeting
- Policy Committee Meeting

Trustee Jewell (Gibbons/Lamoureux Area)

Trustee Jewell reported that he attended:

- Gibbons School Parent Council Meeting
- Building and Maintenance Committee Meeting
- Student Discipline Committee Meeting
- BR2 Architecture and Carlson Construction Meeting

Trustee Oatway-McLay (Cardiff/Garrison Area)

Trustee Oatway-McLay reported that she attended:

- Advocacy Committee Meeting
- Guthrie School Parent Council Meeting

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Advocacy Committee Meeting
- Policy Committee Meeting

7.3 Advocacy

A verbal report was provided.

Mrs. Featherley left the meeting at 5:24 pm.

7.3.1 Work Plan

7.4 Building and Maintenance

Verbal reports were provided to Trustees on the following:

- Central Office Modernization
- Four Winds Public School
- Camilla Replacement School
- Sturgeon Composite High School Modernization – Pondering Issue
- Capital Plan, 3 year and 10 year plan
- Modular Classroom Program Request Update

7.4.1 Work Plan

Moved by Mr. Dwyer that the Board of Trustees accept the 2018 – 2019 Building and Maintenance Committee Work Plan as presented.

CARRIED UNANIMOUSLY

A Building & Maintenance Committee Meeting is scheduled for November 6, 2018.

7.5 Finance and Human Resources

No report was provided.

7.5.1 Work Plan

A Finance & Human Resources Committee Meeting is scheduled for October 17, 2018.

7.6 Policy

A verbal report was provided.

7.6.1 Work Plan

7.7 Transportation

Written and verbal reports were provided to Trustees on the following:

- Transportation Committee Meeting with Bus Contractors

Moved by Mr. Dwyer that the Board of Trustees accept the 2018 – 2019 Transportation Committee Work Plan as presented.

CARRIED UNANIMOUSLY

7.7.1 Work Plan

The second Transportation Committee Meeting with Bus Contractors' is scheduled for October 30, 2018.

7.8 ATA Update

A verbal report was provided.

7.9 CUPE Update

No report was provided.

Reports from Special Committees/Task Groups

8.1 Alberta School Boards' Association Zone 2/3

A verbal report was provided.

Alberta School Boards' Association Zone 2/3 Annual General Meeting is scheduled for October 19, 2018.

8.2 Public School Boards' Association of Alberta

A verbal report was provided.

Public School Boards' Association of Alberta Meeting is scheduled for October 25 & 26, 2018.

Mrs. Featherley returned to the meeting at 5:45 pm.

8.3 Teacher Board Advisory Committee (ATA)

A verbal report was provided.

8.4 Labour Management Committee (CUPE)

No report was provided.

8.5 Community Services Advisory Board

No report was provided.

New Business

9.1 Policy D/I/4 – School Budget Allocation

Moved by Mrs. Pequin that the Board of Trustees refer Policy D/I/4 – School Budget Allocation to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.2 Policy D/II/12 – Staff Use of School Facilities and Equipment

Moved by Mrs. Oatway-McLay that the Board of Trustees refer Policy D/II/12 – Staff Use of School Facilities and Equipment to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.3 Policy D/II/13 – Advertising or Canvassing in Schools

Moved by Mrs. Featherley that the Board of Trustees refer Policy D/II/13 – Advertising or Canvassing in Schools to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.4 Policy E/IV/5 – Alcohol, Illicit Drugs, Restricted Drugs and Prescribed Medication in the Workplace

Moved by Mr. Dwyer that the Board of Trustees refer Policy E/IV/5 – Alcohol, Illicit Drugs and Prescribed Medication in the Workplace to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

Mrs. Oatway-McLay left the meeting at 5:56 pm.

Mrs. Featherley left the meeting at 5:58 pm.

Mrs. Oatway-McLay returned to the meeting at 5:58 pm.

Mrs. Featherley returned to the meeting at 6:00 pm.

Meeting recessed at 6:02 p.m. for dinner.

Meeting resumed at 6:35 p.m.

9.5 Policy F/I/1 – Senior High Credit Load

Moved by Mrs. Oatway-McLay that the Board of Trustees defer Policy F/I/1 – Senior High Credit Load to the November 14, 2018 Committee of the Whole Meeting Agenda.

CARRIED UNANIMOUSLY

9.6 Policy F/IV/2 – Illicit, Prohibited and Restricted Substances

Moved by Mrs. Pequin that the Board of Trustees refer Policy F/IV/2 – Illicit, Prohibited and Restricted Substances to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.7 Provincial Achievement Tests and Diploma Examination Results

9.8 Board Approved Contract/Joint Use Agreement Tracker

A written report was provided for information.

9.9 September 30th Enrollments

A written and verbal report was provided for information.

9.10 Modular Classroom Program Request

Moved by Mr. Dwyer that the Board of Trustees refer the 2019 – 2020 Modular Classroom Program Request to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.11 External Auditor Proposal

Moved by Mr. Dwyer that the Board of Trustees refer the External Auditor Proposal to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.12 School Calendars

9.12.1 2019/2020 (amended) for Division

Moved by Mrs. Featherley that the Board of Trustees refer the 2019/2020 (amended) School Calendar for Sturgeon Public School Division to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.12.2 2019/2020 Morinville Public

Moved by Mr. Dwyer that the Board of Trustees refer the 2019/2020 School Calendar for Morinville Public to the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.13 Policy Review Proposal

Moved by Mrs. Featherley that the Board of Trustees move forward with the project and further that the proposal be referred the October 24, 2018 Board Meeting.

CARRIED UNANIMOUSLY

9.14 Assurance Report Four: Education Services

A verbal and written report was provided for information.

9.15 IT Report: Monthly Downtime

A written report was provided for information.

9.16 Insurance Coverage for Volunteers in Schools

A written report was provided for information.

9.17 Communication Strategies

A verbal and written report was provided for information.

Question Period

Unfinished Business

Information Items

12.1 Smoking in Division owned vehicles

A written report was provided for information.

Pending List

In Camera

7:11 p.m. – Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

8:17 p.m. – Moved by Mrs. Oatway-McLay that the Board go out of camera.

CARRIED UNANIMOUSLY

Adjournment

The meeting adjourned 8:18 p.m.

**Discussions on items are held at Committee of the Whole Meetings.
Decisions on items are made at Board Meetings.**



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Barry Dahlberg, Construction Coordinator
Subject: Capital Update

Background:

A written update regarding the Division's Capital Projects will be provided on the table at the Board meeting.

Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

attachment



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s):
Subject: Policy B/II/1 – Attendance at Meetings

Background:

Attached for Trustee review is Policy B/II/1 – Attendance at Meetings with suggested revisions.

Recommendation:

That the Board of Trustees review Policy B/II/1 – Attendance at Meetings and forward to the Public Board Meeting.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO



1.0 POLICY

- 1.1 Attendance of Trustees at meetings of the Board is required by the School Act. Policy guidelines provide for absence because of illness and ~~penalties~~ **consequences** for unapproved absences.

2.0 GUIDELINES

- 2.1 All Trustees are expected to attend every ~~Regular~~ **Committee of the Whole, Public** and Special Meeting of the Board, as well as all meetings of committees of which they are a member unless absence has been previously approved by the Board. Failure to attend ~~Regular~~ **Committee of the Whole, Public** and Special Board Meetings will result in the deduction ~~from salary of a per diem rate~~ **from the monthly remuneration.**
- 2.1.1 In addition, failure to attend a Standing Committee meeting for which a Trustee has made a commitment, will result in a deduction ~~from salary~~ of either a half or full per diem rate depending on the length of the scheduled meeting.
- 2.2 With regards to Standing Committees of the Board, the administrators assigned to support these committees will include in the meeting notes:
- 2.2.1 The date and time of the next scheduled committee meeting
- 2.2.2 The estimated length of the next scheduled meeting
- 2.2.3 The names of those Trustees who ~~will be~~ **are** in attendance
- 2.2.4 **The names of those Trustees whom are absent**
- 2.3 Two days per year are allowed without deduction for illness on the part of the Trustee, and two days compassionate leave are also permitted. If, however, a Trustee is absent from any ~~Regular~~ **Committee of the Whole, Public** or Special Meeting of the Board or any standing committee meeting for which the Trustee has made a commitment, due to illness beyond the two sick days permitted, he/she must produce a doctor's certificate ~~and no deduction from salary will be made.~~

References: *School Act: Section 65; 71; 74; 82; 83; 85*



B/II/1 – Attendance at Meetings

B/II/1

EFFECTIVE: October 26, 2005

REVISED: November 25, 2015

REVIEW: 2018-2019

2.4 The presence or absence of every Trustee will be recorded in the minutes. If a Trustee wishes to absent himself/herself during the course of a meeting, he/she will declare this wish and ensure that the recording secretary has noted it. Failure to do so may result in inaccuracies in the recording of minutes.

~~2.4~~

2.5 As outlined in the School Act, a person is disqualified from remaining as a Trustee of a board if that person absents himself/herself, without being authorized by a resolution of the board to do so, for three consecutive regular meetings of the board, unless his/her absence is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.

References: *School Act: Section 65; 71; 74; 82; 83; 85*



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): January 2018 Board Retreat
Cam-Van Mackle, Acting Treasurer
Subject: Policy B/II/7 – Trustee Remuneration and Expense Reimbursement

Background:

Attached for Trustee review is Policy B/II/7 – Trustee Remuneration and Expense Reimbursement. Changes to the Trustee Remuneration effective January 1, 2019 are reflected.

Associated Admin. Practices Financial Management 4 – Purchasing Authority and Procedure and Financial Management 7 – Employee Expense Reimbursement is also attached for Trustee information.

Recommendation:

That the Board of Trustees review Policy B/II/7 – Trustee Remuneration and Expense Reimbursement and forward to the Public Board Meeting.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



B/II/7 – Trustee Remuneration and Expense Reimbursement B/II/7

EFFECTIVE: January 23, 2008

REVISED: August 29, 2018

REVIEW: 2024-2025

1.0 POLICY

- 1.1 The Board believes that trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.
- 1.2 The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations.
- 1.3 Trustee remuneration shall change at the same rate and at the same time as changes to the salary scales contained in the General Employment Conditions.

2.0 GUIDELINES

- 2.1 Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in travelling on personal business.
- 2.2 Approved expenses incurred by trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in the guidelines and procedures.
- 2.3 Advances will not be paid to cover any approved expenses.
- 2.4 Claims for reimbursement of expenses should be submitted promptly and within one (1) month of the expenses being incurred.
- 2.5 All expense reimbursement claims must be on an individual trustee basis other than expenses incurred pursuant to Guideline 2.6.
- 2.6 A Division credit card will be provided to the Board chair upon request.
 - 2.6.1 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.
- 2.7 Approved expenses will be reimbursed for the following activities:
 - 2.7.1 Attendance at conferences, workshops, seminars and meetings, when such attendance has been approved by the Board for trustee attendance.
 - 2.7.2 Other approved activities carried out by trustees in the performance of their duties, e.g. Board appointees to Ad Hoc Committees or other organizations.

References: *Admin Practice(s): FM 4 – Purchasing Authority and Procedure*
FM 7 – Employee Expense Reimbursement
School Act: Sections 80 – 84, 148



B/II/7 – Trustee Remuneration and Expense Reimbursement B/II/7

EFFECTIVE: January 23, 2008

REVISED: August 29, 2018

REVIEW: 2024-2025

2.8 Approved expenses will be reimbursed at the rates set out in an exhibit applicable to this policy.

3.0 PROCEDURES

3.1 Claims for the reimbursement of approved expenses are to be submitted for payment to the Superintendent or designate. Questions will be directed to the Board chair.

4.0 EXHIBIT

4.1 Approved expenses will be paid at the following rates:

4.1.1 Actual distance travelled in Alberta in the trustee's vehicle, at the approved Canada Customs and Revenue Agency rate.

4.1.2 Actual voucher expenses for travel incurred by means other than the use of the trustee's vehicle – receipts required.

4.1.3 Actual voucher subsistence expenses for approved conferences, workshops, seminars and meetings.

4.1.4 \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where vouchers are not available.

4.2 Standard per kilometre distances between schools, Central Office and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached to this policy.

4.3 A general expense allowance determined annually as part of the budget process.

References: *Admin Practice(s): FM 4 – Purchasing Authority and Procedure*
FM 7 – Employee Expense Reimbursement
School Act: Sections 80 – 84, 148



B/II/7 – Trustee Remuneration and Expense Reimbursement B/II/7

EFFECTIVE: January 23, 2008

REVISED: August 29, 2018

REVIEW: 2024-2025

EXHIBIT

Trustee Annual Remuneration (effective January 1, 2019)

Chairman		\$19,546	22,000
Vice Chair		\$18,783	21,000
Trustees	(5x 18,060)	20,000	\$90,300
Professional Development	(7 x 3,400)		\$23,800

GUIDELINES FOR TRUSTEE EXPENSE AND PER DIEM CLAIMS

The following expenses and per diems are payable by the Board. In the case of any uncertainty, the claim will be referred to the Chairman for decision. Claims for expenses other than below will be subject to prior Board approval.

1. Expenses

- Kilometre Allowances
- Committee Meetings
- School Council Meetings
- ASBA, PSBAA, Zone 2/3, Admin Council, Morinville Rotary, local Chamber of Commerce
- Board Retreats
- Conferences, Workshops, Seminars
- Joint Use Meetings
- Board Approved Business
- Graduation/Year End Exercises (tickets included)
- School Concerts, Plays, Music Events, etc.
- School Awards

Expenses – Meals, Accommodation, Telephone, Parking, Taxi

2. Per Diem

- Board Retreats
- Conferences, Workshops, Seminars, etc.
- ASBA, PSBAA, Zone 2/3, Admin Council
- Board Approved Business (Prior Approval)
- Discipline Hearings
- Community Services Advisory Board
- Negotiations – 7th Meeting Onward (including 7th meeting)
- NOTE: Does Not Include Task Group

Effective September 1, 2018

Per Diem – Full Day – \$150.00 – greater than four hours (home to home)
 – Half Day – \$75.00

References: *Admin Practice(s):* FM 4 – Purchasing Authority and Procedure
 FM 7 – Employee Expense Reimbursement
School Act: Sections 80 – 84, 148



B/II/7 – Trustee Remuneration and Expense Reimbursement B/II/7

EFFECTIVE: January 23, 2008

REVISED: October 28, 2015

REVIEW: 2020-2021

Bon Accord	18	39	20	32	30	0	19	2	26	13	24	11	45	32	39	32	35	
Camilla	18	26	32	68	66	35	31	37	21	47	36	45	40	31	34	14		35
Colony	23	42	43	69	67	32	42	34	37	45	47	43	53	41	48		14	32
*Edmonton Central	34	20	22	64	62	39	21	41	53	40	18	38	7	8		48	34	39
*Edmonton North	34	16	15	59	57	32	14	34	46	39	13	37	14		8	41	31	32
*Edmonton South	40	31	28	72	70	45	27	47	59	49	24	46		14	7	53	40	45
Gibbons	27	47	26	27	25	11	27	10	32	2	31		46	37	38	43	45	11
Guthrie	26	20	5	56	54	24	5	26	38	33		31	24	13	18	47	36	24
Landing Trail	29	49	28	29	27	13	29	12	33		33	2	49	39	40	45	47	13
Legal	21	40	33	56	54	26	33	25		33	38	32	59	46	53	37	21	26
Lilian Schick	20	41	22	31	29	2	21		25	12	26	10	47	34	41	34	37	2
Namao	21	21	1	51	49	19		21	33	29	5	27	27	14	21	42	31	19
Oak Hill	18	39	20	32	30		19	2	26	13	24	11	45	32	39	32	35	0
Ochre Park	50	69	48	2		30	49	29	54	27	54	25	70	57	62	67	66	30
Redwater	52	71	50		2	32	51	31	56	29	56	27	72	59	64	69	68	32
S.C.H.S.	22	22		50	48	20	1	22	33	28	5	26	28	15	22	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	31	16	20	42	26	39
CO/MLC/MPES		21	22	52	50	18	21	20	21	29	26	27	40	34	34	23	18	18
	CO/MLC/MPES	Sturgeon Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lilian Schick	Legal	Landing Trail	Guthrie	Gibbons	Edmonton South	Edmonton North	Edmonton Central	Colony	Camilla	Bon Accord

* The address used for mileage: **Edmonton North - 9450 – 137 Avenue**
Edmonton Central - 10088 – 108 Street
Edmonton South - 5015 – 111 Street

References: *Admin Practice(s): FM 4 – Purchasing Authority and Procedure*
FM 7 – Employee Expense Reimbursement
School Act: Sections 80 – 84, 148



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 14, 2016 Responsible Admin: Secretary-Treasurer

1.0 RATIONALE

All purchases fall within the framework of budget limitations and shall be consistent with good purchasing practices and the approved educational goals and programs of the Division.

2.0 GUIDELINES

- 2.1 The Division will seek the maximum value for every dollar expended, consistent with good educational and purchasing practices.
- 2.2 Authorized employees are to purchase locally whenever goods and services of equal quality at competitive prices are available.
- 2.3 Sufficient funds must be in the approved budget of the appropriate school/department centre to which the expenditure authority is linked, before initiating a purchase.
- 2.4 All items purchased in the name of the Division, using the Division funds, become the property of the Division.

3.0 PROCEDURES

- 3.1 The Secretary Treasurer is responsible for establishing and maintaining purchasing procedures.
- 3.2 The Superintendent, Secretary-Treasurer, Associate Superintendent of Education Services, Associate Superintendent, directors and principals are delegated responsibility for purchasing within the limits of budgets allocated to them.
- 3.3 The Managers are delegated responsibility for routine purchases for their Departments.

References: Board Policy: *D/1/8 – Purchasing*
E/1/1 – Employee Expense Reimbursement
Admin Practice(s): *Financial Management 7 – Employee Expense Reimbursement*
New West Partnership Trade Agreement



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 14, 2016 Responsible Admin: Secretary-Treasurer

- 3.4 All purchases, other than purchases through petty cash accounts, must be made using the Division's authorized purchasing cards or by forwarding invoices to the Division's office for payment within a reasonable time.
- 3.5 Invoices and purchasing card statements must be authorized by an administrator or designate, appropriately coded for payment and accompanied by itemized receipts before submitting them to accounts payable at the Division office.
- 3.6 Large dollar and capital purchases must adhere to the following requirements:
 - 3.6.1 The purchase of goods and services with an estimated cost exceeding:
 - 3.6.1.1 \$5,000 but less than \$10,000, requires documented telephone or email solicitations from a minimum of two potential suppliers;
 - 3.6.1.2 \$10,000 but less than \$75,000, requires written quotations from a minimum of three potential suppliers;
 - 3.6.1.3 \$75,000 are to be formally tendered.
 - 3.6.2 Construction projects with an estimated cost exceeding:
 - 3.6.2.1 \$5,000 but less than \$10,000, requires documented telephone or email solicitations from a minimum of two potential suppliers.
 - 3.6.2.2 \$10,000 but less than \$200,000, requires written quotations from a minimum of three potential suppliers;
 - 3.6.2.3 \$200,000 are to be formally tendered.

References: *Board Policy: D/1/8 – Purchasing*
E/1/1 – Employee Expense Reimbursement
Admin Practice(s): Financial Management 7 – Employee Expense Reimbursement
New West Partnership Trade Agreement



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 14, 2016 Responsible Admin: Secretary-Treasurer

- 3.6.3 All large purchases of the types and amounts specified in 3.6.1.3 and 3.6.2.3 must comply with the New West Partnership Trade Agreement regulations.

- 3.7 Sole or single sourcing is approved by Secretary Treasurer or the Superintendent under the following conditions:
 - 3.7.1 Emergency;
 - 3.7.2 Confidential situation;
 - 3.7.3 Urgent purchases that would interrupt the normal business;
 - 3.7.4 Occasional instances where it may be in the best interest of the Division.

- 3.8 All purchases must be supported by an invoice or itemized receipt.
 - 3.8.1 Invoices or receipts should include:
 - 3.8.1.1 Name and address of the vendor;
 - 3.8.1.2 GST number and GST amount, if applicable;
 - 3.8.1.3 Quantity, cost and description of individual supplies and services purchased;
 - 3.8.1.4 Restaurant receipts should also include the description of the event and attendees;
 - 3.8.1.5 Terms of payment, if applicable.

 - 3.8.2 Documents that are considered insufficient for payment include:

References: *Board Policy: D//8 – Purchasing
E//1 – Employee Expense Reimbursement
Admin Practice(s): Financial Management 7 – Employee Expense Reimbursement
New West Partnership Trade Agreement*



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 14, 2016 Responsible Admin: Secretary-Treasurer

3.8.2.1 Vendor statements

3.8.2.2 Purchasing card, credit card or debit card slips that are not accompanied by an itemized receipt or invoice; and

3.8.2.3 Hotel invoices that contain room service charges that do not provide details of the charges.

3.9 In the event that an employee submits an expense claim form or a purchasing card statement without appropriate documentation, the employee will be required to fill out a lost receipt voucher.

The Division may accept the lost receipt voucher provided that:

3.9.1 The total amount is small (and is approved by the Secretary Treasurer);

3.9.2 The amount can be justified as school or divisional business;

3.9.3 The employee has the authority to make a purchase;

3.9.4 The employee's supervisor authorizes the voucher;

3.9.5 The submission of lost receipt vouchers is not re-occurring. If it is considered a re-occurring situation, the unsupported lost receipt voucher may be rejected, and therefore considered a personal purchase.

3.10 Repeated occurrences of lost receipts will result in a review of the employee's ability to make purchases on behalf of the Division.

3.11 Personal purchases do not qualify for reimbursement.

References: *Board Policy: D/1/8 – Purchasing*
E/1/1 – Employee Expense Reimbursement
Admin Practice(s): Financial Management 7 – Employee Expense Reimbursement
New West Partnership Trade Agreement



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 14, 2016 Responsible Admin: Secretary-Treasurer

- 3.12 All alcoholic beverages are considered personal purchases unless an exemption has been previously approved by the Chair on behalf of the Board of Trustees or in the case of staff, the Superintendent.
- 3.13 If the division purchasing card has been used for a personal purchase, the employee is required to reimburse the division immediately upon becoming aware of the error.
 - 3.13.1 The employee's purchasing card may be suspended if there are multiple instances of personal purchases on the division purchasing card. The employee card may be reissued when all outstanding personal purchases have been reimbursed to the Division and the employee's administrator requests that the card be reissued.
- 3.14 All Sturgeon School Division credit card holders are expected to read, sign and comply with the Agreement to Accept the Scotiabank Commercial Card. (Agreement attached.)
- 3.15 Employees should not purchase cash gift cards or awards and non-cash gifts or awards without prior approval of a supervisor.
 - 3.15.1 Cash and near cash gifts and awards are always a taxable benefit for the employee. Near cash gifts are gifts that can be easily converted into cash.
 - 3.15.2 Non cash gifts or awards previously approved by a supervisor for an employee cannot exceed a combined total value of \$500 annually. If the fair market value (not the cost) of the gifts and awards given to employees is greater than \$500, the amount over \$500 must be included in the employee's income.
 - 3.15.3 Items of small or trivial value are acceptable and may include:

References: *Board Policy: D/1/8 – Purchasing
E/1/1 – Employee Expense Reimbursement
Admin Practice(s): Financial Management 7 – Employee Expense Reimbursement
New West Partnership Trade Agreement*



FINANCIAL MANAGEMENT 4

FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 14, 2016 Responsible Admin: Secretary-Treasurer

3.15.3.1 Coffee or tea

3.15.3.2 T-shirts with employer's logo

3.15.3.3 Mugs

3.15.3.4 Plaques or trophies

3.15.4 Gifts, entertainment, trips or other personal services (excepting meals or relatively inexpensive items of an advertising nature such as pens or books) are not to be accepted or solicited by divisional staff.

3.16 A violation ticket issued to any company vehicle driven by a Sturgeon School Division employee is considered a personal purchase and must be paid by the employee who was operating the vehicle at the time of the infraction.

3.17 Any suspected purchasing fraudulent activities may result in severe consequences up to and including termination.

References: *Board Policy: D/1/8 – Purchasing*
E/1/1 – Employee Expense Reimbursement
Admin Practice(s): Financial Management 7 – Employee Expense Reimbursement
New West Partnership Trade Agreement

**FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement**

Date: Sept. 1, 2009

Revised: August 29, 2018

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

The Board acknowledges that system personnel may incur additional expenses in completing their assigned duties. Therefore, the Board is prepared to reimburse these individuals for authorized expense claims.

2.0 PROCESS

School system personnel who incur expenses in carrying out their authorized duties shall be reimbursed by the Division upon submission of a properly completed and approved employee expense reimbursement form with such supporting receipts as may be required. Such expenses shall be within budgetary allocations for the specific type of expense.

3.0 GUIDELINES

3.1 Claims for reimbursement of expenses should be submitted promptly and within one month of the expenses being incurred.

3.2 Approved expenses will be reimbursement for the following activities:

3.2.1 Supervision of both extra-curricular and co-curricular activities, when such attendance has been approved by the Principal, Superintendent or designate.

3.2.2 Other activities carried out by employees in the performance of their duties, eg. travel to medical facilities, necessary pickups and deliveries and home visits, when such attendance has been approved by the Principal, Superintendent or designate.

3.3 Approved expenses will be paid at the following rates:

3.3.1 Actual distance traveled in Alberta in the employee's vehicle, at the approved Canada Customs and Revenue Agency rate.

3.3.2 Actual expenses for travel incurred by means other than the use of the employee's vehicle – receipts required.

3.3.3 Actual accommodation and meal expenses with receipts.

3.3.4 \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where receipts are not available.

3.3.5 Standard per kilometer distances between schools, Morinville locations and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached.

References: *Board Policy: B/11/7 – Trustee Remuneration and Expense Reimbursement*

D/1/8 - Purchasing

E/11/1 – Employee Expense Reimbursement

Admin Practice(s): Financial Management 4 – Purchasing Authority and Procedure



FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement

Date: Sept. 1, 2009

Revised: August 29, 2018

Responsible Administrator: Secretary Treasurer

Bon Accord	18	39	20	32	30	0	19	2	26	13	24	11	45	32	39	32	35	
Camilla	18	26	32	68	66	35	31	37	21	47	36	45	40	31	34	14		35
Colony	23	42	43	69	67	32	42	34	37	45	47	43	53	41	48		14	32
*Edmonton Central	34	20	22	64	62	39	21	41	53	40	18	38	7	8		48	34	39
*Edmonton North	34	16	15	59	57	32	14	34	46	39	13	37	14		8	41	31	32
*Edmonton South	40	31	28	72	70	45	27	47	59	49	24	46		14	7	53	40	45
Gibbons	27	47	26	27	25	11	27	10	32	2	31		46	37	38	43	45	11
Guthrie	26	20	5	56	54	24	5	26	38	33		31	24	13	18	47	36	24
Landing Trail	29	49	28	29	27	13	29	12	33		33	2	49	39	40	45	47	13
Legal	21	40	33	56	54	26	33	25		33	38	32	59	46	53	37	21	26
Lilian Schick	20	41	22	31	29	2	21		25	12	26	10	47	34	41	34	37	2
Namao	21	21	1	51	49	19		21	33	29	5	27	27	14	21	42	31	19
Oak Hill	18	39	20	32	30		19	2	26	13	24	11	45	32	39	32	35	0
Ochre Park	50	69	48	2		30	49	29	54	27	54	25	70	57	62	67	66	30
Redwater	52	71	50		2	32	51	31	56	29	56	27	72	59	64	69	68	32
S.C.H.S.	22	22		50	48	20	1	22	33	28	5	26	28	15	22	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	31	16	20	42	26	39
CO/MLC/MPES		21	22	52	50	18	21	20	21	29	26	27	40	34	34	23	18	18
	CO/MLC/MPES	Sturgeon Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lilian Schick	Legal	Landing Trail	Guthrie	Gibbons	Edmonton South	Edmonton North	Edmonton Central	Colony	Camilla	Bon Accord

* The address used for mileage: Edmonton North -9450 – 137 Avenue
 Edmonton Central - 10088 – 108 Street
 Edmonton South – 5015 – 111 Street

References: Board Policy: B/II/7 – Trustee Remuneration and Expense Reimbursement
 D/II/8 - Purchasing
 E/II/1 – Employee Expense Reimbursement
 Admin Practice(s): Financial Management 4 – Purchasing Authority and Procedure



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Cam-Van Mackie, Acting Treasurer
Subject: Policy D/I/5 – Reserve Funds

Background:

Attached for Trustee review is Policy D/I/5 – Reserve Funds with suggested revisions.

Associated Admin. Practice Financial Management 3 – Reserve Funds is also attached for Trustee information.

Recommendation:

That the Board of Trustees review Policy D/I/5 – Reserve Funds and forward to the Public Board Meeting.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



1.0 POLICY

- 1.1 The Board believes that the creation of reserves through the regular budget process for the purchase, replacement or upgrading of capital assets and for operational needs is a prudent fiscal practice.
- 1.2 The Board believes the reserves will consist of two components, an operating reserve and a capital reserve.

2.0 GUIDELINES

- ~~2.1 The Superintendent is responsible for the administration of the reserves.~~

Draft

References: *Admin Practice(s): Financial Management 3 – Reserve Funds*



FINANCIAL MANAGEMENT 3 – Reserve Funds

Date: March 4, 2003

Revised: Jan. 9, 2013

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

The creation of reserves through the regular budget process is prudent fiscal practice for:

- 1.1 the purchase, replacement or upgrading of assets; and
- 1.2 to stabilize the ongoing operational needs of a site.

2.0 PROCESS

Site budgeting and planning processes will include all pertinent information regarding their reserves.

3.0 GUIDELINES

3.1 Operating Designated Reserves

- 3.1.1 This fund must have a specific purpose clearly defined in the site plan and annual budget.
- 3.1.2 The purpose of the fund must be to acquire an appropriate product or service that could not normally be funded within the allocations for a single year.
- 3.1.3 The annual allocation to the fund must be consistent with the overall effective operation of the site and shall not be detrimental to the site's programs/operation for a single year.
- 3.1.4 Where appropriate, sites must have funds and approved evergreening plans for technology, furniture and equipment and instructional resources.
- 3.1.5 Any reallocation of these funds will require the written approval of the Superintendent.

References: *Board Policy: D//2 – System Budget Development*
D//5 – Reserve Funds



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dave Johnson, Acting Associate Superintendent of Human Resource and Leadership Support
Subject: Policy E/I/4 – Harassment Policy

Background:

Attached for Trustee review is a copy of Policy E/I/4 – Harassment Policy. This policy has been reviewed and there are no modifications recommended.

Recommendation:

That the Committee of the Whole review Policy E/I/4 – Harassment Policy and advise Senior Executive accordingly.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

attachment

COMMITTEE 9.4



1.0 POLICY

- 1.1 The Board of Trustees of Sturgeon School Division is committed to providing a harassment-free learning and working environment for everyone.
- 1.2 An employee, student, parent or volunteer who subjects a student, staff member, parent, volunteer to harassment may be subject to disciplinary action.
- 1.3 The Board may take appropriate action against anyone whose conduct has resulted in harassment of students, employees, or representatives of the Board.

2.0 GUIDELINES

- 2.1 The Superintendent is delegated the responsibility and authority to ensure that procedures are in place to enforce this policy.
- 2.2 Procedures and regulations pertaining to this policy are not to preclude an individual's right to file an appeal with the Board.

References: *Admin Practice(s): HRM 22 - Harassment
Human Rights, Citizenship, and Multiculturalism Act*



APPENDIX

Definitions

a. Personal and Sexual Harassment

- **Learning and Working Environment**

The learning and working environment can and does extend beyond the immediate school or school jurisdiction office and includes the playground, school bus, school- or work-related social activities, school- or work-related travel and field trips, or other settings where the people involved are engaged in work-related or school-related activity, such as field placement or a cooperative educational work team. The working and learning environment may also include electronic media, such as telephone, fax and computers.

- **Personal Harassment**

Personal harassment is any behavior that, in effect or intent, disparages, humiliates or harms another person. It is behavior that denies individual dignity and respect and is demeaning or humiliating to another person. Harassment may include, but is not limited to, references related to age, national or ethnic origin, race, religion, gender, sexual orientation, disability, sources of income or family status. The behavior need not be intended as harassment to be so; it is considered to be harassment if one knows, or ought reasonably to know, that the behavior is offensive and unwelcome.

- **Sexual Harassment**

Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a person's job security, prospects, promotion, earnings, working conditions or learning environment. The behavior need not be intended to be sexual harassment to be so; it is considered to be sexual harassment if one knows, or ought reasonably to know, that the behavior is offensive and unwelcome.

References: *Admin Practice(s):* HRM 22 - Harassment
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

1.0 RATIONALE

The Board is committed to providing on going assistance to all employees, students and administrative personnel with respect to issues of personal and/or sexual harassment. This includes a comprehensive educational component about the Board's Personal/Sexual Harassment Policy.

2.0 PROCESS

The Superintendent is delegated the responsibility and authority to ensure that procedures are in place to enforce this Administrative Practice.

3.0 GUIDELINES

3.1 Complainant's Responsibility

- 3.1.1 People who believe they have been the subject of harassment by a Sturgeon School Division employee, parent, student or volunteer should make their objection clearly known to the offender and/or the person in authority. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.
- 3.1.2 Students can obtain advice and assistance regarding strategies designed to address peer harassment or teacher/student harassment by contacting a teacher, a counsellor or an administrator (for example, principal, superintendent).
- 3.1.3 Any complaint must be filed within a reasonable time from the occurrence of the last incident. The Board of Trustees of Sturgeon School Division reserves the right not to deal with any complaint that is based on alleged incidents that occurred more than one (1) year prior to the date of the complaint or where, in the opinion of the Board, the complaint is not under their jurisdiction.

References: *Board Policy: E//4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.2 Other Avenues of Recourse

3.2.1 This regulation does not affect an individual's right to file a complaint or to respond to a complaint with the Human Rights Commission or to seek other redress provided for by law. Complaints to the Alberta Human Rights Commission must be filed within one year of the alleged incident or, in the case of a series of incidents, within one year of the most recent incident.

3.2.2 It should also be noted that sexual and other forms of assault are covered under the Criminal Code of Canada and that police may be asked to investigate.

3.3 Complaint Procedure and Right to Appeal

3.3.1 Personal and/or sexual harassment complaints are made in accordance with the Harassment Policy (E/I/11).

3.3.2 All complainants shall have the right to appeal. This includes parental appeals on behalf of minors.

3.4 Confidentiality

3.4.1 Concerns or complaints received pursuant to these regulations shall be held in strict confidence between the complainant, respondent and others who may be required to be involved.

3.4.2 Information regarding the complaint is kept separate and secure from the employee's record of service file.

3.4.3 Any files involving allegations against a student shall be kept separate and secure from that student's official record.

3.4.4 Confidentiality of information is not the same as anonymity. The respondent is entitled to know the identity of the complainant and to receive a written copy of the complaint outlining the specifics of the allegation(s).

References: *Board Policy: E/I/4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.5 Breach of Confidentiality

Anyone who breaches confidentiality may be subject to disciplinary action.

3.6 Records

3.6.1 If the allegation of harassment is proven true, the record of the investigation and final disposition will be kept in the employee's file or in the official student record file. After a period of three (3) years, the employee or student may request that all such material be removed from the file. The decision to remove the material is at the discretion of the Superintendent.

3.6.2 If the investigation fails to disclose evidence to support the allegation of harassment, no record of the complaint shall be retained in the respondent's record of service file.

3.7 Vindication

In the event that allegations are shown to be false, the respondent may require that a letter of vindication be included in his or her record of service file.

3.8 Protection Against Retaliation

3.8.1 Retaliation against the complainant for reporting personal and/or sexual harassment will not be tolerated.

3.8.2 Any attempt at retaliation will be viewed as harassment and will be subject to the provisions of this Administrative Practice.

3.9 False Charges

3.9.1 If an investigation determines that complaints were made by an employee in an intentionally false, malicious or vindictive manner, appropriate disciplinary action, dismissal or legal action shall result.

References: *Board Policy: E//4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.9.2 Intentionally false, malicious or vindictive complaints made by a student shall result in disciplinary action and may include suspension or expulsion.

3.10 Responsibility of Supervisory Personnel

3.10.1 It is the responsibility of all Sturgeon School Division personnel, particularly administrators and supervisors, to take immediate and appropriate corrective action in all situations involving personal or sexual harassment complaints.

3.10.2 It is the responsibility of all supervisory personnel to make staff and students aware of this policy, its regulations and procedures. The Sturgeon School Division will provide appropriate information and educational programs.

3.10.3 The investigation of allegations under this Administrative Practice must be seen as being impartial and objective.

3.11 Student/Student Harassment

3.11.1 When an allegation of harassment is made by one student against another, the matter will normally be resolved in accordance with Student Conduct Policy (F/IV/7) and the school's code of conduct or other regulations.

3.11.2 Concerns relating to harassment by someone other than an employee or student shall be handled on an individual basis. Advice may be sought from the Associate Superintendent, Human Resources.

3.11.3 An employee or student who alleges harassment may pursue either an informal resolution or formal recourse as outlined below. A decision to use this resolution recourse can also be made by the Superintendent or designate.

3.11.4 Inquiries for information relating to harassment or requests for intervention to support an Informal Resolution shall be directed to the Associate Superintendent, Human Resources.

References: *Board Policy: E//4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.11.5 Complaints of harassment can be made to external sources such as the Human Rights Commission and the employee's union or association.

3.12 Procedure for Informal Resolution

3.12.1 An individual may choose to initiate action to resolve a harassment situation. Possible action could include some or all of the following:

- i. The complainant may inform the harasser that the actions are unwelcome and must stop immediately.
- ii. The complainant may request the involvement of a colleague, administrator or supervisor to provide informal intervention towards an acceptable resolution of the situation.
- iii. The complainant should keep a record of incident(s) that lists dates, times, locations, possible witnesses, description of incident(s), personal response and outcome.

3.12.2 A complainant may wish to approach the situation with the assistance of the Associate Superintendent, Human Resources or an assigned advisor.

- i. The complainant may request oral or written support and/or intervention. The complainant must be prepared to share the nature and details of the complaint with the assigned advisor.
- ii. The advisor will consult with the complainant within ten (10) working days.
- iii. Subsequent to consultation and further exploration of case specifics, the advisor will make a recommendation within thirty (30) working days. If the complaint is not resolved, the parties may move to formal recourse.

3.13 Procedure for Formal Recourse

3.13.1 School Investigations (Student to Student Harassment)

- i. The Associate Superintendent, Human Resources will inform the respondent that a complaint has been received.

References: *Board Policy: E/I/4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

- ii. The Associate Superintendent will conduct an investigation, which may consist of personal interviews with the complainant, the respondent and others who might have knowledge of the incidents or circumstances that led to the complaint. The complainant and respondent and/or parent/guardian shall be contacted at an appropriate point during the investigation.
- iii. Upon completion of the investigation, the Associate Superintendent, Human Resources shall communicate the results to both parties and to parents/guardian.
- iv. If the school official believes the complaint is valid, the school official shall determine appropriate disciplinary actions.

3.13.2 Employee Investigation

- i. The formal process of complaint may be pursued if the informal process does not resolve the situation or if the complainant or the Associate Superintendent, Human Resources believes the formal process to be more appropriate.
- ii. The complainant must submit a formal complaint in writing to the Associate Superintendent, Human Resources to commence a formal process.
- iii. For people with disabilities, communication problems or small children, alternative methods for filing a complaint, such as tape recorders, scribes, and so on, are acceptable.
- iv. Complainants are encouraged to file a complaint as soon as possible after the incident
- v. If at any point in the formal process consensus is reached that the informal approach is more appropriate, the formal process may be suspended.
- vi. If a formal investigation is deemed necessary, the Associate Superintendent, Human Resources shall:
 - a. Advise the alleged harasser, in writing, of the nature and specifics of the allegations and that an investigation has been initiated and will inform the respondent of his or her rights under Board Policy, The School Act and other relevant legislation.
 - b. Advise the complainant of the investigation
 - c. Provide the respondent with a copy of the written complaint.

References: *Board Policy: E/1/4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

- d. Advise both of the policies, procedures and guidelines which will be followed and make both parties aware of the Employee Assistance Program.
- e. Interview the respondent, complainant and witnesses separately.
- f. Investigate
 - i) The investigation shall be carried out by the Associate Superintendent, Human Resources or designate. The complainant has the right to request that the investigation be of the same gender as themselves.
 - ii) The respondent will be given all the details related to the allegations.
 - iii) The respondent is entitled to representation.
 - iv) The respondent shall be provided with the evidence against him or her and shall be given a reasonable opportunity to be heard and reply to that evidence.
 - v) The investigation and report shall not contain or be influenced by information that is prejudicial, ill-founded or irrelevant, and findings of fact shall be based upon evidence, not assumptions.
 - vi) The investigation shall not consider irrelevant information and will consider all relevant information.
 - vii) The investigator shall forward a written report with the findings of the investigation and the recommendations to the Superintendent within thirty (30) working days.
- g. Based on recommendations and evidence in the report, the Superintendent shall take action that is consistent with Board policies and practice relating to employee discipline.
- h. The Superintendent or designate will advise the complainant of the outcome of the investigation; action to redress will be taken as soon as possible.
- i. Appeals by either party must be made in writing to the Superintendent of Schools within ten (10) working days after the said action has been taken.
- j. It should be noted that extenuating circumstances may affect some of the time lines outlined in this document. Such circumstances will be documented and communicated to all parties involved as they arise.

References: *Board Policy: E//4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

- k. Appropriate disciplinary action will be taken in the event of intentionally false, malicious or vindictive complaints.
- l. The Superintendent shall assure that appropriate support services are set in place for the employee if the allegations of harassment are dismissed (Employee Assistance Program).
- m. The Superintendent shall also make appropriate support services available for victims of harassment (Employee Assistance Program).
- n. If the Associate Superintendent, Human Resources is identified as the alleged harasser, the entire matter shall be directed to the Deputy Superintendent. If the Deputy Superintendent is identified as the alleged harasser, the entire matter shall be directed to the Superintendent. If the Superintendent is identified as the alleged harasser, the entire matter shall be directed to the Board of Trustees.
- o. The standard of proof to be used in determining if a complaint has merit is based on a balance of probabilities.

3.13.3 Systemic Investigations

- i. To ensure that schools are free from harassment, the Superintendent of Schools may decide to conduct an investigation in the absence of a specific complaint to address, resolve or prevent harassment in the work and/or learning environment. The Superintendent could choose to do this under any of the following circumstances:
 - a. There is a pattern of inquiries and/or complaints over time that suggests the existence of a specific problem that has been identified but not corrected.
 - b. There is reason to believe that a broader, systemic problem exists in the work and/or learning environment that causes, contributes to, or encourages harassment.
 - c. An investigation does not support a complaint but there is reasonable evidence of a broader systemic problem.
- ii. Prior to proceeding with an independent investigation, a summary of the situation that explains why the investigation is being recommended even though there was no complaint will be drafted.
- iii. This summary will be presented to the Superintendent of Schools for consideration. When such an investigation is approved, the appropriate parties will be advised of the intent to conduct a

References: *Board Policy: E//4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

systemic investigation, the reasons for initiating the investigation and the process / procedures that will be implemented.

- a. In lieu of a systemic investigation, the Board may also initiate activities to increase awareness of harassment and the effects on staff, students, parents and volunteers.

3.13.4 Right of Appeal

Employees who are not satisfied with action taken with respect to enforcement of this Administrative Practice are entitled to pursue the matter in the manner set forth as follows:

- i. Matters that are covered either by the employee's collective agreement or employment practices and procedures may be pursued in accordance with the grievance or appeal procedure outlined in the appropriate collective agreement or employment practices and procedures document.
- ii. If the matter is not covered by a collective agreement or employment practices and procedures documents, an appeal may be made in writing to the Superintendent of Schools within ten (10) working days.

The Superintendent of Schools will respond within thirty (30) working days.

- iii. Either party has the right to seek civil or criminal redress through the courts or to file a complaint with their union, association or the Alberta Human Rights Commission.

Students who are not satisfied with action taken with respect to enforcement of this Administrative Practice are entitled to pursue the matter set forth as follows:

- i. An appeal may be made in writing to the Superintendent of Schools or designate within ten (10) school days.
- ii. The Superintendent of Schools or designate will respond within thirty (30) school days.

References: *Board Policy: E/1/4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dave Johnson, Acting Associate Superintendent of Human Resource and Leadership Support
Subject: Policy E/I/7 – Healthy Interactions Model

Background:

Attached for Trustee review is a copy of Policy E/I/7 – Healthy Interactions Model. This policy has been reviewed and there are no modifications recommended.

Recommendation:

That the Committee of the Whole review Policy E/I/7 – Healthy Interactions Model and advise Senior Executive accordingly.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

attachment

COMMITTEE 9.5



1.0 POLICY

- 1.1 The Board believes that the Healthy Interactions Program is the primary interpersonal conflict resolution model used by employees of Sturgeon School Division in working with all members of the school and division community.
- 1.2 The Board supports that interpersonal conflict resolution is best served by Sturgeon School Division staff who have Healthy Interactions training as a condition of employment.

2.0 GUIDELINES

- 2.1 Administrative Practice (HR46) guides procedures regarding the implementation of the Healthy Interactions Model.
- 2.2 The Superintendent is responsible for the administration of the Healthy Interactions Model.

References: *Admin Practice(s): HRM 46 – Healthy Interactions*



HUMAN RESOURCES MANAGEMENT 46 – Healthy Interactions

Date: April 14, 2009

Responsible Administrator: Human Resources Department

1.0 RATIONALE

The Board of Trustees has established a policy on Healthy Interactions and this administrative practice supports that policy.

2.0 PROCESS

School administrators and Department Supervisors (working in conjunction with the Human Resources Department, will be responsible for maintaining the Healthy Interactions process throughout the division.

3.0 GUIDELINES

The Healthy Interactions program focuses on opening and strengthening lines of communication in order to address issues before they develop into complex conflicts. To this end, the following guidelines will be adhered to.

- 3.1 Training in the Healthy Interactions Program is a condition of employment in the Division.
- 3.2 Each school site is expected to retain at least one Healthy Interactions trained facilitator.
- 3.3 The school site based Healthy Interactions Facilitator will annually provide the school staff with appropriate updates by a variety of means, including but not limited to:
 - 3.3.1 consulting with individual staff on the Healthy Interactions process;
 - 3.3.2 small group refresher sessions; and
 - 3.3.3 a series of mini-modules at staff meetings.
- 3.4 In September, or as the need arises, the school administration will identify staff members new to the Division who will require Healthy Interactions training.

References: *Board Policy: E/1/7 – Healthy Interactions Model*

HUMAN RESOURCES MANAGEMENT 46 – Healthy Interactions

Date: April 14, 2009

Responsible Administrator: Human Resources Department

-
- 3.5 For the purpose of training new staff, the Division will retain a core of Healthy Interactions instructors who may be drawn from schools and/or Central Office staff to provide Healthy Interactions annual training for new staff.
 - 3.6 All new Division staff members, including those under the General Pay Plan, CUPE members and ATA members are required to take the Healthy Interactions training.
 - 3.7 The Division will offer modified Healthy Interactions training opportunities for bus drivers and bus contractors.
 - 3.8 Notwithstanding the division's commitment to Healthy Interactions, when the concern/complaint resolution process does not result in a satisfactory conclusion or plan of action, or when one of the parties refuses to take part in the resolution, or when the administrator/supervisor does not feel the concern/complaint resolution process is appropriate for the situation, he/she may choose to deal with the situation through an administrative review.
 - 3.9 In undertaking such a review the administrator will:
 - 3.9.1 Identify key issues
 - 3.9.2 Identify where action is required and provide recommendations and,
 - 3.9.3 If deemed necessary, provide directives to those involved (Note: Any administrative directives must be in written form).
 - 3.9.4 Ensure appropriate follow-up is undertaken.

References: *Board Policy: E/1/7 – Healthy Interactions Model*



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kulk, Associate Superintendent, Education Services
Subject: Policy F/I/1 – Senior High School Credit Load

Background:

Attached for Trustee review is Policy F/I/1 – Senior High School Credit Load with suggested revisions.

Associated Admin. Practice Educational Services 22 - Senior High School Credit Load is also attached for Trustee information.

Recommendation:

That the Board of Trustees review Policy F/I/1 – Senior High School Credit Load and forward to the Public Board Meeting.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



1.0 POLICY

1.1 ~~The Board expects that a student enrolled in a regular Senior High School Program will take a credit load appropriate to his/her student capability and grade level~~ **schools to optimize the use of facilities and resources. High school students are to register in sufficient courses each year in order to allow for graduation.**

~~2.0~~ **GUIDELINES**

~~2.1 The Superintendent or designate shall maintain administrative practice to implement this policy.~~

Draft



EDUCATIONAL SERVICES 22 – Senior High School Credit Load

Date: Feb. 8, 2012 Revised Date: **October 12, 2018** Responsible Administrator: ~~Chief Deputy~~ **Associate Superintendent, Education Services**

1.0 RATIONALE

The Board expects that a student enrolled in a regular Senior High School Program will ~~take a credit load appropriate to his/her student capability and grade level~~ **register in sufficient courses each year in order to allow for graduation.**

2.0 GUIDELINES

- 2.1 Each student in a regular Grade 10 program is expected to take a minimum credit load of 40 credits for a full year's work.
- 2.2 Each student in a regular Grade 11 program is ~~expected~~ **recommended** to take a minimum credit load of ~~35~~ **40** credits for a full year's work.
- 2.3 Each student in a regular Grade 12 program is ~~expected~~ **recommended** to take a minimum credit load of ~~30~~ **35** credits for a full year's work.
- 2.4 ~~Exceptions to Guidelines 2.1, 2.2 and 2.3 for individual students may be approved by the principal after consideration of all available information.~~

References: *Board Policy: F//1 – Senior High School Credit Load*



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy G/II/3 – Administering Medications and Medical Treatment to Students

Background:

Attached for Trustee review is Policy G/II/3 – Administering Medications and Medical Treatment to Students with suggested revisions.

Associated Admin. Practice Student Services 12 - Administering Medications and Medical Treatment to Students is also attached for Trustee information.

Recommendation:

That the Board of Trustees review Policy G/II/3 – Administering Medications and Medical Treatment to Students and forward to the Public Board Meeting.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



G/II/3 – Administering Medications and Medical Treatment to Students

G/II/3

EFFECTIVE: May 25, 2005

REVISED:

REVIEW: 2018-2019

1.0 POLICY

- 1.1 The Board recognizes that the administration of medication and/or medical treatment to students is the responsibility of parents, guardians and medical practitioners.

2.0 GUIDELINES

- ~~2.1 The Board recognizes that while it is not within the mandate of the schools, one or more of its staff may be requested to administer medication or medical treatment.~~
- ~~2.2 Except in the case of accidents and emergencies, the administration of medication or medical treatment should be limited to that which can be provided by staff who have received explicit written instructions from the attending physicians and the parent of the student with the medical condition.~~
- ~~2.3 The Superintendent of Schools shall draft an administrative practice which provides the process required.~~

References: *Admin Practice(s): Student Services 12 – Administering Medication*
School Act:



STUDENT SERVICES 12 – Administering Medications and Medical Treatment to Students

Date: May 25, 2005

Revised date: October 19, 2018

Responsible Administrator:

Director, Student Services Associate Superintendent, Education Services

1.0 RATIONALE

The safe management of administering medications and medical treatment to students should:

- 1.1 promote self management;
- 1.2 be developmentally appropriate according to the physician (See Appendix 13: Developmental Consideration for Medication and Medical Treatment Management);
- 1.3 provide the framework to support school staff in their medication and medical treatment management role;
- 1.4 outline the roles of parents/guardians, students and staff.

2.0 PROCESS

The Superintendent, or designate, shall be responsible for implementing this administrative practice.

3.0 GUIDELINES

3.1 The principal or designate is responsible to ensure that:

3.1.1 All staff (including bus drivers) are informed regarding the need for emergency medication for students.

3.1.2 Training is provided to all staff (including bus drivers) in the administration of emergency medication.

3.1.2

3.1.2.1 Ensure that an alternate plan is in place in the absence of the employee who regularly administers medication.

References: Board Policy: *G/II/3 – Administering Medications and Medical Treatment to Students*
G/II/2 – Health and Safety

Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14



STUDENT SERVICES 12 – Administering Medications and Medical Treatment to Students

Date: May 25, 2005

Revised date: October 19, 2018

Responsible Administrator:

Director, Student Services Associate Superintendent, Education Services

3.1.3 Emergency medication is available at school, on field trips and during transportation for students requiring it.

3.2 Non-prescribed Medication

Non-prescribed medication shall not be distributed to any student enrolled in a Division school.

3.3 Prescription Medication or Medical Treatment

If a student must receive medication or medical treatment prescribed by a medical practitioner during the school day or during extra-curricular activities, and the student is incapable of self-administration, the following will apply:

3.3.1 The parent must request in writing to the principal that the school store medication and medical treatment equipment to enable:

3.3.1.1 student self-administration where appropriate (e.g. asthma inhalers);

3.3.1.2 administration of medication and medical treatment. Written instructions must be signed by the parent/guardian and the physician.

3.3.2 Except in the case of accidents and emergencies, no employee shall administer any medication or medical treatment unless the conditions in a Guideline 3.2.4. 3.1.2 are met.

~~3.3.3 No physical therapy will be performed on students by school personnel without the supervision and direction of a physiotherapist or occupational therapist.~~

~~3.3.3~~ 3.3.4 Only the principal or designate will administer the medication and/or medical treatment.

References: Board Policy: *G/II/3 – Administering Medications and Medical Treatment to Students*
G/II/2 – Health and Safety

Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14



STUDENT SERVICES 12 – Administering Medications and Medical Treatment to Students

Date: May 25, 2005

Revised date: October 19, 2018

Responsible Administrator:

~~Director, Student Services~~ Associate Superintendent, Education Services

3.4 Medication Administration

3.4.1 Procedures (In accordance with *Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendices 6 – 14*)

- 3.4.1.1 Assign an informed school staff member(s) to be in charge of medication and/or medical treatment administration.
- 3.4.1.2 Administer/monitor the medication and/or medical treatment as outlined by the physician.
- 3.4.1.3 Record the medication as “Taken” or “Not Taken” on the student’s individual Medication Management Record.

3.4.2 Off-site administration of medication and/or medical treatment must conform to this Administrative Practice. (*See Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14*)

3.4.3 Storage of Medication (consistent with *Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs*)

- 3.4.3.1 All physician prescribed medications to be administered will be kept in their original container and placed in a locked container until needed.
- 3.4.3.2 Medication, when appropriate, must be bubble packed/single unit doses.
- 3.4.3.3 All physician prescribed medications required for emergency situations should be kept with the student and/or stored in an accessible office area if the nature of the reaction would allow for the time to safely retrieve it for emergency use.

References: Board Policy: *G/II/3 – Administering Medications and Medical Treatment to Students*
G/II/2 – Health and Safety

Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14



STUDENT SERVICES 12 – Administering Medications and Medical Treatment to Students

Date: May 25, 2005

Revised date: October 19, 2018

Responsible Administrator:

Director, ~~Student Services~~ Associate Superintendent, Education Services

3.3.3.4 Where emergency medication might be required on the bus to and from school, medication is to be kept with the student and/or stored on the bus.

3.5 Admission of Students Requiring Specialized Health Care to School and Class

In those circumstances where a student is dependent upon sophisticated life-support medication, or susceptible to severe reaction or injury, appropriate arrangements with parents/**guardian** will be made to ensure the welfare of the child.

3.5.1 A plan, based on the Guide to Developing a Student Focused Medication and/or Medical Treatment Management Plan for Students with Specialized Health Care Needs, should be in place to ensure that the student being administered medication, and/or medical treatment is complete and accurate. A copy of this plan should be provided to the parent/**guardian** and be updated at least on an annual basis.

3.5.2 Reasonable provisions should be made to enable the child to receive special medical treatment, as required, at school.

3.5.3 In cases where reasonable provisions cannot be made, the ~~School~~-Division will be responsible for locating an educational setting that provides the medical requirements for the student.

3.6 Responsibilities and Rights of Staff

3.6.1 A staff member engaged in the administration of medication or medical treatment has the responsibility to provide the same care and concern for the student as could reasonably be expected of a parent/**guardian** under those circumstances.

3.6.2 A staff member involved in the administration of medical and/or medical treatment has the following rights:

References: Board Policy: *G/II/3 – Administering Medications and Medical Treatment to Students*
G/II/2 – Health and Safety

Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14



STUDENT SERVICES 12 – Administering Medications and Medical Treatment to Students

Date: May 25, 2005

Revised date: October 19, 2018

Responsible Administrator:

Director, Student Services Associate Superintendent, Education Services

- 3.6.2.1 to receive a copy of the written instructions provided by the parent/guardian and physician;
- 3.6.2.2 to clarify his/her role in providing medication or treatment with the principal or designate, who may seek further clarification from the parent/guardian or physician or instruct the employee to do the same;
- 3.6.2.3 to affirm that the insurance coverage carried by the School Division adequately reflects the medical situation in which he/she is involved;
- 3.6.2.4 to require that a Medical Treatment of Students at School Release Form be signed by the parent which includes a section waiving the rights of the parent/guardian to pursue the School Division or its personnel in an action to recover damages for improper administering of medication or medical treatment;
- 3.6.2.5 to expect to access the appropriate training to perform the expected medical responsibilities;
- 3.6.2.6 to receive written direction from the principal or designate in those situations which involve long-term medical care;
- 3.6.2.7 to protest, in writing, should he/she not feel competent to fulfill the medical responsibilities.

3.7 Responsibilities of parents/guardians:

- 3.7.1 Requests for administration of medication at school will be made in writing to the Principal using forms:
 - Medication and Medical Treatment Management Plan
 - Release Form Medical Treatment of Students at School
 - Medication and Medical Treatment Management Parental Consent
 - Permission to Post Student Medical InformationA physician's signature must be obtained in addition to the parent/guardian's signature. Any cost for this service is to be borne by the parent/guardian.

References: Board Policy: G/II/3 – Administering Medications and Medical Treatment to Students
G/II/2 – Health and Safety

Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14



STUDENT SERVICES 12 – Administering Medications and Medical Treatment to Students

Date: May 25, 2005

Revised date: October 19, 2018

Responsible Administrator:

~~Director, Student Services~~ Associate Superintendent, Education Services

- 3.7.2 Whenever possible, a drug information printout from the pharmacist will be attached to each medication request form.
- 3.7.3 If any changes occur, the parent/guardian must notify the Principal immediately. An updated form is to be completed.
- 3.7.4 All medications must be brought to school by the parent/guardian, in the original container.
- 3.7.5 Single unit doses/bubble-packed medication should be supplied by parent/guardian whenever possible.
- 3.8 Responsibility of the student (as appropriate for age and ability)
 - 3.8.1 Participate in the medication process.
 - 3.8.2 Tell the school staff if they are not feeling well prior to or after receiving medication.
 - 3.8.3 Not share medication with anyone.
 - 3.8.4 Keep medications needed for emergency situations (inhalers, epipens, etc.) on his/her person.
 - 3.8.5 Know whom to report to for medication management.

References: Board Policy: *G/II/3 – Administering Medications and Medical Treatment to Students*
G/II/2 – Health and Safety

Reference Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 14



FORMS

Medication and Medical Treatment

The information requested is being collected pursuant to the School Act, Section 23, and the FOIP Act, Sections 33(c), 39(1) (b) and 40 (1) (c). Information acquired through this form is kept secure and access is restricted. For further information, please contact your school principal or ~~Thomas Holmes~~, **Sturgeon Public School Division** FOIPP Coordinator at 780-939-4341 or ~~Thomas.Holmes@sturgeon.ab.ca~~.

Appendix 1

**Request for Medication and Medical
Treatment to be Given at School
for Students Requiring Specialized Health Care**
(Ref. Section 3.4 of Administrative Practice Student Services 12)

To: Parent or Guardian

Re: Your Request for Medication and Medical Treatment to be Given at School

Students may require physician prescribed medication to be taken and medical treatment to be given during school facility hours. To ensure the safe management of medication and medical treatment, each student should have his/her own Medication Management Plan developed during a meeting with school facility staff.

To prepare for this meeting, please:

1. Read the information provided.
2. Complete the parent/**guardian**'s-section of the Medication and Medical Treatment Management Plan using information from the pharmacy label on your child's medication and the information sheet provided by your pharmacist and direction from your physician.
3. Complete and sign the Medication and Medical Treatment Management Parental Consent form.

If you have questions or require assistance, a community health nurse is available to help you. Please call the school facility for their name and number.

School Principal



Appendix 2 Release Form Medical Treatment of Students at School

The undersigned _____, being the legal parent/legal guardian of _____, a student of Sturgeon **Public** School Division, do hereby request and authorize personnel employed by the Division to provide necessary first aid and medical treatment to the said student, and for so doing, this will serve as a release and indemnification of and from any action or inaction of any personnel of the Division associated with the rendering of first aid or administering of medical treatment to the said student. Further, the undersigned legal parent/legal guardian recognizes and acknowledges that the personnel employed by the School Division who may, as a result of this request, be rendering first aid or administering medical treatment to the said student, are not medical practitioners.

Dated at _____, in the Province of Alberta,
this _____ of _____ A.D., _____
day month year

Signature of Parent/Guardian

Signature of Witness

The information requested is being collected pursuant to the School Act, Section 23, and the FOIP Act, Sections 33(c), 39(1) (b) and 40 (1) (c). Information acquired through this form is kept secure and access is restricted. For further information, please contact your school principal or Sturgeon Public School Division FOIPP Coordinator at 780-939-4341.



Appendix 3 Medication and Medical Treatment Management Parental Consent

Student Name: _____
Last /First

Emergency Medical Contact Name _____

Phone (home) _____ (work) _____

Pager/Cell _____

The information you provide will be held in confidence to assist school facility staff in responding appropriately to the medication management needs of your child. All information placed in a student's file will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOIP) Act and the Health Information Act (HIA), where applicable.

I request that school facility staff administer/monitor my child's medication and medical treatment in accordance with the Medication and Medical Treatment Management Plan.

I will supply the physician prescribed medication, bubble packed/single unit dose when appropriate, in its original container with the pharmacy label attached and will supply the physician's direction regarding medical treatment and the necessary physician prescribed medical equipment supplies to facilitate treatment. Medical equipment and supplies will be accompanied by clear instructions as to proper use. The good working order of these devices will be the responsibility of the parent.

The parent/legal guardian is to provide instruction on the proper administration of the medication and medical treatment after having received instruction from his/her medical practitioner/health professional (as necessary).

The parent/legal guardian is to repeat and update this instruction should:

- The student's medical condition change
- The intervention requirements change
- There be a change in school staff assisting the student in the medical intervention
- The assisting staff request a review or refresher of the medical intervention
- Professional instruction for medical treatment may be requested and will be provided on request

I have provided the above and completed the required instruction at

(location) _____ ON (date) _____

Parent/Guardian Signature

MEDICATION AND MEDICAL TREATMENT MANAGEMENT PHYSICIAN'S REPORT

Confirmation from Student's Physician

I hereby confirm that the following medication/treatment _____

_____ for _____ (name of student)

to be administered as follows:

1. Specific direction/prescription _____ (time and dose)
2. The service required is of such a simplistic nature that a lay person (teacher, teacher assistant, secretary) could successfully perform the function;
3. The service has to be performed during regular school hours and/or approved school activities;
4. The service is critical to the well being and functioning of the student; and
5. No other reasonable alternative is available (i.e. through a community agency).

Name of Physician

Year

Month

Day

The information requested is being collected pursuant to the School Act, Section 23, and the FOIP Act, Sections 33(c), 39(1) (b) and 40 (1) (c). Information acquired through this form is kept secure and access is restricted. For further information, please contact your school principal or Sturgeon Public School Division FOIPP Coordinator at 780-939-4341.



Medication and Medical Treatment Management Plan

This plan is intended for physician prescribed medications and medical treatments only.

Male Female

Student's Name _____

Date of Birth – Day/Month/Year _____

	Medication/Medical Treatment #1 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #2 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #3 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #4 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor
Received medication in original container	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Medication information sheets provided	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Medical treatment physician's direction	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Name of Medication				
Desired effects of medication/ medical treatment				
Possible side effects of medication/ medical treatment				
Plan of action in response to side effect(s)				
Dose of medication Medication Dose				
Route of administration (i.e. by mouth)				
Time(s) of medication/ medical treatment to be given at school/facility				
Start date of medication/ medical treatment				
Finish or review date of medication/medical treatment				
Location of medical treatment/ medication administration/ monitoring				
Name of staff person to administer/monitor medication/medical treatment				
Name of alternative staff to administer/monitor medication /medical treatment				
Special instructions (please attach pharmacy printout)				
Please attach medical treatment physician's direction				

Parent Name: _____ Signature: _____ Date: _____
 Staff Name: _____ Signature: _____ Date: _____
 Other: _____ Signature: _____ Date: _____

The information requested is being collected pursuant to the School Act, Section 23, and the FOIP Act, Sections 33(c), 39(1) (b) and 40 (1) (c). Information acquired through this form is kept secure and access is restricted. For further information, please contact your school principal or Sturgeon Public School Division FOIPP Coordinator at 780-939-4341



Appendix 5 Medical Alert

(Post in a staff area for ALL staff)

(The information on this form is to correspond with the Request for Administration of Medication/Medical Treatment Form)

Student Name _____

Grade _____

Teacher _____

Medical condition _____

Symptoms of reactions _____

Photograph of Student

DO THIS IMMEDIATELY

Staff who know how to help student _____

Medical treatment _____

Name of medication _____

Dosage _____

Method of administration _____

Location of medication _____

Administer within _____ minutes

If no relief _____

Possible side effects _____

N.B.

For life-threatening reactions call 911 Ambulance (or local ambulance) _____

Permission to Post Student Medical Information

The *Freedom of Information and Protection of Privacy (FOIP) Act* sets controls and standards on how school jurisdictions collect, use, and disclose personal information in their custody or under their control.

Because it is important to quickly identify the type of medical attention required by a student in need of medical treatment, we are requesting your permission to post your child's information (name, picture, and medical information) as listed on the *Medical Alert Form* in a prominent place at the school accessible to all staff, agencies and volunteers who work with your child. We understand that the student's medical information is provided to Sturgeon School Division for use in compliance with the *FOIP Act*.

<p>I _____ hereby grant consent to (parent/guardian)</p> <p>Sturgeon Public School Division to post my child's information as listed and described on the <i>Medical Alert Form</i>.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Full name of student</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Grade and School of student</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature of parent/guardian</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>
--

The information requested is being collected pursuant to the School Act, Section 23, and the FOIP Act, Sections 33(c), 39(1) (b) and 40 (1) (c). Information acquired through this form is kept secure and access is restricted. For further information, please contact your school principal or Sturgeon Public School Division FOIPP Coordinator at 780-939-4341.



Guide to Developing a Student Focused Medication and Medical Treatment Management Plan for Students with Specialized Health Care Needs

Appendix 6

Medication and Medical Treatment Management Plan Roles and Responsibilities

Parent/ Guardian Role	School/ Staff Role	Student/ Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Communicate with school staff to discuss medication and medical treatment and effects. • Review the medication and medical treatment management information. Complete the Plan and sign the Consent Form. • Ask the doctor or the pharmacist to schedule medication and medical treatment so that a minimum number of doses and sessions are given at school/facility. • Suggest methods of delivering medication treatment and preparing / giving medical and indicate special tips that have been effective at home. • Discuss with the student the need for medication and medical treatment to be given at school/facility. Include as many details as possible. • Notify the school/facility in writing of all changes of medication and medical treatment given at school/facility (e.g. dosage, new medication or discontinued medication and change in medical treatment). • Confirm with the school/facility by phone that all written documentation has reached the school/ facility. 	<ul style="list-style-type: none"> • Provide parent/guardian with medication and medical treatment management information. • Meet with the student and parent(s) to complete a Medication and Medical Treatment Management Plan. • Assign designated staff person(s) to administer or monitor the medication and medical treatment being given. • Develop an orderly system to document and store medication and medical treatment equipment (eg. consent, medication cup, Medication and Medical Treatment Record sheet). • Document all medication and medical treatment changes in the Medication and Medical Treatment Management Record that have been provided in writing by the parent. • Request an in-service or training, as necessary, regarding carrying out medication administration and medical treatment activities. • Ensure all school/facility staff who have contact with the student are aware of the student's condition (ie. teachers, supervisors or substitute teachers and support staff, operators, workers) as appropriate. 	<ul style="list-style-type: none"> • Be aware of the need for medications and medical treatment in school/facility. • Participate in the development and revision of their medication and medical treatment plan (as appropriate for age and ability). • Ensure all correspondence from parents is promptly given to the appropriate person at school/facility. • Bring home written information from the school/facility and give to your parents. 	<ul style="list-style-type: none"> • Advocate for student / facility or school to develop and implement a Medication and Medical Treatment Management Plan, as required. • Facilitate the development of a Medication and Medical Treatment Management Plan. • Support medication and medical treatment management inservicing for school/facility staff and parent <ul style="list-style-type: none"> ○ Desired effects and side effects of medication and medical treatment ○ Medication and medical treatment storage. ○ Administering/monitoring medication and medical treatment changes. ○ Epi-pen inservicing. • Link with pharmacists, physicians and community agencies to provide support as necessary. • Support parent and schools/ facilities when issues arise.

Appendix 7 Safety Considerations

Parent/ Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Request that the pharmacist provide the medical treatment resources and medication in the original container for the school/facility. • Provide the medication, whenever appropriate, in single dose units and bubble packed. • Provide pharmacy drug information sheets that outline the effects of the medication when given correctly and what signs and symptoms would indicate a problem. • Replace medication before expiry date to avoid missing a dose. • Provide medication and medical treatment updates at least once a year and when medication is changed. • Develop a plan of action to address side effects. • Provide instructions about what to do if a dose or medical treatment session is late or missed. 	<ul style="list-style-type: none"> • Assign one person for managing medication for all students OR one designated person for a particular student. • Have a trained alternate person available at all times to give medication and medical treatment. • Select staff for this activity who are directly involved with the student and comfortable with the role. • Attach drug information sheets to the Plan and Parental Consent. • Be familiar with the desired effects and the side effects of the medication and medical treatment as outlined in the Plan. • Be familiar with the action plan to address side effects. <p><i>If a student in your school is at risk for anaphylactic reactions, ensure that all staff are trained to deal with an emergency situation.</i></p>	<ul style="list-style-type: none"> • Communicate any side effects to school/facility staff and parents. 	<ul style="list-style-type: none"> • Assist with the development of a plan of action in the event of side effects. • Provide orientation (as needed) to school/facility staff about importance of safety checks when administering medications and medical treatment.

Appendix 8

Location of Medication and Medical Equipment

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • <i>Reinforce with student and school/facility staff the importance of keeping medications needed for emergency situations with student at all times.</i> • Ensure that school/facility staff are aware of storage guidelines for medical treatment equipment and medications (ie. refrigerate or away from light). • <i>Provide a plan that addresses when to remove medications from the school and dispose of medication according to recognized guidelines.</i> 	<ul style="list-style-type: none"> • Allow students to carry medications needed for emergency situations (asthma inhalers, epi-pens) with them at all times as developmentally appropriate. • Store medications in one central locked cabinet that is off limits to students. • Medications requiring refrigeration should be placed in a clearly marked, locked container in the refrigerator. • Unused medication should be returned to the parent. • Plan for medication and medical treatment administration when the student is off-site (eg. field trips). See Recommendation for Off-Site Medication and Medical Treatment Administration 	<ul style="list-style-type: none"> • Keep medications needed for emergency situations (asthma inhalers, epi-pens) on your person. • Know how and when to take your medication. • Know who to report to for medication and medical treatment management and how to access them. 	<ul style="list-style-type: none"> • Assist school/facility staff in implementing a plan that supports students to carry their emergency medications.



Appendix 9 Medication Preparation

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Request single dose packaging from the pharmacist when appropriate and feasible. 	<ul style="list-style-type: none"> • Check Medication Management Record to ensure medication not already given. • Confirm that medication identified on the container label, Medication Management Record and Medication Management Plan Consent are the same. 		<ul style="list-style-type: none"> • Be available for follow-up as required.

Draft

Appendix 10

Medication and Medical Treatment Administration and Monitoring

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Instruct child not to share medication with anyone. 	<ul style="list-style-type: none"> • Every effort should be made to allow privacy while administering medication and medical treatment. • Explain the process to the student. • Check the five “rights”: <ol style="list-style-type: none"> 1. Right <i>child</i> 2. Right <i>medication</i> 3. Right <i>dose</i> 4. Right <i>time</i> 5. Right <i>route</i> (ie. By mouth) • Praise the student and tell them when the next dose and medical treatment is due. 	<ul style="list-style-type: none"> • Participate in the medication and medical treatment process as agreed upon in the Plan. • Tell the school/facility staff if not feeling well prior to receiving medication and medical treatment. • Do not share medication with <i>anyone!</i> • Tell the person who is giving you your medicine if it looks different or if you have already had it. 	<ul style="list-style-type: none"> • Support designated school/facility staff or student in carrying out the Plan. • Support the parents and the school/facility when issues arise. • Provide orientation as needed.



Appendix 11 Recording

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
	<ul style="list-style-type: none"> • Immediately after administering the medication and medical treatment, record the medication name, dose and time of administration on the Medication Management Record. Place your initials in the appropriate date box. • Record side effects, missed doses or errors immediately under comments on the Medication Management Record. • Inform parents of errors, missed doses or side effects. • Record medication and medical treatment with red ink, date and initial. 		<ul style="list-style-type: none"> • Assist as requested if problems arise.

Draft

SAMPLE

Appendix 12 Medication and Medical Treatment Management Plan

This plan is intended for physician prescribed medications and medical treatments only.

John Doe
Student's Name

06 – Jan - 1993
Date of Birth – Day/Month/Year

Male Female

	Medication/Medical Treatment #1 <input checked="" type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #2 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #3 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #4 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor
Received medication in original container	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Medication information sheets provided	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Medical treatment physician's direction	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Name of Medication	<i>Ritalin Methylphenidate</i>			
Desired effects of medication/medical treatment	<i>Focused Calm</i>			
Possible side effects of medication/ medical treatment	<i>Vomiting, Tremors, Convulsions</i>			
Plan of action in response to side effect(s)	<i>Call parent Convulsions: call 911 & call parent</i>			
Dose of medication	<i>5mgm x 3 daily</i>			
Route of administration (i.e. by mouth)	<i>Mouth</i>			
Time(s) of medication/ medical treatment to be given at school/facility	<i>30 minutes before lunch</i>			
Start date of medication/ medical treatment	<i>September 17, 2000</i> 2000 2013			
Finish or review date of medication/medical treatment	<i>January 2004</i> 2004 2014			
Location of medical treatment/ medication administration/ monitoring	<i>Locked cupboard in Room 11</i>			
Name of staff person to administer/monitor medication/medical treatment	<i>Mary Jones Secretary</i>			
Name of alternative staff to administer/monitor medication /medical treatment	<i>Lori Diamond Home Room Teacher</i>			
Special instructions (please attach pharmacy printout)	<i>None</i>			
Please attach medical treatment physician's direction				

Parent Name: Joan Smith

Signature: Joan Smith

Date: Sept. 10, 2004
~~2004~~ 2013

Staff Name: Jane Doe

Signature: Jane Doe

Date: Sept. 10, 2004
~~2004~~ 2013

Other: _____

Signature: _____

Date: _____

Appendix 13

Developmental Consideration for Medication and Medical Treatment Management

(Ref. B.C. Ministry of Health)

Children reach developmental milestones at different chronological ages depending upon their circumstances. These growth and development milestones are provided to assist in the development of a student health plan that is individualized and incorporates the student as fully as their abilities allow.

Overall Guidelines:

- Encourage normalcy
- Maintain confidentiality
- Practice honesty
- Involve the student
- Keep disruption of school facility routine to a minimum
- Allow student/child to assume responsibility for own care as developmentally and physically possible

Age	Characteristics	Relevant Points
0-5	<ul style="list-style-type: none"> • Variable 	<ul style="list-style-type: none"> • Younger preschooler – unable to assist with medication and medical treatment plan • Older preschooler will be able to assist with some aspects of the medication and medical treatment plan
5-7	<ul style="list-style-type: none"> • Can follow rules, directions • Wishes privacy • Developing manual dexterity 	<ul style="list-style-type: none"> • Finds it difficult to leave activities • Will be able to assist with some aspects of the medication and medical treatment
8-9	<ul style="list-style-type: none"> • May be able to tell time • Understands safety • Self confidence increasing 	<ul style="list-style-type: none"> • Better fine motor control • More independent • Developing good health habits
10-13	<ul style="list-style-type: none"> • Good coordination • Able to look after own needs • Wants independence • Needs ownership in decision making 	<ul style="list-style-type: none"> • May begin planning and doing own procedures in care • Involve in plan development
14-15	<ul style="list-style-type: none"> • Gains maturity and control • Needs autonomy • Able to problem solve 	<ul style="list-style-type: none"> • Needs independence • Needs to fit in with peers • Involve in care plan
16-19	<ul style="list-style-type: none"> • Depth in reasoning • Reasons deductively • Comprehensive problem review • More emotionally stable 	<ul style="list-style-type: none"> • Independent • Any assistance required may be related to special health challenges

Appendix 14

Consideration for Off-Site Medication Administration

The following recommendations are provided to assist in meeting a child/student's medication management needs outside of the regular school environment.

Procedures

1. Assign an informed school staff member to be in charge of the off-site medication and/or medical treatment administration and to be responsible for the medication container.
2. Administer/monitor the medication and/or medical treatment in a quiet area.
3. Only prepare one student's medication at a time.
4. Check the Medication Management Record to ensure the medication has not already been administered.
5. Place a clean paper towel on a clean level surface.
6. Check the label three times while preparing the medication.
7. Check the five "rights":
 - 7.1 right child;
 - 7.2 right medication;
 - 7.3 right dose;
 - 7.4 right time;
 - 7.5 right route.
8. Administer the prescribed medication to the student.
9. Replace the medication in the lockable container.
10. Record the medication as "Taken" or "Not Taken" on the student's individual Medication Management Record.

Equipment

1. Plastic or metal container with a lockable lid supplied by parent/guardian (with carrying handle, if possible).
2. Insulated bag plus ice pack for medications requiring refrigeration.
3. Supply of disposable cups in plastic overwrap or in a plastic ziplock bag.
4. Small thermos for drinking water if drinking water not available at the destination.
5. Supply of paper towels to provide clean area.
6. Hold each student's original Medication Management Record in a three ring duo tang/binder.
7. All physician prescribed medications to be administered will be kept in their original container and placed in the lockable container until needed.
8. All physician prescribed medications required for emergency situations should be kept with the student.



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Cam-Van Mackle, Acting Treasurer
Subject: Draft 2017 - 2018 Audited Financial Statements

Background:

The Draft 2017 - 2018 Audited Financial Statements are currently planned for Board of Trustee review at this evening's Committee of the Whole Meeting. The Draft 2017 - 2018 Audited Financial Statements will require additional time for preparation.

Recommendation:

That the Board of Trustees defer the Draft 2017 - 2018 Audited Financial Statements to the December 12, 2018 Committee of the Whole Agenda.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

COMMITTEE 9.9



Board Memorandum

Date: November 14, 2018

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Ruth Kuik, Associate Superintendent, Education Services

Subject: Sturgeon Public School Division DRAFT Three Year Education Plan 2018/2019 – 2020/2021 & Annual Education Results Report (AERR) – October 2018

Background:

Attached for Trustee review and discussion is the proposed *DRAFT* Three Year Education Plan 2018/2019 – 2020/2021 & Annual Education Results Report (AERR) for October 2018. The complete draft of the Three Year Education Plan includes the goals, priorities and measures which were approved by the Board of Trustees at the May 23, 2018 Board Meeting (pages 10 – 16). In addition, this draft document includes the Alberta Education Results Report and the Accountability Pillar Overall Summary for October 2018, together with the components of Three Year Education Plans required by Alberta Education.

Two copies are attached; one copy has the changes tracked from last year's document, the other copy is the final version.

The Three Year Education Plan provides direction as we move into the 2018/2019 school year. This document speaks to our goals and priorities, connecting these goals and priorities to provincial goals.

For the Three Year Plan 2018/2019 – 2020/2021, the division's goals are as follows:

1. High Quality Teaching and Learning for All Students
2. Safe, Caring and Inclusive Learning Environments
3. A Culture of Mental, Emotional, Social and Physical Wellness

The Annual Education Results Report (AERR) – October 2018 offers a look at the past and provides the division with a summary of reports including Provincial Achievement Test and Diploma Exam Results. In addition, this report addresses six separate measures:

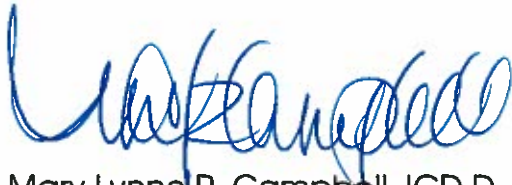
Safe and Caring
Education Quality
Drop Out Rate

Citizenship
Parental Involvement
School Improvement

Recommendation:

That the Board of Trustees review the *DRAFT* Sturgeon Public School Division Three Year Education Plan 2018/2019 – 2020/2021 & Annual Education Results Report (AERR) - October 2018 and forward to the November Board meeting for approval.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments



2018/2019 - 2020/2021
THREE YEAR EDUCATION PLAN
& ANNUAL EDUCATION
RESULTS REPORT

[www.sturgeon.ab.ca/Our Division/Three Year Plan](http://www.sturgeon.ab.ca/Our%20Division/Three%20Year%20Plan)
and
[www.sturgeon.ab.ca/In the News at Sturgeon](http://www.sturgeon.ab.ca/In%20the%20News%20at%20Sturgeon)

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Message from the Board

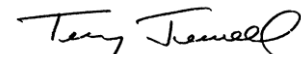
The Board of Trustees is pleased to share the Division's Three Year Education Plan for 2018-2021. We believe this plan reflects the voices of our students, staff, parents and community members. Thank you to everyone who made time to share your wisdom with the Board.

Our Vision, Mission and Values were created by our students and shine through our Division's three goals:

- Goal 1: High Quality Teaching and Learning for All Students
- Goal 2: Safe, Caring, and Inclusive Learning Environments
- Goal 3: A Culture of Mental, Emotional, Social and Physical Wellness

I am also pleased to share with you, our Division's Annual Education Results Report. The Report identifies areas where we have done well; as well as areas for focus, where we can improve with your continued support and assistance.

On behalf of the Board of Trustees, thank you to our staff, students, parents and community members for your commitment to promoting and protecting Public Education.

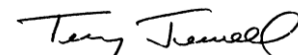


Terry Jewell, Chair
Board of Trustees
Sturgeon Public School Division

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the ~~Three Year Education Plan for the three years~~ Three Year Education Plan commencing September 1, 2018 for Sturgeon Public School Division were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the ~~E~~ducation ~~P~~lan and is committed to implementing the strategies contained within the ~~E~~ducation ~~P~~lan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/2021 on November ~~22~~28, 2017~~2018~~.



Terry Jewell, Chair
Board of Trustees
Sturgeon Public School Division

Public Interest Disclosure (Whistleblower Protection Act) Regulation

In the ~~2016-2017~~ 2017-2018 school year there were no disclosures of wrongdoing made in good faith by any Sturgeon Public School Division employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.

Vision, Mission, & Values



OUR VISION

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

OUR MISSION

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

VALUES

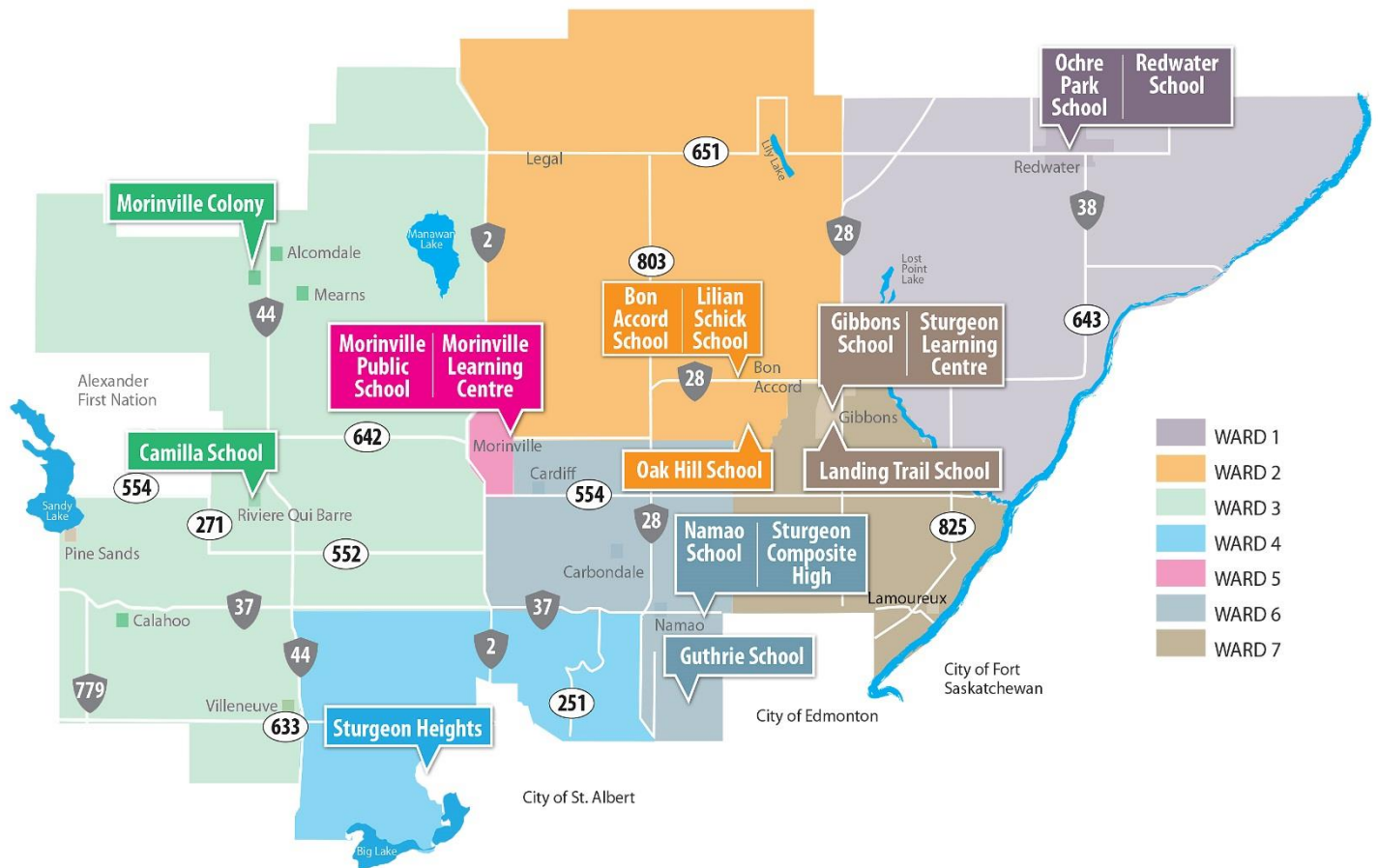
- **Excellence in teaching.** We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- **Shared responsibility.** We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- **Mutual respect.** Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- **Belonging.** Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying, and where their physical, intellectual and emotional needs are met. We are a school division and a family.
- **Learning choices.** One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- **Communication.** To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.



The Board of Trustees thanks the following student leaders who, in 2013, contributed to developing the Vision, Mission & Values for Sturgeon Public School Division:

Sarah Bidniak (grade 12, Sturgeon Composite High School),
 Alicia Bigelow (grade 10, Redwater School),
 Spencer Elliott (grade 11, Sturgeon Composite High School),
 Miranda From (grade 12, Sturgeon Learning Centre),
 Maddison Lumsden (grade 10, Redwater School),
 Habba Mahal (grade 11, Sturgeon Composite High School),
 Grace Turner (grade 11, Sturgeon Composite High School).

Sturgeon Public School Division Profile



Welcome to Sturgeon

Sturgeon Public School Division acknowledges that the land on which we gather is Treaty 6 territory and a traditional meeting ground for many Indigenous peoples. Their spiritual and practical relationships to the land create a rich heritage for our learning and our life as a community. We are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

You will find Sturgeon Public School Division just north of Edmonton, in the rural communities stretching from Rivière Qui Barre in the west to Redwater in the east. Our sixteen schools are **inviting**, special places, where an open and collaborative relationship with parents and the community **not only** enhances the quality of our education **for all children**, but also makes our students **happier**. We support the entire individual, providing diverse programming that inspires and develops each student, as well as maintaining caring schools that make our youth feel safe, secure and accepted. Our unique approach to education equips students with the right skills, knowledge and characteristics to succeed in the 21st century.

Our School Communities

Sturgeon Public School Division
9820- 104 Street, Morinville, AB T8R 1L8
Telephone: 780-939-4341; Toll Free: 1-888-459-4062
Fax: 780-939-5520 Website: www.sturgeon.ab.ca

Town of Bon Accord Bon Accord Community School Lilian Schick School Oak Hill School	GRADES SERVED Headstart – 4 5 – 9 3 – 10	TELEPHONE 780-921-3559 780-921-2200 780-921-3011
Town of Gibbons Gibbons School Landing Trail School Sturgeon Learning Centre	GRADES SERVED 5 – 9 Headstart – 4 10 – 12	TELEPHONE 780-923-2240 780-923-2898 780-923-2443
Lancaster Park Military Base Guthrie School	GRADES SERVED Headstart – 9	TELEPHONE 780-973-3111
Town of Morinville Morinville Learning Centre Morinville Public School Four Winds Public School	GRADES SERVED 10 – 12 Headstart – 9 5 – 9	TELEPHONE 780-939-4033 780-939-3445 Opening January 2020
Hamlet of Rivière Qui Barre Camilla School Colony School	GRADES SERVED Headstart – 9 Headstart – 9	TELEPHONE 780-939-2074 780-939-2012
Hamlet of Namao Namao School Sturgeon Composite High School	GRADES SERVED Headstart – 9 10 - 12	TELEPHONE 780-973-9191 780-973-3301
Town of Redwater Ochre Park School Redwater School	GRADES SERVED Headstart – 4 5 - 12	TELEPHONE 780-942-2901 780-942-3625
City of St. Albert Sturgeon Heights School	GRADES SERVED Headstart – 9	TELEPHONE 780-459-3990



Governance

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



Terry Jewell,
Chair



Tasha Oatway-McLay,
Vice Chair



Joe Dwyer



Misty Featherley



Elizabeth Kohle



Janine Pequin

Ward 1- Redwater / Coronado	Janine Pequin
Ward 2- Bon Accord / Legal	Elizabeth Kohle
Ward 3- Alcomdale / Villeneuve	Joe Dwyer
Ward 4- Sturgeon Valley / West St Albert	Shane Sherwin Vacant
Ward 5- Morinville	Misty Featherley
Ward 6- Cardiff / Garrison	Tasha Oatway-McLay, Vice Chair
Ward 7- Gibbons / Lamoureux	Terry Jewell, Chair

Central Office

Sturgeon Public School Division's Central Office is located in the Frank Robinson Education Centre in Morinville, Alberta. The administrative center houses the Division's senior executive and administrative staff, and supports the Division's community of fourteen schools and two outreach campuses. The departments located in the Frank Robinson Education Centre include:

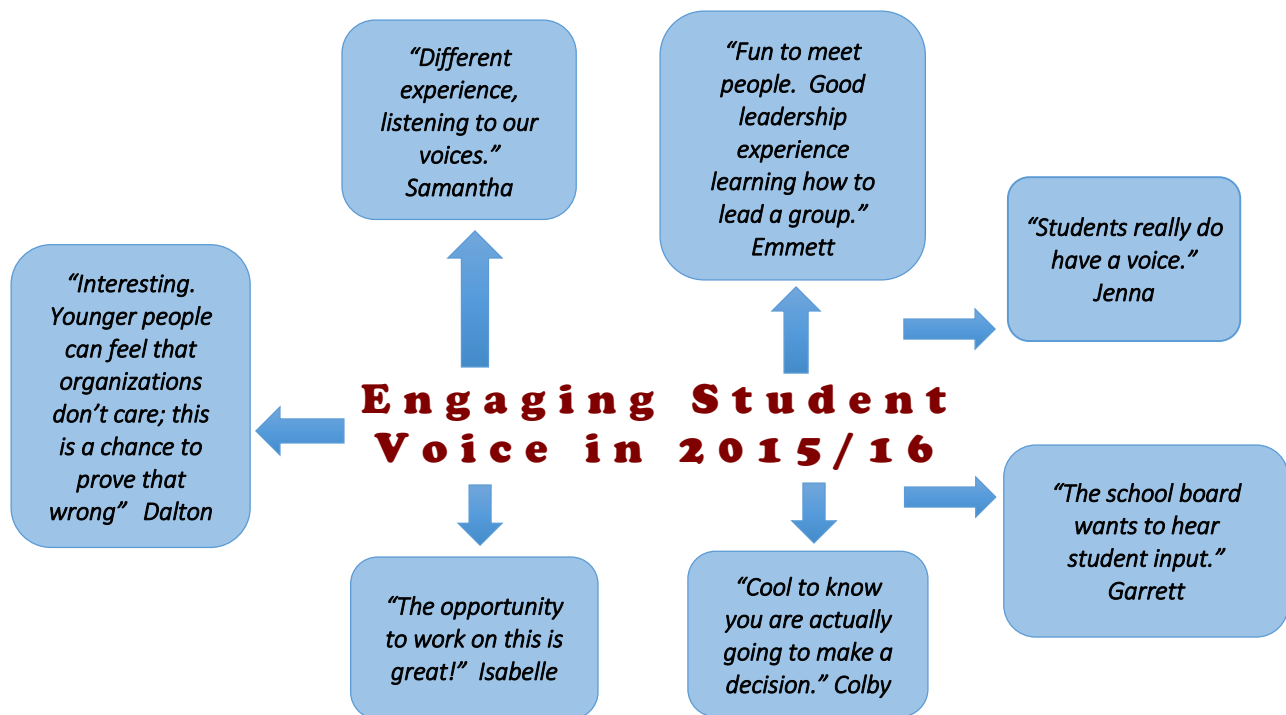
- Superintendent's Office
 - ~~Dr. Michele Dick~~ Mary Lynne R. Campbell- Superintendent/CEO
- Finance & Payroll
 - ~~Iva Paulik - Secretary-Treasurer~~
 - Cam-Van Mackie- ~~Assistant Secretary~~ Acting Treasurer
- Education Services
 - Ruth Kuik- Associate Superintendent
- Human Resources
 - ~~Thomas Holmes~~ Dave Johnson- Acting Associate Superintendent
 - Lisa Lacroix- Manager
- Operations & Maintenance
 - ~~James Barnes~~ Lorne Lopatka- Acting Manager
- Technology Services
 - Dave Webster- Manager
- Transportation
 - Sherri Davidson- Manager

Parent / Community Involvement

During the 2015/2016 school year Sturgeon engaged the community in a very comprehensive process in ~~shaping our new~~ to shape the 2018-2021 Three Year Education Plan. ~~during the 2015-16 school year.~~ In January, we invited our community to share their thoughts about what we are doing well and where we can improve. This was done through an online process where we saw more than 1,000 participants engage in a conversation about education in Sturgeon Public School Division. From there we invited students, staff, trustees, parents and community members to continue the conversation from the themes that were brought forward. The feedback and information gathered through this process was foundational to the development of this Three Year Education Plan for Sturgeon Public School Division (please see the link below).

[Working Together to Develop the 3 Year Plan](#)

Each school in our division completes a School Action Plan and an Annual Education Results report that outlines the results achieved by the school in the previous year and identifies strategies implemented at the school level to achieve the goals identified in the Division's Three Year Education Plan.



School Councils

Education is a community effort and ~~e~~Our schools welcome parent and guardian involvement in their child's education. Every school in Sturgeon Public School Division is ~~required to have~~ has a school council. The council is comprised of a collaborative group of parents, school staff and representatives from the community who act in an advisory ~~role~~ capacity to the school principal. Members of the Board of Trustees attend the regular monthly school council meetings. Please check school websites for the dates of the school council meetings. The link below provides an overview of the role of school councils in Alberta.

[Alberta School Councils' Association](#)

1. Outdoor Programming and Learning
Connecting with nature, experiential learning and land-based teaching are all part of the experience that the Outdoor Classroom provides. Time in nature strengthens mental health, increases focus and reduces stress.
2. French Immersion
Being bilingual opens doors to a wider world of opportunities. It produces excellent students and creative thinkers fluent in both languages. French immersion allows students to become fluent in French while achieving all the objectives of the regular school program.
3. LOGOS
LOGOS offers an excellent academic education enhanced by daily activities (prayer, scripture reading, and praise), periodic chapel times and assemblies that build faith and fellowship.
4. Athletic Academies
Dance Academy develops students as athletes using the technical aspects of various styles of dance.
Hockey Academy offers youth the opportunity to have hockey training and skills development within the school environment.
5. Leader In Me
This program teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.
6. Reggio-Inspired Learning
The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. In its most basic form, it is a way of observing what children know, are curious about and what challenges them. Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials.

For more information about Sturgeon's programs, please click [here](#).

Student Health and Wellbeing

1. Neuro-Sequential Model in Education (NME)
The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behavior and performance. The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process.
2. Comprehensive School Health
Comprehensive School Health is an internationally-recognized and effective approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education, and social outcomes for children and youth.



Division Highlights *(continued)*

Camilla School Replacement

Located in Rivière Qui Barre, Camilla School will see the building of a new school in 2019/20. The design of this school respects the rich history of the community together with new and innovative designs. Outdoor classrooms, flexible learning space and collaboration in learning will be the focus for programming for students in ECS – grade 9.

Follow the development of the Division's newest schools on our website: www.sturgeon.ab.ca.



Four Winds Public School

Sturgeon Public School's newest school, located in the Town of Morinville, is scheduled to open January, 2020. French Immersion programming, together with English programming, will be offered to students in grades 5 – 9. The school design will include studios for dance and drama instruction, as well as classroom pods for robotics and technology.



GOAL 1: **High Quality Teaching and Learning for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system supports First Nations, Métis and Inuit students’ success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s education system is well governed and managed.

Sturgeon Public School Division will:

Priority:
Continue a culture of inquiry and a targeted professional growth plan, focused on the Division’s Three Year Education Plan priorities as it relates to instructional and assessment practices.



Strategies:

1. Facilitate and support for Beginning Teachers’ Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/ Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/ Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

Priority:
Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.



Strategies:

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.

Priority:
Continue to research, support and monitor high quality instructional strategies that improve students’ literacy and numeracy skills across the Division.



Strategies:

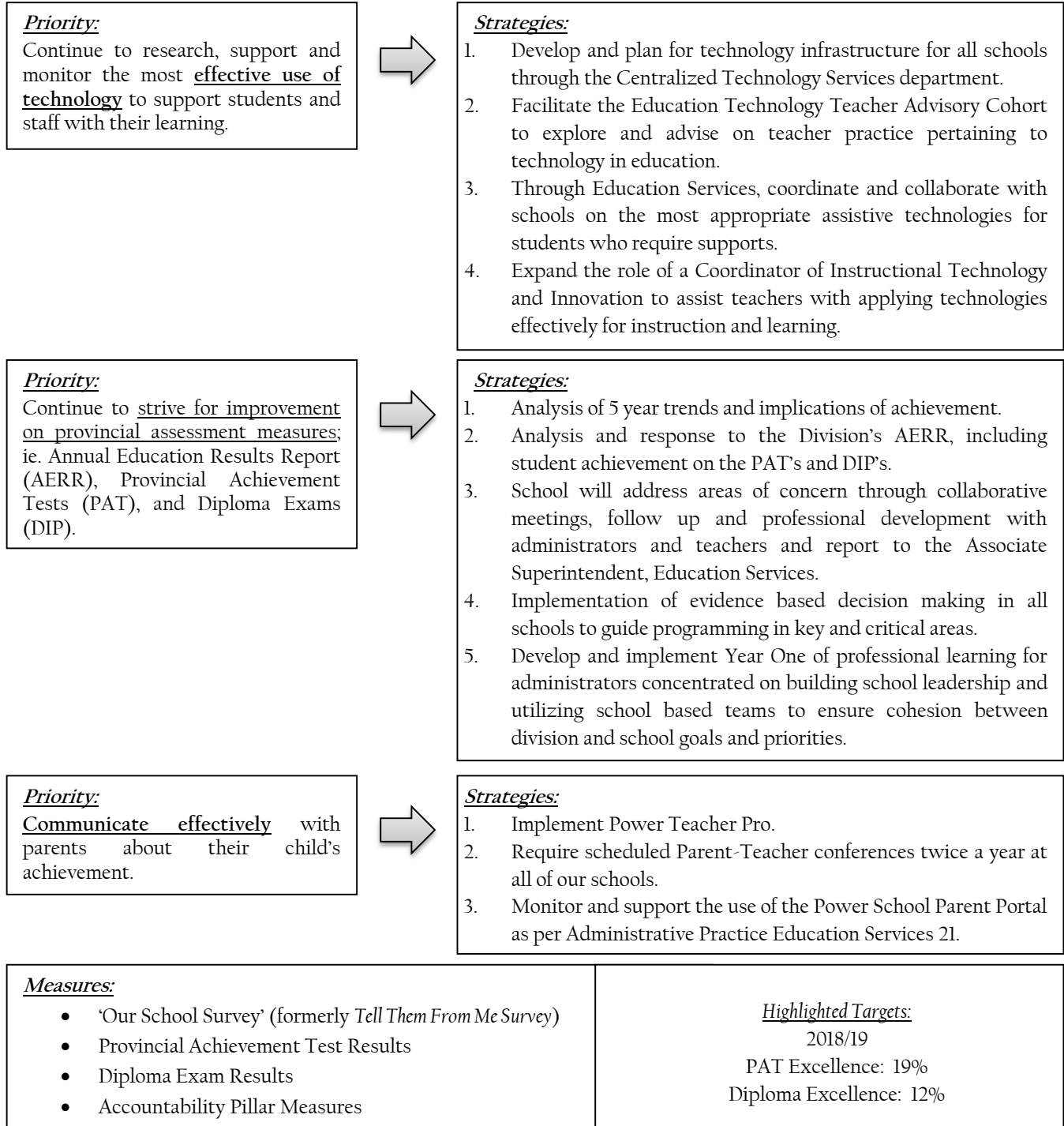
1. Review and align instructional minutes assigned to Math in Grades 1 – 9.
2. Develop and report a literacy and numeracy plan in each school.
3. The division will develop a two year numeracy and literacy plan to support professional learning.

GOAL 1: **High Quality Teaching and Learning for All Students**

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system supports First Nations, Métis and Inuit students’ success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s education system is well governed and managed.

Sturgeon Public School Division will:



GOAL 1: **High Quality Teaching and Learning for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Sturgeon Public School Division will:

Priority:

Provide our staff with professional development opportunities that promote an awareness and understanding of First Nations, Métis and Inuit culture.



Strategies:

1. Facilitate teacher and principal professional development relative to the new Teaching Quality Standard and the new Leadership Quality Standard (Competency 5).
2. Develop and coordinate a division wide strategy to ensure all students experience blanket exercises at grades 2, 5, 7 and 10.
3. Work with Human Resources to develop a strategy to ensure all staff new to the division are provided with the opportunity to participate in a Blanket Exercise.

Priority:

Collaborate with our First Nations, Métis and Inuit families and community for the benefit of our students and staff.



Strategies:

1. Explore the formation of a consultative group of Elders and school leaders to twice yearly provide feedback on division and school initiatives.
2. Invite elders and other members of the First Nations, Métis and Inuit community to share cultural understandings with students and staff.

Priority:

Have schools identify a "most responsible person" (MRP) to monitor First Nations, Métis and Inuit student academic achievement.



Strategies:

1. All schools use data to identify two practices to determine effectiveness relative to success for students.

Measures specific to our First Nations, Métis and Inuit students:

- Provincial Achievement Test Results
- Diploma Exam Results
- High School Completion
- Diploma Participation Rate

Highlighted Targets:

2018/19
PAT Acceptable: 79%
Diploma Acceptable: 80%

GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Sturgeon Public School Division will:

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Support the development of Queer Straight Alliance/Gay Straight Alliance clubs in schools.
4. Schools will review materials and resources yearly to ensure that school, community and provincial diversity is represented.

Priority:

Explore, share and support best practices for the inclusion of all students.



Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Through a multi-disciplinary team, ensure inclusive education is a collaborative and responsive process involving staff, parents/guardians and, where appropriate, students.

GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Sturgeon Public School Division will:

Priority:

Communicate and consistently reinforce clear expectations of conduct.



Strategies:

1. Research and communicate effective teaching and learning resources pertaining to digital citizenship.
2. School Board Policies and Administrative Practices clearly outline expectations of conduct.
3. Ensure each school has an aligned policy and practice for student conduct posted on school and division websites and communicated yearly with students, staff and parents.

Priority:

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



Strategies:

1. Continue to partner and provide leadership to the Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision which streamlines services for parents and ensures consistency of program support for families.

Priority:

Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



Strategies:

1. At a minimum, all principals, vice principals and counsellors are trained in Level 1 VTRA.
2. Level 2 training for identified key staff who will be involved with stage two of the VTRA process.

Measures:

- 'Our School Survey'
- Accountability Pillar Measures

Highlighted Targets:

2018/19
Safe and Caring Schools: 87%

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.

Sturgeon Public School Division will:

Priority:

Implement teaching approaches that **improve** students' mental and emotional wellness within a 'Response to Intervention Model'.



Strategies:

1. Further develop a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - a. Neurosequential Model in Education (NME).
 - b. Positive Behavior Supports (PBS).
 - c. Collaborative Problem Solving (CPS).
 - d. Webs of Support: Creating Resilient Youth.

Priority:

Continue to improve and promote a **Comprehensive School Health approach** to supporting all students in each school.



Strategies:



1. Staff will participate in experiential professional development opportunities focused on understanding the powerful role of experiences on early brain development. (The Brain Architecture Game)
2. Maintain dedicated counselling time at each of our schools.
3. Update School Counselling and Wellness Plans (CWP) at each school.
4. Provide input into the review of the Administrative Practice for counselling.
5. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
6. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling.

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system respects diversity and promotes inclusion.
- Alberta’s education system is well governed and managed.

Sturgeon Public School Division will:

<p><u><i>Priority:</i></u> Promote a <u>Comprehensive School Health (CSH) approach</u> to supporting our staff and students’ wellness.</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Coordinate and facilitate a Health Champion in every school. Continue to support staff professional learning to develop their knowledge and skill in their role as a Health Champion. 2. Support schools with resources to promote healthy living and learning. 3. Through the Organizational Wellness Committee, support staff with resources for healthy living. 4. Encourage schools to include students as leaders in promoting healthy, active lifestyles.
<p><u><i>Priority:</i></u> Partner with community and provincial organizations to <u>address resiliency, positive relationship building and physical wellness.</u></p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Ensure an adequate level of leadership necessary to expand the outdoor classroom partnership with the Pioneer Trails North Foundation. 2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services. 3. Supporting and celebrating Sturgeon’s Interschool Sports Council (ISC) for Junior High. 4. Continue our involvement with Alberta Schools’ Athletic Association for High Schools.
<p><u><i>Measures:</i></u></p> <ul style="list-style-type: none"> • ‘Our School Survey’ • Accountability Pillar Measures 	<p style="text-align: center;"><u><i>Highlighted Targets:</i></u> 2018/19 Students are interested and motivated in their learning: Grades 4 – 6: 84% Grades 7 – 12: 55%</p>	

**Combined 2018 Accountability Pillar Overall Summary Annual
Education Results Report – October 2018
Authority: 1110 Sturgeon School Division No. 24**

Measure Category	Measure	Sturgeon School Div No. 24			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.1	86.3	87.5	89.0	89.5	89.4	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	81.3	79.4	80.6	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	87.0	88.8	88.7	90.0	90.1	89.9	Intermediate	Declined	Issue
	Drop Out Rate	2.4	3.3	3.2	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	81.7	82.5	77.9	78.0	78.0	77.0	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.0	78.3	78.0	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.9	16.9	17.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.3	77.0	80.9	83.7	83.0	83.0	Low	Declined	Issue
	Diploma: Excellence	11.7	13.1	13.4	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	45.8	38.8	38.9	55.7	54.9	54.7	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	51.0	50.3	51.5	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.4	52.4	52.4	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	80.2	80.5	78.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	77.6	77.2	78.8	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	77.0	80.1	79.7	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	79.2	77.5	80.3	80.3	81.4	80.7	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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 Examination 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Annual Education Results Report - Desired Outcome One

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.6	77.3	78.3	78.3	78.0	79.0	Intermediate	Maintained	Acceptable	79.0	79.5	80.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.9	18.1	16.7	16.9	18.9	18.0	Intermediate	Maintained	Acceptable	19.0	19.3	19.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Strategies for Ongoing Improvement

1. Ten division PD days allocated to facilitate teacher learning and collaboration.
2. Math 6 teachers to work on results analysis and responsive strategies. Individual schools review results and develop strategies to address areas of concern or decline.
3. Each school will include in their 3 Year Education Plan specific strategies relative to improvement of student achievement as measured by the Provincial Achievement Exams in Grades 6 and 9. Schools will develop Numeracy and Literacy Plans for 2018/19.
4. Teachers responsible for teaching Math 6 will participate in PD at the division level as well as attending external PD Workshops.
5. Division Professional Development Plan and Grade 6 Math cohort to address areas of challenge in the grade 6 math results as well as develop strategies in response to results. School administrators will participate in professional development aimed at working with provincial achievement data.
6. Continue with enhancing implementation and delivery of Guided Math and continue to support the program fidelity of Guided Reading.
7. Develop K and E resources as per the program review completed in 2015/16. Principals will present achievement test results and responses to the Board of Trustees in November.
8. Monitor literacy strategies across curriculums in Junior and Senior High. All schools will use the Math Intervention Programming Instrument screening tool to determine learning and knowledge gaps.
9. Continue with school leader PD in evidence based decision making. Schools will continue to use Fontas and Pinnell as a point of data collection.



“Tell me and I will forget,
teach me and I will remember
involve me and I will learn.”
-Benjamin Franklin

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.5	81.9	83.9	77.0	75.3	80.0	Low	Declined	Issue	77.0	77.5	78.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.4	14.8	12.3	13.1	11.7	14.0	Low	Maintained	Issue	12.0	12.5	12.6

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	76.0	75.0	76.1	82.5	81.7	77.0	High	Improved	Good	82.0	82.5	83.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.9	3.0	3.4	3.3	2.4	2.5	Very High	Improved	Excellent	2.3	2.2	2.1
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.2	51.9	52.7	52.4	51.4	54.0	Intermediate	Maintained	Acceptable	52.0	52.5	53.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	52.7	50.3	51.0	54.0	n/a	Maintained	n/a	51.5	52.0	52.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.8	38.6	39.1	38.8	45.8	43.0	Intermediate	Improved	Good	46.0	46.5	47.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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 Examination 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.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- 9.10. Improvement is noted in high school completion rates and the drop out rate.

Strategies for Ongoing Improvement

1. Schools will investigate and respond to the analysis of school awarded marks and diploma scores. Strategies will be presented and discussed with the Associate, Education Services and with the Director of Curriculum and Instruction Student Achievement & Results.
2. Each school will include in their School Action Plans specific strategies to improve achievement as measured by diploma exams and Provincial Achievement Exam results.
3. Monitor fidelity of Assessment of/for Learning and Guided Reading.
4. Ten division PD days to facilitate teacher learning and collaboration.
5. School leaders continue to collaborate and share best practices during monthly PLC time.
6. The division continues to support school initiatives and innovative practice in teaching and learning.
- 6.7. High schools will develop Literacy and Numeracy plans.

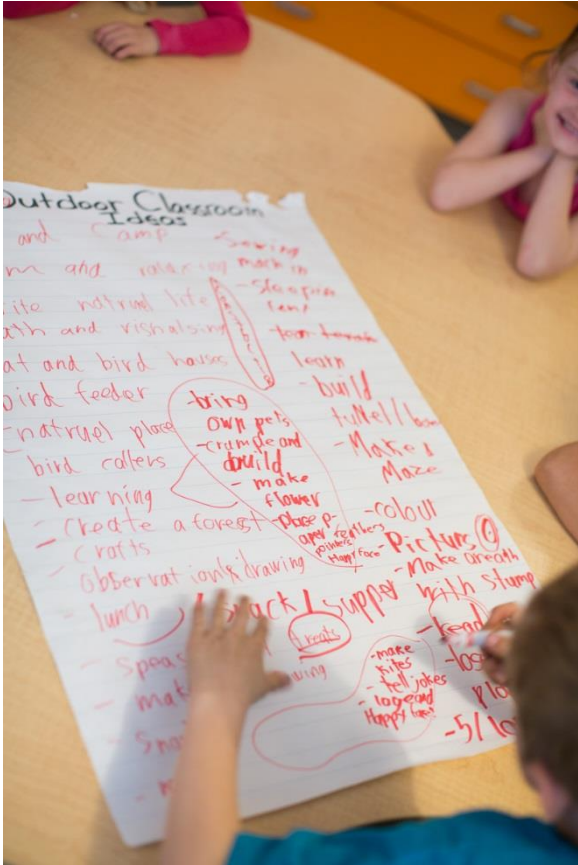
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.3	79.7	79.5	77.2	77.6	80.0	High	Maintained	Good	78.0	78.5	79.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.3	75.9	80.3	80.5	80.2	80.0	High	Maintained	Good	80.5	81.0	81.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
3. Parents, students, and teachers continue to believe that students model the characteristics of active citizenship, maintaining a **HIGH** level of achievement and an overall rating of **GOOD**.

Strategies for Ongoing Improvement:

1. Continue to develop a communication plan in each of our schools to better inform parents with respect to the activities undertaken at the school to teach attitudes and behaviours that will make students successful at work.
2. Continue to support the development of school climate and culture through work on SPSPD's mission, vision and goals
3. Continue to advocate for the increased opportunities for the expression of student voice in our schools.
4. Schools identify activities and events to deepen student understanding of their local and regional community.
5. Students are provided opportunity for a wide range of learning opportunities through Career and Technology Foundations.



Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Sturgeon School Div No. 24 (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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	2.5	5.1	4.1	4.8	5.8	6.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	92.0	76.6	59.4	53.3	53.7	50.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.0	65.9	66.8	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	11.0	11.3	12.7	6.6	6.7	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	69.1	82.4	83.8	77.1	77.1	76.6	Very Low	Declined	Concern
	Diploma: Excellence	10.6	18.7	13.6	11.0	10.7	10.3	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	52.0	26.5	17.5	24.4	21.8	21.2	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	55.6	45.7	37.6	35.9	34.2	33.0	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	31.5	39.2	37.3	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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 Examination 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.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Annual Education Results Report - Desired Outcome Two

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.7	62.0	72.5	65.9	64.0	74.0	Very Low	Maintained	Concern	66.0	66.5	67.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.0	8.0	18.9	11.3	11.0	11.0	Low	Maintained	Issue	11.5	12.0	12.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	92.1	82.2	86.8	82.4	69.1	85.0	Very Low	Declined	Concern	70.5	71.0	71.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	21.1	11.1	11.0	18.7	10.6	12.0	Low	Maintained	Issue	11.0	11.5	12.0

<p>Comment on Results</p> <ol style="list-style-type: none"> Students in Sturgeon Public School Division who self identify as First Nations, Métis and Inuit exceed Provincial standards in the above measures. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Overall evaluations can only be calculated if both improvement and achievement evaluations are available. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE). Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. 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 Examination 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. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time. CTF programming includes Outdoor Classroom Opportunities. <p>Strategies for Ongoing Improvement</p> <ol style="list-style-type: none"> Counsellor will monitor student success, attendance and identify students at-risk. Call to Action (FNMI) Cohort with membership from each school in the division. Focus will be on developing relationships and building cultural and historical sensitivity. All staff experience and/or participate in a Blanket Exercise to deepen understanding of treaty creation, colonization, resistance and reconciliation. Partnership with Regional Collaborative Service Delivery for co-ordination of targeted services. P.D. opportunities will be identified to develop and enhance understanding of First Nations, Métis and Inuit needs. Comprehensive School Health will focus on a wide range of outdoor activities connecting students to the land and nature. All schools will display the Treaty 6 Acknowledgement statement. 7-8. Allocation of .2 FTE to liaise with school and community.
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Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.5	57.0	44.6	76.6	92.0	65.0	Very High	Improved Significantly	Excellent	81.0	82.0	83.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.0	3.8	3.4	5.1	2.5	3.5	Very High	Maintained	Excellent	2.5	2.4	2.3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	51.7	38.3	34.3	39.2	31.5	50.0	Very Low	Maintained	Concern	32.0	32.5	33.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	29.4	45.7	55.6	n/a	n/a	Improved	n/a	56.0	56.5	57.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.6	17.1	8.9	26.5	52.0	17.0	Intermediate	Improved Significantly	Good	52.5	53.0	53.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. Improvement is noted in students eligible for Rutherford Scholarships.
- 7-8. High school completion rate is 92%: Very High.

Strategies for Ongoing Improvement

1. First Nations, Métis and Inuit (FNMI) exceed the province in the above measures.
2. School counsellors will monitor academic success of FNMI students as part of the Comprehensive School Counselling Plan.
3. Flexibility in programming continues to be a goal of the division allowing students increased time to acquire a high school diploma.
4. Within each school, schools will identify factors which improve a sense of belonging for FNMI students.
5. All schools shall display the Treaty 6 Acknowledgement statement.
- 5-6. Outdoor Classroom Lead teacher (.4 FTE) to facilitate land based learning.

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux.

We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.



Annual Education Results Report - Desired Outcome Three

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.3	88.1	88.1	86.3	86.1	89.0	High	Declined	Acceptable	86.5	87.0	87.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. All schools will participate in Our School Survey.
2. Safe Contact Cohort developed at a divisional level to address diversity and develop a sense of belonging.
3. Division involvement with SOGI (Sexual Orientation and Gender Identity).
4. Schools will establish clubs which address diversity and inclusion.
5. Schools continue to identify strategies to create safe, caring, respectful learning environments.
6. Students have access to support services they require to be successful.
7. Teaching practice recognizes the diversity of learning styles and needs.
8. The division continues to seek partnership opportunities with provincial and regional organizations.

In This School...
We do second chances
We apologize
We forgive
We respect each other
We keep our promises
We never give up
We encourage one another
We laugh often
We belong...
We Are A Family



Annual Education Results Report

Desired Outcome Four

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.7	81.4	81.0	79.4	81.3	82.0	High	Maintained	Good	82.5	83.0	83.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. Division wide implementation of Career and Technology Foundations (CTF) to expand learning opportunities.
2. Expansion of CTF programming to include outdoor classrooms *.4 FTE to facilitate land based learning.*
3. Continue to communicate clearly to students and parents/guardians variety and flexibility in programming.
4. Continue the implementation of division wide of Comprehensive School Wellness.
5. The division continues to support innovative programming in schools.
6. Professional development in schools continues to focus on effective instructional practice and student engagement.
- 6.7. *Improvement noted in this measure.*



Annual Education Results Report - Desired Outcome Five

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.7	81.1	82.3	77.5	79.2	83.0	High	Maintained	Good	83.0	83.5	84.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.9	81.2	77.7	80.1	77.0	80.0	Intermediate	Maintained	Acceptable	80.0	80.5	81.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	88.7	88.4	88.8	87.0	89.0	Intermediate	Declined	Issue	88.0	88.5	89.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. Continue to encourage collaboration between schools and sharing of best practices.
2. Continue to build leadership skills of school leaders (administrative teams, counsellors, health champions, learning support leads).
3. Continue to promote school based innovation and practice.
4. Schools continue to strive for parental involvement in school councils and school activities.
5. The division continues to support school administrators through allocated PLC time.
6. The division continues to develop school leadership opportunities.



CLASS SIZE REPORT

2017-2018

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Bon Accord School	19.4	19.3	20.5	20.0	23.5	31.0						
Camilla School	19.2	22.7	21.3	25.8	21.2	21.3	21.1	24.3	25.0			
Gibbons School				28.0	27.8	30.0	23.0	25.6	25.6			
Guthrie School	21.4	20.6	17.5	25.5	24.2	21.9	17.8	22.5	19.8			
Landing Trail	20.6	19.6	19.3	20.8	18.5	22.3						
Lilian Schick School				21.2	26.0	24.0	23.8	23.5	24.8			
Morinville Public	19.2	18.0	19.7	24.0	23.3	22.8	20.7	22.9	27.1			
Namao School	19.6	19.8	22.6	24.2	20.3	21.8	21.5	20.3	18.9			
Ochre Park School	19.7	17.1	18.1	22.0	23.0	24.3						
Redwater School				22.0	23.3	23.3	22.8	21.1	20.8	16.9	17.9	14.4
Sturgeon Composite High										24.7	25.2	26.3
Sturgeon Heights	20.5	20.7	19.8	23.1	21.0	24.6	27.2	29.0	27.7			
Division Totals	19.9	19.5	19.8	23.6	22.7	23.5	22.2	23.5	23.6	23.1	24.0	23.8

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Bon Accord School	20.7	19.6	21.3	20.0	23.5	31.0						
Camilla School	20.8	22.1	21.3	25.8	20.2	20.3	22.1	24.3	22.9			
Gibbons School				27.9	26.3	28.5	22.9	25.0	24.1			
Guthrie School	21.4	21.1	17.7	25.5	24.4	21.9	17.2	19.2	16.8			
Landing Trail	20.4	19.3	19.2	20.8	18.5	22.3						
Lilian Schick School				21.2	26.0	24.5	25.3	24.6	24.9			
Morinville Public	19.4	18.5	19.9	23.7	23.1	23.0	20.1	24.3	25.0			
Namao School	19.1	19.9	22.6	23.7	22.1	22.0	21.8	21.4	20.0			
Ochre Park School	19.6	17.3	19.1	22.0	21.9	23.7						
Redwater School				25.8	25.8	27.4	22.8	20.8	22.5	17.4	18.2	15.4
Sturgeon Composite High										23.7	23.6	23.1
Sturgeon Heights	20.9	21.0	20.0	24.5	22.0	24.1	23.7	25.8	23.6			
Division Totals	20.2	19.7	20.0	23.9	22.9	23.6	22.2	23.4	22.7	22.5	22.7	21.8

FINANCIAL STATEMENT 2017-2018

REVENUES

Instruction
Plant Operations and Maintenance
Transportation
Board and System Administration
External Services

TOTAL REVENUES

EXPENDITURES

Instruction
Plant Operations and Maintenance
Transportation
Board and System Administration
External Services

TOTAL EXPENDITURES

OPERATING SURPLUS

EXPENSES BY OBJECT

Certificated Salaries and Benefits
Uncertificated Salaries and Benefits
Services, Contracts and Supplies
Amortization of Tangible Capital Assets & Other

Number of Students

Grade 1-12
ECS @ 0.5

Cost per Student

Total Cost/Student

For more information on Sturgeon's Financial Reports and Audited Financial Statements, see our website: www.sturgeon.ab.ca or contact the Secretary Treasurer at 780-939-4341

HIGHLIGHTS OF FINANCIAL REPORTS 2017-2018

In ~~2016-2017~~ 2017-2018 school year, the division

1. maintained lower class sizes by keeping instructional dollars in the classroom.
2. continued to support special education programs and inclusion programming.
3. used instructional dollars to offset Plant Operations & Maintenance and Transportation deficit.
4. continued to provide significant support for the professional development of division staff.
5. continued support for FNMI students.
6. maintained a balanced budget for the ~~2016/2017~~ 2017/2018 school year with revenues of \$ _____ and expenditures of \$ _____ .

HIGHLIGHTS OF FACILITY & CAPITAL PLANS 2017-2018

Most of the capital improvements for the fiscal year 2016-17 centered around mechanical, completing the furnace replacement program and upgrading of the Building Management Systems. In addition, roof replacement continued at Sturgeon Heights and Redwater School. The Division completed parking lot/sidewalk site improvements at all schools, and finished the replacement of the gymnasium floor at Morinville Public School as well as Sturgeon Composite High School.

The capital improvements for the fiscal year 2017-2018 centered around building management system upgrades (BMS) in most of the schools. The Infrastructure and Maintenance funds were directed to the roofing repairs at Gibbons, Landing Trail, and Redwater schools. Additionally, the sidewalk at Ochre Park School and a large busing lane repair at Morinville Public School were addressed. Boiler replacements were completed at Morinville Public School and Guthrie School as well as two rooftop units were replaced at Namao School. The Division completed the exterior painting of the South and West sides of Sturgeon Composite High School.

For further information, see [Sturgeon Public School Division's website](#).

~~The 2016-2017 modular priorities were:~~

- ~~1. 3 modulars for Morinville Public School~~
- ~~2. 2 modulars for Sturgeon Heights School~~

The ~~2016-2017~~ 2017-2018 capital priorities were:

1. ~~Replacement of Camilla School~~ Modernization of Gibbons School
2. Modernization of ~~Gibbons School~~ Sturgeon Heights School
3. Modernization of ~~Sturgeon Heights School~~ Morinville Public School

For information on the provincial roll up of Audited Financial Statements information, see [Alberta Education website](#).

Detailed information on the jurisdiction's sources of school-generated funds and their uses can be obtained in [Sturgeon School Division's Audited Financial Statement](#).

B U D G E T ~~2017-18~~ 2018-2019 S C H O O L Y E A R

	MAY	NOV
	2017-2018	2016-2017
	2018-2019	2017-2018
Revenues		
Alberta Education	69,044,490	67,869,691
Other Government of Alberta	777,339	852,545
Federal Government and/or First Nations	230,000	290,000
Other Alberta School Board Authorities	0	21,677
Fees	1,328,087	1,299,531
Other Sales and Service	317,596	347,687
Investment Income	80,000	105,000
Gifts and Donations	180,000	120,000
Rental of Facilities	35,177	38,577
Fundraising	80,000	76,000
Other Revenues	80,000	214,666
	72,152,689	71,235,374
Expenses		
Certificated Salaries and Benefits	36,602,895	35,912,805
Non Certificated Salaries and Benefits	17,765,200	17,883,004
Services, Contracts and Supplies	14,990,310	15,851,085
Amortization of Capital Assets	2,911,944	1,732,560
Interest on Capital Debt	0	0
	72,270,349	71,379,454
Projected Operating Surplus (Deficit)	(117,660)	(144,080)

For more information on Sturgeon's Budget, see our website:
www.sturgeon.ab.ca or contact the
 Secretary Treasurer at 780-939-4341

HIGHLIGHTS OF FINANCIAL PLANS ~~2017-18~~ 2018-2019

The preliminary ~~2017-2018~~ 2018-2019 budget reports a ~~balanced budget~~ deficit of \$117,660.

1. The Division continues to experience insufficient funding in the Plant Operations and Maintenance and Transportation Programs. In order to address the situation in Plant Operations and Maintenance, we continue to use instructional dollars.
2. The Division's budget is centrally administered.
3. Sturgeon Public School Division administrators are responsible for developing education plans that, within the resources available, ensure:
 - a. an instructional program appropriate for each student's learning needs
 - b. provision of division support services
 - c. accountability for resources and results.
4. This budget establishes a process that places an emphasis on learning in our schools, supporting and focusing on continuous improvement of student achievement.
5. This budget is fiscally sound and continues to support Alberta Education guidelines ensuring budget consistency and accountability.

HIGHLIGHTS OF FACILITY & CAPITAL PLANS ~~2017-18~~ 2018-2019

~~In the summer of 2017 Sturgeon Public School Division received a total of 5 new modular classrooms. 3 modulares were added to Morinville Public School, and 2 modulares were added to Sturgeon Heights School. They were installed and operational for the 2017-18 school year.~~

Capital improvements for the fiscal year ~~2017-18~~ 2018-19 will reflect the ~~replacement/upgrade of electrical panels/breakers, the continuation of roof repair/replacement program, upgrading of school facilities for accessibility, and the finalization of our security/access control program.~~ continuation of projects such as roofing repairs and major electrical upgrades. Some flooring replacement and interior painting will also be addressed. The exterior painting of the remaining North and East sides of Sturgeon Composite High School has also been discussed.

The Division ~~will~~ **has** commenced the modernization of the central office building project, which ~~is scheduled to take 2 years and is to~~ **will** be funded by board system and administration capital reserves.

The Capital Priorities are:

1. Modernization of Gibbons School
- ~~1.2.~~ Modernization of ~~Sturgeon Heights School~~ Morinville Public School
- ~~2.3.~~ Modernization of Morinville Public School (K-4) ~~Sturgeon Heights School~~

The ~~2018-2019 Modular Priorities-classroom requests for the 2019-2020 school year~~ are:

1. ~~4 evergreening modulars for Landing Trail School~~ 2 modular units at Namao School
2. 2 modular units at Sturgeon Heights School
3. 4 evergreening modulars for Landing Trail School

For further information, see [Sturgeon Public School Division's website](#).

APPENDIX 1A – ACCOUNTABILITY MEASURES – 2018-2019

<p>OUTCOME ONE: Alberta's students are successful.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of students within three years of entering Grade 10. 4. Annual dropout rate of students aged 14 to 18. 5. High school to post-secondary transition rate of students within six years of entering Grade 10. 6. Percentage of Grade 12 students eligible for a Rutherford Scholarship. 7. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. 8. Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 9. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
<p>OUTCOME TWO: Alberta's education system supports First Nations, Métis, and Inuit students' success.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10. 4. Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18. 5. High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10. 6. Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship. 7. Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.
<p>OUTCOME THREE: Alberta's education system respects diversity and promotes inclusion.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
<p>OUTCOME FOUR: Alberta has excellent teachers, school leaders, and school authority leaders.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>OUTCOME FIVE: Alberta's education system is well governed and managed.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 2. Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 3. Overall teacher, parent and student satisfaction with the overall quality of basic education.

~~WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open-mindedness, with teamwork, collaboration and communication; engages with many cultures, religious and languages, compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.~~

~~WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.~~

~~WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.~~

- ~~1. Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.~~
- ~~2. The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
 - ~~a. be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;~~
 - ~~b. strive for engagement and personal excellence in their learning journey;~~
 - ~~c. employ literacy and numeracy to construct and communicate meaning; and~~
 - ~~d. discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - ~~i. know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;~~
 - ~~ii. think critically; conceptualize, apply, analyze, synthesize and evaluate to construct knowledge;~~
 - ~~iii. identify and solve complex problem;~~
 - ~~iv. manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;~~
 - ~~v. innovate: create, generate and apply new ideas or concepts;~~
 - ~~vi. create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;~~
 - ~~vii. apply multiple literacies: reading, writing, mathematics, technology, languages, media and personal finance;~~
 - ~~viii. demonstrate good communication skills and the ability to work cooperatively with others;~~
 - ~~ix. demonstrate global and cultural understanding, considering the economy and sustainable development; and~~
 - ~~x. identify and apply career and life skills through personal growth and well-being.~~~~~~
- ~~3. This Order shall be effective on the date of signing.~~

Sturgeon Public School Division Board of Trustees thanks the following participants who contributed to the consultation process:

Students:

Drew Baldwin	Rebecca Luger
Lucas Begert	Sarah Luger
Sabrina Belland	Arecha Mahal
Amelia Bloomquist	Misbah Mahal
Kierra Cattleman	Aurora Martens-White
Harmony Chartrand	Meagan McCoy
—Breckenridge	Brendon McGowan
Caleb Cooper	Rory McKenzie
Sienna Courteoreille	Max McLay
—Morin	Caleb Mills
Samantha Coutu	Lauren Moerman
Jordan Cust	Irwin Montgrand
Tyler Dauphinee	Maria Nelson
David Diachuk	Lincoln O’Hara
Jeffrey Duguay	Adam Ouellette
Aislinn Fedorchuk	Emma Pierce
Erin Fedyna	Shelby Pierce
Mikayla Foster	Rose Porter
Holden Frattin	Emma Postill
Lux French	Tanner Premak
Zach Froese	Ben Roe
Lillie Gaskarth	Emmett Ruskowsky
Brooklyn Gillam	Owen Ruskowsky
Anissa Halbert	Angela Ruth
Maliha Hamdon	Mikayla Saunders
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Jayla Jewell	Nash Shipalesky
Emma Johnson	Bell Smith
Marlise Kostiw	Brady Smith
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Isabelle Krukowski	Emily Spiker
Zach Krukowski	Rachel Spiker
Teagan Larsen	Macy Thompson
Garret Lawrence	Zoey Vlake
Tyson Lewis	Dalton Zendran

Staff:

Dustin Adolf
 Darla Clark
 Tanya Crump
 Jill Desmet
 Michèle Dick
 Kjersti Erickson
 Patti Ganter
 Jennifer Geleta
 Kyle Harvey
 Kasie Hoffman
 Ashley Hrywkiw
 Kathy Huculak
 Corrine Hutchings
 Mike Johnson
 Barb Kleespies
 Ruth Kuik
 Mark Lockwood
 Janaya Matheson
 Pamela McRobbie
 Kerri Meadows
 Harold Melsness
 Dennis Mitchell
 Warren Moody
 Suzanne Murray
 Catrin Owen
 Kathleen Shulhan
 Kathy Stuart
 Shauna Sudyk
 Renee Thomson
 Rebecca Williams

Community:

Green Bean Café
 —Doug Adsit

Investors Group
 —Joel Chevalier

Morinville Veterinary Clinic
 —Elyse Prince

No Frills Morinville
 —Tracey Mansbridge

—Sherri Devolder

Rotary Club, Morinville
 —Sheldon Fingler

Sobeys Morinville
 —Shaun Thompson

Town of Gibbons
 —Mayor Doug Horner
 —Farrell O’Malley

Town of Morinville
 —Mayor Lisa Holmes
 —Andy Isbister

Town of Redwater
 —Mayor Mel Smith



2018/2019 - 2020/2021
THREE YEAR EDUCATION PLAN
& ANNUAL EDUCATION
RESULTS REPORT

[www.sturgeon.ab.ca/Our Division/Three Year Plan](http://www.sturgeon.ab.ca/Our%20Division/Three%20Year%20Plan)
and
[www.sturgeon.ab.ca/In the News at Sturgeon](http://www.sturgeon.ab.ca/In%20the%20News%20at%20Sturgeon)

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Message from the Board

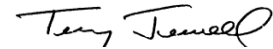
The Board of Trustees is pleased to share the Division's Three Year Education Plan for 2018-2021. We believe this plan reflects the voices of our students, staff, parents and community members. Thank you to everyone who made time to share your wisdom with the Board.

Our Vision, Mission and Values were created by our students and shine through our Division's three goals:

- Goal 1: High Quality Teaching and Learning for All Students
- Goal 2: Safe, Caring, and Inclusive Learning Environments
- Goal 3: A Culture of Mental, Emotional, Social and Physical Wellness

I am also pleased to share with you, our Division's Annual Education Results Report. The Report identifies areas where we have done well; as well as areas for focus, where we can improve with your continued support and assistance.

On behalf of the Board of Trustees, thank you to our staff, students, parents and community members for your commitment to promoting and protecting Public Education.

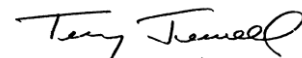


Terry Jewell, Chair
Board of Trustees
Sturgeon Public School Division

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Three Year Education Plan commencing September 1, 2018 for Sturgeon Public School Division were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/2021 on November 28, 2018.



Terry Jewell, Chair
Board of Trustees
Sturgeon Public School Division

Public Interest Disclosure (Whistleblower Protection Act) Regulation

In the 2017-2018 school year there were no disclosures of wrongdoing made in good faith by any Sturgeon Public School Division employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.



Vision, Mission, & Values



OUR VISION

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

OUR MISSION

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

VALUES

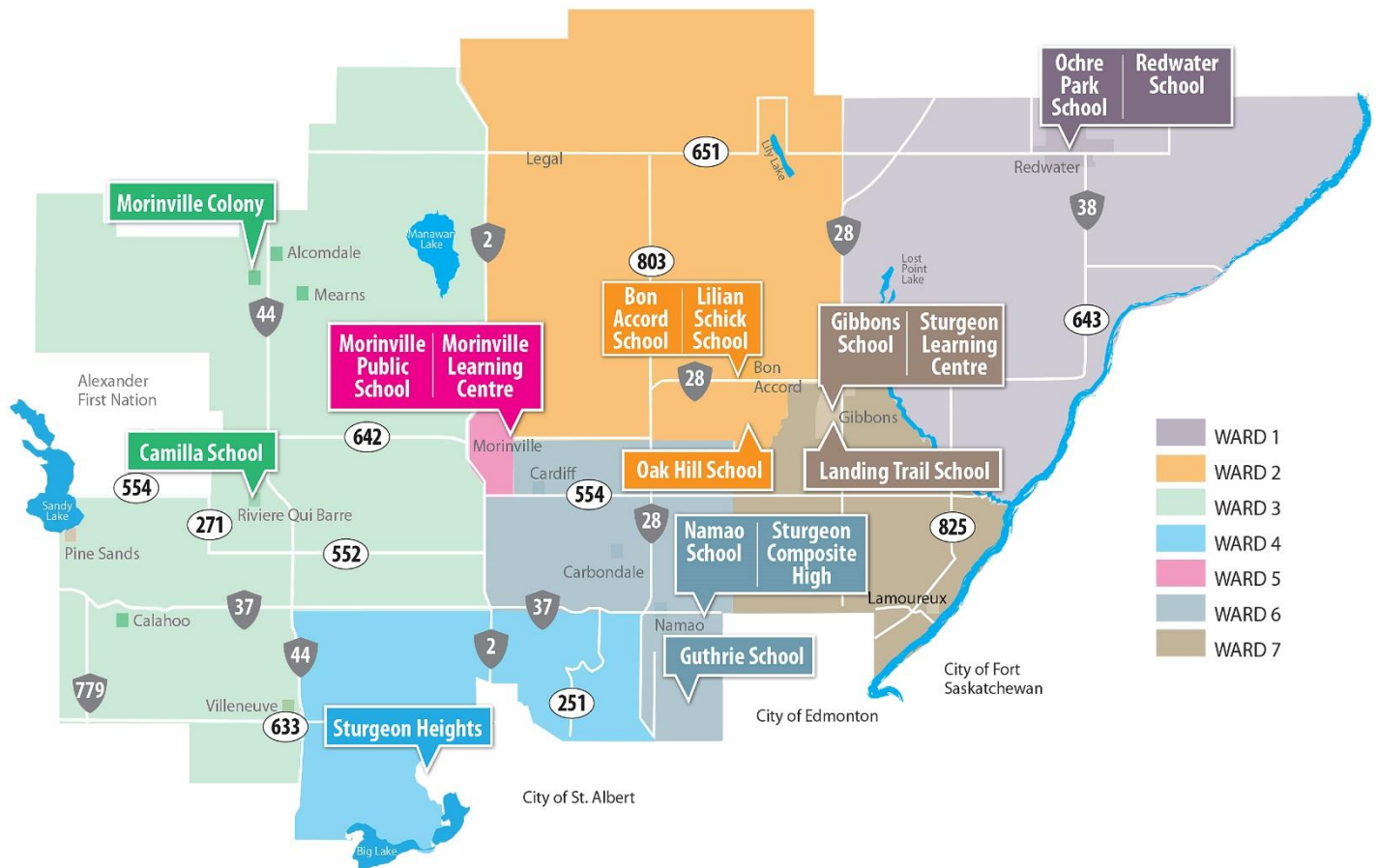
- **Excellence in teaching.** We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- **Shared responsibility.** We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- **Mutual respect.** Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- **Belonging.** Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying, and where their physical, intellectual and emotional needs are met. We are a school division and a family.
- **Learning choices.** One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- **Communication.** To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.



The Board of Trustees thanks the following student leaders who, in 2013, contributed to developing the Vision, Mission & Values for Sturgeon Public School Division:

Sarah Bidniak (grade 12, Sturgeon Composite High School),
 Alicia Bigelow (grade 10, Redwater School),
 Spencer Elliott (grade 11, Sturgeon Composite High School),
 Miranda From (grade 12, Sturgeon Learning Centre),
 Maddison Lumsden (grade 10, Redwater School),
 Habba Mahal (grade 11, Sturgeon Composite High School),
 Grace Turner (grade 11, Sturgeon Composite High School).

Sturgeon Public School Division Profile



Welcome to Sturgeon

Sturgeon Public School Division acknowledges that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

You will find Sturgeon Public School Division just north of Edmonton, in the rural communities stretching from Rivière Qui Barre in the west to Redwater in the east. Our sixteen schools are inviting, special places, where an open and collaborative relationship with parents and the community enhances the quality of our education for all children. We support the entire individual, providing diverse programming that inspires each student, as well as maintaining caring schools that make our youth feel safe, secure and accepted. Our unique approach to education equips students with the right skills, knowledge and characteristics to succeed in the 21st century.

Our School Communities

Sturgeon Public School Division
9820- 104 Street, Morinville, AB T8R 1L8
Telephone: 780-939-4341; Toll Free: 1-888-459-4062
Fax: 780-939-5520 Website: www.sturgeon.ab.ca

Town of Bon Accord Bon Accord Community School Lilian Schick School Oak Hill School	GRADES SERVED Headstart – 4 5 – 9 3 – 10	TELEPHONE 780-921-3559 780-921-2200 780-921-3011
Town of Gibbons Gibbons School Landing Trail School Sturgeon Learning Centre	GRADES SERVED 5 – 9 Headstart – 4 10 – 12	TELEPHONE 780-923-2240 780-923-2898 780-923-2443
Lancaster Park Military Base Guthrie School	GRADES SERVED Headstart – 9	TELEPHONE 780-973-3111
Town of Morinville Morinville Learning Centre Morinville Public School Four Winds Public School	GRADES SERVED 10 – 12 Headstart – 9 5 – 9	TELEPHONE 780-939-4033 780-939-3445 Opening January 2020
Hamlet of Rivière Qui Barre Camilla School Colony School	GRADES SERVED Headstart – 9 Headstart – 9	TELEPHONE 780-939-2074 780-939-2012
Hamlet of Namao Namao School Sturgeon Composite High School	GRADES SERVED Headstart – 9 10 - 12	TELEPHONE 780-973-9191 780-973-3301
Town of Redwater Ochre Park School Redwater School	GRADES SERVED Headstart – 4 5 - 12	TELEPHONE 780-942-2901 780-942-3625
City of St. Albert Sturgeon Heights School	GRADES SERVED Headstart – 9	TELEPHONE 780-459-3990



Governance



Terry Jewell,
Chair



Tasha Oatway-McLay,
Vice Chair



Joe Dwyer



Misty Featherley



Elizabeth Kohle



Janine Pequin

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

Ward 1- Redwater / Coronado	Janine Pequin
Ward 2- Bon Accord / Legal	Elizabeth Kohle
Ward 3- Alcomdale / Villeneuve	Joe Dwyer
Ward 4- Sturgeon Valley / West St Albert	Vacant
Ward 5- Morinville	Misty Featherley
Ward 6- Cardiff / Garrison	Tasha Oatway-McLay, Vice Chair
Ward 7- Gibbons / Lamoureux	Terry Jewell, Chair

Central Office

Sturgeon Public School Division's Central Office is located in the Frank Robinson Education Centre in Morinville, Alberta. The administrative center houses the Division's senior executive and administrative staff, and supports the Division's community of fourteen schools and two outreach campuses. The departments located in the Frank Robinson Education Centre include:

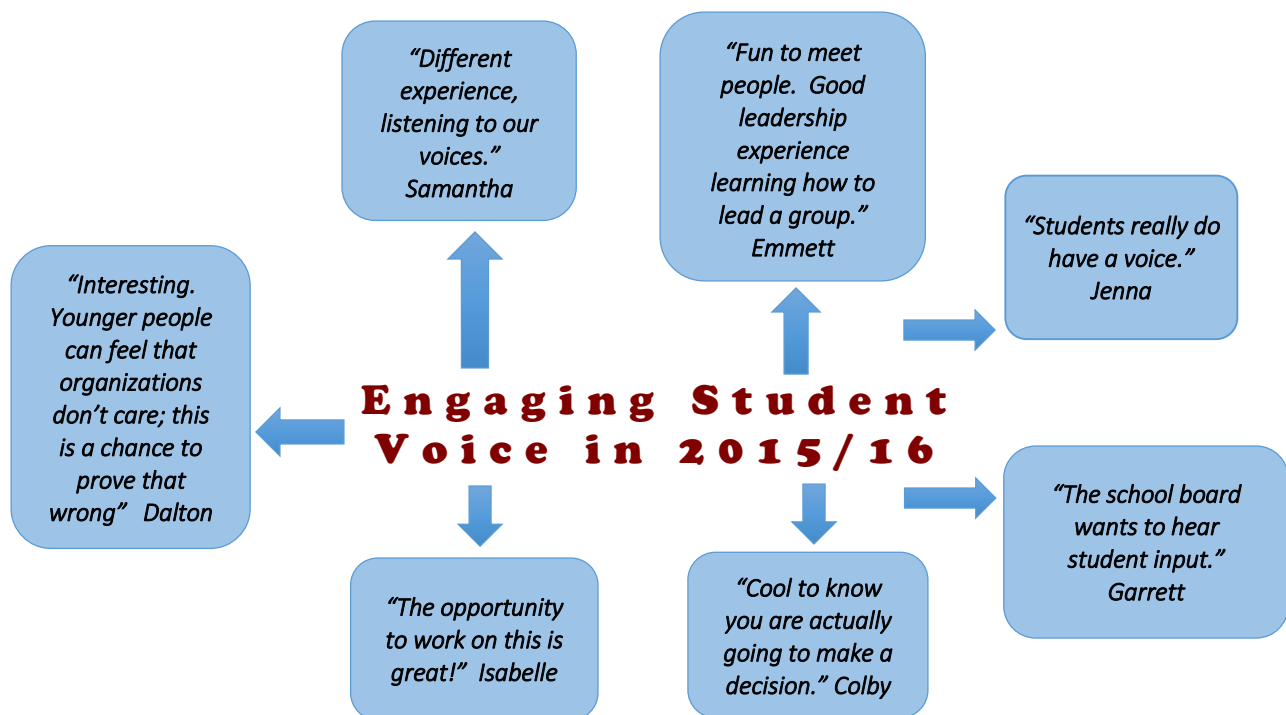
- Superintendent's Office
 - Mary Lynne R. Campbell- Superintendent/CEO
- Finance & Payroll
 - Cam-Van Mackie- Acting Treasurer
- Education Services
 - Ruth Kuik- Associate Superintendent
- Human Resources
 - Dave Johnson- Acting Associate Superintendent
 - Lisa Lacroix- Manager
- Operations & Maintenance
 - Lorne Lopatka- Manager
- Technology Services
 - Dave Webster- Manager
- Transportation
 - Sherri Davidson- Manager

Parent / Community Involvement

During the 2015/2016 school year Sturgeon engaged the community in a very comprehensive process to shape the 2018-2021 Three Year Education Plan. In January, we invited our community to share their thoughts about what we are doing well and where we can improve. This was done through an online process where we saw more than 1,000 participants engage in a conversation about education in Sturgeon Public School Division. From there we invited students, staff, trustees, parents and community members to continue the conversation from the themes that were brought forward. The feedback and information gathered through this process was foundational to the development of this Three Year Education Plan for Sturgeon Public School Division (please see the link below).

[Working Together to Develop the 3 Year Plan](#)

Each school in our division completes a School Action Plan and an Annual Education Results report that outlines the results achieved by the school in the previous year and identifies strategies implemented at the school level to achieve the goals identified in the Division's Three Year Education Plan.



School Councils

Our schools welcome parent and guardian involvement in their child's education. Every school in Sturgeon Public School Division has a school council. The council is comprised of parents, school staff and representatives from the community who act in an advisory capacity to the school principal. Members of the Board of Trustees attend the regular monthly school council meetings. Please check school websites for the dates of the school council meetings. The link below provides an overview of the role of school councils in Alberta.

[Alberta School Councils' Association](#)

Division Highlights

1. **Outdoor Programming and Learning**
Connecting with nature, experiential learning and land-based teaching are all part of the experience that the Outdoor Classroom provides. Time in nature strengthens mental health, increases focus and reduces stress.
2. **French Immersion**
Being bilingual opens doors to a wider world of opportunities. It produces excellent students and creative thinkers fluent in both languages. French immersion allows students to become fluent in French while achieving all the objectives of the regular school program.
3. **LOGOS**
LOGOS offers an excellent academic education enhanced by daily activities (prayer, scripture reading, and praise), periodic chapel times and assemblies that build faith and fellowship.
4. **Athletic Academies**
Dance Academy develops students as athletes using the technical aspects of various styles of dance.
Hockey Academy offers youth the opportunity to have hockey training and skills development within the school environment.
5. **Leader In Me**
This program teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.
6. **Reggio-Inspired Learning**
The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. In its most basic form, it is a way of observing what children know, are curious about and what challenges them. Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials.

For more information about Sturgeon's programs, please click [here](#).

Student Health and Wellbeing

1. **Neuro-Sequential Model in Education (NME)**
The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behavior and performance. The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process.
2. **Comprehensive School Health**
Comprehensive School Health is an internationally-recognized and effective approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education, and social outcomes for children and youth.



Division Highlights *(continued)*

Camilla School Replacement

Located in Rivière Qui Barre, Camilla School will see the building of a new school in 2019/20. The design of this school respects the rich history of the community together with new and innovative designs. Outdoor classrooms, flexible learning space and collaboration in learning will be the focus for programming for students in ECS – grade 9.

Follow the development of the Division's newest schools on our website: www.sturgeon.ab.ca.



Four Winds Public School

Sturgeon Public School's newest school, located in the Town of Morinville, is scheduled to open in January, 2020. French Immersion programming, together with English programming, will be offered to students in grades 5 – 9. The school design will include studios for dance and drama instruction, as well as classroom pods for robotics and technology.



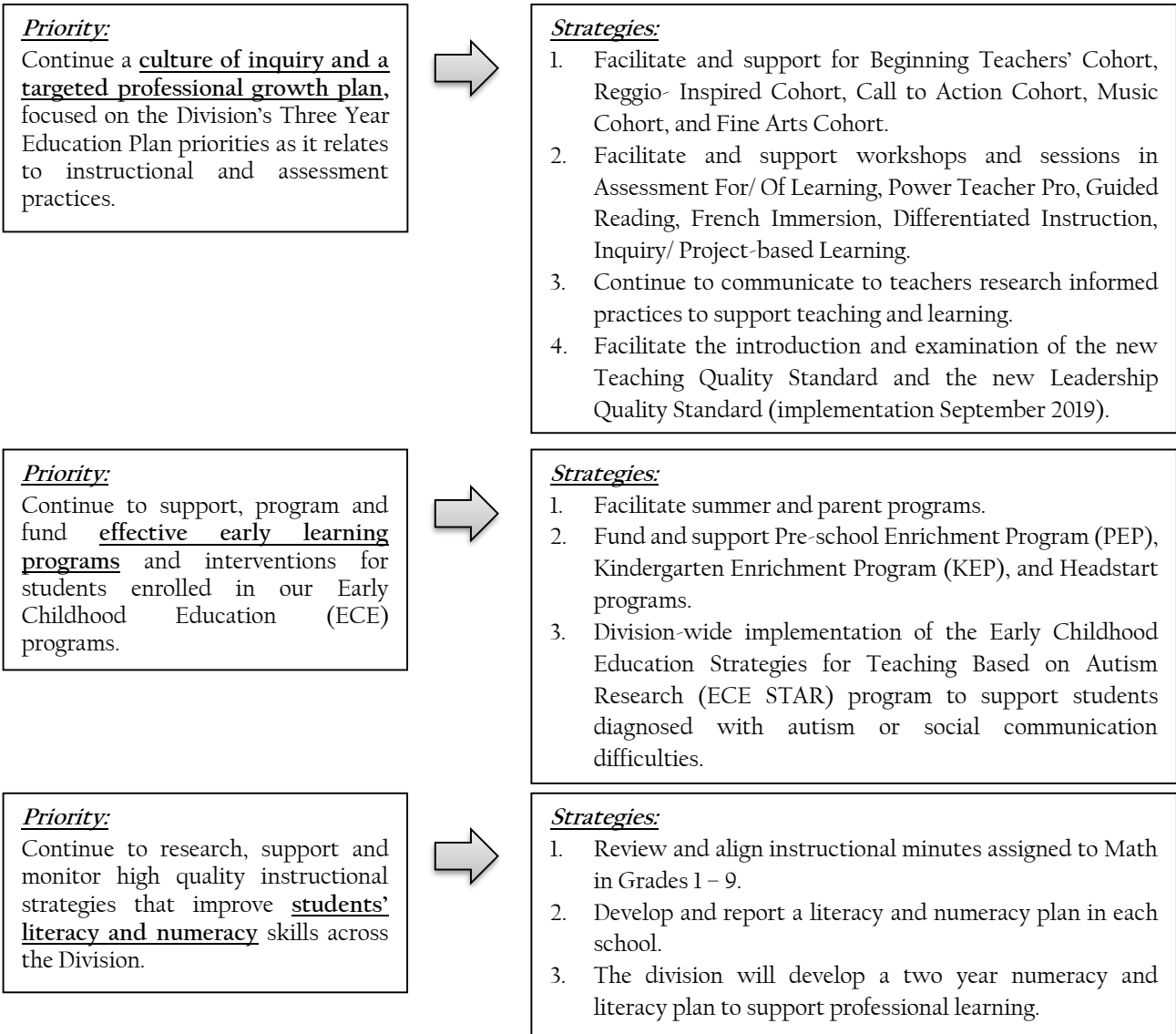
GOAL 1: **High Quality Teaching and Learning for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system supports First Nations, Métis and Inuit students’ success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s education system is well governed and managed.

Sturgeon Public School Division will:

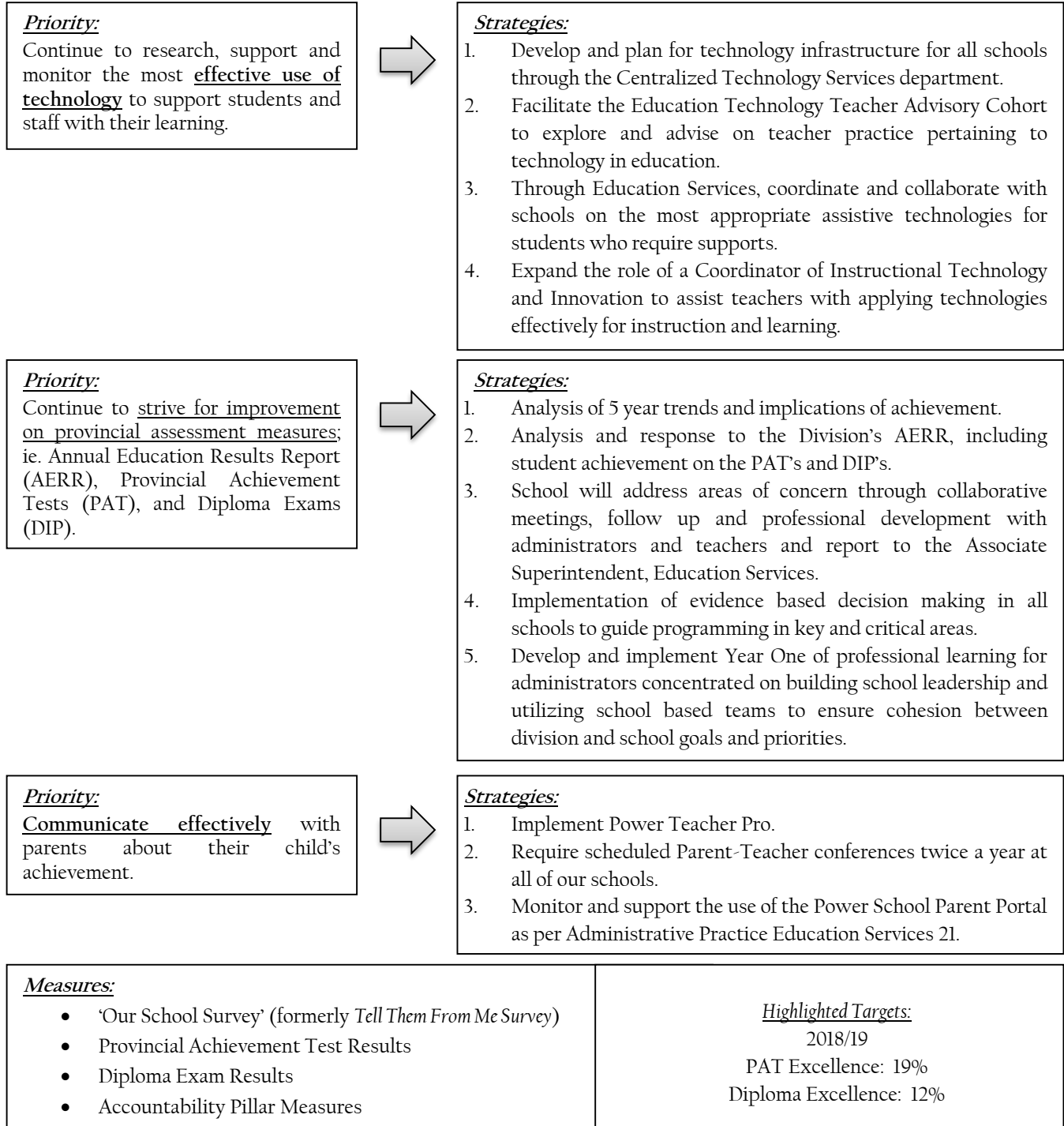


GOAL 1: **High Quality Teaching and Learning for All Students**

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system supports First Nations, Métis and Inuit students’ success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s education system is well governed and managed.

Sturgeon Public School Division will:



GOAL 1: **High Quality Teaching and Learning for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Sturgeon Public School Division will:

Priority:

Provide our staff with professional development opportunities that promote an awareness and understanding of First Nations, Métis and Inuit culture.



Strategies:

1. Facilitate teacher and principal professional development relative to the new Teaching Quality Standard and the new Leadership Quality Standard (Competency 5).
2. Develop and coordinate a division wide strategy to ensure all students experience blanket exercises at grades 2, 5, 7 and 10.
3. Work with Human Resources to develop a strategy to ensure all staff new to the division are provided with the opportunity to participate in a Blanket Exercise.

Priority:

Collaborate with our First Nations, Métis and Inuit families and community for the benefit of our students and staff.



Strategies:

1. Explore the formation of a consultative group of Elders and school leaders to twice yearly provide feedback on division and school initiatives.
2. Invite elders and other members of the First Nations, Métis and Inuit community to share cultural understandings with students and staff.

Priority:

Have schools identify a "most responsible person" (MRP) to monitor First Nations, Métis and Inuit student academic achievement.



Strategies:

1. All schools use data to identify two practices to determine effectiveness relative to success for students.

Measures specific to our First Nations, Métis and Inuit students:

- Provincial Achievement Test Results
- Diploma Exam Results
- High School Completion
- Diploma Participation Rate

Highlighted Targets:

2018/19
PAT Acceptable: 79%
Diploma Acceptable: 80%

GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Sturgeon Public School Division will:

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Support the development of Queer Straight Alliance/Gay Straight Alliance clubs in schools.
4. Schools will review materials and resources yearly to ensure that school, community and provincial diversity is represented.

Priority:

Explore, share and support best practices for the inclusion of all students.



Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Through a multi-disciplinary team, ensure inclusive education is a collaborative and responsive process involving staff, parents/guardians and, where appropriate, students.

GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Sturgeon Public School Division will:

Priority:

Communicate and consistently reinforce clear expectations of conduct.



Strategies:

1. Research and communicate effective teaching and learning resources pertaining to digital citizenship.
2. School Board Policies and Administrative Practices clearly outline expectations of conduct.
3. Ensure each school has an aligned policy and practice for student conduct posted on school and division websites and communicated yearly with students, staff and parents.

Priority:

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



Strategies:

1. Continue to partner and provide leadership to the Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision which streamlines services for parents and ensures consistency of program support for families.

Priority:

Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



Strategies:

1. At a minimum, all principals, vice principals and counsellors are trained in Level 1 VTRA.
2. Level 2 training for identified key staff who will be involved with stage two of the VTRA process.

Measures:

- 'Our School Survey'
- Accountability Pillar Measures

Highlighted Targets:

2018/19
Safe and Caring Schools: 87%

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.

Sturgeon Public School Division will:

Priority:

Implement teaching approaches that improve students' mental and emotional wellness within a 'Response to Intervention Model'.



Strategies:

1. Further develop a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - a. Neurosequential Model in Education (NME).
 - b. Positive Behavior Supports (PBS).
 - c. Collaborative Problem Solving (CPS).
 - d. Webs of Support: Creating Resilient Youth.

Priority:

Continue to improve and promote a Comprehensive School Health approach to supporting all students in each school.



Strategies:

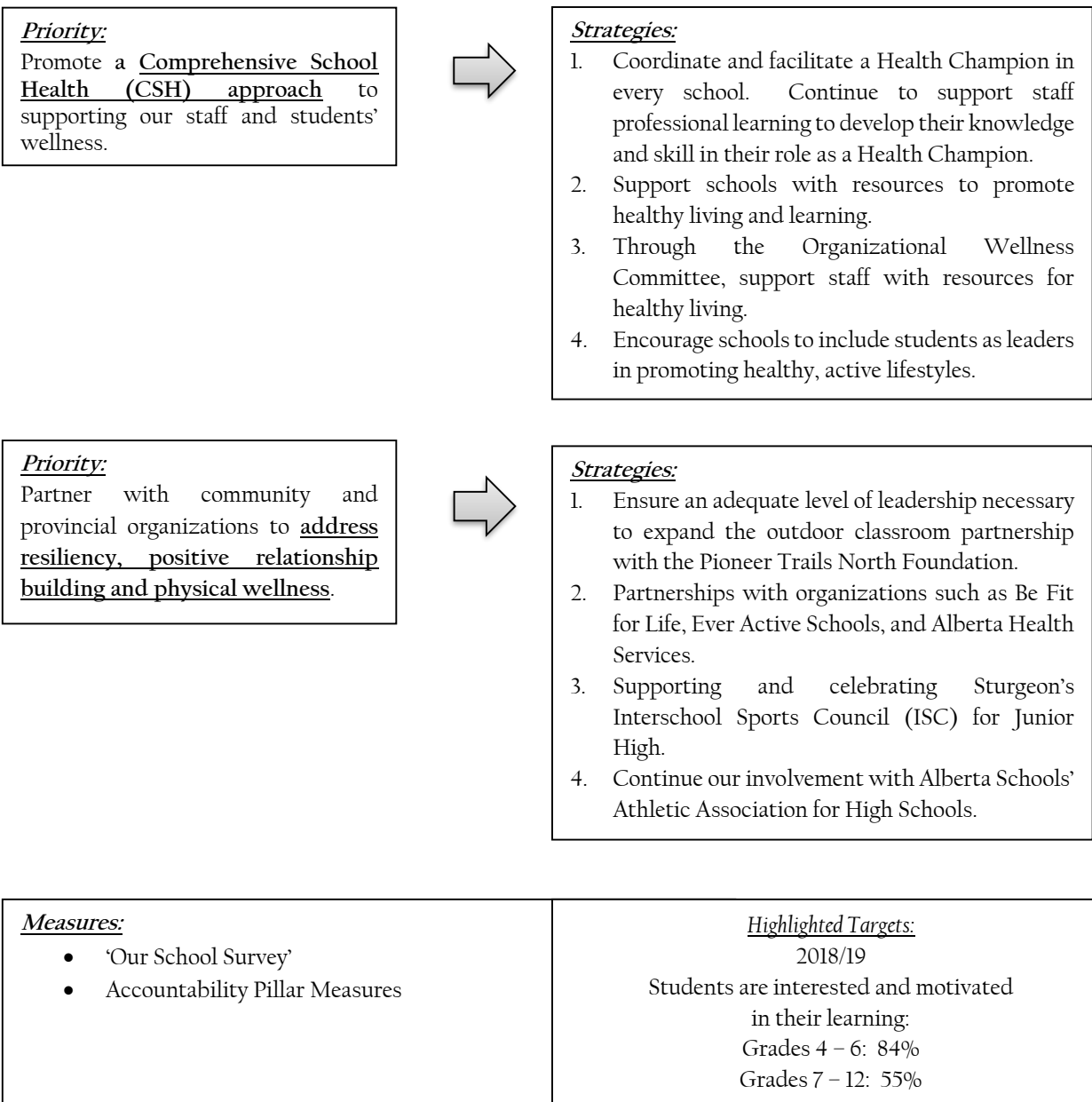
1. Staff will participate in experiential professional development opportunities focused on understanding the powerful role of experiences on early brain development. (The Brain Architecture Game)
2. Maintain dedicated counselling time at each of our schools.
3. Update School Counselling and Wellness Plans (CWP) at each school.
4. Provide input into the review of the Administrative Practice for counselling.
5. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
6. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling.

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system respects diversity and promotes inclusion.
- Alberta’s education system is well governed and managed.

Sturgeon Public School Division will:



**Combined 2018 Accountability Pillar Overall Summary Annual
Education Results Report – October 2018
Authority: 1110 Sturgeon School Division No. 24**

Measure Category	Measure	Sturgeon School Div No. 24			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.1	86.3	87.5	89.0	89.5	89.4	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	81.3	79.4	80.6	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	87.0	88.8	88.7	90.0	90.1	89.9	Intermediate	Declined	Issue
	Drop Out Rate	2.4	3.3	3.2	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	81.7	82.5	77.9	78.0	78.0	77.0	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.0	78.3	78.0	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.9	16.9	17.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.3	77.0	80.9	83.7	83.0	83.0	Low	Declined	Issue
	Diploma: Excellence	11.7	13.1	13.4	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	45.8	38.8	38.9	55.7	54.9	54.7	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	51.0	50.3	51.5	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.4	52.4	52.4	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	80.2	80.5	78.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	77.6	77.2	78.8	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	77.0	80.1	79.7	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	79.2	77.5	80.3	80.3	81.4	80.7	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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 Examination 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Annual Education Results Report - Desired Outcome One

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.6	77.3	78.3	78.3	78.0	79.0	Intermediate	Maintained	Acceptable	79.0	79.5	80.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.9	18.1	16.7	16.9	18.9	18.0	Intermediate	Maintained	Acceptable	19.0	19.3	19.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Strategies for Ongoing Improvement

1. Ten division PD days allocated to facilitate teacher learning and collaboration.
2. Individual schools review results and develop strategies to address areas of concern or decline.
3. Schools will develop Numeracy and Literacy Plans for 2018/19.
4. Teachers responsible for teaching Math 6 will participate in PD at the division level as well as attending external PD Workshops.
5. School administrators will participate in professional development aimed at working with provincial achievement data.
6. Continue with enhancing implementation and delivery of Guided Math and support the program fidelity of Guided Reading.
7. Principals will present achievement test results and responses to the Board of Trustees in November.
8. All schools will use the Math Intervention Programming Instrument screening tool to determine learning and knowledge gaps.
9. Schools will continue to use Fountas and Pinnell as a point of data collection.



“Tell me and I will forget,
teach me and I will remember
involve me and I will learn.”
-Benjamin Franklin

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.5	81.9	83.9	77.0	75.3	80.0	Low	Declined	Issue	77.0	77.5	78.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.4	14.8	12.3	13.1	11.7	14.0	Low	Maintained	Issue	12.0	12.5	12.6

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	76.0	75.0	76.1	82.5	81.7	77.0	High	Improved	Good	82.0	82.5	83.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.9	3.0	3.4	3.3	2.4	2.5	Very High	Improved	Excellent	2.3	2.2	2.1
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.2	51.9	52.7	52.4	51.4	54.0	Intermediate	Maintained	Acceptable	52.0	52.5	53.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	52.7	50.3	51.0	54.0	n/a	Maintained	n/a	51.5	52.0	52.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.8	38.6	39.1	38.8	45.8	43.0	Intermediate	Improved	Good	46.0	46.5	47.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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 Examination 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.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement is noted in the drop out rate.

Strategies for Ongoing Improvement

1. Schools will investigate and respond to the analysis of school awarded marks and diploma scores. Strategies will be presented and discussed with the Associate, Education Services and with the Director of Student Achievement & Results.
2. Each school will include in their School Action Plans specific strategies to improve achievement as measured by diploma exams and Provincial Achievement Exam results.
3. Monitor fidelity of Assessment of/for Learning and Guided Reading.
4. Ten division PD days to facilitate teacher learning and collaboration.
5. School leaders continue to collaborate and share best practices during monthly PLC time.
6. The division continues to support school initiatives and innovative practice in teaching and learning.
7. High schools will develop Literacy and Numeracy plans.

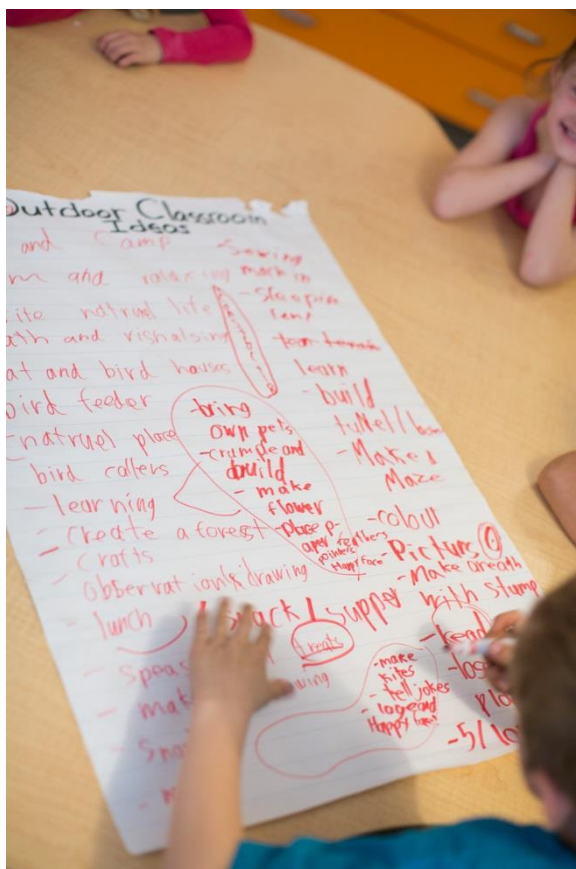
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.3	79.7	79.5	77.2	77.6	80.0	High	Maintained	Good	78.0	78.5	79.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.3	75.9	80.3	80.5	80.2	80.0	High	Maintained	Good	80.5	81.0	81.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
3. Parents, students, and teachers continue to believe that students model the characteristics of active citizenship, maintaining a **HIGH** level of achievement and an overall rating of **GOOD**.

Strategies for Ongoing Improvement:

1. Continue to develop a communication plan in each of our schools to better inform parents with respect to the activities undertaken at the school to teach attitudes and behaviours that will make students successful at work.
2. Continue to support the development of school climate and culture through work on SPSPD's mission, vision and goals
3. Continue to advocate for the increased opportunities for the expression of student voice in our schools.
4. Schools identify activities and events to deepen student understanding of their local and regional community.
5. Students are provided opportunity for a wide range of learning opportunities through Career and Technology Foundations.



Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Sturgeon School Div No. 24 (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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	2.5	5.1	4.1	4.8	5.8	6.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	92.0	76.6	59.4	53.3	53.7	50.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.0	65.9	66.8	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	11.0	11.3	12.7	6.6	6.7	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	69.1	82.4	83.8	77.1	77.1	76.6	Very Low	Declined	Concern
	Diploma: Excellence	10.6	18.7	13.6	11.0	10.7	10.3	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	52.0	26.5	17.5	24.4	21.8	21.2	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	55.6	45.7	37.6	35.9	34.2	33.0	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	31.5	39.2	37.3	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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 Examination 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.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Annual Education Results Report - Desired Outcome Two

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.7	62.0	72.5	65.9	64.0	74.0	Very Low	Maintained	Concern	66.0	66.5	67.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.0	8.0	18.9	11.3	11.0	11.0	Low	Maintained	Issue	11.5	12.0	12.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	92.1	82.2	86.8	82.4	69.1	85.0	Very Low	Declined	Concern	70.5	71.0	71.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	21.1	11.1	11.0	18.7	10.6	12.0	Low	Maintained	Issue	11.0	11.5	12.0

Comment on Results

- Students in Sturgeon Public School Division who self identify as First Nations, Métis and Inuit exceed Provincial standards in the above measures.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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 Examination 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.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- CTF programming includes Outdoor Classroom Opportunities.

Strategies for Ongoing Improvement

- Counsellor will monitor student success, attendance and identify students at-risk.
- Call to Action (FNMI) Cohort with membership from each school in the division. Focus will be on developing relationships and building cultural and historical sensitivity.
- All staff experience and/or participate in a Blanket Exercise to deepen understanding of treaty creation, colonization, resistance and reconciliation.
- Partnership with Regional Collaborative Service Delivery for co-ordination of targeted services.
- P.D. opportunities will be identified to develop and enhance understanding of First Nations, Métis and Inuit needs.
- Comprehensive School Health will focus on a wide range of outdoor activities connecting students to the land and nature.
- All schools will display the Treaty 6 Acknowledgement statement.
- Allocation of .2 FTE to liaise with school and community.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.5	57.0	44.6	76.6	92.0	65.0	Very High	Improved Significantly	Excellent	81.0	82.0	83.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.0	3.8	3.4	5.1	2.5	3.5	Very High	Maintained	Excellent	2.5	2.4	2.3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	51.7	38.3	34.3	39.2	31.5	50.0	Very Low	Maintained	Concern	32.0	32.5	33.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	29.4	45.7	55.6	n/a	n/a	Improved	n/a	56.0	56.5	57.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.6	17.1	8.9	26.5	52.0	17.0	Intermediate	Improved Significantly	Good	52.5	53.0	53.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. Improvement is noted in students eligible for Rutherford Scholarships.
8. High school completion rate is 92%: Very High.

Strategies for Ongoing Improvement

1. First Nations, Métis and Inuit (FNMI) exceed the province in the above measures.
2. School counsellors will monitor academic success of FNMI students as part of the Comprehensive School Counselling Plan.
3. Flexibility in programming continues to be a goal of the division allowing students increased time to acquire a high school diploma.
4. Within each school, schools will identify factors which improve a sense of belonging for FNMI students.
5. All schools shall display the Treaty 6 Acknowledgement statement.
6. Outdoor Classroom Lead teacher (.4 FTE) to facilitate land based learning.

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux.

We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.



Annual Education Results Report - Desired Outcome Three

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.3	88.1	88.1	86.3	86.1	89.0	High	Declined	Acceptable	86.5	87.0	87.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. All schools will participate in Our School Survey.
2. Safe Contact Cohort developed at a divisional level to address diversity and develop a sense of belonging.
3. Division involvement with SOGI (Sexual Orientation and Gender Identity).
4. Schools will establish clubs which address diversity and inclusion.
5. Schools continue to identify strategies to create safe, caring, respectful learning environments.
6. Students have access to support services they require to be successful.
7. Teaching practice recognizes the diversity of learning styles and needs.
8. The division continues to seek partnership opportunities with provincial and regional organizations.

In This School...
We do second chances
We apologize
We forgive
We respect each other
We keep our promises
We never give up
We encourage one another
We laugh often
We belong...
We Are A Family



Annual Education Results Report

Desired Outcome Four

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.7	81.4	81.0	79.4	81.3	82.0	High	Maintained	Good	82.5	83.0	83.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. Division wide implementation of Career and Technology Foundations (CTF) to expand learning opportunities.
2. Expansion of CTF programming to include outdoor classrooms .4 FTE to facilitate land based learning.
3. Continue to communicate clearly to students and parents/guardians variety and flexibility in programming.
4. Continue the implementation of division wide of Comprehensive School Wellness.
5. The division continues to support innovative programming in schools.
6. Professional development in schools continues to focus on effective instructional practice and student engagement.
7. Improvement noted in this measure.



Annual Education Results Report - Desired Outcome Five

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.7	81.1	82.3	77.5	79.2	83.0	High	Maintained	Good	83.0	83.5	84.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.9	81.2	77.7	80.1	77.0	80.0	Intermediate	Maintained	Acceptable	80.0	80.5	81.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	88.7	88.4	88.8	87.0	89.0	Intermediate	Declined	Issue	88.0	88.5	89.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. Continue to encourage collaboration between schools and sharing of best practices.
2. Continue to build leadership skills of school leaders (administrative teams, counsellors, health champions, learning support leads).
3. Continue to promote school based innovation and practice.
4. Schools continue to strive for parental involvement in school councils and school activities.
5. The division continues to support school administrators through allocated PLC time.
6. The division continues to develop school leadership opportunities.



CLASS SIZE REPORT

2017-2018

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Bon Accord School	19.4	19.3	20.5	20.0	23.5	31.0						
Camilla School	19.2	22.7	21.3	25.8	21.2	21.3	21.1	24.3	25.0			
Gibbons School				28.0	27.8	30.0	23.0	25.6	25.6			
Guthrie School	21.4	20.6	17.5	25.5	24.2	21.9	17.8	22.5	19.8			
Landing Trail	20.6	19.6	19.3	20.8	18.5	22.3						
Lilian Schick School				21.2	26.0	24.0	23.8	23.5	24.8			
Morinville Public	19.2	18.0	19.7	24.0	23.3	22.8	20.7	22.9	27.1			
Namao School	19.6	19.8	22.6	24.2	20.3	21.8	21.5	20.3	18.9			
Ochre Park School	19.7	17.1	18.1	22.0	23.0	24.3						
Redwater School				22.0	23.3	23.3	22.8	21.1	20.8	16.9	17.9	14.4
Sturgeon Composite High										24.7	25.2	26.3
Sturgeon Heights	20.5	20.7	19.8	23.1	21.0	24.6	27.2	29.0	27.7			
Division Totals	19.9	19.5	19.8	23.6	22.7	23.5	22.2	23.5	23.6	23.1	24.0	23.8

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Bon Accord School	20.7	19.6	21.3	20.0	23.5	31.0						
Camilla School	20.8	22.1	21.3	25.8	20.2	20.3	22.1	24.3	22.9			
Gibbons School				27.9	26.3	28.5	22.9	25.0	24.1			
Guthrie School	21.4	21.1	17.7	25.5	24.4	21.9	17.2	19.2	16.8			
Landing Trail	20.4	19.3	19.2	20.8	18.5	22.3						
Lilian Schick School				21.2	26.0	24.5	25.3	24.6	24.9			
Morinville Public	19.4	18.5	19.9	23.7	23.1	23.0	20.1	24.3	25.0			
Namao School	19.1	19.9	22.6	23.7	22.1	22.0	21.8	21.4	20.0			
Ochre Park School	19.6	17.3	19.1	22.0	21.9	23.7						
Redwater School				25.8	25.8	27.4	22.8	20.8	22.5	17.4	18.2	15.4
Sturgeon Composite High										23.7	23.6	23.1
Sturgeon Heights	20.9	21.0	20.0	24.5	22.0	24.1	23.7	25.8	23.6			
Division Totals	20.2	19.7	20.0	23.9	22.9	23.6	22.2	23.4	22.7	22.5	22.7	21.8

FINANCIAL STATEMENT 2017-2018

REVENUES

Instruction
Plant Operations and Maintenance
Transportation
Board and System Administration
External Services

TOTAL REVENUES

EXPENDITURES

Instruction
Plant Operations and Maintenance
Transportation
Board and System Administration
External Services

TOTAL EXPENDITURES

OPERATING SURPLUS

EXPENSES BY OBJECT

Certificated Salaries and Benefits
Uncertificated Salaries and Benefits
Services, Contracts and Supplies
Amortization of Tangible Capital Assets & Other

Number of Students

Grade 1-12
ECS @ 0.5

Cost per Student

Total Cost/Student

For more information on Sturgeon's Financial Reports and Audited Financial Statements, see our website: www.sturgeon.ab.ca or contact the Secretary Treasurer at 780-939-4341

HIGHLIGHTS OF FINANCIAL REPORTS 2017-2018

In 2017-2018 school year, the division

1. maintained lower class sizes by keeping instructional dollars in the classroom.
2. continued to support special education programs and inclusion programming.
3. used instructional dollars to offset Plant Operations & Maintenance and Transportation deficit.
4. continued to provide significant support for the professional development of division staff.
5. continued support for FNMI students.
6. maintained a balanced budget for the 2017/2018 school year with revenues of \$_____ and expenditures of \$_____ .

HIGHLIGHTS OF FACILITY & CAPITAL PLANS 2017-2018

The capital improvements for the fiscal year 2017-2018 centered around building management system upgrades (BMS) in most of the schools. The Infrastructure and Maintenance funds were directed to the roofing repairs at Gibbons, Landing Trail, and Redwater schools. Additionally, the sidewalk at Ochre Park School and a large busing lane repair at Morinville Public School were addressed. Boiler replacements were completed at Morinville Public School and Guthrie School as well as two rooftop units were replaced at Namao School. The Division completed the exterior painting of the South and West sides of Sturgeon Composite High School.

For further information, see [Sturgeon Public School Division's website](#).

The 2017-2018 capital priorities were:

1. Modernization of Gibbons School
2. Modernization of Sturgeon Heights School
3. Modernization of Morinville Public School

For information on the provincial roll up of Audited Financial Statements information, see [Alberta Education website](#).

Detailed information on the jurisdiction's sources of school-generated funds and their uses can be obtained in [Sturgeon School Division's Audited Financial Statement](#).

BUDGET 2018-2019 SCHOOL YEAR

	MAY	NOV
	2018-2019	2017-2018
Revenues		
Alberta Education	69,044,490	67,869,691
Other Government of Alberta	777,339	852,545
Federal Government and/or First Nations	230,000	290,000
Other Alberta School Board Authorities	0	21,677
Fees	1,328,087	1,299,531
Other Sales and Service	317,596	347,687
Investment Income	80,000	105,000
Gifts and Donations	180,000	120,000
Rental of Facilities	35,177	38,577
Fundraising	80,000	76,000
Other Revenues	80,000	214,666
	<hr/>	<hr/>
Total Revenues	72,152,689	71,235,374
	<hr/>	<hr/>
Expenses		
Certificated Salaries and Benefits	36,602,895	35,912,805
Non Certificated Salaries and Benefits	17,765,200	17,883,004
Services, Contracts and Supplies	14,990,310	15,851,085
Amortization of Capital Assets	2,911,944	1,732,560
Interest on Capital Debt	0	0
	<hr/>	<hr/>
Total Expenditures	72,270,349	71,379,454
	<hr/>	<hr/>
Projected Operating Surplus (Deficit)	(117,660)	(144,080)
	<hr/>	<hr/>

For more information on Sturgeon's Budget, see our website:
www.sturgeon.ab.ca or contact the
Secretary Treasurer at 780-939-4341

HIGHLIGHTS OF FINANCIAL PLANS 2018-2019

The preliminary 2018-2019 budget reports a deficit of \$117,660.

1. The Division continues to experience insufficient funding in the Plant Operations and Maintenance and Transportation Programs. In order to address the situation in Plant Operations and Maintenance, we continue to use instructional dollars.
2. The Division's budget is centrally administered.
3. Sturgeon Public School Division administrators are responsible for developing education plans that, within the resources available, ensure:
 - a. an instructional program appropriate for each student's learning needs
 - b. provision of division support services
 - c. accountability for resources and results.
4. This budget establishes a process that places an emphasis on learning in our schools, supporting and focusing on continuous improvement of student achievement.
5. This budget is fiscally sound and continues to support Alberta Education guidelines ensuring budget consistency and accountability.

HIGHLIGHTS OF FACILITY & CAPITAL PLANS 2018-2019

Capital improvements for the fiscal year 2018-19 will reflect the continuation of projects such as roofing repairs and major electrical upgrades. Some flooring replacement and interior painting will also be addressed. The exterior painting of the remaining North and East sides of Sturgeon Composite High School has also been discussed.

The Division has commenced the modernization of the central office building project, which will be funded by board system and administration capital reserves.

The Capital Priorities are:

1. Modernization of Gibbons School
2. Modernization of Morinville Public School
3. Modernization of Sturgeon Heights School

The 2018-2019 Modular classroom requests for the 2019-2020 school year are:

1. 2 modular units at Namao School
2. 2 modular units at Sturgeon Heights School
3. 4 evergreening modulars for Landing Trail School

For further information, see [Sturgeon Public School Division's website](#).

APPENDIX 1A – ACCOUNTABILITY MEASURES – 2018-2019

<p>OUTCOME ONE: Alberta's students are successful.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of students within three years of entering Grade 10. 4. Annual dropout rate of students aged 14 to 18. 5. High school to post-secondary transition rate of students within six years of entering Grade 10. 6. Percentage of Grade 12 students eligible for a Rutherford Scholarship. 7. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. 8. Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 9. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
<p>OUTCOME TWO: Alberta's education system supports First Nations, Métis, and Inuit students' success.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10. 4. Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18. 5. High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10. 6. Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship. 7. Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.
<p>OUTCOME THREE: Alberta's education system respects diversity and promotes inclusion.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
<p>OUTCOME FOUR: Alberta has excellent teachers, school leaders, and school authority leaders.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>OUTCOME FIVE: Alberta's education system is well governed and managed.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 2. Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 3. Overall teacher, parent and student satisfaction with the overall quality of basic education.



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Associate Superintendent, Education Services
Subject: Sturgeon Public School Division DRAFT Annual Education Results Reports (AERR) Summary 2017-2018

Background:

Attached for Trustee review and discussion is the proposed DRAFT AERR Summary 2017-2018. This document is required by Alberta Education as a complementary one page overview of the jurisdiction priorities and accomplishments relevant to parents and the community. The intent of this document is to improve communication, transparency and assurance to local stakeholders. It should include:

- A brief summary of the jurisdiction's priorities and accomplishments relevant to parents and the community.
- A brief description of parental and community engagement efforts, how input is collected, and how it informed decision-making or identified local priorities.
- Key highlights and challenges based on the jurisdiction's results on the required performance measures.
- Other statistical, financial or performance information relevant to parents and the community.
- A web link to the full AERR document for the jurisdiction.
- A web link to detailed financial information.

Recommendation:

That the Board of Trustees review the Sturgeon Public School Division DRAFT Annual Education Results Reports (AERR) Summary 2017-2018 and forward to the November Board meeting for approval.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

COMMITTEE 9.10



ANNUAL EDUCATION RESULTS REPORT SUMMARY 2017/2018

ENGAGEMENT:

We gather feedback from our:

- **Students** through:
 - Thought Exchange Engagement opportunities
 - facilitator led focus groups
 - Our School Surveys: all schools
 - student project and leadership opportunities in every school
 - a variety of activities which support 'Student Voice' in each school

- **Parents** through:
 - individual school councils
 - Council of School Councils
 - parent surveys
 - parent portal
 - social media
 - Thought Exchange Engagement opportunities

- **Staff** through:
 - school visits
 - staff meetings
 - collaborative professional development opportunities
 - online surveys
 - Thought Exchange Engagement opportunities

- **Community** through:
 - trustee meetings with municipal and community organizations
 - business partnerships
 - social media
 - student led engagements
 - an extensive consultation

PRIORITIES:

Our three major priorities are:

- high quality teaching and learning for all students
- safe, caring, and inclusive learning environments
- a culture of mental, emotional, social, and physical wellness

SUCCESS:

We are proud to report that:

- our schools provide safe and caring environments (**high**) *
- parents and students are satisfied with our programs of study (**high**) *
- improvement noted in the PAT standard of excellence
- our students remain in school (drop-out rate **improved significantly** to reach a **very high** level of achievement) *
- our graduating high school students were awarded approximately \$21,000 in Sturgeon Public School Division scholarships for 2017/2018 school year
- high school completion for our First Nations, Métis and Inuit students has significantly improved and continues to exceed the provincial average
- in Grade 9 our Knowledge and Employability students exceed provincial standards in provincial testing scores in Language Arts, Math Science and Social Studies
- Grade 6 students exceed the acceptable standard in Language Arts
- Grade 9 students exceed provincial standards in Language Arts and Social Studies
- improvement is noted in the standard of excellence for Math 30-2, Social Studies 30-2 and Science 30

* as measured by Accountability Pillar Summary

In This Public School...

We do second chances

We apologize

We forgive

We respect each other

We keep our promises

We never give up

We encourage one another

We laugh often

We belong...

We Are A Family

Anonymous

THE BOTTOM LINE:

2017/2018 Financial Report:

Total Revenue	\$
Expenditures:	
Instruction	\$
Plant Operations & Maint.	\$
Transportation	\$
Board & System Admin	\$
External Services	\$
Operating Surplus	\$

2017/2018 Capital Priorities

- Modernization of Gibbons School
- Modernization of Sturgeon Heights School
- Modernization of Morinville Public School

=====

Preliminary 2018/2019 Budget

Total Revenue	\$72,152,689
Expenditures:	
- Instruction	\$54,761,084
- Plant Operations & Maint	\$ 8,709,642
- Transportation	\$ 5,631,345
- Board & System Admin	\$ 2,704,795
- External Services	\$ 463,483
Projected Operating Deficit	(\$ 117,660)

2018/2019 Capital Priorities

- Modernization of Gibbons School
- Modernization of Morinville Public School
- Modernization of Sturgeon Heights School

2018/2019 Modular Classroom requests for the 2019/2020 school year:

- 4 modular units-Namao School
- 2 modular units-Sturgeon Heights School
- 4 evergreening modulars-Landing Trail School

IMPROVEMENT:

We are committed to:

- improving achievement in Provincial Achievement and Diploma Exams
- ensuring all students are treated equitably and they get the support they need, when they need it and for the intensity and duration of time for which they need it
- improving high school completion rates for all students
- closing the achievement gap between First Nations, Métis and Inuit students and all other students
- ensuring our students continue to work in a respectful, safe, caring and inclusive learning environment.

FACTS:

Sturgeon Public School Division:

- has over 5200 students in 16 schools including 2 outreach schools and 1 Hutterite Colony School
- providing a wide variety of programs including academics, vocational, fine arts, athletics, summer school and pre-kindergarten
- expanding French Immersion into grade 6
- focusing on improved numeracy skills through research based math programming, with a focus on skill development and fluency.

Engage With Us:

- Visit our [website](http://www.sturgeon.ab.ca) @ www.sturgeon.ab.ca
- Read our [Three Year Education Plan and Annual Education Results Report](#)
- Review our [Budget and Financial Statements](#) or the [Summary of Financial Results](#)
- Find us on [Facebook](#) @SturgeonSD



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kulk, Associate Superintendent, Education Services
Subject: Assurance Report Four: Education Services

Background:

Goal One of the Three Year Education Plan identifies High Quality Teaching and Learning for All Students as a priority. Attached is the first summary of Assurance Report Four which addresses the priority: continue to strive for improvement on provincial assessment measures.

Recommendation:

The information regarding priority one in the Assurance Report from Education Services is shared with the Board for information and further discussion.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments

COMMITTEE 9.11

REPORTING DATE: Committee of the Whole Meeting – November 14, 2018

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.

1. Provincial and diploma exam results presented to the Board of Trustees on October 10th, 2018.
2. AERR summary and analysis presented to the Board of Trustees on November 14th, 2018.
3. School administrators will present and discuss school results with the Board of Trustees on November 12th and 13th, 2018. Areas of strength and areas of challenge will be discussed, and response strategies will be presented.
4. Professional Development Plan for administrators has been developed.
5. School are using 3 points of data to determine programming: Provincial Achievement Exam results, Our School survey results, Fountas and Pinnell, Mathletics and MIPI (Math Intervention Programming Instrument) results.
6. The Associate Superintendent of Education Services will visit with each school and review results and responses with principals.
7. A summary of the report provided by the University of Portland (Grade 6 PAT Results Research) will be shared with all principals and directors to assist in determining professional development and planning needs.

Supporting documents:

1. Provincial Achievement Test and Diploma Examination Summary Report
2. AERR Summary and Analysis
3. Schedule: School Presentations to the Board of Trustees
4. Professional Development Plan for Administrators
5. Schedule: Associate Superintendent, Education Services School Visit
6. Report from University of Portland: School of Education



**Sturgeon Public School Division
Provincial Achievement Test and Diploma Examination Summary Results Report
2017-18.**

General comments: Grade 6 and 9 PAT Results (May and June)

- Grade 6 Math results indicate improvement in acceptable and excellence
- Grade 6 LA results are above the provincial average in the acceptable standard
- Grade 9 LA results are above the provincial average in the acceptable standard
- Grade 9 Social Studies results are above provincial average in the acceptable and excellence standards

Summary of K and E Results

- Students in Sturgeon Public Schools continue to outperform provincial acceptable standards in Language Arts, Math, Social Studies and Science
- The standard of excellence exceeds the province in all subjects

General Comments: Diploma Exam Scores: (combined results for Nov, Jan, April, June, August)

- Improvement is indicated in Math 30-1, Math 30-2, Social 30-2, Bio 30 and English 30-2 results in acceptable standard, however:
- Discrepancy between school awarded and diploma exam results are a concern
- English 30-2 results are above the provincial average in the acceptable and excellence standard
- Math 30-2 results exceed the province in the standard of excellence and improvement is noted
- Diploma exam scores in Math 30-1 and Math 30-2 continue as a concern
- Social 30-1 and Chem. 30 scores will be monitored

Highlights: Our School Survey 2018

Grades 4-6

- 79% of students report having positive relationships with friends at school. CN 80%
- Students spend an average of 0.6 hours per day on homework. CN 0.9 hours.
- 83% of students are motivated and interested in their learning. CN 71%.
- 87% of students felt they tried hard to succeed in their learning. CN 91%.
- Positive teacher relationships were rated 8.4/10. CN 7.9/10

Grades 7-12

- 72% of students report having positive relationships with friends at school. CN 75%.
- Students spend an average of 0.6 hours per day on homework. CN 0.7 hours
- 53% of students are interested and motivated in their learning. CN 56%
- 59% of students felt they tried hard to succeed in learning. CN 73%
- Positive teacher relationships were rated 6.0/10. CN 6.2/10

*CN: Canadian norm

Sturgeon Public School Division Provincial Achievement Test Results and Diploma Examination Summary Results Report 2017-18			
Success		Challenge	
SPSD Growth	SPSD Exceeds Province	Province Exceeds SPSP	SPSD Monitor
<u>Acceptable Standard:</u> <u>Grade 6:</u> Math 10.8% LA. 2.6% Social 2.0%	<u>Acceptable standard:</u> <u>Grade 6:</u> Language Arts 1.1%	<u>Acceptable Standard:</u>	Grade 6 and 9 Math
<u>Grade 9:</u> LA. 1.2% K and E Math 17.1% LA. 6.8% Science 5.9% Eng. 30-2. 3.4% Math 30-1 15.5% Math 30-2 6.4% Social 30-2 1.2% Bio 30 10.5%	<u>Grade 9:</u> Language Arts 3.7% Social Studies 1.3% K and E L.A. 15% Math 10.6% Social 12.9% Science 8.3%	Math 30-1 16% Math 30-2 12% Social 30-1 15.3% Chem. 30 10.7% Science 30 11.4%	
<u>Excellence Standard:</u> <u>Grade 6:</u> LA. 0.3% Math 3.8% Social 9.4%	<u>Excellence Standard:</u>	<u>Excellence Standard</u> <u>Grade 6:</u> LA 6.0% Math 5.1%	
<u>Grade 9 K&E:</u> LA 1.7% Math 16.2% Social 19.5% Science 2.8%	<u>Grade 9:</u> Social 0.8% K and E Language Arts 5.4% Math 11.3% Social 10.9% Science 5.3	Eng. 30-1 6.6% Math 30-1 16.0% Social 30-1 14.8% Social 30-2 9.8% Science 30 17.5% Chem. 30 11.2% Biology 30 19.2%	
Math 30-2 16.5% Social 30-2 5.5% Science 30 1.8%			

**AERR
SUMMARY
RESULTS
REPORT
2017/18**



Reflections: Upon review of SPSD's results;

- 1. What are you most proud of ?**
- 2. What work still needs to be done?**
- 3. In looking ahead to results presentations from schools, what will you be most interested in asking or exploring further?**

5 year trend of survey respondents: all teachers in K-12 schools, and all students and parents in Grades 4, 7, 10.

Sturgeon School Div No. 24										
	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
Overall	1,272	89.3	1,275	88.1	2,216	88.1	2,827	86.3	1,349	86.1
Parent	180	84.8	172	84.9	171	85.0	152	85.0	217	83.1
Student	851	86.1	886	83.3	1,801	83.8	2,433	79.9	890	79.9
Teacher	241	97.2	217	96.2	244	95.5	242	94.1	242	95.2

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2018
 Authority: 1110 Sturgeon School Division No. 24

Measure Category	Measure	Sturgeon School Div No. 24			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.1	86.3	87.5	89.0	88.5	89.4	High	Declined	Acceptable
	Program of Studies	81.3	79.4	80.6	81.6	81.9	81.7	High	Maintained	Good
	Education Quality	87.0	86.8	86.7	90.0	90.1	89.9	Intermediate	Declined	Issue
	Drop Out Rate	2.4	3.3	3.2	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 v1)	81.7	82.5	77.9	78.0	78.0	77.0	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT Acceptable	78.0	78.3	78.0	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT Excellence	18.9	18.9	17.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma Acceptable	75.3	77.0	80.9	83.7	83.0	83.0	Low	Declined	Issue
	Diploma Excellence	11.7	13.1	13.4	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	46.8	38.8	38.9	66.7	54.9	54.7	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	51.0	50.3	51.5	63.4	62.3	61.5	n/a	Maintained	n/a
	Transition Rate (6 v1)	61.4	52.4	52.4	66.7	57.9	59.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	80.2	80.5	78.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	77.6	77.2	78.8	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	77.0	80.1	79.7	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
	School Improvement	79.2	77.5	80.3	80.3	81.4	80.7	High	Maintained	Good

AERR SUMMARY RESULTS





Questions, clarifications, comments.

SCHOOL PRESENTATIONS TO THE BOARD OF TRUSTEES

Monday, November 12	
8:30 – 9:00	Bon Accord Community School
9:00 – 9:30	Sturgeon Heights
9:30 – 10:00	Lilian Schick
10:00 – 10:30	<i>Wellness Break</i>
10:30 – 11:00	Namao
11:00 – 11:30	MLC/SLC
11:30 – 12:15	Morinville Public School
12:15 – 12:45	<i>Lunch</i>
12:45 – 1:15	Oakhill

Tuesday, November 13	
8:30 – 9:00	Ochre Park
9:00 – 9:30	Gibbons School
9:30 – 10:00	Redwater School
10:00 – 10:30	<i>Wellness Break</i>
10:30 – 11:00	Guthrie School
11:00 – 11:30	Landing Trail
11:30 – 12:15	Sturgeon Composite
12:15 – 12:45	<i>Lunch</i>
12:45 – 1:30	Camilla School/ Colony

Professional Learning Plan for SPSD Administrators 2018/19

Nov. 21 8:00 AM- 11:30 AM	Achievement Results Understanding Statistics, Areas of Growth, and Setting Direction	Ruth Kuik, Kristine Wilkinson Support from Assessment Branch	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	
Dec. 19 8:00 AM- 9:30 AM	First Nations, Metis, and Inuit Foundational Knowledge Reconciliation	Charlene Bearhead Kerri Trombley	
9:45 AM- 11:30 AM	Conversation with the Superintendent Learning Sprint # 1 - Student Achievement <ul style="list-style-type: none"> ● Defining Learning Sprints ● Start with Learning Sprint #1 <ul style="list-style-type: none"> ○ Focus the work till January 	Mary Lynne Campbell Jon Konrad with AgileSchool Support	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	
Jan. 23 8:00 AM- 11:30 AM	Learning Sprint #1 Wrap-up Individual School Sharing Challenging Conversations	Jon Konrad Thomas Holmes	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	
Feb. 20 8:00 AM- 11:30 AM	Concept Based Curriculum New K-4 Curriculum Understanding Exploring the new CDMA <ul style="list-style-type: none"> - Bring your Technology 	Jon Konrad with AAC Support Alberta Education Support	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	

Professional Learning Plan for SPSP Administrators 2018/19

Other Details

Learning Sprint #1 <ul style="list-style-type: none">- 3 meeting dates.- Topic: Student Achievement Timing: October, December, January	Learning Sprint #2 <ul style="list-style-type: none">- 3 meeting dates.- Topic: Student Achievement Timing: March, May, June
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About Learning Sprints

If we are to lift the learning outcomes of diverse students we must invest in developing the individual and collective expertise of teachers. While in recent years there has been much effort and investment in teacher collaboration and professional learning, educators are still struggling to translate this into improvements in teacher practice.

Learning Sprints provides a simple, effective and field-tested approach to support your teachers in continually enhancing their practice.

Learning Sprints is an organisational routine that supports robust teacher team learning. It consists of three phases: Prepare, Sprint and Review. During 'Prepare', teams engage in rich dialogue about student learning and consider relevant research to identify a precise focus for improvement work. They then go into the 'Sprint' phase, where they test out their new learning through short, manageable cycles of teaching in the classroom. A Learning Sprint ends with explicit 'Review': analysis of the evidence of student progress, and consideration of how to transfer new pedagogical knowledge and skills into future practice.

The Learning Sprint Process



PREPARE



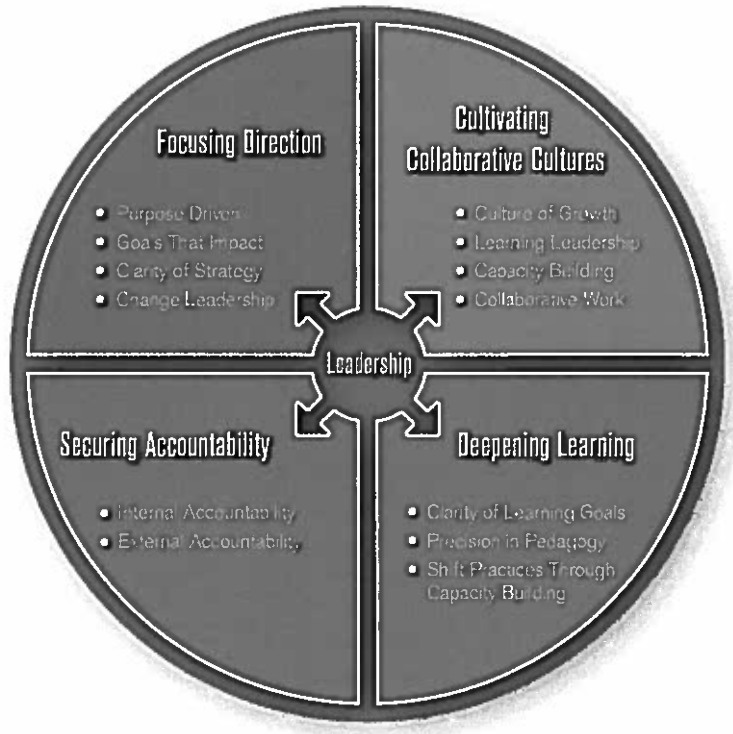
SPRINT



REVIEW

Professional Learning Plan for SPSP Administrators 2018/19

About Michael Fullan's Coherence Model



Previous Years Admin PD Plan and Focus 2017-2018

6 mornings	Evidence-Based Decision Making: School Admin PLCs <i>Comprehensive School Health, Differentiated Instruction, Literacy, Sense of Belonging, Inquiry, PD for staff</i>
1 morning	New TQS Led by Alberta Education
1 morning	FNMI Experience (December)
1 morning	Admin PD Planning for following year
1 morning	School Team Planning
4 x 1 hour	Admin Essentials

2016-2017

5 mornings	Evidence-Based Decision Making: School Admin PLCs <i>Transforming the Learning Environment, Differentiated Instruction, Guided Math, School Culture, Inquiry</i>
2 mornings	FNMI Experience (November & December)
1 morning	Conversation with the Superintendent
1 morning	Admin PD Planning for following year
1 morning	School Team Planning
4 x 1 hour	Admin Essentials

Some Admin Essentials we have covered;

Last Updated: October 10, 2018

- Suspensions, Supervision & Evaluation, School\Home Boundaries, C2 and Teacher Time, Sub Shortages, HR - interviewing, Managing at-risk students, Allocations

Associate Superintendent, Education Services

School Visit Schedule: November 2018

Date	Time	Location
Monday November 19	8:30 - 9:30	Gibbons
	9:45 - 10:45	Landing Trail
	11:00 - 12:00	Lilian Schick
	12:30 - 1:30	BACS

Date	Time	Location
Tuesday November 20	7:30 - 8:30	Central Office
	9:45 - 10:45	Guthrie
	11:00 - 12:00	Learning Centers @ SLC

Date	Time	Location
Monday November 26	8:15 - 9:00	Ochre Park
	9:15 - 10:15	Redwater
	1:00 - 2:00	Camilla/Colony
	2:15 - 3:15	Sturgeon Heights

Date	Time	Location
Tuesday November 27	8:30 - 9:00	Oakhill
	9:45 - 12:00	SCHS
	1:00 - 2:15	MPS

University of Portland: School of Education

Provincial Achievement Results for Grade 6 Math: data June 2017

Report provided to SPSD: September 2018

Report Summary

The University of Portland's graduate degree program approached SPSD to pursue authentic research opportunities to assist post grad students in working with data and literature. As a result of a decline in Math PAT results at the Grade 6 level, SPSD requested a literature review of best practices and a disaggregated analysis of Grade 6 math achievement test results.

The four research questions were:

1. What were the best practices in elementary mathematics education as revealed by a review of the literature?
2. Are there identifiable trends in the division's math 6 PAT results?
3. Is there a gender difference in PAT results?
4. Is there a relationship between the Math 6 PAT results and the Language Arts 6 PAT results?

The following is a brief summation of the research provided in the report.

What were the best practices in elementary mathematics education as revealed by a review of the literature?

- a. Elementary teachers' mathematical knowledge has been linked to student achievement gains. It is important for teachers to have a foundational understanding of math to better teach math to students.
- b. It is essential that school divisions prepare their teachers with the skills and knowledge of best practices in math.
- c. Students who are successful in both reading and math tend to be proficient at comprehension. To solve a math problem, students must understand what is being asked.
- d. It is suggested that students read the question twice, visualize what is being asked and potentially create a table of information to ensure they actively read the problem.
- e. Early number understandings are foundational to future mathematical success:
 1. The ability to instantly recognize numbers in small groups without having to count them.

2. Identifying the numbers in a set.
 3. Rote counting-reciting numbers.
 4. Matching each numeral in order of an object.
 5. One to one correspondence.
- f. Fluency in basic math facts frees up cognitive resources (attention, working memory) to allow the student to apply more complex mathematical processes.
 - g. Weakness in understanding concepts, logical thinking and strategic knowledge can cause errors in problem solving.
 - h. Although manipulatives represent abstract concepts in math, manipulative dependency is cautioned.
 - i. Mathematics word walls should be posted in classrooms allowing students to identify the specific language related to mathematics. In order to retain a new word, students must be exposed to it a minimum of seven times over spaced intervals therefore repetition is essential.
 - j. Before students can be exposed to an inquiry model of instruction, whole group instruction has to have occurred and the development of skills such as interacting, collaborating, representing, problem solving and collectively making sense of a problem should be addressed. Frequently too little attention is paid to explicit instruction in math practices.
 - k. When students collaborate, share ideas and explore the suggestions of others it leads to different perspectives and understandings.
 - l. Computer based learning can serve to enhance student interest and persistence, although it promotes only modest improvements in literacy skills.

Five Year Trend of Grade 6 Math PAT Results

1. From 2012-15 student scores in SPSD were closely representative of those of other students in the province.
2. From 2015-17 there was a significant difference with 27% scoring below the acceptable standard. (province 21%)
3. The number of students scoring the excellence range has declined 8%. (province 4%)

Grade 6 PAT Strand Results Overall

1. Low performance in Part A: Subtraction and Part B: Statistics and Probability.
2. Students performed best on Part A: Addition and Part B: Patterns and Relationships.

Math PAT Grade 6 Strand Results by Gender

1. The only statistical difference in performance was found in Number Strand with males outperforming females.

Math PAT Grade 6 Level of Complexity

1. Students averaged 64% of low-level complexity and only 37% of high-level complexity.

Math PAT Grade 6 Item by Item Analysis

1. SPSD students outperformed the province in Shape and Space, specifically:
 - a. Identify types of angles found in the environment
 - b. Describe the transformations performed on a 2-D shape to produce two given images
 - c. Determine the measure of an unknown angle by applying knowledge of the measure of a straight angle and the sum of interior angles in a triangle.
2. On the other 52 items SPSD performed lower than the province.

Report Recommendations:

1. Focus on developing number sense in Headstart to Grade 6.
2. Continue to analyze data especially in number strand to identify any gender biases.
3. Implement PD for teachers focused on best practices for teaching mathematics.
4. Increase emphasis on mathematical rigor, developing both procedural and conceptual understanding to increase ability to high level complexity items.
5. Utilize a research-based mathematics screening tool and implement early intervention programs.



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Cam-Van Mackie, Acting Treasurer
Subject: December 2018 Board Meeting

Background:

As per the motion at the Organizational Meeting of the Board of Trustees, a regular monthly Board meeting is to be held on the fourth Wednesday of each month.

The fourth Wednesday of December 2018 is the 26th.

Recommendation:

That the Board of Trustees review this date and advise Senior Executive Committee accordingly.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

COMMITTEE 9.12



Board Memorandum

Date: November 14, 2018
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Associate Superintendent, Education Services
Dave Webster, Manager, Technology Services
Subject: IT Report: Monthly Downtime

Background:

Attached is the report for Technology Services indicating network outage for the month of October, 2018.

Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

attachment

COMMITTEE 9.13

Sturgeon Public School Division

Monthly Network Outage Report

Nov 1, 2018

Oct 1, 2018 – Oct 31, 2018





Monthly Uptime Report: Common SaaS Check

Report Time Span:	10/1/2018 12:00:00 AM - 11/1/2018 12:00:00 AM									
Report Hours:	24 / 7									
Sensor Type:	Common SaaS (15 m Interval)									
Probe, Group, Device:	Local probe > Cloud Services > Internet Status									
Uptime Stats:	Up:	100 %		(30d23h57m58s)	Down:	0 %		(0s)		
Request Stats:	Good:	100 %		(2975)	Failed:	0 %		(0)		
Average (Available Services):	>99 %									

Date Time	Available Services	Office 365	Bing	Google Apps	GitHub	Facebook	Twitter	Youtube	Downtime	Coverage
Averages (of 744 values)	>99 %	203 msec	394 msec	176 msec	306 msec	211 msec	224 msec	144 msec	0 %	100 %

www.sturgeon.ab.ca (hosted)

Website monthly report: HTTP

Report Time Span:	10/1/2018 12:00:00 AM - 11/1/2018 12:00:00 AM									
Report Hours:	24 / 7									
Sensor Type:	HTTP (60 s Interval)									
Probe, Group, Device:	Local probe > Cloud Services > Sturgeon Website									
Uptime Stats:	Up:	99.994 %		(30d23h15m29s)	Down:	0.006 %		(2m45s)		
Request Stats:	Good:	99.738 %		(44511)	Failed:	0.262 %		(117)		
Average (Loading time):	541 msec									