

Principles for the



Basis of Allocations to SCHOOLS

2018-2019 – FINAL



Greater St. Albert
Catholic Schools

Greater St. Albert Roman Catholic
Separate School District No. 734
Approved May 28, 2018

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.

OVERALL BUDGET PRINCIPLES

All Schools and Departments will:

- Be responsive to programming needs that enable students to meet the Standards of Education prescribed by the Minister of Education
- Ensure that K-12 Religious Education may be part of a student's program plan, to thrive both intellectually and spiritually
- Develop program plans and pedagogy that places students in the center and in charge of the learning process
- Make efforts to transition away from a traditional library toward a learning commons environment which promotes an inclusive, flexible, learner-centered, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning for individual students and groups
- Deploy technology supporting pedagogy that improves learning for all students
- Support targeted and specific intervention plans for indigenous learners with the differentiated grant dollars provided for this purpose
- Further "best practices" and efficiencies in achieving outcomes so that optimal service can be provided to all students
- Support learning environments that are safe, happy, and healthy so students can learn, live fully, and serve others
- Build capacity of staff to assist the principal in furthering the faith and instructional leadership priorities 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 categorized into 3 basic areas:
 1. Targeted Funding, 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, directed to specific areas 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 any other instructional or supplemental funds that will be allocated outside the classroom funding allocation model, according to need).All areas served by funds in these categories are expected to have balanced budgets (Revenues less 3.6% = Expenditures)
 3. K-12 Instruction to Schools – 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)
 - High School Flexible Funding (three-year average)
 - Socio-Economic Status Rate
- ◆ Enrolment projections are developed by the Secretary-Treasurer in conjunction with Principals, 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.
- ◆ Funding for staffing is held centrally at the district level.



- ◆ Funding for supplies and services is provided directly to school sites for management by the School Principal.
- ◆ Selected costs are managed at the central level, through program budgets, to benefit all students as outlined in the Centralized Needs Addendum on page 10.

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 while the allocations to schools will 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 student-based operating 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.
 - 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. 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 may be part of St. Gabriel High School. 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 as specified in the addendum.



◆ Initial FTE allocations for staff will be based on enrollments confirmed on September 30th. The 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 teacher salary and benefit cost, 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 FTE allocation for certificated staff is a number rather than a dollar value. 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, by a Board Motion.

◆ ECS to Grade 3	21.5 students
◆ Grade 4 to 6	26.5 students
◆ Grade 7 to 9	28.0 students
◆ Grade 10 to 12	31.5 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 of 0.2 FTE for Pedagogy and Technology as part of the Funded FTE Rate for their Certified Allocation.
- e) All sites will receive an allocation of 0.1 FTE for Chaplaincy as part of the Funded FTE Rate for their Certified Allocation.
- f) All sites will receive an allocation for a Learning Commons, based on a percentage of the established Teacher Average Salary & Benefit amount as specified in the addendum. 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 half



the allocation provided is used to fund a Library Tech position or a Teacher position at their site's Learning Commons. Any funding not used to fund the Learning Commons will be available to the school for supplies & services or supplemental Certified Staff.

- g) 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%:

◆ 0-400	1.5 FTE
◆ 401-600	2.0 FTE
◆ 601-800	2.5 FTE
◆ 800+	3.0 FTE

- h) All high school sites will receive an allocation for a Business Manager, based on the current grid maximum for 10 months, including benefits @ 30%. It is up to site administration to deploy the allocation as is best suited to the school community.
- i) All sites will receive an allocation for supplies and services distributed on a per student basis, specified in the addendum.
- j) All French Immersion sites (École Father Jan, École Marie Poburan, École Georges H. Primeau, École Notre Dame, École Secondaire Ste. Marguerite d'Youville, St. Albert Catholic High School, and Morinville Community High School) will receive an allocation for resources distributed at the rate specified in the addendum per each "French" Grade 1-12 student.
- k) All dual track French Immersion sites (École Notre Dame, École Georges H. Primeau, MCHS, and SACHS) will receive an FTE allocation per grade level as specified in the addendum.
- l) All school sites will have access to a contingency fund to support and/or supplement the FTE allocation provided through the Basis of Allocations to Schools process, should the process be inadequate for any school community. The value of the contingency fund may vary from year to year. The Board of Trustees will set contingency FTE during the preliminary budget review process. Available contingency will be provided to schools on a highest to lowest need basis through a collaborative process involving Learning Services, Human Resources, the Secretary Treasurer, and the school. When requesting access to contingency the Principal must submit the Organizing for Learning Plan for review, an outline of the shortfall in FTE and the impact on the school community, along with an explanation of how the contingency will improve the student experience.
- m) All school budget sites will be required to submit a balanced budget. Exceptions must be approved in writing by the Secretary-Treasurer.
- n) Any site "operating surplus" will be automatically applied to offset any other District deficit before being considered for contribution to the accumulated operating reserves.



- o) 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”, the remaining amount will be automatically applied to the following school year as a reduction to the subsequent year’s available allocations.

SCHOOL GENERATED FUNDS

School Generated Funds (SGF) are funds raised by activities that come under the control and responsibility of school management (usually the principal and/or those reporting to him/her). It is the responsibility of District Office to develop, maintain, and oversee adherence to appropriate policies and procedures to ensure monies related to SGF are received, received, recorded and safeguarded and that proper records are maintained.

The two types of revenue that are collected at the school level are classified as follows:

1. Funds collected at the school and expended at the District level
 2. Funds collected at the school and expended at the school level
- ◆ Monies collected at the school level, for instructional purposes, such as lunch program fees and any other fees for sales of goods or supplies are remitted to District Office, added to the school’s Instructional Materials (IM) budget and deployed accordingly on the purpose for which they were intended.
 - ◆ Monies collected and retained at the school, such as yearbook sales, graduation fees, field trips and monies received from *unincorporated* parent advisory groups. These types of fees will fall into two categories, some for an intended purpose that will be remitted to District Office and added to the school’s Instructional Materials (IM) budget by mid-June of each year, and those with external restrictions, which will remain in the school account and carry-over to the next year.
 - ◆ All EXTERNALLY RESTRICTED funds require supporting documentation on file at the school, with scanned copies forwarded to the Finance Department. Documentation must include the initial letter to the relevant stakeholders, outlining the means to collect funds, what the funds are to be used for, and the specific intention for any surplus funds as well as subsequent correspondence, and/or any newsletters used to communicate that information. If tickets are provided, use of targeted and surplus funds must be identified on the back of the ticket.

FEES

- ◆ Board directed fees for ECS and Learning Resources have been eliminated for 2017-2018 and 2018-19, replaced by specific funding from Alberta Education. The Government funds will be 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. *Bill 1 – An Act to Reduce School Fees*, came into effect for 2017-18 and through the new School Fees and Costs Regulation, parents will no longer be charged fees for textbooks; workbooks; photocopying and printing; or paper. In addition, all remaining fees must meet several criteria, including being clearly



expressed in a board's fee schedule, as well as being connected to a specific good or service. Therefore, common or generic fees—often previously referred to, among other titles, as instructional fees, instructional materials, or basic fees—can no longer be charged.

- ◆ The out-of-province annual tuition fees are determined by the Secretary-Treasurer, approved by the Board, 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.
- ◆ All school based fees must be provided for input by the parent community and discussed at a school council meeting prior to March 1st of the school year, prior to the school year in which the fee becomes effective. Evidence of discussion, by way of a meeting date, must be provided to the Secretary-Treasurer on an annual basis, no later than April 1st of the school year, prior to the school year in which the fee becomes effective. Any change in fees must be substantiated by a demonstrated need, clearly outlined in writing, and approved by the Secretary Treasurer prior to presentation to the Board for approval. The Board of Trustees will make the final approval on all Fees.
- ◆ A summary of all school based fees in support of the general curriculum must be submitted to the Secretary-Treasurer by April 1st and will be presented to the Council of Councils for consultation and input between April 15th and May 15th prior to consideration by the Board. Once opportunity for parental input has been provided for and received, a school-by-school fee schedule along with a summary schedule will be presented to the Board for approval each year by May 31st (or at the last meeting of the month in which the budget must be approved) prior to the start of the school year in which they apply. School-based Fees must not be assessed by schools until approval by the Board is granted. A fee increase of 5% or more, from the previous year, requires Ministerial Approval.
- ◆ All extra-curricular fees, such as athletic team fees, should be communicated to parents and should be limited to operating expenses for the current season of the team. All fees will be shared with the school administration and forwarded to the Secretary-Treasurer as soon as they are set in any given school year. This information will be shared with the Board, as it becomes available.
- ◆ All fees to be charged in a given school year, regardless of when they are actually assessed, must appear on the fee schedule to be approved by the Board, no later than the last meeting of the month in which the District Budget is to be approved. If the fees are not listed on the fee schedule approved by the Board, they shall not be charged at any time in that school year. A fee schedule, indicating the MAXIMUM per student fee to be charged during any given school year shall be posted both on the school website and the district website.



OTHER FUNDING

- ◆ Guiding Principles for District funded programming such as the District Catholic Dimension Fund (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 by a school within the *Principles of the Basis of Allocations to Schools*, 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.



2018-2019 Fees Addendum

<i>Description</i>	<i>2018-19</i>
<i>ECS Fees</i>	<i>\$0.00</i>
<i>Learning Resource Fee</i> <i>(formerly known as Textbook Rental Fee)</i>	
<i>Grade 1 - 6</i>	<i>\$0.00</i>
<i>Grade 7 - 9</i>	<i>\$0.00</i>
<i>Grade 10 - 12</i>	<i>\$0.00</i>
<i>Out-of-Province Tuition Fees per annum</i> <i>(may be pro-rated monthly)</i>	
<i>Grade 1 - 12</i>	<i>\$10,750.00</i>

As a result of *Bill 1 – An Act to Reduce School Fees*, which came into force for 2017-18, Boards are no longer able to charge any fees or costs for textbooks, workbooks or photocopying, printing or paper supplies for students funded by Alberta Education.



2018-2019 School Allocations Addendum

<i>Description</i>	<i>2018-19</i>
<i>Board Approved Class Size Standard</i>	
<i>ECS – Grade 3</i>	<i>21.5</i>
<i>Grade 4 – Grade 6</i>	<i>26.5</i>
<i>Grade 7 - Grade 9</i>	<i>28.0</i>
<i>Grade 10 – Grade 12</i>	<i>31.5</i>
<i>Supplies & Services Allocation Rate</i>	
<i>ECS (per student)</i>	<i>\$115</i>
<i>Grade 1 - 6</i>	<i>\$175</i>
<i>Grade 7 - 12</i>	<i>\$225</i>
<i>French Immersion Resource Allocation (per student: Grade 1-12)</i>	
	<i>\$50</i>
<i>Dual Track Grade Level FTE Allocation</i>	
	<i>.15 FTE per grade</i>
<i>District Funded Programming (IB & New Programs)</i>	
	<i>\$100,000</i>
<i>Fund For Professional Development, Licensing Fees, additional assessment etc. – to be shared among schools, as assigned.</i>	
<i>Average Teacher Salary & Benefit Allocation</i> <i>(subject to change on Sept 30th)</i>	
	<i>\$103,720 (per FTE)</i>
<i>Learning Commons Allocation</i> <i>(based on .55 FTE of Average Teacher Salary & Benefit Allocation)</i>	
	<i>\$57,046 per site</i>
<i>Secretarial Allocation</i> <i>Based on Avg of Grid MAX for SOS I & SOS II (7 hr/day) for 10.5 mths, including Benefits</i>	
	<i>\$55,948 (per FTE)</i>



2018-2019 Centralized Needs Addendum

Centralized Instruction Needs:	Budget Centre	Per Student Rate
Christ Centred Learning Community (CCLC)	Asst Superintendent	\$7.22
Administrators Planning Retreat	Asst Superintendent	\$1.23
Employee Assistance Program Services	Human Resources	\$2.31
Employee Course Reimbursement	Human Resources	\$2.58
Gallup Student Insight & Staff Engagement Contracts	District Principal	\$11.26
Long Service Awards	Superintendent	\$7.54
Blueprints (lunch /venue/speaker /misc)	Superintendent	\$3.02
Religion Services	Superintendent	\$34.61
District Catholic Dimension (Youth Ministry)	Finance	\$0.00
Insurance	Finance	\$15.50
Merchant/User Fee & MBF Expenses - Centralized	Finance	\$16.53
Personnel Contingency Fund	Human Resources	\$58.69
Report Cards & IPP Coordinator & Licensing & Subs	Asst Superintendent	\$35.93
District Principal	Asst Superintendent	\$48.65
Tech Services	Asst Superintendent	\$162.31
Curriculum & Lang Services	Asst Superintendent	\$48.32
		\$455.70
Sub-Total Centralized Needs:	Total per student:	(6.8% of the Basic Grant)
Contribution to Diverse Learning Needs <i>(includes Counsellors & Learning Support Facilitators)</i>		\$750 <i>(11.2% of the Basic Grant)</i>
2018-19 Basic Student Grant (grades 1-9)		\$6,679.79

Actual Budgets for the above departments will be adjusted based on confirmed Student Enrolment on September 30, 2018 and may differ from the 2018-19 Budget submitted in May 2018.

If enrolments change, the Per Student Rate will be adjusted accordingly.

