



Grande Yellowhead

Public School Division

October 16, 2017 School Board Elections

Be a leader in your community...

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trustee**

Potential Candidate
Information Package
Election 2017

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Trustee Reflections:

What have you been most proud of accomplishing as a GYPSD Trustee?

“To work together as a Board to ensure that students are the priority in our division... and to decide as a Board to establish a literacy initiative in our division.”

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Preface

This information package has been compiled for the potential candidates for the office of school board trustee with Grande Yellowhead Public School Division No. 77. It is intended to provide candidates with reference material from a variety of sources on the responsibilities as a trustee, information on the division, and direction on completion of the nomination papers. For more detailed information, please refer directly to the following sources:

| | |
|--|--|
| School Act | School Act |
| Local Authorities Election Act | Local Authorities Election Act |
| Alberta School Boards Association | www.asba.ab.ca |
| Public School Boards' Association of Alberta | www.public-schools.ab.ca |
| Alberta Education | www.education.alberta.ca |

In addition to the background documents provided in this package, you may wish to attend the Public Board meetings in preparation for your role as a trustee. We also encourage you to review other aspects of the division through our website at www.gypsd.ca.

If you have any further questions related to the division or your role as a trustee, please contact Juha Karén, Assistant Superintendent-Business Services at juhakare@gypsd.ca or 780-723-4471 extension 102 or (toll free at 1-800-723-2564 extension 102).

We hope that you find this candidate package informative and we wish you much success in your candidacy.

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Candidate Contacts

General Information about the Election, Nominations, and the Division:

Juha Karén
Assistant Superintendent-Business Services
juhakare@gypsd.ca
780-723-4471 extension 102
800-723-2564 extension 102

Election Information – Nomination Drop-off; Polling Stations, Voting Information, etc.:

Norma Fahl
Deputy Returning Officer
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780-723-4471 extension 107
800-723-2564 extension 107

Trustee Reflections:

What have you learned in your role as a trustee?

“What I have learned is the importance of having different voices and communities at the Board table in order to make the best decisions for our students. School boards go beyond the 3 “R’s”. Good schools produce good community members and help to develop life skills and quality character traits in our youth.”

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POLICY 01

DIVISION FOUNDATIONAL STATEMENTS

Our Vision

To prepare every student for a challenging future; filled with optimism, hope, dreams and endless possibilities.

Our Mission

To provide every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities.

Our Beliefs and Values

Our beliefs and values guide our behavior, structure our operations, and shape divisional strategies.

- ◆ We will hold paramount “What is best for our students”.
- ◆ The parent is the primary educator of the child.
- ◆ Learning is the foundation of all we do.
- ◆ Learning is a collaborative effort that requires the engagement of parents, schools and communities.
- ◆ Every individual has the right to a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging.
- ◆ Culture of wellness that promotes a lifestyle of health and well-being.
- ◆ Passion for life-long learning, innovation, excellence and risk-taking.
- ◆ To be morally responsible for their own actions.
- ◆ Learners are well prepared for active citizenship.

Legal Reference: Section 39, 45, 47, 78, School Act
Section 11, 18, 40, 67 of the Education Act (proclaimed)

Grande Yellowhead Public School Division No. 77
Board Policy Handbook

Last Update: October 7, 2015

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What School Trustees Do

Alberta school boards help shape the future of local communities by governing the education of young people. The provincial government, through the Minister of Education, grants school boards the independent authority to make decisions regarding the direction and quality of local public education. Accountability to the public is entrenched through the election of local school board trustees every four years. The school board election is **October 16, 2017**.

School board responsibilities

It's up to school boards to ensure all children in the community receive a quality education. Specific school board responsibilities include:

- Communicating, informing and involving parents, staff and the community-at-large in school board decisions and activities;
- Adopting an annual budget that achieves jurisdiction priorities;
- Setting goals and priorities for the jurisdiction that achieve provincial education standards, meet the needs of students and reflect the community's wishes;
- Making and enforcing policies that set out standards and expectations regarding the actions of administration, teachers, and students;
- Lobbying the municipal and provincial governments on education issues of importance to the jurisdiction;
- Adjudicating policy or decision appeals; and
- Hiring and evaluating the Superintendent.

The role of the trustees

A key responsibility for trustees is to stay in touch with community stakeholders so that they understand, and reflect in their decision-making, what all citizens' value and want from their local public schools. It's important to note that trustees do not represent any one school, neighborhood or community. Rather, they make decisions based on the needs of the entire jurisdiction. As elected officials, trustees have these roles:

Communicators: Trustees ensure the community has a say in what children learn by communicating effectively with stakeholders and ensuring their concerns and wishes are heard.

Planners: Trustees develop plans to deal with student needs and to actively participate in the economic and social strength of local communities.

Policy Makers: Trustees create policies to guide administration and staff. They also evaluate the impact of these policies and make adjustments where necessary.

Advocates: Trustees address and seek resolution of public education issues of importance to students, parents, and the community at large.

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Educators: Trustees play a key role in developing tomorrow's citizens because they have the ability to make independent decisions that impact the direction and quality of public education.

Adjudicators: Trustees hear and make judgements concerning local education decisions, procedures or policies that individuals, groups or the public feel are unfair or improper.

Lobbyists: Trustees communicate with municipal and provincial governments to ensure those who influence funding and other resources hear the voice of the local community.

Legislators: Trustees make decisions that have the status and impact of law – for example, decisions governing and enforcing the conduct of students and staff.

Politicians: Trustees are elected every four years to govern the local public education system on behalf of the community. The democratic process ensures the public is engaged in the public education system.

Trustee Reflections:

What has been the greatest challenge for you personally as a trustee?

“Realizing that it is impossible to make everyone happy...the driving required to attend meetings... making the decision to be away on division business or staying in my community for local events or meetings.”

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POLICY 02

ROLE OF THE BOARD

The Board ensures the provision of quality educational opportunities to maximize all students' learning potential throughout the course of their Early Childhood Services (ECS) to grade 12 public school education.

The Board of Trustees is responsible for the development of goals and policies to govern the jurisdiction and educational services to students' resident within the Division. In keeping with the requirements of government legislation, and the values of the electorate, the Board will establish priorities and initiatives.

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability to Provincial Government
 - 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
 - 1.2 Perform Board functions required by governing legislation and existing Board policy.
 - 1.3 Respond to requests for information, provide feedback and or communicate significant issues as it impacts our jurisdiction.

2. Accountability to Community Stakeholders
 - 2.1 Model a culture of respect and integrity, openness and transparency.
 - 2.2 Establish processes and ensure opportunities for input from all community stakeholders.
 - 2.3 Make data informed decisions which reflect community values and represent the interests of the entire community serviced.
 - 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
 - 2.5 Annually report Division results.

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3. Board Development

- 3.1 Ensure that the Board engages in annual assessments of its effectiveness as a Board.
- 3.2 Develop a yearly plan for Board/trustee development including increased knowledge of role, processes and issues to further the effective implementation of the Three - Year Education Plan.
- 3.3 Annually review alignment and focus of trustee professional growth to Board and system goals.
- 3.4 Develop an annual work plan outlining its key activities along with appropriate timelines.

4. Superintendent / Board Relations

- 4.1 Select the Superintendent.
- 4.2 Provide the Superintendent with clear corporate direction.
- 4.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
- 4.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 4.5 Annually evaluate the Superintendent utilizing Policy 12 – Role of the Superintendent.
- 4.6 Annually review compensation
- 4.7 Provide for Superintendent Succession planning as required.

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5. Fiscal Accountability

- 5.1 Approve budget annually and ensure resources are allocated to achieve Board priorities and initiatives.
- 5.2 Approve annually the Three-Year Capital Plan and Ten-Year Facilities Plan for submission to Alberta Infrastructure by the date due.
- 5.3 Receive Audit Report and ensure quality indicators are met.
- 5.4 Monitor fiscal management of the Division.
- 5.5 Solicit advice (from the Superintendent and ASBA), set the mandates for negotiation and ratify Memoranda of Agreement with bargaining units.
- 5.6 Annually report financial results to community stakeholders.

6. Policy

- 6.1 Determine the goals and objectives the Division wishes to pursue.
- 6.2 Identify how the Board is to function.
- 6.3 Annually monitor policies and policy impact to determine if policy is producing the desired results.
- 6.4 Delegate authority to the Superintendent and define commensurate responsibilities.

7. Political Advocacy

- 7.1 Develop a yearly plan for advocacy including focus areas, key messages, relationships, and partnerships.
- 7.2 Advocate for federal, provincial and local issues or circumstances that affect the education within the community.

8. Three-Year Education Plan

- 8.1 Provide overall direction for the Division by establishing mission, vision, strategic priorities and key results.
- 8.2 Annually approve Three-Year Education Plan process and timelines.

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- 8.3 Identify Board priorities and initiatives at the onset of the annual Three-Year Education Planning process.
- 8.4 Annually approve Three-Year Education Plan for submission to Alberta Education by due date.
- 8.5 Monitor progress toward the achievement of student outcomes and Board priorities and initiatives.
- 8.6 Annually evaluate the effectiveness of the Division in achieving established goals and Board priorities and initiatives.
- 8.7 Approve Annual Education Results Report for distribution to community stakeholders.

SELECTED RESPONSIBILITIES

The Board shall:

1. Acquire and dispose of land and buildings.
2. Approve religious instruction in any school.
3. Name schools and other Board-owned facilities.
4. Make a recommendation for the dissolution of a School Council.
5. Hear presentations of School Continuous Improvement Plans.
6. Approve instructional materials and transportation fees.
7. Approve specific Board initiatives to be funded.
8. Approve facility Joint Use Agreements when required.
9. Approve all contracts for goods and services with the Division that exceed a value of \$100,000 unless such contracts follow explicitly from budget approval.
10. Approve new leases; such leases to include any provisions for the placement or modification of facilities by outside agencies.
11. Name trustee(s) to serve on Ad Hoc Committee(s)
12. Approve the School Calendar.

Legal Reference: Section 56, 60, 61, 63, 187, 188 School Act

Grande Yellowhead Public School Division No. 77
Board Policy Handbook

Potential Candidate Information Package
Election 2017

Last Update: March 15, 2017

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POLICY 03

ROLE OF THE TRUSTEE

The role of the trustee is to actively participate as part of the Board as it carries out its mandate to govern and achieve its vision, mission, beliefs and values and principles. The oath of office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Division will offer an orientation program for all trustees that provide information on:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Organizational structures and procedures of the Division;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 Division programs and services;
 - 1.6 Board's function as an appeal body; and
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The Division will provide financial support for trustees to attend Alberta School Boards Association and Public School Boards Association of Alberta sponsored seminars and orientation events.
 - 2.1 The Division will provide financial support for trustees to attend Alberta Education sponsored trustee workshops or information sessions.

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3. The Board Chair and Superintendent are responsible for developing and implementing the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Education Act. The Board Policy Handbook and the Administrative Procedures Manual are available on the division web page for trustees.
4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, function, policies, procedures and issues.

SPECIFIC RESPONSIBILITIES OF INDIVIDUAL TRUSTEES

1. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent or community member about operations, will refer the parent or community member back to the school or department and will inform the Superintendent of this action.
3. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
4. Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the community.
5. Refer queries or issues and problems not covered by Board policy or Administrative Procedure, to the Board for corporate discussion and decision.
6. Attend meetings of the Board; participate in, and contribute to, the decision of the Board in order to provide the best solutions possible for education within the Division.
7. Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.
8. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
9. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
10. Stay current with respect to provincial, national and international educational issues and trends.
11. Share the materials and ideas gained with fellow trustees following a trustee development activity or meetings in a timely manner.
12. Strive to develop a positive and respectful learning and working culture both within the

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Board and the Division.

13. Attend Division or school functions when possible.
14. Become familiar with, and adhere to Policy 4 – Trustee Code of Ethics.
15. Report any violation of the Trustee Code of Ethics to the Board during an in-camera session. If practical, the issue should first be reported to the Board Chair.

Legal Reference: Section 60, 61, 68, 246 School Act
Section 51, 52, 53, 64, 65, 66, 67, 68, 69, 77 of the Education Act (proclaimed)
Section 6, Commissioner of Oaths Act

Grande Yellowhead Public School Division No. 77
Board Policy Handbook

Last Update: October 7, 2015

Trustee Reflections:

What advice would you give to a new trustee?

“Trustees must always be prepared to communicate as part of their job, speaking with teachers, principals or other staff members if issues arise. It means talking with students themselves, parents, and all levels of government. Also, school boards need to act together – you may have to make a tough decision that you may not personally agree with but you have to support that decision if the majority of the Board approves it.”

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POLICY 04

TRUSTEE CODE OF ETHICS

Each trustee, representing all public school supporters of the community and responsible to this electorate through the democratic process, recognizes:

- ◆ That fellow citizens have entrusted them, through the electoral process, with the educational development of the children and youth of the community.
- ◆ That trustees are the children's advocates and their first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
- ◆ That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the largest measure upon the quality of education they provide in the public schools to fit the needs of every learner.
- ◆ That legally, the authority of the Board is derived from the Province which ultimately controls the organization and operation of the Division and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- ◆ That trustees must never neglect their personal obligation to the community and their legal obligation to the Province, nor surrender these responsibilities to any other person, group or organization but that, beyond these, trustees have a moral and civic obligation to the Nation which can remain strong and free only so long as public Schools in Canada are kept free and strong.

In carrying out the role of trustee, the Board expects members to adhere to the following Code of Ethics:

1. Devote time, thought and study to the duties of a trustee so that they may render effective and creditable service.
2. Work with their fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
3. Consider information received from all sources and base personal decisions upon all available facts in every case; un-swayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
4. Work together with fellow trustees to communicate to the electorate all the facts about our schools.

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5. Provide leadership to the community through setting goals and policies for educational programs and by regularly evaluating these in the light of the wishes and expectations of the community.
6. Remember at all times that individual trustees have no legal authority outside the meeting of the Board, and therefore relationships with school staff, the community, and all media of communication is to be conducted on the basis of this fact.
7. Resist every temptation and outside pressure to use the trustee position to benefit either oneself or any other individual or agency apart from the total interest of the Division.
8. Recognize that the key responsibility of the Board is to establish the policies by which the system is to be administered, and that the administration of the educational program and conduct of school business shall be left to the Superintendent and Division staff.
9. Encourage active cooperation by stakeholders with respect to establishing policies.
10. Support the provincial and national school board association for the future of trusteeship in this Province and the Nation.
11. Provide effective trustee service to the community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
12. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
13. Represent the needs of the community to the Division and the Division's actions to those we serve.
14. Declare any conflict of interest between personal life and the position on the Board and abstain from voting when appropriate.
15. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4, Appendix A – Trustee Code of Conduct Sanctions.

Legal Reference: Section 60, 81, 82, 83 School Act

Grande Yellowhead Public School Division No. 77
Board Policy Handbook

Last Update: May 20, 2015

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Time Commitment for Trustees

Serving on the Board of Trustees is very rewarding; however, the time commitment required can be demanding. Trustees attend two Regular Public Board meetings per month (approximately ½ day), as well as two meetings designated as Committee of the Whole (approximately ½ day) which are scheduled for the same day. Scheduled meetings are currently held on the 1st and 3rd Wednesday of every month (excluding January, July and August) and special board meetings are called from time to time, as required. Trustees also liaise with individual school councils and attend meetings. As well, trustees sit as representatives or alternates on various committees. They are expected to participate in various community/government meetings, functions, retreats and conferences. It is not unreasonable to suggest that some trustees could attend nine (9) or more meetings per month during the school year, and considerably less during the summer.

Below is the tentative schedule of regular meetings and significant dates for trustees for the 2017 – 2018 School Year. Please note there are a significant number of events happening in November, 2017 after the election:

| Date | Description |
|----------------|--|
| August 23 | Regular Board Meeting / Committee of the Whole |
| August 29 | Welcome Back Celebration – Lobstick Zone & Transportation |
| August 30 | Welcome Back Celebration – Jasper & Edson Zones |
| August 31 | Welcome Back Celebration – Hinton & Grande Cache Zones |
| September 6 | Regular Board Meeting / Committee of the Whole |
| September 20 | Regular Board Meeting / Committee of the Whole |
| October 4 | Regular Board Meeting / Committee of the Whole |
| October 16 | Election Day |
| October 17 | Trustee Orientation Meeting |
| October 18 | Organizational Meeting & Regular Board Meeting / Committee of the Whole |
| November 1 | Regular Board Meeting / Committee of the Whole |
| November 11 | Representatives for Remembrance Day at local events |
| November 15 | Regular Board Meeting / Committee of the Whole |
| November 15-17 | Public School Boards Association (PSBAA) - PSBAA University I - Fall General Meeting |
| November 19-21 | Alberta School Board Association (ASBA) • Fall Convention and General Meeting |

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| Date | Description |
|--------------|--|
| December 6 | Regular Board Meeting / Committee of the Whole |
| December 20 | Regular Board Meeting / Committee of the Whole |
| January 17 | Regular Board Meeting / Committee of the Whole |
| February 7 | Regular Board Meeting / Committee of the Whole |
| February 8-9 | North Central Teachers Convention - Attendance not required |
| February 21 | Regular Board Meeting / Committee of the Whole |
| March | National Congress on Rural Education - Dates to be announced - Attendance not required |
| March 7 | Regular Board Meeting / Committee of the Whole |
| March 21 | Regular Board Meeting / Committee of the Whole |
| April 4 | Regular Board Meeting / Committee of the Whole |
| April 7-9 | National School Boards Association (San Antonio, Texas) - Attendance not required |
| April 18 | Regular Board Meeting / Committee of the Whole |
| May 2 | Regular Board Meeting / Committee of the Whole |
| May 16 | Regular Board Meeting / Committee of the Whole |
| May 26 | Edwin Parr ASBA Zone 2/3 Celebration - Excellence in first year teaching at the zone level - Attendance not required |
| June 1-3 | PSBAA Spring Conference and General Meeting |
| June 4-5 | ASBA Spring Conference and General Meeting |
| June 6 | Regular Board Meeting / Committee of the Whole |
| June 15 | GYPSPD Retirement Celebration |
| June 20 | Organizational Meeting & Regular Board Meeting Committee of the Whole |
| July | Canadian School Boards Congress (Halifax) Attendance not required |

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Committees schedule meetings as required (with the exception of the Committee of the Whole). Below is a list of committees of the Board:

Standing Committees

Board Committee of the Whole
Policy Committee
Employee Assistance Plan (EAP) Steering Committee
Recognition of Employees
ATA Negotiations
Appeals (Grievances) Committee [ATA]
CUPE Negotiations
Division and Contract Bus Drivers Negotiations
Grievance Committee (Association of School Bus Drivers)
Audit Committee

Ad Hoc Committees

Student Expulsion
Evaluations Committee

Details about these committees can be found on our website at:

[Policy - 08 Committees of the Board](#)

Note:

“ATA” – Alberta Teachers Association Evergreen Local #11
“CUPE” – Canadian Union of Public Employees Local #1357

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The Board also has official representatives at various community and service groups:

Open Representation

Alberta School Boards Association (ASBA) Zone 2/3 Representative
Public School Boards Association of Alberta (PSBAA) Council Representative
Education with Grande Prairie Regional College and Norquest College
Health and Wellness

Closed Representation

Chamber of Commerce – Edson, Evansburg/Entwistle, Grande Cache, Hinton, Jasper
Library Board within GYPSD Schools
Community Engagement & Accountability Committee – Hinton
Jasper Educational Scholarship Committee
Interagency
Ad Hoc Committee Representation

Details about representation can be found on our website at:

[Policy - 09 Board Representatives](#)

Trustee Reflections:

What advice would you give to a new trustee?

“It’s a steep learning curve so give yourself the freedom to learn the first year. Political issues move slowly. Keep your priorities in line in spite of all the different directions and commitments that want a piece of you, both personally and professionally.”

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Trustee Compensation

The following is an excerpt from Grande Yellowhead Public School Division No. 77 Board Policy 07 – Board Operations. For the full policy, please go to:

[Policy - 07 Board Operations](#)

11. Trustee Compensation

The Board believes that trusteeship, first and foremost, is a public service. The Board recognizes, however, that the discharge of this public service often results in the trustee incurring financial expenses and incurs considerable time demands.

Prior to a general election, the rates of compensation for trustees will be reviewed.

Trustees may claim honoraria and expenses at the following rates for attending to Board affairs:

11.1 Trustees will be paid a per diem and an expense allowance as set out below, plus meals, travel allowance, technology services, registration fees and accommodation:

11.2 Trustees will be paid a base monthly honorarium and an expense allowance as set out below:

11.2.1 Board Chair: four (4) days per month, in accordance with 11.3.3.

11.2.2 Board Vice Chair: three (3) days per month, in accordance with 11.3.3.

11.2.3 Board Trustees: two and one-half (2.5) days per month, in accordance with 11.3.3.

11.2.4 Base monthly honoraria is to cover: preparation for regular and special Board meetings; and locally, attendance at community meetings; phone calls; and other community, parent, and school stakeholder meetings.

11.2.4.1 Community Meetings are defined as meetings in which only the local trustees attend to provide or receive information, and the Board was not requested to attend. Local Meetings do not include specifically identified committees as outlined in Policy 9 (e.g. Scholarship Committees) and Board Representatives outlined in Policy 9 (e.g. Chamber of Commerce) that are assigned at the Board's Organizational Meeting.

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11.3 Per Diem

- 11.3.1 For meetings up to and including 3 hours in duration: \$23.07 per hour honorarium and \$11.53 per hour expenses, for a total of \$34.60 per hour.
- 11.3.2 For meetings more than 3 hours and up to and including 4 hours in duration (1/2 Day): one-half (1/2) the full day meeting rates specified in 11.3.3 for honorarium and expenses.
- 11.3.3 For meetings more than 4 hours and up to and including 8 hours in duration (Full Day): \$138.42 per day honorarium and \$69.20 per day expenses, for a total of \$207.62 per day.
- 11.3.4 For meetings more than 8 hours in duration, in a single day: one and one half (1 ½) the full day meeting rates specified in 11.3.3 for honorarium and expenses.
- 11.3.5 The hourly rate is determined at one sixth (1/6) the full day meeting rates specified in 11.3.3 for honorarium and expenses.
- 11.3.6 The duration of the meeting is determined by the lessor of:
 - 11.3.6.1 start and end time recorded in the minutes of the meeting or as declared by the meeting chair or lead; or
 - 11.3.6.2 substitution of the arrival or departure time of the trustee, for the start or end time noted in 11.3.6.1.
 - 11.3.6.3 Per diem is to cover: attendance at regular or Special Board meetings, Committee meetings, Board approved or directed meetings, and attendance at ASBA and PSBAA activities.
- 11.3.7 Each September the rate specified in 11.3.3 will be adjusted by the percentage change in the current Basic Instructional Grant Rate from the previous fiscal year.
- 11.3.8 Every four (4) years, prior to a School Board election, the Board shall review and may adjust the trustee per diem to provincial average as reported in the most recent ASBA Trustee Remuneration Report. The grant increase identified in 11.3.7 will be added to the adjusted per diem.

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11.4 Subsistence

- 11.4.1 Subsistence allowances at the rates of \$10.00 for breakfast, \$14.00 for lunch, and \$22.00 for dinner. The breakfast allowance may be claimed if the trustee is away from home prior to 0700 hours and the dinner allowance may be claimed if the trustee does not arrive home until after 1900 hours. No subsistence allowance is claimable for a meal provided without additional cost in conjunction with a function or meeting.

11.5 Travel & Mileage

- 11.5.1 A travel allowance for the use of a personal automobile will be paid at a Division rate of \$0.47 per kilometer then adjusted monthly with the fuel escalator/de-escalator based on a \$.01 per kilometer increase or decrease in the Division travel allowance for every \$.08 change in fuel prices (with a base rate of \$.96 per litre for regular gasoline, Edson, Hinton, Grande Cache and Jasper prices), and based on an average cost of two sample days of the month. Pooling of transportation is encouraged.
- 11.5.2 Travel by public carrier will be reimbursed at cost and receipts must support claims.
- 11.5.3 Kilometrage will be paid for additional meetings if the meeting is held in a different location and involves extra kilometrage, but not within the same community.

11.6 Travel Time

Trustee circumstances often require additional travel time based on geography and/or responsibility.

- 11.6.1 Trustees will be paid a time allowance of one-one hundredth (1/100th) of the hourly rate outlined in 11.3.1 for each kilometer traveled, while attending to Division business; or
- 11.6.2 Trustees will be paid a time allowance for each hour in transport on a commercial carrier (e.g., airline) as determined by the carrier's schedule or ticket between destination points, equal to the rate per hour in 11.3.1.

11.7 Accommodation expenses:

- 11.7.1 Will be reimbursed at cost and must be supported by receipts. Fiscal restraint is to be exercised in accommodation arrangements; or

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- 11.7.2 An allowance of \$30.00 per night will be paid for the use of private accommodation.
- 11.8 Technology and Telecommunications:
 - 11.8.1 At the start of each term following election, each trustee will be provided the following equipment:
 - 11.8.1.1 a laptop computer, with standard divisional software installed;
 - 11.8.1.2 an iPad; and
 - 11.8.1.3 a printer.
 - 11.8.2 Consumable supplies for the operation of the equipment outlined under 11.5.1 will be supplied to the trustee upon request.
 - 11.8.3 An allowance of \$60.00 per month is to be paid to a trustee for reimbursement for the cost of internet access and other telecommunication services, including long distance charges, facsimile lines, cellular charges, etc. in carrying out their role as trustee.
- 11.9 Other trustee expenses, supported by receipts, e.g. registration fees and other related expenses, etc. will be reimbursed at cost.
- 11.10 Leadership and Skills Development
 - 11.10.1 The Board believes that trustees, by virtue of the fact that they have been elected, have been identified as leaders in their community. In order to nurture this quality of leadership, the Board believes that a culture or environment must be developed at the Board level that provides opportunities for trustees to exercise and enhance their leadership skills, and to be identified in their communities with name badges, logo wear, and identification tags. The Board will plan specific in-service activities designed to assist trustees in their efforts to improve their skills.

The Board will provide the opportunity for trustees to participate in school board conferences, workshops, and conventions held by provincial, national and international school board associations.
 - 11.10.2 Trustees may, without reference to the Board, attend the following functions:
 - 11.10.2.1 Alberta School Boards' Association conferences, workshops and meetings.

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- 11.10.2.2 Alberta School Boards' Association Zone 2/3 general meetings.
- 11.10.2.3 Public School Boards' Association conferences, workshops and meetings.
- 11.10.2.4 Scheduled Board and Committee Meetings.
- 11.10.3 Trustees may attend up to two board/governance/education professional development events (conferences, workshops, etc.) within the province each school year without prior authorization of the Board.
- 11.10.4 With prior approval of the Board, attend out-of-province meetings, conferences, conventions, seminars or workshops, or visit other school systems.
 - 11.10.4.1 A Trustee must provide the Board, at the meeting where approval is being sought, with information related to the number of any such events they have attended or have approval for, within that school year.
 - 11.10.4.2 Trustees who have received approval, but will not be attending, must, at the earliest possible time, advise the Board at a public meeting of their intention to not attend.
 - 11.10.4.3 Trustees attending such functions shall provide the Board with a report at an appropriate regular meeting of the Board.
- 11.10.5 Trustees shall apply to the Board in advance for authorization to attend community functions outside the boundaries of the Division.
- 11.10.6 Board Chair may attend, without prior authorization of the Board, any meetings or events called that invite the Board Chair's attendance as representation of the jurisdiction (e.g. Alberta Education, Capital Region Partners Meeting). The Board Chair will report on his/her attendance at these events at the next Public Board Meeting.
- 11.10.7 The Board Vice-Chair may attend, without prior authorization of the Board, any meetings or events called that invite the Board Chair's attendance as representation of the jurisdiction in the event the Board Chair is unable to attend. In these instances the Board Vice-Chair will report on his/her attendance at these events at the next Public Board Meeting.

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11.11 Health Benefits

Trustees are able to participate in Division benefit plans with 100% cost coverage.

11.11.1 If a Trustee is ineligible for Division benefit plans, they will be reimbursed upon submission of receipts, to the maximum value of Division Plan premiums.

11.12 Compensation

Compensation will be contingent upon the completion of the appropriate forms and claims. Trustees shall submit claim forms for honoraria and reimbursement of expenses to the Assistant Superintendent – Business Services for authorization and payment. The Assistant Superintendent – Business Services shall not be expected to verify or otherwise substantiate the claims made by trustees.

11.12.1 Claim forms must be submitted within 30 calendar days of the end of the month for which the claim is made.

11.12.2 Claim forms submitted after 30 calendar days of the end of the month for which the claim is made, may be reimbursed, subject to the approval of the Board Chair.

11.12.3 Claim forms submitted after September 30th for claims in the previous fiscal year, will not be reimbursed.

11.13 Honoraria paid to trustees shall be allocated to unvouchered expenses and wages as established by Revenue Canada.

11.14 Public Disclosure of Trustee Compensation and Expenses. In order to provide greater transparency and disclosure of Trustee Compensation, monthly summaries of Trustee honoraria and expenses shall be publicly disclosed.

11.14.1 Each month's summary is to be posted online, to the Grande Yellowhead Public School Division No. 77 website, for a period of 12 months.

11.14.2 Summaries are to be posted by the 10th of each month.

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Important Dates for Candidates

| Date | Description |
|--------------|--|
| September 18 | Nomination Day <ul style="list-style-type: none">- Watch local papers for locations where nominations will be accepted- Nominations must be received by 12 noon – locations to be announced |
| October 16 | Election Day |

* Advanced poll dates and times will be done in conjunction with local municipalities. Please check with your local media for confirmation of this information.

Trustee Reflections:

What made you decide to run as a trustee?

“I wanted to represent our community’s needs as a GYPSD School Board Trustee.”

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October 16, 2017
SCHOOL BOARD ELECTIONS

Do I have what it takes to be a successful school board trustee?

Am I prepared to put my community and students first?

Successful school board trustees put the needs of students first. They run for office because they passionately believe a quality education is one of the most important things a community can do to ensure students have the knowledge and skills that enable them to be better prepared for life.

Do I need to be an expert in education?

No, you don't. The school board trustee does not serve as a professional educator or as the spokesperson for a particular interest group or region. The ideal school board includes people from all aspects of life and is as representative as possible of the community it serves.



Residency

Where there is no separate school board in a geographical area, a person of any faith may run for the school board. Where there is a separate and public board in the same geographical area, people having the same faith as the separate board are only eligible to run for the separate board. Other people are only eligible to run for the public board.

Conflict of interest

Trustees may not participate in making decisions in which their economic self-interest may be in conflict with their public duty. The economic or pecuniary interest of a trustee's spouse or adult interdependent partner is deemed to be the economic interest of the trustee. See sections 80 to 91 of the *School Act* for more information on:

- the types of pecuniary interest;
- the steps a trustee who is in conflict must follow;
- the disqualification of a trustee;
- the consequence of refusing to resign upon being disqualified as required under the *School Act*.

Legal considerations for candidates

Am I eligible to run for school board trustee?

Regardless of the school division or regional authority you want to represent, there are some basic requirements you must meet. You must:

- be at least 18 years old;
- be a Canadian citizen;
- have lived in Alberta for at least six consecutive months immediately preceding nomination day, and you live within the boundaries of the jurisdiction in which you wish to run.

This year, **Monday, September 18, 2017** is nomination day in Alberta; however, there may be local exceptions. You are responsible for verifying the date and time for nominations with your local school division.

Depending on the school jurisdiction – public, separate or francophone – there may be additional eligibility requirements you must meet.

In public school jurisdictions, you must:

- be eligible to vote in the election;
- have lived in the local jurisdiction and the ward, if any, for at least six consecutive months immediately preceding nomination day*

In separate school jurisdictions, you must:

- be eligible to vote in the election;
- be of the same faith as those you want to represent on the separate school board;
- have lived in the local jurisdiction and the ward, if any, for at least six consecutive months immediately preceding nomination day.*

In francophone school jurisdictions, you must:

- be at least 18;
- be a Canadian citizen;
- have lived in Alberta for at least six consecutive months immediately preceding nomination day;
- comply with the faith requirements set out under section 256(3.1) of the *School Act*.

* Regardless of this requirement, a candidate for trustee of a board of a school district that is wholly or partly within the boundaries of a city is not required to be a resident of the ward but must be a resident of the school district.

Who is not eligible to run for school board trustee?

You are not eligible to run if, on nomination day, you:

- are an employee of any school district, school division, charter school or private school as of nomination day – unless you take an unpaid leave of absence to run before the last working day prior to nomination day;
- are an auditor of the jurisdiction in which you want to be a candidate;
- do not meet the residency requirement for the jurisdiction in which you want to run;
- are otherwise ineligible or disqualified as outlined under section 22 of the *Local Authorities Election Act*.

See sections 22, 23 and 24 of the *Local Authorities Election Act* for more details.

Who is eligible to vote?

You are eligible to vote in a public or separate school division or district election if, on election day, you:

- are at least 18 years old;
- are a Canadian citizen;
- have lived in Alberta for at least six consecutive months immediately preceding election day;
- live within the boundaries of the local jurisdiction on election day.

You are eligible to vote in a francophone regional authority if, on election day, you:

- are at least 18 years old;
- are a Canadian citizen;
- are francophone;
- have lived in Alberta for at least six consecutive months immediately preceding election day;
- have a child enrolled in a school operated by the francophone regional authority.

* A person who is eligible to vote in an election for a board other than a regional authority and in an election for a regional authority may exercise the right to vote in both elections.

What do school board trustees do?

School board trustees are local politicians elected by and accountable to the community they serve. The provincial government delegates to school boards the responsibility for conducting the affairs of the school jurisdiction. The school board has many responsibilities, including:

- setting school jurisdiction goals that ensure students have the knowledge and skills that enable them to be better prepared for life;
- planning school jurisdiction priorities based on provincial curriculum requirements, community input, available resources and best practices in education;
- developing and implementing an annual budget for the school jurisdiction based on curriculum requirements and strategic priorities;
- developing policies to guide school jurisdiction administration and employees toward division goals;
- ensuring residents of the school jurisdiction are regularly informed about the work and achievements of the school division;
- advocating on behalf of the school community to decision-makers and stakeholders on important issues that affect education, and to ensure education is a top public priority;
- ensuring regular opportunities for public input and access;
- evaluating the school jurisdiction's chief executive officer – the superintendent of schools.

Alberta's 61 school boards include more than 400 trustees, who make important decisions about how to educate close to 600,000 students from kindergarten to Grade 12. School boards guide the expenditure of \$6 billion in tax dollars.

This is general information only. Please confirm all dates and times with your local school board office. Local authorities may set different dates and times for filing nomination papers, and they may set another date for election day.

Submitting nomination papers

When do candidates file their nomination papers?

Typically, the returning officer for each local school jurisdiction receives nominations from prospective candidates between 10 a.m. and noon on nomination day. Generally across Alberta this year, nomination day is **Monday, September 18, 2017.**

How many signatures do I need?

Check with your local school board office. This requirement varies depending on the school jurisdiction.

Who can sign my nomination papers?

Each person who signs a candidate's nomination papers must be eligible to vote in the election for the office for which the candidate is running. They must be residents of the local jurisdiction on the day they sign the nomination form. Where there are wards, only electors who are residents of the ward for which a candidate is being nominated may sign the nomination form.

For more information:

Please contact your local school board office or visit the ASBA website at www.asba.ab.ca

Alberta School Boards Association

1200, 9925 109 Street
Edmonton, Alberta T5K 2J8
Phone: 1.780.482.7311
www.asba.ab.ca

A · S · B · A
Alberta School Boards
Association

Published March 2017

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Trustee Eligibility

The *Local Authorities Election Act*, s.21(1), states the following for a person to be eligible to run as a candidate for trustee:

A person may be nominated as a candidate in any election under this Act if on nomination day the person:

- is eligible to vote in that election;
- has been a resident of the local jurisdiction and the ward, if any, for the 6 consecutive months immediately preceding nomination day; and
- is not otherwise ineligible or disqualified.

The Division is divided into 3 wards: the Hinton-Edson-Lobstick (Ward 1); Grande Cache (Ward 2) and Jasper (Ward 3.) Ward 1 is further broken into 3 electoral wards: Hinton and area, Edson and area and Lobstick – Niton Junction, Wildwood and Evansburg). Please ensure that you are aware of the ward and electoral subdivision you are a resident in.

The *Local Authorities Election Act* also includes references to cases where a person is not eligible to run as a candidate:

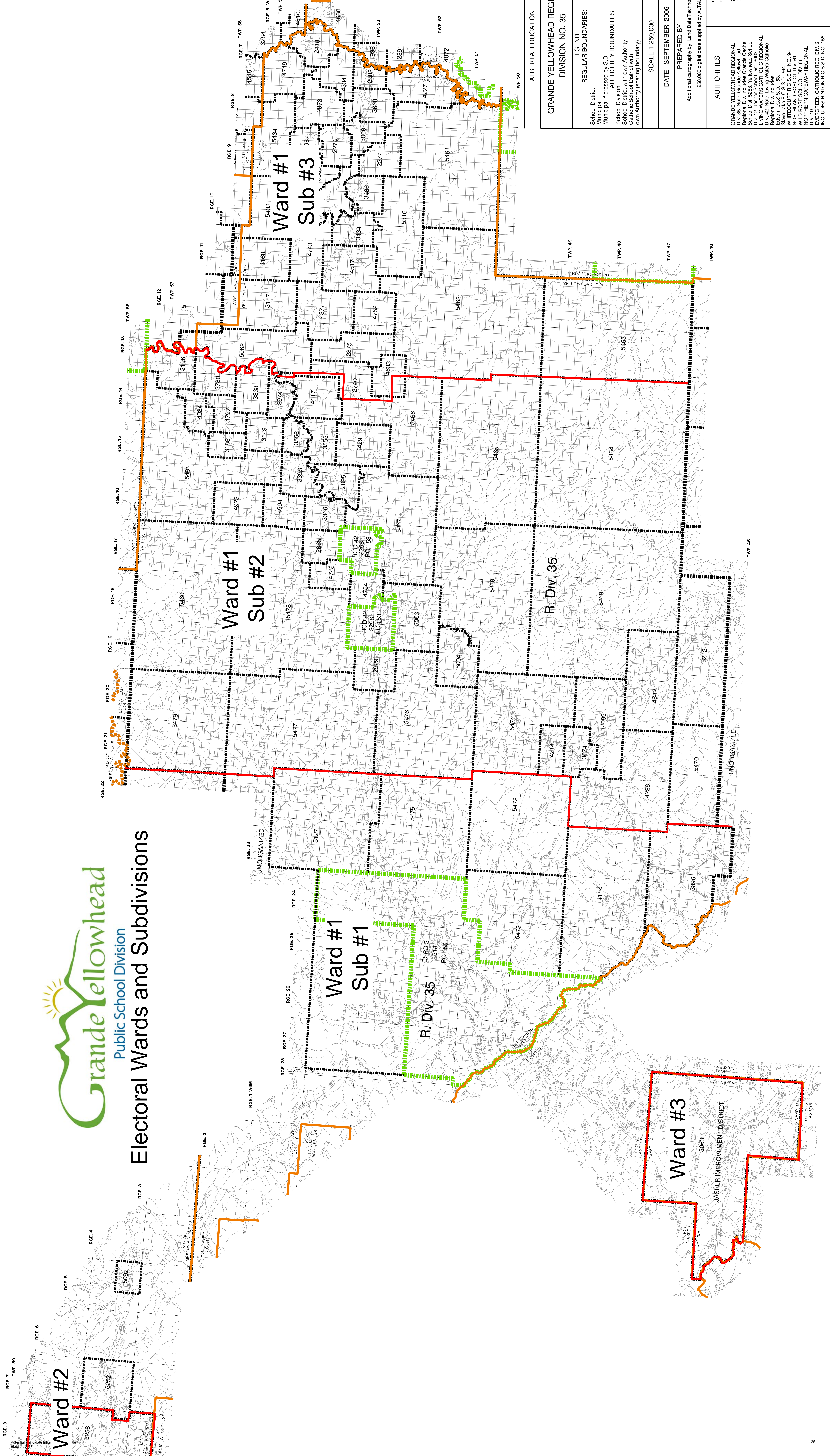
- The person is the auditor of the local jurisdiction for which the election is to be held (s.22(1)(a));
- A person is not eligible to be nominated as a candidate for election as a trustee of a school board if on nomination day the person is employed by
 - (a) a school district or division,
 - (b) a charter school, or
 - (c) a private school,in Alberta unless the person is on a leave of absence granted under this section. (s.22(1.1));
- A person is not eligible to be nominated for more than one office of the same elected authority. (s.23(1))

Please review both the conditions of eligibility and ineligibility to ensure that you are eligible to run as a candidate. The *Local Authorities Election Act* can be viewed electronically on the Queen's Printer website at:

[Local Authorities Election Act](#)

Grande Yellowhead Public School Division

Electoral Wards and Subdivisions



| | |
|---|---|
| ALBERTA EDUCATION | |
| GRANDE YELLOWHEAD REGIONAL PUBLIC SCHOOL DIVISION NO. 35 | |
| LEGEND | |
| School District | Regular Boundaries: |
| Municipal | School Division |
| Municipal if crossed by S.D. | School District with own Authority |
| | Catholic School District with own Authority (dashed boundary) |
| SCALE 1:250,000 | |
| DATE: SEPTEMBER 2006 | |
| PREPARED BY: | |
| Additional cartography by: Land Data Technical Services Ltd. | |
| 1:250,000 digital base supplied by ALTA | |
| AUTHORITIES | |
| GRANDE YELLOWHEAD REGIONAL PUBLIC SCHOOL DIVISION NO. 35 | |
| Regional Div. 5298, Yellowhead School Div. 12, Jasper School Dist. 3063, Yellowhead Regional Public School Div. 42, No. 12, No. 13, No. 14, No. 15, No. 16, No. 17, No. 18, No. 19, No. 20, No. 21, No. 22, No. 23, No. 24, No. 25, No. 26, No. 27, No. 28, No. 29, No. 30, No. 31, No. 32, No. 33, No. 34, No. 35, No. 36, No. 37, No. 38, No. 39, No. 40, No. 41, No. 42, No. 43, No. 44, No. 45, No. 46, No. 47, No. 48, No. 49, No. 50, No. 51, No. 52, No. 53, No. 54, No. 55, No. 56, No. 57, No. 58, No. 59, No. 60, No. 61, No. 62, No. 63, No. 64, No. 65, No. 66, No. 67, No. 68, No. 69, No. 70, No. 71, No. 72, No. 73, No. 74, No. 75, No. 76, No. 77, No. 78, No. 79, No. 80, No. 81, No. 82, No. 83, No. 84, No. 85, No. 86, No. 87, No. 88, No. 89, No. 90, No. 91, No. 92, No. 93, No. 94, No. 95, No. 96, No. 97, No. 98, No. 99, No. 100 | |
| EVERGREEN CATHOLIC REG. DIV. 2 INCLUDES HINTON R.C.S.D. NO. 155 | |

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Completion of Nomination

The person nominated as a candidate is responsible for ensuring that the filed nomination meets all requirements of the *Local Authorities Election Act, s.27*:

1. All nominations must be completed in the prescribed form (attached). The nomination must be signed by at least 5 electors who are:
 - eligible to vote in that election; and
 - a resident in the ward or electoral subdivision on the date of signing.
2. The nomination shall be accompanied with a written acceptance signed in the prescribed form by the person nominated stating:
 - that the person is eligible to be elected to the office; and
 - the name, address and telephone number of the person's official agent; and
 - that the nominee will accept the office, if elected.

Nominations shall be received by the returning officer at the following locations **by 12 noon on** September 18th, at the following locations:

*** Times and locations will be done in conjunction with local municipalities and were unavailable at the time of print. Please check with local media for confirmation of this information.**

Nomination papers may be handed in by any person, not necessarily by candidates.

All nominations received may be examined by any elector during regular business hours and in the presence of the returning officer, deputy or secretary.

On receiving a nomination paper, the returning officer must, if requested by the candidate, provide to him/her a sufficient number of copies of the prescribed form for the identification of an official agent, campaign workers and scrutineers.

Trustee Reflections:

What made you decide to run as a trustee?

“A passion for children and education.”

Nomination Paper and Candidate's Acceptance

Local Authorities Election Act
 (Sections 12, 21, 22, 23, 27, 47, 68.1,
 147.11, 147.2, 147.21, 151)
School Act (Section 44(4))

Note: The personal information on this form is being collected to support the administrative requirements of the local authorities election process and is authorized under section 27 of the *Local Authorities Election Act*. The personal information will be managed in compliance with the privacy provisions of the *Freedom of Information and Protection of Privacy Act*.

If you have any questions concerning the collection of this personal information, please contact

Assistant Superintendent-Business Services 780-723-4471
 (Title of the Responsible Official) (Business Phone Number)

LOCAL JURISDICTION: Grande Yellowhead Public School Division No.77 , PROVINCE OF ALBERTA

We, the undersigned electors of Grande Yellowhead Public School Division No. 77 Ward # , nominate
 (Name of local jurisdiction and ward, if applicable)

_____ of
 (Candidate Surname) (Given Names)

_____ as a candidate at the election
 (Complete Address and postal code)

about to be held for the office of School Board Trustee
 (Office Nominated for)

of Grande Yellowhead Public School Division No. 77 .
 (Name of Local Jurisdiction)

Signatures of at least **5 ELECTORS ELIGIBLE TO VOTE** in this election in accordance with sections 27 and 47 of the *Local Authorities Election Act* and section 44(4) of the *School Act* (if applicable). If a city or a board of trustees under the *School Act* passes a bylaw under section 27(2) of the *Local Authorities Election Act*, then the signatures of up to 100 electors eligible to vote may be required.

| Printed Name of Elector | Complete Address and Postal Code of Elector | Signature of Elector |
|-------------------------|---|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Candidate's Acceptance

I, the above named candidate, solemnly swear (affirm)

- THAT I am eligible under sections 21 and 47 (and section 12, in the case of summer villages) of the *Local Authorities Election Act* and section 44(4) of the *School Act* (if applicable) to be elected to the office;
- THAT I am not otherwise disqualified under section 22 or 23 of the *Local Authorities Election Act*;
- THAT I will accept the office if elected;
- THAT I have read sections 12, 21, 22, 23, 27, 47, 68.1, 147.11, 147.2, 147.21 and 151 of the *Local Authorities Election Act* and section 44(4) of the *School Act* (if applicable) and understand their contents; and
- THAT I am appointing

 (Name, Contact Information or Complete Address and Postal Code and Telephone Number of Official Agent) (if applicable)
 as my official agent.

Print name as it should appear on the ballot

 (Candidate's Surname) (Given Names (may include nicknames, but not titles, i.e., Mr., Mrs., Dr.))

SWORN (AFFIRMED) before me

at the _____ of _____ ,

in the Province of Alberta,

this _____ day of _____ , 20 _____ .

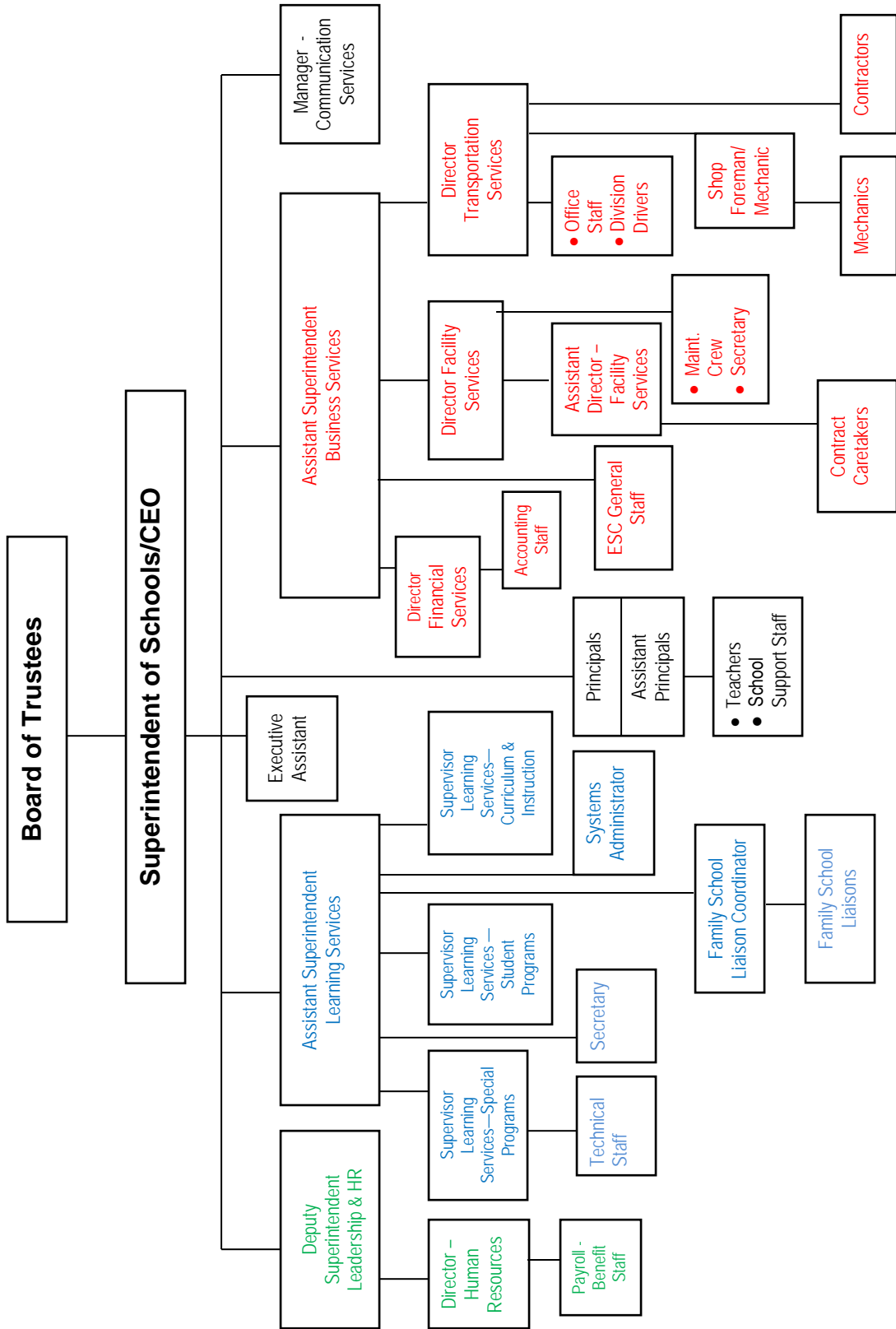


 (Candidate's Signature)

 (Signature of Returning Officer or Commissioner for Oaths)

**IT IS AN OFFENCE TO SIGN A FALSE AFFIDAVIT OR A FORM THAT
 CONTAINS A FALSE STATEMENT**

GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION ORGANIZATIONAL CHART for line of authority





THREE YEAR EDUCATION PLAN
2016-2019

ANNUAL EDUCATION RESULTS REPORT
2015-2016



Serving our schools and a proud part of our communities.

Treaty 8 Lands



Treaty 6 Lands

Grande Yellowhead's Combined Three Year Education Plan (3YEP) and the Annual Education Results Report (AERR) is communicated to stake-holders in the following ways:

- A direct link to the 3YEP/AERR Report can be found on the home page of the website, "www.gypsd.ca" under Explore/Documents/Education Documents.
- Copies are provided to each school and given to their school council, as well as to stakeholders within each community.
- Local municipal and provincial government officials receive a copy of the Report on an annual basis to ensure they are kept current with local educational highlights and challenges within the division.

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Questions?

For additional information about Grande Yellowhead Public School Division's 2016-2019 Three Year Education Plan and 2015-2016 Annual Education Results Report, Capital Plan or Budget, please contact:

Brenda Rosadiuk
Board Chair
brenrosa@gypsd.ca

Cory Gray
Superintendent of Schools
corygray@gypsd.ca

3656 - 1 Avenue, Edson, AB T7E 1S8
Phone 780-723-4471 | Fax 780-723-2414
Toll Free 1-800-723-2564

Message From the Board Chair

Grande Yellowhead Public School Division No. 77 is pleased to present our 2016-2019 Three Year Education Plan and 2015-2016 Annual Education Results Report. We are proud to be a board that works collaboratively with our communities and staff to provide welcoming, caring, respectful and safe learning environments where each student can reach their full potential. Through ongoing community engagement, and detailed analysis of available information, the division continues to move forward strategically in support of student learning.

As part of our commitment to providing high quality learning facilities, Grande Yellowhead Public School Division was fortunate to build and open a beautiful new joint school facility in Jasper in 2014. Moving forward, we are in the final phases of a full modernization of Grande Cache Community High School and beginning the construction of a replacement school in Edson. These projects form part of our three year education plan and we look forward to working with parents, staff and students to ensure all of our students find success. Recognizing the need to be mindful and diligent when making decisions and program planning, we work together with division administrators, school administrators, staff, students and parents to be comprehensive, responsive and fiscally responsible.

We continue to honour our three priority areas of improving student learning, building leadership capacity and improving communications. Our commitment to inclusive quality learning environments where all students learn at high levels requires recognizing, honoring and utilizing the wealth of talents, skills and knowledge we have when we work collaboratively together.

On behalf of the Board of Trustees, I would like to recognize our staff and our school communities for their continued dedication in supporting our student-centered learning organization. It is a collective commitment that will allow us to prepare our students for their future.

Brenda Rosadiuk
Board Chair

Message from The Superintendent

It is with a collective responsibility that all stakeholders in Grande Yellowhead Public School Division continue to work together so that our students access many opportunities for diverse and meaningful learning. 'Create Achieve Succeed' is the guiding statement used when we make decisions, set direction, and interact with colleagues and students. Grande Yellowhead CREATES positive relationships in safe, caring and respectful learning environments where students belong and are willing to take risks, speak out and determine their learning. Our students ACHIEVE through the ongoing use of strong, effective teaching practices and the utilization of a continuum of supports and services. We SUCCEED when we work collaboratively, honor relationships, and recognize talents to ensure each student achieves his or her full potential.

Our involvement in high school redesign, dual credit courses, registered apprenticeship programs, work experience and other programs and initiatives allow our students to create different pathways to success. With a concerted effort to raise awareness and provide a variety of learning experiences - both academic and opportunities for trades' related training - GYPSD students will find engaging and meaningful learning each day. By reviewing our teaching and leadership practices and providing creative and innovative learning opportunities for a diversity of learners, we ensure success for all.

Collaboration is necessary for improvement. By committing to a true engagement process with administration, staff, students, parents and community, we can make a significant difference in both our students' and our schools' indicators of success. Strengthening relationships and building trust in an organization that already puts students first is foundational to our continued growth.

We are prepared for and anticipate the challenges we encounter as we commit to the programs, strategies and priority outcomes outlined in the 2016 - 2019 Three Year Education Plan for Grande Yellowhead Public School Division. We believe in 'Success For All' and that 'All Kids are Our Kids'.

Cory Gray
Superintendent of Schools



The Board of Trustees from left to right: Ken Fate, Betsy DeClercq, Shirley Caputo, Carol DeMong, Brenda Rosadiuk, Joan Zaporosky, John Stitzenberger

ACCOUNTABLE TO OUR COMMUNITY

The Annual Education Results Report for the 2015-2016 school year and the Three Year Education Plan for the years commencing September 1, 2016 for Grande Yellowhead Public School Division No. 77 were prepared under the direction of the Board of Trustees 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. The board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The board approved this combined 2015-2016 Annual Education Results Report and the 2016-2019 Three Year Education Plan at the Public Board Meeting on November 23, 2016.

1er jour



VISION

To prepare every student for a challenging future filled with optimism, hope, dreams and endless opportunities.

MISSION

To provide every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities.

OUR BELIEFS AND VALUES

guide our behaviour, structure our operations, and shape divisional strategies.

- We will hold paramount “What is best for our students”.
- The parent is the primary educator of the child.
- Learning is the foundation of all we do.
- Learning is a collaborative effort that requires the engagement of parents, schools and communities.
- Every individual has the right to a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging.
- Culture of wellness that promotes a lifestyle of health and well-being.
- Passion for life-long learning, innovation, excellence and risk-taking.
- To be morally responsible for their own actions.
- Learners are well prepared for active citizenship.

DIVISION PROFILE

Grande Yellowhead Public School Division (GYPSD) stretches from Jasper National Park, east to Evansburg, and north to the Town of Grande Cache. The jurisdiction includes 18 schools, four Learning Connection Centres, approximately 4500 students and 562 staff members. In alignment with the Ministerial Order on Student Learning (#001/2013), and in union with the community, our commitment is to provide every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities. To this end, we prepare every student for a challenging future filled with optimism, hope, dreams and endless possibilities. For a report on the 2016-17 Jurisdictional Class Size Report, please visit <http://www.gypsd.ca/documents/general/Jurisdiction%20class%20size%20report%20GYPSD%202016-2017%20January%2012%202017.pdf>.

| COMMUNITY SERVED | SCHOOL | GRADES | ENROLLMENT AS OF SEPT. 30, 2015 (INCLUDING ECS) | | |
|---|------------------------------------|-----------------------|--|------------------|-------|
| | | | English | French Immersion | Total |
| Edson | A.H. Dakin School | K-5 | 163 | | 163 |
| | Evergreen School | K-5 | 247 | | 247 |
| | Fulham School | K-6 | 60 | | 60 |
| | Parkland Composite High School | 9-12 | 404 | 30 | 434 |
| | École Pine Grove School | 6-8 | 282 | 43 | 325 |
| | École Westhaven School | K-5 | 168 | 143 | 311 |
| Grande Cache | Grande Cache Community High School | K-8 Christian Program | 69 | | 259 |
| | | 9-12 | 120 | | |
| | Sheldon Coates School | K-3 | 143 | | 143 |
| | Summitview School | 4-8 | 209 | | 209 |
| Hinton | Crescent Valley School | K-7 | 315 | | 315 |
| | Harry Collinge High School | 8-12 | 351 | 46 | 397 |
| | École Mountain View School | K-7 | 164 | 251 | 415 |
| Jasper | Jasper Elementary School | K-6 | 94 | 121 | 215 |
| | Jasper Jr./Sr. High School | 7-12 | 136 | 88 | 224 |
| Lobstick | Evansview School | K-6 | 124 | | 124 |
| | Grand Trunk High School | 7-12 | 133 | | 133 |
| | Niton Central School | K-9 | 164 | | 164 |
| | Wildwood School | K-9 | 108 | | 108 |
| The Learning Connection (students not enrolled at other sites) | Edson & Area | 4-12 | 118 | | 118 |
| | Evansburg | 9-12 | 38 | | 38 |
| | Grande Cache | 9-12 | 16 | | 16 |
| | Hinton/Jasper | 8-12 | 99 | | 99 |

CURRENT DIVISION PRIORITIES

Improving

STUDENT LEARNING

- Ensure welcoming, caring, safe and respectful inclusive learning environments where each student learns at high levels
- Pyramid of Response to Intervention within a Collaborative Response Model
- Health champions in each school to promote health and wellness for students
- Curriculum (program of studies, assessment, instruction and resources) that promotes inquiry, innovation, literacy, numeracy and development of competencies
- High School Redesign / Dual Credit Courses / Registered Apprenticeship Experiences
- First Nation, Métis and Inuit community connections

Building

LEADERSHIP CAPACITY & SUCCESSION PLANNING

- Professional Learning Communities / Partnerships / Networks
- Division Leadership Team Collaborative Learning Network
- Beginning Teacher Mentorship
- School-Linked Team
- Learning Support Teachers
- Instructional Coaches
- Leadership Academy

Improving

INTERNAL & EXTERNAL COMMUNICATIONS

All of GYPSD's communications strategies support the division's priorities and initiative with the underlying foundation of two driving questions:

How do we advance our students' educational success?

How do we best communicate our objectives to our stakeholders?

To answer these effectively, we continue to focus on six strategic goals:

- Direct communications with staff
- Delineate responsibilities of divisional and school-based communications
- Use of new media
- Communications topics and timelines
- Fostering strong public relations and community engagement practices
- Student voice
- Promotion of trustees' role as GYPSD Ambassadors

As aligned with Alberta Education

Curriculum Design and Process - <https://education.alberta.ca/curriculum-development/why-change-curriculum/>

Learning and Technology Policy Framework - <https://education.alberta.ca/learning-with-technology/overview/>

High School Redesign - <https://education.alberta.ca/moving-forward-high-school-redesign/moving-forward-with-high-school-redesign-1/>

Career and Technology Foundations - <https://education.alberta.ca/career-and-technology-foundations/program-of-studies/>

Career and Technology Programs - <https://education.alberta.ca/back-to-school/career-technology-programs/>

The Board of Trustees for Grande Yellowhead Public School Division are the stewards who govern the division’s school communities.

School boards exist for children. In addressing matters related to their mandate, trustees must at all times be the children’s advocate. Trusteeship means being partners with parents and communities in ensuring that children are provided with the best possible educational opportunities to become the future citizens the community wishes them to be. In keeping with the theory that government is most effective when it is placed closest to the people being governed, local people elect trustees to act for the legislature in the local community. In this sense, the trustee is the upholder of democracy at its most fundamental level.

When board members act according to proper procedures, they serve as role models for division employees. When given the corporate authority to act on behalf of the board, a trustee may carry out certain duties individually, but only as an agent of the board. In other words, the board is responsible for that action. At all other times, the board member acting individually has the authority and privileges of an ordinary citizen.

The trustee, as a representative of the people, is a decision-maker, one who must integrate the information from all the influences that impact on trustees, process that information, evaluate it, and make a decision compatible with his/her own beliefs, values, and knowledge.



SPECIFICALLY, THE BOARD OF TRUSTEES IS ENTRUSTED TO:

- Develop policy as part of the policy/governance mandate;
- Approve the annual budget that allocates the finances to conduct the business of the division;
- Direct the superintendent/CEO to conduct the operation of the division;
- Develop local goals and priorities designed to facilitate student success;
- Plan strategically to align divisional priorities with those of the Ministry of Education; and
- Be open and transparent and engage all educational constituents such as parents, communities, staff, and students in realizing educational structures that place student learning and student success at the heart of all they do.

PARENT ENGAGEMENT

GYPSED recognizes that parent involvement in their child's education positively impacts their child's success in school. Engaged parents help foster positive relationships between school, home and community resulting in improved student learning. GYPSED works diligently to create open and friendly learning environments where parents are welcome to ask questions, express concerns, participate in school activities, contribute to the learning environment, and actively engage in school councils.

School councils meet regularly to participate in school discussions involving learning initiatives and the supports for school operations. School councils collaborate school leaders to review accountability and achievement information and participate in school planning and reporting.

The division actively supports parent engagement in the Alberta School Councils' Association by funding memberships for all school councils in our communities. The board encourages parent attendance at the Alberta School Councils' Annual Conference and General Meeting. Additionally, the board hosts a Council of School Councils' meeting every two years as part of its ongoing mandate to promote and capture parent voice.

The board is dedicated to seeking innovative methods to engage parents and the greater community. Board meetings are held in various communities throughout the year, inviting public participation and encouraging parent attendance. GYPSED also utilizes the Thoughtexchange process to engage parent and staff in ongoing conversations about matters of importance to our learning organization.

SUPPORTING STUDENT SUCCESS



Inclusive Learning—*Success for All x All Kids Are Our Kids = One Year's Growth*

In Grande Yellowhead Public School Division (GYPSD), we believe in supporting every student to reach high levels of learning and success. We recognize that our world is changing and that to meet the needs of our students, we need to change too. We believe that *Success for All x All Kids Are Our Kids = One Year's Growth* focuses our work.

Success for All emphasizes the importance of academic achievement - we strive to provide quality learning environments through differentiated instruction and technology to support learning. Through the Collaborative Response Model, staff members review data and identify the most effective supports for students in a collaborative problem-solving approach. This systematic process ensures that every student will receive the time and support they need to be successful in their learning.

All Kids Are Our Kids ensures we have inclusive learning environments by meeting our students' diverse needs, promoting positive mental health and building knowledge about our Indigenous (First Nations, Métis and Inuit) students. School-based teams consisting of classroom teachers, administration, learning support teachers, educational assistants, and family school liaison counsellors work collaboratively to identify students' strengths and areas for growth. Universal, targeted, individual or specialized supports and services will be accessed as required to so all students achieve One Year's Growth.

Grande Yellowhead supports student learning through the school linked team whose members include a speech-language pathologist, an occupational therapist, a technology lead teacher, a literacy lead teacher and an emotional/behavioral lead teacher. This team, working in collaboration with our three Regional Collaborative Service Delivery health services partners, provides a continuum of enhanced supports for both teachers and students.

Literacy

Literacy, as defined by Alberta Education, is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

In the coming school year, literacy implementation plans are being developed in each GYPSD school to improve student learning and build teacher capacity. The school linked team will support literacy learning across the division by equipping educators with tools to enable all students to succeed.

To facilitate literacy instruction, all schools receive specific funding to support a literacy lead teacher, access to ongoing professional development and instructional coaching.

Extended Kindergarten Programming

Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. (Kindergarten Program Statement, Alberta Education, 2008).

Grande Yellowhead continues to support an extended kindergarten program which provides children with the opportunity to develop foundational skills and knowledge that are required to be successful during the first year of formal schooling and throughout lifelong learning endeavors. Early childhood is a significant period in human development.

The Early Years Evaluation (EYE) is the main assessment tool used in kindergarten. The assessment is administered in the fall and then again in the spring to ascertain the areas of strengths and needs for their students. This data along with parent input, teacher observation and anecdotal notes assists teachers in identifying programming needs for their students. Early identification of struggling students enables learning supports to be established thus minimizing any gaps in knowledge, skills, and assists in establishing the start of a positive attitude towards learning into their school years.

Regional Collaborative Service Delivery (RCSD)

In September 2012, a cross ministry initiative of Human Services, Education and Health Services created a framework of resources to provide a continuum of enhanced supports and services for children, youth and their families. GYPSD covers a large geographic region and therefore falls into three different RCSD zones.

Working with the regional leadership teams in each zone, GYPSD has supported the development and implementation of the RCSD strategic plan for each area. The children and youth in our schools are benefitting from this new approach that focuses on the collective impact of the three ministries.

Leveraging Technology for Learning

GYPSD is guided by the Learning and Technology Policy Framework to ensure learning is student centered, personalized, and authentic. The Framework values leadership, research and innovation, and professional learning within a strong digital infrastructure. The Framework positions technology as an enabler, bringing the vision of 21st Century learning to life in schools across our division.

We have a proud history of ensuring that strong technological supports are available in our schools and continue to be committed to getting the current technology into the hands of our students. From computers and Smart Boards, to

iPads and tablets, GYPSD has been at the forefront of using technology to support student learning. Regardless of the device or the platform that is being used, it is always about how the technology can support the students in meeting the curricular outcomes.

GYPSD is implementing the Collaborative Response Model which ensures that all students learn at high levels. This model is based on universally designed learning environments with access to technology at all levels. Many technologies are used as tools to enhance the digital learning environments in classrooms throughout our schools. These technologies enable students to meet the curricular outcomes in the most effective way possible. Technology enhances the strong research based instructional and assessment practices employed by our teachers.

Our students have the ability to create, share, and collaborate with access to a variety of technologies. Opportunities to video conference and utilize collaborative cloud based software tools means that there are fewer barriers and more opportunities to be creative when meeting learning outcomes.

Where are we going in the near future? GYPSD classrooms are shifting towards a stronger student-centered educational focus enhanced by cross-curricular competencies. We will continue to use technology tools to enhance instructional and assessment practices that will be used to fully support the creation and sharing of knowledge.

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Global Networking

Global networking serves the students and staff of Grande Yellowhead in a number of capacities to extend a 'window to the world'. This is accomplished through the use of virtual meetings, teacher professional development and unique course delivery using a variety of innovative delivery methods. Drawing on this knowledge base of external expertise assists our students in becoming engaged global citizens.

Classroom instruction is enriched and deepened by content providers from across North America, the Middle East, and Europe who provide first hand global perspectives to our students. Connecting globally affords our students

stimulated inquiries, discussions and unique learning opportunities that would not have been available without this technology.

Looking to the future, we intend to sustain this level of technology by making global networking a standard tool in the teaching repertoire of all our teachers.

Enhanced Programming

Aligned with the board's focus on achieving One Year's Growth by actively engaging all students in their learning, the division continues to offer a diverse and broad range of enhanced programming. These include dual credit opportunities available in partnership with community stakeholders who greatly assist with our students' post-secondary transitions and the world of work. Other opportunities include a wide variety of video conferencing and programs offered from around the world, and participation in 36 different locally developed courses such as Stewardship of Protected Lands, Water Experiences, and Winter Travel.

In order to ensure the continued success of its Career and Technology Studies (CTS) programs, GYPSD has formed collaborative partnerships with representatives from the Province's Apprenticeship and Industry Training, Careers: The Next Generation programs, as well as from Grande Prairie Regional College (GPRC). Working together, our students and the community will have the best access to industry standard equipment, training, and opportunities to enter the world of work, transition into trades, and choose a variety of possible career paths. In addition, GYPSD, GPRC, and Shell Canada Inc. have signed a Memorandum of Agreement to provide high school students with dual credit opportunities. During the 2015-2016 school year, 11 students successfully completed a variety of college level courses while still in high school. Students received CTS credits towards their high school transcript upon full completion of the courses while also receiving three credits per course at the post-secondary level. This opportunity supports students with transitioning from high school to post-secondary by allowing students to confidently experience first-hand what it is like to be in a college course and achieve their high school graduation thus providing a great start to their chosen career path.

GYPSD also works closely with Parks Canada staff in Jasper National Park at the Palisades Stewardship Education Centre who have shared in the development and implementation of realigned locally developed courses in Stewardship of Protected Lands, Winter Travel, and Water Experience. 114 students took part in these programs this past year.

Family School Liaison Counsellors (FSLCs)

Family school liaison counsellors intentionally work to support students, staff and parents in addressing the emergent academic, emotional and behavioral challenges that students experience in their respective learning programs and in their relationships at school, at home and in the community. FSLCs are available to provide immediate and professional crisis response and crisis management in all GYPSD schools.

The goals of the FSL counselling program are such that every student feels a sense of belonging to the school and ownership of their education; that every student feels the power of mastery in their education; that every student learns the rewards of education and is generous and eager to share and finally that every student has the strength and knowledge to be independent. This year we continue our work of incorporating "The Circle of Courage®", a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity, into every aspect of support provided. In addition, we have added the skills and knowledge from Lifespace Crisis Intervention and Counselling, a solution focused non-judgemental, strength based approach that includes reducing anxiety, problem solving and responsibility.

Counsellors provide 1:1 confidential counseling for students whose lives are impacted by trauma, abuse, domestic violence, drugs and alcohol related difficulties, grief and loss and more. They are fully trained to assess suicide risk, threats and risks of safety towards others

Parents/guardians and families are vital to the success of our students and FSLCs strive to work together with them to reduce stress and develop healthy problem solving skills.

Family school liaison counsellors bear a heavy responsibility to the children, families and schools to practise only in their sphere of competence and to maintain and participate in professional development throughout their careers. Family school liaison counsellors have an additional responsibility to both the profession of counselling and the client. This responsibility requires that the welfare of the client (child) is the primary obligation. As professionals they are also responsible for maintaining high standards of personal and professional activities and must consistently attempt to expand the education and leadership qualities that this position offers.



First Nations, Métis and Inuit Education

Eliminating the achievement gaps for our First Nations, Métis and Inuit students is a goal that Grande Yellowhead takes to heart. Our success with high school completion rates (the 5 year rate is 81.2% compared to provincial levels of 53.2%) is largely due to the passionate, dedicated, caring, and compassionate people who work on developing relationships each day. Our drop-out rate is only 2.5% (compared to the province at 3.4%). Our teachers take the time to build relationships and engage students in other ways than just in classrooms. There is a strong sense of team.

Our Eagle Feather Program was initiated last year where graduating students receive a feather from an Elder upon graduation. We continue to ensure that our communities recognize its importance culturally and understand the great honor it represents of our students.

Understanding how Indigenous culture and values differ for our Indigenous youth can be challenging for many staff. Through the guidance of our First Nations, Métis and Inuit Education Council members, we will continue to support our First Nations, Métis and Inuit students throughout their educational journey. First Nations, Métis and Inuit parents need to know that educators want to help, that we want to learn and support all of our students, but we need their help and expertise in many different areas.

Our Elder program is also growing. Elders provide wisdom and guidance to teachers and students with their presence in our schools. Their knowledge and teachings are invaluable. We honor and value their involvement in our schools, teacher camp, and student camps. Miyopinatisowin - means "Living the good life-healing our spirit." This was the theme of our Indigenous teacher camp held in Jasper this past year. 50 teachers from our division and around the province came together to hear the teachings of Elders Jerry and Joanne Saddleback from Maskwacis Cultural College. By partnering with the Edmonton Regional Learning Consortium, we will continue to support our teachers in their professional learning.

Our annual Oskâyak Student Camp was held at Kelley's Bathtub in partnership with Alberta Parks. Cree Language students came together to learn survival skills, plant identification, canoeing, archery, Indigenous games, and learn about residential schools. It was a great bonding experience that enabled students to learn about their culture and its history.

We are proud to say that our school division has been recognized by the province as a success story for providing quality learning environments for our First Nations, Métis and Inuit students. We will continue to strive for continuous improvement in all areas.

Fostering Student Well-Being

The positive health and well-being of all GYPSD students, and staff members is important. Ensuring that everyone is operating at an optimal level to be able to self-regulate will enhance learning within our classrooms. The significant progress made in the area of health and wellness within the past three years is noticeable within our schools. Every school has a health team comprised of students, teachers, educational assistants, and parents with the support of administrators. The 'Health and Wellness' section on the division's webpage contains many resources and supports for students, parents and teachers. Our mental health focus will see many partnerships coming together to provide strong supports for our students. Welcoming, safe, caring and respectful school environments will foster positive relationships with students and families.

Bringing Empowered Students Together (B.E.S.T.) Mental Health Capacity Building In-School Initiative (MHCB)

Mental Health Capacity Building In-School Initiatives across the province have been recognized as an integral program and as such, have received continuous funding. Led by Alberta Health Services in collaboration with Alberta Education, the project provides school-based community mental health awareness and promotion, addiction and mental illness prevention and early interventions. B.E.S.T. began in GYPSD in 2011 in Niton Central School, A.H. Dakin School in Edson and Crescent Valley School in Hinton. Since then, B.E.S.T. has moved into three new schools: Wildwood School, École Pine Grove Middle School in Edson and École Mountain View in Hinton. Along with these six schools, B.E.S.T. continues to provide services to many other schools across the division. The team consists of four full time members, including three success coaches and one project coordinator.

Throughout the years of operation, B.E.S.T. has been successful in promoting positive mental wellness in each of the three schools seen by an increase in positive coping behaviours and a decrease in family school liaison counselor referrals. Student and parent engagement in positive recreational activities has also increased. Multiple community service providers provide their support through attending meetings, volunteer hours at events, presentations and programs within the schools and continued support to the schools.

For the 2016-2017 school year, B.E.S.T. staff continue to focus on building adult capacities who work with children and youth. We will be offering workshops and professional development to school staff and community members. We will also offer supports to more schools within the school division through accessible information, resources and professional development opportunities. B.E.S.T. staff



continues to work with the GYPSD health and wellness committee, the school linked team and the family school liaison counsellors. We are excited to be working on the development of a mental health strategic plan for GYPSD which emphasizes self-regulation and a continuum of student supports.

For more information on B.E.S.T., please visit our website <http://www.gypsdbest.com>

Student Transportation

Grande Yellowhead transports more than 2,800 students on 56 school bus routes travelling over 8,000 kilometers each day. Drivers and staff of the transportation department are under the supervision of the director of transportation services. Much care and attention is placed on ensuring our students are transported in a timely and efficient manner and our drivers provide a safe, caring environment on the bus. This is accomplished through a number of strategies and initiatives supported throughout the year.

Professional Driver Training

All bus drivers are trained to the Alberta School Bus Driver Improvement Program standards (S Endorsement) required by provincial regulation. Our drivers attend ongoing refresher training and safety presentations to ensure professional driving skills and knowledge remain current, and drivers are updated with provincial or federal regulations.

Inclusive Supports for Transportation

Most student transportation requests can be accommodated on the regular school bus route. In some cases, students

with severe needs or those students being transported with equipment, may be transported on one of our routes which offer inclusive supports for transportation. These school bus routes operate with a bus monitor on board who provides assistance and support for students while riding on the school bus.

Equipment needs for students vary from integrated car seats, restraint or support mechanisms or wheelchair accessibility. In any instance, Transportation services is committed to providing students with an opportunity for school bus transportation.

Safety Initiatives

Transportation services places much emphasis on school bus safety including promoting pedestrian and traffic safety in our school zones and bus lanes. Each year the department partners with Alberta Traffic Safety to help present and distribute traffic and pedestrian safety information to our schools and in our communities.

We believe that in order to provide our students with a safe environment on and off the school bus, safety and operational information for parents, schools and bus operators must be provided in a consistent ongoing manner.

Every student in every school will be given the opportunity to participate in a school bus safety and evacuation program. The program is presented to each school on an annual basis and educates students, staff and drivers on school bus safety and how to evacuate the school bus in an emergency.

Cooperative Bussing Practices

Rural divisions continue to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant impact on student transportation. The division continues to explore opportunities to maintain service levels in the face of declining ridership and cooperative bussing agreements are in place with several other boards. Cooperative bussing agreements allow one board to transport students of another board as opposed to having each board operate their own transportation system.

Communication Plan

The Transportation Community Consultation Action Plan (TCCAP) is released to communities on an ongoing basis using newspaper, radio and other promotional items. TCCAP reports are presented to the board on a quarterly basis and available for review on our website.

Transportation services strives to ensure that communication regarding operational services is communicated and distributed to stakeholders. Regular transportation updates are available on the GYPSD website including current and historical school bus routes and information regarding 'The Bus Link', an online notification system that allows stakeholders to sign up for email notifications when school bus routes are delayed or cancelled.

STUDENT ENGAGEMENT

Grande Yellowhead Public School Division recognizes the importance of students being active participants in their own learning. Providing opportunities for students to reflect on what they are learning, how they are learning and how they are able to demonstrate their learning are essential in moving forward as a school division.

GYPSP schools participate in the OurSchool survey, formally known as Tell Them From Me. This survey, along with the Alberta Education Accountability Pillar surveys, provide students with opportunity to provide feedback on their learning experiences. As leaders of change, students have opportunity to explore the survey results and plan activities that will action solutions to the issues that they have identified.

GYPSP schools, in partnership with community groups, offer many opportunities for students to be involved in extra-curricular clubs and organized activities as well as numerous sports teams. These opportunities provide students with extended learning opportunities in areas of interest to them. We encourage contacting your local school to find out more about student engagement opportunities.

Student voice is valued in GYPSP. Moving forward, a superintendent's youth council is planned that will involve a diverse group of students that reflect the school communities. This council will have opportunity to provide student voice to the superintendent and the board of trustees on identified education issues and decision making that affect them. These students will serve as leaders of change in their local communities.

TRENDS



CHANGING CONTINENTS

Continents and Earth's surface change over time. Plate tectonics and continental drift are the main reasons for this.

Grande Yellowhead Public School Division is excited about the current learning strategies in place for our students as well as always keeping in touch with new opportunities for student success. The priority outcomes and strategies outlined in our Three Year Education Plan highlight our commitment to continued improvement. The board recognizes trends in education and considers the issues that may continue to impact the direction and decisions of GYPSD.

Maintaining Quality Teaching and Learning Environments within the Small/Rural School Contexts

Within the context of a rural school division and the challenges of a declining enrolment, Grande Yellowhead recognizes the challenges of maintaining exemplary instruction and learning experiences that support and grow the engaged learner and the ethical citizen with an entrepreneurial spirit. There is an increasing expectation in education to meet the broader definition of success that encompass more than academic achievement. GYPSD takes pride in the fact that we participate in provincial initiatives including high school redesign, dual credit opportunities, off-campus programming, and curriculum redesign.

The division also recognizes the work that schools have always done as part of their programming to ensure students develop citizenship, health and wellness and social responsibility. With mental health being a focus of our health and wellness priorities, GYPSD supports students with family school liaison counsellors, extended kindergarten, literacy, participation in a mental health project, and we have dedicated a school-linked team to support instructional programming for students within an inclusive learning environment. This becomes challenging within a fixed and declining fiscal environment.

Even within these challenges, we recognize that small schools and caring communities offer distinct advantages such as the ability to foster strong student, staff, and parent and community relationships.

Challenges of Diversity

As our communities evolve within the global, provincial and division contexts, new challenges and opportunities present themselves. We are committed to providing welcoming, safe, caring and respectful learning environments where each student can learn at high levels. The diversity of our communities and the distance involved in networking consistently require the division to be creative and innovative in approaches to continuous growth.

It is important that we continue to support all students so they are ready in the learning environment to achieve One Year's Growth. This requires all those working within our

learning environments to have the knowledge and skills to meet all needs, as well as to effectively work with support services within areas of mental health, emotional / behavior, speech, occupational therapy and assistive technology. The changing dynamics of families and the fluctuating economic challenges within our communities appears to be placing greater responsibilities on our schools, increasing the need to work with all support systems. The challenges presented by different ministries and support services requires us to always to keep the student at the center of all the work. Innovative and differentiated programming is necessary to meet all challenges to learning.

Community and Parent Engagement

GYPSD's Board of Trustees actively seeks out parent and community engagement through various communication strategies including community board meetings, information and conversations regarding school builds, Council of School Councils' meetings and staff dialogue opportunities. The division is challenged to seek new and innovative ways to engage our public thus the division will continue to explore pathways for engagement. This also identifies the changing role of the board of trustees in the area of parent and community engagement. We also recognize the additional challenge of meeting the diverse needs of our communities and the geographical challenges particularly in the distance between communities. Ensuring community investment in public education by building, extending and maintaining partnerships at the local and provincial levels is crucial to continuing to build student success at high levels.

Student Engagement

Developing our students' self-confidence and building personal pride in their learning remains a core purpose of GYPSD. The division seeks to provide a diverse offering of programs that engage children and youth which will inspire them to strive for excellence by developing their competencies and attitudes that will enable them to thrive beyond public schooling. This program diversity as well as working with our community partners to provide extended learning opportunities will instill a spirit of accomplishment in our students and a drive to succeed at whatever they determine is 'in their best interests'.

COMBINED 2016 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools

| MEASURE CATEGORY | MEASURE CATEGORY EVALUATION | MEASURE | GYPSD | | | ALBERTA | | | MEASURE EVALUATION | | |
|---|-----------------------------|--|----------------|------------------|-----------------|----------------|------------------|-----------------|--------------------|------------------------|------------|
| | | | Current Result | Prev Year Result | Prev 3 Year Avg | Current Result | Prev Year Result | Prev 3 Year Avg | Achievement | Improvement | Overall |
| Safe & Caring Schools | Good | Safe & Caring | 87.1 | 86.1 | 86.9 | 89.5 | 89.2 | 89.1 | High | Maintained | Good |
| Student Learning Opportunities | Acceptable | Program of Studies | 79.1 | 78.8 | 79.6 | 81.9 | 81.3 | 81.4 | High | Maintained | Good |
| | | Education Quality | 87.9 | 86.7 | 86.9 | 90.1 | 89.5 | 89.5 | High | Improved | Good |
| | | Drop Out Rate | 5.8 | 3.2 | 3.4 | 3.2 | 3.5 | 3.5 | Intermediate | Declined Significantly | Issue |
| | | High School Completion Rate (3 yr) | 72.0 | 72.0 | 74.0 | 76.5 | 76.5 | 75.5 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades K-9) | Concern | PAT: Acceptable | 67.5 | 66.4 | 68.9 | 73.6 | 72.9 | 73.4 | Low | Maintained | Issue |
| | | PAT: Excellence | 9.4 | 11.2 | 11.4 | 19.4 | 18.8 | 18.6 | Very Low | Declined | Concern |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | 77.1 | 80.0 | 79.2 | 85.0 | 85.2 | 85.1 | Low | Maintained | Issue |
| | | Diploma: Excellence | 10.3 | 10.8 | 11.6 | 21.0 | 21.0 | 20.5 | Low | Maintained | Issue |
| | | Diploma Exam Participation Rate (4+ Exams) | 39.4 | 40.9 | 39.4 | 54.6 | 54.4 | 53.5 | Low | Maintained | Issue |
| | | Rutherford Scholarship Eligibility Rate | 55.0 | n/a | n/a | 60.8 | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Acceptable | Transition Rate (6 yr) | 44.7 | 51.5 | 49.7 | 59.4 | 59.7 | 59.3 | Low | Declined | Issue |
| | | Work Preparation | 80.8 | 81.1 | 79.3 | 82.6 | 82.0 | 81.1 | High | Maintained | Good |
| | | Citizenship | 78.3 | 77.1 | 78.4 | 83.9 | 83.5 | 83.4 | High | Maintained | Good |
| Parental Involvement | Good | Parental Involvement | 81.9 | 80.7 | 80.5 | 80.9 | 80.7 | 80.5 | High | Maintained | Good |
| Continuous Improvement | Good | School Improvement | 80.2 | 79.2 | 79.6 | 81.2 | 79.6 | 80.0 | High | Maintained | Good |

NOTES

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

COMBINED 2016 ACCOUNTABILITY PILLAR FNMI SUMMARY

Required for Public/Separate/Francophone School Authorities

| MEASURE CATEGORY | MEASURE CATEGORY EVALUATION | MEASURE | GYPSD | | | ALBERTA | | | MEASURE EVALUATION | | |
|---|-----------------------------|--|----------------|------------------|-----------------|----------------|------------------|-----------------|--------------------|-------------|------------|
| | | | Current Result | Prev Year Result | Prev 3 Year Avg | Current Result | Prev Year Result | Prev 3 Year Avg | Achievement | Improvement | Overall |
| Student Learning Opportunities | n/a | Drop Out Rate | 6.8 | 4.7 | 3.7 | 6.1 | 7.0 | 7.2 | Intermediate | Declined | Issue |
| | | High School Completion Rate (3 yr) | 68.6 | 65.8 | 65.1 | 50.2 | 47.7 | 46.4 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades K-9) | Concern | PAT: Acceptable | 46.6 | 55.0 | 55.4 | 52.4 | 52.1 | 52.8 | Very Low | Declined | Concern |
| | | PAT: Excellence | 4.3 | 7.2 | 5.9 | 6.3 | 6.5 | 6.2 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | 72.7 | 81.4 | 77.7 | 78.2 | 78.3 | 77.3 | Very Low | Maintained | Concern |
| | | Diploma: Excellence | 6.4 | 5.4 | 6.7 | 10.0 | 9.5 | 9.4 | Very Low | Maintained | Concern |
| | | Diploma Exam Participation Rate (4+ Exams) | 34.3 | 31.0 | 28.2 | 20.7 | 21.0 | 20.4 | Low | Maintained | Issue |
| | | Rutherford Scholarship Eligibility Rate | 44.4 | n/a | n/a | 31.9 | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | 22.7 | 38.8 | 33.1 | 33.5 | 33.0 | 33.3 | Very Low | Declined | Concern |

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 4) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 5) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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) 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) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 - 73.77 | 73.77 - 80.97 | 80.97 - 86.66 | 86.66 - 90.29 | 90.29 - 100.00 |
| Diploma: Excellence | 0.00 - 7.14 | 7.14 - 13.15 | 13.15 - 19.74 | 19.74 - 24.05 | 24.05 - 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 |
| Rutherford Scholarship Eligibility Rate | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Work Preparation | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Citizenship | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| Parental Involvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 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.

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).



OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL



OUTCOME 1

| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on diploma examinations (overall results). | 71.3 | 71.1 | 69.1 | 66.4 | 67.5 | 68 | Low | Maintained | Issue | 68.5 | 69 | 69.5 |
| Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on diploma examinations (overall results). | 11.7 | 11.9 | 11.0 | 11.2 | 9.4 | 10 | Very Low | Declined | Concern | 10.5 | 11 | 11.5 |

COMMENTS ON RESULTS

We continue to strive for excellence in student achievement in Grande Yellowhead. We are engaging in detailed data analysis in each school to review the PAT data to determine where the concerns are and to develop and implement a learning plan that is data driven.

NOTES

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

| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 78.2 | 76.8 | 80.9 | 80.0 | 77.1 | 78 | Low | Maintained | Issue | 78.5 | 79 | 79.5 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 11.2 | 12.8 | 11.2 | 10.8 | 10.3 | 11 | Low | Maintained | Issue | 11.5 | 12 | 12.5 |



| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|---|--------------------------|------|------|------|------|--------|--------------|------------------------|------------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 78.7 | 75.1 | 74.8 | 72.0 | 72.0 | 72.5 | Intermediate | Maintained | Acceptable | 73 | 73.5 | 74 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 3.9 | 3.7 | 3.3 | 3.2 | 5.8 | 5 | Intermediate | Declined Significantly | Issue | 4.5 | 4 | 3.5 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 50.2 | 47.8 | 49.7 | 51.5 | 44.7 | 45 | Low | Declined | Issue | 45.5 | 46 | 46.5 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | 55.0 | 55.5 | n/a | n/a | n/a | 56 | 56.5 | 57 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 43.6 | 42.5 | 34.9 | 40.9 | 39.4 | 40 | Low | Maintained | Issue | 40.5 | 41 | 41.5 |

COMMENTS ON RESULTS

We continue to provide high school counsellor support for scholarship applications and moving forward with the school linked team and family school liaison counsellors to ensure students are more successful and ultimately stay in school. High school completion is within 5% of province 72 -76.5, up from last year.

*Within an inclusive learning umbrella and expansion of opportunities with dual credit, RAP, work experience, and other targeted opportunities, students may be moving towards a 4 year high school program. As we move forward, we will observe for possible trends.

*We recognize only about half of all student are writing the math diploma. By targeting work with networking math teachers, the goal is to have more students successfully completing high school math.

*By better meeting programming needs within the Collaborative Response Model, students will have the skills to follow through with math.

*As a result of the economic conditions in Alberta and specifically our school division, many families have left Alberta, impacting high school completion rates.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) 3Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 4) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 5) Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 6) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

OUTCOME 1

| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 82.1 | 80.5 | 77.5 | 77.1 | 78.3 | 79 | High | Maintained | Good | 79.5 | 80 | 80.5 |
| 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. | 81.9 | 79.5 | 77.3 | 81.1 | 80.8 | 81 | High | Maintained | Good | 81.5 | 82 | 82.5 |

COMMENTS ON RESULTS

Feedback from parents, students and teachers agree that students are encouraged to do their best. Citizenship skills such as respecting each other and following rules consistently provide results of disagreement. Responses indicate that this observation is most pronounced with students in Grades 7 to 12. With our health grants, GYPSD has implemented health champions in each school and for the 2016-17 school year, the work has moved toward a mental health focus. This works well in conjunction with the role of our Mental Health Capacity Building Project. Also, schools are utilizing the resources and results from OurSchool surveys. The topics will address areas of concern including respect for each other.

NOTES:

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



ALL KIDS ARE OUR KIDS

OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

| Provincial Measures | Strategies | GYPSP Success Indicators |
|---|--|--|
| <ul style="list-style-type: none"> • High school completion rate of students who completed high school within the three years of entering Grade 10 • Annual dropout rate of students aged 14-18 • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship • Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school | <ul style="list-style-type: none"> • Support schools to work within the Collaborative Response Model framework in response to student learning and achievement • Support schools to ensure effective transition plans are in place for students transitioning between schools and into post-secondary or the world of work • Explore literacy resources that are applicable to middle and high school students • Use the technology survey data (teachers, students) to determine what technology will best support learning in GYPSP • Implement an administrative procedure that supports the use of personal devices in schools • Develop digital citizenship guidelines, in collaboration with educational technologists • Identify success indicators with school staffs to know professional learning is being applied in classrooms and having an impact on student learning | <ul style="list-style-type: none"> • Principals can describe the quality learning environment they are providing in their schools to support One Year's Growth • Each learning services team member's actions are aligned with the 3YEP strategies |

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

| Provincial Measures | Strategies | GYPSP Success Indicators |
|--|---|---|
| <ul style="list-style-type: none"> • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort results) • Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results) • High school to post-secondary transition rate of students within six years of entering Grade 10 • Percentage of Grade 12 students eligible for a Rutherford Scholarship • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10 | <ul style="list-style-type: none"> • Acquire and implement divisional assessment tools to support literacy and numeracy • Set a standardized process of divisional testing • Build the capacity of leaders to disaggregate and analyze divisional data sets to inform practice at the divisional, school and classroom levels • Work with schools and facilitate learning effective literacy strategies with a focus on adolescent literacy • Explore and evaluate opportunities for numeracy learning | <ul style="list-style-type: none"> • Staff members across GYPSP refer to One Year's Growth as the overarching goal for all we do in GYPSP • The superintendent speaks to One Year's Growth when addressing stakeholders • Each learning services team member's actions are aligned with the Three Year Education Plan strategies • Divisional testing materials are acquired and implemented in all schools • Assessment data is observed in student profiles in CRMS • Schools have access to all data sets to inform their school plans • Reference to One Year's Growth and literacy practices in all divisional and school documents |



OUTCOME 2: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED





| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 62.8 | 58.2 | 53.0 | 55.0 | 46.6 | 50 | Very Low | Declined | Concern | 50.5 | 51 | 51.5 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 5.6 | 7.9 | 2.6 | 7.2 | 4.3 | 5 | Very Low | Maintained | Concern | 5.5 | 6 | 6.5 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | 71.7 | 73.8 | 78.0 | 81.4 | 72.7 | 73 | Very Low | Maintained | Concern | 73.5 | 74 | 74.5 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | 10.8 | 8.7 | 6.1 | 5.4 | 6.4 | 7 | Very Low | Maintained | Concern | 7.5 | 8 | 8.5 |

COMMENTS ON RESULTS

Our First Nations, Métis and Inuit graduation rates continue to be well above provincial norms and moving forward. We will continue to provide culturally appropriate supports for our students. The economic stressors experienced in some of our communities has impacted our overall results.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 3) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 4) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 5) Participation in 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.
- 6) 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.

OUTCOME 2

| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 63.5 | 67.1 | 62.5 | 65.8 | 68.6 | 69 | Intermediate | Maintained | Acceptable | 69.5 | 70 | 70.5 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 4.5 | 4.3 | 2.2 | 4.7 | 6.8 | 5 | Intermediate | Declined | Issue | 4.5 | 4 | 3.5 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | 23.7 | 29.0 | 31.6 | 38.8 | 22.7 | 25 | Very Low | Declined | Concern | 25.5 | 26 | 26.5 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | 44.4 | 45 | n/a | n/a | n/a | 45.5 | 46 | 46.5 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 23.8 | 31.4 | 22.2 | 31.0 | 34.3 | 35 | Low | Maintained | Issue | 35.5 | 36 | 36.5 |

COMMENTS ON RESULTS

Grande Yellowhead 3 and 4 year high school completion rates are just below the provincial rates. We are at provincial level for the 5 year completion rate. Our transition rate into post-secondary and the trades has also decreased and will be monitored closely. Our community has experienced economic challenges over the past year impacting our students and reflected in our results. Our First Nations, Métis and Inuit graduation rates continue to be well above provincial norms and moving forward. We will continue to provide culturally appropriate supports for our students. We have started to implement graduation coaches who work with students throughout their high school career to increase successful transitions to post-secondary education.

NOTES

- 1) Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 4) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



ALL KIDS ARE OUR KIDS

OUTCOME 2: FIRST NATIONS, MÉTIS AND INUIT ACHIEVEMENT GAP IS ELIMINATED

| Provincial Measures | Strategies | GYPSD Success Indicators |
|---|--|---|
| <ul style="list-style-type: none"> High school completion rate of self-identified First Nations, Métis and Inuit students who completed high school within the three years of entering Grade 10 Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18 | <ul style="list-style-type: none"> Design an engagement plan to support the division leaders (DLT and the board) in deepening their understanding of First Nations, Métis and Inuit culture and how it may impact their needs and their learning Convene a First Nations and Métis and Inuit Education Council to share the work of the division with our First Nations, Métis and Inuit community Support First Nation, Métis and Inuit students in schools to ensure they are 'calm, alert and ready to learn' in a culturally sensitive manner Explore literacy resources that reflect our First Nations, Métis and Inuit culture | <ul style="list-style-type: none"> Superintendent/board chair recognize our First Nations, Métis and Inuit when addressing stakeholder groups Principals recognize our First Nations, Métis and Inuit when addressing stakeholder groups (i.e. school assemblies) Visual representations of our First Nations, Métis and Inuit populations are evident in our divisional buildings |

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 2: FIRST NATIONS, MÉTIS AND INUIT ACHIEVEMENT GAP IS ELIMINATED

| Provincial Measures | Strategies | GYPSD Success Indicators |
|--|---|--|
| <ul style="list-style-type: none"> Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results) Overall percentage of self-identified First Nation, Métis, and Inuit students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results) High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10 Percentage of self-identified First Nation, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10 | <ul style="list-style-type: none"> Understand how the literacy and numeracy data gathered can inform practice for our First Nation, Métis and Inuit students Build teacher capacity to implement effective literacy strategies for our First Nation, Métis and Inuit students Work with high schools and the Learning Connection Centre to identify and support First Nations, Métis and Inuit student transitions to post-secondary and world of work through dual credit opportunities Provide Grade 9 First Nations, Métis and Inuit students with career planning to determine and support their learning plans | <ul style="list-style-type: none"> First Nations, Métis and Inuit learning services team's actions are aligned with the Three Year Education Plan strategies Assessment data is observed in student profiles in CRMS Schools use both lead data and lag data to inform their school plans Increased number of students participate in and complete dual credit opportunities Increased number of students write diploma exams as a result of career planning and ongoing supports |



OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE





| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 88.8 | 88.4 | 86.2 | 86.1 | 87.1 | 88 | High | Maintained | Good | 88.5 | 89 | 89.5 |

COMMENTS ON RESULTS

Generally, parents, teachers and students believe Grande Yellowhead Public Schools create a welcoming, safe, caring and respectful quality learning environments in which students can reach their full potential. Our division believes that All Kids Are Our Kids and provides quality learning opportunities to achieve Success For All = One Year's Growth.

NOTES

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

The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners’ strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

ALL KIDS ARE OUR KIDS

OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

| Provincial Measures | Strategies | GYPSP Success Indicators |
|--|--|--|
| <ul style="list-style-type: none"> 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 at school | <ul style="list-style-type: none"> Work with learning support teachers to increase their understanding of our diverse learners--coding criteria, instructional support plans and accessing Tier 4 supports and services Utilize the school linked team and the RCSD service providers to build teachers’ capacity in the areas of positive behavior supports, universal occupational therapy and speech language pathology strategies, self-regulation and assistive technology to support student learning Lead a book study with all family school liaison counselors focused on Calm, Alert and Learning by Stuart Shanker Utilize family school liaison counselors in supporting students in schools to ensure they are ‘calm, alert and ready to learn’ | <ul style="list-style-type: none"> Our diverse learners are correctly identified within our PASI and appropriate supports and services are in place School linked team’s survey notes successes and challenges Identified set of ‘look for’s’ that principals can utilize to determine if students are applying self- regulation strategies |

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

| Strategies | GYPSP Success Indicators |
|---|--|
| <ul style="list-style-type: none"> Utilize school linked team and learning support teachers to ensure appropriate instruction support plans are in place for student with cognitive delays and learning disabilities Utilize school linked team and learning support teachers to ensure appropriate behavior and medical plans are in place so students can achieve academic success Ensure assistive technology supports learning in classrooms/schools with assistance from the education technology lead teacher Ensure Tier 4 supports and services are accessed in a timely manner in collaboration with the school linked team, school based teams and the RCSDs Utilize the school linked team to build quality teaching capacity focusing on literacy and numeracy | <ul style="list-style-type: none"> Appropriate documentation is in place for our diverse learners Assistive tools are utilized in classrooms and schools |



OUTCOME 4: ALBERTA HAS EXCELLENT TEACHERS,
SCHOOL AND SCHOOL AUTHORITY LEADERS



OUTCOME 4

| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 81.4 | 81.5 | 78.5 | 78.8 | 79.1 | 80 | High | Maintained | Good | 80.5 | 81 | 81.5 |

COMMENTS ON RESULTS

Offering a broad range of programming in a small rural school division has many challenges. In the context of the world of media and access to large centers, it may be perceived that small rural schools can, and should, offer many choices. Our reality involves challenges of access to expertise and retaining specialty area teachers. Overall, parents and teachers are satisfied with the variety of programs available. Students are somewhat less satisfied. A shift in the role of the education technology lead teacher during the 2015-16 school year explored accessing a wide variety of learning experiences utilizing cloud-based tools, video conferencing and assistive technology and will continue this investigation in the 2016-2017 school year.

NOTES

- 1) Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- 2) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.





The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

ALL KIDS ARE OUR KIDS

OUTCOME 4: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

| Provincial Measures | Strategies | GYPSD Success Indicators |
|--|---|--|
| <ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education | <ul style="list-style-type: none"> Ensure Success for All, All Kids Are Our Kids, One Year's Growth is present in all DLT, board conversations, presentations and learning services documents Build a community of practice to build capacity in understanding self-regulation to enable children to respond efficiently and effectively to the everyday challenges they face in and out of school Collaborate with each other and the school linked team to determine what resources (including technology soft and hardware) we will support at the division level and how we will continue to provide ongoing support as these resources become embedded in practice Collaborate with each other and the school linked team to develop professional development plans focused on the following: <ul style="list-style-type: none"> Self-Regulation—2/5 domains Recommendations from the Truth and Reconciliation Commission Develop a strategy to share collective expertise of GYPSD staff based on current practice and continued professional learning Collaborate with the learning services team to design presentations to the board and key leadership groups to deepen their understanding of quality learning environments including embedded technology, self-regulation, First Nations, Métis and Inuit culture, to support all students | <ul style="list-style-type: none"> Framework is set for GRR (Gradual Release of Responsibility) which allows the sharing collective expertise developed Identified set of 'look for's' that principals can utilize to determine if teachers are applying best practices Time is embedded in every school for professional learning communities Time is embedded at every divisional leadership team meetings for professional learning GYPSD survey question: leadership capacity is improved and distributed |

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 4: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

| Strategies | Strategies | GYPSD Success Indicators |
|--|---|--|
| <ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education | <ul style="list-style-type: none"> Design presentations to the board and DLT by learning services team to deepen their understanding of what literacy is and how it is best learned, the concept of One Year's Growth in literacy and numeracy and how we are supporting teachers to improve their literacy practices within a quality learning environment Ensure Success for All, All Kids Are Our Kids, One Year's Growth is present in all DLT, board conversations, presentations and learning services documents Build a community of practice to build capacity in understanding literacy and numeracy and how to apply best practices Design a framework for the Gradual Release of Responsibility that allows teachers to increase their effective teaching practices over time through a coaching model Support principals in developing a deeper understanding of divisional assessments and how to disaggregate and analyze the data to inform practice in their schools Collaborate with each other and the school linked team to develop professional development plans focused on literacy (free reading/vocabulary) and educational technology dependant on survey results Develop a strategy to share collective expertise of GYPSD staff based on current practice and continued professional learning | <ul style="list-style-type: none"> Each supervisor has in-depth knowledge about one of the assessment tools and can provide guidance to school-based personnel Framework is set for Gradual Release of Responsibility which allows the sharing collective expertise developed Identified set of 'look for's' that principals can utilize to determine if teachers are applying best practices Time is embedded in every school for professional learning communities Time is embedded at every divisional leadership team meetings for professional learnings |





OUTCOME 5: THE EDUCATION SYSTEM IS
WELL GOVERNED AND MANAGED





| PERFORMANCE MEASURE | RESULTS (IN PERCENTAGES) | | | | | TARGET | EVALUATION | | | TARGETS | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 81.1 | 80.7 | 78.8 | 79.2 | 80.2 | 81 | High | Maintained | Good | 81.5 | 82 | 82.5 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 83.1 | 82.7 | 78.2 | 80.7 | 81.9 | 82 | High | Maintained | Good | 82.5 | 83 | 83.5 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 89.3 | 88.6 | 85.6 | 86.7 | 87.9 | 88 | High | Improved | Good | 88.5 | 89 | 89.5 |

COMMENTS ON RESULTS

Overall, parents and teachers are satisfied with parental involvement in decision-making at the school. One challenge is the number of parents that participate in the survey. Numbers of participants are low in Grades 4-6 and continue to decline in 7-9 and then again through 10-12. We have implemented an additional survey for parents to provide us with information about the education system.

Generally, parents, teachers and students are satisfied with the quality of education in our schools. When looking at the information provided by the surveys, the area of concern for parents and students is in the area of school work is interesting and challenging. GYPSD uses an inclusive model that focuses on knowing student needs and challenges well applies to all students. This requires us to work on higher levels of thinking (inquiry) and student engagement. Parent and community engagement is a priority as we move forward in GYPSD with some specific work in the areas of enhancing effectiveness of school councils.

NOTES:

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

ALL KIDS ARE OUR KIDS

OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

| Provincial Measures | Strategies | GYPSP Success Indicators |
|---|---|---|
| <ul style="list-style-type: none"> Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education | <ul style="list-style-type: none"> Support from the board for monthly professional learning days for school-based staff and a plan to offer follow up supports including coaching and building communities of practice Support from the board for the family school liaison counsellor program to enable students to respond efficiently and effectively to the everyday situations they face in and out of school Support from the board for division engagement activities such as: <ul style="list-style-type: none"> Thoughtexchange process OurSchool student survey Annual youth symposium Advocate for funding to support small schools from the board | <ul style="list-style-type: none"> Funds are allocated for self-regulation and behavior resources/programs at the division level Funds are allocated for release days for monthly face-to-face meetings Time is embedded in every school for professional learning communities |

SUCCESS FOR ALL—ONE YEAR'S GROWTH

OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

| Provincial Measures | Strategies | GYPSP Success Indicators |
|--|--|--|
| <ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education | <ul style="list-style-type: none"> Ensure all schools are equipped to support the determined technology Budget for monthly professional learning days for school-based staff and a plan to offer follow up supports including coaching and building communities of practice Provide principals with a common message to engage their school councils in conversations regarding the GYPSP Three Year Education Plan Continue funding from the board in support of extended kindergarten and literacy lead teachers | <ul style="list-style-type: none"> Funds are allocated for literacy and numeracy resources/programs supported at the division level Funds are allocated for release days for monthly face-to-face meetings Time is embedded in every school for professional learning communities |





FINANCIAL SUMMARY

Financial Summary for the 2015-2016 School Year

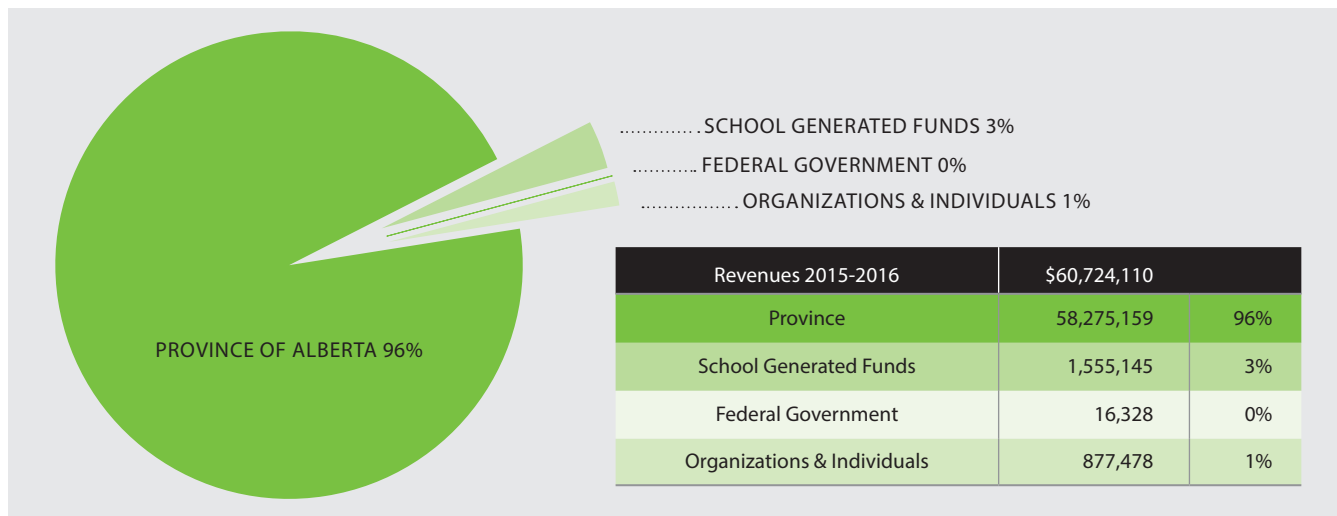
The ministry sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education.

GYPsD's expenses exceeded revenues for the 2015-2016, resulting in a deficit of \$1,031,861.

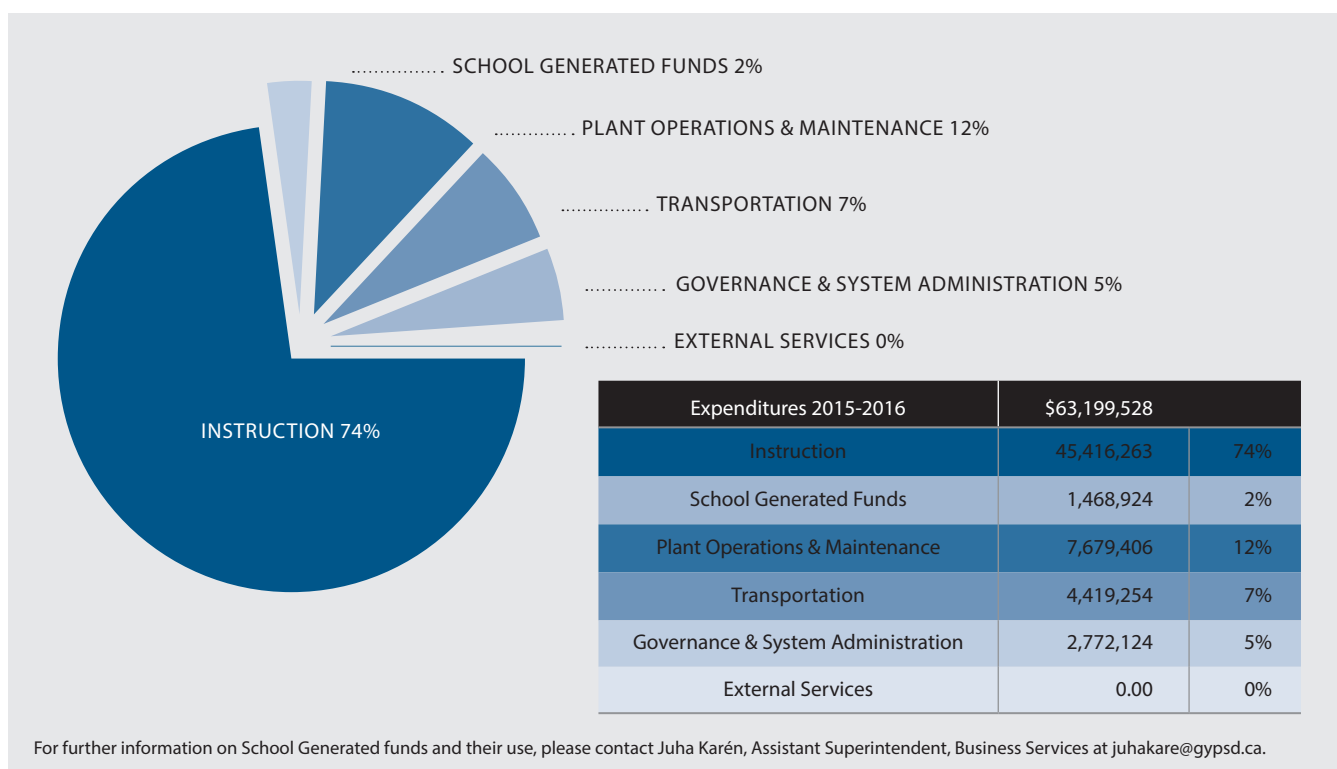
Electronic copies of all Grande Yellowhead Public School Division's Audited Financial Statements are available on the division's documents section of our [website](#), under Explore/ Documents/ Financial Documents.

Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564. Audited Financial Statements for all jurisdictions are also posted on Alberta Education's website at <https://education.alberta.ca/financial-statements/about-the-documents>.

Revenues 2015-2016



Expenditures by Program 2015-2016



BUDGET SUMMARY

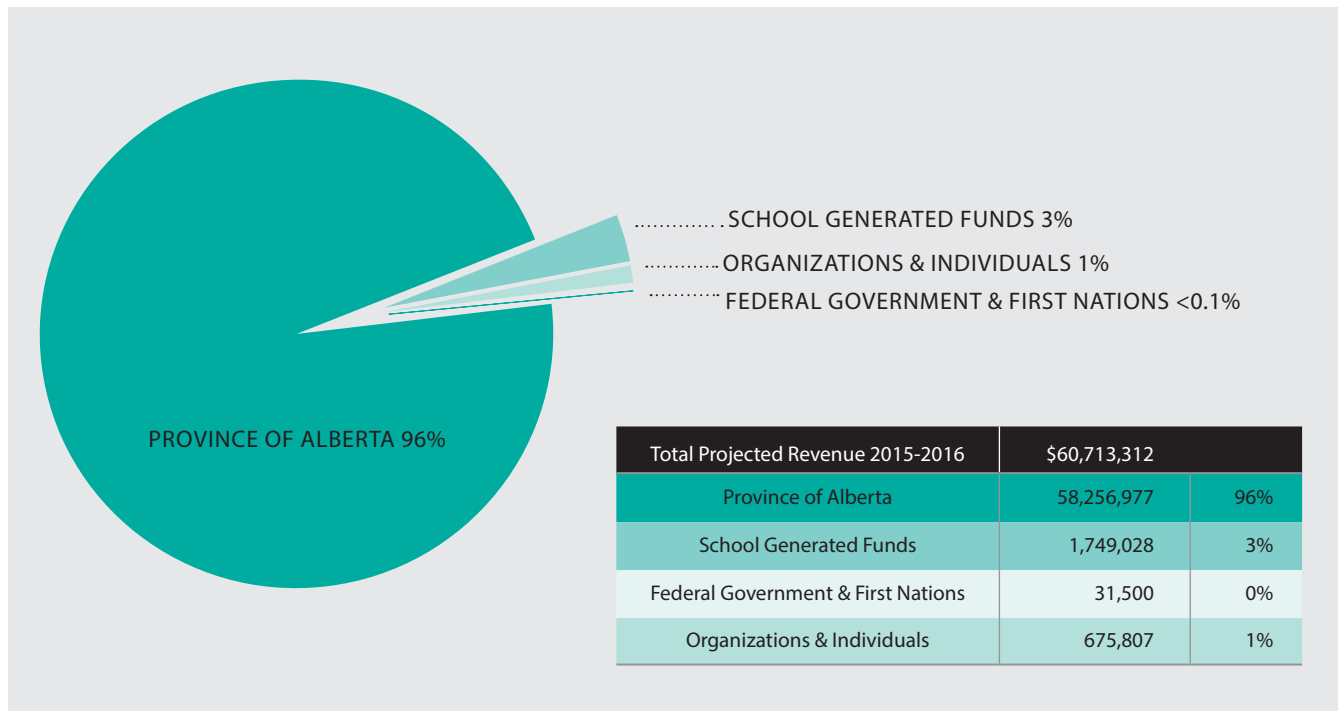
The board approved the 2016-2017 budget with a deficit of \$1,793,110. The division employs a decentralized budgeting approach which distributes the majority of funding to schools and departments to meet the goals and outcomes of the division. Funds held centrally are to either meet contractual obligations, mitigate costs to any particular site, achieve an economy of scale centrally or reallocated based on student need.

BUDGET HIGHLIGHTS, PLANS AND ASSUMPTIONS

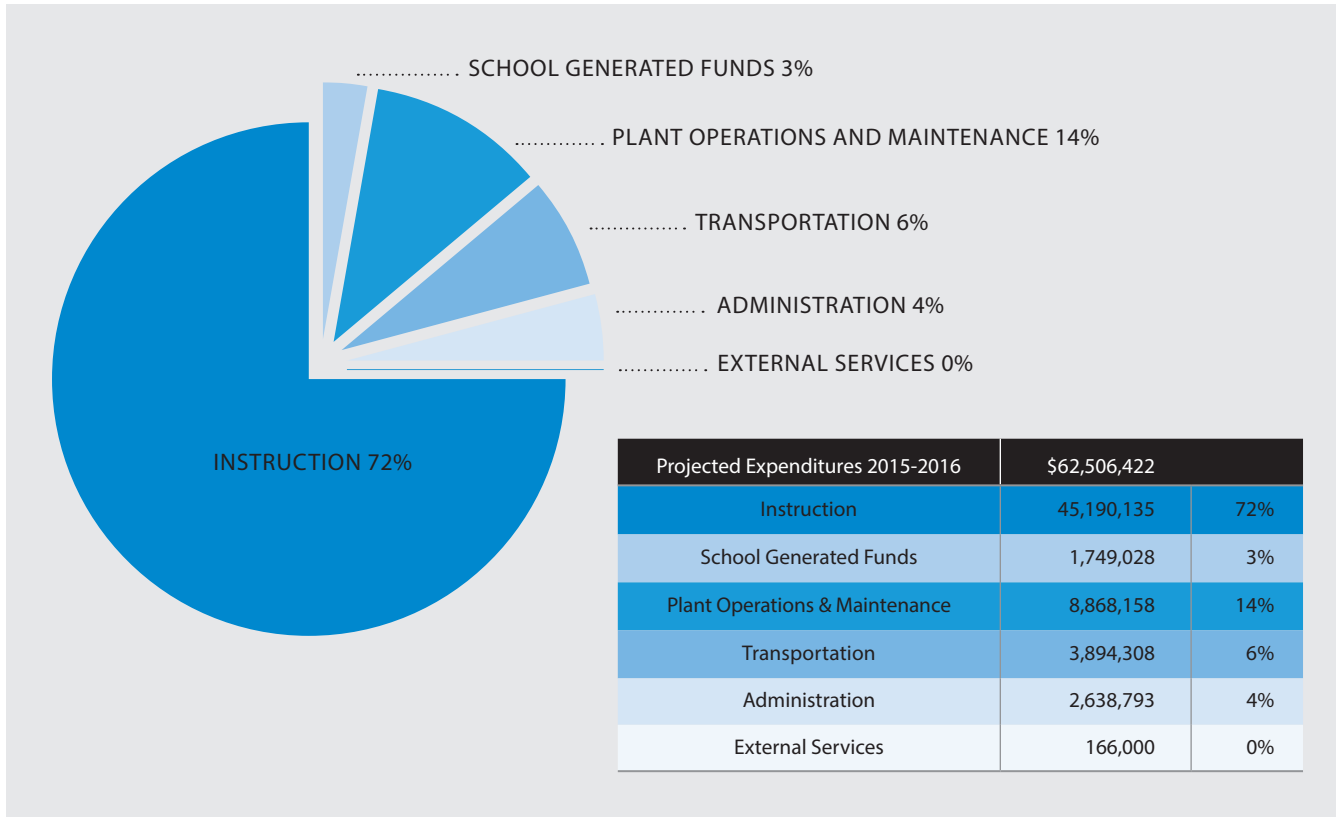
- Standard cost of a teacher \$100,000 (including salary and benefit premiums); Standard cost of school-based support staff \$29.99 per hour (including salary and benefit premiums).
- No increase in Instructional Material Fees or Transportation Fees.
- Use of \$640,000 in undesignated reserves to support current allocation rates to schools.
- No exemption from carbon tax levies.

A copy of the Budget Report is available on the [GYPSD website](#). Paper copies are available by contacting Education Services Centre at 780-723-4471 or toll-free at 1-800-723-2564.

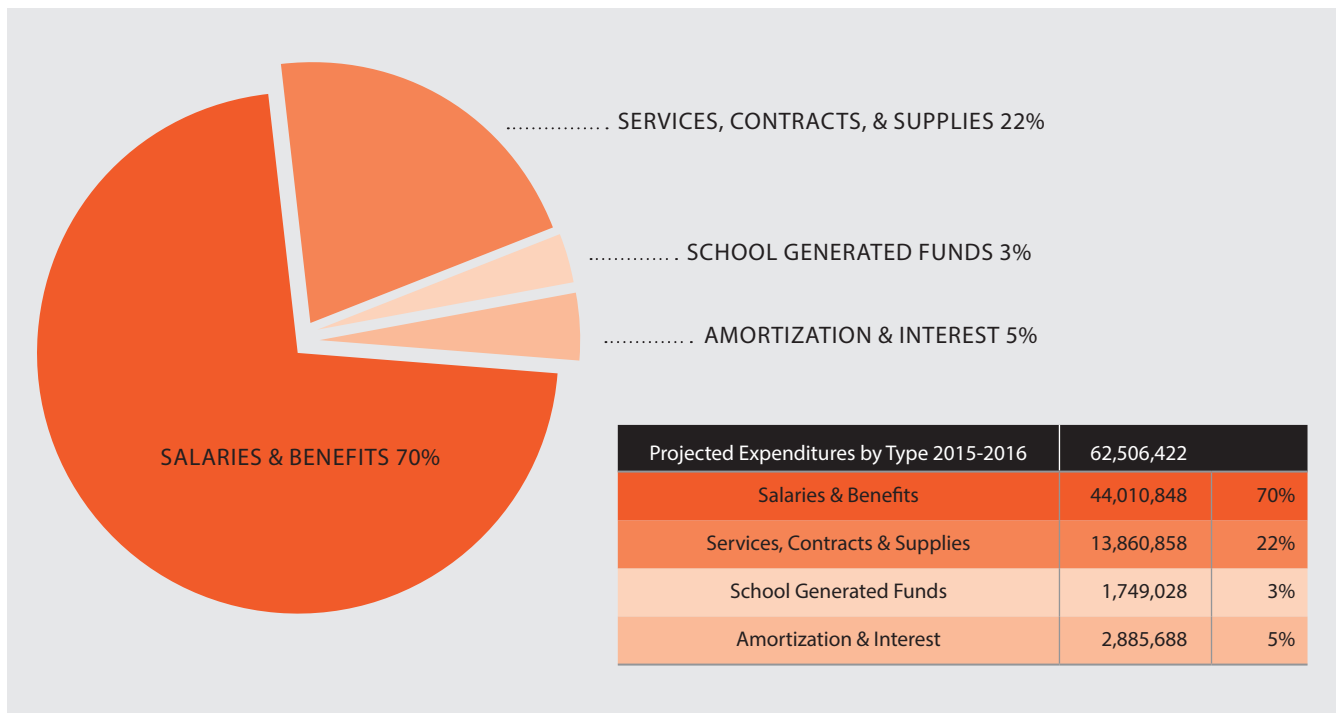
Projected Revenues 2016-2017



Projected Expenditures 2016-2017



Projected Expenditures by Type 2016-2017



CAPITAL AND FACILITIES PROJECTS

All scheduled Infrastructure Maintenance Renewal (IMR) projects for the 2015-2016 school year have been completed or are currently in progress. This includes:

- Cardlock systems installed in Wildwood School, École Mountain View School in Hinton, Sheldon Coates School and Summitview School in Grande Cache;
- Roofing at Fulham School, Wildwood School, Harry Collinge High School and Crescent Valley School in Hinton;
- Flooring at Parkland Composite High School and École Westhaven School in Edson, Fulham School and Harry Collinge High School in Hinton;
- Heating and ventilation upgrades at Summerview School in Grande Cache;
- The modernization of Grande Cache Community High School (completed in 2017);
- Construction of a student gathering area at Grand Trunk High School in Evansburg; and
- The new replacement school in Edson was approved and construction began the start of the 2016-17 school year.

A summary of Grande Yellowhead's 2016 - 2019 Three Year Capital Plan:

- Grand Trunk High School – Complete modernization of this facility
- École Pine Grove School - Addition to gym
- Niton Central School - Upgrade the ventilation system and interior finishes. Build an enclosed rated vestibule on one stairwell from the second floor
- Wildwood School – Partial modernization of the 1963 building section
- Crescent Valley School - Gym Modernization
- Fulham School - Replace four (4) existing portables with three (3) new modular
- École Westhaven School - Portable replacement and accessibility concerns
- Evansview School - Modernization

For a copy of Grande Yellowhead's 2016-2019 Three- Year Capital Plan, please visit www.gypsd.ca/Facility%20Services.php

For a hard copy, please call Grande Yellowhead Public School Division at 780-723-4471 or toll-free at 1-800-723-2564.





SUMMARY OF ANNUAL COMMUNICATIONS PLAN

The annual communications plan outlines a clear and concise framework for communicating with our school communities which is critical due to the division's cultural and geographic diversity. All communications strategies are directed at two types of school division audiences: internal stakeholders including students, teachers, staff, administration and Alberta Education; and external – parents, community members, elected officials, civic groups, media, businesses and other members of the GYPSD community. Consistent and honest communications must continue to be a top priority in sending a unified message at all times.

Strengthening internal communications is a key objective of all divisional communication strategies. Success of this can be measured when staff becomes engaged in seeking information on current divisional issues and events, and are willing participants in the communications process. In partnership with stronger internal communications, GYPSD staff's support and involvement in the development and implementation of the division's Communications Plan is vital to its overall success: specifically teachers and central office staff who are highly influential sources of information for the public.

Grande Yellowhead's communications strategies also target our external stakeholders as a means to communicate the goals and objectives of our school division to maximize student achievement and success through public support of our schools. Two such methods include:

- Parental involvement in education: Grande Yellowhead believes that engaged parents will provide increased survey results which will help improve school functionality and the division as a whole. As well as GYPSD's priority, increasing, meaningful family involvement is a target of the Province of Alberta.

- Increasing community engagement: community members, organizations and businesses can help make school meaningful for students by ensuring that courses are specific and applicable to students' futures, providing work placements and bringing local expertise into schools.

Through the development and implementation of a comprehensive communications plan, Grande Yellowhead strives to efficiently meet three communication objectives:

- Provide all staff with timely information about board and administrative decisions made at the Education Services Centre, and activities and events across the division;
- Increase the involvement of staff in decision making by improving communications between them, the school-based administration and the division office thereby increasing opportunities for staff and administration to work collaboratively both between schools, and with divisional administration; and
- Foster the exchange of information and increase collaboration between Grande Yellowhead and the communities it serves, both formally and through informal channels.

This philosophy provides the foundation for supporting all communications strategies in order to:

- promote Grande Yellowhead Public School Division and its schools;
- highlight the diverse offering of its unique programs and services;
- assist schools in raising their profile in their community as well as the student accomplishments; and
- complement the division's initiatives in addressing its three priorities of improving student learning, building leadership capacity and succession planning, and improving internal and external communications.

All of Grande Yellowhead's communications strategies continue to support the division's priorities and initiatives with the underlying foundation of two driving questions -

1. How do we advance our students' educational success?
2. How do we communicate our objectives to our stakeholders?

The division will continue to focus on communications strategies that continue to improve communications with both our internal and external stakeholders. Fostering stronger relationships with all key stakeholders will greatly assist the division and its schools in presenting itself accurately to the communities it serves.

The 2016-2017 Communications Plan's 7 Strategic Goals:

1. Direct Communications with Staff

Grande Yellowhead will continue to provide a variety of tools to ensure that clear and effective communications with staff is available using the most efficient means such as the division website and school websites, survey tools, department newsletters, increased visibility of senior administration in schools, increase frequency of collaborative online tools (Office 365) and department communications plans.

2. Division and School-Based Communications

We will ensure that resources and supports are in place such as individual training and assistance for representatives at the school level when promoting school events and celebrations, when preparing school communications plans, promotional materials and crisis incident protocols. Focus this year will be on development and implementation of school communications plans and school websites.

3. Use of New Media

The goal of this strategy is to increase communications with parents and community members by targeting those who rely on the internet for information and social contacts. The primary objective of online activity is to point users to the Grande Yellowhead website and its schools' sites.

4. Communications Topics and Timelines

Over the last several years, the division has developed various promotional and informative documents for internal and external use. These documents will be continue to be monitored on a regular basis to determine if they are still effective and relevant for our stakeholders including the publication of the annual community report, divisional calendar, and other current marketing strategies.

5. Fostering Strong Public Relations

Building and maintaining strong relationships with our local media and business partners is crucial in establishing a positive media relations program to enhance the division's image on local and provincial levels. This includes accurate media coverage, one-on-one story development, sharing of timely and relevant information, special projects updates, school websites and personal customer service.

6. Student Voice

The board of trustees fully supports activities and events that provide opportunities to engage with students from across the division. These include participation in youth symposiums and surveys. Other avenues to encourage student engagement are also sought such as participation on a youth advisory committee.

7. Promotion of Trustees' Role as GYPSD Ambassadors

School board trustees have a unique opportunity to network with a diverse number of stakeholders throughout their communities as well as at provincial and national events. As part of the board's self-evaluation process, trustees have identified the importance of taking a more active role in the promotion of possible alternate or unique learning opportunities and partnerships available such as expanding the program delivery model of the registered apprenticeship program.

Grande Yellowhead Public School Division has worked diligently in the last several years to see significant improvement across the division in terms of student achievement and student, parent and staff satisfaction. Communications plays an integral role in these improvement efforts as the division believes that clear, consistent communications with both internal and external stakeholders is critical to ensure that the division is connected with the communities it serves, and therefore able to meet the needs of students and their families.

WHISTLEBLOWERS PROTECTION

"Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca."

Grande Yellowhead Public Schools fully supports this law that is intended to protect people who report government misconduct, and applies to employees working for Alberta's School Boards. The Deputy Superintendent is in charge of this and as of November 1, 2016 has not received any reports or complaints.

Create... Achieve... Succeed! 

EDUCATION SERVICES CENTRE
3656 - 1 Avenue, Edson, AB T7E 1S8
Phone 780-723-4471 Toll Free 1-800-723-2564
Email escgypsd@gypsd.ca

GYPSED.CA
FACEBOOK.COM/GYPSED

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2016**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Grande Yellowhead Public School Division No. 77

Legal Name of School Jurisdiction

3656 - 1 Avenue Edson AB T7E 1S8

Mailing Address

(780) 723-4471 (780) 723-2414 juhakare@gypsd.ca

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Grande Yellowhead Public School Division No. 77 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

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

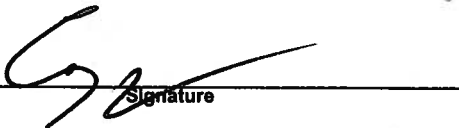
BOARD CHAIR

Ms. Brenda Rosadiuk
Name


Signature


SUPERINTENDENT

Mr. Cory Gray
Name


Signature

SECRETARY-TREASURER OR TREASURER

Mr. Juha Karén
Name


Signature

December 14, 2016

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: mei-ling.irwin@gov.ab.ca AND robert.mah@gov.ab.ca
PHONE: Mei-Ling: (780) 415-8940; Robert: (780) 427-3855 FAX: (780) 422-6996

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Grande Yellowhead Public School Division No. 77

We have audited the financial statements of Grande Yellowhead Public School Division No. 77, which comprise the statements of financial position as at August 31, 2016 and the statements of operations, cash flows, changes in net debt, and remeasurement gains and losses for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Grande Yellowhead Public School Division No. 77 as at August 31, 2016 and the results of its operations, cash flows, changes in net debt, and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Collins Barrow Edmonton LLP

Edmonton, Alberta
December 14, 2016

Chartered Professional Accountants

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

| | | 2016 | 2015 |
|---|-----------------------|-----------------|-----------------|
| FINANCIAL ASSETS | | | |
| Cash and cash equivalents | (Schedule 5; Note 3) | \$ 6,673,725 | \$ 8,538,687 |
| Accounts receivable (net after allowances) | (Note 4) | \$ 8,507,465 | \$ 509,134 |
| Portfolio investments | (Schedule 5; Note 5) | \$ 3,427,309 | \$ 7,427,319 |
| Other financial assets | | \$ - | \$ - |
| Total financial assets | | \$ 18,608,499 | \$ 16,475,140 |
| LIABILITIES | | | |
| Bank indebtedness | (Note 6) | \$ - | \$ - |
| Accounts payable and accrued liabilities | (Note 7) | \$ 7,448,341 | \$ 3,490,301 |
| Deferred revenue | (Note 8) | \$ 50,235,224 | \$ 38,912,651 |
| Employee future benefit liabilities | | \$ - | \$ - |
| Liability for contaminated sites | | \$ - | \$ - |
| Other liabilities | | \$ - | \$ - |
| Debt | (Note 9) | | |
| Supported: Debentures and other supported debt | | \$ - | \$ - |
| Unsupported: Debentures and capital loans | | \$ 46,142 | \$ 68,555 |
| Mortgages | | \$ - | \$ - |
| Capital leases | | \$ - | \$ - |
| Total liabilities | | \$ 57,729,707 | \$ 42,471,507 |
| Net financial assets (debt) | | \$ (39,121,208) | \$ (25,996,367) |
| NON-FINANCIAL ASSETS | | | |
| Tangible capital assets | (Schedule 6, Note 10) | | |
| Land | | \$ 1,276,770 | \$ 1,276,770 |
| Construction in progress | | \$ 15,137,508 | \$ 2,064,320 |
| Buildings | \$ 72,825,580 | | |
| Less: Accumulated amortization | \$ (39,044,570) | \$ 33,781,010 | \$ 35,134,562 |
| Equipment | \$ 10,179,076 | | |
| Less: Accumulated amortization | \$ (7,945,841) | \$ 2,233,235 | \$ 1,647,619 |
| Vehicles | \$ 6,072,657 | | |
| Less: Accumulated amortization | \$ (3,792,654) | \$ 2,280,003 | \$ 2,669,173 |
| Computer Equipment | \$ 6,420,201 | | |
| Less: Accumulated amortization | \$ (4,701,736) | \$ 1,718,465 | \$ 1,990,802 |
| Total tangible capital assets | | \$ 56,426,991 | \$ 44,783,246 |
| Prepaid expenses | | \$ 711,048 | \$ 273,291 |
| Other non-financial assets | (Note 11) | \$ 150,150 | \$ 153,334 |
| Total non-financial assets | | \$ 57,288,189 | \$ 45,209,871 |
| Accumulated surplus | (Schedule 1; Note 12) | \$ 18,166,981 | \$ 19,213,504 |
| Accumulating surplus / (deficit) is comprised of: | | | |
| Accumulated operating surplus (deficit) | | \$ 18,166,981 | \$ 19,213,504 |
| Accumulated remeasurement gains (losses) | | \$ - | \$ - |
| | | \$ 18,166,981 | \$ 19,213,504 |
| Contractual obligations | (Note 13) | | |
| Contingent liabilities | (Note 14) | | |

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

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

| | Budget 2016 | Actual 2016 | Actual 2015 |
|---|----------------|----------------|----------------|
| REVENUES | | | |
| Alberta Education | \$ 58,821,319 | \$ 56,845,398 | \$ 58,734,621 |
| Other - Government of Alberta | \$ - | \$ 1,365,084 | \$ 672,822 |
| Federal Government and First Nations | \$ 18,500 | \$ 16,328 | \$ 24,578 |
| Other Alberta school authorities | \$ - | \$ 69,778 | \$ 323,757 |
| Out of province authorities | \$ - | \$ - | \$ - |
| Alberta municipalities-special tax levies | \$ - | \$ - | \$ - |
| Property taxes | \$ - | \$ - | \$ - |
| Fees (Schedule 8) | \$ 979,029 | \$ 1,202,360 | \$ 1,057,919 |
| Other sales and services | \$ 215,299 | \$ 48,022 | \$ 24,095 |
| Investment income | \$ - | \$ 151,085 | \$ 287,134 |
| Gifts and donations | \$ 474,140 | \$ 17,093 | \$ 519,800 |
| Rental of facilities | \$ - | \$ - | \$ 9,256 |
| Fundraising | \$ 1,040,378 | \$ 844,427 | \$ 734,480 |
| Gains on disposal of capital assets | \$ - | \$ - | \$ 8,504 |
| Other revenue | \$ 9,043 | \$ 134,903 | \$ 130,138 |
| Total revenues | \$ 61,557,708 | \$ 60,694,478 | \$ 62,527,104 |
| EXPENSES | | | |
| Instruction - ECS | \$ 3,345,455 | \$ 2,306,069 | \$ 2,939,201 |
| Instruction - Grades 1 - 12 | \$ 44,691,860 | \$ 44,741,554 | \$ 45,390,335 |
| Plant operations and maintenance | \$ 7,640,022 | \$ 7,679,406 | \$ 7,829,498 |
| Transportation | \$ 4,087,859 | \$ 4,419,254 | \$ 4,387,605 |
| Board & system administration | \$ 2,644,463 | \$ 2,594,608 | \$ 2,551,878 |
| External services | \$ 172,000 | \$ - | \$ 101,011 |
| Total expenses | \$ 62,581,659 | \$ 61,740,890 | \$ 63,199,528 |
| Operating surplus (deficit) | \$ (1,023,951) | \$ (1,046,412) | \$ (672,424) |

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

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

| | 2016 | 2015 |
|--|------------------------|-----------------------|
| CASH FLOWS FROM: | | |
| A. OPERATING TRANSACTIONS | | |
| Operating surplus (deficit) | \$ (1,046,412) | \$ (672,424) |
| Add (Deduct) items not affecting cash: | | |
| Total amortization expense | \$ 2,882,348 | \$ 2,904,615 |
| Gains on disposal of tangible capital assets | \$ - | \$ (8,504) |
| Losses on disposal of tangible capital assets | \$ 4,731 | \$ - |
| Expended deferred capital revenue recognition | \$ (1,546,249) | \$ (1,612,908) |
| Deferred capital revenue write-down / adjustment | \$ - | \$ - |
| Donations in kind | \$ - | \$ - |
| Changes in: | | |
| Accounts receivable | \$ (7,998,331) | \$ 466,939 |
| Prepays | \$ (437,757) | \$ 84,322 |
| Other financial assets | \$ - | \$ - |
| Non-financial assets | \$ 3,184 | \$ (33,839) |
| Accounts payable, accrued and other liabilities | \$ 3,958,040 | \$ 1,118,935 |
| Deferred revenue (excluding EDCR) | \$ 12,868,822 | \$ 3,777,132 |
| Employee future benefit liabilities | \$ - | \$ - |
| Other (describe) | \$ (35,045) | \$ - |
| Total cash flows from operating transactions | \$ 8,653,332 | \$ 6,024,268 |
| B. CAPITAL TRANSACTIONS | | |
| Purchases of tangible capital assets | | |
| Land | \$ - | \$ - |
| Buildings | \$ (299,430) | \$ (109,358) |
| Equipment | \$ (733,333) | \$ (512,153) |
| Vehicles | \$ (96,999) | \$ (657,147) |
| Computer equipment | \$ (318,347) | \$ (1,082,258) |
| Net proceeds from disposal of unsupported capital assets | \$ 25,407 | \$ 8,504 |
| Other, Construction in progress | \$ (13,073,188) | \$ (1,957,867) |
| Total cash flows from capital transactions | \$ (14,495,890) | \$ (4,310,279) |
| C. INVESTING TRANSACTIONS | | |
| Purchases of portfolio investments | \$ - | |
| Dispositions of portfolio investments | \$ 4,000,010 | \$ 2,013,564 |
| Remeasurement (gains) losses reclassified to the statement of operations | \$ - | \$ - |
| Change in endowments | \$ - | \$ 5,522 |
| Other (describe) | \$ - | \$ - |
| Total cash flows from investing transactions | \$ 4,000,010 | \$ 2,019,086 |
| D. FINANCING TRANSACTIONS | | |
| Issue of debt | \$ - | \$ - |
| Repayment of debt | \$ (22,413) | \$ (31,630) |
| Other factors affecting debt (describe) | \$ - | \$ - |
| Issuance of capital leases | \$ - | \$ - |
| Repayment of capital leases | \$ - | \$ - |
| Other factors affecting capital leases (describe) | \$ - | \$ - |
| Other (describe) | \$ - | \$ - |
| Total cash flows from financing transactions | \$ (22,413) | \$ (31,630) |
| Increase (decrease) in cash and cash equivalents | \$ (1,864,961) | \$ 3,701,445 |
| Cash and cash equivalents, at beginning of year | \$ 8,538,687 | \$ 4,837,242 |
| Cash and cash equivalents, at end of year | \$ 6,673,725 | \$ 8,538,687 |

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

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

| | 2016 | 2015 |
|---|------------------------|------------------------|
| Operating surplus (deficit) | \$ (1,046,412) | \$ (672,424) |
| Effect of changes in tangible capital assets | | |
| Acquisition of tangible capital assets | \$ (1,448,109) | \$ (2,360,916) |
| Amortization of tangible capital assets | \$ 2,882,348 | \$ 2,904,615 |
| Net carrying value of tangible capital assets disposed of | \$ 30,138 | \$ - |
| Write-down carrying value of tangible capital assets | \$ - | \$ - |
| Other changes | \$ (13,108,233) | \$ (1,957,867) |
| Total effect of changes in tangible capital assets | \$ (11,643,856) | \$ (1,414,168) |
| Changes in: | | |
| Prepaid expenses | \$ (437,757) | \$ 84,322 |
| Other non-financial assets | \$ 3,184 | \$ (33,839) |
| Net remeasurement gains and (losses) | \$ - | \$ - |
| Endowments | \$ - | \$ 5,522 |
| Increase (decrease) in net financial assets (net debt) | \$ (13,124,840) | \$ (2,030,587) |
| Net financial assets (net debt) at beginning of year | \$ (25,996,367) | \$ (23,965,780) |
| Net financial assets (net debt) at end of year | \$ (39,121,208) | \$ (25,996,367) |

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES

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

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

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

SCHEDULE 1

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2016 (in dollars)

| | ACCUMULATED SURPLUS | ACCUMULATED REMEASUREMENT GAINS (LOSSES) | ACCUMULATED OPERATING SURPLUS | INVESTMENT IN TANGIBLE CAPITAL ASSETS | ENDOWMENTS | UNRESTRICTED SURPLUS | INTERNALLY RESTRICTED | |
|--|---------------------|--|-------------------------------|---------------------------------------|------------|----------------------|--------------------------|------------------------|
| | | | | | | | TOTAL OPERATING RESERVES | TOTAL CAPITAL RESERVES |
| Balance at August 31, 2015 | \$ 19,213,504 | \$ - | \$ 19,213,504 | \$ 8,639,009 | \$ 437,236 | \$ 2,169,563 | \$ 4,243,209 | \$ 3,724,487 |
| Prior period adjustments: | | | | | | | | |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Adjusted Balance, August 31, 2015 | \$ 19,213,504 | \$ - | \$ 19,213,504 | \$ 8,639,009 | \$ 437,236 | \$ 2,169,563 | \$ 4,243,209 | \$ 3,724,487 |
| Operating surplus (deficit) | \$ (1,046,412) | | \$ (1,046,412) | | | \$ (1,046,412) | | |
| Board funded tangible capital asset additions | | | | \$ 1,029,557 | | \$ (209,314) | \$ (280,431) | \$ (539,812) |
| 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 | \$ 36,707 | | \$ 36,707 | | \$ 36,707 | \$ - | | |
| Direct credits to accumulated surplus (Describe) | \$ - | | \$ - | | \$ - | \$ - | \$ - | \$ - |
| Amortization of tangible capital assets | \$ - | | | \$ (2,882,348) | | \$ 2,882,348 | | |
| Capital revenue recognized | \$ - | | | \$ 1,546,249 | | \$ (1,546,249) | | |
| Debt principal repayments (unsupported) | \$ - | | | \$ 22,413 | | \$ (22,413) | | |
| Additional capital debt or capital leases | \$ - | | | \$ - | | \$ - | | |
| Net transfers to operating reserves | \$ - | | | | | \$ (15,000) | \$ 15,000 | |
| Net transfers from operating reserves | \$ - | | | | | \$ 83,236 | \$ (83,236) | |
| Net transfers to capital reserves | \$ - | | | | | \$ (427,247) | | \$ 427,247 |
| Net transfers from capital reserves | \$ - | | | | | \$ - | | \$ - |
| Assumption/transfer of other operations' surplus | \$ - | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Changes | \$ (36,818) | | \$ (36,818) | | \$ - | \$ (53,188) | \$ 16,370 | \$ - |
| Balance at August 31, 2016 | \$ 18,166,981 | \$ - | \$ 18,166,981 | \$ 8,354,880 | \$ 473,943 | \$ 1,815,324 | \$ 3,910,912 | \$ 3,611,922 |

SCHEDULE 1

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2016 (in dollars)**

| | INTERNALLY RESTRICTED RESERVES BY PROGRAM | | | | | | | | | | | |
|--|---|------------------|--------------------------|------------------|-------------------------------|------------------|--------------------|------------------|--------------------|------------------|------|--|
| | School & Instruction Related | | Operations & Maintenance | | Board & System Administration | | Transportation | | External Services | | | |
| | Operating Reserves | Capital Reserves | Operating Reserves | Capital Reserves | Operating Reserves | Capital Reserves | Operating Reserves | Capital Reserves | Operating Reserves | Capital Reserves | | |
| Balance at August 31, 2015 | \$ 3,155,032 | \$ 358,670 | \$ 1,065,677 | \$ 2,887,108 | \$ 22,500 | \$ 181,817 | \$ - | \$ 296,892 | \$ - | \$ - | \$ - | |
| Prior period adjustments: | | | | | | | | | | | | |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Adjusted Balance, August 31, 2015 | \$ 3,155,032 | \$ 358,670 | \$ 1,065,677 | \$ 2,887,108 | \$ 22,500 | \$ 181,817 | \$ - | \$ 296,892 | \$ - | \$ - | \$ - | |
| Operating surplus (deficit) | | | | | | | | | | | | |
| Board funded tangible capital asset additions | \$ (280,431) | \$ (192,436) | \$ - | \$ (269,959) | \$ - | \$ (55,004) | \$ - | \$ (22,413) | | | \$ - | |
| 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 | \$ - | \$ - | \$ - | \$ - | \$ 15,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Net transfers from operating reserves | \$ (83,236) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Net transfers to capital reserves | \$ - | \$ - | \$ - | \$ 26,681 | \$ - | \$ - | \$ - | \$ 400,566 | \$ - | \$ - | \$ - | |
| Net transfers from capital reserves | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Assumption/transfer of other operations' surplus | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Other Changes | \$ 16,370 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Balance at August 31, 2016 | \$ 2,807,735 | \$ 166,234 | \$ 1,065,677 | \$ 2,643,830 | \$ 37,500 | \$ 126,813 | \$ - | \$ 675,045 | \$ - | \$ - | \$ - | |

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2016 (in dollars)**

| | Unexpended Deferred Capital Revenue | | | | Expended Deferred Capital Revenue |
|--|---|---|---|--|--|
| | Provincially Approved & Funded Projects ^(A) | Surplus from Provincially Approved Projects ^(B) | Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C) | Unexpended Deferred Capital Revenue from Other Sources ^(D) | |
| Balance at August 31, 2015 | \$ 1,440,004 | \$ - | \$ - | \$ - | \$ 36,079,244 |
| Prior period adjustments | \$ - | \$ - | \$ - | \$ - | \$ - |
| Adjusted balance, August 31, 2015 | \$ 1,440,004 | \$ - | \$ - | \$ - | \$ 36,079,244 |
| Add: | | | | | |
| Unexpended capital revenue <u>received</u> from: | | | | | |
| Alberta Education school building & modular projects (excl. IMR) | \$ 13,421,364 | | | | |
| Infrastructure Maintenance & Renewal capital related to school facilities | \$ - | | | | |
| Other sources: | \$ - | | | \$ - | |
| Other sources: | \$ - | | | \$ - | |
| Unexpended capital revenue <u>receivable</u> from: | | | | | |
| Alberta Education school building & modular (excl. IMR) | | | | | |
| Other sources: | \$ - | | | \$ - | |
| Other sources: | \$ - | | | \$ - | |
| Interest earned on unexpended capital revenue | \$ - | \$ - | \$ - | \$ - | |
| Other unexpended capital revenue: | | | | \$ - | |
| Proceeds on disposition of supported capital | | | \$ - | \$ - | |
| Insurance proceeds (and related interest) | | | \$ - | \$ - | |
| Donated tangible capital assets: | | | | | |
| Alberta Infrastructure managed projects | | | | | \$ - |
| Transferred in (out) tangible capital assets (amortizable, @ net book value) | | | | | \$ - |
| Expended capital revenue - current year | \$ (13,491,926) | \$ - | \$ - | \$ - | \$ 13,491,926 |
| Surplus funds approved for future project(s) | \$ - | \$ - | | | |
| Other adjustments: | \$ - | \$ - | \$ - | \$ - | \$ - |
| Deduct: | | | | | |
| Net book value of supported tangible capital dispositions or write-offs | | | | | \$ - |
| Other adjustments: | | \$ - | \$ - | \$ - | \$ - |
| Capital revenue recognized - Alberta Education | | | | | \$ 1,546,249 |
| Capital revenue recognized - Other Government of Alberta | | | | | \$ - |
| Capital revenue recognized - Other revenue | | | | | \$ - |
| Balance at August 31, 2016 | \$ 1,369,442 | \$ - | \$ - | \$ - | \$ 48,024,921 |
| | (A) | (B) | (C) | (D) | |
| Balance of Unexpended Deferred Capital Revenue at August 31, 2016 (A) + (B) + (C) + (D) | | | | \$ 1,369,442 | |

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, 2016 (in dollars)

| REVENUES | 2016 | | | | | | | | | | 2015 |
|---|--------------|---------------|----------------------------------|------|----------------|-------------------------------|-------------------|-------|---------------|---------------|------|
| | Instruction | | Plant Operations and Maintenance | | Transportation | Board & System Administration | External Services | TOTAL | TOTAL | TOTAL | |
| | ECS | Grades 1 - 12 | Maintenance | | | | | | | | |
| (1) Alberta Education | \$ 2,416,094 | \$ 42,609,996 | \$ 7,958,992 | \$ - | \$ 3,860,316 | \$ - | \$ - | \$ - | \$ 56,845,398 | \$ 58,734,621 | |
| (2) Other - Government of Alberta | \$ - | \$ 1,365,084 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,365,084 | \$ 672,822 | |
| (3) Federal Government and First Nations | \$ - | \$ 16,328 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 16,328 | \$ 24,578 | |
| (4) Other Alberta school authorities | \$ - | \$ 15,978 | \$ - | \$ - | \$ 53,800 | \$ - | \$ - | \$ - | \$ 69,778 | \$ 323,757 | |
| (5) Out of province authorities | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| (6) Alberta municipalities-special tax levies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| (7) Property taxes | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| (8) Fees | \$ 5,935 | \$ 1,134,585 | \$ - | \$ - | \$ 61,840 | \$ - | \$ - | \$ - | \$ 1,202,360 | \$ 1,057,919 | |
| (9) Other sales and services | \$ - | \$ - | \$ 12,071 | \$ - | \$ 3,972 | \$ 18,979 | \$ 13,000 | \$ - | \$ 48,022 | \$ 24,095 | |
| (10) Investment income | \$ - | \$ 36,617 | \$ - | \$ - | \$ - | \$ 114,468 | \$ - | \$ - | \$ 151,085 | \$ 287,134 | |
| (11) Gifts and donations | \$ - | \$ 17,093 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 17,093 | \$ 519,800 | |
| (12) Rental of facilities | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 9,256 | |
| (13) Fundraising | \$ - | \$ 844,427 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 844,427 | \$ 734,480 | |
| (14) Gains on disposal of tangible capital assets | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 8,504 | |
| (15) Other revenue | \$ - | \$ 49,843 | \$ 81,864 | \$ - | \$ - | \$ 3,196 | \$ - | \$ - | \$ 134,903 | \$ 130,138 | |
| (16) TOTAL REVENUES | \$ 2,422,029 | \$ 46,089,951 | \$ 8,052,927 | \$ - | \$ 3,979,928 | \$ 136,643 | \$ 13,000 | \$ - | \$ 60,694,478 | \$ 62,527,104 | |

| EXPENSES | 2016 | | | | | | | | | | 2015 |
|--|--------------|---------------|----------------------------------|------|----------------|-------------------------------|-------------------|-------|----------------|---------------|------|
| | Instruction | | Plant Operations and Maintenance | | Transportation | Board & System Administration | External Services | TOTAL | TOTAL | TOTAL | |
| | ECS | Grades 1 - 12 | Maintenance | | | | | | | | |
| (17) Certificated salaries | \$ 1,824,660 | \$ 24,909,449 | \$ - | \$ - | \$ - | \$ 376,909 | \$ - | \$ - | \$ 27,111,019 | \$ 26,391,400 | |
| (18) Certificated benefits | \$ 846 | \$ 5,970,669 | \$ - | \$ - | \$ - | \$ 12,758 | \$ - | \$ - | \$ 5,984,273 | \$ 5,844,763 | |
| (19) Non-certificated salaries and wages | \$ 213,215 | \$ 5,911,521 | \$ 822,376 | \$ - | \$ 1,510,948 | \$ 910,013 | \$ - | \$ - | \$ 9,368,073 | \$ 10,668,156 | |
| (20) Non-certificated benefits | \$ 4,402 | \$ 1,636,631 | \$ 178,285 | \$ - | \$ 296,359 | \$ 199,841 | \$ - | \$ - | \$ 2,315,518 | \$ 2,579,383 | |
| (21) SUB - TOTAL | \$ 2,043,123 | \$ 38,428,271 | \$ 1,000,661 | \$ - | \$ 1,807,307 | \$ 1,499,521 | \$ - | \$ - | \$ 44,778,882 | \$ 45,483,702 | |
| (22) Services, contracts and supplies | \$ 262,946 | \$ 5,523,301 | \$ 4,996,480 | \$ - | \$ 2,195,302 | \$ 1,095,087 | \$ - | \$ - | \$ 14,073,116 | \$ 14,810,641 | |
| (23) Amortization of supported tangible capital assets | \$ - | \$ - | \$ 1,546,249 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,546,249 | \$ 1,612,908 | |
| (24) Amortization of unsupported tangible capital assets | \$ - | \$ 789,981 | \$ 136,016 | \$ - | \$ 410,102 | \$ - | \$ - | \$ - | \$ 1,336,099 | \$ 1,291,707 | |
| (25) Supported interest on capital debt | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 44 | |
| (26) Unsupported interest on capital debt | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 526 | |
| (27) Other interest and finance charges | \$ - | \$ - | \$ - | \$ - | \$ 1,812 | \$ - | \$ - | \$ - | \$ 1,812 | \$ - | |
| (28) Losses on disposal of tangible capital assets | \$ - | \$ - | \$ - | \$ - | \$ 4,731 | \$ - | \$ - | \$ - | \$ 4,731 | \$ - | |
| (29) Other expense | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| (30) TOTAL EXPENSES | \$ 2,306,069 | \$ 44,741,554 | \$ 7,679,406 | \$ - | \$ 4,419,254 | \$ 2,594,608 | \$ - | \$ - | \$ 61,740,890 | \$ 63,199,528 | |
| (31) OPERATING SURPLUS (DEFICIT) | \$ 115,960 | \$ 1,348,398 | \$ 373,521 | \$ - | \$ (439,326) | \$ (2,457,965) | \$ 13,000 | \$ - | \$ (1,046,412) | \$ (672,424) | |

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2016 (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 | 2016 TOTAL Operations and Maintenance | 2015 TOTAL Operations and Maintenance |
|---|--------------|-------------|-------------------------|---|---|---|-----------------------------------|---------------------------------------|---------------------------------------|
| Uncertificated salaries and wages | \$ - | \$ 427,635 | \$ 222,043 | \$ - | \$ 172,698 | | | \$ 822,376 | \$ 846,668 |
| Uncertificated benefits | \$ - | \$ 92,708 | \$ 48,137 | \$ - | \$ 37,440 | | | \$ 178,285 | \$ 209,384 |
| Sub-total Remuneration | \$ - | \$ 520,343 | \$ 270,180 | \$ - | \$ 210,138 | | | \$ 1,000,661 | \$ 1,055,052 |
| Supplies and services | \$ 1,740,701 | \$ 283,298 | \$ - | \$ 1,552,104 | \$ 3,171 | | | \$ 3,579,274 | \$ 3,488,121 |
| Electricity | | | \$ 699,854 | | | | | \$ 699,854 | \$ 714,016 |
| Natural gas/heating fuel | | | \$ 270,406 | | | | | \$ 270,406 | \$ 337,169 |
| Sewer and water | | | \$ 120,072 | | | | | \$ 120,072 | \$ 132,943 |
| Telecommunications | | | \$ 10,089 | | | | | \$ 10,089 | \$ 21,156 |
| Insurance | | | | | \$ 219,849 | | | \$ 219,849 | \$ 253,214 |
| ASAP maintenance & renewal payments | | | | | | | | | |
| Amortization of tangible capital assets | | | | | | | | | |
| Supported | | | | | | | \$ 1,546,249 | \$ 1,546,249 | \$ 1,555,258 |
| Unsupported | | | | | | \$ 136,015 | | \$ 136,015 | \$ 167,739 |
| Total Amortization | | | | | | \$ 136,015 | \$ 1,546,249 | \$ 1,682,264 | \$ 1,722,997 |
| Interest on capital debt | | | | | | | | | |
| Supported | | | | | | | | | |
| Unsupported | | | | | | | | | |
| Lease payments for facilities | | | | \$ 96,937 | | | | \$ 96,937 | \$ 104,786 |
| Other interest charges | | | | | | | | | \$ 44 |
| Losses on disposal of capital assets | | | | | | | | | |
| TOTAL EXPENSES | \$ 1,740,701 | \$ 803,641 | \$ 1,370,601 | \$ 1,649,041 | \$ 433,158 | \$ 136,015 | \$ 1,546,249 | \$ 7,679,406 | \$ 7,829,498 |

| SQUARE METRES | | | | | | | | | |
|----------------------|--|--|--|--|--|--|--|----------|----------|
| School buildings | | | | | | | | 74,495.9 | 74,495.9 |
| Non school buildings | | | | | | | | 2,694.0 | 2,694.0 |

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, 2016 (in dollars)**

| Cash & Cash Equivalents | 2016 | | | 2015 |
|---|---|---------------------|-----------------------|-----------------------|
| | Average Effective (Market) Yield | Cost | Amortized Cost | Amortized Cost |
| Cash | 1% | \$ 6,673,725 | \$ 6,673,725 | \$ 8,538,687 |
| 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% | \$ 6,673,725 | \$ 6,673,725 | \$ 8,538,687 |

See Note 3 for additional detail.

| Portfolio Investments | 2016 | | | 2015 | |
|---|---|---------------------|---------------------|---------------------|---------------------|
| | Average Effective (Market) Yield | Cost | Fair Value | Balance | Balance |
| Long term deposits | 0.00% | \$ - | \$ - | \$ - | \$ - |
| Guaranteed investment certificates | 1.50% | 3,000,000 | 3,000,000 | 3,000,000 | 7,000,010 |
| 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% | - | - | - | - |
| Endowment | 1.05% | 427,309 | 427,309 | 427,309 | 427,309 |
| Other (Specify) | 0.00% | - | - | - | - |
| Total portfolio investments | 1.44% | \$ 3,427,309 | \$ 3,427,309 | \$ 3,427,309 | \$ 7,427,319 |

See Note 5 for additional detail.

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

| | 2016 | 2015 |
|----------------|---------------|---------------|
| Under 1 year | 88.0% | 95.0% |
| 1 to 5 years | 0.0% | 0.0% |
| 6 to 10 years | 0.0% | 0.0% |
| 11 to 20 years | 0.0% | 0.0% |
| Over 20 years | 12.0% | 5.0% |
| | 100.0% | 100.0% |

SCHEDULE 6

School Jurisdiction Code: 1085

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

| Tangible Capital Assets | 2016 | | | | | | 2015 |
|--|--------------|--------------------------|--------------------------|-------------------------|------------------------|---|----------------|
| | Land | Construction In Progress | Buildings 25-50 Years | Equipment 5-10 Years | Vehicles 5-10 Years | Computer Hardware & Software 3-5 Years | Total |
| Estimated useful life | | | | | | | |
| Historical cost | | | | | | | |
| Beginning of year | \$ 1,276,770 | \$ 2,064,320 | \$ 72,526,151 | \$ 9,410,809 | \$ 6,283,455 | \$ 6,101,855 | \$ 97,663,360 |
| Prior period adjustments | - | - | - | - | - | - | - |
| Additions | - | 13,073,188 | 299,429 | 768,267 | 96,999 | 318,346 | 14,556,229 |
| Transfers in (out) | - | - | - | - | (307,797) | - | (307,797) |
| Less disposals including write-offs | - | - | - | - | 6,072,657 | 6,420,201 | 111,911,792 |
| | \$ 1,276,770 | \$ 15,137,508 | \$ 72,825,580 | \$ 10,179,076 | \$ 6,072,657 | \$ 6,420,201 | \$ 111,911,792 |
| Accumulated amortization | | | | | | | |
| Beginning of year | \$ - | \$ - | \$ 37,391,589 | \$ 7,763,190 | \$ 3,614,282 | \$ 4,111,053 | \$ 52,880,114 |
| Prior period adjustments | - | - | - | - | - | - | - |
| Amortization | - | - | 1,652,981 | 182,651 | 456,031 | 590,683 | 2,882,346 |
| Other additions | - | - | - | - | - | - | - |
| Transfers in (out) | - | - | - | - | (277,659) | - | (277,659) |
| Less disposals including write-offs | - | - | - | - | 3,792,654 | 4,701,736 | 55,484,801 |
| | \$ - | \$ - | \$ 39,044,570 | \$ 7,945,841 | \$ 3,792,654 | \$ 4,701,736 | \$ 55,484,801 |
| Net Book Value at August 31, 2016 | \$ 1,276,770 | \$ 15,137,508 | \$ 33,781,010 | \$ 2,233,235 | \$ 2,280,003 | \$ 1,718,465 | \$ 56,426,991 |
| Net Book Value at August 31, 2015 | \$ 1,276,770 | \$ 2,064,320 | \$ 35,134,562 | \$ 1,647,619 | \$ 2,669,173 | \$ 1,990,802 | \$ 44,783,246 |

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

Assets under capital Lease includes buildings with a total cost of \$X,XXX and accumulated amortization of \$X,xxx (Remove this line if jurisdiction does not have buildings under capital lease).

SCHEDULE 7

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

| Board Members: | FTE | Remuneration | Benefits | Negotiated Allowances | Performance Bonuses | ERIP's / Other Paid | Other Accrued Unpaid Benefits | Expenses |
|--------------------------|---------------|---------------------|--------------------|-----------------------|---------------------|---------------------|-------------------------------|-----------------|
| Rosadiuk, B. | 1.00 | \$27,931 | \$4,887 | \$0 | \$0 | \$0 | \$0 | \$3,041 |
| Caputo, S. | 1.00 | \$24,319 | \$4,818 | \$0 | \$0 | \$0 | \$0 | \$4,227 |
| DeClerq, B. | 1.00 | \$26,513 | \$4,079 | \$0 | \$0 | \$0 | \$0 | \$5,004 |
| DeMong, C. | 1.00 | \$24,207 | \$4,789 | \$0 | \$0 | \$0 | \$0 | \$2,888 |
| Fate, K. | 1.00 | \$26,581 | \$3,916 | \$0 | \$0 | \$0 | \$0 | \$5,167 |
| Stitzenberger, J. | 1.00 | \$16,427 | \$3,415 | \$0 | \$0 | \$0 | \$0 | \$3,018 |
| Zaporosky, J. | 1.00 | \$30,191 | \$5,053 | \$0 | \$0 | \$0 | \$0 | \$4,672 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal | 7.00 | \$176,169 | \$30,957 | \$0 | \$0 | \$0 | \$0 | \$28,017 |
| Superintendent | 1.00 | \$211,010 | \$4,891 | \$0 | \$0 | \$0 | \$0 | \$19,606 |
| Secretary Treasurer. | 1.00 | \$141,888 | \$34,741 | \$0 | \$0 | \$0 | \$0 | \$7,715 |
| Secretary Treasurer. | - | \$25,000 | \$6,175 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Certificated teachers | 281.81 | \$26,900,125 | \$5,979,349 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Non-certificated - other | 228.20 | \$9,025,007 | \$2,243,571 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTALS | 519.01 | \$36,479,199 | \$8,299,684 | \$0 | \$0 | \$0 | \$0 | \$55,338 |

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

1. AUTHORITY AND PURPOSE

The School Division delivers education programs under the authority of the School Act, Revised Statutes of Alberta 2000, Chapter S-3.

The School Division receives funding for instruction and support under Education Grants Regulation (AR 120/2008). The regulation allows for the setting of conditions and use of grant monies. The School Jurisdiction is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the CPA Canada public sector accounting standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

a) Cash and Cash Equivalents

Cash and cash equivalents include cash and investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These short-term investments have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

b) Accounts receivable

Accounts receivable are shown net of allowance for doubtful accounts.

c) Portfolio Investments

The School Division has investments in GIC's and term deposits that have maturity dates of greater than 3 months. GIC's and term deposits are reported at cost.

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

Detailed information regarding portfolio investments is disclosed in Note 5.

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Tangible capital assets

The following criteria applies:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the School Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

| | |
|--------------------------------|-------------|
| Buildings | 2.5% to 10% |
| Equipment | 7 % to 20% |
| Vehicles & Buses | 7 % to 20% |
| Computer Hardware and Software | 20% |

- No amortization is recorded in the year of acquisition. Full amortization is recorded in the year of disposal.

e) Deferred Revenue

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

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

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- Unexpended Deferred Capital Revenue

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

- Expended Deferred Capital Revenue

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

f) Asset Retirement Obligations

The School Division has determined it has a conditional asset retirement obligation relating to a school site. This obligation will be discharged in the future by funding from the Alberta Government and from reserves. The School Division believes there is insufficient information to estimate the fair value of the asset retirement obligation because future costs are currently not able to be determined.

g) Operating and Capital Reserves

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

h) Revenue Recognition

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

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

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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

i) Expenses

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

Allocation of Costs

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

j) Pensions

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

The current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the Grande Yellowhead Public School Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2016, the amount contributed by the Government was \$3,176,018 (2015 - \$3,121,208)

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The school board participates in a multi-employer pension plan, the Local Authorities Pension Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$785,292 for the year ended August 31, 2016 (2015 - \$872,089). At December 31, 2015, the Local Authorities Pension Plan reported an actuarial deficiency of \$2,180,600,000 (2014 deficiency of \$3,958,100,000).

k) Program Reporting

The Division's operations have been segmented as follows:

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

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

l) Scholarship Endowment Funds

Contributions to scholarship endowment funds represent a direct increase to accumulated surplus and must be held in perpetuity in accordance with the agreement with the donor. Provisions of the agreement require that the income is disbursed each year for the purposes of the scholarship.

Reinvestment of the endowment principal represents a direct increase to accumulated surplus. The remaining income earned on endowment principal is recognized as deferred revenue or as revenue in the year to the extent that stipulations have been met.

Unrealized gains and losses associated with the endowment are recorded in the Statement of Re-measurement Gains and Losses.

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

m) Trusts Under Administration

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

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

n) Financial Instruments

Measurement of financial instruments

The School Division initially measures its financial assets and financial liabilities at fair value adjusted by, in the case of a financial instrument that will not be measured subsequently at fair value, financing fees and transaction costs that are directly attributable to their origination, issuance or assumption.

The School Division subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash and cash equivalents, accounts receivable and portfolio investments.

Financial liabilities measured at amortized cost include the accounts payable and accrued liabilities, debt and other liabilities.

Impairment

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in the statement of operations. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in the statement of operations.

Transaction costs

The School Division recognizes its transaction costs and financing fees in net income in the period incurred. Financial instruments, that are subsequently measured at cost or amortized cost, are adjusted by the transaction costs and financing fees that are directly attributable to their origination, issuance or assumption.

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

o) Measurement Uncertainty

The preparation of financial statements in conformity with public sector accounting standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Such estimates include the valuation of accounts receivable, estimated useful life of long-lived assets and the assumptions used in the measurement of deferred revenue. Actual results could differ from these estimates.

p) School Generated Funds

These are funds that come under the control and responsibility of the school principal for school activities. These funds are usually collected, retained, and expended at the school level.

3. CASH AND CASH EQUIVALENTS

| | 2016 | | | 2015 |
|---------------------------------|----------------------------------|------|----------------|----------------|
| | Average Effective (Market) Yield | Cost | Amortized Cost | Amortized Cost |
| Cash | | \$ | 5,630,371 | \$ 7,479,936 |
| Cash equivalents | | | 1,043,354 | 1,058,751 |
| Total cash and cash equivalents | | \$ | 6,673,725 | \$ 8,538,687 |

Included in the cash account is \$1,043,354 (2015 - \$1,058,751) of funds that are restricted in use for future specific expenditures.

Cash account earns interest on monthly balances at rates ranging from prime minus 1.4% to prime minus 1.5%.

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

4. ACCOUNTS RECEIVABLE

| | 2016 | | | 2015 |
|---|---------------------|---------------------------------|----------------------|----------------------|
| | Gross Amount | Allowance for Doubtful Accounts | Net Realizable Value | Net Realizable Value |
| Alberta Education - Grants | \$ 51,720 | \$ - | \$ 51,720 | \$ 51,720 |
| Alberta Education - Capital | 7,824,483 | - | 7,824,483 | - |
| Alberta Education - IMR | - | - | - | - |
| Alberta Education - (Supported) | - | - | - | - |
| Other Alberta school jurisdictions | 8,378 | - | 8,378 | 8,378 |
| Treasury Board and Finance - Accrued interest on supported debentures | - | - | - | - |
| Alberta Health Services | - | - | - | - |
| Government of Alberta Ministry (Specify) | - | - | - | - |
| Federal government | 461,153 | - | 461,153 | 246,717 |
| Municipalities | - | - | - | - |
| Other | 161,731 | - | 161,731 | 202,319 |
| Total | \$ 8,507,465 | \$ - | \$ 8,507,465 | \$ 509,134 |

5. PORTFOLIO INVESTMENTS

| | 2016 | | | 2015 | |
|---------------|----------------------------------|-----------|------------|-----------|-----------|
| | Average Effective (Market) Yield | Cost | Fair Value | Balance | Balance |
| Term deposits | 1.44% | 3,427,309 | 3,427,309 | 3,427,309 | 7,427,319 |

The following is the maturity structure for fixed income securities based on the principal amount:

| | 2016 | 2015 |
|----------------|--------|--------|
| 1 to 5 years | 88.0% | 95.0% |
| 6 to 10 years | 0.0% | 0.0% |
| 11 to 20 years | 0.0% | 0.0% |
| Over 20 years | 12.0% | 5.0% |
| | 100.0% | 100.0% |

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

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

6. BANK INDEBTEDNESS

The Division has negotiated a line of credit in the amount of \$400,000 that bears interest at prime, secured by Alberta Learning Funding received or to be received by the School Division. There was no balance at August 31, 2016. The line of credit is up for renewal on August 31 of each year.

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

| | 2016 | 2015 |
|--|---------------------|---------------------|
| Alberta Education | \$ - | \$ - |
| Other Alberta school divisions | - | - |
| Alberta Capital Finance Authority (Interest on long-term debt - Supported) | - | - |
| Alberta Health Services | - | - |
| Other Government of Alberta ministries (LAPP) | - | - |
| Federal government | 409,536 | 10 |
| Accrued vacation pay liability | - | - |
| Other salaries & benefit costs | 715,680 | 360,758 |
| Other trade payables and accrued liabilities | 6,323,125 | 3,129,533 |
| Total | \$ 7,448,341 | \$ 3,490,301 |

8. DEFERRED REVENUE

| SOURCE AND GRANT OR FUND TYPE | DEFERRED REVENUE as at Aug. 31, 2015 | ADD: 2015/2016 Restricted Funds Received/ Receivable | DEDUCT: 2015/2016 Restricted Funds Expended (Paid / Payable) | ADD (DEDUCT): 2015/2016 Adjustments for Returned Funds | DEFERRED REVENUE as at Aug. 31, 2016 |
|--|--------------------------------------|--|--|--|--------------------------------------|
| Unexpended deferred operating revenue | | | | | |
| Alberta Education: | | | | | |
| Infrastructure Maintenance Renewal | 1,069,616 | 998,658 | 1,552,104 | - | 516,170 |
| Institutional Education Programs | - | - | - | - | - |
| SuperNet Service | 16,441 | 220,800 | 236,241 | - | 1,000 |
| Beginning Teacher Grant | 24,678 | - | - | - | 24,678 |
| High School Completion Project | 14,535 | - | 14,535 | - | - |

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

| | | | | | |
|--|---------------------|---------------------|--------------------|----------|---------------------|
| Dakin Project | - | 5,000 | - | - | 5,000 |
| Dual Credit (Cass) | 96,132 | - | 4,521 | - | 91,611 |
| Other Deferred Revenue: | | | | | |
| School Generated Funds | 86,694 | 86,225 | 86,544 | - | 86,375 |
| Fees | 27,450 | 46,752 | - | - | 74,202 |
| Donations | - | - | - | - | - |
| University of Alberta Wellness Grants | 3,370 | 30,000 | 3,093 | - | 30,277 |
| Scholarships | 328 | - | - | - | 328 |
| Other | 44,200 | 1260 | 44,200 | - | 1,260 |
| Total unexpended deferred operating revenue | \$ 1,383,444 | \$1,388,695 | \$1,941,238 | - | \$830,901 |
| Unexpended deferred capital revenue | 1,440,004 | - | 70,562 | - | 1,369,443 |
| Expended deferred capital revenue | 36,089,203 | 13,491,926 | 1,546,249 | - | 48,034,880 |
| Total | \$38,912,651 | \$14,880,621 | \$3,558,049 | - | \$50,235,224 |

9. DEBT

| | 2016 | 2015 |
|---|-----------------|-----------------|
| Supported debentures outstanding at August 31, 2015 have interest rates between 9.875% and 10.10%. Debenture payments are made annually, matured in 2015 and are supported by Alberta Education | - | - |
| Mortgages outstanding at August 31, 2016 has interest at prime. The loan matures in 2018, payments of \$2,000 are made monthly. The mortgage is secured by land and building with net book value of \$35,057,780 as at August 31, 2015. | \$46,142 | \$68,555 |
| Total | \$46,142 | \$68,555 |

Debenture Debt – Supported

| | Principal | Interest | Total |
|------------------|------------------|-----------------|--------------|
| 2014-2015 | \$ - | \$ - | \$ - |
| 2015-2016 | - | - | - |
| 2016-2017 | - | - | - |
| 2017-2018 | - | - | - |
| 2018-2019 | - | - | - |
| 2019 to maturity | - | - | - |
| Total | \$ - | \$ - | \$ - |

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

Debentures, Capital Loans, or Mortgages - Unsupported

The School Division has a mortgage outstanding in the amount of \$46,142. The mortgage bears interest at prime and expires in 2018. The following is a summary of principal and interest payments on related long term debt outstanding at August 31, 2016:

| | Principal | Interest | Total |
|------------------|------------------|-----------------|------------------|
| 2016-2017 | 22,922 | 1,078 | 24,000 |
| 2017-2018 | 23,220 | 376 | 23,596 |
| 2018-2019 | - | - | - |
| 2019-2020 | - | - | - |
| 2020 to maturity | - | - | - |
| Total | \$ 46,142 | \$ 1,454 | \$ 47,596 |

10. TANGIBLE CAPITAL ASSETS

| | 2016 | | | | | | | 2015 |
|--------------------------------------|------------------|--|-------------------|------------------|------------------|------------------------------------|-------------------|----------------------|
| | Land | Construction In Progress - Buildings | Buildings | Equipment | Vehicles | Computer Hardware & Software | Total | Total |
| Estimated useful life | | | | | | | | |
| Historical cost | | | | | | | | |
| Beginning of year | 1,276,770 | 2,064,320 | 72,526,151 | 9,410,809 | 6,283,455 | 6,101,855 | 97,663,360 | \$ 93,531,887 |
| Prior period adjustments | | | | | | | | - |
| Additions | - | 13,073,188 | 299,429 | 768,267 | 96,999 | 318,346 | 14,556,229 | 4,318,783 |
| Transfers in (out) | | | | | | | | - |
| Less disposals including write-offs | | | | | (307,797) | | (307,797) | (187,310) |
| | 1,276,770 | 15,137,508 | 72,825,580 | 10,179,076 | 6,072,657 | 6,420,201 | 111,911,792 | \$ 97,663,360 |
| Accumulated amortization | | | | | | | | |
| Beginning of year | - | - | 37,391,589 | 7,763,190 | 3,614,282 | 4,111,053 | 52,880,114 | \$ 50,162,810 |
| Prior period adjustments | | | | | | | | - |
| Amortization | - | - | 1,652,981 | 182,651 | 456,031 | 590,683 | 2,882,346 | 2,904,614 |
| Other additions | | | | | | | | - |
| Transfers in (out) | | | | | | | | - |
| Less disposals including write-offs | | | | | (277,659) | | (277,659) | (187,310) |
| | | | 39,044,570 | 7,945,841 | 3,792,654 | 4,701,736 | 55,484,801 | \$ 52,880,114 |
| Net Book Value at End of Year | 1,276,770 | 15,137,508 | 33,781,010 | 2,233,325 | 2,280,003 | 1,718,465 | 56,426,991 | \$ 44,783,246 |

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

11. OTHER NON FINANCIAL ASSETS

| | 2016 | 2015 |
|-----------|-------------|-------------|
| Inventory | \$ 150,150 | \$ 153,334 |
| Total | \$ 150,150 | \$ 153,334 |

12. ACCUMULATED SURPLUS

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

| | 2016 | 2015 |
|--|-------------|---------------|
| Unrestricted surplus | 1,815,324 | \$ 2,169,563 |
| Operating reserves | 3,910,912 | \$ 4,243,209 |
| Accumulated surplus (deficit) from operations ⁽²⁾ | 5,726,236 | \$ 6,412,772 |
| Investment in tangible capital assets | 8,354,880 | 8,639,009 |
| Capital reserves | 3,611,922 | 3,724,487 |
| Endowments ⁽¹⁾ | 473,943 | 437,236 |
| Accumulated re-measurement gains (losses) | - | - |
| Accumulated surplus (deficit) | 18,166,981 | \$ 19,213,504 |

(1) Terms of the endowments stipulate that the principal balance be maintained permanently. Investment income of \$7,145 (2015 - \$5,153) is externally restricted for scholarships and is included in deferred revenue.

(2) Accumulated surplus represents funding available to support the school division's operations for the 2016-2017 year.

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

13. CONTRACTUAL OBLIGATIONS

| | 2016 | 2015 |
|--------------------------------------|---------------------|----------------------|
| Building projects ^{(a)+(d)} | \$ 5,183,046 | \$ 17,917,330 |
| Building leases ^(b) | 238,477 | 358,750 |
| Service providers ^(c) | 2,032,012 | 1,169,818 |
| Other (Specify) | | - |
| Other | | - |
| Total | \$ 7,453,535 | \$ 19,445,898 |

(a) Building Projects: Grande Cache Community High School Modernization

Grande Cache Community High School Modernization project bid by Monteith Building Group Ltd. was approved by the Board of Trustees on September 9, 2015. The project is scheduled to be finalized by August 31, 2017.

(b) Building Leases

The Division has various lease agreements for off campus facilities. The annual obligations are included in the summary schedule below.

(c) Copier Lease – Xerox

Xerox and Grande Yellowhead Public School Division No.77 entered into an agreement which covers the annual lease for equipment and software for electronic document management. The annual lease base contract charge is \$389,606 and expires August 31, 2018.

(d) Jasper Land Transfer

The Division reached an agreement with the Municipality of Jasper which outlines the terms and conditions which will allow a land exchange in order to permit the construction of a joint facility to replace Jasper Junior Senior High School. As per the agreement the Division performed at its sole cost, all work necessary to restore, landscape (including irrigation) and fence the exchange site to the satisfaction of the Municipality of Jasper and in accordance with Parks Canada requirements up to a maximum commitment of \$790,000. At August 31, 2016 the remaining obligation regarding restorations costs is \$450,717 (August 31, 2015 \$778,859).

(e) Division Contract Bus Drivers

The Divisions' School Bus Contract Agreement is signed for the period of August 22, 2015 to July 10, 2018. The Agreement covers twenty (20) routes with an escalator of 0% for 2015-2016.

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

| | Building Projects | Building Leases | Service Providers | Other (Specify) | Other |
|------------|--------------------------|------------------------|--------------------------|------------------------|--------------|
| 2016-2017 | \$ 4,732,329 | \$ 94,243 | \$ 389,606 | \$ - | \$ - |
| 2017-2018 | - | 73,243 | 389,606 | - | - |
| 2018-2019 | - | 54,229 | 417,600 | - | - |
| 2019-2020 | - | 6,936 | 417,600 | - | - |
| 2020-2021 | - | 6,936 | 417,600 | - | - |
| Thereafter | - | 2,890 | - | - | - |
| | \$4,732,329 | \$ 238,477 | \$ 2,032,012 | \$ - | \$ - |

14. CONTINGENT LIABILITIES

The School Division is a member of A.S.B.I.E. Under the terms of its membership, the School Division could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange.

15. FEES

| | 2016 | 2015 |
|---|-------------|--------------|
| Transportation fees ⁽¹⁾ | 61,840 | \$ 8,400 |
| Fees charged for instruction material and supplies ⁽²⁾ | 378,757 | 383,101 |
| School generated funds | 710,719 | 502,96 |
| International student tuition | (10,855) | 10,000 |
| Other fees | 61,899 | 153,453 |
| Total | 1,202,360 | \$ 1,057,919 |

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

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

16. TRUSTS UNDER ADMINISTRATION

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

| | 2016 | 2015 |
|--|-------------|-------------|
| Deferred salary leave plan | 8,514 | \$ 114,992 |
| Scholarship trusts | 473,943 | 437,160 |
| Student Health Initiative (Banker board) | - | - |
| Regional Collaborative Service Delivery (Banker board) | - | 15,000 |
| Total | 482,457 | \$ 567,152 |

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

17. SCHOOL GENERATED FUNDS

| | 2016 | 2015 |
|--|-------------|--------------|
| School Generated Funds, Beginning of Year | 972,057 | \$ 1,107,289 |
| Gross Receipts: | | |
| Fees | 470,647 | \$ 502,964 |
| Fundraising | 844,426 | \$ 733,540 |
| Gifts and donations | 240,072 | \$ 384,954 |
| Total gross receipts | 1,555,145 | \$ 1,621,458 |
| Total Related Expenses and Uses of Funds | | |
| Total Direct Costs Including Cost of Goods Sold to Raise Funds | 1,483,848 | \$ 1,669,996 |
| School Generated Funds, End of Year | 1,043,354 | \$1,058,751 |
| Balance included in Deferred Revenue | 86,375 | \$ 86,694 |
| Balance included in Accumulated Surplus (Operating Reserves) | \$956,979 | \$ 972,057 |

18. RELATED PARTY TRANSACTIONS

All entities that are consolidated in the accounts of the Government of Alberta are related parties of the school divisions. These include government departments, health authorities, post-secondary institutions and other school divisions in Alberta. All related party transactions are measured at the exchange amount, being the amount agreed upon by the related parties.

| | Balances | | Transactions | |
|---|---|--|---------------------|-----------------|
| | Financial Assets (at cost or net realizable value) | Liabilities (at amortized cost) | Revenues | Expenses |
| Government of Alberta (GOA): Education | | | | |
| Accounts receivable / Accounts payable | \$ - | \$ - | \$ - | \$ - |
| Prepaid expenses / Deferred operating revenue | | | | |
| Unexpended deferred capital revenue | | 1,369,443 | 70,562 | |
| Expended deferred capital revenue | | 48,034,921 | 1,552,946 | |
| Other assets & liabilities | | | | |
| Grant revenue & expenses | 51,720 | | 52,993,534 | - |
| ATRF payments made on behalf of district | | | 3,176,018 | |
| Other Revenues & expenses | | | | |
| Other Alberta school divisions | 81,863 | | 135,664 | 165,958 |
| Treasury Board and Finance (Principal) | | | 81,863 | |

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

| | | | | |
|--|------------|--------------|--------------|-----------|
| Treasury Board and Finance (Accrued interest) | | | | |
| Alberta Health Services | 18,247 | 140,985 | 522,215 | - |
| Post-secondary institutions | | | | |
| Human Services | | | | |
| Other GOA ministry (Agriculture) | | | | |
| Alberta Capital Financing Authority | | | | |
| Other Related Parties (LAPP) | | | | - |
| Other Related Parties (ATB Financial) | | | 98,231 | |
| TOTAL 2015/2016 | \$ | \$ | \$ | \$ |
| TOTAL 2014/2015 | \$ 151,830 | \$49,545,349 | \$58,631,123 | \$165,958 |

19. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

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

20. REMUNERATION AND MONETARY INCENTIVES

The Grande Yellowhead Public School Division had paid and accrued expenses for the year ended August 31, 2016 to or on behalf of the following positions and persons in groups as follows:

| Board Members: | FTE | Remuneration | Benefits | Negotiated Allowances | Performance Bonuses | ERIP's / Other | Expenses |
|--------------------------|------------|---------------------|--------------------|------------------------------|----------------------------|-----------------------|-----------------|
| Stitzenberger, J | 1.0 | \$16,427 | \$3,415 | \$0 | | | \$3,018 |
| Caputo, S | 1.0 | \$24,319 | \$4,818 | \$0 | | | \$4,227 |
| DeClercq, B | 1.0 | \$26,513 | \$4,079 | \$0 | | | \$5,004 |
| Demong, C | 1.0 | \$24,207 | \$4,789 | \$0 | | | \$2,888 |
| Fate, K | 1.0 | \$26,581 | \$3,916 | \$0 | | | \$5,167 |
| Rosadiuk, B | 1.0 | \$27,931 | \$4,887 | \$0 | | | \$3,041 |
| Zaporosky, J | 1.0 | \$30,191 | \$5,053 | \$0 | | | \$4,672 |
| Subtotal | 7.0 | \$176,169 | \$30,957 | \$0 | | | \$28,017 |
| Superintendent (1) | 1.0 | \$211,010 | \$4,891 | \$0 | \$0 | \$0 | \$19,606 |
| Secretary/Treasurer (1) | 1.0 | \$141,888 | \$34,741 | \$0 | \$0 | \$0 | \$7,715 |
| Secretary/Treasurer (1) | | \$25,000 | \$6,175 | | | | - |
| Certificated teachers | 281.1 | \$26,900,125 | \$5,979,349 | \$0 | \$0 | \$0 | - |
| Non-certificated - other | 228.20 | \$9,025,007 | \$2,243,571 | \$0 | \$0 | \$0 | - |
| | | | | | | | - |
| TOTALS | | \$36,479,199 | \$8,299,684 | \$0 | \$0 | \$0 | \$55,338 |

21. BUDGET AMOUNTS

The budget was prepared by the School Division and the Board of Trustees gave approval on June 1, 2015. It is presented for information only and has not been audited.

22. COMPARATIVE FIGURES

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

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

23. RESERVES

Reserves represent funds allocated for future capital and operating expenditures. The reserves are established and expended in accordance with terms and conditions established by the Board of Trustees. 988,426

| | Balance | Contributions | Utilized | Balance |
|---------------------------------|----------------------|----------------------|--------------------|----------------------|
| Operating Reserves | Aug. 31, 2015 | During 2016 | During 2016 | Aug. 31, 2016 |
| Instruction | 25,000 | - | - | 25,000 |
| Instruction – Learning Services | 25,000 | - | - | 25,000 |
| Instruction - Technology | 800,418 | 31,448 | 280,431 | 551,435 |
| Schools | 1,332,557 | - | 83,236 | 1,249,321 |
| School Generated Funds | 972,057 | 956,979 | -972,057 | 956,979 |
| System Administration | 22,500 | 15,000 | - | 37,500 |
| Administration Building Reserve | 160,518 | - | - | 160,518 |
| Maintenance Equipment Reserve | 86,418 | - | - | 86,418 |
| Maintenance – HVAC Upgrades | 364,298 | - | - | 364,298 |
| Non Supported Building Reserve | 454,443 | - | - | 454,443 |
| Total | 4,243,209 | | | 3,910,912 |

| | Balance | Contributions | Utilized | Balance |
|---|----------------------|----------------------|--------------------|----------------------|
| Capital Reserves | Aug. 31, 2015 | During 2016 | During 2016 | Aug. 31, 2016 |
| Administration Building | 100,000 | - | 55,004 | 44,996 |
| Land | 68,556 | - | 22,413 | 46,143 |
| Technology Infrastructure | 55,514 | - | 95,436 | -39,922 |
| System Administration equipment | 81,818 | - | - | 81,818 |
| Divisional Reserve-Jasper landscape restoration | 758,839 | - | 269,959 | 488,880 |
| Parkland Running Track | 390,000 | - | - | 390,000 |
| Grande Cache Modernization | 1,500,000 | - | - | 1,500,000 |
| Bus replacement | 228,336 | 400,564 | - | 628,900 |
| Maintenance fleet replacement | 238,269 | 26,681 | - | 264,950 |
| Other vehicle replacement | 303,157 | - | 96,999 | 206,157 |
| Total | 3,724,487 | | | 3,611,922 |
| Total operating and capital reserves | 7,967,696 | | | 7,522,834 |

24. FINANCIAL INSTRUMENTS

Grande Yellowhead Public School Division No. 77
Notes to the Financial Statement
For The Year Ended August 31, 2016

Credit risk

Credit risk arises from the potential that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss. It is management's opinion that the School Division is not exposed to significant credit risk.

Liquidity risk

Liquidity risk is the risk that the School Division will not be able to meet its obligations associated with financial liabilities. It is management's opinion that the School Division is not exposed to significant liquidity risk.

Interest rate risk

The School Division is susceptible to interest rate risk on its variable interest bank financing. It is management's opinion that the School Division is not exposed to significant interest rate risk.

SCHEDULE 8

**UNAUDITED SCHEDULE OF FEE REVENUES
for the Year Ending August 31, 2016 (in dollars)**

| | Actual 2016 | Actual 2015 |
|---|--------------------|--------------------|
| FEES | | |
| Transportation fees | \$61,840 | \$53,388 |
| Basic instruction supplies (text books, including lost or replacement fees, course materials) | \$378,757 | \$371,197 |
| Technology user fees | \$0 | \$10,580 |
| Alternative program fees | \$0 | \$8,740 |
| Fees for optional courses (band, art, etc.) | \$27,831 | \$59,754 |
| Fees for students from other boards | \$0 | \$0 |
| Tuition fees (international & out of province) | (\$10,855) | \$10,000 |
| Kindergarten & preschool | \$5,445 | \$9,192 |
| Extracurricular fees (sports teams and clubs) | \$710,719 | \$459,843 |
| Field trips (related to curriculum) | \$0 | \$3,087 |
| Lunch supervision fees | \$0 | \$0 |
| Locker rental; locks; student ID; uniforms; library, student union, and fitness fees | \$8,747 | \$3,296 |
| Other (describe)* Graduation & Diplomas fees | \$0 | \$52,467 |
| Other (describe)* Home Ed & Distance Learning | \$19,876 | \$10,290 |
| Other (describe)* Yearbooks | \$0 | \$6,085 |
| Other (describe)* | \$0 | \$0 |
| Other (describe)* | \$0 | \$0 |
| Other (describe)* | \$0 | \$0 |
| Other (describe)* | \$0 | \$0 |
| Other (describe)* | \$0 | \$0 |
| TOTAL FEES | \$1,202,360 | \$1,057,919 |

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

| Please disclose amounts paid by parents of students that are recorded as "Other sales and services" or "Other revenue" (rather than fee revenue): | Actual 2016 | Actual 2015 |
|---|-------------|--------------|
| Cafeteria sales, hot lunch, milk programs | \$0 | \$0 |
| Special events, graduation, tickets | \$0 | \$0 |
| Student travel (international, recognition trips, non-curricular) | \$0 | \$0 |
| Sales or rentals of other supplies/services (clothing, agendas, yearbooks) | \$0 | \$0 |
| Adult education revenue | \$0 | \$0 |
| Child care & before and after school care | \$0 | \$0 |
| Other (describe) MHC B Workshop Fees | \$0 | \$500 |
| Other (describe) | \$0 | \$0 |
| Other (describe) | \$0 | \$0 |
| TOTAL | \$0 | \$500 |

| UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2016 (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 | 596 | 67 | 163 | | |
| Federally Funded Students | | | | | |
| REVENUES | | | | | |
| Alberta Education allocated funding | \$ 683,297 | \$ 915,223 | \$ 141,372 | \$ 4,432,247 | \$ 1,186,141 |
| Other funding allocated by the board to the program | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL REVENUES | \$ 683,297 | \$ 915,223 | \$ 141,372 | \$ 4,432,247 | \$ 1,186,141 |
| EXPENSES (Not allocated from BASE, Transportation, or other funding) | | | | | |
| Instructional certificated salaries & benefits | \$ 312,832 | \$ 83,593 | \$ 98,318 | \$ - | |
| Instructional non-certificated salaries & benefits | \$ 73,261 | \$ 563,706 | \$ 22,836 | \$ 3,737,628 | |
| SUB TOTAL | \$ 386,093 | \$ 647,299 | \$ 121,154 | \$ 3,737,628 | |
| Supplies, contracts and services | \$ 135,327 | \$ 244,806 | \$ 24,038 | \$ 177,085 | |
| Program planning, monitoring & evaluation | \$ - | \$ - | \$ - | \$ - | |
| Facilities (required specifically for program area) | \$ - | \$ - | \$ - | \$ - | |
| Administration (administrative salaries & services) | \$ - | \$ - | \$ - | \$ 534,406 | |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | |
| TOTAL EXPENSES | \$ 521,420 | \$ 892,105 | \$ 145,192 | \$ 4,449,119 | |
| NET FUNDING SURPLUS (SHORTFALL) | \$ 161,877 | \$ 23,118 | \$ (3,820) | \$ (16,872) | |

SCHEDULE 10

Potential Candidate
 Filed 6/20/17

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES
 for the Year Ended August 31, 2016 (in dollars)

| EXPENSES | Allocated to Board & System Administration | | | | Allocated to Other Programs | | | | TOTAL |
|---|--|---------------------|-------|--------------|-----------------------------|---------------------|-------|--------------|-------|
| | Salaries & Benefits | Supplies & Services | Other | TOTAL | Salaries & Benefits | Supplies & Services | Other | TOTAL | |
| Office of the superintendent | \$ 308,209 | \$ 110,483 | \$ - | \$ 418,692 | \$ - | \$ - | \$ - | \$ 418,692 | |
| Educational administration (excluding superintendent) | | | | | \$ 433,143 | \$ 87,944 | \$ - | \$ 521,087 | |
| Business administration | \$ 562,319 | \$ 728,229 | \$ - | \$ 1,290,548 | \$ - | \$ - | \$ - | \$ 1,290,548 | |
| Board governance (Board of Trustees) | \$ 207,129 | \$ 184,340 | \$ - | \$ 391,469 | \$ - | \$ - | \$ - | \$ 391,469 | |
| Information technology | | | | | \$ 690,861 | \$ 545,183 | \$ - | \$ 1,236,044 | |
| Human resources | \$ 173,319 | \$ 17,943 | \$ - | \$ 191,262 | \$ - | \$ - | \$ - | \$ 191,262 | |
| Central purchasing, communications, marketing | \$ 94,848 | \$ 54,092 | \$ - | \$ 148,940 | \$ - | \$ - | \$ - | \$ 148,940 | |
| Payroll | \$ 153,697 | \$ - | \$ - | \$ 153,697 | \$ - | \$ - | \$ - | \$ 153,697 | |
| Administration - insurance | | | | | | | | | |
| Administration - amortization | | | | | | | | | |
| Administration - other (admin building, interest) | | | | | | | | | |
| Other (describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Other (describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Other (describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| TOTAL EXPENSES | \$ 1,499,521 | \$ 1,095,087 | \$ - | \$ 2,594,608 | \$ 1,124,004 | \$ 633,127 | \$ - | \$ 4,351,739 | |

Jurisdiction Report - to be included with AERR

ALL SUBJECTS

Jurisdiction:

1085 - Grande Yellowhead Public School Division No. 77

Number of Schools Reported:

18

Total Number of Schools:

18

| | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| A.H.Dakin School | 16.3 | 19.2 | 17.7 | 22.5 | 22.5 | 27.0 | | | | | | |
| Crescent Valley School | 19.8 | 18.8 | 20.0 | 22.0 | 21.0 | 23.4 | 28.0 | 34.0 | 23.0 | | | |
| Ecole Mountain View School | 19.3 | 17.8 | 17.1 | 22.1 | 21.6 | 21.5 | 30.0 | 24.0 | 27.5 | | | |
| Ecole Pine Grove School | | | | 20.6 | 21.7 | 22.5 | 24.0 | 20.7 | 22.0 | | | |
| Evansview School | 20.0 | 19.9 | 15.0 | 22.3 | 26.7 | 27.3 | | | | | | |
| Evergreen School | 21.4 | 21.3 | 18.0 | 21.0 | 20.0 | 26.2 | | | | | | |
| Fulham School | 14.0 | 14.7 | 9.6 | 23.3 | 14.9 | 18.8 | | | | | | |
| Grand Trunk High School | | | | | | | 22.7 | 19.3 | 17.1 | 15.3 | 11.5 | 13.8 |
| Grande Cache Community High School | 18.7 | 14.7 | 9.5 | 17.0 | 19.5 | 10.0 | 21.4 | 25.6 | 18.6 | 19.2 | 17.8 | 17.4 |
| Harry Collinge High School | | | | | | | 22.1 | 22.4 | 24.1 | 19.0 | 18.9 | 19.7 |
| Jasper Elementary School | 15.4 | 16.0 | 20.1 | 17.8 | 20.6 | 20.6 | | | | | | |
| Jasper Junior Senior High School | | | | | | | 18.4 | 17.5 | 24.8 | 14.1 | 14.0 | 12.6 |
| Niton Central School | 17.5 | 14.3 | 14.8 | 21.0 | 24.0 | 18.7 | 18.1 | 17.0 | | | | |
| Parkland Composite High School | | | | | | | 16.9 | 19.1 | 21.9 | 18.0 | 18.3 | 17.8 |
| Sheldon Coates Elementary School | 17.6 | 20.5 | 20.1 | | | | | | | | | |
| Summitview School | | | | 21.4 | 23.7 | 21.2 | 22.7 | 23.5 | 22.9 | | | |
| Westhaven Elementary School | 19.9 | 19.5 | 21.3 | 24.0 | 22.8 | 19.7 | | | | | | |
| Wildwood School | 16.0 | 15.0 | 21.5 | 17.5 | 16.5 | 15.0 | 22.5 | 13.7 | 17.0 | | | |
| Total for Jurisdiction 1085 | 18.5 | 18.3 | 17.9 | 21.1 | 21.4 | 21.2 | 21.9 | 20.5 | 22.5 | 17.4 | 16.8 | 16.1 |

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Colony/Hutterite schools have been excluded
 Outreach/alternative schools have been excluded
 Virtual/Home Ed/Distance Ed programs have been excluded

Jurisdiction Report - to be included with AERR

CORE SUBJECTS ONLY

Jurisdiction:

1085 - Grande Yellowhead Public School Division No. 77

Number of Schools Reported:

18

Total Number of Schools:

18

| | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| A.H.Dakin School | 16.3 | 19.2 | 17.7 | 22.5 | 22.5 | 27.0 | | | | | | |
| Crescent Valley School | 19.8 | 18.8 | 20.0 | 22.0 | 21.0 | 23.6 | 28.0 | 34.0 | 23.0 | | | |
| Ecole Mountain View School | 19.3 | 17.8 | 17.1 | 22.1 | 21.6 | 21.5 | 30.0 | 24.0 | 27.5 | | | |
| Ecole Pine Grove School | | | | 19.0 | 20.8 | 22.2 | 23.6 | 20.0 | 21.2 | | | |
| Evansview School | 20.0 | 20.1 | 14.3 | 21.3 | 26.7 | 27.3 | | | | | | |
| Evergreen School | 21.4 | 21.3 | 18.0 | 21.0 | 20.0 | 25.5 | | | | | | |
| Fulham School | 14.0 | 14.2 | 9.6 | 24.0 | 13.8 | 18.0 | | | | | | |
| Grand Trunk High School | | | | | | | 22.7 | 19.8 | 17.3 | 13.1 | 12.5 | 12.1 |
| Grande Cache Community High School | 18.7 | 14.7 | 9.5 | 17.0 | 19.5 | 10.0 | 20.0 | 27.5 | 22.2 | 20.4 | 19.4 | 17.5 |
| Harry Collinge High School | | | | | | | 20.6 | 21.0 | 23.3 | 19.3 | 19.2 | 18.3 |
| Jasper Elementary School | 14.7 | 15.1 | 20.1 | 15.8 | 18.7 | 20.6 | | | | | | |
| Jasper Junior Senior High School | | | | | | | 17.5 | 17.2 | 21.3 | 14.2 | 15.0 | 13.4 |
| Niton Central School | 17.5 | 14.3 | 14.8 | 21.0 | 24.0 | 18.5 | 19.1 | 17.0 | | | | |
| Parkland Composite High School | | | | | | | 20.1 | 21.3 | 21.2 | 20.0 | 22.6 | 24.4 |
| Sheldon Coates Elementary School | 17.6 | 20.5 | 20.1 | | | | | | | | | |
| Summitview School | | | | 21.4 | 22.9 | 22.0 | 22.4 | 23.5 | 23.0 | | | |
| Westhaven Elementary School | 19.9 | 19.5 | 21.3 | 24.0 | 22.8 | 19.7 | | | | | | |
| Wildwood School | 16.0 | 15.0 | 21.5 | 17.5 | 16.5 | 15.0 | 22.5 | 13.7 | 17.0 | | | |
| Total for Jurisdiction 1085 | 18.4 | 18.2 | 17.9 | 20.5 | 21.1 | 21.1 | 21.6 | 20.3 | 21.7 | 18.2 | 18.7 | 17.3 |

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
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 Special Education classes are included
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 Virtual/Home Ed/Distance Ed programs have been excluded
 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education