



Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, November 28, 2017
2:00 p.m.

Board Meeting #02

AGENDA

**BOARD OF
TRUSTEES**

**Michelle Draper
Board Chair**

**Bridget Stirling
Board Vice-Chair**

**Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner**

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #01 – November 7, 2017
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, November 27, 2017, to speak under this item.)
- H. Reports:
 - 2. Funds for 2018-2019 Clause 23 Professional Improvement Program (Recommendation)
 - 3. 2018-2019 Exempt Staff Professional Improvement Program (Recommendation)
 - 4. 2016-2017 Audited Financial Statements (Recommendation)
 - 5. Proposed Distribution of 2016-2017 District Surplus (Recommendation)
 - 6. Fall Update to the Revised 2017-2018 Budget (Recommendation)
 - 7. Alberta Education Results Review (Information)
Note: There will be a presentation for this item.
 - 8. Bereavements (Information)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, November 27, 2017, to speak under this item.)

- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

MINUTE BOOK**Board Meeting #01**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, November 7, 2017 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Michelle Draper
Shelagh Dunn

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis
Darrel Robertson

Mike Suderman
Christopher Wright
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

A. Roll Call: (2:00 p.m.)

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The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Dunn:

**“That the agenda for the November 7, 2017, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. O Canada - Vimy Ridge Academy

D. Remembrance Ceremony

1. Vimy Ridge Academy Remembrance Ceremony

Vimy Ridge Academy conducted a Remembrance Ceremony.

E. Communications from the Board Chair

The Board Chair shared that there are many things happening in November and highlighted that there will be seven school grand openings.

The Board Chair reported that she, several other Board members and the Superintendent celebrated the opening of Ivor Dent School on Monday, November 6, 2017.

The Board Chair shared that together with the District and the community, the province saw promise in a locally developed solution that consolidated three older, underutilized schools into one new build. She explained that the Board of Trustees was involved in the early meetings and discussions about what to do in this area. She explained that it was not always easy as deciding to close schools is not a decision the Board takes lightly but, together, they developed a first-of-its-kind solution for Edmonton Public Schools. The Board Chair said it is something everyone should be proud of and by walking together with the communities of Beverly Heights East and West, Lawton and Rundle; the District is building a legacy of great infrastructure, benefitting children of those communities for years to come.

The Board Chair reported that in 2017 the District opened 11 new schools and thanked everyone who worked very hard to make them ready. On behalf of the Board, the Board Chair thanked the Government of Alberta for funding the construction of these great learning environments.

F. Communications from the Superintendent of Schools

The Superintendent congratulated Cory MacTaggart, Principal of Westglen School, and Andrew Parker, a teacher at M.E. LaZerte, who were honoured in *Avenue Magazine's* annual Top 40 Under 40 list. The Superintendent explained that they were both honoured for their enthusiasm and passion for making a positive difference in the lives of kids.

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The Superintendent advised that during the next two weeks, Trustees and members of the senior administration team would be visiting several schools for annual results review discussions. The Superintendent shared that results review discussions are open to the public. He explained that results review sessions provide an opportunity to learn more about the great work that's happening in District schools and some of the challenges they face. The Superintendent thanked school staff, Administration and the Trustees for the time and thought put into the results review process.

The Superintendent congratulated the 2017 District Student Awards recipients. He explained that every year, the District recognizes outstanding student accomplishments, contributions and achievements. This year, the District has six award categories for students who were in Grade 12 during the 2016-2017 school year. The Superintendent advised that the six award categories were:

- Academic Excellence Award
- Career and Life Pathways Award
- Fine Arts Award
- Health and Wellness Award
- Humanities Award
- Math/Science/Technologies Award

The Superintendent shared that the District is celebrating 106 Grade 12 students from 20 different high schools and that certificates and congratulations letters were sent to high school principals to distribute to students. He said that the District is also profiling recipients in an online recipient guide, which has been posted on the District website and will be promoted by District social media channels starting later in the afternoon.

The Superintendent explained that the Michael A. Strembitsky Award of Excellence nominees and bronze, silver and gold recipients were recognized at the June 20, 2017, Board meeting and have their own online recipient guide. The online recipient guides can be accessed on the District website.

The Superintendent congratulated all the recipients and shared that he continues to be amazed by the accomplishments of District students. He encouraged everyone to read through the recipients' profiles and accomplishments.

The Superintendent thanked the Board of Trustees for their leadership of the District's work on infrastructure in mature communities. He shared that the opening of Ivor Dent School represented more than bricks and mortar, that it also represented robust community conversations, the creation of a vision for the children and community members of the Greater Beverly area and an investment that will leave a legacy of quality learning spaces and a tremendous community resource for years to come.

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G. Minutes

2. Organizational Board Meeting – October 24, 2017

MOVED BY Trustee Estabrooks:

**“That the minutes of the Organizational Board meeting held October 24, 2017, be approved as printed.”
(UNANIMOUSLY CARRIED)**

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports

3. Research Findings Related to District Schools’ Participating in the Alberta Education School Nutrition Program

The Trustees received a presentation regarding the preliminary research findings related to District schools participating in the Alberta Education School Nutrition program.

Dr. Sangita Sharma, a Centennial Professor and Endowed Chair of Indigenous Health in the Faculty of Medicine and Dentistry from the University of Alberta, was a guest for this item.

I. Other Committee, Board Representative and Trustee Reports

Trustee Adams shared that it was a delight to read at six elementary schools and one junior high school during Read In week.

Trustee Adams reported that it was an honour to present the Governor General Award to Helen Mah at the J. Percy Page School Awards night. She explained that Helen is an extraordinary young woman and that in spite of her condition of Spinal Muscular Atrophy 2, Helen has achieved some of the highest marks ever seen at J. Percy Page School. Trustee Adams explained that Helen achieved near perfect scores in her Humanities, Second Language and Science classes, including an average of 100% in both Advanced Placement Mathematics 30 and Advanced Placement Chemistry 30.

Trustee Adams shared that she appreciated the opportunity to attend the J. Percy Page and W. P. Wagner catchments reviews. She said she found them to be very encouraging in particular the unity and collaboration that is increasingly benefitting the morale, the leadership and the efficiency of the work in schools. Trustee Adams advised that each of the catchments are taking the challenge of increasing mathematical skills for students very seriously and she looks forward to significant improvements in the coming years.

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Trustee Adams reported that she attended a parent council meeting at Crawford Plains School and shared some of the challenges the school has faced as a result of overcrowding issues. Trustee Adams stated that in the 2016-2017 school year there was an enrollment of 609 students in a school with an optimal enrollment of 435 students. She said that 65 percent of the students were English Language Learners (ELL). Trustee Adams advised that Crawford Plains School supported 325 students and families, as well as 28 surplus staff, who left Crawford Plains to transition to their new school. She said that in spite of the challenges faced by Crawford Plains School, staff demonstrated a great deal of resiliency, morale and maintained excellence in the quality of education that was provided to the students.

Trustee Dunn shared that she has enjoyed the first two weeks in her new role as Trustee for Ward C and that it was wonderful to see the passionate work being done when she attended the catchment reviews. She shared that she enjoyed seeing the work of principals in promoting student success.

Trustee Dunn reported that she was invited by Principal Leanne Moncrieff to tour Dovercourt School and took pleasure in seeing the advocacy for increasing the Mandarin program in this school.

Trustee Dunn reported that she and Trustee Estabrooks would be attending a screening of a documentary and discussion on dyslexia later in the evening being hosted by the Learning Disabilities Association of Edmonton.

Trustee Draper reported that she had the pleasure of attending the 2017 National Healthy Schools Forum and that there were many great speakers, including representatives from the District.

Trustee Draper advised that she attended sessions on supporting mental health and well-being in schools, learned about the essential conditions for the implementation of comprehensive school health of which the District is a leader, including students as change agents, school-specific autonomy, and leadership. She said that Dr. Michael Ungar was one of the keynote speakers and that he expanded the definition of resilience in that it is not simply the ability to overcome adversity, but includes the ability to navigate resources and negotiate for what one needs in culturally meaningful ways. Trustee Draper shared that he spoke about the role schools play in fostering resilience, through providing structure, fostering strong relationships, safety and support as well as a sense of belonging. She said that the forum provided an opportunity to connect with others and also demonstrated that the District is right on track in terms of ensuring the District is comprised of healthy schools.

Trustee Stirling reported that she was pleased to attend two presentations by Bill Howe and Dalyce McElhinnery at the University of Alberta, Centre for Global Citizenship Education and Research Conference regarding work being done at John D. Bracco with Abundant Communities Edmonton as well as the by the District's diversity team, led by Marlene Hanson, Regan Holt, and Lynn Farrugia. Trustee Stirling thanked the team for connecting research in schools with the

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broader academic community in education and for sharing the District's knowledge and representing the District well.

Trustee Stirling reported that she, Trustee Ip and Superintendent Robertson attended the No Stone Left Alone ceremony, which is now an international event that provides students an opportunity to connect to Remembrance Day on a personal level through learning the individual story of a Canadian who served and gave their life in conflict.

J. Trustee and Board Requests for Information

Trustee Gibson requested that Administration offer an opinion on the value of a locally developed course with the following characteristics, and if there is value, the steps to undertake such development which would:

1. Provide an opportunity for students to extend the social studies curriculum to discuss contemporary problems facing Edmonton, Alberta and Canada that affect the future of District students in support of Edmonton Public Schools District Priorities 1, 2 and 3.
2. Assists students to hone critical thinking skills and supports Ministerial Order on Student Learning 001/2013 in preparing for life beyond school in support of Edmonton Public Schools District Priority 1.
3. Offers an opportunity to engage speakers from outside the Edmonton Public Schools school community, including residents and community organizations in support of Edmonton Public Schools Priority 3.
4. Is more widely accessible than offerings through Advance Placement (AP) or International Baccalaureate (IB) programs.

Trustee Gibson requested the following information in support of Career Pathways for the trades:

1. That the District summarize by catchment what course streams Edmonton Public Schools offers at the junior and senior high levels, and if the senior high courses offer dual credit with post-secondary institutions such as NAIT.
2. Describe the current offering for teaching digital design/virtual reality/augmented reality.

K. Notices of Motion - None

L. Next Board Meeting: Tuesday, November 28, 2017, at 2:00 p.m.

M. Adjournment: 3:45 p.m.

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for 2018-2019 Clause 23 Professional Improvement Program

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE

STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE: Memorandum of Agreement: *Teachers' Collective Agreement-September 1, 2016 to August 31, 2018*

ISSUE

It has been a long-standing District practice to bring to the Board of Trustees at a public Board meeting in the fall, a request for an allocation of funds from the subsequent year's budget for the purpose of granting Professional Improvement Program leaves and/or tuition support to teachers as per Clause 23 of the *Teachers' Collective Agreement*.

BACKGROUND

Edmonton Public Schools recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Clause 23 Professional Improvement Program is in direct support of Board Policy GE.BP - Organization for Instruction, which states that "effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement." The program is also in direct support of District Priority 2, Goal Three, which states that throughout their careers, all staff members are to be "provided opportunities to enhance their professional capacity and leadership within a culture of collaboration."

For many years, District teachers have had the opportunity to apply for tuition and/or leave support through the Clause 23 Professional Improvement Program to undertake professional improvement activities.

RELATED FACTS

- Support for professional learning contributes to the attraction and retention of teachers.
- The Professional Improvement Program is guided by Clause 23 of the Teachers' Collective Agreement.
- Clause 23.2 outlines the conditions under which, upon application, leave for professional improvement may be granted to a teacher for a school year or portion thereof.
- Clause 23.6 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 23.7 states the maximum amount the District may allocate for the Professional Improvement Program as "3/4 of 1% of the annual grid costs, calculated as of the preceding November 30". Since

the 2012-2013 school year, the allowable maximum allocation has exceeded three million dollars (Attachment I).

- From 2014 through 2017, the approved program allocation was \$1,000,000. An allocation of \$1,100,000 was approved for the 2017-2018 Clause 23 Professional Improvement Program in response to an increased number of requests for support from teachers over previous years (Attachment II). The 2017-2018 allocation was 32% of the maximum amount that could be approved for this program.
- It has been an administrative practice to maintain a holdback of a portion of the allocation to address potential increases to leave allowance costs and tuition fees in the next academic year, as well as potential fluctuations in the exchange rate for tuition fees paid to international post-secondary institutions. The holdback for the 2017-2018 Clause 23 Professional Improvement Program was three per cent.
- Application instructions and assessment processes ensure that tuition and/or leave support is granted to applicants for programs and courses aligned with District Priorities and areas of need.
- In order to facilitate application, review and approval processes for the Clause 23 Professional Improvement Program, it is necessary that they be initiated a year in advance of the period of support (Attachment III). The 2018-2019 Clause 23 Professional Improvement program was announced to District teachers on October 27, 2017. Applications will be accepted until January 12, 2018. A panel of District leadership staff will review and assess the applications between February 1 and February 9. Recommendations from the assessors will be compiled and forwarded to the Superintendent for consideration by February 23. By March 2, the completion of these processes will be signaled by the Superintendent's approval of the tuition and/or leave support for successful applicants, including details related to the distribution of the allocated funds. Between March 5 and March 9, applicants will be notified of the support granted to them.
- Access to and support for professional development has been an ongoing priority for both the District and the Alberta Teachers' Association.

RECOMMENDATION

That an allocation of \$1,200,000 from the 2018-2019 operating budget be approved for the Clause 23 Professional Improvement Program for the purpose of granting professional improvement leaves and/or tuition support to teachers for the 2018-2019 school year.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. The allocation of funds for 2018-2019 is increased to \$1,200,000.
2. The allocation of funds for 2018-2019 is set at an alternate amount.
3. The allocation of funds for 2018-2019 remains at \$1,100,000.

CONSIDERATIONS and ANALYSIS

With consideration to a number of factors, an increased allocation for the Clause 23 Professional Improvement Program is recommended for 2018-2019. The number of requests for support through this program continues to grow in proportion to the number of District teachers who are eligible to submit an application. If the program allocation is not increased, higher costs associated with post-secondary education and leave allowances, coupled with a greater number of requests, would be equivalent to a decrease in allocation. This would result in fewer teachers being granted support. As well, those

teachers who are granted partial support would receive a smaller amount, which could in turn impact their ability to carry through with their professional learning plans.

In addition to the support available through the Clause 23 Professional Improvement Program, tuition support for coursework related to core subject areas, second languages and selected priorities established by the District will continue to be available to District teachers through the Teacher Development Program.

The Teachers' Collective Agreement includes a commitment of District funds to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association to administer and distribute funds in support of professional development activities or resources related to teachers' individual professional growth plans. Edmonton Public Schools will provide \$750,000 annually in 2017-2018 and 2018-2019, as well as \$875,000 in 2019-2020 to Local 37 in support of the Staff Development Fund. Guidelines for the allocation of these funds were developed collaboratively by the Alberta Teachers' Association and Edmonton Public Schools.

NEXT STEPS

Upon approval of this recommendation, the attached timeline related to communication and processing of applications will be followed (Attachment III).

ATTACHMENTS and APPENDICES

ATTACHMENT I	Professional Improvement Program History
ATTACHMENT II	Comparison by Year of Successful Teacher Certificated Applicants
ATTACHMENT III	2018-2019 Professional Improvement Program Timeline

RT:sh

ATTACHMENT I

PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	FUND MAXIMUM AS PER CLAUSE 23.7	APPROVED ALLOCATION	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2008-2009	2,392,026	1,300,000	54%	11.67	763,271	274,958	1,038,229
2009-2010	2,504,746	1,300,000	52%	6.54	382,159	349,969	732,128
2010-2011	2,774,936	1,200,000	43%	12.19	756,640	306,366	1,063,006
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.03	561,457	400,757	962,214
2016-2017	3,286,102	1,000,000	30%	9.40	577,248	371,809	949,057
2017-2018	3,402,751	1,100,000	32%	7.818	521,100	545,100	1,066,908

ATTACHMENT II

PROFESSIONAL IMPROVEMENT PROGRAM SUCCESSFUL APPLICANTS BY YEAR		
YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2008-2009	53	50
2009-2010	64	64
2010-2011	60	58
2011-2012	87	84
2012-2013	71	70
2013-2014	86	75
2014-2015	70	68
2015-2016	72	71
2016-2017	95	90
2017-2018	103	99

2018-2019 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

Activity	Date
Clause 23 Professional Improvement Program and application package are communicated to District teachers and made available online	October 27
Information meetings for interested staff (4:15 - 6:00 p.m. Conference Centre, Centre for Education)	November 20, 28
Obtain data to calculate maximums as per Clause 23.5 of Teachers' contract	November 30
Due date for applications	January 12
Processing of applications <ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	January 15 - 31
Review of applications <ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 15 - 31 February 1 February 9
Compile background information and committee input	February 12 - 16
Recommendation to the Superintendent	February 23
Approval of leaves and tuition support by the Superintendent	March 2
Communication of support granted <ul style="list-style-type: none"> • Applicants • TM to Board • Staff Update communicated on District intranet • Letters and agreements sent to successful applicants 	March 5 - 9 March 14 March 15 March 16

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2018-2019 Exempt Staff Professional Improvement Program

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE STAFF: Trish Kolotyluk, Renée Thomson

REFERENCE: Response to Staff Group Budget Presentations, 2012-2014

ISSUE

An allocation of funds from the 2018-2019 operating budget is requested to support the Exempt Staff Professional Improvement Program, through which exempt staff members would be able to access tuition and leave support for post-secondary coursework. As well, we are requesting that the Exempt Staff Professional Improvement Program be continued as an ongoing District program.

BACKGROUND

There has been a long standing practice in the District to consider applications from exempt staff for tuition and leave support using the Clause 23 Professional Improvement Program processes and application package, which is embedded in the Teachers' Collective Agreement. Surplus funds from the Clause 23 Professional Improvement Program allocation were used to support the professional growth and development of exempt staff.

In keeping with the District's commitment to exempt staff, an application process was drafted with input from the Exempt Liaison Committee and the Exempt Staff Professional Improvement Program was implemented in December 2015 as a pilot.

In March 2016, the Board approved an allocation of \$150,000 from the Central surplus to provide five exempt staff members with tuition and professional leave support for coursework undertaken in 2016-2017 (Attachment I). Two applicants were granted their full request and three were granted partial support (Attachment II).

In October 2016, the Board approved an allocation of \$150,000 from the 2017-2018 operating budget for exempt staff requests for tuition and leave support through a second year of the Exempt Staff Professional Improvement Program. All six applicants were granted their full request for support.

RELATED FACTS

- The implementation of the Exempt Staff Professional Improvement Program is aligned with the District's Cornerstone Values and supports Priority 2, Goal Three which is to enhance the professional capacity of District staff.

- The Exempt Staff Professional Improvement Program ensures that exempt staff members across the District have access to opportunities that would serve to enhance their professional capacity and remain current with industry standards and trends.
- Support for professional development contributes to the attraction and retention of employees.
- While most requests for support from exempt staff have been for programs that follow typical university admission deadlines and timelines, we have also received inquiries and requests for some programs that do not. Due to the nature of professional learning for Exempt staff, two application intake periods will be scheduled for this program.
- An allocation of \$150,000 would allow for a three per cent holdback of funds to address potential increases in tuition fees, as well as fluctuations to international exchange rates for coursework undertaken through universities outside Canada.
- In order to operationally facilitate the Exempt Professional Improvement Program, it is necessary to begin the application, review and approval processes well in advance, as outlined in Attachment III.

RECOMMENDATIONS

That an allocation of \$150,000 from the 2018-2019 operating budget for the Exempt Staff Professional Improvement Program be approved for the purpose of granting exempt staff professional improvement leaves and/or tuition support for the 2018-2019 school year, and that the program be continued on an ongoing basis. An annual request for a budget allocation to fund this program will be brought forward in the fall.

CONSIDERATIONS and ANALYSIS

Providing an dedicated program to support exempt staff professional development honours commitments the District has made in response to Exempt Liaison Committee budget presentations to the Board of Trustees and ensures that related processes are transparent.

Considering the ratio of teachers to exempt staff, a commitment of \$150,000 is aligned with the request for support for teachers through the Clause 23 Professional Improvement Program.

NEXT STEPS

Upon approval of this recommendation, the attached program timelines will be followed (Attachment III).

ATTACHMENTS

ATTACHMENT I	Exempt Staff Professional Improvement Program History
ATTACHMENT II	Professional Improvement Program – Successful Exempt Applicants by Year
ATTACHMENT III	2018-2019 Exempt Staff Professional Improvement Program Timeline

RT:sh

EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM HISTORY

YEAR	APPROVED ALLOCATION	APPROVED TOTAL LEAVE FTE	ACTUAL GRANTED FOR LEAVES	ACTUAL GRANTED FOR TUITION	TOTAL ACTUAL GRANTED FOR LEAVES & TUITION
2016-2017	\$150,000	1.467	\$106,861	\$35,585	\$142,446
2017-2018	\$150,000	0.644	\$47,129	\$39,304	\$86,433

EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM SUCCESSFUL APPLICANTS BY YEAR		
YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2013-2014*	5	3
2014-2015*	5	5
2015-2016*	6	6
2016-2017	5	5
2017-2018	6	6

* Applications from exempt staff were assessed using Clause 23 Professional Improvement Program application processes.

2018-2019 EXEMPT STAFF PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE

FIRST APPLICATION INTAKE

Activity	Date
Exempt Staff Professional Improvement Program information and application package are communicated to District exempt staff and made available online	November 17
Information meeting for interested staff (4:15 - 6:00 p.m. Conference Centre, Centre for Education)	December 5
Due date for applications	January 12
Processing of applications <ul style="list-style-type: none"> • Receipt of applications confirmed • Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs) • Applications prepared for review by committee of leadership staff 	January 15 - 31
Review of applications <ul style="list-style-type: none"> • Application packages prepared for committee review • Committee workshop conducted • Review of applications completed 	January 15 - 31 February 2 February 9
Compile background information with input from assessors	February 12 - 16
Recommendation to the Superintendent	February 23
Approval of leaves and tuition support by the Superintendent	March 2
Communication of support granted <ul style="list-style-type: none"> • Applicants • TM to Board • Staff Update communicated on District intranet • Letters and agreements sent to successful applicants 	March 5 - 9 March 14 March 15 March 16

SECOND APPLICATION INTAKE

Activity	Date
Due date for applications	September 14
Processing of applications	September 17 - 28
<ul style="list-style-type: none">• Receipt of applications confirmed• Background information compiled (previous leaves, degrees, grid placement, years of service, summary of request, projected costs)• Applications prepared for review by committee of leadership staff	
Review of applications	
<ul style="list-style-type: none">• Application packages prepared for committee review• Committee workshop conducted• Review of applications completed	September 17 - 28 October 4 October 12
Compile background information with input from assessors	October 15 - 19
Recommendation to the Superintendent	October 26
Approval of leaves and tuition support by the Superintendent	November 2

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2016-2017 Audited Financial Statements

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Vanessa Crowell-Klettke, Madonna Proulx, Amanda Wong

REFERENCE: N/A

ISSUE

On an annual basis Alberta Education requires the District to complete and submit audited financial statements on an August 31, fiscal year by November 30.

BACKGROUND

This report includes:

- the audited financial statements, notes to the financial statements and unaudited schedules
- the Auditor's report from PricewaterhouseCoopers LLP (PwC) regarding their audit opinion.

RELATED FACTS

Under Section 150 of the *School Act*, the Board Chair is required to present the auditor's report to a public Board meeting to provide an opportunity for discussion.

On November 24, 2017, the Audit Committee had an opportunity to review and discuss the audited financial statements and auditor's letter regarding the opinion.

The Audit Committee approved the following recommendation be brought forward to the Board of Trustees for approval.

RECOMMENDATION

That the 2016-2017 audited financial statements, notes to the financial statements and unaudited schedules be approved.

NEXT STEPS

Once approved, the 2016-2017 Audited Financial Statements will be posted on the District website and also forwarded to the Minister of Education by November 30, 2017.

ATTACHMENTS and APPENDICES

ATTACHMENT I Audited Financial Statements for year ended August 31, 2017

TB:ja

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

Edmonton School District No. 7

Legal Name of School Jurisdiction

One Kingsway Centre for Education Edmonton AB T5H 4G9

Mailing Address

(780) 429-8000 todd.burnstad@epsb.ca

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Edmonton School District No. 7 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

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

BOARD CHAIR

Ms. Michelle Draper

Name

Signature

SUPERINTENDENT

Mr. Darrel Robertson

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Todd Burnstad

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
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Version 20170719

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Independent Auditors report to be given as a separate report to Audit Committee. It will be inserted here for reporting to Alberta Education.

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

		2017	2016 Restated (Note 22)
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 3)	\$ 85,017,164	\$ 286,929,625
Accounts receivable (net after allowances)	(Note 4)	\$ 61,413,697	\$ 22,652,650
Portfolio investments	(Schedule 5; Note 5)	\$ 130,000,000	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 276,430,861	\$ 309,582,275
LIABILITIES			
Bank indebtedness		\$ -	\$ -
Accounts payable and accrued liabilities	(Note 6)	\$ 80,653,326	\$ 76,488,211
Deferred revenue	(Note 7; 22)	\$ 979,677,046	\$ 777,534,974
Employee future benefits liabilities	(Note 8)	\$ 9,832,800	\$ 9,902,700
Liability for contaminated sites		\$ -	\$ -
Other liabilities	(Note 9)	\$ 379,188	\$ 1,060,658
Debt	(Note 10)		
Supported: Debentures and other supported debt		\$ -	\$ -
Unsupported: Debentures and capital loans		\$ 12,986,323	\$ 13,583,639
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 1,083,528,683	\$ 878,570,182
Net debt		\$ (807,097,822)	\$ (568,987,907)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)		
Land		\$ 837,590	\$ 837,590
Construction in progress		\$ 296,585,598	\$ 107,652,311
Buildings	\$ 1,325,013,436		
Less: Accumulated amortization	\$ (647,213,822)	\$ 677,799,614	\$ 644,356,743
Equipment	\$ 135,441,734		
Less: Accumulated amortization	\$ (110,301,436)	\$ 25,140,298	\$ 17,447,051
Vehicles	\$ 3,487,829		
Less: Accumulated amortization	\$ (2,453,604)	\$ 1,034,225	\$ 862,485
Computer Equipment	\$ 48,618,838		
Less: Accumulated amortization	\$ (31,684,793)	\$ 16,934,045	\$ 12,739,324
Total tangible capital assets		\$ 1,018,331,370	\$ 783,895,504
Prepaid expenses	(Note 11)	\$ 2,369,537	\$ 1,789,966
Other non-financial assets	(Note 12)	\$ 4,144,641	\$ 2,768,039
Total non-financial assets		\$ 1,024,845,548	\$ 788,453,509
Accumulated surplus	(Schedule 1; Note 13)	\$ 217,747,726	\$ 219,465,602
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 217,747,726	\$ 219,465,602
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 217,747,726	\$ 219,465,602
Contractual obligations	(Note 14)		
Contingent liabilities	(Note 15)		

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

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

	2017	2016
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ (1,717,876)	\$ 33,403,772
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 43,507,102	\$ 43,107,850
Gains on disposal of tangible capital assets	\$ -	\$ (1)
Losses on disposal of tangible capital assets	\$ 40,116	\$ -
Expended deferred capital revenue recognition	\$ (33,519,270)	\$ (33,061,120)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (38,761,047)	\$ (15,355,702)
Prepays	\$ (579,571)	\$ 744,959
Other financial assets	\$ -	\$ -
Non-financial assets	\$ (1,376,602)	\$ 1,189,742
Accounts payable, accrued and other liabilities	\$ 3,483,645	\$ 24,357,037
Deferred revenue (excluding EDCR)	\$ 166,995,541	\$ 87,544,046
Employee future benefit liabilities	\$ (69,900)	\$ (161,830)
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 138,002,138	\$ 141,768,753
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (189,094,934)	\$ (88,529,137)
Equipment	\$ (11,676,792)	\$ (1,239,869)
Vehicles	\$ (408,413)	\$ (61,839)
Computer equipment	\$ (8,137,144)	\$ (3,493,123)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 1
Other (describe)	\$ -	\$ -
Total cash flows from capital transactions	\$ (209,317,283)	\$ (93,323,967)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (130,000,000)	\$ -
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement (gains) losses reclassified to the statement of operations	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ (130,000,000)	\$ -
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (597,316)	\$ (579,467)
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ (597,316)	\$ (579,467)
Increase (decrease) in cash and cash equivalents	\$ (201,912,461)	\$ 47,865,319
Cash and cash equivalents, at beginning of year	\$ 286,929,625	\$ 239,064,306
Cash and cash equivalents, at end of year	\$ 85,017,164	\$ 286,929,625

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

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

	2017	2016 (Restated)
Operating surplus (deficit)	\$ (1,717,876)	\$ 33,403,772
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (277,983,084)	\$ (154,811,556)
Amortization of tangible capital assets	\$ 43,507,102	\$ 43,107,850
Net carrying value of tangible capital assets disposed of	\$ 40,116	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -
Other changes	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ (234,435,866)	\$ (111,703,706)
Changes in:		
Prepaid expenses	\$ (579,571)	\$ 744,959
Other non-financial assets	\$ (1,376,602)	\$ 1,189,742
Net remeasurement gains and (losses)	\$ -	\$ -
Endowments	\$ -	\$ -
Decrease (increase) in net debt	\$ (238,109,915)	\$ (76,365,233)
Net debt at beginning of year	\$ (568,987,907)	\$ (492,622,674)
Net debt at end of year	\$ (807,097,822)	\$ (568,987,907)

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

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

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

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

SCHEDULE 1

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

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2016	\$ 219,465,602	\$ -	\$ 219,465,602	\$ 62,904,234	\$ -	\$ 0	\$ 99,497,837	\$ 57,063,531
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2016	\$ 219,465,602	\$ -	\$ 219,465,602	\$ 62,904,234	\$ -	\$ 0	\$ 99,497,837	\$ 57,063,531
Operating surplus (deficit)	\$ (1,717,876)		\$ (1,717,876)			\$ (1,717,876)		
Board funded tangible capital asset additions				\$ 20,162,113		\$ (11,730,250)	\$ -	\$ (8,431,863)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (40,116)		\$ 40,116		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (43,507,102)		\$ 43,507,102		
Capital revenue recognized	\$ -			\$ 33,519,270		\$ (33,519,270)		
Debt principal repayments (unsupported)	\$ -			\$ 597,316		\$ (597,316)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ -	\$ -	
Net transfers from operating reserves	\$ -					\$ 19,077,057	\$ (19,077,057)	
Net transfers to capital reserves	\$ -					\$ (15,059,563)		\$ 15,059,563
Net transfers from capital reserves	\$ -					\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2017	\$ 217,747,726	\$ -	\$ 217,747,726	\$ 73,635,715	\$ -	\$ 0	\$ 80,420,780	\$ 63,691,231

SCHEDULE 1

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

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2016	\$ 99,497,837	\$ 57,063,531	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2016	\$ 99,497,837	\$ 57,063,531	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (8,431,863)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ (19,077,057)		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 15,059,563		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2017	\$ 80,420,780	\$ 63,691,231	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2016	\$ 43,627,984	\$ -	\$ 2,348,970	\$ 917,616	\$ 654,665,434
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ 52,984,693
Adjusted balance, August 31, 2016	\$ 43,627,984	\$ -	\$ 2,348,970	\$ 917,616	\$ 707,650,127
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 99,804,002				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 13,999,257				
Other sources: Donations	\$ -			\$ 320,719	
Other sources:	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 52,705,742				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ 312,090	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets:					\$ -
Alberta Infrastructure managed projects					\$ 68,665,801
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (188,912,673)	\$ -	\$ -	\$ -	\$ 188,912,673
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments:		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 33,519,270
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2017	\$ 21,224,312	\$ -	\$ 2,661,060	\$ 1,238,335	\$ 931,709,331
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2017 (A) + (B) + (C) + (D)				\$ 25,123,707	

Unexpended Deferred Capital Revenue

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

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

REVENUES	2017							2016
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 74,727,508	\$ 766,579,984	\$ 118,054,786	\$ 28,189,151	\$ 38,068,981	\$ 4,855,167	\$ 1,030,475,577	\$ 999,312,051
(2) Other - Government of Alberta	\$ -	\$ 2,424,867	\$ 116,616	\$ -	\$ 165,549	\$ 782,595	\$ 3,489,627	\$ 4,000,245
(3) Federal Government and First Nations	\$ -	\$ 633,086	\$ 37,831	\$ -	\$ 399,923	\$ 1,833,007	\$ 2,903,847	\$ 2,362,433
(4) Other Alberta school authorities	\$ -	\$ 570,121	\$ 153,921	\$ 5,809	\$ -	\$ -	\$ 729,851	\$ 763,474
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 551,986	\$ 19,214,865		\$ 11,429,259		\$ 405,458	\$ 31,601,568	\$ 32,293,703
(9) Other sales and services	\$ 194,037	\$ 7,020,891	\$ 1,336,277	\$ 3,588	\$ 544,498	\$ 13,223,837	\$ 22,323,128	\$ 22,494,314
(10) Investment income	\$ -	\$ 2,302,260	\$ 455,330	\$ -	\$ -	\$ -	\$ 2,757,590	\$ 3,105,962
(11) Gifts and donations	\$ -	\$ 8,593,635	\$ 9,262	\$ -	\$ 97,254	\$ 8,095	\$ 8,708,246	\$ 7,969,921
(12) Rental of facilities	\$ -	\$ 1,573,285	\$ 2,369,212	\$ -	\$ 18,524	\$ 114,836	\$ 4,075,857	\$ 4,148,259
(13) Fundraising	\$ -	\$ 1,976,564	\$ -	\$ -	\$ -	\$ -	\$ 1,976,564	\$ 1,998,332
(14) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1
(15) Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) TOTAL REVENUES	\$ 75,473,531	\$ 810,889,558	\$ 122,533,235	\$ 39,627,807	\$ 39,294,729	\$ 21,222,995	\$ 1,109,041,855	\$ 1,078,448,695
EXPENSES								
(17) Certificated salaries	\$ 19,511,374	\$ 461,384,323			\$ 4,668,529	\$ 4,858,174	\$ 490,422,400	\$ 471,541,317
(18) Certificated benefits	\$ 4,652,508	\$ 106,187,189			\$ 1,085,097	\$ 1,017,503	\$ 112,942,297	\$ 112,637,439
(19) Non-certificated salaries and wages	\$ 38,062,813	\$ 89,827,820	\$ 60,854,596	\$ 1,163,152	\$ 16,286,592	\$ 4,670,214	\$ 210,865,187	\$ 190,984,966
(20) Non-certificated benefits	\$ 10,752,589	\$ 22,611,381	\$ 15,852,882	\$ 296,526	\$ 4,121,599	\$ 913,892	\$ 54,548,869	\$ 52,183,847
(21) SUB - TOTAL	\$ 72,979,284	\$ 680,010,713	\$ 76,707,478	\$ 1,459,678	\$ 26,161,817	\$ 11,459,783	\$ 868,778,753	\$ 827,347,569
(22) Services, contracts and supplies	\$ 3,867,844	\$ 84,313,689	\$ 52,723,536	\$ 41,324,504	\$ 7,540,015	\$ 8,041,283	\$ 197,810,871	\$ 173,785,771
(23) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 33,519,270	\$ -	\$ -	\$ -	\$ 33,519,270	\$ 33,061,120
(24) Amortization of unsupported tangible capital assets	\$ 43,864	\$ 7,773,745	\$ 592,348	\$ -	\$ 1,314,692	\$ 263,183	\$ 9,987,832	\$ 10,046,730
(25) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ 402,435	\$ -	\$ -	\$ -	\$ 402,435	\$ 420,532
(27) Other interest and finance charges	\$ 305	\$ 98,273	\$ 57,794	\$ 3,688	\$ 9,210	\$ 51,184	\$ 220,454	\$ 383,201
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 40,116	\$ -	\$ -	\$ -	\$ 40,116	\$ -
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) TOTAL EXPENSES	\$ 76,891,297	\$ 772,196,420	\$ 164,042,977	\$ 42,787,870	\$ 35,025,734	\$ 19,815,433	\$ 1,110,759,731	\$ 1,045,044,923
(31) OPERATING SURPLUS (DEFICIT)	\$ (1,417,766)	\$ 38,693,138	\$ (41,509,742)	\$ (3,160,063)	\$ 4,268,995	\$ 1,407,562	\$ (1,717,876)	\$ 33,403,772

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

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2017 TOTAL Operations and Maintenance	2016 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 34,032,004	\$ 19,756,226	\$ -	\$ -	\$ 7,066,366			\$ 60,854,596	\$ 46,388,699
Uncertificated benefits	\$ 8,264,510	\$ 5,544,798	\$ -	\$ -	\$ 2,043,574			\$ 15,852,882	\$ 15,535,667
Sub-total Remuneration	\$ 42,296,514	\$ 25,301,024	\$ -	\$ -	\$ 9,109,940			\$ 76,707,478	\$ 61,924,366
Supplies and services	\$ 2,550,045	\$ 7,945,119	\$ 1,164,837	\$ 10,464,152	\$ 2,261,751			\$ 24,385,904	\$ 21,306,993
Electricity			\$ 8,315,071					\$ 8,315,071	\$ 8,239,643
Natural gas/heating fuel			\$ 6,984,092					\$ 6,984,092	\$ 5,290,046
Sewer and water			\$ 2,010,981					\$ 2,010,981	\$ 2,119,615
Telecommunications			\$ 565,556					\$ 565,556	\$ 684,572
Insurance					\$ 2,324,278			\$ 2,324,278	\$ 2,170,593
ASAP maintenance & renewal payments							\$ 3,041,041	\$ 3,041,041	\$ 3,734,943
Amortization of tangible capital assets									
Supported							\$ 33,519,270	\$ 33,519,270	\$ 33,061,120
Unsupported						\$ 592,348		\$ 592,348	\$ 746,001
Total Amortization						\$ 592,348	\$ 33,519,270	\$ 34,111,618	\$ 33,807,121
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ 402,435		\$ 402,435	\$ 420,532
Lease payments for facilities				\$ 5,096,613				\$ 5,096,613	\$ 5,084,823
Other interest charges						\$ 57,794		\$ 57,794	\$ 190,565
Losses on disposal of capital assets						\$ 40,116		\$ 40,116	\$ -
TOTAL EXPENSES	\$ 44,846,559	\$ 33,246,143	\$ 19,040,537	\$ 15,560,765	\$ 13,695,969	\$ 1,092,693	\$ 36,560,311	\$ 164,042,977	\$ 144,973,812
SQUARE METRES									
School buildings								1,329,593.0	1,078,604.0
Non school buildings								99,301.0	99,301.0

Note:

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

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

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

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

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

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

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

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

Cash & Cash Equivalents	2017			2016
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 85,017,164	\$ 85,017,164	\$ 286,929,625
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents	0.00%	\$ 85,017,164	\$ 85,017,164	\$ 286,929,625

See Note 3 for additional detail.

Portfolio Investments	2017				2016
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed investment certificates	1.25%	130,000,000	130,000,000	130,000,000	-
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	1.25%	\$ 130,000,000	\$ 130,000,000	\$ 130,000,000	\$ -

See Note 5 for additional detail.

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

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

SCHEDULE 6

School Jurisdiction Code: 3020

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

	2017						2016	
	Land	Construction In Progress	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total (Restated)	
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 837,590	\$ 107,652,311	\$ 1,203,201,295	\$ 124,237,062	\$ 3,079,416	\$ 40,634,460	\$ 1,479,642,134	\$ 1,428,354,285
Prior period adjustments	-	-	52,984,693	-	-	-	52,984,693	52,984,693
Additions	-	198,692,304	68,827,448	4,961,262	408,413	5,093,657	277,983,084	101,826,863
Transfers in (out)	-	(9,759,017)	-	6,715,530	-	3,043,487	-	-
Less disposals including write-offs	-	-	-	(472,120)	-	(152,766)	(624,886)	(50,539,014)
Historical cost, August 31, 2017	\$ 837,590	\$ 296,585,598	\$ 1,325,013,436	\$ 135,441,734	\$ 3,487,829	\$ 48,618,838	\$ 1,809,985,025	\$ 1,532,626,827
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 611,829,245	\$ 106,790,011	\$ 2,216,931	\$ 27,895,136	\$ 748,731,323	\$ 756,162,487
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	35,384,577	3,980,396	236,673	3,905,456	43,507,102	43,107,850
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(468,971)	-	(115,799)	(584,770)	(50,539,014)
Accumulated amortization, August 31, 2017	\$ -	\$ -	\$ 647,213,822	\$ 110,301,436	\$ 2,453,604	\$ 31,684,793	\$ 791,653,655	\$ 748,731,323
Net Book Value at August 31, 2017	\$ 837,590	\$ 296,585,598	\$ 677,799,614	\$ 25,140,298	\$ 1,034,225	\$ 16,934,045	\$ 1,018,331,370	
Net Book Value at August 31, 2016	\$ 837,590	\$ 107,652,311	\$ 644,356,743	\$ 17,447,051	\$ 862,485	\$ 12,739,324		\$ 783,895,504

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

SCHEDULE 7

School Jurisdiction Code: 3020

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

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Chair: JANZ, MICHAEL ¹	0.50	\$20,084	\$1,530	\$1,682			\$0	\$4,783
Chair: DRAPER, MICHELLE ²	0.50	\$21,487	\$3,785	\$1,734			\$4,870	\$4,271
ADAMS, SHERRY	1.00	\$33,076	\$6,443	\$3,416			\$4,772	\$2,101
CHUBB, ORVILLE	1.00	\$36,428	\$6,514	\$3,416			\$4,904	\$62
DRAPER, MICHELLE	0.50	\$19,199	\$2,896	\$1,682			\$0	\$2,311
GIBSON, KEN	1.00	\$30,663	\$6,324	\$3,416			\$4,669	\$4,392
IP, NATHAN	1.00	\$30,663	\$3,594	\$3,416			\$4,679	\$2,060
JANZ, MICHAEL	0.50	\$16,407	\$3,421	\$1,734			\$8,000	\$1,654
JOHNER, CHERYL	1.00	\$30,663	\$6,320	\$3,416			\$8,283	\$296
MARTIN, RAY	1.00	\$33,212	\$762	\$3,416			\$4,935	\$1,941
STIRLING, BRIDGET	1.00	\$30,663	\$6,576	\$3,416			\$2,337	\$2,858
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
Subtotal	9.00	\$302,545	\$48,165	\$30,744			\$47,449	\$26,729
ROBERTSON, DARREL, Superintendent	1.00	\$252,889	\$66,273	\$15,058	\$0	\$0	\$37,062	\$1,359
BURNSTAND, TODD, Treasurer	1.00	\$180,438	\$35,944	\$3,377	\$0	\$0	\$15,487	\$3,632
MILLS, KAREN, Board Secretary ³	0.76	\$96,170	\$22,524	\$0	\$0	\$0	\$12,271	\$0
STODDARD, SANDRA, Board Secretary ⁴	0.24	\$48,479	\$3,692	\$1,198	\$0	\$0	\$0	\$1,064
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated teachers	4,887.22	\$487,857,008	\$112,139,211	\$716,865	\$0	\$1,223,225	\$1,003,737	
Non-certificated - other	3,317.14	\$203,923,829	\$50,938,891	\$3,469,224	\$0	\$141,141	\$6,145,857	
TOTALS	8,216.36	\$692,661,358	\$163,254,700	\$4,236,466	\$0	\$1,364,366	\$7,261,863	\$32,784

(1) Other Accrued Unpaid Benefits Include: Accrued untaken vacation liability and trustees' severances

¹ M Janz - Resigned as Board Chair effective February 28, 2017

² M Draper - Appointed as Board Chair effective March 1, 2017

³ K Mills - Appointed as Board Secretary effective November 28, 2017

⁴ S Stoddard - Replaced by K Mills as Board Secretary effective November 28, 2017

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
for the Year Ending August 31, 2017 (in dollars)

	Budgeted Fee Revenues 2016/2017	Actual Fees Collected 2016/2017	Unexpended Balance at September 1, 2016*	Actual Fee Expenditures 2016/2017	Unexpended Balance at August 31, 2017*
Transportation Fees	\$12,201,200	\$11,429,169	\$0	\$40,751,721	\$0
Basic Instruction Fees					
Basic instruction supplies	\$1,659,600	\$2,407,492	\$0	\$1,348,738	\$1,058,754
Fees to Enhance Basic Instruction					
Technology user fees	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$169,220	\$34,370	\$143,369	\$60,221
Fees for optional courses	\$2,900,953	\$3,297,268	\$581,254	\$3,309,033	\$569,489
Activity fees	\$6,935,506	\$6,066,683	\$221,443	\$6,097,519	\$190,607
Early childhood services	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0
Other Enhancement fees (Optional material fees)	\$439,142	\$0	\$0	\$0	\$0
Other Enhancement fees (Metro - Cool School, Sum)	\$0	\$831,614	\$0	\$831,614	\$0
Non-Curricular fees					
Extracurricular fees	\$3,341,876	\$2,767,118	\$464,475	\$2,810,620	\$420,973
Non-curricular travel	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$4,200,300	\$4,084,489	\$0	\$4,918,569	\$0
Non-curricular goods and services	\$431,323	\$548,515	\$108,711	\$568,254	\$88,972
Other Fees (describe)	\$0	\$0	\$0	\$0	\$0
Other Fees (describe)	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$32,109,900	\$31,601,568	\$1,410,253	\$60,779,437	\$2,389,016

*Unexpended balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Other sales and services", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2017	Actual 2016
Cafeteria sales, hot lunch, milk programs	\$1,375,095	\$916,022
Special events, graduation, tickets	\$1,755,257	\$1,780,736
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$1,139,661	\$1,471,950
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Library fines, book donations	\$229,067	\$292,481
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$4,499,081	\$4,461,189

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING
for the Year Ended August 31, 2017 (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	8,389	1,761	17,814		
Federally Funded Students	58				
REVENUES					
Alberta Education allocated funding	\$ 9,509,034	\$ 39,516,296	\$ 21,259,404	\$ 69,230,206	\$ -
Other funding allocated by the board to the program	\$ -		\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 9,509,034	\$ 39,516,296	\$ 21,259,404	\$ 69,230,206	\$ -
EXPENSES (Not allocated from BASE, Transportation, or other funding)					
Instructional certificated salaries & benefits	\$ 2,781,034	\$ 6,959,849	\$ 1,414,037	\$ 19,503,647	
Instructional non-certificated salaries & benefits	\$ 3,678,142	\$ 28,459,796	\$ 19,295,892	\$ 54,349,738	
SUB TOTAL	\$ 6,459,176	\$ 35,419,645	\$ 20,709,929	\$ 73,853,385	
Supplies, contracts and services	\$ 2,646,118	\$ 4,472,744	\$ 3,557,075	\$ 11,537,874	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ -	
Facilities (required specifically for program area)	\$ 1,112,351	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ -	\$ -	\$ -	\$ -	
Transportation	\$ 999,448	\$ 741,211	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENSES	\$ 11,217,093	\$ 40,633,600	\$ 24,267,004	\$ 85,391,259	
NET FUNDING SURPLUS (SHORTFALL)	\$ (1,708,059)	\$ (1,117,304)	\$ (3,007,600)	\$ (16,161,053)	

SCHEDULE 10

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2017 (in dollars)								
EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs			TOTAL
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	
Office of the superintendent	\$ 455,071	\$ 109,685	\$ -	\$ 564,756	\$ -	\$ -	\$ -	\$ 564,756
Educational administration (excluding superintendent)	\$ 1,960,662	\$ 12,544	\$ -	\$ 1,973,206	\$ 1,020,525	\$ 171,930	\$ -	\$ 3,165,661
Business administration	\$ 4,593,057	\$ 1,424,135	\$ -	\$ 6,017,192	\$ 1,487,250	\$ 1,734,141	\$ -	\$ 9,238,583
Board governance (Board of Trustees)	\$ 1,972,099	\$ 1,543,622	\$ -	\$ 3,515,721	\$ -	\$ -	\$ -	\$ 3,515,721
Information technology	\$ 2,318,235	\$ 643,503	\$ -	\$ 2,961,738	\$ 11,164,980	\$ 3,734,782	\$ 155,747	\$ 18,017,247
Human resources	\$ 8,022,836	\$ 862,311	\$ -	\$ 8,885,147	\$ 4,123,309	\$ 198,116	\$ -	\$ 13,206,572
Central purchasing, communications, marketing	\$ 3,306,046	\$ 676,602	\$ 2,840	\$ 3,985,488	\$ 2,558,097	\$ 1,322,126	\$ 145,426	\$ 8,011,137
Payroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration - insurance			\$ 340,106	\$ 340,106			\$ 2,786,822	\$ 3,126,928
Administration - amortization			\$ 1,314,692	\$ 1,314,692			\$ 263,986	\$ 1,578,678
Administration - other (admin building, interest)			\$ 254,990	\$ 254,990			\$ 109,985	\$ 364,975
Building Operations (Insurance)/Facilities Services	\$ 1,091,043	\$ 1,475,031	\$ -	\$ 2,566,074	\$ 1,164,598	\$ 2,439,017	\$ 211,142	\$ 6,380,831
District Support Services/Student Information	\$ 1,651,473	\$ 117,209	\$ -	\$ 1,768,682	\$ 895,695	\$ 54,637	\$ -	\$ 2,719,014
Archives&Museums/EPSP Foundation	\$ 791,295	\$ 84,112	\$ 2,535	\$ 877,942	\$ 135,848	\$ 5,432	\$ 365	\$ 1,019,587
TOTAL EXPENSES	\$ 26,161,817	\$ 6,948,754	\$ 1,915,163	\$ 35,025,734	\$ 22,550,302	\$ 9,660,181	\$ 3,673,473	\$ 70,909,690

School Jurisdiction Code: **3020**

SCHEDULE 11

Average Estimated # of Students Served Per Meal: **434.00**

**UNAUDITED SCHEDULE OF NUTRITION PROGRAM EXPENDITURES
for the Year Ending August 31, 2017**

	Budget 2017	2017
REVENUES		
Alberta Education	\$ 111,930	\$ 111,930
TOTAL REVENUES	\$ 111,930	\$ 111,930
EXPENSES		
Salaries & Benefits	FTE	
Project Coordinator	\$ -	\$ -
Cook	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Food Supplies	\$ -	\$ -
Office Supplies	\$ -	\$ -
Small Kitchenwares (e.g. toaster, measuring cups/spoons, bowls, cutting boards)	\$ -	\$ -
Non-Capitalized Assets		
Microwave	\$ -	\$ -
Refridgerator	\$ -	\$ -
Stove	\$ -	\$ -
Tables	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Training (e.g. workshops, training materials)	\$ -	\$ -
Contracted Services (please describe)	\$ -	\$ 93,246
Other Expenses		
Kitchen Aprons	\$ -	\$ -
Food Delivery	\$ -	\$ -
Kitchen upgrade: Norwood (bring to Capital Health Standards)	\$ -	\$ 18,715
Travel expenses for meetings	\$ -	\$ 463
TOTAL EXPENSES	\$ -	\$ 112,424
ANNUAL SURPLUS/DEFICIT	\$ 111,930	\$ (494)



1. AUTHORITY AND PURPOSE

Edmonton School District No. 7 (the District) is empowered to provide public education through bylaws approved by its Board of Trustees and pursuant to the provisions of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The District receives funding for instruction and support under the *Education Grants Regulation* (AR120/2008). The regulation allows for the setting of conditions and use of grant monies. The District is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These consolidated financial statements have been prepared in accordance with the *CPA Canadian Public Sector Accounting Standards (PSAS)*. The consolidated 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) Basis of Consolidation

The accounts of the District are fully consolidated with the following controlled entity on a line-by-line basis:

Edmonton Public Schools Foundation (the Foundation), was established in 2009 by the District for the purposes of fundraising. The Foundation was incorporated under the *Societies Act* of the Province of Alberta.

Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the District and the Foundation have been eliminated.

(b) 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.

(c) Accounts Receivable

Accounts receivable are shown net of allowance for doubtful accounts.

(d) Portfolio Investments

The District has an investment in a Guaranteed Investment Certificate (GIC) that has a maturity of greater than three months. GICs not quoted in an active market are reported at cost or amortized cost.

(e) 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.



(e) Tangible capital assets (continued):

- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include 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 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 (EDCR).
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives, commencing the following year of acquisition, on a straight-line basis, at the following rates:

Buildings	2% to 10%
Vehicles	10%
Computer Hardware & Software	20%
Other Equipment & Furnishings	10%

(f) Deferred Revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per *CPA Canadian Public Sector Accounting Standards (PSAS) PS 3200*. These contributions are recognized by the 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 (UDCR) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the District, 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 (EDCR) 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 the District to use the asset in a prescribed manner over the life of the associated asset.

(g) Employee Future Benefits

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

The District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include the non-registered Supplemental Executive Retirement Program (SERP), retirement allowances and non-vested accrued sick leave. The future benefits cost is actuarially determined using the projected benefit actuarial cost method prorated on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the market yield on long-term high quality Canadian corporate bonds at the valuation date.



(h) 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 District has included its estimated asset retirement obligation of \$379,188 (2016 - \$1,060,658) in the Statement of Financial Position as Other Liabilities, representing two (2016 - two) obligations.

The District has determined that it has a conditional asset retirement obligation relating to other school sites. These obligations will be discharged in the future by funding through the Government of Alberta. The District 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.

(i) 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.

(j) 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 these consolidated financial statements.

Eligibility criteria are criteria that the District has to meet in order to receive certain contributions. *Stipulations* describe what the District 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 that the stipulations are met, except to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with PS 3200. Such liabilities are recorded as deferred revenue.

(k) Pensions

Pension costs included in these consolidated financial statements are comprised of the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the *Teacher's Pension Plan Act*, the District does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the District is included in both revenues and expenses. For the school year ended August 31, 2017, the amount contributed by the Government was \$56,097,698 (2016 - \$56,333,899).



(k) Pensions (continued):

The District 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 \$20,080,599 for the year ended August 31, 2017 (2016 - \$18,363,309). At December 31, 2016, the Local Authorities Pension Plan reported a deficiency of \$637,357,000 (2015 - \$923,416,000).

The District and the Superintendent participate in a multi-employer registered Supplemental Integrated Pension Plan (SIPP). This plan is supplemental to the ATRF. Employers are solely responsible for contributions to the pension plan.

(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.

(m) Trusts Under Administration

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

Trusts under administration have been excluded from the financial reporting of the District. A summary of Trust balances is listed in Note 16.

(n) Financial Instruments

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



(n) Financial Instruments (continued):

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

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

(o) Measurement Uncertainty

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

(p) Future Accounting Changes

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

- **PS 2200 Related Party Disclosures and PS 3420 Inter-Entity Transactions (effective years beginning on or after April 1, 2017)**

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

- **PS 3320 Contingent Assets and PS 3380 Contractual Rights (effective years beginning on or after April 1, 2017)**

PS 3320 defines and establishes disclosure standards on contingent assets; and PS 3380 defines and establishes disclosure standards on contractual rights.

- **PS 3430 Restructuring Transactions (effective years beginning on or after April 1, 2018)**

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

- **PS 3450 Financial Instruments (effective years beginning on or after April 1, 2019)**

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

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

The District has elected to early adopt PS 3210 Assets effective September 1, 2016, with retroactive application with restatement. The effects of this change in accounting policy are outlined in Note 22.



3. CASH AND CASH EQUIVALENTS

Cash and cash equivalents includes \$621,933 (2016 - \$714,518) for the Foundation.

Bank Indebtedness

The District has negotiated a line of credit in the amount of \$42 million Canadian dollars and \$200 thousand US dollars (the equivalent of \$257 thousand Canadian at August 31, 2017) that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the District. There was no balance outstanding at August 31, 2017 or August 31, 2016.

4. ACCOUNTS RECEIVABLE

	2017			2016
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 622,962	\$ -	\$ 622,962	\$ 120,250
Alberta Education - Capital	52,705,742	-	52,705,742	16,129,308
Alberta Education - ARO	379,188	-	379,188	1,060,658
Alberta Education - Other	297,826	-	297,826	413,731
Alberta Labour	-	-	-	40,482
Alberta Human Services	341,408	-	341,408	650
Alberta Infrastructure	143,341	-	143,341	27,005
Other Government of Alberta Ministries	-	-	-	2,238
Other Alberta school jurisdictions	155,841	-	155,841	256,234
Alberta Health Services	68,269	-	68,269	120,313
Post-secondary institutions	1,484	-	1,484	18,227
Federal government	4,095,430	(22,689)	4,072,741	2,268,349
First Nations	35,532	-	35,532	36,801
Other	3,710,685	(1,121,322)	2,589,363	2,158,404
Total	\$ 62,557,708	\$ (1,144,011)	\$ 61,413,697	\$ 22,652,650

5. PORTFOLIO INVESTMENT

On October 28, 2016, the District invested \$130,000,000 in a five year redeemable Guaranteed Investment Certificate (GIC) with a guaranteed redemption rate based on the length of time invested. As of August 31, 2017 the interest rate was 1.25%. The interest rate is 2% at maturity.

Interest earned on the GIC totaled \$1,354,167 (2016 – \$ nil) and is included in investment income.

	Average Effective (Market) Yield	2017			2016
		Cost	Fair Value	Balance	Balance
Guaranteed interest certificates	1.25%	\$ 130,000,000	\$ 130,000,000	\$ 130,000,000	\$ -
Total portfolio investments	1.25%	\$ 130,000,000	\$ 130,000,000	\$ 130,000,000	\$ -



6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2017	2016
Alberta Education	\$ 4,202,675	\$ 3,369,282
Alberta Health Services	4,318	-
Post-secondary institutions	18,480	2,443
Alberta Local Authorities Pension Plan Corp	-	853,277
Federal government	115,508	9,619,601
Accrued vacation pay liability	7,261,861	6,555,271
Other salaries & benefit costs	10,334,032	13,259,063
Other trade payables and accrued liabilities	58,716,452	42,829,274
Total	\$ 80,653,326	\$ 76,488,211

7. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	(Restated) DEFERRED REVENUE as at Aug. 31, 2016	ADD: 2016/2017 Restricted Funds Received/ Receivable	DEDUCT: 2016/2017 Restricted Funds Expended (Paid / Payable)	DEFERRED REVENUE as at Aug. 31, 2017
Unexpended deferred operating revenue				
Alberta Education:				
Infrastructure Maintenance Renewal	\$ 9,366,861	\$ 25,630,704	\$ (24,463,408)	10,534,157
SuperNet Service	-	\$ 2,313,446	\$ (2,313,446)	-
Other-WrapAround Project	206,515	-	-	206,515
Nutrition	-	111,930	(111,930)	-
Regional Collaborative Service Delivery	-	3,916,266	(3,916,266)	-
Alberta Virtual Indigenous Knowledge & Awareness	-	50,000	(50,000)	-
Other Alberta Education	54,658	25,460	(65,409)	14,709
Other Government of Alberta:				
Community Helper Program -AB Health Services	1,374	56,941	(56,941)	1,374
Community Partnership Program-AB Human Services	21,400	55,000	(35,036)	41,364
Way In-AB Human Services	-	40,000	(27,500)	12,500
Infrastructure Study Grant-AB Infrastructure	252,815	-	(122,077)	130,738
McKay Avenue Roof Repair-AB Culture & Tourism	48,223	-	(48,223)	-
Aboriginal Youth Driver-AB Indigenous Relations	3,287	-	-	3,287
Community Initiatives Program-AB Culture & Tourism	7,019	41,206	(500)	47,725
CFEP Grant-AB Culture & Tourism	-	125,000	-	125,000
Other Deferred Revenue:				
School Generated Funds-Fundraising	676,850	2,026,485	(2,008,566)	694,769
School Generated Funds-Donation	1,497,601	5,452,687	(5,501,516)	1,448,772
School Fees Received in Advance of School Year	3,396,216	14,823,188	(15,927,275)	2,292,129
EPSB Foundation	714,518	383,828	(476,413)	621,933
International Students	5,766,786	16,126,698	(16,103,561)	5,789,923
McKay Avenue Roof Repair Donations	96,823	540,436	(637,259)	-
Metro Continuing Education	641,832	725,213	(704,070)	662,975
Urban Partnership	-	112,500	(112,500)	-
Healthy School Initiative - University of Alberta	5,145	105,208	(56,328)	54,025
Peer2Peer - University of Alberta	1,528	-	-	1,528
Reach	-	170,000	(168,491)	1,509
Trades Bootcamp	185,982	-	(150,319)	35,663
Other Deferred Revenue	44,844	117,829	(39,260)	123,413
Total unexpended deferred operating revenue	\$22,990,277	\$72,950,025	(\$73,096,294)	\$22,844,008
Unexpended deferred capital revenue (Schedule 2)	46,894,570	167,141,810	(188,912,673)	25,123,707
Expended deferred capital revenue (Schedule 2)	707,650,127	257,578,474	(33,519,270)	931,709,331
Total	\$ 777,534,974	\$ 497,670,309	\$ (295,528,237)	\$ 979,677,046



8. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2017	2016
Accumulating sick pay liability	4,526,300	4,898,800
Retirement allowances	5,157,400	4,880,800
Other employee future benefits	149,100	123,100
Total	<u>\$ 9,832,800</u>	<u>\$ 9,902,700</u>

9. OTHER LIABILITIES

Other liabilities consist of the following:

	2017	2016
Asset retirement obligation	\$ 379,188	\$ 1,060,658
Total	<u>\$ 379,188</u>	<u>\$ 1,060,658</u>

The following table summarizes the changes in asset retirement obligations (ARO):

	2017	2016
Balance beginning of year	\$ 1,060,658	\$ 2,649,588
Additional obligations recognized	-	-
Obligations discharged	(681,470)	(1,588,930)
Total	<u>\$ 379,188</u>	<u>\$ 1,060,658</u>

The District 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 Government of Alberta. The District has recorded two ARO's totaling \$379,188 (2016 - \$1,060,658) representing the estimated cost to remove asbestos from schools. The school board has not recorded an ARO for other buildings for asbestos removal as the amount of asbestos is not known.

Contaminated sites are a result of contamination being introduced into the air, soil, water, or sediment of a chemical, organic, or radioactive material, or live organism that exceeds an environmental standard. The District has completed a review to determine if there is a liability for contaminated sites and none have been noted.



10. DEBT

	2017	2016
Unsupported debenture outstanding at August 31, 2017 has an interest rate of 3.06%. The term of the loan is 20 years with payments made semi-annually.	\$ 12,986,323	\$ 13,583,639
Total	<u>\$ 12,986,323</u>	<u>\$ 13,583,639</u>

Unsupported Debenture – Alberta Capital Finance Authority

Payments on the unsupported debenture due over the next five years and beyond are as follows:

	Principal	Interest	Total
2017-2018	615,716	392,322	\$ 1,008,038
2018-2019	634,682	373,356	\$ 1,008,038
2019-2020	654,233	353,805	\$ 1,008,038
2020-2021	674,385	333,652	\$ 1,008,037
2021-2022	695,159	312,879	\$ 1,008,038
2022 to maturity	9,712,148	1,880,285	11,592,433
Total	<u>\$ 12,986,323</u>	<u>\$ 3,646,299</u>	<u>\$ 16,632,622</u>

11. PREPAID EXPENSES

Prepaid expenses consist of the following:

	2017	2016
Prepaid insurance	\$ 563,954	\$ 494,130
International Baccalaureate Fees	29,837	55,789
Building Lease Payments	434,801	431,840
Enterprise Systems	1,265,087	573,220
Professional Development	15,240	173,927
Other	60,618	61,060
Total	<u>\$ 2,369,537</u>	<u>\$ 1,789,966</u>



12. OTHER NON-FINANCIAL ASSETS

Other non-financial assets consist of the following:

	2017	2016
Inventory - Primarily for Internal Use	\$ 4,144,641	\$ 2,768,039
Total	<u>\$ 4,144,641</u>	<u>\$ 2,768,039</u>

13. ACCUMULATED SURPLUS

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

	2017	2016
Unrestricted surplus	\$ -	\$ -
Operating reserves	<u>80,420,780</u>	<u>99,497,837</u>
Accumulated surplus from operations	80,420,780	99,497,837
Investment in tangible capital assets	73,635,715	62,904,234
Capital reserves	63,691,231	57,063,531
Accumulated surplus	<u>\$ 217,747,726</u>	<u>\$ 219,465,602</u>

Accumulated surplus from operations (ASO) includes funds of \$2,804,233 that are raised at the school level and are not available to spend at the board level. The District's adjusted surplus from operations is calculated as follows:

	2017	2016
Accumulated surplus from operations	\$ 80,420,780	\$ 99,497,837
Deduct: School generated funds included in accumulated surplus (Note 17)	<u>2,804,233</u>	<u>2,933,533</u>
Adjusted accumulated surplus from operations ⁽¹⁾	<u>\$ 77,616,547</u>	<u>\$ 96,564,304</u>

⁽¹⁾ Adjusted accumulated surplus from operations represents funds available for use by the District after deducting funds raised at the school level.



14. CONTRACTUAL OBLIGATIONS

	2017	2016
Building projects ⁽¹⁾	\$ 47,576,448	\$ 148,155,418
Building leases ⁽²⁾	20,237,187	24,177,237
Service providers ⁽³⁾	14,982,390	9,544,618
Total	\$ 82,796,025	\$ 181,877,273

- (1) Building Projects: The District is committed to capital expenditures of \$22,572,465 for expansions/modernizations at four schools. The District is also committed to further capital expenditures to complete other schools of approximately \$18,516,241. The District has also committed to an infrastructure optimization project for \$6,487,742. It is anticipated that \$41,088,706 of these costs will be fully funded by capital revenue from Alberta Education.
- (2) Building Leases: The District is committed to lease office space to provide learning spaces for various outreach and alternative academic programs.
- (3) Service Providers: As at August 31, 2017, the District has \$14,982,390 in commitments relating to service contracts. None of these are paid to other school jurisdictions.

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Building Projects	Building Leases	Service Providers
2017-2018	\$ 47,576,448	\$ 5,150,656	\$ 14,982,390
2018-2019	-	3,653,392	-
2019-2020	-	3,609,958	-
2020-2021	-	1,264,139	-
2021-2022	-	1,335,025	-
Thereafter	-	5,224,017	-
	\$ 47,576,448	\$ 20,237,187	\$ 14,982,390

15. CONTINGENT LIABILITIES

- a) The District has been named in 18 (2016 – 15) claims, seven (2016 – three) of which the outcome is not determinable. Of these indeterminable claims, none (2016 – none) have specified amounts (2016 - nil). The resolution of indeterminable claims may result in a liability, if any, that may be significantly lower than the claimed amount. None of these contingent liabilities involve related parties.
- b) The District is a member of Urban Schools Insurance Consortium (USIC). Under the terms of its membership, the District could become liable for its proportionate share of any claim losses in excess of the funds held by USIC. The District's share of the pool as at August 31, 2017 was \$1,956,515 (2016 - \$1,883,446). This amount has not been recognized in the District's consolidated financial statements.



16. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust by the District. They are not recorded in the consolidated statements of the District.

	2017	2016
Deferred salary leave plan	\$ 1,737,449	\$ 1,897,518
Scholarship trusts	649,594	658,665
International Student Health Insurance	(9,540)	(7,527)
International Student Homestay Fees	(26,499)	-
Total	<u>\$ 2,351,004</u>	<u>\$ 2,548,656</u>

17. SCHOOL GENERATED FUNDS

	2017	2016
School Generated Funds, Beginning of Year	\$ 5,107,985	\$ 4,932,066
Gross Receipts:		
Fees	12,714,574	13,099,858
Fundraising	2,049,407	1,990,541
Gifts and donations	5,452,687	4,913,605
Grants to schools	(22,921)	118,705
Other sales and services	5,230,135	5,373,087
Total gross receipts	25,423,882	25,495,796
Total Related Expenses and Uses of Funds	18,945,265	18,746,607
Total Direct Costs Including Cost of Goods Sold to Raise Funds	6,638,828	6,573,270
School Generated Funds, End of Year	<u>\$ 4,947,774</u>	<u>\$ 5,107,985</u>
Balance included in Deferred Revenue	\$ 2,143,541	\$ 2,174,451
Balance included in Accumulated Surplus (Operating Reserves)	\$ 2,804,233	\$ 2,933,534



18. RELATED PARTY TRANSACTIONS

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 54,005,718	\$ 4,202,675		
Prepaid expenses / Deferred operating revenue	-	10,755,381		
Unexpended deferred capital revenue		25,123,707		
Expended deferred capital revenue		931,709,331	33,519,270	
Grant revenue & expenses			940,636,952	
ATRF payments made on behalf of district			56,097,698	
Other revenues & expenses			221,657	207,825
Other Alberta school jurisdictions	155,841	-	729,851	240,977
Other Sales & Services to Alberta School Jurisdictions			1,581,209	
Alberta Infrastructure	143,341	130,738	277,737	27,492
Alberta Human Services	341,408	53,864	1,968,013	-
Alberta Culture and Tourism	-	172,725	102,369	16,228
Alberta Labour	-	-	138,830	-
Other GOA ministries	-	3,287	46,413	6,017
Alberta Foundation for the Arts	-	-	68,784	-
Alberta Health Services	68,269	5,692	887,481	122,076
Post-secondary institutions	1,484	74,033	573,928	272,652
Other:				
Alberta Capital Financing Authority		12,986,323		402,435
TOTAL 2016/2017	<u>\$ 54,716,061</u>	<u>\$ 985,217,756</u>	<u>\$1,036,850,192</u>	<u>\$ 1,295,702</u>
TOTAL 2015/2016 (restated)	<u>\$ 18,189,096</u>	<u>\$ 730,926,400</u>	<u>\$1,004,501,594</u>	<u>\$ 19,378,062</u>

19. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

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

20. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 14, 2016. 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 2016-2017 presentation.

22. CHANGE IN ACCOUNTING POLICY

The District early adopted PSAS section 3210 Assets effective September 1, 2016 with retroactive application with restatement. The District has determined that this change in accounting policy enhances the reliability and relevance of the consolidated financial statements for users as it better aligns the recognition of assets with the risks of ownership of these assets.

In the past, the District has not recorded construction projects managed and paid for directly by the Government of Alberta until the time of occupancy, defined as the first day of classes.

The following summarizes the effect of the change in accounting policy on the District's financial position, financial performance and cash flows:

	Originally Reported	Effect of Change in Accounting Policy	Restated
Liabilities			
Deferred revenue	\$ 724,550,281	\$ 52,984,693	\$ 777,534,974
Net debt	(516,003,214)	(52,984,693)	(568,987,907)
Non-Financial Assets			
Tangible capital assets			
Buildings	591,372,050	52,984,693	644,356,743
Total non-financial assets	735,468,816	52,984,693	788,453,509

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Proposed Distribution of the 2016-2017 District Surplus

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE

STAFF: Krista Brandon, Vanessa Crosswell-Klettke

REFERENCE: N/A

ISSUE

Based on the audited financial statements for the year ended August 31, 2017, the District has a total of \$80.4 million accumulated operating reserved funds including a \$2.8 million school generated fund (SGF) surplus, which is internally restricted, leaving a net balance of \$77.6 million and accumulated capital reserve balance of \$63.7 million.

Operating Surplus Plan:

In conjunction with the 2017-2018 Spring Approved Budget, the Board of Trustees approved the distribution of \$27.1 million of surplus funds to be used during the 2017-2018 school year. Based on the August 31, 2017, actual ending surplus balances at schools and central decision units, the actual amount of surplus released as part of the 2017-2018 Fall Revised Budget was \$61.5 million (Attachment I).

The budget allocation model at Edmonton Public Schools attempts to distribute the provincial funding we receive across all our schools and our central decision units in a fair and equitable manner with the ultimate goal of providing the best educational experience for our students. The allocation model is largely based on providing a per student allocation. While this approach is consistent across all our schools, depending on the number and composition of students, the ability for individual schools to budget their staffing needs as well as maintain their physical site varies throughout the District. The Equity Fund was established in 2014-2015 and has helped to bridge the gap inherent in the budget allocation system by providing resources through equity fund holdback dollars to schools that encounter emergent needs related to supporting the success of their students.

The District's operating surplus also provides a unique opportunity to be able to access funds to address some of the facility inequities that currently exist at our schools from both a technology and a facility infrastructure point of view (Attachment I).

The technology plan was initiated in 2016-2017 and included the initial purchase of hardware and equipment to get schools to an equitable level. This will now evolve into providing core technology infrastructure (including servers, switches, Wi-Fi access points and internet service) on an on-going basis with required hardware or equipment being automatically updated on a regular evergreening schedule. Surplus funds would be required for the current year two of this plan, following which adjustments would be made to the allocation model where these costs would be treated like a fixed utility annual operating expense and would be reduced from the District's total annual budget prior to the school and central allocations being calculated.

The infrastructure investment framework will use operating surplus funds to address inequities around the physical state of the District's school sites. These expenses include repairs and maintenance costs, that do not qualify as capital expenditures, and that have typically been addressed through the schools own budget. An assessment of the school sites was performed in 2016-2017 and will be used to prioritize the maintenance plan.

Capital Reserve Plan:

The capital reserve plan on Attachment III, outlines committed capital costs anticipated for 2017-2018 as well as continuation of the energy retrofit initiative.

In addition, capital funds have already been targeted for future years related to constructing a purpose built in-house daycare as part of the Millcreek replacement school. In addition, the Board has targeted \$15 million to be used to self-fund a mature neighborhood replacement school.

RELATED FACTS

Overall, the District believes that having reserve funds is a sound financial practice and helps to shield schools and students from unpredictable provincial funding and/or unforeseen events that could otherwise financially impact the District in any given year.

The net accumulated operating surplus balance of \$77.6 million represents approximately 7.1 per cent of our total annual operating revenue budget (\$1.1 Billion).

RECOMMENDATION

That the proposed distribution of the 2016-2017 surplus be approved as follows:

- 1. That the 2017-2018 planned use of surplus funds totaling \$61.5 million released in conjunction with the 2017-2018 fall revised budget be approved.**
- 2. That the planned use of capital reserve funds of \$5.6 million for 2017-2018 be approved.**

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Support the recommended distribution of the operating and capital reserves as outlined in the above recommendations.
2. Revise recommendations.

NEXT STEPS

Administration will proceed with the proposed distribution of accumulated operating surplus and capital reserve funds.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Detailed Breakdown for the Budgeted Utilization of Accumulated Surplus from Operations for the year ended August 31, 2018
ATTACHMENT II	2017-2018 Central initiatives to Support Schools - Notes
ATTACHMENT III	Capital Reserve Plan

TB:ja

**EPSB
Accumulated Operating Surplus Plan
2017-2018**

	Amount	Total Amount
Accumulated operating surplus at September 1, 2016 (excluding SGF)	\$	96,564,304
Transfer to Capital Reserves (Board approved February 28, 2017)		(15,000,000)
Net drawdown of operating reserves for the year ending August 31, 2017		(3,947,757)
Accumulated operating surplus at September 1, 2017 (excluding SGF)	\$	77,616,547

2017-2018 Planned use of surplus funds:

Surplus funds released in the 2017-2018 Fall Budget:

A School surpluses (up to 3%, net of repayment of deficits)	14,986,087	
B Core Technology Enterprise Management - Year 2	5,000,000	
C School Cabling Upgrade	1,000,000	
D Infrastructure Investment Framework - Year 2	13,270,000	
E Student Transportation (access to restricted reserve)	1,300,000	
F Student Transportation (estimated access to surplus)	3,100,000	
G Equity Fund top up (increase over Spring Budget Allocation, to bring total to \$11M)	6,939,764	
H Central initiatives to support schools - Central access to surplus:		
<u>District Business Systems and School Support Applications</u> - Funds to support the implementation customization and/or maintenance of business systems and school applications including E-Biz, Archibus, PeopleSoft, Symphony, QuickBooks, FOIP, PowerSchool and the District Intranet.	3,090,380	
<u>Strategic Planning and Administration</u> - Funds to support the data population and completion of the District Dashboard, the review and alignment of administrative regulations with the new Education Act, the development of District level strategic partnerships and the creation of a structure for principal readiness.	572,689	
<u>Facilities and Operations</u> - Funds to support school building improvements, facility assessments for schools involved with Space For Students in Mature Communities initiatives and the continuation of a fibre network connection to allow back up internet in the event of a service disruption.	1,991,340	
<u>Supports for the Establishment of New Schools and Programming</u> - Funds to support the staffing, communications, visual identity, space, and programming needs for new schools. Also included is support for expanding programs including: career pathways, evidence based decision making, locally developed course management as well as specialized assessments.	3,484,070	
<u>Supports for Schools</u> - Funds to support schools in the areas of: curriculum, career pathways, literacy, numeracy, english language learners, student assessment, data analysis, FNMI, resources, mental health and other areas of need.	6,744,909	
	61,479,239	(61,479,239)
I Plus: the following are added back in order to forecast the ending balance.		
Schools projected ending 2017-2018 surplus balance (up to 3%)	15,000,000	
Central projected ending 2017-2018 surplus balance	13,000,000	
Net effect of District capital purchases	5,000,000	
	33,000,000	33,000,000
Total forecasted accumulated operating surplus at September 1, 2018	\$	49,137,308

EPSB
Accumulated Operating Surplus Plan
2017-2018

Targeted Reserve funds (For 2018-2019, 2019-2020 and beyond)

	Amount	Total Amount
1 Carry forward minimum reserve target	20,000,000	(20,000,000)
2 Equity fund - \$6M minimum balance per year	18,000,000	
3 Enterprise systems	4,000,000	
4 Property Management	1,100,000	
5 Infrastructure Investment Framework - years 3 & 4	6,037,308	
	29,137,308	(29,137,308)
		\$ -

Notes: Surplus Funds Released as part of the 2017-2018 Fall Budget:

- A School surpluses up to 3% - Schools were allowed to carryforward a surplus balance of up to the 3% of their prior year fall budget. Any surplus amount that exceeded the 3% carryforward threshold was added to the Equity Fund. The amount shown as being released is net of the repayment of school deficits of \$796,754 from the 2016-2017 school year.
 - B Core Technology Enterprise Management - currently, schools are responsible for the cost of core technology infrastructure at their respective sites. Schools are charged monthly by District Technology for service and support of this core infrastructure, which includes servers, switches, wi-fi access points and internet service. In a new enterprise management model, maintenance, management and evergreening of core technology infrastructure will become the responsibility of District Technology. Schools will no longer be responsible for budgeting for the maintenance and replacement of their core technology infrastructure. Following 2017-2018, funds to sustain this model will be provided out of the District's operating budget as a fixed annual cost.
 - C School Cabling Upgrade - replacement of outdated cabling infrastructure within schools to adequately support modern equipment requirements including building systems (security, HVAC, phone), administrative servers and computers, as well as classroom wireless networks.
 - D Infrastructure Investment Framework - Year 2 - Investment in District infrastructure will continue in an effort to narrow the equity gap between schools. Items addressed will include: interior paint (\$2.5M), student furniture (\$5M), school front entrances and minor instructional upgrades (\$1M), gym floors (\$800K), air duct cleaning (\$800K), flooring (\$1M), Archibus (\$450K), ceiling upgrades (\$1M), and parking lot improvements (\$720K).
 - E Student Transportation (restricted reserve) - For 2017-2018 Student Transportation anticipates an increase in total ridership and operating costs, however there will be fewer riders eligible to pay a transportation fee (in compliance with Bill 1). In lieu of transferring the increased costs to the eligible riders, the District will deplete the existing restricted transportation surplus and will also access additional surplus funds as noted below.
 - F Student Transportation (operating surplus) - This access to surplus request is in addition to depleting the transportation restricted reserve balance, as noted above, and is required to offset the anticipated additional costs associated with an increase in ridership and operating costs without transferring this to students/families in the form of an increase in Student Transportation Fees for eligible riders.
 - G Equity fund: In the spring an allocation of \$4 Million was established. For the fall, school surplus balances in excess of the 3% carryforward threshold (\$1.9 Million) plus an additional \$5 Million was also added bringing the total Equity Fund balance to just under \$11 Million. The Equity Fund is used to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity. This fund will support school catchment work and address individual school emergent circumstances.
 - H Central initiatives to support schools: Where schools are allowed access of up to 3% of their surplus, Central Decision Units decided to pool their unrestricted operating surplus funds and using a collaborative approach, prioritize initiatives that directly support the District's Strategic Plan. Details of the planned initiatives have been included on Attachment II.
 - I School & Central surplus carryforward - In compliance with the Administrative Regulation CVB.AR – Guidelines for Carry Forward of Funds for Central and School Decision Units and based on historical trends, it is reasonable to assume that both schools and central decision units will not expend the full amount of the funds that were allocated to them in 2017-2018. These funds will then be available to redistribute in 2018-2019.
- Net effect of District capital purchases - Includes current year capital additions (funded by the District) offset by depreciation of prior year capital purchases.

EPSB
Accumulated Operating Surplus Plan
2017-2018

Notes: **Targeted: Reserve Funds (for 2018-2019, 2019-2020 and beyond)***

- * Given the dependence and uncertainty around Provincial funding for EPSB, it is difficult to project the District's accumulated surplus position beyond one year. As such, administration has identified the below list of targeted reserve funds required for future years.

- 1 Carry forward minimum reserve target: To be financially responsible and prudent the District is targeting to maintain a minimum reserve balance of \$20 Million.

- 2 Equity fund: This reserve fund is used to guarantee a minimum balance per year for 2018-2019 through 2020-2021 school years. The Equity Fund was established in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity. This fund will support school catchment work and address individual school emergent circumstances.

- 3 Enterprise systems: These resources would be used for the purchase, installation, and upgrade of key enterprise systems, e.g., PeopleSoft HR, PowerSchool, Archibus, Intranet, etc. Although the E-Biz project went live in October 2015, to maximize the systems capabilities, several other systems now need to be updated (e.g. PeopleSoft HR, Budget, etc). In addition, the District has also identified the need to move towards an electronic recruiting application process. The governance of these resources would be addressed through the establishment of an Information Technology Council.

- 4 Property management: (*Closed buildings, non-instructional spaces and operational spaces with district tenants*) - Under the Infrastructure Investment Framework, Property Management reserves will be used for lifecycle needs on our closed school buildings and buildings used for Central DUs (e.g., Centre for Education, Distribution Centre, etc.). This fund would cover major costs such as boilers and roofs that cannot be paid with IMR dollars.

- 5 Infrastructure Investment Framework - Year 3 & 4 - Investment in District infrastructure will continue in an effort to narrow the equity gap between schools. Items such as interior paint, furniture and equipment, minor instructional upgrades, gym floors, air ducts, interior and exterior entrance areas, and general office areas will continue to be addressed.

Initiative Name	Description	Funding Required for 2017-2018
District Business Systems and School Support Applications		
Development and implementation of an effective and consistent performance management system	Our current performance management practices are inconsistent across staff groups and not well defined for some staff groups. Additionally, they do not support our culture of collaboration, accountability and learning. The objective of this work is to define a consistent district performance management process, supported by automated workflow for implementation in 2017-18.	185,000
Onboarding	Development and implementation of a comprehensive onboarding process for new and transitioning staff. This will be fundamental in supporting success as individuals move into new roles.	75,000
District Intranet	Contract support to assist with the review and updating of documents and the development and testing of the District intranet.	534,000
Next Phase of E-Biz	An enterprise reporting and business analytical application to enhance reporting and planning tools for schools, district leaders, and external stakeholders. The Oracle Enterprise Planning and Budgeting cloud application was purchased in May 2017. An implementer will be engaged during the winter of 2017, with the goal of pilot testing the system in conjunction with the Fall 2018-2019 budget.	1,200,000
ERP Consultant	Engagement of a consultant to facilitate an enterprise approach to the District's ERP applications and business operations including a review of the Oracle E-Business Suite, Oracle Enterprise Planning and Budgeting and Peoplesoft (HCM). The consultant will play a critical role in making sure our enterprise systems are envisioned, designed and deployed across the District to meet current and future business needs and opportunities. In a collaborative approach, this work is being overseen by a committee with representatives from Finance, HR, and IT.	125,000
Evidence-based decision making	Includes assessment and research consultants in the area of high school humanities and math. (HLAT & MIPI work) in order to support ongoing work around the MIPI and HLAT writing tests and ongoing support for GKB.AR as well as other District work including: District-wide focus on Reading, Gifted and Talented, Career Pathways, building capacity in evidence-based decision making and assisting schools in data analysis.	795,000
My Blueprint E. Portfolio	Support the implementation of myBlueprint Education Planner tool across the District. The yearly cost of using the system across the District is currently \$91,380 and includes the following: All About Me Portfolio K-6; Education Planner 7-12 (Alberta Edition); Data Services; (PowerSchool API, SSO, Staff Portal Training, Proactive Support and Dedicated Service; Resource Centre, Lesson Plans, Tutorial Videos; Complimentary Upgrades to New Versions; Setup, Maintenance, Secure Canadian Hosting; French Editions (K-12)). A commitment was made to pay for this licence centrally for three years. This is year three of the project.	91,380
District Phone Consultant	Phase II of project. (Roadmap for District Phone system)	85,000
Subtotal District Business Systems and School Support Applications		\$3,090,380
Strategic Planning and Administration		
HR Administrative Regulations	Update and implement HR administrative regulations to align with new HR framework and the Education Act.	125,000
Dashboard - Priorities Two and Three	Funding to support taking the development and implementation of the dashboard through to completion. These dollars do not reflect the human resources drawn out of Central decision units.	326,361
EPSB Foundation - Development Support	The EPSB Foundation is attempting to increase the amount of donations in support of full day Kindergarten. This requires additional support to develop the website/Facebook/newsletters and an increase in social media presence. Support is also required for event planning, promotion of the employee campaign and stewardship framework. This would be for a one year term.	36,328
Principal Readiness	To continue to provide support for Principal Development Programs	80,000
Policy Advisory Committee	Creation of 2 advisory committees for review of Multiculturalism Policy and SOGI policy	5,000
Subtotal Strategic Planning and Administration		\$572,689

EPSB
Central Initiatives to Support Schools - Details
2017-2018

Initiative Name	Description	Funding Required for 2017-2018
Facilities and Operations		
Furniture & Fixtures	Office furniture and fixtures for central decision units ordered but not received prior to the end of 2016-2017.	73,128
Inclusive Learning Relocation	To fit up Inclusive Learning space at alternate sites.	950,000
Projector Equity Project	Year 2 - completion (final year).	968,212
Subtotal Facilities and Operations		\$1,991,340
Supports for the Establishment of New Schools and Programming		
Logistics for New Schools	Costs related to the logistics & storage of furniture and equipment for new schools (space) anticipated to open in January 2018.	400,000
New school grand opening costs	Each school has a budget of \$10k for their grand opening, which includes printing and purchase of the gift from the Board of Trustees.	110,000
Student Senate	Costs associated with the running of the Student Senate (including a portion of a teacher leader).	30,000
Early Years Program Moves	Due to growth pressures, two existing early years sites will be moving. This involves the moving of 4 classrooms from Homesteader to John Barnett and 4 classrooms from Waverly being relocated to Duggan.	400,000
Early Years Expansion	Implementation of the Early Years resources (inquiry and play) to support professional learning for EAs and teachers.	175,500
EYE Implementation	The EYE is used as a baseline data tool for Early Years programming.	125,000
Locally Developed Courses (LDC) Management and Development	1.0 FTE teacher consultant, 0.2 admin support and funds for teacher supply coverage for the review, management and development of LDCs.	156,849
Digital Module Developer/Videographer	Videographer to capture, edit, format and create online digital modules to support and archive professional learning delivery.	100,000
Review of special education and other programs	District Level initiatives re: Austim and Gifted program reviews. Includes project lead and backfill consultant time on school-linked teams.	228,000
Graphic design support	Continuation of graphic design contract FTE for an additional school year to meet school and Central demand.	104,593
Building Capacity in Quantitative data analysis.	Data Analysts to support Assessment, research and Career Pathways.	265,000
Career Pathways implementation across grades and divisions.	Consultants including program evaluators and communication consultants and a full time admin assistant to support the transition of career pathways from project to K-12 teaching and learning.	1,389,128
Subtotal Supports for the Establishment of New Schools and Programming		\$3,484,070

EPSB
Central Initiatives to Support Schools - Details
2017-2018

Initiative Name	Description	Funding Required for 2017-2018
Supports for Schools		
Commit to Kids	District initiated program to identify and prevent situations where students may be at risk of sexual abuse.	30,000
Dashboard - Evidence Based Decision Making	Supporting the development and roll out (training of school staff) of the internal dashboard; supporting catchment strategic planning through the use of data analysis protocols - based on achievement and survey data. Working with provincial achievement data to make it more actionable for schools and training staff to use the data (and align gaps with research to identify strategies for closing the gaps). Support high school department heads in using diploma exam data to improve teaching and learning. Build capacity in evidence-based decision making and assisting schools in data analysis.	118,000
Research Team - creating a culture of research/evidence based decision making	Supporting all district priorities through a foundation of research, evidence/research based decision making, best practices and evaluation of projects. In addition, building central staff capacity by the development of protocols and practices for evaluation, data analysis and reporting.	187,000
Career Pathways	Ongoing work related to Phase 2 of Career Pathways as it expands across schools and division levels. Staff to support the development of curriculum resources, to support the implementation of the CTF and CTS courses and to build teacher capacity in the integration of Career Pathways in CTF and CTS.	337,000
Assessments and Assessment Regulations	Supporting ongoing work around the MIPI and HLAT writing tests and ongoing support for matters related to GKB.AR as well as other District work – i.e. District-wide focus on Reading, Gifted and Talented, Career Pathways. Build capacity in evidence-based decision making and assisting schools in data analysis. Also includes funds for external contracts for specialized assessments (Psychologist and Academic Assessments).	224,000
Enhanced training for critical incident support services (CISS)	Contract external trainers for district social workers and psychologists working on the CISS team.	70,000
2018 Summer Institutes	Continuation of the Summer Institutes initiative.	325,000
RDS Resource Strategy Implementation	1.0 FTE teacher consultant and funds to support implementation of the RDS Resource Strategy.	150,757
Building Capacity in Provincial Curriculum Implementation	Provide subject area support working with teachers directly in their classrooms. Also, consultant support for readiness for the provincial curriculum implementation and support for 7 subject areas. Note that this is ongoing; the increased request for this year is to accommodate receiving a full 12 months of service.	1,865,662
One additional School-linked Inclusive Learning Team	Increase in FTE to multi-disciplinary teams to provide direct support to schools. With 11 new schools opening, anticipated distribution is 23 schools per team.	2,374,000
PD - Self-Regulation Project, Circle Way Practicum, Connections Program, Physical Literacy training & Alternative and Augmentative Communication Training.	Includes Stuart Shakers Train the Trainier program (self-regulation, physical literacy and personal well-being). The Circle Way Practicum is for engaging parents and community partners in deeper dialogue about issues related to culture, diversity, and mental health. Connections program is a 5-day intensive provincial camp on Diversity, Leadership, Multiculturalism, and Environmentalism. Physical literacy involves bringing Dr. Dean Dudley from Australia to speak to EPSB staff - shared cost between GETCA, 4 School Boards, and the U of A. Alternative and Augmentative Communication training is directed towards IL and Pre-K staff.	116,500
Diversity Day 2018	The initial Diversity Day held in partnership with Phoenix Society for Interfaith Harmony was a huge success. Funds are needed to support continuation of this initiative for Diversity Day 2018 and to provide kickstart funds for school-based diversity initiatives.	40,000
Diversity & Comprehensive School Health Team	Includes funds for 0.5 Admin Assistant, a full time coordinator for the Comprehensive School Health initiatives and additional dollars to continue with enhanced opportunities for training in the area of Mental Health supports (MHFA, Go To Educator and roll out of the District's Mental Health Framework).	51,990
Language & Literacy - Hanen Summer Institute and training	Planning underway for Summer Institute training for SLPs in Pre-K and K to support early childhood educators in Language and Literacy.	75,000
First Nations Metis Inuit Consultants	Increased demand to staff for early years liaison. This work is an on-going project and has already started.	260,000
High School Graduation Coaches.	This work is an on-going project and has already started.	260,000
Family support workers: early intervention pilot	This work is an on-going project and has already started.	260,000
Subtotal Supports for Schools		\$6,744,909

EPSB
Capital Reserve Plan
2017-2018

	Amount	Total Amount
Accumulated capital reserve at September 1, 2016		57,063,531
Capital transactions during 2016-2017		(8,372,300)
2016-2017 Transfer of surplus to capital reserves		15,000,000
Total capital reserve balance at September 1, 2017		63,691,231
Planned use of capital reserves in 2017-2018:		
1 Energy retrofit (On-going annual commitment) - (Year 1 of 2)	5,000,000	
2 Relocation of modular classrooms	600,000	
	5,600,000	(5,600,000)
Forecasted accumulated capital reserve balance at September 1, 2018		58,091,231
Targeted use of capital reserves beyond 2018:		
1 Energy retrofit (On-going annual commitment) - (Year 2 of 2)	5,000,000	(5,000,000)
3 Millcreek - purpose built in-house daycare - (2018-2019)	1,000,000	(1,000,000)
4 Self funded mature neighborhood replacement school	15,000,000	(15,000,000)
Remaining capital reserve balance:		37,091,231

Notes:

1 Energy retrofit - In 2016-2017 initial funds were used to establish an energy efficiency (retrofit) contract. Starting in 2017-2018 a two to three year ongoing contractual commitment will be required to replace old mechanical and electrical systems in selected schools. The upfront costs associated with this initiative is more than offset by future utility cost savings.

2 Relocation of modular classrooms - per approved Caucus recommendation report dated June 6, 2017. Funds are required to relocate three modulars for the 2017-2018 school year. The intent would be to have funds reimbursed by Alberta Education once approvals are received. Self-funding commitment would allow an immediate sourcing of modular units and improve the District's ability to timely deliver units to site in order to address enrolment demands.

3 Millcreek - The Board has approved up to \$1M to be used to construct a purpose build in-house daycare facility in conjunction with the construction of the Millcreek replacement school. Additional discussions with potential partner agencies will yield potential business models and refined plans / cost estimates. One option within this concept, is that the capital construction costs would be recovered through a Property Management lease arrangement with the partner agency.

4 Self funded mature neighborhood replacement school - Approximate cost for a single replacement School - a partnership with Alberta Education for anticipated replacement schools in a mature community.

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Fall Update to the Revised 2017-2018 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Krista Brandon, Jennifer Price

REFERENCE: N/A

ISSUE

Alberta Education requires jurisdictions to prepare and submit a budget update each fall. Jurisdictions are also required by Alberta Education to provide the budget update as information to the Board of Trustees each fall reflecting changes in revenue, enrolment, current staffing, and other key budget assumptions.

BACKGROUND

Each school and central decision unit prepared a revised budget in the fall based on updated September 30 enrolment, current staffing FTE's, as well as the planned use of surplus funds.

The 2017-2018 Fall Budget update for Edmonton Public Schools has been completed for submission to Alberta Education by November 30, 2017. The revised budget is based on total expenses of \$1.210 billion. Alberta Education requires school boards to report the government contributions of the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$59.4 million. The overall increase in the fall revised budget over the spring approved budget of \$49.0 million is as follows:

1. Increase use of net surplus carry forward funds of \$34.3 million.
2. Increase in revenues due to enrolment and other adjustments totaling \$14.7 million or 1.3 per cent.

RELATED FACTS

- Classroom Improvement Fund (CIF) grant of \$10.6 million is new for 2017-2018 and was established as part of the central table Memorandum of Agreement between the Teachers Employer Bargaining Association and the Alberta Teachers Association. The intent of this grant is to improve the student experience in the classroom.
- The 2017-2018 fall budget update reflects a planned operating deficit of \$61.5 million which is offset by the planned use of the District's accumulated operating surplus.
- Student enrolment assumptions are based on a total of 98,914 students, a decrease of 166 students or 0.2 per cent compared to the spring projected enrolment count and an increase of 3,272 or 3.4 per cent over September 2016 (Attachment II).
- Fee revenue matches the Bill 1 submission to the province which was completed after the spring approved budget was prepared.
- Total FTE's are now budgeted at 9,097, with certificated staff representing 57 per cent (or 5,210 FTE's) followed by support staff at 25 per cent (or 2,313 FTE's) (Attachment VI).

- The 2017-2018 budgeted System Administration and Board Governance block spending is 3.2 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the province.

RECOMMENDATION

That the fall 2017 Update to the 2017-2018 Budget be approved.

NEXT STEPS

Once approved the Fall 2017-2018 Revised Budget will be posted to the District's website and the Fall 2017 Update to the 2017-2018 Budget will be submitted to Alberta Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I	2017-2018 Fall Revised Revenue Budget
ATTACHMENT II	Student Enrolment
ATTACHMENT III	2017-2018 Fall Revised Budget – Total Allocations
ATTACHMENT IV	2017-2018 Fall Revised Budget – Direct School Allocations
ATTACHMENT V	2017-2018 Fall Revised Budget – Other Allocations
ATTACHMENT VI	2017-2018 Fall Revised Budget – Staff FTE's
ATTACHMENT VII	2017-2018 Fall Revised Budget – Revenue & Expense Analysis
ATTACHMENT VIII	Fall 2017 Update to the 2017-2018 Budget

TB:ja

Edmonton Public Schools
2017-2018 Fall Revised Revenue Budget

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance Fall vs Spring \$	Variance Fall vs Spring %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 30,737,100	\$ 31,602,100	\$ (865,000)	(2.7%)	
ECS Class Size	7,002,000	7,199,100	(197,100)	(2.7%)	
Base Instruction (Grades 1 to 9)	435,482,800	435,845,300	(362,500)	(0.1%)	
Class Size (Grades 1 to 3)	35,118,200	35,684,600	(566,400)	(1.6%)	
	508,340,100	510,331,100	(1,991,000)	(0.4%)	
High School (Grades 10 to 12)	156,651,300	154,992,900	1,658,400	1.1%	1
Base Instruction Metro (Grades 10 to 12)	1,059,800	934,900	124,900	13.4%	1
Base Instr. Metro Summer (Grades 10 to 12)	6,145,400	5,811,400	334,000	5.7%	1
Outreach Site Funding	314,900	314,900	-	-	
Home Education	588,100	691,700	(103,600)	(15.0%)	1
	8,108,200	7,752,900	355,300	5.0%	
SUBTOTAL BASE INSTRUCTION FUNDING	673,099,600	673,076,900	22,700	0.0%	1
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	43,292,600	44,601,900	(1,309,300)	(2.9%)	2
Inclusive Education	71,794,200	70,699,000	1,095,200	1.5%	
English as a Second Language (ESL)	22,450,000	22,450,000	-	-	
First Nations, Metis and Inuit Education (FNMI)	10,037,400	9,507,300	530,100	5.6%	3
Building Collaboration and Capacity	30,750	30,750	-	-	
Socio Economic Status	11,335,200	11,147,300	187,900	1.7%	
Plant Operations and Maintenance (PO&M)	71,287,500	71,067,000	220,500	0.3%	
Metro Urban Transportation	24,581,100	24,501,800	79,300	0.3%	
ECS Special Transportation	2,710,200	2,400,000	310,200	12.9%	2
Equity of Opportunity	9,490,100	9,323,000	167,100	1.8%	
Federal French Funding	590,000	590,000	-	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	267,599,050	266,318,050	1,281,000	0.5%	
PROVINCIAL PRIORITY TARGETED FUNDING					
High Speed Networking	2,284,800	2,275,200	9,600	0.4%	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,284,800	2,275,200	9,600	0.4%	
OTHER PROVINCIAL SUPPORT					
Institutional Support	9,849,700	10,378,200	(528,500)	(5.1%)	4
Regional Collaborative Service Delivery (RCSD)	4,674,900	3,905,800	769,100	19.7%	5
Bill 1:					
School Fees Reduction Grant	2,660,800	2,660,800	-	-	6
Transportation Fees Reduction Grant	5,334,200	5,334,200	-	-	6
Classroom Improvement Fund (CIF)	10,592,000	-	10,592,000	100.0%	7
Provincial School Lease Support	-	-	-	-	
Narrowing Teacher's Salary Gap	239,000	239,000	-	-	
Reduction in System Admin & School Board Governance	(4,182,000)	(4,182,000)	-	-	
SUBTOTAL OTHER PROVINCIAL SUPPORT	29,168,600	18,336,000	10,832,600	59.1%	
TOTAL PROVINCIAL OPERATIONAL FUNDING	972,152,050	960,006,150	12,145,900	1.3%	

**Edmonton Public Schools
2017-2018 Fall Revised Revenue Budget**

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance Fall vs Spring \$	Variance Fall vs Spring %	Notes
CAPITAL AND IMR FUNDING					
Infrastructure Maintenance Renewal (IMR)	12,315,000	12,315,000	-	-	
Amortization of Capital Allocations and Expended Deferred Capital Revenue	34,249,200	34,249,200	-	-	
CAPITAL AND IMR FUNDING	46,564,200	46,564,200	-	-	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	1,370,300	1,285,400	84,900	6.6%	8
Secondments - Provincial	2,899,000	3,585,600	(686,600)	(19.1%)	9
Alberta Education Conditional Grants	474,800	270,500	204,300	75.5%	10
Alberta Teachers' Retirement Fund (ATRF)	59,425,700	57,981,100	1,444,600	2.5%	11
SUBTOTAL OTHER PROVINCIAL REVENUES	64,169,800	63,122,600	1,047,200	1.7%	
TOTAL GOVERNMENT OF ALBERTA	1,082,886,050	1,069,692,950	13,193,100	1.2%	
OTHER PROVINCIAL GRANTS	2,718,000	2,794,800	(76,800)	(2.7%)	
FEDERAL GOVERNMENT AND FIRST NATIONS	2,443,500	2,329,100	114,400	4.9%	
OTHER ALBERTA SCHOOL AUTHORITIES	838,400	878,400	(40,000)	(4.6%)	
FEES					
School Fees - School Generated Funds	13,291,900	13,291,900	-	-	12
Transportation Fees	7,614,400	7,144,400	470,000	6.6%	13
Lunch Program Fees	4,579,000	4,462,700	116,300	2.6%	
Metro Continuing Education Fees	708,700	579,600	129,100	22.3%	14
Music Instrument & Other Material Fees	281,500	218,900	62,600	28.6%	14
SUBTOTAL FEES	26,475,500	25,697,500	778,000	3.0%	
OTHER SALES AND SERVICES					
International Student Tuition	7,050,000	6,462,500	587,500	9.1%	15
Sales and Services - Schools & Central DU's	4,791,800	4,822,500	(30,700)	(0.6%)	
Other Sales and Services - School Generated Funds	3,893,100	3,893,100	-	-	
Secondments - Other Entities	1,228,200	1,536,700	(308,500)	(20.1%)	9
Adult Education	1,831,300	1,733,700	97,600	5.6%	16
SUBTOTAL SALES AND SERVICES	18,794,400	18,448,500	345,900	1.9%	
INVESTMENT INCOME	3,200,000	3,200,000	-	-	
GIFTS AND DONATIONS					
School Gifts and Donations	5,141,300	4,695,400	445,900	9.5%	17
EPSB Foundation Support	450,000	450,000	-	-	
SUBTOTAL GIFTS AND DONATIONS	5,591,300	5,145,400	445,900	8.7%	
FUNDRAISING - School Generated Funds	1,764,100	1,764,100	-	-	
RENTAL OF FACILITIES	4,050,100	4,114,400	(64,300)	(1.6%)	
TOTAL OPERATING REVENUE	\$1,148,761,350	\$ 1,134,065,150	\$ 14,696,200	1.3%	

**Notes to the
2017-2018 Fall Revised Revenue Budget**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 fall revised budget differs from the 2017-2018 spring approved budget by more than 5%.

1 Base Instruction Funding

The base instruction funding has been updated to reflect the actual September 30th enrolment (Attachment II), vs the projected enrolment used in the approved (spring) budget. The total actual fall enrolment is very close to the projection (difference of 0.2%), however differences exist within the specific enrolment categories which impact the total amount of base funding the District will receive. For 2017-2018 while there are no increases in the per student funding rates the Province continues to fund enrolment growth. A change of note is the High School CEU funding maximum has been reduced from 60 credits to 45 credits, resulting in an estimated decrease of \$1.4 million in funding (compared to 2016-2017), however the District will maintain the current allocation to schools without any cap to credits.

2 ECS Program Unit Funding (PUF) & ECS Special Transportation

The PUF budgeted revenue is lower than the approved budget, reflecting slight variations in the composition of the students (level of special needs) as well as lower enrolment at September 30th. Late registrations have been subsequently received and are expected to continue. The District will receive pro-rated funding for PUF approved children after the September 30th enrolment date. The increase to the ECS Special Transportation grant revenue is related to the expansion of the satellite PUF sites.

3 First Nations, Metis and Inuit Education (FNMI)

Funding is based on the projected number of self-identified students as at September 30th. Out of the total amount received, 83% is allocated directly to schools and 17% is allocated to a central decision unit exclusively providing supports for FNMI education.

4 Institutional Support

The funding was approved by the province after the spring budget was prepared and submitted. There were requests for additional staff/funding that were not approved and are reflected as a decrease to the fall budget. The allocations for institutional support match the revenue approved.

5 Regional Collaborative Service Delivery (RCSD)

This amount has been updated in alignment with to the Edmonton Regional Collaborative Service Delivery 2017-2018 Annual Plan, and includes increases to various staffing positions to support this program. Currently no funding has been approved for individual schools, as such the entire balance is directed towards the Inclusive Learning - RCSD cost centre.

6 School and Transportation Fees Reduction

This targeted funding is related to Bill 1: An Act to Reduce School Fees. To support Bill 1, during its initial year of implementation, funding is provided based on 100% of the basic instruction supplies fee revenue reported on our 2015-2016 audited financial statements. The transportation fee portion is based on 45% of the transportation fee revenue that was also reported on our 2015-2016 audited financial statements.

7 Classroom Improvement Fund (CIF)

The Classroom Improvement Fund (CIF) Grant Program was established as part of the central table Memorandum of Agreement between the Teachers' Employer Bargaining Association and the Alberta Teachers' Association. The intent of the CIF grant is to improve the student experience in the classroom in the 2017-2018 school year.

8 Tuition Agreements

Includes a contract between the Alberta School for the Deaf and Alberta Health Services (paid directly by Alberta Education) which has been updated based on the September 30th enrolment.

**Notes to the
2017-2018 Fall Revised Revenue Budget**

9 Secondments

This funding has been updated based on 2016-2017 actuals and notifications that some secondments are ending earlier than originally planned for.

10 Alberta Education Conditional Grants

The increase relates to the addition of the School Nutrition Grant program that for 2017-2018, expanded from a pilot program to all school districts in Alberta. Grants are only included in the spring proposed budget if they are confirmed. Increases are anticipated between the spring and the fall budgets, as additional grant applications are completed and approved.

11 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province.

12 School Fees - School Generated Funds

School generated funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. For budget reporting purposes these funds have been consolidated into the District budget and match the Bill 1 submission to the Province which was completed after the spring budget was prepared.

13 Transportation Fees

The spring proposed budget was calculated based on potential Bill 1 implications and regulations (regulations came out the first week of June). The fall revised budget is based on the finalized Bill 1 regulations as well as actual September 2017 bus pass sales.

14 Metro Continuing Education Fees & Music Instrument & Other Material Fees

Fees are collected and retained to offset expenses at the school level and the increase is related to fall enrolment.

15 International Student Tuition

The total number of international students being budgeted for has increased from 550 to 600 students. While this number is different than the September 30th enrolment number, it is anticipated that students will continue to be added throughout the year.

16 Adult Education

The increase is related to a projected increase in enrolment for various adult non credit courses.

17 School Gifts and Donations

This revenue line is an estimate of school generated gifts and donations. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't fully budget for these in the spring as there is uncertainty around these initiatives.

Edmonton Public Schools
Revised 2017-2018 September 30, 2017 Enrolment vs Projected 2017-2018 Enrolment
Funded vs Other

Student Enrolment by Division	2017-2018 September 30 Actual Enrolment	2017-2018 Spring Projected Enrolment	Enrolment Increase	Variance %	2016-2017 September 30 Actual Enrolment
Funded Students:					
Early Childhood Services (ECS)	9,203	9,462	(259)	(2.7%)	8,778
Elementary - Div I	23,079	23,451	(372)	(1.6%)	22,628
Elementary - Div II	21,977	21,945	32	0.1%	20,757
Junior High	20,139	19,853	286	1.4%	19,394
Senior High	23,568	23,318	250	1.1%	23,072
Subtotal - Enrolment for Grades 1-12	88,762	88,567	196	0.2%	85,851
Subtotal Funded Students	97,965	98,028	(63)	(0.1%)	94,629
Other :					
International Students	520	550	(30)	(5.5%)	511
Home Education	352	414	(62)	(15.0%)	414
Other/Non Resident/Blended/Sponsorships/ Unfunded non special needs children	77	88	(11)	(12.6%)	88
Subtotal Other Students	949	1,052	(103)	(9.8%)	1,013
Total Student Enrolment	98,914	99,080	(166)	(0.2%)	95,642

**Edmonton Public Schools
2017-2018 Fall Revised Budget
Total Allocations**

	*	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	*	Variance \$	Variance %	Notes
Projected Revenue							
Operating Revenue		\$ 1,148,761,350	\$ 1,134,065,150		\$ 14,696,200	1.3%	
Operating Reserve Funds ^A		61,479,239	27,140,208		34,339,031	126.5%	A
Operating Revenue		<u>\$ 1,210,240,589</u>	<u>\$ 1,161,205,358</u>		<u>\$ 49,035,231</u>	<u>4.2%</u>	
School Allocations							
School Allocations Levels 1 to 8		\$ 656,049,979	\$ 655,708,100		\$ 341,879	0.1%	1
Other Supplemental School Allocations		161,358,221	149,213,776		12,144,445	8.1%	2
		<u>817,408,200</u>	<u>804,921,876</u>		<u>12,486,324</u>	<u>1.6%</u>	
School Generated Funds/External Revenues		32,659,636	31,605,930		1,053,706	3.3%	3
Subtotal School Allocations	73.6%	<u>850,067,836</u>	<u>836,527,806</u>	73.8%	<u>13,540,030</u>	<u>1.6%</u>	
Other Allocations							
Metro Continuing Education		12,419,358	11,755,934		663,424	5.6%	4
External Revenue Allocations - Central		10,730,310	11,938,884		(1,208,574)	(10.1%)	5
District Level Fixed Costs	6.2%	71,580,240	71,353,901	6.3%	226,339	0.3%	
District Level Committed Costs	7.7%	88,938,008	83,721,551	7.4%	5,216,457	6.2%	6
		<u>183,667,916</u>	<u>178,770,270</u>		<u>4,897,646</u>	<u>2.7%</u>	
Central Decision Units**	5.4%	62,539,662	60,605,974	5.3%	1,933,688	3.2%	
Subtotal Other Allocations		<u>246,207,578</u>	<u>239,376,244</u>		<u>6,831,334</u>	<u>2.9%</u>	
Alberta Teachers' Retirement Fund (ATRF)		<u>59,425,700</u>	<u>57,981,100</u>		<u>1,444,600</u>	<u>2.5%</u>	7
Total Allocations		<u>1,155,701,114</u>	<u>1,134,065,150</u>		<u>21,635,964</u>	<u>1.9%</u>	
Planned Use of Reserves ^B		54,539,475	27,140,208		27,399,267	100.0%	B
Total Budget		<u>\$ 1,210,240,589</u>	<u>\$ 1,161,205,358</u>		<u>\$ 49,035,231</u>	<u>4.2%</u>	

A Additional details around the District's planned use of accumulated operating reserves will be presented at Public Board on November 28, 2017.

B The difference of \$7 million between the amount shown for Note A (\$61.5 million) and this amount (\$54.5 million) represents surplus funds that were included in the School Allocations (refer to Note 2 for additional details).

* The amount as a percentage of the total allocations (prior to using any reserve funds).

** The maximum expenditure for system administration and school board governance is 3.6 per cent. The total amount allocated to Central Decision Units includes portions allocated to instruction and are not included in the 3.6 per cent cap calculation.

Note Some of the spring approved budget figures have been reclassified to conform to the comparable fall revised budget presentation.

**Notes to the
2017-2018 Fall Revised Budget
Total Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 fall revised budget differs from the 2017-2018 spring approved budget by more than 5%.

1 School Allocations Levels 1 to 8

School Allocations for the spring approved budget were based on high level enrolment projections which predict the number of students at each grade level and the number of students in need of specialized supports and services. These calculations have been updated using the actual September 30th headcount. For 2017-2018, there have been no changes to the per student allocation rates.

2 Other Supplemental School Allocations

Included in this category of school allocations are Base Allocation, Equity Fund, Plant Operation & Maintenance (PO&M), the new Classroom Improvement Fund and Program Enhancement allocations. Specific changes to these allocations are detailed on the Direct Schools Allocations (Attachment IV).

Equity fund : In the spring an allocation of \$4 Million was established. For the fall, any school surplus balances in excess of the 3% carryforward threshold was added to the Equity Fund for 2017-2018. The total increase to the Equity Fund using District surplus funds is almost \$7.0 million.

3 School Generated Funds/External Revenues

School generated funds are funds raised in the community for expenses at the school level. Schools external revenue include, lunch program fees, grants, as well as school lease rentals. In compliance with Bill 1, effective September 1, 2017, the District can no longer charge for instructional supplies or materials. The fees related to school generated funds match the Bill 1 submission to the province which was completed after the spring budget was prepared.

4 Metro Continuing Education

The spring approved budget was prepared using projected enrolment while the fall revised budget has been prepared using updated information. The majority of the increase is due to the continued increase in summer school enrollment.

5 External Revenue Allocations - Central

This allocation is a flow through amount whereby there is a direct revenue amount related to the allocation. The decrease is mostly made up of the decrease in secondment revenue (Attachment I).

6 District Level Committed Costs

In alignment with our student population increases, District costs are also increasing. This line represents an allocation for a variety of costs at the District level to limit their impact to school budgets (Attachment V).

7 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow-through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province.

**Edmonton Public Schools
2017-2018 Fall Revised Budget
Direct School Allocations**

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance \$	Variance %	Notes
School Allocations					
Kindergarten (1/2 day)	\$ 17,926,977	\$ 18,373,056	\$ (446,079)	(2.4%)	1
Kindergarten (full day)	3,839,884	3,317,164	522,720	15.8%	1
Elementary	218,991,874	224,839,886	(5,848,012)	(2.6%)	
Junior High	91,009,374	90,505,568	503,806	0.6%	
Senior High	109,074,523	108,908,232	166,291	0.2%	
International Students	3,458,232	4,260,870	(802,638)	(18.8%)	2
Special Needs Levels 4 - 8	140,512,045	133,610,122	6,901,923	5.2%	3
Institutions, ASD & Early Education (PUF) Allocations	71,237,070	71,893,202	(656,132)	(0.9%)	
Subtotal School Allocations	656,049,979	655,708,100	341,879	0.1%	
Other Supplemental School Allocations					
Base Allocation	53,657,411	52,097,316	1,560,095	3.0%	
Class Size Funding	35,118,214	35,922,298	(804,084)	(2.2%)	
Plant Operation & Maintenance - Schools	17,723,790	16,793,893	929,897	5.5%	4
* First Nations, Metis and Inuit Education (FNMI)	8,368,675	7,838,535	530,140	6.8%	*5
* Program Enhancement Allocations	12,526,446	15,512,807	(2,986,361)	(19.3%)	*6
* Other Miscellaneous Allocations	1,921,775	2,094,973	(173,198)	(8.3%)	*7
Classroom Improvement Fund	5,296,005	-	5,296,005	100.0%	8
School Fees Reduction	2,660,800	2,660,800	-	-	9
Equity Fund	10,939,764	4,000,000	6,939,764	173.5%	10
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery RCSD)	4,674,891	3,905,827	769,064	19.7%	11
Enhanced Support for Schools	874,973	874,973	-	-	
Facility Use Payments - Christian Schools	1,346,792	1,346,792	-	-	
amiskwaciy Base Rent	1,277,382	1,277,382	-	-	
School Resource Officer Allocation	148,000	-	148,000	100.0%	12
Foundation Full Day Kindergarten Funding	401,368	367,594	33,774	9.2%	13
Community Use of Schools	421,935	520,586	(98,651)	(18.9%)	14
Subtotal Other Supplemental School Allocations	161,358,221	149,213,776	12,144,445	8.1%	
Subtotal School and Other Supplemental Allocations	817,408,200	804,921,876	12,486,324	1.6%	
School Generated Funds/External Revenues	32,659,636	31,605,930	1,053,706	3.3%	
Total Direct School Allocations	\$ 850,067,836	\$ 836,527,806	\$ 13,540,030	1.6%	

* See Attachment IV^A - for a detailed breakdown of this line item.

**Edmonton Public Schools
2017-2018 Fall Revised Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 7,927,675	\$ 7,397,535	\$ 530,140	7.2%	
Transportation to amiskwacyi & Awasis Program	441,000	441,000	-	-	
	\$ 8,368,675	\$ 7,838,535	\$ 530,140	6.8%	5

FNMI funding is based on the number of self identified students at September 30th. Out of the total amount received, the majority (83%) is allocated directly to schools and the remainder (17%) is allocated to a central decision unit to support FNMI education.

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 4,500,000	\$ 4,500,000	\$ -	-	
Guaranteed Enrolment	3,020,029	5,844,416	(2,824,387)	(48.3%)	
Outreach Program	3,108,934	3,434,916	(325,982)	(9.5%)	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facilities Grant	1,205,888	1,083,569	122,319	11.3%	
Establishment Program Grant	341,595	299,906	41,689	13.9%	
	\$ 12,526,446	\$ 15,512,807	\$ (2,986,361)	(19.3%)	6
Other Miscellaneous Allocations					
Addition to Basic	\$ 845,020	\$ 1,015,667	\$ (170,647)	(16.8%)	
New Teacher Allocation (New Schools)	1,076,755	1,079,306	(2,551)	(0.2%)	
	\$ 1,921,775	\$ 2,094,973	\$ (173,198)	(8.3%)	7

**Notes to the
2017-2018 Fall Revised Budget
Direct School Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 fall revised budget differs from the 2017-2018 spring approved budget by more than 5%.

1 Kindergarten

The composition between full day kindergarten and 1/2 kindergarten at September 30th is different than spring projections.

2 International Students

The total number of international students continues to be steady and is projected to be 600 by the end of June 2018. The decrease from the spring approved budget reflects the timing difference where less students (520) were enrolled by September 30th, but more are expected to arrive prior to second semester starting February 2018.

3 Special Needs Levels 4-8

School Allocations for the spring approved budget are based on enrolment projections which attempt to predict the number of students at each grade level and the number of students requiring specialized supports. The fall revised budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the approved and the revised budgets.

4 Plant Operation & Maintenance - Schools

The total amount of PO&M funding is allocated between central decision units and schools. This line item reflects the amount being allocated directly to schools.

5 First Nations, Metis and Inuit Education (FNMI)

The per student allocation is based on the number of students who self identify at September 30th. The spring approved budget always stays the same as the prior fall as the spring is based on projections and not self identified students. The transportation portion of the allocation provides transportation for junior high students attending amiskwacyi Academy and elementary students attending the Awasis program.

6 Program Enhancement Allocations

New to District

This allocation is held centrally and allocated to schools during the year to support students arriving after September 30th.

Guaranteed Enrolment

This allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level. This allocation is always higher in the spring vs the fall as program enrolment details are incomplete in the spring.

Outreach Program

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been placed by the District. The fall allocation is lower due to enrolment and due to cost efficiencies being realized with the consolidation of some of the sites.

Transfers from Institutions

This allocation is given to schools for students who meet district special needs coding criteria and who were enrolled in an institutional school on September 30th and will be subsequently returned to a school after that date.

Establishment Facilities Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000 which is then added onto any prior approved/deferred amounts.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000 which is then added onto any prior approved/deferred amounts.

**Notes to the
2017-2018 Fall Revised Budget
Direct School Allocations - continued**

7 Other Miscellaneous Allocations

Addition to Basic

This allocation is for schools with unique situations that require additional funds for instructional and/or operational purposes. This allocation is analyzed and adjusted every budget cycle.

New Teacher Allocation (New Schools)

This one time allocation for the 2017-2018 school year was provided to 8 out of the 11 new schools for the 2017-2018 fall revised budget (7 out of 11 in the spring approved budget) outside of the per student allocations.

8 Classroom Improvement Fund

The Classroom Improvement Fund (CIF) Grant Program was established as part of the central table Memorandum of Agreement between the Teachers' Employer Bargaining Association and the Alberta Teachers' Association. The intent of the CIF grant is to improve the student experience in the classroom in the 2017-2018 school year. For the 2017-2018 fall revised budget 50 per cent of the funding has been allocated to schools on a per student basis and the remaining amount has been directed to central to support schools.

9 School Fees Reduction

In conjunction with the 2017 Budget the Alberta government proposed legislation to reduce school fees for Alberta families with the introduction of Bill 1: An Act to Reduce School Fees . Bill 1 contains provision to prevent school authorities from charging for instructional supplies and materials. In lieu of charging these fees, funding has been provided to the District based on information reported in our 2015-2016 audited financial statements. Using this information an allocation was created to give each school a \$10/student allocation and to give high schools an allocation equal to the actual amount collected in 2015-2016 related to textbook rental fee (which can no longer be charged).

10 Equity Fund

In the spring approved budget an allocation of \$4 Million was provided For the fall revised budget, any school surplus balances in excess of the 3% carryforward threshold was added to the Equity Fund for use in 2017-2018. The total increase to the Equity Fund using District surplus funds was \$6.9 million.

The Equity Fund was established by the Board in 2014-2015 to enhance opportunities for all schools in the District and to support the District's Four Cornerstone Values: Collaboration, Accountability, Integrity, and Equity.

The Equity Fund allocation is distributed to the six School Leadership Groups supervised by the Assistant Superintendents. The percentage allocated to School Leadership Groups was determined through the Superintendent's meetings with the District Support Team and the Superintendent's Community of Practice (SCOPE). Within each School Leadership Group catchment allocations are determined in consultation with the Assistant Superintendent and based on criteria established by the Leadership Group. Priority is given to projects impacting literacy, numeracy, and mental health.

Within each School Leadership group, a portion of the allocation is directed towards an assessment fund in support of timely and informative student assessments. Programming for student differences, consultants from each leadership group work with Inclusive Learning to prioritize student assessments. A portion is also directed to a holdback fund to support schools that encounter unusual or unexpected budget challenges during the school year. These funds are distributed to schools at the discretion of the Assistant Superintendent.

11 Regional Collaborative Service Delivery (RCSD)

This funding is matched to the grant provided to the District by RCSD. The increase is to fund a variety of new positions within this program.

12 School Resource Officer

This allocation was approved for the Aspen Program for the 2017-2018 school year.

13 Foundation Full Day Kindergarten Funding

This allocation has been updated based on September 30th enrolment information and is directly linked to revenue from the Edmonton Public Schools Foundation.

14 Community Use of Schools

This allocation is updated in the fall revised budget and is based on actual usage during the prior school year.

**Edmonton Public Schools
2017-2018 Fall Revised Budget
Other Allocations**

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 44,817,860	\$ 44,817,860	\$ -	-	
Utilities	20,000,000	20,000,000	-	-	
Insurance	4,165,580	3,939,241	226,339	5.7%	1
High Speed Networking	2,596,800	2,596,800	-	-	
	71,580,240	71,353,901	226,339	0.3%	
District Level Committed Costs					
Student Transportation	41,640,670	40,251,775	1,388,895	3.5%	
School Plant Operations & Maintenance	15,276,051	15,276,051	-	-	
Human Resources Supply Services	14,969,918	13,469,918	1,500,000	11.1%	2
* Language and Cultural Support	4,077,223	4,077,223	-	-	*
Enterprise Systems	4,038,183	4,038,183	-	-	
Placeholder for Staffing Agreements	3,386,693	1,059,131	2,327,562	219.8%	3
Professional Improvement Leaves	1,440,000	1,440,000	-	-	
Enhanced Support for District Plan	1,000,000	1,000,000	-	-	
Central Building Maintenance	1,000,000	1,000,000	-	-	
Staff Development	650,000	650,000	-	-	
Election	480,000	480,000	-	-	
* Partnership Commitments	446,490	446,490	-	-	*
Human Resources Secondments	122,334	122,334	-	-	
Audit	136,946	136,946	-	-	
Board Initiative Fund	45,000	45,000	-	-	
Survey	160,000	160,000	-	-	
District Awards	30,000	30,000	-	-	
Youth Engagement Model	26,000	26,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	88,938,008	83,721,551	5,216,457	6.2%	
External Revenue Allocation	10,730,310	11,938,884	(1,208,574)	(10.1%)	4
Metro Continuing Education	12,419,358	11,755,934	663,424	5.6%	5
	23,149,668	23,694,818	(545,150)	(2.3%)	
Central Decision Units					
** Board and Office of the Superintendent	8,682,109	8,563,473	118,636	1.4%	**6
** Corporate Services	22,261,281	21,086,229	1,175,052	5.6%	**6
** Finance and Infrastructure	19,250,061	18,610,061	640,000	3.4%	**6
Inclusive Learning	6,751,631	6,751,631	-	-	
International Programs	1,179,000	1,179,000	-	-	
Curriculum and Resource Support	2,462,602	2,462,602	-	-	
Research and Innovation for Student Learning	1,086,067	1,086,067	-	-	
Student Information	866,911	866,911	-	-	
	62,539,662	60,605,974	1,933,688	3.2%	
Total	\$ 246,207,578	\$ 239,376,244	\$ 6,831,334	2.9%	

* See Attachment V^A - for a detailed breakdown of this line item.

** See Attachment V^B - for a detailed breakdown of this line item.

Edmonton Public Schools
2017-2018 Fall Revised Budget
Other Allocations
Detailed Breakdown - District Level Committed Costs

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,668,736	\$ 1,668,736	\$ -	-	
Diversity Education	1,375,158	1,375,158	-	-	
Languages Centre at Woodcroft	1,033,329	1,033,329	-	-	
	\$ 4,077,223	\$ 4,077,223	\$ -	-	
Partnership Commitments					
Partnership for Kids	\$ 182,000	\$ 182,000	\$ -	-	
Confucius Institute - prog. coordinator	205,490	205,490	-	-	
Cappies	20,000	20,000	-	-	
Community University Partnerships	10,000	10,000	-	-	
Careers: The Next Generation	10,000	10,000	-	-	
United Way	9,000	9,000	-	-	
Corporate Challenge	5,000	5,000	-	-	
Welcome to Kindergarten	5,000	5,000	-	-	
	\$ 446,490	\$ 446,490	\$ -	-	

Edmonton Public Schools
2017-2018 Fall Revised Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2017-2018 Fall Revised Budget	2017-2018 Spring Approved Budget	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 1,204,625	\$ 1,144,625	\$ 60,000	5.2%	6
Office of the Superintendent of Schools	795,569	767,833	27,736	3.6%	
Governance and Strategic Support Serv.	1,392,642	1,361,742	30,900	2.3%	
District Support Services	1,875,878	1,875,878	-	-	
General Counsel	857,408	857,408	-	-	
School Leadership Group A	382,778	382,778	-	-	
School Leadership Group B	434,015	434,015	-	-	
School Leadership Group C	455,511	455,511	-	-	
School Leadership Group D	427,061	427,061	-	-	
School Leadership Group E	428,311	428,311	-	-	
School Leadership Group F	428,311	428,311	-	-	
	\$ 8,682,109	\$ 8,563,473	\$ 118,636	1.4%	
Corporate Services					
Communications	\$ 3,339,506	\$ 3,224,454	\$ 115,052	3.6%	
District Information Security	450,203	450,203	-	-	
District Records and FOIP Management	606,450	606,450	-	-	
District Technology	6,990,934	6,605,934	385,000	5.8%	6
Edmonton Public Schools Foundation	413,055	413,055	-	-	
Human Resources	10,461,133	9,786,133	675,000	6.9%	6
	\$ 22,261,281	\$ 21,086,229	\$ 1,175,052	5.6%	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 3,653,106	\$ 3,248,106	\$ 405,000	12.5%	6
Distribution Centre	1,563,667	1,563,667	-	-	
Financial Services	6,873,040	6,873,040	-	-	
Planning & Property Management	7,160,248	7,105,248	55,000	0.8%	
	\$ 19,250,061	\$ 18,790,061	\$ 460,000	2.4%	

**Notes to the
2017-2018 Fall Revised Budget
Other Allocations**

Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 fall revised budget differs from the 2017-2018 spring approved budget by more than 5%.

1 Insurance

World catastrophes have resulted in insurance premiums being increased for the 2017-2018 school year and therefore the allocation has been increased accordingly.

2 Human Resources Supply Services

This allocation has been increased to more accurately reflect the actual expenses from both the 2015-2016 and 2016-2017 school years.

3 Placeholder for Staffing Agreements

This allocation represents total potential implementation costs for the support, custodial, and maintenance staffing agreements that have expired as at August 31, 2017. Funds have been set aside under District Level Committed Costs, so that individual school budgets are not impacted by any agreement terms or conditions that are retroactive to September 2017.

4 External Revenue

This allocation is a flow through amount whereby there is a direct revenue amount related to the allocation. The decrease is mostly made up of the decrease in secondment revenue (Attachment I).

5 Metro Continuing Education

The spring approved budget was prepared using projected enrolment while the fall revised budget has been prepared using updated information. The majority of the increase is due to the continued increase in summer school enrollment.

6 Changes in Central DUs

As the District continues to grow, the work of the central decision units also increases, in order to support the additional students. Some of the changes of note for the fall revised budget include: the board joining PSBAA and the corresponding membership fee of \$60,000; Peoplesoft Road Map year one allocation of \$675,000; the change in parking charges for school sites which resulted in a \$405,000 allocation to Infrastructure to offset the lost revenue that covered the costs of maintaining the parking lots; and an increase in District Technologies for new applications and support of \$385,000.

**Edmonton Public Schools
2017-2018 Fall Revised Budget
Staff FTE's**

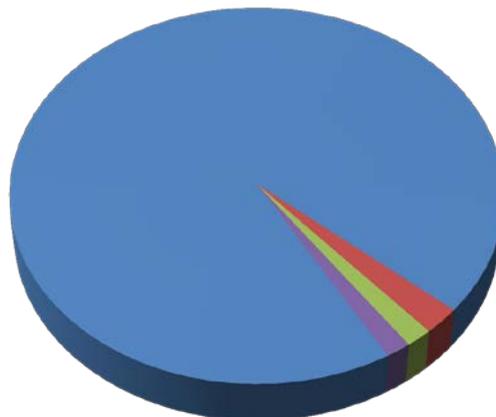
Staffing Group	2017-2018 Fall Revised Budget		2017-2018 Spring Approved Budget		NET CHANGE Fall vs Spring	2016-2017 Fall Revised Budget	
	Budget	%	Budget	%		Budget	%
Schools							
Teaching FTE	5,015.28	62%	4,872.17	63%	143.10	4,803.68	62%
Support FTE	2,145.36	27%	2,030.15	26%	115.21	2,062.75	27%
Custodial FTE	619.89	8%	618.48	8%	1.41	582.37	8%
Exempt FTE	270.25	3%	264.76	3%	5.49	246.22	3%
Total Schools FTE	8,050.77	100%	7,785.56	100%	265.21	7,695.01	100%
Central Services							
Teaching FTE	188.15	19%	180.25	18%	7.90	175.63	18%
Support FTE	150.80	15%	148.35	15%	2.45	156.82	16%
Custodial FTE	66.22	7%	64.78	6%	1.44	50.88	5%
Maintenance FTE	231.00	23%	231.00	23%	-	210.00	21%
Exempt FTE	376.86	37%	380.30	38%	(3.44)	390.40	40%
Total Central Services FTE	1,013.03	100%	1,004.68	100%	8.35	983.72	100%
Metro Continuing Education							
Teaching FTE	6.80	21%	6.80	22%	-	6.60	21%
Support FTE	16.99	52%	14.14	45%	2.85	16.57	52%
Custodial FTE	0.69	2%	0.68	2%	0.01	0.69	2%
Exempt FTE	8.48	26%	9.81	31%	(1.33)	7.80	25%
Total Metro Cont. Ed. FTE	32.96	100%	31.43	100%	1.53	31.66	100%
Total FTE's	9,096.76		8,821.66		275.10	8,710.39	
Total by Group							
Teaching FTE	5,210.23	57%	5,059.22	57%	151.00	4,985.90	57%
Support FTE	2,313.15	25%	2,192.64	25%	120.51	2,236.14	26%
Custodial FTE	686.79	8%	683.93	8%	2.86	633.93	7%
Maintenance FTE	231.00	3%	231.00	3%	-	210.00	2%
Exempt FTE	655.59	7%	654.86	7%	0.73	644.42	7%
Total FTE's	9,096.76	100%	8,821.66	100%	275.10	8,710.39	100%

Edmonton Public Schools - Revenue & Expense Analysis 2017-2018 Fall Revised Budget

Revenue by source

(all dollar amounts are expressed in thousands)

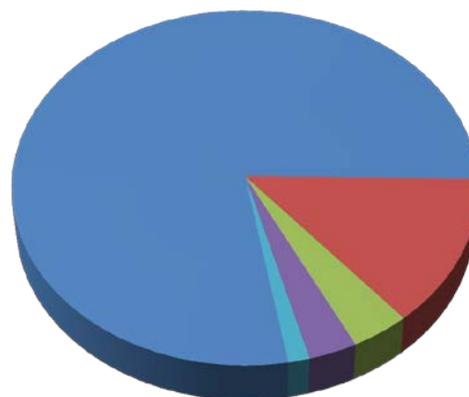
	2017-2018	
	\$	%
Government of Alberta	1,085,604	94.4%
Fees	26,476	2.3%
Sales and Services	18,794	1.6%
Other	17,887	1.6%
	<u>1,148,761</u>	<u>100.0%</u>



Expenses by program

(all dollar amounts are expressed in thousands)

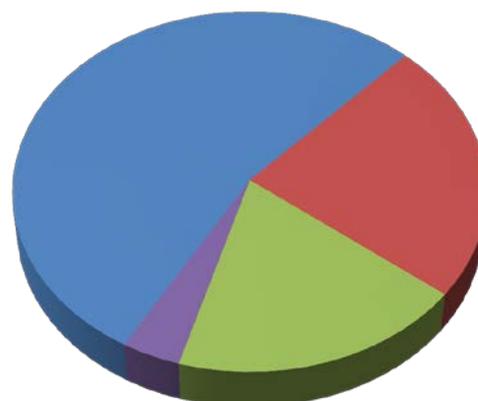
	2017-2018	
	\$	%
ECS - Grade 12 Instruction	944,249	78.0%
Plant Operations and Maintenance	163,914	13.5%
Transportation	46,496	3.8%
Board and System Administration	38,608	3.2%
External Services	16,974	1.4%
	<u>1,210,241</u>	<u>100.0%</u>



Expenses by object

(all dollar amounts are expressed in thousands)

	2017-2018	
	\$	%
Certificated salaries, wages and benefits expense	650,433	53.8%
Non-certificated salaries, wages and benefits expense	283,285	23.4%
Services, contracts and supplies expense	230,633	19.1%
Amortization & other expenses	45,890	3.8%
	<u>1,210,241</u>	<u>100.0%</u>



3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 1

	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
OPERATIONS (SUMMARY)				
Revenues				
Alberta Education	\$1,082,886,050	\$1,069,692,950	\$13,193,100	1.2%
Other - Government of Alberta	\$2,718,000	\$2,794,800	(\$76,800)	-2.7%
Federal Government and First Nations	\$2,443,500	\$2,329,100	\$114,400	4.9%
Other Alberta school authorities	\$838,400	\$878,400	(\$40,000)	-4.6%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$26,475,500	\$25,697,500	\$778,000	3.0%
Other sales and services	\$18,794,400	\$18,448,500	\$345,900	1.9%
Investment income	\$3,200,000	\$3,200,000	\$0	0.0%
Gifts and donation	\$5,591,300	\$5,145,400	\$445,900	8.7%
Rental of facilities	\$4,050,100	\$4,114,400	(\$64,300)	-1.6%
Fundraising	\$1,764,100	\$1,764,100	\$0	0.0%
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%
Other revenue	\$0	\$0	\$0	0.0%
Total revenues	\$1,148,761,350	\$1,134,065,150	\$14,696,200	1.3%
Expenses By Program				
Instruction - Early Childhood Services	\$69,330,623	\$68,953,525	\$377,098	0.5%
Instruction - Grades 1 - 12	\$874,917,560	\$840,098,158	\$34,819,402	4.1%
Plant operations and maintenance	\$163,913,555	\$152,122,791	\$11,790,764	7.8%
Transportation	\$46,496,405	\$45,152,385	\$1,344,020	3.0%
Board & system administration	\$38,608,297	\$36,678,706	\$1,929,591	5.3%
External services	\$16,974,149	\$18,199,793	(\$1,225,644)	-6.7%
Total Expenses	\$1,210,240,589	\$1,161,205,358	\$49,035,231	4.2%
Annual Surplus (Deficit)	(\$61,479,239)	(\$27,140,208)	(\$34,339,031)	-126.5%
Expenses by Object				
Certificated salaries & wages	\$520,899,924	\$507,746,883	\$13,153,041	2.6%
Certificated benefits	\$129,532,938	\$126,318,058	\$3,214,880	2.5%
Non-certificated salaries & wages	\$224,001,300	\$218,987,122	\$5,014,178	2.3%
Non-certificated benefits	\$59,284,032	\$57,802,496	\$1,481,536	2.6%
Services, contracts and supplies	\$230,632,569	\$204,459,973	\$26,172,596	12.8%
Amortization expense - supported	\$34,249,215	\$34,249,215	\$0	0.0%
Amortization expense - unsupported	\$10,895,431	\$10,895,431	\$0	0.0%
Interest on capital debt - supported	\$0	\$0	\$0	0.0%
Interest on capital debt - unsupported	\$383,780	\$383,780	\$0	0.0%
Other interest and finance charges	\$361,400	\$362,400	(\$1,000)	-0.3%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$0	\$0	\$0	0.0%
Total Expenses	\$1,210,240,589	\$1,161,205,358	\$49,035,231	4.2%
Accumulated Surplus from Operations (Projected)				
Accumulated Surplus from Operations - August 31, 2017	\$80,420,780	\$61,333,422	\$19,087,358	31.1%
Accumulated Surplus from Operations - August 31, 2018	\$51,987,308	\$34,193,214	\$17,794,094	52.0%
Capital Reserves - August 31, 2017	\$63,691,231	\$75,892,483	(\$12,201,252)	-16.1%
Capital Reserves - August 31, 2018	\$58,091,231	\$80,172,198	(\$22,080,967)	-27.5%
Certificated Staff FTE's				
School based	5,017.3	4876.2	141.1	2.9%
Non-school based	193.0	183.1	9.9	5.4%
Total Certificated Staff FTE's	5,210.2	5,059.2	151.0	3.0%
Non-Certificated Staff FTE's				
Instructional	2,471.6	2357.9	113.6	4.8%
Plant operations & maintenance	939.6	937.0	2.6	0.3%
Transportation	17.8	17.8	-	0.0%
Other non-instructional	457.6	449.7	7.9	1.8%
Total Non-Certificated Staff FTE's	3,886.5	3,762.4	124.1	3.3%

Attestation of Secretary-Treasurer/Treasurer:

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

3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 2

	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
FEE & SALES TO PARENTS & STUDENTS				
Fees				
Transportation	\$7,614,400	\$7,144,380	\$470,020	6.6%
Basic instruction supplies	\$0	\$0	\$0	0.0%
Lunchroom Supervision & Activity Fees	\$4,579,000	\$4,462,709	\$116,291	2.6%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$168,290	\$168,290	\$0	0.0%
Fees for optional courses	\$3,409,487	\$3,346,898	\$62,589	1.9%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Activity fees	\$6,538,074	\$6,538,074	\$0	0.0%
Other fees to enhance education	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$3,048,527	\$3,048,527	\$0	0.0%
Non-curricular supplies, materials, and services	\$409,022	\$409,022	\$0	0.0%
Non-curricular travel	\$0	\$0	\$0	0.0%
Other fees	\$708,700	\$579,600	\$129,100	22.3%
Total fees	\$26,475,500	\$25,697,500	\$778,000	3.0%
Other Sales to Parents & Students				
Cafeteria sales, hot lunch, milk programs	\$1,645,752	\$1,648,752	(\$3,000)	-0.2%
Special events	\$1,096,670	\$1,096,670	\$0	0.0%
Sales or rentals of other supplies / services	\$937,758	\$932,498	\$5,260	0.6%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$7,050,000	\$6,462,500	\$587,500	9.1%
Adult education revenue	\$1,831,300	\$1,733,700	\$97,600	5.6%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$318,248	\$318,248	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Total other sales	\$12,879,728	\$12,192,368	\$687,360	5.6%
Grades 1 - 12				
Eligible funded students - Grades 1 to 9	65,195.0	65248.0	(53.0)	-0.1%
Eligible funded students - Grades 10 to 12	23,568.0	23318.0	250.0	1.1%
Other students	597.0	638.0	(41.0)	-6.4%
Home ed and blended program students	352.0	414.0	(62.0)	-15.0%
Total Enrolled Students, Grades 1-12	89,712.0	89,618.0	94.0	0.1%
Early Childhood Services (ECS)				
Eligible funded children - ECS	9,203.0	9462.0	(259.0)	-2.7%
Other children	-	0.0	-	0.0%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	4,601.5	4,731.0	(129.5)	-2.7%

Attestation of Secretary-Treasurer/Treasurer:

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

3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2017 UPDATE TO THE 2017/2018 BUDGET

Comments/Explanations of changes from original Spring 2017/2018 Budget Report:

Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S21 and S25 - S38 on Page 2):

Alberta Education – The increase is mostly related to the additional funding of \$10.5M relating to the Classroom Improvement Fund which was not included in the spring budget.

Gifts and Donations - This revenue item is an estimate of school generated gifts and donations. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't fully budget for these items in the spring as there is uncertainty around these initiatives.

Transportation - The spring proposed budget was calculated on potential Bill 1 implications and regulations (regulations came out the first week of June). The fall revised budget is based on the finalized Bill 1 regulations as well as actual September 2017 bus pass sales.

Other fees - This increase relates entirely to Metro Continuing Education and are due to the increase related to fall enrolment.

International and out of province student revenue - The total number of international students being budgeted for has increased by 50 students over the spring projections.

Adult education revenue - The increase is related to a projected increase in enrolment for various adult non credit courses.

Explain any changes in program expenses >5% (any highlighted items in cells S27-S32 on Page 1):

Plant Operations and maintenance - We are in year two of our Infrastructure Investment Framework plan and have increased funding by \$9.2 million to support infrastructure work to address the equity gap between schools. Items to be addressed will include: interior paint (\$2.5M), student furniture (\$5M), school front entrances and minor instructional upgrades (\$1M), gym floors (\$800K), air duct cleaning (\$800K), flooring (\$1M), ceiling upgrades (\$1M), and parking lot improvements (\$720K).

Board & system administration - We have allocated surplus funds for central initiatives to support schools. Some of the items included are: implementation and/or maintenance of business systems and school applications, data population and completion of the District dashboard, the review and alignment of administrative regulations with the new Education Act, development of District level strategic partnerships.

External services - The decrease is mostly due to decreases in secondments over spring projections and some secondments are ending earlier than originally anticipated.

Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):

Services, contracts and supplies - We have allocated surplus funds for central initiatives to support schools. Some of the items included are: Core Technology Enterprise Management (\$5M), School Cabling Upgrade (\$1M), Infrastructure Investment Framework (\$13.3M), District Business Systems and School Support Applications (\$3M), Strategic Planning and Administration (\$573K), Facilities and Operations (\$2M), Supports for the Establishment of New Schools and Programming (\$3.5M), Supports for Schools (\$6.7 M).

Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2017 or August 31, 2018 by >5% (highlighted items in cell S52 to S55):

Accumulated Surplus from Operations - The increases are mostly related to the actual accumulated surplus as at August 31, 2017 being \$19.2M higher than we had projected in the spring, mainly due to capital. This change also carry's forward into 2018.

Capital Reserves - The decreases are related to the actual difference in the net reserve transfers being a transfer from reserves of \$8.4M compared to the estimate in the spring of a \$3.8M transfer to capital reserves as at August 31, 2017. This change also carry's forward into 2018.

Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (if cell S63 - S66 on Page 1 is highlighted):

Instructional - The non-school based certificated staff and instructional non-certificated staffing has increased due to hiring related to the release of surplus funds to support schools.

Explain change in enrolment >3% (if cell S55 or cell S61 on Page 2 is highlighted):

Attestation of Secretary-Treasurer/Treasurer:

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

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Combined Three-Year Education Plan (2017-2020) and Annual Education Results Report (2016-2017)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE

STAFF: Adam Snider, Amanda Lau, Angela Anderson, Barret Weber, Bob Morter, Brenda Gummer, Carolyn Baker, Carrie Rosa, Cathy MacDonald, Chelsea Erdmann, Christopher Wright, Darwin Martin, Dave Jones, Garry Padlewski, Geoff Holmes, Grace Cooke, Greg McInulty, Pina Chiarello, Janet McNally, Janice Aubry, Jennifer Thompson, Joanne Bergos, Karen Linden, Karen Mills, Kim Holowatuk, Krista Brandon, Laurie Barnstable, Laurie Elkow, Leanne Fedor, Lee Hodgkinson, Leona Morrison, Linda McConnell, Lisa Austin, Madonna Proulx, Marilyn Manning, Marlene Hanson, Marlene Hornung, Marnie Beaudoin, Melissa Purcell, Natalie Prytuluk, Patti Christensen, Renee Thomson, Ria Ames, Rick Stiles –Oldring, Roland Labbe, Sanaa El-Hassany, Sherelyn Caderma, Sonia Boctor, Terri Gosine, Todd Burnstad, Tracy Poulin, Trish Kolotyluk, Vanessa Crosswell-Klettken

REFERENCE: [Policy and Requirements for School Board Planning and Results Reporting, April 2017 \(Alberta Education\)](#), Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2017 (Alberta Education), [2017 District Feedback Survey: District Report](#), Accountability Pillar Results for Annual Education Results Report, October 2017 (Alberta Education)

ISSUE

Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30.

BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans. The 3YEP/AERR is legislatively required as per the *School Act*, RSA 2000, Section 78, *Fiscal Planning and Transparency Act*, Section 10, Alberta Regulation 113/2007, *School Act*, *School Councils Regulation*, Alberta Regulation 120/2008, *Government Organization Act*, *Education Grants Regulation*, Sections 2 and 7.

In 2015, the District joined Alberta Education's Assurance Pilot Project, which enables the District to be flexible in its planning and reporting. The Assurance Pilot Project has three components: accountability requirements, system priorities, strategic engagement. As a participant on Alberta Education's Assurance Pilot Project, the District reports on the Board of Trustees' Vision, Mission, Values, District Priorities and Strategic Plan, which was developed through a consultation process with stakeholders, and also reflects the provincial educational priorities.

The 3YEP/AERR serves as one of the annual planning, reporting and monitoring tools the District uses to advance its strategic direction. Catchments, schools and central units also plan and report using an annual cycle. The results review process provides schools and central decision units the opportunity to share what they have achieved and their plans going forward. Each fall, catchment schools participate in a catchment results review where their collective work is reported and next steps are shared. As an extension to the 3YEP/AERR, each year the District presents Strategic Plan Update reports that provide more detail and analysis about what the District is doing related to key areas of the Strategic Plan. The use of District resources is informed and monitored through the annual budget planning process, which includes oversight to the allocation and use of surplus and Equity Funds. The District Feedback Survey serves as one source of data to help us understand how we are doing and our progress towards the goals and outcomes of the Strategic Plan.



Planning, budgeting, and reporting are all aligned to the District Strategic Plan to accelerate progress toward its goals.

Changes to the 3YEP/AERR

The District has made changes to this year’s 3YEP/AERR to strengthen accountability and to improve ease of reading the report. The specific changes include:

1. To highlight the work of our schools a new section *Voices from Schools* has been added to demonstrate what schools are doing to support the District Strategic Plan in the areas of early years, literacy, numeracy, First Nations, Métis and Inuit students and student mental health and well-being.
2. To demonstrate the District’s commitment to work towards eliminating the systemic education and achievement gap between First Nations, Métis and Inuit students and all other students in the District, a section has been created to specifically highlight our efforts in this area. This section has been placed between Priorities 1 and 2.

3. A written description of our results achieved has been removed from beneath each data chart; feedback indicated that the reader can simply read the chart and a written description does not enhance understanding of the document.
4. The sections entitled *What we accomplished in 2016-2017* and *What we plan to do* for each Priority Goal are formatted in bullets, instead of paragraphs, to support ease of reading.
5. Selected results from the 2017 District Feedback Survey that align to the District's Strategic Plan have been included as an appendix to the document. Within the document the relevant District Feedback Survey questions are summarized and serve to inform the *What our results tell us* section for each Priority Goal area.

RELATED FACTS

- Each year the District submits a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) to Alberta Education.
- The 3YEP/AERR serves as one of the planning, reporting and monitoring tools the District uses to advance its strategic direction and demonstrate accountability.
- Throughout the year, Strategic Plan Update reports will provide more detail and analysis about what the District is doing related to key areas of the Strategic Plan.

RECOMMENDATION

That the Edmonton Public Schools' Combined Three-Year Education Plan (2017-2018 to 2019-2020) and the Annual Education Results Report (2016-2017) be approved.

CONSIDERATIONS and ANALYSIS

- The Combined 3YEP/AERR is required by Alberta Education and is to be submitted by November 30, 2017.

NEXT STEPS

- Feedback from the Board of Trustees will be included into the Combined 3YEP/AERR from the November 28, 2017 Board Meeting.
- The final combined 3YEP/AERR and two-page AERR Summary will be posted on the District website by November 30, 2017.
- The final combined 3YEP/AERR and two-page AERR Summary will be submitted to Alberta Education by November 30, 2017.
- Strategic Plan Update reports will begin in December 2017 and continue throughout the year.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Combined Three-Year Education Plan (2017-2020) and Annual Education Results Report (2016-2017)
- ATTACHMENT II Two-page Annual Education Results Report Summary

SEC/sec



THREE-YEAR EDUCATION PLAN (3YEP) 2017-2020

ANNUAL EDUCATION RESULTS REPORT (AERR) 2016-2017 School Year

3020 Edmonton Public School District No.7
Submitted to Alberta Education
November 30, 2017

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Message from the Board Chair and Superintendent of Schools

At Edmonton Public Schools, we strive to deliver an education system that provides our students with learning experiences that enrich their lives, readies them for flexible careers in a diversified economy and prepares them for life by giving them the skills and tools they need to be positive contributors within the community. Foundational to our efforts are the District's Vision, Mission, Priorities and Strategic Plan. Our actions are informed by our Cornerstone Values of accountability, collaboration, equity and integrity.

Each year, we take a look back at what we've accomplished and look ahead to what challenges we face in the coming year. These results represent the efforts and commitment of our staff as they walk alongside our students on their journey from early learning to high school completion. This opportunity to report on our results focuses on both our academic achievement results and the work we do in support of the whole child. These results are presented to the Board of Trustees, to the Government of Alberta and to the public.

We are proud to see more of our students finishing high school. We are encouraged that our five-year high school completion rate is at an all-time high of 80.6 per cent and that over half of our First Nations, Métis and Inuit students crossed the finish line to graduate in 2016-2017. These numbers are important because it means more of our students than ever have the tools they need to build lives that bring them dignity and fulfillment. We are working to build upon current successes to see an even greater number of our students achieve high school completion in the coming years.

Our District is committed to the goal of success for every student. We work towards the attainment of this goal with the acknowledgment and recognition that our classrooms are more complex than ever before. In the 2016-2017 school year more than 12 per cent of our students required specialized supports, an increasing number of students struggled with their mental health and well-being, 24.6 per cent of our students were identified as English Language Learners and 8.8 per cent of our students self-identified as First Nations, Métis and Inuit. Across District classrooms teachers work hard to know and understand every child in their classroom, as they strive to meet each child at their individual place of learning readiness.

To respond to the complex and diverse learning needs of our students, the District offers a range of programming opportunities and instructional settings. For some students, this means joining us before Kindergarten to help build their learning confidence and developmental skills in preparation for school. For other students, this means ensuring they have specialized supports in place to help them in their learning. This also means students may participate in a wide variety of programs offered across the city such as bilingual language programs, art focused programs, programs that offer alternative approaches to learning and educational programs that take place within institutional settings.

Ensuring high quality teaching and learning spaces plays an important role towards student success. In 2016-2017 the District added three schools and continued construction on 11 new schools opening in 2017-2018. In addition to these new schools, we met with communities in mature neighbourhoods to talk with them about their wants and needs for school space. While progress in this area is encouraging, we know that with our increasing enrollment trends and aging infrastructure there is still work to be done. Our need for new high school space is a priority.

As the District enters into the Board of Trustees' new four year term, we do so with intention and excitement as we strive towards the day that every child we serve is as successful as possible on their educational journey. This is a responsibility and aspiration we take very seriously. We will build upon the successes of the past four years by continuing to be a District of continuous improvement, using evidence as the foundation to our actions and engaging directly with our stakeholders to hear about what is important to them.

Our new Board is energized and as a District, we are ready to work hard on continuing our efforts in service to children, youth and families across the Edmonton community.



Michelle Draper
Board Chair



Darrel Robertson
Superintendent of Schools



Introduction

Edmonton Public Schools' Annual Education Results Report (AERR) presents the District's accomplishments and results for the 2016-2017 school year. The Three-Year Education Plan (3YEP) provides an overview of what the District plans to do to advance its priorities, as well as those of the province, between 2017-2018 and 2019-2020. Foundational to the 3YEP/AERR are the District's Vision, Mission, Values, Priorities and District Strategic Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and District administration.

The District is part of Alberta Education's Assurance Model Pilot, which focuses on three priority areas: system priorities, accountability and strategic engagement. In the 2016-2017 school year, the District introduced Strategic Plan Update reports which provided additional information and analysis on what the District has done to advance its Strategic Plan and enhance our accountability. The District also delivered a revised District Feedback Survey in spring 2017 to seek feedback from stakeholders (students, parents, staff, community) on the District's strategic direction. The information from the survey was shared with the Board of Trustees, schools and central decision units. The survey results are used to form analysis within the 3YEP/AERR and to inform conversations at multiple levels of the organization. As a District with a core value of collaboration, the District continually seeks opportunities to engage with its stakeholders.

The 3YEP/AERR continues to be one avenue of communicating District results and plans to our stakeholders. School and central decision units report on their individual progress through the annual Results Review Process. This process provides Trustees, staff and parents with an opportunity to engage in a dialogue around the previous year's work and implications for future work. Catchment school groupings collaborate to develop yearly plans and communicate their results at annual Catchment Results Review presentations.

Foundational to District reporting is a growing culture of evidence-based decision-making, where data is used to reflect on what has been accomplished and to help inform future opportunities.

Timelines and Communication

In the spirit of accountability and transparency, this 3YEP/AERR, the two page AERR Summary of Accomplishments document and a supporting introductory video are posted on the District's website at epsb.ca/ourdistrict/results/aerr. Upon approval from the Board of Trustees, the AERR is submitted to Alberta Education.

The Class Size Averages reports by school for all subjects and core subjects were posted on the District website at epsb.ca/schools/goingtoschool/academics/classsizes.

Accountability Statement

Edmonton Public School's Annual Education Results Report for the 2016–2017 school year and its Education Plan for the three years beginning September 1, 2017 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans.

To the best of its abilities, the Board has used the results reported in the document to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined AERR for the 2016–2017 school year and the 3YEP for 2017–2020 on November 28, 2017.



Michelle Draper
Board Chair



Who We Are

Board of Trustees

Edmonton Public Schools is responsible for the education of nearly 99,000 students. Nine elected Trustees create the policies that set the standards and expectations for administration, and ensure students receive the best education possible in Edmonton's 213 public schools. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.



Left to right: Shelagh Dunn (*Ward C*), Trisha Estabrooks (*Ward D*), Michael Janz (*Ward F*), Michelle Draper (*Ward B*), Nathan Ip (*Ward H*), Bridget Stirling (*Ward G*), Ken Gibson (*Ward E*), Cheryl Johner (*Ward A*) and Sherry Adams (*Ward I*)

District Leadership

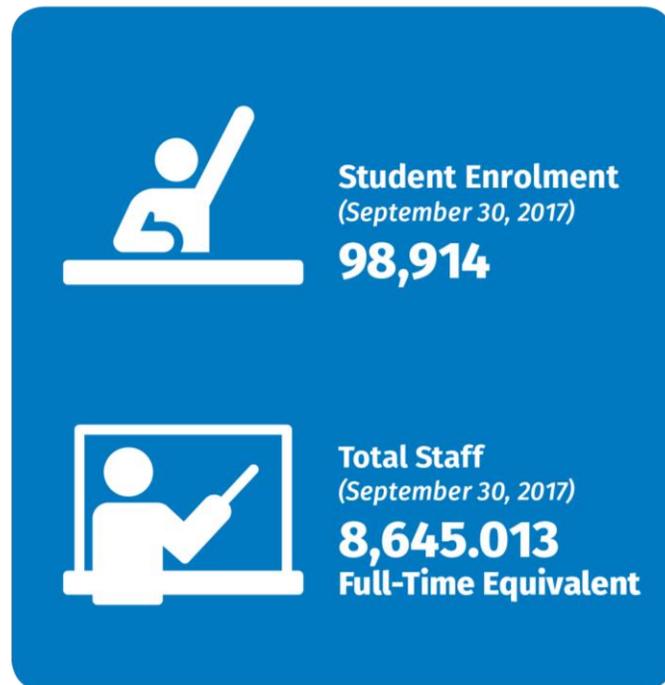
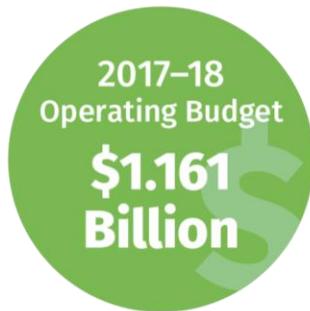
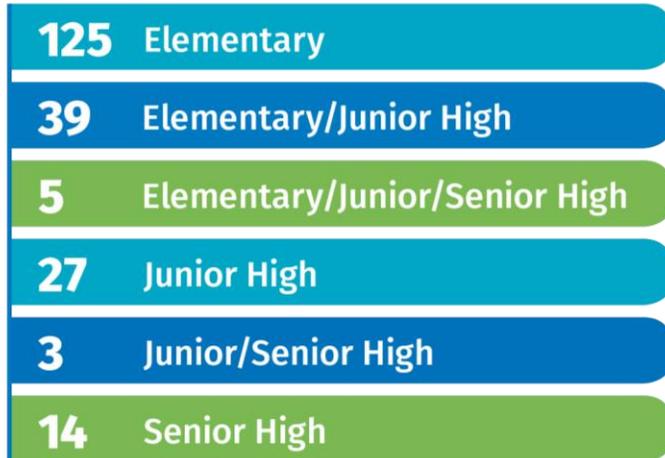
The District Support Team is led by the Superintendent, who provides advice and support to the Board, ensures the District fulfills the goals and outcomes established in the Strategic Plan, and that the District meets expectations set out in Board policy.

Ultimately, the Superintendent's mandate is to make sure every student can be successful. This work is a collective responsibility shared among all District staff, as well as parents and community members who, together, strive to improve student achievement results.

The District Support Team provides leadership and support in this work and comprises:

- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools and Learning Services
- Leona Morrison, Assistant Superintendent of Schools and Learning Services
- Kathy Muhlethaler, Assistant Superintendent of Schools and Learning Services
- Dr. Lorne Parker, Assistant Superintendent, Infrastructure
- Kent Pharis, Assistant Superintendent of Schools and Learning Services
- Mike Suderman, Assistant Superintendent of Schools and Learning Services
- Liz Yule, Assistant Superintendent of Schools and Learning Services
- Angela Anderson, Chief Human Resources Officer, Human Resources
- Lisa Austin, Chief Communications Officer, Communications and District Foundation
- Todd Burnstad, Chief Financial Officer, Financial Services
- Grace Cooke, General Counsel
- Karen Mills, Director Board and Superintendent Relations
- Nancy Petersen, Managing Director, Strategic District Supports

District Overview



Learn more about:

Schools: epsb.ca/schools/findaschool/list

Programs we offer: epsb.ca/programs

Departments and services: epsb.ca/ourdistrict/departments

How We Do Our Work

Edmonton Public Schools is a values-driven organization. This means everything we do is guided by our Cornerstone Values: **accountability, collaboration, equity and integrity.**

These values guide us every day. They help us make decisions that keep students at the core of what we do. Whether we are teachers or support staff, consultants or administrators, maintenance or custodial staff, we all work to achieve our shared vision of “transforming the learners of today into the leaders of tomorrow.”

Accountability

We are transparent about taking responsibility for our actions, decisions, policies and results. We openly share our challenges, successes and outcomes. We keep our promises and meet our commitments.

This transparency and willingness to report on our results happens in a variety of ways. We report upwards to Alberta Education, District administration provides timely and ongoing reports to the Board of Trustees and school leaders engage with their school communities to share their results and outcomes. Foundational to these reporting efforts is our culture of evidence-based-decision making.

Collaboration

We work together to achieve goals, solve problems and overcome challenges. Collaboration helps build a culture of shared leadership and mutual responsibility. The success of our students depends on everyone in the District working together.

Collaboration happens in many ways within the District. For example, teachers work across schools to plan and share strategies that support quality teaching and learning. Staff from central services work across the organization in the development and implementation of projects.

We also engage with students, parents and community partners to inform key decisions. An example of this collaborative approach was the work to establish attendance boundaries for

the 11 new schools that opened this past fall. Voices from key stakeholders - parents, students, community members and staff - helped to determine the boundaries for each school.

Equity

We strive to meet the needs of all students. We fundamentally believe that all of our students are capable of achieving success and that every student has the right to an excellent teacher in a quality learning environment. We know that the supports and conditions needed to achieve success varies from student to student.

Some of our students, classes or schools face unique and complex challenges that make learning harder. To provide extra support the District has an Equity Fund. This fund enables us to strategically place additional resources where they are most needed. Priority for use of these funds is given to projects impacting student achievement and well-being such as literacy, numeracy and mental health.

Integrity

We follow through on our commitments and treat people with kindness and respect. We firmly adhere to moral and professional codes and values. This means doing what we say, choosing collaboration over competition and being honest, compassionate and professional in all our interactions.

In addition it means sharing our successes, our resources, our knowledge and our learning. All of which is motivated by the intention and purpose of student success.

Our approach to decision-making

Edmonton Public Schools is known for ground-breaking approaches in education, including site-based decision-making. This concept was first introduced in 1976 as a pilot project in seven schools. At that time, it was limited to site-based budgeting. By 1980 site-based budgeting had expanded to include all of our schools.

The concept has evolved to become site-based decision-making, which puts the responsibility for decisions and resource allocation at the school level - with those closest to our students. Today, site-based decision-making continues to function successfully in our District and has been adopted by school districts across North America.

To support schools working together in support of a child's Kindergarten to Grade 12 school experience, the District established a catchment structure. Catchments are groups of schools - elementary, junior high and high schools - that work together in support of the students they serve.

Within the catchment structure, schools share resources, plan for innovation and learn from and with each other. Catchment groups provide a way for our District schools to balance the independence of site-based decision-making and the strength of shared leadership and collaboration.

Another key factor to the success of our students is our District's approach to leadership. We believe in servant leadership and understand the importance of creating the conditions that allow anyone to be a leader regardless of their title or position. Our Cornerstone Values of accountability, collaboration, equity and integrity provide the common foundation upon which our leaders act and make decisions.

Engagement

Communication between the District and those who have a stake in our decisions and actions is critical.

Engaging with our stakeholders – staff, parents, students and members of the community - serves as a meaningful way in which everyone can play a role in support of student achievement. Both the Board of Trustees and District administration value stakeholder engagement and hold themselves accountable by seeking input prior to action.



Foundational Statements



VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

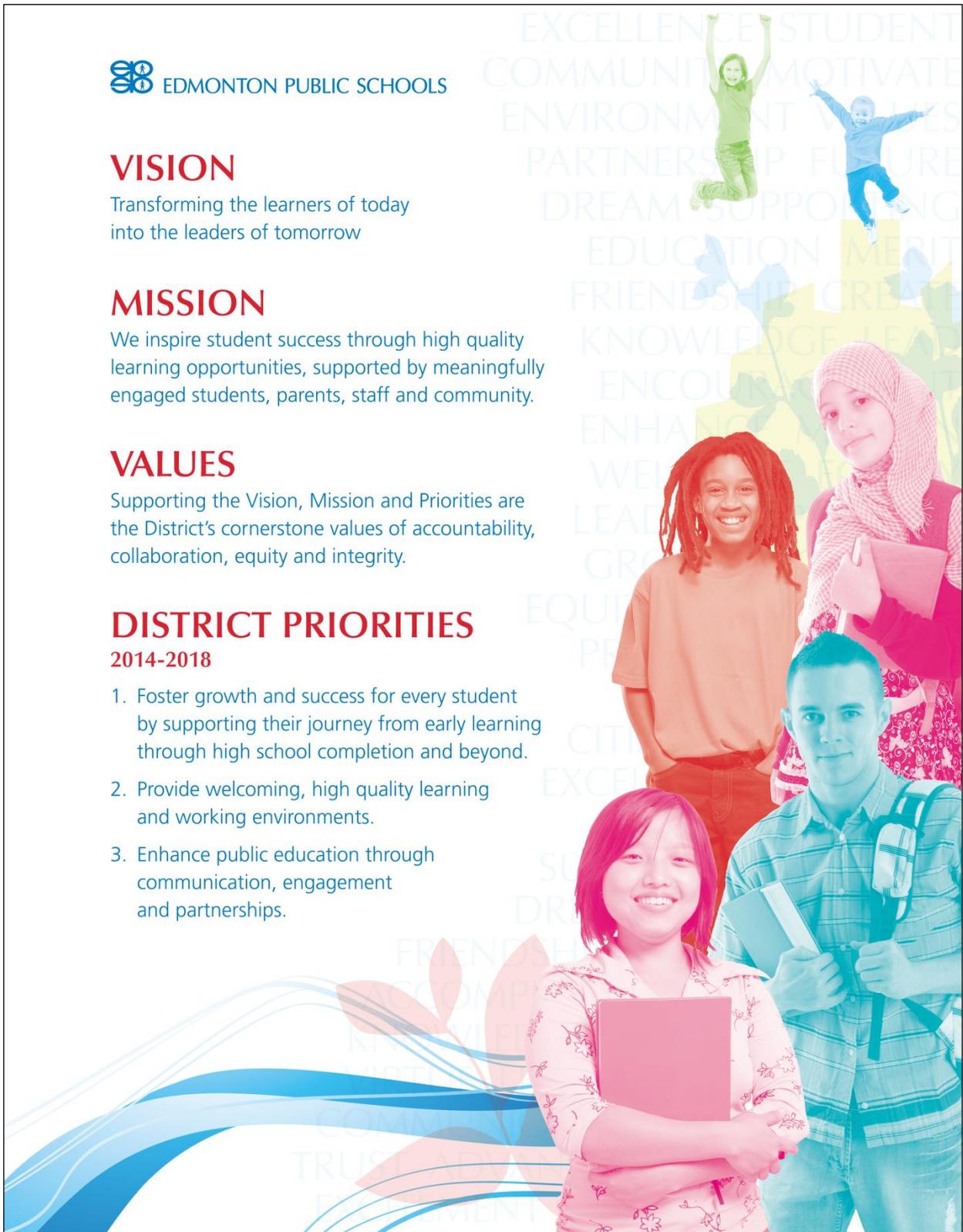
VALUES

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES

2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

**Goal One
An Excellent Start to Learning**

Outcome: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

**Goal Two
Success for Every Student**

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

**Goal Three
Success Beyond Schooling**

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Priority 2

Provide welcoming, high quality learning and working environments.

**Goal One
A Focus on Well-being and Student Citizenship**

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

**Goal Two
Quality Infrastructure for All**

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

**Goal Three
Building Capacity through a Culture of Collaboration and Distributed Leadership**

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

**Goal Four
A Culture of Excellence and Accountability**

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

Priority 3

Enhance public education through communication, engagement and partnerships.

**Goal One
Parents as Partners**

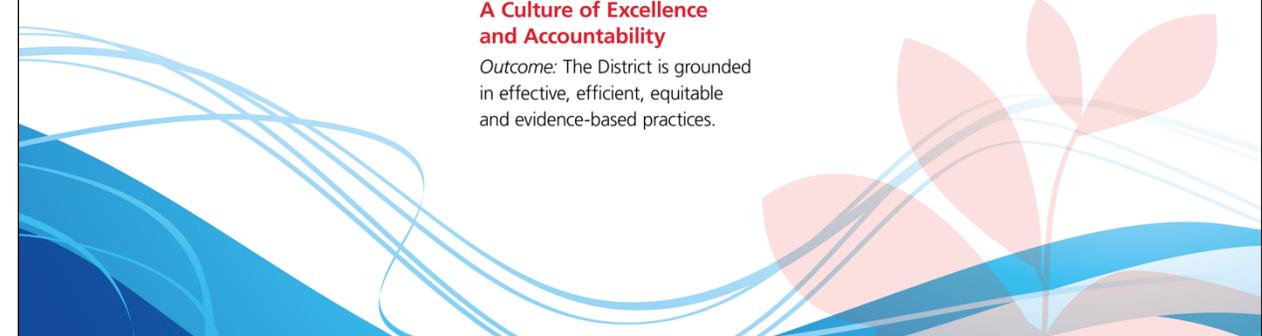
Outcome: Parents are provided opportunities to be involved in their child's education.

**Goal Two
Supports for the Whole Child**

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

**Goal Three
Engaged and Effective Governance**

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.



Trends and Issues

Demographics in Edmonton

Edmonton is a growing and diverse city, welcoming people from other parts of the province, country and world. In 2016, Census Canada reported more than 900,000 people living in Edmonton, an increase of over 100,000 since 2011 (Census Profile, 2016 Census). Much of the population is young, with almost 18 per cent between the ages of 0 and 14 (Ibid). Within Edmonton's growing population, there is also an increasing diversity of culture and language, with over 30 per cent of the population identified as having a first language other than English or French (Ibid). These shifts in the City's demographic makeup mirror the student enrolment growth we are experiencing within the District.

The City's growing population has resulted in an expansion of the suburbs. At the same time, there is a declining population of young people living in the mature inner core. This changing demographic of the overall school aged population requires the District to work diligently on the management of its infrastructure portfolio. This work includes advocating for and constructing new schools, as well as working with communities around the most effective use of school space in mature areas. The District is continually monitoring student growth across the City and anticipates high schools will soon be at capacity and overflowing. The District's infrastructure efforts are done in collaboration with parents, communities, the Government of Alberta and the City of Edmonton.

The Educational Landscape in Alberta

The complexity of changing demographics is just one of many factors that influence the direction of education. Another significant factor that influences the work of the District is the oversight and expectations established by Alberta Education. The District works to offer an education system that provides our students with learning experiences that are intended to ready them for life. We seek to provide education that is responsive and flexible, preparing students for careers in a diversified economy and for jobs that may not yet exist. The strategic use of technology is, and will remain, an essential skill for students, along with the critical thinking skills required to evaluate information and create new knowledge.

The District strives to be responsive to direction from Alberta Education, whether it is creating a consistent approach and communication around the implementation of Bill 1 *Act to Reduce School Fees*, preparing teachers and principals for changes to the new *Teachers Quality Standard and Principal Quality Practice Standard*, or ensuring the District's practices align with legislation such as the *School Act*. With a District of over 200 schools and almost 100,000 students, continuing to be responsive to provincial direction requires a coordinated, collaborative response from the District's central decision units and schools. This response must be done through the lens of fiscal responsibility and the careful allocation of the District's resources.

Alberta Education's ongoing work to ensure provincial curriculum is relevant, meaningful and engaging for all students has far-reaching impact for the District. As such, the District is working to prepare teachers and schools for the roll-out of new curriculum that is anticipated to begin in 2018. Successful curriculum implementation will require us to be strategic and intentional in our approach, with a focus on building teacher confidence and capacity related to the delivery of the new curriculum.

A New Board of Trustees

The recent Municipal election resulted in the establishment of a new Board of Trustees. In 2018 the Board will reflect on the work of the past four years, engage with our students, parents, staff and community and look at our results. With the outcomes of this exercise in mind, the Board will confirm the Vision, Mission and District Priorities that will guide the next four years of our work in support of student success.

Increasingly Complex Classrooms

The increasing diversity of our city and overall student population is reflected across District classrooms. The chart below shows a multi-year comparison of District enrolment, and the growth in the number of our students who are English Language Learners, students who self-identify as First Nation, Métis or Inuit and students in need of specialized supports and services.

Students	Sept. 2013	Sept. 2016	% increase
<i>English Language Learners</i>	<i>18,411</i>	<i>23,503</i>	<i>27.7</i>
<i>First Nations, Metis, and Inuit (self-declared)</i>	<i>7,591</i>	<i>8,375</i>	<i>10.3</i>
<i>Requiring specialized services</i>	<i>11,035</i>	<i>11,953</i>	<i>8.3</i>
<i>Total Student Enrolment</i>	<i>86,427</i>	<i>95,632</i>	<i>10.7</i>

Teachers see this increasing complexity in their classrooms every day and work to meet the individual learning needs of every child. This involves understanding the social, emotional, cultural and learning needs of each student. Teachers have also expressed their concern and challenges as they work with an increasing number of students who require support for mental health and well-being.

Staff Capacity

As we anticipate the approval of the draft *Teachers Quality Standard and Principal Quality Practice Standard* and new curriculum for several subject areas and grade levels from Alberta Education, we are working to provide our teachers, school leaders and central staff with the skills and knowledge to implement and support the intention of these new elements with confidence. While preparing for these anticipated initiatives that will shift pedagogical practice, we have the ongoing responsibility of ensuring teacher efficacy in meeting the daily educational needs of their students.

Our District has a large number of leaders new to the principalship; with 55 per cent of our 216 school leaders being within their first five years in the role. This is both an opportunity and a responsibility. We know that young leaders bring new perspectives and fresh energy to the work of the principalship. We also know that the District has a responsibility to ensure these leaders are supported and successful in this challenging role. The work we do in support of the principalship is a reflection of the efforts we make to recruit and retain quality staff across the organization.

In conclusion, the District operates in a complex environment, influenced by global, provincial and educational trends. It is essential that we are aware of these trends and the potential impact they may have on our work, and that we are nimble and responsive as we strive to deliver quality teaching and learning experiences for all students.



Voices from Schools

What are schools doing to support the District Strategic Plan?

The District has 213 schools organized into 13 collaborative catchment groupings. Achieving the priorities, goals and outcomes in the District Strategic Plan requires focused efforts at all levels of Edmonton Public Schools. As such, catchments and schools develop plans that align with the District's priorities and report annually on their progress. The following are some highlights of what District schools are doing in the areas of early learning, literacy, numeracy, success beyond school and mental health. The highlights are not comprehensive, but provide examples of work being done in District schools in support of our strategic direction and ultimately, student success.

Early Years

- **Language Literacy Project:** Using EYE-TA data, schools were identified who had a high number of children at-risk for literacy difficulties. The pilot focused on building teacher capacity in the area of literacy support. Thirty-one teachers from across 10 schools participated in the program. Over three professional development days, consultants worked to build capacity in the areas of phonological awareness, oral language, reciprocal teaching and vocabulary development. This work also resulted in the development of resources that can be used and shared across the District.

Going forward the project will be expanded to include additional schools and work will be done to support the broader sharing of the resources developed in year one of the project.

- **Math Interactive Learning Experience (MILE) research study:** MILE was implemented in partnership with the University of Alberta and focused on strategies to improve math skill development for children with developmental difficulties. Learnings from this study indicated challenges around the time required to properly engage and train teachers to implement the strategies with their students. However, the study also demonstrated positive math skill development and retention for the students who fully participated in this work.

Going forward the District will reflect upon the findings to inform the building of teacher capacity in the area of numeracy instruction, including work to determine which MILE numeracy teaching strategies are best implemented universally in the classroom and those that are most effective when used as targeted supports.

Literacy

Catchment reports indicate that strategic work is happening across all District schools in support of literacy learning. The following is a high level overview of what this work looks like:

- Evidence-based instructional approaches: Schools are using a variety of evidence-based practices to support reading and writing instruction. These include, but are not limited to: Lucy Calkin's Reading and Writing Workshops, Foundations of Literacy, Empower Reading Program and Guided Reading. Principals work with their school community to determine what approach or literacy focused instructional strategies are best suited to meet the literacy learning needs of their students.
- Professional Growth: Schools across the District are investing in building teacher efficacy and expertise in the area of literacy instruction. This is happening in a variety of ways, including, but not limited to:
 - Ongoing, job embedded staff development opportunities.
 - A committed literacy coach to mentor staff and build a shared professional approach to literacy instruction within the school community.
 - The provision of additional release time to support collaboration, the examination of student literacy data and one on one student assessments.
- Assessment of students' reading levels: Teachers use a variety of tools, such as the Fountas and Pinnell, to assess the reading levels of their students. Many of these tools are individual assessments and are used to inform programming, intervention supports and monitor for growth and progress.
- Focus on literacy learning for English Language Learners (ELL): In response to the demographic make-up of their student population, several District schools have a deliberate focus on the literacy learning needs of their ELL students. Strategies implemented include:
 - Having appropriate print resources to support ELL students in their literacy learning.
 - Professional development for teachers around literacy interventions for ELL students.
 - A focus on vocabulary development across subject areas.
 - Working with community partners to provide after school programming that enhances or enriches literacy skills development.
- Literacy interventions: There are a range of evidence-based intervention strategies being used across District schools to support students who are not yet reading at grade level. The intervention work included, but is not limited to:
 - Levelled Literacy Intervention.
 - Pull-out support, such as Reading Recovery.
 - Push-in support by having a second teacher in the classroom to support literacy instruction.
 - Staff professional development focused on literacy intervention strategies.
 - Having the appropriate print materials to support reading intervention practices.
 - Having a formal structure in place for ongoing tracking or monitoring of student literacy growth.
 - Strategic use of Equity Funds to support literacy intervention efforts.

- Importance of transitions: Several schools have focused on the importance of communication and collaboration between teachers or schools when students transition from one learning environment to another. With this in mind many District schools were deliberate in their efforts to document and share information around student literacy development including most recent assessment results, programming accommodations and interventions.

Going forward District schools will build upon the foundational skills that have been built with the intention to refine and deepen understanding, particularly in the areas of intervention strategies, building school wide literacy communities of practice and literacy programming for ELL students.

Numeracy

Catchment reports demonstrate that numeracy is an emerging priority area across District schools. The following is a high level overview of what this work looks like:

- Evidence-based instructional approaches: As schools work to be more deliberate in their efforts to approach numeracy instruction they are looking at evidence-based approaches; this work includes, but is not limited to Guided Numeracy and Guided Math, Power of Ten and Numeracy Foundations. They are also exploring how resources such as Mathletics can support numeracy instruction in the classroom.
- Professional Growth: Schools across the participating catchments are investing in building teacher efficacy and expertise in the area of numeracy instruction. This is happening in a variety of ways, including, but not limited to:
 - Professional development in evidence-based approaches to the teaching of numeracy, such as Guided Numeracy/Math, Power of Ten and Numeracy Foundations.
 - The establishment of numeracy collaboration groups across the catchment to support teachers in their development of shared approaches to numeracy instruction.
 - Targeted professional learning in the area of math interventions.
- MIPI data: Teachers are working together to better understand how best to use MIPI data to inform interventions that will result in student learning growth in the area numeracy.

Going forward District schools will build upon the foundation that has been established and work on deepening intervention strategies. Some schools intend to support numeracy instruction with a designated numeracy lead teacher to collaborate with, coach and mentor teachers across the school community in the development of a shared approach to numeracy best practices and interventions.

Success Beyond School: Career Pathways

- **myBlueprint:** The career and education planner, myBlueprint pilot, was originally planned to include 56 schools, but by the end of June the pilot had been expanded to include approximately 120 schools. Students participating in the pilot had the opportunity to explore who they are and the many options that are available to them when they move beyond high school.
- **Campus EPSB:** The Campus EPSB pilot involved students from three different high schools, and provided them with the opportunity to engage in specialized programming not offered at their attendance high school. The three programs available to students were steel construction, performing arts and computer science. Fifty-seven students participated in the pilot program and 100% successfully completed, earning credits towards graduation.
- **Summer Camps:** Multiple summer opportunities were available for students in July and August, 2017. These summer learning opportunities reflected students' interest in a range of careers and potential pathways. Opportunities included Construction 101, Carpentry and Electrical, Sport and Recreation, Business of Music, Career Camp, Environmental Science and Kings' Business. These camps were held at several high schools and were available to students across the District.

Going forward The Central Career Pathways team will continue to support teachers, schools and administrators in the planning and delivery of career pathways-related programming and will provide resources and professional learning to help teachers embed these concepts into everyday teaching and learning. Career Pathways will support students through access to experiential learning opportunities that promote awareness, build understanding and increase readiness.

First Nations, Métis and Inuit Students

Closing the Achievement Gap: Work is happening across all District schools in support of the success of our First Nations, Métis and Inuit students. The following is a high level overview of what this work looks like:

- **Equity Funds:** Several schools reported using Equity Projects to enhance their efforts to support First Nations, Métis and Inuit student success. These projects across District schools included:
 - Funding a First Nations, Métis and Inuit Liaison worker to engage with students and families towards the goal of school success.
 - Purchasing of First Nations, Métis and Inuit resources, such as Edukits.
 - Supporting collaborative capacity building work between First Nations, Métis and Inuit lead teachers from across catchment schools.
 - Engaging with Elders, Knowledge Keepers and Cultural Advisors to build cultural understanding and awareness relevant to school success.
- **Engaging Families:** Many schools made deliberate efforts to engage and build positive relationships with the families of their First Nations, Métis and Inuit students. This was done through having liaison workers to help build positive relationships between home and school, hosting special days or events at the school that included parents and building cultural connections between the school and families.

Going forward all District leaders will receive the OECD's *Promising Practices in Supporting Success for Indigenous Students* report to help inform their next steps in supporting First Nations, Métis and Inuit education. Some catchment schools identified literacy interventions specific to their First Nations, Métis and Inuit students as a priority area for this year's work.

Student Mental Health and Well-Being

All schools work to support students who are struggling with issues or concerns related to their mental health and well-being. Often schools are first to see the signs or symptoms of mental health concerns. Mental health can also pose as a significant challenge or barrier to a student being able to thrive both in life and in their learning. The following is a high level overview of how schools across the District are building understanding and capacity to respond to student mental health concerns and how they are developing the capacity to be responsive to students on their journey to positive mental health and well-being:

- Building staff awareness and capacity in the area of mental health.
 - District schools identified a lead teacher to support the building of school wide capacity and to serve as a key contact with the District's Comprehensive School Health team.
 - Schools participated in a range of mental health related professional growth activities intended to increase awareness and knowledge to help inform how the school can recognize and respond to students exhibiting potential signs or symptoms of mental health concerns.
 - Many schools worked with their Inclusive Learning team and/or staff from Comprehensive School Health to look at how the school can support students with mental health concerns through a Mental Health Pyramid of Intervention.
 - Schools are building understanding and capacity in the areas of trauma informed practice, the emerging brain science, resiliency and self-regulation.
- Wraparound supports and services: Many catchments or schools are reaching out to community agencies to bring front line mental health supports, such as mental health therapists and success coaches, directly into the school community.

Going forward several catchments will continue to work with community partners to bring additional wrap-around supports focused on mental health directly into the school community. Additionally there is a continued focus in several catchments around developing or enhancing staff knowledge and awareness in the area of mental health.

2017 Accountability Pillar Overall Summary

Combined Accountability Pillar Overall Summary

Measure Category	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation			Targets for Issue or Concern		
		Current Result	Target 2017	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2018	2019	2020
Safe and Caring Schools	Safe and Caring	89.8	n/a	89.5	89.4	89.5	89.5	89.3	Very High	Improved	Excellent	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	83.3	n/a	83.0	82.8	81.9	81.9	81.5	Very High	Improved	Excellent	n/a	n/a	n/a
	Education Quality	91.1	n/a	90.8	90.6	90.1	90.1	89.6	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Drop Out Rate	2.7	n/a	3.0	3.1	3.0	3.2	3.3	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	High School Completion Rate (3 yr)	75.4	n/a	72.3	71.7	77.9	76.5	76.1	High	Improved Significantly	Good	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.6	n/a	77.4	76.8	73.4	73.6	73.2	Intermediate	Declined Significantly	Issue	76.0	76.4	77.0
	PAT: Excellence	24.3	n/a	25.1	24.1	19.5	19.4	18.8	High	Maintained	Good	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	n/a	81.9	81.4	83.0	82.7	83.1	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence	25.7	n/a	23.9	23.3	22.2	21.2	21.5	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	60.7	n/a	60.1	59.5	54.9	54.6	53.1	High	Improved	Good	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	61.1	n/a	59.3	59.3	62.3	60.8	60.8	n/a	Improved Significantly	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.5	n/a	61.1	61.2	57.9	59.4	59.3	High	Maintained	Good	n/a	n/a	n/a
	Work Preparation	82.9	n/a	84.0	83.3	82.7	82.6	81.9	High	Maintained	Good	n/a	n/a	n/a
	Citizenship	84.9	n/a	84.9	84.6	83.7	83.9	83.6	Very High	Improved	Excellent	n/a	n/a	n/a
Parental Involvement	Parental Involvement	79.6	n/a	78.9	79.1	81.2	80.9	80.7	High	Maintained	Good	n/a	n/a	n/a
Continuous Improvement	School Improvement	81.8	n/a	80.9	79.7	81.4	81.2	80.2	Very High	Improved Significantly	Excellent	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Combined Accountability Pillar FNMI Summary

Measure Category	Measure	Edmonton School District No. 7 (FNMI)				Alberta (FNMI)			Measure Evaluation			Targets for Issue or Concern		
		Current Result	Target 2017	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2018	2019	2020
Safe and Caring Schools	Safe and Caring	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.8	8.0	8.5	7.7	5.8	6.1	6.7	Intermediate	Improved	Good	n/a	n/a	n/a
	High School Completion Rate (3 yr)	45.6	38.8	38.3	36.1	53.6	50.2	47.8	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	49.2	55.4	55.0	53.2	51.7	52.4	52.1	Very Low	Declined	Concern	51.2	53.1	55.0
	PAT: Excellence	6.4	8.1	7.4	7.5	6.7	6.3	6.3	Very Low	Declined	Concern	6.7	7.0	7.3
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.4	n/a	77.6	75.3	77.1	76.1	76.3	Low	Maintained	Issue	77.0	77.5	78.0
	Diploma: Excellence	11.2	9.8	10.5	10.3	10.7	10.2	10.2	Low	Maintained	Issue	11.5	11.8	12.1
	Diploma Exam Participation Rate (4+ Exams)	20.5	20.8	20.3	19.1	21.8	20.7	20.3	Very Low	Maintained	Concern	20.9	21.3	21.7
	Rutherford Scholarship Eligibility Rate	31.8	n/a	32.7	32.7	34.2	31.9	31.9	n/a	Maintained	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	23.9	26.8	26.3	26.0	31.8	33.5	33.3	Very Low	Maintained	Concern	24.5	26.0	27.0
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PAS), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

How to Read this Report

This section of the report provides an overview of the District’s accomplishments and plans, organized by the District’s Strategic Plan priority areas. For each area, we’ve included the following information:

- **Why this outcome is important:** an explanation of the outcome and why the District focuses on this outcome.
- **Key Performance Indicators:** a select list of indicators used to monitor the District’s progress for each outcome.
- **What did we hear in the 2017 District Feedback Survey:** a high level summary of what the District heard from its stakeholders. The survey questions profiled in this report are those that align with the District’s goals and outcomes. Appendix A includes detailed results for these questions, and a link to the full 2017 District Feedback Survey report.
- **What our results tell us:** a high level summary of what our indicators and survey results demonstrate.
- **What we accomplished in 2016-2017:** a high level summary of what the District accomplished for the priority strategies identified in the District’s 2016-2019 Three-Year Education Plan (3YEP), as well as certain additional strategies we implemented that were not identified in the 2016-2019 3YEP.
- **What we plan to do:** a summary of both new and continuing key strategies we will implement in support of the priority area.

Two additional sections are presented this year. The first section titled, *Voices from Schools*, to demonstrates what schools are doing to support the District Strategic Plan in the areas of early learning, literacy, numeracy, success beyond school and mental health and well-being of students and for our First Nations, Métis and Inuit students.

The second section summarizes results for our First Nations, Métis and Inuit students. This section has been structured to resemble, as closely as possible, the priority sections in the document and has been included immediately following Priority 1.

Key Performance Indicators

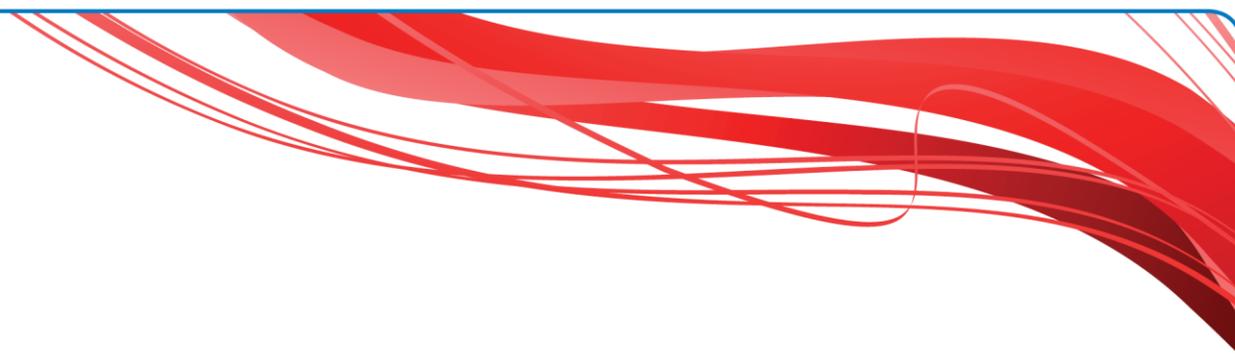
The Key Performance Indicators identified in this report are taken from three main sources of information: Alberta Education’s Accountability Pillar, District developed indicators and the Early Years Evaluation - Teacher Assessment (EYE-TA).

Indicators from the Accountability Pillar are listed in a separate chart and use Alberta Education’s evaluation standard: achievement, improvement and overall result. The following chart show Alberta Education’s colour-coding and definitions supporting the scale used in the evaluation.

ACHIEVEMENT	Very Low	Low	Intermediate	High	Very High
IMPROVEMENT	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
OVERALL	Concern	Issue	Acceptable	Good	Excellent

*A detailed explanation of the evaluation is found in Appendix B: Accountability Pillar Evaluation Reference.

*Notes for the Accountability Pillar will be referenced under the Pillar to assist with understanding and interpretation of the data. Additional notes are in Appendix C.



PRIORITY 1

**Foster growth and success for every student
by supporting their journey from early learning
through high school completion and beyond.**

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One: An Excellent Start to Learning

Outcome: More children enter Grade 1 reaching emotional, social, intellectual, and physical development milestones.

Why this outcome is important:

Research provides evidence that the early years are an important time in children’s lives where they are forming the skills they need to support their growth and lifelong learning. As a result, the District provides the Early Childhood Services Program to enable more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

Key Performance Indicators

Early Years Evaluation - Teacher Assessment and District Indicators	Results (in percentages)				
	2013	2014	2015	2016	2017
Early Years Evaluation – Teacher Assessment Percentage of children entering (pre) and leaving (post)* District Kindergarten programs that meet developmental milestones.	61	63	62 (fall) 81 (spring) (19 per cent improvement)	61 (fall) 81 (spring) (20 per cent improvement)	62 (fall) 82 (spring) (20 per cent improvement)
<ul style="list-style-type: none"> ● Awareness of Self and Environment. 	78	82	80 (fall) 92 (spring) (12 per cent improvement)	80 (fall) 92 (spring) (12 per cent improvement)	80 (fall) 92 (spring) (12 per cent improvement)
<ul style="list-style-type: none"> ● Social Skills and Approaches to Learning. 	75	76	75 (fall) 89 (spring) (14 per cent improvement)	77 (fall) 89 (spring) (12 per cent improvement)	77 (fall) 89 (spring) (12 per cent improvement)
<ul style="list-style-type: none"> ● Cognitive Skills. 	62	64	64 (fall) 90 (spring) (34 per cent improvement)	62 (fall) 89 (spring) (27 per cent improvement)	62 (fall) 89 (spring) (27 per cent improvement)
<ul style="list-style-type: none"> ● Language and Communication. 	73	77	75 (fall) 88 (spring) (13 per cent improvement)	75 (fall) 88 (spring) (13 per cent improvement)	76 (fall) 89 (spring) (13 per cent improvement)
<ul style="list-style-type: none"> ● Physical Development. <ul style="list-style-type: none"> ○ Fine Motor. 	69	70	70 (fall) 93 (spring) (23 per cent improvement)	70 (fall) 92 (spring) (22 per cent improvement)	69 (fall) 92 (spring) (23 per cent improvement)
<ul style="list-style-type: none"> ○ Gross Motor. 	78	79	77 (fall) 93 (spring) (16 per cent improvement)	76 (fall) 92 (spring) (16 per cent improvement)	79 (fall) 93 (spring) (14 per cent improvement)
Total number of students enrolled in an Early Childhood Services Program (Kindergarten, Pre-Kindergarten)	7,558	7,895	8,107	8,519	8,776

Notes:

- EYE-TA post assessments began in the 2014-2015 school year.
- Improvement for EYE-TA is based on spring-results compared to fall-results.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What did we hear in the 2017 District Feedback Survey:

Eighty-eight per cent of Pre-Kindergarten/Kindergarten parents indicated they felt their child will be ready for learning in Grade 1. Both parents (89 per cent) and staff (98 per cent) indicated they know what children must do to be successful in Kindergarten and Grade 1. Close to 90 per cent of teaching and learning staff indicated they had access to supports and resources that help Pre-Kindergarten/Kindergarten children reach each developmental milestone in preparation for Grade 1.

What our results tell us:

- By using the EYE-TA fall results to inform programming and the use of District resources, we are able to strategically apply supports and program for children in their Kindergarten year who may be at risk of not meeting developmental milestones in readiness for Grade 1. This strategic use of District resources aligns with a greater number of children being developmentally ready for Grade 1 based on a combination of fall and spring EYE-TA results. Over the past three years, more than 80 per cent of children leaving District Kindergarten programs were meeting developmental milestones across all six of the domains measured by the EYE-TA.
- Our detailed analysis of EYE-TA results shows there is opportunity to further explore how best to support children in their development in the following three areas:
 - Social skills and approaches to learning.
 - Cognitive skills.
 - Language and communication.
- Additionally, we strive to continue to have an increasing percentage of children who meet developmental milestones as they enter Grade 1.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● Built on our learning from the Early Years pilot and Phase 1 of the Early Years Programs Expansion strategy. As part of Phase 2, the District expanded Pre-Kindergarten programming in south and west areas of the city, with 16 additional schools offering a Pre-Kindergarten program. This expansion has enabled the District to increase the number of children who receive Pre-Kindergarten programming from 1,284 in 2016-2017 to over 1,650 children in the fall of 2017-2018. 	<ul style="list-style-type: none"> ● In 2017-2018, the District will focus on Phase 3 of the Pre-Kindergarten program expansion. Phase 3 will include: <ul style="list-style-type: none"> ○ Ongoing examination of demographic data related to early childhood and local school needs to help inform future program placements. ○ Expansion to communities in north Edmonton. ○ Examination of existing and new ways to best communicate with families of English language learners and First Nations, Métis and Inuit children. ○ Continuation of our partnership with Alberta Health Services to support assessments and resources for Pre-Kindergarten aged children with developmental delays.
<ul style="list-style-type: none"> ● Continued to use the EYE-TA data to inform supports for children and to identify opportunities to explore areas of early childhood programming. 	<ul style="list-style-type: none"> ● EYE-TA: Continue to explore how data from the EYE-TA can be used to support decisions around programming and the use of District resources, with the goal of increasing the percentage of District Kindergarten children who are meeting all six developmental milestones prior to Grade 1.
<ul style="list-style-type: none"> ● Offered a variety of opportunities to build staff and family capacity in the area of Early Years. These included: <ul style="list-style-type: none"> ○ An online resource - Early Childhood Pathways. ○ Hosted an Early Years-focused Summer Institute. ○ Offered Hanen's Centre Learning Language and Loving It (LLLI) Certification program, which provides practical strategies to help children build language and social skills; 90 Educational Assistants (EA) and 11 Speech Language Assistants (SLA) were trained. 	<ul style="list-style-type: none"> ● Continue to support staff and family capacity building in the area of Early Years through the following strategies: <ul style="list-style-type: none"> ○ Provide a leadership development session focused on early childhood development. ○ Continue to train permanent Kindergarten Educational Assistants in Hanen's Centre Learning Language and Loving It (LLLI) Certification program. The long-term goal is for all permanent Kindergarten educational assistants to be trained in a certificate program. ● Work with Career Pathways team to inform how Career Pathways Early Years can build parent capacity to better understand early childhood developmental milestones.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal Two: Success for Every Student

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

Why this outcome is important:

Educators have long known that literacy is fundamental to successful learning and living. Developing strong literacy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life in future years. As well, confidence and competence in numeracy provides the foundations for lifelong learning. In all aspects of daily life, we rely on mathematical data, projections, inferences and systematic thinking. That is why numeracy and literacy are fundamental.

Key Performance Indicators

District Indicators	Results (in percentages)				
	2013	2014	2015	2016	2017
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing.	n/a	82.4	79.2	79.3*	74.6
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading.	n/a	n/a	n/a	74.8	73.3
Percentage of students who may need interventions based on the District's Math Intervention Programming Initiative (MIPI) Note: The MIPI was implemented in the 2014-2015 school year for Grades 2- 9, and was expanded to include Grade 10 students in 2015-2016.	n/a	n/a	28.0	24.5	30.0

Notes:

- *HLAT for 2015-2016 includes 149 Fort McMurray students; 21 students had results, and 128 were marked as exempt.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
STUDENT LEARNING OUTCOMES								
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results).	77.2 (n= 11,689)	76.5 (n= 11,909)	76.4 (n= 12,526)	77.4 (n= 12,653)	75.6 (n= 12,985)	Intermediate	Declined Significantly	Issue
	23.9 (n= 11,689)	23.5 (n= 11,909)	23.8 (n= 12,526)	25.1 (n= 12,653)	24.3 (n= 12,985)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results).	80.9 (n= 11,744)	81.1 (n= 12,025)	81.2 (n= 11,789)	81.9 (n= 12,042)	82.4 (n= 11,800)	Intermediate	Improved Significantly	Good
	22.6 (n= 11,744)	22.5 (n= 12,025)	23.5 (n= 11,789)	23.9 (n= 12,042)	25.7 (n= 11,800)	Very High	Improved Significantly	Excellent

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
LITERACY								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	84.4 (n=5,624)	84.1 (n=5,952)	83.8 (n=6,324)	85.4 (n=6,390)	83.3 (n=6,604)	Intermediate	Declined	Issue
	18.8 (n=5,624)	19.6 (n=5,952)	22.5 (n=6,324)	23.7 (n=6,390)	21.0 (n=6,604)	High	Declined	Acceptable
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	79.4 (n=5,819)	77.8 (n=5,735)	78.1 (n=5,979)	78.7 (n=5,993)	77.9 (n=6,160)	Intermediate	Maintained	Acceptable
	18.7 (n=5,819)	18.4 (n=5,735)	16.8 (n=5,979)	18.9 (n=5,993)	17.6 (n=6,160)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on English 30-1 diploma examinations (overall results).	81.2 (n=5,098)	82.0 (n=5,029)	80.1 (n=5,072)	81.8 (n=5,248)	81.9 (n=5,113)	Low	Maintained	Issue
Overall percentage of students who achieved the acceptable standard on English 30-2 diploma examinations (overall results).	81.9 (n=2,173)	83.0 (n=2,393)	80.4 (n=2,394)	82.2 (n=2,463)	83.1 (n=2,390)	Low	Improved	Acceptable
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examinations (overall results).	11.0 (n=5,098)	11.2 (n=5,029)	10.1 (n=5,072)	10.2 (n=5,248)	11.6 (n=5,113)	High	Improved	Good
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (overall results).	7.9 (n=2,173)	8.7 (n=2,393)	7.0 (n=2,394)	7.6 (n=2,463)	7.9 (n=2,390)	Low	Maintained	Issue
NUMERACY								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	76.9 (n=5,607)	77.4 (n=5,943)	76.2 (n=6,316)	75.6 (n=6,385)	70.8 (n=6,598)	Intermediate	Declined Significantly	Issue
	21.0 (n=5,607)	20.5 (n=5,943)	18.2 (n=6,316)	17.9 (n=6,385)	16.1 (n=6,598)	Intermediate	Declined Significantly	Issue
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	71.3 (n=5,796)	70.8 (n=5,707)	70.2 (n=5,959)	73.0 (n=5,954)	70.3 (n=6,117)	Intermediate	Declined	Issue
	25.5 (n=5,796)	24.2 (n=5,707)	23.9 (n=5,959)	24.6 (n=5,954)	26.7 (n=6,117)	Very High	Improved Significantly	Excellent
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations (overall results).	78.4 (n=4,381)	74.0 (n=4,325)	76.1 (n=4,187)	72.2 (n=4,119)	73.8 (n=4,023)	n/a	n/a	n/a
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations (overall results).	70.8 (n=1,941)	71.3 (n=2,139)	76.0 (n=2,279)	79.1 (n=2,396)	77.4 (n=2,255)	n/a	n/a	n/a

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results).	33.3 (n= 4,381)	29.0 (n= 4,325)	33.1 (n= 4,187)	28.6 (n= 4,119)	32.6 (n= 4,023)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations (overall results).	10.6 (n= 1,941)	15.1 (n= 2,139)	18.3 (n= 2,279)	21.2 (n= 2,396)	20.3 (n= 2,255)	n/a	n/a	n/a
INSTRUCTIONAL SUPPORTS								
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it.	87 (n= 20,103)	n/a	87 (n= 20,528)	86 (n= 20,034)	87 (n= 21,233)			
Percentage of parents satisfied with special support their child has received at school.	84 (n= 815)	86 (n= 829)	86 (n= 739)	83 (n= 769)	86 (n= 820)			

Notes:

- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the Our SCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.

What did we hear in the 2017 District Feedback Survey:

More than 93 per cent of students indicated learning is important to them and 92 per cent of parents and guardians perceived their child enjoys learning. Students indicated school helped them improve in mathematics (Grades 3 and 5 = 94 per cent; Grades 8 and 11 = 80 per cent), write for different purposes (Grades 3 and 5 = 95 per cent; Grades 8 and 11 = 78 per cent) and understand information they read (Grades 3 and 5 = 95 per cent; Grades 8 and 11 = 87 per cent).

Teachers are confident in their ability to engage students in meaningful learning experiences across the curriculum (99 per cent). More teachers indicated they had the knowledge and skills to program for/support students in need of specialized supports and services (82 per cent) compared to students who are English Language Learners (73 per cent) or First Nation, Métis or Inuit (72 per cent).

What our results tell us:

- From our District Feedback Survey, the importance of learning amongst all stakeholders - students, parents and staff - is confirmed.
- Our results tell a story of growth and areas of complexity. Both local achievement indicators and provincial results demonstrate the strength for our students and areas of growth where we can be doing better.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

- As a District, we have focused on building teacher efficacy in the areas of literacy, numeracy and meeting the diverse and complex learning needs of all students across District classrooms. Our most recent diploma results are encouraging, as we see an increasing number of students successfully completing high school. Our provincial achievement test results and teacher voice from the District Feedback Survey confirm the importance of continuing to develop our capacity in the key area of literacy. This information also tells us that we need to further develop our capacity in the area of numeracy and strategically provide support that enhances teacher practice to meet the complex learning needs of all students.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● Implemented Year 2 of the District-wide Focus on Reading: <ul style="list-style-type: none"> ○ Engaged with school leaders to build upon their capacity as instructional leaders in the area of reading and to inform the direction of this work. ○ Developed a variety of resources that support teacher competency in relation to building the life skill of reading within all students. ○ Supported schools in their work around reading intervention. ○ Continued to support teachers to report reading at, above or below grade level; this work extended to provide junior high teachers with the option to participate in this District level reporting. 	<ul style="list-style-type: none"> ● In Year 3, the District-wide Focus on Reading will build upon previous years' work and include: <ul style="list-style-type: none"> ○ A focus on supporting schools in the identification of students who require intervention and working with schools around their capacity to provide both formal and informal interventions. ○ Support junior high schools in their work to report reading at, above or below grade level for all Grade 7 students.
<ul style="list-style-type: none"> ● Provided professional learning for Kindergarten to Grade 12 teachers with a focus on research-based literacy approaches to further develop teacher expertise in the area of literacy instruction: <ul style="list-style-type: none"> ○ Supported 170 teachers in the area of literacy intervention. ○ Provided High School Literacy Intervention training. ○ Engaged 3,333 teachers and leaders in a variety of literacy learning opportunities. ○ Revised the Foundations of Literacy K-9 inservice series into an online learning module. 	<ul style="list-style-type: none"> ● Continue to provide a variety of professional development opportunities for Kindergarten to Grade 12 teachers in the area of research-based literacy practice, including the development of digital professional learning resources for staff.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ Created a draft handbook to support junior high teachers in the development of reading skills for their students across all content areas of the curriculum. ○ Developed a literacy application intended for parents and guardians to support literacy and numeracy learning outside of the classroom. ○ Established a Community of Practice for lead teachers in support of English Language Learners. 	
<ul style="list-style-type: none"> ● Initiated Year 1 of the Numeracy Guiding Document and Action Plan, and provided classroom support to teachers in the area of numeracy and mathematics learning: <ul style="list-style-type: none"> ○ Provided numeracy professional learning opportunities to 1,957 teachers and leaders from Kindergarten to Grade 12. ○ Developed a variety of resources to support numeracy instruction and an application intended for parents and guardians to support literacy and numeracy learning outside of the classroom. 	<ul style="list-style-type: none"> ● Complete Year 1 and initiate Year 2 of the Numeracy Guiding Document and Action Plan with a focus on providing: <ul style="list-style-type: none"> ○ Support to classroom teachers. ○ Awareness for teachers of research-based best practices related to numeracy and mathematics teaching and learning. ○ A range of professional learning supports and resources intended to build teacher capacity in numeracy instruction.
<ul style="list-style-type: none"> ● Pursued several activities that build on a culture of evidence-based decision-making to support student learning and student success. <ul style="list-style-type: none"> ○ Assessed Prior Level of Achievement reports to identify schools that perform better than predicted, based on previous Provincial Achievement Test results. ○ Utilized the Accountability Pillar data for Mathematics 30-1 and 30-2 to identify schools that demonstrated an improvement greater than provincial results. 	<ul style="list-style-type: none"> ● Will examine the findings related to the Prior Level of Achievement reports and Mathematics 30-1 and 30-2 Accountability Pillar data to determine if there are effective practices and strategies in the area of numeracy instruction that can be shared with schools across the District. ● Examine 2 years of MIPI data and the corresponding student achievement data in the area of numeracy to see if there is a correlation between MIPI results and overall student achievement in the area of numeracy.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ Continued to build our knowledge and capacity to use individual student performance data to inform both programming and intervention in support of student success. This work included use of the Math Intervention/Programming Instrument (MIPI) and a variety of tools to measure student literacy development. ○ Collaborated with jurisdictions across the province to support the use of the MIPI as one tool to inform student numeracy programming and possible need for intervention. 	<ul style="list-style-type: none"> ● Continue to provide a range of supports that build staff capacity and promote an evidence-based District culture, including: <ul style="list-style-type: none"> ○ Work with schools and catchments to help staff best understand student performance data as it pertains to programming for students. ○ Offer professional development that builds the confidence and capacity of District staff to use data to support student growth and success. ○ Continue to review and update the Math Intervention/Programming Instrument (MIPI) and Highest Level of Achievement Test (HLAT) tools. ○ Collaborate with jurisdictions across the province to share best practices in numeracy assessment, instruction and intervention.
<ul style="list-style-type: none"> ● Continued to offer specialized supports and services to schools to ensure all students have access to meaningful and relevant learning experiences and appropriate instructional supports. <ul style="list-style-type: none"> ○ Each school continued to have a school-linked team with District and Alberta Health Services staff who work through an inter-disciplinary collaborative approach. Each school determined priorities for service based on a Pyramid of Intervention. Services ranged from general classroom consultation to individualized supports or specialized assessments and capacity building opportunities for staff, families and community partners. ○ Processed 13,779 individual student referrals. 	<ul style="list-style-type: none"> ● Continue to offer specialized supports and services to schools to ensure all children and students have access to meaningful and relevant learning experiences. The Pyramid of Intervention will continue to be the framework through which supports and services are provided.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ As part of the collaborative service model, Inclusive Learning staff conducted classroom consultations, participated in school team meetings and supported teacher-parent conversations. ● In response to student enrolment growth, the opening of 11 new schools and a reshaping of the District's organizational structure, additional staff were hired and school-linked teams were realigned to best support all District students. 	
<ul style="list-style-type: none"> ● In anticipation of a new provincial curriculum, the District developed and began to implement year one activities of the Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020. The document serves as a key plan to prepare District students, staff and stakeholders for the new provincial curriculum. 	<ul style="list-style-type: none"> ● Continue to implement the 2017 activities and initiate the 2018 activities of the Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020 to prepare students, staff and stakeholders for the new provincial curriculum.
	<p>New Initiatives</p> <ul style="list-style-type: none"> ● The District will examine the <i>Assessment Tools in Mathematics Literature Review</i>, completed in collaboration with the University of Alberta, to inform next steps in numeracy instructional practices in the District. ● District staff will engage in a conversation to examine how staff from central can best serve schools in support of student success. This discussion will look at several areas including literacy, numeracy, complexity in the classroom and support to teachers. The feedback will help provide clarity to schools around how to access central supports and services and enhance central's capacity to support schools and students in a timely, efficient and effective manner.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal Three: Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Why this outcome is important:

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. Throughout K-12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work.

Key Performance Indicators

Alberta Education Accountability Pillar		Results (in percentages)					Evaluation			
		2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	70.8 (n= 6,436)	70.2 (n= 6,472)	72.6 (n= 6,162)	72.3 (n= 6,199)	75.4 (n= 6,308)		High	Improved Significantly	Good
	4-yr	74.6 (n= 6,429)	75.2 (n= 6,468)	75.3 (n= 6,510)	77.6 (n= 6,204)	77.9 (n= 6,262)		n/a	n/a	n/a
	5-yr	76.7 (n= 6,494)	77.3 (n= 6,442)	77.9 (n= 6,475)	78.4 (n= 6,517)	80.6 (n= 6,215)		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		n/a	n/a	n/a	59.3 (n= 9,490)	61.1 (n= 9,635)		n/a	Improved Significantly	n/a
Annual dropout rate of students aged 14 to 18.		3.8 (n= 25,456)	3.2 (n= 25,245)	3.0 (n= 25,230)	3.0 (n= 25,457)	2.7 (n= 25,785)		Very High	Improved Significantly	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		61.0 (n= 6,436)	59.0 (n= 6,472)	59.2 (n= 6,162)	60.1 (n= 6,199)	60.7 (n= 6,308)		High	Improved	Good
ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING										
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.			82.1 (n= 7,437)	82.3 (n= 7,055)	83.4 (n= 7,170)	84.0 (n= 7,440)	82.9 (n= 7,792)	High	Maintained	Good
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career.			68 (n= 11,323)	n/a	67 (n= 11,561)	66 (n= 11,076)	69 (n= 11,507)	n/a	n/a	n/a
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for			68.8 (n= 7,505)	69.1 (n= 7,142)	70.5 (n= 7,267)	70.8 (n= 7,546)	69.9 (n= 7,925)	n/a	n/a	n/a

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Alberta Education Accountability Pillar	Results (in percentages)						Evaluation		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
lifelong learning.									
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.	61.5 (n=6,642)	61.1 (n=6,491)	61.4 (n=6,444)	61.1 (n=6,471)	61.5 (n=6,513)		High	Maintained	Good

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the Our SCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career results were derived from Accountability Pillar data

What did we hear in the 2017 District Feedback Survey:

The District Feedback Survey asked a number of questions related to the role of education in preparing students for their life beyond Grade 12. It must be noted that a number of survey participants responded “don’t know” within this subset of questions. With this in mind, approximately 70 per cent of students indicated they learned about career options at school and over 80 per cent of teaching and learning staff indicated students can access career planning assistance and resources. Of the survey respondents who did provide a response, more than 65 per cent of the Grades 8 and 11 students, parents and community members indicated that they perceive that the school or the District prepares students for transition to post-secondary; approximately 60 per cent perceived students are prepared to transition into the world of work. Teaching and learning staff had slightly higher responses, with 76 per cent indicating their school successfully prepares students to transition to the world of work. Parents and community indicated the most important skills for students to have when entering the workforce are reading, working with others, oral communication, writing and thinking.

What our results tell us:

- The District’s three, four, and five year completion rates are the highest they have ever been, with the drop-out rate continuing to decrease. More students remain engaged in their K-12 learning and successfully achieve high school completion.
- In their commitment to supporting students towards school completion, high schools have become increasingly creative, flexible and responsive to the individual learning journey of their students. This flexibility has been supported through District and provincial opportunities such as Career Pathways, high school redesign and dual credit.
- Both the Accountability Pillar and District Feedback Survey results confirm the role education plays in the preparation of youth for life beyond high school. Career Pathways is striving to contextualize this model into our District from Kindergarten through to Grade 12.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● Continued to implement Career Pathways to enable District students to think about, explore and plan what their life might look like beyond high school. This past year's work included: <ul style="list-style-type: none"> ○ Provided resources and learning opportunities to build capacity of teachers related to Career Pathways, including hosting a District-wide Career Pathways Professional Learning day for over 800 participants. ○ Created a curriculum resource and Career and Technology Foundations (CTF) Implementation Guide. ○ Expanded the myBlueprint pilot to 57 schools, which provided students with an opportunity to explore their personal career interests. ○ Increased opportunities for students to be involved in experiential learning through the Career Camp at the University of Alberta, hosting a Maker Day for junior high teachers, and supporting District schools participating in Skills Exploration Days by Skills Alberta. ○ In partnership with industry, created an online student Workplace Safety course. Over 2,300 students completed a minimum of one safety module. 	<ul style="list-style-type: none"> ● Continue to implement Career Pathways to enable District students to think about, explore and plan what their life might look like beyond high school: <ul style="list-style-type: none"> ○ Support a District-wide understanding and approach to Career Pathways, continue to deliberately foster a shared vision and common language for staff, students, parents and community stakeholders. ○ Create learning opportunities for teachers that enhance their skills and knowledge in curricular areas and competencies related to career and life readiness. ○ Expand the opportunity for the use of myBlueprint to all District schools. ○ Support and increase opportunities for students to be involved in experiential learning that aligns to the five Career Pathways. ○ Increase opportunities for students to obtain post-secondary credits, workplace experience or certification and post-secondary credentials. These opportunities are more feasible through the flexibility of dual credit, off-campus opportunities, locally developed courses and Campus EPSB. Parents and community stakeholders play a critical role in the implementation of this work.
<ul style="list-style-type: none"> ● The District took deliberate steps to develop opportunities that would engage students around various possibilities for their life beyond Grade 12. <ul style="list-style-type: none"> ○ Career Pathways hired a Dual Credit Consultant to develop dual credit opportunities in post-secondary institutions in the Edmonton area. A dual credit Memorandum of Understanding was developed and signed with both Norquest College and King's College. 	<ul style="list-style-type: none"> ● Continue to explore dual credit opportunities with post-secondary institutions in the Edmonton area. ● The District will continue to support schools currently on High School Redesign and those schools working toward redesign. ● Opportunities for Campus EPSB expansion will be explored. This work will be informed by learnings from the pilot, the work of the Campus EPSB Steering Committee and the capturing of student voice around student interest across the five career pathways.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ The District continued the work to support Alberta Education’s High School Redesign. In 2016-2017, 12 District high schools participated in the initiative, an increase of two more high schools than in 2015-2016. ○ The District implemented Campus EPSB as a pilot across three high schools. The Campus EPSB pilot looked creatively at the use of District space across multiple locations and enabled students to participate in programming not available to them in their area high school. 	
<ul style="list-style-type: none"> ● Created threshold alerts in the District’s Data Dashboard to monitor the five greatest predictors of students at-risk to dropping out of school indicators. This feature was intended to provide schools with the ability to proactively identify students at-risk of not completing high school. To support schools in the use of the Threshold Alert feature, information about the Threshold Alerts data was included in the Dashboard training with school principals and other District staff. 	
	<p>New Initiative</p> <ul style="list-style-type: none"> ● To support the ongoing development and implementation of Career Pathways, the central Career Pathways team will conduct an evaluation that looks at work accomplished and gathers feedback to inform the work going forward.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Provincial and District Priority:

First Nations, Métis and Inuit (FNMI) Students are Successful.

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

Why focusing on First Nations, Métis and Inuit student success is important:

The District strives to support the success of every student on their K-12 educational journey. The achievement data reflecting the results of our self-identified First Nations, Métis or Inuit students demonstrates the importance of the work to be done in support of their success. The District is committed to closing the achievement gap and is taking focused, strategic steps towards this end. We know the success of our efforts is dependent upon our working closely with our students, their families, caregivers, Elders, knowledge keepers and members of the broader community. In 2016-2017, the District served 8,375 students who self-identified as First Nations, Métis or Inuit.

Key Performance Indicators

Priority 1, Goal 2: Success for Every Student								
Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
STUDENT LEARNING OUTCOMES								
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results).	55.9 (n= 1,080)	52.5 (n= 1,083)	52.0 (n= 1,102)	55.0 (n= 1,088)	49.2 (n= 1,150)	Very Low	Declined	Concern
	6.4 (n= 1,080)	6.4 (n= 1,083)	8.7 (n= 1,102)	7.4 (n= 1,088)	6.4 (n= 1,150)	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results).	73.0 (n= 579)	74.0 (n= 630)	74.2 (n= 593)	77.6 (n= 689)	76.4 (n= 636)	Low	Maintained	Issue
	9.4 (n= 579)	9.4 (n= 630)	10.8 (n= 593)	10.5 (n= 689)	11.2 (n= 636)	Low	Maintained	Issue

Notes:

- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Priority 1, Goal 3: Success Beyond Schooling										
Alberta Education Accountability Pillar		Results (in percentages)					Evaluation			
		2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10.	3-yr	31.7 (n= 538)	30.2 (n= 589)	39.8 (n= 572)	38.3 (n= 560)	45.6 (n= 587)		Very Low	Improved Significantly	Acceptable
	4-yr	36.8 (n= 498)	37.1 (n= 503)	37.0 (n= 541)	46.8 (n= 564)	43.3 (n= 557)		n/a	n/a	n/a
	5-yr	39.0 (n= 512)	42.5 (n= 473)	41.8 (n= 490)	43.3 (n= 536)	51.9 (n= 563)		n/a n/a n/a		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.		n/a	n/a	n/a	32.7 (n= 877)	31.8 (n= 902)		n/a	Maintained	n/a
Annual dropout rate of self-identified FNMI students aged 14 to 18.		8.2 (n= 2,165)	8.4 (n= 2,231)	6.3 (n= 2,282)	8.5 (n= 2,409)	6.8 (n= 2,430)		Intermediate	Improved	Good
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.		19.2 (n= 538)	16.8 (n= 589)	20.2 (n= 572)	20.3 (n= 560)	20.5 (n= 587)		Very Low	Maintained	Concern
TRANSITIONS/CAREER PLANNING										
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.		25.3 (n= 399)	25.0 (n= 489)	26.6 (n= 468)	26.3 (n= 480)	23.9 (n= 529)		Very Low	Maintained	Concern

What the results tell us:

- High school completion remains an area of positive growth as we continue to realize improvement across the three, four, and five year completion rates. It is encouraging to see the significant gains being made; however, there remains much work to be done to bring the completion rates comparable to that of the Province.
- Related to high school completion rates is the data reflecting the number of students challenging the diploma exams and the annual dropout rate of students. Efforts to improve results in both these areas will carry forward to influence high school completion rates.
- Results from provincial achievement tests indicate the importance of the work to support improvement.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
<p>To address eliminating the systemic education achievement gap between First Nations, Métis and Inuit students and all other students, the District pursued the following initiatives:</p>	<p>In continued efforts to work towards eliminating the systemic education and achievement gap between First Nations, Métis and Inuit students and all other students the District will:</p>
<ul style="list-style-type: none"> ● Continued to build District staff capacity and knowledge around First Nations, Métis and Inuit education, history, perspectives and experiences through the following: <ul style="list-style-type: none"> ○ District schools identified a First Nations, Métis and Inuit lead teacher to help support the school's strategic efforts which included working with all teachers to help build their knowledge, awareness and understanding. ○ Provided professional learning for lead teachers and administrators to build their awareness, knowledge and understanding around treaty and residential school history, cultural protocols and current provincial initiatives. ○ Offered additional professional learning sessions for District staff such as the <i>Blanket Exercise</i>, <i>We Are All Treaty People: Treaty 6 Basics</i>, and <i>Reconciliation through Numeracy</i>. 	<ul style="list-style-type: none"> ● Each District school will continue to identify a First Nations, Métis and Inuit lead teacher to work directly within the school community in support of First Nations, Métis and Inuit education and to serve as a single point of contact between the school and the District's First Nations, Métis and Inuit Education unit. ● Continue to support First Nations, Métis and Inuit lead teachers and District administrators through professional learning sessions, with a strategic focus to increase readiness for curriculum development and Teacher/Principal Leadership Quality Standard implementation. ● Continue to build capacity, awareness and knowledge at the District level through the development of resources, and the planning and hosting of significant cultural events, as well as offering professional learning to District staff.
<ul style="list-style-type: none"> ● Conducted a preliminary literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for First Nations, Métis and Inuit students from Pre-Kindergarten to high school. 	<ul style="list-style-type: none"> ● Share the findings from the literature review across the District to inform instructional practice for First Nations, Métis and Inuit students in the areas of literacy and numeracy.
<ul style="list-style-type: none"> ● Conducted a case study to support the success and achievement of First Nations, Métis and Inuit students by examining elements that factor into positive change. Ten District schools, including elementary, junior high and high schools, participated in the case study and a data profile was created for each school. 	<ul style="list-style-type: none"> ● Share results from the case study to examine elements that factored into positive change for First Nations, Métis and Inuit students. ● Explore how best to learn from these results to inform teaching and learning across District schools.

Priority 1:

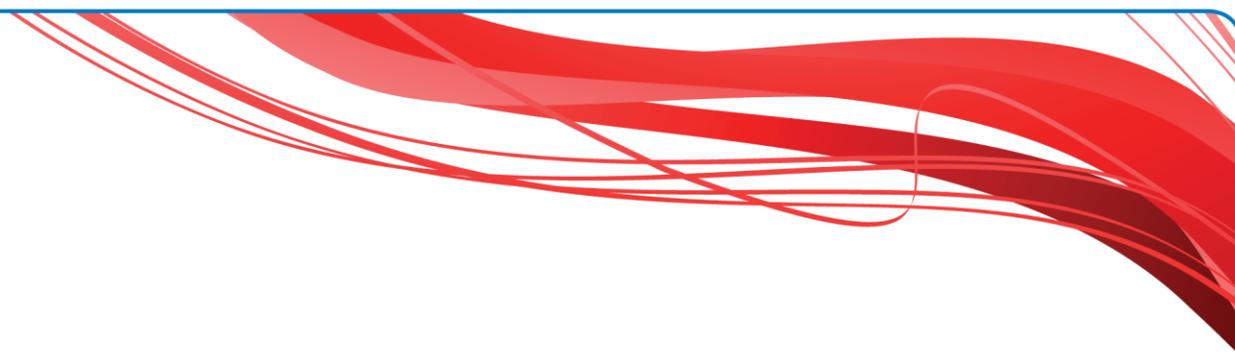
Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
	<ul style="list-style-type: none"> ● Explore how phase two of the case study could expand to include additional schools or could take a deeper look at impactful practice within the current cohort of schools.
<ul style="list-style-type: none"> ● The First Nations, Métis and Inuit Education unit supported 145 District schools in the development of their First Nations, Métis and Inuit school plan. This work enabled schools to participate in a planning process that includes the identification of best practices and supports the sharing of resources, successes and areas of growth. 	<ul style="list-style-type: none"> ● To support alignment and a meaningful integration of the goals of the First Nations, Métis and Inuit School Plan with the overall work and focus of the school community, support was given to strategically align the school's work to develop a First Nations, Métis and Inuit School Plan as part of the fall budget planning process.
<ul style="list-style-type: none"> ● Expanded the partnerships with community and post-secondary institutes to provide First Nations, Métis and Inuit students with increased opportunities to participate in transition programs. These included: CALM 20: An Experiential Indigenous Journey, Frontier College, Norquest College, Oskayak Police Academy, Mêtawêtân Physical Education 10 Summer Program and Ever Active Schools Spring Break Boot Camp. 	<ul style="list-style-type: none"> ● Continue to work in partnership with community and post-secondary institutes to offer transition programming for First Nations, Métis and Inuit students. ● Student feedback will be used to inform programming and the exploration or development of new opportunities that engage students in alternate ways of continuing their learning journey, including offering one credit weekends for First Nations, Métis and Inuit high school students.
<ul style="list-style-type: none"> ● To promote awareness and respect for the history and culture of First Nations, Métis and Inuit, the Board of Trustees passed a motion to purchase the Treaty 6 and Métis flags for each District school and raise the flags at the Centre for Education. 	<ul style="list-style-type: none"> ● To represent the District's commitment to increase awareness and understanding of First Nations, Métis and Inuit history and culture and our continued commitment towards reconciliation, on behalf of all District schools and facilities, the Treaty 6 and Métis flags will be flown outdoors at the Centre for Education. ● Each District schools will receive their Treaty 6 and Métis flags along with a package of supporting materials including the history of each flag, cultural protocols and guidance to the respectful indoor displaying of these flags.

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What we accomplished in 2016-2017	What we plan to do
	<p>New Initiative</p> <ul style="list-style-type: none">• The District will use the OECD report, <i>Promising Practices in Supporting Success for Indigenous Students</i>, to help inform our next steps in continued efforts towards eliminating the systemic education and achievement gap between First Nations, Métis and Inuit students and all other students.



PRIORITY 2

**Provide welcoming, high quality learning
and working environments.**

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal One: A Focus on Well-being and Student Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

Why this outcome is important:

The District wants every student to grow, thrive and experience success throughout their learning journey. Consequently, the District supports student growth and development academically, socially and emotionally by ensuring they are learning in a welcoming, inclusive, safe and healthy school environment. This environment allows students to focus on their learning, prepares them for their future in post-secondary studies and/or the world of work and helps them gain a strong sense of citizenship and social responsibility.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
WELL BEING and SAFE								
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.	89.3 (n=27,854)	88.7 (n=50,439)	90.0 (n=28,117)	89.5 (n=27,937)	89.8 (n=29,498)	Very High	Improved	Excellent
CITIZENSHIP/ LEADERSHIP								
Percentage of teachers, parents and students that are satisfied that students model active citizenship.	84.4 (n=27,870)	83.6 (n=50,529)	85.3 (n=28,134)	84.9 (n=27,962)	84.9 (n=29,529)	Very High	Improved	Excellent
Your child is encouraged at school to be involved in activities that help the community.	77 (n=3,790)	78 (n=3,649)	79 (n=3,410)	79 (n=3,744)	79 (n=3,912)	n/a	n/a	n/a
Students are encouraged at your school to be involved in activities that help the community.	89.0 (n=3,811)	90.0 (n=3,627)	91.0 (n=4,014)	92.0 (n=3,936)	91.0 (n=4,181)	n/a	n/a	n/a
WELCOMING								
Students at your child's school respect each other.	80 (n=3,783)	81 (n=3,667)	81 (n=3,420)	81 (n=3,737)	80 (n=3,906)	n/a	n/a	n/a
Students at your school respect each other.	93 (n=3,813)	93 (n=3,644)	94 (n=4,012)	94 (n=3,966)	93 (n=4,207)	n/a	n/a	n/a
INCLUSIVE								
Students at your child's school help each other when they can.	79 (n=3,796)	78 (n=3,669)	79 (n=3,416)	79 (n=3,757)	79 (n=9,916)	n/a	n/a	n/a
Students at your school help each other when they can.	96 (n=3,828)	96 (n=3,641)	96 (n=4,020)	97 (n=3,962)	96 (n=4,204)	n/a	n/a	n/a

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Priority 2:

Provide welcoming, high quality learning and working environments.

What did we hear in the 2017 District Feedback Survey:

Overall, respondents indicated schools are safe, welcoming, inclusive and create a sense of belonging; positive stakeholder responses for all the above noted attributes of a school environment ranged from 77 per cent to 97 per cent. In general, students in Grades 3 and 5 responded more positively than the students in Grades 8 and 11. The survey results indicate that 70 per cent of students in Grades 8 and 11 perceive they get support for their mental and physical well-being. Additionally, 70 per cent of parents perceive their child can get the support they need for their mental and physical well-being at school. Eighty-nine per cent of students in Grades 3 and 5 perceive that school helps them make good choices about healthy eating. Students in Grades 8 and 11 do not see as strong a connection between their eating choices and the influence of school with only 54 per cent indicating school helps them make good choices about healthy eating.

With respect to student citizenship, both parents and teaching staff responded with positive affirmation to the statement “my...school encourages students to demonstrate citizenship” with parents at 90 per cent and teaching staff at 97 per cent. More than 96 per cent of students confirmed they know how to behave in school.

What our results tell us:

- Data from both the Accountability Pillar and the District Feedback Survey indicates a high level of confidence in schools as caring, respectful and safe environments.
- The Accountability Pillar also signals that schools encourage students to be engaged and helpful within the broader community.
- The District Feedback Survey provides baseline results on the work schools are doing to support students to make healthy life choices with respect to eating, physical activity and mental well-being.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> The Board of Trustees enacted Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments to reflect alignment with School Act expectations around well-being. Board Policy AE.BP serves as the parent policy to the set of 13 policies that inform staff and student safety and well-being. 	<ul style="list-style-type: none"> Work will continue to review and revise Board Policies and Administrative Regulations that fall under AE.BP to ensure alignment and support to this parent policy.
<ul style="list-style-type: none"> Participated in provincial dialogue about the provincial Mental Health Framework - Working Together to Support Mental Health In Alberta Schools - which was launched in the spring of 2017. Engaged staff to shape the development of a District Mental Health Framework to align with the emerging provincial Mental Health Framework. 	<ul style="list-style-type: none"> Finalize the development of the District's Mental Health Framework that aligns to the provincial Mental Health Framework. Communicate the framework to schools and develop professional learning opportunities related to the intent and implementation of the framework.
<ul style="list-style-type: none"> Continued to identify a Comprehensive School Health (CSH) lead teacher in each school to support curricular instruction and strategies for a culture of wellness for students. Provided capacity building opportunities for CSH lead teachers related to mental health, healthy relationships and physical literacy. To date, 70 schools have a CSH lead teacher. 	<ul style="list-style-type: none"> Continue to identify a Comprehensive School Health lead teacher in each school to support curricular instruction and the development and implementation of strategies to create and maintain a culture of wellness for students in accordance to the <i>School Act</i> regulations and the Guide to Education. Continue to provide training in Comprehensive School Health, through CSH lead teachers with an ongoing focus on supports for mental health and training in physical literacy. <ul style="list-style-type: none"> Continue to support existing Communities of Practice in mental health and physical literacy and introduce a Physical Educator's Community of Practice for elementary schools to align with the K-4 curriculum launch in 2018.
<ul style="list-style-type: none"> Provided opportunities to build and support staff capacity in Comprehensive School Health through the following: <ul style="list-style-type: none"> A professional day, <i>Are We Healthy and Wise? Wellness Education Day</i> (120 staff attended; 20 community partners presented). 	<ul style="list-style-type: none"> Continue to build staff capacity in the area of Comprehensive School Health in a manner that is responsive to the needs of schools, including providing support to schools in the area of teaching sexual health and supporting healthy relationships in a manner that reflects recent changes to the <i>School Act</i>.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ Train-the-trainer model in physical literacy (50 staff trained). ○ Communities of Practice for Guidance Counsellors and for high school Physical Educators. ○ Provided information about professional learning, school grant opportunities, lesson plans and exemplars in CSH approaches through a Google E-Newsletter. ○ Updated the <i>Teaching Sexual Health and Supporting Healthy Relationships Toolkit (Bullying Prevention)</i> guides to reflect the amended <i>School Act</i> and updated resources. 	
<ul style="list-style-type: none"> ● To further enhance District capacity, collaborated with external stakeholders around a variety of initiatives related to mental health and the creation of welcome, inclusive, safe and healthy learning and working environments. <ul style="list-style-type: none"> ○ Accessed community expertise to build internal capacity through train-the-trainer approaches, opportunities for certification and participating in out-of-District professional development. ○ Provided feedback, along with several community partners and the provincial government, on updates to teachingsexualhealth.ca website. 	<ul style="list-style-type: none"> ● Continue to offer professional learning opportunities, in collaboration with external partners, to increase the capacity of staff in supporting mental health literacy, healthy relationships, nutrition and physical literacy.
<ul style="list-style-type: none"> ● Established a Mental Health Transition Team to support students, their families and schools as students transition into and out of tertiary services in the community. In the 2016-2017 the team supported 31 District students. <ul style="list-style-type: none"> ○ To support the development of this team, the District collaborated internally and collaborated with external Mental Health Services providers. 	<ul style="list-style-type: none"> ● Continue to utilize a Mental Health Transition Team to support children and youth transitioning in and out of tertiary services. <ul style="list-style-type: none"> ○ Explore, develop and implement additional means to strengthen mental health services as informed by the work of the Mental Health Transition Team. ○ Explore additional opportunities to partner with mental health services providers in support of enhanced communication and access to tertiary supports.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ The Mental Health Transition team presented the Summer Institute on Deepening Understanding of Mental Health in the classroom. 	
<ul style="list-style-type: none"> ● Initiated a District Diversity Day “Our Stories, Our Strengths” in partnership with Phoenix Multi-Faith Society for Harmony. Approximately 115 students, Grades 7-12 and accompanying staff, attended the Diversity Day which focused on healthy intercultural dialogue, diverse identities and reducing discrimination and stereotyping. 	<ul style="list-style-type: none"> ● Building on the District’s Diversity Day offered in 2016-2017, explore opportunities for students and staff to continue to learn skills related to intercultural communication and healthy relationships.
<ul style="list-style-type: none"> ● Implementation of the Commit to Kids Program was postponed in order to determine how best to move forward with the work. 	<ul style="list-style-type: none"> ● Work will be done in 2017-2018 to consider future direction of this work.
<ul style="list-style-type: none"> ● Continued to build capacity in schools to support gender diverse students through: <ul style="list-style-type: none"> ○ Consultations with schools and families. ○ Professional development sessions for school Safe Contacts. ○ Presentations to schools and to School Councils. ● Initiated Advanced Safe Contact training to build capacity for supporting transgender students. ● Provided support to schools for the establishment of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs). 	<ul style="list-style-type: none"> ● Continue to provide training for Safe Contacts in every school. ● Participate in SOGI 1-2-3, a Western Canadian pilot network of educators, to support District policy and procedures, inclusive learning environments and resources for sexual orientation, gender identity and gender expression.

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal Two: Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

Why this outcome is important:

The District believes quality infrastructure is a foundation for high quality teaching and learning. This includes our buildings and the supporting systems such as communication and transportation networks and addressing the needs of a growing student population. To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. A District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide the way the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth and ensures students have equitable access to learning environments to meet their needs, regardless of where they reside.

Key Performance Indicators

District Indicators	Results				
	2013	2014	2015	2016	2017
INFRASTRUCTURE					
Number of District requested capital projects that received provincial funding.	6	10	5	0	3
New/Replacement Capital Construction projects funded.	4	6	0	0	3
Approved modular classrooms.	0	18	10	13	13
Major modernizations funded.	0	4	2	0	0
Percentage of school space used across the District.	67.0	71.0	75.0*	77.0	79.0
TRANSPORTATION					
Number of yellow bus riders at the end of June.	9,453	10,753	10,463	11,605	12,513
Percentage of yellow bus riders whose one-way trip is less than 60 minutes at end of September.			98.6	96.7	95.9
TECHNOLOGY					
Percentage of District sites with a minimum of 100 mb SuperNet link.	3.0	33.0	87.0	99.0	100

Note:

- Beginning in 2014-2015 results use the Instructional Area Model (IAM) utilization formula which defines capacity to be 100%. Before this, the ACU was used and defined 85% as capacity.

Priority 2:

Provide welcoming, high quality learning and working environments.

What did we hear in the 2017 District Feedback Survey:

Overall, respondents to the survey indicated District schools and places of work are well-maintained facilities. Student satisfaction for building condition was 79 per cent for Grades 8 and 11 and 94 per cent for students in Grades 3 and 5. Community members and parents indicated satisfaction with 85 per cent and 89 per cent respectively. Additionally, 93 per cent of staff responded positively about the condition of their work environment. Staff indicated high satisfaction for technology in their place of work across multiple areas: well-maintained (95 per cent), reliable (93 per cent), up to date (89 per cent) and indicated satisfaction with access to technology to support teaching and learning (96 per cent).

There was a lower indication of positive response for the location of District schools, with 57 per cent of parents and 64 per cent of community indicating that schools are appropriately located to meet K-12 student population demand.

What our results tell us:

- Based on feedback from the District survey, all stakeholders - students, parents, staff and the community have a positive perception of the District's ability to keep its buildings well-maintained. This may be reflective of the District's investment of significant funds into the maintaining and updating of District infrastructure in recent years, including enhancing the condition of buildings and upgrading access to technology.
- The percentage of school space used across the District continues to be a challenge with the District's utilization rate trending upward. Issues of space coincide with the ongoing growth of our student enrolment count. The opening of 11 new schools in September 2017 will help to address space challenges for Kindergarten to Grade 9 programming. Until new high school space is developed, there is an increasing concern for the District's ability to adequately accommodate Grades 10-12 programming in the coming years.
- Parents and community have been active stakeholders in the District's work around growth accommodation, new school boundaries and mature communities. This involvement may have informed stakeholder perception to questions around schools being appropriately located to meet K-12 student population demand.
- More students accessed the yellow bus to get to school each day. With this increase in ridership, the District also saw a slight decrease in the number of students whose ride time is under one hour. At this time, we are not certain what impact the opening of the 11 new schools will have on student yellow bus service.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● Implemented Year 2 of the District Infrastructure Plan: <ul style="list-style-type: none"> ○ Supported the construction and preparation for the opening of 11 new schools in the 2017-2018 operational year. ○ Supported six school modernizations. ○ Initiated planning of the Highlands School modernization and new schools in McConachie and Larkspur neighbourhoods. ○ Installed 15 modular classrooms. ○ Pursued restoration of the Archives and Museum roof. ○ Submitted Three-Year Capital Plan to the province. 	<ul style="list-style-type: none"> ● Implement Year 3 of the District Infrastructure Plan, including the following initiatives: <ul style="list-style-type: none"> ○ Complete construction of Kim Hung and Shauna May Seneca Schools for opening in 2017-2018. ○ Continue to support school modernizations, and Highlands, Larkspur and McConachie projects. ○ Work on concept designs in anticipation of funding for District high school space.
<ul style="list-style-type: none"> ● Continued to pursue District utility savings to improve the District's overall sustainability through lighting, boiler, window and door upgrades and through solar initiatives and recycling programs. <ul style="list-style-type: none"> ○ Initiated upgrades to the electrical and mechanical systems of the Centre of Education to support efficiencies. 	
<ul style="list-style-type: none"> ● Through the Capital Investment Strategy, funded by the equity fund, provided building enhancements to 175 schools including front entrance upgrades, painting, heating and ventilation projects. This included 11 schools that received new student furniture. 	
<ul style="list-style-type: none"> ● Completed the detailed design phase of the Edmonton Student Transportation Authority (ESTA) initiative. ESTA is intended to create efficiencies in transporting students on yellow bus service. In preparation to support this initiative, Student Transportation staff were relocated to accommodate working in collaboration with Edmonton Catholic School Division. 	<ul style="list-style-type: none"> ● Efforts will be made to sign off on the formal agreement between the two school districts.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● In support of Alberta Education’s Learning and Technology Policy Framework, participated in the School Technology Advisory Committee and Jurisdiction Technology Contact events. ● Supported District leadership capacity around the provincial technology framework through the implementation of a Leadership Development Framework module. 	<ul style="list-style-type: none"> ● To build staff capacity in the area Alberta Education’s Learning and Technology Policy Framework, the following will be offered: <ul style="list-style-type: none"> ○ Leadership Development Module on the provincial technology framework to new principals. ○ Develop and deliver a module in support of the framework to Education Technology lead teachers. ○ Offer Google-Certified Educator training and certification to lead teachers.
<ul style="list-style-type: none"> ● Pursued several initiatives to support access to technology in high quality learning and working environments: <ul style="list-style-type: none"> ○ Completed the first year of a three-year plan to refresh core technical infrastructure in all schools. ○ Connected the Centre of Education via a fibre link to the Cybera Network, in partnership with the City of Edmonton and the University of Alberta, resulting in improved internet access to all schools. ○ Deployed over 5,000 Chromebooks to provide equitable access to technology for all District students which resulted in an overall student:device ratio of 2:1. ○ Replaced all end of life Smartboards with new interactive projective technologies in 106 District schools. 	<ul style="list-style-type: none"> ● Continue to pursue initiatives to support access to technology in high quality learning and working environments: <ul style="list-style-type: none"> ○ Continue with Year 2 and 3 of the evergreen plan to refresh core technical infrastructure in all schools. ○ In partnership with the City of Edmonton and University of Alberta, continue to explore new opportunities related to the Cybera Network. ○ Train and follow-up with staff to ensure smooth transition to the new interactive projector technologies.

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal Three: Building Capacity Through a Culture of Collaboration and Distributed Leadership

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

Why this outcome is important:

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional development opportunities, leadership development, opportunities for collaboration and effective supports and services; the District strives to provide the high quality teaching and learning environments necessary for student success.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	83.1 (n=19,026)	82.4 (n=34,715)	83.0 (n=19,122)	83.0 (n=18,923)	83.3 (n=19,747)	Very High	Improved	Excellent
PROFESSIONAL DEVELOPMENT AND GROWTH								
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	79.9 (n=3,816)	79.1 (n=3,644)	83.5 (n=4,017)	84.1 (n=3,971)	85.8 (n=4,216)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have significantly contributed to your ongoing professional development.	76 (n=3,809)	76 (n=3,636)	80 (n=4,006)	80 (n=3,947)	83 (n=4,184)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.	87 (n=3,806)	85 (n=3,624)	90 (n=4,000)	92 (n=3,953)	92 (n=4,199)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have effectively addressed your professional development needs.	77 (n=3,812)	76 (n=3,640)	80 (n=4,016)	80 (n=3,962)	83 (n=4,200)	n/a	n/a	n/a

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

District Indicator	Results (in percentages)				
	2013	2014	2015	2016	2017
Number of registrations in professional learning opportunities through the Leadership Development Framework.	226	239	245	497	616

Priority 2:

Provide welcoming, high quality learning and working environments.

What did we hear in the 2017 District Feedback Survey:

Staff overwhelmingly agreed that the District supports employee professional development and growth (94 per cent). Additionally 85 per cent of staff indicated positively that career opportunities are available to them within the District and 82 per cent of staff indicated satisfaction with their access to professional learning to develop their leadership skills. Staff indicated they had opportunities to use their leadership skills in the District (70 per cent) and that leadership development opportunities helped them become a better leader (66 per cent). In looking at the results for these last two questions, it must be noted that more than 20 per cent of staff provided the response “don’t know”.

What our results tell us:

- Over the past three years, according to the Accountability Pillar survey, an increasing percentage of teachers indicated that District provided professional development has contributed significantly to their professional growth and is focused on District priority areas.
- The District continues to expand efforts to support professional development for District leaders and our leaders of tomorrow, with 616 District staff participating in the Leadership Development Program. The District Feedback Survey demonstrates that 82 per cent of staff feel positively about leadership professional learning opportunities available to them.
- District Feedback Survey data also tells us there is the opportunity to further understand the interplay between leadership development professional growth opportunities and perceptions around actual opportunities for staff to demonstrate and experience leadership.



Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● Continued to develop, implement and expand the Principal Readiness Framework to support building principal capacity: <ul style="list-style-type: none"> ○ Thirty seven principals participated in the first and second principal development program. ○ Forty eight assistant principals and consultants attended the newly implemented Aspiring Principal Development Program; 41 per cent of newly designated principals participated in the Aspiring Principal Development Program. ○ Implemented the Acting for and Acting Principal Development Program, to support succession transition of principals into acting roles. 	<ul style="list-style-type: none"> ● Continue to be responsive and supportive to the development of District leaders through the modules offered through the Leadership Development Framework and the Principal Readiness Framework. ● To support principals as instructional leaders, a series of professional development sessions tailored specifically for school leadership have been developed and will be made available to principals prior to their monthly leadership meeting.
<ul style="list-style-type: none"> ● The District continued to use teacher feedback from the Professional Learning Survey to plan and deliver a range of professional learning opportunities that were responsive to areas identified by teachers as key growth opportunities. ● These opportunities were delivered at the school level, through catchments and offered centrally through the District’s Professional Development Registration System. 	<ul style="list-style-type: none"> ● Continue to be responsive to the needs of teachers, schools and catchments and explore how professional learning is best offered in support of District leaders.
<ul style="list-style-type: none"> ● Building upon the successes and lessons learned from the 2015-2016 Summer Institute. This summer, offered an expanded range of professional learning opportunities with 13 different sessions developed and implemented attended by approximately 350 teachers and District leaders. 	<ul style="list-style-type: none"> ● Continue to explore how Summer Institutes can serve as an effective means of staff professional development.
<ul style="list-style-type: none"> ● To support the attraction and recruitment of educational assistants, the District implemented a targeted recruitment open house. This campaign resulted in a significant number of supply educational assistants being hired. 	<ul style="list-style-type: none"> ● Continue to monitor the District’s need for educational assistants in the classrooms and deliver attraction, recruitment, and professional learning initiatives as required. In particular, consider opportunities to build on existing processes to prepare new staff for roles and responsibilities of an educational assistant.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none">● To support the onboarding and training of these staff, the District developed the Educational Assistant Summer Institute. The institute was provided to 113 newly recruited educational assistants and helped to prepare them for work in District classrooms.	
<ul style="list-style-type: none">● Developed the Custodial Leadership Preparation Program in collaboration with Local 474 to prepare custodial staff transitioning to a custodial leadership role and to support the development of head custodians.	<ul style="list-style-type: none">● Implement the Custodial Leadership Preparation Program beginning in 2017-2018.
<ul style="list-style-type: none">● Provided additional cohorts of the Lead Administrative Assistant Program and Administrative Assistant Level D/E Program to build capacity of staff. Participants in the program acquired the skills and knowledge to prepare them for the role of administrative assistant: lead, entry-level or intermediate-level.	<ul style="list-style-type: none">● To continue District efforts to meet the need for administrative assistants and clerks, we will monitor vacancies and retirements, provide timely recruitment efforts and explore opportunities to expand the District's pool of administrative assistants who are willing to host practicum placements for new employees.

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal Four: A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

Why this outcome is important:

Edmonton Public Schools believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies. The District has heightened its focus on evidence-based decision-making as an approach to support its intended outcome of success for every student.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.8 (n= 27,484)	78.0 (n= 49,965)	80.1 (n= 27,558)	80.9 (n= 27,730)	81.8 (n= 29,250)	Very High	Improved Significantly	Excellent
Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community.	70.5 (n= 27,720)	65.0 (n= 7,227)	71.6 (n= 27,969)	71.5 (n= 27,757)	72.9 (n= 29,315)	n/a	n/a	n/a
ACCOUNTABILITY AND EXCELLENCE								
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2 (n= 27,878)	89.8 (n= 50,697)	91.0 (n= 28,155)	90.8 (n= 28,000)	91.1 (n= 29,560)	Very High	Improved Significantly	Excellent

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

What did we hear in the 2017 District Feedback Survey:

Data from the survey indicates that our Cornerstone Values are lived throughout the District, with staff affirming that their school or department demonstrates accountability (95 per cent), collaboration (96 per cent), integrity (96 per cent) and equity (93 per cent). Parents indicate confidence in the staff at their child's school demonstrating these values, with parental affirmation ranging between 83 per cent to 90 per cent across the values.

Over 80 per cent of staff feel the District uses research and evidence to inform planning and decision-making and 79 per cent of staff perceive the District operates as efficiently as possible within its allocated resources.

Overall, 96 per cent of staff believe the District is a great place to work.

Priority 2:

Provide welcoming, high quality learning and working environments.

What our results tell us:

- There is high satisfaction from stakeholders with both the overall quality of basic education as indicated in the Accountability Pillar survey and the District as a place to work as indicated in the District Feedback Survey.
- The District Feedback Survey confirms the importance of the District Cornerstone Values as they are lived out through our daily work.
- Seventy nine per cent of District staff indicated confidence in the efficient use of District resources and 73 per cent of respondents on the Accountability Pillar survey were satisfied with accessibility, effectiveness and efficiency of programs and services for students in their community. These figures would indicate an opportunity to build continued awareness and confidence around our efficient use of resources.

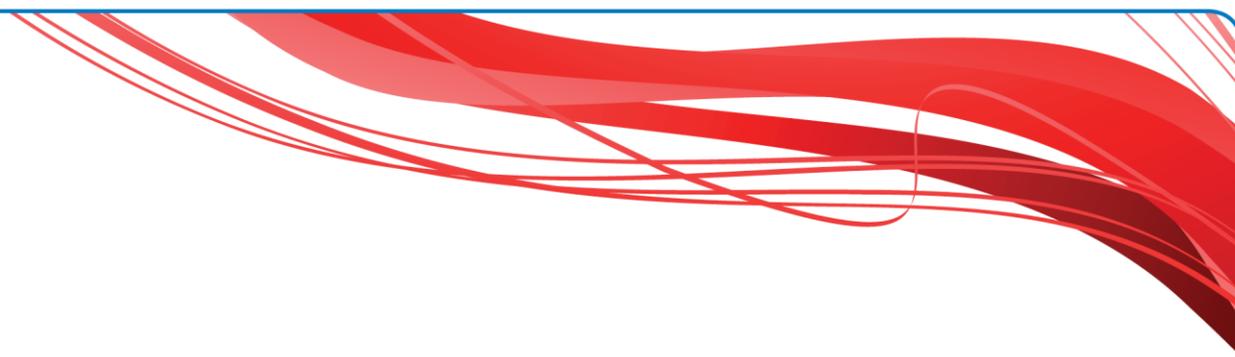
What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> • Introduced Strategic Plan Update reports to support communication and accountability regarding the District's overall strategic direction and to continue to foster a culture of evidence-based decision-making. The reports complement the District's Annual Education Results Report (AERR) and Three-Year Education Plan (3YEP) and provide the opportunity for meaningful dialogue between the Board of Trustees and District Administration. The reports are made available to the public through posting on the District's website. • Produced a high-level summary of the progress achieved under the strategic direction of the Board of Trustees for the 2013-2014 to 2016-2017 operational years. 	<ul style="list-style-type: none"> • Continue with Strategic Plan Update reports as a means of communication between the Board of Trustees and District Administration; these reports also serve as a means of communicating with the general public. • Administration will support the newly elected Board of Trustees in their efforts to develop their four-year strategic direction.
<ul style="list-style-type: none"> • Continued to explore opportunities to align school, catchment and central results review processes as well as catchment, school and District planning processes. • Continued to support strategic opportunities to use evidence-based decision-making to inform our work. 	<ul style="list-style-type: none"> • Work collaboratively within the District to examine and revise District reporting and planning processes to reflect effective, efficient and evidence-based decision-making.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none">Conceptualized and began development of Phase 2 of the District's Data Dashboard, a web-based tool with easy access to centralized metrics to monitor progress towards the District's Strategic Plan. This work includes the introduction of additional achievement metrics, enhancements and modifications to improve the user experience and development of metrics related to infrastructure.	<ul style="list-style-type: none">As part of the multi-year Data Dashboard initiative, continue to add additional data sets that support the monitoring of the District's strategic direction as well as continue to support enhancements that reflect efficiency for the user.





PRIORITY 3

Enhance public education through communication, engagement and partnerships.

Priority 3:

Enhance public education through communication, engagement and partnerships.

Goal One: Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

Why this outcome is important:

A child's first "teachers" in life are their parents—and a lot of life learning has happened before a child's first day of school. Through the K–12 journey towards high school completion, parents are extending responsibility for growth and development of their children to include school staff. This is both a privilege and opportunity for parents and educational staff in schools to work together so that each child grows, thrives and experiences school success in their readiness for life beyond Grade 12.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
PARENTAL INVOLVEMENT								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	78.7 (n=7,612)	78.9 (n=7,324)	79.5 (n=7,447)	78.9 (n=7,705)	79.6 (n=8,092)	High	Maintained	Good
To what extent are you involved in decisions about your child's education (parents)?	81 (n=3,733)	82 (n=3,599)	82 (n=3,360)	81 (n=3,648)	81 (n=3,801)	n/a	n/a	n/a
To what extent are you involved in decisions at your child's school (parents)?	59 (n=3,733)	59 (n=3,612)	60 (n=3,362)	59 (n=3,674)	59 (n=3,818)	n/a	n/a	n/a
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents).	65 (n=3,674)	65 (n=3,487)	66 (n=3,246)	64 (n=3,557)	67 (n=3,703)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents).	80 (n=3,756)	78 (n=3,625)	80 (n=3,364)	79 (n=3,681)	79 (n=3,830)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents).	75 (n=3,727)	75 (n=3,559)	75 (n=3,322)	74 (n=3,642)	76 (n=3,781)	n/a	n/a	n/a
To what extent are parents or guardians involved in decisions about their child's education (teachers).	80 (n=3,765)	82 (n=3,611)	82 (n=3,983)	82 (n=3,951)	83 (n=4,190)	n/a	n/a	n/a
To what extent are parents or guardians involved in decisions at your school (teachers).	76 (n=3,779)	78 (n=3,612)	79 (n=3,965)	79 (n=3,906)	81 (n=4,144)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their child's education (teachers).	91 (n=3,780)	91 (n=3,608)	91 (n=3,958)	92 (n=3,889)	92 (n=4,131)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school (teachers).	90 (n=3,803)	90 (n=3,618)	90 (n=3,999)	90 (n=3,930)	90 (n=4,164)	n/a	n/a	n/a
[How satisfied or dissatisfied are you] that the input of parents or guardians into decisions at your school is considered (teachers).	88 (n=3,787)	89 (n=3,592)	89 (n=3,961)	88 (n=3,915)	89 (n=4,144)	n/a	n/a	n/a

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What did we hear in the 2017 District Feedback Survey:

Overall, parents who responded to the survey indicated they have opportunities to be involved in their child's education (84 per cent) and to communicate with their child's teacher (87 per cent). Parents indicated the information they receive about their child's learning helps them to support their child (82 per cent). Teaching and learning staff perceive their school offers parents and guardians multiple ways to be involved in their child's education (95 per cent).

On the District Feedback Survey, parents indicated the top three ways they are actively involved in their child's education are through attending parent/guardian-teacher conferences (77 per cent), monitoring homework (75 per cent) and attending school events (72 per cent). Parents indicated that the top three ways they prefer to acquire information about Edmonton Public Schools are SchoolZone (92 per cent), conversations with their child (83 per cent) and speaking with other parents/guardians (63 per cent).

What our results tell us:

- Results from both the Accountability Pillar and the District Feedback Survey indicate a high level of parent satisfaction around involvement in their child's education. Through the District Feedback Survey, parents also expressed satisfaction about the opportunity to communicate with their child's teacher, as well as about the information received about their child's learning. Based on Accountability Pillar results, parents do not feel as connected to the decisions at their child's school.
- The District Feedback Survey indicates parents are involved in monitoring their child's homework and value attending school events and parent-teacher conferences as a means of being active participants in their child's education. This involvement reflects the voices of those parents choosing to participate in the survey. We know there is work to be done to encourage increased parent engagement across the District.
- It is encouraging that 92 per cent of parents who responded to the survey find SchoolZone a helpful source of information; the District is currently working to further improve SchoolZone features. It is positive that the majority of parents value the conversations they are able to have with their child about school.
- In both the Accountability Pillar and District Feedback Survey results, teacher perceptions around parent involvement was significantly higher than parent perception.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● Continued to invite parents/guardians and school councils to inform school plans and review school level results through annual results review and budget planning processes. 	<ul style="list-style-type: none"> ● The new Board of Trustees, elected in October 2017, will develop and implement a process to engage and gather perspectives from parents and other key stakeholder groups to inform the District's Strategic Direction.
<ul style="list-style-type: none"> ● Implemented the 2017 District Feedback Survey, which included collecting feedback from almost 4,000 parents. 	<ul style="list-style-type: none"> ● Continue to support the annual implementation of the District Feedback Survey; each school will provide parents with the link to the survey and encourage their participation.
<ul style="list-style-type: none"> ● Continued to engage stakeholders, including parents, in Board policy development. Over 1,700 respondents provided feedback to draft policies posted for public comment. Of these 1,700 respondents, 600 were identified as parents. 	<ul style="list-style-type: none"> ● Continue to post draft policy for public feedback and encourage parents to participate through SchoolZone, social media and the District website.
<ul style="list-style-type: none"> ● Continued to work closely with the Alberta School Councils' Association (ASCA) to provide opportunities for parents to engage with each other and their school communities: <ul style="list-style-type: none"> ○ Offered school council training to support parents in their facilitation and running of a school council. ○ Provided information and ongoing support to school councils. ○ Provided each school council with free membership to ASCA. ● ASCA provided support to District school councils and Central Services staff and built District leadership awareness of school councils through the offering of professional learning sessions to aspiring principals. 	<ul style="list-style-type: none"> ● Continue to collaborate with ASCA in support of District school councils.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● To support ongoing and enhanced communication with parents, the District: <ul style="list-style-type: none"> ○ Asked parents to identify ways to enhance SchoolZone. ○ Piloted ThoughtExchange as an online tool to engage stakeholders, including parents, around what is important to them. ● SchoolZone continues to be a popular way to communicate and engage with parents; in 2016-2017, there were 16,100,000 student and parent logins, an increase of 6%. 	<ul style="list-style-type: none"> ● Conduct a pilot with a small group of schools to test the enhanced features of SchoolZone to inform District-wide implementation of the updated tool. ● Continue to pilot new online tools to encourage parental input on District decisions.
<ul style="list-style-type: none"> ● Continued to monitor the ways in which the District communicates and engages with parents and the broader community including number of visits to epsb.ca and followers on District social media. ● Delivered professional development to District staff on best practices for social media use and website development and maintenance. ● Hired a videographer to create informative, accessible messages to be used with parents and other stakeholders about District initiatives and priorities. 	<ul style="list-style-type: none"> ● Continue to use data around engagement patterns to inform best practices in the District. Will build upon identified areas of strength. ● Continue to offer professional development to staff to ensure up-to-date and effective practice.

Priority 3:

Enhance public education through communication, engagement and partnerships.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

Why this outcome is important:

The entire community has a role to play in supporting student success. The diversity and complexity of need across our student body requires expertise, knowledge and skills beyond that of professional educators. In order for all students to engage and learn in the classroom no matter their background, capabilities or circumstances, we will need to work closely with our fellow community stakeholders who share our commitment to the success and wellbeing of children and youth.

What did we hear in the 2017 District Feedback Survey:

Staff indicated that the District has partnerships to support student success (92 per cent). In schools, teaching and learning staff indicated that their school has partnerships that support student success (93 per cent) and partnerships that provide access to supports and services for students with challenging circumstances (90 per cent). Over half of parents who responded to the survey indicated their child's school has partnerships that support student success (59 per cent), while 34 per cent did not know.

Community organizations who participated in the survey indicated they are satisfied with the access they have to school space to support programs and services they offer (95 per cent). The community members who responded to the survey indicated they perceive schools are accessible by people with limited mobility (72 per cent agreed; 15 per cent did not know) and that schools are available to book for community activities (54 per cent agreed; 35 per cent did not know).

What our results tell us:

- District staff value the opportunity to collaborate and work with community partners in support of student success. While school staff are significantly aware of the presence of community partners in their school, parents are less familiar with these same partners. It is not clear if this is simply a matter of parents not realizing these supporting adults work for an agency other than the District. There is opportunity for the District to improve communication that acknowledges the support of our community partners who walk alongside our students on their learning journeys.
- Our community partners indicated satisfaction with their designated space in schools. Members of the general community seem less aware of the accessibility of school space.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● As part of the District’s partnership framework, launched the School-Community Relationship Identifier, a tool to identify community supports and resources in each school. ● Initiated work to develop an information sharing protocol between the District and agency staff who directly work in our schools. 	<ul style="list-style-type: none"> ● As part of the District's partnership framework: <ul style="list-style-type: none"> ○ Analyze the data collected through the Community-School Relationship Identifier to inform strategic District-level partnership engagement. ○ Develop a central point of contact that supports initial conversation between the District and a community member. ○ Begin development of a signing authority protocol.
<ul style="list-style-type: none"> ● Established an advisory committee, with membership from residents and stakeholders of the Rundle community and the City of Edmonton, to guide the community consultation process around the future use of the Rundle facility. 	<ul style="list-style-type: none"> ● Operationalize the Rundle Community Hub to offer programs and services to students and families of Ivor Dent School and residents in the broader community. ● Establish a steering committee which will include tenants, community partners and Edmonton Public Schools to oversee the initial operations of the community hub model.
<ul style="list-style-type: none"> ● In collaboration with the Alberta Association of Optometrists, delivered the In School Eye Evaluation (ISEE) pilot to 33 Edmonton Public Schools. ● There were 18.4 per cent of students in the pilot identified with vision problems and referred to an optometrist for follow-up eye care. 	<ul style="list-style-type: none"> ● In conjunction with the Alberta Association of Optometrists evaluate the In School Eye Evaluation (ISEE) to identify opportunities for improvement and next steps. At the time of this report the Alberta Association of Optometrists have indicated that there is no funding for Year 2.
<ul style="list-style-type: none"> ● Implemented Alberta Education’s school nutrition pilot in two schools (Norwood and Inglewood) in partnership with Edmonton City Centre Church Corporation (E4C). The pilot provided an opportunity for the District to explore a fresh food approach to school nutrition programming. 	<ul style="list-style-type: none"> ● Support the Provincial School Nutrition Program (Year 2 of the nutrition pilot). Findings from Year 1’s evaluation will be shared across the District to inform school nutrition programming across District schools.

Priority 3:

Enhance public education through communication, engagement and partnerships.

Goal Three: Engaged and Effective Governance

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

Why this outcome is important:

The District strives for transparent and trusting relationships with all educational stakeholders, students, staff, parents, community and partners through inclusive and responsive communication and processes. The District is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development through communication, engagement and accountability.

Key Performance Indicators

District Indicator	Results (in percentages)				
	2013	2014	2015	2016	2017
Number of staff, students, parents and community members who responded to the District Feedback Survey.					31,542
For 2017, the following responded to the survey: 12,456 Grades 3 and 5 students; 9,340 Grades 8 and 11 students; 5,444 staff; 3,873 parents; 429 community members or partners. Responses from the 2017 survey will serve as a baseline. .					

What did we hear in the 2017 District Feedback Survey:

The Board of Trustees and Superintendent provide overall direction to the District. When asked, staff indicated decisions made by the Superintendent support the well-being of students (93 per cent) and staff (88 per cent). Similarly, staff indicated decisions made by the Board of Trustees support the success and well-being of students (84 per cent) and staff (77 per cent). Staff also confirmed a high level of awareness of the District’s strategic direction (93 per cent).

Survey results from students indicate that 45 per cent of students in Grades 8 and 11 are aware of the Student Senate and 40 per cent of these same students know how to bring forward an idea or issue to a member of the Student Senate.

The Community identified the following preferences for giving feedback to the District: District Feedback Survey (77 per cent), email (46 per cent), school principals (34 per cent), in person (34 per cent), and Edmonton Public School’s website (33 per cent).

What our results tell us:

- Engagement is a critical strategy in how the District receives feedback. Survey results indicate the District continues to build confidence with members of the broader community around how community voice serves to inform key decisions (58 per cent). Feedback from parents indicates almost half of parents have helped to inform the development of their child’s school plan. There is the opportunity for the District to build upon current engagement strategies and explore additional means of reaching our stakeholders.
- In its first year, the Student Senate reached out across District high schools and into some junior high schools. Survey results from students indicate that 45 per cent of students in Grades 8 and 11 are aware of the Student Senate and 40 per cent of these same students know how to bring forward an

Priority 3:

Enhance public education through communication, engagement and partnerships.

idea or issue to a member of the Student Senate. These figures for the Student Senate serve as a baseline reflecting student awareness.

- District staff expressed a high level of confidence in the leadership and decision-making of both the Board of Trustees and the Superintendent. Foundational to the direction of their leadership is the District Strategic Plan; 93 per cent of District staff positively confirmed their awareness of the Plan. The direction of the Plan is a shared responsibility between the Board of Trustees and the Superintendent and serves as the foundation to the District’s work in support of students.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> • Delivered the 2017 District Feedback Survey as one tool to monitor the District’s progress in advancing its Strategic Plan. The District surveyed Grades 3, 5, 8 and 11 students, staff, parents and community members and partners. In total, the District received 31,542 responses to the survey. Data from the 2017 implementation will serve as a baseline indicator. 	<ul style="list-style-type: none"> • Implement the District Feedback Survey on an annual basis as a tool to enable the District to monitor its District Strategic Plan and to enable the ability of schools and the District to identify areas of success and areas for improvement.
<ul style="list-style-type: none"> • Engaged with community and parents around key decisions about District infrastructure. <ul style="list-style-type: none"> ○ Established working committees and engaged with communities in the mature neighbourhoods of Britannia, Rosslyn and Westlawn to discuss the possible consolidation of schools. ○ Following the announcement from the Government of Alberta to provide funding to consolidate Highlands, Mount Royal and Montrose Schools, engaged with community around the closure of Mount Royal and Montrose schools to help inform first steps. ○ Held public visioning sessions during the design phase of the Mill Creek School replacement. ○ Engaged with communities to set the attendance areas for the 11 new schools set to open in 2017-2018. ○ Consulted with communities impacted by the closure of the Winterburn School Junior High Program. 	<ul style="list-style-type: none"> • Engage community and parents around student accommodation and future needs and use of District infrastructure, including: <ul style="list-style-type: none"> ○ Continue to engage with the Britannia and Rosslyn communities to determine school consolidation concepts. ○ Conduct public information and community visioning sessions, as required, throughout the design and construction phases of the Highlands School Project. ○ Continue engagement and support to community during final design phase and construction of the Mill Creek replacement school. ○ Initiate community engagement regarding proposed attendance areas for new schools in Larkspur and McConachie neighbourhoods. ○ Continue with the program review of the Child Study Centre at Garneau School.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ Engaged with staff, community and parents on the review of the Child Study Centre at Garneau School; recommendations were made to support the District's Alternative Program Review Process (2016-2020). ○ Utilized an online engagement tool, ThoughtExchange, to engage with school principals and lease holders on the District lease rate structure. 	
<ul style="list-style-type: none"> ● Implemented the Student Senate to promote student governance and provide meaningful student voice. District high schools identified students to serve on the Senate. The Senate elected three Student Trustees to engage directly with the Board of Trustees. The work of the Senate was supported by an annual work plan and accomplishments were reported at a June public Board meeting. 	<ul style="list-style-type: none"> ● Continue the Student Senate to promote student governance and to provide meaningful student voice.
<ul style="list-style-type: none"> ● Supported the Board of Trustees in the creation of three new policies. In particular, created new Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments to align with Alberta Education's <i>School Act</i> and revised eight related policies to ensure alignment with the Board Policy AE.BP. Consulted with stakeholders through an online survey on five policies. ● In total, 10 Administrative Regulations and 24 Board Policies were revised in 2016-2017. 	<ul style="list-style-type: none"> ● Will revise two existing policies to reflect alignment with Board Policy AE.BP. ● Continue to support the work of the Trustee Policy Review Committee.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> In response to Bill 1: <i>An Act to Reduce School Fees</i>, revised Board Policy CO.BP Fiscal Oversight and Accountability, and Administrative Regulation HBN.AR School Fees to ensure compliance with Bill 1. To promote compliance, developed supporting materials, tools and forms and provided training to school staff. To ensure consistent communication with schools and families, created a Guide to Schools and provided information on the District and school websites. 	<ul style="list-style-type: none"> Continue to identify ways to streamline processes within the District in response to Bill 1: <i>An Act to Reduce School Fees</i>. Prepare the District to implement Phase II of Bill 1 when directed by Alberta Education.
<ul style="list-style-type: none"> Supported the Board of Trustees in the review and adoption of the School Trustee electoral boundaries - coming into effect with the October 2017 municipal election. 	
<ul style="list-style-type: none"> Used posts on social media and the District website during the municipal election to educate the public on the role of trustees and school boards. 	
<ul style="list-style-type: none"> Paid the membership fee for all school councils to belong to and receive training and services from the Alberta School Councils' Association. 	<ul style="list-style-type: none"> Will pay membership fee for all school councils to belong to and receive training and services from the Alberta School Councils' Association.

Summary of Financial Results and Budget Summary

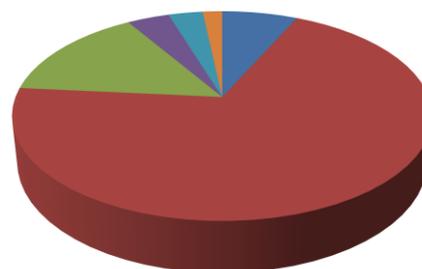
Summary of 2016-2017 Financial Results

Student achievement continues to be the primary focus in every one of the District's schools. The District's priorities, budgeting process, and results review reflect this focus.

Actual Operating Expenses by block For the Year ended August 31, 2017

(all dollar amounts are expressed in thousands)

	2016 - 2017	
	\$	%
INSTRUCTION - ECS	76,891	6.9%
INSTRUCTION - GRADES 1 - 12	772,196	69.5%
PLANT OPERATIONS AND MAINTENANCE	164,043	14.7%
TRANSPORTATION	42,788	3.9%
BOARD & SYSTEM ADMINISTRATION	35,026	3.2%
EXTERNAL SERVICES	19,815	1.8%
	1,110,759	100.0%



Operational Results:

- The District's total operational expenses for 2016-2017 were \$1,110.7 million as compared to \$1,045.0 million in 2015-2016.
- Operational expenses do not include capital expenditures either financed out of operating or with capital funding.
- Annual operating expenses exceeded revenues by \$1.7 million resulting in an operating deficit.
- Total accumulated surplus decreased by \$1.7 million:
 - Transfer from internally restricted operating reserves of \$19.0 million;
 - Net increase of \$6.6 million to capital reserves;
 - Investment in capital assets increased by \$10.7 million.
- The capital reserve was increased by \$6.6 million:
 - Transfer to capital reserves of \$15.0 million;
 - \$8.4 million was used to fund a number of board approved projects including the Energy Efficiency project (\$6.9 million), Energy Retrofit Design (\$0.5 million) Centre for Education Building Air handling (\$0.4 million), McKay Roof Repair (\$0.4 million) and other approved projects (\$0.2 million).
- Average per student spending for 2016-2017 was \$12,218 which includes instruction for students in ECS, Grades 1-12, operations and maintenance of schools, transportation, and board and system administration. This figure does not include School Generated Funds or the cost for External Services.
- Instructional spending represents 76.4% of total expenses.
- Board and system administration spending was 3.2 per cent of total expenses and falls under the 3.6 per cent Provincial spending cap.

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2017 was \$4.9 million compared to \$5.1 million at the beginning of the school year. \$2.1 million of the current year unexpended funds is included in Deferred Revenue and \$2.8 million is included in Accumulated Surplus.
- Gross receipts in SGF during the year were \$25.4 million comprised of \$12.7 million in fees, \$2.0 million in fundraising, \$5.5 million in gifts and donations, and \$5.2 million in other sales and services.
- Uses of SGF totaled \$18.9 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$6.6 million relate to direct costs of other sales and services and fundraising.

Detailed information regarding the District's audited financial statements can be obtained from Financial Services at (780)970-5243 or can be viewed at the district's website at:

<https://www.epsb.ca/ourdistrict/budget/auditedfinancialstatements>

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<https://education.alberta.ca/financial-statements/school-jurisdictions/>

Budget Summary

Fall 2017 Update to the 2017-2018 Budget

On November 28, 2017, the Board of Trustees formally approved the Fall Update to the 2017-2018 Budget.

Background on the Fall Budget process

Each school and central decision unit prepared a revised budget in the fall of 2017 based on updated September 30th enrolment, current staffing FTEs, as well as the planned use of surplus funds.

Budget Highlights

The Fall Budget Update is based on total expenses of \$1.210 billion. Alberta Education requires Boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$59.4 million. The overall budget increase of \$49.0 million from the 2017-2018 Spring Approved Budget results from:

- 1) Increase in the use of net surplus carry forwards of \$34.3 million.
- 2) Increase in revenues due to enrolment and other adjustments totaling \$14.7 million or 1.3 per cent.

Related Facts

- Classroom Improvement Fund (CIF) grant of \$10.6 million is new for 2017-2018 and was established as part of the central table Memorandum of Agreement between the Teachers Employer Bargaining Association and the Alberta Teachers Association. The intent of this grant is to improve the student experience in the classroom.
- The 2017-2018 fall budget update reflects a planned operating deficit of \$61.5 million which is offset by the planned use of the District's accumulated operating surplus.
- Student enrolment assumptions are based on a total of 98,914 students, a decrease of 166 students or 0.2 per cent compared to the spring projected enrolment count and an increase of 3,272 or 3.4 per cent over September 2016.
- Fee revenue matches the Bill 1 submission to the Province which was completed after the spring approved budget was prepared.
- Total FTE's are now budgeted at 9,097, with certificated staff representing 57 per cent (or 5,210 FTE's) followed by support staff at 25 per cent (or 2,313 FTE's).
- The 2017-2018 budgeted System Administration and Board Governance block spending is 3.2 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

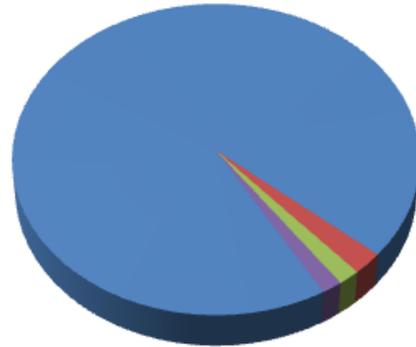
EPSB's 2017-2018 Fall budget update can be found on EPSB's website.

Edmonton Public Schools - Revenue & Expense Analysis 2017-2018 Fall Revised Budget

Revenue by source

(all dollar amounts are expressed in thousands)

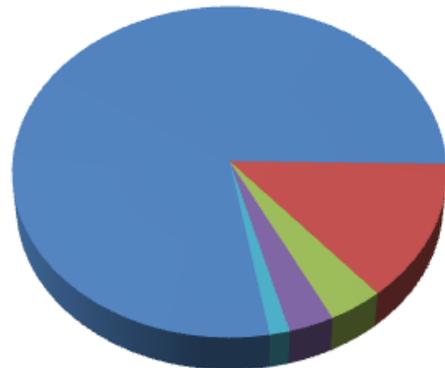
	2017-2018	
	\$	%
Government of Alberta	1,085,604	94.4%
Fees	26,476	2.3%
Sales and Services	18,794	1.6%
Other	17,887	1.6%
	<u>1,148,761</u>	<u>100.0%</u>



Expenses by program

(all dollar amounts are expressed in thousands)

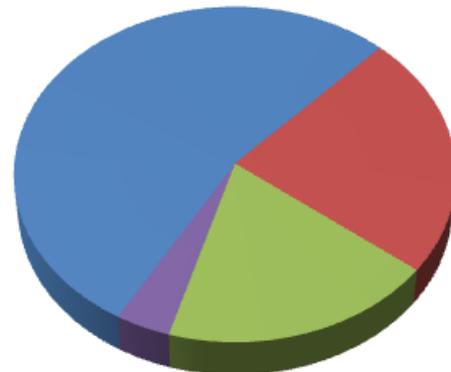
	2017-2018	
	\$	%
ECS - Grade 12 Instruction	944,249	78.0%
Plant Operations and Maintenance	163,914	13.5%
Transportation	46,496	3.8%
Board and System Administration	38,608	3.2%
External Services	16,974	1.4%
	<u>1,210,241</u>	<u>100.0%</u>



Expenses by object

(all dollar amounts are expressed in thousands)

	2017-2018	
	\$	%
Certificated salaries, wages and benefits expense	650,433	53.8%
Non-certificated salaries, wages and benefits expense	283,285	23.4%
Services, contracts and supplies expense	230,633	19.1%
Amortization & other expenses	45,890	3.8%
	<u>1,210,241</u>	<u>100.0%</u>



Capital and Facilities Projects and Plans

The District strives to provide high quality learning and working environments for all of its students and staff. To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. The District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide how the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth and ensures students have equitable access to learning environments to meet their needs, regardless of where they live. This work is informed and reported through the 10-year Facility Plan, a 3-Year Capital Plan, the High School Accommodation Plan, the Alternative Program Review, the Major Maintenance and Renewal Plan, Growth Accommodation Plans, Space for Students in Mature Communities and other initiatives and sub-initiatives.

The District's Three-Year Capital Plan 2018-2021, guided by the Planning Principles, was approved by the Board on April 25, 2017, and submitted to the Province of Alberta. The Plan was amended on September 12, 2017 to provide information for Space for Students in Mature Communities projects based on analysis from consultations.

Capital and Facilities Projects

The following is a list of capital and facilities projects for the 2016-2017 school year:

New School Buildings

Nine new school buildings and the 11 new schools housed in them were completed and equipped to welcome students for September 5, 2017

- Constable Daniel Woodall (Windermere) K-6
- David Thomas King (Secord) K-9
- Donald R. Getty (Chappelle) K-9
- Dr. Lila Fahlman (Allard) K-9
- Hilwie Hamdon (Hudson) K-9
- Ivor Dent (replacement school in Lawton area) K-9
- Jan Reimer (The Orchards) K-9
- Kim Hung (Granville) K-7 (temporarily at Michael Phair School until January 2018)
- Michael Phair (Webber Greens) 7-9
 - Closed junior high program in Winterburn School into Michael Phair School
- Shauna May Seneca (Walker) K-7 (temporarily at Jan Reimer School until January 2018)
- Svend Hansen (Laurel) K-9

Modernizations

Several modernizations were underway during the 2016-2017 school year, and include the following:

- Vimy Ridge Academy (95 per cent complete)
- Ross Sheppard (continuing)
- Lillian Osborne (95 per cent complete and occupied)
- Caernarvon (continuing)
- Mill Creek Integrated Project Delivery (IPD) process initiated
- Alberta School for the Deaf (continuing)

Replacement School/School Consolidation

On March 21, 2017, the Government of Alberta announced funding for the Highlands School project to consolidate Montrose, Mount Royal and Highlands schools and replace them with a modernized school. Planning was also initiated for two new constructions, a Grades 7-9 school in the Larkspur neighbourhood and a Kindergarten to Grade 6 school in the developing neighbourhood of McConachie.

Addressing Student Enrolment Growth Pressures

Over the course of the 2016-2017 school year, 13 modular classrooms funded by Alberta Education were installed, and two additional modular classrooms were funded from Capital Reserve and installed.

Infrastructure, Maintenance and Renewal Projects

Nine hundred and twenty five (925) Infrastructure, Maintenance and Renewal Projects totaling \$26 million were initiated and completed. In addition \$4 million of surplus funds were invested in facility upgrades on an equity basis.

High School Accommodation Projects

Administration presented the High School Accommodation Framework 2016-2019 to the Board of Trustees on February 14, 2017. As well, facility improvements of \$2,000,000 were made in attendance area high schools (Harry Ainlay, J. Percy Page, Jasper Place, Queen Elizabeth and W.P. Wagner schools) to maximize capacity, to provide short term relief from enrolment pressure or to begin to incrementally prepare schools in a phased way for future student enrolment.

Alternative Special Needs Program Growth and Shifting Demands (Pre-Kindergarten)

The second phase of the Early Years Program strategy was completed in 2016-2017, with 16 additional schools offering Pre-Kindergarten programming in the south and west areas of the City.

Reinvestment in Central Services Facilities to accommodate extra supports for growing school/student populations

To accommodate extra supports for growing school and student populations in the District, the following initiatives were pursued:

- Donald Ross upfit for District staff
- Centre for Education renovations and update
- Archives and Museum restoration

Summary of Facility and Capital Plans

A summary of the District's Ten-Year Facilities Plan and Three-Year Capital Plan can be viewed on the District's website: epsb.ca/ourdistrict/results/capitalplanning.

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 or combined Three Year Education Plan/Annual Education Results Report.

Edmonton Public Schools is committed to acting with integrity and to ethical behaviour in all matters. As such, the District created the Administrative Regulation [FBEC.AR—Public Interest Disclosure \(Whistleblower Protection\)](#), available here: epsb.ca/ourdistrict/policy/f/fbec-ar, effective December 1, 2014, to assign roles, responsibilities and define expectations for District procedures that facilitate employees to make confidential disclosures about serious wrongdoing in a safe setting that is free from reprisal.

Edmonton Public Schools reported no disclosures for 2016–2017.



Appendix A: District Feedback Survey

In April 2017, the District surveyed students in Grades 3, 5, 8, and 11, staff, parents and community. The complete 2017 District Feedback Survey report is found on the [District's website](#), which includes results from five surveys:

- Grade 3 and 5 students
- Grades 8 and 11 students
- Staff
- Parents
- Community Members and Partners

The 2017 District Feedback Survey is a comprehensive report. For the purpose of the 2016-2017 Annual Education Results Report and 2017-2020 Three-Year Education Plan, measures that most directly align to the District's Strategic Goals and Outcomes are included. The question used in this 3YEP/AERR, the survey delivered, and the number of respondents to the survey (n) are included along with the results.

Priority 1, Goal 1

Question	Agree	Disagree	Don't Know
Q3. I feel my child will be ready for learning in Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)	88.22%	4.39%	7.39%
Q2. I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)	88.69%	6.00%	5.31%
Q2. I know what children in my Pre-Kindergarten/Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	97.66%	0.44%	1.91%
This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone of:			
<ul style="list-style-type: none"> • Q3. Awareness of Self and Environment for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682) 	88.56%	2.2%	9.24%
<ul style="list-style-type: none"> • Q4. Social Skills and Approaches to Learning for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682) 	89.88%	1.76%	8.36%
<ul style="list-style-type: none"> • Q5. Cognitive Skills for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682) 	87.39%	2.93%	9.68%
<ul style="list-style-type: none"> • Q6. Language and Communication for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682) 	87.97%	3.37%	8.65%

Question	Agree	Disagree	Don't Know
• Q7. Physical Development - Fine motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	87.68%	3.23%	9.09%
• Q8. Physical Development - Gross motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	88.12%	2.94%	8.94%

Priority 1, Goal 2

Question	Agree	Disagree	Don't Know
Q1. Learning is important to me (Student Grades 3 & 5, n=12,456)	96.68%	3.33%	0.00%
Q1. Learning is important to me (Student Grades 8 & 11, n=9,340)	93.08%	4.32%	2.59%
Q4. I feel my child enjoys learning (Parents, n=3,873)	92.12%	6.89%	0.98%
Q8. My school has helped me improve in Mathematics (Student Grades 3 & 5, n=12,456)	93.82%	6.18%	0.00%
Q11. My school experience has helped me improve in Mathematics (Student Grades 8 & 11, n=9,340)	80.02%	14.8%	5.17%
Q9. The experience of school has helped my child improve in Mathematics (Parents, n=3,873)	82.47%	12.11%	5.42%
Q9. My school has helped me write for different purposes (Student Grades 3 & 5, n=12,456)	94.69%	5.31%	0.00%
Q12. My school experience has helped me write for different purposes (Student Grades 8 & 11, n=9,340)	78.17%	14.85%	6.98%
Q10. The experience of school has helped my child write in a variety of ways for different purposes (Parents, n=3,873)	78.54%	12.81%	8.65%
Q10. My school has helped me understand the information I read (Student Grades 3 & 5, n=12,456)	95.01%	5.00%	0.00%
Q13. My school experience has helped me understand the information I read (Student Grades 8 & 11, n=9,340)	86.95%	8.80%	4.25%
Q11. The experience of school has helped my child understand the information they read (Parents, n=3,873)	89.26%	6.82%	3.92%
Q4. My teachers and school staff help me learn (Student Grades 3 & 5, n=12,456)	97.85%	2.15%	0.00%

Question	Agree	Disagree	Don't Know
Q5. My teachers and school staff help me learn (Student Grades 8 & 11, n=9,340)	88.45%	7.82%	3.74%
Q9. I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (T&L Staff: Teachers Only, n=3,418)	99.15%	0.67%	0.18%
Staff Q56. I have the knowledge and skills to program for/support students in need of specialized supports and services (T&L Staff Only, n=4,338)	82.41%	14.71%	2.88%
Q57. I have the knowledge and skills to program for/support students who are English Language Learners (ELL) (T&L Staff Only, n=4,338)	73.49%	22.27%	4.24%
Q58. I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (FNMI) (T&L Staff Only, n=4,338)	71.65%	20.95%	7.40%

Priority 1, Goal 3

Question	Agree	Disagree	Don't Know
Transition to post-secondary Q20. My school prepares me for transition to post-secondary (Student Grades 8 & 11, n=9,340)	66.13%	18.63%	15.24%
Q15. My child is being prepared at school for successful transition to post-secondary (Grades 7-12 Parents Only, n=1,051)	66.03%	16.94%	17.03%
Q3. Edmonton Public Schools prepares students for a successful transition to post-secondary (Community, n=429)	69.46%	15.62%	14.92%
Q20. My school prepares students for successful transition to post-secondary (T&L Staff - Grades 7 - 12 Only, n=1,659)	78.18%	9.65%	12.18%
Transition to world of work Q21. My school prepares me for transition to the world of work (Student Grades 8 & 11, n=9,340)	58.60%	29.25%	12.14%
Q16. My child is being prepared at school for successful transition to the world of work (Grades 7-12 Parents Only, n=1,051)	56.61%	22.07%	21.31%
Q4. Edmonton Public Schools prepares students for a successful transition to the world of work (Community, n=429)	61.31%	22.38%	16.32%

Question	Agree	Disagree	Don't Know
Q22. My school prepares students for successful transition to the world of work (T&L Staff - Grades 7 - 12 Only, n=1,659)	75.89%	14.23%	9.89%
Q22. At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Grade 11 only, n=3,860)	69.84%	22.95%	7.20%
Q24. Students can access career planning assistance and resources in my school (T&L Staff - Grades 7 - 12 Only, n=1,659)	81.61%	8.5%	9.89%

Skill/Knowledge/Attitude	Q13. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce?(Select your top 5 from the list below) (Parents, n=3,873)	Q2. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce? (Select your top 5 from the list below) (Community, n=429)
Reading	16.24%	17.10%
Writing	13.42%	14.45%
Document Use	1.31%	1.40%
Numeracy	8.01%	7.80%
Oral Communication	15.22%	14.79%
Digital Technology	7.64%	7.51%
Thinking	14.43%	14.02%
Working with Others	15.54%	16.09%
Continuous Learning	8.18%	6.84%

Priority 2, Goal 1

Question	Agree	Disagree	Don't Know
Safe Q15. I feel safe at school (Student Grades 3 & 5, n=12,456)	94.99%	5.01%	0.00%
Q34. I feel safe at school (Student Grades 8 & 11, n=9,340)	87.09%	7.10%	5.81%
Q17. My child's school is focused on student safety (Parents, n=3,873)	89.52%	6.45%	4.03%
Q5. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools: Are focused on student safety (Community, n=429)	85.32%	7.93%	6.76%
Q25. My school is a safe learning environment for students (T&L Staff Only, n=4,338)	97.32%	2.14%	0.53%
Q17. I feel safe when I am online at school (Student Grades 3 & 5, n=12,456)	90.52%	9.48%	0.00%
Q37. I feel safe when I am online at school (Student Grades 8 & 11, n=9,340)	89.57%	6.16%	4.27%
Q36. I feel safe when travelling to or from school (Student Grades 8 & 11 n=9,340)	90.52%	6.01%	3.47%
Q26. District working environments are safe (Staff n=5,444)	96.16%	2.06%	1.78%
Welcoming Q18. I feel welcome at my child's school (Parents, n=3,873)	89.67%	7.67%	2.66%
Q6. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools feel welcoming (Community, n=429)	86.24%	8.39%	5.36%
Q28. My school feels welcoming (T&L Staff Only, n=4,338)	96.75%	2.83%	0.41%
Q29. District working environments are welcoming (n=5,444)	95.06%	2.44%	2.50%
Belonging Q26. I feel I belong in my school (Student Grade 3 & 5, n=12,456)	89.61%	10.39%	0.00%
Q47. I feel I belong in my school (Student Grade 8 & 11, n=9,340)	77.42%	13.37%	9.22%
Inclusive Q22. I feel my child belongs/is included in his/her school (Parents, n=3,873)	91.87%	6.46%	1.68%

Question	Agree	Disagree	Don't Know
Q27. My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions) (Student Grade 3 & 5, n=12,456)	94.06%	5.93%	0.00%
Q48. My school is a place where differences are respected (e.g. beliefs, cultures, identities and religions) (Student Grade 8 & 11, n=9,340)	82.51%	12.67%	4.82%
Q23. My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Parents, n=3,873)	92.82%	3.52%	3.67%
Q7. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions) (Community, n=429)	88.58%	6.29%	5.13%
Q31. My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Staff, n=5,444)	97.21%	2.08%	0.72%
Q32. District working environments are inclusive (Staff n=5,444)	95.02%	2.00%	2.98%
Healthy Q38. District working environments are healthy (Staff n=5,444)	88.06%	8.25%	3.69%
Q30. My school has helped me make good choices about daily physical activity (Student Grade 3 & 5, n=12,456)	93.54%	6.47%	0.00%
Q52. My school experience has helped me make good choices about daily physical activity (Student Grade 8 & 11, n=9,340)	72.64%	20.48%	6.87%
Q24. School has helped my child make good choices about daily physical activity (Parent, n=3,873)	80.71%	10.62%	8.68%
Q31. My school has helped me make good choices about healthy eating (Student Grade 3 & 5, n=12,456)	89.28%	10.73%	0.00%
Q53. My school experience has helped me make good choices about healthy eating (Student Grade 8 & 11, n=9,340)	54.49%	34.27%	11.23%
Q25. School has helped my child make good choices about healthy eating (Parents, n=3,873)	70.36%	14.95%	14.69%
Q32. In my school, I can get the support I need for my mental and physical well-being (Student Grade 3 & 5, n=12,456)	91.59%	8.41%	0.00%

Question	Agree	Disagree	Don't Know
Q54. In my school, I can get the support I need for my mental and physical well-being (Student Grade 8 & 11, n=9,340)	70.28%	17.56%	12.16%
Q26. At school, my child can get the support they need for their mental or physical well-being (Parents, n=3,873)	70.13%	13.76%	16.11%
Citizenship Q27. My child's school encourages students to demonstrate citizenship (being involved in your community and respecting other people) (Parents, n=3,873)	90.08%	4.75%	5.16%
Q41. My school encourages students to demonstrate citizenship (T&L Staff Only, n=4,338)	96.64%	2.54%	0.83%
Q33. I know how I need to behave in school (Student Grade 3 & 5, n=12,456)	98.17%	1.83%	0.00%
Q55. I know how I need to behave in school (Student Grade 8 & 11, n=9,340)	96.04%	2.51%	1.46%

Priority 2, Goal 2

Question	Agree	Disagree	Don't Know
Q38. My school building is well kept (Student Grade 3 & 5, n=12,456)	94.43%	5.56%	0.00%
Q60. My school building is well maintained (Student Grade 8 & 11, n=9,340)	78.77%	15.51%	5.73%
Q29. My child's school building is well maintained (Parents, n=3,873)	88.58%	8.42%	3.00%
Q8. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are well maintained facilities within the community (Community, n=429)	84.85%	11.19%	3.96%
Q43. My place of work is well maintained (Staff, n=5,444)	93.43%	6.21%	0.37%
Q40. Learning spaces inside the school are kept clean (Student Grade 3 & 5, n=12,456)	90.98%	9.03%	0.00%
Q62. Learning spaces inside the school are kept clean (Student Grade 8 & 11, n=9,340)	81.00%	14.61%	4.38%
Q45. My place of work is kept clean (Staff, n=5,444)	92.92%	6.83%	0.24%

Question	Agree	Disagree	Don't Know
Technology Q49. Technology in my place of work is well maintained (Staff n=5,444)	94.65%	4.19%	1.16%
Q50. Technology in my place of work is reliable (Staff n=5,444)	93.24%	6.17%	0.59%
Q51. Technology in my place of work is up to date/current (Staff n=5,444)	88.57%	9.07%	2.35%
Q52. My school has access to technology to support teaching and learning (T&L Staff Only, n=4,338)	96.36%	2.63%	1.01%
Location of District Schools Q30. Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand (Parents, n=3,873)	57.30%	28.59%	14.12%
Q10. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are appropriately located to meet K-12 student population demand (Community, n=429)	63.87%	25.17%	10.96%

Priority 2, Goal 3

Question	Agree	Disagree	Don't Know
Q69. Career development opportunities are available to me within the District (Staff n=5,444)	85.27%	7.64%	7.09%
Q74. I can access professional learning to help me develop my leadership skills (Staff n=5,444)	82.24%	5.25%	12.51%
Q75. The leadership development opportunities I have experienced in the District have helped me become a better leader (Staff n=5,444)	65.89%	7.09%	27.02%
Q76. I have opportunities to use my leadership skills in the District (Staff n=5,444)	70.11%	9.17%	20.72%
Q61. Edmonton Public Schools supports employee professional development and growth (Staff n=5,444)	94.01%	4.70%	1.29%

Priority 2, Goal 4

Question	Agree	Disagree	Don't Know
Culture of Excellence Q94. Edmonton Public Schools is a great place to work (Staff n=5,444)	96.12%	2.24%	1.63%
Accountability Q31. In general, staff at my child's school demonstrate accountability (Parents, n=3,873)	83.16%	8.80%	8.03%
Q77. In general, staff in my school/central department demonstrate accountability (Staff, n=5,444)	94.88%	3.27%	1.86%
Collaboration Q33. In general, staff at my child's school demonstrate collaboration with parents/guardians (Parents, n=3,873)	84.28%	9.94%	5.78%
Q79. In general, staff in my school/central department demonstrate collaboration (Staff, n=5,444)	95.68%	3.40%	0.92%
Integrity Q37. In general, staff at my child's school demonstrate integrity (Parents, n=3,873)	89.96%	5.35%	4.70%
Q85. In general, staff in my school/central department demonstrate integrity (Staff, n=5,444)	95.94%	2.73%	1.32%
Equity Q35. In general, staff at my child's school demonstrate equity (Parents, n=3,873)	83.16%	7.23%	9.60%
Q83. In general, staff in my school/central department demonstrate equity (Staff, n=5,444)	93.46%	3.73%	2.81%
Evidence-based practices Q92. Edmonton Public Schools uses research and evidence to inform District planning and decision-making (Staff n=5,444)	80.60%	2.87%	16.53%
Efficiency Q91. Edmonton Public Schools operates as efficiently as possible within its allocated resources (Staff n=5,444)	78.69%	7.38%	13.92%

Priority 3, Goal 1

Question	Agree	Disagree	Don't Know
Q43. I am aware of opportunities to be involved in my child's education (Parents, n=3,873)	83.82%	10.82%	5.37%
Q107. My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T&L Staff Only, n=4,338)	94.95%	2.47%	2.58%
Q45. The information I receive about my child's learning at school helps me to support my child (Parents, n=3,873)	82.13%	14.98%	2.89%
Q48. I have adequate opportunities to communicate with my child's teacher(s) (n=3,873)	87.37%	10.30%	2.32%

	Q44. This year I have had the opportunity to be involved in my child's education by: (Select all that apply, n=3,873)
Monitoring homework	75.08%
Volunteering in my child's classroom and/or school	47.22%
Attending school events	71.62%
Attending school-parent/guardian council meetings	37.85%
Attending parent/guardian-teacher conferences	77.43%
Other	9.14%

	Q55. Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=3,873)
Word of mouth	36.02% (6th)
Following Edmonton Public Schools on social media	17.09% (9th)
Newspaper, Radio or TV	26.49% (8th)
Roadside signage	14.72% (10th)
Viewing the Superintendent's Notebook	2.76% (12th)
Visiting Edmonton Public Schools website www.epsb.ca	30.39% (7th)
Visiting the school website	37.90% (5th)
Other	4.93% (11th)
Conversations with your child	83.01% (2nd)
Speaking with other parent(s)/guardian(s)	62.77% (3rd)
Emails from your child's teacher(s)	48.59% (4th)
SchoolZone	92.43% (1st)

Priority 3, Goal 2

Question	Agree	Disagree	Don't Know
Q53. My child's school has community partnerships that support student success (Parents, n=3,873)	58.71%	6.92%	34.37%
Q108. My school has partnerships that support student success (T&L Staff Only, n=4,338)	92.77%	2.63%	4.61%
Q109. My school has partnerships that provide access to supports and services for students with challenging circumstances (T&L Staff Only, n=4,338)	89.86%	5.35%	4.79%
Q110. Edmonton Public Schools has partnerships that support student success (Staff, n=5,444)	91.57%	2.33%	6.10%
Q9. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Available to book for community activities (Community n=429)	54.08%	11.42%	34.50%

Question	Agree	Disagree	Don't Know
Q11. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Accessible by people with limited mobility (Community n=429)	71.56%	13.52%	14.92%
Q12. My organization has access to the school space required to support the services and programs we offer (CEO/Executive Director/Leader and Member of an Organization only, n=112)	94.64%	1.79%	3.57%

Priority 3, Goal 3

Question	Agree	Disagree	Don't Know
Q50. Edmonton Public Schools uses feedback from parents/guardians, students, and the broader community to improve services to students and communities (Community n=429)	58.28%	18.65%	23.08%
Q56. Staff in my child's school build trusting positive relationships within the school community (Parents n=3,873)	80.07%	5.86%	14.07%
Q66. I am aware of the role of the Student Senate (Student Grades 8 & 11 n=9,340)	45.27%	54.73%	n/a
Q67. I am aware of how to bring forward an idea/issue to my Student Senate representative (Student Grades 8 & 11 n=9,340)	40.39%	59.61%	n/a
Q62. I have had opportunities to provide input into the School Plan of my child's school (Parents n=3,873)	43.38%	25.15%	31.47%
Decisions made by the following support the success and well being of students: (Staff n=5,444) ● Q116. Superintendent of Schools	93.00%	2.06%	4.94%
Decisions made by the following support the success and well being of students: (Staff n=5,444) ● Q117. Board of Trustees	83.69%	3.64%	12.67%
Decisions made by the following support the success and well being of staff: (Staff n=5,444) ● Q119. Superintendent of Schools	88.23%	4.68%	7.09%
Decisions made by the following support the success and well being of staff: (Staff n=5,444) ● Q120. Board of Trustees	76.67%	6.87%	16.46%
● Q113. I am aware of the Priorities and Goals outlined in the District Strategic Plan (Staff, n=5,444)	93.33%	6.67%	n/a

	Q32. Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply, Community n=429)
Feedback survey	76.69% (1st)
Phone	17.25% (7th)
Email	46.39% (2nd)
Social media	19.11% (6th)
Trustees	12.12% (8th)
School principals	33.80% (3rd)
Edmonton Public Schools website	32.63% (5th)
In person	33.57% (4th)
Other	3.73% (9th)

Appendix B: Accountability Pillar Evaluation Reference

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

Notes:

- 1) The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Appendix C: Notes for Accountability Pillar

The following is a list of notes for Key Performance Indicators taken from Alberta Education's Accountability Pillar.

Priority 1, Goal 2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey tool in 2014.
11. Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.

Priority 1, Goal 3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of Grade 10 students who are tracked over time.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
5. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Provincial and District Priority: First Nations, Métis and Inuit (FNMI) Students are Successful

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of Grade 10 students who are tracked over time.

10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Priority 2, Goal 1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 2, Goal 3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 2, Goal 4

Notes:

3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 3, Goal 1

Notes:

5. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
6. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Sources:

The Hanen Centre. 2016. Language and Literacy Development in Preschool Children. Retrieved from: <http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx> on September 28, 2017.

Statistics Canada. 2017. *Edmonton, CY [Census subdivision], Alberta and Canada [Country]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released September 13, 2017.

<http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E> (accessed September 23, 2017).

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



ANNUAL EDUCATION RESULTS REPORT SUMMARY

2016–2017 School Year

Edmonton Public Schools' District Strategic Plan identifies goals for our three Priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing student educational achievement and organizational success.

Read more at: epsb.ca/ourdistrict/results/strategicplan



VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's Cornerstone Values of accountability, collaboration, equity and integrity.

Key Facts

- Number of Schools: **213**
- Student Enrolment: **98,914**
- Total Staff: **8,645.013 FTE**
(September 30, 2017)

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One: An excellent start to learning

Key Highlights

- 8,776 children enrolled in an Early Childhood Services Program (Kindergarten and Pre-Kindergarten)—an increase of 16 per cent over five years
- 82 per cent of Kindergarten students met developmental milestones considered foundational for success in school by the end of the 2016–17 school year**
- Expanded Pre-Kindergarten, based on results of the Early Years pilot, to 16 additional schools

Moving Forward

- Continue to expand the Pre-Kindergarten program
- Continue using data from the Early Years Evaluation—Teacher Assessment (EYE-TA) to examine how to increase the number of children meeting developmental milestones before starting Grade 1
- Continue to build capacity among staff and families in the area of Early Years

Goal Two: Success for every student

Key Highlights

- Grade 6 and 9 (overall cohort) Provincial Achievement Test results remain higher than the provincial average
- 73.3 per cent of students in Grades 1–6 read at or above grade level*
- 82.4 per cent of students met or exceeded the standard of excellence on diploma exams (overall results), compared to 80.9 per cent from five years ago*
- Began using the Numeracy Guiding Document and Action Plan to support teachers in the areas of numeracy and mathematics
- Conducted a case study to support the success and achievement of First Nations, Métis and Inuit students by examining elements that factor into improved outcomes

Moving Forward

- Continue to provide teachers with professional development opportunities in the area of research-based literacy practice
- Continue to implement the District Readiness Plan 2017–2020 to prepare students, staff and stakeholders for the anticipated provincial curriculum
- Continue District-wide Focus on Reading, and continue to implement the Numeracy Guiding Document and Action Plan
- Continue working to eliminate the systemic education and achievement gap between First Nations, Métis and Inuit students and the rest of the student population

Goal Three: Success beyond schooling

Key Highlights

- High school completion rates increased and dropout rates decreased over five years
- Graduation rates for students who self-identify as First Nations, Métis and Inuit also increased

Moving Forward

- Continue to implement the [Career Pathways](#) model
- Continue to support schools involved in the provincial High School Redesign initiative and District schools working toward redesign
- Opportunities for [Campus EPSB](#) expansion will be explored

*Accountability Pillar 2017 ** District statistics, 2017 ***2017 District Feedback Survey

Accountability Pillar Highlights

Where the District has improved:

- Results for diploma exams at acceptable and excellence standards
- Grade 12 students eligible for a Rutherford Scholarship
- Decreased drop-out rate
- Preparation for the world of work
- Citizenship
- School improvement
- High school completion

Safe and Caring Schools	★★★★★	Excellent
Student Learning Opportunities	★★★★★	Excellent
Student Learning Achievement (K-9)	★★★☆☆	Acceptable
Student Learning Achievement (10-12)	★★★★☆	Good
Preparation for Lifelong Learning, World of Work, Citizenship	★★★★☆	Good
Parental Involvement	★★★★☆	Good
Continuous Improvement	★★★★★	Excellent



Priority 2: Provide welcoming, high quality learning and working environments.

Goal One: A focus on well-being and student citizenship

Key Highlights

- 89.8 per cent of teachers, parents and students agree students are safe at school, are treated fairly, and are learning the importance of caring for and respecting others*
- Continued to identify a Comprehensive School Health (CSH) lead teacher in each school to support curricular instruction and strategies for a culture of wellness for students
- 84.9 per cent of teachers, parents and students are satisfied that students model active citizenship*

Moving Forward

- Finalize development of a District Mental Health Framework, in alignment with the provincial Mental Health Framework, and provide professional learning opportunities related to the framework
- Continue to identify a CSH lead teacher in each school to create and maintain a culture of wellness for students in accordance to the School Act regulations and the Guide to Education
- Continue to offer professional learning opportunities to increase the capacity of staff in supporting mental health literacy, healthy relationships, nutrition and physical literacy

Goal Two: Quality infrastructure for all

Key Highlights

- Opened 11 new schools in September 2017
- Provided building enhancements such as front entrance upgrades, new paint, and heating and ventilation projects to 175 schools
- 95.9 per cent of students using yellow bus service have one-way trips under 60 minutes**

Moving Forward

- Continue to support school modernizations and the Highlands, Larkspur and McConachie projects
- Work on concept designs for a new high school in the Heritage Valley area
- Continue to pursue initiatives supporting access to technology in high-quality learning and working environments

Goal Three: Building capacity through a culture of collaboration and distributed leadership

Key Highlights

- 83 per cent of staff believe professional learning opportunities available to them have significantly contributed to their professional growth*
- 16 new, aspiring and existing leaders registered for Leadership Development Framework modules in 2016–17, an increase of nearly 25 per cent since 2015–16**
- Continued with Summer Institutes as an opportunity for professional learning in the summer months

Moving Forward

- Continue to support professional learning for central, school and catchment area staff
- Continue to support the development of District leaders through the Leadership Development and the Principal Readiness frameworks
- Continue to support the Summer Institutes and training during school breaks

Goal Four: A culture of excellence and accountability

Key Highlights

- Introduced Strategic Plan Updates as a way of regularly communicating about progress toward achieving the District's strategic goals
- 91.1 per cent of teachers, parents and students report being happy with the overall quality of education*
- Began phase two of the District's web-based data tool (dashboard), adding more metrics and improving the user experience

Moving Forward

- Continue providing Strategic Plan Updates to communicate between the Board of Trustees and District Administration, and with the general public
- Administration will support the newly elected Board of Trustees as they develop their four-year strategic direction
- Continue adding data to the dashboard to support evidence-based decision-making and effectively track progress toward achieving the District's strategic goals

Priority 3: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as partners

Key Highlights

- 81 per cent of parents were involved in their child's education; 79 per cent were satisfied with opportunities to be involved*
- SchoolZone continued to increase in popularity, with parents and students logging in more than 16.1 million times in 2016–17**
- Implemented the 2017 District Feedback Survey, which included collecting feedback from almost 4,000 parents

Moving Forward

- Seek input from parents to inform the review and update of the District Strategic Plan 2018–2022
- Continue to collaborate with the Alberta School Councils' Association in support of District school councils

Goal Two: Supports for the whole child

Key Highlights

- Launched the School-Community Relationship Identifier, a tool to identify community supports and resources available in each school
- Established an advisory committee to guide the community consultation process around the future use of the Rundle facility upon the opening of Ivor Dent School
- Implemented Alberta Education's school nutrition pilot in two schools in partnership with E4C

Moving Forward

- Analyze data collected from the School-Community Relationship Identifier to help inform next steps for strategic, District partnerships
- Establish a Rundle Community Hub steering committee, which will include tenants, community partners and Edmonton Public Schools, to oversee the initial operations of the community hub model
- Support year two of the Provincial School Nutrition Program pilot and share findings from year one with other schools across the District

Goal Three: Engaged and effective governance

Key Highlights

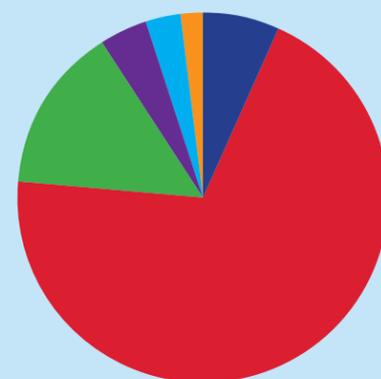
- 31,542 staff, students, parents and community members responded to the District Feedback Survey
- Engaged with community and parents around several key decisions about District infrastructure
- Fully implemented the Student Senate to promote student governance and provide a meaningful student voice to the Board of Trustees

Moving Forward

- Implement the District Feedback Survey on an annual basis as a tool to allow the District to monitor progress on achieving its Strategic Plan
- Engage with community and parents around student accommodation and future infrastructure needs
- Continue the Student Senate to promote student governance and to provide a meaningful student voice to the Board of Trustees

Financial Results Summary for 2016–2017

Actual Operating Expenses for the year ended August 31, 2017
(all dollar amounts are expressed in thousands)



	\$	%
Early Childhood Services (ECS)	\$76,891	6.9%
Grades 1-12 Instruction	\$772,196	69.5%
Plant Operations & Maintenance	\$164,043	14.7%
Transportation	\$42,788	3.9%
Board & System Administration	\$35,026	3.2%
External Services	\$19,815	1.8%
Total	\$1,110,759	100%

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:
education.alberta.ca/financial-statements/school-jurisdictions

You can find more detailed information about what the District accomplished in 2016–17 in the District's 2016–17 Annual Education Results Report at epsb.ca/ourdistrict/results/aerr; detailed financial information is at epsb.ca/ourdistrict/budget.

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavements

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE STAFF: Mrinalini Mella

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Mr. Clare Marklinger passed away on November 5, 2017, at the age of 64 years. Mr. Marklinger was hired as a custodian on December 21, 1981, at Aldergrove School. He also worked at Westminster School as head custodian and Eastglen School as custodian. Prior to his leave of absence, Mr. Marklinger worked as spare custodian with Supply Services. He was on a leave of absence at the time of his passing. Mr. Marklinger is survived by his son, Gareth. A celebration to honour his memory will take place later this fall.

Ms. Shauna Persson-Ryan passed away on November 10, 2017, at the age of 50 years. Ms. Persson-Ryan was hired to the District as a supply teacher in November 2011. She served at Ekota, Northmount and Prince Charles schools. In August 2013, Ms. Persson-Ryan became a full-time teacher at Prince Charles School. She is survived by her husband, Michael, and daughter, Marisa. A memorial service was held at Prince Charles School on November 18, 2017.

AA:mm