



Committee Meeting Agenda

November 12, 2014 – 3:30 p.m.

- 1. Call to Order**

- 2. Approval of Agenda**
 - 2.1 Additions 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 8, 2014

- 5. Presentations**

- 6. Reports from Senior Administration**
 - 6.1 Superintendent

6.2 Associate Superintendent, Education Services

6.3 Secretary Treasurer

6.4 Associate Superintendent, Human Resources & Leadership Support

7. Reports from Trustees and Standing Committees

7.1 Chair's Report

7.2 Trustees Report

7.3 Building

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 Policy Advisory (ATA)

8.4 Policy Review (CUPE)

8.5 Community Services Advisory Board

9. New Business

9.1 Policy Tracker

9.2 Policy B/III/20 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

9.3 B/III/4 – Communications

9.4 Policy D/I/13 – Instructional Materials

9.5 Policy D/I/18 – Public Interest Disclosure (Whistle Blower Protection) Act

9.6 Policy D/II/3 – Patriotic Exercises/Flag Etiquette

9.7 Policy E/I/1 – Staffing Policy

9.8 Policy E/I/14 – Employee Conflict of Interest

9.9 Draft Three Year Plan 2014/2017/AERR 2013/2014

9.10 AERR Summary

9.11 Draft 2013-2014 Audited Financial Statements

10. Unfinished Business

11. Information Items

12. Pending List

13. Adjournment



Committee of the Whole

Summary of Motions

Wednesday, October 8, 2014

Sturgeon School Division

Items Referred to October 22, 2014 Public Board Meeting

- Policy A/1 – A Short History of the Sturgeon School Division
- Policy D/I/9 – Joint Use Agreements
- Policy E/II/2 – Trustee Remuneration and Expense Reimbursement
- Educational Agreement – Language Immersion – Elk Island Public School – Schedule A



Notes of the Meeting of The Committee of the Whole Held at Morinville on October 8, 2014

Roll Call

Present were Trustees: Ms. Tracy Nowak (Vice Chair); Mrs. Misty Featherley; Mrs. Liz Kohle; Mrs. Wendy Miller; Mrs. Michelle Mychasiw; Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mr. Wolfgang Jeske (Associate Superintendent, Education Services); Mrs. Iva Paulik (Secretary Treasurer); Mr. Dave Johnson (Associate Superintendent)

Mr. Terry Jewell (Chair) arrived @ 4:20 p.m.

Call to Order

The Vice Chair called the meeting to order at 3:32 p.m.

Approval of Agenda

Moved by Mrs. Porter that the agenda be approved as amended:

- 9.6 Educational Agreement – Language Immersion –
Elk Island Public School – Schedule A

CARRIED 6/0

Appointments

There were no appointments.

Approval of Committee Notes

Moved by Mrs. Miller that the notes of September 10, 2014 be approved.

CARRIED 6/0

Presentations

There were no presentations.

Reports from Senior Administration

- 6.1 Superintendent.**
A verbal report was provided.
- 6.2 Associate Superintendent, Education Services**
A written report was provided.
- 6.3 Secretary-Treasurer**
No report was provided.
- 6.4 Associate Superintendent**
A verbal report was provided.

Reports from Trustees and Standing Committees

- 7.1 Chair's Report**
A verbal report was provided by the Vice Chair.
- 7.2 Trustees' Reports**
Verbal reports were provided.

Trustee Porter (Camilla)

Trustee Porter reported that the Board of Trustees has been invited to attend a presentation sponsored by the Morinville Rotary Club on January 21, 2015 @ 7:15 a.m. at the Morinville Cultural Centre.

Dr. Michèle Dick left the meeting @ 4:45 p.m.

- 7.3 Building**
No report was provided.
- 7.4 Finance & Human Resources**
No report was provided.
- 7.5 Education Policy**
No report was provided.

7.6 Advocacy Committee

Mrs. Mychasiw noted that letters will be sent to administrators thanking the schools for their contributions to the 75th anniversary book celebrations.

7.7 Transportation

No report was provided.

Reports from Special Committees/Task Groups**8.1 Alberta School Boards Association Zone 2/3**

No report was provided.

8.2 Public School Boards Association of Alberta

A verbal report was provided.

8.3 Linkages

A verbal report was provided.

Linkages will now become part of Alberta School Boards Association Zone 2/3.

8.4 Policy Advisory Committee (ATA)

No report was provided.

8.5 Policy Review Committee (CUPE)

No report was provided.

8.6 Community Services Advisory Board

No report was provided.

New Business**9.1 Policy Tracker**

Received as information.

9.2 Policy A/1 – A Short History of the Sturgeon School Division

Moved by Mrs. Featherley that the Board of Trustees refer Policy A/1 – A Short History of the Sturgeon School Division to the October Board Meeting.

CARRIED 6/0

9.3 Policy D/I/9 – Joint Use Agreements

Moved by Mrs. Porter that the Board of Trustees refer Policy D/I/9 – Joint Use Agreements to the October Board Meeting.

CARRIED 6/0

Mr. Terry Jewell arrived at 4:20 p.m.

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

Moved by Mr. Jewell that the Board of Trustees refer Policy E/II/2 – Trustee Remuneration and Expense Reimbursement to the October Board Meeting:

CARRIED 7/0

9.5 Trustee Per Diem Report Form

The Board of Trustees agreed that the amended Trustee Per Diem Report Form be approved for use.

4:25 p.m. – Moved by Mr. Jewell that the Board go in camera.

CARRIED 7/0

4:35 p.m. – Moved by Mr. Jewell that the Board go out of camera.

CARRIED 7/0

Dr. Michèle Dick returned to the meeting @ 4:40 p.m.

**9.6 Educational Agreement – Language Immersion –
Elk Island Public School – Schedule A**

Moved by Mr. Jewell that the Board of Trustees refer the Educational Agreement – Language Immersion – Elk Island Public School – Schedule A to the October Board Meeting:

CARRIED 7/0

4:47 p.m. – Moved by Mr. Jewell that the Board go in camera.

CARRIED 7/0

4:57 p.m. – Moved by Mr. Jewell that the Board go out of camera.

CARRIED 7/0

Unfinished Business

Information Items

Pending List

Adjournment

The meeting adjourned at 4:58 p.m.

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



Memorandum

Date: September 24, 2014
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Superintendent's Report

School Visits

I am presently undertaking my fall school visits and will be spending ½ day in each of our schools visiting classes and reviewing a number of matters, including individual Professional Growth Plans (PGPs) with each of our principals. These visits are in addition to those undertaken by our Educational Support Team who will provide me with a summary report detailing their discussions relative to student growth and achievement; progress of School Action Plans and the Division Three Year Plan among other topics relevant to division initiatives and student learning.

Modernization: SCHS

The Design Team continues with their weekly meetings and the architect has now issued the Design Development Report associated with this project. Alberta Infrastructure is pleased with progress to date and we will be continuing discussions relative to the scoping and various timelines and staging of the overall modernization.

New Principal Mentorship

On October 23rd, Senior Admin facilitated a one-day “Retreat” for our new and beginning principals that featured presentations by each of the senior team; a review of the Principal Quality Practice Guidelines, coupled with a discussion facilitated by one of our more experienced principals; an examination of the division’s Growth, Supervision and Evaluation Policy and Admin Practice for Administrators; and a Question & Answer period. Feedback indicated that this was a valuable and timely undertaking. A follow-up half-day activity will occur later in the winter as well as in early spring.



Division Vision, Mission and Values Statement

Attached for Trustee review (and at the Board's request) is a brief summary of the various initiatives undertaken during SY 2013-2014 to support the implementation of the division's new Vision, Mission & Values Statement. Work in this area will continue throughout SY 2014-2015.

Gay-Straight Alliance; Anti-Bullying Clubs and Diversity Groups

Recently the Minister of Education requested information regarding the number of Gay-Straight Alliances; Anti-Bullying Groups; and Diversity Clubs there might be in our division schools. At this time Sturgeon Composite High School hosts a Gay-Straight Alliance and Bon Accord Community School offers 2 groups focusing on diversity. All other Sturgeon schools provide for a number of opportunities and initiatives designed to promote anti-bullying; belonging; development of community; character building and values enhancement.

Embedding Sturgeon School Division's Vision, Mission and Values Statement:
2013-2014

OVERARCHING STRATEGY:

During each staff meeting a specific Value was highlighted and staff discussed strategies that were already in place that addressed that particular Value. All staff members were invited to identify, in Google docs, things happening in their classrooms and the school in general so there would be a written record and an opportunity for all staff to determine areas of strength and areas requiring further attention.

REDWATER: Monthly focus at staff meetings.

OCHRE PARK: Monthly focus at staff meetings

GIBBONS: Also held a student focus group and undertook a similar discuss re new Statement at School Council.

LANDING TRAIL: Completed poster boards depicting what the V-M-V Statement meant to them and how it is/can be represented in their school.

LILIAN SCHICK: Aligned the V-M-V Statement with the 7 Habits and language of The Leader in me.

BON ACCORD COMMUNITY SCHOOL:

Aligned V-M-V Statement with the 7 Habits of The Leader in Me.

OAKHILL: Teachers identified single words that could represent the Statement and how it applies to their students and the work staff is doing to support them.

NAMAO: Completed an alignment with staff between "what is" and "what needs attention." Focus for SY 2014-2015: Student voice.

SCHS: Values were brought to Department PLC meetings for a discussion regarding what is/could be done to embed these Values in the school.

GUTHRIE: Alignment between Values and work in the school.

STURGEON HEIGHTS: Highlighted various Values in student assemblies. Principal visited some of the classrooms to undertake various activities associated with the Statement and class culture.

CAMILLA: Discussion regarding Values identified in the V-M-V Statement with a focus on "Belonging."

MORINVILLE PUBLIC: Discussed how the school's Vision Statement aligns with the Division's Statement.

LEARNING CENTERS: Discussion regarding alignment between LC Vision and Division Vision.

Summary Comments

Heightened focus on the sense of "Belonging"

Ownership associated with the V-M-V Statement because it was developed organically.

Have to move from "incidental" focus to an "Intentional" focus.

V-M-V Statement increases the sense of "cohesiveness" in the Division; we share the same beliefs.

We need to ask ourselves: Is this activity/initiative/behavior (etc.) supportive of or contrary to what we value/believe/hold as important.

Important to ensure that parents also feel they belong.

Division admin team (school and centrally-based) is open, supportive, inclusive and professional. Staff is attempting to live our Vision.

DIVISION INITIATIVES: 2013-2014

1. 2013-2014 Welcome Back Admin Council: keynote speaker and full day discussion on V-M-V Statement and school/Division culture.
2. Specific Value highlighted in each of the monthly Spotlights.
3. Alignment between the Vision, Mission, Values Statement; Division Three Year Education Plan; and School Action Plans.
4. Goal 3 in the Three Year Plan adjusted to focus more specifically on "Relationships" and the important aspect of "Belonging."
5. Review of school level work to embed new V-M-V Statement.
6. Staff email signatures highlighted different aspects of the division V-M-V Statement.

CONTINUING OUR WORK OF THE DIVISION VISION-MISSION-VALUES STATEMENT: 2014-2015

Work in this area will continue through the 2014-2015 school year at both the school and division level.



Committee of the Whole Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Wolfgang Jeske, Associate Superintendent
Subject: Fieldtrip Report

Field Trips

Board Policy F/II/4, "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

Namao School

April 30 – May 3, 2015 23 junior high students to the Con Brio Music Festival in Sun Peaks Resort, B.C.



POLICY TRACKER (School Year 2014-2015)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
AUGUST 2014						
SEPTEMBER 2014						
D//I/08	Purchasing	2014-Sept-10				Approved 2014-Sept-24
E//III/01	Employee Recognition	2014-Sept-10				Approved 2014-Sept-24
E//I/03	Growth, Supervision and Evaluation of School Administrators	2014-Sept-10				Approved 2014-Sept-24
I/03	Inclement Weather	2014-Sept-10				Approved 2014-Sept-24
B//III/1	Board Procedures	2014-Sept-10				Approved 2014-Sept-24
OCTOBER 2014						
A/01	A Short History of the Sturgeon School Division	2014-Oct-9				Recinded 2014-Oct-22
D//I/09	Joint-Use Agreements	2014-Oct-9				Approved 2014-Oct-22
E//II/2	Trustee Remuneration and Expense Reimbursement	2014-Oct-9				Approved 2014-Oct-22
NOVEMBER 2014						
B//III/04	Communications	2014-Nov 12				
D//I/13	Instructional Material	2014-Nov 12				
D//II/3	Patriotic Exercises/Flag Etiquette	2014-Nov 12				
E//I/01	Staffing Policy	2014-Nov 12				
E//I/14	Employee Conflict of Interest	2014-Nov 12				
NEW	Whistle Blower	2014-Nov 12				



POLICY TRACKER (School Year 2014-2015)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
					<input type="checkbox"/> COW <input type="checkbox"/> Education <input type="checkbox"/> Bidg <input type="checkbox"/> HR <input type="checkbox"/> Transportation <input type="checkbox"/> O & M	Committee of the Whole
DECEMBER 2014						
JANUARY 2015						
B/IV/03	Media and Public Relations	2015-Jan-14				
F/II/03	Vocational Education	2015-Jan-14				
FEBRUARY 2015						
B/IV/02	Board-Staff Communications	2015-Feb-11				
F/IV/07	Student Conduct	2015-Feb-11				
D/II/12	Income Tax Deductible Receipts for Donations Received by the Division	2015-Feb-11				
MARCH 2015						
C/08	Temporary designation of Principals and Vice Principals	2015-Mar-11				
F/II/14	Information and Communication Technology	2015-Mar-11				
APRIL 2015						
NEW	Meetings by Electronic Means	2015-Apr-8				
D/III/4	Non-Resident Students	2015-Apr-8				
I/9	Language Immersion Transportation Service	2015-Apr-8				
MAY 2015						



Memorandum

Date: November 12, 2014

To: Committee of the Whole

From: Michele Dick
Superintendent

Subject: Policy B/II/20 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Background

Attached for Trustee review is a copy of Policy B/II/20 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events and associated Administrative Practice – Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events. Suggested revision is provided for Trustee consideration.

Recommendation:

That the Board review the attached policy and advise Administration accordingly.



D/II/20 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

EFFECTIVE: October 24, 2014

REVISED:

REVIEW:

1.0 POLICY

- 1.1 The Board believes that public events are a meaningful way for trustees and the public to interact and communicate. Appropriate recognition of trustees at such events signifies that public education is important. Accordingly, trustees shall be consistently recognized at public events, in the same way that elected federal, provincial or municipal officials are recognized.
- 1.2 Furthermore, the Board believes that specific protocols for the recognition of dignitaries and trustees at school and public events provide appropriate guidance in these undertakings and should be followed at all times.

References: **Admin Practice: Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events**



GOVERNANCE 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Date: June 18, 2008 Revised: Oct. 12, 2012 Responsible Administrator: ~~Chief Deputy~~ Superintendent

1.0 RATIONALE

Clear and specific protocols facilitate the appropriate recognition of trustees and dignitaries at school and public events.

2.0 PROCESS

As elected public officials, trustees shall be introduced at all division or school organized events when they are present and may be introduced at other public events.

3.0 GUIDELINES

3.1 Recognition: Events Organized by Sturgeon School Division or its Schools

At events organized or sponsored by the school board or its schools, it is appropriate to introduce and recognize school trustees before introducing and recognizing other elected officials or dignitaries who may be present. The following is the proper order of introduction of trustees and other dignitaries:

- 3.1.1 Board chair
- 3.1.2 Vice-chair
- 3.1.3 Trustees in attendance
- 3.1.4 “Greetings/regrets” from trustees not in attendance
- 3.1.5 Clergy (if appropriate)
- 3.1.6 Superintendent, deputy and/or assistant superintendents
- 3.1.7 School principal, vice-principal(s) (if school is hosting event)
- 3.1.8 Other elected officials and dignitaries attending (highest to lowest rank):

References: ~~Board Policy: D/11/20 – Patriotic Exercises / Flag Etiquette~~ **Protocol: Recognition of Dignitaries and Trustees at School or Public Events**



GOVERNANCE 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Date: June 18, 2008 Revised: Oct. 12, 2012 Responsible Administrator: Chief Deputy Superintendent

3.1.7.1 Members of the Senate representing Alberta

3.1.7.2 Members of Parliament (Cabinet ministers first)

3.1.7.3 Members of the Legislative Assembly of Alberta (Cabinet ministers first)

3.1.7.4 Mayors, reeves

3.1.7.5 Other municipal councilors

3.1.7.6 Other dignitaries

3.2 Greetings

At all events, the most appropriate order of speakers will vary based on the type of event, number and nature of speakers, the keynote speaker or the ceremony to be performed (if any). However, the following speaking order is suggested if a school board trustee is asked to bring greetings to an event sponsored by the board or one of its schools:

3.2.1 Introductory remarks by Master/Mistress of Ceremonies, including recognition of trustees and other dignitaries in attendance

3.2.2 Blessing or grace (if appropriate)

3.2.3 Remarks from board chair, vice-chair or trustee representing school board

3.2.4 Greetings from representative of:

3.2.4.1 Federal government

3.2.4.2 Provincial government

3.2.4.3 Municipal government

3.2.4.4 Superintendent, principal (if appropriate)

3.2.4.5 Event organizer representative.* (This person may be the superintendent, principal, school council president, student council president, etc.)

3.2.4.6 Keynote speaker

3.2.4.7 Closing remarks, Master of Ceremonies

3.3 Recognition: Events Not Organized by Sturgeon School Board or its Schools

References: *Board Policy: D/11/20 – Patriotic Exercises / Flag Etiquette Protocol: Recognition of Dignitaries and Trustees at School or Public Events*



GOVERNANCE 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Date: June 18, 2008 Revised: Oct. 12, 2012 Responsible Administrator: Chief Deputy Superintendent

Attending public events strengthens ties with stakeholders and the community-at-large. Being part of the speaking program also provides trustees with an important opportunity to deliver key information and messages to a broad community audience. Therefore, school board trustees (with the assistance of staff) will make every effort to seek invitations to and/or attend significant community, organization, or public events. This may include annual meetings, open houses, business luncheons, trade or agricultural shows, fundraising events, holiday celebrations, etc. The school board's interest in attending such events will be communicated to community, social and business groups and organizations, municipalities, local Members of the Legislature Assembly and Members of Parliament. The following is a suggested order of introduction:

- 3.3.1 Members of the senate representing Alberta
- 3.3.2 Members of Parliament (Cabinet Ministers first)
- 3.3.3 Members of the Legislative Assembly of Alberta (Cabinet ministers first)
- 3.3.4 Mayor or reeve
- 3.3.5 School board chair
- 3.3.6 Councilors and trustees
- 3.3.7 Other dignitaries (i.e. senior bureaucrats, heads of other organizations – e.g. Chamber of Commerce president)

3.4 Royal and Other Special Visits

While extremely rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta.

In these circumstances, it is expected local event organizers will ensure local trustees are properly recognized and included in the event whenever possible.

References: Board Policy: *D/II/20 – Patriotic Exercises / Flag Etiquette* **Protocol: Recognition of Dignitaries and Trustees at School or Public Events**



Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Policy B/III/4 - Communications

Background

Attached for Trustee review is a copy of Policy B/III/4 – Communications and associated Administrative Practice – Administration 25 – Developing Administrative Practices. Suggested revision is provided for Trustee consideration.

Recommendation:

That the Board review the attached policy and advise Administration accordingly.



1.0 POLICY

- 1.1 The Board believes that an active partnership with its community builds support for quality public education of children.
- 1.2 The Board believes that the gathering and release of information regarding its priorities and operation will increase the awareness, understanding and support of education in the Division.

2.0 GUIDELINES

- 2.1 The Board directs the Superintendent to develop an annual communication plan which:
 - 2.1.1 Promotes the overall goals and priorities of the Division.
 - 2.1.2 Provides for the striking of a budget to allow implementation of the communications plan.
 - 2.1.3 Recognizes that all staff can play an important role in school community relations.

References: Admin Practice



ADMINISTRATION 25 – Developing Administrative Practices

Original Date:

Revised Date:

Responsible Administrator:

1.0 RATIONALE

The development of an annual communication plan, facilitates timely and coordinated sharing of information regarding the priorities and operation of the school division. As such, it is an important component in the process of increasing awareness, understanding and support of public education and the division.

2.0 PROCESS

- 2.1 The annual communications plan shall establish goals and objectives, identify target audiences, include proposed actions, assign responsibility for implementation and provide for evaluation of the effectiveness of the plan.
- 2.2 Preparation of the annual communications plan may involve trustees, staff, parents and community representatives.
- 2.3 When Board policy or programs are created or changed, or specific actions taken, the communications implications should be reviewed and, where appropriate, a specific communication plan developed.
- 2.4 The Chair of the Board and Superintendent or their specific designates shall function as the official representatives of the Board, authorized to speak on behalf of the Board on all matters involving the business of the Board.
- 2.5 The principal or designate is the primary spokesperson on all matters specific to his/her school.

References: *Board Policy: B/III/4 - Communications*



Committee of the Whole Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Wolfgang Jeske, Associate Superintendent, Education Services
Subject: Policy D/I/13– *Instructional Materials*

Background:

Please find attached Policy D/I/13 – *Instructional Materials*. This policy is scheduled for review and is brought to the attention of the Committee of the Whole with revisions suggested.

Note the referenced Administrative Practices

Financial Management 2 - *Instructional Materials Fees*;
Administration 11 - *Instructional Materials Fees Procedures*;
Administration 12 - *Instructional Materials Fees Collection*;
Curriculum and Resources 1 – *Resources*;
Educational Services 7 – *Curricular and Extra-Curricular Fees*

and

Policy D/I/2 – *System Budget Development*.

Recommendation:

That the Committee of the Whole review revised Policy D/I/13 – *Instructional Materials* and advise Senior Administration accordingly.



1.0 POLICY

- 1.1 The Board believes that access to appropriate instructional resources, ~~including textbooks and workbooks~~ is an integral part of education.
- ~~1.2 The Board allocates funding to provide the necessary instructional resources, including textbooks and workbooks.~~
- ~~1.3 The Board has the authority to establish fees with respect to instructional resources, including textbooks and workbooks.~~

2.0 GUIDELINES

- 2.1 Pursuant to 1.1, the Board allocates funding to provide the necessary instructional resources.
- 2.2 As per the School Act 60(2), the Board has the authority to establish fees with respect to instructional resources.
- ~~2.12.3~~ Instructional Material Fees shall be determined by the Board through the school year budget development ~~procedures~~ process.

References:	<i>Admin Practice(s):</i> <i>Board Policy:</i> <i>School Act:</i>	<i>Financial Management 2 – Instructional Materials Fees</i> <i>Administration 11 – Instructional Materials Fees Procedures</i> <i>Administration 12 – Instructional Materials Fees Collection</i> <i>Curriculum and Resources 1 – Resources</i> <i>Educational Services 7 – Curricular and Extra-Curricular Fees</i> <i>D/I/2; System Budget Development</i> <i>Section 60(2)(j)</i>
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Committee of the Whole Memorandum

Date: November 12, 2014

To: Committee of the Whole

From: Associate Superintendent, Human Resources and Leadership Support

Subject: Policy D/I/18 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)

Background:

Please find attached new Policy D/I/18 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA).

Also attached is new Administrative Practice – Administration 25 - Public Interest Disclosure (Whistleblower Protection) Act (PIDA), along with Disclosure of Wrongdoing Form.

Recommendation:

That the Committee of the Whole review Policy D/I/18 - Public Interest Disclosure (Whistleblower Protection) Act (PIDA) and advise Senior Administration accordingly.



D/I/18 – Public Interest Disclosure – (Whistleblower Protection) Act (PIDA)

D/I/18

EFFECTIVE: September 24, 2014

REVISED:

REVIEW:

1.0 POLICY

- 1.1 The Board believes that employees who report wrongdoing in the workplace, whether suspected illegal or dangerous acts, should be protected from reprisals.
- 1.2 The Public Interest Disclosure (Whistleblower Protection) Act (PIDA) facilitates the disclosure and investigation of significant and serious matters in or relating to departments, public entities or offices of the Legislature that an employee believes may be unlawful, dangerous to the public or injurious to the public interest; to protect employees who make those disclosures; to manage and investigate disclosures of wrongdoing and reprisals; and to promote public confidence in the administration of public entities. Sturgeon School Division is deemed a 'public entity' for purposes of this legislation.

References: Admin Practice(s) Administration 25 – Public Interest Disclosure
(Whistleblower Protection) Act
Public Interest Disclosure (Whistleblower Protection) Act



ADMINISTRATION 25 – Public Interest Disclosure (Whistleblower Protection) Act

Original Date: October 22, 2014

Revised Date:

Responsible Administrator: Assoc.
Supt., Human Resources

1.0 RATIONALE

Public Interest Disclosure (Whistleblower Protection) Act, PIDA, facilitates the disclosure and investigation of unlawful, dangerous, wasteful and irresponsible actions in the public service by protecting individuals who report such actions from reprisal.

2.0 PROCESS

1.0 Definitions:

- (a) ‘employer’ means Sturgeon School Division # 24, and for these purposes, the Superintendent and designates;
- (b) ‘employee’ means a certificated or non-certificated individual employed by the Employer who has suffered a reprisal involving termination of employment or termination of any professional privileges generally provided to all other employees;
- (c) ‘Commissioner’ means the individual appointed by the Government of Alberta to provide overall administration of this Regulation;
- (d) ‘officer’ means anyone officially appointed by the Commissioner to administer, report and make recommendations on reported violations of this Regulation;
- (e) ‘wrongdoing’ means (1) a contravention of a federal or provincial act or regulation, or (2) an act or omission that creates a substantial danger to the life, health or safety of individuals, or (3) a danger to the environment, or (4) gross mismanagement of public funds or assets, or (5) knowingly counselling another person to commit any of the above;
- (f) ‘reprisal’ means dismissal, layoff, suspension, demotion, transfer, job elimination, reduction in wages, change in hours or reprimand, or a threat to do any of the above reprisals.

2.0 The Employer shall provide for timely and judicious response to all complaints alleging violation of this Regulation conducted:

2.1 by the Associate Superintendent, Human Resources; except

2.1.1 by the Superintendent, where it is alleged that the Associate Superintendent, Human Resources has committed the dangerous, illegal or irresponsible act; and except

References: *Board Policy: D/I/18 - Public Interest Disclosure (Whistleblower Protection) Act (PIDA) Disclosure of Wrongdoing Form*



ADMINISTRATION 25 – Public Interest Disclosure (Whistleblower Protection) Act

Original Date: October 22, 2014

Revised Date:

Responsible Administrator: Assoc.
Supt., Human Resources

- 2.1.2 by the Commissioner, where it is alleged that the Superintendent has committed the dangerous, illegal or irresponsible act.
- 2.2 acknowledging receipt of such a complaint in writing within five (5) business days from the date on which the complaint is marked as received;
- 2.3 by making a decision and notifying the complainant as to whether the Employer has determined that a wrongdoing has occurred within ten (10) business days from the date in 2.4, above;
- 2.4 if it is determined that a wrongdoing has occurred, by conducting an investigation as contemplated in the Regulation, completing and reporting on it within one hundred and ten (110) business days from the date in 2.5, above;
- 2.5 reporting each step of this procedure in writing to the office of the Commissioner within five (5) business days of each date cited above.
- 3.0 Should a complainant, teacher or employee, be dissatisfied with the results of the Employer's findings, the complainant may appeal this case to the office of the Commissioner, in accordance with AB Regulation 71/2013.
- 4.0 All complainants must use the Disclosure of Wrongdoing Form, AP/ADM/25, attached, for filing complaints.
- 5.0 Extensions of the above time limits may be made by mutual agreement of the complainant and the Employer.
- 6.0 Discovery of any intentional falsification or misleading information submitted by the complainant shall result in the complaint being immediately dismissed without recourse to appeal; it may also result in discipline under the Employer's progressive discipline policy.
- 7.0 All documentation under this policy and administrative practice shall be treated with the strictest confidentiality. Only that information that must be investigated to verify or disprove the complaint shall be shared with others in the confidential investigation, and with full observance of the FOIPP Act.
- 8.0 The Employer shall annually report on the administration of this Act and its regulations to the Commissioner.

References: *Board Policy: D/I/18 - Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
Disclosure of Wrongdoing Form



Disclosure of Wrongdoing Form

Wrongdoings to which *the Public Interest Disclosure Act* applies:

- (1) This Act applies in respect of the following wrongdoings in or relating to departments, public entities or offices of the Legislature or relating to employees:
- a) a contravention of an Act, a regulation made pursuant to an Act, an Act of Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;
 - b) an act or omission that creates:
 - i. a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
 - ii. a substantial and specific danger to the environment;
 - c) gross mismanagement of public funds or a public asset;
 - d) knowingly directing or counselling an individual to commit a wrongdoing mentioned in clauses a) to c).
- (2) This Act applies only in respect of wrongdoings that occur after the coming into force of this Act.

General Contact Information

Name: _____ Title: _____

Mailing Address: _____

City: _____ Province: _____ Postal Code: _____

Telephone Work _____ Home _____ Cell/Other _____

Email (Optional) _____

Best Time to Contact: Day Evening Weekend

Information about the Alleged Wrongdoing

Please provide a full description of the wrongdoing. Please include:

- Name of individual(s) alleged to have committed the wrongdoing or to be about to commit the wrongdoing
- The date(s) of the alleged wrongdoing

Note: Additional information may be required by the Commissioner or the Designated Officer in order to investigate the matter.

Has a disclosure been made to the Commissioner? Yes / No (if yes, please provide a copy of the response if one has been received.)

Declaration:

I believe that all the information provided is true to the best of my knowledge.*

(Signature)

(Current Date)

*Knowingly making a false or misleading statement is an offence pursuant to the Act.



Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Policy D/II/3 – Patriotic Exercises/Flag Etiquette

Background

Attached for Trustee review is a copy of Policy D/II/3 – Patriotic Exercises/Flag Etiquette and associated Administrative Practice – Governance 8 – Patriotic Exercises/Flag Etiquette for Trustee consideration.

Recommendation:

That the Board review the attached policy and advise Administration accordingly.



1.0 POLICY

- 1.1 The Board believes in the promotion of a sense of pride in our country, province and community.
- 1.2 The Board believes that students should be provided with opportunities in school to participate in patriotic exercises in order to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens.
- 1.3 In accordance with the School Act, the Board may prescribe the conducting of patriotic exercises for students.
- 1.4 The Canadian flag, the Alberta flag and the Sturgeon School Division flag are to be displayed at each Division site.

References: *Admin Practice(s): Governance 8 – Patriotic Exercises*
Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Websites: *Canadian Heritage Website: www.pch.gc.ca*
Royal Canadian Legion, Guidelines: www.legion.ca

School Act: Section 50 (1)(c) and (d);(2)(a) and (b)



GOVERNANCE 8 – Patriotic Exercises / Flag Etiquette

Date: June 18, 2008 Revised: October 12, 2012 Responsible Administrator: Superintendent

- 3.5 Display of flags at assemblies and the lowering of flags (e.g. half-masting) shall follow the protocol established on the Canadian Heritage Website. Where there is no established protocol, such as for the death of a Sturgeon student or staff member the school principal shall consult with the Superintendent to determine appropriate procedures.
- 3.6 Protocol for Remembrance Day Services shall be as per Royal Canadian Legion Guidelines.
- 3.7 Protocol for Trustee recognition at patriotic, school or public events shall follow the guidelines identified in *Administrative Practice: Governance 1*.
- 3.8 As per the School Act, Section 5(2), a student may be excused from any patriotic exercise upon written request of the student's parent or guardian.

References: *Board Policy:* *D/11/3 – Patriotic Exercises / Flag Etiquette*
Administrative Practice: *Governance 1 – Protocol: Recognition of Dignitaries and Trustees*
at School or Public Events
School Act: *Section 50(1)(c) and (d); 50(2)(a) and (b)*
Website(s): *Canadian Heritage Website: www.pch.gc.ca*
Royal Canadian Legion, Guidelines for; www.legion.ca



Committee of the Whole Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Associate Superintendent, Human Resources and Leadership Support
Subject: Policy E/I/1 – Staffing Policy

Background:

Please find attached Policy E/I/1 – Staffing Policy, and Admin Practice HRM 18 – Staffing Procedure. This policy has been modified on the plan of our current model whereby administrative process is removed from policy and placed instead in an Administrative Practice. There have been no textual amendments.

Recommendation:

That the Committee of the Whole review Policy E/I/1 – Staffing Policy and advise Senior Administration accordingly.



1.0 POLICY

- 1.1 The Board believes that an effective instructional program is determined by the quality of its staff.
- 1.2 In order to support the priorities approved by the Board, the Board will establish staffing parameters for the development of school program plans.
- 1.3 The school principal is responsible and accountable for staffing plans at the school level based on student and program needs and according to the resources available to the school.
- 1.4 The Board's aim is to retain the best employees and to place them to the advantage of the school system, the employee and the students concerned.
- 1.5 The Board recognizes that mobility is beneficial to staff members, schools, and the School Division. Mobility provides staff with a growth opportunity through a change in setting.
- 1.6 The Board delegates the responsibility for staffing to the Superintendent.
- 1.7 The Board recognizes that only professional staff who hold a valid Alberta Teaching Certificate, as required by The School Act, shall be employed as teachers within the Division.

2.0 GUIDELINES

- 2.1 School staffing, professional and support staff, will be determined by the school principal, in consultation with the Superintendent or designate.
- ~~2.2 The principal is responsible and accountable for the development of the school program plan which will indicate how professional and support staff will be deployed based on student and program needs.~~
- ~~2.3 In planning and implementing the school program plan, the principal shall ensure that sufficient levels of staffing, professional and/or support staff, are maintained for Division and school programs in keeping with the needs of the students and programs in the school,~~

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



~~as well as Alberta Education expectations and other pertinent policy. Program plans will be monitored by Central Office administration.~~

~~2.4 Because school enrolments fluctuate and because students needs and, hence, programs change from time to time, there may be a need to transfer staff so that program requirements in all division schools are best met. Staff should be advised of impending transfers as soon as possible.~~

~~2.5 Professional Staff~~

~~2.5.1 Professional staff transfers may be initiated by:~~

~~2.5.1.1 Professional staff.~~

~~2.5.1.2 Principal's request for the transfer of professional staff from his/her school to another school.~~

~~2.5.1.3 Central Administration recommendation.~~

~~2.5.2 Professional staff initiated transfers will be accommodated where suitable vacancies exist and where system interests may best be served.~~

~~2.5.3 The transfer of tenured professional staff will be considered only if their performance is satisfactory as documented in a recent evaluation.~~

~~2.5.4 Professional staff seeking an opportunity for change may request an exchange of service for one school year with another staff member in the School Division with similar qualifications. Both professional staff members and the principals of the schools involved must agree upon the exchange.~~

~~2.5.5 Notwithstanding any of the above, the Board may transfer a professional staff member to another position, as outlined in Section 104 of the School Act.~~

~~2.5.6 As outlined in Section 104 of the School Act, professional staff members may appeal their transfer to the Board within seven days of receipt of the transfer notice.~~

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



HUMAN RESOURCES MANAGEMENT 18 – Staffing Procedures

Date: April 24, 2003

Responsible Administrator: Associate Superintendent; Human Resources

1.0 RATIONALE

A process needs to be in place to ensure that the best possible employees are hired in a manner that is consistent with Board policy.

2.0 PROCESS

The Associate Superintendent, Human Resources will coordinate the hiring of staff for the system.

3.0 GUIDELINES

- 3.1 Professional and support staff will be hired in accordance with Board policy and any applicable Collective Agreement.
- 3.2 The Associate Superintendent, Human Resources will provide a template to principals for reporting school program plans to the Superintendent.
- 3.3 The principal will generate a projected student enrolment figure for the following school year.
- 3.4 The Secretary Treasurer shall provide each principal with a tentative budget based upon the projected enrolment figure.
- 3.5 The principal shall develop, within the context of the projected budget and the parameters articulated in Board policy, a school program plan which will best accommodate the needs of the students and programs in the school.
- 3.6 The Superintendent or designate may initiate a review of a proposed school program plan, or the principal may request such a review by the Superintendent.
- 3.7 Once the principal has formalized the program plans, a copy will be sent to the Superintendent or designate indicating the following:
 - 3.7.1 How existing staff will be deployed.
 - 3.7.2 Staff surplus to the program plan; and

References: *Board Policy: E//1*

HUMAN RESOURCES MANAGEMENT 18 – Staffing Procedures

Date: April 24, 2003

Responsible Administrator: Associate Superintendent; Human Resources

3.7.3 Staff required to meet the needs of the program plan.

- 3.8 The principal is responsible and accountable for the development of the school program plan which will indicate how professional and support staff will be deployed based on student and program needs.**
- 3.9 In planning and implementing the school program plan, the principal shall ensure that sufficient levels of staffing, professional and/or support staff, are maintained for Division and school programs in keeping with the needs of the students and programs in the school, as well as Alberta Education expectations and other pertinent policy. Program plans will be monitored by Central Office administration.**
- 3.10 Because school enrolments fluctuate and because students needs and, hence, programs change from time to time, there may be a need to transfer staff so that program requirements in all division schools are best met. Staff should be advised of impending transfers as soon as possible.**
- 3.11 Professional Staff**
- 3.11.1 Professional staff transfers may be initiated by:**
- 3.11.1.1 Professional staff.**
 - 3.11.1.2 Principal's request for the transfer of professional staff from his/her school to another school.**
 - 3.11.1.3 Central Administration recommendation.**
- 3.11.2 Professional staff initiated transfers will be accommodated where suitable vacancies exist and where system interests may best be served.**
- 3.11.3 The transfer of tenured professional staff will be considered only if their performance is satisfactory as documented in a recent evaluation.**

References: *Board Policy: E/1/1*

HUMAN RESOURCES MANAGEMENT 18 – Staffing Procedures

Date: April 24, 2003

Responsible Administrator: Associate Superintendent; Human Resources

3.11.4 Professional staff seeking an opportunity for change may request an exchange of service for one school year with another staff member in the School Division with similar qualifications. Both professional staff members and the principals of the schools involved must agree upon the exchange.

3.11.5 Notwithstanding any of the above, the Board may transfer a professional staff member to another position, as outlined in Section 104 of the School Act.

3.11.6 As outlined in Section 104 of the School Act, professional staff members may appeal their transfer to the Board within seven days of receipt of the transfer notice.

3.12 Support Staff

Support staff transfer shall be administered in the best interest of service to students and in consideration of employee requests and needs.

3.13 Staff transfers may be required to ensure that the most suitably trained staff are deployed to meet program needs.

References: *Board Policy: E/I/1*



Committee of the Whole Memorandum

Date: November 12, 2015
To: Committee of the Whole
From: Associate Superintendent, Human Resources and Leadership Support
Subject: Policy E/I/14 – Conflict of Interest

Background:

Please find attached Policy E/I/14 – Conflict of Interest, and for reference, Admin Practice G3 – Conflict of Interest. The Policy was found to not need amendment, however the Admin Practice has ‘housekeeping’ amendment.

Recommendation:

That the Committee recommend to the Board that it accept the renewal of Policy E/I/14 – Conflict of Interest.



1.0 POLICY

- 1.1 In accordance with The School Act, the Board believes that every attempt shall be made to avoid situations that may constitute a conflict of interest for staff.

2.0 GUIDELINES

2.1 Definitions

2.1.1 “Conflict of Interest” is a set of circumstances that *creates a risk that* professional judgment or actions regarding the principal goals or mandate of the division will be unduly influenced or compromised to the advantage, either financial or professional, of a family member or friend of an employee of the division.

2.1.2 “Family Member” shall be defined as a spouse, child, parent, parent-in-law, grandparent, son-in-law, daughter-in-law, child of spouse and grandparent of spouse. This would also include common-law relationships.

- 2.2 The Superintendent shall normally delegate to the Associate Superintendent – Human Resources the responsibility to administer this Policy, and AP G 03 - Conflict of Interest.

2.2.1 Where it is the Associate Superintendent – Human Resources who is deemed to have a potential for Conflict of Interest, the Superintendent shall have this responsibility.

References: *Admin Practice(s): Governance 3 – Conflict of Interest*



GOVERNANCE 3 – Conflict of Interest

Date: November 12, 2014

Responsible Administrator: Associate Superintendent HR

1.0 RATIONALE

The School Division must avoid situations that may constitute a conflict of interest.

2.0 PROCESS

The ~~Chief Deputy Superintendent~~ **Associate Superintendent, Human and Resources and Leadership Support** is responsible for maintaining this Administrative Practice.

3.0 GUIDELINES

3.1 If the Superintendent is identified as having a possible conflict of interest, the Board shall:

3.1.1 Review the situation to ensure that the Guidelines in Policy E/I/14, Conflict of Interest, have been ~~complied~~ **followed**.

3.1.2 If the Guidelines in Policy E/I/14, Conflict of Interest, have not been ~~complied~~ **followed**, discuss the situation with the Superintendent and take any necessary measures to ensure the Board remains within the Guidelines.

3.2 If an employee is identified as having a possible conflict of interest, the Superintendent shall:

3.2.1 Review the situation to ensure that the Guidelines in Policy E/I/14, Conflict of Interest, have been ~~complied~~ **followed**.

3.2.2 If the Guidelines in Policy E/I/14, Conflict of Interest, have not been ~~complied~~ **followed**, discuss the situation with the employee(s) involved, and take any necessary measures to ensure the Board remains within these Guidelines.

References: *Board Policy: E/I/14*



Committee of the Whole Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Wolfgang Jeske, Associate Superintendent, Education Services
Subject: DRAFT Three Year Plan 2014/2017/ AERR 2013/2014

Background

I am pleased to provide the Board with the proposed combined Three Year Education Plan 2014-2017/Annual Education Results Report 2013-2014. As the title indicates, this document is comprised of two major components.

Annual Education Results Report (AERR) Pages 12-20

The AERR is a look at the past and provides schools and the school division with a summary of reports previously provided as information to the Board. It includes the Accountability Pillar Summary, detailed Accountability Pillar measures and results, the class size report, budget, and highlights of financial, facility and capital plans. Information contained therein provides schools and the division the opportunity to look back to the accomplishments of the previous year and to use that data in the preparation of plans which will foster a process of continual improvement within our Division.

As we look back to the previous year, we are pleased to note that, using the measures established by Alberta Education, our school division continues to show improvement. Improvement or Significant Improvement was achieved in six separate measures.

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

Additionally, strategies implemented through the 2013/14 school year assisted the division to achieve eight of ten Sturgeon targets including:

- PAT Level of Excellence (note change in calculation methodology)
- implementation of Guiding Reading strategies at K-6
- FNMI diploma exam participation rate
- FNMI transition rate
- completion of phase one of the high school completion research project
- 'student voice' activities undertaken in each school
- 'building relationships' activities undertaken in each school
- 'student voice' activity undertaken by the Division

Three Year Education Plan Pages 2-8

The Three Year Education Plan looks forwards and outlines the direction for the upcoming years. It is developed to reflect the priorities of the Division, but also includes connections to provincial goals. The focus of this particular plan is:

- firstly, to maintain and continue efforts to promote and support the three priority goals of Sturgeon School Division. They are:
 - Academics: Critical Thinking and Problem Solving Skills
 - Embracing Uniqueness: Recognition of the Individual
 - Building Relationships Between: students and their peers, students and adults, Students and the curriculum, school and home/community,
- secondly, to intensify the connection between the work that occurs in our schools to the Sturgeon Vision, Mission and Values statements as well as the Ministerial Order 001/2013,
- thirdly, to establish new or revised targets to address local needs or specific Accountability Pillar measures,
- and finally, to incorporate new, or revise existing strategies in order to continue our efforts to achieve the outcomes described in the plan.

Of particular note are the following strategies and/or targets which have been added or modified from the previous plan:

Academics: Critical Thinking and Problem Solving

Targets:

- Short and long term PAT Level of Excellence targets (all students) have been established
- Literacy strategies implemented in all core subjects K-10
- Short and long term targets for the FNMI drop-out rate have been established
- Short and long term targets for the FNMI high school completion rate have been established
- Short and long term targets for the FNMI Diploma excellence rate have been established

Strategies

- **Maintain** focus at the Division level to support K-1 transition
 - through the Director, Early Childhood Education and Transition Services
 - while this need was initially addressed in the previous year it is now necessary to maintain that focus
 - Junior and senior high teachers will implement strategies which support reading across the content areas
 - Transitioning from a focus at the K-6 level to junior and senior high school
 - Support provided through Literacy Coach / PD
 - Increased focus to develop understanding and develop instructional practice to meet outcomes identified within the Ministerial Order 001/2013
-

Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

Targets

- Short and long term targets for the high school completion rate have been established
- Literacy strategies implemented in all core subjects K-10

Strategies

- School professional development plans support the development of teacher excellence
 - Increased professional development time built into school calendar
 - Increased focus on improving the quality of professional learning communities
 - Increased opportunity for collaboration between teachers
- Sturgeon School Division to partner with the UofA to complete phase two of a research project with respect to high school completion within Sturgeon

Building Relationships Between: Students and their peers, students and adults, students and curriculum and school and home/community

Targets

- Each school will provide a minimum of one significant opportunity to support student voice

Strategies

- Teachers use 'PowerSchool' as the primary tool to communicate with parents regarding student learning/achievement

In addition to the education plan, financial and capital/facility reports are also included in this document. Please note that the financial plans have not yet been approved by the Board, but will be incorporated into the document in their approved form once that step has been completed. Finally, please note the appendices, which include the Accountability Measures and the Ministerial Order 001/2013 as information.

Next Steps

- Each school has been provided with a template that mirrors the Division Three Year Plan, which is used to identify specific strategies to be implemented at the school level
- The education team meets with school administration teams on three occasions throughout the year to review progress made towards identified outcomes
- Each school has also been provided with a reporting template which is completed through the year to gather evidence with respect to the achievement of identified objectives

Recommendation

That the Board of Trustees review the draft Sturgeon School Division Three Year Plan/AERR and advise accordingly.



DRAFT

November 12, 2014

Three Year Plan and Results Report 2014/2015 – 2016/2017

**Sturgeon
School
Division
celebrating 75
years in
education.**



This document is available on line at
<http://www.sturgeon.ab.ca/News/PublicationsandReports>

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Message from the Board

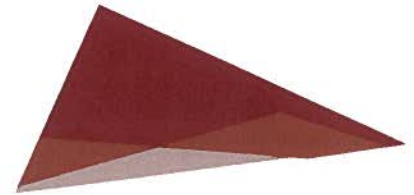
The Board of Trustees and Sturgeon schools are proud to support the division's 2014-2017 revised Three Year Education Plan. This plan continues to enhance the work to bring to life our Vision, Mission and Values Statement which was created in partnership with the many members of our community, including students; staff; parents; Trustees; business and community members. Numerous consultative forums, led by student facilitators, shared their hopes and dreams for education in the coming years. Those hopes and dreams are clearly reflected in our Vision, Mission and Values Statement as well as the following Three Year Education Plan.

Our main priorities for 2014-2017, identified in this latter document—Academics; Embracing Uniqueness; and Building Relationships—all contribute to a vibrant and responsive educational experience for Sturgeon students. Our focus on learning and developing potential as well as the strength of the partnerships we enjoy with our parents and our community will serve students well as, together, we prepare our young people for the futures to which they aspire.

In the coming years Albertans expect their school system to graduate students who are “engaged thinkers” and “ethical citizens,” demonstrating the kind of “entrepreneurial spirit” that will help them to be successful in the 21st Century. Sturgeon School Division's Three Year Education Plan 2014-2017, founded on the hopes and dreams of our community members, will support our students in achieving that goal.

The Annual Education Results Report for the 2014-2017 school year and the Education Plan for the three years commencing September 1, 2014 for Sturgeon School Division was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the three-year Education Plan for 2014-2017 on November 26, 2014.



ACADEMICS:
Critical Thinking and Problem Solving Skills

EMBRACING UNIQUENESS:
Recognition of the Individual and Opportunities for Success

BUILDING RELATIONSHIPS BETWEEN:
Students and their peers, students and adults, students and curriculum, school and home/community



Sturgeon School Division Profile

Formed by Ministerial Order on January 1, 1939, the Division consisted of primarily one and two room schools in the eighty nine four by four districts amalgamated within five sub-divisions. Now, as Sturgeon celebrates its seventy-fifth year of operation, it includes 16 schools with over 4500 students. These schools offer a variety of grade configurations and program offerings including programming alternatives for students whose learning needs require special services and settings, Reggio inspired instruction at the primary level, LOGOS programs, two hockey academies, and a variety of pre-school programming to meet a variety of needs. Within our Division, we celebrate the history and heritage of our various school communities.

Bon Accord Community School, established in 1898, has undergone many transitions and now provides instruction to approximately 230 students at the K-4 level. As its name implies the school plays a crucial role in community.

Camilla School, established in 1898, remains true to its long-standing roots in the community, embracing individuality while supporting the strengths and weaknesses of each of its students at the K-9 level.

Gibbons School, established in 1880, is a place that always has been and always will be “All About Kids” and provides programming at grades 5-9.

Guthrie School was originally built as a DND school in 1952 for children of military families. Rebuilt in 2003, it provides programs for nearly 400 students at the K-9 level.

Landing Trail School opened in 1982 surrounded by 200 acres of farmland. Now, over thirty years later, and surrounded by the community, nearly 450 K-4 students have developed a sense of belonging and feeling of being at home.

Lilian Schick School opened in 1984 to accommodate the growing student population in Bon Accord. It provides instruction, and as a “Leader in Me” school, its grade 5-9 students learn with passion and lead with confidence.

Morinville Public School opened in 2011 to serve the public education needs of the students in the Town of Morinville. 2014-2015 marks the introduction of junior high programming with instruction provided to over 500 K-7 grade levels.

Morinville Colony School provides instruction for K-9 students at the Morinville Hutterite Colony.

Namao School held its first classes in a Presbyterian Church in 1885 with thirteen students. Now serving nearly 500 students at the K-9 level in a newly renovated building, the school continues to meet the ever-changing needs of its students while maintaining a legacy for responsibility and hard work.

Oak Hill School provides educational services for boys with emotional and behavioral challenges within an institutional setting.

Ochre Park School celebrated its thirtieth birthday in 2013, and continues to unite generations of Redwater and area residents while strengthening the educational and development experiences of its 200 grade K-4 students.

Redwater School, bringing together a number of small one room schools in 1952, is extremely proud of the strong community relations that have been built between the grade 5-12 school and the district it serves.

Sturgeon Composite High School was opened in 1977 to provide high school programming to Sturgeon residents. It is well respected for its wide variety of successful academic, vocational, fine arts and athletic programs.

Sturgeon Heights School, since its opening as a K-9 school in 1971, has developed a strong academic reputation, incorporating an ingenuity and a pioneering spirit to promote programs such as Reggio, Enrichment and the Learning Garden.

Morinville and Sturgeon Learning Centres provide high school programming in an alternate setting. Established in the mid 1990’s, both schools provide a strong culture of caring and support while assisting young people to complete their high school program.

1880	1885	1897	1899	1952	1952	1971	1977	1982	1983	1984	1995	1996	2011
Gibbons School	Namao School	Bon Accord School	Camilla School	Redwater School	Guthrie School	Sturgeon Heights School	Sturgeon Composite High	Landing Trail School	Ochre Park School	Lilian Schick School	Sturgeon Learning Centre	Morinville Learning Centre	Morinville Public School





Parent Involvement

During the 2012/2013 school year, the Board undertook a comprehensive review of the Division Vision, Mission and Values statement. Unique and innovative, this process was in large part guided by a lead team of high school students. It included forums for students, parents, trustees, staff, and community members, as well as opportunity to contribute through social media, aligned with the direction of 'Inspiring Education'. The information gathered through this process was foundational in the development of the Division Three Year Plan.

The Division has also developed a standard template for a combined School Action Plan and Annual Education Results report for our schools. This document outlines the results achieved by the school in the previous year, identifies strategies implemented at the school level to achieve both the goals identified in the Division Three Year Plan and additional goals and strategies specific to that school. Each school establishes procedures to involve school councils to update this plan prior to its completion and posting on the school website by November 30, 2014.

Division Highlights

- Sturgeon School Division celebrates its 75th Anniversary in 2014/2015
- Morinville Public School begins junior high program and grows to over 500 students
- Sturgeon Composite High School begins major renovation project
- Sturgeon School Division continues to improve (6 measures on the Accountability Pillar)
- Sturgeon School Division students were awarded approximately \$228,000 in scholarships



Sturgeon Vision, Mission, Values

Our Vision

(what we want to become)

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

Our Mission

(what we do and for whom)

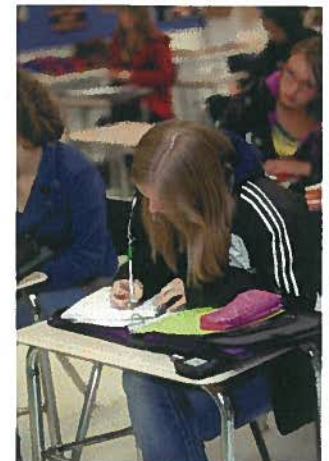
Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by the global community.

Values

(how we behave and what becomes our moral compass when we make decisions)

We Value:

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



Academics:

Critical Thinking and Problem Solving Skills

Indicators:

1. Students meet outcomes identified within the Ministerial Order 001/2013. (see Appendix)
2. Students develop grade/program appropriate language, numeracy, and communication skills.
3. Students use technology to support their learning.

Division Expectations:

1. Maintain focus, throughout the Division, to support K-1 transition.
2. Schools support the Division focus on Literacy
 - ▶ Guided reading strategies will be implemented in all classrooms at the grade K-6 level.
 - ▶ Junior and senior high teachers will implement strategies which support reading across the content areas (subjects).
3. Increased focus to develop understanding and develop instructional practice to meet outcomes identified within the Ministerial Order 001/2013.
4. Schools develop action plans specific to the ongoing improvement of student achievement.
5. Teachers provide instruction with respect to digital citizenship to all students.
6. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills.

Measures:

1. Accountability Pillar results.
2. Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the implementation of teaching strategies which support guided reading, literacy across the content areas, digital citizenship and critical/creative thinking skills.
3. Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools.



Targets for 2014-2015

• *Provincial Achievement Test Results Level of Excellence*

Target

21% for 2014/2015

23% by 2016/2017

• *Literacy strategies implemented in all core subjects K-10*

Target 100%

• *FNMI dropout rate*

7% for 2014/2015

4% by 2016/2017

• *FNMI high school completion*

Target

55% for 2014/2015

60% by 2016/2017

• *FNMI diploma standard of excellence*

Target

12% for 2014/2015

15% by 2016/2017

Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every student

- Students achieve student learning outcomes
- Students demonstrate proficiency in literacy and numeracy
- The achievement gap between FNMI students and all other students is eliminated

Targets for 2014-2015

- *Increase High School Completion Rate*
Target
76% for 2014/2015
80% by 2016/2017

Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every student

- Students achieve student learning outcomes
- Students demonstrate proficiency in literacy and numeracy
- Students demonstrate citizenship and entrepreneurship
- The achievement gap between FNMI students and all other students is eliminated

Goal 3: Quality teaching and school leadership

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership

Embracing Uniqueness:

Recognition of the Individual and Opportunities for Success

Indicators:

1. Instructional practice reflects the Sturgeon School Division Values, Excellence in Teaching and Learning Choices.
2. Students are engaged in their learning
 - ▶ Students are supported to set and achieve personal goals.
 - ▶ Students work collaboratively.
 - ▶ Students demonstrate their learning in a variety of ways.
 - ▶ Students strive to achieve personal excellence.
3. Students have access to a diversity of program and instruction.
4. Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills.
5. Students complete their high school program.

Division Expectations:

1. School professional development plans support the development of teacher excellence.
2. Teachers support all students by embedding differentiated instructional strategies into teaching practice.
 - ▶ In particular, teachers support FNMI students to ensure they complete their academic programs successfully.
3. Teachers incorporate inquiry based learning within instructional practice.
4. Schools provide a wide range of complementary and optional programs.
5. The Division and its schools support a committed focus to foster instructional leadership capacity.
6. Sturgeon School Division to partner with University of Alberta to complete phase two of a research project with respect to high school completion within Sturgeon (Division facilitated project).

Measures:

- Accountability Pillar Results.
- The provision of quality professional development opportunities focused on instructional excellence and leadership development.
- Principal end of year reports specifically regarding the imbedding of differentiated instruction into teaching priorities.
- Data gathered through research project.





Building Relationships Between:
 Students and their peers
 Students and adults
 Students and curriculum
 School and home/community

Indicators:

1. Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
2. All members of the school community, students and adults, experience positive and respectful personal interactions.
 - Students in particular, have a sense of being cared for and demonstrate caring for others.
3. Members of the school community, students and adults, contribute to their school and community.
4. Students are meaningfully engaged in their learning.

Division Expectations:

1. Schools undertake activities which support “student voice”.
2. Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community.
3. Teachers use ‘PowerSchool’ as the primary tool to communicate with parents regarding student learning/achievement
4. The division and school professional development plans provide opportunities for teachers to collaborate.
5. Schools ensure that all students are involved in projects which contribute to the school or community.
6. Staff identify practices which support a respectful learning and working environment.

Measures:

- Accountability Pillar Measures related to provincial Goals 2, 3, 4.
- Principal end of year reports particularly with respect to implementation of activities which support student voice, building positive relationships, and contribution to community and school.
- Division and school professional development plans.



**Targets for
2014-2015**

*Supporting Student
Voice*

- Each school will provide a minimum of one significant opportunity to support student voice

Target

100% for 2014/2015

**Alberta Education
Accountability Pillar
Connections**

Goal 2: Success for every student

- Students demonstrate citizenship and entrepreneurship

Goal 3: Quality teaching and school leadership

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership

Goal 4: Engaged and effective governance

- The education system demonstrates collaboration and engagement
- Students and communities have access to safe and healthy learning environments

Highlights of Financial Plans 2014 - 2015

The 2014/2015 budget proposes a balanced budget.

The Capital Priorities are:

1. A new school in Morinville to accommodate junior high and senior high grades and programs.
2. Modernization at Gibbons School.
3. Modernization at Camilla School.

The Modular Priorities are:

1. 4 modulars for Morinville Public School.
2. 1 modular for Sturgeon Heights.
3. 2 modulars for Landing Trail.

- A. The Division continues to experience insufficient funding in the plant operations and maintenance and transportation programs. In order to address the situation in plant operations and maintenance, we implemented a rotational team cleaning, and also slightly increased class sizes in K-9 to cover the operational deficit.

In transportation we introduced transportation fees and eliminated several bus routes.

- B. SSD budget is centrally administered.
- C. Sturgeon School Division administrators are responsible for developing education plans that, within the resources available, ensure:
- an instructional program appropriate for each student's learning needs
 - provision of Division support services
 - accountability for resources and results
- D. This budget establishes a process that places an emphasis on learning in our schools, supporting and focusing on continuous improvement of student achievement
- E. The budget is fiscally sound and continues to support Alberta Education Internal Department standards ensuring budget consistency and accountability



Highlights of Facility and Capital Plan 2014-2015

In the summer of 2014 we were fortunate to receive two new modular classrooms for Landing Trail School. We were able to have them installed for the 2014-2015 school year. In 2014-2015, we will attempt to replace 8 furnaces that are left in the furnace replacement program. Subsequently, we will embark on a boiler replacement program at the rate of two boilers per year. With recently announced additional IMR funding, we will continue with our reroofing initiative and make every effort to complete as much as possible in this undertaking.

Planning for the Sturgeon Composite High School modernization is also currently well underway, and the 2014-2015 school year will mark the beginning of the construction phase for that school.

Budget 2014-2015 School Year

	MAY 2014-2015	NOV 2013-2014
Revenues		
Alberta Education	60,058,639	57,906,358
Government of Alberta	717,074	706,110
Federal Government	260,000	310,000
Other School Authorities	41,043	34,000
Fees	1,130,599	773,295
Other Sales and Service	624,492	580,245
Investment Income	25,000	10,000
Gifts and Donations	106,344	106,344
Rental of Facilities	41,166	42,217
Fundraising	339,842	339,842
Total Revenues	63,344,199	60,808,411
Expenses		
Certificated Salaries	26,344,306	26,594,976
Certificated Benefits	6,207,708	5,654,927
Non Certificated Salaries	11,627,436	11,775,800
Non Certificated Benefits	3,146,079	3,130,066
Services, contracts and supplies	14,364,614	13,298,772
Amortization of Tangible Capital Assets	1,645,781	1,685,093
Interest on Capital Debt	8,275	23,142
Total Expenditures	63,344,199	62,162,776
Projected Operating Surplus/(Deficit)		(1,354,365)

THE
JURISDICTION'S
BUDGET REPORT
FORM IS
AVAILABLE
ONLINE AT

[www.sturgeon.ab.ca/
news/publicationsand
reports/
financialdocuments/t
abid/252/Default.asp](http://www.sturgeon.ab.ca/news/publicationsandreports/financialdocuments/tabid/252/Default.asp)

x

*Sturgeon School
Division continues to
grow as a place where
people want to attend
school, to work and are
proud to be part of the
school division.*

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

Accountability Pillar Overall Summary

Combined Accountability Pillar Overall Summary
Annual Education Results Report – October 2014
Authority: 1110 Sturgeon School Division No. 24

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	89.3	86.8	86.8	89.1	89.0	88.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	82.7	82.9	81.1	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	90.1	88.8	88.3	89.2	89.8	89.5	Very High	Improved	Excellent
		Drop Out Rate	4.1	4.4	5.0	3.3	3.5	3.6	High	Improved	Good
		High School Completion Rate (3 yr)	74.0	75.6	71.4	74.9	74.8	73.8	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	82.2	84.1	81.9	74.0	75.3	75.5	High	Maintained	Good
		PAT: Excellence	19.6	23.0	22.3	19.0	19.1	19.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	85.8	88.1	85.3	85.4	84.2	83.4	High	Maintained	Good
		Diploma: Excellence	17.2	19.6	17.1	21.0	19.5	19.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	46.0	46.7	42.5	50.6	56.6	55.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	54.9	61.0	57.8	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	54.9	52.0	56.1	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	76.3	77.9	76.8	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	83.3	79.5	78.4	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	81.9	77.5	78.7	80.6	80.3	80.0	High	Improved	Good
Continuous Improvement	Excellent	School Improvement	80.7	79.6	78.6	79.8	80.6	80.2	Very High	Improved	Excellent

Notes:

- Sturgeon schools strive for continuous improvement.
 - Improved or Significantly Improved was achieved in six measures.
 - A High or Very High level of achievement was reached in ten measures.
 - An overall rating of 'Good' or 'Excellent' was achieved in ten measures.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K/E), Mathematics 9 K/E, Science (Grades 6, 9, 9 K/E), Social Studies (Grades 6, 9, 9 K/E). Grade 3 results were not included due to the introduction of the SLA pilot
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Strategies for Ongoing Improvement:

- Schools will undertake the development of action plans specific to the improvement of student achievement; in particular, at the level of excellence as measured by the Provincial Achievement Exams
- Increased support for 'Reading Across the Content Areas' focus at the junior and senior high level
- Completion of Phase 2 of the High School Completion Research Project
- Maintain focus on Goal 3: Building Relationships
- Note expectations and targets in the **Three Year Education Plan**

Annual Education Results Report – Goal One

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Significant resources and supports are provided within Sturgeon School Division to ensure that our students experience an excellent start to their learning within the organized school structure.

Prior to Kindergarten, students requiring extra support in the educational /therapeutic environment enter the Jr. Kindergarten program, which is available at every primary school within the Division. A pre and post assessment with the Creative Curriculum tracks progress in the abovementioned areas in the Jr. Kindergarten program. All students requiring support have IPP's (Individual Program Plans) and are provided with therapeutic services along with teacher and/or teacher assistant supports where necessary.

Also, prior to Kindergarten, developmentally advanced students (who may have social needs) are programmed for in the preschool enrichment program which follows the creative curriculum areas of preschool readiness.

All students in the PEP (preschool enrichment program) have IPP's which track their progress through Kindergarten. In Kindergarten all developmentally advanced students receive specialized programming two half days per week. This program expands the Kindergarten curriculum in both depth and breadth.

The EYE (Early Years Evaluation) assessment is administered to all Kindergarten children, with an initial assessment completed in October of each academic year, and a second follow-up assessment in the spring. Interventions, in a variety of forms, are provided to those children who require additional support. Data provided through the spring administration indicates that the significant majority of students are well prepared and developmentally ready for the Grade One program.



Annual Education Results Report – Goal Two

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (In percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.6	82.9	85.0	88.1	85.8		High	Maintained	Good	87.0		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.2	15.9	15.8	19.6	17.2		Intermediate	Maintained	Acceptable	18.0		

Performance Measure	Results (In percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.9	68.4	70.3	75.6	74.0		High	Maintained	Good	76.0		
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.9	5.6	5.0	4.4	4.1		High	Improved	Good	4.0		
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.2	55.6	60.6	52.0	54.9		Intermediate	Maintained	Acceptable	56.0		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	51.9	54.2	58.1	61.0	54.9		Intermediate	Maintained	Acceptable	56.0		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	43.3	42.6	38.3	46.7	45.0		Intermediate	Maintained	Acceptable	48.0		

Notes:

1. Sturgeon students continue to maintain a **High** level of achievement for the acceptable overall standard on diploma examinations.
 - a. Schools developed action plans specific to the ongoing improvement of student achievement.
2. The high school completion maintained its **High** level of achievement and improved the dropout rate to a **High** level of achievement.
 - a. All schools across the division undertook activities to increase student voice.
 - b. All schools across the division undertook activities which would assist in the building of relationships between students and staff or their peers.
 - c. The Division completed Phase I of the research project with respect to high school completion.

Strategies for Ongoing Improvement

1. All schools with grade 7-12 programs will continue to support 'reading in the content area' strategies.
2. Continue targeted professional development (plc) to focus on student achievement.
3. Schools will continue to focus on activities which increase opportunities for student voice and building relationships.
4. Note additional expectations and targets in the Three Year Education Plan.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

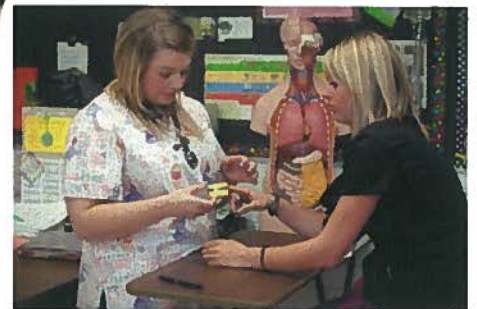
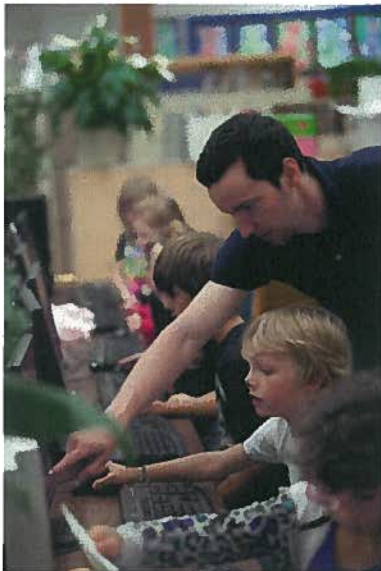
Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.1	81.5	80.1	84.1	82.2		High	Maintained	Good	83.0		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.8	22.5	21.4	23.0	19.6		Intermediate	Declined	Issue	21.0	22.0	23.0

Notes:

1. At the acceptable level of achievement, Sturgeon students continue to surpass provincial results, with over 82% of students reaching that standard, 8% above provincial results.
2. While achievement at the excellence level has declined this past year, it remains slightly above the provincial score.
 - a. The impact resulting from the inclusion of K/E results this year needs to be further investigated. Schools have identified a number of factors which attributed to the decline in results, particularly at the level of excellence.
 - o A greater number of higher achieving K/E students transitioned into the regular program and wrote the standard PAT for their grade.
 - o A greater number of students formerly in Challenge programs were transitioned into K/E and wrote the K/E PAT.
 - o Overall, fewer students were enrolled in, and subsequently wrote, the K/E PAT.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K/E), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 K/E, Science (Grades 6, 9, 9 K/E), Social Studies (Grades 6, 9, 9 K/E).
4. Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.

Strategies for Ongoing Improvement:

1. Continued support for guided reading at all schools with K-6 programming.
2. All schools with grade 7-12 programs will continue to support 'reading in the content area' strategies.
3. Professional development (PLC) activities focused on the improvement of student achievement.
4. Schools will continue to focus on activities which increase opportunities for student voice and building relationships.
5. Note additional expectations and targets in the **Three Year Education Plan**.



Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.1	76.3	79.5	79.5	83.3		Very High	Improved Significantly	Excellent	85.0		
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.0	71.8	80.8	77.9	76.3		Intermediate	Maintained	Acceptable	78.0		

Notes:

1. Significant improvement for this measure has been achieved over the previous five year period.
2. The division and its schools have an increased focus on **Goal 3: Building Relationships**.
 - a. See also Division **Vision, Mission, and Values** statement developed in the spring of 2013.

Strategies for Ongoing Improvement

1. Increased focus to address outcomes identified in the **Ministerial Order 001/2013**.

Outcome: Students demonstrate citizenship and entrepreneurship. (continued)

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	68.0	59.9	65.8	63.2	66.7		n/a	n/a	n/a	68.0		

Notes:

1. A variety of strategies were implemented starting in the fall of 2013 to ensure a beginning understanding of the Ministerial Order 001/2013
2. 2013/2014 marked the first year of instruction under the guidelines of newly developed Vision, Mission and Values statements.

Strategies for Ongoing Improvement

1. Increased focus to address outcomes identified in the **Ministerial Order 001/2013**.



Combined 2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	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
Student Learning Opportunities	n/a	Drop Out Rate	9.0	5.3	5.6	7.8	8.5	9.3	Low	Maintained	Issue
		High School Completion Rate (3 yr)	54.4	66.2	57.8	43.6	43.9	40.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	72.0	79.3	69.4	53.4	56.2	53.6	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.9	15.5	12.2	6.3	6.3	6.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	90.9	87.5	81.0	78.2	75.2	75.7	Very High	Maintained	Excellent
		Diploma: Excellence	9.1	16.7	10.9	10.4	8.4	8.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	41.9	28.8	27.6	18.9	21.2	20.0	Low	Improved	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	54.2	62.1	52.4	33.0	35.1	33.9	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	49.2	35.8	49.2	32.1	32.2	31.2	Intermediate	Maintained	Acceptable

Notes:

- The low number of students included in the measure 'Drop Out Rate' increases the volatility of results for this measure. Schools also identified a number of factors which attribute to the results for this measure.
 - A number of students returned to the federally supported school authority at Alexander First Nations.
 - A significant number of FNMI students in our schools are short term foster placements within our community.
- At 64.8% the **four year high school completion rate** increased by 6.7% over the previous year and is 16% above the provincial average for FNMI students. A significant number of students chose, for personal or program reasons, to complete their high school over a four year period.
- Seven of nine results are significantly above provincial levels.
 - Results for the Diploma Acceptable Level are above those achieved by ALL students in Sturgeon.
 - The eligibility rate for Rutherford Scholarships is at the same level as for ALL students in Sturgeon.
 - The number of students writing four diploma exams has increased considerably over a three year period.

Strategies for Ongoing Improvement:

- Schools will undertake the development of action plans specific to the improvement of student achievement; in particular, at the level of excellence as measured by the Provincial Achievement Exams.
- Increased support for 'Reading Across the Content Areas' focus at the junior and senior high level.
- Completion of Phase 2 of the High School Completion Research Project.
- Maintain focus on **Goal 3: Building Relationships**.
- Note expectations and targets in the **Three Year Education Plan**.



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

Performance Measure	Results (In percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.3	72.7	56.3	79.3	72.0		Intermediate	Maintained	Acceptable	75.0		
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.7	14.8	6.3	15.5	14.9		Intermediate	Maintained	Acceptable	16.0		
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	88.4	81.8	73.8	87.5	90.9		Very High	Maintained	Excellent	90.0		
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.0	2.3	13.8	16.7	9.1		Low	Maintained	Issue	12.0	13.5	15.0

Performance Measure	Results (In percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	41.0	52.5	54.8	66.2	54.4		Very Low	Maintained	Concern	55.0	57.5	60.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	1.4	4.1	7.5	5.3	9.0		Low	Maintained	Issue	7.0	5.0	4.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	68.6	43.3	35.8	49.2		Intermediate	Maintained	Acceptable	50.0		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	18.2	45.0	50.0	62.1	54.2		Intermediate	Maintained	Acceptable	55.0		
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	41.0	30.6	23.5	28.8	41.9		Low	Improved	Acceptable	45.0		

Notes:

1. The achievement gap between FNMI students and all other students is being narrowed.
 - a. The gap between FNMI students and all other students for the PAT level of excellence has narrowed for two consecutive years.
 - b. Results for the Diploma Acceptable Level are above those achieved by ALL students in Sturgeon.
 - c. The gap between FNMI students and all other students with respect to the transition rate from high school to post-secondary has narrowed from 17.2% to 5.7% over the past year.
 - d. The eligibility rate for Rutherford Scholarships is at the **same** level as for ALL students in Sturgeon.
 - e. The number of students writing four diploma exams has increased considerably over a three year period reducing the gap from 14.5% to 3.1% over that period of time.

2. The **four year high school completion rate** increased by 6.7% over the previous year and is 16% above the provincial average for FNMI students. A significant number of students chose, for personal or program reasons, to complete their high school over a four year period.

Strategies for Ongoing Improvement:

1. Continued support for guided reading at all schools with K-6 programming
2. All schools with grade 7-12 programs will continue to support 'reading in the content area' strategies
3. Professional development (PLC) activities focused on the improvement of student achievement
4. Schools will continue to focus on activities which increase opportunities for student voice and building relationships
5. Note additional expectations and targets in the **Three Year Education Plan**.



Annual Education Results Report – Goal Three

Goal Three: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.2	79.4	81.0	82.9	82.7		Very High	Maintained	Excellent	84.0		

Notes:

1. The division and its schools provide a wide variety of programs which meet the needs of our students.
 - a. Award winning instrumental and choral music programs are offered at the majority of our schools.
 - b. A variety of athletic programs/activities are offered in all of our elementary, junior and senior high schools.
 - c. Junior high schools offer a variety of CTS, fine arts, and locally developed courses to meet the needs and interests of our students.
 - d. At the high school level, Sturgeon Composite High School offers a wide variety of Career and Technology, Vocational, and pre-Apprenticeship programs.
3. The division and its schools provide a variety of opportunities for the development of leadership skills.
 - a. Schools leadership cohort – a series of workshops to enhance leadership skills (teachers).
 - b. Vice Principal cohort – a series of workshops to enhance leadership skills (v. principals).
 - c. Professional development program for all school administrators.
4. The 2013/2014 school year also marked the introduction of a revised school year calendar to support greater opportunity for targeted professional development (professional learning communities) to focus on the improvement of student achievement.



Annual Education Results Report – Goal Four

Goal Four: Engaged and effective governance

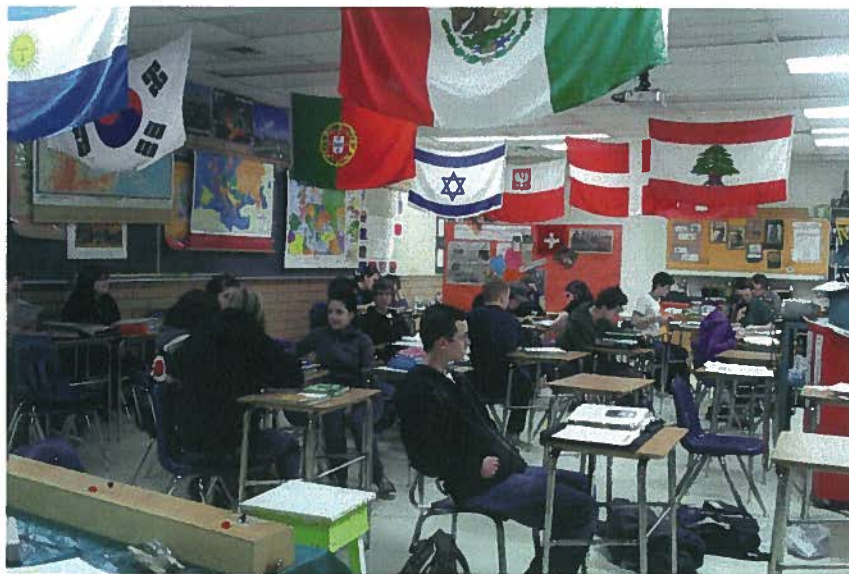
Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.1	78.5	80.0	77.5	81.9		High	Improved	Good	83.0		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.9	88.4	87.7	88.8	90.1		Very High	Improved	Excellent	91.0		

Notes:

1. The 2013/2014 school year marked the introduction of the revised Vision, Mission and Values statements for Sturgeon School Division. In particular it reinforces the values:
 - a. Shared responsibility – We all have a role to play in the education process
 - b. Mutual respect – Students, staff and students all deserve to be treated with respect
 - c. Communication – We value open, honest and timely communications

2. The 2013/2014 also marked the introduction of a revised school year calendar to support greater opportunity for targeted professional development (professional learning communities) to focus on the improvement of student achievement.



Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	86.7	86.8	86.8	89.3		Very High	Improved Significantly	Excellent	91.0		
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.4	77.3	79.0	79.6	80.7		Very High	Improved	Excellent	81.0		

Notes:

1. The 2013/2014 school year marked the introduction of the revised Vision, Mission and Values statement for Sturgeon School Division. In particular it reinforces the values:
 - a. Mutual respect – Students, as well as staff and students all deserve to be treated with respect.
 - b. Belonging – Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying and where their physical, intellectual and emotional needs are met.
2. The 2013/2014 school year also marked the introduction of a revised school year calendar to support greater opportunity for targeted professional development (professional learning communities) to focus on the improvement of student achievement.



Class Size Report 2013/2014

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Bon Accord School	18.1	18.9	18.5	19.0	16.0	30.0						
Camilla School	20.0	19.6	19.8	22.2	22.6	21.8	22.1	22.8	27.2			
Gibbons School				22.0	25.3	25.4	19.4	19.3	20.1			
Guthrie School	19.4	21.2	21.0	24.0	27.7	28.3	17.4	20.7	22.3			
Landing Trail	19.9	20.5	20.5	22.3	24.0	20.0						
Lilian Schick School				17.6	17.1	21.2	21.2	18.2	18.3			
Morinville Public	12.5	17.7	19.6	12.0	22.0	18.8						
Namao School	20.5	19.6	20.0	21.2	22.7	25.6	15.6	17.4	21.3			
Ochre Park School	17.6	20.5	18.3	22.0	19.0	21.8						
Redwater School				20.7	22.7	21.3	19.2	21.4	19.0	16.6	17.0	13.5
Sturgeon Composite High										23.4	24.7	23.7
Sturgeon Heights	18.9	20.8	20.3	27.0	29.3	28.0	24.2	23.0	24.5			
Division Totals	19.0	19.9	19.8	21.3	22.4	23.2	19.4	19.8	21.2	22.3	23.3	21.9

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Bon Accord School	18.1	18.9	18.8	19.0	16.0	30.0						
Camilla School	19.6	19.6	18.9	21.1	22.6	20.3	20.8	22.8	23.8			
Gibbons School				22.3	25.3	26.2	19.3	20.3				
Guthrie School	19.3	21.1	20.7	23.9	27.7	28.3	17.4	19.2	18.5			
Landing Trail	19.9	20.5	20.5	22.3	24.0	20.2						
Lilian Schick School				19.8	18.0	21.7	21.9	19.2	19.9			
Morinville Public	12.5	17.7	19.6	12.0	22.0	19.4						
Namao School	20.5	19.6	20.0	21.9	22.7	26.8	18.1	19.3	21.3			
Ochre Park School	18.0	20.8	18.6	22.4	21.5	22.5						
Redwater School				20.6	27.2	23.5	19.4	21.4	19.2	17.1	17.4	17.4
Sturgeon Composite High										22.4	23.3	22.7
Sturgeon Heights	19.1	21.2	20.1	27.0	29.3	27.5	24.4	21.7	24.5			
Division Totals	19.1	19.9	19.7	21.8	23.2	23.4	20.0	20.3	21.0	21.5	22.3	21.8

Financial Statement 2013-2014

REVENUES

Instruction	\$48,773,483	78.40%
Plant Operations and Maintenance	\$ 6,038,809	9.71%
Transportation	\$ 5,034,174	8.09%
Board and System Administration	\$2,286,646	3.68%
External Services	\$80,169	0.12%

Total

Revenues **\$62,213,281**

EXPENDITURES

Instruction	\$47,094,295	76.12%
Plant Operations and Maintenance	\$ 6,669,045	10.78%
Transportation	\$ 5,734,689	9.27%
Board and System Administration	\$2,290,403	3.70%
External Services	\$ 80,169	0.13%

Total Expenditures

\$61,868,601

Surplus

\$344,680

EXPENSES BY OBJECT

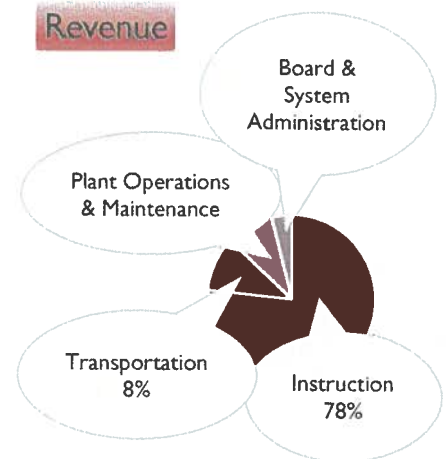
Certificated Salaries and Benefits	\$32,464,126	52.50%
Uncertificated Salaries and Benefits	\$ 14,717,032	23.80%
Services, Contracts and Supplies	\$ 12,943,899	20.90%
Amortization of tangible capital assets	\$1,743,544	2.80%

NUMBER OF STUDENTS

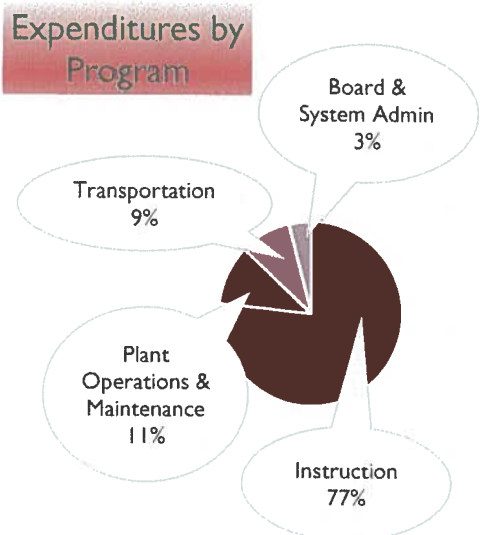
Grade 1-12	3,974
ECS @ 0.5	425
	<u>4,399</u>

Operational Cost per Student **\$15,448**

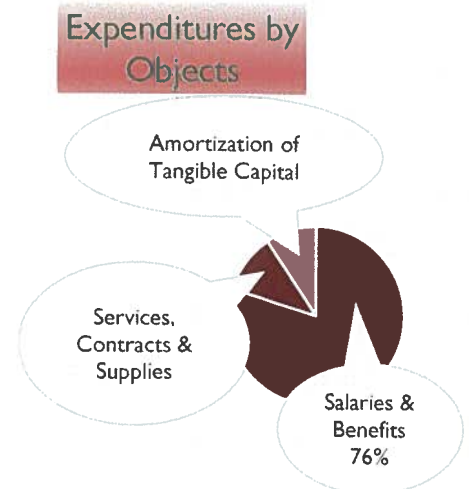
Revenue



Expenditures by Program



Expenditures by Objects



Highlights of Financial Report 2013-2014

In 2013-2014 school year, the Division

- Maintained lower class sizes by keeping instructional dollars in the classrooms
- Continued to support special education programs
- Supported literacy projects
- Utilized operating reserves to provide transportation to students without charging transportation fees
- Used instructional dollars to offset Plant Operations and Maintenance deficit instructional dollars
- BYOD (Bring Your Own Devices) Program

Highlights of Facility and Capital Plans 2013-2014

The 2013-2014 school year was one of 'protecting our investment' at several school sites, where the passing of time had resulted in deteriorated infrastructure. Lilian Schick School had drainage issues remediated. Ochre Park and Sturgeon Heights received upgrades on their parking and vehicle circulation. Several schools received upgraded security systems and important work was done on floors and walls, plumbing, electrical and HVAC systems.

The 2013-2014 modular priorities were:

1. Two modulars for Landing Trail.
2. Two modulars for Camilla.
3. Two modulars for Lilian Schick.

The 2013-2014 capital priorities were:

1. A new school in Morinville.
2. Modernization at Sturgeon Composite High School.
3. Modernization at Gibbons.

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

• The School Generated Funds document can be found at <http://www.sturgeon.ab.ca/publicationsandreports/otherdocuments>



ACCOUNTABILITY MEASURES

<p>GOAL ONE: An excellent start to learning</p>	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy. There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.</p>
<p>GOAL TWO: Success for every student</p>	<p>OUTCOME: Students achieve student learning outcomes. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. <ul style="list-style-type: none"> • High school completion rate of students within three years of entering Grade 10. Annual dropout rate of students aged 14 to 18. High school to post-secondary transition rate of students within six years of entering Grade 10. Percentage of Grade 12 students eligible for a Rutherford Scholarship. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.</p>
	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy. Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</p>
	<p>OUTCOME: Students demonstrate citizenship and entrepreneurship. Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</p>
	<p>OUTCOME: The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated. Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. High school completion rate of self-identified FNMI students within three years of entering Grade 10. Annual dropout rate of self-identified FNMI students aged 14 to 18. High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. Percentage of self-identified FNMI students writing four or more Diploma Examination within three years of entering Grade 10.</p>
	<p>OUTCOME: Teacher prep and professional growth focus on competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership. Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.</p>
<p>GOAL THREE: Quality teaching and school leadership</p>	<p>OUTCOME: Teacher prep and professional growth focus on competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership. Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.</p>
<p>GOAL FOUR: Engaged and effective governance</p>	<p>OUTCOME: The education system demonstrates collaboration and engagement. Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. Overall teacher, parent and student satisfaction with the overall quality of basic education.</p>
	<p>OUTCOME: Students and communities have access to safe and healthy learning environments. Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</p>

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

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

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

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

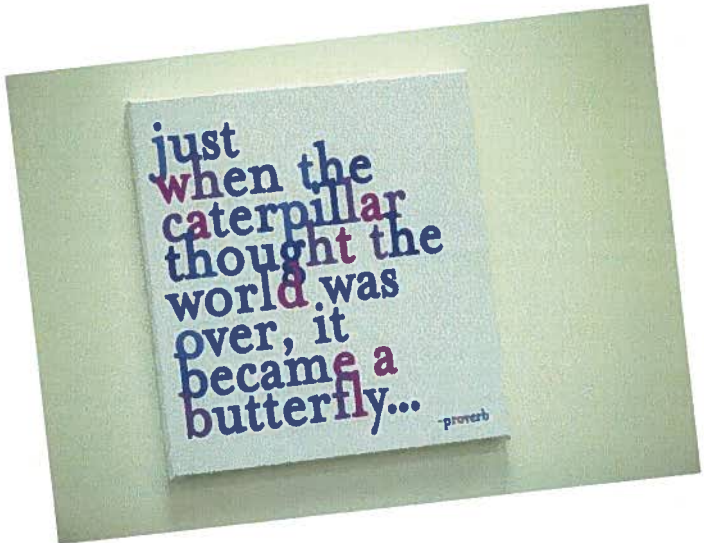
Sturgeon School Division
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Morinville, AB T8R 1L8
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Website: www.sturgeon.ab.ca

Board of Trustees:

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Superintendent of Schools	Michele Dick
Associate Superintendent, Education Services	Wolfgang Jeske
Associate Superintendent, Human Resources & Leadership Support	Dave Johnson
Secretary Treasurer	Iva Paulik



just
when the
caterpillar
thought the
world was
over, it
became a
butterfly...
proverb



Committee of the Whole Memorandum

Date: November 12, 2014

To: Committee of the Whole

From: Wolfgang Jeske
Associate Superintendent

Subject: AERR Summary

Background

I am pleased to provide the Board with the proposed AERR Summary. 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 School Division AERR summary and advise accordingly.

AERR SUMMARY QUICK OVERVIEW



9820-104 Street
Morinville, AB T8R 1L8
Ph: 780-939-4341

www.sturgeon.ab.ca
www.facebook.com/SturgeonSD

Basic Facts	Accomplishments	Our Priorities	We are Listening	The Bottom Line
<p>Sturgeon School Division:</p> <ul style="list-style-type: none"> is celebrating its 75th anniversary in 2014/2015 has over 4500 students in 16 schools including 2 outreach schools and 1 Hutterite Colony School provides a wide variety of programs including academics, vocational, fine arts, athletics, summer school and pre-kindergarten expanded French immersion into grade 2 continued its focus on developing literacy skills through the implementation of guided reading strategies throughout the division at the grade 1-6 level <p>As we look forward:</p> <ul style="list-style-type: none"> Our commitment is to implement the strategies within the Three Year Plan in order to: <ul style="list-style-type: none"> improve achievement in Provincial Achievement and Diploma Exams at the level of excellence ensure students receive the support they require in order to be successful in school; in particular to improve high school completion rates for all students, to improve FNMI levels of achievement, and to continue to reduce drop-out rates within our jurisdiction 	<p>We are proud to report that:</p> <ul style="list-style-type: none"> our schools provide safe and caring environments (significantly improved and reached an overall rating of excellent) parents and students are well satisfied with our programs of study (maintained an overall rating of excellent) our schools provide a very high quality of education (improved to reach an overall rating of excellent) our students remain in school (drop out rate improved to reach a high level of achievement) our students are learning to be active and responsible citizens (improved considerably to reach an overall rating of excellent) parents are satisfied with their level of involvement in their child's education (improved to reach a high level of achievement) our schools continue to improve (improved to achieve an overall rating of excellent) our graduating high school students were awarded approximately \$228,000 in scholarships for 2013/2014 school year the achievement gap between FNMI students and all others is being narrowed in 6 accountability pillar measures. 	<p>Our three major priorities are to ensure that all students:</p> <ul style="list-style-type: none"> achieve academic success and develop critical thinking and problem solving skills are recognized as individuals and provided with opportunities to be successful build relationships with their peers, adults, and the community <p>We will do this by:</p> <ul style="list-style-type: none"> ensuring our students are well prepared to begin their formal schooling through the provision of effective pre-school programs promoting literacy by continuing to support Guided Reading at grades 1-6 and focusing Reading Across the Content Areas strategies at grades 7-12 Ensuring all schools introduce activities which support 'Student Voice' Ensure all schools undertake activities which foster the building of relationships providing leadership development opportunities for our school leaders and administrators providing targeted professional development and collaborative opportunities for our teachers and classroom assistants 	<p>We gather feedback from our:</p> <ul style="list-style-type: none"> Students through: <ul style="list-style-type: none"> Research project focused on high school completion conversations with the Superintendent student project and leadership opportunities in every school a variety of activities which support 'Student Voice' in each school Parents through: <ul style="list-style-type: none"> individual school councils, Council of School Council parent surveys parent portal social media Staff through: <ul style="list-style-type: none"> school visits staff meetings collaborative professional development opportunities online surveys Community through: <ul style="list-style-type: none"> trustee meetings with municipal and community organizations business partnerships social media <p>2013/2104 marked the implementation of the new Vision, Mission, and Values statements authored by students, following input from students, parents, community members and staff. They provide the foundation for decisions which provide future direction of our jurisdiction.</p>	<p>2013/2014 Financial Report</p> <p>Total Revenue \$62,213,281</p> <p>Expenditures \$47,094,295</p> <p>Plant Operations \$ 6,669,045</p> <p>Transportation \$ 5,734,689</p> <p>System Admin \$ 2,290,403</p> <p>External Services \$ 80,169</p> <p>Operating Surplus \$ 344,680</p> <p>Capital Priorities</p> <ul style="list-style-type: none"> A new school in Morinville to accommodate junior and senior high programming Modernization at SCS Modernization at Gibbons <p>Modular Priorities</p> <ul style="list-style-type: none"> 2 modulars for Landing Trail 2 modulars for Camilla 2 modulars for Lillian Schick <hr/> <p>Projected 2014/2015 Budget</p> <p>Total Revenue \$63,344,199</p> <p>Expenditures \$48,562,738</p> <p>Instruction \$ 6,722,984</p> <p>Plant Operations \$ 5,686,997</p> <p>Transportation \$ 2,291,005</p> <p>System Admin \$ 80,475</p> <p>External Services \$ 80,475</p> <p>Operating Surplus/Deficit \$ 0</p> <p>Capital Priorities</p> <ul style="list-style-type: none"> New school in Morinville to accommodate junior senior high programming Modernization at Gibbons Modernization at Camilla <p>2014/2015 Modular Priorities</p> <ul style="list-style-type: none"> 4 modulars for Morinville Public 1 modular for St. Heights 2 modulars for Landing Trail
<p>To learn more visit our website or follow us on Facebook.</p>	<p>To learn more review our Accountability Pillar Results or Annual Ed Results Report</p>	<p>To learn more examine our Three year Education Plan</p>	<p>For more information please see our Three Year Education Plan</p>	<p>For more information see our Summary of Financial Results or Annual Budget Reports</p>



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

Committee of the Whole Memorandum

Date: November 12, 2014
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Draft 2013/2014 Audited Financial Statements

Attached you will find the Draft 2013/2014 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, 2014**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Sturgeon School Division No. 24

Legal Name of School Jurisdiction

9820 - 104 Street, Morinville, Alberta, T8R 1L8

Mailing Address

780 939-4341; 780 939-5520

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 and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Terry Jewell

Name

Signature

SUPERINTENDENT

Dr. Michele Dick

Name

Signature

SECRETARY-TREASURER OR TREASURER

Iva Paulik

Name

Signature

November 26, 2014

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: sarah.brennan@gov.ab.ca
PHONE: (780) 422-0312 (Toll free 310-0000) FAX: (780) 422-6996

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STATEMENT OF FINANCIAL POSITION
As at August 31, 2014 (in dollars)

		2014	2013
FINANCIAL ASSETS			
Cash and cash equivalents	(Note 3)	\$ 3,866,826	\$ 2,975,285
Accounts receivable (net after allowances)	(Note 4)	\$ 757,872	\$ 685,508
Portfolio investments	(Note 5)	\$ 22,912	\$ 43,041
Other financial assets	(Note 6)	\$ 27,823	\$ 23,940
Total financial assets		\$ 4,675,433	\$ 3,727,774
LIABILITIES			
Bank indebtedness	(Note 7)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 1,415,725	\$ 845,996
Deferred revenue	(Note 9)	\$ 19,444,172	\$ 19,985,397
Employee future benefit liabilities	(Note 10)	\$ 49,914	\$ 37,500
Other liabilities		\$ -	\$ -
Debt	(Note 11)		
Supported: Debentures and other supported debt		\$ 146,418	\$ 311,992
Unsupported: Debentures and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Mortgages		\$ -	\$ -
Total liabilities		\$ 21,056,229	\$ 21,180,885
Net financial assets (debt)		\$ (16,380,796)	\$ (17,453,111)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Note 12)		
Land		\$ 1,414,541	\$ 1,414,541
Construction in progress		\$ -	\$ -
Buildings		\$ 57,560,031	
Less: Accumulated amortization		\$ (37,998,598)	\$ 20,176,827
Equipment		\$ 2,134,955	
Less: Accumulated amortization		\$ (1,903,477)	\$ 305,238
Vehicles		\$ 903,484	
Less: Accumulated amortization		\$ (679,044)	\$ 373,938
Computer Equipment		\$ 164,926	
Less: Accumulated amortization		\$ (21,853)	\$ 109,266
Total tangible capital assets		\$ 21,574,965	\$ 22,379,810
Prepaid expenses		\$ 172,295	\$ 95,088
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 21,747,260	\$ 22,474,898
Accumulated surplus	(Note 13)	\$ 5,366,466	\$ 5,021,786
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 5,366,466	\$ 5,021,786
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 5,366,466	\$ 5,021,786
Contractual obligations	(Note 14)		
Contingent liabilities	(Note 15)		

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

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2014 (in dollars)

	Budget 2014 Reclassified	Actual 2014	Actual 2013 Reclassified
REVENUES			
Alberta Education	\$ 56,681,248	\$ 59,298,433	\$ 58,041,590
Other - Government of Alberta	\$ 236,690	\$ 409,586	\$ 375,612
Federal Government and First Nations	\$ 343,850	\$ 304,167	\$ 374,937
Other Alberta school authorities	\$ 33,980	\$ 34,000	\$ 34,000
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Note 17)	\$ 594,411	\$ 1,236,900	\$ 1,157,535
Other sales and services	\$ 67,160	\$ 337,644	\$ 319,014
Investment income	\$ 30,000	\$ 43,934	\$ 44,857
Gifts and donations	\$ -	\$ 121,734	\$ 114,234
Rental of facilities	\$ -	\$ 47,102	\$ 37,539
Fundraising	\$ 800,000	\$ 312,460	\$ 345,129
Gains on disposal of capital assets	\$ -	\$ -	\$ -
Other revenue	\$ 111,902	\$ 67,321	\$ 8,428
Total revenues	\$ 58,899,241	\$ 62,213,281	\$ 60,852,875
EXPENSES			
Instruction (ECS - Grade 12)	\$ 45,960,029	\$ 47,111,365	\$ 46,496,618
Plant operations and maintenance	\$ 5,717,737	\$ 6,670,874	\$ 6,924,958
Transportation	\$ 5,154,429	\$ 5,734,689	\$ 5,795,014
Board & system administration	\$ 2,188,468	\$ 2,271,504	\$ 2,328,281
External services	\$ 32,000	\$ 80,169	\$ 84,014
Total expenses	\$ 59,052,663	\$ 61,868,601	\$ 61,628,885
Operating surplus (deficit)	\$ (153,422)	\$ 344,680	\$ (776,010)

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

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2014 (in dollars)

	2014	2013
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 344,680	\$ (776,010)
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 1,683,412	\$ 1,673,784
Gains on disposal of tangible capital assets	\$ -	\$ -
Losses on disposal of tangible capital assets	\$ 29,107	\$ -
Expended deferred capital revenue recognition	\$ (1,477,349)	\$ (1,459,547)
Deferred capital revenue write-off	\$ 6,030	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (72,364)	\$ 1,392,405
Prepays	\$ (77,207)	\$ 110,555
Other financial assets	\$ (3,883)	\$ 14,980
Non-financial assets	\$ -	\$ -
Accounts payable and accrued liabilities	\$ 569,729	\$ (1,287,124)
Deferred revenue (excluding EDCR)	\$ 436,495	\$ 59,639
Employee future benefit liabilities	\$ 12,414	\$ 37,500
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 1,451,064	\$ (233,818)
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (394,138)	\$ (111,401)
Equipment	\$ (5,300)	\$ (61,004)
Vehicles	\$ -	\$ -
Computer equipment	\$ (55,660)	\$ (109,266)
Net proceeds from disposal of unsupported capital assets	\$ 41,020	\$ -
Other (describe)	\$ -	\$ 15,343
Total cash flows from capital transactions	\$ (414,078)	\$ (266,328)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ 20,129	\$ 19,289
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement gains (losses) reclassified to the statement of operations	\$ -	\$ -
Other (describe)	\$ -	\$ 11,181
Total cash flows from investing transactions	\$ 20,129	\$ 30,470
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (165,574)	\$ (203,212)
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ (165,574)	\$ (203,212)
Increase (decrease) in cash and cash equivalents	\$ 891,541	\$ (672,888)
Cash and cash equivalents, at beginning of year	\$ 2,975,285	\$ 3,648,173
Cash and cash equivalents, at end of year	\$ 3,866,826	\$ 2,975,285

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

STATEMENT OF CHANGE IN NET DEBT
For the Year Ended August 31, 2014

	Budget 2014	2014	2013
Operating surplus (deficit)	\$ (153,422)	\$ 344,680	\$ (776,010)
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ -	\$ (954,727)	\$ (281,671)
Amortization of tangible capital assets	\$ 1,565,689	\$ 1,683,412	\$ 1,673,784
Net carrying value of tangible capital assets disposed of	\$ -	\$ 76,158	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 1,565,689	\$ 804,843	\$ 1,392,113
Changes in:			
Prepaid expenses	\$ -	\$ (77,207)	\$ 110,555
Other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)			
Endowments	\$ -	\$ -	\$ -
Decrease (increase) in net debt	\$ 1,412,267	\$ 1,072,316	\$ 726,658
Net debt at beginning of year	\$ -	\$ (17,453,111)	\$ (18,179,769)
Net debt at end of year	\$ 1,412,267	\$ (16,380,795)	\$ (17,453,111)

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2014 (in dollars)

	2014	2013
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
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 OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2014 (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, 2013	\$ 5,021,786	\$ -	\$ 5,021,786	\$ 2,662,415	\$ -	\$ -	\$ 1,523,299	\$ 836,072
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2013	\$ 5,021,786	\$ -	\$ 5,021,786	\$ 2,662,415	\$ -	\$ -	\$ 1,523,299	\$ 836,072
Operating surplus (deficit)	\$ 344,680		\$ 344,680			\$ 344,680		
Board funded tangible capital asset additions				\$ 239,967		\$ (60,960)		\$ (173,007)
Disposal of unsupported tangible capital assets	\$ -		\$ -	\$ (70,128)		\$ 70,128		\$ -
Disposal of supported tangible capital assets (board funded portion)	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of supported tangible capital assets (board funded portion)	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -	\$ -	\$ -		\$ -		\$ -
Endowment expenses	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus	\$ -		\$ -		\$ -	\$ -		\$ -
Amortization of tangible capital assets	\$ -		\$ -	\$ (1,683,412)		\$ 1,683,412		
Capital revenue recognized	\$ -		\$ -	\$ 1,477,349		\$ (1,477,349)		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ -		\$ -		
Externally imposed endowment restrictions	\$ -		\$ -		\$ -	\$ -		
Net transfers to operating reserves	\$ -		\$ -			\$ (55,232)	\$ 55,232	
Net transfers from operating reserves	\$ -		\$ -			\$ 372,334	\$ (372,334)	
Net transfers to capital reserves	\$ -		\$ -			\$ (41,021)		\$ 41,021
Net transfers from capital reserves	\$ -		\$ -			\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -		\$ -		\$ -
Balance at August 31, 2014	\$ 5,366,466	\$ -	\$ 5,366,466	\$ 2,620,191	\$ -	\$ 835,992	\$ 1,206,197	\$ 704,086

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2014 (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, 2013	\$ 1,150,965	\$ 43,000	\$ -	\$ 546,269	\$ -	\$ 242,084	\$ 372,334	\$ 4,719	\$ -	\$ -	\$ -	\$ -
Prior period adjustments:												
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2013	\$ 1,150,965	\$ 43,000	\$ -	\$ 546,269	\$ -	\$ 242,084	\$ 372,334	\$ 4,719	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets	\$ -	\$ -	\$ -	\$ (173,007)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of supported tangible capital assets (board funded portion)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Write-down of unsupported tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Write-down of supported tangible capital assets (board funded portion)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year												
Endowment expenses												
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Externally imposed endowment restrictions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to operating reserves	\$ 55,232	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (372,334)	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,021	\$ -	\$ -	\$ -	\$ -
Net transfers from capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2014	\$ 1,206,197	\$ 43,000	\$ -	\$ 373,262	\$ -	\$ 242,084	\$ -	\$ 45,740	\$ -	\$ -	\$ -	\$ -

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2014 (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, 2013	\$ -	\$ 26,289	\$ -	\$ -	\$ 19,717,390
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2013	\$ -	\$ 26,289	\$ -	\$ -	\$ 19,717,390
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 98,671				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ -				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources <i>(Describe)</i> :	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 134,404				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue: <i>(Describe)</i>				\$ -	
Net proceeds on disposal of supported tangible capital assets			\$ 4,129	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets (Explain):					\$ -
Alberta Schools Alternative Program (ASAP), Building Alberta School Construction Program, (BASCP) and other Alberta Infrastructure managed projects					\$ 499,629
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (221,119)	\$ -	\$ -	\$ -	\$ 221,119
Surplus funds approved for future project(s)	\$ (11,957)	\$ 11,957			
Other adjustments (Explain):	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ 6,030
Other adjustments (Explain):	\$ -	\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 1,477,349
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2014	\$ (A) (0)	\$ 38,246	\$ 4,129	\$ (D) -	\$ 18,954,759
Balance of Unexpended Deferred Capital Revenue at August 31, 2014 (A) + (B) + (C) + (D)					\$ 42,374

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.

(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, 2014 (in dollars)

REVENUES	2014						TOTAL	TOTAL	TOTAL
	Instruction (ECS-Grade 12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services				
(1) Alberta Education	\$ 46,045,237	\$ 6,001,630	\$ 5,034,174	\$ 2,217,392	\$ -	\$ -	\$ 59,298,433	\$ 58,041,590	
(2) Other - Government of Alberta	\$ 409,586	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 409,586	\$ 375,612	
(3) Federal Government and First Nations	\$ 276,792	\$ 27,375	\$ -	\$ -	\$ -	\$ -	\$ 304,167	\$ 374,937	
(4) Other Alberta school authorities	\$ 34,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,000	\$ 34,000	
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(8) Fees	\$ 1,236,900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,236,900	\$ 1,157,535	
(9) Other sales and services	\$ 257,475	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 257,475	\$ 319,014	
(10) Investment income	\$ 37,626	\$ 4,375	\$ -	\$ 1,933	\$ -	\$ 80,169	\$ 43,934	\$ 44,857	
(11) Gifts and donations	\$ 121,734	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 121,734	\$ 114,234	
(12) Rental of facilities	\$ 41,673	\$ 5,429	\$ -	\$ -	\$ -	\$ -	\$ 47,102	\$ 37,539	
(13) Fundraising	\$ 312,460	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 312,460	\$ 345,129	
(14) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(15) Other revenue	\$ -	\$ -	\$ -	\$ 67,321	\$ -	\$ -	\$ 67,321	\$ 8,428	
(16) TOTAL REVENUES	\$ 48,773,483	\$ 6,038,809	\$ 5,034,174	\$ 2,286,646	\$ 80,169	\$ -	\$ 62,213,281	\$ 60,852,875	

EXPENSES	2014						TOTAL	TOTAL	TOTAL
	Instruction (ECS-Grade 12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services				
(17) Certificated salaries	\$ 26,131,679	\$ -	\$ -	\$ 334,843	\$ 34,805	\$ -	\$ 26,501,127	\$ 26,210,388	
(18) Certificated benefits	\$ 5,895,056	\$ -	\$ -	\$ 65,103	\$ 2,840	\$ -	\$ 5,962,999	\$ 5,454,847	
(19) Non-certificated salaries and wages	\$ 8,336,322	\$ 2,039,094	\$ 375,259	\$ 922,620	\$ 31,959	\$ -	\$ 11,705,254	\$ 11,473,609	
(20) Non-certificated benefits	\$ 2,156,321	\$ 548,258	\$ 88,758	\$ 207,876	\$ 10,565	\$ -	\$ 3,011,778	\$ 2,948,259	
(21) SUB - TOTAL	\$ 42,519,378	\$ 2,587,352	\$ 464,017	\$ 1,530,242	\$ 80,169	\$ -	\$ 47,181,158	\$ 46,087,103	
(22) Services, contracts and supplies	\$ 4,527,513	\$ 2,544,072	\$ 5,179,017	\$ 693,297	\$ -	\$ -	\$ 12,943,899	\$ 13,752,191	
(23) Amortization of supported tangible capital assets	\$ -	\$ 1,474,994	\$ 2,355	\$ -	\$ -	\$ -	\$ 1,477,349	\$ 1,459,547	
(24) Amortization of unsupported tangible capital assets	\$ 64,474	\$ 41,314	\$ 60,193	\$ 40,082	\$ -	\$ -	\$ 206,063	\$ 214,237	
(25) Supported interest on capital debt	\$ -	\$ 23,142	\$ -	\$ -	\$ -	\$ -	\$ 23,142	\$ 42,050	
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(27) Other interest and finance charges	\$ -	\$ -	\$ -	\$ 7,883	\$ -	\$ -	\$ 7,883	\$ 5,770	
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 29,107	\$ -	\$ -	\$ -	\$ 29,107	\$ -	
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,987	
(30) TOTAL EXPENSES	\$ 47,111,365	\$ 6,670,874	\$ 5,734,689	\$ 2,271,504	\$ 80,169	\$ -	\$ 61,868,601	\$ 61,628,885	
(31) OPERATING SURPLUS (DEFICIT)	\$ 1,662,118	\$ (632,065)	\$ (700,515)	\$ 15,142	\$ -	\$ -	\$ 344,680	\$ (776,010)	

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2014 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	SUB-TOTAL Operations & Maintenance	Supported Capital & Debt Services	2014 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 1,525,889	\$ 338,841	\$ -	\$ -	\$ 174,364		\$ 2,039,094		\$ 2,039,094
Uncertificated benefits	\$ 425,370	\$ 85,307	\$ -	\$ -	\$ 37,581		\$ 548,258		\$ 548,258
Sub-total Remuneration	\$ 1,951,259	\$ 424,148	\$ -	\$ -	\$ 211,945		\$ 2,587,352		\$ 2,587,352
Supplies and services	\$ 150,242	\$ 210,193	\$ 53,994	\$ 694,805	\$ 172,165		\$ 1,281,399		\$ 1,281,399
Electricity			\$ 534,518				\$ 534,518		\$ 534,518
Natural gas/heating fuel			\$ 373,660				\$ 373,660		\$ 373,660
Sewer and water			\$ 73,754				\$ 73,754		\$ 73,754
Telecommunications			\$ 8,603				\$ 8,603		\$ 8,603
Insurance					\$ 272,138		\$ 272,138		\$ 272,138
Amortization of tangible capital assets									
Supported								\$ 1,474,994	\$ 1,474,994
Unsupported						\$ 41,314	\$ 41,314		\$ 41,314
Total Amortization						\$ 41,314	\$ 41,314	\$ 1,474,994	\$ 1,516,308
Interest on capital debt									
Supported								\$ 23,142	\$ 23,142
Unsupported									
Lease payments for facilities				\$ -			\$ -		\$ -
Other interest charges				\$ -			\$ -		\$ -
Losses on disposal of capital assets							\$ -		\$ -
TOTAL EXPENSES	\$ 2,101,501	\$ 634,341	\$ 1,044,529	\$ 694,805	\$ 656,248	\$ 41,314	\$ 5,172,738	\$ 1,498,136	\$ 6,670,874
SQUARE METRES									
School buildings									59,936.0
Non school buildings									1,481.0

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, 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.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

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 instruction and support allocations 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

The Division has investments in GIC's that have a majority of greater than 3 months. 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.

Detailed information regarding portfolio investments is disclosed in Note 5.

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 an acquisition to the applicable asset class at substantial completion.

- 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 25%
 - 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) 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.

h) 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.

i) 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.

j) 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, 2014, the amount contributed by the Government of Alberta was \$3,162,738 (2013 - \$2,660,085).

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 \$1,207,832 for the year ended August 31, 2014 (2013 -

\$1,086,031). At December 31, 2013, the Local Authorities Pension Plan reported a deficiency of \$4,862 billion (2012 - a deficiency of \$4.977 billion).

k) Program Reporting

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

- **ECS-Grade 12 Instruction:** The provision of Early Childhood Services education and grades 1 - 12 instructional services 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.

l) 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 17.

m) 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 derecognition 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.

Recognition, derecognition and measurement policies followed in the financial statements for periods prior to the effective date of September 1, 2012 specified are not reversed and, therefore, the financial statements of prior periods, including the comparative information, have not been restated.

n) 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.

3. **CASH AND CASH EQUIVALENTS**

	2014			2013
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash	-	\$ -	\$ 3,866,826	\$ 2,975,283
Cash equivalents				
Government of Canada, direct and guaranteed	%	-	-	-
Provincial, direct and guaranteed	%	-	-	-
Corporate	%	-	-	-
Municipal	%	-	-	-
Pooled investment funds	%	-	-	-
Other, including GIC's	%	-	-	-
Total cash and cash equivalents		\$ -	\$ 3,866,826	\$ 2,975,283

4. **ACCOUNTS RECEIVABLE**

	2014			2013
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 38,872	\$ -	\$ 38,872	\$ 25,720
Alberta Education - Capital	134,404	-	\$ 134,404	11,180
Alberta Education - Supported	-	-	\$ -	-
Other Alberta school jurisdictions	-	-	\$ -	-
Treasury Board and Finance Supported debenture principal	146,418	-	\$ 146,418	311,992
Treasury Board and Finance Accrued Interest on supported debentures	10,652	-	\$ 10,652	19,659
Alberta Health & Wellness	-	-	\$ -	-
Alberta Health Services	-	-	\$ -	-
Innovation & Advanced Education	-	-	\$ -	-
Post-secondary institutions	-	-	\$ -	-
Government of Alberta Ministry	-	-	\$ -	-
Federal government	136,552	-	\$ 136,552	132,110
Municipalities	-	-	\$ -	-
First Nations	125,000	-	\$ 125,000	82,689
Foundations	-	-	\$ -	-
Other	165,974	-	\$ 165,974	102,158
Total	\$ 757,872	\$ -	\$ 757,872	\$ 685,508

5. PORTFOLIO INVESTMENTS

	2014			2013	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Guranteed interest certificates	1.60%	22,912	22,912	22,912	43,041
Total portfolio investments	1.60%	\$ 22,912	\$ 22,912	\$ 22,912	\$ 43,041

It is management's opinion that there has been no impairment during the year.

6. OTHER FINANCIAL ASSETS

Other Financial assets consist of the following:

	2014	2013
Inventory	\$ 27,823	\$ 23,940
Total	\$ 27,823	\$ 23,940

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

7. 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, 2014.

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2014	2013
Alberta Education	\$ 592,906	\$ -
Other Alberta school jurisdictions	-	-
Alberta Capital Finance Authority (Interest on long-term debt - Supported)	10,652	19,659
Alberta Health & Wellness	-	-
Alberta Health Services	-	-
Innovation & Advanced Education	-	-
Post-secondary institutions	-	-
Other Government of Alberta ministries	-	-
Federal government	5,681	7,205
FirstNations	-	-
Other interest on long-term debt	-	-
Other bank charges, fees, and interest	-	-
Other salaries & benefit costs	139,792	137,303
Other trade payables and accrued liabilities	666,694	681,829
Total	\$ 1,415,725	\$ 845,996

9. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2013	ADD: 2013/2014 Restricted Funds Received/ Receivable	DEDUCT: 2013/2014 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2013/2014 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2014
Unexpended deferred operating revenue					
Alberta Education:					
Regional Collaborative Service Delivery	\$ -	\$ -	\$ -	\$ -	\$ -
Children and Youth with Complex Needs	\$ 24,809		(24,809)		-
Student Health Initiative (School Authorities)	\$ -				-
Infrastructure Maintenance Renewal	\$ 60,474	676,683	(694,806)		42,351
Institutional Education Programs	\$ -				-
Regional Educational Consulting Services	\$ -				-
SuperNet Service	\$ -				-
Other Alberta Education deferred revenue	\$ 41,098		(6,053)		35,045
Other Government of Alberta:	\$ -				
Alberta Health	\$ 48,175		(48,175)		-
Other Deferred Revenue:	\$ -				
School Generated Funds	\$ 40,581	1,121,862	(1,133,446)		28,997
Instruction Material Fees	\$ 8,729	15,972	(8,729)		15,972
Donations	\$ -				-
Transportation fees	\$ -	297,092			297,092
Other	\$ 17,853	27,581	(17,853)		27,581
Total unexpended deferred operating revenue	\$241,719	\$ 2,139,190	\$ (1,933,871)	\$ -	\$ 447,038
Unexpended deferred capital revenue	26,289	237,204	(221,119)	-	42,374
Expended deferred capital revenue	19,717,390	720,748	(1,483,379)	-	18,954,759
Total	\$ 19,985,398	\$ 3,097,142	\$ (3,638,369)	\$ -	\$ 19,444,172

10. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2014	2013
Defined benefit pension plan liability	\$ -	\$ -
Accumulated sick pay liability	-	-
Other compensated absences	-	-
Post-employment benefits	-	-
Retirement allowances	49,914	37,500
Other termination benefits	-	-
Educational subsidy surplus	-	-
Personal professional development fund	-	-
Other employee future benefits	-	-
Total	\$ 49,914	\$ 37,500

11. DEBT

The debentures are held with Alberta Capital Finance Authority, bear interest at rates varying between 7.50% and 12.0%, and are fully supported by Alberta Finance. Debenture payments due over the next five years and beyond are:

	Principal	Interest	Total
2014-2015	103,560	15,740	119,300
2015-2016	34,920	4,752	39,672
2016-2017	7,938	784	8,722
2017-2018	-	-	-
2018 to maturity	-	-	-
Total	\$ 146,418	\$ 21,275	\$ 167,694

12. TANGIBLE CAPITAL ASSETS

	2014						
	Land	Construction - In Progress - Buildings	Buildings 25-40 Years	Equipment 5-10 Years	Vehicles 5-10 Years	Computer Hardware & Software 3-5 Years	Total
Estimated useful life							
Historical cost							
Beginning of year	\$ 1,414,541	\$ -	\$ 56,666,273	\$ 3,899,610	\$ 1,151,924	\$ 109,266	\$63,241,614
Additions	-	-	893,757	5,300	-	55,660	\$ 954,717
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(1,769,955)	(248,440)	-	(2,018,395)
	\$ 1,414,541	\$ -	\$ 57,560,030	\$ 2,134,955	\$ 903,484	\$ 164,926	\$62,177,936
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 36,489,446	\$ 3,594,372	\$ 777,986	\$ -	\$40,861,804
Additions	-	-	1,509,151	79,069	73,338	21,853	\$ 1,683,411
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(1,769,964)	(172,280)	-	(1,942,244)
	\$ -	\$ -	\$ 37,998,597	\$ 1,903,477	\$ 679,044	\$ 21,853	\$40,602,971
Net Book Value at End of Year	\$ 1,414,541	\$ -	\$ 19,561,433	\$ 231,478	\$ 224,440	\$ 143,073	\$21,574,965

13. ACCUMULATED SURPLUS:

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

	2014	2013
Unrestricted surplus	\$ 835,992	\$ -
Operating reserves	1,206,197	1,523,299
Accumulated surplus (deficit) from operations	2,042,189	1,523,299
Investment in tangible capital assets	2,620,191	2,662,415
Capital reserves	704,086	836,072
Endowments ⁽¹⁾	-	-
Accumulated remeasurement gains (losses)	-	-
Accumulated surplus (deficit)	\$ 5,366,466	\$ 5,021,786

⁽¹⁾ Operating Reserves include school generated funds accumulated surplus of 381,070 (2013 - \$325,838).

14. CONTRACTUAL OBLIGATIONS

	Building Leases	Equipment and Vehicle Leases
2014-2015	81,599	420,790
2015-2016	83,399	359,738
2016-2017	32,951	56,233
2017-2018	33,944	44,850
Thereafter	226,118	27,592
	\$ 458,010	\$ 909,203

⁽¹⁾Building Leases: The Division is committed to two leases to operate its Learning Centers in the amount of \$81,599.

⁽²⁾ Equipment and Vehicle Leases: As at August 31, 2014, the Division has \$909,203 (2013 - \$1,002,232) in commitments relating to equipment and vehicle leases.

15. CONTINGENT LIABILITIES

a) 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.

b) Contingent Asset

The School Division is a member of a reciprocal insurance exchange called ASBIE. A portion of the premiums paid each year represents equity contributions to the insurance fund. These payments have been recorded as expenses in the financial statements, as the value of equity is subject to liability claims.

16. FEES

	2014	2013
Transportation fees ⁽¹⁾	\$ -	\$ -
Fees charged for instruction material and supplies ⁽²⁾	255,516	246,588
Fees for options, specialty courses and programs	376,784	347,526
Other fees	604,600	563,421
Total	<u>1,236,900</u>	<u>1,157,535</u>

⁽¹⁾ Charged under School Act, Section 51 (3)

⁽²⁾ Charged under School Act Section 60 (2) (j)

17. 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.

	2014	2013
Deferred salary leave plan	\$ 37,116	\$ 18,547
Scholarship trusts	59,207	51,256
Total	<u>\$ 96,323</u>	<u>\$ 69,803</u>

18. SCHOOL GENERATED FUNDS

	2014	2013
School Generated Revenue, Beginning of Year	\$ 366,419	\$ 289,213
Gross Receipts:		
Fees	593,016	572,700
Fundraising	312,460	345,129
Gifts and donations	120,734	90,981
Grants to schools		-
Other sales and services	150,884	185,538
Total gross receipts	1,177,094	1,194,348
Total Related Expenses and Uses of Funds	316,744	535,671
Total Direct Costs Including Cost of Goods Sold to Raise Funds	816,702	581,471
School Generated Revenues, End of Year	<u>\$ 410,066</u>	<u>\$ 366,419</u>
Balance included in Deferred Revenue	\$ 28,997	\$ 40,581
Balance included in Accumulated Surplus	\$ 381,070	\$ 325,838

19. RELATED PARTY TRANSACTIONS

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Education	\$ -	\$ -	\$ -	\$ -
Accounts receivable / Accounts payable	173,276	592,906	-	-
Prepaid expenses / Deferred operating revenue	-	77,396	-	-
Unexpended deferred capital revenue	-	18,954,758	1,459,847	-
Expended deferred capital revenue	-	42,376	-	-
Other assets & liabilities	-	-	-	-
Grant revenue & expenses	-	-	57,838,587	34,841
Other revenues & expenses	-	-	-	-
Other Alberta school jurisdictions	-	-	34,000	-
Treasury Board and Finance (Principal)	146,415	-	165,574	-
Treasury Board and Finance (Accrued interest)	10,652	-	32,150	-
Alberta Health	-	-	45,000	-
Alberta Health Services	-	-	38,096	-
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	-	-	-	-
Alberta Infrastructure	-	-	-	-
Human Services	-	-	-	-
Edmonton and Area Child and Family Services	-	-	303,348	-
Other GOA ministries	-	-	-	-
Other:				
Alberta Capital Financing Authority	-	157,069	-	23,452
TOTAL 2013/2014	\$ 330,343	\$ 19,824,505	\$59,916,602	\$ 58,293
TOTAL 2012/2013	\$ 368,551	\$ 20,249,886	\$58,706,313	\$ 231,806

20. REMUNERATION AND MONETARY INCENTIVES

The School Division had paid or accrued expenses for the year ended August 31, 2014 to or on behalf of the following positions and persons in groups as follows:

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERIP's / Other	Expenses
Terry Jewell	1.0	\$20,327	\$300	\$0			\$10,876
Tracy Nowak	1.0	\$19,486	\$604	\$0			\$8,692
Misty Featherley	0.8	\$16,761	\$517	\$0			\$8,930
Elizabeth Kohle	1.0	\$19,484	\$599	\$0			\$12,581
Shelley Porter	0.6	\$10,628	\$322	\$0			\$3,771
Wendy Miller	1.0	\$20,434	\$631	\$0			\$10,706
Michelle Mykasiw	1.0	\$16,161	\$499	\$0			\$9,177
Brent Gray	0.2	\$2,922	\$89	\$0			\$52
Darryl Krieger	0.2	\$2,922	\$89	\$0			\$286
	0.0	\$0	\$0	\$0			\$0
Subtotal	6.8	\$129,125	\$3,650	\$0			\$65,071
Mchele Dick	1.0	\$199,651	\$32,957	\$2,200			\$13,006
Iva Paulik	1.0	\$168,615	\$43,739	\$0	\$0	\$0	\$3,703
Certificated teachers	279.1	\$26,301,476	\$5,930,042	\$0	\$0	\$0	
Non-certificated - other	256.7	\$11,407,514	\$2,964,389	\$0	\$0	\$0	
TOTALS		\$38,206,381	\$8,974,777	\$2,200	\$0	\$0	

Remuneration of Superintendent and Secretary Treasurer includes changes in vacation accrual.
Benefits of Superintendent include Alberta Education contributions to the Teachers Retirement Fund pension plan.
Benefits for the Secretary Treasurer include the employer share of Local Authority Pension Plan and Supplementary Income Pension Plan.

21. BUDGET AMOUNTS

The budget was prepared by the School Division and approved by the Board of Trustees on May 22, 2013. It is presented for information purposes only and has not been audited.

22. COMPARATIVE FIGURES

The comparative figures have been reclassified where necessary to conform to the 2013/2014 presentation.