





**ST. ALBERT PUBLIC SCHOOLS**  
60 SIR WINSTON CHURCHILL AVENUE

**Our Board of Trustees**

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# TABLE OF CONTENTS

Message from the Board	5
Message from the Superintendent	7
Foundation Statements	8
Accountability Statement for the Four Year Education Plan	8
School Listing	9
Profile	10
Quick Facts: Did You Know?	11
Connection, Growth and Wellness	12
Principles for the Allocation of Resources	22









## MESSAGE FROM THE BOARD

The Board of Trustees has always been proud of the good work done in St. Albert Public Schools, but over the past incredibly challenging two years we have watched with amazement as our staff have risen to the occasion time and again to teach and care for our students. It is, then, with extreme pride that we present this Four Year Education Plan, which speaks to our story and features the professionalism, dedication and commitment of our staff, the collaborative relationship with our parents and the successes of our students - factors that were more vital than ever this past year.

As locally-elected trustees, we are committed to a strong governance approach that supports connection to community and accountability for results. While we may not have been able to engage our stakeholders in our usual ways this past year, we looked at alternatives and were still able to conduct some of those valuable conversations through virtual meetings and workshops, and garner feedback and input through annual stakeholder engagement surveys. We believe in and value assurance at the local level, even in a pandemic!

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 and recreation 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, especially during this exceptional time. We know that together, we have made it through two of the most difficult years of our lifetime, and we will come out of it stronger than ever.

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. The past two years have presented unimaginable challenges to students, staff and families. Yet despite this, we have seen so many examples of resilience, determination, caring and innovation as we faced these stresses together. This year's plan, then, is particularly meaningful as we reflect on how we pulled together to provide our students with the best possible educational experience while at the same time focusing on their physical and mental wellbeing. We have incorporated the many pandemic lessons into this iteration of our Four Year Education Plan.

As you review this strategic plan, you can see that connection, growth and wellness have emerged as 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, particularly over the last two years, when patience and perseverance have been more important than ever. 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 blue ink that reads "Krimsen Sumners". The signature is fluid and cursive, written in a professional style.

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 who demonstrate tolerance and acceptance.
- 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, 2022, 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 for four years on May 25, 2022.





## 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**

**2021**

> **8,900 students**  
Preschool to Grade 12

**15 SCHOOLS**

**1 OUTREACH SCHOOL**

**4 PRESCHOOL LOCATIONS**

**LARGEST EMPLOYER**  
in the city of St. Albert

≈ **511 teachers** | **370 support staff**

## Programming

supporting the individual needs, abilities and interests of all students

a range of choices in our division

Inclusive learning environments that honour and value diversity

**PROGRAMS**

- English Language
- French Immersion
- International Baccalaureate
- Advanced Placement
- Academic Challenge
- Knowledge and Employability
- Logos Christian
- Cogito
- Online K-9 Programming

**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

**PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION**

trend results demonstrate tremendous success in our students' achievement and growth

**STUDENT PARTICIPATION**

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

**STUDENTS AWARDED**

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

**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


## Our Growth



**HIGH SCHOOL ACCOMMODATION**

- construction continued on the 1,500 student replacement Paul Kane High School, with scheduled opening in 2022-2023 school year
- continuing advocacy for a modernization and expansion of Bellerose Composite High School and a possible public/private partnership for a new high school in the northeast



## QUICK FACTS: DID YOU KNOW?

 **625**  
**KINDERGARTEN**  
**STUDENTS**  
**REGISTERED**  
*(the highest in our 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  
**8,900**  
**STUDENTS**



  
Budget for 2021-2022  
**\$105 million**  
*(approximately)*



Our student enrollment  
**INCREASED**  
**1.7%** 

10 grade  
groupings  
**grew in size**  
as they moved  
forward one grade



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

Our division  
has grown  
**> 10%**  
in the last five years

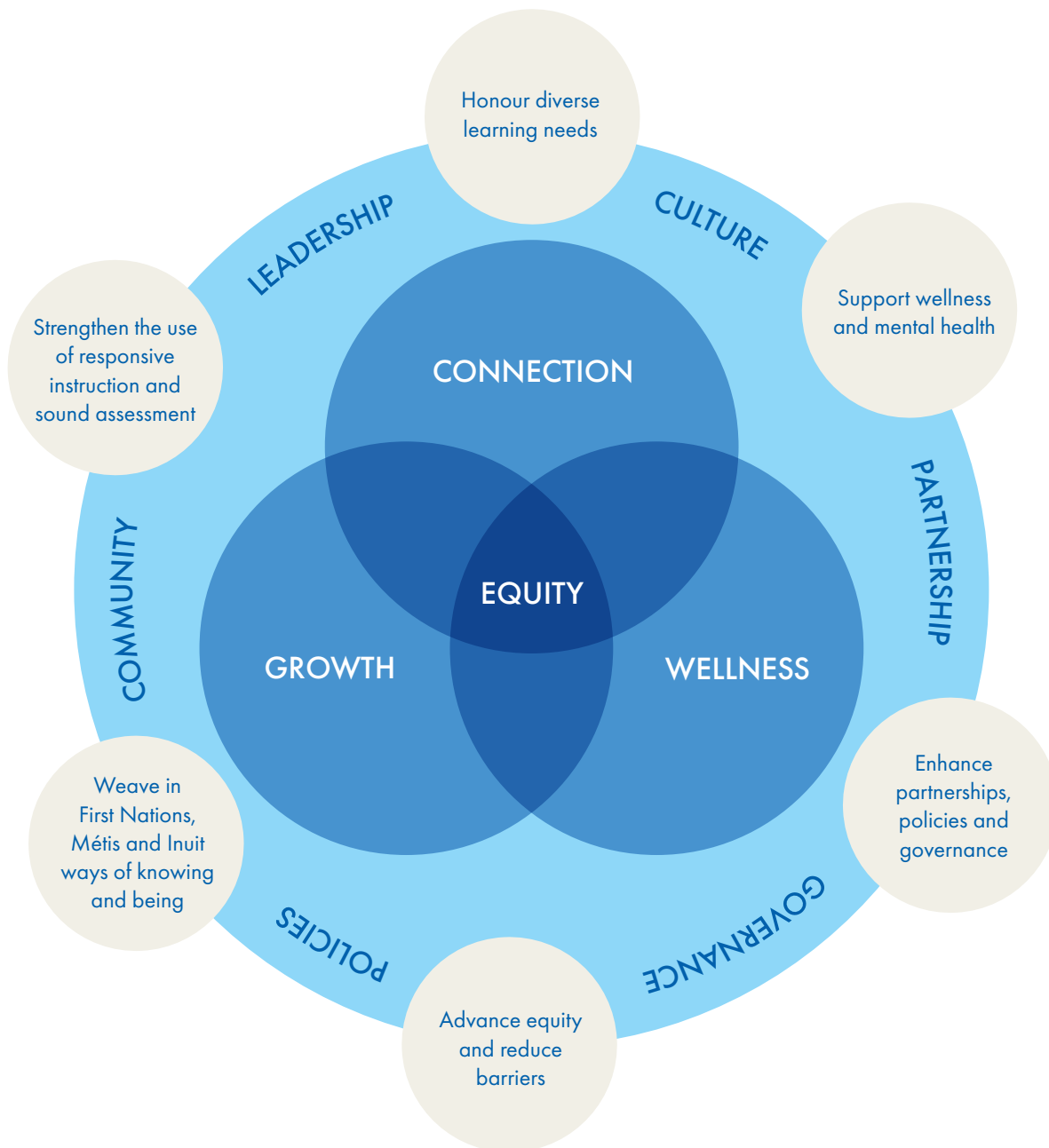
49 old portables & 59 new modulares  
for a total of 108 non-permanent classroom spaces  
**NON-PERMANENT CLASSROOMS HOUSE**  
**OVER 2,100 STUDENTS**



ALL GRADES HAVE **> 600 STUDENTS**  
FOUR GRADES HAVE **> 700 STUDENTS**



CONNECTION, GROWTH AND WELLNESS



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

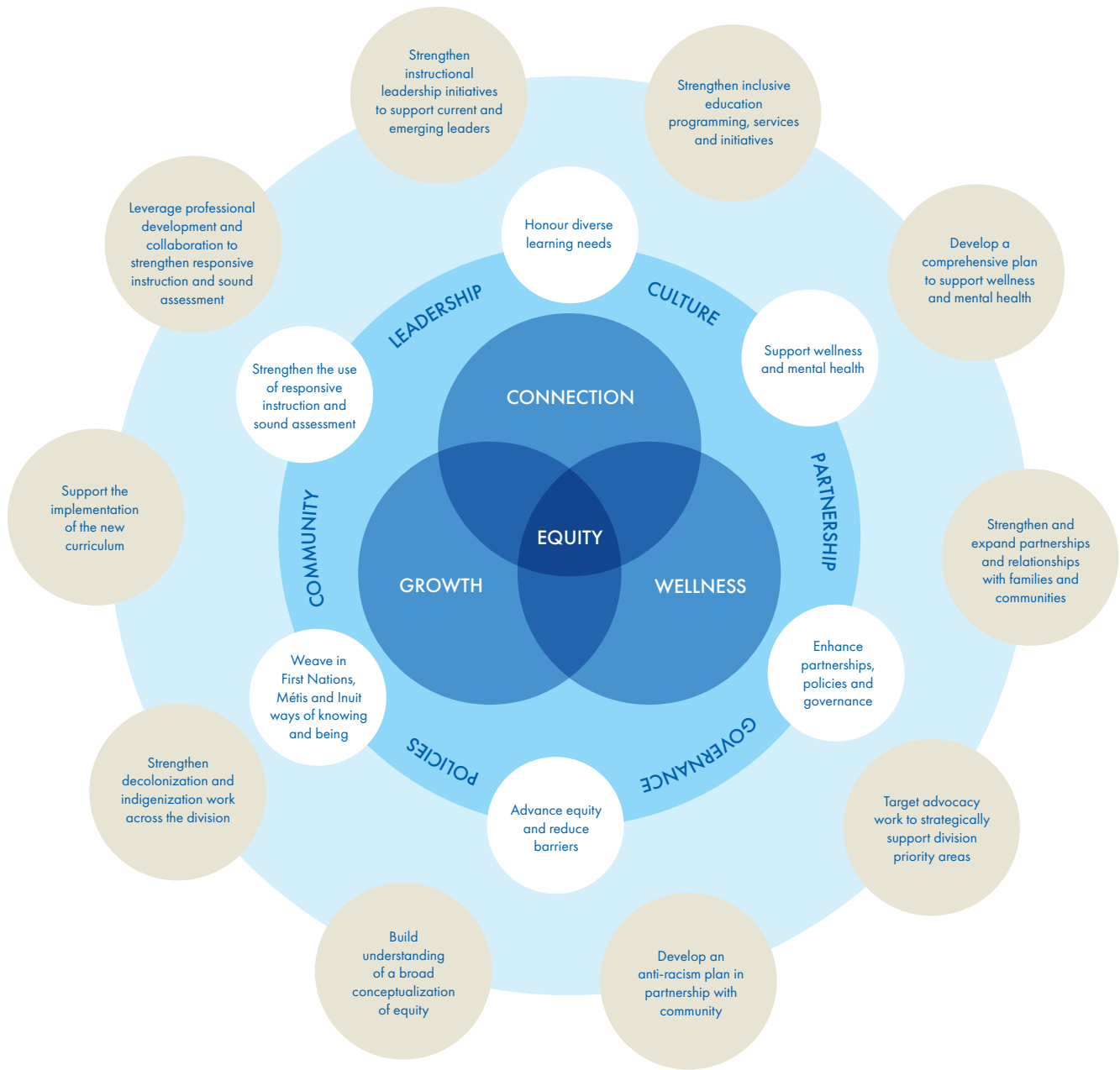
**Outcome area 6:** Weave in First Nations, Métis and Inuit ways of knowing and being

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.

## Four Year Education Plan Strategies

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

- Review division inclusive education programs
- Streamline processes related to referral and access to the Inclusive Learning Team
- 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 an anti-racism strategic plan** (Outcomes 1, 2, 3, 4 and 5)

- Develop an anti-racism policy in partnership with community
- Establish a steering committee (inclusive of community partners) to determine priorities
- Collaborate with a division school to enact an action research project
- Create opportunities and invite staff to enhance their knowledge of anti-racism work

### **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
- Revitalize the mental health literacy initiative

### **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 Lorne Akins Junior High School to enact an action research project
- Collaborate with Joseph M. Demko 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 be 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



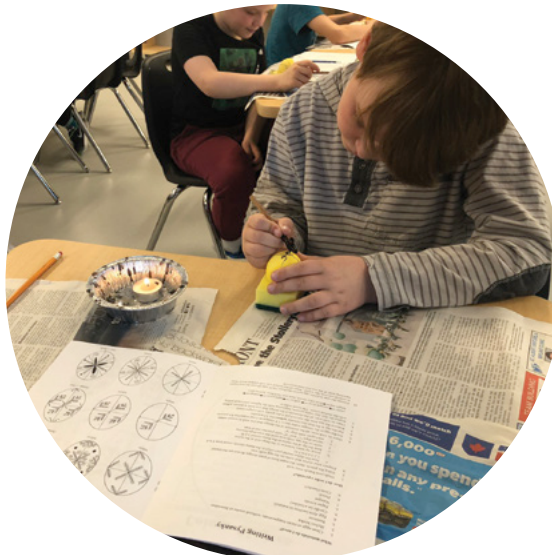
## Evaluating Impact

We will be exploring different ways to gather evidence on our progress toward our outcome areas. We will continue to use survey and other quantitative measures as indicators of progress toward our priorities and outcomes.

## Performance Indicators

### Connection

Survey Measure	Results (%)				
	2018	2019	2020	2021	2022
<b>Students</b>					
Students who agree their teachers and school staff show they care about their success.	–	84.4	84.0	86.6	–
Students who agree that they feel accepted for who they are at school.	–	82.3	78.6	82.4	–
Students who agree that their school is a place where they feel like they belong.	–	76.8	76.6	77.8	–
Students who agree that they like being at school.	–	67.6	65.5	68.9	–
Students who agree that all students are welcome to participate in school activities (e.g. clubs, teams).	–	91.8	90.4	89.5	–
Students who agree that their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	–	87.1	91.1	88.9	–
<b>Parents</b>					
Parents who are satisfied that teachers care about their children.	90.0	91.0	90.0	89.0	–
Parents who are satisfied that their child's school is a positive, caring and welcoming place.	92.0	88.8	91.6	92.1	–
<b>Staff</b>					
Teachers who are satisfied that staff care about students.	100.0	99.0	100.0	100.0	–
School staff who are satisfied that their school is a positive, caring and welcoming place.	95.4	95.5	95.6	94.2	–
<b>CITIZENSHIP MEASURE – ASSURANCE FRAMEWORK</b>					
Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.9	80.3	81.1	79.3	–





**Growth**

Survey Measure	Results (%)				
	2018	2019	2020	2021	2022
<b>Students</b>					
Students who agree their teachers make the topics they learn about interesting.	-	73.7	74.0	76.9	-
Students who agree teachers and school staff provide a variety of ways for them to learn.	-	83.0	80.9	81.2	-
Students who agree that teachers provide feedback that helps them learn.	-	87.2	86.0	88.6	-
<b>Parents</b>					
Parents who are satisfied with the support and resources available to meet the diverse needs of students.	81.0	84.0	78.0	80.5	-
Parents who are satisfied that their child's learning needs are being met.	84.0	87.0	84.0	85.6	-
<b>Staff</b>					
School staff who are satisfied that they are provided the support and resources needed to meet the diverse needs of students.	88.0	85.5	83.2	84.7	-
School staff who are satisfied with professional learning opportunities that are supported by the division.	91.0	87.7	89.2	85.1	-
School staff who are satisfied that they have the support necessary to be effective and successful in their job.	88.0	90.4	88.8	87.2	-
<b>STUDENT LEARNING ENGAGEMENT – ASSURANCE FRAMEWORK</b>					
Teachers, parents and students who agree that students are engaged in their learning at school.	-	-	-	82.2	-

**Wellness**

Survey Measure	Results (%)				
	2018	2019	2020	2021	2022
<b>Students</b>					
Students who agree that when they make a mistake, they try again.	-	91.2	90.2	90.7	-
Students who agree they know at least one adult in their school who they could go to for help.	-	89.5	88.4	89.1	-
Students who agree their school has helped them develop resiliency (not giving up).	-	71.3	68.5	69.3	-
Students who agree that in their school, they can get the support they need for their mental health.	-	78.6	74.0	75.1	-
Students who agree that in their school, they can get the support they need for their physical health.	-	84.2	81.7	82.5	-
Students who agree that their school encourages them to be physically active.	-	90.1	89.6	89.7	-
Students who agree that their school encourages them to make healthy food choices.	-	68.9	69.3	69.9	-
Students who agree that they feel safe at school.	-	82.3	81.3	84.3	-
<b>ACCESS TO SUPPORTS AND SERVICES – ASSURANCE FRAMEWORK</b>					
Teachers, parents and students who agree that students have access to the appropriate supports and services at school.	-	-	-	80.6	-
<b>WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS – ASSURANCE FRAMEWORK</b>					
Teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	-	-	-	78.4	-

## Overall

Survey Measure	Results (%)				
	2018	2019	2020	2021	2022
<b>Students</b>					
Students who are satisfied with the overall quality of teaching at their school	94.0	92.7	94.0	92.0	–
Students who are satisfied with the variety of courses at their school.	92.5	90.5	90.5	84.5	–
<b>Parents</b>					
Parents who are satisfied with the quality of education their child is receiving.	93.0	89.6	93.1	92.7	–
Parents who are satisfied with the choice of courses and programs available in their school.	93.8	91.7	92.9	92.9	–
<b>Staff</b>					
Staff who are satisfied with the quality of education that students are receiving in school.	95.5	95.3	94.8	98.2	–
Staff who are satisfied with the choice of courses and programs available for students in the school division.	95.0	95.4	93.0	95.2	–
<b>EDUCATION QUALITY – ASSURANCE FRAMEWORK</b>					
Teachers, parents and students satisfied with the overall quality of basic education.	89.8	88.7	89.6	87.7	–
<b>PARENT INVOLVEMENT – ASSURANCE FRAMEWORK</b>					
Teachers and parents satisfied with parental involvement in decisions about their child's education.	79.5	78.1	78.8	74.9	–





### Provincial Achievement Tests

	St. Albert Public Schools Results (%)					
	2017	2018	2019	2020	2021	2022
Acceptable Standard	85.4	84.1	83.3	N/A	N/A	-
Standard of Excellence	29.3	26.0	25.3	N/A	N/A	-

### Diploma Examinations

	St. Albert Public Schools Results (%)					
	2017	2018	2019	2020	2021	2022
Acceptable Standard	84.2	83.3	81.7	N/A	N/A	-
Standard of Excellence	21.1	21.8	20.5	N/A	N/A	-

### High School Completion Rate

	St. Albert Public Schools Results (%)					
	2017	2018	2019	2020	2021	2022
3 Year Completion	77.5	82.6	86.2	82.0	N/A	-
5 Year Completion	85.0	88.8	86.1	90.5	N/A	-

### 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. On March 11, 2022, we hosted our annual Stakeholder Engagement Workshop inclusive of students, staff, parents and community members. The workshop focused on “What is most important” as we emerge from the pandemic. Feedback was incorporated in the division priorities, outcomes and strategies.

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](http://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 2022-2025 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 has excellent teachers, school leaders and school authority leaders.
- 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

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

### Changes in Priorities

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

### Surplus/Deficit

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- 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.
- Surpluses in excess of 3% are to be supported by an explanation for the surplus.
- Deficit recovery plans are required in the event of a deficit.

### Reserves

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- 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

### Detailed information regarding the division's allocation model

[www.spschools.org/board\\_governance/financials](http://www.spschools.org/board_governance/financials)

### St. Albert Public Schools' Budget Report Documents

[www.spschools.org/board\\_governance/financials](http://www.spschools.org/board_governance/financials)

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

[www.spschools.org/board\\_governance/plans\\_and\\_reports](http://www.spschools.org/board_governance/plans_and_reports)

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