



Parkland School Division No. 70

BOARD OF TRUSTEES

A G E N D A

December 01, 2015

Public Session: 9:30 AM

*Our Vision:
Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.*

Parkland School Division No. 70

BOARD OF TRUSTEES REGULAR MEETING

December 01, 2015

Public Session 9:30 AM
Parkland School Division Centre for Education, Stony Plain

A G E N D A

Page Number

1. **CALL TO ORDER at 9:30 AM**
 - 1.1. National Anthem
 - 1.2. Announcements
 - 1.3. Changes to the Agenda
 - 1.4. Approval of the Agenda

- 3- 2. **APPROVAL OF MINUTES**
 - 2.1. Regular Board Meeting of November 03, 2015

3. **BUSINESS ARISING FROM THE MINUTES**

4. **DELEGATION/PRESENTATION**
 - 4.1. "Our WEST-end CTF Adventure" - Tomahawk School
 - 4.2. PriceWaterHouseCooper LLP

- 8- 5. **BOARD CHAIR REPORT**
 - 5.1. Correspondence
 - 5.1.1. Thank you cards
 - 5.2. Trustee Conferences

Recess Break / Public Question Period

6. **SUPERINTENDENT'S REPORT**
 - 6.1. Superintendent's Report
 - 6.2. Building Update (K. Wilkins)

7. ACTION ITEMS

- 8- 7.1. Audited Financial Statement Period Ending August 31, 2015 (C. Jonsson)
- 47- 7.2. Draft School Calendars – 2016-17, 2017-18, 2018-19 (S. Johnston)
- 54- 7.3. Parkland School Division 2014-2015 Annual Education Results Report (S. Johnston)

8. ADMINISTRATION REPORTS

- 97- 8.1. PSD Education Plan Update (D. McConnell)

9. TRUSTEE REPORTS

- 103- 9.1. PSD Tomorrow (E. Cameron)
- 106- 9.2. Audit Committee(R. Gilchrist)
- 9.3. Public School Boards’ Association of Alberta (R. Gilchrist)
- 9.4. Alberta School Boards Association (D. Kilduff)
- 9.5. C-2 Committee (R. Gilchrist)

10. RESPONSES TO REQUEST FOR INFORMATION

11. FUTURE BUSINESS

11.1. Meeting Dates:

Open to the Public:

- Jan 5, 2016Regular Board Meeting 6:30 pm, Centre for Education
- Jan 19, 2016Education Committee 9:00 am, Centre for Education

Closed to the Public:

- Dec 3, 2015Strategic Planning 8:15 am, Centre for Education
- Jan 19, 2016PSD Tomorrow Committee 12:30 pm, Centre for Education

- 11.2. Topics for future agendas
- 11.3. Requests for information

12. In Camera

13. ADJOURNMENT



UNADOPTED

MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF PARKLAND SCHOOL DIVISION NO. 70 HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON NOVEMBER 03, 2015

TRUSTEE ATTENDANCE:

Eric Cameron, Chair	Present
Kathleen Linder, Vice-Chair	Present
Ron Heinrichs	Regrets
Richard Gilchrist	Regrets
Sally Kucher-Johnson	Present
Dorcas Kilduff	Present
Elsie Kinsey	Present

ADMINISTRATION ATTENDANCE:

- Tim Monds, Superintendent of Schools
 - Kelly Wilkins, Deputy Superintendent - Regrets
 - Claire Jonsson, Associate Superintendent
 - Dr. Dianne McConnell, Associate Superintendent
 - Scott Johnston, Associate Superintendent
 - Jordi Weidman, Director, Strategic Planning & Communications
 - Jason Krefting, Director, Business and Finance Services
 - Serge LaBrie, Director, Facilities Services
 - Dennis Simcoe, Director, Transportation Services
 - Brenda Scott, Executive Assistant
 - Jenny Chen, Executive Assistant
-

CALL TO ORDER

The meeting was called to order by Chair Cameron at 9:37 a.m.

NATIONAL ANTHEM

Following the playing of the national anthem, the Chair requested a moment for attendees to reflect on their purpose in attending the meeting.

ANNOUNCEMENTS

Board Chair and Ms. Jonsson introduced the new Executive Secretary, Jenny Chen who will be working with Administration. Mr. Weidman introduced the Stony Plain Reporter, Mitch Goldenberg, as the new press attending Board meetings.

Trustee Linder shared with Trustees, the gift that was presented to the Board from the Town of Shikoai.

Trustee Kucher-Johnson reported on the First Nation Metis Inuit Conference that Trustees attended in October. It was a positive conference based on FNMI education.

Trustee Kilduff reported the upcoming production of Annie hosted by the Spruce Grove Composite High School drama production. She also reported on a Brookwood School fundraiser opportunity of selling vegetables or donating vegetables that raised 1000 pounds of vegetables for the Parkland Food Bank

APPROVAL OF THE AGENDA

Res 141-2015 **MOVED** by Trustee Kinsey that the Agenda be approved as presented.

CARRIED

APPROVAL OF THE MINUTES

Res 142-2015 **MOVED** by Trustee Kilduff that the Minutes of the Regular Meeting held on October 06, 2015 be approved as presented.

Board Chair

Secretary-Treasurer

UNADOPTED

Res 143-2015

MOVED by Trustee Linder that the Minutes of the Special Meeting held on October 26, 2015 be approved as presented.

CARRIED

CARRIED

BUSINESS ARISING FROM THE MINUTES

There was no business

DELEGATION / PRESENTATION

What Zone are you in? - High Park School

The Board welcomed as a delegation, students from High Park School for their presentation on “What Zone Are You In?” The Zones of Regulation is a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

SWAT- Student Wellness Action Team – Blueberry School

The Board welcomed as a delegation, students from Blueberry School’s Student Wellness Action Team (S.W.A.T.) They highlighted wellness initiatives underway at their school including details on how they use their Tower Garden, their Book Clubs as well as “Just Dance” to promote student wellness.

Board Chair called a recess 10:05 a.m.

Meeting was resumed at 10:10 a.m.

Recess Break / Public Question Period

There were no questions presented to the Board.

BOARD CHAIR REPORT

Chair Cameron reported on items received since the Boards last regular meeting.

SUPERINTENDENT REPORT

Superintendent Monds provided a verbal report and spoke to the work being done in Parkland School Division. He shared updates on the progress on Prescott Learning Centre that included a video that will be shared on the public website

ACTION ITEMS

QUARTERLY FINANCIAL REPORT – PERIOD ENDING AUGUST 31

Res 144-2015

MOVED by Trustee Kinsey that Board of Trustees approves the quarterly financial report for the period ending August 31, 2015 as presented at the Regular Meeting of November 3, 2015.

CARRIED

Ms. Jonsson and Mr. Krefting provided information on the motion and responded to questions.

Res 145-2015

2015 – 2016 FINAL BUDGET

MOVED by Trustee Kucher-Johnson that the the Board of Trustees approves the 2015-2016 Final Budget for Parkland School Division No. 70 as presented at the Regular Meeting of November 3, 2015.

CARRIED

In Favour: S. Kucher-Johnson, K. Linder, E. Kinsey, E. Cameron
Opposed: D. Kilduff

Ms. Jonsson provided information on the motion and responded to questions.

Board Chair

Secretary-Treasurer

UNADOPTED

*Board Chair called a recess 11:10 a.m.
Meeting resumed at 11:16 a.m.*

Res 146-2015

SPRUCE GROVE BUS TRANSFER STATION

MOVED by Trustee Kinsey that the Board of Trustees establish reserves in the amount of \$1.8 M from:

- Unrestricted Net Assets: \$943,768
- Transportation Operating Reserve: \$104,075
- Instructional Pool: \$552,157
- Transportation Equipment: \$200,000

to support expenditures for the design and construction of a regional bus transfer station located at the future school site scheduled to open in September 2017 in the City of Spruce Grove's west end as presented at the Regular Meeting of November 3, 2015.

CARRIED

Ms. Jonsson provided information on the motion and responded to questions.

Res 147-2015

REGIONAL TRANSPORTATION BUS TRANSFER SITE

MOVED by Trustee Linder that the Board of Trustees directs the Chair to write a letter to the Ministers of Infrastructure and Education to provide written commitment to cover all design and construction costs for a Regional Transportation Bus Transfer Site to be located at the new school scheduled to be opened in Spruce Grove's west end in September 2017 for up to \$1.8 million dollars using funds from the Board's reserve, as presented at the Regular Meeting of November 3, 2015.

CARRIED

Res 148-2015

MODULAR CLASSROOM REQUEST

MOVED by Trustee Linder that the Board of Trustees approves the 2015-2016 application of six (6) replacement modular classrooms for Duffield School as presented at the Regular Meeting of 03 November 2015.

CARRIED

Mr. LaBrie provided information on the motion and responded to questions.

Res 149-2015

WARD RESTRUCTURE

MOVED by Trustee Kilduff Board of Trustees directs Administration to complete a process to collect feedback on the proposed changes in electoral boundaries; and further that this process is to be completed by January 31, 2016, as presented at the Regular Meeting of November 3, 2015.

CARRIED

In favour: Kinsey, Kilduff, Linder, Cameron
Opposed: Kucher-Johnson

Ms. Jonsson provided information on the motion and responded to questions.

Res 150-2015

MOVED by Trustee Kinsey to table the motion 149-2015 until after the 2016 Federal Census is complete. Trustee Kucher-Johnson seconded the motion.

DEFEAT

In favour: Kinsey, Kucher-Johnson
Opposed: Kilduff, Linder, Cameron

Board Chair

Secretary-Treasurer

UNADOPTED

- Res 151-2015** **BOARD POLICY 1 – DIVISION FOUNDATION STATEMENTS**
MOVED by Trustee Linder that the Board of Trustees receives as information, draft Board Policy 1 – Division Foundation Statements as presented at the Regular Meeting of November 3, 2015, and further, directs Administration to circulate the draft policy to stakeholders for feedback by January 15, 2016.
CARRIED
Superintendent Monds and Dr. McConnell provided information on the motion and responded to questions.
- Res 152-2015** **BOARD POLICY 15 – SCHOOL CLOSURES**
MOVED by Trustee Kinsey that the Board of Trustees receives as information, draft Board Policy 15– School Closure as presented at the Regular Meeting of November 3, 2015, and further, directs Administration to circulate the draft policy to stakeholders for feedback by January 29, 2016.
CARRIED
Ms. Jonsson provided information on the motion and responded to questions.
Board Chair called a recess 12:25 p.m.
Meeting called to order 12:35 p.m.
Trustee Kinsey left the meeting 12:35 p.m.
- ADMINISTRATIVE REPORTS**
2014-2015 PROVINCIAL ACHIEVEMENT TESTS AND GRADE 12 DIPLOMA EXAM RESULTS
- Res 153-2015** **MOVED** by Trustee Kilduff that the Board of Trustees receives as information the Parkland School Division 2014 – 2015 Provincial Achievement Tests and Grade 12 Diploma Exam Results as presented at the Regular Meeting of November 3, 2015.
CARRIED
Mr. Johnston provided information on the motion and responded to questions.
- Res 154-2015** **VANDALISM REPORT**
MOVED by Trustee Kucher-Johnson that the Board of Trustees receives as information the Vandalism Report 2015 as presented at the Regular Meeting of November 03, 2015.
CARRIED
Mr. LaBrie provided information on the motion and responded to questions.
- TRUSTEE REPORTS**
PSD Tomorrow Committee
- Res 155-2015** **MOVED** by Trustee Cameron that the Board of Trustees receives as information the PSD Tomorrow Committee minutes of October 20, 2015 as amended at the Regular Meeting of November 03, 2015.
CARRIED
- Teacher / Board Advisory Committee**
- Res 156-2015** **MOVED** by Trustee Kucher-Johnson that the Board of Trustees receives as information the unadopted Teacher / Board Advisory Committee minutes of October 20, 2015 as presented at the Regular Meeting of November 03, 2015.
CARRIED
- Res 157-2015** **Council of School Councils Committee (COSC)**
MOVED by Trustee Kilduff that the Board of Trustees receives as information the Council of School Councils Committee (COSC) minutes of October 20, 2015 as presented at the Regular Meeting of November 03, 2015.
CARRIED

Board Chair

Secretary-Treasurer

UNADOPTED

Public School Boards` Association of Alberta

Trustee Linder thanked the Board of Trustees for supporting her nomination to act as a Director on the PSBAA for the next two years.

Alberta School Boards` Association

Trustee Kucher-Johnson provided a report on the Alberta School Boards Association. Trustee Kilduff has been named as a Zone 2/3 Labour Relations committee and as alternate Director for Zone 2/3.

C2 Committee

Dr. McConnell read the highlights from the C2 Committee meeting.

FUTURE BUSINESS

Meeting Dates

Open to the Public:

Dec 01, 2015 Regular Board Meeting 9:30 am, Centre for Education

Closed to the Public:

Nov 10, 2015 PSD Tomorrow Committee 1:00 pm, Centre for Education

Nov 19, 2015 Public Engagement Evening 7:00 pm, Memorial Composite High School

Topics for Future Agendas

There were no topics suggested.

Request for Information

There were no requests for information

ADJOURNMENT

The meeting was adjourned at 12:53 p.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

Date: December 1, 2015

To: Board of Trustees

From: Tim Monds, Superintendent

Originator: Claire Jonsson, Associate Superintendent

Subject: **PARKLAND SCHOOL DIVISION NO. 70 AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2015**

Recommendation

That the Board of Trustees approves the Audited Financial Statements for the year ended August 31, 2015 as presented at the Regular Meeting of December 1, 2015.

Background

The *School Act* (Section 147) specifies that school boards are responsible to prepare financial statements for the fiscal year ending on the previous August 31.

Administration would be pleased to respond to any questions.

CJ:jc

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2015**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Parkland School Division No. 70

Legal Name of School Jurisdiction

4603 - 48 Street Stony Plain AB T7Z 2A8

Mailing Address

(780) 963-4010 (780) 963-4169 cjonsson@psd70.ab.ca

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Parkland School Division No. 70 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

Eric Cameron

Name

Signature

SUPERINTENDENT

Tim Monds

Name

Signature

SECRETARY-TREASURER OR TREASURER

Claire Jonsson

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: sarah.brennan@gov.ab.ca
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December 1, 2015

Independent Auditor's Report

To the Board of Trustees Parkland School Division No.70

We have audited the accompanying financial statements of Parkland School Division No. 70 , which comprise the statement of financial position as at August 31, 2015 and the statements of operations, cash flows, change in net financial assets (net debt), and remeasurement gain and losses for the year then ended, and the related notes, which comprise a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Parkland School Division No. 70 as at August 31, 2015 and the results of its operations, its remeasurement gains and losses, change in its net debt and its cash flow for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants

*PricewaterhouseCoopers LLP TD Tower, 10088 – 102 Avenue, Edmonton, Alberta, Canada T5J 3N5
T: +1 780 441 6700, F: +1 780 441 6776*

"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.

STATEMENT OF FINANCIAL POSITION
As at August 31, 2015 (in dollars)

		2015	2014
FINANCIAL ASSETS			
Cash and cash equivalents	(Note 3)	\$ 11,646,225	\$ 12,397,831
Accounts receivable (net after allowances)	(Note 4)	\$ 2,023,940	\$ 1,098,019
Portfolio investments		\$ -	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 13,670,165	\$ 13,495,850
LIABILITIES			
Bank indebtedness		\$ -	\$ -
Accounts payable and accrued liabilities	(Note 5)	\$ 3,455,465	\$ 3,951,757
Deferred revenue	(Note 6)	\$ 82,008,950	\$ 81,153,647
Employee future benefit liabilities	(Note 7)	\$ 167,700	\$ 106,700
Liability for contaminated sites		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt	(Note 8)		
Supported: Debentures and other supported debt		\$ 15,370	\$ 37,717
Unsupported: Debentures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 85,647,485	\$ 85,249,821
Net financial assets (debt)		\$ (71,977,320)	\$ (71,753,971)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Note 9)		
Land		\$ 4,167,683	\$ 4,167,683
Construction in progress		\$ 1,905,492	\$ 826,444
Buildings	\$ 133,735,369		
Less: Accumulated amortization	\$ (56,276,546)	\$ 77,458,823	\$ 78,671,100
Equipment	\$ 9,235,248		
Less: Accumulated amortization	\$ (7,578,834)	\$ 1,656,414	\$ 1,875,074
Vehicles	\$ 1,227,504		
Less: Accumulated amortization	\$ (1,166,296)	\$ 61,208	\$ 132,861
Computer Equipment	\$ 3,149,310		
Less: Accumulated amortization	\$ (1,808,543)	\$ 1,340,767	\$ 640,983
Total tangible capital assets		\$ 86,590,387	\$ 86,314,145
Prepaid expenses		\$ 10,518	\$ 69,751
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 86,600,905	\$ 86,383,896
Accumulated surplus	(Note 10)	\$ 14,623,585	\$ 14,629,926
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 14,623,585	\$ 14,629,926
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 14,623,585	\$ 14,629,926
Contractual obligations	(Note 11)		
Contingent liabilities	(Note 12)		

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

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2015 (in dollars)

	Budget 2015	Actual 2015	Actual 2014
REVENUES			
Alberta Education	\$ 107,837,782	\$ 112,354,522	\$ 106,890,096
Other - Government of Alberta	\$ 4,219	\$ 2,280	\$ 8,455
Federal Government and First Nations	\$ 2,015,658	\$ 1,720,967	\$ 1,766,064
Other Alberta school authorities	\$ 33,571	\$ 104,491	\$ 110,299
Out of province authorities	\$ 11,250	\$ -	\$ -
Alberta municipalities-special tax levies	\$ 23,000	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Note 13)	\$ 3,025,986	\$ 3,184,886	\$ 3,096,192
Other sales and services	\$ 728,325	\$ 1,581,894	\$ 2,341,207
Investment income	\$ 193,653	\$ 185,961	\$ 187,061
Gifts and donations	\$ 146,091	\$ 132,707	\$ 208,603
Rental of facilities	\$ 15,680	\$ 7,577	\$ 4,577
Fundraising	\$ 1,297,915	\$ 1,140,331	\$ 1,283,059
Gains on disposal of capital assets	\$ -	\$ -	\$ -
Other revenue	\$ -	\$ -	\$ -
Total revenues	\$ 115,333,130	\$ 120,415,616	\$ 115,895,613
EXPENSES			
Instruction - ECS	\$ 7,817,198	\$ 8,121,359	\$ 7,865,059
Instruction - Grades 1 - 12	\$ 80,528,216	\$ 83,661,497	\$ 81,021,249
Plant operations and maintenance	\$ 13,183,971	\$ 14,135,112	\$ 13,027,819
Transportation	\$ 10,492,780	\$ 10,452,383	\$ 10,353,001
Board & system administration	\$ 3,804,489	\$ 3,993,819	\$ 3,772,354
External services	\$ 54,318	\$ 57,787	\$ 45,107
Total expenses	\$ 115,880,972	\$ 120,421,957	\$ 116,084,589
Operating surplus (deficit)	\$ (547,842)	\$ (6,341)	\$ (188,975)

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

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2015 (in dollars)

	2015	2014
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ (6,341)	\$ (188,975)
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 4,348,925	\$ 4,556,294
Gains on disposal of tangible capital assets	\$ -	\$ -
Losses on disposal of tangible capital assets	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (3,489,546)	\$ (3,451,094)
Deferred capital revenue write-off	\$ -	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (925,921)	\$ (263,525)
Prepays	\$ 59,233	\$ 165,732
Other financial assets	\$ -	\$ -
Non-financial assets	\$ -	\$ -
Accounts payable, accrued and other liabilities	\$ (496,292)	\$ (713,748)
Deferred revenue (excluding EDCR)	\$ 4,344,849	\$ 2,088,876
Employee future benefit liabilities	\$ 61,000	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 3,895,907	\$ 2,193,560
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (3,199,565)	\$ (2,322,877)
Equipment	\$ (469,639)	\$ (523,373)
Vehicles	\$ -	\$ -
Computer equipment	\$ (955,962)	\$ (217,283)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (4,625,166)	\$ (3,063,533)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement gains (losses) reclassified to the statement of operations	\$ -	\$ -
Change in endowments	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (22,347)	\$ (118,129)
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	\$ (22,347)	\$ (118,129)
Increase (decrease) in cash and cash equivalents	\$ (751,606)	\$ (988,102)
Cash and cash equivalents, at beginning of year	\$ 12,397,831	\$ 13,385,933
Cash and cash equivalents, at end of year	\$ 11,646,225	\$ 12,397,831

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, 2015 (in dollars)

	2015	2014
Operating surplus (deficit)	\$ (6,341)	\$ (188,975)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (4,625,167)	\$ (3,063,533)
Amortization of tangible capital assets	\$ 4,348,925	\$ 4,556,294
Net carrying value of tangible capital assets disposed of	\$ -	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -
Other changes	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ (276,242)	\$ 1,492,761
Changes in:		
Prepaid expenses	\$ 59,233	\$ 165,732
Other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Endowments	\$ -	\$ -
Increase (decrease) in net financial assets (net debt)	\$ (223,350)	\$ 1,469,518
Net financial assets (net debt) at beginning of year	\$ (71,753,970)	\$ (73,223,487)
Net financial assets (net debt) at end of year	\$ (71,977,320)	\$ (71,753,970)

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2015 (in dollars)

	2015	2014
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

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

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2015 (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, 2014	\$ 14,629,926	\$ -	\$ 14,629,926	\$ 5,684,850	\$ -	\$ 943,769	\$ 3,442,156	\$ 4,559,151
Prior period adjustments:								
2013	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2014	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2014	\$ 14,629,926	\$ -	\$ 14,629,926	\$ 5,684,850	\$ -	\$ 943,769	\$ 3,442,156	\$ 4,559,151
Operating surplus (deficit)	\$ (6,341)		\$ (6,341)			\$ (6,341)		
Board funded tangible capital asset additions				\$ 1,409,632		\$ -	\$ -	\$ (1,409,632)
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	\$ -		\$ -		\$ -	\$ -		
Investment income & realized capital gains on endowments	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (4,348,925)		\$ 4,348,925		
Capital revenue recognized	\$ -			\$ 3,489,546		\$ (3,489,546)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (155,898)	\$ 155,898	
Net transfers from operating reserves	\$ -					\$ 162,239	\$ (162,239)	
Net transfers to capital reserves	\$ -					\$ (859,379)		\$ 859,379
Net transfers from capital reserves	\$ -					\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Other Changes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2015	\$ 14,623,585	\$ -	\$ 14,623,585	\$ 6,235,103	\$ -	\$ 943,769	\$ 3,435,815	\$ 4,008,898

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2015 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2014	\$ 2,961,661	\$ 2,254,381	\$ -	\$ 624,820	\$ 275,248	\$ 1,454,843	\$ 205,247	\$ 196,722	\$ -	\$ 28,385
Prior period adjustments:										
2013	\$ -	\$ 3,540	\$ -	\$ -	\$ -	\$ (3,540)	\$ -	\$ -	\$ -	\$ -
2014	\$ -	\$ (42,618)	\$ -	\$ (60,071)	\$ -	\$ 102,689	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2014	\$ 2,961,661	\$ 2,215,303	\$ -	\$ 564,749	\$ 275,248	\$ 1,553,992	\$ 205,247	\$ 196,722	\$ -	\$ 28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (1,294,222)	\$ -	\$ (14,428)	\$ -	\$ (100,982)	\$ -	\$ -	\$ -	\$ -
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										
Investment income & realized capital gains on endowments										
Direct credits to accumulated surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 70,035		\$ 70,035		\$ -		\$ 15,828		\$ -	
Net transfers from operating reserves	\$ (92,204)		\$ (70,035)		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 672,562		\$ 42,089		\$ 87,327		\$ 57,401		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(Other Changes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2015	\$ 2,939,492	\$ 1,593,643	\$ -	\$ 592,410	\$ 275,248	\$ 1,540,337	\$ 221,075	\$ 254,123	\$ -	\$ 28,385

SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2015 (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, 2014	\$ 140,160	\$ -	\$ -	\$ -	\$ 80,629,290
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted balance, August 31, 2014	\$ 140,160	\$ -	\$ -	\$ -	\$ 80,629,290
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 3,784,743				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ -				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources <i>(Describe)</i> :	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 91,062				
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Other sources: <i>(Describe)</i>	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue: <i>(Describe)</i>				\$ -	
Net proceeds on disposal of supported tangible capital assets			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets (Explain):					\$ -
Alberta Schools Alternative Program (ASAP), Building Alberta School Construction Program, (BASCP) and other Alberta Infrastructure managed projects					\$ -
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (3,215,536)	\$ -	\$ -	\$ -	\$ 3,215,536
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments (Explain): Variance		\$ -	\$ -	\$ -	\$ -
<u>Deduct:</u>					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments (Explain):		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 3,489,546
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2015	\$ 800,429	\$ -	\$ -	\$ -	\$ 80,355,280
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2015 (A) + (B) + (C) + (D)					\$ 800,429

Unexpended Deferred Capital Revenue

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

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2015 (in dollars)

REVENUES	2015							2014
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 8,151,133	\$ 77,030,448	\$ 14,003,884	\$ 9,421,460	\$ 3,731,959	\$ 15,638	\$ 112,354,522	\$ 106,890,096
(2) Other - Government of Alberta	\$ -	\$ -	\$ 2,280	\$ -	\$ -	\$ -	\$ 2,280	\$ 8,455
(3) Federal Government and First Nations	\$ -	\$ 1,454,869	\$ 189,304	\$ -	\$ 76,794	\$ -	\$ 1,720,967	\$ 1,766,064
(4) Other Alberta school authorities	\$ -	\$ 33,571	\$ -	\$ 70,920	\$ -	\$ -	\$ 104,491	\$ 110,299
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 65,729	\$ 2,337,164	\$ -	\$ 781,993	\$ -	\$ -	\$ 3,184,886	\$ 3,096,192
(9) Other sales and services	\$ -	\$ 1,344,699	\$ 5,103	\$ 193,838	\$ (895)	\$ 39,149	\$ 1,581,894	\$ 2,341,207
(10) Investment income	\$ -	\$ -	\$ -	\$ -	\$ 185,961	\$ -	\$ 185,961	\$ 187,061
(11) Gifts and donations	\$ -	\$ 132,707	\$ -	\$ -	\$ -	\$ -	\$ 132,707	\$ 208,603
(12) Rental of facilities	\$ -	\$ -	\$ 4,577	\$ -	\$ -	\$ 3,000	\$ 7,577	\$ 4,577
(13) Fundraising	\$ -	\$ 1,140,331	\$ -	\$ -	\$ -	\$ -	\$ 1,140,331	\$ 1,283,059
(14) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(15) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) TOTAL REVENUES	\$ 8,216,862	\$ 83,473,789	\$ 14,205,148	\$ 10,468,211	\$ 3,993,819	\$ 57,787	\$ 120,415,616	\$ 115,895,613
EXPENSES								
(17) Certificated salaries	\$ 3,169,413	\$ 49,858,151	\$ -	\$ -	\$ 493,478	\$ -	\$ 53,521,042	\$ 52,078,061
(18) Certificated benefits	\$ 700,607	\$ 11,927,618	\$ -	\$ -	\$ 175,411	\$ -	\$ 12,803,636	\$ 12,252,638
(19) Non-certificated salaries and wages	\$ 2,610,425	\$ 9,603,650	\$ 3,247,359	\$ 469,424	\$ 1,614,614	\$ 23,281	\$ 17,568,753	\$ 16,955,852
(20) Non-certificated benefits	\$ 609,446	\$ 2,435,658	\$ 985,691	\$ 108,947	\$ 351,403	\$ -	\$ 4,491,145	\$ 4,566,067
(21) SUB - TOTAL	\$ 7,089,891	\$ 73,825,077	\$ 4,233,050	\$ 578,371	\$ 2,634,906	\$ 23,281	\$ 88,384,576	\$ 85,852,618
(22) Services, contracts and supplies	\$ 998,354	\$ 9,196,972	\$ 6,383,785	\$ 9,816,611	\$ 1,271,586	\$ 18,868	\$ 27,686,176	\$ 25,667,222
(23) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 3,473,908	\$ -	\$ -	\$ 15,638	\$ 3,489,546	\$ 3,451,094
(24) Amortization of unsupported tangible capital assets	\$ 33,114	\$ 639,448	\$ 42,089	\$ 57,401	\$ 87,327	\$ -	\$ 859,379	\$ 1,105,200
(25) Supported interest on capital debt	\$ -	\$ -	\$ 2,280	\$ -	\$ -	\$ -	\$ 2,280	\$ 8,455
(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	\$ 8,121,359	\$ 83,661,497	\$ 14,135,112	\$ 10,452,383	\$ 3,993,819	\$ 57,787	\$ 120,421,957	\$ 116,084,589
(31) OPERATING SURPLUS (DEFICIT)	\$ 95,503	\$ (187,708)	\$ 70,036	\$ 15,828	\$ -	\$ -	\$ (6,341)	\$ (188,975)

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2015 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	SUB-TOTAL Operations & Maintenance	Supported Capital & Debt Services	2015 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 2,452,960	\$ 514,167	\$ -	\$ -	\$ 280,230		\$ 3,247,357		\$ 3,247,357
Uncertificated benefits	\$ 677,647	\$ 241,318	\$ -	\$ -	\$ 66,727		\$ 985,692		\$ 985,692
Sub-total Remuneration	\$ 3,130,607	\$ 755,485	\$ -	\$ -	\$ 346,957		\$ 4,233,049		\$ 4,233,049
Supplies and services	\$ 214,204	\$ 1,447,535	\$ -	\$ 2,805,953	\$ -		\$ 4,467,692		\$ 4,467,692
Electricity			\$ 913,668				\$ 913,668		\$ 913,668
Natural gas/heating fuel			\$ 532,283				\$ 532,283		\$ 532,283
Sewer and water			\$ 96,642				\$ 96,642		\$ 96,642
Telecommunications			\$ 10,306				\$ 10,306		\$ 10,306
Insurance					\$ 363,195		\$ 363,195		\$ 363,195
ASAP maintenance & renewal payments								\$ -	\$ -
Amortization of tangible capital assets									
Supported								\$ 3,473,908	\$ 3,473,908
Unsupported						\$ 42,089	\$ 42,089		\$ 42,089
Total Amortization						\$ 42,089	\$ 42,089	\$ 3,473,908	\$ 3,515,997
Interest on capital debt									
Supported								\$ 2,280	\$ 2,280
Unsupported						\$ -	\$ -		\$ -
Lease payments for facilities				\$ -			\$ -		\$ -
Other interest charges						\$ -	\$ -		\$ -
Losses on disposal of capital assets						\$ -	\$ -		\$ -
TOTAL EXPENSES	\$ 3,344,811	\$ 2,203,020	\$ 1,552,899	\$ 2,805,953	\$ 710,152	\$ 42,089	\$ 10,658,924	\$ 3,476,188	\$ 14,135,112
SQUARE METRES									
School buildings									109,338.3
Non school buildings									10,873.7

Note:

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

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

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

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

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

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

UNAUDITED SCHEDULE OF FEE REVENUE
for the Year Ending August 31, 2015 (in dollars)

	Actual 2014/2015	Actual 2013/2014
FEES		
Transportation fees	\$781,993	\$765,058
Basic instruction supplies (text books, including lost or replacement fees, course materials)	\$624,355	\$663,955
Technology user fees	\$0	\$0
Alternative program fees	\$0	\$0
Fees for optional courses (band, art, etc.)	\$328,352	\$323,908
Fees for students from other boards	\$0	\$0
Tuition fees (international & out of province)	\$35,777	\$18,810
Kindergarten & preschool	\$51,351	\$2,052
Extracurricular fees (sports teams and clubs)	\$550,388	\$566,569
Field trips (related to curriculum)	\$574,343	\$501,549
Lunch supervision fees	\$0	\$0
Locker rental; locks; student ID; uniforms; library, student union, and fitness fees	\$195,343	\$202,550
Other (describe)*	\$42,984	\$42,401
Other (describe)*	\$0	\$9,340
Other (describe)*	\$0	\$0
TOTAL FEES	\$3,184,886	\$3,096,192

*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" or "Other revenue" (rather than fee revenue):	Actual 2014/2015	Actual 2013/2014
Cafeteria sales, hot lunch, milk programs	\$22,110	\$21,343
Special events, graduation, tickets	\$166,892	\$32,740
Student travel (international, recognition trips, non-curricular)	\$35,496	\$59,795
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$47,656	\$31,314
Adult education revenue	\$7,730	\$0
Child care & before and after school care	\$0	\$0
Other (describe)	\$0	\$0
Other (describe)	\$0	\$0
Other (describe)	\$0	\$0
TOTAL	\$279,884	\$145,192

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2015 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	609	135	73		
REVENUES					
Alberta Education allocated funding	\$ 694,490	\$ 4,917,679	\$ 72,748	\$ 5,717,809	\$ 900,142
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 694,490	\$ 4,917,679	\$ 72,748	\$ 5,717,809	\$ 900,142
EXPENSES (Not allocated from BASE, Transportation, or other funding)					
Instructional certificated salaries & benefits	\$ 178,923	\$ 1,279,374	\$ 10,724	\$ 1,856,218	
Instructional non-certificated salaries & benefits	\$ 401,409	\$ 2,769,732	\$ 60,722	\$ 5,478,175	
SUB TOTAL	\$ 580,332	\$ 4,049,106	\$ 71,446	\$ 7,334,393	
Supplies, contracts and services	\$ 106,533	\$ 408,958	\$ 1,596	\$ 530,202	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ -	
Facilities (required specifically for program area)	\$ -	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ 5,000	\$ 184,899	\$ -	\$ -	
Other (please describe)	\$ -	\$ 274,716	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENSES	\$ 691,865	\$ 4,917,679	\$ 73,042	\$ 7,864,595	
NET FUNDING SURPLUS (SHORTFALL)	\$ 2,625	\$ -	\$ (294)	\$ (2,146,786)	

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2015 (in dollars)								
EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs			TOTAL
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	
1 Office of the superintendent	\$ 345,736	\$ 54,215	\$ -	\$ 399,951	\$ 36,138	\$ 50,493	\$ -	\$ 486,582
2 Educational administration (excluding superintendent)	\$ 282,752	\$ 51,871	\$ -	\$ 334,623	\$ 108,764	\$ 35,378	\$ -	\$ 478,765
3 Business administration	\$ 754,404	\$ 549,148	\$ -	\$ 1,303,552	\$ 284,169	\$ 530,586	\$ -	\$ 2,118,307
4 Board governance (Board of Trustees)	\$ 310,318	\$ 309,973	\$ -	\$ 620,291	\$ -	\$ -	\$ -	\$ 620,291
5 Information technology	\$ 46,404	\$ -	\$ -	\$ 46,404	\$ 1,155,603	\$ 645,138	\$ -	\$ 1,847,145
6 Human resources	\$ 332,692	\$ 81,613	\$ -	\$ 414,305	\$ -	\$ 9,986	\$ -	\$ 424,291
7 Central purchasing, communications, marketing	\$ 165,478	\$ 19,612	\$ -	\$ 185,090	\$ 93,576	\$ 9,806	\$ -	\$ 288,472
8 Payroll	\$ 212,266	\$ 29,419	\$ -	\$ 241,685	\$ -	\$ -	\$ -	\$ 241,685
9 Administration - insurance			\$ 140,613	\$ 140,613			\$ -	\$ 140,613
10 Administration - amortization			\$ 87,327	\$ 87,327			\$ -	\$ 87,327
11 Administration - other (admin building, interest)			\$ -	\$ -			\$ -	\$ -
12 Other (describe)	\$ 184,856	\$ 35,122	\$ -	\$ 219,978	\$ 9,343,388	\$ 890,049	\$ -	\$ 10,453,415
13 Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14 Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 2,634,906	\$ 1,130,973	\$ 227,940	\$ 3,993,819	\$ 11,021,638	\$ 2,171,436	\$ -	\$ 17,186,893

1. AUTHORITY AND PURPOSE

Parkland School Division No. 70 (the Division) delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The Division receives funding for instruction and support under Education Grants Regulation (AR 120/2008). The regulation allows for the setting of conditions and use of grant monies. The 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 CPA 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. At August 31, 2015 the Division did not hold any short-term investments.

b) Accounts Receivable

Accounts receivable are shown net of allowance for doubtful accounts.

c) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- 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 District 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 Expended Deferred Capital Revenue.
- 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 Board are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the Division's rate for incremental borrowing or the interest rate implicit in the lease. At August 31, 2015 the Division did not have any capital leases.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	2.5% to 4%
Vehicles & Buses	10% to 20%
Computer Hardware & Software	20%to 25%
Other Equipment & Furnishings	10% to 20%

d) Deferred Revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the School District 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 represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the jurisdiction, 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 represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the school jurisdiction 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 for certain employees pursuant to certain contracts and union agreements. The School Division accrues its obligations under employee future benefit plans and expenses the related costs.

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. The School Division has included its estimated asset retirement obligation to be \$Nil (2014 - \$1.25 Million recovery as a result of the Government of Alberta releasing The Division from its prior obligations for the demolition of the former Memorial Composite High School).

In addition the Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Alberta Government. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique.

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 Changes 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, lunch services and the raising of school generated funds. Contributed services are not recognized in the financial statements.

Eligibility criteria are criteria that the Division has to meet in order to receive certain contributions. *Stipulations* describe what the 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. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital 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 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 jurisdiction is included in both revenues and expenses. For the school year ended August 31, 2015, the amount contributed by the Government was \$6,536,304 (2014 \$6,270,451)

The school board participates in a multi-employer pension plan, the Local Authorities Pension Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$1,532,270 for the year ended August 31, 2015 (2014: \$1,419,943). At December 31, 2014, the Local Authorities Pension Plan reported a deficiency of \$2,454,636,000 (2013, a deficiency of \$4,861,516,000).

l) Program Reporting

The 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 1-12 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 facility expenses.
- **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 must 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 & services, school administration & instruction support, and System Instructional Support.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations.

m) Trusts Under Administration

The 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 14.

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 Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities and debt. Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

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. CASH AND CASH EQUIVALENTS

At August 31, 2015 the division held cash of \$11,646,225 (2014: \$12,397,831).

4. ACCOUNTS RECEIVABLE

	2015		2014
Alberta Education - Grants	\$ 1,067,628	\$	5,225
Alberta Education - Capital	91,162		532,822
Alberta Education - Supported debentures	17,057		37,716
Other Alberta school jurisdictions	172,412		57,072
Federal government	235,370		171,253
Municipalities	18,410		4,154
First nations	72,717		53,018
Other	349,184		236,759
Total	\$ 2,023,940	\$	1,098,019

5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2015		2014
Alberta Education	\$ -	\$	14,545
Other Alberta school jurisdictions	-		36,391
Alberta Capital Finance Authority (Interest on long-term debt)	1,787		3,725
Federal government	922,249		917,583
Salaries & benefit costs	1,456,071		1,556,623
Other trade payables and accrued liabilities	1,075,358		1,422,890
Total	\$ 3,455,465	\$	3,951,757

6. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2014	ADD: 2014/2015 Restricted Funds Received/ Receivable	DEDUCT: 2014/2015 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2014/2015 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2015
Unexpended deferred operating revenue					
Alberta Education:					
Infrastructure Maintenance Renewal	\$ -	\$ 3,278,690	\$ (2,805,953)	\$ -	\$ 472,737
Other Deferred Revenue:					
Fees	325,464	315,057	(325,464)	-	315,057
Donations	-	-	-	-	-
Other	58,733	61,328	(54,615)	-	65,446
Total unexpended deferred operating revenue	\$ 384,197	\$ 3,655,075	\$ (3,186,032)	\$ -	\$ 853,241
Unexpended deferred capital revenue	140,160	3,875,805	(3,215,536)	-	800,429
Expended deferred capital revenue	80,629,290	3,215,536	(3,489,546)	-	80,355,280
Total	\$ 81,153,647	\$ 10,746,416	\$ (9,891,114)	\$ -	\$ 82,008,950

7. ACCRUED BENEFIT OBLIGATION

The accrued benefit obligation is the obligation related to the Senior Executive Retirement Plan. The obligation has been determined through an actuarial report from Morneau Shepell dated September 30, 2015 using a measurement date of August 31, 2015.

	2015	2014
Opening Balance at the beginning of the period	\$ 106,700	\$ 46,700
Expenses or benefit cost (Income) for the year	61,000	60,000
Closing balance at the end of the period	\$ 167,700	\$ 106,700

8. DEBT

The debenture debt bears interest at rates varying between 9.25% and 11.75%. The debenture debt is fully supported by Alberta Treasury Board and Finance. Payments due to maturity are:

	Principal	Interest	Total
2015 - 2016	\$ 15,370	\$ 1,786	\$ 17,156

9. TANGIBLE CAPITAL ASSETS

	2015						2014	
	Land	Construction In Progress - Buildings	Buildings	Equipment & Furnishings	Vehicles & Buses	Computer Hardware & Software	Total	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 4,167,683	\$ 826,444	\$131,614,851	\$ 8,823,554	\$ 1,203,065	\$ 2,193,348	\$148,828,945	\$154,868,562
Additions	-	1,905,492	1,294,074	469,639	-	955,962	4,625,167	3,063,533
Transfers in (out)	-	(826,444)	826,444	(24,440)	24,440	-	-	(9,045,751)
Less disposals including write-offs	-	-	-	(33,506)	-	-	(33,506)	(57,400)
	<u>\$ 4,167,683</u>	<u>\$ 1,905,492</u>	<u>\$133,735,369</u>	<u>\$ 9,235,248</u>	<u>\$ 1,227,504</u>	<u>\$ 3,149,310</u>	<u>\$153,420,606</u>	<u>\$148,828,945</u>
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 52,943,751	\$ 6,948,480	\$ 1,070,204	\$ 1,552,365	\$ 62,514,800	\$ 67,061,656
Amortization	-	-	3,332,795	688,299	71,652	256,178	4,348,924	4,556,293
Transfers in (out)	-	-	-	(24,440)	24,440	-	-	(9,045,751)
Less disposals including write-offs	-	-	-	(33,506)	-	-	(33,506)	(57,400)
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 56,276,546</u>	<u>\$ 7,578,834</u>	<u>\$ 1,166,296</u>	<u>\$ 1,808,543</u>	<u>\$ 66,830,218</u>	<u>\$ 62,514,799</u>
Net Book Value at End of Year	<u>\$ 4,167,683</u>	<u>\$ 1,905,492</u>	<u>\$ 77,458,823</u>	<u>\$ 1,656,414</u>	<u>\$ 61,208</u>	<u>\$ 1,340,767</u>	<u>\$ 86,590,387</u>	<u>\$ 86,314,145</u>

10. ACCUMULATED SURPLUS:

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

	2015		2014
Unrestricted surplus	\$ 943,769	\$	943,769
Operating reserves	3,435,815		3,442,156
Accumulated surplus from operations	4,379,584		4,385,925
Investment in tangible capital assets	6,235,103		5,684,850
Capital reserves	4,008,898		4,559,151
Accumulated surplus	\$ 14,623,585	\$	14,629,926

Accumulated surplus from operations represents unspent funding available to support the Division's operations for the 2015-2016 year and includes a reserve from School Generated Funds (2015: \$1,001,630; 2014: \$1,068,782).

11. CONTRACTUAL OBLIGATIONS

At August 31, 2015 the Division has contractual obligations for the next four years for service providers totaling \$91,429. In addition the Division has contractual obligations for leased space for two High School Outreach programs.

	2015		2014
Building leases	\$ 309,320	\$	443,883
Service providers	91,429		70,305
Total	\$ 400,749	\$	514,188

Payments are estimated for each of the next five years as follows:

	Building Leases		Service Providers	
2015-16	\$	133,032	\$	61,479
2016-17		110,588		23,275
2017-18		65,700		4,450
2018-19		-		2,225
2019-20		-		-
Thereafter		-		-
	\$	309,320	\$	91,429

12. CONTINGENT LIABILITIES

The Division is a member of the Alberta School Boards Insurance Exchange. Under the terms of its membership, the jurisdiction could become liable for its proportionate share of any claim for losses in excess of the funds held by the exchange. Any liability will be accounted for as a transaction in the year the losses are incurred.

13. FEES

	2015	2014
Transportation fees ⁽¹⁾	\$ 781,993	\$ 765,058
Fees charged for instruction material and supplies ⁽²⁾	1,657,162	1,627,036
Other Fees	745,731	704,099
Total	\$ 3,184,886	\$ 3,096,192

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

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

14. TRUSTS UNDER ADMINISTRATION

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

	2015	2014
Scholarship trusts	\$ 31,163	\$ 39,310

15. SCHOOL GENERATED FUNDS

	2015	2014
School Generated Funds (Reserve), Beginning of Year	\$ 1,068,782	\$ 1,064,016
Gross Receipts:		
Fees	745,731	704,099
Fundraising	1,140,331	1,283,059
Gifts and donations	17,534	94,451
Grants to schools	-	-
Other sales and services	357,840	199,857
Total gross receipts	<u>2,261,437</u>	<u>2,281,466</u>
Disbursements:		
Total Related Expenses and Uses of Funds	612,031	490,102
Total Direct Costs Including Cost of Goods Sold to Raise Funds	1,716,557	1,786,599
School Generated Funds, End of Year	\$ 1,001,630	\$ 1,068,782
Balance included in Deferred Revenue	\$ -	\$ -
Balance included in Accumulated Surplus	\$ 1,001,630	\$ 1,068,782

16. 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.

	<u>Balances</u>		<u>Transactions</u>	
	Financial Assets (at amortized cost)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Education				
Accounts receivable / Accounts payable	\$ 1,158,790	\$ -	\$ -	\$ -
Prepaid expenses / Deferred operating revenue	-	472,737	-	-
Unexpended deferred capital revenue	-	800,428	3,489,546	-
Expended deferred capital revenue	-	80,355,280	-	-
Other assets & liabilities	-	-	-	-
Grant revenue & expenses	-	-	108,867,256	39,671
Other Alberta school jurisdictions	172,412	-	104,491	205,509
Treasury Board and Finance	-	17,156	-	155
Post-secondary institutions	-	-	-	12,736
TOTAL 2014/2015	\$ 1,331,202	\$ 81,645,601	\$ 112,461,293	\$ 258,071
TOTAL 2013/2014	\$ 670,551	\$ 80,824,111	\$ 109,052,315	\$ 437,098

17. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The jurisdiction's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

18. REMUNERATION AND MONETARY INCENTIVES

The Division had paid or accrued expenses for the year ended August 31, 2015 to or on behalf of the following positions and persons in groups as follows:

Board Members:	FTE	Remuneration	Benefits	ERIP's/ Other	Expenses
Chair - Eric Cameron	1.0	\$ 42,195	\$ 5,791	\$ -	\$ 10,184
Ward 1 - Ron Heinrichs	1.0	27,504	1,675	-	13,561
Ward 2 - Kathleen Linder	1.0	34,961	5,552	-	9,850
Ward 3 - Richard Gilchrist	1.0	29,807	4,538	-	11,124
Ward 4 - Sally Kucher-Johnson	1.0	37,598	5,577	-	13,795
Ward 5 - Dorcas Kilduff	1.0	34,804	5,461	-	10,984
Ward 6 - Elsie Kinsey	1.0	28,690	5,277	-	9,655
Subtotal	7.0	\$ 235,558	\$ 33,871	\$ -	\$ 79,152
Superintendent - Timothy Monds	1.0	\$ 219,450	\$ 57,768	\$ -	\$ 26,808
Secretary Treasurer - Claire Jonsson	1.0	191,410	50,970	-	13,577
Salaries - Certificated	595.7	53,368,063	12,641,863	37,534	-
Salaries - Uncertificated	344.9	17,124,411	4,406,316	17,374	-
TOTALS		\$ 71,138,892	\$ 17,190,788	\$ 54,908	\$ 119,537

19. SUBSEQUENT EVENT

On November 3, 2015 the Board of Trustees passed resolution number 146-15 that approves the establishment of a reserve in the amount of \$1.8 million to support expenditures for the design and construction of a regional bus transfer station located at the future school site schedule to open in September 2017 in the City of Spruce Grove's west end. This reserve includes the unrestricted surplus of \$943,768.

20. BUDGET AMOUNTS

The budget was prepared by the Division and approved by the Board of Trustees on June 16, 2015. It is presented for information purposes only and has not been audited.

21. COMPARATIVE FIGURES

The comparative figures have been reclassified where necessary to conform to the 2014/2015 presentation.

22. PRIOR PERIOD ADJUSTMENTS

A reclassification was made between the capital reserves for the years ended August 2013 and August 2014. The overall impact on capital reserves is \$Nil as the changes are between the School and Instruction capital reserve, Operations and Maintenance capital reserve and the Board and System Administration capital reserve. The adjustments have been made on the Schedule of Changes in Accumulated Surplus.



Where the world opens up

Management's Discussion and Analysis

August 31, 2015

Management's discussion and analysis

The following discussion of the financial condition and results of operations of Parkland School Division No. 70 ("the Division") and should be read with the Division's audited financial statements for the year ended August 31, 2015. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

Parkland School Division No. 70 provides public education services to the citizens of Parkland County, Town of Stony Plain and the City of Spruce Grove. The division serves the education needs of approximately 10,700 students from Kindergarten to Grade 12 within twenty four urban and rural educational sites.

1. Significant Changes and Events

1.1 Labour Relations

The Division has a current collective agreement with the Alberta Teachers Association (ATA) that extends through to the end of the 2015-2016 school year. The collective agreements with the two support unions expired on August 31, 2015. The Division is currently in the process of negotiating collective agreements with these unions.

1.2 Provincial Funding

Total revenues for the Division increased by 3.9% over 2013-2014. This is primarily from enrolment growth funding and an increase to the Infrastructure Maintenance and Renewal (IMR) grant.

The 2014-2015 Provincial budget included a provision for an increase in general student enrolment, however, base instructions grant rates remain at 2013-2014 levels. Base funding represents 56.5% of all revenues for the year.

To encourage small class sizes for early learners, class size grants increased by 2%.

The Inclusive Education Grant rate increased by 2% which amounted to an additional \$243K annually.

The Infrastructure Maintenance and Renewal (IMR) grant, which provides funds for school renovation and facility upgrading projects, has been increased by \$2.05 million over 2013-2014 amount. This represents an increase of 166.7%; \$367K to reinstate IMR to the 2012-2013 funding levels and an additional \$1.68 million announced October 8, 2014.



Addressing the shortage of schools in Alberta, on October 8, 2014 the Province committed additional capital and maintenance funding to fast-track capacity growth. This included the commitment for a

second new K-9 school to be located in the City of Spruce Grove. In addition four new modular classrooms that are fully supported by the Alberta Government were approved to assist the Parkland School Division with our challenge to provide additional classrooms in the City of Spruce Grove.

1.3 School Closure

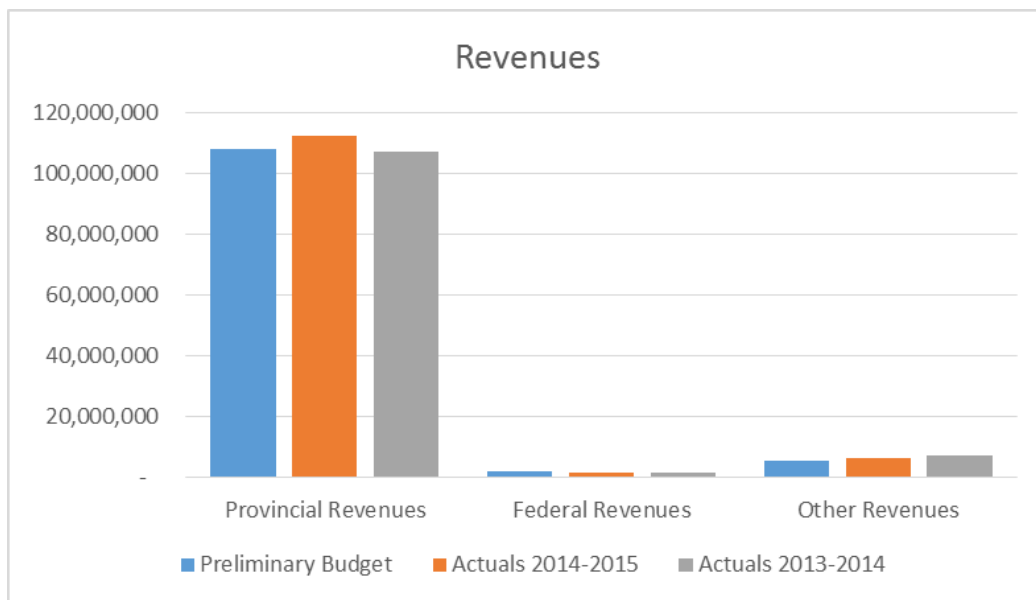
Effective June 30, 2015 Keephills School permanently closed as a result of ongoing low enrolment. Students that attended Keephills School were designated to attend Duffield School for the new school year.

1.4 Reserves Designated for New Bus Transfer Station

On November 3, 2015 the Board of Trustees passed resolution number 146-15 that approves the establishment of a reserve in the amount of \$1.8 million to support expenditures for the design and construction of a regional bus transfer station located at the future school site schedule to open in September 2017 in the City of Spruce Grove’s west end. This reserve includes the unrestricted surplus of \$943,768.

2. Results from Operations

2.1 Revenues



2.1.1 Revenue from Provincial Government

Budget	2015	% of Target	2014	% Change
107,842,001	112,356,802	104.2%	106,898,551	5.1%

The Alberta Government is the key revenue source of the Division providing 93% of its revenues.

Revenue from the Government of Alberta was 4.2% higher than budgeted due primarily to an increase in Infrastructure, Maintenance and Renewal revenues (\$1.2M), ECS Program Unit Funding (\$1.3M), higher enrollments than projected (197 students) and Federal French funding being recorded as revenues from Alberta Education.

Compared to the previous year these revenues have increased 5.1% due to an increase in Infrastructure, Maintenance and Renewal revenues (\$1.5M), ECS Program Unit Funding (\$959k), increases in enrollments (198 students) and Federal French Funding being recorded as revenue from Alberta Education.

2.1.2 Revenue from Federal Government

Budget	2015	% of Target	2014	% Change
2,015,658	1,720,967	85.4%	1,766,064	-2.6%

The Federal Government provides funding for First Nation students. Revenue from the Federal Government was 4.86% lower than budgeted as enrollments were lower than projected and Federal French funding was budgeted as Federal Funding but is now recorded as revenue from Alberta Education.

Revenues decreased over the previous year as a result of recording Federal French revenues as revenue from Alberta education, actual enrollments and the mix of students remains very similar to the previous year.

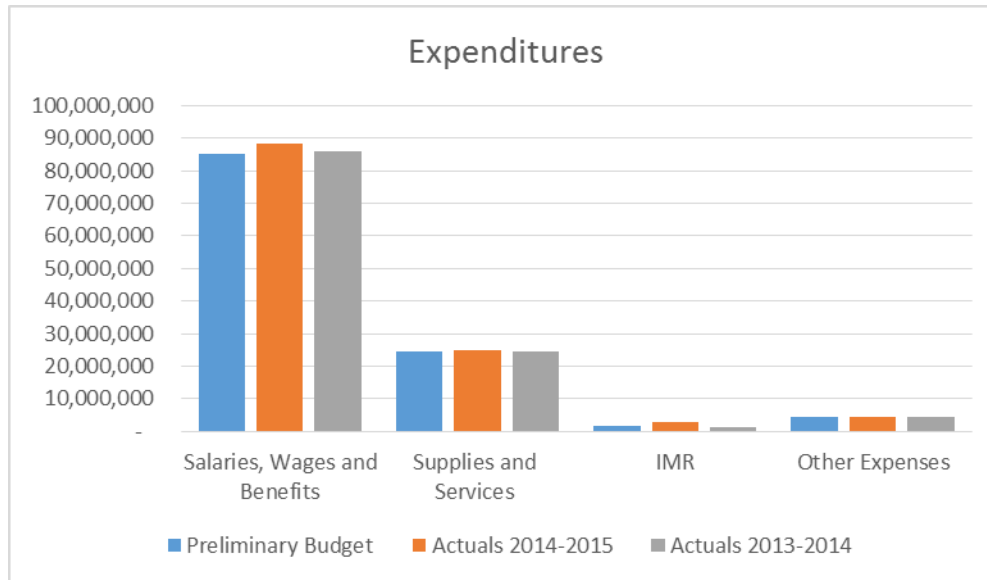
2.1.3 Other Revenues

Budget	2015	% of Target	2014	% Change
5,475,471	6,337,846	115.7%	7,230,998	-12.4%

Other revenues are 15.7% higher than target as fee collections driven by higher enrollment, other sales and services and fundraising have all increased as compared to the May budget.

Other revenues have decreased by 12.4% over last year due to decreases in School Generated Funds activity.

2.2 Expenditures



2.2.1 Salaries, Wages and Benefits

Budget	2015	% of Target	2014	% Change
85,264,393	88,384,577	103.7%	85,852,618	2.9%

Salaries, wages and benefits are 3.7% higher than budgeted due to positions added after the May budget to support additional enrollments.

There was a 2.9% increase over last year in this category due to the increased staffing levels and benefits costs.

2.2.2 Service, contracts and supplies

Budget	2015	% of Target	2014	% Change
24,495,675	24,880,222	101.6%	24,371,920	2.1%

Service, contracts and supplies is 1.6% over the initial budget as additional funds were expended by schools in line with enrollment growth. Expenditures increase over last year is in line with enrollment growth.

2.2.3 Infrastructure Maintenance Renewal

Budget	2015	% of Target	2014	% Change
1,596,231	2,805,953	175.8%	1,295,302	116.6%

Spending fluctuates within the Infrastructure, Maintenance and Renewal program due to the project-based nature of the spending and the funding provided by the government. The funding increased to \$3.3M after the preliminary budget was prepared. This year's significant increase in funding from last year is reflected in the 116.6% increase in expenditures compared to last year. Revenues that were not utilized during the year have been deferred and will be used in the 2015-16 school year.

2.2.4 Other Expenses

Budget	2015	% of Target	2014	% Change
4,524,673	4,351,204	96.2%	4,564,749	-4.7%

Other expenses include amortization of capital assets and are below target by 3.8% and 4.7% less than last year as a result of amortization expense decreasing as a result of assets being fully amortized.

2.3 Excess of Revenues over Expenses

Overall, the Division had a deficit for the year of \$6,341. This included a surplus from operations of \$60,810 offset by a deficit in School generated Funds of \$67,151. This corresponds to the following programs:

Program	Budget 2014-15	Actual 2014-15	Actual 2013-14
Instruction	(326,946)	(25,052)	(970,551)
Administration	-	-	34,759
Operations and Maintenance	(220,896)	70,035	(609,709)
Transportation	-	15,828	102,160
External Services	-	-	-
Total	(547,842)	60,810	(1,443,341)
Add: SGF		(67,151)	4,366
Add: MCHS Provision Charge			1,250,000
Total	(547,842)	(6,341)	(188,975)

The Instructional program had a shortfall of \$ 25,052 as schools used to reserves to maintain service levels. The shortfall was less than anticipated as schools reduced some expenses and deferred projects during the year.

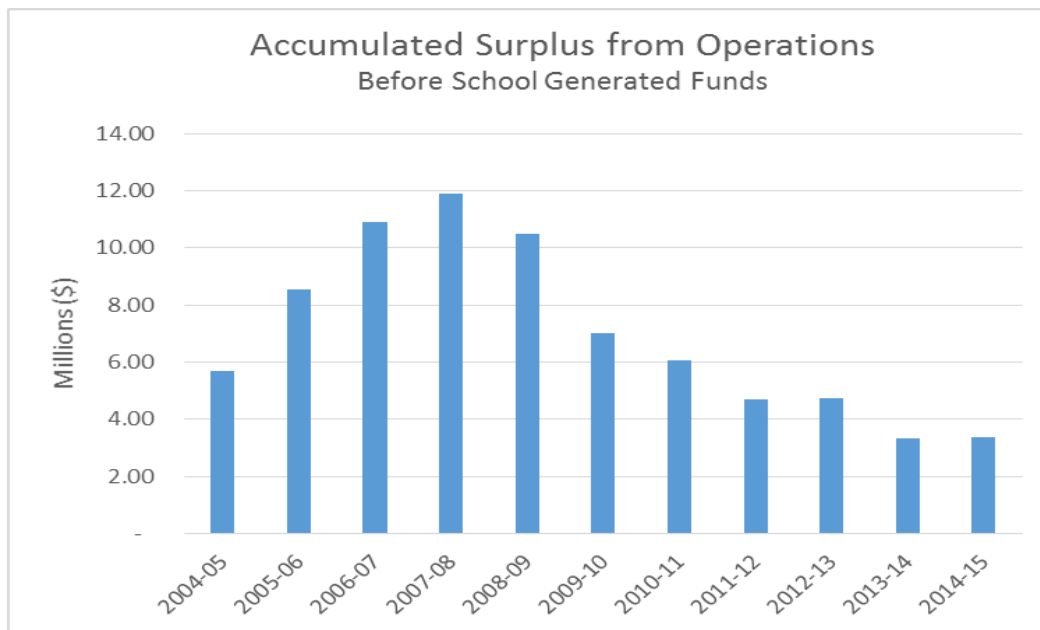
The Administration program's revenues matched the expenses. The total expenses were 3.3% of total expenses which is below the allowable limit of 3.6%

The Operations and Maintenance program had a surplus of \$70,035. Additional IMR funding during the year enabled the department to do their required work within budget. The Transportation program had a small surplus of \$15,828. A deficit had been forecasted but as a result of efficiencies and deferring a system replacement the program was better than budgeted.

2.4 Accumulated Surplus from Operations

Program	Audited Reserves Sep 1, 2014	Actual Surplus (Deficit) Aug 31, 2015	Reserve Movements	Operating Reserves Aug 31, 2015
Instruction	1,892,877	(25,052)	70,035	1,937,859
Administration	275,248	-		275,248
Operations and Maintenance	-	70,035	(70,035)	-
Transportation	205,247	15,828		221,075
External services	-	-		-
Total	2,373,372	60,810	-	2,434,182
Unrestricted Surplus	943,769	-		943,769
Accumulated Surplus from Operations (Excluding SGF)	3,317,141	60,810	-	3,377,951
Add: SGF	1,068,783	(67,151)		1,001,632
Accumulated Surplus from Operations	4,385,924	(6,341)	-	4,379,583

The financial health indicator Accumulated Surplus from Operations to Expense Ratio (A.S.O %) is 2.81% excluding School Generated Funds.



3. Financial Condition

The following explains the changes in the Statement of Financial Position at year-end.

	Aug 31 2015	Aug 31 2014	Change	
Financial Assets				
Cash	\$ 11,646,225	12,397,831	(751,606)	See cash flow statement
Accounts receivable	2,023,940	1,098,019	925,921	Primarily the result of ECS PUF(\$960K) funding received in September
	13,670,165	13,495,850	174,315	
Liabilities				
Accounts payable and accruals	3,455,465	3,951,757	(496,292)	Decrease in unpaid invoices and purchase cards at August 31
Deferred revenue	82,008,950	81,153,646	855,304	Increase in deferred revenue for IMR and Prescott School
Employee Future Benefits Liabilities	167,700	106,700	61,000	Contributions and Actuarial Report
Supported Debentures	15,370	37,716	(22,346)	Supported debt
	85,647,485	85,249,819	397,666	
Net Debt	(71,977,320)	(71,753,969)	(223,351)	
Non-Financial Assets				
Property and equipment	86,590,387	86,314,145	276,242	New modulars BP, New Prescott Learning Centre, NIRP, SIS
Prepaid expenses	10,518	69,749	(59,231)	Expenses related to insurance and other agreements (paid at the beginning of the year and expensed monthly)
	86,600,905	86,383,894	217,010	
Accumulated Surplus	\$ 14,623,585	\$ 14,629,926	(6,341)	Comprised of \$60,810 operating surplus for the period and a deficit in SGF of \$67,151

5. IMR Projects 2013-14 Overview

Completed Projects in 2014-15

<u>School</u>	<u>Description</u>	<u>2013-14 Actuals</u>	<u>2014-15 Actuals</u>	<u>Final Cost at Aug 31, 2015</u>
Blueberry	Upgrade security system		13,004.81	\$13,004.81
Blueberry	Repairs to Roof		19,329.40	\$19,329.40
Brookwood	Mechanical Equipment Repairs		\$2,843.00	\$2,843.00
Brookwood	Upgrade security system		\$13,629.64	\$13,629.64
Brookwood	Repair Fence and Gate		\$2,985.01	\$2,985.01
Broxton Park	Upgrade security system		\$10,326.76	\$10,326.76
Broxton Park	Re-pave parking lot	\$84,998.56		\$84,998.56
Broxton Park	Repair Scupper Drains		\$7,315.20	\$7,315.20
Broxton Park	Repairs to Air Handling Unit		\$4,577.64	\$4,577.64
Broxton Park	Replace Water Valves		\$5,127.00	\$5,127.00
Broxton Park	Create new administration space		\$9,940.21	\$9,940.21
Broxton Park	Ceiling Renovations		\$180,304.00	\$180,304.00
Broxton Park	Re-pave parking lot		\$108,899.25	\$108,899.25
Duffield	Upgrade security system	\$9,490.46	\$635.00	\$10,125.46
Duffield	Repairs to Roof		\$5,334.00	\$5,334.00
Duffield	Install R/O System		\$11,938.00	\$11,938.00
Duffield	Replace flooring		\$23,347.68	\$23,347.68
Duffield	Patch bus lane		\$7,081.52	\$7,081.52
Entwistle	Upgrade security system	\$7,010.40	\$1,260.86	\$8,271.26
Entwistle	Replace Lockers		\$17,587.89	\$17,587.89
Forest Green	Upgrade security system	\$2,184.40	\$6,807.23	\$8,991.63
Graminia	Upgrade security system	\$2,184.40	\$8,427.72	\$10,612.12
Graminia	Replace Grinding Pumps		\$10,815.59	\$10,815.59
Graminia	Reroof west section		\$146,867.88	\$146,867.88
Graminia	Replace flooring in hallways		\$193,855.60	\$193,855.60
Graminia	Install CCTV system		\$16,427.20	\$16,427.20
Greystone	Upgrade security system		\$14,163.04	\$14,163.04
Greystone	Install new lockers		\$11,595.74	\$11,595.74
Greystone	Install 2 VFD's on air handling units		\$23,210.06	\$23,210.06
Greystone	Install CCTV system		\$13,074.40	\$13,074.40
High Park	Upgrade security system	\$2,184.40	\$6,908.80	\$9,093.20
High Park	Replace Dimmer Panel		\$4,689.43	\$4,689.43
High Park	Landscaping		\$14,270.24	\$14,270.24
Keephills	Upgrade security system	\$1,625.60	\$5,892.80	\$7,518.40
Memorial Comp	Mechanical Equipment Repairs	\$6,351.53	\$15,000.00	\$21,351.53
Memorial Comp	Upgrade security system	\$2,631.44	\$14,579.60	\$17,211.04
Memorial Comp	Replace VFD		\$12,715.24	\$12,715.24
Meridian Heights	Upgrade security system	\$1,625.60	\$7,035.80	\$8,661.40
Meridian Heights	Replace ceiling mounted basketball hoops		\$20,041.62	\$20,041.62
Millgrove	Upgrade security system	\$2,184.40	\$8,153.40	\$10,337.80
Millgrove	Landscape New Portables		\$11,295.89	\$11,295.89
Millgrove	Asphalt parking lot		\$23,571.20	\$23,571.20

Completed Projects in 2014-15

<u>School</u>	<u>Description</u>	<u>2013-14 Actuals</u>	<u>2014-15 Actuals</u>	<u>Final Cost at Aug 31, 2015</u>
Muir Lake	Repairs to Roof		\$8,046.72	\$8,046.72
Muir Lake	Upgrade security system	\$2,184.40	\$6,807.19	\$8,991.59
Muir Lake	Library Renovation		\$26,367.38	\$26,367.38
Muir Lake	Insulate NS of School		\$24,876.26	\$24,876.26
Muir Lake	Grounds Maintenance		\$21,640.80	\$21,640.80
Muir Lake	Replace School Sign		\$36,046.66	\$36,046.66
Muir Lake	Install CCTV system		\$15,106.40	\$15,106.40
Parkland Village	Replace flooring in hallway.	\$19,024.60		\$19,024.60
Parkland Village	Upgrade security system	\$2,184.40	\$10,769.60	\$12,954.00
Parkland Village	Heating System Migration		\$24,384.32	\$24,384.32
Parkland Village	Library Renovation		\$10,738.00	\$10,738.00
Parkland Village	Gym floor sand & recoat		\$17,355.63	\$17,355.63
Parkland Village	Install CCTV system		\$12,395.20	\$12,395.20
Seba Beach	Upgrade security system		\$8,271.26	\$8,271.26
Seba Beach	Replace Frozen Coils		\$16,566.97	\$16,566.97
SGCHS	Upgrade security system		\$12,283.45	\$12,283.45
SGCHS	Elevator Repairs		\$74,774.61	\$74,774.61
SGCHS	Mechanical System Repairs		\$10,749.28	\$10,749.28
SGCHS	Window tinting on the third floor		\$19,088.61	\$19,088.61
SPC	Upgrade security system	\$1,625.60	\$7,406.64	\$9,032.24
SPC	Reroof central section		\$135,558.79	\$135,558.79
SPC	Reroof remaining west section of failed roof		\$41,910.00	\$41,910.00
SPC	Replace roof on east side		\$150,968.00	\$150,968.00
SPC	Gym floor sand & recoat		\$35,510.22	\$35,510.22
SPC	Replace flooring		\$20,737.08	\$20,737.08
SPC	Repave Back Tarmac		\$37,151.06	\$37,151.06
Tomahawk	Upgrade security system	\$8,271.27		\$8,271.27
Tomahawk	Replace southern roofs		\$193,040.00	\$193,040.00
Tomahawk	Replace Flooring		\$12,597.38	\$12,597.38
Wabamun	Replace Gym Floor	\$27,158.29		\$27,158.29
Wabamun	Upgrade security system		\$8,271.26	\$8,271.26
Wabamun	Replace two major sections of failed roof		\$123,345.44	\$123,345.44
Wabamun	Modernize and expand kitchen		\$55,416.77	\$55,416.77
Woodhaven	Upgrade security system	\$10,210.80		\$10,210.80
Woodhaven	Repairs to Roof		\$16,510.00	\$16,510.00
Woodhaven	Replace Handicap Door Opener		\$2,285.20	\$2,285.20
Woodhaven	Renovate room #126		\$20,872.62	\$20,872.62
Woodhaven	Gym floor sand & recoat		\$41,344.09	\$41,344.09
Total Value Completed IMR Projects 2014-15				\$2,487,188.79

Projects in Progress

<u>School</u>	<u>Description</u>	<u>2013-14</u> <u>Actuals</u>	<u>2014-15</u> <u>Actuals</u>	<u>Total Cost at</u> <u>Aug 31, 2015</u>
Blueberry	Replace boilers		\$185,741.57	\$185,741.57
Broxton Park	Washroom Renovations		\$65,640.80	65,640.80
Broxton Park	Parkling Lot Expansion		\$71,374.00	71,374.00
Meridian H.	Repair AS4		\$11,394.20	11,394.20
SPC	Foods Lab Renovation		\$53,107.18	53,107.18
SPC	Art Room Renovation		\$2,232.51	2,232.51
Wabamun	Replace 6 furnaces throughout the school		\$70,173.12	70,173.12
Total Outstanding IMR Projects 2014-15				\$459,663.38

IMR Program Summary

IMR Carry over at September 1, 2014	\$ -
IMR Allocation 2014-2015	3,278,690.00
Year to date IMR Expense	<u>2,806,316.54</u>
Remaining 2014-15	<u>\$ 472,373</u>



MEMORANDUM

Date: December 1, 2015
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **DRAFT School Calendars - 2016-2017, 2017-2018, 2018-2019**

Recommendation

That the Board of Trustees receives as information the draft 2016/17, 2017/18, 2018/19 School Calendars as presented at the Regular Meeting of December 1, 2015; and further directs Administration to circulate the draft calendars to stakeholders for feedback.

Background

Parkland School Division continues to support school-based Professional Development opportunities that provide schools with the opportunity to focus on Division Priorities and their Education Plans.

In March of 2015, the Board of Trustees approved the 2015-2016 school year calendar and approved (in principle) the 2016-2017 and 2017-2018 school year calendars as presented. The 2018-2019 draft calendar follows a similar format ensuring:

- A minimum of 184 days for high school is met, enabling high schools to meet their instructional requirements;
- There is a balance between Professional Development activities and instructional time;
- There are three Division Days to start the school year.

Administration would be pleased to respond to any questions.

SJ:jc

PARKLAND SCHOOL DIVISION No70 2016 - 2017 SCHOOL YEAR CALENDAR



Instructional Days	184
Non-instructional Days	11
Non-Operational Days	
Total Day	195
Fall Break	
First and Last Day of instruction for students	

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER				
M	T	W	T	F
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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER				
M	T	W	T	F
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14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
M	T	W	T	F
			1	2
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19	20	21	22	23
26	27	28	29	30

JANUARY				
M	T	W	T	F
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY				
M	T	W	T	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH				
M	T	W	T	F
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13	14	15	16	17
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APRIL				
M	T	W	T	F
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24	25	26	27	28

MAY				
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15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Where the world opens up

2016 – 2017 School Year Calendar

2016-2017	Total instructional (students)	Total Non- instructional	Operational (Teachers)
August	1	2	3
September	21	0	21
October	19	1	20
November	18	1	19
December	17	0	17
January	16 ⁹²	1	17 ⁹⁷
February	17	2	19
March	16	1	17
April	17	1	18
May	21	1	22
June	21 ⁹²	1	22 ⁹⁸
Total	184	11	195

PLEASE NOTE: The following school offers a modified school year – Entwistle. Please contact the school for details on their operational dates.

Wednesday, August 31, 2016..... First day of instruction for students
 Thursday, June 29, 2017..... Last day of instruction for students

SPECIAL DATES

Monday, August 29, 2016 Division Planning Day
 Tuesday, August 30, 2016 Staff planning & development day
 (no students attend)
 Wednesday, August 31, 2016 First day of instruction for students
 Monday, September 5, 2016 Labour Day
 Friday, October 7, 2016 Staff planning & development day
 (no students attend)
 Monday, October 10, 2016 Thanksgiving Day
 Friday, November 11, 2016 Remembrance Day
 Monday, November 14, 2016..... Fall Break
 Tuesday, November 15, 2016 Fall Break
 Friday, November 25, 2016 Staff planning & development day
 (no students attend)
 Monday, December 26, 2016 to
 Friday, January 6, 2017 inclusive Christmas Break
 Monday, January 9, 2017..... First day back for instruction after Break
 Wednesday, January 31, 2017 Staff planning & development day
 (no students attend)
 Thursday, February 9 & Friday, February 10, 2017 Teachers' Convention
 Monday, February 20, 2017 Family Day
 Friday, March 3, 2017 Staff planning & development day
 (no students attend)
 Friday, March 24 to Friday, March 31, 2017 Spring Break
 Friday, April 14, 2017 Good Friday
 Monday, April 17, 2017 Easter Monday
 Friday, April 28, 2017 Staff planning & development day
 (no students attend)
 Friday, May 19, 2017..... Staff planning & development day
 (no students attend)
 Monday, May 22, 2017 Victoria Day
 Thursday, June 29, 2017..... Last day for all Students
 Friday, June 30, 2017 Staff planning & development day
 (no students attend)



PARKLAND SCHOOL DIVISION No70 2017 - 2018 SCHOOL YEAR CALENDAR



Instructional Days	184
Non-instructional Days	11
Non-Operational Days	
Total Day	195
Fall Break	
First and Last Day of instruction for students	

AUGUST				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	26
28	29	30	31	

SEPTEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER				
M	T	W	T	F
		1	2	3
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER				
M	T	W	T	F
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18	19	20	21	22
25	26	27	28	29

JANUARY				
M	T	W	T	F
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15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY				
M	T	W	T	F
			1	2
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12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH				
M	T	W	T	F
			1	2
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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL				
M	T	W	T	F
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Where the world opens up

2017 – 2018 School Year Calendar

2017-2018	Total instructional (students)	Total Non- instructional	Operational (Teachers)
August	0	2	2
September	19	1	20
October	20	1	21
November	18	1	19
December	16	0	16
January	17 ⁹⁰	1	18 ⁹⁶
February	17	2	19
March	16	1	17
April	20	0	20
May	21	1	22
June	20 ⁹⁴	1	21 ⁹⁹
Total	184	11	195

PLEASE NOTE: The following school offers a modified school year – Entwistle. Please contact the school for details on their operational dates.

Tuesday, September 5, 2017 First day of instruction for students
 Thursday, June 28, 2018 Last day of instruction for students

SPECIAL DATES

Wednesday, August 30, 2017 Division Planning Day
 Thursday, August 31 and Friday, September 1, 2017 Staff planning & development day
 (no students attend)
 Monday, September 4, 2017 Labour Day
 Tuesday, September 5, 2017 First day of instruction for students
 Friday, October 6, 2017 Staff planning & development day
 (no students attend)
 Monday, October 9, 2017 Thanksgiving Day
 Friday, November 10, 2017 Fall Break
 Monday, November 13, 2017 Fall Break
 Tuesday, November 14, 2017 Fall Break
 Wednesday, November 15, 2017 Staff planning & development day
 (no students attend)
 Monday, December 25, 2017 to
 Friday, January 5, 2018 inclusive Christmas Break
 Monday, January 8, 2018 First day back for instruction after Break
 Wednesday, January 31, 2018 Staff planning & development day
 (no students attend)
 Thursday, February 8 & Friday, February 9, 2018 Teachers' Convention
 Monday, February 19, 2018 Family Day
 Friday, March 2, 2018 Staff planning & development day
 (no students attend)
 Monday, March 26 to Friday, March 30, 2018 Spring Break
 Friday, March 30, 2018 Good Friday
 Monday, April 2, 2018 Easter Monday
 Friday, May 18, 2018 Staff planning & development day
 (no students attend)
 Monday, May 21, 2018 Victoria Day
 Thursday, June 28, 2018 Last day for all Students
 Friday, June 29, 2018 Staff planning & development day
 (no students attend)



PARKLAND SCHOOL DIVISION No70 2018 - 2019 SCHOOL YEAR CALENDAR



Instructional Days	184
Non-instructional Days	11
Non-Operational Days	
Total Day	195
Fall Break	
First and Last Day of instruction for students	

AUGUST

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Where the world opens up

2018 – 2019 School Year Calendar

2017-2018	Total instructional (students)	Total Non- instructional	Operational (Teachers)
August	0	3	3
September	19	0	19
October	21	1	22
November	19	1	20
December	15	0	15
January	18 ⁹²	1	19 ⁹⁸
February	17	2	19
March	15	1	16
April	20	0	20
May	21	1	22
June	19 ⁹²	1	20 ⁹⁷
Total	184	11	195

PLEASE NOTE: The following school offers a modified school year – Entwistle. Please contact the school for details on their operational dates.

Tuesday, September 4, 2018..... First day of instruction for students
 Thursday, June 27, 2018..... Last day of instruction for students

SPECIAL DATES

Wednesday, August 29, 2018..... Division Planning Day
 Thursday, August 30 and Friday, August 31, 2018 Staff planning & development day
 (no students attend)
 Monday, September 3, 2018 Labour Day
 Tuesday, September 4, 2018 First day of instruction for students
 Friday, October 5, 2018 Staff planning & development day
 (no students attend)
 Monday, October 8, 2018 Thanksgiving Day
 Friday, November 9, 2018 Fall Break
 Monday, November 12, 2018..... Fall Break
 Tuesday, November 13, 2018 Staff planning & development day
 (no students attend)
 Monday, December 24, 2018 to
 Friday, January 4, 2019 inclusive Christmas Break
 Monday, January 7, 2019 First day back for instruction after Break
 Thursday, January 31, 2019 Staff planning & development day
 (no students attend)
 Thursday, February 7 & Friday, February 8, 2019 Teachers' Convention
 Monday, February 18, 2019 Family Day
 Friday, March 1, 2019 Staff planning & development day
 (no students attend)
 Monday, March 25 to Friday, March 29, 2019 Spring Break
 Friday, April 19, 2019 Good Friday
 Monday, April 22, 2019 Easter Monday
 Friday, May 17, 2019 Staff planning & development day
 (no students attend)
 Monday, May 20, 2019 Victoria Day
 Thursday, June 27, 2019 Last day for all Students
 Friday, June 28, 2019 Staff planning & development day
 (no students attend)





MEMORANDUM

Date: December 1, 2015
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **2014–2015 ANNUAL EDUCATION RESULTS REPORT**

Recommendation

That the Board of Trustees approves Parkland’s 2014-2015 Annual Education Results Report as presented at the regular meeting of December 1, 2015 and direct Administration to submit the combined report to Alberta Education.

Background

Attached is the Division’s 2014-2015 Annual Education Results Report.

Parkland School Division’s Education Plan is the document which guides the strategic plans for the Division for the ensuing three year period of 2015-2018. Information about the Division is gathered from a wide variety of feedback sources including:

- stakeholder feedback from Thoughtexchange and Tell Them From Me surveys;
- results on Provincial Testing (Provincial Achievement Tests and Diploma Exams);
- the Accountability Pillar information provided by the Province;
- feedback from the Board of Trustees, Senior Administration, Lead Team, and Council of School Councils;
- Capital Plan information and financial information.

Deriving information from a variety of sources helps to direct the development of strategic plans for improving the services offered to students.

The Annual Education Results Review for 2014-2015 addresses the previous year’s achievement on each of the Alberta Education goals and its success in improving results using the strategies developed by education stakeholders. The results guide the decisions and focus areas for the upcoming Three-Year Education Plan. The accountability results inform the assurance process by providing quantitative data to qualitative measures.

The combined Annual Education Results Report and the Three-Year Education Plan serves as the key planning and accountability tool used in sharing information about the Division with stakeholders.

The Board is proud to have been selected as one of five jurisdictions in the province to pilot the **Assurance Model** of planning and reporting. The Board’s commitment to student success and to engaging its stakeholders (generative engagement) in the process of developing a strong educational system in Parkland School Division is evidenced in the work it does. The graphic illustrates the Assurance Model Framework developed by Alberta Education.



The Assurance Model provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry but with a stronger focus on being more responsive to the needs of the Division’s school communities. The Assurance Model framework enables Parkland School Division to ensure learner success through the following process:

1. Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
2. Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
3. Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of “assurance” that Parkland School Division is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of the work it is doing.

All school-based Education Plans/AERRs, which are aligned to the Division’s combined Annual Education Results Report and Three-Year Education Plan, will be posted on school websites by December 10, 2015.

Administration would be pleased to respond to questions.

SJ:jc



Parkland School Division

Annual Education Results Report and Assurance Report

November, 2015



Where
THE **WORLD**
opens up

The Division's Annual Education Results Report will be communicated to stakeholders in the following ways:

- Posted to the Division website: www.psd70.ab.ca
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with the Division through the weekly staff information bulletin "On-Line".
- School Reports may be accessed from the school section of the Division's website: www.psd70.ab.ca
- Local MLAs, Mayors receive a digital copy
- The Division's financial Information may be found at: www.psd70.ab.ca/Reports.php

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MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT

Parkland School Division is creating a culture of learning.

Innovation is valued. Risk-taking is encouraged. Compassion is expected. All students and staff are on a learning journey together. Collaboration is key. Leaders are found in all places. Our Ultimate Goal is student success and well-being for all students. We believe student success and well-being are intrinsically connected. Our vision of exploration, creativity, imagination, exciting learning and aspiring to reach ones dreams has brought us together as one jurisdiction.

Parkland School Division is proud of the lead role we've taken in the province when it comes to Alberta Education's Assurance Model for education planning. The Education Plan provides the roadmap to achieve our essential vision for the future. This newly formatted Annual Education Results Report builds in an assurance component that helps us understand if we're on the right track. Our mission, our priorities and our objectives enable us to remain committed to a focus on success.

As a school division committed to growth and learning, Parkland School Division's educational planning is a process without beginning or end. The evolutionary process of developing strong goals and clear strategies in our education planning process has enabled us to emerge as a transformative school division, well respected for innovation and excellence in education.

We listen. By communicating with our stakeholders, we've heard what matters most. We've used that to clearly align our Division goals to address the key areas of Inclusive Education, Quality Learning, Culture of Wellness and Universal Leadership. The intricacies of our plan may have been fine-tuned but the big picture remains the same as we hold true to our Vision and Mission at Parkland School Division. It is our commitment to all students, parents and staff that we carry out our mission: to prepare, engage and inspire our students to be their best in a quickly changing global community.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Parkland School Division for the 2014-2015 school year was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Management Act.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2014/2015 was approved by the Board on December 1, 2015.

EXECUTIVE SUMMARY

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This document is Parkland School Division's Annual Engagement and Education Results Report. Parkland School Division and its family of schools have the responsibility to ensure effective engagement and the accountability for the results achieved while carrying out the education of all students.

As an analysis, this report provides an assurance narrative that enables a deeper understanding of Parkland School Division for last year. As a school jurisdiction that is focused on the success and well-being of each and every student, Parkland School Division remains committed to an Alberta Education Assurance Model for educational planning.

An Assurance Model means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, should provide a more balanced and complete assessment of progress on priority outcomes and goals. The engagement components included in the Annual Education Results Report ensure that Parkland School Division is both forward-thinking and responsive to stakeholder concerns. Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

Parkland School Division is accountable for results and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

The Annual Education Results Report, including its engagement components, serves as both a useful tool for future education plans, and a historical context of the past year for future analysis. To this end, the Annual Education Results Report, beginning in the 2015 reporting year, is provided as a separate document from the Board's Three Year Education Plan. The intent is to provide a greater window for analysis with this report as a starting point for results and assurance analysis.

While this report addresses the results of the 2014-2015 school year – guided by the 2014-2017 Three Year Education Plan – it is important to note that the cycle of education planning and reporting shifted throughout last year in response to Parkland School Division's participation in the Alberta Education Assurance Model Pilot.

In June, 2015, the Board approved a 2015-2018 Three Year Education Plan with clear, locally informed goals and enduring priorities.

STUDENT SUCCESS & WELL-BEING



Student Success and Well-Being remains the Ultimate Goal, with four primary goals and two enduring priorities:

- 1 Inclusive Education
 - 2 Quality Learning
 - 3 Culture of Wellness
 - 4 Universal Leadership
- E1 Engagement
E2 Resource Stewardship

Parkland School Division's Three Year Education Plan can be viewed at: www.psd70.ab.ca/reports.php

VISION, MISSION, VALUES AND BELIEFS

Our Vision:

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

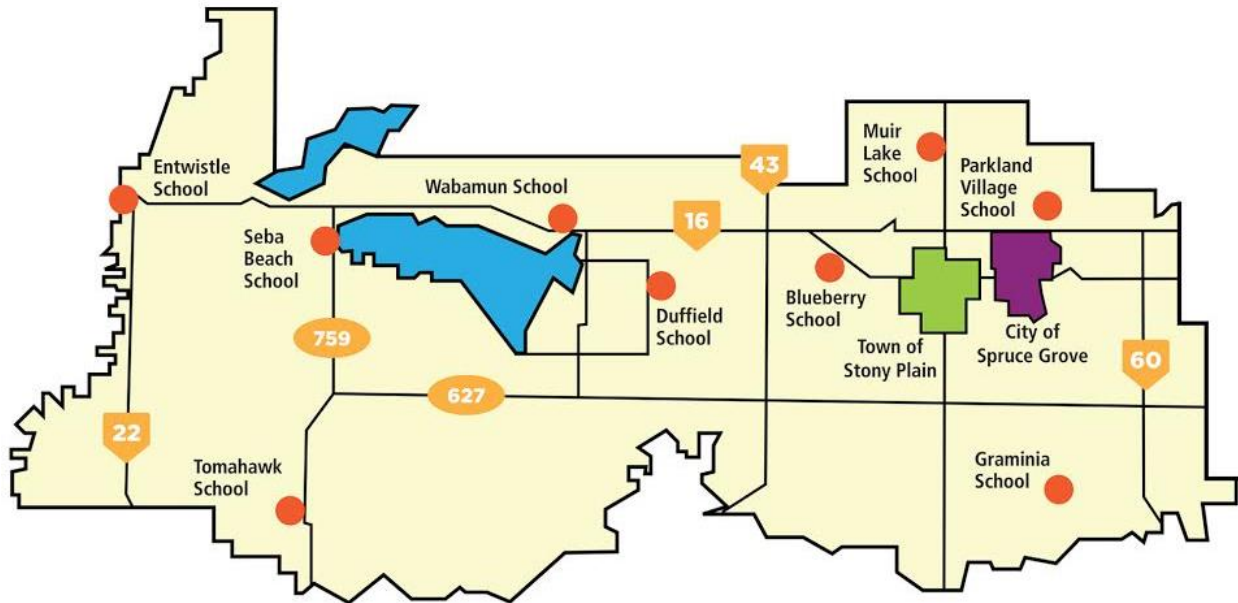
Our Mission:

Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

Our Values and Beliefs

- We are a caring and compassionate organization – guided by what’s in the best interest of our students
- We believe learning is the foundation of all we do
- We value trust and mutual respect among all of our education stakeholders
- We embrace open and honest communication
- We value and respect inclusion and diversity within our schools
- We are committed to providing safe and caring places for all students to learn
- We believe integrity and fairness are key pillars for student growth
- We value collaboration and engagement with students, parents and our communities; our successes are not possible without these contributions
- We value excellence, innovation and risk-taking
- We want our students to dream big and reach for the stars
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world
- We believe that confident, adaptable and resilient students are successful students
- We value leadership in all places. Everyone in our Division has the potential to be a leader

PARKLAND SCHOOL DIVISION PROFILE



You will discover Parkland School Division just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, Parkland School Division covers approximately 3,995 square kilometres.

Originally an agricultural region, over the past twenty-five years the economic base of Parkland School Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources, have both significantly impacted our demographics. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks continue to promote growth in urban areas. There is a population shift occurring as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In 2014-2015, the jurisdiction operated 21 schools in addition to a number of alternate learning sites, including:

- Connections for Learning
- Two high school outreach programs and an institutional program

On April 8, 2015 the Board of Trustees made the difficult decision to close Keephills School, effective June 30th, 2015. Students that previously attended Keephills School were designated to attend Duffield School. The final decision was based on enrollment issues and discussions on the future viability of Keephills School, combined with an enduring priority of Resource Stewardship.

The Board and School Division await the opening of two K-9 schools in the City of Spruce Grove, including the Prescott Learning Centre in 2016 and a future, unnamed school in 2017.

Parkland School Division's 560 full-time equivalent certificated teaching staff and 369 full-time equivalent support staff are proud to serve the following schools:

Rural Parkland School Division Schools	GRADES SERVED	TELEPHONE
Blueberry School	K-9	780-963-3625
Graminia School	K-9	780-963-5035
Muir Lake School	K-9	780-963-3535
Parkland Village School	K-4	780-962-8121

Hamlet of Duffield	GRADES SERVED	TELEPHONE
Duffield School	K-9	780-892-2644

Hamlet of Entwistle	GRADES SERVED	TELEPHONE
Entwistle School	K-9	780-727-3811

Summer Village of Seba Beach	GRADES SERVED	TELEPHONE
Seba Beach School	K-9	780-797-3733

City of Spruce Grove	GRADES SERVED	TELEPHONE
Brookwood School	K-4	780-962-3942
École Broxton Park School	K-9	780-962-0212
Greystone Centennial Middle School	5-9	780-962-0357
Millgrove School	K-4	780-962-6122
Spruce Grove Composite High School	10-12	780-962-0800
Spruce Grove Composite High School Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626

Town of Stony Plain	GRADES SERVED	TELEPHONE
Forest Green School	K-6	780-963-7366
Connections For Learning	1-12	780-963-0507
High Park School	K-9	780-963-2222
Memorial Composite High School	10-12	780-963-2255
Memorial Composite High School Outreach	10-12	780-963-0840
École Meridian Heights School	K-9	780-963-2289
Stony Plain Central School	K-9	780-963-2203

Hamlet of Tomahawk	GRADES SERVED	TELEPHONE
Tomahawk School	K-9	780-339-3935

Village of Wabamun	GRADES SERVED	TELEPHONE
Wabamun School	K-9	780-892-2271

GOVERNANCE

Parkland School Division's Board of Trustees represents 6 electoral wards in Parkland County. The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the School Act.

There are 7 Trustees that represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area plus rural communities to the west that include Duffield, Entwistle, Seba Beach, Tomahawk and Wabamun.

SCHOOL COUNCILS

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Each school in Parkland School Division is required to have a School Council according to Provincial legislation dating back to 1995. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal and administration team on matters that range from school programs, policies and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings.

CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of schools. The Centre for Education houses Parkland School Division's senior executive and administrative staff, including several important departments:

- Financial Services
- Communication and Strategic Planning
- Facilities Services
- Learning Supports
- People Services
- Technology Services
- Transportation Services

For more information, please visit *Our Division* at www.psd70.ab.ca

ENGAGEMENT

WHERE THE WORLD OPENS UP

Parkland School Division's tagline is "Where the World Opens Up." In our dedication to our children, we believe that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement as an enduring priority.

Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local and Global Communities

The Government of Alberta is working to transform education so that it more effectively meets the changing needs of society and students. As a result, Parkland School Division is currently participating in an Assurance Model Pilot program that enables a focus on priority areas that are critical to the learning needs of the students served by the Division.

The Board is guided by the Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board takes its role very seriously when it comes to effectively managing its resources to support student learning.

An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. Assurance provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry but with a stronger focus on being more responsive to the needs of the Division's school communities. The Assurance Model framework enables Parkland School Division to ensure learner success through the following process:

- Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of "assurance" that Parkland School Division is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of work it is doing.

The creation of a responsive plan for education depends on strong stakeholder engagement. The Board provided engagement opportunities for School Councils and stakeholders to be purposefully involved in all endeavors to achieve the Ultimate Goal of Student Success and Well-Being:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through Communities of Practice meetings established by leadership teams;
- Monthly, through School Council meetings and representation at the Council of School Councils;

- Bi-Monthly, through our Board’s Student Advisory Committee;
- Monthly, through public Board Meetings.

Additionally, specific engagement events and activities were held during 2014-2015 to facilitate the delivery of education, based on a model of assurance:

- October 2014, through our Leadership Planning session;
- November 2014, through our Parent Engagement Evening at Memorial Composite High School;
- January 2015, through our Innovative Educator session;
- February through March 2015, through Tell Them From Me student surveys and the ThoughtExchange parent engagement process;
- April 2015, through our combined parent and staff Education Planning event.

At the school level, schools invite their local School Councils to provide advice and input in the development of their school Education Plan. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction’s Three Year Education Plan through the Council of School Councils.

RESPONDING TO THE BROADER GOALS OF EDUCATION

There is a growing dependence on Education to provide a solid foundation for society’s future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic goals creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division’s Ultimate Goal: **Student Success and Well-Being** encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting.

The Division recognizes the education that teachers have always provided as an integral part of nurturing citizenship and social responsibility. Our intent is that our educators teach and model an active and healthy lifestyle, respond to the growing issues of drugs and alcohol that have become more prevalent with youth, and prepare students to take their place in a rapidly changing world. The Division also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

This Annual Engagement and Education Results Report endeavors to capture Parkland School Division’s 2014-2015 school year and, furthermore, to reveal the successes and challenges we encountered as we sought to achieve our Ultimate Goal. As an Assurance Report the document begins with strengths and challenges identified by stakeholders throughout last year’s engagement processes.

STRENGTHS

At every opportunity, Parkland School Division encourages the collection of stakeholder feedback. During the 2014-2015 engagement processes, stakeholders were asked to share their thoughts on our learning culture. Our students, parents, staff and community continue to demonstrate appreciation for Parkland School Division.

Several themes emerged from our assurance engagements last year that capture what is working well in our school:

- Quality Learning Opportunities and Excellent Teaching
- A Culture of Learning
- Improved Communication

QUALITY LEARNING OPPORTUNITIES AND EXCELLENT TEACHING

Excellent Teaching

Stakeholder engagements reveal an appreciation for quality learning opportunities for all students, across all grades in Parkland School Division. Parent comments, that continually receive strong support through our engagement processes, speak to an appreciation for teachers who go out of their way to make students feel comfortable and safe at school. For instance, a strongly supported parent comment, received through our engagement process, stated:

The vast difference one excellent teacher can make should be honoured. We are fortunate to have real teachers that care about the well-being of their students.

Literacy

We noted through our engagement process that parents provided insight into an appreciation for specifically focusing on literacy. Several comments from our engagement measures highlighted the quality teaching provided in this area. One respondent indicated:

I am very grateful for the reading program and the teachers who put their time in to help my child be successful. My child has grown so much with this extra help and I continue to see success.

Choice

Our stakeholder engagements noted that course selection was strongly regarded in the upper years of education, although this area received mixed appreciation in the middle years (addressed later in this report).

Quality Learning and Derived Results: Accountability and Assurance

Student surveys from 2014-2015 support that 92% of early years students value school outcomes: students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

At the secondary level (grades 7-12) students rated their teachers' expectations for academic success at 7.6 out of 10.0; above the Canada norm of 7.1.

The Accountability Pillar Performance Measure A.4 (Education Quality) explored later in this document captures support for this measure at 86.6% among stakeholders.

A CULTURE OF LEARNING

Making Connections

School staff members are appreciated for genuinely showing how they care and for taking time to get to know the kids on a more personal level. Principals report that parents appreciated the great things happening at school.

Stakeholder engagements revealed an appreciation for our culture of learning. School culture captures the communication, socialization, values and roles that exist within the school setting. A warmly regarded comment on our engagement measure stated:

I appreciate the school size and culture, parent participation, the overall morale and polite manner of the staff and students. I appreciate the leadership the students are encouraged to express and the warm welcome that we receive from the students and staff. I appreciate the open lines of communication between the teachers and parents.

Parent engagements stated an appreciation for the sense of community, approachability of staff and extra effort placed to reach each individual student. Parents further appreciate the joy that is experienced when a child is excited to go to school each day and happy to learn. Our engagement processes noted that this sense-of-belonging is recognized:

The positive attitude of staff and administration towards life and kids... seems to be a caring attitude to see kids grow in their academics but also their character and life choices.

Staying Active

Physical wellness received strong stakeholder support and appreciation. It is clear from the engagement processes that our parents appreciate that there are many ways for their children to stay active on a daily basis. In addition to mainstream sports, parents shared appreciation for opportunities for students to swim, ski and run in international events. There is a strong affinity for daily physical activity and opportunities for team participation in all grades.

A Culture of Learning and Derived Results: Accountability and Assurance

Secondary students reported an interest in their learning beyond the Canadian norm. 82% of Parkland School Division students are interested and motivated, compared to 71% across Canada.

Students responded at the Canadian norm (8.1 out of 10) that concepts are taught well, class time is used efficiently and homework and evaluations support course objectives.

At 62%, early years students responded below the Canadian norm of 68% on a measure of playing sports with an instructor other than in gym class. This difference is comparable in secondary education with 41% playing sports compared to the national norm of 48%.

IMPROVED COMMUNICATION

Communication is an important contributor to a culture of learning. As indicated earlier, engagement is an enduring priority in Parkland School Division. Our engagement processes show an increased appreciation for effective communication over previous years; noticeable as this was a priority area in previous years.

Several stakeholder engagement comments capture this improvement:

*We have approached different teachers with concerns and [have] been totally *heard* and respected. I really appreciate when teachers attempt to understand and make room for parental concerns. It shows great respect for the families that make up your school.*

I appreciate the open door policy. I really do appreciate that when there is a concern, there has always been an open door and never a problem speaking about an issue. I find it very easy to speak to teachers and staff and I know that if there is a concern, it is always dealt with properly.

I appreciate the communication between home and school. I trust that if something is going on at school that I need to know about, the teachers will let me know.

This is an area that truly benefits from assurance reporting. Comments on communication reveal that there are strengths and challenges in this area. There are still concerns expressed with effectively communicating student evaluation – discussed later in this report.

Multiple Forms of Communication

Our assurance measures revealed that parents truly appreciate communication in multiple forms, including:

- Open access to teachers
- Email and electronic communication
- Text reminders
- Phone calls

One parent noted:

We can email my daughter's teacher with concerns or questions and we are always answered in a timely matter. As well the day-to-day communication between teacher, parent, and student on upcoming events is excellent.

Improved Communication and Derived Results: Accountability and Assurance

Communication is also measured through parent involvement. The Accountability Pillar surveys parents to determine if their input in their child's education is considered and 76.9% of Parkland School Division parents indicated that they believe this to be true.

CONCERNS

Our assurance process provides our stakeholders the true ability to voice their concerns. During the 2014-2015 engagement processes, stakeholders shared their thoughts and presented Parkland School Division with important avenues to consider for future strategic planning.

Several themes emerged to capture areas for growth or continued consideration; notably:

- Evaluation and Reporting
- Strained Resources
- Student Interactions and Wellness

EVALUATION AND REPORTING

As noted earlier, our stakeholder engagements indicated that parents appreciated our growth in our ability to communicate in an ongoing, transparent manner. We are increasingly improving our ability to share what our students are learning, however we are still showing an area of concern in communicating our evaluation of student learning with our parents. Parents are expressing that they are challenged to understand a system of assessment that is different from that of previous generations.

Report Cards

Specifically, parents noted concerns about Parkland School Division's system for reporting progress for grades 1-9. A well supported comment received during our engagement processes stated:

Report cards. These are too general and too gray. Only four indicators of achievement with no real comparison to percent that parents can understand. These scales of exemplary, proficient, or approaching also slide depending on the assessment and its difficulty.

Parkland School Division implemented changes to its report card between 2011 and 2013 to provide a comprehensive approach to reporting student progress. A comprehensive approach to reporting progress includes all avenues and opportunities for sharing assessment information such as learning celebrations, student-led conferences, portfolios, parent meetings, case conferences, telephone, email and written communication, report cards, written interim reports and online access. The intent with comprehensive reporting is to create a thorough understanding for students and parents about each child's competencies across the programs of study. The benchmark for a great comprehensive reporting system is that parents and students would not need a report card as they would fully understand the student's strengths and challenges.

Our engagement processes reveal that effectively communicated student evaluation is a significant concern for future strategic planning. Parkland School Division respects that this concern can be explored as a communication issue. Some stakeholders have expressed a desire to return to a letter graded system (previously using four letters) as an improvement over the current descriptors (that utilize four categories).

Other parents have asked for a return to percentages:

To be honest, I don't have a clear picture of how well my children are performing academically. Especially for my son in grade 9, I would appreciate actual grades (example: 84% grade average in science) since grades are considered when enrolling in high school courses.

Parkland School Division moved away from using percentages in our early and middle years as this system did not align with the way we are teaching and assessing students in the classroom. By focusing on how students learn, as opposed to just what they learn, we are better able to ensure that student learning is enhanced. For instance, English Language Arts actually combines six arts of language:

- Reading
- Writing
- Speaking
- Listening
- Viewing
- Representing

Capturing all of these areas with a blended percent will not appropriately capture a student's competency in each area. For instance, a student may excel at public speaking and struggle with writing. To this end, a blended grade does not isolate the areas for growth or areas of excellence.

With valid intention and sound research, Parkland School Division moved to a new system of reporting student progress. The Division recognizes that continued evaluation and communication of this process is required and will be considered in future planning.

Student Accountability

Our engagement processes revealed that some parents are concerned about student accountability. A remark that received agreement noted:

[We are] teaching students that deadlines are not important. By not having any penalties for students handing in late or not handing in assignments late, students are learning that deadlines are not important.

This concern is similar to the previous concern regarding assessment and reporting and we must continue to reveal strategies for improvement in this area.

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams. Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community. Learning is a process of mastering competencies and we recognize that this happens across a student's learning continuum. Teachers identify multiple routes for students to succeed, rather than a one-size-fits-all approach.

Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction (Alberta Education, 2010) noted:

To be truly engaged, students need opportunities to identify their unique strengths and needs as learners and community members. They also need choices on how to process their thinking and represent their learning. This choice and variety allows students to work in ways that most suit their unique learning styles, developmental stages and personality (p.8.).

Education has shifted from “get it done and move on” to “understand how it can be done and make choices.” This shift requires a different approach to “deadlines and penalties.”

Evaluation, Reporting and Derived Results: Accountability and Assurance

Parkland School Division’s students responded at the Canadian norm with 90% of our early years students reporting that they are trying hard to succeed. Early years students, questioned about rigor, reported an 81% agreement that the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. The Canadian norm for rigor was 79%.

At the secondary level, students rated teachers’ expectations for academic success at 7.6 out of 10, above the Canadian norm of 7.1.

STRAINED RESOURCES

As shared in the 2015-2018 Parkland School Division Education Plan, the City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significant growth in enrolments in its K-4 schools in Spruce Grove and Stony Plain.

The Division also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socio-economic backgrounds, and family structures. Many families in the region open their homes to children in care, creating a unique set of challenges for schools as they endeavor to serve a broad spectrum of students.

In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

Our stakeholder engagement processes indicate that parents are experiencing the results of strained resources; to this end, Parkland School Division considers resource stewardship to be an enduring priority.

Class Sizes and Facilities

The Division is excited that there are new schools on the horizon. The Prescott Learning Centre is scheduled to open in 2016 and accommodate up to 900 students. An additional school is scheduled for the west end of Spruce Grove and will accommodate an additional 900. Our current reality is that most of these students are already in our system and experiencing the challenges of congestion.

An engagement respondent noted:

School overcrowding. Large class sizes have a direct impact on all students, staff and the whole school and community environment. Larger classrooms and overcrowding have a very negative impact on the students and their individual learning needs are not going to be met.

The Division considers resource stewardship as an enduring priority. School Divisions must increasingly meet the demands of society while remaining mindfully vigilant with limited resources. Student success and well-being depend on fiscal responsibility to ensure that success and well-being can remain the focus of our educational programming into the foreseeable future.

Funding

Our stakeholder engagements revealed an ongoing concern with the cost of education. One stakeholder expressed:

Money is needed by parents for everything the class is doing. It seems to me that anytime there is a project or event, it requires us to send money for it. Is it not in the schools budget to be able to support projects and events? Why am I spending time fundraising if I still have to pay for everything my child is involved with?

The Division engages the Lead Team of school administrators to determine, through consensus, the most effective and equitable formula for determining school funding. Parkland School Division implements site-based decision making. When considering planning, it is in the best interest of the Division to ensure that individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.

In support of the Ultimate Goal of Student Success and Well-Being, each of the targeted three-year goals for education will continue to define enduring priority outcomes related to resource stewardship.

STUDENT INTERACTIONS AND WELLNESS

Student Interactions

As indicated above, our engagement processes have revealed a strong appreciation for our culture of learning. Notwithstanding a significant amount of strong responses for our safe-and-caring schools, stakeholders also share perceptions and experiences of negative student interactions. Parents and students report concerns that some peer-to-peer interactions include conflict, mean behavior or bullying.

Parkland School Division's 2015-2018 Education Plan captured the importance of communicating the difference of each of these terms, noting: "the Division will improve community education of the context of bullying, aggression and mean behaviour to reveal research-backed strategies to reduce these behaviours" (PSD Education Plan, p. 23).

Often, conflict and mean behavior is reported as bullying. Conflict is peer-to-peer when mutual disagreements arise. Mean behavior is isolated to a specific event. Bullying is the continuance of mean behavior over a period of time. Parkland School Division is engaging in Citizenship and Social Responsibility education to ensure conflict resolution strategies are embedded in a student's toolbox of competencies.

The encouragement of appreciation for diversity and respect for others will continue to be a predominant outcome for Parkland School Division staff. One stakeholder noted:

Victims (students) of bullying should also be given more tools on how to deal with it, as bullying in society will never go away, as much as we wish it would. Coping skills are important.

Several respondents identified that they were concerned when they did not know about the consequences provided to another parent's child. In Parkland School Division, discipline is private and teachers and administrators will only share information on a child with that child's parent or parents.

Mental Health

Notwithstanding negative peer interactions, stakeholders indicated a concern for the mental health of students. Depression and anxiety continue to play a dominant role in the lives of some children. To this end, Student Success and Well-Being remains Parkland School Division's Ultimate Goal. Furthermore, the 2015-2018 Education Plan specifically targets an increase in student wellness.

A well-supported stakeholder comment noted:

Student mental well-being... Online bullying, social media, in school interactions, sports, busy parents/home life all mean students are experiencing higher levels of stress than ever.

Parkland School Division will continue to reveal strategies that enable a reduction in mental health concerns.

Physical Fitness

Our stakeholders recognize the connection between mental health and physical fitness. As noted earlier, physical fitness is often considered a strength in our schools as Parkland School Division encourages a number of opportunities for students and staff to find physical wellness. There are still concerns that some students are too sedentary. Through our engagement process, one parent noted:

[As for] junior high physical activity - or lack thereof... You can't turn on the news without hearing about the increasing rate of obesity/diabetes etc. in our youth-yet our junior highs are not required to go outside for activity.

Parkland School Division's 2015-2018 Education Plan included a specific goal towards a Culture of Wellness. Significant attention to this area will continue for future planning.

Student Wellness and Derived Results: Accountability and Assurance

64% of secondary students reported having a high sense of belonging (feeling accepted and valued by peers). This is lower than the Canadian norm of 71%. This statistic is more significant by gender with only 60% of girls and 68% of the boys experiencing belonging. The Canadian norm for both genders is 71%.

27% of secondary students in Parkland School Division reported moderate to high levels of anxiety. This is above the Canadian norm of 18%. Again, this is more significant by gender with 37% of the girls and 17% of the boys experiencing anxiety. The Canadian norm for girls is 21% and for boys is 14%.

25% of the secondary students had moderate to high levels of depression, above the Canadian norm of 18%. 32% of the girls and 17% of the boys had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 15%.

75% of our students reported having high self-esteem. By gender, 69% of the girls and 81% of the boys reported having high self-esteem. The Canadian norm for girls is 73% and for boys is 80%.

According to our *Tell Them From Me* surveys, secondary students in Parkland School Division are at the Canadian norm (1 hour per day) for watching television, and 6 minutes below the Canadian norm (1.3 hours per day) playing video games. 76% of early years students responded that their school helps them to learn how to be healthy in ways beyond their physical education classes.

Future education planning will include strategies to examine the gender gap in anxiety, depression and self-esteem.

OTHER STAKEHOLDER CONSIDERATIONS

Last year, Parkland School Division's various stakeholder engagements revealed areas for appreciation and concerns as identified above. We are a learning organization and we respect that engagement processes bring forward other items that are perhaps not strengths or concerns, but are nevertheless important to consider.

A few themes emerged that we feel are necessary to keep in mind as we generate future plans:

Ever changing technology:

Some stakeholders expressed appreciation for Parkland School Division's progressive approach to technology use, including Bring-Your-Own-Device. Some expressed concerns with the safety involved with Internet access. Ongoing engagements share a general sense of curiosity about the future for our students.

Government funding:

During our 2014-2015 engagement processes, the future of funding for education was unclear. Stakeholders expressed concerns that funding would not be sufficient to solve enrollment pressures.

Programming:

With digital transparency, our stakeholders often compare their school to other schools in the Division and the province. Our stakeholders want the best of any school in every school. To this end, the enduring priority Resource Stewardship involves making the most of our resources to ensure local needs are met in each school.

Transportation:

A few stakeholders raised issues with transportation ride times, and with student behaviors on the bus.

ACCOUNTABILITY RESULTS

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the annual Accountability Pillar survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

To increase the survey's validity, small schools survey all students in grades 4 through 9.

ONE: EVERY STUDENT IS SUCCESSFUL

The following results from Alberta Education's Outcome 1 are specific to all students achieving student learning outcomes:

Accountability Pillar Performance Measure A.6 (Citizenship):					Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
77.4	77.6	78.8	79.3	77.8	79.5	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						83.5	83.4	83.1

This Accountability Pillar Measure (A.6) asks respondents to identify agreement or disagreement on a number of items, including:

- Students at Parkland School Division follow the rules
- Students at Parkland School Division help each other when they can
- Students at Parkland School Division respect each other
- Students are encouraged at Parkland School Division to be involved in activities that help the community
- Students are encouraged to try their best

Accountability Pillar Performance Measure A.8 (Work Preparation):					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			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
74.0	75.5	74.8	72.0	74.3	75.0	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						82.0	81.2	80.4

This Accountability Pillar Measure (A.8) asks respondents to identify agreement or disagreement on one item:

- Students at your school are taught attitudes and behaviors to be successful at work when they leave school

TWO: ALBERTA HAS QUALITY TEACHING AND SCHOOL LEADERSHIP

The following results from Alberta Education’s Outcome 2 are specific to teacher preparation and professional growth that centers on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure A1.B: (Program of Studies)					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			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
80.0	78.6	80.1	79.8	78.9	81.0	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						81.3	81.3	81.2

This Accountability Pillar Measure (A.1B) asks respondents to identify agreement or disagreement on opportunities to participate in the following seven areas:

- Second languages
- Art
- Computers
- Drama
- Health
- Music
- Physical Education

THREE: ALBERTA'S EDUCATION SYSTEM IS GOVERNED EFFECTIVELY

The following results from Alberta Education's Outcome 3 are specific to the education system demonstrating collaboration and engagement

Accountability Pillar Performance Measure C.1 (Parental Involvement):					Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
78.1	77.3	77.0	77.0	76.9	78.0	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						80.7	80.6	80.2

This Accountability Pillar Measure (C.1) asks respondents to quantify the amount of participation available to them on the following items:

- To what extent are you involved in decisions about your child's education?
- To what extent are you involved in decisions at Parkland School Division?

Furthermore, this measure (C.1) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

Accountability Pillar Performance Measure A.4 (Education Quality):					Percentage of teachers, parents and students satisfied with the overall quality of basic education			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
88.3	86.6	87.5	86.2	86.6	87.0	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						89.5	89.2	89.5

This Accountability Pillar Measure (A.4) asks respondents to identify agreement or disagreement on the following items:

- Does your child clearly understand what he or she is expected to learn at school?
- Does your child find school work challenging?
- Does your child find school work interesting?

- Is your child learning what she or he needs to know?

Furthermore, this measure (A.4) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you with the quality of education your child is receiving at school?
- How satisfied or dissatisfied are you with the quality of teaching at Parkland School Division?

The following results from Alberta Education’s Outcome 3 are specific to students and communities having access to safe and healthy learning environments

Accountability Pillar Performance Measure B.4 (Safe and Caring):					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			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.8	85.8	86.3	87.0	86.7	88.0	High	Maintained	Good
						Current	Previous (2014)	3 Year Avg
Alberta						89.2	89.1	88.9

This Accountability Pillar Measure (B.4) asks respondents to identify agreement or disagreement on the following items:

- Students treat each other well at Parkland School Division
- Teachers care about your child
- Your child is safe at Parkland School Division
- Your child is safe on the way to and from Parkland School Division
- Your child is treated fairly by adults at Parkland School Division

Accountability Pillar Performance Measure E.2 (School Improvement):					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			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
79.0	76.5	77.5	77.1	74.7	79.0	Intermediate	Declined Significantly	Issue
						Current	Previous (2014)	3 Year Avg
Alberta						79.6	79.8	80.1

One measure for this Accountability Pillar Measure (E.2) is provided to parents:

- In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?

One measure for this Accountability Pillar Measure (E.2) is provided to teachers:

- In your opinion, has the quality of education at Parkland School Division improved, stayed the same, or declined in the past three years?

Students are asked to respond with agreement or disagreement on two items:

- Are you proud of Parkland School Division?
- Would you recommend Parkland School Division to a friend?

DERIVED RESULTS

Whereas Accountability Measures are established through surveys distributed to students, parents and staff, derived results are generated through performance measures or statistical results.

High School Completion Rate:					Percentage of students who completed high school within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
70.9	76.5	74.9	76.7	78.6	77.0	High	Improved	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
58.1	60.6	69.1	66.1	62.3	66.5	Low	Maintained	Issue
						Current	Previous (2014)	3 Year Avg
Alberta						76.4	74.9	74.6
Alberta FNMI						62.3	66.1	65.3

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort (grade 10 year of entry) who have completed high school by the end of their third year, adjusted for attrition.

- High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Drop Out Rate:					Annual Drop Out rate of students aged 14 to 18			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
4.8	3.4	3.9	3.1	3.4	3.3	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
6.9	6.9	3.4	3.4	5.0	3.3	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						3.4	3.3	3.3
Alberta FNMI						8.0	7.8	8.4

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta’s education system is considered to have dropped out if:
 - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

Transition Rate:					High school to post-secondary transition rate of students within six years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
50.6	47.4	51.6	52.0	56.6	52.4	High	Improved Significantly	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
31.6	32.2	43.1	42.4	48.6	43.2	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						59.8	59.2	59.0
Alberta FNMI						30.3	32.1	31.5

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Rutherford Scholarship Eligibility Rate:					Percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
54.0	59.5	56.2	53.8	57.9	54.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
46.8	45.1	37.7	38.4	35.2	40.0	Very Low	Maintained	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						61.2	60.9	61.3
Alberta FNMI						31.5	33.0	34.2

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30 of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students.

Diploma Exam Participation Rate:					Percentage of students writing four or more diploma exams within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
48.9	50.6	45.8	47.5	45.5	50.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
38.8	30.3	22.3	35.6	30.3	35.8	Very Low	Maintained	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						54.9	50.5	54.4
Alberta FNMI						20.2	18.9	19.9

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered to be a diploma examination participant if they do not have an examination mark.

DIPLOMA EXAMINATION (WHOLE YEAR) RESULTS

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Diploma Exam Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.9	85.9	86.0	87.8	87.3	88.0	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.9	82.0	84.0	83.9	85.4	85.0	Intermediate	Maintained	Acceptable
						Current	Previous (2014)	3 Year Avg
Alberta						85.2	85.5	84.6
Alberta FNMI						78.3	78.4	76.6

Diploma Exam Results – Standard of Excellence:					Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
15.3	16.3	16.1	18.0	17.6	18.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
5.2	7.2	10.4	17.5	6.2	18.5	Very Low	Declined	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						21.0	21.1	20.0
Alberta FNMI						9.4	10.1	9.1

PROVINCIAL ACHIEVEMENT TEST RESULTS

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Provincial Achievement Test Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
75.3	76.4	74.1	70.7	73.7	77.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
67.8	55.3	63.1	59.9	51.9	65.5	Very Low	Declined	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						73.0	73.1	73.9
Alberta FNMI						52.1	51.4	52.2

Provincial Achievement Test Results – Standard of Excellence					Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)			
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2014	Achievement	Improvement	Overall
15.2	15.8	13.3	13.3	12.9	15.0	Low	Maintained	Issue
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
10.1	4.8	7.0	5.7	4.2	7.5	Very Low	Maintained	Concern
						Current	Previous (2014)	3 Year Avg
Alberta						18.8	18.4	18.9
Alberta FNMI						6.5	5.8	5.9

As the chart below represents, Parkland School Division experienced both challenges and successes with respect to the 2014-2015 implementation of Diploma Exams (Grade 12) and Provincial Achievement Tests (Grade 6 and 9).

- Growth exceeded 5% on 17 measures with overall growth achieved on 39 measures
- PSD exceeded the province by 5% on 11 measures with overall achievement over the province on 30 measures
- Decline of greater than 5% occurred in only 7 measures

Although the growth-over-decline trend is positive, and the Division has demonstrated ongoing improvement in its results, it is necessary to narrow the standard of excellence gap that exists between the division and provincial results. During the 2015-2016 year, Parkland School Division will analyze French Immersion education to reveal best-practice approaches that generate an improvement in performance measures.

Successes		Challenges	
PSD Growth > 5%	PSD Exceeds Province > 5%	Province Exceeds PSD > 5%	PSD Decline > 5%
<p>Standard of Excellence</p> <ul style="list-style-type: none"> • K&E Math 9 (+19.0) • Math 30-1 (+17.1) • Chemistry 30 (+8.2) • Math 30-2 (+6.9) • Fr. Math 9 (+6.4) • K&E Social 9 (+5.6) <p>Acceptable Standard</p> <ul style="list-style-type: none"> • K&E LA 9 (+30.2) • Fr. Science 9 (+16.2) • Fr. Math 9 (+14.3) • Fr. Social 9 (+13.7) • Math 30-2 (+9.8) • Fr. Social 6 (+8.7) • Math 30-1 (+6.8) • Social 9 (+6.6) • Science 9 (+5.3) • K&E Math 9 (+5.2) • K&E Social 9 (+5.2) 	<p>Standard of Excellence</p> <ul style="list-style-type: none"> • Fr. Social 30-2 (+24.5) • K&E Math 9 (+12.3) <p>Acceptable Standard</p> <ul style="list-style-type: none"> • K&E LA 9 (+28.7) • K&E Social 9 (+9.4) • Math 30-2 (+9.0) • K&E Science 9 (+8.7) • Fr. Social 30-2 (+7.7) • K&E Math 9 (+6.1) • Science 9 (+5.8) • Social 30-2 (+5.3) • Math 30-1 (+5.3) 	<p>Standard of Excellence</p> <ul style="list-style-type: none"> • Fr. Science 9 (-16.9) • Fr. Math 9 (-14.2) • Fr. Social 9 (-11.5) • Fr. Science 6 (-10.8) • Physics 30 (-9.2) • Science 6 (-8.3) • Social 6 (-7.7) • Social 30-1 (-7.7) • Biology 30 (-7.4) • Fr. Math 6 (-7.3) • Math 6 (-6.6) • Science 30 (-6.6) • Math 9 (-6.1) • Fr. LA 6 (-6.0) • ELA 6 (-5.5) • Fr. Social 6 (-5.4) • Social 9 (-5.2) <p>Acceptable Standard</p> <ul style="list-style-type: none"> • Fr. Social 6 (-16.0) • Fr. Science 6 (-13.6) • Fr. Math 6 (-12.7) • Fr. LA 9 (-12.3) • Fr. LA 6 (-5.7) 	<p>Standard of Excellence</p> <ul style="list-style-type: none"> • Science 30 (-11.1) • Fr. Social 30-2 (-8.7) • Fr. Social 30-2 (-8.7) • Social 6 (-6.1) • Science 6 (-5.7) <p>Acceptable Standard</p> <ul style="list-style-type: none"> • Fr. LA 9 (-7.3) • Science 30 (-6.9)

DIPLOMA EXAMINATIONS

Subject	2015 Participation Amount		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Math 30-1	Prov.	PSD	Acceptable	80.3	86.4	86.7	87.3	85.2	92.0	+6.8
	9,061	88	Excellence	35.4	29.6	32.7	34.8	19.3	36.4	+17.1

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Math 30-2	Prov.	PSD	Acceptable	68.7	83.4	86.4	80.8	85.6	95.4	+9.8
	6,453	108	Excellence	9.6	14.4	17.5	12.3	13.5	20.4	+6.9

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Biology 30	Prov.	PSD	Acceptable	84.3	94.5	94.1	79.3	97.7	93.9	-3.8
	11,192	114	Excellence	32.4	37.1	37.2	23.6	28.6	29.8	+1.2

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Chemistry 30	Prov.	PSD	Acceptable	78.8	92.3	92.8	80.4	91.7	95.9	+4.2
	9,799	74	Excellence	31.8	38.5	41.0	22.3	32.3	40.5	+8.2

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Physics 30	Prov.	PSD	Acceptable	81.1	93.2	93.5	87.9	93.0	95.9	+2.9
	5,913	73	Excellence	30.3	40.2	39.3	33.6	32.6	30.1	-2.5

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Science 30	Prov.	PSD	Acceptable	84.1	94.2	93.6	87.8	98.6	91.7	-6.9
	4,760	96	Excellence	25.8	26.5	27.4	20.5	31.9	20.8	-11.1

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
English Language Arts 30-1	Prov.	PSD	Acceptable	85.9	96.5	96.5	90.3	97.0	98.1	+1.1
	13,837	160	Excellence	10.5	17.1	18.2	8.9	16.8	17.5	+0.7

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
English Language Arts 30-2	Prov.	PSD	Acceptable	89.5	96.2	95.4	92.2	99.4	96.8	-2.6
	7,695	128	Excellence	11.1	9.6	7.8	12.2	14.6	10.5	-4.1

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Social Studies 30-1	Prov.	PSD	Acceptable	85.4	97.5	97.8	82.7	96.8	99.0	+2.2
	10,199	103	Excellence	15.2	21.8	24.2	11.5	21.0	16.5	-4.5

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
Social Studies 30-2	Prov.	PSD	Acceptable	82.4	93.1	92.3	84.5	95.6	97.6	+2.0
	9,725	166	Excellence	13.9	13.3	12.3	13.3	16.4	13.9	-2.5

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
French Social Studies 30-1	Prov.	PSD	Acceptable	97.4	97.5	97.8	100	100	100	-
	10,199	20	Excellence	23.2	21.8	24.2	46.2	28.6	20.0	-8.6

Subject	2015 Participation Amount by No. of Students		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	Trend
French Social Studies 30-2	Prov.	PSD	Acceptable	92.3	93.1	92.3	100	100	100	-
	9,725	19	Excellence	11.8	13.3	12.3	50	45.5	36.8	-8.7

PROVINCIAL ACHIEVEMENT TESTS

The great majority of Parkland School Division students write the Provincial Achievement Tests. As a result, PSD participation rates surpassed provincial rates on 13 out of 20 provincial tests.

Subject	2015 Participation Amount (+0.2%) (742 of 786)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
English Language Arts 6	Prov.	PSD	Acceptable	82.6	81.9	82.8	82.6	82.6	83.8	+1.2
	90.6	94.4	Excellence	16.3	17.6	19.5	10.0	13.1	14.0	+0.9

Subject	2015 Participation Amount (+0.4%) (65 of 66)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Language Arts 6	Prov.	PSD	Acceptable	88.6	86.5	87.5	82.8	80.8	81.8	+1.0
	97.6	98.5	Excellence	16.3	11.1	13.6	4.7	3.8	7.6	+3.8

Subject	2015 Participation Amount (+0.2%) (678 of 720)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
Mathematics 6	Prov.	PSD	Acceptable	72.1	72.7	72.5	69.5	72.0	70.3	-1.7
	90.2	94.2	Excellence	16.3	15.3	13.8	9.3	11.2	7.2	-4.0

Subject	2015 Participation Amount (-1.5%) (65 of 66)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Mathematics 6	Prov.	PSD	Acceptable	85.2	83.9	82.4	87.5	72.4	69.7	-2.7
	98.3	98.5	Excellence	18.5	16.7	17.9	15.6	6.6	10.6	+4.0

Subject	2015 Participation Amount (+0.3%) (675 of 720)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
Science 6	Prov.	PSD	Acceptable	77.1	75.4	76.0	75.9	76.9	78.6	+1.7
	89.7	93.8	Excellence	26.2	25.3	25.9	19.8	23.3	17.6	-5.7

Subject	2015 Participation Amount (-1.5%) (65 of 66)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Science 6	Prov.	PSD	Acceptable	82.6	82.7	80.3	84.4	68.4	66.7	-1.7
	98.2	98.5	Excellence	21.0	19.4	18.4	6.3	5.3	7.6	+2.3

Subject	2015 Participation Amount (+0.1%) (672 of 720)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
Social Studies 6	Prov.	PSD	Acceptable	72.2	70.4	69.6	68.4	70.2	67.4	-2.8
	89.2	93.3	Excellence	19.3	12.6	18.7	11.8	17.1	11.0	-6.1

Subject	2015 Participation Amount (-0.2%) (65 of 66)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Social Studies 6	Prov.	PSD	Acceptable	78.8	73.8	72.1	68.8	47.4	56.1	+8.7
	97.8	98.5	Excellence	15.1	10.9	9.9	4.7	6.6	4.5	-2.1

Subject	2015 Participation Amount (-0.3%) (647 of 697)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
English Language Arts 9	Prov.	PSD	Acceptable	76.4	76.3	75.6	80.8	74.0	77.5	+3.5
	88.5	92.8	Excellence	14.7	15.0	14.4	13.1	10.2	9.8	-0.4

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Language Arts 9	Prov.	PSD	Acceptable	87.2	86.5	85.8	66.7	80.8	73.5	-7.3
	96.2	95.9	Excellence	13.9	11.1	10.1	2.8	3.8	6.1	+2.3

Subject	2015 Participation Amount (+7.1%) (11 of 12)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
K&E Language Arts 9	Prov.	PSD	Acceptable	62.4	62.8	63.0	88.2	61.5	91.7	+30.2
	81.7	91.7	Excellence	4.3	3.5	4.5	2.9	0	0	-

Subject	2015 Participation Amount (+1.5%) (604 of 641)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
Mathematics 9	Prov.	PSD	Acceptable	65.5	65.9	64.0	68.6	62.8	66.5	+3.7
	88.8	94.2	Excellence	18.0	16.9	17.5	12.9	11.6	11.4	-0.2

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Mathematics 9	Prov.	PSD	Acceptable	83.4	84.4	84.0	69.4	67.3	81.6	+14.3
	97.3	95.9	Excellence	21.8	22.5	24.4	5.6	3.8	10.2	+6.4

Subject	2015 Participation Amount (-17.9%) (10 of 15)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
K&E Mathematics 9	Prov.	PSD	Acceptable	65.8	63.4	60.6	66.7	61.5	66.7	+5.2
	85.7	66.7	Excellence	14.7	14.5	14.4	12.1	7.7	26.7	+19.0

Subject	2015 Participation Amount (+1.5%) (611 of 642)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
Science 9	Prov.	PSD	Acceptable	72.0	72.5	73.3	78.6	73.8	79.1	+5.3
	89.4	93.7	Excellence	19.8	22.0	22.8	18.2	17.3	21.3	+4.0

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Science 9	Prov.	PSD	Acceptable	82.5	82.8	84.8	61.1	65.4	81.6	+16.2
	97.4	95.9	Excellence	22.3	23.1	23.0	16.7	5.8	6.1	+0.3

Subject	2015 Participation Amount (-4.6%) (12 of 15)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
K&E Science 9	Prov.	PSD	Acceptable	68.5	64.6	64.6	81.8	69.2	73.3	+4.1
	86.9	80.0	Excellence	17.1	15.1	15.3	18.2	23.1	20.0	-3.1

Subject	2015 Participation Amount (+0.9%) (601 of 642)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
Social Studies 9	Prov.	PSD	Acceptable	64.6	64.8	64.4	64.8	58.7	65.3	+6.6
	88.1	93.6	Excellence	19.0	20.3	20.0	15.3	14.0	14.8	+0.8

Subject	2015 Participation Amount (-2.2%) (47 of 49)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
French Social Studies 9	Prov.	PSD	Acceptable	77.7	74.9	74.6	61.1	57.7	71.4	+13.7
	96.0	95.9	Excellence	14.0	14.6	17.6	5.6	3.8	6.1	+2.3

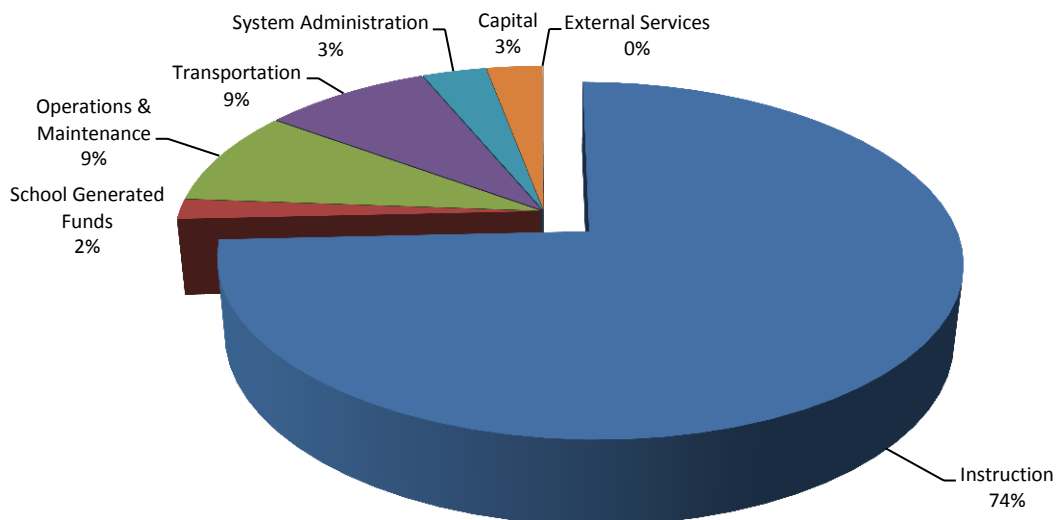
Subject	2015 Participation Amount (-17.9%) (10 of 15)		Standard	Province			Parkland School Division			
				2013	2014	2015	2013	2014	2015	+/-
K&E Social Studies 9	Prov.	PSD	Acceptable	64.6	61.9	57.3	85.3	61.5	66.7	+5.2
	85.2	66.7	Excellence	13.1	10.8	11.1	11.8	7.7	13.3	+5.6

AUDITED FINANCIAL STATEMENT 2014-2015

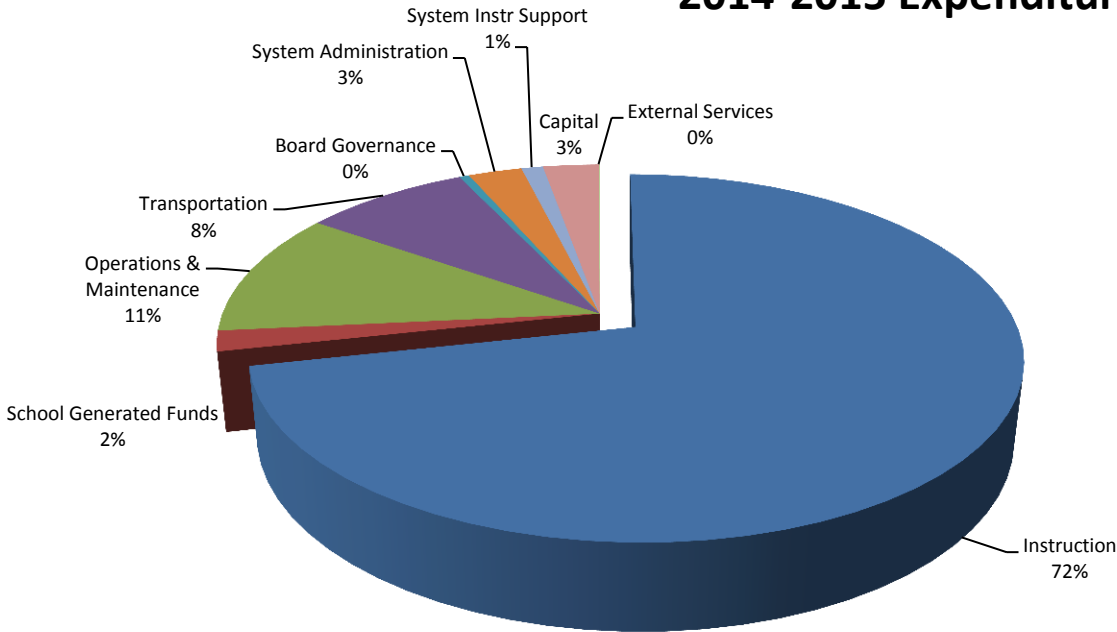
Our Enduring Priority: Resource Stewardship

- Revenues over the previous year show an increase of \$4,520,002 (3.9%).
- Expenditures over the previous year show an increase of \$ 4,337,367 (3.7%).
- The cost of educating 10,374 students was \$120,421,956.
- 76.2% (\$91,782,854) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$110,452 (\$98,958 excluding Alberta Teachers Retirement Fund costs). This accounted for 72.3% of all instructional expenses.
- The cost for Board and System Administration was below the province’s revised cap of 3.6% for a total of 3.3% (\$3,993,819).
- Expenditures to transport students to and from school amounted to 8.7% (\$10,452,383).
- The cost of maintaining and operating school sites amounted to 11.7% (\$14,135,113.01).
- Parkland’s annual operating deficit is \$6,341 which relates to a surplus from operations of \$60,810.10 and a deficit from School Generated Funds of \$67,151.41. The total accumulated surplus from operations is \$4,379,583, which includes \$1,001,632 from School Generated Funds and \$943,769 unrestricted.
- Capital funding equated to 2.9% (\$3,489,546).
- Parkland’s capital reserves amount to \$4,008,897.94.
- Capital projects initiated during 2014-2015 included the modulars at École Broxton Park and the Prescott Learning Centre.

2014-2015 Revenues



2014-2015 Expenditures



Full details of Parkland’s 2014-2015 Audited Financial Statements can be found on the jurisdiction’s website at:

<http://www.psd70.ab.ca/Reports.php>

Information regarding Parkland School Division’s sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD’s Audited Financial Statements and related unaudited schedules for 2014-2015:

<http://www.psd70.ab.ca/Reports.php>

For further information please contact Parkland School Division at 780-963-4010. Comparative information is also available in a provincial report.

A web link to the provincial roll up of jurisdiction Audited Financial Statement is located at:

<https://education.alberta.ca/admin/funding/audited.aspx>

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013. This can be found under the Policies section at: www.psd70.ab.ca/OurBoard/Pages/BoardPolicies.aspx

Parkland School Division reported no disclosures for 2014-2015.



MEMORANDUM

Date: December 1, 2015
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Dr. Dianne McConnell
Subject: **BRINGING THE OUTCOMES OF THE EDUCATION PLAN TO LIFE IN PSD**

Recommendation

That the Board of Trustees receives as information the update on bringing the outcomes of the Education Plan to life in PSD as presented at the Regular Meeting of December 1, 2015.

Background

PSD Education Plan outlines outcomes, strategies and proposed measures for each of our four goals, inclusion, wellness, quality learning and leadership. This update outlines examples of work either completed or underway that demonstrates how PSD is bringing to life the outcomes in place within our Education Plan.

Administration would be pleased to respond to any questions.

DM:bms



Bringing the Outcomes of the Education Plan to Life in PSD

*Presented to Board of Trustees, 01 December 2015
Dr. Dianne McConnell, Associate Superintendent*

GOAL 1: INCLUSIVE EDUCATION

Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. 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.

Four outcomes and two enduring priority outcomes guide our goal for Inclusive Education.

- 1.1 All students achieve student learning outcomes across the Alberta Programs of Study
- 1.2 Students have the supports and services they need to access and be successful within their educational programs
- 1.3 Students feel that they are welcome in their schools and that they can contribute
- 1.4 Staff demonstrate the ability to meet the diverse needs of all students
- 1.E.1 Parents, students and the community demonstrate support for, and an understanding of inclusive education
- 1.R.1 The division ensures equitable resource distribution to provide for the implementation of Inclusive Education

First Quarter Progress:

- (Ongoing) Establishing the expectation of implementing an inclusive education system through the development of the Inclusive Education commitment statements, elevator speech and foundational policy statement
- (Ongoing) Creating the infrastructure within the division to allow us to provide timely response in the provision of a continuum of supports and services (school-linked teams, school-based teams and access to specialized services through Regional Collaborative Service Delivery Model)
- (Ongoing) Building capacity to effect changes in teaching practices to ensure that all students have appropriate and effective programming. (Learning Coaches, Inclusive Education Leads, and a rigorous PD plan that all staff have access to)
- Introduced Early Years Evaluation (EYE) and are working with teachers to use the result to inform inclusive play-based programming
- Introduced student profile for teachers to develop a common language around identifying student need
- Re-organized our Alternative Programs to support educational programming vs behavior management
- Redesigned Personal Learning Environments
- Explored students as Action Researchers

- students are asking the questions that will guide their learning
- students know what they are learning and have an authentic reason for learning
- students use criteria to assist in making decisions
- students are able to provide effective feedback to peers to assist them in their learning

GOAL 2: QUALITY LEARNING

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality Learning builds on the Division's Inclusive Education Goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

Six outcomes and five enduring priority outcomes guide our goals for quality learning:

- 2.1 Students achieve student learning outcomes across the Alberta Programs of Study
- 2.2 Students demonstrate proficiency in literacy and numeracy
- 2.3 Students complete high school and are able to transition successfully into careers and active citizenship
- 2.4 First Nations, Métis and Inuit students are successful
- 2.5 Teacher preparation, collaboration and professional growth centres on the competencies needed to help students learn
- 2.6 The Division explores and develops divisional strategies for higher student achievement
- 2.E.1 Parents, students and the community will demonstrate confidence in student achievement, assessment and reporting
- 2.E.2 The Division will improve its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms - through ongoing home-school communication, including student led conferences, ongoing access to google classrooms, blogs/e-portfolios with specific sites gathering ongoing feedback from students/teachers/families about satisfaction with the level of communication
- 2.E.3 Parents and teachers will demonstrate satisfaction with parental involvement in decisions about their child's education
- 2.R.1 The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met
- 2.R.2 The Division makes decisions for educational quality improvement, based on financially sustainable priorities at all levels of the organization

First Quarter Progress:

- Division Principal: system analysis and early endeavors take root. Leadership development continues to support quality learning competencies in all schools
- (Ongoing) Assurance measures to ensure that all students are connected to Programs of Study
- Worked with Alberta Education to capture (on video) our teachers' best practices in teaching the benchmarks of literacy and numeracy as exemplars for the province

- (Ongoing) Continuing the professional development programs initiated last year to improve the professional practice of teachers in French Immersion classrooms in PSD
- (Ongoing) Connecting educators, throughout the district, to share learning, build knowledge and collaborate to improve quality learning for students (PSD Learning Day, Research Team)
- Implementation of the Learning and Technology Policy Framework - each school has developed a plan and are working closely with a Learning Support Facilitator on meeting established outcomes
- (Ongoing) Continuing a focus on engaging parents and community through Thoughtstream and focus groups
- Migrated to google and introduced PowerSchool
- (Ongoing) Continuing to refine our assurance model
- Developed an education plan with four goals, separated planning from reporting and introduced assurance measures. Each school has same outcomes, strategies are personalized within school environment
- (Ongoing) Working with Paul First Nations to improve access to quality programming, supports and improved communication
- Alberta Education recognizes our successes and views PSD as leaders in implementing the High School Flexibility project
- (Ongoing) West-end principals implementing Alberta Education Career and Technology Foundations (CTF) curriculum and have been asked to be a demonstration site for the province
- Developing Cultural Awareness
 - promote/facilitate cultural awareness through a variety of activities/teachings in the context of curriculum
 - work with our community partners to co-design the National Aboriginal Awareness day celebration
 - work with our community partners to engage in cultural conversations and building positive relationships with our FNMI community
 - work with Paul First Nation to re-write our Education Service Agreement (as required in the new Education Act)

GOAL 3: CULTURE OF WELLNESS

Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and well-being at all levels.

Three outcomes and three enduring priority outcomes guide our goal for a Culture of Wellness:

- 3.1 Students, staff and parents have access to, and embrace a culture of wellness that promotes safe and healthy learning environments
- 3.2 The Division cultivates leadership dedicated to wellness and youth resiliency
- 3.3 The Division supports initiatives to promote wellness education, including learning the importance of caring for others, learning respect for others and treating others with fairness and kindness

- 3.E.1 Parents, students and the community demonstrate high levels of engagement in the Parkland School Division Wellness Initiative (formerly the Youth Resiliency Program)
- 3.R.1 The PSD Wellness Initiative's community partnerships show growth year over year

First Quarter Progress

- Wellness Coordinator leads the implementation of school-based action plans for the implementation of Comprehensive School Health
- (Ongoing) Wellness Coordinator continuing to work with school health champions in each school to promote school-based initiatives to improve students' physical literacy, mental health and nutrition
- PSD's involvement provincially and nationally within the health and wellness stakeholder community - sitting on committees, presenting at conferences and securing available grants
- (Ongoing) Our numbers of community partners contributing to wellness initiatives are increasing
- (Ongoing) PSD staff members continue to work to reveal wellness opportunities; ex. Edmonton Marathon and pedometer challenge
- (Ongoing) Analysis of Tell Them From Me data continues with intent to reveal strategies

GOAL 4: UNIVERSAL LEADERSHIP

Student Success and Well-Being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division is united under one vision and mission.

Four outcomes and four enduring priority outcomes guide the Divisions goal for Universal Leadership:

- 4.1 The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
- 4.2 Administrators, educators and educational support staff engage in professional development that enables innovation and research-informed practices in support of learning and teaching
- 4.3 Teachers and leaders integrate technology effectively and innovatively into the learning environment, as outlined in Alberta Education's Learning and Technology Policy Framework
- 4.4 Leadership Communities-of-Practice provide opportunities for collaboration and growth
- 4.E.1 Staff, parents, students and the community model and contribute to high levels of engagement in leadership initiatives
- 4.E.2 The Division explores potential strategies to highlight innovative practices that develop leadership and learning
- 4.E.3 The Division communicates to all stakeholders in an open and transparent manner using a variety of media
- 4.R.1 Leaders ensure that financially sustainable priorities are set and that transparent decisions regarding resource allocation are made at all levels within the Division
 - Division principal in place to support principals in developing a school culture that aligns with our outcomes for student success and well-being
 - (Initiated) Exploration and development of a Master's program for interested PSD staff - partnership with University of Calgary

- Development of Administrator Learning Series to implement with Administrative Procedures in 2016/17
- (Ongoing) Research and Development of promising practices from other districts around building leadership that is focused on innovation, change and continuous improvement
- (Ongoing) Superintendent as a key contributor to C21
- Reshaping our communities of practice to identify the evidence of successfully meeting our outcomes
- Successful partnership between ATA and PSD at the C2 table
- Staff as Action Researchers
 - support staff in understanding how students learn
 - staff open up their practices, create a culture of inquiry
 - staff provide feedback to each other
 - staff use evidence of student learning to guide their next steps in the improvement process
 - share/promote the “what’s working”



MEMORANDUM

Date: December 1, 2015
To: Board of Trustees
From: Tim Monds, Superintendent
Subject: **International Field Trips in Lieu of the Current Global Political Climate**

Recommendation

That the Board of Trustees receives as information the International Field Trips in Lieu of the Current Global Political Climate as presented at the Regular Meeting of December 1, 2015.

Background

Values & Beliefs

WE ARE a caring and compassionate organization – guided by what’s in the best interest of our students.

WE ARE committed to providing safe and caring places for all students to learn.

In lieu of the current global political climate and with areas of the world in current conflict or on higher alert following the terrorist attacks on the City of Paris on November 13, 2105, any Parkland School Division students or staff planning on travelling abroad will be re-evaluated and assessed on an individual case basis.

Safety of our students and staff is the highest priority.

The Canadian government’s Department of Foreign Affairs offers a **Country travel advice and advisories resource** (<http://travel.gc.ca/travelling/advisories>) to provide Canadians travelling and living abroad with official Government of Canada information and advice on situations that may affect their safety and well-being.

Advisories range from ‘Exercise normal security precautions’ to ‘Exercise a high degree of caution’ to ‘Avoid all travel’.

In some cases, schools will be able to work with local travel agencies to arrange alternate, safer itineraries.

Administrative Procedure 260

According to Administrative Procedure 260, “The Division’s commitment to providing a safe learning environment extends to off-site experiences.

Off-site experiences include the possibility of international travel for any off-site activity that involves travel to one (1) or more international locations.

Administrative Procedure 260 includes the following considerations:

2.2.1 The Superintendent may cancel or interrupt any approved off-site activity at any time up to the point of return from that activity where the Superintendent considers the safety and well being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances. Such a decision will consider any emergent change in social, political, health, legal or physical environment that may have created risk(s) greater than that which existed when the offsite activity was originally given approval.

4.1.0 Final approval for any “C trip” must include reference to the Government of Canada Travel Report (http://www.voyage.gc.ca/destinations/menu_e.htm) website or other acceptable source that the personal safety risk level in its travel advisory for any intended destination or route location is appropriate for participant travel.

International Field Trips by Date

- SGCHS – Phoenix, Arizona – January 27 – February 1, 2016
- MCHS - Phoenix and Sedona, Arizona – January 28 to February 2, 2016
- SPC - London & Paris - March 22 - 31, 2016
- MCHS - Ireland, Wales, England, France - March 23 - April 2, 2016
- SGCHS - Scotland & Ireland - March 23 - April 1, 2016
- SGCHS - Manhattan, New York - March 25 - 30, 2016
- SGCHS - Japan - March 26 - April 2, 2016
- WH – Anaheim, California – April 14 - 18, 2016
- MCHS - Japan – Nagoya, Aichi Prefecture – July 20 – August 4, 2016
- HP - Dublin, London, Paris – March 24 - April 2, 2017
- MCHS – Vimy Ridge, Berlin, Amsterdam, Paris – April 1 – 12, 2017

Administration would be pleased to respond to any questions.

TM:bms



MEMORANDUM

Date: December 1, 2015
To: Board of Trustees
From: Tim Monds, Superintendent
Subject: **PSD Tomorrow Committee**

Recommendation

That the Board of Trustees receives as information the PSD Tomorrow Committee minutes of November 10, 2015 as presented at the Regular Meeting of December 1, 2015.

TM:bms



**MINUTES OF THE PSD TOMORROW COMMITTEE
MEETING HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN,
ALBERTA ON TUESDAY, NOVEMBER 10, 2015.**

ATTENDANCE:

Eric Cameron, Board Chair
Kathleen Linder, Vice-Chair
Ron Heinrichs, Trustee
Richard Gilchrist, Trustee
Sally Kucher-Johnson, Trustee
Dorcas Kilduff, Trustee
Tim Monds, Superintendent
Kelly Wilkins, Deputy Superintendent
Claire Jonsson, Associate Superintendent
Scott Johnston, Associate Superintendent
Dianne McConnell, Associate Superintendent
Jordi Weidman, Director Strategic Planning & Communication
Brenda Scott, Recording Secretary

REGRETS:

Elsie Kinsey, Trustee

1. Call to Order

Board Chair Cameron called meeting to order 12:33 p.m.

1.1. Changes to the Agenda

Add to 4.0 – Board and Senior Christmas event / Board Christmas Message
Add 8 (e) – Alberta Council for Environmental Education
Move item 5 to In Camera

1.2. Approval of the Agenda

Trustee Linder moved that the Board of Trustees accept the agenda as amended.

CARRIED

2. Ward Restructure

2.1. Public Consultation / Website

Ms. Jonsson shared information on the next steps for public consultation on ward restructure. Trustees have received maps and speaking notes to share information with school councils. Mr. Weidman shared the website that will be made available to stakeholders to provide feedback. A letter providing information on the ward restructure will be sent to both Paul First Nation and Enoch Cree Nation.

2.2. Council Meeting Dates

Chair Cameron provided upcoming meeting dates of the three Municipalities. Trustees selected the meeting they would like to attend and present with Superintendent Monds.

3. Trustee Conferences 2015-2016

Trustees reviewed the upcoming Trustee conferences for the 2015-2016 school year. The attendance of a trust to the Alberta Urban Municipal Association conference, held in September 2016 will be determined at a later date. A motion will be brought forward to approve conferences at the December 1, 2015 Regular Board Meeting.

4. Christmas Concerts and Events

Trustees received a schedule of School Christmas Concerts and events planned at all of the schools and are asked to inform Brenda Scott, Executive Assistant, the events they are attending.

Trustees discussed the option of having a Christmas function for Trustees and Senior Executive. A Board/Trustee Christmas message will be taped on December 1, 2015.

5. Spruce Grove Joint Use – Horizon Stage

Agenda item moved to in camera.

6. Student Advisory Restructure Committee

Trustees discussed the importance of holding Student Advisory Committee meetings in the new year and discussed the format in which the meeting should be held. The Trustee committee will meet beginning of December to make plans for the rest of the school year. Discussion ensued.

7. Advocacy Committee

Trustee Kilduff opened the floor for discussion on topics the Board would like the advocacy committee to focus on for this school year. Topics included the bus transfer site, setting plans for the future, supporting advocacy of ASBA and PSBAA.

8. Updates

a) New Schools

Superintendent Monds met with stakeholders of Prescott Learning Centre , PSD is taking the lead in putting forth press releases on the opening of the school and the Wellness Centre. School # 2 design team has met and work continues.

b) Attendance Area Review

The committee is gathering information and data that will be presented at the December 3,2015 Strategic Planning meeting.

Recess called at 1:55 p.m.

Meeting resumed at 2:05 p.m.

c) Parent Engagement Evening

Mr. Johnston shared information on the upcoming Parent Engagement Evening scheduled for November 19, 2015. The evening will follow same format as last year.

d) Minister Directive

Board Chair Cameron shared a letter from the Minister giving expectations for development of a policy or administrative procedure on the topic of inclusive education for all students. Once the official guidelines from the Minister have been received, the Board will review PSD policies and administrative procedures to align with the Minister's direction.

e) Alberta Council for Environmental Education

Trustee Linder asked for information on what environmental education is going on at PSD to share at the upcoming PSBAA meeting.

9. Incamera

Res 158-2015 **MOVED** by Trustee Gilchrist that the Board of Trustees moves to incamera at 2: 27 p.m.

CARRIED

Res 159-2015 **MOVED** by Trustee Gilchrist that the Board of Trustees moves out of incamera at 3:15p.m

CARRIED

10. Adjournment

The meeting was adjourned at 3:15 p.m.



MEMORANDUM

Date: December 1, 2015
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **Audit Committee**

Recommendation

That the Board of Trustees receives as information the Audit Committee minutes of November 19, 2015 as presented at the Regular Meeting of December 1, 2015.

CJ:jc



**MINUTES OF THE AUDIT COMMITTEE MEETING
HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA
ON THURSDAY, NOVEMBER 19, 2015.**

ATTENDANCE:

Richard Gilchrist, Committee Chair
Ron Heinrichs, Trustee
Sally Kucher-Johnson, Trustee

Tim Monds, Superintendent
Claire Jonsson, Associate Superintendent
Jason Krefting, Director, Business and Finance
Jeff Baker, PricewaterhouseCoopers, LLP
Anna Sereda, PricewaterhouseCoopers, LLP
Jenny Chen, Recording Secretary

Regrets:

Louise Frostad, Member at Large

1. CALL TO ORDER

The meeting was called to order at 1:00 p.m.

Res 160-2015 MOVED by Trustee Gilchrist to approve agenda

CARRIED

ACTION ITEMS

2. Audited Financial Statements

Claire Jonsson, Associate Superintendent and Jason Krefting, Director, Business & Finance reviewed the Audited Financial Statements for the year ended August 31, 2015 and responded to Committee questions. Trustee Gilchrist and Associate Superintendent Jonsson thanked Jason and the finance team for their work throughout the audit.

3. Audit Report

Jeff Baker and Anna Sereda of PricewaterhouseCoopers reviewed the 2015 Year-end Report to the Audit Committee. Anna summarized the status of the audit; significant audit, accounting and financial reporting matters; and unadjusted and adjusted items. She also spoke to internal controls recommendations for current year matters, provided update of prior year matters and responded to questions.

4. School Generated Funds Accounting System Review

Mr. Krefting presented audit reports on School Generated Funds for Seba Beach School and Forest Green School.

Trustee Gilchrist thanked Mr. Krefting and his team for their work in this area, and asked administration to post audit reports on the Trustees' Chalkboard.

5. Items for Future Agendas

School Generated Funds Audits and followup.

6. Incamera

Res 161-2015 MOVED by Trustee Kucher-Johnson that the Audit Committee moves to incamera at 2:26 p.m.

CARRIED

Res 162-2015 MOVED by Trustee Heinrichs that the Audit Committee moves out of incamera at 2:30 p.m.

CARRIED

ADJOURNMENT: Meeting adjourned at 2:30 p.m.

Next meeting will be held on April 25, 2016 at 1:00 p.m.