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Our Board of Trustees

Kim Armstrong <i>Chair</i>	Stanley Haroun <i>Trustee</i>
John Allen <i>Vice Chair</i>	Sheyanne Levall-Crouse <i>Trustee</i>
	Kristi Rouse <i>Trustee</i>

Division Administration Office

60 Sir Winston Churchill Ave.
St. Albert, AB T8N 0G4
780.460.3712
www.spschools.org



MESSAGE FROM THE BOARD CHAIR

The Board of Trustees is proud of our exceptional school division and the great work done in our schools. We are entering into year three of our Four Year Education Plan which provides clear direction to our important work. Our priority areas, connection, growth, wellness and equity guide our work each and every day. For the 2024 iteration of our education plan, we adjusted some of our key strategies.

As locally-elected trustees, we are committed to a strong governance approach that supports connection to community and an assurance approach that demonstrates that our actions align with our values and priorities. We were happy to host an in-person stakeholder engagement workshop in February 2024 and continue on the division's anti-oppression work. The feedback gathered from these conversations is used to both inform and reflect on our education plan. We also gather input through annual stakeholder engagement surveys.

We are proud to be the governors of a public school division that embraces diversity, offers choice to students and families, responds to our local context and succeeds in achieving outstanding results for our students. We offer a variety of programming options to students and families, including:

- English language programming
- Early and Late French immersion
- Logos Christian programming
- Cogito programming
- Advanced Placement and International Baccalaureate
- Hockey, Recreation and Soccer programs
- Diverse programming options for families of students with inclusive education needs
- A range of complementary programming including Career and Technology Studies, fine arts, fitness and locally-developed courses

Our board thanks our staff, parents and students for their dedication and commitment to excellence.

Sincerely,

Kim Armstrong
Chair, Board of Trustees



MESSAGE FROM THE SUPERINTENDENT

It's a pleasure to share with you our education plan for the years 2022-2026.

As you review this strategic plan, you can see that connection, growth, wellness and equity are our priorities and we believe these priority areas are foundational to the work in our division and to the success of our students. Our division works hard to provide the opportunity for each of our students to acquire the knowledge, skills and attitudes needed to be a self-reliant, responsible, caring and contributing member of society. St. Albert Public Schools is fortunate to have stakeholders who are highly invested in and supportive of our work with students. As a collective, we are committed to collaboration and fostering strong relationships among our schools, our families and our communities.

As we move forward in a more challenging economic context, we will continue to work together to support our common purpose of promoting and supporting the best possible outcomes for all students. At St. Albert Public Schools, we pride ourselves on the choices available to students and families. We offer a wide variety of programs and services designed to provide students with the opportunities they need to learn, grow and thrive — in and out of school. Our growing student population attests to the fact that families choose St. Albert Public Schools.

I am truly grateful to our staff for all they do to make a difference for our students and families. While we are always focused on staff wellness and morale, this has been an even more important consideration as we move forward.

Thank you for taking the time to review our education plan, and for your ongoing support of St. Albert Public Schools.

Sincerely,

A handwritten signature in black ink, which appears to read "Krimsen Sumners". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Krimsen Sumners
Superintendent

FOUNDATION STATEMENTS

MISSION

Through our commitment to excellence in public education, we strive to ensure all students become lifelong learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the *Education Act* and the associated regulations.

The intent of the board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education, we believe that:

- Our students' learning is central to everything we do.
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens.
- By setting high expectations students are challenged to achieve to their full potential.
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected.
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all.
- Teacher-student relationship is central to student learning.
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

ACCOUNTABILITY STATEMENT FOR THE FOUR YEAR EDUCATION PLAN

The education plan for St. Albert Public Schools, commencing September 1, 2024, was prepared under the direction of the board/board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The board approved the Education Plan on May 29, 2024.

SCHOOL LISTING

Bellerose

Grade 10-12
49 Giroux Road
780.460.8490
bchs.spschools.org

Elmer S. Gish

Grade K-9
75 Akins Drive
780.459.7766
esgish.spschools.org

Hillgrove

Grade 5-9
50 Grosvenor Boulevard
780.459.4456
hillgrove.spschools.org

Joseph M. Demko

Grade K-9
200 Jensen Lakes Boulevard
780.347.0015
jmd.spschools.org

Kinosayo

Grade K-6
40 Woodlands Road
780.459.3114
keeno.spschools.org

Leo Nickerson

Grade K-6
10 Sycamore Avenue
780.459.4426
ln.spschools.org

Lois E. Hole

Grade K-6
120 Everitt Drive North
780.460.0034
leh.spschools.org

Lorne Akins

Grade 7-9
4 Fairview Boulevard
780.460.3728
lorneakins.spschools.org

Muriel Martin

Grade K-6
110 Deer Ridge Drive
780.458.0205
murielmartin.spschools.org

Outreach

Grade 10-12
50 Sir Winston Churchill Ave.
780.458.0839
outreach.spschools.org

Paul Kane

Grade 10-12
12 Cunningham Road
780.459.4405
pkhs.spschools.org

Ronald Harvey

Grade K-6
15 Langley Avenue
780.459.5541
ronaldharvey.spschools.org

Sir Alexander Mackenzie

Grade K-6
61 Sir Winston Churchill Avenue
780.459.4467
samschool.spschools.org

St. Albert Public Preschool

Multiple locations
c/o 60 Sir Winston Churchill Avenue
780.419.6545
preschool.spschools.org

Wild Rose

Grade K-4
58 Grenfell Avenue
780.460.3737
wildrose.spschools.org

William D. Cuts

Grade 7-9
149 Larose Drive
780.458.8585
wdcuts.spschools.org

PROFILE

About Us

1958
(inception)

≈ **130 students**

2023

> **9,500 students**
Preschool to Grade 12

14 SCHOOLS

1 OUTREACH SCHOOL

4 PRESCHOOL LOCATIONS

LARGEST EMPLOYER
in the city of St. Albert

≈ **540 teachers** | **348 support staff**

Programming

supporting the individual needs, abilities and interests of all students

Inclusive learning environments that honour and value diversity

a range of choices in our division

PROGRAMS

- English Language
- French Immersion
- International Baccalaureate
- Advanced Placement
- Academic Challenge & Enrichment
- Knowledge and Employability
- Logos Christian
- Cogito
- Career Education

OPTIONS

- Career and Technology Studies
- Fine Arts and Locally Developed Courses

STUDENTS WITH INCLUSIVE EDUCATION NEEDS

- range of programming and support services
- regular classrooms and more specialized sites

Our Results

WE CELEBRATE
We focus on and celebrate growth in students' academic skills

STUDENT PARTICIPATION

a wide variety of service and extracurricular activities that show our commitment to core values and citizenship

STUDENTS, STAFF AND PARENT SURVEY RESULTS

high levels of satisfaction with the quality of education, choice of programming and the caring environment in our schools

STUDENTS AWARDED
thousands of scholarship dollars, certificates and medals in academics, science, fine arts and athletics

Our Growth

HIGH SCHOOL ACCOMMODATION



construction is completed on the Paul Kane replacement school. Students and staff moved in in January 2023

work has started on an expansion and modernization of Bellerose Composite High School

QUICK FACTS: DID YOU KNOW?

 **657**
KINDERGARTEN STUDENTS REGISTERED


 The highest in division history




Our jurisdiction is working with the provincial government to **plan facilities for the rapid growth of high school students** that is imminent

Our division serves more than **9,500 STUDENTS**




Budget for 2023-2024 **\$112 million**



All but one cohort **grew in size** as they moved forward one grade



Our student enrollment **INCREASED 3%**



47 old portables & 61 new modulars for a total of 108 non-permanent classroom spaces
NON-PERMANENT CLASSROOMS HOUSE OVER 2,700 STUDENTS

	KINDERGARTEN ENROLLMENT	STUDENT ENROLLMENT
2012-13	486	6788
2013-14	495	7129
2014-15	598	7566
2015-16	548	7807
2016-17	571	8039
2017-18	603	8307
2018-19	596	8579
2019-20	612	8803
2020-21	608	8737
2021-22	625	8865
2022-23	624	9118
2023-24	657	9550

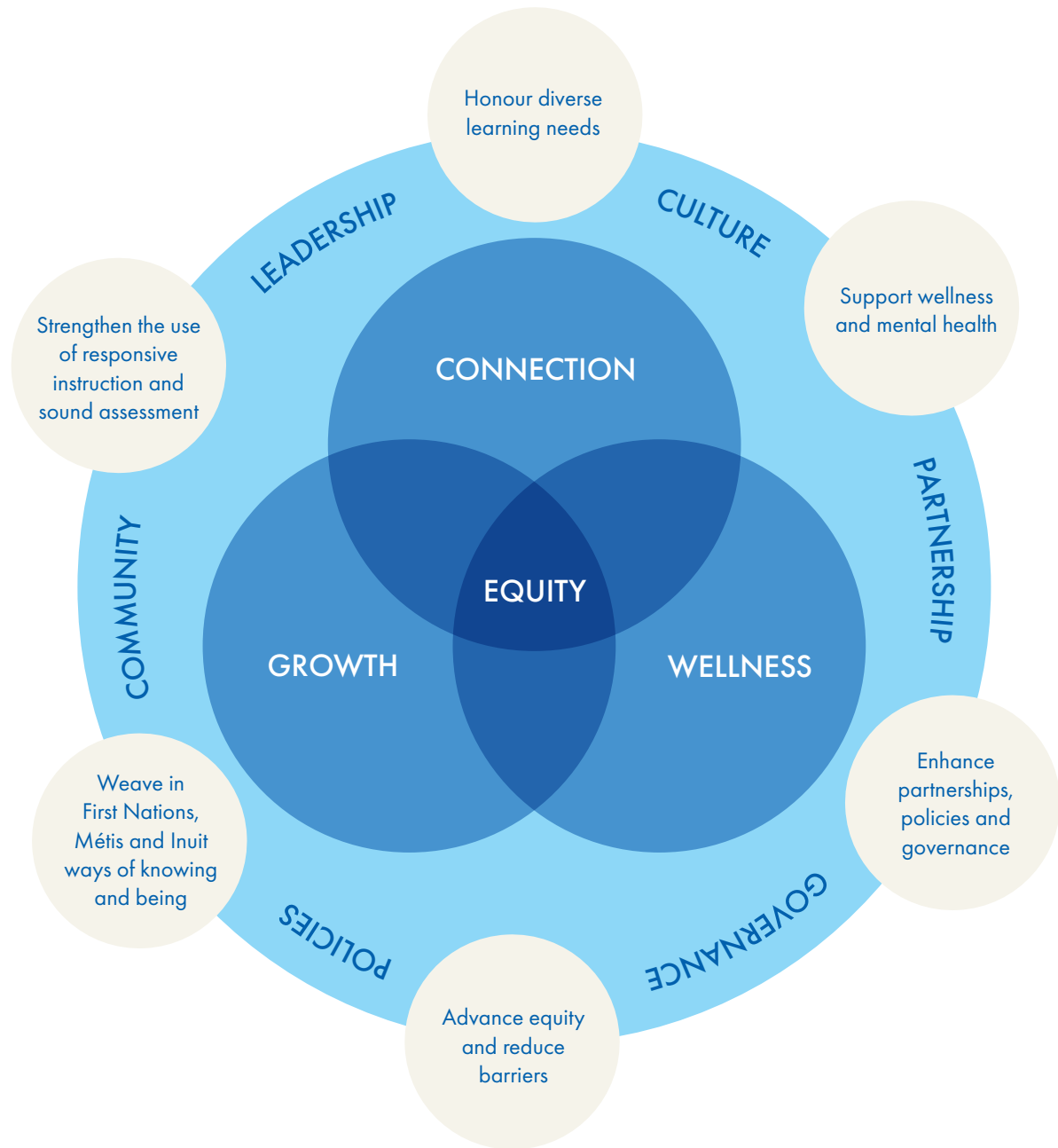
ENROLLMENT since 2012 is up 39%



Employing more than **900 PEOPLE**
 We are one of the largest employers in the City of St. Albert



7 OUT OF 16 SCHOOLS > **600 STUDENTS**
 EVERY GRADE GROUPING > **650 STUDENTS**



Our Four Year Education Plan is represented visually. The centre of the circle represents our division’s priority areas:

Connection

Caring, empathetic and respectful relationships are foundational to our work.

Growth

Students’ progress in their learning and development is our work. Growth also represents our professional responsibility to grow in our understanding of teaching and learning.

Wellness

We recognize that connection and learning are intricately connected to personal and organizational wellness.

Equity sits in the very centre as we aspire to create equitable access, processes and outcomes for all. The pandemic revealed pre-existing inequities at the individual, group and system levels. We believe that as we emerge from the pandemic our core work is to address inequities at the individual, group and systemic levels in a very intentional and focused way.

Outlining the circle are the anchors that guide the work we do.

Culture

St. Albert Public Schools is proud of division culture that promotes a small community feel. We care for one another and appreciation and recognition are embedded in practice.

Partnerships

St. Albert Public Schools believes that partnerships are fundamental to the work of a school division in that they assist us in providing an equitable, accessible, safe, caring and inclusive education system. Further, we recognize our obligation to be a contributing community partner.

Governance

Local governance is both a hallmark of public education in Alberta and a key to our success as an education system. Communities, and the schools that serve them, are unique. They have unique strengths, needs and cultures. Our locally-elected Board of Trustees is in the best position to make decisions because they understand the local context in all its complexities.

Policies

St. Albert Public Schools has a robust policy development review and development process. Policies are both symbolic of the values of an organization and a framework for operations.

Community

St. Albert Public Schools is a strong community which provides a sense of purpose, connection and belonging to students, families and staff.

Leadership

The work of leaders, whether it is the Board of Trustees, senior administration, school leaders, teacher leaders or informal leaders, is to ensure that every student receives the highest-quality instruction each day.

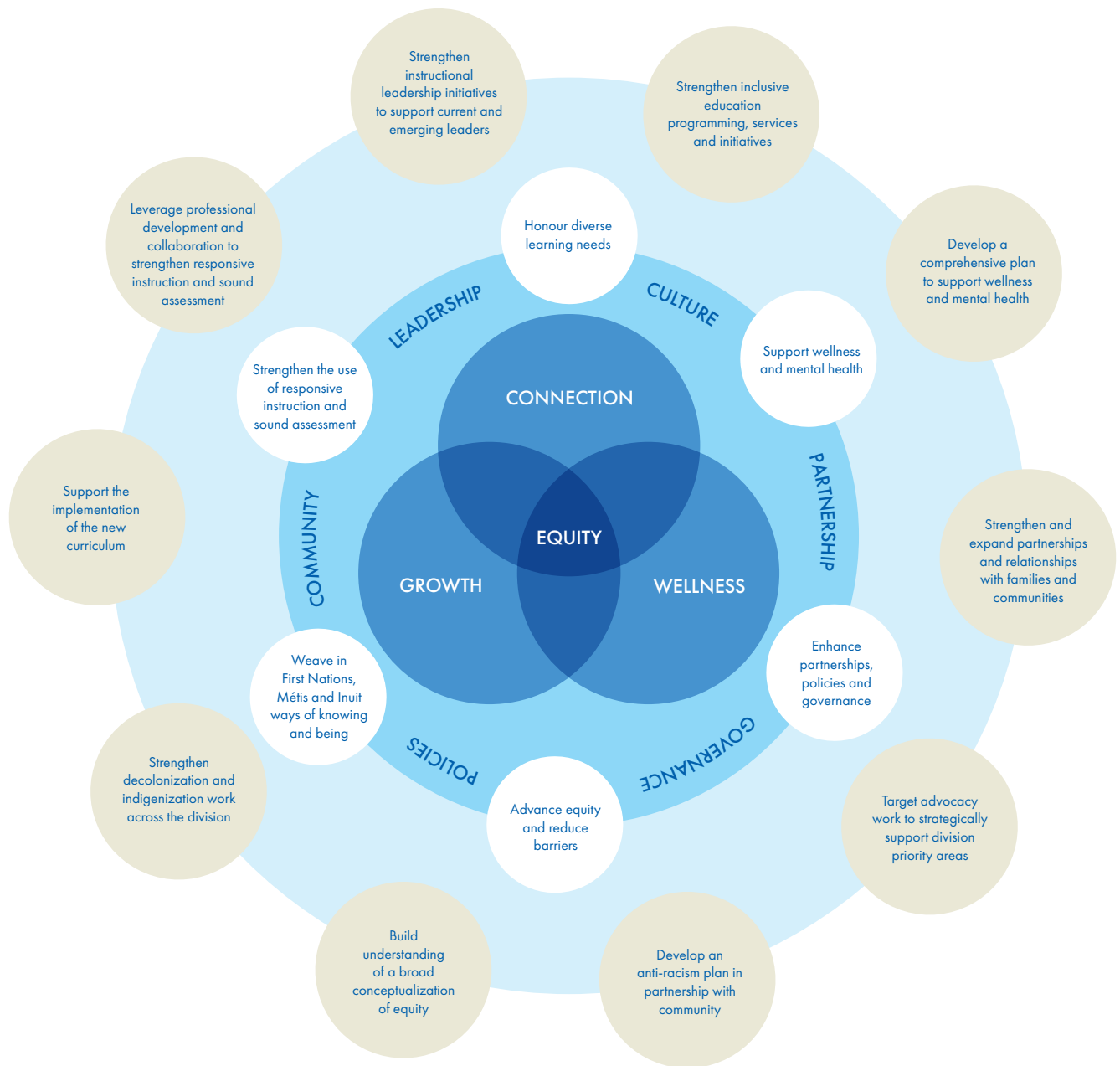
The smaller circles on the outside of the circle represent the outcome areas for our Four Year Education Plan. They are intentionally written as actions rather than outcome statements as we are continuously striving to improve, grow and strengthen in our work towards these outcome areas.

- Outcome area 1:** Strengthen the use of responsive instruction and sound assessment
- Outcome area 2:** Honour diverse learning needs
- Outcome area 3:** Support wellness and mental health
- Outcome area 4:** Enhance partnerships, policies and governance
- Outcome area 5:** Advance equity and reduce barriers
- Outcome area 6:** Weave in First Nations, Métis and Inuit ways of knowing and being

The education plan as a circle with interconnecting elements also has meaning as it represents the interrelationships among the various components of the plan. Educational planning is not an application of applied problem solving. Planning and educational change are complex, messy and fluid. Our intent in this iteration of our Four Year Education Plan is to represent the nature of our work in a more authentic way.

Doing the Work of the Four Year Education Plan

Education Plan with Strategies



This second graphic represents the education plan inclusive of “big strategies.” The big strategies support multiple outcome areas but are positioned closest to the outcome areas to which they are most connected. Each big strategy is broken out into smaller actions.

Strategies

Strengthen inclusive education programming, services and initiatives (Outcomes 1, 2, 3, 5 and 6)

- Implement and monitor changes to our division inclusive education programs
- Continue to review processes related to referral and access to the Inclusive Learning Team as demand for services continues to increase
- Revisit and integrate models that focus on universal, targeted and individualized tiers of support
- Champion initiatives that support Sexual Orientation and Gender Identity (SOGI)
- Evaluate the effectiveness of Individualized Program Plans (IPP) and individual supports to students
- Develop and implement a focused career pathways approach across the division

Develop an anti-racism strategic plan (Outcomes 1, 2, 3, 4 and 5)

- Continue to develop an anti-racism policy in partnership with community
- Establish a steering committee (inclusive of community partners) to determine priorities
- Continue to offer opportunities and invite staff to enhance their knowledge of anti-racism work
- Engage student ambassadors in our anti-racism work
- Collaborate with Elmer S. Gish School to enact an action research project

Develop and implement a comprehensive plan to support wellness (Outcomes 2, 3, 4 and 5)

- Develop and implement a mental health strategic plan
- Champion the comprehensive school health approach
- Continue to support the mental health literacy initiative
- Promote kindness, respect and, when conflicts/tensions arise, the use of the guiding principles of Healthy Interactions.

Strengthen instructional leadership initiatives to support current and emerging leaders

(Outcomes 1, 2, 3, 4, 5 and 6)

- Co-construct criteria to illuminate Leadership Quality Standard - Providing Instructional Leadership
- Create differentiated pathways for leaders to enhance their instructional leadership skills
- Create opportunities for peer support and accountability towards advancing instructional coaching and feedback
- Revise meeting and planning structures (e.g. administrative council) to model and expand instructional leadership

Leverage professional development and collaboration to strengthen responsive instruction and sound assessment (Outcomes 1, 2, 5 and 6)

- Clarify and expand our understanding of responsive instruction and sound assessment
- Clarify and enhance the role of purpose of oral language in French Immersion pedagogy
- Review elementary reporting approaches and clarify elementary levels of achievement
- Collaborate with William D. Cuts Junior High School to enact an assessment pilot

Expand partnerships with families and communities (Outcomes 2, 3, 4, 5 and 6)

- Strengthen relationships with Indigenous families, local knowledge keepers and elders
- Support partnerships with First Nations, Métis and Inuit communities
- Develop partnerships with local community groups who work in the areas of diversity and equity

Support the implementation of new curriculum (Outcomes 1, 2, 5 and 6)

- Align and support literacy and numeracy in the new curriculum through a comprehensive approach
- Leverage new curriculum to strengthen universal supports for all students
- Leverage new curriculum to strengthen how teachers meet students where they are at and move them forward in their learning

Strengthen decolonization and indigenization work across the division (Outcomes 1, 2, 4, 5 and 6)

- Create new opportunities to invite more staff to become involved in reconciliation work
- Collaborate with Sir Alexander Mackenzie Elementary School to enact an action research project
- Strengthen capacity for reconciliation work at the junior and senior high levels
- Analyze the data from the Indigenous Students' Experience Survey and create initiatives that address areas of growth
- Support understanding and actioning of decolonization and indigenization

Build understanding of a broad conceptualization of equity (Outcomes 1, 2, 4 and 5)

- Provide learning opportunities that build capacity in understanding of equity and systemic barriers
- Create a reflection tool that individuals and school teams can use to identify areas of growth

Target advocacy work to strategically support division priority areas

- Provide ongoing feedback regarding new curricula and implementation plans
- Provide feedback on the introduction of mandatory literacy and numeracy assessments in Grades 1, 2 and 3
- Advocate for additional funding to support mental health initiatives

Evaluating Impact

We will continue to use survey and other quantitative measures as indicators of progress toward our priorities and outcomes.

Performance Indicators

Notes:

*NA indicates not available at time. These indicators will be added when assurance reports are released by Alberta Education.

** For the Student Survey results indicates a change in rating scale as we shifted from a satisfaction scale to a frequency scale. The 2023 results indicate the percentage of students who indicate frequently/almost always in their responses. 2023 results are not comparable with previous years.

Connection

Survey Measure	Results (%)				
	2020	2021	2022	2023	2024
Students**					
Students who agree their teachers and school staff show they care about their success.	84.0	86.6	84.1	70.9	73.3
Students who agree that they feel accepted for who they are at school.	78.6	82.4	81.3	75.2	76.5
Students who agree that their school is a place where they feel like they belong.	76.6	77.8	76.1	55.4	60.4
Students who agree that they like being at school.	65.5	68.9	67.1	45.6	50.4
Students who agree that all students are welcome to participate in school activities (e.g. clubs, teams).	90.4	89.5	92.3	86.4	87.7
Students who agree that their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	91.1	88.9	89.1	77.0	80.0
Students who agree that their school is a safe place for all students.	New			65.8	58.3
Parents					
Parents who are satisfied that teachers care about their children.	90.0	89.0	91.0	90.0	NA
Parents who are satisfied that their child's school is a positive, caring and welcoming place.	91.6	92.1	90.5	90.2	93.0
Staff					
Teachers who are satisfied that staff care about students.	100	100	100	100	NA
School staff who are satisfied that their school is a positive, caring and welcoming place.	95.6	94.2	94.2	95.6	100.0
CITIZENSHIP MEASURE – ASSURANCE FRAMEWORK					
Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.1	79.3	78.2	80	78.1

Growth

Survey Measure	Results (%)				
	2020	2021	2022	2023	2024
STUDENT LEARNING ENGAGEMENT					
Teachers, parents and students who agree that students are engaged in their learning at school.	-	-	82.2	83.9	82.7
Students**					
Students who agree their teachers make the topics they learn about interesting.	74.0	76.9	76.0	55.0	47.9
Students who agree teachers and school staff provide a variety of ways for them to learn.	80.9	81.2	80.1	72.6	82.6
Students who agree that teachers provide feedback that helps them learn.	86.0	88.6	87.1	70.2	74.5
Parents					
Parents who are satisfied with the support and resources available to meet the diverse needs of students.	78.0	80.5	78.8	74.8	73.2
Parents who are satisfied that their child's learning needs are being met.	84.0	85.6	84.7	81.8	79.7
Staff					
School staff who are satisfied that they are provided the support and resources needed to meet the diverse needs of students.	83.2	84.7	82	71.8	66.8
School staff who are satisfied that they have the support necessary to be effective and successful in their job.	88.8	87.2	87.2	83.5	78.1
Staff who are satisfied with the opportunities to collaborate with colleagues.	82.1	83.1	77.1	73.2	66.9
Staff who are satisfied that the professional growth plan process helps them improve their skills.	84.3	81.6	79.8	79.8	72.4
Staff who are satisfied with the opportunities to assume leadership roles.	84.7	82.2	84.7	76.5	73.5

Wellness

Survey Measure	Results (%)				
	2020	2021	2022	2023	2024
Students**					
Students who agree that when they make a mistake, they try again.	90.2	90.7	91.2	75.7	67.3
Students who agree they know at least one adult in their school who they could go to for help.	88.4	89.1	88.4	63.4	67.3
Students who agree that in their school, they can get the support they need for their mental health.	74.0	75.1	68.9	49.2	50.2
Students who agree that their school provides opportunities to be physically active.	89.6	89.7	89.4	87.7	81.8
Students who agree that their school offers healthy food choices.				68.1	54.6
Students who agree that they feel safe at school.	81.3	84.3	81	74.6	76.8
ACCESS TO SUPPORTS AND SERVICES – ASSURANCE FRAMEWORK					
Teachers, parents and students who agree that students have access to the appropriate supports and services at school.	-	80.6	78.7	79.7	78.5
WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS – ASSURANCE FRAMEWORK					
Teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	-	86.5	84.7	85.4	84.6

Equity

Survey Measure	Results (%)		
	2022	2023	2024
Students**			
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New	50.2	53.5
At school, I am learning about gender diversity and sexual orientation.	New	35.4	36.7
In the last year, I have witnessed or experienced racism at school.	19.4	29.6	36.3
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New	32.7	37.0
Parents			
With your child's opportunities to learn about First Nations, Métis and Inuit worldviews, identities and cultures.	New	80.1	79.0
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age-appropriate way.	New	64.1	65.5
With your child's opportunities to learn about people from different races, ethnicities or cultures.	New	78.5	78.2
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	New	79.9	76.5
Staff			
With the opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	New	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	New	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	New	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	New	91.8	90.3

Overall

Survey Measure	Results (%)				
	2020	2021	2022	2023	2024
Students**					
Students who are satisfied with the overall quality of teaching at their school.	94	92.0	91.5	92.5	92.0
Students who are satisfied with the variety of courses at their school.	90.5	84.5	88.0	92.5	92.0
Parents					
Parents who are satisfied with the quality of education their child is receiving.	93.1	92.7	92.0	90.8	88
Parents who are satisfied with the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
Staff					
Staff who are satisfied with the quality of education that students are receiving in school.	94.8	98.2	98	97.5	92.4
Staff who are satisfied with the choice of courses and programs available for students in the school division.	93.0	95.2	98.5	93.8	91.4
EDUCATION QUALITY – ASSURANCE FRAMEWORK					
Teachers, parents and students satisfied with the overall quality of basic education.	89.6	87.7	88.8	89.0	87.5
PARENT INVOLVEMENT – ASSURANCE FRAMEWORK					
Teachers and parents satisfied with parental involvement in decisions about their child's education.	78.8	74.9	72.1	75.4	77.2

Provincial Achievement Tests

	St. Albert Public Schools Results (%)					
	2019	2020	2021	2022	2023	2024
Acceptable Standard	83.3	NA	NA	73.7	72.9	NA
Standard of Excellence	25.3	NA	NA	18.5	16.5	NA

Diploma Examinations

	St. Albert Public Schools Results (%)					
	2019	2020	2021	2022	2023	2024
Acceptable Standard	81.7	NA	NA	75.5	76.6	NA
Standard of Excellence	20.5	NA	NA	14.5	13.1	NA

High School Completion Rate

	St. Albert Public Schools Results (%)				
	2019	2020	2021	2022	2023
3 Year Completion	86.2	82.0	85.4	84.8	84.1
5 Year Completion	86.1	90.5	90.8	90.8	90.6

Stakeholder Engagement and Communication

The Four Year Education Plan for St. Albert Public Schools was developed as a result of considerable stakeholder input and a comprehensive results review. In February 15, 2024, we hosted an engagement workshop focused on stereotypes in our schools and community. This feedback was used to revise the four-year plan strategies and stakeholder survey questions – particularly in relation to creating more ethical spaces in our schools and community.

The complete document is available at our division office (60 Sir Winston Churchill Avenue, St. Albert, AB T8N 0G4) and on our website at www.spschools.org or at school sites.

Alignment with Ministry Business Plan - Education

The St. Albert Public Schools Four Year Education Plan was developed in alignment with Alberta Education 2024-2027 Business Plan, including the following provincial outcomes:

Outcome 1: Alberta’s students are successful.

Outcome 2: First Nations, Métis and Inuit students in Alberta are successful.

Outcome 3: Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

Outcome 4: Alberta’s K-12 education system is well governed and managed.

Furthermore, our Four Year Education Plan meets the requirements as outlined in the five domains of the assurance framework - Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance and the Local and Societal Context.

Principles for the Allocation of Resources

Basic Principles

- The board allocates resources equitably to all schools in respect of the learning needs of the students.
- The method of allocation is kept as simple as possible.
- The basis of allocation is primarily enrollment driven and recognizes the value of a strong basic allocation rate.

Development and Implementation Principles

- School principals and the senior leadership group are responsible for developing recommendations to the superintendent who brings a basis of allocation recommendation to the Board of Trustees.
- The basis of allocation provides resources to support all students with an instructional program and learning resources appropriate to their educational needs. Support services such as counselling, intervention, libraries and technology are provided within the available resources.
- School principals are responsible for developing education plans and their site-based expenditure budgets.
- Division service administrators are responsible for developing education plans that address the need for division support services.
- The education plans serve as planning, operational and control mechanisms to ensure accountability for results and resources, and to be the basis for board approval of school and division services programs and resource deployment.
- All decisions taken are consistent with the division's mission and the priorities set out in the division's Four Year Education Plan and are consistent with prevailing collective agreements, division policy and provincial statutes and regulations.
- The superintendent of schools can discuss with any school principal and then reallocate a portion of a school's surplus, if it is significantly higher than the projected future needs of that particular school.

Basis of Allocation

The basis of allocation process establishes the criteria to equitably allocate instructional funding to schools and to school programs based on differentiated student needs. Once the level of resources required to address differentiated student needs is determined, and the grant rates are approved by Alberta Education, a basic allocation rate per student can be established. The per-student rates for differentiated categories of student needs are based on a ratio or weighting of the basic allocation rate. The level of shared instructional services and recoveries, transfers and charges allocated to instruction affect the basic allocation rate and are a component of the basis of allocation.

Budget Principles

- All staff and school councils have the opportunity for involvement in the budget planning process.
- The responsibility for expending funds is delegated to schools and service departments through the budget allocation.
- School and division services education plans are addressed in the budget.
- School budgets reflect the anticipated costs of meeting the identified educational requirements of all students.
- The degree of operational flexibility within the approved budget is clearly defined.
- The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of programs and resource deployment.
- Surpluses and deficits are monitored and reported.
- The budget is developed in accordance with generally-accepted accounting principles.

Budget Guidelines

Enrollments

- Approved budgets will be based on projected enrollments.
- Budgets will be revised in October based on actual September 30th enrollments.

Changes in Priorities

The superintendent must be consulted if adjustments to school priorities are considered during the year.

Surplus/Deficit

- Schools will plan for balanced budgets.
- Planning for contingent expenditures should be built into the budget.
- Surpluses and/or deficits will be carried over into the next year's budget as an aggregated amount.
- Due to Alberta Education's restrictions on division surpluses, schools can only maintain a maximum surplus of 1.75%.
- Deficit recovery plans are required in the event of a deficit.

Reserves

- Schools may set aside budget reserves in anticipation of future equipment needs that could not normally be acquired within the funding allocations for a single year.
- The reserve fund must have a specific purpose, clearly described in the school's plan.
- The superintendent is to be consulted on the establishment and allocation of reserve funds.
- Reserve funds are not considered when calculating the maximum surplus allowable.

Weblinks to the Division's Financial and Capital Plans

St. Albert Public Schools' Budget Report Documents

www.spschools.org/board-governance/financials

St. Albert Public Schools' Capital and Infrastructure Maintenance and Renewal Plans

www.spschools.org/board-governance/plans-reports

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