



Committee Meeting Agenda

November 8, 2017 – 6:30 p.m.

- 1. Call to Order**

- 2. Consideration of Agenda**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda

- 3. Appointments**

- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – October 11, 2017

- 5. Presentations**
 - 5.1 Student Presentation – Evan Gabbey – Sturgeon Composite High School Washroom Designations

- 6. Reports from Senior Administration**

7. Reports from Trustees and Standing Committees

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

8. Reports from Special Committees/Task Groups

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

9. New Business

- 9.1 Policy Tracker

- 9.2 Presentation Tracker
- 9.3 Policy E/II/2 – Trustee Renumeration and Expense Reimbursement
- 9.4 Policy D/II/11 – Agencies Interviewing Students at School
- 9.5 Policy G/II/5 – Child Abuse and Neglect Prevention
- 9.6 Policy F/I/5 – Healthy School Communities
- 9.7 Draft 2016 – 2017 Audited Financial Statements
- 9.8 Draft Three Year Education Plan 2017/18 – 2019/20 and Results Report 2016 – 2017
- 9.9 Draft Annual Education Results Report Summary 2016 – 2017
- 9.10 December 2017 Board Meeting

10. Question Period

11. Unfinished Business

12. Information Items

- 12.1 Therapy and Therapeutic Animals in the Workplace

13. Pending List

14. **Adjournment**



Notes of the Meeting of The Committee of the Whole Held at Morinville on October 11, 2017

Roll Call

Present were Trustees: Ms. Tracy Nowak (Chair); Mrs. Shelley Porter (Vice Chair); Mr. Terry Jewell; Mrs. Liz Kohle; Mrs. Wendy Miller; Dr. Michèle Dick (Superintendent); Mrs. Iva Paulik (Secretary Treasurer); Mrs. Ruth Kuik (Associate Superintendent, Education Services); Mr. Thomas Holmes (Associate Superintendent, Human Resources & Leadership Support)

Absent: Misty Featherley (due to illness)

Call to Order

The Chair called the meeting to order at 6:44 p.m.

Consideration of Agenda

2.1 Additions/Deletions to Agenda

2.2 Approval of Agenda

Moved by Mrs. Miller that the agenda be approved.

CARRIED 5/0

Appointments

There were no appointments.

Approval of Committee Notes

4.1 Amendment/Correction of Notes

4.2 Approval of Committee Notes

Moved by Mrs. Kohle that the notes of September 13, 2017 be approved with the following correction:

'The Vice Chair called the meeting to order.'

CARRIED 5/0

Presentations

There were no presentations.

Reports from Senior Administration

6.0 Senior Admin Report

Administration presented a verbal and written report on behalf of Senior Admin on the following:

- Thank you and Farewell to current Trustees
- Online Performance Report
- Fieldtrip Report

Reports from Trustees and Standing Committees

7.1 Chair's Report

A verbal report was provided with respect to SIPP. Board of Trustees expressed their support for an administration change of the SIPP.

7.2 Trustees' Reports

Trustee Kohle (Bon Accord/Legal Area)

Trustee Kohle reported that she attended:

- Sturgeon Composite High School Parent Council Meeting

- Derek Peterson Presentations

Trustee Miller (Sturgeon Valley/West St. Albert Area)

Trustee Miller reported that she attended the Thanksgiving Celebration at Sturgeon Heights School.

Trustee Porter (Alcomdale/Villeneuve Area)

Trustee Porter reported that she attended:

- Camilla Design Team school visits
- All Candidates Forum in Cardiff

7.3 Building

Dr. Dick provided a verbal update on the following:

- Sturgeon Composite High School Modernization:
 - Exterior roof light fixture

7.4 Finance & Human Resources

A verbal report was provided.

7.5 Education Policy

No report was provided.

7.6 Advocacy

No report was provided.

7.7 Transportation

No report was provided.

Reports from Special Committees/Task Groups

8.1 Alberta School Boards Association Zone 2/3

A verbal report was provided.

Alberta School Boards Association New Trustees Orientation is scheduled for November 22, 2017.

8.2 Public School Boards Association of Alberta

A verbal report was provided.

Public School Boards Association of Alberta MLA Reception is scheduled for November 15, 2017.

Public School Boards Association of Alberta Student Voice Program is scheduled for November 16, 2017.

Public School Boards Association of Alberta 2017 Fall General Meeting is scheduled for November 17, 2017.

8.3 Teacher Board Advisory Committee (ATA)

No report was provided.

8.4 Labour Management Committee (CUPE)

No report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

Community Services Advisory Board Meeting is scheduled for November 6, 2017.

New Business

9.1 Policy Tracker

A written report was received as information.

9.2 2018 – 2019 Modular Classroom Program Request

Moved by Mr. Jewell that the Board of Trustees refer the 2018 – 2019 Modular Classroom request to the October 25, 2017 Board Meeting.

CARRIED 5/0

Question Period

Unfinished Business

Information Items

Pending List

Adjournment

The meeting adjourned at 7:14 p.m.

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



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Senior Administration
Subject: Senior Admin Report

SuperNet Broadband Network

SuperNet is the Provincial fibre and wireless network connecting 429 communities. Users benefitting from this network include: schools, hospitals, libraries, government offices and other municipal governments.

Background

In 2005, Bell Canada invested 300 million to complete the SuperNet network, in exchange the Government of Alberta (GoA) turned over ownership to Bell. While Bell owns the fiber, GoA required that a separate administration and technical support services contract be issued. Axia Supernet Ltd. was awarded this contract. This contract is set to expire on June 30th, 2018.

While the GoA has the right to use Bell's fibre and wireless infrastructure until 2045, the maintenance agreement expired in 2015. The yearly maintenance fees are costing GoA over \$15 million dollars per year.

With the Administration and Technical Support contract set to expire in a year's time a Request for Proposal was released to three Pre-Qualified Respondents (Axia, Bell, and Telus) on August 17, 2017, and it is anticipated the awarding to take place before the end of 2017. In a recent statement from GoA, they reiterated their commitment to the following:

- Highest priority is to ensure service continuity for our public sector across the province;
- Look at ways to positively impact rural connectivity as part of SuperNet's future direction.

At this time, it is not clear how SuperNet 2.0 will take shape but like school boards across this province, SPSPD's critical systems including: Telephones, Finance Software, PowerSchool and School Internet services rely solely on the Supernet network infrastructure.

Shared Services Partnerships

Shared Firewall Pilot Project

In 2016, Sturgeon joined the shared Firewall pilot along with seven other school jurisdictions. The goal of the project was to determine if it was feasible to pool bandwidth resources and to share a common Firewall. It allows multiple institutions to run their firewall from a shared, virtual environment, doing away with the need for individual hardware setup or maintenance. The hardware infrastructure is co-located within Cybera's server cluster in Calgary with a backup system housed in Edmonton.

The project has been very successful and is now being duplicated by other jurisdictions and private businesses.

Alberta Public School K-12 eLibrary Consortium

Sturgeon is one of twelve school boards who established the Alberta K-12 eLibrary consortium. This consortium will share a large collection of ebooks and audiobooks hosted by OverDrive. Students and staff have access to this electronic library collection from anywhere on any device.

Infrastructure Projects

Telephone Services Project

Most buildings with the exception of Oak Hill and the Learning Centres have been transitioned away from physical Telus analog phone lines to a digital line system. This initiative has added features like caller ID, the ability for Division staff to add or decrease lines instantly when required and it significantly reduces the monthly operating costs by 70 to 75%.

Wireless Infrastructure Upgrade

The wireless infrastructure will be upgraded at Redwater, Morinville Public, Central Office and the Learning Centres this fall. This is the third and final phase that will have seen the replacement of over 150 Wi-Fi access points across Sturgeon. The new Wi-Fi network was built utilizing Ruckus access points and is designed to handle the ever increasing demands from our staff and students.

Server Evergreening

The scope of this project is to evergreen School and Central Office servers where required. Previous scheduled replacement was in the 2011/2012 school year. The replacement cycle has been moved from 4 years to 6 years.

UPS Replacement and Backup Storage Devices

The scope of this project is to evergreen School and Central Office battery backup hardware and backup storage devices where required. Previous scheduled replacement was in the 2013/2014 school year. The replacement cycle is set at 4 years.

Learning and Technology

Sturgeon Public School Division is privileged to have a leadership team that recognizes the importance and potential of educational technologies in the learning environment. Over the past several years, we have used Alberta Education's Learning and Technology Policy Framework (2013) as a guiding document for our technology priorities. This has translated into some of the following:

- Development of an EdTech Cohort that supports research, conversation, and planning with trending technologies
- Use of assistive technologies to support all students
- Investigation of maker education and creation of Maker Spaces in schools
- Investigation of modern learning spaces - mobile devices, digital displays, wireless projection, universal supports
- STEAM Games division event for students engaged in Science, Technology, Engineering, Arts, Math

The 2017/2018 school year will be a continuation of this great work. Our EdTech Cohort will focus specifically on sharing best practices on some of the above past priorities, deliberately connecting maker education and STEAM learning with curriculum, and considering how best students can experience computational thinking with coding and robotics. Several schools have exciting developments in the 2017/2017 year, largely stemmed from the EdTech Cohort: Landing Trail STEAM Lab (Grand Opening - November 7, 2017); Bring Your Own Device (BYOD) for Redwater High School students starting in February 2018; STEAM Games event in 2018.

There has been an eruption of technologies over the past few years that allow students to create, design, test, and adjust. Schools are keen to provide these learning opportunities to students, and this year, we want to specifically focus on how best teachers can use these opportunities to enhance curriculum. Support will be provided through school residencies, lunch & learns, elbow-to-elbow learning and team teaching, and technology playgrounds.

Separately, PowerSchool has recently made some exciting updates to their platform that includes enhancements for teacher gradebooks that will affect Sturgeon Public School Division schools. A strategic plan to build capacity in each school and transition teachers to the updated gradebook has begun this fall and will continue through 2017/2018 and into the 2018/2019 school year.



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
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:

Lilian Schick School

March 7-8, 2018 40 junior high students to Jasper for a ski trip at Marmot Basin

Morinville Public School

November 22-23, 2017 96 grade 4 students to Royal Tyrrell Museum in Drumheller

Redwater School

March 15-16, 2018 50 junior & senior high students to Jasper for a ski trip at Marmot Basin



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Michèle Dick, Superintendent
Subject: Policy Tracker

Background:

Attached for Trustee information is the 2017 – 2018 SY Policy Tracker.



POLICY TRACKER (School Year 2017-2018)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review		Policy Advisory Committee (PAC) Review	Final Draft Review		Recommendation to Approve
			<ul style="list-style-type: none"> <input type="checkbox"/> COW <input type="checkbox"/> Education <input type="checkbox"/> Bldg <input type="checkbox"/> HR <input type="checkbox"/> Transportation <input type="checkbox"/> O & M 			Committee of the Whole		
August-17								
September-17								
I/1	Student Transportation Services	2017-Sept-13	Ref. from Aug. 23/17 PB					Approved 2017-Sept-27
October-17								
November-17								
D/II/11	Agencies Interviewing Students at School	2017-Nov-8						
E/II/2	Trustee Remuneration and Expense Reimbursement	2017-Nov-8						
F/II/05	Healthy School Communities	2017-Nov-8						
G/II/05	Child Abuse and Neglect Prevention	2017-Nov-8						
December-17								
January-18								
B/III/4	Communications	2018-Jan-10						
B/IV/2	Board-Staff Communication	2018-Jan-10						
B/IV/3	Media and Public Relations	2018-Jan-10						



POLICY TRACKER (School Year 2017-2018)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review		Recommendation to Approve
					Committee of the Whole	Public Board	
January-18 cont'd							
D/II/02	School Operation in Emergency	2017-Nov-8	Ref. from Mar 22/17 PB				
D/II/08	School Buildings Alternative Utilization or Closure	2017-Nov-8	Ref. from Mar 22/17 PB				
D/II/09	School Inclement Weather Policy	2017-Nov-8	Ref. from Mar 22/17 PB				
I/03	Inclement Weather	2017-Nov-8	Ref. from Mar 22/17 PB				
F/II/02	Challenge of Learning Resources	2018-Jan-10	Ed Policy 2017-Sept.				
F/II/13	Controversial Issues in Education	2018-Jan-10					
G/II/08	Crisis and Critical Incidents	2018-Jan-10					
I/10	Cell Phone Use	2018-Jan-10					
February-18							
F/IV/4	Copyright	2018-Feb-14					
F/IV/1	School Attendance Policy	2018-Feb-14					
March-18							
D/III/1	Equity, Diversity Inclusion and Human Rights	2018-Mar-14					
D/III/2	Sexual Orientation, Gender Identity and Gender Expression	2018-Mar-14					
E/IV/4	Alcohol and Substances in the Workplace	2018-Mar-14					



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Michele Dick, Superintendent of Schools
Subject: CoW/Public Board Presentation Tracker

Background:

Attached for Trustee information is the 2017 – 2018 CoW/Public Board Presentation Tracker. At this time, Senior Administration is seeking input from the Board for additional presentation topics to be placed on the tracker.

2017/2018 CoW/Public Board Presentation Tracker

	Alignment to Three Year	Presentation/Report	Key Contact
September Public Committee of the Whole			
September Public Board			
October Public Committee of the Whole			
October Public Board		Organizational Meeting 3 Year Education Plan & Annual Results Report: Overview	Ruth Kuik
November Public Committee of the Whole			
November Public Board		AERR 2016 - 2017 Financial Statements	Ruth Kuik Phil Dirks, CA, Hawkings Epp Dumont LL
December Public Committee of the Whole			
December Public Board			
January Public Committee of the Whole			
January Public Board		Nutrition Program	Roxanne Filipchuk
February Public Committee of the Whole			
February Public Board		Intergenerational Program	Bev Sagert
March Public Committee of the Whole			
March Public Board		VTRA (Violent Threat Risk Assessment) Training FNMI	Sandra Brenneis Mark Lockwood
April Public Committee of the Whole			
April Public Board		LOGOS and French Immersion Program Review	Mark Lockwood
May Public Committee of the Whole			
May Public Board		3 Year Education Plan 2018 - 2019 Budget	Ruth Kuik Iva Paulik
June Public Committee of the Whole			
June Public Board			
October 18, 2017	* Public Committee of the Whole - meeting starts @ 6:30 p.m. * Public Board - meeting starts @ 4:30 p.m.		



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Policy E/II/2 – Trustee Renumeration and Expense Reimbursement

Background

Attached for Trustee information is Policy E/II/2 – Trustee Renumeration and Expense Reimbursement, as well as Administrative Practice – Financial Management 4 – Purchasing Authority and Procedure and Administrative Practice Financial Management 7 – Employee Expense Reimbursement.

Recommendation:

That the Committee of the Whole accept as information Policy E/II/2 – Trustee Renumeration and Expense Reimbursement and advise Administration accordingly.

COMMITTEE 9.3



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: October 28, 2015

REVIEW: 2020-2021

1.0 POLICY

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

2.0 GUIDELINES

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

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



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: October 28, 2015

REVIEW: 2020-2021

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

3.0 PROCEDURES

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

4.0 EXHIBIT

4.1 Approved expenses will be paid at the following rates:

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

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

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

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

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

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

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



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: October 28, 2015

REVIEW: 2020-2021

EXHIBIT

Trustee Remuneration

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

GUIDELINES FOR TRUSTEE EXPENSE AND PER DIEM CLAIMS

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

1. Expenses

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

Expenses – Meals, Accommodation, Telephone, Parking, Taxi

2. Per Diem

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

Per Diem - Full Day - \$100 - greater than four hours (home to home)
 - Half Day - \$ 50

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



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: October 28, 2015

REVIEW: 2020-2021

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

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

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



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

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

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

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



FINANCIAL MANAGEMENT 4

FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

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

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

3.7 Sole or single sourcing is approved by Secretary Treasurer or the Superintendent under the following conditions:

3.7.1 Emergency;

3.7.2 Confidential situation;

3.7.3 Urgent purchases that would interrupt the normal business;

3.7.4 Occasional instances where it may be in the best interest of the Division.

3.8 All purchases must be supported by an invoice or itemized receipt.

3.8.1 Invoices or receipts should include:

3.8.1.1 Name and address of the vendor;

3.8.1.2 GST number and GST amount, if applicable;

3.8.1.3 Quantity, cost and description of individual supplies and services purchased;

3.8.1.4 Restaurant receipts should also include the description of the event and attendees;

3.8.1.5 Terms of payment, if applicable.

3.8.2 Documents that are considered insufficient for payment include:

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



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

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

3.8.2.1 Vendor statements

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

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

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

The Division may accept the lost receipt voucher provided that:

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

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

3.9.3 The employee has the authority to make a purchase;

3.9.4 The employee's supervisor authorizes the voucher;

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

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

3.11 Personal purchases do not qualify for reimbursement.

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



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

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

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

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



FINANCIAL MANAGEMENT 4

FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

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

3.15.3.1 Coffee or tea

3.15.3.2 T-shirts with employer's logo

3.15.3.3 Mugs

3.15.3.4 Plaques or trophies

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

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

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

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



FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement

Date: Sept. 1, 2009

Revised: Sept. 19, 2016

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

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

2.0 PROCESS

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

3.0 GUIDELINES

- 3.1 Claims for reimbursement of expenses should be submitted promptly and within one month of the expenses being incurred.
- 3.2 Approved expenses will be reimbursement for the following activities:
 - 3.2.1 Supervision of both extra-curricular and co-curricular activities, when such attendance has been approved by the Principal, Superintendent or designate.
 - 3.2.2 Other activities carried out by employees in the performance of their duties, eg. travel to medical facilities, necessary pickups and deliveries and home visits, when such attendance has been approved by the Principal, Superintendent or designate.
- 3.3 Approved expenses will be paid at the following rates:
 - 3.3.1 Actual distance traveled in Alberta in the employee's vehicle, at the approved Canada Customs and Revenue Agency rate.
 - 3.3.2 Actual expenses for travel incurred by means other than the use of the employee's vehicle – receipts required.
 - 3.3.3 Actual accommodation and meal expenses with receipts.
 - 3.3.4 \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where receipts are not available.
 - 3.3.5 Standard per kilometer distances between schools, Morinville locations and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached.

References: *Board Policy:* D//8 - Purchasing
 E//1 - Employee Expense Reimbursement
 E//2 - Trustee Remuneration and Expense Reimbursement
Admin Practice(s): Financial Management 4 – Purchasing Authority and Procedure



FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement

Date: Sept. 1, 2009

Revised: Sept. 19, 2016

Responsible Administrator: Secretary Treasurer

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

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

References: Board Policy: D/II/8 - Purchasing
 E/II/1 – Employee Expense Reimbursement
 E/II/2 – Trustee Remuneration and Expense Reimbursement
 Admin Practice(s): Financial Management 4 – Purchasing Authority and Procedure



Memorandum

Date: November 8, 2017

To: Committee of the Whole

From: Ruth Kuik, Associate Superintendent, Education Services

Subject: Policy D/II/11 – Agencies Interviewing Students at School

Attached for Trustee review is a copy of Policy D/II/11 – Agencies Interviewing Students at School.

Administration is recommending that Policy D/II/11 be combined with Policy G/11/5 – Child Abuse and Neglect Prevention. Therefore, administration is recommending that Policy D/II/11 – Agencies Interviewing Students at School be rescinded.

Recommendation:

That the Committee of the Whole review Policy D/II/11 – Agencies Interviewing Students at School and advise Senior Administration accordingly.



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*



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy G/II/5 – Child Abuse & Neglect Prevention

Background:

Attached for Trustee review is Policy G/II/5 – Child Abuse & Neglect Prevention. Suggested revisions are provided for Trustee consideration.

Recommendation:

That the Committee of the Whole review G/II/5 – Child Abuse & Neglect Prevention and advise Senior Administration accordingly.



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.
- ~~1.2~~ 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)



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/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



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



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, [Name of Disclosing Official] [] consent to, or [] refuse this disclosure 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/11/05.
- 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/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)



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/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)



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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
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- 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



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy F/I/5 – Healthy School Communities

Background:

Attached for Trustee review is Policy F/I/5 – Healthy School Communities. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Educational Service 18 – Healthy School Communities with suggested revisions is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review Policy F/I/5 – Healthy School Communities and advise Senior Administration accordingly.

COMMITTEE 9.0



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. 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 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. 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 it takes a community approach to assist students in achieving their full potential; intellectually, physically, socially, spiritually, and emotionally. 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.~~

1.4 ~~Reference and link to the wellness of employees and connect to OHW~~

~~The Board of Trustees believes that counselling is essential in supporting students' mental and emotional well-being and is integral to a school's total educational program.~~

~~MRP~~

~~1.3~~

2.0 GUIDELINES

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

-
- ~~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.~~
- Draft*

References: *Board Policies: E/III/4 Healthy Employees at Work
G/II/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

EDUCATIONAL SERVICES 18 – Healthy School Communities



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

Responsible Administrator: Deputy
Superintendent—Associate Superintendent,
Education Services**1.0 RATIONALE**

Sturgeon Public School Division believes that health and education are interdependent; healthy students are better learners, and well educated individuals are healthier. Through a Comprehensive School Health approach school communities will create a culture of wellness that is inclusive, collaborative and connected. Staff shall promote and support the physical, intellectual, spiritual, social, emotional and mental well-being of students and continuously strive to strengthen our capacity as a healthy setting for living, learning and working. ~~Education in a health-promoting environment is important. Emotionally healthy, well-nourished and physically active students are better able to achieve the goals of education.~~

2.0 PROCESS

Using a team approach to harmonize the components of Comprehensive School Health students will be supported to realize their full potential as learners and as healthy productive members of society. ~~School staffs will work with parents, community members, organizations and government to foster nutrition and physical activity habits that improve the health and well-being of students.~~

The Associate Superintendent of Education Services shall be responsible for maintaining this Administrative Practice.

3.0 GUIDELINES

The school staff shall address the four distinct but inter-related components that provide a strong foundation for a healthy school.

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: ~~Deputy Superintendent~~ 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: ~~Deputy Superintendent~~ **Associate Superintendent, Education Services**

3.3 Healthy School Policy

Staff shall:

- ~~3.1-13.3.1~~ 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.

~~3.2 — Schools will offer Physical Education courses as per the Alberta Physical Education Programs of Study and the Guide to Education, ECS to Grade 12.~~

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: Deputy
Superintendent—Associate Superintendent,
Education Services

-
- ~~3.3 — Principals shall include plans for provision of daily physical activity for grades 1-9 students in the annual program plan.~~
- ~~3.4 — Schools, in consultation with School Council, shall develop and implement a policy to promote consumption of nutritious and dentally acceptable foods.~~
- ~~3.5 — School policy shall address the sale and use of nutritious and non-nutritious foods in areas such as:~~
- ~~3.5.1 — vending machines,~~
 - ~~3.5.2 — snack shops or school stores,~~
 - ~~3.5.3 — cafeteria,~~
 - ~~3.5.4 — hot lunch programs,~~
 - ~~3.5.5 — food-related fundraising activities~~
 - ~~3.5.6 — food as a reward during class activities~~
 - ~~3.5.7 — concession sales at tournaments, track meets, or performances~~
- ~~3.6 — Staff will ensure that students have access to water during instructional time.~~
- ~~3.7 — School Councils will annually provide input regarding the nutrition policy.~~
- ~~3.8 — Staff will be encouraged to promote and model healthy food and beverage choices.~~

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



Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Draft 2016 – 2017 Audited Financial Statements

Attached you will find the Draft 2016 – 2017 Audited Financial Statements.

The Draft Financial Statements will be reviewed in detail at the Committee of the Whole meeting.

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

DRAFT

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

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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 rereasurement 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	\$ 62,386
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	\$ -	\$ -
Expanded 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
Operating surplus (deficit)	\$ 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

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 assets	\$ -		\$ -	\$ (25,756)		\$ (43,624)		\$ 69,380
Write-down of unsupported tangible capital assets or board funded portion of supported assets	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -		\$ -	\$ -		\$ -
Amortization of tangible capital assets	\$ -		\$ -	\$ (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	\$ -					\$ (316,330)	\$ 316,330	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
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	\$ -	\$ 1,235,429	\$ 1,840,870	\$ 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	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												
Write-down of unsupported tangible capital assets or board funded portion of supported				\$ 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												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Additional capital debt or capital leases												
Net transfers to operating reserves	\$ 316,330		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 1,840,870	\$ 43,000	\$ -	\$ 601,121	\$ -	\$ 3,242,084	\$ -	\$ 65,816	\$ -	\$ -	\$ -	\$ -

SCHEDULE 2

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 received 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 receivable 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 Playgrounds					\$ 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)

	2017							2016 Restated
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	
	ECS	Grades 1 - 12						
REVENUES								
(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	\$ 422,098	\$ 404,834	-	-	-	-	\$ 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	\$ 198,637	\$ 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	\$ 80,698
(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	\$ 42,525,427	\$ 6,879,634	\$ 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	\$ 824,928	\$ 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	\$ 1,107,217	\$ (508,824)	\$ (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							\$ 1,543,159	\$ 1,543,159	\$ 1,425,551
Unsupported						\$ 50,252		\$ 50,252	\$ 34,389
Total Amortization						\$ 50,252	\$ 1,543,159	\$ 1,593,411	\$ 1,459,940
Interest on capital debt									
Supported							\$ 363	\$ 363	\$ 1,986
Unsupported						\$ -		\$ -	\$ -
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 Pmtis:** 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, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.
- Unsupported Amortization & Other Expenses:** All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.
- Supported Capital & Debt Services:** All expenses related to supported capital assets amortization and interest on supported capital debt.

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

<u>Cash & Cash Equivalents</u>	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.

<u>Portfolio Investments</u>	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	
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
Prior period adjustments	-	-	-	-	-	-	-
Additions	-	13,892,135	174,288	1,794,896	-	-	15,861,299
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
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 40,974,996	\$ 949,675	\$ 532,802	\$ 87,823	\$ 42,545,296
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	1,508,923	144,300	29,141	32,986	1,715,350
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
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	\$1,028
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 Mychasz	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
	-	\$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	1,098
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	\$ 474,645

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	\$ 1,870,101

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	\$ 1,235,424	\$ 987,302
Operating reserves	1,840,875	1,634,785
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)	\$ 9,737,489	\$ 8,949,482

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)	449,712	445,726
Adjusted accumulated surplus (deficit) from operations ⁽¹⁾	\$ 2,626,587	\$ 2,176,361

(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	-
	\$ 375,018	\$ 1,137,622

⁽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 early stages of the claim and 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, 2017 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.

Sturgeon School Division No. 24
Notes to Financial Statements
August 31, 2017

	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	\$ 444,254	\$48,671,880	\$66,093,305	\$ 363
TOTAL 2015/2016	\$ 98,456	\$34,705,490	\$64,568,193	\$ 1,986

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.



Committee of the Whole Memorandum

Date: November 8, 2017

To: Committee of the Whole

From: Ruth Kuik, Associate Superintendent, Education Services

Subject: Sturgeon Public School Division DRAFT Three Year Education Plan 2017/18 – 2019/20 and Accountability Pillar Overall Summary for October 2017

Background:

Attached for Trustee review and discussion is the proposed *DRAFT* Three Year Education Plan 2017/18 – 2019/20 goals, priorities and measures. Two copies are attached; one copy has the changes tracked, the other copy is the final version. Also attached is the Accountability Pillar Overall Summary for October 2017.

The Three Year Education Plan provides direction as we move into the 2017-18 school year. This document speaks to our goals and priorities, connecting these goals and priorities to provincial goals.

For the Three Year Plan 2017/18 – 2019/20, the division's goals are as follows:

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

The Accountability Pillar Overall Summary for October 2017 offers a look at the past and provides the division with a summary of reports including Provincial Assessment Test and Diploma Exam Results. In addition, this report addresses six separate measures:

Safe and Caring	Citizenship
Education Quality	Parental Involvement
Drop Out Rate	School Improvement

Recommendation:

That the Board of Trustees review the *DRAFT* Sturgeon Public School Division Three Year Education Plan 2017/18 – 2019/20 goals, priorities and measures and the Accountability Pillar Overall Summary for October 2017 and advise Senior Administration accordingly.

COMMITTEE 9.0

GOAL 1:

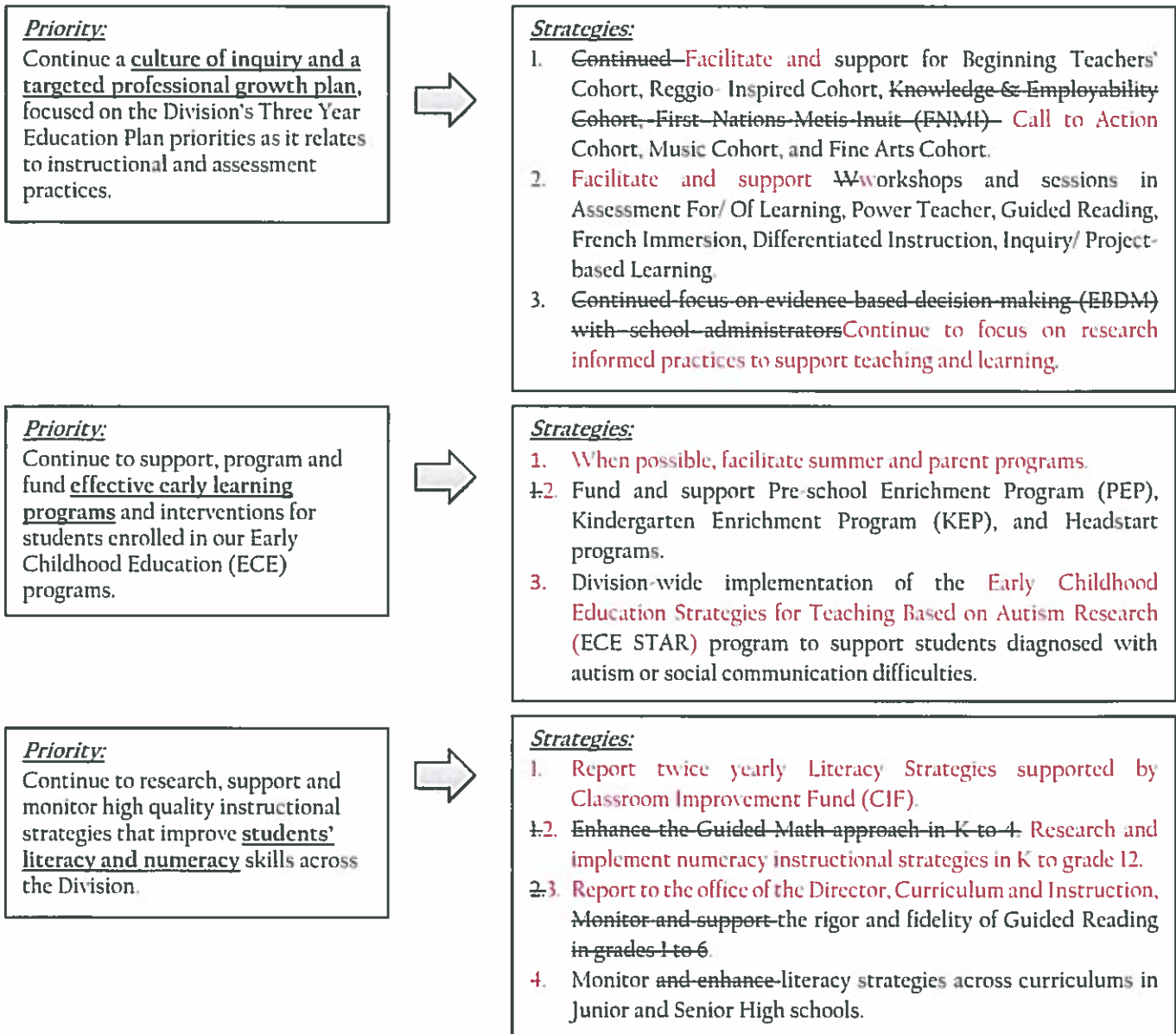
High Quality Teaching and Learning for All Students

Student achievement and success are foundational to Sturgeon School Public 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, 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:

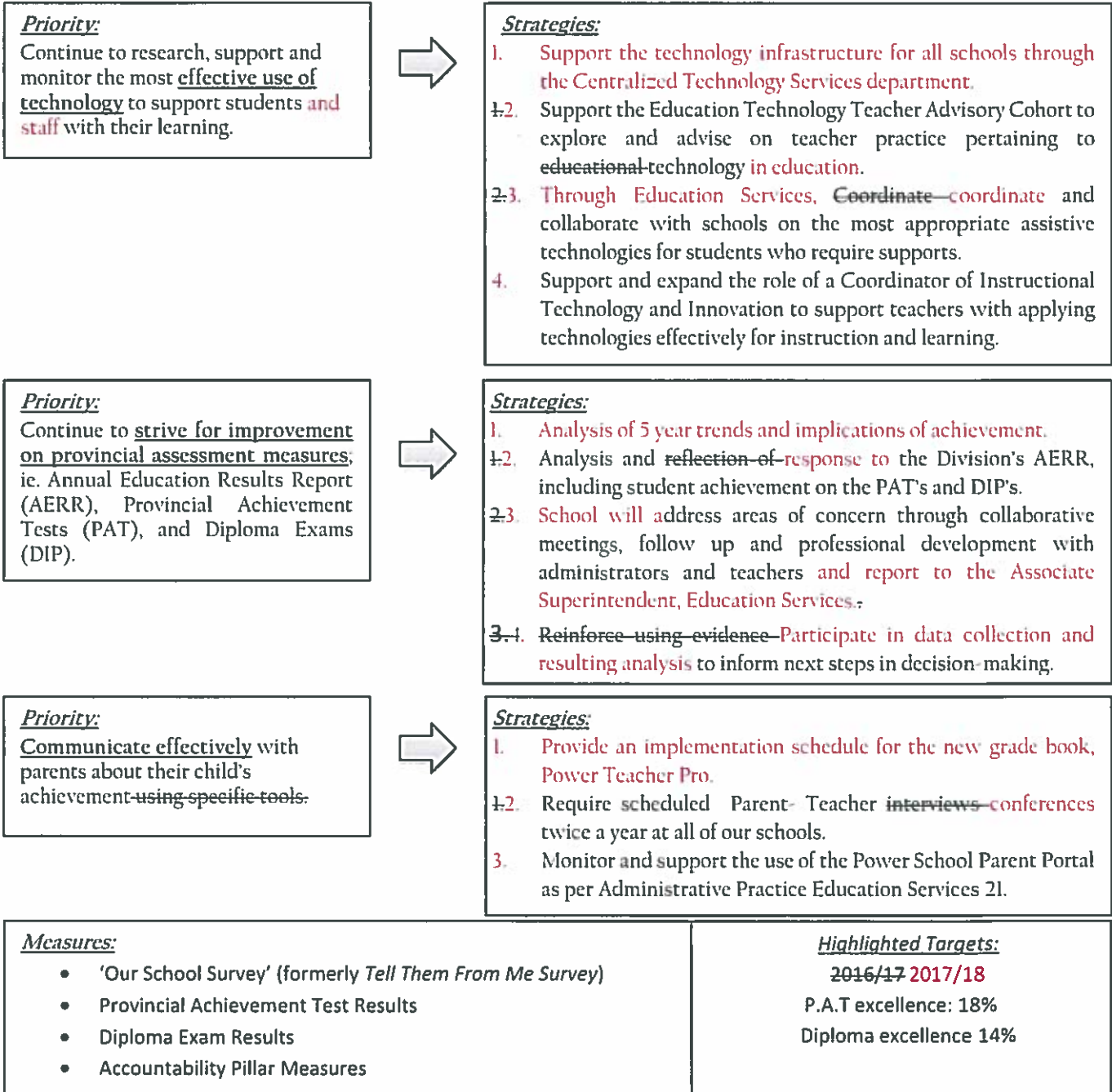


GOAL 1:
High Quality Teaching and Learning for All Students

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:






GOAL 1:
High Quality Teaching and Learning for All Students

Priorities and Strategies specific to our ~~Aboriginal~~ 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>Priority:</u> Provide <u>our staff with professional development opportunities</u> that <u>promote an awareness and understanding of Aboriginal First Nations, Métis and Inuit culture.</u></p>		<p><u>Strategies:</u></p> <ol style="list-style-type: none"> 1. Support the coordination of <u>Organize and coordinate</u> blanket exercises for cultural and historical understandings <u>about treaties and the history and legacy of residential schools.</u> 2. Encourage and support staff with attending professional learning opportunities ; i.e. Workshops, cultural camps, etc. <u>that will positively impact their instruction.</u>
<p><u>Priority:</u> Collaborate <u>with our aboriginal First Nations, Métis and Inuit families and community</u> for the benefit of our <u>students and staff.</u></p>		<p><u>Strategies:</u></p> <ol style="list-style-type: none"> 1. Access coordinated and targeted services through our partnership with the Regional Collaborative Service Delivery (RCSD) committee. 1. <u>Organize and support "Project of Heart" across all schools.</u> 2. <u>All schools will display the Acknowledgement of Treaty 6 Lands.</u> 3. <u>Invite elders and other members of the aboriginal First Nations, Métis and Inuit community to share cultural understandings with students and staff.</u>
<p><u>Priority:</u> Have schools identify a "most responsible person" (MRP) to monitor <u>Aboriginal First Nations, Métis and Inuit student academic achievement.</u></p>		<p><u>Strategies:</u></p> <ol style="list-style-type: none"> 1. Facilitate the FNMI Teacher Call to Action Cohort, responsible for: <ol style="list-style-type: none"> a. <u>Use data to develop strategies and inform decisions relative to closing the achievement gap. Tracking student progress through attendance, achievement, and other contributing measures.</u> b. <u>Identify staff and school needs pertaining to cultural awareness and understanding.</u>
<p><u>Measures specific to our Aboriginal First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion 	<p><u>Highlighted Targets:</u> 2016/17 <u>2017/18</u> P.A.T. Acceptable 79 % Diploma Acceptable 88% <u>80%</u></p>	

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, ~~for example, blanket exercises~~ **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 ~~complete a~~ **continuously** review ~~of our~~ **their** school library resources to ensure diversity is represented.

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



Strategies:

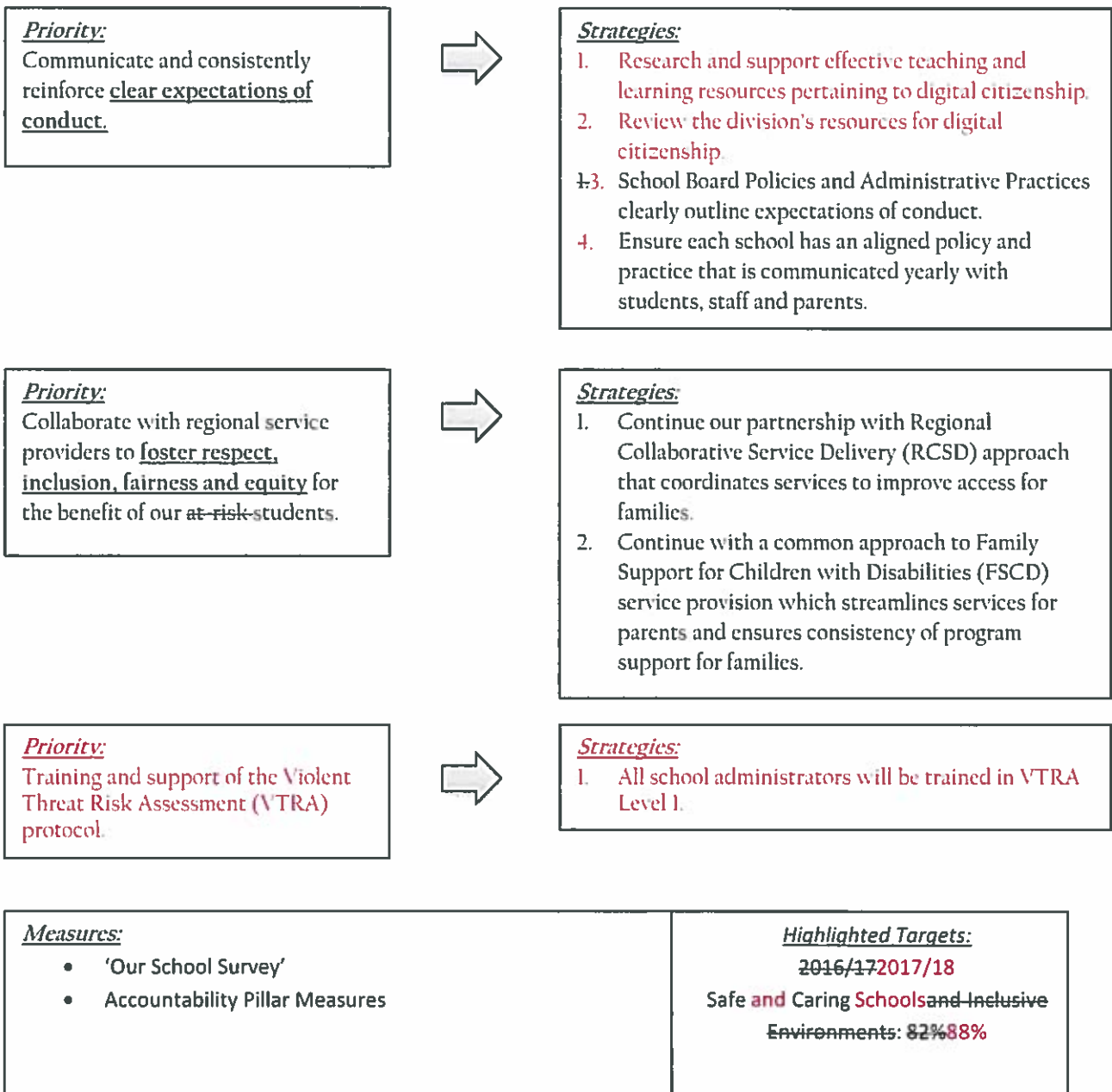
1. **Support instructional practices related to universal supports.**
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Support a Divisional Inclusive Learning Team (ILT) who are 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:



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. ~~Coordinate~~ **Organize** and facilitate professional learning—a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - ~~1.~~ a. ~~about the~~ Neurosequential Model for Education (NME). ~~reference Dr. Bruce Perry.~~
 - ~~2.~~ b. ~~Continue with~~ Positive Behavior Supports (PBS).
 - ~~3.~~ c. ~~Continue with the model of~~ Collaborative Problem Solving (CPS).
 - d. ~~Coordinate and facilitate learning about~~ Webs of Support: **Creating Resilient Youth** (~~reference Derek Peterson~~).

Priority:

Continue to improve and promote a **Comprehensive Counselling 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 ~~new individual school plans being developed in 2016-17.~~
2. ~~Continue with~~ **Maintain** dedicated counselling time at each of our schools.
3. ~~Review and clarify~~ **Provide** input into the review of the Administrative Practice for counselling in Sturgeon.
4. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
- ~~5.~~ ~~Continue with a Community Resource Coordinator to provide classroom targeted interventions addressing social skills and resiliency building.~~
- ~~6.~~ **5.** Support and address family needs related to critical mental health issues ~~Continue with a Family Support Worker and Addictions Counselling to support and address family needs related to critical mental health issues (Board funded).~~

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

Priority:
Promote a Comprehensive School Health (CSH) approach to supporting our staff and students' wellness.



Strategies:

1. Assist with the review and revision of the Healthy School Communities policy and administrative practice.
- 1.2. Continue the work according to the goals of the ~~Secure an~~ Alberta Healthy School Community Wellness Grant for 2016-18.
- 2.3. Identify and ~~support~~ a Health Champion in every school.
- 3.4. Coordinate and facilitate targeted professional learning opportunities about CSH for staff.
5. Encourage schools to include students as leaders in promoting healthy, active lifestyles.

Priority:
Partner with community and provincial organizations to address resiliency, positive relationship building and physical wellness.



Strategies:

1. Explore the opportunity for an outdoor classroom partnership with the Pioneer Trails North Foundation.
- 1.2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services.
- 2.3. Supporting and celebrating Sturgeon's Interschool Sports Council (ISC) for Junior High.
4. Continue our involvement with Alberta Schools' Athletic Association for High School.

Measures:

- 'Our School Survey'
- Accountability Pillar Measures

Highlighted Targets:
Students with moderate or high anxiety reduced from ~~16% to 14%~~ **24%** to 20% Grades 4 – 6; 26% to 22% Grades 7 – 12 in ~~2016-17~~ **2017/18.**

GOAL 1:

High Quality Teaching and Learning for All Students

Student achievement and success are foundational to Sturgeon School Public 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:

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- 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:

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:

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- 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:

Priority:
Continue to research, support and monitor the most effective use of technology to support students and staff with their learning.



Strategies:

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.

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



Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Participate in data collection and resulting analysis to inform next steps in decision-making.

Priority:
Communicate effectively with parents about their child's achievement



Strategies:

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.

Measures:

- 'Our School Survey' (formerly *Tell Them From Me Survey*)
- Provincial Achievement Test Results
- Diploma Exam Results
- Accountability Pillar Measures

Highlighted Targets:

2017/18
P.A.T excellence: 18%
Diploma excellence 14%

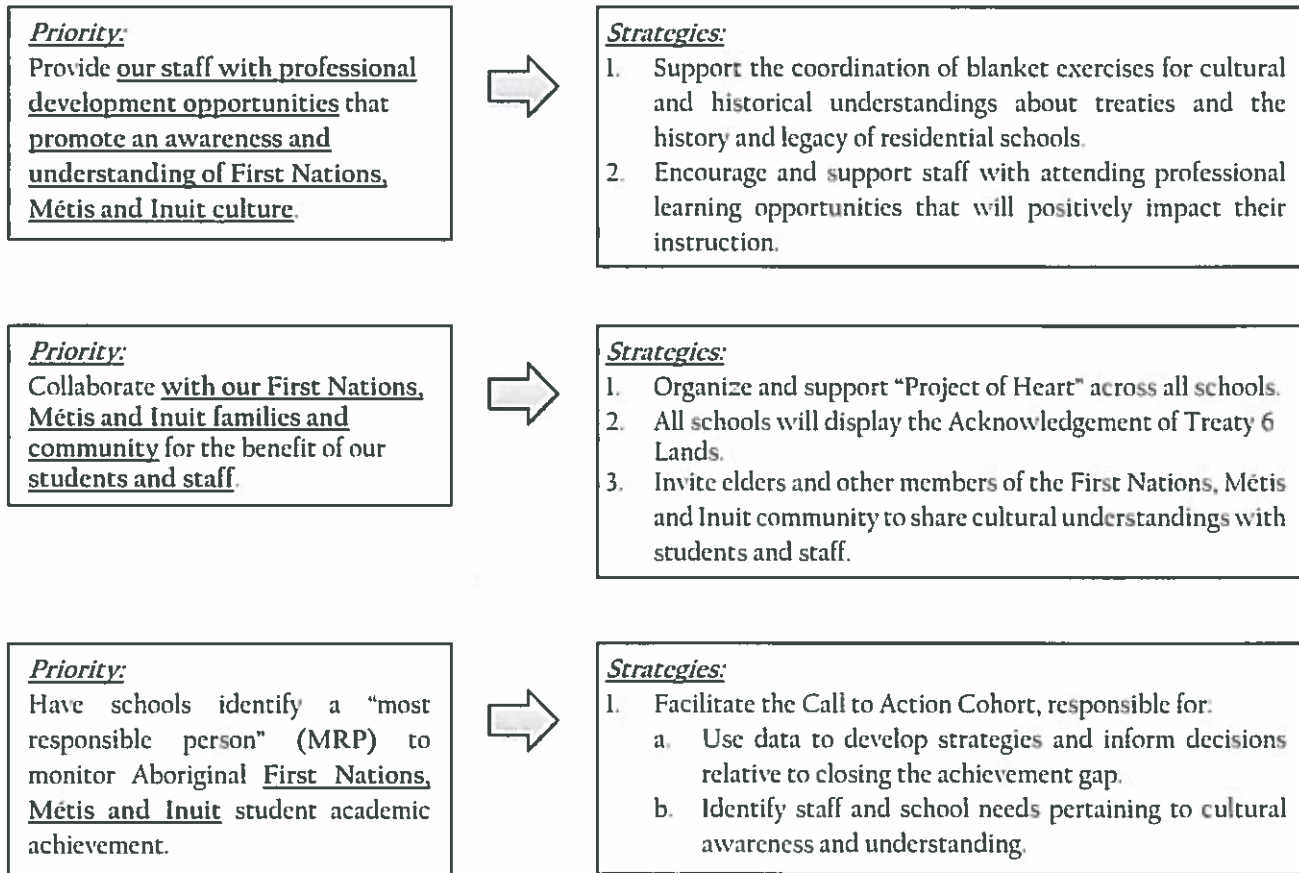
GOAL 1:
High Quality Teaching and Learning for All Students

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

Correlating Alberta Education Outcomes:

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- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
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- The education system is well governed and managed.

Sturgeon Public School Division will:



<p><u>Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p><u>Highlighted Targets:</u></p> <p style="text-align: center;">2017/18</p> <p style="text-align: center;">P.A.T. Acceptable 79 %</p> <p style="text-align: center;">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:

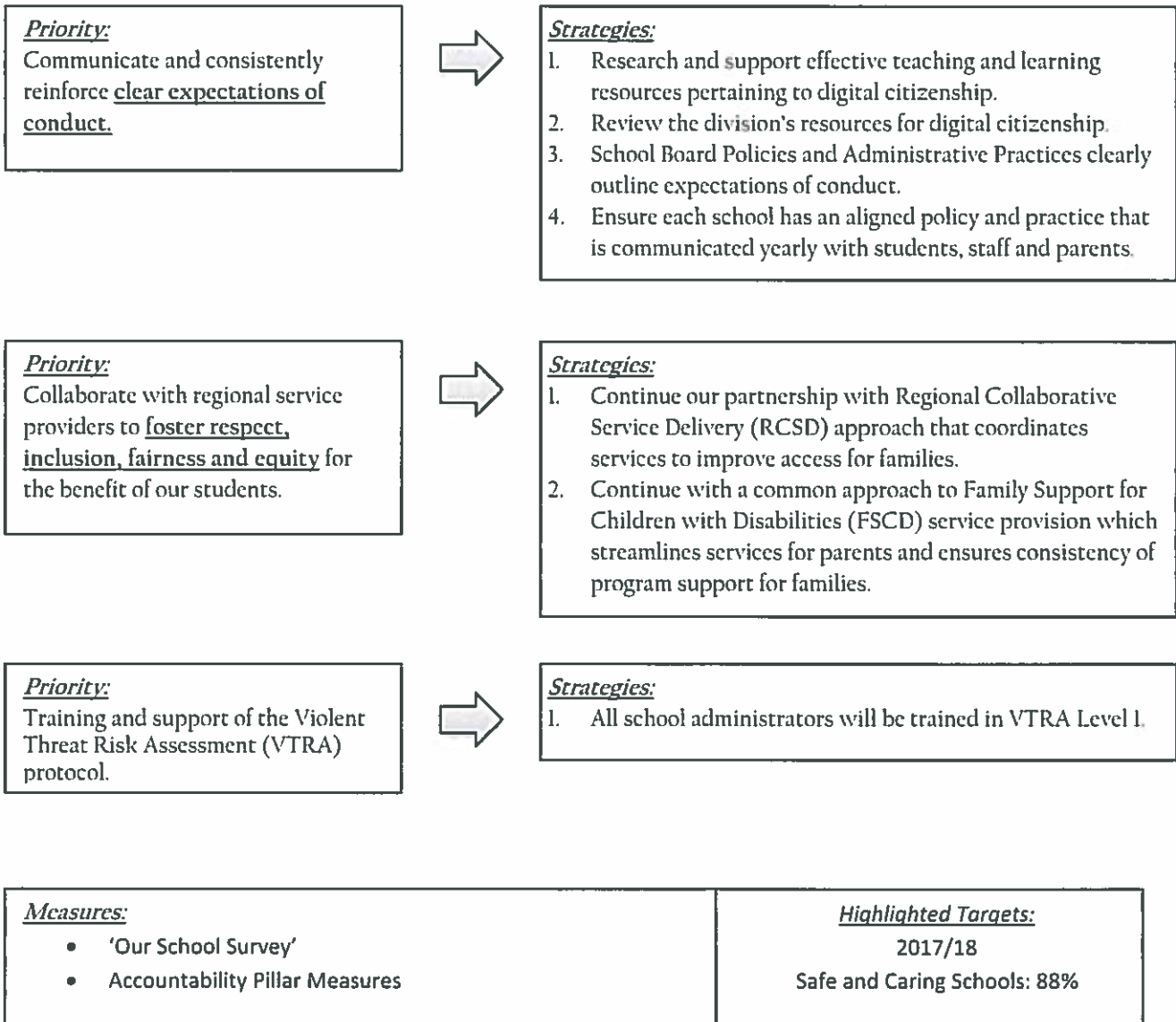
1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Support a Divisional Inclusive Learning Team (ILT) who are a multidisciplinary 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:



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. Continue to 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

Priority:

Promote a **Comprehensive School Health (CSH) approach** to supporting our staff and students' wellness.



Strategies:

1. Assist with the review and revision of the Healthy School Communities policy and administrative practice.
2. Continue the work according to the goals of the Alberta Healthy School Community Wellness Grant for 2016-18.
3. Identify and support a Health Champion in every school.
4. Coordinate and facilitate targeted professional learning opportunities about CSH for staff.
5. Encourage schools to include students as leaders in promoting healthy, active lifestyles.

Priority:

Partner with community and provincial organizations to **address resiliency, positive relationship building and physical wellness.**



Strategies:

1. Explore the opportunity for an outdoor classroom partnership with the Pioneer Trails North Foundation.
2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services.
3. Supporting and celebrating Sturgeon's Interschool Sports Council (ISC) for Junior High.
4. Continue our involvement with Alberta Schools' Athletic Association for High School.

Measures:

- 'Our School Survey'
- Accountability Pillar Measures

Highlighted Targets:

Students with moderate or high anxiety reduced from 24% to 20% Grades 4 – 6; 26% to 22% Grades 7 – 12 in 2017/18.

**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	
	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	
Student Learning Opportunities	High School Completion Rate (3 yr)	82.5	76.1	75.7	77.9	76.5	76.1	Very High	Improved Significantly	Excellent	
	PAT: Acceptable	78.3	78.3	78.7	73.4	73.6	73.2	Intermediate	Maintained	Acceptable	
Student Learning Achievement (Grades K-9)	PAT: Excellence	16.9	16.7	17.6	19.5	19.4	18.8	Intermediate	Maintained	Acceptable	
	Diploma: Acceptable	77.0	83.9	83.4	83.0	82.7	83.1	Low	Declined Significantly	Concern	
Student Learning Achievement (Grades 10-12)	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	
	Transition Rate (6 yr)	52.4	52.7	52.9	57.9	59.4	59.3	Intermediate	Maintained	Acceptable	
Preparation for Lifelong Learning, World of Work, Citizenship	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	
	School Improvement	77.5	82.3	81.3	81.4	81.2	80.2	High	Declined Significantly	Issue	



Committee of the Whole Memorandum

Date: November 8, 2017

To: Committee of the Whole

From: Ruth Kuik, Associate Superintendent, Education Services

Subject: Draft Annual Education Results Reports (AERR)
Sturgeon Public School Division Summary 2016-2017

Background:

Attached for Trustee review and discussion is the proposed draft AERR Summary 2016-2017. This document is required by Alberta Education as a complementary one page overview of the jurisdiction priorities and accomplishments relevant to parents and the community. The intent of this document is to improve communication, transparency and accountability to local stakeholders. It should include:

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

Recommendation:

That the Board of Trustees review the draft Sturgeon Public School Division AERR summary and advise accordingly.



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 provincial testing scores 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:	\$69,287,112
Total Revenue	
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	
=====	
Projected 2017/2018 Budget	
Total Revenue	\$
Expenditures	
Instruction	\$
Plant Operations & Maint	\$
Transportation	\$
Board & System Admin	\$
External Services	\$
Projected Operating Surplus	\$
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





Committee of the Whole Memorandum

Date: November 8, 2017
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: December 2017 Board Meeting

Background

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

The fourth Wednesday of December 2017 is the 27th.

Recommendation:

That the Committee of the Whole review this date and advise Administration accordingly.

COMMITTEE 9.10



Memorandum

Date: November 17, 2017
To: Principals
From: Senior Administration
Subject: Therapy and Therapeutic Animals in the Workplace

Background:

Sturgeon Public School Division believes the very best learning environment for students is enhanced through innovation. Therapy and therapeutic animals in schools can reduce anxiety, support social/emotional concerns, be part of a successful behaviour support plan and improve student regulation and sense of belonging. SPSD also wants to ensure a safe learning and working environment for all students and staff commensurate with Board Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights. Please see the following procedures, which will apply to therapy and/or therapeutic animals in the workplace.

Information:

A. Definitions

- Classroom animal – This includes classroom animals used for instructional purposes and/or to improve classroom climate including class fish, gerbil, lizard, pond study, butterflies etc.
- Therapy animal – Animal introduced to the school environment to improve student's social, emotional or cognitive functioning. Animal is formally trained and certified and the handler maintains certification. The animal is identified as a therapy animal.

- Therapeutic animal – Animal is introduced to the school environment to improve student’s social and emotional functioning. The animal is not certified as a therapy animal and the handler may not have formal certification, however, there is a therapeutic benefit.

B. Approval Process

- a. Classroom animals require informal approval through the school principal or direct supervisor. Staff should consider the care requirements and budget necessary to care appropriately for the classroom animal during operational school days and on holidays. Concerns with classroom animals will be addressed at a school level unless they remain unaddressed and Human Resources may be asked to investigate and respond.
- b. Therapy animals
 - i. Staff will complete a formal proposal to their school principal / direct supervisor with the following information:
 1. Details regarding the therapy animal including name, animal, age and disposition;
 2. draft budget including employer requested costs associated with the proposal;
 3. description of how the proposal will benefit students (consider the student body and individual students);
 4. routine description regarding how animal will support students and how routines such as exercise and bathroom breaks will be provided;
 5. original copy of the animal and handler certification from a reputable organization (i.e. Chimo Animal Assisted Wellness and Learning Society (CAAWLS), Pet Therapy Society, Dreamcatcher Nature-Assisted Therapy Association etc.), and
 6. original copy of third-party liability insurance of \$2,000,000 minimum.
 - ii. Following approval from the school principal / direct supervisor, the proposal will be forwarded to the Associate Superintendent of Education Services to review the educational benefits of each proposal.
 - iii. Following provisional approval of the therapy animal by the Associate Superintendent of Education Services, the Associate Superintendent of Human Resources and the

school principal / direct supervisor will contact staff to communicate the proposal.

- iv. Staff will be provided 10 days to communicate in writing to the Associate Superintendent of Human Resources with any potential challenges associated with the proposal.
- v. The Associate Superintendent of Human Resources will provide final approval based on the proposal and consultation period. Denied proposals can reapply with updated information within 10 days of denial.
- vi. Therapy animals must be identified at all times when on divisional property.

c. Therapeutic animals

- i. Staff will complete a formal proposal to their school principal / direct supervisor with the following information:
 - 1. Details regarding the therapy animal including name, animal, age and disposition;
 - 2. draft budget including employer requested costs associated with the proposal;
 - 3. description of how the proposal will benefit students (consider the student body and individual students);
 - 4. routine description on how animal will support students and how routines such as exercise and bathroom breaks will be provided;
 - 5. evidence therapeutic animal and handler are members of a reputable third party organization that supports therapeutic animals (i.e. Canine Good Neighbour, Chimo Animal Assisted Wellness and Learning Society (CAAWLS), Canadian Foundation for Animal Assisted Support Services (CFAASS) etc.), and
 - 6. original copy of third-party liability insurance if included.
- ii. Following approval from the school principal / direct supervisor, the proposal will be forwarded to the Associate Superintendent of Education Services to review the educational benefits of each proposal.
- iii. Following provisional approval of the therapy animal by the Associate Superintendent of Education Services, the Associate Superintendent of Human Resources and the school principal / direct supervisor will contact staff to communicate the proposal.
- iv. Staff will be provided 10 days to communicate in writing to the Associate

Superintendent of Human Resources with any potential challenges associated with the proposal.

- v. The Associate Superintendent of Human Resources will provide final approval based on the proposal and consultation period. Denied proposals can reapply with updated information within 10 days of denial.
 - vi. Therapeutic animals must be identified at all times when on divisional property.
- d. Other Considerations
- i. Exceptions to the approval process will be considered for emergent situations.
 - ii. Training – Staff may propose training of a therapy or therapeutic animal at the workplace. This proposal should follow the same requirements as laid out in the approval process for therapy animals.
 - iii. Proposals will be considered on their individual merit and approved based on need and availability.

C. Review Process

- Administration may exercise its right to review therapy and therapeutic animals at any time.
- Formal review of an animal will be completed within the first 3 months following approval and again before the end of the school year.
- Therapy and therapeutic animals shall receive formal approval on an annual basis in advance of the intended programming start date.