

Principles for the Basis of Allocations



2013-2014 – FINAL



**Greater St. Albert Roman Catholic
Separate School District No. 734**

FINAL – Presented to Trustees June 24, 2013

PRINCIPLES FOR THE BASIS OF ALLOCATIONS

The Principles for the Basis of Allocations flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that decisions are best made by those persons closest to the source where such decisions will be applied. However, while the Principles acknowledge the benefit of site-based management, they also honor the need for solidarity among our schools, assuming that all areas of financial allocation in the District have a shared role in serving the needs of students. Finally, socialization is deemed to be the value that bridges the two previous components together. It assumes that all who work on behalf of students must be active in demonstrating behaviors that support each other with respect to the interdependent nature of everyone working for the needs of all students. Consequently, from time-to-time, adjustments to the student-based and the District's budgets may be required to facilitate prudent fiscal stewardship of the District.

BUDGET PROCESS AND THE DETERMINATION OF ALLOCATIONS BY ENVELOPE

- ◆ The Board of Trustees is responsible for the success of all students on an equitable basis. Each site shall deploy its resources based on a strategy that best suits its school community through the development of an Organizing for Learning Plan for the purposes of identification of staffing needs.
- ◆ The District's annual budget process for the next school year begins in November of each year with confirmation of the current year's funding, which will be used as a comparison to the estimated revenues anticipated for the following year with NO increase in rates.
- ◆ All expected funding is separated into 3 basic categories:
 1. Funding targeted with specific reporting requirements and not directly available for general instruction such as:
 - Program Unit Funding
 - External Services
 - Donations specific to School Generated Funds
 - Secondments (placement of staff with external agencies)
 2. Other Funding that will be directed to areas other than K-12 Instruction such as:
 - Operations and Maintenance / Capital Allocations

- Transportation
 - Governance and Administration
 - Other Specific Amounts for Instruction (i.e. Home Education, English as a Second Language, FMNI, One-time Grants, Federal Funding, and instructional funds that will be allocated outside the classroom funding allocation model according to need)
3. K-12 Instruction –funds available for directly funding the classroom that include the following:
- Basic Instruction Rate (K-9)
 - Class Size Base Rate (K-3)
 - Earned Credit Enrollment Units (CEU's) Tiers 1-4 (10-12)
 - Socio-Economic Status Rate

◆ Enrolment projections are developed by the Secretary-Treasurer, including the application of average entrance and retention rates to specific programs for planning purposes. Initial projections are conservative and based on the last three to five year average enrolment in Kindergarten and the roll-over of all other grades.

◆ These conservative projections are then forwarded to schools for comment.

STUDENT-BASED DECISION MAKING

◆ Each site Principal shall deploy assigned Allocations (either an FTE for staff or funding for supplies and services) based on a strategy that best suits its school community, keeping in mind the following:

a) Student-based decision making is defined as a process for allowing appropriate responsibility and accountability for decisions to the stakeholders at the school level. The concept of student-based decision making is based on a strategy that those most closely connected with the education of children are capable, can be trusted and are ultimately responsible for making decisions that affect the school lives of students. The process of bringing together all stakeholders, staff, students, parents, church, and community members should have the effect of releasing the boundless energy, dedication and creativity of those people who function closest to the implementation of the learning and teaching process.

◆ The District believes that given an appropriate level of authority and resources, student-based decision making will enhance student achievement and increase the effectiveness and efficiency of the delivery of the school's instructional program.

IMPLEMENTATION OF STUDENT-BASED DECISION MAKING

◆ The implementation of student-based decision making requires the sites to meet the following legal conditions:



- a) Provincial statutes and regulations;
- b) School board policies and administrative procedures;
- c) All contracts and terms of employment; and
- d) School board resolutions

◆ The Principal of the school shall be responsible and accountable to the Superintendent for the implementation of student-based decision making at the school level.

STUDENT-BASED BUDGET ALLOCATIONS

◆ All site Principals will play a key role in determining the staffing requirements at their sites, but the funding for staffing will remain in a central fund for monitoring purposes. FTE staffing allocations will be provided as follows:

- a) To elementary, middle years, junior, and senior high school sites, based on Board approved class size standards for Kindergarten to Grade 12. Funding will remain at the District level and be based on full-time equivalent (FTE) teachers required to achieve the class size standard at each grade level according to established average teacher salary as determined by the Finance Department from year to year.

◆ Site-based budgets for all schools will be limited to supplies and services and the following procedures will aid in transparency and accountability:

- a) The primary collection site for all enrolments will be MyBudgetFile (MBF).
- b) The specified MBF budget will be closed according to established timelines to maintain the information and support the Budget submission to Alberta Education. Subsequent working budgets will be made available thereafter for school input, from time to time.
- c) The operating student-based supplies and services budget is based on actual enrolments confirmed by the school on September 30th of each school year. The budget will be closed in mid-October and remain closed for the duration of the semester. A final budget will be available in mid-February for updating semester CEU results and other small modifications.
- i) The final student-based budget will be available in mid-February, and remain open to allow ample time for schools and District office to finalize details. This budget will confirm results and include minor adjustments necessary at the high school level. Any adjustments after closing will be reflected in the variance between budget and actual results.





- ◆ Independent iLRN Centres will exist at SACHS and MCHS, while ESSMY will be part of St. Gabriel. This model may be modified, as required, by the Secretary Treasurer and any modifications shall be reported to the Board.



SCHOOL ALLOCATION MODEL

- ◆ The monitoring of funding for all diverse needs staff (certified and support) will remain under the direction of the Assistant Superintendent of Learning Services or designate to provide consistency of programming and services in all schools. Funding for this purpose will consist of the Inclusive Education Grant received from Alberta Education as per the District's Profile and any further funding made available to the central diverse needs pool at a rate per FTE student (or equivalent CEU funding), specified in the addendum.
- ◆ Initial FTE allocations for staff will be based on enrollment confirmed on September 30th and final FTE Allocations will be based on the Organizing for Learning Plan submitted, reviewed, and approved.
 - a) For FTE allocation purposes only, St. Albert Catholic High School (SACHS), Morinville Community High School (MCHS), École Secondaire Ste. Marguerite d'Youville (ESSMY) will all be designated as a high school. Teacher preparation time for both junior (grade 7-9) and senior (grades 10-12) components that exist at a school will be allocated preparation time at 12.5% to recognize the staffing of the entire school is in accordance with 1,000 hours of annual instruction.
 - b) The FTE allocation for certificated staff (K to 12) will be based on the latest District average available for teacher salary and benefits, times the required teacher FTE, determined by the application of the Board approved class size standard to the grade population, as directed by the Assistant Superintendent in consultation with school administration. The certificated staff allocation (K to 12) will also include the actual amount of any contractual certified allowances for the Principal, the Vice-Principal, and any eligible Religious Studies teachers. All other allowances are considered site-based decisions and must be funded from all other allocations. The District average for teacher salary and benefits may be modified from time to time, as necessary, to reflect negotiated increases. The Board approved class size standard is outlined below, but may be modified as necessary.
 - ◆ ECS to Grade 3 22.0 students
 - ◆ Grade 4 to 6 26.0 students
 - ◆ Grade 7 to 9 27.5 students
 - ◆ Grade 10 to 12 27.0 students
 - c) All sites will receive an FTE allocation for school based administration, as part of their certified FTE, based on the following schedule:
 - ◆ 0 – 400 1.5 FTE
 - ◆ 401-700 2.0 FTE
 - ◆ 701 + 2.5 FTE
 - d) All sites will receive an allocation for a 1.0 FTE Library Tech position, based on the current grid maximum, using 6.5 hours and 10 months, including benefits @ 30%. Sites



will have flexibility in the deployment of the funding to best meet the needs of their school community. It is the responsibility of school administration to ensure a minimum of at least a 0.5 FTE Library Tech position at their site. Any funding in excess of 0.5 FTE not used to fund the Library Tech position will be available to the school for supplies & services or supplemental Certified Staff.

- e) All sites will receive an allocation for secretarial support, based on the current grid maximum (average for SOS I & SOS II) and 10.5 months, including benefits @ 30%:

◆ 0 – 300	1.5 FTE
◆ 301-450	2.0 FTE
◆ 451-600	2.5 FTE
◆ 601+	3.0 FTE

- f) All high school sites will receive an allocation of 1.0 FTE, including benefits @ 30% for a Business Manager. It is up to site administration to deploy those funds as is best suited to the school community.
- g) All sites will receive an allocation for supplies and services distributed on a per student basis, specified in the addendum.
- h) All French Immersion sites (École Father Jan, École Marie Poburan, École Georges H. Primeau, École Notre Dame, École Secondaire Ste. Marguerite d'Youville, and Morinville Community High School) will receive an allocation for resources distributed a rate specified in the addendum per each Grade 1-12 student.
- i) All dual track French Immersion sites (École Notre Dame, École Georges H. Primeau, and MCHS) will receive an FTE allocation per grade level as specified in the addendum.
- j) All school budget sites will be required to submit a balanced budget. Exceptions must be approved in writing by the Secretary-Treasurer.
- k) Any site operating surplus will be automatically applied to offset any other District deficit before being considered for contribution to the operating reserves.
- l) Any site operating deficit must be covered by available school generated funds, as determined collaboratively between school administration and the Finance Department. If available funds are not sufficient to cover the operating deficit, then the remaining amount will be automatically applied to the following school year as a reduction to the subsequent year's available allocations.

FEES

- ◆ Board directed fees are specified for ECS and Learning Resources. These fees are collected at the school level and forwarded to District Office for inclusion in the overall budget. The fees are charged to support the purchase of instructional materials and supplies. ECS and



Learning Resource fees are applied to General Revenue for the District as part of the funding source of the Student Supplies and Services Allocation. See the attached addendum for rates.

- ◆ The out-of-province annual tuition fees are determined by the Secretary-Treasurer and specified in the attached addendum. All out-of-province tuition fees must be administered through the Finance Department at District Office by September 30th of each year and are subject to the withholding of 3.6% for District administration.

FUNDING

- ◆ Guiding Principles for District funded programming such as the District Catholic Dimension Fund (Oblate Youth Ministry), International Baccalaureate Program (IB), Learning Through the Arts Program (LTTA), etc. must meet the following criteria:
 - a) The program or initiative must be supportive of the foundational statements (mission, values and vision) of Greater St. Albert Catholic Schools.
 - b) The primary benefactors of the program or initiative must be the students of Greater St. Albert Catholic Schools.
 - c) The program or initiative is not financially sustainable within the *Principles of the Basis of Allocations*, as revised from year to year. As a result, consideration may be given under District funded programming to cover costs such as external licensing, exam fees, and/or certification obligations.
 - d) The program or initiative is not part of the funded core and optional curricula of Alberta Education.
 - e) The program or initiative may be established by a directive of the Board of Trustees.
 - f) The program or initiative must serve the common good of the District, even though it may be location specific.
 - g) The program or initiative advances the Three-Year Education Plan of the District, for example, faith formation, special needs programming, gifted education, language learning, and distributed learning.
 - h) Consideration will be given to programs or initiatives that were implemented prior to the determination of the guiding principles and for which the cessation of such programs or initiatives is likely to cause irreparable harm to the integrity of Greater St. Albert Catholic Schools.



2013-2014 Fees Addendum

<i>Description</i>	<i>2013-14</i>
<i>ECS Fees</i>	\$130.00
<i>Learning Resource Fee</i> <i>(formerly known as Textbook Rental Fee)</i>	
<i>Grade 1 - 6</i>	\$60.00
<i>Grade 7 - 9</i>	\$70.00
<i>Grade 10 - 12</i>	\$100.00
<i>Out-of-Province Tuition Fees per annum</i> <i>(may be pro-rated monthly)</i>	
<i>Grade 1 - 9</i>	\$7,000.00
<i>Grade 10 - 12</i>	\$10,000.00

School Allocations Addendum

<i>Description</i>	<i>2013-14</i>
<i>Board Approved Class Size Standard</i>	
<i>ECS – Grade 3</i>	<i>22.0</i>
<i>Grade 4 – Grade 6</i>	<i>26.0</i>
<i>Grade 7 - Grade 9</i>	<i>27.5</i>
<i>Grade 10 – Grade 12</i>	<i>27.0</i>
<i>District Catholic Dimension Fund</i> <i>(Oblate Youth Ministry)</i>	<i>\$135,635</i> <i>may be modified by the Superintendent</i>
<i>Supplies & Services Allocation Rate</i>	
<i>ECS (per student)</i>	<i>\$125</i>
<i>Grade 1 - 6</i>	<i>\$200</i>
<i>Grade 7 - 12</i>	<i>\$250</i>
<i>French Immersion Resource Allocation</i> <i>(per student: Grade 1-12)</i>	<i>\$50</i>
<i>Dual Track Grade Level FTE Allocation</i>	<i>.135 FTE per grade</i>
<i>District Funded Programming (IB, LTTA, etc)</i>	<i>as required</i> <i>(costs or FTE)</i>
<i>High School IB</i>	<i>\$100,000</i>
<i>Jr. High IB</i>	<i>\$15,000</i>
<i>Elementary LTTA</i>	<i>\$15,000</i>