



Committee Meeting Agenda

November 9, 2016 – 6:30 p.m.

- 1. Call to Order**
- 2. Consideration of Agenda**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – October 12, 2016
- 5. Presentations**
- 6. Reports from Senior Administration**
- 7. Reports from Trustees and Standing Committees**
 - 7.1 Chair's Report

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

8. Reports from Special Committees/Task Groups

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

9. New Business

- 9.1 Policy Tracker
- 9.2 Policy G/II/3 – Emergency Preparedness
- 9.3 Policy D/II/2 – School Operation in Emergency

- 9.4 Policy E/1/2 – Reduction in Professional Staff
- 9.5 Policy G/1/5 – Student Placement
- 9.6 Acknowledging Territories of Indigenous Communities
- 9.7 Draft 2015 – 2016 Audited Financial Statements
- 9.8 Sturgeon School Division Name Change
- 9.9 Draft Three Year Education Plan 2016/17 – 2018/19 and Results Report 2015 – 2016
- 9.10 Draft AERR Summary 2015 – 2016
- 9.11 December 2016 Board Meeting

10. Question Period

11. Unfinished Business

12. Information Items

13. Pending List

14. Adjournment



Notes of the Meeting of The Committee of the Whole Held at Morinville on October 12, 2016

Roll Call

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

Call to Order

The Vice Chair called the meeting to order at 6:36 p.m.

Consideration of Agenda

2.1 Additions/Deletions to Agenda

9.7 Redwater Trustee Status

2.2 Approval of Agenda

Moved by Mrs. Miller that the agenda be approved as amended.

CARRIED 6/0

Appointments

Approval of Committee Notes

4.1 Amendment/Correction of Notes

Mrs. Porter asked that the 'Call to Order' be amended to show that that the Chair called the meeting to order, instead of the Vice Chair.

4.2 Approval of Committee Notes

Moved by Mrs. Kohle that the notes of September 14, 2016 be approved as amended.

CARRIED 6/0

Presentations

- 5.1** Mr. Mark Lockwood, Director of Curriculum & Instruction, Sturgeon School Division, presented an overview with respect to the Draft 3 Year Education Plan: Goals, Priorities, Strategies, and Measures.
- 5.2** Mrs. Bev Sagert, Director of ECE and Mrs. Donna Poirier, System Psychologist, Sturgeon School Division, presented an overview of the STAR Pilot Program.

Reports from Senior Administration

6.0 Senior Admin Report

Dr. Dick presented a written and verbal report on behalf of Senior Admin.

Reports from Trustees and Standing Committees

7.1 Chair's Report

A verbal report was provided.

7.2 Trustees' Reports

Trustee Featherley (Morinville Area)

Trustee Featherley reported that she attended the Morinville Chamber of Commerce Luncheon.

7.3 Building

Ms. Nowak provided a verbal report on the following

Sturgeon Composite High School Modernization

- Discussed possible reimbursement of partial CTS fees.
- Turnover of Cosmetology lab to Sturgeon School Division.
- Updates on the Modernization on the Sturgeon School Division website.

New School in Morinville

- Will be the division's first Green Certificated school.
- Geo-Technical survey to be completed in 2 parts.
- Traffic Assessment study to be completed.
- Architect proposed floor plan for new school was presented.

7.4 Finance & Human Resources

A Finance & Human Resources meeting is scheduled for October 24, 2016.

7.5 Education Policy

A verbal report was provided.

7.6 Advocacy

An Advocacy meeting is scheduled for October 18, 2016.

7.7 Transportation

No report was provided.

Reports from Special Committees/Task Groups

8.1 Alberta School Boards Association Zone 2/3

Zone 2/3 Meeting is scheduled for September 28, 2016.

Fall General Meeting is scheduled for November 20 – 22, 2016.

8.2 Public School Boards Association of Alberta

Public School Boards Association Fall Event is scheduled for October 19 – 21, 2016.

8.3 Policy Advisory Committee (ATA)

No report was provided.

8.4 Policy Review Committee (CUPE)

No report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

New Business

9.1 Policy Tracker

Received as information.

9.2 Policy D/I/15 – Financial Accountability and Audit

Moved by Ms. Nowak that the Board of Trustees refer Policy D/I/15 – Financial Accountability and Audit to the October 26, 2016 Board Meeting.

CARRIED 6/0

9.3 Policy F/IV/3 – Student Suspensions and Expulsions

Moved by Ms. Nowak that the Board of Trustees refer Policy F/IV/3 – Student Suspensions and Expulsions to the October 26, 2016 Board Meeting.

CARRIED 6/0

9.4 Acknowledging Territories of Indigenous Communities

Moved by Mr. Jewell that the Board of Trustees refer Acknowledging Territories of Indigenous Communities to the November 9, 2016 Committee of the Whole Meeting.

CARRIED 6/0

9.5 2017 – 2018 Modular Classroom Program Request

Moved by Ms. Nowak that the Board of Trustees refer 2017 – 2018 Modular Classroom Program Request to the October 26, 2016 Board Meeting.

CARRIED 6/0

9.6 Provincial Achievement Tests and Diploma Examination Results

Mrs. Kuik provided a verbal and written report.

9.7 Redwater Trustee Status

Moved by Mr. Jewell that the Board of Trustees refer Redwater Trustee Vacancy to the October 26, 2016 Board Meeting.

CARRIED 6/0

Question Period

Unfinished Business

Information Items

Pending List

Adjournment

The meeting adjourned at 8:20 p.m.

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



Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Senior Administration
Subject: Seniors' Report

Student Learning Assessments Pilot

Twenty school divisions including Sturgeon School Division were chosen to participate in the administration of this year's Student Learning Assessments pilot. Grade 3 teachers have completed the administration of SLA's. The participating jurisdictions have been informed that the Alberta Education Assessment Program has contracted Dr. David Slomp and Dr. Richelle Marynowski from the University of Lethbridge to design a study to answer one key question concerning the SLA program: How well is the SLA program serving Alberta's grade 3 students? Data will be collected using parent, teacher, student and school leader surveys. In addition, student and teacher interviews have been identified as a source of data collection. The preliminary timeline indicates that the project will start on December 01, 2016 with an interim report available March 01, 2017. The research team anticipates an executive summary of the report will be available April 30, 2017.

Sturgeon School Division Online Website Summary Report

Attached for Trustee information is the October 2016 summary of the Division Website. Trustees will note a significant increase in the number of visits throughout the month.

COMMITTEE

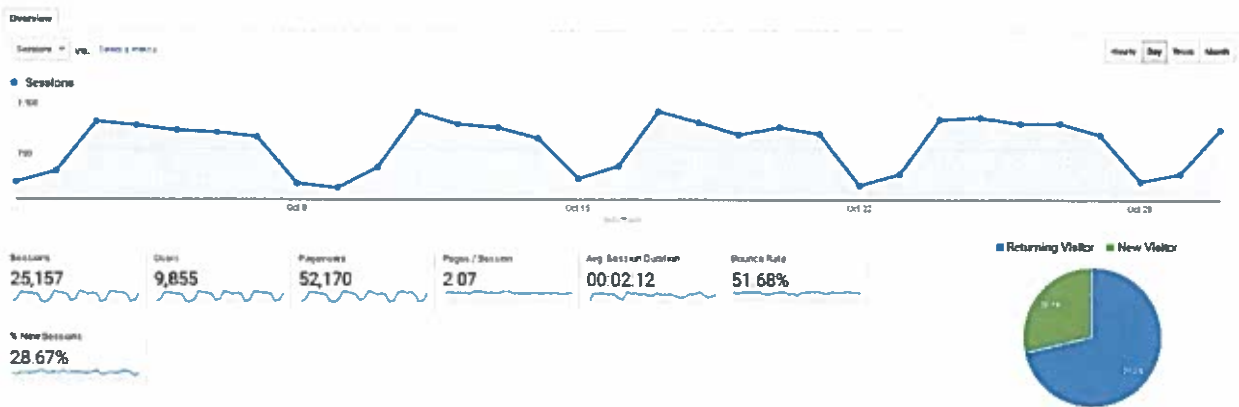
Online Performance Report

Sturgeon School Division

DIVISION WEBSITE

October 1 to 31, 2016

Overview



City

City	Sessions	% Sessions
1. Edmonton	14,147	56.23%
2. St. Albert	3,507	13.94%
3. Calgary	1,618	6.43%
4. Morinville	892	3.55%
5. (not set)	877	3.49%
6. Fort Saskatchewan	825	3.28%
7. Sherwood Park	584	2.32%
8. Vancouver	292	1.16%
9. Spruce Grove	272	1.08%
10. Westlock	200	0.80%

System Browser

Browser	Sessions	% Sessions
1. Chrome	8,461	33.63%
2. Internet Explorer	8,004	31.82%
3. Safari	6,582	26.16%
4. Firefox	1,344	5.34%
5. Edge	542	2.15%
6. Safari (in-app)	100	0.40%
7. Android Browser	97	0.39%
8. BlackBerry	9	0.04%
9. Mozilla Compatible Agent	6	0.02%
10. Opera	4	0.02%



System Operating System

Operating System	Sessions	% Sessions
1. Windows	14,655	58.25%
2. IOS	5,680	22.58%
3. Android	2,757	10.96%
4. MacIntosh	1,737	6.90%
5. Chrome OS	253	1.01%
6. Linux	53	0.21%
7. BlackBerry	9	0.04%
8. Windows Phone	7	0.03%
9. Xbox	4	0.02%
10.(not set)	2	0.01%

Mobile Operating System

Operating System	Sessions	% Sessions
1. IOS	5,680	66.05%
2. Android	2,757	32.06%
3. Windows	145	1.69%
4. BlackBerry	9	0.10%
5. Windows Phone	7	0.08%
6. (not set)	1	0.01%



FACEBOOK PAGE

October 1 to 31, 2016

Overview

Results from Oct 04, 2016 - Oct 31, 2016

Organic Paid

Actions on Page

October 3 - October 30

1

Total Actions on Page ▼67%



Page Views

October 3 - October 30

95

Total Page Views ▼72%



Page Likes

October 3 - October 30

165

Page Likes ▲1,733%



Reach

October 3 - October 30

4,128

People Reached ▲55%



Post Engagements

October 3 - October 30

591

Post Engagement ▲142%



Videos

October 3 - October 30



We don't have data to show you this week

Total Views

Total Views By Section

Total Views

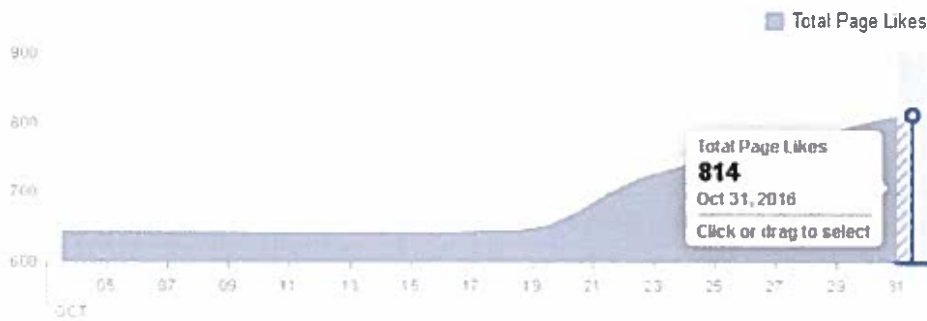


sturgeon.ab.ca



Total Page Likes as of October 31: 814

Total Page Likes as of Today: 814



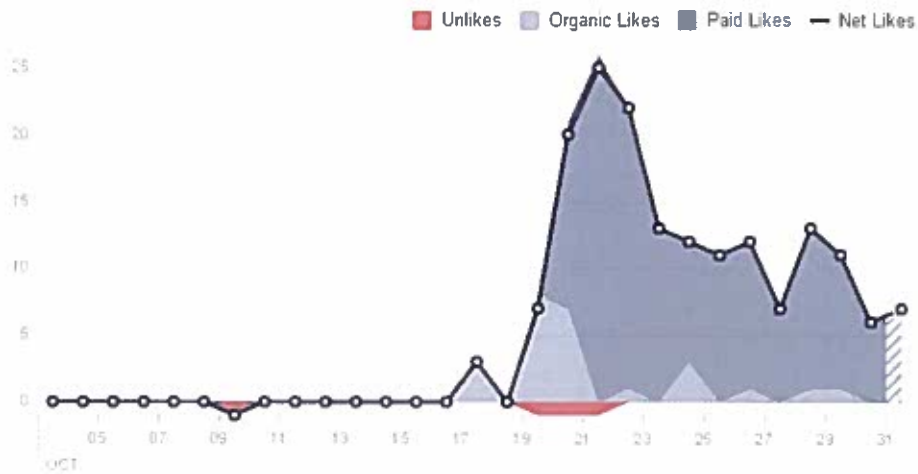
BENCHMARK
Compare your average performance over time

Total Page Likes

Net Likes

Net Likes

Net likes shows the number of new likes minus the number of unlikes



BENCHMARK
Compare your average performance over time

Unlikes

Organic Likes

Paid Likes

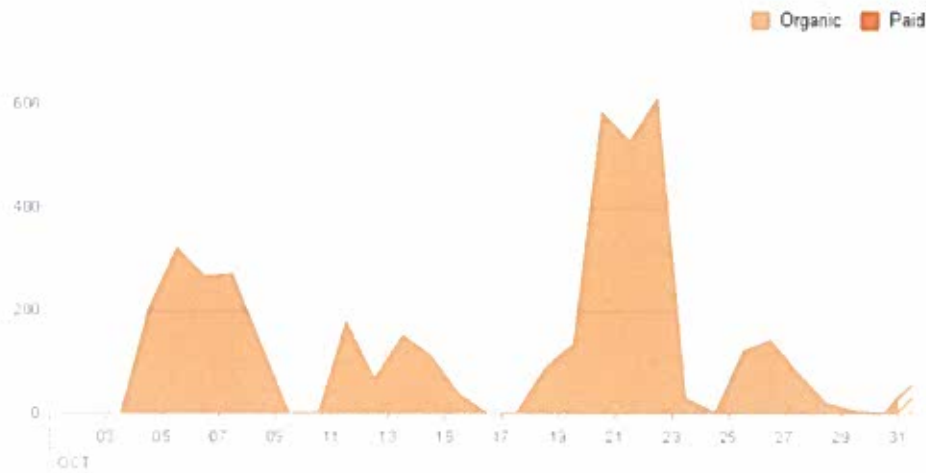
Net Likes



Post Reach

Post Reach

The number of people your posts were served to.



BENCHMARK

Compare your average performance over time

Organic

Paid

Highest Performing Post: October 21, 2016

Sturgeon School Division
Published by Christine Block 171 October 21 at 12:00pm

Do you ever wonder...how to manage sibling rivalries?
While many kids are lucky enough to become the best of friends with their siblings, it's common for siblings to fight. Come and explore what can cause siblings to fight, strategies to promote peace, as well as ways to manage sibling rivalry. Offered during our Saturday Sessions on November 19 at Guthrie School.

To register online, click on the link below

Community Programs - November 19, 2016 - Guthrie School
Look at the sessions below and fill in the appropriate information to register.
DOCS 0000LE.COM

568 People Reached

11 Likes, Comments & Shares

6 Likes **2** On Post **4** On Shares

0 Comments **0** On Post **0** On Shares

5 Shares **1** On Post **4** On Shares

34 Post Clicks

0 Photo Views **11** Link Clicks **23** Other Clicks

NEGATIVE FEEDBACK

- Hide Post
- Report as Spam
- Hide All Posts
- Unlike Page



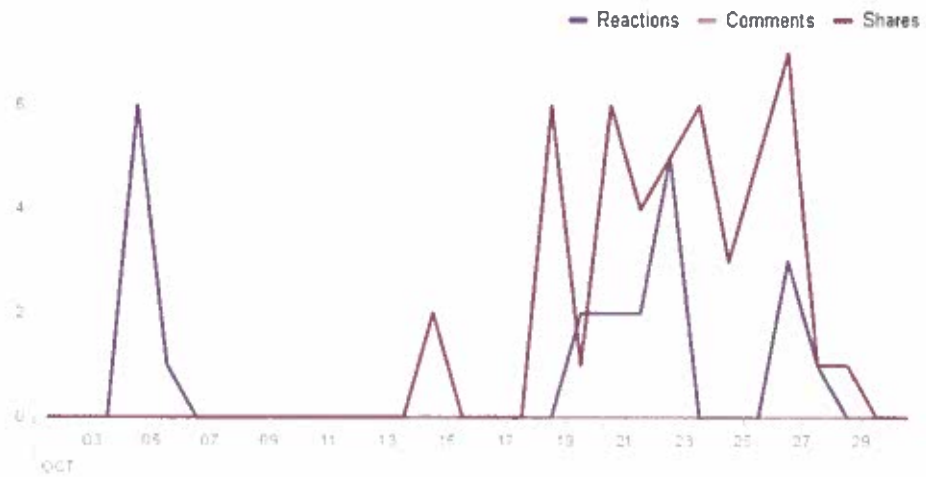
sturgeon.ab.ca



Reactions (Likes, etc.), Comments and Shares

Reactions, Comments, and Shares

These actions will help you reach more people.



BENCHMARK

Compare your average performance over time.

Reactions

Comments

Shares





Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Policy Tracker

Background

Attached for Trustee information is the 2016-2017 SY Policy Tracker.

COMMITTEE 9.1



POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
August-16						
September-16						
E/II/1	Employee Expense Reimbursement	2016-Sept-14				Approved 28 September 2016
E/II/2	Trustee Remuneration and Expense Reimbursement	2016-June-8 (discussion)	Ref to Ed. Committee (May 2016) (Fall 2016)			Approved 28 September 2016
F/II/3	Awards Policy	2016-Sept-14				Approved 28 September 2016
F/IV/2	Restricted and Illicit Drugs	2016-Jan-13 2016-May-11 2016-June-8 2016-Sept-14	Ref to Ed. Committee (Feb 2016) (Apr 21, 2016) (Fall 2016) (May 13, 2016)			Approved 28 September 2016
October-16						
D/II/15	Financial Accountability and Audit	2016-Oct-12				Approved 26 October 2106
F/IV/3	Student Suspensions and Expulsions	2016-Oct-12				Approved 26 October 2106
NEW	Acknowledging Territories of Indigenous Communities	2016-Oct-12 2016-Nov-9				
November-16						
D/II/2	School Operation in Emergency	2016-Nov-9				
E/II/2	Reduction in Professional Staff	2016-Nov-9				
G/II/5	Student Placement	2016-Nov-9				
G/II/3	Emergency Preparedness	2016-Nov-9				
December-16						



POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review		Recommendation to Approve
					COW	Committee of the Whole	
January-17							
C/1	Organization Chart	2017-Jan-11					
D/II/1	Operational School Year	2017-Jan-11					
F/II/9	Operation of School Media Resource Centre	2017-Jan-11					
F/III/4	Student Evaluation Policy	2017-Jan-11					
G/II/4	Student Illness or Accident	2017-Jan-11					
G/II/7	Student Accident Insurance	2017-Jan-11					
February-17							
D/II/1	Fiscal Management	2017-Feb-8					
F/II/5	Healthy School Communities	2017-Feb-8					
F/II/6	Religious Instruction	2017-Feb-8					
H/1	Video Surveillance and Recording in Schools	2017-Feb-8					
March-17							
D/II/8	School Buildings Alternative Utilization or Closure	2017-Mar-8					
D/II/9	School Incentive Weather Policy	2017-Mar-8					
F/II/4	Copyright	2017-Mar-8					
G/II/4	Learning Support Services	2017-Mar-8					
G/II/5	Child Abuse and Neglect Prevention	2017-Mar-8					
April-17							
G/II/3	English as a Second Language	2017-Apr-12					
G/II/1	Alternate Learning Opportunity	2017-Apr-12					
May-17							



Committee of the Whole Memorandum

Date: November 9, 2016

To: Committee of the Whole

From: Thomas Holmes, Associate Superintendent of Human Resources and Leadership Support

Subject: Policy G/II/3 – Emergency Preparedness

Background:

Attached for Trustee review is a copy of Policy G/II/3 – Emergency Preparedness.

Administration is recommending that Policies G/II/3 and D/II/2 be combined. This would result in a more comprehensive policy and set of associated Admin Practices. To this end, Administration is recommending that Policy G/II/3 be rescinded.

Associated Administrative Practices are included in a review of Policy D/II/2 – School Operation in Emergency.

Recommendation:

That the Committee of the Whole review Policy G/II/3 – Emergency Preparedness and advise Senior Administration accordingly.



1.0 — POLICY

- ~~1.1 — The Board recognizes its responsibility to take reasonable measures to ensure the safety and welfare of students and staff in the event of emergency situations.~~
- ~~1.2 — The Superintendent or designate shall be responsible for the maintenance and periodic review of a Crisis and Critical Incident Response Plan.~~

Combined with D/II/2

References: Board Policy(s): G/II/08 – Crisis and Critical Incidents
Admin Practice(s): SS 1 - Crisis and Critical Incidents



Committee of the Whole Memorandum

Date: November 9, 2016

To: Committee of the Whole

From: Thomas Holmes, Associate Superintendent of Human Resources and Leadership Support

Subject: Policy D/II/2 – School Operation in Emergency

Background:

Attached for Trustee review is a copy of Policy D/II/2 – School Operation in Emergency and associated Administrative Practices - Student Services 1 – Crisis and Critical Incidents and Administration 7 – School Operation in Emergency.

Suggested revisions are provided for Trustee consideration. Of particular note in the policy revision is the incorporation of essential items from Policy G/II/3 – Emergency Preparedness and the inclusion of Admin Practice – Administration 7 – School Operation in Emergency. Administration believes this recommended change will result in a more focused and comprehensive policy and set of associated practices.

Recommendation:

That the Committee of the Whole review Policy D/II/2 – School Operation in Emergency and advise Senior Administration accordingly.

COMMITTEE

9.3



D/II/2 – School Operation in Emergency

D/II/2

EFFECTIVE: April 23, 2003

AFFIRMED: Nov. 23, 2011

REVIEW: 2018-2019

1.0 POLICY

- 1.1 The Board recognizes its responsibility to take reasonable measures to ensure the safety and welfare of students and staff in the event of emergency circumstances.
- ~~1.1.2~~ 1.2 The Board believes that its schools should be kept open to receive students during the regular school year, regardless of emergency circumstances. ~~weather conditions.~~
- ~~1.2.1.3~~ 1.3 The Board also recognizes that under certain emergency circumstances it may be necessary to close a school or schools.
- 1.4 The Board believes that the final decision on whether or not a student attends school during emergency circumstances ~~periods of severe weather~~ should be made by the parent or guardian.
- ~~1.3.1.5~~ 1.5 The Superintendent or designate shall be responsible for the maintenance and review of a division Crisis and Critical Incident Response Plan to provide schools with appropriate interventions for emergency circumstances.

2.0 GUIDELINES

- ~~1.4~~ While Policies policies cannot cover every conceivable situation, the underlying philosophy of the Principal's principals' responsibility in emergencies is that he or she they acts in a reasonable manner and with full regard for the safety and well-being of the all students.

References: Board Policy(s): G/II/08 – Crisis and Critical Incidents
 D/II/09 – School Inclement Weather Policy
 I/3 – Inclement Weather
 Admin Practice(s): Administration 7 – School Operation in Emergency
 Administration 13 – Inclement Weather
 Transportation 2 – Inclement Weather
 Student Services 1 – Crisis and Critical Incidents
 Sturgeon Crisis and Critical Incident Response Plan



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

1.0 RATIONALE

The Board recognizes its responsibility to ~~in~~ **take-taking** reasonable measures to ensure the safety and welfare of students and staff in the event of emergency situations.

2.0 PROCESS

The Superintendent or designate will be responsible for coordinating all communications with the media during emergency situations.

3.0 GUIDELINES

Crisis and Critical Incident Response

- 3.1 ~~For the purpose of direction to t~~ **The Most-most Responsible-responsible Person person(MRP), in emergency** circumstances ~~the MRP for a school is the principal and for Central Service Division Office is the Associate Superintendent or designate. of Human Resources.~~
- 3.2 ~~The Division and school and sites shall develop and maintain a Crisis and Critical Incident Response Plan. The site staff shall derive their plan from the Division's plan.~~ **Central Service will maintain a division Crisis and Critical Incident Response Plan which schools will use to response appropriately to emergency circumstances.**
- 3.2.3 **Central Service will maintain a division Crisis and Critical Incident Response Team and schools will maintain a site-based Crisis and Critical Incident Support Team.**
- 3.2.3.1 ~~The Division~~ **division** Crisis and Critical Incident Response **T**eam is to provide support to individual schools during emergency situations under the supervision of the ~~Associate Superintendent of Education Services.~~ **Director of Learning Support. Student Services.**

References: *Board Policy:* D/II/2 – School Operations in an Emergency
G/II/2 – Health and Safety
G/II/3 – Emergency Preparedness
G/II/8 - Crisis and Critical Incidents
Admin Practice: Administration 07 – School Operation in an Emergency
Administration 17 – Health and Safety
Alberta Fire Code
Sturgeon Crisis and Critical Incident Response Plan



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

- ~~3.4.3.2~~ ~~The MRP and~~ The site-based Crisis and Critical Incident Response Team ~~are~~ is to respond to emergency situations according to the protocols as developed in the ~~Division~~ ~~division~~ and the school Crisis and Critical Incident Response Plans. ~~or site plan.~~
- 3.4 All staff members are to be knowledgeable of the ~~Division~~ ~~division~~ and school Crisis and Critical Incident Response Plans ~~or site plans~~ and shall fulfill their duties accordingly. ~~to those plans.~~
- 3.5 The Principal and Superintendent or designate is responsible for reviewing division and school Crisis and Critical Incident Response Plans with all staff each school year.
- ~~3.6~~ ~~The Division and schools shall follow the procedures as outlined in the Division and school or site based Crisis and Critical Incident Response Plan for the following:~~
- Lockdown**
- ~~3.6.1~~ 3.6 Lockdown
Each school ~~or site~~ staff shall perform a lockdown at least two (2) times each twice per year.
- Fire Safety**
- ~~3.6.2~~ 3.7 School ~~or~~ Site Evacuation and Relocation
The school ~~or~~ Each site staff shall review the plan annually and perform a drill to evacuate the school ~~or~~ site population to an alternate facility once every two (2 years) years. The alternate facility may be a community facility within walking distance of the school ~~or~~ site.
- ~~3.6.3~~ 3.8 Fire Drill and Evacuation Safety Procedures
- 3.8.1 To comply with fire safety regulations, the Principal and Superintendent or designate MRP shall:
- ~~3.6.3.1~~ 3.8.1.1 Discussing evacuation and fire safety procedures with staff including all provincial regulations pertaining to fire safety.
- ~~3.6.3.1.1~~ 3.8.1.2 Ensure procedures for the elimination of fire hazards, within the buildings.

References: Board Policy: D/II/2 – School Operations in an Emergency
G/II/2 – Health and Safety
G/II/3 – Emergency Preparedness
G/II/8 - Crisis and Critical Incidents
Admin Practice: Administration 07 – School Operation in an Emergency
Administration 17 – Health and Safety
Alberta Fire Code
Sturgeon Crisis and Critical Incident Response Plan



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

~~3.6.3.1.2~~ **3.8.1.3** Ensure provision for the application of fire safety drills at least ~~five~~ **six (6) times per each year in schools and two (2) times per each year at Central Services.**

~~3.6.3.1.3~~ — Ensure that all provincial regulations pertaining to fire safety are communicated to staff.

~~3.6.3.1.4~~ **3.8.1.4** Ensure that **all** staff adheres to **fire safety** ~~these~~ regulations.

~~3.6.3.1.5~~ **3.8.1.5** Maintain a record of all fire drills which shall include **the** date, evacuation time and ~~any~~ comments relating to the ~~fire~~ drill.

~~3.6.3.2~~ **3.8.2** Teachers are responsible for:

~~3.6.3.2.1~~ **3.8.2.1** Discussing evacuation and fire safety procedures with their students.

~~3.6.3.2.2~~ **3.8.2.2** Participating in fire drills along with their students.

~~3.6.3.2.3~~ **3.8.2.3** Maintaining “good housekeeping” standards within their classroom to minimize potential fire hazards.

~~3.6.3.2.4~~ **3.8.2.4** Ensuring that all potentially hazardous materials are properly stored and handled.

~~3.6.3.3~~ The MRP is responsible for:

~~3.6.3.3.1~~ Discussing evacuation and fire safety procedures with staff.

~~3.6.3.3.2~~ Participating in fire drills along with staff.

~~3.6.3.3.3~~ Maintaining “good housekeeping” standards within their site to minimize potential fire hazards.

~~3.6.3.3.4~~ Ensuring that all potentially hazardous materials are properly stored and handled.

~~3.6.3.4~~ **3.8.3** Custodians, under the supervision of the Operations and Maintenance Manager through the Associate Superintendent of Human Resources, and in cooperation with the principal and teachers shall:

~~3.6.3.4.1~~ **3.8.3.1** Ensure that all storage, mechanical and service rooms are clean and orderly.

~~3.6.3.4.2~~ **3.8.3.2** Ensure that all potentially hazardous materials are properly stored and handled.

~~3.6.3.4.3~~ **3.8.3.3** Ensure that all exit and emergency lights in the school are operable.

References: *Board Policy: D/II/2 – School Operations in an Emergency
G/II/2 – Health and Safety
G/II/3 – Emergency Preparedness
G/II/8 - Crisis and Critical Incidents*
*Admin Practice: Administration 07 – School Operation in an Emergency
Administration 17 – Health and Safety*
*Alberta Fire Code
Sturgeon Crisis and Critical Incident Response Plan*



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

~~3.6.3.4.4~~ **3.8.3.4** Ensure that doors are not propped open, obstructed, or secured by unapproved means.

~~3.6.3.4.5~~ **3.8.3.5** Ensure that corridors are free of obstructions (i.e. boxes, tables, etc.)

~~3.6.3.4.6~~ ~~Participate in fire drills.~~

~~3.6.3.4.7~~ **3.8.3.6** Inspect the school as provided in the School Fire Safety Checklist, included as an Exhibit to these guidelines and to report immediately to the principal who shall immediately take steps to have the deficiencies remedied.

~~3.6.3.5~~ **3.8.4** Custodians, under the supervision of the Operations and Maintenance Manager through the Associate Superintendent of Human Resources, and in cooperation with the **Principal and Superintendent or designate MRP and staff** shall ensure the following items are evaluated for fire safety. The frequency of these items are to be checked **using the following schedule:** ~~is indicated in brackets following the item~~ (Daily-D; Weekly-W; Monthly-M; Yearly-Y).

~~3.6.3.5.1~~ **3.8.4.1** Fire Protection Equipment (M)

- Fire Extinguishers
 - Are they fully charged
 - Are they date-tagged
 - Are they in their proper locations
- Fire Hoses (M)
 - Are all hoses in good repair
 - Are nozzles and wrenches located at each hose station
- Fire Alarm System (M)
 - Is the alarm operative
 - When was the alarm last tested
- Emergency Lighting (M)
 - Is it operative
 - When was it last maintained

~~3.6.3.5.2~~ **3.8.4.2** General Maintenance

- Are corridors free from obstruction (D)
- Are fire exits clear (D)
 - Do doors operate freely

References: *Board Policy: D/11/2 – School Operations in an Emergency*
G/11/2 – Health and Safety
G/11/3 – Emergency Preparedness
G/11/8 - Crisis and Critical Incidents
Admin Practice: Administration 07 – School Operation in an Emergency
Administration 17 – Health and Safety
Alberta Fire Code
Sturgeon Crisis and Critical Incident Response Plan



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

- Does panic hardware operate freely
 - Are all rooms free from litter (D)
- 3.6.3.5.3.8.4.3 Electrical
 - Are all electrical wires, conduit and lighting fixtures properly supported and connected (M)
 - Are any motors, fuse boxes, or control equipment overheating (D)
 - Are covers missing from fuse boxes, junction boxes, etc. (W)
 - Are all circuit breakers operational (M)
 - Are all emergency lights operational (M)
- 3.6.3.5.4.8.4.4 Heating Units
 - Are all heating units in good condition and operating properly (W)
 - Are all combustible materials removed from these areas (D)
 - Are furnace room doors closed? locked? (D)
- 3.6.3.5.5.8.4.5 Doors
 - Do fire doors close automatically (M)
 - Are manual fire doors kept closed (D)
- 3.6.3.5.6.8.4.6 Laboratories
 - Do gas shut-off valves work properly (D)
 - Is a fire extinguisher available (W)
 - Is the ventilation system operating properly (M)
 - Are dangerous chemicals and flammable liquids properly stored (D)
- 3.6.3.5.7.8.4.7 Career and Technology Studies / Art Room Industrial Arts/Home Economics
 - Are welding areas free of combustible or flammable liquids (D)
 - Are proper refuse containers supplied (D)
 - Is equipment free of excessive accumulations of oil, grease, and other debris (D)

References: Board Policy: D/II/2 – School Operations in an Emergency
 G/II/2 – Health and Safety
 G/II/3 – Emergency Preparedness
 G/II/8 - Crisis and Critical Incidents
 Admin Practice: Administration 07 – School Operation in an Emergency
 Administration 17 – Health and Safety
 Alberta Fire Code
 Sturgeon Crisis and Critical Incident Response Plan



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

- Are paints and solvents properly stored (D)
- Are flammable liquids properly stored (D)
- Is kiln area free from combustibles (D)
- Are flammable materials safely stored away from heat sources (D)
- Is a dry chemical extinguisher supplied (W)
- Is the ventilation system operating properly (M)

~~3.6.3.5.8~~ — ~~Art Room/Printing Shop~~

- ~~Are flammable liquids properly stored (D)~~
- ~~Is kiln area free from combustibles (D)~~
- ~~Are proper refuse containers supplied (D)~~
- ~~Are posters and paper work located in such a manner as to not to interfere with heating equipment (D)~~

~~3.6.4.3.8.5~~ For Crisis and Critical Incident response, the ~~MRP Principal and Superintendent or designate~~ and school or site staff shall follow the procedures as outlined in the Sturgeon School Division Crisis and Critical Incident Plan.

~~3.6.5.3.8.6~~ The ~~Principal and Superintendent or designate~~ MRP and site based Crisis and Critical Response team shall:

~~3.6.5.1.3.8.6.1~~ Coordinate professional development activities to support the Crisis and Critical Response Plan.

~~3.6.5.2.3.8.6.2~~ Establish procedures for the proper documentation of the incidents.

~~3.6.5.3.3.8.6.3~~ Establish procedures and contact lists for coordinating municipal services in the event of an emergency, and Division and school Crisis and Critical Response Plan.

~~3.6.5.4.3.8.6.4~~ Establish a staff fan-out list.

References: *Board Policy: D/II/2 – School Operations in an Emergency
G/II/2 – Health and Safety
G/II/3 – Emergency Preparedness
G/II/8 - Crisis and Critical Incidents*

*Admin Practice: Administration 07 – School Operation in an Emergency
Administration 17 – Health and Safety*

*Alberta Fire Code
Sturgeon Crisis and Critical Incident Response Plan*



STUDENT SERVICES 1 – Crisis and Critical Incidents

Date: June 4, 2003 Revised: Jan. 23, 2013 Responsible Administrator: Associate Superintendent of Human Resources Student Services

- ~~3.6.5.5~~3.8.6.5 Establish a communication plan for staff, media, parents, students and the public.
- 3.8.6.6 Ensure that the emergency supply list is maintained as outlined in Appendix D of the **division** Crisis and Critical Response Plan.
- ~~3.6.5.6~~3.8.6.7 Share a copy of this administrative practice with all staff each school year before September 30th.

References: *Board Policy:* D/II/2 – School Operations in an Emergency
 G/II/2 – Health and Safety
 G/II/3 – Emergency Preparedness
 G/II/8 - Crisis and Critical Incidents
Admin Practice: Administration 07 – School Operation in an Emergency
 Administration 17 – Health and Safety
 Alberta Fire Code
 Sturgeon Crisis and Critical Incident Response Plan



ADMINISTRATION 7 – School Operation in Emergency

Date: April 14, 2003

Revised: Nov. 23, 2011

Responsible Administrator: Superintendent

1.0 RATIONALE

Sturgeon School Division recognizes a need for a-guidelines to deal-with-manage emergency circumstances. emergent situations.

2.0 PROCESS

2.1 The Superintendent or designate is responsible for the process of maintaining guidelines for school operation in emergency circumstances.

2.2 While policies cannot cover every conceivable situation, the underlying philosophy of the principals' responsibility in emergencies is that they act in a reasonable manner and with full regard for the safety and well-being of all students.

2.03.0 GUIDELINES

Emergency Circumstances

3.1 In emergency circumstances including but not limited to threats, fire, lockdown and accidents the site will respond consistent with the division Crisis and Critical Incident Response Plan.

Severe Weather

3.2 During severe weather conditions, the following procedures will apply:

3.1.1 It is expected that staff shall report for duty. The expectation is that all staff will be at school.

~~3.1.1~~ 3.1.2 Regardless of how an announcement may be made over the radio, staff shall report for duty and Staff shall accept any **all** students that arrive at school. who may be brought to school by parents, arrive by bus or walk to school.

~~3.1.2~~ The expectation is that all staff will be at school.

3.1.3 Principals may change the school schedule and delegate duties to staff according to the number of students that arrive at the school. If insufficient

References: Board Policy: D/II/2 – School Operation in Emergency
 D/II/9 – School Inclement Weather
 G/II/8 – Crisis and Critical Incidents



ADMINISTRATION 7 – School Operation in Emergency

Date: April 14, 2003 Revised: Nov. 23, 2011 Responsible Administrator: Superintendent

~~students arrive at school to keep all staff occupied for the day, the principal shall conduct such in-service training work and/or allocate such other duties to staff not engaged in regular duties, as he or she may decide.~~

3.1.4 If the Superintendent or designate suspends school bus transportation services, teachers will not conduct examinations, nor introduce new **curriculum** ~~materials in their courses.~~

3.1.5 Parents bringing their children to school on ~~these days that the school bus which normally provides transportation does not operate,~~ shall be responsible for picking up their children at the end of the school day or making ~~such other arrangements.~~ **as they deem fit.**

3.1.6 Absences by students **for transportation challenges that include bus failure,** ~~on days when school buses do not operate as a result of bus failure,~~ decision of a contractor not to operate, or suspension of transportation services by the Superintendent or designate, shall be deemed excusable, and shall also not affect the granting of credit in ~~senior high school courses.~~

School Closure

3.3 Under certain emergency circumstances ~~in his/her school,~~ a ~~principal~~ **Principal can be authorized to close a school following consultation** ~~after consultation with the Superintendent or designate. can be authorized to close a specific school.~~

Duty to Notify

3.4 Principals shall include a copy of this policy in their school newsletter no later than November 1st of each school year.

References: *Board Policy:* *D/II/2 – School Operation in Emergency*
 D/II/9 – School Inclement Weather
 G/II/8 – Crisis and Critical Incidents



Committee of the Whole Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Thomas Holmes, Associate Superintendent of Human Resources and Leadership Support
Subject: Policy E/I/08 – Reduction in Professional Staff

Background:

Attached for Trustee review is a copy of Policy E/I/08 – Reduction in Professional Staff and the associated Administrative - Practice Human Resources Management 21 – Teacher Staffing.

Suggested revisions are provided for Trustee consideration. Please note, in order to ensure accurate alignment between the intention of the policy and the direction provided in the Practice, Administration is recommending the policy name be changed to Policy E/I/08 - Certificated Staffing.

Recommendation:

That the Committee of the Whole review Policy E/I/08 – Reduction in Professional Staff and advise Senior Administration accordingly.



1.0 POLICY

- 1.1 The Board believes its primary mandate is to provide the best resources possible to support student learning.
- ~~1.1.2~~ 1.2 The Board believes the most effective certificated staffing process includes formalized timelines for the placement, transfer and hiring of teachers. ~~best teaching staff can be recruited by providing annual standardized timelines for the placement, transfer and hiring of teachers.~~
- 1.3 The Board believes that ~~a reduction in the number of certificated staff may be required~~ if its ability to provide resources has been affected, or may be affected in the foreseeable future. ~~, a reduction in the number of professional staff may be warranted.~~
- ~~1.2~~ 1.4 The Board also believes that there should be a formalized process in the event a certificated staffing reduction is required.

2.0 GUIDELINES

- ~~2.1~~ In determining whether or not its ability to provide resources has been affected, the Board may consider conditions including, but not limited to, the following:
 - ~~2.1.1~~ Student enrolments, both current and projected.
 - ~~2.1.2~~ Financial support for education.
 - ~~2.1.3~~ System program needs, including:
 - ~~2.1.3.1~~ Student educational needs
 - ~~2.1.3.2~~ Curriculum needs
 - ~~2.1.4~~ Changes in the function of existing physical facilities.
- 2.2 The Board delegates to the Superintendent the responsibility to carry out this policy and any related administrative practices.

References: *Admin Practice:* HRM 21 – ~~Teacher~~ **Certificated Staffing Timelines, Sec. 3.1**
School Act: **Section 107**



HUMAN RESOURCES MANAGEMENT 21 – ~~Teacher~~Certificated Staffing Timelines

Date: Feb. 11, 2003 Revised: Nov. 23, 2011 Responsible Administrator: Associate Superintendent; HR

~~In the interests of securing the best teaching staff possible in each school, it is prudent to establish annual standardized timelines for the placement, transfer and hiring of teachers.~~

1.0 RATIONALE

- 1.1 A major component of the school program planning process is the placement and support of continuous contract teachers and, where necessary, the recruitment/placement of new teachers.
- 1.2 A Division perspective on staffing is essential to ensure that staff are appropriately placed to best meet the programming needs in each school.
- 1.3 An effective certificated staffing process includes formalized timelines for the placement, transfer and hiring of teachers. ~~In the interests of securing the best teaching staff in each school, it is prudent to establish annual standardized timelines for the placement, transfer and hiring of teachers.~~
- ~~1.1 A major annual planning process is the establishment of school program plans for the subsequent school year.~~
- ~~1.2 A major component of the school program planning process is the placement and support of continuous contract teachers and, where necessary, the recruitment/placement of new teachers.~~
- ~~1.3 Principals need clear timelines and direction to better ensure our schools are staffed with the best teachers available.~~
- ~~1.4 The establishment of annual timelines, which are critical, provides the structure needed for an effective and timely planning process.~~
 - ~~A Division perspective on staffing is essential to ensure that staff are appropriately placed to best meet the programming needs in each school.~~
- 1.4 It may become necessary to reduce certificated staff in a particular school or across the Division. Certificated staff reduction requires a formalized process.

References: *Board Policy:* E/I/1 – Staffing Policy
 E/I/8 – ~~Reduction in Professional Staff~~ Certificated Staffing
 E/III/3 – Educational Leaves of Professional Staff
~~ADD~~ C/4 – Superintendent of Schools
School Act: Section 107



HUMAN RESOURCES MANAGEMENT 21 – ~~Teacher~~ **Certificated** Staffing ~~Timelines~~

Date: Feb. 11, 2003 Revised: Nov. 23, 2011 Responsible Administrator: Associate Superintendent; HR

2.0 PROCESS

2.1 The Associate Superintendent, Human Resources will coordinate the annual program planning process to facilitate the placement, transfer and hiring of teachers.

2.2 In determining whether or not its ability to provide resources has been affected, the Division may consider conditions including, but not limited to, the following:

2.2.1 Student enrolments, both current and projected.

2.2.2 Financial support for education, both current and projected.

2.2.3 Student educational needs, both current and projected.

2.2.4 Changes in the function of existing physical facilities, both current and projected.

2.2.5 New and/or revised curriculum.

3.0 GUIDELINES

Staffing Timelines

3.1 In January, the Associate Superintendent, Human Resources, will seek information from those teachers on leave of absence to determine their intentions for the subsequent school year.

3.2 In February, the Associate Superintendent, Human Resources will provide program planning templates to principals.

3.3 In February, the Associate Superintendent, Human Resources will direct a communication to teachers to determine any teacher initiated transfer requests.

References: *Board Policy:* E//1 – Staffing Policy
E//8 – ~~Reduction in Professional Staff~~ **Certificated Staffing**
E//III/3 – Educational Leaves of Professional Staff
~~ADD-C/4~~ – Superintendent of Schools
School Act: Section 107



HUMAN RESOURCES MANAGEMENT 21 – ~~Teacher~~ **Certificated** Staffing ~~Timelines~~

Date: Feb. 11, 2003 Revised: Nov. 23, 2011 Responsible Administrator: Associate Superintendent; HR

- 3.4 Principals will provide the Associate Superintendent, Human Resources with projected teacher requirements for the subsequent school year by the end of March using the planning templates provided as per 3.2 above.
- 3.5 At the end of March, Human Resources will request information from ~~the teachers~~ to determine who will be resigning.
- 3.6 In mid-April, the Associate Superintendent, Human Resources will call a meeting of principals to share teacher transfer requests and attempt to accommodate ~~requests~~ **requests** ~~ion of same. Following this meeting, Human Resources will forward a letter to those teachers who requested a transfer which could not be accommodated.~~
- 3.7 By the end of April, principals will provide continuing contract teachers with written tentative teaching assignments for the subsequent school year.
- 3.8 During the first week of May, **available** contracts will be offered to temporary contract teachers, ~~whom we wish to retain, and who are returning to the same position they held.~~
- 3.9 By mid-May, letters of regret will be sent to temporary contract teachers for whom no position is projected to be available in the subsequent school year.
- 3.10 By mid-May, advertising to fill expected teacher vacancies will begin.
- 3.11 After the May 31st resignation deadline, **Human Resources** ~~we~~ will hire to fill any new vacancies caused by resignations.
- 3.12 In June, the Associate Superintendent ~~of~~; Human Resources will send letters to those staff members who requested a transfer and did not receive a transfer.

Reduction in Teaching Staff

- 3.2 Should the Division deem a reduction in the number of certificated staff be warranted, it will endeavor first to effect reduction through voluntary attrition.
 - 3.2.1 Teaching staff reduction would be completed first through voluntary resignation, retirement, voluntary leave of absence and voluntary changes in employment status (i.e. full time to part time).

References: *Board Policy:* E/I/1 – Staffing Policy
 E/I/8 – ~~Reduction in Professional Staff~~ **Certificated Staffing**
 E/III/3 – Educational Leaves of Professional Staff
~~ADD C/4 – Superintendent of Schools~~
School Act: Section 107



HUMAN RESOURCES MANAGEMENT 21 – ~~Teacher~~ **Certificated** Staffing ~~Timelines~~

Date: Feb. 11, 2003 Revised: Nov. 23, 2011 Responsible Administrator: Associate Superintendent; HR

- 3.3 If voluntary attrition does not result in the certificated staff reduction, then the Division will endeavor to effect reduction through the transfer of staff to other available assignments.
- 3.3.1 Primary factor for determining teacher transfers will be the viability of educational programs available for students in the surplus school and in the potential receiving school. School administration will be consulted in determining which transfers will result in the best educational programs.
- 3.3.2 Student and program needs, and not employee seniority, will be the primary criteria for enacting transfers due to teacher reduction.
- 3.3.3 All other factors being equal, seniority may be considered when making decisions about teacher transfers.
- 3.4 If reduction cannot be fully achieved through voluntary attrition and/or transfer to other assignments, the Division will endeavor to effect reduction through termination of contracts of employment. The following criteria will be utilized to determine which contracts will be terminated:
- 3.4.1 Teachers on temporary contracts.
- 3.4.2 Teachers on probationary contracts.
- 3.4.3 Notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers released if the teacher with a temporary or probationary contract possesses specialty training and/or experience. These specialty areas include, but are not limited to second languages, inclusive education, Logos, counselling, and Career and Technology studies.
- 3.4.4 Program considerations and the ability of the teacher to adequately handle a specific teaching assignment will be taken into account when determining if a teacher, whose contract of employment is being considered for termination, will be reassigned to a vacant position.

References: *Board Policy:* *E/I/1 – Staffing Policy*
E/I/8 – Reduction in Professional Staff Certificated Staffing
E/III/3 – Educational Leaves of Professional Staff
ADD C/4 – Superintendent of Schools
School Act: *Section 107*



HUMAN RESOURCES MANAGEMENT 21 – ~~Teacher~~ **Certificated** Staffing ~~Timelines~~

Date: Feb. 11, 2003 Revised: Nov. 23, 2011 Responsible Administrator: Associate Superintendent; HR

- 3.4.5 With all things being equal, seniority based on years of service to Sturgeon School Division will be considered when determining which contracts of employment are to terminated. Years of service are counted from the date a continuous contract was signed and include maternity leaves, sick leaves and educational leaves approved by the Board of Trustees under Policy E/III/3 – Educational Leaves of Professional Staff.
- 3.5 The termination of teacher contracts will be carried out with due regard to the requirements of the School Act.
- ~~3.23.6~~ The Board of Trustees delegates to the Superintendent the authority to suspend and terminate the services of certificated staff.

References: *Board Policy:* *E/1/1 – Staffing Policy*
 E/1/8 – ~~Reduction in Professional Staff~~ Certificated Staffing
 E/III/3 – Educational Leaves of Professional Staff
 ~~ADD C/4 – Superintendent of Schools~~
 School Act: Section 107



Committee of the Whole Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy G/I/5 – Student Placement

Background:

Attached for Trustee review is Policy G/I/5 – Student Placement. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Student Services 18 – Student Placement, with suggested revisions is also attached for Trustee information

Recommendation:

That the Committee of the Whole review Policy G/I/5 – Student Placement and advise Senior Administration accordingly.

COMMITTEE 9.5



1.0 POLICY

- 1.1 The Board believes that decisions regarding placement of students within the school and the Division require the involvement of parents, teacher(s), the student when appropriate, and the school principal ~~and/or the Associate Superintendent, Student Services~~ **Director of Learning Support**.
- 1.2 Every placement decision must be directed toward the educational interest of the student and must consider the impact of the decision on the total population of students served as well as the availability of resources.

2.0 GUIDELINES

- ~~2.1 School-level placement decisions shall be the responsibility of the school principal.~~
- ~~2.2 System level placement decisions shall be the responsibility of the Associate Superintendent Student Services.~~
- ~~2.3 If the Division does not offer or intend to offer programming which the Division deems necessary to meet the student's learning requirements, the Division shall sponsor the student in an out-of-division placement.~~
- ~~2.4 Parents will be provided with information regarding the Board's appeal process.~~

References:	Board Policy(s):	D/I/3 Security of Personal and Division Information G/I/2 Out of System Placement of Resident Students
	Admin Practice(s):	SS 13 – Out of System Placement of Resident Students SS 18 - Student Placement
	School Act:	Section 44, 47, 124



STUDENT SERVICES 18 – Student Placement

Date: Jan. 26, 2011 Revised: October 31, 2016

Responsible Administrator:
Superintendent Director, Learning Support

1.0 RATIONALE

Decisions regarding placement within the school and within the Division shall involve school administration and/or the ~~Associate Superintendent Student Services~~ Director, Learning Support, parents and students, when appropriate, and shall consider:

- 1.1 educational needs of the student;
- 1.2 programming options and resources available, and
- 1.3 student and parent preferences.

2.0 PROCESS

The ~~Associate Superintendent Student Services~~ Director, Learning Support is delegated the responsibility of maintaining this Administrative Practice.

3.0 GUIDELINES

- 3.1 If parents request an alternative placement in the school, the principal shall, where appropriate for the student's educational program, assist them to find a suitable alternative within the school.
- 3.2 If parents request an alternative placement in the Division, the ~~Associate Superintendent Student Services~~ Director, Learning Support shall, where appropriate for the student's education program, assist them to find a suitable alternative within the Division.
- 3.3 If the principal is considering a change of placement for a student which involves a change of program, the principal shall ensure that:
 - 3.3.1 discussions are held with parents, teacher(s) and student where appropriate, regarding the rationale for the change and the placement options which are available, prior to making a decision; and

References: Board Policy(s): G/1/2 – Out of System Placement of Resident Students
G/1/5 – Student Placement
Admin Practice(s): SS 13 - Out of System Placement of Resident Students
School Act – Section 44, 47, 124
Sturgeon School Division Fee Schedule for Regular and Non Resident Students



STUDENT SERVICES 18 – Student Placement

Date: Jan. 26, 2011 Revised: October 31, 2016

Responsible Administrator:
Superintendent **Director, Learning Support**

- 3.4 If the principal is considering a change of placement for a student which involves a change of school, the principal, in partnership with the ~~Associate Superintendent Student Services~~ **Director, Learning Support**, shall ensure that:
- 3.4.1 discussions are held with parents, and student where appropriate, regarding the rationale for the change and the placement options which are available, prior to making a decision; ~~and~~.
- 3.5 Relevant educational, psychological and medical documentation ~~will~~ **shall** be used in a determination of the educational needs of the student.
- 3.6 The ~~Associate Superintendent Student Services~~ **Director, Learning Support**, in partnership with the principal, shall locate an alternative placement if the student cannot be provided with programming in the school, and shall provide the student with access to education while placement alternatives are being considered.
- 3.7 If the Division does not offer programming which the Division deems necessary to meet a student's learning requirements, the Division shall sponsor the student in an out-of-division placement.
- 3.8 Prior to a decision for out-of-division placement, there shall be a review of:
- 3.8.1 the student's educational needs, and
- 3.8.2 placement options available in the Division.
- 3.9 The ~~Associate Superintendent Student Services~~ **Director, Learning Support** shall be responsible for approving an out-of-division placement, which involves responsibility by Sturgeon School Division. Requests for out-of-division placements initiated by the parent shall be directed, in writing, to the ~~Associate Superintendent Student Services~~ **Director, Learning Support**.
- 3.9.1 Out-of-division placements shall be reviewed and approved on an annual basis.
- 3.9.2 Where a requested out-of-division placement is not approved, the ~~Associate Superintendent Student Services~~ **Director, Learning Support** shall direct the student to a placement in a Division school, and advise the parents of appeal procedures.

References: Board Policy(s): **G/I/2 – Out of System Placement of Resident Students**
G/I/5 – Student Placement
Admin Practice(s): **SS 13 - Out of System Placement of Resident Students**
School Act – Section 44, 47, 124
Sturgeon School Division Fee Schedule for Regular and Non Resident Students



STUDENT SERVICES 18 – Student Placement

Date: Jan. 26, 2011 Revised: October 31, 2016

Responsible Administrator:
Superintendent Director, Learning Support

Non-Resident Students

- 3.9.3 Non-resident students seeking admission to Division schools shall complete a Division Registration Form to establish legal name, age, and citizenship.
- 3.9.4 Non-resident students will be accepted into Division schools provided the resources **and space** to serve student needs are available at the school level, ~~while~~ **T**ransportation remains the responsibility of the parent or guardian.
- 3.9.5 For students who require additional services beyond the resources provided through Alberta Education funding, tuition fees ~~will~~ **shall** be charged **to the sending school jurisdiction** on a cost recovery basis ~~to the sending school jurisdiction~~.
- 3.9.6 Principals shall ensure that resident status is established at the time of enrolment of all students.
- 3.9.7 Principals shall ensure that appropriate assessments are available prior to admission at the school level.
- 3.9.8 Principals shall ensure tuition fees are covered by a sponsorship letter or that suitable arrangements have been made for payment before students in the following categories can be admitted to Division schools:
- 3.9.8.1 students over the age of 19 as of September 1 in that school year;
- 3.9.8.2 ~~foreign~~ **unfunded** ~~students (in Canada on a student visa and parents living outside of Canada);~~
- 3.9.8.3 students sponsored by ~~Indian Affairs~~ **Indigenous and Northern Affairs Canada (INAC)** ~~(students living on an Indian reserve);~~
- 3.9.8.4 students whose parents or legal guardians reside outside of Division boundaries.

References: Board Policy(s): G//2 – Out of System Placement of Resident Students
G//5 – Student Placement
Admin Practice(s): SS 13 - Out of System Placement of Resident Students
School Act – Section 44, 47, 124
Sturgeon School Division Fee Schedule for Regular and Non Resident Students



STUDENT SERVICES 18 – Student Placement

Date: Jan. 26, 2011 Revised: October 31, 2016

Responsible Administrator:
Superintendent **Director, Learning Support**

- 3.9.9 Parents of students or independent students subject to a tuition fee shall obtain a letter of sponsorship for fees from the school jurisdiction or government agency responsible.
- 3.9.10 If the Division is unable to program to meet the needs of the student, then responsibility for programming falls ~~back~~ to the sending school jurisdiction.
- 3.9.11 If a non-resident student’s residency status changes to resident while in attendance at a Division school, the changes shall be recorded in the student record and tuition fees shall be refunded on a pro-rated basis.
- 3.9.12 Students, who turn 19 on or prior to September 1st, and are eligible for funding under the School Act ~~will~~ **shall** be served in our high schools when:
 - 3.9.12.1 Resources (programs, classes and necessary supports) are available.
 - 3.9.12.2 The team of student, parent/guardian, School Administration and Student Service representative determine that a school placement is appropriate for the student turning 20 during the school year.
- 3.9.13 The final decision regarding placement rests with the ~~Associate Superintendent Student Services~~ **Director, Learning Support**.
- 3.9.14 If parents refuse to comply, a report will be filed with the Attendance Board for non-attendance.

References: Board Policy(s): G//2 – Out of System Placement of Resident Students
G//5 – Student Placement
Admin Practice(s): SS 13 - Out of System Placement of Resident Students
School Act – Section 44, 47, 124
Sturgeon School Division Fee Schedule for Regular and Non Resident Students



Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Michele Dick, Superintendent
Subject: Policy Development– “Acknowledging Territories of Indigenous Communities”

Background

In the spring 2016, Trustees indicated that they would like to consider the possibility of introducing a new policy that would provide direction relative to acknowledging the territories of indigenous communities. A number of Alberta organizations and agencies have recently incorporated such a practice at the outset of meetings, assemblies, events and/or other gatherings as a way of honoring and demonstrating respect for groups of people who have been living and working on the land of from time immemorial.

It is important to note that there is a distinction between “welcoming” and “acknowledging” First Nations, Metis and Inuit (FNMI) peoples. Given that a welcome would typically be offered by an individual who is an FNMI member of the territory, if that is not the case, recognition would take the form of an “acknowledgement of territory.”

In the case of Sturgeon School Division, this acknowledgement would read:

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

At the October Committee of the Whole the Board decided that Trustees would review Treaty 6 information and have a further discussion relative to this item at the November Committee of the Whole meeting.

Recommendation:

That the Board of Trustees provide direction to senior administration regarding the development of a policy addressing the acknowledgement of territories of indigenous communities.

COMMITTEE 9.6



Committee of the Whole Memorandum

Date: October 12, 2016
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Draft 2015 – 2016 Audited Financial Statements

Attached you will find the Draft 2015 -2016 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, 2016**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Sturgeon School Division No. 24

Legal Name of School Jurisdiction

9820 - 104 Street Morinville AB T8R 1L8

Mailing Address

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

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Ms. Tracy Nowak

Name

Signature

SUPERINTENDENT

Dr. Michele Dick

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mrs. Iva Paulik

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: mei-ling.irwin@gov.ab.ca AND robert.mah@gov.ab.ca
PHONE: Mei-Ling: (780) 415-0940; Robert: (780) 427-3855 FAX: (780) 422-6996

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STATEMENT OF FINANCIAL POSITION
As at August 31, 2016 (in dollars)

		2016	2015
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5)	\$ 8,747,254	\$ 8,004,221
Accounts receivable (net after allowances)	(Note 3)	\$ 477,845	\$ 916,304
Portfolio investments	(Schedule 5)	\$ -	\$ 22,770
Other financial assets	(Note 5)	\$ 26,275	\$ 36,138
Total financial assets		\$ 9,251,174	\$ 8,979,433
LIABILITIES			
Bank indebtedness	(Note 6)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 7)	\$ 1,775,563	\$ 1,474,209
Deferred revenue	(Note 8)	\$ 34,822,225	\$ 22,538,050
Employee future benefit liabilities	(Note 9)	\$ 84,537	\$ 74,693
Liability for contaminated sites		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt	(Note 10)		
Supported: Debitures and other supported debt		\$ 7,938	\$ 42,858
Unsupported: Debitures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 36,700,263	\$ 24,129,810
Net financial assets (debt)		\$ (27,449,089)	\$ (17,150,377)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)		
Land		\$ 1,414,541	\$ 1,414,541
Construction in progress		\$ 15,115,797	\$ 4,357,625
Buildings		\$ 59,527,325	
Less: Accumulated amortization		\$ (40,874,998)	\$ 17,924,181
Equipment		\$ 1,743,511	
Less: Accumulated amortization		\$ (949,675)	\$ 177,402
Vehicles		\$ 661,958	
Less: Accumulated amortization		\$ (532,802)	\$ 158,296
Computer Equipment		\$ 164,926	
Less: Accumulated amortization		\$ (87,823)	\$ 110,088
Total tangible capital assets		\$ 36,082,762	\$ 24,142,113
Prepaid expenses		\$ 315,809	\$ 209,495
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 36,398,571	\$ 24,351,608
Accumulated surplus	(Schedule 1; Note 11)	\$ 8,949,482	\$ 7,201,231
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 8,949,482	\$ 7,201,231
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 8,949,482	\$ 7,201,231
Contractual obligations	(Note 12)		
Contingent liabilities	(Note 13)		

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

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2016 (in dollars)

	Budget 2016	Actual 2016	Actual 2015
REVENUES			
Alberta Education	\$ 62,167,025	\$ 63,861,714	\$ 61,002,026
Other - Government of Alberta	\$ 345,442	\$ 684,812	\$ 553,357
Federal Government and First Nations	\$ 240,000	\$ 280,000	\$ 305,186
Other Alberta school authorities	\$ 20,522	\$ 21,677	\$ 20,522
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule B)	\$ 1,761,544	\$ 1,960,010	\$ 1,843,612
Other sales and services	\$ 248,222	\$ 247,065	\$ 287,180
Investment income	\$ 55,000	\$ 80,688	\$ 65,425
Gifts and donations	\$ 105,857	\$ 173,613	\$ 79,645
Rental of facilities	\$ 36,746	\$ 48,502	\$ 40,682
Fundraising	\$ 328,795	\$ 107,119	\$ 196,772
Gains on disposal of capital assets	\$ -	\$ -	\$ 15,600
Other revenue	\$ -	\$ 62,386	\$ 43,913
Total revenues	\$ 65,309,153	\$ 67,527,586	\$ 64,453,920
EXPENSES			
Instruction - ECS	\$ 9,185,418	\$ 10,866,230	\$ 9,711,481
Instruction - Grades 1 - 12	\$ 41,041,495	\$ 40,087,495	\$ 38,237,713
Plant operations and maintenance	\$ 6,685,212	\$ 6,911,947	\$ 7,001,379
Transportation	\$ 5,531,831	\$ 5,373,810	\$ 5,401,920
Board & system administration	\$ 2,466,965	\$ 2,461,789	\$ 2,195,664
External services	\$ 80,011	\$ 78,064	\$ 70,998
Total expenses	\$ 64,990,932	\$ 65,779,335	\$ 62,619,155
Operating surplus (deficit)	\$ 318,221	\$ 1,748,251	\$ 1,834,765

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

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2016 (in dollars)

	2016	2015
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 1,748,251	\$ 1,834,765
Add (Deduct) items not affecting cash		
Total amortization expense	\$ 1,588,951	\$ 1,688,133
Gains on disposal of tangible capital assets	\$ -	\$ (15,600)
Losses on disposal of tangible capital assets	\$ -	\$ 11,142
Expended deferred capital revenue recognition	\$ (1,425,551)	\$ (1,472,321)
Deferred capital revenue write-down / adjustment	\$ -	\$ 2,700
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ 438,659	\$ (158,432)
Prepays	\$ (108,314)	\$ (37,198)
Other financial assets	\$ 9,863	\$ (8,315)
Non-financial assets	\$ -	\$ -
Accounts payable, accrued and other liabilities	\$ 301,354	\$ 69,484
Deferred revenue (excluding EDCR)	\$ 2,074,926	\$ 949,553
Employee future benefit liabilities	\$ 19,844	\$ 24,779
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 4,849,983	\$ 2,857,690
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (1,239,605)	\$ (612,751)
Equipment	\$ (855,195)	\$ (24,202)
Vehicles	\$ -	\$ -
Computer equipment	\$ -	\$ -
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 20,078
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (1,894,800)	\$ (616,877)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ 22,770	\$ 142
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement (gains) losses reclassified to the statement of operations	\$ -	\$ -
Change in endowments	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ 22,770	\$ 142
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (34,920)	\$ (103,560)
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other factors affecting capital leases (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ (34,920)	\$ (103,560)
Increase (decrease) in cash and cash equivalents	\$ 2,743,033	\$ 2,137,395
Cash and cash equivalents, at beginning of year	\$ 6,004,221	\$ 3,866,626
Cash and cash equivalents, at end of year	\$ 8,747,254	\$ 6,004,221

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

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the Year Ended August 31, 2016 (in dollars)

	Budget 2016	2016	2015
Operating surplus (deficit)	\$ 318,221	\$ 1,748,251	\$ 1,834,765
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ -	\$ (13,529,600)	\$ (4,253,599)
Amortization of tangible capital assets	\$ 1,570,125	\$ 1,588,951	\$ 1,668,133
Net carrying value of tangible capital assets disposed of	\$ -	\$ -	\$ 18,318
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 1,570,125	\$ (11,940,649)	\$ (2,567,148)
Changes in:			
Prepaid expenses	\$ -	\$ (106,314)	\$ (37,198)
Other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Endowments	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets (net debt)	\$ 1,888,346	\$ (10,298,712)	\$ (769,581)
Net financial assets (net debt) at beginning of year	\$ (17,150,377)	\$ (17,150,377)	\$ (16,380,798)
Net financial assets (net debt) at end of year	\$ (15,262,031)	\$ (27,449,089)	\$ (17,150,377)

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2016 (in dollars)

	2016	2015
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Prior Period Adjustment (Explain)	\$ -	\$ -
Prior Period Adjustment (Explain)	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

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

SCHEDULE 1

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2016 (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, 2015	\$ 7,201,231	\$ -	\$ 7,201,231	\$ 2,449,191	\$ -	\$ 605,618	\$ 1,435,968	\$ 2,710,454
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2015	\$ 7,201,231	\$ -	\$ 7,201,231	\$ 2,449,191	\$ -	\$ 605,618	\$ 1,435,968	\$ 2,710,454
Operating surplus (deficit)	\$ 1,748,251		\$ 1,748,251			\$ 1,748,251		
Board funded tangible capital asset additions				\$ 331,150		\$ (331,150)		
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		
Net remeasurement gains (losses) for the year	\$ -	\$ -	\$ -	\$ -		\$ -		
Endowment expenses & disbursements	\$ -		\$ -	\$ -	\$ -	\$ -		
Endowment contributions	\$ -		\$ -	\$ -	\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -	\$ -	\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -		
Amortization of tangible capital assets	\$ -		\$ -	\$ (1,588,951)		\$ 1,588,951		
Capital revenue recognized	\$ -		\$ -	\$ 1,425,551		\$ (1,425,551)		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ -		\$ -		
Additional capital debt or capital leases	\$ -		\$ -	\$ -		\$ -		
Net transfers to operating reserves	\$ -		\$ -	\$ -		\$ (198,617)	\$ 198,617	
Net transfers from operating reserves	\$ -		\$ -	\$ -		\$ -	\$ -	
Net transfers to capital reserves	\$ -		\$ -	\$ -		\$ -	\$ -	
Net transfers from capital reserves	\$ -		\$ -	\$ -		\$ -	\$ -	
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -		\$ -	\$ -	
Other Changes	\$ -		\$ -	\$ -		\$ -	\$ -	
Balance at August 31, 2016	\$ 8,949,482	\$ -	\$ 8,949,482	\$ 2,616,941	\$ -	\$ 1,987,302	\$ 1,634,785	\$ 2,710,454

SCHEDULE 1

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2016 (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, 2015	\$ 1,435,868	\$ 43,000	\$ -	\$ 359,554	\$ -	\$ 2,242,084	\$ -	\$ 65,816	\$ -	\$ -	\$ -	\$ -
Prior period adjustments:												
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2015	\$ 1,435,868	\$ 43,000	\$ -	\$ 359,554	\$ -	\$ 2,242,084	\$ -	\$ 65,816	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year												
Endowment expenses & disbursements												
Endowment contributions												
Reinvested endowment income												
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Additional capital debt or capital leases												
Net transfers to operating reserves	\$ 198,817		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2016	\$ 1,634,785	\$ 43,000	\$ -	\$ 359,554	\$ -	\$ 2,242,084	\$ -	\$ 65,816	\$ -	\$ -	\$ -	\$ -

SCHEDULE 2

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2016 (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, 2015	\$ (0)	\$ 26,290	\$ 4,903	\$ -	\$ 21,692,908
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2015	\$ (0)	\$ 26,290	\$ 4,903	\$ -	\$ 21,692,908
Add:					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 2,111,493				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 156,589				
Other sources	\$ -			\$ -	
Other sources	\$ -			\$ -	
Unexpended capital revenue receivable from:					
Alberta Education school building & modular (excl. IMR)	\$ 4,098				
Other sources	\$ -			\$ -	
Other sources	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets: Parent Society Group					\$ 20,710
Alberta Infrastructure managed projects					\$ 11,614,090
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (1,563,651)	\$ -	\$ -	\$ -	\$ 1,563,651
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 1,429,551
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2016	\$ 708,529 (A)	\$ 26,290 (B)	\$ 4,903 (C)	\$ - (D)	\$ 33,485,908
Balance of Unexpended Deferred Capital Revenue at August 31, 2016 (A) + (B) + (C) + (D)				\$ 739,721	

Unexpended Deferred Capital Revenue

- (A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education.
- (B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.
- (C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 161/2010.
- (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, 2016 (in dollars)

REVENUES	2016							2015
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 10,451,588	\$ 39,716,489	\$ 6,380,372	\$ 4,839,792	\$ 2,473,473	\$ -	\$ 63,861,714	\$ 61,002,026
(2) Other - Government of Alberta	\$ 838,485	\$ 46,700	\$ 1,627	\$ -	\$ -	\$ -	\$ 884,812	\$ 553,357
(3) Federal Government and First Nations	\$ -	\$ 280,000	\$ -	\$ -	\$ -	\$ -	\$ 280,000	\$ 305,186
(4) Other Alberta school authorities	\$ -	\$ 21,677	\$ -	\$ -	\$ -	\$ -	\$ 21,677	\$ 20,522
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 29,800	\$ 1,411,916	\$ -	\$ 518,294	\$ -	\$ -	\$ 1,960,010	\$ 1,843,612
(9) Other sales and services	\$ -	\$ 169,001	\$ -	\$ -	\$ -	\$ 78,064	\$ 247,065	\$ 287,180
(10) Investment income	\$ -	\$ 80,688	\$ -	\$ -	\$ -	\$ -	\$ 80,688	\$ 65,425
(11) Gifts and donations	\$ -	\$ 173,613	\$ -	\$ -	\$ -	\$ -	\$ 173,613	\$ 79,645
(12) Rental of facilities	\$ -	\$ 44,511	\$ 3,991	\$ -	\$ -	\$ -	\$ 48,502	\$ 40,682
(13) Fundraising	\$ -	\$ 107,119	\$ -	\$ -	\$ -	\$ -	\$ 107,119	\$ 196,772
(14) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(15) Other revenue	\$ -	\$ 17,780	\$ -	\$ -	\$ 44,606	\$ -	\$ 62,386	\$ 15,600
(16) TOTAL REVENUES	\$ 11,117,873	\$ 42,068,494	\$ 8,385,990	\$ 5,358,086	\$ 2,518,079	\$ 78,064	\$ 67,527,586	\$ 64,453,920
EXPENSES								
(17) Certificated salaries	\$ 3,815,429	\$ 23,404,013	\$ -	\$ -	\$ 414,816	\$ 28,566	\$ 27,662,824	\$ 26,488,933
(18) Certificated benefits	\$ 883,944	\$ 5,257,591	\$ -	\$ -	\$ 71,897	\$ 2,644	\$ 6,216,076	\$ 6,040,818
(19) Non-certificated salaries and wages	\$ 4,151,788	\$ 5,579,512	\$ 1,951,411	\$ 144,968	\$ 1,017,645	\$ 37,152	\$ 12,882,476	\$ 11,555,125
(20) Non-certificated benefits	\$ 1,019,795	\$ 1,473,357	\$ 507,462	\$ 35,142	\$ 196,809	\$ 9,702	\$ 3,242,177	\$ 2,984,091
(21) SUB - TOTAL	\$ 9,870,866	\$ 35,714,473	\$ 2,458,873	\$ 180,110	\$ 1,701,167	\$ 78,064	\$ 50,003,553	\$ 47,068,968
(22) Services, contracts and supplies	\$ 989,490	\$ 4,320,160	\$ 2,991,148	\$ 5,164,560	\$ 719,487	\$ -	\$ 14,184,845	\$ 13,862,638
(23) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 1,425,551	\$ -	\$ -	\$ -	\$ 1,425,551	\$ 1,472,321
(24) Amortization of unsupported tangible capital assets	\$ 5,874	\$ 52,862	\$ 34,389	\$ 29,140	\$ 41,135	\$ -	\$ 163,400	\$ 195,812
(25) Unsupported interest on capital debt	\$ -	\$ -	\$ 1,886	\$ -	\$ -	\$ -	\$ 1,988	\$ 8,274
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) TOTAL EXPENSES	\$ 10,866,230	\$ 40,087,485	\$ 6,911,947	\$ 5,373,810	\$ 2,481,789	\$ 78,064	\$ 65,779,335	\$ 62,619,155
(31) OPERATING SURPLUS (DEFICIT)	\$ 251,643	\$ 1,981,999	\$ (525,957)	\$ (15,724)	\$ 56,290	\$ -	\$ 1,748,251	\$ 1,834,765

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2018 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unexpended Amortization & Other Expenses	Supported Capital & Debt Services	2018 TOTAL Operations and Maintenance	2018 TOTAL Operations and Maintenance
Unclassified salaries and wages	\$ 1,400,001	\$ 348,609	\$ -	\$ -	\$ 201,001	\$ -	\$ -	\$ 1,951,411	\$ 1,951,411
Unclassified benefits	\$ 288,418	\$ 78,871	\$ -	\$ -	\$ 40,378	\$ -	\$ -	\$ 507,463	\$ 507,463
Sub-local remuneration	\$ 1,789,217	\$ 425,200	\$ -	\$ -	\$ 244,377	\$ -	\$ -	\$ 2,458,874	\$ 2,458,874
Supplies and services	\$ 165,016	\$ 217,832	\$ 54,875	\$ 1,038,300	\$ 107,854	\$ -	\$ -	\$ 1,823,847	\$ 1,823,847
Electricity	\$ -	\$ -	\$ 633,320	\$ -	\$ -	\$ -	\$ -	\$ 633,320	\$ 633,320
Natural gas/heating fuel	\$ -	\$ -	\$ 259,857	\$ -	\$ -	\$ -	\$ -	\$ 259,857	\$ 259,857
Sewer and water	\$ -	\$ -	\$ 78,578	\$ -	\$ -	\$ -	\$ -	\$ 78,578	\$ 78,578
Telecommunications	\$ -	\$ -	\$ 5,481	\$ -	\$ -	\$ -	\$ -	\$ 5,481	\$ 5,481
Insurance	\$ -	\$ -	\$ -	\$ -	\$ 201,438	\$ -	\$ -	\$ 201,438	\$ 201,438
ARMM maintenance & renewal payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supported	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,425,561	\$ 1,425,561	\$ 1,425,561
Unexpended	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,269	\$ -	\$ 24,269	\$ 24,269
Total Amortization	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,269	\$ -	\$ 24,269	\$ 24,269
Interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expensed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,986	\$ 1,986	\$ 1,986
Unexpended	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LEASE payments for facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other interest charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Leases on disposal of capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 1,954,223	\$ 794,112	\$ 918,829	\$ 1,038,300	\$ 729,437	\$ 34,269	\$ 1,427,517	\$ 6,911,947	\$ 6,911,947
SQUARE METRES									
School buildings								60,894.2	60,894.2
Non school buildings								1,481.0	1,481.0

Note:

- Custodial:** All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.
- Maintenance:** All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.
- Utilities & Telecommunications:** All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.
- Expensed IMR & Modular Unit Relocations & Lease Fees:** 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.
- Unexpended Amortization & Other Expenses:** All expenses related to unexpended capital assets amortization and interest on unexpended capital debt.
- Supported Capital & Debt Services:** All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE 5

School Jurisdiction Code: 1110

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2016 (in dollars)**

Cash & Cash Equivalents

	2016			2015
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ -	\$ 8,747,254	\$ 6,004,221
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents	0.00%	\$ -	\$ 8,747,254	\$ 6,004,221

Portfolio Investments

	2016			2015	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed interest certificates	0.00%	-	-	-	22,770
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	\$ -	\$ -	\$ -	\$ -
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
Total equities	0.00%	\$ -	\$ -	\$ -	\$ -
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ 22,770

See note 4 for additional detail

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

	2016	2015
Under 1 year	0.0%	1.6%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	1.6%

SCHEDULE 6

School Jurisdiction Code: **1110**

SCHEDULE OF CAPITAL ASSETS
for the Year Ended August 31, 2016 (in dollars)

	2016						2015
	Land	Construction in Progress	Buildings 25-50 Years	Equipment 5-10 Years	Vehicles 5-10 Years	Computer Hardware & Software 3-5 Years	Total
Tangible Capital Assets							
Estimated useful life							
Historical cost							
Beginning of year	\$ 1,414,541	\$ 4,357,825	\$ 57,431,802	\$ 1,067,808	\$ 661,958	\$ 164,926	\$ 62,177,936
Prior period adjustments	-	-	-	-	-	-	-
Additions	-	12,705,701	147,994	675,905	-	-	13,529,600
Transfers in (out)	-	(1,947,529)	1,947,529	-	-	-	-
Less disposals including write-offs	-	-	-	-	-	-	(1,333,077)
	\$ 1,414,541	\$ 15,115,797	\$ 59,527,325	\$ 1,743,511	\$ 661,958	\$ 164,926	\$ 79,628,058
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 39,507,641	\$ 890,204	\$ 503,662	\$ 54,838	\$ 40,602,971
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	1,467,355	59,471	29,140	32,985	1,688,131
Other additions	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	-	-	(1,314,757)
	\$ -	\$ -	\$ 40,974,996	\$ 949,675	\$ 532,802	\$ 87,823	\$ 42,545,296
Net Book Value at August 31, 2016	\$ 1,414,541	\$ 15,115,797	\$ 18,552,329	\$ 793,836	\$ 129,156	\$ 77,103	\$ 36,082,762
Net Book Value at August 31, 2015	\$ 1,414,541	\$ 4,357,825	\$ 17,924,161	\$ 177,402	\$ 158,298	\$ 110,088	\$ 24,142,113

	2016	2015
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

SCHEDULE 7

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
for the Year Ended August 31, 2016 (in dollars)**

	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERTP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Board Members:								
Tracy Nowak (Chair)	1.00	\$21,396	\$691	\$0	\$0	\$0	\$0	\$7,199
Elizabeth Kohle	1.00	\$21,433	\$718	\$0	\$0	\$0	\$0	\$11,809
Misty Featherley	1.00	\$19,210	\$618	\$0	\$0	\$0	\$0	\$4,819
Terry Jewell	1.00	\$19,760	\$181	\$0	\$0	\$0	\$0	\$7,376
Wendy Miller	1.00	\$20,860	\$686	\$0	\$0	\$0	\$0	\$9,877
Michelle Mykusiw	1.00	\$19,180	\$615	\$0	\$0	\$0	\$0	\$4,785
Shelley Porter	1.00	\$19,560	\$632	\$0	\$0	\$0	\$0	\$5,391
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	7.00	\$141,379	\$4,121	\$0	\$0	\$0	\$0	\$51,236
Dr. Michele Dick, Superintendent	1.00	\$199,750	\$37,456	\$0	\$0	\$0	\$33,902	\$8,166
Iva Paulik, Secretary Treasurer	1.00	\$180,417	\$42,889	\$0	\$0	\$0	\$7,202	\$11,003
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated teachers	283.50	\$27,463,074	\$8,144,718	\$0	\$0	\$0	\$0	\$0
Non-certificated - other	276.00	\$12,560,660	\$3,187,865	\$0	\$0	\$0	\$0	\$0
TOTALS	568.50	\$40,545,300	\$9,417,149	\$0	\$0	\$0	\$41,104	\$70,465

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

Benefits of Superintendent include Alberta Education contributions to the Teachers Retirement Fund pension plan.
Benefits of Secretary Treasurer include the employer share of Local Authority Pension Plan and Supplementary Income Pension Plan.

1. AUTHORITY AND PURPOSE

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

The School Division receives 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

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

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

d) Tangible capital assets

The following criteria apply:

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

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

e) Deferred Revenue

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

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

- Unexpended Deferred Capital Revenue

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

- Expended Deferred Capital Revenue

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

f) Employee Future Benefits

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

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

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

g) Asset Retirement Obligations

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

h) Operating and Capital Reserves

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

i) Revenue Recognition

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

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

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

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

j) Expenses

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

Allocation of Costs

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

k) Pensions

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

The current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the *Teachers' Pension Plan Act*, the School Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the School Division is included in both revenues and expenses. For the school year ended August 31, 2016, the amount contributed by the Government of Alberta was \$3,319,125 (2015 - \$3,166,573).

The School Division participates in a multi-employer pension plan, the Local Authorities Pension Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of for the year ended August 31, 2016 \$1,275,887 (2015 -\$1,218,597). At December 31, 2015, the Local Authorities Pension Plan reported a deficiency of \$923,416,000 (2015 - a deficiency of \$2.455 billion).

l) Program Reporting

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

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

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

m) Trusts Under Administration

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

Trusts under administration have been excluded from the financial reporting of the Division. Trust balances can be found in Note 16.

n) Financial Instruments

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

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

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

o) Measurement Uncertainty

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

3. **ACCOUNTS RECEIVABLE**

	2016			2015
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 85,321	\$ -	\$ 85,321	\$ -
Alberta Education - Capital	4,098	-	4,098	493,805
Alberta Education - IMR	-	-	-	-
Alberta Education - Diploma Marking	678	-	678	815
Treasury Board and Finance - Supported debenture principal	7,938	-	7,938	42,858
Treasury Board and Finance - Accrued interest on supported debentures	421	-	421	3,186
Alberta Health	-	-	-	-
Alberta Health Services	-	-	-	-
Labour	4,245	-	4,245	-
Human Services	59,408	-	59,408	-
Federal government	118,062	-	118,062	97,939
First Nations	1,283	-	1,283	94,034
Other	196,191	-	196,191	183,667
Total	\$ 477,645	\$ -	\$ 477,645	\$ 916,304

4. **PORTFOLIO INVESTMENTS**

The Division's short term investments in GIC's matured in 2015/2016.

5. OTHER FINANCIAL ASSETS

Other Financial assets consist of the following:

	2016	2015
Inventory	\$ 26,275	\$ 36,138
Total	\$ 26,275	\$ 36,138

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

6. 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, 2016.

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2016	2015
Alberta Education	\$ 381,962	\$ 617,519
Other Alberta school jurisdictions	-	-
Alberta Capital Finance Authority (Interest on long-term debt - Supported)	421	3,186
Alberta Health	-	-
Alberta Health Services	-	-
Other Government of Alberta ministries	-	-
Federal government	1,146	6,146
First Nations	-	-
Accrued vacation pay liability	148,227	132,076
Other salaries & benefit costs	24,596	27,314
Other trade payables and accrued liabilities	1,219,212	687,968
Total	\$ 1,775,563	\$ 1,474,209

8. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2015	ADD: 2015/2016 Restricted Funds Received	DEDUCT: 2015/2016 Restricted Funds Expended (Paid / Payable)	DEFERRED REVENUE as at Aug. 31, 2016
Unexpended deferred operating revenue				
Alberta Education:				
Infrastructure Maintenance Renewal	329,386	920,192	(1,194,889)	54,689
Other Alberta Education def'd revenue SLA	2,184	2,418	(2,184)	2,418
Other Alberta Education def'd revenue Bridging Program	-	68,000	(16,667)	51,333
Other Government of Alberta:				
Alberta Health	3,175	38,096	(38,096)	3,175
Human Services - Child and Family Services	-	243,564	(224,828)	18,736
Other Deferred Revenue:				
School Generated Funds	67,682	1,119,095	(1,070,995)	115,782
Fees	5,727	-	(5,727)	-
Donations	4,630	3,900	-	8,530
Transportation fees	399,983	361,742	(399,983)	361,742
Other	1,182	499	(1,390)	291
Total unexpended deferred operating revenue	\$ 813,949	\$ 2,757,506	\$ (2,954,759)	\$ 616,696
Unexpended deferred capital revenue (Schedule 2)	31,192	2,272,180	(1,563,651)	739,721
Expended deferred capital revenue (Schedule 2)	21,692,908	13,198,451	(1,425,551)	33,465,808
Total	\$22,538,050	\$ 18,228,137	\$ (5,943,961)	\$34,822,225

9. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2016	2015
Retirement allowances	94,537	74,693
Total	\$ 94,537	\$ 74,693

10. DEBT

The debentures are held with Alberta Capital Finance Authority, bearing interest at 9.875%, and are fully supported by Alberta Finance. Debenture payments due the next school year:

	Principal	Interest	Total
2016-2017	\$ 7,938	\$ 784	\$ 8,722
2017-to maturity	-	-	-
Total	\$ 7,938	\$ 784	\$ 8,722

11. ACCUMULATED SURPLUS:

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

Sturgeon School Division No. 24
Notes to Financial Statements
August 31, 2016

	2016	2015
Unrestricted surplus	\$ 1,987,302	\$ 605,618
Operating reserves	1,634,785	1,435,968
Accumulated surplus (deficit) from operations	3,622,087	2,041,586
Investment in tangible capital assets	2,616,941	2,449,191
Capital reserves	2,710,454	2,710,454
Endowments	-	-
Accumulated rereasurement gains (losses)	-	-
Accumulated surplus (deficit)	\$ 8,949,482	\$ 7,201,231

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

	2016	2015
Accumulated surplus (deficit) from operations	\$ 3,622,087	\$ 2,041,586
Deduct: School generated funds included in accumulated surplus (Note 17)	445,726	424,025
Adjusted accumulated surplus (deficit) from operations ⁽¹⁾	\$ 3,176,361	\$ 1,617,561

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

12. CONTRACTUAL OBLIGATIONS

	Building Leases	Equipment and Vehicle Leases
2016-2017	\$ 87,829	\$ 368,684
2017-2018	88,771	361,211
2018-2019	33,293	322,948
2019-2020	34,291	304,233
2020-2021	35,320	149,230
Thereafter	112,446	-
	\$ 391,950	\$ 1,506,306

⁽¹⁾Building Leases: The Division is committed to two leases to operate its Learning Centers.

⁽²⁾ Equipment and Vehicle Leases: As at August 31, 2016, the Division has \$ 1,506,306 (2015 - \$497,977) in commitments relating to equipment and vehicle leases.

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

13. 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

Sturgeon School Division No. 24
Notes to Financial Statements
August 31, 2016

Minister at least twelve months prior to the expiry of the present lease term of its intention to exercise this option.

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

The School Division is a member of a reciprocal insurance exchange called ASBIE. Under the terms of its membership, the jurisdiction could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The jurisdiction's share of the pool as at December, 2015 is \$130,333.

16. 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.

	2016	2015
Deferred salary leave plan	\$ 74,543	\$ 55,695
Scholarship trusts	58,418	62,998
Total	<u>\$ 132,961</u>	<u>\$ 118,693</u>

17. SCHOOL GENERATED FUNDS

	2016	2015
School Generated Funds, Beginning of Year	\$ 491,707	\$ 410,066
Gross Receipts:		
Fees	679,623	794,544
Fundraising	155,219	196,771
Gifts and donations	109,759	72,323
Grants to schools	-	-
Other sales and services	196,195	184,569
Total gross receipts	1,140,796	1,248,207
Total Related Expenses and Uses of Funds	85,038	169,115
Total Direct Costs Including Cost of Goods Sold to Raise Funds	985,957	997,451
School Generated Funds, End of Year	<u>\$ 561,508</u>	<u>\$ 491,707</u>
Balance included in Deferred Revenue	\$ 115,782	\$ 67,682
Balance included in Accumulated Surplus (Operating Reserves)	\$ 445,726	\$ 424,025

18. RELATED PARTY TRANSACTIONS

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

Sturgeon School Division No. 24
Notes to Financial Statements
August 31, 2016

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 90,097	\$ 381,962		
Prepaid expenses / Deferred operating revenue	-	108,440		
Unexpended deferred capital revenue		739,721		
Expended deferred capital revenue		33,445,098	1,425,551	
Grant revenue & expenses			59,117,038	
ATRF payments made on behalf of district			3,319,125	
Other revenues & expenses			-	-
Other Alberta school jurisdictions	-	-	21,667	-
Alberta Treasury Board and Finance (Principal)	7,938			
Alberta Treasury Board and Finance (Accrued)	421		1,986	
Alberta Health	-	3,175	-	-
Alberta Health Services	-	-	38,096	-
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	-	-	4,000	-
Alberta Infrastructure	-	-	-	-
Human Services	-	18,736	636,485	-
Culture & Tourism	-	-	-	-
Labour	-	-	4,245	-
Other GOA ministries	-	-	-	-
Other:				
Alberta Capital Financing Authority		8,358		1,986
Other Related Parties	-	-	-	-
TOTAL 2015/2016	\$ 98,456	\$ 34,705,490	\$64,568,193	\$ 1,986
TOTAL 2014/2015	\$ 540,664	\$ 22,772,298	\$61,698,390	\$ 8,274

19. BUDGET AMOUNTS

The budget was prepared by the School Division and approved by the Board of Trustees on June 24, 2015. It is presented for information purposes only and has not been audited.

20. COMPARATIVE FIGURES

The comparative figures have been reclassified where necessary to conform to the 2015/2016 presentation.



Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: 'Branding'—Division Name

Background

In October, Trustees received information regarding a proposed “refresh” of the division branding model.

Phase 1

Phase 1 of the plan will involve the division’s conceptual framework for print and online material including advertising and information documents as well as letterhead and business cards. As these materials require reordering, the new, refreshed look will be incorporated.

Phase 2

At this time, administration is seeking Trustee direction relative to the preferred division name that will be included in various print and online materials. Over the past years the Board has reviewed and discussed the possibility of:

- continuing with *Sturgeon School Division* or
- changing to *Sturgeon Public Schools/Sturgeon Public School Division*.

Recommendation:

“That the Committee of the Whole review the issue of a possible name change and advise senior administration accordingly.”

COMMITTEE

9.9



Committee of the Whole Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Sturgeon School Division DRAFT Three Year Education Plan
2016/17 – 2018/19 and Results Report 2015 - 2016

Background:

Attached for Trustee review and discussion is the proposed *DRAFT* Three Year Education Plan 2016/17 – 2018/19 and Annual Education Results Report 2015/16.

The Three Year Education Plan provides direction as we move into the 2016-17 school year. This document speaks to our goals and priorities, connecting these goals and priorities to provincial goals.

For the Three Year Plan 2016/17 – 2018/19, the division's goals are as follows:

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

The Annual Education Results Report (AERR) offers a look at the past and provides the division with a summary of reports including Provincial Assessment Test and Diploma Exam Results. In addition,

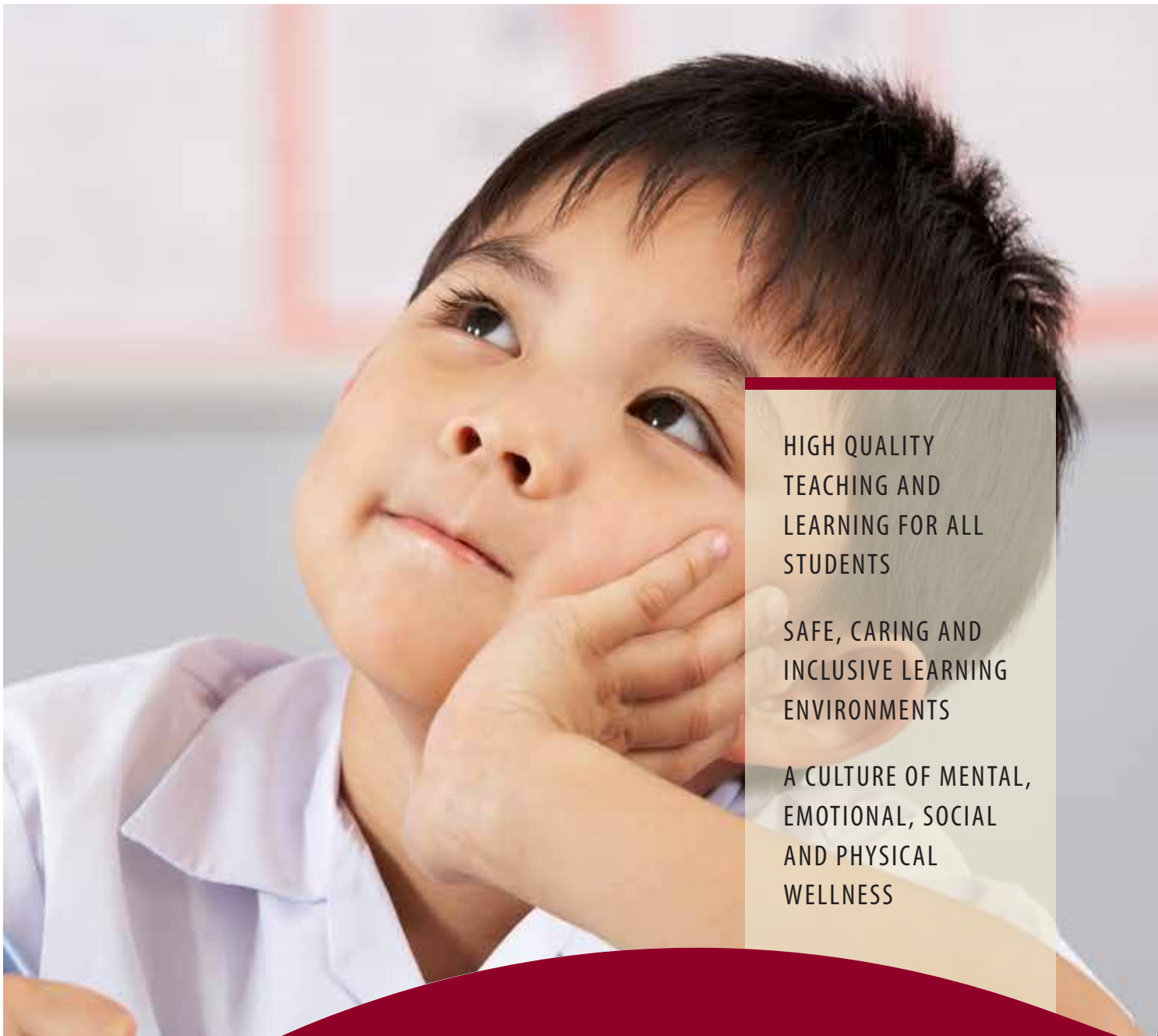
this report addresses six separate measures:

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

Recommendation:

That the Board of Trustees review the *DRAFT* Sturgeon School Division Three Year Plan and Results Report 2015/16 – 2018/19 and advise Senior Administration accordingly.

COMMITTEE 9.9



HIGH QUALITY
TEACHING AND
LEARNING FOR ALL
STUDENTS

SAFE, CARING AND
INCLUSIVE LEARNING
ENVIRONMENTS

A CULTURE OF MENTAL,
EMOTIONAL, SOCIAL
AND PHYSICAL
WELLNESS



2016- 2019

THREE YEAR
PLAN AND
RESULTS REPORT



HIGH QUALITY
TEACHING AND
LEARNING FOR ALL
STUDENTS

SAFE, CARING AND
INCLUSIVE LEARNING
ENVIRONMENTS

A CULTURE OF MENTAL,
EMOTIONAL, SOCIAL
AND PHYSICAL
WELLNESS



2016- 2019

THREE YEAR
PLAN AND
RESULTS REPORT

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Message from the Board

The Sturgeon Board of Trustees is pleased to have approved the division's new Three Year Education Plan for 2016-2019. From its inception the plan has sought to incorporate the voices of our many stakeholders including students; staff; parents and community members. We are extremely proud of the extensive consultations that were undertaken and the broad number of individuals who shared their thoughts regarding the educational experience for Sturgeon students in the coming years.

This plan reflects the tenets of the division's Vision, Mission and Values Statement which was crafted by students and we are proud to support the identified priorities for 2016-2019 — High Quality Teaching and Learning for All Students; Safe, Caring, and Inclusive Learning Environments; A Culture of Mental, Emotional, Social, and Physical Wellness — all of which will serve to enhance teaching and learning while continuing to support all our students in achieving to their fullest potential.

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

Both aspects of this document, the Three Year Education Plan and the Annual Education Results Report for Sturgeon School Division, were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in this document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Plan to improve student learning and overall results.

The Board approved this combined Three Year Education Plan 2016-2019 and the Annual Education Results Report for SY 2015-2016 on November 23, 2016.

Accountability Statement

The Annual Education Results Report for the 2016-2019 school year and the Education Plan for the three years commencing September 1, 2016 for Sturgeon School Division was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/17 school year and the Three Year Education Plan for 2016-2019 on November 23, 2016.

Public Interest Disclosure (Whistleblower Protection Act) Regulation

In the 2015-2016 school year there were no disclosures of wrongdoing made in good faith by any Sturgeon employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.



Vision, Mission, & Values

OUR VISION

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

OUR MISSION

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

VALUES

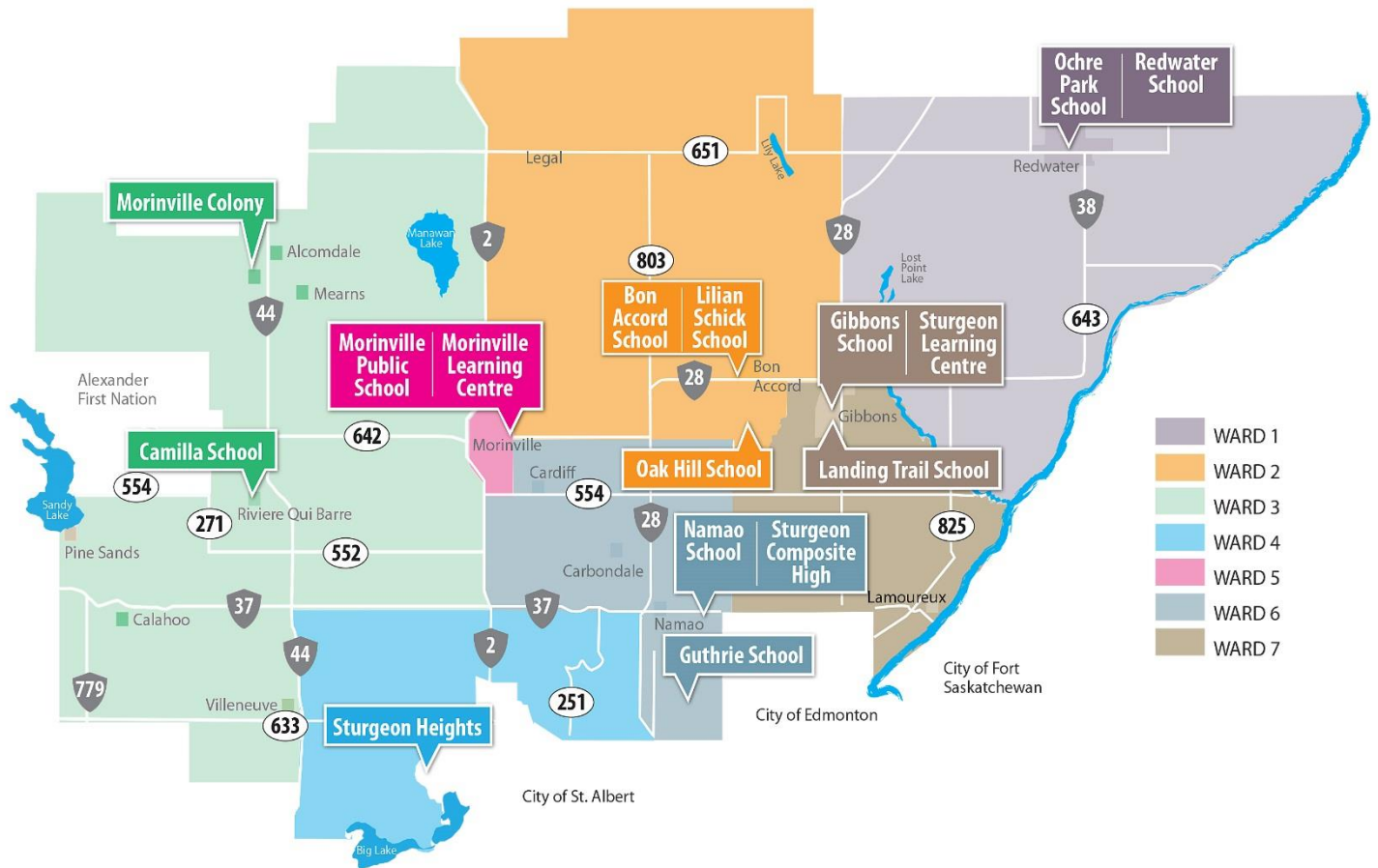
- **Excellence in teaching.** We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- **Shared responsibility.** We all have an important part to play in the education process. Working together, we strive for excellence so we can build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

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

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



Sturgeon School Division Profile



Welcome to Sturgeon

Sturgeon School Division acknowledges that the land on which we gather is Treaty 6 territory and a traditional meeting ground for many Indigenous peoples. Their spiritual and practical relationships to the land create a rich heritage for our learning and our life as a community.

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

Our School Communities

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

Town of Bon Accord Bon Accord Community School Lilian Schick School Oak Hill School	GRADES SERVED Headstart – 4 5 – 9 3 – 10	TELEPHONE 780-921-3559 780-921-2200 780-921-3011
Town of Gibbons Gibbons School Landing Train School Sturgeon Learning Centre	GRADES SERVED 5 – 9 Headstart – 4 10 – 12	TELEPHONE 780-923-2240 780-923-2898 780-923-2443
Lancaster Park Military Base Guthrie School	GRADES SERVED Headstart – 9	TELEPHONE 780-973-3111
Town of Morinville Morinville Learning Centre Morinville Public School	GRADES SERVED 10 – 12 Headstart – 9	TELEPHONE 780-939-4033 780-939-3445
Hamlet of Rivière Qui Barre Camilla School Colony School	GRADES SERVED Headstart – 9 Headstart – 9	TELEPHONE 780-939-2074 780-939-2012
Hamlet of Namao Namao School Sturgeon Composite High School	GRADES SERVED Headstart – 9 10 - 12	TELEPHONE 780-973-9191 780-973-3301
Town of Redwater Ochre Park School Redwater School	GRADES SERVED Headstart – 9 5 - 12	TELEPHONE 780-942-2902 780-942-3625
City of St. Albert Sturgeon Heights School	GRADES SERVED Headstart – 9	TELEPHONE 780-459-3990



Governance

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



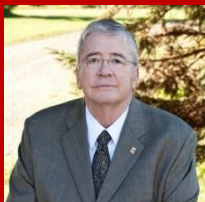
Tracy Nowak,
Chair



Shelley Porter,
Vice Chair



Misty Featherley



Terry Jewell



Elizabeth Kohle



Wendy Miller

Ward 1- Redwater / Coronado	vacant
Ward 2- Bon Accord / Legal	Elizabeth Kohle
Ward 3- Alcomdale / Villeneuve	Shelley Porter – Vice Chair
Ward 4- Sturgeon Valley / West St Albert	Wendy Miller
Ward 5- Morinville	Misty Featherley
Ward 6- Cardiff / Garrison	Tracy Nowak - Chair
Ward 7- Gibbons / Lamoureux	Terry Jewell

Central Services

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

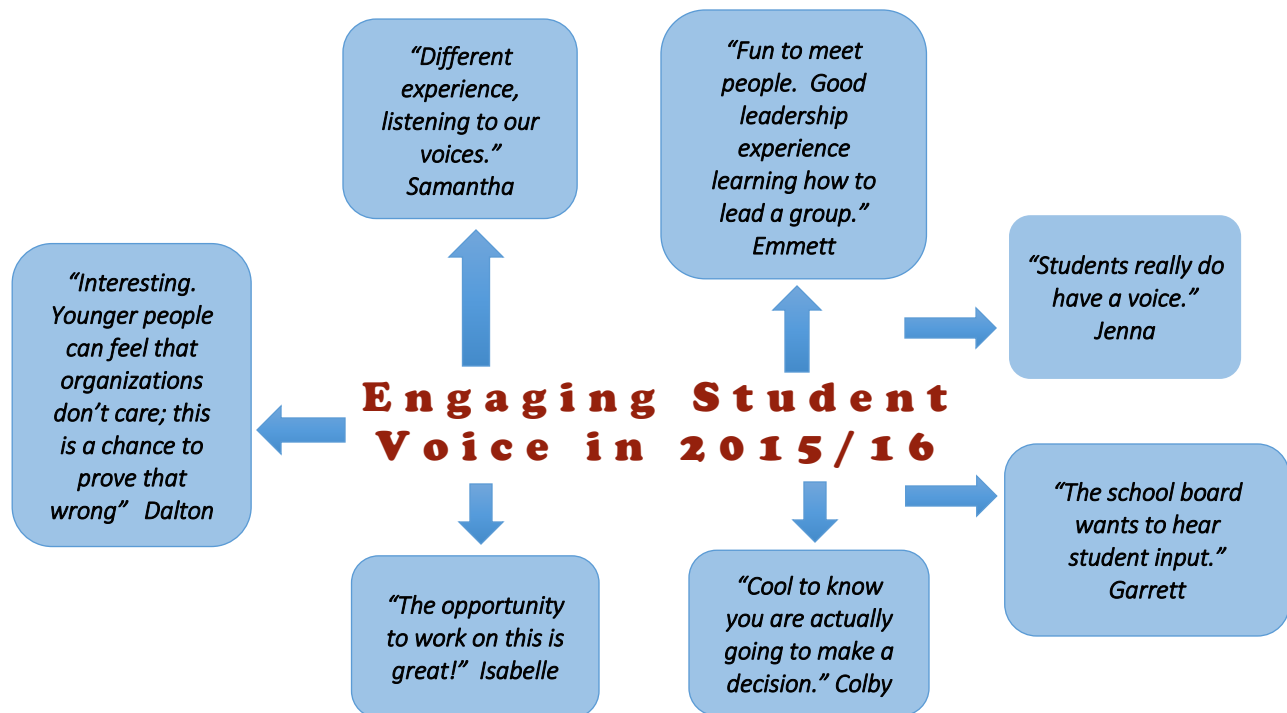
- Superintendent's Office
 - Dr. Michele Dick- Superintendent
- Finance & Payroll
 - Iva Paulik- Secretary-Treasurer
- Education Services
 - Ruth Kuik- Associate Superintendent
- Human Resources
 - Thomas Holmes- Associate Superintendent
 - Lisa Lacroix- Manager
- Operations & Maintenance
 - Lorne Lopatka- Manager
- Technology Services
 - Dave Webster- Manager
- Transportation
 - Sherri Davidson- Manager

Parent/Community Involvement

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

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

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



School Councils

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

[Alberta School Councils' Association](#)

Programs of Choice

1. Reggio-Inspired Learning

The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. In its most basic form, it is a way of observing what children know, are curious about and what challenges them. Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials. Three schools use the Reggio-inspired approach; Morinville Public School, Namao School and Sturgeon Heights School.

2. French Immersion

Being bilingual opens doors to a wider world of opportunities. It produces excellent students and creative thinkers fluent in both languages. French immersion allows students to become fluent in French while achieve all the objectives of the regular school program. Sturgeon School Division offers a French immersion program at [Morinville Public School](#). The program is currently offered from Kindergarten to Grade 4, and will continue to grow a grade each year.

3. LOGOS

LOGOS offers an excellent academic education enhanced by daily activities (prayer, scripture reading, and praise), periodic chapel times and assemblies that build faith and fellowship. LOGOS is offered from Kindergarten to Grade 4 at [Landing Trail School](#) and Grades 5 to 9 at [Lilian Schick School](#), and as an optional class from Grades 10 to 12 at [Redwater School](#).

4. Academics

Dance Academy is offered to students in Grades 5 to 9 at [Morinville Public School](#). It develops students as athletes using the technical aspects of various styles of dance.

Hockey Academy is offered to students in Grades 5 to 9 at select Sturgeon schools. It offers youth the opportunity to have hockey training and skills development within the school environment.

Student Health and Wellbeing

1. Neuro-Sequential Model in Education (NME)

The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behavior and performance. The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process.

2. Comprehensive School Health

Comprehensive School Health is an internationally-recognized and effective approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education, and social outcomes for children and youth.



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

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

Correlating Alberta Education Outcomes:

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

Sturgeon School Division will:

Priority:

Continue a culture of inquiry and a targeted professional growth plan, focused on the Division's three year plan priorities as it relates to instructional and assessment practices.



Strategies:

1. Continued support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Knowledge & Employability Cohort, First Nations MI Cohort, Music Cohort, and Fine Arts Cohort.
2. Workshops and sessions in Assessment For/ Of Learning, Power Teacher, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/ Project-based Learning.
3. Continued focus on evidence based decision-making (EBDM) with school administrators.

Priority:

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



Strategies:

1. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), Headstart programs.
2. Implementation of division-wide pre-school the STAR approach to support students diagnosed with autism or social communication difficulties.

Priority:

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



Strategies:

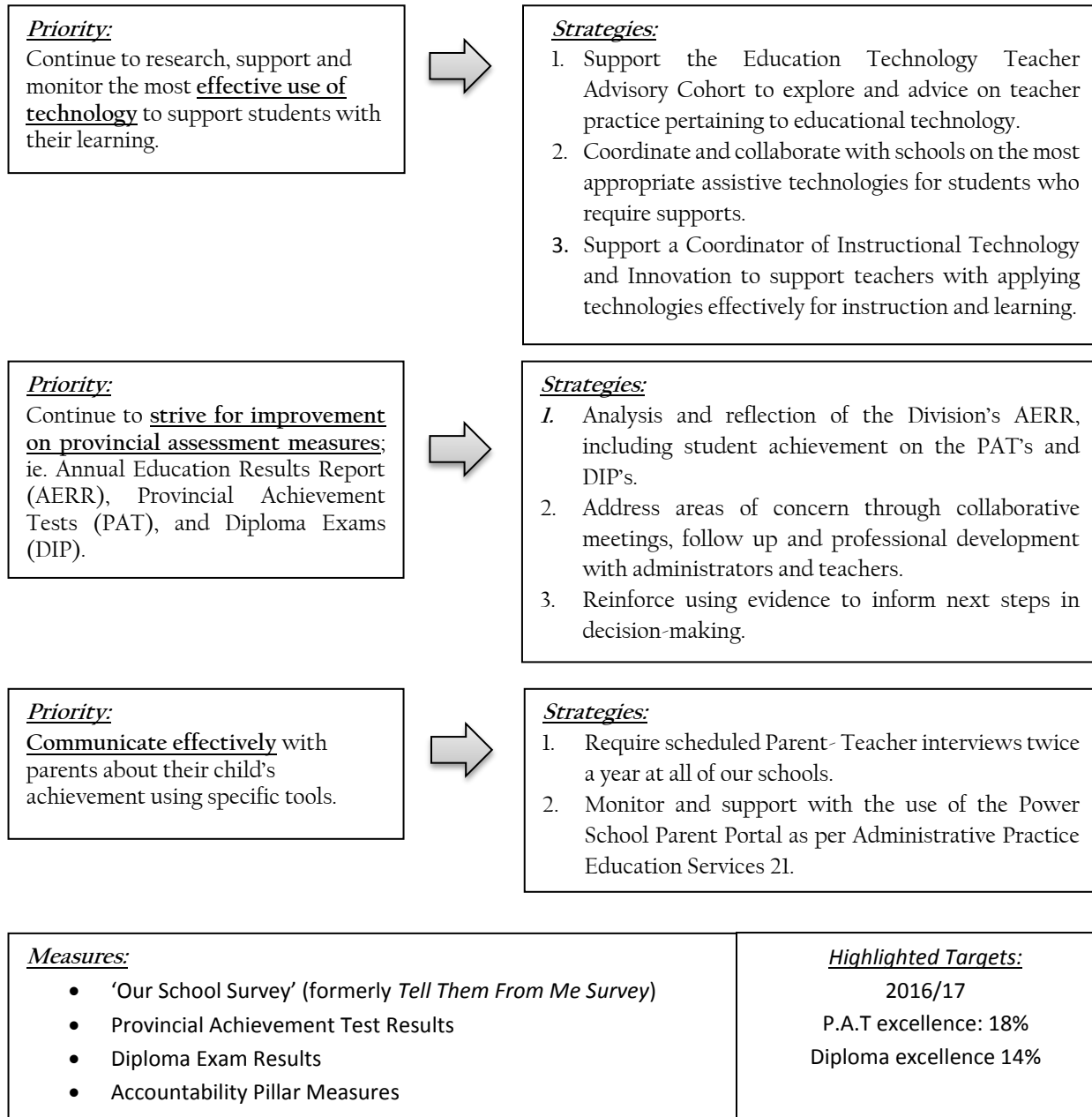
1. Enhance the Guided Math approach in K to 4 schools.
2. Monitor and support the rigor and fidelity of Guided Reading in grades 1 to 6.
3. Monitor and enhance literacy strategies across curriculums in Junior and Senior High schools.

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

Correlating Alberta Education Outcomes:

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

Sturgeon School Division will:



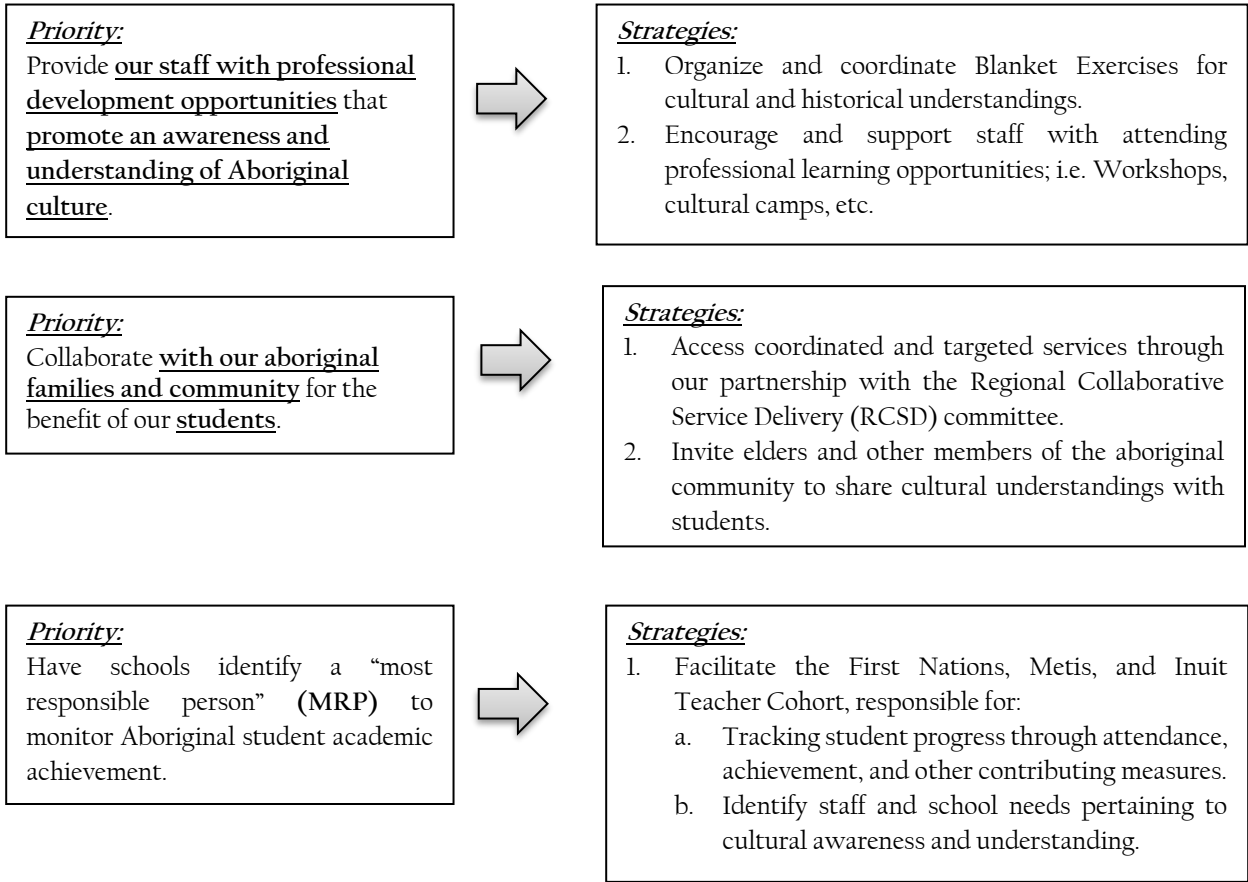
GOAL 1: **High Quality Teaching and Learning for All Students**

Priorities and Strategies specific to our Aboriginal students' achievement:

Correlating Alberta Education Outcomes:

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

Sturgeon School Division will:



<p><u><i>Measures specific to our Aboriginal students:</i></u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures 	<p><u><i>Highlighted Targets:</i></u></p> <p style="text-align: center;">2016/17</p> <p style="text-align: center;">P.A.T. Acceptable 79 %</p> <p style="text-align: center;">Diploma Acceptable 88%</p>
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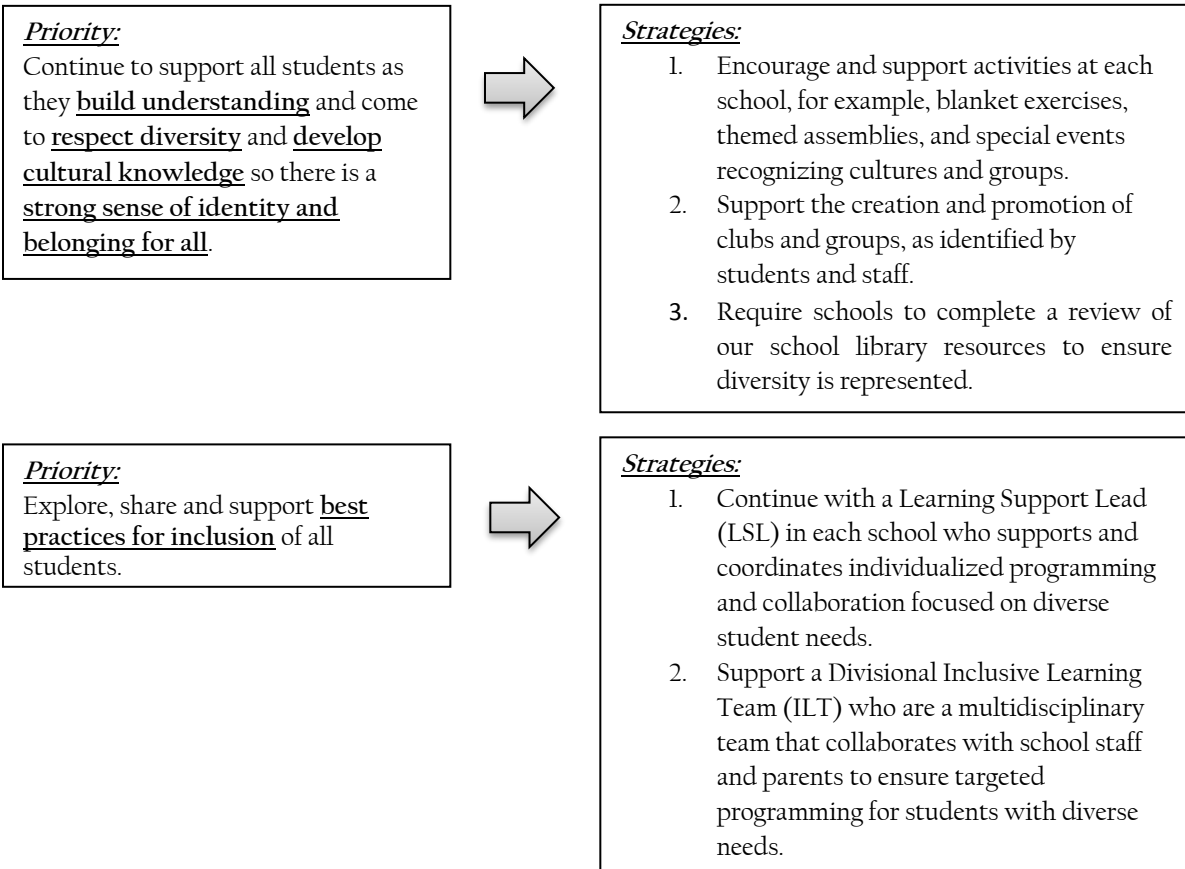
GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

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

Correlating Alberta Education Outcomes:

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

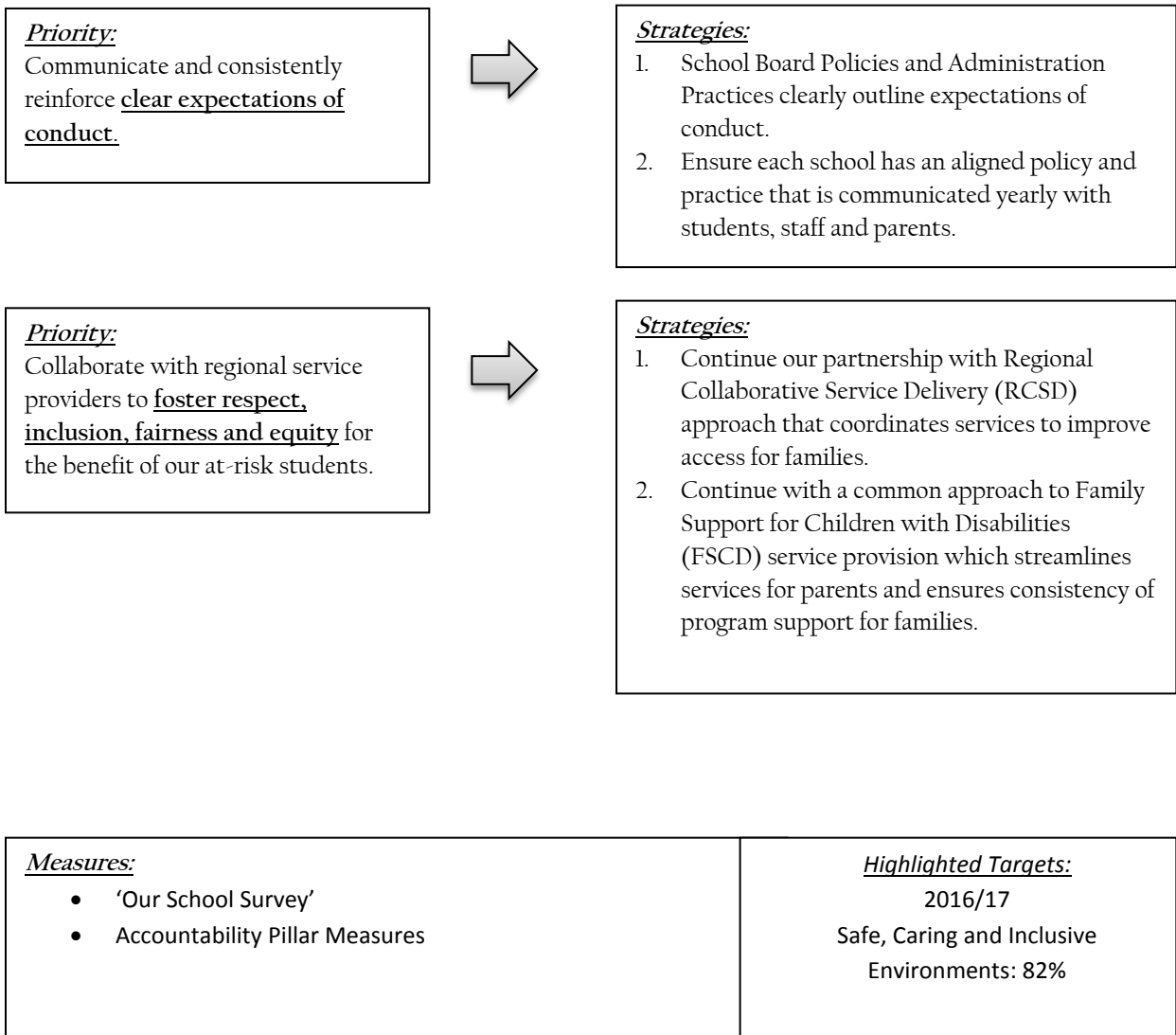
Sturgeon School Division will:



GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Correlating Alberta Education Outcomes:

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



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

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

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's Education system is inclusive.
- The education system is well governed and managed.

Sturgeon School Division will:

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



Strategies:

1. Coordinate and facilitate professional learning about the Neurosequential Model for Education (NME)- reference Dr. Bruce Perry.
2. Continue with Positive Behavior Supports.
3. Continue with the model of Collaborative Problem Solving
4. Coordinate and facilitate learning about Webs of Support (reference Derek Peterson).

Priority:
Continue to improve and promote a Comprehensive Counselling approach to supporting all students in each school,



Strategies:

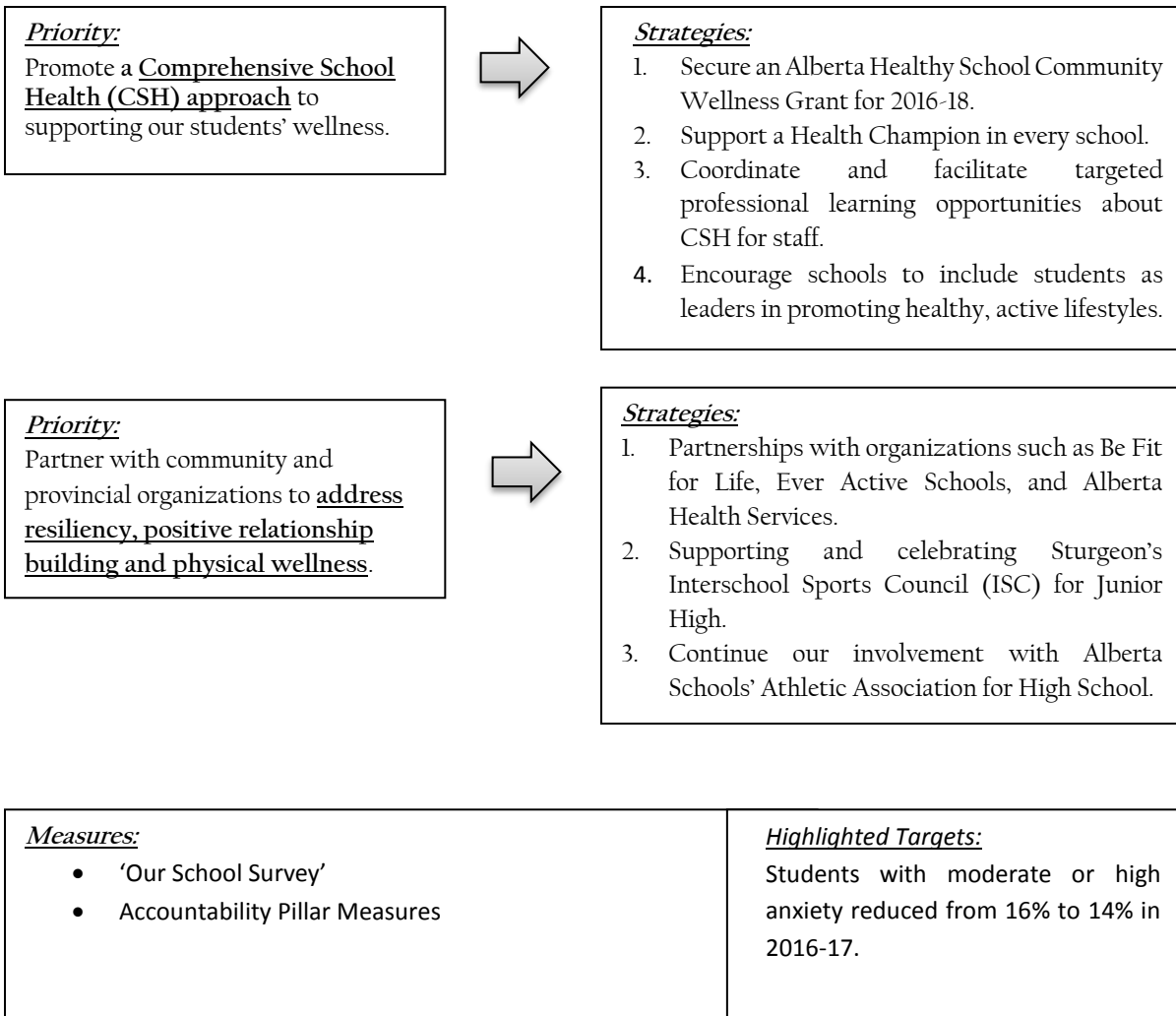
1. Facilitate new individual school plans being developed in 2016-17.
2. Continue with dedicated counselling time at each of our schools.
3. Review and clarify the Administrative Practice for counselling in Sturgeon.
4. Coordinate and facilitate monthly Counsellor meetings that includes targeted professional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

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

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's Education system is inclusive.
- The education system is well governed and managed.

Sturgeon School Division will:



**Accountability Pillar Overall Summary
 Combined 2016 Accountability Pillar Overall Summary
 Annual Education Results Report – October 2016
 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	88.1	88.1	88.1	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	81.0	81.4	82.3	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	88.4	88.7	89.2	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	3.4	3.0	3.7	3.2	3.5	3.5	High	Maintained	Good
		High School Completion Rate (3 yr)	76.1	75.0	75.9	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.3	77.3	79.9	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	16.7	18.1	19.0	19.4	18.8	18.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.2	85.3	86.5	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	12.9	15.3	17.4	21.0	21.0	20.5	Low	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	39.1	38.6	43.8	54.6	54.4	53.5	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate	52.7	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	52.7	51.9	52.7	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	80.3	75.9	76.7	82.6	82.0	81.1	High	Improved	Good
		Citizenship	79.5	79.7	80.8	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	77.7	81.2	80.2	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	82.3	81.1	80.4	81.2	79.6	80.0	Very High	Improved	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course.
 Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

Annual Education Results Report - Desired Outcome One

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.2	81.7	80.6	77.3	78.3	n/a	Intermediate	Maintained	Acceptable	79.0	80.0	81.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.8	21.0	17.9	18.1	16.7	n/a	Intermediate	Declined	Issue	18.0	19.0	20.0

Comment on Results

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Strategies

1. Each school will include in their School Action Plan specific strategies relative to improvement of student achievement as measured by the Provincial Achievement Exams in Grades 6 and 9.
2. Continue with enhancing implementation and delivery of Guided Math and continue to support the program fidelity of Guided Reading.
3. Division Professional Development Plan and Grade 6 Math cohort to address areas of challenge in the grade 6 math results as well as develop strategies in response to results.
4. Schools will analyze Provincial Achievement Math 6 and Social Studies 6 results and respond with strategies to address challenges.
5. Continue to develop resources for K and E as per the program review completed in 2015/16.
6. School and division PD plan will focus on improving student achievement.
7. At a division level, PD provided in Assessment of/for Learning.
8. Monitor literacy strategies across curriculums in Junior and Senior High.
9. Continue with school leader PD in evidence based decision making.
10. Ten division PD days allocated to facilitate teacher learning and collaboration.
11. Math 6 and Social 6 teachers to work with ERLC on results analysis and responsive strategies.



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.5	88.1	86.0	85.3	87.2	87.0	High	Maintained	Good	88.0	89.0	90.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.9	19.6	17.3	15.3	12.9	18.0	Low	Declined	Issue	14.0	15.0	16.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.9	76.6	76.0	75.0	76.1	76	High	Maintained	Good	77.0	78.0	79.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	4.2	3.9	3.0	3.4	3.0	High	Maintained	Good	2.5	2.0	1.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.6	52.0	54.2	51.9	52.7	53.0	Intermediate	Maintained	Acceptable	54.0	55.0	56.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	52.7	52.0	n/a	n/a	n/a	54.0	55.0	56.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.7	46.9	45.8	38.6	39.1	42.0	Low	Declined	Issue	43.0	44.0	45.0

Comment on Results

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, and Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in diploma examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province.
6. The **Current Results** provided for the Drop Out Rate, High School Completion Rate, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility, and Transition Rate are based on data from 2014/15 school year.
7. Gap analysis required between school awarded marks in the excellence range and diploma marks.
8. Flexibility in programming allows for student choice in diploma writing timelines.

Strategies

1. Continue with curriculum mapping at a senior high level.
2. Schools will investigate and respond to the analysis of school awarded marks and diploma scores. Strategies will be presented and discussed with the Associate, Education Services.
3. Monitor fidelity of Assessment of/for Learning and Guided Reading.
4. Each school will include in their School Action Plans specific strategies to improve achievement as measured by diploma exams.
5. Ten division PD days to facilitate student learning and collaboration.
6. School leaders continue to collaborate and share best practices during monthly PLC time.
7. The division continues to support school initiatives and innovative practice in teaching and learning.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	79.5	83.3	79.7	79.5	85.0	High	Maintained	Good	80.0	81.0	82.0
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.	80.8	77.9	76.3	75.9	80.3	78.0	High	Improved	Good	80.0	81.0	82.0

Comment on Results

1. Parents, students, and teachers continue to believe that students model the characteristics of active citizenship, maintaining a **HIGH** level of achievement and an overall rating of **GOOD**.

Strategies

Strategies for Ongoing Improvement:

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



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	65.8	63.2	66.7	68.1	68.2	70.0	n/a	n/a	n/a	70.0	71.0	72.0

Notes:
 1. The results for this measure have consistently continued to improve over a five year period.

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



Measure Category	Measure Category Evaluation	Measure	Sturgeon School Div No. 24 (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.4	3.8	5.6	6.1	7.0	7.2	High	Maintained	Good
		High School Completion Rate (3 yr)	44.6	57.0	55.9	50.2	47.7	46.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	72.5	62.0	69.8	52.4	52.1	52.8	Intermediate	Maintained	Acceptable
		PAT: Excellence	18.9	8.0	12.6	6.3	6.5	6.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	90.8	82.9	87.0	78.2	78.3	77.3	Very High	Maintained	Excellent
		Diploma: Excellence	10.5	9.8	13.7	10.0	9.5	9.4	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	8.9	17.1	25.8	20.7	21.0	20.4	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate	29.4	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	34.3	38.3	44.2	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate Results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course.
Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Annual Education Results Report - Desired Outcome Two

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.4	73.9	73.7	62.0	72.5	65.0	Intermediate	Maintained	Acceptable	74.0	75.0	76.0
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).	7.6	15.8	14.0	8.0	18.9	10.0	Intermediate	Maintained	Acceptable	11.0	12.0	13.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.3	87.5	90.6	82.9	90.8	90.0	Very High	Maintained	Excellent	92.0	93.0	94.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.9	9.4	21.9	9.8	10.5	12.0	Low	Maintained	Issue	12.0	13.0	14.0

Comment on Results

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Strategies

- Counsellor will monitor student success, attendance and identify students at-risk.
- FNMI Cohort with membership from each school in the division. Focus will be on developing relationships and building cultural and historical sensitivity.
- Staff experience a Blanket Exercise to deepen understanding of treaty creation, colonization, resistance and reconciliation.
- Partnership with Regional Collaborative Service Delivery for co-ordination of targeted services.
- P.D. opportunities will be identified to develop and enhance understanding of FNMI needs.
- Comprehensive School Health will focus on a wide range of outdoor activities connecting students to the land and nature.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	58.0	67.1	43.5	57.0	44.6	65.0	Very Low	Maintained	Concern	46.0	47.0	48.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	8.2	4.1	9.0	3.8	3.4	3.5	High	Maintained	Good	3.0	2.5	2.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	48.0	42.7	51.7	38.3	34.3	50.0	Very Low	Maintained	Concern	35.0	36.0	37.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	29.4	n/a	n/a	n/a	n/a	31.0	32.0	33.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	21.7	28.8	31.6	17.1	8.9	20.0	Very Low	Declined	Concern	17.0	18.0	19.0

Comment on Results

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
5. Flexibility and choice in programming allows for students to complete high school over 4 years. High School Completion and the Drop Out measure should be compared.
6. Focus on assisting FNMI students to apply for a Rutherford Scholarship.
7. Annual Drop Out rate is low with an overall rating of Good.

Strategies

1. School counsellors will monitor academic success of FNMI students as part of the Comprehensive School Counselling Plan.
2. Flexibility in programming continues to be a goal of the division allowing students increased time to acquire a high school diploma.
3. Within each school, schools will identify factors which improve a sense of belonging for FNMI students.

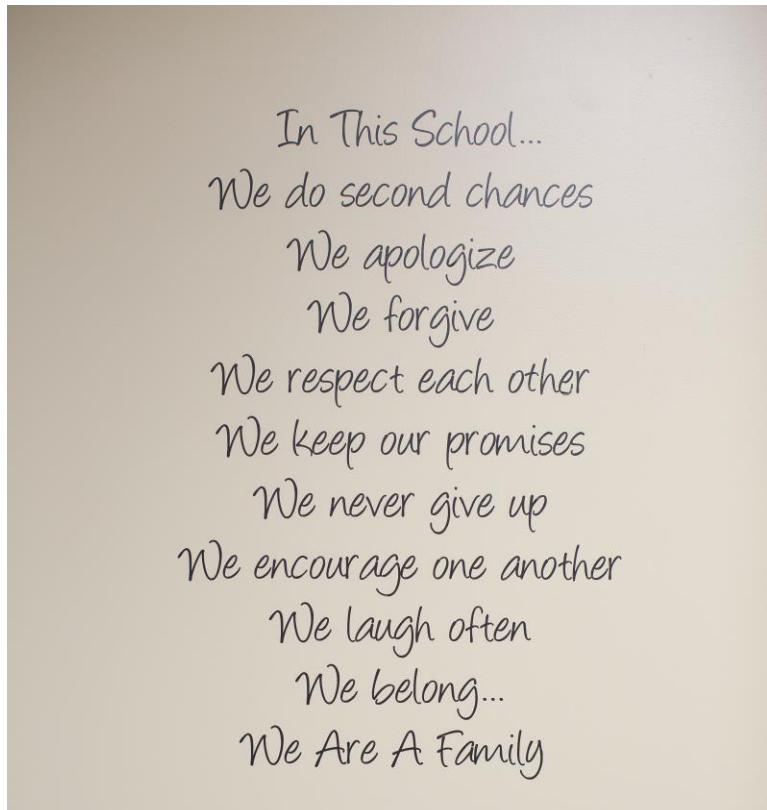


Annual Education Results Report - Desired Outcome Three

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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	86.8	89.3	88.1	88.1	84.0	Very High	Maintained	Excellent	89.0	90.0	91.0

<p>Comment on Results Sturgeon School Division parents, teachers and students continue to identify Very High satisfaction with this measure.</p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. All schools will participate in Our School Survey. 2. Safe Contact Cohort developed at a divisional level to address diversity and develop a sense of belonging. 3. Schools will establish clubs which address diversity and inclusion. 4. Schools continue to identify strategies to create safe, caring, respectful learning environments. 5. Students have access to support services they require to be successful. 6. Teaching practice recognizes the diversity of learning styles and needs. 7. The division continues to seek partnership opportunities with provincial and regional organizations.



Annual Education Results Report

Desired Outcome Four

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	81.0	82.9	82.7	81.4	81.0	84.0	High	Maintained	Good	82.0	83.0	84.0

Comment on Results
 Parents, students and teachers continue to be satisfied with flexibility of choice in programming.

Strategies

1. Division wide implementation of Career and Technology foundations to expand learning opportunities.
2. Continue to communicate clearly to students and parents/guardians variety and flexibility in programming.
3. Implementation division wide of Comprehensive School Wellness.
4. The division continues to support innovative programming in schools.
5. Professional development in schools continues to focus on effective instructional practice and student engagement.



Annual Education Results Report - Desired Outcome Five

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.0	79.6	80.7	81.1	82.3	82.0	Very High	Improved	Excellent	83.0	84.0	85.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.0	77.5	81.9	81.2	77.7	83.0	Intermediate	Maintained	Acceptable	80.0	81.0	82.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.7	88.8	90.1	88.7	88.4	91.0	High	Maintained	Good	89.0	90.0	91.0

Comment on Results

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Sturgeon School Division continues to achieve a Very High rating in school improvement.
3. Area of improvement to monitor: parental involvement in decisions about their child's education.

Strategies

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



CLASS SIZE REPORT

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Bon Accord School	18.5	18.8	19.4	30.0	22.0	20.0						
Camilla School	19.8	19.6	19.2	21.8	22.3	25.8	27.2	26.9	21.1			
Gibbons School				25.4	28.2	28.0	20.1	21.0	23.0			
Guthrie School	21.0	21.5	21.4	28.3	22.9	25.5	22.3	24.0	17.8			
Landing Trail	20.5	21.0	20.6	20.0	19.8	20.8						
Lilian Schick School				21.2	24.5	21.2	18.3	25.9	23.8			
Morinville Public	19.6	20.5	19.2	18.8	27.5	24.0		14.0	20.7			
Namao School	20.0	20.6	19.6	25.6	26.4	24.2	21.3	16.3	21.5			
Ochre Park School	18.3	18.3	19.7	21.8	23.1	22.0						
Redwater School				21.3	21.1	22.0	19.0	22.1	22.8	13.5	14.1	16.9
Sturgeon Composite High										23.7	25.8	24.7
Sturgeon Heights	20.3	19.2	20.5	28.0	22.5	23.1	24.5	26.7	27.2			
Division Totals	19.8	20.1	19.9	23.2	23.8	23.6	21.2	22.0	22.2	21.9	23.3	23.1

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Bon Accord School	18.8	18.6	20.7	30.0	22.0	20.0						
Camilla School	18.9	20.1	20.8	20.3	22.0	25.8	23.8	25.4	22.1			
Gibbons School				26.2	27.9	27.9	20.3	21.8	22.9			
Guthrie School	20.7	21.3	21.4	28.3	25.8	25.5	18.5	21.1	17.2			
Landing Trail	20.5	21.1	20.4	20.2	19.8	20.8						
Lilian Schick School				21.7	24.5	21.2	19.9	24.7	25.3			
Morinville Public	19.6	20.4	19.4	19.4	27.1	23.7		19.1	20.1			
Namao School	20.0	20.5	19.1	26.8	27.2	23.7	21.3	18.4	21.8			
Ochre Park School	18.6	18.4	19.6	22.5	22.1	22.0						
Redwater School				23.5	22.6	25.8	19.2	22.1	22.8	17.4	16.8	17.4
Sturgeon Composite High										22.7	23.8	23.7
Sturgeon Heights	20.1	19.9	20.9	27.5	24.8	24.5	24.5	24.6	23.7			
Division Totals	19.7	20.2	20.2	23.4	24.2	23.9	21.0	22.2	22.2	21.8	22.5	22.5

FINANCIAL STATEMENT 2015-16

REVENUES

Instruction	53,187,367	78.76%
Plant Operations and Maintenance	6,385,990	9.46%
Transportation	5,358,086	7.93%
Board and System Administration	2,518,079	3.73%
External Services	78,064	0.12%

TOTAL REVENUES	67,527,586	100.0%
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EXPENDITURES

Instruction	50,953,725	77.46%
Plant Operations and Maintenance	6,911,947	10.51%
Transportation	5,373,810	8.17%
Board and System Administration	2,461,789	3.74%
External Services	78,064	0.12%

TOTAL EXPENDITURES	65,779,335	100.0%
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OPERATING SURPLUS	1,748,251
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EXPENSES BY OBJECT

Certificated Salaries and Benefits	33,878,900	51.50%
Uncertificated Salaries and Benefits	16,124,653	24.51%
Services, Contracts and Supplies	14,184,845	21.56%
Amortization of Tangible Capital Assets and Other	1,590,937	2.42%
	65,779,335	100.0%

Number of Students

Grade 1-12	4,177
ECS @ 0.5	466
	4,643

Cost per Student

Total Cost/Student	\$14,169
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HIGHLIGHTS OF FINANCIAL REPORTS

In 2015-2016 school year, the division

1. maintained lower class sizes by keeping instructional dollars in the classroom.
2. continued to support special education programs and inclusion programming.
3. used instructional dollars to offset Plant Operations and Maintenance deficit.
4. continued to provide significant support for the professional development of division staff.
5. Maintained a balanced budget for the 2015/2016 school year with revenues of \$67,527,586 and expenditures of \$65,779,335.
6. continued support for FNMI students.

HIGHLIGHTS OF FACILITY & CAPITAL PLANS

Most of the capital improvements for the fiscal year 2015-2016 centered around heating (boilers/furnaces) and associated mechanical. In addition, major reroofing took place at both Sturgeon Heights and Redwater Schools. The division finished the fire panel replacement initiative and continued on its security system and access control project.

The 2015-2016 modular priorities were:

1. 8 modulares for Morinville Public School and 1 washroom unit.
2. 1 modular for Sturgeon Heights School.

The 2015-2016 capital priorities were:

1. Replacement of Camilla School
2. Modernization of Gibbons School
3. Modernization of Morinville Public School (ECS to Grade 4)

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

B U D G E T 2 0 1 6 - 1 7 S C H O O L Y E A R

	MAY 2016-2017	NOV 2015-2016
Revenues		
Alberta Education	64,662,335	63,049,816
Government of Alberta	621,208	606,764
Federal Government	260,000	280,000
Other School Authorities	21,677	21,677
Fees	1,986,216	1,912,303
Other Sales and Service	247,328	241,381
Investment Income	67,000	77,000
Gifts and Donations	94,679	115,028
Rental of Facilities	29,177	36,745
Fundraising	<u>218,000</u>	<u>208,532</u>
Total Revenues	<u>68,207,620</u>	<u>66,549,246</u>
Expenses		
Certificated Salaries	28,373,875	27,948,016
Certificated Benefits	6,395,879	6,203,485
Non Certificated Salaries	13,305,692	12,769,144
Non Certificated Benefits	3,575,439	3,378,378
Services, contracts and supplies	14,826,486	14,302,075
Amortization of Tangible Capital Assets	1,608,669	1,589,889
Interest on Capital Debt	<u>363</u>	<u>1,986</u>
Total Expenditures	<u>68,086,403</u>	<u>66,192,973</u>
Projected Operating Surplus	<u>121,217</u>	<u>356,273</u>

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

HIGHLIGHTS OF FINANCIAL PLANS 2016-17

The 2016/2017 budget reports a surplus budget.

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

HIGHLIGHTS OF FACILITY & CAPITAL PLANS 2016-17

In the summer of 2016 Sturgeon School Division received 8 new modular classrooms and 1 washroom unit for Morinville Public School and 1 modular for Sturgeon Heights School. We were able to have them installed for the 2016-2017 school year. Capital improvements for the fiscal year 2016-2017 will reflect the last of the division's furnace replacement program, the beginning of initiatives to replace electrical panels and breakers, while undertaking as many roof repairs or replacements as possible.

The Capital Priorities are:

- Replacement of Camilla School
- Modernization of Gibbons School
- Modernization of Sturgeon Heights School

The Modular Priorities are:

- 2 modulares for Morinville Public School
- 1 modular for Sturgeon Heights School

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

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

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

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

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

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

S t u d e n t s :

Drew Baldwin
 Lucas Begert
 Sabrina Belland
 Amelia Bloomquist
 Kierra Cattleman
 Harmony Chartrand-
 Breckenridge
 Caleb Cooper
 Sienna Courteoreille-
 Morin
 Samantha Coutu
 Jordan Cust
 Tyler Dauphinee
 David Diachuk
 Jeffrey Duguay
 Aislinn Fedorchuk
 Erin Fedyna
 Mikayla Foster
 Holden Frattin
 Lux French
 Zach Froese
 Lillie Gaskarth
 Brooklyn Gillam
 Anissa Halbert
 Maliha Hamdon
 Jenna Hodgson
 Jayla Jewell
 Emma Johnson
 Marlise Kostiw
 Brooklyn Krachkowski
 Isabelle Krukowski
 Zach Krukowski
 Teagan Larsen
 Garret Lawrence
 Tyson Lewis

Rebecca Luger
 Sarah Luger
 Areeha Mahal
 Misbah Mahal
 Aurora Martens-White
 Meagan McCoy
 Brendon McGowan
 Rory McKenzie
 Max McLay
 Caleb Mills
 Lauren Moerman
 Irwin Montgrand
 Maria Nelson
 Lincoln O'Hara
 Adam Ouellette
 Emma Pierce
 Shelby Pierce
 Rose Porter
 Emma Postill
 Tanner Premak
 Ben Roe
 Emmett Ruskowsky
 Owen Ruskowsky
 Angela Ruth
 Mikayla Saunders
 Emma Schmidt
 Nash Shipalesky
 Bell Smith
 Brady Smith
 Colby Soetaert
 Emily Spiker
 Rachel Spiker
 Macy Thompson
 Zoey Vlake
 Dalton Zendran

S t a f f :

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

C o m m u n i t y :

Green Bean Café -
 Doug Adsit
Investors Group -
 Joel Chevalier
Morinville Veterinary
 Clinic - Elyse Prince
No Frills Morinville -
 Tracey Mansbridge
Redwater School -
 Sherri Devolder
Rotary Club, Morinville
 Sheldon Fingler
Sobeys Morinville
 Shaun Thompson
Town of Gibbons
 Mayor Doug Horner
 Farrell O'Malley
Town of Morinville
 Mayor Lisa Holmes
 Andy Isbister
Town of Redwater
 Mayor Mel Smith



Committee of the Whole Memorandum

Date: November 9, 2016
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Draft AERR Summary 2015-2016

Background:

Attached for Trustee review and discussion is the proposed draft AERR Summary 2015-2016. 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 jurisdiction's results on the required performance measures
- Other statistical, financial or performance information relevant to parents and the community
- A web link to the full AERR document for the jurisdiction
- A web link to detailed financial information

Recommendation:

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

COMMITTEE 9.10

SUMMARY OF OUR ANNUAL EDUCATION RESULTS REPORT FOR 2015-2016

DRAFT November 1, 2016



BASIC FACTS

- Sturgeon School Division:**
- has over 5200 students in 16 schools including 2 outreach schools and 1 Butterite Colony School
 - providing a wide variety of programs including academics, vocational, fine arts, athletics, summer school and pre-kindergarten
 - expanding French Immersion into grade 4
 - continuing its focus on enhancing literacy skills through guided reading strategies throughout the division at the grade K-6 level, and a focus on reading across the content areas at the junior and senior high level
- We are committed to:**
- improving achievement in Provincial Achievement and Diploma Exams in Standard of Excellence
 - ensuring all students are treated equitably and they get the support they need, when they need it and for the intensity and duration of time for which they need it
 - improving high school completion rates for all students
 - improving FNMI levels of achievement
 - ensuring our students continue to work in a respectful, safe, caring and

STUDENT SUCCESS

- We are proud to report that:**
- our schools provide safe and caring environments (very high) *
 - parents and students are well satisfied with our programs of study (high) *
 - our schools provide a very high quality of education (high) *
 - our students remain in school (drop out rate improved significantly) to reach a high level of achievement) *
 - our students are learning to be active and responsible citizens (high) *
 - our schools continue to improve (excellent) *
 - our graduating high school students were awarded approximately \$36,000 in Sturgeon School Division scholarships for 2015/2016 school year
 - our FNMI students meet or exceed the provincial standard in Provincial Achievement and Diploma results in Grade 9 our Knowledge and Employability students exceed provincial standards in provincial testing scores
 - as measured by Accountability Pillar Summary

OUR PRIORITIES

- Our three major priorities are:**
- high quality teaching and learning for all students
 - safe, caring, and inclusive learning environments
 - a culture of mental, emotional, social, and physical wellness
- We will do this by:**
- providing a wide variety of programming in Career and Technology Foundations
 - ensuring that our FNMI students receive support at a school and division level
 - continuing to research, support and monitor effective use of technology to support student learning
 - continuing to support and program for effective learning programs and interventions
 - exploring best practices for inclusion for all students
 - continuing to improve and promote a Comprehensive Counselling Approach to support all students
 - promoting a Comprehensive School Health approach to supporting student wellness
 - continuing to support students as they build understanding and respect for diversity and develop

WE ARE LISTENING

- We gather feedback from our:**
- Students through:
 - o Thought Exchange Engagement opportunities
 - o facilitator led focus groups
 - o Our School Surveys: all schools
 - o student project and leadership opportunities in every school
 - o a variety of activities which support 'Student Voice' in each school
 - o Parents through:
 - o individual school councils
 - o Council of School Councils
 - o parent surveys
 - o parent portal
 - o social media
 - o Thought Exchange Engagement opportunities
 - Staff through:
 - o school visits
 - o staff meetings
 - o collaborative, professional development opportunities
 - o online surveys
 - o Thought Exchange Engagement opportunities
 - Community through:
 - o trustee meetings with municipal and community organizations
 - o business partnerships
 - o social media
 - o student led engagements
 - o an extensive consultation

THE BOTTOM LINE

2015/2016 Financial Report:	
Total Revenue	\$67,527,586
Expenditures	
Instruction	\$50,953,725
Plant Operations	\$ 6,911,947
Transportation	\$ 5,373,810
System Admin	\$ 2,461,789
External Services	\$ 78,064
Operating Surplus	\$ 1,748,251
2015/2016 Capital Priorities	
• Replacement of Camilla School	
• Modernization of Gibbons School	
• Modernization of Morinville Public School, ECS to Grade 4	
2015/2016 Modular Priorities	
• 8 modulars and 1 washroom unit for Morinville Public School	
• 1 modular for Sturgeon Heights School	
=====	
Projected 2016/2017 Budget	
Total Revenue	\$68,207,620
Expenditures	
Instruction	\$52,565,528
Plant Operations	\$ 7,426,024
Transportation	\$ 5,524,993
System Admin	\$ 2,496,204
External Services	\$ 73,654
Projected Operating Surplus	\$121,217
2016/2017 Capital Priorities	
• Replacement of Camilla School	
• Modernization of Gibbons School	
• Modernization of Sturgeon Heights	
2016/2017 Modular Priorities	
• 2 modulars for Morinville Public School	



Committee of the Whole Memorandum

Date: October 12, 2016
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: December 2016 Board Meeting

Background:

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

The fourth Wednesday of December 2016 is the 28th.

Recommendation:

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