



Board Meeting Agenda

November 22, 2017 – 4:30 p.m.

1. Call to Order

2. Approval of Agenda

2.1 Additions/Deletions to Agenda

2.2 Approval of Agenda

3. Appointments

4. Reading and Approving of Minutes

4.1 Amendment/Correction of Minutes

4.2 Approval of the Minutes of the Organizational Meeting of October 25, 2017

4.3 Approval of the Minutes of the Regular Meeting of October 25, 2017

5. Presentations (7:00 pm)

5.1 2016 – 2017 Audited Financial Statements
Mr. Phil Dirks, CPA, CA, Partner, Hawkings Epp Dumont LLP

6. Reports from Senior Administration

7. Reports from Trustees and Standing Committees

- 7.1 Chair's Report
- 7.2 Trustees' Reports
- 7.3 Building
- 7.4 Finance & Human Resources
- 7.5 Education Policy
- 7.6 Advocacy
- 7.7 Transportation

8. Reports from Special Committees

- 8.1 Alberta School Boards Association Representative
- 8.2 Public School Boards Association of Alberta Representative

9. New Business

- 9.1 Sturgeon Composite High School Modernization: Washroom Review
- 9.2 Policy G/II/5 – Child Abuse and Neglect Prevention
- 9.3 Policy D/II/11 – Agencies Interviewing Students at School
- 9.4 Policy F/I/5 – Healthy School Communities

- 9.5 2017/2018 Committees/Representatives
- 9.6 2016 – 2017 Draft Audited Financial Statements
- 9.7 Draft Annual Education Results Report Summary 2016 – 2017
- 9.8 Draft Three Year Education Plan 2017/18 – 2019/20 and Results Report 2016 – 2017
- 9.9 Fall 2017 Update to the 2017/2018 Budget
- 9.10 December 2017 Board Meeting
- 9.11 Sturgeon Public School Division Scholarships 2016 – 2017
- 9.12 January Committee of the Whole Meeting and Board Meeting Date Review

10. Unfinished Business

11. Notices of Motion

12. Information

13. Comment & Question Period

13.1 ATA; CUPE

13.2 Community Members

13.3 Media

14. Requests for Information

15. **Adjournment**



**Organizational Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on October 25, 2017**

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**Organizational Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on October 25, 2017**

Roll Call

Present were Trustees: Mr. Joe Dwyer; Mrs. Misty Featherley; Mr. Terry Jewell; Mrs. Liz Kohle; Mrs. Tasha Oatway-McLay; Mrs. Janine Pequin; Dr. Michele Dick (Superintendent); Mrs. Iva Paulik (Secretary-Treasurer); Mrs. Ruth Kuik (Associate Superintendent, Education Services)

Absent: Mr. Shane Sherwin (out of the country), Mr. Thomas Holmes

Call to Order

This being the Organizational Meeting, the Secretary Treasurer called the meeting to order at 4:12 p.m.

Treaty 6 Acknowledgement Statement

The Secretary Treasurer read the Treaty 6 Acknowledgement Statement.

Election of Chair

The Secretary Treasurer called for nominations for the office of Chair of the Board of Trustees.

First Call Mrs. Kohle nominated Mr. Jewell.

Second Call

Third Call

#S-02/2017 – Moved by Mrs. Featherley that nominations for the office of Chair of the Board of Trustees cease.

CARRIED 6/0

Mr. Jewell was declared elected Chair for the Board of Trustees.

Mr. Jewell assumed the Chair.

Election of Vice Chair

The Chair called for nominations for the office of Vice Chair of the Board of Trustees.

First Call Mrs. Pequin nominated Mrs. Oatway-McLay.

Second Call

Third Call

October 25, 2017 Organizational Meeting

#S-03/2017 – Moved by Mrs. Oatway-McLay that nominations for the office of Vice Chair of the Board of Trustees cease.

CARRIED 6/0

Mrs. Oatway-McLay was declared elected Vice Chair for the Board of Trustees.

Date, Time, Place of Regular Meetings

#S-04/2017 – Moved by Mr. Jewell that the regular monthly Board meeting be held on the fourth Wednesday of each month at 4:30 p.m. at the Board office in Morinville, that the Closed Committee of the Whole meeting be held on the second Wednesday of each month at 4:30 p.m. at the Board office in Morinville, and that the regular Public Committee of the Whole meeting be held on the second Wednesday of each month at 6:30 p.m. at the Board office in Morinville.

CARRIED 6/0

Trustee Membership of Committees

#S-05/2017 – Moved by Mr. Jewell that the following Membership of Committees, Trustee Committees and Board Representatives to Other Organizations be accepted for the 2017 – 2018 school year:

Committee of the Whole

All Trustees with a quorum of four

Municipal Liaison Committee

All Trustees with a quorum of three, consisting of the Chair and two Trustees

ATA Negotiations Committee

Mr. Jewell, Mrs. Kohle, Mrs. Oatway-McLay

CUPE Negotiations Committee

Mr. Dwyer, Mrs. Featherley, Mrs. Pequin

Policy Advisory Committee (ATA)

Mr. Jewell, Mrs. Kohle, Mrs. Oatway-McLay

Policy Advisory Committee (CUPE)

Mr. Dwyer, Mrs. Featherley, Mrs. Pequin

Trustee Committees

Advocacy Committee

Mrs. Featherley, Mrs. Oatway-McLay, Mrs. Pequin

Building and Maintenance Committee

Mr. Dwyer, Mrs. Featherley, Mr. Jewell

Finance and Human Resources Committee

Mrs. Kohle, Mr. Jewell, Mrs. Oatway-McLay

October 25, 2017 Organizational Meeting

Education Policy Committee

Mrs. Featherley, Mrs. Pequin, Mr. Sherwin

Transportation Committee

Mr. Dwyer, Mrs. Kohle, Mrs. Pequin

Board Representatives to Other Organizations

Alberta School Boards Association-Zone 2/3 Representative

Mr. Jewell; Alternate – Mr. Sherwin

Morinville Rotary Representative

Mrs. Featherley

Public School Boards Association of Alberta Representative

Mrs. Kohle; Alternate – Mrs. Oatway-McLay

Sturgeon Composite High School –School Council

Mr. Sherwin; Alternate – Mr. Dwyer

Student Discipline Committee

Trustees will rotate attendance (a quorum of three)

Community Services Advisory Board Representative

Mr. Sherwin

CARRIED 6/0

Close of Meeting

The meeting adjourned at 4:29 p.m.

Chair

Date

Secretary-Treasurer



**Minutes of the Meeting of
The Board of Trustees of
Sturgeon Public School Division No. 24
Held at Morinville on October 25, 2017**

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**Minutes of the Meeting of
The Board of Trustees of
Sturgeon Public School Division No. 24
Held at Morinville on October 25, 2017**

Roll Call

Present were Trustees: Mr. Joe Dwyer; Mrs. Misty Featherley; Mr. Terry Jewell; Mrs. Liz Kohle; Mrs. Tasha Oatway-McLay; Mrs. Pequin; Dr. Michèle Dick (Superintendent); Mrs. Iva Paulik (Secretary Treasurer); Mrs. Ruth Kuik (Associate Superintendent, Education Services)

Absent: Mr. Shane Sherwin (out of the country), Mr. Thomas Holmes

Call to Order

The Chair called the meeting to order at 4:32 p.m.

Approval of Agenda

#125/2017 – Moved by Mrs. Featherley that the agenda be approved.

CARRIED 6/0

Appointments

Approval of Minutes

#126/2017 – Moved by Mrs. Kohle that the minutes of the Regular Meeting of September 27, 2017 be approved.

CARRIED 6/0

Presentations

Mrs. Ruth Kuik, Associate Superintendent, Education Services, Sturgeon Public School Division, provided an overview with respect to the 3 Year Education Plan and Annual Education Results Report.

Reports from Senior Administration

A verbal and written report was provided on behalf of Senior Administration.

Reports from Trustees and Standing Committees

Chair's Report

A verbal report was provided.

Trustees' Reports

Verbal reports were provided.

The meeting recessed at 5:18 p.m.

The meeting resumed at 5:24 p.m.

Building

A verbal report was provided.

Finance & Human Resources

A verbal report was provided.

Education Policy

No report was provided.

Advocacy

A verbal report was provided.

Transportation

No report was provided.

Reports from Special Committees

Alberta School Boards Association Representative

No report was provided.

Public School Boards Association of Alberta Representative

No report was provided.

New Business

2018 – 2019 Modular Classroom Program Request

#127/2017 – Moved by Mrs. Kohle that the Board of Trustees approve the 2018 – 2019 Modular Classroom Program Request to be submitted to Alberta Education and Alberta Infrastructure for the 2018 – 2019 school year.

Landing Trail School

4 modulars (Evergreening)

CARRIED 6/0

Council of School Councils' Meeting

Council of School Councils' Meeting is scheduled for Thursday, November 23, 2017 at 5:00 p.m. at the Frank Robinson Educational Centre.

The meeting recessed for dinner at 6:07 p.m.

#128/2017 – 6:36 p.m. – Moved by Mr. Jewell that the Board go in camera.

CARRIED 6/0

#129/2017 – 7:15 p.m. – Moved by Mrs. Featherley that the Board go out of camera.

CARRIED 6/0

Unfinished Business

Notices of Motion

There were no Notices of Motion.

Information

There were no Information items.

Comment & Question Period

ATA; CUPE

A verbal report was provided.

Community Members

Media

No report was provided.

Requests for Information

There were no requests for information.

Close of Meeting

The Chair adjourned the meeting at 7:17 p.m.

Chair

Date

Secretary-Treasurer



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Senior Administration
Subject: Seniors' Report

Concussion Protocol

In school year 2015/16 a team of coaches and administrators, with the support of Education Services, came together to begin work on a concussion protocol. This work was taken on as staff recognized the need for a standard response to head injuries, as well as a well-timed request from insurers that we consider establishing practices and procedures.

Subsequently, the Concussion Protocol has been designed to provide guidance to our schools and staff operating, regulating or planning sport and sporting events with a risk of concussion to participants. It also supports the development, establishment and implementation of policies, procedures and programs for the prevention, treatment, and education of sport-related concussions and head injuries. The Division recognizes that concussions are a significant public health issue because of their potential short and long-term consequences and therefore enacts the protocol as a tool to help prevent, recognize and properly treat concussions which may occur in our activities. Staff will endeavour to have all participants follow all treatment protocols, return to learn/work protocols and return to play protocols.

A concussion is defined as:

- a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on x-rays, standard CT scans or MRIs.

Field Trips

Attached for Trustee information is a memo regarding recently approved school field trips.

BOARD

G.



Board Memorandum

Date: November 22, 2017

To: Board of Trustees

From: Ruth Kuik, Associate Superintendent, Education Services

Subject: Fieldtrip Report

Field Trips

Board Policy F/II/2, “Field Trips” and Administrative Practice Administration 5, “Field Trip Operational Procedures” require that “the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta”. The Administrative Practice further stipulates that “the Board shall be provided, as information, all field trips that are overnight and/or out-of-province”.

Overnight:

Sturgeon Composite School

Nov. 30 – Dec. 2, 2017 Senior boys basketball team to Calgary for a tournament.



Board Memorandum

Date: November 22, 2017
To: Public Board
From: Senior Administration
Subject: SCHS Washroom Review

Background

Pursuant to a student presentation at the November 8, 2017 Public Committee of the Whole meeting, Trustees forwarded Item 9.1, Sturgeon Composite High School Washroom Review, to the November 22, 2017 Public Board meeting for further consideration and direction. Currently there are 2 sets of operational washrooms, one gender specific (male-female) and the other non-gendered. In addition, there are a number of self-enclosed, single-stall washrooms located throughout the building. A third set of washrooms is expected to be completed within the current time period. These have yet to be designated as either gender-specific or non-gendered.

The above noted student presentation provided for a review of the results of a student petition requesting that the Board direct the school to designate all three sets of washrooms as gender-specific and several of the self-contained washrooms as non-gendered.

Attached for Trustee reference are related Policies, Administrative Practices and Board Regulation: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights, associated Administrative Practice Education Services 23 - Equity, Diversity, Inclusion and Human Rights; Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression and associated Administrative Practices Education Services 24 - Sexual Orientation, Gender Identity and Gender Expression and Board Regulation Administration 5 - Sexual Orientation, Gender Identity and Gender Expression.*

Recommendation

That the Board of Trustees review the issues related to designating washroom spaces at Sturgeon Composite High School and advise administration accordingly.

BOARD 9.1



1.0 POLICY

- 1.1 The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, caring, respectful and safe working and learning environment that respects diversity and fosters a sense of belonging.
- 1.2 The Board believes that each student and staff member has the right to learn and work in an environment that respects: equity, diversity, inclusion, and human rights.
- 1.3 The Board believes all members of the school community share in the responsibility to recognize and respect: equity, diversity, inclusion and human rights.

2.0 GUIDELINES

- 2.1 The Board requires all Sturgeon schools to establish and maintain a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all students and staff and requires schools to implement programs and/or strategies which support equity, diversity, inclusion and human rights.
- 2.2 The principal shall, in consultation with students, staff and parents, establish and maintain practices and procedures which respect diversity and provide for equity, inclusion and human rights.
- 2.3 Each school principal shall establish and maintain a written student code of conduct that is consistent with the goals of this policy.
- 2.4 For the purposes of this policy equity, diversity, and inclusion are defined as:

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity means treating people in ways that take individual differences into consideration.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

References: *Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice ES23 – Equity, Diversity, Inclusion and Human Rights
The School Act: Section 4
Bill 10
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Government



Inclusion: is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

References: *Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice ES23 – Equity, Diversity, Inclusion and Human Rights
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EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent Ed. Services

1.0 RATIONALE

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, caring, respectful and safe working and learning environment for all students and employees.

The Board believes that each student and staff member has the right to learn and work in an environment that respects diversity and promotes equity, inclusion and human rights.

The Board believes that all members of a school community share the responsibility to foster respect for diversity and promote equity, inclusion and human rights.

2.0 PROCESS

The Superintendent or designate will be responsible for maintaining this Administrative Practice and its operation.

3.0 GUIDELINES

3.1 Definitions:

Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

Discrimination: negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

Inclusion: is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice: SS 8: Student Conduct



EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent Ed. Services

Intimidation: intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community: students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

3.2 Principals shall:

- 3.2.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments that acknowledge and promote understanding, respect and the recognition of the diversity, equity, inclusion and human rights of all students and families within the school community;
- 3.2.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour and an understanding and appreciation for diversity, equity and human rights;
- 3.2.3 provide equity of opportunity, and access to programs, services, and resources to support all students in realizing their full potential;
- 3.2.4 receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying, whether they occur in person or in digital form, on or off school property;
- 3.2.5 create a clear reporting and investigative process and a safe environment for students, parents/guardians, staff and members of the school community to bring concerns forward in a timely manner;
- 3.2.6 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
- 3.2.7 establish and maintain a written student code of conduct;

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice: SS 8: Student Conduct



EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent Ed. Services

- 3.2.8 hold everyone under their authority accountable for their behaviour and actions such as discrimination, intimidation or bullying; and work with staff, students and families to provide supports and resolve issues and concerns in a timely fashion.
- 3.3 Teachers shall:
 - 3.3.1 help all students work to their full potential and develop their sense of self-worth;
 - 3.3.2 assist students to be empathetic leaders in their classroom, school and community by building positive social, leadership and resiliency skills;
 - 3.3.3 maintain standards of behaviour for all students to contribute to a positive school climate;
 - 3.3.4 communicate regularly and meaningfully with parents/guardians and report incidents of discrimination, intimidation and bullying, to administration and assist administration when conducting an investigation into such incidents.
- 3.4 Students and families play an important role in creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments.
- 3.5 Students, parents and guardians have the responsibility to meet the expectations as outlined in Policy F/IV/7 - Student Conduct and Administrative Practice Student Services 8 - Student Conduct.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice: SS 8: Student Conduct



D/III/2 – Sexual Orientation, Gender Identity and Gender Expression

D/III/2

EFFECTIVE: March 23, 2016

Affirmed: May 24, 2017

REVIEW: 2021-2022

1.0 POLICY

- 1.1 The Board believes in the importance of, and is committed to establishing and maintaining a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all students and staff including those who self-identify as sexual or gender minorities, including but not limited to: lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression.
- 1.2 The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of: related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic.

2.0 GUIDELINES

- 2.1 The school principal shall consult with staff, parents and students in the development of school based policies and practices that support the implementation of division Policy D/III/2.
- 2.2 School based rules and practices shall be subject to the approval of the Superintendent, or designate, and will be available to members of the school community in written form.
- 2.3 Policy D/III/2 shall be reviewed by the Board of Trustees on a yearly basis.
- 2.4 For the purposes of this policy the most current definitions can be accessed at the following link:

GSA's and QSA's in Alberta Schools: A Guide for Teachers

Sexual and Gender Minority Terms and Definitions:

http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6_GSA-QSAGuide2015_Web.pdf

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy E/II/11 – Harassment Policy
Admin Practice ES24 - Sexual Orientation, Gender Identity and Gender Expression
Board Regulation 5 – Sexual Orientation, Gender Identity and Gender Expression
The School Act: Section 4
Bill 10
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent, Ed. Services

1.0 RATIONALE

The Board is committed to establishing and maintaining a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all members of the school community. This includes students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's real or perceived sexual orientation, gender identity, or gender expression.

2.0 PROCESS

The Superintendent or designate will be responsible for maintaining this Administrative Practice and its operation.

3.0 GUIDELINES

3.1 Sturgeon School Division strives to ensure that all students and staff members are provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging for all students and staff members.

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent, Ed. Services

All students and staff members share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation, gender identity, and gender expression shall be promptly investigated and resolved as stated in the Policy E/I/11 – Harassment Policy.

- 3.2 Any language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination and harassment towards students, staff, or families on the basis of their real or perceived sexual orientation, gender identity or gender expression will not be tolerated.
- 3.3 Schools shall ensure that the school student code of conduct references a prohibition of language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination or harassment.
- 3.4 The Principal shall:
 - 3.4.1 ensure all aspects of this administrative practice are clearly and periodically communicated to all students, families and staff;
 - 3.4.2 ensure that students are informed of their ability to request support to establish or lead an activity or organization intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging including but not limited to organizations such as gay-straight alliances, diversity clubs and anti-bullying clubs and that any refusal to establish such a request may be appealed to the board of trustees in accordance with Section 123 of the School Act;
 - 3.4.3 ensure staff members address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which are homophobic, transphobic, and sexist, whether they occur in person or in digital form, on or off school property;

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/I/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
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Guidelines for Best Practices: Alberta Education
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EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent, Ed. Services

- 3.4.4 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviours, and create caring, respectful and safe learning environments;
- 3.4.5 ensure awareness and adherence to all district policies with respect to diversity, equity, human rights, sexual orientation, gender identity, gender expression, discrimination, prejudice and harassment;
- 3.4.6 ensure staff utilize language and educational resources and approaches that are inclusive; age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- 3.4.7 provide inclusive and respectful services and supports to sexual and gender minority students and families;
- 3.4.8 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
- 3.4.9 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
- 3.4.10 identify a staff member to serve as a safe contact for sexual and gender minority students.
- 3.4.11 inform the school community about the location and availability of this safe contact resource person;
- 3.4.12 ensure discriminatory behaviors and complaints will be taken seriously, documented and dealt with expeditiously;

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/11 – Harassment Policy
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EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent, Ed. Services

- 3.4.13 ensure that the school's Student Code of Conduct is consistent with Board requirements, is publicly available, reviewed annually, provided to all school staff, students and parents of the students of the school;
- 3.4.14 ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.
- 3.5 To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, schools will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create safe, inclusive, equitable, and respectful schools.
- 3.6 Staff members shall ensure that learning resources shall be chosen and/or updated to promote critical thinking and should include age-appropriate materials that accurately reflect the diversity of Canada's sexual and gender minority families, cultures, and communities.
- 3.7 To support the safety, health, well-being and educational needs of students who identify as, or are perceived to be, gender minorities, staff shall adhere to the following recommended practices wherever possible and appropriate:

Gender Identity and Gender Expression

- 3.8 Names and Pronouns - A student or staff member has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity or gender expression.
- 3.9 Official Records and Communication - When requested by an independent student, or the parent/guardian in writing all school forms and records shall be changed to ensure that a student's preferred name and sex, or gender is current on internal school documentation including: class lists, timetables, student files, identification

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/11 – Harassment Policy
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EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent, Ed. Services

cards. Subject to Alberta Education changing the requirements, the student's legal name, as registered under the Vital Statistics Act (or, if the student was born in a jurisdiction outside Alberta shall be displayed in the local Student Information System (SIS) and Provincial Approach to Student Information (PASI) system, as well as on transcripts, credentials and provincial assessments. An independent student or the parent/guardian shall be informed by school staff that a legal name change is required if they desire the official Alberta Education documents to reflect another name.

- 3.10 Gender-Segregated Activities - To the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender (with the exception of already established single gender-based alternative programs). In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their consistently asserted gender identity and gender expression.
- 3.11 Athletics, Locker Room, and Change Room Access and Accommodation
- 3.11.1 All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity and gender expression.
- 3.11.2 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity and gender expression. In locker rooms that require undressing in front of others, students who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity) shall be provided with accommodations that best meet their individual needs and privacy concerns.

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent, Ed. Services

- 3.11.3 All students and staff shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom or locker room access. The Principal shall ensure that individual solutions to restroom access or locker room are implemented with respect and discretion.
- 3.11.4 The use of locker room facilities or restrooms by transgender and transsexual students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate fully in school programming. The decision with regard to use of locker rooms or restroom facilities shall be made in consultation with the transgender student.
- 3.12 All students and staff have the right to dress in a manner consistent with their consistently asserted gender identity or gender expression and within the guidelines established by schools.
- 3.13 All students, regardless of their sexual orientation, gender identity or gender expression, have the right to participate in all curricular and extra-curricular activities.

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/I/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms

**ADMINISTRATION 5 – Sexual Orientation, Gender Identity, and Gender Expression**

Date: March 23, 2016

Affirmed: May 24, 2017

Responsible Administrator: Superintendent

1.0 Board Regulation, Administration 5 – Sexual Orientation, Gender Identity, and Gender Expression shall be administered in conjunction with Policy D/III/2 Sexual Orientation, Gender Identity, and Gender Expression, and Administrative Practice ES24 Sexual Orientation, Gender Identity and Gender Expression.

2.0 PROCESS

2.1 The Board of Trustees may, from time to time, establish a task group or groups to provide input and recommendations relative to the implementation of Policy D/III/2 Sexual Orientation, Gender Identity, and Gender Expression.

2.2 The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy D/III/2 Sexual Orientation, Gender Identity, and Gender Expression.

2.3 Prior to forming any task group(s) the Board of Trustees will identify:

2.3.1 the specific objectives,

2.3.2 membership representation,

2.3.3 preferred timeline and

2.3.4 reporting process for the task group(s).

References: *Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/II/4 – Harassment Policy
Admin Practice ES23 - Sexual Orientation, Gender Identity and Gender Expression
The School Act: Section 4
Bill 10
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Government



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Committee of the Whole
Subject: Policy G/II/5 – Child Abuse and Neglect Prevention

Background

At the November 8, 2017 Committee of the Whole meeting Trustees reviewed Policy G/II/5 – Child Abuse and Neglect Prevention and forwarded it to this evening's Public Board Meeting.

Associated Admin Practices Student Services 6 – Agencies Interviewing Students at School and Student Services 10 – Child Abuse and Neglect Prevention are also attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy G/II/5 – Child Abuse and Neglect Prevention.



1.0 POLICY

- 1.1 The Board believes that children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community.
- 1.2 The Board believes that the school has a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is required.
- 1.3 The Board recognizes that under the Child, Youth and Family Enhancement Act, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, also, to collaborate and cooperate as necessary with Child and Family Services Authority, police and medical services in the investigation of alleged child abuse and neglect.
- 1.4 It also recognizes that while parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, human services, medical services, police and the courts have particular responsibility beyond that of citizens to safeguard children from abuse and neglect.

References: *Admin Practice(s): SS 6 – Agencies Interviewing Students at School*
SS 10 - Child Abuse and Neglect Prevention
Child, Youth and Family Enhancement Act
Children First Act, 2014
Guide to Education
Freedom of Information and Protection of Privacy Act (FOIP)



1.0 POLICY

- 1.1 The Board believes that children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community.
- 1.2 It also recognizes that while parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, human services, medical services, police and the courts have particular responsibility beyond that of citizens to safeguard children from abuse and neglect.
- 1.3 The Board recognizes that under the Child, Youth and Family Enhancement Act, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, also, to collaborate and cooperate as necessary with Child and Family Services Authority, police and medical services in the investigation of alleged child abuse and neglect.

References: *Admin Practice(s): SS 6 – Agencies Interviewing Students at School*
SS 10 - Child Abuse and Neglect Prevention
Child, Youth and Family Enhancement Act
Children First Act, 2014
Guide to Education
Freedom of Information and Protection of Privacy Act (FOIP)



STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004 Revised: April 3, 2017 Responsible Administrator: Associate Superintendent
 Education Services

1.0 RATIONALE

The school has a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is requested.

2.0 PROCESS

The Superintendent or designate is delegated the responsibility of maintaining this Administrative Practice.

3.0 GUIDELINES

School level investigations shall be deferred to the police once an offense is believed to fall within the Criminal Code.

3.1 Interviewing of Students by Officers of the Law

3.1.1 The principal or designate shall ensure that the following guidelines concerning interviewing of students by officers of the law are observed:

3.1.1.1 The officer shall be questioned as to the urgency of the matter.

3.1.2 The principal or designate must allow the officer to proceed under the following circumstances:

3.1.2.1 if the officer possesses a warrant (either for arrest or search);

3.1.2.2 if the officer is “in hot pursuit” after the commission of an offence;

- References:**
- Board Policy: D/11/11 – Agencies Interviewing Students at School*
 - G/11/5 – Child Abuse and Neglect Prevention*
 - Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*
 - Child Welfare Act*
 - Children First Act, 2014*
 - Child, Youth and Family Enhancement Act*
 - Freedom of Information and Protection of Privacy Act (FOIP)*
 - FOIP Law Enforcement Disclosure Form*



STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004

Revised: April 3, 2017

Responsible Administrator: Associate Superintendent
Education Services

- 3.1.2.3 if the officer possesses blanket powers of search, etc., as defined by legislation (an example is drug offences);
- 3.1.2.3.1 The principal or designate shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation prior to an interview.
- 3.1.2.3.2 In the event that the parent or legal guardian could not be contacted per Section 3.1.2.3.1, the parent or legal guardian shall be notified of the interview by telephone, failing that by registered letter.
- 3.1.2.3.3 In the absence of the parent or legal guardian, the student shall be informed that he/she has the right to have the principal or designate remain with the student at all times during which the officer is present.
- 3.1.2.3.4 The principal or designate will ensure that the student is advised of his/her rights as set out in Section 3.1.3.

3.1.3 The student has the right:

- 3.1.3.1 to be informed of the reason for the interview;
- 3.1.3.2 to contact a lawyer;
- 3.1.3.3 to not answer any question, except as to identity, and to the identity of his/her parents;
- 3.1.3.4 to be advised that statements he/she makes can be used against him/her in subsequent proceedings;
- 3.1.3.5 to know whether or not he/she is under arrest, and if so, the reason therefore;

References: *Board Policy: D/11/11 – Agencies Interviewing Students at School*
G/11/5 – Child Abuse and Neglect Prevention
Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
Child Welfare Act
Children First Act, 2014
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act (FOIP)
FOIP Law Enforcement Disclosure Form



STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004 Revised: April 3, 2017 Responsible Administrator: Associate Superintendent Education Services

- 3.1.3.6 to refuse to continue to answer questions until he/she has had an opportunity to obtain advice either from his parents, legal guardian or a lawyer.
 - 3.1.4 An officer requested student interview that fails to answer the criteria as set out in Section 3.1.2 shall be informed that the interview must take place outside of school hours and premises.
 - 3.1.5 Documentation Must be Maintained
 - 3.1.5.1 A written record shall be kept indicating the identity of the officer and the reason for the interview.
 - 3.2 Interviewing of Students by Child and Family Services representative (*In the case of suspected child abuse and/or neglect, refer to Policy G/II/5*)
 - 3.2.1 School authorities have a responsibility to cooperate with personnel from the Department of Child and Family Services and Community Health and the principal or designate also have a responsibility to the students to stand in loco parentis. Both of these areas of responsibility must be considered in instances when personnel from Child and Family Services (CFS) request permission of school authorities to interview a student on school premises during school hours.
 - 3.2.2 The principal or designate shall ensure that the following guidelines concerning the interviewing of students are observed:
 - 3.2.2.1 The CFS representative must acknowledge that the matter falls within their legislated right.
 - 3.2.2.2 The CFS representative must complete and sign the Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure.

References: *Board Policy: D/II/11 – Agencies Interviewing Students at School*
 G/II/5 – Child Abuse and Neglect Prevention
 Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
 Child Welfare Act
 Children First Act, 2014
 Child, Youth and Family Enhancement Act
 Freedom of Information and Protection of Privacy Act (FOIP)
 FOIP Law Enforcement Disclosure Form



STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004

Revised: April 3, 2017

Responsible Administrator: Associate Superintendent
Education Services

-
- 3.2.3 The school shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation unless instructed by Child and Family Services not to do so.
 - 3.2.4 The principal or designate shall inform the student that he/she has the right to request the principal or designate be present during the interview.
 - 3.2.5 A written record shall be kept indicating the identity of the Child and Family Service representative and the reason for the interview.

3.3 Interviewing of Students by Other Agencies

- 3.3.1 Requested access to students by other external agencies without legislated access must be accompanied by a written consent of parent or guardian.

References: Board Policy: D/11/11 – Agencies Interviewing Students at School
G/11/5 – Child Abuse and Neglect Prevention
Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
Child Welfare Act
Children First Act, 2014
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act (FOIP)
FOIP Law Enforcement Disclosure Form



Freedom of Information and
Protection of Privacy Provisions

Alberta Child and Family Services & Law Enforcement Disclosure

Name of Public Body

hereby requests, pertaining to _____

Name of Student

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student

Pursuant to: _____

Statute (Act)

Requesting Official Name and Title

Date

Identification presented

Sturgeon School Division Use

Request Approved Denied

Principal (Designate)

Date

References: Sturgeon School Division Policy D/II/11 – Agencies Interviewing Students at School
Admin Practice – Student Services 6 – Agencies Interviewing Students at School

Law Enforcement Disclosure
Request for Disclosure under Section 40(1)(q) of the
Freedom of Information and Protection of Privacy Act

Date

In accordance with section 40(1)(q) of the *Freedom of Information and Protection of Privacy Act*, the

Name of Public Body

requests disclosure of personal information pertaining to

Name of Individual or Other Identifier

which may be generally described as:

General Description of Information Requested

This information is required by this public body to assist in an investigation pursuant to:

Reference to a Federal or Provincial Statute or Local Public Body Bylaw by Section or Description of Purpose

Requesting Official

Name

Title

Signature

Badge Number (if applicable)

I, _____ consent to, or refuse this disclosure
Name of Disclosing Official
of personal information.

If disclosure has been authorized, the personal information bank(s) is:

Name(s) of Personal Information Bank(s)

Authorized Disclosing Official

Name

Title

Signature

Name of Public Body

**NOTE: This completed record may qualify for exception to disclosure under
section 20 of the *Freedom of Information and Protection of Privacy Act*.**



STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: April 3, 2017 Responsible Administrator: Associate Superintendent
Education Services

1.0 RATIONALE

Under the Child, Youth and Family Enhancement Act, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, to cooperate as necessary with Child and Family Services Authority, police and medical services in the investigation of alleged child abuse and neglect.

2.0 PROCESS

- 2.1 All school personnel, including administrators, teachers, support staff, and school custodians, as well as volunteers, consultants, specialists and bus drivers shall be familiar with, and guided by Policy G/II/05.
- 2.2 School principals shall ensure that all school personnel understand system expectations and their legal obligation to report suspected child abuse or neglect.

3.0 GUIDELINES

3.1 Obligation to Report

- 3.1.1 The Child, Youth and Family Enhancement Act outlines the legal obligation to report suspected neglect or abuse to the Child and Family Services Authority.

3.2 Obligation to Cooperate with Investigation

- 3.2.1 School system staff has a legal obligation and moral responsibility to work collaboratively with those involved in investigating alleged cases of child abuse or neglect.

References: *Board Policy: G/II/5 Child Abuse and Neglect Prevention*
 Child, Youth and Family Enhancement Act
 Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
 Confirmation of Report to Alberta Child and Family Services
 Children First Act, 2014
 Guide to Education
 Freedom of Information and Protection of Privacy Act (FOIP)



STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: April 3, 2017 Responsible Administrator: Associate Superintendent
Education Services

4.0 PROCEDURES

4.1 Reporting

4.1.1 Internal Reporting

- 4.1.1.1 Any staff member having reasonable and probable grounds to believe that a student has been subjected to abuse or neglect, or who is concerned about abuse or neglect of a student, may consult with their principal, the vice principal, their school counsellor, the Coordinator of Learning Support or the Director of Learning Support.
- 4.1.1.2 If a staff member has reported suspected abuse or neglect of a child and remains uncertain of the child's safety following the report, they may pass information on to the Director of Learning Support who may contact the appropriate Child and Family Services Director.
- 4.1.1.3 It is possible that allegations of child abuse may be made against teachers or other school personnel. In all such cases, the Superintendent or the Associate Superintendent, Human Resources shall be informed, whether the report originates in the school or elsewhere.

4.1.2 External Reporting

- 4.1.2.1 The staff member who has received the report has the legal obligation to contact the appropriate authorities of Child and Family Services. When such a report is made to Child and Family Services, the staff member shall inform the principal/designate or school counsellor that a report has been made.
- 4.1.2.2 The principal or designate shall ensure that a record of each report to Child and Family Services is recorded on the Confirmation of Report to Alberta Child and Family Services form. This form shall be stored confidentially in a counselling file or with the Director of Learning Support and not in the Cumulative Record.

References: *Board Policy: G/II/5 Child Abuse and Neglect Prevention*
 Child, Youth and Family Enhancement Act
 Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
 Confirmation of Report to Alberta Child and Family Services
 Children First Act, 2014
 Guide to Education
 Freedom of Information and Protection of Privacy Act (FOIP)

**STUDENT SERVICES 10 –Child Abuse and Neglect Prevention**

Date: Sept. 27, 2010 Revised: April 3, 2017 Responsible Administrator: Associate Superintendent
Education Services

4.1.2.3 Knowledge of a suspected case of child abuse or neglect is confidential and the details of a report to Child and Family Services shall be restricted to the staff member initiating the report and the school professionals they consulted within 4.1.1.1 of this administrative practice. Information should be disclosed in a manner that balances the safety of a child with confidentiality.

4.2 Cooperation with Investigation

4.2.1 Access to Students

4.2.1.1 The Child, Youth and Family Enhancement Act mandates investigation of suspected child abuse or neglect and provides authority for Child and Family Services workers and peace officers to enter schools. Access to students for investigative purposes may be required where the student is an alleged victim of abuse or neglect. Investigators are expected to consider the convenience of school and student when negotiating a time for access.

4.2.2 The principal shall ask the Child and Family Services worker or peace officer to present identification, and to provide an explanation as to the nature of the investigation being conducted, to state reasons for wanting to conduct the interview in the school and to complete Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure.

4.2.3 Notification of Parents

4.2.3.1 The responsibility for notifying parents about an investigation is that of the external investigator. The principal should clarify with the investigator when contact with the parents will be made.

References: *Board Policy: G/II/5 Child Abuse and Neglect Prevention*
Child, Youth and Family Enhancement Act
Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
Confirmation of Report to Alberta Child and Family Services
Children First Act, 2014
Guide to Education
Freedom of Information and Protection of Privacy Act (FOIP)



STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: April 3, 2017 Responsible Administrator: Associate Superintendent
Education Services

4.2.4 Presence of School Personnel during Investigative Interview

4.2.4.1 The principal's responsibility for the safety and welfare of students is discharged by cooperating with Child and Family Services and peace officer investigations.

4.2.5 Investigative Interviews with School Staff

4.2.5.1 Child and Family Services or police authorities, investigating a complaint of child abuse or neglect from whatever source, may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The principal will assist the investigators by identifying and facilitating these contacts, subject to compliance with privacy obligations provided for in the Freedom of Information and Protection of Privacy Act and Board policy and administrative practices.

4.3 Child Personal Safety Education

4.3.1 Principals of primary schools shall ensure implementation of the child personal safety education unit in the program of studies.

References: *Board Policy: G/11/5 Child Abuse and Neglect Prevention*
Child, Youth and Family Enhancement Act
Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure
Confirmation of Report to Alberta Child and Family Services
Children First Act, 2014
Guide to Education
Freedom of Information and Protection of Privacy Act (FOIP)



9820 – 104 Street, Morinville, Alberta T8R 1L8 Tel: (780) 939-4341 Fax: (780) 939-5520

Freedom of Information and
Protection of Privacy Provisions

Alberta Child and Family Services & Law Enforcement Disclosure

Name of Public Body

hereby requests, pertaining to _____

Name of Student

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student

Pursuant to: _____

Statute (Act)

Requesting Official Name and Title

Date

Identification presented

Sturgeon School Division Use

Request Approved Denied

Principal (Designate)

Date

References: Sturgeon School Division Policy D/II/11 – Agencies Interviewing Students at School
Admin Practice – Student Services 6 – Agencies Interviewing Students at School



Confirmation of Report to Alberta Child and Family Services

To be completed in person by the Principal or designate as provided in the Child Abuse and Neglect Prevention Policy

As required by Section 3 of the Child Welfare Act (RSA 1984), the following report has been made.			
Alleged: <input type="checkbox"/> Physical Neglect <input type="checkbox"/> Physical Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Sexual Abuse			
Specific concerns and observations:			
(Continue on reverse side of page if necessary)			
Student Information			
Name:		Date of Birth:	
Address:		Home Phone:	
Mother/Guardian:		Father/Guardian:	
Address:		Address:	
	Phone:		Phone
Information Reported To			
Children's Services Offices			
Name of Children's Services worker/investigator:			Phone:
Name of Child Welfare supervisor:			Phone:
OR			
RCMP Detachment			
Name of Contact:			Phone:
Information Reported By			
Name of person making report:			Date of report:
School Administrator's Signature:		OR Independent report (please initial):	
School:		Date report was forwarded:	
Contact Information			
<input type="checkbox"/> Parent informed by school	Date:		Time:
<input type="checkbox"/> Parent not informed by school as directed by investigator under the Child Welfare Act			

Confidential Report – Not to be placed in student's Cumulative Record



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/II/11 – Agencies Interviewing Students at School

Background

At the November 8, 2017 Committee of the Whole meeting Trustees reviewed Policy D/II/11 – Agencies Interviewing Students at School and forwarded it to this evening's Public Board Meeting to be rescinded.

Recommendation:

That the Board of Trustees rescind Policy D/II/11 – Agencies Interviewing Students at School.

BOARD 9.3



1.0 — POLICY

~~1.1 — The Board believes that the school has a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is requested.~~

2.0 — GUIDELINES

~~2.1 — Legislated access to students by external agencies must be accommodated by the school.~~

References: *Admin Practice(s): Student Services 6 – Agencies Interviewing Students at School*



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Committee of the Whole
Subject: Policy F/I/5 – Healthy School Communities

Background

At the November 8, 2017 Committee of the Whole meeting Trustees reviewed Policy F/I/5 – Healthy School Communities and forwarded it to this evening's Public Board Meeting.

Associated Admin Practice Educational Services 18 – Healthy School Communities is attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy F/I/5 – Healthy School Communities.

BOARD 9.4



EFFECTIVE: March 23, 2011

REVISED:

REVIEW: 2018-2019

1.0 POLICY

- 1.1 The Board of Trustees believes that health and education are interdependent; healthy students are better learners, and well educated individuals are healthier.
- 1.2 The Board of Trustees believes that the Comprehensive School Health approach facilitates a culture of wellness and improved academic achievement which assists students to develop the skills they need to be physically and emotionally healthy for life.
- 1.3 The Board of Trustees believes that it takes a community approach to assist students in achieving their full potential; intellectually, physically, socially, spiritually, and emotionally.

References: *Board Policies:* E/III/4 Healthy Employees at Work
G/III/1 Guidance and Counselling Services
Admin Practice(s): ES 18 Healthy School Communities
SS 17 Guidance and Counselling Services
School Act: Preamble, Section 45.1
Guide to Education, ECS to Grade 12: pp. 19, "Daily Physical Activity Policy" and 31-32,
"Daily Physical Activity (Grade 1 to 9)"
Alberta Nutrition Guidelines for Children and Youth
Joint Consortium for School Health



EFFECTIVE: March 23, 2011

REVISED:

REVIEW: 2018-2019

1.0 POLICY

- 1.1 The Board of Trustees believes that employees and students who are emotionally healthy, well nourished and physically active are better able to achieve the goals of education.
- 1.2 The Board of Trustees believes that education in a health-promoting environment is important for the development of healthy eating and physical activity habits.
- 1.3 The Board of Trustees believes that school staffs should work with parents, community members, organizations and government to foster lifelong habits that improve the health and well-being of employees and students.

2.0 GUIDELINES

- 2.1 Principals will ensure the school program plan provides students with quality Physical Education courses and, at grades 1-9, Daily Physical Activity as mandated by Alberta Education policy.
- 2.2 All schools shall implement a coordinated, comprehensive food and nutrition policy that encourages all students and staff to develop good eating habits by promoting the consumption of nutritious and dentally acceptable foods, and controlling the sale and use of non-nutritious foods.
- 2.3 Each School Council will provide input to the principal on the implementation and maintenance of the nutrition policy on an annual basis.
- 2.4 This policy does not impact on lunches or snacks that students or staff members bring from home.

References: *Admin Practice(s): ES 18 – Healthy School Communities*
School Act:
Guide to Education, ECS to Grade 12: pp. 19, "Daily Physical Activity Policy" and 31-32,
"Daily Physical Activity (Grade 1 to 9)"
Alberta Nutrition Guidelines for Children and Youth

EDUCATIONAL SERVICES 18 – Healthy School Communities

Date: March 23, 2011 Revised: October 24, 2017

Responsible Administrator:
Associate Superintendent, Education Services

3.1 Social and Physical Environment

Staff shall:

- 3.1.1 Create welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self for all students and staff.
- 3.1.2 Create learning environments where social-emotional, physical and nutritional well-being are modeled and developed in students and staff.
- 3.1.3 Recognize that the buildings, grounds, play space and equipment in and surrounding the school should be safe and promote a healthy, active lifestyle.

3.2 Teaching and Learning

Staff shall:

- 3.2.1 Integrate health and wellness across curricular areas.
- 3.2.2 Promote and encourage the development of physical, social-emotional, and nutritional competencies.
- 3.2.3 Encourage students to think critically about the impact of their choices on their current and long term health.
- 3.2.4 Have access to professional learning opportunities and resources related to health and well-being.

References: *Board Policies: E/III/4 Healthy Employees at Work
F/II/5 Healthy School Communities
G/II/1 Guidance and Counselling Services
Admin Practice: SS 17 Guidance and Counselling Services
Physical Education Programs of Study
Health and Career and Life Management Programs of Study
Daily Physical Activity: A Handbook for Grades 1-9 Schools
Guide to Education, ECS to Grade 12: pp. 19, "Daily Physical Activity Policy" and 31-32,
"Daily Physical Activity (Grade 1 to 9)
Alberta Nutrition Guidelines for Children and Youth (Choose Most Often, Choose
Sometimes, Choose Least Often from Alberta Nutrition Guidelines for Children and Youth)
School Act: Section 45.1
Joint Consortium for School Health*

EDUCATIONAL SERVICES 18 – Healthy School Communities

Date: March 23, 2011 Revised: October 24, 2017

Responsible Administrator:
Associate Superintendent, Education Services

3.3 Healthy School Policy

Staff shall:

- 3.3.1 Meet all provincial curricular requirements with respect to Daily Physical Activity (DPA), Physical Education, Health, and Career and Life Management (CALM).
- 3.3.2 In consultation with school councils, develop a practice, where healthy foods are available and promoted as the healthier choice.
- 3.3.3 Welcome, care for, respect and create safety for everyone in division schools, in accordance with the School Act.
- 3.3.4 Include school-level practices for healthy schools within the school’s Counselling and Wellness Plan.

3.4 Partnerships and Services

Staff shall:

- 3.4.1 Foster positive connections between the school and families.
- 3.4.2 Engage in developing supportive working relationships within schools and within the division.
- 3.4.3 Where appropriate and possible partner with community organizations to deliver and support programs and services to collectively advance healthy school communities.

References: *Board Policies: E/III/4 Healthy Employees at Work
F/II/5 Healthy School Communities
G/II/1 Guidance and Counselling Services
Admin Practice: SS 17 Guidance and Counselling Services
Physical Education Programs of Study
Health and Career and Life Management Programs of Study
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“Daily Physical Activity (Grade 1 to 9)
Alberta Nutrition Guidelines for Children and Youth (Choose Most Often, Choose Sometimes, Choose Least Often from Alberta Nutrition Guidelines for Children and Youth)
School Act: Section 45.1
Joint Consortium for School Health*



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Iva Paulik, Secretary Treasurer
Subject: 2017/2018 Committees/Representatives

Background

At the November 8, 2017 Sub Committees Meeting, the Board of Trustees made the following representative change to the 2017 – 2018 Transportation Committee:

- Trustee Pequin is to be replaced by Trustee Sherwin.

Recommendation

That the Board of Trustees approve the following trustees to be on the 2017 – 2018 Transportation Committee:

- Mr. Dwyer
- Mrs. Kohle
- Mr. Sherwin

BOARD 9.5

Committees/Representatives

Chair: Terry Jewell
Phone: 780-686-3367

Vice Chair: Tasha Oatway-McLay
Phone: 780-266-6252

2017/2018
October 25, 2017

Trustee Membership of Committees

ATA Negotiations Committee
Mr. Jewell, Mrs. Kohle, Mrs. Oatway-McLay
(*Mr. Holmes*)

Committee of the Whole
All Trustees with a quorum of four
(*Dr. Dick, Mrs. Paulik*)

CUPE Negotiations Committee
Mr. Dwyer, Mrs. Featherley, Mrs. Pequin
(*Mr. Holmes*)

Municipal Liaison Committee
All Trustees with a quorum of three
(Chair + 2 Trustees)
(*Dr. Dick*)

Teacher Board Advisory Committee (ATA)
Mr. Jewell, Mrs. Kohle, Mrs. Oatway-McLay
(*Mr. Holmes*)

Labour Management Committee (CUPE)
Mr. Dwyer, Mrs. Featherley, Mrs. Pequin
(*Mr. Holmes*)

Trustee Committees

Advocacy Committee
Mrs. Featherley, Mrs. Oatway-McLay,
Mrs. Pequin
(*Dr. Dick*)

Building and Maintenance Committee
Mr. Dwyer, Mrs. Featherley, Mr. Jewell
(*Dr. Dick, Mrs. Paulik*)

Education Policy Committee
Mrs. Featherley, Mrs. Pequin, Mr. Sherwin
(*Dr. Dick, Mrs. Kuik*)

Finance & Human Resources Committee
Mrs. Kohle, Mr. Jewell, Mrs. Oatway-McLay
(*Dr. Dick, Mrs. Paulik, Mr. Holmes*)

Transportation Committee
Mr. Dwyer, Mrs. Kohle, Mrs. Pequin
(*Dr. Dick, Mrs. Paulik*)

Board Representatives to Other Organizations

Alberta School Boards Association - Zone 2/3
Mr. Jewell, Alternate – Mr. Sherwin
Morinville Rotary
Mrs. Featherley

Public School Boards Association of Alberta
Mrs. Kohle; Alternate - Mrs. Oatway-McLay

SCHS – School Council
Mr. Sherwin, Alternate – Mr. Dwyer

Student Discipline Committee
Trustees will rotate attendance (a quorum of two)
(*Mrs. Kuik*)

Community Services Advisory
Mr. Sherwin





Board Memorandum

Date: November 22, 2017

To: Board of Trustees

From: Committee of the Whole

Subject: Draft 2016 – 2017 Audited Financial Statements

Background

At the November 8, 2017 Committee of the Whole meeting Trustees reviewed the Draft 2016 – 2017 Audited Financial Statements and forwarded to the Public Board meeting.

Recommendation

That the Board of Trustees approve the 2016 – 2017 Audited Financial Statements for Sturgeon Public School Division.

BOARD 9.6

DRAFT.

School Jurisdiction Code: 1110

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2017**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Sturgeon School Division No. 24

Legal Name of School Jurisdiction

9820 - 104 Street Morinville AB T8R 1L8

Mailing Address

(780) 939-4341 (780) 939-5520 iva.paulik@sturgeon.ab.ca

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Sturgeon School Division No. 24 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

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

BOARD CHAIR

Mr. Terry Jewell

Name

Signature

SUPERINTENDENT

Dr. Michele Dick

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mrs. Iva Paulik

Name

Signature

November 22, 2017

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Mei-Ling: (780) 415-8940; Robert: (780) 427-3855 FAX: (780) 422-6996

Version 20170719

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STATEMENT OF FINANCIAL POSITION
As at August 31, 2017 (in dollars)

		2017	2016
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5)	\$ 5,669,994	\$ 8,747,254
Accounts receivable (net after allowances)	(Note 3)	\$ 761,715	\$ 477,645
Portfolio investments	(Schedule 5)	\$ 5,043,750	\$ -
Other financial assets	(Note 4)	\$ 31,446	\$ 26,275
Total financial assets		\$ 11,506,905	\$ 9,251,174
LIABILITIES			
Bank indebtedness	(Note 5)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 6)	\$ 4,072,543	\$ 1,870,100
Deferred revenue	(Note 7)	\$ 48,233,703	\$ 34,822,225
Employee future benefits liabilities		\$ -	\$ -
Liability for contaminated sites		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt	(Note 8)		
Supported: Debentures and other supported debt		\$ -	\$ 7,938
Unsupported: Debentures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 52,306,246	\$ 36,700,263
Net financial assets (debt)		\$ (40,799,341)	\$ (27,449,089)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)		
Land		\$ 1,414,541	\$ 1,414,541
Construction in progress		\$ 25,992,466	\$ 15,115,797
Buildings	\$ 62,717,059		
Less: Accumulated amortization	\$ (42,483,919)	\$ 20,233,140	\$ 18,552,329
Equipment	\$ 3,459,619		
Less: Accumulated amortization	\$ (1,040,943)	\$ 2,418,676	\$ 793,836
Vehicles	\$ 502,316		
Less: Accumulated amortization	\$ (402,301)	\$ 100,015	\$ 129,156
Computer Equipment	\$ 164,926		
Less: Accumulated amortization	\$ (120,809)	\$ 44,117	\$ 77,103
Total tangible capital assets		\$ 50,202,955	\$ 36,082,762
Prepaid expenses		\$ 333,875	\$ 315,809
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 50,536,830	\$ 36,398,571
Accumulated surplus	(Schedule 1; Note 9)	\$ 9,737,489	\$ 8,949,482
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 9,737,489	\$ 8,949,482
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 9,737,489	\$ 8,949,482
Contractual obligations	(Note 10)		
Contingent liabilities	(Note 11)		

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

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2017 (in dollars)

	Budget 2017	Actual 2017	Actual 2016
REVENUES			
Alberta Education	\$ 64,662,335	\$ 65,244,698	\$ 63,861,714
Other - Government of Alberta	\$ 621,208	\$ 826,932	\$ 684,812
Federal Government and First Nations	\$ 260,000	\$ 280,000	\$ 280,000
Other Alberta school authorities	\$ 21,677	\$ 21,677	\$ 21,677
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule B)	\$ 1,986,216	\$ 1,887,134	\$ 1,787,716
Other sales and services	\$ 247,328	\$ 317,681	\$ 405,214
Investment income	\$ 67,000	\$ 102,827	\$ 80,688
Gifts and donations	\$ 94,679	\$ 181,457	\$ 173,613
Rental of facilities	\$ 29,177	\$ 38,939	\$ 48,502
Fundraising	\$ 218,000	\$ 56,483	\$ 121,264
Gains on disposal of capital assets	\$ -	\$ 43,624	\$ -
Other revenue	\$ -	\$ 285,660	\$ 62,366
Total revenues	\$ 68,207,620	\$ 69,287,112	\$ 67,527,586
EXPENSES			
Instruction - ECS	\$ 11,044,979	\$ 11,437,324	\$ 10,866,230
Instruction - Grades 1 - 12	\$ 41,520,549	\$ 41,418,210	\$ 40,087,495
Plant operations and maintenance	\$ 7,426,024	\$ 7,388,458	\$ 6,911,947
Transportation	\$ 5,524,993	\$ 5,581,778	\$ 5,373,810
Board & system administration	\$ 2,496,204	\$ 2,553,612	\$ 2,461,789
External services	\$ 73,654	\$ 119,723	\$ 78,064
Total expenses	\$ 68,086,403	\$ 68,499,105	\$ 65,779,335
Operating surplus (deficit)	\$ 121,217	\$ 788,007	\$ 1,748,251

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

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2017 (in dollars)

	2017	2016
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 788,007	\$ 1,748,251
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 1,715,346	\$ 1,588,951
Gains on disposal of tangible capital assets	\$ (43,624)	\$ -
Losses on disposal of tangible capital assets	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (1,543,159)	\$ (1,425,551)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (284,070)	\$ 438,659
Prepays	\$ (18,066)	\$ (106,314)
Other financial assets	\$ (5,171)	\$ 9,863
Non-financial assets	\$ -	\$ -
Accounts payable, accrued and other liabilities	\$ 2,202,443	\$ 321,198
Deferred revenue (excluding EDCR)	\$ 1,352,358	\$ 2,074,926
Employee future benefit liabilities	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 4,164,064	\$ 4,649,983
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (1,064,180)	\$ (1,239,605)
Equipment	\$ (1,194,836)	\$ (655,195)
Vehicles	\$ -	\$ -
Computer equipment	\$ -	\$ -
Net proceeds from disposal of unsupported capital assets	\$ 69,380	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (2,189,636)	\$ (1,894,800)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (5,043,750)	\$ 22,770
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement (gains) losses reclassified to the statement of operations	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ (5,043,750)	\$ 22,770
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (7,938)	\$ (34,920)
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ (7,938)	\$ (34,920)
Increase (decrease) in cash and cash equivalents	\$ (3,077,260)	\$ 2,743,033
Cash and cash equivalents, at beginning of year	\$ 8,747,254	\$ 6,004,221
Cash and cash equivalents, at end of year	\$ 5,669,994	\$ 8,747,254

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

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the Year Ended August 31, 2017 (in dollars)

	Budget 2017	2017	2016
<u>Operating surplus (deficit)</u>	\$ 121,217	\$ 788,007	\$ 1,748,251
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ -	\$ (15,861,295)	\$ (13,529,600)
Amortization of tangible capital assets	\$ 1,608,669	\$ 1,715,346	\$ 1,588,951
Net carrying value of tangible capital assets disposed of	\$ -	\$ 25,756	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 1,608,669	\$ (14,120,193)	\$ (11,940,649)
Changes in:			
Prepaid expenses	\$ -	\$ (18,066)	\$ (106,314)
Other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Endowments	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets (net debt)	\$ 1,729,886	\$ (13,350,252)	\$ (10,298,712)
Net financial assets (net debt) at beginning of year	\$ (27,449,089)	\$ (27,449,089)	\$ (17,150,377)
Net financial assets (net debt) at end of year	\$ (25,719,203)	\$ (40,799,341)	\$ (27,449,089)

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2017 (in dollars)

	2017	2016
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Prior Period Adj. (Explain) - Linked to Sch. 1	\$ -	\$ -
Prior Period Adjustment (Explain)	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

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

SCHEDULE 1

School Jurisdiction Code:

1110

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2017 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2016	\$ 8,949,482	\$ -	\$ 8,949,482	\$ 2,616,941	\$ -	\$ 987,302	\$ 1,634,785	\$ 3,710,454
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2016	\$ 8,949,482	\$ -	\$ 8,949,482	\$ 2,616,941	\$ -	\$ 987,302	\$ 1,634,785	\$ 3,710,454
Operating surplus (deficit)	\$ 788,007		\$ 788,007			\$ 788,007		
Board funded tangible capital asset additions				\$ 290,171		\$ (179,926)	\$ (110,245)	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (25,756)		\$ (43,624)		\$ 69,380
Net remeasurement gains (losses) for the year	\$ -	\$ -	\$ -	\$ -		\$ -		\$ -
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -		\$ -	\$ -		\$ -
Amortization of tangible capital assets	\$ -		\$ -	\$ (1,715,346)		\$ 1,715,346		
Capital revenue recognized	\$ -		\$ -	\$ 1,543,159		\$ (1,543,159)		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ -		\$ -		
Additional capital debt or capital leases	\$ -		\$ -	\$ -		\$ -		
Net transfers to operating reserves	\$ -		\$ -			\$ (10,386)	\$ 10,386	
Net transfers from operating reserves	\$ -		\$ -			\$ 94,056	\$ (94,056)	
Net transfers to capital reserves	\$ -		\$ -			\$ (172,187)		\$ 172,187
Net transfers from capital reserves	\$ -		\$ -			\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -			\$ -		\$ -
Other Changes	\$ -		\$ -			\$ -		\$ -
Balance at August 31, 2017	\$ 9,737,489	\$ -	\$ 9,737,489	\$ 2,709,169	\$ -	\$ 1,635,429	\$ 1,440,870	\$ 3,952,021

SCHEDULE 1

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2017 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM											
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services			
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves		
Balance at August 31, 2016	\$ 1,634,785	\$ 43,000	\$ -	\$ 359,554	\$ -	\$ 3,242,084	\$ -	\$ -	\$ 65,816	\$ -	\$ -	
Prior period adjustments:												
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Adjusted Balance, August 31, 2016	\$ 1,634,785	\$ 43,000	\$ -	\$ 359,554	\$ -	\$ 3,242,084	\$ -	\$ -	\$ 65,816	\$ -	\$ -	
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$ (110,245)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ 69,380		\$ -		\$ -			\$ -	
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -			\$ -	
Net remeasurement gains (losses) for the year												
Endowment expenses & disbursements												
Endowment contributions												
Reinvested endowment income												
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Additional capital debt or capital leases												
Net transfers to operating reserves	\$ 10,386		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net transfers from operating reserves	\$ (94,056)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net transfers to capital reserves		\$ -		\$ 172,187		\$ -		\$ -		\$ -	\$ -	
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Balance at August 31, 2017	\$ 1,440,870	\$ 43,000	\$ -	\$ 601,121	\$ -	\$ 3,242,084	\$ -	\$ -	\$ 65,816	\$ -	\$ -	

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2017 (in dollars)**

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2016	\$ 708,529	\$ 26,290	\$ 4,903	\$ -	\$ 33,465,808
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2016	\$ 708,529	\$ 26,290	\$ 4,903	\$ -	\$ 33,465,808
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 999,213				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 249,048				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 128,574				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets: School Council Built Play grounds					\$ 303,020
Alberta Infrastructure managed projects					\$ 13,299,259
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (1,968,847)	\$ -	\$ -	\$ -	\$ 1,968,847
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments:		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 1,543,159
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2017	\$ 116,517	\$ 26,290	\$ 4,903	\$ -	\$ 47,493,775
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2017 (A) + (B) + (C) + (D)				\$ 147,709	

Unexpended Deferred Capital Revenue

- (A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education.
- (B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.
- (C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010.
- (D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2017 (in dollars)

REVENUES	2017						2016 Restated	
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services		TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 11,064,065	\$ 40,015,381	\$ 6,690,648	\$ 4,869,068	\$ 2,564,635	\$ 40,901	\$ 65,244,698	\$ 63,861,714
(2) Other - Government of Alberta	\$ 425,098	\$ 404,471	\$ 363	-	-	-	\$ 826,932	\$ 684,812
(3) Federal Government and First Nations	-	\$ 280,000	-	-	-	-	\$ 280,000	\$ 280,000
(4) Other Alberta school authorities	-	\$ 21,677	-	-	-	-	\$ 21,677	\$ 21,677
(5) Out of province authorities	-	-	-	-	-	-	-	-
(6) Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-
(7) Property taxes	-	-	-	-	-	-	-	-
(8) Fees	\$ 190,637	\$ 1,155,927	-	\$ 532,570	-	-	\$ 1,887,134	\$ 1,787,716
(9) Other sales and services	-	\$ 238,859	-	-	-	\$ 78,822	\$ 317,681	\$ 405,214
(10) Investment income	-	\$ 494	\$ 40,000	-	\$ 62,333	-	\$ 102,827	\$ 80,688
(11) Gifts and donations	-	\$ 164,957	-	-	\$ 16,500	-	\$ 181,457	\$ 173,613
(12) Rental of facilities	-	\$ 36,239	\$ 2,700	-	-	-	\$ 38,939	\$ 48,502
(13) Fundraising	\$ 5,456	\$ 51,027	-	-	-	-	\$ 56,483	\$ 121,264
(14) Gains on disposal of tangible capital assets	-	-	\$ 43,624	-	-	-	\$ 43,624	-
(15) Other revenue	-	\$ 156,032	\$ 102,662	-	\$ 26,966	-	\$ 285,660	\$ 62,386
(16) TOTAL REVENUES	\$ 11,690,256	\$ 42,525,084	\$ 6,879,997	\$ 5,401,638	\$ 2,670,434	\$ 119,723	\$ 69,287,112	\$ 67,527,586
EXPENSES								
(17) Certificated salaries	\$ 3,896,396	\$ 24,173,025	-	-	\$ 559,196	\$ 64,258	\$ 28,692,875	\$ 27,662,824
(18) Certificated benefits	\$ 853,171	\$ 5,252,735	-	-	\$ 113,299	\$ 6,001	\$ 6,225,206	\$ 6,216,076
(19) Non-certificated salaries and wages	\$ 4,282,424	\$ 5,946,587	\$ 2,016,093	\$ 150,364	\$ 824,028	\$ 39,453	\$ 13,258,949	\$ 12,882,476
(20) Non-certificated benefits	\$ 1,047,894	\$ 1,588,581	\$ 518,640	\$ 36,634	\$ 182,416	\$ 10,011	\$ 3,384,176	\$ 3,242,177
(21) SUB - TOTAL	\$ 10,079,885	\$ 36,960,928	\$ 2,534,733	\$ 186,998	\$ 1,678,939	\$ 119,723	\$ 51,561,206	\$ 50,003,553
(22) Services, contracts and supplies	\$ 1,347,697	\$ 4,422,742	\$ 3,259,951	\$ 5,365,640	\$ 826,160	-	\$ 15,222,190	\$ 14,184,845
(23) Amortization of supported tangible capital assets	-	-	\$ 1,543,159	-	-	-	\$ 1,543,159	\$ 1,425,551
(24) Amortization of unsupported tangible capital assets	\$ 9,742	\$ 34,540	\$ 50,252	\$ 29,140	\$ 48,513	-	\$ 172,187	\$ 163,400
(25) Supported interest on capital debt	-	-	\$ 363	-	-	-	\$ 363	\$ 1,986
(26) Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(27) Other interest and finance charges	-	-	-	-	-	-	-	-
(28) Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(29) Other expense	-	-	-	-	-	-	-	-
(30) TOTAL EXPENSES	\$ 11,437,324	\$ 41,418,210	\$ 7,388,458	\$ 5,581,778	\$ 2,553,612	\$ 119,723	\$ 68,499,105	\$ 65,779,335
(31) OPERATING SURPLUS (DEFICIT)	\$ 252,932	\$ 1,106,854	\$ (508,461)	\$ (180,140)	\$ 116,822	\$ -	\$ 788,007	\$ 1,748,251

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2017 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2017 TOTAL Operations and Maintenance	2016 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 1,497,558	\$ 333,751	\$ -	\$ -	\$ 184,784			\$ 2,016,093	\$ 1,951,411
Uncertificated benefits	\$ 401,480	\$ 73,181	\$ -	\$ -	\$ 43,979			\$ 518,640	\$ 507,463
Sub-total Remuneration	\$ 1,899,038	\$ 406,932	\$ -	\$ -	\$ 228,763			\$ 2,534,733	\$ 2,458,874
Supplies and services	\$ 187,836	\$ 573,285	\$ 2,654	\$ 1,056,459	\$ 115,163			\$ 1,935,397	\$ 1,823,847
Electricity			\$ 587,503					\$ 587,503	\$ 533,320
Natural gas/heating fuel			\$ 356,055					\$ 356,055	\$ 250,567
Sewer and water			\$ 71,172					\$ 71,172	\$ 76,576
Telecommunications			\$ 8,700					\$ 8,700	\$ 5,401
Insurance					\$ 301,124			\$ 301,124	\$ 301,436
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported									
Unsupported						\$ 50,252	\$ 1,543,159	\$ 1,543,159	\$ 1,425,551
Total Amortization						\$ 50,252	\$ 1,543,159	\$ 50,252	\$ 34,389
Interest on capital debt								\$ 1,593,411	\$ 1,459,940
Supported									
Unsupported							\$ 363	\$ 363	\$ 1,986
Lease payments for facilities									
Other interest charges									
Losses on disposal of capital assets									
TOTAL EXPENSES	\$ 2,086,874	\$ 980,217	\$ 1,026,084	\$ 1,056,459	\$ 645,050	\$ 50,252	\$ 1,543,522	\$ 7,388,458	\$ 6,911,947
SQUARE METRES									
School buildings								62,834.0	60,894.3
Non school buildings								1,910.0	1,481.0

Note:

- Custodial:** All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.
- Maintenance:** All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.
- Utilities & Telecommunications:** All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.
- Expensed IMR & Modular Unit Relocation & Lease Pmts:** All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.
- Facility Planning & Operations Administration:** All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, supervision of employees & contractors, school facility planning & project administration, administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.
- Unsupported Amortization & Other Expenses:** All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.
- Supported Capital & Debt Services:** All expenses related to supported capital assets amortization and interest on supported capital debt.

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2017 (in dollars)**

Cash & Cash Equivalents	2017			2016
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ -	\$ 5,669,994	\$ 8,747,254
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents	0.00%	\$ -	\$ 5,669,994	\$ 8,747,254

See Note 3 for additional detail.

Portfolio Investments	2017			2016	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -		\$ -	\$ -
Guaranteed investment certificates	0.00%	-	-	-	-
Fixed income securities					
Government of Canada, direct and guaranteed	1.50%	\$ -	\$ 5,043,750	\$ 5,043,750	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	1.50%	\$ -	5,043,750	5,043,750	\$ -
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
Total equities	0.00%	\$ -	\$ -	\$ -	\$ -
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	1.50%	\$ -	\$ 5,043,750	\$ 5,043,750	\$ -

See Note 5 for additional detail.

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

	2017	2016
Under 1 year	0.0%	0.0%
1 to 5 years	100.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	0.0%

SCHEDULE 6

School Jurisdiction Code: **1110**

SCHEDULE OF CAPITAL ASSETS
for the Year Ended August 31, 2017 (in dollars)

	2017						2016	
	Land	Construction In Progress	Buildings 25-50 Years	Equipment 5-10 Years	Vehicles 5-10 Years	Computer Hardware & Software 3-5 Years	Total	Total
Estimated useful life								
Historical cost								
Beginning of year	\$ 1,414,541	\$ 15,115,797	\$ 59,527,325	\$ 1,743,511	\$ 661,958	\$ 164,926	\$ 78,628,058	\$ 65,098,458
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	13,892,135	174,268	1,794,896	-	-	15,861,299	13,529,600
Transfers in (out)	-	(3,015,466)	3,015,466	-	-	-	-	-
Less disposals including write-offs	-	-	-	(78,788)	(159,642)	-	(238,430)	-
Historical cost, August 31, 2017	\$ 1,414,541	\$ 25,992,466	\$ 62,717,059	\$ 3,459,619	\$ 502,316	\$ 164,926	\$ 94,250,927	\$ 78,628,058
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 40,974,996	\$ 949,675	\$ 532,802	\$ 87,823	\$ 42,545,296	\$ 40,956,345
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	1,508,923	144,300	29,141	32,986	1,715,350	1,588,951
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(53,032)	(159,642)	-	(212,674)	-
Accumulated amortization, August 31, 2017	\$ -	\$ -	\$ 42,483,919	\$ 1,040,943	\$ 402,301	\$ 120,809	\$ 44,047,972	\$ 42,545,296
Net Book Value at August 31, 2017	\$ 1,414,541	\$ 25,992,466	\$ 20,233,140	\$ 2,418,676	\$ 100,015	\$ 44,117	\$ 50,202,955	
Net Book Value at August 31, 2016	\$ 1,414,541	\$ 15,115,797	\$ 18,552,329	\$ 793,836	\$ 129,156	\$ 77,103	\$ 36,082,762	

	2017	2016
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

SCHEDULE 7

School Jurisdiction Code: 1110

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
for the Year Ended August 31, 2017 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Tracy Nowak (Chair)	1.00	\$19,646	\$648	\$0	\$0	\$0	\$0	\$2,131
Shelley Porter (Vice Chair)	1.00	\$19,633	\$645	\$0	\$0	\$0	\$0	\$3,223
Elizabeth Kohle	1.00	\$20,210	\$674	\$0	\$0	\$0	\$0	\$8,013
Misty Featherley	1.00	\$18,010	\$580	\$0	\$0	\$0	\$0	\$1,026
Terry Jewell	1.00	\$19,910	\$176	\$0	\$0	\$0	\$0	\$10,037
Wendy Miller	1.00	\$18,460	\$600	\$0	\$0	\$0	\$0	\$3,195
Michelle Mychasiw	0.08	\$1,305	\$36	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	6.08	\$117,174	\$3,359	\$0	\$0	\$0	\$0	\$27,625
Dr. Michele Dick, Superintendent	1.00	\$199,750	\$29,442	\$0	\$0	\$0	\$10,406	\$12,740
Iva Paulik, Secretary Treasurer	1.00	\$185,000	\$44,453	\$0	\$0	\$0	-\$1,423	\$7,120
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated teachers	290.90	\$28,493,125	\$6,185,358	\$0	\$0	\$0	\$0	\$0
Non-certificated - other	292.42	\$12,956,775	\$3,337,787	\$0	\$0	\$0	\$0	\$0
TOTALS	591.40	\$41,951,824	\$9,600,399	\$0	\$0	\$0	\$8,983	\$47,485

(1) Other Accrued Unpaid Benefits include: Net change to accrued vacation liability and retirement allowance

Trustee Remuneration and Expenses are in accordance with the Trustee Remuneration and Expense Reimbursement Policy (E/II/2). Expenses include board approved activities such as Board committees and meetings, Board representation to other organizations and trustee professional development. The expenses may vary based on the respective trustee representation throughout the school year. Benefits of Superintendent include Alberta Education contributions to the Teachers Retirement Fund pension plan. Benefits of Secretary Treasurer include the employer share of Local Authority Pension Plan and Supplementary Income Pension Plan.

1. AUTHORITY AND PURPOSE

Sturgeon School Division No. 24 (the "Division") delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The School Division receives funding for instruction and support under Education Grants Regulation 120/2008. The regulation allows for the setting of conditions and use of grant monies. The School Division is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the CICA Canadian public sector accounting standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

a) Cash and Cash Equivalents

Cash and cash equivalents include cash and investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These short-term investments have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

b) Accounts Receivable

Accounts receivable are shown net of allowance for doubtful accounts.

c) Portfolio Investments

GIC's not quoted in an active market are reported at cost or amortized cost.

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

d) Tangible capital assets

The following criteria apply:

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

- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the School Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Unamortized Deferred Capital Contributions.
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School Division are considered capital leases.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:
 - Buildings 2.5% to 4%
 - Vehicles & Buses 10% to 20%
 - Computer Hardware & Software 20% to 33.3%
 - Other Equipment & Furnishings 10% to 20%

e) Deferred Revenue

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

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

- Unexpended Deferred Capital Revenue

Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the School Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per *PS 3200* when expended.

- Expended Deferred Capital Revenue

Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related tangible capital asset. Amortization over the useful life of the related tangible capital asset is due to certain stipulations related to the contributions that require that the School Division to use the asset in a prescribed manner over the life of the associated asset.

f) Employee Future Benefits

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

The School Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include early retirement and retirement/severance.

Vacation pay is accrued in the period in which the employee earns the benefit.

g) Asset Retirement Obligations

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included on the Statement of Operations.

h) Operating and Capital Reserves

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

i) Revenue Recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Volunteers contribute a considerable number of hours per year to schools to ensure that certain programs are delivered, such as kindergarten and the raising of school generated funds. Contributed services are not recognized in the financial statements.

Eligibility criteria are criteria that the School Division has to meet in order to receive the contributions. Stipulations describe how the School Division must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with *Section PS 3200*. Such liabilities are recorded as deferred revenue.

j) Expenses

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

Allocation of Costs

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

k) Pensions

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

The current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the *Teachers' Pension Plan Act*, the School Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the School Division is included in both revenues and expenses. For the school year ended August 31, 2017, the amount contributed by the Government of Alberta was \$3,121,150 (2016 - \$3,319,125).

The School Division participates in a multi-employer pension plan, the Local Authorities Pension Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of for the year ended August 31, 2017 \$1,336,579 (2016 -\$1,275,887). At December 31, 2016, the Local Authorities Pension Plan reported a deficiency of \$637,357,000 (2016 - a deficiency of \$923,416,000).

l) Program Reporting

The School Division's operations have been segmented as follows:

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

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

m) Trusts Under Administration

The School Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary.

Trusts under administration have been excluded from the financial reporting of the Division. Trust balances can be found in Note 12.

n) Financial Instruments

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

Financial instruments consist of cash, accounts receivable, portfolio investments, accounts payable and accrued liabilities, debt and other liabilities. It is management's opinion that the School Division is not exposed to significant interest, currency or credit risks arising from these financial instruments. Unless otherwise noted, the fair values of these financial instruments approximate their carrying values.

All other financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from de-recognition of a financial instrument is recognized in the Statement of Operations. Impairment losses such as write-downs or write-offs are reported in the Statement of Operations.

o) Measurement Uncertainty

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits.

p) Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 2200 Related Party Disclosures and PS 3420 Inter-Entity Transactions (effective April 1, 2017)**

PS 2200 defines a related party and establishes disclosures required for related party transactions. PS 3420 establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.

- **PS 3210 Assets, PS 3320 Contingent Assets and PS 3380 Contractual Rights (effective April 1, 2017)**

PS 3210 provides guidance for applying the definition of assets set out in Financial Statement Concepts, Section PS 1000, and establishes general disclosure standards for assets; PS 3320 defines and establishes disclosure standards on contingent assets; and PS 3380 defines and establishes disclosure standards on contractual rights.

- **PS 3430 Restructuring Transactions (effective April 1, 2018)**

This standard provides guidance on how to account for and report restructuring transactions by both transferors and recipients of assets and/or liabilities, together with related program or operating responsibilities.

- **PS 3450 Financial Instruments (effective April 1, 2019)**

Adoption of this standard requires corresponding adoption of PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3401 Portfolio Investments in the same fiscal period. These standards provide guidance on: recognition, measurement and disclosure of financial instruments; standards on how to account for and report transactions that are denominated in a foreign currency; general reporting

principles and standards for the disclosure of information in financial statements; and how to account for and report portfolio investments.

Management is currently assessing the impact of these standards on the financial statements.

3. ACCOUNTS RECEIVABLE

	2017			2016
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 236,899	\$ -	\$ 236,899	\$ 85,321
Alberta Education - Capital	128,574	-	128,574	4,098
Alberta Education - IMR	-	-	-	-
Alberta Education - Diploma Marking	226	-	226	678
Treasury Board and Finance - Supported debenture principal	-	-	-	7,938
Treasury Board and Finance - Accrued interest on supported debentures	-	-	-	421
Labour	-	-	-	4,245
Human Services	78,555	-	78,555	59,408
Federal government	114,072	-	114,072	118,062
First Nations	-	-	-	1,283
Other	203,389	-	203,389	196,191
Total	\$ 761,715	\$ -	\$ 761,715	\$ 477,645

4. OTHER FINANCIAL ASSETS

Other Financial assets consist of the following:

	2017	2016
Inventory	\$ 31,446	\$ 26,275
Total	\$ 31,446	\$ 26,275

Inventory is measured at the lower of cost and net realizable value.

5. BANK INDEBTEDNESS

The School Division has negotiated an operating loan in the amount of \$3,000,000 that bears interest at prime less 0.5%. This loan is secured by a security agreement. There was zero balance at August 31, 2017.

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2017	2016
Alberta Education	\$ 764,373	\$ 381,962
Other Alberta school jurisdictions	-	-
Alberta Capital Finance Authority (Interest on long-term debt - Supported)	-	421
Alberta Health	-	-
Alberta Health Services	-	-
Federal government	667,078	1,146
First Nations	-	-
Accrued vacation pay liability	154,892	148,227
Other salaries & benefit costs	656,302	24,596
Other trade payables and accrued liabilities	1,829,898	1,313,749
Total	\$ 4,072,543	\$ 1,870,100

7. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2016	ADD: 2016/2017 Restricted Funds Received/ Receivable	DEDUCT: 2016/2017 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2015/2016 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2017
Unexpended deferred operating revenue					
Alberta Education:					
Infrastructure Maintenance Renewal	54,689	1,532,969	(1,360,359)	-	227,299
Other Alberta Education def'd revenue SLA	2,418	-	(2,418)	-	-
Other Alberta Education def'd revenue Bridging Progra	51,333	-	(33,333)	-	18,000
Other Government of Alberta:					
Alberta Health	3,175	80,237	(62,690)	-	20,722
Human Services - Child and Family Services	18,736	206,091	(224,827)	-	-
Other Deferred Revenue:					
School Generated Funds	115,782	1,369,635	(1,265,392)	-	220,025
Fees	-	-	-	-	-
Donations	8,530	19,800	(25,830)	-	2,500
Transportation Fees	361,742	170,828	(440,046)	-	92,524
Other	291	11,148	(291)	-	11,148
Total unexpended deferred operating revenue	\$ 616,696	\$ 3,390,708	\$ (3,415,186)	\$ -	\$ 592,218
Unexpended deferred capital revenue (Schedule 2)	739,721	1,376,835	(1,968,847)	-	147,709
Expended deferred capital revenue (Schedule 2)	33,465,808	15,571,127	(1,543,159)	-	47,493,775
Total	\$ 34,822,225	\$ 20,338,670	\$ (6,927,192)	\$ -	\$ 48,233,703

8. DEBT

The debentures held with Alberta Capital Finance Authority and fully supported by Alberta Finance. Debenture payments were fully paid in 2016-2017.

9. ACCUMULATED SURPLUS:

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

	2017	2016
Unrestricted surplus	\$ 1,635,424	\$ 987,302
Operating reserves	<u>1,440,875</u>	<u>1,634,785</u>
Accumulated surplus (deficit) from operations	3,076,299	2,622,087
Investment in tangible capital assets	2,709,169	2,616,941
Capital reserves	3,952,021	3,710,454
Endowments	-	-
Accumulated remeasurement gains (losses)	-	-
Accumulated surplus (deficit)	<u>\$ 9,737,489</u>	<u>\$ 8,949,482</u>

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

	2017	2016
Accumulated surplus (deficit) from operations	\$ 3,076,299	\$ 2,622,087
Deduct: School generated funds included in accumulated surplus (Note 13)	<u>449,712</u>	<u>445,726</u>
Adjusted accumulated surplus (deficit) from operations ⁽¹⁾	<u>\$ 2,626,587</u>	<u>\$ 2,176,361</u>

(1) Accumulated surplus represents funding available for use by the school jurisdiction after deducting funds committed for use by schools.

10. CONTRACTUAL OBLIGATIONS

	Building Leases	Equipment & Vehicle Leases
2017-2018	\$ 96,667	\$ 361,211
2018-2019	45,893	322,948
2019-2020	46,891	304,233
2020-2021	47,920	149,230
2021-2022	48,980	-
Thereafter	88,667	-
	<u>\$ 375,018</u>	<u>\$ 1,137,622</u>

⁽¹⁾Building Leases: The Division is committed to two leases to operate its Learning Centers and one lease to operate a preschool program in Legal.

⁽²⁾ Equipment and Vehicle Leases: As at August 31, 2017, the Division has \$1,137,622 (2016 - 1,506,306) in commitments relating to equipment and vehicle leases.

⁽³⁾The Division has entered into an agreement with Enmax Energy for the provision of electricity services. The agreement is in effect from January 1, 2014 to December 31, 2018. Under the terms of the agreement, the Division pays energy charges at a fixed rate for the contracted consumption amounts. The energy charges for any quantity of electricity either in excess or less than the contracted consumptions amounts are subject to variable charges and credits.

11. CONTINGENT LIABILITIES

On December 15, 2000, the School Division entered into an agreement with the Minister of National Defense. Under the terms of the agreement, the School Division leases land, on which the new Guthrie School is located, from the Minister in the amount of \$1.00 per annum for a period of twenty-five years commencing on September 1, 2000 and continuing until August 31, 2025. The School Division has the option to renew the lease for a further twenty-five year term under the same terms and conditions provided the School Division notifies the Minister at least twelve months prior to the expiry of the present lease term of its intention to exercise this option.

The School Division has two sites, the sewage lift station at Camilla School in Riviere Que Barre and the Lagoon at Namao School, which may require future remediation. Unless such remediation or upgrades occur, there would be no related provision recognized in the financial statements as there is currently no obligation to remediate these sites. The costs of future remediation or upgrades are unknown at this time.

The School Division has been named in the statement of claim regarding the Namao Lagoon. It is management's opinion that the outcome of this claim is not determinable at this time, As a result no amount has been recognized in the financial statements nor disclosed due to the fact that such disclosure could have an effect on the outcome.

The School Division is a member of a reciprocal insurance exchange called ASBIE. Under the terms of its membership, the jurisdiction could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The jurisdiction's share of the pool as at December 31, 2016 is \$155,336 (2016- \$130,333).

12. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust by the jurisdiction. They are not recorded on the statements of the School Division.

	2017	2016
Deferred salary leave plan	\$ -	\$ 74,543
Scholarship trusts	55,586	58,418
Total	\$ 55,586	\$ 132,961

13. SCHOOL GENERATED FUNDS

	2017	2016
School Generated Funds, Beginning of Year	\$ 561,508	\$ 491,707
Gross Receipts:		
Fees	714,118	679,623
Fundraising	160,726	155,219
Gifts and donations	161,657	109,759
Grants to schools	-	-
Other sales and services	343,521	196,195
Total gross receipts	1,380,022	1,140,796
Total Related Expenses and Uses of Funds		
	101,169	85,038
Total Direct Costs Including Cost of Goods Sold to Raise Funds	1,170,624	985,957
School Generated Funds, End of Year	<u>\$ 669,737</u>	<u>\$ 561,508</u>
Balance included in Deferred Revenue	\$ 220,025	\$ 115,782
Balance included in Accumulated Surplus (Operating Reserves)	\$ 449,712	\$ 445,726

14. RELATED PARTY TRANSACTIONS

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 365,699	\$ 764,373		
Prepaid expenses / Deferred operating revenue	-	245,299		
Unexpended deferred capital revenue		147,709		
Expended deferred capital revenue		47,493,777	1,543,159	
Grant revenue & expenses			60,539,486	
ATRF payments made on behalf of district			3,121,150	
Other revenues & expenses			40,901	-
Other Alberta school jurisdictions	-	-	21,677	-
Alberta Treasury Board and Finance (Principal)				
Alberta Treasury Board and Finance (Accrued interest)			363	
Alberta Health	-	20,722	29,278	-
Alberta Health Services	-	-	33,412	-
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	-	-	-	-
Alberta Infrastructure	-	-	-	-
Human Services	78,555	-	763,879	-
Culture & Tourism	-	-	-	-
Other GOA ministry (Specify)	-	-	-	-
Other GOA ministry (Specify)	-	-	-	-
Other GOA ministries	-	-	-	-
Other:				
Alberta Capital Financing Authority				363
Other Related Parties (Specify)	-	-	-	-
Other Related Parties (Specify)	-	-	-	-
Other Related Parties	-	-	-	-
TOTAL 2016/2017	<u>\$ 444,254</u>	<u>\$48,671,880</u>	<u>\$66,093,305</u>	<u>\$ 363</u>
TOTAL 2015/2016	<u>\$ 98,456</u>	<u>\$34,705,490</u>	<u>\$64,568,193</u>	<u>\$ 1,986</u>

15. BUDGET AMOUNTS

The budget was prepared by the School Division and approved by the Board of Trustees on June 22, 2016. It is presented for information purposes only and has not been audited.

16. COMPARATIVE FIGURES

The comparative figures have been restated where necessary to conform to the 2016/2017 presentation.



Board Memorandum

Date: November 22, 2017

To: Board of Trustees

From: Committee of the Whole

Subject: DRAFT Annual Education Results Report (AERR)
Sturgeon Public School Division Summary 2016 – 2017

Background:

At the November 8, 2017 Committee of the Whole meeting Trustees reviewed the DRAFT Annual Education Results Report (AERR) Sturgeon Public School Division Summary 2016 – 2017.

Recommendation:

That the Board of Trustees approve the Annual Education Results Report (AERR) Sturgeon Public School Division Summary 2016 – 2017.

BOARD 9.7



SUMMARY OF OUR ANNUAL EDUCATION RESULTS REPORT FOR 2016-2017



BASIC 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 5
 - continuing its focus on enhancing literacy skills through guided reading strategies throughout the division at the grade K-6 level, and a focus on reading across the content areas at the junior and senior high level

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



STUDENT 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) *
 - our schools provide a very high quality of education (high) *
 - 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 \$41,000 in Sturgeon Public School Division scholarships for 2016/2017 school year
 - high school completion for our First Nations, Métis and Inuit students has significantly improved and exceeds the provincial average.
 - in Grade 9 our Knowledge and Employability students exceed provincial standards in Language Arts and Science.
 - Grade 9 students exceed provincial standard in all subject areas.
 - Grade 6 students exceed the acceptable standard in Science.
 - improvement is noted in the standard of excellence for Math 30-1, Chemistry 30 and Physics 30.

* as measured by Accountability Pillar Summary



OUR 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
- We will do this by:
 - providing a wide variety of programming in Career and Technology Foundations
 - ensuring that our FNMI students receive support at a school and division level
 - continuing to research, support and monitor effective use of technology to support student learning
 - continuing to support and program for effective learning programs and interventions
 - exploring best practices for inclusion for all students
 - continuing to improve and promote a Comprehensive Counselling Approach to support all students
 - promoting a Comprehensive School Health approach to supporting student wellness
 - continuing to support students as they build understanding and respect for diversity and develop cultural knowledge

For more information please see our [Three Year Education Plan](#)



WE ARE LISTENING

- 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

To learn more visit our [website](#) or follow us on Facebook



THE BOTTOM LINE

2016/2017 Financial Report:	
Total Revenue	\$69,287,112
Expenditures	
Instruction	\$52,855,534
Plant Operations & Maint.	\$ 7,388,458
Transportation	\$ 5,581,778
Board & System Admin	\$ 2,553,612
External Services	\$ 119,723
Operating Surplus	\$ 788,007
2016/2017 Capital Priorities	
• Replacement of Camilla School	
• Modernization of Gibbons School	
• Modernization of Sturgeon Heights	
2016/2017 Modular Priorities	
• 3 modulars for Morinville Public School	
• 2 modulars for Sturgeon Heights School	
=====	
Final 2017/2018 Budget	
Total Revenue	\$71,235,374
Expenditures	
Instruction	\$54,360,952
Plant Operations & Maint	\$8,184,748
Transportation	\$5,595,044
Board & System Admin	\$2,689,484
External Services	\$549,226
Projected Operating Deficit	(\$144,080)
2017/2018 Capital Priorities	
• Modernization of Gibbons School	
• Modernization of Sturgeon Heights School	
• Modernization of Morinville Public School (K – 4)	
2017/2018 Modular Priorities	
• 4 evergreening modulars for Landing Trail School	

For more information, see our [website](#) or the [Summary of Financial Results](#)



Board Memorandum

Date: November 22, 2017

To: Board of Trustees

From: Committee of the Whole

Subject: DRAFT Sturgeon Public School Division Three Year Education Plan 2017/18 – 2019/20 and Annual Education Results Report 2016/17

Background:

At the November 8, 2017 Committee of the Whole meeting Trustees reviewed the proposed DRAFT goals, priorities and measures of the Sturgeon Public School Division Three Year Education Plan 2017/18 – 2019/20 as well as the Accountability Pillar Overall Summary for 2016/17.

Recommendation:

That the Board of Trustees approve the Sturgeon Public School Division Three Year Plan 2017/18 – 2019/20.

That the Board of Trustees approve the Sturgeon Public School Division Annual Education Results Report 2016/17.

BOARD 9.9



HIGH QUALITY
TEACHING AND
LEARNING FOR ALL
STUDENTS

SAFE, CARING AND
INCLUSIVE LEARNING
ENVIRONMENTS

A CULTURE OF MENTAL,
EMOTIONAL, SOCIAL
AND PHYSICAL
WELLNESS



2017- 2020

THREE YEAR
PLAN AND
RESULTS REPORT

This document is available on line at:
[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 have approved the division's new Three Year Education Plan for 2017-2020. From its inception, the plan has sought to incorporate the voices of our many stakeholders including students, staff, parents and community members. We are extremely proud of the extensive consultations that were undertaken and the broad number of individuals who shared their thoughts regarding the educational experience for Sturgeon students in the coming years.

This plan reflects the tenets of the division's Vision, Mission and Values statement which was crafted by students and we are proud to support the identified priorities for 2017-2020 — High Quality Teaching and Learning for All Students; Safe, Caring, and Inclusive Learning Environments; A Culture of Mental, Emotional, Social, and Physical Wellness — all of which will serve to enhance teaching and learning while continuing to support all of our students in achieving to their fullest potential.

In addition to the Three Year Education Plan, this document also features the division's Annual Education Results Report, which assists staff in determining areas of particular strength as well as challenges that may require additional attention. It is these results that support the establishment of targets for student performance and division improvement.



Accountability Statement

The Annual Education Results Report for the 2017-2020 school years and the Education Plan for the three years commencing September 1, 2017 for Sturgeon Public School Division was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017-18 school year and the Three Year Education Plan for 2017-2020 on November 22, 2017.



Public Interest Disclosure (Whistleblower Protection Act) Regulation

In the 2016-2017 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

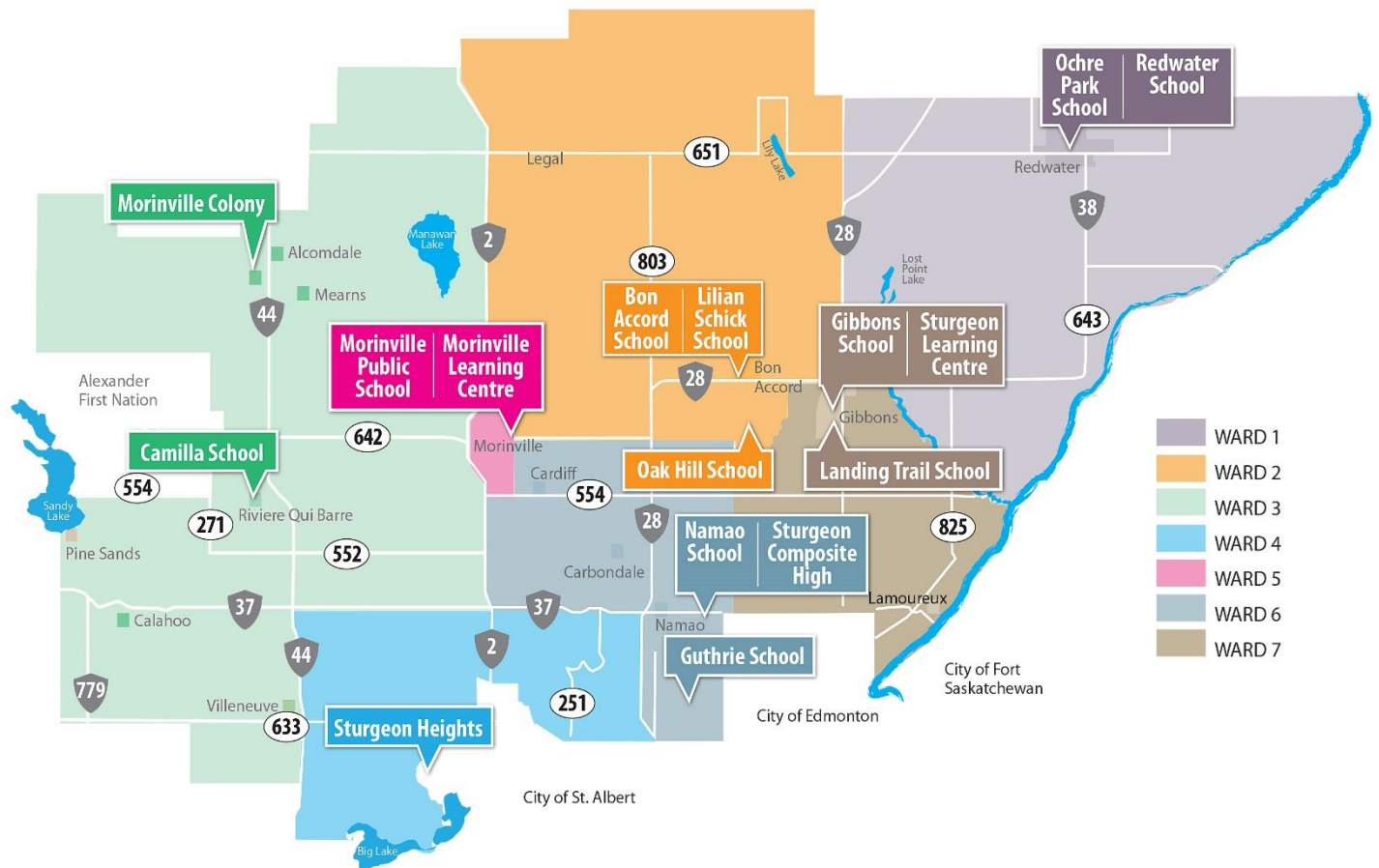
- **Excellence in teaching.** We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- **Shared responsibility.** We all have an important part to play in the education process. Working together, we strive for excellence so we can build 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 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.

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 special places, where an open and collaborative relationship with parents and the community not only enhances the quality of our education 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	GRADES SERVED 10 – 12 Headstart – 9	TELEPHONE 780-939-4033 780-939-3445
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 780-942-2902 780-942-3625
City of St. Albert Sturgeon Heights School	GRADES SERVED Headstart – 9	TELEPHONE 780-459-3990



G o v e r n a n c e

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	Shane Sherwin
Ward 5- Morinville	Misty Featherley
Ward 6- Cardiff / Garrison	Tasha Oatway-McLay, Vice Chair
Ward 7- Gibbons / Lamoureux	Terry Jewell, Chair

C e n t r a l O f f i c e

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:

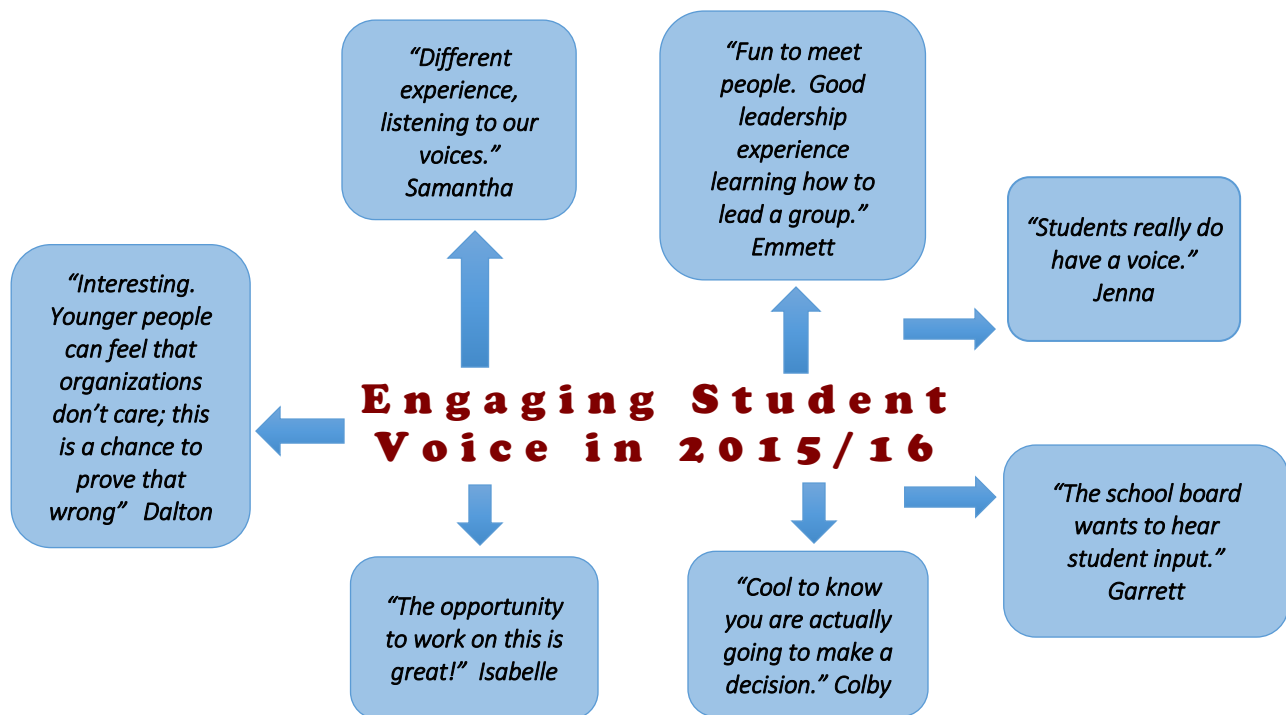
- Superintendent's Office
 - Dr. Michèle Dick- Superintendent
- Finance & Payroll
 - Iva Paulik- Secretary-Treasurer
 - Cam-Van Mackie, Assistant Secretary-Treasurer
- Education Services
 - Ruth Kuik- Associate Superintendent
- Human Resources
 - Thomas Holmes- Associate Superintendent
 - Lisa Lacroix- Manager
- Operations & Maintenance
 - James Barnes- Acting Manager
- Technology Services
 - Dave Webster- Manager
- Transportation
 - Sherri Davidson- Manager

Parent / Community Involvement

Sturgeon engaged the community in a very comprehensive process in shaping our new 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 our schools welcome parent and guardian involvement in their child's education. Every school in Sturgeon Public School Division is required to have 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 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. **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.
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.

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.



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.
- The systemic education achievement gap between First Nations.
- Alberta has excellent teachers, school and school authority leaders.
- The 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, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/ Project-based Learning.
3. Continue to focus on research informed practices to support teaching and learning.

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. When possible, 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. Report twice yearly Literacy Strategies supported by Classroom Improvement Fund (CIF).
2. Research and implement numeracy instructional strategies in K to grade 12.
3. Report to the office of the Director, Curriculum and Instruction, the rigor and fidelity of Guided Reading.
4. Monitor literacy strategies across curriculums in Junior and Senior High schools.

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

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
- Alberta has excellent teachers, school and school authority leaders.
- The education system is well governed and managed.

Sturgeon Public School Division will:

<p><u><i>Priority:</i></u> Continue to research, support and monitor the most <u>effective use of technology</u> to support students and staff with their learning.</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Support the technology infrastructure for all schools through the Centralized Technology Services department. 2. Support the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education. 3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports. 4. Support and expand the role of a Coordinator of Instructional Technology and Innovation to support teachers with applying technologies effectively for instruction and learning.
<p><u><i>Priority:</i></u> Continue to <u>strive for improvement on provincial assessment measures</u>; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 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. Participate in data collection and resulting analysis to inform next steps in decision-making.
<p><u><i>Priority:</i></u> <u>Communicate effectively</u> with parents about their child’s achievement</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Provide an implementation schedule for the new grade book, Power Teacher Pro. 2. Require scheduled Parent- Teacher conferences twice a year at all of our schools. 3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.
<p><u><i>Measures:</i></u></p> <ul style="list-style-type: none"> • ‘Our School Survey’ (formerly <i>Tell Them From Me Survey</i>) • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures 	<p><u><i>Highlighted Targets:</i></u> 2017/18 P.A.T excellence: 18% Diploma excellence 14%</p>	

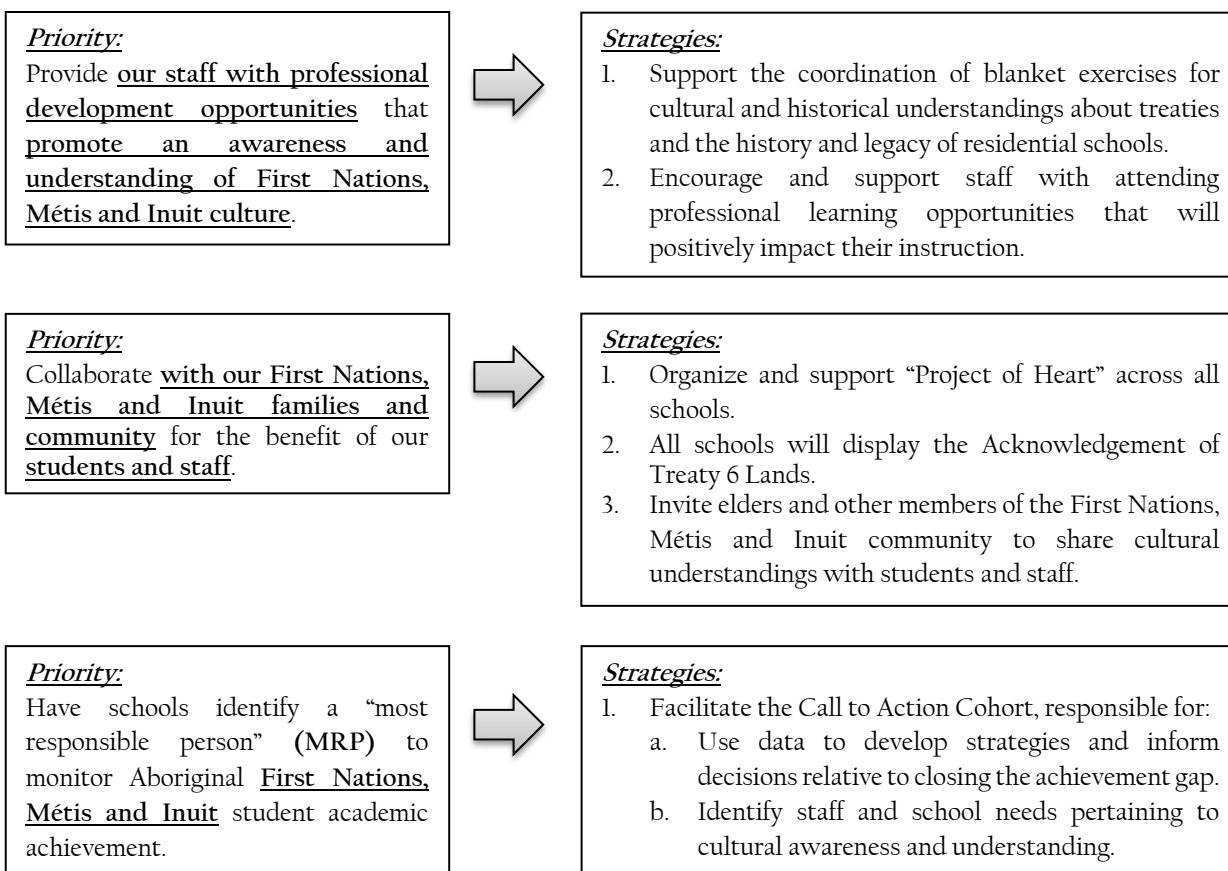
GOAL 1: **High Quality Teaching and Learning for All Students**

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

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
- Alberta has excellent teachers, school and school authority leaders.
- The education system is well governed and managed.

Sturgeon Public School Division will:



<p><u><i>Measures specific to our First Nations, Métis and Inuit students:</i></u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p style="text-align: center;"><u><i>Highlighted Targets:</i></u> 2017/18 P.A.T. Acceptable 79 % Diploma Acceptable 80%</p>
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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 is inclusive.
- The education system is well governed and managed.
- Alberta has excellent teachers, school 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. Require schools to continuously review their school library resources to ensure 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. Support a Divisional Inclusive Learning Team (ILT) who are a multidisciplinary team that collaborates with school staff and parents to ensure targeted programming for students with diverse needs.

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

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system is inclusive.
- The education system is well governed and managed.
- Alberta has excellent teachers, school and school authority leaders.

Sturgeon Public School Division will:

Priority:

Communicate and consistently reinforce clear expectations of conduct.



Strategies:

1. Research and support effective teaching and learning resources pertaining to digital citizenship.
2. Review the division's resources for digital citizenship.
3. School Board Policies and Administrative Practices clearly outline expectations of conduct.
4. Ensure each school has an aligned policy and practice that is 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 our partnership with 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. All school administrators will be trained in VTRA Level 1.

Measures:

- 'Our School Survey'
- Accountability Pillar Measures

Highlighted Targets:

2017/18
Safe and Caring Schools: 88%

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 is inclusive.
- The education system is well governed and managed.

Sturgeon Public School Division

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



Strategies:

1. Implement 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 for 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:

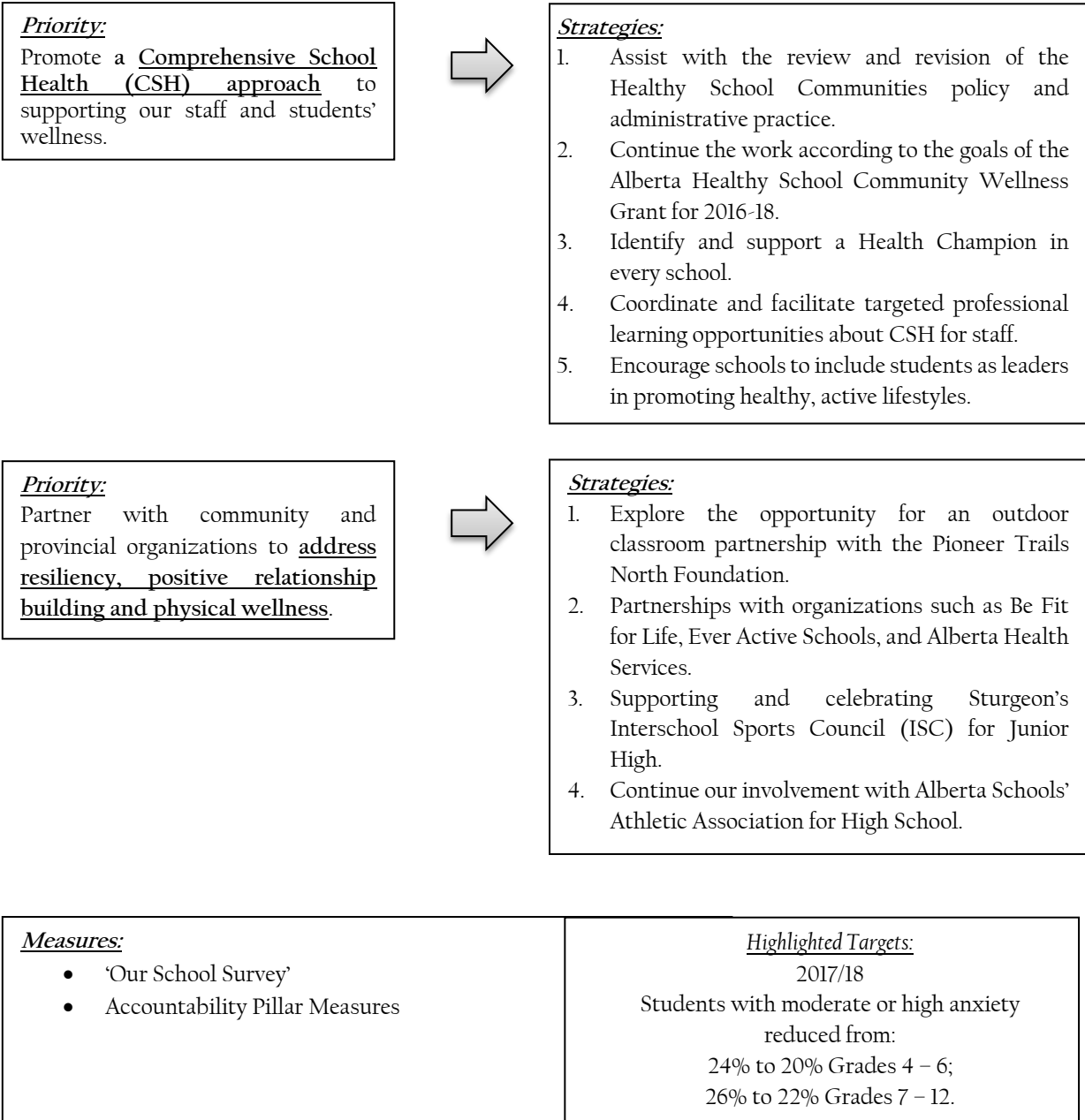
1. Facilitate the development of School Counselling and Wellness Plans (CWP) at each school.
2. Maintain dedicated counselling time at each of our schools.
3. Provide input into the review of the Administrative Practice for counselling.
4. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
5. 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 is inclusive.
- The education system is well governed and managed.

Sturgeon Public School Division



**Combined 2017 Accountability Pillar Overall Summary Annual
Education Results Report – October 2017
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	86.3	88.1	88.5	89.5	89.5	89.3	High	Declined Significantly	Issue
Student Learning Opportunities	Program of Studies	79.4	81.0	81.7	81.9	81.9	81.5	High	Declined	Acceptable
	Education Quality	88.8	88.4	89.1	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	3.3	3.4	3.4	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	82.5	76.1	75.7	77.9	76.5	76.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.3	78.3	78.7	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.9	16.7	17.6	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.0	83.9	83.4	83.0	82.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	13.1	12.3	14.8	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	38.8	39.1	41.2	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	50.3	52.7	52.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.4	52.7	52.9	57.9	59.4	59.3	Intermediate	Maintained	Acceptable
	Work Preparation	80.5	80.3	77.5	82.7	82.6	81.9	High	Improved	Good
	Citizenship	77.2	79.5	80.8	83.7	83.9	83.6	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	80.1	77.7	80.2	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	77.5	82.3	81.3	81.4	81.2	80.2	High	Declined Significantly	Issue

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. 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.
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 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.
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 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.
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.

Annual Education Results Report - Desired Outcome One

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.7	80.6	77.3	78.3	78.3	79.0	Intermediate	Maintained	Acceptable	80.0	81.0	81.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.0	17.9	18.1	16.7	16.9	18.0	Intermediate	Maintained	Acceptable	18.5	19.0	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.
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.
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.
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.
8. Monitor literacy strategies across curriculums in Junior and Senior High.
9. Continue with school leader PD in evidence based decision making.



“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 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.4	84.5	81.9	83.9	77.0	80.0	Low	Declined Significantly	Concern	80.0	81.0	82.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.3	17.4	14.8	12.3	13.1	14.0	Intermediate	Maintained	Acceptable	14.5	15.0	15.5

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	76.6	76.0	75.0	76.1	82.5	77.0	Very High	Improved Significantly	Excellent	78.0	78.5	79.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.2	3.9	3.0	3.4	3.3	2.5	High	Maintained	Good	2.0	1.5	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.0	54.2	51.9	52.7	52.4	54.0	Intermediate	Maintained	Acceptable	54.5	55.0	55.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	52.7	50.3	54.0	n/a	Maintained	n/a	52.0	52.5	53.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.9	45.8	38.6	39.1	38.8	43.0	Low	Maintained	Issue	40.0	40.5	41.0

Comment on Results
<ol style="list-style-type: none"> 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. Improvement is noted in high school completion rates and drop out rate.
Strategies for Ongoing Improvement
<ol style="list-style-type: none"> 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. 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.

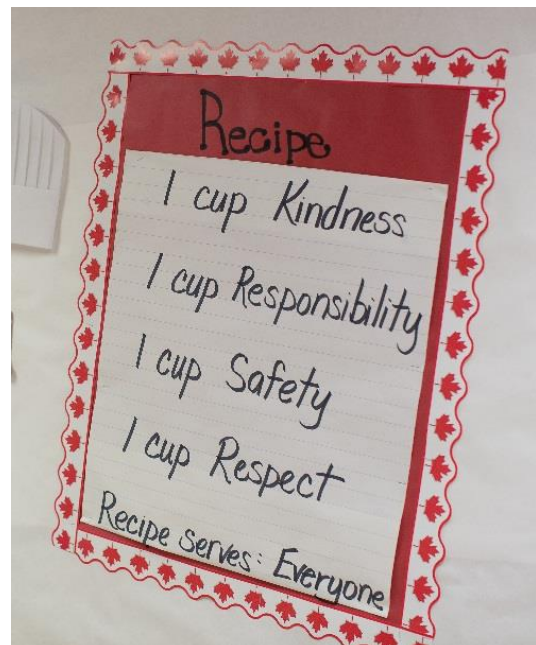
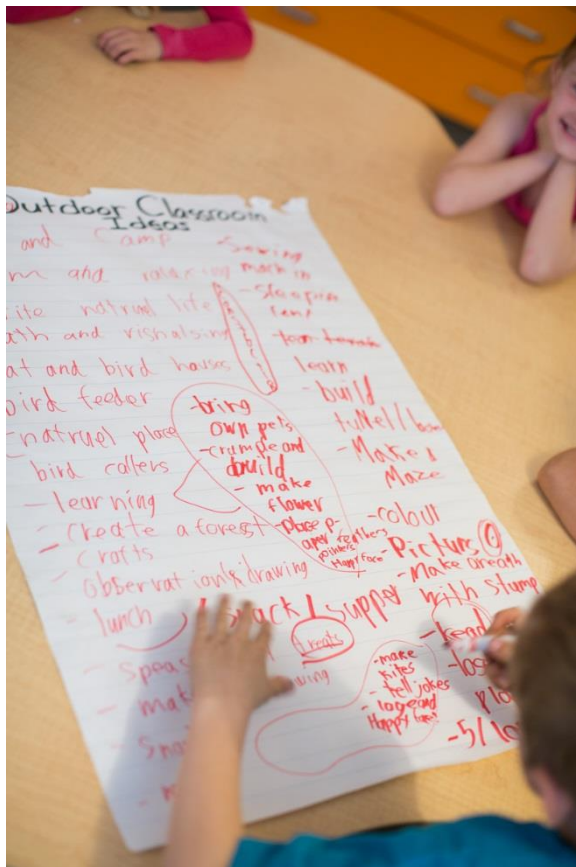
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	83.3	79.7	79.5	77.2	80.0	Intermediate	Declined Significantly	Issue	78.0	79.0	80.0
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.	77.9	76.3	75.9	80.3	80.5	80.0	High	Improved	Good	81.0	82.0	83.0

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/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.



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	63.2	66.7	68.1	68.2	70.1	70.0	n/a	n/a	n/a	71.0	72.0	73.0

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/TTFM (Tell Them From Me) survey in 2014.
3. The results for this measure have consistently continued to improve over a five year period.

Strategies for Ongoing Improvement:

1. Develop a communication plan in each of our schools to better inform parents with respect to the activities undertaken at the school in order to be better able to respond to this measure.
2. Enhance and support the effective use of technologies in learning to increase access to learning.
3. Through the Education Technology Advisory Committee, encourage teacher professional development focussing on effective and innovative use of technology to support student learning. Continue to look to technology to remove barriers to learning.
4. Continue to promote and support instructional practices to personalize learning.



Combined 2017 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	5.1	3.4	5.4	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	76.6	44.6	48.3	53.6	50.2	47.8	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	65.9	72.5	69.4	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	11.3	18.9	13.6	6.7	6.3	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	86.8	87.0	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.7	11.0	14.4	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	26.5	8.9	19.2	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	45.7	29.4	29.4	34.2	31.9	31.9	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	39.2	34.3	41.4	31.8	33.5	33.3	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 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.
- 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.

Annual Education Results Report - Desired Outcome Two

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated

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).	73.9	73.7	62.0	72.5	65.9	74.0	Very Low	Maintained	Concern	67.0	68.0	69.0
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).	15.8	14.0	8.0	18.9	11.3	11.0	Low	Maintained	Issue	12.0	13.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.5	92.1	82.2	86.8	82.4	85.0	Intermediate	Maintained	Acceptable	83.0	83.5	84.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.0	21.1	11.1	11.0	18.7	12.0	Intermediate	Maintained	Acceptable	13.0	14.0	15.0

<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.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
(continued)

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020	
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	67.1	43.5	57.0	44.6	76.6	65.0	High	Improved Significantly	Good	77.0	77.5	78.0	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.1	9.0	3.8	3.4	5.1	3.5	Intermediate	Maintained	Acceptable	3.5	3.0	2.5	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	42.7	51.7	38.3	34.3	39.2	50.0	Very Low	Maintained	Concern	50.0	51.0	51.5	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	29.4	45.7	n/a	n/a	Improved	n/a	46.0	47.0	48.0	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	28.8	31.6	17.1	8.9	26.5	17.0	Very Low	Maintained	Concern	27.0	28.0	29.0	

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. 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.

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.

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 is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	86.8	89.3	88.1	88.1	86.3	89.0	High	Declined Significantly	Issue	87.0	88.0	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/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		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	82.9	82.7	81.4	81.0	79.4	82.0	High	Declined	Acceptable	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.

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.
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.



Annual Education Results Report - Desired Outcome Five

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	79.6	80.7	81.1	82.3	77.5	83.0	High	Declined Significantly	Issue	80.0	81.0	82.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.5	81.9	81.2	77.7	80.1	80.0	High	Maintained	Good	80.5	81	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	90.1	88.7	88.4	88.8	89.0	High	Maintained	Good	89.5	90.0	90.5

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. 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

2016-17

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Bon Accord School	18.8	19.4	19.3	22.0	20.0	23.5						
Camilla School	19.6	19.2	22.7	22.3	25.8	21.2	26.9	21.1	24.3			
Gibbons School				28.2	28.0	27.8	21.0	23.0	25.6			
Guthrie School	21.5	21.4	20.6	22.9	25.5	24.2	24.0	17.8	22.5			
Landing Trail	21.0	20.6	19.6	19.8	20.8	18.5						
Lilian Schick School				24.5	21.2	26.0	25.9	23.8	23.5			
Morinville Public	20.5	19.2	18.0	27.5	24.0	23.3	14.0	20.7	22.9			
Namao School	20.6	19.6	19.8	26.4	24.2	20.3	16.3	21.5	20.3			
Ochre Park School	18.3	19.7	17.1	23.1	22.0	23.0						
Redwater School				21.1	22.0	23.3	22.1	22.8	21.1	14.1	16.9	17.9
Sturgeon Composite High										25.8	24.7	25.2
Sturgeon Heights	19.2	20.5	20.7	22.5	23.1	21.0	26.7	27.2	29.0			
Division Totals	20.1	19.9	19.5	23.8	23.6	22.7	22.0	22.2	23.5	23.3	23.1	24.0

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Bon Accord School	18.6	20.7	19.6	22.0	20.0	23.5						
Camilla School	20.1	20.8	22.1	22.0	25.8	20.2	25.4	22.1	24.3			
Gibbons School				27.9	27.9	26.3	21.8	22.9	25.0			
Guthrie School	21.3	21.4	21.1	25.8	25.5	24.4	21.1	17.2	19.2			
Landing Trail	21.1	20.4	19.3	19.8	20.8	18.5						
Lilian Schick School				24.5	21.2	26.0	24.7	25.3	24.6			
Morinville Public	20.4	19.4	18.5	27.1	23.7	23.1	19.1	20.1	24.3			
Namao School	20.5	19.1	19.9	27.2	23.7	22.1	18.4	21.8	21.4			
Ochre Park School	18.4	19.6	17.3	22.1	22.0	21.9						
Redwater School				22.6	25.8	25.8	22.1	22.8	20.8	16.8	17.4	18.2
Sturgeon Composite High										23.8	23.7	23.6
Sturgeon Heights	19.9	20.9	21.0	24.8	24.5	22.0	24.6	23.7	25.8			
Division Totals	20.2	20.2	19.7	24.2	23.9	22.9	22.2	22.2	23.4	22.5	22.5	22.7

FINANCIAL STATEMENT 2016-17

REVENUES

Instruction	54,215,320	78.25%
Plant Operations and Maintenance	6,879,997	9.93%
Transportation	5,401,638	7.80%
Board and System Administration	2,670,434	3.85%
External Services	119,723	0.17%
TOTAL REVENUES	69,287,112	100.0 %

EXPENDITURES

Instruction	52,855,534	77.16%
Plant Operations and Maintenance	7,388,458	10.79%
Transportation	5,581,778	8.15%
Board and System Administration	2,553,612	3.73%
External Services	119,723	0.17%
TOTAL EXPENDITURES	68,499,105	100.0%

OPERATING SURPLUS

788,007

EXPENSES BY OBJECT

Certificated Salaries and Benefits	34,918,081	50.98%
Uncertificated Salaries and Benefits	16,643,125	24.30%
Services, Contracts and Supplies	15,222,190	22.22%
Amortization of Tangible Capital Assets & Other	1,715,709	2.50%
	68,499,105	100.0%

Number of Students

Grade 1-12	4,284
ECS @ 0.5	468
	4,752

Cost per Student

Total Cost/Student	14,416
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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

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In 2016-2017 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 202016/2017 school year with revenues of \$69,287,112 and expenditures of \$68,499,105.

HIGHLIGHTS OF FACILITY & CAPITAL PLANS

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 2016-2017 modular priorities were:

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

The 2016-2017 capital priorities were:

1. Replacement of Camilla School
2. Modernization of Gibbons School
3. Modernization of Sturgeon Heights 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 2 0 1 7 - 1 8 S C H O O L Y E A R

	MAY 2017-2018	NOV 2016-2017
Revenues		
Alberta Education	65,482,777	63,485,786
Other Government of Alberta	908,280	768,600
Federal Government and/or First Nations	290,000	280,000
Other Alberta School Board Authorities	21,677	21,677
Fees	1,316,271	1,755,615
Other Sales and Service	345,552	452,566
Investment Income	68,000	80,000
Gifts and Donations	101,000	101,000
Rental of Facilities	35,677	29,177
Fundraising	87,200	120,000
Amortization of Capital Revenues	1,644,306	1,543,159
Other Revenues	0	113,742
Total Revenues	70,300,740	68,751,822
Expenses		
Certificated Salaries and Benefits	35,604,882	34,980,514
Non Certificated Salaries and Benefits	17,498,733	17,114,229
Services, Contracts and Supplies	15,405,741	14,789,308
Amortization of Capital Assets	1,791,384	1,708,890
Interest on Capital Debt	0	363
Total Expenditures	70,300,740	68,593,304
Projected Operating Surplus	0	158,518

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

The preliminary 2017-2018 budget reports a balanced budget.

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

In the summer of 2017 Sturgeon Public School Division received a total of 5 new modular classrooms. 3 modulars were added to Morinville Public School, and 2 modulars 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 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.

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

The Capital Priorities are:

- Modernization of Gibbons School
- Modernization of Sturgeon Heights School
- Modernization of Morinville Public School (K – 4)

The Modular Priorities are:

- 4 evergreening modulars for Landing Trail School

APPENDIX 1A – ACCOUNTABILITY MEASURES – 2017-2018

<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: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</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 is inclusive.</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, and school 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.

APPENDIX 1B – MINISTERIAL ORDER (#001/2013)

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- Breckenridge	Meagan McCoy
Caleb Cooper	Brendon McGowan
Sienna Courteoreille- Morin	Rory McKenzie
Samantha Coutu	Max McLay
Jordan Cust	Caleb Mills
Tyler Dauphinee	Lauren Moerman
David Diachuk	Irwin Montgrand
Jeffrey Duguay	Maria Nelson
Aislinn Fedorchuk	Lincoln O'Hara
Erin Fedyna	Adam Ouellette
Mikayla Foster	Emma Pierce
Holden Frattin	Shelby Pierce
Lux French	Rose Porter
Zach Froese	Emma Postill
Lillie Gaskarth	Tanner Premak
Brooklyn Gillam	Ben Roe
Anissa Halbert	Emmett Ruskowsky
Maliha Hamdon	Owen Ruskowsky
Jenna Hodgson	Angela Ruth
Jayla Jewell	Mikayla Saunders
Emma Johnson	Emma Schmidt
Marlise Kostiw	Nash Shipalesky
Brooklyn Krachkowski	Bell Smith
Isabelle Krukowski	Brady Smith
Zach Krukowski	Colby Soetaert
Teagan Larsen	Emily Spiker
Garret Lawrence	Rachel Spiker
Tyson Lewis	Macy Thompson
	Zoey Vlake
	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

Redwater School -
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



Board Memorandum

Date: November 22, 2017

To: Board of Trustees

From: Iva Paulik, Secretary Treasurer

Subject: Fall Update to the 2017 – 2018 Budget

Background

School Jurisdictions in Alberta are required to prepare their Fall Budget Update to the 2017 – 2018 Budget and submit it to Alberta Education in prescribed format. Once the budget is revised, it is used internally for monitoring and reporting. However, it is the spring budget approved by the Board of Trustees that is reflected in the Audited Financial Statements a year later.

The budget update focuses on revising revenues that Sturgeon Public School Division receives based on September 30, 2017 enrolment count and any other negotiated contracts and grants. In addition, the fall budget reflects revised staffing, actual contracted services and any other changes since the spring budget.

The Fall Update to the 2017 – 2018 Budget will be presented at the Board of Trustees meeting.

Recommendation

That the Board of Trustees receive as information the Fall Update to the 2017 – 2018 Budget.

BOARD 9.9

Sturgeon Public School Division
REVENUES AND EXPENDITURES BUDGET
2017-2018

Nov 17, 2017

	<u>2017-2018 Finalized (Fall)</u>		<u>2017-2018 Preliminary (Spring)</u>	
Revenues				
Alberta Education	66,302,285	93.1%	65,482,777	93.1%
Other Government of Alberta	852,545	1.2%	908,280	1.3%
Federal Government and/or First Nations	290,000	0.4%	290,000	0.4%
Other Alberta School Board Authorities	21,677	0.0%	21,677	0.0%
Fees	1,299,531	1.8%	1,316,271	1.9%
Other Sales and Service	347,687	0.5%	345,552	0.5%
Investment Income	105,000	0.1%	68,000	0.1%
Gifts and Donations	120,000	0.2%	101,000	0.1%
Rental of Facilities	38,577	0.1%	35,677	0.1%
Fundraising	76,000	0.1%	87,200	0.1%
Amortization of Capital Revenues	1,567,406	2.2%	1,644,306	2.3%
Other Revenues	214,666	0.3%	0	0.0%
Total Revenues	<u>71,235,374</u>	100%	<u>70,300,740</u>	100%

Expenses by Programs

ECS to Grade 12 Instruction	54,360,952	76.2%	53,454,484	76.0%
Plant Operations and Maintenance	8,184,748	11.5%	8,243,405	11.7%
Transportation	5,595,044	7.8%	5,494,853	7.8%
Board and System Administration	2,689,484	3.8%	2,681,099	3.8%
External Services	549,226	0.8%	426,899	0.6%
Total Expenses	<u>71,379,454</u>	100%	<u>70,300,740</u>	100%

Budgeted Surplus/(Deficit)

(144,080)	0
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Expenses by Objects

Certificated Salaries and Benefits	35,912,805	50.3%	35,604,882	50.6%
Non Certificated Salaries and Benefits	17,883,004	25.1%	17,498,733	24.9%
Services, Contracts and Supplies	15,851,084	22.2%	15,405,741	21.9%
Amortization of Capital Assets	1,732,560	2.4%	1,791,384	2.5%
Interest on Capital Debt	0	0.0%	0	0.0%

SUMMARY:

Instructional Surplus	672,718	733,301
Operation and Maintenance Deficit	(498,880)	(499,137)
Transportation Deficit	(317,918)	(234,164)
Total Surplus/(Deficit)	<u>(144,080)</u>	<u>0</u>

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	1110 Sturgeon School Division No. 24																			
2	School Jurisdiction Code and Name																			
3																				
4	FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 1																			
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Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :

November 22, 2017

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	1110 Sturgeon School Division No. 24																			
2	School Jurisdiction Code and Name																			
3																				
4	FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 2																			
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FEE & SALES TO PARENTS & STUDENTS

Fees

	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
Transportation	\$198,644	\$242,207	(\$43,563)	-18.0%
Basic instruction supplies	\$0	\$0	\$0	0.0%
Lunchroom Supervision & Activity Fees	\$0	\$0	\$0	0.0%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$121,000	\$187,000	(\$16,000)	-11.7%
Fees for optional courses	\$218,887	\$232,614	(\$13,727)	-5.9%
ECS enhanced program fees	\$35,000	\$27,500	\$7,500	27.3%
Activity fees	\$515,000	\$435,425	\$79,575	18.3%
Other fees to enhance education	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$181,000	\$182,100	\$18,900	13.3%
Non-curricular supplies, materials, and services	\$45,000	\$77,425	(\$32,425)	-41.9%
Non-curricular travel	\$5,000	\$22,000	(\$17,000)	-77.3%
Other fees	\$0	\$0	\$0	0.0%
Total fees	\$1,299,531	\$1,316,271	(\$16,740)	-1.3%

Other Sales to Parents & Students

Cafeteria sales, hot lunch, milk programs	\$86,000	\$89,500	(\$3,500)	-3.9%
Special events	\$59,000	\$23,000	\$36,000	156.5%
Sales or rentals of other supplies / services	\$53,000	\$57,350	(\$4,350)	-7.6%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$0	\$0	\$0	0.0%
Adult education revenue	\$19,000	\$19,000	\$0	0.0%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$0	\$0	\$0	0.0%
Fundraising	\$76,000	\$0	\$76,000	100.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Total other sales	\$293,000	\$188,850	\$104,150	55.1%

Grades 1 - 12

Eligible funded students - Grades 1 to 9	3,352.0	3,459.0	(107.0)	-3.1%
Eligible funded students - Grades 10 to 12	816.0	833.0	(17.0)	-2.0%
Other students	51.0	44.0	7.0	15.9%
Home ed and blended program students	3.3	4.0	(0.8)	-18.8%
Total Enrolled Students, Grades 1-12	4,222.3	4,340.0	(117.8)	-2.7%

Early Childhood Services (ECS)

Eligible funded children - ECS	979.0	925.0	54.0	5.8%
Other children	16.0	14.0	2.0	14.3%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	497.5	469.5	28.0	6.0%

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :

November 22, 2017

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	1110 Sturgeon School Division No. 24																
2	School Jurisdiction Code and Name																
3																	
4	FALL 2017 UPDATE TO THE 2017/2018 BUDGET																
5	Comments/Explanations of changes from original Spring 2017/2018 Budget Report:																
6	Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S21 and S25 - S38 on Page 2):																
7	Total Government of Alberta revenue decreased by 6.1% (\$55,735), mostly due to Alberta Health Services grant of \$39K discontinued as well as the FSCD grant is estimated to be lower by \$13K.																
8																	
9	Fees:																
10																	
11	1. Transportation fees - estimated to be lower due to the Ministerial reduction in several of our fees as well as the reduced ridership in the ineligible category.																
12																	
13	2. Alternative program fees - budgeted lower to reflect actual 16-17 results and the decrease in hockey academy registrations.																
14																	
15	3. Fees for optional courses - budgeted lower to reflect actual 16-17 results; moved revenue to other fee categories based on 16-17 actuals																
16																	
17	4. ECS Enhanced program fees - more children enrolled for 17-18.																
18																	
19	5. Activity fees - budget reflects 16-17 actual plus an additional estimate for increased enrollment in 17-18 ; includes revenue previously reported in other fee categories.																
20																	
21	6. Extracurricular fees - budgeted higher based on 16-17 actuals; includes revenue previously reported in other fee categories.																
22																	
23	7. Non-curricular supplies - some fees moved to different fee categories based on 16-17 results.																
24																	
25	8. Non-curricular travel - most travel handled by independent travel agencies now.																
26																	
27	9. Special events - high school graduation fees updated to reflect 16-17 actual.																
28																	
29	10. Sales/rentals of other supplies/services - adjusted to more accurately reflect expected revenue based on 16-17 actuals.																
30																	
31	Investment income increased by 54% (\$37K). This is due to the modernization project of central office not being entirely completed in 17-18 and therefore no need to redeem a higher interest GIC in the middle of the school year. It is anticipated that we would be able to generate more interest income on the GIC.																
32																	
33	Gifts and donations budgeted higher based on the actual gifts and donations generated by our schools in 16-17.																
34																	
35	Rental income is anticipated to be higher slightly by \$2.9K due to some rental income generated by schools.																
36																	
37	Fundraising income is anticipated to be lower than the spring budgeted amount due to re-evaluation of fundraising activities in schools. (was not included in fees schedule in spring budget)																
38																	
39	Other revenue includes \$117K of ALARIE (former insurance program) settlement and \$98K of school generated funds other revenue which was previously reported in other sales and services.																
40																	
41	Explain any changes in program expenses >5% (any highlighted items in cells S27-S32 on Page 1):																
42																	
43	Instruction - Early Childhood Services increase due to Classroom Improvement and Nutrition funding in 17-18 and due to overall increase in ECS children.																
44																	
45	External Services increased by \$122K mostly due to additional AB Education teacher secondment.																
46																	
47	Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):																
48																	
49	Amortization expense was updated for the assets that were sold in 16-17.																
50																	
51	Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2017 or August 31, 2018 by >5% (highlighted items in cell S52 to S55):																
52																	
53	Accumulated surplus increased by \$300K due to higher than budgeted CEU income.																
54																	
55	Capital reserves are estimated to be higher than what was budgeted around the spring time mainly due to the modernization of central office project being delayed and projected to take 18 months rather than one year. Most of \$3.1 million (\$2.6 million) set aside for this project will be spent in the 2018-2019 school year.																
56																	
57	Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (if cell S63 - S66 on Page 1 is highlighted):																
58																	
59	Non-certificated staff instructional FTEs increased by 9.8 FTE due to Classroom Improvement and Nutrition grant funding in 2017-2018 and due to more children in Program Unit Funding.																
60																	
61	Explain change in enrolment >3% (if cell S55 or cell S61 on Page 2 is highlighted):																
62																	
63	The overall enrolment in the Division is lower than what we anticipated. The enrolment in grades 1 to 12 is down by almost 3% , which is offset with a 6% growth in ECS.																
64	Attestation of Secretary-Treasurer/Treasurer:																
65	This information was formally received by the Board of Trustees at the meeting held on : <u>November 22, 2017</u>																
66																	
67																	



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Committee of the Whole
Subject: December 2017 Board Meeting

Background

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

At the November 8, 2017 Committee of the Whole Meeting, the Board of Trustees referred the December 27, 2017 Board Meeting to be forwarded to the Public Board Meeting to be cancelled.

Recommendation

That the Board of Trustees approve that the December 27, 2017 Board Meeting be cancelled.

BOARD 9.10



Board Memorandum

Date: November 22, 2017
To: Board of Trustees
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Sturgeon Public School Division Scholarships 2016-2017

Background

For the 2016-2017 school year, the following scholarships were awarded by Sturgeon Public School Division:

	Redwater High School	Sturgeon Composite High School
Sturgeon Public School Division (\$1,000)	4	36
Sturgeon Public School Division Bursary (\$500)	0	0
Gerry Schick Memorial (\$1,000)	1	0
Lilian Schick Memorial (\$1,000)	0	1
Frank Robinson Memorial (\$500)	1	1
Xerox Scholarship (\$250)	1	1

The total value of these scholarships is \$43,500.

Additional information:

- 1 Redwater School student student qualified for \$2,250 in scholarships, 1 student qualified for \$1,500 in scholarships.
- 1 Sturgeon Composite High School student qualified for \$2,000 in scholarships; 1 student qualified for \$1,250 in scholarships.

Recommendation:

That the Board of Trustees receive as information details with respect to Sturgeon School Division Scholarships 2016-2017.

BOARD 9.11



Board Memorandum

Date: November 22, 2017

To: Board of Trustees

From: Iva Paulik, Secretary Treasurer

Subject: January 2018 Committee of the Whole Meeting and Board Meeting

Background

As per the motion at the Organizational Meeting of the Board of Trustees, the Closed and Open Committee of the Whole Meeting is to be held on the second Wednesday of each month, and a regular Board Meeting is to be held on the fourth Wednesday of each month.

It is recommended that the January 10, 2018 Committee of the Whole Meeting be moved to the third Wednesday of the month, January 17, 2018, and that the January 24, 2018 Board Meeting be moved to fifth Wednesday of the month, January 31, 2018.

Recommendation

That the Board of Trustees approve that the January 10, 2018 Committee of the Whole meeting be moved to the third Wednesday of the month, January 17, 2018, and that the January 24, 2018 Board Meeting be moved to the fifth Wednesday of the month, January 31, 2018.

BOARD 9.12